### Direct Language

<table>
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<th><strong>Instead of:</strong></th>
<th><strong>Try:</strong></th>
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| *Manipulating children’s behavior by holding up classmates as exemplars*  
“Look how nicely Bobby and Clarence are standing in line” (announced to the class to get a few children to stop pushing in the line). | *Telling the children directly what to do*  
“Maria, Paul, and George, join me at the end of the line. Show me how to follow our hands-off rule” (said quietly to the three students). |
| **Phrasing directions as questions**  
“Could you please wait your turn to speak?” | **Phrasing directions as directions**  
“It’s time to listen” (in a matter-of-fact tone with a raised-hand signal for attention). |
| **Using sarcasm**  
“Samantha, you’re in fourth grade. Our first graders follow rules better than you. Why am I not surprised by your behavior?” | **Pointing child in the positive direction**  
“Samantha, stop. Walk to your classroom. I’ll watch you from here” (in a firm tone). |
| **Generalizing about a child’s motivation**  
“You’re trying to test my patience, aren’t you? I think you enjoy starting arguments during recess.” | **Figuring out what’s going on for a child**  
“It looks like recess is a hard time of day for you. What’s happening at recess that makes it hard to remember our safety rules?” |
| **Pulling in negative history**  
“Taylor, we’ve talked about this many times. How many times do I have to remind you to keep your hands to yourself when walking in line?” | **Remaining in the present moment**  
“Taylor, hands to yourself in the hall. Come walk with me.” |