

# Promoting Positive Practice *in the Classroom*



CENTER ON  
**PBIS** Positive Behavioral  
Interventions & Supports



Council for  
Exceptional  
Children

## Focus Practice #11: Implementing Neutralizing Routines

Tuesday, April 21, 2026

# Meet the Presenter(s)



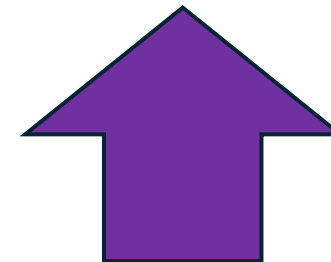
Ruthie Payno-Simmons, Ph.D.



Brandi Simonsen,  
Ph.D.



Maria Reina Santiago-Rosario, Ph.D.



# Purpose of Professional Development (PD) Series

Increase **ADMINISTRATORS'** capacity to provide relevant PD supportive of...

...enhancing classroom **EDUCATORS'** ability to support...

...**STUDENTS'** social, emotional, & behavioral growth in a manner that celebrates their individual & intersecting identities & cultural histories.

# Intention



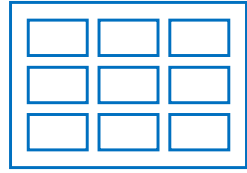
# Key Practices



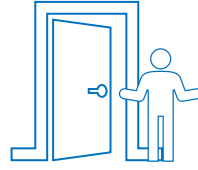
# Outcomes



**Collaborative Partnership**



Predictable Routines & Positive Norms



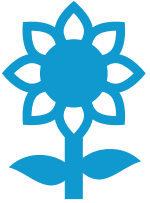
Positively Greet & Proactively Prompt



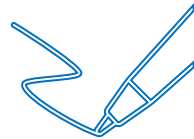
Positive, Valued, & Specific Praise



**Positive & Valued Relationships**



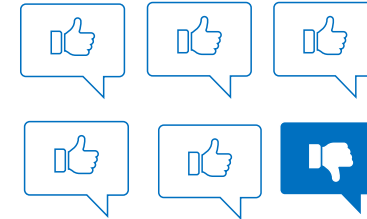
**Culturally**



Meaningful & Active



Culturally Responsive Practice



+ to - Ratio & Active Supervision



**Learning & Growth**

This session focuses on supporting educators in practicing neutralizing routines and slowing down decision-making during a vulnerable decision point (VDP). By pausing and choosing intentional responses, educators reduce bias, prevent conflict from escalating, and create more equitable outcomes for students.

*TRY*

Neutralizing Routines & De-Escalation



Use Data to Check Yourself & Class



**Wellbeing**



# Agenda

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**What**

*Definition*



**Why**

*Rationale*



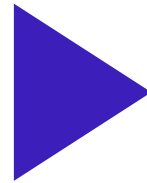
**How**

*Implementation Tips*



**Try**

*Guided Practice*



**Plan & Do**

*Implement In Real Life*



**Check**

*Monitor & Adjust*



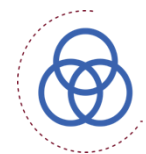
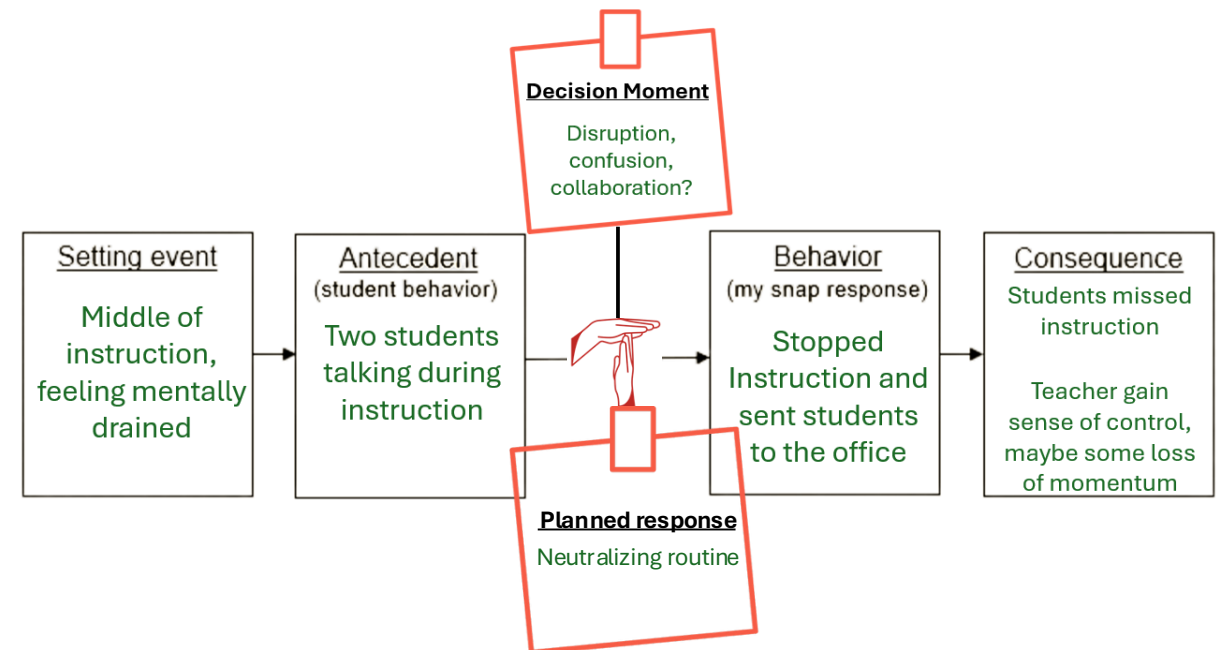
At the end, we will invite you to work on your implementation plan



