

FIGURE 14.1
Blame Versus Grace in the Classroom

BLAME	GRACE
"You just read that word five seconds ago."	"It can be so frustrating when every time we see a word it feels like the first time. Let's start to keep track of the words that we see often and find some ways to help us remember them."
"You have until the count of 5 to sit down and get to work, or you'll go to the office."	<p>"I am going to count backward from 5, and then . . .</p> <ul style="list-style-type: none"> • "We are going to find a way to work together to fix this problem." • "I need you all to make a good choice and be where I need you to be." • "I need you to complete the task that was asked of you."
"Nothing I do ever seems to work with this student."	"I am working really hard and doing my best to help this student, but I need more support to find some better solutions."
"This kid just doesn't want to learn."	"Clearly, there are some things going on with this student that are preventing him or her from understanding these concepts."
<p>When a student coming in from recess runs down the hallway or enters the classroom talking too loudly, the teacher</p> <ul style="list-style-type: none"> • Removes the student from class; • Writes the student's name on the board; or • Moves the student's clip down the behavior chart. 	<p>When a student coming in from recess runs down the hallway or enters the classroom talking too loudly, the teacher</p> <ul style="list-style-type: none"> • Pulls the student aside and redirects him or her to the desired behavior; • Asks the student to go back to the entrance and reenter in the way that is expected; or • Asks the student to take a breath and say what he or she should have done instead.
<p>A student who is frustrated with the assignment rips up his or her paper or the paper of his or her neighbor, swears at the teacher, shoves his or her desk, or says, "I'm so stupid!"</p> <p>The teacher</p> <ul style="list-style-type: none"> • Engages in a power struggle and redirects the student using a punitive consequence, such as saying, "You need to go and get another piece of paper and do this assignment. If you don't comply with the rules, then you will have to miss recess." 	<p>A student who is frustrated with the assignment rips up his or her paper or the paper of his or her neighbor, swears at the teacher, shoves his or her desk, or says, "I'm so stupid!"</p> <p>The teacher focuses on the motive for the student's frustration—perhaps the student feels hungry, angry, anxious, lonely, or tired, or maybe the student feels overwhelmed or incompetent and is triggered to go to his or her downstairs brain. So the teacher</p> <ul style="list-style-type: none"> • Provides an opportunity for the student to calm down and return to a regulated state before helping the student explore some healthier alternatives to the poor choices he or she made. • Connects with the student through his or her feelings before redirecting him or her to more appropriate responses (i.e., connects with the right before redirecting with the left).