



Perfectly Imperfect

Difference Between **Declarative Language** and **Imperative Language**

Declarative Language:

This type of language conveys information or statements that describe a situation or express feelings. It is generally non-commanding and invites understanding or discussion.

Imperative Language:

This language issues commands or requests, instructing someone to do something. It typically starts with a verb and is more directive.

EXAMPLES	
Declarative	Imperative
"We are going to learn about addition today."	"Open your math books to page 10."
"It is important to listen when others are speaking."	"Be quiet and listen to your classmates."
"I see everyone is excited about recess."	"Line up for recess now."
"We need to clean up our classroom before lunch."	"Pick up your toys and put them away."
"This project will be shared with the class next week."	"Prepare your presentations for Monday."

Summary

Using declarative language can foster communication and understanding, while imperative language can efficiently communicate expectations and actions in a classroom setting. Balancing both types helps create a positive learning environment.

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Examples of declarative language scripts that could be used in the school setting

Disruptive Behaviour

Teacher:

"Today, we need to focus on our lesson. When someone talks while I am teaching, it makes it hard for others to hear. Let's remember to use our quiet voices during instruction. Everyone can share their thoughts when it's time for discussion. I appreciate your cooperation."

Challenges with Dysregulation in the Classroom

Teacher:

"I see that some friends are feeling a bit overwhelmed right now. It's okay to take a break. We can use our calm corner to relax and breathe. Remember, it's important to express our feelings. You can come back when you feel ready. Taking a moment helps us all focus better."

Transitions to New Activities

Teacher:

"In five minutes (a visual timer might need to be used), we will transition to our next activity. Please begin to clean up your workspace. Keeping our classroom tidy is important. When you finish, gather at the carpet. I will explain our next project. I appreciate everyone's effort in getting ready!"

Defiant Behaviours

Teacher:

"I notice that some friends are choosing not to follow directions. It's important to listen to the class rules so we can learn together. If you are feeling upset, it's okay to talk to me. I want to help you understand what we are doing. Let's work together to make sure everyone can participate."

Script for Addressing Difficulties in Relationships on the Playground

Teacher:

"I see that some friends are having a tough time on the playground. It's important to remember that everyone deserves to have fun and feel safe. When we play together, we need to share and take turns. If someone feels left out, we can find a way to include them."

"If there is a disagreement, it's helpful to use our words to express how we feel. Let's practice asking questions like, 'Can we play together?' or 'I didn't like that. Can we try again?'"

"Everyone in our class is important, and it's our job to be kind to one another. I encourage you to talk to each other and find solutions. If you need help, you can always come to me or a trusted adult."

"Remember, we can make recess a positive experience for everyone. Let's support each other and have fun together!"

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This script aims to encourage positive relationships and conflict resolution among students at school.

Feel free to adjust these scripts based on specific classroom dynamics or needs!

**DISCLAIMER: TEACHER LANGUAGE HAS BEEN USED IN THE MOST NEURO-AFFIRMING WAY
AS THIS IS A TEACHER RESOURCE**

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Examples of declarative language scripts that could be used in the school setting

Difficulties with Transitions

Teacher:

"I notice that changing activities can feel overwhelming. It's normal to need a little extra time to adjust. Let's take a moment to breathe and talk about what's happening next. We can all help each other during this transition."

Disruptive Behaviours

Teacher:

"I see some excitement in the classroom today! It's great to see everyone so energetic. When we focus our energy on our tasks, we can have fun and learn together. Let's remember to raise our hands if we want to share our thoughts. I appreciate your help with this."

Challenges with Relationships on the Playground

Teacher:

"It's important for everyone to feel included when we play. If you notice a friend sitting alone, you can invite them to join you. Building friendships takes practice, and it's okay to ask for help if you're unsure how. Let's support each other on the playground."

Dysregulation

Teacher:

"I can see that some of you might be feeling a bit overwhelmed right now. It's okay to feel that way; everyone has tough moments. Take a deep breath with me. If you need a break, feel free to visit our calm corner. It's a safe space to help you feel better."

Defiant Behaviours

Teacher:

"I understand that sometimes following instructions can feel hard, and it's okay to express how you feel. If something doesn't seem right or feels too much, let's talk about it. Working together, we can find a solution that makes it easier for everyone."

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These scripts aim to foster understanding, empathy, and open communication, creating a supportive environment for students, particularly neurodivergent students.

This script aims to encourage positive relationships and conflict resolution among students at school. Feel free to adjust these scripts based on specific classroom dynamics or needs!

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Examples of declarative language that can be used in the classroom:

Here are **50 declarative language statements** that teachers can use to support primary school-aged children, especially those with a PDA profile. These statements aim to provide observations, comments, and prompts that encourage engagement without triggering anxiety or resistance:

- "I notice you have a lot of energy today."
- "It seems like you're interested in that book."
- "I can see that you're thinking about your next steps."
- "I wonder how you feel about starting this activity."
- "I noticed some students are working quietly at their desks."
- "I see that you are really focused on that drawing."
- "I'm curious about what you like most about this project."
- "I can hear some great ideas being shared in the group."
- "I noticed that you chose to sit by your friend today."
- "I see the way you're organising your materials."
- "I wonder what you think about this topic we're discussing."
- "I noticed you're taking your time with this task."
- "It seems like you have a lot to say about this lesson."
- "I can tell that you're making connections with your reading."
- "I noticed you chose to work independently today."
- "I wonder how you can use your creativity in this project."
- "I see that you're helping your classmates with their work."
- "I can hear some interesting questions being asked."
- "I noticed you've been very engaged during our discussions."
- "It seems like you're really enjoying this hands-on activity."
- "I wonder what strategies you might use to solve this problem."
- "I see that you're following along with the instructions."
- "I can tell you're really thinking deeply about this challenge."
- "I noticed you're showing patience when helping others."
- "I wonder how you feel about the choices we have for today."
- "I see that you're excited to share your ideas with the class."
- "I can tell you're working hard on your writing today."
- "It seems like you're curious about how this works."
- "I see that you're taking a moment to gather your thoughts."
- "I can tell you're enjoying the group activity."
- "I noticed you're making good progress on your project."
- "I wonder how you might explain this to a classmate."
- "I see that you're using your resources to help you."
- "I can tell you're being thoughtful about your choices."
- "I noticed you're contributing to the class discussion."
- "It seems like you're feeling confident about your work."
- "I wonder how you can express your ideas in a new way."
- "I see that you're listening carefully to your peers."
- "I can tell you're focused on completing your task."
- "It seems like you have some interesting perspectives."
- "I wonder what you think about the feedback you received."
- "I see that you're comfortable sharing your thoughts."
- "I can tell you're curious about what we'll learn next."
- "I noticed you're showing resilience in this activity."
- "I wonder how you can support your classmates today."
- "Please listen quietly while I read this story"
- "It's important to raise your hand before speaking"
- "Remember to use your indoor voice in the classroom"
- "We will have a snack break after this lesson"

These statements foster a supportive environment that encourages self-reflection, engagement, and autonomy while minimizing the pressure that can lead to anxiety in students with PDA. By using declarative language, teachers can help students feel more at ease and capable of contributing to their learning experience.

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