

# ENTERPRISE TALK

A Handrail to Authenticity and Integrity

Prohibitions: **NO DIRECTIONS! NO QUESTIONS! NO PRAISE!**

## DESCRIPTIONS

Conveying in language what the child can perceive presently—what the child is now seeing, hearing, feeling, touching, and smelling. This is about input to the child.

## NARRATIONS

Putting the child's actions in words as the child is doing it—like a sports announcer delivering play-by-play coverage of events as they occur. This is about the child's output.

## SUBJECTIVE TALK

Talking about your own actions and thoughts that relate to the child's current situation. Most self-talk statements begin with "I..."

## NON-VERBAL RECOGNITION

Communicating your pleasure in valued behavior by facial expressions and body language; reacting especially when children take positive *initiative*, when they act *courteously and cooperatively* with each other, and when they *persevere* at difficulties.

## INTRINSICALLY-PHRASED RESPONSE

Highlighting naturally occurring feelings of self-worth and self-satisfaction that accompany competent and socially constructive behavior. One way to do this is to employ these four concept clusters in a sentence, as in the quoted example.

ENJOYMENT “ <i>It’s fun to do, isn’t it?</i> ” pleasure ~ delight ~ happiness ~ thrill ~ joy ~ amusement ~ gratification ~ good feelings ~ savor that inside ~ pride ~ satisfaction	COMPETENCE “ <i>You did it!</i> ” success ~ mastery ~ have the know-how ~ expertise ~ accomplishment ~ achievement ~ attainment ~ have the skill ~ a talent ~ knack
CLEVERNESS “ <i>That’s tricky.</i> ” a new idea ~ unique ~ brainy ~ smart ~ intelligent ~ bright ~ witty ~ sharp ~ ingenious ~ quick ~ original	GROWTH “ <i>You’re sure getting bigger!</i> ” ready for new challenges ~ older now ~ something new ~ more grown-up ~ more independent

## DESCRIPTIVE CUE SEQUENCE

1. Signal: Giving a cue “It’s time to \_\_\_.”, or ring a bell, or flash lights. Waiting 10 to 15 seconds, recognizing desirable actions by describing, narrating or employing non-verbal recognition. If not working, proceeding to step 2:
2. Description: Describing what needs doing or where things are. In most cases this works, if given time and continuing recognition of what you value. If not, proceeding on to 3:
3. Modeling the actions you desire while describing your own thoughts and decisions aloud. This step is most used when the desired action is unfamiliar.
4. Direction: If, after a time, a child fails to voluntarily join the efforts, issuing a clear direction.
5. Draw a Line: restricting participation in the next activity to those completing the desired actions.