

A Campus Hub for Behavioral Interventions for All -

Could This Make Behavior Units a Relic of the Past?

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A Campus Hub for Behavioral Interventions for All: Could this Make Behavior Units a Relic of the Past?

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Behavior Reset Center

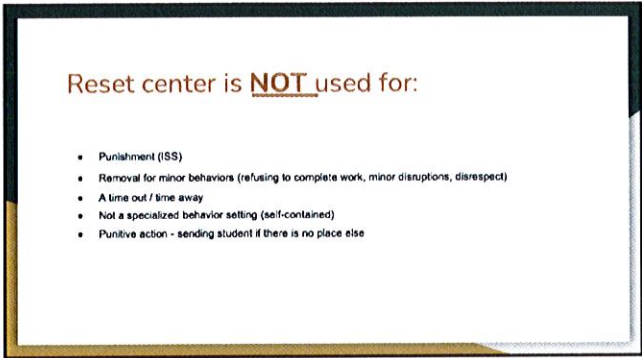
The primary goal of a Behavior Reset Center is to provide coping and self-regulation strategies. The Behavior Reset Center is a Tier 2 and Tier 3 intervention that focuses on teaching students the skills they need to be successful in the general education environment.

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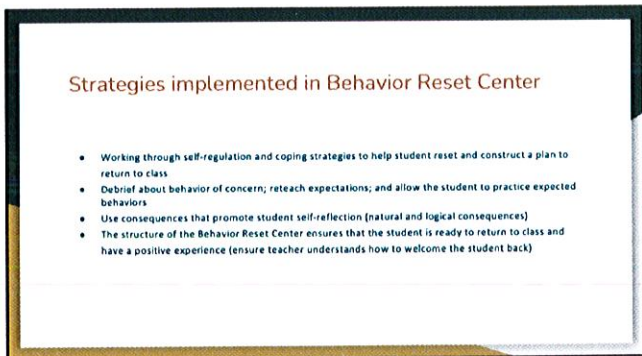
What CAN the Reset Center be used for?

- Student requested break (for students receiving Tier 2 or Tier 3 instruction through the BRC)
- Teacher initiated break (for students receiving Tier 2 or Tier 3 instruction through the BRC)
- Verbal outbursts that significantly disrupt the learning environment
- Physical incidences (must be during the incident or directly after)
- Threatening self or others (must be during the incident or directly after)
 - Please ensure after one of these incidences to follow your district protocol

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Red Area

Red area is a place for the student to utilize pre-taught self-regulation strategies to calm down without judgement. When utilizing this area, use minimal verbal redirection after the limit has been set. Once the student is able to verbalize needs, they will move to the next area.

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Yellow Area

Yellow area is a place for the student to complete a debriefing with the Reset staff member. It is important that the student work through the incident so they can take accountability for their behavior and know what to do the next time they struggling with the same feelings. It is also an opportunity to make a plan of restitution. Once the student has completed these steps, they will move to the next area.

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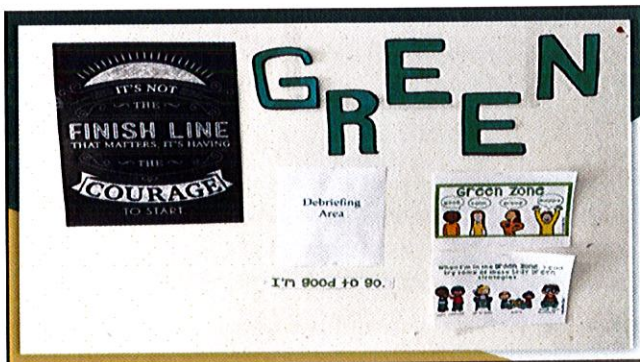
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Blue Area

Blue area is a place for the student to work on the activity or skill that upset them at the beginning of the incident. At this stage the staff member will determine if the student is truly ready to return to class.

It is imperative that the staff member ensure the student is ready to return to class.

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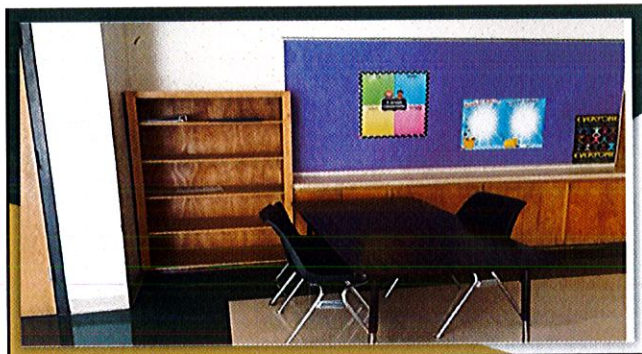


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Green Area

Green area is strategically located by the door to give a visual representation of readiness for the student. At this point, provide an abundance of praise to the student for working through the incident and being able to show readiness to return back to class.

