

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?