

PROBLEM WITH CHOICES

MATURATION

- Requires good prefrontal cortex functioning

VULNERABILITY

- Pushes student's face into failure when once again they made a "poor choice"

ATTACHMENT

- Makes it feel like the relationship contingent upon a "good" choice

WHEN YOU ARE BEING GUIDED BY YOUR EMOTIONAL/ALARM SYSTEM IT DOES NOT FEEL LIKE A CHOICE.

PROBLEM WITH REFLECTION SHEETS

MATURATION

- Requires the ability to reflect on what you did wrong – well developed prefrontal cortex functioning
- Students tend to fill in these sheets using a formula to please the adults
- This does not lead to real change or growth

VULNERABILITY

- Requires the ability to feel sad
- Can lead to disengagement– “I don’t care”

ATTACHMENT

- Student sees adults as making life more difficult for them – not as being on their side

PROBLEM WITH CONTRACTS

MATURATION

- Requires well developed prefrontal cortex functioning
- Does not lead to real growth

VULNERABILITY

- Pushes student's face into failure
- Risks increasing hardening/ disengagement – “I don't care”.

ATTACHMENT

- Makes the student feels the relationship is contingent on “good” behaviour
- Creates feelings of insecurity, “What if I can't meet the conditions?”

ALTERNATIVE: INDIVIDUAL INTERVENTION

After the student is calm and easily collected (responsive)

- Solicit GOOD INTENTIONS:
 - Does the student want to do differently?
 - Help the student to steer in the right direction.
 - Help the student to have realistic expectations.
- Find a way **to make it easier** for the student to make a **good choice**:
 - Provide alternative and pleasurable options
 - Orchestrate the student's schedule to minimize time in situations that lead to trouble
 - Help the student to create a relationship with adult helpers
 - Script and practice alternate behaviours

Remember and expect that this will take time. Be patient.

Instead of talking about CHOICES and giving REFLECTION SHEETS or CONTRACTS