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

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#### Description:

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

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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

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## Description:

to independent work or challenging tasks.

Notes:		



#### Description:

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

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#### Description:

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

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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.

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## Description:

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

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#### Description:

Although he enjoys participating in small-group discussions,

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# Description:

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

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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.

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## Description:

Sometimes this reminder gets him back on track.

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## Description:

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

Notes:			



#### Description:

and sometimes destroys classroom materials.

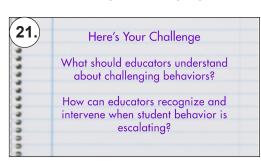
Notes:	



#### Description:

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

Notes:		



Description:
Here's your challenge:
What should educators understand about challenging behaviors?

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

Notes: _			
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# Description:

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