



Supportive Relationships

Tier 1 Classroom SEB Supports

Universal 2025-26

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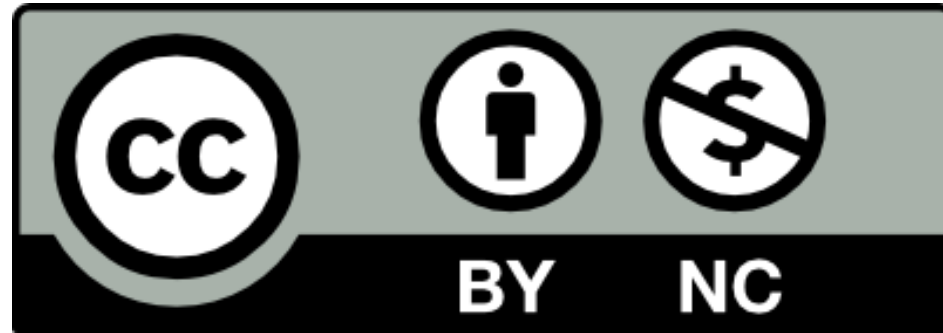


Acknowledgments

The content for this training day was developed based on the work of:

- National Center on PBIS
- The Collaborative for Academic, Social, and Emotional Learning (CASEL)
- Missouri PBIS

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Group Agreements

We are Responsible

- Return on time from breaks
- Take care of our needs

We are Engaged

- Share “air time”
- Plan to participate in multiple ways
 - Chat, breakout rooms, polls, reactions, unmute
 - Ask questions

Training Effectiveness

- At the end of the session, you will be asked to provide feedback on today's training
- Results will be used to make improvements to professional learning and for reporting to TA Center stakeholders
- One of the feedback questions you will see is related to promoting and positively portraying diversity among educators and learners (e.g., focus on asset-based language, positive representation of multiple identities)

Purpose

This training series supports teachers in developing classroom Social, Emotional, Behavioral (SEB) and instructional supports with a goal of improving student knowledge and skills related to maintaining positive relationships, managing emotions, and academic performance.

Intended Outcomes

- Understand the importance and benefits of building strong relationships with students
- Plan to implement or strengthen practices that impact relationships in the classroom

Importance of SEB Supports

“There may be no greater predictor of mental health than an individual’s ability to interact with his or her environment and develop a network of friends, associates, and peers.” (Grumpel, 2007)

- Improves academic performance
- Interpersonal skills are highly desired by employers
- Teaches skills rather than punishing when there is a need

Social, Emotional, Behavioral Health (SEBH) Supports

Promote **well-being** and
mental health:

- **Social** – how we interact
- **Emotional** – how we feel
- **Behavioral** – how we act



(U.S. Dept. of Ed., 2021)

Classroom SEBH Supports Components

Social Emotional Behavioral Health (SEBH) Supports

Environment

Instruction

Reinforcing

- Supportive Relationships
- Routines and Expectations
- Physical Environment
- Engaging Learners in Instruction
- Teaching SEBH Skills
- Regulation for Students and Staff
- Understanding Behavior
- Acknowledging Expected Behavior
- Responding to Interfering Behavior

Getting Organized

- Resource Guide Walkthrough (Tabbed by module)
- Classroom SEBH and Instructional Practices Checklist

