

Culture Counts:

Five Domains of Classroom Culture In The Skillful Classroom

Lynne Kenney, PsyD
www.lynnekenney.com



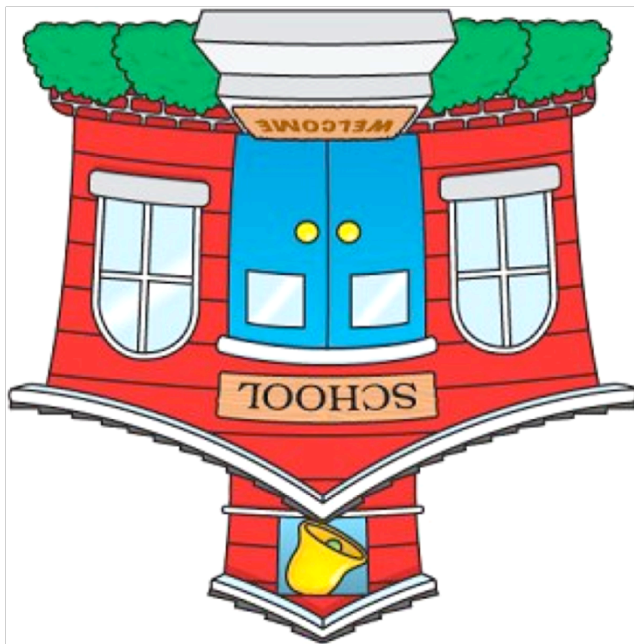
What Will We Cover Today?



- The human elements and creation of school culture
- Tools for defining your mission
- Practical strategies for creating a thriving, respectful culture
- How to educate and manage those who exhibit behaviors outside the defined culture
- Practical strategies for defining and living in a school culture of dignity and respect
- How our culture, values, behavioral norms and expectations impact children and behavior



The Upside Down School and how to turn it right side up



What Is The Family Coach Method?

- ◆ A three tiered methodology for in-home, in-school and in-office interventions that moves families and teachers away from coercion, threats and time-out and into brain-based skills and strategies.



What is a Brain-Based Intervention?

- ◆ An intervention that engages cognitive or motor parts of the brain.
- ◆ One that increases neuronal communication.
- ◆ One that builds skill sets.
- ◆ One that increases collaborative parenting strategies.



The Three Tiers

*The Roof:
Freedomland*

*Floors 1 & 2 The
Skills*

*The Foundation
The Culture*



Every School Has A Culture

- ◆ What is our landscape?
- ◆ The who, what, when, where and how of our classroom
- ◆ We are a class who...
- ◆ In our class we...
- ◆ We agree that...



How We Live in Damage Control

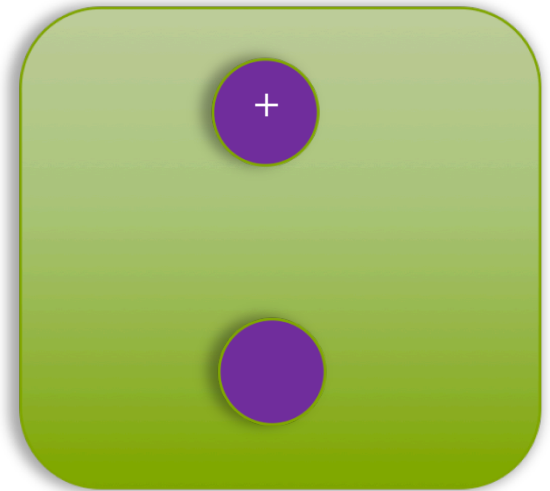
Expectations



Skill Sets

Inhibition
Self-regulation
Planning
Previewing
Organization
Task initiation
Task completion
Self-observation

Outcomes



Needs



How Culture Keeps Us Out of Damage Control

- ◆ The Who, What, When, Where and How.
- ◆ The Who is your Mission Statement. This is a continuing reminder to you and your teachers you are a meaningful unit (We are a program who...).
- ◆ The What are your Values. What you value shows you the way to your classes goals. It propels your mission (As a programme we value...).
- ◆ The How are your Rules. Rules are the “how we do it.” They are the building blocks for expected behaviors – your program do’s (and a few don’ts). (We do X because it supports our mission and values).



