

Welcome to Conversations that Build Relationships with Students!

This module will help you find the right language to use in order to build warm, professional, respectful relationships with students. By the end of the module, you'll be able to:

- situate student communication skills within appropriate developmental stages to explain why students might react as they do to teachers/adults;
- describe effective communication strategies to use with students in order to build relationships;
- revise ineffective communication to make it follow the principles of effective communication.

[Continue](#)

What Counts as Effective Communication with Students?

A student comes to your first period 9th grade Algebra class ten minutes late, having just arrived at school. You meet him at the door, saying: "You're late! The assignment is on the board. Grab a seat and get working!"

Effective

Neutral

Ineffective

Right! This communication is Ineffective. By starting the conversation with a reminder that the student is late, you are pointing out his tardiness without any information as to why he is late, potentially embarrassing the student. Instead, try saying, "Good morning– I'm glad you made it! The assignment is on the board. Grab a seat and get working, and let me know if you need anything to get started!" This response is warm and direct, offering the student the opportunity to join class without making any value judgement as to his arrival time.

Oops! This communication is Ineffective. By starting the conversation with a reminder that the student is late, you are pointing out his tardiness without any information as to why he is late, potentially embarrassing the student. Instead, try saying, "Good morning– I'm glad you made it! The assignment is on the board. Grab a seat and get working, and let me know if you need anything to get started!" This response is warm and direct, offering the student the opportunity to join class without making any value judgement as to his arrival time.

46%



Student Personas



Ella

- 10th grade student, honor roll.
- Loves to reading and singing (sometimes very loudly and at inopportune times!).
- Generally good natured, Ella rolls with the punches
- Usually assumes the best of people
- Rarely gets into trouble at school.

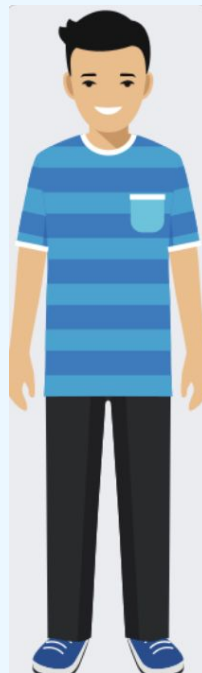
Nyle

- 8th grade student, athlete, and occasional honor roll student.
- Eager to please and do well, Nyle takes even small corrections to his behavior very personally
- Can sometimes feel like he is being singled out or treated unfairly.
- Occasionally acts or speaks before thinking.
- Capable of reflecting on his behavior and choices if he has had time to get to a calm headspace.



Isaiah

- 6th grade student, art club founder, skilled debater. I
- Well-meaning and joyful student
- Very social and struggles to be quiet and to stay on task in class.
- Loves to be the center of attention.
- Often pushes back against limits but in a good natured way, trying to see what he can get away with and accepting consequences of that limit testing with a philosophical attitude.



50%



Filling the Bucket

Drag each statement into the bucket to see if the statement fills or drains the bucket.



I love how you lead your team on this project, Isaiah!

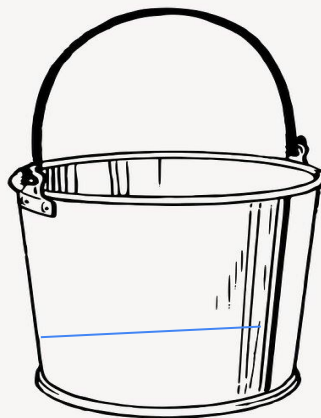
That's it, Isaiah. I'm calling your mother to tell her how disruptive you are!

Isaiah, we are working silently

I see a number of folks have gotten started- Isaiah, Mya, Abe...

Isaiah, is my lesson interrupting your socializing

(In response to Isaiah talking during the directions to an activity): Teacher makes eye contact, smiles, and holds finger to lips to indicate silence, then silently mouths "thank you" as Isaiah stops talking



Water level will rise or fall depending on the response.

50%



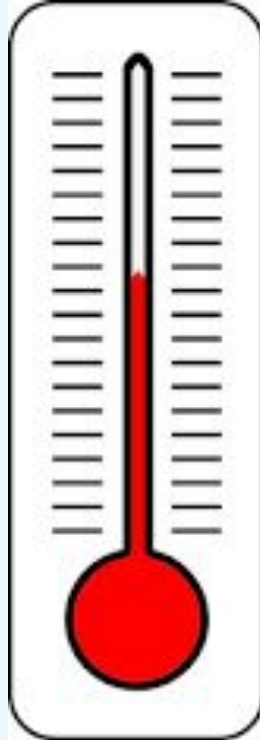
Language that escalates; Language that deescalates

Drag each statement into the thermometer to see if the statement raises or lowers the temperature.

