



Supporting Oklahoma Students' Emotional Health: The Impact of Having Trusted Adults on School Campuses

engageok

ON THE ROAD



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#okPE #okHEALTH #oklaED

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 402105

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

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. Use interactive **MODELING** of strategies + implementation planning for your school culture.



WHAT IS A TRUSTED ADULT?



The Impact of Having Trusted Adults on School Campuses



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

-James Comer

WHY ARE TRUSTED ADULTS IMPORTANT?

The Impact of Having Trusted Adults on School Campuses

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.

The Impact of Having Trusted Adults on School Campuses

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.



The Impact of Having Trusted Adults on School Campuses



THINK.

Spend 4-5 minutes taking personal notes on what a trusted adult looks like to you.



DISCUSS.

With your small group, create a trusted adult on your poster pad. Include key phrases, attributes, etc.

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

Increasing Students Who Report Having a Trusted Adult

- Implement **hallway visibility** strategies and **greetings protocols**.
- Implement **checkpoint chat programs** for students.

Greetings Protocols





Greetings Protocols



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?



Strategy One: Implement hallway visibility strategies and greetings protocols

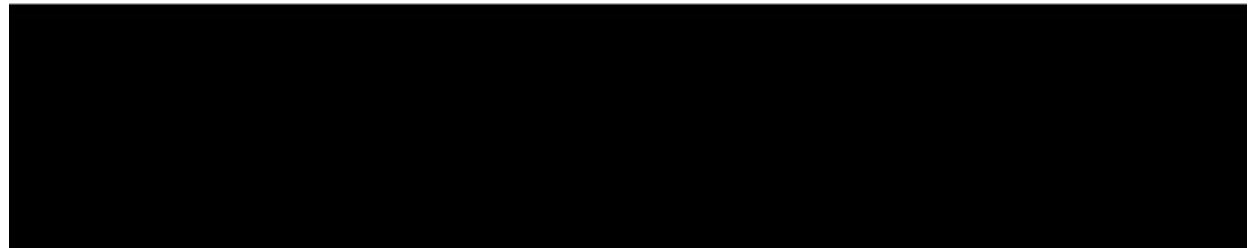
Key Attributes:

- 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.

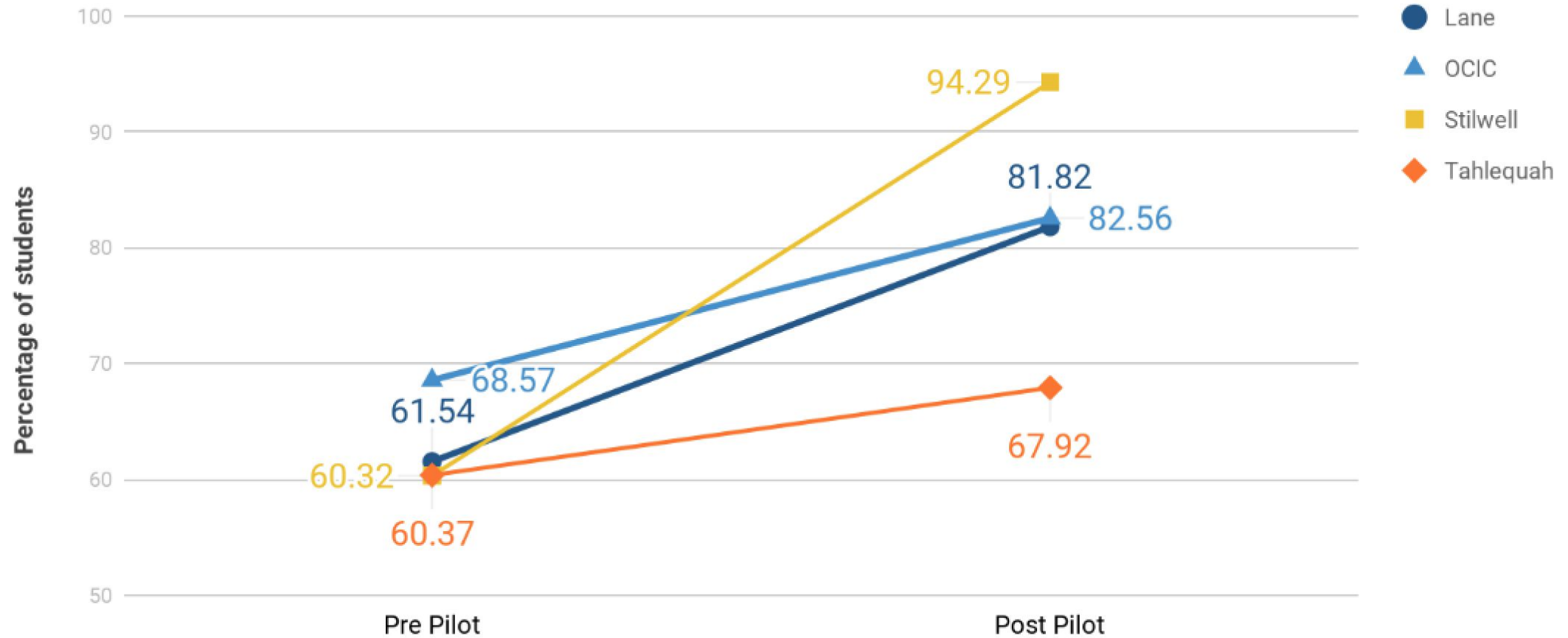
Key Attributes:

- 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?

SAFE & HEALTHY-Students who report having a caring adult at school



INSERTING DATA HERE

CREATE YOUR CLASSROOM GREETING PROTOCOL

**ON INDEX CARDS, CREATE POSSIBLE TOPICS,
QUESTIONS, OR CONVERSATIONS THAT YOU COULD
HAVE WITH STUDENTS THAT PARTICIPATE IN
CHECKPOINT CHATS**

ROUND TABLE:

Visit each table and read others' ideas and thoughts.

What do you **notice**?

Did you get any new **ideas**?



**STUDENTS DO NOT CARE WHAT YOU
KNOW UNTIL THEY KNOW THAT YOU
CARE.**