

PART III: SEDL in Action: What SEDL Practice in Schools Looks Like ¹

Social and emotional development and learning begins at home and is further facilitated within or in cooperation with schools through seven approaches in some combination:

- 1. Outreach to and engagement of families and community;**
- 2. Attention to school - classroom environment and relationships;**
- 3. Skill acquisition through sequenced social - emotional learning opportunities and standards-based instruction;**
- 4. After school, out-of-school, extra curricular and service learning and mentoring;**
- 5. Alignment of district and school personnel, polices, and practices to support students;**
- 6. Collaboration between school district and community-based service providers;**
- 7. Staff development for administrative, instructional, student support staff and willing partners.**

#1. Outreach to and engagement of families and community:

America's Promise Alliance, founded in 1997

Since April 2008, the Alliance has awarded grants to 14 states, including New Jersey and New York, to hold summits to develop communitywide plans for reducing dropout rates. Colleen Wilber, a spokeswoman for the Alliance, said that dropouts are more than just a problem for schools, because those students are more likely to become a burden to society — ending up in jail, on welfare rolls or without any health insurance. According to the group's research, dropouts from the class of 2007 will cost the nation more than \$320 billion in lost wages, taxes and productivity over their lifetime. "We think that solving the dropout crisis is going to take the entire community. Not only is it important to have the schools and the parents, but it's also critically important for the business community, the faith community and the nonprofit groups to be there." *New York Times* 10-26-08

The Harlem Children's Zone

"Fix the schools without fixing the families and the community, and children will fail; but they will also fail if you improve the surrounding community without fixing the schools... The Harlem Children's Zone ... combines educational, social and medical services... If you offer a new program, the best students will naturally enroll first, but you want the worst students. How do you get those parents to apply? ... They knocked on the door of every apartment in a 21-story building on 118th Street, looking for parents with children under 4, leaving fliers under the doors if no one answered... In addition to the door-to-door approach, recruiters visit laundromats, supermarkets and check-cashing outlets to look for new mothers."

The HCZ pipeline begins with The Baby College, a series of workshops for parents of children ages 0-3. Attending with parents were familiar faces from the community: the administrators of Harlem Gems, the pre-kindergarten and the Head Start program, the head of Community Pride which encourages residents to form tenant and block associations, volunteers from Eastern Star who donate children's books to parents, a woman from Harlem Hospital inviting parents to enroll in a home-visiting program, another from the Public Library. *The idea is to entangle these parents in the Harlem Children's Zones web.*

"The goal of HCZ is to create a "tipping point" in the neighborhood so that children are surrounded by an enriching environment of college-oriented peers and supportive adults, a counterweight to "the street" and a toxic popular culture that glorifies misogyny and anti-social behavior (Tough, 2004, 2008)."

¹ NYSED does not endorse any commercial or locally developed program.

#2. Attention to school environment and student-adult relationships:

Bullying Prevention Program, Lynnwood Elementary School, Guilderland NY

Parents were concerned about bullying behavior and were looking for a process to create a school culture where students took responsibility for their environment. The teachers in the school, already conducting classroom meetings and using cooperative learning strategies, were trained to provide coaching and guidance in response to inappropriate behaviors. In principal Jim Dillon words, "Kids who make mistakes never forfeit their membership in the community."

Student surveys between 2003 and 2006 showed that the biggest impact occurred with those students who have reported being bullied. Fourteen percent of all students who were bullied didn't report it to anyone in 2003 but in 2006, 100 percent of students who were bullied reported it to someone. Mr. Dillon says, "The 100 percent indicates that students got the message that bullying was not something they had to accept. Students trusted the adults enough to tell them about the bullying and they felt that they would be heard." Students also had dramatically fewer behavioral problems when teachers turned the weekly classroom meetings into daily meetings.

For more information see Olweus Bullying Prevention Program www.olweus.org and *Making Connections Newsletter* <https://www.astihosted.com/GVBDCP/DesktopDefault.aspx?tabid=608>

Speech by School Student Council President, Barker Road Middle School, in Pittsford, NY, is designated as an *Essential Elements School-To-Watch*:

"... Google the phrase 'Work hard and play hard' and up pops 'BRMS student body.' ...The kids can show up and the parents can bring them here, but without our teachers to open the doors, we could never walk through them. They provide us with amazing effort, great supportiveness, and above everything we feel they really believe we can achieve and they help us get there.

