



Interventions of Teachers Applying the Principles of Inclusive Education in the Event of Outbreak of Impulsive Aggression in Students with Special Educational Needs (SEN)

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Aggressive behaviour of students with SEN is a real challenge for teachers who follow the principles of inclusive education. A superficial judgement of such incidents by the society is easily disseminated, and weakens the teacher's sense of competence and professional prestige. This article presents the results of a qualitative analysis of teachers' statements regarding their effective and ineffective ad hoc interventions conducted against outbreaks of impulsive aggression of students with SEN.

KEY WORDS: impulsive aggression, student with SEN, ad hoc teachers' interventions

Introduction

The CBOS¹ report prepared in 2012 revealed that in the public opinion, working in the teaching profession is perceived as stressful, responsible and difficult, which, however, does not make teachers universally respected. The picture presented in the report partially corresponds to the results of previous studies performed all over the world, which reported the role of the media in shaping a positive image of the teacher², indicated stress factors and emphasised social recognition for this profession.^{3,4}

In the IBE report⁵, prepared in 2015, as a result of the research conducted in a group of Polish teachers, a list the factors weakening the prestige of their profession was specified. These factors included: 1) disseminating only negative cases of the activity of teachers in the media, consolidating a non-objective image of the profession, 2) negative narrative of the teachers themselves, drawing social attention to work overload with a problematic student and 3) undesirable relationships among the teaching staff, which significantly reduce the comfort of work, self-efficacy and self-esteem of teachers.

The results of the study by Patrycja Pater and Magdalena Zubel⁶, conducted in 2018 in Poland, revealed that the social status of the teacher in the period from 2012 to 2018 decreased significantly, expectations towards teachers increased, and the opinion about stress and nuisance of the teacher's work is at a similar level.

¹ M. Feliksiak, CBOS, *Wizerunek nauczycieli*, https://www.cbos.pl/SPISKOM.POL/2012/K_173_12.PDF [20.12.2019]

² P. Cunningham, *Teachers' Professional Image and the Press, 1950–1990*, "History of Education" 1992, no. 21(1), pp. 37–56.

³ H. Judge, *The Image of Teachers*, "Oxford Review of Education" 1995, no. 21(3), pp. 253–265.

⁴ OECD, *Teachers Matter: Attracting, Developing and Retaining Effective Teachers*, OECD Publishing, Paris 2005, pp. 40–86.

⁵ M. Smak, D. Walczak D., *Pozycja społeczno-zawodowa nauczycieli. Raport z badania jakościowego*, Educational Research Institute, Warszawa 2015, pp. 3–4.

⁶ P. Pater, M. Zubel, *Wizerunek nauczyciela na przestrzeni lat*, "Edukacja – Technika – Informatyka" 2019, no. 1/27, pp. 45–46.

It is worth noting that the period between the CBOS and Pater and Zubel research is the time of popularising the model of inclusive education in Poland. This model was adopted as the goal of education policy along with the ratification of the UN Convention on the Rights of Persons with Disabilities by Poland. The most important changes to initiate the educational practice of inclusive education were introduced in 2015 and 2017 by various acts of the education law, issued in order to improve the school situation of students with special educational needs. At that time, the idea of inclusive education became widely recognised by parents, and triggered numerous discussions and fears on the part of teachers. It is known that the attitudes of teachers in ordinary and special schools towards the inclusive education of students with SEN have been differentiated⁷, although it can be concluded that most teachers accept the idea of inclusion, while noticing problems in the possibilities of its accomplishment.⁸ Among these problems, a significant place is occupied by the difficulty of working with students who manifest emotional and behavioural disorders⁹, including aggres-

⁷ D. Yasutake, J. Lerner, *Teachers' Perceptions of Inclusion for Students with Disabilities: A Survey of General and Special Educators*, "Learning Disabilities: A Multidisciplinary Journal" 1996, no. 7(1), pp. 1-7.

S.E. Wigle, D.J. Wilcox, *Teacher and Administrator Attitudes Toward Full Inclusion in Rural Mid-America*, "Rural Special Education Quarterly" 1997, no. 16(1), pp. 3-7.