# Point of Connection: From Awareness to Action

- **Last Session:** We focused on recognizing *when* decisions are most influenced by **bias** (VDPs).
- **This Session:** We focus on *how* adult self-regulation supports more intentional decision making when those moments occur.

*Awareness creates opportunity,  
practiced responses create change.*





# What?

# *Definition*





# Defining Neutralizing Routine

- A brief **self-instruction** practice educators use during a VDP (*when* bias influences decision) to **interrupt** knee-jerk, harsh responses and respond instructionally.

## Key Word: **Interrupt**

- Stop the automatic reaction
- Insert a brief pause
- Choose instruction

Example: “See me after class”

## 5 Critical Features: What it is

- If-then statement  
“**IF** a student ignores my request, **THEN** I will pause, take a deep breath, and restate the direction calmly.”
- Brief
- Clear steps (1, 2, 3...)
- Doable
- Interrupts the chain of events





# Neutralizing Routine: What is **NOT**?

## NOW

### x Something that is done to us

Having a privilege taken away

### x A gentler way to exclude students

Cross-class timeout

### x A long procedure

Stop class for a restorative circle

Running a lap around the field

✓ Make it an action you can do

✓ Keep students in instruction

✓ Keep it brief – a quick pause and back into the game





# What it looks, sounds, and feels like

Pause to think clearly

“See me after class/at the next break”

Ask the student to reflect on their behavior/feelings

Am I acting in line with my values?

Reframe situation

“I love you, but that behavior is not ok”

“How do we do that at school?”

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 schoolwide “reset” strategy





# Supporting Resources

**PBIS** Positive Behavioral Interventions & Supports February 2018

## A 5-Point Intervention Approach for Enhancing Equity in School Discipline

Kent McIntosh, Erik J. Girvan, Robert H. Horner, Keith Smolkowski, & George Sugai

Discipline disproportionality is one of the most significant problems in schools. Results of decades of research consistently show that students of color, and particularly African American students, are at significantly increased risk for receiving exclusionary discipline office discipline referrals and suspensions (e.g., Fabelo et al., 2011; Glaser, 2012; Losen & Gillespie, 2012). These differences have been found consistently across regions and cannot be adequately explained by the correlation between socioeconomic status and discipline (Nollermeier & McLaughlin, 2010; Morris & Perry, 2016). Given the negative impact of exclusionary discipline on a range of student outcomes (American Psychological Association, 2013), educators must address this issue by reducing the level of discipline disproportionality, taking steps to reduce it, and monitor and intervene on disproportionality. Disproportionality in exclusionary discipline is not only a barrier to the overall objective of promoting positive outcomes for every student, but it is also a barrier to the overall objective of promoting positive outcomes for every student.

**Components of Effective Intervention to Prevent and Reduce Discipline Disproportionality**

No single strategy will be sufficient to produce substantive and sustainable change. Multiple components may be needed, but not all components may be necessary in all schools. We describe here a 5-point multicomponent approach to reduce discipline disproportionality in schools.

1. Collect, Use, and Disaggregate Discipline Data

Any school or district concerned with discipline disproportionality should collect and disaggregate student data by race/ethnicity, gender, and disability status, and provide instant access to this data to school and district teams. Some of the key steps for entering and analyzing data are as follows:

Positive Behavioral Interventions & Supports (PBIS)

SCTG Webinar- Resources for Enhancing Equity in School Discipline

## Resources for Enhancing Equity in School Discipline

SCTG Webinar January 21, 2016

Kent McIntosh  
Rhonda N. T. Nese  
University of Oregon

Files

Name	Size
PBIS Equity Resources 20171202_04	1 MB
Recommendations for Equity.pdf	305 KB
PBIS Disproportionality Data Guide.docx	1 MB

Chat (View)

Laura Winters: Laura Winters- NC Dept of Ed  
Lisa LaCava: Lisa LaCava and Amy Kelly, Newton Public Schools  
Valerie Gomez: Valerie Gomez, Southside ISD - LEA (San Antonio, TX)  
Sue Doerr: Sue Doerr - Wasau School District in WI  
Sarah Jones: Sarah Jones, SCTG Project Officer - CT

Attendees

What level are you representing?

