



Welcome to Today's Webinar!

Enhancing Peer-to-Peer Relationships to Strengthen School Climate

This event will start at 11:00 a.m. E.T.



Safe and Supportive Schools
Engagement | Safety | Environment

Welcome to Today's Webinar



Audio Information

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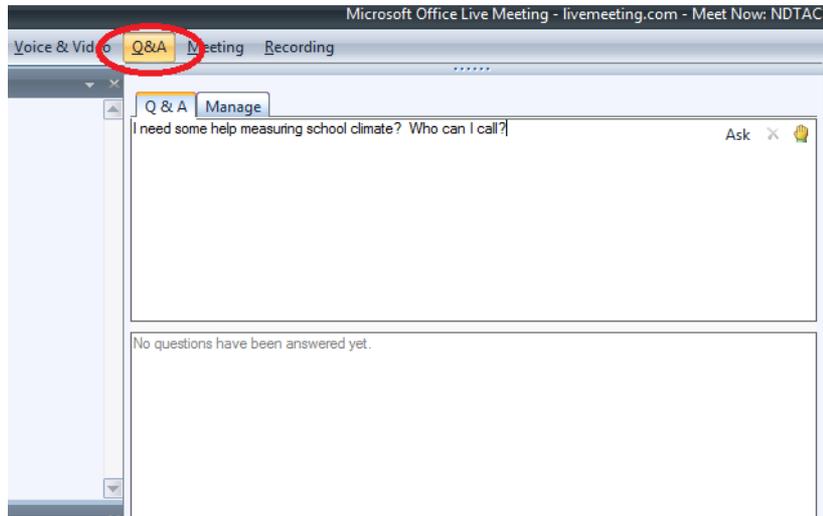
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Questions, Event Feedback & Contact Information



Q&A



If you have a question for the presenters, please type it in the Q & A Pane or email sssta@air.org during the Webinar.

Feedback Form



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Participant Feedback

Establishing Supportive Relationships between Teachers, Staff, Students and Families
Wednesday, February 17, 2011

Please provide us with your feedback on today's Webinar by answering the questions below. The form should only take a few minutes to complete and all responses will be completely anonymous. Your participation is voluntary.

*1. My role can best be described as (please check as many as apply):

- | | | |
|--|--|-----------------------------------|
| <input type="checkbox"/> Community Member | <input type="checkbox"/> School/District Administrator | <input type="checkbox"/> Teachers |
| <input type="checkbox"/> Family Member | <input type="checkbox"/> State Administrator | |
| <input type="checkbox"/> School Support Staff Member | <input type="checkbox"/> Student | |

An event evaluation will appear as the last slide in the presentation. Please input your answers *directly* into the slide. All answers are *completely anonymous* and are not visible to other participants.

For assistance during the Webinar, please contact the Safe and Supportive Schools Technical Assistance Center at sssta@air.org.



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The Safe and Supportive Schools Technical Assistance Center



- **Funded by the U.S. Department of Education’s Office of Safe and Healthy Students.***
- **Provides training and support to State education personnel, including the 11 Safe and Supportive Schools grantees; district and school administrators; teachers and school support staff; communities and families; and students.**
- **Goal is to improve conditions for learning in schools through measurement and program implementation, so that all students have the opportunity to realize academic success in safe and supportive environments.**

*The content of this presentation was prepared under a contract from the U.S. Department of Education, Office of Safe and Healthy Students to the American Institutes for Research (AIR). This presentation does not necessarily represent the policy or views of the U.S. Department of Education, nor do they imply endorsement by the U.S. Department of Education.



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Springboard

Roles
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Teachers
School Support Staff
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Community & Family

Topics
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School Climate Measurement

Creating a Safe and Respectful Environment on Our Nation's School Buses

Technical Assistance

Need help improving the conditions for learning in your school, district, or state? [Get Help](#)

Upcoming Events

School Climate Webinar Series: Enhancing Peer-to-Peer Relationships to Strengthen School Climate  [View Events](#)

Mar 28 4:00 pm - 5:30 pm ET
Mar 29 11:00 am - 12:30 pm ET
[Learn More](#)

Research

CRDC data from the Office for Civil Rights reveal that minority students face harsher discipline, have less access to rigorous high school curricula, and are more often taught by lower-paid and less experienced teachers. [Access Data](#)

A new report from the CDC examines the relationship between risk and protective factors and gang affiliation among high-risk youth. [Access Report](#)

News Clips

March 27, 2012

'Bully' Documentary to Be Released Without Rating

The Weinstein Co. is moving past the R rating earned by its documentary "Bully" and plans to release the film unrated. The company announced Monday that "Bully" will hit theaters March 30 without a rating from the Motion Picture Association of America, meaning some theater may choose not to show it.

