

See the Child Before the Behavior

Hold the boundary. Keep the dignity. See the child. Describe and stay curious without diagnosing a motive, condition, or cause.

WHAT HAPPENED? — Describe observable behavior without labeling the student.

WHAT AM I ASSUMING?

WHAT MIGHT I STILL NEED TO UNDERSTAND?

WHAT EXPECTATION REMAINS CLEAR?

ONE STRENGTH / INTEREST / HUMAN QUALITY I DO NOT WANT TO FORGET:

HOW CAN I LEAVE ROOM FOR REPAIR?

A difficult behavior is something a student did. It is not the whole student.