

Connecting School Climate and Learning:
How Schools are Preventing Bullying, Building Respect, & Engaging All Students
June 29th-30th, 2010

Workshop Schedule

Tuesday, June 29th, 2010, Workshop #1
11-1:30pm

Define it, Assess it, Improve it: SafeMeasures™ to Improve School Climate

By: William K. Preble, EdD., President, Main Street Academix and Founder, Center for School Climate & Learning

Session Objectives:

- Participants will discuss the many different ways that educators, schools, and the media “characterize” the issues of school climate and respect.
- Participants will examine a model of ‘respectful schooling’ and set of National School Climate Standards and discuss how these models can shape the approaches schools take to measuring and improving school climate.
- Participants will understand how qualitative and quantitative research and evaluation methods (words, stories, and statistics) can deepen our understanding of school climate and respect in schools.
- Participants will understand the value of listening to different perspectives about school climate; from students, teachers, parents, boys and girls, and college-bound and non-college-bound students.

Session Abstract:

In this session, participants will discuss the many different ways that educators, schools, and the media “characterize” the issues of bullying, harassment, and cyberbullying in schools and why these terms and definitions matter. How individuals and schools cognitively ‘construct’ these issues will determine how they understand, measure, and, most importantly, how they act to address these problems. To aid us in clarifying these rather “vague and fuzzy” issues, we will examine a model of ‘respectful schooling’ and set of National School Climate Standards and discuss how these models have shaped our approach to measuring and improving school climate and our SafeMeasures™ School Climate Improvement Process. We will also discuss how using both qualitative and quantitative methods (words, stories, and statistics) can deepen our understanding of school climate and respect in schools. Finally, we will explore the value of listening to different perspectives about school climate. Student, teacher, and parent perceptions of school climate, safety, and respect are guaranteed to differ widely, as might those of boys and girls, or college-bound and non-college-bound students. Participants will leave this session with a much clearer understanding of the “targets” we need to be shooting for in order to effectively understand and improve school climate and learning.

Cyberbullying: Identification, Prevention, and Response

By: Sameer Hinduja, PhD, Co-Director, Cyberbullying Research Center and Associate Professor of Criminal Justice & Criminology, Florida Atlantic University

Session Objectives:

- Identify popular online environments among adolescents today and recognize various forms of cyberbullying
- Understand the potential emotional, psychological, and behavioral consequences of cyberbullying
- Comprehend the reasons that contribute to the problem
- Identify the best prevention and response strategies for educators, parents, and other youth-serving adults
- Understand the role of youth victims and bystanders in preventing and responding to cyberbullying
- Identify warning signs of cyberbullying victimization or offending

Session Abstract:

This workshop is designed for school administrators, counselors, social workers, psychologists, and other professionals who desire a comprehensive understanding of cyberbullying. After learning of its prevalence, nuances, and impact, attendees will be equipped with strategies and solutions to prevent and respond to the problem of online harassment among the youth they serve.

The Youth Voice Project- What 13,000 young people say works and doesn't work in building Safe Schools for all

By: Stan Davis, School Counselor, Consultant, and Author, stopbullyingnow.com & youthvoiceproject.com

Session Objectives:

Participants will describe what youth in the Youth Voice Project described as effective interventions when they were mistreated. They will describe:

- Effective and ineffective interventions by targets of peer aggression
- Effective and ineffective interventions by adults
- And effective and ineffective interventions by peer bystanders

Session Abstract:

The Youth Voice Project research by Dr. Charisse Nixon and Stan Davis asked more than 13000 youth nationwide about peer mistreatment and aggression. At this session you will learn what they had to say. Their responses tell us about effective and ineffective responses by mistreated youth, about adults' interventions, and about effective and ineffective interventions by peers. This practical workshop will guide you in giving research-based advice to youth and in developing effective adult interventions to build safety and belonging.

Engaging Disengaged Learners

By: Rick Gordon, PhD., Founding Director of Compass School

Session Objectives:

- Construct a shared understanding of what constitutes engaged learning experiences
- Explore how engaged learning relates to school climate, pro-social behaviors and the development of respectful schools
- Make the connection between climate and learning, focusing on the positive side of the Respect Continuum
- Develop a resource of specific experiences that actively engage students in learning

Session Abstract:

Participants in this session will work together to generate a collection of specific learning experiences that engage students in learning along with identifying characteristics that define these exciting, meaningful, and interesting learning experiences. This workshop will model various learning approaches and ask participants to reflect on their own learning histories to collaboratively create a guide for engaged learning. We will use this guide to explore how engaged learning relates to school climate, pro-social behaviors and the development of respectful schools where relationships, engagement, personalization, and empowerment provide the impetus for positive student behavior and successful learning.