"Our motto is: 'BRMS under construction, we're building character.' ... Here in Pittsford, we have the perfect recipe for success: throw in a dash of motivated students, heavily seasoned with supportive families, and add the main ingredient of the body of exceptional professionals who run and teach at this school. We know we are lucky to have people all around us who care about us and want to see us do well. And that truly is a recipe for success. So my fellow students, lets give a standing ovation for our Barker Road Family." (CLAP)

Peer Leadership: Lindenhurst NY Senior High School

Two pathways: 1) "peer mediation/conflict resolution" and 2) "cultural diversity."
Students apply to be peer leaders and are selected to represent all the "cliques."

Peer mediation

- 11-12th graders provide elementary school children a 10 week program called "stamp out negativity;" a "Leaders on the Rise" component assigns a "big buddy" to select elementary school children.
- Peer leaders design and conduct freshman orientation, and organize the two-day pre-prom alcohol awareness program called "Shattered Dreams"

Cultural Diversity "Culture is not only where you are from, but how you live your life."

- Cultural Diversity Month includes foods, dances & presentations and on the last day face painting to emphasize "content of your character."

Outcome: Three year data on school fights have steadily declined.

#3. Acquiring social-emotional skill through sequenced social - emotional learning opportunities and standards-based instruction

3a) Social-Emotional Learning (SEL)

SEL instruction follows four recommended "SAFE" practices: Sequenced, Active, Focused and Explicit

While Children Are at Play in School

In an effective play-based kindergarten the teacher is attuned to the children's play themes and builds on them, introducing new content and play materials to stimulate their minds and help them overcome obstacles in their lives that hinder learning.

http://www.allianceforchildhood.org/sites/allianceforchildhood.org/files/file/kindergarten_report.pdf

"Giving and Receiving Compliments: Grade 4-- California Elementary School, Uniondale, NY, taught by school social worker.

A photo of teenagers in a playground and a brief story of an intended compliment mistaken as a slight. Children discuss steps you follow to give a compliment, e.g., think what you'll say about why the receiver did well, be sincere. Think what skills for receiving a compliment are.

Practice activity: Every child compliments one other child in the class

Homework: think of two things you like about mom, compliment her on one and report on what happened.

For more information see "Second Step" www.cfchildren.org/programs/ssp/overview/

"Conflicting Feelings:" -- California Elementary School, Uniondale, NY Grade 3 Bilingual Class.

Book: *I Speak English for My Mom*

Photo: Boy looking for returning older brother who will help build a tree fort (but younger fears heights).

Activity: Kids are in pairs and have 4 faces (on lollipop sticks) and must choose with each new scenario and discuss the feelings they observe, i.e., Happy – Excited; Scared – Nervous; Sad – Upset, etc

For more information see "Second Step" www.cfchildren.org/programs/ssp/overview/.

"Resolving Conflict Creatively:" Patrick Daly Elementary School, Brooklyn, NY

The "heart lesson" and the mediation strategies demonstrated by a fifth grader to younger children show social and emotional learning in action.

6 minute video www.edutopia.org/resolving-conflict-creatively-program-video

"Peace Helpers:" PS 24, Brooklyn, NY

Fourth and fifth graders help younger students resolve conflicts.

8 minute video. www.edutopia.org/peace-helpers-video

Bullying and the culpability of bystanders: Grade 6 teachers Jericho, NY Middle School serve as judges in mock court room. Sixth grade students act as lawyers and jury in a hypothetical case of bullying and harassment. It provides a lesson in the definition of bullying and its effects.

3b) SEDL lessons through NYS standards-based instruction

Promoting Emergent Literacy and SEL through Dialogic Reading

"Leo and Malik (pseudonyms) often play and work together in Ms. Bruss's (kindergarten) classroom, but they have different styles of playing. Malik finds it challenging to control his feelings when Leo skips turns, grabs favorite toys from his hands, and pushes in front of him. Ms. Bruss notices that these encounters affect Malik's concentration during class and interfere with Leo's relationships with others. Ms. Bruss works individually with Leo on play skills, coaches small groups in cooperation activities, and decides that the entire class will benefit from some basic emotion-regulation strategies. She begins with *Matthew and Tilly*, by Rebecca C. Jones, a story about a tense conflict among good friends.

