



**Second Step® Community Rebuilding Unit**  
**Grades 2 & 3 Lessons**

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Welcome to the Second Step® Community Rebuilding Unit.

This unit is designed to support schools as they re-open after extended school closures. It aligns with Second Step programs, but can also be used by any educator looking to foster a positive school or classroom community.

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## SCOPE AND SEQUENCE

# Second Step<sup>®</sup> Community Rebuilding Unit Grades 2 & 3 Lessons

Lesson	Objectives	Overview
<b>Lesson 1:</b> Hi, My Name Is	<ul style="list-style-type: none"><li>Recall the names and interests of students in the class</li><li>Name ways to be respectful</li></ul>	This lesson can help students acquaint or reacquaint themselves with their school community and get to know other students. Having a strong sense of community will help students feel comfortable and confident at school so that they are ready to learn.
<b>Lesson 2:</b> Exploring Classroom Norms	<ul style="list-style-type: none"><li>Create a list of ways they want their classroom community to be</li><li>Name behaviors that go with each item from the "We Are ..." poster</li></ul>	Rules and routines are essential for providing students with a sense of stability and security. Communicating these new rules and routines effectively is an important part of reducing students' fear and uncertainty and helping them feel empowered to do things to keep themselves and others safe and healthy.
<b>Lesson 3:</b> We Are Linked	<ul style="list-style-type: none"><li>Name one thing they are excited for this school year</li><li>Name one thing they feel worried about</li><li>Say one question they have about school this year</li></ul>	Students' sense of belonging at school is critical to their success. Many, if not most, students are anxious about the challenges they might encounter in a new classroom or when returning after extended time away. This lesson serves to counter those fears, reassure them their concerns are normal, and help them create a positive mindset that will increase their sense of belonging.
<b>Lesson 4:</b> Learning About Each Other with Art	<ul style="list-style-type: none"><li>Ask questions to learn more about others</li><li>Name a new thing they learned about someone in their classroom community</li></ul>	Giving students an opportunity to express themselves and ask questions can help them identify what they have in common with each other and build community. This lesson encourages students to learn more about themselves and each other through art. Getting to know each other and building a classroom community can help provide students with a sense of safety and support.
<b>Lesson 5:</b> Crayon Questions	Ask one to two questions to learn more about each other	In this lesson, students continue to express themselves and get to know their classmates. Asking questions about others and answering questions about themselves helps students learn about each other and feel like part of their class community. This increased sense of belonging will provide students with a sense of stability and comfort.

## Unit Description

The goal of the Community Rebuilding Unit is to help foster a sense of community among students and staff as they return to school after extended school closures or time away.

To achieve this goal, the Community Rebuilding Unit will have students engage in a variety of activities designed to help them build connections with their peers and school staff. Students will also have opportunities to express what's on their minds, ask questions, and identify what they have in common with each other.

Staff will also receive guidance on how they can help foster a positive school community and provide meaningful support to their students.

## Why This Unit Matters

After long breaks from school or in-person learning, students can often feel isolated or disconnected from their school community or peers. Rebuilding community after long breaks can help students feel welcomed and supported, and can create a sense of belonging that can positively affect their overall well-being.

## Building a Positive School and Classroom Community

A positive school community feels safe, respectful, welcoming, supportive, and affirming of their own identities, perspectives, and lived experiences.<sup>1</sup> Some ways to build a positive school community:

- Develop clear, fair rules and norms that support respectful behavior
- Promote positive peer relationships
  - **Teach the lessons in this unit**
  - Notice and reinforce positive interactions between peers
- Build positive relationships with all students
  - **Check in regularly with students using the class check-in/check-out templates below**
  - Get to know students and what's happening in their lives outside of school
  - Demonstrate kindness and inclusiveness in your interactions with students
  - Connect with students about their academic progress in a supportive and understanding way
  - Offer additional emotional support to students in need



1. Committee for Children. (2013). *Second Step Bullying Prevention Unit*. [Kit]. Seattle, WA: Committee for Children.

- Respond to behaviors in a supportive way
  - Understand that students who have experienced trauma or toxic stress may act out with disruptive behaviors, and that recognizing these behaviors as symptoms of trauma and stress is critical to building a positive school culture
  - Use the steps in "Safe Supportive Learning" on page 20 to help you respond appropriately

## Check-Ins and Check-Outs

### Overview

Making sure a caring adult connects with every student every day is an effective way to build strong student-staff relationships and a positive school environment. Daily check-ins are a practical strategy for facilitating these connections schoolwide. They also serve to identify students who may need more personalized social-emotional support. The weekly check-out provides students with an opportunity to reflect on and process the week.

