

P.R.O.M.P.T.

A Progressive, Fair, & Reasonable Response to Problem Behavior

Punitive versus Discipline

- Punitive approaches that emphasize punishment –
 - Produce unwanted side-effects
 - Punitive measures produce temporary relief but don't work in the long run
 - For example, 80% recidivism rate for people who are incarcerated
- Disciplinary consequence that emphasize teaching and learning from the situation -
 - Less negative side-effects
 - All about teaching and finding a solution that decreases future likelihood of problem occurring again

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Progressive System of Responding to Problem Behavior

- Step 1: disruptive, irritating, and most mild forms of noncompliance are normal
- Step 2: Remember the goal is to preserve the relationship with the child to the maximum extent possible while also correcting the problem behavior
- Step 3: In-class practices address up to 95% of behavior problems
 - Still a need for office support in some situations

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The Foundation:

- Strong Positive Relationships
- Proactive Classroom Management
- Communicating effectively
- Awareness & Reflection

Progressive Response

Proximity control

Redirection strategy

Ongoing **M**onitoring

Prompt expected behavior

Teaching interaction

#1 warning of consequence with 'Think Time'

#2 delivery in-class disciplinary consequence

#3 office support to determine solution

Reconnect, Repair, & Restore Relationship

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The Foundation: Creating the Context for Correction to Work

- **Strong Positive Relationships**
 - Positive relationships compel students to perform and behave well.
 - Students are more likely to correct their behavior when they trust and respect the teacher
- **Proactive Classroom Management**
 - PCM is designed to increase the academic engagement, which is incompatible with problem behavior
 - The better the class is managed, the fewer number of problem behaviors
- **Awareness & Reflection**
 - Awareness is knowing what's happening in the class moment-to-moment and being aware of effective strategies one can use
 - Reflection is a quick self-check to ensure that one is interpreting the situation accurately free from bias and responding in the most effective way possible

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The Foundation: Communicating Effectively

- Think – “How would you want an adult to interact with your child if s/he made a mistake or engaged in a problem behavior?”
- Correct behavior as privately as possible
- Non-threatening facial expressions, body posture, & gestures
 - Be aware & get on the student's level
 - Your eye's below the student's
- Use of caring, validating statements eases potentially difficult interactions
 - Empathy, perspective-taking, encouragement
- Use a calm voice
 - Tone, rate, and amount of speech
 - Fewer words the better
- Give the student choice and a way out
 - Alternative activity, “Not now, later,” “why don't you take a break and get some water”
- Avoiding shaming, ridiculing, and/or embarrassing the student

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Proximity Control

- Consists of being mobile in the classroom and standing next to or being near the student(s) exhibiting the problem behavior
- No need to ruin the flow of instruction or verbally reprimand the student
- Up to 40% to 50% of classroom problems behaviors are corrected by proximity to the student(s)

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Redirection Strategy

- A correction procedure that involves giving the student an instruction/direction that has a high probability that the student will follow and comply to
 - Goal is to disrupt and put an end to the problem behavior by gaining compliance
- Create a list of instructionally-relevant and irrelevant redirections to use, so you can go to them when responding to problem behavior in the moment
- Between Proximity and Redirection, up to 70 to 85% of problem behaviors can be addressed with proximity and redirection

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Ongoing Monitoring

- Don't lose sight of the student whose behavior you are trying to correct—keep an eye on the student
- The aim is to shape behavior in the desirable direction by praising and positively recognizing the student for getting his behavior back on track
- Don't want to miss an opportunity to recognize the student for engaging in the desirable behaviors

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Prompt Expected Behavior

- Is a verbal command that communicates precisely what you want the student to do (e.g., "I need you to start working on your essay by writing your introductory sentence.")
 - Not a threat or description of the problem behavior
- Prompt needs to be:
 - Positively stated
 - One command at a time
 - Statement and not a question
- Delivered privately in a cool, calm, collected yet firm manner

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Teaching Interaction

- Corrective teaching procedure that attempts to turn instances of ongoing problem behavior into a teachable moment
- Has been shown to prevent escalated behavior and preserve the relationship with the student
- Delivered in a calm yet firm manner

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Steps to Teaching Interaction

