

# Hudson County Social Emotional Character Development

Consortium Meeting

Safety Team

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# School Safety Teams

- Formed to **develop, foster and maintain a positive school climate**, including HIB issues
- Chaired by Anti-Bullying Specialist
- Includes principal, or designee, teacher, parent, other members as determined by principal

# School Safety Teams Cont'd

## Duties:

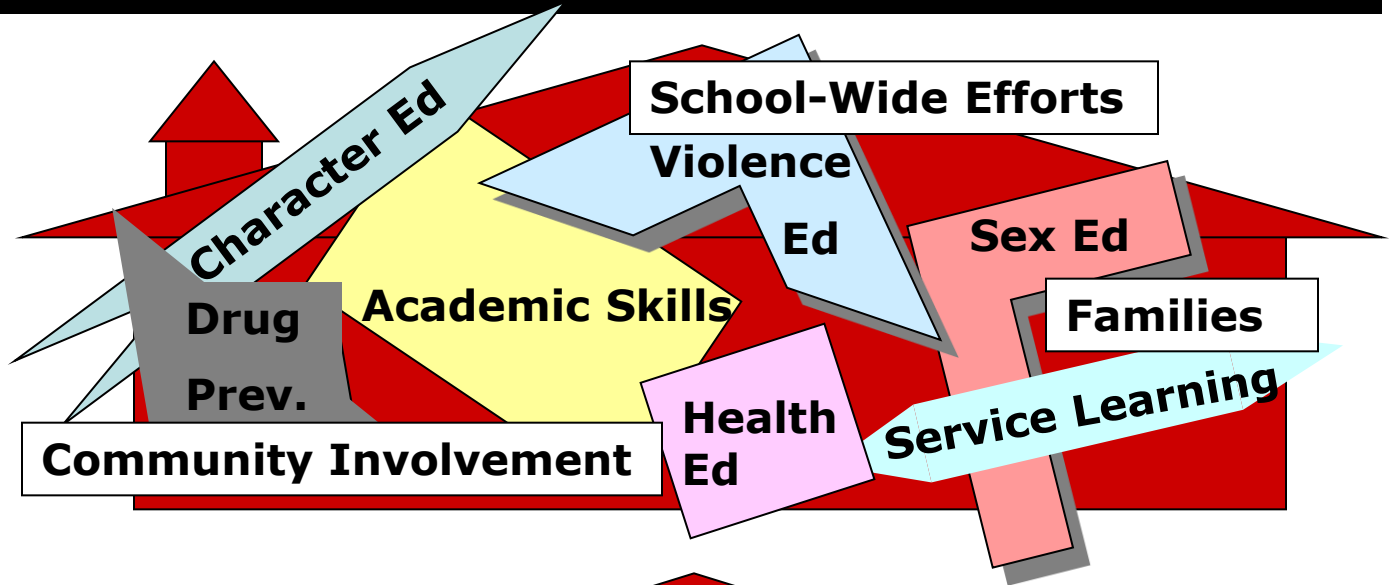
- Receive HIB complaints reported to principal
- Receive copies of any HIB investigation reports
- Review and strengthens school climate and polices to prevent and address HIB
- Identify and address patterns of bullying is school

