



Creating a Systematic Priority for Relationships

Dr. Drew Hunter
Chanda Telleen



Objectives

Participants will understand:

Research to support the importance of establishing and maintaining relationships.

Strategies to establish and maintain relationships.

Techniques to measure the impact of relationships.

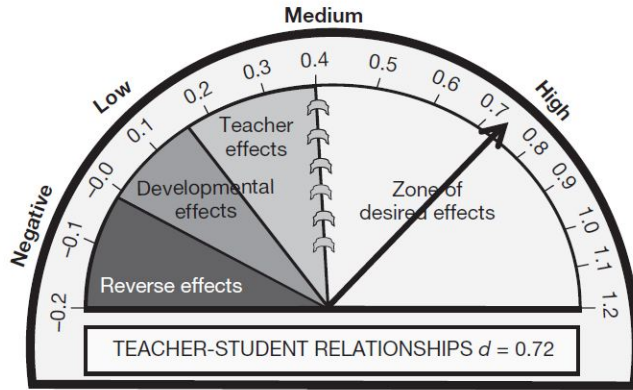


Importance of Relationships

Relationship = Key to Success

- One stable and committed adult relationship

National Scientific Council on the Developing Child (2015). *Supportive Relationships and Active Skill-Building Strengthen the Foundations of Resilience*. Harvard University.



- Teacher-Student Relationship has a .72 effect size on student learning'
- Average effect size of all interventions studied was .40

Hattie. J. (2009). *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. London: Routledge.

Research-Based Benefits of Relationships



- **DISCIPLINE:** In a meta-analysis of more than 100 studies- teachers who had high-quality relationships with students had 31% **fewer discipline problems, rule violations**, and other related problems over a year’s time than did teachers who did not (Marzano, Marzano, and Pickering 2003)
- **STUDENT LEARNING:** John Hattie’s **Visible Learning** research is based on a meta-analysis of 800 studies where he ranked 138 influences on student learning. The average effect size of all influences studied was .40. Teacher-Student relationship had an effect size of .72, which is in the high zone of desired effects. (just below “feedback”- .73)

Research-Based Benefits of Relationships

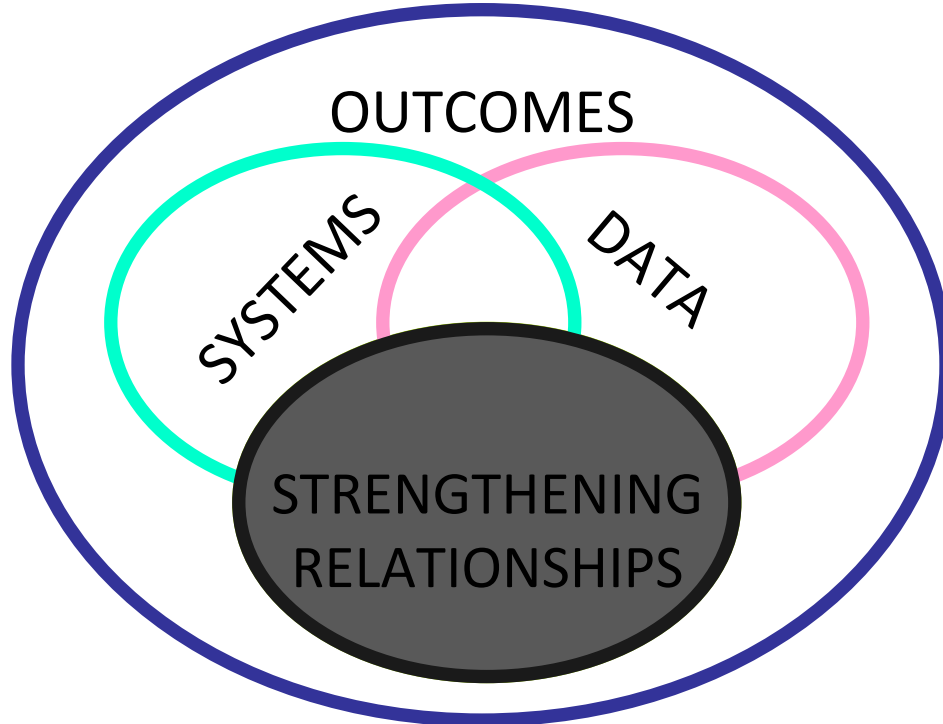


- **RESILIENCY:**

- “The **single most common factor** for children who develop resilience is at least one stable and committed relationship with a supportive parent, caregiver, or other adult” (**Center on the Developing Child at Harvard University**)
- “A study of 1,364 children had two major findings. First, high quality teacher-child relationships predicted lower levels of externalizing behaviors. Second, high-quality relationships acted as **protective factors**, helping to prevent children with high levels of internalizing behaviors in early childhood from developing trajectories of long-term internalizing behavior problems.” (**O’Connor, Dearing, & Collins 2011**)

