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THE CONNECTION BETWEEN TEACHER-STUDENT RELATIONSHIPS FOR
BEHAVIOR AND ACADEMIC OUTCOMES

A MASTER'S THESIS PROJECT
SUBMITTED TO THE FACULTY
OF BETHEL UNIVERSITY

BY
LANCE EDMINSTER

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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THE CONNECTION BETWEEN TEACHER-STUDENT RELATIONSHIPS FOR
BEHAVIOR AND ACADEMIC OUTCOMES

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MAY 2019

APPROVED

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by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast” (Ephesians 2:8-9 KJV). We are saved by GRACE alone, in CHRIST alone, by FAITH alone, documented in the SCRIPTURES alone, and God gets the GLORY alone.

Abstract

The National Center of Educational Statistics (NCES, n.d.) reports the “2016–17 ACGR (adjusted cohort graduation rate) for all students was 84.6 percent.” Emotional/Behavioral Disorder (E/BD) students are the lowest to graduate that has a disability. As of right now, 40% of the students labeled with E/BD graduate from school which is far below the national average (University of New Hampshire, 2014). Suicide is the number two killer of individuals between the ages of 10 and 34 which is a preventable death (U.S. Department of Health & Human Services, n.d.) Harvard University (2019) reports that one caring and supportive adult can positively impact and forever change the direction of a student’s life. Teacher-student relationships matter because the student can have numerous negative unhealthy relationships; however, the student only needs one caring, supportive and healthy relationship to forever change the outcome in a student’s life. Teacher-student relationships are so powerful they can impact a student’s motivation and self-worth which directly impacts academic and behavioral outcomes. Positive teacher-student relationships not only will have an impact on academic and behavior outcomes for the student, it just might save a life.

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CHAPTER I: INTRODUCTION

Over the years, there appears to have been an increase in student referrals, discipline, and suspensions. What is the root cause of the increase in student referrals, discipline, and suspensions? Is this related to teacher and student relationships? Niebuhr and Niebuhr (1999) report the relationship between the teacher and student is imperative. The attitude of the teachers should be for all students to get to know them, like them and over time students will be motivated to work hard academically and behaviorally for them which will improve opportunities for success for all students in the classroom (Niebuhr & Niebuhr, 1999). Teachers allowing students to get to know them is very important because I know when I liked my teachers, I worked harder for them. Now, as a teacher, I witness students working harder and having better academic and behavioral outcomes because of the positive, healthy relationship between teacher and student.

I have worked with young men and teenage boys most of my career, which is twenty-six years and counting. Recently, I have been teaching at the high school level for over three years. Every day I come to school, I am amazed at all the different types of relationships or lack of relationships the students developed. Many of the students I serve, live with an extended family member, friend, or have been placed out of the home.

An example of the history of some of the students I serve: a student is born to biological mom and dad who is addicted to drugs and social services removes the child from home. The child is placed with a family member, or into the system with social services. The child lives with an aunt; the child is exposed to different boyfriends aunt has over the years. Now the child starts school and builds relationships with the teachers. Once in school, the student is labeled an “E/BD” student and receives multiple discipline referrals. Over the years, the student changes

schools multiple times and continues to have an increase in behavior referrals, discipline, and suspensions. When the student transitions to high school, the student is living with the aunt's boyfriend. The student still has contact with the aunt but no longer lives with the aunt. The student has attendance issues, multiple discipline referrals, increased suspensions. Later the student attends the Alternative Learning Center (ALC) and eventually quits school. One example of one student out of a sea of students with multiple complex relationships started and stopped from birth until their high school career. As a teacher, I can only control the things that are in my control, and I can control how I treat, interact, and model desired behaviors in the classroom to the students I serve. We all know that relationships matter, but I am hoping this thesis will identify "how important" relationships matter.

The research says students labeled with Emotional/Behavioral Disorder (E/BD) graduate at a far less average compared to their general education peers. The National Center of Educational Statistics (NCES, n.d.) reports the "2016–17 ACGR (adjusted cohort graduation rate) for all students was 84.6 percent." Emotional/Behavioral Disorder (E/BD) students are the lowest to graduate that has a disability. As of right now, 40% of the students labeled with E/BD graduate from school, which is far below the national average (University of New Hampshire, 2014). Only four out of every ten students labeled with E/BD will graduate from school, which is far below the national average. As a teacher, this is disheartening to hear; however, there is hope. Harvard University (2019) reports that one caring and supportive adult can positively impact and forever change the direction of a student's life. The student can have numerous negative, unhealthy relationships; however, the student only needs one caring, supportive, and healthy relationship to change the outcome in a student's life forever.

The research completed by Baker, Grant, and Morlock (2008) suggests that when students have a history of struggling in school, there is a correlation of decreased graduation rates and an increase in criminal behavior. There is strong data that says four out of ten students graduate when diagnosed with E/BD, and there is strong data that say when graduation rates decrease criminal behavior increase. Also, we know that one caring adult can forever change the course of a student's life because they had a positive relationship. Understanding the outcomes of the data, I believe it is important to understand the components that make it a strong positive relationship that forever has a positive impact on academic and behavior outcomes. Relationships are important; the question is: "how important is the relationship between teacher and student and academics and behaviors outcomes?" The guiding question for my thesis is: "What is the connection between student and teacher relationships for behavior and academic outcomes?"

Relationships are very important between teacher and student for the student's academic and behavior success. From the student's perspective, we will be discussing these factors in chapter two because these factors play a key role in the connection between teacher-student academic and behavior outcomes: perception, familiarity, closeness, belonging, engagement, and enjoyment. From the teacher's perspective, we will be discussing these factors in chapter two because these factors play a key role in the connection between teacher-student academic and behavior outcomes: core values, qualities, perception, empathy, enjoyment, involvement, sensitivity, and optimism.

In chapter three, we will sum up all these perspectives under the principle of grace. Teacher conduct in the classroom should advance a student's education but never cause a student to reject their education. If a student rejects the principle of grace, the attitude of the teacher does

not stop giving grace but continues to give grace. A teacher's conduct matters because the students witness the love, mercy, and grace within the teacher to build a healthy, trusting relationship which will reap a harvest of opportunities and success for the students we serve. Grace is given to the students in our care because it is grace that will change student outcomes related to behaviors and academics. Grace needs to be given to the students in our care because it is grace that will change student outcomes related to behaviors and academics. Relationships between teachers and students need to be founded on the principle of grace. The teacher cannot retaliate, shame, blame, or retaliate against students in their care (MDE, 2018). Teachers need to have an attitude and philosophy that all students want to be successful; however, some students lack certain skills to be successful. As we deepen our relationship with our students, we help them become their best selves.

An example of grace: I worked with a student who broke his dad's legs with a baseball bat. He was listening to satanic music and often drawing horrifying pictures. Every day I was kind to this young man; he did not deserve it, but I demonstrated compassion, love, mercy, and grace every day to this young man. One day, I witnessed the testimony of Jesus Christ (the Gospel) to him, and he immediately received Jesus Christ as his Savior. This young man went on to serve multiple tours in Afghanistan and currently works for charity related to wounded veterans. I could have taken the approach with this young man that he needed discipline in his life and "barked orders" at him, but that is not how I chose to interact with this young man. If this young man was disrespectful, I never disrespected him. If this young man cursed me out, I never disrespected him. If this young man tried to use intimidation or threats, I never disrespected him. I decided to model desired behaviors, and over time, I witnessed a change within this young man. Over time, his core values changed, which impacted his thinking and

feelings and ultimately witnessed different behaviors. This is the power of grace within relationships.

The teacher's testimony matters when it comes to relationships between the student and teacher and modeling desired behavior in the classroom. Teachers are the trained professionals in the classroom; teachers have a privileged position in the classroom, and it is their responsibility to set the example of what is acceptable in the classroom. Teacher's testimony matters to the outcomes of their students. Teacher's conduct in the classroom should advance the student's academics and behaviors toward education, but never cause a student to reject their education (Armstrong, Haskett, & Hawkins, 2017, p. 148).

Teachers have the power; they can remove a student from the room at any time, but just because they have the power, does it make sense they should use this power? No! With power comes great responsibility for the teacher. Teachers demonstrate the principle of grace through their works every day in the classroom. Just like the testimony of a believer makes the Gospel more acceptable, a good testimony of a teacher makes the student's education more acceptable. Teacher's need to allow their students to "grow in grace," and this is done by giving grace to the student's they serve in the classroom every day.

My desire is for this thesis to be grounded on research and the foundation of Jesus Christ. I want this thesis to use the research to support or not support the importance of relationships. I want this thesis to use biblical principles, examples, situations, and people to demonstrate the importance of relationships. It is my desire; this thesis is used as a training model for teachers, and teachers to understand they have the power and play a major role in determining academic and behavioral outcomes with their students. I want to shed light and not neglect the role of the teacher when it comes to academic and behavioral outcomes for students in their care. Teachers

need to grant love, mercy, peace, comfort, and grace every day to their students and let their light shine.

Definitions:

At-risk children, for this paper, it is described as “the most vulnerable children, including children with behavioral adjustment problems, and academic risk” (Sabol & Pianta, 2012, p. 219).

Grace, for this paper, it is described as “the free unmerited love and favor of God” (Webster, 1828).

Autonomy, for this paper, it is described as “refers to the amount of freedom a child is given to determine his or her own behavior; the opposite of being supported is being coerced” (Skinner & Belmont, 1993, p. 573).

Development, for this paper, it is described as “quality of teacher–child relationships uniquely predicts” student academic and behavior outcomes (Sabol & Pianta, 2012, p. 216).

Disaffection, for this paper, it is described as “disaffected children are passive, do not try hard, and give up easily in the face of challenges” (Skinner & Belmont, 1993, p. 572).

Engagement, for this paper, it is described as “includes both behavioral and emotional components” (Skinner & Belmont, 1993, p. 572).

Enjoyment, for this paper, it is described as “pleasant emotion” (Frenzel et al., 2009, p. 706).

Enthusiasm, for this paper, it is described as “emotional experience during teaching should translate into the degree of enthusiasm expressed in teaching style” (Frenzel et al., 2009, p. 706).

Involvement, for this paper, it is described as “refers to the quality of the interpersonal relationship with teachers and peers; its opposite is rejection or neglect” (Skinner & Belmont, 1993, p. 573).

Looping, for this paper, it is described as “a policy in which whole classes (or most of the students within a class) are taught by the same teacher in sequential years” (Hill & Jones, 2018, p. 64).

Parent-child relationships, for this paper, it is described as “important resource for children’s relational functioning in school” (Sabol & Pianta, 2012, p. 218).

Structure for this paper, it is described as “refers to the amount of information in the context about how to effectively achieve desired outcomes; its opposite is chaos” (Skinner & Belmont, 1993, p. 572).

Teacher-child relationships, for this paper, it is described as “are a product of individual teacher and child characteristics, which reciprocally influence one another” (Sabol & Pianta, 2012, p. 214).

Training teachers, for this paper, it is described as “from a relational perspective” (Sabol & Pianta, 2012, p. 216).

CHAPTER II: LITERATURE REVIEW

PROCESS AND PARAMETERS FOR LITERATURE REVIEW

The parameters for the literature review have been defined by Bethel University and outlined in the *Graduate Education Master's Thesis/Project Handbook*. Each student had the option of choosing “Literature Review,” “Literature Review with Application,” or “Action Research Project.” This thesis is based on the “Literature Review with Application.” *Graduate Education Master's Thesis/Project Handbook* says, “Literature Review with Application” is: “Identify an educational application in P-12 education for development, preferably one with potential for implementation. This application should reflect the area of study associated with the student’s particular program emphasis” (Bethel University, 2017, p. 4). The research for this literature review is supported by empirically based journals. The journals have been reviewed and downloaded from Bethel Library, ERIC, Academic Search Primer, and PsycINFO. ERIC is: “Education Resources Information Center, is a government repository for articles and documents in the field of education” (Bethel Libraries, 2019). The strategy for the literature review started broad and eventually, over time, the search narrowed to answer the guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes?

BACKGROUND

The National Center of Educational Statistics (NCES, n.d.) reports the “2016–17 ACGR (adjusted cohort graduation rate) for all students was 84.6 percent.” The lowest to graduate among all disabilities is Emotional/Behavioral Disorder (E/BD). Students labeled with E/BD graduate far below the national average. Only 40% of E/BD students graduate compared to the national average of 85% (University of New Hampshire, 2014). Only four out of every ten students labeled with E/BD will graduate from high school. Most E/BD students have internal

and external identified needs (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013). Internal needs can be anxiety or depression. External needs can be lack of interpersonal skills and aggression. Almost all E/BD students have the identified need for self-management, social, interpersonal skills, and vocational skills. Each of these needs is rooted in relationships; hence, the guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes?

Teachers have a direct connection to students related to behavior and academic outcomes and eventually, graduation. There is direct evidence that says relationships have a direct impact on academic and behavioral outcomes (Niebuhr & Niebuhr, 1999). Student factors such as belonging, closeness, engagement, enjoyment, and perception are affected by the teach-student relationship (Hamre & Pianta, 2001). Every teacher has a personal philosophy about students in their care, and these core values (attitude, thinking, feelings) drive the teacher behavior and directly affect student academic and behavioral outcomes. The teacher-student relationships are based on theories: e.g., Attachment Theory and Cognitive Social Theory. The theories support a direct cause/effect relationship between teacher and student academic and behavioral outcomes. Students identified or labeled as “conflict” student have hope because teachers can receive training to meet best the needs of the students they serve and have positive academic and behavioral outcomes.

OUTCOMES (NEGATIVE AND POSITIVE RELATED TO RELATIONSHIPS)

Niebuhr and Niebuhr (1999) studied completed a study, and they wanted to determine if teacher-student relationships were correlated to academic and behavior outcomes. Niebuhr and Niebuhr used a sample of 241 high school students using quantitative data (questionnaire and

GPA) as their outcomes. After the research, Niebuhr and Niebuhr concluded there was a strong correlation between teacher-student relationships and positive academic and behavior outcomes.

Armstrong, Haskett, and Hawkins (2017) wrote an article called “The Student-Teacher Relationship Quality of Abused Children.” They completed their study on 70 students which 18 were in kindergarten and 52 in the first grade, 70% of the students were black, and 30% white, 66% of the students were male and 34% female (Armstrong, Haskett & Hawkins, 2017, p. 144). They suggest that students who have been abused have greater academic and behavioral risk. They say students who have been a victim of maltreatment have a higher probability of repeating a grade, lesser probability of graduating high school and attending college, and a high probability of delinquency. However, there was one promising factor that changed everything, and that was positive teacher-student relationships. Positive teacher-student relationships were identified as the teacher modeling desired behavior, effectively using praise, positive classroom management techniques, and accountability (Armstrong, Haskett & Hawkins, 2017).

