

Building Positive Relationships with ALL Students:



Ensuring that all students feel welcomed by, connected to, and a sense of trust with the adults in the building.

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“I’ve come to the conclusion that I am the decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. I possess tremendous power to make my students lives miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is MY response that decides whether a crisis will be escalated or de-escalated and a person humanized or dehumanized.”

Dr. Haim Ginott



Turn and Talk Activity

- Discuss the difference between having acquaintances with students versus positive relationship
- Discuss the difference between adopting an intentional versus a passive approach to relationships with students
- Why are positive relationships foundational to social, emotional, and academic success?

Building Relationships

“The quality of teacher-student relationships is the keystone for all other aspects of classroom management.”

(Marzano and Marzano, Dimensions of Learning)

Students talk about teacher-student relationships

- http://www.whatkidscando.org/featurestories/2011/10_just_listen/index6.html
- Secondary
- https://www.youtube.com/watch?v=PxW7J_yG-M
- Elementary

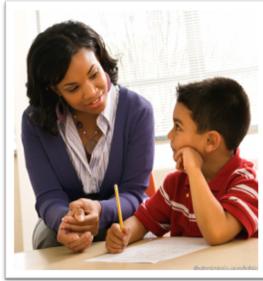
Strategically and Intentionally Building Positive Relationships with ALL Students

- Building relationships is a precondition to student learning
 - All people are more likely to perform in the context of a positive, nurturing relationship
- Basics of building a relationship
 - Spending time with the person
 - Showing them you care and can be trusted
 - Holding a conversation with the student
 - Ask questions and listen
 - Be an expert about kid culture (what it means to be a kid these days)



Strategically and Intentionally Building Positive Relationships with ALL Students

- Schedule time to meet with each student to discover their interests, affinities, likes and dislikes
 - Use sentence completion forms and direct interview techniques
 - Reference this information strategically in conversations, greeting at the door, introduction of new curriculum content, etc.



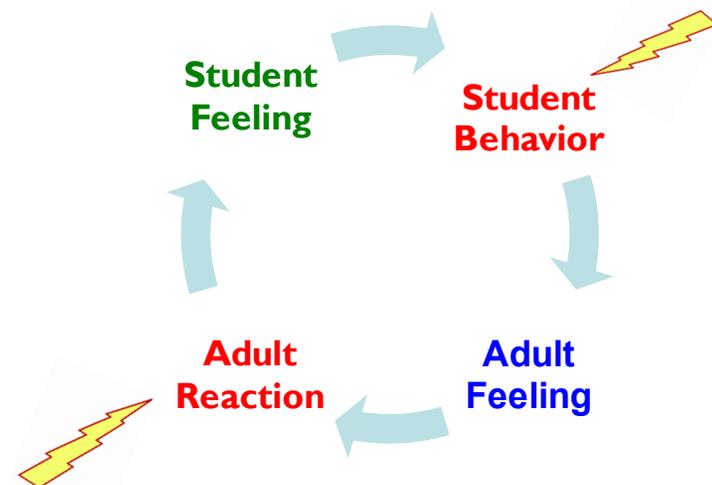
LOW RATES OF ATTENTION:

- The average teacher fails to take advantage of the power of attention.
- Approval statements for academic responses far outweigh those for social behavior.
- Highest rates of attention for social behavior occur in 2nd grade and decrease dramatically after that.
- Teachers respond more frequently to inappropriate social behavior than to appropriate social behavior.
- This attention inadvertently maintains or increases the misbehavior.
- Some students are starved for any type of attention



“Everything the teacher does, as well as the manner in which s/he does it, incites the child to respond in some way or another and each response tends to set the child’s attitude in some way or another” (Dewey, 1933).

Interaction is a cycle...



Self-concept is the picture people construct of who they are and how they fit into their perceived world.

