



Resilient Schools: Places Where All Children Can Succeed

Beth Doll

bdoll2@unl.edu

Today's agenda

- Review key findings from developmental research on risk, resilience, and psychopathology
- Draw implications for population-based school mental health services
- Apply this research to describe the characteristics of effective schools and playgrounds
- Describe preliminary results from the schools that have participated in Resilient Classrooms research
- Describe ClassMaps consultation for playgrounds
 - The ClassMaps surveys
 - Consultation procedures
 - A classroom example
- Describe playground consultation
 - Effective playgrounds
 - A playground example



Prevalence rates per 1,000

Disorders	Children	Adolescents
All Mental Disorders	194-218	164-203
Anxiety Disorders	176-209	210
ADHD	67	54
Conduct Disorders	33-51	140
Depression	6-14	18-57
OCD	--	4
Autism, schizophrenia	<1	<1



Doll & Lyon, 1999

National Comorbidity Survey Replication

	12-month	Lifetime
Any disorder	26.2%	46.4%
Anxiety Disorders	18.1%	28.8%
Mood Disorders	9.5%	20.8%
Impulse Control Disorders	8.9%	24.8%
Substance Use Disorders	3.8%	14.6%



What we have learned

- Age-of-onset for most mental disorders are concentrated during the first two decades of life
- One in five children in the typical school classroom meets the criteria for one or more mental disorder
- One in twenty children is typically receiving mental health services through public mental health centers or private mental health clinics
- One in a hundred children is identified with emotional or behavioral disabilities
- The US must direct a greater part of our thinking about public mental health interventions to the child and adolescent years
- Schools are the primary providers of mental health services to children and adolescents



Longitudinal Studies of Developmental Risk & Resilience

- Characteristics
 - Between 100 and 1000 participants
 - using multiple, age-appropriate measures
 - following the participants over several points in time
 - with low attrition rates
 - and data collected on low-risk comparison groups
- Examples
 - Kauai Longitudinal Study
 - Newcastle Thousand Family Study
 - Boston Underclass Study
 - Oakland Growth Study
 - Rochester Longitudinal Study
 - Isle of Wight study



Risk = Children Are More Likely To Be Unsuccessful Adults

Risk

- Poverty
- Low parent education
- Marital/family dysfunction
- Poor parenting
- Child maltreatment
- Poor health
- Parental illness
- Large family

Adult outcomes

- Mental illness
- Physical illness
- Educational disability
- Delinquency
- Teen parenthood
- Financial dependence
- Unemployment
- Low social competence
- Low adult intelligence



Doll & Lyon, 1998

Resilience = Vulnerable Children Who Become Successful Adults

Individual

- Positive social orientation
- Friendships
- Internal locus of control
- Positive self-concept
- Achievement orientation
- Community engagement

Family & community

- Close bond with one caretaker
- Effective parenting
- Nurturing by other adults
- Positive adult models
- Connections with pro-social organizations
- Effective schools



What we learned

- Community / caretaker characteristics are powerful predictors of children's ultimate success or failure.
- Conditions of risk are imposed upon children by an adult world that fails to protect them from harm.
- The same risk factors can result in multiple poor outcomes, and the same outcomes can be due to multiple risk factors.
- The rate and intensity of poor outcomes increases geometrically with each additional risk factor.
- Constellations of risk are interconnected into "systemic niches" of multiple life hazards.
- Risk and resilience can be collective characteristics of communities.
- Schools can be resilient.



Population-based school mental health

- Services that have been carefully designed to meet the mental health needs **ALL** students enrolled in a school
- Promoting psychological wellness is not ancillary to students' academic success, but is integral to it



Goals of population-based mental health services

1. To promote the psychological well-being of all students so that they can achieve developmental competence
2. To promote caretaking environments that nurture students and allow them to overcome minor risks and challenges
3. To provide protective support to students at high risk for developmental failures; and
4. To remediate social, emotional or behavioral disturbances so that students can develop competence.



Five step cycle

1. Assess the mental health needs in the school
2. Identify resources available to meet those needs
3. Create a school wide mental health plan
4. Intervene
5. Assess the impact of the services



Continuum of school mental health interventions

- **Universal interventions** - building-wide interventions to promote psychological wellness and to prevent disturbance
- **Selected interventions** – for children at functional or demographic risk; more concentrated and more intense
- **Indicated interventions** -- for students with pronounced disturbances who cannot benefit from schooling without accommodations



Contexts for Development

Pianta & Walsh, 1996

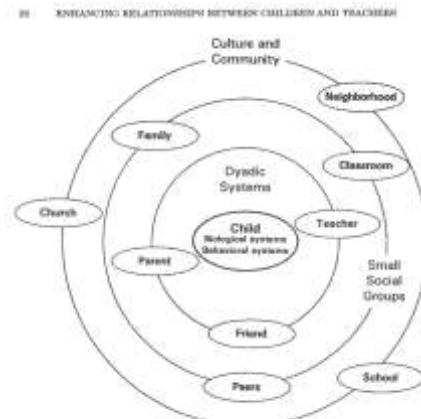
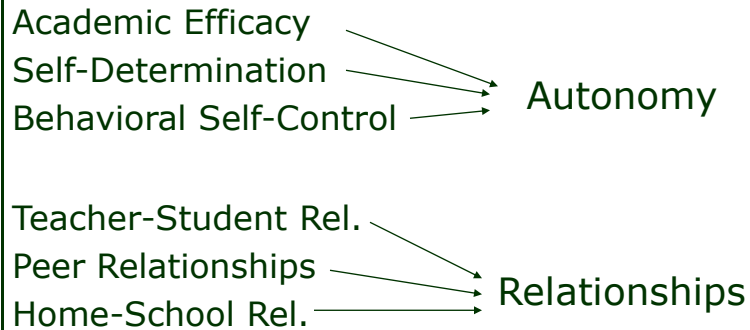


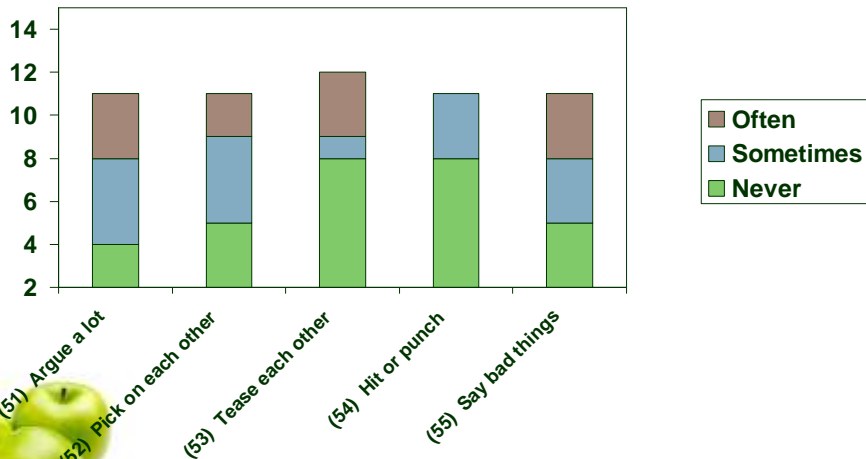
Figure 2.1. Contexts for development. Adapted from Pianta and Walsh (1996) and Rutter (1988).