“After three dialogic readings of the story, Ms. Bruss uses the illustrations of the characters (by Beth Peck) in the heat of the conflict to introduce the need for calming down. She teaches the class a simple strategy to control feelings – taking deep breaths. She models the technique, guides children in practicing it, and then coaches them to use the technique during situations throughout the day. Ms. Bruss continues to remind the children about taking deep breaths and even has them make a class Calm-Down Poster with other ideas. Malik begins to feel more confident in social situations because he knows that he has more control over his emotions. Better concentration in class follows naturally, and both Malik and Leo benefit from their growing social competence. The teacher is witnessing what research tells us: Learning to cope with strong emotions is important for social and academic success.”

(Doyle& Bramwell, 2006).

Exercise & Emotional Well Being: Implications for Recess and Physical Education

“(R)egular exercise helps to alleviate stress, lessen anxiety, and improve mild to moderate depression... Emotions can be effected by brain chemistry, and exercise has a direct effect on brain chemistry. It stands to reason, then, that exercise (or the lack thereof) can alter emotions. All activity, from short bursts of intense exercise to moderate aerobic workouts can raise levels of “feel good” endorphins, as well as adrenaline, serotonin, and dopamine. These chemicals can elevate mood and offer kids who exercise a mental boost. Additionally, even moderate exercise can improve sleep quality, making kids feel more well-rested, energetic, and alert. Anxiety is becoming more commonplace amongst people of all ages, including kids and teens, but exercise is known to help relieve tension and lower anxiety levels or at least make anxious feelings more manageable. Certain types of workouts such as yoga and Pilates are especially useful for promoting relaxation and alleviating stress.”

<http://www.kidsexercise.co.uk/ExerciseEmotionalWellBeing.html>

Emotional Well Being and Physical Health: Human Biology

Stress, depression, and anxiety can contribute to a host of physical ailments including digestive disorders, sleep disturbances, and lack of energy. Harvard Health Publications explain how stress and anxiety can affect the body. <https://www.health.harvard.edu/category/emotional-well-being-and-mental-health>

Aerobic fitness changes their biology to help them to learn: The PE Central Challenge

Among children and adolescents, there always will be the athletes who are in no danger of going without exercise. It's the rest of the under-18s that people worry about. At one end of Albany's Montessori Magnet School gym, students bounce foam balls on a tennis racket. On the other, kids try to keep a hula hoop spinning for 20 seconds. Other youths are balancing on a two-by-four, jumping rope or practicing throwing and catching a rubber ball. Teachers are giving out pedometers for walking contests and are looking for new ways - such as yoga or dance - to get children to enjoy exercise. One school, for instance, has installed a climbing wall, ropes and a cargo net in the gym. They also teach "life skills" like ultimate Frisbee, golf, yoga, bowling, cross-country skiing, even ballroom dance. A gym teacher at Blue Creek Elementary in Colonie holds an early-morning walking club in the warmer weather. As many as 40 kids, plus some parents, have taken part.

<http://www.timesunion.com/AspStories/story.asp?storyID=791519&category=SPORTS>

“Are you brave enough to be true to yourself?” Grade 7 ELA class, Jericho, NY Middle School

After reading *Wings* by Christopher Myers, students discuss how to go beyond being a bullying bystander. Examples in literature are used to “decode” ones behavior and the behavior of others. From Bully Reduction/Anti-Violence Education (BRAVE), locally developed with North Shore Hospital

Interpersonal relationships during a simulated stressful situation - Home and Career Skills

Students are told that their class has been selected to make small group presentations to the Board of Education. In a few minutes, the principal will be in and each group will have to give a short speech about what they have learned in middle school. After a few minutes of speech preparation time, students are asked to discuss how they are feeling. Discuss the symptoms people exhibit when under stress including the group processes for cooperating, compromising, and collaborating; and individual influence over others.

“Indivisible:” East Rockaway, NY Jr. - Sr. High School

--Led by each member of the interdisciplinary teacher teams across **grade 7 and grade 8.**

--Topic (Grade 8): Class time is set aside once weekly in social studies, ELA, science, mathematics, foreign language, home and career skills and technology to find application of a selected word e.g., “scapegoat,” “irrational,” “devastation.” Time is allowed for conversation on school and personal experiences. This day’s word is “indivisible.”

