

## TESA Behaviors for Increasing Teacher Expectations for Students' Achievement

### Strategies for Increasing Equitable Distribution

Randomized Response refers to choosing students to respond in a random fashion. Randomly calling on students will ensure that every student in the class gets a chance to respond and stays focused and engaged. Once all students in the class have been selected, the process begins again. Some ways to randomize responses are to:

- write each student's name on a popsicle stick, and whichever stick is pulled is the student who must answer the question.
- have each student write their name on a piece of paper, and have a student draw a name from a jar to determine the student who must answer the question.
- use a computer program that randomly selects a student's name at the push of a button.
- 

Variation: Use a class roster to keep track of the students you have called on to respond or have the last person who answered a question choose the next student to respond. While these selection processes are not random, they do ensure that each student gets a chance to respond.

Response Chaining refers to linking or chaining students' responses. Response chaining begins by asking a question to which a specific student responds. The teacher then asks the class as a whole to vote regarding the accuracy of the student's response using three options: the answer is correct, partially correct or incorrect. The teacher selects a student who has voted correctly. If the original student's response was incorrect, the teacher asks the newly selected student to make the necessary corrections in the first student's response. When the correction is made, a new question is asked. If the original student's response was partially correct, the teacher asks the newly selected student to identify what was correct about the response and what was incorrect and provide the missing correct information. Again, a new question is then asked. If the original student's response was completely correct, the newly selected student is asked another question.

Response chaining should be done in a way that does not embarrass students who have

answered a question incorrectly or partially correct. Teachers should take care when responding to incorrect answers.

Variation: Use a small foam ball to signal transfer of responsibility from one student to another. The original student who has answered the questions starts with the foam ball that has been passed to him/her by the teacher. When a new student is selected to respond, the ball is thrown to him/her by the student who currently holds it.

Group Response is when all students respond simultaneously and in the same manner to a prompt, cue or question from the teacher. Group response is best accomplished when there is a brief, correct answer. Choral, non-verbal and written response are all variations of group response.

Choral Response is when all students repeat a response in unison. Choral response is best accomplished when important information is stated in a short phrase or sentence and students appear to be having difficulty with the information. The teacher should review and exemplify the various components of a concept because the students' lack of response shows that they do not understand. The purpose of group response is not to have students memorize verbatim answers. The purpose is to review an important generalization or principle about which there seems to be some confusion.

Non-verbal Response is when all students respond using a non-verbal gesture. Students must be taught what each gesture represents, how to use them and when it is appropriate to use non-verbal responses. When the teacher solicits a response, each student determines which non-verbal response to display. On cue from the teacher, the students display their responses. It is sometimes useful to have students present their responses in such as was that only the teacher can see. Students feel less threatened because their answers are not public. The teacher uses the group feedback to guide her subsequent interactions with students.

Some forms of non-verbal responses include:

- raising of hands or thumbs up (or thumbs down) to signal acceptance of a specific response
- indicating the number or letter of choice using sign language

- fist to five to indicate the level of acceptance of a specific response

Written Response is when all students respond in writing. Each student must be equipped with appropriate material for writing. When the teacher solicits a response, each student records his/her answer individually. On cue from the teacher, the students hold up their responses. Written response is very similar to non-verbal response because the process and net effect are the same.

Games increase student engagement, participation and response opportunities because they involve missing information. Games should focus on academic content so that they represent a form of review. Some games are: Classroom Jeopardy!, Name that Category modeled after The \$100,000 Pyramid and Classroom Feud modeled after Family Feud.

### **Strategies for Increasing Individual Helping**

Pair Students to increase individual helping interactions. A student that possesses the skill or concept is paired with a student that is acquiring the skill or concept to provide individual helping when the teacher is unable to do so.

Circulate refers to actively circulating while students are working. This will enable the teacher to determine when students are in need of individual helping. Moving around the room provides more opportunities to provide specific instructions to assist students with how to improve their work.

Process Checks are brief, frequent methods for determining if students are understanding content. They can be as simple as a thumb up and as complex as a rubric students complete to indicate level of understanding. Regular and frequent process checks will provide information needed to determine if students require individual help. If the student cannot demonstrate the skill or concept at the process check, they are in need of help.

Cues refers to establishing a specific cue, signal or process to obtain the teacher's attention to make soliciting help easier for students. In addition, teachers should become familiar with cues or signals exhibited by students when they don't understand what is being taught. For

example, students may exhibit different body language, misbehave or disengage when they don't understand. The teacher should use these signals to prompt individual help.

