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Analysis

Overview

Real Relationships for Student Success will be a 3-hour training session for kindergarten through twelfth grade teachers. It will be held in a classroom setting at Region 7 Education Service Center in Kilgore, Texas. The activities will consist of a poll using participant smartphones and www.polleverywhere.com, a pen-and-paper quiz, and small group discussions. This training session is being created from scratch and this is the first time it will be presented. Participants will complete an evaluation survey at the end of the session to provide feedback.

Problem

Some students aren’t able to focus and succeed in the classroom. They may be fidgety and talkative or completely withdrawn, but all students need to feel loved, accepted, and safe. Teachers easily identify those students who are struggling, but they sometimes forget to consider possible underlying problems. Maslow’s hierarchy of needs suggests that love and acceptance must be present before learning and problem solving can occur.

When teachers do identify issues related to love and acceptance, they might not know how to respond. This training session will provide them with ideas for creating relationships with students. Providing a safe place and a sense of belonging will allow learners to focus and succeed in the classroom.

Learning Outcomes

Upon completion of this training session, teachers will be able to identify the stages in Maslow’s hierarchy of needs and assess the needs of their students. This will be assessed with a multiple-choice quiz. Fight-or-flight brain research will be presented, along with Youtube videos on the subject of empathy. They will learn how to encourage resiliency and build students back up after a downfall.

Then, they will be asked to reflect on the ways they have empathized with students in the past and how they could have better handled the situation in a discussion with other classmates. They will also discuss ways to create relationships with students. The instructor will then review main points in the discussion and provide further ideas for creating real relationships.

Further resources will be handed out and the instructor will have time for questions. Finally, participants will be asked to complete the evaluation survey.
Current Level of Performance

Although teachers have long been aware of struggling students in their classrooms, perhaps the wrong solution was implemented. For example, some schools require struggling students to spend their break time studying or stay after school. Students who refuse to complete their coursework in class are often punished with after-school detention.

As a result, students may think their teachers don’t care about them. Students may also feel misunderstood if there is an underlying problem or an issue they are dealing with at home.

Rather than jumping straight to punishment, this training session will focus on building real relationships with students. Not only can this create a connection between student and teacher, but a trusting relationship can encourage students to finish their work and excel in school.

Needs

The following materials and attitudes will be needed for this training session:

<table>
<thead>
<tr>
<th>Instructor Needs</th>
<th>Learner Needs</th>
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<tbody>
<tr>
<td>1. Classroom with grouped tables</td>
<td>1. Internet access to sign up</td>
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<td>2. Internet access</td>
<td>2. Transportation to attend</td>
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<td>3. Handouts (quiz, resources, eval)</td>
<td>3. Smartphone to participate in poll</td>
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<td>4. Marketing tools</td>
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<td>5. Public speaking skills</td>
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<td>6. Schedule with transition times</td>
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<td>7. Timer for discussion groups</td>
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<td>8. Learners’ motivation for attending</td>
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<td>9. Learners’ desired outcome</td>
<td>9. Clear prompts for discussion</td>
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<td>10. Learner feedback</td>
<td>10. Instructor feedback</td>
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<td>11. Resources for further research</td>
<td>11. Resources for further research</td>
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Environmental Resources

Region 7 Education Service Center (ESC7) has an abundance of resources for training sessions including classrooms for up to 200 participants equipped with the latest technology. Projectors, document cameras, HDMI input, and Apple TV are installed in each classroom. Laptop computers are available upon request, but wifi is available for participants to bring their own devices as well.
ESC7 also has meeting rooms, videoconferencing facilities, an auditorium, and a full production television studio to meet the needs of the education community as well as outside organizations.

**Goals & Learning Objectives**

G.1. Make teachers more aware of the potential for their struggling students to have issues related to Maslow’s Hierarchy of Needs (specifically love, acceptance and safety) rather than cognitive performance.
   1. Identify reasons why teachers struggle with building relationships with students
   2. Match characteristics with needs according to Maslow’s Hierarchy of Needs
   3. Classify student interactions according to Maslow’s Hierarchy of Needs
   4. Reflect on past experiences with students who had underlying issues with love and acceptance
   5. Analyze current problem students with Maslow’s Hierarchy of Needs in mind

G.2. Facilitate discussion among teachers on ways to create real relationships and provide them with specific recommendations for doing so.

