Module Home



**Outline­**

**Addressing Challenging Behaviors (Part 2, Secondary)**:

Behavioral Strategies

* Module Description: The second in a two-part series, this module describes strategies that teachers can implement to prevent or address challenging behaviors (est. completion time: 2 hours).
* Link: Comprehensive, Integrated Three-Tiered Model of… [website]
* Link: Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle [IRIS Module]

Challenge

* Video: Now that she’s learned about the acting-out cycle, Ms. Harris …

|  |  |
| --- | --- |
| NOTES |  |

Initial Thoughts

* What strategies can educators implement to prevent or address challenging behaviors?

|  |  |
| --- | --- |
| NOTES |  |

Perspectives & Resources

* Module Objectives
* Understand how challenging behavior negatively affects the classroom environment
* Recognize the importance of using strategies to address challenging behavior
* Consider how culture influences student behavior
* Be familiar with using low-intensity strategies to address challenging behavior
* Be familiar with using differential reinforcement of alternative behavior to address challenging behavior
* Identify appropriate use of strategies in video examples and non-examples

|  |  |
| --- | --- |
| NOTES |  |

* Page 1: Strategies to Address Challenging Behaviors
* It’s not unusual for educators to feel overwhelmed when faced with…
* By implementing these strategies, educators can… [bullet points]
* Research Shows
* Low-Intensity Strategies/Definition [table]
* Link: Comprehensive, Integrated Three-Tiered Model of… [website]
* Link: Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle [IRIS Module]
* Keep in Mind
* Tiered Systems
  + Link: multi-tiered system of supports (MTSS) [definition]
  + Link: Positive Behavioral Interventions and Supports [definition]
  + Link: evidence-based practices (EBPs) [definition]
  + Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
  + Link: High School PBIS [web page]
  + Link: High School PBIS Implementation: Student Voice [PDF]
  + Link: Promising Practices for Improving the Middle to High School Transition for Students with Emotional and Behavioral… [PDF]
  + Link: Center on Positive Behavioral Interventions &… [website]
  + Link: Comprehensive, Integrated Three-Tiered Model of… [website]
* High-Leverage Practices
  + Link: High-Leverage Practices in Special Education [website]

|  |  |
| --- | --- |
| NOTES |  |

* Page 2: Behavior-Specific Praise
* Behavior-specific praise is a positive statement directed toward…
* General Praise/Behavior-Specific Praise [table]
* Research Shows
* Using the Strategy
  + Steps/Description/Example [table]
  + Video: In this video, Ms. Harris uses behavior-specific praise…
  + Evaluate current rates of general and behavior… [drop-down menu]
  + Practice delivery of behavior-specific praise [drop-down menu]
  + Monitor delivery of behavior-specific praise [drop-down menu]
  + Seek student input [drop-down menu]
  + Audio: Harold Holmes describes why it’s important to use…
  + Audio: Yesmery Sanchez not only discusses the importance…
* Tier 2 Support
  + To determine if the strategy is effective… [bullet points]
    - Link: baseline data [definition]
  + Link: Defining Behavior [IRIS Case Study]
  + Link: Measuring Behavior [IRIS Case Study]
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: Behavior-Specific… [PDF]
  + Link: Fundamental Skill Sheet: Behavior-Specific Praise [PDF]
  + Link: Fundamental Skill Sheet: Virtual Instruction… [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 3: Precorrection
* Precorrection is a strategy that involves determining when…
* Research Shows
* Using the Strategy
  + Steps/Description/Example [table]
  + Develop a prompting plan [drop-down menu]
  + Develop a monitoring plan [drop-down menu]
    - Link: duration [definition]
    - Link: latency [definition]
  + Gather feedback [drop-down menu]
  + Audio: Johanna Staubitz offers more information about how…
* Tier 2 Support
  + To determine if the strategy is effective… [bullet points]
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: Precorrection [PDF]
  + Link: Fundamental Skill Sheet: Virtual Instruction… [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 4: Active Supervision
* Active supervision requires the educator to frequently… [bullet points]
* Research Shows
* Using the Strategy
  + Steps/Description/Example [table]
  + Video: In this video, Ms. Harris engages in active supervision…
  + Ensure students understand behavior… [drop-down menu]
  + Use proximity [drop-down menu]
  + Offer opportunities for feedback [drop-down menu]
  + Audio: Janel Brown explains why it’s important to use active…
* Tier 2 Support
  + To determine if the strategy is effective… [bullet points]
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: Active Supervision [PDF]
  + Link: Fundamental Skill Sheet: Active Supervision [PDF]
  + Link: Fundamental Skill Sheet: Proximity Control [PDF]
  + Link: Effective Room Arrangement: Middle & High School [IRIS Case Study]

