



NCI Training 2012

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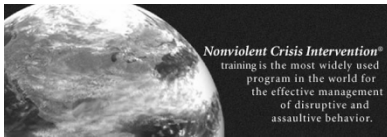
## NONVIOLENT CRISIS INTERVENTION



*Preventive Intervention*

~~*Nonviolent Physical Crisis Intervention*~~

*Postvention*



*Nonviolent Crisis Intervention*<sup>®</sup> training is the most widely used program in the world for the effective management of disruptive and assaultive behavior.

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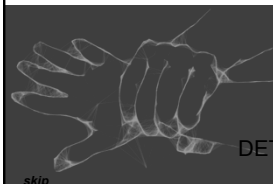
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Restraint use

“Any decision taken by staff to physically restrain a student should be exercised only in those circumstances where there is a real and immediate threat of injury to a person or serious damage to property and there is no other practical way of preventing the likely injury or damage.”

***When can restraints be used by teachers?***



DET Legal Issues Bulletin No.9

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Risk management

## Risk Management and Functional Assessment

Under the *Occupational Health and Safety Act 2000* ... an employer must provide all available information necessary to enable relevant employees to fulfil their responsibilities with respect to:

- identifying hazards
- assessing risks arising from those hazards
- eliminating or controlling those risks
- monitoring and reviewing the risk control measures
- providing information to others



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## The Purpose of Nonviolent Crisis Intervention

To provide the ...

**CARE** *supporting emotional & physical well-being*  
*showing compassion & empathy*

**SAFETY** *ensuring harmony – not harm*  
*preventing danger, risk & injury*

... for all those who are involved in a crisis situation

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Crisis development model 1

**Unit 1 The Crisis Development Model**

Crisis development/behaviour levels	Staff attitudes/Approaches
1. Anxiety	Supportive
2. Defensive	
3. An empathic, non-judgemental approach attempting to alleviate anxiety	A noticeable increase or change in behaviour eg pacing, finger tapping, staring, wringing hands
4. Tension reduction	

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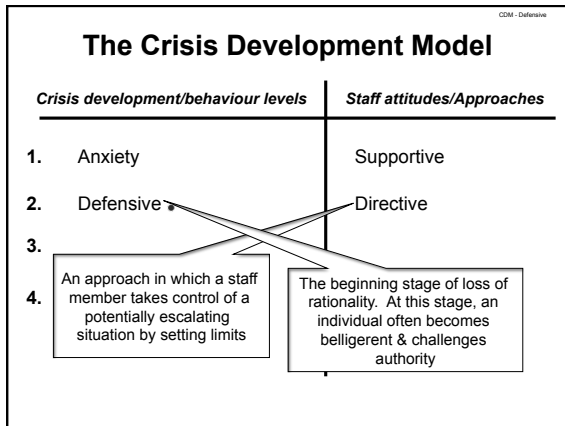
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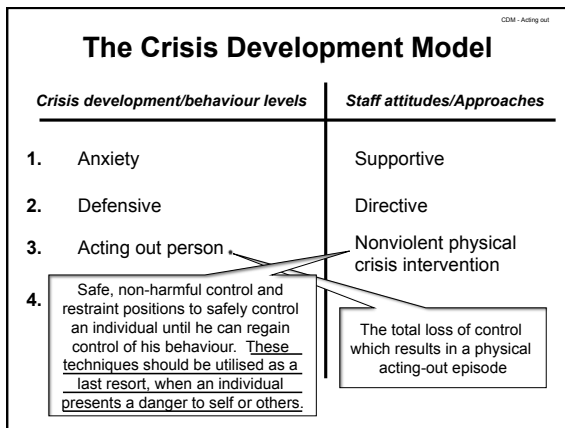
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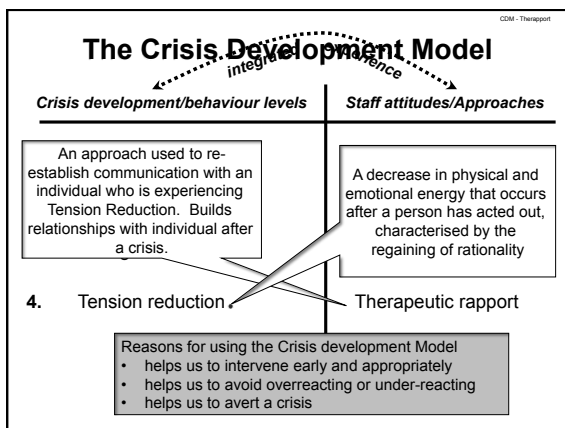
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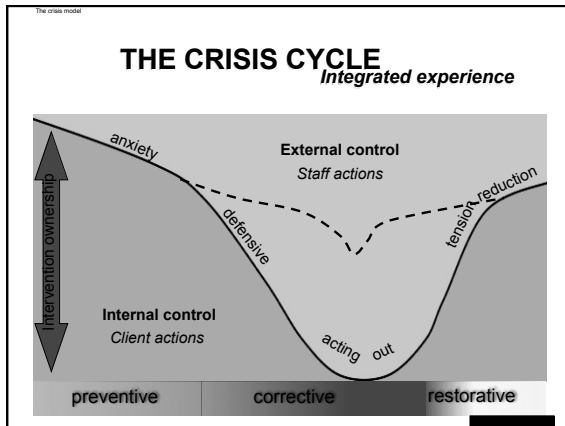
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Non-verbal behaviour

