

FACILITATING FEEDBACK TO ADULTS FROM STUDENTS WITH EBD

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Students With EBD Want, Will, Can and Do Give Feedback To Adults.

Implications:

- It is important that students do so effectively.
- They need opportunities to give feedback, requested and voluntary, in an open and accepting climate.
- They need to know their feedback is valued.

Many Students With EBD Have Few If Any Skills For Constructive Feedback.

Implications:

- We must teach expressive and listening skills.
- We must teach how to define or describe problems.
- We must teach how to describe likes and wants.
- We must teach how to direct concerns to the appropriate persons.
- We must teach how to set goals and understand the process of change.

Students (As Do All) Feel Different Levels Of Trust And Comfort With Different Adults.

Implications:

- Trusted persons have a responsibility to help students learn to constructively express their feelings to adults with whom they are less comfortable.
- Trusted individuals must respect wishes for confidentiality and find ways to constructively related student concerns to other involved staff.
- Organized teaming maximizes the value of student feedback & supportive communication among staff.

There Is Often A Difference Between Students' Verbal Skills And Behavioral Follow Through.

Implications:

- Students need opportunities for frequent practice.
- Students need frequent reinforcement and feedback on their progress and performance.

Students Vary Widely In Their Ability To Perceive Accurately And Express Themselves In Relation To Concrete And Abstract Concepts.

Implications:

- Children who are young, immature, developmentally delayed and socially deprived need structured experiences to learn expressive skills and to see tangible outcomes from their efforts.
- Put it in writing; make charts, etc.
- Be sensitive to individual differences and listen for the meaning in each student's contribution.

Students Want And Will Accept Reasonable And Fair Rules Yet Need To Feel A Sense Of "Power" Over Decisions That Effect Them.

Implications:

- Provide opportunities to contribute to rules.
- Make rules clear and provide a rationale.
- Limit rules to only a few (5 or 6) necessary rules.
- Provide choices and experiences to affirm that what they feel and say does make a difference.
- Respect their "psychological space."

No One Is Promised A Rose Garden.

Implications:

- Expectations will vary among persons and places.
- Students need to learn to cope with frustration.
- Students need to learn adaptive alternatives when their goals are thwarted.
- Students need a repertoire of different responses.