--Activity: Subject matter examples were cited in civil war, prime numbers, family life, etc. Discussion coincided with Thanksgiving week and it was discovered that 14 students were products of divorce and divided families. Students new to this situation expressed their stress. Experienced kids gave advice. Another time, the word “alienation” was discussed. One girl suggested: “girls become alienated from friends; boys become alienated from family members.” Lots of discussion followed.

For more information see “*Emotional Literacy in the Middle School Classroom*” www.ei-schools.org

Connecting Students and Curricula: In *Romeo and Juliet* and *House on Mango Street*

“What situations could stress out **Romeo and Juliet**?” asks 9th-grade English teacher Amy Corvino. Hands shoot up... Fighting with one’s parents, marriage, the deaths of a family member and a friend—all are items that score high points on the Recent Life Changes Questionnaire for Teens, a survey of stress factors recently adapted for use with adolescents. ... Corvino moves on to the focus of the day’s discussion: comparing and contrasting students’ written answers to two questions: What makes you happy? and What gives you deep satisfaction? Students quickly pick out clear commonalities in their answers. Things that make them happy are fleeting pleasurable experiences, such as hanging out with friends or seeing a good movie, and those that provide deep satisfaction often involve hard work or transformative experiences, such as reaching a sought after goal or developing a deeper understanding of someone or something.

“What about Romeo? Is he continually chasing pleasurable experiences (and new highs) by carousing with his friends and falling in and out of love (first Rosalie, then Juliet) or does he operate on a deeper level? Is Romeo on a hedonic treadmill with love? What evidence can they find in the verses for their viewpoints?”

“Social awareness dovetailed nicely with *House on Mango Street* by Sandra Cisneros, which told the story of a Hispanic girl growing up in South Side Chicago. Skills related to social awareness—perspective taking, empathy, appreciating diversity—were the very ones the book’s protagonist, as well as many of Corvino’s students struggled with daily. By linking appropriate experiences and prior knowledge, Corvino thought, students might be better able to understand the book’s themes and the author’s intent.

“Implementing SEL is not only about integrating the competencies with academic content, it also has to do with the way class is conducted and how students relate to one another. Corvino’s first order of business was to create a classroom environment where students felt emotionally safe to speak up, especially about the sensitive issues that were raised in the literature.”

See <http://www.school-connect.net/PL0307Beland.pdf> (Beland, 2008)

Math as a social activity—Anchorage Alaska

The teacher led his 5th and 6th grade students at Willard L. Bowman Elementary School through discussions early in the school year to establish the conditions for learning in this classroom. Throughout the video he explains the 8 steps of a math lesson that teaches students social skills he believes are essential for learning and gives students opportunities to practice these skills and reflect on their performance. <http://www.edutopia.org/math-social-activity-sel-video> 9 minutes.

Assessing Creative and Practical Thinking

Robert J. Sternberg *Educational Leadership* December 2007-January 2008, Vol. 65, No. 4 writes that teaching for analytical, creative, and practical thinking, as well as for memory, boosts achievement on tests that measure achievement broadly, across subject-matter areas and grade levels; and, even when students are assessed solely for memory, they perform better when taught broadly than when taught just for memory:

In Science, we might ask (1) What is the evidence suggesting that global warming is taking place (*analytical*)? (2) What do you think the world will be like in 200 years if global warming continues at its present rate (*creative*)? (3) What can you, personally, do to help slow down global warming (*practical*)? and (4) What responsibility do we have, if any, to future generations to act on global warming now before it gets much worse (*wisdom*)?

In English, assess understanding of a novel such as *The Adventures of Tom Sawyer* by asking (1) How was the childhood of Tom Sawyer similar to and different from your own childhood (*analytical*)? (2) Write an alternate ending to the story (*creative*); (3) What techniques did Tom Sawyer use to persuade his friends to whitewash Aunt Polly's fence (*practical*)? and (4) Is it ever justified to use such techniques of persuasion to make people do things they do not really want to do (*wisdom*)?

