

# **1. Mini Pattern Library**

## **Predictable Communication Patterns for Regulated Classrooms**

*(Excerpt)*

### **Purpose**

Provide a shared, repeatable language system that reduces cognitive load, emotional escalation, and ambiguity during instruction, transitions, and redirection.

### **Pattern 1: Transition Cue**

#### **When to use**

Moving from one activity or location to another.

#### **Pattern Structure**

**Signal → Next Action → Time Anchor**

#### **Examples**

- “Pause. In 30 seconds, we’ll put materials away and line up by the door.”
- “Heads up. We’re finishing this activity. When the timer ends, we’ll switch to reading.”

#### **Why this works**

- Separates attention capture from instruction
- Adds predictability through time anchoring
- Reduces sudden demand that can trigger escalation

### **Pattern 2: Task Clarification**

#### **When to use**

When students appear confused, stalled, or dysregulated during a task.

#### **Pattern Structure**

**Restate Goal → Single Next Step → Check Understanding**

#### **Examples**

- “The goal is to finish question one. First step: read the prompt. Does that make sense?”
- “Right now we’re focusing on cleanup. Start with putting markers in the bin.”

#### **Why this works**

- Narrows cognitive scope
- Prevents overwhelm from multi-step instructions
- Invites confirmation without pressure

### **Pattern 3: Gentle Redirection**

#### **When to use**

Redirecting off-task behavior without escalating emotion.

#### **Pattern Structure**

**Name Expectation → Neutral Reminder → Choice or Next Step**

#### **Examples**

- “We’re using quiet voices. You can lower your volume here or move to the back table.”
- “Hands stay to ourselves. Let’s reset and try again.”

#### **Why this works**

- Avoids shame or moral framing
- Maintains authority without threat
- Preserves student agency

## Pattern 4: Emotional Acknowledgment + Boundary

### When to use

When a student is emotionally activated but expectations still apply.

### Pattern Structure

**Acknowledge Feeling → State Boundary → Next Action**

### Examples

- “I see you’re frustrated. We’re still lining up. Take one breath and join us.”
- “I hear that you’re upset. It’s not time to argue. Sit here and we’ll talk after.”

### Why this works

- Separates emotion from behavior
- Prevents power struggles
- Supports regulation while maintaining structure

## Pattern 5: Reset & Repair

### When to use

After a moment of tension, disruption, or correction.

### Pattern Structure

**Pause → Reset Cue → Clear Restart**

### Examples

- “Let’s pause. We’re starting fresh. Eyes on me.”
- “Reset. We’re trying that instruction again.”

### Why this works

- Signals closure of escalation
- Prevents lingering emotional residue
- Reinforces predictability

## 2. Before / After Script Comparisons

*(Anonymized classroom scenarios)*

### Scenario 1: Transition Between Activities

Before	After
“Okay everyone stop, we’re done with that, put it away and come sit down right now.”	“Pause. In 30 seconds, we’ll put materials away and come sit on the rug.”

### What changed

- Reduced urgency and emotional pressure
- Added time anchor
- Clear sequencing

### Scenario 2: Off-Task Behavior

Before	After
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“Why are you still talking? I already told you to stop.”	“We’re using quiet voices. Let’s reset and focus here.”
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**What changed**

- Removed accusation
- Replaced with neutral expectation
- Provided reset cue

**Scenario 3: Student Frustration**

<b>Before</b>	<b>After</b>
“You need to calm down or you’ll have to leave the room.”	“I see you’re upset. Take one breath. Sit here and we’ll continue.”

**What changed**

- Acknowledged emotion without rewarding escalation
- Removed threat framing
- Offered a regulated next step

**Scenario 4: Instruction Confusion**

<b>Before</b>	<b>After</b>
“I already explained this, just do it the way I said.”	“The goal is to finish step one. Start by opening your notebook.”

**What changed**

- Eliminated blame
- Clarified task goal
- Reduced cognitive load
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