**Unit 2**

## NON-VERBAL BEHAVIOUR

1. **Proxemics** - *Personal space*
  - ☞ Generally 1/2 to 1 metre
2. **Kinesics** - *Body language*
  - ☞ Includes personal objects as backpacks, purse, mobile phone, aids
3. **Reasons for using the CPI Supportive Stance**
  - ☞ Affected by other factors such as gender, size, cultural background, familiarity . . . . .

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**Unit 2**

**NON-VERBAL BEHAVIOUR**

1. **Proxemics** - *Personal space*

2. **Kinesics** - *Body language*



Non-verbal - Proxemics

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**Unit 2**

**NON-VERBAL BEHAVIOUR**

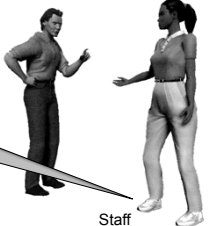
1. **Proxemics** - *Personal space*

2. **Kinesics** - *Body language*

3. **Reasons for using the CPI Supportive Stance**

- ☞ Communicates *respect* by honouring personal space
- ☞ Is *non-threatening/non-challenging*

- At least one leg length away
- Slightly off to the side
- Positioned in a 'L' shape



Supportive stance

Staff

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**Unit 3**

**PARAVERBAL COMMUNICATION**

*How you say what you say.*

**Components**

- ☞ **Tone** - avoid inflections of impatience, frustration, condescension, inattention . . .
- ☞ **Volume** - keep the volume appropriate for the distance and the situation
- ☞ **Cadence** - use an even rhythm and rate to deliver the message

Staff

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**Unit 3**

**PARAVERBAL COMMUNICATION**

*How you say what you say.*

Try this example:

**I didn't tell staff you stole the money**

Staff

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**Unit 4**

**VERBAL COMMUNICATION**

**Verbal Escalation kite**

*The CPI Verbal Escalation Continuum*

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**Unit 4**

**VERBAL COMMUNICATION**

**Questioning**

*The CPI Verbal Escalation Continuum*

1. Questioning

- A. Information seeking
- B. Challenging

Interventions

- A. Answer the question, ignore the challenge
- B. Avoid, ignore the challenge, redirect back to the issue. Set limits if the individual persists

Rational, valid questions seeking a rational response

Questioning authority, evasive, drawing others into a power struggle

What are we doing here?

What page are we on?

What do you want me to do?

Where do you want me to go?

What do you want me to do?

Where do you want me to go?

Since when do you know how to teach maths?

Why are you ignoring the challenge?

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Unit 4

## VERBAL COMMUNICATION

### Refusal - limits

*The CPI Verbal Escalation Continuum*

2. Refusal

*Non-compliance, slight loss of rationality*

Interventions:

Set limits *more*

Allow some take up time for the student to decide

Limits are better received when a positive choice and consequence are stated first.

