

KEYNOTE | Friday, February 23 | 8:30 a.m. – 10:00 a.m.

RELATIONSHIPS!



Nicholas A. Gage, PhD
Assistant Professor, University
of Florida, Gainesville, Florida



Andrew Allen, President
and CEO YSS
Ames, Iowa

Active
Ingredient, or
Minor Sidelight
to Success



Catherine DeSalvo, MS
Supervisor MTSS-B
Omaha Public Schools,
Omaha, Nebraska



Terrance Scott, PhD
Professor,
University of Louisville,
Louisville, Kentucky

Welcome!

By Michael Couvillon



**Midwest Symposium
FOR LEADERSHIP IN
BEHAVIOR DISORDERS**

Nicholas Gage

Understanding Teacher and Student Relationships

Andrew Allen

#MeToo: The Power of Sharing Our Personal Stories

Catherine DeSalvo

In It for the Long Haul

Terrance Scott

Critical Elements in Positive Relationships

Nicholas Gage

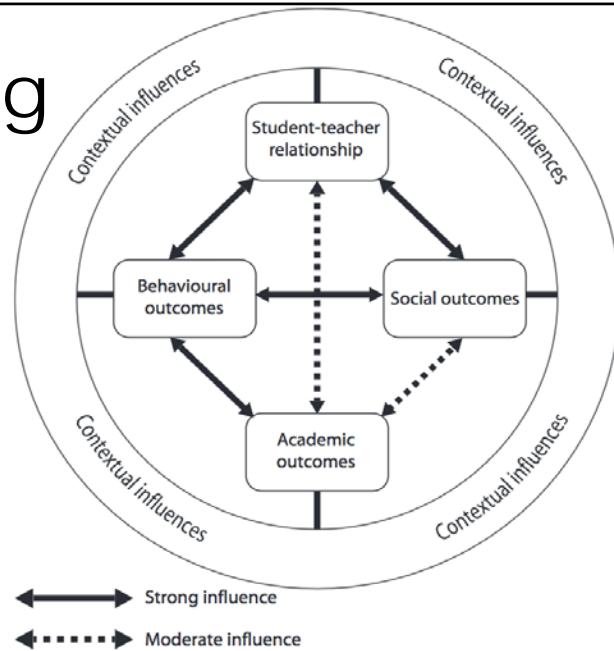
The Science of Teacher-Student Relationships: What We Know and Don't Know



Why Do Teacher-Student Relationships Matter?



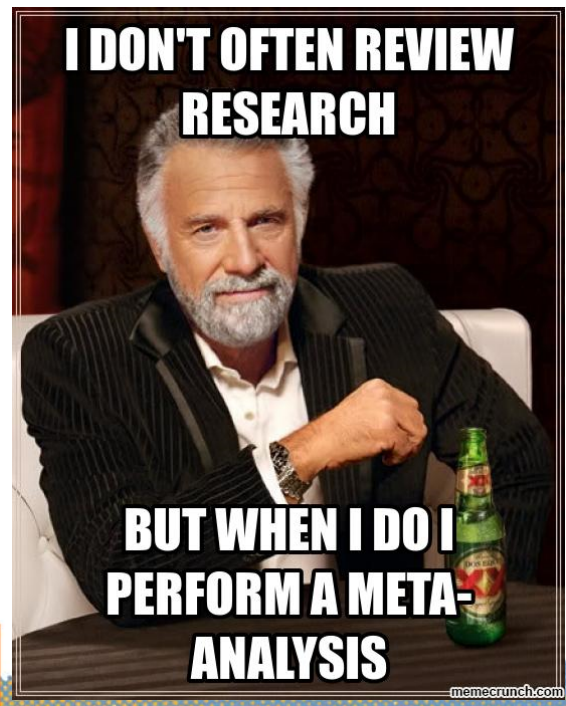
Conceptualizing Teacher- Student relationships



Source: McGrath & van Bergen (2015)

Fig. 1. Influences between the student-teacher relationship and student outcomes

What DO We Know About Teacher- Student Relationships?



What DO We Know About Teacher-Student Relationships?

Roorda, et. al. (2017)

- Included 189 studies with 249,198 students
- Moderate ($r > .35$) relation with engagement
- Small relation with achievement ($r < .19$)

Engagement partially mediated the relation to achievement

Affective Teacher-Student Relationships and Students' Engagement and Achievement: A Meta-Analytic Update and Test of the Mediating Role of Engagement

Debora L. Roorda
Suzanne Jak
Marjolein Zee
Frans J. Oort
Helma M. Y. Koomen
University of Amsterdam

UF

What Don't We Know About Teacher-Student Relationships?

