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Site: **BRIDGE-RI**

Course: **The Importance of Connectedness (Connectedness )**

Glossary: **Strategies for Everyday Connections**

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## "Check-in"

I try to check in with students, not just in my classroom, but throughout the building, throughout the day, especially if I notice that student may seem "off". I try to make a point to get to know each student on a more personal level. I try to find out what their interests are to show them that I am interested in what they are interested in. I also share my home life with my students, with the hopes that they will one day feel comfortable sharing their home life with me if they ever needed to or wanted to. I am also not afraid to let my guard down with my students and share my problems/struggles, etc. I want them to see that even teachers have struggles and it is okay.

## "Work Together" rather than "Help"

I have found, especially over the remote/distance learning of COVID that middle school students respond better to the idea of "working together" than being "helped." Related to this, it is a pretty powerful thing to ask a student for their expertise or assistance with something.

1

## 1:1 Time: Read with students

This year I piloted a new way to connect with students. I regularly visited one classroom each day during independent reading time. I sat with a couple of students each day (one at a time) and listened to them read and talk about what they are reading. Then, I wrote a personal thank you to each student and delivered it to their desks after they left for the day. When they came in the next morning, the note was there waiting for them. This created such excitement for reading in this kindergarten class. But more importantly, it made each student feel special. I will expand next year to more classes.

2

### 2 x 10

Talk to those more "challenging" students for 2 minutes about anything EXCEPT school and their work for 10 school days in a row. This will help establish a more positive relationship.

### 2 x 10

Talk to two student for 10 minutes a day about something not related to school work. I try to do this with more than two of the students I am with each day. One of the examples of how I do this is each day there is a student who often needs to go for a walking break. In Kindergarten the children put their lunches on a cart. I bring the cart to the cafeteria with this particular student each day. On our walks we like to talk about his favorite things or what he did after school. He loves telling me about the activities he does or who he plays with. I don't even have to ask the question anymore when we go. He knows that during this time he can tell me anything and really opens up.

### 2 x 10

I will talk with 2 students for 10 minutes about anything other than school. I have used this strategy in the past and now that I have watched this video, I can see the importance of this connection and intend to continue to implement this strategy.

### 2 x 10

I talk to my students about their lives outside of school. I use more of 2 x 5 strategy, talk to at least 2 students for 5 minutes a day about life outside of school.

A

## Acknowledging Students

Letting students know when they do something well, letting students know that you are glad to see them in school today, taking the time to call home and let a parent / guardian know that their child did well today.

## Acknowledging Students

It was nice to see how just a little time and kindness really meant so much to those receiving it. "Letting students know when they do something well, letting students know that you are glad to see them in school today, taking the time to call home and let a parent / guardian know that their child did well today."  
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## Afernoon Check-in

Before students leave for the day, we ask them what they have going on after school or for the weekend. We remind to bring home their Chromebooks to charge. We also review what the schedule is for the next day.

## Afternoon check ins

Reminders about being prepared like charging chromebooks

## Afternoon- Check in

Before our students leave for the day, we check in with them to see what they have planned for the night/weekend. We remind them to bring home and charge their chromebooks. We also prepare them for the following days schedule, and let them know of any changes if there are any.

## Alternative lunch area

One way that I build connections within the high school is utilizing my office during the lunch period as an alternative, quiet area. Anyone and everyone is welcome. This provides all student an opportunity to meet new people within a structure safe place.

## Attendance

When I worked at the elementary level, I had a single parent family whose mother worked third shift and could not be home to wake her three elementary aged children up for school. There was no phone in the home, just mom's cell phone which she carried with her. Although I had provided them with an alarm clock which helped somewhat, they continued to be absent frequently causing them to struggle

academically. With the parent's and principal's permission, if the siblings had not arrived to school within the first 15 minutes, I would walk the short distance to their apartment and knock on the bedroom window, calling out their names. Within 2 to 3 minutes, all three children would emerge through the door, running up the hill to school. Working with the parent, in time I was able to enlist the help of a neighbor who oversaw that the children got to school on time.

### B

## beginning of class check -n

At the beginning of every class I stand outside my room and greet all of my students. I make sure to ask them how they day is going, how their weekends were, how they did in their game, how their performance/recital went, etc. Also, being a Spanish teacher I am able to take a few minutes at the beginning of class and speak in the target language to check in with the students I did not have an opportunity to earlier.

## beginning of class check-in

At the beginning of every class I check in with my students and ask them what is going on in their lives. I find that many students are happy to open up and talk about what they are experiencing. I have also found that some students who may be struggling with something often make a comment that alerts me to the fact that they need a personal check-in in private.

