

High Support + High Expectations

A team/classroom reflection for keeping support and accountability together.

Relationships + boundaries	Empathy + accountability
Grace + consequences	High expectations + high support

Check the balance

- Are we asking what the behavior may be communicating - without assuming one cause?
- Are we also asking what the student still needs to learn?
- Is the expectation clear and teachable?
- Is the support matched to the need?
- Are consequences fair and connected to safety or learning?
- Are we protecting the rest of the class too?
- Does this need support beyond the classroom teacher?

Team / classroom reflection

EXPECTATION WE NEED TO PROTECT

SUPPORT THE STUDENT MAY NEED

SKILL THAT STILL NEEDS TO BE TAUGHT

WHO ELSE MAY NEED TO HELP

HOW WE WILL KNOW THE RESPONSE IS WORKING

Nicholas in Practice

Understanding a struggling student and maintaining expectations are not competing choices. Compassion should not require abandoning the needs of everyone else, and serious behavior support should not be left entirely to one teacher.

Use this as an educator reflection, not as a diagnostic, trauma-treatment, behavior-treatment, or clinical framework.