Module Home

**Outline­**

**Addressing Challenging Behaviors (Part 1, Elementary)**:

Understanding the Acting-Out Cycle

* Module Description: Developed specifically with elementary school students in mind, this module—the first in a two-part series—discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase (est. completion time: 2.5 hours).
* Link: Comprehensive, Integrated, Three-Tiered Model of… [website]
* Link: Applied Behavioral Analysis program [web page]

Challenge

* Video: Mr. Santini’s classroom has students with a range of social….

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Initial Thoughts

* What should educators understand about challenging behaviors?
* How can educators recognize and intervene when student behavior is escalating?

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Perspectives & Resources

* Module Objectives
* Understand why educators need to be able to effectively address challenging behaviors
* Be familiar with how culture can influence challenging behaviors
* Be familiar with the seven phases of the acting-out cycle
* Be able to recognize the behavioral characteristics associated with each phase of the acting-out cycle
* Understand how to appropriately respond to students in different phases of the acting-out cycle

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* Page 1: Challenging Behavior
* Students today possess a range of academic, behavioral, and social skills.
* Examples of Acting-Out Behavior [table]
* For Your Information
* Whether minor or more serious, challenging behavior can… [bullet points]
* Research Shows
* Audio: Pamela Glenn discusses the effects of challenging behaviors…
* Audio: Gloria Campbell-Whatley explains how culture influences…
* For Your Information
	+ Disruptive Behavior/Elementary School [table]
	+ Link: Talking with Students about Depression
	+ Link: Anxiety: Helping Handout for School and Home [PDF]
	+ Link: Addressing Grief: Brief Facts and Tips
	+ Link: Addressing Grief: Tips for Teachers and Administrators
	+ Link: School Pulse Panel [web page]
* Revisiting the Challenge

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* Page 2: Acting-Out Cycle
* When they are confronted by challenging behaviors such as yelling…
* Acting-Out Cycle [table]
* Video: Click on the video below to learn about the seven phases of the...
* Video: The first video takes a closer look at what Nora’s behavior looks…
* Video: The second video illustrates Kai’s behavior during the acting-out...
* Audio: Kathleen Lane offers more information on each phase of the...
* In many cases, challenging behaviors are an… [bullet points]
* Tiered Systems
	+ Link: multi-tiered system of supports (MTSS) [definition]
	+ Link: Positive Behavioral Interventions and Supports [definition]
	+ Link: evidence-based practices (EBPS) [definition]
	+ Tier 1 [drop-down menu]
		- Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]
		- Link: Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan [IRIS Module]
	+ Tier 2 [drop-down menu]
		- Link: self-regulation [definition]
		- Link: self-monitoring [definition]
		- Link: check-in/check-out [definition]
		- Link: SOS: Helping Students Become Independent Learners [IRIS Module]
	+ Tier 3 [drop-down menu]
		- Link: functional behavioral assessment (FBA) [definition]
		- Link: behavior intervention plan (BIP) [definition]
		- Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
	+ Audio: Pamela Glenn describes how tiered systems of support…
	+ Audio: Janel Brown describes how tiered systems of support are…
	+ Link: Center on Positive Behavioral Interventions &… [website]
	+ Link: Comprehensive, Integrated Three-Tiered Model of… [website]