Culture is Context

- ◆ Definition: The culture is an organization or entities way of living. Your manner of being, what you exist for, the how and why of the purpose for which you exist.
- ◆ Culture refers to Ways of Life.
- ◆ As an example some cultures are based in only oral language not the written word, so cultural expectations can only be spoken.



Domains of Programme Culture

- ◆ **Communication:** The words we use, our tone and body language.
- ◆ **Thoughts:** The “expressed ways” in which we perceive, interpret, and understand the world around us.
- ◆ **Social Activities:** The WHAT we do. The manner in which we join, share and collaborate to be successful social beings.
- ◆ **Social Interaction:** The give-and-take, negotiation, protocol, and conventions within our setting. How we dress, how we stand on the playground, how we talk with parents. How we talk with other teachers. To whom we discuss students.
- ◆ **Behavior:** The expression of our culture, values and skill sets.



How Do You Communicate The Landscape?

- ◆ When children and families enter your setting how do you communicate your culture?
- ◆ Do you model the culture?
- ◆ Do you write it down?
- ◆ Do you simply expect it?
- ◆ Do you practice it?
- ◆ Do your teachers live it?



What is Your Mission?

- ◆ Generally, corporations have a mission. Does your program? Do your classrooms?
- ◆ You likely have a mission, whether communicated or not, it is driven by your values and lived by your employees.
- ◆ Does your entire district have a mission?
- ◆ Does your school have a mission?
- ◆ Does every classroom have a mission?

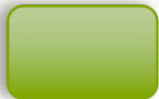


What Are Your Values?

- As a director, you guide the values of your teachers and students. To you what does it mean to live in a value filled culture?



Accountability Attentiveness
Balance Belonging Caring
Closeness Commitment
Communication Compassion
Compatibility Confidence
Cooperation Courage Courtesy
Determination Devotion
Diplomacy Discipline
Education Enthusiasm
Excellence Fairness Family
Flexibility Follow-through
Forgiveness Freedom
Generosity Helping Honesty
Imagination Individuality
Initiative Integrity ...



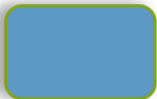
How Do You Communicate Values?

- ◆ What words do you use?
- ◆ What behaviors do you model?
- ◆ How do you state your expectations?
- ◆ What do you do when someone lives outside the classroom value-set?
- ◆ Do the children have the skills to live within your culture?



Why Skills Matter

- ◆ We have expectations of our children
- ◆ Our children have task demands
- ◆ We need to teach our children the skills to meet task demands





CHILD + Choices

Listening Skills

I chose not to speak
I listened to someone speaking
I nodded my head to show I was listening
I repeated back what I heard, when asked
I asked a question when I did not understand
I remembered instructions
I followed instructions

Calming Skills

I noticed my thermometer rising
I chose to stop and breathe
I thought before I spoke
I chose my words carefully
I asked a question when I did not understand
I kept my body still and calm

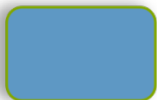
Sportsmanship Skills

I made a decision to be team player first
I thought of others feelings not just my own
I nodded my head to show I was listening
I repeated back what I heard, when asked
I complimented my teammates
I kept my body calm
I practiced STOP THINK ACT

Disagreeing Skills

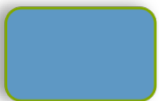
I chose to listen first
I said, "May I please respond"
I said "May I ask a question"
I listened to the response
I used a nice tone and calm body
I made an agreement
I followed thru on my agreement

- . Accepting "No"
- . Accepting Consequences
- . Accepting Criticism
- . Apologizing
- . Appropriate Language
- . Arguing Respectfully
- . Asking a Favor
- . Asking Questions
- . Being a Good Listener
- . Being in a Group Discussion
- . Being on Time
- . Brainstorming
- . Complying with Requests
- . Conflict Resolution
- . Controlling Anger
- . Conversational Skills
- . Dealing with Bullying
- . Dealing with Fear
- . Declining an Invitation
- . Expressing Empathy
- . Expressing Feelings
- . Expressing Grief
- . Following Directions
- . Following Rules
- . Get Someone's Attention
- . Getting Teacher's Attention
- . Good Sportsmanship
- . Ignoring Distractions
- . Interrupting
- . Introducing Yourself
- . Learning to Disagree
- . Listening to Others
- . Maintaining Friendships
- . Making New Friends
- . Netiquette
- . Offering Assistance
- . Passing in Hallways
- . Proximity
- . Reacting to Rumors
- . Reading Body Language
- . Refusing Requests
- . Resisting Peer Pressure
- . Responding to Defeat
- . Responding to Prejudice
- . Responding to Teasing
- . Setting Goals
- . Showing Appreciation
- . Showing Respect
- . Solving a Problem
- . Staying on Task
- . Talking With Others
- . Tolerance of Differences
- . Using Humor
- . Using Self-Control
- . Waiting Your Turn
- . Willingness to Try New Tasks



