



Safe and Supportive Schools

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Safe and Supportive Schools Technical Assistance Center

The Safe and Supportive Schools Technical Assistance Center (Center) is funded by the Department of Education's Office of Safe and Drug Free Schools to realize the vision for Safe and Supportive Schools (OSDFS) ***through the promotion of the efficient and actionable measurement of conditions for learning (CFL) in schools nationwide, and the productive use of those data to create safe, supportive, and successful schools that have strong conditions for learning.***

To help advance knowledge and practice of measurement systems for CFL, the Center is working with the 11 state grantees and participating and nonparticipating states, districts and schools to achieve five goals:

- (1) *demonstrate that measurement of CFL can be done efficiently, be actionable, and produce results;*
- (2) *improve the quality of measurement and data use practice;*
- (3) *develop a knowledge base concerning CFL in schools;*
- (4) *create awareness and demand for measures and tools to apply CFL to school improvement planning; and*
- (5) *inform policy.*

These goals will be achieved through training and technical assistance, knowledge development and dissemination, and survey development and support of the survey measurement cycle.

Training and Technical Assistance

To best serve the grantees, districts and schools, the Center delivers technical assistance through a team of TA Specialists on

- survey development, administration, analyses, and reporting
- program implementation and evaluation designed to improve conditions for learning
- providing technical assistance

State grantees are paired up with technical assistance specialists to provide customized TA. Partner districts and schools and nonparticipating state grantees, districts and schools can contact the Center via email (sssta@air.org), a toll-free number (1-800-258-8413), or the Center website (<http://safesupportiveschools.ed.gov>) and be referred for assistance that will meet their needs.

The Center also provides training to the State grantees, partner LEAs, participating schools, and nonparticipating states, LEAs and schools via the use of meetings, webinars, and online training modules. Training will cover each stage of the survey process (e.g., development, administration, reporting) and strategies for implementing interventions to address identified issues, including experts as needed.

Knowledge Development and Dissemination

The Center will develop specific tools, training materials, and resources to assist grantees and other school districts and SEAs across the country in preventing disruptive behaviors such as bullying, harassment, violence, and substance abuse and to effectively disseminate those materials. The center's website serves as a hub for resources, training materials and peer to peer connections.

For more information: Contact the center at sssta@air.org or through our toll-free phone line 1-800-258-8413.



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Building Positive School Climate: Strategies for Success
May 23, 2011

Objectives

- Participants will be able to summarize the research contributing to creating safe and supportive school environments.
- Participants will be able to identify effective school-based strategies for building supportive relationships on campus, strategies for positive youth development in school communities, and strategies for de-escalation and risk reduction in schools.
- Participants will develop a plan for creating a movement, within their area of influence, using evidence based strategies and practices.



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Risk & Protective Factors

DOMAIN	RISK FACTORS	PROTECTIVE FACTORS
Individual/ Peer	<ul style="list-style-type: none"> • Alienation and rebelliousness • Friends who engage in the problem behavior • Favorable attitudes towards the problem behavior • Early initiation of the problem behavior 	<ul style="list-style-type: none"> • Bonding to peers with healthy beliefs and clear standards: • Meaningful opportunities to contribute to the peer group • Skills to successfully take advantage of those opportunities • Recognition/ acknowledgement of efforts
Family	<ul style="list-style-type: none"> • Family history of high-risk behavior • Family management problems • Family conflict • Parental attitudes and involvement in the problem behavior 	<ul style="list-style-type: none"> • Bonding to a family with healthy beliefs and clear standards: • Meaningful opportunities to contribute to the family • Skills to successfully take advantage of those opportunities • Recognition/ acknowledgement of efforts
School	<ul style="list-style-type: none"> • Early and persistent antisocial behavior • Academic failure beginning in elementary school • Low commitment to school 	<ul style="list-style-type: none"> • Bonding to a school that promotes healthy beliefs and clear standards: • Meaningful opportunities to contribute to the school community • Skills to successfully take advantage of those opportunities • Recognition/ acknowledgement of efforts
Community	<ul style="list-style-type: none"> • Availability of drugs • Community laws and norms favorable toward drug use • Transition and mobility • Low neighborhood attachment and community disorganization • Extreme economic and social deprivation 	<ul style="list-style-type: none"> • Bonding to a community that promotes healthy beliefs and clear standards: • Meaningful opportunities to contribute to the community • Skills to successfully take advantage of those opportunities • Recognition/ acknowledgement of efforts

40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible. The percentages of young people who report experiencing each asset were gathered from the administration of the *Search Institute Profiles of Student Life: Attitudes and Behaviors* survey in 202 communities and 27 states.