## Daily Check-In

### Objectives

By the end of this activity, students will be better able to:

- Identify how they're feeling
- Ask for help with concerns and problems

### Prep/Materials

- Paper and pencil

### Lesson Note

Consider participating in the conversation yourself. When you share how you're feeling, you can help normalize these conversations for students.

If you're able to host digital polls in your classroom, consider adding a second individual check-in as an anonymous poll. It can be very affirming for students to visually see how their peers are responding.

### Group Check-In (10 min.)

1. Set the purpose of the lesson: **Let's check in on how we're doing.**
2. Have students take turns answering the following questions:
  - **How are you feeling today?** *Happy. Sad. Tired. Excited. Hungry.*
  - **What's something you're looking forward to today?** *Seeing friends. Playing. Learning. Lunch.*
  - **What's something you're wondering about today?** *Will we have recess? What if I get on the wrong bus after school?*
3. Observe students as they answer. If you're concerned that a student may need extra support, use the Individual Check-In to follow up with them later in the day.



**Bold**—Teacher's script  
*Italics*—Anticipated student responses

### Individual Check-In (5 min.)

1. Find a time when you can talk with the student privately and ask the following questions:
  - **How are you feeling today?**
  - **Is there anything you'd like me to know?**
  - **Is there anything you need help with?**
2. Acknowledge and affirm students' feelings. Give them space to talk, but do not pry. Contact your school counselor or administrator if you're concerned that the student may need additional support.

## Weekly Check-Out

### Objective

By the end of this activity, students will be able to reflect on their experiences over the last week.

### Lesson Note

As with check-in, consider participating in the conversation yourself. When you share how you're feeling, you can help normalize these conversations for students.

### Group Check-Out (10 min.)

1. Set the purpose of the lesson: **Let's reflect on how this week went for us.**
2. Have everyone in the class (including you!) briefly answer the following question: **What was the best part of this week?** *I wrote a whole sentence. We celebrated my friend's birthday.*
3. **What's one thing that was hard?** *Remembering classroom rules. Waiting my turn on the playground.*
4. **What's one thing you want to do this weekend?** *Sleep. See my grandma. Play with my dog.*

## Remote Adaptations

The best adaptations for a lesson will depend on the technology tools available to you and your students, and on your knowledge of what works best for your kids. The following are suggested ways of delivering the lessons remotely. Choose what works best for you and your students.

### Partner Work (Including Turn and Talk)

- Use breakout rooms. Your remote-delivery platform may allow you to create smaller groups for discussion or collaboration. It may be easier to create small groups instead of pairs. To increase effectiveness, keep breakout time fairly short, make sure students are clear on the task before sending them into groups, and consider assigning roles to group members or assigning one student to be the group facilitator.
- Make it a whole-class discussion. Give think-time, then call on volunteers. Encourage all students to participate by having them indicate when they agree or have the same idea.
- Use the chat window with the whole class. Call on a volunteer to type a response or allow all students to respond.
- Use online discussion boards or other collaborative tools.
- Have students write or draw on paper and share their responses by holding them up to the camera.
- For Kindergarten through Grade 2, have students turn and talk with a stuffed animal, doll, or action figure, or with a family member.

### Whole-Class Discussion

- Establish guidelines for muting and unmuting microphones and for indicating when someone wants to speak.
- Call on a volunteer to respond while other students indicate when they agree or have the same idea.
- Consider having students use nonverbal response methods, such as hand signals or sticky notes, to show when they agree with the speaker or have a different response.
- Encourage students to add on to or make connections with others' ideas. For example, after a student shares an experience, ask the rest of the class to indicate whether they've had the same experience.
- Use online discussion boards or other collaborative tools.
- Have students write or draw on paper and share their responses by holding them up to the camera.

### Physical Movement

- Some lesson activities include hand motions or movements while standing in place. If students have room, these can be done remotely without modification.
- Some lessons ask students to move around the classroom to find a partner. Modify these lessons by assigning partners instead or using the tips in the Small-Group or Partner Work section.

### Lesson Visuals

- Some activities may require students to reference a lesson visual. Display the visual using the screen sharing function of your remote-delivery platform. You may also choose to read prompts to students or post them for students to see.