William Purkey



Activity

- The effects on student-teacher relationships based on My Classroom Management Profile



Remember Relationships: The Basis for Effective Teaching

- Establish
- Maintain
- Reconnect, Repair, Restore when broken
- Kind
- Firm
- Fair
- Consistent



- <https://www.teachingchannel.org/videos/teacher-student-relationship>

Teaching Channel: Share Passion





Turn and Talk: Left Elbow Partner



Most Important Point

regarding insights you have just developed based on the information about building relationships with students

Steps to Implementing EMR Procedure

- **What specific practices will all staff engage in with each student to establish a relationship with each student**
 - Individual 'child time' with each student
 - Gathering information to reference about students in the context
 - Sentence completion forms
 - Surveys completed by parents about interests, pets, family,
 - Home visitations
- **What specific practices will staff implement during the maintenance phase to sustain the quality of the relationship**
 - 5 to 1 ratio of positive to negative interactions
 - Positive greetings at the door
 - Random, special activities with each student that occur periodically
- **What specific restorative practices will be implemented intentionally when harm has occurred to the relationship between a student and a specific staff person**
 - Meet with the student privately
 - Engage in effective communication
 - Take ownership for the situation
 - Apologize
 - Discuss how you will let the previous incident go
 - Tell the student you care for them and know they can be successful



Turn and Talk Right Elbow Partner



- Provide examples to your partner of how you implement 4 of the 8 bulleted points
- Document 1-2 of those practices on the *Specific Practices to Establish, Maintain, and Restore Positive Relationships with Students* form, First Box

MAINTAINING the Relationship: Not Taking Students for Granted

- The 5 to 1 ratio of positive to negative interactions with students (the "Magic Ratio")
 - Paying attention to behavior to positively Positive interactions consist of words, gestures (thumbs up), or physical contact (pat on the shoulder, high five) that have a positive quality to them and are delivered in response to desirable behavior
- Positive notes home
- Second-hand compliments
- Identify specific times during the day that you will provide positive feedback on individual behavior or class performance
- Schedule individual conferences to compliment students





Turn and Talk Left Elbow Partner



- Share examples of how you currently implement the 5 bulleted strategies and/or how you might begin to use unused strategies to develop relationships with your students
- Document 1-2 of those practices on the *Specific Practices to Establish, Maintain, and Restore Positive Relationships with Students* form, Second Box

RESTORING & Repairing the Relationship After Harm has Been Done

- **R³** Reconnect, Repair, & Restore:
 - Schedule time to **reconnect** with the student
 - Communicate effectively to **repair**
 - Letting go of the previous interaction - ‘do-over’ (fresh start)
 - Ownership for the problem (admitting one’s own mistake)
 - Statement indicating care for the student
 - Forgive the student and/or ask for forgiveness
- Work to **restore** the relationship with student



Turn and Talk Elbow Partners



- Share examples of how you have restored a harmed relationship with a student
- Document a strategy your partner has used on the *Specific Practices to Establish, Maintain, and Restore Positive Relationships with Students* form, Third Box

Monitoring Relationship Status EMR Activity

Students	Establish	Maintain	Restore
Sam			
Becca			
Jimmy			

On the EMR Activity Sheet, document your relationship status with 3 of your more problematic students

17 Proactive Classroom Management Strategies

Relationship Strategies

1. **5:1 positive to negative statements**
2. **Smiling**
3. **Positive greetings at the door/precorrect**
4. **Communicating competently**
5. **Wise Feedback**
6. Intermittent non- contingent reinforcement; individual & whole group

Procedural Strategies

7. Organizing a productive classroom
8. Pre-Correction
9. Teach, model & reinforce social-emotional skills
10. Transitions are managed well
11. Independent seatwork is managed and used when needed
12. **Teacher proximity and mobility**
13. **Class-wide motivation system**
14. Goal setting, problem solving and performance feedback
15. Visual schedule of class activities
16. Effective cueing systems to release & regain attention
17. Numerous opportunities to respond (active engagement)

Connecting the Dots ...

