

## WAYS IN HANDLING CHALLENGING BEHAVIOR WITH A STUDENT

*by:*  
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Working with serious student behaviors can be challenging for teachers, and handling small behaviors before they can become big problems necessitates a competent balance of suppressing your emotions and using de-escalation techniques. Because behavior is a mode of communication, think about what might be causing the misbehavior. Identifying the causes can help teachers respond to student needs in a proactive manner while maintaining direct authority and preventing negative behavior from being reinforced. While the behavior may differ, the role of behavior is typically one of two: to obtain something (to get attention) or to eliminate something (to avoid work). A student who continuously interrupts your class, for example, may be communicating a need for attention.

Resolving students' behavior can be difficult, but it is possible to address them in ways that promote sympathy and make them feel ready to talk about the problem. Instead of perpetuating this behavior by dealing with a student's outburst, try predicting the behavior and considering the student's needs. Before class, connect with the student and ask them to assist you with a special task. Make an effort to have a one-on-one dialogue with the student about a topic of interest to him or her. By addressing the student's needs with your concepts, you may be able to prevent the behavior from happening at all.

Teachers should have a strategy in place for working with students whose behaviors are persistent or are on the rise. Collaborate with the special education teacher if you are trying to work with a student who has a behavioral impairment. Students will

push the limits, so teachers must establish firm restrictions that are strongly imposed. Teachers need behavior management plans that reward positive behavior and penalize poor behavior choices, whether it's a good behavior system or incentives.

Ensure your strategy is straightforward and that students know the consequences of not following it. But, perhaps most importantly, conform to your plan. Learners will quickly learn that they can avoid misbehaving in your classroom if you don't habitually implement your rules. Teachers can use the following suggestions to deal with challenging student behavior:

## 1. BEGIN WITH CHECKING IN

Before you start a conversation, consider whether the situation requires dialogue or behavioral mediation. "Is this a crisis?" you should ask yourself. If the student is interacting with risky behaviors toward others, address the potential issue first. Once this is done, you can get ready for a conversation.

Take a couple of minutes to calm your emotions if you are feeling nervous, disappointed, or not your nicest self. There are numerous excellent meditation and relaxation exercises that will quickly assist you in resolving your own emotions. Remember, you must first put on your own oxygen mask before you can assist others.

A student's body language can give you a good indication of whether it's a better moment to reach them. Take a few moments to examine the student's body gestures, facial expressions, and behavioral patterns. Observe if you can easily identify whether this is the appropriate time to reach out and help them.

Before getting involved in a conversation, ensure that you and the student are in a secure and private location.

## 2. COMMUNICATE TO DETERMINE LEARNERS' NEEDS

Including restorative practices in the conversation allows you to concentrate on helping the student. Once you've accomplished your checks and determined that you're emotionally prepared to have a dialogue, you can begin the conversation with the student.

Present the truth without elaborating on your emotions or feelings. Considerate assertions such as "I know many people are really having difficulties with right now" can assist to regulate challenges.

Spend some time investigating what's happening in the student's life. You can accomplish this by raising open-ended questions to generate more details, concentrating on specific and related information. When you're at a loss for what to speak next, you can still ask, "Can you tell me more about that?".

Validation demonstrates that you are concerned about the learners. Recognize that it is not your responsibility to fix everything. Validating someone's right to speak the truth is not the same as attempting to solve the issues.

Summing up entails retelling what the student said and expressing assertions such as "In my comprehension, the key problems here are..." It's also useful to raise clarifying questions during a conversation, such as "What do you mean?"

### 3. BUILD A STRONG CONNECTION

To show the student that you care, make statements like "I am always here to help you" and "There are people who really care about you, including me."

Use the question "what should we do to make things better?" to demonstrate to students that you are considering ways to assist them.

You can assist students in identifying their sources of support. This is the part of the discussion where you can point them in the direction of useful links and coping

techniques. "How can you manage yourself the next moment you're having difficulties?" or "Who else can you count on to talk about problems?"

#### 4. PRACTICE POSITIVE NOTE

If you're having a tough dialogue with a student, it's critical to commend him or her for trusting you to open up and share his or her concerns with you. Consider difficult issues a blessing and an opportunity to strengthen your bonds with the students who welcomed you in.

Serious talks are not one-time events, but rather opportunities to maintain them at a later date. End the discussion with a statement like "I'd like to confirm it later" or "Let's discuss more soon."

#### *References:*

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