Operation Behavior: Making An Impact

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As a result of attending this session…

- Educators will be able to:
  - Identify critical elements of establishing positive learning environments
  - Recognize benefits of providing positive and constructive feedback to guide students' learning and behavior
  - Determine critical importance of a proactive approach when addressing behaviors
  - Develop a basic understanding of functional behavioral assessments and their vital role in providing appropriate supports for students
  - Describe efforts critical to social-emotional learning
  - Explore SEL interventions at all levels

Educators are Faced with a Number of Challenges

- Expected to teach a population that is increasingly diverse in terms of unique cultural backgrounds but also in terms of academic, behavioral, and social skill sets (Lane, Wehby, & Robertson, 2008).

- Expected to achieve high academic standards for all students (NCLB, 2002).

- Accommodate students with exceptionalities in inclusive settings (MacMillan, Gresham, & Forness, 1996).

- Serve students who exhibit high levels of violent and antisocial behavior that stem from the growing incivility of our society (Walker, 2003).

- Expected to address the flood of school violence by preventing the development of antisocial behavior in addition to supporting students who already have these tendencies by promoting prosocial behaviors (Satcher, 2001; Walker, Ramsey, & Gresham, 2004).

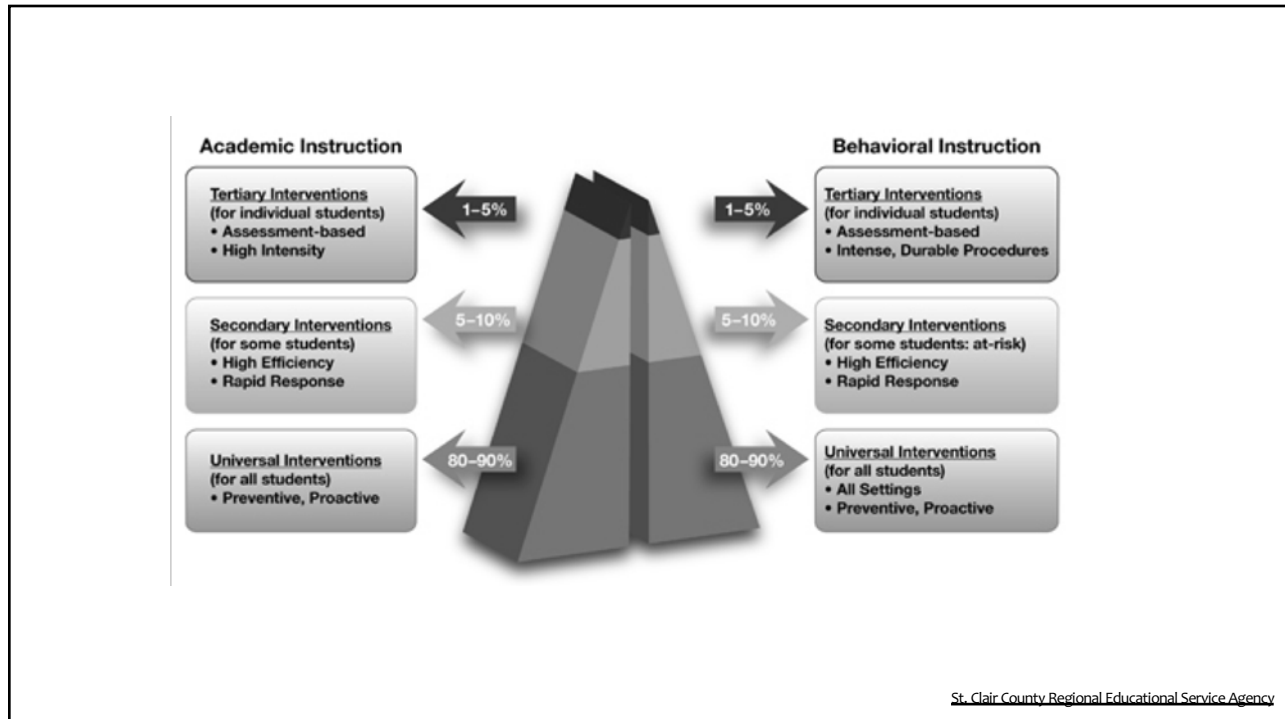- Wanted ad with the above information….any takers?

