Relational Interactions: Dimensions, Definitions, and Examples

Dimension	Description	Positive Examples of Interactions
Addressing Behavior	Responses to student behavior. Includes escalating behavioral issues or managing them privately.	▪ Noting positive models of behavior. ▪ Handling misbehavior discretely. ▪ Avoiding a hyper-focus on misbehavior.
Framing Mathematics Ability	Comments that frame students' ability to do mathematics. Considers the ways in which competence is framed as innate or incremental.	▪ Framing students as competent mathematically. ▪ Relating student thinking to more complex mathematical ideas. ▪ Explicitly challenging societal stereotypes about success in mathematics.
Acknowledging Student Contributions	Responses to students' mathematical contributions. Entails ways in which teacher values/devalues or praises/disparages students' thinking.	▪ Recognizing correct aspects of student thinking with incorrect answers. ▪ Pressing for complete explanations to show care about the details of student thinking for correct *and* incorrect answers. ▪ Revoicing student explanations rather than focusing simply on answers.
Attending to Language and Culture	References to cultural or linguistic contributions of students. Includes inclusion/ omission of everyday experiences of students in mathematics instruction as well as varied uses of language and body movement.	▪ Drawing on students' everyday experiences in designing problem contexts. ▪ Allowing students to solve problems in language or dialect of preference before explaining their thinking. ▪ Revoicing student explanations across languages.
Setting the Emotional Tone	Communicating expectations of acceptable behaviors and emotions. Consists of preempting behavior (as opposed to a direct response) and creating emotional space for students.	▪ Relating to students through personal stories and being emotive. ▪ Validating student emotions during mathematics. ▪ Supporting perseverance and effort in mathematics.