Social Competence & Academic Achievement

Supporting Staff Behavior



Supporting
Decision
Making

Adapted from "What is a systems Approach in school-wide PBS?" OSEP Technical Assistance on Positive Behavioral Interventions and Supports. Accessed at <http://www.Pbis.org/schoolwide.htm>

Supporting Student

RELATIONSHIPS

- Expectations for high quality, research-evidence based instruction in general education classrooms
- Universal, classroom-based screening to identify need for additional support
- Collaborative implementation, and evaluation
- Increasingly intense, multi-tiered application of intensity of high-quality, evidence-based instruction matched to individual needs
- Continuous monitoring of progress to determine impact of interventions
- Expectations for parent involvement throughout the process

PBIS Practices to Build Relationships



Building Relationships

1. Colleague to Colleague
2. Staff/Teacher to Student
3. Student to Student
4. School to Family
5. School to Community

Establishing and Maintaining Relationships

Colleague to Colleague

- Staff acknowledgement systems
- Teaming
- Data sharing
- Staff Feedback
 - School Safety Survey
 - Self-Assessment Survey
 - Fidelity assessments



Establishing and Maintaining Relationships

Staff/Teacher to Student

- ALL adults ALL students
- PBIS Lessons
- Acknowledgement systems
 - Behavior specific praise
- Classroom Management Plans
- Instructional Choice
- Positive Greetings at the door



Establishing and Maintaining Relationships

Staff/Teacher to Student

Questions to consider:

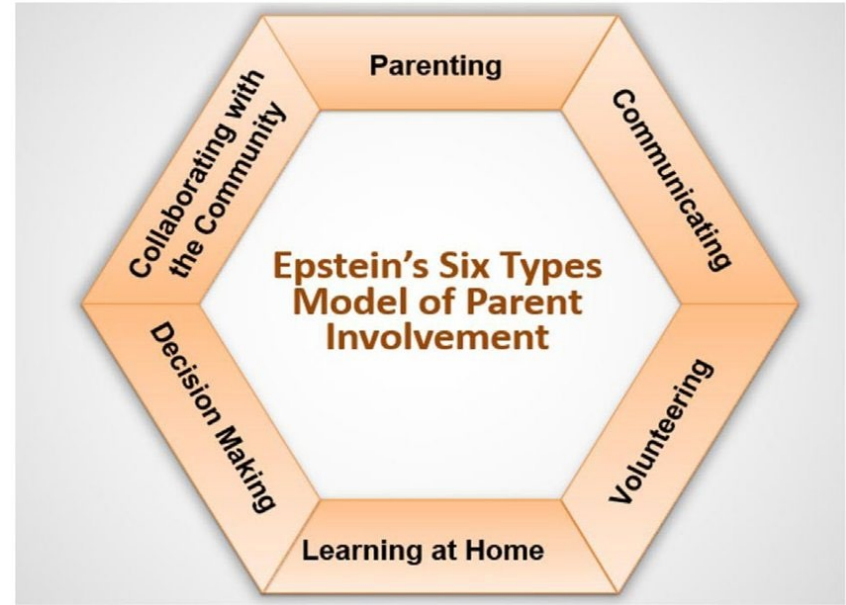
1. How do relationships differ across age groups?
2. How does race/ethnicity affect relationships?
3. How can teachers strengthen relationships with students?



