



Teachstone

# Real World Examples in Emotional Support



Explore the dimensions in the Emotional Support CLASS domain to see how they play out in our everyday lives.

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We hope you got some concrete examples of these CLASS dimensions and that it has sparked more ideas. Now, we'd love to hear from you! What other real life examples can you add to the mix? Create a discussion in the CLASS Learning Community.

# Positive Climate



Once you have been through CLASS Observation Training, it is hard not to notice interactions everywhere you go. You even start to sort those behaviors into dimensions mentally—at least we know we do! When this happens, it can lead us to our own "ah-ha!" moments when using the tool or explaining it to others. By connecting CLASS indicators to your life, CLASS will be more meaningful and relevant!

We want to help add to your collection of examples, and thus the “Real World Examples” series is born. Each section in this series will take a look at one dimension and give real world examples of its indicators. Let's start by looking at Positive Climate.

# Relationships

## *The Example: Getting To Know New Neighbors*

Consider the process in getting to know new neighbors. It starts by talking in passing and asking how things are going. As you get to know them, perhaps you offer to help them out with a garden chore (peer assistance). As the relationship builds, you begin talking about everything from kids to work to family (social conversation). Soon, you're planning trips to the park together or even neighborhood barbecues (shared activities) where everyone pitches in and comes together to talk and eat around the picnic table (physical proximity).

# Positive Affect

## *The Example: Grocery Store Demonstrations*

Think about a trip to the grocery store, when the management thoughtfully places a tasting cart close to the entry. What makes these trips memorable is not just the placement of the tasting cart, but the demonstrator that consistently greets customers. Upon arrival, she greets you with a big smile and says, "Welcome back!" Her enthusiasm draws you in to look at the display, and when you approach the table, she is so enthused about what she is serving that you can't help but take a taste! You leave feeling a bit more cheery, which makes shopping in a busy store more enjoyable.

# Positive Communication

## *The Example: Kid's Soccer Teams*

Have you ever watched a children's sports games when they're just learning how to play? Imagine a team of girls learning soccer while trying to find their coordination at the same time. It's adorable but also a time of great influence for them as they're trying to find their way during this new experience.

Here, you will often find ample examples of positive communication. You might notice the coach greeting each girl with an enthusiastic, “I’m so glad you are here today!” (verbal affection) and high-fives (physical affection). During a water break, the coach crouches down and tells the team, “I am so proud of how hard you are working today! I know if we work together, we can make some goals” (positive expectations).

## Respect

### *The Example: A Visit to the Doctor*

Taking a child to the doctor can be a great experience—especially if you have a doctor who respects the child they are working with. Respectful doctors greet the child when they enter the examination room: “Good morning Joe, good morning mom” (using names). They use a warm, calm voice, and always ask for the child’s permission before checking eyes and ears. At the end of the appointment, they thank their patients (respectful language) for coming in for the visit.

# Teacher Sensitivity



Moving on through the CLASS manual, today we will explore the dimension of Teacher Sensitivity. When thinking about Teacher Sensitivity, it helps to understand how it plays out in our everyday lives. Throughout any given day, many opportunities present themselves—sometimes the smallest moments—to provide thoughtful and sensitive responses.

# Awareness

## *The Example: A Rainy Day*

Let's consider the process of evening preparation for the day ahead. You check the weather forecast for tomorrow's temperature and chance of precipitation. Noticing that rain is predicted, you decide to set out a raincoat and umbrella (anticipating a problem and planning appropriately). When the next day arrives and it starts to sprinkle, you open your umbrella. As you do so, you notice a man on the park bench struggling to open his own umbrella. You realize that the person at the bench is having trouble figuring out how to latch his umbrella so that it stays open (notices a lack of understanding and/or difficulties).

# Responsiveness

## *The Example: A Rainy Day (continued)*

After you notice the man's challenge to latch his umbrella, you approach him to help: "I see that your umbrella won't open—that must be frustrating, and you are getting wet (acknowledges emotions). Is there anything I can do to help (provides comfort and assistance)?"

# Addresses Problems

## *The Example: Transportation Troubles*

When we wake up in the morning, we generally anticipate that our day will go as planned without car or transit troubles. Unfortunately, things do not always go so smoothly. Let's say you tried to start your car in the morning and couldn't get it running, so you call a mechanic. He responds quickly and sends for a tow truck to bring your vehicle to the shop. He also provides a courtesy vehicle that will take you to work (helps in effective and timely manner). Later, the mechanic calls with a solution to the problem. You voice a concern ("That repair may be out of our budget!"). The mechanic offers an alternate solution (and helps resolve a problem.) The mechanic in this example exhibits a lot of sensitivity to your concerns and is able to effectively and efficiently help address the problem.

