

## Resources for Implementing Neutralizing Routines

**A 5-Point Intervention Approach for Enhancing Equity in School Discipline** | The results of decades of research consistently show that students of color, particularly African American students (and even more so for African American boys and those with disabilities), are at significantly increased risk for receiving exclusionary discipline practices, including office discipline referrals and suspensions. We describe here a 5-point multicomponent approach to reduce disproportionality in schools.

<https://www.pbis.org/resource/a-5-point-intervention-approach-for-enhancing-equity-in-school-discipline>

**Centering Equity within the PBIS Framework: Overview and Evidence of Effectiveness** | Racial and ethnic inequities in school discipline are widespread and persistent, even in schools implementing PBIS with fidelity. Yet integrating components of a multicomponent equity-centered approach into existing tiered frameworks is showing promise for improving equity in student outcomes. This brief describes the Center on PBIS's 5-Point Equity Approach and the evidence for its positive effects on discipline disproportionality.

<https://www.pbis.org/resource/centering-equity-within-the-pbis-framework-overview-and-evidence-of-effectiveness>

**Resources for Enhancing Equity in School Discipline** | A recorded webinar describing disproportionality in school discipline as well as an intervention for enhancing equity in school discipline. This webinar was given to School Climate Transformation Grant recipients originally.

<https://www.pbis.org/video/resources-for-enhancing-equity-in-school-discipline-sctg-webinar>

**Habits of Effective Classroom Practices** | This practice brief describes how we (a) develop habits of effective classroom practice and (b) expand effective habits in our schools, districts, and states.

<https://www.pbis.org/resource/habits-of-effective-classroom-practice>

**Building Habits of Effective Practice Webinar** | This webinar focuses on habits of effective classroom practice and addresses four key questions: (1) How do we develop habits? (2) How can we build habits of effective practice in classrooms? (3) How do we scale-up effective habits in our schools, districts, and states? (4) What resources can we use to enhance habits of effective practice?

<https://www.pbis.org/video/building-habits-of-effective-practice-webinar>

**HLP #9: Teach Social Skills Leadership Guide**

**Leadership Guide:** [https://exceptionalchildren.org/sites/default/files/2021-01/HLP%209%20Admin%20Guide.pdf?\\_gl=1\\*goz9me\\*\\_gcl\\_au\\*MjlyMjEzNjUzLjE3NjgyMzgyOTA.\\*\\_ga\\*MTk5NDAYMTc1OS4xNzY4MjM4Mjkw\\*\\_ga\\_L4ZFTNESGT\\*czE3NzM0MzUzMjAkczQkZzEkdDE3NzM0MzUzNTUkajl1JGwwJGgw\\*\\_ga\\_Y45Y2NwG3S\\*czE3NzM0MzUzMjAkczQkZzEkdDE3NzM0MzUzNTUkajl1JGwwJGgw](https://exceptionalchildren.org/sites/default/files/2021-01/HLP%209%20Admin%20Guide.pdf?_gl=1*goz9me*_gcl_au*MjlyMjEzNjUzLjE3NjgyMzgyOTA.*_ga*MTk5NDAYMTc1OS4xNzY4MjM4Mjkw*_ga_L4ZFTNESGT*czE3NzM0MzUzMjAkczQkZzEkdDE3NzM0MzUzNTUkajl1JGwwJGgw*_ga_Y45Y2NwG3S*czE3NzM0MzUzMjAkczQkZzEkdDE3NzM0MzUzNTUkajl1JGwwJGgw)

**Faculty Guide:** <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%207.pdf>

**Video:** [https://hlp.exceptionalchildren.org/hlp-7-establish-consistent-organized-and-respectful-learning-environment?\\_gl=1\\*ytfxs1\\*\\_gcl\\_au\\*MTk4NDQxMDUxLjE3NTc1OTgyMDM.\\*\\_ga\\*ODkwNTkyNTA5LjE3NTc1OTgyMDM.\\*\\_ga\\_L4ZFTNESGT\\*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkDAkaDA.\\*\\_ga\\_Y45Y2NwG3S\\*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkDAkaDA](https://hlp.exceptionalchildren.org/hlp-7-establish-consistent-organized-and-respectful-learning-environment?_gl=1*ytfxs1*_gcl_au*MTk4NDQxMDUxLjE3NTc1OTgyMDM.*_ga*ODkwNTkyNTA5LjE3NTc1OTgyMDM.*_ga_L4ZFTNESGT*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkDAkaDA.*_ga_Y45Y2NwG3S*czE3NTc1OTgyMDIkbzEkZzEkdDE3NTc1OTg0NTckajlkDAkaDA).