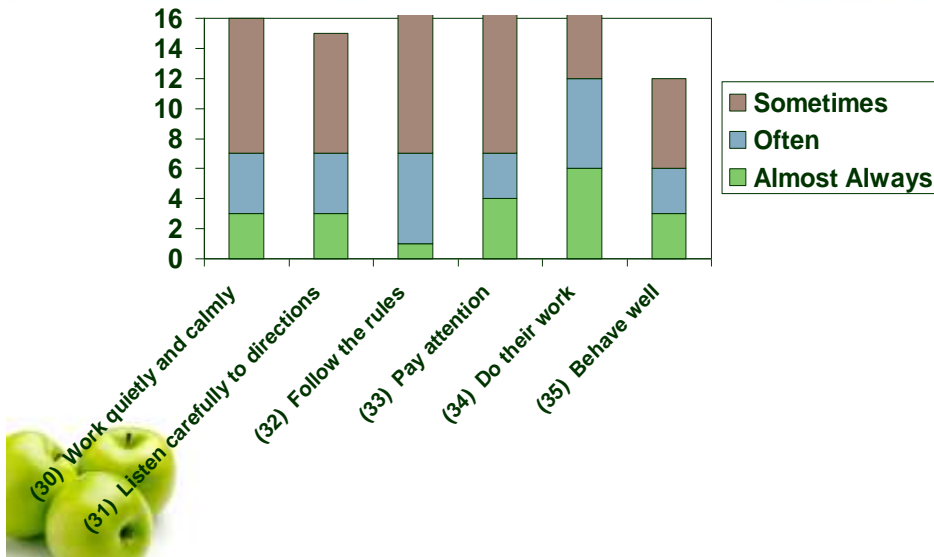
Resilient Schools



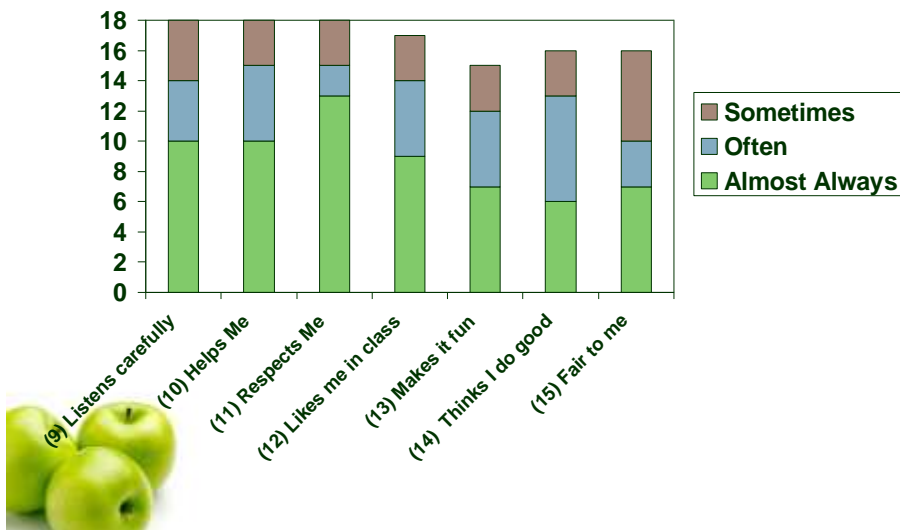
Kids in This Class, NJ 4th, n=14



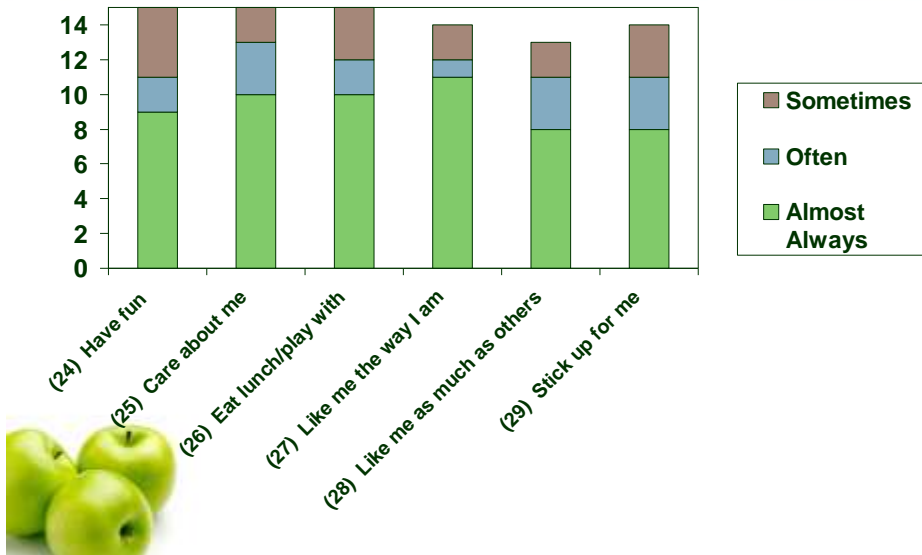
Following Class Rules, NE 5th, n=18



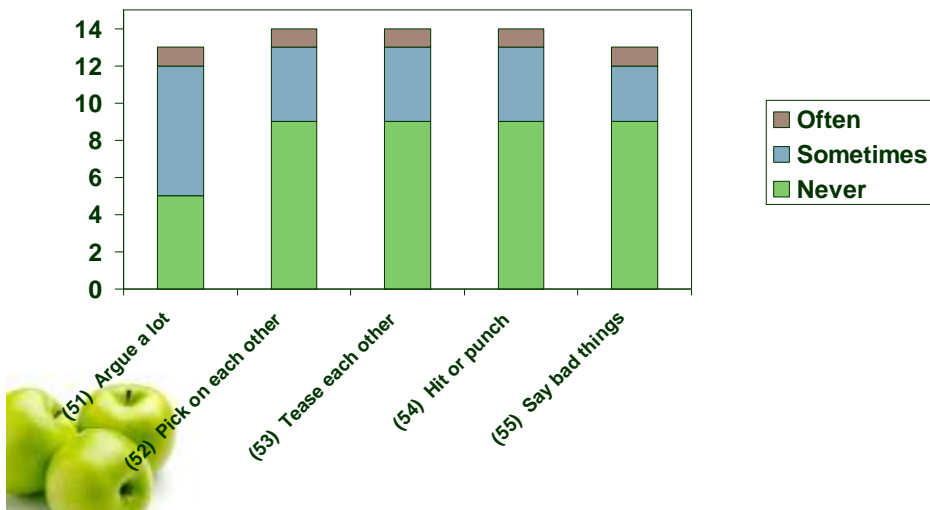
My Teacher , NE 5th, N=18



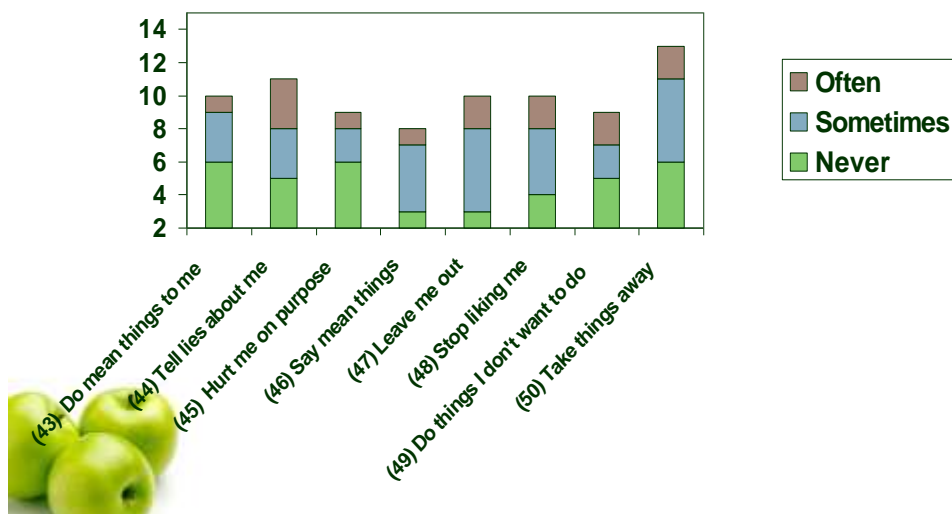
My Classmates, NE 4th, n=15



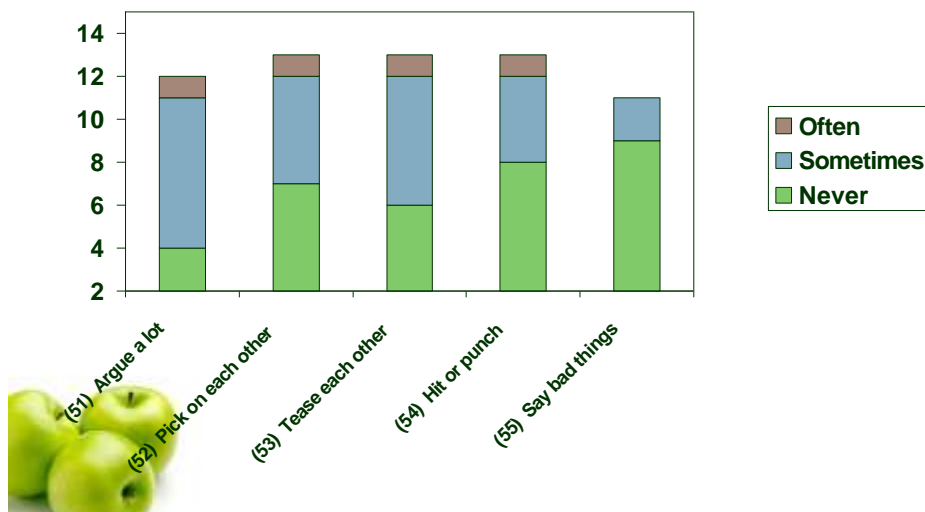
Kids in This Class, NE 4th, n=15



I Worry That..., NJ 4th, N=14



Kids in This Class, NJ 4th, N=14



Teacher Student Relationships

Provide warm and caring adult support

- Employ adults who care deeply about students
- Allow time for adults and children to interact authentically and regularly
- Set high expectations for students and don't waver when students struggle a bit to meet them
- Provide the structure, assistance and instruction that makes it possible for students to be successful
- Set standards for conduct, model those standards, monitor student behavior, and enforce limits with firm and consistent but mild consequences.



ClassMaps: My Teacher

My teacher listens carefully to me when I talk.

Never

Sometimes

Often

Almost Always

My teacher helps me when I need help.

Never

Sometimes

Often

Almost Always

My teacher respects me.

Never

Sometimes

Often

Almost Always

My teacher likes having me in this class.

Never

Sometimes

Often

Almost Always

My teacher makes it fun to be in this class.

Never

Sometimes

Often

Almost Always

My teacher thinks I do a good job in this class.

Never

Sometimes

Often

Almost Always

My teacher is fair to me.

Never

Sometimes

Often

Almost Always



Important things to know about Teacher Student Relationships

- The relationships are defined by both positive (warmth & caring) and negative (conflict, criticism) characteristics
- The presence of negativity has more impact on students' learning than the lack of warmth
- These relationships are reciprocal
- And relationships with every student in a class are interdependent
- Teacher-Student relationships are almost always the strongest characteristic of the learning environment
- And, Teacher-Student relationships have powerful impact on student engagement



Academic Efficacy

Sustain high academic and personal efficacy.

- Provide mastery experiences
- Provide models who exemplify coping models
- Minimize competitive goals and substitute mastery goals in the classroom
- Constantly comment on children's successes
- Celebrate and document children's successes.



ClassMaps: Believe In Me

I can do my work correctly in this class.

Never

Sometimes

Often

Almost Always

I can do as well as most kids in this class.

Never

Sometimes

Often

Almost Always

I can help other kids understand the work in this class.

Never

Sometimes

Often

Almost Always

I can be very good student in this class.

Never

Sometimes

Often

Almost Always

I can do the hard work in this class.

Never

Sometimes

Often

Almost Always

I can get good grades when I try hard in this class.

Never

Sometimes

Often

Almost Always



Important things to know about Academic Efficacy

- Efficacy = expectations of success
- If you know you can or you know you can't, you're right
- Efficacy is only partly determined by prior learning history – it is also determined by relationships with and expectations of others
- Hi-efficacy and lo-efficacy are contagious within a community
- Efficacy is modeled
- Like Teacher-Student relationships, efficacy has a powerful impact on learning and engagement



Peer Relationships

Promote satisfying peer relationships

- Minimize the large & impersonal groups that foster anonymity
- Minimize the boredom of unstructured times - fighting is fun
- Help students talk through the misunderstandings that occur