Activity 1

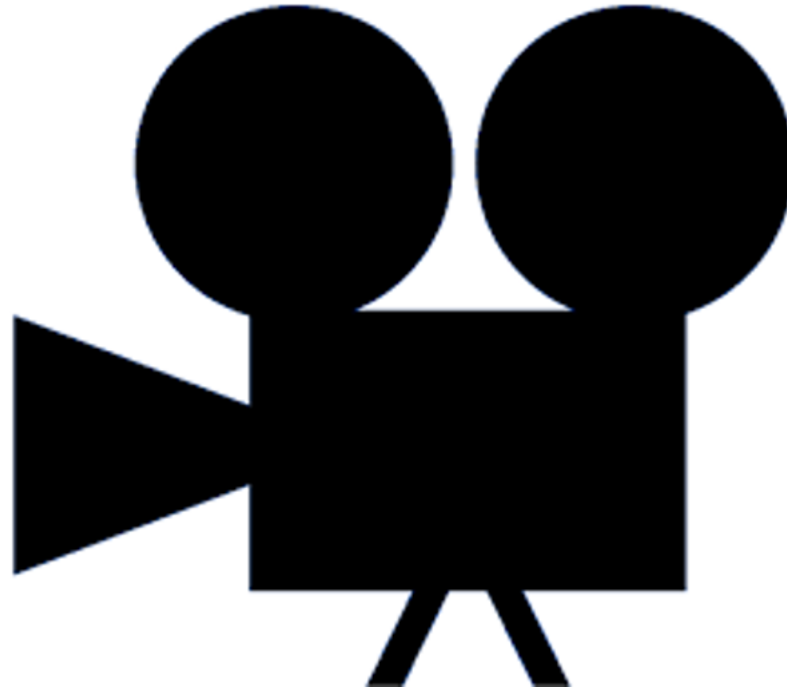
What are some ways to develop relationships with students:

- Go to [menti.com](https://www.menti.com) and enter the code
- Enter your response



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Video: Every Opportunity



Importance of Student-Teacher Relationships

- Teacher expectations can influence student achievement
 - Self-fulfilling prophecy – students are likely to perform in accordance with how they perceive their teacher views them
 - More likely to achieve academic success when a strong relationship with one teacher is present
- Relationships influence how a student responds to correction
 - Incorporate support, structure, and student voice to strengthen the relationship while maintaining order
 - Honor student voice in the correction process to build trust

(Levenson, Smith, & Rose, 2019)

Importance of Student-Teacher Relationships *Cont.*

- Relationships with teachers who are accessible, care about their students' worries and fears, and listen actively, can result in students that:
 - are more resilient (short-term and long-term)
 - experience less stress during the school day
 - have a higher sense of well-being in adulthood
 - are significantly less likely to suffer from depression

(Dittmann, Forstmeier, 2022)

Centering Equity

- We tend to develop relationships with those that we share similar identities
- Intentionally ensure we are developing relationships with all students
- Implement strategies that help us understand student perspectives and foster connections that are critical to learning

Centering equity in cultivating relationships sets the stage for more successful classroom supports for ALL students

5 Positive: 1 Corrective

Positive

- Verbally encourages a specific academic or SEB skill
- Non-verbal cue (smile, thumbs up)

Corrective

- States the undesired behavior or academic error and tells what the desired behavior or academic skill should be in the future
- Never used to publicly shame or belittle a student

Strategy #1: Getting to Know You Survey

1. Students and/or families complete a survey or interview questions
2. Use information in daily interactions with students
3. Use information to make lessons and instruction more relevant and connected to students

Sample Questions for Getting to Know You Student Surveys or Interview Questions

Purpose: get to learn about students, their interests, and their preferences (to use in instruction)

GETTING TO KNOW ME

My name/nickname: _____

Who do I live with? _____

Who knows me best? _____

Something I am good at is: _____

Something I want to learn more about is: _____

Something I am proud of about myself, my family, or my culture is: _____

My favorite music, song, or music group is: _____

My favorite book or movie is: _____

My hero is: _____

My favorite type of classwork is (other than when the teacher is teaching): Circle one:

Partner activities	Group activities	I teach the class (with a partner or group)
Work on my own	Chromebook lessons	Something else: _____

What I want to do when I grow up: _____

What makes me laugh? _____

What languages are spoken in my home: _____

What makes me really angry (or really scared) is: _____

My favorite game or sport: _____

If I could eat one meal for the rest of my life, it would it be: _____

I like to collect: _____

I would rather travel to (a) the beach (b) the mountains or (c) the city

Here is how I'd like you let me know when I'm doing a good job (circle what you like and cross out what you don't like):