R.G. Monahan, S.B. Marino, R. Miller, *Teacher Attitudes Toward Inclusion: Implications for Teacher Education in Schools 2000*, "Education" 1996, no. 117(2), pp. 316-320.

E.M. Unianu, *Teachers' Attitudes Towards Inclusive Education*, "Procedia - Social and Behavioral Sciences" 2012, no. 33, pp. 900-904.

J. Sibska, *Edukacja włączająca w opinii nauczycieli edukacji wczesnoszkolnej- analiza segmentacyjna. Doniesienia z badań*, "Problemy Edukacji, Rehabilitacji i Socjalizacji Osób Niepełnosprawnych" 2016 no. 22/1, s. 164.

⁸ E. Avramidis, B. Norwich, *Teachers' Attitudes Towards Integration / Inclusion: a Review of the Literature*, "European Journal of Special Needs Education" 2010, no. 17(2), pp. 129-147.

T.E. Scruggs, M.A. Mastropieri, *Teacher Perceptions of Mainstreaming Inclusion, 1958-1995: A Research Synthesis*, "Exceptional Children" 1996, no. 63(1), pp. 59-74.

⁹ I. Chrzanowska, *Postawy wobec edukacji włączającej - jakie skutki?*, [in:] *Edukacja włączająca w przedszkolu i szkole*, (ed.) I. Chrzanowska, G. Szumski, Wydawnictwo Fundacji Rozwoju Systemu Edukacji, Warszawa 2019, pp. 45-46.

sive behaviour^{10,11}, which triggers a sense of fear among teachers.¹² Own research, conducted in 2017–2018, revealed that teachers observe impulsive aggressive behaviour most frequently in students with ASD, ODD, CD and ADHD¹³, in whom 80% of aggression is of retaliatory nature¹⁴, resulting from frustration, irritation or hostility towards actual or suspected provocation. The outbreak of aggression is a sudden, violent incident that blocks the possibility of any self-control of the behaviour of the student, and the “good advice” can have an effect of the proverbial “red rag to a bull”. Effective intervention results in weakening the strength of the student’s emotions. It is also expected that they will continue school assignments shortly after the outbreak of aggression.

The overall course of the outbreak of aggression triggers a high intensity of teachers’ emotions, which, according to the results of the study by Tsouloupas et al.¹⁵ may result in their emotional exhaustion and weaken teachers’ resilience.¹⁶ While the mechanism of

¹⁰ R.P. Hastings, S. Oakford, *Student Teachers’ Attitudes Towards the Inclusion of Children with Special Needs*, “Educational Psychology” 2003, no. 23, pp. 87–94.

¹¹ W. Baranowska, J. Leszka, *Agresywne zachowania uczniów ze SPE jako źródła lęków nauczycieli. Korelacja osłabiająca sukces edukacji włączającej*, “Studia Edukacyjne” 2018, no. 51, p. 413.

¹² Ibidem W. Baranowska, J. Leszka, *Agresywne zachowania uczniów ze SPE jako źródła lęków nauczycieli. Korelacja osłabiająca sukces edukacji włączającej*, “Studia Edukacyjne” 2018, no. 51, pp. 414–417.

¹³ Ibidem W. Baranowska, J. Leszka, *Agresywne zachowania uczniów ze SPE jako źródła lęków nauczycieli. Korelacja osłabiająca sukces edukacji włączającej*, “Studia Edukacyjne” 2018, no. 51, pp. 410–411.

¹⁴ F. Vitaro, M. Brendgen, R.E. Tremblay, *Reactively and Proactively Aggressive Children: Antecedent and Subsequent Characteristics*, “The Journal of Child Psychology and Psychiatry” 2002, no. 43(4), pp. 495–505.

¹⁵ C.N. Tsouloupas, R.L. Carson, R. Matthews, M.J. Grawitch, L.K. Barber, *Exploring the Association Between Teachers’ Perceived Student Misbehaviour and Emotional Exhaustion: the Importance of Teacher Efficacy Beliefs and Emotion Regulation*, “Educational Psychology” 2010, no. 30(2), pp. 173–189.

