|  |  |
| --- | --- |
| Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

Interpersonal Communication

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | 1  R |  |  |  | 2  T |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | 3  S |  |  |  |  |  |  |  | E |  |  |  | E |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | E |  |  |  |  | 4  P |  |  | L |  |  |  | A |  |  |  |  |  |  |  |
|  |  |  | 5  C | R | E | D | I | B | I | L | I | T | Y |  | A |  |  | A |  |  |  | C |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  | F |  |  |  |  | R |  |  | T |  | 6  T |  | H |  |  |  |  |  |  |  |
|  |  |  |  |  |  | 7  S | E | L | F | F | S | T | E | E | E |  |  | I |  | E |  | E |  |  |  |  |  |  |  |
|  |  |  | 8  C |  |  |  |  |  |  | U |  |  |  |  | N |  |  | O |  | A |  | R |  |  |  |  |  |  |  |
|  |  |  | O |  |  | 9  C | O | M | M | U | N | I | C | A | T | I | O | N |  | C |  | E |  |  |  |  |  |  |  |
|  |  |  | M |  |  |  |  |  |  | F |  |  |  |  | T |  |  | S |  | H |  | X |  |  |  |  |  |  |  |
|  |  |  | M |  |  |  |  |  |  | I |  |  |  |  | E |  |  | H |  | E |  | P |  |  |  |  |  |  |  |
|  |  |  | U |  |  |  |  | 10  I |  | L |  |  |  |  | A |  |  | I |  | R |  | E |  |  |  |  |  |  |  |
|  |  |  | N |  |  |  |  | M |  | L |  | 11  I |  |  | C |  |  | P |  | E |  | C |  |  |  |  |  |  |  |
|  |  |  | I |  |  |  |  | M |  | I |  | M |  |  | H |  |  | S |  | F |  | T |  |  |  |  |  |  |  |
|  |  |  | C |  |  |  |  | E |  | N |  | M |  |  | E |  |  | T |  | F |  | A |  |  |  |  |  |  |  |
|  |  |  | A |  | 12  S | T | U | D | E | N | T | E | X | P | R | C | T | A | T | I | O | N | S |  |  |  |  |  |  |
|  |  |  | T |  |  |  |  | I |  | P |  | D |  |  | C |  |  | G |  | C |  | C |  |  |  |  |  |  |  |
|  |  |  | O |  |  |  |  | A |  | R |  | I |  |  | O |  |  | E |  | A |  | Y |  |  |  |  |  |  |  |
|  |  |  | R |  |  |  |  | C |  | O |  | A |  |  | N |  |  | S |  | C |  | P |  |  |  |  |  |  |  |
|  |  |  | S |  |  |  |  | Y |  | P |  | C |  |  | F |  |  |  |  | Y |  | R |  |  |  |  |  |  |  |
|  |  |  | T |  |  |  |  |  |  | H |  | Y |  |  | E |  |  |  |  |  |  | O |  |  |  |  |  |  |  |
|  |  |  | Y |  |  |  |  |  |  | E |  |  |  | 13  S | R | L | F | D | I | S | C | C | O | S | U | R | E |  |  |
|  |  |  | L |  |  |  |  |  |  | C |  |  |  |  | E |  |  |  |  |  |  | E |  |  |  |  |  |  |  |
|  |  | 14  S | E | L | F | C | O | N | C | Y | P | T |  |  | N |  |  |  |  |  |  | S |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | C |  |  |  |  |  |  | S |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  | E |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 15  S | E | L | F | D | I | S | C | L | O | S | U | R | E | I | N | F | L | U | E | N | C | E | S |  |  |  |  |  |

|  |  |
| --- | --- |
| **Across**  **5.** Competence, Character and Caring  **7.** How positive you feel about yourself  **9.** \_\_\_\_\_\_\_\_ affects our self-concept, and our self-concept affects how and what we communicate.  **12.** Being prepared, enthusiastic, clear, funny, fair, researched and giving assignments  **13.** Appropriate, incremental and reciprocal personal information shared  **14.** Your total image of yourself.  **15.** Age, gender, race, culture, and nationality | **Down**  **1.** Initiate the relationship, experiment with behaviors, intensify by increased communication, and deterioration and natural occurring dissolution  **2.** The process by which the behavior of the student influences the teacher's behavior toward the students. This shows the students what the teachers expect which affects the student's self-concept.  **3.** Behaving in ways people expect us to.  **4.** \_\_\_\_guidelines are to know the child's background, create a positive atmosphere, make the right comments, offer realistic suggestions, listen, conclude asking assessment of understanding questions, and request a follow-up if necessary.  **6.** A teacher's belief that she can influence how well students learn  **8.** The way an individual verbally and para-verbally interacts to signal how literal meaning should be taken  **10.** \_\_\_\_\_ has a positive impact on student attention, confidence, and satisfaction of the class  **11.** Verbal and nonverbal communications, behaviors that enhance closeness |