

## **Caring Relationships and Supportive Community MEETING STUDENT NEEDS**

(from Watson & Ecken, 2003, *Learning to Trust*)

### **NEED FOR BELONGINGNESS**

#### **1. Build a sense of group membership**

- \*Use class meetings to share news and class accomplishments
- \*Involve students in planning & problem solving
- \*Use inclusive language: "we"
- \*Frequently refer to the class as a whole, e.g., "This class sure likes to learn!"

#### **2. Build a shared history**

- \*Create shared learning experiences
- \*Involve students in developing class procedures, customs, & rituals

#### **3. Highlight shared goals**

- \*Generate with students lists of things they hope to learn
- \*Weave these into the curriculum

#### **4. Highlight shared values**

- \*Engage whole class in thinking about
  - how they want to be treated
  - how they want their class to be

#### **5. Build interdependence and responsibility**

- \*Ask & help students take responsibility for the classroom

#### **6. Encourage students to be helpful**

- \*To help one another
- \*To help the class as a whole
- \*To help the teacher
- \*To help the community

#### **7. Organize the environment to support student interaction**

#### **8. Be open to student suggestions**

### **NEED FOR COMPETENCE**

#### **1. Adjust learning activities to match student skills**

- \*Provide additional scaffolding for students who are struggling

#### **2. Help students see that learning is interesting, relevant, and important**

\*for example, connect learning activities to student lives and interests

\*provide opportunities to share their learning with others

#### **3. Build hopefulness in struggling learners by helping them see how they are making progress**

#### **4. Stand firm on the importance of learning, but make allowances for special stresses in their lives**

### **NEED FOR AUTONOMY**

#### **1. Provide students with as much autonomy in their learning as they can handle**

#### **2. Balance autonomy with authority. Clearly communicate what is negotiable and what is not.**

#### **3. Look for and be open to opportunities to engage students in negotiation and problem solving.**

#### **4. Make allowances for students with strong autonomy needs.**

- \*Give them time to comply on their own
- \*Ignore "attitude" until you establish mutual trust
- \*Problem solve with them to come up with a way to help them comply

#### **5. Allow students freedom to grow**

- \*Adjust rules in response to student growth
- \*Encourage student initiative
- \*Allow students sufficient freedom

### **ADDITIONAL NEEDS IDENTIFIED BY OTHERS**

According to **Susan Fiske** (2004) in a review of social psychology research, the five basic human motives are:

- (1) Control (autonomy)
- (2) Belonging (connectedness)
- (3) Enhancing Self (competence)

#### **(4) Trust**

#### **(5) Understanding**

**Ervin Staub** (2005) adds **Purpose** as another basic need

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### **Fostering Whole-Brain Functioning**

- Too often, we operate from self-interested positions (left-brain dominance) or react to perceived status threat (reptilian brain dominance), due to upbringing or culture.
- Human higher morality is dominated by the **right brain**, which takes a holistic, connective orientation to life (see McGilchrist, 2009; Taylor, 2008).
- **A Communal Imagination Ethic** combines right-brain sensibilities of wholeness and connection with left-brain problem-solving skills

**How do we foster a “step to the right” (as neuroscientist, Jill Bolte Taylor, 2008, calls it)? Here are a few suggestions.**

#### **Foster WELLBEING through these practices**

Deep breathing (Kabat-Zinn)  
Kindness to self (Salzberg)  
Mindful presence (Langer)  
Expand social pleasure  
Openness to the new instead of bracing against it (Bougeault)  
Shift attention to the big picture  
Choose environments that foster prosocial intuitions (Hogarth)

#### **Realize brain/personality PLASTICITY and the power of SELF-AUTHORSHIP**

Foster a growth mindset instead of fixed mindset (Dweck)  
Your activities (Siegel, Rossi):

- turn genes on and off
- build neuronal connections
- awaken right brain

#### **Build RIGHT BRAIN CAPACITIES (activated during full-body activities)**

Active free (self-directed) PLAY (Panksepp)  
Artistic creation (e.g., dancing, song creation) (Siegel)  
Belly laughing (Junkins)  
Social silliness