A review of the literature’s outcomes demonstrates that teacher-student relationships are imperative to student success. Wubbolding (2007, p. 254) suggests that there are long-term mental health problems that are “rooted” in dysfunctional relationships. Relationships are formed and created in pre-school/kindergarten, and often, the teacher-student relationship developed in pre-school/kindergarten will impact a student’s relationship with future teachers (Pianta & Stuhlman, 2004). The literature pointed out that student who has relational difficulties with their kindergarten teacher has a lower propensity of liking school and an increase in uncooperative participation in school (Pianta & Stuhlman, 2004). The research supports when relationships are rooted in conflict; the student will probably have long-term relationship issues with teachers. Pianta and Stuhlman (2004) complete their research on 490 pre-school, kindergarten, and first-

grade students (51% were boys), 14% were non-white, 95% of teachers were Caucasian and 2% African-American (96% were female). They published their research in the article called: "Teacher-Child Relationships and Children's Success in the First Years of School." The research supports when relationships are rooted in conflict; the student will probably have long-term relationship issues with teachers. Other findings suggest that when students have conflict in their relationship, they get caught up in a "vicious cycle" of negative relationships which prevents them from developing healthy positive relationships in the future (Breeman et al., 2018). Hamre and Pianta (2001, p. 632) suggest that teacher-student relationships are far more important for students who are labeled "high-risk" and have a higher probability of predicting outcomes for these students based purely on if the relationship is successful or not successful with the teacher.

There is significant evidence that when students do not have positive, supportive, healthy relationships with their teacher, these students are more at-risk for criminal behavior, dropping out of school and lifelong maladaptive relationships (Baker, Grant, and Morlock, 2008). Hamre and Pianta (2001) point out that when children do not have a secure attachment related to relationships, they have a higher probability of aggression and hostility directed towards authority figures and peers and at-risk for lower self-esteem. In the past, negative teacher-student relationships have been attributed to blaming the student because the student was lazy, the family is anti-social, lack of differentiating within the classroom, lack of cultural sensitivity or awareness, and socio-economic status (Muller, 2001). Armstrong, Haskett, and Hawkins (2017) suggest students who develop unhealthy relationships and have a history of maltreatment by caregivers in their life have a higher chance of failing a grade, lower scores on a standardized test, increased risk of dropping out of school and do not attend college. The maltreatment or neglect of caregivers to develop healthy relationships can cause relational trauma for students

(Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013, p. 194-195). Relational trauma developed in students changes their thoughts about the world, and they begin to think the “world is not safe.” These students start to believe that people cannot be trusted. Even worse, the students themselves start to have a perception of themselves that they have no worth or value (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013). The literature demonstrates a connection between teacher-student relationships and lifelong negative consequences, especially for at-risk students. All the data acquired through research and knowledge gained about the negative effects from unhealthy teacher-student relationships needs to be shared with all teachers because these relationships do affect academic and behavior outcomes of the students in the classroom (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013).

The positive outcomes of pro-social interaction and teacher-student relationships have lifelong consequences that forever positively impact the student. Harvard University (2019) reports that one caring and supportive adult can positively impact and forever change the direction of a student’s life. The student can have numerous negative, unhealthy relationships; however, the student only needs one caring, supportive, and healthy relationship to change the outcome in a student’s life forever. The literature suggests that the power of relationships can predict future behavior for students (Sabol & Pianta, 2012). Teacher-student relationships are so powerful they can impact a student’s motivation and self-worth, which directly impacts academic and behavioral outcomes. Teachers might be fearful of holding student’s accountable; however, the data supports that accountability does not destroy or decay relationships (Armstrong, Haskett, & Hawkins (2017). Pro-social teacher-student relationships can deal with adversity and disruption in the classroom. Rudasill, Gonshak, Possel, Nichols, and Stipanovic (2013) suggest that students who have positive relationships that are rooted in trust, safety, and

caring have positive outcomes: e.g., good grades, increased standardized test scores, lower behavior referrals, increase self-worth, positive attitude toward school and teacher. Student's ability to form safe, trust-worthy relationships is "salient" for future academic success and adaptation to the school environment (Hamre & Pianta, 2001, p. 626). Hamre and Pianta (2001, p. 634) further suggest: "children's ability to form relationships with their teacher's forecasts later academic and behavioral adjustment in school." The literature provides evidence that safe, trust-worthy, low-conflict, healthy relationships are valuable for the student not only today but predict future outcomes related to academics and behaviors. Rudasill, Gonshak, Possel, Nichols, and Stipanovic (2013, p. 205) suggest not only is there positive educational outcomes (academics and behaviors); however, there is "healing and recovery" for students involved in caring, supportive and healthy teacher-student relationships. Armstrong, Haskett, and Hawkins (2017) suggest that students who have been abused can experience school success through positive, healthy relations with a teacher, which suggest the power in relationships. The student not only develops relationships with a teacher, but the student also develops a relationship with their peers, administration, and the district.

Niebuhr and Niebuhr (1999) suggest that a school's culture impacts student outcomes related to academics and behaviors. There is an established culture of support, love, caring between student-to-student, student-to-teacher, student-to-administration, teacher-to-teacher, and teacher-to-administration. Student culture will mirror teacher culture, and it is important for teachers to be supportive and develop safe and trustworthy relationships with the students in their care. Barile and colleagues (2012) report that schools that develop and maintain supportive, trust-worthy relationships between teacher-student have better outcomes related to academics and behavior, and more specifically, increased graduation rates. Barile and colleagues (2012)

complete their research on 7,779 students attending 431 public schools, the students studied were 16 years of age (50% were female, and 50% were male), 53% were white, 15% African American, 16% Latino, 11% Asian or Pacific Islander. They published their research in the article called: "Teacher-Student Relationship Climate and School Outcomes: Implications for Educational Policy Initiatives." Barile and colleagues (2012, p. 256) suggest there is a "cause and effect" relationship between the student perception about teachers and graduation rates. Students who perceived the teaching culture to be positive and supportive had an increase in graduation rates; while those, who perceived the teaching climate to be negative and unsupportive had a decrease in graduation rates. Baker, Grant, and Morlock (2008) report positive relationships with teacher-student to have better school outcomes. There is an increased graduation rate, higher achievement scores on standardized tests, fewer behavior referrals, increased self-worth within the student and trust has been formed so the opportunity to give feedback and continue skill development throughout primary and secondary classes from the teacher. All of these outcomes: i.e., increased graduation rate, higher achievement scores, fewer behavior referrals, increased self-worth, give feedback, and skill development are all outcomes from positive teacher-student relationships. Baker, Grant, and Morlock (2008) complete their research on 423 students from kindergarten to fifth grade (55% male), 63% African American, 21% Caucasian, 9% Hispanic, and 4% other. There were 68 teachers and 96% female (84% Caucasian, 14% African American). They published their research in the article called: "The Teacher-Student Relationship as a Developmental Context for Children with Internalizing or Externalizing Behavioral Problems." They discuss that closeness between the teacher-student relationships has been linked to positive outcomes related to school.

After reviewing the negative and positive outcomes related to the literature review. The guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes? There is a strong connection between student and teacher relationships. There is empirical evidence that says negative teacher-student relationships have negative outcomes for students, and positive teacher-student relationships have positive student outcomes.

STUDENT FACTORS TO RELATIONSHIPS

According to the literature, multiple factors come into play when developing relationships from the student's perspective. Perception, familiarity, closeness, belonging, engagement, and enjoyment are just a few of the factors that influence relationships from a student's perspective.

For a student to develop a trustworthy relationship, they must first have the perception that the teacher is perceived to be positive (Korthagen, Attema-Noordewier, & Zwart, 2014). The power of perception perceived by the student is very powerful. Muller (2001) suggests that when students have a perception that teacher's care for them, there will be an increased effort in academics and behaviors. The power of perception is so powerful for at-risk students that when they perceive a teacher cares about them and the teacher will conduct themselves in the best interest of the student, there is a change in academic and behavior outcomes (Muller, 2001). Breeman and colleagues (2018) suggest that perception from the student and perception from the teacher impact teacher-student relationship. If the teacher perceives the student to be disruptive, there will be an increase in behavior referrals. If the student perceives that the teacher does not care, there will be an increase in behavior referrals. The power of perception can be their reality. One article from the literature (Breeman et al., 2018, p. 238) discussed Autism Spectrum Disorder (ASD) and Emotional/Behavioral Disorder (E/BD) students. The study revealed that an

E/BD student's perception of "closeness" to the teacher dictated his behavior in the classroom. Breeman et al., (2018) complete their research on 272 boys between the first and sixth grade, there were 42 teachers involved (71% female and 29% male) in the Netherlands. They published their research in the article called: "Developmental Links between Teacher-Child Closeness and Disobedience for Boys Placed in Special Education." Rudasill, Gonshak, Possel, Nichols, and Stipanovic (2013) publish an article, and it is called "Assessments of Student-Teacher Relationships in Residential Treatment Center Schools." They completed their study on 113 students and 13 staff in two different residential treatment centers. 62% of the students were white, 14% black, 4% other and 18% did not disclose their race, 55 boys and 58 girls, and students were represented from all grades between fifth and twelfth grade (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013, p. 193). The study was about the perception of self and others. The student's perception of "self" impacted the teacher-student relationship. Students with a "low" perception of "self" reported that they did not develop positive relationships with teachers or authority figures; however, students with a "high" perception of "self" reported that they did develop positive relationships with teachers and authority figures in their life (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013, p. 203). Student perception of "teacher support" is critical in developing relationships and it is very important for the student's "well-being" (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013, p. 197). The study revealed that relationships matter; however, just as important as the relationship is the culture and perception placed on relationships. If there is a perception that relationships matter, students will be engaged and there will be positive academic and behavior outcomes. If the student has the perception that relationships don't matter, students will be disengaged and confrontational.

Students develop perceptions about teachers based on previous relationships developed (Sabol & Pianta, 2012). Students who experience negative relationships (low trust, high conflict) will develop schemas in their brain and perceive all relationships from previous relationships. The power of student's perception is clearly outlined and identified in the article called *Teacher-Student Relationship Climate and School Outcomes: Implications for Educational Policy Initiatives*. Barile and colleagues (2012) suggest there is a direct relationship between student perception about teachers and graduation rates. Students who perceived the teaching culture to be positive and supportive had an increase in graduation rates; while those, who perceived the teaching climate to be negative and unsupportive had a decrease in graduation rates. Based on student perception, the guiding question: "What is the connection between student and teacher relationships for behavior and academic outcomes?" student-teacher relationships play a major role in behavior and academic outcomes.

Familiarity is another factor for students in developing relationships. Hill and Jones (2018) completed their research on 2,111,082 3rd and 5th-grade students, 70,471 teachers teaching 3rd to 5th-grade classes (Hill and Jones, 2018, p. 4). "Forty percent of the students are minorities, the majority of whom are black" (Hill and Jones, 2018, p. 4). There was an equal number of male to female students in the study; however, there was more than 90% female teacher (Hill and Jones, 2018, p. 4). Through the research, Hill and Jones (2018) suggest when teachers specialize in specific areas, familiarity is lost between teacher-student and therefore, negative outcomes related to academic and behavior outcomes. Hill and Jones (2018) discussed another quality characteristic needed to build successful teacher-student relationships is teacher optimism. Hill and Jones (2018) suggest that when teachers are optimistic about students' futures and outcomes, there is successful documentation of students' academic and behavior

achievement in the classroom. Hill and Jones (2018, p. 2) discuss the concept of “looping.” Looping is continuously exposing the student to the same teacher throughout grade school for math or science. The data suggested that “looping” had a positive impact on student perception of the teacher because the students knew what to expect from the teacher. The study indicated that minorities had the strongest reaction to “looping” because of familiarity and predictability (Hill & Jones, 2018, p. 2). “These results shed light on the importance of student-teacher relationships in determining academic performance” (Hill and Jones, 2018, p. 9). The results of students continuously being exposed to the same teacher by looping, and, the teacher being optimistic helps with familiarity in the classroom, which has a positive impact on academic and behavior outcomes for students.

Closeness is another factor for students in developing relationships. Hamre & Pianta (2001) complete their research, and they write an article called: “Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade.” They completed their research on 179 students that attended school from kindergarten until the eighth grade, 60% of students were white, and 40% African American, 51% were male and 49% female. Teachers complete a battery of assessment collecting quantitative data. The goal of all data collecting is to review if there is evidence that teacher-student relationships developed in the kindergarten carry-over until the eighth grade related to academic and behavioral outcomes.

The literature provides evidence that safe, trust-worthy, low-conflict, healthy relationships are valuable for the student not only today but predict future outcomes related to academics and behaviors: “children’s ability to form relationships with their teacher's forecasts later academic and behavioral adjustment in school” (Hamre & Pianta, 2001, p. 634). They further suggest teachers who perceive students to have relationships rooted in conflict have

increased negative outcomes. Student's ability to form safe, trust-worthy relationships is "salient" for future academic success and adaptation to the school environment (Hamre & Pianta, 2001, p. 626). Hamre and Pianta (2001) report students who develop closeness with teachers adjust to the school environment successfully compared to their peers who do not feel a closeness to their teachers. Closeness is an important factor for students to feel related to their teacher.

Rudasill and Kaufman (2009) complete their research on 819 first grade students (413 were girls, and 406 were boys), 84% of children were Caucasian, 10% children were African American, and 6% identified as other. They published their research in the article called: "Teacher-child relationship quality: The roles of child temperament and teacher-child interactions." The data concluded that closeness is an important factor for students to feel related to their teacher. When students experience closeness with a teacher, there was an increased interaction between teacher and student compared when to students who did not feel closeness with a teacher (Rudasill & Kaufman, 2009). They report the main reasons for decreased closeness in the relationship is related to the students "shyness, effortful control, and gender directly related to teacher-child conflict" (Rudasill & Kaufman, 2009, p. 113, 115).

Korthagen, Attema-Noordewier, and Zwart (2014, p.22) suggest the principle of "closeness" as the most important factor when it comes to treatment. The treatment is not necessarily related to the theory or strategies of theoretic approach, but if the patient is close to the therapist; this suggests the feeling of closeness is very important in teacher-student relationships. Hamre and Pianta (2001) report students who develop closeness with teachers adjust to the school environment successfully compared to their peers who do not feel a closeness to their teachers. Closeness is an important factor for students to feel related to their

teacher. When students experience closeness with a teacher, there was an increased interaction between teacher and student compared when to students who did not feel closeness with a teacher (Rudasill & Kaufman, 2009). Pianta and Stuhlman (2004, p. 445) suggest that teacher-student relationships that have closeness can “mitigate” or lower the risk of negative outcomes related to school. Baker, Grant, and Morlock (2008) discuss that closeness between teacher-student relationships linked to positive outcomes related to school. The guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes? Closeness plays a determining role in teacher-student outcomes.

Belonging is an important factor in the teacher-student relationship. Robert Wubbolding (2007) writes an article called “Glasser Quality School.” There is quantitative data that supports the principles identified by Glasser are effective with students. A charter school in Virginia has declared itself a Glasser Quality School. In 2001, 67% passed the English test, 69% passed the Science test; in 2005, 93% passed the English test, 91% passed the Science test (Wubbolding, 2007, p. 260). There are set criteria for the Glasser Quality School, and one of the principles is belonging. At times, individuals might not understand or witness the importance of positive relationships; however, everyone needs to understand the dysfunctional relationships cause damage. Wubbolding (2007, p. 254) suggests that there are long-term mental health problems that are “rooted” in dysfunctional relationships. Relationships matter, and it is important for students to have a sense of belonging where they can feel supported, encouraged, and helped.

