



One Trusted Adult

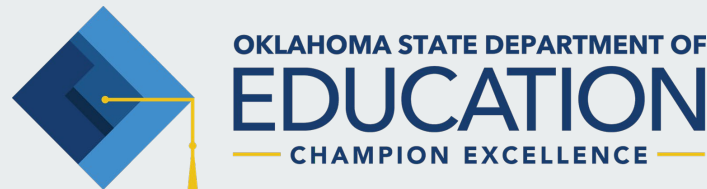
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<http://sde.ok.gov/ChampionExcellence>

[http://bit.ly/OSDE -OneTrustedAdult](http://bit.ly/OSDE-OneTrustedAdult)



The **Champion Excellence** strategy collaboratively designs and pursues an ambitious vision, providing support and opportunities to publicly celebrate progress.



ENVISION



SUPPORT



CELEBRATE



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Who was your trusted adult?



Find three different adults in the room and **introduce** yourself, then **share a story** about an adult that made an impact on your life and how.

Who was your trusted adult?

What did you notice about other adults' stories. Were there **similarities** ? What **attributes** were discussed?

Go to www.menti.com and use the code 27 04 59

- **List 3 attributes** that were used when your colleagues discussed adults that impacted them.

What are the attributes of the adults you trusted?



Session Goals



1. **Define** what is a **TRUSTED ADULT** and why they are important.
2. Introduce **RELATIONSHIP BUILDING** strategies.
3. What does the **DATA** say?
4. Make a plan for **NEXT STEPS**
5. Plan for **RESPONDING TO CRISIS**

WHAT DEFINES A TRUSTED ADULT?



Share



Add to list



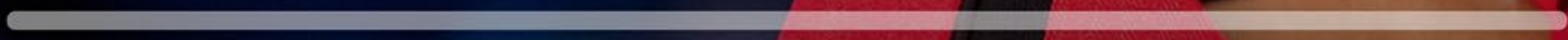
Like



Recommend

Rita Pierson | TED Talks Education

Every kid needs a champion



7:37



“Every child **deserves a champion**,
an adult who will never give up on
them, who understands the power of
connection, and insists that they
become the best that they can
possibly be.”

- Rita

Pierson



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The Impact of Having Trusted Adults in Schools



**“No significant learning
can occur without a
significant
relationship.”**

-James Comer

WHY ARE TRUSTED ADULTS IMPORTANT?

Why it Matters to You

- When schools and districts effectively focus on creating a safe, healthy, and supportive environment, students are more likely to engage in the curriculum, achieve academically, and develop positive relationships.
- When students have a trusted adult in the school environment, the likelihood of violent incidents significantly decrease.

National Center on Safe Supportive Learning Environments

- **Students who feel connected to school are more likely to succeed**-- they have better school attendance, grades, and test scores and stay in school longer.
- Building these relationships **requires perspectives that embrace** positive attitudes and beliefs, cultural and linguistic competence, an understanding of the needs and experiences of students, and an understanding of the school environment.

National Center on Safe Supportive Learning Environments

- Students who feel connected to school are **less likely to engage in risky behavior.**
- Building positive relationships that foster a safe supportive learning environment and student connection is the **responsibility of all** who touch a school.
- Caring adults play an important role in building strong relationships with students which **facilitate their connection to school.**

A Protocol and a Few Stats



PREDICT.

For each data prompt, predict the student response and list at least one reason that explains your prediction.



DISCUSS.

With your small group, discuss anything that surprises you or reinforces your thoughts about the data.



IMAGINE.

For each data prompt, write down one thing you, your team, your school, or your district could do next week to improve the data.

What percent of students agree with the following: “ *I know other students and they know me*”

Predict

58%

What percent of students agree with the following: “ *I **know** other students and they know me*”

Discuss | Imagine

What percent of students agree with the following: “ *I know that teachers and other adults care about me and my success*”

Predict

50%

What percent of students agree with the following: “ *I know that teachers and other adults **care** about me and my succe’ss*”

Discuss | Imagine

What percent of students respond with YES to the following question: “If there is something bothering you, is there an **adult** at school who you could talk to?”