¹⁶ C. Day, Q. Gu, *Teacher Emotions: Well Being and Effectiveness*, [in:] *Advances in Teacher Emotion Research: The Impact on Teachers’ Lives*, ed. P.A. Schutz, M. Zembylas, Springer, New York 2009, pp. 15–31.

behaviour and the model of long-term action against frustration aggression of children and adolescents has been widely described in the publications all over the world¹⁷, intervention strategies used by teachers at the time of the incident can be found in few research papers that only discuss the actions of parents.^{18,19} The publications intended for teachers²⁰ do not seem to take into account the level of intensity of the student's emotions during the outbreak of impulsive aggression related to brain neurochemistry.²¹ It can be assumed that the teacher facing such incidents has to develop their own strategies of behaviour, and as a consequence, the "negative narrative" identified in the IBE report²² contributing to a generalised low sense of

¹⁷ D.G. Sukhodolsky, R.M. Solomon, J. Perine, *Cognitive-Behavioral, Angercontrol Intervention for Elementary School Children: A treatment Outcome Study*, "Journal of Child and Adolescent Group Therapy" 2000, no. 10, pp. 159–170.

D.G. Sukhodolsky, L. Scahill, *Cognitive-Behavioral Therapy for Anger and Aggression in Children*, The Guilford Press, New York 2012, pp. 21–28.

D.G. Sukhodolsky, H. Kassinove, B.S. Gorman, *Cognitive-Behavioral Therapy for Anger in Children and Adolescents: A Meta-Analysis*, "Aggression and Violent Behavior" 2004, no. 9, pp. 247–269.

F. Losel, A. Beelmann, Effects of Child Skills Training in Preventing Antisocial Behavior: A Systematic Review of Randomized Evaluations, "The Annals of the American Academy of Political and Social Science" 2003, no. 587, pp. 84–109.

A.E. Kazdin, *Parent Management Training: Treatment for Oppositional, Aggressive, and Antisocial Behavior in Children and Adolescents*, Oxford University Press, New York 2005, pp. 65–91, 225–240.

¹⁸ E.C. Shelleby, D.S. Shaw, *Outcomes of Parenting Interventions for Child Conduct Problems: A Review of Differential Effectiveness*, "Child Psychiatry & Human Development" 2014, no. 45(5), pp. 628–645.

¹⁹ J. Schoorl, S. van Rijn, M. de Wied, S.H.M., van Goozen, H., Swaab H., *Neurobiological Stress Responses Predict Aggression in Boys with Oppositional Defiant Disorder/Conduct Disorder: a 1-year Follow-up Intervention Study*, "European Child & Adolescent Psychiatry" 2017, no. 26(7), pp. 805–813

²⁰ E. Czermierowska-Koruba, *Agresja i przemoc w szkole czyli co powinniśmy wiedzieć, by skutecznie działać*, Centre for Education Development, Warsaw 2015, pp. 29–30.

²¹ J. Vetulani, *Neurochemia impulsywności i agresji*, "Psychiatria Polska" 2013, no. 47/1, pp. 103–115.

²² M. Smak, D. Walczak D., *Pozycja społeczno-zawodowa nauczycieli. Raport z badania jakościowego*, Educational Research Institute, Warszawa 2015, pp. 3–4.

professional prestige and low competence is not surprising. This, in turn, may weaken the perception of inclusive education as meeting social needs, which is significantly reinforced by media reports, reporting alternately on “an aggressive student who attacks peers...” or “a teacher who takes revenge on a student with autism...”.

It is important to objectively recognise how teachers deal with such situations, and further, to what extent the recommended strategies can be selected from the methods they use. The aim of the present study was to identify the state of interventions used by teachers at the time of an outbreak of aggression of a student.

Method and organisation of the study

The study was conducted in the period from March 2019 to April 2019, and it was intended to establish, in the light of teachers' statements, the answers to the following questions:

- (1) which – effective and ineffective – interventions are undertaken by teachers within their activities at the moment of the outbreak of impulsive aggression of students?
- (2) what is the relationship between the principles of inclusive education and the approach of the teachers to students with SEN presenting behaviour of impulsive aggression nature?

