

# Creating A Respectful School Culture

John Lenssen & Kathryn Henderson

COSA Conference

2013

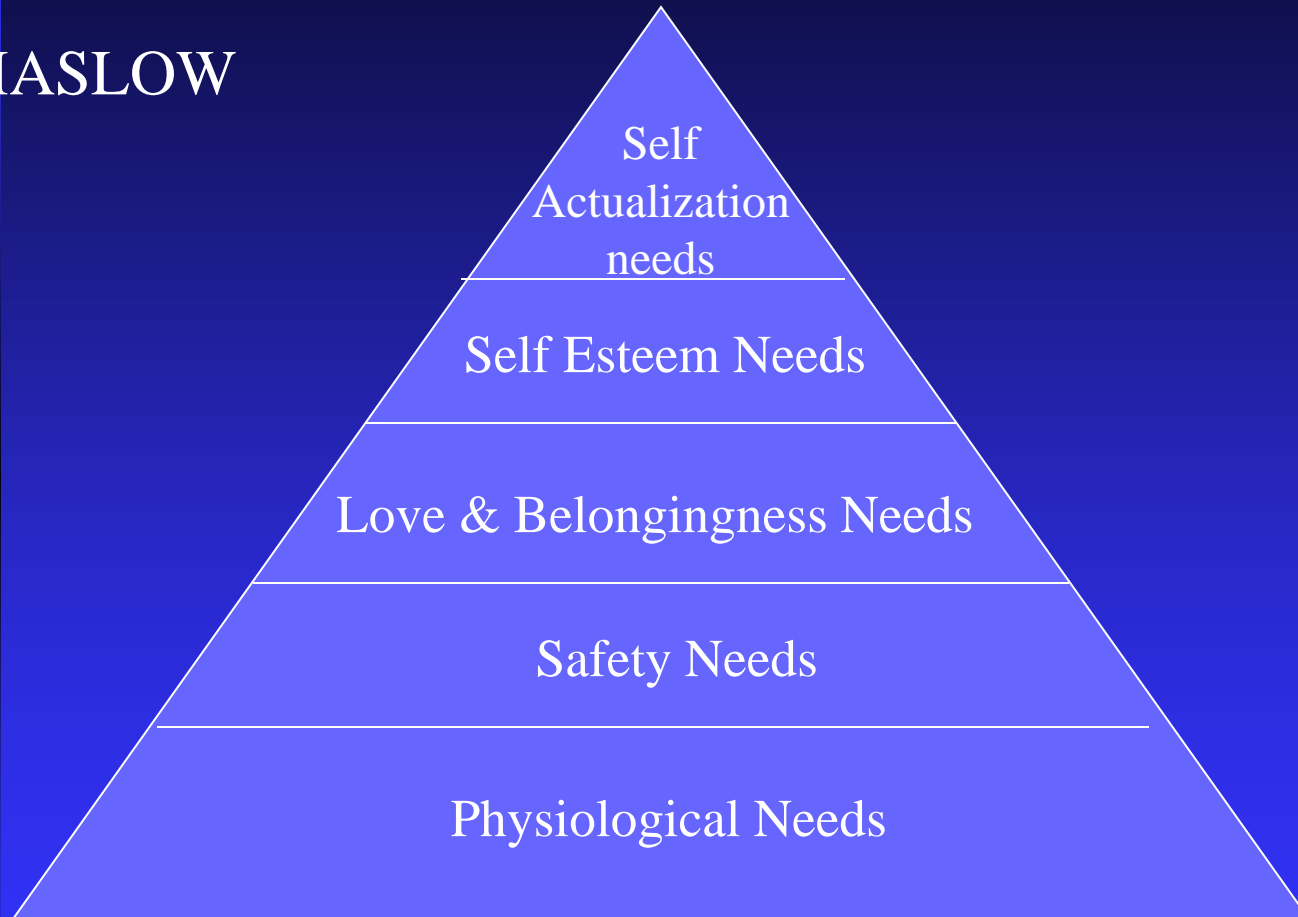
# “Persistently Challenging”

Talk about persistently challenging students in your schools.

Discuss the ways that you would support these students to be connected to peers and adults in your schools.