Predict

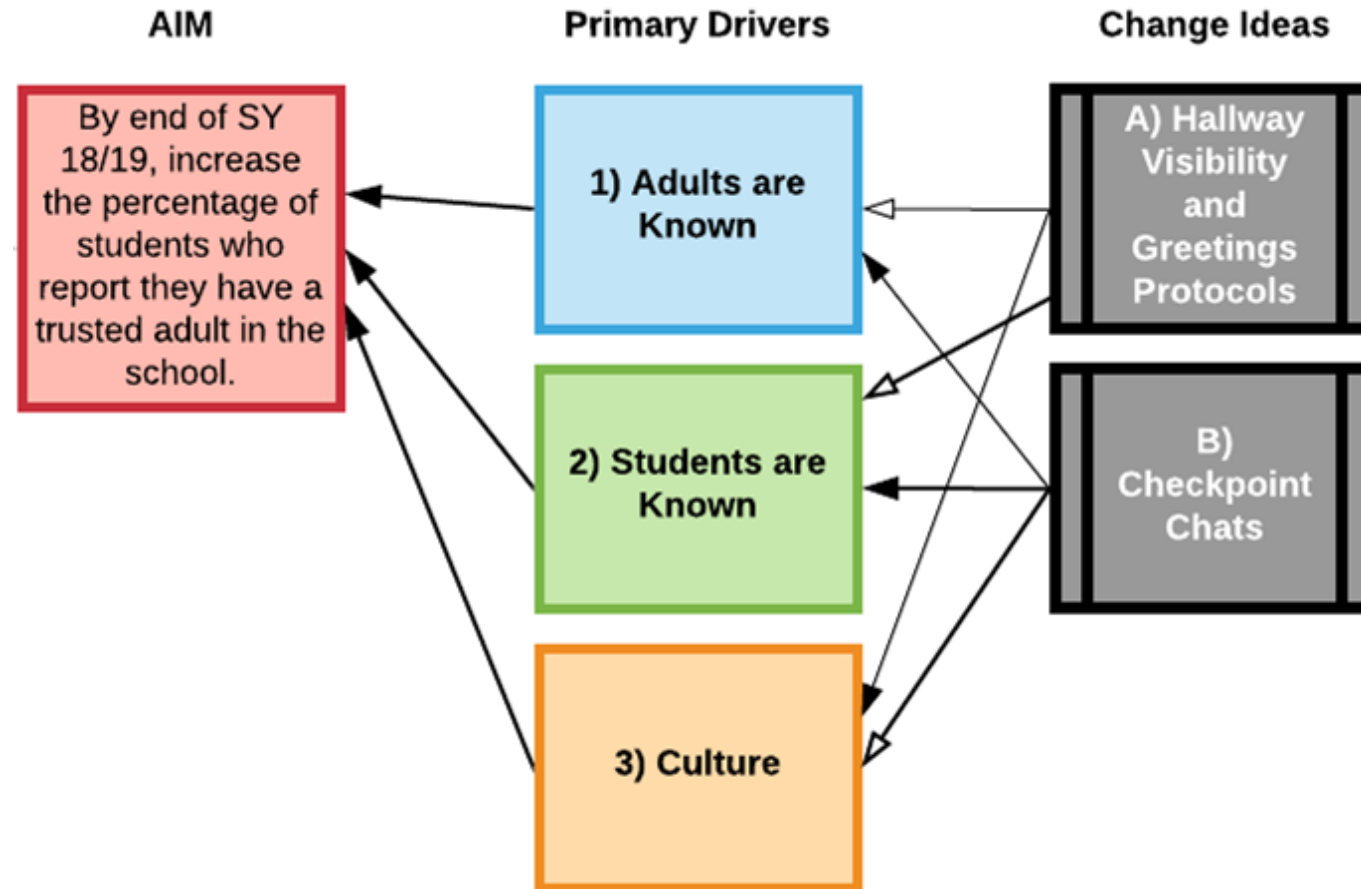
79%

What percent of students respond with YES to the following question: “If there is something bothering you, is there an **adult** at school who you could talk to?”

Discuss | Imagine

WHAT STRATEGIES CAN BE USED TO INCREASE THE NUMBER OF STUDENTS WHO REPORT HAVING A TRUSTED ADULT ON SCHOOL CAMPUS?

