



A SCHOOL-WIDE APPROACH

Managing Student Behavior

WHAT'S INSIDE

4 Keys for
Successful Student
Management

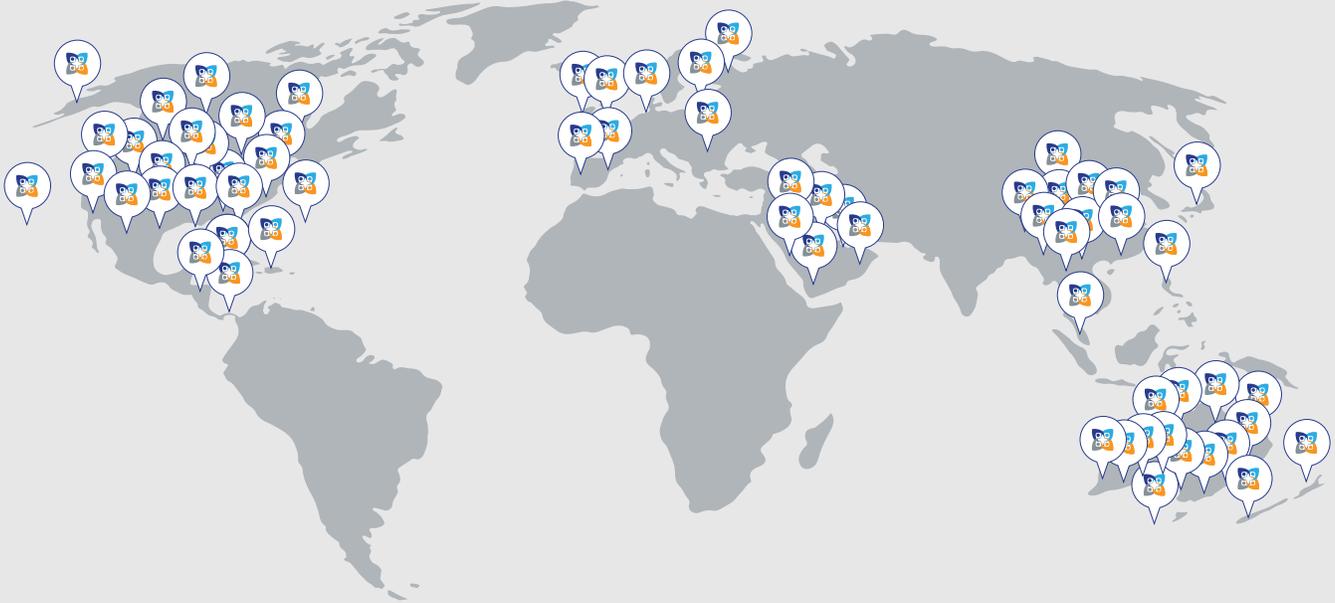
6 Ways to
Maximize Direct
Instruction Time

Preventive Measures
for Trauma-Sensitive
Behavior Management

Steps to Better
Emotional
Self-Regulation

Company Overview

Crisis Prevention Institute Inc. (CPI) is the worldwide leader in evidence-based de-escalation and crisis prevention training. Since 1980, we have helped train more than 15 million people within service-oriented industries.



We are dedicated to changing behaviors and reducing conflict for the *Care, Welfare, Safety, and Security*SM of everyone. We believe in the power of empathy, compassion, and meaningful connections. We believe personal safety and security are the antidotes to fear and anxiety. It's a philosophy that is central to everything we do, and traces back to our beginning. It is what defines and differentiates us and informs our core beliefs.



