

## The One Sentence Intervention (from [www.loveandlogic.com](http://www.loveandlogic.com) )

This works on those really tough kids that don't want you to love them. Here's why typical compliments don't work on these kids. When you say, "Oh, Douglas you did such a good job on this paper." They have a mind set that they are lower than dirt and what you are saying does not match what they believe about themselves. Therefore, it floats right over their heads. They think, "Oh, she's just saying that because she has to; she's my teacher. They pay her to say stuff like that."

However, when someone comes along and says things like "You are so stupid." BINGO that matches what they think about themselves so they hang on to it. Many children like this hear the negative at home, at the bus stop, in their neighborhood, in the hallways and so on.

Here's how you bypass their main circuit board in their brain.

Twice a week, for three weeks you pull a one sentence intervention on them.

You say "I noticed.... (name something that you noticed about them)....I noticed that."

Non-example: "I noticed you like to talk while I'm talking." NOT GOOD= Non-example: "I noticed you wear really cool tennis shoes." NOT GOOD

These two statements have value attached to them. The sentence has to have non-value.

Example: "I noticed you like Dale Earnhart. I noticed that."

Example: "I noticed you have a blue backpack and a red backpack. I noticed that."



Jim Fay (Love and Logic) doesn't say to sandwich the "I noticed" with the statement. However, being teachers, it is our nature to add a compliment on to things we say. Sandwiching it between the "I noticed" helps us not to put a value on the sentence.

You do this for three weeks, only two times each week. The "I noticed" has to be sincere. At the end of three weeks you will be able to ask that child to do something for you like their Math lesson and you will be surprised that they will do it.

We did this with Douglas. Douglas's dad had been in and out of jail most of his life. His dad was finally out of jail and things were looking up. Then his mother died. Social services came in and removed Douglas from his home. Not only did they remove him from his home, they stopped all contact with all of his family members. Douglas came into class, swung his chair backwards and put his head down. The only conversations he had in the school were those with the SRO. Douglas's teacher heard about one sentence interventions and decided to try them on Douglas.

After three weeks, the sky did not open nor the red sea part; however, Douglas stopped turning his chair backwards. His teacher decided he needed a few more weeks of intervention. Two weeks later, Douglas actually raised his hand and answered a question in class. She continued the intervention. A few weeks later, Douglas actually ate lunch with the rest of class and had a conversation with some classmates. His teacher continued the intervention. A few weeks later, social services came and moved Douglas to another foster home but we hear that Douglas is doing better.

If this intervention worked on Douglas it will work on the children in your classroom.

## My One Sentence Intervention Project :

My student: \_\_\_\_\_

Here are the first three things I can think of that I can notice:

I noticed: \_\_\_\_\_ . I noticed that.

I noticed: \_\_\_\_\_ . I noticed that.

I noticed: \_\_\_\_\_ . I noticed that.

Note some positive changes you are starting to see in the child:

Here are the last three things I can think of that I can notice:

I noticed: \_\_\_\_\_ . I noticed that.

I noticed: \_\_\_\_\_ . I noticed that.

I noticed: \_\_\_\_\_ . I noticed that.

Note the positive changes you have seen so far in this student:

Please email [caughtyoubeinggood@gmail.com](mailto:caughtyoubeinggood@gmail.com) and let me know how things worked out for you with this. I'd love to have other examples to share in future trainings.