## EMR= ESTABLISH, MAINTAIN, RESTORE

EMR Phrase	Rationale	Intentional practices
Establish	The aim for the establish phase is to engage in intentional practices to cultivate a positive relationship with the students. When a teacher establishes relationships with all students, they feel connected, safe, and respected. When this is in place, students are most likely to learn, engage in desired behaviors, and respond to your attempts to correct their behavior. A teacher cannot maintain a relationship she does not have, so it is essential to first establish relationships with your students	<ul> <li>Spend individual time with a specific student</li> <li>Ask open-ended questions</li> <li>Validation statements</li> <li>Active listening</li> <li>Gather personal facts (ie. special occasions, pets, hobbies, likes/dislikes</li> <li>Brief conversations with students</li> <li>Journals</li> <li>Surveys</li> <li>Positive note or call home</li> <li>Encouraging words</li> </ul>
Maintain	The aim for the maintain phase is to sustain the quality of an established positive relationship with students over time by intentional implementing maintenance practices. Research has shown that the quality of relationship can diminish over time because people take one another for granted (ignore good behavior or miss opportunities to reinforce the person) and may unintentionally become more negative by paying more attention to problem behavior.	<ul> <li>High ratios of compliments</li> <li>Brief relationship check-ins</li> <li>Valid compliments</li> <li>Short conversations</li> </ul>
Restore	The aim for the restore phase is to intentionally repair any harm to the relationship once there has been a negative interaction between the teacher and student. This is important because negative interactions can weaken the relationship and correspondingly cause the student to be less engaged in class, harder to correct their problem behavior, and more challenging to motivate to take on increasingly more difficult academic tasks. As such, teachers must intentionally re-connect with the student to restore the relationship back to its previous positive state	<ul> <li>Taking ownership</li> <li>Apologizing</li> <li>Conveying Care</li> <li>Asking for a do-over</li> <li>Compassion</li> <li>Restorative Questions</li> </ul>

**Relationships Matter!**