- Embed activities that build perspective taking into curriculum
- Create rules and boundaries that prevent some malicious behaviors from happening
- Teach students to play "Anyone can join" games
- Establish "You can't say you can't play" rules
- Hold class meetings to debrief problems



ClassMaps: My Classmates

I have a lot of fun with my friends in this class.

Never Sometimes Often Almost Always

My friends care about me a lot.

Never Sometimes Often Almost Always

I have friends to eat lunch with and play with at recess.

Never Sometimes Often Almost Always

I have friends that like me the way I am.

Never Sometimes Often Almost Always

My friends like me as much as they like other kids.

Never Sometimes Often Almost Always

I have friends who will stick up for me if someone picks on me.

Never Sometimes Often Almost Always



ClassMaps: Kids In This Class

Kids in this class argue a lot with each other.

Never	Sometimes	Often	Always
-------	-----------	-------	--------

Kids in this class pick on or make fun of each other.

Never	Sometimes	Often	Always
-------	-----------	-------	--------

Kids in this class tease each other or call each other names.

Never	Sometimes	Often	Always
-------	-----------	-------	--------

Kids in this class hit or push each other.

Never	Sometimes	Often	Always
-------	-----------	-------	--------

Kids in this class say bad things about each other.

Never	Sometimes	Often	Always
-------	-----------	-------	--------



ClassMaps: Bully Worry

I worry that other kids will do mean things to me.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will tell lies about me.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will hurt me on purpose.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will say mean things about me.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will leave me out on purpose.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will try to make my friends stop liking me.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will make me do things I don't want to do.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I worry that other kids will take things away from me.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------



Important things to know about Peer Relationships

- Two aspects: Inclusion and Conflict
- Inclusion is almost always stronger in classrooms
- Conflict is frequently a problematic feature of the learning environment
- It is not the occurrence of conflict but failure to resolve it that's problematic
- Most conflict occurs among friends
- And occurs when kids can't tell the difference between actual aggression and 'rough and tumble play.'
- Problems with inclusion are less frequent but more painful



More important things to know about Peer Relationships

- Classrooms develop a peer 'climate' that helps or harms peer relationship
- The peer climate improves under conditions of cooperative learning
- Friends improve learning by: informal tutoring, modeling good learning behaviors, supporting shared values for academic success, or simply strengthening students' bond to school
- Peer relationships have a moderate impact on learning but a powerful impact on school bonding and school completion



Behavioral Self-Control

Promote student's self-control

- Keep students actively engaged in productive tasks
- Teach and practice conduct routines explicitly and early in the year
- Integrate expectations into the routine of the classroom and building
- Identify and use natural consequences for good conduct
- Teach students strategies for solving difficult problems that arise
- Adults model the conduct they want students to imitate
- Consequences for behavior problems, when necessary, are automatic, consistent, firm and fair.