Effective limits are:

- ✓ simple and clear
- ✓ reasonable
- ✓ enforceable

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Unit 4


## VERBAL COMMUNICATION

### Refusal - Ginott

*The CPI Verbal Escalation Continuum*

2. Refusal

*Non-compliance, slight loss of rationality*




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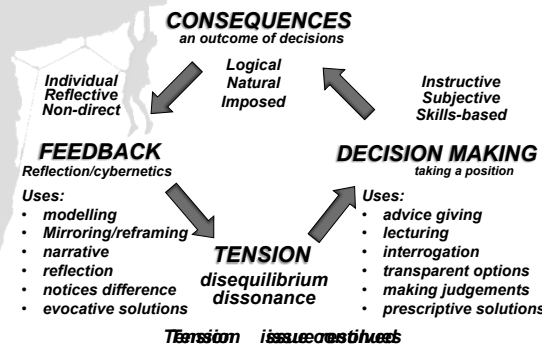
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### The Tension Model



**CONSEQUENCES**  
*an outcome of decisions*

Individual Reflective Non-direct

Logical Natural Imposed

Instructive Subjective Skills-based

**FEEDBACK**  
*Reflection/cybernetics*

Uses:

- modelling
- Mirroring/reframing
- narrative
- reflection
- notices difference
- evocative solutions

**DECISION MAKING**  
*taking a position*

Uses:

- advice giving
- lecturing
- interrogation
- transparent options
- making judgements
- prescriptive solutions

**TENSION**  
*disequilibrium dissonance*

*Tension issues resist*

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
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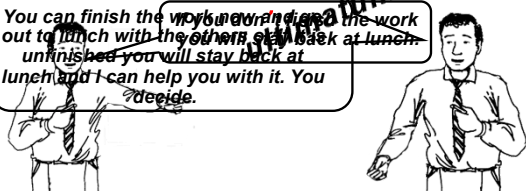
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Redirecting the thoughts of students back to their behaviour and creating a dilemma for them in which a decision or action is needed

- Setting a limit is not the same as issuing an ultimatum.

*You can finish the work now and go to lunch with the others, or if you are not finished you will stay back at lunch and I can help you with it. You decide.*




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Limiting 1

Redirecting the thoughts of students back to their behaviour and creating a dilemma for them in which a decision or action is needed

- Setting a limit is not the same as issuing an ultimatum.
- The purpose of limits is to teach, not to punish.

*Through limits, people begin to understand that their actions, positive or negative, result in predictable consequences. By giving such choices and consequences, a structure for good decision making is provided.*

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Limiting 3

Redirecting the thoughts of students back to their behaviour and creating a dilemma for them in which a decision or action is needed

- Setting a limit is not the same as issuing an ultimatum.
- The purpose of limits is to teach, not to punish.
- Setting limits is more about listening than talking.

*By listening, you will learn more about what's important to students, and that will help you set more meaningful limits.*

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
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Limit-setting Steps 1





**5 Steps**

Explain which behaviour is inappropriate

Saying *'Stop that!'* may not be enough. The person may not know if you are objecting to how loudly he is talking or objecting to the language that he is using. Be specific. *More*

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
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**5 Steps**

Explain which behaviour is inappropriate

Explain why the behaviour is inappropriate.

Don't assume the student knows why her behavior is not acceptable. Is she disturbing others? Being disrespectful? Not doing a task she's been assigned?

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Ultimatums often lead to power struggles because no one wants to be "forced" to do something.

By providing choices with consequences, you are admitting that you cannot force his decision. But you can determine what the consequences for his choices will be.

Give reasonable choices with consequences.



**5 Steps**

Explain which behaviour is inappropriate

Explain why the behaviour is inappropriate.

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
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Give a few moments for a decision to be made. If upset, the student may not be thinking clearly. It may take her longer to think through what you've said.

**5 Steps**

Allow time.

Give reasonable choices with consequences.

Explain which behaviour is inappropriate

Explain why the behaviour is inappropriate.

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It's important to set consequences that are reasonable, enforceable, within your authority, and within the policies and procedures of your facility or school.

**5 Steps**

Be prepared to enforce your consequences.

Allow time.

Give reasonable choices with consequences.

Explain which behaviour is inappropriate

Explain why the behaviour is inappropriate.

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
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Be prepared to enforce your consequences.

**5 Steps**

Allow time.

Give reasonable choices with consequences.

Explain which behaviour is inappropriate

Explain why the behaviour is inappropriate.