Tell me quietly	Tell the whole class	Give me a school-wide ticket
High-five/fist bump	Secret signal between you & me	Whisper it to me
Something else: _____		

To do my best at school, you can help me by: _____

(National Center on PBIS, 2021)

Survey Options

Student Name: _____ Date: _____ Classroom Teacher: _____

1. My favorite adult at school is:
The things I like to do with this adult are:
2. My best friend at school is:
Some things I like to do with my best friend at school are:
3. Some other friends I have at school are:
Some things I like to do with them are:
4. When I do well in school, a person I'd like to know about it is:
When I do well in school, I wish my teacher would:
5. At school, I'd like to spend more time with :
Some things I'd like to do with this person are:
6. One thing I'd really like to do more in school is:
7. When I have free time at school I like to :
8. I feel great in school when:

Longer form response

Forced-Choice Reinforcement Menu

Name: _____

In order to identify possible reinforcers, it is important to go directly to the source, namely, you the student. Below is a paragraph that provides instructions for completing a series of "controlled choice" survey items about individual reinforcement preferences. Please read the following paragraph carefully:

"Let's suppose that you have worked hard on an assignment and you think that you have done a super job on it. In thinking about a reward for your effort, which one of the two things below would you most like to happen? Please choose the one from each pair that you would like best and mark an "X" in the blank that comes in front of it. Remember, mark only one blank for each pair."

1. _____ Teacher writes "100" on your paper. (A)
_____ Be first to finish your work. (CM)
2. _____ A bag of chips. (CN)
_____ Classmates ask you to be on their team. (P)
3. _____ Be free to do what you like. (I)
_____ Teacher writes "100" on your paper. (A)
4. _____ Classmates ask you to be on their team. (P)
_____ Be first to finish your work. (CM)
5. _____ Be free to do what you like. (I)
_____ A bag of chips. (CN)
6. _____ Teacher writes "100" on your paper. (A)
_____ Classmates ask you to be on their team. (P)
7. _____ Be first to finish your work. (CM)
_____ Be free to do what you like. (I)

More structured, administered by interview

(National Center on Intensive Intervention, 2016).



Activity 2

Review the *Student Surveys* in the Resource Guide

- What do you like?
- What might you add or change?
- Do you have something you currently use, or do you need to create something else?

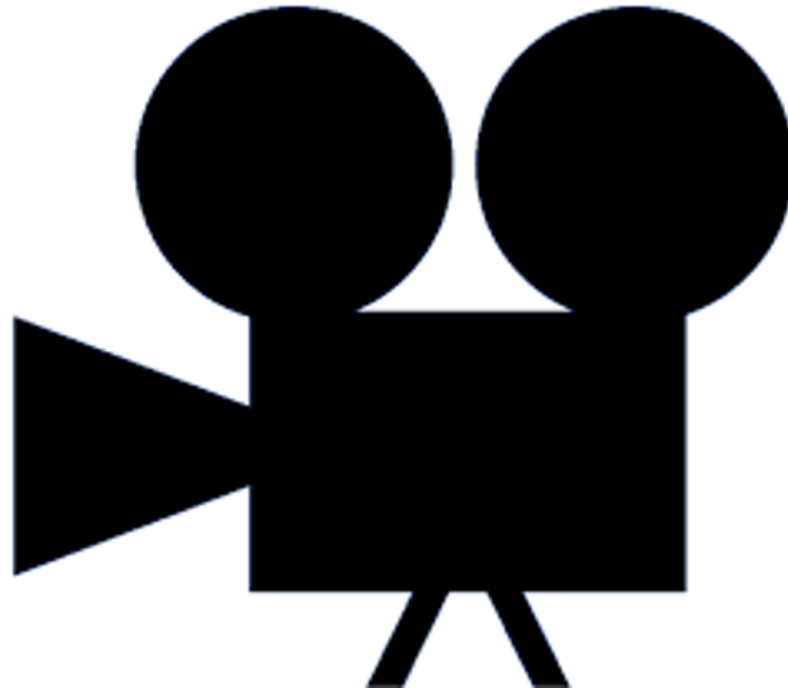
Strategy #2: Positive Greetings at the Door

Why it Works:

- Reduction in the time it takes students to engage in the expected task
- Increases the amount of on-task behavior in the first 10 minutes of instruction



Video: Positive Greetings at the Door



Positive Greetings at the Door: Secondary

https://www.youtube.com/watch?v=IHc7K_8JGT8

Which Social-Emotional competencies are being addressed?