Think About It…

- Efforts do not typically focus on teaching students the skills that are needed to behave appropriately in school.

- Punishment-based efforts tend to only suppress problem behavior in the short term (Crone, Horner, & Hawken, 2004).

- Mental health services and intense behavior supports are reserved for those students who are at the top of the triangle- those experiencing significant learning and or social-emotional difficulties- crisis intervention mode (Merrell & Gueldner, 2010).

Some Facts

- Students with EBD typically "experience less school success than any other subgroup of students with or without disabilities" (Landrum et al., p. 148)

- Mandates have been issued demanding that schools provide safe, nonviolent learning environments.

- The white house called for systematic change to ensure that all schools provide safe, nonviolent environments.

How Have Schools Responded?

1. Movement away from traditional, reactive approaches

2. Movement towards schoolwide discipline

3. Shifting toward data-driven, proactive approaches (Horner & Sugai, 2000).

4. Instead of waiting for problems to occur and then responding with a series of increasingly harsh consequences, schools are developing three-tiered models of support that subscribe to a proactive, instructional approach to behavior (Lane, Robertson, & Graham-Bailey, 2006).

Academic Instruction | Behavioral Instruction

Tertiary Interventions (for individual students) • Assessment-based • High Intensity — 1–5% — 1–5% — Tertiary Interventions (for individual students) • Assessment-based • Intense, Durable Procedures

Secondary Interventions (for some students) • High Efficiency • Rapid Response — 5–10% — 5–10% — Secondary Interventions (for some students: at-risk) • High Efficiency • Rapid Response

Universal Interventions (for all students) • Preventive, Proactive — 80–90% — 80–90% — Universal Interventions (for all students) • All Settings • Preventive, Proactive

St. Clair County Regional Educational Service Agency

Behavior is Here to Stay

- Many people are under the impression that students with behavior problems do not "belong" in general education classrooms and instead should receive special education services (IDEIA, 2004).

- According to IDEA, not all students with behavioral challenges qualify for special education services under the ED category.

- Important that administrators and teachers are prepared to meet the multiple needs of students with, and at risk for, emotional or behavior disorders, whether or not they are identified for services.

- Many students with, and at risk for, EBD spend the better part, if not all, of their educational careers in the general education setting (Lane, 2004).

- Many general education teachers have indicated that they do not have the skills, resources or support to prevent and respond to the challenging behaviors and academic needs demonstrated by some students (Lane, 2004; Schumm & Vaughn, 1995).

So What Do We Do?

Focus on What We Can Control/Change

- Intervention Selection
- Instructional Strategies
- Curriculum Materials
- Is it a skill problem (can't do)?
- Is it a performance problem (won't do)?
- Most Importantly: Ourselves

Let's Get Something Straight

Every behavior is learned.

Every behavior meets a need.

Every behavior can be unlearned (replaced).

We CANNOT control another person's behavior.

What We Can Control/Change:
Selecting Interventions

Selecting Interventions

- Interventions should be selected based on
    - Functional relevance to the problem (i.e., match to why the problem is occurring)
    - Contextual fit (i.e., match to the setting and situation in which the problem occurs)
    - Likelihood of success (i.e., demonstrated success within the research literature)

If We Choose Interventions Without Data…

- https://www.youtube.com/watch?v=Pk7yqlTMvp8

ABCs…and One Bonus Letter

Let's Get Serious, People!

A is for Antecedent

What happens right before the target behavior?

B is for Behavior

What, exactly, is the student doing?

