

## **Secondary - Positive Phrases**

These are clear, directional, unambiguous instructions that avoid generalisation such as 'good', 'nice work' or 'you're just being silly'.

Ryan put the pen on the table, thank you.  
Stay seated in your chair Lily, thank you.

## **Limited Choice**

Young people are developmentally programmed to strive for independence and when an adult gives limited choices it gives a young person a means of asserting their authority with fewer power struggles for everyone.

Are you starting your work with some research or writing?  
Are you sitting next to Ryan or Jack to do your work?

[https://www.youtube.com/watch?v=\\_PTikC3otiU&list=PLf3tRCIicI6nitvmxH9mnbbYF\\_SJVIPHb&index=2](https://www.youtube.com/watch?v=_PTikC3otiU&list=PLf3tRCIicI6nitvmxH9mnbbYF_SJVIPHb&index=2)

## **Disempowerment**

When the adult authorises the challenging behaviour the adult owns the behaviour. However, the adult will need to undertake a dynamic risk assessment before disempowering.

I see you're climbing over the fence, it will be far safer to use the exit gate if you need to leave.  
If you choose to run off, we will have to let the relevant people know that you've left the site.

## **Consequences (Protective and Educational)**

Consequences are limits to freedoms that teach safety; however, they should not be used in isolation and should have opportunities for teaching attached to them.

You can access that activity when I know you can follow instructions safely  
You can help the caretaker repair the damage you caused

## **Scripts**

Scripts are shortcuts to all of the above which must be taught to individuals/groups.

Classroom language  
Remember the classroom expectations  
Thank you for sharing your views

**Positive body language will aid the verbal language.**