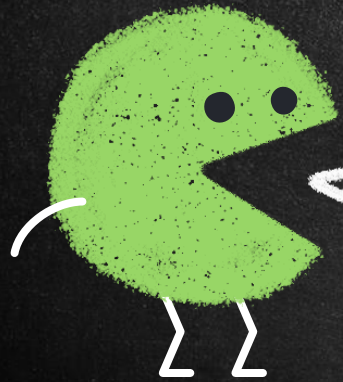
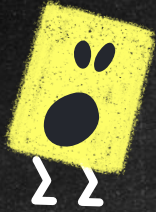


SAY THIS, NOT THAT

EMILY GOLINSKY, MS

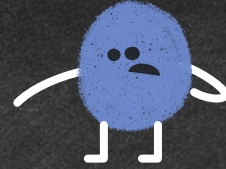




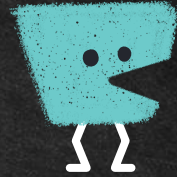
RUDE &
LOUD



"I HATE
YOU!"



NEED TO
APOLOGIZE



"I'M SO BAD
AT THIS!"



STRONG
EMOTION



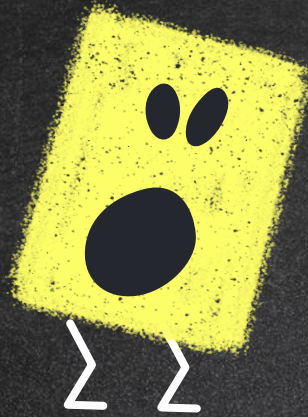
WHAT
"HAPPENED"



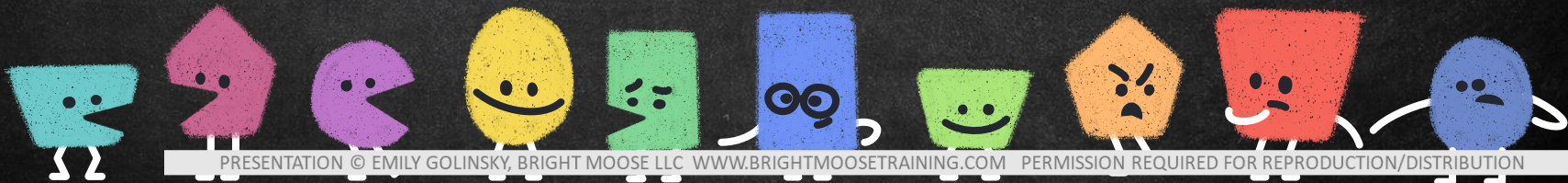
"IT'S NOT
FAIR"



BEING
"BULLIED"



SOMEONE IS
LASHING OUT AT
YOU AND IT IS
LOUD AND SCARY



INSTEAD OF:

“Pretty Much
Anything”
in a defensive,
angry tone



WHY WE
DON'T LIKE
THIS

THE GOAL HERE IS
TO DEESCALATE THE
SITUATION

YOU'RE BETTER OFF
SAYING NOTHING
AND GIVING THE
INDIVIDUAL SILENCE

USE ATTENTIVE
LISTENING NOISES
("MHMMM")



HOW TO
MAKE IT
WORK

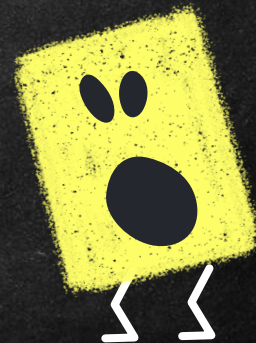
LET THEM KNOW
YOU'RE THERE TO HELP

MESSAGE: "I'M NOT
THE ENEMY"

MESSAGE 2: "IT'S NOT
OK TO YELL AT ME."

SAY THIS:

"I am happy to help
you, and I can only
do that when you're
speaking to me
in a calm and
polite manner."





HOW TO
MAKE IT
WORK

LET THEM KNOW
YOU'RE THERE TO HELP

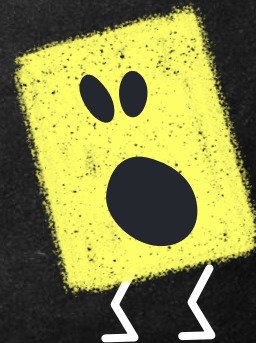
MESSAGE: "I'M NOT
THE ENEMY"

MESSAGE 2: "IT'S NOT
OK TO YELL AT ME."

MESSAGE 3: "I AM
ALSO A HUMAN BEING
WITH FEELINGS."

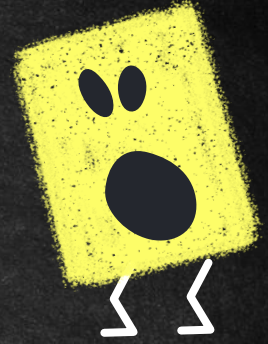
SAY THIS:

"I hear you. And it
would be easier for
me to listen to what
you are saying if I
were not being
yelled at."



