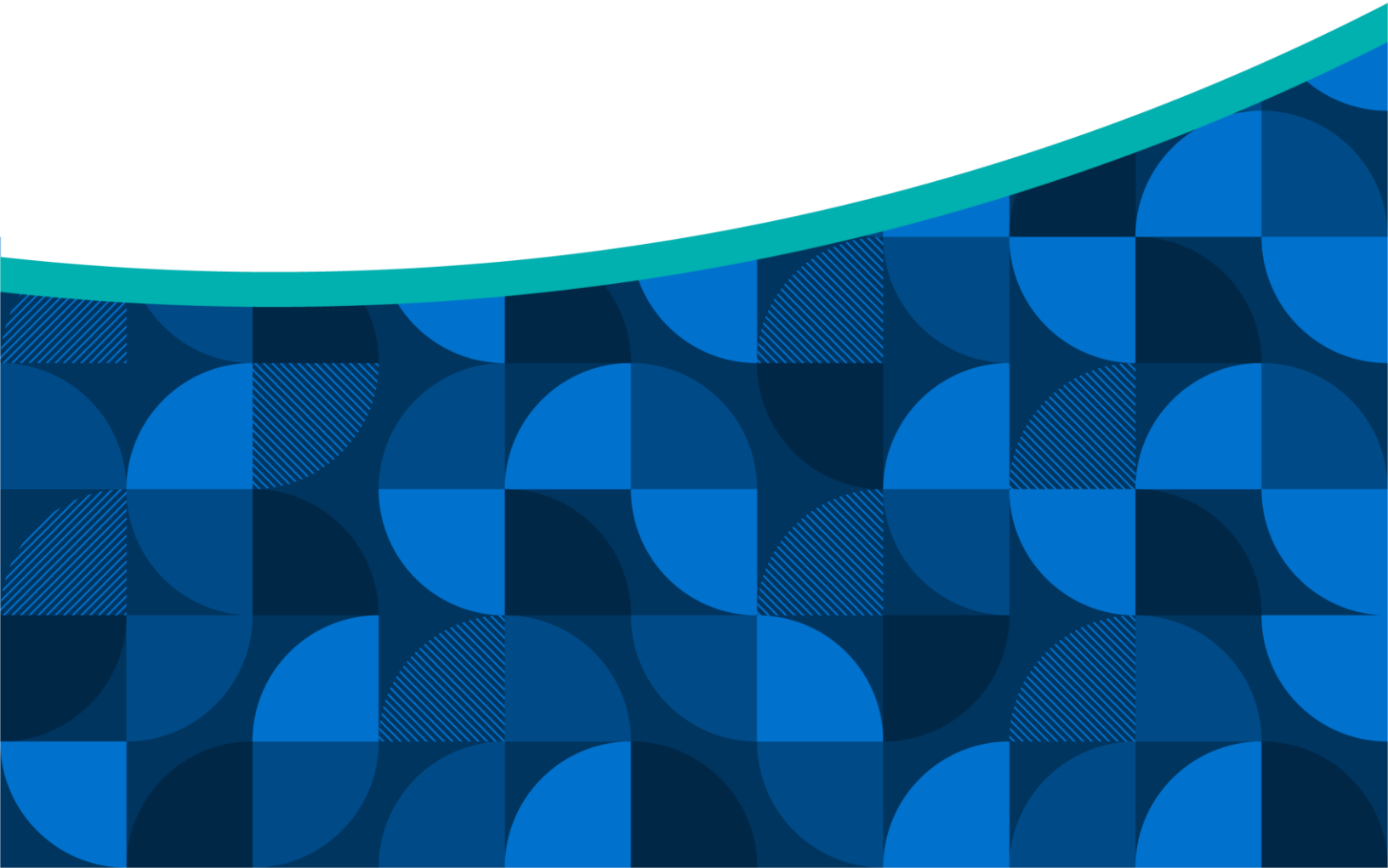




# **Coordinating Staff to Meet Students' Behavioral Needs**

Supported Resource Toolkit



# District Leadership Forum

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## **Tools in This Resource Address the Following Diagnostic Activities:**

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- Our school uses a multi-tiered system (e.g., MTSS) to provide students with support based on their level of needs
- Teachers and/or staff at my school use behavior support/intervention plans to help support students with more significant/frequent behavioral challenges (i.e., tier 3 students)
- Our school has a formalized multi-disciplinary team of staff members that help support and address student behavioral and socio-emotional needs
- Our school has a clear triage system that teachers and staff use to connect students with appropriate staff.



# Behavior Support Plan Template

Use this section to help improve your school's behavior support plan writing by including sections that involve teachers more directly in the identified students' behavior plan.

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# Behavior Support Plan Template

Use this template as a guide for completing behavior support plans in your school.

