

Reframing Behavior – Fact Sheet

What is *Reframing Behavior* from the Crisis Prevention Institute?

Reframing Behavior is a new training program designed to help educators better understand how bodies respond to stress and anxiety, which can affect how educators teach and learn. Based on principles of modern neuroscience, the program teaches all educators how to regulate their own emotions while helping students exit fight, flight, or freeze mode, and enter learning mode.

What are the key elements used in *Reframing Behavior*?

Reframing Behavior is built on four elements that together create a framework for change for classroom management and helping students:

- Reframing Perspective: Understanding how neuroscience connects to learning, behavior, and mental health.
- Reframing Awareness: Practicing emotional regulation through simple interactive experiences.
- Reframing Actions: Assuming behavior is not solely a matter of choice.
- Reframing Relationships: Learning powerful relationship skills and applying them to common situations and behaviors.

Why was *Reframing Behavior* created?

Children's mental health is in crisis, which has led to an increase in disruptive behavior in the classroom.

- According to the [Pew Research Center](#), about 37% of high school students reported that their mental health was not good for most or all of the time during the pandemic. This issue was notably more severe among girls, with nearly half reporting poor mental health, compared to about a quarter of boys.
- In a study conducted by the [University of Phoenix](#), a large percentage of schools in the U.S. reported an increase in various behavioral issues post-pandemic, including disrespect toward staff, classroom disruptions, and an increase in bullying. These issues correlate with deteriorating mental health among students, compounded by the lack of adequate mental health services in schools. Specifically, educators noted an increase in behaviors that reflect poor decision-making and concentration difficulties, often associated with underlying mental health disorders.

Teachers are not properly prepared to navigate these mental health challenges.

- The actual infrastructure for mental health support in schools is lacking. The typical student-to-counselor ratio is far from the recommended levels, often leaving teachers as the default mental health support for many students, despite their primary role and training being in education, not mental health or counseling. This mismatch of responsibilities and qualifications highlights the systemic issue within educational settings regarding mental health support ([Edutopia](#)).



The latest neuroscience research provides tools for teachers, administrators, and school staff to understand and respond to classroom behavior—but the amount of research is fragmented and can be overwhelming.

- Research indicates that when teachers understand basic neuroscience, they are better equipped to develop teaching strategies that accommodate the neurodevelopmental needs of their students. For instance, knowledge about how stress affects the brain's functioning can help teachers foster a more supportive learning environment that mitigates stress and enhances student engagement and memory retention ([Edutopia](#)).

Teachers are at capacity and don't have enough time to consume all this information and apply learnings at school.

- A survey by the [National Education Association | NEA](#) highlighted that 90% of educators reported feeling seriously burned out, and the majority were overwhelmed by increased responsibilities due to staff shortages. This situation has exacerbated educators' ability to provide the necessary one-on-one attention that many students need, particularly for mental health support.

Product Preview

To get a sneak peek of what is included in the *Reframing Behavior* Learning Library, please visit www.Crisisprevention.com/reframingbehaviorpreview.