[Read Story](#)

State in Focus

California

The California Department of Education (CDE) has posted 2010-2011 School Climate Report Cards (SCRC) for eligible high schools from districts participating in the Safe and Supportive Schools (S3) initiative. View report cards on [CDE's School Climate Report Card website](#). Learn more about [CDE's S3 program](#).



[View California Profile](#)

Voices from the Field

 **What is the primary way your school is strengthening school-wide relationships?**

[Take Poll](#)

[See what others think](#) | [Learn what experts think](#) | [Share your experiences](#)

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Polling Question #1



Which of the following best describes your current role?

- State Education Personnel
- District or School Administrator
- Teacher or School Support Staff
- Community or Family Representative
- Student
- Researcher
- Other

Polling Question #2



Which of the following best describes the primary reason you chose to participate in today's session?

- You are gathering practical information and strategies you'll be teaching to, or sharing with, colleagues or subordinates.
- You are interested in gaining new skills and strategies for your own professional use.
- Both of the above.

Enhancing Peer-to-Peer Relationships to Strengthen School Climate

Vincent Omni, Coordinator, KS Safe Supportive Schools Program

Flora M. Sánchez, Senior Trainer, Vision Training Associates





Relationships

1. School Climate Webinar Series: [Establishing Supportive Relationships between Teachers, Staff, Students, and Families](#)
2. School Climate Webinar Series: [Student Engagement](#)

Addressing Related Issues

1. School Climate Webinar Series: [Bullying Prevention](#)
2. School Climate Webinar Series: [Violence Prevention](#)
3. School Climate Webinar Series: [Addressing Risk Behavior through Positive Youth Development Strategies](#)
4. Training: [Building Positive School Climate: Strategies for Success](#)
5. Training Modules: [Creating a Safe and Respectful Environment on Our Nation's School Buses](#)





1 **Kansas' Efforts to Enhance Peer-to-Peer Relationships** (Vincent Omni)

2 **Why Relationships Are Important** (Flora M. Sánchez)

3 **What Schools Can Do to Promote Positive Peer Relationships and Friendships** (Flora M. Sánchez)



Kansas' Efforts to Enhance Peer-to-Peer Relationships

Vincent Omni, Coordinator, KS Safe Supportive Schools Program



Kansas Safe and Supportive Schools Continuum School Climate Model

SAFETY	ACADEMIC ENGAGEMENT	SOCIAL ENGAGEMENT	ENVIRONMENT
Physical and Emotional Safety	Academically Engaging Culture	Pro-social Behavior and Involvement	School Professional Community
Substance Abuse	Commitment to School	Healthy Beliefs	Schools Family Participation
Wellness	Learning Supports	Positive Behavior Supports	Family and Community Supports
	Achievement	Attendance	