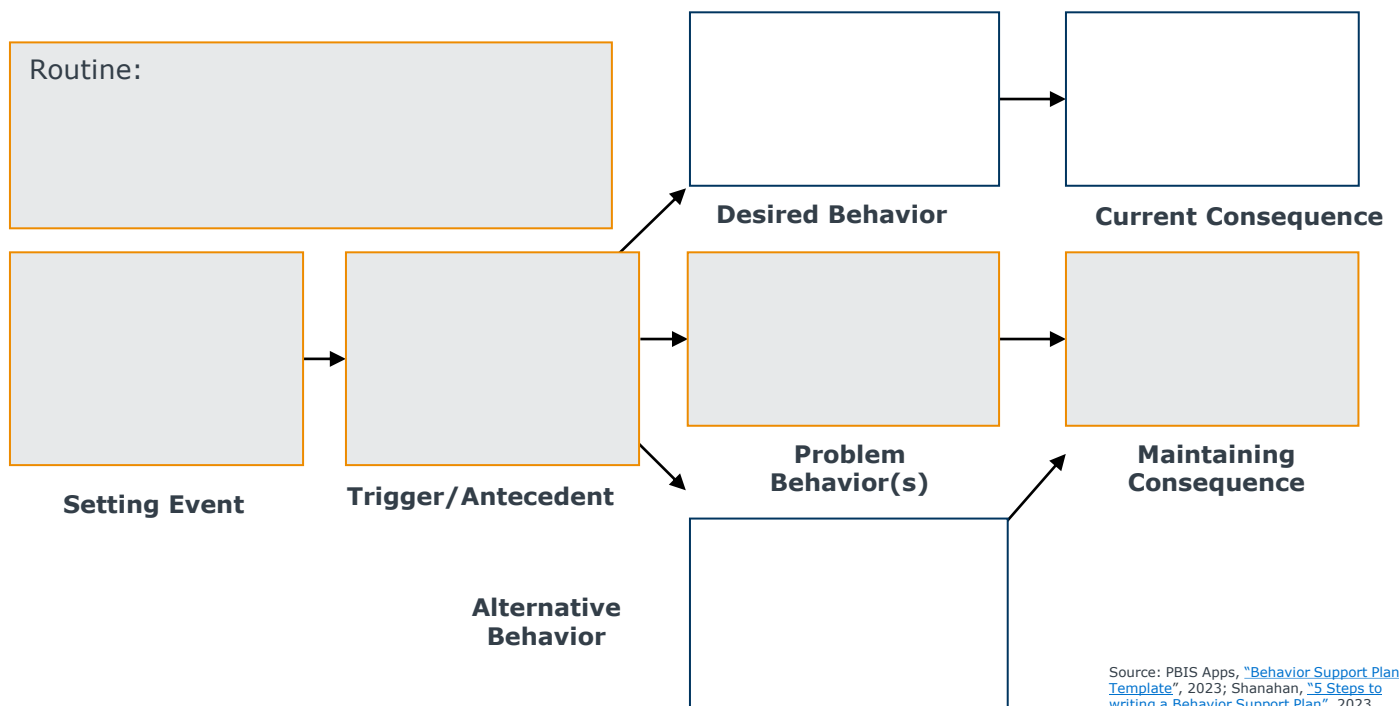
**Student:** \_\_\_\_\_ **Referred by:** \_\_\_\_\_ **Date:** \_\_\_\_

Student ID # \_\_\_\_\_ DOB: \_\_\_\_ Grade: \_\_\_\_ IEP: Y N

**BSP Developed by (List all team members involved in building the intervention plan, circle team member who guided the meeting):** \_\_\_\_\_

- 1. Relevant History:** Describe background information that is relevant to the current behavior(s) of interest.
  
- 2. Teacher Observation:** Collect teacher observations to better understand the current behavior(s) presented by the student. Describe prior intervention strategies used to address desired behavior and their results. Acknowledge the current feelings and potential bias teacher might have towards these behaviors based on past experiences.
  
- 3a. Behavior Identification:** Please list the problem behaviors to decrease on the left column. Please list desired behavior on the right column.
  
- 3b. Behavior Identification:** Please complete the below flow chart to outline current triggers of identified behavior(s).

Problem Behaviors	Desired Behaviors



Source: PBIS Apps, "Behavior Support Plan Template", 2023; Shanahan, "5 Steps to writing a Behavior Support Plan", 2023

# Behavior Support Plan Template Cont.

Use this template as a guide for completing behavior support plans in your school.

**Students' Teacher(s):** \_\_\_\_\_ (please list all of students' classroom teachers)

**4. Classroom Environment:** Has teacher(s) completed classroom environment scan: Y N (circle one) If no, please note potential stressors in classroom:

**5. Recommended Interventions for Teacher:** Please provide a realistic timeline for adoption and implementation of recommended classroom intervention. Identify who is responsible for completing task—and ensure that person has experience with the intervention. Otherwise, identify opportunities for further development.