#4. After school, out-of-school, extra curricular, service learning and mentoring:

Groove With Me, New York, New York

Groove With Me is a dance program for Harlem girls, 4 to 18 years old that meet every day after school and Saturdays at a neighborhood dance studio above the hustle and bustle of East Harlem's 3rd Avenue. It serves approximately 300 girls and young women each year. The program uses a youth development model to provide the young women a holistic experience that builds their social and emotional skills. Dance classes are offered by volunteers who dance professionally or as a hobby. Classes include ballet, jazz, tap, hip hop, and others that appeal to young people and are organized by age.

Each class begins with Circle Time which provides the girls and their instructors an opportunity for them to bring up issues of importance, e.g., what is going on in school, concerns about friends, quandaries that they may be facing at home, etc. Over time the girls come to trust the members of their classes and even the initially shy and non-communicative youngsters begin to share their thoughts and experiences. Youth of all ages participate in this activity and come to expect it as a part of their routine. Once the discussion time is completed, the girls move on to their regular dance class with open hearts and open minds.

The Patroon Creek Study - Albany, NY High School

Biology students collected trash out of an urban streambed, which by itself provided a highly valued and important volunteer service to the community. The students then analyzed pollution samples, identified possible sources and shared the results with nearby residents with suggestions for reducing pollution.

Providing such service paid dividends for the participants according to their teachers and mentors: students matured in peer relationships, and in social and leadership skills. They grew academically, learning about water quality and laboratory analysis, developing an understanding of pollution issues, learning to interpret science issues to the public, and practicing communications skills by speaking to residents. The experience afforded the opportunity to reflect on their personal and career interests in science, the environment, public policy and related areas.

#5. Aligned district and school support personnel polices and practices:

Elementary School 22, Rochester

"The old saying, *It takes a village*, is absolutely true. When you have a building like ours, to really make an impact it takes not one or two individuals – it takes everybody working cohesively for these children. In fact, my two administrators in this building were teachers, and they know children. They understand how children develop. Their input is important to me. So the ability to be able to sit with them and conference with them is very critical" says Erminie Izzo, a school psychologist and counselor at 22 School.

"The compassionate, everyday work of educators at all levels in the school culture is the real work that makes a difference. How else can we model creative strategies for children who are swimming in an inescapable, electronic sea of destructive news and entertainment images, as well as coping with the

normal challenges of family life and social realities – and whose brains are forming their notions of identity in the midst of it all?” Grondahl (2008)

AuSable Valley Central School District

“Matthew Rogers, director of school counseling, (notes) the prevalence of what he calls ‘situational mental health issues. He explains that the counselors and psychologists in his district deal with situational depression and anxiety, the bereavement issues, the loss of a parent, things like that. These kids may not necessarily have mental health concerns. A parent has just died and they’re depressed, and they’re working through that.

“Or it’s working kids through situations that cause anger or resentment or depression,’ Matthew continues. ‘Things are bad at home, mom or dad lost a job, and there’s a lot of anxiety in that regard. A lot of our counseling is done in those day-to-day situational things that pop up. Kids breaking up with their girlfriend or boyfriend – that’s traumatic. Having trouble with peers may bring about those situational mental health issues.’” Grondahl (2008)

Resolving Conflict:

O’Farrell Middle School, a diverse 1,500 student body grades 5-8 San Diego, CA.

School leaders place equal emphasis on the social, intellectual, psychological, and physical needs of their students. A Family Support Services Center in the school’s main building provides crisis intervention, family support and parenting education, academic tutoring and mentoring, and preventive health care. 9 minute video www.edutopia.org/resolving-conflict-ofarrell-middle-school

A Learning Supports Resource Team for a Family of Schools and Community Partners From *Developing Iowa’s Youth-Investing in Iowa’s Future*

Schools in the same geographic or catchment area have a number of shared concerns, and schools in the feeder pattern often interact with students from the same family. Furthermore, some programs and personnel already are or can be shared by several neighboring schools, thereby minimizing redundancy and reducing costs. A multi-site team can provide a mechanism to help ensure cohesive and equitable deployment of learning support resources and also can facilitate the pooling of resources to reduce costs.

