

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



When occurrences of problematic behavior occur 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

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

### 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.