## Consequences:

### MASLOW



*Children are born with*

**Individual Characteristics**

*Gender*

*Temperament*

*Sociability*

*Intelligence*

*Given*  
**Opportunities**  
*to contribute*

*Children need to be*  
taught the  
**Skills** *needed to*  
*contribute*

*Given*  
**Recognition**  
*for their contributions*

*So that they will build*

**Attachment**

To a positive someone-in their family,  
friends, school, community

**BONDS**

+

**Commitment**

To achieve goals valued by that positive  
someone

*While living and learning within families, schools, peer groups and communities which*

*Teach*  
**Healthy Beliefs**

**&**

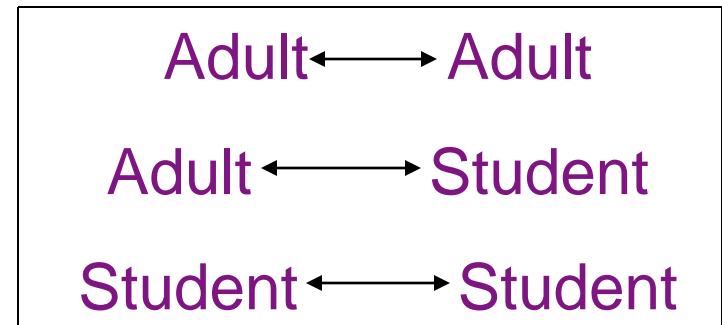
Set  
**Clear Standards**  
for positive behavior

*So that they will grow into*

**Healthy Adults**

# The Quality of School Climate: It is *All* About Relationships

- Determined by: *how well the people within the school treat each other*
  - Physically
  - Emotionally
  - Intellectually
    - Actions
    - Verbal and non-verbal exchanges
    - Tone of voice
    - Using inherent power advantages



# School Relationships

Adult - Adult

Adult - Student

Student - Student

# The Power of Key Relationships

Students who build strong positive relationships with school staff have significant long term reductions in:

aggressiveness	substance abuse
delinquency	teen pregnancy
school drop outs	suspensions and expulsions
court adjudications	academic failure

(Hawkins, Catalano, & Arthur, 2002)

A strong positive alliance with school staff is a key aspect of the development of resiliency.

## Key Relationships Cont'd

Students who build strong positive relationships with school staff showed significant increases in:

- \*academic performance
- \*positive social
- \*improved parent relationships
- \*student self-esteem
- \*work completion
- \*sense of safety at school

(Hawkins, Catalano, & Arthur, 2002)

WAREA 2007



# The Power Of Connection To School

“When students feel they are a part of school, say they are treated fairly by teachers, and feel close to people at school, they are healthier and more likely to succeed.”

“Improving the Odds: The Untapped Power of Schools to Improve the Health of Teens.” April 2002

# Connections To School

Research from [The National Longitudinal Study of Adolescent Health](#) has shown a [strong](#) association between [school connectedness](#) and every [risk](#) behavior studied.

Students who feel connected to school are less likely to use substances

Students who feel connected to school experience less emotional distress

Students who feel connected to school engage in less violent or deviant behavior

Students who feel connected to school are less likely to become pregnant

# CONNECTEDNESS

*"School connectedness means that students have a sense of belonging at school and perceive that teachers are fair and care about them."*

Getting Results, Update 1, pp. 35-36.

# Connectedness

Identify and discuss examples of strategies and programs to promote “connectedness” in your schools?

Who is impacted by these strategies and programs?

# TEACHER PERCEPTIONS AND EXPECTATIONS

*"Teachers' perceptions, expectations, and behaviors interact with students' beliefs, behaviors, and work habits in ways that help to perpetuate the Black-White [and Hispanic-White] test score gap."*

*"No matter what material resources are available, no matter what strategies districts use to allocate children to schools, and no matter how children are grouped for instruction, children spend their days in social interaction with teachers and other students."*

*Teachers' Perceptions and Expectations and the Black-White Test Score Gap,  
Ronald F. Ferguson. 2007.*

# TEACHER'S BELIEFS INFLUENCE STUDENTS' BELIEFS

- All children develop a belief about their own intelligence
- A group of 7<sup>th</sup> graders who had been taught that the brain can grow (smarter) had significantly better math grades than 7<sup>th</sup> grade students who had been trained in good study skills but believed they were as smart as they were going to be.

*Mindset: The New Psychology of Success; Carol Dweck, 2007.*

# Reports that “My Teachers Support Me and Care About My Success in Their Class”

	Af Am Boys	Af Am Girls	Asian Boys	Asian Girls	White Boys	White Girls
Strongly Agree	8	12	24	36	33	44
Agree	12	16	42	33	21	27
Disagree	38	45	16	15	18	11
Strongly Disagree	42	27	18	16	28	18

