



INSTRUCTOR



Seeking to **correct the behaviour immediately**



Explaining **what the student did wrong**



Asking the student to **reflect** during dysregulation



Giving **multiple directions** or **explanations**



Asking "**Why did you do that?**"



Focusing first on **rules and expectations**



Expecting the student to **problem-solve immediately**



Trying to **reason** with the student



Repeating the direction when the student does not respond



Interpreting **non-compliance** as **refusal**



Asking for an **apology immediately**



Focusing on **consequences** in the moment



Trying to **teach the lesson** during the escalation



Increasing **verbal prompting** to get a response



Expecting eye contact and verbal responses



Asking the student to **take responsibility** right now



Trying to **gain compliance**



Thinking: "**They need to understand this.**"

ANCHOR



Seeking to **restore regulation before correction**



Helping the student regain a **sense of safety** and **control**



Waiting for readiness before reflection



Reducing language and keeping messages simple



Asking "**What do you need right now?**"



Focusing first on **regulation and connection**



Lending regulation until problem-solving is possible



Using a **steady presence, tone, and body language**



Pausing and allowing **processing time**



Considering whether the student **currently has the capacity** to comply



Returning to **repair after regulation** (no forced apologies)



Focusing on **stabilization** in the moment



Recognizing that **teaching can happen later**



Doing less and **slowing down**



Allowing **space, silence, and reduced demands**



Helping to gain perspective later, when the student can engage and be available to see the whole picture



Trying to **restore capacity**



Thinking: "**They need to be able to access understanding first.**"



The Instructor

focuses on changing the student's behaviour.



The Anchor

focuses on creating the conditions to support the student in their growth.

INSTRUCTOR:

Imposed
Reflection

Pressure for
Accountability

Expected
Learning

ANCHOR:

Safety

Regulation

Adaptation

Growth