## Beginning of Class Check-in

At the beginning of class, I always do a whole class check-in, where students can share what's on their mind - academic or otherwise. This lets me know what's going on with the students and helps to establish/identify the "temperature" of the class.

## Beginning of Class Check-in

As my class is entering the room, I stand at the door and greet each student. I try to ask them about their morning, day, extra-curricular activities, etc. This is a great way to see how my students are feeling prior to class. It also gives me the opportunity to talk to students who may not be having a good day or are struggling with personal issues.

## **Belonging to a positive peer group as well as with adults**

As educators/staff it is important to build school safety for all students each and everyday. We can achieve this by building interest along with daily emotional support.

## **Breaking bread, literal and figurative**

When I was teacher, I used to keep snacks and fresh fruit in my classroom for anyone who had a hankering. It was a small way to keep the brain cells fueled, and also invited small conversations about what we like to eat. Food is universal!

### **C**

## **Check & Connect**

The Check and Connect process aligns closely with school and district MTSS practices by providing responsive and individualized supports. . Check and Connect monitors student performance indicators including grades, teacher/ parent reports, absences, early dismissals, tardies, office referrals and mentors students by providing specific, measurable, action-based, realistic, and time-sensitive goals and strategies/interventions. The school level MTSS team holds caseloads of students at Tiers 1, 2 and 3. Although this is not a strategy I have fully implemented, I have used many components of the strategy and am eager to build upon our current practices.

## **Check and connect**

The check and connect program aligns with school and district MTSS practices by providing responsive and individual supports. Check and connect monitors student performance indicators including grades, teacher/ parent reports, absences, early dismissals, tardies, office referrals, and mentors students by providing specific, measurable, action-based, realistic, and time-sensitive goals and strategies/ interventions. The school-level MTSS team holds caseloads of students Tiers 1,2 and 3. Although this is not a strategy I have fully implemented I have used components of the strategy.

## **Check in**

Talk to the student and see how their morning went.

## Check In

During recess, a 3rd grade student was sitting by herself not engaging with her peers. I approached the student to see if she was ok, and why she was not playing with her peers. She preceded to tell me that they were not interested in playing with her. I knew this student loved plants, flowers and trees. With that said, I told the student that I loved trees too, and that I am a tree hugger. She perked up and asked me all kinds of questions about trees, and told me what she knew about them as well. At the end of the conversation, I asked her if she would like to join me to hug and thank a tree on the playground. Which she was delighted to do. During the hugging of the tree, a few of her peers came over and asked what we were doing. The student preceded to tell them how important trees were and that she wanted to hug and thank the tree. With much delight and happiness her peers asked if they can join in too. They all held hands around the tree and hug the tree. What a wonderful way to connect with each other and a tree

## check in

I try to greet students when they enter the classroom in the morning and I say goodbye as they leave for the day

## check in

saying good morning, high five, smile or even just a hug.

## check in

GoodMorning how are you today?

## Check in / Check out

I try and do this with all my students and students that may not be assigned to me. I am often outside my door at the change of class and I greet the students that I see. Pointing out something positive about them, get them thinking and wondering. 9/10 times they circle back and want to make a more consistent connection.

## Check in / Check out

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## Check In Check Out

As a Tier 2 intervention in PBIS, Check-In/Check-Out (CICO) can give students a boost and allow them to behavior goals that can lead them back to Tier 1. Check-In/Check-Out intervention forms can be customized to reflect behaviors that need additional focus. Teachers provide feedback to the student on these behaviors throughout the day.

Reasons to use CICO in your PBIS implementation:

- Provides structure in a student's day
- Creates accountability
- Provides teacher feedback to student and parents
- Creates internal motivation
- Improves student behavior
- Increases academic success
- Creates a stronger home-school connection

## Check in/Check out

With certain students who struggle to make connections with teachers we implement a am check in and pm check out. At first these are done in person but eventually we can move some of the check ins to virtual, email or google form

## Check-In

I am at my door at the beginning and end of every period and the school day. I like to greet my students and talk to them about what is going on in their lives. I also like to get a feel for who is having a bad day and struggling so that I can provide them some extra support if needed.

## Check-in

Greeting student with good morning how are you.

## Checking in

I take a moment to talk to students in class and in the hallways and talk to them about things outside of class. This helps to foster a meaningful connection and lets them know I care about them.

## Classroom Greeting

At the beginning of the day, I try to be present at the doorway to greet students when they enter the classroom.

## Classroom Greeting

I always greet students at the door as they enter my classroom. This gives me a few seconds to check in and increase my rapport with students.

## Classroom or Group Agreements

Including the young people in the space to develop expectations and traditions. This is something that is continuously reassessed and discussed as time together continues.

