

Classroom Practice: 2 X 10

Description

When students begin to show disruptive, disrespectful or defiant behavior, implement this strategy. Find 2 minutes each day for 10 school days to connect with the student. Let the student choose the topic. Refrain from discussing the child's problem behavior, instead get to know the student.

Critical Features

- Utilize 2 minutes for 10 school days get to know a specific student.
- Allows staff to meet the need of students by building a positive personal connection.
- Choose a student who isn't responding to other tier 1 interventions or your most influential student leader.
- Show your students that you care.
- Ask questions and listen!

Elementary Example

-During rest time, independent work time, lining up, or any time you can spare 2 minutes
-Use what you learn to build a stronger relationship

Secondary Example

-During independent work time, passing period, advisory, before or after school, extracurricular activities, waiting for assemblies to start or whenever you have 2 minutes

Non Examples

- Discussing behavior problems
-Lecturing students
-Not being authentic
-Discussing things the student isn't interested in

Research and Resources

Research by Raymond Wlodkowski has shown as much as 85% improvement in student behavior, students out of seat, and disruptive behavior as well as overall classroom behavior.

Wlodkowski, R. J. (1983). *Motivational opportunities for successful teaching* [Leader's Guide]. Phoenix, AZ: Universal Dimensions.

Resource

Article: <http://inservice.ascd.org/two-minutes-to-better-student-behavior/>

Video: <http://www.schooltube.com/video/04b327284e4c415c80db/2%20x%2010%20Strategy>

Article: <http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Assuming-the-Best.aspx>

Assessment					
6. Maximize positive interactions.	Sect. total /3=				
a) I maintain a ratio of 4:1 positive interactions	1	2	3	4	CEC5
b) I positively interact with every student at least 2-3 times per hour on average.	1	2	3	4	CEC5
9. Develop caring and supportive relationships.	Sect. total /4=				
a) I learn, use and can correctly pronounce student names by the end of week 2.	1	2	3	4	CEC6
b) I use explicit activities to learn about students and their cultural backgrounds.	1	2	3	4	CEC6 CEC7
c) I communicate with students/families before school starts and continue frequent contact.	1	2	3	4	PCC3
d) I speak to students with dignity and respect—even when providing correction!	1	2	3	4	CEC6