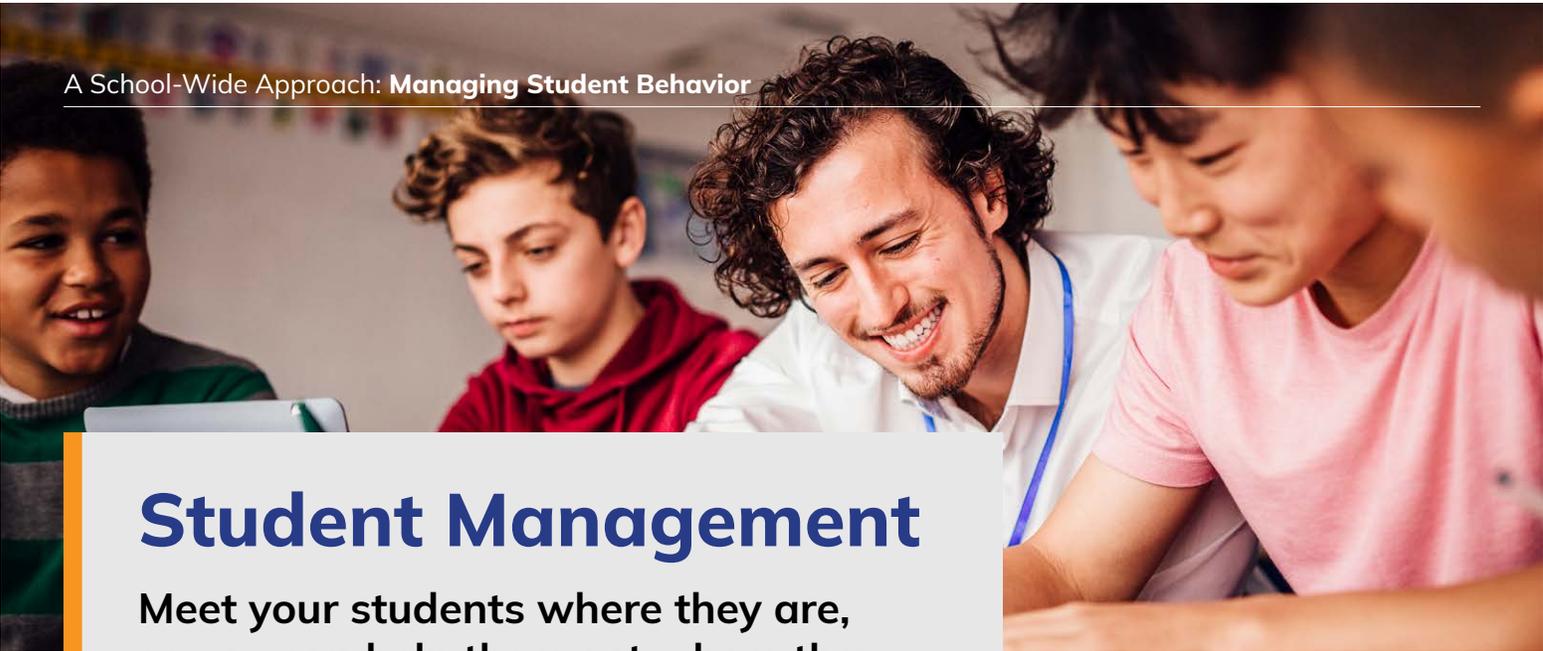
We teach the world that by combining the right skills with dignity and respect, you create well-being throughout schools and districts.



"I see a correlation between the recent gains in student achievement and the implementation of the CPI training. You can't learn in a classroom where there is tension and conflict. The de-escalation skills keep everyone on an even keel and allow teaching to proceed uninterrupted."

CARLEEN DOUCET, LAFAYETTE PARISH SCHOOL SYSTEM, LOUISIANA

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Student Management

Meet your students where they are, so you can help them get where they need to go.

Effective behavior management is essential to supporting student success and fostering positive school climates. Learning how to accurately interpret and appropriately respond to disruptive and challenging students can help you make constructive choices that set the stage for optimal outcomes.

While it doesn't initially seem like a complex subject, behavior management can often be a challenge for even the most experienced teacher. Because of this, it's vital to establish a foundation of best practices for constructively managing disruptive behaviors. With this foundation comes the confidence to know what to do to maximize your direct instruction time and minimize disruptions.

This guide will help you embrace time-tested strategies for addressing challenging behaviors, preventing disruptions, and meeting students where they are, including:

- ✔ **4 Keys for Successful Student Management**
- ✔ **6 Ways to Maximize Direct Instruction Time**
- ✔ **6 Preventive Measures for Trauma-Sensitive Behavior Management**
- ✔ **4 Steps to Better Emotional Self-Regulation**

And more!