Students prefer face-to-face learning because it is based on interaction. Miyazoe and Anderson (2010) write an article called: “Empirical research on learners' perceptions: Interaction equivalency theorem in blended learning.” Terry Anderson creates an inventory identifying two theories: his first theory says learners can experience learning at a high level as long as there is

one of the three variables in place: teacher- student, student-student, student-content; his second theory says learners will choose one of the three learning modes over the other (Miyazoe & Anderson, 2010). They completed their study at four universities and offered to 236 students (Miyazoe & Anderson, 2010, p. 1). Miyazoe and Anderson (2010) have reviewed the data, and it is clear individuals do prefer one mode of learning over the other, which is the face-to-face learning based on interaction.

Students who feel a sense of relatedness or belonging to the classroom or teacher have better academic and behavior outcomes (Sabol & Pianta, 2012). Having a sense of belonging builds mutual respect in the classroom, which allows the student to demonstrate “inner control” (Wubbolding, 2007, p. 258). Barile and colleagues (2012) reported that having a sense of belonging is very important and directly related to student motivation, emotional management, and behavioral outcomes in the school environment. Students who feel a positive connection between their teachers and school help teachers remain connected to their students (Kindermann, 2011). Students are having a sense of relatedness and belonging in the classroom impact student motivation, emotional well-being, and behaviors. Kindermann (2011) published his work in an article called: “Commentary: The invisible hand of the teacher.” It is a review and summary of empirically based strategies to enhance teacher education to the student. The guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes? Belonging is instrumental in the teacher-student relationship and directly impacts academic and behavior outcomes.

Engagement is another factor determined to be important to the teacher-student relationship. Skinner & Belmont (1993) completed their research on 14 female teachers, 144 students between the ages of 8 and 12, students were of low to middle socioeconomic status and

“94%” were Caucasian and 6% were African American (Skinner & Belmont, 1993, p. 573). In the article, “Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year,” there is strong empirical support that teachers’ behaviors have a direct impact on the students in their care. The students scored each of the teachers in three areas: structure, autonomy, and belonging. Skinner and Belmont (1993) reported that teachers who designed a classroom with “high structure (clear information) that either is combined with a great deal of freedom (high autonomy support)” have the greatest impact on students. Students not only had a perception of these three areas (structure, autonomy, and belonging), which impacted student behavior. Students’ behavior was directly impacted when they attended each of these classes exposed to the structure, autonomy, and belonging. The perception and the reality of the teacher’s interactions with students are very important for the students to be engaged in the classroom. Not only did the teacher interactions directly impact student behavior, but it was also noted the student behavior impacted teacher behavior. If the teacher had a perception that the student demonstrated disaffection in the classroom, the teacher responded with: “more neglect, coercion, and even inconsistency” (Skinner & Belmont, 1993, p. 578). “Hence, changing teacher behaviors from those that undermine to those that promote the engagement of discouraged children should be a top priority of education reform” (Skinner & Belmont, 1993, p. 580). Probably the most interesting find in the article was “teachers tend to magnify children’s initial levels of engagement” (Skinner & Belmont, 1993, p. 580), which is very important to understand. If the student is highly engaged in the classroom, if the teacher has a decent structure, allows autonomy, and there is a sense of belonging, the student is motivated to become even more engaged. However, if the student is demonstrating disaffection in the classroom, “their typical classroom experiences may result in the further deterioration of their

motivation” (Skinner & Belmont, 1993, p. 580) which is why it is important for teachers to be cognizant of their behaviors so they can motivate and engage all students in their care. Tincani and Twyman (2016) write an article called “Enhancing Engagement Through Active Student Response.” It is a review and summary of data that supports student engagement based on teacher-student relationships: “A substantial body of research indicates the positive relationship between students’ active engagement with academic tasks and their achievement” (Tncani & Twyman, 2016, p. 2).

Students who experience pleasant emotions (enjoyment) in the classroom have better academic and behavioral outcomes (Frenzel, Goetz, Ludtke, Pekrun, & Sutton, 2009). One of the six criteria identified in the *Glasser Quality School* journal is enjoyment (Wubbolding, 2007). Students experience joy at school through learning, and soon, there is a connection between school and enjoyment. The teacher sets the stage for joyfulness in the classroom, which is dependent on the teacher-student relationship and answers the guiding question that teacher-student relationships impact academic and behavior outcomes.

TEACHER FACTORS TO RELATIONSHIPS

According to the literature, multiple factors come into play when developing relationships from the teacher’s perspective. Core values, qualities, perception, empathy, enjoyment, involvement, sensitivity, and optimism, are just a few of the factors that influence relationships from a teacher’s perspective. The literature reveals evidence that all these factors support teacher-student relationships.

Over the years, more and more evidence has come to light that teacher attitudes affect student academic progress (Muller, 2001). Muller (2001) completes his research on 6,007 eighth grade students. He published his research in the article called: “The Role of Caring in the

Teacher-Student Relationship for At-Risk Students.” Dr. Greene (2014, p. 10) says: “kids do well if they want to” and “kids do well if they can” is an important paradigm shift in thinking. “Kids do well if they want to” blames the student. It assumes the student has the skills necessary to problem solve; it assumes the student chooses not to be successful and wants confrontation. “Kids do well if they can” is a statement that assumes good intentions and implies there is some skill lacking, hence “lagging skills.” This attitude is a philosophy towards teaching and directly impacts academic and behavioral outcomes. Korthagen, Attema-Noordewier, and Zwart (2014, p. 28) report that teachers who have clear core values, had self-awareness and were guided by these core principles that allowed each of them to “be in the moment” and develop pro-social teacher-student relationships. Noddings (1984) discusses that developing long-lasting relationships with every student is not the goal for teachers; however, more important is that every time there is contact with the student that it be intimate, engaging and in the moment.

Core values and philosophy (attitudes and beliefs, thoughts, and feelings) about students in the teacher’s care plays a pivotal role in developing teacher-student relationships. Teacher core values and philosophy are a factor when answering the guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes?

Korthagen, Attema-Noordewier, and Zwart (2014) complete their study on teacher and students in the Netherlands. Students involved from four to twelve years of age, and there were five teachers involved (Korthagen, Attema-Noordewier, and Zwart, 2014, p. 24). After the first study, the researchers thought they needed to interview the students and added new questions. They published their results in the article called: “Teacher-student contact: Exploring a basic but complicated concept.” The data was collected qualitatively from interviews with the teachers and students. The data revealed that teachers who have clear core values, self-awareness and guided

by these core principles allowed each of them to “be in the moment” and develop pro-social teacher-student relationships (Korthagen, Attema-Noordewier, and Zwart, 2014, p. 28). Korthagen, Attema-Noordewier, and Zwart (2014, p. 30) suggest that empathy is a “prerequisite” to be a teacher. A teacher needs to be able to “understand” the context of the situation. Empathy is a quality characteristic required for all teachers to have to build teacher-student relationships.

Frenzel, Goetz, Ludtke, Pekrun, and Sutton (2009) suggest that another quality characteristic in successful teachers is enjoyment. The literature revealed that teachers who have fun and express joy in the classroom directly impact the students, and the students start to experience learning as enjoyment. They completed their research and published an article called “Emotional Transmission in the Classroom: Exploring the Relationship between Teacher and Student Enjoyment.” They completed their research on 1,763 eighth graders, 52% male, and 48% female, and 71 teachers (21 women and 50 men). The data collected was qualitative data using self-reports from the students and teachers. The data revealed that teacher enjoyment had a direct impact on student enjoyment, and student enjoyment had a direct impact on teacher enjoyment. The mediating factor between enjoyment of teacher and student is teacher enthusiasm. Frenzel, Goetz, Ludtke, Pekrun, and Sutton (2009, p. 712) suggest: “Emotionally positive classrooms enable teachers to best fulfill their teaching responsibilities and to maintain their emotional well-being.” Enjoyment and enthusiasm by the teacher is a “cause and effect” relationship with the students they serve. These teachers, who are enthusiastic about their work, enjoy their teaching, which directly impacts student enjoyment. Also, it teaches students to enjoy learning for the rest of their lives.

Involvement is another quality characteristic of a successful teacher. Skinner and Belmont (1993, p. 577) suggest that “involvement” is the factor that changes student perceptions.

The study revealed that when teachers get involved in their student's lives, it changes the perception of how students view teachers, and this is valuable information when dealing with students. Developing interpersonal involvement, which is allowing the students to get to know the teacher, and the teacher to get to know the students, the students will eventually work harder and increase "opportunities of success" (Niebuhr & Niebuhr, 1999, p. 680).

The literature has revealed that sensitivity is another quality factor that impacts teacher-student relationships. Sabol and Pianta (2012) write an article called "Attachment & Human Development." It is a review and summary of empirically based data based on quantitative information (Sabol & Pianta, 2012, p. 215). They focused on three areas of their research: "(1) concordance between children's relationships with teachers and parents; (2) the moderating role of teacher-child relationships for the development of at-risk children; and (3) training teachers from a relational perspective" based on the attachment theory (Sabol & Pianta, 2012, p. 213).

Sabol and Pianta (2012) discuss the variable of "sensitivity" in the section called "concordance between children's relationships with teachers and parents." Sensitivity is very important in a teacher-student relationship for positive academic and behavior outcomes. When a child feels secure with their parents, they will have a strong sense of security with their teacher. If a child feels insecure with their parents, they will have a low sense of security with their teacher. Attachment theories are based on the theory that the more sensitive the adult in the relationship, the more secure the child is in the relationship (Sabol & Pianta, 2012, p. 217). Early parent-child relationships matter; however, if the child has had a poor history of attachment with biological mom and dad, there is hope for the teacher and the saving grace is demonstrating sensitivity towards the student in your care.

Sabol and Pianta (2012) in the second section called “the moderating role of teacher-child relationships for the development of at-risk children” they support the evidence of not only is their positive outcomes related to academics, but there are also positive behavior outcomes. One factor is the student’s safety. Students feel safe in the context of a healthy relationship. “High quality” teacher-student relationships are so beneficial that they lower risk behavior (Sabol & Pianta, 2012, p. 219). At-risk students often have poor relationships with their caregivers and teachers. Developing strong, healthy, positive, quality relationships with students will decrease academic and behavioral risk. When students feel safe, students demonstrate low-risk behaviors. Relationships not only impact academic outcomes, but they also impact behavioral outcomes. Sabol and Pianta (2012, p. 215) suggest that sensitive teachers create an “emotional” environment that is supportive and non-judgmental, which positively impacts the teacher-student relationship. It is further suggested that sensitive teachers can change student’s perceptions about parent-child and teacher-student relationships with the student (Sabol & Pianta, 2012).

Sabol and Pianta (2012) discuss the variable of “teacher training” in the section called “training teachers from a relational perspective.” They discussed the importance of accurately training professionals to identify, respond, and support student social and emotional cues (Sabol & Pianta, 2012, p. 222). The training is based on perspective and needs to be presented from a relationship perspective — teacher’s need to be trained on sensitivity and their perceptions about relationships.

Verschueren and Koomen (2012) publish an article called “Teacher-Child Relationships from an Attachment Perspective.” They completed their research on previous work of Pianta (1992). In the past, the world has thought that the attachment theory was only related to parent-child; however, Pianta introduced to the world that attachment theory can reach beyond the

parent-child to specifically teacher-student. It is the desire of Verschueren and Koomen (2012) to add and contribute to the existing data. Verschueren and Koomen (2012) suggest that the teacher-student does not have a matured attachment disorder; however, there is strong evidence that the teacher-student relationship can be influential, especially with younger students. The younger the student, the easier it is to activate the attachment scheme. Their literature reveals that sensitivity is a major factor in determining quality, successful relationships between teacher-student. Verschueren and Koomen (2012, p. 208) report that “sensitivity” is the “antecedent of relationship quality” in addressing the student’s needs.

Optimism is another quality characteristic needed to build successful teacher-student relationships. Hill and Jones (2018) suggest that when teachers are optimistic about students futures and outcomes, there is successful documentation of students achievement in the classroom.

Teacher perceptions about the students they serve directly impacts their relationship with the student according to the literature. Teachers who perceive students to be motivated have less conflict with those students, which in turn results in positive outcomes. Teachers who perceive students to have “conflict” have increased negative outcomes, according to Hamre and Pianta (2012, p. 626). Rudasill and Kaufman (2009) suggest that teacher’s perceptions about students dictate the quality of the teacher-student relationship. The literature revealed that what teachers perceive about students usually is the outcome of the relationship.

Empathy, enjoyment, involvement, sensitivity, optimism, and teachers perception are factors when answering the guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes? These factors (empathy, enjoyment,

involvement, sensitivity, and optimism) have a direct connection and outcome related to teacher-student academic and behavior outcomes.

THEORIES RELATED TO RELATIONSHIPS

The literature revealed many theories related to teacher-student relationships. The theories discussed throughout this literature review are as followed: Attachment Theory, Choice Theory, Developmental Systems Theory, Ecological and Dynamic Model of Transition, Social Capital, and Transitional Model. Attachment Theory discussed in the journals: *Recent Trends in Research on Teacher-Child Relationships*, *The Student-Teacher Relationship Quality of Abused Children*, *Assessments of Student-Teacher Relationships in Residential Treatment Center Schools*, *Teacher-Child Relationships from an Attachment Perspective*, and *Early Teacher-Child Relationships and the Trajectory of Children's School Outcomes through Eighth Grade*. The Choice Theory discussed in the journal *Glasser Quality School*. The Developmental Systems Theory was discussed in the journal *Recent Trends in Research on Teacher-Child Relationships*. The Ecological and Dynamic Model of Transition Theory discussed in the journal *Teacher-Child Relationship Quality: The Roles of Child Temperament and Teacher-Child Interactions*. The Social Capital Theory has discussed in the journal *The Role of Caring in the Teacher-Student Relationship for At-Risk Students*. The Transitional Model Theory discussed in the journal *Teacher-Child Relationship Quality: The Roles of Child Temperament and Teacher-Child Interactions*. Korthagen, Attema-Noordewier, and Zwart (2014) suggest the theory or strategies of theoretic approach is less important than the relationship built between patient and therapist. The literature suggests there is a strong connection between teacher-student relationships when answering the guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes?

TRAINING RELATED TO RELATIONSHIPS

The literature has exposed that teacher-student relationships are essential and directly related to academic and behavioral outcomes. Korthagen, Attema-Noordewier, and Zwart (2014, p. 31) suggest interactions between teacher-student are “pivotal,” and it is important to train teachers that they know how “pivotal” every contact and interaction is with each student in their care.

The literature revealed that teachers need training in social investments. Armstrong, Haskett, and Hawkins (2017, p. 149) call this “Banking Time.” “Banking Time” or making social investments is like making deposits, and when you have enough deposits, and a potential crisis happens, there will be enough social capital in the bank that will not harm the relationship. Teachers need to be proactive and developing this technique of “Banking Time.” Kindermann (2011, p. 307) shares ideas related to social investments: “teachers need to become good observers, who learn about their students’ social lives, and learn to guide students’ social and effective adjustment in peer relationships. This includes attention to students’ social status and peer group affiliation...”

