

## *De-Escalation Tips:*

### *Comparison between Helpful vs. Unhelpful Thoughts & Actions*

<b>Helpful Thoughts</b>	<b>Unhelpful Thoughts</b>
Empathy about child's history and current skill levels, if known. Considerations of multiple explanations for lack of responsiveness, over-reactiveness, etc.	One-size-fits-all mentality.
Recognize when a child is attempting to test you by controlling your emotions, and stay the even-tempered, predictable, responsible course.	Allowing yourself to feel angry, hurt, or rejected in the moment of conflict with student and reacting accordingly, relinquishing power / control to the student.
Remember that child's anger may not be about the thing they say it is; it could be that some strong feelings have been triggered by something else.	Confusion about why child is expressing anger over seemingly silly situation / event, attempts to rationalize with child in the heat of the moment.

<b>Helpful Actions</b>	<b>Unhelpful Actions</b>
Physically separate children who are in conflict, isolate conversations to reduce audience effects. Safety first.	Address conflict loudly, in crowded situation, with an audience, without appropriate back-up adult support available.
Say, "I see you need help with..." and provide assistance patiently and respectfully.	Give warnings, impatiently expecting child to comply independently.
Use structure (e.g., presenting two choices) with calm, confident tone of voice.	Make ultimatums, speaking with anger and frustration in your tone of voice.
Remain calm and regulated in the face of child dysregulation; a soothing, confident tone of voice (and not much talking at all) will remind child that you are able to help them be safe and calm down. Check in with yourself so you know if you need to "tap out" and switch with another supportive adult.	Allow your emotions to guide you; incessantly lecture and chatter, push child to engage in conversation or academics while they are still upset.
Reframe student disruption as a need for extra help and attention from you; ask them to come and sit with you to work. Use natural consequences designed to repair any damage to relationships or property.	Send students out (which replicates their feelings of rejection / messages that child is unloveable), use of punishment.
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