

READY YOURSELF

Be curious - use "I wonder" statements
Offer your calm
See the human behind the behavior
Be ready to address another's needs



OFFER SUPPORTIVE SILENCE

Take the time to read cues - be attuned to what others are thinking and feeling
Be ok with silence and long pauses
Avoid rushing to fix, problem-solve, or move on and away from their emotions



APPROACH WARMLY OR SILENTLY

Use a soothing tone of voice
Slow down movements, thoughts, and rate of verbal communication
Use empathetic non verbal communication
(e.g., kind facial expressions, use a calming tone, have a relaxed posture, use inviting gestures)



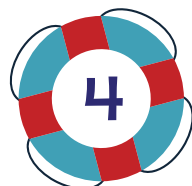
EXPRESS EMPATHY

See their perspective
Attempt to feel their feelings
Aim to sense their emotions and offer support
Say, "I am right here with you/" or "I am here with you."



ASK OPEN-ENDED QUESTIONS AIMED TO UNDERSTAND

Say, "Help me understand ____."
Say, "Can you tell me what you experienced/what happened?"
Say, "What was that like for you?"



NOTICE & VALIDATE THEIR EMOTIONS

Say, "I can see how you would feel that way."
Say, "That must be confusing."
Say, "I'll bet you are frustrated."
Say, "How upsetting!"



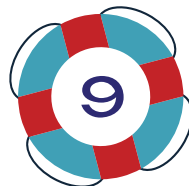
SIMPLIFY LANGUAGE

Reduce directions
Avoid giving advice
Avoid rapid questions
Avoid correcting
Reduce interruptions



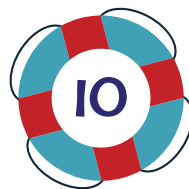
OFFER CHOICES

Say, "Do you want to take a few minutes before getting started?"
Say, "Do you want to go someplace quieter or stay here?"
Say, "Would pausing help?"
Say, "Would you prefer I wrote the ideas and you talk?"
Say, "Would you like to write or draw your ideas?"



PRACTICE SOUND MINIMALISM

Ask nearby learners and/or staff to pause or take a minute to reflect
Identify what can be turned off or down
Silence phone/computer alerts
Go silent/pause
Write/Type collectively instead of speaking



REDUCE VISUAL CLUTTER

Clear or organize the workspace
Limit the amount of text and/or highlight what is important to look at
Reduce what is in the visual field
(e.g., have just one tab open, close email, set phone aside)

