Processing an Incident[1]

EBOS Domains: **Problem Solving**, Flexibility, **Self-Awareness**, Self-Management, Social Awareness, Relationship Skills

Introduction & Purpose Of Strategy

Students who are stressed after a confrontational incident often experience diminished working memory. Trying to process the facts of an incident right after it has happened can yield inaccurate recall. Students with chronic oppositional behavior might benefit from using a processing sheet in response to an incident.

The Strategy

Help student take responsibility for the choices they made by using a processing sheet to help articulate their choices.

Examples / Templates

For example, a student who struggles to take responsibility and give honest facts after a confrontational incident might use a processing sheet such as **Taking Responsibility for Choices Worksheet**.

Example: Taking Responsibility for Choices Worksheet

Student Name: _Sheila Doe_   Date: _4/1/2021_

First, ask yourself these questions:

6. What choice did I make? _I flipped my desk and yelled at Mrs. Smith._

7. What happens when this rule is broken? _I go to the office._

8. Would I like to be treated the way I treated the person or people involved? _No. I would be scared._

9. What was I trying to do or get when I chose to act the way I did? _I didn't want to do my work._

   Did my choice get me what I wanted? _No. When I came back from the office I had to still do my work._

10. How could I get what I wanted in a way that wouldn't hurt anyone or wouldn't get me in trouble? _Talk to my teacher and tell her how I'm feeling._

Second, decide what to do now to make things better. Check one to two choices. Then *do* them!

- ✓ Apologize to _Mrs. Smith._
- ❏ Write a note to _____
- ❏ Do something nice for _____
- ❏ Make an appointment to talk with _____
- ❏ Do nothing right now, but remember to make the right choice from now on.
- ❏ Practice the right choice right now.
- ❏ Something else: _ask to use the calming corner when I feel that way again._

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[1] Minahan, J. and Rappaport, N. (2018). *The behavior code: A practical guide to understanding and teaching the most challenging students.* Harvard Educational Press, pgs. 104-105

Tips and Recommendations

- After the student has regulated, ask him/her to draw out the incident in cartoon form with thought/speech bubbles to help with skill-building.
- Consider using electronic journaling to write out the incident instead of being expected to verbally express the details right after.
- Consider asking the student to process the incident with an adult who was not involved.
- A **Strategy Implementation Sheet** can assist teams in ensuring the necessary steps are identified and carries out so the strategy can be started. There is also a fidelity component for teams to determine how the strategy has been implemented and for future planning.

Strategy Implementation

Steps Needed To Implement Strategy	Due By	Person Responsible	Done?
Step 1 **Discuss Worksheet with student before incident occurs**	1.27.21	Mrs. Cole	Y
Step 2 **Have copy ready to complete together after an incident**		Mrs. Cole	N
Step 3 **Store completed sheet in folder to refer back to later**		Mrs. Cole	N

Initial Trainer	**Mr. McKinnon**
Coach	**Mr. McKinnon - will review examples and Processing Sheets with Mrs. Cole.**
Implementor[s]	**Mrs. Cole**
When To Initiate	**After every behavior incident**
Other Involved	**Student(s) involved in incident**
Fidelity Logistics	**Mrs. Cole will save all Processing Sheets in folder to review back on every month to determine if they are working.**
Data To Review	**Discipline Log Entries, Processing Sheets**
Notes	**Print Processing Sheets and keep them accessible after every incident.**

Fidelity Checklist	2.17.21				
A] Processing Sheet Printed	✓				
B] Previewed with student	✓				
C] Utilized Processing Sheet	x				
D] Completed sheet saved in confidential folder	x				
E] Reviewed previous Processing Sheets & Disciplinary Logs for effectiveness every month	x				
Results					
Notes					