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Study Skills Area

The Behavior Reset Center has a designated area for study skills and breaks to give students the opportunity to learn skills needed to remain in the general education setting.

For students who generalize skills in the gen ed classroom and don't require a rotation through the "areas" in the BRC, they can come for breaks or social skills groups.

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Data Collection Tool(s)

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Student: _____		
Behavior:	3 EXPECTATION	2 Teacher Redirection
Be Safe	Keep hands and feet to self	Use words/avoiding others personal space
Be Respectful	Always walk	Running
Be Responsible	Take care of materials	Use of materials
	Use proper words and actions	Name calling, teasing, bullying
	Use appropriate voice level	Pushing or with language
	Follow directions	Use of inappropriate voice level
	Be prepared for class	Not following directions, off task
		Missing materials, not completing assignments
		Intentionally harming others or self
		Inflicting property
		Bullying, extreme anger
		Extreme noncompliance

DBRC Behavior Grade			DBRC Behavior Grade		
Class	Be Safe	Be Respectful	Class	Be Safe	Be Respectful
	3 2 1	3 2 1		3 2 1	3 2 1
	3 2 1	3 2 1		3 2 1	3 2 1
	3 2 1	3 2 1		3 2 1	3 2 1
	3 2 1	3 2 1		3 2 1	3 2 1

Goals I am working on today: _____

Good Choices I Made Today! _____

Signatures: _____

Monitor Initials: In _____ Out _____

Teacher Signature: _____

Parent Signature: _____

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Name: _____

What Happened? _____

What did you do? _____

How do you think you handled yourself? _____

How were you feeling? (Based on Feelings Check) _____

What could you do next time? _____

Contingency Map


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Partnering with Behavior Reset Centers

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Focus on Prevention

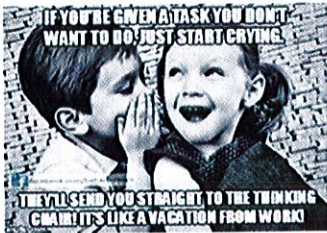
- Strong MISS systems
- Build strong relationships with all students
- Schoolwide token systems
- Ensure interventions are being implemented
- Positive attitude toward all
- Train ALL teachers on behavior/classroom management



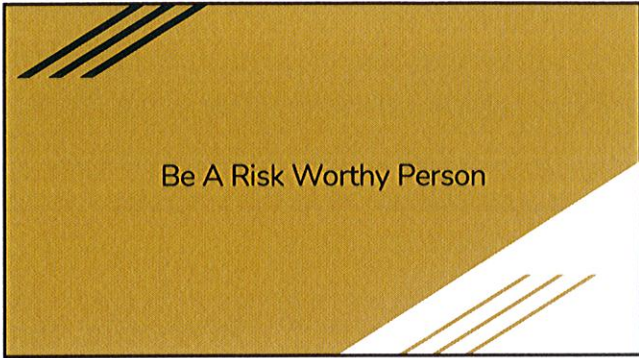
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Focus on Prevention (cont.)

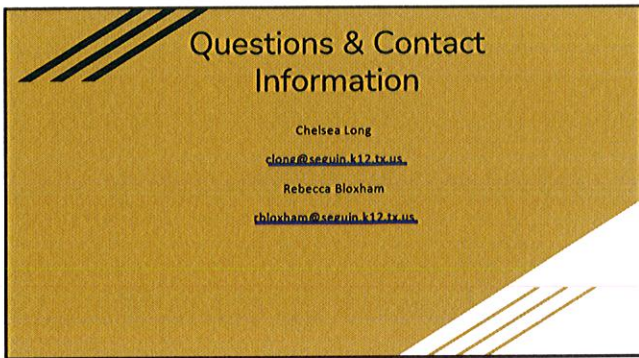
- Set boundaries and clear, consistent expectations
- Develop engaging activities
- Teach skills necessary
- Be proactive
- Ensure a functional communication system
- Provide a replacement behavior
- Have fun!



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