

Exercise 2.2

Questions for Teachers About Student Affective Needs, Learning Environment, and Differentiation

Respond to the following questions. After you finish, review your responses and reflect on whether you should consider making any changes to your instructional approach in order to meet the affective needs of your students. Building administrators can use this activity at a faculty meeting to discuss the school's progress in working toward the goal of meeting students' affective needs.

Physiological Needs

1. Are you alert to needs such as hunger and sleep deprivation?
2. Do you address those needs for the short term, when appropriate?
3. Do you work with others to address those needs for the longer term?

Need for Safety and Security

4. Are you attuned to student behaviors that might indicate a lack of safety and security at home? Are you prepared to seek competent assistance in working with students who exhibit such behaviors?
5. Do you persistently model respect for each student in all of your actions and comments?
6. Is it clear that you value diversity in the classroom?

7. Is the classroom a tease-free, bully-free, disrespect-free zone?
8. Are there clear classroom rules that emphasize what students *should* do rather than what they *shouldn't* do?
9. Is humor always positive—that is, no sarcasm?
10. Are students called on equitably?

Need for Belonging, Respect, and Affection

11. Do you greet or otherwise connect with each student every day?
12. Do students contribute to developing classroom rules and routines?
13. Do you take time to briefly share your experiences?
14. Do you give students time to share their experiences?
15. Do students listen to you and to one another, and do you listen to students?

16. Do students have regular opportunities to collaborate in the classroom?
17. Do you help students learn how to collaborate effectively?
18. Are problems dealt with respectfully and seen as opportunities to learn and grow?
19. Is everyone expected to contribute to the classroom and supported in doing so effectively?
20. Do you take time to seek the students' input on how class is working for them individually and as a group?
21. Do you seek varied perspectives on topics, issues, and problems?

Need for Achievement and Esteem

22. Do you acknowledge and celebrate legitimate student successes?
23. Do you emphasize competition against oneself rather than competition against one another?

Possible Changes to Consider