Two Strategies We Tried



Strategy One

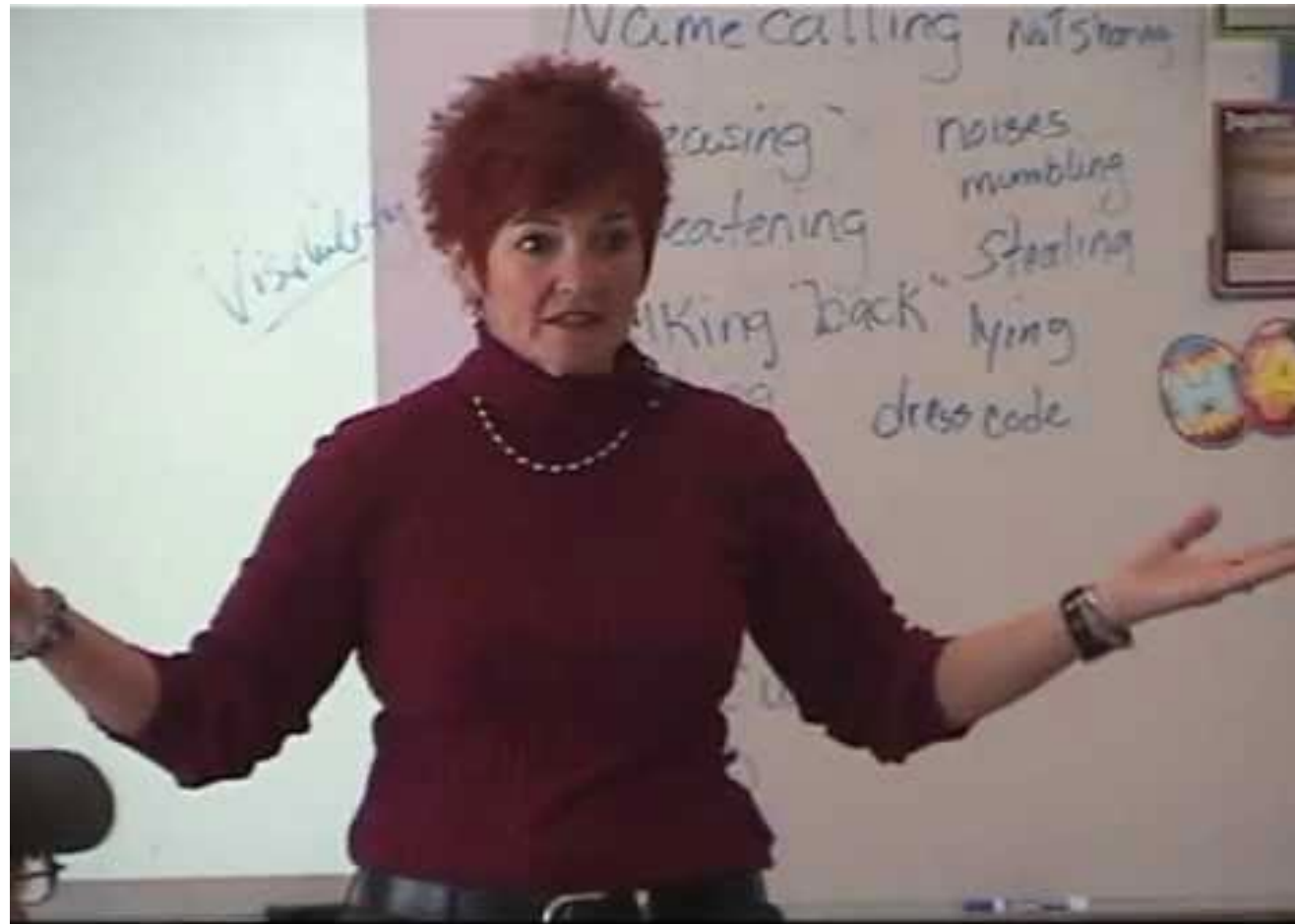
Implement hallway visibility strategies and greetings protocols

- In what ways do we **underestimate** the importance of seemingly simple gestures like these?
- Why is important to **build relationships** with students?
- How does that help you teach your content?
- How do you show students that **you appreciate them** in your classroom?

Greetings Protocols



Hallway Visibility



Strategy One

Implement hallway visibility strategies and greetings protocols

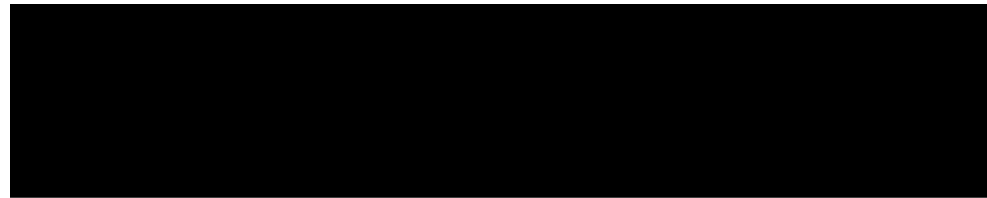
Key Attributes:

- Always use a student's name
- Make eye contact with the student
- Be at the front of the door/entrance
- Give options including handshakes, high-fives, fist bumps, hugs, etc.

