

# Building Positive Relationships - The 2:10 Intervention

**What is it?** This is a concrete strategy to help give students positive attention through encouragement, acknowledgement and recognition of their strengths. Students exhibiting challenging behavior often need reassurance that they are wanted, and that they are capable of getting positive attention. Building positive relationships can help to reduce disruptive behavior by communicating to the student that the student is more important than what s/he does. And, by showing genuine interest and respect for the student, often that student will reciprocate by respecting classroom rules and showing more interest in learning.

**When to use:** With students engaged in moderate disruptive behaviors, especially engaging in power struggles with teachers, or refusing to complete work or stay on task after multiple redirections; as a preventative strategy with all students before power struggles or repeated off-task behaviors emerge.

## **Steps to Implement:**

1. Determine a time of day when you can speak privately with the student without interruptions. This may be in the morning before school, during lunch, or at the beginning/ending of class before/after other students have arrived or left.
2. Spend 2 uninterrupted, undivided minutes a day talking with the student about their life and interests with the sole purpose of building your relationship.
3. Inquire about the student's hobbies, extracurricular activities, or other subjects in which you know the student may have an interest or aptitude. Try to learn about or identify the student's strengths.
4. Offer genuine compliments. Be careful to avoid making requests to improve behavior or critique work. (Remember: the purpose of sharing these 2 minutes together is to provide uninterrupted time to positively interact with the student.)
5. If appropriate, share stories about yourself from when you were a student to help build a sense of connection.
6. Invest these 2 minutes every day for 10 consecutive days (2:10).

Adapted from *Power Struggles* by Allan N. Mendler