“Skills such as effective classroom management are central to teaching and require “common sense,” consistency (an oft-undervalued teacher behavior), a sense of fairness, and courage.”

DR. ROBERT KIZLIK

4 Keys for Successful Student Management

Subject Matter Expert: Dr. Robert Kizlik

Set your expectations, and plan for the best- and worse-case scenarios to help make the most of your direct instruction time. Start by determining for yourself what you expect of your students, along with how you'll respond when your expectations are met and what you'll do when they're not.

- 1** | **Know what you want and what you don't want.**
- 2** | **Show and tell your students what you want.**
- 3** | **When you get what you want, acknowledge (don't praise) it.**
- 4** | **When you get something else, act quickly and appropriately.**

Hear more from Dr. Robert Kizlik, as he shares strategies that successful classroom teachers use to maintain an atmosphere that enhances learning.

[READ MORE >](#)





6 Ways to Maximize Direct Instruction Time

Minimizing misbehavior is vital to making the most of your classroom time, but sometimes it needs to be addressed in a constructive way to help a student move forward successfully. Keep these strategies in mind when planning for all scenarios—best- and worse-case.

1. Understand Your Students

Nurture individual relationships with trust and understanding. Make sure your nonverbal and paraverbal communication matches your message; walk your talk.

2. Don't Take Disrespect Personally

You can't control what other people do, but you can control how you respond to disruptive or challenging behaviors. Use a calm, empathic tone to entice the same behavior from students.

3. Set Limits Effectively

Keep your guidelines simple, clear, and positive. Post them prominently to emphasize their importance.

4. Stick to a Schedule

Model timeliness and productivity by staying organized. As you lead by example, this empowers students to make the best use of their time in the classroom.

5. Learn to Spot Precipitating Factors

Learning the causes of challenging behaviors—and how to interpret those behaviors correctly—can help you proactively address these triggers and prevent disruptions and power struggles.

6. Use Your Physical Presence Thoughtfully

Your body language can have a powerful effect on a student who's being disruptive. Move mindfully and use your physical presence to take a supportive stance. ■



Common Themes of Challenging Behaviors

No two students are alike, but there are some common themes in the challenging behaviors they display. Understanding these themes can help you maintain your composure, redirect disruptions, and keep students on track.

> Past History

“My last teacher never made me show my work.”

> Defending Credibility

“Why does this even matter? When will I ever need to use algebra in real life?”

> Button Pushing

“Those who can’t do, teach. Right?”

> Threats and Ultimatums

“Go ahead, suspend me!”

These behaviors can provoke an emotional response from even the most experienced teacher. Knowing that behavior influences behavior, remaining calm and responding appropriately is critical to the outcome with these types of interactions.

A Foolproof Formula for Remaining Calm & Responding Right

Subject Matter Expert: Rick Dahlgren



Remaining calm and keeping the focus where it belongs—on teaching—is a skill that can be learned. Try this three-step approach:

1 | Don't Take the Bait
Keep your cool. Losing control of yourself is the same thing as losing control of your classroom. An emotional or angry response on your part is understandable, but it diminishes your credibility and compromises your authority.

2 | Keep it Moving
Challenging behavior can derail direct instruction time—if you allow it to. Choose to respond in a way that redirects with respect, and you'll get back to the task at hand without skipping a beat.

3 | Disrupt the Disrupter
Silence can be your secret weapon; wait a moment before you respond. A disruptive student who's expecting to spark a rapid round of back-and-forth banter with you will be thrown off their game when you take a supportive stance and act like you're thinking up the answer to a very difficult calculus problem.

Respond with redirection. You can implode a potential disruption by redirecting the exchange before it has a chance to escalate. When a student challenges, redirect in the moment, return to your regularly scheduled teaching, and then address discipline later, if appropriate, at a better time. ■

Trauma-Informed Teaching

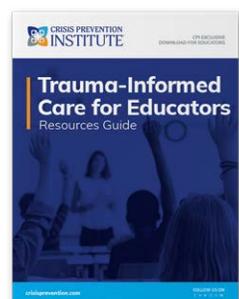
A trauma-informed approach to teaching empowers students to develop better coping skills, successfully participate in school, and achieve better outcomes.



