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

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.