# The Rogers/Patton Approach to Regulating Behavior

Fred Rogers brought us into his neighborhood and made us feel at home. General George Patton was a bulldozer who was instrumental in leading us through and out of World War II. Both focused on results but with very different intentions.

By combining their styles of high support and high challenge with the ***right*** intentions of the WITH box (to teach, explore, equip & empower), we communicate both accountability with availability.

Discuss how these questions and statements below are restorative.

"I can see that you are upset. What do you need from me to help you get back to calm?"

"I am really trying to help you but you are so upset. What do you need from me right now?"

“I am having a hard time hearing your concern when you are shouting. Can you ask me again in a different way so I can hear what is really bothering you?”

"You are too important to me to not help you learn right from wrong."

“Billy, it sounds like Mr. Frustration is talking. What is he anxious about?”

"This is too big for you to handle by yourself. Let me support you."

"Billy, you seem agitated. What is going on right now?"

"You're right Billy, it's not fair. But I am here with you to work through all the rules of the school, even if they don't seem fair."

"How about I come back and check in on you in 10 minutes. I want to make sure you are okay."

"Billy, I did my best to try and solve the problem with you. Can we work this out the simple way or do you need to go to the office to work through this?"

"This assignment seems like it is hard for you. May I sit with you and help you get through the parts that are difficult?"

"Billy, I care too much about you to ignore that you are trying to refuse to do your work. I'd be happy to sit with you and help you if that's what you need. What will work best for you right now?"

Adapted excerpt from The Trauma Informed School (2016) Sporleder & Forbes, Beyond Consequences Institute.