

To manage challenging behaviours, it is important to plan in advance. Intentionally thinking about possible problem behaviours before engaging in planning your instructional day will reduce the possibility of disruptive behaviour. Taking a proactive approach to managing your classroom will help prevent non-compliance.

This learning guide is designed for use by instructional leaders and learning communities, or as a self-paced study to explore school-wide behavioural supports.



This learning guide is intended to be used after viewing the video clip [Universal Designs for Learning: Strategies to Prevent Challenging Behaviours in the Classroom](#).

**Big idea:** As Anne Fitzgerald School staff developed their school-wide behaviour support plan, they focused on three strategies to prevent challenging behaviours in the classroom: clear instructions, consistent routines and transitions. This focus provides teachers with a common language and serves as a catalyst for professional dialogue.

### Key understandings:

- “Antecedent” refers to what happens immediately before a behaviour occurs. Identifying the antecedent of a challenging behaviour can provide information about why a behaviour occurs.
- It is important to identify antecedents that may trigger challenging behaviour so the student can implement strategies to prevent that challenging behaviour.
- When a teacher is aware of what happens immediately before a challenging behaviour, there can be intentional strategies implemented to prevent challenging behaviours.
- Antecedent strategies can be used in both management of the entire class and individually with students on a behavioural support plan.
- Examples of antecedent strategies include: effective instructions, movement breaks, visual supports to enhance understanding, visual timers for transitions, transition warnings, modelling of the expected task, and visual schedules to provide information about the day.

### Questions for Discussion:

- Thinking about the children in your classroom, what do you need to consider in advance to ensure they have a positive learning experience?
- How can collaboration occur amongst staff to develop strategies that prevent challenging behaviours in the classroom?
- What classroom strategies are already in place? What are some possible new strategies?
- Which strategies do you want to ensure are developed across all grades in the school?

### For more information:

- Alberta Education (2007). “Modification of the classroom environment.” Retrieved from <http://www.learnalberta.ca/content/inspb1/html/2/modificationoftheclass.html>
- Alberto, P. A., & A. C. Troutman (2012). *Applied Behaviour Analysis for Teachers (9<sup>th</sup> ed.)*. Upper Saddle River, NJ: Pearson Education.

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