Intervention	Initial Adoption Tasks	Implementation Tasks	Who will Implement?	Intervention Experience? (identify training plan if N)	Schedule
1. Strategies to prevent problem behavior from occurring					
2. Strategies to teach desired behaviors					
3. Strategies to reinforce positive behavior (i.e., desired behavior)					
4. Correction procedures (if needed)					

**6. Internal Contacts:** Please list the primary staff and administrators to contact for escalated support needs below and define when these additional support should be contacted.

**7. Follow Up:** Please provide a realistic timeline for data collection, additional teacher observations.

**This plan is effective as of \_\_\_\_\_(date)\_\_\_\_\_ and will be reappraised \_\_\_\_\_(date)\_\_\_\_\_**

Source: PBIS Apps, "Behavior Support Plan Template", 2023; Shanahan, "5 Steps to writing a Behavior Support Plan", 2023



# Formalizing Support Staff Teams and Improving Triage

Use this section to help formalize support staff teams to coordinate student support and provide all staff with clearer expectations on the support they provide, role definition as a support team, and effective communication with teachers on those roles..

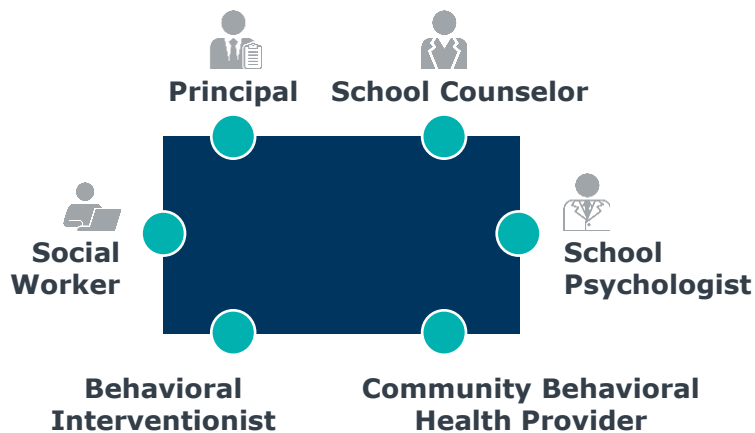
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# Establishing a Formal Behavior Support Team

Use the four steps below as key reminders on how to establish and maintain an efficient multi-disciplinary team to help support your students' behavioral needs.

## Identify necessary stakeholders

- 1 Multi-disciplinary teams connect professionals with a wide expertise to all work on one goal. It is important to establish who is most important to address each students' needs. Some examples of who can make up a multi-disciplinary team are included below but will vary widely from school to school. Ensure you have at least one representative of all types of support staff employed at the school.



## Define staff responsibilities

- 2 To ensure all support staff are deployed most effectively. For example, school counselors may be responsible for a struggling students' daily check in in the morning while a paraprofessional will provide one-to-one math tutoring. This guarantees both staff members are working cohesively and within their typical job descriptions. See support staff cheat sheet (pgs. 10-11) to help make a quick and easy resource to keep responsibilities and triaging easier.

## Organize communication methods

- 3 Consider how best to keep track of who is interacting with each student, when, and what that interaction looked like. While districts may have an existing platform to track this work (e.g., SIS, LMS), those without can use something informal like Google sheets. Simply having any way to know when each team member is interacting with the student is what is important.

