

**A Culture of Inclusion, Respect, Caring
and Connections:
Growth in Student Learning
Decreases in Unhealthy Behavior Choices
Increases Student & Staff Attendance
A “Nice” Place to Learn!**

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Schools Reflect the Communities They Serve!

Schools are not the cause of the concerns in the school or the community, those concerns are the results of societal action or inaction!

*If a Concern is Evident in the Community,
it is also Evident in the Schools!*



Our Responsibility is to Help All Students Achieve and Be Prepared for Their Futures

Helping ALL Students achieve is much more than the "3 R's- Reading, wRiting, and aRithmetic!"

Educators have always ensured the safety and welfare of their students.

Mission Creep is the gradual increase of responsibilities being place on educators to help all kids achieve and navigate all aspects of "growing up"...from teaching kindergartners how to wash their hands to washing soiled clothing and more!5

Forbes, Fortune & the NEA Agree!

21st Century Job Skills for Success

1. **** Collaboration ****
2. Empathy
3. Emotional Intelligence
4. Story Telling-
Communication Skills
5. Flexibility
6. Compassion
7. Critical Thinking
8. Continuous Learning
9. Creativity
10. Leadership Skills
11. Curiosity
12. Time Management
13. Digital Literacy
14. Data Literacy

Are We Proactively Addressing All Safety Factors?

UNDERSTANDING SCHOOL SAFETY

AIR's Research on Lowering Violence in Schools and Communities (ReSOLV) study explores the root causes of school violence and how to address them. The project examines four factors:



INDIVIDUAL

Including characteristics that make a person more or less ready to engage in a healthy way with others



PEER RELATIONSHIPS

Including between and among students, teachers, and parents



ENVIRONMENT

Including the classroom, the school campus, the community around the school, and the home



SOCIAL SETTING

Including rural, suburban, and urban sites

We Understand the “Hard” Protections! Let’s Focus on Proactively Building the “Soft” Armor of Safety

How can WE build a school culture where students, their families, the staff and the community feel:

Safe

Secure

Accepted

Included

Respected

Considered

Cared About

?

