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| **Y/N** | **Intervention Components** |
| **Prepare** | |
|  | Staff are made aware of (or observe) a behavior incident in which a student’s actions cause physical or emotional harm (consider the behaviors described as “1” or “2” on DBRC). |
|  | Staff meet with the student at a time and location that preserves their privacy and reduces distractions or likelihood for additional escalation. |
|  | Through observation of physical and verbal cues, staff ensure student is calm and ready to engage before beginning the reflection and discussion process.  *\*Staff should not engage in the process when a student is in an escalated or highly emotional state.* |
| **Restore & Repair Plan** | |
|  | Staff use the reflection script to guide the student through a debrief of the incident.   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? |
|  | Staff guide student to create a specific repair plan.   1. What was damaged? Items, or a relationship, or both? 2. What can be done to make things right? 3. What support or help is needed to put those actions in place? |
|  | Reflection notes are recorded by the staff member or the student. Staff do not force students to write these answers as a means of punishment. |
| **Restorative Actions** | |
|  | Staff support the student to follow through with the repair plan (restorative chat with those effected by the behavior, repair an item or complete a service). |
|  | Staff check-in with the student and those effected by the behavior after the restorative actions have taken place to ensure the harm is repaired. |
| **Follow-up** | |
|  | Based on the reflection discussion, staff identify skills and strategies for instruction or review and communicate these to personnel responsible for social skills instruction. |

**Restore & Repair Fidelity Checklist**

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| **Items present** | **Total items possible** | **Fidelity (%)** |
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| *\*Interventions should be delivered with at least 80% fidelity for maximum effectiveness.* | | |

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| **Observer Feedback** |
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