

Instructional Classroom Management

Module Three:

Building Positive Relationships with Students

HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

Overview:

This module is focused on building positive relationships with students. Research is very clear that students perform better when they believe the teacher genuinely cares about their well being and success. It's not about being best friends or being warm and fuzzy, it's about communicating to students that you want the best for them and are willing to put forth effort on their behalf.

Big Ideas:

1. **Enhancing School Culture.** Positive relationships can be enhanced as part of an overall school culture. We should consider how we, as adults, can create a culture of respect where we all model the behaviors we want to see in our students.
 - Schools that commit to improving relationships as part of the school culture have open discussions and clear plans for improving relationships across the entire school.
 - PBIS is a manner of getting all faculty and staff on board with strategies to facilitate student success
 - As a general rule, if relationships do not improve- the adults will have to be the ones who change their own behavior to make it work. Simply waiting for students to improve relationships is a very poor bet.

Activity A:

- A. Consider your students' perspective - do you think they consider the school to be a caring and positive environment - and why?
B. What steps have the adults taken in your school to enhance the school's culture?
C. Do you have suggestions for your school?
2. **Engaging Positively with all Students.** Each adult must take responsibility for enhancing relationships with the students that they come in contact with on a daily basis - and this means really getting to know students and taking a genuine interest in their lives.

Activity B:

- A. What strategies do you typically use to engage students in a positive manner and build relationships? Discuss within your group and come up with a list of the strategies that work best with the students you see on a daily basis.

Task:

During the next month consider the following tasks and be prepared to discuss at the start of the next meeting.

1. Count the number of positive interactions you have with students during the day.
2. See if you can increase that number between now and the next meeting.

Task:

Between now and when you meet for the next module, take some time to consider how often you use feedback and what types you typically use. As you do this, consider the following:

- Count the number of positive and negative feedback statements you make and calculate your average ratio
- Count the number of student errors or misbehaviors that you address with a negative statement and those addressed with correction.

Questions From the Video:

1) What is your ratio of positive and negative statements made in the classroom?

2) How often do you use correction as opposed to straight negative feedback?

3) Discuss as a Group:

- Conditions under which you typically deal with student errors and misbehavior.
- Given your unique students, discuss how corrective feedback might be most effectively applied.

Further information and additional videos on Engaging Students can be found at the following locations:

CIBRS.com (videos)

KSDETASN.org (go to resources section and type in "corrective feedback")

[Teaching channel.org](http://Teachingchannel.org) (search for "corrective feedback")