- Start with an empathy statement
 - "I understand that class can be boring sometimes, believe me I have to sit in faculty meetings, BUT"
- Label the inappropriate behavior
 - "Right now you are talking out loud and distracting other students."
- Describe the appropriate alternative behavior
 - "Instead of talking out loud, I need you to start working quietly on the assigned work."
- Provide a rationale for appropriate behavior
 - "When you work quietly on your work, you and the other students can get your work done, which means you don't have to take it home and you'll get a better grade in the class."
- Deliver a warning or consequence
 - "Here's the deal! I'm going to give you 1 minute to think about the choice you want to make. You can either start working on the assigned work, take a brief break and then start working, or you can keep distracting other students and I'm going to take some of your time after class."
- Deliver feedback or praise
 - "In my eyes, you definitely made the right choice. It's okay to take a brief break once in a while and then get back to work and not distract others. Thanks."

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Teaching Interaction #1

Verbal Warning of Consequence with 'Think Time'

- Often warning of the natural consequence is all it takes to correct the students behavior
 - Aim is to put the student in a 'decisional dilemma' ("what do I want to do?")
- 'Think Time' consists of providing the student with the space and time to reflect and make a choice about his behavior
 - Choices are:
 - Stick with the problem behavior and earn a disciplinary consequence
 - Take a brief break to reset and then start engaging in the desired behavior
 - Following the instruction right away by engaging in the desired behavior
- If the student does not respond to the warning, then you need to be ready to follow through with an in-class disciplinary consequence
 - Too often adults train students to be noncompliant because they warn of consequences but never follow through

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Teaching Interaction #2

In-Class Disciplinary Consequence

- The student has decided not to comply with 'Think Time' by continuing to engage in problem behavior
- The aim is follow through on an in-class disciplinary consequence that is likely to reduce future instances of the problem behavior
 - Individualize the disciplinary consequence to the student (think – "what will encourage the student to behave better next time.")
- In-class discipline options:
 - Loss of a desired privilege (seating, use of free time, ability to work with partner of choice, leave class)
 - Contribution plan: form of restitution in which the student does something to give back to the classroom
 - Refocus form: complete a form to reflect on behavior, identify solutions, and prepare to take ownership and make things right (e.g., make an apology)
 - Send to teacher buddy:

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Teaching Interaction #3

Requesting Office Support Process

- Student continues to be defiant by not complying with the in-class discipline
- Given the continuation of the problem behavior, it is now time to utilize the office support process
- Complete office support form and prepare to transition the student in a calm, respectful manner
- Office support is a solution-oriented process

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Reconnect, Repair, and Restore

- Students often experience disciplinary interactions as negative, which can hurt or weaken the relationship with the student
- This is a standard follow-up process that should be implemented with the student after engaging in a teaching interaction
- Schedule time to reconnect with the student
- Communicate effectively to repair any hard feelings and be open to a do-over or admitting one's own mistake
- Work to restore the relationship with student

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Progressive Response to Classroom Problem Behavior

PROMPT Method

Teachers are constantly in search of methods to respond to problem behavior when it happens to get the student back on track. The **PROMPT** method is just that—a systematic method of progressively and systematically responding to problem behavior. The aim is to begin with less intrusive and intensive tactics and progressively use more intrusive and intensive tactics to respond to and correct the problem behavior.

Proximity control

Involves actually standing near the student to correct behavior. For many problem behaviors, the first step before getting involved in a verbal interaction with the student should be to stand next to the student or students who are beginning to engage in off-task, disruptive behavior. The teacher or paraprofessionals presence is often enough to correct problem behavior. Proximity control also involves being mobile and moving about the classroom, which requires students to be alert in order to track and pay attention to the speaker. The idea behind proximity control is to “teach like the floor is on fire.” This means to not stand in one place too long or one’s feet would burn. Rather, the attentive and aware teacher or paraprofessional is moving around the room and scanning for the earliest warning signs of problem behavior. When problem behavior is observed, proximity control is used.

Redirection

Involves actually asking the student to do something. The aim here is to regain instructional control over the student. If the student complies with your request, then the student is now under your instructional control and it stops the inappropriate behavior in an attempt to redirect to appropriate behavior. Examples of redirection tactics include:

Ongoing Monitoring to shape behavior

Involves keeping an eye on the student to catch the student behaving good. Teachers and paraprofessionals often miss opportunities to reinforce and praise appropriate behavior after issuing a redirection or using proximity control. After using either of these tactics, the teacher should pay close attention to the student, and at the first signs of good behavior, the teacher should be ready to reinforce (e.g., give points) and praise the student (e.g., “I really appreciate you getting your book out. Thanks a lot!”). By engaging in ongoing monitoring to shape behavior, you will be able to help establish momentum for on-task, compliant behavior instead of the problem behavior. This is also called ‘catch the student behaving good.’ When a teacher engages in ongoing monitor of the student to shape their behavior to be better in the class, the student is more likely to alter his behavior from inappropriate to appropriate behavior.

