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BRIDGING THE GAP THROUGH BUILDING RELATIONSHIPS

The way in which two or more people or organizations regard and behave toward each other.

COMMUNICATION

Listening

Verbal and Nonverbal

HEARING VS. LISTENING

Students see our mouths move and hear the words, but are they truly listening? Are *we* really listening?

Listening is the first and possibly the most important thing in changing the behavior of a student.

Listening is not just hearing the words being verbalized, but what is **not** being verbalized.

Many of our students are hurting. Most outbursts have underlying causes that have not been communicated prior to their disruption.

“I” VS. “YOU”

Repeat what the student is saying using “I” statements: “I hear you saying....”, “I can understand how you would feel that way.” “I am here to help you.”

“I” statements also gives the student ownership on what they think or feel, avoiding blame.

We also need to make sure the student knows what we need from them.

“I need you to calm down and speak to me in an acceptable tone of voice.”

“I want to help you. Can you explain to me what happened without blaming the other person?”

“BUT”

NEGATES EVERYTHING

Remove “but” from your student conversations. This is a difficult habit to break. “But” tells the listener that everything they just said does not matter.

Replace the word “but” with the word “and”.

Rather than saying, “I understand you feel disrespected, **BUT** you need to figure out what you could have done differently.”

Try saying, “I understand you feel disrespected, **AND** I am here to help you figure out what could have made the situation different.”

We have to practice before it becomes a natural response with students.

RIGHTS, FEELINGS, AND OPINIONS

The old saying, “Your rights end where mine begin”, is true.

Students need to understand they are entitled to their feelings and their opinions, but there is an acceptable way to express them. Our tone and voice inflection can validate their feelings, along with expressing our own feelings and opinions.

It's OK to be Human

Share – Life experiences or life lessons.

Tie “story time” into the character lesson of the day.

Get to know your students. Sit down with them and have a non-confrontational, non-instructional conversation. Just talk, but mostly listen.

Who do they live with?

Do they have siblings?

Have they recently relocated?

Do they feel safe?

EXPECTATIONS

POST IN CLASSROOM

VERBALIZE

CONTRACT TO SIGN

EXPECTATIONS NEVER CHANGE

These things provide a stable environment.

Consequence

Praise in public

Correct in private

Follow through...

Verbal praise

Cardinal Cash

Check In at a later time

Merrell, Kenneth W. *Strong Teens - Grades 9-12: a social & emotional learning curriculum*. Baltimore: Brookes, 2007. Print.

Sprick, Randall S. *Discipline in the secondary classroom: a positive approach to behavior management*. San Francisco: Jossey-Bass, A Wiley Brand, 2013. Print.