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| IRIS Center logo. | **Outline** |
| **Addressing Challenging Behaviors (Part 1, Secondary)**:Understanding the Acting-Out Cycle |

Module Home

* Module Description: Developed specifically with middle and high school students in mind, this module—the first in a two-part series—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).
* Link: Comprehensive, Integrated Three-Tiered Model of… [website]
* Link: Applied Behavior Analysis program [web page]

Challenge

* Video: Ms. Harris’ classroom has students with a range of social, emotional, and academic skills.

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Initial Thoughts

* What should educators 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 [table]
* For Your Information
* Whether minor or more serious, challenging behavior can have negative impacts, including… [bullet points]
* Research Shows
* Audio: Pamela Glenn discusses the effects of challenging behaviors and shares her advice for addressing such behaviors.
* 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
	+ Disruptive Behavior/Middle/Combined School/High/Secondary School [table]
	+ Link: Talking with Students about Depression [PDF]
	+ Anxiety: Helping Handout for School and Home [PDF]
	+ Addressing Grief: Brief Facts and Tips [web page]
	+ Addressing Grief: Tips for Teachers and Administrators [web page]
	+ Trauma: Brief Facts and Tips [web page]
	+ Supporting Students Experiencing Childhood Trauma: Tips for Parents and Educators [web page]
* Revisiting the Challenge

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* Page 2: Acting-Out Cycle
* When they are confronted by challenging behaviors such as yelling, swearing, or fighting, teachers often remark that “This behavior just came out of nowhere!”
* Acting-Out Cycle [table]
* Video: Click on the video below to learn about the seven phases of the acting-out cycle.
* Video: The first video takes a closer look at what Ava’s behavior looks like within the context of the acting-out cycle.
* Video: The second video illustrates Sam’s behavior during the acting-out cycle.
* Audio: Kathleen Lane offers more information on each phase of the acting-out cycle.
* In many cases, challenging behaviors are an inappropriate way for a student to either… [bullet points]
* Tiered Systems
	+ Link: multi-tiered system of supports (MTSS) [definition]
	+ Link: Positive Behavioral Interventions and Supports [definition]
	+ Link: evidence-based practices (EBPs) [definition]
	+ Tier 1 [drop-down menu]
		- Link: Classroom Behavior Management (Part 1): Key Concepts and Foundational Practices [IRIS Module]
		- Link: Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan [IRIS Module]
	+ Tier 2 [drop-down menu]
		- Link: self-regulation strategy [definition]
		- Link: self-monitoring [definition]
		- Link: check-in/check-out [definition]
		- Link: SOS: Helping Students Become Independent Learners [IRIS Module]
	+ Tier 3 [drop-down menu]
		- Link: functional behavioral assessment (FBA) [definition]
		- Link: behavior intervention plan (BIP) [definition]
		- Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
	+ Audio: Pamela Glenn describes how tiered systems of support are implemented in her school.
	+ Audio: Janel Brown describes how tiered systems of are implemented in her school.
	+ Link: Center on Positive Behavioral Interventions & Supports (PBIS) [website]
	+ Link: Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) [website]

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* Page 3: Calm
* The first phase of the acting-out cycle is the *Calm Phase*.
* What a Student Looks Like
	+ Generally speaking, a student’s behavior can be described as… [bullet points]
	+ Video: In this video, note the behaviors that Ava displays during the Calm Phase.
* Strategies to Implement
	+ Strategies/Tips [table]
		- Link: Classroom Behavior Management (Part 2, Secondary): Developing a Behavior Management Plan [IRIS Module]
		- Link: social-emotional learning (SEL) [definition]
		- Link: low-intensity strategies [definition]
		- Link: noncontingent attention [definition]
		- Link: contingent attention [definition]
		- Link: behavior-specific praise [definition]
		- Link: Effective Room Arrangement: Middle & High School [IRIS Module]
	+ 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.
	+ Audio: Yesmery Sanchez discusses how she keeps all of her students in the Calm Phase.
	+ Activity
		- Video: Sam’s behavior in the Calm Phase is illustrated in the video below.
		- Audio: Listen to Johanna Staubitz’s feedback.

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* Page 4: Trigger
* If calm behavior is not maintained, some students may move out of the Calm Phase and into Phase 2—the *Trigger Phase*.
* School-Based Triggers/Non-School-Based Triggers [table]
* What a Student Looks Like
	+ In this phase, a student may appear… [bullet points]
	+ Video: In this video, note the behaviors that Ava displays during the Trigger Phase.
* Strategies to Implement
	+ Steps/Tips [table]
		- Link: precorrection [definition]
	+ Video: In this video, Ms. Harris intervenes effectively to interrupt the acting-out cycle at the Trigger Phase and helps Ava return to the Calm Phase.
	+ Audio: Kathleen Lane discusses how to anticipate and manage known triggers to interrupt the acting-out cycle.
	+ Audio: Janel Brown explains how teachers can prevent triggers from occurring.
	+ Activity
		- Video: As you watch this video, think back to what you learned about Sam’s in the Challenge.
		- Video: Now watch the video below and compare your above suggestions with Ms. Harris’s actions.
		- Audio: Listen to Johanna Staubitz’s feedback.

