Key Practices to Support Social, Emotional, and Behavioral Development in the Classroom
“There is no such thing as bad weather, only bad clothes.”

Rationale

Assess & Strengthen

Increase Support

Navigate Challenges

Gear for improving classroom climate!
Rationale
What do teachers and caregivers need to do/manage every day?
What do teachers and caregivers need to do/manage every day?
Introduction

Students receive services at all levels, depending on need.

- **Tier I: Primary Level of Prevention – Instruction/Core Curriculum**
  - 80% of students

- **Tier II: Secondary Level of Prevention - Intervention**
  - 15% of students

- **Tier III: Tertiary Level of Prevention – Intensive Intervention**
  - 3% to 5% of students

SWD, EL, Gifted
What does social-emotional-behavioral (SEB) mean?

**Social**
How we *connect*

**Emotional**
How we *feel*

**Behavioral**
How we *act*

SEB described by Dr. Sandy Chafouleas

When good habits aren’t developed…
Assess & Strengthen

What are key practices to SEB development in the classroom?
How can I assess my use of these practices?
How can I strengthen my use of these practices?
What are the key practices?
Create Positive Teaching and Learning Environments

Actively Promote SEB Growth

Monitor Fidelity and Use Data to Guide Implementation

Monitor Student Outcomes and Use Data to Guide Response
Create Positive Teaching and Learning Environments

- Design a Safe Environment
- Establish Positive Connections

Develop Predictable Routines

Define and Teach Positive Expectations

Plan Relevant Instruction
Establish a predictable schedule and clear procedures for each activity and transition.

For each routine/procedure:
- Post steps to promote independence
- Teach explicitly
- Practice regularly and reteach frequently
- Provide specific feedback on student use
Teach SEB skills as explicitly as you teach academic skills!
<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>SETTING</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>All Settings</td>
</tr>
</tbody>
</table>

**1. SOCIAL SKILL**
- Be on task.
- Give your best effort.
- Be prepared.

**2. NATURAL CONTEXT**
- Use normal voice volume.
- Walk to right.
- Play safe.
- Include others.
- Share equipment.
- Practice good table manners.
- Whisper.
- Return books.
- Listen/watch.
- Use a quiet voice.
- Stay in your seat.

**3. BEHAVIOR EXAMPLES**
- Recycle.
- Clean up after self.
- Put equipment properly.
- Put litter in garbage can.
- Replace trays & utensils.
- Clean up eating area.
- Push in chairs.
- Treat books carefully.
- Pick up.
- Treat chairs appropriately.
- Wipe your feet.
- Sit appropriately.
Create Positive Teaching and Learning Environments → Actively Promote SEB Growth → Monitor Fidelity and Use Data to Guide Implementation → Monitor Student Outcomes and Use Data to Guide Response
Actively Promote SEB Growth

- Engage Students in Relevant Learning
- Foster Positive Relationships
- Prompt and Supervise SEB and Academic Skills
- Provide Specific Feedback (> 5+: 1- Ratio)
- Consider Other Response Strategies
Opportunity to Respond

- **Educator behavior** that solicits (i.e., requests, occasions) an academic response

- OTRs may request verbal, gestural, written, or other response modalities

- OTRs may be delivered to an individual or a group of students (including a whole class)
Examples of OTRs

- Explicit, Direct Instruction
- Choral Responding
- Class-wide Peer Tutoring
- Electronic Clickers
- Response Cards
- Computer Assisted Instruction
- Guided Notes
- Non-Verbal Responses
Actively Promote SEB Growth

- Engage Students in Relevant Learning
- **Foster Positive Relationships**
- Prompt and Supervise SEB and Academic Skills
- Provide Specific Feedback (> 5+ : 1- Ratio)
- Consider Other Response Strategies
Positive greetings:
- Increase student time on task
- Decrease disruptions
- Build positive relationships

(Allday & Pakurar, 2007; Cook et al., 2018)

Stand just inside or outside of the door and...

