Reframing statements

As a team, review the following characteristics and examples of affective statements. On the next page, you will find a table listing some traditional response statements. Using the characteristics of affective statements and the sample affective statement stems as a reference, turn each traditional response statement into an affective statement.



Characteristics of High Quality Affective Statements and Language:

- They may be “I” statements that express a feeling.
- Make students aware of either the positive or negative impact of their behavior.
- Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
- Do NOT protect students from the consequences of their behavior.
- Are strategically delivered in a time frame, place and manner most likely to maximize impact.
- Are delivered in a personalized manner directly to the student who impacted others.
- Focus on the behavior, NOT on the intrinsic worth of the person (separates the deed from doer).
- Are respectful in tone.
- Encourage students to express feelings.
- Five positive to one corrective statement



Affective Statement Sentence stems:

I am so proud to see/ hear…

I am so excited to see/ hear…

I am so appreciative of you/ your…

I am so grateful that/ for……

I am so thankful that/for……

I am delighted to learn/ see/ hear …

I am so pleased to see/ hear/ by…

I am so impressed by…

I am so touched that you…

I am worried about/ by/ to see/ to hear that….

I am concerned about…

I am feeling frustrated about/ by/ to see/ to hear that…

I am feeling irritated by…

I am angry about… I am so sorry that…

I am upset that …

I am having a hard time understanding…

I am uncomfortable when I see/ hear…

I feel sad because I heard…

I am uneasy about …

I am feeling distracted by…

Continued…

In the table below, read the traditional response statement in the first column. As a team, brainstorm how the statement can be reframed into an affective statement. If you'd like to add a couple of traditional responses that are common at your school, add those to the bottom of the table.

Traditional Response	Affective Statement
Don't talk during class.	*When you talk during class, I feel frustrated that you are not listening.*
Stop bothering Gary.	
No horseplay in class	
You shouldn't do that	
No name calling	
Stop tapping your pencil	