**We Got This**

School staff have significant skills and training in responding to complex issues. In our field/work, we have all experienced and responded to crisis, difficult behaviors, power struggles, uncertainty, angry/frightened/worried parents and capitalized on our resilience to endure challenges. Skills we have and should be emphasized are:

* Managing affect – noticing, validating, etc. when a student is engaging in “weaponizing” the virus. Paying attention to your arousal/stress state when confronted with threatening behavior.
* Attunement/Curiosity – wondering aloud, noticing and being curious about the feeling behind the behavior. Understanding the non-verbal and verbal as communicating distress.
* VCR – Validate, Curious/Challenge, Respond – **Validate** -- name it for folks (it seems like, I can understand why, I bet a lot of kids, it makes sense that…), **Curious** -- again, wonder aloud what might be going on or, if you have a solid relationship with the student and you are attuned to their and your arousal state, **challenge** them (I have seen you work through this before, how can I help; I don’t like the language you are using but I do like how you are advocating for yourself, you know the expectations right now, etc.), **Request**  -- Can we talk about your anger, can you agree to be honest about the language you used, is there something we can do together to help you feel less angry, etc.
* Avoiding Power Struggles – the best way to show a student you are out of control is to engage in a power struggle with them. Drop the rope and use other skills.
* Consistency/Predictability – see below about expectations. Also, consider different experiences of frustration/worry/concern that staff and students have. Ensure your responses, regardless of your beliefs are consistent to student feelings and behavior.
* Think beyond function. What is the feeling behind the behavior (fear, worry, anger, etc.).
* Self-care – individual and school/organizational responsibility. Mental health for all means that staff/faculty have the tools, resources and practices necessary to remain well. utilizing wellness tools during meetings, adult transitions, etc. is critical. Utilizing reflective practices for support.