   1. Recognize the symptoms of the fight-or-flight response
   2. List ways to create belonging in the classroom
   3. Discuss a time when you showed empathy, or did not show empathy, to a struggling student and assess the interaction
   4. Discuss ways to foster relationships in the classroom
   5. Develop a plan for improving relationships with struggling students
Design

TAP

Real Relationships for Student Success will be a 3-hour training session for kindergarten through twelfth grade teachers. It will be held in a classroom setting at Region 7 Education Service Center in Kilgore, Texas. The activities will consist of a poll using participant smartphones and www.polleverywhere.com, a pen-and-paper quiz, and small group discussions. At the end of the session, they will develop a plan for improving student relationships. Participants will complete an evaluation survey at the end of the session to provide feedback.

Upon completion of this training session, teachers will be able to identify the stages in Maslow’s hierarchy of needs and assess the needs of their students. Fight-or-flight brain research will be presented, along with Youtube videos on the subject of empathy. They will learn how to encourage resiliency and build students back up after a downfall. They will also discuss ways to create relationships with students. The instructor will then review main points in the discussion and provide further ideas for creating real relationships.

Problem

Some students aren’t able to focus and succeed in the classroom. They may be fidgety and talkative or completely withdrawn, but all students need to feel loved, accepted, and encouraged. Teachers easily identify those students who are struggling, but they sometimes forget to consider possible underlying problems. Maslow’s hierarchy of needs suggests that love and acceptance must be present before learning and problem solving can occur.

When teachers do identify issues related to love and acceptance, they might not know how to respond. This training session will provide them with ideas for creating relationships with students. Providing a safe place and a sense of belonging will allow learners to focus and succeed in the classroom.

Learning Expectations

Course/Lesson Goals and Objectives

1. Teachers will be aware of the potential for their struggling students to have issues related to Maslow’s Hierarchy of Needs.

    1.1 Identify reasons why teachers struggle with building relationships with students
1.2 Match characteristics with needs according to Maslow’s Hierarchy of Needs
1.3 Classify student interactions according to Maslow’s Hierarchy of Needs
1.4 Reflect on past experiences with students who had underlying issues with love and acceptance
1.5 Analyze current problem students with Maslow’s Hierarchy of Needs in mind

2. Teachers will develop a plan to create real relationships with students in their classroom.
   2.1 Recognize the symptoms of the fight-or-flight response
   2.2 List ways to create belonging in the classroom
   2.3 Discuss a time when you showed empathy, or did not show empathy, to a struggling student and assess the interaction
   2.4 Discuss ways to foster relationships in the classroom
   2.5 Develop a plan for improving relationships with struggling students

Course/Lesson Components

Learners
- Transportation to Region 7 ESC
- Teaching experience
- Smartphone to participate in survey

Instructors
- Knowledge of training material
- Computer and internet access
- Public speaking and group facilitation skills

Learning Activities

Participant will participate in a poll regarding why teachers struggle with building relationships with students. (1.1)
Participant will take a quiz on Maslow’s Hierarchy of Needs. (1.2, 1.3)
Participant will discuss Maslow’s Hierarchy of Needs and their own experiences with members of their group. (1.4, 1.5)
Participant will discuss fight-or-flight response and ways to create belonging in the classroom. (2.1, 2.2, 2.3)
Participant will receive a rubric with tips for fostering relationships in the classroom. (2.4, 2.5)
Participant will develop a plan for fostering relationships based on the rubric. (2.4, 2.5)
Assessment

After being presented with Maslow’s Hierarchy of Needs, students will be given a quiz to test comprehension. Throughout the training there will be discussion time between groups, and each group will have a representative give a summary of their discussion. Finally, participants will come up with their own plan for improving student relationships based on the template. They will also fill out an evaluation survey.

Evaluation

1. How will you tell if the instructional design was successful? Who will determine this? Will there be an outside, unbiased observer? A satisfaction survey?