When Students with Disabilities Are Bullied or Harassed: Meeting the Federal Law Requirements for Responding

By: Richard W. Cole, Attorney-At-Law, Civil Rights & Safe Schools Consultant

Session Objectives:

- Better understand the increasing problem of bullying and harassment of students with disabilities;
- Learn about the legal requirements of an effective school response to harassment and bullying under federal civil rights laws; and
- Gain practical knowledge about prevention and response strategies when students with disabilities are bullied or harassed.

Session Abstract:

This interactive workshop examines the increasing problem of bullying and harassment of students with disabilities in schools and their impact on student safety, engagement and learning. Participants will learn about practical prevention and response strategies and the legal requirements for an effective school response under federal civil rights laws.

***June 29th, 2010, Workshop #2
2-3:30pm***

Connecting School Climate and Student Learning

By: William K. Preble, EdD., President, Main Street Academix and Founder, Center for School Climate & Learning and Rick Gordon, PhD., Founding Director of Compass School

Session Objectives:

Participants will:

- Discuss current research on the connections between School Climate and Learning
- Explore the meaning and power of “respectful teaching” and assess the “proactive power that teaching strategies and beliefs can have on classrooms, school climate and learning.
- Unravel the strategies used in three case studies and consider the impact of specific teaching practices on student engagement, motivation, and learning.
- Explore reasons why “engaged learning”, “personalization”, and “student empowerment” matter.
- Discuss how “civic engagement” and “social justice” can become hallmarks of a school or classroom and affect school climate and learning.
- Explore the concept of ‘teacher efficacy’ and how to build higher levels of self-efficacy in teachers.

Session Abstract:

In this session, Bill and Rick will invite participants to reflect and draw upon their own personal experiences as students with respectful and disrespectful teachers to link school climate, respect, and learning. We will quickly share current research on School Climate and Learning and then ask participants to work in small groups to unravel ‘respectful teaching’ strategies used in three case studies. Participants will actively discuss the effects of these specific teaching practices on school climate, student motivation, and learning. We will discuss in some depth Standard #5 of the National School Climate Standards which says that schools that emphasize “civic engagement” and “social justice” are more likely to have positive school climate. Finally, we will explore the concept of ‘teacher efficacy’ and how to build higher levels of self-efficacy in teachers because we believe that teachers and respectful, effective teaching are the real keys to proactively addressing bullying, and other school climate problems.

Keys for Successfully Investigating Bullying and Harassment in Schools and Cyberspace

By: Richard W. Cole, Attorney-At-Law, Civil Rights & Safe Schools Consultant

Session Objectives:

- Understand the importance of investigations in promoting school safety, equity and learning;
- Learn about the legal and practical framework for harassment and bullying investigations; and
- Gain practical knowledge about key skills and strategies for successfully investigating bullying and harassment, developing investigative plans, interviewing witnesses, making determinations and drafting investigative reports.

Session Abstract:

Workshop participants will learn about key practical skills and strategies for successfully investigating bullying and harassment in schools. The interactive workshop will examine the critical role investigations play in protecting victims, ensuring equity, identifying school climate concerns, preventing liability and promoting learning.

Facilitating Classroom Conversations: The Promotion of Social Awareness and Positive Classroom Relationships

By: Donna M. San Antonio, EdD. Appalachian Mountain Teen Project, Wolfeboro, NH, Program Development & Evaluation Specialist

Session Objectives:

- Present key points in social learning theory
- Understand how the national and local discourse on schoolhouse relationships are shaped by certain assumptions and impact educational policy and practice
- Identify conditions and circumstances that constrain and/or open up full, inclusive classroom conversations
- Learn strategies for facilitating full, effective classroom conversations
- Learn strategies for discussing sensitive topics
- Understand the links between classroom relationships, social development, and learning

Session Abstract:

School climate and classroom relationships go hand-in-hand, each influencing and determining the other. In this workshop, we will study the opportunities and risks at the micro, person-to-person level. Classroom interactions among students and between students and school staff have significant social, emotional, and intellectual outcomes, both positive and negative. The framework of this workshop is one that embraces the idea that classrooms are locations of creativity, possibility, and goodness. We will begin this workshop with a discussion of the cultural attitudes and biases that shape the discourse on school climate and relationships. We will then use actual classroom transcripts to discuss how to facilitate participation in full, purposeful classroom discussions that promote social awareness, effective social and emotional expression, successful conflict resolution, and cultural competence. We will discuss strategies for discussing sensitive topics (i.e., social class, religion, race, grief and loss, etc.). Finally, we will explore the conditions and circumstances that constrain and/or open up full, inclusive classroom conversations that lead to positive classroom and school climate. This workshop will be useful for people working in a variety of settings with children and youth of all ages.