From: *Ferguson (2003)*

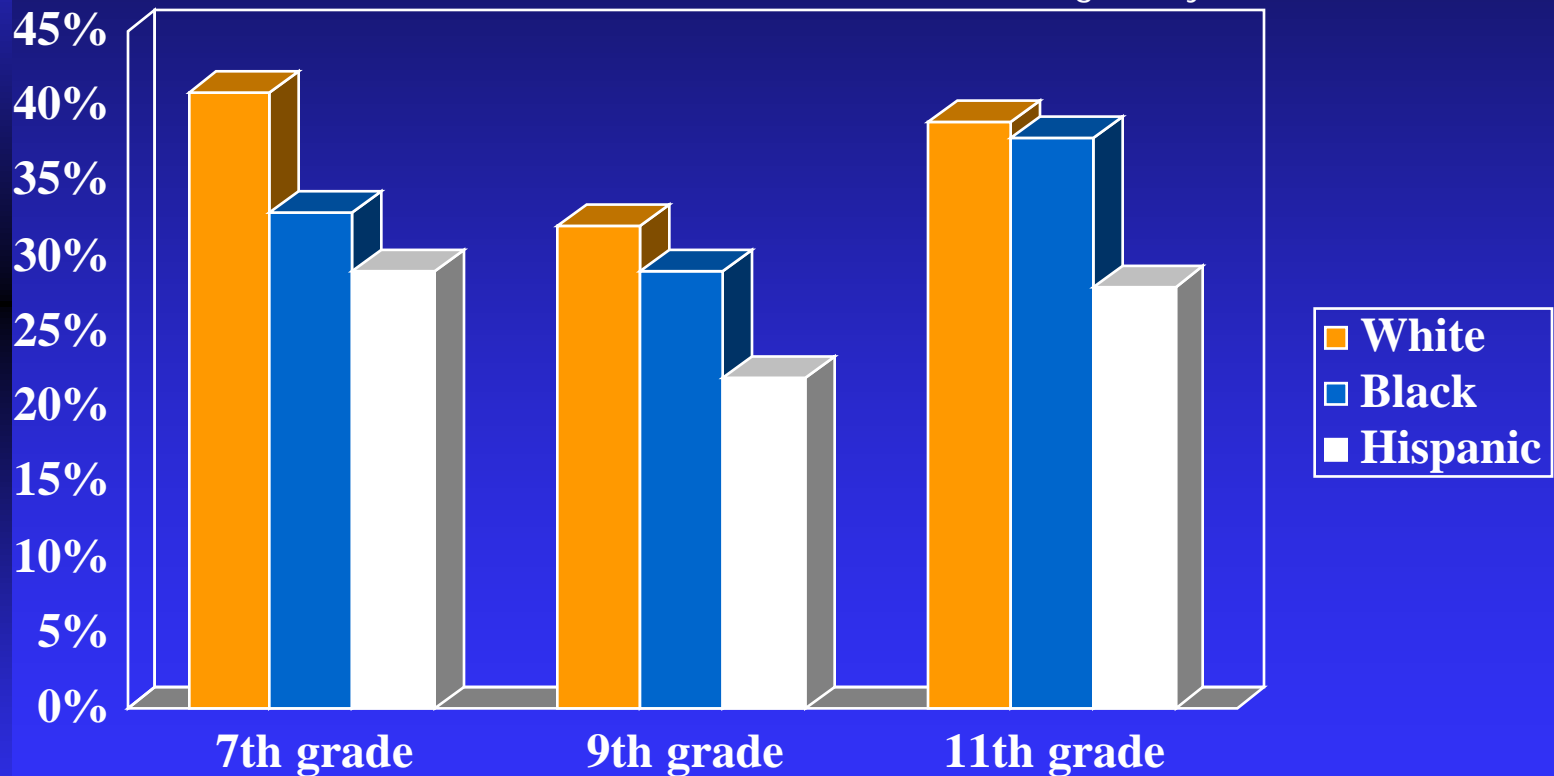
# CARING RELATIONSHIPS

*At my school, there is a teacher or some other adult...*

–Who really cares about me.

–Who notices when I'm not there.

–Who listens to me when I have something to say.



