

Re-Entry to the Classroom Following Restraint or Isolation: A How-To Guide



When problematic behavior occurs to the point that restraint or isolation is used to intervene, the student likely experiences a very high level of stress. The student will likely need support to return to a calm state, and to successfully rejoin the class. It is important as part of the re-entry process for the student to feel safe, secure, and welcomed back.

To help with re-entry, it helps to teach essential skills *before*...

- ❑ problematic behavior occurs;
- ❑ have a plan for how to respond in the moment when problematic behavior occurs; and
- ❑ follow the steps below for re-entry *after* occurrences of problematic behavior that result in restraint and/or isolation.

TO SET THE STUDENT UP FOR SUCCESS, REMEMBER TO:

- ❑ Establish a meaningful relationship with the student
- ❑ Identify and teach replacement behavior(s), including:
 - » Identification of emotions
 - » Emotional regulation

Remember, these things should happen *before* problematic behavior occurs.

THE 3 R'S: STEPS FOR RE-ENTRY INTO THE CLASSROOM

1 RETURN TO A "READY TO LEARN" MINDSET	2 REPAIR THE RELATIONSHIP(S)	3 RE-ENGAGE
Goal: Support the student in returning to a calm state.	Goal: "Repair the harm done to interpersonal relationships and restore a feeling of security and peace." (The Restorative Practices Handbook, p. 56)	Goal: Re-engage the student in routine classroom activities.
Strategies <ul style="list-style-type: none"><input type="checkbox"/> Relaxation<input type="checkbox"/> 5-point scale<input type="checkbox"/> Co-regulation<input type="checkbox"/> Active calming<input type="checkbox"/> Deep breathing	Strategies <ul style="list-style-type: none"><input type="checkbox"/> Zones of regulation<input type="checkbox"/> Problem-solving conversation(s)<input type="checkbox"/> Restorative practices (e.g., restorative conversations, restorative interventions, restorative circles, and/or formal conferences)	Strategies <ul style="list-style-type: none"><input type="checkbox"/> Offer choices to meet individual needs<input type="checkbox"/> Provide a safe space in the classroom<input type="checkbox"/> Adjust our expectations and reduce the cognitive load<input type="checkbox"/> Provide temporary instructional adaptations (e.g., behavioral momentum/high probability requests, task interspersal)

ADDITIONAL RESOURCES

- Behavioral Momentum & High-Probability Requests
 - » Iris Center Tip Sheet: <http://bit.ly/3gpOX4y>
 - » Intervention Central Tip Sheet: <http://bit.ly/3Gy1Ofy>
- Offering Choices
 - » Iris Center Tip Sheet: <http://bit.ly/3VdqBK3>

REFERENCES:

- Costello, B., Wachtel, J., & Wachtel, J. (2009). *The Restorative Practices Handbook for Teachers, Disciplinarians, and Administrators*. International Institute for Restorative Practices.
- Rosanbalm, K.D., & Murray, D.W. (2017). *Caregiver Co-regulation Across Development: A Practice Brief*. OPRE Brief #2017-80. Washington, DC: Office of Planning, Research, and Evaluation, Administration for Children and Families, US Department of Health and Human Services.