

Minor Disruption Strategies

- Check in with yourself:
 - “Am I making an emotional response or rational response?”
- Check in with the student. Provide a sense of safety and approach them in a calm manner using calm facial expressions, body language, and voice.
 - “Are you okay? Do you have what you need?”
- Check for motivation: “What might the motivation be?”
- Provide a verbal/visual reminder of the expectation and predetermined consequence, and re- teach group expectations, routines, and strategies, modify grouping patterns.
- Allow a reasonable wait time to respond (can be anywhere between 5-10 seconds depending on the student)
- Provide choices (what to do, how to do it, for how long, with who’s help)
- Give a specific redirection bringing attention back to the task in a concise way, for example:
 - “If you get confused, you can either raise your hand or type your questions in the chat box.” or
 - “Using the whiteboard feature at the top of your screen, write one word that describes your current mood.”
- Use affective/ positive statements for students when they act appropriately
- Use of [restorative questions](#)
 - “What happened?”
 - “What were you thinking at the time of the incident?”
 - “What have you thought about since?”
 - “Who has been affected by what happened, and how?”
 - “What about this has been the hardest for you?”
 - “What do you think needs to be done to make things as right as possible?”
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- Involve student, parents/caregivers and other supporting staff members in developing a [behavior contract](#) with daily report card
- Have the student complete a reflection/think sheet