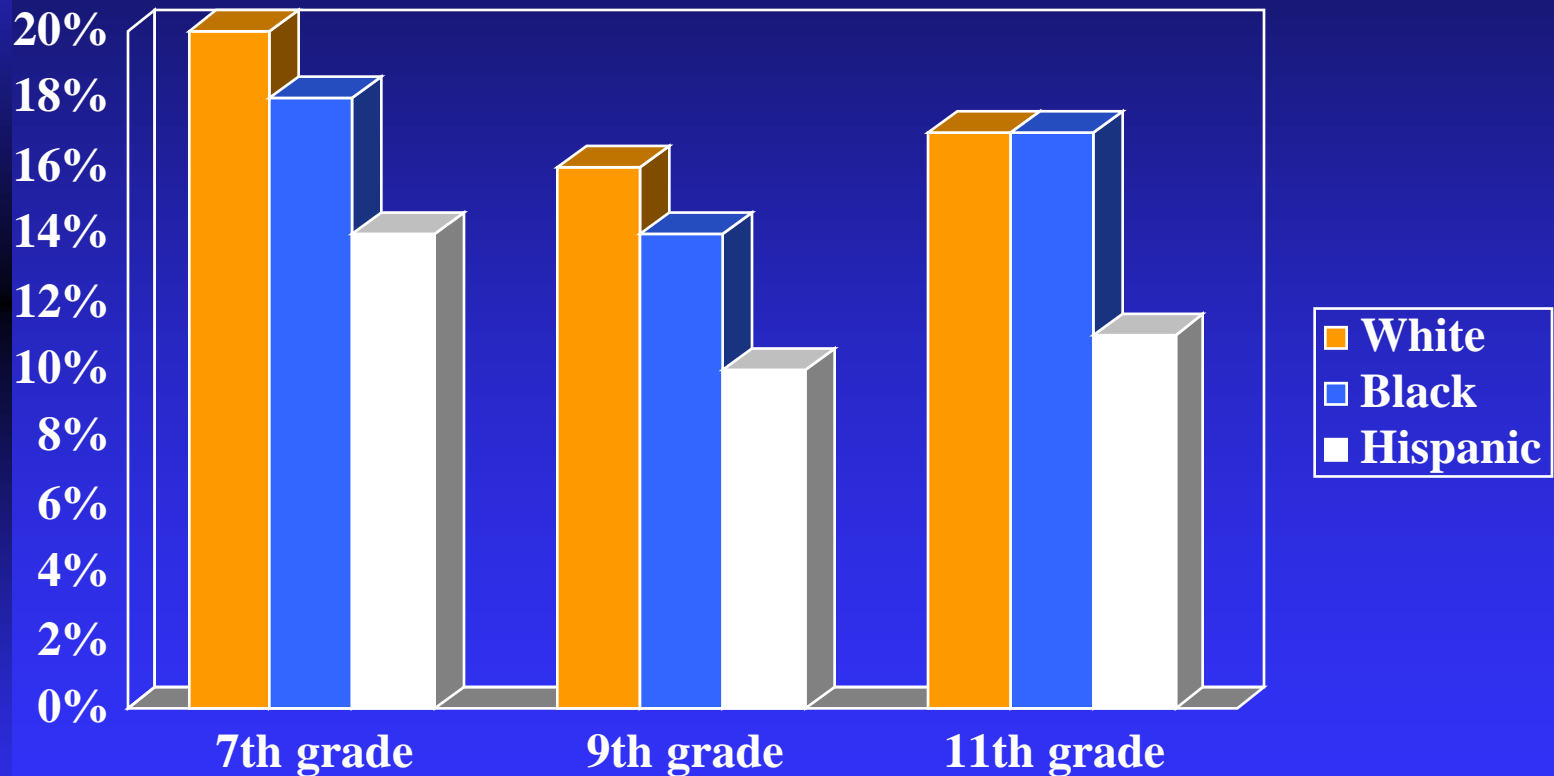
2004-2006 weighted CHKS data 700,000 students



# MEANINGFUL PARTICIPATION

*At school, ...*

- I do interesting activities.
- I help decide things like class activities or rules
- I do things that make a difference.

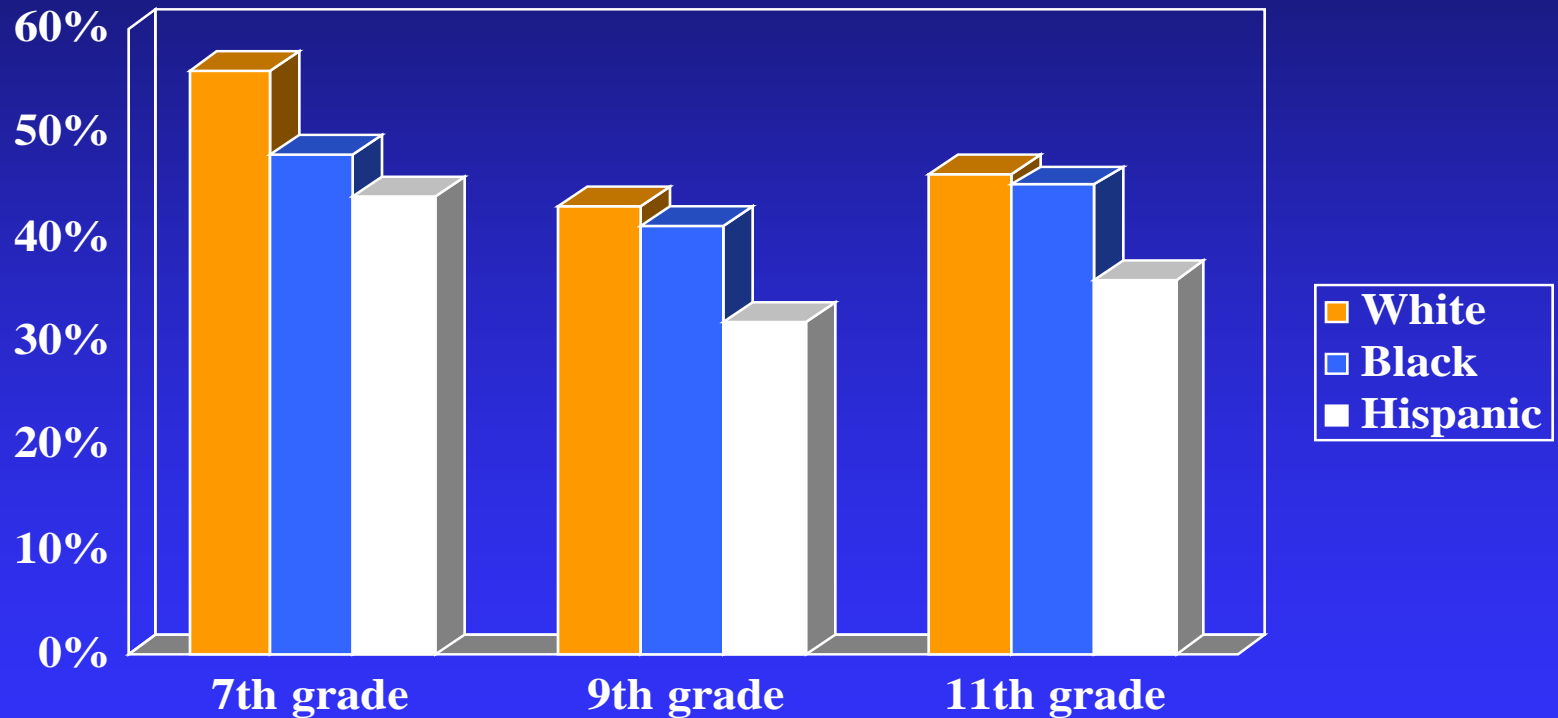


2004-2006 weighted CHKS data 700,000 students

# HIGH EXPECTATIONS

*At my school, there is a teacher or some other adult...*

- Who tells me when I do a good job.
- Who always wants me to do my best.
- Who believes that I will be a success.

