**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…..