*back*

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### VERBAL COMMUNICATION Release The CPI Verbal Escalation Continuum

#### 3. Release

*Acting out, emotional outburst, loss of rationality, blowing off steam, screaming, swearing, high energy output*

Interventions:

- ☛ Allow them to let off steam 
- ☛ Isolate the situation - remove audience or acting out individual from the area
- ☛ Maintain eye contact and speak calmly
- ☛ State non-threatening directives when individual starts to calm down

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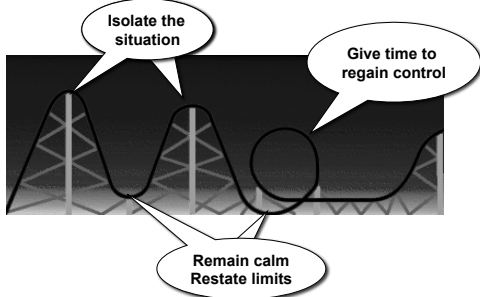
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### Riding the Crisis Rollercoaster



next stage . . .

a window on behaviour . . .

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### VERBAL COMMUNICATION Intimidation The CPI Verbal Escalation Continuum

#### 4. Intimidation

*Individual verbally and/or non-verbally threatens staff. A hands-on approach may trigger physical acting-out behaviour*

Interventions:

- ☛ Take threats seriously
- ☛ Seek assistance and wait for team to intervene
- ☛ Avoid individual intervention as this puts at risk the safety and welfare of you and the student

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**Unit 4**

## VERBAL COMMUNICATION

### The CPI Verbal Escalation Continuum

5. Tension reduction

*A drop in energy following a crisis*

Interventions:

- ⊙ Re-establish communication
- ⊙ Use the C.O.P.I.N.G. guidelines to develop therapeutic rapport (*more . . .*)

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**Unit 4**

## VERBAL COMMUNICATION

### Verbal Intervention Tips and Techniques

Do s	Don ts
<ul style="list-style-type: none"> <li>✓ Stay calm</li> <li>    ✓ Isolate the situation</li> <li>✓ Set appropriate limits</li> <li>    ✓ Listen (...and watch)</li> <li>✓ Pay attention to body language</li> <li>    ✓ Give space . . . and time</li> <li>✓ Be consistent</li> <li>    ✓ Have a plan</li> </ul>	<ul style="list-style-type: none"> <li>✗ Overreact</li> <li>    ✗ Give false promises</li> <li>✗ Get into a power struggle</li> <li>    ✗ Blame/be judgemental</li> <li>✗ Threaten</li> <li>    ✗ Fake attention</li> <li>✗ Use jargon</li> </ul>

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**Unit 4**

## VERBAL COMMUNICATION

### Empathic Listening

*An active process to discern what a people are really saying.*

*It can rapidly defuse crisis situations . . .*

*. . . and provides the foundation for therapeutic rapport*

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1. Give undivided attention
2. Be non-judgemental
3. Focus on feelings not just the facts
4. Allow silence for reflection
5. Restate/rephrase the message

*more . . .*

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**VERBAL COMMUNICATION**  
**Empathic or Reflective**  
**Listening**

Source: Jeremy Rifkin – TED talk presentation by RSA animations (

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**VERBAL COMMUNICATION**  
**Empathic or Reflective**  
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Source: Jeremy Rifkin – TED talk presentation by RSA animations

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**VERBAL COMMUNICATION**  
**Empathic or Reflective**  
**Listening Skills**

**Step 1** Open question – What happened?

**Step 2** Listen but don't hear. Don't react to what is said just understand the feelings behind it

**Step 3** Reflect back the feelings until the heat is gone – around 3 responses

**Step 4** Use an influential summary to move into the next phase

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**Unit 5**

### PRECIPITATING FACTORS, RATIONAL DETACHMENT, INTEGRATED EXPERIENCE

**Precipitating Factors**  
*Internal or external factors over which staff have little or no control*

**Examples:**

rejection, failure, weather, fear for safety, family issues, health issues, grief, disabilities, hunger, displaced anger, drugs

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**Unit 5**

### PRECIPITATING FACTORS, RATIONAL DETACHMENT, INTEGRATED EXPERIENCE

**Rational Detachment**  
*The ability to stay in control of one's own behaviour and not take acting out behaviour personally*

**KEY POINTS**

- Can't control many factors but staff can control their own response to acting out behaviours
- Self control is needed to avoid overreacting or acting inappropriately
- Need to find positive outlets for negative energy absorbed during a crisis
- Find your own warning cues and ways to detach at home, at work and in a crisis

