

Turning Challenging Behaviors Into Opportunities

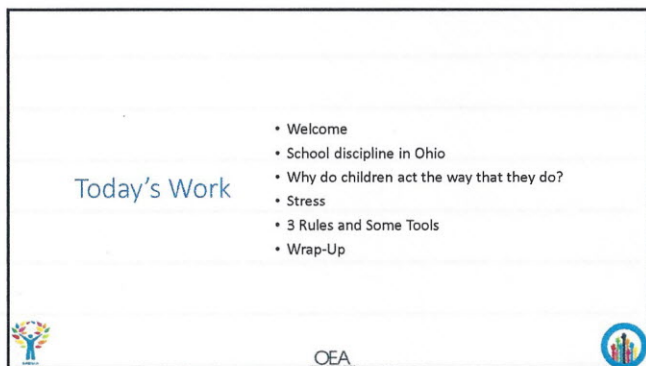
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NBCT, M.Ed.

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BREATHE

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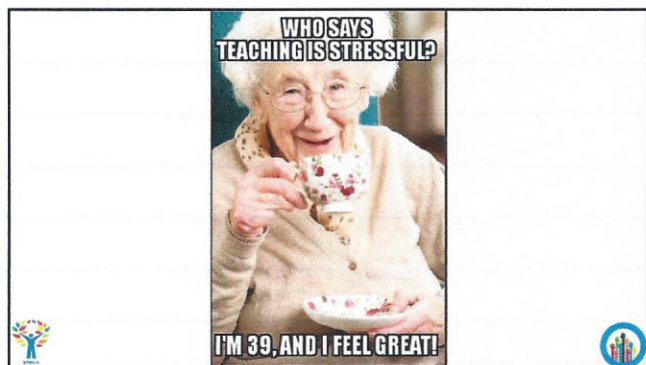


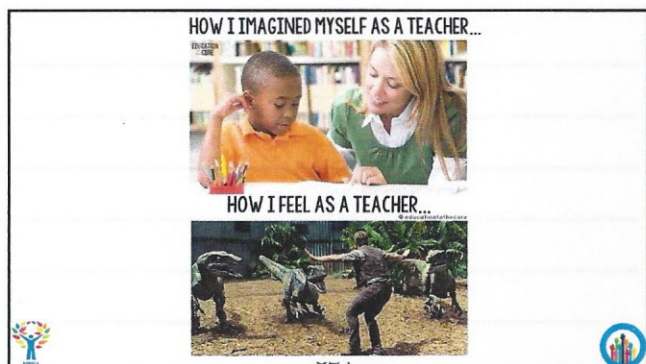
Today's Work

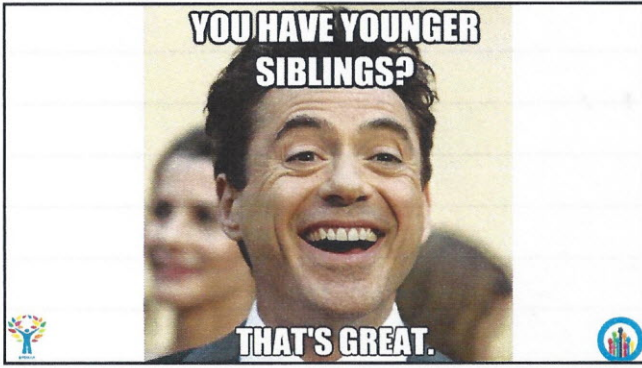
- Welcome
- School discipline in Ohio
- Why do children act the way that they do?
- Stress
- 3 Rules and Some Tools
- Wrap-Up

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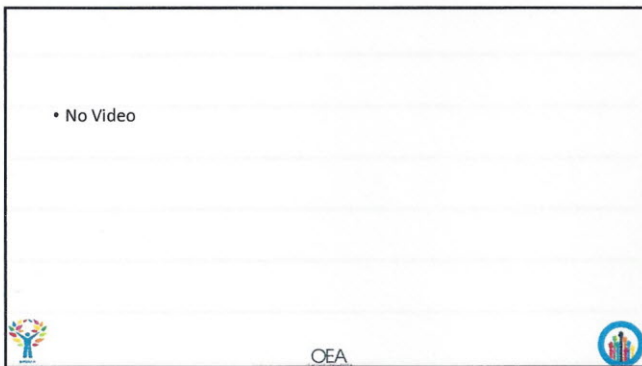












What is **Respect?**

What does it mean for you to show respect, and what does it mean for you to be shown respect?

