

## Communication Techniques

<i>Listening</i>	<i>Nonverbal Clues</i>	<i>Reflecting and Clarifying</i>
“Uh-huh.”	Affirmative nods and smiles	“You’re angry because . . .”
“OK.”		
“I’m following you.”	Open body language, e.g., arms open	“You feel . . . because . . .”
“For instance,”	Appropriate distance from speaker—not too close or too far	“You seem quite upset.”
“And?”		“So, you would like . . .”
“Mmm.”	Eye contact	
“I understand.”	Nondistracting environment	“I understand that you see the problem as . . .”
“This is great information for me.”	Face speaker and lean forward	“I’m not sure, but I think you mean . . .”
“Really?”	Barrier-free space, e.g., desk not used as blocker	“I think you’re saying . . .”
“Then?”		
“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"> <li>• Criticizing</li> <li>• Name calling and labeling</li> <li>• Diagnosing—analyzing motives instead of listening</li> <li>• Praising evaluatively</li> </ul>	<ul style="list-style-type: none"> <li>• “You are lazy; your lesson plan is poor.”</li> <li>• “You are inexperienced, an intellectual.”</li> <li>• “You’re taking out your anger on her.”</li> <li>• “I know what you need.”</li> <li>• “You’re terrific!”</li> </ul>
2. Solutions	2. Solutions
<ul style="list-style-type: none"> <li>• Ordering</li> <li>• Threatening</li> <li>• Moralizing or preaching</li> <li>• Inappropriate questioning or prying</li> <li>• Advising</li> <li>• Lecturing</li> </ul>	<ul style="list-style-type: none"> <li>• “You must . . .” “You have to . . .” “You will . . .”</li> <li>• “If you don’t . . .” “You had better or else.”</li> <li>• “It is your duty/responsibility; you should.”</li> <li>• “Why?” “What?” “How?” “When?”</li> <li>• “What I would do is . . .” “It would be best for you.”</li> <li>• “Here is why you are wrong . . .” “Do you realize . . .”</li> </ul>
3. Avoiding the other’s concerns	3. Avoiding the other’s concerns
<ul style="list-style-type: none"> <li>• Diverting</li> <li>• Reassuring</li> <li>• Withdrawing</li> <li>• Sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• “Speaking of . . .” “Apropos . . .” “You know what happened to . . .”</li> <li>• “It’s not so bad . . .” “You’re lucky . . .” “You’ll feel better.”</li> <li>• “I’m very busy . . .” “I can’t talk right now . . .” “I’ll get back to you . . .”</li> <li>• “I really feel sorry for you.”</li> </ul>

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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.*

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### **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.*

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### **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.*

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### **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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