	Asset type	Asset name and definition	
EXTERNAL ASSETS	Support 	1. Family Support -Family life provides high levels of love and support.	68%
		2. Positive Family Communication -Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.	28%
		3. Other Adult Relationships -Young person receives support from three or more nonparent adults.	43%
		4. Caring Neighborhood -Young person experiences caring neighbors.	37%
		5. Caring School Climate -School provides a caring, encouraging environment.	29%
		6. Parent Involvement in Schooling -Parent(s) are actively involved in helping young person succeed in school.	29%
	Empowerment 	7. Community Values Youth -Young person perceives that adults in the community value youth.	22%
		8. Youth as Resources -Young people are given useful roles in the community.	26%
		9. Service to Others -Young person serves in the community one hour or more per week.	48%
		10. Safety -Young person feels safe at home, school, and in the neighborhood.	51%
Boundaries & Expectations 	11. Family Boundaries -Family has clear rules and consequences and monitors the young person's whereabouts.	46%	
	12. School Boundaries -School provides clear rules and consequences.	52%	
	13. Neighborhood Boundaries -Neighbors take responsibility for monitoring young people's behavior.	47%	
	14. Adult Role Models -Parent(s) and other adults model positive, responsible behavior.	27%	
	15. Positive Peer Influence -Young person's best friends model responsible behavior.	63%	
	16. High Expectations -Both parent(s) and teachers encourage the young person to do well.	48%	
Constructive Use of Time 	17. Creative Activities -Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.	21%	
	18. Youth Programs -Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.	57%	
	19. Religious Community -Young person spends one or more hours per week in activities in a religious institution.	58%	
	20. Time at Home -Young person is out with friends "with nothing special to do" two or fewer nights per week.	51%	
INTERNAL ASSETS	Commitment to Learning 	21. Achievement Motivation -Young person is motivated to do well in school.	65%
		22. School Engagement -Young person is actively engaged in learning.	55%
		23. Homework -Young person reports doing at least one hour of homework every school day.	47%
		24. Bonding to School -Young person cares about her or his school.	52%
		25. Reading for Pleasure -Young person reads for pleasure three or more hours per week.	22%
Positive Values 	26. Caring -Young person places high value on helping other people.	50%	
	27. Equality and Social Justice -Young person places high value on promoting equality and reducing hunger and poverty.	52%	
	28. Integrity -Young person acts on convictions and stands up for her or his beliefs.	68%	
	29. Honesty -Young person "tells the truth even when it is not easy."	66%	
	30. Responsibility -Young person accepts and takes personal responsibility.	63%	
	31. Restraint -Young person believes it is important not to be sexually active or to use alcohol or other drugs.	45%	
Social Competencies 	32. Planning and Decision Making -Young person knows how to plan ahead and make choices.	29%	
	33. Interpersonal Competence -Young person has empathy, sensitivity, and friendship skills.	45%	
	34. Cultural Competence -Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.	43%	
	35. Resistance Skills -Young person can resist negative peer pressure and dangerous situations.	41%	
Positive Identity 	36. Peaceful Conflict Resolution -Young person seeks to resolve conflict nonviolently.	40%	
	37. Personal Power -Young person feels he or she has control over "things that happen to me."	42%	
	38. Self-Esteem -Young person reports having a high self-esteem.	48%	
	39. Sense of Purpose -Young person reports that "my life has purpose."	57%	
	40. Positive view of personal future -Young person is optimistic about her or his personal future.	72%	



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Levels of Relationships and Influence

