

Resilient Classrooms

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Part I

A theoretical framework

ClassMaps' central premise:

Developmental competence of children will be more evident, academic success is more likely, and emotional distress is diminished when their classrooms support strong interpersonal relationships and foster self-regulated learning

Risk = Children Are More Likely To Be Unsuccessful Adults

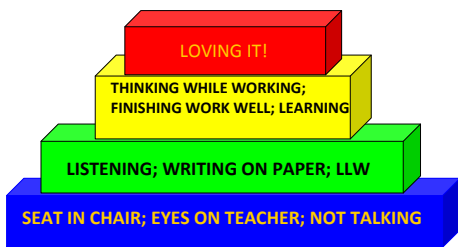
- | Risk | Adult outcomes |
|---|---|
| <input type="checkbox"/> Poverty | <input type="checkbox"/> Mental illness |
| <input type="checkbox"/> Low parent education | <input type="checkbox"/> Physical illness |
| <input type="checkbox"/> Marital/family dysfunction | <input type="checkbox"/> Educational disability |
| <input type="checkbox"/> Poor parenting | <input type="checkbox"/> Delinquency |
| <input type="checkbox"/> Child maltreatment | <input type="checkbox"/> Teen parenthood |
| <input type="checkbox"/> Poor health | <input type="checkbox"/> Financial dependence |
| <input type="checkbox"/> Parental illness | <input type="checkbox"/> Unemployment |
| <input type="checkbox"/> Large family | <input type="checkbox"/> Low social competence |
| | <input type="checkbox"/> Low adult intelligence |

Doll & Lyon, 1998

Resilience = Vulnerable Children Who Become Successful Adults

- | Individual | Family & community |
|--|--|
| <input type="checkbox"/> Positive social orientation | <input type="checkbox"/> Close bond with one caretaker |
| <input type="checkbox"/> Friendships | <input type="checkbox"/> Effective parenting |
| <input type="checkbox"/> Internal locus of control | <input type="checkbox"/> Nurturing by other adults |
| <input type="checkbox"/> Positive self-concept | <input type="checkbox"/> Positive adult models |
| <input type="checkbox"/> Achievement orientation | <input type="checkbox"/> Connections with pro-social organizations |
| <input type="checkbox"/> Community engagement | <input type="checkbox"/> Effective schools |

Components of Engagement

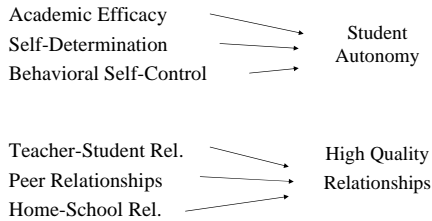


Strengthening academic engagement

- **Relatedness:** a socially supportive community
- **Perceived Competence:** where students expect to be successful in their learning
- **Autonomy:** where students are given choices, a share in decision-making, and intrinsic controls

National Research Council and the Institute of Medicine. (2004). *Engaging schools*. Washington, DC: The National Academies Press.

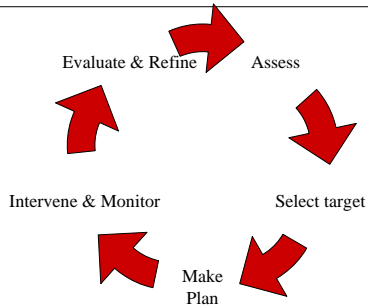
Resilient Classrooms Preconditions for Engagement



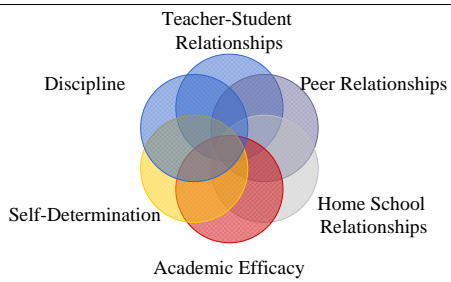
Making classrooms resilient...

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

ClassMaps Consultation



ClassMaps Conceptual Framework



Teacher Student Relationships

Caring, trustworthy, responsive, respectful

- 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
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My teacher helps me when I need help.

Never	Sometimes	Often	Almost Always
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My teacher respects me.

Never	Sometimes	Often	Almost Always
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My teacher likes having me in this class.

Never	Sometimes	Often	Almost Always
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My teacher makes it fun to be in this class.

Never	Sometimes	Often	Almost Always
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My teacher thinks I do a good job in this class.

Never	Sometimes	Often	Almost Always
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My teacher is fair to me.

Never	Sometimes	Often	Almost Always
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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

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
