

ATTENTION

Notice Me, Involve Me

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| Simply acknowledge. Not all attention seeking behavior needs attention. | Trust them to have their emotions. Trust their ability to wait/have patience. |
| Respect your boundaries. Give the attention as you are able. | Do not fix or rescue their reaction to your set boundary. |
| Do not rush to attend. Pace your responses. | Use non-verbal signals. |

"I notice..." statement.

INADEQUACY

Don't give up on me, show me steps

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| Celebrate initiation and forward movement. Encourage internal contemplation of success. | Break steps down into small steps. Less talking is best. Point, direct vision, show and demonstrate. |
| Release urge to rescue or fix and embrace strengths and abilities. | Encourage confidence and build on his/her interests. |
| Release feelings of despair. Move toward empowerment. | Create opportunities for success. |

POWER

Give me choices, let me be part of it

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| Offer choices for autonomy, remember that you are in charge. Holding space for big reactions should they happen. | Do not fight or give in. Narrate the issue, notice the problem. |
| Use less words. Actions create safe feelings. | Stop hands from hitting or feet from kicking. "I won't let you hurt him." |
| Stay neutral. Respect your own boundaries. Be kind and firm. | Use time-ins and cool down spaces. Model calm. Respond, don't react. |

REVENGE

I'm hurting, validate me

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| Use reflective listening. "I heard you say you hate your brother, can you tell me what happened?" | Acknowledge their hurt feelings. Do not fix or rescue. Be unfazed. |
| Build trust by not offering judgement. See, allow, and accept the big emotion. | Hug, hold, and wait. Pause and allow the emotion. |
| | Show you care with that they are so hurt. |