Powerful Proactive Tools to Build and Sustain Relationships.

60 SECOND RELATE BREAKS
Through the use of a question and 60 seconds, relationships in the classroom can be built and sustained via interpersonal communication. Like a “brain break,” but more intentional, the 60 Second Relate Break allows educators and students to disconnect from content and connect with one another in a safe, small group format. This turn and talk activity is both fun, effective, and efficient!

2 MINUTE CONNECTIONS
This whole group community “stand and share” activity allows for teachers and students to share experiences and discover who they are in the learning environment with. Utilizing an intentional process, 2 Minute Connections allow teachers and students to connect with each other as they listen to the responses, simultaneously learning about others. Creating a connected classroom community only takes 2 minutes, but the relationships could last a lifetime!

90 SECOND SPARK
A tool designed to help teachers create opportunities for positive interactions amongst everyone in the classroom community in the first 90 seconds of class. With the help of the 90 Second Spark, educators can create a variety of fun, positive, genuine interactions to ensure their classroom is a positive learning environment in which greater academic success is experienced!

PULSE METER
An emotional inventory instrument which assists students and teachers with identifying where they are emotionally and socially. By getting a pulse on their emotions, users will become more proficient at recognizing, understanding, labeling, and expressing their emotional state. The Pulse Meter allows users to gain greater emotional regulation, not only inside the learning environment, but in life.

TREATMENT AGREEMENT
A social contract built by the educator and students inside the classroom to identify the norms for how they will treat one other. The collaborative approach to constructing the Treatment Agreement helps everyone in the classroom community to develop a sense of ownership and accountability in regards to how they interact with one another inside the learning environment. Once built, the Treatment Agreement can be utilized as a tool for redirection and/or repair.

GTKY “GET TO KNOW YOU” CIRCLES
GTKY Circles allow teachers and students to do just that... Get to know you! These circles are designed to help continue to build and sustain relationships in the classroom in a more intentional manner. Through the use of 3 circle components, structure and respect is promoted to allow for potentially greater dialogue and discovery to take place. GTKY Circles are encouraged to be fun, safe spaces where individuals can be seen, heard, and valued.

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# Meet-N-Greet Menu

<table>
<thead>
<tr>
<th>MONDAYS</th>
<th>TUESDAYS</th>
<th>WEDNESDAYS</th>
<th>THURSDAYS</th>
<th>FRIDAYS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday Moves:</strong></td>
<td><strong>Tuesday Touch:</strong></td>
<td><strong>Welcome Wednesday:</strong></td>
<td><strong>T.U.M.S. Thursday:</strong></td>
<td><strong>Funny Face Friday:</strong></td>
</tr>
<tr>
<td>Play music and dance at the door as students enter</td>
<td>Greet with High-five, Fist Bump, or Chicken Wing</td>
<td>Tell each student 1 positive reason you are glad they are here today!</td>
<td>Touch, Use name, Make eye contact, &amp; Smile</td>
<td>Make funny faces as students enter the classroom</td>
</tr>
<tr>
<td><strong>Mimic Mondays:</strong></td>
<td><strong>Toe-Tap Tuesday:</strong></td>
<td><strong>Rock-Paper-Scissors Wednesdays:</strong></td>
<td><strong>Thank You Thursday:</strong></td>
<td><strong>Funky Friday:</strong></td>
</tr>
<tr>
<td>Students do a dance move as they enter and teacher mimics</td>
<td>Greet with a toe tap (like a high five with your foot)</td>
<td>Do a quick game of Rock Paper-Scissor as students enter</td>
<td>Tell each student one reason you're thankful they're in class today</td>
<td>Play music and show students your funky dance moves as they enter</td>
</tr>
<tr>
<td><strong>Move With Me Mondays:</strong></td>
<td><strong>T-Rex Tuesday:</strong></td>
<td><strong>Wing It Wednesdays:</strong></td>
<td><strong>Throwback Thursday:</strong></td>
<td><strong>Formal Friday:</strong></td>
</tr>
<tr>
<td>Follow the teacher’s moves as they enter the classroom.</td>
<td>Short arm high fives</td>
<td>Chicken Wing elbows to greet students</td>
<td>Any old school move… raise the roof or sprinkler dance move</td>
<td>Exchange a formal handshake to meet your students.</td>
</tr>
</tbody>
</table>
Connection Plan

Name: ___________________________________________  Grade: ________  Date: ________

<table>
<thead>
<tr>
<th>Tool</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>60 Second Relate Break</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-Minute Connection</td>
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<tr>
<td>90-Second Sparks</td>
<td></td>
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<tr>
<td>Treatment Agreement &amp; Relationship Goal</td>
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<tr>
<td>Pulse Meter</td>
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</tr>
</tbody>
</table>

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Give Me 10

Generate 10 simple, fun, shallow get-to-know-you questions for you and your students to answer below.

