

Alene H. Harris  
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# RECLAIM YOUR CHALLENGING CLASSROOM

Relationship-Based  
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## AREA ONE

# STUDENTS' PERCEPTIONS OF YOU AS THEIR TEACHER



“Students don’t care how much you know until they know how much you care.”

—John C. Maxwell  
American author and  
leadership expert

# The *What* and *Why* of Students' Perceptions of You as Their Teacher

Think of an administrator or teacher for whom or with whom you really enjoyed working—someone who influenced you to go the extra mile and enjoy the journey. Chances are that words and phrases such as *fair*, *kind*, *cares about me as a person*, *has a sense of humor*, *unbiased*, *listens well*, *supportive*, *makes it safe to share ideas*, and *establishes order without being a dictator* come to mind. If similar words and phrases come to students' minds when they think of their teacher, chances are that they will be willing to cooperate and go the extra mile. The bottom line is this: Students behave better and work harder for teachers they like and respect. Thus, their perception of you influences their behavior—and thus their learning.

What students think matters!

Students of all ages tell us over and over again that they like and respect those teachers who communicate that they care about them as a person. There are specific teacher actions that cause students to believe a teacher cares about them (Jones & Jones, 2016; Nie & Lau, 2009; Philipp & Thanheiser, 2010):

- greeting students as they enter the class
- calling them by name—with the correct pronunciation
- making frequent human-to-human eye contact during class (not “the look”)
- speaking to them (by name) in the hall and off school grounds
- being supportive if they get something wrong in class

As you think back over your own experiences as a student, what else might you add?

Remember that perception is reality to the person perceiving. It may or may not be accurate, but to the person perceiving, it is real and true. If students have a negative perception of you as their teacher, it falls to you to analyze the *why* of those student perceptions and then to help students change their perceptions to see you as a teacher who is caring and fair and focused on their learning. The in-class results will be well worth the effort.

How do you perceive the image at right? Do you see a woman's face or a man's full silhouette? Do you see a somewhat mysterious young woman with bangs, her head turned slightly to the left with light coming from the right and the other side of her face in shadow? Or, do you see a cartoon profile of a large-headed man, facing right and playing a musical note on a saxophone? Whatever you perceive is the reality of that image for you.

One final thought: Being *liked* by students is not the same thing as being *popular*. As a teacher once remarked, “If I wanted to win a popularity contest with students, I'd open an ice cream stand.”





## What Some RESEARCH Tells Us About Students' Perceptions of Teachers

What do we know from research that relates to students' perceptions of teachers? Looking in classrooms reveals the following:

- Students perceive teachers more positively when they provide limits for behavior and are able to use their authority to maintain order and create a safe environment without being rigid, threatening, or punitive. The ability to be firm without using threats and public humiliation is especially important for marginal students (Cothran, Kulinna, & Garrahy, 2003; Gulcan, 2010; Schlosser, 1992).
- Students are active information processors whose perceptions affect their behavior. If they perceive teachers as supportive, then they like them and are more likely to engage in prosocial, responsible behavior; to follow classroom expectations and norms; and to engage appropriately in academic activities (Gulcan, 2010; Mitchell & Bradshaw, 2013; Schunk & Meece, 1992; Wentzel, 1997, 2009).
- Students sometimes choose to misbehave to get back at a teacher if they perceive the teacher as (1) rude, (2) mean, (3) not knowing their names, or (4) ineffective in teaching (Obenchain & Taylor, 2005; Plank, McDill, McPartland, & Jordan, 2001; Thorson, 1996).
- Students perceive teachers who use expiative punishment—that is, something with no logical connection to the misbehavior (for example, writing one hundred times “I will be respectful”)—as unworthy of respect. Such punishments give students a sense that they have the right to retaliate and seek revenge (Chory-Assad & Paulsel, 2004; Dreikurs & Cassel, 1972).
- While “teacher caring” repeatedly surfaces as an important student perception that influences student behavior, higher-achieving students tend to associate caring with academic assistance while lower-achieving students tend to associate caring with personality traits (such as positive attitude, sense of humor, ability to listen) and an expression of interest and concern in students as individuals. Both groups associate teacher interest in their lives beyond the classroom as caring (Garwood & Moore, 2020; Kounin & Gump, 1961; Phelan, Davidson, & Cao, 1992).
- Students like and respect teachers who (1) use humor to get them back on track rather than resorting to more punitive tactics and (2) do not punish students for every minor misbehavior (Fovet, 2009; Stinson, 1993; Tobin, Ritchie, Oakley, Mergard, & Hudson, 2013; Wanzer, Frymier, Wojtaszczyk, & Smith, 2006).
- “Students are able to detect whether or not a teacher likes them, no matter how diplomatic teachers believe themselves to be in the classroom” (Mercer & DeRosier, 2010).