## Clear Consistent Behavioral Expectations

Each quarter we review behavioral expectations with each team and make sure that disciplinary actions are consistent and fair.

## Clear expectations

At the middle school level, I had my students help me compile a list of expectations for how they should treat teachers, how they should treat peers, how teachers should treat them, and how we should handle it if a conflict arises. I feel that having them involved in the process makes them more invested in meeting these expectations.

## concept

afternoon check-in, and morning check in,

## Connecting

I like to select a student and talk to them either as kids are finding their seats or on the way out of class. A few moments to connect with them.



## Connections

Talk to more kids daily and show them that I care.

Try to set up Unified lounge as a place kids can go to at lunch.

## Correct with positive words

When I see children in the hallways who have forgotten the rules of walking quietly, I will acknowledge them kindly and ask them what they should do so that students inside classrooms can focus on their work and not be distracted by talking in the hall? Or, remind them gently how it's easier to concentrate when there is no noise in the hallway.. This is a better way to connect rather than bark out a direct order to hush them and make them feel poorly.

## D

## Daily Check In

I like to begin each class with a check in to see how students weekends were or reference a conversation that we had the previous class.

## Daily Greeting

When doing a daily morning duty you can be the first positive interaction in a students' day.

I greet them using their name and a smile, then attend and acknowledge their response with eye contact.

I'll make a positive comment on something they're wearing or past interaction. I feel this a welcoming way

to start the day.

## Daily Greeting

I enjoy greeting students as they arrive to school daily. If a student has been absent, I tell them that I missed them and that I'm happy to see them today. Making a personal connection with individual students is key.

## Daily Greeting

I truly enjoy welcoming students and their families at school arrival and dismissal each day. Using a person's name, a warm tone, eye contact and a smile has impact on others and can foster school belonging.

## Daily greeting

We have recess yard duty in the morning to escort students into the building. Whether dealing with bus students or walkers, we talk with each student on the way into the building. We ask about their morning and how they are feeling and if they will need to eat breakfast right away. All this lets them know we are interested in them as individuals.

## Daily Greeting

Before each class period, my colleagues and I wait outside our door for students to enter. We chat, joke around with one another, and include the entering students in our banter. Often times it is not only my students I end up greeting or joking around with, it is my neighbor's students as well. This helps with connections because not only do I check in with each of my current students as they come into class, but students who may take my class in the future start to develop a connection with me too.

## Daily greeting

I like to greet students at the door to get a feel for where they are s/e on their way into my classroom.

## Daily Greeting/Class & Hallways

I greet every student, every day when they enter my classroom. I use their first name, especially in the beginning of the semester when I have new students whom I have not taught in the past. We also "circle up" as a class once a week, in order to "check in" with everyone and build camaraderie and trust in each class. I also try very hard to say hello to every student when I am in Corridor Duty...whether I know that student or not. Some seem very surprised when I say "Hello" only because I don't have them in my classroom. However, they seem delighted and share a quick greeting as well. Sometimes I even receive some casual personal information...and as the weeks go by, many times students stop to chat.

## Daily Greetings & Check Ins

Each day I would make a point to stand outside my office at the morning and dismissal bell to say good morning or good afternoon. I always smiled and tried to use first names and sometimes a handshake or gesture. Beyond this I had several students that once they checked in with their teacher would come and check in with me morning and afternoon. Building personal and authentic relationships was key in letting the students I was there for them.

## Dismissal

Will help children load into their parents' cars as they leave. Helping younger kids with their backpacks so that they can get into their booster seats more easily. Remind them I will see them tomorrow.

## E

### Email Check in

I send students emails to check in with them and ask if they would like to talk in person or via Zoom. During distance learning, I sent Google Forms as a way to check in.

### Email Check-In

Students and families receive emails about missed work and things that have been accomplished several times throughout a quarter. When a student has a birthday, been sick, look like they're having a "ruff day", or have made a significant accomplishment they receive a video greeting from dog, Professor Turbo, Ph. D., Puppy Principal...

### empowering students as mathematicians

I acknowledge that all my students are mathematicians. I call them mathematicians.

I praise them when they use math vocabulary, share their mistakes, ask questions of others, support their friends in their learning, share their strategies and ways of thinking about mathematics and number.

### Engage In conversation

To talk to a student and develop a bond and a connection.

### Engage in Conversation

I try to engage with the children during lunchtime. As I walk up and down the lunch aisle, I strike up small conversations with students. Asking about the weekend, plans for the weekend, or ask them how their day is going.

