

Descriptive Cue Sequence

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| signal | giving a verbal ("It's time to...") or non-verbal (bell or lights) signal, waiting 10 to 15 seconds, noting and supporting desirable actions when you see them |
| description | providing facts: what needs doing, where things are, what the procedures are, etc. |
| model | demonstrating how to do it, while talking to yourself aloud about what you are doing and thinking |
| direction | issuing a clear, simple instruction to act |
| draw a line | linking the next activity to achieving a specified minimal level of performance <i>"After you do _____, then you can do _____."</i> |

Active Listening Progression

When a child is emotional:

(1) Describing what you see

In a factual, non-judging way, describing what you see in a simple, concise statement and waiting for the child to communicate by using words.

(2) Paraphrasing the child's message

The child is communicating something with words or with actions. This step is to put your perception of that message in your own words, trying to convey the child's idea in a different way, not trying to use any of the words the child used, and with a questioning inflection that conveys "Is that right?"

(3) Offering names for those feelings

Labeling what you guess would be the underlying emotion word that would represent the feeling, using a sophisticated vocabulary, and avoiding the labels "angry," "mad," and "sad."

Offering a name for the feeling you suspect is there: "I would be _____." or "You could be feeling _____."

(4) Reviewing the situation

Describing the situation before the problem began and the current options open, sticking to the facts as known.

Communicating Limits Progression

When you feel a child needs guidance:

(1) Giving information

- Describing the facts of the current situation, setting, and actions. Or...
- In an "I..." message: talking about yourself; stating your own perspective and interests, but not your feelings.

(2) Predicting the natural consequences

Outlining the likely results in the future, if the current situation continues.

(3) Offering an equal choice

"You may do _____ , or you may do _____ . You can choose."

All presented options are *bona fide* paths to accomplish what the child would like in ways acceptable to the community.

(4) Setting a contingency

"After you do _____ , then you may _____."

Saying what is expected of the child, then offering an opportunity that will become available after meeting the expectation.

Intrinsically-Phrased Response

When you want to highlight the internal feelings of self-worth and self-satisfaction that accompany newly competent and constructive action, you can incorporate these concepts into your comments.

ENJOYMENT

"It's fun to do, isn't it?"

pleasure
delight
happiness
good feelings inside
satisfaction
savoring the feeling

COMPETENCE

"You did it!"

success
mastery
have the know-how
achievement
excellence
accomplishment

CLEVERNESS

"That's tricky!"

new idea
unique
brainy
smart
intelligent
original

GROWTH

"You're sure getting big."

ready for new challenges
becoming older
new change
more independent
more grown-up