



**Establish
Maintain
Restore**

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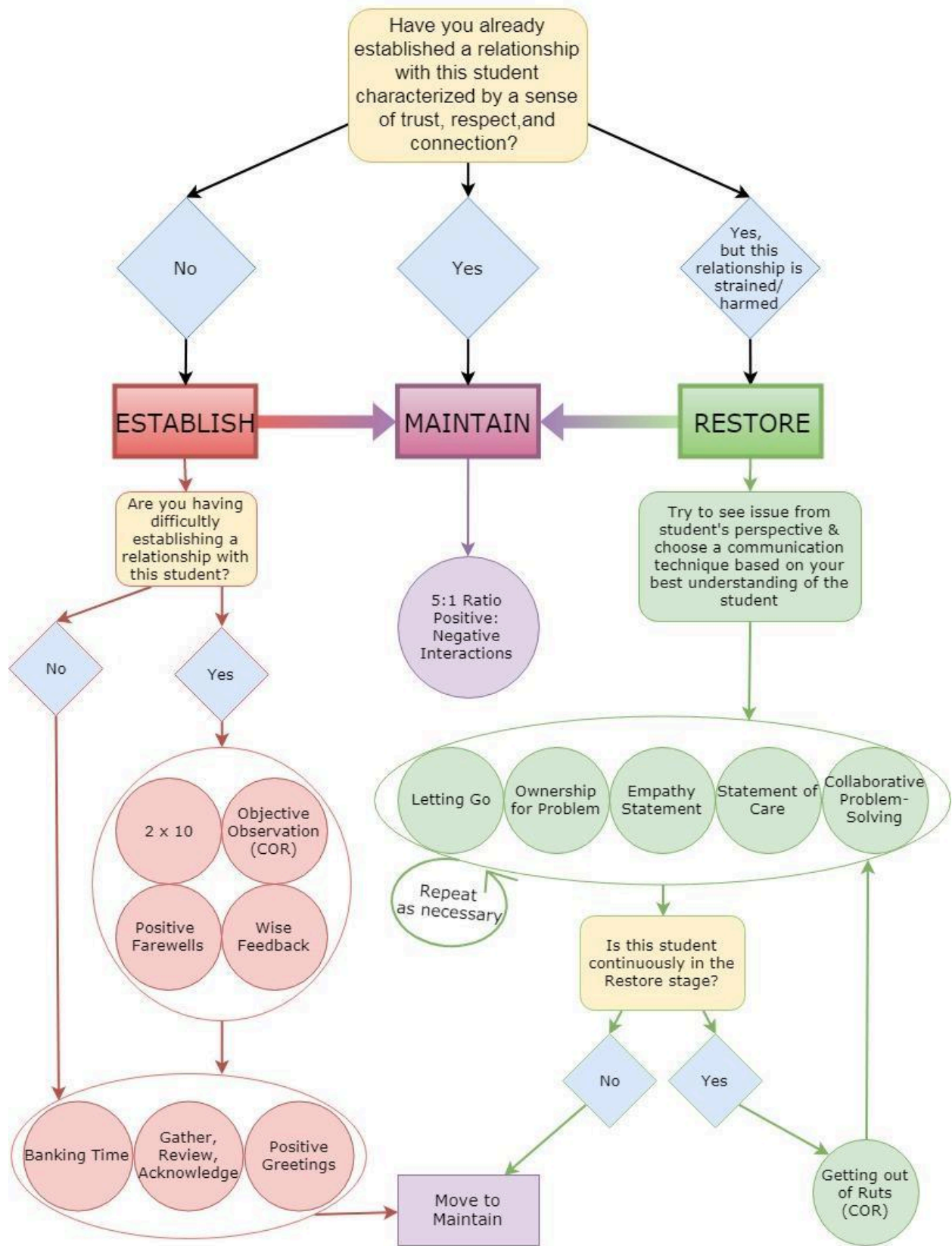
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Menu of Establish-Maintain-Restore Practices

ESTABLISH PRACTICES

For all students

Banking Time

- ❖ Find individual time to spend with a single student to engage in relational conversation
- ❖ Also refer to: *Question Bank*