- Define it
- Be very specific
- Leave no room for interpretation
- Is it measurable?
- Is it observable?

C is for Consequence

What happens immediately after the child displays the behavior?

- If the consequence makes the behavior more likely to occur it is called a reinforcer.
- If the consequence makes the behavior less likely to occur it is called a punisher.

F is for Function

Why is the student displaying this behavior?

Function…Where EVERY Behavior Begins

- Have you ever asked yourself, "why?"

  - Why do we go to work every day?.......to obtain a paycheck…..avoid getting fired….escape our in-laws

  - Why do we eat?……to avoid feeling hungry…to obtain nutrients…to escape stress

  - Why do we get dressed?……to obtain attention from significant other…to avoid stares in public…to escape from a nudist colony

  - Why do we scream at people who do not use their blinkers while driving?……because it feels good

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FUNCTION

- Attention:
  - Student is doing this behavior to get positive or negative attention

- Escape:
  - Student is doing this behavior to get out of something (work, socialization, environment…)

- Sensory:
  - Behavior gives some type of internal and natural reinforcement to the child
  - Would do this even if alone

- "I am not sure!"
  - A hypothetical assumption is what it is all about at this point!

http://theautismhelper.com/behavior-week-identifying-target-behaviors-function/

What is the student trying to communicate by the behavior he/she displays?

Take a stab at it!

S is for Setting Event

What are the situations or characteristics that set up the problem?

• "You know it is going to be a

bad day when…"

Data Collection ABCF Form

ABCF Chart
(Antecedent, Behavior, Consequence, Hypothesized Function)

Date/Time	Setting	Antecedent (what happened just before behavior)	Behavior Observed (use tally marks for number of incidents)	Hypothesized Function of Behavior	Consequence (what happened immediately after)	Notes: *include relevant setting events?
	☐ Morning Work ☐ Reading ☐ Math ☐ Hallway ☐ Lunch Recess ☐ Lunch ☐ Science ☐ Recess ☐ Social Studies ☐ Transition _____ ☐ IRC ☐ Other (Specify)	☐ Given Direction ☐ Correction ☐ Transition ☐ Unknown ☐ Other _____ _____ _____	☐ Refusal ☐ Physical Aggression ☐ Running Away ☐ Property Destruction ☐ Verbal Aggression ☐ Other _____ _____ _____	☐ Get attention ☐ Get object ☐ Get Self-Stimulation ☐ Escape Attention ☐ Escape Demand ☐ Escape Activity	☐ Ignored ☐ Redirection ☐ Seclusion ☐ Restraint ☐ IRC ☐ Office Visit ☐ Other _____ _____	
	☐ Morning Work ☐ Reading ☐ Math ☐ Hallway ☐ Lunch Recess ☐ Lunch ☐ Science ☐ Recess ☐ Social Studies ☐ Transition _____ ☐ IRC ☐ Other (Specify)	☐ Given Direction ☐ Correction ☐ Transition ☐ Unknown ☐ Other _____ _____ _____	☐ Refusal ☐ Physical Aggression ☐ Running away ☐ Property Destruction ☐ Verbal Aggression ☐ Other _____ _____ _____	☐ Get attention ☐ Get object ☐ Get Self-Stimulation ☐ Escape Attention ☐ Escape Demand ☐ Escape Activity	☐ Ignored ☐ Redirection ☐ Seclusion ☐ Restraint ☐ IRC ☐ Office Visit ☐ Other _____ _____	

The Game Plan

- Get on the same page
  - Talk amongst your home team
  - Communication is key
  - Be honest
- Prioritize
  - What behavior do I want to change first?
- Collect info
  - ABCF every time target behavior is displayed
  - Keep it simple   (notebook, phone notes, record it)

