

WAGS

A framework for talking with students sent to you

W

Welcome. Listen and paraphrase – this sets the stage
Ask about other areas of achievement or enjoyment – connect with the STUDENT not with the PROBLEM

- *Hi!*
- *How are you?*
- *What brings you here?*

A

Acknowledge (and accept). This is about conveying to the student that they are finding something hard or difficult, are serious or sincere and are competent human beings.

- *I guess this situation is really hard for you.*
- *I guess you have good reasons for doing*
- *I'm here to give you whatever support I can in this situation.*
- *I believe you want the school to work for you but I'm kind of confused, can you help me out?*

G

Gain. Gain an understanding of what the student believes will be useful in making a difference and/or has already been able to make a difference. The aim is to hand over the ownership of the solution to the student and acknowledge and build on competence.

- *What will you be able to try that might make a difference in this situation?*
- *What are your ideas about how things could go better?*
- *What do you suppose will be the first thing that tells you things are not on track?*
- *What will be happening when this isn't a hassle any more?*

S

Scaling - recognise that change in any situation will take a series of steps rather than one complete turn-around and provide a way of talking about movement.

- *One a scale of 1 to 10, where 0 is "The situation is hopeless: I'll never get on ok in that class" and 10 is "I have no problems at all in that class", where would you put yourself?*
- *What tells you that you are at 2 and not at 0?*
- *Tell me what is happening when you move up to 3 . . Or 4. What will the teacher notice when you move up the scale a bit?*
- *What can you do to help yourself begin to move up that scale?*