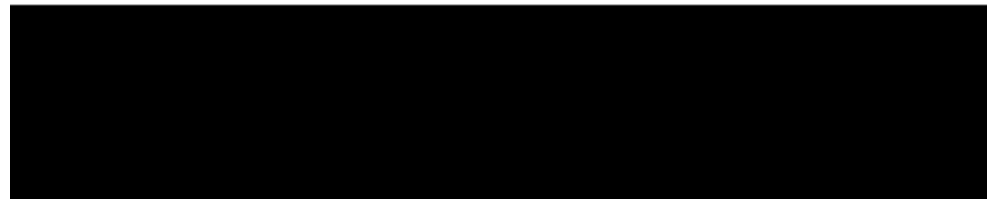
Strategy Two



Implement checkpoint chat programs for students.



CHECK IN CHECK OUT
A TIER II INTERVENTION - PART 1



Strategy Two



Implement checkpoint chat programs for students.

While keeping our **strategy** in mind, **discuss** with your colleagues how the **checkpoint chat programs** might vary from the one that was shown in the video.

What **other outcomes** do you think will occur when implementing this change?

Strategy Two

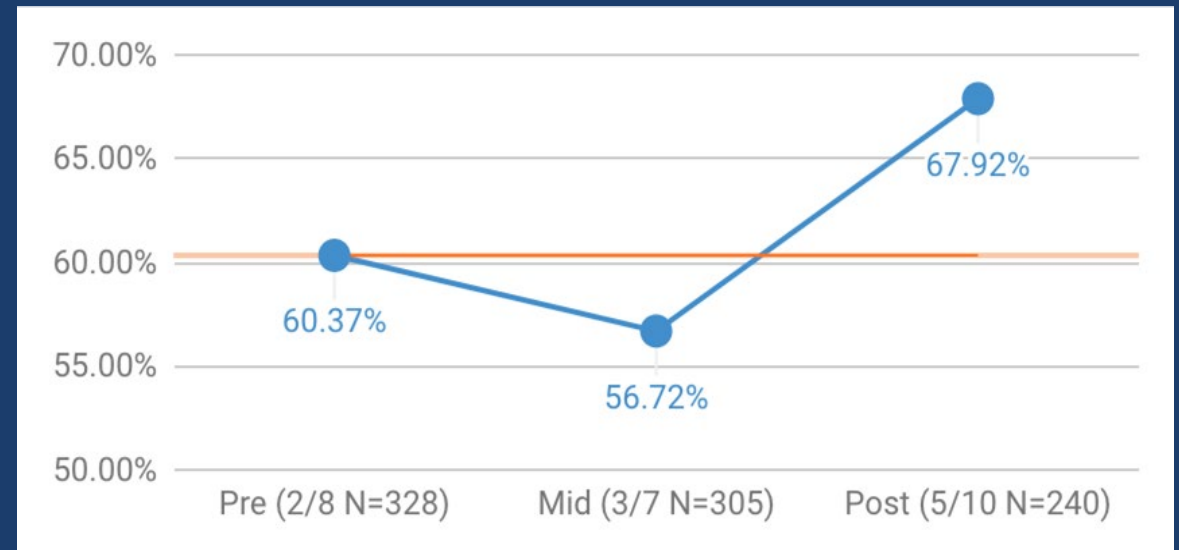
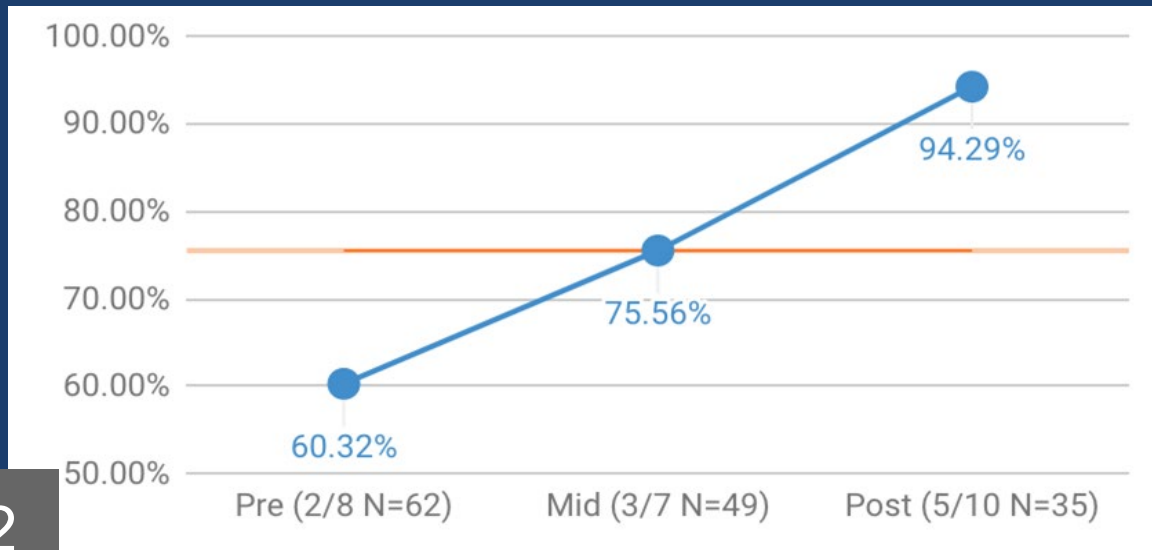
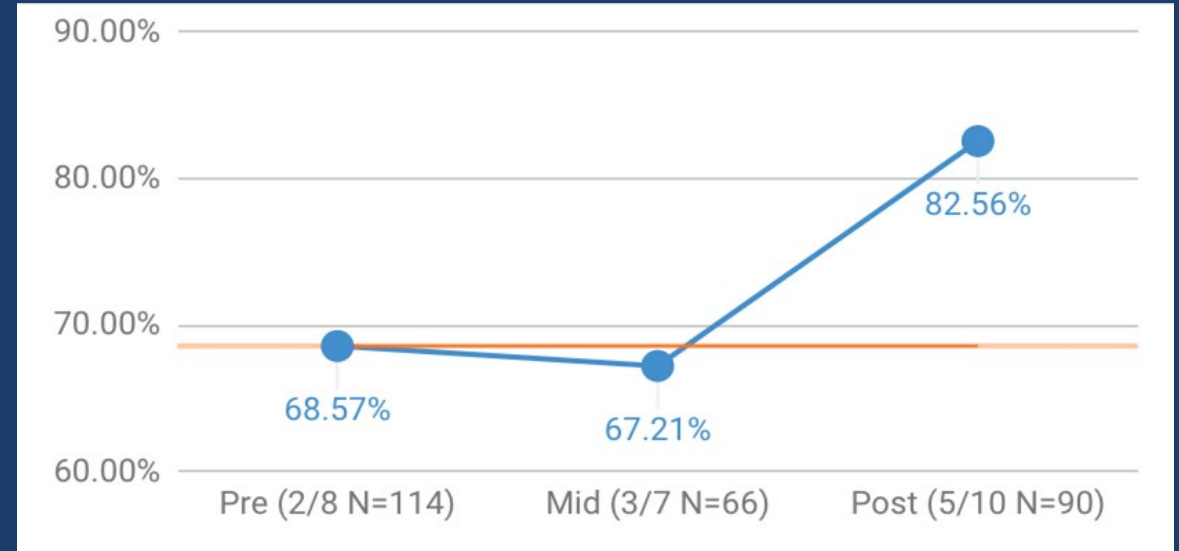
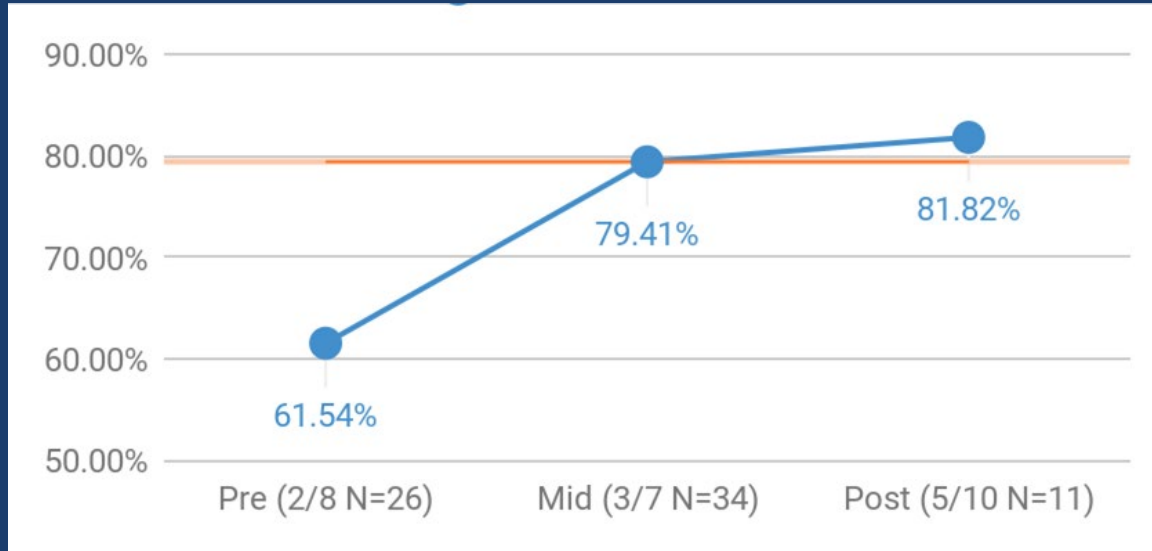
Implement checkpoint chat programs for students.