Conditions for Learning Data Collection



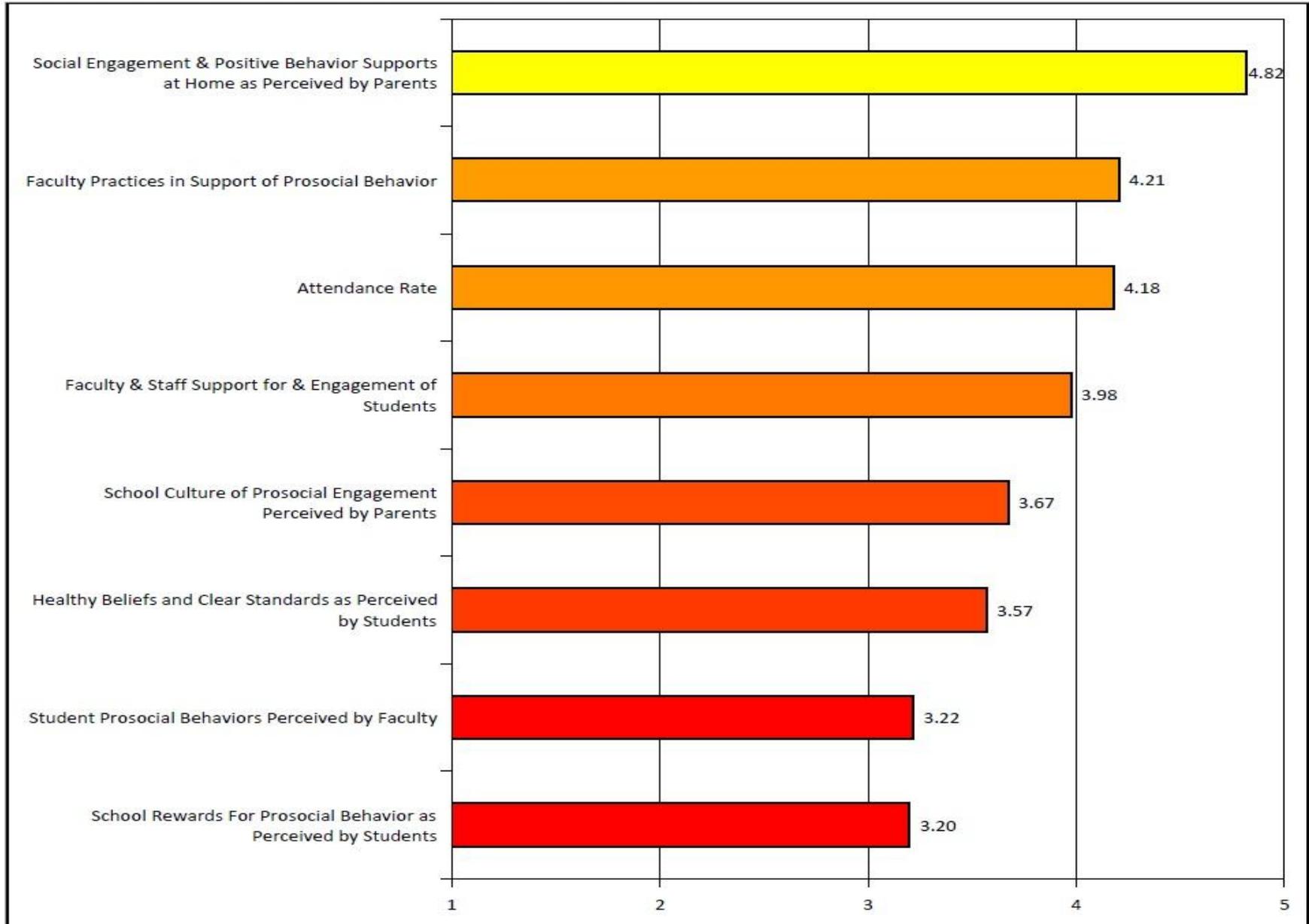
- **Students**: Kansas Communities That Care Survey (Kansas Southeast Education Service Center, Girard, KS)
- **Parents**: Culture of Excellence and Ethics Assessment (Institute for Excellence and Ethics, LaFayette, NY)
- **Faculty**: Culture of Excellence and Ethics Assessment (Institute for Excellence and Ethics, LaFayette, NY)



Social Engagement: Prosocial Behavior & Involvement, Healthy Beliefs, Positive Behavior Supports, Attendance

Pillar Score:
3.86

Data shown is a mean 1-5 scale with 5 being the most desirable outcome



Scale 22: Faculty Practices in Support of Pro-social Behavior



- I give students individual attention and assistance when they need it.
- I help students learn how to manage their emotions.
- I establish clear expectations for how students should treat each other.
- I teach students how to apply ethical thinking to real-life challenges.



Scale 24: School Culture of Pro-social Engagement Perceived by Parents



- Development of students' character is no less important to teachers than academic learning.
- The school does a good job teaching my child to act responsibly.
- Parents support the school's mission and policies.
- Students exclude those who are different.



Scale 25: School Rewards for Pro-social Behavior as Perceived by Students



- I feel safe at school.
- My teachers notice when I am doing a good job and let me know about it.*
- My teachers praise me when I work hard in school.*
- The school lets my parents know when I have done something well.

* The second and third items above are similar but different. The second item focuses on teacher attention to student *performance*, whereas the third item focuses on teacher attention to student *effort*.



Proposed Strategies to Improve Peer-to-Peer Relationships



- Expand upon use of 11 Principles of Character Education in Partners in Character Education Program (PCEP) schools.
- Implement Olweus for High School programming.
- Expand Power2Achieve programming in eligible PCEP and non-PCEP schools.
- Implement Peers Making Peace programming.
- Implement Ripple Effects programming.