Reflect on each of the previously given items for a few moments, and think about things these findings suggest you might do or do differently to encourage students' positive perceptions of you as their teacher. Use the Reflections on Area One page at the end of this area to jot down your thoughts.

# Self-Assessment #1: Actions That Influence Students' Perception of Me

Check where you fall in each of the twelve items that follow. When the school year began, your students brought with them anxiety about who you are as a person. A YES for each item means you have addressed and are addressing their concerns. Anything less than YES is an area where you could improve your students' perception of you as their teacher and thus create a better relationship on which to build teaching and learning experiences.

Teacher-Student  
Relationship!



	NO		SOMEWHAT		YES
<b>At the beginning of the school year, I . . .</b>					
1. Shared with students something about myself as a teacher—my credentials and expectations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Shared with students a little something about myself as a person—but not too much	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Shared with students my enthusiasm for the coming school year	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Communicated I would be honest and fair as their teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Communicated that I value and respect each student as an individual	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Communicated that I value a positive community in our classroom	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Participated with students in some sort of classroom icebreaker activity that allowed them to get to know me a bit better	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Now into the school year, I . . .</b>					
8. Stand at the door and greet my students as they enter	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Know the first and last names of all of my students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Call my students by name in the classroom—and when I see them in nonclassroom settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Make an effort to interact with my students in nonacademic settings—for example, attend a game or music recital	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Maintain a professional relationship with students—a friendly teacher, but not their “friend”	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Communicating a Positive Perception of Yourself as a Teacher

Think back to your college days, and recall questions you had about your professors. Remember how your anxiety lessened (or increased!) as they revealed themselves to you as human beings as well as professors. The same is true for your students.

Your students come to you with various background experiences. Some trust adults—and especially teachers—while others do not. Some have had positive past classroom experiences while others have not. It is probable that some were emotionally nurtured by teachers; it is possible that others were emotionally devastated. Your goal is to convince your students that you are a human being who can be trusted to interact with them in ways that are both fair and safe. This paves the way for them to follow as you guide them in their learning.



Consider how you could improve your *communication* of each of the following with your students. What could you SAY and DO in your classroom that you have not said and done thus far to address each area and cause students to perceive you as a positive and caring and competent teacher?

<b>Myself as a Teacher</b>	<b>Myself as a Person</b>
<b>My Enthusiasm for This School Year With This Class</b>	<b>My Honesty and Fairness</b>
<b>My Values for Students as Individuals</b>	<b>My Values for Our Class as a Community</b>

*Source:* Adapted from Harris and Tomick (2016).

See the Appendices for B: Communicating a Positive Perception of Yourself as a Teacher: Ideas From Teachers for sample responses shared by teachers who have participated in workshops with one of the authors of this book.

# The Value of Relationship in Developing Positive Perception

From the moment you first encounter your students in the classroom, whether consciously or not, you begin to form relationships—and those relationships influence students’ perceptions of you. Daily interactions within your classroom—perhaps numbering in the hundreds or even more—shape the strengths and weaknesses of your connections with your students. Being proactive in these interactions leads to better relationships. While some teacher-student relationships flower on their own accord, others take effort.

Relationship is intervention!

One group of students, in particular, requires a conscious effort on the part of the teacher to develop a high-quality relationship with them. These are students dealing with adverse childhood experiences (ACEs) and who often struggle with emotional and behavioral disorders (EBDs). Such students lack the ability to develop positive relationships with others and need an adult model and a mentor. As they are often lacking adults in their lives who model functional behaviors and healthy relationships, to you as the teacher falls the opportunity and responsibility to be that functional adult who proactively engages with them in a healthy (and professional) relationship.

So, how do you get started? First, when working with children who have experienced trauma and/or are struggling with EBDs, it is crucial to develop a mindset of patient understanding. Think of yourself as part of a team, with you and the student working together against the student’s undesirable behaviors (Marlowe & Hayden, 2013), rather than thinking of yourself as the student’s opponent who is periodically dispensing rewards.