LEA (district)	66%	(14)
SEA (state)	33%	(8)

**PBIS** Positive Behavioral Interventions & Supports

## CENTERING EQUITY WITHIN THE PBIS FRAMEWORK: OVERVIEW AND EVIDENCE OF EFFECTIVENESS

July 2022





# Supporting Resources

**CENTER ON PBIS** Positive Behavioral Interventions & Supports

## PBIS CULTURAL RESPONSIVENESS FIELD GUIDE:

Resources for Trainers and Coaches

MILANEY LEVERSON, KENT SMITH, KENT MCINTOSH, JENNIFER ROSE, SARAH PINKELMAN

revised **March 2021**

**CENTER ON PBIS** Positive Behavioral Interventions & Supports

## Habits of Effective Classroom Practice

Habits are predictable and regular responses to cues in our environment. In "The Power of Habit," Charles Duhigg (2012) described how we develop habits through cue-response-reward loops. For example, we say "Thank You" (response) when someone holds the door (cue), and we may hear "you're welcome" or see a smile in return (reward). We read or hear words (response) based on unique combinations of letters or sounds (cue), and we receive information (reward). In other words, we develop habits by experiencing antecedents, behaviors, and consequences—the ABCs of behavior. Consider the following examples.

	Antecedent	Behavior	Consequence
<b>Example 1</b>	In public	Wear mask and maintain safe distance	Avoid germs and receive positive attention
<b>Example 2</b>	In line at a grocery store with candy stocked shelves	Child repeatedly asks (screams) for candy in line	Parent gives child candy
<b>Example 3</b>	Child repeatedly asks (screams) for candy in line	Parent gives child candy	Child stops screaming

In each example, the behavior becomes a habit through repeated practice of the ABC sequence. Habits are maintained because they work (i.e., result in occasional reinforcement). In this brief, we discuss how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

### How can we develop habits of effective classroom practice?

Although we can develop habits accidentally (e.g., give child candy to escape screaming), we can also use our knowledge to develop effective habits intentionally. For example, consider the parent in Example 3. Instead of continuing to give their child candy to avoid a tantrum in line, the parent may change the antecedent, engage in a different behavior, and experience a different consequence (see example below).

	Antecedent	Behavior	Consequence
<b>Example 3 (revised)</b>	Parent chooses candy-free check-out line at store	Parent engages child in "line game" while waiting	Parent avoids screaming and enjoys child's attention

Like the parent in this revised example, we can modify our own ABCs to develop habits of effective practice in our classrooms. We do that by starting with simple practices, setting ourselves up for success, building effective habits, celebrating accomplishments, and sharing with others.

Positive Behavioral Interventions & Supports (PBIS)  
www.pbis.org

### Habit Development Example 4r

Then the parent realizes...there must be a better way!

**A**

Antecedent

**B**

Behavior

**C**

Consequence

*For Your Convenience*  
**NO CANDY**

Tantrum prevented





# Supporting Resources

**HLP 9: Teach Social Skills**

Many students with disabilities, especially those with emotional/behavioral disorders, autism spectrum disorder, and other low-incidence disabilities have intrusive deficits in social skills that impact their ability to successfully participate fully in the school setting or in the community alongside their peers. The effective special educator stands ready to identify which important skills are lacking, and to develop a plan for explicitly teaching social skills to mastery. Social behaviors cross domains of interpersonal skills like communication with peers and adults, self-management, following classroom expectations, and more. Teachers who set up classrooms to be consistent, organized, and respectful (HLP 7), and use a range of data sources (HLP 4) while in collaboration with colleagues (HLP 1) and families (HLP 3) are in a strong position to implement this important HLP. However, it takes HLP 16 (Use explicit instruction) and HLP 8/22 (Provide high quality feedback) to ensure that students are learning and generalizing new social behaviors and notes on the extent to which they are meeting expectations.

This resource is intended to support school leaders looking to embed the HLP feedback efforts at their school site.

The major source for content within this resource is the chapter by Sara McDaniel in *Inclusive Classroom*; the book *High-Leverage Practices in Special Education* (HLP 20).