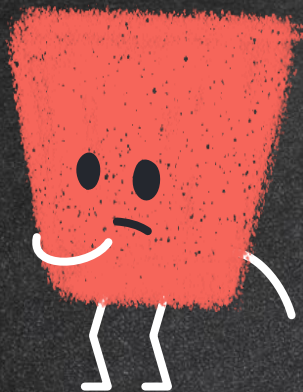
SECRET STRATEGY:

KEEPS THE BRAIN
LISTENING FOR WHAT
COMES NEXT

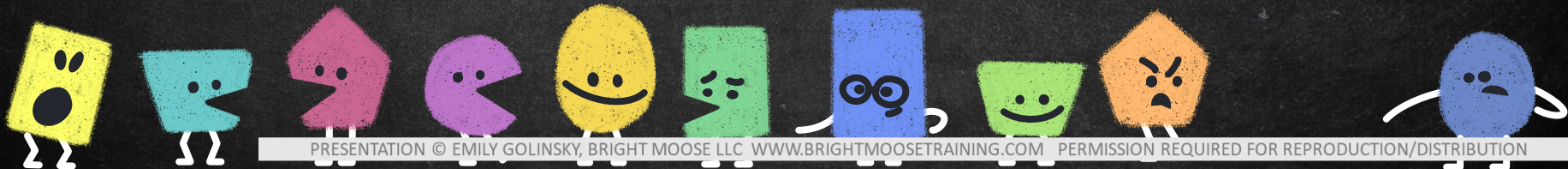


USE AND
(NOT BUT)

SIGNALS THE BRAIN
TO GET ITS DEFENSES
READY ("I'M NOT
GOING TO LIKE WHAT
I HEAR NEXT")



WHEN A CHILD
TELLS YOU:
“I HATE YOU!”



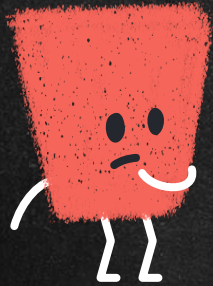
INSTEAD OF:

"I don't care!"

"Yeah, I've heard that before."

"Right back at ya!"

"That's fine."



WHY WE DON'T LIKE THESE

THESE ASSUME THE MESSAGE MEANS WHAT IT SOUNDS LIKE...AND IT DOESN'T.

IT FEELS GOOD IN THE MOMENT ("HAH!") BUT NO ONE FEELS GOOD AFTER SINKING TO THAT LEVEL

HARSH, BRO.

STEP 1: DECODE!



“HATE” IS THE STRONGEST WORD KIDS KNOW



KIDS USE THIS WORD WHEN THEY FEEL STUCK
OR OUT OF CHOICES



ACTUAL MEANINGS: “I’M SAD/DISAPPOINTED/ANGRY”
OR “I DON’T LIKE WHAT YOU SAID/DID.”



HOW TO
MAKE IT
WORK

STEP 1:

IGNORE THE VITRIOL

RESPOND WITH
VALIDATION
AND EMPATHY

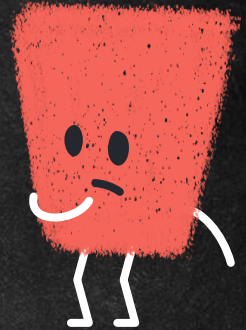
DON'T MAKE A
COUNTER-OFFER
("I STILL LIKE YOU.")

SAY THIS:

"I know that you are
[name the feeling]..."

"That I
[name the issue]..."

"That makes
sense, I get it."





HOW TO
MAKE IT
WORK

STEP 2:

FOLLOW UP WITH
HONESTY AND
PROBLEM-SOLVING

LATER, IF YOU WANT,
YOU CAN DISCUSS
CHOOSING BETTER
WORDS FOR NEXT TIME

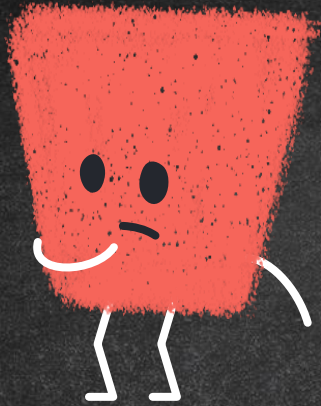
THEN SAY THIS:

“I wish I could make
that happen for you
right now.”

