

STUDENTS SHOWING A LACK OF INTEREST IN SCHOOL

Success Story Johnny, a high school student in suburban Atlanta, discovered the power of meaningful teacher-student relationships. Johnny realized that when he connected with his teachers personally, even seemingly boring subjects became more engaging. By getting to know his math teacher, Johnny transformed his attitude toward math, achieving a solid improvement in his grades.

“...we’d just try to get through the class, you know; they really didn’t seem like people. They were just teachers.... It’s amazing, you know, what you can do if you want to. And how hard it is to do things, like paying attention in class, when you don’t give a damn.” Johnny

What the Data Says?

Multiple real-life examples underscore the importance of teacher-student relationships in motivating students to excel. [Connection Academy](#) links to studies that reinforce this idea.

“Having a positive relationship with a teacher can impact how well a student learns. **Studies have shown that a strong teacher-student relationship leads to higher academic engagement, higher grades, and fewer disruptive behaviors.** In contrast, *students who have a negative relationship with their teacher can feel stressed, and it could lead to poor academic performance and negatively impact a student’s social and emotional development.*”

“The more self-motivated a student is as they learn to read, the better prepared they’ll be to reach their potential. One of the best ways to encourage this is by building meaningful teacher-student relationships.”

The key is not to be merely a teacher OR their friend but to connect with students on a personal level, fostering an environment where they feel valued and supported.

HOW TO DO IT In 2 min. or less

- Familiarize yourself with your students:
 - Learn their likes and dislikes.
 - Understand their preferences in classes.
 - Inquire about their family and interests.
 - Ask about their recent activities.
- Display genuine interest in their conversations.
- Extend a warm greeting and acknowledge them when they enter school or your class.
- Share compelling stories, avoiding over-sharing or attempting to sway their opinions.
- Connect your narratives to the subject matter or events in a student's life.
- Offer honest feedback, both positive and constructive, providing alternative behaviors when necessary.
- Ensure they feel appreciated and valued in the learning environment.

These discussions can occur during downtimes or serve as brief interruptions to activities or lengthy lectures.

CREATING A BOND TO INCREASE INTEREST IN SCHOOL

1
KNOW THEM

Familiarize Yourself with Your Students

Learn your students likes and dislikes, preferences in classes. Inquire about his family and interests, Ask about their recent activities.

2
LISTEN

Actively Listen to Your Students

Model how to Actively Listen and display genuine interest in what they have to tell you.

3
WELCOME

Be Welcoming

Extend a warm greeting and acknowledge them when they enter school or your class.

4
SHARE

Share Your Story

Share compelling stories that connect your narratives to the subject matter or events in their life. Avoiding over-sharing or attempting to sway their opinion.

5
FEEDBACK

Give Feedback

Offer honest feedback, both positive and constructive, providing alternative behaviors when necessary.

CLASSROOM MANAGEMENT TO INCREASE INTEREST IN SCHOOL

The RUSTY System

R

Routine and Structure

is crucial as it provides a stable and conducive learning environment, enhancing student engagement, reducing anxiety, and promoting effective academic and behavioral outcomes.

U

Understand the Expectations

to provide clear guidelines for behavior or assignments, creating a positive and consistent learning environment that supports student success and fosters a sense of accountability.

S

Student Feedback and Recognition

facilitate continuous learning, personalized growth, and a collaborative educational environment that empowers students to reach their full potential.

T

Teacher-Student Connection

matter profoundly as they create a supportive and motivational learning environment, fostering academic engagement, emotional well-being, and the overall success of students.

Y

Yes it works. Success Stories

Using these strategies in the classroom leads to significant improvements in students' behavior, academic performance, and overall engagement with the learning process.

CLASSROOM MANAGEMENT TO INCREASE INTEREST IN SCHOOL

The Story

Establishing a positive teacher-student relationship has been proven to enhance academic engagement, boost grades, and minimize disruptive behaviors. This relationship doesn't have to be just 1-1 but could also be done as a classroom management strategy. What does this relationship look like in practice?

During a recent classroom observation, I witnessed a teacher seamlessly integrating behavior strategies into their teaching style.

On the first day after a break, the teacher greeted the students when they came into class and then initiated a discussion about what was new or exciting in the students' lives. Before they began sharing, the teacher reviewed the expectations for the conversation and explained that not everyone had the same experiences so we don't mention friends or details that could hurt

someones feelings. As students shared, the teacher actively listened and made comments about each one, fostering a supportive atmosphere. Some comments sparked longer conversations, but the teacher ensured each student felt acknowledged.

Curious about my experiences, the teacher asked me to share. I mentioned my sons' success in hockey games, prompting the teacher to share about their own children. This exchange exemplified how the teacher not only set expectations but also actively participated in the conversation, creating a positive and inclusive environment. This marked the first instance I learned about the teachers children.

The teacher then smoothly transitioned into the next activity, offering a concise explanation of its significance.

Some students faced challenges, and the teacher provided support, while with others, the teacher playfully joked about being a mean teacher.

Next, the teacher introduced a reward system, explaining that exceptional, unprompted efforts earn students a chance of a reward. A few students were already familiar with the reward system, so the teacher had them explain it to their classmates. The class was asked to suggest potential rewards, fostering a sense of ownership. The teacher gave specific examples of exceptional moments, detailing both the actions that earned recognition and what was needed to achieve it. The teacher clarified that not every student would get get a reward, emphasizing the selective nature of the recognition. Periodically, students were assigned various tasks, such as adjusting the lights or distributing scissors.

Of the 9 strategies on page 2 and 3, this teacher was able to include all 9 into their teaching.