Meeting students where they are also means accepting that they don't always arrive at school with some of the most fundamental skills, abilities, or support they need to succeed. As an educator, this requires you to employ an additional layer of support and thoughtfulness in addressing challenging behavior.

Bonus Resource

It's important to remember that trauma can come in many forms. Whether caused by a single event or a series of repeated exposures, experiencing trauma can have a direct result on behavior. Understanding trauma's effects on behavior is a critical step in introducing a trauma-informed approach to your curriculum. ■



Download our free Trauma-Informed Care for Educators Resource Guide to help you get started.

[DOWNLOAD NOW >](#)



“At the beginning of the day, some of our kids really struggle coming off long weekends and breaks. And so it is especially important that our staff are mindful of the subtle behaviors that our kids are presenting and how can we use those de-escalation strategies to help support the student and avoid the escalation that comes with stress or adjusting from home life to school life.”

BECKY ECKHARDT, STUDENT SERVICES DIRECTOR, SOUTH SIOUX CITY COMMUNITY SCHOOLS, NEBRASKA

Adverse Childhood Experiences

Adverse Childhood Experiences (or ACEs) have the potential to cause long-term harm to children when they go unaddressed, by evolving into serious health concerns when they become adults. Below, you'll find outcomes of a CDC study of 17,000 individuals and their exposure to ACEs:



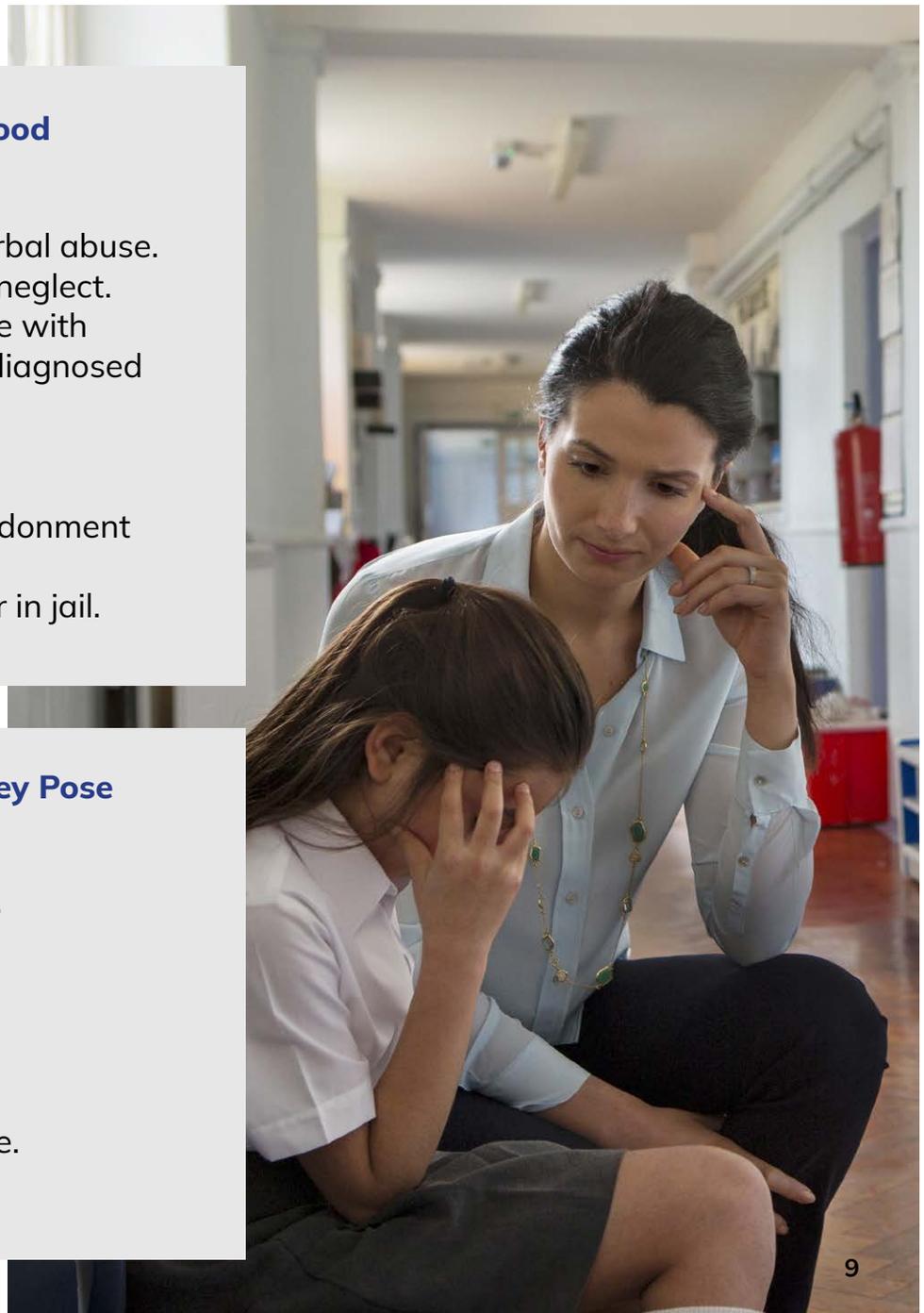
What are Adverse Childhood Experiences (ACEs)?

