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Social Workers Have Street
“Cred” Code of The West
(SEL) Robert Hawkins, Liz
Hofmann, Patti Carter and
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The History of *Street Cred* at Jefferson High School? Jefferson County, Colorado

- ▶ Development of Life Coach Program
- ▶ Cowboy Ethics: Collaboration with Jewish Family Services
- ▶ Grant Money
- ▶ Development of *Street Cred* the class
- ▶ How to set up this class: Who are the students?

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“The Code of the West” get’s an urban flavor

Street Cred

Commanding a level of respect in an urban environment affecting the environment.

-Urban Dictionary

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Who are the students of Street Cred?

Characteristics of high-risk teens include, but are not limited to:

- At-risk for dropout
- Not a part of some other “supportive outlet” in school
- Underachieving/underperforming, but highly capable (perhaps GT), adults would say this child “has potential”
- Poor school attendance and/or low GPA,
- Numerous behavioral referrals
- Background may include involvement with legal system
- At risk for mental health issues
- Family, parent, incarceration
- High mobility rate

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Social and emotional learning (SEL) is the process through which children and adults understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.



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Educating Hearts.
Inspiring Minds.

Social Emotional Competences

Effective SEL programs addressed the five key competencies listed below, explicitly and sequentially, and used active-learning techniques to engage youth in developing understanding of them

1. Self-awareness: recognizing and identifying emotions
2. Self-management: managing responses to emotions
3. Social Awareness: developing positive relationships
4. Responsible Decision Making: making positive and ethical decisions about behavior
5. Relationship Skills: establishing positive relationships

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How We Use the Competencies in Class each Day

▶ Today I will learn how to build:

- ▶ **1. Self-awareness:** I can *recognize* and *identify* MY emotions and the emotions of others by living each day with courage.
- ▶ **2. Self-management:** I can *manage* my responses to my emotions and to what others say or do by living each day with courage.
- ▶ **3. Relationship Skills:** I can *establish* positive relationships with those around me by living each day with courage.
- ▶ **4. Social Awareness:** I can *develop* positive relationships with myself and with others by living each day with courage.
- ▶ **5. Responsible Decision Making:** *As I cannot control the behavior of others,* I can *make* positive and ethical decisions about MY behavior, by living each day with courage.

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What the Research says about the Competencies:

- ▶ Self-regulation, the ability to control and manage thoughts, feelings, and behaviors, has been linked to academic achievement in numerous studies. Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (Aronson, 2002).
- ▶ Students who use problem-solving skills to overcome obstacles and make responsible decisions about studying and completing homework do better academically (Zins & Elias, 2006; cited in Durlak et al., 2011).
- ▶ Students who set high academic goals, have self-discipline, motivate themselves, manage stress, and organize their approach to work learn more and get better grades (Duckworth & Seligman, 2005; Elliot & Dweck, 2005; cited in Durlak et al., 2011)

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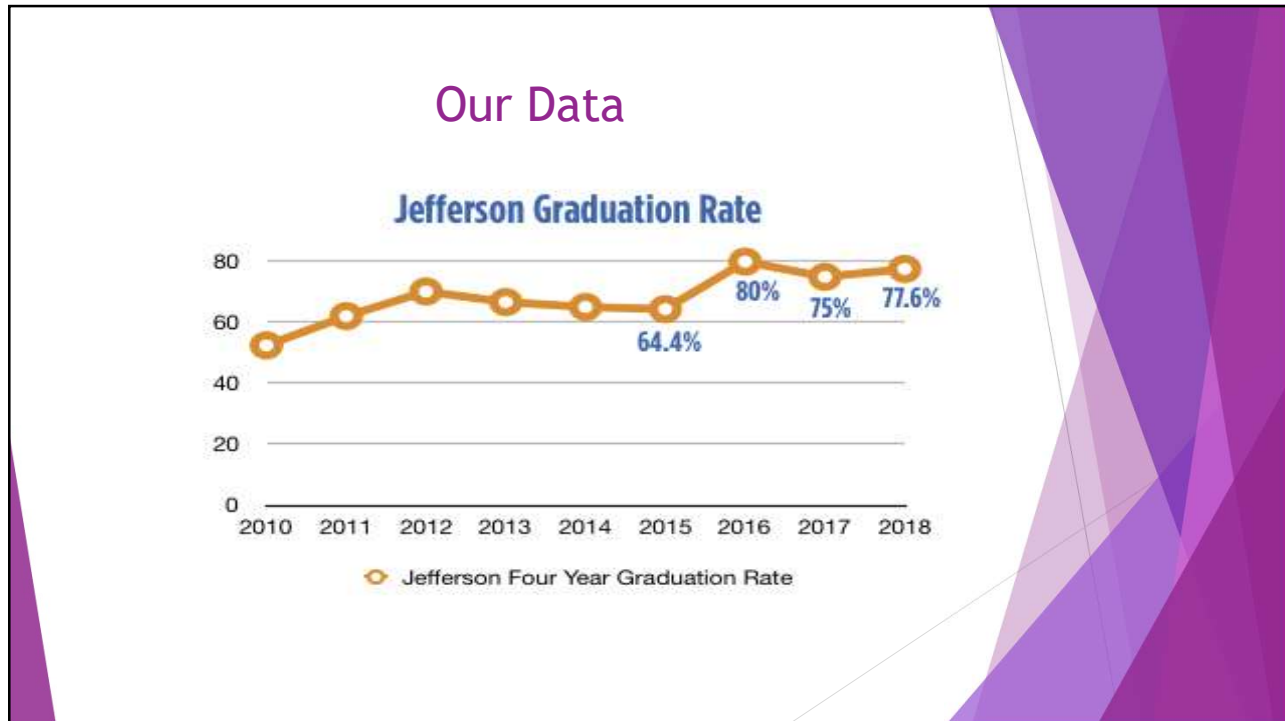
Characteristics and Learning Outcomes of Effective SEL Programs

1. Researchers have documented the importance of caring teacher-student and student-student relationships in fostering students' commitment to school and in promoting academic success (e.g. Blum & Libby, 2004; Hamre & Pianta, 2006; Hawkins, Smith, & Catalano, 2004; Jennings & Greenberg 2009

- ▶ Increased students' academic performance by 11 percentile points
- ▶ Reduced aggression and emotional distress among students
- ▶ Increased helping behaviors in school
- ▶ Improved positive attitudes toward self and other

(Durlak et al., 2011)

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Our DATA

Fall 2018 End of Semester Data

	<i>Street Cred</i> (79 students)	<i>Other intervention programs</i>
Behavior Referrals:	24/79 or 30%	25% had referrals
Students with at least 1 D/F's:	53 or 67%	88% had at least 1 D/Fs
When data is calculated for students that increased their attendance to at least 80%, 86% of students had 1 F or less.		

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Jefferson Jr/Sr High School Demographic Data

School Profile (2016-2017)

- ▶ 719 Students
- ▶ 82.1% Hispanic
- ▶ 5.7% Gifted
- ▶ 86.2% Attendance Rate
- ▶ 90.1% Free and Reduced Lunch Rate
- ▶ 52.4% English Language Learners

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Street Cred Principles

1. Live Each Day with Courage
2. Take Pride in Your Work
3. Talk Less Say Moor
4. Do What Needs to Be Done
5. Always Finish What You Start
6. When You Make a Promise, Keep It
7. Know Where to Draw the Line
8. Remember Some Things Aren't for Sale
9. Be Tough But Fair
10. Ride For the Brand

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The Teacher

In our experience piloting the *Street Cred* program, we found the following characteristics are needed to be a successful *Street Cred* teacher:

- Passion for changing young lives
- Empowering, charismatic and approachable
- Good sense of humor
- High standards and clear expectations
- Create a safe environment for kids to take risks
- Willing and able to develop healthy relationships with each and every student
- Be creative with the arts to assist students, especially shy students, to express themselves
- Work with diverse populations demonstrating cultural proficiency
- Facilitate meaningful conversation by asking probing/guiding questions (e.g., Socratic Method)
- Communicate and collaborate with other adults, including life coaches
- Consistency with personal boundaries

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What are the Main Components of Street Cred?

Street Cred is composed of eight main components. All eight combine synergistically to become an effective means for promoting strong ethical behavior, critical thinking, and problem solving for high school aged youth. Each component is described below:

1. High Interest, Student Centered Classroom Activities

- Icebreakers & Get to Know You Activities & Trust Building Activities
- Videos & Movies
- Whole Group Discussion
- Small Group Collaborative Work
- Written Reflections (e.g., journaling, persuasive essays, poetry, letters, etc.)
- Opportunities to Showcase Oral Presentation Skills
- Artwork through Various Mediums (e.g., clay, drawing, painting, photography, etc.)
- Grade Checks and Goal Setting
- Round chair discussions

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2. Daily Reflective Journaling

Street Cred utilizes reflective journaling as a powerful tool for self-expression and personal growth. On a daily basis, students write in their journals responding to prompts, recording their ideas, problem solving, taking down notes, showcasing artistic talents, writing life goals, and visualizing their future. Journaling is a fun, innovative way for teachers and students to get to know each other in a whole new way. When students feel safe, they can express their true thoughts and feelings which empowers teachers to provide meaningful support.