Such a mechanism can be particularly useful for integrating the efforts of high schools and their feeder middle and elementary schools. This clearly is important in addressing barriers with those families who have youngsters attending more than one level of schooling in the same cluster. It is neither cost-effective nor good intervention for each school to contact a family separately in instances where several children from a family are in need of special attention. With respect to linking with community resources, multi-school teams are especially attractive to community agencies that often do not have the time or personnel to make independent arrangements with every school.

#6. Collaboration between district, school and community-based service providers:

Inter-Systems Support for Cross-Systems Services in Broome County

The Child Protective Services / School / Agency Liaison Committee of the DSS Family Violence Prevention Council, meets every other month throughout the school year. The meetings are coordinated by county DSS and co-chaired by a school social worker and a local district superintendent, which allows for direct communication back to the BOCES and the school superintendents, and:

- Brings together area school social workers and representatives from Social Services, Probation, Mental Health, and other community organizations that service youth.
- Provides a forum for issues that arise between school and agency personnel working with Child Protective Services. Built into the agenda is opportunity for community agencies to introduce their program and the referral process, showing how programs and schools can work together to increase student outcomes for academic success.

- e.g., collaboration between local mental health clinic and schools to screen students. County OMH presented the project at a committee meeting. Recently, county OMH reported on outcomes and got feedback from school social workers on how to improve the process.
- Identifies issues and problems between schools and agencies, including reviews of student achievement trends, in order to reach workable solutions.
- Is coordinated by county DSS and co-chaired by a school social worker and a local district superintendent, which allows for direct communication back to the BOCES, as well as the area superintendents.

Supporting a Full-Service School Environment: The Children's Aid Society

New York City schools with which the Children's Aid Society has partnered are based on the belief that children can succeed academically only when all of their health, nutrition, emotional, and developmental needs are met. Healthier kids, a safer school, and improved academic achievement are some of the positive effects of this unique partnership between New York City schools and The Children's Aid Society. 10 minute video www.edutopia.org/childrens-aid-society-video

Monroe County's Community Health Improvement Process: Maternal / Child Health Report Card

"Improving Social and Emotional Well-being of Children" was identified a Priority for Action in 1998. The December 2003 report reviewed the progress made on eight priorities including *Social and Emotional Well Being*. It documented the collaboration of multiple agencies: Catholic Family Center, Family Resource Centers of Rochester, Monroe County Legal Assistance Corporation, Rochester City School District, American Cancer Society, Cancer Action, Monroe County Cooperative Extension, Urban League of Rochester and The Children's Institute: www.monroecounty.gov/File/Health/finalreportcardcorrected.pdf

University Partnership -Boston College Lynch School:

"Teachers and principals have quite enough to do without trying to solve the problems of poverty. You can't expect schools to stop educating kids and become social workers. But schools are where the kids are five days a week. So how do you work through the schools to help kids?" Boston College Lynch School of Education pulled together faculty from the University's professional schools of education, social work, nursing, business, and law, to explore cross-disciplinary ways of responding to the needs of urban children. bcm.bc.edu/issues/winter_2009/features/life-support.html

Warren County Interagency Collaboration:

Representatives from health, social, protective and preventive service agencies seeks better coordination of its services to pre-school and school-aged children and their families. The committee developed a survey to identify the presence of and barriers to effective parenting. The most frequent "parenting issues" reported by respondents were: discipline, emotional concerns, kids' safety, angry outbursts, peer pressure, family communications, fitting in and friendships, child growth and development, bullying, depression, lying and/or stealing, sleep, and Internet safety. "Parenting challenges" included peer and "outside" influences; teaching children "right and wrong," as well as parents knowing the "right" way to raise children; discipline; and safety. Parents turn to family member/friend, the hospital/doctor, and the Internet as their chief information resources. The interagency committee will use these findings to determine future program decisions to help all children "be ready to learn everyday." See Survey Results Summary: www.wswheboces.org/

#7. Staff development for administrative, instructional, student support staff and willing partners.

Professional Development for Pupil Personnel Services Professionals in Broome County

In October 2009 will be our fourth annual Superintendents Conference Day dedicated to Pupil Personnel Services staff work of staff from 15 schools and all agencies are invited to send staff. It is an initiative between the Southern Tier Chapter of the New York State Social Workers Association and the County

Family Violence Prevention. This conference fulfills professional development mandates for PPS staff and sets us up for a day of networking. Area agencies and programs are invited to set up "vendor" tables to advertise, inform and distribute information to the attendees. Workshops are relevant to school social workers, counselors, psychologists, nurses, school resources officers, and agency personnel. The conferences are held at a school; the speakers are pro-bono; and, lunch is provided for by the school cafeteria. This keeps cost to a minimum. Johnson City School District hosted the first two; Maine-Endwell hosted last year and in 2009-10 the conference will be held in Vestal.

