

Steps	How to implement	Examples					
		Physically aggressive behaviour towards another person	Swearing/inappropriate language	Absconding from classroom	Not being able to follow instructions	Escalating behaviour relating to disappointment (losing)	Escalation with no clear trigger/anxiety/generalised dysregulation
Behaviour	What are you seeing?						
	Identify your own feelings – if you are feeling angry, anxious or frustrated this will likely escalate the child.	How am I feeling?	How am I feeling?	How am I feeling?	How am I feeling?	How am I feeling?	How am I feeling?
Feelings	Support child to identify their own feeling.	How am I feeling?	How am I feeling?	How am I feeling?	How am I feeling?	How am I feeling?	How am I feeling?
	- I'm wondering if you're feeling (emotion) because of (possible trigger) - I can see that you are feeling (emotion)... Can you help me to understand why you're feeling (emotion) at the moment?	- Angry? - Frustrated? - Upset? - Out of control?	- Angry? - Frustrated? - Upset? - Out of control?	- Worked up? - Out of control? - Anxious? - Mixed up?	- Worked up? - Out of control? - Upset? - Disappointed?	- Disappointed? - Frustrated? - Upset? - Angry?	- Worked up? - Out of control?

Empathy	Asking children what has caused them to feel a certain way might indicated the cause of a behaviour. What we need to understand is what the behaviour <i>means</i>. • I want to be in control. • I want to belong. • I don't know how to connect with peers. • I don't know what is expected of me. • I don't know how to be calm. • I don't know how to get my needs met.	• I don't know how to connect with peers • I don't know how to cope with my feelings • I don't know how to get my needs met • I'm feeling out of control	• I don't know how to cope with my feelings • I'm feeling out of control	• I want to be in control • I don't know how to cope with my feelings	• I want to be in control • I'm feeling insecure • I don't know how to cope with expectations/my environment	• I don't know how to cope with my feelings • I want to belong • I want to be valued • I want to feel proud	• I don't know how to cope • I am overwhelmed
• Demonstrate and teach empathy with statements like... • It must be difficult for you to accept (insert), I would be upset also. • I can understand why you would be feeling angry. • I can see that you're excited about (insert), I would be as well.	• I can understand why you would be feeling (Insert from above) • I understand that you're having a hard time keeping your body to yourself.	• It must be hard for you to feel out of control, I would find it hard also.	• It must be hard for you to feel out of control, I would find it hard also.	• I can understand that it must feel frustrating to not be able to do what you'd like to at the moment.	• I can understand why might feel disappointed, I would too.	• I understand it must be hard for you to feel out of control.	

Respect	Giving a child choices is essential. It demonstrates respect in regards to both their feelings and their ability to problem solve. REMEMBER: these discussions will only work if the child is calm enough to engage their higher thinking. If the child is non-responsive or still escalated it indicates they are not ready to talk. Continue to gently acknowledge their feelings, maintain a calm and quiet environment to allow for them to reach a state of calm.	• Would you like to talk to me about what is happening in your calm space, or would you like to discuss it in the office?	• You can come and spend some time in your calm space or if you are unable to do that, you will need to go to the office.	• I know that you might be using this space to help calm down, but it's not okay to be out of the classroom. You can take some nice breaths and re-join the class, or you can spend some time in your calm space.	• You can take three nice breaths and prepare to move on to the next activity or you can spend some time in your calm corner.	• You can take three nice breaths and prepare to move on to the next activity or you can spend some time in your calm corner.	• Would you like to stay with the class doing the activity or would you like to spend some time in your calm space?
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Actions	● Target behaviour ● Use alternatives to punishment ● Provide choices ● Show respect 1. Point out a way to be helpful. "how do you think we can fix the problem caused by your behaviour?" 2. Express strong disapproval without attacking character. 3. State your expectations. 4. Show the child how to make amends. Seek the child's input to solution/ consequence. 5. Provide choices – "do you want to clean your room now or after dinner?" "if you can stop the behaviour now we can continue to (insert). If you're unable to stop we will go home now." 6. Implement consequences and set limits. Always be consistent, insistent and persistent in your approach.	I understand you're feeling angry, but it is not okay to hurt other people. Next time you are feeling like this, it would be helpful for you to let me know, so we can help you feel calm. How do you think (person affected) might be feeling? How do you think we could make this better? Now because we couldn't keep our body to ourselves, (insert consequence). Then (insert time frame) you will be able to re-join the class etc.	I understand you're feeling out of control but that language is not acceptable. Now that you are feeling calmer, how do you think we could make this better?	Use similar language for all behaviours.
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Consequences	Smacking, aggressive behaviour or yelling are unhelpful responses to behaviours. They will escalate the situation by triggering a fear response. Remember, even a stern or raised voice may be perceived as threatening to a child affected by trauma. They will also reinforce learned behaviours of using violence or aggression to solve problems. Where possible, make consequences for specific behaviour known. Allow for input from the child. Providing them with choices about their consequences places responsibility with the child. Must be age appropriate and related to the unacceptable behaviour.	Take time to talk with Kaedyn about consequences that he thinks will be a fair his problem behaviours and make an agreement. Remind Kaedyn that he feels good when he is able to do the right thing and that you're wanting to help him feel calm to enable him to make good choices. REMEMBER: • ALWAYS USE A CALM, EVEN VOICE • BE CONSISTENT WITH CONSEQUENCES • CONTINUE TO ACKNOWLEDGE, REFLECT AND VALIDATE FEELINGS • ENSURE THE CHILD IS CALM BEFORE ENGAGING IN DISCUSSIONS REGARDING BEHAVIOUR
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