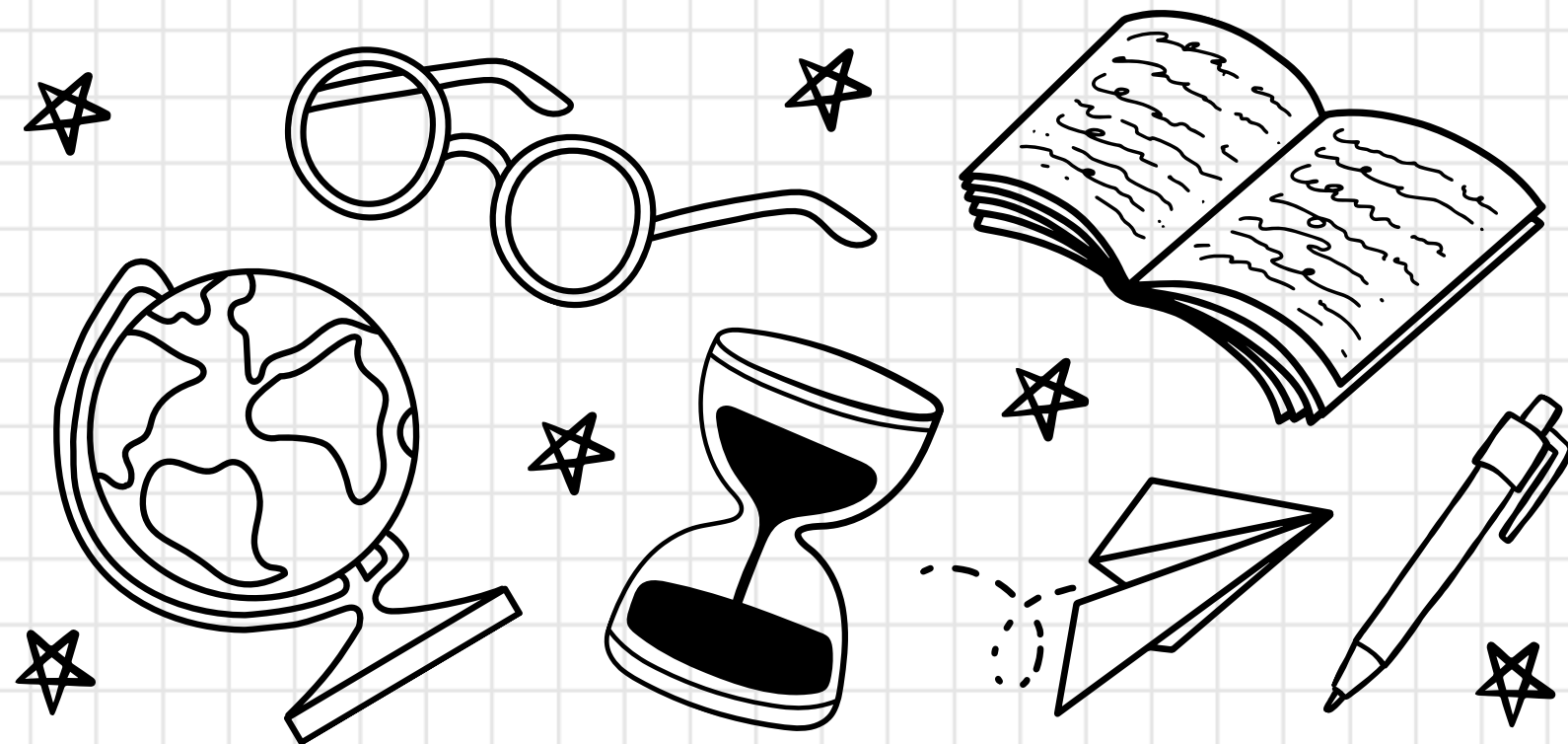


Oppositional, Defiant, and Anger Issues

Planning Guide

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This two-page reference handout distills key insights and tools from the two-day training *Oppositional, Defiant, and Anger Issues: Promoting Positive Behaviour to Empower Children and Adolescents*. It offers a trauma-informed lens for understanding defiance, summarizes essential DBT and co-regulation strategies, and provides quick-reference frameworks for behavior planning. Whether you're a clinician, educator, or caregiver, this guide is designed to keep practical, evidence-based strategies at your fingertips when facing challenging behaviors in real time.



Trauma-Responsive Behavior Planning

- Identify the function of the behavior (What is the child trying to gain or avoid?)
- Clarify emotional triggers (People, places, transitions, feedback)
- Include:
- Co-regulation tools (STOP skill, calming options)
- Skill use by stage (TIP during escalation, thermometer during debrief)
- Choose flexible consequences with a built-in path to repair
- Always involve youth voice and options ("What do you need when ___ happens?")

💡 Plans should support safety, not just compliance.

The Defiance Funnel — What's Beneath the Behavior

- Neurobiological Sensitivity (Sensory overload, impulsivity)
- Developmental Disruption (Attachment, safety, unpredictability)
- Cultural/Systemic Stressors (Racism, poverty, surveillance)
- Emotional Exhaustion (Shutdowns, hypervigilance)
- Defensive Behaviors (Arguing, control, refusal)
- Mislabeling & Escalation (Punishment, exclusion, mistrust)

Behavior is a signal, not a diagnosis.

DBT-Informed Skills for Emotional Regulation

- **STOP Skill:**
 - S = Stop
 - T = Take a breath
 - O = Observe what's happening
 - P = Proceed mindfully
- **TIP Skill:**
 - T = Temperature change (cold pack, water)
 - I = Intense exercise (30–60 sec)
 - P = Paced breathing / paired muscle relaxation
- **Feelings Thermometer:**
 - Use colors or numbers to rate emotional intensity
 - Create a "When I'm at a 6 or above, I can try..." list with the youth

WAIT + Validation = Connection

- **WAIT = Why Am I Talking?**
 - - Pause to reduce escalation
 - - Create space for regulation
 - - Ask: "Am I responding or reacting?"

Linehan's 6 Levels of Validation (condensed):

1. Pay attention
2. Reflect what you hear
3. "It makes sense given what you've been through"
4. Normalize response in context
5. Show it's valid even if not effective
6. Be radically genuine

🧠 **Validation is not agreement. It's emotional credibility.**

Skills Options

STOP Skill Adaptation:

TIP Skill Access Plan:

Trauma-Informed

Plan Map

historical background

behaviors we see

What the youth might be protecting

Weekly Check-In Idea

Supportive Adult Ally:

Known Triggers

Repair Strategy (nonverbal/verbal):