

Chapter Two: Building Supportive and Healthy Classroom Relationships

T/F. If the statement is true, write TRUE. If the statement is false, write FALSE and REWRITE THE STATEMENT TO MAKE IT TRUE. Simply inserting the word "not" is insufficient.

1. A teacher's view of her role and her students' roles will have a major impact on the types of relationships forged in the classroom.

Ans. – True (*Chapter Introduction*)

2. The relationship between classroom relationships and student outcomes has been shown to be a weak one.

Ans. – False. A substantial body of research indicates that person-centered teacher behaviors – those that build supportive, healthy relationships – are frequently associated with positive student achievement and attitudinal outcomes. (*Chapter Introduction*)

3. Goal-setting is a high-level influence behavior.

Ans. – True. (*What Are Relationships?*)

4. Being warm, supportive, and caring means that a teacher will have healthy, supportive relationships with his students.

Ans. – False. Those behaviors are associated with positive relationships, but teachers must also demonstrate high levels of influence if classroom relationships are to reach their maximum potential. (*What Are Relationships?*)

5. Facework refers to establishing and maintaining a public identity AND to acting/communicating in ways that demonstrate sensitivity to others' identities.

Ans. – True. (*Self-Management as an Aspect of Building Relationships*)

6. A teacher who finds herself inviting a homeless student to live with her is demonstrating issues of boundary in her relationship with the student.

Ans. – True. (*Boundary Concerns in Relationships*)

7. Giving positive feedback while reteaching class procedures is likely to erode the development of healthy classroom relationships.

Ans. – False. This strategy allows a teacher to accomplish an important management task while preserving positive feelings among all members of the class.

8. A teacher who participates in community activities where his students are present, such as athletic events, fall festivals, etc., is demonstrating issues of boundary in his relationship with his students.

Ans. – False. Teacher participation in these sorts of activities is appropriate and can serve to facilitate relationships with students and community members. (*Boundary Concerns in Relationships*)

9. When a teacher's feedback emphasizes the relationship between effort and achievement, students are more likely to develop skills of persistence and resilience.

Ans. – True. (*Strategies for Building Relationships*)

10. Teachers in urban settings may have to give more attention to relationship-building because of challenges faced by members of the school community.

Ans. – True. (*Whom Will I Teach? Teacher- Student Relationships in Urban Settings*)

Multiple Choice. Circle the letter of the BEST answer.

1. Which of the following teacher traits is least likely to be associated with desirable cognitive and affective student outcomes?

- a. empathy
- b. warmth
- c. efficiency
- d. encouragement

Ans. – c (*Chapter Introduction*)

2. Teachers who fail to attend carefully to relationship development in their classes are most likely to experience which of the following?

- a. lessened effectiveness
- b. students highly responsive to teacher requests
- c. high student growth and engagement
- d. development of effective school-community connections

Ans. – a (*Chapter Introduction*)

3. Which of the following is considered to be a low-influence behavior?

- a. using sarcasm
- b. avoiding conflict
- c. expressing opinions
- d. demonstrating disagreeableness

Ans. – b (*What Are Relationships?*)

4. Mr. Thomasen says to you, “I think those folks who talk about making sure we build relationships using high influence behaviors and high affect behaviors are overstating their case. There’s no time in the day to make sure that every interaction I have with a student demonstrates those two qualities.” Your best response to him would be:
- Research indicates that those teachers who engage with their students only at high levels of affect and influence are more successful at managing the classroom.
 - A teacher who doesn’t actively work to cultivate healthy, mutually supportive relationships is as likely to be as effective a classroom manager as a teacher who does attend to the interpersonal facets of class functioning.
 - Fostering good relationships with students will depend on the cumulative effect of positive interactions; some routine interactions won’t rise to the level of high influence and affect.
 - Educational researchers often fail to recognize that some people naturally tend toward lower-level influence and affect behaviors, and that it’s unlikely that they’ll be able to change their core behaviors.

Ans. – c (*What Are Relationships?*)

5. Facework is more than establishing and maintaining a public identity; it also includes
- managing one’s actions and communications in ways that show sensitivity to others’ identities.
 - being comfortable in with one’s own personal strengths and weaknesses.
 - balancing relationships with other concerns such as maintaining control, limiting emotional involvement, and preserving instructional time.
 - avoiding making others uncomfortable, requiring them to do things or face facts that are unpleasant or challenging, and reminding them that everyone needs to continue to grow.

Ans. – a (*Self-Management as an Aspect of Building Relationships*)

6. Ms. Bryson has, for the most part, worked to develop healthy and supportive relationships with her students. However, today she is having a frustrating day, and her own emotions are running high. When Seong Wook is, for the third time in the lesson period, out of her desk, Ms. Bryson says, “What is wrong with you? Are you so immature that you absolutely cannot do what even a much younger student could do – staying in a desk? I mean really, sometimes I don’t know what’s wrong with your brain, but something is very, very off.”

