Student Interest Survey

Name: ______________

1. When people want to know about ______, they ask you.

2. When you have an hour of time to yourself, and you don’t have to do chores or homework, what do you like to do?

3. If you had one week to travel for free to anywhere in the world, where would you go? What would you do while you were there?

4. If you had $50 to spend on anything, what would it be and why?

5. What is one thing that you wish your teacher knew about you?

6. What is one thing that you hope we do this year?

7. Please rank yourself on a scale of 1 (I need lots of help) to 15 (this is a personal strength) on the following academic skills. This will help me to be a better teacher for you.
   _______Spelling
   _______Reading assignments
   _______Grammar
   _______Researching a topic
   _______Writing about my experiences
   _______Working in a group
   _______Writing about information or my opinion
   _______Leading a group
   _______Math
   _______Working Independently
   _______Class Discussions
   _______Presentations
   _______Science
   _______History
   _______Art

8. Last question, If someone wrote a book about your life, what would the title be?
Know their DNA..

Dreams     Needs     Abilities

Know their STORY...

Strengths: Leverage their strengths to support their development
Talents: Naturally occurring behaviors that have the potential to
develop into strengths
Opportunities for Growth: Putting them in situations where they can
leverage their strengths and continue to grow
Resources: Supports - financial, material and human (never a
limiting factor in a child’s success)
Yearnings: What is important to them? What desires do they have?
What success story is YET to be told?

Early Warning Signs

<table>
<thead>
<tr>
<th>Assisting Students in Distress</th>
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<tbody>
<tr>
<td>Academic Indicators</td>
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<tr>
<td>- Sudden decline in quality of work and grades</td>
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<td>- Repeated Absences</td>
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<td>- Disturbing content in writing, art, or presentations</td>
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<td>- You are doing more personal rather than academic counseling</td>
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<td>- Continued classroom disruptions</td>
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<tr>
<td>Safety Risk Indicators</td>
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<tr>
<td>- Unprovoked anger or hostility</td>
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<tr>
<td>- Making implied or direct threats to harm self or others</td>
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<tr>
<td>- Academic assignments are dominated by themes of extreme hopelessness, rage, worthlessness, isolation, acting out, suicidal ideations, violent behavior</td>
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<td>Psychological Indicators</td>
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<tr>
<td>- Self-disclosure of personal distress that could include family problems, financial difficulties, depression, grief, or thoughts of suicide</td>
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<tr>
<td>- Excessive tearfulness, panic reactions, irritability, or unusual apathy</td>
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</tbody>
</table>
- Verbal abuse (e.g., taunting, badgering, intimidation)
- Expressions of concern about the student by his or her peers

**Physical Indicators**
- Marked changes in physical appearance including deterioration in grooming, hygiene, or weight loss/gain
- Excessive fatigue or sleep disturbance
- Intoxication, hangovers, or smelling of alcohol
- Disoriented or “out of it”

**Helping Curriculum!**

1. Did you ask for help today when you needed it?
2. Did you offer help to another when you recognized that he or she needed it?
3. Did you accept help when it was offered to you?
4. If you declined help, did you do it politely?

**Class Rules Examples**

**Example #1**
- Learn something new every day
- Offer and ask for help
- Use one voice
- Show mutual respect
- Avoid interruptions

**Example #2**
- Show respect for peers and teachers
- Participation helps all of us to learn
- Help is offered and requested
- One voice makes learning possible
### Classroom Meeting Sample Agenda

<table>
<thead>
<tr>
<th>1. Call to Order</th>
<th>Problem Solving Protocol</th>
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<tbody>
<tr>
<td>2. Encouragement or celebration</td>
<td>- What is the problem our class is having?</td>
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<tr>
<td>3. Old Business Review</td>
<td>- Why is this a problem?</td>
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<tr>
<td>4. New business Discussion</td>
<td>- How does this problem make you feel?</td>
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<tr>
<td>5. Shout-outs</td>
<td>- What can we do about the problem?</td>
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<tr>
<td>6. Close</td>
<td>Let’s brainstorm solutions</td>
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<tr>
<td></td>
<td>- What is our best solution?</td>
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### Informal Classroom Circles

- Socratic Seminar - [https://www.teachingchannel.org/videos/teaching-the-n-word](https://www.teachingchannel.org/videos/teaching-the-n-word)
- Sequential Circles - Talking Piece: [https://www.youtube.com/watch?v=1N2typW0eol](https://www.youtube.com/watch?v=1N2typW0eol)
- Fishbowl - [https://www.youtube.com/watch?v=cFr9iLY7zdC](https://www.youtube.com/watch?v=cFr9iLY7zdC)
- Inside-outside Circles: [https://www.youtube.com/watch?v=8jthtYN3ydM](https://www.youtube.com/watch?v=8jthtYN3ydM)

### Sample Questions for Impromptu Conversations

For conferences with individual students who are struggling behaviorally or academically

1. How do you describe yourself?
2. How do other people describe you?
3. What assumptions do teachers make about you that are not true?
4. How would you like others to describe you?
5. Let’s make a plan to get you where you want to be?