Data was collected using an anonymous electronic structured interview form, containing one open-ended question with supporting questions and one semi-open question. The interview form was addressed to teachers who participated in previous studies²³, meeting at that time the criterion of employment as a teacher, minimum 1 year of work experience and participation in the training on meeting the needs of students with SEN in inclusive education over the last two years. The analysis of the results was based on data ob-

²³ The respondents shared their e-mail addresses, agreeing for a further contact. The results were published in: W. Baranowska, J. Leszka, *Agresywne zachowania uczniów ze SPE jako źródła lęków nauczycieli. Korelacja ostabiająca sukces edukacji włączającej*, “Studia Edukacyjne” 2018, no. 51, p. 409.

tained from 31 people who declared that they applied the principles of inclusive education in their professional practice. All respondents completed MA studies, the group is homogeneous in terms of gender (women), and all respondents experience outbreaks of impulsive aggression on the part of students with SEN. 11 teachers work in an integrated school, 18 in a mainstream school, and 2 in a special school. 7 people have over 25 years of professional experience, 16 respondents did not exceed 10 years.

Results

A qualitative data analysis sheet was used to analyse the results of the interview in the part containing an open-ended question (“interventions during outbreaks of impulsive aggression of a student with SEN”). It should be mentioned that the raw, written statements

Table 1. Codes and categories describing teacher’s interventions during an outbreak of impulsive aggression in a student

Descriptive codes	Category name	Questions supporting the analysis
People	The teacher is accompanied, the teacher is not accompanied	Who is actively/passively involved in the intervention?
Places	Places of intervention situated closer or further from the place of the incident	Where in the school area the intervention takes place?
Communications	Non-verbal messages, verbal messages	How and what do the intervening persons say to the student?
Activities	Activity, passivity	What happens during the intervention? What activities are performed by the intervening people?
General rules adopted	Systemic rules	
Personal rules	On what school, systemic rules is the intervention based?	
What individual rules do the intervening people follow?		

of the respondents differ significantly from the narrative typical of oral interviews. They were not extensive, many of them were limited to the use of very synthetic phrases (elliptical sentences), in which the intervening person was the default subject, the place of intervention was omitted, and the actions were described without verbs naming activities. Regardless of the length of the statement and the provided details, it was decided to use Graham Gibbs' guidelines²⁴ and the codes and categories indicated in Table 1, according to which the data was organised in two variants (effective/ineffective methods), were specified.

Effective interventions in the statements of the respondents

According to most respondents, an effective intervention means a situation in which the teacher is accompanied by another adult. The leading roles in these situations are played by the guidance counsellor and the support teacher.

Table 2. People who accompany the teacher in effective interventions according to the opinion of the teachers

Category	Indicated people	Statements of the respondents (original spelling)
The teacher is accompanied by	a guidance counsellor	"I send the student to call the guidance counsellor and usually they come running", "I changed the classroom and now I am near the office of the guidance counsellor, she comes without asking when she can hear the commotion (...)"
	a psychologist	"sometimes the guidance counsellor helps me", "the guidance counsellor is on the alert (...)", "I call the guidance counsellor, if they can, they come (...)", "our guidance counsellor looks after that child and I look after the rest of the group", "the guidance counsellor takes the child to their office"

²⁴ G. Gibbs, *Analizowanie danych jakościowych*, Państwowe Wydawnictwo Naukowe PWN SA, Warszawa 2011, pp. 79-97.

cont. tab. 2

Category	Indicated people	Statements of the respondents (original spelling)
	a support teacher the headmaster a caretaker an educator responsible for the common room	“(…) sometimes I am helped by a psychologist”, “(…) interchangeably with a psychologist” “the support teacher (…)”, “the support teacher reacts immediately”, “the support teacher stands up (…)”, “either me (…)”, or the support teacher (…)”, “together with the support teacher (…)”, “the support teacher has better contact (...)” “the caretaker runs for bring the headmistress” “the headmaster comes running and (...)” “it is good when the headmaster stands close to me (...)” “our headmistress is the most effective (...)” “usually I am helped in this by an educator responsible for the common room”
The teacher is not accompanied	the teacher conducting the lesson	“(…) I am alone, but that is OK” “it is best when nobody interferes with this situation (...)” “I usually do not feel the need for help from others”

Apart from the people specified in Table 2, the parents of students were mentioned once and pejoratively: „*These students were isolated as a result of the so-called attack and taken home by their parents*”, apprentices were also mentioned once: “(…) *involvement of others (...) e.g. apprentices – students of teaching faculties*”.

