

Module 3:

“Addressing Disruptive and Noncompliant Behaviors (Part 1): Understanding the Acting-Out Cycle”

This module is worth 5 points

Online Module Link: Select **EITHER** Elementary or Secondary- they are the same credit, so you may only complete **one**.

Link for Elementary Online Module: <https://iris.peabody.vanderbilt.edu/module/bi1-elem/>

Link for Secondary Online Module: <https://iris.peabody.vanderbilt.edu/module/bi1-sec/>

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

Tasks from Part I, II, and III must be **evaluated** and **signed off** by either your Supervisor or ILC.

Please complete and turn in the following, attached behind this sheet, to the PL contact at your school.

Checklist		
Assignment	Date Completed (to be completed by participant)	Date Completed (to be completed by Supervisor or ILC)
Part I – Completed module online		
Part II – Hypothetical Situation		
Part III – Assessment		
Participant Name Printed:		Employee ID (E#):
Participant Signature:		Date:
Supervisor / ILC Name Printed:		Supervisor / ILC E#:
Supervisor / ILC Signature:		Date:

Part II – Hypothetical Situation

Use the information you learned from the Online Module to complete this section. Reflect on a student you have worked with in the past who struggled with behavioral challenges. Briefly describe the behavior that occurred most frequently in class. Identify one possible trigger and describe two strategies you could use to attempt to break the acting-out cycle based on the information you just reviewed in the module. Include this response with the checklist and submit to your supervisor or ILC for evaluation.

Part III – Assessment Component

Reflect upon the information you learned from the Online Module. Take some time now to answer the following questions. Please note that the IRIS Center does not collect your Assessment responses. You should turn them in to your supervisor or ILC along with the check list for evaluation. If you have trouble answering any of the questions, go back and review the information presented in the Online Module.

1. A new teacher says that she doesn't have time to address low-level or minor challenging behaviors (e.g., being off-task). Her strategy is to ignore these and focus instead only on more serious challenging behaviors. Craft a response to her that explains:
 - a. A potential consequence of ignoring minor challenging behaviors.
 - b. Two negative impacts of even minor challenging behaviors on the student and the class.
2. Students who consistently exhibit challenging behaviors typically progress through a seven-phase process known as the acting-out cycle.
 - a. List two reasons why it is important for educators to intervene early in the acting-out cycle.
 - b. Explain what might prevent an educator from intervening early in the acting-out cycle.
3. **SCENARIO:** Mr. Reeves is struggling to address Carter's challenging behavior in science class. During teacher-led tasks or structured, independent tasks, Carter frequently participates and serves as a model student for his classmates. However, Mr. Reeves has noticed that Carter engages in acting-out behavior during less structured tasks. For example, Mr. Reeves often asks students to work with a partner to perform experiments and test out different hypotheses. During these tasks, students engage in self-guided and self-paced learning to complete the experiments. When Mr. Reeves assigns these types of activities, Carter becomes anxious. He withdraws from the activity and stares out the window. Despite prompting from Mr. Reeves, Carter refuses to speak with his partner or engage in the activity. Although Mr. Reeves attempts to redirect his behavior, Carter begins yelling and knocking materials off desks. Help Mr. Reeves get Carter's challenging behavior under control. Use the table below to record your answers to the following items.
 - a. For each of the first four phases of the acting-out cycle, identify a strategy Mr. Reeves can implement to help prevent Carter's behavior from escalating during science class. Explain your reasoning for selecting each strategy.
 - b. Identify a strategy Mr. Reeves can use during the Peak Phase of Carter's acting-out cycle to address his behavior and maintain safety. Explain your selection.
 - c. Identify a strategy Mr. Reeves can use during the final two phases of the acting-out cycle to help reintegrate Carter into the classroom. Justify your response.

Acting-Out Cycle Phases	Strategy	Explanation
Calm		
Trigger		
Agitation		
Acceleration		
Peak		
De-escalation		
Recovery		

4. Once a student enters the Peak Phase, and the educator can no longer interrupt the acting-out cycle, what should the educator's focus shift to? Explain.
5. After a student exits the Peak Phase, it is critical that the educator support her through the De-escalation and Recovery Phases.
 - a. What is the educator trying to accomplish in the De-escalation Phase?
 - b. Why are educators often reluctant to engage in debriefing during the Recovery Phase? Why is it important to debrief despite this reluctance?

*Upon completion of the Online Module, the Hypothetical written task, and the Assessment written task, submit all work and this document to either your Supervisor or ILC who will evaluate your responses. The task evaluator will contact the PL Department of your successful completion of this course.