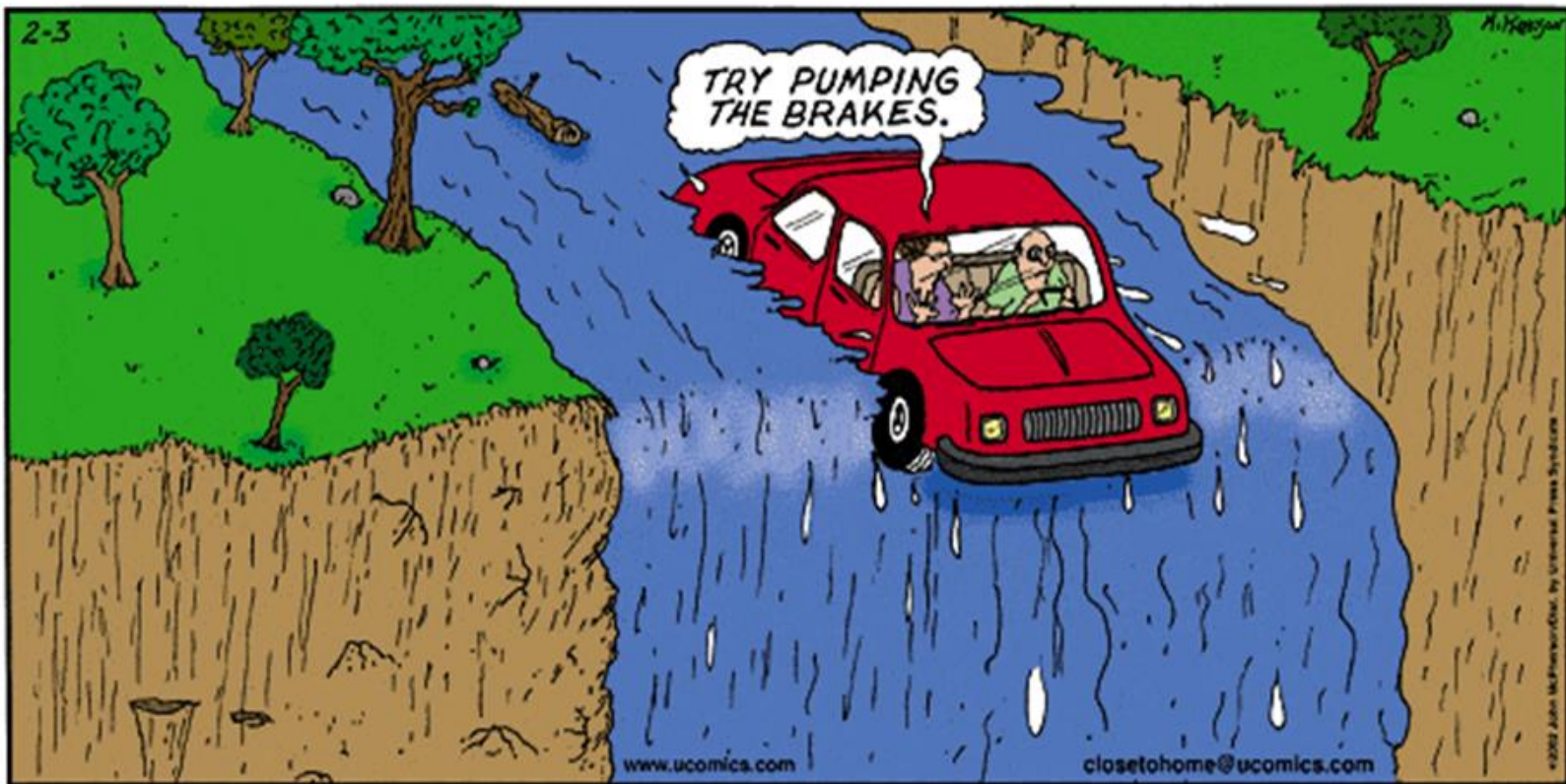


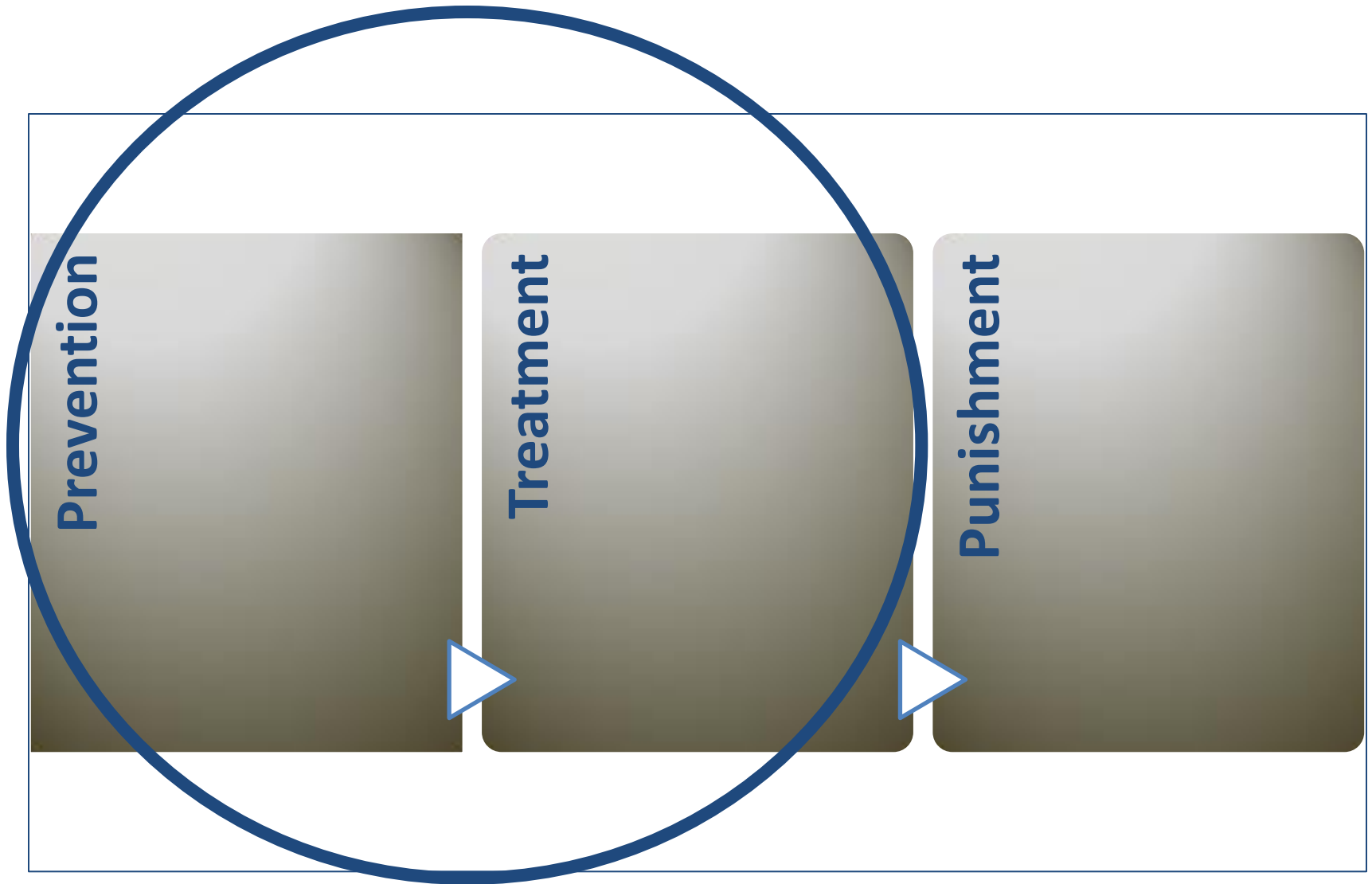
What To Do: Promote & Prevent

CLOSE TO HOME

BY JOHN McPHERSON



Three approaches to Safety



What Does Not Work or Causes Harm



- Reduces opportunity to learn
- Generates student anger and alienation
- May weaken the school bond
- Has detrimental effects on teacher-student relations
- Models undesirable problem solving
- Reduces motivation to maintain self-control

What Does Not Work or Causes Harm



- Can result in more problems (e.g., truancy, dropout, vandalism, aggression)
- Has limited long term effect on behavior
- Is applied disparately and contributes to disparities

What Does Not Work or Causes Harm



- Significantly increases likelihood of students:
 - repeating a grade
 - dropping out
 - becoming involved in the juvenile justice

Thought Experiment: Is the Problem the Fish, The Water, or Both?