The analysis of data in the category of *places of intervention situated closer or further from the place of the incident*, in the absence of expressions clearly indicating the place in the statements, required some assumptions – unless specific places outside the classroom were indicated or suggested, it is considered that the intervention took place in the classroom.

It seems, according to the statements of the respondents, that an effective intervention takes place primarily in the classroom, with an important role of an isolated place, in which the student has a chance to separate themselves from the acting stimuli (a quiet zone) and thus weaken the strength of their own emotions. Indication of other places is not repeated, it proves the need to isolate the student rather than a permanent location of the intervention place.

Table 3. Places where effective interventions are performed according to the teachers

Category	Specified places	Statements of the respondents (original spelling)
Places of intervention situated close to the place of the incident	classroom quiet zones in the classroom	"(...) children sit down at the blackboard when asked (...)" "our guidance counsellor looks after that child and I look after the rest of the group" "I send the student to call the guidance counsellor and usually they come running" " (...) she comes without asking when she can hear the commotion" "the headmaster comes running (...)" "(...) I am alone (...)", "it is best when nobody interferes with this situation (...)" (...)", "I usually do not feel the need for help from others" "quiet zone", "creating space to release emotions", "quiet tent" "(...) to a quiet zone on the carpet, behind the shelves"
Places of intervention situated further from the place of the incident	another classroom the office of the guidance counsellor, school corridor	"taking the child to another classroom", "the guidance counsellor takes the child to their office", "(...) he already knows that he can then come with me to the corridor", "(...) outside the place of the incident (...)"

Table 4. Communication during effective interventions according to the teachers

Category	Specified communication-related behaviour	Statements of the respondents (original spelling)
Verbal messages	individual conversation, calm conversation, calm tone	"Calm conversation (...)", "(...) and then I talk to them individually (...)", "I communicate patiently and calmly with the child", "(...) I keep a calm tone of speech" "calm conversation, specifying threats" "(...) I calmly repeat the suggestion to enter the tent several times"
Non-verbal messages	omission or limitation of verbal communication	"(...) I just look at him and point my hand at the quiet zone (...)" "I can "keep silent" together with the student". "(...) I do not enter into a discussion and wars of words"

In the statements of the respondents in the category of *verbal/non-verbal messages*, basically no expressions regarding the content of verbal messages were found, and even those concerning non-verbal messages were vague, they only referred to the tone of the conversation with the student or – which we do not know, but

which, due to the specificity of the outbreak, we can assume - the monologue/ instructions of the intervening persons.

Among the effective communication behaviours described by the respondents, two trends can be noticed. The first of them, included in the category of verbal messages, is an individual, calm conversation with the student, during which the teacher monitors their emotional tension ("*calm*", "*patient*", *etc.*). The second trend relates to the omission or significant limitation of verbal communication ("*keep silent*," "*just look*", "*I do not enter into a discussion*"), conventionally classified as *non-verbal communication*. However, it should be noted that in the "communication" code there is a clear shortage of teachers' statements found in the study, and those formulated only signal a certain state. The categories included in the code of *activities*, which initially (but without any particular certainty due to the type of verbs used in the statements of the respondents²⁵) were divided into *activity* and *passivity*, and which relate to the relationship with the student during their outbreak, are similar.

Table 5. Activities undertaken by adults during effective interventions according to the teachers

Category	Specified activities	Statements of the respondents (original spelling)
Activity	sitting next to the student, approaching the student,	"the support teacher (...), it is often enough that they sit down in front of the child and cover the rest of the class with themselves (...)" „(...) the support teacher stands or sits next to the child", "(...) or the support teacher, approach the child." "(...) I just sit next to him on the bench and I do not say anything, just sit.", "(...) and then I slowly embrace the student, if they do not struggle we stand like this, and if they try to escape, I let them go (...)"
Passivity	observing the behaviour of the student	"(...) I observe the behaviour of the student and until he attacks others (...)", "(...) I look at the student, but I do not approach them immediately (...)", "(...) I stay calm, I try to focus on me the attention of the other students (...).