|  |  |
| --- | --- |
| NOTES |  |

* Page 5: High-Probability Requests
* *High-probability (or high-p)* requests is a strategy that…
* Research Shows
* Using the Strategy
  + Steps/Description/Example [table]
  + Connect high-p requests to the low-p request [drop-down menu]
  + Ensure students have the skills to complete all… [drop-down menu]
  + Gradually reduce the number of high-p requests [drop-down menu]
  + Offer positive reinforcement [drop-down menu]
  + Ask for student input [drop-down menu]
  + Audio: Listen as Kathleen Lane explains how to implement…
* Tier 2 Support
  + To determine if the strategy is effective… [bullet points]
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: High-Probability… [PDF]
  + Link: Fundamental Skill Sheet: High-Probability Requests [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 6: Opportunities to Respond
* Opportunities to respond (OTR) involves giving students frequent…
* For Your Information
* Research Shows
* Using the Strategy
  + Steps/Description/Example [table]
  + Prepare questions ahead of time [drop-down menu]
  + Give students explicit directions [drop-down menu]
  + Vary questioning techniques and response… [drop-down menu]
    - Link: Think-Pair-Share [definition]
  + Assess student mastery [drop-down menu]
  + Offer opportunities for feedback [drop-down menu]
  + Audio: Yesmery Sanchez explains different ways that…
* Tier 2 Support
  + To determine if the strategy is effective… [bullet points]
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: Opportunities to… [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 7: Choice Making
* Choice making, sometimes referred to as *instructional choice*, is…
* Research Shows
* Using the Strategy
  + Steps/Description/Example [table]
  + Teach, model, and practice the procedure [drop-down menu]
  + Carefully consider choices [drop-down menu]
  + Offer opportunities for feedback [drop-down menu]
  + For Your Information
  + Audio: Kathleen Lane explains choice making in more detail.
  + Audio: Johanna Staubitz explains choice making in more detail.
* Tier 2 Support
  + To determine if the strategy is effective… [bullet points]
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: Choice Making [PDF]
  + Link: Fundamental Skill Sheet: Choice Making [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 8: Differential Reinforcement of Alternative Behavior
* Sometimes low-intensity strategies are not sufficient to prevent…
* Link: reinforcement [definition]
* For Your Information
  + Link: Differential Reinforcement of Other Behavior (DRO) [IRIS Information Brief]
* Using the Strategy
  + Steps/Description/Example [table]
  + Depending on the behavior, you will use one of… [bullet points]
  + Collect data [drop-down menu]
  + Identify reinforcers [drop-down menu]
  + Gradually fade reinforcement [drop-down menu]
  + Offer opportunities for feedback [drop-down menu]
  + Audio: Listen as Johanna Staubitz offers more information…
  + Research Shows
* Educator Toolbox
  + Link: Implementation Fidelity Checklist: Differential… [PDF]
  + Link: IRIS Information Brief: Differential Reinforcement… [PDF]
  + Link: IRIS Information Brief: Differential Reinforcement… [PDF]

|  |  |
| --- | --- |
| NOTES |  |

* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developers
* Video Script Developers
* Module Production Team
* Module Production Support Team
* Media

Wrap Up

* Summary of the module
* Video: Watch the movie for a more detailed summary of CSR.
* Revisit your Initial Thoughts responses

|  |  |
| --- | --- |
| NOTES |  |

Assessment

* Take some time now to answer the following questions.

|  |  |
| --- | --- |
| NOTES |  |

You Have Completed This Module

* Give Us Your Feedback
  + Link: Module Feedback Form
* Professional Development Hours
  + Link: IRIS PD Options
* Related Resources [link]