



Great Public Schools for Every Student

Addressing Challenging Behaviors

Educator demonstrates an understanding and application of multiple strategies when addressing challenging classroom behaviors to meet the needs of all learners.

Key Method

The educator understands how to address challenging behaviors by analyzing particular situations and matching them to an appropriate strategy. In collaboration with other adults, as needed, the educator formulates a plan to guide the learner in making positive choices in the future.

Method Components

Successfully addressing challenging student behaviors begins with establishing a strong relationship with each learner. Knowing what students value, how they learn best, and the reasons that they shut out learning can be used to support them in staying focused on academics.

When faced with challenging behaviors from students, the educator should first realize that such behaviors are not personal. They may stem from family issues, peer issues, or other non-school-related problems faced by the learner. If child abuse is suspected, each state has specific laws and requirements with which each educator should be familiar.

When faced with a challenging behavior, first make certain that the situation is safe for anyone around. Call for assistance, if appropriate. Stay calm and try to de-escalate with a quiet, respectful voice. If possible, talk privately with the student to avoid shaming him or her. Document what has occurred in a secure way.

If a behavior is recurring, consider creating a behavior management plan and getting input from parents, the school counselor, principals, and other educators involved in the student's life. Remember: You are not the investigator, you are a non-judgmental listener.

For more specific strategies, refer to the Resources section.

For our purposes, a "challenging" behavior situation involves a classroom event that is severe, may occur once or recur, and interrupts both teaching and learning for a significant amount of time.

Supporting Research

- Marzano, R.J., Gaddy, B.B., Foseid, M.C., Foseid, M.P., & Marzano, J.S. (2005). A handbook for classroom management that works. Alexandria, VA: ASCD. Retrieved <http://docshare01.docshare.tips/files/19482/194821785.pdf>
- Evertson, C.M., & Weinstein, C.S. (2013). Handbook of classroom management: Research, practice, and contemporary issues. New York, NY: Routledge. <https://www.routledgehandbooks.com/pdf/doi/10.4324/9780203874783.ch3>

Resources

- NEA edCommunities Classroom Management Group
https://www.mynea360.org/_ui/core/chatter/groups/GroupProfilePage?g=0F9600000004Wk1
- Classroom management tips and ideas for K-12 classrooms
<http://www.nea.org/tools/ClassroomManagement.html>
- Classroom Management Strategies for Difficult Students
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/129/Classroom-Management-Strategies-for-Difficult-Students.aspx>
- Sample data collection form to document behavioral issues
https://docs.google.com/spreadsheets/d/1XZ9Y-9lh162jxU_4CACqJqRBLtWLB22KpwUA--BTaXE/edit#gid=1373648169
- The Role of Educators in Preventing and Responding to Child Abuse and Neglect
<https://www.childwelfare.gov/pubs/usermanuals/educator/>
- Classroom Management: Working with Parents
<https://www.universalclass.com/articles/self-help/classroom-management-working-with-parents.htm>
- Setting SMART Goals
<https://www.mindtools.com/pages/article/smart-goals.htm>
- Elements of Effective Design
<http://blog.visme.co/elements-principles-good-design/>

Submission Guidelines & Evaluation Criteria

For our purposes, a “challenging” behavior situation involves a classroom event that is severe, may occur once or recur, and interrupts both teaching and learning for a significant amount of time.

Part 1. Overview Questions

300-word min 600-word max

Choose one of the following options to complete

Option A: (For educators who want to explore current classroom behavior challenges)

What background information is important to know to understand the context of your classroom? Include grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

Option B: (For educators who want to explore challenging behaviors more generally)

Describe your current philosophy when addressing challenging classroom behaviors. How do you handle these events when they occur? Tell why you picked those strategy(ies). Include grade level, subject area, any relevant cultural information, and special considerations regarding student characteristics. Be mindful not to reveal anything confidential about a student.

- **Passing:** Educator fully addresses either option A or option B and includes all elements of the questions and relates them to current classroom management best practices.

Part 2. Work Examples / Artifacts

For our purposes, a “challenging” behavior situation involves a classroom event that is severe, may occur once or recur, and interrupts both teaching and learning for a significant amount of time.

To earn this micro-credential you will need to complete and submit the following **three** artifacts.

Artifact One: Real-Life Example and Analysis

Choose option A if you completed option A above or option B if you completed option B above. The same rubric will be applied to each response.

Option A

Identify and describe a challenging behavior situation that you encountered in your own school. This could be your classroom, someone else's classroom, the playground, or the lunchroom.

1. What was your initial response?
2. What strategy(ies) did you set in motion?
3. Why did you choose these responses?
4. How did these responses affect the student(s)?
5. How did you facilitate the resumption of teaching and learning?
6. If given the chance, what might you do differently?

Option B

Imagine that you are an educator in your current grade level. It is the end of the school day, and you are outside monitoring students as they wait for busses to arrive. You hear some students shouting and turn to see several of them pointing in the direction of an altercation between one of the students in your class and a younger student. The older student appears to be very angry and is holding a rock over the head of the younger student, who is seated and appears afraid.

1. What is your initial response?
2. What strategy(ies) do you set in motion?
3. Why do you choose these responses?
4. How do these response(s) affect the students in the area?
5. What do you do and say once the current situation is safe?

