

ADDRESSING DISRUPTIVE AND NON-COMPLIANT BEHAVIORS (PART 1): UNDERSTANDING THE ACTING-OUT CYCLE

CHALLENGE

- **Media:** Ms. Rollison is concerned and frustrated because she's really not sure how to help Mark and Tameka, or how to maintain a good learning environment in the classroom for the rest of the students who are adhere to her comprehensive management. (movie)

INITIAL THOUGHTS

- Ms. Rollison has a comprehensive behavior management plan in place. Why isn't it working for all of her students??
- How can Ms. Rollison determine what behaviors she should address and when she should address them?

PERSPECTIVES AND RESOURCES

🎧 Page 1: Introduction

- The best of plans may not be enough to prevent problem behaviors from students who.... (bulleted list)
- **Media:** Clip of a student displaying problem behaviors (movie)
- **Media:** Kathleen Lane talks about a student she observed while working as a behavior specialist and how the information in this module can help you avoid similar situations (audio)
- **Media:** Joe Wehby talks about a student he observed while working as a behavior specialist and how the information in this module can help you avoid similar situations (audio)

🎧 Page 2: Overview of the Acting-Out Cycle

- **Media:** Kathleen Lane talks about acting-out behaviors (audio)
- **Media:** Explanation of the different acting-out stages (movie)
- **Media:** Kathleen Lane talks about the incentives for teachers to understand the cyclical nature of behavior (audio)

🎧 Page 3: Phase 1 – Calm

- Keep students in the “Calm” phase (bulleted list)
- Attention
- **Media:** Kathleen Lane explains more about when and how a teacher should use attention to maintain a calm classroom (audio)

🎧 Page 4: Phase 2 – Trigger

- School-based triggers (bulleted list)
- Non school-based triggers (bulleted list)
- **Activity:** Mark's Trigger (box with movie and link)
 - *Link:* Additional feedback on the Activity clip
- **Media:** Kathleen Lane explains more about how a teacher should use pre-correction plans to help

students manage their triggers (audio)

🎧 Page 5: Phase 3 – Agitation

- **Media:** Kathleen Lane explains more about how a teacher can interrupt the acting-out cycle during the Agitation phase (audio)
- **Activity:** Recognizing Agitation (box with movie, numbered questions, and link)
 - *Link:* Additional feedback on the Activity clip

🎧 Page 6: Phase 4 – Acceleration

- **Media:** Clip of mark in the acceleration phase (movie)
- **Media:** Kathleen Lane explains more about how a teacher can interrupt the acting-out cycle during the Acceleration phase (audio)
- **Activity:** Acceleration (box with movie, numbered questions, and link)
 - *Link:* Additional feedback on the Activity clip

🎧 Page 7: Phase 5 – Peak

- **Media:** Mark in Peak Phase (movie)
- **Media:** Kathleen Lane explains how a teacher should respond when a student is in the Peak phase of the acting-out cycle (audio)
- When “out-of-control” behavior occurs (bulleted list)

🎧 Page 8: Phase 6 – De-escalation

- **Media:** Kathleen Lane explains more about how a teacher should take control during the De-escalation phase.

🎧 Page 9: Phase 7 – Recovery

- **Media:** Kathleen Lane explains more about how a teacher might debrief the student during the Recovery phase (audio)
- **Media:** Kathleen Lane explains more about how a teacher might debrief the class during the Recovery phase (audio)

🎧 Page 10: Practice with acting-out phases

- Part I
 - **Media:** A student enters the acting-out cycle (movie)
- Part II
 - **Activity:** Identify the acting-out phase (seven movies with pull-down menus)
- Part III
 - *Link:* See the correct answers for Part II
 - **Media:** click on the video below to see the teacher intervene earlier in this cycle (movie)
- Preventing Disruptive Behavior

🎧 Page 11: References, Additional Resources and Information

- References
- Additional Resources and Information

🎧 Page 12: Credits

- Content Experts
- Module Developers
- Module Production Team
- Module Production Support Team
- Media Production Team
- Media
- Expert Interviews

ASSESSMENT

- List three reasons why some students' still cause problems, even when there is a good classroom management plan in place?
- Discuss at least one benefit and one challenge of intervening early in the acting-out cycle to prevent problem behaviors from escalating.
- Name three methods by which Ms. Rollison can determine his triggers.
- You do have enough information to figure out what Tameka's trigger is. What is it?
- Once either Patrick or Tameka enters the Agitation phase, what would you recommend that Ms. Rollison do? If she doesn't recognize the Agitation phase, what would you recommend differently for the Acceleration phase?
- What is the primary reason that teachers are often reluctant to engage in debriefing during the Recovery phase? Why is it important to debrief in spite of this reluctance?

WRAP UP

- **Media:** Kathleen lane offers some final thoughts about this model (audio)
- Think back to your initial responses to the following questions (box)