# School Safety Teams Cont'd

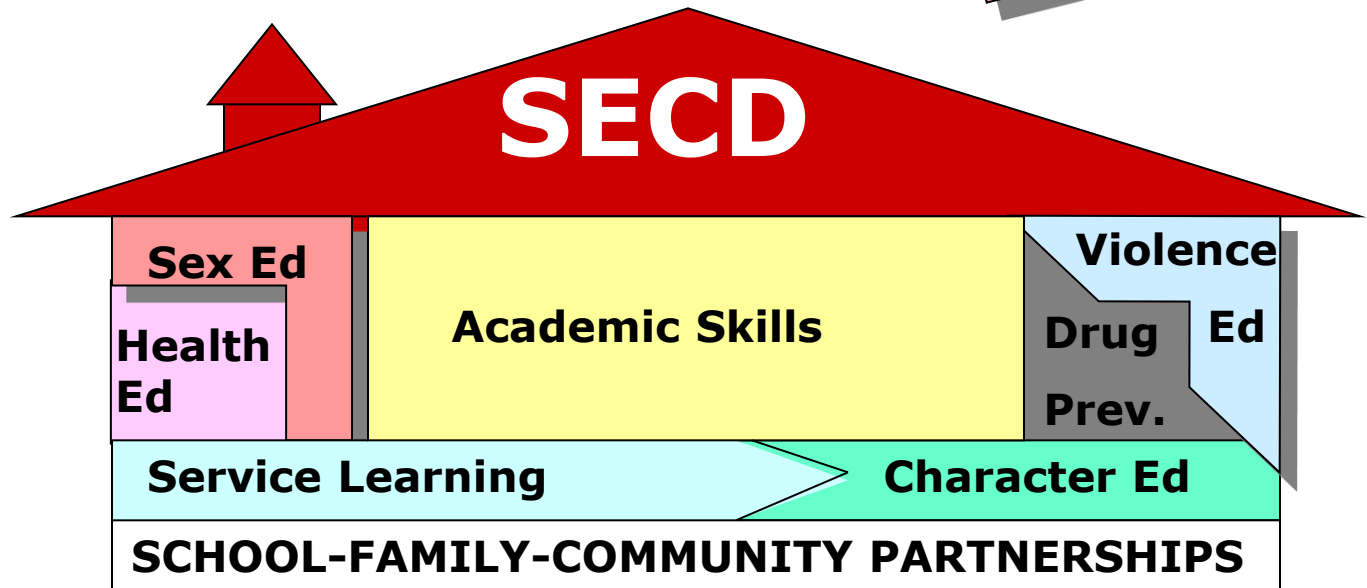
- Participate in training programs
- Collaborate with district Anti-Bullying Coordinator to collect data and develop policy
- Educate the community, including students, teachers, administrative staff and parents to prevent and address HIB of students
- **PARENT EXCLUDED FROM HAVING INFORMATION ON SPECIFIC INCIDENTS OR ROLE IDENTIFYING PATTERNS**

# Social-Emotional and Character Development (SECD): *A Coordinated Framework Provides Synergy*

School Programs without a Common Framework



A Common Framework Provides Synergy



Fragmented,  
Uncoordinated  
Services

Across  
Grades

Within  
Grades

Across  
Schools

Students

- Inconsistent messages with little reinforcement of them
- Confusion about expectations
- Decreased sense of common purpose
- Fewer connections to one another, to teachers, to school—less bonding

Teachers

- Decreased sense of common purpose
- Frustration w/ inconsistent messages and eroded quality of teaching
- Decreased communication, less connected to staff and students
- Less holistic teaching

School

- No unified mission
- Little sense of community
- Decreased cooperation and competition for resources
- Inefficient use of resources
- Duplication of services

# **THE NEW CHALLENGES FACING CHILDREN**

- **Increased pace of life**
- **Greater economic demands on parents**
- **Alterations in family composition and stability**
- **Breakdown of neighborhoods and extended families**
- **Weakening of community institutions**
- **Unraveling of parent-child bonds due to work, school demands, time, drugs, mental health, and economic burdens**
- **Climate of war, terror**
- **Ongoing exposure to an array of digital media and pervasive advertising that encourage violence as a problem-solving tool and other health-damaging behaviors and unrealistic lifestyles**

# Most Efforts Are Not Coordinated

This has two major results, especially in low-performing settings:

1. The whole is less than the sum of its parts; you do not get benefit in proportion to effort and expenditure.
2. Students' emotional, behavioral, and attitudinal skills are not affected to the point where they can direct sufficient energy to academic learning to make real progress. Therefore, you also do not get benefit in proportion to your effort in academics.