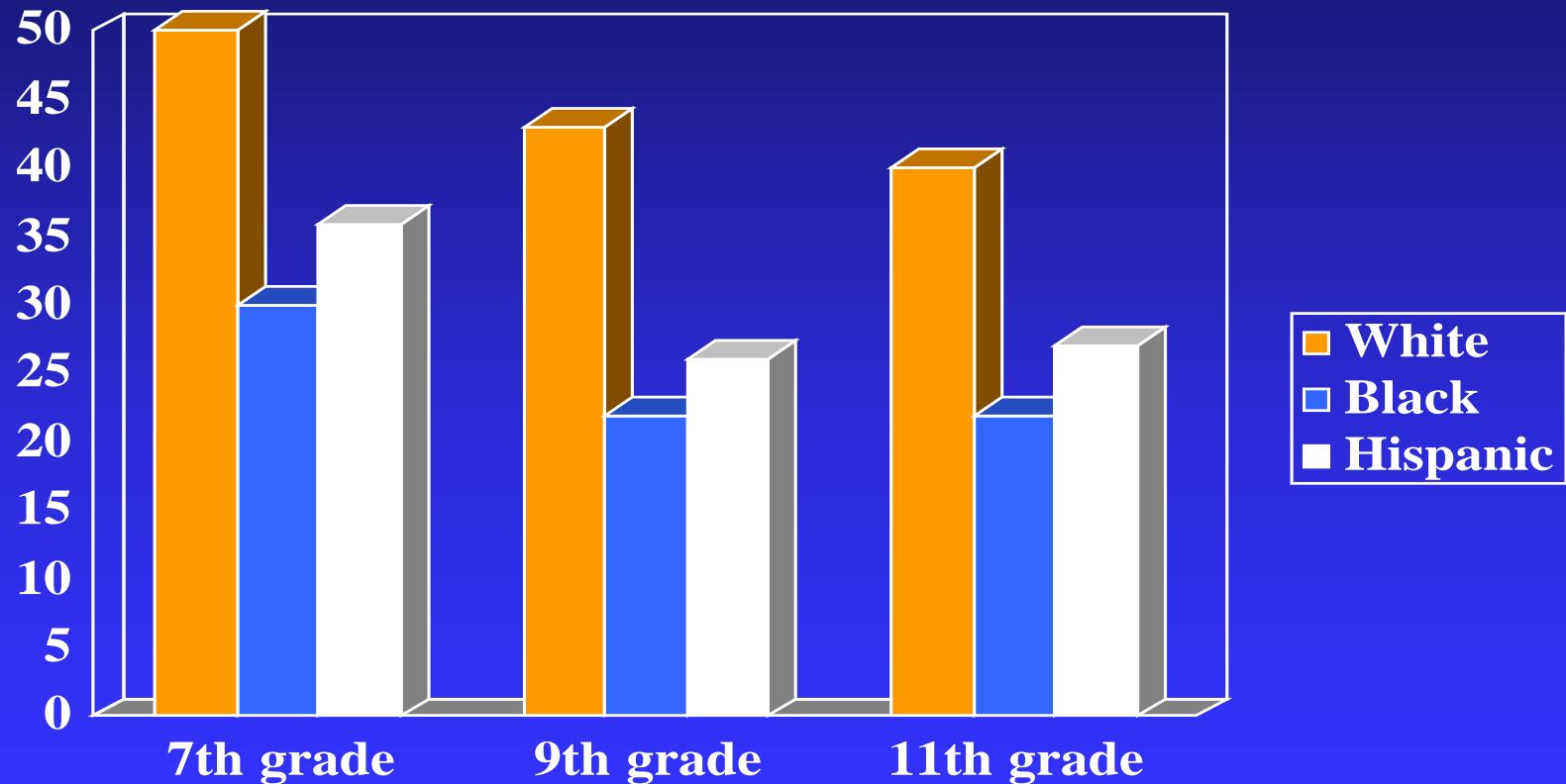


2004-2006 weighted CHKS data 700,000 students

# SCHOOL CONNECTEDNESS

*How strongly do you agree or disagree with the following statements about your school?*

- Feel close to people at this school.
- I am happy to be at this school.
- I feel like I am part of this school.
- The teachers at this school treat students fairly.
- I feel safe in my school.



2004-2006 weighted CHKS data 700,000 students

# Promising Practice

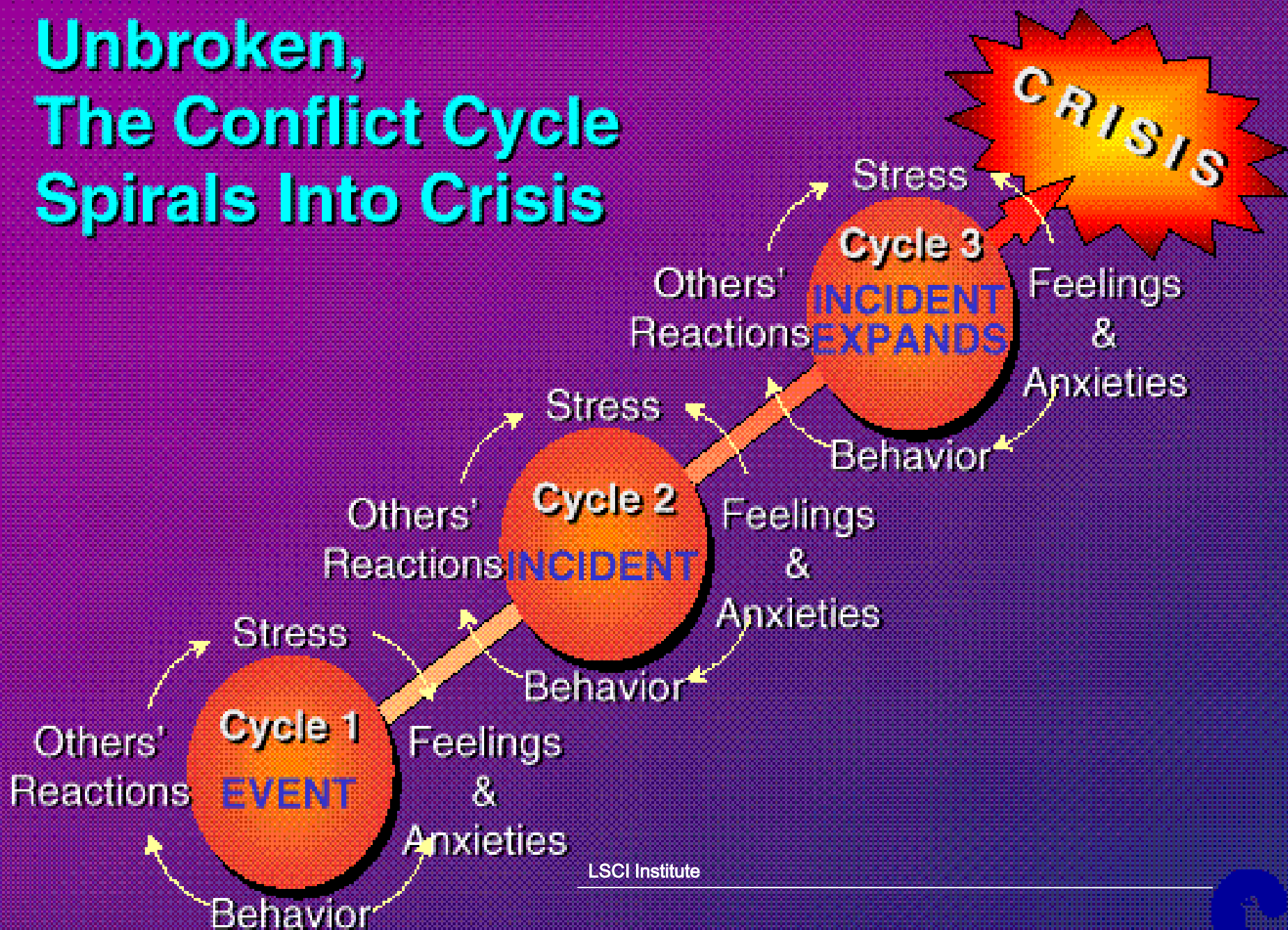
## Values Affirmations

- ✓ Check most significant personal values.
- ✓ In response to prompts, write short essays on those values.

