

Creating a Caring School Culture: The Circle of Courage Model



A Circle of Courage Community



Creating a school culture of caring requires a team effort.



Orchard Place Demographics



- PMIC & Day Treatment setting
- Approx. 150 students – K-12
- Small classes offering Special Education services



Our Challenge:

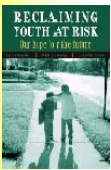
To create a
"Reclaiming School Environment"



The Origins of the Circle of Courage

Reclaiming Youth at Risk: Our Hope for the Future

By Larry K Brendtro, Martin Brokenleg and Steve Van Bockern
Augustana College, South Dakota
National Educational Service, 1990



The Circle of Courage is based on four core values

Belonging
Mastery
Independence
Generosity



Orchard Place School History
with the Circle of Courage

We needed a
framework...



Mid 1990's

- U of I Circle School
- Dr. Martin Brokenleg
 - Why and How
- LSCI
 - Crisis Intervention with a purpose



Team Building

Mastery and Belonging
Activities to Develop a
Circle of Courage
Community
within the Staff



**Positive Behavior Support
at Orchard Place School**

"Our teachers and associates model the Circle of Courage philosophy."

Belonging	Mastery	Independence	Generosity
Welcome students – especially those who present the most challenges.	Be prepared every day with meaningful and engaging lessons for learning.	Try to resolve behavioral issues on your own before asking for assistance.	Be generous with your attention, praise and understanding of each child's mental health issues.
Create a sense of belonging in your classroom through positive interactions.	Communicate a sense of importance and purposefulness through your teaching.	Use supportive and preventative measures to avoid or deescalate potential problem behaviors.	Model generosity in your own dealing with people. Be courteous to all of your co-workers and staff.



Positive Behavior Support

**Mastery, Belonging,
Independence and Generosity**
as our
School-Wide Expectations



**School Improvement Plan:
A Safe Educational Environment**

Using the Circle of Courage
Model to Decrease
Office Referrals



SIP Matrix

Strategies to attain goal	Professional Development Needs/Plan	Professional Development Implementation	Evidence of Implementation (evaluation)
1. All school staff will teach social skills and appropriate replacement behaviors.	<ul style="list-style-type: none"> Review behavioral flow chart with staff Review major trainer behaviors with staff Session on Teaching replacement behaviors 	<ul style="list-style-type: none"> 11/Staff mtg - Support Staff 11/Staff mtg - Support staff TBD Overview of Final Thoughts Conclusions - 9-23 	<ul style="list-style-type: none"> SET Survey results Social skills lesson plans Reflection in SWIS referrals Ann holding lessons taught in all classes
2. All school staff will implement school-wide Positive Behavior Support (PBS).	<ul style="list-style-type: none"> Collaboration time to share ideas & implement match lesson plans Time to plan department-wide kickoff/collaboration 	<ul style="list-style-type: none"> Monthly book collaboration Nov 20th - meeting in dept. mtgs. Department-level PBIS kick-off presentation - March 2006 	<ul style="list-style-type: none"> SET Survey results Behavior matrix lesson plans
3. All staff will collaborate effectively to solve student behavior problems.	<ul style="list-style-type: none"> Book study - <u>The Common Goal</u> Training in Problem Solving Follow-up email lessons 	<ul style="list-style-type: none"> Sept. & Oct. 2005 - Main meeting Jan. 17th - Book, Circle & Share present to all teachers Opening 2nd semester during dept. meetings 	<ul style="list-style-type: none"> Individual student behavior plans Problem solving meeting logs
4. All OP school staff will implement the Circle of Caring philosophy.	<ul style="list-style-type: none"> Overview review of Circle of Caring Philosophy Book study - <u>Reclaiming Youth</u> Scheduled training provided by district Book study/discussion groups 	<ul style="list-style-type: none"> Dec 10th presentation - High School students present to students & staff Jan. 2006 Oct. 26 and Feb. 8 Dec. & Jan. 	<ul style="list-style-type: none"> SET Survey results Visits to classrooms & general area PBS recognitions & collaboration
5. All staff will complete Cultural Competency Training - to include the book, <u>Cultural Intelligence</u> .	<ul style="list-style-type: none"> Scheduled training provided by district Book study/discussion groups 	<ul style="list-style-type: none"> Oct. 26 and Feb. 8 Dec. & Jan. 	<ul style="list-style-type: none"> Attendance at trainings Attendance/participation at book study groups



SWIS Data 2004 -2005

Year	Month	Days Count	Referral Count	Avg Referrals
2004	Aug	2	3	1.5
2004	Sep	20	110	5.5
2004	Oct	19	147	7.74
2004	Nov	20	146	7.3
2004	Dec	13	98	7.54
2005	Jan	17	157	9.24
2005	Feb	20	161	8.05
2005	Mar	16	127	7.94
2005	Apr	21	196	9.33
2005	May	21	175	8.33
2005	Jun	9	40	4.44
2005	Jul	0	0	0
Totals		178	1360	7.64