Gather, Review, and Acknowledge

- ❖ Learn information about students
- ❖ Review that information to combat forgetfulness
- ❖ Find natural opportunities to acknowledge or reference that information about students
- ❖ Also refer to: *GRA Template*

Positive Greetings

- ❖ Use the student's name
- ❖ Welcome student
- ❖ Show that you value their presence

For some students

Positive Farewells

- ❖ Offer words of encouragement
- ❖ Saying thank you for participating
- ❖ Wishing someone a good rest of the day

Wise Feedback

- ❖ Explicitly communicate high expectations and the reason for the feedback
- ❖ Express care for student learning
- ❖ Assure student s/he is capable of meeting those expectations
- ❖ Allow the student to advocate for help or provide feedback

2 by 10

- ❖ Spend 2 minutes a day connecting with the student for 10 consecutive days (two weeks)

Objective Observations

- ❖ For students you're struggling with, conduct specific and objective observations
- ❖ Focus on objectively describing the student's behavior, putting aside your interpretations or judgments.

MAINTAIN PRACTICE

Maintain a 5 to 1 ratio of 5 positive interactions to every 1 negative interaction with the student. This may include:

- ❖ Effective use of praise
- ❖ Relationship check-ins
- ❖ Responding to a problem behavior with empathy
- ❖ Being mindful in the moment

RESTORE PRACTICES

Letting Go of the Previous Interaction

- ❖ Fresh start

Ownership of the Problem

- ❖ Acknowledging one's own mistake / missed opportunity

Empathy Statement

- ❖ Showing effort to understand the student's perspective

Statement of Care

- ❖ Separate the deed from the doer

Collaborative Problem-solving

- ❖ Working together to find win-win solutions

ESTABLISH PRACTICE PROFILES

Establish Strategy #1 – For all students

Banking Time

Banking time is one of the oldest and most well-supported strategies in EMR. It involves 1-on-1 interaction with a student that is student-centered. During this brief period of time, teachers ask open-ended questions, actively listen, and express an interest in what the student says. This is *not* the time to pass judgment, give advice, or deliver instruction. Instead, teachers are asked to respond with empathy by putting yourself in your student's shoes.

Find a natural window of time to connect with the student

During school

- ❖ During quiet, independent work
- ❖ Student shows up early to class
- ❖ Keep student after class
- ❖ During hallway transition

Before school

- ❖ Classroom, common area, gym, etc.

After school

- ❖ Classroom, common area, gym, etc.

Communicate the reason for your interest in connecting with them

Tell the student this is something that you like to do with students, so there is a chance to better understand one another

Examples:

- ❖ *"Haven't had the opportunity to connect given everything that is going on during class"*
- ❖ *"Want to get to know more about you as a person so I can try to bring that into the classroom when opportunities permit"*

Find something to do with the student to decrease potential discomfort interacting

More feasible and doable

- ❖ Ask for help with something in the class (organize work, fix something, clean up something)
- ❖ Sit at desk

Less feasible but potentially more effective

- ❖ Walk in the hall or outside
- ❖ Play card game, chess, or another game
- ❖ Draw or color (age appropriate mindful coloring book)
- ❖ Play catch or shoot hoops

Ask an open-ended question that you believe will be the best conversation starter for this student:

- ❖ Select question(s) from the **Question Bank (Appendix 1)**
- ❖ Refer back to something you already know about the student

Actively and reflectively listen

- ❖ Show that you are paying attention
- ❖ Reflect what the student is saying back to them to show you are following along
- ❖ Self-disclose appropriate information that seems relevant based on what the student said
- ❖ Identify similarities between you and the student if they arise in the conversation

Express interest or empathy in what the person is saying

- ❖ Give your full attention, ask follow-up questions, nod along, etc.
- ❖ Put aside your point of view
- ❖ Try to put yourself in your student's shoes: How does this student see his/her experience? Generally, and with respect to the topic at hand?
- ❖ Expressing empathy doesn't mean you agree with a behavior or choice (e.g., playing video games late into the night), but rather, that you understand the perspective or feeling that results in a behavior or choice (e.g., the fun and challenge of playing video games).