Conflict Resolution Education in Teacher Education, based at Temple University, Philadelphia, PA

CRETE is a US Department of Education-FIPSE Program (Fund for the Improvement of Postsecondary Education) to develop teachers' critical skills in conflict education and classroom management at pre-service and in-service levels across the US. CRETE works with 20 colleges in five states including New York. Below is a selection of Resources for Teachers <http://www.creeducation.org/cre/teachers>:

Making friends, being friends: Cooperative conversations for grades K-6

A 26-page PDF handbook which shows K-6 teachers how Mix It Up themes can be woven into classroom discussions, issues, events, holidays, routines and academic content. The lessons center on group conversations combined with "cooperative conversations," which help children reach across social boundaries, get to know each other and gain respect for different viewpoints. http://www.tolerance.org/images/teach/mix_it_up/mixearlyspr06.pdf

Preparing pre-service educators to break up fights -- before they happen

A four page PDF article from Conflict Management in Higher Education Report, Volume 4, Number 1, (Oct. 2003), discusses a project by the North Carolina Department of Juvenile Justice and Delinquency Prevention -- Center for the Prevention of School Violence (DJJDP Center), to prepare future teachers to effectively manage conflict. http://www.creeducation.org/resources/cmher_vol_4_1_perry_mcdaniel.pdf

Community-based bullying prevention

The four page PDF document is geared toward community members, discussing bullying prevention. http://www.creeducation.org/resources/SBN_Tip_25.pdf

SCORE peer mediation guide for students: Student conflict resolution experts

A 34-page PDF manual "guides students through the principles and techniques for successful mediation. The content of the student manual reflects that of the coordinators' manual." With lessons in introduction to mediation, building trust, listening and troubleshooting. <http://www.mass.gov/Cago/docs/Community/Peer%20Mediation%20Guide%20for%20Students.pdf>

Strategies to prevent youth violence

The 92-page PDF chapter from "Best Practices of Youth Violence Prevention: A Sourcebook for Community Action," investigates "social-cognitive interventions to equip children with the skills they need to deal effectively with difficult social situations, such as being teased or being the last one picked to join a team. They build on the theory that children learn social skills by observing and interacting with parents, adult relatives and friends, teachers, peers, and others in the environment, including media role models (Bandura 1986). Interventions incorporate teaching, modeling, and role-playing <http://www.cdc.gov/ncipc/dvp/bestpractices/chapter2b.pdf>

Bullying prevention

This on-line learning module teaches the user to "State definitions and types of bullying, list the short and long-term effects of bullying, describe places where bullying happens, state examples of effective and appropriate bullying interventions, describe the roles of parents, siblings and others in preventing bullying, recognize the requirements of a school bullying prevention program and locate resources for bully prevention." http://www.creeducation.org/resources/bullying_prevention/index.html

Conflict management

The 12-page PDF document, intended for adults working in school settings, examines the process of mediation for conflict resolution, includes sample peer mediation journal.

http://www.creducation.org/resources/curwen_conflict_management_overview_adults.pdf

Conflict Resolution Day school toolkit

A 14-page PDF toolkit aids in the planning of programs to celebrate Conflict Resolution Day on the third Thursday in October. It includes strategy tips, an activities list, publicizing advice and sample proclamations. <http://www.acrnet.org/pdfs/School.Conflict.Resolution.Day.Toolkit.pdf>

Culturally Competent and Responsive SEDL

“Diversity happens... pluralism is a conscious effort.” (Hutchinson 2003).

“Culture determines our world view and provides a general design for living and patterns for interpreting reality that are reflected in our behavior. Therefore, services that are culturally competent are provided by individuals who have the skills to recognize and respect the behavior, ideas, attitudes, values, beliefs, customs, language, rituals, ceremonies and practices characteristic of a particular group of people.”

