

School-Wide Positive Behavioral Interventions and Supports (SWPBIS)

Neutralizing Routines



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KEY STRATEGIES

Identification of how to intervene early in an escalation.

Identification of environmental factors that can be manipulated.

Identification of replacement behaviors that can be taught (& serve same function as problem).

Develop a neutralizing routine

Teacher

Jason

Jason, please turn in your assignment.

What assignment?

The assignment you didn't finish during class.

I finished it.

Great, please turn it in now.

I don't have it with me now.

You have a choice.....turn it in or do it again.

You never believe me.

I guess you've made the choice to do it again.

Make me.

That's disrespect...go to the office.

F_____ you!

Moves closer...& puts hand on J. shoulder.

Pulls away, glares, & raises fist as if to strike.

When  people are
overwhelmed by

BIG EMOTIONS,

it's our job to share

OUR CALM,

not to join their chaos.

- L.R. Knost.

toddlerapproved.com



Self-Management/Control



We all need a plan to maintain self-control during a crisis or power struggle (and other times too).



Typically, your body reacts to a crisis in a “fight, flight, or freeze” response.

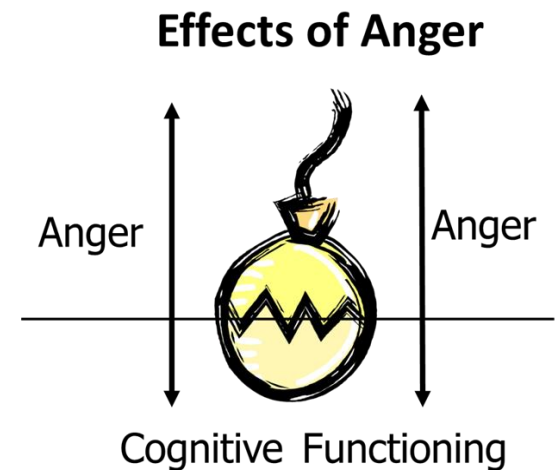


Our goal is to counteract that response by remaining calm and regaining “emotional balance.”

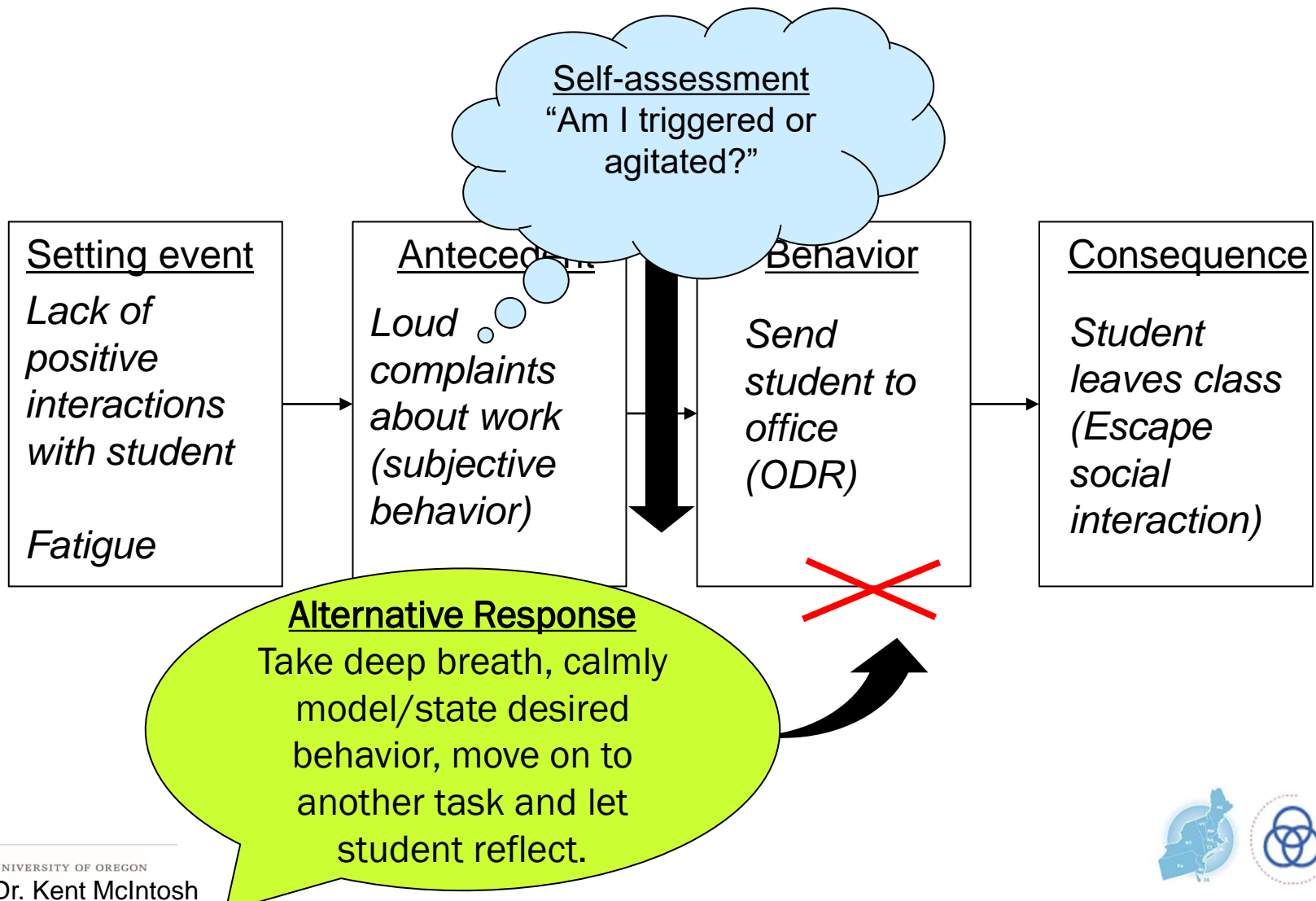
Neutralizing Routine:

