

**Optional Activity B**

Ask participants to list challenging behaviors they experience in their classrooms in the first column. Next, have each participant complete the middle column, writing one way they could adapt their classroom practices or environment to help prevent the challenging behavior. Finally, have participants walk around the room, trying to fill in the final column by connecting with and writing in one suggestion a peer had that was different from their own.

<p><b>Challenging Behaviors Observed and Experienced</b></p>	<p><b>Modifications in the Environment to Assist in Preventing Challenging Behavior</b></p>	<p><b>Learning from One Another: Additional Ideas</b></p>

**Optional Activity: Examining My Own Behavior and Setting Goals**

Ask participants to individually define and write down a challenging behavior they may engage in. Encourage participants to use clear, objective terms. For example, “During conversations, I start talking before the other person is finished.” Next, ask participants to consider a different behavior (new skill) to replace the challenging behavior. For example, “I will wait until the other person has finished speaking before I take my turn to talk.”

Participants should then identify the steps needed to take to reach the long-term goal, as well as any possible support that might be needed. For example, “One - count to three once you feel the other person has finished speaking. Two – repeat back to the person what you heard them say.”