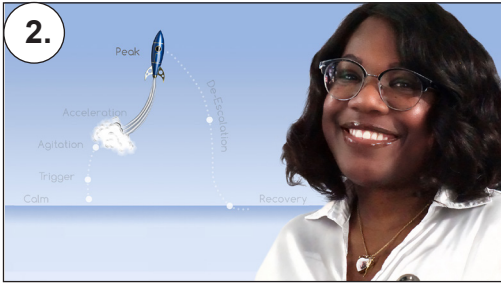


Description:
Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies

Notes: _____



Description:
Now that she's learned about the acting-out cycle, Ms. Harris has a better understanding of why and how a student's behavior can quickly escalate.

Notes: _____



Description:
She's getting better at identifying triggers.

Notes: _____



Description:
For example, Ava's challenging behavior is triggered when transitioning from engaging group activities like review games and debates

Notes: _____



Description:
to independent work or more challenging tasks.

Notes: _____



6.

Description:

On the other hand, Sam is often triggered by difficult assignments, especially those that involve a lot of reading, or those with multiple steps.

Notes: _____



7.

Description:

Ms. Harris is also better at recognizing signs that a student is agitated or that their behavior is accelerating.

Notes: _____



8.

Description:

For instance, Ava sighs and rolls her eyes,

Notes: _____



9.

Description:

while Sam delays getting started on an activity and frequently looks around the classroom.

Notes: _____



10.

Description:

Ms. Harris finds her knowledge of the acting-out cycle helpful and wants to learn more about preventing or addressing challenging behavior.

Notes: _____

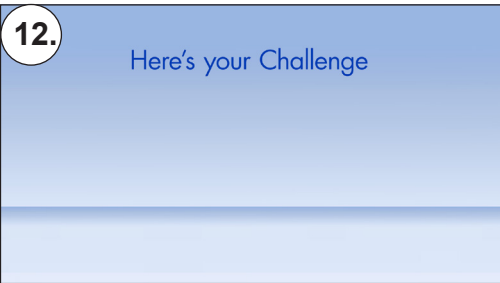


11.

Description:

She's hoping to find strategies that are easy to use and that won't interrupt instruction.

Notes: _____



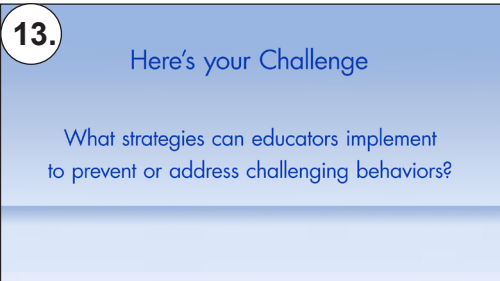
12.

Here's your Challenge

Description:

Here is your Challenge:

Notes: _____



13.

Here's your Challenge

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

Description:

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

Notes: _____



14.

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

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