**Teachers Who Effectively Teach Social Skills**

- Systematically and proactively identify students with social skills deficits through a variety of data sources (e.g., systematic screeners, schoolwide office disciplinary referrals, classroom data, family input).
- Collect and use data from multiple sources to determine the specific type of social skills deficit (e.g., problem solving, communication, conflict management).
- Develop social skills groups based upon commonalities in students' social skills deficits to provide targeted instruction in those specific skills.
- Break complex skills (e.g., resolving peer conflict) into smaller, sequenced teachable steps (e.g., check for understanding, offer your opinion, identify areas for compromise, and check for agreement) that facilitate high rates of success at each step.
- Consider the locations and circumstances in which specific social skills may be required and construct examples, non-examples, and role-playing scenarios that will support students' generalization of skills.
- Take students' culture, age, and a range of natural environments into consideration when constructing effective examples.
- Example: If teaching greeting behaviors, examples may include formal contexts (e.g., verbal greeting for a casual acquaintance), and close friends (e.g., fist bumps).
- Organize and purposefully sequence examples, prioritizing instruction around the context where the social skill deficit is most likely to result in negative outcomes.
- Use effective practices when teaching social skills, developing engaging and well-paced lessons that mirror the core components of academic lesson plans (e.g., teach, model, practice).
- Include tasks for all students when teaching social skills to groups of students to maintain engagement throughout the lesson.
- Promote students' mastery of social skills through use of positive and corrective feedback that is immediate, consistent, and specific.
- Provide scaffolded supports that are gradually faded to increase students' independent use of social skills.
- Promote generalization of the newly acquired skill after multiple successful trials with natural practice in a single setting by providing opportunities to practice the same skill in other authentic contexts.
- Constantly monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.



## HLP 9: Teach Social Skills

**DOMAIN THREE: Instruction in Behavior and Academics, Pillar HLP**

**HLP 14: Teach Cognitive and Metacognitive Strategies to Support Learning and Independence**

**Choosing and Preparing to Teach the Strategy**

- Analyze classroom content and skills for learning strategies and consider students' strengths and areas for improvement to identify the strategy to teach.
- Consider using a specific evidence-based model (e.g., Self-Regulated Strategy Development, Strategic Instruction Model).
- Select a strategy and develop learning goal.
- Use task analysis to break down the strategy into teachable components.
- Develop scaffolded practice activities designed to build skills.
- Develop formative and summative assessments to guide instruction and determine mastery.
- Consider opportunities to provide transfer, maintenance, and generalization.

## DOMAIN THREE: Instruction in Behavior and Academics, Pillar HLP

### HLP 9: Teach Social Behaviors

Teach Social Skills: Categories of Work	
<p><b>Assess and Prepare for Teaching Social Skills</b></p> <ul style="list-style-type: none"> <li>Systematically and proactively identify social skills needs through a variety of data sources (e.g. systematic screeners, schoolwide disciplinary referrals, classroom data, family input).</li> <li>Collect and use data from multiple sources to determine specific social skills needs (e.g. problem solving, communication, conflict management).</li> <li>Consider developing instructional groups based on common social skills needs.</li> </ul>	<p><b>Teach Social Skills</b></p> <ul style="list-style-type: none"> <li>Clearly state the learning goal, social skill addressed, purpose and rationale, and student expectations.</li> <li>Consider cultural contexts when describing use of the social skill.</li> <li>Provide step-by-step demonstration highlighting the context in which use of the social skill is particularly important.</li> <li>Provide an engaging model of the social skill.</li> <li>Provide helpful examples and nonexamples or engage students in demonstrating or identifying examples and nonexamples of the social skill.</li> <li>Engage students in levels of practice with feedback.</li> <li>Promote maintenance and generalization of the newly acquired skill after multiple successful trials with natural practice in a single setting by providing opportunities to practice in other authentic contexts.</li> <li>Continually monitor students' progress with social skills instruction, analyzing responsiveness and adjusting instruction as needed.</li> </ul>
<p><b>Facility to Support Candidates' Learning and Enactment</b></p> <p><b>Skills</b></p> <p>Explicit instruction in the skill to highlight the lifetime value of the skill.</p> <p>Complex social skill (e.g., resolving peer conflict) broken into smaller, sequenced teachable steps.</p> <p>Settings in which the skill should be used and settings in which it should not be used.</p> <p>Observations and feedback on the skill that should be used.</p>	<p><b>Teach Social Skills</b></p> <p><b>Introduce</b> – Model providing explicit instruction in a specific social skill across different cultures. Think aloud while modeling. Ask candidates to identify specific categories of work they observe while watching the model.</p> <p><b>Prepare</b> – Create simulated student interactions in which candidates can practice providing step-by-step demonstrations, modeling, and identifying examples and non-examples. Provide positive and instructive feedback.</p> <p><b>Enact</b> – Provide candidates an opportunity to teach social skills to small individual or small groups of students. Provide positive and instructive feedback.</p> <p><b>Analyze</b> – Watch video with candidates of teachers providing social skills instruction. Analyze for categories of work and discuss ways to promote generalization and monitoring of progress.</p>

**COMPONENT 1:**

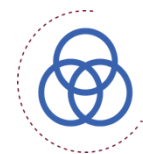
**SELECT STRATEGIES PURPOSEFULLY**





Why?

