

8 Methods of Communicating Care and Support Tips and Tools

Getting to Know Students and Expressing Interest

Determining what is the unmet need?	<i>Try to determine what the underlying need is that the student tries to fill with the negative behavior. Then, fill the need with a positive replacement behavior.</i>
Autobiographies/Timelines	<i>Students and teacher create projects to share their personal story. This is suitable for all grade levels because it can be done in various formats.</i>
Student Interest Inventory	<i>Survey students on their interests beyond your class and academically. Directly reference these frequently.</i>

Maintaining a High Rate of Positive to Negative Statements

3:1 Ratio of Positive to Negative Interactions	<i>3 responses to positive behaviors for every 1 response to negative behavior will maintain current behavior. Use 7:1 ratio to improve behavior. Post a visual reminder of 3:1 for yourself.</i>
Put Money in the Relationship Piggy Bank	<i>If you add to the relationship bank (positive interactions and connections), then students respond better when you have to make a withdrawal (redirection, consequence). Post a picture of a piggy bank on the wall as a reminder.</i>
2:10 Positive Interactions <i>(From Allen Mendler's Book: Power Struggles)</i>	<i>Spend 2 uninterrupted minutes every day for 10 days connecting one-on-one with a struggling student.</i>

Communicating High Expectations to ALL students

<i>Raising the Bar</i>	<i>Consistently refer to students as doctors, scholars, scientists, mathematicians, or another title that shows you see their intelligence.</i>
<i>Increased opportunity</i>	<i>Provide extra activities based on an analysis of skills students need to be brought to standard.</i>

Giving Specific, Descriptive Feedback

1 week Positive Campaign <i>(A. Mendler's Power Struggles)</i>	<i>Find a positive quality(ies) that the student displays related to a specific behavior goal. Spend one week praising the student each time he/she demonstrates this quality. Be specific.</i>
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Use Rubrics	<i>Using a rubric is a great way for students to know what is expected of them. Often rubrics are written in language that is unclear or vague for students; be mindful of the wording.</i>
<i>Listening to Students</i>	
Paraphrasing	<ol style="list-style-type: none"> 1. Restate the sender's message in your own words 2. Preface paraphrasing remarks with, "You think...", "Your position is...", etc. 3. Avoid any indication of approval or disapproval. 4. Match nonverbal messages with verbal paraphrasing 5. State as accurately as possible what you heard and describe the feelings and attitudes involved. 6. Do not add or subtract from the sender's message 7. Use empathy
Class Meeting	<i>Arrange desks in a circle to discuss ways to address a class behavior issue. One person talks at a time. At the end, review what everyone agrees to do.</i>
<i>Using Culturally Sensitive Communication</i>	
Watch out for cultural assumptions	<i>Much of our verbal and non-verbal communication relies on a shared set of cultural beliefs and attitudes. When you're speaking to someone from another culture, try to avoid things like jokes, slang, or references that might be confusing or misleading. Also note that eye contact may be influenced by culture.</i>
Take initiative to interact with multicultural students as well as show respect for their language.	<i>Make sure to take time to pronounce the names of each student correctly. Ask questions for clarification. Do not raise your voice (If there is a language barrier) Be patient.</i>
<i>Responding Effectively to Inappropriate Behavior</i>	
Avoid Hostility Cycle <i>(A. Mendler's Power Struggles)</i>	<i>Rather than one-upmanship with a student in a power struggle, find win-win situations.</i>
Redirect Misbehavior Privately	<i>Kneel down so that you are not standing over a student. Whisper. Or, leave a note or visual reminder on student's desk. Avoid public reprimands. Smile.</i>
<i>Sharing Responsibility with Students</i>	
Create Class Commitments	<i>Students commit to... Teacher commits to...</i>
Guided Choices	<i>"You may work quietly in your desk or move to this desk." Even beyond redirecting, give students choices often in your class, so they truly feel that they have a voice. For example, "For homework, I would like you to solve 5 of the problems on page 8. You pick the 5."</i>