Establish Strategy #2 – For All Students

Gather, Review, and Acknowledge

The aim of this strategy is to get the student to share information about themselves so that you have an opportunity to demonstrate that you care for them by acknowledging and accepting them for who they are. Students find it important that teachers are able to remember the information that is shared in previous conversations and make an effort to follow up.

This requires gathering information through open-ended questions and using the information you learn about students to better understand and engage in conversations with them. Gathering information can take many different forms (e.g., in conversation, Q&A forms, journal prompts, etc.) and can vary in depth depending on the questions you decide to ask.

Some things to keep in mind when using GRA

Tailor the questions to the student

Keep in mind the current depth of your relationship with the student(s). You can use the **Question Bank (Appendix 1)**, particularly for deeper questions that will allow you a window into the student's family, values, and culture.

Confidentiality /Anonymity

Remember that students might share information that they would like to be kept between them and the teacher. Avoid calling out individual students, regardless if the information is positive or negative. If unsure, ask the student if they are comfortable with the information being shared with others.

Share appropriate information about yourself

Don't forget to share information about yourself, too! Share enough to cover potential commonalities with students while keeping the boundaries appropriate.

Ways to gather information

- ❖ In conversation
- ❖ Q&A form
(see **GRA Template – Appendix 2**)
- ❖ Journal prompts
- ❖ Exit/Entry tickets

GRA Template is an example questionnaire that you can distribute to your students during the first week of class. It includes an introduction of the teacher and asks several questions about the student's basic information, school/career goals, and personal life.

If you prefer an electronic format that students can complete on their phones and/or other devices, use the link below to access a template of the Google Form. Please make a copy of this Google Form to add to your Google Drive. From there, you should

be able to revise the questionnaire and track responses from your students.

<https://tinyurl.com/EstablishGRAForm>

Establish Strategy #3

Positive Greetings (For All) and Farewells (For Some) on a Daily Basis

People who are in a healthy relationship make a point of greeting one another upon arrival and saying good bye when they depart. Positive greetings and farewells is a strategy that involves making a point to greet and welcome students as they enter into the classroom and saying good bye and wishing them a good day when they leave. This strategy ensures that students feel recognized and see that the teacher is making an effort to connect with them. At a classroom level, this strategy helps establish a positive climate that facilitates student engagement and decreases disruptive behavior that interferes with learning.

Tips for Positive Greetings (universal strategy)

- ❖ Stand at or around the door as students enter the room to be in a position to greet students
- ❖ Use the student's name when greeting and welcoming the student
- ❖ Engage in a positive interaction

Things you can say

- ❖ "Hey, [student's name], good morning."
- ❖ "What's up [student's name], thanks for being on time."
- ❖ "Nice to see [student's name], ready to get your learning on?"

Gestures

- ❖ High five
- ❖ Fist bump
- ❖ Handshake
- ❖ Head nod
- ❖ Special handshake

Tips for Positive Farewells (targeted strategy)

- ❖ Stand at or around the door as students exit from the classroom
 - o If it difficult to stand at the door, then make a point of connecting with students prior to the end of class as things are wrapping up and students are getting prepared to leave
- ❖ Engage in a positive interaction

Things you can say

- ❖ “[Student’s name], have a good one.”
- ❖ “[Student’s name], thanks for a good day in class. See you tomorrow.”
- ❖ “Take it easy [student’s name].”
- ❖ “Have a good rest of the day.”

Gestures

- ❖ High five
- ❖ Fist bump
- ❖ Handshake
- ❖ Head nod
- ❖ Special handshake

Establish Strategy #4 – For Some Students Wise Feedback

It is easy to take it for granted that students understand that the purpose of constructive feedback is to help them learn. Many students, particularly those who have had negative experiences with school, whose groups have been marginalized in the education system, experience nagging questions of their own academic self-worth.

Wise feedback is designed to trigger a self-fulfilling prophecy in the desired direction (i.e., student performing consistent with the positive expectations). It makes the teacher's intentions and expectations explicit. Wise Feedback is best delivered if you spend a little time formulating what you intend to say for each of the components of the Wise Feedback prior to actually delivering it to the student. You can deliver wise feedback in conversation or as written feedback, but it should contain four elements:

Clearly identify the topic or reason for providing constructive feedback to the student.