Risk Factors Negatively Correlated with State Assessment Scores



Risk Factor	Middle School	High School
Antisocial Peers	-.604	-.463
Early Initiation of Antisocial Behavior	-.586	-.459
Gang Involvement	-.555	-.362
Perceived Risk of Harm from Drug Use	-.553	-.337
Peers who use Drugs	-.520	-.278
Early Initiation of Drug Use	-.502	-.345

Values = 2007-2010 Median correlation coefficient (r)

A coefficient of .10 to .29 indicates a small or weak relationship; .30 to .49 a medium or moderate relationship and .50 to 1.0 a large or strong relationship. The same scale applies to positive and negative correlations.



Peer-to-Peer Factors Negatively Impacting Academic Achievement



Schools where higher percentages of students report having antisocial peers (i.e., friends who have been suspended from school, dropped out of school, sold illegal drugs) *tend to have lower state assessment test scores.*



Protective Factors Positively Correlated with Assessment Scores



Protective Factor	Middle School	High School
Social Skills	.495	.314
Healthy Beliefs & Clear Standards*	.435	.259
Community Rewards	.390	.251
School Opportunities for Pro-social Involvement	.312	.264

Values = 2007-2010 Median correlation coefficient (r)

A coefficient of .10 to .29 indicates a small or weak relationship; .30 to .49 a medium or moderate relationship and .50 to 1.0 a large or strong relationship. The same scale applies to positive and negative correlations.

* This concept refers to the ability of students to express positive norms and standards for behavior, and consistent consequences for not following these expectations.



Peer-to-Peer Factors Positively Impacting Academic Achievement



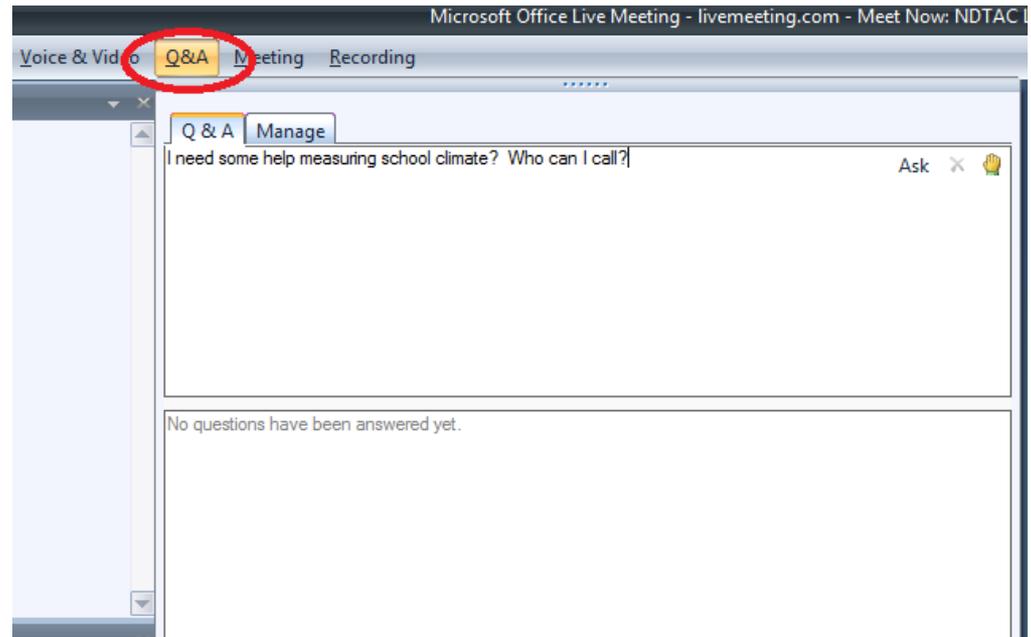
Schools where higher proportions of students report having good social skills, community and school opportunities for pro-social involvement, and receive positive reinforcement for their positive involvement *tend to have higher state assessment test scores.*



Questions?



If you have a question for the presenter, please type it in the Q & A pane or email sssta@air.org.





Enhancing Peer-to-Peer Relationships to Strengthen School Climate

Flora M. Sánchez, Senior Trainer, Vision Training Associates



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Four Research-based Essential Areas of Focus

- **Safety** (e.g., rules and norms, physical and emotional safety)
- **Relationships** (e.g., school connectedness/engagement, adult and peer support)
- **Teaching and Learning** (e.g., social, emotional, ethical and civic learning, support for learning, discipline policies and practices, organizational structures)
- **Institutional Environment** (e.g., physical surrounding)





1 Review the research on why relationships are important

- A. Why relationships are important
- B. Why peer-to-peer relationships are important

2 Provide range of promising strategies and practices to strengthen peer-to-peer relationships

- A. Leverage teacher-to-student relationships
- B. Enhance peer-to-peer relationships



Who Can Build Relationships?