For conferences with individual students who are doing well

1. What are we doing that is helping you reach your goals?
2. What should we be doing more or less to help you reach your goals?
3. Let’s make a plan to get you where you want to be.

For discussing who students want to be

1. When do you feel proud of yourself, inside or outside of school?
2. Why do you feel that way?
3. What obstacles did you overcome, and how did you do it?
4. What obstacles are holding you back right now?
5. Could some of those same strategies you used before help you in this situation?
6. Let’s make a plan to overcome this obstacle. I bet you’re already feeling proud for tackling this.
### Generic Questions for Restorative Conversations

| Phase 1: Unwind                                                                 | “What happened?”  
|--------------------------------------------------------------------------------|-------------------  
|                                                                                 | “Are you alright?” 
|                                                                                 | “How are you feeling now?”  
|                                                                                 | “What will make it better?”  
|                                                                                 | “How can I help?”  
|                                                                                 | “Thanks for ___. I noticed that ____.(affirm something positive the student exhibits)” |

| Phase 2: Rewind                                                                 | “What happened?”  
|--------------------------------------------------------------------------------|-------------------  
|                                                                                 | “What led up to this?”  
|                                                                                 | “What were you thinking at the time?”  
|                                                                                 | “Whom did this affect and how?”  
|                                                                                 | “What are you thinking about it now?”  
|                                                                                 | “What do you need to do to make it right?”  
|                                                                                 | “How can we make sure that this doesn’t happen again?”  
|                                                                                 | “Thanks for ___. I noticed that ____.(affirm something positive the student exhibits)” |

| Phase 3: Windup                                                                 | “How did you feel when this happened?”  
|--------------------------------------------------------------------------------|-------------------  
|                                                                                 | “What do you need to see happen now?”  
|                                                                                 | “What can you do in such situations?”  
|                                                                                 | “Thanks for ___. I noticed that ____.(affirm something positive the student exhibits)” |

### Norms for Formal Classroom Circles

1) “One Voice” - a reminder that only one person speaks at a time
2) “Listen with your mind AND heart” - a reminder to actively consider what others have to say
3) “Safe Place” - a reminder to maintain confidentiality
4) “Make Space” - a reminder to not dominate the conversation
Writing it Out - Sentence Starters

1) Write an explanation of what the disagreement was about.

2) An I statement explaining the writer’s feelings (When you _____ I felt ____. I would like ____).

3) An I statement explaining what the writer thinks the other person might say (When you ____ I felt ______. I would like ______)

4) Emotion statements
   a) Anger and Resentment: I am angry that ______, I am fed up with ______, I resent ______.
   b) Hurt: It hurt me when ________, I felt sad when ________, I feel hurt that ________, I feel disappointed about ________.
   c) Fear: I was afraid that ________, I feel scared when ________, I get afraid of you when ________, I am afraid that I ________.
   d) Remorse, regret, and accountability: I’m sorry that ________, Please forgive me for ________, I’m sorry for ________, I didn’t mean to ________.
   e) Want: All I ever wanted was ________, I want you to ________, I wanted ________, I deserve ________.
   f) Love, compassion, forgiveness, appreciation: I understand that ________, I appreciate ________, I love you for ________, I forgive you for ________, Thank you for ________.

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Student Observable Behavior Data Tool

| Student: ______________________ | Observer: ___________________
|-----------------------------|

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>What exactly did the student do? Where and to whom?</th>
<th>What was the student doing immediately before the behavior occurred?</th>
<th>Speculate the intent of the behavior: mood, illness, change, transition, control, discomfort, frustration, etc.</th>
<th>How long did the behavior last?</th>
<th>What was the staff response to the student’s behavior?</th>
<th>What was the student’s response to the staff?</th>
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Teacher Reflection Sentence Frames

● When the behavior occurs, it is usually in the context of ____________ and receded by ____________.
● The student’s response to the trigger(s) to ________ (describe behavior).
● The result of the behavior is usually ___________ which serves to (describe the need the behavior meets).
● The function of the behavior is likely to be ________________.
● The behavior appears to be a ____________(describe the skill deficit or performance deficit) because ________________