Routines refers to establishing and teaching specific routines for getting started on work and what to do when in need of assistance. Discuss with the class that needed help is a part of learning in order to make it safe for students to ask for help.

Student Input refers to gathering information from your students. Often, students know best what they struggle with and have ideas about how to better help them. Periodically seek out students who consistently struggle with learning and ask them what helps them learn. Don't be resistant to ideas that may be out of the box. The goal is mastery of content, not doing something a certain way.

### **Strategies for Increasing Latency**

Visual cueing suggests that the teacher and students develop a non-verbal cue that means "thinking." The student can then display this cue to indicate that he/she needs more time. Some examples include:

- Making a T using hands to represent "Time" is needed to process
- Tapping the side on the head gently to indicate "Thinking"
- Spinning fingers beside head while formulating answers
- Tapping pencil on desk 5 times slowly so that teacher can see that concentration on question is occurring and then stop when answering or indicating that help is needed

Counting to five strategy suggests that teacher practices counting slowly in his/her head, up to five, after questions asked in the daily routine. This could also be done when responding to questions asked of teacher by others. This will allow teacher to become comfortable with wait time. Eventually, this will be common practice in the teacher's classroom.

Modeling strategy encourages teacher to model waiting and thinking behavior when the students ask a question. Observing an adult taking time to answer a question will demonstrate to students that it is safe to do so and that adults need wait time. Conversely, it may improve

interactions in the teacher's classroom when all are willing to question, wait, and respond.

### **Strategies for Increasing Delving**

Use knowledge of students' learning styles to dig deeper. Learning styles are various approaches or ways of learning.

There are three widely accepted learning styles:

- Visual learners learn through seeing. They may think in pictures and learn best from visual displays including diagrams, illustrated text books, videos, flip charts and handouts. To provide additional information to help visual learners respond to a question, draw a pictorial representation of the concept.
- Auditory learners learn through listening. They learn best through verbal lectures, discussions, talking things through and listening to what others have to say. To provide additional information to help auditory learners respond to a question, talk them through the concept.
- Kinesthetic learners learn through moving, doing and touching. They learn best through a hands-on approach. To provide additional information to help kinesthetic learners respond to a question, use technology.

Break the question into parts to make answering more manageable. Sometimes, students may be overwhelmed by questions with several parts.

To help students respond to a question, focus on one part at a time. For example:  
What mammals lives in North America? Let's start by reviewing the characteristics of mammals.

Connect the question to prior knowledge. Students learn more effectively when they already know something about a content area and when concepts in that area mean something to them and to their particular background or culture. When teachers link new information to the student's prior knowledge, they activate the student's interest and curiosity, and infuse instruction with a sense of purpose.

For example:  
What do you already know about some animals that live in North America?  
Give a hint or clue to the answer. Students may need to be provided with additional information in order to answer a question. Teachers can

facilitate a learner's development by helping them accomplish a task that they would not otherwise be able to do.

For example:

We've been studying black bears in North Carolina. Do black bears have hair?

Rephrase the question to help the student respond. Students may need for a question to be restated in a new, clearer, more direct or different way. For example:

Can you think of any animals with hair that feed their babies milk that live in North America?

Define words that may be difficult to understand. Students may not be able to respond to a question because they do not understand the meaning or context of a word. For example:

Remember that mammals have hair, feed their babies milk and the babies are not hatched. Ask a different question that will get to the same correct answer if students are unable to respond. They may need to be asked a different, but related question that will get them to the same correct answer.

For example:

What mammals have you seen near your home?

### **Strategies for Increasing Higher Level Questions**

Plan lessons in advance and know what questions to ask. Prior to each lesson or subject, consider the material and pre-plan a series of questions that best fit. Make an effort to use as many of the planned questions as possible. Randomize response opportunities to ensure all students can answer higher level questions. Don't forget to utilize random response opportunities, Unit 1A, when asking higher level questions to ensure that all students are being equally challenged to think in this way.

### **Strategies for Increasing Affirm/Correct**

4:1 Feedback Ratio focuses on what students are doing correctly, prior to and more often than giving them corrective feedback. In other words, how many instances of positive vs. corrective feedback are observed in an interaction. Research shows that using at least a 4:1 ratio of positive-to-corrective interactions impacts work and personal lives. This ratio can be used to predict, with remarkable accuracy, student performance. Positive feedback reinforces appropriate behavior and encourages students to continue doing what they have done so far.