How will we use the teaching matrix to guide us through the process of relationship building



PBIS Behavior Matrix

	Hallway	Playground	Cafeteria	Bus	Classroom
Be Safe	<ul style="list-style-type: none"> Walk, run, or jog Don't shove or bump Don't throw things Don't use weapons Don't use profanity 	<ul style="list-style-type: none"> Follow directions Don't run Don't shove or bump Don't throw things Don't use weapons Don't use profanity 	<ul style="list-style-type: none"> Follow directions Don't run Don't shove or bump Don't throw things Don't use weapons Don't use profanity 	<ul style="list-style-type: none"> Follow directions Don't run Don't shove or bump Don't throw things Don't use weapons Don't use profanity 	<ul style="list-style-type: none"> Follow directions Don't run Don't shove or bump Don't throw things Don't use weapons Don't use profanity
Be Responsible	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes
Be Respectful	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes 	<ul style="list-style-type: none"> Use materials properly Don't waste materials Don't use materials for other purposes Don't use materials for other purposes Don't use materials for other purposes

Using the matrix bullet points to help develop communication and feedback

When Acknowledging Positive Behavior...

- Feedback should use the same matrix vocabulary used to clarify your expectations
- Identify the **specific behavior** being acknowledged
- Link the behavior to one of the **school wide rules**

“Thank you for **helping to clean up that spill**. That was very **responsible of you.**”



Level of Structure

- The greater the number/percentage of high needs students, the greater the need to provide frequent feedback.
- Students needing high structure demonstrate many risk factors
- If kids are trying to meet expectations and no one notices: They will start to think - Why bother?

PCM Relationship #1 5 to 1 Ratio



- Positive interactions consisting of words, gestures or physical contact that have a positive quality to them are delivered contingent on desirable behavior
- Helps students learn expected behaviors and teachers build stronger relationships
- Reprimands or corrective statements work better in the context of a positive reinforcing environment

ENCOURAGING EXPECTED BEHAVIOR 5:1 RATIO

- Teachers should interact with students 5 times more often when they are behaving appropriately than when they are behaving inappropriately (5:1 ratio)
- Interactions with students are considered positive or negative based on the behavior in which the student is engaged at the time attention is given
- Negative interactions are not wrong and are sometimes necessary; the key is the ratio
- Ignore the problem behavior and “catch” the students meeting expectations w/ specific positive feedback
- The behavior you pay the most attention to is the behavior you will get more of in the future.

What do these words sound like?

“Joe, you did a great job keeping hands, feet and objects to yourself as you walked down the hall. Thanks for showing respect for all the students in the hall.”

“Thanks to everyone for bringing remaining on task for the whole period. You all showed great effort and showed how responsible you are!”

“Samantha, great job, walking to the trash can to throw away your garbage. You helped to keep the cafeteria safe!”

Increasing Positive Feedback

- <http://www.youtube.com/watch?v=iMSbypQnWgo>
- Positive feedback MS Sprick

Encouraging Expected Behavior

- Increasing Positive Feedback:
- Working towards 5:1



PCM Relationship #2 SMILE.....



while praising for effort
and adherence
to matrix behaviors

PCM Relationship #2 Smiling and Being Nice



- Mirror neurons: Neurons that fire when another person acts -the neuron “mirrors” the behavior of the other
- Implication:
 - Students learn via modeling from adults and peers
 - Students will treat us how we treat them
- PLUS, people who smile more live an average of 7 years longer than those who smile less

You had me at 'hello'....



PCM Relationship #3 Positive Greetings at the Door



- Positive verbal (or nonverbal) interactions with students as they walk in
- Verbal and non verbal, use smiles, physical touch as appropriate,
- Use student's name
- Establishes a positive atmosphere and pre-corrects problem behavior
- Show enthusiasm that they are there



What do these words sound like?

"Good morning! You showed great effort and responsibility yesterday when you completed the reading assignment. Way to go! I know you are capable of doing it again!"

"Good afternoon! Welcome back. You demonstrated respectful behavior yesterday when you didn't respond to Joe's teasing. I know that took a lot of effort for you."

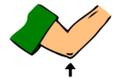
"I would like to thank everyone for safely leaving the building yesterday during the fire drill by following fire drill procedures! Great job!"



