MOVING FROM "GET" TO "GIVE"
GUIDING PRINCIPLES WHEN USING DECLARATIVE LANGUAGE & CO-REGULATION

1. ENTER EACH ENGAGEMENT WITH A POSITIVE INTENTION.

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Your intention and mindset matter because your learner will feel it, and respond in kind. When you assume a "giving" over "getting" mindset, they become more likely to open themselves up to vulnerability & learning.

2. INVITE BUT DON'T DEMAND.

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This should NEVER be about compliance. Often, when we offer a competent role, along with processing time*, our learners join on their own. If they don't, refer to #'s 3, 4 & 5.

*Amount of processing time needed varies based on the individual and the situation.

3. USE A TONE OF VOICE THAT IS CURIOUS, EMPATHIC, UNDERSTANDING OR NEUTRAL, & A SLOWER RATE OF SPEECH.

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Make sure you match your declarative statements with a tone of voice & rate of speech that is inviting. When we use an impatient or sharp tone, or speak with a fast rate that does not allow for processing time, it will come off as a demand, and undermine the process you are trying to create.

4. USE NONVERBAL COMMUNICATION THAT IS OPEN, UNDERSTANDING, & CONNECTING.

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Similar to #3, ensure your gestures, body position, & facial expressions are soft, warm, and inviting. Tense muscles communicate stress & your learner will feel it. Take a deep breath, or use a tool that works for you, so you communicate presence, openness, & support.

5. OFFER A COMPETENT ROLE THAT IS RIGHT FOR EACH UNIQUE MOMENT.

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Meet your learner where they are developmentally, but also in each moment. Remember that stress responses (fight/flight/freeze), decreased interoceptive awareness (IA), & negative episodic memories (EM), can get it the way of engagement, regardless of what you think your learner "should" be able to do.

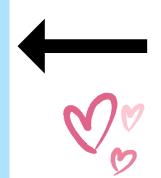## 6. SCAFFOLD LEARNING & ENGAGEMENT IN A DYNAMIC WAY.

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When something is not working, it's important to give your learner the benefit of the doubt. Consider why you both might be stuck in that moment: Anxiety around feelings of competence? Attention? Comprehension? Processing time? Habit? Offer specific support that matches the moment.

7. EPISODIC MEMORY IS CRITICAL.

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Use declarative language to reflect on the past & plan for the future, in an ongoing way. Enjoy letting your narratives unfold over time. This is how we teach self-awareness, self-advocacy, repair, problem solving, time management, perspective taking, & more!
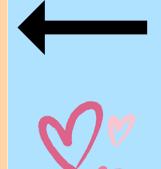
8. SET THOUGHTFUL LIMITS.

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It is important to set limits when needed. When you do, make sure they are reasonable & you have communicated them clearly, & in a respectful way, using declarative language. Your learner doesn't have to agree with you & it is okay if they are not happy. Learning to manage uncomfortable emotions is a vital part of resilience & growth.