- ❖ improving attendance in school
- ❖ completing classroom assignments in a timely manner
- ❖ improving the quality of work turned in

Express specific and high-level expectations. Be clear what your expectations for success entail.

- ❖ Behavior: show up to class on time, participate in class activities, and abide by the golden rule (treat others how you want to be treated)
- ❖ Academic performance: turn work on time, demonstrate growth in performance over time, and be okay with struggling/failing

Make explicit a fundamental belief in the student's ability to meet and potentially exceed those expectations.

- ❖ "I'm giving you these comments as feedback because I have very high expectations for my students and I know that you can reach these expectations. My feedback is my way of saying that I believe in you as a student."

Assess whether the student needs anything from you to help them incorporate the constructive feedback into their behavior and performance moving forward and/or whether the student has any feedback for you to help you improve your ability to support students.

- ❖ "I've given you my feedback now, is there anything that you can think of that I or other people can do to help support you to take this feedback and make improvements?"
- ❖ "Is there any feedback that you have for me?"

Establish Strategy #5 – For Some Students 2 by 10

The 2x10 is simple strategy to understand but requires commitment and consistency to implement. Use this strategy with particular students with whom you need to establish a relationship. This strategy involves spending 2 minutes per day for 10 days in a row engaging in a conversation with an identified student in class. It lets the student see that you are investing time to connect with them not only as a student but as a person.

Steps to using the 2 by 10 strategy effectively with certain students in your class

- 1. Select 1 to 2 students who are in the Establish phase (that is, trust, respect and connection have not yet been established)**
- 2. Find natural windows of time during class to connect with the student**
 - ❖ Quiet work (such as, independent seatwork)
 - ❖ Small group work
 - ❖ As students enter the classroom
- 3. Engage in brief conversation with the student for a couple of minutes**

Ask an open-ended question

- ❖ How's it going today?
- ❖ What've you been doing outside of school that's been fun?
- ❖ Where did you go to school last year? What did you think?
- ❖ Tell me about (insert something that you've picked up on that the student is interested in, such as sports, video games, types of music, etc.)

Tell an appropriate joke

Share something about yourself and ask the student to share

- ❖ Food preference
- ❖ Favorite sports team
- ❖ Preferred way to spend leisure time

Ask the student for advice about something

- ❖ Class-related
 - o Assignment
 - o How to arrange something in the class
 - o How to motivate students in class
- ❖ How to handle a situation
 - o Gift for someone
 - o Disagreement with someone
 - o Choice to make

Establish Strategy #6 – For Some Students Objective Observations

Conducting objective observations the way we have outlined below takes time, but is a very effective strategy for checking your assumptions about particular student(s). This strategy is most suitable for students who might give you a negative first impression or of whom you are wary. You might also wish to try this with a student whose background or interests is different from you.

Steps to conducting the objective observation

1. Find a time to conduct the observation of the student

2. Before the observation, ask yourself the following questions

- ❖ What do I think about this student's...
 - o Academic ability?
 - o Personality?
 - o Culture?
 - o Family?
- ❖ What behaviors do I expect this student to show?

3. Make specific observations

- ❖ Outline detailed descriptions of exactly what happened
- ❖ Separate these from your feelings and thoughts about what happened
- ❖ Try writing three specific, objective statements about the student and his/her behavior.

4. After the observation, ask yourself the following questions:

- ❖ How did my beliefs affect what I looked for?
- ❖ What behaviors did the student show that I expected?
- ❖ Which behaviors surprised me?
- ❖ What patterns did I notice – in student behavior and my own?

After completing the objective observation, you may be in a better position to try one of the other Establish strategies with the student to increase the student's sense of trust and belonging.

