Northwest (HHS Region 10)

PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Note-Taking Guide

Social Development Strategy Review

5:1-The Magic Ratio

Establish, Maintain and Restore

Acts of Kindness

Wise Feedback

Final Reflections

Menu of Establish-Maintain-Restore Practices

Establish	Maintain	Restore
Banking time – spend individual time with students to show you care	5 positive interactions to every 1 negative interaction	Have a 'letting go' conversation with student
Integrate student interests into classroom processes and curriculum	Deliver appropriate praise – specific, acknowledgement of effort, processes used, and improvements	Empathy statements to demonstrate understanding of student perspective
Secondhand compliment delivered through another adult	Relationship check-ins to express interest in the student beyond the classroom	Taking ownership for part of the negative interaction
Positive greetings at the door	Fun activities for the sake of fun alone	Collaborative problem solving
5 x 5 – focus on 5 students each day for 5 minutes What have I noticed recently? What behavior patterns have I observed? What outside interests, struggles, values, and goals have been revealed? What part of the student's life am I most curious about? What question might spark an answer about that curiosity?	Monitor your emotions – when you think of a student, is it neutral or negative, or with warm regard?	Express care – separate the behavior from the person

Practicing Wise Feedback

Choose one assignment to practice using wise feedback with your students. Remember to include the 3 elements of wise feedback in your comments on student work:

- Descriptive, specific feedback that demonstrates support
- Communicate high expectations
- Explain your belief that students can meet your high expectations

After your students revise their work based on your feedback, reflect on how wise feedback worked for you and your students.

1. What went well for you in leading this practice?

2. How did students respond to the practice?

3. Would you change anything for next time?

4. What is your plan to sustain this practice?

5. Do you notice whether your relationship with students changed for the better or worse after this practice?

6. How have you provided an opportunity for students to ask you questions about your feedback?

7. Are students striving to meet high expectations?

8. Did your beliefs or expectations of students' ability to meet high expectations increase or decrease as a result of this practice? If so, how?

9. Did you uncover any unconscious biases toward students' ability to achieve? For example, do you have different expectations for different students? If so, are there any patterns to these expectations?

Northwest (HHS Region 10)

PTTC Prevention Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Relationship tracking form

List your students and their interests/background/strengths. For each student, identify the stage in your relationship:

1. When first meeting a student, note steps you take to **establish** a positive relationship.
2. Throughout the school year, identify activities—such as 1-on-1 check-ins—you use to **maintain** the relationship.
3. If a relationship is damaged, consider ways to **restore** it by addressing the harm in a positive manner.

Student Name	Notes (interests background, strengths)	Establish	Maintain	Restore

Adapted from materials developed by Positive Environments, Network of Trainers, California Dept. of Education.