Safe Social Networking and Sexting

By: Sameer Hinduja, PhD, Co-Director, Cyberbullying Research Center and Associate Professor of Criminal Justice & Criminology, Florida Atlantic University

Session Objectives:

- Understand online social networking as a phenomenon, both psychologically and as it plays out among youth
- Identify how adolescents misuse social networking web sites and how it can affect their future
- Teach youth how to use social networking responsibly
- Understand contributive factors of "sexting," and what can be done to prevent it

Session Abstract:

This workshop is designed for school administrators, counselors, social workers, psychologists, and other professionals who want to help adolescents make wise choices when participating on Facebook and MySpace. After laying a foundation of the positives of online social networking, it will focus on how teenagers have sabotaged their future through careless or unwitting posts and messages. The phenomenon of sexting is also discussed, along with suggestions on how to promote responsible interaction among youth in Web 2.0 environments.

Building Schools Where Everyone Belongs

By: Stan Davis, School Counselor, Consultant, and Author, stopbullyingnow.com & youthvoiceproject.com

Session Objectives & Abstract:

Participants will learn practical and research based strategies for

- Building staff-student connectedness
- Intervening effectively with incidents of bullying and other forms of peer mistreatment
- Supporting mistreated youth
- Helping aggressive youth change
- And empowering positive bystander behavior

June 30th, 2010, Workshop #3

10:15-11:45am

Become a School Climate Leader: A School Climate Leadership Forum for Teachers, Students and Administrators

By: William K. Preble, EdD., President, Main Street Academix, Founder, Center for School Climate & Learning

Session Objectives:

- Understand the power and promise of student/adult leaders as partners in school reform
- Anticipate key barriers to effective leadership and change.
- Understand and address the differences between school climate and school culture (or teacher culture).
- Learn why and how to use data to change people's minds and behavior as well as to assess progress.
- Understand the change process and how to use it to strategically design timely and effective interventions by playing our new School Climate Change Game.
- Explore powerful change strategies such as the use of student experts, humor, the arts, local mass media, taking walls, student and teacher stories, long-range plans, and symbolic leadership techniques.
- Leave with a leadership plan for your school

Session Abstract:

In this session students will learn to understand the power and promise of involving student ‘experts’ as leaders and school climate improvement partners. Participants will discuss and learn to anticipate key barriers to effective leadership and change by playing briefly with an engaging School Climate Change Simulation Game. We will explore the differences between school climate and school culture (or teacher culture) and how to use data to change people’s minds and behavior as well as to assess your school’s progress toward improving school climate. Participants will learn that “change is a process, not an event!” and how to use knowledge of the change process to strategically design timely and effective interventions. We will explore powerful change strategies for action planning such as the use of student experts, humor, the arts, local mass media, taking walls, student and teacher stories, long-range plans, and symbolic leadership techniques. Each participant will leave the session with a leadership plan for his or her school,

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Woke up this morning with my mind stayed on freedom -Using music, storytelling, video, theater, and other right-brain modalities to WAKE UP social justice

By: Stan Davis, School Counselor, Consultant, and Author, stopbullyingnow.com & youthvoiceproject.com

Session Objectives:

Participants will experience and learn about ways to use video, theater, music and storytelling in social justice work.

Session Abstract:

This workshop offers ways to use right brain approaches to build just schools with positive social norms and to integrate social justice themes into bullying prevention work. Our country continues to make progress toward an ideal of “liberty and justice for all” based not only on facts, but on dreams and ideas. As Langston Hughes wrote in his poem “Let America Be America Again”:

Let America be the dream the dreamers dreamed--
Let it be that great strong land of love
Where never kings connive nor tyrants scheme
That any man be crushed by one above.

Stan learned the song “woke up this morning with my mind stayed on freedom” during the Selma-to-Montgomery voting rights march of 1965, and uses the song as a metaphor for our country’s progress toward liberty and justice for all- and for individuals’ progress away from biased thinking and toward justice in day to day behavior.

Facilitating Classroom Conversations: The Promotion of Social Awareness and Positive Classroom Relationships

By: Donna M. San Antonio, EdD. Appalachian Mountain Teen Project, Wolfeboro, NH, Program Development & Evaluation Specialist

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“Bully” is a Toxic, Four-Letter Word: Why and How We Change the Conversation

By: Jo Ann Freiberg, PhD., Education Consultant, School Climate, Bullying and Character Education, Bureau of Accountability and Improvement Connecticut State Department of Education

Session Objectives:

- To understand the inherent difficulties in translating “Bullying” into practice
- To explore the legal landscape of “Bullying” nationally
- To learn about “Connectedness” and the value in framing the work of school climate improvement through this lens

Session Abstract:

Using any form of the “B” word in schools --“Bully,” “Bullying,” “Bullier,” --compromises our intention and diminishes our practice. From my experience, focusing on “bullying” is entirely reactive; attention to “school climate” is proactive and preventive. In this session, we will explore ways to improve the safety and social lives of children in classrooms and wider school settings. We will affirm that a safe school climate is the foundation of high quality academic achievement. We will also critically assess recent legal challenges and the current legal landscape surrounding “bullying. We will challenge participants to help lead a paradigm shift in their own schools and communities away from an emphasis on “stopping bullies”, toward a conversation about powerful and effective ways that we can “improve school climate.”