1. **Greet** each student by name
2. Have a short **positive interaction** (e.g., praise, friendly comment, question)
3. **Direct** them to the first activity
4. **Prompt** classroom norms
<table>
<thead>
<tr>
<th>Actively Promote SEB Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Engage Students in Relevant Learning</td>
</tr>
<tr>
<td>Foster Positive Relationships</td>
</tr>
<tr>
<td><strong>Prompt and Supervise SEB and Academic Skills</strong></td>
</tr>
<tr>
<td>Provide Specific Feedback $(\geq 5+: 1-$ Ratio)</td>
</tr>
<tr>
<td>Consider Other Response Strategies</td>
</tr>
</tbody>
</table>
Prompts happen BEFORE opportunities for errors begin!

If you need help during this work, raise your hand.

Before sending students off to work in small groups, provide a quick reminder about the expectations.
Behavior-specific praise (BSP) gives students specific, positive verbal feedback indicating approval of social or academic behavior

- A description of a desired \textbf{Behavior}
- \textbf{S}pecific to the student or class
- A positive \textbf{P}raise statement

Brief specific corrections:

- briefly \textit{signal} the error
- quickly \textit{redirect} to the contextually appropriate skill
- provide an opportunity to \textit{practice with feedback}
- are delivered \textit{privately} in a \textit{calm and supportive} manner
As teacher praise rates increase, student outcomes improve!

Teacher praise rates

Student engagement and on-task behavior

Disruptive behavior from students

Provide more acknowledgement than corrections.

Strive for $\geq 5^+: 1^-$

(e.g. Caldarella et al., 2020; Cook et al., 2017; Reinke et al.,...
Examples

A student enters the class during educator-directed instruction; the student quietly walks to his seat. The educator gives the student a “thumbs up” to recognize the quiet entry.

Let’s Play!

This is general and non-verbal.
Examples

A child enters the kitchen after being called for dinner; the child sits down at the table. The parent walks over to the child and whispers, “Thank you for coming to dinner when I asked.”

It’s a positive verbal statement that occurs immediately after and specifically names the expected behavior.
Brief Specific Corrections

- Phones belong in backpacks during class.
- Raise your hand instead of calling out.
- Homework needs to be done before watching TV.
- Follow up with praise!
Positive Interactions =

- Behaviorally specific feedback as to what the someone did right (contingent)

- Smile, nod, wink, greeting, attention, hand shake, high five (non-contingent/relationship building)

Negative Interactions =

- Non-specific behavioral corrections

- Ignoring

- Reprimands

Provide more acknowledgement for contextually appropriate behaviors than corrections for contextually inappropriate behaviors

Strive to maintain at least \( \geq 5+: 1^- \) ratio
POLL:
Which key practice would you like to use more frequently?
Self-Assessment & Action Plan

Complete the self-assessment based on current implementation of classroom practices. For each item: (a) review the supporting table; (b) self-assess whether practice is fully, partially, or not at all implemented; (c) rate priority (low, medium, high) for action planning; (d) celebrate fully implemented high-priority practices; and (e) action plan to support implementation of top 3 priorities with low implementation (rates as implementing partially or not at all).

Self Assessment

<table>
<thead>
<tr>
<th>Step to Support and Respond to Students' SED Needs</th>
<th>Self-Assessment Implementation</th>
<th>Priority for action planning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create positive teaching and learning environments (Table 1)</td>
<td>Fully</td>
<td>Low</td>
</tr>
<tr>
<td>I.3 The classroom environment (layout, furniture, materials, visuals) is safe and accessible.</td>
<td>Partially</td>
<td>Medium</td>
</tr>
<tr>
<td>I.4 I have established positive connections among students and teachers through purposeful and regular communication, so I learn about my students and actively engage families.</td>
<td>Not at all</td>
<td>Low</td>
</tr>
<tr>
<td>I.5 I post, teach, practice, and administer predictable routines collaboratively with students.</td>
<td>Fully</td>
<td>High</td>
</tr>
<tr>
<td>I.6 I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.</td>
<td>Partially</td>
<td>Low</td>
</tr>
<tr>
<td>I.7 I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate link directions, and differentiates support.</td>
<td>Not at all</td>
<td>Low</td>
</tr>
<tr>
<td>Activity promote social, emotional, and behavioral growth (Table 2)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.1 I use explicit instructions with high rates of verbal opportunities to respond, to engage students in relevant learning</td>
<td>Fully</td>
<td>Medium</td>
</tr>
<tr>
<td>2.2 I foster positive relationships among students, families, and educators by planning, engaging, and considering preferences throughout activities in a collaborative manner</td>
<td>Partially</td>
<td>Low</td>
</tr>
<tr>
<td>2.3 I present and supervise SED and academic skills by prompting skills, helping students perform themselves, actively monitoring/ supervising, and individualizing prompts when helpful</td>
<td>Not at all</td>
<td>Low</td>
</tr>
<tr>
<td>3.4 I provide specific feedback to support SED and academic skill growth. I record a ratio of 3 specific praise statements for each support correction statement (5:1 ratio)</td>
<td>Fully</td>
<td>High</td>
</tr>
<tr>
<td>3.5 I consider and implement other response strategies when appropriate, to enhance SED and academic skill growth and prevent/supplement to SED and academic skills</td>
<td>Partially</td>
<td>Low</td>
</tr>
</tbody>
</table>

