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Analysis

Overview

Real Relationships for Student Success will be an online training session for kindergarten through twelfth grade teachers. It will be hosted via the Moodle site from Region 7 Education Service Center in Kilgore, Texas. This is a self-paced course that should take about three hours total. The activities will consist of a poll using participant smartphones and www.polleverywhere.com, a multiple choice quiz, videos, and forum 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 They may be fidgety and talkative or completely withdrawn, but all students need to feel loved, accepted, and safe.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 real relationships and complete a personal plan for fostering relationships with their students.

Further resources will be available and as questions arise, a FAQ section will be added to the course site. Participants will be asked to complete the evaluation survey, and they will be contacted a few months later with a follow-up 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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Administrative access to Moodle site</td>
<td>1. Access to Moodle site</td>
</tr>
<tr>
<td>2. Familiarity with Moodle platform</td>
<td>2. Internet access</td>
</tr>
<tr>
<td>3. Internet access</td>
<td>3. Smartphone to participate in poll</td>
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<tr>
<td>4. IT Support</td>
<td>4. Willingness to learn</td>
</tr>
<tr>
<td>5. Marketing tools</td>
<td>5. Teaching experience</td>
</tr>
<tr>
<td>6. Time to moderate discussion forums</td>
<td>6. Overview of training session</td>
</tr>
<tr>
<td>7. Time to provide assignment feedback</td>
<td>7. Introduction to topics</td>
</tr>
<tr>
<td>8. Learners’ motivation for attending</td>
<td>8. Clear expectations for assessments</td>
</tr>
<tr>
<td>9. Learners’ desired outcome</td>
<td>9. Clear prompts for discussion</td>
</tr>
<tr>
<td>10. Learner feedback</td>
<td>10. Instructor feedback</td>
</tr>
<tr>
<td></td>
<td>11. Resources for further research</td>
</tr>
</tbody>
</table>

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

Topic, Audience, Purpose

Real Relationships for Student Success will be an online training session for kindergarten through twelfth grade teachers. It will be hosted via the Moodle site from Region 7 Education Service Center in Kilgore, Texas. This is a self-paced course that should take about three hours total. The activities will consist of a poll using participant smartphones and www.polleverywhere.com, a multiple choice quiz, videos, and forum 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.

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 real relationships and complete a personal plan for fostering relationships with their students.

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 Interpret scenarios based on fight-or-flight response and belonging
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**
- Computer and internet access
- Teaching experience
- Smartphone to participate in survey

**Instructors**
- Knowledge of training material
- Computer and internet access
- Online 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. (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 develop a plan for fostering relationships based on the template. (2.4, 2.5)
Assessment

Students will be given a quiz to test comprehension on Maslow’s Hierarchy of Needs via the Assessments tool. Participants will submit their own plan for improving student relationships based on the template via the Assignments tool. They will complete an evaluation survey via SurveyMonkey.

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 viewing the discussion forums. They will be graded for the quiz on Maslow’s Hierarchy of needs and their plan for fostering relationships assignment. 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 online training will last for approximately 3 hours.

Participants will respond to a poll on student/teacher relationships. (1.1) (5 minutes)
Participants will watch the presentation on Maslow’s Hierarchy of Needs and take the related quiz. (1.2, 1.3) (25 mins)
Participants will discuss their experiences in the Maslow’s Hierarchy of Needs forum. (1.4, 1.5) (40 mins)
Participants will watch the presentation on Fight or Flight Response & Belonging and participate in the related discussion. (2.1, 2.2, 2.3) (45 mins)
Participants will watch the Interview with DJ Batiste video. (2.1, 2.3) (5 mins)
Participants will read the Transmitting the Passion article and develop a plan for fostering student relationships based on the template. (2.4, 2.5) (30 mins)
## Timeline (continued)