### Engage in Conversation

I enjoy engaging students in brief conversation during breakfast and lunch. Covid regulations make it a bit challenging, but making connections is still a priority of mine. Students need to feel connected during this pandemic.

## Engage in Conversation

I try to engage students in conversation and connect with them outside of the "work" we do together. Finding moments throughout the day (in the hallway, lunch room, recess) to continue building a trusted relationship is a great way to connect with students. Finding unique moments to do this has become more difficult with Covid restrictions, however, quick conversations here and there will help students feel connected and feel like the adult truly cares about them, their life, their feelings and their thoughts.

## Every day connections

I want to make sure each student knows i'm happy and excited to see them. Your first impression is always the most important!!!

## Everyday

I make a point to say hello to each student I encounter throughout the day.

## Example: Birthday Greeting

I keep a list of my students' birthdays and on a student's birthday I remember to wish them a happy birthday.

## Eye Level is Key

I make it a point to try my best to be eye level with my students when speaking with them.

## F

## First Impression

I connect to students new or former with by smiling. Showing kindness and introducing myself to them is important that they know their presence matter and I want them to feel like they are in a safe environment. They are welcome to ask any questions and that I will be honest with them if I don't know the answer. I encourage student to ask and remind them that is how I learn and they have a VOICE. When they ask, I can try to reply with something I can relate to.

## Frequent Check-in

Even though I am still a student, I have worked in a couple daycares and school settings. If a student was feeling upset in the morning as they arrived, I would make sure to check in on them at at least one point throughout the rest of the day. Whether it be if I saw them in the hallway or popped in during their class, I would ask to see how they were feeling since the morning. Students appreciated this because it showed that I cared and that there was someone they could talk to if they were either feeling upset or just wanted to chat.

## Friendly greeting

Start each day with a smile and a friendly greeting

### G

## Gender-neutral language

Always use gender-neutral language when addressing groups of students (no "guys" or "boys and girls" to encourage a sense of belonging for all students in the classroom.

## Good Morning

My Strategy would be to met students with a Good Morning which I currently do. And a have a nice day at the end of the day.

It makes the students feel welcome

## Good Morning

I start everyday being outside greeting the students and wishing them a "Good Morning".

## good morning

i try every morning to greet each child personally and ask them how they are

## Good Morning

My morning starts off at the parent drop off door. I say good morning, hello, etc. to every child that comes to my door! It is a great way to start the day.

## Good Morning

I always stand in the hallway, greeting students BEFORE they enter class, so that I can get "eyes on" and draw some initial info on the child's emotional state. Next, I try to touch on a topic that will elicit a verbal response from a student.

## Greeting

I have hallway duty in the morning and after school. I greet students by name in the morning and wish them a good afternoon, again, by name when they leave the building.

## Greeting

I smile at and speak to every student I pass.

## Greeting

I would greet every child individually as they enter my classroom - how ever - fistbump - hug - high five etc..

## Greeting

Through out the day saying "hello" and asking how the student is doing.

## Greeting

When I was in the classroom, I always tried to greet students as they entered the classroom. I would take this opportunity to check in, connect about something that was happening in the student's life (ie, sports, band, something personal we have talked about already, etc.). Greeting students with a smile and a welcome sets a fresh start for the class and communicates that you are happy to see them.

## Greeting

Besides greeting students in my classroom, I spend the time between classes in the hallway. There I spend the 5 minutes between classes not only monitoring the halls, but greeting students and asking how they are doing.

## Greeting

I always greet my students at the door at the start of each class period. I welcome them in to the room and say hello - students seem very used to this greeting. One strategy I found the most impactful is saying "have a great day at the end of class". Sometimes, I find no one will answer me when I say this in September but in a few short weeks, all the students will say it to each other and to me when class ends.

## Greeting

Always smile and make eye contact with students when walking the hallways.

## Greeting at the door

I greet students while they come into class each day. This gives me time to check in with some students one-on-one about certain issues, questions they may have or just to ask how they're doing.

## Greeting by name

I try to say hello to students by name in the hallway so they feel seen and connected.

## Greeting every student

I always stand at the "entrance" door and greet every student when they first arrive in class in the target language. I also implement a "secret password" every week. The password helps to create a community within the class.

## Greeting Students

When greeting students, (and always greet students) whenever possible, always use their first name. It makes them feel known and noticed and unique vs a simple generic "good morning" or hello.

## greetings

Greeting students in classrooms and in the hallway. This strategy makes the students feel welcome in school and comfortable, happy, and safe outside of their home.

## Greetings

I greet all students I have contact by name, ask about personal events and give them time to talk about topics that interest them. Allowing students to have the opportunity to speak about the smallest of issues, small triumphs, and big accomplishments has fostered relationships with them.