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

**Leadership Guide:** [https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2014%20Admin%20Guide.pdf?\\_gl=1\\*ljc95x\\*\\_gcl\\_au\\*MjEwODMwNzg4Ni4xNzY4OTM1NzEyLjlyMDk4NTkzNy4xNzcyNzMzNzkwLjE3NzI3MzQxMjc.\\*\\_ga\\*MzQwNDc2MDA1LjE3Njg5MzU3MTI.\\*\\_ga\\_L4ZFTNESGT\\*czE3NzY0NDY4MjckbzQkZzEkdDE3NzY0NDcwODgkajqkbDAkaDA.\\*\\_ga\\_Y45Y2NwG3S\\*czE3NzY0NDY4MjckbzQkZzEkdDE3NzY0NDcwODgkajqkbDAkaDA](https://exceptionalchildren.org/sites/default/files/2021-01/HLP%2014%20Admin%20Guide.pdf?_gl=1*ljc95x*_gcl_au*MjEwODMwNzg4Ni4xNzY4OTM1NzEyLjlyMDk4NTkzNy4xNzcyNzMzNzkwLjE3NzI3MzQxMjc.*_ga*MzQwNDc2MDA1LjE3Njg5MzU3MTI.*_ga_L4ZFTNESGT*czE3NzY0NDY4MjckbzQkZzEkdDE3NzY0NDcwODgkajqkbDAkaDA.*_ga_Y45Y2NwG3S*czE3NzY0NDY4MjckbzQkZzEkdDE3NzY0NDcwODgkajqkbDAkaDA).

**Faculty Guide:** <https://highleveragepractices.org/sites/default/files/2025-08/HLP%20Faculty%20Guides%202025%20-%20HLP%2018.pdf>

**Video:** <https://highleveragepractices.org/2017-first-edition-materials/hlp-14-use-cognitive-and-metacognitive-strategies>

**Track Positive Reinforcement with Our Be+ App** | Among other features, teachers can set a pre-correction alarm that prompts them to use the Neutralizing Routine at a designated time. <https://docs.google.com/document/d/1RsFAFgr5ODkLeGJfU9E-4P0sZZRUhglbDpLfsLwKfE/edit?tab=t.0>

**Neutralizing Routine Strategy Overview** | This overview introduces the Neutralizing Routine strategy and explains how educators can use brief, planned responses during Vulnerable Decision Points to prevent escalation and reduce reliance on reactive or punitive discipline. The document defines key features of effective neutralizing routines, including clear if-then statements, brief and doable steps, and intentional interruption of predictable chains of events. Educators are guided through when and why to use a routine, how to recognize Vulnerable Decision Points related to situational factors or

decision state, and how to implement a simple pause-and-respond process in the moment. Examples and a fidelity checklist support consistent use, with the goal of aligning responses with educators' values, increasing positive student behavior, and supporting more equitable decision making. [https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/f/19192/files/2026/03/NeutralizingRoutine\\_Overview.pdf](https://bpb-us-e1.wpmucdn.com/blogs.uoregon.edu/dist/f/19192/files/2026/03/NeutralizingRoutine_Overview.pdf)

**Creating Neutralizing Routines** | Starting page 3, this worksheet helps teachers develop a simple, personalized neutralizing routine for use when a Vulnerable Decision Point occurs. Educators create a brief if–then plan, practice it, and consider how to communicate it to students so responses feel predictable rather than punitive. A short checklist supports reflection on whether the routine is clearly defined, practiced, and used consistently, with the goal of pausing during challenging moments and responding in ways that align with educators' values and support positive student behavior. [https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fbpb-us-e1.wpmucdn.com%2Fblogs.uoregon.edu%2Fdist%2Ff%2F19192%2Ffiles%2F2024%2F09%2FNeutralizingRoutine\\_Worksheet.docx&wdOrigin=BROWSELINK](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fbpb-us-e1.wpmucdn.com%2Fblogs.uoregon.edu%2Fdist%2Ff%2F19192%2Ffiles%2F2024%2F09%2FNeutralizingRoutine_Worksheet.docx&wdOrigin=BROWSELINK)

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