MAINTAIN PRACTICE PROFILE

Maintain Strategy

5:1 Ratio of Positive to Negative Interactions

The 5:1 ratio of positive to negative interactions helps maintain healthy, secure relationships with students. This ratio has been shown to preserve relationships in the context of intimate partners, bosses and employees, and teachers and students. Throughout the course of the day, teachers and students interact numerous times. These interactions differ in their relational valence. That is, some are neutral, some are negative, and some are positive. When the ratio is lopsided in the favor of negative interactions, relationships are strained and weakened. The ratio is not 1:1 because negative interactions have greater impact on a relationship than positive interactions do. From this standpoint, key adult authority figures in students' lives should strive for a ratio of 5 positive interactions (e.g. praise, compliments, friendly conversation, relational check in, shared laughter) to every 1 negative interaction (e.g., reprimand, disapproval, correction, ignoring a bid for attention, punitive discipline). It is important to note that positive interactions are *not* just about complimenting students.

It is important to focus on the students who need you to maintain a 5:1 ratio the most.

The 5:1 ratio relies on two aspects. The first is for teachers to track their interactions with students. The second is for teachers to then modify their interactions to increase positive interactions and minimize negative ones as needed to try to reach a 5:1 ratio. Below are some suggestions for achieving these goals.

Tracking interactions with every student might feel very overwhelming. To alleviate this additional stress, here are some possibilities

- ❖ Limit tracking to only a few students once a week
- ❖ Have fellow teachers or staff drop in and observe for brief periods of time and keep a count
- ❖ Keep track of your ratio of positive to negative interactions across students as a whole rather than individual students

Below are examples of different interactions that count as positive interactions

- ❖ Positive greetings and farewells (e.g. "Welcome back... I'm excited to get working with you all again")
- ❖ Gratitude (e.g. "Thank you so much for helping ___ with ___")
- ❖ Check in (e.g. "How's your family?" "What did you do this weekend?")
- ❖ Ask them about hobbies or interests (e.g., "I heard your track team had a meet yesterday... how did you do?")
- ❖ Laughing with (not at) the student
- ❖ Behavior specific praise: praise for specific behaviors the student exhibited
 - o Student effort (e.g., "You worked really hard on that one!")
 - o Respectful, kind behavior
 - o Responsible behavior (e.g., showing up to class on time)

Below are examples of different interactions that count as positive interactions cont.

- ❖ Growth mindset oriented praise: recognizing a student's hard work, persistence in the face of difficulty, or willingness to take on something new
- ❖ Acknowledgement of character strengths when displayed (e.g., "That took a lot of courage to try that super difficult question!")
- ❖ Responding to problem behavior with empathy (e.g., "Seems to me that class is boring to you today. Is that true? I'm sorry about that because I don't like being bored either. Here's the deal though, you keep distracting your peers by talking and I need you to plug back into the assignment. If you're able to do that then.....If not, then....")

Taking a Mindful Moment (COR Strategy)

- ❖ Use the Mindful STOP technique
- ❖ This strategy helps you be present with your students

Responding to Problem Behavior with Empathy

This is a template to effectively turn instances of continuing problem behavior into a teachable moment and potentially prevent negative interactions that harm the relationship with the student and would necessitate restore. The aim of an effective response to problem behavior is to keep the student in a calm and receptive state of mind, so that he or she can learn from the interaction. The best way to do that is to begin with an empathy statement. An empathy statement is all about seeking to understand the student's perspective so they feel understood before labeling the desired and problem behaviors. A successful response should be delivered in a private, calm, non-threatening, respectful manner.

Steps to responding to problem behavior with empathy

❖ Empathy Statement

- o Involves putting yourself in the student's shoes to understand the student's perspective and feelings underlying the perceived problem behavior. Begin the interaction with the student with an empathy statement that conveys that you are seeking to understand the reason, motive, or emotion underlying the behavior of concern.

An empathy statement is best handled in two ways:

- i. Ask the student "What's up?"
 - 1. Simply asking the student what's going on is a way of gaining the student's perspective about and feelings towards the situation
- ii. Make a prediction and check if you're correct
 - 1. This is a form of hypothesis testing in which you make a prediction

❖ Label the Behavior of Concern

- o After the empathy statement, give a factual description of the behavior of concern in objective, observable terms.

"What you're doing now is using your phone that it shouldn't be out."

❖ Label Alternative, Desired Behavior

- o Describe the alternative, desired behavior that you'd like to see instead of the behavior of concern.