<table>
<thead>
<tr>
<th>Get To Know You Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
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<tr>
<td>2</td>
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<tr>
<td>3</td>
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<td>8</td>
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<tr>
<td>9</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>
### How To…

<table>
<thead>
<tr>
<th>60 Second Relate Breaks (Turn and Talk)</th>
<th>2 Minute Connections (Stand and Share)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong>: Pose a question to the class.</td>
<td><strong>Step 1</strong>: Have question(s) prepared.</td>
</tr>
<tr>
<td><strong>Step 2</strong>: Set timer for 60 seconds, and allow students to turn and talk with their immediate neighbors. If responses take less than 60 seconds, guide students to continue conversing about school appropriate content.</td>
<td><strong>Step 2</strong>: Set a timer for 2 minutes. Have students stand and form a square/rectangle in the classroom. Proactively, inform students the direction (left or right) of the conversations.</td>
</tr>
<tr>
<td><strong>Step 3</strong>: As students are sharing and discovering their peers, walk around the classroom listening to the conversations. Simultaneously, learning about your students.</td>
<td><strong>Step 3</strong>: As the teacher, you share first.</td>
</tr>
<tr>
<td><strong>Step 4</strong>: When the timer sounds, redirect students to wrap up their conversations.</td>
<td><strong>Step 4</strong>: (Talking piece is optional) After you share, look in the direction of the student who will share after you. Remind your students that the head turn will signify the passing of your voice. Remember, students may pass.</td>
</tr>
<tr>
<td><strong>Step 5</strong>: As the teacher, you share last.</td>
<td><strong>Step 5</strong>: Listen to your student’s responses as they share to make connections.</td>
</tr>
</tbody>
</table>
Affective Communication Tips & Stems

Characteristics of High Quality Affective Statements and Language:

★ Can be "I" statements that express a feeling, but don’t have to be.
★ Make students aware of either the positive or negative impact of their behavior.
★ Provide a precise description of a student’s behaviors and the specific impact of those behaviors.
★ Do NOT protect students from the consequences of their behavior.
★ Are strategically delivered in a time frame, place and manner most likely to maximize impact.
★ Are delivered in a personalized manner directly to the student who impacted others.
★ Focus on the behavior, NOT on the intrinsic worth of the person (separates the deed from doer).
★ Are respectful in tone.
★ Encourage students to express feelings.
★ Five positive to one corrective statement

Affective Statement Sentence Stems

I am so proud to see/hear...
I’m so excited to see/hear...
I’m so appreciative of you/your...
I am so grateful that/for...
I am so thankful that/for...
I am delighted to learn/see/hear...
I am so pleased to see/hear/by...
I am so impressed by...
I am so touched that you...
I am worried about/by/to see/to hear that...
I am concerned about...

I am feeling frustrated about/by/to see/to hear that...
I am feeling irritated by...
I am angry about...
I am so sorry that...
I am upset that...
I am having a hard time understanding...
I am uncomfortable when I see/hear...
I feel sad because I heard...
I am uneasy about...
I am feeling distracted by...
Pulse Meter

Angry

Sad

Calm

Happy

Anxiety Scale

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Pulse Meter

Angry
- Livid
- Irritated
- Furious
- Enraged

Sad
- Discouraged
- Lonely
- Depressed
- Miserable

Calm
- At Ease
- Easy Going
- Peaceful
- Serene

Happy
- Pleasant
- Enthusiastic
- Inspired
- Ecstatic

Anxiety Scale
- Low
- High
# Positive Spark Plan

- **Spark Menu**
  - Movement
  - Touch
  - Verbal Interaction
  - Nonverbal Interaction
  - Written
  - Quote or Meme
  - Video or GIF
  - Music

## Build-a-Spark
- Select ONE option from your Spark Menu to create a Simple Spark
- or Choose any TWO to create a Super Spark!

