



## Relationship-Based Supports & Process Playbook

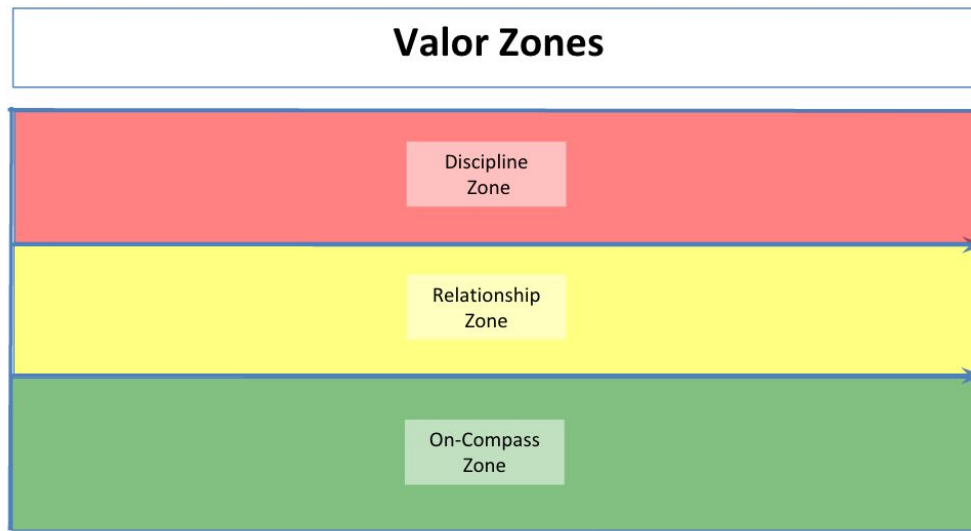
### Overview

We believe everyone gets “Off-Compass” and that this is a normal part of the growth process and of being human. The goal of our Off-Compass systems is to help scholars recognize when they have gotten “Off-Compass” and teach them how to get back “On-Compass” as quickly as possible. We believe all scholars have the capacity to act from their “best selves” and that part of our role as adults in their lives is to help them learn the skills they need to live from this place more and more consistently. Because we are a community that is committed to excellence, we hold high expectations for ourselves and our scholars and attempt to hold each other accountable when we don’t live up to those high expectations. We celebrate each other when we are “On-Compass” and correct, or discipline, when we are “Off-Compass”. When we use the word discipline we use it with its root meaning in mind: to teach. We believe every mistake is an opportunity to learn and work to give ourselves and our scholars the opportunity to see mistakes and Off-Compass behavior as a chance to learn, to evaluate any harm done to the community, and to take responsibility and make amends so that we can be ‘restored” to the community.

In order for our Off-Compass systems to work, we rely on all adult members to adhere to the systems as faithfully as possible to ensure scholars and families are experiencing a consistent and safe environment, and can build deep, authentic relationships with the staff members at our school.

### Compass Zones:

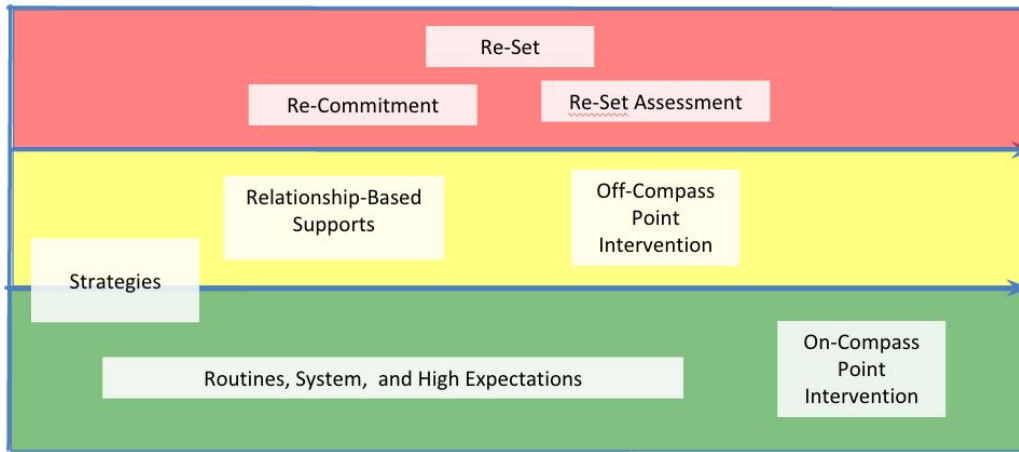
At Valor we train that scholars behavior will generally fall within 3 categories: On-Compass zone (80% of the time), Relationship Zone (15% of the time), and the Discipline Zone (5% of the time). We believe the majority of Off-Compass behaviors can and should be managed in the Relationship Zone with strong classroom-wide and individualized routines, systems, supports, and interventions.