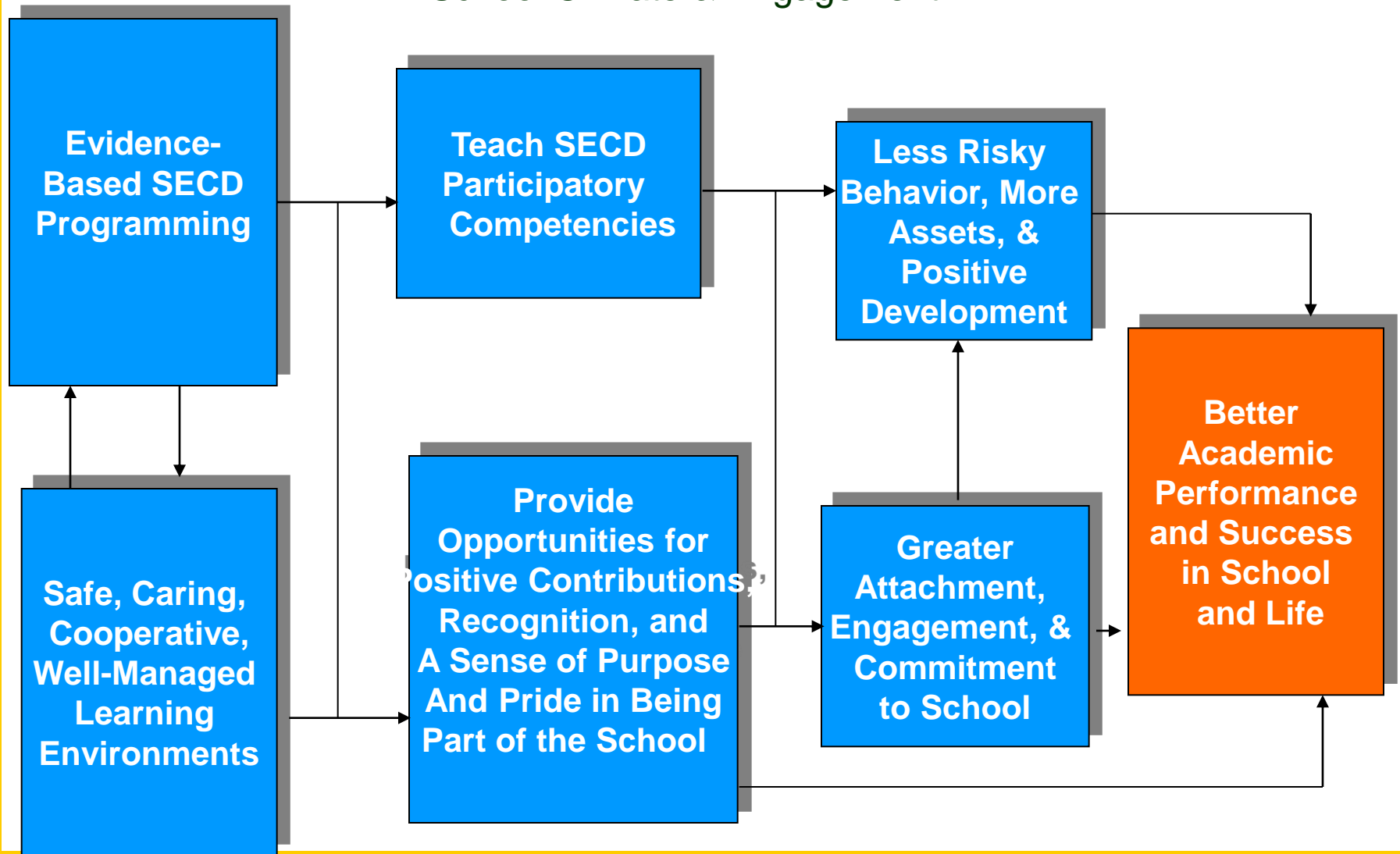
# Weaving a Warm Quilt

- Think of various programs as pieces of a quilt. Even if each piece is of high quality, we only get warmth as the pieces are stitched together well. The more pieces we have stitched together, the more warmth we provide to our students. At some point before we have an entire quilt, we reach the tipping point. That is when the school climate significantly improves