- Certificated staff
- Classified staff
- Students
- Community and Families

The Synergy of Many: 1 + 1 + 1 = 5

The impact on school climate is maximized when many people intentionally build relationships.

Why Relationships Are Important



Why Do Relationships Matter?



Students who feel close to their teachers have been shown to:

- ✓ work harder in school.
- ✓ spend more time on homework.
- ✓ receive better grades.
- ✓ attend school regularly.
- ✓ stay in school longer.
- ✓ have more confidence in their academic abilities.



Why Do Relationships Matter?



School connectedness is correlated with reductions in:



- ✓ school violence.
- ✓ conduct problems.
- ✓ violence and drug use.
- ✓ student absenteeism and suspensions.

School connectedness also:

- ✓ fosters greater attachment to school.
- ✓ provides the optimal foundation for social, emotional and academic learning.



Why Do Relationships Matter?



Students who feel connected to school are more likely to:

- ✓ adopt the goals and values of the school.
- ✓ show compassion and concern for others.
- ✓ demonstrate altruistic behavior.
- ✓ resolve conflicts fairly.
- ✓ engage in higher levels of pro-social behavior in class and on playground.



Why Peer-to-Peer Relationships Are Important



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Peer-to-Peer Relationships



Two Constructs



Peer acceptance—Represents likeability or social status within a group (popularity or rejection).



Friendships—Represent relationships based on mutual respect and appreciation.



Links Between Safe Schools and Positive Peer Relationships



- ✓ Peer acceptance and friendships can moderate aggressive and acting-out behavior.
- ✓ Feeling accepted and having positive peer interaction can increase self-esteem in vulnerable students.
- ✓ Friendships can provide students with social support and opportunities to practice social skills.
- ✓ Students are less likely to mistreat a classmate who is known 'as a person' not just stereotype.
- ✓ Group membership can provide protection from being bullied for some vulnerable students.



Why are Peer Relationships Important?



Youth who have difficulty developing or maintaining friendships are more likely to:

- ✓ engage in aggressive behavior.
- ✓ report low academic achievement and high unemployment later in life.
- ✓ exhibit higher degrees of loneliness and depression.



In Summary



Research studies demonstrate that BOTH peer acceptance and peer friendships play an integral role in safe and supportive schools.



Polling Question #3



To which relationship strategy does your state, district, or school devote most of its attention through staff development?

- Teacher-Student Relationships
- Student-Student Relationships
- Both equally
- Neither

What Schools Can Do to Promote Positive Peer Relationships and Friendships



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Leverage Teacher-Student Relationships



- 1 How teacher-student relationships impact peer-to-peer relationships
- 2 A model of relationships and influence
- 3 The role of effective classroom management



Leverage Teacher-Student Relationships



How teacher-student relationships impact peer-to-peer relationships

Strong, positive relationships between the teacher and students:

- ✓ is the foundation of an effective classroom.
- ✓ establishes model for peer-to-peer relationships.
- ✓ allows teachers to challenge students to be and to do their best.



Leverage Teacher-Student Relationships



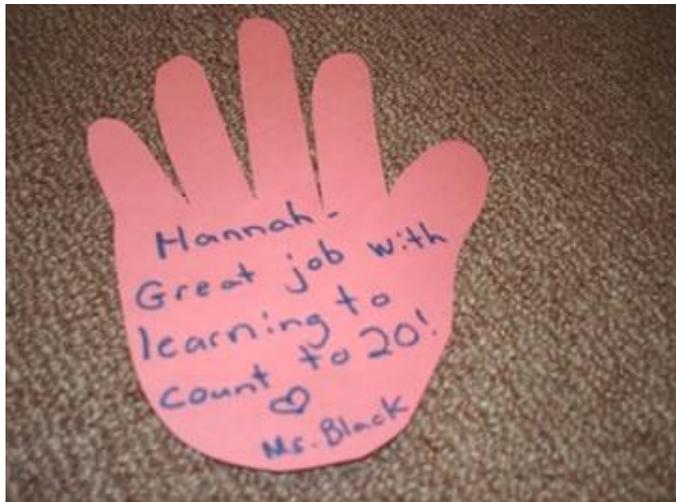
A Model of Relationships and Influence

- Level 1: Inviting a Relationship -- Expressing care
 - Positive non-verbal behaviors: smile, nod, high five, pat on back
 - Use of students' names
 - Notice— attend to what students are saying and doing
 - Affirm (offer encouragement or support)— verbally and/or in writing





What gets noticed gets done!



