

Relationship Strategy Bank

PURPOSE

Use these sample ideas, or brainstorm your own, to make collaborative decisions about relational supports.

DIRECTIONS:

Use the following list as starter ideas for individual relationship supports.

The 2 x 10

Identify a student who may benefit from additional support and spend 2 minutes per day for 10 consecutive school days with the student (*see following tools for full description*).

Banking Time

Meet with the student for 10-15 minutes, 2-3 times a week, to engage in a student-led activity (*see following tools for full description*).

Secret Signal

Use a special signal to communicate with the teacher. Make sure to collaboratively plan out both teacher and student actions.

Conversation Notebook

Use a conversation notebook for sharing and responding.

Non-Contingent Time

Arrange for a predictable, non-contingent, student-led check-in with a trusted peer or adult. Involve the teacher as a supportive partner.

Level Up

Identify a desirable job or opportunity to help another student. Support through scaffolding and skill building and challenge growth by increasing responsibility or complexity.

Sneak Peek

Determine an area of need with the student and preview academic work together.

Launch Pad

Plan a consistent check-in at the beginning of independent assignments.

+ Add your own:

2 x 10 Strategy

PURPOSE

This strategy can be layered onto universal relational supports to strengthen relationships with individual students by focusing attention on personalized understandings.

DIRECTIONS:

Use the strategy and process below to plan, track and reflect on a series of brief, informal and individualized relationship interventions.

Strategy:

THE 2 x 10



- Identify a student who may benefit from additional support.
- Spend 2 minutes per day for 10 consecutive school days with the student
- Talk with the student about anything he or she wants to talk about.
- Focus on listening and the conversation, as opposed to the time or other things happening around you.

Plan & Track:

Check off or record the dates of 2 x 10 strategy implementation. Start by trying it with one student and add more students as is necessary and feasible.

Student:	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10

Reflect:

How did this help you learn about the student in new ways?

What did you notice about your relationship with the student across the 10 days?

Banking Time Strategy

PURPOSE

Use this evidence-based strategy to build trust through predictable and consistent student-led joint activity and conversation (Hamre & Pianta, 2006).

DIRECTIONS:

Use the strategy and suggested process below to create predictable time and space for individual relationship building.

Strategy:

In the Banking Time strategy, teachers arrange for brief, regular, interactive and play-based sessions to better get to know students. Research conducted on the Banking Time strategy shows decreased levels of cortisol in students, increased student engagement and teacher behaviors that are less directive and display less negativity toward students (Hatfield & Williford, 2017).

BANKING TIME



- Teachers meet with an individual student for 10-15 minutes, 2-3 times a week, to engage in a student-led activity and focus on the positive.
- Teachers follow the student's lead and they do not attempt to teach. They listen to students, narrate what students are doing and validate their emotions.
- Banking Time is not a punishment or a reward; sessions are held regardless of the student's behavior that day.

Plan:

Determine the logistics for meeting and how to frame the session. For example, *"I would like to take some time for us to get to know each other better. I was hoping that we could meet a few times a week and do something that you enjoy. What do you think?"*

Student:	
When and Where:	

Not every session needs to be formally planned, and consistency is key. However, it may be helpful to brainstorm a few of the student's preferred activities together.

Activity Bank:	Possible Prompts:
	<p><i>"How would you like to spend our time together?"</i></p> <p><i>"What would you like to do?"</i></p> <p><i>"What's something that you're good at? Could you show me?"</i></p>

Reflect:

How did this help you learn about the student in new ways? Did you notice any changes in your relationship with the student?

Student Tool:



_____ 's CHECK-IN PASS
(Student Name)

I will have the opportunity to check in with _____
(Adult Name)

We will check in on **Mon** **Tues** **Wed** **Thurs** **Fri** at _____ am / pm
(Circle Day(s)) (Time)

We will meet _____
(Location)

Relationship Strategy Co-Planner

PURPOSE

Use this tool to co-create relational interventions with individual students. These conversations and plans should build upon the classwide, universal relational supports that are implemented with fidelity.

DIRECTIONS:

1. Use observations, teacher-student surveys and reflections to identify relationships that might need additional support.
2. Collaboratively design an intervention with the student. Identify goals, time frame and implementation details.
3. Progress monitor to determine if supports should be faded or increased.

Considerations:

As part of a system for intervention and enrichment, it is important to create the space to better understand and work to improve individual relationships. When engaging in bi-directional conversation and planning with students, use the following considerations to create strong relational interventions:

- Interventions are time bound and focused on a specific goal.
- Intervention works to create/maintain positive developmental relationships.
- Intervention creates opportunities for one-on-one interaction between teacher and student.
- Intervention is manageable and can consistently be implemented by the teacher.
- Intervention is not a reward or punishment. It is a consistent support/experience offered to the student regardless of behavior.
- Intervention should include collaboration with the student to respect the authentic needs and individuality of each student.

Although progress monitoring an “improved relationship” might be tricky to quantify, the teacher and student should have a sense of what improvements they are hoping to see. Perhaps the teacher and/or the student could journal to capture how their feelings have changed over the course of the intervention. If the intervention is successful, the student and teacher can determine if they want to continue or fade the support. If the intervention does not demonstrate an improved relationship, the teacher should continue to approach conversations from an inquiry stance, as well as seek additional professional supports.

Student Co-Planning Protocol

Segment

What's up?

Use this segment of the conversation to collaboratively discuss the current state of the relationship and identify potential causes. The adult should make sure to do this during a time that the student is not escalated or dysregulated.

What to do?

Together, brainstorm some strategies to support the strengthening of the relationship.

What's next?

Determine one agreed-upon strategy and plan checkpoints for reflection.

Facilitation

Initiate the conversation by ...

- Describing some noticings about your relationship:
e.g., "I've noticed that we've had some difficulties with each other during the transition into math class."
- Reflecting on your role in the relationship:
e.g., "I have been reflecting that the way that I have been speaking to you is making the situation worse. That's not my intention."
- Expressing care:
e.g., "I want to better understand what is happening and get to know you better. I want you to feel welcome in my classroom and to be able to support you."

Prompt the student to share by saying ...

- "Tell me about what's happening, in your own words."
- "Can you tell me why?"
- "Can you tell me what you mean by ...?"
- "Can you tell me more about how that makes you feel?"
- "Can you give me an example?"
- "Why do you think that is?"

Remember to keep the questions open-ended and free from judgment/interpretation.

Structure or support the brainstorming by ...

- Anchoring to key dynamics and context surfaced in the "What's up" conversation
- Coming prepared with some pre-planned suggestions for the student to respond to (*see Relationship Strategy Bank*)

Remember to include both student and adult actions that will support the relationship.

Establish next steps by ...

- Determining when the intervention will start, when the next checkpoint will be and how long to try it out.
- Assuring the student that the strategy is not a reward or a punishment. It will be a consistent support/experience, regardless of behavior.

References

- Hamre, B. K., & Pianta, R. C. (2006). Student-teacher relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 59–71). Washington, DC, US: National Association of School Psychologists.
- Hatfield, B. E., & Williford, A. P. (2017). Cortisol patterns for young children displaying disruptive behavior: Links to a teacher-child, relationship-focused intervention. *Prevention Science*, 18(1), 40–49. <https://doi.org/10.1007/s11121-016-0693-9>