## Reapproach support plans

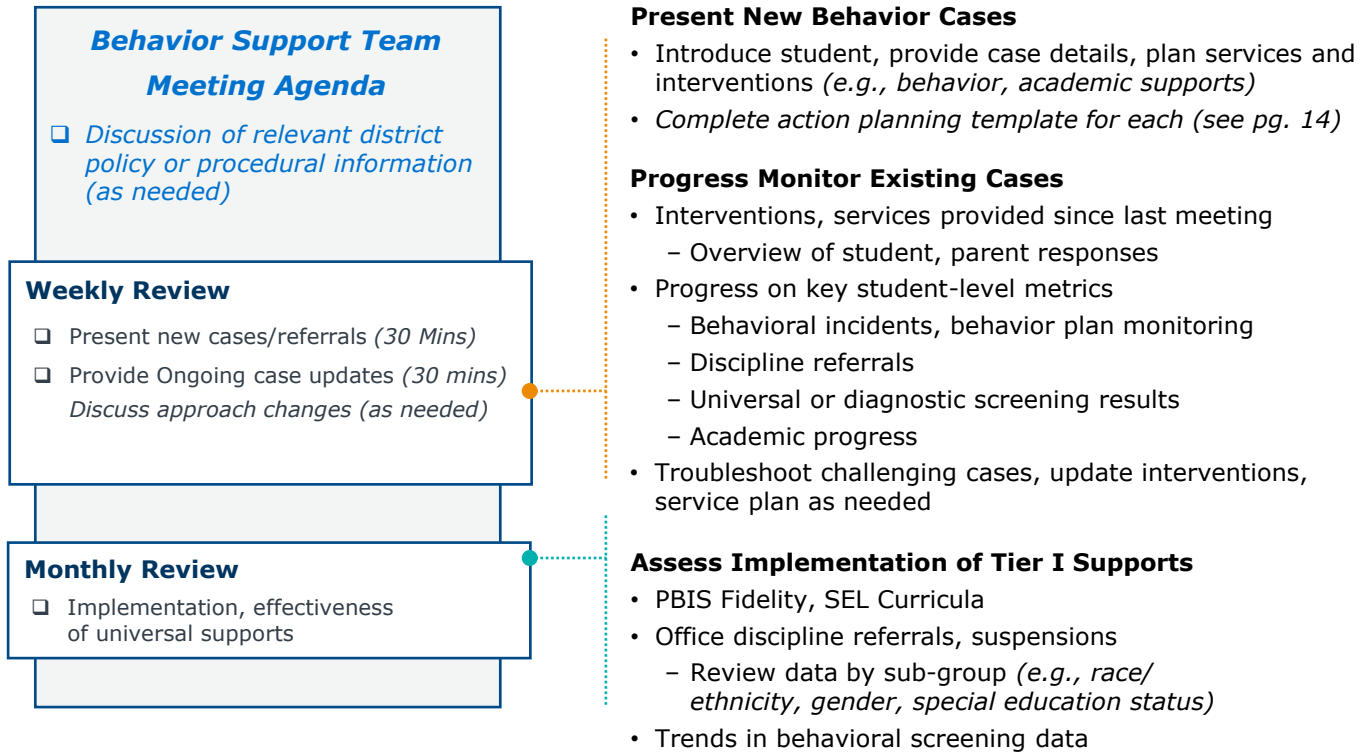
- 4 After support has been provided to students for at least 4-6 weeks, multi-disciplinary team must check in on progress. Meeting regularly to discuss progress helps determine if this level of support needs to continue, if there are any staff members who can be removed from the plan, or if there is any new additions needed to better support the student. See page 9 for a sample weekly behavior support team agenda.

1) Board Certified Behavior Analyst

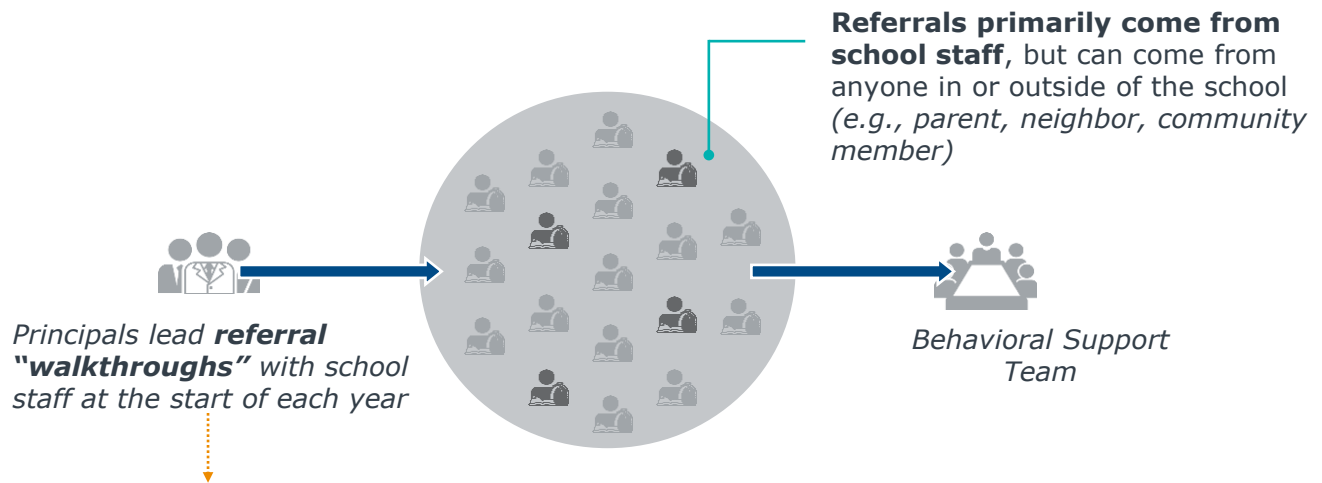


# Behavior Support Team Meeting Agenda and Referrals

Use the meeting agenda below to guide weekly behavior support team meetings.



## Optimize Referrals to Behavior Support Team with Walkthrough Trainings



### "Walkthroughs" focus on:

- Overview** of referral, service planning process
- Identifying** internalized and externalized behaviors of concern
- Being specific, clear** in articulating behavioral issues on referrals

### DO refer—behavior that is observable, measurable

- ✓ Violent outbursts
- ✓ Social withdrawal
- ✓ Intense emotions (e.g., anger, fear, sadness)
- ✓ Chronic headaches, stomachaches

### Do NOT refer—broad student circumstances, minor behavior infractions

- x Parental separation, divorce
- x Grandparent illness
- x Not following directions
- x Talking with peers during instruction

# Create a Support Staff Cheat Sheet to Improve Triage

Use the guide below to create a support staff cheat sheet to help teachers better understand who they should contact for what needs and triage staff more efficiently.

