

Reflecting on My Triggers and Responses – A Planning Tool

PURPOSE

The purpose of this tool is support educators as they reflect on a specific student interaction and plan for how they will improve their response in the future.

DIRECTIONS:

1. Think about a past student interaction that you wish would have ended differently. If possible, select an example that resulted in increased student agitation or peak frustration.
2. Take time to describe the event in Section 1 of this tool. To the best of your ability, try to remember what was said, done, and felt at the moment of the interaction.
3. Consider why you responded the way you did, and then use Section 2 of this tool to plan your improved response for the future.

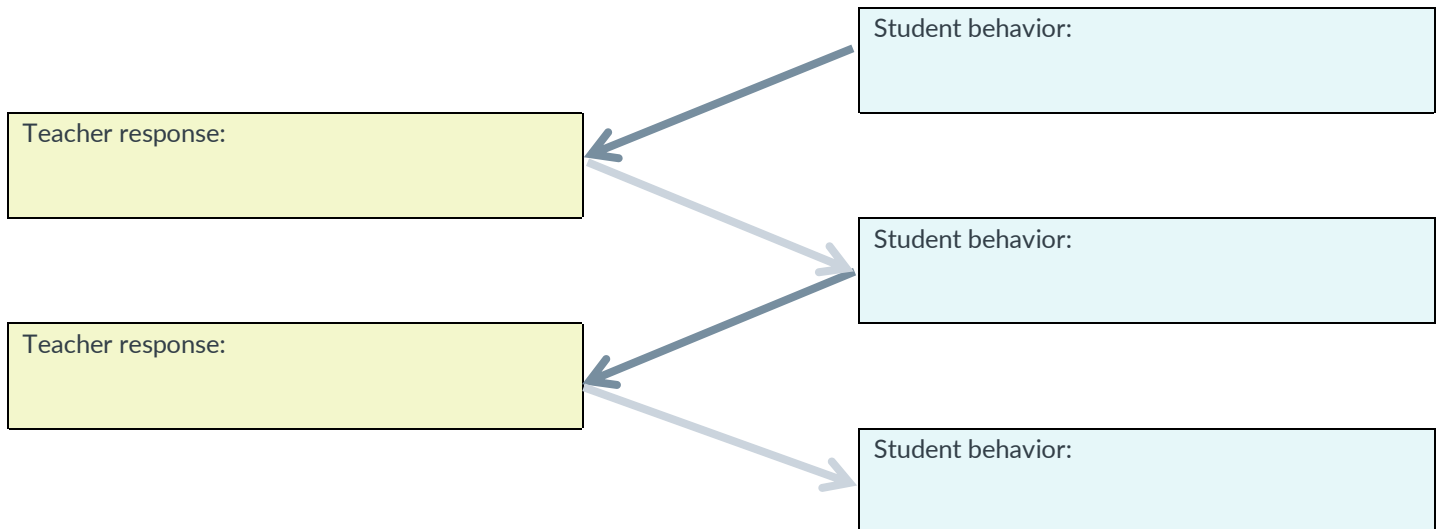
Section 1: Reflect to Gain Understanding

Use the space below to reflect on the interaction. You may use *Reflection Space A* **and/or** *Reflection Space B*. The goal of this section is to support you as you objectively describe the actions and words used by you and the student. Next, use the reflection questions to deepen your understanding of the event.

Reflection Space A

Objectively tell the story of the interaction. What happened first, second, next, last?

Reflection Space B:



Reflection Questions:

Why are you unsatisfied with this interaction?	
What feelings (emotionally and physically) came up for you during this interaction?	
What caused you to feel this way? What mindsets or elements of your background could be driving these feelings?	
Why might the student have reacted in the way they did? Are there any mindsets or elements of their background that could have driven their response?	
What mindsets would be healthier and more productive to focus on in the future?	

Section 2: Plan for Improvement

Review the table below for ideas on how to defuse accelerated behavior. Next, use the planning space to outline what steps you'll take in the future.

Strategies for Defusing Acceleration or De-escalating Peak Frustration	
Avoid escalating prompts	Behavior in this phase is characterized as <i>engaging</i> . The student is attempting to get a reaction. It is important to avoid reacting to the behaviors with agitation. Actions to avoid include shouting at the student, cornering the student, touching or grabbing the student, or engaging in power struggles.
Approach the student in a nonthreatening manner	Move slowly, speak privately, minimize body language, speak respectfully, and keep a reasonable distance.
Maintain calmness, respect, and detachment	At all points throughout the interaction, the teacher should remain calm. Communicate that the behavior is unacceptable, but avoid talking about the student. Use a calm, measured, and serious tone that communicates that the student is ultimately responsible for his/her behavior. Acknowledge and praise when students start to calm down or cooperate.
Follow through and debrief	When the child returns to calm, take time to debrief the situation and talk about how it can be avoided in the future. To support your debrief, review the Planning for My Triggers Student Reflection Guide .

Adapted from Colvin, 2004

Planning Space:

In the future, what words or phrases could you use to create space for yourself and/or the student before escalation begins?	<i>Example: "Let's take a quick timeout" or "I need a minute before I'm ready to talk"</i>
In the future, what calming strategies can you use to keep you calm and focused on positive mindsets?	<i>Example: Taking a few deep breaths or walking to your desk to look at a family photo.</i>

Implement Your Plan:

Imagine you have the opportunity to redo the exact same interaction. Use the space below to outline what strategies, responses, or mindsets you would change to improve your outcome. You may use *Planning Space A* and/or *Planning Space B* to capture your new and improved interaction.

Planning Space A

Objectively tell the story of the interaction. What happened first, second, next, last?

Planning Space B:

