


Checklist to support staff & observations

<u>Script toolbox</u>	<u>Emotional containment phrases</u>	
Partial agreement	Its fine	You can do this, I believe you can / in you... I can understand that...has upset you/made you feel...because you thought/felt
Assumed compliance	It's not a problem	...I need to keep you safe
Keeping in mind	Its ok...	I understand you need some space. When you are ready...
Indirect praise	You're letting me know that	When you're ready we can talk about it and I'll be...
Choices of consequences	It seems that	Let's think of a way you can let me know next time...
Alternative phrases to no	You want me to know that...	Its ok, you're safe, we need to keep you safe
Tactically ignoring	It feels like/as if	
Expectation reminders	Let's sort it out/do it together	
Broken record	We can fix this...	

Toolbox strategies

General praise	Simple verbal direction
Proximity praise	Simple question
Tactically ignoring	Distraction
Non-verbal signal	Warning and choice...2 nd warning and choice
Rule/expectation reminder	Logical consequences
Direct praise	Voice level (volume monitoring)
Positive expectation reminder	Self-directed challenge settings
Pupil perceptions	Revisiting work through a graduated process
Keeping in mind	Modelling mistakes
Movement breaks	Best bits of the day
Chunked activities	Visual timetable (whole class/individual)
Positive gossip	Prepare for changes
Assumed compliance	Routines to be taught, modelled, rehearsed and consolidated
Partial agreement	Time warnings before the end/change of task
Let's do it together	Individual timetable
Reflection	Consistent adult response
Repair the harm done	Choice of consequences
Knowing what's coming	Legitimate control
Pre teaching	Raise profile in class
Differentiation	Journey planner
Safe place	Scaling
Safe person	Acknowledge feelings and provide take up time
Slow tone	Task chunked
First and then/when and then	Equipment checklist
Low stress activities catch me strategy using task, behaviour and specific praise	Low and slow
Meet and greet	Touch and talk
Role of responsibility	Self-regulation
Restorative repair	Sensory support (breaks)
Restorative discussion and learning experience	Reward systems
Assertiveness building (magic script)	Video strips/comic strips
Achievement/brag/celebrations/brilliant book	Buddy system/positive peer support
Child led play	Talk time