## Relying on Familiarity Instead of Actual Roles When Connecting Students with Support Staff Inefficient, Ineffective

“Teachers often rely on support staff members they have a good relationship with rather than who is actually supposed to help them with a specific behavior concern.”

Assistant Superintendent of Instruction  
Virginia Public School District

### Step-by-Step Guide to Building a Support Staff Cheat Sheet

- STEP 1** List each type of support staff that is the school uses or employs. Be broad in who is included. Positions like school counselors, behavioral interventionists, and social workers can be included.
- STEP 2** Consult with support staff groups and job descriptions to identify their areas of expertise to give a summary of their roles.
- STEP 3** Also list the most common issues for which educators should contact each type of support staff, so inform the triage process
- STEP 4** Include the name and contact information for each individual support staff that has the role.
- STEP 5** Distribute the cheat sheet to all teachers and staff. Invite different support staff to present information in cheat sheet at staff meetings to reinforce roles and responsibilities.
- STEP 6** Include central office staff contact information that teachers can call when they are still unsure who to contact, after consulting cheat sheet

The graphic is a dark blue box with a dashed teal border. It is divided into two columns by a vertical line. The left column is headed 'School Counselor<sup>1</sup>' with an icon of a person at a desk. The right column is headed 'Social Worker' with an icon of two people shaking hands. Below these columns is a white box with the title 'When to contact me?' and a list of instructions.

School Counselor <sup>1</sup>	Social Worker
<ul style="list-style-type: none"><li>✓ Coordinate with parents, educators, and administrators on individual student academic &amp; behavioral needs</li><li>✓ Provide individual and small group counseling to help students cope with various concerns</li><li>✓ Help identify students with special needs and make appropriate referrals</li></ul>	<ul style="list-style-type: none"><li>✓ Collaborate with parents to ensure students feel safe</li><li>✓ Build intervention strategies for issues like bullying</li><li>✓ Intervene on severe concerns such as child abuse and neglect</li></ul>

**When to contact me?**

- ✓ Explain what instances teachers and staff should contact this type of support staff for additional support
- ✓ Include names of all of this type of support staff and grade levels (if applicable) as well as their contact information

1) These descriptions will vary school to school and are just meant as an example

# Support Staff Cheat Sheet Template

Use the template below to create a support staff cheat sheet.

Support Staff Type	Expertise	When to Contact	List All Staff Names, Contact Information
<i>E.g., school counselor, social worker, behavioral interventionist</i>	<i>Pull from job description and staff input to describe the areas of expertise this type of support staff has</i>	<i>Explain what instances teachers and staff should contact this type of support staff for additional support</i>	<i>Name, number, email</i>
_____			
_____			
_____			
_____			

Expand the cheat sheet to include all the various support staff types there are at your school.

# Behavior Support Team Referral Form

Berlin Public Schools uses a referral process to place students under their multi-disciplinary/BHIT team. This referral form helps the team establish their approach and understand the students' needs.

**Student Referral Form  
Behavioral Health Intervention Team  
Berlin Public Schools**

<b>Date of referral:</b> Click here to enter text.
<b>Student name:</b> Click here to enter text.
<b>Referral made by:</b> Click here to enter text.

<b>Behaviors resulting in referral. (Brief narrative)</b> Click here to enter text.
--

**Concerns: Check all risk factors that apply:**

<input type="checkbox"/> Academic Failure	<input type="checkbox"/> Disruptive behavior
<input type="checkbox"/> Tardiness	<input type="checkbox"/> Difficulty controlling emotions
<input type="checkbox"/> Frequent absenteeism	<input type="checkbox"/> Frequent peer conflicts (at school or in community)
<input type="checkbox"/> Substantially depressed mood	<input type="checkbox"/> Cutting/self-harm
<input type="checkbox"/> Poor hygiene	<input type="checkbox"/> Verbalized suicidal ideation
<input type="checkbox"/> Family issues	<input type="checkbox"/> At risk of harming self or others
<input type="checkbox"/> Legal issues	<input type="checkbox"/> Suspected substance misuse
<input type="checkbox"/> Difficulty focusing	<input type="checkbox"/> Verbalized substance abuse

**Does the student know you are making this referral?**       Yes       No

**Information received:**

<input type="checkbox"/> First hand
<input type="checkbox"/> Informed by another staff member
<input type="checkbox"/> Informed by a student

# Behavior Support Team Action Planning Template

Following the referral, the BHIT team will establish an action plan to help them decide their capacity and best approach for student(s) referred.

