

### Student-Student Relationships

**Strategy highlight: Student-student relationship building activities**

- Provide opportunities for peer-assisted learning
  - Peer mentoring, buddy systems
  - Consider who you group together
  - Consider grouping students of different races/ethnicities
- Encourage students to participate in extracurricular activities & sports
- Play games that promote fun & social interactions
- Identify & showcase students' skills & talents, to help students get to know each other

"The resources provided are great and can be used to help students who have the most difficulty in student-student relationships."

### Teacher-Student Relationships

**Strategy highlight: Classroom management strategies for promotion of positive teacher-student relationships**

- Use strategic praise/rewards for prosocial behavior
- Model prosocial behavior
- Establish clear expectations, routines, & procedures
- Set fair rules & consequences
- Closely monitor student behavior
- Collaborate with families

DE-PBS Project resource available to learn about & practice the effective use of praise/rewards. Includes specific script & action examples.

**Effective Ways to Acknowledge and Praise Students**

- Focus on providing feedback, rather than controlling student behavior (over-controls the classroom, when compliance is the goal)
  - Emphasize the achievement rather than controlling function of praise and rewards
  - Do avoid:
    - "I will give you a sticker if you finish your work."
    - "If you behave, you will get a..."
    - "If you get 100% on your test, I will give you a sticker."
- Instead, try:
  - "I'm going to call your parents and let them know how much your behavior has improved. You completed all assignments this week, and you're doing great!"
  - "Wow, because 100% of you passed in homework, it's great, that's so awesome!"
- Avoid teaching students that the most important reason to act responsibly is to earn rewards or to be praised (or to avoid punishment). Link the behaviors to other underlying thoughts, emotions, and dispositions that support prosocial behavior.
  - The reward message is to focus on developing the skill and understanding by giving it an example about what to do.
  - Similarly, to reduce negative, emotion, and dispositions that make prosocial behavior. Such as feelings of pride, sympathy, autonomy, responsibility, caring, kindness, teamwork, etc.
- For example, avoid using "I'm going to call your parents and let them know how much your behavior has improved. You completed all assignments this week, and you're doing great!"
  - "Good! You should feel really proud of yourself for working so hard!"
  - "Wow, you finished your work! That's really impressive! Keep it up!"
  - "You were really responsible to do the work for you."
  - "I'm going to call your parents and let them know how much your behavior has improved. You completed all assignments this week, and you're doing great!"
  - "I'm going to call your parents and let them know how much your behavior has improved. You completed all assignments this week, and you're doing great!"

"With the knowledge gained from this training, I hope to be able to guide staff in effective strategies to empower themselves and help manage their classrooms more effectively."

### The Importance of School Climate



### Delaware School Climate Survey

**School Climate Scale**

Teacher-Student Relationships	Student-Student Relationships	Clarity of Expectations
Fairness of Rules	School Safety	Student Engagement Schoolwide
Bullying Schoolwide	Teacher-Home Communications	Staff Relations

Survey populations include:

- Students: grades 3-12
- Teachers & staff
- Parents: PK-12

Analysis → Action Plan → Student, Staff, & Parent Data

- The School Climate Scale is one of 5 scales on the Delaware School Surveys.
- Surveys are free to the public, although scoring services are currently available only to Delaware schools.
- Schools receive detailed data reports, interpretation worksheets & action plan templates to assist schools in interpreting & using their data.
- Subscales are aligned with goals commonly targeted in the School-Wide Positive Behavior & Intervention Supports (SWPBIS) & the Social and Emotional Learning (SEL) approaches to school discipline & prevention.

### Student Engagement

**Strategy highlight: Implement a variety of instructional methods**

- Use methods & activities that require active participation of students
- Offer challenging & authentic tasks
- Offer students choices in activities – what to do, & how to do it
- Make learning activities fun by incorporating game-like features
- Emphasize the relevance of academic material & activities to the individual lives of students
- Use an interest survey (DE-PBS resource) to get to know students & relate academic material to their interests & preferences

"I believe the daily report card, positive notes, & frequent positive praise are strategies that would be helpful in increasing engagement in my students who are disengaged."

### Bullying Victimization

**Strategy highlight: Establish a common understanding of bullying and anti-bullying expectations**

- Set a clear definition & understanding of bullying
- Define cyberbullying & the responsibility of the school in such cases
- Have teachers & staff reflect upon their own attitudes towards bullying
- Encourage teachers, staff, students, & parents to recognize what acts do & do not constitute bullying
- Emphasize consequences of bullying for those who bully, the victim, & the impact on school climate

DE-PBS Project resource available to create an action plan. Includes prompts for staff to think about the aspects of bullying prevention & intervention at their school.

"I plan to concentrate on building rapport with students early in the year and be attuned to the needs of every student."

