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Effective Strategy

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Which strategy is least effective / most effective with teachers / peers? | | | | | | | | | | | | |
|  | | Least Most | | | | | | | | | | |
|  | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | |
| No response | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Non-verbal response | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal response – no eye contact | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Eye contact & verbal response | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which are accepting | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which are deflecting | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which are distracting | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which are disarming | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which are questioning | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which are confrontational | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which contain warnings | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal responses which contain humour | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Verbal & non-verbal responses which are angry | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Walking away | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |
| Slamming books / doors etc., raised voice | teachers |  |  |  |  |  |  |  |  |  |  |
| peers |  |  |  |  |  |  |  |  |  |  |



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| What do these strategies look and sound like? | | ✓ |
| Not responding | * No eye contact * Body language remains calm * Focus on current activity remains unchanged * Gives the impression that what the other person is saying is not affecting you * Can make teachers and peers angry and they can raise their game to provoke a response * Can be powerful & successful in some social situations where there is a lot going on and a comment made needs to pass unnoticed |  |
| Non-verbal response | * Eye contact * Body language changes to model what you want as an outcome – e.g. a smile / laugh / nod as acknowledgement but no further engagement so the situation does not build * Hand gesture – shoulder shrug, moving position in chair – again to acknowledge but prevent further engagement in the conversation to attempt to cut it off before it starts |  |
| Verbal response – no eye contact | * Short phrase response – agreement – humour – reply etc., but minimal body language change & retaining a focus on others or another activity to give minimal attention to the person you are responding to |  |
| Eye contact & verbal response | * Gives greater attention to the issue and the person from whom the comment has come * Allows you to judge their interest by assessing not only their words but their body language also * Allows you to respond verbally & by choosing an appropriate body language – e.g. aggressive – confrontational – neutral - calm and to model how you want the next stage in the conversation to go |  |
| Verbal responses which are accepting | * I agree with you * You have a good point * Not a bad idea * Thanks for your thoughts |  |
| Verbal responses which are deflecting | * Teacher – “What are you doing” “I am working, can I just double check that this is due in on…?” * “Like your trainers” said sarcastically, “Have you any idea how long it took to choose which ones to wear today – got to go have got a hockey match” |  |



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| What do these strategies look and sound like? | | ✓ |
| Verbal responses which are distracting | Not dissimilar from above just slightly extended   * “I am working – any chance I could have some help with…?” * Like your trainers – “best I could find in the cupboard this morning, do you reckon Nikes are better?” |  |
| Verbal responses which are disarming | * Are you working? “Yes but I think I’m going to need a bit of help to sort out some of these ideas” * Like your trainers. “Do you mean, do I have a better pair of trainers – ah – long story!” |  |
| Verbal responses which are questioning | * “What are you doing?” * Can I ask you a question about this work? * Like your trainers – “need to ask you something at some point, maybe catch you later” |  |
| Verbal responses which are confrontational | * What are you doing? “You can see what I’m doing – why ask?” * Like your trainers – “piss off” |  |
| Verbal & non-verbal responses which are angry | * What are you doing – slam book, sits back, folds arms, says “what does it look like” * Like your trainers – squares up to the person, invading body space – uses language such as “what did you say?” |  |
| Verbal & non-verbal responses containing warnings | * As above re body language but adds comments such as “say that again and you’ll regret it” |  |
| Verbal responses which contain ‘neutral’ humour / light touch responses | * What are you doing? – Making my day really difficult by trying to finish this work * Like your trainers – “You and me both, oh that they were a pair of Nikes” |  |
| Walking away | * Either silently or with a direct verbal interchange or “mutterings” |  |
| Slamming books / doors – raised voice | * The anger from within is building up quickly from somewhere in the middle & a physical response outweighs any chance of strategic verbal response. Can be a necessary outlet for some but is difficult to recover from & leads to others particularly teachers feeling they have to deal with secondary behaviour, e.g. all the associated stuff around book and door slamming, swearing, angry body language etc. |  |



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Having gone through the least used / most used – least effective / most effective exercise, try out the following questions:

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| --- | --- |
| Which strategy do I want to use more frequently?  What will I need to change to do this?  Will I need any help / support from anyone?  If yes, from whom and in what way? |  |
| Which strategy do I want to use less frequently?  What will I need to change to do this?  Will I need any help / support from anyone?  If yes, from whom and in what way? |  |