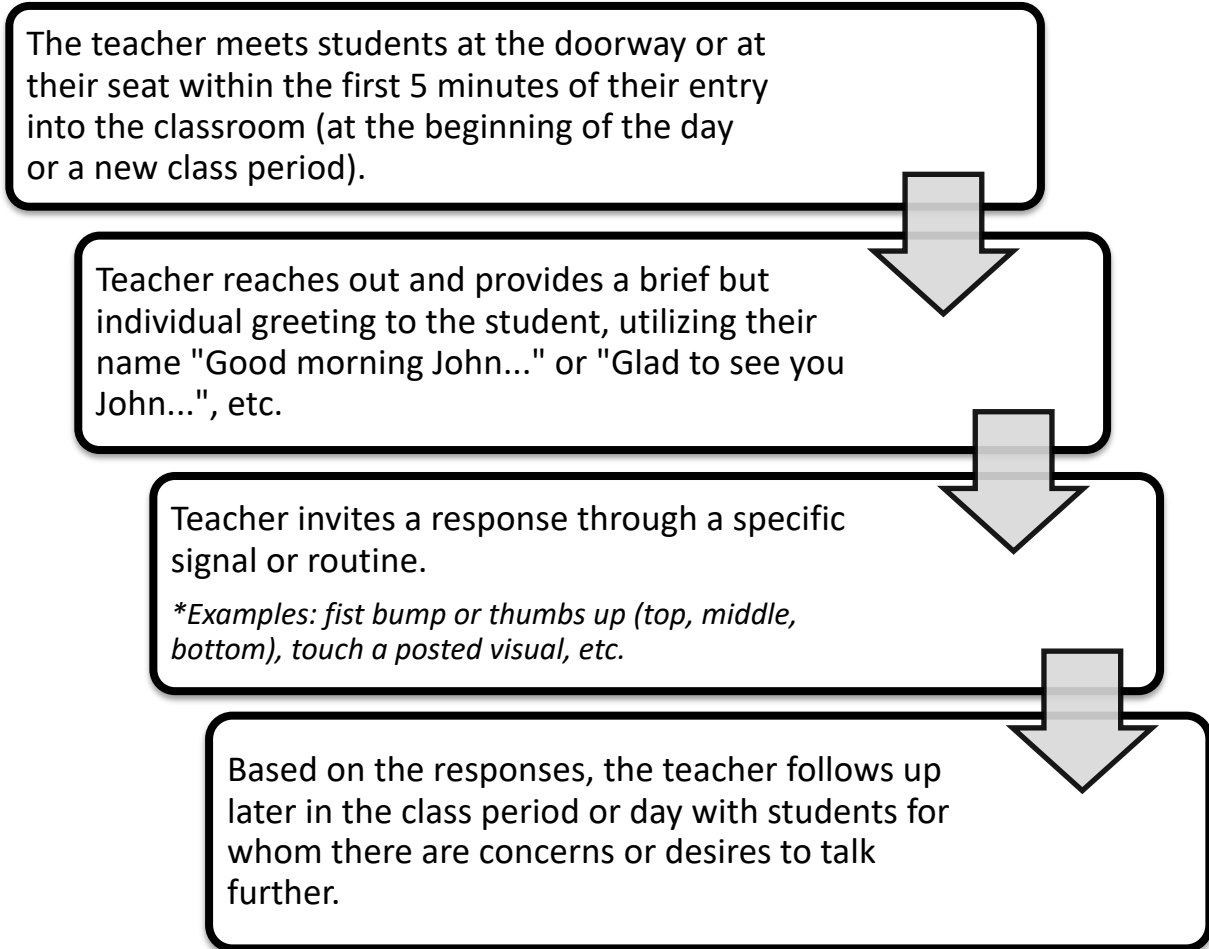


# School & Students Connection

## Reach & Respond

School staff should establish explicit and planned activities for relationship-building. One of these activities is a routine to positively engage daily with every student. This process is relatively quick, and the investment leads not only to greater school connectedness, but also prevention of challenging behaviors.



### Additional Considerations:

- All teachers and support staff should be trained in the Reach & Respond process.
- Students should be directly taught the Reach & Respond process for each class period or staff member with whom they will engage.
- Teachers may periodically choose to change their method of response, but the process of Reach & Respond should be continued throughout the entire year.
- Students are not forced or required to engage in the process. If a student continually declines to engage, teachers should meet with the student privately to plan a more comfortable greeting or routine for that student.

# Reach & Respond

## Elementary Ideas

### Possible Settings

All teachers utilize the Reach & Respond routine at the beginning of the school day

Special area teachers implement Reach & Respond as students enter their classrooms throughout the day

Administrators and support staff utilize Reach & Respond in common areas

Teachers utilize Reach & Respond after students return from recess or other classroom break

### Example Responses

High five, thumbs up, or fist bump (bottom, middle, or high) to indicate how students are feeling.

Tap a color visual (posted on the wall or held by the teacher) that corresponds to the emotion the child is feeling at that time.

Teach students verbal responses to a sentence stem or question. This could relate to the school or classroom mascot.

\*Examples: "Hawk soars, Hawk glides, Hawk down", "Engines roaring, Engines ready, Engines stalled", "Tigger, Pooh bear, Eeyore"

Students each design their own greeting (dance move, salute, etc.), students who want a follow up later take a colored cup and place it on their desk.

### Our Ideas



# Reach & Respond

## Secondary Ideas

### Possible Settings

Reach & Respond occurs regularly during the first period of the school day, extra minutes are added to the class period to ensure the routine occurs

Advisory schedule provides a Reach & Respond opportunity

Clubs, organizations, and sports teams utilized Reach & Respond routine with sponsors, coaches, and/or captains

Students are taught and provided structured opportunities to exchange the Reach & Respond routine with one another at specific times

### Example Responses

Utilize a handshake, if a student squeezes the teacher's hand, they'd like a follow-up for an individual conversation.

Students respond with a method that relates to the content area.

*\* Examples: English teacher asks students to respond with options like "luminous, conventional, dismal", foreign language teacher solicits response in the language, math teacher uses symbols for greater than, equal and less than.*

Students quantify their readiness for learning with a 1-5 scale that can be reported verbally or with fingers.

Students indicate their mood on a visual that relates to pop culture (this visual could change throughout the year)

*\*Examples: emoji chart, superhero characters, movie or book titles, etc.*

### Our Ideas