ClassMaps: Following Class Rules

Most kids work quietly and calmly in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

Most kids in this class listen carefully when the teacher gives directions.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

Most kids follow the rules in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

Most kids in this class pay attention when they are supposed to.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

Most kids do their work when they are supposed to in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

Most kids in this class behave well even when the teacher isn't watching.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------



Important things to know about Behavioral Self Control

- The ultimate goal is for behavior to be appropriate even if the teacher is outside the door
- It is strongly related to Teacher-Student relationships [two-stranded tether]
- It is a shared responsibility of students and teachers
- And it emerges out of routines and practices that students have learned
- It is not entirely teacher-controlled: a few very tough kids can disrupt a class
- It is contagious
- Students value it
- It is frequently a weak feature of classroom learning environments



Academic Determination

Promote goal setting and decision-making

- Provide frequent opportunities for students to make authentic and relevant decisions
- Help students set goals so specific that they know immediately whether or not they have been met
- And so manageable that they are likely to succeed
- Help students set goals that are somewhat more challenging than you expect them to achieve.
- And allow them to make some mistakes
- Help students monitor their goals and adjust their activities to meet them.



ClassMaps: Taking Charge

I want to know more about the things we learn in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

In this class, I can guess what my grade will be when I turn in my work.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I work as hard as I can in this class

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I find and fix my mistakes before turning in my work.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

I learn because I want to and not just because the teacher tells me to.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

When the work is hard in this class, I keep trying until I figure it out.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------



Important things to know about Academic Self Determination

- Also called "goal setting and decision-making"
- Mastery Goals are more effective than Competitive Goals
- Ultimately, self-determined learners have internalized goals for learning
- It is strengthened by frequent opportunities for students to make authentic choices about their learning
- And by discussions and prompts that point out the relevance of learning to students' daily lives
- And by encouraging independent thinking from students
- It is weakened by forcing meaningless, rote, uninteresting learning activities
- And by suppressing independent opinions
- And by disrupting students' natural rhythm of learning



Home-School Involvement

- Families and classrooms hold high and shared expectations
- Families talk with students about their support for learning
- There is a regular system of communication between the classroom and family
- Home school contacts provide parents with specific hints about what they can do to help
- There are clear indications that parents are welcome in the classroom
- When parents visit the classroom, they are engaged in tasks central to the students' learning



ClassMaps: Talking With My Parents

My parents and I talk about my grades in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

My parents and I talk about what I am learning in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

My parents and I talk about my homework in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

My parents help me with my homework when I need it.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

My parents and I talk about ways that I can do well in school.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

My parents and I talk about good things I have done in this class

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------

My parents and I talk about problems I have in this class.

Never	Sometimes	Often	Almost Always
-------	-----------	-------	---------------



Important things to know about Home-School Involvement

- Educators and researchers have not clearly decided how families ought to be involved
- And research has not clearly established that more parental involvement is better
- But we all believe that schools and families ought to be communicating better so that they ---
 - Hold high and shared expectations;
 - Help students learn
 - Give consistent messages to students about schooling
- There need to be clear indications that parents are welcome in the classroom
- And when parents visit the classroom, they should be engaged in tasks central to the students' learning



The central premise:

Developmental competence of children will be more evident and the impact of emotional distress lessened when their classrooms support strong interpersonal relationships and foster self-regulated learning



What do kids think?

- 25 classrooms
- 346 kids
- 2nd through 5th grades
- Town and rural schools
- Middle class to working poor families



What the kids think....

- 80% said that they had friends to eat lunch with and play with at recess
- 82% said that they had a lot of fun with their friends
- 84% said they had friends that like them the way they are

"If you come here, don't worry because the kids are nice and you will find a nice friend because I did."

"When I have a problem, I call my

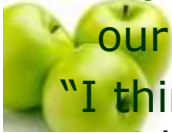


But the kids also think....

- 37% said that kids in their class argue a lot with each other
- 33% said that kids pick on each other or make fun of each other names
- 32% said that kids tease each other and call each other names

"I am worried about two fifth graders making fun of me and my brothers for our language."

"I think my friend doesn't want to play



Top twelve

Mean	Question
2.71	My teacher helps me when I need help
2.68	My teacher likes having me in this class
2.58	My teacher listens carefully to me when I talk
2.48	I have friends that like me the way I am
2.46	My teacher is fair to me
2.46	My teacher helps me when I need help.



Top twelve

Mean	Question
2.45	I work as hard as I can in this class
2.45	I can be a very good student in this class
2.44	I expect to do very well when I work hard in this class
2.43	I have friends to eat lunch with and play with at recess
2.42	I have a lot of fun with my friends in this class
2.42	I can get good grades when I try hard in this class



Dirty dozen

Mean	Question
1.93	Kids in this class pick on or make fun of each other
1.93	My parents and I talk about what I am learning in this class
1.92	Most kids follow the rules in this class
1.89	Most kids in this class listen carefully when the teacher gives directions
1.89	I find and fix my mistakes before turning in my work
1.88	I can help other kids understand the work in this class



Dirty Dozen

Mean	Question
1.82	My parents and I talk about ways that I can do well in school
1.79	In this class, I can guess what my grade will be when I turn in my work
1.76	I can tell when I make a mistake in this class
1.70	Most kids work quietly and calmly in this class
1.68	Kids in this class argue a lot with each other
1.68	Most kids in this class behave well even when the teacher isn't watching



Across all 8 characteristics

Mean	sd	
2.49	.52	My Teacher
2.28	.74	My Classmates (friendships)
2.24	.54	Believing in Me (academic efficacy)
2.11	.54	Taking Charge (self-determination)
1.97	.84	Talking With Parents
1.89	.93	Kids In This Class (conflict)
1.89	.66	Following Class Rules (class discipline)
1.72	1.02	I Worry That (worry about bullying)



Paragraphs about my school

- All 4th and 5th grade students at City Elementary wrote responses to 4 questions during writing time in class.
- The questions were coded for race, gender, and grade.
- Qualitative themes were identified and all paragraphs were coded by UNL School Psychology graduate students.



Question 1: How would you describe City Elementary to someone who has never been here before?

- 87% were overall positive
- 3% were overall negative



Question 1: How would you describe City Elementary to someone who has never been here before?

- 54% of the responses mentioned recess, lunch, field trips, parties.
"We go on pretty fun field trips like the City Zoo and places kind of far from City"
"..our last field trips were cool, and our future one will be better."
- 53% of the responses mentioned good teachers (or paras).
"I think City Elementary is really fun because you get to have fun with the nice teachers."
"This school has nice teachers. I've never met a mean teacher in my school years."



Question 1: How would you describe City Elementary to someone who has never been here before?

- 29% of the responses mentioned of behavior management (above or below the line).
"Don't ever try to get a teacher mad cause you'll (go) down in the office faster than anyone can say 1."
- 24% of the responses mentioned preferred classes, including specials like gym, singing, art.
"I think the funnest time of the day is labs I really like PE with Mr. E."
"Our specialists are nice to you, you can do gymnastics, hula hoop, ride on scooters, and other things that are fun. You can paint, draw and make things."



Question 1: How would you describe City Elementary to someone who has never been here before?