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**Unit 5**

### PRECIPITATING FACTORS, RATIONAL DETACHMENT, INTEGRATED EXPERIENCE

**Rational Detachment**

**Some questions to consider . . .**

- How do I know when my line of acceptance is dropping (or when my buttons are being pushed)? [RECOGNITION]
- What reminders can I give myself or steps can I take to bring back my self control? [REMINDERS/REMEDIES]
- When I am rationally detached do I have a range of strategies to use when difficult situations arise [REPERTOIRE]
- What strategies work for me in 'shedding' the negative energy that is absorbed in the classroom while I am maintaining my rational detachment? [RESTORATION]

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**Unit 5**

### PRECIPITATING FACTORS, RATIONAL DETACHMENT, INTEGRATED EXPERIENCE



Reasons for using the Crisis development Model

- helps us to intervene early and appropriately
- helps us to avoid overreacting or underreacting
- helps us to avert a crisis

act behaviours

**The Crisis Development Model**

← increased experience →

Crisis development/behaviour levels	Staff attitudes/Approaches
1. Anxiety (-)	Supportive (+) 
2. Defensive (-)	Directive (+) 
3. Acting out person (-)	Nonviolent physical crisis intervention (+)
4. Tension reduction (-)	Therapeutic rapport (+)

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**Unit 6**

### STAFF FEAR AND ANXIETY

*These are universal human emotions that evoke both a psychological and physiological response*

Unproductive	Productive
Freezing	Increase in speed & strength
Overreacting/catastrophising	Increase in sensory acuity
Respond inappropriately - verbally - physically	Decrease in reaction time <i>Keeness or sharpness of perception</i>

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**Unit 6**

### STAFF FEAR AND ANXIETY

*Ways to control fear and anxiety:*

- understand what makes us afraid
- learn techniques to protect ourselves and acting out individuals in a crisis
- use a team approach - don't respond alone - have a plan
- learn physical intervention techniques acting out individuals, if necessary

**Value of a Team Approach**

- safety
- professionalism
- litigation

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**Unit 7**

## CPI's Personal Safety Techniques

**Definitions:**

**Strike** - a weapon coming into contact with a target


**Grab** - the attempt to control or destroy a part of one's anatomy

**Examples:**

Strike

- punch
- hit
- kick
- thrown object

Grab



Every grab starts as a strike

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**Unit 7**

## CPI's Principles of Personal Safety

<p><b>Strike</b></p> <ol style="list-style-type: none"> <li>1. Block (or deflect) the weapon.</li> <li>2. Move the target</li> </ol>	<p><b>Grab</b></p> <ol style="list-style-type: none"> <li>1. Gain a physiological advantage:             <ol style="list-style-type: none"> <li>a. Find the weak point</li> <li>b. Use leverage</li> <li>c. Use momentum (arms, hips, legs)</li> </ol> </li> <li>2. Gain a psychological advantage:             <ol style="list-style-type: none"> <li>a. Stay calm</li> <li>b. Have a plan - options to escape</li> <li>c. Using an element of surprise or distraction</li> </ol> </li> </ol>
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**Unit 8**


## Team intervention

**Crisis response team**

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**Team versus solo invention**

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**Unit 8**

## Team intervention



**Team leader**

⇒  
⇒  
⇒

**Duties**

⇒  
⇒  
⇒  
⇒  
most suitable person)

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**Unit 8**

## Team intervention



**Auxiliary team member duties**

⇒ Check

- ✓ safety of environment
- ✓ physical & psychological status of the individual

⇒ Address

- ✓ any safety concerns
- ✓ support de-escalation
- ✓ that control dynamics are safely applied

⇒ Recognise

- ✓ if additional assistance is needed
- ✓ need to change intervention strategies

⇒ Engage

- ✓ in verbal de-escalation (if directed)
- ✓ in support to other team members

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**Unit 10**

## POSTVENTION - The CPI Coping Model

	<i>client</i>	<i>staff</i>
<b>Control</b>	back in emotional & physical control	back in emotional & physical control
<b>Orient</b>	to the basic facts from their perspective (their story)	to the basic facts from your perspectives
<b>Patterns</b>	in past behaviour and look for triggers	in the way staff and teams respond
<b>Investigate</b>	alternatives for future behaviour. Ways to do things differently.	ways to strengthen the team response
<b>Negotiate</b>	an agreement or contract for future behaviour	changes that need to be made with the team
<b>Give</b>	responsibility for their behaviour back to them	encouragement and support to team members