"I'd like you to put your phone away and work on the assignment."

Steps to responding to problem behavior with empathy cont.

❖ Rationale

- o Give a rationale for why you want the alternative desired behavior instead of the behavior of concern.

“The reason I’m asking is that I want you to be able to get the assignment done and not have to take it home. Plus, having your phone out can be distracting to other students.”

❖ Decisional Dilemma

- o Lay out the two choices the student can choose from, the consequences associated with each one, and give the student “Think Time” (that is, a little time and space to come up with a decision).

❖ Feedback

- o Provide feedback to the student based on the choice they make in response to your teaching interaction. If the student chooses to continue to exhibit the behavior of concern, follow through by providing additional feedback that you believe will correct the behavior (e.g., in-class disciplinary consequence, offer for the student to take some time away, etc.). If the student chooses the alternative desired behavior, then provide recognize and acknowledge the good choice.

RESTORE PRACTICE PROFILES

Reconnect and Repair in order to Restore (R³)

All healthy, secure relationships will, at some point, involve a negative interaction, such as an argument, hurt feelings, misunderstanding, or conflict. Negative interactions can strain and weaken a secure relationship over time unless we intentionally engage in Restore. Typically, we think of restore in terms of repair (fixing what is broken). However, in relational terms, restore is less about fixing what is broken and more about getting back on track, or returning the relationship to its previous healthy state. As part of the EMR approach, there are **five communication strategies** that one can select from and use with a student.

For all of the Restore strategies, it is important that you also attend to your own feelings. Teachers are people too! Student behavior can be frustrating, hurtful, and downright infuriating. The first step prior to any Restore communication is **putting yourself in the student's shoes**. It is normal to still feel angry or hurt even after putting yourself in a student's shoes. Sometimes a Restore strategy will help your own feelings about a student, but if these negative feelings linger, it might be important to try **getting out of ruts**.

With all Restore strategies, it's important that you mean it. Students will be watching your nonverbals and how you behave after a Restore communication to see if you mean it. Be especially mindful of keeping the 5:1 ratio with the student after using a Restore strategy.

Putting Yourself in the Student's Shoes



Before utilizing any restore strategy, it is important to try to understand the issue from the student's perspective.

Ask yourself:

- How does the student perceive the interaction?

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- Does s/he think s/he's being treated fairly? Why or why not?

A large, empty rectangular box with a black border, intended for the user to write their response to the question about whether the student feels treated fairly.

Choosing a Restore Strategy

When choosing what to say to the student to restore the relationship, it is important to develop an educated guess about which strategy would be most effective for the student.

Restore Communication Strategy	Matching to Student
Letting go of the previous interaction (fresh start)	Student who thinks the adult is going to hold a grudge and hold the previous interaction against them
Taking ownership for part of the problem	Student who want to know and hear that there are two sides to every negative interaction and that adults make mistakes too
Empathy statement	Student who wants his/her perspective or feelings understood
Statement of care	Student who thinks you may not want them in class or care for them after the interaction
Collaborative problem solving	Student who is strong willed and likes to have a say in identifying a solution

Restore Strategy #1

Letting go of the Previous Interaction

(Fresh Start)

This strategy is designed to communicate to the student that they have a fresh start or clean slate moving forward and that you will not bring up or hold against them the previous interaction. This may work best for students who think adults hold grudges and don't let go of previous negative interactions.

Even though it may feel awkward, you can use this repeatedly (as long as you still mean it). Even for students with severe and repeated behavior problems, it will be meaningful for them to know that you don't hold a grudge.

Examples

- ❖ *"Hey, yesterday was rough, but I'd like to start over today"*
- ❖ *"Hey, I know that yesterday was difficult for both of us and I want to start over fresh today."*
- ❖ *"Yesterday was kind of a tough day in 6th period for both of us. Today is a new day and I'm going to start fresh so we have a great class today."*

Try writing your own version below:

Restore Strategy #2

Taking Ownership/Responsibility for Part of the Problem

This strategy is designed to communicate to the student that you didn't handle a situation as well as you wished. This may work best for students who need you to acknowledge that there are two sides to every negative interaction and that adults make mistakes too.

