



TEACHER APPLICATION

Creating and maintaining close bonds with students is how your child's teacher may demonstrate a relational approach in the classroom!

To apply this strategy in the classroom, a teacher may:

- create positive check-in routines with students in order to get to know their students better as individuals
- co-create a set of behavioral guidelines for the classroom
- spend the first week of school playing ice breaker games, creating initiative challenges, assigning reflective assignments and participating in fun activities with the students
- use conflict as a teachable moment
- create appropriate consequences in a collaborative manner as opposed to punitive punishment

FOR MORE INFORMATION:

If you're interested in learning more about relational approaches to managing behaviours, check out the following resources!

Hold On to Your Kids

By Gordon Neufeld

Website: Neufeldinstitute.org

Attachment aware schools – why a relational approach really makes a difference

By Karen Pilling

Website: <https://www.teachwire.net/news/attachment-aware-schools-why-a-relational-approach-really-makes-a-difference>.

By: Lacey Smith, Jessica Merrikin, Jenna Churchill



Relational Approaches to Managing Student Behaviour



A classroom management strategy based on interpersonal relationships, responsibility, trust, and respect.

What is it?

The relational approach to managing student behaviours is a classroom management strategy that focuses on positive interpersonal relationships within the classroom.

Where traditional management strategies focus on extrinsic rewards and punitive punishment to control the classroom, relational approaches rely on a student's intrinsic desire to form positive relationships. Discipline is viewed through a relationship-learning orientation and conflicts are understood as an opportunity for students to learn interpersonal skills and emotional regulation.

Common Misconceptions

The most common misconception about a relational approach to behaviour management is that there is an absence of consequences for inappropriate behaviour. On the contrary, consequence exists but never in punitive forms which may utilize shame or isolation to reprimand behaviour. Relational management over time informs an intrinsic element of behaviour management from students. Through this approach, ownership of behaviour is placed upon the individual.

Why is it important?

Students may come to school having had no positive interactions with adults yet that day. A routine positive morning interaction is a preventative practice in managing misbehaviour. Students who feel safe, seen and supported by adults are more likely to express their emotions and misunderstandings. They are then more able to seek help and clarification without fear of shame, isolation or punitive reprimanding. Eventually, students will gain the ability to work through their problems, regulate their emotions, and help others to do the same. When these skills are developed, students will have more space and aptitude for their learning.

Going beyond punitive punishment, students learn that their choices and actions impact those around them and by doing so, are better able to self-regulate and make positive choices for themselves.

Having an effective classroom management strategy also frees up time spent managing behaviours to allow more time for learning, effectively increasing students' academic success.



WHY YOU SHOULD KNOW

Because a relational approach to managing student behaviour is a relatively new strategy, many parents or guardians may not be familiar with it. Whether you consider bringing this strategy into the home or not, it is important for us educators to keep you up to date on the ways that student behaviours are being managed in the classroom.

Parents wishing to utilize this strategy may consider:

- substituting punitive punishment for creating collaborative consequences
- using positive reinforcement to manage behaviours