- Self-Management
- Self-Awareness
- Social Awareness
- Relationship Skills
- Responsible Decision-Making

How to Greet Students

Steps:

1. Greet the student by name at the door
2. Positive interaction/statement
3. Direct to the first activity

Enhancements:

- Fist bump, high five, hug, etc.
- Provide pre-corrects on behaviors you are encouraging
- Train students to take turns as the greeter

(National Center on PBIS, 2019)

Want More?

3 Signature Practices Playbook (CASEL)

- Supports social-emotional skills
- Provides several strategies that are easy and quick

SOCIAL AND EMOTIONAL LEARNING
3 SIGNATURE PRACTICES PLAYBOOK
A TOOL THAT SUPPORTS SYSTEMIC SOCIAL AND EMOTIONAL LEARNING

CASEL



Welcoming/Inclusion Activities

Welcoming Inclusion Activities are [brief, interactive experiences](#) that bring the voice of every participant into the room, making a connection to one another and/or to the work ahead, with each perspective-laden, culturally-rich voice being heard, respected and learned from. The more we fully share ourselves and are fully received and understood by others, the stronger and safer our learning environments become. Growing knowledge of and appreciation for our groups help ensure that we will provide opportunities to welcome people in the ways they need and want to be included.

Psychologist Barbara Fiese explains that *routines* are a way of communicating “this is what needs to be done,” while *rituals* symbolically communicate the idea that “this is who we are” as a group, providing continuity in meaning across time.

Welcoming Routines include a well-taught system of actions or series of tasks that contribute to an expected rhythm that starts an event. This might be a list of pictures and/or written directions near the door of an elementary classroom, or a “Do Now” on the board for secondary students that spells out expectations upon arrival. Students and adults who enter can see at a glance exactly how to get engaged. Practicing these steps, as you do with other classroom routines, is an investment in creating a calm, orderly space in which learners move with confidence and agency.

Welcoming Rituals are a special subset—a routine imbued with special meaning. An example is how the U.S. Supreme Court justices begin their work days by each shaking every other justice’s hand. This carries symbolism, making a public statement that despite strongly held differences of opinion that will be expressed during this work session, they are all civil members of the group, able to maintain personal connections across lines of difference. Examples of welcoming rituals in a classroom include a [warm, consistent greeting of every student at the door](#).

SEL 3 SIGNATURE PRACTICES PLAYBOOK 2019 10

Students that Appear Hard to Reach

Trusting relationships are crucial for those with limited meaningful connections or those who have experienced trauma

- Determine precise steps/actions
 - Close proximity
 - Tone of voice
 - Body language (relaxed, arms open, attentive)
 - Open-ended questions
- Apply strategically
 - Non-instructional times
 - Small windows of time, but frequent (15-45 seconds)

Monitor Impact

- Before: gather perception of student-teacher relationships from students and families prior to implementing the strategy
 - Teacher created survey
 - School Climate Survey (available through PBIS Apps)
- After: review data to determine whether the effort made an impact

Activity 3

Reflect and Plan:

- Teachers:
 - Consider your context (i.e., teaching style, student population, your current practices)
 - Choose one of the strategies to implement in your classroom
 - #1: Getting to Know You
 - #2: Positive Greetings at the Door
- Coaches/Administrators:
 - What can you do to support teachers with implementing one of these practices and monitoring efforts?

Closing Review

MVP

In the chat, share your “most valuable point” coming out of this session.

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