## Elementary School Behavioral Health Intensive Team Action Planning Worksheet

**Date:** 10/25/2018

**Individuals Present:**

**Meeting Objective:** To discuss students who are at risk and need support.

Agenda Topic	Summary of Discussion/ Problem Addressed	Action Items (who, what, and by when)	Date Follow-Up
<b>PROCESS DISCUSSION</b>	<b>REMEMBER: COOPERATION &amp; COMMUNICATION</b>		
<b>PARKING LOT TOPICS BROUGHT UP</b>			
<b>STUDENT DISCUSSION</b>	<b>REMEMBER: SUMMARY, TRIANGLE OF SUPPORT, BRAINSTORM IDEAS, DOCUMENT</b>		
<b>STUDENTS REFERRED</b>			
<b>New Referrals:</b>			
<b>Reviewing Today:</b>			
CL	Family influence, sexuality/ gender identity, paranoid thoughts	Possible bullying incident last Thursday  Intake with mental health at the end of November.	10/25
DG	Refusal to follow directions and accept help (head on desk, crying, gritting teeth, clenching fists), anger toward teachers/ peers	Mom is going to work on bedtime and morning routines	10/25
KB	Depression, lack of motivation, parents separated		10/25

# Behavior Support Team Action Planning Template

JH			10/25
<b>Not Being Reviewed Today:</b>			
ML	Work completion, difficulty focusing		As Needed
TP	Difficulty following directions when he does not want to or agree with them		11/8
LS	Impulsivity, blurting out, sitting still		11/8
AP	DCYF involvement, parents' substance abuse, has been showing signs of sadness or being down	Avery and older brother are not living together at the moment.  Do write and rip	As needed
TG	Struggles with controlling emotions of anger/ frustration	Rough spots this week. Did not have opportunity for breaks with substitute. But, other than that he has seemed to be taking more responsibility for his actions  Write and Rip  5,4,3,2,1 grounding strategy - worked well with him.	As needed
TY	Emotional regulation, frequent nurse visits, seems anxious	Follow- up with food	11/1
LN	Medication issue	Breaks have increased in the past couple weeks. Joelle-says that he is still not getting his  He says he sometimes has difficulty remembering.	11/1



# Guide to Tracking Student-Adult Relationships

Use this guide to expand your pool of adults to support students behaviorally. Identify students' connections or lack there of to school staff and learn how to implement a range of strategies to interact with them and provide them the support they need.

---

# Relationship Mapping 101

## Relationship Mapping Enhances Student Success

- ▶ Student-adult relationship mapping is the process of identifying and analyzing the connections between students and adults in educational settings to improve support, intervention, and overall student success.
- ▶ Relationship mapping serves as a powerful strategy to identify and engage students who may otherwise pass through school unnoticed, helping educators and school leaders create a more inclusive and supportive learning environment that nurtures individual growth and achievement.

### How To Use This Toolkit

This resource provides a step-by-step guide with templates to help schools conduct a relationship mapping exercise and identify students who may be disconnected and disengaged from school. The toolkit also suggests a range of strategies for adults at school to better engage with students who may be at risk.

### Key Steps to Conducting a Structured Relationship Mapping Exercise

1



#### Organize Schoolwide Discussion

Convene staff to discuss each student and their connection to adults at school

2



#### Map Student-Staff Relationships

Reflect on and map out the adult relationships with each student

3



#### Discuss and Plan Follow-Up

Develop a range of interventions depending on student risk level





## Step 1: Convene School Staff

### Description

The best way to conduct a relationship mapping exercise is via a schoolwide meeting (or series of meetings for larger schools) where all staff come together to discuss how well they know the students. The discussion should include the entire range of adults at school: teachers, administrators, bus drivers, custodians, and anyone else who regularly interacts with students. Attendees should go through the entire student roster while answering a short series of questions to determine how much they know about each student.

### Resources

**Time:** 90 minutes to 3 hours, depending on size of school

**Recommended Owner:** School principal

**Materials:** Whiteboard or large projection screen; attendee checklist; invitation letter

### Overview

- 1 Gather all school staff together once a year to discuss each student.** Do not limit the discussion to teaching/instructional staff only. Any adult at the school can and should be encouraged to develop supportive relationships with students, not just the teachers.
- 2 Manage the size of the discussion according to your needs.** In smaller schools, the activity may be more easily conducted for all students at once. Larger schools might consider conducting relationship mapping in grade-level teams or breakout groups, and then include input from non-teaching personnel as much as possible.
- 3 Map out responses in real-time to provide helpful visualization of the student population.** Staff can be given the reflection prompts in advance to help them better prepare for the meeting, but visually mapping out responses in the moment as a group allows attendees to immediately see students who may be disconnected from school. This provides a great foundation for discussion among staff and for follow-up action.

# 1 | Attendee Checklist

Ensure broad representation from all adults at school by inviting as many individuals as is practical from each of the following groups:

INVITEE	✓
 Principal (school leadership representative)	
 Teachers	
 Counselors	
 Medical and Support Staff	
 Food Services	
 Bus Drivers	
 School Administrators	
<b>A+</b> Instructional Coaches and Aides	
 Custodial Staff	
 Security	
 Sports Coaches	
 Librarians	
 Other	

## 2 | Sample Outreach Letter to School Staff

[Insert  
institution  
logo here]

Dear [**Name of Staff Member**],

I hope this message finds you well. As you know, at [**Name of School**] we are committed to creating an environment where all students feel connected to our school, and to the adults who work here and play an important part in their young lives.