- <https://www.youtube.com/watch?v=5ZXNqraH2Og>
- Complimenting every child
- <https://www.youtube.com/watch?v=j9RDFv5OAZQ>
- Engagement and teacher with severe disabilities son



Turn and Talk Right Elbow Partner

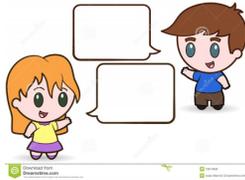


- Share an example of a statement you currently make while greeting students at the door
- Reframe that statement if you currently do not tie your language to a specific matrix bullet point



PCM Relationship #4: Communicating Competently

- Delivering effective praise:
 - Contingency
 - Specificity
 - Sincerity
 - Process, effort, use of a strategy
- Delivering effective reprimands or corrective statements
 - Empathy statement
 - Don't get caught up in content
 - Non-threatening, soft voice
 - Proximity



CAN YOU HEAR YOUR STUDENTS?



OR...
are they
too busy
listening to
YOU?



What do these words sound like?

“You responded to Jarrod’s request for you to move very calmly using appropriate language—thank you for being so respectful.”

“Thank you for opening your book to learn more about the Civil War. That was very responsible of you to follow directions the first time I asked.”

“I could tell that you were anxious to get to class. Thank you for safely walking down the hall.”

SPECIFIC POSITIVE FEEDBACK

- Contingent attention is essential to change and sustain behavior.
- Recognizes effort or successes at tasks that are difficult for the child.
- While **general** praise contributes to a pleasant classroom, it is **insufficient** to build and sustain desired behavior.
- Students need clear specific feedback on school-wide expectations as well as other behaviors that are extensions of those expectations.

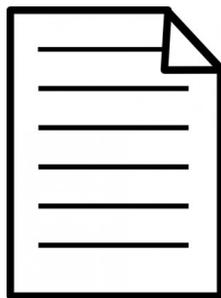


Effective Praise Statements	Less Effective Praise Statements
“Excellent job listening and following directions the first time.”	“Good job!”
“Your eyes are on me and your mouth is quiet. Thank you for being ready to learn.”	“Excellent!”
“Way to go! You asked for help and completed your math work correctly before the end of class!”	“Good work!”

(Gable, Hester, Rock, & Hughes, 2009)

Role Play Examples of Specific Feedback

Using Matrix: Specific Contingent Praise
Include Growth Mindset



PCM Relationship #5 Wise Feedback



- Providing feedback to students by voicing high expectations to the student and the belief in the students' ability to meet those expectations

Example:

- “The reason why I’m giving you this feedback is because I have high expectations for my students and I know you’re just the type of student who is capable of meeting them. I believe in you.”
- Should be delivered in private
- Fosters a growth mindset of student’s ability

What do these words sound like?

“Dwayne, you disagreed with Sam, but you stopped and took some time to think, **used appropriate language** and settled the disagreement peacefully. That was very **respectful** to Sam and to the rest of our class.”

“Hey Oscar, thanks for **using materials appropriately** by putting them away at the end of the project. That shows **respect** for our classroom.!”

“Jasmine, thanks for being **responsible** by **being on time to class**. That’s important at school and when you are on the job.”

Non-Examples

- “Ok, keep going” (prompt)
- “Does *ANYONE* know what we are supposed to be doing right now?” (this is a prompt disguised as sarcasm).

PCM Procedures #6 Adult proximity and mobility

- Frequent adult movement throughout the classroom increases academic engagement
- Prevents up to 40-50% of problem behavior
- Proximity to students is an effective and simple corrective which reduces challenging behavior in students
- “Teach like the floor is on fire”



PCM Procedures #6 Adult Proximity and Mobility

Feedback may be delivered while:

- Teacher moves throughout the classroom
- Scan, move about the room and interact individually with students to provide positive feedback, encouragement and correction

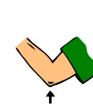


What do these words sound like?

“You are showing great responsibility by beginning the Do Now after I reminded you. Thank you for that!”

“Thank you for lending Jose a pencil. You showed him respect and kindness. I can see that he appreciated that!”