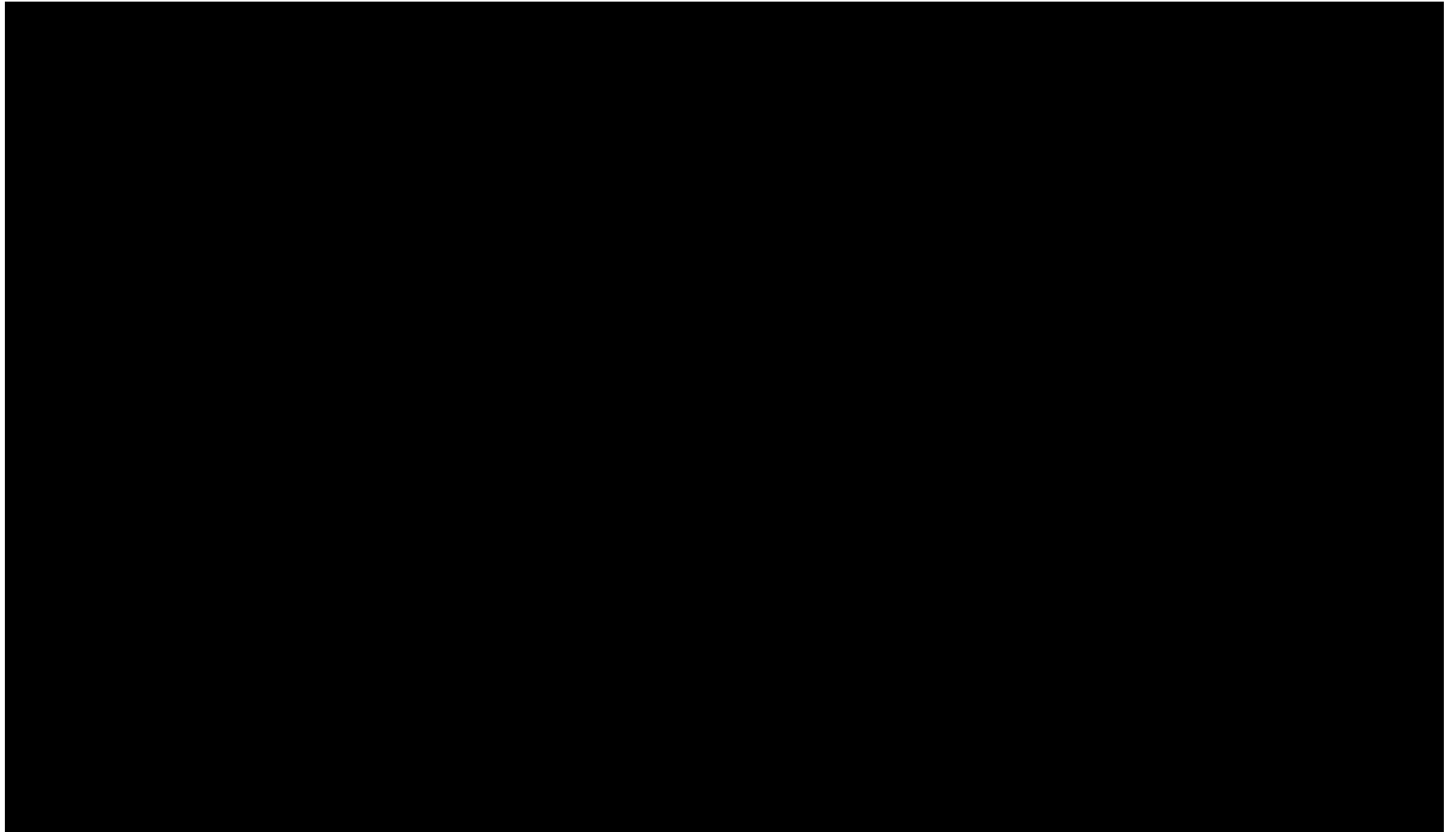


~~People~~ Kids Do Not Care
How Much You Know
Until They Know
How Much You Care!

President Teddy Roosevelt



Heart of Stone: Newark NJ



18 Teens Charged in Linwood Melee

Fight took place as revenge for earlier beating

By Jennifer Kohlhepp Staff Writer - North Brunswick Sentinel March 13, 2003

Two police officers suffered injuries and 18 students were arrested after a mêlée at the Linwood Middle School in North Brunswick Tuesday afternoon.

"When school was dismissed, a group of about 50-60 New Brunswick High School students collided with the 1,400 students pouring out of the Linwood Middle School," Police Director Michael Moriarty said. Officials said no students were reported injured in the incident.

Moriarty said **Officer Jason Hatez suffered a damaged nerve when a female Linwood student hit him in the elbow with a softball bat.** Officer John Haas suffered bruising to his face when a wristwatch was thrown at him, Moriarty said. Hatez was taken to Robert Wood Johnson University Hospital, New Brunswick, for treatment and later released.

The incident resulted in the **arrest of five Linwood students and 13 New Brunswick students,** according to Moriarty. Schools Superintendent Robert Rimmer alleged that the **fifty-six New Brunswick High School students attacked the middle school students** as a result of a confrontation three of the students had on Monday after a recreational basketball game.



Today's Goals: No Judgement...Acceptance

- **Peer, Community & Other Factors that Risk Individual Violent Acts**
- **Peer, Community & Factors that Protect Individual Violent Acts**
- **Our Personality Preferences: No Judgement...Acceptance**
- **Intentionally Building Self Esteem**
- **How Our Communication Preferences Build or Detract from Healthy Relationships, Healthy Behaviors:
No Judgement...Acceptance**
- **Deliberately Developing Healthy Relationships:
Acceptance, Attention, Appreciation, Affirmation, Affection**
- **How Developmental Assets Contribute to Healthy Behavior Choices**
- **Student Management Strategies the Teach Healthy Behaviors**
- **Building Healthy Communities that Support All Kids**

CDC-Individual's Risk Factors for Violent Behaviors

- History of violent victimization
- Unattended attention deficits, hyperactivity, or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol, or tobacco
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

[Risk and Protective Factors](#) | [Violence Prevention](#) | [Injury Center](#) | [CDC](#)



CDC: Family Risk Factors for Violent Behaviors

- Authoritarian childrearing attitudes
- Harsh, lax, or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

