

## Module 4: “Addressing Disruptive and Noncompliant Behaviors (Part 2): Behavioral Strategies”

*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/bi2-elem/>

Link for Secondary Online Module: <https://iris.peabody.vanderbilt.edu/module/bi2-sec/>

### Module Objectives:

After completing the entire Perspectives & Resources section and reviewing the accompanying activities, you should:

- Understand how challenging behavior negatively affects the classroom environment
- Recognize the importance of using strategies to address challenging 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

**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.

Choose **one** of the following situations to address:

- Genevieve is a student who has a diagnosis of ADHD. When giving directions to the class, you notice that she frequently does not comply with initial requests. You find yourself repeating directions to her multiple times. Although she is not aggressive or confrontational, Genevieve's lack of compliance negatively impacts academic engaged time. Describe two interventions that you could use to increase her initial compliance to your requests.
- Charles is the most disruptive student in your classroom. He often argues, is disrespectful, and can be aggressive (he has thrown classroom materials and knocked his desk over when upset). Describe two interventions that you could use to decrease Charles's disruptive and non-compliant behaviors.

## 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. What are low-intensity strategies and how can they help educators address challenging behaviors?
2. What is differential reinforcement of alternative behavior? Explain how to implement with an example.
3. A teacher wants to reinforce positive behaviors using behavior-specific praise.
  - a. Explain what behavior-specific praise is and how it differs from general praise.
  - b. Give one example of behavior-specific praise
4. For each of the following scenarios,
  - a. Identify two low-intensity strategies that would be appropriate. **NOTE:** *You cannot use the same strategy more than once, so be sure to read the scenarios first and plan carefully.*
  - b. Explain how the teacher can implement them to reduce students' challenging behaviors.

**SCENARIO A:** Mr. Jiminez has some students who often argue over the use of equipment during activities in physical education class. On two occasions, these arguments have led to shouting, pushing, and even a physical fight between two students.

SCENARIO A	
Low-Intensity Strategy	Explanation
1.	
2.	

**SCENARIO B:** Ms. Lowrance has a student who often refuses to follow instructions and sometimes refuses to work on math activities. Other times, the student refuses to work with a partner or in groups.

SCENARIO B	
Low-Intensity Strategy	Explanation
1.	
2.	

\*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.