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Activity Time


Form a group of 4.

What does it mean for you to show and be shown respect?
Describe what disruptive behavior in your classroom looks like.

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53.8% of out-of-school suspensions were attributed to disobedient or disruptive behavior, while only 1.3% stemmed from possession of a gun, weapon, or explosive device (Ohio statewide data, 2012-13)

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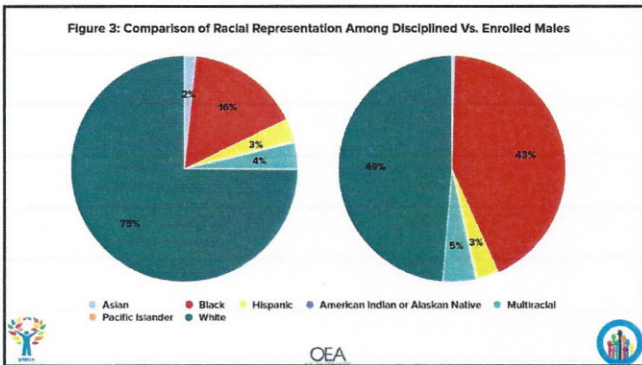


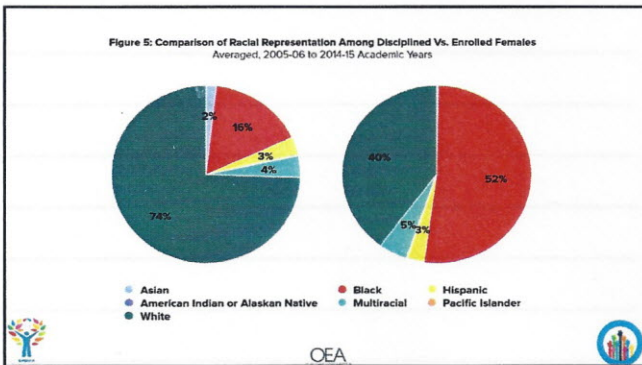
Ohio school discipline statistics:

Each year Ohio students receive 200,000 out-of-school suspensions or expulsions. Of these suspensions and expulsions:

- More than half are for disobedient and disruptive behavior – not for fighting, weapons, or other violent behavior.
- Impacts certain students, including students of color, students with disabilities, LGBTQ students, and students in low-income households, more.
- 36,000 are given to students in grades pre-K-third grade.

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Rights and Responsibilities

- Access to education
- 10 Day Rule
- What's in your contract?
- Does your school have procedures? Can you help to develop procedures?
- FBA, BIP, IEP
- Calling a meeting
- Data, change in LRE



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Beyond the Three R's

As educators, we have to look at the children in our classrooms as children, not just students. We need to look at all of the aspects of their being: how they think, how they feel and how they behave.



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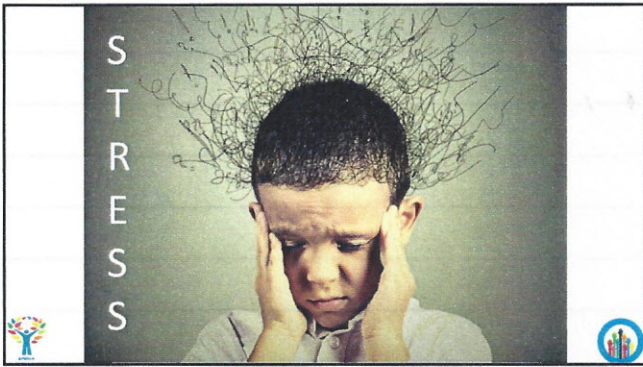


