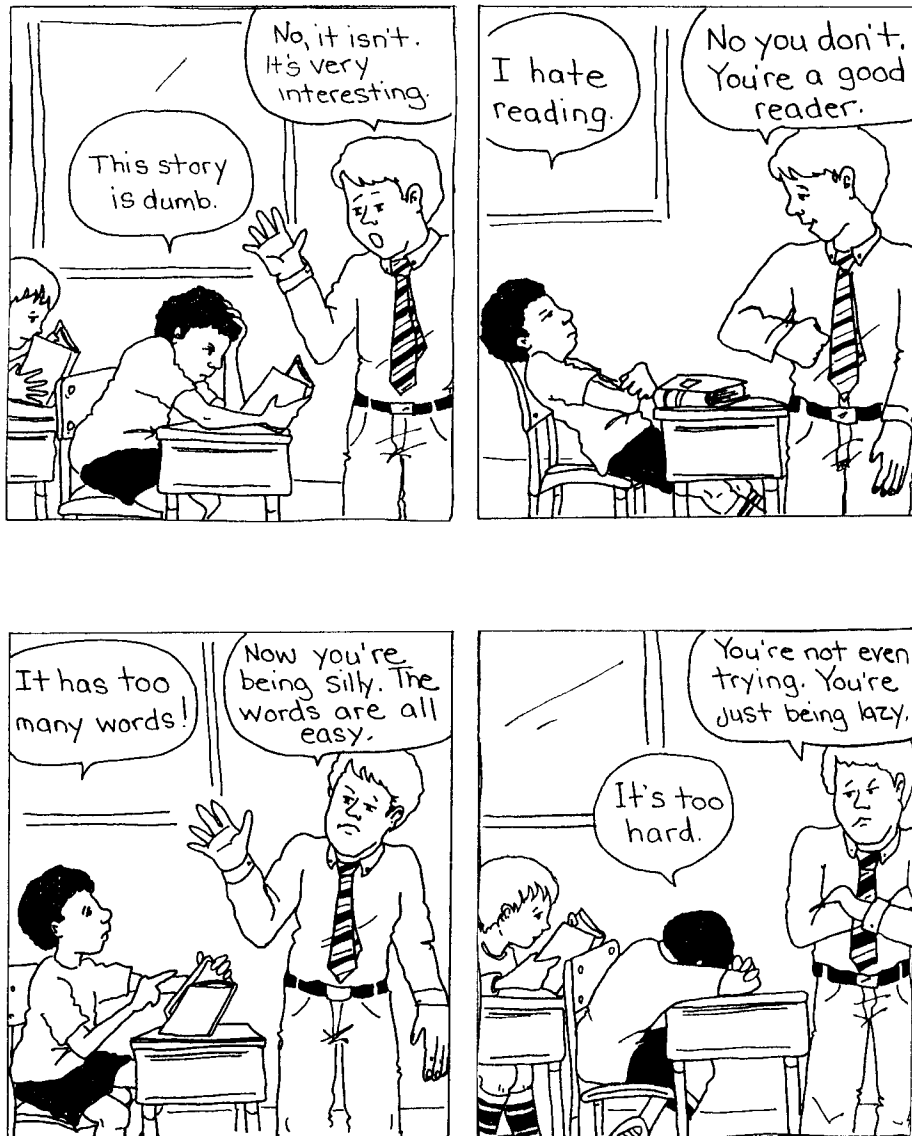
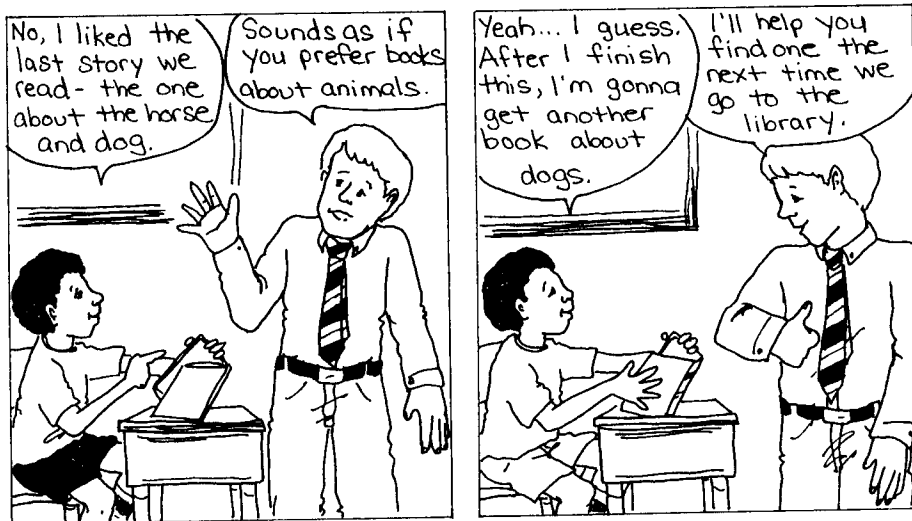
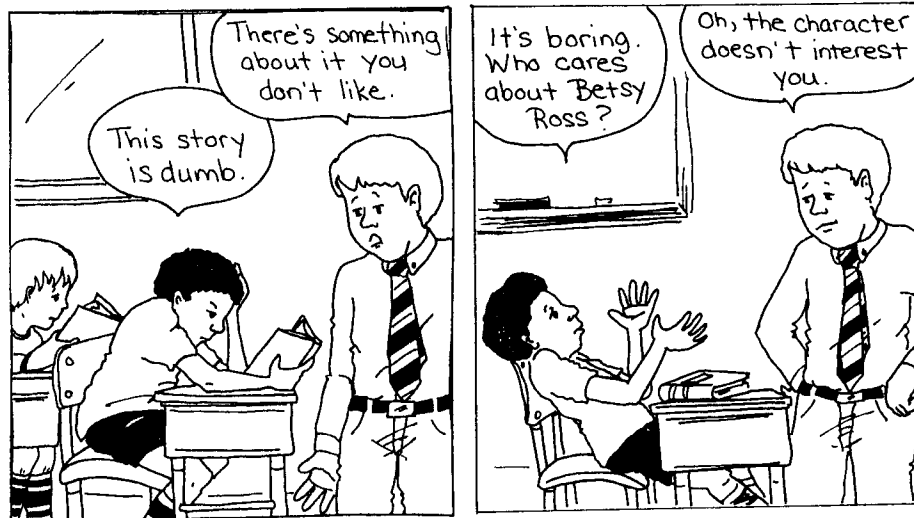