Leverage Teacher-Student Relationships



A Model of Relationships and Influence

- Level 1: Inviting a Relationship -- Expressing care
 - Non-verbal: smile, nod, high five, pat on back
 - Name
 - Notice
 - Affirm--verbally and in writing

- Level 2: Nurturing the Relationship & Building Trust
 - Listen
 - Endeavor to know and understand students as individuals with lives outside of school, as well as students at school
 - Demonstrate respect and empathy
 - Identify and encourage students' special qualities, interests and talents

- Level 3: Leveraging the Relationship
 - Challenge
 - Mentor
 - Maintain contact (influence increases over time)



“Relationships with students cannot just be left to chance.”

Marzano, et al, 2003



Leverage Teacher-Student Relationships



The Role of Effective Classroom Management



Most effective teacher behaviors:

- Remaining emotionally objective
- Maintaining appropriate balance between teacher 'dominance' and teacher 'cooperation'



Leverage Teacher-Student Relationships



The Role of Effective Classroom Management

Key Elements

- **Teacher Dominance**— the assertion of the teacher’s rights in a way that respects the rights of students and establishes clear behavioral expectations.
- **Cooperation**— a concern for the needs and opinions of students and a focus on students and teacher working as a team by:
 - providing flexible learning goals.
 - taking personal interest in students.
 - using equitable and positive classroom behaviors.
- **Awareness of students with significant needs**

Leverage Teacher-Student Relationships



The Role of Effective Classroom Management

In Contrast

Teacher Dominance and Submission Management Style—characterized by put-down remarks, sarcasm, ridicule, and regularly threatening punishment:

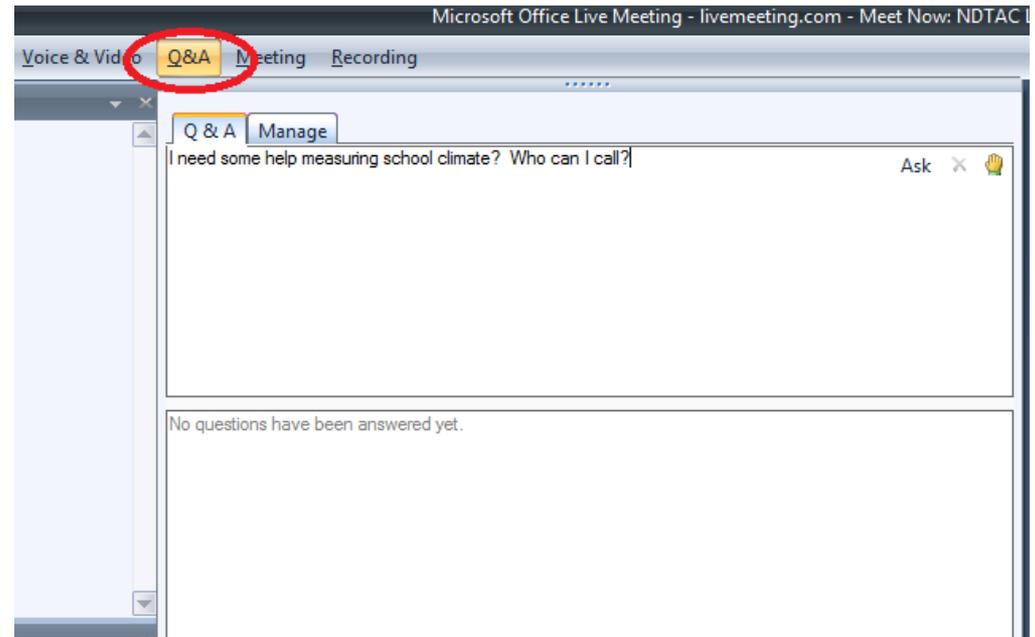
- Models inappropriate and disrespectful behavior.
- Students already prone to bullying may feel justified and tacitly sanctioned by teacher.



Questions?



If you have a question for the presenter, please type it in the Q & A Pane or email sssta@air.org.



Enhance Peer-to-Peer Relationships



1 Classroom organization

2 Curriculum and teaching practices

3 School-wide strategies and practices





Adolescents with teachers who employ learner-centered practices:

- ✓ report having more close friends and obtain a greater number of “friendship nominations” in general.