Unlike the *behavioral* model that seeks to change student behavior through extrinsic motivators (for example, stickers, edibles, homework passes), the *psychoeducational* model of education suggests the most important intervention for a student is, in fact, the relationship between teacher and student (Marlowe, Garwood, & Van Loan, 2017). “Behavioral change comes not only from the manipulation of environmental variables . . . but from the development of a better understanding of oneself and others (the ‘psycho’ part), and the practice of new ways of reacting (the ‘education’ part)” (McIntyre, 2011).

If a teacher develops a relationship with a student—a relationship that the student cares about and values—then it increases the chance that the student’s behavior will improve because of the student’s desire to maintain that positive relationship with that teacher. And this desire is intrinsic motivation—much more likely to result in long-term behavior change than extrinsic motivation (Ryan & Deci, 2000).

To put it another way, any intervention, whether academic or behavioral, that a teacher implements will be more effective if the student has a positive relationship with that teacher.

*To put it ANOTHER way . . . relationships ARE the intervention.*



# Building Positive Teacher-Student Relationships With Challenging Students

So how do you go about building positive relationships with challenging students? The teacher skills and beliefs that follow are suggested as a prerequisite for developing a positive teacher-student relationship (Marlowe & Hayden, 2013):

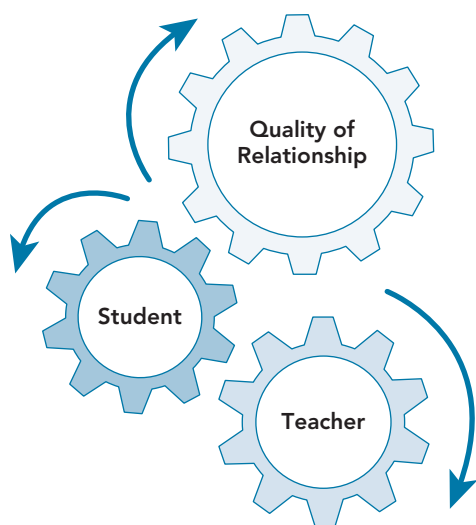
## Skills

- Exercising self-awareness about one's own actions *and* how students perceive those actions.
- Seeing the student's behavior from the student's perspective.

## Beliefs

- We as people (teachers and students) are all more alike than we are different.
- A student who misbehaves is not a bad student but simply engaged in an undesirable behavior—in other words, a student is not defined by his or her actions.
- No one wants to be unhappy. Some students just go about trying to be happy in really ineffective and counterproductive ways.
- Every student CAN change. (Note that we do not suggest every student WILL change—only that everyone has the potential for transformation.)
- As a teacher we fail only when we give up trying to help a student; our success is not defined by the student's success but by our attempts to help the student succeed.
- All behavior is on a spectrum (think Einstein's theory of relativity).

A useful way to think about building relationships with your students is to envision yourself and your student as gears trying to connect. As you seek to shift gears to a high-quality relationship, be careful with your “speed” (Van Loan, Cullen, & Giordano, 2015; Van Loan, Gage, & Cullen, 2015). If you come at students too fast (for example, you attempt to be the student's buddy from day one and he or she doesn't even know you), you strip the gears and make it harder to connect. The student may see you as not being genuine and therefore not trust your attempts to build a relationship. If, on the other hand, you wait too long to attempt to build a relationship (i.e., to connect the gears), the student can spin out of control; then, when you try to engage, both you and the student suffer. While the student may have known you for some time as the teacher, if you have not related on a human-to-human level in some way, an attempt to build connections months into the school year will also seem unengaging.



Source: Christopher L. Van Loan, PhD, Appalachian State University.

As illustrated in the diagram you see here, it is the teacher who bears responsibility for the quality of the relationship. How a teacher engages with a student determines development of the relationship. True, some students bring gears somewhat bent and stripped from prior painful experiences. The more you can learn about the “shape” of a student's gear, the better you can choose words and actions to engage with that student.

One way to begin gauging relationship quality with your students uses the acronym TAN (Van Loan & Garwood, 2020a). TAN stands for methods to move **T**oward or **A**way from your student, while being mindful of your and your student's **N**eeds.

The best way to move **T**oward your student (desirable) is to develop trust, and the best way to build trust is to be perceived as fair, reliable, and predictable in your interactions.