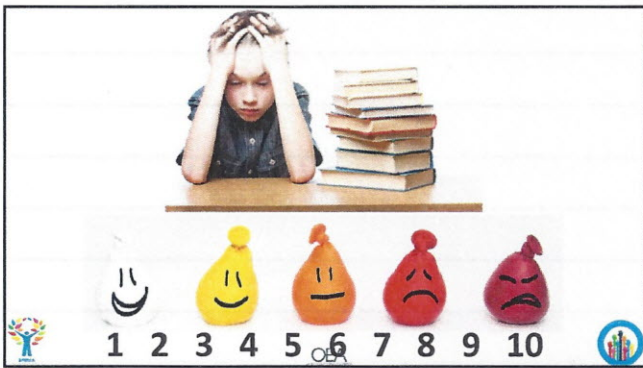
- Knowledge of their experiences video



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What Happens When I Feel Stress?

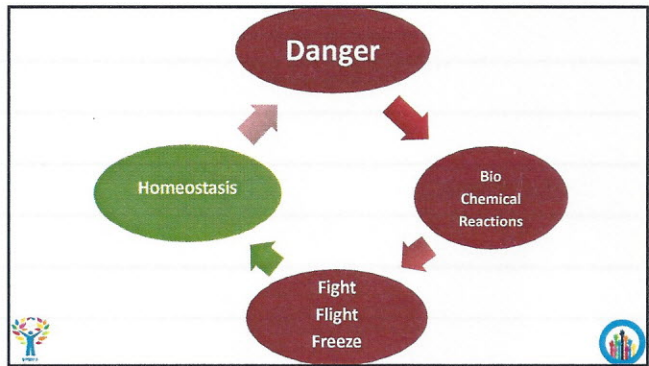


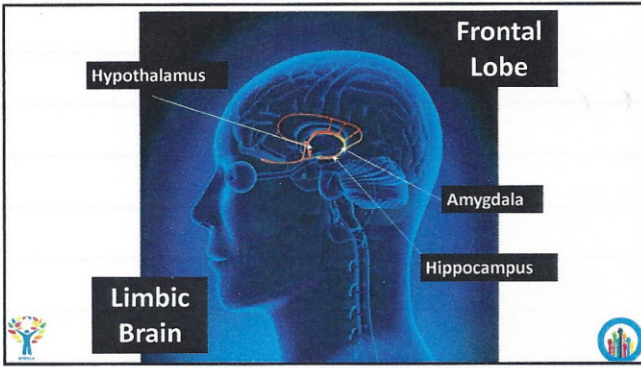
Small icons of a tree and a group of people are located in the bottom left and right corners of the slide frame.

Traumatic Stress System video

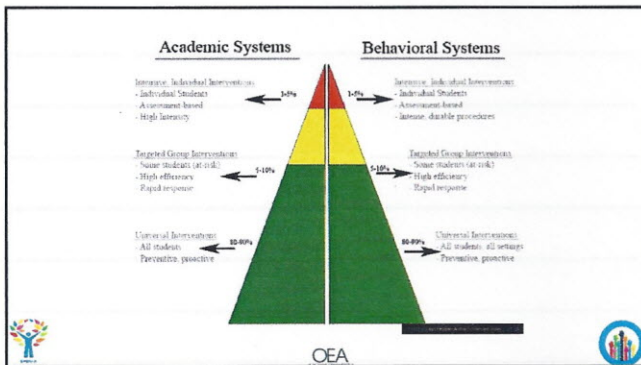
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1 Arrange Your Classroom

- Avoid unnecessary congestion in high-traffic areas.
- Avoid "blind corners."
- Survey students on where they feel comfortable sitting



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2 Set Clear Behavior Expectations

- Establish four to six general rules and post them!
- Teach rules as you would any other content area.
- List problem behaviors and replacement behaviors
- Review and enforce rules throughout the entire year.