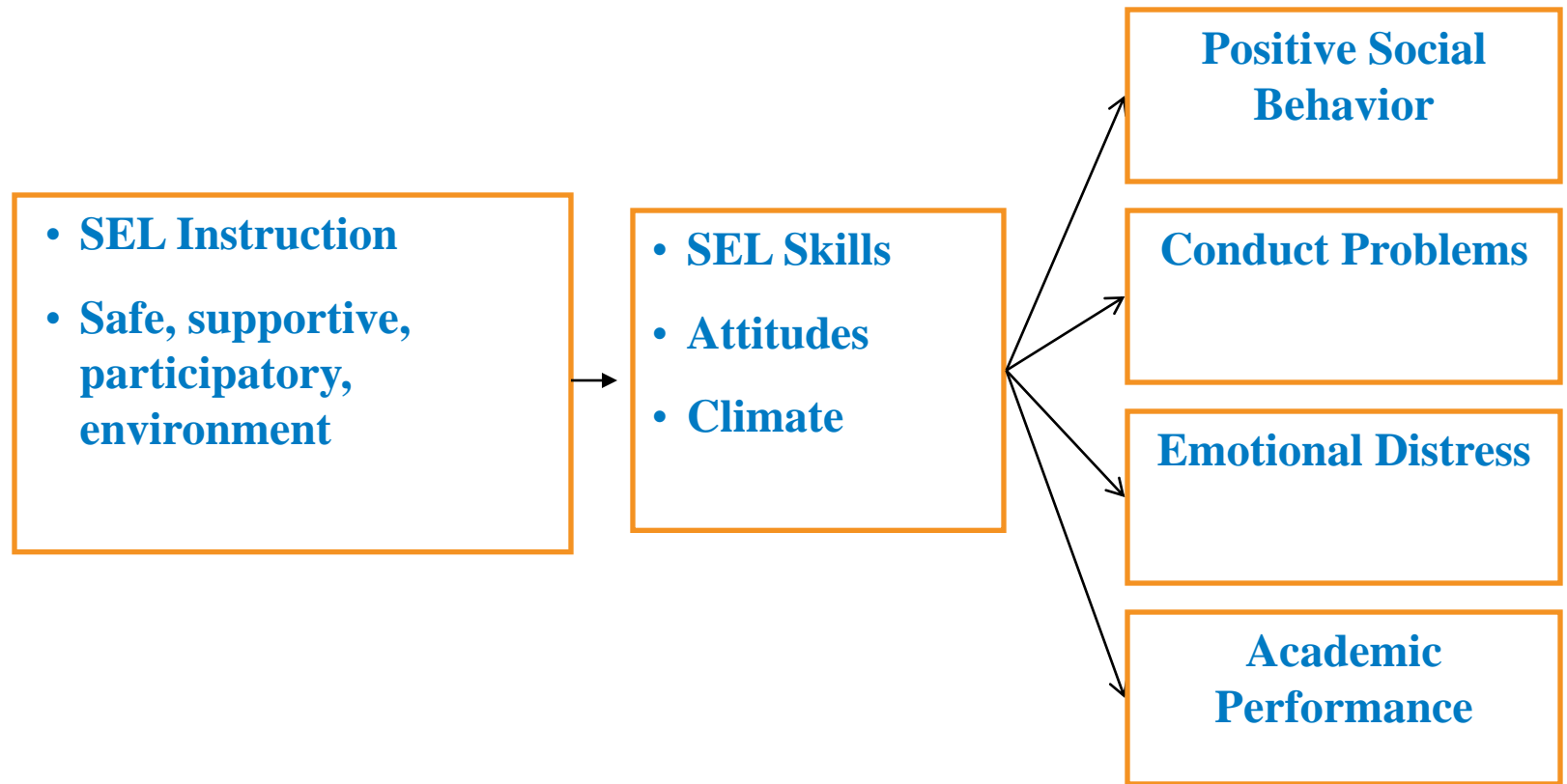


## Pathways to Success in School and in Life:

### Summary of Research on the Role of Evidence-Based SECD Programming & School Climate & Engagement



# SEL Conceptual Framework for Improved Behavior and Academic Performance



# 1. Does SEL programming positively affect students?

<b>Outcomes</b>	<b>Percentile Improvement</b>
● Social-emotional skills	23
● Attitudes	9
● Positive social behavior	9
● Conduct problems	9
● Emotional distress	10
● Academic performance	11

# Essential Principles for Coordinating Academic, Social, and Emotional Learning and Character

- 1. Caring relationships form the foundation for all lasting learning.**
- 2. Emotions affect how and what we learn.**
- 3. Goal setting, problem solving, and a sense of positive purpose provide direction and energy for learning.**

# What Is Required for Success

- Staff must have a positive view of the school climate, their roles, and their students
- Students must be literate in a range of areas and acquire skills in participatory competence for classroom, school, workplace, family, and community life
- Students, staff, and community must be engaged in and committed to schools and schools must be connected to and committed to their communities

# Much is Already Being Done

- Schools are already engaged in a variety of SEL-related efforts, including character education, bully/violence prevention, substance abuse prevention, counseling and related services, SEL curriculum programs such as Social Decision Making/Social Problem Solving, Responsive Classroom, Second Step, Quest, or Resolving Conflicts Creatively, positive behavior supports and similar efforts at school-wide positive recognition of students, and service learning.

