



AVOID POWER STRUGGLES

USING THE

ACCOUNTABILITY RESET™

PLAN



THEBEHAVIORSTUDIO

**Avoid Power Struggles in the Classroom:
How to Teach Accountability to Students
Using the Accountability Reset™**

FREQUENTLY ASKED QUESTIONS

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Avoid Power Struggles in the Classroom: How to Teach Accountability to Students Using the Accountability Reset™

After a behavior crisis ends, many teachers find themselves facing an unexpected challenge. The room is calm again, but the question remains, what do I do now? It's easy to default to punishment, hoping it will prevent the behavior from happening again. But for many students, it doesn't.

In this article, you'll learn how to teach accountability to students using the Accountability Reset™, a 3-step process that shifts the focus from punishment to instruction. You'll discover why timing matters, what the brain needs after a crisis, and how to turn this moment into an opportunity to teach skills, build trust, and create lasting behavior change.



[READ FULL ARTICLE](#)

FREQUENTLY ASKED QUESTIONS

1

What if the student refuses to complete the accountability task?

If a student refuses, it usually means one of two things, the student is not fully regulated, or the task is too demanding. First, reassess readiness. If the student is calm, reduce the cognitive load of the task. Keep privileges paused and the reinforcer delayed. Over time, the student learns that completing the task is the pathway forward.

How do I know if the student is truly ready for accountability?

Look for signs of regulation, steady breathing, relaxed posture, and the ability to engage in simple conversation without agitation. If the student is still reactive, defensive, or easily triggered, the brain is not ready. Waiting a few more minutes can make the difference between resistance and cooperation.

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What if the student rushes through the task just to get their privileges back?

Speed is not the goal, accuracy is. If the student rushes, pause and redirect them to complete the task correctly. Have them redo specific steps if needed. The expectation is not just completion, but correct performance. This ensures the student is actually learning the behavior, not just checking a box.

**WHEN STUDENTS ARGUE: 10 ESCALATION TACTICS AND ONE SCRIPT
FOR DE-ESCALATING STUDENT BEHAVIOR**

FREQUENTLY ASKED QUESTIONS

Isn't delaying the reinforcer just another form of punishment?

No, because the reinforcer is not removed, it is postponed. This creates motivation rather than discouragement. The student understands that access is still possible, but it is now tied to demonstrating the appropriate behavior. This shifts the focus from loss to learning and encourages engagement in the process.

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What if I don't have a Behavioral Response Flow™ prepared ahead of time?

You can still implement the process. In the moment, keep it simple. Identify one clear action you want the student to take when upset and walk through it verbally. Then, after the situation, take time to formally design the response flow so you are better prepared for next time.

How do I manage this process while still teaching the rest of the class?

This is where systems and support matter. Whenever possible, use a designated space or have another adult supervise the recovery phase. Over time, as students learn the process, it becomes quicker and more efficient, reducing the overall disruption to instruction.

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What if the behavior was extreme or dangerous? Shouldn't the consequence be stronger?

Safety always comes first, and serious behaviors may require additional consequences. However, even in these cases, instruction must still be included. Without teaching a replacement behavior, the student is likely to repeat the same action, regardless of how severe the punishment is.

**WHEN STUDENTS ARGUE: 10 ESCALATION TACTICS AND ONE SCRIPT
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FREQUENTLY ASKED QUESTIONS

Won't students take advantage of this system if they know they can just "do the task" later?

Not when the system is implemented consistently. The removal of privileges and delay of the reinforcer still create discomfort. The difference is that the student now has a clear pathway to regain access. Over time, most students choose the appropriate behavior first because it is easier and more efficient.

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How do I keep from taking the behavior personally during accountability?
Remind yourself that the behavior is a signal, not a personal attack. The student's actions are driven by a lack of regulation, not a desire to harm you. If needed, take a moment to reset yourself or ask for support before beginning the accountability process.

What if the student completes the task correctly but then repeats the behavior later?

That is part of the learning process. Behavior change is gradual. Each time the process is repeated, the student becomes more familiar with the expected response. Stay consistent, increase the task slightly, and continue reinforcing correct behavior. Over time, the replacement behavior becomes more natural.

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How do I handle students who struggle with reading or writing during accountability tasks?

Keep the cognitive load low. Use verbal review, modeling, and guided practice instead of written tasks. The goal is to teach behavior, not test academic ability. Adjust the task so every student can successfully engage in the learning process.

FREQUENTLY ASKED QUESTIONS

How long should this process take from start to finish?

It varies, but most accountability tasks should take only a few minutes once the student is regulated. The key is not speed, but timing. Waiting for readiness and keeping the task simple ensures the process is efficient and effective without taking over the entire class period.

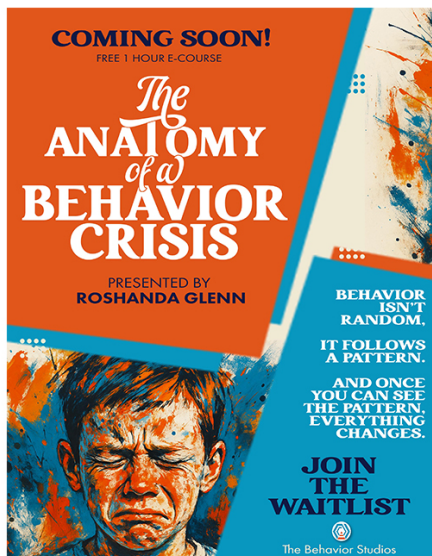
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Want to Go Deeper? Explore These Topics Next

Take a deeper look at [how behavior crises develop over time](#), and understand what's happening in the brain as students shift from thinking to survival mode.

Explore [how to de-escalate student behavior](#) by using safety-centered responses that match the student's level of escalation instead of applying the same strategy in every situation.

Learn how to [recognize the early warning signs of escalation](#) so you can respond while the student is still reachable and prevent the situation from intensifying.



FREE WORKSHOP COMING SOON!

THIS FREE WORKSHOP BREAKS DOWN THE ANATOMY OF A BEHAVIOR CRISIS SO YOU CAN FINALLY UNDERSTAND WHAT'S HAPPENING IN THE MOMENT. YOU'LL LEAVE WITH A CLEAR, STEP-BY-STEP WAY TO READ BEHAVIOR IN REAL TIME AND RESPOND WITH CONFIDENCE INSTEAD OF GUESSWORK.

JOIN THE WAITLIST

SIGN UP TO BE NOTIFIED WHEN THE CLASS LAUNCHES AND BE THE FIRST TO KNOW WHEN REGISTRATION OPENS.

SPACE WILL BE LIMITED.

JOIN THE WAITLIST