- 23% of the responses mentioned good principal/administrators, staff.
"If you wonder about the principal she is nice and on your birthday she gives you a brand new pencil and a card with your name on it."
- 22% of the responses mentioned nice kids.
"If you come here don't worry because the kids are nice and you will find a nice friend because I did."
- 6% of the responses mentioned mean kids, bullies, or mean teachers.
"Nice teachers will let you play games, now bad teachers this is all I can tell you, zip your lips and do your job!"



Question 2: When you need help with a problem at school what do you usually do?

- 83% of the responses said ask a teacher/raise my hand.
"If I need help with a problem I ask the teacher and I get help."
"I have 3 special teachers that I feel I could trust."
- 47% of the responses said work it out alone.
"When I have a problem I usually try to work it out on my own."
- 27% of the responses said ask a friend, other student.
"When I have a problem I call my friend over and they stick up for me."



Question 2: When you need help with a problem at school what do you usually do?

- 16% of the responses said ask the principal or other administrator.
"If I had a problem at school I would go to the office and tell the principle or I would tell my homeroom teacher."
- 14% of the responses said I never have a problem.
- 14% of the responses said ask my mom and/or dad.
"I would get my parents and tell them everything I have in my heart."



Question 3: When you are in school what kinds of things do you worry about most?

- 36% of the responses said grades / test scores.
"When I'm in school I worry about tests cause some times I can fail on the test then I won't be able to go to the 5th grade."
- 22% of the responses said homework.
"I worry about homework, if I didn't turn it in or I didn't finish it. Sometimes I am worried about having too much homework."
- 13% of the responses said getting bullied.
"I am worried about two fifth graders making fun of me and my brothers for our language."



Question 3: When you are in school what kinds of things do you worry about most?

- 12% of the responses mentioned getting in trouble.
"Another thing that gets me worried is when I get in trouble and a teacher calls my parents."
- 12% of the responses mentioned difficult school work.
"To me math is hard because I don't understand it well. I think my math teacher Miss L is proud of how I don't give up and show effort."
- 11% of the responses said they worried about friends.
"I think my friend doesn't want to play with me anymore or she doesn't like me."



Question 3: When you are in school what kinds of things do you worry about most?

- 4% of the responses said they worried about teachers.
"When I am in school I mostly worry about the teachers being mad at me."
 - 4% of the responses mentioned frightening things (like strangers, violence, etc.)
"My safety, my friend's safety, and my family."
 - 3% of the responses mentioned problems at home.
"My mom is the first thing I worry about cause she always does something wrong everyday and she could get into a car accident."
- "Now I hope you have something to worry about because I do."***



Question 4: What is something that would make City Elementary better?

- 37% of the responses said more or longer recess.
"...just add about 10 minutes to recess so we can be physical and healthy for the day."
- 33% of the responses said a better facility or equipment.
"Set aside more room for football fields or a soccer field."
"Put swings on the playgrounds."
"Have limos pick us up from school."
"Put a swimming pool in every hall way with a T.V."
"To have robots in the room to help you with your homework."



Question 4: What is something that would make City Elementary better?

- 21% of the responses said better cafeteria food.
"A salad bar in the cafeteria."
- 11% of the responses said less homework.
"A little less math homework."
- 8% of the responses said fewer trouble makers/bullies.
- 5% of the responses said nicer teachers.

"We would party all the time and have world domination."



Making classrooms resilient...

1. Plan for ClassMaps with teacher
2. Collect anonymous ClassMaps
3. Collate and graph ClassMaps data
4. Plan a class meeting with teacher
5. Meet with the class about ClassMaps results and the goal
6. Implement a plan for change
7. Monitor and revise the plan as needed



What makes ClassMaps Surveys useful?

- Anonymous
- Brief: Collected in 15 (4th 5th grades) to 25 (2nd grade) minutes
- 6-8 item surveys of each of the six characteristics
- Uniform response format
- Easy to analyze and graph
- Content derived from related individual measures and classroom research on each characteristic
- Alphas for subscales range from .78 to .95
- [Believe in Me](#) and [My Teacher](#) showed modest correlations with attendance and work completion in a middle school sample
- Parallel scales of ClassMaps and the Yale School Development Program School Climate Survey were significantly correlated (.47 to .80)



How to use them

- Use one or several scales, depending on your question
- Keep the scale intact
- But, add items if particular questions are important to your project
- Never = 0
Sometimes = 1
Often = 2
Almost Always = 3
- Average scores across all items
- Means can range from 0 to 3
- And/or count the number of students giving each response



Students and data

- Students aren't used to seeing and using data
- And they often have very little experience using data
- Many students can't automatically think in percentages or averages
- And they don't automatically understand where data comes from
- And they have to understand the data well before they can use it for problem solving

WHY BOTHER?

- Data is a very convincing way to describe the problem so that all students understand it
- And when student data is used, the data describes the problem in a student-centered way
- And having pre-data makes it possible for the students to use post-data to decide whether the problem has gotten better



Making data easy for students

- Don't describe too much data at once
 - GRAPH, GRAPH, GRAPH
 - Use frequency counts instead of percentages or averages
 - Report results item by item, instead of by scale
 - Clearly label all parts of the graph
- AND BETTER YET
- Let students help collect the data
 - And let them help make the graph

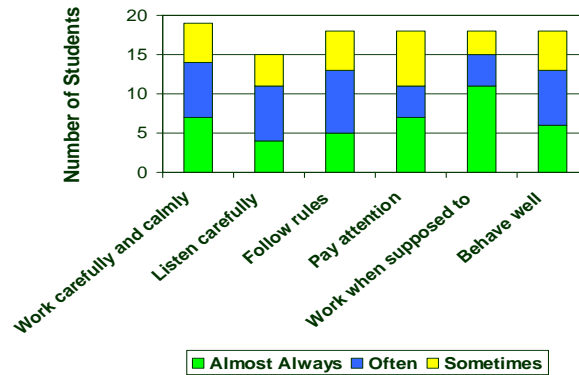


What this means for ClassMaps?

- Count number of 'almost always,' 'sometimes,' 'often,' and 'never' responses for each question
- Display these in simple bar graphs with a separate bar for each question
- Use 'number of students' along the Y axis
- And label each bar with an abbreviated question
- Don't label the graph with class identity
- Weaknesses are identified if
 - ✓ fewer than half the class said Almost always + Often; or
 - ✓ more than a fourth of the class said never



Following Class Rules



Why hold a class meeting

- Many characteristics of effective classrooms are under student control
- And students have unique and innovative ideas about ways to fix classrooms that adults don't
- Or ways to make a plan more kid-friendly
- Students see things from a kid's perspective
- And students are more likely to facilitate a plan for change if they're included in the decision-making
- Finally, including students in decision-making is a way to coach them in responsible, autonomous learning



What's hard about class meetings?

- Many students aren't accustomed to participating so actively in discussions of decisions
- Class meetings are student centered and students are more comfortable with teacher centered activities
- Students don't always believe that they have important contributions to make
- This doesn't work unless it's authentic and TEACHERS have to be truly willing to cede some decisions over to students

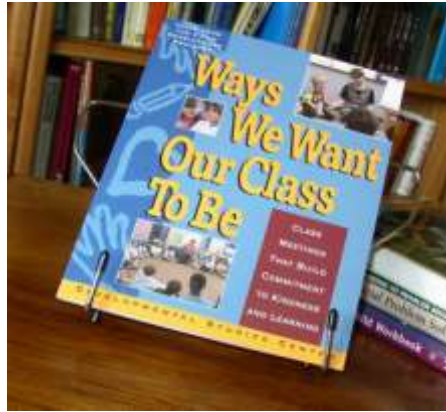


ClassMaps meetings are problem-solving meetings, so...