Middle and high school students in classes where they are encouraged to talk with each other about class assignments, to work in small groups and to move about while working on activities:

- ✓ are less likely to be socially isolated or rejected by their classmates.
- ✓ enjoy greater number of friends.
- ✓ experience more diversity and stability in their friendships.

The degree to which middle and high schools are ethnically diverse, as opposed to clear majority and minority groupings, also can influence the nature and stability of students’ friendships.



Enhance Peer-to-Peer Relationships



Class Organization Strategies

- **Class vision** -- Collaborative development of a description of how the classroom can be and how students will behave.
- **Classroom meetings** -- An effective setting for practicing social skills such as active listening, negotiation and respectful disagreement.
- **Random grouping** -- An opportunity for all students to work in pairs or small groups throughout year, whereby students get to know one another, have fun, share success.
- **Education games and shared special days** -- Opportunities for students to share experiences.



Enhance Peer-to-Peer Relationships



Curriculum & Teaching Practices

- **Social/emotional learning curricula**— A process for learning life skills including how to deal with oneself, others and relationships, and work in an effective manner. In dealing with oneself, SEL helps in recognizing emotions and learning how to manage feelings. It is often recommended that Social Skills curriculum include topics of cultural competence and equality and social justice.
- **Digital Citizenship**— A concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately and addresses issues of social media as they impact on positive peer-peer relationships.

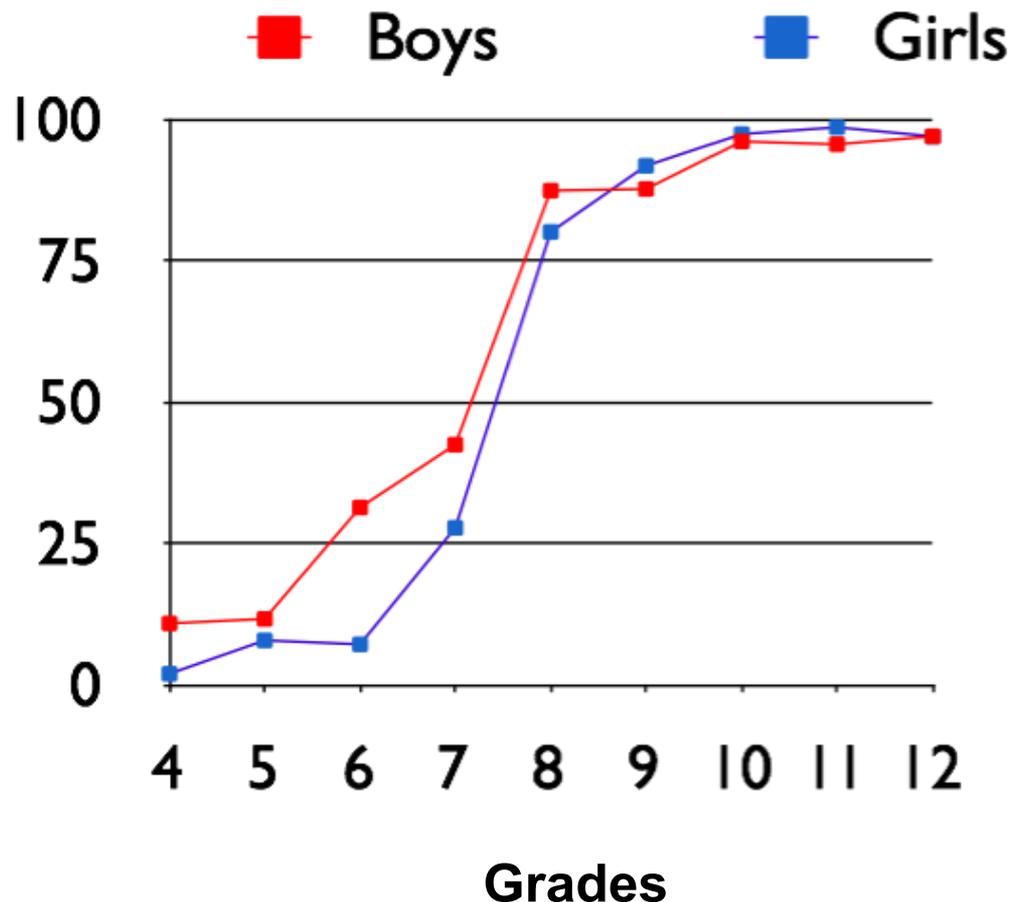


What % of Boys/Girls Have Facebook Account



Sample negative impacts to peer relationships

- Anonymity enables harassment, bullying, etc. without consequences.
- The true meaning of the word 'friends' can erode.