McGrath & van Bergen (2015)

Reviewed 104 studies of students at-risk

Positive Teacher-Student Relationships improved:

- Behavior
- Attitudes toward school
- Attendance and achievement

Positive relationships appear to serve as protective factors



Review

Who, when, why and to what end? Students at risk of negative student-teacher relationships and their outcomes

Kevin F. McGrath *, Penny Van Bergen

Contents lists available at ScienceDirect

Educational Research Review

journal homepage: www.elsevier.com/locate/EDUREV

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What is the Largest Hurdle in Understanding Teacher-Student Relationships?



What Advances are Being Made in Understanding Teacher-Student Relationships?



MACHINE LEARNING





Next Steps



UF

Andrew Allen



Andrew Allen, JD



Andrew Allen, JD/BD



HOPE

MENTORS



HOPE





Catherine DeSalvo



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Terrance Scott

Teacher Behaviors Matter!

Instruction

- Explicit, Relevant, Engaging, Feedback, Guided Practice

Students with behavior disorders get less teacher instruction.

Teacher Behaviors Matter!

•Environment

- Consistency, Proximity, Active Supervision, Seating

Students with behavior disorders are treated differently.

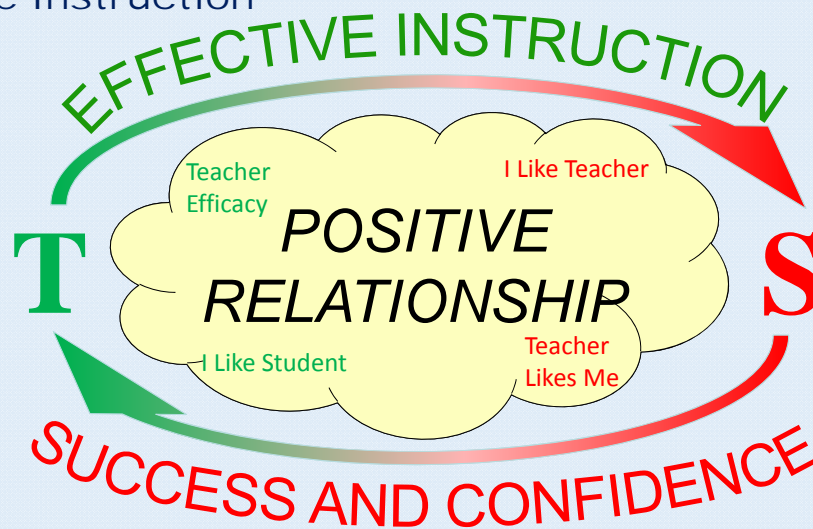
Teacher Behaviors Matter!

- **Relationships**

- Communication, Genuine Interest, Encouraging

Students with behavior disorders receive more negative engagement with teachers . . . regardless of their behavior.

Teachers Enhance Success Through Effective Instruction



Success Enhances Self-Efficacy & Relationships

Success Predicts Success & Failure Predicts Failure . . .



We Have the Evidence

In classrooms where teachers use the least amount of

1. Active Teaching
2. Engagement Strategies
3. Positive Feedback

Students are

- 27% more likely to be off task
- 67% more likely to be disruptive



Gage, Scott, Hirn, & MacSuga-Gage, Feb, 2018 (*Behavioral Disorders*)

What Can You Do in Your Classroom Tomorrow?

1. Actively Engage Students

- Know who they are and talk to them!



What Can You Do?

2. Be Consistently Proactive

- Think about every student's success as your challenge each day!



What Can You Do?

3. Verbal Praise

- Use Your Words!



Thanks to our speakers!



**Midwest Symposium
FOR LEADERSHIP IN
BEHAVIOR DISORDERS**



KEYNOTE STRAND

Nick Gage	Friday 10:20-11:20	New York
Andrew Allen	Friday 11:30-12:30	New York
Cathy DeSalvo	Friday 2:00-3:00	New York B
Terry Scott	Friday 3:15-4:15	New York B

Break now, then enjoy
the sessions!

**Please exit the ballroom to allow
preparation for the breakout sessions!**



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