Prompt

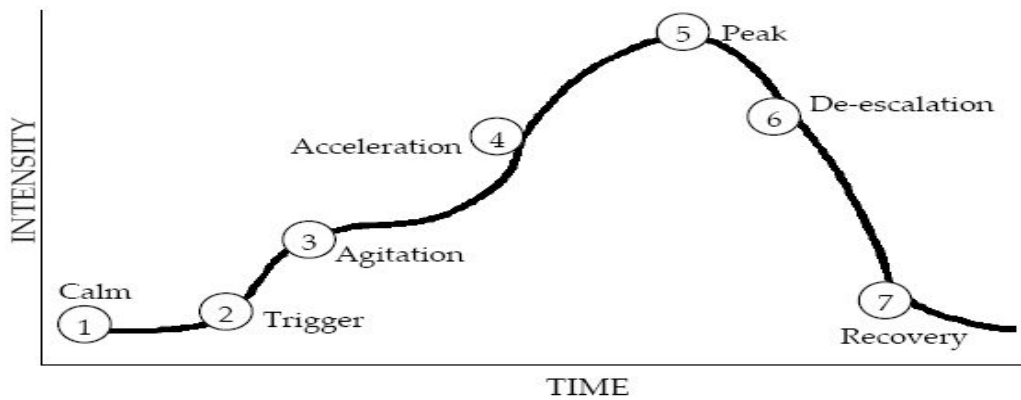
Involves providing a direct, explicit, and concise command to the student about what he or she should be doing instead of the problem behavior. Often teachers and/or parents provide commands that are phrased as a question or involve ambiguous language. These commands are often ineffective and do not result in behavior change. An effective command that is delivered as a prompt tells the student precisely the behavior you want him to exhibit instead of the problem behavior. For example, if one observed a student talking out

Teaching Interaction

The teaching interaction is a standardized method of addressing problem behavior that did not respond to lesser corrective tactics. As a result, the teacher or paraprofessional must now to teach to the problem behavior in a structured and systematic way. A teaching interaction treats the presence of chronic problem behavior as an opportunity for the student to learn appropriate, desired behavior.

- **EMPATHY STATEMENT & LABEL THE INAPPROPRIATE BEHAVIOR:** Describe the problem behavior of concern followed by an empathy statement (e.g., John, you just took Billy's pencil, I could imagine that you really needed one and some time we want what we don't have)
- **LABEL ALTERNATIVE, APPROPRIATE BEHAVIOR:** Describe the alternative, acceptable behavior (e.g., What you should have done instead is ask to use the pencil; then wait for a response)
- **RATIONALE:** Give a reason why the alternative behavior is better (e.g., Asking to use something before taking it is better because people are more likely to respect us in return)
- **CHECK FOR UNDERSTANDING:** Ask for acknowledgement (Do you understand?), this is partially to gain compliance and see if the student is willing to cooperate
- **DISCIPLINE CONSEQUENCE:** Deliver the consequence (Because you took his pencil without asking, I want you to put down "taking pencil without asking on your point sheet" and subtract 5 points)
- **RETRIBUTION:** Deliver praise and points back if the student accepted the consequence (John, because you accepted the consequence well, you can earn 250 points back. I'm really proud of you for accepting without arguing)

Note: If the problem behavior did not respond to this progressive sequence, then the student will earn access to the boring room or removal from the classroom. Also, if the student engaged in dangerous behavior or another zero out behavior, a teaching interaction should be used and the boring room should be the consequence.



Personalized De-escalation Strategizing for Students with Explosive Behavior

Clayton R. Cook, PhD and Diana Browning Wright, M.S., LEP

Note: There are similarities and differences between the P.R.O.M.P.T. strategy (see additional PROMPT handout) to address off task and disruptive behavior and the techniques we use at each stage for students with histories of explosive, destructive, potentially harmful behaviors toward self and other. Similarities between this process and P.R.O.M.P.T. are found in the description below. We do not, however, prompt the student (second to the last correction in P.R.O.M.P.T.) to continue to face the trigger and comply with a direction in spite of the emotional behavior if they are at the agitation through De-escalation stages described below. Rather, other techniques described below should be used.

