15.

9

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:

|  |  |
| --- | --- |
| 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? |  |