As part of our efforts to create strong relationships between students and adults in our community, we are gathering all educators, administrators, and support staff at a schoolwide meeting to discuss how well we know, and how connected we are to our students. We strongly encourage you to attend, as we know that every single individual at the school has forged a relationship with one or more students and we want to hear about those relationships.

Our meeting will take place on [**insert meeting date, time, and location**] and we're hoping you would be available for about [**1.5–3**] hours to join the rest of your colleagues and discuss how we can better connect with our students.

You do not need to prepare anything in advance for the meeting, but as we discuss each student at our school, we will ask all of our staff whether they can answer in the affirmative to the following prompts:

- *I know this student by name and face*
- *I know this student's academic standing*
- *I often provide positive feedback to this student*
- *I know 2 non-academic facts about this student (e.g., likes, dislikes, hobbies)*
- *I know this student's family story*
- *I believe this student trusts me*
- *I believe this student is at risk of being disconnected from school*

We realize that you are busy and would greatly appreciate you taking the time to attend.

Please do not hesitate to reach out to me if you have any questions about the meeting. I look forward to seeing you there!

Sincerely,

[**School Principal**]



## Step 2: Map Student-Staff Relationships

### Description

Staff should begin by reflecting on questions that indicate how much they know about students (the quality/depth of their relationship) and by placing checkmarks when they can answer with a “Yes” to the prompts. This creates a visual representation of relationships that allows attendees to quickly identify students in need of support.

### Resources

**Materials:** Relationship mapping grid

**Owner/Facilitator:** School principal or assistant principal

### Overview

- 1 Keep focus on relationships, not on complaints about students.** Relationship mapping is not a form of behavior intervention, but a way to ensure all students are connected to the school. Discussion should not escalate into complaints about particular incidents. School leadership should keep focus on the prompts and seek to identify students who may be disengaged and disconnected.
- 2 Look for students with few checks marks.** This indicates that adults at school may not know much about that student and may not have forged any personal connections with them. Students who have a majority of checkmarks in only one area (name/face; academic standing, etc.) may also need to be discussed further.
- 3 Keep meeting focused on overall observations.** Leave detailed discussion or intervention planning about any individual student to smaller, more suitable follow-up forums (such as intervention teams, counselor meetings, etc.).
- 4 Use the exercise as an opportunity for adults to change their own behavior.** Look for patterns in adults’ knowledge (few who know students’ family histories, few who give positive feedback, etc.) and make sure to educate them on how to more effectively connect with students.

# 1 | Sample Relationship Mapping Grid

Use this grid as a guide to conducting a relationship mapping exercise at your school. Downloadable Excel file available at [eab.com](http://eab.com).

<b>Student Name</b>	<i>Name/ Face</i>	<i>Academic Standing</i>	<i>Regular Positive Feedback</i>	<i>Two Non- Academic Facts</i>	<i>Family Story</i>	<b>Trusted Adult</b>	<b>At Risk</b>

Source: EAB interviews and analysis.

## 2 | Relationship Mapping Prompts and Red Flags

Prompt	What to Look For?
<p><b>Name/Face</b></p> <p><i>I know this student by name and face</i></p>	<p><b>Avoid bias towards specific student personalities:</b></p> <ul style="list-style-type: none"> <li>○ <b>Shy students</b> may have few existing relationships with adults at school. The goal of relationship mapping is to strengthen those relationships, not to try and change students’ personalities.</li> <li>○ In contrast, <b>outgoing students</b> may be well-known, but have few or no trusted adults. The discussion should focus on which adults truly believe they know the student.</li> </ul>
<p><b>Academic Standing</b></p> <p><i>I know this student’s academic standing</i></p>	<p><b>Academic excellence can easily mask other issues a student may have.</b> “Straight A” students can still be disconnected from their school, socially isolated, bullied, or relatively unknown to adults. Educators should treat academic standing as one among multiple risk factors and avoid the temptation to dismiss a great student as “connected” to school.</p>
<p><b>Regular Positive Feedback</b></p> <p><i>I often provide positive feedback to this student</i></p>	<p>Consistently low numbers of students who get regular positive feedback <b>may indicate a problem with adults</b> (who aren’t taught to reinforce positive behavior consistently) rather than with the students.</p>
<p><b>Two Non-Academic Facts</b></p> <p><i>I know 2 non-academic facts about this student (e.g., likes, dislikes, hobbies)</i></p>	<p><b>Encourage contributions of non-academic staff to this prompt.</b> Bus drivers, security guards, custodial staff, etc. are able to see and interact with students in an environment where students may be more relaxed and open about speaking with adults.</p>
<p><b>Family Story</b></p> <p><i>I know this student’s family story</i></p>	<p><b>Avoid devoting too much time during the meeting to discussing difficult family backgrounds.</b> Specific details of trauma, concerns about risk, socio-economic status, etc. should be discussed at smaller meetings more suited to a targeted discussion.</p>
<p><b>Trusted Adult</b></p> <p><i>I believe this student trusts me</i></p>	<p><b>Adults should indicate if they believe the student would come to them with a personal problem or concern.</b> Keep separate note of each student’s trusted adults.</p>
<p><b>At Risk</b></p> <p><i>I believe this student is at risk of being disconnected from school</i></p>	<p><b>Adults should indicate if they believe the student is at risk</b> academically, personally, and/or socially (e.g., homelessness, family instability, peer rejection, withdrawal, anger issues).</p>