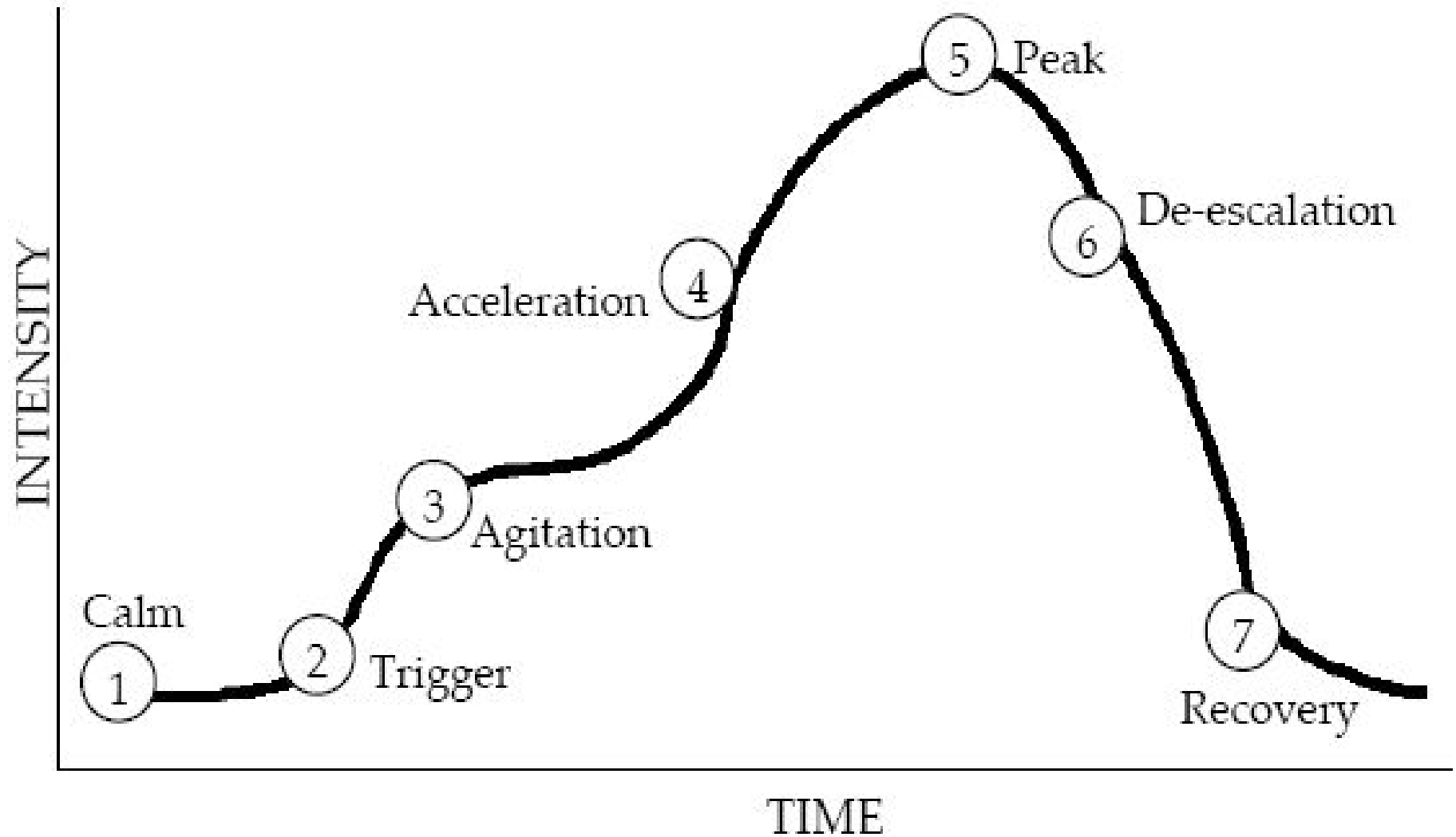
- 1.) **Calm Phase:** Every explosive student goes from calm to not calm. The calm phase is characterized by appropriate, cooperative behavior and responsiveness to staff directions. Maintaining this phase for students who are explosive is a high priority and it provides an opportunity for teaching strategies that will promote and maintain appropriate student behavior and a longer calm phase. During this stage there are several practices that can be implemented in order to prevent the occurrence of an explosive episode that will result in a crisis incident at school. The aim is to teach, precorrect, motivate, and enhance self-regulation.
 - a. Teaching replacements behaviors and emotion regulation skills (relaxation, distraction, positive self-talk, mindfulness, and self-soothing)
 - b. Precorrection (i.e., errorless learning) remind the student of potential triggers and the replacement behaviors and emotional regulation skills that can be used. Consider SUDS (subjective units of discomfort scaling) or "The incredible 5 point scale" to identify triggers
 - c. *Sampling the reinforcer:* this involves energizing the student's motivation to manage themselves in the face of triggers in order to gain later reinforcement. Sampling the reinforce has been shown to increase self-regulation and increase the probability the student will not become agitated in the face of the trigger(s).
 - d. Relationship strategies that either focus on establishing, maintaining, or restoring the relationship
 - e. Know what situations the student does find stressful and use that information to assess when the student may be able to confront the trigger and when it may be unsuccessful or unsuccessful without supports.
 - f. Within the PROMPT STRATEGY, use PROXIMITY CONTROL—move around the room but be sure to spend a few seconds in a friendly manner near the student
- 2.) **Trigger Phase:** Triggers are antecedent events representing certain situations, people, interactions, and/or directives/requests that provoke the agitation and potentially lead to more explosive behavior if certain practices are not implemented. Pathway charting is particularly useful to develop to visualize paths and strategies to use at this phase and identify replacement behaviors to teach in the previous phase which can then be cued for use as the student faces the trigger in this phase.
 - a. Remove or reduce contact with triggers
 - b. Use Time Away strategy (www.pent.ca.gov) or other self-selected removal to access time to self-soothe or avoid contact with the trigger
 - c. Prompt the student to use the replacement behaviors that have been taught, modeled, and rehearsed during the calm stage.
 - d. Reinforce the student for exhibiting the replacement behaviors.
 - e. Within the PROMPT STRATEGY, use REDIRECTION and ON GOING MONITORING