INSTEAD OF DENYING FEELINGS



When feelings are denied, a student can easily become discouraged.

PUT THE FEELINGS INTO WORDS



When negative feelings are identified and accepted, a student feels encouraged to continue to strive.

A Quick Reminder



CHILDREN NEED TO HAVE THEIR FEELINGS ACKNOWLEDGED At Home and in School

Child: Just because of a few careless mistakes, I only got a seventy!

Adult: Don't worry. You'll do better next time.

Instead of dismissing the child's feelings, you can:

1. IDENTIFY THE CHILD'S FEELINGS.

"You sound very disappointed. It can be upsetting when you know the answer and lose points for careless mistakes."

2. ACKNOWLEDGE THE CHILD'S FEELINGS WITH A SOUND OR WORD.

"Oh" or "Mmm" or "Uh" or "I see."

3. GIVE THE CHILD IN FANTASY WHAT YOU CAN'T GIVE HIM IN REALITY.

"Wouldn't it be great if you had a magic pencil that would stop writing if you were about to make a mistake!"

4. ACCEPT THE CHILD'S FEELINGS EVEN AS YOU STOP UNACCEPTABLE BEHAVIOR.

"You're still so angry about that grade, you're kicking your desk! I can't allow that. But you can tell me more about what's upsetting you. Or you can draw it."

DESCRIBE THE PROBLEM

INSTEAD OF ACCUSATIONS



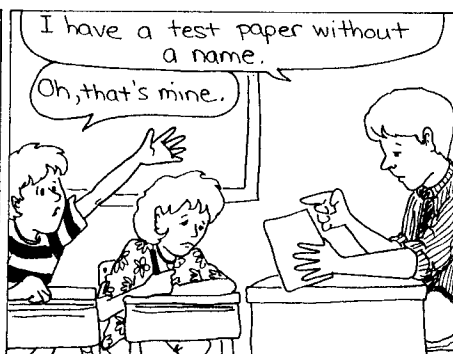
DESCRIBE THE PROBLEM



INSTEAD OF SARCASM



DESCRIBE THE PROBLEM



INSTEAD OF ORDERS



DESCRIBE THE PROBLEM



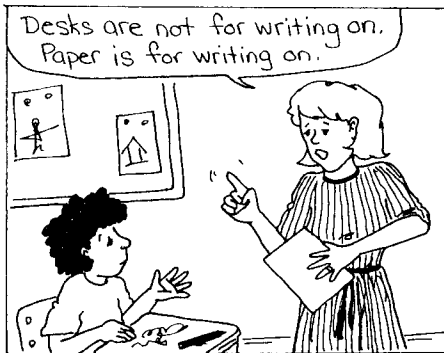
When teachers describe the problem, instead of accusing or giving commands, students are more willing to behave responsibly.