Key Attributes:

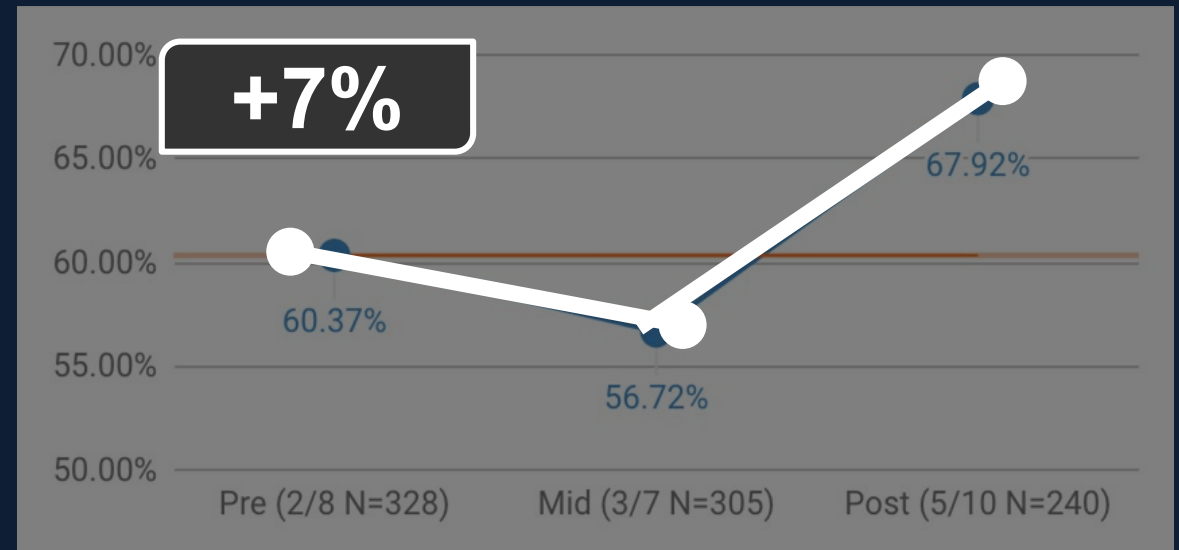
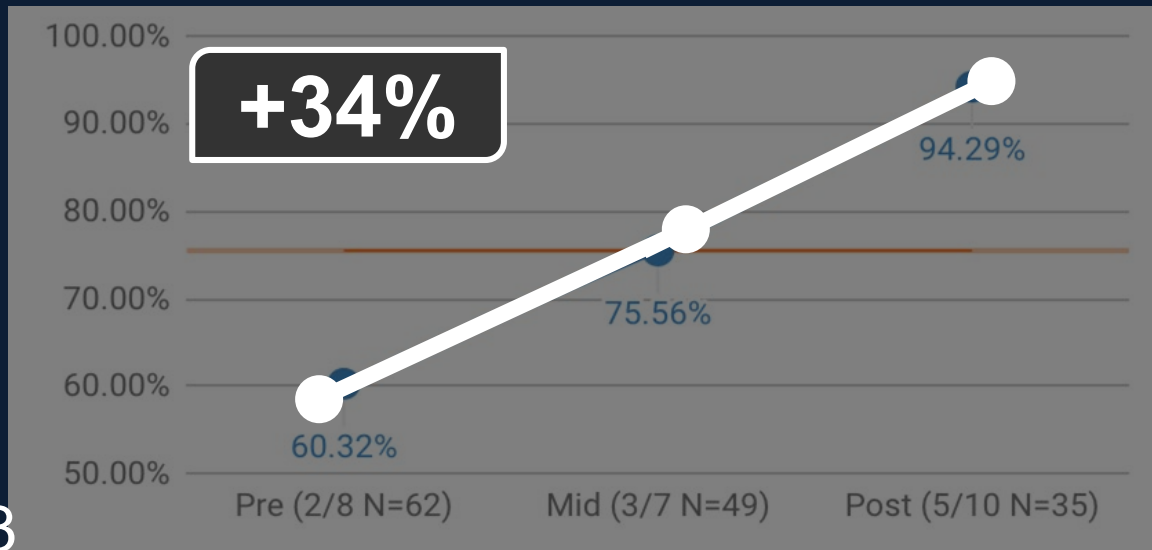
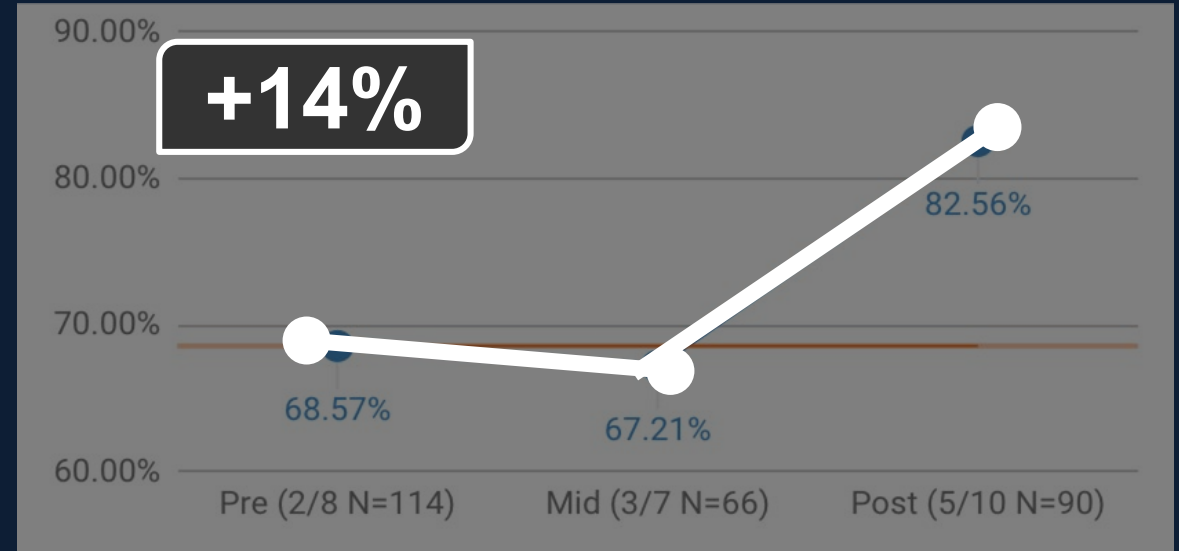
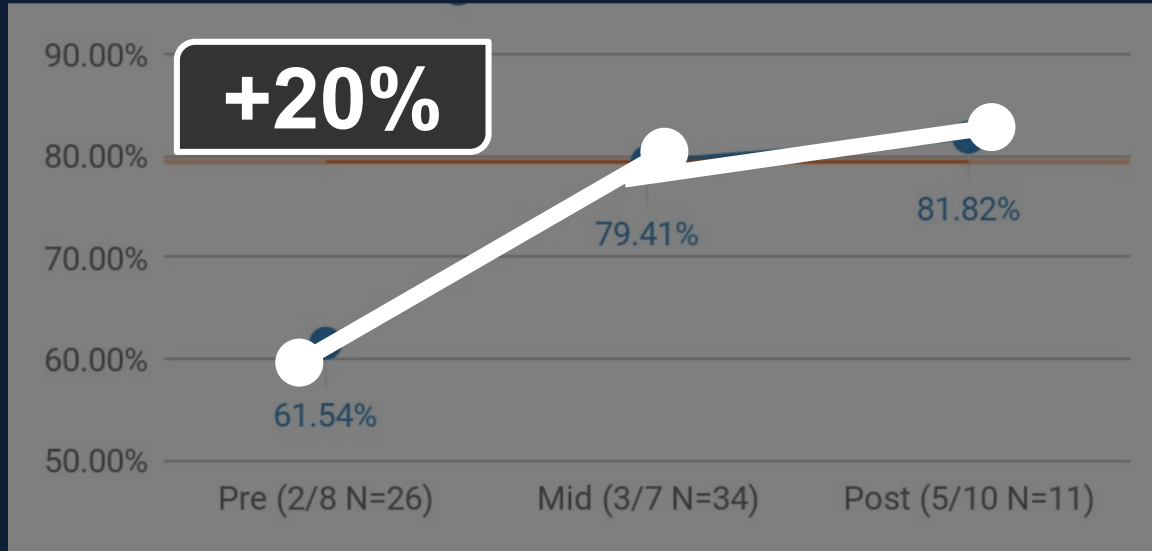
- Students who participate do not have to be on behavior modification plans.
- This should be seen as an opportunity to build a relationship. Ask questions and have important conversations with students.
- Checkpoint chats can happen throughout the day.