Establishing and Maintaining Relationships

School to Family/Community

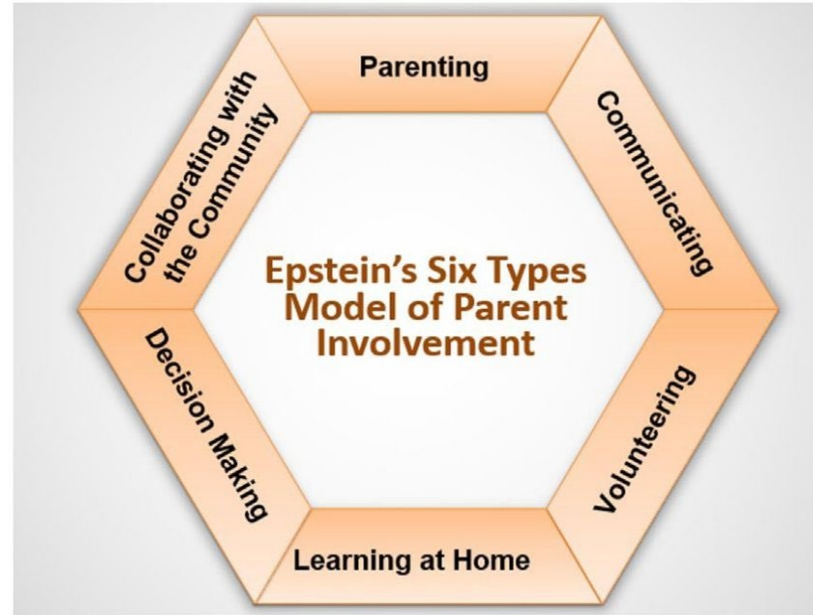
- Family-Like Schools
- School-Like Families
- School- and Family-Like Communities



Establishing and Maintaining Relationships

School to Family/Community

- Home school collaboration and communication
 - Conferences
 - School events
 - Highlight community supports and vendors
 - CICO point sheets
 - Check and Connect Mentors
 - RENEW (person centered planning)
 - Interconnected Systems Framework
 - Parent Advisory Council
 - Collaborative Homework



Establishing and Maintaining Relationships

School to Family/Community: Special considerations for diverse families

Connect school to the community.

- Be visible in the community outside of school.
- Hold school events where parents are: community centers, housing complexes, local industry, places of worship.
- See learning as mutual - community elders and leaders have something to teach educators that may not be offered in teacher and leadership programs.
- Reflect on current parent-teacher and parent administrator relationships.

How would you characterize those relationships? How would the parents?

- Ask cultural liaisons or community leaders how best to foster positive relationships.



Establishing and Maintaining Relationships

School to Family/Community: Special considerations for diverse families

Commit to Meaningful Home-School Communication

- Secure multiple methods of two-way communication: email, telephone, postal mail, face to face, communication apps (e.g., REMIND, Blackboard).
- Ensure all family preferences for communication are carried out whenever possible.
- Communicate both good and bad news.



Establishing and Maintaining Relationships

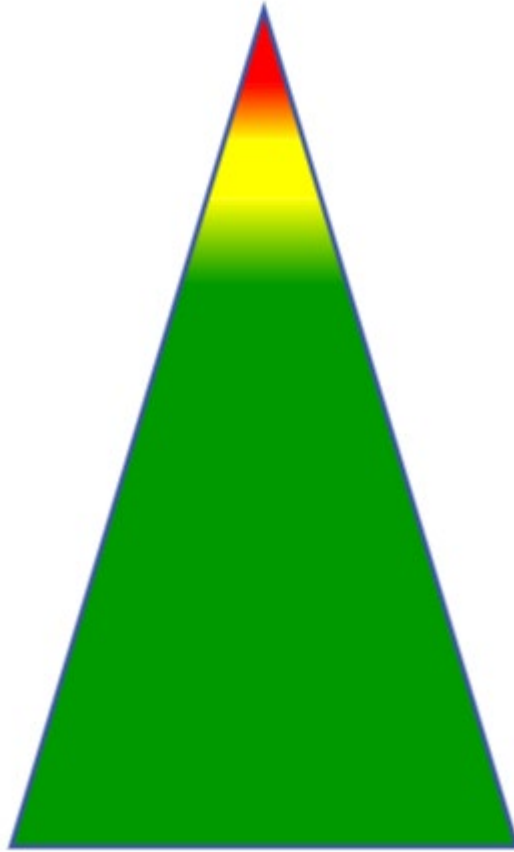
School to Family/Community: Special considerations for diverse families

Develop Systemic Process for Shared Decision-Making

- Seek input and involvement on decision making committees and boards.
- Solicit broad parent and family input on surveys.
- Collaborate with a diverse group of families and equity experts to create policies/ structures by identifying implicit and explicit forms of inclusion.
- Consider your current practices.



