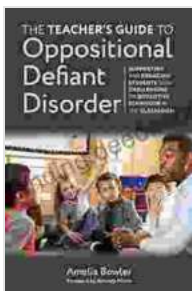


# Supporting and Engaging Students With Challenging or Disruptive Behaviour in Educational Environments

Challenging or disruptive behaviour in educational settings can be a complex and demanding issue for educators. Students who engage in such behaviours often face underlying challenges that impact their learning and social development. This article presents a comprehensive guide to understanding and addressing challenging behaviour in schools, providing educators with practical strategies and insights to create inclusive and supportive learning environments.



## The Teacher's Guide to Oppositional Defiant Disorder: Supporting and Engaging Students with Challenging or Disruptive Behaviour in the Classroom by Amelia Bowler

★★★★★ 5 out of 5

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## Understanding Challenging Behaviour

Challenging behaviour refers to behaviours that interfere with a student's learning, the learning of others, or the overall classroom environment. It

can manifest in various forms, such as:

- Physical aggression (e.g., hitting, kicking, biting)
- Verbal aggression (e.g., name-calling, swearing)
- Property destruction (e.g., breaking objects, tearing books)
- Disruptive behaviour (e.g., talking out of turn, refusing to follow instructions)
- Self-injurious behaviour (e.g., head banging, cutting)

Challenging behaviour is often a symptom of underlying issues, such as:

- Learning difficulties
- Mental health concerns
- Trauma or abuse
- Social or behavioural disorders
- Environmental factors (e.g., poverty, lack of support)

### **Positive Behaviour Support**

Positive behaviour support (PBS) is an evidence-based approach that focuses on understanding the underlying causes of challenging behaviour and developing proactive and positive strategies to address them. PBS involves:

- Identifying the function of the challenging behaviour (e.g., to get attention, avoid tasks)

- Developing a behaviour intervention plan (BIP) that outlines specific strategies and interventions to address the challenging behaviour
- Providing students with clear expectations, structure, and positive feedback
- Using reinforcement and rewards to encourage positive behaviour
- Collaborating with parents, therapists, and other professionals to provide comprehensive support

## **Behaviour Intervention Strategies**

PBS incorporates a range of behaviour intervention strategies, including:

- **Functional analysis:** Identifying the factors that trigger and reinforce challenging behaviour.
- **Antecedent interventions:** Modifying the environment or situation to prevent challenging behaviour from occurring.
- **Behavioural interventions:** Teaching students alternative and appropriate behaviours to replace challenging ones.
- **Consequence strategies:** Providing appropriate consequences for challenging behaviour, such as time-outs or loss of privileges.
- **Positive reinforcement:** Rewarding students for engaging in positive and appropriate behaviours.

## **Engaging Students With Challenging Behaviour**

In addition to behaviour intervention, it is essential to engage students with challenging behaviour in meaningful learning activities. This involves:

- **Understanding their interests:** Discovering what motivates and engages the student.
- **Incorporating their strengths:** Building on the student's abilities and interests to make learning enjoyable.
- **Providing choice and autonomy:** Allowing students to participate in decision-making and have some control over their learning.
- **Creating a positive classroom environment:** Establishing a respectful, supportive, and collaborative atmosphere.
- **Collaborating with parents and support staff:** Working together to provide a consistent approach to supporting the student.

### **Case Study: Supporting a Student With Autism**

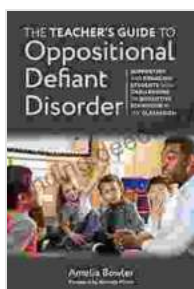
In a primary school classroom, a student with autism spectrum disorder (ASD) exhibits challenging behaviours, such as repetitive rocking, verbal outbursts, and difficulty following instructions. Through the PBS process, the teacher conducts a functional analysis and identifies that the student's challenging behaviour is often triggered by sensory overload and social anxiety. The teacher develops a BIP that includes antecedent interventions, such as providing a designated quiet space and visual supports. They also introduce behavioural interventions, such as teaching the student coping mechanisms to manage anxiety and social skills to improve interactions with peers. The teacher collaborates with the student's parents and a speech therapist to provide additional support. With consistent implementation of PBS strategies, the student's challenging behaviour gradually improves, allowing them to engage more effectively in learning.

Supporting and engaging students with challenging or disruptive behaviour requires a multi-faceted approach that addresses their underlying needs,

provides effective behaviour interventions, and fosters a positive learning environment. By implementing PBS and incorporating evidence-based strategies, educators can create inclusive and supportive educational spaces where all students can thrive and reach their full potential.

## References

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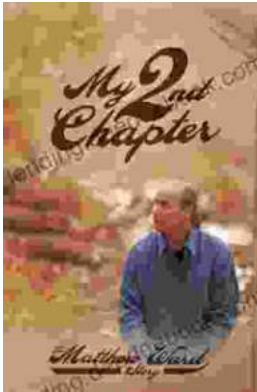


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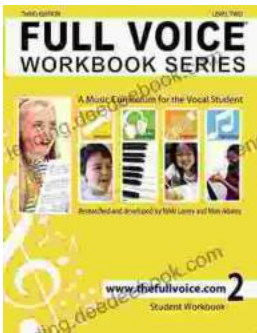
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