“Let’s figure out a time
when you can [do what you
want/get what you need]”



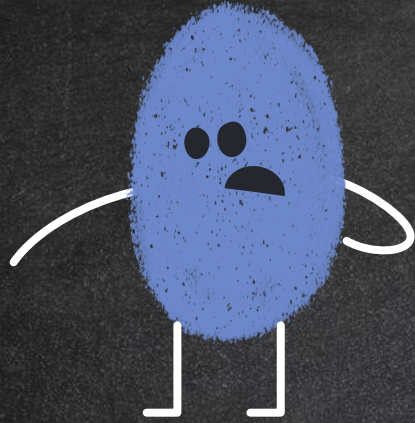
SECRET STRATEGY:



LA LA LA
NOT
LISTENING

DECODE
THE DRAMA

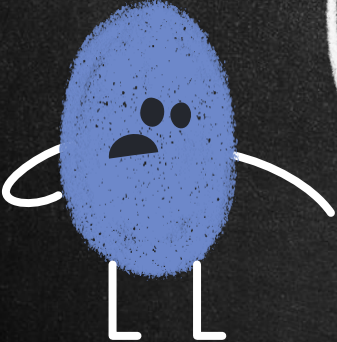




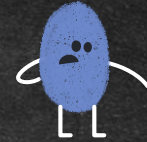
WHEN AN APOLOGY IS IN ORDER



INSTEAD OF:



“That’s not
acceptable behavior.
You owe [me] an
apology right now.”



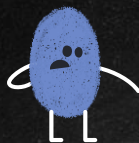
WHY WE
DON'T LIKE
THIS

IT SETS UP AN
UNNECESSARY
POWER STRUGGLE

IT IMPOSES ONE
PERSON'S WILL

DEMAND LANGUAGE
RARELY WORKS

IT SKIPS THE
DEESCALATION



HOW TO
MAKE IT
WORK

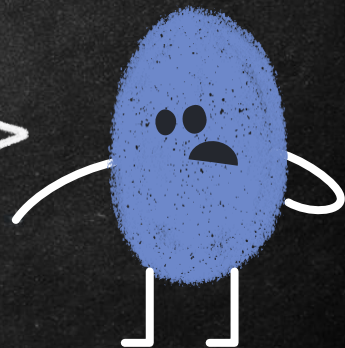
ASK THE HARMED
PARTY WHAT WOULD
FIX THE SITUATION
FOR THEM

LET THE GIVER COOL
OFF COMPLETELY
AND APOLOGIZE IN
THEIR OWN TIME

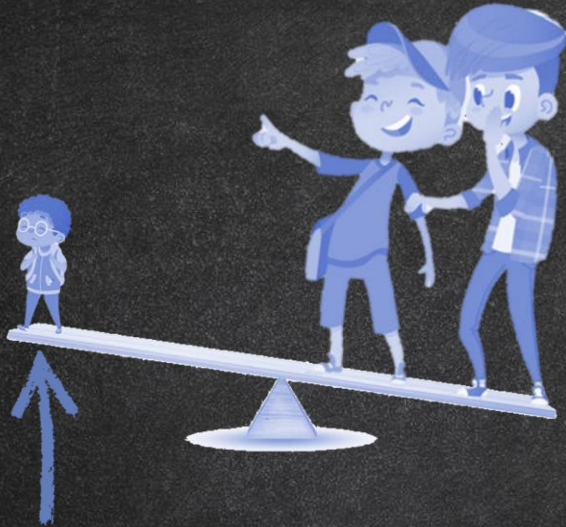
USE INVITATION
LANGUAGE

SAY THIS:

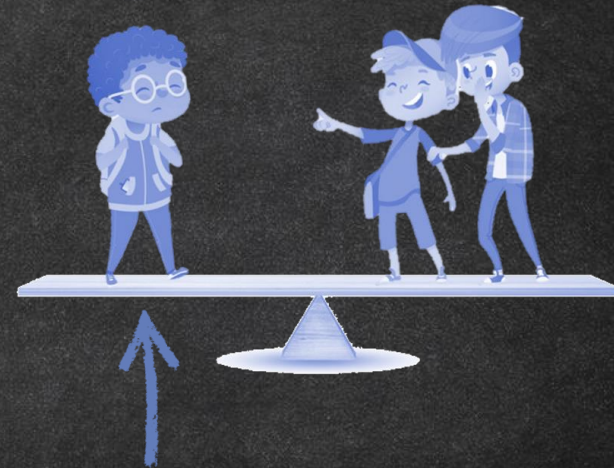
“Sam, you may sit on the bench while you think things through. When you’re ready, Quinn has said that they would appreciate an apology.”



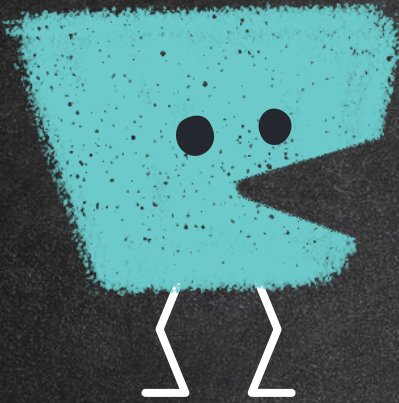
LEVEL UP! USE RESTORATIVE PRACTICE!



