



The Behavior Cycle:

**PREVENTING AND DE-ESCALATING
CHALLENGING BEHAVIORS**

Dealing with home distractions

Not feeling connected to school.

Sexual, Physical or Emotional Abuse

Death



Student's Response

My response



Rise in student demands and expectations.

Increase in workload

Vulnerability due to accountability

Lack of confidence

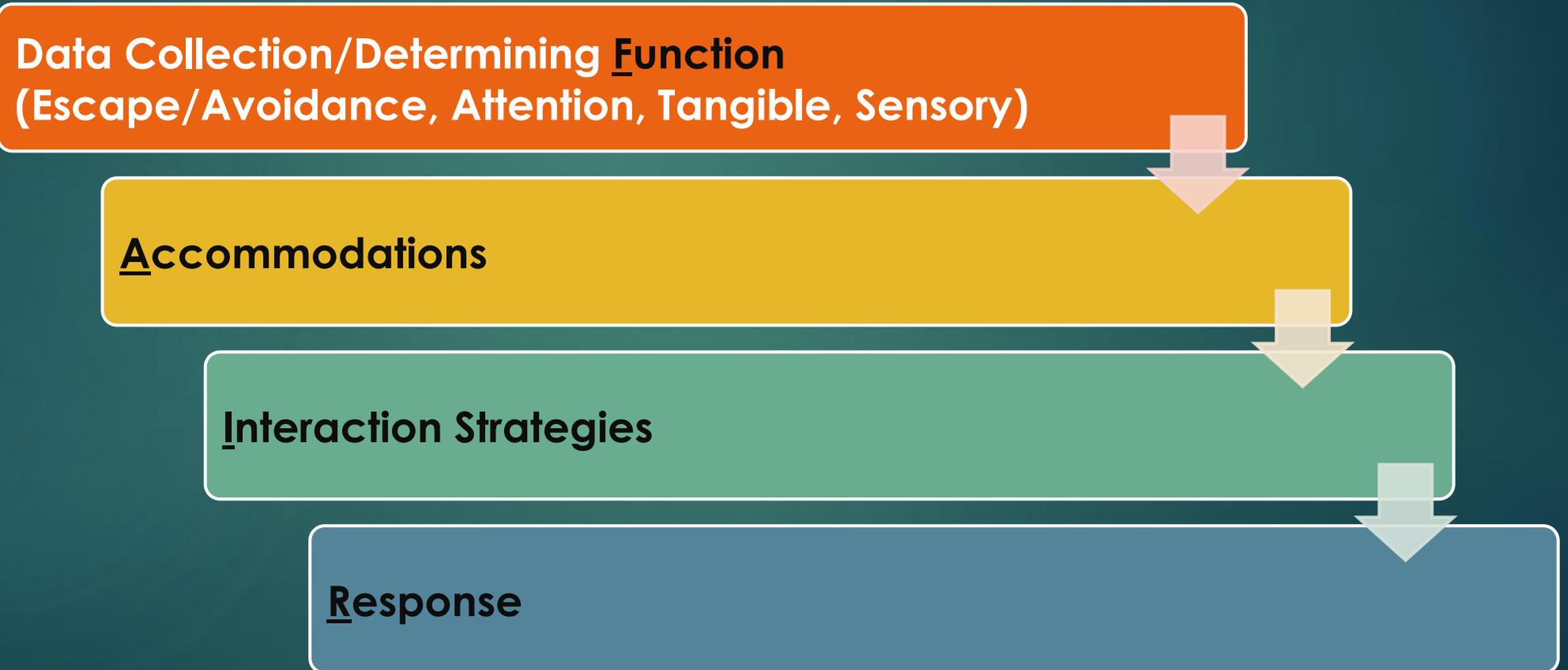


BEHAVIOR INFLUENCES BEHAVIOR

Activity

	What would be your response?	What is the function?	Would you change response?
Ken runs out of the classroom during reading.			
Sharia chews on the end of a pencil.			
Angel is loud and interrupts others. When she enters her science class, she'll often shout out inappropriate things, asking certain students whether they're gay or telling the teacher that "this is BS!"			

Using a FAIR Approach



Let's take another look at the data....

- ▶ **Function**
(Escape/Avoidance, Attention, Tangible, Sensory)
- ▶ **Accommodations**
- ▶ **Interaction Strategies**
- ▶ **Response**

FIGURE 1. ABC Notes for Ken's Aggressive Behavior

Date/Time/Duration	Activity	Antecedent	Behavior	Consequence
3/28 10:15 a.m. 1 min.	Making math pinwheels	Ms. Silva puts one glue stick on the table for the three kids.	Ken shoves Tanya as she reaches for the glue stick and grabs the glue stick, holding it under the table.	Ms. Silva has Ken work at a side table by himself.
4/10 1:30 p.m. 1 min.	Transition to music	Students walk in line to music class.	Ken pushes the student in front of him to be first in line.	Ms. Silva has him sit out during music class.
4/13 12:12 p.m. 30 sec.	Transition to lunch	Teacher tells kids to line up.	Ken races to the front of the line, pulls the leading student by the shirt, and says, "I'm first."	Student goes behind him in line.
4/20 9:30 a.m. 45 sec.	Library	Students have to wait in line to get their books checked out.	Ken pinches the student next to him in line.	Librarian sends him back to class.
4/29 2:20 p.m. 3 min.	Vocabulary bingo game	Teacher tells Ken he needs to wait his turn. It's Cameron's turn to roll the dice.	Ken grabs the dice out of Cameron's hand and rolls anyway.	Ms. Silva has him go back to his seat.

The Oppositional Child: Strategies That Work

The oppositional child typically has frequent tantrums and angry outbursts, excessively argues or questions rules, and often blames others for his or her mistakes. He or she often purposely annoys others and may appear resentful of others.

Accommodations

- Modify the schedule, if possible, so the student can alternate between classes he likes and those he may not like as much.
- Arrange an alternative recess with fewer students that involves a quiet, highly structured activity.
- Embed choice, such as allowing the student to pick the order of assignments, the materials to use, or the place to sit to work.
- Give open-ended, flexible assignments.
- Offer hands-on experiential lessons.
- Encourage daily self-calming practice.

Interaction Strategies

- Use strength-based terminology to describe students (for example, instead of thinking they're stubborn, think that they're good at standing up for themselves).
- Avoid power struggles.
- Avoid yes-or-no questions or saying, "OK?" when making a demand.
- Give a demand and move away, avoid making eye contact or hovering.
- Give indirect demands (such as, "Oops! Some of you still need to put your names on your papers").

Response Strategies

- Use natural consequences as a motivator (instead of saying, "Do your spelling," ask, "Oh, I wonder whether you'll do well on the quiz if you don't do your spelling today?").
- If a student asks a challenging question (such as, "Why do I have to do this stupid worksheet?"), set a limit (such as, "You need to finish this worksheet before you can play the math game").
- Set limits that are enforceable, reasonable, and clear and simple.
- Use incremental rewards and consequences (such as offering the student two free breaks per day).

Essential Understandings of Behavior

Defiance and limit testing are part of regular developmental changes for some students who experience trauma

Inappropriate behavior is malleable and temporary—and you can help ALL your students thrive.

Classroom Management is not about having the right rules, it is about having the right relationship

"When a student believes you care, when he's convinced that he cannot push your buttons, and when he feels successful in your classroom because you challenge him and spark his creativity, you'll optimize the chances that his behavior will improve drastically!"

- Annette Breaux in Education Week Teacher

Thank you