WHAT DID THE DATA SAY?

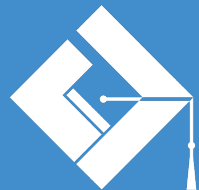
Do you feel like adults care about you more than they used to?



Do you feel like adults care about you more than they used to?



CREATE YOUR CLASSROOM GREETING PROTOCOL



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What Can We Do?

Hallway Visibility & Greetings Protocols

1. Move to the **LEFT** side of the room and group up in 3s.
2. Review Champion's Brief #5.
3. Discuss insights, wonderings, and ideas for next steps.



Checkpoint Chats

1. Move to the **RIGHT** side of the room and group up in 3s.
2. Review Champion's Brief #6.
3. Discuss insights, wonderings, and ideas for next steps.



HOW WILL STUDENTS RESPOND?

Responding to Students in Dangerous Situations

Strategy Guide (Champion's Brief #7)

Introduction

Students have deep and trusting relationships with their teachers leading students to turn to their teachers when they are in crisis. Responding to a student who is in crisis can be difficult if we are not familiar with the appropriate steps to take to ensure the students are safe and feel heard. The following guidance serves as a reminder of how teachers might respond to a student's initial disclosure of crisis.

*Per state law (Title 10A O.S. § 1-2-101(B)(2)(a-b)), when a student reports they have been a victim of abuse, the individual they disclosed to is **required to contact the Department of Human Services AND local law enforcement**. It is recommended to document disclosures from students and reports made in a confidential location. Local policies and guidance should be relied on when applicable.*

DHS Hotline: 1 (800) 522-3511

Law Enforcement Phone Number: _____

General Steps

- 1. Respond with empathy.** Ensure the student knows they are being heard with comments such as:

Considerations

- > If possible, have these conversations in a **private and quiet place**.

are being heard with comments such as:

- "That sounds very hard, I'm so glad you told me, let me get you to someone who can help you further."
- "I want to make sure you are safe; how can I help you?"
- "Thank you for telling me."

2. Believe the statement students make. It is not your responsibility to evaluate or investigate the claims students make.

3. Stay calm and use statements that are judgement free. Do not dismiss their experience and reaffirm their decision to share with comments such as:

- "This is a safe place and we care about you."

4. Keep the conversation private with the exception of required entities. In all cases where students disclose instances of abuse, it is the responsibility of all adults to report the instance to:

- Department of Human Services (DHS)
- School Counselor
- Site Administration

5. Engage in Self-Care. It is important to debrief with yourself. Giving yourself the time and space to do so will help you to be more available and able to help students in the future.

and quiet place.

- > Be **considerate of your surroundings** and who may be listening.
- > Be **mindfully present** with the student without assuming it is your responsibility to fix the presenting problem.
- > **Do not leave the student's side** before ensuring they are with another adult.

Resources

Educators, school leaders, and families should work together to ensure there is a shared vision for how schools will respond to crisis. The following resources may serve as a starting point for such a conversation.

- > [11 Ways to Make Your Classroom a Safe Haven for Children Exposed to Trauma](#)
- > [Edutopia's Social Emotional Learning reading list](#)
- > [Youth Mental Health First Aid training resources](#)
- > Oklahoma State Department of Education's [Counseling](#) and [AWARE Project](#) websites
- > National Center on Safe Supportive Learning Environment's [Trauma-Sensitive Schools Training Package](#)

Students Do Not Care What You Know Until They Know That You Care.

Visit <http://bit.ly/OSDE-OneTrustedAdult> for slides.

NEW! Access all of today's resources and more [here](#).