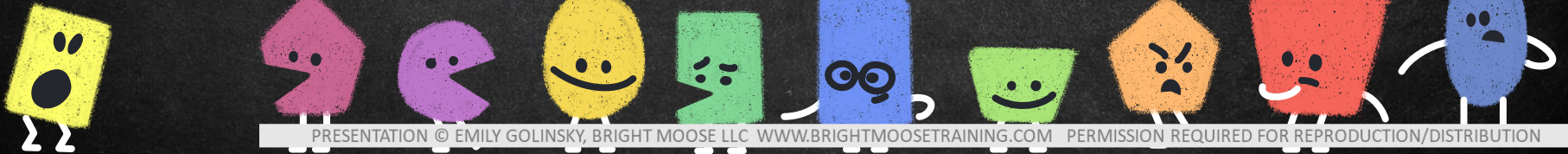
TRADITIONAL PRACTICE:
THE HARMED PARTY IS TOLD WHAT
WILL HELP FIX THINGS (“THEY
SHOULD APOLOGIZE TO YOU”)



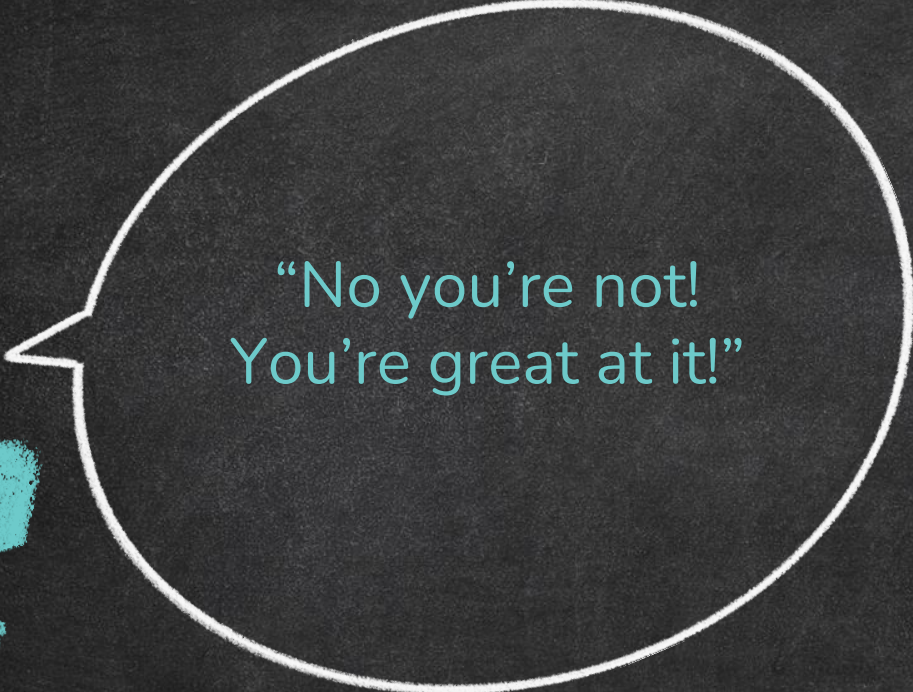
RESTORATIVE PRACTICE:
THE HARMED PARTY EXPLAINS
WHAT WILL HELP THEM MOVE ON
(“I WOULD LIKE SOME SPACE FROM
THEM PLEASE”)



WHEN KIDS SAY "I'M
SO BAD AT THIS"



INSTEAD OF:



“No you’re not!
You’re great at it!”



WHY WE
DON'T LIKE
THIS

IT INVALIDATES
THEIR FEELINGS

THEY ALREADY
KNOW THEY ARE
ACTUALLY NOT
GOOD AT IT

YOU LOSE TRUST
AND CREDIBILITY

GASLIGHTING!



HOW TO
MAKE IT
WORK

SHOW YOUR
UNCONDITIONAL
ACCEPTANCE AND
SUPPORT

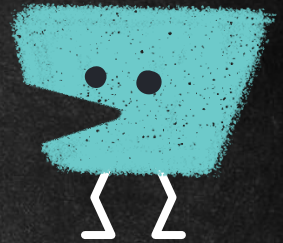
INSTEAD OF
CHALLENGING
THEM TO SEE
THEMSELVES
DIFFERENTLY,
ACKNOWLEDGE
THEIR STRUGGLE.

SAY THIS:

“You said you’re not
good at [this]. That
must feel hard.”



REPEAT THEIR
WORDS, THEN
VALIDATE THEIR
FEELINGS.