Monitor Educator Implementation

If data indicate implementation challenges... Provide Training, Coaching, and Feedback.
## Self-Assessment

### Steps to Support and Respond to Students’ SEB Needs

<table>
<thead>
<tr>
<th>Create positive teaching and learning environments (Table 1)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1.1</strong> The classroom environment (layout, furniture, materials, visuals) is safe and accessible.</td>
</tr>
<tr>
<td><strong>1.2</strong> I have established positive connections among students and families, through purposeful and regular communication, to learn about my students and actively engage families.</td>
</tr>
<tr>
<td><strong>1.3</strong> I post, teach, practice, and review predictable routines collaboratively with students.</td>
</tr>
<tr>
<td><strong>1.4</strong> I have co-developed, defined, explicitly taught, and reviewed a few positive classroom expectations collaboratively with students.</td>
</tr>
<tr>
<td><strong>1.5</strong> I engage students in planning relevant instruction that celebrates diversity, prioritizes relevant curriculum, incorporates appropriate task dimensions, and differentiates supports.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actively promote social, emotional, and behavioral growth (Table 2)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>2.1</strong> I use explicit instruction, with high rates of varied opportunities to respond, to engage students in relevant learning</td>
</tr>
<tr>
<td><strong>2.2</strong> I foster positive relationships among students, families, and educators by greeting, engaging, and considering preferences throughout activities in a collaborative manner</td>
</tr>
<tr>
<td><strong>2.3</strong> I prompt and supervise SEB and academic skills by prompting skills, helping students prompt themselves, actively monitoring/supervising, and individualizing prompts when helpful.</td>
</tr>
<tr>
<td><strong>2.4</strong> I provide specific feedback to support SEB and academic skill growth, and I exceed a ratio of 5 specific praise statements for each supportive corrective statement (≥5:1 ratio).</td>
</tr>
<tr>
<td><strong>2.5</strong> I consider and implement other response strategies, when appropriate, to reinforce SEB and academic skill growth and prevent/respond to SEB and academic errors.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitor fidelity &amp; use data to guide implementation (Table 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3.1</strong> In addition to this self-assessment, I monitor implementation fidelity of classroom practices to assess quantity and quality of implementation, from multiple perspectives, across time.</td>
</tr>
<tr>
<td><strong>3.2</strong> Based on fidelity data, I have a plan (see action plan template) to access training, coaching, and supportive data-based feedback to enhance implementation of key practices</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Monitor student outcomes &amp; use data to guide response (Table 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>4.1</strong> I collect, disaggregate, and review data to monitor student outcome and guide support.</td>
</tr>
<tr>
<td><strong>4.2</strong> If many students demonstrate on-going risk/need, I enhance Tier 1.</td>
</tr>
<tr>
<td><strong>4.3</strong> If few students demonstrate on-going risk/need, I also consider targeted (Tier 2) or intensive (Tier 3) support.</td>
</tr>
</tbody>
</table>

