

Strategies for Addressing Challenging Behaviours

Check off those strategies that you would like to do more or differently:

Reframing Behaviour:

- ☐ Assume that no matter how inappropriate the behaviour, the student is not motivated by negative forces.
- ☐ Respond by specifically identifying the problem behaviour.
- ☐ Ask open-ended questions such as, “What’s up?”.
- ☐ Respond to changing behaviour using a calm, nonconfrontational tone of voice and body language.
- ☐ Avoid becoming personal; focus on the behaviour.
- ☐ Treat them as if they are not behaving the way they are.
- ☐ _____

“Always assume that a motivation for a particular behaviour is positive but expressed in a negative way.”

(Curwin and Mendler, 2008)

Collaborative problem solving:

- ☐ Encourage the student to solve their own problem.
- ☐ Focus energies on solving the problem.
- ☐ Don’t try to solve the problem when you or the student are emotional.
- ☐ Keep a sense of humour.
- ☐ Let the student know you like them but not a specific behaviour.
- ☐ De-escalate confrontations.
- ☐ Relationships have the greatest influence on behaviour.
- ☐ _____

“Solving behaviour problems is something you are doing with the student, not to him.”

— Ross W Green

Tips for Managing Severe Behaviour

- ☐ Create structure and firm boundaries for them to push against.
- ☐ Do not allow them to see they are getting to you.
- ☐ Do not negotiate, give reasons or argue. Simply state what you need them to do (over and over if necessary).
- ☐ Give them choices.
- ☐ Solve behaviour problems privately; never engage in conflict publicly.
- ☐ Choose your battles very carefully.
- ☐ Consequences should be quick and logical.
- ☐ _____

Originally from Curwin, R, and A Mendler. 2008. *Discipline with Dignity*. 2nd ed. Alexandria, VA: Association for Supervision and Curriculum Development. Reprinted in ATA. 2018. *Classroom Management Workshop: What Works Participant Guide*, 8–10.