- Physical, sexual, and verbal abuse.
- Physical and emotional neglect.
- Having a parent struggle with substance abuse or be diagnosed with a mental illness.
- Witnessing a parent experience abuse.
- Losing a parent to abandonment or divorce.
- Having a family member in jail.



What Health Risks Do They Pose Later in Life?

- Alcohol and drug abuse.
- Depression.
- Chronic obstructive pulmonary disease.
- Ischemic heart disease.
- Liver disease.
- Intimate partner violence.
- Suicide attempts.





> When school staff are willing to apply trauma-sensitive strategies, adverse outcomes can be mitigated and children who experience ACEs can thrive.

The Impact of ACEs in Your Classroom

Research done at Washington State University found that children with three or more ACEs—compared to children with no known ACEs—are:

- Almost three times more likely to experience academic failure.
- Nearly five times more likely to have severe attendance problems.
- Six times more likely to have severe school behavior problems.
- Almost four times more likely to report frequent poor health.

Children Experiencing ACEs are Not Doomed to Fail

When school staff are willing to apply trauma-sensitive strategies, adverse outcomes can be mitigated and children who experience ACEs can thrive. Schools that choose to take this trauma-informed approach to recognizing and addressing ACEs have seen the following positive outcomes:

- Significant improvements in student behavior.
- Fewer suspensions.
- Fewer expulsions.
- Significant improvements in academic achievement. ■

6 Preventive Measures for Trauma-Sensitive Behavior Management

Subject Matter Expert:
Dr. Mitch Abblett



There are practical ways to enhance your behavior management approach with a trauma-sensitive perspective that prevents, manages, and helps improve the behaviors that stem from struggles children face outside of your classroom.

1 | Crisis Training

Children who have experienced trauma have the potential to lash out when “triggered” and may not provide significant warning. Your crisis management training is crucial for helping you develop skills that are automatic and consistent. The more your responses are “overlearned,” the less you will tend toward reactions that inadvertently feed the trauma cycle. Keep these skills current and revisit them often.

2 | Feedback/Communication Training with Staff

Trauma-reactive youth can make your program setting the “canvas” on which they paint their inner turmoil. They push and pull at those they’re connected with, and overreact to minor stressors. They irritate, frustrate, and intimidate. Your patterns of staff-to-staff communication will be strained in working with such clients. You will step on each other’s toes, undo each other’s limits, make promises you shouldn’t, and any of an infinite number of other communication snafus. Emotions can run high among staff in such situations. Proactive attention to training each other in how to give authentic, constructive (though at times awkward) feedback, and how to manage the morass of difficult communication, will be time and money well spent.

CONTINUED ON NEXT PAGE >



3 | Taking Individualized “Trigger” Inventories with Kids

Spend the time with kids to learn their unique patterns. Through observation and interaction, find out what buttons they carry that, when hit, spark trauma reactivity. The more you learn to recognize their patterns, the more you can intervene early to shift the cycle. Here’s where it can also be crucial to involve parents and family members. Their collaboration is key to forming a strong therapeutic alliance, and for learning about the child.

