

Tool: Promoting Supportive Relationships

Timing: Periodically, on some regular basis,

Purpose: For reflection--to become aware of essential elements of supportive relationships.

Take a few minutes to reflect on the following statements. >>>Put an "X" in the box that most closely reflects your perception of the relationships within our school.

Extend to which I

Extend to which others

Make efforts are made to get to know others
on a personal basis.

Make efforts to develop and maintain
supportive relationships with others.

Experience trusting relationships
characterized by mutual respect.

Use specific strategies to help my students
develop positive social skills

Use specific strategies to help my students
Feel accepted and valued

See our students behaving appropriately, acting courteously,
and treating each other well.

Or experiencing a positive peer culture.

See out students belonging to some group,
experiencing positive friendships
with at least one other student

See individuals (students and adults) recognized
and celebrated for accomplishments, contributions, and achievements.

See students having someone to listen to their problems and concerns

See adults having someone to listen to their problems and concerns.

See problems among adults being resolved quickly and constructively
with mutually beneficial solutions.

See problems among students being resolved quickly and constructively
with mutually beneficial solutions.

Experience satisfying relationships with parenting adults and community members.

See parenting adults and community members being made to feel welcomed in our school.

See the needs of students and families being addressed
by adequate resources and effective services.

See adults accepting responsibility,
admitting errors when things go wrong.

See students accepting responsibility,
admitting errors when things go wrong.

Experience a sense of closeness, acceptance, and support.

Experience a “we” feeling in our school community.

See that diversity in our community and the
uniqueness of each individual is recognized, accepted, and celebrated.

Adapted from: Blank, M.A. & Kershaw, C. (1998). *The designbook for building partnerships: Home, school, and community*. Lancaster, PA: Technomic Press.