# Lesson 1: Hi, My Name Is \_\_\_\_\_

## Getting Started

### Overview

This lesson can help students acquaint or reacquaint themselves with their school community and get to know other students. Having a strong sense of community will help students feel comfortable and confident at school so that they are ready to learn.



**Bold**—Teacher's script

*Italics*—Anticipated student responses

### Objectives

By the end of this lesson, students will be able to:

- Recall the names and interests of students in the class
- Name ways to be respectful

### Prep

N/A

### Lesson Note

If your students speak languages other than English, consider having them introduce themselves in their home language and in English.

### Warm-Up (3 min.)

1. Tell students the purpose: **Today we're going to play a game to learn each other's names and interests. Knowing each other's names and interests can help us get to know each other and even make new friends.**
2. Have students respond to the following prompt: **Clap once if you've heard the word "community." Raise your hand if you want to tell me what community means in your own words.** Invite students to say what they think community means.
3. Tell students the definition: **A community is a group of people who live, play, or work together. Who do you live, play, or learn with?** Invite students to name people in their communities.
4. **Everyone here is a part of many communities. We get to build our classroom community together.**



## Activity Instructions

### Activity (15 min.)

- 1. Let's play a game.** Have students stand up behind their seat. **To play, we'll go around the room taking turns saying our name and something we like. First, let's share our favorite thing about school.**
- 2. I'll go first.** My name is \_\_\_\_\_, and my favorite thing about school is \_\_\_\_\_.
- 3. The person next to me will repeat my name and my answer before they say their own answer.**  
(Your name is \_\_\_\_\_ and your favorite thing about school is \_\_\_\_\_.  
My name is \_\_\_\_\_ and my favorite thing about school is \_\_\_\_\_.)
- 4. If you forget someone's name, it's okay to ask. And if someone says your name wrong, help them say it correctly.**  
*Tip:* It's important to pronounce each name correctly. Model asking someone to repeat a name or ask, **Did I say that right?** Encourage students to do the same.
- 5. Play the game.** Continue playing with new prompts as time allows. (For example, you could say your name and your favorite sport, hobby, movie, etc.)

### Discuss (5 min.)

- 1. After a few rounds, have students take a seat. Now that we know each other's names, let's use them when we talk to each other. What can you do if you forget someone's name? Ask them.**
- 2. Learning someone's name and saying it correctly is one way to be respectful. Being respectful means showing that we care about other people.**
- 3. What are some other ways we can be respectful to people in our community?** Give think-time. Invite students to name ways to be respectful.
- 4. How do you feel when people are respectful?** *Happy. Like people care about me.*

### Wrap-Up (5 min.)

- 1. Think about the names you learned today. Show me with your fingers how many you remember.** Have students say as many names as they can to themselves.
- 2. Can you remember something new you learned about someone during the game?** Give think-time. Invite students to say something they learned. *I learned that Sam's favorite sport is soccer.*  
*Tip:* As students share what they learned about others, encourage them to use each other's names. Have students say things like, "Sam likes soccer" rather than pointing and saying, "She likes soccer."
- 3. This week, let's build our classroom community by using each other's names and being respectful.**



# Lesson 2: Exploring Classroom Norms

## Getting Started

### Overview

Rules and routines are essential for providing students with a sense of stability and security. Communicating these new rules and routines effectively is an important part of reducing students' fear and uncertainty and helping them feel empowered to do things to keep themselves and others safe and healthy.



**Bold**—Teacher's script  
*Italics*—Anticipated student responses

### Objectives

By the end of this lesson, students will be able to:

- Create a list of ways they want their classroom community to be
- Name behaviors that go with each item from the "We Are ..." poster

### Prep

- On a piece of chart paper, write the title, "Ideas" in big letters. Underneath, list some positive adjectives, like "helpful," "respectful," "kind," "friendly," "safe," "creative," "responsible," and "focused."
- On a second piece of chart paper, write the title, "We Are" in big letters.

### Lesson Note

These norms are meant to complement the class or school rules. When kids have a say in the norms they create, they have more incentive to follow and use them.

