

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

Module Home

- Module Description: The first in a two-part series, this module discusses challenging behavior in terms of the phases of the acting-out cycle and offers strategies and tips for responding to students in each phase (est. completion time: 2.5 hours).
- *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: Mr. Santini's classroom has students with a range of social, emotional, and academic skills. He explicitly teaches and reinforces expectations, rules, and procedures. Despite this, he has two students who continue to struggle...
- Here's your challenge:
 - What should educators understand about challenging behaviors?
 - How can educators recognize and intervene when student behavior is escalating?

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Initial Thoughts

- What should teachers understand about challenging behaviors?
- How can educators recognize and intervene when student behavior is escalating?

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Perspectives & Resources

❖ Module Objectives

- Understand why educators need to be able to effectively address challenging behaviors
- Be familiar with how culture can influence challenging behaviors
- Be familiar with the seven phases of the acting-out cycle
- Be able to recognize the behavioral characteristics associated with each phase of the acting-out cycle
- Understand how to appropriately respond to students in different phases of the acting-out cycle

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❖ Page 1: Challenging Behavior

- Students today possess a range of academic, behavioral, and social skills...
- Examples of Acting Out Behavior [bullets]
- For Your Information
- Audio: Dr. Gloria Campbell-Whatley explains how culture influences behavior and why it is important for teachers to understand their students' cultures and backgrounds when addressing behaviors.
- For Your Information
 - NASP Mental health resources for students [links]
- Revisiting the Challenge

NOTES

❖ Page 2: Acting-Out Cycle

- When they are confronted by challenging behaviors such as yelling, swearing, or fighting, teachers often remark...
- Acting-Out Cycle [table with phases and descriptions]
- Video: The seven phases of the acting-out cycle

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- Video: Nora's behavior within the context of the acting-out cycle
- Audio: Kathleen Lane offers more information on each phase of the acting-out cycle
- Tiered Systems [descriptions, graphic, and links]

NOTES

❖ Page 3: Calm

- The first phase of the acting-out cycle is the *Calm Phase*... [graphic]
- What a Student Looks Like
- Video: Behaviors that Nora displays during the Calm Phase
- Strategies to Implement [table with bullets]
- Audio: Kathleen Lane explains more about when and how a teacher should use attention to maintain a calm classroom.
- Audio: Dr. Gloria Campbell-Whatley explains why it's important to consider students' cultures and backgrounds to maintain a high level of engagement during instruction.

NOTES

❖ Page 4: Trigger

- If calm behavior is not maintained, some students may...[graphic]
- School and non-school based triggers [table with bullets]
- What a Student Looks Like [bullets]
- Video: Behaviors that Nora displays during the Trigger Phase
- Strategies To Implement [table with steps and tips]
- Video: Mr. Santini intervenes effectively to interrupt the acting-out cycle at the Trigger Phase and helps Nora return to the Calm Phase
- Audio: Kathleen Lane explains how a teacher can work with students (and families) to prevent and address situations that may trigger a student

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❖ Page 5: Agitation

- If triggers are not successfully managed, it is likely that a student's behavior will... [graphic]
- What a Student Looks Like
 - Some students increase behaviors, such as: [bullets]
 - In contrast, others decrease behaviors, such as [bullets]
- Video: Behaviors that Nora displays during the Agitation Phase
- Strategies to implement [table with strategies and tips]
- Video: Mr. Santini intervenes effectively to interrupt the acting-out cycle at the Agitation Phase and helps Nora return to the Calm Phase
- Audio: Kathleen Lane addresses the importance of timing
- Audio: Kathleen Lane talks describes a situation in which a student quickly became agitated when his academic needs were not met

NOTES

❖ Page 6: Acceleration

- During the *Acceleration Phase*, student behavior becomes more... [graphic]
- What a Student Looks Like [bullets]
- Video: Behaviors that Nora displays during the Acceleration Phase
- Strategies To Implement [table with strategies and tips]
- Video: Mr. Santini intervenes effectively to interrupt the acting-out cycle at the Acceleration Phase and helps Nora return to the Calm Phase
- Audio: Kathleen Lane explains more about how a teacher can interrupt the acting-out cycle during the Acceleration Phase

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❖ Page 7: Peak

- If the teacher is unable to defuse a student's behavior during the Acceleration Phase, the student will... [graphic]
- What a Student Looks Like
 - Disruptive Behaviors [bullets]
 - Dangerous Behaviors [bullets]
- Video: Nora displays some common Peak Phase behaviors
- Strategies To Implement [table with bullets]
- Audio: Kathleen Lane provides more information about implementing a pre-established plan and prioritizing safety during the Peak Phase
- For Your Information
 - Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [link]

NOTES

❖ Page 8: De-escalation

- Once the Peak Phase has passed, the student enters the next phase of the cycle—De-escalation...[graphic]
- What a student looks like [bullets]
- Strategies to implement [table with steps and tips]
- Video: Mr. Santini illustrates the steps that teachers should take during the De-escalation Phase
- Audio: Kathleen Lane explains more about how a teacher can support students during the De-escalation Phase

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❖ Page 9: Recovery

- Once the teacher has restored calm to the classroom and the student's behavior has appropriately de-escalated, the student enters the final phase...[graphic]
- What a student looks like [bullets]
- Strategies to implement [table with strategies and tips]
- Audio: Kathleen Lane explains more about how a teacher might debrief a student and the class during the Recovery Phase.
- Audio: Dr. Gloria Campbell-Whatley discusses the importance of using restorative practices to support students during the recovery phase.

NOTES

❖ Page 10: References & Additional Resources

- Additional Resources
- References

❖ Page 11: Credits

- Content Experts
- Module Developers
- Video Script Developers
- Module Production Team
- Media Production Team
- Media
- Expert Interviews
- Acknowledgements

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Wrap Up

- Summary of the module
- Acting-Out Cycle [table of phases and descriptions]
- Audio: Kathleen Lane offers some final thoughts about the acting-out cycle
- Revisiting Initial Thoughts

Assessment

- Complete the numbered questions

NOTES

You Have Completed This Module

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