When you see unwanted behavior or the start to a power struggle, stop and ask yourself:

- Am I triggered or agitated?
 - By this student/situation
 - Or by an outside factor (e.g., not feeling well that day)
- If YES, use an agreed-upon alternative response (neutralizing routine)



Neutralizing Routines



What makes a good neutralizing routine?

1. If-then statement
2. Brief
3. Clear steps
4. Doable
5. Interrupts the chain of events



Neutralizing Routine Examples

- If I am triggered or agitated...

- **Delay decision until I can think clearly**

- “See me after class/at the next break”
- ask the student to reflect on their feelings/behavior
- am I acting in line with my values?

- **Reframe the situation**

- “I respect you, but that behavior is not ok”
- “How do we do that at school?”
- picture this student as a future doctor/lawyer
- assume student’s best effort at getting needs met
- respond as if the student was physically injured

- **Take care of yourself**

- take two deep breaths
- recognize my upset feelings and let them go
- model class-wide cool-down strategy



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Sample Neutralizing Routine

- **TRY**
 - Take a deep breath
 - Reflect on your emotions
 - Youth's best interest
 - “Let's **TRY** that again.”
 - “Let's **TRY** it a different way.”
 - “Let's **TRY** it how we do it at school.”



Class-wide “Reset” Routine

- **TRY** for students
 - *T*ake three deep breaths
 - *R*eflect on your emotions
 - *Y*ou got this!
- Social-emotional Theme
 - Mistakes are part of the learning process
 - We won’t always do it right the first time
 - We can’t succeed unless we **TRY**



Teacher	Jason
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Jason, please turn in your assignment.

What assignment?

The assignment you didn't finish during class.

I finished it.

Great, please turn it in now.

I don't have it with me now.

Ok..I'm glad to hear you completed it but sorry you don't have it with you. You have a choice.....you can try to find it and turn it in, or you can do it again during review (We can discuss this more after class if needed).

You never believe me

I guess you've made the choice to do it again.

Make me

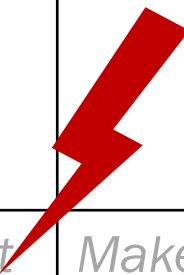
That's disrespect...go to the office.

F_____ you!

Moves closer...& puts hand on Jason's shoulder.

Pulls away, glares, & raises fist as if to strike.

"Oh no, here we go again...Let me take 3 deep breaths and give him a choice"



Neutralizing Routine Examples

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– Delay decision until I can think clearly

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– Reframe the situation

- “I respect you, but that behavior is not ok”
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- picture this student as a future doctor/lawyer
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RECAP: KEY STRATEGIES

- Identify how to intervene **early** in an escalation.
- Identify **environmental factors** that can be manipulated.
- Identify **replacement** behaviors that can be taught & serve similar function.
- Develop a **neutralizing routine**

School-wide Positive
Behavior Support

Getting Started Workbook

Center on Positive Behavioral Interventions and Supports
University of Oregon & Connecticut

V.B

EA
Work

U.S. Office of Special
Education Programs

(Colvin & Sugai, 1989)



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Activity:

Developing a Neutralizing Routine

Individually:

- Identify 2-3 examples of neutralizing routines that you could use in your classroom

As a Team:

- Discuss and share with your team
- Create a school wide neutralizing routine that includes some common language and phrases for staff to use
- Develop systems for providing professional development and coaching support to your staff as needed on this content
- Update your action plan

