

## How to Handle "It"

- € **Do I remember that this is not personal?**
- € **How am I feeling? (angry, calm, frustrated)**
  - Take a deep breath and drop my jaw?
  - Do I need to walk away or cool down
- € **Is this something that needs to be addressed now or later?**
- € **Can I ignore, attend, praise**
  - Praise another student who is behaving appropriately. If the student that is behaving inappropriately changes his/her behavior, give immediate feedback/praise.

### If I need to address it Now...

- € **Can I handle this privately?**
  - Non-verbal prompt (gesture, card, teacher proximity, visual prompt, one-to-one at a later time, secret signal)
  - Talk with this student one-on-one at a later time and work on developing a relationship
- € **Am I remembering my goal?**
  - Are my actions based on this goal?
- € **Am I considering why this is happening?**
  - Two Possible Functions (To Obtain or Avoid) Consider: Attention, Frustration, Awareness, Ability, Physical, Control, Sensory
  - Am I showing empathy?
  - Can I provide choice?
- € **Am I communicating effectively? (start with the heart)**
  - **Listen**
    - Am I listening to understand and not to respond?
    - Respond by paraphrasing what the student has said... "So, from your point of view this situation looks like...", or "Let me be sure I understand you correctly"
    - Do I understand what the student is feeling? (If not, can I help them articulate what they are feeling?)
  - **Speak**
    - Pause before speaking
    - Use quiet and calm voice
    - Use "I" statements and keep it clear and simple.
    - Re-direct
      - Provide a brief, clear, private verbal reminder of the expected behavior.
    - Re-teach
      - Builds on the re-direct by specifically instructing the student on exactly what should be done.
    - Provide Choice
      - A statement of two alternatives—the preferred or desired behavior or a less preferred choice.
- € **Do I need Support?**