



# Supportive Relationships

## Leveraging MTSS in the Classroom

Summer 2024

[mimtsstac.org](http://mimtsstac.org)

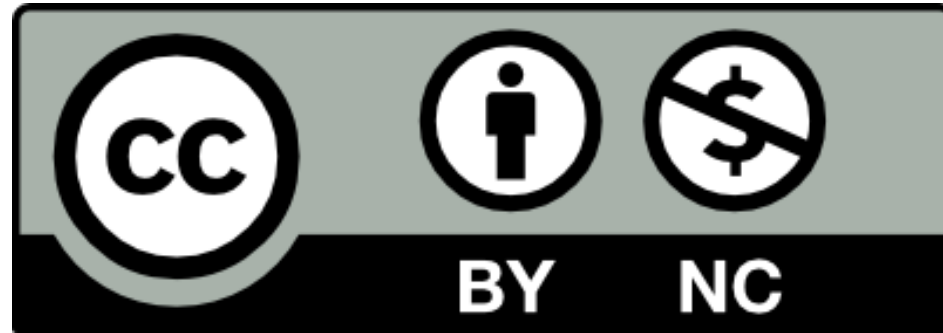


# Acknowledgments

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

- National Center on PBIS
- 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 of building strong relationships with students
- Review examples of behavior-specific feedback
- Reflect on ways to impact relationships in your classroom or a classroom you support

## 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 (SEB) Supports

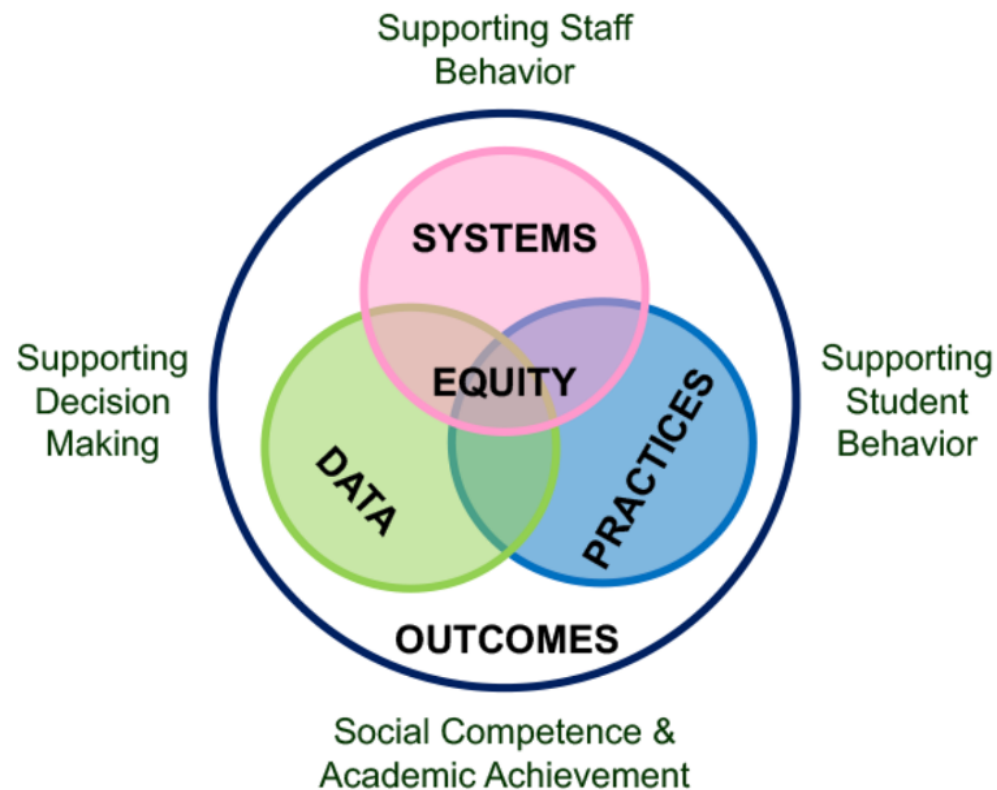
Promote **well-being** and **mental health**:

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

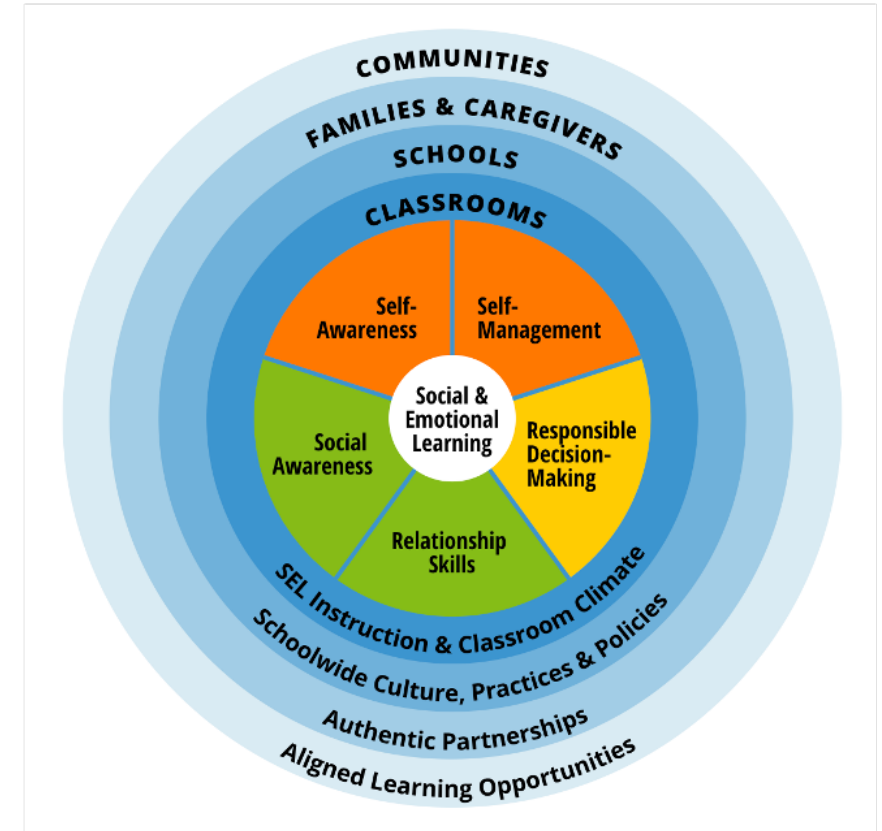
**Moving beyond our previous ways of thinking about  
“classroom management”**

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

# SEB Supports: Leveraging the PBIS and SEL Framework




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# Getting Organized

- *Resource Guide for Classroom SEB Supports*
  - Examples
  - Resources
- *Classroom SEB and Instructional Practices Checklist*
  - Details the practices
  - Space to document your personal plan




Michigan's Multi-Tiered System of Supports Technical Assistance Center  
April 2024 – Version 1.0

**Classroom SEB and Instructional Practices Checklist**


**Directions:** Document practices in place and notes for improvement and monitoring progress.

| Practices  | Notes (plan for improvement, plan for monitoring) |
|--|---|
| <b>Building Positive Relationships</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Greet students as they enter the classroom</li><li><input type="checkbox"/> "Getting to Know You" activities are incorporated throughout the school year</li><li><input type="checkbox"/> Positive tone and body language is used</li><li><input type="checkbox"/> Each student receives more positive statements than corrective (goal - 5:1)</li><li><input type="checkbox"/> Welcoming and inclusion activities are used frequently to build peer and adult relationships</li></ul>   |   |
| <b>Physical Arrangement</b> <ul style="list-style-type: none"><li><input type="checkbox"/> Designated areas for specific activities</li><li><input type="checkbox"/> Seating charts with easy access to students needing additional support</li><li><input type="checkbox"/> Students can move easily to different activities</li><li><input type="checkbox"/> Teacher can move easily without physical barriers and can see students when engaged in different types of instruction (i.e., small group)</li><li><input type="checkbox"/> Instructional materials are easy to access</li><li><input type="checkbox"/> Visuals are displayed that support students and staff with daily schedule, routines, checklists</li><li><input type="checkbox"/> Student work is displayed to create a welcoming and inclusive environment</li></ul> |   |
| <b>Engaging Instruction</b>  |   |



**Resource Guide for Classroom SEB Supports**

Version 1.  
December 2023



# Classroom SEB Supports Components

- **Supportive Relationships**
- Supportive Environments
- Engaging Instruction
- Clear Expectations
- Teaching SEB Skills
- Supporting Regulation
- Response Strategies

