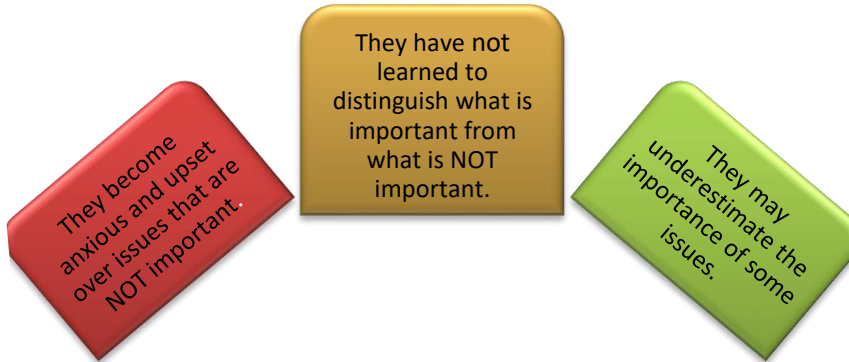


# Is This a Big Deal or A Little Deal?

## Big Deals

- can't be gotten over quickly
- can't be ignored
- there is no alternative for
- changes something important for a long time
- means you lose something you can't get back
- is worth standing up for

Some students have **BIG** behaviors about *little* issues.



## Little Deals

- can be mildly annoying
- can be ignored
- requires a small change in plans
- does not change anything important
- is a temporary problem
- you can put up with it in order to get something you really want

Students need to learn to differentiate between big deals and little deals in order to adapt their responses or the intensity of their responses to a situation.

This is a self-management skill.

Start when the student is calm.

It is important to avoid creating negative associations with the script at the start.

Experiment around with how to best label "big deals" and "little deals."

Give him examples of issues that might be big or little deals.

Use the script to introduce the concept.

Identify and label the issue. "This is a big deal" or "This is a little deal."

State the reason it is a big /little deal.

Offer a strategy to address the issue ("Maybe we can try...")

Offer general reassurance ("there we go, that was not a big deal. That was a little deal and there's always something that works.")

Gradually reduce external support.

Switch from direct prompts (This is a big deal) to questions (is this a big deal or a little deal).