Do not expect that students will spontaneously apologize in response to you taking ownership. Students do not have the same level of maturity that adults do (and this is not the best time to teach that maturity). However, you can and should still enforce consequences for their behavior, even if you're taking ownership for your part.

Examples

- ❖ *"Hey, I was thinking about what I said yesterday and I think I wasn't being fair to you because... I'm sorry and I'll try to do better next time."*
- ❖ *"I wasn't my best self yesterday. I wish I would have been more patient with you and found the time to hear your perspective."*
- ❖ *"I feel like the way I responded to your request yesterday didn't communicate that I value your ideas or needs. That was not my intention."*

Try writing your own version below:

Restore Strategy #3

Empathy Statement

(Demonstrating an Understanding for the Student's Perspective)

Sometimes students' behavior seems perplexing. Using an empathy statement opens the door to a conversation about the larger context for their behavior. Experiencing empathy and feeling heard has been shown to decrease emotional intensity. Empathy statements can help students calm down and become more emotionally aware. When a student feels that you care about and understand how they feel, this may help to restore their trust in you.

Examples

- ❖ *"I noticed that yesterday you seemed frustrated in class. Is that what was going on?"*
- ❖ *"Hey it looks like you're having a rough day."*

Try writing your own version below:

Restore Strategy #4

Statement of Care for the Student

After a negative interaction, a student may think you don't want them in class or care about them as a person. It's important to let students know that this isn't true. Make it explicit so they don't have any doubt.

Example

❖ *"After our interaction yesterday, I want to make sure that you still know that you belong in my class. That there's still a place for you and that's not in question. I value your energy, humor, and the life you bring to class."*

Try writing your own version below:

Restore Strategy #5

Collaborative Problem-Solving

Collaboratively problem-solve with the student to identify a win-win (mutually agreed upon) solution. This strategy is helpful with students who have strong opinions and want to have a voice in the conversation and a hand in figuring out a solution that will work. Allowing collaboration may help diffuse a power struggle that may otherwise occur with strong-willed students. Remember to be proactive about solving problems that frequently come up rather than reacting in the moment.

Collaborative Problem-Solving Steps and examples	Write your own version
<p>1. Start with an empathy statement</p> <p><i>"You're not doing much of the work in class. I'm sensing you're finding that the work is boring. Is that true? What's up?"</i></p>	
<p>2. Express your perspective while diffusing the power struggle</p> <p>Ask yourself: What is my concern about this?</p> <ul style="list-style-type: none"> • <i>"I want students to do the work so they can learn and getting a passing grade in my class."</i> • <i>"I like to feel like I've got things handled, and it's hard for me to feel that way when students aren't doing what I'm asking them to do."</i> <p>Diffuse the power struggle</p> <ul style="list-style-type: none"> • <i>"I'm not saying you have to..."</i> • <i>"Nobody can make you ... if you don't want to"</i> • <i>"It's up to you whether"</i> 	

Collaborative Problem-Solving Steps and examples	Write your own version
<p>3. Collaborate to identify possible solutions</p> <p>Invite ideas from the student</p> <ul style="list-style-type: none"> • <i>"Do you have any ideas of how to make class and the work more engaging for you?"</i> • <i>"What other ideas do you have?"</i> 	

<p>Share your own ideas</p> <ul style="list-style-type: none"> ● <i>“Here are some ideas I have: ...”</i> ● <i>“I have some ideas that I wanted to share with you to see if you think anyone of them would work”</i> 	
<p>4. Pick an idea, try it, repeat</p> <p><i>“I’ll do X, and you’ll do Y.”</i></p>	

Restore Strategy #6

Getting out of Ruts

You may find that there are students who are consistently in the restore stage, where you are not able to successfully use any of the above strategies to resolve a weakened relationship and return to maintain. Try to take a step back and gather more information about the student and your relationship before returning to one of the above communication strategies. This may help you better identify which of the strategies to use in future communications.

