

Questions for Debriefing Session

- 1. What did you do?** Here the student is expected to name the behavior of concern. For example, "I threw a book at the teacher," or "I kicked over my desk and ran out the classroom." It is important to state specific behaviors versus general statements like, "I was having a bad day," or "I got mad." If the student has trouble getting started, ask a question like, "Well what got you into trouble?" or "What do you think was written down about what you did?"
- 2. Where, when and why did the problem behavior occur?** This question gets information on the triggers or antecedents for the student behavior. Sometimes the students want to blame others and this question may validate them in some cases. However, they have to learn that even though they may have been provoked unfairly, it is not acceptable to respond in the way they did.
- 3. What could you do next time that would be acceptable?** Here the student is prompted to look at alternatives. It is important that the options raised are both acceptable and help to address the student needs. This step is at the heart of problem solving. The student is encouraged to select one response from the options and make some commitment to try very hard to respond this way in the future.
- 4. What do you need to do next?** At this point the discussion centers on follow-up from the incident in regard to responding to possible victims of the incident or damage to the classroom or school. In addition it is desirable to rehearse the selected response in the event the triggering events recur in the near future.
- 5. What is the action plan?** This question is designed to bring closure for the discussion. The teacher or the student writes down the decisions, specific follow-up steps and the alternative response that the student will make in the future when the triggering events are present.
- 6. How do we check on how you are doing?** Here the teacher and student make some agreements on how to monitor the plan. The student may offer to keep track of incidents, the teacher and student may meet on some schedule such as every other day after lunch. The student may agree to share the plan with other staff who may assist with monitoring and provide feedback. The meeting closes with scheduling a date to meet again in 3 weeks or so to review progress.

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