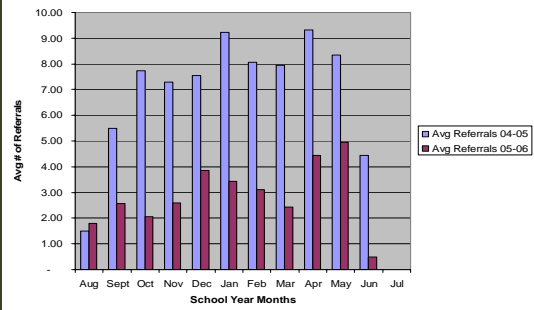


SWIS Data 2005 -2006

Year	Month	Days Count	Referral Count	Avg Referrals
2005	Aug	5	9	1.8
2005	Sep	21	55	2.62
2005	Oct	19	39	2.05
2005	Nov	20	52	2.6
2005	Dec	15	58	3.87
2006	Jan	18	62	3.44
2006	Feb	20	62	3.1
2006	Mar	16	39	2.44
2006	Apr	20	89	4.45
2006	May	22	109	4.95
2006	Jun	2	1	0.5
2006	Jul	0	0	0
Totals		178	575	3.23



Comparison of Office Referrals
2004-2005 and 2005-2006



Reading Achievement 2005-06

- 86% of elementary students who were in attendance for both pre and post testing demonstrated *gains* in reading.
- 74% of elementary students who were in attendance for both pre and post testing demonstrated *greater than expected gains* in reading. (More than 1 years growth in a school year.)
- 89% of middle school students who were in attendance for both pre and post testing demonstrated *gains* in reading
- 69% of middle school students who were in attendance for both pre and post testing demonstrated *greater than expected gains* in reading. (More than 1 years growth in a school year.)



Full "Circle"

- Professional Development
 - Iowa Residential Educators
 - Dr. Martin Brokenleg and The Circle of Courage 10/27/06



Creating a Circle of Courage Classroom Community











Circle of courage
 Yes we are!
 Working on *MASTERY*
 as a *shining star*.
INDEPENDENT we always try.
GENEROSITY without a reason why.
 Each of us matters,
 We all **BELONG**.
 This is the ending to our song!





Routine/Structure: Post Clear Schedules



- 1:00 - 1:30 DEAR 
- 1:30 - 2:00 Spelling 
- 2:00 - 2:30 Social Studies 
- 2:30 - 2:40 Circle of Courage Meeting 



Routine/Structure – Teach Classroom Expectations using Circle of Courage

- Establish positive classroom expectations and involve students – **BELONGING!**



Explain what each of the quadrant looks, feels, and sounds like **MASTERY/Generosity**



Use social stories, role plays, or scenarios for students to decide how to make good choices **Independence!**



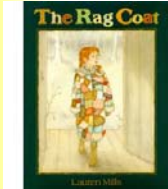
Routine/Structure – Review Circle on a Daily Basis

- Circle Meeting at the end of the day
- Tickets given for positive behavior
- Visual reminders on desk and around classroom

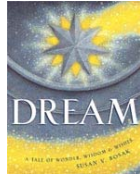


Classroom Activities - Literature

The Rag Coat
by Lauren Mills



Dream
By Susan Bosak



Generosity

Character is cultivated by concern for others so that the child (and everyone) can say,



I have a purpose for my life.



Mastery

The inborn thirst for learning is cultivated, by learning to cope with the world so the child (and everyone) can say,



I can succeed.



Independence

Free will is cultivated by responsibility so that the child (and everyone) can say,



I have the power to make decisions.



Belonging

The universal longing for human bonds is cultivated by relationships of trust so the child (and everyone) can say,



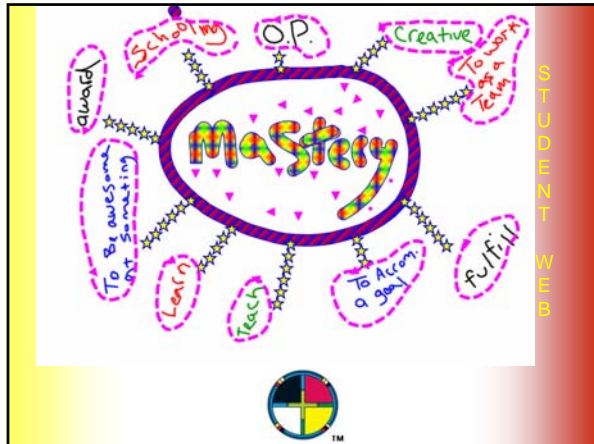
I am loved.



A Circle of Courage Classroom Community can be achieved by providing opportunities that allow students to practice:

- * **Mastery:** Each student has opportunities to succeed.
- * **Generosity:** Students are given opportunities to develop concern for others.
- * **Belonging:** Each student feels like an important member of the class, they can be trusted.
- * **Independence:** Students are given choices and are given the power to make decisions.






Do our policies & procedures support what we say we value?

- Belonging
- Mastery
- Independence
- Generosity




Recommendations for Adopting the Circle Model

- As a school, identify your core mission and values.
- Read the book, Reclaiming Youth at Risk.
- Identify & Practice those simple, everyday gestures that show students you care



Recommendations for Adopting the Circle Model

- Use caring, Circle of Courage vocabulary.
- Attend a Reclaiming Youth Seminar – www.reclaiming.com
- Focus less on changing student behavior and more on the entire school community.



We must look on children in need not as problems but as individuals with potential to share if they're given the opportunity.

Desmond Tutu