### Compass Zones:

We believe creating safe, positive, supportive learning environments is rooted in having consistent, positive, high expectations and teach and train our teachers to use consistent routines and systems. We also emphasize the importance of reinforcing “On-Compass” behavior and all of our teachers work to achieve a “positivity ratio” of 4 positives to 1 correction in their classrooms. When a scholar, or scholars, begins to get “Off-Compass” (enters the Yellow Zone), we expect teachers to use a series of Relationship-Based supports and that are “*outcomes-based*” to help correct that scholars behavior and get them back on track. We use the term “outcome-based” to reinforce that the “outcome” we want with all of our supports and interventions is to help a scholar get back “On-Compass” and back to learning. If an intervention or support further escalates a child, getting them more “Off-Compass”, then it was not a successful intervention or support.

## Components of Compass System in Zones



### Keeping Scholars in the Green Zone

Creating a safe, positive, and high-achieving classroom culture is definitely equal parts art and science but we believe there are many available strategies, routines, systems, and On-Compass supports that can be used to help keep the majority of your scholars in the “Green” On-Compass zone most of the time. When scholars begin to get Off-Compass you can use a whole series of Relationship-Based interventions to support them getting back on track quickly. Your Teach Like a Champion strategies (100%, What to Do, Do It Again, etc) will also be very helpful in quickly and effectively getting scholars back on track. In the 100% strategy you learned the Least Invasive Intervention approach to working with Off-Compass behavior. Below are listed additional Relationship-based interventions and Non-Engagement re-directions, along with a Give Em Five strategy that can be used in addition to Off-Compass points and Re-Commitments to help scholars get back to baseline.

### A Word on Consistency

We strive for consistency in our culture at Valor for many reasons; the primary being that we believe consistency leads to a sense of relational safety. For this reason we have a set of clear [routines](#) that we expect everyone in the community to learn and follow. We also train and coach that all teachers set clear expectations through using good “What to Do” instructions and help scholars meet those expectations consistently through using 100% strategies. We also have a set of [On-Compass](#) and [Off-Compass](#) systems that provide a consistent framework for reinforcing the types of behaviors we expect from our scholars. The Off-Compass systems include a clear set of Red Zone limits with automatic consequences (Re-Commitment or Re-Set).

In our Yellow Zone we do not proscribe a specific intervention, consequence, or support but that *does not mean we do not believe consistency is important in this zone*. Consistency in the Yellow Zone means **consistently intervening with low-level mis-behaviors** so that they do not become bigger issues. That means doing your best to catch and correct all low-level behaviors quickly and effectively. *We do not believe* an Off-Compass point is always the most effective intervention for low-level mis-behaviors and therefore do not prescribe it for all low-level misbehaviour. We believe our strongest teachers consistently use a mix of interventions, consequences, and strategies to effectively address Yellow Zone behavior.

**Relationship-Based Interventions:** The interventions below are potential solutions to challenging behavior in class from scholars. They should not be used as a replacement for Off-Compass interventions or consequences, rather both should be used to help create safe, positive, and high-achieving classrooms.

- Proximity
  - Standing close to a scholar with your body and/or using your eyes/presence to help them “feel” your support. If you have a good relationship with the scholar (and have permission via previous



conversations) you may put your hand on their shoulder or pat their head in a supportive, kind manner.

