



Supporting Positive Behavior Through Conversation with Students

The educator engages in daily conversation with students to build relationships and improve behavior.

Key Method

The educator engages in daily two-minute conversations for ten consecutive school days with a student who routinely demonstrates problem behaviors to build a relationship and improve behavior outcomes.

Method Components

When a student repeatedly displays negative behaviors that interfere with instruction or detract from a safe and orderly learning environment, the educator may need to be intentional about building a relationship through one-to-one interactions with that student. Often the most difficult students “are letting us know that they are seeking a positive connection with an adult authority figure and that they need that connection first, before they can focus on learning content.” (ASCD)

One research-based strategy that has proven successful in lessening the frequency of challenging behaviors is the **2 X 10 Strategy**. To implement this strategy, the educator plans two minutes of time to engage in uninterrupted conversation with his or her most difficult student. The conversation should be centered on a neutral topic of interest to the student – not a discussion of academic content, behavioral expectations, or goal setting.

If the student is reluctant to engage in dialogue, the educator might tell the student about a book, an interesting animal, a funny misunderstanding with a friend – any authentic conversation to create a connection with the student. With caring and persistence, even the most difficult students usually become receptive to the educator’s efforts. The goal is to build a relationship with the student based on mutual respect and acceptance.

Supporting Research and Resources

The Supporting Rationale and Research includes several articles and videos for learning more about the 2 X 10 Strategy and why building relationships is very important to student success. As you interact with these learning materials, take time to reflect on your professional practice.

Supporting Research

“2 X 10: Getting to Know a Student.” *Greater Good in Education: Science-based Practices for Kinder, Happier Schools*. 2019. https://ggie.berkeley.edu/practice/2-x-10-getting-to-know-your-students/#tab_1

Steward, D. “But What About that One Student? Use 2 X 10.” Dave Stuart, Jr. Blog. Feb. 13, 2020. <https://davestuartjr.com/but-what-about-that-one-student-use-2x10/>

Woolf, N. “2 X 10 Relationship Building: How to Do It (and Why It Works!).” Panorama Education. <https://www.panoramaed.com/blog/2x10-relationship-building-strategy>.

Supporting Resources

Need an example of a journal entry to get you started? This blog can serve as a sample journal entry as well as encouragement for trying the strategy.

Watson, A. “The 2 X 10 Strategy: A Miraculous Solution for Behavior Issues?” The Cornerstone for Teachers Blog. <https://thecornerstoneforteachers.com/the-2x10-strategy-a-miraculous-solution-for-behavior-issues/>

What if the student refuses to engage in conversation? In this video, Brian Mendler models how you might get started with a nonresponsive student.

2 X 10 Relationship Building Strategy. Retrieved from <https://www.youtube.com/watch?v=xZPcha1H90M&list=PPSV>.

The Power of Relationships in Schools. This video explains the brain’s reaction to positive relationships and why relationship building is crucial for learning.

Edutopia. (2019). *The Power of Relationships in Schools*. Retrieved from <https://www.youtube.com/watch?v=kzvm1m8zq5g&list=PPSV>.

Behavior Observation Form Template. Use this template (<https://bit.ly/3z2ST1N>) as a running record of the student’s behavior in Part 2, Task 1.

Submission Guidelines and Evaluation Criteria

This section is divided into three areas: Overview, Artifacts and Evidence, and Reflection. Each area contains guidelines for the item(s) you must submit for this micro-credential and the criteria by which your evidence and artifacts will be evaluated.

- Please read each task and corresponding rubric carefully to ensure a thorough understanding of the expectations for the artifacts and evidence you submit.
- Before uploading evidence and artifacts for this micro-credential, remove any personally identifiable information. When referring to students or student work samples, use fictitious names or Student A, Student B, etc.
- To earn this micro-credential, you must receive “Passing” on Part 1 and Part 3, and “Demonstrated” on all criteria in Part 2.