# If You Had a Magic Wand, What Values Would You Wish for Children?

- Friendship
- Peace
- Wisdom
- Beauty
- Long Life
- Riches
- Popularity
- Family



Integrated,  
Coordinated  
Services

Across  
Grades

Within  
Grades

Across  
Schools

Students

- Improved climate; view school as supportive and safe
- Closer connections to students, teachers, school; greater bonding
- Consistent messages and common purpose; mutual support

Teachers

- Common sense of purpose, higher morale and mutual support
- More efficient use of classroom time
- Better communication among staff and with students and families
- Address needs of whole child

School

- Commitment to unified mission
- Greater sense of community, higher morale, increased cooperation
- More efficient use of resources and expanded roles
- Fewer marginalized services

# Key Findings

- Bullying is related to the climate of the school and is most strongly and significantly related to the **respect that students feel in the school**, especially among their peers.
- Where there is a respectful environment, bullying is less likely to exist in schools.

# **What the HIB Research Tells US:**

**There is....powerful evidence that school climate affects students' self –esteem and self concept.**

School climate also colors school-based risk prevention efforts. Effective risk prevention and health promotion, efforts are correlated with nurturing school climate. It also promotes academic achievement. As a result of these findings fostering, socially, emotionally. And physically safer schools has become a primary focus of the U.S. Department of Justice and virtually all state education departments.

# Stamping out bullying is **EVERYONE'S job**

**Specific Roles:** ABC, ABS and Safety Team

**Student Education:** “Upstander” Behavior, Curricular Infusion, Empathy, Leadership, Service Learning, Mentoring

**Collaboration:** Board of Education, CSA, Principals, Parents, School Staff

**Staff Involvement:** Teachers, Support, Coachers, Custodial, Bus Driver, Food Service, Afterschool Providers , Volunteers

**THEME:**

**“WE RESPECT AND PROTECT EACH OTHER HERE”**



# Keys to Successful Programming

Prevention

Curriculum Based

Multi-year & Multi –Setting

Skill Focused

Over-learning

# Best Practices Bully Prevention

## Strategies for prevention

- Use researched-based framework to foster development of pro-social skills
- Establish a schedule for consistent skill building lessons
- Provide long term opportunities for practice and application to everyday life situations
- Collaborate with families and community to target desired outcomes in multiple settings

# Skills to prevent Bullying

- *Self Awareness and Self Management Skills:*

Recognize and Manage emotions in order to respond to conflict in calm, assertive ways

- *Social Awareness Skills:*

Be Tolerant and appreciative of differences



# Skills to prevent Bullying

## Relationship Skills:

Initiate and Sustain Friendships and other relationships.

Resist social pressure to enable, encourage or directly participate in bullying and actively defend victims

Be able to seek help form peers or other adults when needed.

# Skills to prevent Bullying

## Responsible Decision Making:

Think through and resolve social problems effectively and ethically

# What kind of data should we examine?

Annually collect and analyze data. Possible data sources include:

- School culture and climate surveys
- Electronic Violence, Vandalism, and Substance abuse reports (EVVRS) (eg: HIB and other violent incidents).
- Student conduct referrals and dispositions
- Student and staff attendance records.
- Dropout rates
- Standardized test performance
- Process and outcome findings from HIB prevention programs
- Focus group findings (eg: school climate, trouble or hot spots)

# Action Planning

- ❑ Map and assess current activities
- ❑ Brainstorm and Clarify tasks and issues
- ❑ Develop a written, dynamic plan
  - Identifies the primary tasks, action steps to implement them, responsible person and completion dates
  - Identifies the resources needed for the success of the plan
  - Identifies barriers to success and strategies for overcoming them

*“Act as if what you do makes a difference. It does.”*

William James

*“An understanding heart is everything in a teacher, and cannot be esteemed highly enough. One looks back with appreciation to the Brilliant teachers, but with gratitude to those who touched our human feeling. The curriculum is so much necessary raw material, but warmth is the vital element for the growing plant and for the soul of the child”.*

Carl Gustav Jung

*“Do not let what you  
CANNOT do  
interfere with what  
you CAN do”*

- *John Wooden, UCLA Basketball Coach*