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| IRIS Center logo. | **Outline** |
| **Addressing Challenging Behaviors (Part 2, Secondary)**:Behavioral Strategies |

Module Home

* Module Description: The second in a two-part series, this module describes strategies that teachers can implement to prevent or address challenging behaviors (est. completion time: 2 hours).
* Link: Comprehensive, Integrated Three-Tiered Model of… [website]
* Link: Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle [IRIS Module]

Challenge

* Video: 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.

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Initial Thoughts

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

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Perspectives & Resources

* Module Objectives
* Understand how challenging behavior negatively affects the classroom environment
* Recognize the importance of using strategies to address challenging behavior
* Consider how culture influences student behavior
* Be familiar with using low-intensity strategies to address challenging behavior
* Be familiar with using differential reinforcement of alternative behavior to address challenging behavior
* Identify appropriate use of strategies in video examples and non-examples

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* Page 1: Strategies to Address Challenging Behaviors
* It’s not unusual for educators to feel overwhelmed when faced with challenging behaviors in their classrooms.
* By implementing these strategies, educators can… [bullet points]
* Research Shows
* Low-Intensity Strategies/Definition [table]
* Link: Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) [website]
* Link: Addressing Challenging Behaviors (Part 1, Secondary): Understanding the Acting-Out Cycle [IRIS Module]
* Keep in Mind
* Tiered Systems
	+ Link: multi-tiered system of supports (MTSS) [definition]
	+ Link: Positive Behavioral Interventions and Supports [definition]
	+ Link: evidence-based practices (EBPs) [definition]
	+ Link: Functional Behavioral Assessment: Identifying the Reasons for Problem Behavior and Developing a Behavior Plan [IRIS Module]
	+ Link: High School PBIS [web page]
	+ Link: High School PBIS Implementation: Student Voice [PDF]
	+ Link: Promising Practices for Improving the Middle to High School Transition for Students with Emotional and Behavioral Disorders [PDF]
	+ Link: Center on Positive Behavioral Interventions & Supports (PBIS) [website]
	+ Link: Comprehensive, Integrated Three-Tiered Model of Prevention (Ci3T) [website]
* High-Leverage Practices
	+ Link: High-Leverage Practices in Special Education [website]

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* Page 2: Behavior-Specific Praise
* Behavior-specific praise is a positive statement directed toward a student or group of students that acknowledges a desired behavior in specific, observable, and measurable terms.
* General Praise/Behavior-Specific Praise [table]
* Research Shows
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Video: In this video, Ms. Harris uses behavior-specific praise during small-group discussion.
	+ Evaluate current rates of general and behavior-specific praise [drop-down menu]
	+ Practice delivery of behavior-specific praise [drop-down menu]
	+ Monitor delivery of behavior-specific praise [drop-down menu]
	+ Seek student input [drop-down menu]
	+ Audio: Harold Holmes describes why it’s important to use behavior-specific praise equitably.
	+ Audio: Yesmery Sanchez not only discusses the importance of using this strategy but also discusses how providing behavior-specific praise to one student can influence the behavior of other students.
* Tier 2 Support
	+ To determine if the strategy is effective, the educator collects and analyzes the data using the following steps… [bullet points]
		- Link: baseline data [definition]
	+ Link: Defining Behavior [IRIS Case Study]
	+ Link: Measuring Behavior [IRIS Case Study]
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: Behavior-Specific Praise [PDF]
	+ Link: Fundamental Skill Sheet: Behavior-Specific Praise [PDF]
	+ Link: Fundamental Skill Sheet: Virtual Instruction-Behavior-Specific Praise [PDF]

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* Page 3: Precorrection
* Precorrection is a strategy that involves determining when challenging behaviors tend to occur and then making changes to the classroom environment or providing proactive supports for students during those times.
* Research Shows
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Develop a prompting plan [drop-down menu]
	+ Develop a monitoring plan [drop-down menu]
		- Link: duration [definition]
		- Link: latency [definition]
	+ Gather feedback [drop-down menu]
	+ Audio: Johanna Staubitz offers more information about how to implement precorrection.
* Tier 2 Support
	+ To determine if the strategy is effective, the educator collects and analyzes the data using the following steps… [bullet points]
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: Precorrection [PDF]
	+ Link: Fundamental Skill Sheet: Virtual Instruction-Precorrection [PDF]

