

Tier 2 Strategies for Building Relationships (In Person)

PURPOSE

This tool is meant to support teachers as they brainstorm relationship-building strategies for individual students. These strategies could be considered Tier 2 interventions and should build upon the classwide or Tier 2 supports.

DIRECTIONS:

1. Implement Tier 1 behavior supports and relationship-building structures with fidelity.
2. Use observations, teacher-student surveys, and reflections to identify students who might need additional support.
3. Select and modify an intervention. Identify goals, time frame, and implementation details.
4. Progress monitor to determine if supports should be faded or increased.

2 x 10 Intervention	Banking Time
<ul style="list-style-type: none"> • Identify a student who needs extra socioemotional support. • Spend 2 minutes per day with the student, for 10 consecutive school days. • Talk with the student about anything they want to talk about. • Focus on listening and the conversation, as opposed to the time or other things happening around you. 	<ul style="list-style-type: none"> • Meet with an individual student for 10–15 minutes, 2-3 times a week. • The point of the session is to focus on the positive. • Follow the student's lead and do not attempt to teach. Listen to the student, narrate what the student is doing, and validate emotions. • The time is not a punishment or a reward and should be helpful, regardless of behavior.
The Talk Ticket	The Secret Code
<ul style="list-style-type: none"> • Identify a student who is able to self-regulate but may be shy or may struggle to communicate needs. • Provide the student with 1-3 tickets per day/week. • Tell the student to give you a ticket anytime they need to talk about something. Schedule a time to talk within the day of receiving the ticket. 	<ul style="list-style-type: none"> • Identify a student who struggles to self-regulate in front of peers. • With the student, identify a secret code that can be used to communicate that the student wants a break or needs to talk to you. Or, it can be used to communicate that the teacher wants to talk with the student later. • Practice the code and celebrate when it is used correctly.
The Daily Compliment	The Helper
<ul style="list-style-type: none"> • Identify a student who may lack confidence. • Commit to giving the student one compliment a day for a month. • The compliment should be specific, different every day, and can be given in public or private. <p>Or</p> <ul style="list-style-type: none"> • If a student is struggling to build a relationship with another student, ask them to write down a daily compliment about that student for one week. Review the compliments and support the student as they share the compliments. 	<ul style="list-style-type: none"> • Identify a student who may lack confidence. • Assign them an opportunity to help you or another student with a specific task. The goal is to give them a purpose and create an opportunity to work together. • Compliment their work and highlight their contribution to the class.