

- Foster a warm and safe learning community with predictable routines, clear expectations, and consistent consequences.
- Build strong relationships with students and their parents/guardians.
- Share literature and video clips that include examples of relatable characters demonstrating appropriate behaviors.
- Present visual reminders of expected behaviors (for example: a simple icon of a hand to remind student to raise their hand before speaking).
- Use simple directives focused on the expected behaviors (for example: say, "Walking feet" instead of, "No running").
- Identify patterns and triggers that lead to challenging behaviors (for example: transitions, non-preferred classroom tasks, hunger, illness, family circumstances).
- Develop a motivating plan/written contract with the student(s) to promote positive behaviors (involve parents, if appropriate).
- Designate a 'calm down' space in the classroom for students to take a break.
- Teach self-management and problem-solving skills.
- Role play conflict situations and discuss alternative actions to take.
- Recognize behavioral improvements and increase positive feedback – celebrate progress.
- Offer choices whenever feasible (for example: "You may work with a partner or work independently:").
- Maintain a calm manner – avoid engaging in arguments and power struggles.
- Avoid responding immediately if in a heightened emotional state – instead, say, "Let's take a break and talk about this in a few minutes."
- Remove the audience – conference with the student(s) in private.
- Use humor to diffuse a tense situation.
- Encourage students to self-monitor their behaviors (for example: Was I attentive in class today? Was I respectful of myself and others?).
- Work with students to take ownership of their behaviors by making amends or repairing any damage that was caused.
- Partner with the school counselor or other supportive colleagues.
- Don't take things personally.

20 Considerations for Addressing Challenging Student Behaviors



The Connecting Link