

It's October...



Our students need us to bring:

- Our passion
- Our interest in them
- Our skills
- Our willingness to learn and change

"If I have seen further it is by standing on the shoulders of Giants."

-Isaac Newton, physicist and mathematician



We stand on the shoulders of giants

"Where after all do universal human rights begin? In small places, close to home - so close and so small that they cannot be seen on any map of the world. Yet they *are* the world of the individual person: The neighborhood he lives in; the school or college she attends; the factory, farm or office where he works. Such are the places where every man, woman, and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerted citizen action to uphold them close to home, we shall look in vain for progress in the larger world."



Eleanor Roosevelt

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Mahatma Gandhi

"We must be the change we wish to see in the world."

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test: Recall the face of the poorest and weakest man you have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it? Will it restore him to a control over his own life and destiny?"

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Martin Luther King, Jr.

"Faith is taking the first step, even when you don't see the whole staircase."

"True peace is not merely the absence of tension: it is the presence of justice."

"In the end, we will remember not the words of our enemies, but the silence of our friends."

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Dorothea Ross

"In the early 1980s, as part of a major study of childhood pain, we asked children with leukemia what their worst pain experience had been. We expected the answers to be some of the often excruciating treatment-related pains that these children must endure. To our astonishment, many children said that their worst pain was to be teased about their appearance (for example, baldness and extreme pallor) when they returned to school."

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Debra Pepler and Wendy Craig

"When dealing with a bullying problem, it doesn't help to instruct the victim to solve the problem herself. Children who are persistently victimized have most likely exhausted their strategies for responding to bullying.... By the time they approach an adult, they have likely reached the end of their tolerance because no strategy they have tried has been successful in stopping the bullying. ... it is essential that an adult assist the victim and intervene to shift the power imbalance between the victim and bully."

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Dan Olweus

"The [bullying prevention] program strives to develop a school (and ideally a home) environment characterized by:

- warmth, positive interest, and involvement by adults;
- firm limits to unacceptable behavior;
- non-hostile, nonphysical negative consequences consistently applied in cases of ...unacceptable behaviors; and
- where adults act as authorities and positive role models."

(Olweus, Limber, Mihalic 1999)

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Diana Baumrind

Consistent discipline

Authoritarian: High consistency, low warmth and involvement	Authoritative: High consistency, high warmth and involvement
Uninvolved: Low consistency, Low warmth and involvement	Permissive: Low consistency, High warmth and involvement

L Warmth and connectedness H

Diana Baumrind's research: outcomes

Consistent discipline

Follows rules. Anxious in interpersonal relationships	Able to relate, overcome frustrations, and persist.
High risk for aggression and other difficulties	High self esteem. Difficulty with responsibilities and frustration.

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Emmy Werner

Dr. Werner is best known in the field of child development for her leadership of a thirty year longitudinal study of 698 infants on the Hawaiian island of Kauai—the island's entire birth cohort for the year ... The study supported the conventional wisdom that many children exposed to ... risk factors ... go on to experience more problems with delinquency, mental and physical health and family stability than children exposed to fewer such risk factors.

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Emmy  
Werner

However, among Werner's most significant findings was that many high-risk children displayed resilience and developed into normal, happy adults despite their problematic development histories. She and her fellow researchers identified a number of protective factors in the lives of these resilient individuals which, they hypothesized, helped to balance out risk factors at critical periods in their development. Among these factors were a **strong bond with a nonparent caretaker** (such as an aunt, babysitter, or teacher).

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Mary  
Pipher

"Young girls slowly bury their childhood, put away their independent and imperious selves and submissively enter adult existence."

