Solid Roots Intervention: Guided Reflection

Purpose: Support students in reflecting on their behavior or role in a past situation. Staff engage with students to celebrate or to identify the motivation for their behavior and its effect on others. Guided reflection provides opportunity to provide reinforcement or to create plans to restore and repair harm.

Intervention Practice	
Staff observe (or are made aware of) student behaviors that necessitate a guided reflection. These behaviors include both challenging behaviors and goal behaviors. Intentional reflection should be provided in both cases.	
Reinforcement *(Consider for behaviors described as a 5 on DBRC)*	**Restore & Repair** *(Consider for behaviors described as a 1 or 2 on DBRC)*
Staff meet with student at a time and location that allows for debrief & discussion. *Reinforcement may be provided quickly and briefly at any time, but reflection requires time to engage in at least a short discussion.*	Staff meet with the student at a time and location that preserves privacy and reduces likelihood for escalation. Staff ensure student is calm and ready to engage before starting the process. *Staff should not engage in the reflection process when a student is still in an escalated or highly emotional state.*
Staff use the reinforcement script to guide the student through a reflection of their behavior. 1. What happened? 2. What were you thinking and feeling while this was happening? 3. Who else was effected by your actions or choices, and how were they effected? 4. How do you want to celebrate meeting your goals? 5. Who else should we share this reflection or celebration with? 6. When will we do this?	Staff use the restore & repair script to guide the student through a reflection of their behavior. 1. What happened? 2. What were you thinking and feeling while this was happening? 3. Who else was effected in this situation, and how were they effected? 4. What was damaged? Items, or a relationship, or both? 5. What can be done to make things right? 6. What support or help is needed to put those actions in place? 7. When will this plan be implemented?
Staff use a tool that may be tangible or social in nature to provide reinforcement for the behavior.	Staff document reflection notes and support the student to follow through with the repair plan.
Staff communicate celebrations to additional stakeholders such as other students, teachers & family.	Staff communicate needs for skill instruction or other follow-up actions to appropriate staff.

Considerations for Guided Reflection

Reinforcement	Restore & Repair
• The purpose of reinforcement is to increase replacement behaviors.	• The purpose of restore & repair is to decrease challenging behaviors and change them in the future.
• Reinforcement is a tool for feedback and may be applied to individuals and to groups.	• Restore & repair process is a tool for feedback.
• Planned reinforcement may be delivered through tangible (items/activities) or social (interaction with others) format.	• If a relationship did not previously exist between the student and the other party, it cannot be restored/repaired.
• Automatic (basic needs) and intrinsic (internal emotion/response) are also forms of reinforcement but are not intentionally planned or implemented by staff.	• Individuals should not be forced to respond to the reflection questions or engage in a restorative chat. It is not meaningful or instructional when applied as a punishment.
• Reinforcement should always include an explicit connection to the replacement behavior demonstrated by the student.	• This process is not about compliance (requiring a student to fill out a form, etc.) but about making a plan for the future.
• Once given, reinforcement should not be taken away (i.e. student does not lose points, tickets earned, etc.).	• Once this process is complete the conflict is in the past and efforts should be made to move forward rather than rehashing the infraction.

Developing Reinforcement Tools

Individual Reinforcement *Provide instructional feedback on the student's demonstration of skills and use of replacement behaviors, increase 3:1 ratio.*	**Group Reinforcement** *Create a supportive community of encouragement and collaboration among the entire class of students.*
• Based on student utilizing replacement behaviors and other skills & strategies • Selected with student input through the use of surveys, etc. and with the function of behavior in mind • Non-contingent on the performance of others • Linked to individual goals and readiness • Delivered any time and at varied intervals according to each student's need	• Based on the group demonstrating behavior expectations and meeting a common goal • Selected based on the developmental age and common interests across the group • All members of the group contribute and take part • Linked to class-wide goals and general skills • Delivered to all or none – all students within the classroom community are invited to participate and included

	Example Tools
Individual	**Elementary:** Students receive reinforcement through verbal acknowledgment paired with a tree leaf. They place the leaf on their own tree, posted at their desk (in a notebook, on the wall, etc.). Once 5 leaves are on a student's tree, they access a chosen reinforcement (desired activity, time with a preferred adult, tangible item, etc.).
	Secondary: Students receive reinforcement through verbal acknowledgment and a hole punch on their "Mighty Oaks" card. They keep their card in their notebook or designated area of the classroom. Once the student has 10 punches on their card, they may access a chosen reinforcement (specific privilege, time with a preferred peer, tangible item, etc.).
Group	**Elementary:** The class is acknowledged for group behaviors such as collaboration and contribution to a common goal through a leaf on the class/group tree. When individual students fill their own tree, they place a leaf on the classroom tree. When the class goal of 25 leaves is reached (from individual contributions and group acknowledgements) all students engage in a group reinforcement opportunity such as extra recess or game time.
	Secondary: The class is acknowledged for group behaviors such as collaboration and contribution to a common goal through a space filled on the class Bingo Board chart. When individual students complete their punch card, they also fill in a space on the Bingo Board. When the group goal of 50 spaces on the Bingo Board is reached (from individual contributions and group acknowledgements) all students engage in a group reinforcement opportunity such as a lunchtime privilege or preferred activity.