CDC: Peer/ Social and Community Risk Factors for Violent Behaviors

Peer/Social Risk Factors

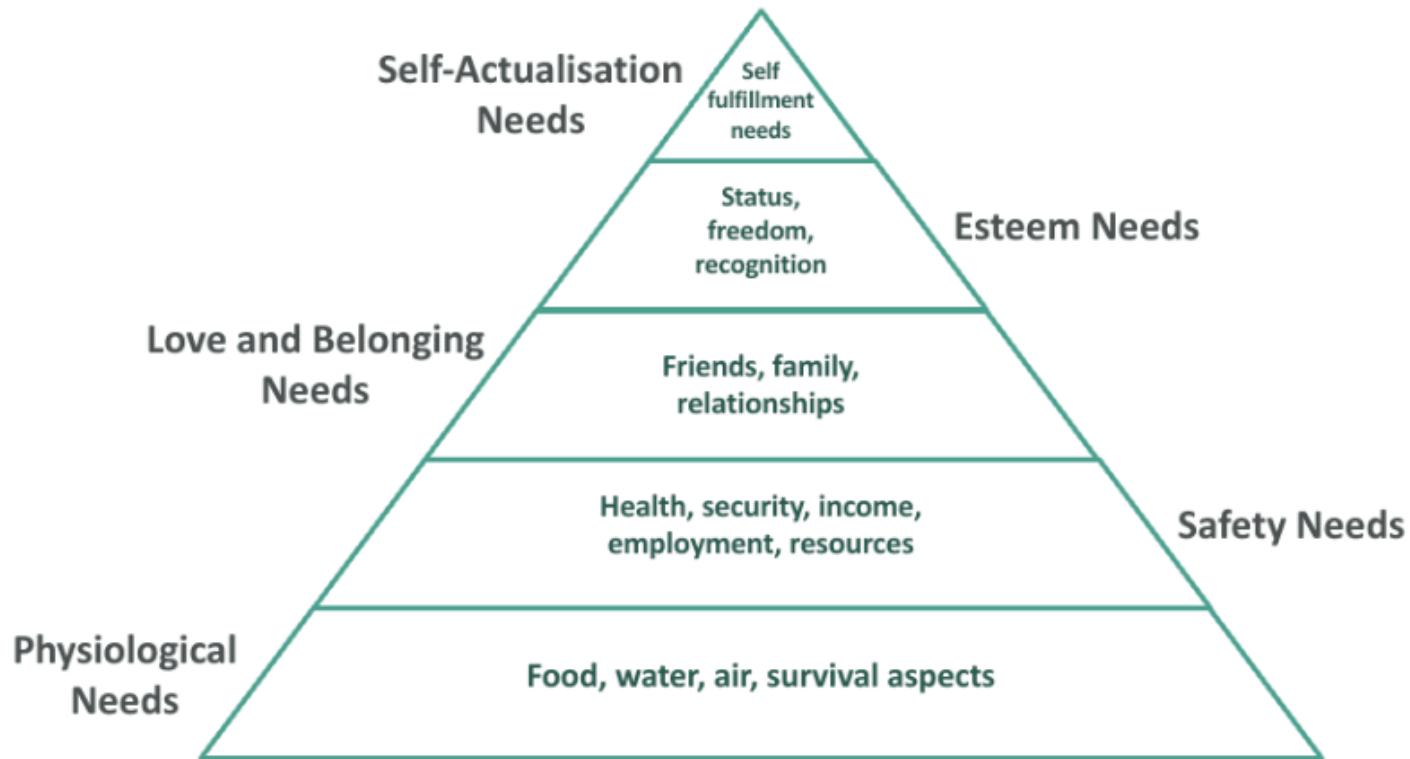
- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

Community Risk Factors

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation
- Socially disorganized neighborhoods

Protective Factors What ALL Need to Succeed, Reach Their "Potential"

Maslow's Hierarchy Of Needs



 WallStreetMojo

Proactive Preventions

Research-Based School Success Factors

- 1** Create a positive classroom environment
- 2** Foster high-quality teacher-student relationships
- 3** Improve learner self-concept
- 4** Build student self-esteem through encouragement
- 5** Improve student decision-making skills
- 6** Develop student efficacy, responsibility, and self-control
- 7** Foster positive teacher attitudes, perceptions, and expectations
- 8** Promote positive parental involvement
- 9** Encourage a democratic (hands-joined) style of administration, teaching, and parenting



CDC-Factors that Protect Individuals from Violent Behaviors

- Intolerant Attitude Toward Inappropriate Behaviors
- **High IQ**
- High grade point average (academic achievement)
- **High educational aspirations (Post HS Education Aspirations)**
- Positive Social Orientation
- **Popularity Acknowledged by Peers**
- Highly Developed Social Skills/Competencies
- **Highly Developed Realistic Planning Skills**
- Religious/Spiritual Beliefs

The Experiences Kids Need as Protective Factors - Community

- 40 Development Assets (Search Institute)
- **Healthy Communities ---Healthy Children (Hopewell Valley)**
- Connectedness to 3 or more adults outside/approved by the family
- **Ability to discuss problems with parents**
- Perceived parental expectations about school performance are high
- **Frequent shared activities with parents**
- Consistent presence of parent during at least one of the following:
when awakening, when arriving home from school, at evening mealtime, or when going to bed
- **Involvement in social activities**
- Parental/family use of constructive strategies for coping with problems

Protective Factors – Peer & Social

Relationships with peers and adults at school are healthy, appropriate, strong, close, and pro-social (vs. anti-social)

A Commitment, a personal investment to doing well in school

Asset Mindset & Grit

Close relationships with peers who make healthy choices

Has Friends who do not embrace anti-social behavior

Involvement in pro-social activities :

Arts, Service, Athletics, Academic clubs, teams, activities, spiritual etc.

Exposure to school climates with the following characteristics:

Intensive supervision

Clear behavior rules

Firm disciplinary methods

Engagement of parents and teachers



It Begins with Respectful, Deliberate Communications

In Any and All Relationships,

We MUST be aware of how our natural communication preferences effect others

and

We MUST be cognitive of the ways the natural communications styles of Others

Impact US!



How Do My Communications
Preferences Impact YOU?

How Do Your Communications
Preferences Impact ME?

Which Traits Complement Each
Other? Conflict?