#### **Create PROSOCIAL NICHES for self and others**

Give people the benefit of the doubt and show compassion  
Encourage the ‘higher self’ in others through supportive comments  
Support young children’s developmental needs

## 照護關係與支持團體

### 滿足學生需求

(from Watson & Ecken, 2003, Learning to trust)

#### 歸屬感的需求

##### 1. 建立團體成員感

- \*利用班級會議分享新聞和班級成果
- \*讓學生參與計畫與解決問題
- \*使用包含「我們」的用語
- \*經常指出班級為共同體，如：「我們這個班級肯定喜歡學習！」

##### 2. 建立一個共享的故事

- \*創造共享的學習經驗
- \*讓學生參與建立班級的常規、生活習慣的過程

##### 3. 標記分享的目標

- \*將學生希望學習事物列出清單
- \*將清單中所列的學習事物編入課程

##### 4. 標記分享的價值

- \*鼓勵全班學生思考希望如何被對待、以及希望成為怎樣的班級

##### 5. 建立獨立與責任感

- \*要求並協助學生對教班級負責

##### 6. 鼓勵學生助人

- \*協助他人
- \*協助全班
- \*協助老師
- \*協助團體

##### 7. 組織環境以支援學生的互動

##### 8. 對學生的建議採取開放的態度

#### 能力需求

##### 1. 調整學習活動以符合學生的技能

- \*提供額外的鷹架支持學習困難的學生

##### 2. 幫助學生了解學習是有趣、有關聯且重要的

\*例如將學習活動與學生的生活經驗和興趣作聯結

\*給學生機會與他人分享自己的學習經驗

##### 3. 透過幫助使學習有困難的學生看見自己的進步以提升希望

##### 4. 堅持學習的重要性，但允許學生在生活中有特定的壓力

#### 自主的需求

##### 1. 在可操控的情形下，提供學生的學習有足夠的自主權

##### 2. 平衡自主與權威。很清楚的溝通哪些是可協調的而哪些是不可以的。

##### 3. 以開放的態度鼓勵學生協調和解決問題。

##### 4. 允許學生強烈的自主需求

- \*給學生時間遵守自己所應允承諾
- \*在建立全班相互信任之前保持中立
- \*學生用自己的方法解決問題

##### 5. 允許學生自由成長

- \*對應學生的成長調整班規
- \*鼓勵學生自動自發
- \*允許學生有足夠的自由

#### 其他人所提及額外的要求

根據 Susan Fiske(2004)所做的社會心理研究回顧，五個基本的人類動機為：

- (1) 自控力(自主)
- (2) 歸屬感(聯結性)
- (3) 自我展能(能力)
- (4) 信任
- (5) 理解

Ervin Stub(2005)增加了 目的 為另一個基本需求。

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## 促進全腦功能

- 人類經常因為教育或文化的影響而從自私自利的角度出發(左腦支配)或是感知狀態威脅人類的反應(由腦幹所支配)
- 人類較高層次的道德是由掌管整體性及對生活的聯結與適應的右腦所支配
- 公共想像道德是結合了右腦對整體性的覺知以及左腦對問題解決的技能

我們如何促進「向右腦發展」(神經學家 Jill Bolte Taylor,2008)

建議如下：

### 透過下述方法練習培養「幸福感」

深呼吸(Kabat-Zinn)

善待自己(Salzburg)

留意周遭事物 (Langer)

擴展社交的愉悅

對新事物保持開放而非抗拒(Bougeault)

將注意力轉移到大局

選擇培養親社會直覺的環境(Hogarth)

### 了解大腦與性格的「可塑性」以及「自主權」的力量

促進成長的心態而非固定的心態 (Dweck)

你的活動(Siegel, Rossi):

- 打開與關閉基因
- 建立神經的聯結
- 喚醒右腦

### 建立「右腦的吸收力」(當全身性活動時活化)

積極自由(自編自導自演)遊戲 (Panksepp)

藝術創作(例如舞蹈、歌曲創作)(Siegel)

捧腹大笑(Junkins)

社會的愚蠢

### 為自我及他人創造「適當地位」

提供人們存疑的優點，並表現出同情的心態

透過支持的評論以鼓勵他人追求「更高的自我」

支持幼童發展的需求