### Warm-Up (3 min.)

1. Tell students the purpose: **Today, we'll talk about, and agree on, how we want to be when we're learning and playing together.**
2. Show students the "We Are" poster: **We'll add words to this poster to describe how we want to be when we're together. This will help our community feel safe, welcoming, and fun.**



## Activity Instructions

### Activity (15 min.)

- 1. Let's think of some words we can add to our "We Are . . ." poster.** As students suggest words, write them on the board until you have 6 to 8 words. Show students the words on the "Ideas" poster if needed.
- 2. Read each word on the board aloud and ask: What does this word mean?** Give think-time. Call on a few students to share their ideas with the class.
- 3. Let's vote for our favorite words. Then, we'll add those words to our poster.**
- 4. Point to each word in turn and read it aloud. If you want to put this word on the poster, put your thumb up.** Count how many votes each word gets and write that number next to the word.
- 5. Circle and say the 3 to 5 words that got the most votes. Let's add our favorite words to our poster. As I add each word, let's say "We are" and the word.** *We are safe. We are respectful. We are kind.*
- 6. Let's talk about how we'll know that our class is being** (say the words on the poster). For each word: 1) read it aloud; and 2) discuss these two questions: **What might you see that tells you someone is being \_\_\_\_\_? What might you hear that tells you someone is being \_\_\_\_\_?**  
  
For example, you might say, "What might you see that tells you someone is being kind?" Students might say, "They are sharing toys" or "They are helping others." Then ask, "What might you hear that tells you someone is being kind?" Students might say, "Kind words" or "Good job!"

### Wrap-Up (7 min)

- 1. Name one of the statements from the poster. How could we show this during the school day? After school or at home?** Invite students to share their ideas.
- 2. How will it feel to be in our class when we are** (say the words on the poster)? Give think-time. Call on students to share their ideas.
- 3. If you agree that this is how students should be in our classroom community, write your name on the poster.** Call on students one at a time to sign the poster.


**Tip:** Hang the poster in your classroom so students can remember how they want to behave in their classroom community.

# Lesson 3: We Are Linked

## Getting Started

### Overview

Students' sense of belonging at school is critical to their success as they begin a new year or reenter the classroom. Many, if not most, students are anxious about the challenges they might encounter. This lesson serves to counter those fears, reassure them their concerns are normal, and help them create a positive mindset that will increase their sense of belonging.

 **Bold**—Teacher's script  
*Italics*—Anticipated student responses

### Objectives

By the end of this lesson, students will be able to:

- Name one thing they are excited for this school year
- Name one thing they feel worried about
- Say one question they have about school this year

### Prep

- Cut colorful paper into many 1.5 inch-long strips; these will be used to make a paper chain. Students will need 3 strips each.
- Students will each need a pencil and glue or tape to make their paper chain.

### Lesson Note

School health and safety guidelines may make it difficult to create a paper chain. Other options include having students tape their responses to a wall or collecting class responses digitally to display as a word cloud.

**Warm-Up (3 min.)**

1. Tell students the purpose: **Today we're going to talk about being back at school, and how that feels.**
2. **You might feel a lot of different emotions coming back to school this year, like happy and nervous. We can feel these emotions at the same time. We can be happy to see our friends, and nervous about all the new rules.**
3. Have students name different emotions they think their classmates might be feeling. Ask: **What are some other emotions students might be feeling?** *Excited. Anxious.*
4. **All of these emotions are okay. This school year might feel different from other years. But remember that you are not alone, and that you can always talk to me, other teachers, and even your friends about how you feel.**

**Activity Instructions****Activity (5 min.)**

1. Pass out 3 strips of different-colored paper to each student. **We are going to write some of our thoughts and feelings about this year on these strips of paper. When we're done, we'll get to see what everyone wrote.**
2. **Take one of the strips of paper. On this paper, write one thing you are excited about this year.**  
Give students time to write.
3. **When you are done, put your pencil down and put your thumb up.**
4. Tell the students what you are excited about this year. **This year, I am excited about \_\_\_\_\_.**  
**Would anyone like to say what they feel excited about?** Call on students who would like to answer.
5. **Now take another strip of paper. On this paper, write down one thing you feel worried about. It could be the new rules, it could be staying healthy, or maybe it's about being in a new grade.**  
Give students time to write.
6. **When you're done, put your pencil down and your thumb up.**
7. **Worry tells us that we feel unsure about what might happen this year. Thumbs up if you feel worried about something this year. It's okay to feel worried. If your worry ever feels too big, you can talk to me, a friend, or an adult that you trust.**
8. **Now take one of your strips of paper and tape the ends together to make a ring. When you have made a ring, put your thumb up.** Wait for kids to make a paper ring.  
*Tip:* Model for students how to make the paper ring under a document camera or by walking around so students can see an example.
9. **Now you take the other paper you wrote on, thread it through the ring, and tape the ends together to make a paper chain.** Model for students how to make a paper chain with their two strips of paper.

