

A S E C R E T

Attention, Sensory, Emotion, Culture, Relationships, Environment, Tasks

Attention: Is there a way to distract or draw the student's attention away from the current experience and the anxiety it is producing?

Sensory: Is there a sensation that just derailed this child? Is there a sensory need that this child is communicating?

Emotions: What emotion (sad, edgy, worried, anxious) is the student experiencing and how can I attune to his or her feelings?

- Validate
- Notice
- More space/less talking

Culture: Where and when is this behavior occurring? What could we change in the culture to lessen the negative impact on this student?

- Was behavior triggered?
- What does the student need? (different space, less noise, improved smells, etc)
- Does the student need a different adult or different relationship with the adult in charge?
- Different arrangement of classroom, time, or space?

Relationships: Who does this student trust? Who does this student need? Who can be a calm presence in this moment? OR What relationship just triggered this student? How can I use the power of my relationship to help in this moment?

Environment: What is happening in the environment to activate the growing stress? Is there a different environment that would be more calming or stimulating? (i.e. different spot, headphones, white noise, chewing gum, weighted vest, sipping water through a straw, puddy)

Tasks: What tasks may have triggered this student? What happened before this task? Is there a task I could substitute or modify?