“Thank you for putting your feet under your desk to let your classmates pass. That helps to keep our classroom safe!”



Scan Move Interact Left Elbow Partner



- Referencing the appropriate bulleted points for scanning, moving and interacting, share how you have provided *Wise Feedback & Adult Proximity and Mobility*



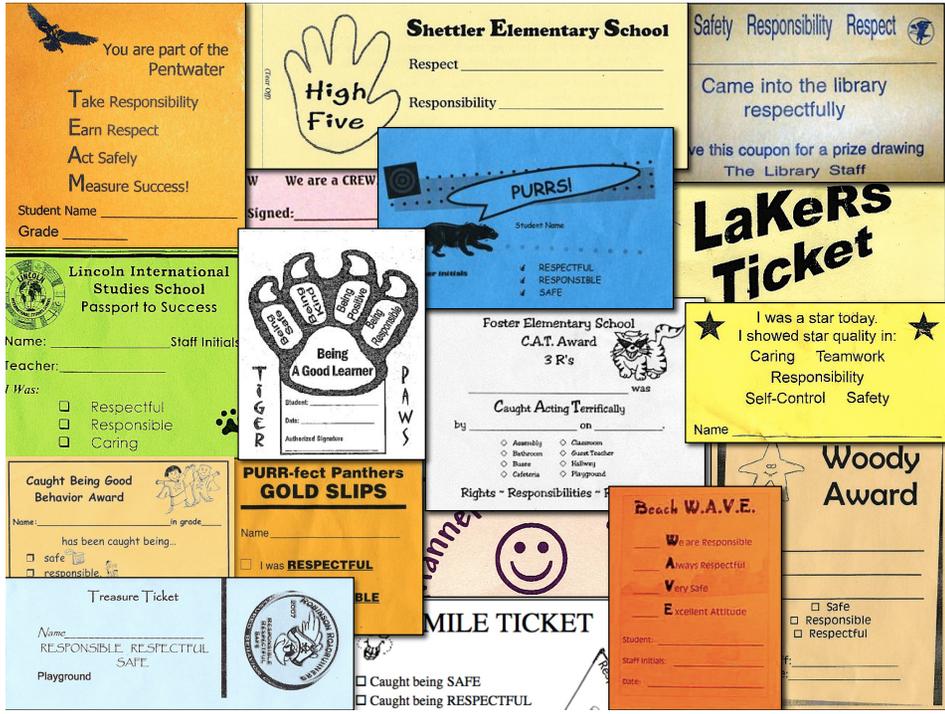
PCM Procedures #7 Class-wide Motivation System

- All students working together to obtain a common reinforcing experience
- Allows students to receive payoff for maintaining on-task behavior
- May be a positive specific praise alone or accompanied by a tangible reward
- Adds an additional layer of motivation
- ✓ All for one
- ✓ One for ALL
- ✓ To each his own
- ✓ Mystery



PCM Procedures #7 Motivation System to Promote Desirable Behavior

- System of delivering reinforcing experiences or contingent access to desired activities or privileges based on performance
- Allows students to receive payoff for maintaining on task behavior
- Helps students who are not necessarily intrinsically motivated to exhibit certain prosocial behaviors or maintain academic engagement when they don't feel like it



What do these words sound like?

“You followed directions the first time I asked to get ready for the lesson. Because you showed responsibility you have earned an Owl Ticket.”

“You showed respect to Joan when you politely told her why you were upset. I know that can be hard for you. That deserves a Cardinal Card”

“Thanks to you all for walking safely on the right side of hallway from music. That has earned the class a marble in our acknowledgement jar!”

- Reinforce Expectations: Adult demo
- <http://www.youtube.com/watch?v=FLLQIuGk80>

Turn & Talk

- Share your classwide and/or school wide motivation system
- How have these practices impacted your relationships with your students



Please fill out your exit ticket before you leave
Thanks – and have a great school year!

Describe how any of the relationship building practices have positively impacted your students

Describe how any of the relationship building practices have improved your teaching

List a new practice that you can implement by the end of the month