



# I-Messages Plus

Calmly informing students of your own feelings is an "I-Message" designed to make students aware of their stimulus value (effect on others). An I-Message Plus adds encouragement to adopt a non-disruptive alternative. "I feel X when you do Y, and your classmates feel Z. Can you think of a better choice?"

## STEPS

- 1 Validate student's position:**  
*"I understand you feel..."*
- 2 State effect of disruptive behavior on you:**  
*"When you do \_\_\_\_, I feel..."*
- 3 Describe effect on classmates:**  
*"When you do \_\_\_\_, your classmates feel..."*
- 4 Redirect to Win-Win behavior:**  
behavior that meets needs of student, you, and classmates

### Recommended for...

Disruption  
Aggression,  
Breaking the Rules, Disengaged

Position  
Attention-Seeking,  
Avoiding Failure, Angry,  
Control-Seeking, Energetic,  
Bored, Uninformed

Individual or Class  
Both



# Same-Side Chat

When we don't understand a student's position and/or don't feel ourselves to be on the same-side with the student, we schedule a meeting to get to know the student better and to develop empathy with him or her — so we can honestly place ourselves on “the same-side” with the student.

## STEPS

- 1 Schedule a private meeting with student**
- 2 Have a getting acquainted meeting with student focusing on non-school related topics**
- 3 Stay in student's comfort zone; student chooses topics**
- 4 Thank student; paraphrase student; open door for future chats**

### Recommended for...

Disruption  
Confrontation

Position  
Attention-Seeking,  
Control-Seeking

Individual or Class  
Individual