

Communication Techniques

<i>Listening</i>	<i>Nonverbal Clues</i>	<i>Reflecting and Clarifying</i>
“Uh-huh.” “OK.”	Affirmative nods and smiles	“You’re angry because . . .”
“I’m following you.”	Open body language, e.g., arms open	“You feel . . . because . . .”
“For instance,” “And?”	Appropriate distance from speaker—not too close or too far	“You seem quite upset.” “So, you would like . . .”
“Mmm.”	Eye contact	
“I understand.” “This is great information for me.”	Nondistracting environment Face speaker and lean forward	“I understand that you see the problem as . . .” “I’m not sure, but I think you mean . . .”
“Really?” “Then?”	Barrier-free space, e.g., desk not used as blocker	“I think you’re saying . . .”
“So?” “Tell me more.”		
“Go on.” “I see.”		
“Right.”		

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Barriers to Communication

<i>Barrier Type</i>	<i>Examples</i>
1. Judging	1. Judging
<ul style="list-style-type: none"> • Criticizing • Name calling and labeling • Diagnosing—analyzing motives instead of listening • Praising evaluatively 	<ul style="list-style-type: none"> • “You are lazy; your lesson plan is poor.” • “You are inexperienced, an intellectual.” • “You’re taking out your anger on her.” • “I know what you need.” • “You’re terrific!”
2. Solutions	2. Solutions
<ul style="list-style-type: none"> • Ordering • Threatening • Moralizing or preaching • Inappropriate questioning or prying • Advising • Lecturing 	<ul style="list-style-type: none"> • “You must . . .” “You have to . . .” “You will . . .” • “If you don’t . . .” “You had better or else.” • “It is your duty/responsibility; you should.” • “Why?” “What?” “How?” “When?” • “What I would do is . . .” “It would be best for you.” • “Here is why you are wrong . . .” “Do you realize . . .”
3. Avoiding the other’s concerns	3. Avoiding the other’s concerns
<ul style="list-style-type: none"> • Diverting • Reassuring • Withdrawing • Sarcasm 	<ul style="list-style-type: none"> • “Speaking of . . .” “Apropos . . .” “You know what happened to . . .” • “It’s not so bad . . .” “You’re lucky . . .” “You’ll feel better.” • “I’m very busy . . .” “I can’t talk right now . . .” “I’ll get back to you . . .” • “I really feel sorry for you.”

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KEY STEPS—DIRECTIVE INFORMATIONAL APPROACH

1. *Identify the problem or goal and solicit clarifying information.*
2. *Offer solutions. Ask for the teacher's input into the alternatives offered and request additional ideas.*
3. *Summarize chosen alternatives, ask for confirmation, and request that the teacher restate final choices.*
4. *Set a follow-up plan and meeting.*

KEY STEPS—COLLABORATIVE APPROACH

1. *Identify the problem from the teacher's perspective, soliciting as much clarifying information as possible.*
2. *Reflect on what you've heard for accuracy.*
3. *Begin collaborative brainstorming, asking the teacher for his or her ideas first.*
4. *Problem solve through a sharing and discussion of options.*
5. *Agree on a plan and follow-up meeting.*

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KEY STEPS—SELF-DIRECTED APPROACH

1. *Listen carefully to the teacher's initial statement.*
2. *Reflect on your understanding of the problem.*
3. *Constantly clarify and reflect until the real problem is identified.*
4. *Have the teacher problem solve and explore the consequences of various actions.*
5. *The teacher commits to a decision and firms up a plan.*
6. *The supervisor restates the teacher's plan and sets a follow-up meeting.*

KEY STEPS—PLANNING CONFERENCE

1. *Decide the focus of the observation (choose a general approach: directive informational, collaborative, or self-directed).*
2. *Determine the method and form of observation. Problem solve or plan professional development where appropriate.*
3. *Set up the time of the observation and the feedback conference.*

KEY STEPS—COLLABORATIVE REFLECTION

1. *What was valuable in the process we just completed?*
2. *What was of little value?*
3. *What changes would you suggest for the next cycle?*

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