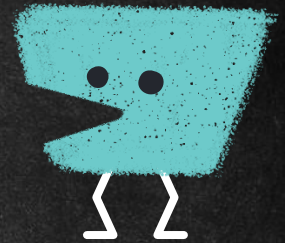
HOW TO
MAKE IT
WORK

SHOW YOUR
UNCONDITIONAL
ACCEPTANCE AND
SUPPORT

INSTEAD OF
CHALLENGING
THEM TO SEE
THEMSELVES
DIFFERENTLY,
ACKNOWLEDGE
THEIR STRUGGLE.

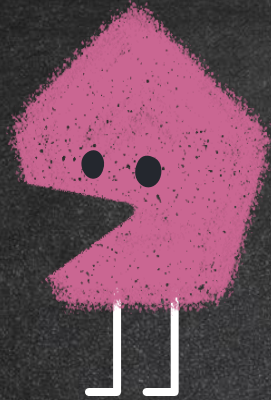
SAY THIS:

“You said you’re not
good at [this]. That
must feel hard.”

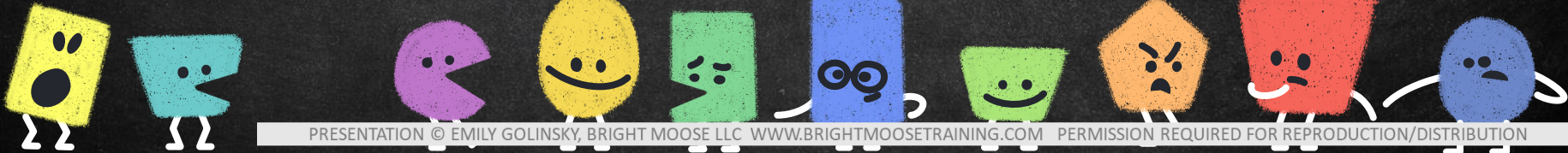


“Would you
like some help?
We can do it
together.”

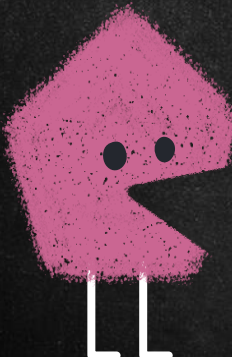
“What do you
think would
make it better?”



WHEN SOMEONE
EXPRESSES
STRONG EMOTION



INSTEAD OF:



“Calm Down! You’re making a mountain out of a molehill.”



WHY WE
DON'T LIKE
THIS

“CALM DOWN”
SHOULD BE
STRICKEN FROM
OUR COLLECTIVE
VOCABULARY

WAVING A FLAG
AT A BULL

IT SHOWS OUR
DISCOMFORT WITH
OTHERS' EMOTIONS

THE STRATEGY:



SEND THE MESSAGE: "YOUR FEELINGS ARE VALID."



THEN ATTEMPT: TO HELP MANAGE THE WORRY AT A REASONABLE LEVEL



HOW TO
MAKE IT
WORK

VALIDATE FEELINGS,
USING YOUR BEST
GUESS AT THE WORD
(OR IF THEY'VE TOLD
YOU, USE THEIR
WORD)

INVITE SHARING

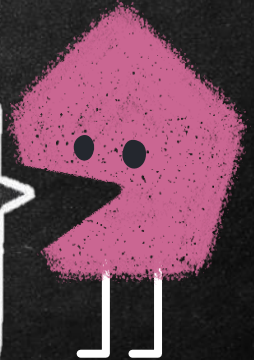
BE AN ALLY; HELP
THEM SORT OUT A
SOLUTION

SAY THIS:

“You have every right to
express frustration.”

“Tell me about it.”

“Let’s figure out how
to make it better.”



BONUS LEVEL

WHEN THEY ARE
ALSO BEING MEAN

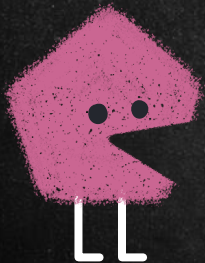


“I’m unhappy too, and you’ll see that I’m not yelling at you or saying mean things. I think you can do that, too.”

WHEN THEY ARE
FEELING POWERLESS



“I can’t even tell you how much I wish it were different. We’ll do the best we can with the options we have. And I get it if you’re really unhappy about it.”