## Greetings

I greet students every day as I do arrival and dismissal during Covid. I greet each person by their first name and check how they are entering the building. If they seem slow or sluggish I ask them what is going on and what I or others can do to help.

## Greetings and inquiry of outside of school time

When seeing students in the hallway, lunch room, or work area my office is I always try to acknowledge their presence. If I know their name and they are alone I will acknowledge them by name and ask about their day, weekend, after school plans. I think connected to them as a teenager and not just as a student is important to build trust.

## group introductions

I do a group introduction for the first class of every year and I let student ask as many questions as they want about me.

## H

## Hallway greeting

As a Social Worker, I make it a point to say hello to students in the hallways. Students tend to be on their phone or to look down or away when they are walking in the hall and an adult is walking towards them. I like to say hi and make a casual comment about the weather, or something funny, etc to engage them and let them know they are noticed and important.

## Hallway Greeting

When students are switching classes during the day or entering or leaving the building in the morning and afternoon, I try to be present in the hallways to say hello to them.

## hallway greetings

Stand in the hallway during transition times and greet students. Use their name when possible, Make jokes, ask questions, give compliments.

## Hi, How can I help?

I work in the school media center / library. When the students come into the library I say hi and ask if I can help them. And when they leave the media center I might say " Enjoy your book" , or " I hope you like your book " or " Enjoy your day ". I always try to say something positive to the students.



## High's & Low's

Whenever I lead a group, I start by asking everyone to share one high from the week (or day) and one low from the day. Something good that happened and then something not so good that happened. It allows everyone to share something about themselves, but also helps identify kids who might need more support or a one-on-one check-in.

I

## Inclusion

A.K.T ( AcceptanceKindnessTolerance) group... supportive group created for any and all students to feel connected, and to promote the AKT qualities within the school. It was supportive, educational and safe. Many gay, trans, bisexual and straight students attended. We did activities such as a kindness wall/pledge, AKT-theme painted rock garden etc. It was also a place for students to talk

## Integrating Connection

Throughout the year, I provide many opportunities for students to share their own experiences and feelings. Sometimes, this shows up through narrative writing opportunities, etc. I've also done the "I wish my teacher knew" activity with my students in the past.

This year, I plan to use a mental health check in board at the back of my room. Students will write their names on the back of a sticky note and place it in one of four sections:

I'm feeling great!

I'm feeling okay.

I'm feeling "meh".

I'm struggling.

## Interact

Make it a point to interact with students during non-teaching time such as arrival, in the hallway, during lunch, during recess, and at dismissal as well as after-school time.

## Interests

I find things that the student and myself may like or have in common and then I build off of that. I feel like it gets them talking and really opening up to you not just about the initial thing but about other things as well.

## Learn Names (as much as possible)

Most classroom teachers learn their students' names within a few days or weeks. It's equally important for support staff to learn students' names- although more challenging as this could be learning the entire school (this sometimes takes years). If you don't know everyone's name, at least be friendly and make an effort to learn a student's name. Students sense authenticity- they can tell when an adult cares about getting to know them. It's a basic building block to cultivating connection with kids, bonus points if you develop student-approved nick-names.

**Tags:** name connection learn names names

## Listening and eye contact

I like to do both of these strategies because it shows the student that I care.

## Lunch Greeting

Before COVID-19 during my lunch duty I would make it a point to walk around to each table in the cafeteria and engage with the kids. Whether it was simple "hello," "asking how their day was going," or playing a quick game of UNO I always tried to make a point to make my presence known.

## M

## Meet and Greet

Morning Greet. Say hello at start of the day

Seek out student for discussion remembering an event student had previously discussed and check in "How did your try out go? Did you visit with your grandpa?"

## Mid Day Check-In

This is a spot where students can individually check in and identify their emotions or feelings independently.

## Monday/Friday check in

Find time to ask each student individually on Monday how their weekend went. Do the same on Friday but ask what they plan on doing for the weekend.

## Morning and afternoon greeting

I try to be present in the hallways or doors for the beginning of school as well as dismissal in order to say hello and to wish a nice day.

## Morning calendar meeting

We have a group meeting to review calendar, weather, month, date and year, then our students select a figure to dress for the day according to the weather. We also sing hello and goodbye songs.

## Morning Check In

During DL morning check in I ask students how there night was and go over what their day looks like.

## Morning Check In

As a social worker, I feel it is important for me to check in with students on my caseload to inquire how they are feeling, how their day is going, what is going on that is meaningful for them in school. This shows the student (s) I am interested in them and have a desire for them to be successful.