- 3.) **Agitation:** The agitation stage marks the point at which the trigger has provoked an emotional reaction and the previous strategies are insufficient to avoid potential further escalation. The aim here is not to set firm limits and enforce them as the explosive student will likely escalate to a point that is highly disruptive, dangerous, and/or destructive.
- a. *Collaborative Problem-Solving* (CPS) is the methodology to effectively communicate with an agitated explosive student to generate mutually agreed upon solutions so the student does not feel the need to escalate.
 - i. CPS involves three sequential steps: 1. Empathy statement (validation, acceptance, and understanding of the students feeling, motive, or reason); 2. Sharing the adult perspective; and 3. Negotiating or collaborating with the student to generate and enact a solution the student finds acceptable.
 - ii. In the PROMPT strategy, use a PROMPT not to sustain contact with the trigger, but rather a prompt to use the solution the student finds acceptable that you have predetermined for this student in this situation or are determining now.
- 4.) **Acceleration:** Students in this phase continue to escalate their behavior and are unwilling to communicate with the adult who is using CPS. They question, argue, and engage in confrontational interactions; they are defiant of teacher communication. The aim here is to set-up places where the student can go in order to engage in a preferred activity and potentially use emotion regulation strategies. Use non-verbal empathy messages, and do not engage in reasoning, cajoling or other interactions that will further escalate. Wait. Step away. Do not put fuel on the fire by explaining, demanding, warning and other corrective procedures. Consider gesturing toward a personalized spot in the room the student feels allow him to calm down in an inviting, non-demanding manner.
- 5.) **Peak:** At this point, the student has reached full escalation and there is potential for highly disruptive, dangerous, or destructive behavior if the situation is not handled appropriately. It is imperative that staff have a protocol in place.
- a. It is imperative that the adults regulate their own behavior by using calm voice tone, decreasing the amount of words spoken, leaving spaces between words, and decrease voice volume. Making sure the student does not feel like he is being overwhelmed by the adults and forced to do something. Focus on controlling staff behavior, demonstrating compassion and tolerance to the student.
 - b. When necessary intrusive short-term interventions, such as removing either the student who is acting out or the other students from the classroom; crisis intervention and prevention techniques (CPI. PROACT, etc.), calling the student's parents, contacting the police, etc. may occur. Remember that restraint can only be used when there is imminent danger to the student or others.
- 6.) **De-escalation:** Once the behavior has left the Peak stage and calm is gradually returning to the student, use of techniques to restore relationships and assure the student that escalation is nearing an end can be used. In general do not add too much conversation yet. "Pretty soon you will be calm again and we can fix the problem, Jared. Can I get you a drink of water?" "Would you like to cool down further in our Coping Corner for a few minutes, etc.?"
- 7.) **Recovery:** At the recovered stage, the student is often more compliant than in the initial calm stage. Here is where restoring relationship is critical, and rational problem solving dialogues can be helpful for both staff and student to understand why the explosion continued. Forms such as "Thinking about My Inappropriate Behavior" can be used to debrief and restore relationships prior to reentry into tasks and performance requirements.

