At NEDRP we empower teachers with six proactive approaches to build and sustain relationships, manage student behavior, and gain their classrooms back-One Educator at a Time.

60 Second Relate Break- This tool is a quick way to build relationships in micro frequencies similar to a brain break. Pose one question and answer first as the teacher. Have students then turn to their neighbors/shoulder partner and answer it within 60 seconds.

90 Second Spark Plan- A daily plan for teachers to interact with students and for students to interact with other students in a positive way. Teachers should be greeting students at the door daily and having students interact positively within the first 90 seconds of class.

2 Minute Connection- A fun and easy way to build and sustain relationships in your classroom by taking 2 minutes a day. Students stand up around the room (not necessarily in a circle.) The teacher poses a question and everyone answers one at a time. There is no talking piece and we do not ask “and why” questions.

Pulse Meter- A tool to use with your students to check-in, check-up, or check-out throughout the day and to teach students social emotional intelligence. This can be thumbs up/ thumbs down , 4 color mood meter, emotion number line, etc.

Treatment Agreement- A model that allows teachers and students to build norms and expectations on how everyone should treat each other. This is created with the students and should be referenced daily as an accountability tool. Treatment goals should be created weekly and checked on throughout the week.

Get to Know You Circles- help build and sustain relationships and positive communities where students feel safe and have a voice in the classrooms. There are Green GTKY circles and Yellow. Yellow have a theme that all the questions revolve around like vacations or food. All GTKY questions for the first few times should be kept shallow and fun.
2 Minute Connection

Instructions: Generate 10 fun and easy questions for you and your students to answer below. Cut out the following questions, fold and place in a container. Have the students stand up and form a circle. Reach in the container, select a question and read it to the class. Answer the question on the paper first, using the paper as the talking piece. Pass the talking piece, allowing for each student to share their response to the question. Remember, it’s ok to pass!

<table>
<thead>
<tr>
<th>Get To Know You Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

Practice writing sentence stems for your Get To Know You questions

1. ______________________________________

2. ______________________________________
Treatment Agreement Template

Student Treats Student

Student Treats Teacher

Relationship Goal

Teacher Treat Student

Student Treat & Take Care of the Classroom

© NEDRP Consultants
What Circle is NOT!

**Teachers**

- Circle is not used to fix kids or classroom issues and is not a substitute for classroom management. When a teacher wants to say “Circle does not work,” ask yourself, what was it suppose to do?
- Circle is not therapy. Although at times it can be therapeutic, it is not designed to get to a student to reveal deeper issues.
- Circle is not counseling. Just listen!
- Circle is not a time to evaluate a student’s answer, or coach a student to the answer we want or think they should share.
- Circle is not conducted to make students cry. The success of a circle cannot be determined by its depth or brevity.
- Circle is not used to force students to share. Students may pass at any time.
- Circle is not designed to facilitated without a plan. Just like a content lesson…don’t “wing-it.”
- Circle does not have a formulated outcome. Let the circle take its shape by remembering that the questions start the circle but the answers shape the circle.
- Circle is not an expenditure of time, it is an investment. Learning about WHO is in my class can be more crucial at times than the lesson. **Connect before content!**

**Students**

- Circle is not a time to be on stage or be silly. Speak from the heart but don’t be Kevin Hart.
- Circle is not mandatory, a student can opt out and Pass!
- Circle may not be a time to share things that are confidential or traumatic in nature.
- Circle is not all about solving problems. Focus on getting to know each other!
- Circle is not a time to judge other students’ responses. Don’t laugh or make fun of other students.
- Circle is not an excuse to miss classes.
- Circle is not always teacher led. Work towards students leading circle!
- Circle is should not be a scary process. Trust the process and focus on building relationships as the key driver allowing organic outcomes to naturally come to the surface.
- Circle is not an assignment. Teachers should not be judging, grading responses or reluctance to participate.
<table>
<thead>
<tr>
<th>Reflection Questions</th>
<th>What can I already say about this child? (complete before meeting with the student)</th>
<th>How have your responses changed since the first time you reflected? (complete after meeting with this student)</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you find challenging about this student?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What reaction does this student typically get from you?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does this child value? What is important in his/her life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What does this child struggle with and what are some challenges this child has in life?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is this child proud of?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>