True Colors - Based on Myers-Briggs

Blue Needs and Values

- **Feel Unique & Authentic: Enthusiastic, Sympathetic, Personal**
- **Meaning/Significance in Life: Warm, Compassionate, Communicative**
- **Integrity and Unity in Relationships: Peaceful, Imaginative, Flexible**
- **To Contribute, Encourage, Care**
- **Natural Romantic and A Nurturer**

Green Needs and Values

- **Seeks Knowledge and Understanding: Analytical, Global, Conceptual**
- **Lives Life by Personal Standards: Cool, Calm, Collected**
- **Needs Explanations & Answers**
- **Values Intelligence, Insight, Fairness & Justice- Abstract, Hypothetical, Investigative**
- **A Natural Non-Conformist, a visionary, a problem solver**

True Colors

Orange Needs and Values

Acts on a Moments Notice! Witty, Charming, Very Spontaneous

Life is a Game-Here & Now! Impulsive Generous, Impactful

Need Fun, Variety, Stimulation, & Excitement – Optimistic, Eager, Bold

Value Skills, Resourcefulness, Courage –Physical, Fraternal, Immediate

Natural Trouble Shooter, Performer, Competitor

Gold Needs & Values

Follows Rules, Respects Authority – Loyal, Dependable, Prepared

Strong Sense of RIGHT & WRONG –Thorough, Sensible, Punctual

Need to be Useful & Belong-Faithful, Stable, Organized

Value Home, Family, & Tradition – Caring, Concerned, Concrete

Natural Preserver, Good Citizen, Helpful



Orange Impulse Oriented

- Impulse Oriented
- Risk-Takers
- Action-Oriented.
- Adventurous
- Impulsive
- Competitive
- Test limits.
- Impatient: Get It Done.
- Energetic
- Spontaneous
- Charming

Gold Structure Oriented

- Task-Oriented
- Meet the Goal: Get The Job Done
- Prefer Rules, Policies, and Procedures.
- Duty
- Loyalty
- Punctual
- Organized
- Precise

Green Cognitive Oriented

- Intellectual
- Philosophical
- Sees the big picture
- Needs to understand the “WHY”—or won’t complete an assignment
- Analytical
- Intuitive
- Visionary

Blue Relationship Oriented

- Motivate
- Inspires others to succeed
- Find peace when others are out of control
- Nurturing
- Empathetic
- Compassionate
- Cooperative

Color & Gender Distribution Across Society

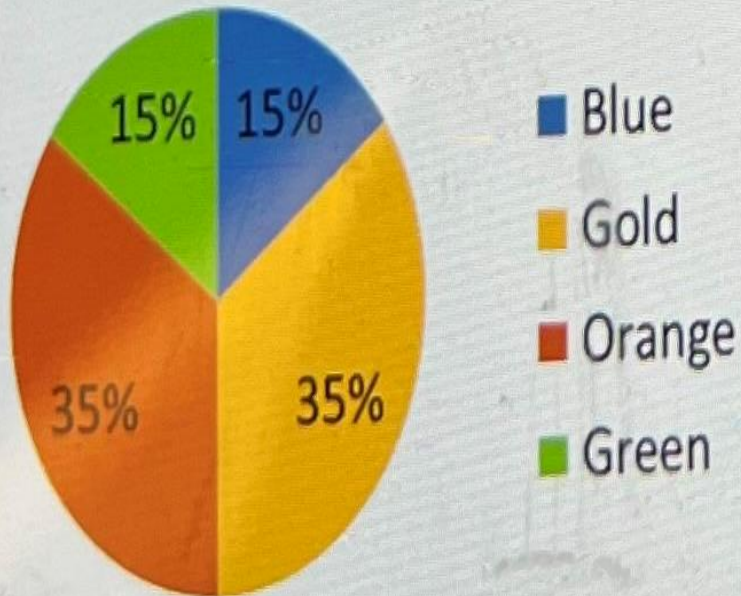
• Gold	35-40%	M 50%	F 50%
• Orange	35-40%	M 50%	F 50%
• Blue	10-15%	M 30%	F 70%
• Green	8-12%	M 70%	F 30%

Based on the color distribution, can you think of anyone with whom you have communication challenges and have a greater understanding of the underlying causes?

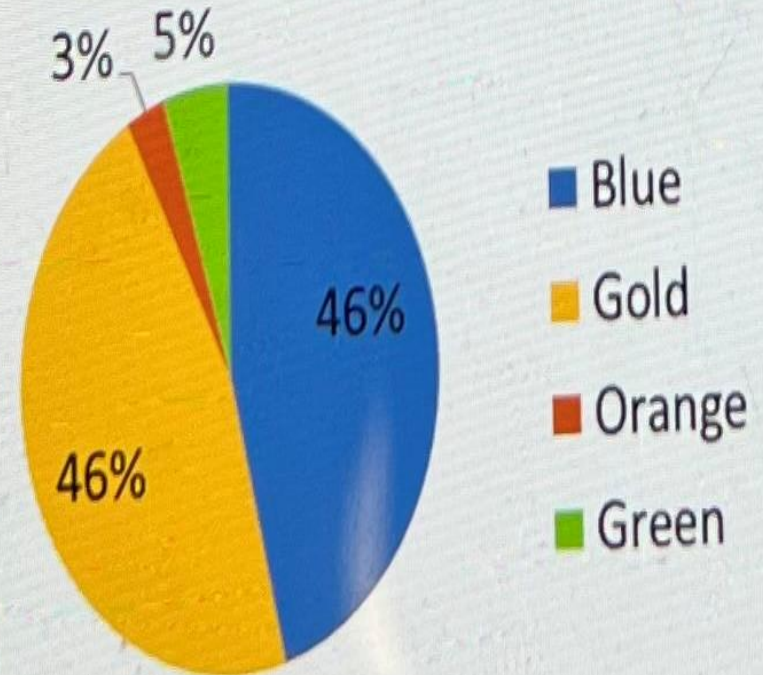
Color & Gender Distribution Across Society vs. Educators

**What Impact Could this Disparity in
Communication Preferences have in Classrooms?**

General Population



Teachers



The Misunderstood Introvert

Introverts = 25%- 40% total population



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Kids Don't Care How Much You Know, Until they Know How Much You Care!