*Rationale*





# Neutralizing Routine: Why do it?

- Help us **pause** before responding, so we can proceed in a way that:



- **Increases** positive behavior

- **Interrupts** automatic interpretation driving punitive discipline

- **Decreases** unwanted behavior



(e.g., Cook, Duong, et al., 2018; McIntosh et al., 2018; McIntosh, Girvan, McDaniels, et al., 2021; McIntosh, Girvan, Falcon, et al., 2021; Payno-Simmons, 2021 ; Romano, 2024)

## Outcomes

### Implementing Neutralizing Routines During a VDP

- ... seems to improve positive teacher communication and strengthened relationships between Black male students and teachers.



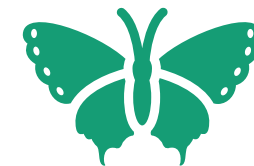
Positive & Valued Relationships

- ... increased access to instruction and learning opportunities for all students and strengthened equity by reducing the referral gap for Black students.



Learning & Growth

- ... seems to contribute to positive school climate.



Wellbeing

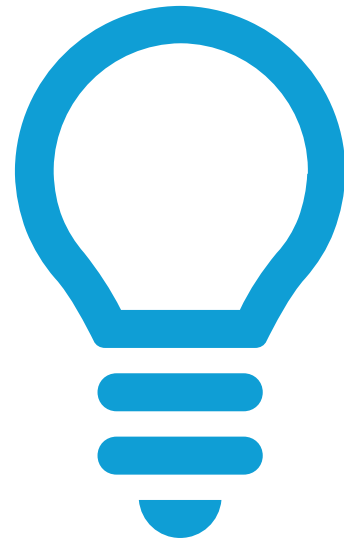




# Neutralizing Routines: Why Pausing Matters

Firefighters mistakenly pump jet fuel  
on fire instead of water





# How

# *Implementation Tips*





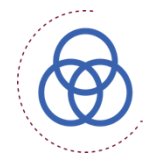
# How do we use a Neutralizing Routine?

When you see unwanted behavior, stop and ask yourself:

1. Is this a **VDP**?

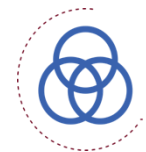
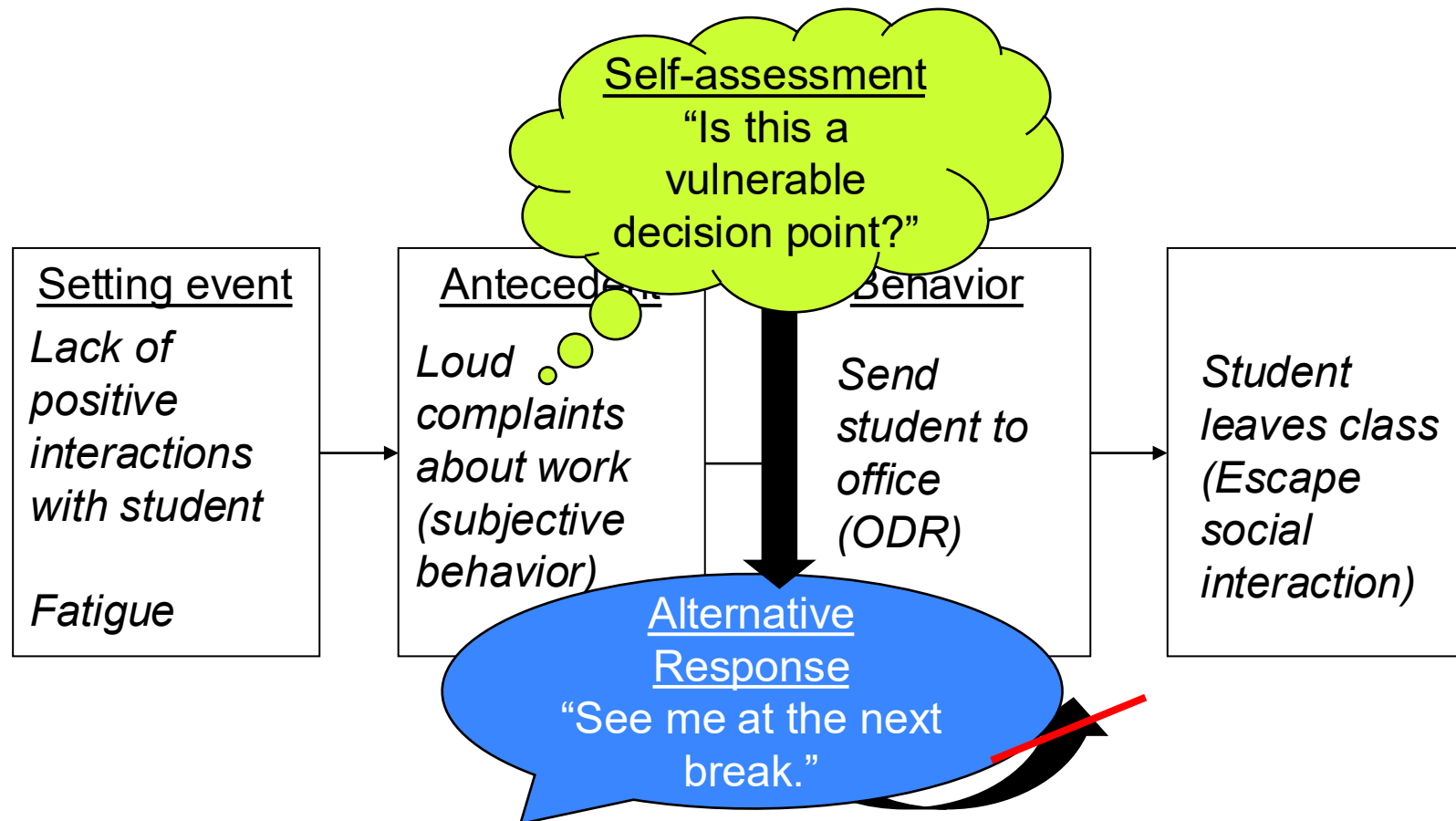
- **Situation**
- **Decision state**