²⁵ They include verbs describing a change in the state of the performer of an activity resulting from their conscious action, i.e. verbs denoting movement (stands, sits down, moves), and denoting another activity not associated with movement (observe, stand, see, etc.)

The specified activities consistently seem to show the emotional calmness of adults in the relationship with the student, suggest a “slowed down” pace of action. It is not known how it is possible to slow down the rush, described in Table 2 by the terms “usually/comes running”, “runs”. It can be assumed with great caution that the rush accompanies the search for people to support the teacher, while the relationship that is being established shows features of emotional silence of teachers and, apart from one statement (“I embrace the student”), the lack of physical contact with the child.

From the point of view of searching for a strategy of effective coping with the outbreak of impulsive aggression of the student, it was interesting to investigate on what rules: systemic (applied within the school, therapeutic, or even based on pedagogical theories) or personally developed by experience, teachers base the structure of their actions. For this purpose, within the code “adopted rules”, the categories of *systemic rules/ personal rules* were initially distinguished. However, when analysing the statements of the respondents, in which the sources or the affiliation of these rules to specific theories/systems are not visible, this division was abandoned and the category visible in Table 7 was chosen.

Table 6. Rules on which teachers base action during effective interventions, according to the teachers

Category	Specified rules	Statements of the respondents (original spelling)
General rules adopted	Controlled ignoring, redirecting the attention of the student to another subject/ situation	<p>“I use a system of positive reinforcements.”, “I believe in the effectiveness of persuasion”, “Consistent implementation of arrangements”</p> <p>“(…) keeping calm and firmly defining the limits of acceptable behaviour (…)", “(…) it is necessary to create a space for releasing anger in a safe way.”</p> <p>“the most important thing is to allow the student to calm down outside the place of the incident, without the participation of people involved in the difficult situation”, “controlled ignoring.”, “The adopted rule is the isolation of the aggressor”, “Redirecting attention to another topic”, “(…) the basis should be to understand the child”, “(…) avoiding situations triggering aggression”</p>

It would be an abuse to refer the content of the statements of the respondents to specific systems or pedagogical theories/ therapeutic principles. The terms of *“positive reinforcement system”*, *“releasing anger”*, *“calming down”*, *“redirecting attention”* may only suggest basing interventions on behavioural theories, but it is not known whether they result from knowledge or from experience or intuition of the respondents.

The statements of the respondents also included expressions more typical of assumptions than adopted rules, e.g. *“I expect help from others”*, *“cooperation with parents must be undertaken”*, *“learning how to react”*, *“psychological support for the teacher is needed”*.

Ineffective interventions in the statements of the respondents

In the statements concerning ineffective intervention strategies against an outbreak of aggression, no specific people are indicated, in fact, the statements are impersonal. In the raw results, only one statement which indirectly indicated the person was found: *“(…) confrontation with the headmaster right after the incident”*. The statements about places of the incident are similar. The attention of the respondents focused primarily on communication and undertaken activities, important statements can be assigned to the code of *rules*, although with a condition similar to the one specified earlier.

Table 7. Communication during ineffective interventions according to the teachers

Category	Specified types of communication behaviour	Statements of the respondents (original spelling)
Verbal messages	raised tone, shout undesirable message content	<i>“(…) shout, verbal attack”</i> ; <i>“raised voice”</i> ; <i>“raising voice at the student at the moment of an attack of aggression”</i> ; <i>“Discussion in the course of the aggressive behaviour.”</i> ; <i>“(…) threatening to lower the conduct mark”</i> <i>“(…) request for improvement at the time of attack”</i> ; <i>“humiliation”</i> , <i>“moralization”</i> ; <i>“Directing comments and talking during an escalation of undesirable behaviour”</i> .
Non-verbal messages	-	no statement

In the statements of the respondents, expressions suggesting the “aggressive” content of the messages (“*threatening*”, “*request*”, “*humiliation*”), implicitly formulated by the intervening persons, appeared. The indicated “*raised tone*”, “*shout*” show the emotional tension of the intervening people, and may indicate a sense of helplessness or an actual lack of competence in managing the outbreak situation.

“Aggressiveness” also refers to the description of ineffective interventions.