Escalate Diagram

INSTRUCTIONS: Complete the Escalate Diagram below and include the specific strategies and practices that are tailored to the student that will be implemented at each phase.

Student Name: _____



Personalized Prevention & De-escalation Plan for a Student with Explosive Behavior

Student: _____

Staff: _____

Staff: _____

Staff: _____

Staff: _____

- **Emergency staff not in the classroom to notify:** *(whom, under what conditions, by when)*
- **Law Enforcement contact to notify:** *(under what conditions, when)*
- **Incident Report filing:** *(under what conditions, to whom, by when)*

1. **CALM**
2. **TRIGGER**
3. **AGITATION**
4. **ACCELERATION**
5. **PEAK**
6. **DE-ESCALATION**
7. **RECOVERY**

Note: This is not a behavior intervention plan. Stage one, calm overlaps with all the components in a BIP related to teaching and altering environments. Stages 2-7 overlap with Reactive Strategies on a BIP. Inclusion of this sheet in a BIP can provide more clarity on relative strategies for students with Explosive Behavior.

Personalized De-escalation Planning

For students with Explosive Behaviors

by
Diana Browning Wright, M.S., LEP

P.R.O.M.P.T. for non-compliance

- Proximity
- Redirection
- On going
- Monitoring/Reinforcement
- Prompt
- Teaching Interaction
 - Empathy
 - Inappropriate Behavior
 - Appropriate Behavior
 - Rationale
 - Think time with reinforcement or consequences

Diana Browning Wright, M.S., LEP & Clayton R. Cook, PhD

2

Similarities and Differences

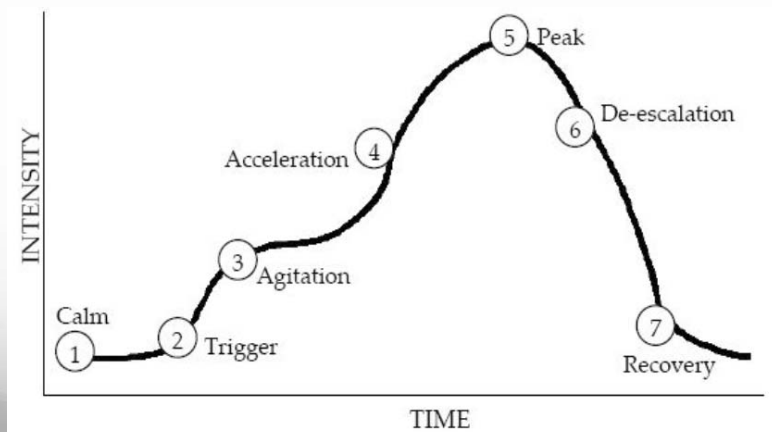
- P.R.O.M.P.T. for non-compliant behavior and P.D.P. for explosive behavior have similarities and differences
- In PDP we do not prompt to the task, i.e. face the trigger and comply with a direction in spite of the emotional behavior if they are at the agitation through De-escalation stages

Diana Browning Wright, M.S., LEP & Clayton R. Cook, PhD

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The Cycle

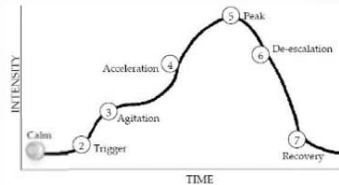
Matching Strategies to Phases in the Escalation Cycle



Diana Browning Wright, M.S., LEP & Clayton R. Cook, PhD

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1. Calm Phase

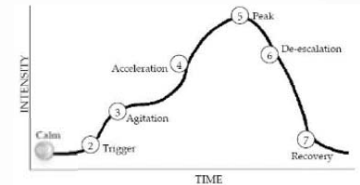


- The calm phase is characterized by appropriate, cooperative behavior and responsiveness to staff directions.
- Maintain phase with teaching strategies, reinforcement, pacing. This can be described on a BIP as well and a longer calm phase.
- Teach, pre correct, motivate, and build relationship to enhance self-regulation.