Schools as Risk & Protective Factors in the Lives of Students



Trauma and Youth

Among U.S. Youth:

- 60% exposed to violence within past year
- 8% report lifetime prevalence of sexual assault
- 17% report physical assault
- 39% report witnessing violence

» Archives of General Psychiatry, Feb 2010, NCRS-R Study

School as a Protective Factor and as a Context that Supports Resilience

Protection



- Connection
- Academic Success
- Supported Transitions
- Positive Relationships With Adults And Peers
- Caring Interactions
- Social Emotional Learning
- Stability
- Positive Approaches To Disciplinary Infractions &
- Appropriate Supports

School as a Risk Factor for Multiple Rotten Outcomes



Risk

- Alienation
- Academic Frustration
- Chaotic Transitions
- Negative Relationships With Adults And Peers
- Teasing, Bullying, Gangs
- Poor Adult Role Modeling
- Segregation With Antisocial Peers
- School-driven Mobility &
- Harsh Discipline, Suspension, Expulsion, Push Out/Drop Out
- Lack of or Fragmentation of Support

Work at Three Levels

Provide Individualized Intensive Supports

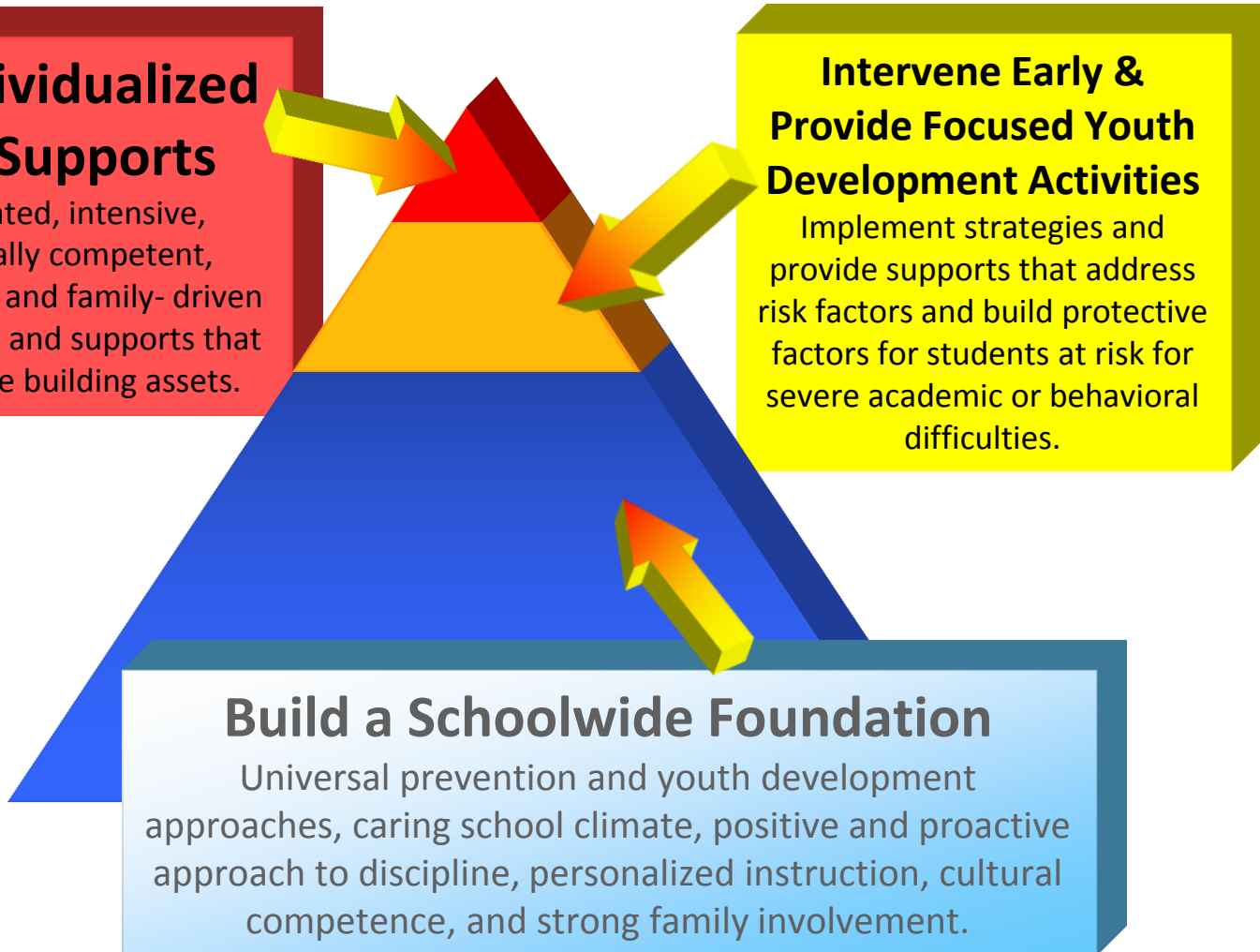
Provide coordinated, intensive, sustained, culturally competent, individualized, child- and family- driven and focused services and supports that address needs while building assets.