PROBLEMS WITH STUDY

The problems identified in this study have to be based on gender because 80% of the students in E/BD or identified as having relationship problems are male students. Breeman et al. (2018) report that 80% of the students in special education are boys. DATA USA (n.d.) reports in 2016, 86.4% of the teachers were female. If 80% of the students were female in special education, and they were identified and worked with 86.4% male teachers, this would be a problem, and it would be called “discrimination.” The problem with this study and other studies is the importance of male teacher’s missing during primary grades. There is clear evidence that

relationship issues developed in kindergarten impact future relationships with other teachers, and most kindergarten teachers are female. At this time, there is strong evidence that further research needed in understanding the limited role in male teachers affecting academic and behavior outcomes related to boys in school.

CHAPTER III: APPLICATION OF THE RESEARCH

ANALYSIS

As discussed in chapter one: Relationships are very important between teacher and student for the student's academic and behavior success. From the student's perspective, we will be discussing these factors in chapter two because these factors play a key role in the connection between teacher-student academic and behavior outcomes: perception, familiarity, closeness, belonging, engagement, and enjoyment. From the teacher's perspective, we will be discussing these factors in chapter two because these factors play a key role in the connection between teacher-student academic and behavior outcomes: core values, qualities, perception, empathy, enjoyment, involvement, sensitivity, and optimism. In chapter three, we will sum up all these perspectives under the principle of grace.

As a believer in Jesus Christ as my savior, I believe relationships are very important. Jesus Christ said: "For God so loved the world, that he gave his only begotten Son, that whosoever believeth in him should not perish, but have everlasting life. For God sent not his Son into the world to condemn the world; but that the world through him might be saved. He that believeth on him is not condemned: but he that believeth not is condemned already, because he hath not believed in the name of the only begotten Son of God" (John 3:16-18 KJV). We are sinners and deserve Hell; however, the Bible tells us Jesus Christ loved us and then died for us because He wants to have a personal relationship us. Jesus Christ sets the example in everything for all humanity, especially relationships. The Bible is very clear that grace is all important when it comes to relationships.

Repentance comes from the Greek word called *metanoia*, which means to change one's mind. God's goodness, patience, and grace lead to a person's repentance: stop trusting in their

sacraments, rituals or traditions of men and trust in Jesus Christ alone for salvation (Romans 2:4 KJV). Jesus Christ loved me before I could ever love Him, and he demonstrated this love by going to the Cross and dying a death that I owe (Romans 5:8 KJV). Jesus Christ from eternity past revealed Himself in the flesh and became sin for us who knew no sin because He is God and paid a perfect sacrifice for sin (II Corinthians 5:21 KJV). God's grace revealed to me, and I immediately changed my mind -stopped trusting in my works, rituals, and sacraments for salvation and immediately trusted in Jesus Christ alone for salvation. As a sinner, I do not deserve any grace or goodness from God; however, this is who God is: He is the God of Love, He is the God of Mercy, and He is the God of Grace. Teachers need to have the same attitude toward their students. The teacher needs to give love, mercy, and grace because this is what teachers do to grow positive, healthy relationships with the students in their care. Grace is a choice and always given from a position of authority to a lower position. The Bible says: "For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast" (Ephesians 2:8-9 KJV). Salvation is by grace alone, through faith alone, in Christ alone, documented in the scriptures alone, so God gets the glory alone. Teachers need to have the same attitude as God and grant grace every day in their classroom to their students. Eternal life is a free gift freely received in Jesus Christ all because of grace (Romans 6:23 KJV). Grace is a gift teachers need to give their students daily in the classroom. Relationships are all important for husband and wife, parent and child, neighbor and neighbor, and teacher and student for positive academic and pro-social behavior outcomes. Relationships founded on the principle of grace will reap a harvest of positive academic and behavioural outcomes with the students we serve. Because of God's grace given to us, we are to treat others as we would want to be treated (Matthew 7:12 KJV).

Relationships are very important between teacher and student for the student's academic and behavior success. I will use the relationship between Jesus Christ and the sinner man as an example for my teacher and student relationship. Grace needs to be given to the students in our care because it is grace that will change student outcomes related to behaviors and academics. Teachers need to have an attitude and philosophy that all students want to be successful; however, some students lack certain skills to be successful. As we deepen our relationship with Christ, we become more able to live out our role as Christians. In the same way, when we deepen our relationship with our students, we help them become their best selves.

Relationships are important; the question is: "how important is the relationship between teacher and student about student academics and behaviors?" The guiding question for my thesis is: "What is the connection between student and teacher relationships for behavior and academic outcomes?" A believer's conduct or manner of life should advance the Gospel but never cause a person to reject the Gospel. If a person rejects the Gospel of Jesus Christ, that responsibility is on the person; however, this should not change the believer's conduct or manner of life. Teachers have the same responsibility. Teacher conduct in the classroom should advance a student's education but never cause a student to reject their education. If a student rejects the principle of grace, the attitude of the teacher does not stop giving grace but continues to give grace. The principle of grace always goes beyond sin (Romans 5:20-21 KJV). Whatever behavior is demonstrated by the student, the attitude of a teacher should always abound beyond the behavior demonstrated by the student. A person's conduct matters; however, it does not matter for the believer's salvation, it matters for others salvation, and this is why a person is to "work out" their salvation so others can see Christ within the believer (Philippians 2:12 KJV). A teacher's conduct matters because the students witness the love, mercy, and grace within the teacher to

build a healthy, trusting relationship which will reap a harvest of opportunities and success for the students we serve. Grace is given to the students in our care because it is grace that will change student outcomes related to behaviors and academics.

The teacher's testimony matters when it comes to relationships between the student and teacher and modeling desired behavior in the classroom. When I read "A soft answer turneth away wrath: but grievous words stir up anger" (Proverbs 15:1 KJV), it makes me think about a teacher's testimony related to the student. Believers are saved by grace through faith in the finished redemptive work of Jesus Christ. People do not go to Heaven because they are "bad" or "good," they go to Heaven because they believe the Gospel of Jesus Christ (Romans 1:16 KJV). When a person believes in the Gospel of Jesus Christ, they are "born again" and become a child of God forever (Galatians 3:26 KJV). A person's eternal security is not based on their relationship; however, it is based on their position –either they are a child of God, or they are not a child of God. You are only a child of God if you believe the gospel of salvation: believe Jesus Christ died on the cross for our sins, burial, and resurrection (I Corinthians 15:1-4 KJV). A person can only be born again "one time," and once you believe in the Gospel of Salvation, you are forever a child of God and forever receiving eternal life because Jesus Christ has you in His hands, God the Father has you in His Hands, and Holy Spirit seals you (John 10:28-30, Ephesians 1:13-14 KJV). Now you are a child of God; it is important believers know and understand their testimony matters. Teachers are the trained professionals in the classroom; teachers have a privileged position in the classroom, and it is their responsibility to set the example of what is acceptable in the classroom. Teacher's testimony matters to the outcomes of their students.

Paul said to the Philippians that their conduct should be of the Gospel. “Only let your conversation be as it becometh the gospel of Christ: that whether I come and see you, or else be absent, I may hear of your affairs, that ye stand fast in one spirit, with one mind striving together for the faith of the gospel” (Philippians 1:27 KJV). As I said before, a believer’s conduct or manner of life should advance the Gospel but never cause a person to reject the Gospel. Teachers have the same responsibility. Teacher’s conduct in the classroom should advance the student’s academics and behaviors toward education, but never cause a student to reject their education (Armstrong, Haskett, & Hawkins, 2017, p. 148).

Once a person is saved, they are saved forever and can never lose their salvation (I John 5:10-13 KJV). Does this permit believers act like fools? Absolutely not (Romans 6:1-2 KJV)! Why not? God knows His children; however, how do the lost know we are God’s children? The lost know us by our works. Believers demonstrate their faith through their works (James 2:14-18 KJV). Teachers have the power; they can remove a student from the room at any time, but just because they have the power, does it make sense they should use this power? No! With power comes great responsibility for the teacher. Teachers demonstrate the principle of grace through their works every day in the classroom and through their kindness, patience, and mercy the student will witness the light of Christ within the teacher (Matthew 5:16 KJV). Just like the testimony of a believer makes the Gospel more acceptable, a good testimony of a teacher makes the student’s education more acceptable.

The Bible says we are saved by grace through faith: “For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast” (Ephesians 2:8-9 KJV). Now that we are saved and forever a child of God let our conduct becometh the Gospel of Jesus Christ let us become the salt and light of the earth so others can

witness Christ Jesus in us so they can receive Jesus Christ for Salvation. As believers, we are to grow in grace in the knowledge of Jesus Christ (II Peter 3:18 KJV). Teacher's need to allow their students to "grow in grace," and this is done by giving grace to the student's they serve in the classroom every day.

I want to shed light and not neglect the role of the teacher when it comes to academic and behavioral outcomes for students in their care. Teachers need to grant love, mercy, peace, comfort, and grace every day to their students and let their light shine. "Let your light so shine before men, that they may see your good works, and glorify your Father which is in heaven" (Matthew 5:16 KJV).

TRAINING DESCRIPTION

Relationships Matter



CHAPTER III: APPLICATION OF THE RESEARCH

Relationships Matter



- Thesis Question:
 - What is the connection between student and teacher relationships for behavior and academic outcomes?
- Hypothesis:
 - Teacher's testimony matters to the outcomes of their students.

Relationships Matter



- Connections between teacher-student outcomes:
 - Love
 - Grace
 - Perception
 - Closeness
 - Belonging
 - Engagement
 - Enjoyment

Relationships Matter



- Love is a connection between teacher-student relationships.
- Love is a verb and is actionable.
- There is an example of Love demonstrated on the Cross of Calvary.
 - "This is my commandment That ye love one another, as I have loved you. Greater love hath no man than this, that a man lay down his life for his friends" (John 15:12-13 KJV)
 - "Beloved, let us love one another: for love is of God; and every one that loveth is born of God, and knoweth God. He that loveth not knoweth not God; for God is love. In this was manifested the love of God toward us, because that God sent his only begotten Son into the world, that we might live through him. Herein is love, not that we loved God, but that he loved us, and sent his Son to be the propitiation for our sins. Beloved, if God so loved us, we ought also to love one another. No man hath seen God at any time. If we love one another, God dwelleth in us, and his love is perfected in us. Hereby know we that we dwell in him, and he in us, because he hath given us of his Spirit. And we have seen and do testify that the Father sent the Son to be the Saviour of the world." (I John 4:7-14 KJV)
 - "But God commendeth his love toward us, in that, while we were yet sinners, Christ died for us" (Romans 5:8 KJV)

Relationships Matter



- Grace is a connection between teacher-student relationships.
- Grace is unmerited favor –getting something you don't deserve.
 - "Or despisest thou the riches of his goodness and forbearance and longsuffering; not knowing that the goodness of God leadeth thee to repentance?" (Romans 2:4 KJV)
 - "For by grace are ye saved through faith; and that not of yourselves: it is the gift of God: Not of works, lest any man should boast" (Ephesians 2:8-9 KJV).
 - "But grow in grace, and in the knowledge of our Lord and Saviour Jesus Christ. To him be glory both now and for ever. Amen" (II Peter 3:18 KJV).

Relationships Matter



- Evidence Based Rationale
 - "By supporting teachers in developing positive relationships with all students, school psychologists can work toward meeting the needs of children who have experienced maltreatment" (Armstrong, Haskett, & Hawkins, 2017, p. 149)
 - "This study provides evidence that beyond cognitive functioning and classroom behavior, children's ability to form relationships with their teacher forecasts later academic and behavioral adjustment in school" (Hamre & Pianta, 2001, p. 634)
 - "Positive school climate has been shown to have an influence on student behavior" (Niebuhr and Niebuhr, 1999, p. 679)
 - "Most strongly supported, close relationships with teachers are associated with improved academic and socioeconomical functioning among children with behavioral and demographic risk" (Sabol and Pianta, 2012, p. 215)
 - "Research studies have shown that school interventions designed to enhance relationships as well as providing a firm, fair, and friendly school climate impact student achievement and behavior in a positive manner" (Wubbolding, 2007, p. 259)

Relationships Matter



Project & Purpose

- My questions for this thesis: What is the connection between student and teacher relationships for behavior and academic outcomes?
- For this project, I researched the following data bases: Bethel Library, ERIC, Academic Search Primer, and PsycINFO.
- The purpose for this thesis is to identify if there is a connection between teacher-student relationships and student academic and behavior outcomes.
- The research identified overwhelmingly that there is a connection between teacher-student relationships that affect student academic and behavior outcomes.

Relationships Matter



- **Training Description:** Over the years, there appears to have been an increase in student referrals, discipline, and suspensions. What is the root cause of the increase in student referrals, discipline, and suspensions? Is this related to teacher and student relationships? Niebuhr and Niebuhr (1999) report the relationship between the teacher and student is imperative. "Part of the necessary quality condition in the classroom is that as teachers allow their students to know them and, hopefully, like them, the students will work harder, thus increasing their opportunities for success" (Niebuhr & Niebuhr, 1999, p. 680).
- **Targeted Audience:** all teachers and administrators working directly with students from K-12
- Teachers and administrators will "buy-in" because they through the training they understand the power they have and can directly impact a student's path related to educational success just how they treat a student. Knowing this information and doing nothing about it is educational malpractice.