*more . . .*

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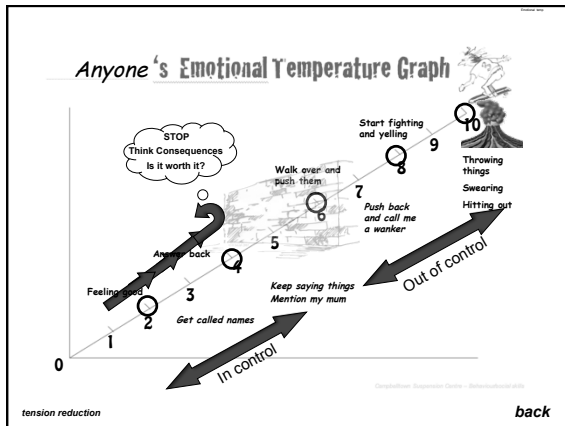
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- ### Reviewing a Crisis Intervention
- Prevention** What preventative measures are in place that address the organizational challenge?
  - Response** What preventative measures are in place that address the organizational challenge?
  - Assessment** How do staff respond to the crisis? When and where is the crisis taking place? What behavior has been identified? What are the needs to an individual?
  - Rehearsal** Is there an unscripted rehearsal taking place? Have staff identified their individual rehearsal balanced episodes?
  - Preparation** How often are rehearsals conducted with the organization? What are the usual interventions?
  - Verbal** What verbal interventions are being used during the crisis? Are all the appropriate interventions being used for specific situations? For staff? For individuals?
  - Postvention** What procedures are in place for postvention? For staff? For individuals?




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### A WINDOW ON BEHAVIOUR

<p>Remedies</p> <p>↑</p> <p>breathe humour change course follow the script use your plan take a break</p> <p>Symptoms of Responsibility</p> <p>↓</p> <p>sick feeling sweating panic raised voice</p>	<ul style="list-style-type: none"> <li>• Problem owned by others</li> <li>• Response to focus on the problem</li> <li>• Personal feelings and thoughts explained</li> <li>• Stress is controlled by you</li> </ul> <ul style="list-style-type: none"> <li>• Problem owned by us</li> <li>• Reaction that focuses on blame and denial</li> <li>• Personal attack used to fight back and hurt other person</li> <li>• Generalisations &amp; absolutes</li> <li>• Stress controls you</li> </ul>
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back to Rational Detachment . . .      back to Integrated Exp . . .

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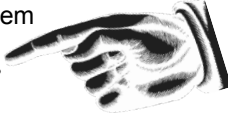
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Words and expressions we use when we own the problem



- ◇ *Why don't you . . . . ?*
- ◇ *When are you . . . . ?*
- ◇ *But . . . .*
- ◇ *You should . . . .*
- ◇ *Every time I . . . .*
- ◇ *You never . . . .*

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Words and expressions we use to enable other people to resolve the issue



- ◇ *What happened . . . . ?*
- ◇ *What can I do to . . . . ?*
- ◇ *. . . and . . . .*
- ◇ *Is it worth it ?*
- ◇ *Sometimes I . . . .*
- ◇ *What is different about . . . . ?*
- ◇ *What would you do if you were in my shoes?*

back to Rational Detachment . . .  back to Integrated Exp . . .

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Some similarities with fishing . . . .



**Gear or tools**  
These must be good quality, in good working order and appropriate to the conditions

**Bait**  
Must be desirable to the type of fish you are after otherwise you will not get a bite.

**Timing** Important otherwise opportunities will be lost

**Location** Time and place must both be right or you will be casting into an empty sea

**Patience** Conditions change so the opportunity may come along with time.

**Perseverance** If at first you don't succeed, keep trying. **back . . .**

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Some helpful hints:



- Stay in the boat or on the rocks. In the water you'll only get wet and cold.
- If the fish aren't biting, cast around.
- To go after big fish, you'll have to cast in deep water.
  
- You'll have a few disappointments. Come back another time.
- Be creative. It's not the size of the hook or the thickness of the line, but how you play the game that is important.

back . . .