## Morning Check-In

In the morning during homeroom, the other ESL teacher and I always check-in with our students to see how they are doing and/or what they need help with. We just simply say "How are you doing?" or "How is your week going?", and as a result, there are about 10 extra students that come to see us daily.

## Morning Check-In

As a social worker, I like to take the time to check-in with students in the morning. This could be a walk around the hallway or in an office setting. Checking in helps students start their day. I usually ask the student "How is your morning going?" "Did you sleep well or did you have breakfast." This also allows students to know who they can go to if needed.

## Morning Check-in

Ask student how their day is going. Then ask how their homework went and if they need help with anything.

## Morning Greeter

This year, with all the Covid protocols in place, I was one of 2 teachers that greeted our students at the door for temp checks. I found this to be a wonderful opportunity to really engage and interact with the kids. Many of these kiddos were 6th graders and new to our school so they were a bit nervous. I made it my mission every morning to greet each student with a cheerful hello and some comment personalized to them. It could be something as simple as "great mask", "love your shirt", "so happy to see you this morning". These students knew that they were cared about and someone noticed them each and every day.

## Morning Greeting

When checking in with certain students, have the same or similar prompt makes our interaction predictable, such as having the same prompt daily for a week (e.g., "high-low" - a high and a low from the day/week; "glow/grow" - something they're proud of about themselves and something they'd like to work on; What's something you're grateful for?).

Another check-in prompt I've used lately is "what would your perfect day look like today?" A student might report something like "I hope we play that game again during PE and that Jeff doesn't try to cheat again. Also, I want to see Ashley at recess but hope that Jeremiah doesn't try to play with us, he plays too rough. After school, I hope that my dad will pick me up from school". This helps give an idea of what they would want to happen or for them to share their worries/anxieties for the day to help problem-solve about in a preventative fashion, such as before recess if they're concerned about a certain peer interaction. I've also noticed that initially they'll say "to have a good day" but with some prompting and repetition of this question they are better able to identify what a "good day" means for them. I borrowed this type of prompt from the "Good Day Planner" from another conference I went to where they introduced resources (<https://www.imdetermined.org/quick-links/good-day-plan/>).

## Morning Greeting

My strategy is to always find something positive to say either about what they are wearing, or how nice their hair looks or just to say hi how is your day going today? What did you do for fun after school yesterday? This is just to let them know that I am interested in them and that I care.

## Morning greeting

One of my duties as a Paraprofessionals is to open the door to arriving students. When I have this duty I make it a point to greet the students with a smile and a good morning. When the bus drops off and there is an influx of students I can't always greet each student by name but as the groups come in I welcome them to school and wish them a good day. I feel that this is important because it makes a student feel welcome. They may not want to be in school that day but at least with a smile when first coming in the door maybe it will make them feel a little better. I don't always get responses back but I keep doing it. if it helps one student's day start off on the right foot, I am happy.

## **morning greeting**

I greet the children every morning with a big hello and how are you today. I think that sets the course for the child on that day. I always interact with students and never make them think they are not important no matter what they have to say. I want them to know that I am there for them no matter what they need to talk to me about. I deal with special needs children but I do this with the other students also.

## Morning Greeting

I greet all students who come in to the office with a friendly Hello how is it going today? How can I help you?

## morning greeting

When walking down the hallways in the morning I try to greet every student by name. I also try to encourage a short exchange...How are you? Is that a new shirt? Hope it's nice so we can go outside for recess. What are you doing this weekend.

## Morning Greeting

I greet the student as they enter the building, I can be the first positive interaction they have at the start of their day. I greet them with a smile and cheerful good morning and I acknowledge their response with good eye contact. I can influence the type of day they will have.

## Morning Greeting

Every morning I would say hi to all the kids. I would ask how they were feeling if they were out and might walk with a child if they looked upset and if see if they wanted to talk.

## morning greeting

I only work with a small handful of students but I stand at the door and great all the students as they come in.

## Morning greeting

Every morning when I greet the special education children I stop in front of them to make sure they are listening. And I greet them each individually.

## Morning Greeting

When I first see my students I like to give them a very welcoming "Good Morning". I'm always so excited to see their smiling faces. I work in a special education classroom with mostly non-verbal students but I still ask how their night was and how they are doing. I greet them with a high five, a hug or knuckles! I think this sets a positive feel for the day!

## Morning Greeting

Greeting our students by name each morning upon arrival and asking how they are doing today

## Morning Greeting

Greeting each student with a smile and by name makes them feel important. Also if they walk in with a sad face I ask them if they are sad and if they need anything.

## Morning Greeting

I am present in the hallways before and after school to greet students as they enter the building and as they leave the building for brief interactions to help them start/wrap up their day.