What plan will you implement for the future?

Artifact Two: Action Plan

Set a SMART goal for yourself describing an area you will work on to improve your skills in addressing challenging behavior in your classroom. Create an action plan to support you in reaching this goal. The action plan should include:

1. a timeline,
2. steps required,
3. financial and time support needed, and
4. training, research, or self-directed learning that you will undertake.

Explain how these four action steps will help you meet your goal.

Artifact Three: Project

Create a pamphlet or brochure for your grade level colleagues that includes each of the following:

- A summary of your state's laws around the issue of child abuse and neglect as it relates to expectations for school employees (look these up on your state's webpage)
- A list of school and district employees who are available to assist educators facing challenging behavior situations

(names, job titles, contact information)

- Information about partnering with parents to solve challenging behavior issues (include at least three methods to use to work with parents/guardians).

Combine both artifacts into one Word document for upload. Label each artifact.

Effective use of design elements to convey the intended message

Assignment	Proficient	Basic	Developing
Real-Life Example and Analysis	<p>All elements of the question are addressed.</p> <p>All responses are backed up by current best practice in the field of classroom management.</p> <p>Chosen strategy(ies) are justified as appropriate for the behavior and the student being addressed.</p> <p>Positive student outcomes are described.</p> <p>Description is well organized. Mistakes are minor in nature and do not affect the reader's understanding.</p>	<p>Some elements of the question are addressed.</p> <p>Some responses are backed up by current best practice in the field of classroom management.</p> <p>Some chosen strategies are justified as appropriate for the behavior and the student being addressed or the justifications are only partially explained.</p> <p>Positive student outcomes are described.</p>	<p>Some elements of the question are addressed.</p> <p>Justifications from best practice in classroom management are missing or justifications are present but do not draw from best practice.</p> <p>Chosen strategies are missing any justification or have no logical connection to the student or the behavior being addressed.</p> <p>Positive student outcomes are missing from the description.</p> <p>Effective written organization is missing from the description. Mistakes are numerous or severe enough in nature to frequently interfere with the reader's understanding.</p>
Action Plan	<p>The goal is SMART (specific, measurable, attainable, relevant to the educator, and time bound) and addresses challenging classroom behavior.</p> <p>The action plan contains all required elements.</p> <p>Each element of the action plan is justified with respect to how it supports the educator in</p>	<p>The goal is missing one or two elements of the SMART framework.</p> <p>The goal addresses challenging classroom behavior.</p> <p>The action plan is missing one or two of the required elements.</p> <p>One or two of the action plan elements is missing its justification with</p>	<p>The goal is missing more than two elements of the SMART framework.</p> <p>The goal is unrelated to challenging classroom behavior.</p> <p>The action plan is missing more than two of the required elements.</p> <p>More than two of the action plan elements are missing their justification</p>

	<p>reaching the SMART goal.</p> <p>Description is well organized. Mistakes are minor in nature and do not affect the reader's understanding.</p>	<p>respect to how it supports the educator in reaching the SMART goal.</p> <p>Description is sometimes disorganized. Some mistakes interfere with the reader's understanding.</p>	<p>with respect to how they support the educator in reaching the SMART goal.</p> <p>Effective written organization is missing from the description. Mistakes are numerous or severe enough in nature to frequently interfere with the reader's understanding.</p>
Pamphlet or Brochure	<p>All required factual elements of the brochure or pamphlet are included.</p> <p>The brochure or pamphlet is designed to use visual elements to effectively convey each included message.</p> <p>Mistakes are minor in nature and do not affect the reader's understanding.</p>	<p>One of the required factual elements is missing from the brochure or pamphlet.</p> <p>Some of the brochure or pamphlet is designed to use visual elements to effectively convey each included message.</p> <p>Some mistakes interfere with the reader's understanding.</p>	<p>Two or more of the required factual elements are missing from the brochure or pamphlet.</p> <p>The brochure or pamphlet is missing any visual design to help convey each intended message.</p> <p>Mistakes are numerous or severe enough in nature to frequently interfere with the reader's understanding.</p>
All Tasks	<p>Grammar, spelling, and sentence structure enhance clear communication.</p>	<p>Grammar, spelling, and sentence structure allow for clear communication.</p>	<p>Grammar, spelling, and sentence structure may inhibit clear communication.</p>

Reflection

400-word min 600-word max

Please reflect on your professional learning as you completed this micro-credential.

1. How has this process affected your current classroom practice?
2. How might you share your discoveries with your professional colleagues?
3. In addition to working on your SMART goal, what do you still hope to accomplish or learn about in the area of addressing challenging classroom behaviors?

■ **Passing:** Please reflect on your professional learning as you completed this micro-credential.

1. How has this process affected your current classroom practice?
2. How might you share your discoveries with your professional colleagues?
3. In addition to working on your SMART goal, what do you still hope to accomplish or learn about in the area of addressing challenging classroom behaviors?

Passing: The response addresses to all guiding questions with descriptions that relate to the educator's current setting.



Except where otherwise noted, this work is licensed under:

Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International (CC BY-NC-ND 4.0)

<http://creativecommons.org/licenses/by-nc-nd/4.0/>