4 | Training in Conceptualizing Trauma

It is tempting to get stuck in viewing these children as “intentionally” acting out and being disruptive. Doing so sparks your own negative reactivity, and decreases your effectiveness. Learn all you can about the “big picture” and the process of trauma, its manifestation for kids, and how relationships (such as with you) can become a primary battleground for them as they struggle toward healing.

5 | Training in Sensory Strategies for Self-regulation

Occupational therapy techniques have been shown to be extremely beneficial for children whose nervous systems work in overdrive due to traumatic disruption. Make sensory strategies universally and readily available to kids, and make them interactive and engaging. Used early in the cycle, such interventions can make the difference between meaningful learning and meltdowns.

6 | Community Development

A treatment milieu that puts the premium on quality of connection as opposed to compliance will have fewer trauma-reactive crises to manage. Kids will feel supported and contained, and you (by the way) will feel more engaged and supported as well. Go out of your way to note and build up the strengths in these children. Champion them and watch them look to you for support when their strengths are less evident. ■

MATCHING MISBEHAVIORS: Test Your Understanding

Subject Matter Expert: Signe Whitson

You might recognize challenging and disruptive behaviors, but do you know the best responses? Passive-aggressive behavior is a way that students can act on emotions they're not able to appropriately express. **Test your skills: can you match the bad behavior with the best response?**

The Bad Behavior:

1. Temporary Compliance

A student initially agrees to do what they've been asked to do, but then finds every excuse they can not to do it.

2. Intentional Inefficiency

A student initially agrees to do what they've been asked to do, but they intentionally complete the task below the expected standards.

3. Letting Things Escalate

A student lets a situation get worse through their inaction, even though they know better.

4. Hidden but Conscious Revenge

A student engages in surreptitious behavior intended to cause harm or damage to the person they're angry with.

5. Self-Deprecation

A student fixates on getting back at the person they think has wronged them, a student behaves in a self-destructive way that can lead to their own personal rejection or alienation.

The Best Response:

A. Set Clear Expectations

If a person's behavior is belligerent, defensive, or disruptive, give them clear, simple, and enforceable limits. Offer concise and respectful choices and consequences. Be clear, speak simply, and offer the positive choice first.

B. Model Better Behavior

Students who display this kind of passive-aggressive behavior are doing so because they don't have a better way of communicating anger and frustration. Model the right approach by keeping your cool and communicating about frustration and anger appropriately.

C. Early Recognition

This student is testing your patience to provoke a response from you. Learning to spot and redirect the behavior early on helps you keep your composure.

D. Professional Intervention

If a young person is willing to do lasting harm to themselves in an attempt to harm somebody else, it's essential to recognize that deep distress is fueling the destructive behavior. It's time to bring in the right professionals to intervene before more damage is done.

E. Remove the Reward

Eliminate the audience—don't give the student the satisfaction of seeing that their actions have provoked you. Follow up with implementing the appropriate logical, or even legal, consequences for destructive or harmful behavior.

Emotional Self-Regulation

Modeling emotional self-regulation and prosocial behaviors shows students how to make better choices.

