

1.

Addressing Challenging Behaviors
(Part 1, Secondary):
Understanding the Acting-Out Cycle

Description:

Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle

Notes:



Description:

Ms. Harris' classroom has students with a range of

Notes:



Description:

social, emotional, and academic skills.

Notes:



Description:

She explicitly teaches and reinforces expectations, rules, and procedures. Despite this, she has two students who continue to struggle.

Notes:



Description:

The first is Ava. She is well-liked by her peers and typically does well academically.

Notes:



Description:

As a student athlete, she is competitive both inside and outside the classroom.

Notes: _____



Description:

Because of Ava's competitive nature, she can be reluctant to transition from engaging group activities like games and debates

Notes: _____



Description:

to independent work or challenging tasks.

Notes: _____



Description:

At times, Ms. Harris is able to quickly re-engage her,

Notes: _____



Description:

but on other occasions Ava's behavior escalates. She talks back, shouts, and curses at Ms. Harris before eventually leaving the classroom.

Notes: _____



Description:

Ms. Harris has tried reminding Ava of the classroom expectations and pulling her aside to talk about her behavior, but neither action calms her down.

Notes: _____



Description:

The second student is Sam. He is often shy in the classroom but he has several close friends that he's known since elementary school.

Notes: _____



Description:

Sam has ADHD and often has trouble completing activities with multiple components.

Notes: _____



Description:

Although he enjoys participating in small-group discussions,

Notes: _____



Description:

he is often hesitant to ask questions or request help because he worries other students might think he's dumb.

Notes: _____



Description:

Ms. Harris consistently reminds Sam that he needs to give his best effort and that it's okay to ask questions when he needs help.

Notes: _____



Description:

Sometimes this reminder gets him back on track.

Notes: _____



Description:

But at other times, this approach leads to angry outbursts where he shouts at the teacher

Notes: _____



Description:

and sometimes destroys classroom materials.

Notes: _____



Description:

Ms. Harris is confused and frustrated. She wonders why her efforts aren't consistently working for Ava and Sam.

Notes: _____

21.

Here's Your Challenge

What should educators understand about challenging behaviors?

How can educators recognize and intervene when student behavior is escalating?

Description:

Here's your challenge:

What should educators understand about challenging behaviors?

How can educators recognize and intervene when student behavior is escalating?

Notes:

22.



For more open educational resources (OERs) about evidence-based instructional and behavioral practices, visit: iris.peabody.vanderbilt.edu or iriscenter.com

IRIS
CENTER

 **VANDERBILT**
Peabody College

The contents of this document were developed under a grant from the U.S. Department of Education, #H212010001. However, these contents do not necessarily represent the views of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Report Office, March 2016.

Description:

For more open educational resources (OERs) about evidence-based instructional and behavioral practices, visit: iris.peabody.vanderbilt.edu or iriscenter.com

Notes:
