



**Challenging Behaviors:
What Does It Mean and What Does It Tell Us?**

Dr. Barbara Sorrels, Executive Director of The Institute for Childhood Education

1. Dr. Sorrels defines *challenging behavior* as _____

2. Challenging behavior is also a child's _____ to a dysfunctional

3. What is the basis or root of understanding a child's challenging behavior? _____

4. Brain facts to know to help understand challenging behavior:
 - a. We are _____ beings. Every cell has a _____.
 - b. The brain is an association – making organ. (Explain this idea in your own words.)

 - c. The brain _____ is the only part of the brain that is fully functioning at birth. 99% of organization of the brain stem (primitive functions) happens before _____ and the first _____ of life.
 - d. The cortex (higher level thinking) of the brain is not functioning at birth. The cortex develops through active, _____, engagement with the world.
 - e. Challenging behavior is most often the result of a _____ brain stem. To activate a child's brain stem, you need to use patterned, _____, rhythmic touch, sound, and _____.
5. We change a child's behavior in the same way we teach a new _____. We change a child's behavior through _____, not punishment.
6. How did Dr. Sorrels explain "discipline"? _____

7. What is meant by the term “go slow and go low”? _____

8. Dr. Sorrels suggested beginning each day with a _____ group activity. Give an example of an activity you could use with your class. _____

9. Three strategies for dealing with challenging behavior.

a. Do over, _____, _____ instead of time _____.

b. Ignore the *no*; give two _____.
Give an example that would work for your class. _____

c. Behavioral _____.

9. The goal is to change the child from _____, not just to get _____.

10. What challenging behaviors have you encountered in your classroom? _____

What ideas did you gain from the video that will help you change a child’s behavior? _____