- Does every child in your schools feel that they are known by at least one adult?
- Do the adults in your school building know which students feel comfortable and safe to ask for advice?
- Does your school, at least in September, provide students with the opportunity to identify the adults in that school they feel safe asking for help and know their parents trust that adult?
- Does your school, at least in September, provide all adults the opportunity to identify the students who they believe trust them and seek them for advice?

Proactive Preventions: Deliberately Developing Healthy Relationships

A+ Relationships

Acceptance

You're Okay.



*(What teacher
is saying)*

Attention

I see you.



Appreciation

Thank you for...



Affirmation

I know something
wonderful about you.



Affection

I like you.



I'm Okay.



*(What student
is hearing)*

I am important.



My efforts are
noticed.



I am worth while.



Somebody cares
about me.



A+ Relationships

- Meeting the developmental needs of all students
- **Social, Active, Thinking, Laughing, Reflecting, Sharing Their Thoughts and Ideas**
- Asking and valuing their opinions
- **Cooperative Learning with infused teambuilding**
- Teambuilding throughout the year- relationship building is not a “one and done” activity!
- **Academic instructional games that foster peer collaboration**
- Opportunities of self expression: verbal, written, artistic
- **Encouragement**
- **Cognizant of Childhood Trauma and its Impact**

Encouragement for Efforts; Praise for Product

Life's Basic Need

Students need

ENCOURAGEMENT

like plants need water...

Without it students will shrivel up and drop out...

First with their spirit and then with their feet...



COOPERATIVE
DISCIPLINE

Developmental Assets = Healthy Decisions

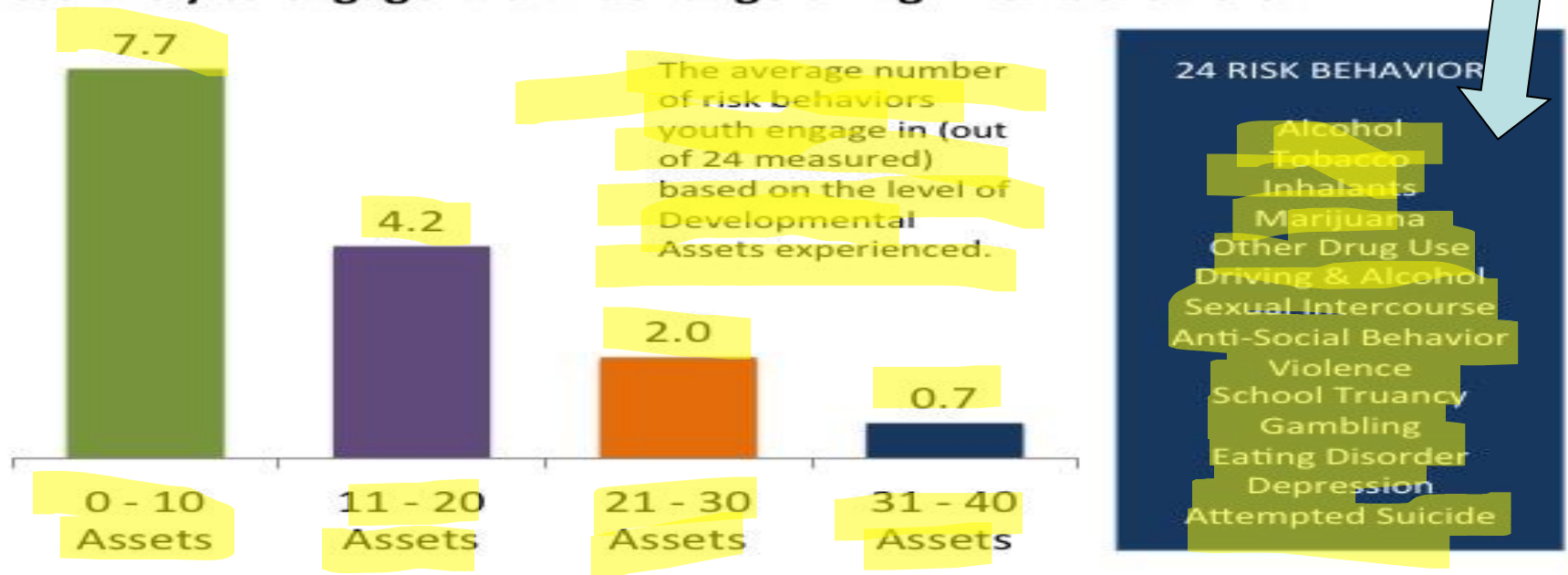
- Search Institute identified a framework of Developmental Assets
 - Millions of Adolescents Participate via Questionnaires
 - 65+ years research:
- **More Assets = Less Likely to Make Risky or Unhealthy Decisions**
- Academic (**Greater achievement**), Behavior (**Less Likely: Substance use, Early onset of sexual experiences**), and Social (**healthy interpersonal relationships with peers and adults**)
- **Asset Age Segments: 5-9, 8-12, 12-18**
- Set of skills, experiences, relationships, and behaviors that enable young people to develop into successful and contributing adults