Building Relationships Across Tiers



Tier 3:

- Mentor as part of wrap/RENEW plan
- Check and Connect
- Mentor per class period

Tier 2:

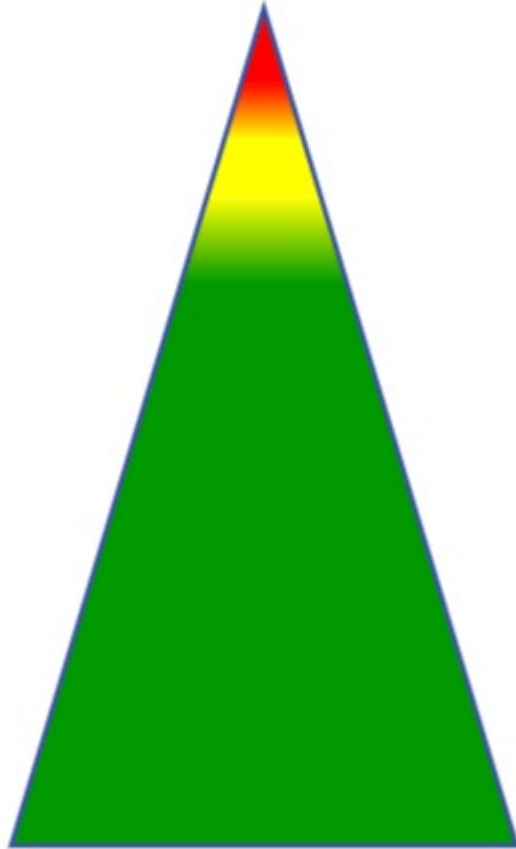
- Modified CICO (i.e.: assigned facilitator, peer buddy)
- Skills groups
- Peer Mediation

Tier 1:

- Dot by student with relationship
- Advisory
- Greeting students upon arrival to school/class
- 5th grade – Kindergarten Reading Buddies
- Home visits for all students

Building Relationships Across Tiers

Reflect on your PBIS system. What practices are in place at each tier that support building relationships with students, families, community partners, and school personnel? What practices would you like to adopt?



Tier 3:

Tier 2:

Tier 1:

Data to Support Building Relationships

The Sticker Experiment



Who in the room has completed an assessment of student-teacher relationships?

PBIS School Climate Surveys

- Student (elementary grades 3-5)
- Student (Middle/High grades 6-12)
- School Personnel
- Family

School Climate Survey: Elementary (11 items)

Scale	Item #s Included in Subscale	Definition
School Climate	1-11	A survey to provide schools with an overall understanding of how elementary students perceive school climate along four dimensions: school connectedness, school safety, school orderliness, and peer and adult relations.

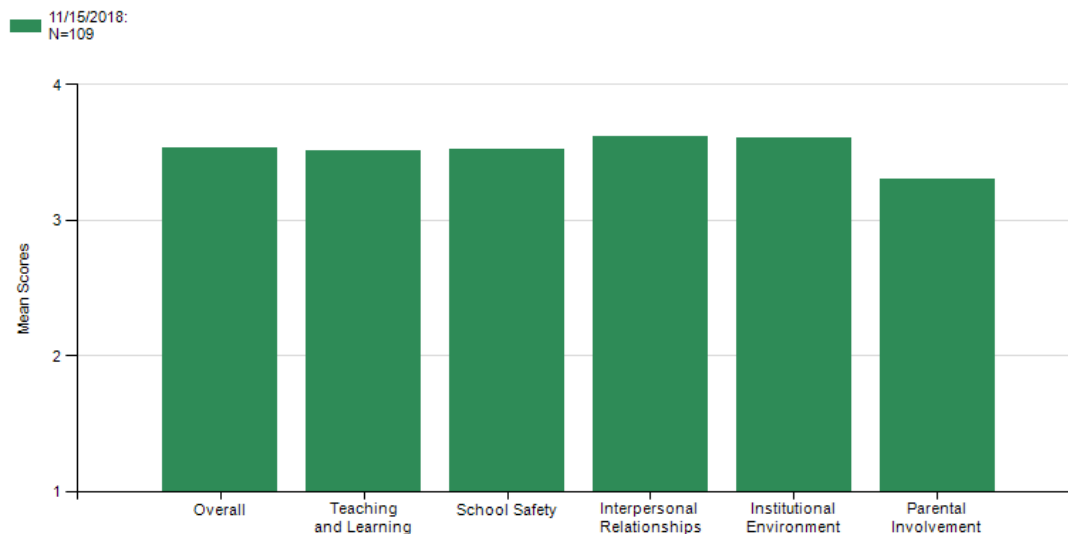
School Climate Survey: Middle/High (9 items)

Scale	Item #s Included in Subscale	Definition
School Climate	1-9	A survey to provide schools with an overall understanding of how middle and /or secondary students perceive school climate along three dimensions: teaching and learning, relationships, and safety.