Domains of Classroom Skills

- ◆ 1. Perspective-taking—the ability to see a situation from another person’s perspective
- ◆ 2. Impulse control—the ability to control initial impulses (thoughts, desires) without acting on them
- ◆ 3. Delaying gratification—the ability to delay gratification of needs and desires
- ◆ 4. Conflict resolution—the ability to solve an interpersonal problem satisfactorily to both parties, without resorting to aggression (verbal or physical)
- ◆ 5. Reading social cues – the ability to decode facial expressions, actions and words
- ◆ 6. Mood modulation – managing the ups and downs of feelings in the moment, employing calming skills, using one’s thoughts to manage one’s feelings



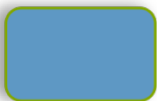
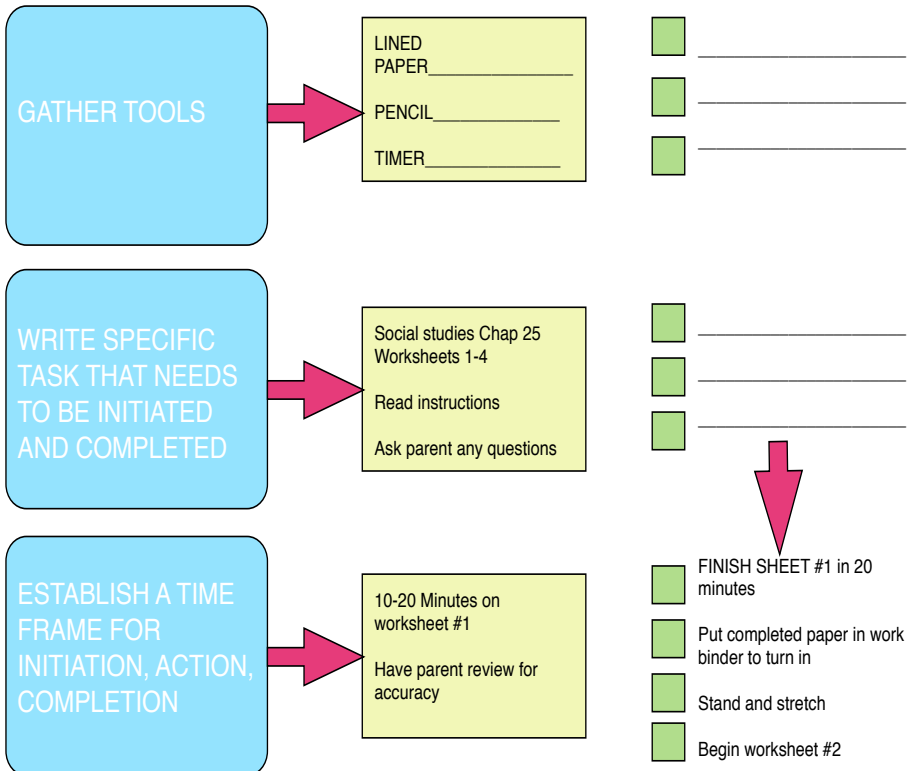
Skills Break-Downs

The Family Coach Skills Delineation

SAMPLE SKILL: INITIATE HOME WORK

Begin/Complete

NEXT STEPS



Become A Brain Ambassador

- ◆ Help us bring brain-based skills to 100,000 people in 2012
- ◆ Wendy Young, Sue Atkins & Deborah McNelis
- ◆ Share one piece of brain-based learning with your colleagues, clients, friends and family
- ◆ @drlynnekenney
- ◆ www.lynnekenney.com
- ◆ www.TheParentingTeam.com