### Positive Behavioral Interventions & Supports (PBIS)
### Action Plan

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Sample</strong>&lt;br&gt;My self-assessment of item 2.4 and fidelity (item 3.1) data indicate my positive to corrective feedback ratio is 1:1, and I do not have a plan (item 3.2), but improving specific feedback is high priority (item 2.4)</td>
<td>• Set goal for improving praise ratio to 5:1 (5 positives for each corrective) during at least one instructional routine&lt;br&gt;• Use Be+ App to track positive and corrective feedback during that routine&lt;br&gt;• On days where my ratio is &gt;5:1, celebrate by stopping by my favorite coffee shop on the way home&lt;br&gt;• On days where my ratio is &lt;5:1, practice praise statements to use the next day</td>
<td>• Me</td>
<td>• Monitor daily (enter data by end of each day)&lt;br&gt;• In 2 weeks, review data with mentor</td>
<td>• Continue daily monitoring until I’ve met my goals for 10 days in a row&lt;br&gt;• Then, continue to spot-check my ratio 1-2 times a week (and resume daily monitoring if it dips below 5:1)&lt;br&gt;• If my ratio does not improve, ask mentor for help</td>
</tr>
</tbody>
</table>
Increase Support
Review outcome data to determine whether students are (a) engaging in SEB and academic skills and contextually appropriate behavior and/or (b) showing on-going SEB needs and contextually inappropriate behaviors.

**Review your student outcome data**

- If **MANY** continue to demonstrate on-going SEB needs:
  - Enhance implementation of Tier 1
    - Enhance cultural responsiveness of implementation
    - Implement neutralizing routines to respond instructionally and equitably to SEB errors
    - Further differentiate implementation to meet the needs of all learners, including students with disabilities
  - Implement strategies to enhance Tier 1 and develop student skills so they can better access and benefit from Tier 1 support
    - Use data to guide further adjustments to student support
    - Access Tier 2 and Tier 3 supports as needed

- If **FEW** continue to demonstrate on-going SEB needs:
  - Enhance cultural responsiveness of implementation
  - Implement neutralizing routines to respond instructionally and equitably to SEB errors
  - Further differentiate implementation to meet the needs of all learners, including students with disabilities
Monitor Student Outcomes and Use Data to Guide Response

If many students make ongoing SEB errors...
Enhance Tier 1

If few students make ongoing SEB errors...
Enhance Tier 1 and Consider Tiers 2 and 3

This guide will help educators familiar with PBIS organize classroom supports for preventing, teaching, and responding to students’ social, emotional, and behavioral (SEB) needs across the continuum.
## Use Data to Decide

- Monitor fidelity
- Monitor student outcomes
- Make data-based decisions to maintain or modify support

<table>
<thead>
<tr>
<th>Tier 1 (Universal)</th>
<th>Prevent</th>
<th>Teach</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effectively design space</td>
<td>Individualize physical design</td>
<td>Individualize &amp; intensify explicit instruction in SEB skills</td>
<td>• Intensify and individualize specific positive and supportive feedback</td>
</tr>
<tr>
<td>• Develop &amp; teach predictable routines</td>
<td>Intensify connections</td>
<td>Individualize &amp; intensify academic instruction</td>
<td>• Intensify and individualize recognition strategies</td>
</tr>
<tr>
<td>• Connect with students</td>
<td>Intensify &amp; individualize prompts for SEB skills</td>
<td>Align individualized SEB skills with classroom and school norms or expectations</td>
<td>• Enhance strategies to decrease future SEB challenges</td>
</tr>
<tr>
<td>• Select &amp; define classroom norms and critical SEB skills</td>
<td>Implement individualized antecedent manipulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prompt expected SEB skills</td>
<td>Increase structure</td>
<td>Explicitly teach targeted SEB skills</td>
<td></td>
</tr>
<tr>
<td>• Actively supervise</td>
<td>Increase connections</td>
<td>Connect targeted instruction to tier 1 norms or expectations</td>
<td></td>
</tr>
<tr>
<td>• Engage in effective instruction</td>
<td>Increase connections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 2 (Targeted)</th>
<th>Prevent</th>
<th>Teach</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Increase structure</td>
<td>Increase structure</td>
<td>Explicitly teach targeted SEB skills</td>
<td>Increase specific positive &amp; supportive feedback</td>
</tr>
<tr>
<td>• Re-teach routines</td>
<td>Increase connections</td>
<td>Connect targeted instruction to tier 1 norms or expectations</td>
<td>Enhance continuum of recognition strategies</td>
</tr>
<tr>
<td>• Increase connections</td>
<td>Increase connections</td>
<td></td>
<td>Enhance strategies to decrease SEB challenges</td>
</tr>
<tr>
<td>• Target prompts &amp; supervision</td>
<td>Implement targeted antecedent manipulations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Tier 3 (Individualized)</th>
<th>Prevent</th>
<th>Teach</th>
<th>Respond</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effectively design space</td>
<td>Individualize physical design</td>
<td>Individualize &amp; intensify explicit instruction in SEB skills</td>
<td>• Intensify and individualize specific positive and supportive feedback</td>
</tr>
<tr>
<td>• Develop &amp; teach predictable routines</td>
<td>Intensify connections</td>
<td>Individualize &amp; intensify academic instruction</td>
<td>• Intensify and individualize recognition strategies</td>
</tr>
<tr>
<td>• Connect with students</td>
<td>Intensify &amp; individualize prompts for SEB skills</td>
<td>Align individualized SEB skills with classroom and school norms or expectations</td>
<td>• Enhance strategies to decrease future SEB challenges</td>
</tr>
<tr>
<td>• Select &amp; define classroom norms and critical SEB skills</td>
<td>Implement individualized antecedent manipulations</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Prompt expected SEB skills</td>
<td>Increase structure</td>
<td>Explicitly teach targeted SEB skills</td>
<td></td>
</tr>
<tr>
<td>• Actively supervise</td>
<td>Increase connections</td>
<td>Connect targeted instruction to tier 1 norms or expectations</td>
<td></td>
</tr>
<tr>
<td>• Engage in effective instruction</td>
<td>Increase connections</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Tier 1 (Universal) Foundation of Universal Support