Intervene Early & Provide Focused Youth Development Activities

Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

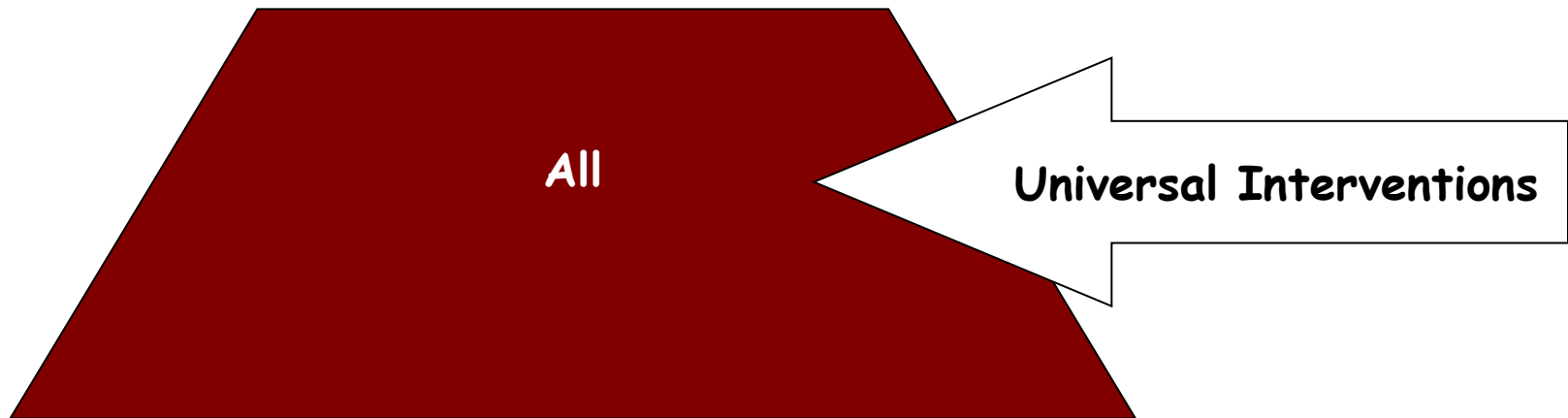
Build a Schoolwide Foundation

Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.



The Logic of Universal Intervention

- Cannot Identify All Who Are At Risk
- Children Affect Each Other
- No Stigma
- No Self-fulfilling Prophecies
- No Homogenous Grouping
- Per Child Cost Is Less
- Provides A Foundation