Level 1: Inviting a relationship

- Basic positive social interaction

Level 2: Nurturing the relationship and building trust

- Taking a personal interest in the student
- Demonstrating respect and empathy
- Understanding needs
- Treating students fairly
- Identifying and encouraging gifts and talents

Level 3: Leveraging the relationship

- Challenging them
- Mentoring them
- Maintaining contact



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Redirecting Inappropriate Behavior

- **Take the person aside, not in front of others**
- **Use their name**
 - “Olivia”
- **Express your feeling**
 - “I was surprised”
 - “I was disappointed”
 - “I am worried”
- **Identify the inappropriate behavior**
 - “When you...”
- **Indicate that the behavior is not how you see them**
 - “That’s not like you”
 - “I often see you...”
 - “I know you’re capable of...”
- **Ask them what happened. Indicate you understand but what they did was inappropriate**
 - “What happened?”
 - “Is something wrong”
 - “I understand how that could make you mad, but what you did was inappropriate”
- **Model**
 - “Can you show me a better way of dealing with that situation?”
 - “Would you like me to show you how other students have dealt with that situation”
- **Thank them**
 - “Thanks for listening. I know you will do things differently next time”



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Relationship Plan

1. Identify a student that you are having a difficult time connecting with.

Student's Name _____

2. Develop a plan to improve your relationship with this student. As a part of this plan make sure you consider what you need to fix, what you want to start, what you will try and stop doing and what is already working that you want to keep.

FIX	START
STOP	KEEP

3. What evidence will you accept as a sign that you are making real progress in improving your relationship with this student?



De-escalation Techniques

When a potentially violent situation threatens to erupt on the spot and no weapon is present, verbal de-escalation techniques are an appropriate strategy. Reasoning with an enraged person is not possible. The first and only objective in de-escalation is to reduce the level of arousal so that discussion becomes possible.

De-escalation techniques are abnormal in these situations. We are adrenally driven to fight, flight or freeze when scared or threatened. However, to effectively de-escalate a situation, we can do none of these. We must appear centered and calm even when we are terrified. Therefore, these techniques must be practiced before they are needed so that they can become 'second nature.'

A. The staff member in control of him/her self

1. Appear calm, centered and self-assured even though you don't feel it. Anxiety can make the student feel anxious and unsafe which can escalate aggression.
2. Use a modulated, low monotonous tone of voice (our normal tendency is to have a high pitched, tight voice when scared).
3. If you have time, remove necktie, scarf, hanging jewelry, religious or political symbols before you approach the student (not in front of him/her)
4. Do not be defensive—even if the comments or insults are directed at you, they are not about you. Do not defend yourself or anyone else from insults, curses or misconceptions about their roles.
5. Be aware of any resources available for back up. Know that you can always leave, or seek additional support as needed, should de-escalation not be effective
6. Be very respectful even when firmly setting limits or calling for help. The agitated individual is very sensitive to feeling shamed and disrespected. We want him/her to know that it is not necessary to show us that they should be respected. We automatically treat them with dignity and respect.

B. The physical stance

1. Never turn your back for any reason
2. Always be at the same eye level. Encourage the student to be seated, but if he/she needs to stand, you stand up also.
3. Allow extra physical space between you – about four times your usual distance. Anger and agitation fill the extra space between you and the student.

4. Do not maintain constant eye contact. Allow the student to break his/her gaze and look away.
5. Do not point or shake your finger.
6. Do not touch – even if some touching is generally culturally appropriate and usual in your setting. Cognitive disorders in agitated people allow for easy misinterpretation of physical contact as hostile or threatening.
7. Keep hands out of your pockets, up and available to protect yourself. It also demonstrates a non-verbal ally, that you do not have a concealed weapon

