RACE Handout

Reflect:

- What behaviors does the child do that pushes my buttons?

- Are there certain emotions that this child has that are more difficult to cope with or respond to?

- Do you have a strong reaction when the child behaves a certain way? Says certain things?

- How does your culture impact your emotional display? It is important to understand what you consider “normal.”

Anticipate: Helping Professionals Identify Specific Challenges -

- Are there areas of insecurity for you in managing a specific child’s behaviors/emotions?

- Are there child behaviors that have, in the past, been associated with crisis or significant events (e.g., hospitalization, assault, self-harm) that then cause you to feel negative feelings?

- Do you have your own trauma history, trauma reminders, and/or general life stressors (financial, job stress, family illness) that impact your ability to manage your emotions?

- Are there areas of difference between the child or child’s parent(s) and you in terms of cultural, generational, or values that make providing interventions or managing a child in the classroom challenging?
Change:

- Shift how you think about the child. Whether you are locking onto empathy, viewing the child through a different lens that helps you not take the behavior personally.

- Change the way that you approach a child/ the situation.

- Tools to help make the shifts in perspective:
  
  • Self-monitoring skills:
    
    - Physiological (What happens in my body? What early signs do I have that let me know things are “out of control”? e.g., heart beats faster, sweat more, stomach hurts, clench muscles
    
    - Cognitive (What thoughts do I have during difficult situations?)
    
    - Emotional (What feelings do I have?)
    
    - Behavioral (What do I do when faced with strong emotions?)
  
  • Relaxation Skills – practice your relaxation skills like deep breathing
  
  • Distraction – count all the blue objects in the room, for example. This could be anything that takes your mind off of the situation/child while you calm down.
  
  • Self-soothing:
    
    - Carry a small rock in your pocket that you can touch when upset to bring your mind to focus on something different while you calm down.
    
    - Crocheting or other hobbies outside of work that you do to help you relax.
  
  • Time-outs
    
    - When intense situations arise, professionals may need to take a break.
  
  • Building provider support systems
    
    - Identify social supports and their specific roles at your work.
    
    - Identify developmentally or situationally appropriate experiences to share as well as more appropriate alternatives.

Evaluate:

How did the change work? What needs to be fixed for next time? What did you learn?