The instructor will be able to gauge participant understanding by the discussion. They will also have a quiz on Maslow’s Hierarchy of Needs. At the end of the session, participants will be asked to complete an evaluation survey.

2. Does your assessment relate to your evaluation? How?

My assessment directly relates to my evaluation. If the students can complete the tasks in the assessment, my evaluation will be positive.

3. How will you determine whether your outcomes relate back to your original needs analysis and goals/objectives to determine the effectiveness of your intervention/implementation?

A longitudinal study would be needed to assess the outcome of the training. It would be helpful to survey teachers about their relationships with students before completing the training and six months later.

Timeline

This face-to-face training will last for 3 hours.

Participants will respond to a poll on student/teacher relationships and discuss. (1.1) (30 minutes)
Participants will listen to the presentation on Maslow’s Hierarchy of Needs and take the related quiz. (1.2, 1.3) (50 mins)
Participants will watch Every Child Needs a Champion video and discuss. (1.4, 1.5) (35 mins)
Participants will listen to the presentation on Fight or Flight Response and list ways to create belonging in the classroom as groups. (2.1, 2.2) (30 mins)
Participants will watch The Empathetic Civilization and discuss empathy. (2.3) (20 mins)
Participants will listen to the presentation on Fostering Relationships and develop a plan for improving student relationships based on the template. (2.4, 2.5) (15 mins)

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<tr>
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<td><strong>Introduction</strong></td>
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<td>8:30 AM</td>
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<td>8:40 AM</td>
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<td>8:45 AM</td>
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<tr>
<td><strong>Maslow’s Hierarchy of Needs</strong></td>
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<td>8:50 AM</td>
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<td>9:15 AM</td>
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<td>9:30 AM</td>
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<tr>
<td><strong>Fight-or-Flight Response &amp; Belonging</strong></td>
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<td>10:00 AM</td>
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<td>10:30 AM</td>
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<td>10:45 AM</td>
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<td>10:50 AM</td>
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<tr>
<td><strong>Wrap-Up</strong></td>
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<tr>
<td>11:20 AM</td>
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</tbody>
</table>
Development

Learning Activities

Participants will participate in a poll regarding why teachers struggle with building relationships with students. (1.1)

The presenter will have the poll (https://www.polleverywhere.com/free_text_polls/7exWQk1pV7GRHzH?preview=w=true) up on the projector. This webpage instructs participants to text their answer to the number provided. As answers are coming in, the instructor will comment on them and get the discussion started.

Participants will watch the Every Kid Needs a Champion video. (1.1)

https://www.youtube.com/watch?v=SFnMTHhKdkw

Participants will take a quiz on Maslow’s Hierarchy of Needs. (1.2, 1.3)

The presenter will pass out the quiz and let the students complete it. After they are done, the presenter will go through each question and supply (and discuss) the correct answers. Participants will be instructed to keep this piece of paper for taking notes and future activities.

Participants will discuss Maslow’s Hierarchy of Needs and their own experiences with members of their group. (1.4, 1.5)

Discussion prompt: Discuss a time when you misinterpreted a child’s misbehavior. What needs did they have that weren’t being met? What are some things teachers can do to make sure that student’s needs are being met?

Participants will discuss fight-or-flight response and ways to create belonging in the classroom. (2.1, 2.2, 2.3)

This discussion will stem from the instructor’s lecture on fight-or-flight response and belonging. Participants will discuss ways to create belonging in the classroom within their groups and one member will write them down. Afterwards, one member from each group will present the ideas they discussed with the classroom.

Participants will develop a plan for fostering relationships based on the template. (2.4, 2.5)

The template is a document located in the Google Drive folder for the training session (https://drive.google.com/folderview?id=0B9n9p3Qm3AIjMeXRk1VZjWGJxVkJU&usp=sharing). Participants will create a copy of the TEMPLATE: My Plan for
Fostering Relationships document and make edits. Each participant’s plan will be located in the same folder so that they can view each other’s work. The instructor will also be able to access the documents and make comments.

**Assessment**

Although this training session is highly based on participation, there are two assessments for gauging participant comprehension.