Assets Protect Kids from Risky Behaviors

RESEARCH INSIGHTS

Assets and Risky Behaviors among US Youth

Youth who have higher levels of Developmental Assets are much less likely to engage in a wide range of high-risk behaviors.



DATA SOURCE Search Institute surveys of 121,157 U.S. youth, grades 6 -12, between 2012 and 2015.



VISIT: www.search-institute.org/developmental-assets

External Assets: Adolescents - Ages 12-18

Support

- Family support
- Positive family communication
- Other adult relationships
- Caring neighborhood
- Caring school climate
- Parent involvement in schooling

Empowerment

- Community values youth
- Youth as Resources
- Service to others
- Safety

Boundaries/Expectations

- Family Boundaries
- School Boundaries
- Neighborhood Boundaries
- Adult role models
- Positive peer influence
- High Expectations

Constructive Use of Time

- Creative Activities
- Youth programs
- Religious/Spiritual community
- Time at home

Internal Assets: Adolescents – Ages 12-18

Commitment to Learning

- Achievement Motivation
- School engagement
- Homework
- Bonding to school
- Reading for Pleasure

Positive Values

- Caring
- Equity/Social Justice
- Integrity
- Honesty
- Responsibility & Restraint

Social Competencies

- Planning/Decision making
- Interpersonal Competence
- Cultural Competence
- Resistance Skills
- Peaceful conflict resolution

Positive Identity

- Personal power
- Self-esteem
- Sense of purpose
- Positive view of personal future

Developmental Assets Ages 12-18

External Support

- Family support—Family life provides high levels of **love and support**.
- Positive family communication—Young person and her or his parent(s) communicate positively, and young person is willing to **seek advice and counsel from parents**.
- Other adult relationships—Young person receives **support from three or more nonparent adults**.
- Caring neighborhood—Young person experiences **caring neighbors**.
- Caring school climate—School provides a **caring, encouraging** environment.
- Parent involvement in schooling—**Parent(s) are actively involved** in helping young person succeed in school.

Assets

External Empowerment

- Community values youth—Young person perceives that **adults in the community value youth.**
- Youth as resources—Young people are given **useful roles** in the community
- Service to others—Young person **serves in the community one hour or more per week.**
- Safety—Young person **feels safe** at home, school, and in the neighborhood.

External – Constructive Use of Time

- Creative activities—Young person spends **three or more hours per week** in lessons or practice in **music, theater, or other arts**
- Youth programs—Young person spends three or more hours per week **in sports, clubs, or organizations at school and/or in the community**
- Spiritual/Religious community—Young person spends **one or more hours per week** in activities in a **religious/spiritual institution**
- Time at home—Young person is out with friends “with nothing special to do” **two or fewer nights per week**

External Boundaries & Expectations

- Family boundaries—**Family** has **clear rules and consequences** and monitors the young person's whereabouts.
- School Boundaries—**School** provides **clear rules and consequences**.
- Neighborhood boundaries—**Neighbors** take **responsibility for monitoring** young people's behavior
- Adult role models—Parent(s) and other **adults model positive, responsible behavior**.
- Positive peer influence—Young person's best **friends model responsible behavior**.
- High expectations—Parents/teachers **encourages** young person to do well.

Internal Positive Identity

- Personal power—Young person **feels he/she controls** “things that happen to me.”
- Self-esteem—Young person reports having a **high self-esteem**.
- Sense of purpose—Young person reports that “**my life has a purpose**.”
- Positive view of personal future—Young person is **optimistic** about her or his personal future

Internal Commitment to Learning

- Achievement Motivation—Young person is **motivated** to do well in school.
- School Engagement—Young person is actively **engaged in learning**
- Homework—Young person reports doing at least one hour of homework every school day.
- Bonding to school—Young person **cares** about her or his school.
- Reading for Pleasure—Young person **reads for pleasure three or more hours per week.**

Internal Positive Values

- Caring—Young person places **high value on helping other people.**
- Equality and social justice—Young person places high value on **promoting equality and reducing hunger and poverty**
- Integrity—Young person acts on convictions and **stands up for her or his beliefs.**
- Honesty—Young person **“tells the truth even when it is not easy.”**
- Responsibility—Young person **accepts and takes personal responsibility**
- Restraint—Young person believes it is **important not to be sexually active or to use alcohol or other drugs**

Internal Social Competencies

- Planning and decision making—Young person knows how to **plan ahead and make choices.**
- Interpersonal Competence—Young person has **empathy, sensitivity, and friendship skills.**
- Cultural Competence—Young person has knowledge of and comfort with **people of different cultural/racial/ethnic backgrounds**
- Resistance skills—Young person can **resist negative peer pressure and dangerous situations**
- Peaceful conflict resolution—Young person seeks to **resolve conflict nonviolently.**

How could including this information in Parent Academies support all kids?