WHEN SOMEONE IS
UPSET ABOUT
SOMETHING THAT
“HAPPENED”

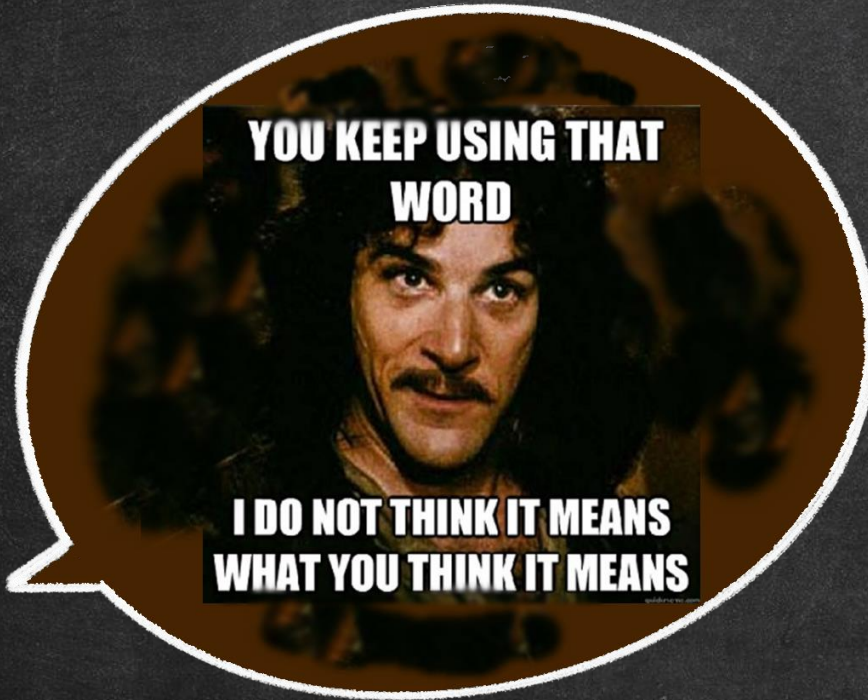


INSTEAD OF:



“Yeah, I don’t think that happened the way you think it did.”

INSTEAD OF:



WHY WE
DON'T LIKE
THIS

ATTACKING THEIR
POSITION WILL
ONLY ESCALATE
THEM AND CAUSE
THEM TO "DIG IN."

THIS RESPONSE
SKIPS ADDRESSING
THE FEELINGS

IT'S DISMISSIVE

THE STRATEGY: 3 WAYS TO "AGREE"

AGREE WITH
THE TRUTH



"Yes, that happened."

AGREE IN
PRINCIPLE



"I believe that everyone should be treated respectfully."

AGREE WITH
THE ODDS



"There are probably others that would be upset too."

THE STRATEGY: IF YOU CAN'T AGREE



IF YOU ARE SEEING SOMETHING DIFFERENT: SAY SO, AND VALIDATE THAT YOU BELIEVE THEM

“That’s not my experience here at camp, and I hear you saying it’s yours, so I want to help.”



WORST CASE:
AGREE TO DISAGREE



YOU MIGHT DO THIS IF YOU SAW WITH YOUR OWN EYES THAT WHAT THEY ARE SAYING DID NOT HAPPEN OR HAPPENED DIFFERENTLY



HOW TO
MAKE IT
WORK

AGREE WITH THE
TRUTH, IN PRINCIPLE,
OR WITH THE ODDS

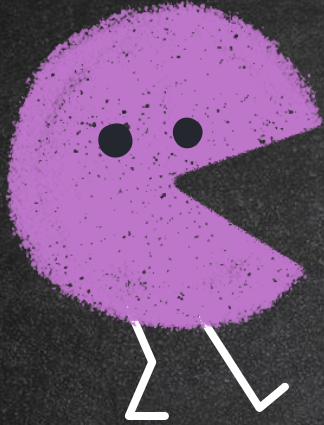
NAME THE FEELING
THEY APPEAR TO BE
EXPRESSING (OR, IF
THEY HAVE TOLD YOU
A WORD, USE THEIR
EXACT LANGUAGE)

EMPATHETIC TONE

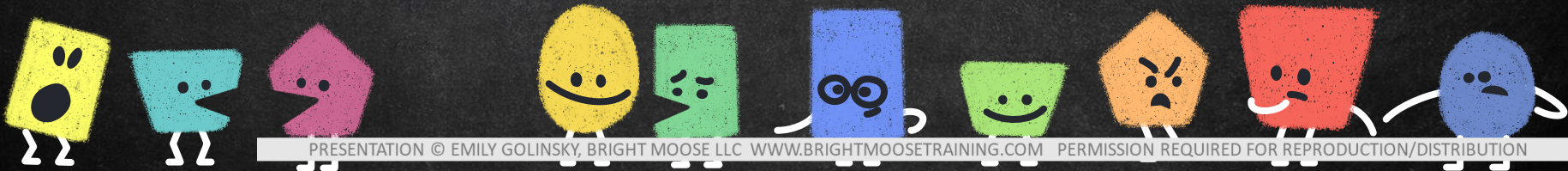
SAY THIS:

“If I thought someone
had pushed me on
purpose I would be
upset, too.”

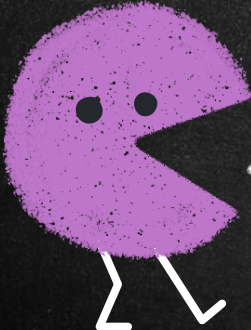




WHEN
“IT’S NOT FAIR!!!!”