The Children’s Plan, 2008

Anchorage school district’s “Culturally Responsive Education Continuum” addresses attitudes, environment, curriculum, teaching strategies, and family / community involvement

http://www.asdk12.org/CulturalResp/PDF/CRE_Continuum.pdf

See also *The Alaska Native Knowledge Network* <http://www.ankn.uaf.edu/> and *Alaska Standards for Culturally Responsive Schools* <http://www.ankn.uaf.edu/Publications/standards.html>

The Metropolitan Center for Urban Education Technical Assistance Center on Disproportionality (funded by NYSED’s Special Education Office) offers culturally responsive professional development in

- Curriculum & Instruction,
- Building Student Engagement,
- Building Home & School Connection,
- Assessment, and
- Leadership.

Among the training modules are “Principles of Culturally Responsive School Environments & Teaching;” “Creating Inclusive Classrooms;” “Reaching Out to Male Students;” “Racial /Ethnic Disparities in Special Education Assessments;” and “Self-Assessing Culturally Responsive Policies, Practices, and Beliefs,” among others. <http://steinhardt.nyu.edu/metrocenter/tacd.html>

The Harlem Children’s Zone

Geoffrey Canada: “Culture is very strong around child rearing practices. A lot of families we work with think good kids are quiet. If you’re a good parent your child listens to you and if you’re a bad parent, your child doesn’t. Well the problem is no two–year old listens to a parent. But no one has ever explained that to a lot of our parents. So you see a parent smacking a two–year old’s hand saying, “Didn’t I tell you not to do that?” ... It helps to understand how much of what you’re doing is just a custom. We want our parents to have the same information the rest of America has (p. 80, Tough, 2008).”

Listening to Latinas: Barriers to High School Graduation

According to a new study by the National Women's Law Center and the Mexican-American Legal Defense and Education Fund, nearly all Latina students planned to graduate from high school, and more than four out of five of such students wanted to earn a college degree or beyond. Yet 41 percent of Latina students do not graduate on time with a regular diploma, and the students surveyed seemed to recognize this; about a third said they did not expect to meet their educational goals due to poverty, limited English skills, and family difficulties, among others. The groups argued that schools and districts should target programs to ensure Latina students feel engaged in school, including:

- Early and regular counseling about students' short- and long-term educational goals, with monitoring to ensure course selections and extracurricular activities support this.
- Inclusive programming, activities and curricula that incorporate Latino and other history, culture and identities.
- Strong English-language acquisition programs that help ELL students also progress in their native language.
- Parent involvement outreach that ensures Latino parents are comfortable communicating with the school and their children. For example, Kaufman noted several schools now include mother-daughter development programs.
- Comprehensive, medically accurate, and age-appropriate sex education, as well as supports for students who do become pregnant. <http://www.nwlc.org/details.cfm?id=3631§ion=education>.

Cultural Rituals as Part of the Therapeutic Process

Although youth violence is not limited to any racial, ethnic, or cultural group, the San Francisco Children's System of Care (SOC) found a high level of violence among African American and Latino youth in the southeast area of the city. Based on these data, the SOC focused their efforts on Latino and African American youth, primarily young males, and supported healing ceremonies and Rites of Passage to address violence prevention. Rituals that emanate from one cultural tradition can resonate with other cultural groups.

Healing ceremonies was based on "healing circles," a common ritual within many Native American communities. "The youth gather and have spiritual healing in a communal way. These events often involve other traditional practices and are linked with natural healers in the community. The county usually contracts with a culture-specific mental health program in the community to lead or facilitate the ceremony.

Rites of Passage Mentors from the African American community lead young males in a 12-week course of study, activities and community service. The last day ends with a ritual ceremony, Rites of Passage, which recognizes a young man's entry into adult life and his responsibility to his community. The African American youth also conduct Rites of Passage during Kwanza, a 7-day celebration of African heritage held annually in December. The activities connect them to their past and cultural affirm of who they are.

<http://www11.georgetown.edu/research/gucchd/nccc/documents/ppsfran.pdf>

Source: **The National Center for Cultural Competence** policy brief on innovative measures to combat the issue of gang violence. The mission of NCCC is to increase the capacity of health care and mental health care programs to design, implement and evaluate culturally and linguistically competent service delivery systems. <http://gucchd.georgetown.edu/nccc>

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