Do the Adults in My Life Believe in Me?

*To Succeed: One must feel **Safe, Secure, Accepted**,
in a **Caring, Nurturing Climate** with **High and
Reasonable Expectations.***

Collaborative for Academic, Social, and Emotional Learning
(CASEL)

5 Competencies for Success:

Self Awareness

Self Management

Social Awareness

Relationship Skills

Responsible Decision-Making



Signs You Have Low Self-Esteem



You lack self-trust



You're constantly comparing yourself to others



You engage in people-pleasing behavior



You feel little control over your life



You don't reinforce boundaries

Verywell / Madelyn Goodnight

Diminished Self-Esteem = A Roadblock to Success

3-C's: Building Blocks of Self Esteem

- **Capable** - achieving realistic expectations
- **Connected** - to others; having 3 or more non-parent adults (aunts, uncles, grands, teachers, coaches, trusted family friends) since healthier behavior choices are made like avoiding risky teen behaviors when they do!
- **Contributing** - doing tasks, chores, at home, in school, for relatives, that are valued and appreciated (mow the lawn, take out trash. Etc.)
- **Do the adults consciously BUILD or DETRACT from the Self Esteem of All Students, Their Families, & Colleagues?**



Discipline: To Teach

The Manner We Treat Students
When They Make a
Behavior **MISTAKE** can
BUILD or **ERODE** that
Student's- That Child's
SELF-ESTEEM

Prevent – Support - Correct



How Can We Help All Kids Make Better Behavior Choices & Improve the Culture and Climate?

Ensuring our Student Management Practices are Respectful, are founded in research, and emphasize preventative measures!

If we identify their Goals of Misbehavior,
We Can **Teach Kids How to Achieve Their Goals with Acceptable Behaviors!**

Goals of Behavior:

Seeking Attention

Seeking Power (often as a protection)

Revenge (in response to feeling hurt)

Avoiding Failure

*Linda Albert, Cooperative Discipline



Teach HOW to Achieve a Goal with Acceptable Behavior

The Four Goals of Misbehavior

• Attention



• Power



• Revenge



• Avoidance-of-Failure



Numerous Factors Contribute to At-Risk Behaviors

- What is the Physical? Emotional Climate? of the Child's Home? Neighborhood?
- **What is the Stability? Consistency? in the child's family?**
- What are the Parenting styles of the child's parents?
- **What is the degree of power and influence of peers in a child's life?**
- What are the Positive? and Negative? role models available to the child?
- **What is the child's exposure to violent media?**
- What is the child's emotional? and physical health?
- **What is the child's own attitude toward his/her anger?**

Students' Rights & Responsibilities

- I have the **RIGHT** to be **RESPECTED**
- I have the **RIGHT** to **LEARN**

- I Have the **RESPONSIBILITY** to **Respect Others.**
- I Have the **RESPONSIBILITY** to **Permit Others to Learn.**

NO Rules!!! Codes of Conduct

- Process to develop CODES is more important than the code!
- It is impossible to have a rule for every potential behavior infraction
- Every class has a “lawyer” who will defend actions!
- Codes of Conduct of 3-5 general, overarching statements that apply to most if not all unacceptable behaviors
 1. I will respect people, places and items
 2. I will act in a safe, mature, and considerate manner
 3. I will express myself in a manner that is respectful to all individuals
 4. I will respect the rights of others to learn, express themselves and participate fully in our class.

What to do when there is a Poor Behavior Choice

Guidelines for Intervention

- 1** Focus on the behavior, not the student.
- 2** Take charge of negative emotions.
- 3** Avoid escalating the situation.
- 4** Discuss misbehavior later.
- 5** Allow students to save face.