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* Page 5: Agitation
* If triggers are not successfully managed, it is likely that a student’s behavior will continue to deteriorate, moving into the next phase—the *Agitation Phase*.
* What a Student Looks Like
	+ Some students *increase* behaviors, such as… [bullet points]
	+ In contrast, others decrease behaviors, such as… [bullet points]
	+ Video: In this video, note the behaviors that Ava displays during the Agitation Phase.
* Strategies to Implement
	+ Strategy/Tips [table]
		- Link: proximity control [definition]
		- Link: Proximity Control [IRIS Fundamental Skill Sheet]
	+ Video: In this video, Ms. Harris intervenes effectively to interrupt the acting-out cycle during the Agitation Phase and helps Ava return to the Calm Phase.
	+ Audio: Kathleen Lane addresses the importance of timing.
	+ Audio: Kathleen Lane describes a situation in which a student quickly became agitated when his academic needs were not met.
	+ Audio: Pamela Glenn discusses processes she has in place to prevent behaviors from escalating.
	+ Audio: Janel Brown describes calming strategies teachers can use to de-escalate student behavior.
	+ Activity
		- Video [response 1]: The following video illustrates Sam in the Agitation Phase.
		- Video [response 2]: The following video illustrates Sam in the Agitation Phase.
		- Audio: Listen to Johanna Staubitz’s feedback.

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* Page 6: Acceleration
* During the *Acceleration Phase*, student behavior becomes more focused in an effort to engage the teacher.
* What a Student Looks Like
	+ These behaviors are more intense than in the previous phase and can include… [bullet points]
	+ Video: In this video, note the behaviors that Ava displays during the Acceleration Phase.
* Strategies to Implement
	+ Strategy/Tips [table]
	+ Video: In this video, Ms. Harris intervenes effectively to interrupt the acting-out cycle at the Acceleration Phase and helps Ava return to the Calm Phase.
	+ The teacher can respectfully address acting-out behaviors by… [bullet points]
	+ Audio: Kathleen Lane explains more about how a teacher can interrupt the acting-out cycle during the Acceleration Phase.
	+ Audio: Pamela Glenn describes common mistakes new teachers often make when addressing challenging behavior.
	+ Audio: Janel Brown describes common mistakes new teachers often make when addressing challenging behavior.
	+ Activity
		- Video 1: Acceleration Phase
		- Video 2: Acceleration Phase with De-Escalation Strategy
		- Audio: Listen to Johanna Staubitz’s feedback.

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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 move into the *Peak Phase*…
* What a Student Looks Like
	+ Disruptive Behaviors [bullet points]
	+ Dangerous Behaviors [bullet points]
* Strategies to Implement
	+ Strategy/Tips [table]
		- Link: crisis plan [definition]
		- Link: restraint [definition]
		- Link: seclusion [definition]
	+ Video: In this video, Ava displays some common Peak Phase behaviors.
	+ Audio: Kathleen Lane provides more information about implementing a pre-established plan and prioritizing safety during the Peak Phase.
	+ Audio: Pamela Glenn shares considerations for responding to peak behavior.
	+ Audio: Yesmery Sanchez shares considerations for responding to peak behavior.
	+ For Your Information
		- Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
	+ Activity
		- Video: Sam’s behavior in the Peak Phase is illustrated in the video below.
		- Audio: Johanna Staubitz’s feedback on the response to Sam’s behavior.
		- Audio: Johanna Staubitz’s feedback on possible teacher responses.

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* Page 8: De-escalation
* Once the Peak Phase has passed, the student enters the next phase of the cycle—*De-escalation*.
* What a Student Looks Like
	+ Depending on the student, they may… [bullet points]
* Strategies to Implement
	+ Steps/Tips [table]
		- Link: Student Debriefing Form [PDF]
	+ Video: In this video, Ms. Harris 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.
	+ Audio: Janel Brown explains more about how a teacher can support students during the De-escalation Phase.
	+ Activity
		- Video: Watch this video of Sam in the De-escalation Phase and respond to the following prompts.
		- Audio: Listen to Johanna Staubitz’s feedback.
		- For Your Information

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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 of the acting-out cycle—the *Recovery Phase*.
* What a Student Looks Like
	+ They may… [bullet points]
* Strategies to Implement
	+ Strategy/Tips [table]
		- Link: debriefing session [definition]
		- Link: Teacher Debriefing Form [PDF]
	+ Video: In this video, Ms. Harris illustrates the steps that teachers should take during the Recovery Phase.
	+ Audio: Kathleen Lane explains more about how a teacher might debrief a student and the class during the Recovery Phase.
	+ Audio: Pamela Glenn explains her process for the Recovery Phase.
	+ Audio: Dr. Gloria Campbell-Whatley discusses the importance of using restorative practices to support students during this phase.
	+ Activity
		- Video: In the video below, Ms. Harris conducts a debriefing session with Sam.
		- Audio: Johanna Staubitz’s feedback on the debriefing session overview.
		- Audio: Johanna Staubitz’s feedback on addressing future triggers.

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* Page 10: Putting It All Together
* Throughout this module, you’ve had the opportunity to view Ava and Sam’s behavior in each phase of the acting-out cycle.
* Video: Acting-Out Cycle: Ava
* Video: Acting-Out Cycle: Sam
* Audio: Johanna Staubitz offers commentary on Ava’s acting-out behavior.
* Audio: Johanna Staubitz offers commentary on Sam’s acting-out behavior.
* Audio: Johanna Staubitz compares Ava and Sam’s acting-out behavior.

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* Page 11: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 12: Credits
* Content Experts
* Module Developers
* Video Script Developers
* Module Production Team
* Module Production Support Team
* Media

Wrap Up

* Summary of the module
* Acting-Out Cycle [table]
* Audio: Kathleen Lane offers some final thoughts about the acting-out cycle.
* Revisit your Initial Thoughts responses
* Link: Addressing Challenging Behaviors (Part 2, Secondary): Behavioral Strategies [IRIS Module]

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Assessment

* Take some time now to answer the following questions.

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