

Addressing Disruptive and Non-Compliant Behaviors (Part 1): Understanding the Acting-Out Cycle

Use this outline to follow along with the module's main features. The blank "Notes" panels below each section are interactive and can be filled in using Adobe Acrobat. Otherwise, print this document and record your notes by hand.

Module Home

- **Module Description:** The first in a two-part series, this module discusses problem behavior in terms of the stages of the acting-out cycle and suggests ways to respond to students in the cycle's different phases (est. completion time: 1 hour).
- *STAR Legacy Cycle*
- **Related to This Module**
 - [Link: Module Outline](#)
 - [Video: Navigating an IRIS STAR Legacy Module](#)
 - [Link: IRIS and Adult Learning Theory](#)
 - [Wrap-Around Content Map](#)

Challenge

- **Video:** Ms. Rollison is concerned and frustrated because she's really not sure how to help Patrick and Tameka, or how to maintain a good learning environment in the classroom for the rest of the students who are adhere to her comprehensive management.

Notes

Initial Thoughts

- Ms. Rollison has a comprehensive behavior management plan in place. Why isn't it working for all of her students?
- How can Ms. Rollison determine what behaviors she should address and when she should address them?

Notes

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Perspectives & Resources

❖ Module Objectives

- After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:
 - Understand why general education teachers need to be able to effectively manage disruptive and noncompliant behaviors
 - Understand problem behaviors as occurring within an acting-out cycle
 - Know the phases of the acting-out cycle
 - Understand how to respond to students in different phases of the acting-out cycle
- This IRIS Module aligns with the following licensure and program standards and topic areas...

Notes

❖ Page 1: Introduction

- The best of plans may not be enough to prevent problem behaviors from students who.... [bullet points]
- Video: Watch a student exhibit problem behavior in the classroom
- Audio: Kathleen Lane talks about a student she observed while working as a behavior specialist and how the information in this module can help you avoid similar situations
- Audio: Joe Wehby talks about a student he observed while working as a behavior specialist and how the information in this module can help you avoid similar situations

Notes

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❖ Page 2: Overview of the Acting-Out Cycle

- Audio: Kathleen Lane talks about acting-out behaviors
- Video: Explanation of the different acting-out stages
- Audio: Kathleen Lane talks about the incentives for teachers to understand the cyclical nature of behavior

Notes

❖ Page 3: Phase 1 – Calm

- Definition of the Calm Phase
- Students can be kept in the Calm Phase by... [bullet points]
- View the following IRIS Modules [links]
- Attention
 - Audio: Kathleen Lane explains more about when and how a teacher should use attention to maintain a calm classroom

Notes

❖ Page 4: Phase 2 – Trigger

- School-based triggers [bullet points]
- Non school-based triggers [bullet points]
- Activity: Mark's Trigger
 - Activity feedback [link]
- Audio: Kathleen Lane explains more about how a teacher should use pre-correction plans to help students manage their triggers

Addressing Disruptive and Non-Compliant Behaviors (Part 1): Understanding the Acting-Out Cycle

Notes

❖ Page 5: Phase 3 – Agitation

- Audio: Kathleen Lane explains more about how a teacher can interrupt the acting-out cycle during the Agitation Phase
- Activity: Recognizing Agitation
 - Activity feedback [link]

Notes

❖ Page 6: Phase 4 – Acceleration

- Movie: Watch Mark enter the Acceleration Phase
- Audio: Kathleen Lane explains more about how a teacher can interrupt the acting-out cycle during the Acceleration Phase
- Activity: Acceleration
 - Activity feedback [link]

Notes

❖ Page 7: Phase 5 – Peak

- Movie: Watch Mark enter the Peak Phase of behavior
- Audio: Kathleen Lane explains how a teacher should respond when a student is in the Peak Phase of the acting-out cycle
- When “out-of-control” behavior occurs... [bullet points]

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Notes

❖ Page 8: Phase 6 – De-escalation

- Audio: Kathleen Lane explains more about how a teacher should take control during the De-escalation phase

Notes

❖ Page 9: Phase 7 – Recovery

- Audio: Kathleen Lane explains more about how a teacher might debrief the student during the Recovery phase
- Audio: Kathleen Lane explains more about how a teacher might debrief the class during the Recovery phase

Notes

❖ Page 10: Practice with the Acting-Out Phases

- Part I
 - Movie: A student enters the acting-out cycle
- Part II
 - Activity: Identify the acting-out phase
- Part III
 - See the correct answers for Part II
 - Movie: Click on the video to see the teacher intervene earlier in this cycle

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- Preventing Disruptive Behavior

Notes

❖ Page 11: References & Additional Resources

- Suggested module citation
- References
- Additional Resources

❖ Page 12: Credits

- Suggested module citation
- Content Experts
- Module Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews

Wrap Up

- Audio: Kathleen Lane offers some final thoughts about this model
- Revisit your Initial Thoughts responses

Notes

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Assessment

- Complete the numbered questions. Please note that the IRIS Center does not collect your Assessment responses. If this is a course assignment, you should turn them in to your professor using whatever method he or she requires.

Notes

You Have Completed This Module

- Give Us Your Feedback
 - Link: [Module feedback survey form](#)
- Professional Development Hours
 - Link: [IRIS PD Options](#)
- Related Resources [[links](#)]