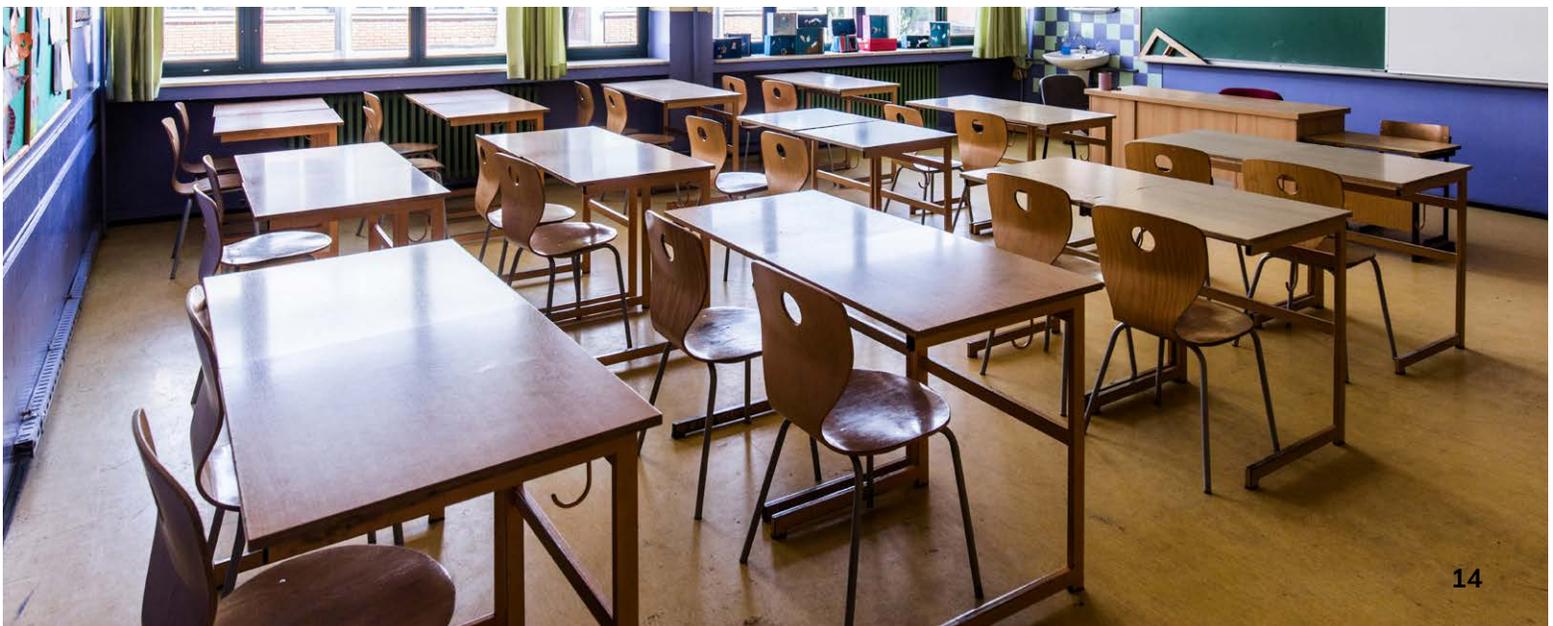


“What ultimately we focus in on is so often these core curriculum; the math, the reading, and so forth, but the students often aren’t at a place for learning. And there is this foundational skill of being regulated that is the pretext to them taking in this higher-level information that the teacher is providing and turning it into knowledge.”

LEAH KUYPERS, AUTHOR AND OCCUPATIONAL THERAPIST
SPECIALIZING IN EDUCATION

In an interview with CPI, Leah Kuypers, occupational therapist and autism specialist specializing in self-regulation and social learning, shares the importance of self-regulation and provides critical techniques educators can use to teach this skill to their students. ■

[CLICK HERE TO LISTEN TO LEAH'S INTERVIEW. >](#)



4 Steps to Better Emotional Self-Regulation

Subject Matter Expert: Leah Kuypers

Understanding that behaviors are expressions of needs and emotions, it's essential to promote emotional self-regulation and model prosocial behaviors that help students communicate clearly, make constructive choices, and achieve optimal outcomes.

1 | Acknowledge the Importance of Emotional Control in Student Success
As adults, we're all familiar with the moments when our emotions have gotten the best of us—and the unexpected and unfortunate consequences. Not all children develop this awareness at the same pace, however, and this can have a negative impact on their likelihood of success as students. It's vital to understand that emotional self-regulation is just as critical as any other skill in becoming adaptive and functional.

2 | Learn and Share a Framework for Communicating About and Regulating Feelings
One example of such a framework is “The Zones of Regulation”—a color-coded group of four zones that helps children appropriately gauge their emotions so that they can more effectively communicate and choose an appropriate behavioral response.

3 | Collaborate With the Other Adults in a Child's Life to Support the Best Practices of Self-Regulation
There are many key players in a child's life, and the responsibility for their emotional development cannot be left at the feet of a single professional or parent. When there is consistency in the approach of the adults a child interacts with, they're able to apply the principles of emotional self-regulation across a range of settings and situations within the school environment—and beyond.