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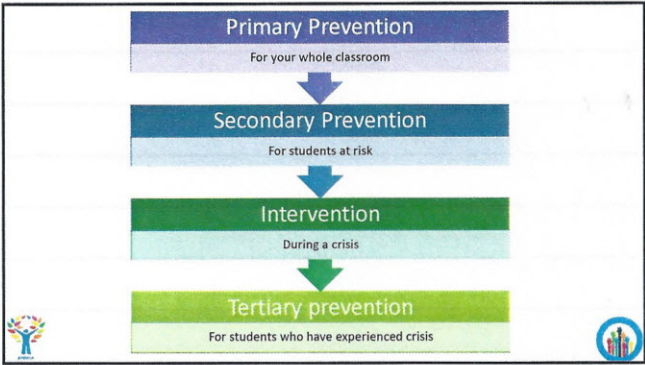
3 Consider Safety

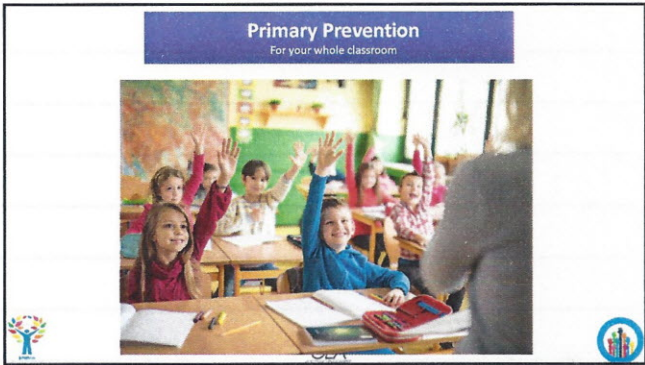
- Avoid Power Struggles
- Strict physical space procedures
- Limits and procedures for Common Areas
(pencil sharpener, tissue, trash can, to ask a question)
- Watch for bullying and teasing behavior and put an end to it



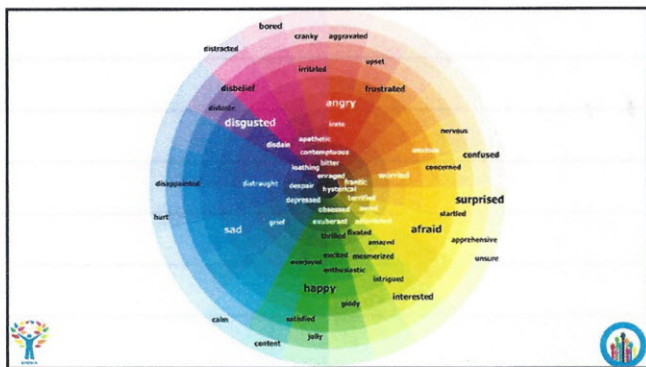
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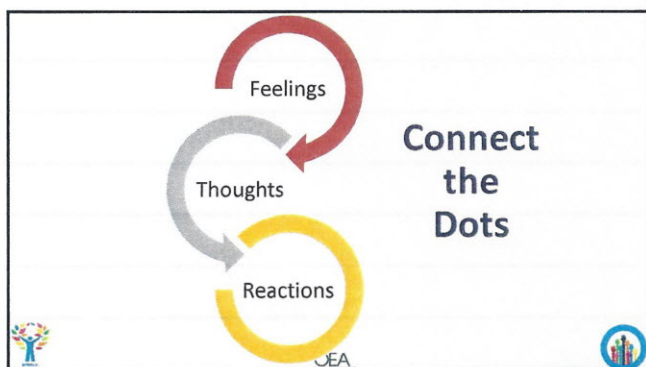