Corrective feedback generally acts as a signal that tells students to stop what they are doing and to remedy the course of their actions. While corrective feedback is necessary, it should not be the majority of feedback given to students.

Specific and Timely Feedback with instructions for improvement refers to providing students with feedback in time for it to be of benefit to the current task. The feedback from a teacher to a student regarding academic work needs to be specific, indicating if the work is acceptable or not, and how to improve. Feedback should be brief and may take several forms.

- Verbal feedback is when a teacher speaks to a student, privately or publicly, to provide specific information about performance on a task.
- Written feedback is generally given when a task requires a product to be produced and provides a more permanent record of student-teacher interactions. Grades are not considered feedback because while they provide a measure of the effectiveness of student performance, they do not provide instructions for improvement.
- Non-verbal feedback is feedback in the form of gestures. Non-verbal gestures are feedback that a teacher provides with his or her actions. While it is difficult to provide instructions for improvement with gestures, it is important for establishing and maintaining rapport with students. Some ways to provide students with non-verbal feedback are smiling, making eye contact or patting a student on the shoulder.
- Teacher-directed feedback is when a teacher guides the feedback through the use of a rubric or by prompting other students to provide feedback.

Setting Clear Learning Goals and Tracking Progress is a strategy that helps students determine their own progress. While almost every teacher has class goals, many times, these are long-term goals rather than immediate measurable desired outcomes. Concrete goals that can be easily measured set a stationary target for students to aim for and minimize misunderstandings. Rubrics, checklists or self-assessment tools can assist students with tracking their own progress and adjusting their course of action to meet their learning goals.

Reflective Dialogue is a teacher-directed self-correction strategy that enables students to exercise introspection through thinking, reasoning and examining their own thoughts and feelings in order to reflect on their progress. Teachers can benefit students by modeling corrective feedback and self-reflection. By demonstrating how to correct a mistake through self-reflection, teachers can help students develop self-correction skills.

### **Strategies for Increasing Praise**

Create a "Cheat Sheet" by developing or using starter phrases that can help vary words of praise. When "good" is used repeatedly, it loses its impact. The next page of this packet has a list of starter phrases for praise. Post it in your class to remind you to seek out positive behavior worthy of praise.

Develop a Structured System for Praise to increase the likelihood that you will praise students on a regular basis. It is not natural to focus on the positive first when there are so many different interactions occurring at once. Because of our natural tendency to focus on what is wrong, it is helpful to have a classroom reinforcement system to provide structure to praise.

Examples of classroom reinforcement systems are:

- ^ Positive notes/positive office referrals
- ^ Token economy
- ^ Lottery system
- ^ Team competition
- ^ Group goal
- ^ Mystery behavior of the day
- ^ Earned privileges

Use Cues to Prompt Praise to remind ourselves to praise. Even with structured systems, we need ways to remind ourselves to use the system. You can create cues to remind you to reinforce students. For example:

- put a mark on the clock at each 15 minute interval and praise at those times
- praise every time someone says or does something (like when the intercom goes off or when another adult enters the room)
- put 10 rubber bands on your wrist and move one each time you praise; set a goal to move all 10 within a certain time frame

- put a sticker on your hand and praise each time you notice it

Praise First, Correct Second refers to praising students before you correct them. This will ensure at least a 1:1 ratio of positive praise to corrective statements. It will also force you to look for something going well on a more frequent basis and increase your natural ability to praise.

Teach Praising as a Classroom Skill to increase the likelihood that students will praise one another. When students are taught how to praise one another, they are more likely to do so. It also creates a classroom culture where praising each other is expected and desired. Make a "Ways to Praise" poster to assist students with praising one another. Model praise for them and give them frequent opportunities to praise other students in their class and throughout the school.

#### Starter Phrases for Praise

Teachers should use praise rather than just letting students know whether they are right or wrong. When using praise, frequently vary your words for the greatest impact.

Ways to say "Good for You":

I am proud of the way you worked today

- BRAVO!
- You figured that out fast.
- I think you've got it now.
- That's the way to do it.
- I knew you could do it.
- You are doing fine.
- You are really improving.
- You make it look easy.
- You are getting better everyday
- Now you've got the hang of it.