Data Doesn't Lie

- Helps determine ABCFs

- Eliminates emotion

- Removes anecdotal input

- Provides proof that what you say is actually happening

Developing a Hypothesis

- To develop a hypothesis regarding function, use the following format (Lewis, Mitchell, Harvey, Green, & McKenzie, 2015):
  - When [*conditions that trigger problem behavior, such as a worksheet that requires extensive writing*],
  - The student will [*target problem behavior*],
  - To get or avoid [*the outcome that maintains the behavior, such as getting peer attention or avoiding difficult tasks*].
  - Example:
    - When I ask John to get started on his math work, the student will tell me "to eat poop and drop dead" to get me to give him a big hug and love him more than I already do.
    - Just Kidding!
    - When I ask John to get started on his math work, the student will tell me "to eat poop and drop dead" to avoid having to complete his math work.

Data Collection: Functional Behavioral Assessment (FBA)

Functional Behavioral Assessment Worksheet
(based on format provided in Chapter 16 of textbook)

Background Information Include any information helpful in designing the behavior plan that does not fit into another category.	
Strengths and Interests To be used throughout the behavior intervention plan for reinforcers, interest based curriculum, and so on.	
Problem Behaviors Operationally define to pass the stranger test, and provide baseline if possible.	
Setting Events and Triggering Antecedents You know it's going to be a bad day... The straw that broke the camel's back...	
Maintaining Consequences What is the naturally occurring payoff?	
Hypothesized Functions	

Otten, K.L., & Tuttle, J.L. (2010). *How to reach and teach children with challenging behavior: Practical, ready-to-use interventions that work.* San Francisco, CA: Jossey Bass.

Choosing a Replacement Behavior
Match Intervention to Function

- Instead of this (target behavior), I want my student to do this (replacement behavior).

  - Instead of interrupting, I want my student to raise his hand to get my attention.

    - What is the function of interrupting?
    - What is the replacement behavior?
    - Does the replacement behavior still meet the function?

  - Instead of interrupting, I want my student to go work in the hallway.

    - What is the function of screaming?
    - What is the replacement behavior?
    - Does the replacement behavior still meet the function?

Intervention Considerations

- Interventions should teach and allow time for practice.
- Interventions should be chosen according to
  - Skills deficits (can't do).
  - Performance deficits (won't do).

Matching Intervention to Function Examples

Behavior	Function	Typical Intervention	Try This Instead
Interrupting	Get attention	Send out of room	Foam Finger
Refusing to Comply	Escape request	Miss recess	Practice compliance with physical activity
Incomplete work	Get Attention or Escape	Miss recess	Provide time for work during class time/ Reward with "get out of work" ticket for sequence of completions
Out of chair	Sensory	Verbal reprimand/sent out of room/recess	Provide space for student to stand and move without repercussion and teach them how to use

What We Can Control:
Instructional Strategies

Instructional Strategies

- Provide Appropriate Instruction
  - Number one defense against inappropriate behavior
  - Engagement in instruction eliminates time for students to misbehave
  - Differentiation is key
  - Educators must adjust to meet needs of students. Students should not be expected to adjust to meet the needs of the educators.

Instructional Strategies

- Teach behavior just like you teach/support academics
    1. Use direct instruction.
    2. Provide students with opportunities to practice and receive positive and/or corrective feedback when they do/do not demonstrate the desired behaviors.
    3. Actively supervise and provide students with reminders, also called pre-corrections, about the expectations before transition to a new setting.
- Levels the playing field for ALL students.
- If violated, it is because a student chose to, not because they did not know the rule or expectation. (Won't Do vs. Can't Do)
- (Scott & Barrett, 2004; Lewis et al., 1998; Leff, Costigan, & Power, 2003; Lewis et al., 2000; Todd et al., 2002; Leedy et al., 2004; Lane, Robertson, et al., 2006; Lane, Wehby, et al., 2007, Gresham, 2002b)

Instructional Strategies

- Time to practice the replacement behavior!
    - Practice makes better……practice makes performance…practice does NOT make perfect!
        - Expect mastery in long division after showing once? No!
        - Would not expect a student to swim after watching once? Dangerous!
    - Create structured time for practice
    - Set student up for success-do not put in situation where you know he/she will fail
    - Videotape student doing replacement behavior so they can see it!