## Step 3: Discuss and Plan Follow-up

### Description

Match follow-up interventions to each student's needs. The exercise is not a behavioral or mental health screener – it simply identifies students with no strong connection to school staff. Therefore, not every identified student needs a formal intervention afterwards. Simply paying more attention to that student and making sure they are noticed and included by adults can be sufficient for most.

### Resources

**Time:** Variable, depending on chosen intervention.

**Recommended Owners:** Grade-level teams, cross-functional behavioral teams

## Overview

- 1 Keep note of who the trusted adults are for each student.** Make sure they are among the first people to call in case of a behavioral incident, or even simply when a student's academic performance drops significantly. Having the trusted adult speak to the child when there's a problem can often be more effective than what even trained counselors can achieve.
- 2 Do not underestimate the importance of small, everyday interactions.** At the most informal level, existing routines (both academic and non-academic) can be leveraged to begin developing closer relationships with students. This includes welcome greetings, morning circles, discussion times, etc.
- 3 Engage in formal mentorship efforts when necessary.** Students identified as most at-risk by the mapping exercise (i.e., who have multiple red flag categories) should receive additional attention and are the best candidates for a formal mentorship plan. Discuss appropriate follow-up steps for each at-risk student with the counseling and support staff.

# 1 | Relationship-Building Strategy Guide

Formal



## Develop a Mentorship Plan

### Resources for Developing Mentorship Plans

- [The ABCs of School-Based Mentoring](#) (National Mentoring Resource Center)
- [Mentoring Program Policy and Procedure Manual](#) (National Mentoring Resource Center)
- [Elementary Success Mentor Action Planning Tool](#) (Attendance Works)



## Call Trusted Adults When Necessary (see next page)

Make sure to create a contact list of trusted adults for at-risk students at your school and ensure staff have quick access to the list in the event the student needs help during a crisis.

Student Name	Trusted Adult Name(s)	Trusted Adult Position	Trusted Adult Phone Number
Sally B.	<ul style="list-style-type: none"> <li>• James Dohner</li> <li>• Patricia Connor</li> <li>• Chris Holmes</li> </ul>	<ul style="list-style-type: none"> <li>• Security officer</li> <li>• 1<sup>st</sup> grade teacher</li> <li>• Custodian</li> </ul>	<ul style="list-style-type: none"> <li>• (555) 234-6791</li> <li>• (555) 676-9902</li> <li>• (555) 446-7667</li> </ul>
Pete T.	<ul style="list-style-type: none"> <li>• Jennifer Lowe</li> </ul>	<ul style="list-style-type: none"> <li>• School nurse</li> </ul>	<ul style="list-style-type: none"> <li>• (555) 561-8681</li> </ul>
Maria W.	<ul style="list-style-type: none"> <li>• Jane Muller</li> </ul>	<ul style="list-style-type: none"> <li>• Bus driver</li> </ul>	<ul style="list-style-type: none"> <li>• (555) 569-9043</li> </ul>



## Leverage Existing Relationship-Building Routines

Examples:

- Greet each student individually every day
- Organize morning circles or weekly class meetings to foster sense of community
- Initiate conversations about a student’s favorite activities, objects they bring to school, etc.

Informal



Source: Attendance Works, “[Elementary Success Mentor Action Planning Tool](#)”; National Mentoring Resource Center, “[The ABCs of School-Based Mentoring](#)”, 2007; Northwest Regional Educational Library, “[Policy and Procedure Manual](#)”, 2007; EAB interviews and analysis.







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## ABOUT EAB

At EAB, our mission is to make education smarter and our communities stronger. We work with thousands of institutions to drive transformative change through data-driven insights and best-in-class capabilities. From kindergarten to college to career, EAB partners with leaders and practitioners to accelerate progress and drive results across five major areas: enrollment, student success, institutional strategy, data analytics, and diversity, equity, and inclusion (DEI). We work with each partner differently, tailoring our portfolio of research, technology, and marketing and enrollment solutions to meet the unique needs of every leadership team, as well as the students and employees they serve. Learn more at [eab.com](https://eab.com).