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* Page 3: Calm
* The first phase of the acting-out cycle is the *Calm Phase*….
* What a Student Looks Like
	+ Generally speaking, a student’s behavior can be… [bullet points]
	+ Video: In this video, note the behaviors that Nora displays during...
* Strategies to Implement
	+ Strategies/Tips [table]
		- Classroom Behavior Management (Part 2, Elementary): Developing a Behavior Management Plan [IRIS Module]
		- Link: social-emotional learning (SEL) [definition]
		- Link: low-intensity strategies [definition]
		- Link: noncontingent attention [definition]
		- Link: contingent attention [definition]
		- Link: behavior-specific praise [definition]
		- Link: Effective Room Arrangement: Elementary [IRIS Case Study]
	+ Audio: Kathleen Lane explains more about when and how a…
	+ Audio: Gloria Campbell-Whatley explains why it’s important to…
	+ Audio: Harold Holmes discusses the importance of creating…
	+ Activity
		- However, this field is provided for reflection… [bullet points]
		- Video: Kai’s behavior in the Calm Phase is illustrated in…
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 4: Trigger
* If calm behavior is not maintained, some students may move out of the…
* School-Based Triggers/Non-School-Based Triggers [table]
* What a Student Looks Like
	+ In this phase, a student may appear… [bullet points]
	+ Video: In this video, note the behaviors that Nora displays during...
* Strategies to Implement
	+ Steps/Tips [table]
		- Link: precorrection [definition]
	+ Video: In this video, Mr. Santini intervenes effectively to interrupt…
	+ Audio: Kathleen Lane discusses how to anticipate and manage…
	+ Audio: Janel Brown explains how teachers can prevent triggers…
	+ Activity
		- However, this field is provided for reflection… [bullet points]
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 5: Agitation
* If triggers are not successfully managed, it is likely that…
* What a Student Looks Like
	+ Some students *increase* behaviors, such as… [bullet points]
	+ In contrast, others *decrease* behaviors, such as… [bullet points]
	+ Video: In this video, note the behaviors that Nora displays…
* Strategies to Implement
	+ Strategy/Tips [table]
		- Link: proximity control [definition]
		- Link: Proximity Control [IRIS Fundamental Skill Sheet]
	+ Video: In this video, Mr. Santini intervenes effectively to interrupt…
	+ Audio: Kathleen Lane first addresses the importance of timing…
	+ Audio: Kathleen Lane then describes a situation in which a…
	+ Audio: Pamela Glenn discusses processes she has in place to…
	+ Audio: Janel Brown describes calming strategies teachers can…
	+ Activity
		- Video: The following video illustrates Kai in the Agitation…
		- Video: The following video illustrates Kai in the Agitation…
		- However, this field is provided for reflection… [bullet points]
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 6: Acceleration
* During the Acceleration Phase, student behavior becomes more…
* What a Student Looks Like
	+ These behaviors are more intense than in the… [bullet points]
	+ Video: In this video, note the behaviors that Nora displays…
* Strategies to Implement
	+ Strategy/Tips [table]
	+ Video: In this video, Mr. Santini intervenes effectively to interrupt…
	+ The teacher can respectfully address acting-out… [bullet points]
	+ Audio: Kathleen Lane explains more about how a teacher can…
	+ Audio: Pamela Glenn describes common mistakes new teachers…
	+ Audio: Janel Brown describes common mistakes new teachers…
	+ Activity
		- Video: Watch Video 1…
		- Video: Watch Video 2…
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 7: Peak
* If the teacher is unable to defuse a student’s behavior during the…
* What a Student Looks Like
	+ In some cases, the student’s behavior may be… [bullet points]
* Strategies to Implement
	+ Strategy/Tips [table]
		- Link: crisis plans [definition]
		- Link: restraint [definition]
		- Link: seclusion [definition]
	+ Video: In this video, Nora displays some common Peak Phase…
	+ Audio: Kathleen Lane provides more information about…
	+ Audio: Pamela Glenn shares examples of responding to…
	+ Audio: Janel Brown shares examples of responding to…
	+ For Your Information
		- Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
	+ Activity
		- However, this field is provided for reflection… [bullet points]
		- Video: Kai’s behavior in the Peak Phase is illustrated below.
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 8: De-Escalation
* Once the Peak Phase has passed, the student enters the next phase…
* What a Student Looks Like
	+ Depending on the student, they may… [bullet points]
* Strategies to Implement
	+ Steps/Tips [table]
		- Link: Student Debriefing Form with Visuals [PDF]
		- Link: Student Debriefing Form [PDF]
	+ Video: In this video, Mr. Santini illustrates the steps that teachers…
	+ Audio: Kathleen Lane explains more about how a teacher can…
	+ Audio: Janel Brown explains how to support a student in the…
	+ Activity
		- Video: The following video depicts steps implemented by…
		- Video: The following video depicts steps implemented by…
		- Video: The following video depicts steps implemented by…
		- Video: The following video depicts steps implemented by…
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 9: Recovery
* Once the teacher has restored calm to the classroom and the student’s…
* What a Student Looks Like
	+ They may… [bullet points]
* Strategies to Implement
	+ Strategy/Tips [table]
		- Link: debriefing session [definition]
		- Link: Teacher Debriefing Form [PDF]
	+ Video: In this video, Mr. Santini illustrates the steps that teachers…
	+ Audio: Kathleen Lane explains more about how a teacher might…
	+ Audio: Pamela Glenn explains her process for the Recovery…
	+ Audio: Dr. Gloria Campbell-Whatley discusses the importance of…
	+ Activity
		- However, this field is provided for reflection… [bullet points]
		- Video: In the video below, Mr. Santini conducts a…
		- Audio: Listen to Johanna Staubitz’s feedback…

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* Page 10: Putting It All Together
* Throughout this module, you’ve had the opportunity to view Nora and…
* Video: Let’s revisit the video illustrating Nora’s behavior…
* Video: Let’s revisit the video illustrating Kai’s behavior…
* Audio: In the following audio clip, Johanna Staubitz offers commentary…
* Audio: In the following audio clip, Johanna Staubitz offers commentary…
* Audio: In the following audio clip, Johanna Staubitz offers commentary…

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* Page 11: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 12: Credits
* Content Experts
* Module Developers
* Video Script Developers
* Media Production Support Team
* Media
* Expert Interviews

Wrap Up

* Summary of the module
* Acting-Out Cycle [table]
* Audio: Kathleen Lane offers some final thoughts about the acting-out…
* Revisit your Initial Thoughts responses
* Teachers can use these strategies to manage challenging… [bullet points]
* Link: Addressing Challenging Behaviors (Part 2, Elementary): Behavioral Strategies [IRIS Module]

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Assessment

* Take some time now to answer the following questions.

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You Have Completed This Module

* We Value Your Feedback
	+ Link: Module Feedback Form
* Professional Development Hours
	+ Link: IRIS PD Options
* Related Resources [links]