2. If so, use an agreed-upon alternative response  
(the **neutralizing routine**)





# How do we use a Neutralizing Routine?



# Intention



## Collaborative Partnership

- Co-develop neutralizing routines with colleagues from common VDPs experienced school- or grade-wide.
- Invite students to share what adult responses help them reset, use that input to select or refine your personal neutralizing routine.
- Gather family input on how redirections look at home, any language used to pause and reset.



## Culturally Sustaining

- Engage in identity-based reflection to examine how our own cultural norms and experiences shape how behavior is interpreted and support interruption of assumptions during decisions.
- Intentionally surface students' perspectives on behavior across contexts and use that input to interrupt biased or narrow interpretations in the moment.
- Student co-created norms tied to NR by having them define fairness and respect in redirection, align NRs to shared definitions.



## Inclusive & Safe Spaces

- Proactively teach, model, and practice NRs. Explicitly teach: “If I give you this signal, it means pause and reset, so that we can think about our next step.”
- Use NRs in similar ways regardless of who the student is.
- Reduce the need for NR by tightening transitions, visual expectations, structured participation.





Try

*Guided Practice*



# Examples or Non-Examples

Is this a neutralizing routine?

Let's Play!

Quick activity to check our understanding of this practice.

If the scenario is an example of the practice, give it a “thumbs up.”

If the scenario is NOT an example, give it a “thumbs down.”



# Example or Non-Example #1

## Is this a neutralizing routine?



During whole-group instruction, a student continues talking after a reminder.

Teacher pauses, moves closer, and says: “Quiet mouth during carpet time. Thank you.”

If a student ignores my request for quiet, then I will pause, take a deep breath, step closer, and calmly restate the expectation.

**YES!**

- ✓ If-Then statement
- ✓ Brief
- ✓ Clear Steps (1,2,3)
- ✓ Doable
- ✓ Interrupts chain of events



# Example or Non-Example #2

## Is this a neutralizing routine?



After being redirected, a student mutters,  
“This is stupid.”

Teacher says: “That comment is  
unacceptable. Step outside.”

If a student is disrespectful, then I  
will address it immediately.

**NO!**

- If-Then statement
- Brief
- Clear Steps (1,2,3)
- Doable
- Interrupts chain of events



# Creating a Neutralizing Routine



## Creating Neutralizing Routines

**Neutralizing Routine:** A brief self-instruction strategy to neutralize the effects of implicit bias on decision making. They help us avoid automatic, knee-jerk responses so we act in line with our values.

Two parts:

1. **ASSESS:** Is this a Vulnerable Decision Point (VDP)?
  - Is this one of the situations?
  - Am I in the right *decision state* to act in line with my values?
2. **RESPOND:** If so, use your neutralizing routine (an agreed-upon alternative response).

**Critical Features:**

1. If-then statements
2. Brief
3. Clear steps
4. Doable
5. Add space/delay between student behavior and adult response

**STEP 1:** Brainstorm possible neutralizing routines

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**STEP 2:** Check the box next to each neutralizing routine if it has all 5 critical features (if-then, brief, clear, doable, add space)

**STEP 3:** Decide on a single neutralizing routine for you (or possibly for the school)

\_\_\_\_\_

**STEP 4:** Practice the neutralizing routine

Respond

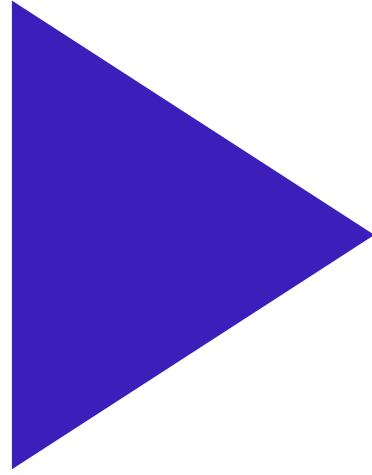
More resources available

- Open the worksheet
- Take about 5 minutes
- Brainstorm possible neutralizing routines and check for critical features



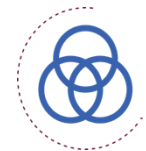
**Consider:** What usually happens between noticing unwanted behavior and responding to it, and where might a brief pause change the direction of that interaction?