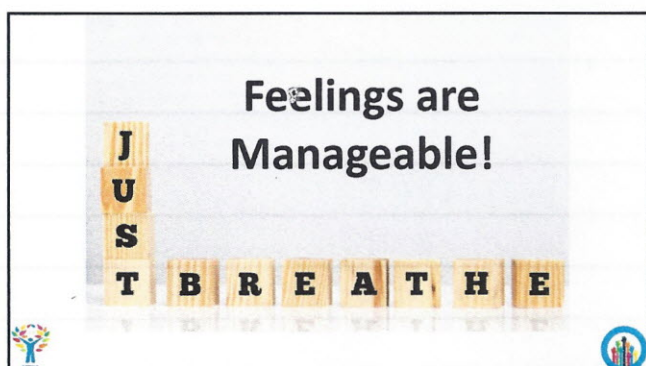


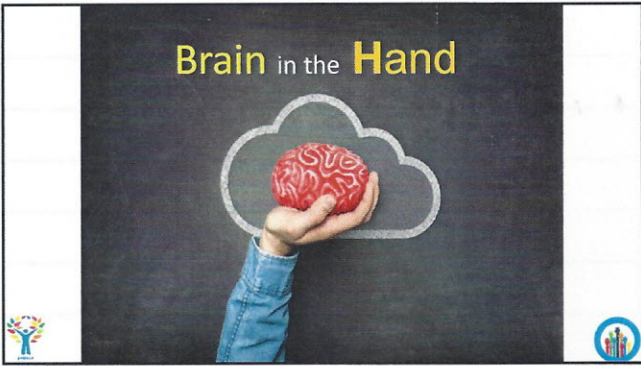


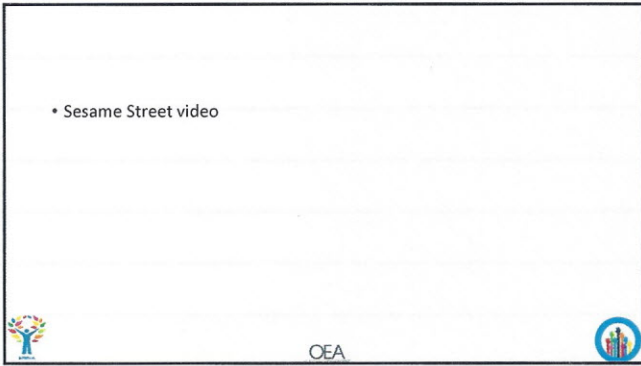


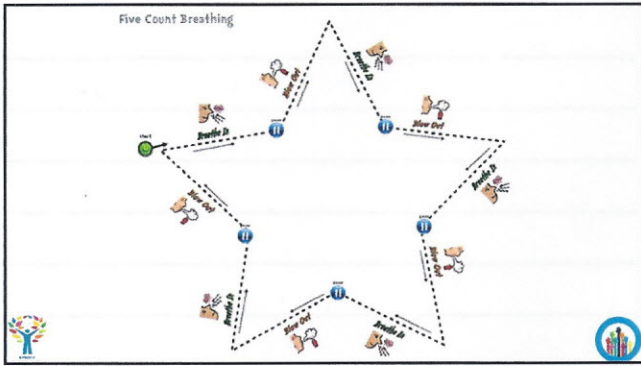


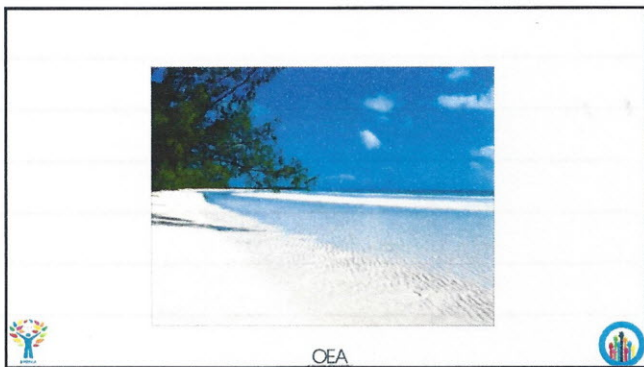


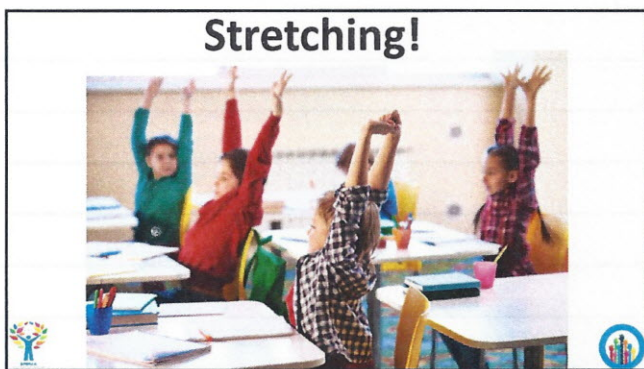


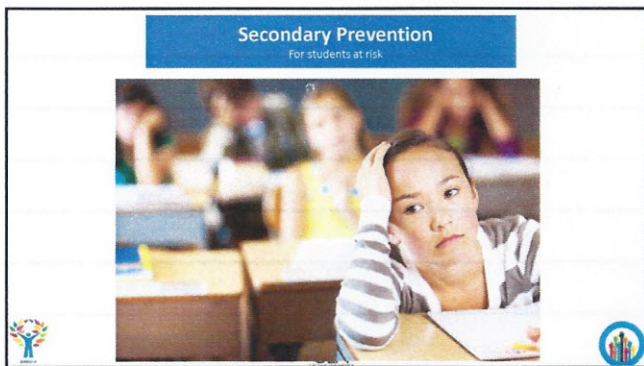













What Are Your Triggers?

Name _____ Date _____
 Directions: Read each item and choose whether you often feel this way, sometimes this way, or not like this way.
 Answered: _____
 1 Often or always this way
 2 Sometimes this way
 3 Not like this way
 4 Never



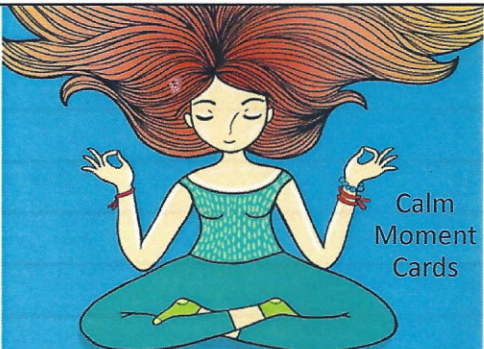
| 1 | 2 | 3 | 4 | 5 |
|---|---|---|---|---|
| 1. I often feel nervous | | | | |
| 2. I often feel like I am not in control | | | | |
| 3. I often feel like I am not getting enough sleep | | | | |
| 4. I often feel like I am not getting enough exercise | | | | |
| 5. I often feel like I am not getting enough food | | | | |
| 6. I often feel like I am not getting enough water | | | | |
| 7. I often feel like I am not getting enough rest | | | | |
| 8. I often feel like I am not getting enough love | | | | |
| 9. I often feel like I am not getting enough attention | | | | |
| 10. I often feel like I am not getting enough support | | | | |
| 11. I often feel like I am not getting enough help | | | | |
| 12. I often feel like I am not getting enough understanding | | | | |
| 13. I often feel like I am not getting enough respect | | | | |
| 14. I often feel like I am not getting enough appreciation | | | | |
| 15. I often feel like I am not getting enough praise | | | | |
| 16. I often feel like I am not getting enough encouragement | | | | |
| 17. I often feel like I am not getting enough inspiration | | | | |
| 18. I often feel like I am not getting enough motivation | | | | |
| 19. I often feel like I am not getting enough direction | | | | |
| 20. I often feel like I am not getting enough guidance | | | | |
| 21. I often feel like I am not getting enough advice | | | | |
| 22. I often feel like I am not getting enough information | | | | |
| 23. I often feel like I am not getting enough knowledge | | | | |
| 24. I often feel like I am not getting enough wisdom | | | | |
| 25. I often feel like I am not getting enough understanding | | | | |

Where Do You Feel Stress?