**Discuss (5 min.)**

- 1. Now take your last strip of paper. On this paper, write down a question you have about this school year. When you finish, I will collect the questions.** Give students time to write. Then collect the questions.

*Tip:* Tell students that all questions are good questions and that if you don't know the answer to any of their questions, you'll do your best to find it for them later.

- 2. Raise your hand if you have a question about this year that you'd like to ask out loud.**
- 3. I'll use your question strips to connect your paper chains and make one big chain. I'll put this up in the classroom as our reminder that it's okay to feel different feelings at the same time, and that it's always okay to ask questions.**

**Wrap-Up (4 min.)**

- 1. This school year might feel a little different. We have new rules, new routines, and new ways of doing things.**
- 2. A lot of us are excited and worried about some of the same things. Think about who you can talk to or go to with your worries or your questions.** Give think-time. Call on students to share who they can talk to both in and out of school, and name additional resources, such as the counselor.
- 3. Remember, all of the new things we are doing this year will help keep everyone safe and healthy. We will still have fun. We will still learn new things. I am so happy you are all here.**
- 4.** After the lesson, have a volunteer help you use the question strips to connect the students' paper chains to create one big chain. Be sure to leave out or take a note of any unanswered questions so you can follow up with students after you've found the answers. Place the paper chain somewhere in the classroom as a visual reminder for students.

# Lesson 4: Learning About Each Other with Art

## Getting Started

### Overview

Giving students an opportunity to express themselves and ask questions can help them identify what they have in common with each other and build community. This lesson encourages students to learn more about themselves and each other through art. Getting to know each other and building a classroom community can help provide students with a sense of safety and support.



**Bold**—Teacher's script

*Italics*—Anticipated student responses

### Objectives

By the end of this lesson, students will be able to:

- Ask questions to learn more about others
- Name a new thing they learned about someone in their classroom community

### Prep

- Gather paper and art supplies for each student
- List these options on the board:
  - Draw things you like and things that are important to you
  - Make art that uses shapes and colors to show us who you are
- In a separate list, write these questions on the board:
  - What can you learn about other students in our class from their art?
  - What questions do you have about other students in our class?

### Lesson Note

N/A

**Warm-Up (2 min.)**

1. Tell students the purpose: **Today you'll create a piece of art that will help other students in our class learn more about you. You'll get to share what makes you who you are! Then you'll say what you learned about each other and ask each other questions.**
2. Show students the options on the board. **You have two choices for your art project. You can draw things you like and things that are important to you, like your favorite foods or hobbies. That's option 1. Or you can create a piece of art that uses shapes and colors to show who you are. That's option 2.**

**Activity Instructions****Activity (10+ min.)**

1. Give students art supplies and paper. Have students write their names clearly at the top of their papers.
2. Give students time to work on their art projects.

*Tip:* While students work, ask questions about their art, let them know it doesn't have to look perfect, and offer help as needed.

**Discuss (10 min)**

1. **Now, we'll walk around the room and look at each other's art. Leave your art on your desk so that other students can see it.** Point to the list of questions on the board. **As you look at other students' art, think about these questions: What are you learning about other students in our class from their art? What questions do you have about other students in our class?** Have students walk slowly around the room and look at the art on each desk, then sit down when they reach their desk again.
2. **Let's talk about what you noticed. Raise your hand if you learned something new about other students in our class.** Call on a few students to tell what they learned. **It's so interesting to learn about each of you!**
3. **Thumbs up if you want to ask a question about another student's art.** Call on a few students who have questions. If needed, model for students. You might say something like, "I noticed that Chloe drew monkey bars. How many monkey bars can you do, Chloe?"

**Wrap-Up (2 min.)**

1. **We learned a lot about other students in our class today!** Name some things that students learned.
2. **Learning more about each other helps us build our classroom community.**

# Lesson 5: Crayon Questions

## Getting Started

### Overview

In this lesson, students continue to express themselves and get to know their classmates. Asking questions about others and answering questions about themselves helps students learn about each other and feel like part of their class community. This increased sense of belonging will provide students with a sense of stability and comfort.