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1. Calm Strategies



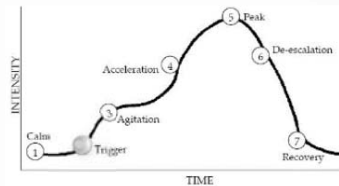
- Teaching replacements behaviors and emotion regulation skills (relaxation, distraction, positive self-talk, mindfulness, and self-soothing).
- Pre-correction (i.e., errorless learning) remind the student of potential triggers and the replacement behaviors and emotional regulation skills that can be used. Consider SUDS (subjective units of discomfort scaling) or "The incredible 5 point scale" to identify triggers.
- Sampling the reinforcer: this involves energizing the student's motivation to manage themselves in the face of triggers in order to gain later reinforcement. Sampling the reinforce has been shown to increase self-regulation and increase the probability the student will not become agitated in the face of the trigger(s).
- Relationship strategies that either focus on establishing, maintaining, or restoring the relationship.
- Know what situations the student does find stressful and use that information to assess when the student may be able to confront the trigger and when it may be unsuccessful or unsuccessful without supports.

Within the PROMPT STRATEGY, use PROXIMITY CONTROL—move around the room but be sure to spend a few seconds in a friendly manner near the student.

Diana Browning Wright, M.S., LEP & Clayton R. Cook, PhD

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2. Trigger Phase



- Triggers (antecedents)= situations, people, interactions, directives, requests that provoke the agitation and potentially lead to more explosive behavior.
- Pathway charting helps visualize paths and strategies to use and identify replacement behaviors to teach in the previous phase which can then be cued for use as the student faces the trigger in this phase.

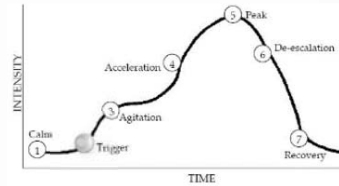
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- Insert a blank pathway chart here

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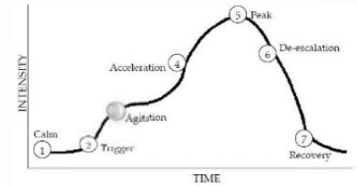
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2. Trigger Strategies



- Remove or reduce contact with triggers.
- Use Time Away strategy (see: www.pent.ca.gov) or other self-selected removals to access time to self-soothe or avoid contact with the trigger.
- Gesture/Verbal prompt a replacement behavior previously taught, modeled, and rehearsed during the calm stage.
- Reinforce the student for exhibiting the replacement behaviors.
- Within the PROMPT STRATEGY, use REDIRECTION and ON GOING MONITORING.

3. Agitation Phase



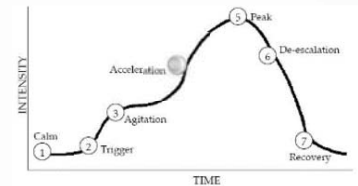
- The agitation stage is when the trigger has provoked an emotional reaction and the previous strategies are insufficient to avoid potential further escalation. The aim here is not to set firm limits and enforce them as the explosive student will likely escalate to a point that is highly disruptive, dangerous, and/or destructive.
- The aim is to work with the student to prevent movement up the scale of escalation.

3. Agitation Strategies



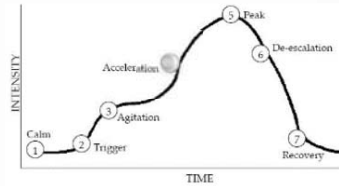
- Collaborative Problem-Solving (CPS) is the methodology to effectively communicate with an agitated explosive student to generate mutually agreed upon solutions so the student does not feel the need to escalate.
 - CPS involves three sequential steps:
 - Empathy statement (validation, acceptance, and understanding of the students feeling, motive, or reason),
 - sharing the adult perspective, and
 - negotiating or collaborating with the student to generate and enact a solution the student finds acceptable.
- In the P.R.O.M.P.T. strategy, use a PROMPT not to sustain contact with the trigger, but rather a prompt to use the solution the student finds acceptable that you have predetermined for this student in this situation or you are determining now.