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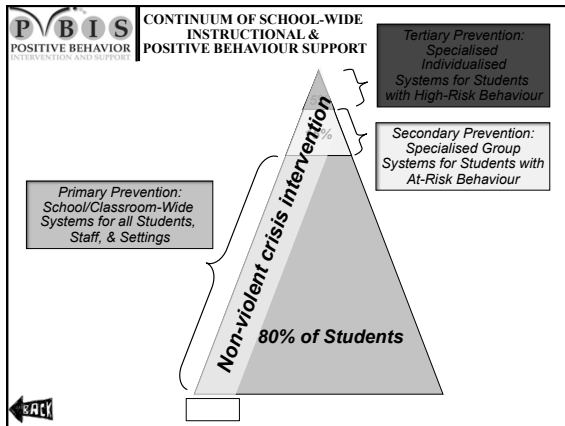
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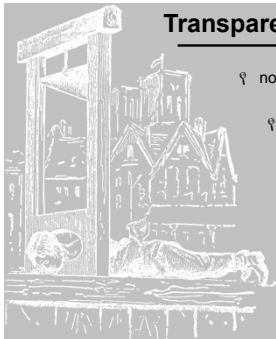
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### Transparent Options



- ∩ no real choice provided
- ∩ obvious distinction between 'right' and 'wrong' choice
- ∩ lack any dilemma for the client
- ∩ are judgemental
- ∩ reflect frustration rather than calm control

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### **Implications of Risk Management**

*Legal Bulletin No. 40*

. . . In accordance with the *Occupational Health and Safety Act*, staff must be consulted at all stages of the risk assessment process. The staff who must be consulted are those whose safety may be affected by decisions concerning the risks, particularly concerning how the risks are to be managed.

Typically the primary measure to deal with the risk of violence from a student will be a behaviour management plan. This should be formulated in close consultation with the staff, including teaching and support staff who will be teaching or otherwise have frequent contact with the student. . . .

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### *Functional behavioral assessment is . . . .*

- \* a process of looking for patterns in what happens around and/or to the student just before and just after the problem behaviour
- \* an examination of these patterns to identify their purpose or their "function" some possible functions are: avoiding something, getting something, and making something happen
- \* a creative problem solving to enable the student to achieve the same purpose in a more appropriate or more acceptable way

From: <http://www.teach-nology.com/tutorials/teaching/fba/>

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### *Functional behavioral assessment is NOT . . . .*

- \* the first technique a teacher uses when a pupil misbehaves
- \* a quick fix
- \* a do-it-yourself technique - it takes collaboration

From: <http://www.teach-nology.com/tutorials/teaching/fba/>

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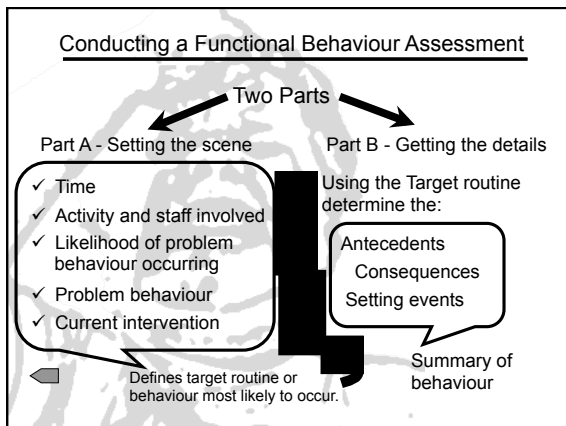
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SUMMARY OF BEHAVIOUR

During *<insert target routine>* ,  
*<insert student name>* is likely to  
*<insert problem behaviours>* when (s)he is  
*<insert details of antecedent conditions that trigger behaviour>* ,  
 and you believe that (s)he does this to  
 ◀ *<insert details of consequence/function>*.

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Negotiation

**Negotiation Skills**  
**- getting past no no no no**

1. don't react
2. don't argue, agree/acknowledge
3. use the key question
4. reframe the question to wear down resistance
5. look at the options

Use the key question . . . .

What can I do to (get what I need) ?

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AN EXAMPLE OF SOME PRIMARY SCHOOL CLASSROOM MANAGEMENT STRATEGIES	
STEPS	STRATEGIES
Tactical ignoring (low level)	Reinforce on-task behaviour Look past disruptor
Non-verbal message	Eye contact, shaking head, pointing, etc. Close proximity to child
Casual statement	How are you going? Any problems?
Diffusion	Use of humour
Simple direction (reminder)	Use student's name Use excuse me, please, thank you Eye contact, firm
Question and feedback	What are you doing? What should you be doing? Non-threatening How's it going?

from Behaviour Management in Queensland Schools (2000) at [www.btr.qld.edu.au](http://www.btr.qld.edu.au)