**Assessment 1:** Maslow’s Hierarchy of Needs Quiz (below)

**Assessment 2:** My Plan for Fostering Relationships  
[https://docs.google.com/document/d/1bGDMlfmjjzfl-MjKzOtBxJrCEYKgVSwMIXcshNrvwU8/edit?usp=sharing](https://docs.google.com/document/d/1bGDMlfmjjzfl-MjKzOtBxJrCEYKgVSwMIXcshNrvwU8/edit?usp=sharing)

**Evaluation**

The evaluation survey is hosted by SurveyMonkey at [https://www.surveymonkey.com/s/6XYC2WC](https://www.surveymonkey.com/s/6XYC2WC). The instructor will direct participants to this link after the training session.

**Equipment needed:**
- Computer access
- Internet access
Maslow’s Hierarchy of Needs Quiz

1. The most basic human needs are:
   a. Esteem
   b. Love/Belonging
   c. Self-actualization
   d. Physiological*
   e. Safety

2. If the needs in one stage aren’t met,
   a. The student will eventually forget about it
   b. The student will progress to the next stage
   c. The student cannot progress to the next stage*

3. If you were to incorporate Maslow’s Hierarchy of needs into your teaching practices, one of the first things you would be likely to do is:
   a. Emphasize the importance of getting good grades
   b. Remind students that their achievements in school will help them to get a good job
   c. Make sure your students feel safe and secure*
   d. Reinforce students consistently for their classroom behavior

4. Which of the following statements about Maslow’s Hierarchy of Needs is false?
   a. A satisfied need does not motivate behavior
   b. Students move through the hierarchy in the same order without exception*
   c. Behavior can focus on satisfying more than one need at a time
   d. The environment can affect behavior

5. Which level of Maslow’s Hierarchy of Needs should be addressed for the following scenarios?
   e. Michael was threatened by one of his classmates during recess.
   d. Danyelle came to class without eating breakfast.
   b. Ann feels like she doesn’t have any friends at school.
   b. Patrick was just placed into a new foster care family.
   e. Liz’s notebook was stolen when she was out of the classroom.
Client Job Aid

Real Relationships for Student Success

Client Job Aid
Introduction

Some students aren’t able to focus and succeed in the classroom. They may be fidgety and talkative or completely withdrawn, but all students need to feel loved, accepted, and safe. Teachers easily identify those students who are struggling, but they sometimes forget to consider possible underlying problems. Maslow’s hierarchy of needs suggests that love and acceptance must be present before learning and problem solving can occur.

When teachers do identify issues related to love and acceptance, they might not know how to respond. This training session will provide them with ideas for creating relationships with students. Providing a safe place and a sense of belonging will allow learners to focus and succeed in the classroom.

Before the Training Session

1. Reserve room
   3 weeks before: Reserve a room where participants will each have access to a computer with internet connection. A projector will also be necessary for displaying videos and documents.

2. Become familiar with training material
   2 weeks before: Look over the following videos, articles, and documents. Your presentations on Maslow’s Hierarchy of Needs and Fight or Flight Response will be 30 minutes each.

3. Set up Google account (if needed)
   2 weeks before: If you don’t already have a google account, register for one. You will also need to be familiar with this process in case any participants need help registering for a Google account.

4. Check links within learning activities
   3 days before: Make sure all links are still working correctly.

5. Send reminder email to registered participants
   1 day before: Send email to participants with time of session. Tell them to bring their cell phones and register for a Google account if they don’t already have one.
Overview

Schedule

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<tbody>
<tr>
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<td>Instructor Intro</td>
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<tr>
<td>8:35 AM</td>
<td>Activity: Getting to Know You</td>
</tr>
<tr>
<td>8:40 AM</td>
<td>Poll Activity</td>
</tr>
<tr>
<td>8:45 AM</td>
<td>YouTube Video: Every Kid Needs a Champion</td>
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Maslow’s Hierarchy of Needs

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:50 AM</td>
<td>Presentation</td>
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<tr>
<td>9:15 AM</td>
<td>Quiz</td>
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<td>9:30 AM</td>
<td>Discussion</td>
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Fight-or-Flight Response & Belonging