- Provide predictable routines
- Connect with students
- Select & define classroom norms and critical SEB skills
- Prompt expected SEB skills
- Actively supervise
- Engage in effective instruction

## Tier 2 (Targeted) Target Support

- Increase structure
- Increase connections
- Target prompts & supervision
- Implement targeted antecedent manipulations

## Tier 3 (Individualized) Individualize Support

- Individualize physical design
- Individualize routines
- Intensify connections
- Intensify & individualize prompts for SEB skills
- Implement individualized antecedent manipulations

## Use Data to Decide

- Monitor fidelity
- Monitor student outcomes
- Make data-based decisions to maintain or modify support
<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Tier 1 Practice</th>
<th>Considerations for Implementation of Tier 1</th>
<th>Considerations for Differentiating Tier 1</th>
</tr>
</thead>
</table>
| Prevent            | Actively supervise | • Regularly scan and circulate through entire classroom space (physical or virtual) during all classroom routines  
• While supervising, check in with individual students and use proximity, precorrections, and specific verbal praise to promote on-task behavior. | • Increase supervision and interactions for students who require additional prompts, praise, and redirection to stay engaged.  
• Adjust mode of supervision to meet the needs of students in diverse learning contexts (e.g., electronically monitor engagement in virtual environments) and/or with diverse needs (e.g., consider praise notes for students who do not benefit from adult attention) |
|                    | Engage in effective instruction | • Engage students in instruction through frequent and various opportunities to respond (OTRs) that include a mixture of individual and choral or unison responding.  
• Vary OTRs to match the activity and provide a range of ways for students to participate across OTRs. Consider response modalities (e.g., verbal, gestural, written, or electronic responses); individual, small-group, or whole class unison responses; or embed polls or chat during virtual instruction.  
• Select instructional materials that are evidence-based and culturally relevant, so students see their identities reflected in pictures, text, and other types of instructional materials. | • Pre-teach OTRs to students who require additional support to respond so that each and every student is able to successfully engage in OTRs.  
• Ensure alternative augmentative communication devices are available and programmed to enable participation. |
<table>
<thead>
<tr>
<th>Critical Component</th>
<th>Tier 1 Practice</th>
<th>Considerations for Implementation of Tier 1</th>
<th>Considerations for Differentiating Tier 1</th>
</tr>
</thead>
</table>
| Respond            | Provide specific positive feedback on SEB skills | • Provide specific verbal praise that labels the specific SEB skill to acknowledge individuals and groups for engaging in SEB skills that are consistent with classroom norms.  
• Ask students to complete a survey for preferred praise or acknowledgement strategies to maximize the contextual and cultural relevance for all learners.  
• Match acknowledgement approaches to students’ interest, developmental level, etc. and to ensure acknowledgement is reinforcing (i.e., enhances SEB skills). | • Provide even more specific verbal praise for students who experience frequent error corrections.  
• Praise effort, improvement, and progress toward key SEB skills.  
• Consider additional acknowledgement approaches (e.g., group contingency, token economy) to increase opportunities for reinforcement during challenging routines or times of year. |
Navigate Challenges
Throughout de-escalation, the goal is to continue to build on the prevention foundation and prompt, model, and practice self-regulation strategies.