4 | Blend the Best Practices of Emotional Self-Regulation Into Core Curriculum
With all the demands placed upon teachers to accomplish the objectives of core curriculum, it can seem daunting to find the additional classroom time to devote to emotional development. Weaving the common language of the self-regulation framework into academic coursework can help establish a sense of awareness and consistency without losing out on critical instruction time. ■

Limit Setting to Redirect Challenging Behaviors

When confronting challenging behaviors, good limit setting strategies can help you redirect, sidestep a power struggle, and create opportunities for students to make constructive choices and re-engage with the classroom.

Limit setting is also an effective way to help children with behavioral issues (such as those stemming from ACEs or similar struggles) constructively cope and participate in school productively. Along with helping children develop better self-regulation strategies, Dr. Mitch Abblett recommends limit setting as part of any trauma-sensitive approach to behavior management.

Why Set Limits with Students?

Your odds of a positive outcome with setting limits are greater than if you would issue an ultimatum.

- > Limits are not threats; they're choices, offered with the logical consequence of failing to make a positive choice.

Teaching is your priority. Limits are meant to teach, not punish.

- > Limits help students identify the relationship between their behavior and its consequences and provide the opportunity to make the right choice.

Limit setting provides you with insight into your students and improves your relationship with them.

- > Limit setting helps you meet your students where they are. You'll have an opportunity to better understand what students are thinking or feeling. ■



Bonus Resource

Setting effective limits is one of the most powerful ways to steer a situation back on track and help someone make positive choices. Based on techniques taught in CPI training, this guide will help you handle difficult situations, while meeting your goals and those of the person you're setting limits with.

[DOWNLOAD NOW >](#)

5 Steps to Setting Effective Limits

Try CPI's approach to setting limits, and you'll be able to help your students make positive behavioral choices that develop their skills and improve their odds of success.

1. Identify the Inappropriate Behavior

Telling a student to stop might not be enough—be specific.

2. Explain Why the Behavior is Inappropriate

Don't assume they know—take time to explain.

3. Give Reasonable Choices with Consequences

Explain options available and the logical outcomes for each choice—this helps you sidestep a power struggle and removes the perception of an ultimatum.

4. Allow Time

Give the student a few minutes to make a decision. Particularly if they've been upset, they may need a little extra time to process what you've said.

5. Be Prepared to Enforce the Consequences for the Choices Offered

Limits don't mean much if the consequences aren't enforceable, but those consequences should also be reasonable, within the scope of your authority, and within school policy. ■

BONUS!

Here are five more helpful pointers for better limit setting:

- > Use calm and neutral body language, facial expressions, and tone of voice.
- > State what's allowed, without issuing orders.
- > Weigh the choices, and try to offer two positives.
- > Always state and encourage a positive choice first—before introducing consequences or negative choices.
- > Be ready to redirect back to the topic at hand—and help the student focus on the desired outcome.

Before you set limits with a student, ask yourself: are these limits clear, simple, reasonable, and enforceable?

When You're Unable to Prevent; De-escalate.

You can't always prevent misbehavior, but you can keep it from escalating.

CPI's time-tested de-escalation tips can help you redirect a student through challenging behavior and restore calm before chaos takes over.

Training staff in the best practices of de-escalation not only improves the consistency of your team approach, but it improves the safety of all students by reducing the likelihood of traumatic interventions like restraining and secluding.

Most importantly, practicing safe and caring de-escalation strategies is a way to model positive and restorative behaviors to students that they can use in their own life, ultimately empowering them to contribute more constructively to the community around them. ■



Bonus Resource

Based on strategies taught in *CPI Nonviolent Crisis Intervention*®, 2nd Edition Training, this bonus guide provides tips to help you respond to difficult behavior in the safest, most effective way possible, such as using nonthreatening nonverbals. Download your copy today to learn more.

[DOWNLOAD NOW >](#)



A Positive School Climate Starts Here.

> Contact us for more information at [crisisprevention.com](https://www.crisisprevention.com) or call **800.558.8976**.



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