Aim

Stop to increase awareness of the current state of strained relationships

Strategies

- ❖ **Focus on the good**
 - Identify specific things that you like or appreciate about this student.
- ❖ **Plan ahead based on your expectations**
 - Think of a future situation you'll be in with the student. Imagine how this student will act and react to what you do and say.
- ❖ **Gather and track information**
 - Track the number of positive vs. negative interactions you have with the student over a week.
- ❖ **Remove biases**
 - Rely on objective observations, instead of your beliefs, perceptions, and feelings about the student.

APPENDICES

Establish – For all students

Banking Time/Gather, Review, Acknowledge

Appendix 1: Question Bank

This list of open-ended questions is intended to help you carry out banking time and gather-review-acknowledge strategies. These questions are sequenced. Surface questions appear first; deep questions appear at the end.

With some students, you may need to build up to deep questions. However, deep questions will help you understand your student’s culture—what motivates them to learn, what their expectations are of school, the tensions between their school and home life, and the skills and tools that they use to navigate school and home.

Question Bank

Getting to know you basics

- ❖ Gender pronouns, preferred names/nicknames
- ❖ Pet peeves, likes/dislikes, hobbies, popular culture (e.g., music, movies, shows, etc.)

School basics

- ❖ Class schedule – course load, work load, favorite subject(s)
- ❖ Extracurriculars – school sports, electives, clubs, leadership roles
- ❖ How do you feel about starting high school?
- ❖ What are your goals for freshman year? What do you want to get better at? What about friends, social life, what are your goals for that?

Classwork check-in

- ❖ How is class going for you? Do you have any suggestions for improving class?
- ❖ How are you feeling about being in class? Is there anything I can do to try to make it a better experience?
- ❖ How are you feeling about this assignment? Is there anything I could do better to make it clearer?

Interests and hobbies

- ❖ What did you do this weekend? What is a typical weekend for you?
- ❖ When you’re not at school, how do you prefer to spend your time?

Family life basics

- ❖ Who do you live with?
- ❖ What important things are going for your family?

Question Bank cont.

Student's goals

- ❖ If nothing stood in your way, what would you want to be when you grow up?
- ❖ If we could hop in a time machine and fast forward it to 20 years from now, what would you want to be doing in your life, what would you want to be doing?
- ❖ What are your aspirations for yourself, and how is it different from what your family expects of you?
- ❖ What does being successful look like to you?

Student's lived experience at school

- ❖ Who was your favorite teacher last year? What did you like about him/her?
- ❖ What is it about school that you like the most and/or least? Tell me why.
- ❖ What was middle school like for you? How do you want high school to be different?
- ❖ If you could change one thing about school to make it a better place, what would you change and why?
- ❖ Who would you say believes in you the most? How can you tell?
- ❖ Would you say you are a 'different person' at school than you are at home? How?

Student's values

- ❖ Have you ever thought about what you'd do if you won the lottery?
- ❖ Who's your hero in life?
- ❖ What issues concern you about our world today?

Establish – For all students

Gather, Review, and Acknowledge

Appendix 2: GRA Template

Welcome to Class!

My name is **Lillian Nguyen** and you can refer to me as **Miss Lily**. I use **she/her** pronouns. I'm very happy to have you in my class this term and hope you find yourself engaged in the materials we'll be covering in **Algebra I**. A little bit about myself, **[feel free to add your background here including where you grew up, where you went to school, why you decided to become a teacher, why you chose this subject, hobbies, likes/dislikes, etc. – this can also be spoken in front of class as an introduction before handing out this brief questionnaire.]**

I want to make sure that you thrive in my class as a student and as a person. In order to do that, I have some questions for you below that will give me a better idea of what I can do to make this class a fruitful experience for everyone.

1. Name: _____

Preferred Name/Nickname: _____

2. Pronouns (circle all that applies): she / he / them/ other: _____

3. Birthday (MM/DD): _____

Can I announce/celebrate your birthday in class? (circle one): Yes / No / Ask me later

4. What are your goals for freshman year?

5. What are your family commitments and extracurricular activities outside of class?

6. What can I do to make class engaging for you?

7. Who do you live with?

8. How does your family celebrate birthdays?

9. What was your favorite memory from this past summer?

10. What else do you think is important for me to know about you?