

Tips for Refocusing a Group After Occurrences of Problematic Behavior: A Step-by-Step Guide



When problematic behavior occurs in the presence of a group of students and adults, everyone can be affected. Individuals and/or the whole group may require targeted support to return to a calm state in which they can engage in classroom routines and activities. This is especially important after more severe problematic behavior occurs.

To help refocus a group, 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 refocusing a group after occurrences of problematic behavior.

TO SET THE GROUP UP FOR SUCCESS, REMEMBER TO:

- ☐ Structure the environment
- ☐ Teach identification of emotions
- ☐ Teach emotional regulation
- ☐ Establish meaningful relationships

STEPS FOR REFOCUSING A GROUP

1 RETURN TO A “READY TO LEARN” MINDSET	2 REPAIR THE RELATIONSHIP(S)	3 RE-ENGAGE
<p>Goal: Support students and adults in returning to a calm state.</p>	<p>Goal: “Repair the harm done to interpersonal relationships and restore a feeling of security and peace.” (The Restorative Practices Handbook, p. 56)</p>	<p>Goal: Re-engage students in routine classroom activities.</p>
<p>Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Active calming <input type="checkbox"/> Relaxation <input type="checkbox"/> Deep breathing 	<p>Strategies</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restorative circles <input type="checkbox"/> 5-point scale <input type="checkbox"/> Zones of Regulation <input type="checkbox"/> Problem-solving conversation(s) 	<p>Strategies</p> <ul style="list-style-type: none"> <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) <input type="checkbox"/> Offer choices to meet individual needs <input type="checkbox"/> Provide a safe space in the classroom

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.