Culture Counts:
Five Domains of Classroom Culture
In The Skillful Classroom

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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 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).
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
**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 a 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
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
The Family Coach Skills Delineation

SAMPLE SKILL: INITIATE HOME WORK

Begin/Complete

- LINED PAPER
- PENCIL
- TIMER

NEXT STEPS

- Social studies Chap 25
  Worksheets 1-4
- Read instructions
- Ask parent any questions
- Finish Sheet #1 in 20 minutes
- Put completed paper in work binder to turn in
- Stand and stretch
- Begin worksheet #2

GATHER TOOLS

WRITE SPECIFIC TASK THAT NEEDS TO BE INITIATED AND COMPLETED

ESTABLISH A TIME FRAME FOR INITIATION, ACTION, COMPLETION
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.lynnkenney.com
- www.TheParentingTeam.com