

Establish-Maintain-Restore Framework for Students

The Establish-Maintain-Restore (EMR) framework is a handy guide for educators looking to create and sustain positive relationships with their students. It focuses on three key phases: establishing a solid foundation, maintaining ongoing connections, and restoring relationships when conflicts arise. By following this approach, you can create a supportive and engaging classroom environment where every student feels valued and understood.

E - Establish

The Establish phase is about building strong, positive relationships with students from the start. Creating a welcoming and inclusive classroom environment where students feel valued and respected is essential during this phase. Start by getting to know your students personally—learn their names, interests, and what makes them tick. Show genuine interest in their lives and make sure to establish clear, consistent communication. The goal is to set a positive tone that encourages trust and openness, laying the groundwork for a supportive and engaging learning experience throughout the school year.

M - Maintain

The Maintain phase is all about keeping those positive relationships with your students solid and steady. During this phase, it's important to consistently show care and interest in your students' well-being and progress. Regularly check in with them, celebrate their successes, and offer support when they face challenges. Keep communication open and positive, and provide constructive feedback that helps them grow. By maintaining this supportive environment, you reinforce trust and ensure that students feel valued and understood, which helps them stay engaged and motivated throughout the school year.

R - Restore

The Restore phase focuses on repairing and strengthening relationships when challenges arise. It's normal for conflicts or misunderstandings to occur, and this phase is about addressing them promptly and thoughtfully. When issues come up, take the time to listen to your students' perspectives and validate their feelings. Approach the situation with empathy and work together to find solutions that rebuild trust and respect. By handling conflicts constructively, you demonstrate that you genuinely care about maintaining a positive relationship, which helps students feel secure and valued, even when things don't go perfectly.

Phase	Suggested Activities/Strategies	My Strategies
Establish	<ul style="list-style-type: none"> ● Icebreaker Activities: Start with fun icebreaker games that encourage students to share about themselves. This helps everyone get to know each other and sets a friendly tone. ● Personalized Greetings: Greet each student by name as they enter the classroom. A warm, personal greeting makes students feel welcome and valued right from the start. ● Interest Surveys: Have students complete interest surveys or questionnaires about their hobbies, favorite subjects, and goals. Use this information to tailor lessons and show that you care about their interests. ● Classroom Agreements: Collaboratively create a set of classroom norms or agreements. Involving students in this process fosters a sense of ownership and mutual respect. ● One-on-One Meetings: Schedule short one-on-one meetings with each student to learn more about them. This can be a powerful way to build trust and show that you are invested in their success. 	
Maintain	<ul style="list-style-type: none"> ● Regular Check-ins: Schedule regular check-ins, either one-on-one or in small groups, to discuss how students feel and any challenges they might face. This shows ongoing care and support. ● Celebrate Achievements: Acknowledge and celebrate both academic and personal milestones. Recognizing achievements, no matter how small, helps maintain a positive and encouraging environment. ● Consistent Feedback: Provide consistent and constructive feedback. Let students know what they're doing well and offer guidance on how they can improve, maintaining a balance of praise and growth opportunities. ● Classroom Rituals: Establish and maintain positive classroom rituals or routines, such as morning meetings or weekly reflection sessions, to build a sense of community and continuity. ● Open Communication Channels: Keep communication channels open by being approachable and available for students to share their thoughts and concerns. Make sure students know they can talk to you whenever they need to. 	
Restore	<ul style="list-style-type: none"> ● Conflict Resolution Strategies: Teach and implement conflict resolution strategies, such as mediation or peer discussion circles, to address issues promptly and fairly. ● Empathetic Listening: Practice empathetic listening when conflicts arise. Show students that you understand their feelings and perspectives, which helps to rebuild trust. ● Restorative Conversations: Hold restorative conversations with involved parties to discuss what happened, how it affected everyone, and how to move forward positively. ● Behavior Reflection Sheets: Use behavior reflection sheets that allow students to reflect on their actions, understand the impact, and plan how to handle similar situations better in the future. ● Follow-Up Meetings: Schedule follow-up meetings after a conflict has been addressed to ensure that relationships are back on track and any lingering issues are resolved. This reinforces the commitment to maintaining positive relationships. 	

Bonus: Sentence Frames

These sentence frames provide a starting point for engaging with students at each phase of the EMR framework, fostering positive relationships and effective communication.:

Establish Phase:

Getting to Know You:

- "Tell me more about [interest/hobby]."
- "What's something you're passionate about?"
- "I noticed you enjoy [activity]. Can you share more about that?"

Setting Expectations:

- "In our classroom, we value [respect/kindness/teamwork]. What does that look like to you?"
- "How can we make sure everyone feels included and respected here?"
- "What are some rules or agreements we should have to create a positive learning environment?"

Maintain Phase:

Checking In:

- "How are you feeling about [recent assignment/project]?"
- "Is there anything you need help with right now?"
- "What's something you're proud of accomplishing recently?"

Offering Support:

- "I noticed you've been working hard on [task]. How can I support you further?"
- "If you ever feel overwhelmed, remember that I'm here to help."
- "What can we do to make sure you're successful in [subject/activity]?"

Redirecting with Empathy:

- "I see you're having trouble focusing right now. Let's take a deep breath and refocus on the task at hand."
- "It looks like you're feeling frustrated. Remember, we can work through challenges together."
- "I know you really enjoy hanging out with your friends but talking in class makes you fall behind on your work. If you continue to talk during class, I will have to move your seat."

Restore Phase:

Addressing Conflict:

- "I noticed there's been some tension between you and [student/peer]. Can you tell me about it?"
- "How do you think we can resolve this situation and move forward positively?"
- "What can we learn from this experience to prevent similar conflicts in the future?"

Rebuilding Trust:

- "I want to apologize for [action]. How can I make things right?"
- "What can I do to regain your trust and confidence?"



- "I should have handled that differently. Can we start over?"

Returning to Classroom (after being sent out for disciplinary action):

- "It is nice to see you back."
- "I wanted to let you know that yesterday was difficult, but I care about having you in class."
- Welcome back. How are you feeling after your time away? Let's talk about what we can do to make sure things go smoothly from here."