



Great Public Schools for Every Student

Addressing Challenging Behaviors

Please note: this Micro-credential should be completed ONLY if you currently have a student who is exhibiting 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 dealing with an individual student 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 an individual student who is exhibiting Tier 2 or 3 behaviors based on the MTSS Model. (see resource section)

As an example:

EXAMPLE Scenario: 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 the bus to arrive. You hear some students shouting and you 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.

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.myn360.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/>
- Multi-tiered System of Support <https://www.pbis.org/school/mtss>

Submission Guidelines & Evaluation Criteria

For our purposes, a “challenging” behavior situation involves an individual student who is exhibiting Tier 2 or 3 behaviors based on the MTSS Model. (see resource section)

Part 1. Overview Questions

300 - 500 words

Describe your current philosophy when responding to challenging classroom behaviors. Respond to the following in your description:

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

How do you currently respond to challenging behaviors?

How successful has this response been?

- **Passing:** Educator response addresses all required components as outlined in the overview section.

Part 2. Work Examples / Artifacts

Please Note: For artifacts, the preferred file format is PDF

For our purposes, a “challenging” behavior situation involves an individual student who is exhibiting Tier 2 or 3 behaviors based on the MTSS Model. (see resource section)

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

Artifact 1: Real-Life Example and Analysis

Suggested word count 300-500

Identify and describe a challenging behavior situation you are currently experiencing with a student in your classroom. Respond to the following in your description.

1. What was the situation?
2. What do you think the root causes of the situation were?
3. What was your initial response?
4. What strategy(ies) did you set in motion?
5. Why did you choose these responses?
6. How did these responses affect the student(s)? (did the escalate or de-escalate the situation?)
7. How did you facilitate the resumption of teaching and learning?
8. If given the chance, what might you do differently?
9. What plan might you implement if this situation were to happen again?

Artifact 2: Goal and Action Plan

Set a SMART goal to address a challenging behavior that is currently interfering with the learning cycle in your room. (See Method Components for example) Once you have decided on your SMART goal, create an action plan to support reaching this goal in addressing challenging behavior. The action plan should be tied directly to your goal and should include the following:

- a timeline
- teaching/classroom management strategies to try
- support needed (financial/time/other?)
- professional learning
- research
- self-directed learning that you will undertake

Explain how these action steps will help you meet your goals.

Artifact 3: SMART Goal and Action Plan Analysis

Four to six weeks after implementing your SMART Goal Action Plan, please analyze the results. Your analysis should include the following:

- Challenging behavior you were trying to address
- Strategies used
- Did you meet your goal?

- If not, how close were you?
- What adjustments could you make to achieve success?
- Did you implement your plan with fidelity? If not, what interfered?
- Other information you feel is important to the results of your plan

Assignment	Proficient	Basic	Developing
Artifact 1: Real-life Example and Analysis	Response is concise, thoughtful, and addresses all questions as outlined in section requirements.	Response is fairly concise, thoughtful, and addresses some of the questions as outlined in section requirements.	Response is not concise, thoughtful, and addresses none questions as outlined in section requirements.
Artifact 2: SMART Goal and Action Plan	<p>The goal is SMART (specific, measurable, attainable, relevant to the educator, and time bound) and addresses challenging student behavior.</p> <p>The action plan contains all required elements and is designed to support the educator in reaching the SMART goal.</p>	<p>The goal is missing some elements of SMART (specific, measurable, attainable, relevant to the educator, and time bound) and addresses challenging student behavior.</p> <p>The action plan contains some required elements and is designed to support the educator in reaching the SMART goal.</p>	<p>The goal is not SMART (specific, measurable, attainable, relevant to the educator, and time bound) and does not address challenging student behavior.</p> <p>The action plan contains none of the required elements and is designed to support the educator in reaching the SMART goal.</p>
Artifact 3: SMART Goal and Action Plan Analysis	Analysis is concise, thoughtful, and addresses all questions as outlined in the section requirements.	Analysis is concise, thoughtful, and addresses some of the questions as outlined in the section requirements.	Analysis is not concise, thoughtful, and addresses none of the questions as outlined in the section requirements.
Presentation	Writing is well organized. Grammatical errors are minor in nature and do not affect the reader’s understanding.	Writing is well organized. Grammatical errors are minor in nature and do not affect the reader’s understanding.	Writing is organized. Grammatical errors are significant in nature and impede the reader’s understanding.

Reflection

350 - 550 words

Please reflect on your professional learning as you completed this micro-credential. Be sure to address the following questions in your response:

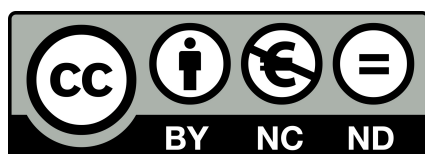
How has this process affected your current classroom practice related to addressing challenging behaviors?

How has your learning from working on this micro-credential going to impact your future classroom practice related to addressing challenging behaviors?

How might you share your discoveries about addressing challenging behaviors with your professional colleagues?

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 all guiding questions with descriptions that relate to the educator's current setting.



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