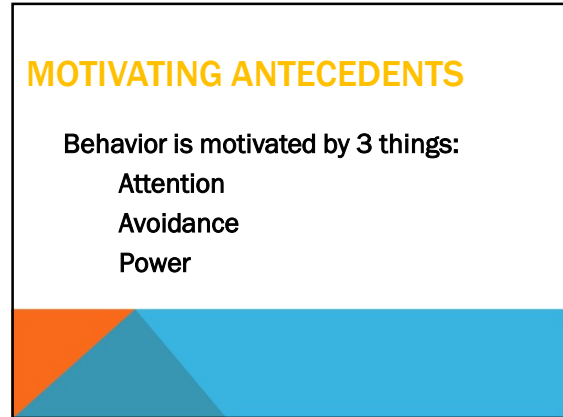
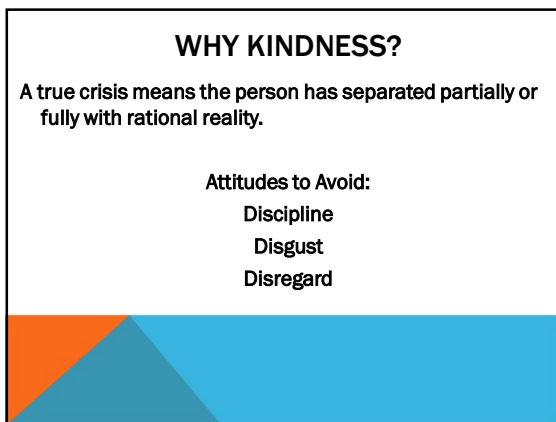




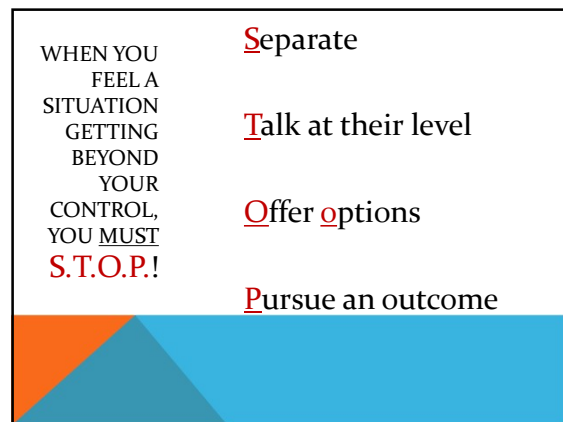
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11



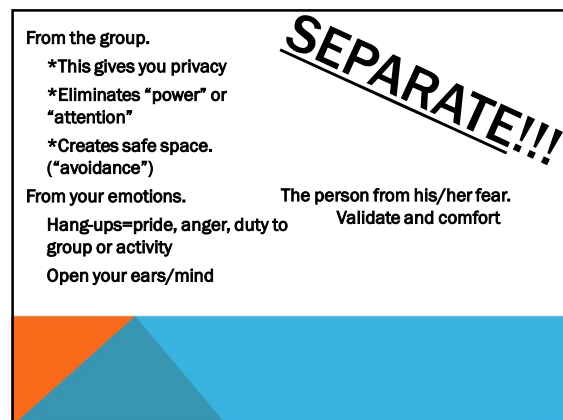
2



13



6



14

**TALK AT THEIR LEVEL**

1. Make sure you are eye level
2. Personal space
3. Use short concise speech
4. Ask!!! Before you touch



15

**EXTREME CRISIS**


What if a child goes into a full **MELTDOWN**?

Encourage them to separate from group. (get another staff to call supervisor while you talk)

If they will not separate, and it is impacting the emotional health of group.

1. Calmly, remove the group.
2. Get someone to call supervisor.
3. Limit alone time with child.

**\*\*Never touch a child unless they are a harm\*\***




18

**“We can do this or you can do that.”**

People feel more in control when given a choice.  
Directs responsibility away from you onto other person.  
Joining the person in choice models behavior.  
We do it all the time with our kids.

“If you eat all your food, then you get desert”  
\*Try to make choices positive\*  
“We are leaving, you can stay if you want”  
*traumatizing: yet effective*

**OFFER OPTIONS**



16

**OTHER “P”S**

**PROCESS**  
Talk to another adult who saw interaction for feedback.  
Retell situation to a trusted friend.  
We grow and learn by sharing & attaining wisdom.

**PRAY / MEDITATE**  
Have a core set of beliefs

**GET POLITICAL**  
Education, occupation, society, culture  
We are all interconnected




24

Your first set of choices may not work.  
It’s OK, even good, to change them.  
Makes the person feel valued.  
Gives him/her a voice w/o having to speak.

The final choice is always to get disciplinarians involved.  
Silence is a choice.  
These are not our kids.  
This process will leave an impact for next time.

**PURSUE AN OUTCOME**




17

**KEYS TO SUCCESS**

**Remain positive**  
The student will very likely forget the lesson.  
He / she will remember how you made him / her feel.

**Know your limits**  
If any negative emotion or personal biases creep in, remove yourself from situation.  
It is better to let someone else take a crack than to push too hard or far.



25