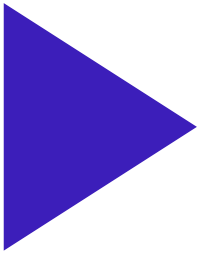




# Plan & Do

*Implement in Real Life*





# Always Start with Intentional Inputs



**Collaborative Partnership**






**Culturally Sustaining**



**Inclusive & Safe Spaces**



You will build your intentional inputs as part of your implementation plan

INTENTIONAL INPUTS	
Considerations	Action Steps
<p><b>Collaboratively Partner with Families and Students</b></p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> <li>How will students and families co-design or inform implementation plans?</li> <li>What strengths, needs, and preferences will you gather from students and families?</li> <li>How will you maintain ongoing, two-way communication about implementation?</li> <li>How will you ensure family and student voices are equitably represented in decisions?</li> </ul>	 <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>
<p><b>Ensure Implementation is Culturally Sustaining</b></p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> <li>How will you affirm students' cultural and linguistic identities in this practice?</li> <li>What community knowledge or values can be reflected in the implementation?</li> <li>How does the content or structure sustain, rather than replace, cultural ways of knowing?</li> <li>How will you reflect on and address any biases or assumptions within the practice?</li> </ul>	 <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>
<p><b>Ensure Implementation is Inclusive and Safe for All</b></p> <p>Consider the following questions as you plan action steps:</p> <ul style="list-style-type: none"> <li>How will the environment support physical, emotional, and intellectual safety for every student?</li> <li>What adaptations or differentiation will ensure full access and participation?</li> <li>How will you monitor for equity in who is benefiting from the practice?</li> <li>What structures will support belonging and respect for all identities?</li> </ul>	 <ul style="list-style-type: none"> <li></li> <li></li> <li></li> <li></li> </ul>

# Plan to Implement Neutralizing Routines

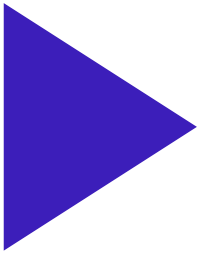
Leverage your *Plan and Do, Check and Reflect, and Intentional Inputs* planning documents and other needed resources.

- **Identify your target VDP and neutralizing routine:** Specify the decision moment where you will intentionally use a neutralizing routine and the routine you will use in the moment.
- **Estimate your current practice:** Notice how often you currently interrupt automatic reactions during this VDP and use a neutralizing routine when it occurs.
- **Set a realistic goal:** Choose a manageable target for intentional use (e.g., use my neutralizing routine once per day during this VDP or at least three times per week).

You will “plan and do”  
implementation and monitoring

The worksheet is titled "Focus Practice: Implementing Neutralizing Routine" and is divided into two main sections: "PLAN FOR PRACTICE IMPLEMENTATION AND MONITORING" and "PERSONAL USE".

Considerations	Action Steps
<b>Identify Your Most Common Vulnerable Decision Point (VDP)</b> <ul style="list-style-type: none"><li>• <i>Based on your earlier <a href="#">self-assessment</a>, describe the conditions where you are most vulnerable to bias in your decision-making process.</i></li></ul>	Student behavior:  Context or setting event:  My personal state:  Early warning sign:
<b>Identify Your Neutralizing Routine for this VDP</b> <ul style="list-style-type: none"><li>• What neutralizing routine will you use when the VDP occurs?<ul style="list-style-type: none"><li>o <input type="checkbox"/> This routine replaces my usual response of _____</li><li>o <input type="checkbox"/> This routine meets all the critical features of an effective neutralizing routine.</li></ul></li></ul> <p><i>Note: An effective neutralizing routine includes all five critical features: it often starts with a brief, clear step, is doable, adds space/delay to harness the student behavior and adult response. If you have not yet developed one, use the <a href="#">Creating a Neutralizing Routine</a> worksheet before completing this section.</i></p>	In the moment of a VDP, I will:
<b>Estimate Your Current Use of Practice</b> <p><b>Personal Use:</b> When this VDP occurs, how often do you currently use a neutralizing routine in the moment? <input type="checkbox"/> Rarely – less than once per week <input type="checkbox"/> Sometimes – 1-2 times per week <input type="checkbox"/> Often – several times per week <input type="checkbox"/> Almost always – daily or nearly daily</p>	I currently use a neutralizing routine about _____ times per week.



# Plan to Implement Neutralizing Routines



- **Plan for Increasing Use During VDP:** Identify personal cues, reminders that prompt initiating s neutralizing routine (e.g., visuals, self-talk, warning signs).
- **Support Sustainability:** Identify a plan to self-monitor use of the neutralizing routine, review patterns over time, reflect with an equity lens and examine consistent use across student group and contexts, adjust goals and support, and celebrate meeting goals.
- **Extending the Practice:** Only after building fluency through personal use, begin naming the interruption or reset you are using so students can observe, leverage natural moments for modeling, and explicitly teach an agreed upon school- or classwide routine.