TRAINING PROPOSAL

Relationships Matter



START OF TRAINING PROPOSAL

- Training Title: Teacher-Student Relationships Matter for Student Academic and Behavior Outcomes
- Training Description: Over the years, there appears to have been an increase in student referrals, discipline, and suspensions. What is the root cause of the increase in student referrals, discipline, and suspensions? Is this related to teacher and student relationships? Niebuhr and Niebuhr (1999) report the relationship between the teacher and student is imperative. "Part of the necessary quality condition in the classroom is that as teachers allow their students to know them and, hopefully, like them, the students will work harder, thus increasing their opportunities for success" (Niebuhr & Niebuhr, 1999, p. 680).
- Targeted Audience: all teachers and administrators working directly with students from K-12
- Training Hours: 5.5 hour training / 1.5 hour lunch
- Training Time: 830am to 330pm

Relationships Matter



START OF TRAINING PROPOSAL(continued)

Training Benefits:

1. Better Relationship between Teacher-Student
2. Increased Outcomes (Graduation Rates, Student has Pro-Social Life)
3. Increased Resilience
4. Decreased Hostility and Aggression
5. Decreased Suspensions

Training Objectives:

1. Relationships Matter(OBJ 1)
2. Trauma(OBJ 2)
3. Philosophy(OBJ 3)
4. Behavior Management Techniques(OBJ 4)
5. Lesson Plans, Curriculum & Milieu Management(OBJ 5)
6. Questions and Feedback(OBJ 6)

Relationships Matter



OBJECTIVE 1 – RELATIONSHIPS MATTER

Objective	Time	Content Outline	Presentation Method	Hardware / Materials
OBJ1	15 min	<p>Welcome & Introduction</p> <ul style="list-style-type: none"> ▪ Instructor Introduction ▪ Review Training Objectives ▪ Key Idea: your relationship with your audience matters <p>Video / Relationships Matter</p>	<p>Introduction</p> <ul style="list-style-type: none"> ▪ Presentation: briefly introduce self, training objectives and training agenda <p>Video #1</p> <ul style="list-style-type: none"> ▪ Fresh Prince / Relationships Matter 	<p>Computer Video Projector PowerPoint / Google Slides</p> <p>Computer Video Projector Video</p>

Relationships Matter



OBJECTIVE 1 – RELATIONSHIPS MATTER (continued)

Objective	Time	Content/Outline	Presentation Method	Handouts / Materials
OBJ1	15 min	Exercise / Influence	Exercise #1 <ul style="list-style-type: none"> Small Group break into (dyads) and interview each other and take notes, ready to report back to large group Complete the handout "Influence" (see appendix A) Large Group break back into large group and identify individuals and themes of the group that impacted and changed people's lives 	Computer Video Projector PowerPoint / Google Slides Handout - Quasara
	15 min	Video	Video #2 <ul style="list-style-type: none"> Gang Leader to Graduate: A Conscious Discipline Discussion 	Computer Video Projector Video
	5 min	Exercise	Exercise #2 <ul style="list-style-type: none"> Lower down writing a letter to yourself reminding us one thing you liked or learned during this module 	Paper and pen

Relationships Matter



OBJECTIVE 2 – TRAUMA

Objective	Time	Content Outline	Instruction Method	Handouts / Materials
OBJ 2	15 min	Class	Trauma <ul style="list-style-type: none"> ▪ Presentation: review the class on ACEs 	Computer Video Projector PowerPoint / Google Slides
		Exercise	Exercise #1 <ul style="list-style-type: none"> ▪ Complete the handout "ACE Score" (see appendix B) 	HO ACE Score
	15 min	Video	Video #1 <ul style="list-style-type: none"> ▪ Scenes of Trauma ▪ discussion 	Computer Video Projector Video

Relationships Matter



OBJECTIVE 2 – TRAUMA (continued)

Objective	Time	Content Outline	Presentation Method	Handouts / Materials
OBJ 2	15 min	Exercise / Mini-trauma	Exercise #2 <ul style="list-style-type: none"> Large Group complete the handout "Mini-Trauma Activity" (see appendix Q) Ask questions Discussions 	Computer Video Projector PowerPoint / Google Slides HO Mini-Trauma Activity
	5 min	Video	Video #2 <ul style="list-style-type: none"> ACE Primer 	Computer Video Projector Video

Relationships Matter



OBJECTIVE 3 – PHILOSOPHY

Objectives	Time	Content Outline	Resources/Methods	Handouts / Materials
OBJ 3	15 min	Examples / Prisoner's Dilemma	Prisoner's Dilemma • Read the prisoner's dilemma story • discussion Video #1 • The Prisoner's Dilemma	Computer Video Projector PowerPoint / Google Slides
	15 min	Scenarios / Philosophy	Scenario #1 • Review the scenario called "Rosa Greene's Philosophy" (see appendix B) • Review the scenario called "Luana Rodriguez's Philosophy" (see appendix B) • Complete the scenario called "Marcel's Philosophy" (see appendix B) • Small Group: break into (3) groups and create own philosophy • Large Group: break back into large group and share ideas with group	Computer Video Projector PowerPoint / Google Slides HD as Rosa Greene's Philosophy HD as Luana Rodriguez's Philosophy HD as Marcel's Philosophy

Relationships Matter



OBJECTIVE 3 – PHILOSOPHY (continued)

Objective	Time	Content Outline	Presentation Method	Handouts / Materials
OBJ 3	15 min	Positive Communication Objectives	Strength Focused vs. Problem Focused <ul style="list-style-type: none"> Review the handout called "Strength Focused vs. Problem Focused" (see appendix Q) Discussion 	Computer Video Projector PowerPoint / Google Slides HO on Strength Focused vs. Problem Focused
	5 min	Exercise	Exercise #2 <ul style="list-style-type: none"> Complete the handout called "Christlike Educator" (see appendix H) 	HO on Christlike Educator

Relationships Matter



OBJECTIVE 4 – BEHAVIOR MANAGEMENT

Objective	Time	Content Outline	Instruction Method	Handouts /Materials
OBJ 4	15 min	Example / Handbook	Handbook <ul style="list-style-type: none"> Review the handbook called "Handbook E/ BD Level 03 Program" (see appendix J) 	Computer Video Projector PowerPoint / Google Slides HO the Handbook
	15 min	Examples	Program Components <ul style="list-style-type: none"> Review the handbook called "1,2,3,4 Warning" (see appendix J) Review the handbook called "Blue Sheet" (see appendix K) Review the handbook called "Grading" (see appendix L) 	Computer Video Projector PowerPoint / Google Slides HO 1,2,3,4 HO BlueSheet HO Grading

Relationships Matter



OBJECTIVE 4 – BEHAVIOR MANAGEMENT (continued)

Objective	Time	Content Outline	Presentation Method	Handouts / Materials
OBJ 4	10 min	Video	Video #1 <ul style="list-style-type: none"> Review video "In the Power's Hands" Discussion 	Computer Video Projector Video White Board Dry Erase Markers
	10 min	Exercise / Creed	Exercise #1 <ul style="list-style-type: none"> Review the handout called "Swiders Creed" (see appendix M) Create the handout called "Your Swiders Creed" (see appendix N) Small Group break into (dyads) and create Your Swiders Creed Large Group break back into large group and share Your Swiders Creed 	HO Swiders Creed HO Your Swiders Creed Paper and pen

Relationships Matter



OBJECTIVE 5 – LESSON PLANS, CURRICULUM & MILIEU MANAGEMENT

Objective	Time	Content Outline	Presentation Method	Handouts / Materials
OBJ 5	15 min	Example / Lesson Plan	Lesson Plan <ul style="list-style-type: none"> Review the handbook called "Lesson Plan" (see appendix P) Social Skills/ Problem Solving and Cognitive Self-Change Curriculum 	Computer Video Projector PowerPoint / Google Slides HO Lesson Plan
		Video	Video #1 <ul style="list-style-type: none"> Crowds Discussion 	Computer Video Projector Video White Board
		Video	Video #2 <ul style="list-style-type: none"> Breathing We Calm, We Think, We Cope Discussion 	Dry Erase/Markers
		Discussion	Milieu Management <ul style="list-style-type: none"> Desk arrangements, music, lighting 	

Relationships Matter



OBJECTIVE 5 – LESSON PLANS, CURRICULUM & MILIEU MANAGEMENT (continued)

Objective	Time	Content Outline	Resources/Materials	Handouts / Materials
OBJ 5	15 min	Scenario	Scenario 41 <ul style="list-style-type: none"> • Create the scenario called "Nails to the Peers" (see appendix P) • Small Group: Smuck and (dyde) and complete "Nails to the Peers" • Large Group: Smuck and large group and write the group "Nails to the Peers" 	Computer Video Projector PowerPoint / Google Slides HD Nails to the Peers
	15 min	Scenario	Scenario 42 <ul style="list-style-type: none"> • Complete the scenario called "Cooler Mungusman Style Lovers" (see appendix Q) • Small Group: Smuck and (dyde) and complete "Cooler Mungusman Style Lovers" • Large Group: Smuck and large group and write the group "Cooler Mungusman Style Lovers" 	Computer Video Projector PowerPoint / Google Slides HD Cooler Mungusman Style Lovers Paper and pen
	5 min	Scenario	Scenario 43 <ul style="list-style-type: none"> • Letter has to be sent 	

Relationships Matter



OBJECTIVE 6 – QUESTIONS & FEEDBACK

Objective	Time	Content Outline	Presentation Method	Handouts / Materials
OBJ 6	15 min	Questions	Question <ul style="list-style-type: none"> Any questions Email information All information available 	Computer Video Projector PowerPoint / Google Slides
	5 min	Example / Feedback	Feedback <ul style="list-style-type: none"> Review the handout called "Feedback for Teacher and ESP" (see appendix R) 	HO on Feedback for Teacher and ESP
	10 min	Feedback	Complete feedback on Training	HO on Feedback

END OF TRAINING PROPOSAL

Relationships Matter



I believe this training could be offered a couple different ways:

- This training can easily be sustained if a national corporation like BER (Bureau of Education Resources) would sponsor a trainer, and offer this training nationally.
- The other option is for myself to start my own business and consult with districts and offer trainings to directly impact student academic and behavior outcomes.

CHAPTER IV: DISCUSSION AND CONCLUSION

SUMMARY

God the Father, Jesus Christ, and the Holy Spirit loved sinner man before God even created man. The plan for salvation is outlined in Ephesians chapter 1 and designed where all three persons of the Trinity are involved. God has a deep love for created man and foreknew that man was going to sin and thus preparing a plan for salvation before man was created (Ephesians 1:4-14 KJV). This process gives us a glimpse into God and reveals who He is and the love He has for created man. God the Father designed the plan of salvation before man was created. Jesus Christ voluntarily goes to the Cross of Calvary and pays the debt of all sin, and the Holy Spirit sealing humankind into the body of Christ when a person trusts in Jesus Christ alone for salvation. Jesus Christ loved us and then He washed us in His blood (Revelation 1:5 KJV). Jesus Christ's motives are revealed and His motives are pure and genuine. The Gospel is clear, Jesus Christ loves us and then He died for all our sins and resurrected for us. The plan of salvation and His motives were revealed before man was ever created. Jesus Christ does not try to bribe or guilt people into trusting in Him. He wants you to believe because you witness His act of grace. It is through the act of grace that changes behavior and individuals "repent." Repent comes from the Greek word "metanoia" which means "change your mind." Individuals see Jesus Christ for who He is, and it is through this act of grace that changes the minds of individuals to stop trusting in their works for salvation and trust in Jesus Christ alone for salvation (Romans 2:4 KJV).

As teachers, we can learn from this act of grace. Let us not enter our classrooms and try and bribe or guilt students into changing behavior. Let our motives be revealed through our actions and the students will notice that we are genuine and over time, this will change the students thinking about the teacher and eventually the student's academic and behavior will

change. The literature shows that through acts of grace, kindness, mercy and love by the teacher will positively impact academic and behavior outcomes of students in the classroom.

The evidence is clear that teacher-student relationships have a direct impact on student academic and behavior outcomes: positively and negatively. A review of the literature's outcomes demonstrates that teacher-student relationships are imperative to student success. The positive outcomes of pro-social interaction and teacher-student relationships have lifelong consequences that forever positively impact the student. Harvard University (2019) reports that one caring and supportive adult can positively impact and forever change the direction of a student's life. The power of "one caring" adult can change a lifetime of trauma, crisis, and stress in a positive direction. It is through this one caring adult that a student can learn they have dignity, worth, and value which is grace. This is exactly what Jesus Christ did for us on the Cross of Calvary. Many individuals do not think they have dignity, worth and value; however, the God of the universe revealed Himself in the flesh and died for the sins of humankind, buried and resurrected for them which shows each person how valuable they truly are. Every person needs to know that their life matters, their life has value and they are created in the Image of God: *Imagio Dei*.

There are many students today who believe they have little dignity, worth and value; however, when the teacher learns their name, learns about their history, understands their dreams and values, and capitalizes on their strengths, the student starts to believe in themselves because "one caring" teacher started to believe in them. Teachers have a responsibility to grant grace every day to their students because one caring teacher can change the direction of a student positively or negatively. There is clear evidence from the literature review that treating students negatively also has long-term consequences for the student. The research supports when

relationships are rooted in conflict; the student will probably have long-term relationship issues with teachers (Pianta & Stuhlman, 2004). I have personally witnessed this in my school career as a student and as a teacher. It appears that once a student is labeled as a “troubled student,” everyone starts to treat this student as a “troubled student,” and the next years of this student’s life is a revolving door of behavior referrals, suspensions, and meetings with administration and parents discussing their “troubled student.” The literature review revealed that there is “hope” because one caring adult can change the path this student has been traveling. Hamre and Pianta (2001, p. 636) suggest that if this student that is labeled “high-risk” they can effectively develop a positive relationship with one adult, there is hope for this student that the outcomes will change. Again, this is powerful information and proves that teacher-student relationships matter. The question has been: What is the connection between student and teacher relationships for behavior and academic outcomes? The connection is grace, love, mercy, and compassion and these need to be granted to the students every day because the relationship each teacher develops with student matters. It matters so much; it can change the path a student is traveling, and change academic and behavior outcomes positively or negatively.

PROFESSIONAL APPLICATION

Our schools in the United States are in crisis and need an intervention (George Lucas Educational Foundation, 2019). Suicide is the number two killer of individuals between the ages of 10 and 34 which is a preventable death (U.S. Department of Health & Human Services, n.d.) It appears there is a rise in school shootings across the United States (WebMD, 2019). Schools are suspending students because of disruptive behaviors; however, are these behaviors related to their disability (Wright & Wright, 2019)? I was having a conversation with my principal, and he shared with me that right now there are almost seventy districts in MN being sued because some

feel the student educational rights are violated because their child is being suspended or expelled. It is clear that what we are doing nationally is not working and it is affecting our students.

I reviewed some “big picture” problems; however, the answer starts with every teacher, and it is their philosophy about the students in their care. When I was a student attending school, I was labeled as a student who was a “troubled teen;” however, I had one teacher who cared about me, and I wrote him a letter thanking him because reflecting it is this man who kept me involved in athletics which kept me connected in school. It is this man who brought me to my first university and gave me a tour, and I owe this man a debt of gratitude. a lot of gratitude towards this man. It is this man that taught me that I have dignity and worth.

Everything starts with values; values drive your feelings, feelings drive your thoughts, and thoughts drive your behaviors. Let me start with my philosophy. Every student is unique, and has worth and value. Every student has the right to grow up in a safe environment. Every student has the right to grow in a healthy relationship. Every student has powerful potential. This value system drives my feelings of love, compassion, empathy, passion, and power. These feelings drive my thoughts about the student I serve. Before becoming a teacher, I worked in corrections. I have worked with over 2300(+) kids in corrections, and I have always said, “I have never met a bad kid; I have met great kids who made bad choices.” Having developed this personal philosophy about the kids I serve has helped me build positive relationships with some very high-risk students, and I eventually partnered with the student to make better choices which led to positive academic and behavior outcomes.

Dr. Greene (2014) says: “kids do well if they want to” and “kids do well if they can” is an important paradigm shift in thinking. “Kids do well if they want to” blames the student. It assumes the student has the skills necessary to problem solve; it assumes the student chooses not

to be successful and wants confrontation. “Kids do well if they can” is a statement that assumes good intentions and implies there is some skill lacking, hence lagging skills. This attitude is a philosophy towards teaching, and directly impacts academic and behavioral outcomes. I have the personal philosophy that starts with what happened to this student versus what’s wrong with this student. In this philosophy, there is a paradigm shift in thinking which changes a person’s behaviors and interactions with each student they serve. I want to make sure every student is heard, dreams are respected, and that they recognize the beauty within themselves. I will do this by my actions; I will demonstrate this by my behavior; I will treat the student with dignity and respect, I will make time for them to express their thoughts and dreams and I will champion them in their actions. I will build healthy, positive, trusting relationships with every student I serve. My job is not to eliminate crisis from students’ lives but to help give them have the confidence to overcome the crisis in each of their lives. This attitude is a choice, and every teacher in America needs to make a choice. Do they show up to work to meet the needs of themselves or do they show up to work to meet the needs of their students? It starts with our attitude, and it needs to be a selfless attitude. Attitude is the principles and beliefs that a person lives by, and these attitudes drive our thoughts and feelings, and eventually, our behavior reveals our thoughts/feelings and attitude.