# Student Comfort

### *The Example: A Neighborhood Party*

Summertime is the most popular time to hold neighborhood get-togethers and family reunions. When you arrive to this type of event, you probably tend to seek out the people with whom you feel most comfortable. You may ask them to introduce you to others (seeks support and guidance). The people you are most comfortable with help make you feel at ease in a new group, and as a result, you can engage in a conversation without hesitation (freely participate). You may even choose to take a risk and strike out on your own to meet new people because your “secure base” has given you confidence and is nearby (takes risks).

What are some of your favorite real-world examples of Teacher Sensitivity?  
In what ways do we notice and respond to the cues of the people around us?



# Regard for Student Perspectives



Moving on through the CLASS manual, next we will explore Regard for Student Perspectives, the last dimension in the Emotional Support domain.

The English Oxford Dictionary defines the word *regard* as “pay attention to;” for CLASS, this translates to: “pay attention to student perspectives.” When teachers purposefully plan activities and lessons that incorporate students' ideas and interests and allow them opportunities to talk, the children feel like they have a place and ownership in the classroom. The same rings true in day-to-day life—when we welcome others’ perspectives, there are more opportunities for intentional learning.

# Flexibility and Student Focus

## *The Example: A Home Remodel*

Home upgrades are no easy feat. New homeowners who purchase a home in need of an update may hire a renovation crew to take their ideas and bring them to life. Once construction has begun, the contractor on the job may have to make unplanned changes initiated by the owners. Perhaps a pony wall the owners thought was a great idea is making the space seem too small. Or the homeowners change their mind about that new shade of lavender after they actually see it on the wall. The contractor agrees to the changes, and the crew sets about to repaint, and pull out that pony wall (shows flexibility). Many times contractors incorporate the homeowner's ideas into a design even when it is something they may not particularly care for (incorporate students' ideas and follow the students' lead). Being flexible and focusing on the homeowner's ideas helps the renovation process run smoothly, and the owners feel a sense of ownership and pride in the improvement process and the finished product.

# Support for Autonomy and Leadership

## *The Example: Cooking Dinner*

Consider all the ways there are to create a restaurant-worthy meal right at home! Some "cook-at-home" companies encourage novice chefs of all skill levels to take the lead in planning and fixing meals of their choice with a little bit of structure from the service. It begins by allowing the customer choices, which help them to customize their meal preferences from many different options (allows choice). The meal box of groceries is shipped to the cook's home along with step-by-step instructions on how to make the meal. There are ingredients in the box that are pre-measured, but the responsibility is on the cook to prepare and cook and serve the meal (gives students responsibility). The structured process is flexible and allows the cook to be autonomous throughout the process.

# Student Expression

## *The Example: Football Breakdown*

As the fall season rolls around, sports talk begins to dominate--especially for football fans. When attending a football game of any caliber, it is easy to find someone who will begin asking questions about football team loyalties: "What team is your team?" or "Who are you rooting for today?" (encourages student talk). Once commitments are determined, other questions such as, "What do you think about that play?" or "How do you think this season will go?" may be asked and typically a great breakdown of each play that happens during the game ensues (elicits ideas and/or perspectives). Encouraging others to express themselves through talking and asking for their ideas helps to make a stronger connection. Ultimately, encouraging expression from others allows us to understand better how the other people view the world.

## Restriction of Movement

### *The Example: A Drive-In Movie*

When attending an outdoor movie theater, there are many options for seating. Outdoor movies tend to be less rigid than traditional theater stadium seating, allowing freedom of movement without the usual "behave yourself" expectations (is not rigid). Attending movies outdoors allows us a little more freedom to move about, kick back, and relax a little (allows movement). Many outdoor theaters have more general expectations outlined for patrons attending the movie that help keep everyone safe and able to participate. When people are allowed to move about in a way that is safe and not interfering with other patrons, the experience is more comfortable and enjoyable for all!

What are some of your favorite real-world examples of Regard for Student Perspectives? How do you encourage the people in your world to express openly, or feel as though their opinions and ideas are valuable?

# What are your examples?

We hope you got some concrete examples of these CLASS dimensions and that it has sparked more ideas. Now, we'd love to hear from you! What other real life examples can you add to the mix? Create a discussion in the CLASS Learning Community.

START A  
DISCUSSION