#### Strategies for Increasing Reasons for Praise

Developing clear, specific expectations is an important strategy that allows adults and students in an environment to give specific reasons for praise and positive feedback. Specific, observable behaviors or actions for both behavior and academic tasks that indicate to students what they are expected to do allow adults and students to use common language. Once expectations are created and taught to students, adults can connect to expectations to provide more specific praise. Examples:

- If the established expectation is to be respectful to others by using words to

express feelings, and a student says, "Chase, I feel angry when you bump into me on your way to the cubbies," then the teacher can give specific feedback in this manner, "Lola, way to go! You were respectful to Chase and used your words to express what you were feeling."

- If the established expectation is to be prepared by having materials for class, and a student has book, paper, and pencil, the teacher can give specific reason for praise by stating, "Andre, you are prepared today with all of your materials. I know you are proud, too."
- If the established expectation is to be responsible by completing assignments, and a student has completed class work, the teacher can give a reason for praising by stating, "Patrice, you have been successful at being responsible today by finishing all your class work. Great job."
- Adding specific reasons to starter phrases for praise is a way to practice giving specific feedback to students. In Unit 2B, Starter Phrases for Praise were provided. Take some time to add reasons to those phrases. Some examples are provided below:
  - "You are really improving" could be more specific by stating, "You are really improving your ability to solve word problems and show your work."
  - "Good for you" could be more specific by stating, "Good for you, Alex. You have continued to demonstrate your leadership by helping your team see the positive side of frustrations."
  - "You are doing fine" could be more specific by stating, "You are on the right path by explaining why the character did what he did in your essay. You are doing fine."
- Listening to each others' interactions with students and giving each other feedback about the specificity of praise is a strategy to support one another in increasing use of specific praise. Creating a climate of peers that support changes in adult behaviors requires active listening and professional feedback. The following are ideas for observing and giving feedback to one another.

- Ask a colleague to observe you for a 20-30 minute lesson noting number of times you praise students and the number of times that praise is specific. Have them provide a few examples of when you were and were not specific. Practice increasing and have them come back in a few weeks.
- Video a lesson and ask a colleague to provide feedback on specificity of praise. Watch it yourself and see what you see compared to your colleague.
- Ask students to explain why you praise them and what prompts you praising them. Let them know that you want to be specific. They just might hold you accountable.

### **Strategies for Increasing Listening**

Stop what you're doing so that the students feel that the teacher is listening and that they are being heard. If the teacher is not doing anything when students are talking to him, he is better able to indicate that the student's response was heard.

Make eye contact with the student to indicate that you are focused on the individual. Ask a question or restate what was heard to indicate that you are really hearing the words and not thinking about something else. Nod at appropriate times so that the speaker knows that you are staying with the conversation.

Write down what was said to indicate that you want all the details of the conversation. Gesture appropriately, which will show that you are animated and engaged.

Facial expression should be pleasant and showing interest because your facial expression communicates your emotional state. This may be very difficult to control, but it is the most important factor in listening. Practice a poker face when you are not at school to get in the habit of utilizing it when listening.

### **Strategies for Increasing Accepting Feelings**

Build relationships with all students to increase empathy for their experiences, as empathy is built on shared understanding. It is difficult to accept feelings if the feelings are not understood (or misunderstood). For this reason, teachers

need to take the time to get to know their students as much as possible. This doesn't mean there has to be an extensive relationship, but teachers do need to:

- ask questions
- spend time with the students in contexts other than the classroom (outside, lunchroom, etc.)
- ask students what they think about school
- be willing to share some of their life with them
- 

The more students feel the teachers genuinely care about them, the more likely they are to try harder, listen and follow expectations.

Create a classroom climate where it is acceptable to talk about feelings, good and bad, because each person in the classroom is part of a community. Therefore, each person needs to feel they are accepted as part of that community. The teacher sets the tone in creating the classroom environment. If it is desirable for students to build positive relationships with the teacher and with each other, they need to have tools to handle challenges and feel safe doing so. Consider having explicit classroom expectations around expressing and accepting feelings. Not all students have positive experiences expressing themselves and need a method for doing so. Teach a class-wide method for communicating feelings to each other. For example, teach the "I method", I feel when . By encouraging this kind of communication, in advance, a teacher can avoid put downs and personal attacks.

Acknowledge feelings first, prior to affirming or correcting a behavior, instead of correcting the problem right away and moving on. Students need to know that they have been heard and understood before giving them corrective feedback. For example, a student crumples up their assignment and says, "I can't do this!" and puts his head down. Most teachers would jump to the correction, "Please pick up your paper and get started. I will be there to help in a minute." However, adding acceptance of feeling first, "I can see you are frustrated by the assignment. I want you to try again and I will see how I can help you understand it better" increases the likelihood that the student will try again.

