

## Supporting Positive Behavior Through Conversation with Students

The educator engages in daily conversation with students to build relationships and improve behavior.

### Key Method

The educator engages in daily two-minute conversations for ten consecutive school days with a student who routinely demonstrates challenging behaviors to build a relationship and improve behavior outcomes.

### Method Components

When a student repeatedly displays challenging behaviors that interfere with instruction or detract from a safe and orderly learning environment, the educator may need to be intentional about building a relationship through one-to-one interactions with that student. Often the most challenging students “are letting us know that they are seeking a positive connection with an adult authority figure and that they need that connection first, before they can focus on learning content.” (ASCD)

One research-based strategy that has proven successful in lessening the frequency of challenging behaviors is the **2 X 10 Strategy**. To implement this strategy, the educator plans two minutes of time to engage in uninterrupted conversation with a student who is displaying challenging behavior. The conversation should be centered on a neutral topic of interest to the student – not a discussion of academic content, behavioral expectations, or goal setting.

If the student is reluctant to engage in dialogue, the educator might tell the student about a book, an interesting animal, a funny misunderstanding with a friend – any authentic conversation to create a connection with the student. With caring and persistence, even students who display the most challenging behavior usually become receptive to the educator’s efforts. The goal is to build a relationship with the student based on mutual respect and acceptance.

### Supporting Rationale and Research

The Supporting Rationale and Research includes resources for learning about the 2 X 10 Strategy and why building relationships is very important to student success. As you interact with these learning materials, take time to reflect on your professional practice.

## **Supporting Research**

“2 X 10: Getting to Know a Student.” *Greater Good in Education: Science-based Practices for Kinder, Happier Schools*. 2019. [2 X 10: Getting to Know a Student](#)

Steward, D. “But What About that One Student? Use 2 X 10.” Dave Stuart, Jr. Blog. Feb. 13, 2020. [But What About that One Student?](#)

Woolf, N. “2 X 10 Relationship Building: How to Do It (and Why It Works!).” Panorama Education. [2 X 10 Relationship Building](#)

## **Supporting Resources**

**Need an example of a journal entry to get you started?** This [blog](#) can serve as a sample journal entry as well as encouragement for trying the strategy.

**Overcoming the 3 biggest obstacles in relationship building with kids.** This [resource](#) provides strategies and suggestions on how to overcome the three biggest obstacles in building relationships with students.

**What if the student refuses to engage in conversation?** In this [video](#), Brian Mendler models how you might get started with a nonresponsive student.

**The Power of Relationships in Schools.** This [video](#) explains the brain’s reaction to positive relationships and why relationship building is crucial for learning.

**Behavior Observation Template.** Use this template ([Behavior Observation and Written Analysis Template](#)) as a running record of the student’s behavior in Part 2, Task 1.

## **Submission Guidelines and Evaluation Criteria**

This section is divided into three areas: Overview, Artifacts and Evidence, and Reflection. To earn this micro-credential, you must receive “Passing” on Parts One and Three, and “Yes” on all criteria in Part Two.

### **Part One. Overview**

Read the Overview criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

**Prompt:** Submit a response that addresses the following:

- Describe the behavioral expectations for students in your class and how you apply positive and/or negative reinforcement to support behavior management.

- Select a student who routinely exhibits challenging behaviors. Explain why you have selected this student and describe his or her usual challenging behaviors and your typical response to them.

**This submission is scored either “passing” or “not passing.”**

***Passing:*** Earner includes a response to each part of the prompt; total response should be at least 300-words and provide adequate detail to help the scorer understand the context for your submission.

## **Part Two. Artifacts and Evidence**

Read the Artifacts and Evidence Submission requirements carefully to ensure a thorough understanding of the expectations for a “Yes” on each task.

### **Task 1: Behavior Observation and Written Analysis**

Use the Behavior Observation and Written Analysis Template (provided in the Resource section) to keep a running record of the selected student’s behavior for 11 consecutive school days and provide a written analysis of your observations.