*Every interaction you have with a student . . .  
is a chance to model appropriate behavior.*

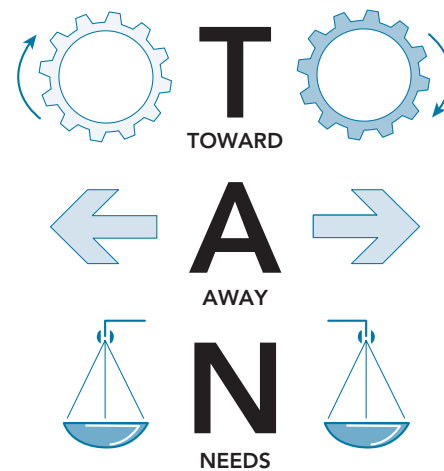
To keep from moving **A**way (undesirable) from the student, avoid power struggles. Instead, proactively listen, de-escalate, inquire to understand, and speak with a neutral tone and volume rather than reactively lecture, demand, insist, and yell.

Finally, to check if **N**eeds (mutual) are being met, periodically ask yourself, “Are my *student’s* needs being met? Are my *own* needs being met?” If the answer to either is no, the relationship is out of balance. Teachers often forgo their own needs for the sake of their students. While this is commendable, if you burnout, you will not be able to help and support your students. One of the reasons you must have a life outside of school and your job is to help you maintain a balance.

For challenging students, especially those struggling with EBDs, choice can be a powerful tool in promoting desirable behavior (Jones & Jones, 2016). Typically, these students are repeatedly told what to do in school (for example, be quiet, sit still, don’t move, go to the principal’s office) and rarely get the chance to make a choice or have a say in their education. Something as simple as a choice between two activities or a choice in the order of doing activities can avoid pushback and power struggles (key in moving **T**oward your students and preserving the quality of the relationship).

A focus on choice can also be a tool to help students understand they have the power to take control of their own actions—and this is a key to self-monitoring. When a student misbehaves, emphasize the choice the student is making rather than lecturing about why that choice is undesirable. Suggest that there are more positive choices the student can make, and lead the student to recognize what the likely desirable outcomes may be if the student makes a better choice. It is also helpful to ask a student engaging in undesirable behavior, “What is your best prediction for how this will end if you don’t make a better choice? Will it help you?” This encourages the student to self-reflect, which is an effective de-escalation technique.

Offering students with EBDs choices is also a way of instilling in them a sense of agency. For the first time in a long time, they may finally feel as if they have a say in their own lives. You, their teacher, can be the one who reminds them of their power. They will likely be grateful for the autonomy you provide—and that gratitude contributes to a positive relationship with you.



# Adjusting a Student's Perceptions

Each student in your classroom has a perception of you as his or her teacher. Whether you agree or disagree with that perception, to that student perception is reality. But what if that perception is negative and interfering with your teaching and the student's learning? How can you change that student's perception?

The first step in changing a perception is identifying it. (Note: For a student who is exhibiting negative attitudes or behavior, this is best done in a one-on-one, nonpublic setting; for measuring a class's perception, it can be done with an anonymous survey.) Step 2 is identifying why the student sees you that way. Sometimes the underlying cause may be something as simple as the student's mishearing something you said. Sometimes the cause may be your own lack of clarity in distinguishing expectations from procedures (see Area Three) or your own lack of consistency in following through. Or, sometimes the cause may be linked to a cultural difference or to a prior experience that actually has nothing to do with you. Step 3 is honestly and forthrightly addressing the underlying cause of the misperception.



Consider the following four vignettes, and see if you can identify a possible underlying cause for the person's (mis)perception. What would you recommend for each?

VIGNETTE #1	VIGNETTE #2	VIGNETTE #3	VIGNETTE #4
<p>"Ms. Anders, you're not fair!" third-grader Sam accused as the teacher reprimanded him for talking out without raising his hand for permission.</p> <p>"How am I not fair?" asked the teacher.</p> <p>"Well," Sam replied, "Shamika talks out lots of times without following the rule, and she never gets in trouble."</p> <p>This was true. Sometimes in class discussions students could contribute an idea as long as they did not interrupt one another.</p>	<p>A middle school student complained to a parent that the teacher ridiculed his struggle with a new math concept. "She said it's easy, and it isn't easy for me, so she's saying I'm stupid!"</p> <p>What the teacher said was "Once you get the first three steps, it's easy to calculate the final step."</p>	<p>Four high school students requested that the guidance counselor change their class schedules and remove them from the third period French I class. Each student gave this as the reason: "The teacher just doesn't like me."</p> <p>Further investigation revealed that all four students sat in the far-right row, and the teacher was extremely left-eye dominant. In the first four weeks of school, she had never called on or even made eye contact with those four students.</p>	<p>One December, two young men who had grown up as classmates in Nashville, Tennessee, reunited and met in a small city park where they had often played. "Oh, how green and fresh everything is!" exclaimed the man coming from Fort Sill, Oklahoma.</p> <p>"Oh, no, how brown and dead everything is!" replied the one coming from the Florida Keys.</p> <p>Whose perception was accurate?</p>