- Crouch next to scholar but continue teaching as usual.
- Pull chair up next to scholar and sit down during independent work but don't interrupt them or acknowledge minor misbehaviors. Let your presence correct them.
- Positive praise
  - Make a positive statement to encourage momentum: *"Steve is sitting up straight"*
  - Positively narrate what you notice is going well and incentivize appropriately.
- Lightning Quick Off-Compass Point
  - Ideally private, but not always possible
  - In addition to the Off-Compass point, the redirect should include the action desired *"Steve, we always are silently working during the first three. That is an off routine point"*
- Eye contact/tap/gesture
  - Use your presence and body to communicate both warmth and limits.
- Anonymous Individual Correction
  - General statement to the class "Some scholars still are not...", "We are still waiting for..."
  - Use enforceable statements by setting limits what to what you can provide scholar
    - *"I listen to scholars who raise their hands"*
- Private Individual Correction:
  - Individual corrections should be done privately with emotional constancy, genuine intentions, and the ability to not engage personally in scholar pushback.
- Move Seat
  - "Sally, I'm going to ask you to move your seat over here to help support you staying balanced and present".
- Use a Value Prompt
  - "Xavier, I know it's important to you to you and your family for you to be a respectful person, dig deep and connect to that part of yourself, okay?"
- Isolate Seat
  - "Jay, I'm going to have you sit over here away from distractions since I hope that will help you be more successful in staying on task".
- Move nearby scholars
  - "I'm going to ask you all to each move to another group to give Lavan a few minutes to focus on himself and his own work. Thanks for supporting him."
- Remind scholar of next steps, including consequences for specific behaviors
  - "I want to clarify that I've already given you one Off-Compass point for calling out and if you continue to talk without raising your hand you will earn a Re-Commitment. Please remind yourself to shoot that hand up there!"
- Re-explain or re-set expectation
  - "I may not have been clear enough, I asked for everyone's eyes to be on me."
- Short-term modify assignment to provide success
  - "Okay, it seems like doing a whole page right now might be too much, why don't you get a strong first sentence written and then raise your hand and I'll help you from there."
- Give immediate opportunity for participation

- (for a disengaged scholar) “Imani, will you help me collect these papers?”
- “Jose, will you tell me what inspired you most from the reading?”
- Personal conference
  - “Okay, I’m going to set the timer for 3 minutes. Everyone write, starting now. Kate, will you meet me at the back table please?”
- Water break
  - “Hey Mirabel, why don’t you take the Responsibility Pass, go get a drink of water, and check-in with me when you get back?”
- Offer positive call home
  - “I’d love to call/text your Mom after class and tell her what an awesome job you did turning it around.”
- Write encouraging note
  - You can have some of these prepared in advance or can write short, quick notes to scholars with any of the above reminders written on them.
- Partner with helpful peer
  - “I’m going to ask that Jane and Jake switch spots so that D’Juan can support Jake finishing this assignment.
  - Sometimes its helpful to surprise a scholar that tends to struggle by allowing them to sit with a peer that they generally struggle with: “You know what guys, I want to give you both the chance to support each other in being your best today. I know you don’t always do this but I have a good feeling about today. What do you say? Can you support each other today?”
- Give a job
  - “Jacoby, will you grab those pencils off my desk, take the Responsibility Pass, and go sharpen 10 of them in the Co-Lab”
  - This is especially effective to use with a scholar that feels you don’t “trust” or “like” them as it is a clear demonstration of trust.
- Recognize improvement
  - “Man, that was better! You still called out but you had your hand up this time! Next time hold that amazing idea until I call on you okay?”
- Offer whole-class reward for class good behavior
  - Don’t use this all the time
  - “Okay, we all seem to be a little bit off-balance. I’m going to ask us all to do 30-seconds of True North and will give the entire class a Balance point if we can do it beautifully. Ready. Set. Breathe.”
- Provide 2 acceptable choices to scholars:
  - Provide a choice to scholars that are legitimate and equally acceptable to you as a teacher
    - “You have a choice to write out what happened in class or we can use some time at lunch figuring out what happened.”
    - “You can go get a sip of water and come back ready to learn or we can get started now”
- Pre-class conference
  - Especially if yesterday’s class ended poorly...
  - Find scholar before school or at lunch and check-in with them briefly, clarify expectations, repair relationship in any way needed, and set positive expectations for the next class



### **Non-Engagement Redirections:**

Scholars quickly learn to get you off task once they find they can engage you when they are upset. These interactions can frequently lose the instructional momentum of the class and can, if done improperly, damage the relationship between an adult and scholar. Below is a list of redirections that can be used to not engage dysregulated scholars and regain the momentum in class.

*It is important that we consistently use non-engagement with scholars and use it early in our corrective interactions with scholars to avoid arguments and broken relationship between teacher and scholar.*

- Can you save that for later? Thank you!" Walk away.
- "Let's talk about this later." Quickly move away in response to "What did I do?" then whisper "Let's talk about this later," in a very calm voice. Walk away.
- "This sounds like an argument. We'll need to talk about this later."
- "It looks like a few minutes to reflect will help you refocus. Please write down what you're feeling and I'll come back and check in with you. Thank you."
- Broken record strategy: Repeating the same direction and not engaging with what the scholar is saying.