- Head
- Face
- Ears
- Neck
- Chest
- Hands
- Stomach
- Lower back
- Legs

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Calm Moment Cards

"You can't live
a positive life
with a
**NEGATIVE
MIND!**"

• Affirmations video

THINK POSITIVE

I am strong and capable

I am calm and positive

I am okay and doing well, I am healthy and strong

I have the power to control the thoughts I think

I am proud of myself and my accomplishments



I choose thoughts that are encouraging and helpful

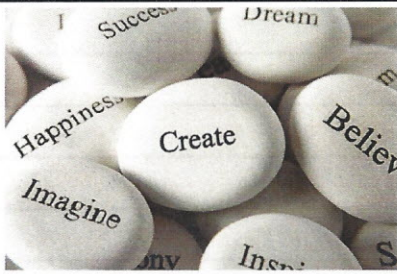
I am allowed to be me

I am confident and self-assured

I am in control of myself and the choices I make

I am confident and I am getting stronger every day



Give the student a small object to keep in their pocket as a reminder



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Intervention
During a crisis



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Limbic Defibrillator



- Cool down and think
- Keep your voice calm, low, and soothing
- Make observations, ask questions
- Deep breaths (you and the child)
- Repetition
- Calming Item






Calming Item!



Return to Class!




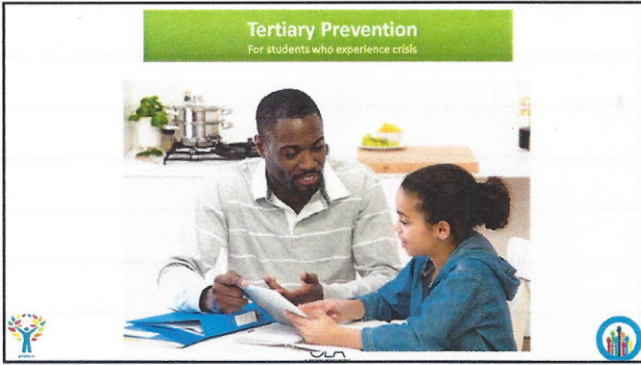
- Model, Model, Model
- Restate the procedure or rule
- Do not react - REDIRECT
- If behavior continues state:
"You can pick your consequence after class."
- Do NOT take student behavior personally

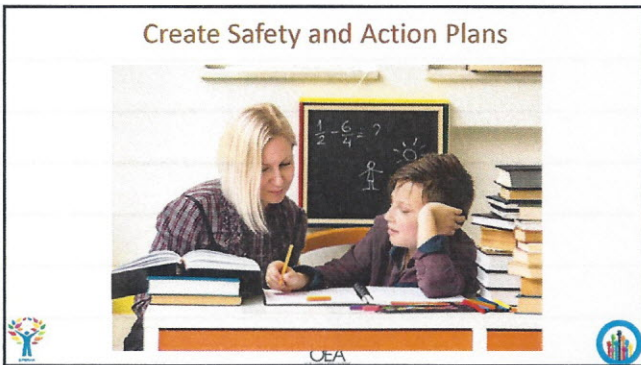
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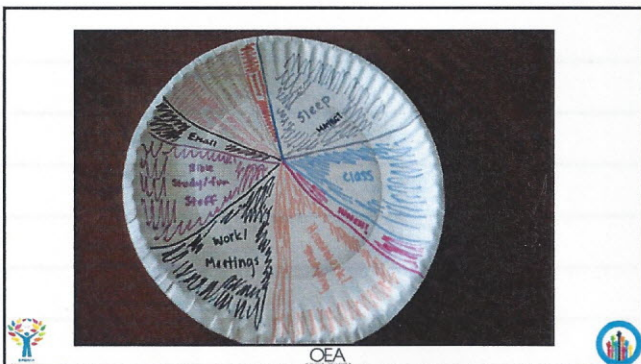
Clear, Consistent, and Caring Consequences

- Establish classroom consequences
- Consider giving the student a choice of consequence











Drawing for Power

- Who can you always talk to
 - Where do you feel safe
- Who do you trust and respect
 - What is a safe classroom



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Trauma

Appropriate Responses
Positive Coping Strategies

Trusted Adult



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Thoughts?
Needs?
Concerns?
Comments?



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