C. The de-escalation discussion

1. Remember that there is no content except trying to calmly bring the level of arousal down to a safer place.
2. Do not get loud or try to yell over a screaming person. Wait until he/she takes a breath; then talk. Speak calmly at an average volume.
3. Respond selectively; answer only informational questions no matter how rudely asked, e.g. "Why do I have to follow these stupid rules anyway?" This is a real information-seeking question). DO NOT answer abusive questions (e.g. "Why are all you teacher jerks?") This question should get no response whatsoever.
4. Explain limits and rules in an authoritative, firm, but always respectful tone. Give choices where possible in which both alternatives are safe ones (e.g. Would you like to continue this discussion calmly now or would you prefer to stop now and we'll discuss this after class when things can be more relaxed?)
5. Empathize with feelings but not with the behavior (e.g. "I understand that you have every right to feel angry, but it is not okay for you to threaten me or other students.)
6. Do not solicit how a person is feeling or interpret feelings in an analytic way.
7. Do not argue or try to convince.
8. Wherever possible, tap into the student's cognitive mode: DO NOT ask "Tell me how you feel." But instead: "Help me to understand what your are saying to me." People are not attacking you while they are explaining to you what they want you to know.
9. Suggest alternative behaviors where appropriate e.g. "Would you like to take a break from this assignment now and work on your project instead?"
10. Give the consequences of inappropriate behavior without threats or anger.
11. Represent external controls as institutional rather than personal.

Adapted from Verbal De-Escalation Techniques for Defusing or Talking Down an Explosive Situation; prepared by National Association of Social Worker's Committee for the Study and Prevention of Violence Against Social Workers; Reprinted from: National Association of Social Workers - Massachusetts Chapter Copyright 2001, NASW/MA. All rights reserved.



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Five Vocabularies for Positive Youth Development

Model	Contexts	Person	Developmental Success
America's Promise – the Alliance for Youth (The Five Promises)	Caring Adults Opportunities to Serve Safe Places, Healthy Start Effective Education		Marketable Skills
Communities that Care/ Social Development Research Group (Protective Factors)	Family School Community	Competence Self-efficacy Pro-social norms	Range of thriving and risk reduction including: School success; Self-control ATOD use; Violence
Forum for Youth Investment (the Five C's)	Connection	Character Competence Confidence	Caring/Compassion
National Research Council (Personal and Social Assets)	Relationships, Belonging, Social Norms, Mattering, Skill-building	Personal and Social Assets	Avoid risk behaviors Acquire positive attitudes, competencies, values, social connections
Search Institute (Developmental Assets)	External Assets: Support Empowerment Boundaries and Expectations Constructive Use of Time	Internal Assets: Commitment to Learning Positive Values Social Competencies Positive Identity	Thriving Indicators: Helps others; Overcomes adversity Exhibits leadership; Values diversity Maintains good health Delays gratification Succeeds in school; Resists danger



The Resistance Skill

Goals of the skill:

- to keep friends
 - to have fun
 - to stay out of trouble
-

Steps of the skill (and examples of phrases to use):

- 1. Ask questions.**
(*"What . . . ?" "Why . . . ?"*)
 - 2. Name the trouble.**
(*"That's . . ."*)
 - 3. State the consequences.**
(*"If I do that, . . ."*)
 - 4. Suggest an alternative.**
(*"Instead why don't we . . ."*)
 - 5. Move it, sell it, and leave the door open.**
(*"If you change your mind ..."*)
-

Using the *Resistance Skill* under Pressure:

1. Stay calm.
2. Say the person's name and make eye contact.
3. Say "Listen to me."
4. Pause to see if the person is listening.
5. If the person is listening, then continue to use the skill. If not, then say the person's name and "Listen to me" again.
6. If the person still doesn't listen after two or three times of saying "Listen to me," then leave, saying something like "I'll see you later."