You will “plan and do”  
implementation and monitoring

Focus Practice: Implementing Neutralizing Routine

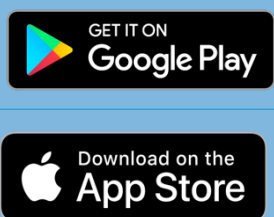
PLAN FOR PRACTICE IMPLEMENTATION AND MONITORING

Considerations	Action Steps
<p><b>Identify Your Most Common Vulnerable Decision Point (VDP)</b></p> <ul style="list-style-type: none"> <li>Based on your earlier <a href="#">self-assessment</a>, describe the conditions where you are most vulnerable to bias in your decision-making process.</li> </ul>	<p>Student behavior:</p> <ul style="list-style-type: none"> <li>Control or setting event</li> <li>My internal state</li> <li>Early warning sign</li> </ul>
<p><b>Identify Your Neutralizing Routine for this VDP</b></p> <ul style="list-style-type: none"> <li>What neutralizing routine will you use when the VDP occurs?           <ul style="list-style-type: none"> <li>This routine explains the usual response of _____</li> <li>This routine resets all of the critical behaviors of an effective neutralizing routine.</li> </ul> </li> </ul> <p><i>Note: An effective neutralizing routine includes all four critical features: if clear statement, brief, clear steps, visible. Add specificity between the student behavior and adult response. If you have not yet developed one, use the <a href="#">Creating a Neutralizing Routine</a> worksheet before completing this section.</i></p>	<p>In the context of a VDP, I will _____</p>
<p><b>Estimate Your Current Use of Practice</b></p> <p><b>Personal Use</b></p> <p>When this VDP occurs, how often do you currently use a neutralizing routine in the moment?</p> <ul style="list-style-type: none"> <li>Always - 100% of the time per week</li> <li>Sometimes - 2-3 times per week</li> <li>Often - several times per week</li> <li>Almost always - daily or nearly daily</li> </ul>	<p>I currently use a neutralizing routine about _____ times per week.</p>

2

# Supporting Resources

**Be + App**  
(Prompt & Monitor)



**Strategy Overview**  
(lessons hyperlinked)



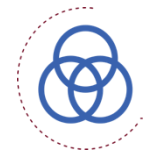
**Tips for Teaching**





# Check

## *Monitor & Adjust*






# Monitor and Adjust Positive Greetings and Proactive Prompts

## Monitor your effort:

- Use a simple checklist or weekly log

## Reflect with colleagues and students:

- What's working well?
- What blocking progress?
- What adjustments help?
- Are we aligned with our goals?

CHECK & REFLECT 	
Considerations	Action Steps
<b>Think Back</b> <i>Review your data and consider:</i> <ul style="list-style-type: none"><li>• What went well with implementation?</li><li>• What challenges are you experiencing?</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>Think Forward</b> <i>Review your data and consider:</i> <ul style="list-style-type: none"><li>• How can you overcome those challenges?</li><li>• How can you continue to elevate your practice to promote inclusive and safe spaces?</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>Think Inward</b> <i>Reflect on your experiences:</i> <ul style="list-style-type: none"><li>• What are conditions or experiences that may inhibit equitable and inclusive implementation?</li><li>• What are conditions or experiences that may support equitable and inclusive implementation?</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>
<b>Think Outward</b> <i>Plan to enhance your practice:</i> <ul style="list-style-type: none"><li>• What specific adjustments can you make to enhance your implementation for all students?</li><li>• How will you promote equitable and inclusive implementation to support each student?</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li></ul>

Note: Four Dimensions of Reflective Learning (Adapted from [Karnstable, 2009](https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/): <https://kbarnstable.wordpress.com/2009/12/15/22-questions-for-reflection/>)





## WHAT

### Key Features

- Vulnerable Decision Points (high-risk moments)
- NR as brief self-instruction
- Planned responses that add pause and clarity



## WHY

### Your Rationale

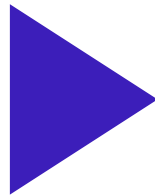
- Keeps students in instruction
- Reduces escalation and exclusion
- Support consistent, equitable responses



## HOW

### Intentional Inputs

- Plan and practice routines before VDP
- Use collaborative, culturally sustaining inputs
- Design responses that protect dignity and predictability



## PLAN

### Plan Your Practice

- Select one VDP and NR
- Clarify your self-interruption cues
- Set a realistic use goal



## CHECK

### Monitor, Reflect, and Adjust

- Monitor personal use of routines
- Reflect on patterns and breakdowns
- Adjust routines to improve equity



**THANK YOU** for  
**Promoting Positive Practice**  
*in the Classroom*



**Focus Practice 11: Implementing**  
**Neutralizing Routines**