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Mary  
Pipher

"Something dramatic happens to girls in early adolescence.... They crash and burn in a social and developmental Bermuda Triangle.... They lose their resiliency and optimism and become less curious and inclined to take risks. They lose their assertive, energetic and "tomboyish" personalities and become more deferential, self-critical, and depressed."  
"As a girl, Ophelia is happy and free, but with adolescence she loses herself. When she falls in love with Hamlet, she lives only for his approval. She has no inner direction... Ophelia is torn apart by her efforts to please"

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Nicki  
Crick

"Relational aggression harms others through damage or the threat of damage to relationships. [It] includes both direct and indirect acts such as threatening to end a friendship unless a peer complies with a request, using social exclusion to control or punish others, and spreading nasty rumors about someone so others will reject him or her."

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Michael  
Kimmel

"All or most of the [school] shooters [we studied] had tales of being harassed—specifically, gay-baited—for inadequate gender performance; their tales are the tales of boys who did not measure up to the norms of ...masculinity. Thus, in our view, these boys are not psychopathological deviants but rather over-conformists to a particular normative construction of masculinity, a construction that defines violence as a legitimate response to a perceived humiliation."

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James  
Comer

"In order to behave well in school, students must be able to listen to instructions and receive information from their teachers.... To be a learner, a student must be able to tolerate the frustration and disappointment of trial, error, losing, delayed rewards... without becoming unusually disruptive.... To be able to work, learn, and play with others, a student must be able to appreciate and respond to the needs and feelings of others and...have the interpersonal skills necessary to negotiate respectful and helpful responses to his or her own needs and feelings."  
"It is important for schools to recognize...troubling student behavior as social underdevelopment."

## We stand on the shoulders of giants



Carol Dweck

Some people are energized by challenge or failure; some give up. Some people keep focused on their goals; some have to please everyone else.

Dweck's research shows us the connection between how we talk with young people about themselves and their response to failure and stress. Her work shows us a way to help young people pursue their own goals.

## How do students interpret their failures?

### TRAITS

- I am dumb.
- I am mean.
- I have no self-control
- I am lazy.
- I am immature.

### OTHERS

- I am disappointing my mother
- I'll show that teacher he can't boss me around!

### ACTIONS

- When I don't do the work, I don't learn.
- When I am mean to others, they don't want to be my friend.
- When I hurt people, I get in trouble.

## Our words teach young people how to think about themselves.

### TRAITS

- You're so clumsy!
- You're just lazy.
- You're not good at math.
- You are a bully.

### OTHERS

- I get so angry when you....
- I'm disappointed that you...
- I'm so frustrated that you don't try!

### ACTIONS

- You called Jenna a .... I think you hurt her feelings.
- You got a D. What did you do to make that happen?
- You lost TV because you.... As soon as....

## How do students interpret their successes?

### TRAITS

- I am smart.
- I am kind.
- I am great.
- I am special.
- I am mature.

### OTHERS

- I made my mom happy
- I made my teacher like me

### ACTIONS

- When I work hard, I learn.
- When I help others, they are happy.
- When I control myself I stay out of trouble.

## Our words teach young people how to think about themselves.

### TRAITS

- You're so smart!
- You are a kind person
- You are caring.

### OTHERS

- I like it when you work hard.
- I'm so happy you were kind to Janet.
- I'm proud of you.

### ACTIONS

- You kept working until you were done, and you got 90% right.
- You sat with Jenna when she was alone, and I saw her smiling.
- You controlled yourself when Jim yelled at you, and you didn't get in trouble.

## Use EYE messages.

- Describe the actions: *"I noticed..."*  
*"He yelled at you and you walked away."*  
*"You kept working until you were done."*  
*"You practiced hitting the ball."*

Then:

- Describe a natural consequence you observed:  
*"You didn't get into a fight."*  
*"You finished your project."*  
*"You got a hit in the game."*



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Myrna  
Shure

Teach social problem-solving skills

- Define the problem
- Consider many solutions
- Think ahead to see effects of each solution
- Build a repertoire of successful strategies
- Emphasize learning through reflection
- "Teach young people how to think, not what to think."



"Whatever you do may seem insignificant to you, but it is most important that you do it."



One person can ~~only~~ do so much.