# Surveying Students' Perceptions

One way to assess students' perceptions is to allow them an anonymous way to give opinions (Jones & Jones, 2016). A possible way to do this is to provide students with a checklist of some sort. Samples of three charts follow—one each for early elementary, upper elementary/middle school, and secondary levels. You'll find the complete charts for duplication and use in the Appendices (C: Some Thoughts About Our Classroom [Early Elementary], D: Some Thoughts About Our Classroom [Upper Elementary/Middle School], and E: Some Thoughts About Our Classroom [Secondary]). Note that for students who cannot yet read, someone can read the statements to them, and they can mark the chart. If you choose to use one of these charts, after tabulating the results, do reflect on them by finishing the following statements (Evertson & Harris, 2003):



I learned that . . . I was pleased that . . .  
I was surprised that . . . I was disappointed that . . .

## Sample From C: Some Thoughts About Our Classroom (Early Elementary)

Ask students to circle the smiley face if they really agree, the neutral face if they are not sure, and the frowny face if they really disagree.

STATEMENT	AGREE	NEUTRAL	DISAGREE
1. My teacher cares about me.			
2. My teacher is fair.			

## Sample From D: Some Thoughts About Our Classroom (Upper Elementary/Middle School)

Ask students to mark the words or phrases in the chart as follows:

Always true: Circle the word or phrase      Seldom true: Draw a line through the word or phrase  
Often true: Check the word or phrase      Never true: X out the word or phrase

Likes me	Caring	Friendly	Fair	Helpful	Kind
Patient	Humorous	Calls on me	Gentle	Likable	Cheerful
Respectful	Looks at me	Generous	Creative	Listens to me	Loving

## Sample From E: Some Thoughts About Our Classroom (Secondary)

Ask students to check the column that shows their opinion of how their teacher would rate if the classroom were a basketball court.

My Teacher . . .	NEVER Personal Foul	ALMOST NEVER 0-Point Air Ball	SOMETIMES 1-Point Foul Shot	ALMOST ALWAYS 2-Point Basket	ALWAYS 3-Point Basket
1. Is nice to me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Treats all students fairly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Has a sense of humor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

# Adjusting Your Own Perceptions—Three Realities

I'll promise you perfect students when you can promise students a perfect teacher.

## 1. Imperfect Students Are Typical—You Were Not a Perfect Student Either

Let's face it: You may have a class of students, each with one or more behaviors you would rather they left outside your classroom door. Guess what? You have a class of typical students! Would you be surprised to learn that, when given a class roll and asked to write ten adjectives after each student's name, teachers will write at least one undesirable adjective among the ten for practically every student? Think back. If your teachers had been asked to do the same thing with *your* name, would there have been at least one undesirable attribute listed?

## 2. Every Student Has Value—Find Something Positive in Each Student, and Focus on It

Let's face it: Some students are easier to like and enjoy than others. For those whose positive attributes are not as obvious, you have to search and focus. Often you can see potential in students that the students themselves cannot see. It may be a child or adolescent who has been told throughout life thus far that he or she is stupid or ugly or worthless. These students desperately need your help to allow them to see their value as a human being. But before you can show it to them, you have to learn to see it yourself.

## 3. Students Can Spot a Phony—Be Authentic in Your Interactions With Them

Let's face it: Students are turned off by playacting. While it is important to interact in positive ways that let students know you care, the ways in which you do this must be authentic and not contrived. Students—especially adolescents—have a built-in “garbage detector,” and contrived sincerity sets it off and turns them off.

### What ARE You Communicating to Your Students?

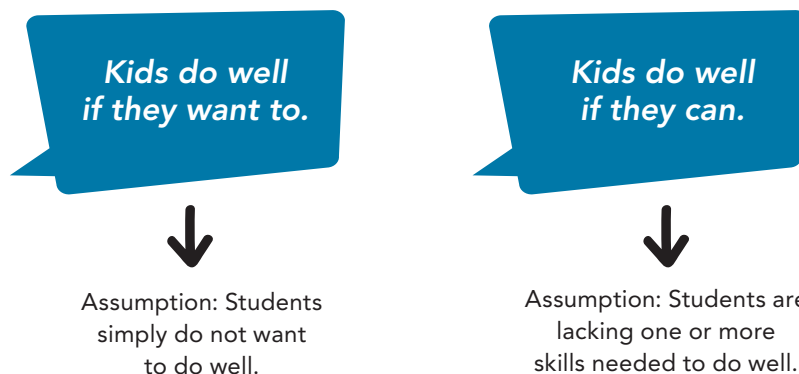
The seven questions that follow can be used (1) first as a way to recognize negative perceptions you are communicating to your students and (2) then as a way to identify things you can do to improve students' perception of you as their teacher (Evertson & Harris, 2003).