- Make sure that there is a climate of trust within the group
- Make sure that the meeting won't become a 'kangaroo court' (Will the class blame a few students?)
- Make sure it's an issue that affects all students, not just a few
- Choose a good time to hold the meeting – when emotions aren't high and when you can truly make time for a high quality discussion



Developmental Studies Center. (1996). *Ways we want our class to be: Class meetings that build commitment to kindness and learning*. Oakland, CA: Author.



ClassMaps meetings

- Show the data to the students
 - Usually limit this to 2 graphs, one showing a strength and a second showing the problem
- Ask, "Is this data true?"
- Ask, "Why do you think this happens in our class?"
- Ask, "What could I do to make it better?"
- And finally, ask, "What could students in this class do to make it better?"



After the meeting

- Follow-up on any commitments you made to students during the meeting
- Make sure the plan for change includes the students' ideas
- Just like any other kind of teaching, students will learn more if they're working harder than the teacher
- And remember, you can always collect a new ClassMap or hold a new meeting or fix the plan



Setting a class goal

- Review the classroom data and identify weaknesses and strengths
- Select one weakness as a target for change
- Further analyze the weakness
- Set the goal for the class and state it in clear, precise terms
- Plan to collect classroom data on progress towards the goal
- To have an adequate baseline, begin collecting the data immediately

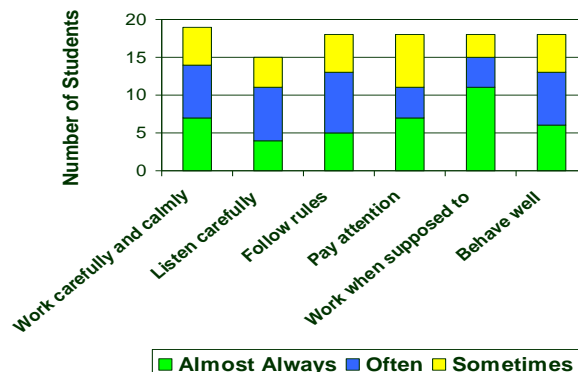


Making a plan for change

- Pull interventions out of the hypothesized reasons for the problem
- Draw from research recommendations, teacher experience, or evidence-based interventions
- Assign specific tasks, timelines and responsible persons
- Write it down
- Go for power over convenience
- Continue to collect classroom data to track progress towards the goal



Following Class Rules



Informal interventions for behavioral self control

- Involve students in a classroom meeting to set classroom rules
- Practice routines for following the rules
- Set classroom goals and monitor progress towards the goals
- Involve families in setting standards for behavior
- Use pictures, gestures or other cues to prompt behavior

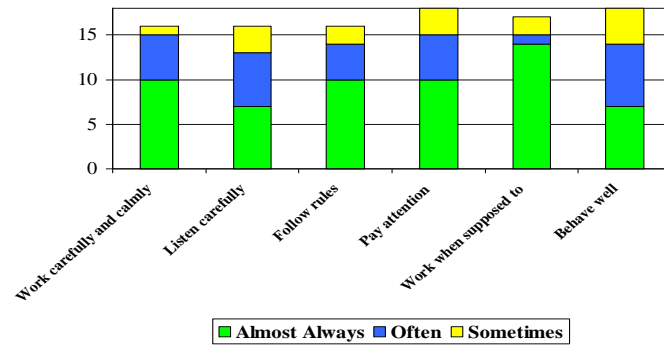


Implementing and Tracking the Plan

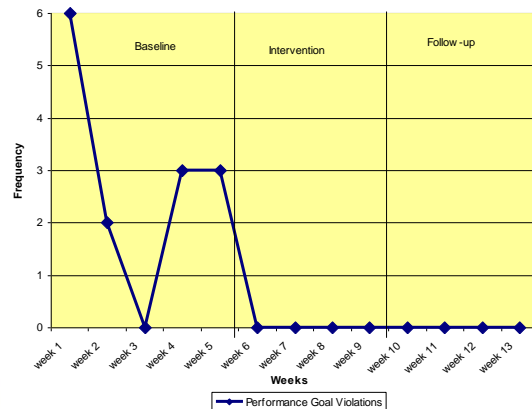
- Follow-up, follow-up, follow-up
- Collect continuous data towards goal
 - Re-collect the 6-8 item survey that's most relevant to the intervention
- Make sure the intervention is being implemented as planned
- Strengthen the plan if changes aren't occurring within 2-3 weeks



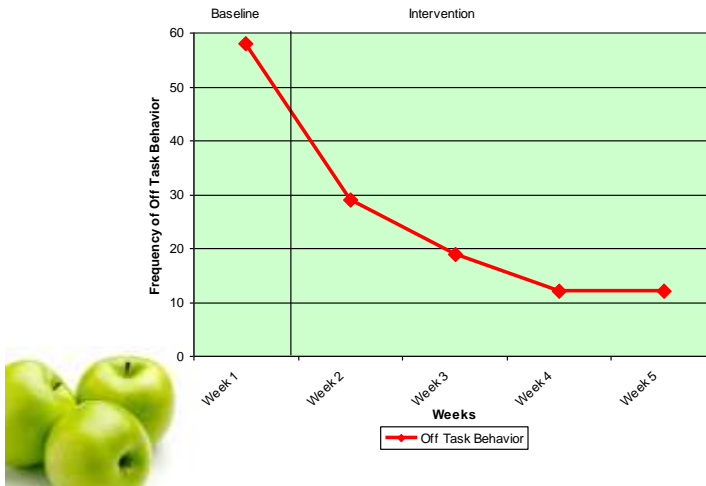
Post Following Class Rules



PIPPS Performance Goal Violations



Off Task Behavior



Changing playgrounds

- Daily elementary school recess periods are reported by 90% of the states (Pellegrini, 1995)
- Children spread out across moderately large school grounds with only a few adults supervising their play (Pellegrini & Blatchford, 2000).
- The problems that children experience on school playgrounds include
 - problems with peer conflicts (e.g., fights, arguments, or teasing)
 - problems with social isolation (e.g., not being allowed to join games)
 - problems with intimidation (e.g., bullying, victimization), and
 - problems with play enjoyment (e.g., boredom, disturbing play)



Playground injuries

Of all playground injuries reported through the National Injury Surveillance System between November 1998 and October 1999 (Tinsworth & McDonald, 2001):

- 45% were on school playgrounds
- Most were falls (rather than impact with equipment, pinches, or sharp edges)
- Most occurred on climbing structures (57%), swings (23%), and slides (11%)
- Falls were most likely to occur when children lost their grip, skipped or tripped, or jumped off on purpose
- About half of these injuries were minor



Reducing playground hazards

- Slides have been lowered and designed to prevent jumping off
- Swings are made out of softer fabric materials
- Soft, shock-absorbing surfaces are under climbing equipment
- Protrusions, crush points, and sharp edges have been eliminated
- Entrapment is designed out of the equipment
- Other safety recommendations
 - Children should not have to cross roads or parking lots to get to the playground
 - Access should be away from heavy traffic and school pickup areas
 - Fields for soccer, baseball, etc should be spaced so children playing nearby are not accidentally hit by balls or equipment
 - The playground should be checked regularly for hazards like potholes, large rocks, glass and other debris
 - Drainage grates should be marked with large visible cones
 - Goalposts or boundary markers should be padded or flexible



Playground games

Types of games

- Cooperative games like jump rope
- Organized games on the playground are associated with higher rates of cooperative play, lower rates of rough physical play, and interactions across ethnicity (Leff et al 2004).