Table 8. Activities undertaken by adults during ineffective interventions according to the teachers

Category	Specified activities	Statements of the respondents (original spelling)
Activity	aggressive behaviour, confrontation	“teacher’s aggression in response to student’s aggression” “confrontation with the headmaster right after the incident” “physical violence (...)”, “overpowering the student (...)”, “(…) jerking the child”, “(…) holding the aggressive student”
Passivity	Not undertaking actions	“waiting until the attack is over”

Table 9. Rules on which teachers base action during ineffective interventions, according to the teachers

Category	Specified rules	Statements of the respondents (original spelling)
General rules adopted	Punishment, a system of regulatory punishments and consequences, exclusion, use of non-professional actions	“applied punishments”; “the existing system of regulatory consequences and punishments”; “(…) attempts to exclude a child from education, e.g. by forcing individual teaching”; ““pseudo-therapy” at the time of the incident”; “mediation before releasing anger”

On the basis of the statements of the respondents, it can be noticed that the system of punishments adopted in the school may not fit the needs of students with SEN. With a large margin of error, it can also be assumed that as a result of the application of regulatory

punishments/ consequences, an (open or hidden) attempt to exclude a child from the school community takes place. It is positive that the teachers indicated these actions as ineffective, and it is sad that they take place at school. Additionally, in one of the statements the *“evaluation of the situation with reference to the disability of the child”* was indicated as an ineffective strategy, which contradicts the general principle of individualisation of the education process and seems to be a discriminatory action.

Principles of inclusive education and the approach of the teachers to students with SEN presenting behaviour of impulsive aggression nature?

A three-point scale (no/ I have no opinion/ yes) with a space to extend a positive statement was used in the question contained in the interview to confirm the existence of the above-mentioned relationship. 9 respondents stated no such relationship, 11 had no opinion, and the remaining teachers (11) confirmed the relationship, formulating negative and positive opinions, as well as indicating certain deficiencies. The negative opinions included the following examples: *“The number of challenging behaviours has increased”*; *“They constitute (...) a problem for other students in school teams, both in terms of safety and the possibility of taking full advantage of the lesson unit”*; *“(…) other students do not understand the situation of a student with a disability and SEN, which creates conflict situations”*.

A positive relationship was indicated in statements such as: *“(…) inclusive education enables the development of positive role models in aggressive students with a disability and SEN”*; *“If actions undertaken against outbreaks of aggression are carried out professionally, with full conviction and knowledge, success is guaranteed”*. Opinions suggesting deficiency include the following ones: *“(…) inclusion works, but the catalogue of support in the aid regulation should be clearly specified and extended to students with aggressive behaviour”*; *“(…) the implementation of the idea of inclusive education requires a change in teachers’ thinking*

and breaking stereotypes of reacting to aggressive behaviour of students”; “(...) however, it is also necessary to think about assistants for children with aggression in non-public, private institutions”.

Conclusions

Based on the statements of the group of respondents, it is possible to formulate only a general framework of effective and ineffective interventions against the outbreak of impulsive aggression of a student with SEN, and to perceive in them acceptance of the principles of inclusive education. Effective teacher's interventions require the presence of other people (a guidance counsellor and a support teacher), they take place in the classroom, where a place free from active stimuli has been intentionally isolated, they consist in silencing the emotions of the intervening people, their readiness to communicate using a calm tone, showing patience and using non-verbal messages, they contain an algorithm of activities physically distant from the student, are based on the principle of full understanding of the needs of the child. Ineffective interventions can be considered mainly those that contain a component of "aggression" of the intervening people, visible in the communication and undertaken actions, probably supported by a system of punishments and consequences that do not take into account the specific needs of a student with SEN.

The results of the study are basically declarations of the surveyed teachers and do not allow for the formulation of clear and exhaustive rules for effective interventions at the time of the outbreak of impulsive aggression of a student, thus making it impossible to specify a recommendation for educational practice. It is also difficult to compare them to the results of other studies because, as mentioned in the introduction, they only explain the actions of parents, with whom the child establishes a completely different type of contacts and emotional bonds in situations of outbreak of child aggression.

The formulated conclusions may constitute arguments for further research, among which such methods as observation and in-depth oral interview seem to be the most justified. In further research, it is also worth considering teachers' strategies of avoiding situations that provoke an outbreak of aggression, searching for models to follow.

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