GIVE INFORMATION

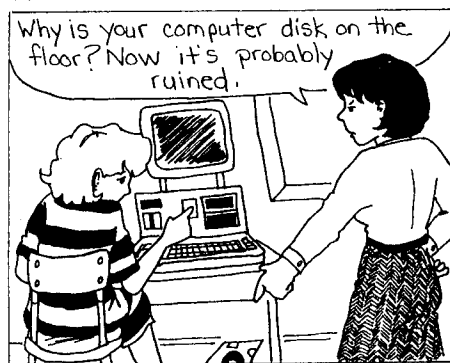
INSTEAD OF ACCUSATIONS



GIVE INFORMATION



INSTEAD OF BLAME



GIVE INFORMATION



INSTEAD OF A PUT-DOWN

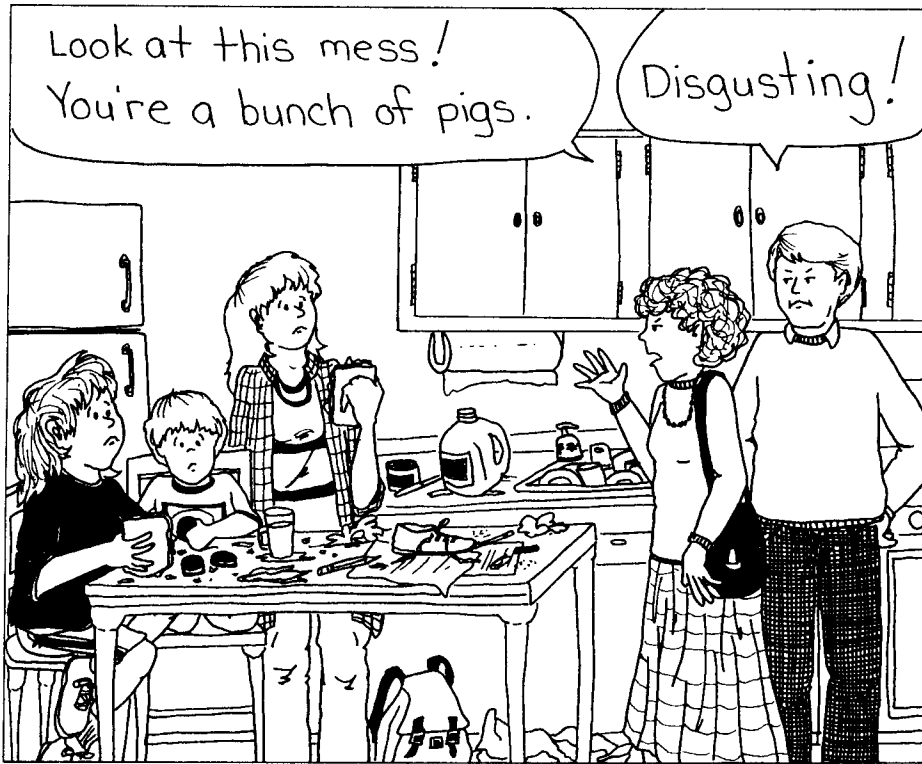


GIVE INFORMATION



When teachers give information, without insult, students are more likely to change their behavior.

INSTEAD OF SCOLDING



AN ALTERNATIVE TO CRITICISM

AT HOME

INSTEAD OF POINTING OUT WHAT'S WRONG . . .



DESCRIBE WHAT'S RIGHT AND WHAT STILL NEEDS TO BE DONE.



IN SCHOOL

INSTEAD OF POINTING OUT WHAT HASN'T BEEN DONE . . .



DESCRIBE WHAT HAS BEEN DONE AND WHAT NEEDS TO BE DONE.



LOCKING A CHILD IN A ROLE



FREING A CHILD FROM A ROLE