### Possible Student Timeline

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Introduction</strong></td>
<td></td>
</tr>
<tr>
<td>8:30 AM</td>
<td>Getting oriented to the TRACS site</td>
</tr>
<tr>
<td><strong>Maslow’s Hierarchy of Needs</strong></td>
<td></td>
</tr>
<tr>
<td>8:35 AM</td>
<td>Poll Activity</td>
</tr>
<tr>
<td>8:40 AM</td>
<td>Videos: Maslow’s Hierarchy of Needs, Every Kid Needs a Champion</td>
</tr>
<tr>
<td>8:55 AM</td>
<td>Quiz: Maslow’s Hierarchy of Needs</td>
</tr>
<tr>
<td>9:05 AM</td>
<td>Discussion: Maslow’s Hierarchy of Needs</td>
</tr>
<tr>
<td>9:45 AM</td>
<td>Break</td>
</tr>
<tr>
<td><strong>Fostering Relationships</strong></td>
<td></td>
</tr>
<tr>
<td>10:00 AM</td>
<td>Video: Fight or Flight Response &amp; Belonging</td>
</tr>
<tr>
<td>10:05 AM</td>
<td>Reading: Transmitting the Passion</td>
</tr>
<tr>
<td>10:15 AM</td>
<td>Discussion: Fight or Flight Response &amp; Belonging</td>
</tr>
<tr>
<td>10:55 AM</td>
<td>YouTube Video: Interview with DJ Batiste</td>
</tr>
<tr>
<td>11:00 AM</td>
<td>Assignment: My Plan for Fostering Relationships</td>
</tr>
<tr>
<td><strong>Wrap-Up</strong></td>
<td></td>
</tr>
<tr>
<td>11:20 AM</td>
<td>Evaluation Survey</td>
</tr>
</tbody>
</table>
Development

Learning Activities

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

(https://www.polleverywhere.com/free_text_polls/7exWQk1pV7GRHzH?preview=true) This webpage instructs participants to text their answer to the number provided. Answers will be saved so that future participants can see past participants’ responses, and vice versa.

Participants will watch the presentation on Maslow’s Hierarchy of Needs and take the related quiz. (1.2, 1.3)

(https://www.youtube.com/watch?v=nvO8FmYapCU) The quiz will be available via the Assessments tool. Students may take the quiz as many times as they like.

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

This discussion will be available via the Forums tool.

Discussion prompt:
Discuss your experiences with current problem students. Are there signs of underlying physiological, safety, or love/belonging needs? What are the signs?

Participants will watch the presentation on Fight or Flight Response & Belonging and participate in the related discussion. (2.1, 2.2, 2.3)

(https://www.youtube.com/watch?v=9b13OuwjIKc) This discussion will be available via the Forums tool.

Discussion Prompt:
Scenario: A student behaves in a way that disrupts the class. The teacher publicly reprimands the student for misbehaving. The student makes a disrespectful comment in return. The teacher approaches the student and in a loud voice tells the student that he "had better shape up" or "be kicked out of the class." The student responds by standing up and verbally abusing the teacher. The instructor calls for an administrator, who comes to the room and escorts the angry student to the office to be disciplined.
Who is the winner in this scenario? What implications does this scenario have on the student learning?

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

Template will be linked within the lesson. Participants will edit and submit their version via the Assignments tool. The instructor will provide feedback within one week.

**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
- Assessment 2: My Plan for Fostering Relationships

**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.
(Template)
My Plan for Fostering Relationships

Name

<table>
<thead>
<tr>
<th>Goal</th>
<th>Things I will do to accomplish this goal:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set the Tone with Mutual Staff Support</td>
<td>□ Find a colleague to communicate with weekly about my relationships with problem students</td>
</tr>
<tr>
<td></td>
<td>□ Send a gift to a new hire</td>
</tr>
<tr>
<td>Remember Their Names</td>
<td>□ Call 5 students by name daily</td>
</tr>
<tr>
<td>Take an Interest in Students and Their Activities</td>
<td>□ Attend 5 baseball games</td>
</tr>
<tr>
<td>Cultivate a Healthy Sense of Humor</td>
<td>□ Incorporate games into at least two lessons</td>
</tr>
<tr>
<td>Reveal Who You Are</td>
<td>□ Incorporate my personal hobby into a lesson</td>
</tr>
<tr>
<td>Empathize with my students</td>
<td>□ Take a moment to ask about underlying issues when dealing with students who are acting out</td>
</tr>
</tbody>
</table>
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. Create Copy of TRACS Site
   3 weeks before: Create a copy of the Master RRSS TRACS site. As participants register for the course, add them to the site using their email address.

2. Become familiar with training material
   2 weeks before: Look over the following videos, articles, and documents. You will need to moderate discussions and provide feedback for assignments.

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

4. Send reminder email to registered participants
   1 day before: Send email to participants with time of session. Tell them to have their cell phones handy and contact you if they have any problems.
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During the Training Session

1. **Moderate discussion forums**
   Make sure participants are being friendly and respectful in forum discussions. Participate in the forums by making comments, or email participants directly to thank them for an excellent response.

2. **Contact inactive students**
   Check which participants are most active with the Site Stats button under Site Info. Email inactive members to ask if they are having technical difficulties and encourage them to participate.

3. **Send assignment feedback within one week**
   You will receive notification emails each time a participant submits an assignment. Make comments on their plan and thank them for completing the course.

After the Training Session

- Review each participants plan for fostering relationships (make comments and suggestions).
- Follow up with participants by sending an email three weeks after completion. Encourage them to keep up with the status of their goals and ask for feedback.