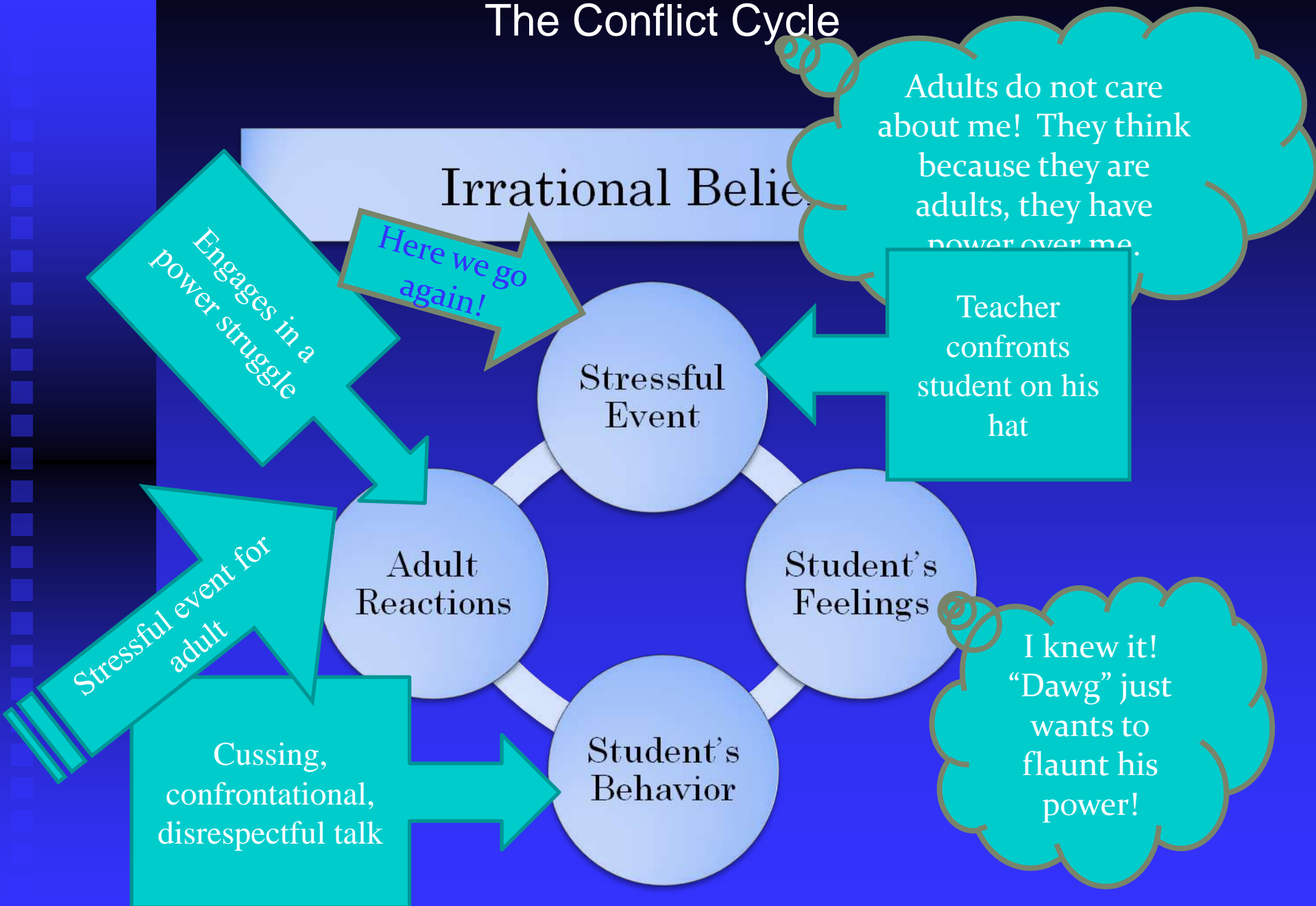
# Conflict Opportunities

- De-escalation
- Relationship
- Connectedness
- Changing Irrational Beliefs
- Learning New Ways of Responding