INSTEAD OF:



“Right?!? It’s like no matter how hard you try, they always get the credit!”



WHY WE DON'T LIKE THIS

REINFORCES THE INJUSTICE

CAN LEAD TO FEELINGS OF HOPELESSNESS OR HELPLESSNESS

LEADS TO BITTERNESS, THE PERCEPTION THEY ARE “ALWAYS TREATED UNFAIRLY”

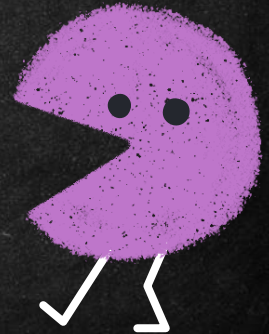


HOW TO
MAKE IT
WORK

ACKNOWLEDGE THE
EXPERIENCE

SAY THIS:

“I know it’s hard to see them get so much recognition when you feel like you’re working so hard for it.”





HOW TO
MAKE IT
WORK

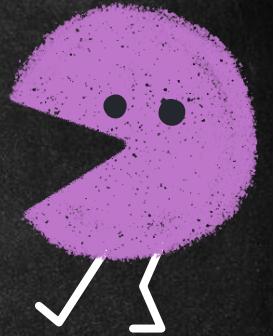
ACKNOWLEDGE THE
EXPERIENCE

TEACH EMPATHY AND
SPORTSMANSHIP

SAY THIS:

“It’s OK for Sam to get this win. You’ve had lots of great things happening for you lately.”

“Sam worked really hard for this. Let’s congratulate them together.”





HOW TO
MAKE IT
WORK

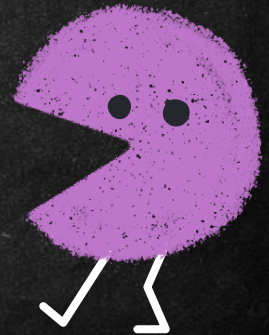
ACKNOWLEDGE THE
EXPERIENCE

TEACH EMPATHY AND
SPORTSMANSHIP

ALLOW THEM TO BE
DISAPPOINTED AND
LET THEM KNOW
THEY CAN HANDLE IT

SAY THIS:

“Dealing with things
that are uncomfortable
is hard but it’s OK. It
isn’t going to hurt you.”



WHAT THEY MEAN...

WHEN YOU HEAR "IT'S NOT FAIR" IT OFTEN MEANS SOMETHING VERY DIFFERENT. IT'S RARELY TRUE.



THEY ARE HAVING TROUBLE SEEING THE BIG PICTURE (MISSING INFO, UNDEVELOPED PERSPECTIVE TAKING)



THEY DON'T UNDERSTAND THE CONCEPT: "FAIR" = "WHAT I WANT"; "NOT FAIR" = NOT "WHAT I WANT"

WHAT THEY MEAN...



THEY HAVE LEARNED THAT THESE “MAGIC” WORDS TRIGGER GUILT/DOUBT, GET THEM WHAT THEY WANT



SOMETHING ELSE IN THEIR LIVES TRULY IS UNFAIR, AND THIS IMMEDIATE, TRIVIAL SITUATION IS TRIGGERING THE BIGGER, UNDERLYING ISSUE



THEY HAVE A DISTORTED PERCEPTION THAT OTHERS ARE MORE FORTUNATE (“CAM ALWAYS GETS...”)

“FAIRNESS”

BE CURIOUS. ASK
ABOUT THE PERCEIVED
UNFAIRNESS.

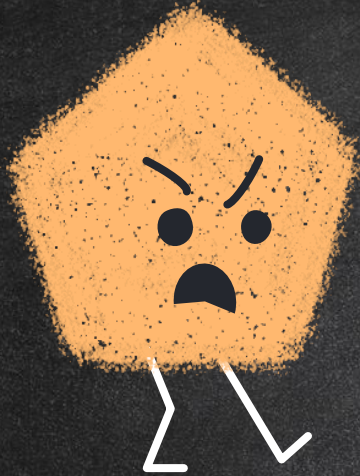


“I’m curious, what makes you say it is ‘unfair’? Can you explain to me what you mean?”