A Common Instructional Response

- "I'd stepped in as an authoritarian with a command to fix the situation and provided no clear sense of how to do it."
  - What is wrong with this statement?
  - How can it be fixed?

Cassetta & Sawyer, 2015

What We Can Control: Ourselves

Ourselves

- Specific in your expectations?
  - Students should never have to guess about what a teacher wants.
  - Model the appropriate behavior.
  - Praise specific: "I like the way you said please when you asked to go outside" rather than "nice manners"
    - By being specific, you are more likely to elicit same behavior again.
  - Do you need visuals?
  - Expect good AND bad behavior- thoughtful readiness
- Consistency is key!!!
  - Do what you say!
  - Students push back when intervention is new!
  - Abandon ship? Need 5 or 6 data points before jumping!
  - **Daily Actions accumulate over time, positive or negative, to form habits**

Are you Realistic?

- Do you expect good AND bad behavior from people in your life?

- Too high of expectations cause resentful and angry feelings toward a person.

- Has this ever happened to you?

- Do it:
  - Think about one ongoing difficult relationship you have. What are the behaviors of that person that make you frustrated/disappointed? What do you wish for instead? Are they tempered by reality? What do you do to maintain the negative momentum in this relationship? What are some things you wish you could do but can't yet? Are these expected of you?

Cassetta & Sawyer, 2015

Ourselves

- Be Proactive, Not Reactive
  - Do not lie in waiting.
  - If you can anticipate it, you can change it.
  - Example: Daughter and grocery store

- Do not make assumptions
  - Carry the opinion that students should "already know how to behave"
  - Should not have to reteach
  - Pressed for time so abandon behavior instruction
  - Create opportunities to respond
  - Assume students know nothing

Ourselves

- Catch them being good!
  - Focus on the small stuff
  - EVERY time should be a big deal
  - Celebrate Progress
    - Tommy only punched two people today and not five!
  - Easy to get caught up in the negative….blurs our ability to see positive
  - Do not expect your student to fail. Students will rise AND fall to meet our expectations!!!
  - Do not expect perfection overnight
  - Graph it…keep it in perspective
  - Point out when they are doing it right!
    - Outside of a behavior meltdown so they are more coherent
  - Watch yourself!
    - Record positive to negative ratio

What We Can Control/Change: Ourselves

- Self-Reflect
  - Do you have age-appropriate expectations?
  - Are you being consistent?
  - Do you send mixed messages?
    - Are you ok with behavior sometimes?
    - Cannot be emotionally driven by our good and bad days
  - Are you modeling the appropriate behavior?
  - Are you hiding your buttons?
  - Are you contributing to the problem?

The Truth Worth Telling

- Define competency
- "There is no perfect teacher, no perfect school leader, no perfect school. The only "perfect" thing we can do is be willing to revise what we do to make it better.
  - What does this mean for educators?
  - Hindsight. What is its importance? How does this relate to reflection?
  - "Hindsight affords us a new path and new ways of being, not only for ourselves but for other educators."

Cassetta & Sawyer, 2015

Ourselves

- Use Natural Consequences
  - Does the punishment fit the crime?
    - Nowhere to go if you always go big
  - Can you deliver what you promise?
  - Do you follow through?
  - Do you use empty threats?
- Feedback loop
  - Address and follow up with student
  - Can leave out specifics
  - Provides closure and ability to move on

Break!

- See you in ten minutes!