**Initial Steps for Bullying Prevention and Intervention Action Plan**

SCHOOL NAME: \_\_\_\_\_

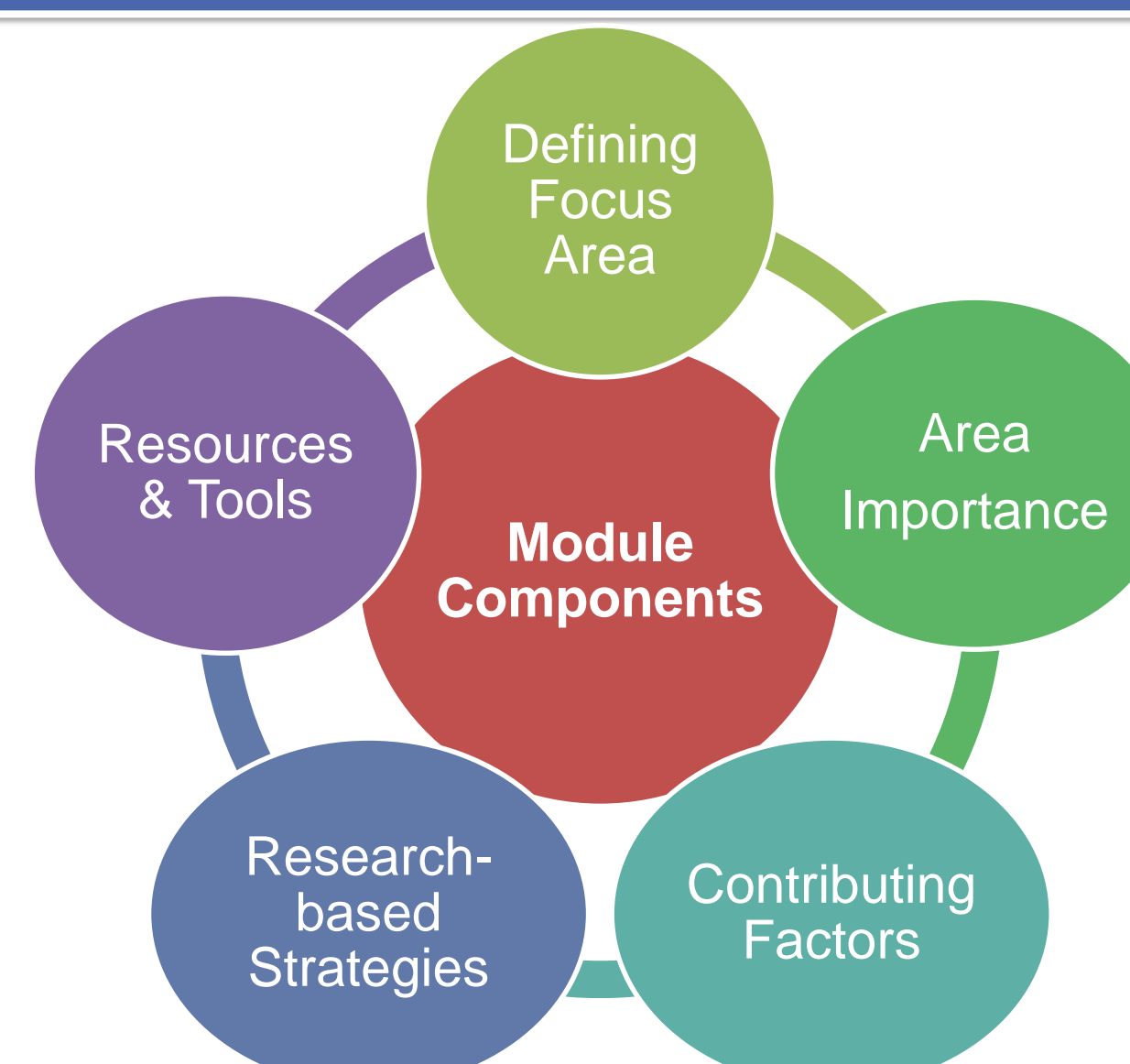
Directions: The following are initial steps that could help your school create a better school and meaningful bullying prevention and response systems. Respond to and think about each of the prompts below.

1. Write the definition of "bullying" for your school (see district/state policies).
  - Consider: Make a copy of your definition of bullying in developing the action plan.
    - Includes of physical or emotional power
    - Repeat for each type of bullying (physical, verbal, cyber)
    - Check to make physical or emotional harm
    - Repeat for each type of bullying
2. Outline your school's plan for teaching the definition & establish clear reporting protocol for staff, students, & families.
  - Consider: Make a copy of your reporting protocol.
    - Create
    - Review
    - Practice
    - Monitor
3. Outline your school's protocol for responding to bullying reports. Think about your school's unique plan for unexpected emergencies.
  - Consider: Make a copy of your response protocol.

### Strategies to Improve School Climate

A focus of Delaware's *School Climate Transformation Grant: School Climate and Student Success Project* is to develop modules that provide research-based strategies to schools that can lead to improvements in school climate & behavioral outcomes.

#### School Climate Modules Structure



**Available Online:**

- Module research guide
- Module video presentations with narration
- Links to resources

**Potential Uses:**

- In-house PD
- Materials available for use as a whole staff, in PLCs, in leadership teams, or individually