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* Page 4: Active Supervision
* Active supervision requires the educator to frequently and intentionally… [bullet points]
* Research Shows
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Video: In this video, Ms. Harris engages in active supervision as students work with a partner.
	+ Ensure students understand behavior expectations [drop-down menu]
	+ Use proximity [drop-down menu]
	+ Offer opportunities for feedback [drop-down menu]
	+ Audio: Janel Brown explains why it’s important to use active supervision.
* Tier 2 Support
	+ To determine if the strategy is effective, the educator collects and analyzes the data using the following steps… [bullet points]
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: Active Supervision [PDF]
	+ Link: Fundamental Skill Sheet: Active Supervision [PDF]
	+ Link: Fundamental Skill Sheet: Proximity Control [PDF]
	+ Link: Effective Room Arrangement: Middle & High School [IRIS Case Study]

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* Page 5: High-Probability Requests
* *High-probability (or high-p)* requests is a strategy that teachers can use to encourage students to complete an undesired task or activity.
* Research Shows
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Connect high-p requests to the low-p request [drop-down menu]
	+ Ensure students have the skills to complete all requests [drop-down menu]
	+ Gradually reduce the number of high-p requests [drop-down menu]
	+ Offer positive reinforcement [drop-down menu]
	+ Ask for student input [drop-down menu]
	+ Audio: Listen as Kathleen Lane explains how to implement a high-p request strategy and shares an example of when she implemented this strategy with a student.
* Tier 2 Support
	+ To determine if the strategy is effective, the educator collects and analyzes the data using the following steps… [bullet points]
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: High-Probability Requests [PDF]
	+ Link: Fundamental Skill Sheet: High-Probability Requests [PDF]

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* Page 6: Opportunities to Respond
* Opportunities to respond (OTR) involves giving students frequent chances to answer questions or prompts in a set amount of time (e.g., 3-5 per minute).
* For Your Information
* Research Shows
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Prepare questions ahead of time [drop-down menu]
	+ Give students explicit directions [drop-down menu]
	+ Vary questioning techniques and response options [drop-down menu]
		- Link: Think-Pair-Share [definition]
	+ Assess student mastery [drop-down menu]
	+ Offer opportunities for feedback [drop-down menu]
	+ Audio: Yesmery Sanchez explains different ways that teachers can implement opportunities to respond.
* Tier 2 Support
	+ To determine if the strategy is effective, the educator collects and analyzes the data using the following steps… [bullet points]
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: Opportunities to Respond [PDF]

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* Page 7: Choice Making
* Choice making, sometimes referred to as *instructional choice*, is the process through which a teacher provides structured options to facilitate a student’s ability to follow an instructional or behavioral request.
* Research Shows
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Teach, model, and practice the procedure [drop-down menu]
	+ Carefully consider choices [drop-down menu]
	+ Offer opportunities for feedback [drop-down menu]
	+ For Your Information
	+ Audio: Kathleen Lane explains choice making in more detail.
	+ Audio: Johanna Staubitz explains choice making in more detail.
* Tier 2 Support
	+ To determine if the strategy is effective, the educator collects and analyzes the data using the following steps… [bullet points]
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: Choice Making [PDF]
	+ Link: Fundamental Skill Sheet: Choice Making [PDF]

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* Page 8: Differential Reinforcement of Alternative Behavior
* Sometimes low-intensity strategies are not sufficient to prevent or de-escalate a student’s challenging behavior.
* Link: reinforcement [definition]
* For Your Information
	+ Link: Differential Reinforcement of Other Behavior (DRO) [IRIS Information Brief]
* Using the Strategy
	+ Steps/Description/Example [table]
	+ Depending on the behavior, you will use one of the options below. [bullet points]
	+ Collect data [drop-down menu]
	+ Identify reinforcers [drop-down menu]
	+ Gradually fade reinforcement [drop-down menu]
	+ Offer opportunities for feedback [drop-down menu]
	+ Audio: Listen as Johanna Staubitz offers more information about differential reinforcement of alternative behavior.
	+ Research Shows
* Educator Toolbox
	+ Link: Implementation Fidelity Checklist: Differential Reinforcement of Alternative Behavior (DRA) [PDF]
	+ Link: IRIS Information Brief: Differential Reinforcement of Alternative Behavior (DRA) [PDF]
	+ Link: IRIS Information Brief: Differential Reinforcement of Other Behavior (DRO) [PDF]

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* Page 9: References & Additional Resources
* Suggested module citation
* References
* Additional Resources
* Page 10: Credits
* Content Experts
* Module Developers
* Video Script Developers
* Module Production Team
* Module Production Support Team
* Media

Wrap Up

* Summary of the module
* Video: Watch the movie for a more detailed summary of CSR.
* Revisit your Initial Thoughts responses

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Assessment

* Take some time now to answer the following questions.

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