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<th>Time</th>
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<tbody>
<tr>
<td>10:00 AM</td>
<td>Presentation</td>
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<tr>
<td>10:30 AM</td>
<td>Discussion</td>
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<tr>
<td>10:45 AM</td>
<td>YouTube Video: Interview with DJ Batiste</td>
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<tr>
<td>10:50 AM</td>
<td>My Plan for Fostering Relationships</td>
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Wrap-Up

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<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>11:20 AM</td>
<td>Evaluation Survey</td>
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</tbody>
</table>

During the Training Session

Maslow’s Hierarchy of Needs

PART 1: Maslow’s Hierarchy of Needs

1.1 Introduction
Begin with a brief introduction of yourself. Who are you? How long have you been teaching? Why are you passionate about fostering relationships with students?

1.2 Activity: Getting to Know You
State your name, your teaching assignment/role, and if you were a cartoon character, who you would be and why. Model the activity to participants by going first.

(Objective: Participants begin to feel included, valued, and make connections with the instructor and each other)
1.3 Poll Activity: Why do teachers struggle with building relationships with students?
Bring up the poll on the projector. The website gives instructions for how to text in answers with a smartphone. Make comments as participants are texting in their answers to get the discussion started (ask for specific examples of the answers coming in, ask for a show of hands for how many have similar experiences, etc.)

(Objective: Identify reasons why teachers struggle with building relationships with students)

1.4 YouTube Video: Every Kid Needs a Champion

1.5 Presentation: Maslow’s Hierarchy of Needs
Use the message from the Every Kid Needs a Champion video to segue into Maslow’s Hierarchy of Needs (MHN). This presentation will focus specifically on the bottom three sections of MHN (Physiological, Safety, Love/Belonging). Include personal stories from your teaching experience.

1.6 Quiz: Maslow’s Hierarchy of Needs
Pass out the quiz and give participants time to finish. Afterwards, go over the answers. Instruct participants to keep this paper handy for note-taking and future activities.

(Objectives: Match characteristics with needs according to Maslow’s Hierarchy of Needs; Classify student interactions according to Maslow’s Hierarchy of Needs)

1.7: Discussion: Maslow’s Hierarchy of Needs
Ask participants to discuss their experiences with current problem students in groups of 4-5. Are there signs of underlying physiological, safety, or love/belonging needs? What are the signs?

(Objectives: Reflect on past experiences with students who had underlying physiological, safety, or love/belonging needs; Analyze current problem students with Maslow’s Hierarchy of Needs in mind)

1.8 Activity: Reflection Journal #1
Think of a time when one of your needs were not being met. How did you feel? What were you thinking?

1.9: Ten-minute break
PART 2: Fostering Relationships

2.1 Presentation: Brain-Based Learning: Fight-or-Flight Response & Belonging
Give an overview of how the brain reacts when a person feels threatened. Include a personal story related to fight-or-flight response. Discuss the effects on the learning process and strategies for improving the classroom environment.

(Objective: Recognize the symptoms of the fight-or-flight response)

2.2 Discussion: Fight-or-Flight Response & Belonging
Ask participants to discuss their experiences with fight-or-flight response and belonging in groups of 4-5. One member of the group should write down a list of ways to create belonging in the classroom that were discussed.

(Objectives: Discuss a time when you showed empathy, or did not show empathy, to a struggling student and assess the interaction; List ways to create belonging in the classroom)

2.3 YouTube Video: Interview with DJ Batiste

2.4 Activity: My Plan for Fostering Relationships
Direct participants to the template and give them 20 minutes to work on their plan. Each participant’s plan will be shared in the same folder so that they can view each other’s work.

(Objective: Develop a plan for improving relationships with struggling students)

2.5 Activity: Reflection Journal #2
Describe the first thing you will do, tomorrow, to more effectively connect with students.

PART 3: Evaluation

3.1 Evaluation Survey
Direct participants to the evaluation survey and let them know they are free to go when finished.
After the Training Session

- Review each participants plan for fostering relationships (making comments and suggestions).

- Follow up with participants by sending out a link to the group folder and encouraging participants to keep up with the status of their goals.

- Let students know a Part 2 Module will be available that will delve into creating caring learning communities within their classroom, where students learn strategies for effective relationship building.