Creating an SEL environment

SEL Competencies

1. Self-awareness- students are cognizant of their own emotions.

2. Self-management- includes impulse control, appropriate display of emotions, and goal-setting.

3. Social awareness- are able to engage in perspective-taking and modify their own actions in accordance with the at-hand situation

4. Positive relationship skills- develop meaningful relationships with peers as well as teachers and other adults.

5. Responsible decision making- decisions about safety, treating others respectfully, and learning

Cassetta & Sawyer, 2015

SEL

- Often surface level implementation

- Not effective

- Morning meetings are not enough

- SEL competencies are not something we are born with. They are learned!!!

New Approach: A Spot for SEL

- Useful at all levels of the triangle of support, just like PBIS

- Can be used in general school classrooms as a way to promote mental health and resilience of all students

- Can be used in a slightly more intensive manner with those students who are struggling and need "a little more"

- Works to reach those who we don't even know are struggling

(Merrell & Gueldner, 2010)

New Approach: A Spot for SEL

- "Big picture" approach, not just those who are currently experiencing significant difficulties

- Energy towards those not experiencing significant difficulties so that they can acquire skills to reduce probability that they will eventually rise to "top" of the triangle

- Goal of primary prevention is to create school and classroom environments that promote student learning and health and decrease the number of students at risk for learning and/or mental health problems

(Merrell & Gueldner, 2010)

- When students develop social-emotional competencies, they are more capable of
  - seeking help when needed,
  - managing their own emotions,
  - and problem-solving difficult situations (Romasz, Kantor, & Elias, 2004).

- These results were consistent across
  - grade level (elementary, middle, and high schools);
  - location (urban, rural, and suburban);
  - and school type (schools serving ethnically and racially diverse student populations).

(Merrell & Gueldner, 2010)

According to The National Institute for Trauma and Loss in Children (2017)…

- Children participating in social emotional learning programs, demonstrated improvements in multiple areas including:
  - Enhanced social and emotional skills
  - Improved attitudes towards self, school and others
  - Enhanced positive social behavior
  - Reduced conduct problems (misbehavior and aggression)
  - Reduced emotional distress (stress and depression)
  - Improved academic performance (test scores and school grades)

(Soma & Allen, 2017)

Teaching Practices

- After conducting an extensive review of existing research, the Center on Great Teachers and Leaders identified 10 teaching practices that occurred most frequently across the six SEL programs and eight SEL scholars.

(American Institute for Research, 2014)

1. Student Centered Discipline

- Developmentally appropriate
- Motivate students to want to behave
  - Self-directive
  - Have some say
- NO punitive measures
- Proactive and NOT reactive
- Logical and natural consequence
  - Does it fit the "crime"?

(American Institute for Research, 2014)

2. Teacher Language

- Encourage student effort and work
  - "I see you worked hard on your paper. When you really think about your work, and when you explain your thinking, you get more correct answers."

- Should not be simply praise

- Should encourage students how to monitor and regulate their own behavior

- Don't steal a student's accomplishment. Give it to them to celebrate.

(American Institute for Research, 2014)

3. Responsibility and Choice

- Allows students to make responsible decisions about their work in the classroom

- Democratic norms are utilized

- Students provide meaningful input into development of norms and procedure as well as academic content or how it is learned

- Not everything goes...teacher provides structure
  - Jen's story....have to be okay with what the student chooses
  - So much harder on themselves than we would ever be as educators

- Peer tutoring, cross-age tutoring, serving learning, community service

(American Institute for Research, 2014)

4. Warmth and Support

- Create a classroom where students know that teachers care about them

- Ask students questions, both academic and non-academic

- Follow up with students when they have a problem or concern

- Provide your own stories

- Make the classroom safe so students can take risks and ask questions

- Make students feel included and appreciated by peers and teachers

- Morning meetings, small moments, projects that allows students to share learning

- Your class must be more appealing than the world beyond it

- Bottom line: Would you want to be a student in your classroom?