### **Strategies for Increasing Accepting Feelings**

Use active listening skills if accepting feelings isn't easy or comfortable to do. Practice some basic active listening skills in day to day interactions. Active listening includes:

#### **Paraphrasing**

You feel like I haven't been treating you fairly and you want another chance.

#### **Summarizing**

So what you are saying is that the assignments are too hard, I haven't been giving enough instruction and you would like some extra help.

#### **Acknowledging**

I hear you saying you are frustrated.  
All of these strategies will help increase capacity to acknowledge students more frequently.  
Unit 1C: Strategies for Increasing Proximity  
Room Arrangement refers to ensuring that the classroom is arranged in such a way so that all students can be easily accessed. Teachers can effortlessly increase proximity to students if they are physically able to get within arm's distance of students easily.

Priority Seating refers to placing the seats of perceived low achievers closer to the front of the classroom or where the teacher spends the majority of the time. Where a student sits in the classroom should be changed to meet the needs of the student as often as necessary. Much of increasing proximity is dependent on the methods of instruction taking place in the classroom. The more interactive, collaborative and hands on the learning is, the easier it will be to increase proximity to all students as you work with smaller groups.

Group Instruction refers to utilizing teaching strategies that bring the group closer together and closer to the teacher. Two ways to increase proximity through group instruction are:

- Circle Time is a form of large or whole group instruction, generally used for interactive classroom activities in which the teacher plays the role of facilitator. Students are seated in a circle which places them closer to one another and closer to the teacher. When students are arranged in a circle, the teacher can easily circulate to get within arm's distance of each student. Morning meetings are a form of circle time.

- Cooperative Learning Groups are the instructional use of small groups in which students work together to maximize their own and each other's learning. Students are organized into small groups to work through an assignment until all group members successfully understand the concept being taught. Circulating throughout the classroom to assist groups of students will enable teachers to increase proximity to each student in the group.

Flexible Classroom allows for different types of instruction to take place in order to accommodate the educational needs of students. In flexible classrooms, several different activities may be going on at the same time. To meet the needs of all students, teachers may want to consider having active (interactive or engaging) and passive (reflective or research-based) learning areas. Different instructional and learning techniques, like individual, pair, small group, large group and whole class may also be present in a flexible classroom. A flexible classroom enables teachers to circulate and interact with students during independent practice, thus increasing proximity.

### **Strategies for Increasing Courtesy**

Post courtesy words to remind students to use them. Many students are not accustomed to using common words of courtesy. Having a poster in the class that gives them specific words to use can help create a classroom culture where using courtesy is expected and desired. Some courtesy words are:

- ^ Please
- ^ Thank you
- ^ You're welcome
- ^ I'm sorry
- ^ Excuse me

Develop a reinforcement system for the number of times courteous words are used to increase the motivation for all class members to use courtesy words. Make sure the whole class will benefit from the system. For example, have a class party when a certain number of words are used.

Make a conscious effort to practice courtesy in your daily life because the more comfortable one is with using courtesy, the better one will be able to model the skill for students. Think of situations that are particularly frustrating or annoying, that

could lead someone to be less courteous (i.e. cell phones in the movie, getting cut off in traffic, loud cussing in public, etc.). Think of ways courtesy could be used instead. Practice this on a daily basis to increase comfort level.

### **Strategies for Increasing Personal Interest and Compliments**

Greeting students everyday is a simple strategy that, if it becomes a commitment on the part of the teacher and adults in the school, can allow adults to get to know students. Knowing them better provides knowledge to interact personally and to compliment students in ways that have significant impact on students. Increase greeting opportunities by: standing in the doorway as students enter class, participating in carpool, lunch, bus, hallway, or recess duties and interacting with students, making sure to pay attention to interests.

Adding a class meeting to daily routine is a technique that allows teachers to get to know students and students to get to know teacher and other students. Knowing and understanding each other allows discussions to be richer and more relevant.