COOPERATIVE
DISCIPLINE

Guidelines for Effective Consequences

■ Follow the 4-R Rule: *Related Reasonable*
Respectful Reliably Enforced

■ Choose the Category: *i.e Attention, Power, Revenge or Avoidance of Failure*

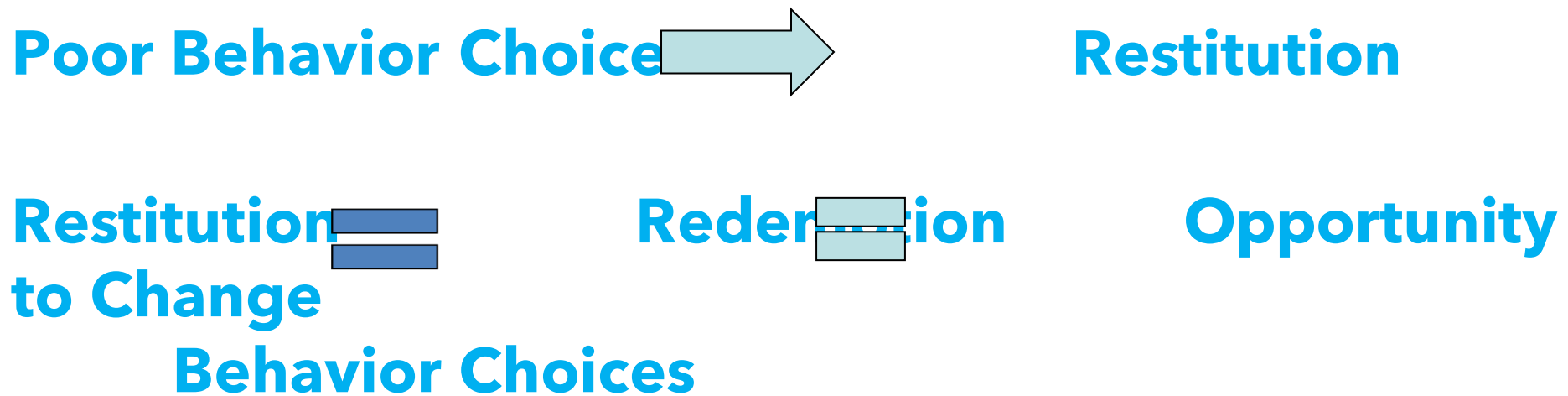
■ Identify the Specific Consequence

■ Plan the Implementation *Who? When?*
Where? How?
How Long?



Restitution & Redemption

- Pro-active, respectful & preventative student management policies and practices
- If a poor behavior choice defines a child, what is the motivation to change?



Why Consequences and Not Punishment?

Consequences

vs.

Punishments

- “Pay the price for a poor behavior decision
- Related to the behavior
- Respect
- Accountable/Responsibility
- Teaches WHY acts wrong
- Redemption
- Dignity
- Behavior the problem, not the child

- Impose Shame
- Demeaning
- Disrespectful
- Diminished Self-Esteem
- Anger
- Discouragement
- Resentment
- Does not Change Behavior

SEL: Instruction, Climate, Relationships

- Discipline: to teach
- Separating the child from the behavior
- “I” Messages “I feel.... When this happens..”
- Opportunities for restitution – make it better, close the chapter
- Building relationships among and between students and staff
- Team Meetings
- Classroom instruction that incorporates Social Emotional Learning
 - Cooperative Learning
 - Journaling

For Consideration...

- Teambuilding throughout the school year
- **Build a Class Community starting on Day 1**
- Family Fun Nights/Activities
- **Service-Learning Activities**
- PBSIS Positive Behavior Supports in Schools (NJDOE)
- **Responsive Classroom**
- Restorative Justice
- **Parent Academies**
- Adopt Code of Conduct
- **Peer mediation/ Conflict Resolution**
- NJSBA Firearms Task Force: Discuss the local need for gun safety to determine if a local TF should be established
- **ACES - Adverse Childhood Experiences**

Adverse Childhood Experiences - ACEs

- 17,000+ participants in 1990s ACEs research study
 - Assessed relationships between childhood trauma/maltreatment and adult health and well-being.
- Discovered link between childhood adversity and adult chronic health problems
- Findings include:
 - 25% of adults have minimum 3 childhood experiences
 - 4 or More ACEs Experiences Increase a Person's Risk of Suicide by 1200%
 - Increases Risk for MOST common Chronic Diseases: Heart Disease, Cancer, Depression, Substance Use
 - Leading Cause: Risky Behaviors, Poor Quality of Life

ACES: Most Adults have 3; 4 increases suicide=125%

1. Physical Abuse
2. Emotional Abuse
3. Sexual Abuse
4. Physical Neglect
5. Emotional Neglect
6. The death of a Parent
7. The death of a Sibling
8. Poverty
9. Community/ Neighborhood
11. Lack of Healthy Friendships
12. Peer Victimization - Bullying
13. Mental Illness at home
14. Mother treated violently
15. Divorce
16. Substance abuse
17. Incarcerated

Relative



Violence

It Takes A Village...

- **Healthy Children...Healthy Communities**
- **Local Municipal Governing Bodies**
 - Health Department
 - Recreation/Cultural Arts
- **Boards of Education**
 - Parent Academies
- **Community Response/Resource Team**
- **Municipal Alliances**
- **Spiritual/Clergy Community**
- **Local Service Groups**
- **Youth Activity Groups – arts, sports, etc.**
- **Local Businesses-** especially those that kids use like convenience stores, fast food, gaming and activity related centers

How Can We Build Trusting Relationships?

- *Trust: Earning the Trust of All*
- *Respect: All Individuals, All Beliefs & All Ideas
(does not require agreement)*
- *Patience: with both those who agree and don't agree with you*
- *Listening: Truly Listening & Hearing*
- *Transparency: We are conducting the business of the public, the community we serve*
- *Inclusive: deliberations include All Viewpoints*
- *Integrity in every act and communication*
- *Communicate: Honest, Transparent, Timely*
- *Collaboration: Practice and Valuing Genuine Sharing of Points of View*



No Judgement...Acceptance

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