4. Acceleration Phase



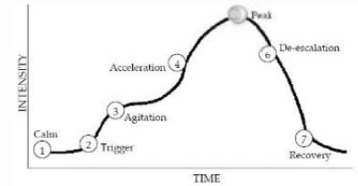
- Students in this phase continue to escalate their behavior and are unwilling to communicate with the adult who is using Collaborative Problem-solving. They question, argue, and engage in confrontational interactions; they are defiant of teacher communication, may swear, call staff names.
- The aim here is to set-up places where the student can go in order to engage in a preferred activity and potentially use emotion regulation strategies.
- In the P.R.O.M.P.T. strategy, this is Redirection.

4. Acceleration Strategies



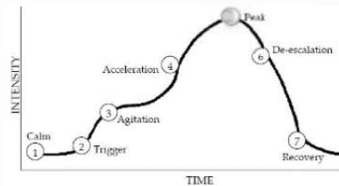
- Use non-verbal empathy messages.
- Do not engage in reasoning, cajoling or other interactions that will further escalate, including frowning, crossing arms, looking mean.
- Wait. Step away.
- Do not put fuel on the fire by explaining, demanding, warning and other corrective procedures.
- Consider gesturing toward a personalized spot in the room the student feels allows him to calm down in an inviting, non demanding manner.

5. Peak Phase



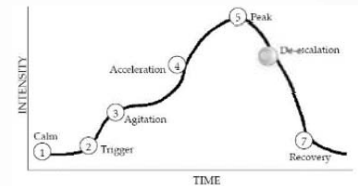
- The student has reached full escalation and there is potential for highly disruptive, dangerous, or destructive behavior if the situation is not handled appropriately. It is imperative that staff have a protocol in place.

5. Peak Strategies



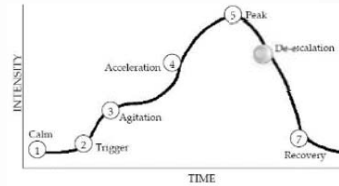
- Adults regulate their own behavior by using calm voice tone, decreasing the amount of words spoken, leaving spaces between words, and decreased voice volume. Making sure the student does not feel like he is being overwhelmed by the adults and forced to do something. Focus on controlling staff behavior, demonstrating compassion and tolerance to the student.
- When necessary intrusive short-term interventions, such as removing either the student who is acting out or the other students from the classroom; crisis intervention and prevention techniques (CPI, PROACT, etc.), calling the student's parents, contacting the police, etc. may occur.
- Remember that restraint can only be used when there is imminent danger to the student or others. It must generate a Incident Report.

6. De-escalation Phase



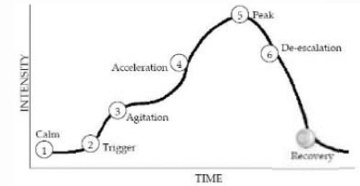
- Once the behavior has left the Peak stage and calm is gradually returning to the student, use of techniques to restore relationships and assure the student that escalation is nearing an end can be used.

6. De-escalation Strategies



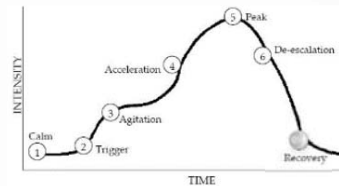
- In general, do not add too much conversation yet.
- “Pretty soon you will be calm again and we can fix the problem, Jared. Can I get you a drink of water?”
- “Would you like to cool down further in our Coping Corner for a few minutes, etc.”
- “I am impressed by the fact that you are calming much faster than you have before. I think you are moving toward success with your emotions.”

7. Recovery Phase



- At this stage, the student is often more compliant that in the initial calm stage.
- Here is where restoring relationship is critical.

7. Recovery Strategies



- Rational problem solving dialogues can be helpful for both staff and student to understand why the explosion continued.
- Forms such as “Thinking About My Inappropriate Behavior” (www.pent.ca.gov) can be used to debrief and restore relationship prior to reentry into tasks and performance requirements.

Thank You!

For all you do to work with students whose behaviors are challenging to adults, peers, and even the students themselves.

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