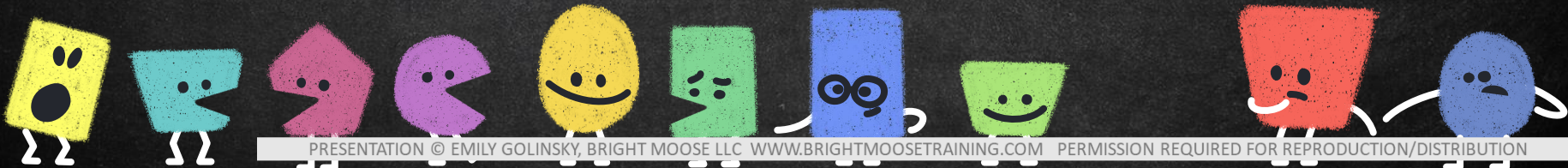
EXPLAIN FAIR VS.
EQUAL TO THEM



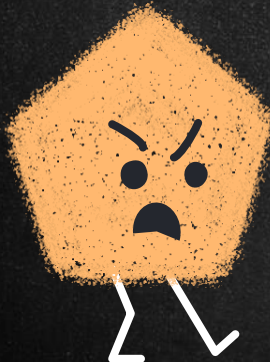
“Fair doesn’t mean equal. My job is to make sure each child in our group gets what they need, which might not be the same for everyone.”



WHEN A CHILD SAYS THEY ARE BEING BULLIED



INSTEAD OF:



“Let’s get you two together to talk about what’s going on and sort this out.”



WHY WE
DON'T LIKE
THIS

CONFLICT AND
BULLYING ARE NOT
THE SAME.

CONFLICT CAN BE
MANAGED THROUGH
MEDIATION, BUT
BULLYING SHOULD
NEVER BE.

WE NEED TO KNOW
WHAT WE'RE DEALING
WITH HERE FIRST.



HOW TO
MAKE IT
WORK

VALIDATE FEELINGS

THANK THEM FOR
SHARING AND
ASSURE THEM
YOU'RE GOING TO
HELP THEM

SAY THIS:

STEP 1:

“I can see that you’re
upset.”

“Thank you for telling
me. We’re going to
figure this out.”





HOW TO
MAKE IT
WORK

ASK THE CHILD TO
REPHRASE THEIR
CONCERN TO
“DEFINE” OR
“DESCRIBE” WHAT’S
HAPPENING WITHOUT
USING THE WORD
BULLYING.

SAY THIS:

STEP 2:

“Tell me what you
mean when you say
you’re being bullied.”



BULLYING VS. CONFLICT



CONFLICT IS A NORMAL AND EXPECTED PART OF GROUP FORMATION. **CONFLICT IS:**

- A DISAGREEMENT OR ARGUMENT IN WHICH **BOTH SIDES** EXPRESS THEIR VIEWS
- **MAY ESCALATE INTO A DISAGREEMENT** OR CAUSE STRESS AND HURT AS RELATIONSHIPS ARE TESTED
- CAN BE UNCOMFORTABLE, BUT IS USUALLY A MEANS TO SOLVING A PROBLEM AS **PART OF A GENERALLY EQUAL RELATIONSHIP**

BULLYING VS. CONFLICT



BULLYING IS ONGOING, UNWANTED, AGGRESSIVE BEHAVIOR THAT INVOLVES A REAL OR PERCEIVED POWER IMBALANCE. **BULLYING IS:**

- **REPEATED** OR IS LIKELY TO BE REPEATED OVER TIME
- AN ONGOING AND **DELIBERATE MISUSE OF POWER IN RELATIONSHIPS** THROUGH REPEATED VERBAL, PHYSICAL AND/OR SOCIAL BEHAVIOR
- **INTENDED TO CAUSE HARM** (PHYSICAL, SOCIAL AND/OR PSYCHOLOGICAL)



“It sounds like you and [Name] are having a conflict that is causing hurt feelings. What should we do about that?”

WHEN IT IS
ACTUALLY CONFLICT

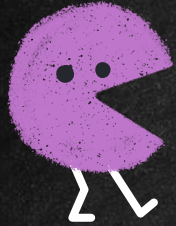


“Bullying is never OK. You did the right thing telling me. I’m going to work on fixing this with the other adults here. I want you to be able to have fun at camp today. What can you and I do right now to make that happen?”

WHEN IT IS
ACTUALLY
BULLYING



SAY THIS, NOT THAT



CONTENT DESCRIPTION

If you've ever found yourself lost for words in a situation, or worse, you've said something that you realize immediately after fanned the flames, don't worry! You're in very good company; we've ALL been there feeling unprepared, at a loss, or put on the spot. Having a repertoire of go-to responses that are guaranteed to work in certain situations is a gift you can give yourself right now! You'll leave this session with simple, specific phrases added to your toolbox so you can feel confident walking into difficult conversations and complicated situations. The strategies are simple but profound, and you'll find yourself reaching for them time and time again. They're applicable to behavior management, staff supervision, customer service, and even that family member who is driving you nuts on holidays! Come join Emily for some fun with language!

CONTACT INFO FOR EMILY;



WWW.BRIGHTMOOSETRAINING.COM

CALL/TEXT: 781-430-8358

EMILY@BRIGHTMOOSETRAINING.COM



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