## Morning greeting

Welcome students to their day/class and to the moment. Connect individually with each student. Display welcomeness, openness, and assertive safety.

## Morning Greeting

Every morning, I wait for my students at the door and greet them each individually in different ways, based on the relationship they wish to have with me. For some students it is simply a "Good morning! Nice to see you this morning!" and with others it could be discussing what they did the previous evening, or in the case of one of my students who loves learning about obscure animals, I ask him what animal he learned about yesterday and to give me 2-3 cool facts about them. Each of my students has a different personal relationship with me, and I like to think they all know I am someone who is genuinely interested in them, their hobbies, and the things that interest them.

## Morning Greeting

I help with bus duty and greet each student entering the school building, I attempt to give each student a compliment.

## Morning Greeting

Greet each student with a smile and acknowledge them by name in order to make them feel connected to an adult in the building. I often add compliments about their hair or clothing to make them feel accepted.



## Morning greeting

I will open the car door and wish the child good morning and a great day, using their name if I can remember. Try to individualize it based on child and previous interactions, observations

## Morning Greeting

Being a new administrator and getting to know the students in a large school was very challenging, especially during a pandemic. But our attestation check -in procedure gave me the perfect opportunity to challenge myself to learn a little about the students I greeted everyday. I committed to learning two students' names each day. I did this by finding something unique about each student and making a connection between their name and their uniqueness. Joe has beautiful hair, Krista was always eating Pop Tarts (smores), and Caleb's bangs were always in his eyes. Then I challenged my station teammates to do the same thing. By the end of the school year, most students entering school at our station were greeted by name.

## Morning Greeting

I try to get into every program each day to say hello and create positive interactions with students who likely haven't had one yet today.

## Morning Greeting

One strategy I would use to ensure there were connections with students would be to do daily check ins. This would go over how they feel, how the day went, and what we can work on together. I would use a small slip of paper and have a box drop. This way it is private but I can see how each individual student is doing.

## Morning Greeting

I like to be sure to welcome each student in to my classroom - using their name and maybe asking a quick question about thier day or something that I know is happening for them. Hi Jake - where is your game this afternoon?

## Morning Greeting

Sure to greet every kid as they walk in room

## Morning Greeting

Everyday I stand outside of my classroom and greet every student that walks by my room as they start their day at school. At first students are reluctant to answer back but by the end of the first week I start to know other students in the building just from the morning in the hallway. Most of these students I never have in class during their four years of high school.

## Morning Greeting

Every morning before announcements I would greet both of the pods that I would have later teach in the afternoon. The conversation was rarely about my content. Just saying hi and wishing them a good morning.

## Morning Greeting/Afternoon Dismissal

Each day I am at the back of the building to greet students as they come off of the bus. I do my best to greet each student by name. I do the same thing in the afternoon when our students leave so that I can say goodbye. This not only helps the students, but it gives me an opportunity to get to know each student and have conversations with them along the way,

## morning greting

Good Morning! How are you today?

## Morning Meeting

Greet each student

Share as a class

Actively engage in a classroom activity

Read a morning message to the class from the teacher about the day ahead.

## Morning Meeting

Greeting each student individually with a smile am a personal happy to see you, how was your night/morning, or how are you doing today. just show them that they matter to you

## Morning Meeting

Each day after our soft start, we have morning meeting. We always begin with allowing the students to simply share something that is important or exciting in their world. As a class, we ask questions and offer positive feedback. I often take the things that I have learned about the students' lives during our meetings to incorporate into our word problems during math. They get such a kick out of seeing their names in the problems and things that relate to them on a personal level.

## Morning Meeting, Daily checkins

I participate in the morning meetings once a week minimally for my self contained classes. I also make a point to go to those rooms every day I am in the building and say hello to the students.

## Music

I begin classes with music and dance. I ask students to choose the music and share dance moves when possible. Kids really enjoy the casual atmosphere and it loosens things up for learning.

## P

## Personal Connection

Check in with a student by asking them something specific that you know about them: "How was your soccer game this weekend?" "How was your visit with your Grandmother?" "Did you end up watching that new TV show you were excited about?"

This shows the student that they are special to you.

## Personal Connections

I like to know things my students like outside of school and for them to know a few things about me. It is important that we see each other as people who exist outside of the school environment.