**Bold**—Teacher's script

*Italics*—Anticipated student responses

### Objective

By the end of this lesson, students will be able to:

- Ask one to two questions to learn more about each other

### Prep

- Gather crayons of many colors so each student has one

### Lesson Note

The questions provided are suggestions. Feel free to replace or change any questions to meet your students' interests.

### Warm-Up (2 min.)

- 1.** Tell students the purpose: **Today you'll practice asking and answering questions to learn more about each other.**
- 2.** **When you ask the people in your community questions, you can learn more about them, find things in common, and make new friends!**





## Activity Instructions

### Activity (18 min.)

1. Give each student a crayon. **Hold up your crayon and say the color.** Students respond. **I have a list of questions that match the color of your crayon. When it's your turn, you'll show me your crayon color and I'll read the question that matches it from my list.**
2. After each student answers their question, you'll ask them another question to get more information.
3. **Remember, it's important to pay attention to other people when they talk. That way you can learn about them and remember what they say. How can you show others you're paying attention when they talk?** *Look at them. Not interrupt. Ask them questions. Those are great ideas!*
4. **I'll go first.** Tell students the color of your crayon, then read the matching question from the list below and answer it:
  - Red/orange: **Who's your hero?**
  - Green/yellow: **What makes you happy?**
  - Blue/purple: **What's your favorite place to visit?**
5. **Now someone can ask me a question about my answer!** Call on a student to ask a follow-up question and tell them your answer.
6. **Now it's your turn!** Invite a student to show you their crayon. Ask them the question from the list above that matches their crayon color. For example, "Your crayon is green. Your question is: what makes you happy?"
7. After they have answered, ask students: **Does anyone have any more questions for \_\_\_\_\_?**  
*Tip:* If needed, offer suggestions like, "What's your favorite thing about that?" or "When was the last time you did that?"
8. Call on other students. Ask the questions above based on their crayon color, and help the other students ask follow-up questions. Continue until all students have answered a question.

### Wrap-Up (5 min.)

1. **What did we do to learn more about each other?** *Ask questions. Pay attention to each other. What's something new that you learned?* *Dominico's hero is his grandma. Aya likes to do puzzles.*
2. **Asking people questions shows them you care about their interests and their ideas. This week, try to ask more questions to get to know the students in our class community.**



# Next Steps

Completing this unit is just the first step to building community with your students. Here are some steps to continue building a safe and supportive classroom community:

- 1. Continue Check-Ins.** Checking in with your students lets them know you care about their lives in and outside of school, and can help them feel valued and supported.
- 2. Review and revise your classroom rules or norms.** Taking time to review the agreed upon rules or norms can help remind students how they want their community to run and feel. Any time new problems arise in the classroom, have a discussion about the rules or norms and revise them as needed.
- 3. Revisit activities.** Your students' interests, hobbies, values, thoughts, and feelings can change over time. Revisit activities after a long break from school or to help introduce new students to your classroom community.
- 4. Reinforce connections.** Look for opportunities to remind students what they've learned about each other and notice when students are using new skills they've learned in this unit. Skills like asking questions, being curious about others' interests and values, and recalling new things they've learned about others can help students continue to grow their classroom community.
- 5. Implement Second Step® Elementary and Second Step® Middle School.** The skills and concepts taught throughout the Second Step® programs will provide students with valuable social-emotional support throughout the year.



# Safe Supportive Learning

When students are coming back after a long period of time, they may struggle to follow the class rules. It can be difficult to know the right thing to do, especially when you're trying to model social-emotional skills. Follow these steps to respond appropriately.

## Self-Check

It's important to feel calm so that you can respond to a student's behavior in a supportive way. Choose an emotion-management strategy that works for you, like slow breathing and relaxing your body, so that you can feel calm. When students see you using social-emotional skills and emotion-management strategies, they will learn to value these skills.

## Student Check

Do a Student Check to help you reframe a student's behavior so you can understand what the behavior is telling you. Thinking of the behavior through a supportive frame rather than a corrective frame can help you respond appropriately and avoid blaming or punishing students for their behavior.

### Corrective Frame

This student is a problem.

What's wrong with this student?

I need to correct this student's behavior.

### Supportive Frame

What is this student experiencing in his or her life?

What is this student trying to say with his or her behavior?

I need to support this student.

## Respond

Once you've done the **Self-Check** and **Student Check**, you're ready to **respond** to a student's behavior in a supportive way by:

- Listening
- Showing empathy
- Providing support