- Observe and record the student’s behavior the day before you begin implementing the strategy.
- For the next 10 consecutive school days, implement the steps of the strategy as described in the Supporting Rationale and Resource section of this micro-credential. As you engage in conversation with the student, observe and record the student’s behavior.
- Include a descriptor for the behavior, frequency, time of day and/or time within class period the behavior occurs, your response to the behavior, and its effect on the learning environment.
- In a written response (250-word minimum), analyze your recorded observations and explain any patterns or changes that take place in the student’s behavior over the two-week period.

*Please submit the running record and the written response with the title “Task 1 Behavior Observation and Written Analysis” as evidence for Task 1.*

### **Task 2: Journal Entries**

Keep a detailed journal entry for each of the two-minute conversations for 10 days. Include the following details in each journal entry:

- questions or statements you use to initiate the conversation

- the student’s remarks (or lack of remarks), and
- any affective characteristics that you notice during or after the conversation.

Please submit the journal entries with the title “Task 2 Journal Entries” as evidence for Task 2.

### Task 3: Audio Recordings

Provide an audio recording of two conversations between you and the student. The conversations should demonstrate the implementation of the strategy as outlined in the Supporting Rationale and Research section of this micro-credential.

- Conversation 1 should come from implementation Days 2 – 3.
- Conversation 2 should come from implementation Day 10.

Please submit the audio recordings with the titles “Task 3 Audio One” and “Task 3 Audio Two” as evidence for Task 3.

### Artifacts and Evidence Scoring Guide

Tasks	Not Yet	Almost	Yes
<b>Task 1: Behavior Observation and Written Analysis</b>	<p>Earner does not provide the Behavior Observation and Written Analysis template.</p> <p><b>OR</b></p> <p>Earner does not submit a written analysis.</p>	<p>Earner provides the Behavior Observation and Written Analysis template that includes fewer than 11 days of behavior observations or provides 11-days that partially includes the required components.</p> <p><b>AND</b></p> <p>Earner submits a written restatement of the student’s behaviors and does not include details related to patterns or changes in the student’s behaviors or the analysis has fewer than 250-words.</p>	<p>Earner provides a completed Behavior Observation and Written Analysis template that includes 11-days of behavior observations and includes all required components.</p> <p><b>AND</b></p> <p>Earner submits a written analysis (250-word minimum) that includes details related to patterns or changes in the student’s behaviors.</p>
<b>Task 2: Journal Entries</b>	<p>Earner does not provide the 10 journal entries.</p>	<p>Earner provides fewer than 10 journal entries or the 10 entries partially describe the conversation between educator and student, including questions or statements used to initiate the conversation, student’s remarks, and affective characteristics noticed during or after the conversation.</p>	<p>Earner provides 10 journal entries thoroughly describe the conversation between educator and student, including questions or statements used to initiate the conversation, student’s remarks, and affective characteristics noticed during or after the conversation.</p>

<b>Task 3: Audio Recordings</b>	<p>Earner does not submit two audio recordings.</p>	<p>Earner submits one audio recording of a two-minute conversation.</p> <p><b>OR</b></p> <p>Earner submits two audio recordings of a two-minute conversation that partially demonstrates the implementation of the 2 X 10 strategy as outlined in the Supporting Rationale and Research section of this micro-credential.</p>	<p>Earner submits an audio recording of a two-minute conversation with the student from days 2-4.</p> <p><b>AND</b></p> <p>Earner submits an audio recording of a two-minute conversation with the student from day 10.</p> <p><b>AND</b></p> <p>Both audio recordings thoroughly demonstrate implementation of the 2 X 10 strategy as outlined in the Supporting Rationale and Research section of this micro-credential.</p>
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### Part Three. Reflection

Read the Reflection criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

**Prompt:** Reflect on the student’s behavior before implementation of the strategy and after implementation of the strategy. To what extent, if any, did the following behaviors improve or stay the same?

- Level of engagement during instructional time
- Frequency of challenging behaviors
- Rapport with classmates and educator
- Academic outcomes/achieving learning and behavior goals

Explain the ways the 2 X 10 Strategy might have been successful in decreasing challenging behaviors exhibited by this student and the ways your rapport with the student might have improved.

Based on your experience and learning from this micro-credential, in what ways might you implement this strategy differently in the future?

**This submission is scored either “passing” or “not passing.”**

**Passing:** Earner includes a response for each part of the prompt (300-word minimum). Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.