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| **C** | **Communicated using:** [ ]  Nonthreatening/Encouraging body language.[ ]  Open ended questions. (What happened to you?)[ ]  Conversation extenders. (How did you feel?)[ ]  Student specific language.[ ]  Praise for appropriate behaviors/choices. |
| **A** | **Acknowledged the significance of the situation by:**[ ]  Determining the student’s perception of the situation.[ ]  Investigating if he/she had a difficulty prior to the event.[ ]  Accurately identifying and/or isolating the behavior(s).[ ]  Determining under what conditions the behavior(s) occurs.[ ]  Refocusing the student to experience success.  |
| **L** | **Listened by:** [ ]  Identifying the emotion behind the words.[ ]  Clarifying the student’s concerns/statements. (Active Listening)[ ]  Providing periods of quiet.[ ]  Not trivializing student concern.[ ]  Giving undivided attention. |
| **M** | **Maintained professionalism by:**[ ]  Avoiding power struggles and not personalizing inappropriate behaviors.[ ]  Awareness of potential bias (i.e. cultures, disabilities, past experiences, etc.).[ ]  Acknowledging the student's body stance and respecting personal space. Did not intimidate. |
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| **C** | **Choice was taught and opportunities provided by:**[ ]  Discussing alternative actions with student.[ ]  Ensuring capability of choice in the school environment. [ ]  Targeting an educational/behavioral goal. [ ]  Ensuring repeatability (for future situations and other settings). |
| **A** | **Appropriate voice indicated by:**[ ]  Steady/relaxed cadence demonstrating patience (rhythm).[ ]  Volume just adequate to overcome ambient classroom noise.[ ]  Calm, soothing voice (pitch).[ ]  Age appropriateness. |
| **R** | **Reassured student by:**[ ]  Inviting the student to talk in a quiet setting free from an audience.[ ]  Giving the student the option to speak to another mentor.[ ]  Acknowledging the student’s right to his/her feelings.[ ]  Being honest & realisticabout what I can and cannot do[ ]  Asking what the student needs or how I can help.[ ]  Ensuring the student is in a safe place for sharing thoughts and feelings.[ ]  Sharing that I am here to help. |
| **E** | **Exact limits were:**[ ]  Enforceable.[ ]  Developmentally appropriate.[ ]  Clear.[ ]  Reasonable. |