Prevention: Explicitly Teach (and model) Regulation Routines

<table>
<thead>
<tr>
<th>Strategies for Students</th>
<th>Strategies for adults</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Explicitly teach and practice regulation strategies when students are calm</td>
<td>• Become aware of your own triggers for dysregulation and prompt/model use of regulation routines</td>
</tr>
</tbody>
</table>

Deep breathing  Progressive muscle relaxation  
Mindfulness  Requesting/taking a break in the classroom  
Emotional scales/feelings thermometers
## Escalation: Responding to Challenging Behaviors

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-regulation: assist students in regulating their emotions</td>
<td>“Karen, I want to make sure you are okay. I see that you are angry because your face is red, and your fists are clenched. When I feel angry, I like to take three deep breaths and count to 10. Watch me and we can do it together.”&lt;br&gt;&lt;br&gt;With limited words:&lt;br&gt;“Janet, you’re crying. Let’s grab some tissues and sit down together.”</td>
</tr>
<tr>
<td>Prompt regulation routines</td>
<td>Visual or verbal prompts: “Remember your 4-square breathing” OR point to a visual of a progressive muscle relaxation routine</td>
</tr>
<tr>
<td>Provide space while continuing to monitor</td>
<td>Continue to actively supervise student while moving around the classroom to check in with other students. Teacher moves close to student: “Sarah, you seem frustrated. You are welcome to take time to cool down in the break space.”</td>
</tr>
</tbody>
</table>
## Crisis Support

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintain safety and minimize risk of harm to the student and others following district-approved crisis protocols</td>
<td>Call/text for administrator assistance to support the student. Give the student space with supervision and/or escort other students in the classroom out of the space. Remove items close to the student that might pose harm (i.e., scissors, sharp objects, staplers, computers).</td>
</tr>
</tbody>
</table>
| Use minimal words and demands                                           | “Thank you for sitting down, Sarah.”  
“I am here when you are ready, Janet.” |
| Attend to your own arousal and practice self-regulation                 | Ask to leave the space if there are other adults in the room to supervise the student(s). Take 3 deep breaths before talking to student. Notice your heart rate and remind yourself to relax. |
## Recovery & Restoration Practices

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>RECOVERY</strong></td>
<td></td>
</tr>
<tr>
<td>Welcome the student back</td>
<td>This may be done discreetly or in front of the class, depending on student preferences and needs.</td>
</tr>
<tr>
<td>Reintegrate</td>
<td>Provide clear expectations and directions for the activity, acknowledge needs, and give positive praise for following expectations. “Karen, thank you for quietly going to your seat and getting your book.”</td>
</tr>
<tr>
<td>Focus on the present</td>
<td>Bringing up the crisis situation too early can re-escalate a student. Refrain from commenting on the incident or reviewing consequences.</td>
</tr>
<tr>
<td><strong>RESTORATION</strong></td>
<td></td>
</tr>
<tr>
<td>Debrief with student</td>
<td>Reflect on the incident with the student to identify triggers, thoughts &amp; feelings, and co-create a plan for how to avoid escalation in future. Create a debrief checklist to guide the conversation.</td>
</tr>
<tr>
<td>Staff debrief and self-reflection</td>
<td>Identify (a) strategies for remaining calm during escalation and (b) appropriate next steps for better supporting the student and preventing behavioral escalation.</td>
</tr>
</tbody>
</table>
Resources

https://www.pbis.org/resource/strategies-for-de-escalating-student-behavior-in-the-classroom
Thank you!