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STEPS	STRATEGIES
Rule restatement/reminder	Quietly remind of established rule Brief and clear
Take a pupil aside (quiet discussion)	Call over quietly Brief discussion Student needs to know what should be done when they return
Deflection	Teacher acknowledges child frustrated/angry but refers back to appropriate behaviour
Clear desist or command	Explain that behaviour is unacceptable and direct them to resume task
Simple choice	"It's your choice" Work quietly or move I'll have to ask... Final warning

from Behaviour Management in Queensland Schools (2000) at [www.btr.qld.edu.au](http://www.btr.qld.edu.au)

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STEPS	STRATEGIES
Isolation to "Thinking Chair"	Ask to move to "thinking chair" (3-5 minutes)
Isolation to "Cool-Off Area"	5-15 minutes Simple choice first Cool off or isolation Reflect on own behaviour Return when ready to obey fair rules
Relocation to Buddy Classroom	Complete Reflection Sheet Work in buddy teacher classroom for remainder of session Discuss re-entry with class teacher prior to commencement of next session (verbal agreement)

from Behaviour Management in Queensland Schools (2000) at [www.btr.qld.edu.au](http://www.btr.qld.edu.au)

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### Assertive Discipline – Canter & Canter

#### features

Clear set of observable, class negotiated rules. Only 3 - 5 max.

For behaviour that breaks the rules a clear, pre-determined set of consequences are laid out.

Focus on positive behaviour with constant reinforcement through comments and recording of compliance.

All students are targeted for both positive recognition and negative consequences when relevant.

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<p><b>CLASS RULES</b></p> <p>No talking when the teacher is talking</p> <p>Stay in your seats</p> <p>Keep your hands and feet off other people and their property</p> <p>Follow the instructions given by the teacher</p> <p><b>CONSEQUENCES</b></p> <p>1<sup>st</sup> name on board - 1<sup>st</sup> warning</p> <p>2<sup>nd</sup> tick - 2<sup>nd</sup> warning</p> <p>3<sup>rd</sup> tick - stay back after class</p> <p>4<sup>th</sup> tick - lunch time detention</p> <p>5<sup>th</sup> tick - leave the class, interview with head</p>	<p><b>CLASS CONSEQUENCES</b></p> <p>1<sup>st</sup> incident name on board - 1<sup>st</sup> warning</p> <p>2<sup>nd</sup> incident tick - 2<sup>nd</sup> warning</p> <p>3<sup>rd</sup> incident tick - stay back after class</p> <p>4<sup>th</sup> incident tick - lunch time detention</p> <p>5<sup>th</sup> incident tick - leave the class, interview with head teacher/AP</p>
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<p><b>CLASS RULES</b></p> <p>No talking when the teacher is talking</p> <p>Stay in your seats</p> <p>Keep your hands and feet off other people and their property</p> <p>Follow the instructions given by the teacher</p> <p><b>CONSEQUENCES</b></p> <p>1<sup>st</sup> name on board - 1<sup>st</sup> warning</p> <p>2<sup>nd</sup> tick - 2<sup>nd</sup> warning</p> <p>3<sup>rd</sup> tick - stay back after class</p> <p>4<sup>th</sup> tick - lunch time detention</p> <p>5<sup>th</sup> tick - leave the class, interview with head</p>	<p>Caleb ✓✓</p> <p>Fabio ✓</p> <p>Suzie</p> <p>Jack ✓</p> <p>Bashir ✓</p> <p>Shannon</p> <p>Carly ✓✓</p> <p>Jess ✓✓✓✓</p> <p>Ryan ✓</p> <p>Hassan ✓</p> <p>Tamika</p> <p>Lucas</p> <p>Is it worth it?</p>
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## Talk sense to yourself

Jeff Wragg



Think consequences

Is it worth it?

What do I need to say to myself?

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12

THINK

*This is boring*  
*School sux*  
*I didn't do nothing*  
*They always pick on me*

STOP

Think consequences  
Just get through this and then it is recess  
It's not worth it

TALKING TRASH

↔

TALKING SENSE TO YOURSELF

**ACTIONS – What am I doing?**

Talking in class  
Throwing things  
Harassing other kids  
Talking back to teachers

**CONSEQUENCES – What happens?**

Sent out ✓   Suspension ✓ ✗   Mum gets upset ✗  
Detention ✓   Interview with principal ✗

**IS IT HELPING ME? IS IT WORTH IT?**

YES  NO 


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13

### Anyone's Emotional Temperature Graph

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