1. Do I make frequent and positive eye contact with every student?
2. Do I use a normal, pleasant voice in both tone and volume?
3. Do I speak with a calm and controlled voice, even when irritated by student behavior?
4. Do I make more positive statements to students than negative ones?
5. Do I avoid questions that could be intimidating to students (for example, Why are you so slow/careless?)?
6. Do I forgive past behavior and allow students a “fresh start” each day?
7. Do I accept a student for who he or she is, not holding the child or youth responsible for behavior of a sibling or parent or guardian?

**Words of Wisdom:** “You don't have to like every student in your class, but you must LOVE the adventure of teaching them.” —Justin Garwood

# Adjusting Your Own Perceptions—Two Teacher Mindsets

Perhaps the students who frustrate us most as teachers are the ones we call “academically unmotivated.” We believe these kids could do well, but they don’t. But wait! The question is WHY—and what we believe about that WHY influences our perceptions of (and therefore attitudes toward and interactions with) those students. Do we believe . . .



Dr. Ross Greene (2008), a clinical psychologist in the Department of Psychiatry at Harvard Medical School, who has worked with children for over thirty years, says it well:

The “kids do well if they can” philosophy carries the assumption that if the kid could do well, he would do well. If he is not doing well, he must be lacking the skills needed to respond to life’s challenges in an adaptive way. What’s the most important role an adult can play in the life of such a kid? First, assume he is already motivated, already knows right from wrong, and has already been punished enough. Then, figure out what thinking skills he is lacking so you know what thinking skills to teach.

“He’s not motivated” . . . is . . . (a) very popular characterization that can be traced back to the “kids do well if they want to” mentality, and it can lead us straight to interventions aimed at giving a kid the incentives to do well. But why would any kid not want to do well? Why would he choose not to do well if he has the skills to do well? Isn’t doing well always preferable? (p. 162)

Consider it highly likely that a student who seems “unmotivated” is in fact lacking development in one or more of the following mental processes that help students succeed in learning and become motivated to learn more:

- focusing attention
- remembering information
- planning and problem-solving
- learning from mistakes
- organizing oneself
- managing impulses

Identifying underdeveloped needed skills can change your perception of a student from “unmotivated” to “doing the best he or she can” and in need of your help to do better. Once you identify the underdeveloped skill(s), an analysis of underlying causes can guide you to help the student develop the skill(s). Searle (2013) provides an analysis tree for each of these processes that can give you a head start on the diagnostic process.

## Some Dos and Avoids to Encourage Positive Perceptions

Consider this old adage: “Students don’t care how much you know until they know how much you care.”



**DO** meet students with a smile at the door as they enter.

**DO** greet students by name as they enter.

**DO** make, periodic, frequent eye contact with students (pleasant, human-to-human eye contact).

**DO** call students by their names during class—and with correct pronunciation.

**DO** use courteous, positive language and pleasant voice tone.

**DO** survey students’ perceptions of you as their teacher. Consider using one of the options provided in Appendices C: Some Thoughts About Our Classroom (Early Elementary), D: Some Thoughts About Our Classroom (Upper Elementary/ Middle School), and E: Some Thoughts About Our Classroom (Secondary); tabulate the results; and complete the four sentence stems on page 19.



**AVOID** intimidating questions and accusative language.

**AVOID** trying to be students’ “buddy and friend.” They have friends and buddies their own age. What they need is a TEACHER.

# Reflections on Area One

## Key Takeaways: New and/or Reinforced Ideas on Student (and Teacher) Perceptions

## Possible Applications: Things I Plan to Try in My Classroom

Please use the following space to jot down (1) key ideas you want to remember—whether new or a reinforcement of your current knowledge and beliefs—and (2) ideas you want to remember to try in your classroom. In the second column, it may help to keep track if you consecutively number the ideas to check them off as you try them.



<b>KEY TAKEAWAYS:</b>	<b>POSSIBLE APPLICATIONS:</b>
New and/or Reinforced Ideas	Things I Plan to Try in My Classroom