LIMITATIONS OF THE RESEARCH

I used research sites that were recommended by my professors: e.g., Bethel Library, ERIC, Academic Search Primer, and PsycINFO. ERIC is: “Education Resources Information Center, is a government repository for articles and documents in the field of education” (Bethel Libraries, 2019). Only articles were researched that were published in peer review journals. The strategy for the literature review started broad and eventually over time the search narrowed to

answer the guiding question: What is the connection between student and teacher relationships for behavior and academic outcomes? The key words searched in the peer review journals: “relationships between teacher and student,” “student outcomes related to teacher-student relationships,” “student factors related to teacher-student relationships,” “teacher factors related to teacher-student relationships,” and “theories related to relationships.” As I reviewed the recommended resources to provide the information needed for this thesis, I was immediately shocked that there was not an abundance of resources related to teacher-student relationships connected to behavior and academic outcomes. I thought I would find numerous articles related to teacher-student relationships related to behavior and academic outcomes. The articles researched in the peer review journals were all used. I might not have referenced all the articles; however, they were all used as a collective whole to better understand the connection between teacher-student relationships related to behavior and academic outcomes.

IMPLICATIONS FOR FUTURE RESEARCH

There is a need of continued research in reviewing God’s Holy word because all answers are in the Bible. Biblical theology will give us examples of what it means to grant grace, love the students we serve, build safer, stronger, and supportive relationships between teacher-student. If we are going to change our schools, we need to look to God for the example and have Him guide us and lead us through our interactions with students.

Before the literature research, I did not know the importance of “perception.” Perception plays a very important role in developing teacher-student relationships (Rudasill, Gonshak, Possel, Nichols, & Stipanovic, 2013). One of the questions I have: How much does perception impact the teacher-student relationship? The research was clear that students developed perceptions about the teacher and this perception impacted their relationship. The research was

clear that teachers developed perceptions about students and this perception impacted their relationship which impacted academic and behavior outcomes of the student (Rudasill & Kaufman, 2009). I would like to know more about the “power of perception,” and how that drives our thinking/feelings and ultimately our behaviors towards each other.

CONCLUSION

The guiding question for my thesis is: What is the connection between student and teacher relationships for behavior and academic outcomes? The literature has clear evidence that teacher-student relationships matter for academic and behavior student outcomes. The connection between each relationship is grace, love, mercy, compassion, belonging, closeness, engagement, enjoyment, and perception. It is evident that every teacher’s personal philosophy about the students they serve impacts their relationship with the student. Teacher perceptions about their students positively or negatively impact academic and behavior student outcomes.

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APPENDIX A

Handout - Influence

Directions: interview someone in your small group and document “who” had an influence and “why” they had an influence. Take good notes because you will be reporting back to the large group on the person you have interviewed.

- Who had the biggest impact or influence in your life?
- Tell me why this person had an influence in your life?
- If you could talk to that person right now, what would you say to him/her?

APPENDIX C

Handout – Mini Trauma Activity

Mini Trauma Activity: This is a very simple, yet powerful way for students to begin understanding what it is like to experience a traumatic event. It will be important to set aside some time to talk to students about their reactions to doing this exercise. It is also important to consider giving students the option to not participate if they feel this activity might be distressing to them. Let students know in advance that they do not need to share any information that they feel uncomfortable discussing.

Directions:

- Ask students to write down the name of a very close loved one.
- Ask students to write down their favorite activity.
- Ask them to write down their favorite place to go.
- Ask them to write down (or simply think about) a secret they have that is embarrassing to the point very few, if no one, knows about it (they can use a symbol if they don't want to write it down or simply think of it without writing anything). Assure students that the papers will not be collected.

Read Prompt:

- Imagine you have now become a victim of the crime. Take paper 1 and rip it up, because this person doesn't exist to you: you learned that they have been a victim to a homicide and are deceased.
- Now rip up paper 2 because you just learned the homicide occurred during the time you were involved in your favorite activity. This activity is no longer enjoyable to you because it reminds you of the loss of your loved one so this activity doesn't exist for you anymore.
- Now rip up paper 3. Your favorite place is gone now too because this is where the murder occurred. This place no longer exists for you because you cannot go there without thinking of the loss of your loved one and the incident surrounding their death.
- Now what you have left is a secret. Something that makes you feel ashamed, and blaming yourself and helpless. This is similar to the feelings you might have for not being able to save your loved one. This is what you have left. Each victim has a personal experience and reaction. As a supporter and loved one of a victim, the closer you are, the more real it becomes.

Discussion:

- Discuss what they have learned about how it would feel to lose someone they love to a violent crime.
- What reactions did they have that surprised them?
- What do they think would help victims of violent crime recover from such a powerful and painful experience?
- What would be unhelpful for people to say to them?
- What would be helpful for people to say to them?

<http://www.teachtrauma.com/educational-tools/classroom-activities/>

APPENDIX D

Handout – Ross Greene Philosophy

Dr. Greene (2014) says: “kids do well if they want to” and “kids do well if they can” is an important paradigm shift in thinking. “Kids do well if they want to” blames the student. It assumes the student has the skills necessary to problem solve; it assumes the student chooses not to be successful and wants confrontation. “Kids do well if they can” is statement that assumes good intentions and implies there is some skill lacking, hence “lagging skills.” It is clear punishment does not change behavior because I believe most kids with social, emotional and behavioral issues want to do well; most kids with social, emotional and behavioral issues know “right” from “wrong”; however, they lack the skills necessary for that specific situation.

Greene, Ross. (2014). *Lost At School*. New York, NY: Scribner.

APPENDIX E

Handout – Lance Edminster Philosophy

I believe every student is unique has worth and value. I believe every student has the right to grow up in a safe environment. I believe every student has the right to grow in a healthy relationship. I believe every student has powerful potential. This value system drives my feelings of love, compassion, empathy, grace, mercy, and power. These feelings drive my thoughts about all the students I serve. I have worked directly with over 2500(+) students in my career, and I have always said, “I have never met a bad student; I have met great students who made bad choices.” I have the personal philosophy that starts with “what happened to this student” versus “what’s wrong with this student.” In this philosophy that I have, there is a paradigm shift in thinking which changes your behaviors and interactions with each student you serve. I want to make sure every student is heard, dreams are respected, and that they recognize the beauty within themselves. I will do this by my actions; I will demonstrate this by my behavior; I will treat students with dignity and respect, I will make time for them to express their thoughts and dreams and I will champion them in their actions. I will build healthy, positive, trusting relationships with every student I serve. My job is not to eliminate crisis from students’ lives but to help give them the confidence to overcome the crisis in each of their lives.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX G

Handout - Strength Focused v. Problem Focused

Defiant behavior can hide leadership potential: When defiance comes easy, you are usually dealing with a potential leader; after all, this nation was founded by a small group of defiant landowners who decided to stand down the most powerful nation on earth, and won. Defiant people challenge authority. They are not easily led. The ability to defy authority can be a useful trait when channeled in a healthy direction. (Divinyi, 2006, p.102)

Attention-seeking behavior can hide persistence and perseverance: Attention-seeking behavior often requires persistence and perseverance. Both of these traits are admirable and necessary for long term success in almost any endeavor. These people do not give up even in the face of personal rejection. They also have many leadership qualities and tend to be happiest in relationship with others. (Divinyi, 2006, p.102-103)

Clowning/show-off behavior can hide creative thinking and talent: clowning, joking and showing off serves to help avoid the nitty gritty work of required tasks, but it can also make required task more tolerable and even fun. These children are often very creative, can easily make others laugh, and have great potential for making a living in some line of entertainment, or professional speaking or training. (Divinyi, 2006, p. 103)

Disrespectful behavior can hide boldness and daring: as irritating and unacceptable as disrespectful behavior is, it can also be indicative of a strong personality and the ability to push forward even when confronted by a superior force. Disrespectful people are not easily intimidated. They are naturally suspicious of authority and will confront others even at great risk to themselves. Throughout history, individuals with these character traits have been able to expose corruption, challenge unscrupulous leaders and act on behalf of disadvantaged people. (Divinyi, 2006, p.103)

Argumentative behavior can hide cleverness and quick thinking: an argumentative child or adolescent can be aggravating, but keep in mind that making an effective argument requires the ability to think fast as well as to anticipate what others are thinking, or what they might say next. People with these skills make excellent advocates including legal advocacy. Of course legal advocacy is only one channel for these skills, sales and other forms of business are healthy outlets for the naturally argumentative. (Divinyi, 2006, p.104)

Apathetic behavior can hide natural objectivity: some people get very angry with apathetic kids because they are so difficult to encourage or motivate. They appear not to care about anything, including their own future, but this is usually not the case. On the contrary, these kids are often hurting deeply. The apathetic behavior hides a great deal of emotional energy as well as pain. Apathetic kids are just naturally gifted at being able to detach themselves from their own feelings, to see the world objectively, and to react without emotions. These people make excellent emergency room personnel, ambulance and rescue workers, and crisis management professionals. They can do what needs to be done even in the most emotionally intense situations.

Divinyi, Joyce E. (2006). *Good Kids, Difficult Behavior*. Peachtree, GA: The Wellness Connection.

APPENDIX H

Handout - A 'Christ-like Educator' Questionnaire and Reflection

“Therefore all things whatsoever ye would that men should do to you, do ye even so to them: for this is the law and the prophets” (Matthew 7:12 KJV).

Regardless of your current world view, Jesus offers an example of a teacher with a true investment in his students. Emulating his example may improve our experiences as educators. Read each statement below, and consider how well it describes you as an educator. This will be a private experience and you will not be asked to share your responses. Choose the most appropriate response for each: **1 = rarely 2 = sometimes 3 = often 4 = almost always**

Note: If you are not yet teaching, check the practices you hope to use often in your instruction.

Christ-like Love for Students

- ☐ I pray for those I teach.
- ☐ I genuinely care about the students I teach.
- ☐ I understand the needs and experiences of those I teach.
- ☐ When I prepare to teach, I focus more on the students I am teaching than on ‘the show’.
- ☐ I alter my plans in order to address learners’ questions and needs.
- ☐ I reach out to those who are not attending class.

Spiritual Self Care

- ☐ I pray for spiritual guidance in my life and in my efforts as an educator.
- ☐ I listen for spiritual promptings as I prepare and as I teach.
- ☐ I engage in practices to grow in my spiritual life.
- ☐ I have a support system involving people who share my faith.
- ☐ I take time for rest on a weekly basis.

Invite Learning

- ☐ I help those I teach become responsible for their own learning.
- ☐ I ask questions that encourage self-reflection.
- ☐ I invite learners to share their insights and to strengthen one another.
- ☐ I ask follow-up questions to encourage learners to think more deeply.
- ☐ I help learners find answers to their questions whenever possible.
- ☐ I provide opportunities for all learners to participate in discussions.
- ☐ I invite learners to act on what they learn.
- ☐ I follow up on invitations to act, and I ask learners to share their experiences.

Reflection:

Review your responses and write about your impressions. How might the characteristics and practices listed serve you in your journey as an educator?

Adapted from: <https://www.lds.org/manual/teaching-in-the-saviors-way/appendix/improving-as-a-christlike-teacher?lang=eng>

APPENDIX I**Handbook - E/BD Level 03 Program**

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GRHS Mission & Vision Statement

Mission: The academic mission supported by the Instructional Leadership Team (ILT) of the Grand Rapids School District is to support the success of each student in an academic environment that includes a rigorous curriculum, tailored instruction, state-of-the-art technology and ongoing assessment.

Vision: Students will graduate as independent learners well prepared for the opportunities and challenges of the 21st Century.

Overarching Strategy: Supporting the success of each student with a standards-based curriculum, assessment, and instruction developed and delivered in a culture that fosters and supports internal and external collaboration.

Strategic Priorities:

- A rigorous, standards-based curriculum that prepares students for success.
 - GRHS Execution Step: GRHS will align and utilize common core literacy standards to guide instruction.
- Common assessments that document student performance, provide for early interventions and inform instruction and curriculum.
 - GRHS Execution Step: GRHS will utilize formative assessment to differentiate instruction.
- Instruction that inspires independent learning and adapts successfully to each student's unique abilities and needs.
 - GRHS Execution Step: GRHS will enhance the Ramp Up curriculum to meet the individual needs of our students.
- A culture that fosters and supports both internal and external collaborations that enhance student learning.
 - GRHS Execution Step: GRHS will establish collaborative relationships within the school and community to enrich and broaden student learning.

SPED Goal

The Grand Rapids High School emotional and behavioral program is a student-centered program designed to enhance academic achievement, the transition to adulthood, and positive community living skills; while fostering a safe learning environment based on emotional support, behavioral strategies, and trusting relationships that prepare students for a successful living.

Educator Creed

I am a valuable educator. I have dignity and worth. All students are important to me and I want them to be successful. I'm an exceptional educator-not because I say it, but because I'm enthusiastic and I work hard at it. I show an interest in all my students and I smile at them daily. I am dedicated, committed and focused on each student's growth in their academics, behavior, and personal responsibility. I never give up on my students. I make no excuses and I'm always looking to improve myself as a teacher. I choose to teach with integrity, knowledge, and enjoyment. I am loyal to my students, my colleagues, and my district. I consistently model the behavior that I want from my students. I have a responsibility to my community, country, and the world in educating caring and knowledgeable citizens. I have belief and hope in my students, I have belief and hope in my school.

Student Creed

I am a valuable student at Grand Rapids High School. I have dignity and worth. I make Grand Rapids High School a better place because I attend there. I am exceptional, not because I say it because I work hard at it. I will not falter in the face of any obstacles placed before me. I am dedicated, committed and focuses on my growth in academics, behaviors and personal responsibility. I never give in to mediocrity, uncertainty or fear. I never fail because I never give up. I make no excuses. I choose to live honestly, nonviolently and honorably. I respect myself and, in doing so, respect all students and faculty. I have a future in education for which I am accountable. I have a responsibility to my family, school and community. I believe in myself. I believe in other students and faculty. I can do or be anything I want to do or be.

Guiding Principles and Values

Values: we value...Student, Safety, Academic Growth, Social Growth, and Emotional Growth

- **Student:** every student has worth, value, and is unique has gifts and talented learner.
 - We will provide an environment where all students and faculty are respected for each individual was worth and value.
- **Safety:** every student has the right to a safe and positive learning environment.
 - We will provide a safe and positive experience for students.
- **Academic Growth:** every student has the right to have the opportunity to promote academic growth.
 - We will provide an environment that promotes individualized academic growth.
- **Social Growth:** every student has the right to have the opportunity to promote social growth.
 - We will model desired behavior, build positive, caring and empowering relationships with all students.
- **Emotional Growth:** every student has the right to have the opportunity to promote emotional growth.
 - We will provide an environment where choices and consequences are evaluated and respect the freedom of choice of each student.