Why would you do that?

What did you do this time?

Can you tell me what happened?



Are you ready to talk about earlier?

Stand up straight and look me in the eye!

Sure, you didn't do anything. That's why I'm talking to you on my lunch.

Practicing Effective Communication

PATIENT CASES

- Pamela Kominsky
- Kevin Nielander
- Winston Moore
N/A IN DEMO

Bucket Score

Asking irrelevant questions or selecting unnecessary investigations or treatment options will negatively impact your Budget & Time Management score.

Temperature Score

Asking relevant questions, making correct diagnoses, and correct treatment choices will positively affect your Patient Management score, whereas incorrect diagnoses and treatments will detract from this score.

TIME / BUDGET MGMT. \$ [Progress Bar] \$

PATIENT CARE MGMT. 😊 [Progress Bar] 😊

CLICK ANYWHERE TO CLOSE X

PATIENT CASES

- Pamela Kominsky
- Kevin Nielander
- Winston Moore
N/A IN DEMO

CASE NO 1

Student Name: Nyle

GENDER: ♀ AGE: 53

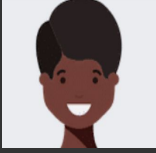
CONTINUE

TIME / BUDGET MGMT. \$ [Progress Bar] \$

PATIENT CARE MGMT. 😊 [Progress Bar] 😊

Practicing Effective Communication

Case No 1 of 3



Nyle

Student Background

Initial Conversation

Student Reaction

Teacher Response

Action
Steps/Consequences

Follow Up

TIME / BUDGET MGMT.

\$  \$

PATIENT CARE MGMT.

What Happened...

Click on the boxes below to see more information about the student and the situation.

Profile



Nyle is an 8th grade student, athlete, and occasional honor roll student. Eager to please and do well, Nyle takes even small corrections to his behavior very personally, and can sometimes feel like he is being singled out or treated unfairly. He occasionally acts or speaks before thinking, but is capable of reflecting on his behavior and choices if he has had time to get to a calm headspace.

Situation




Nyle's school shares space with an elementary school, and in order to not disrupt the learning of younger students, stairwell transitions are silent, since noise carries from the stairs to classrooms. On the way from the cafeteria from lunch to class, Nyle and a classmate are speaking and laughing loudly. You were able to see that Nyle was one of the louder students, but you could not see who he was laughing and talking with. You need to remind Nyle of the school's expectations for noise level on the stairs. What is a developmentally-appropriate response to Nyle's behavior?

Continue

Practicing Effective Communication

Case No

1 of 3



Nyle

Student Background

Initial Conversation


Student Reaction

Teacher Response



Action Steps/Consequences

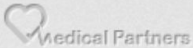
Follow Up

TIME / BUDGET MGMT.

\$  \$

PATIENT CARE MGMT.



Initial Conversation

How would you begin your conversation with Nyle?
Choose as many statements as you would like.


- ☐ Hi, Nyle. Thanks for talking to me.
- ☐ Nyle, You were talking on the stairs. You know why that is not acceptable. Are you ready to take accountability for your behavior?
- ☐ Why were you and your friends goofing off and being disruptive on the stairs?
- ☐ Before we start, who else was talking– I know it wasn't just you.
- ☐ Can you tell me what happened on the way up from lunch?

Continue

Practicing Effective Communication

Case No

1 of 3



Nyle

Student Background

Initial Conversation


Student Reaction

Teacher Response



Action Steps/Consequences

Follow Up

TIME / BUDGET MGMT.

\$  \$

PATIENT CARE MGMT.

Medical Partners

Initial Conversation

View Response

Hi, Nyle. Thanks for talking to me.

View Response

Nyle, You were talking on the stairs. You know why that is not acceptable. Are you ready to take accountability for your behavior?

View Response

Why were you and your friends goofing off and being disruptive on the stairs?

View Response

Before we start, who else was talking– I know it wasn't just you.

View Response

Can you tell me what happened on the way up from lunch?


Continue once you've views the student's response(s)

Continue

Practicing Effective Communication

Case No

1 of 3



Nyle

Student Background

Initial Conversation


Student Reaction

Teacher Response



Action Steps/Consequences


Follow Up


TIME / BUDGET MGMT.

\$  \$

PATIENT CARE MGMT.






Positive Relationship in Progress!

It was effective when...

You greeted Nyle warmly and gave him a chance to explain what happened from his point of view before making a judgement on his actions. You also reinforced the purpose behind the school's rule, and solicited ideas from Nyle for how he might make a different choice next time he and his friends have energy to burn on the stairs. As a result, Nyle accepts that his behavior has a consequence, and he feels listened to and respected.

Next Time, Try...

None. You made all the correct choices!

 CONTINUE