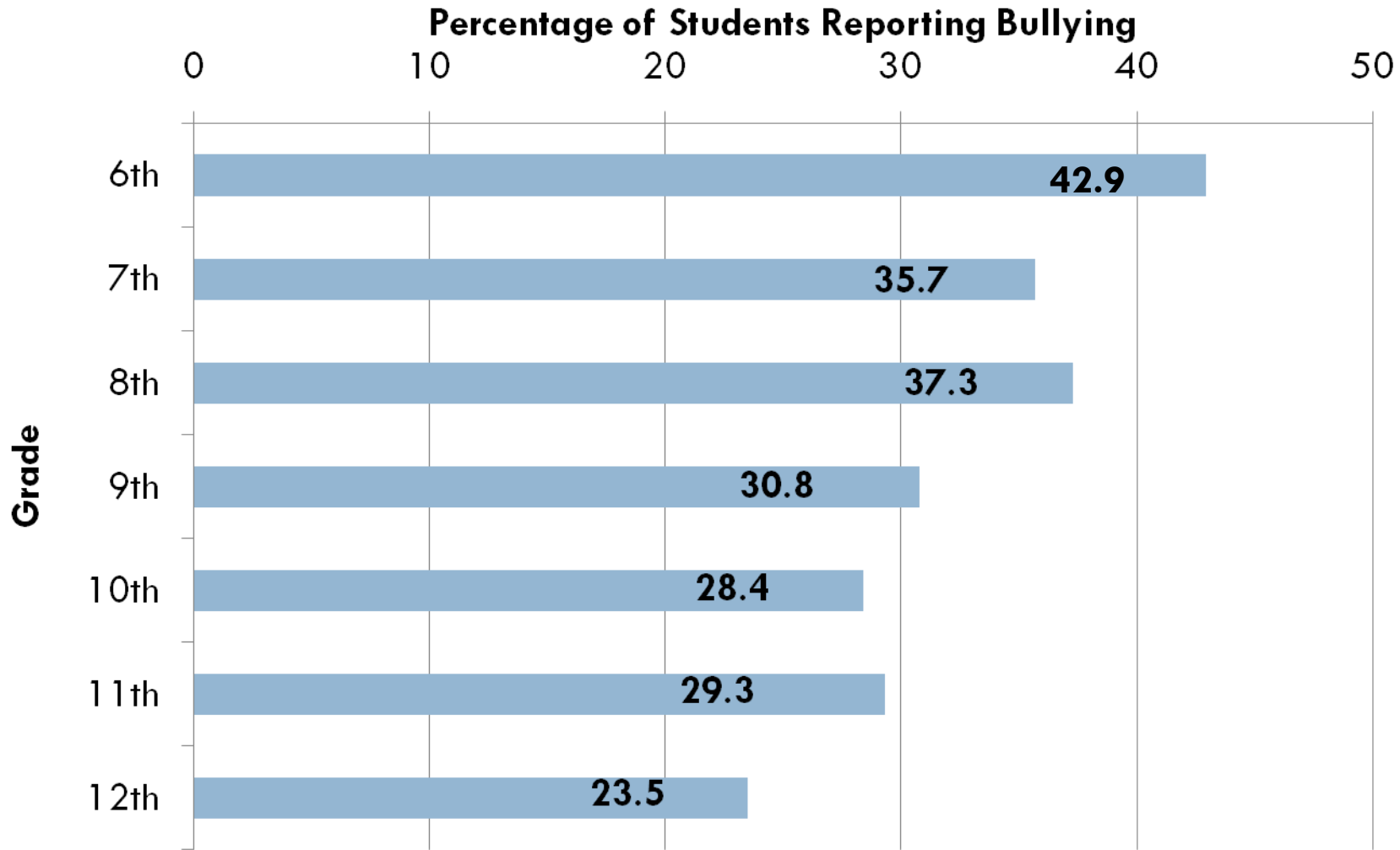


Safe and Respectful Climate

- Physical Safety
- Emotional Safety



Middle School is the Worst Period



Source: Indicators of School Crime and Safety, 2008;
Kevin Jennings

Student Connectedness & Support

- Students think that *most* of their teachers and other adults in the school listen to them, care about them, and treat them fairly.
- Students report that teachers notice when they are having trouble and readily provide extra help when it is needed.



Social Emotional Learning



- Understand and Manage Emotions
- Understand and Manage Relationships
- Make Responsible Decisions

Supporting Learning and Healthy Development

Connection
Attachment
Trust
Care
Respect

**Social Emotional
Learning & Support**

**Positive Behavioral
Approaches & Supports**

Learning Supports
Effective Pedagogy
Engagement
Motivation

If We Want to Be Safe We Have to Look At the
Right Data and Analyze it Correctly



Creating an Environment that Supports Mental Wellness and Health