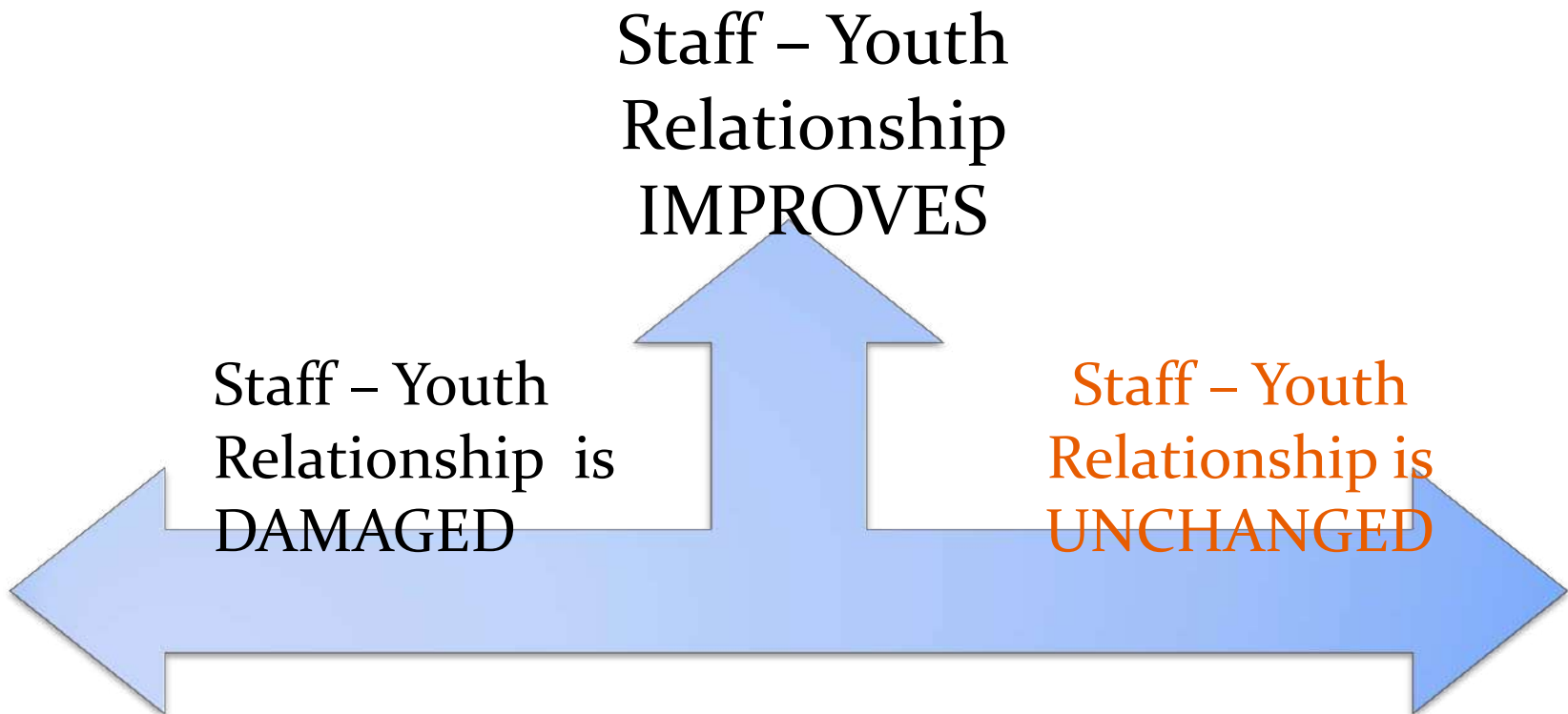
# Unbroken, The Conflict Cycle Spirals Into Crisis



# The Conflict Cycle



# THREE POSSIBLE OUTCOMES:







## THE DOUBLE STRUGGLE.....

---

- Each negative conflict triggers another stressful event
- Negative adult reactions reinforce the youth's belief system
- In order for the youth to change, we must change our approach.

ALL RELATIONSHIPS ARE DAMAGED WHEN THE  
“Double Struggle” IS PLAYED OUT

# Building Partnerships To Create a School Culture of Respect

Examples from Linn Benton Lincoln  
ESD:

- \* families
- \* community services
- \* law enforcement

# Building Community Partnerships

- Think of a partnership that is not in place or needs work in order to help students/families in your district.
- List the particular challenges or issues you face in trying to create/improve this partnership.

# What Works: Best Practices

- Steps To Respect
- Second Step
- Lions Quest
- Aggressors, Victims, Bystanders
- Safe Dates
- Olweus Anti-bullying
- UO Anti-bullying
- Life Space Crisis Intervention (LSCI)
- PBIS
- RTI
- Michigan Model
- Strengthening Multi-ethnic Families
- Seattle Social Development Project
- Values Affirmation

John Lenssen

[lenssenj@mindspring.com](mailto:lenssenj@mindspring.com)

Cell: 541 905 3292

Kathryn Henderson

[Katten@mindspring.com](mailto:Katten@mindspring.com)

Cell: 503 905 3293