# Activity 1

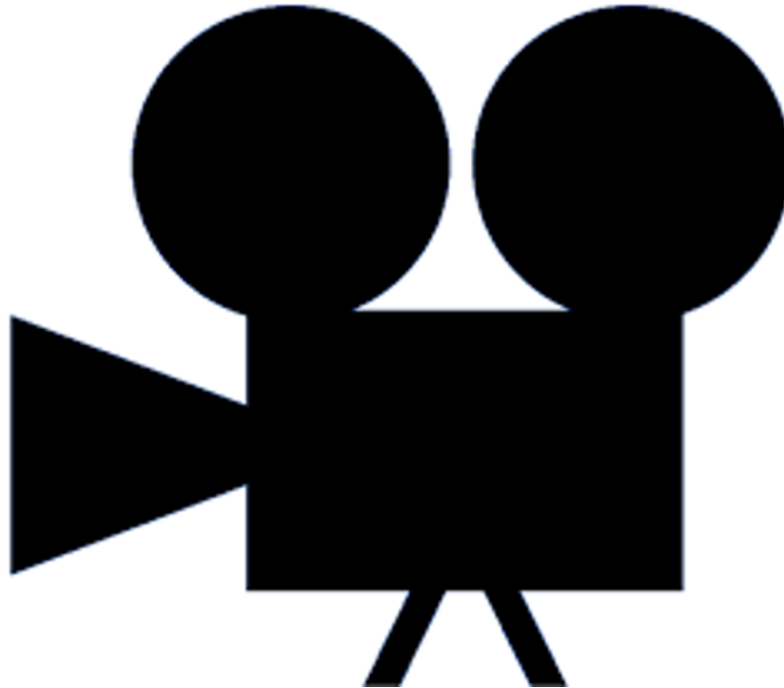
What are some ways to develop relationships with students:

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



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# Video: Every Opportunity



# Importance of Student-Teacher Relationships

- Teacher expectation 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
- Relationship can influence how a student responds to correction
  - Incorporate support, structure and student voice to strengthen relationship while maintaining order
  - Honor student voice in the correction process to build trust

(Levenson, Smith, & Rose, 2019)

# 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

1. Students and/or families complete a survey or interview questions
  - Include likes, dislikes and praise/correction preferences
2. Use information in daily interactions with students
  - Acknowledge in preferred ways, ask about interests, ask questions during morning meeting or circle time
3. Use information to make lessons and instruction more relevant and connected to students
  - Post pictures, note connections to students when prepping lessons, give opportunity to choose own topics for projects/assignments

(National Center on PBIS, 2021)

# Student Survey

- Strengths and Interests
- Praise Preference
- Positive Family Sayings

## 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: \_\_\_\_\_

## Strategy #2: Positive Greetings at the Door

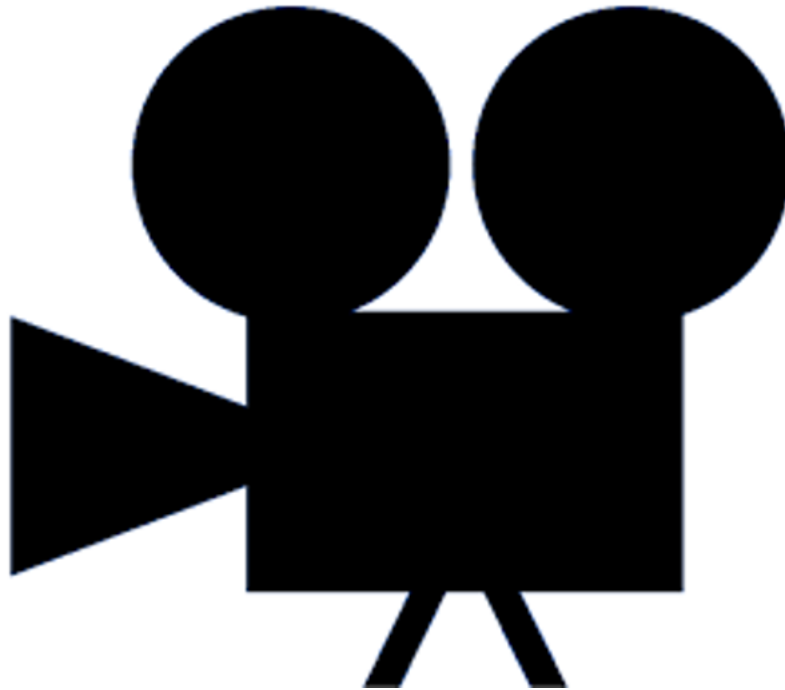
### Why it Works:

- 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



(Allday et al., 2007 & Allday, et al., 2011)

# Video: Positive Greetings at the Door



## Positive Greetings at the Door: Secondary

[https://www.youtube.com/watch?v=IHc7K\\_8JGT8](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)

# Welcoming and Inclusion

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

## 3 Signature Practices Playbook (CASEL)

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



# 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 2

## 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.

# References

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