Asset-Building Affirmations

- I'm a powerful asset builder in the lives of my students.
- I know and use students' names regularly when I see them.
- Each day, I greet students warmly.
- I focus daily on young people's gifts and talents.
- I help young people use their strengths to overcome their deficits.
- I regularly encourage my fellow staff members to build assets for and with students.
- When young people are in trouble, I begin my interactions with them by focusing on their strengths.
- Each day, I'm involved in spontaneous acts of asset building.
- I'm expanding my positive influence by pursuing relationships with students I don't know.
- At least once a week, I do something for or with students that goes beyond their normal expectations.
- I work hard to maintain relationships with the students I'm already connected with.
- I have high expectations for myself, fellow staff members, and students.
- I take the time to listen when students speak to me.
- I help students visualize themselves performing at higher levels.
- I take the initiative in engaging young people positively.
- I smile at and make eye contact with young people as I go about my day.
- I believe that my power as a teacher comes from the relationships that I develop with my students.
- Before school, at passing time, at lunch, and after school, I'm out in the hallways engaging students.
- I'm meeting state standards by doing asset-building activities.
- I engage young people positively at school and in the community.

May 23 PDS Training Event Case Study Form

During the May 23, 2011 PDS training, the trainer will use real life scenarios where the learning environment was disrupted (e.g., between students, between student(s) and teacher, individual student) to demonstrate how you can address them. To do that, think of a couple of scenarios of every day challenges you face and complete a form for each scenario you would like to consider during the training.

To complete the form, either mark a check box or enter information into the boxes below. (The boxes will automatically expand as you type in them.) Please send completed forms to MHWest at **MW, SUNDRA OR JULIAN'S EMAIL ADDRESS** by May 6, 2011.

1.) PDS grantee: New York Baltimore Philadelphia

2.) Provide a Case Study Title for this scenario.

3.) Briefly describe the **SETTING** in which this scenario occurred:

- a. Indicate who was involved? (both student and staff)
- b. Provide BRIEF student and staff profile. (unique details of each that they brought to this exchange)
- c. Describe history of relationship between the parties involved.
- d. Where did it occur? (Be as specific as you can about details that impacted the situation and/or the resolution.)
- e. How often does this scenario occur?

4.) Tell us about the **ISSUES** that are important to know about this scenario.

- a. What actually transpired? (Include both the "presenting issue" of the student and the resulting intervention of staff member(s).)
- b. What was identified as the "core issue" needing attention?

5.) Explain what kind of **ASSISTANCE or PERSPECTIVE** you hope to gain from this training regarding this scenario. What specific information are you looking for related to this?



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Action Planning: Creating a Movement through AWARENESS

Action <i>1. What will we do to continually generate awareness about asset building?</i>	Timeline (By When?)	Person(s) Responsible (Who will see that this happens?)	Resources (What is needed to make sure this happens?)	Evaluation Evidence (How will we know this has made a difference?)

Action <i>2. What will we do to deepen relationships in our school community?</i>	Timeline (By When?)	Person(s) Responsible (Who will see that this happens?)	Resources (What is needed to make sure this happens?)	Evaluation Evidence (How will we know this has made a difference?)

<p>Action</p> <p><i>3. What will be done to help students change their norms for relationship building? How will students be involved?</i></p>	<p>Timeline (By When?)</p>	<p>Person(s) Responsible (Who will see that this happens?)</p>	<p>Resources (What is needed to make sure this happens?)</p>	<p>Evaluation Evidence (How will we know this has made a difference?)</p>

<p>Action</p> <p><i>4. What will we do to create an inviting, supportive environment in which students feel connected?</i></p>	<p>Timeline (By When?)</p>	<p>Person(s) Responsible (Who will see that this happens?)</p>	<p>Resources (What is needed to make sure this happens?)</p>	<p>Evaluation Evidence (How will we know this has made a difference?)</p>

Action <i>5. How will students be involved?</i>	Timeline (By When?)	Person(s) Responsible (Who will see that this happens?)	Resources (What is needed to make sure this happens?)	Evaluation Evidence (How will we know this has made a difference?)

Action <i>6. What will we do to build Internal Assets through Programs and Practices?</i>	Timeline (By When?)	Person(s) Responsible (Who will see that this happens?)	Resources (What is needed to make sure this happens?)	Evaluation Evidence (How will we know this has made a difference?)

Action <i>7. How will students be involved in building Internal Assets in themselves and others?</i>	Timeline (By When?)	Person(s) Responsible (Who will see that this happens?)	Resources (What is needed to make sure this happens?)	Evaluation Evidence (How will we know this has made a difference?)