Functions of games (Blatchford 1999)

- In new friendships, games regulate children's play while they become acquainted with one another
- Attractiveness and enjoyability of games can attract children into peer interactions that they might not otherwise engage in
- In stable friendship groups, shared games can define a group and differentiate it from other groups



Playground supervision

- Active Supervision is: actively interacting with children, praising children for appropriate behavior, participating in play, commenting on children's activities
- Increasing active adult supervision significantly reduced the rate of problem behaviors at recess (Lewis, Colvin, & Sugai, 2000)
- More active supervision was related to higher rates of interaction among children of different ethnic groups.
- Effective supervisors discourage aggression and help children in need, but do not form playgroups or direct children's play (Pellegrini & Blatchford (2000))

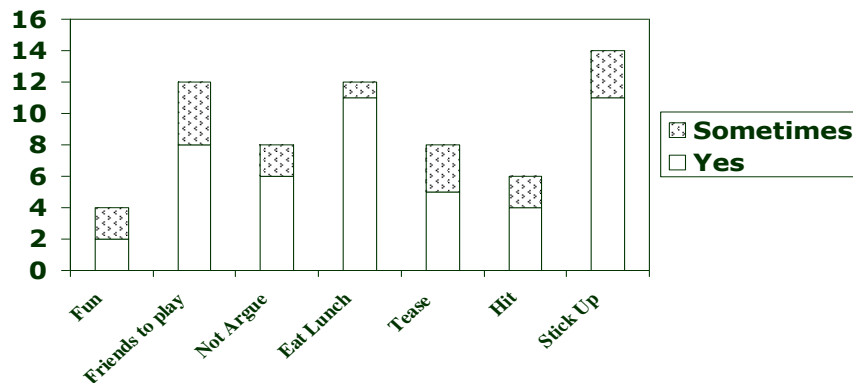


Other recess practices

- Rewarding positive playground behaviors with raffle tickets led to a 75% reduction in kicking and a 47% reduction in hitting on the playground (Roderick et al, 1993)
- Recess workshops provided children with maps of the playground with boundaries marked, guided practice in using the playground equipment, and demonstration of playground rules and behavioral expectations. These resulted in a 76% reduction in office discipline referrals. (Todd, Haugen, Anderson, & Spriggs, 2002).
- Teaching rules, routines, and expected behaviors combined with a group contingency (class reward when a can was filled with reward 'loops') reduced problem behaviors (physical aggression, misusing equipment, verbal aggression, interrupting others play, arguing, playing with rocks) (Lewis, Powers, Kelk, & Newcomer, 2002)

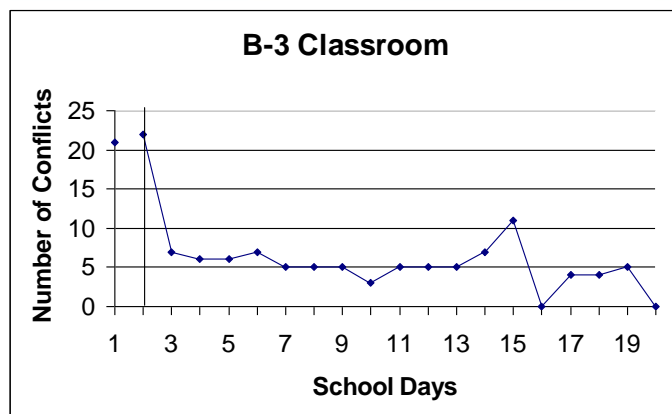


Peer Relationships Pre

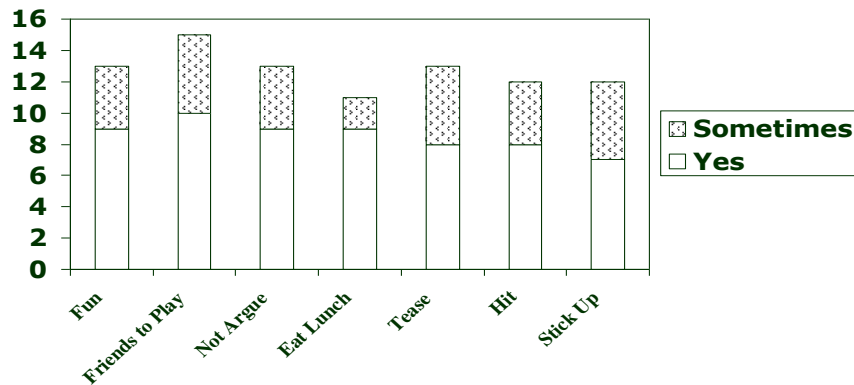


The B3 class's solution

- Provide classwide social skills training on sharing
- Set classroom goals for improving classmates relationships
- Provide class rewards



Peer Relationships Post



Recess Report

Conflict Problems

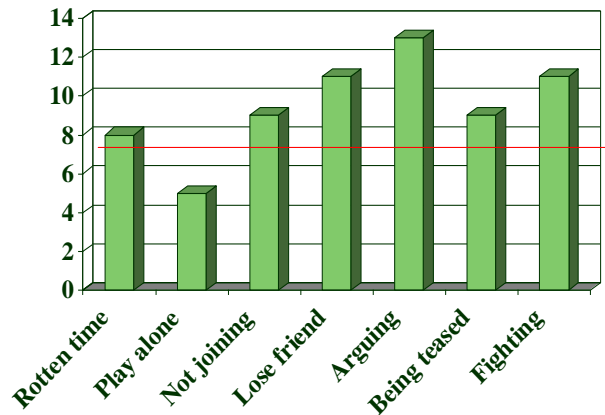
- Getting into arguments
- Being teased
- Getting into fights

Inclusion Problems

- Losing a friend
- Not being allowed to join a group
- Having to play alone
- Having a rotten time



1st Class Meeting

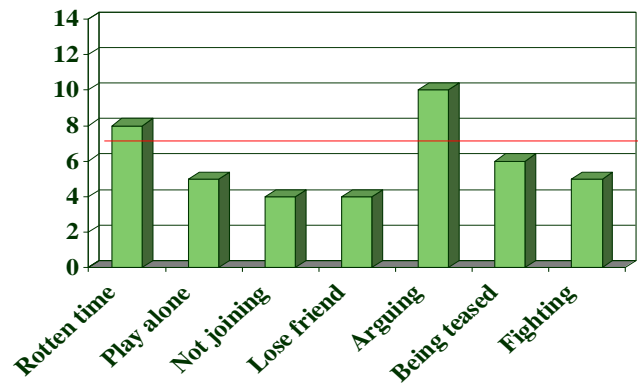


Conflict usually dominates

- Is conflict always bad?
- It sounds like some word-fights and roughhousing starts out being fun, and then it goes too far. How can you tell when its gone too far.
- What can you do among yourselves to limit arguing or fighting?
- What do you want the teacher to do?