Enhance Peer-to-Peer Relationships



Curriculum & Teaching Practices

- **Cooperative learning strategies**— An approach to organizing classroom activities into academic and social learning experiences. Students work in groups to complete tasks collectively.
- **Authentic group projects/Service Learning**— Students work together to create a high quality product with genuine value. Service learning integrates meaningful school/community service with instruction and [reflection](#) to enrich the learning experience, teach [civic responsibility](#), encourage lifelong [civic engagement](#), and strengthen communities for the common good.

Citations ■

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Kansas S3 Grantee
Experience

Why Relationships
Are Important

Promoting Positive
Peer Relationships



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Enhance Peer-to-Peer Relationships



School-Wide Strategies and Practices

Strategies are characterized by providing more contact between teachers and students as more contact with fewer teachers over time found to enhance teacher-student relationships.

- **Looping**— Schedules students so that they have some of the same teachers for multiple years, increasing the opportunity to develop supportive relationships.
- **Scheduling**— Used at all three levels, it involves structuring the school day, typically, to improve quality instructional time, create a positive school climate, and to promote varying learning time.



Enhance Peer-to-Peer Relationships



School Strategies and Practices (continued)

- **Smaller Learning Communities (Academies/Houses)**— Often called “school-within-a-school” a structure that creates a more personalized learning environment to better meet the needs of students.
- **Transition support**— Provides both staff and student orientation and support for incoming classes and new students, especially important as students move from one level (e.g. elementary to mid and mid to high school).
- **Advisories**— Structure time within school day or week where students spend time with staff advisor.



Enhance Peer-to-Peer Relationships



School Strategies and Practices (continued)

- **Pro-social peer support structures** -- might include one or more of the following programs, all of which increase social interaction:
 - Peer counseling
 - Peer mentoring/buddy systems
 - Peer tutoring
- **“Restorative” practices** -- dialogue-based programs that encourage young people to take responsibility for their actions, repair harm done to victims, and improve and strengthen relationships.
- **Parent Engagement** -- informing, supporting, coaching parents’ role in helping their children experience positive peer relationships



Key Ideas to Take Away

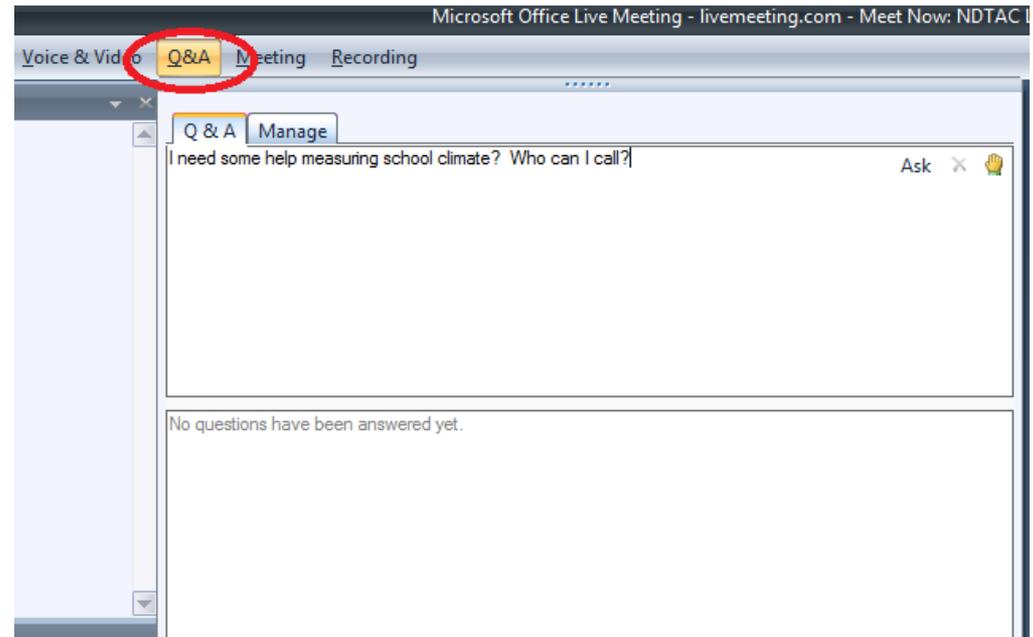


- Strengthen your own relationships with all students.
- Consistently model positive relational behaviors.
- Integrate, as often as possible, strategies and practices that provide students with opportunities to know and work with one another.

Questions?



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