## Personal Connections

During DL I would begin my Health classes by having students fold a piece of blank paper in 4-8 boxes. Each class I would start by giving them 1-2 minutes to draw a picture (1-2 minutes for each individual picture). For example, "draw your favorite healthy snack," "favorite form of physical activity" or "draw a special food you enjoy eating or preparing with you family." Students would then have the opportunity to hold up their drawings collectively and I would have them all look around the room (or at the computer "grids") and see how they may share similar interests with classmates they may not know about. It is also a great tool to check for understanding! It also helped me remember names and interests of my students, and the student feedback I received is that they found it really fun. At the next class they would pull out their paper and we would add a new picture.

I noticed my more reserved students enjoyed this activity because they could share things about them in a picture rather than having to speak. This is an activity I plan on using in my classroom, and will modify/adapt for each grade.

## Personalized conversation

I like to engage students in conversations about topics outside of their school work. I try to remember what kinds of books they like to read, favorite t.v. shows, movies they have recently seen, etc. I what to show them they I see them as more than just a student, I see the whole person.

## Personalized conversations

The best way I connect with students is by having individual conversations with them. Many times it is because I can tell something is wrong and want them to know I am there for support. Other times it is for no reason in particular and serves as a "check in". I have learned critical information about students by doing this, as well as earned their trust.

## Positive Engagement To Students

To talk to students and try to develop a bond and a connection.

## Positive Greetings

Every morning and afternoon, as students enter the building and leave the building I stand in the hallway and greet everyone. I do my best to learn all names so I can greet students by names as much as possible. At a former school, I stood at the entrance and greeted every student every morning with a fist bump.

## preferred name

"preferred name" I make sure I call students by there preferred name. I have a pretty long last name myself and I share a story about people messing up my last name and how for no particular reason, I just do not like being called by a few methods of shortening the name. Due to the fact that I don't like certain nicknames, I want to know what they preferred to be called.

### R

## Random Home Phone Call

At the end of each week, make a random call to the parent/guardian of one of your students to share one small way that the student made the school a better place that week (e.g. supported a struggling peer, cleaned up a mess they found).

### S

## Saying Hi!

I make it a point to walk the hallways and say Hi to students.

## Shared Bulletin Board

Another great way to connect was a Share Bulletin Board I would use to have students connect, share, and strike up a conversation. They would write a word or more and post it on a large board for all to see and then we go around and ask who would like to share. This would really get them excited when they realized that others experienced the same interest, food, wkend, or whatever the topic was. Once that took place a lot of us would laugh and it would break up the day. It was great seeing diverse students make that connection and learn from each other.

## Small group connection lunches

I invite students in small groups to eat lunch with me. The students get a chance to know me and each other while practicing relationship skills. At times they support each other with social problem solving should school, peer, or home/community issues get raised during conversation. Healthy academic and social habits are discussed and reinforced.

## Strategy

Greet students when entering class and ask how they are doing. If their response makes me question something is going on, I will touch base before class is over.

## Student Acknowledgement

Acknowledgment goes beyond simply saying "hi" to our students; acknowledgment is approaching students with an understanding that we accept them as they are. We accept their quirks, their moods, their emotions, and their motivations, and we acknowledge that we will work with them to become the best learner they can be.

This starts with simple chats and conversations and eventually creates a classroom culture of acceptance and encouragement. A positive classroom culture breeds learning and growth, and acknowledgment is one way in which to connect with students to build the rapport conducive to learning.

## Student greeting

I greet any student I see in the morning by name and give them a smile...no matter how I am feeling. It is important to have the children start their day off right. Anytime I see students during the day, I make sure I call them by name when addressing them for anything. I also like to try and see the students at the end of the day to wish them a good night. That is not always possible, so I might do it at recess if I know I won't see them again.

T

## Talking Circle

Spending ten minutes a day, in a circle, discussing things that our happening in our lives, our classroom..etc

## Tell a joke

I love to connect with students through humor. I find that a silly joke or riddle lightens the classroom mood and allows everyone to laugh.

## Togetherness

One thing I will never forget from my college career is to always sit "with" the student/client. I dont ever like to sit behind a desk while talking with a student, I like to sit with them, facing them without any dividers in the way. I think this shows that we are equally together, rather than me having more of the authority. Making my space calming and inviting is also important to me. Helps to show the space is a safe space to come talk.

V

## Validating students

Letting students know that they are being heard

W

## Weekend Check-in


On Mondays (or the first time seeing students after the weekend) I like to take a few minutes before the start of class/at the beginning of class to ask students what they did over the weekend. This can be conversations about free time, sports or extracurricular activities that they participate in, or events with friends and family.

## Who are you?

I address each student by name as they come in each morning. If I do not remember or know students name, I model how to do that and ask them to tell me something about themselves.

## Would You Rather

I ask simple "would you rather..." questions two students throughout the day to get simple, fun conversations started.

 Would You Rather.jpeg

 Would You Rather.jpg

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