2nd Class Meeting



Teacher feedback

- Kids report fewer problems to them
- What happens at recess tends to stay at recess rather than coming into the classroom
- Having someone else lead the meeting lets the teacher become part of the discussion



Other ways to gather data about peer relationships



Discipline records

- Useful for monitoring aggressive incidents with peers
- Piggyback on existing records of the class or school – assuming that these are reliably kept
 - Office reports
 - Time outs or think times
 - Recess problems
- Compile and graph data regularly

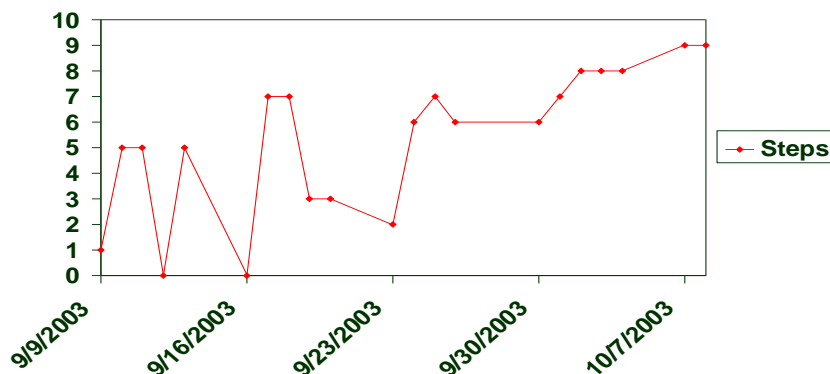


Diaries or calendars

- Useful for monitoring anxious students
- Students can be responsible for self-recording
- Builds self-regulation skills as well as data collecting
- Simplify, simplify, simplify
- Create check-off forms or fill-in-the-blank
- Graph results periodically so student



Progress to recess



Playgrounds that promote friendships

- Activities that are fun to do
- And that require more than one child
- And better yet, that are more fun with more children
- Strategies that mix children up from one day to the next
- And that don't depend on highly skilled competence
- And better yet, that don't have winners and losers



Playgrounds that promote friendships

- "Anyone can join" games
- "You can't say you can't play" rules
- Class meetings
- Classroom responsibilities assigned to each student
- Partner work and cooperative groupings
- Expectations to participate
- Coaching and facilitating interactions



Playgrounds that manage conflict

- Among friends, talking through the misunderstandings that happen
- Activities that build perspective taking
- Conflict Resolution and Peer Mediation strategies to talk through conflicts
- Rules and boundaries that stop some behaviors from happening
- Limiting competition in the classroom



Playgrounds that minimize bullying

- Minimizing large or impersonal groups that foster anonymity
- Minimize the boredom of unstructured times – fighting is fun
- Creating friendships and caring
- Getting rid of 'hidden corners' of the school and classroom
- Monitoring play carefully
- Establishing rules and boundaries that stop some behaviors from happening

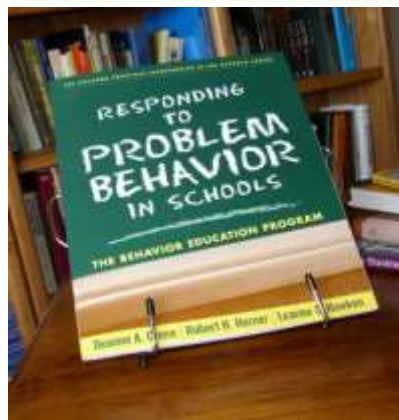


Second graders' "bullying tricks"

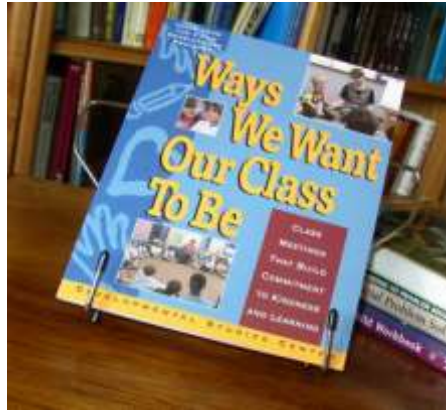
1. Camouflage yourself by trying to fit into the background
2. Be with a group of other kids
3. Stay near grown-ups
4. Stay busy playing
5. Don't give other kids an excuse for payback
6. Swings are a good place to play because bullies can't get to you
7. Leave and join a group of kids if it starts to be a problem



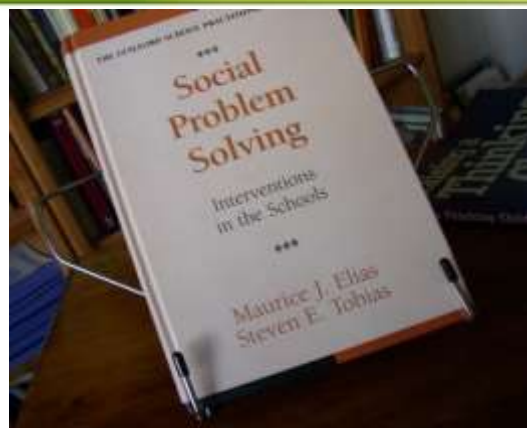
Crone, D. A., Horner, R. H., & Hawken, L. S. (2004). *Responding to problem behavior in schools: The behavior education program*. New York: Guilford Press.



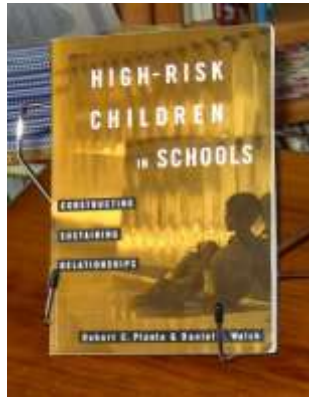
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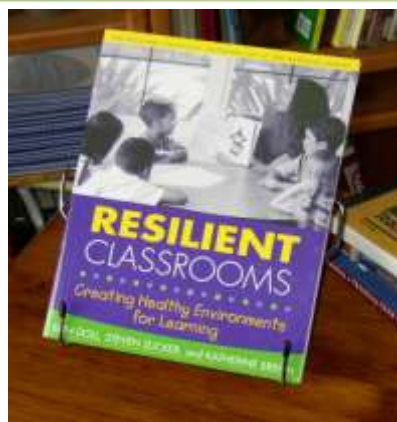
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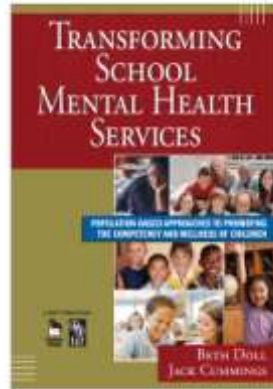
Witt, J., LaFleur, L., Naquin, G., & Gilbertson, D. (1999). *Teaching effective classroom routines*. Longmont, CO: Sopris West.



Doll, B., Zucker, S., & Brehm, K. (2004). *Resilient classrooms: Creating healthy environments for learning*. New York: Guilford Press.




Doll, B., & Cummings, J. (2008). *Transforming School Mental Health Services: Population-based approaches to promoting the competency and wellness of children*. Thousand Oaks, CA: Corwin Press / NASP.




**Ban the bootstrap
myth**





Many students are situationally handicapped by a poor teacher-student match rather than chronically disabled by an enduring disability.

Deno, S. L. (2002). Problem solving as "best practice". In A. Thomas & J. Grimes (Eds.), *Best practices in school psychology IV* (pp. 37-55). Bethesda, MD: NASP.



Behavior and socialization problems frequently reflect normal responses to irritating factors in the environment rather than emotional conflicts within the child.

Dwyer, K.P. (2002). Mental health in the schools. *Journal of Child and Family Studies*, 11, 101-111.





**It's like goldfish. You can't fix the fish
until you clean the water**

middle school principal



CONTACT INFORMATION

*Beth Doll, PhD.
University of Nebraska Lincoln
Bdoll2@unl.edu*

