



LISTENING WITH EMPATHY

The Nonviolent Communication Model

When you observe (see, hear, etc.)...? OBSERVATIONS

Here we're listening for what may be triggering the other's reactions. What are they noticing?

Are you feeling ...? FEELINGS

Here we're sensing what they might be feeling and checking to see if we understand. We participate in their present moment.

Because you're needing/you value...? NEEDS

Here we're seeking to identify the needs that lie at the root of their feelings. What needs matter in the moment?

I'm wondering if...? REQUESTS

Here we're guessing what they might be requesting. What might meet their needs?



AN EXAMPLE OF A TEACHER AT CHOICE

TEACHER SAYS TO PARENT: *"It seems like Jason is spending way too much time watching screens and he can't focus at all in class."*

TEACHER REPHRASES:

- *When I see how Jason struggles to stay focused on his school work and he tells me he spends a lot of time at home watching TV or on the computer, and I reflect on what I've read about sensory-integration and child development. (observations)*
- *I feel concerned and helpless, (feelings)*
- *Because I need support for my efforts to protect this process of human development that happens in childhood. (need for support)*
- *Would you be willing to tell me what you're hearing me say? (a request)*

PARENT BLAMES HERSELF: *"I'll never be a good enough Waldorf parent. I just can't do it all."*

TEACHER EMPATHIZES:

- *When I share my concerns about Jason and his difficulty staying focused in class and how it might be related to his screen time, (observations)*
- *Are you feeling overwhelmed and discouraged? (feelings)*
- *Because you're needing some acknowledgment for your efforts, and some understanding for how difficult it might be to make some of these changes at home? (needs for acknowledgment & understanding)*
- *I'm wondering if you'd like to schedule some time for us to talk about how we might work together to support Jason? (request)*