Student Rules

The students created these rules: this is a formal declaration stating we will be free from bullying, safe place for academic, personal and moral development. Our classroom is a place where “attitude” matters. We understand we have the power to achieve and learn something every day. We know our thinking controls our behavior. We will use calming, thinking and coping to achieve these goals.

Our Classroom Rules:

1. Positive Attitude: I will show up every day with a positive attitude. If I do not have a positive attitude, I will talk to the Teacher/Paraprofessional and use other interventions to make my day successful.
2. Be Respectful: I will be respectful to self, peers and my teachers. If I feel I am about to be disrespectful, I will talk to the Teacher/Paraprofessional and use other interventions to make my day successful.
3. Manipulation: I will not manipulate myself, peers or my teachers. If I feel I am about to manipulate, I will talk to the Teacher/Paraprofessional and use other interventions to make my day successful.
4. Integrity: I will demonstrate integrity every day. If I feel I cannot demonstrate integrity today, I will talk to the Teacher/Paraprofessional and use other interventions to make my day successful.
5. Listen: I will listen to my peers, Teacher/Paraprofessional. If I feel I cannot listen today, I will talk to the Teacher/Paraprofessional and use other interventions to make my day successful.
6. Non-judgmental: I will show up to school every day with a non-judgmental attitude. If I feel I cannot be non-judgmental today, I will talk to the Teacher/Paraprofessional and use other interventions to make my day successful.
7. Attendance / On-time: I will show up to school every day on time. If I cannot attend the school that day or I cannot be on time, I will communicate with the teacher and office why I am missing or late for class.
8. Assignments: I will complete my assignments during scheduled times. If I cannot complete my assignments during scheduled times, I will talk to the teacher and develop a plan when I can complete the required coursework.

Procedures

ABC's:

- We will be working on our ABC's (attendance/attitude, behavior and classroom work)

Assignments:

- Students will be given daily worksheets/assignments to complete.
- If students refuse to complete the worksheet, they will receive a "0" for an academic grade.

Breaks: (bathroom, nurse, visiting other classes)

- One break per day. The student writes the name on board. Any other breaks will result in a tardy.
 - The student will take the pass when he/she goes to the bathroom.
 - The student will take the pass when he/she goes to the nurse.

Blue Sheet:

- *Blue Sheet* will be used for behavior referrals.
- *Blue Sheet* will be used when the student leaves the classroom without permission.

Bottles:

- Use plastic bottles or drinking bottles as they were designed.
- Please do not flip bottles in the classroom.
- Please do not compress plastic bottles when they make noise and distract others in the classroom.

Cafeteria / Lunch in Classroom:

- Students are allowed to eat in the classroom.
- Students are responsible to clean up their area and be on-time to their next class period.
- Students will commit to the classroom or cafeteria, they are not allowed to transfer back and forth from the cafeteria to the classroom.

Cell Phones:

- Cell phones can be used during the email check-in and exit ticket.
- Cell phones need to be put away during instruction time. If the student refuses to check the cell phone, the student will be on *Blue Sheet* the next day.
- Students may listen to music on the cell phone when completing assignments.
- Students will not use social media during class.
- Students will not text during class unless they have permission.

Fridays:

- Fridays is a day to make up assignments and get all grades passing.
- When all assignments up to date and passing all grades in all classes, student may have free time.

Hats:

- Hats are not allowed in the hallway or classroom, it is a school policy; please wear

nothing on your head in the classroom or hallway.

IPad Use:

- Students will be assigned an IPad and charger.
- Students will have IPad charged when entering the class.
- The teacher will keep IPad and charger unless heard differently from parents or guardian.
- Students will use IPad for school-related activities.
- Students may listen to music with earbuds and/or headphones when allowed by Teacher/Paraprofessional.
- Any inappropriate websites or use of IPad defined “inappropriate” by the school will result in consequences. Based on the inappropriateness, IPad could be removed immediately.
 - 1st Offense: Verbal Warning
 - 2nd Offense: IPad removed for hour/day
 - 3rd Offense: IPad removed for the quarter/semester/year
- IPad will randomly be checked by the Teacher/Paraprofessional.

Teacher/Paraprofessional Desk and Computer:

- Each student will respect Teacher/Paraprofessional desk and computer and follow the rules related to desk and computer.
- Students will stay away from the desk. If Teacher/Paraprofessional says the student can go in desk, please remind Teacher/Paraprofessional that this is not allowed.
- Students will stay away from the computer. If Teacher/Paraprofessional says the student can go on the computer, please remind Teacher/Paraprofessional that this is not allowed.

Prepared for the Classroom:

- Students will have a pencil, charged IPad and great attitude.

Progress Reporting:

- Teacher/Paraprofessional will fill out and complete progress reporting for each student every day related to IEP goals.

Continuum of Care:

- Student Behavior
- 1,2,3,4
- *Blue Sheet*
- Suspension
- Re-entry -*Thinking Report*

1, 2, 3, 4 Warning

1, 2, 3...4 Warning is a Behavior Management System to shape and distinguish unwanted behaviors.

We are here to teach, be an example of fairness, kindness, thoughtfulness, and we choose how we respond (not react), we choose how to lead and we choose to Catch Students Being Good. The goal is to Catch Student Being Good; however, negative or unwanted behaviors need to be distinguished in the classroom and when we choose to do this, we use 1, 2, 3, 4 Warning.

At the beginning of each class period, the teacher will remind students they will be graded on Academics and Behaviors. There are two types of behaviors we will redirect (non-disruptive and disruptive).

Non-Disruptive Behaviors include but not limited to: wearing a hat, sleeping, on devices, not completing an assignment, etc. Non-Disruptive Behaviors will only be redirected one time. If the student refuses to stop non-disruptive behavior, the student will receive a “D” for behavior for this class period.

Disruptive Behaviors include but not limited to: distracting others, leaving class, walking around, interrupting others. Disruptive Behaviors will be redirected with:

- "1" signal/nonverbal warning when a student demonstrates an inappropriate physical or verbal disruptive behavior.
- "2" signal/non-verbal warning if inappropriate physical or verbal disruptive behavior continues.
- "3" signal/non-verbal warning if inappropriate physical or verbal disruptive behavior continues.
 - Student-directed to sit outside the classroom for 5 minutes before entering the classroom.
 - Student process situation with Teacher/Paraprofessional.
 - The student will receive a “C” for behavior for this class period.
- "4" signal/non-verbal warning if inappropriate physical or verbal disruptive behavior continues.
 - Student-directed to sit outside the classroom for the remainder of the period; or, if behavior warrants send to office.
 - Student process situation with teacher or administration/teacher
 - The student will receive an “F” for behavior for this class period.
 - The student will be on *Blue Sheet* the next day and complete *Thinking Report*

Non-Negotiables Behaviors include but not limited to aggression (physical and verbal), sexual contact, harassment (race, ethnicity, religion, gender or sexual orientation), alcohol/drug/ tobacco (use or look-alike), gang (gestures, clothing, symbols, etc). Non-Negotiables Behaviors will be directed to the office.

Students are encouraged to use self-directed “timeouts”. If the student is respectful, asks politely, communicates “the need” for “timeout”, the student will receive an “A” for behaviors. If the student is not respectful and takes “timeout” without communicating, the student will receive a “C” for behaviors. When in the hall on a “timeout”, the student must be outside the classroom. If the student is not in the assigned area, the student will receive an “F” for behavior.

Blue Sheet - Transition Plan

Name: _____ Date: _____
 Teacher: _____ Date: _____

Check-In	Yes or No		The student does not check-in, the student fails <i>Blue Sheet</i> .
Activity	0 Pt or 1 Pt	Staff Initial	Comments
Breakfast			
1st Hour			
2nd Hour			
3rd Hour			
Lunch			
4th Hour			
5th Hour			
6th Hour			
7th Hour			
End of Day			
Total			
Pass	Yes / No		

Positive Day: Students on *Blue Sheet* need to get 80% (8 out of 10 Pts) or better for the day to count.

Reminder: while on *Blue Sheet*, all cell phones (personal devices) need to be checked into the office before school.

Blue Sheet - Thinking Report

Name: _____

Date: _____

Risk Thinking / Risk AttitudeSituation: _____

Risk Thoughts: (circle biggest risk)

1. _____
2. _____
3. _____
4. _____
5. _____

Risk Feelings: (circle biggest risk) _____
_____Risk Attitudes and Beliefs: (circle biggest risk) _____

_____**New Thoughts / New Attitudes**New Thoughts: (circle best thought that will eliminate future situations to be on *Blue Sheet*)

1. _____
2. _____
3. _____
4. _____
5. _____

New Feelings: (circle best feeling that will eliminate future situations to be on *Blue Sheet*) _____
_____New Attitudes and Beliefs: (circle best attitude that will eliminate future situations to be on *Blue Sheet*) _____

Blue Sheet - Stop and Think

Student Name: _____ Date: _____

Teacher Name: _____ Date: _____

What happened? (situation)

List 2 ways you could have solved or avoided this problem? (remain accountable and objective)

1. _____

2. _____

Guardian / Parent / Other: Please discuss this incident with student and document 2 solutions to prevent similar situations in the future.

1. _____

2. _____

Student Name: _____ Date: _____

Guardian / Parent / Other: Name: _____ Date: _____

Teacher Name: _____ Date: _____

Grading**Grades: academic**

- 10pts A 91% to 100%
- 9pts B 81 to 90%
- 8pts C 71 to 80%
- 7pts D 61 to 70%
- 6pts F 60% or Lower
- 0pts F did not submit or complete assignment

Grades: behavior

- 10pts A fully participate (ABCs)
- 8pts C tardy to class / students gets a “3” from 1,2,3,4 Warning
- 7pts D show up to class / non-disruptive behaviors
- 6pts F absent after 5 minutes / student gets a “4” from 1,2,3,4 Warning
- 0pts F absent all hour **exempted if office exempts**

Students will be graded on behaviors in the following areas:

- Tardiness and Absenteeism
- Appropriate Interactions/Social Skills
 - Use positive and appropriate language and comments
 - Touch others property only with permission
 - Treat self, peers, adults, and property with care and consideration
 - Treat peers and adults respectfully
 - Use manners (please, thank you, excuse me, etc)
- Self-Management
 - Take responsibility for your actions
 - On time and prepared for class
 - Appropriate technology use
 - Accept direction and redirection
 - Be on task
- Active Learning
 - Work during dedicated time
 - Listen to teacher direction and instruction
 - Listen to peers and other adults during instruction
 - Support peer learning styles
 - Participate in self-reflection

Crisis Plan

In the event of a crisis where students and staff are unsafe, Teacher/Paraprofessional will designate one student to be sent to the office and talk to the administration or school liaison. Paraprofessional will remove other students to a safe place: e.g. move students to another classroom or gymnasium. The teacher will remain in the room and make sure student is safe from self and others. Once the situation is over and safe to return to the room, Teacher/Paraprofessional will have a debriefing with other students and process the situation.

Action Plan

Students, Teacher/Paraprofessional will review the crisis plan and practice the crisis plan to make sure everyone is aware of procedures.

- Red Book: Teacher/Paraprofessional will follow red book procedures for everything else outlined by the school. The red book is in the podium.

APPENDIX J**Handout - Student Creed**

I am a valuable student at Grand Rapids High School. I have dignity and worth. I make Grand Rapids High School a better place because I attend there. I am exceptional, not because I say it, because I work hard at it. I will not falter in the face of any obstacles placed before me. I am dedicated, committed and focused on my growth in academics, behaviors and personal responsibility. I never give in to mediocrity, uncertainty or fear. I never fail because I never give up. I make no excuses. I choose to live honestly, nonviolently and honorably. I respect myself and, in doing so, respect all students and faculty. I have a future in education for which I am accountable. I have a responsibility to my family, school and community. I believe in myself. I believe in other students and faculty. I can do or be anything I want to do or be. Everyday we get better...hey!

APPENDIX K

Handout – Your Student Creed

Directions: you will create your own student creed about the students you serve.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

APPENDIX L

Handout – Lesson Plan

SUBJECT: T4C

CHAPTER: Social Skills

LESSON: 02 - Active Listening

ATTENDANCE, EXPECTATIONS & CREED

ESSENTIAL QUESTIONS(s) or BIG IDEAS:

ledminster@isd318.org

- How was your (weekend/evening/day)?
- Who do you appreciate today?
- What do you remember from our last lesson?
- When will you use Active Listening?

EXERCISE and BREATH

- Group Exercise
- Practice 7-11's

GENERAL INSTRUCTIONAL OBJECTIVES (GIO):

- GIO 1: Students will model appropriate ways of Active Listening.

SPECIFIC LEARNING OUTCOME(s) (SLO):

- SLO 1.1: Students will define Active Listening.
- SLO 1.2: Students will identify appropriate times for Active Listening.
- SLO 1.3: Students will role play Active Listening.

ACADEMIC LANGUAGE: (list any specific vocabulary):

- Skills: skills are abilities that help us reach a goal.
- Social Skills: social skills are the skills we use when we deal with other people.
- Good Social Skills: good social skills help to get us what we want; maximizing positive responses, and minimizing negative responses from other people.
- Active Listening: an active way of hearing what the other person is saying to you.
- Thinking Step: a thinking step is something that we say to ourselves; it can't be seen.
 - In our sessions, when we do a thinking step, we point to our head to show group members that what we are saying is to ourselves and is going on inside our head.
- Action Step: the second type of step is an action step. It is called that because others can see the person doing that skill step.

- We do not need to point to our heads for these steps, as others can see whether or not we are doing them.
- Active Listening: the deliberate effort to hear and understand what others are saying.

MATERIAL NEEDED:

- Computer
- Overhead Projector
- Curriculum
- PowerPoint / Google Slides
- Smart Board
- White Board w. Dry Erase Markers
- Handouts
- Worksheet
- Room to Role Play

ASSESSMENT: (SLO's listed by number and formal or informal evidence to be examined):

- SLO 1.1: Students will define Active Listening.
 - Students write a simple sentence defining Active Listening.
- SLO 1.2: Students will identify appropriate times for Active Listening.
 - Students identifying appropriate times for Active Listening in homework..
- SLO 1.3: Students will role play Active Listening.
 - Students will role play the steps accurately (i.e. think aloud steps and action steps).
 - Students successfully complete vignette.

ANTICIPATORY SET:

- 5 Ways to Listen Better
 - <https://www.youtube.com/watch?v=cSohjlYQI2A>

PURPOSE & MEANING:

- The purpose of today's lesson plan is for you to identify the steps of Active Listening.

TEACHER INSTRUCTION / MODELING / ACTIVE PARTICIPATION:

- Activity 1: Essential Questions / Email Instructor
- Activity 2: Exercise and Breathe
- Activity 3: Review GIO and SLO's / Discussion
- Activity 4: Academic Language
- Activity 5: Anticipatory Set (video)
- Activity 6: Review Homework
- Activity 7: Overview of All Social Skills
- Activity 8: Overview of Social Skills
- Activity 9: Model the Skill

- Activity 10: Discuss Modeling
- Activity 11: Group Members Role Play Skill
- Activity 12: Discuss Role Play for Each Member
- Activity 13: Assign Homework
- Activity 14: Exit Ticket

GUIDED PRACTICE (students working with direction and help):

- Activity 11
- Activity 12

INDEPENDENT PRACTICE (students working independently – in class or at home):

- Activity 13

CLOSURE/EXIT TICKET: (email instructor at ledminster@isd318.org)

- Email instructor why it is important to know how to Active Listen.