Part One. Overview

Read the Overview guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

The Overview submission should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: Submit a response to the following prompts:

- Describe the behavioral expectations for students in your class and how you apply positive and/or negative reinforcement to support behavior management.
- Select a student who routinely exhibits problem behaviors. Explain why you have selected this student and describe his or her usual challenging behaviors and your typical response to them.

This submission is scored either “passing” or “not passing.”

Passing: Earner includes a response to each part of the prompts; total response should be at least 300-words and provide adequate detail to help the scorer understand the context for your submission.

Part Two. Artifacts and Evidence

Read the Document Submission Requirements and Video Submission requirements carefully to ensure a thorough understanding of the expectations for "Demonstrated."

Any written documents should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task 1: Behavior Observation and Written Response

Use the Behavior Observation Form Template (provided in the Resource section) to keep a running record of the selected student's behavior for 11 consecutive school days.

- Record the student's behavior the day before you begin implementing the strategy and the 10 consecutive days that you engage with the student in conversation.
- Include a descriptor for the behavior, frequency, time of day and/or time within class period the behavior occurs, your response to the behavior, and its effect on the learning environment.
- In a written response (250-word minimum), analyze your observations and explain any patterns or changes that take place in behavior over the two-week period.

Please submit the running record and the written response with the titles "Task 1 Running Record" and "Task 1 Written Response" as evidence for Task 1.

Task 2: Journal Entries

Keep a journal entry for each of the two-minute conversations for 10 days. Include the questions or statements you use to initiate the conversation, the student's remarks (or lack of remarks), and any affective characteristics that you notice during or after the conversation.

Please submit the journal entries with the title "Task 2 Journal Entries" as evidence for Task 2.

Task 3: Audio Recordings

Provide an audio recording of two conversations between you and the student.

- Conversation 1 should come from implementation Days 1 – 3.
- Conversation 2 should come from implementation Day 10.

Please submit the audio recordings with the titles "Task 3 Audio One" and "Task 3 Audio Two" as evidence for Task 3.

Artifacts and Evidence Scoring Guide

Tasks	Not Met	Progressing	Demonstrated
Task 1: Behavior Observation/Response	<p>Earners provide a completed behavior observation record</p> <p>OR</p> <p>Earners submit a written analysis of the behaviors observed in the running record</p>	<p>Earners provide a partially completed behavior observation record</p> <p>AND</p> <p>Earners submit a summary or restatement of the behaviors</p>	<p>Earners provide 11-day behavior observation record that includes all components listed for Task 1</p> <p>AND</p> <p>Earners submit a written analysis (250-word minimum) of the behaviors</p>
Task 2: Journal Entries	Earners provide fewer than 10 journal entries with no description of the conversation between educator and student	Earners provide fewer than 10 journal entries or the 10 entries lack descriptive details of the conversation between educator and student	Earners provide 10 journal entries describing the conversation between educator and student
Task 3: Audio	Earners do not submit an audio recording	Earners submit one audio recording of the two-minute conversation with the student	Earners submit two audio recordings of the two-minute conversations with the student

Part Three. Reflection

Read the Reflection guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

Your Reflection should be uploaded as a Word document or PDF. (Please do not use Google Docs.)

Task: Submit a response to the following prompt:

Reflect on the student's behavior before implementation of the strategy and after implementation of the strategy. To what extent, if any, did the following behaviors improve?

- Level of engagement during instructional time
- Frequency of challenging behaviors
- Rapport with classmates and educator
- Academic outcomes/achieving learning and behavior goals

Explain the ways the 2 X 10 Strategy might have been successful in decreasing challenging behaviors exhibited by this student and the ways your rapport with the student might have improved.

This submission is scored either “passing” or “not passing.”

Passing: Earner includes a response for each part of the prompt (300-word minimum). Responses should clarify and further explain how earning this micro-credential has impacted your professional practice and student outcomes.