Teacher Behaviors that Convey High Levels of Support

Data from Focus Groups with Middle School Students
(from Suldo et al., 2009, p.75-76)

1. **Conveys interest in student wellness**
   - Communicates care about students' emotional well-being (e.g., students' moods, relationships, and health)
   - Communicates investment in students' personal interests, such as sports and weekend plans
2. **Takes actions to improve students' moods and emotional states**
   - Creates positive emotional environment via a pleasant or humorous teacher disposition
   - Attempts to alleviate students' personal or academic concerns (e.g., reduces students' academic stress, helps students problem solve personal situations)
   - Shows respect for students by maintaining their privacy and being honest with them
3. **Gives students what they want, specifically things that are pleasurable**
   - Provides fun activities (e.g., free time, sports, field trips)
   - Gives tangible objects/rewards (e.g., candy, food)
4. **Is sensitive and responsive to the entire class understands of academic material**
   - Checks for entire class' understanding and arranges mastery experiences during class (e.g., explains and clarifies concepts, provides enrichment activities, is flexible with class agenda/schedule)
   - Provides additional academic assistance (e.g., more review of difficult concepts during or after class)
   - Elicits student feedback about class and teaching style
5. **Shows interest in an individual student's progress**
   - In class, checks for individual student's understanding and provides assistance/help
   - Outside of classroom, checks for individual student's understanding and provides assistance/help
6. **Uses diverse teaching strategies**
   - Uses creative teaching strategies (e.g., collaborative and/or active learning, word searches, crosswords)
   - Uses directive instruction (e.g., provides advance organizers, concrete examples, mnemonic devices)
   - Attends to individual student's preferences for learning
   - Augments content in textbook with additional information via movies, Internet, field trips, and personal anecdotes
7. **Provides evaluative feedback on student performance**
   - Provides rewards contingent on performance (e.g., rewards individual student or entire class with party or treat for good performance)
   - Communicates student achievement to students and/or parents (e.g., provides compliments/praise)
   - Provides constructive feedback and encouragement
8. **Helps students improve their grades**
   - Leniency in grading policies (e.g., provides extra/partial credit; helpful hints; lets students make up or redo work)
   - Increases students' ability to prepare well for exams
   - Directs student how to self-improve (e.g., explains students' errors, redirects them to task)
9. **Ensures a manageable academic workload**
   - Assigns reasonable amount of homework
   - Provides sufficient time for students to complete assignments and/or prepare for tests
10. **Treats students similarly**
    - Allows students equal chances to participate in class and assignments
    - Creates the appearance of not discriminating against specific students due to race, ability level, etc.
    - Equally distributes positive reinforcement, such as teacher attention and treats
11. **Punishes in a fair manner**
    - Punishes the correct student for each incident
    - Attempts to solve problems in favor of automatically punishing
12. **Creates an environment in which questions are encouraged**
    - Provides explicit permission for student to ask questions aloud during class as needed
    - Provides positive response to questions (e.g., answers all questions thoroughly, leads students to current answers)
    - Provides methods for students to pose questions privately and/or anonymously
    - Dedicates time in class or after class to address questions
    - Allows students to pose their questions to peers
    - Provides a physical environment that encourages questions (e.g., posters on class walls remind students to ask questions)

Suldo et al. (2009). Teacher Support and Adolescents' Subjective Well-Being: A Mixed-Methods Investigation. School Psychology Review, 38(1), 67–85