

Direct Language	
<i>Instead of:</i>	<i>Try:</i>
<p><i>Manipulating children's behavior by holding up classmates as exemplars</i></p> <p>"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).</p>	<p><i>Telling the children directly what to do</i></p> <p>"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).</p>
<p><i>Phrasing directions as questions</i></p> <p>"Could you please wait your turn to speak?"</p>	<p><i>Phrasing directions as directions</i></p> <p>"It's time to listen" (in a matter-of-fact tone with a raised-hand signal for attention).</p>
<p><i>Using sarcasm</i></p> <p>"Samantha, you're in fourth grade. Our first graders follow rules better than you. Why am I not surprised by your behavior?"</p>	<p><i>Pointing child in the positive direction</i></p> <p>"Samantha, stop. Walk to your classroom. I'll watch you from here" (in a firm tone).</p>
<p><i>Generalizing about a child's motivation</i></p> <p>"You're trying to test my patience, aren't you? I think you enjoy starting arguments during recess."</p>	<p><i>Figuring out what's going on for a child</i></p> <p>"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?"</p>
<p><i>Pulling in negative history</i></p> <p>"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?"</p>	<p><i>Remaining in the present moment</i></p> <p>"Taylor, hands to yourself in the hall. Come walk with me."</p>