3. Student Projects

Numerous projects are assigned throughout the course. These projects are completed both individually and in small groups. To maximize the learning and effectiveness of each project, students are given opportunities for creative expression and public speaking. These projects offer students an opportunity to exhibit their strengths. The final project of the course requires students to review, evaluate and synthesize all the material from the class in order to create a personal code, an 11th principle, a code that specifically relates to them and their lives. A personal code they can take out into the world.

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4. Creative Expression Day

One day a week is specifically designed to promote student voice, creative expression and self-advocacy. Art projects, role plays, "open mic," music, and poetry are some of the methods used to facilitate creative expression. Guest speakers from the community are invited in to speak on Creative Expression Day with the intention of broadening the students' world view. Students learn that they are not the only ones with a tough life, that they are not alone, and that it is possible to overcome hardship. Guest speakers help the students learn that with patience, persistence and perseverance, they can overcome, too.

5. Field Trips and Community Outings

Examples of field trips and community outings include, but are not limited to,

- Equine Therapy
- Ropes Course
- Interview Fire/Police/Local Business Owners/Other career interests
- Cultural community Resources (e.g., library, art museum, music, sporting events)
- Community Service Projects
- Ski Trip

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Guest Blog Post: Experiencing Peace 11/9/2012 Jewish Family Services

"I thought here we go again, another waste of time. In sixth period, my Street Cred class teacher, Ms. Hofmann announced we would be going to The Mustang Center. At the time my thoughts were, 'who wants to be around a bunch of horses? Me? Going? Ha Ha! Why would I want to go?'

Though all those thoughts were going through my head, I am really glad I changed my mind. I shared this experience with one of the closest people to me. It was a long drive up there, but finally we arrived. I was eager to find out what was up there.

At first we got to walk around with the horses. With my mind being blank I wanted to find more. So next we got to get on the horses. I felt so much power; never in my life have I felt this much power and it was positive energy. Then it happened; it happened while grooming a horse with my closest friend. I finally felt at peace, which is crazy because I found it in silence; I found it in a horse. This feeling of peace, ending fast, was unexplainable. I wish that feeling never ended, but I am one of the few to find peace."



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6. Community Life Coach Volunteers

For 90 minutes a week our students meet with Life Coaches. In collaboration with a local adult service organization (e.g., Jewish Family Services, Adult Learning Center, etc.), retired professionals are recruited from the community to meet weekly with the students. This relationship provides authentic support, a nurturing relationship, and meaningful advice for students in making daily and future life choices. The Community Life Coach Volunteers help to bring concepts taught in class to life by engaging the students in thought provoking discussions, sharing examples from their own lives, and helping students conceptualize and understand how to integrate a code of ethics into their lives. Coaches help students set goals and monitor school progress

7. Parent Communication

Parents are introduced to the class by a letter sent home from the teacher. Half way through the semester, parents are invited to FAMILY NIGHT and encouraged to attend. At Family Night, the Street Cred program is highlighted, students share their classwork and parents are given an opportunity to ask questions. Throughout the semester communication occurs between parents and school personnel (e.g., teacher, social worker), as needed. At the end of the semester, parents are invited to the Final Celebration.

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8. Final Celebration

Upon completion of the course, every student receives a Final Certificate. An award ceremony is held at the end of the semester giving the students an opportunity to celebrate their success with friends and family.

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Engaging Students

- ▶ Icebreaker activities

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How to talk about tough stuff? Have Courageous Conversations!

Four Agreements for Courageous Conversations

1. Stay engaged.
2. Experience discomfort.
3. Speak your truth.
4. Expect and accept non-closure.

Teaching Tolerance: *From Courageous Conversations About Race: A Field Guide for Achieving Equity in Schools by Glenn Singleton and Curtis Linton.*

One of our strongest convictions about discussion is that students learn to speak in critical and democratic ways by watching people in positions of power and authority model these processes in their own lives. (Brookfield and Preskill) Start Talking, University of Alaska

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Engaging Family

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How can this work for you?



- ▶ Semester or year long elective class
- ▶ Year long weekly class: Whole School
- ▶ Weekly add on class
- ▶ Afterschool program
- ▶ Summer program
- ▶ Weekend retreats
- ▶ Assembly with follow up classroom lessons

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Testimonials: Students, Parents and Teachers

Maria: "Street Cred is by far the best class I've ever had. This is like a total non-judgment zone."

Avina: "I like Street Cred because it has changed me for the better. I used to be very angry and really no intention of wanting to control it. But Once I entered Street Cred, it helped me control my anger and have something to look forward to in life."

Deon: "Street Cred is helpful because it teaches you basically the way the world should be. The Cowboy Ethics, admittedly, are good ones."

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Questions?

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