(American Institute for Research, 2014)

5. Cooperative Learning

- Students work together toward a collective goal

- More than group work; students are actively working with peers around content in a meaningful way

- Includes five basic elements

  - Positive interdependence, individual accountability promoting one another's successes, applying interpersonal and social skills, and group processing

- Students need to collaboratively process how they work together and monitor their progress toward goals

(American Institute for Research, 2014)

6. Classroom Discussions

- Teachers ask more open-ended questions

- Ask students to elaborate on their own thinking and on the thinking of their peers

- Students build upon each other's thoughts

- Dialogue is student driven

- Teach students to extend own thinking

- Listen attentively and pick out main ideas of peer dialogue
  - Take notes and summarize

- Ensure content knowledge to foster discussion and teach discussion skills

- Students should be talking more than the teacher!

(American Institute for Research, 2014)

7. Self-Reflection and Self-Assessment

- Ask students to actively think about their own work

- Teach students to assess work against performance standards

- Teach students to think about how to improve their work on basis of their self-assessment

- Help develop goals and priorities with students

- Students need to know what they are working toward, how to accomplish goals, and when they have been accomplished

- Students need to learn how to monitor their progress

- Need to be taught how to seek help and where to search for resources
  - Ask, "How are you going to solve that problem?"

(American Institute for Research, 2014)

8. Balanced Instruction

- An appropriate balance between active instruction and direct instruction

- Balance between individual and collaborative learning

- Directly learn material as well as engage with material

- Does not have to be equal split

- Project based learning
  - Students actively involved in solving a problem either collaboratively or independently
  - Students plan, monitor, and reflect on progress toward completion

(American Institute for Research, 2014)

9. Academic Press and Expectations

- Implementation of meaningful and challenging work
  - Do not waste time doing what's always been done!
  - "This is what we do." "This is how it has always been done."
    - Be the challenge.
- Expectations focus on belief that all students can and will succeed

- Students should sense:
  - Academics are important
  - Teacher wants them to succeed
  - That they have to exert effort in challenging work in order to succeed
- Feel pressure and feel responsible for accomplishing or failing

- Teacher must know what students are capable of and how they will emotionally respond to challenging work

- Students will rise. Students will fall.

(American Institute for Research, 2014)

10. Competence Building-Modeling, Practicing, Feedback, Coaching

- Use typical instructional cycle: goals/objectives of lesson, new material/modeling, group and individual practice, conclusion/reflection
  - I do. We do. You do.
- Reinforces social-emotional competencies
- Encourages positive social behaviors and coaching students on positive social behavior in group settings
- Provide feedback to students on how there are interacting with peers and how they are learning content
- Guides students through problem-solving and conflict-resolution strategies

(American Institute for Research, 2014)

Negative Momentum

- Snowball effect of bad behavior
- Downward spiral
- We expect student to do it wrong
- Student cannot do anything right

Cassetta & Sawyer, 2015

Transactional Theory

- "It is easier to be kind to a person when he or she treats you kindly."

- "Researchers have found that teachers develop closer relationships with students who are more mature and intelligent. Conversely, they develop more distant or conflictual relationships with children who display problem behaviors, such as anger and hyperactivity."

Cassetta & Sawyer, 2015

Transactional Theory

- "…your relationships with students impact their performance. It is very important to note that the relationships you form with students are predicative of the students' subsequent relationships with teachers."
    - Positive leads to positive and negative to negative.
    - Think of your personal experiences. Where do you fall?
    - Think of parents and their past experiences.

Cassetta & Sawyer, 2015

Nail it!

- Make a list of all of the students in your class. (or the one you find most difficult)

- Write down five personal pieces of information you know about each student you teach.

- What you write cannot be in relation to how they perform at school.

- Good relationships with others often mean you know lots about them.

Cassetta & Sawyer, 2015

Think About It!

- "If you don't know who your students are, you can't teach them."
  - Not new insight but never emphasized enough.
  - Why do we do more for those we know and love than strangers?
  - Trusting relationships allow for achievable and safe learning experiences where children practice communicating, facing challenges, and experiencing and regulating emotions.

