



Sentence Stems for Connected Communicators

To Show Authentic Listening:

- “I think I am hearing you say. . . Did I get that right?”
- “Let me make sure I have this right. . .”
- “Can you help me make sure I understand? Are you saying. . .?”

Determining the Function of a Behavior:

- “Tell me a little about what happened.”
- “What were you thinking about or feeling when it happened?”
- “Tell me more about what’s going on.”
- “What was going on for you right before that happened?”
- “What were you hoping would happen?”

Getting to Know Younger Students:

- What’s your favorite part of the day?
- If you could wish for three things, what would they be?
- What is something that cheers you up when you are sad?
- What do you think is the best part of being a grown-up? Being a kid?
- If you could eat only one food for the rest of your life, what would it be?
- If you had a magic wand, what is the first thing you would do with it?
- What is something you are really good at?
- What is the funniest joke you know?

Getting to Know Older Students:

- What is your favorite after-school activity? What do you like about it?
- What school rule do you wish would be eliminated? Why?
- What are you most proud of?
- What kind of movies do you like to watch? Why?
- If you had to pick just one cause to fight for, which one would it be?
- What advice would you give to adults about how to make the world a better place by the time you are an adult?
- What is most exciting about what comes after high school? What do you find most stressful about it?
- What advice do you have for students getting ready to start at the high-school/middle school?



Caring Out Loud

- I care about you.
- You're awesome!
- I'm so glad you are here.
- This class is better because you are in it.
- Your success is important to me, because you are important to me.
- You matter.
- You're a rock star!
- I am so impressed by you
- I am so glad you are in my class/on my bus/on this team at our school.
- You are such a cool kid!

To Encourage Student Reflection: Sitting in the Fire:

- I can see you are having some big feelings. That's really normal and understandable. It seems like maybe you wish you might have done something differently. I wonder what that might be?
- Oh wow - that was kind of a big deal. How are you feeling about this now?
- Hmm . . . that really hurt your classmate's feelings. Was that your intention?

Examining Intention vs Impact:

- I understand it wasn't your intention, however, the impact of your actions caused . . .
- I get that's not what you meant, but it made them feel . . .
- I know you didn't mean to, but their feelings are really hurt.

Avoiding Power Struggles:

- I care about you too much to argue.
- I'll talk to you when your voice sounds like mine.
- "This is important, and I want to discuss it with you. We are going to have to wait until we are both feeling calmer. Let's circle back to this towards the end of class."
- Avoid asking a question if there isn't a choice! Use "You can" or "You may" statements (e.g. You can take a seat, you may get a pencil).
- Use diffusers: "I hear you," "Good point," "Noted"
- "I need your help. What ideas do you have to fix this problem?"
- "This is an important discussion. Let's connect on a solution that will work for both of us after class."



- I wish. . .(that you could do that thing, or didn't have to do that thing)