Demonstration School Exemplar

Zenith, Winnemac

School Climate Survey: Families
 -- Mean Scores By Subscale --
 School Years: 2018 - 2018



N=Number of respondents

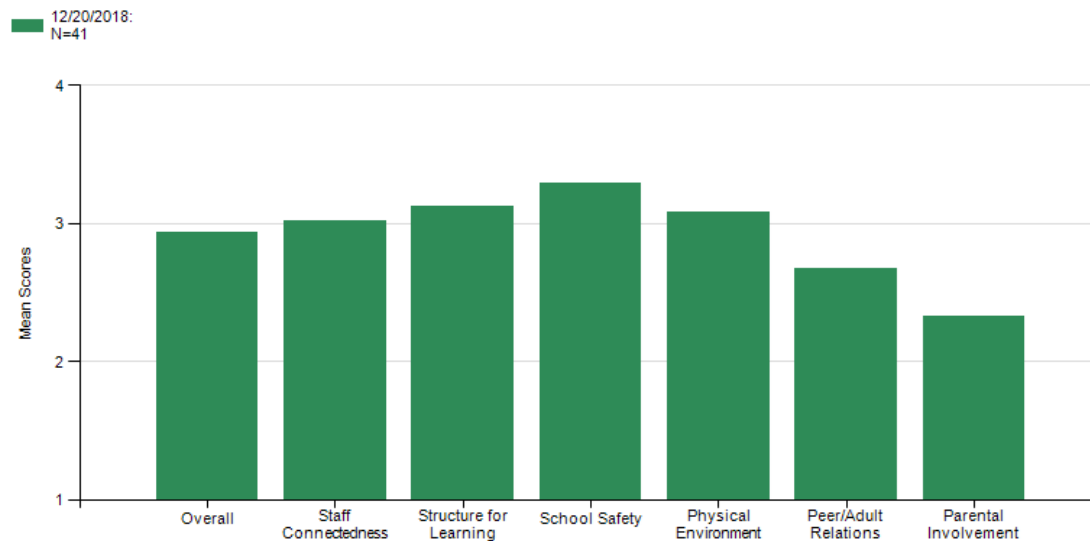
Survey Date	Number of Respondents	Overall	Teaching and Learning	School Safety	Interpersonal Relationships	Institutional Environment	Parental Involvement
11/15/2018	N=109	3.53	3.51	3.52	3.62	3.61	3.3

5. Parental Involvement	Hispanic or Latino/a	American Indian or Alaskan Native	American Black or African American	White	Multiracial	No Response
19. I attend parent/teacher conferences at my student's school	3.75		3.57	3.92	3.81	
20. I am actively involved in activities at my student's school	3.38		3.05	3.25	3.44	
21. I frequently volunteer to help on special projects at my student's school	2.12		2.67	2.82	3.12	
Mean scores by gender for section 5	3.08		3.1	3.33	3.46	
Mean scores by race/ethnicity for all sections:	3.52		3.33	3.57	3.68	

Demonstration School Exemplar

Zenith, Winnemac

School Climate Survey: School Personnel
- Mean Scores By Subscale -
Demonstration School Exemplar: 2018 - 2018



N=Number of respondents

Survey Date	Number of Respondents	Overall	Staff Connectedness	Structure for Learning	School Safety	Physical Environment	Peer/Adult Relations	Parental Involvement
12/20/2018	N=41	2.94	3.02	3.12	3.29	3.08	2.67	2.33

5. Peer/Adult Relations	Mean Score
21. Students at my school would help another student who was being bullied	2.8
22. Students at my school get along well with one another	2.83
23. Students at my school treat each other with respect	2.54
24. Students at my school treat other students fairly regardless of race, ethnicity, or culture	2.68
25. Students at my school show respect to other students regardless of their academic ability	2.71
26. Students at my school demonstrate behaviors that allow teachers to teach, and students to learn	2.44
Mean score for section 5	2.67

From Data to Action

TIPS

Team-Initiated Problem Solving



Dr. Drew Hunter

dhunter@pattan.net

Chanda Telleen

ctelleen@pattan.net