Cassetta & Sawyer, 2015

Think About It!

- Positive, supportive relationships with children help them develop socially and emotionally and enable you to effectively manage your classroom.

- Children spend an average of thirty-five hours a week, ten months out of the year, with school-based adults-so positive relationships with teachers and school staff are critical for healthy development.

- The closeness of a relationships is defined not only by what we know about each other but also by how we respond to one another.

Cassetta & Sawyer, 2015

Examine the Teacher-Student Relationship: Evaluate How You Interact

- Identify whether each of the following statements accurately describes your interaction with a challenging student.
    - When redirected, this student adjusts and moves on.
    - I know where I stand with this student- our interactions are generally positive, predictable, and consistent.
    - The student shares personal updates and feelings with me without much prompting.
    - I share laughs with this student.
    - This student seeks help from me when necessary.
    - I enjoy my interactions with this student.
    - I can easily name several positive qualities about this student.

- If you disagreed with any of these statements while considering a particular student, it might be necessary to put time into building a more positive relationship.

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

1. Learn About Your Students' Lives Outside of School
   a) Family survey
   b) Differences do not matter

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

2. Use What You Learn About Students to Grow a Connection
   • How do you make friends?

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

3. Show Children That You Will Keep Them Safe

- Few things are more detrimental than not looking out for emotional or physical well-being.

- Expect kindness and mean it!

- Do not pretend you didn't hear or see it!

- What do we do as adults that are detrimental to the relationships we develop with students?

- Do we typically "close the loop"?
  - What do we do instead?

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

4. Show Students Who Are Having a Hard Time That You Care and Are Available

- Check in-put it on your calendar

- Chose someone who is struggling- make an effort to talk to them each day to let them know you notice them

- Be consistent

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

5. Spend Nontraditional Academic Time or Nonacademic Time with Students

- Be intentional
- Eat lunch with students
- Put student in your group, not parent volunteer

- These efforts aren't a reward for good students behavior and should not be withheld because of misbehavior.
  - Non-contingent upon behavior

  - How are you intentional?

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

6. Validate Their Feelings

- Feelings aren't wrong, even if you don't share them.
- Show empathy
  - This shows kids that "I get you".

Cassetta & Sawyer, 2015

How to Build More Positive Teacher-Student Relationships

7. Speak with Positivity and Compassion

- "Teaching is the one job where you have to find something to like about all of your students."
    - Tell them.
    - Everyone has competencies even if they aren't the ones you want them to have.
    - A positive relationship does not mean an easy one.
        - Result of commitment and work.
        - Remind us that we do not have to be perfect. Grace, not perfection.
        - A bridge that helps us over difficulty
        - Truth: Life can be hard and every human being is flawed.

Cassetta & Sawyer, 2015

Do It!

- Describe your most positive relationship.

- Surround yourself with the people who bring out the best in you. Students do not have that choice with teachers. They need teachers to commit to a positive relationship!

Cassetta & Sawyer, 2015

Child Development

- So many times, we think children are misbehaving, when really what they are doing is "being six" or "being eleven."
  - How do we determine the difference between typical developmental behavior and misbehavior?

- We must know what is developmentally appropriate in order to manage our classroom and in making decisions about how to support students in terms of SEL competencies.

- Incredibly imperfect.
  - Individually unique, culture, gender, socioeconomic status, trauma

Cassetta & Sawyer, 2015

A Final Thought

- "At a time when the traditional structures of caring have deteriorated, schools must become places where teachers and students live together, talk with each other, and take delight in each other's company. My guess is that when schools focus on what really matters in life, the cognitive ends we now pursue so painfully and artificially will be achieved somewhat more naturally…It is obvious that children will work harder and do things—even odd things like adding fractions—for people they love and trust."

Nel Noddings

Questions?

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