Based on what you’ve learned in this chapter, which of the following statements best describes the situation?

- Ms. Bryson is demonstrating high affect behaviors but low influence behaviors.
- Ms. Bryson probably doesn’t need to worry about this communicative slip, as the cumulative effect of her regular classroom interactions is largely positive, so the students will likely not think badly of her for this event.

- c. Ms. Bryson has shown her class that she, too, is human, and her students are likely to recognize this event as something that doesn't matter.
- d. Ms. Bryson has failed to attend to a facework issue, and her relationship with Seong Wook and the rest of the class may deteriorate as a result of this interaction.

Ans. – d (*Self-Management as an Aspect of Building Relationships*)

7. When teachers use respectful communication and regularly demonstrate high influence/high affect behaviors when interacting with students, all but which of the following are likely natural results?

- a. Students feel confident that their classroom is a safe space to live and learn.
- b. Teachers focus on building their students' identities as competent, capable individuals who are important to the class.
- c. Sensitive topics will arise only infrequently, and students will not misbehave because they're invested in classroom relationships.
- d. Teachers will correct inappropriate behaviors in ways that do not call the student's character into question.

Ans. – c (*Self-Management as an Aspect of Building Relationships*)

8. A teacher who doesn't establish clear boundaries in student relationships might end up in some problematic situations. Which of the following concerns is *least* reflective of a boundary concern?

- a. J.C. gets Miss Ramirez off-track during lessons by asking her questions about topics that he knows interest her personally.
- b. Ms. Goddard gives money to the parents of one of her students, Olivia, because she knows the family is facing eviction.
- c. Mr. Perkins knows that Ahmad's parents can't go to his varsity soccer game, so he goes to watch Ahmad play once during the season.
- d. Mrs. Nash allows her students to spend an entire Friday "chilling" because they pointed out how hard they had been working in the previous nine week period.

Ans. – c (*Boundary Concerns in Relationships*)

9. Which of the following examples reflects a statement that might be made by a student with a realistic perspective on the causes of good and poor performance?

- a. Lynette says, "I brought my grade up this time because I made sure to do the homework every night."
- b. Dominique says, "My teacher is so tricky! If I study hard, she gives an easy test. If I don't study, she gives a hard test."
- c. Elton says, "I did better on this test than I did on the last one."
- d. Venetia says, "I am not a natural at math; my mom really struggled with it, too."

Ans. – a (*Strategies for Building Relationships*)

10. All of the following statements reflect goals for teachers who teach in urban settings. Which goal is likely to be most difficult for a teacher to attain?
- Teachers in urban settings should learn about the community in which they work, and about students' daily lives beyond the school.
 - Teachers in urban settings should listen to the student's point of view in instances of misbehavior before negotiating or deciding upon a response.
 - Teachers in urban settings should give their students ample opportunities for decision-making and to do meaningful work.
 - Teachers should establish trusting relationships with students and their family members.

Ans. – d (*Whom Will I Teach? Student Relationships in Urban Settings*) Note: D is the best answer because the establishment of trust is a multifaceted and ongoing challenge; the other goals are not simple to reach, but building trust is arguably going to be the most difficult goal to attain.

Constructed Response.

- Mr. Walterson is concerned because his students are low risk-takers when it comes to class participation. They don't want to answer in front of their peers, and they don't show much grit or resilience when it comes to their work. Mr. Walterson suspects that the idea of failure, especially public failure, is at the heart of the students' reluctance, and he decides to work intentionally to address the issue. What are three things you would recommend Mr. Walterson do to try to enhance his students' risk-taking behaviors? (*Strategies for Building Relationships*)
- Explain what is meant by the terms "influence behaviors" and "affect behaviors." Give examples of both high and low levels of behavior for each category. Why do teachers need to attend to their influence and affect behaviors? (*What Are Relationships?*)
- Describe at least three behaviors you would expect to see from a teacher who is committed to helping students preserve and protect their individual identities. (*Self-Management as an Aspect of Building Relationships*)
- Miss Nickel is getting ready to start the new school year, and she is particularly interested in managing first impressions among the members of her class. Describe at least three ways she can communicate her positive regard for her students as the school year begins. (*Strategies for Building Relationships*)
- Describe at least four ways in which a teacher might facilitate positive home-school relationships. (*Relationships with Parents*)
- Communicating with parents about student misbehavior or other classroom challenges can be difficult. What specific guidelines would you recommend a peer follow if he

wanted to be sure to handle parent contacts in ways that preserve, rather than disrupt, relationships? (*Relationships with Parents*)

7. Discuss three challenges teachers in urban settings are likely to face as they work to build healthy, supportive classroom relationships. For each challenge, offer a recommendation or strategy that a teacher might utilize to foster positive interactions with students and parents.