

Characteristics of High Quality Affective Statements and Language:

- Can be “I” statements that express a feeling, but don’t have to be.
- 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.....