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

   **Goal:** Support the student in returning to a calm state.

   **Strategies**
   - Relaxation
   - 5-point scale
   - Co-regulation
   - Active calming
   - Deep breathing

2. REPAIR THE RELATIONSHIP(S)

   **Goal:** “Repair the harm done to interpersonal relationships and restore a feeling of security and peace.” (The Restorative Practices Handbook, p. 56)

   **Strategies**
   - Zones of regulation
   - Problem-solving conversation(s)
   - Restorative practices (e.g., restorative conversations, restorative interventions, restorative circles, and/or formal conferences)

3. RE-ENGAGE

   **Goal:** Re-engage the student in routine classroom activities.

   **Strategies**
   - Offer choices to meet individual needs
   - Provide a safe space in the classroom
   - Adjust our expectations and reduce the cognitive load
   - Provide temporary instructional adaptations (e.g., behavioral momentum/high probability requests, task interspersal)

ADDITIONAL RESOURCES

- Behavioral Momentum & High-Probability Requests

- Offering Choices

REFERENCES:


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