## Just Make Sure You Cross-Connect!

## Random ways to help make sure ALL students experience the SPARK!
- Hand each student a Post-it Note or Popsicle stick with another student’s name on it as they enter the classroom.
- Use 4 colors and designate a different color for each desk. Identify which colors should interact for Sparks.
- Hand each student a playing card from a deck of cards. Randomize based on suits, numbers, colors, etc.
- Request students to interact with more than 1 student for Spark to increase opportunity for all students to experience Sparks with different students. (E.g. Spark with 3 students)
# Positive Spark Plan

<table>
<thead>
<tr>
<th>Spark Menu</th>
<th>Movement</th>
<th>Touch</th>
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<th>Video or GIF</th>
<th>Music</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Build a Spark</strong></td>
<td>Do the Wave!</td>
<td>High-five or Air High-five</td>
<td>&quot;Good Morning!&quot; or &quot;Good Afternoon&quot;</td>
<td>Paper, Rock, Scissor!</td>
<td>Write a positive message for someone</td>
<td>Share a quote of the day with students</td>
<td>Kid President clips</td>
<td>Instrumental playlist</td>
</tr>
<tr>
<td></td>
<td>Dance Party at your desk!</td>
<td>Fist Bump or Air Fist Bump</td>
<td>&quot;I appreciate you because…&quot;</td>
<td>Give a round of applause!</td>
<td>Send a positive, electronic message</td>
<td>Share funny comic or cartoon</td>
<td>Motivational Minute videos</td>
<td>Upbeat Jazz</td>
</tr>
<tr>
<td></td>
<td>Ride the rollercoaster</td>
<td>Chicken wing or Air Chicken Wing</td>
<td>&quot;What’s up&quot; in a funny voice</td>
<td>Point and wink at your neighbor!</td>
<td>Write someone a &quot;Thank you&quot; note</td>
<td>Share joke of the day with students</td>
<td>Show a funny GIF</td>
<td>Kids Bop</td>
</tr>
<tr>
<td></td>
<td>Mimic your neighbors movement</td>
<td>Handshake or Air Handshake</td>
<td>Create a class cheer!</td>
<td>Make a silly face</td>
<td>Write 2 positive characteristics about someone</td>
<td>Share funny memes</td>
<td>&quot;The Power of Words&quot; by Maya Angelou</td>
<td>Allow a students to be “Youtube DJ”</td>
</tr>
</tbody>
</table>

**Random ways to help make sure ALL students experience the SPARK!**

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Treatment Agreement

HOW WE TREAT EACH OTHER...

Student to Student

Student to Teacher

Teacher to Student

WHEN THIS DOESN’T HAPPEN, WE NEED TO MAKE IT RIGHT BY...

•
•
•

AND
WE COMMIT TO A WEEKLY RELATIONSHIP GOAL.
The Treatment Agreement is a collaborative pact established between the teacher and students to help build and sustain relationships in the classroom by identifying how we will treat one another while in the learning environment together.

<table>
<thead>
<tr>
<th>Step #1</th>
<th>Introduce the Treatment Agreement</th>
<th>Introduce the Treatment Agreement to your students.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Step #2</td>
<td>Identify how individuals want to be treated</td>
<td>Have each student identify 2 examples of how they want to be treated per section (<em>Student to Student</em>, <em>Student to Teacher</em>, &amp; <em>Teacher to Student</em>). Collect students’ responses as they complete this step.</td>
</tr>
<tr>
<td>Step #3</td>
<td>Sort &amp; Combine</td>
<td>Sort students’ treatments by section. Combine similar treatments to prevent from having treatments (<em>e.g. listen to one another</em>) repeated multiple times in any given section. This step will be repeated for each of the three sections (<em>Student to Student</em>, <em>Student to Teacher</em>, &amp; <em>Teacher to Student</em>). Be careful no to exclude any student responses.</td>
</tr>
<tr>
<td>Step #4</td>
<td>Fill in the Treatment Agreement</td>
<td>Fill in each section of your Treatment Agreement with the treatments you and your students have identified.</td>
</tr>
<tr>
<td>Step #5</td>
<td>Fill in the Make it Right Box</td>
<td>As a whole-group, discuss and identify potential norms and ideas for how individuals could potentially make things right after violations of the Treatment Agreement transpire in the classroom.</td>
</tr>
<tr>
<td>Step #6</td>
<td>Get signatures</td>
<td>Have students sign the Treatment Agreement after construction is complete. Don’t forget to sign it too! This is our 1st step towards accountability.</td>
</tr>
</tbody>
</table>
Outcome Map

What are the outcomes (changes) that you would like to see from your struggling student to be successful on your campus?
Needs Map

What does this student NEED more than anything else to be successful on your campus?
Differentiated Discipline
Strategies/Needs/Outcomes (SNO)

**NEEDS**
What does this student need from you & others in order to be successful?

**OUTCOMES**
What are the outcomes (changes) that you would like to see from your struggling student to be successful on your campus?

**STRATEGY/PLAN**
Before you decide on a strategy, be careful about your thinking: Taking the time to identify the desired outcomes means you can select a strategy that will deliver them.