OR use...

- Guided Corrective Conversations (Restorative Justice): *For these conversations, it is best to do this once the scholars has become re-regulated. It is also important to stick to the scholar's actions in an objective, neutral way, not deviating into other topics that distract from the scholar's behavior.*
  - What's the expectation?
  - What were you doing? Why?
  - Why is that not okay?
  - What will you do differently next time?

### **Give Em Five Strategy (from DSST)**

#### *Using Your Give 'em Five Skills*

The Give 'Em Five strategy is a way to address Off-Compass behavior through a structured conversation that goes through a predictable series.

Example:

You ask the class a question and several students hands are raised and appear eager to answer, but you are cold calling. You call on Eric and he answers the question incorrectly. Pam begins to laugh and then says under her breath, "No one should call on him."

Select the On-Compass character strength that could help guide you conversation: Big Heart: Kindness.

Using your "Give 'em Five" skills, complete your conversation with Pam.

#### **Expectation Breakdown:**

"Laughing at Eric when he gave the wrong answer was disrespectful and isn't an example of using your Big Heart."

#### **Support:**

"Pam, you are a good student and I bet you knew the answer to the question."



**Expectation:**

“However, it took a lot of courage for Eric to answer that question and it is important that we are always treating others with kindness and respect, especially when they are working to display our values.”

**Benefit:**

“When we treat others with kindness it helps us become leaders. I know how much you like to be a leader when I need help in class.”

**Closure:**

“You’ve earned an Off-Compass point for your actions, but can I count on you to show kindness for others and courage when I call on people next time in class?”

**Sample Yellow Zone Progression**

Below is a sample progression of ways one might expect to intervene with low-level behaviors in the Yellow/Relationship Zone and some examples of Relationship-Based supports that can be mixed in with Off-Compass points to help correct scholars and get them back On-Compass.

Note, it is important to recognize that even when a scholar demonstrates a behavior that earns a Re-Commitment your *main goal* is getting them back to baseline. Often, delivering the consequence first will only serve to escalate them further. You might try a Relationship-based support (like asking them to move seats and/or a private conference) to help them re-balance *before* delivering the consequence. If delivering a consequence results in a scholar further escalating, it did not achieve its hoped for outcome. This doesn’t mean they shouldn’t earn the consequence or it shouldn’t be delivered, it just means we should reflect on how to approach the situation differently in the future to, ideally, get the scholar back to baseline more effectively.

<p><b>1. Scholar demonstrates early/minor Off-Compass behavior</b></p>	<p><b>Provide series of relationship-based supports in an outcome-based manner</b>          Ex: Use a non-verbal prompt, use an anonymous individual correction, praise classmates that are doing well</p>
<p><b>2. Scholar continues with early/minor Off-Compass behavior</b></p>	<p><b>Try additional relationship-based supports in an outcome-based manner and use Off-Compass point</b>          Ex: Try a different non-verbal, provide proximity, give an Off-Compass point privately</p>
<p><b>3. Scholar continues with Off-Compass behavior</b></p>	<p><b>Try additional relationship-based supports in an outcome-based manner and use Re-Commitment consequence</b>          Ex: Suggest scholar takes a water break, ask scholar to move seats when they return, re-set expectations privately when scholar moves to new seat, use a value prompt, deliver Re-Commitment (using Give Em Five if possible)</p>
<p><b>4A. Scholar stops for awhile but returns to</b></p>	<p><b>Try additional relationship-based supports in an outcome-based</b></p>



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<b>Off-Compass behavior soon after</b>	<b>manner and use Off-Compass or Re-Commitment consequence</b> Ex: Use a private conference, remind scholar of next steps, offer a positive phone call home, use Off-Compass or Re-Commitment consequence
<b>4B. Scholar attempts to argue about Re-Commitment</b>	<b>Use a non-engagement redirection in an outcome-based manner</b> Ex: Use a non-engagement re-direction (“that sounds like an argument, let’s talk about that later”), re-set expectations for class
<b>5. Scholar begins to loudly engage other scholars in negative behaviors in a defiant manner. The lesson is seriously interrupted.</b>	<b>Use relationship-based supports in an outcome-based manner and contact Compass Team for RSA.</b> Ex: Re-Set expectations for class, ask scholar to move to a seat away from other scholars, use proximity and let scholar know you are contacting Compass Team to support them (enter RSA in Kickboard to alert team)