Share personal interests is a strategy that models for students how to share personal information and encourages them to share also. Of course the expectation should be that the members of the class community do not share anything too personal or inappropriate for the school setting. Sharing about a favorite sports team, foods, or TV shows are fun, easy conversations to have with students. Sharing personal interests can fit nicely into instruction with some fore thought. For example:

- If a teacher is instructing a lesson about animals, he/she could share what pets are at home and have students share as well.
- If a character in a novel that the class is reading experiences the death of close friend or relative, the teacher might provide a connection to that and ask students if they want to share as well.

Asking the student's perspective can give much insight to personal interests and his/her evaluation of self. Asking students in private how they think school is going can lead to complimenting them on sharing and seeing their personal strengths and weaknesses. This

information about a student's perceptions can guide teachers when complimenting and discussing student's interests with him/her. Making a special effort to greet or talk to students who have been having trouble is an important strategy and clearly shows personal interest in students who may need it most. Privately inquiring about struggles in a caring manner can facilitate the student opening up to adults and working to solve troubles. Find them between classes, meet them for lunch, ask them to stop by your room after school, etc.

### **Strategies for Increasing Touching**

Appropriate touch is necessary for children's healthy development and in building relationships. Touch can be given in the school setting for four different reasons:

- Support (with academics, behavior, or personal issues)
- Mrs. Goodson held Louise's hand when she divulged that her parents were separating.
- Compliance (staying on task, redirection)
- When Rudy wandered away from the writing center, Ms. Safrit steered Rudy back to the correct center by placing her hand on her arm.
- Attention-seeking (instead of calling a name, to not distract others)
- Ms. Phipps noticed that Reed was staring out the window during her Algebra II class. Ms. Phipps patted her on the shoulder to get her back on task.
- Affection (you're a great kid, I'm proud of you, we are family)
- Ms. Winter hugs or shakes hands with each student as they enter the classroom in the morning.
- Pat a student on the back to show support or encouragement.
- Give high fives to show excitement and reinforce appropriate behavior. High fives may also be used as a greeting.
- Bump fists to show support, encouragement or as a greeting.
- Hold a child's hand if he/she is crying to calm the student down or to show support for personal issues.
- Pat a child on the arm or shoulder to acknowledge presence. This form of touch is frequently used to encourage compliance or gain a student's attention.

- Make the touch brief to convey the appropriate message. Lengthy touches can seem awkward and may be interpreted incorrectly.
- Give touch on the back, shoulder, arm or hand. These are areas on the body that are generally accepted as appropriate touch locations.

### **Strategies for Increasing Desist**

Develop a code of conduct for the classroom that includes safety and respect, because it is easier for students to meet expectations when they know exactly what they are. Each classroom should have a code of conduct that includes specific language about safety and respect. Each part of the code should explicitly state how students can meet the expectations and should be taught and practiced. When students know how to behave in specific situations, they will do a better job at handling challenges and preventing conflict.

Plan responses for typical problem behaviors in advance, so as not to react with emotion in the moment. Human behavior operates based on context and patterns. If a student typically refuses to get started on math or talks during quiet reading, the behavior will most likely continue until something about the context has changed. Use this knowledge to plan responses to the problem behavior ahead of time. Think through the patterns, and come up with a different way to respond that will not escalate the behavior. Pre-planning is key because the problem can be considered without the emotions that are sometimes triggered by the problem. Making decisions about what to do in the moment will most likely be influenced by emotional responses and will be less effective.

Separate actions and emotions (hitting someone is an action, feeling angry at them is an emotion) when dealing with problem behavior will interrupt a vicious cycle for any students who have chronic behavior challenges and do not see these things as separate. Whenever they have problems, they feel bad about themselves and self-esteem is diminished. The lower the self-esteem, the less the student believes they can change. By using specific language to separate feelings and actions, the person is validated, while understanding that the behavior is not acceptable. For example, if a student is yelling loudly that they think the teacher is unfair or they

hate the teacher, it is better to say, "I can tell you are upset. It is OK for you to be angry at me, but I need you tell me how you feel in a respectful way. Calling me names is not OK with me." This allows the student to see that all emotions are accepted, but not all actions are.

Take care of yourself and get help when needed, because dealing with challenging behavior is hard and exhausting. Some years are harder than others, and it is important to seek help to keep the energy up. Everyone needs to walk away at times to get a break and refocus. Talk with team mates and make a plan for coverage when a break is needed. Think of things to do in the moment (positive self talk, deep breaths) right after a difficult interaction (walk away, talk to someone, go outside for a moment) and in an ongoing way in daily life (exercise, meditation, activity that bring you joy). Having a self care plan can give extra energy needed to provide the support students need.