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

<table>
<thead>
<tr>
<th>Step</th>
<th>Title</th>
<th>Goal</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>RETURN TO A “READY TO LEARN” MINDSET</td>
<td>Support students and adults in returning to a calm state.</td>
<td>Active calming, Relaxation, Deep breathing</td>
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<td>2</td>
<td>REPAIR THE RELATIONSHIP(S)</td>
<td>“Repair the harm done to interpersonal relationships and restore a feeling of security and peace.” (The Restorative Practices Handbook, p. 56)</td>
<td>Restorative circles, 5-point scale, Zones of Regulation, Problem-solving conversation(s)</td>
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<td>3</td>
<td>RE-ENGAGE</td>
<td>Re-engage students in routine classroom activities.</td>
<td>Adjust our expectations and reduce the cognitive load, Provide temporary instructional adaptations (e.g., behavioral momentum/high probability requests, task interspersal), Offer choices to meet individual needs, Provide a safe space in the classroom</td>
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### ADDITIONAL RESOURCES
- Behavioral Momentum & High-Probability Requests
- Offering Choices

### REFERENCES:

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