REFLECTION: (teacher only) _____

What evidence do you have that you did or did not achieve your lesson objective(s)? For whom? Why? (include misunderstandings, confusions, needs)

●

If you had to do it again, what would you change and why?

●

Describe the next steps for instruction for the students (include a specific instructional activity or other strategies to support or extend continued learning of objectives). Use this info to guide your next plan.

●

Any other things you want to remember about this lesson?

●

DIFFERENTIATION: (*planned supports*) for students who have different learning styles (e.g., auditory, visual).

Content	Process	Product	Environment
We will differentiate content: e.g. textbook, handouts, and visual aids for our students. We will teach the same skill or content to all students;	We will differentiate process: e.g. dyads, triads, video clips, modeling, and role playing. We will teach the same skill or content to all students;	We will differentiate product: e.g. unit test, written report, model, and video. We will assess the same skill or content to all students; however,	We will differentiate environment: fish bowl, moveable desks, and workstations. To maximize differentiation (content, process and

however, different curriculum used to teach students: i.e. visual learners, auditory learners, kinesthetic learners, EL learners and Fine Motor Skill learners.	however, different activities will be used to teach students.	different assessments will be used to measure knowledge gained in each student.	product) the milieu must be manipulated to support each principle.
Visual Learners:	Visual learners will get to see the material i.e. textbook, handouts, video clips, and visual aids.	Visual learners can create a video clip on knowledge gained.	Visual learners will sit in fish bowl style and watch video on smart board and watch teacher model.
Auditory Learners:	Auditory learners will get to hear the material i.e. podcasts, auditory books.	Auditory learners can take a formative test for knowledge gained.	Auditory learners will break into small groups and discuss material.
Kinesthetic Learners:	Kinesthetic learners will get to role play the material.	Kinesthetic learners can role play knowledge gained.	Kinesthetic learners will move the desks and role play for all other students to witness.
Language Deficit Learners:	Language deficit learners will have material read to them.	Language deficit learners can prepare a presentation on knowledge gained.	Language deficit learners will have material read to them by peers in small groups and by the teacher in large group.
Fine Motor Skill Deficit Learners:	Fine Motor Skill deficit learners will have material read to them.	Fine Motor Skill deficit learners can prepare a presentation on role playing material.	Fine Motor Skill deficit learners will break into small work stations and hear the material read through electronic device.

APPENDIX M

Handout - Nails in the Fence

There once was a young man who had a bad temper. His father gave him a bag of nails and told him that every time he lost his temper, he must hammer a nail into the back of the fence. The first day the young man had driven 37 nails into the fence. Over the next few weeks, as he learned to control his anger, the number of nails hammered daily gradually dwindled down. He discovered it was easier to hold his temper than to drive those nails into the fence. Finally the day came when the young man didn't lose his temper at all. He told his father about it and the father suggested that the young man now pull out one nail for each day that he was able to hold his temper.

The days passed and the young man was finally able to tell his father that all the nails were gone. The father took his son by the hand and led him to the fence. He said, "You have done well, my son, but look at the holes in the fence. The fence will never be the same. When you say things in anger, they leave a scar just like this one. You can put a knife in a man and draw it out. It won't matter how many times you say I'm sorry, the wound is still there." A verbal wound is as bad as a physical one.

1. What did you do or say that hurt somebody? Who did you do or say it to?

2. What did you want by saying or doing this? What was your goal? *(Did you want them to do something or feel something? Did you want to make yourself feel something? Did you want someone else to notice something or do something?)*

3. What nail hole did you leave by saying or doing what you did? What did you do that will never, ever be 100% repaired?

APPENDIX N

Handout - Conflict Management Style Inventory

It's important to examine the conflict –management style you tend to use in conflict situations, especially when you are under stress as a SPED case manager. This exercise will help you gain insight into strategies you could choose to incorporate into your behavior/attitude in handling issues in SPED.

Respond by making choices that you would typically make or attitudes you would typically have in conflict situations. There are 12 situations you may encounter in your personal and professional life, study each situation and the possible 5 responses/attitudes.

Then allocate 10 points total to the situation in a 4, 3, 2, 1 0 pattern as seen in the example. Give the highest number of points to the strongest choice you would make.

Example: In responding to a request from another for help with a problem, you would:

- | | | |
|----|----|--|
| 4 | A. | Clearly instruct him or her how to proceed. |
| 2 | B. | Enjoy the strategizing and the challenge. |
| 3 | C. | Help him or her take responsibility for the problem. |
| 1 | D. | Find it unnerving but agree to help. |
| 0 | E. | Avoid the invitation at all costs. |
| 10 | | Total |

Remember there is no right or wrong answers – this is not a test. Responses should represent your characteristic behavior or attitudes.

Situation 1: Upon experiencing strong feelings in a conflict situation, you would:

- | | | |
|-------|----|---|
| _____ | A. | Enjoy the emotional release and sense of exhilaration and accomplishment. |
| _____ | B. | Enjoy the strategizing involved and the challenge of the conflict. |
| _____ | C. | Become serious about how others are feeling and thinking. |
| _____ | D. | Find it frightening because you do not accept that differences can be discussed without someone getting hurt. |
| _____ | E. | Become convinced that there is nothing you can do to resolve the issue. |
| _____ | | Total |

Situation 2: Consider the following statements and rate them in terms of how characteristic they are of your personal beliefs:

- | | | |
|-------|----|---|
| _____ | A. | Life is conquered by those who believe in winning. |
| _____ | B. | Winning is rarely possible in conflict. |
| _____ | C. | No one has the final answer to anything, but each has a piece to contribute. |
| _____ | D. | In the last analysis, it is wise to turn the other cheek. |
| _____ | E. | It is useless to attempt to change a person who seems locked into an opposing view. |
| _____ | | Total |

Situation 3: What is the best result that you expect from conflict?:

- ☐ A. Conflict helps people face the fact that one answer is better than others.
- ☐ B. Conflict results in canceling out extremes of thinking so that a strong middle ground can be reached.
- ☐ C. Conflict clears the air and enhances commitment and results.
- ☐ D. Conflict demonstrates the absurdity of self-centeredness and draws people closer together in their commitment to each other.
- ☐ E. Conflict lessons complacency and assigns blame where it belongs.
- ☐ Total

Situation 4: When you are the person with the greater authority in a conflict situation, you would:

- ☐ A. Put it straight, letting the other know your view.
- ☐ B. Try to negotiate the best settlement you can get.
- ☐ C. Ask to hear the other's feelings and suggest that a position be found that both might be willing to try.
- ☐ D. Go along with the other, providing support where you can.
- ☐ E. Keep the encounter impersonal, citing rules as if they apply.
- ☐ Total

Situation 5: When someone you care for takes an unreasonable position, you would:

- ☐ A. Lay it on the line, telling him or her that you don't like it.
- ☐ B. Let him or her know in casual, subtle ways that you are not pleased; possibly distract with humor; and avoid a direct confrontation.
- ☐ C. Call attention to the conflict and explore a mutually acceptable solution.
- ☐ D. Try to keep your misgivings to yourself.
- ☐ E. Let your actions speak for you by indicating depression or lack of interest.
- ☐ Total

Situation 6: When you become angry at a friend or colleague, you would:

- ☐ A. Just explode without giving it much thought.
- ☐ B. Try to smooth things over with a good story.
- ☐ C. Express your anger and invite him or her to respond.
- ☐ D. Try to compensate for your anger by acting the opposite of what you are feeling.
- ☐ E. Remove yourself from the situation.
- ☐ Total

Situation 7: When you find yourself disagreeing with other members of a group on an important issue, you would:

- ☐ A. Stand by your convictions and defend your position.
- ☐ B. Appeal to the logic of the group in the hope of convincing at least a majority that you are right.
- ☐ C. Explore points of agreement and disagreement and the feelings of the group's member and then search for alternatives that take everyone's views into account.
- ☐ D. Go along with the rest of the group.
- ☐ E. Not participate in the discussion and not feel bound by any decision reached.

_____ Total

Situation 8: When a single group member takes a position in opposition to the rest of the group, you would:

- _____ A. Point out publicly that the dissenting member is blocking the group and suggest that the group move on without him or her if necessary.
- _____ B. Make sure the dissenting member has a chance to communicate his or her objections so that a compromise can be reached.
- _____ C. Try to uncover why the dissenting member views the issue differently, so that the groups members can reevaluate their own positions.
- _____ D. Encourage the group's members to set the conflict aside and go on to more agreeable items on the agenda.
- _____ E. Remain silent, because it is best to avoid becoming involved.
- _____ Total

Situation 9: When you see conflict emerging in a group, you would:

- _____ A. Push for a quick decision to ensure that the task is completed.
- _____ B. Avoid outright confrontation by moving the discussion toward a middle ground.
- _____ C. Share with the group your impression of what is going on, so that the nature of the impending conflict can be discussed.
- _____ D. Forestall or divert the conflict before it emerges by relieving the tension with humor.
- _____ E. Stay out of the conflict as long as it is of no concern to you.
- _____ Total

Situation 10: In handling conflict between your group and another, you would:

- _____ A. Anticipate areas of resistance and prepare responses to objections prior to open conflict.
- _____ B. Encourage your group's members to be prepared by identifying in advance areas of possible compromise.
- _____ C. Recognize that conflict is healthy and press for the identification of shared concerns and/or goals.
- _____ D. Promote harmony on the grounds that the only real result of conflict is the destruction of friendly relations.
- _____ E. Have your group submit the issue to an impartial arbitrator.
- _____ Total

Situation 11: In selecting a member of your group to represent you in negotiating with another group, you would choose a person who:

- _____ A. Knows the rationale of your group's position and would press vigorously for your group's point of view.
- _____ B. Would see that most of your group's judgments were incorporated into the final negotiated decision without alienating too many members of either group.
- _____ C. Would best represent the ideas of your group, evaluate these in view of judgments of other group, and then emphasize problem-solving approaches to the conflict.

- _____ D. Is most skillful in interpersonal relations and would be openly cooperative and tentative in his or her approach.
- _____ E. Would present your group's case accurately, while not making commitments that might result in obligating your group to a significantly changed position.
- _____ Total

Situation 12: In your view, what might be the reason for the failure of one group to collaborate with another?

- _____ A. Lack of a clearly stated position, or failure to back up the group's position.
- _____ B. Tendency of groups to force their leadership or representatives to abide by the group's decision, as opposed to promoting flexibility, which would facilitate compromise.
- _____ C. Tendency of groups to enter negotiations with a win/lose perspective.
- _____ D. Lack of motivation on the part of the group's membership to live peacefully with the other group.
- _____ E. Irresponsible behavior on the part of the group's leadership, resulting in the leaders' placing emphasis on maintaining their own power position rather than addressing the issues involved.
- _____ Total

Scoring: When you have completed all situations, write the number of points you assigned each responses in the appropriate columns on the scoring table. Add the total number of points for each column – then check that the totals for all columns add up to 120.

Transfer your column total scores onto the form showing Style, Column and Score.

Review the 5 descriptions of conflict styles.

Situation	Response A	Response B	Response C	Response D	Response E	Total
1	_____	_____	_____	_____	_____	_____
2	_____	_____	_____	_____	_____	_____
3	_____	_____	_____	_____	_____	_____
4	_____	_____	_____	_____	_____	_____
5	_____	_____	_____	_____	_____	_____
6	_____	_____	_____	_____	_____	_____
7	_____	_____	_____	_____	_____	_____
8	_____	_____	_____	_____	_____	_____
9	_____	_____	_____	_____	_____	_____
10	_____	_____	_____	_____	_____	_____
11	_____	_____	_____	_____	_____	_____
12	_____	_____	_____	_____	_____	_____

Style	Score
1. Competing	Column A _____
2. Compromising	Column B _____
3. Collaborating	Column C _____

- | | | |
|------------------|----------|-------|
| 4. Accommodating | Column D | _____ |
| 5. Avoiding | Column E | _____ |

Competing: (Shark) I win/You lose

Sharks try to overpower opponents by forcing them to accept their solution to the conflict. Their goals are highly important to them, and relationships are of minor importance. They seek to achieve their goals at all costs. They are not concerned with the needs of others and do not care if others like or accept them. Sharks assume that conflicts are settled by one person winning and one person losing. They want to be a winner. Winning gives sharks a sense of pride and achievement. Losing gives them a sense of weakness, inadequacy and failure. They try to win by attaching, overpowering, overwhelming, and intimidating.

Compromising: (Fox) You bend/I bend

Foxes are moderately concerned with their own goals and their relationship with others. Foxes seek a compromise; they give up part of their goals and persuade the other person in a conflict to give up part of their goals. They seek a conflict solution in which both sides gain something; the middle ground between two extreme positions. They are willing to sacrifice part of their goals and relationships in order to find agreement for the common good.

Collaborating: (Owl) I win/You win

Owls highly value their own goals and relationships. They view conflict as a problem to be solved and to seek solutions that achieve both their goals and the goals of the other person. Owls see conflicts as a means of improving relationships by reducing tensions between two persons. They try to begin a discussion that identifies the conflict as a problem. By seeking solutions that satisfy both themselves and the other person, owls maintain the relationship. Owls are not satisfied until a solution is found that achieves their goals and the other person's goals. They are not satisfied until the tensions and negative feelings have fully resolved.

Accommodating: (Teddy) I lose/You win

To Teddy bears, the relationship is of great importance while their own goals are of little importance. Teddy Bears want to be accepted and like by others. They think that conflict should be avoided in favor of harmony and that people cannot discuss conflicts without damaging relationships. They are afraid that if the conflict continues, someone will get hurt and that would ruin the relationship. Teddy Bears say I'll give up my goals and let you have what you want, in order for you to like me. Teddy Bears try to smooth over the conflict out of fear of harming the relationship.

Avoiding: (Turtle) I zig/You zag

Turtles withdraw into their shells to avoid conflicts. They give up their goals and relationships, they stay away from the issues over which the conflict is taking place and from the persons they are in conflict with. Turtles believe it is easier to withdraw from a conflict than to face it.

Reference

Culbertson, Howard. (n.d.). Conflict management strategies and styles. Retrieved from <http://home.snu.edu/~hculbert/conflict.htm>

APPENDIX O

Handout - Feedback for Teacher and ESP

Name: _____ Date: _____

If you don't want to put your name, that is fine. We are looking for feedback to best improve the classroom learning environment.

1. ESP can improve on:

2. What I like most about ESP:

3. Teacher can improve on:

4. What I like most about Teacher:

5. What is going well in the classroom and with instruction:

6. What is not going well in the classroom and with instruction:

7. If you could change anything, what would you change:

8. What is your favorite exercise or activity during instruction:

On a scale 1-10 (1 least effective - 10 most effective), how effective is the learning environment:

Least Effective

1

2

3

4

5

6

7

8

9

10

Highly Effective