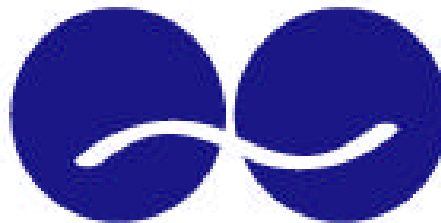


# The CEC Resiliency Consultation Program

**2003**



Cleo Eulau Center  
CEC



**Providing resiliency consultation  
to schools in local communities.**

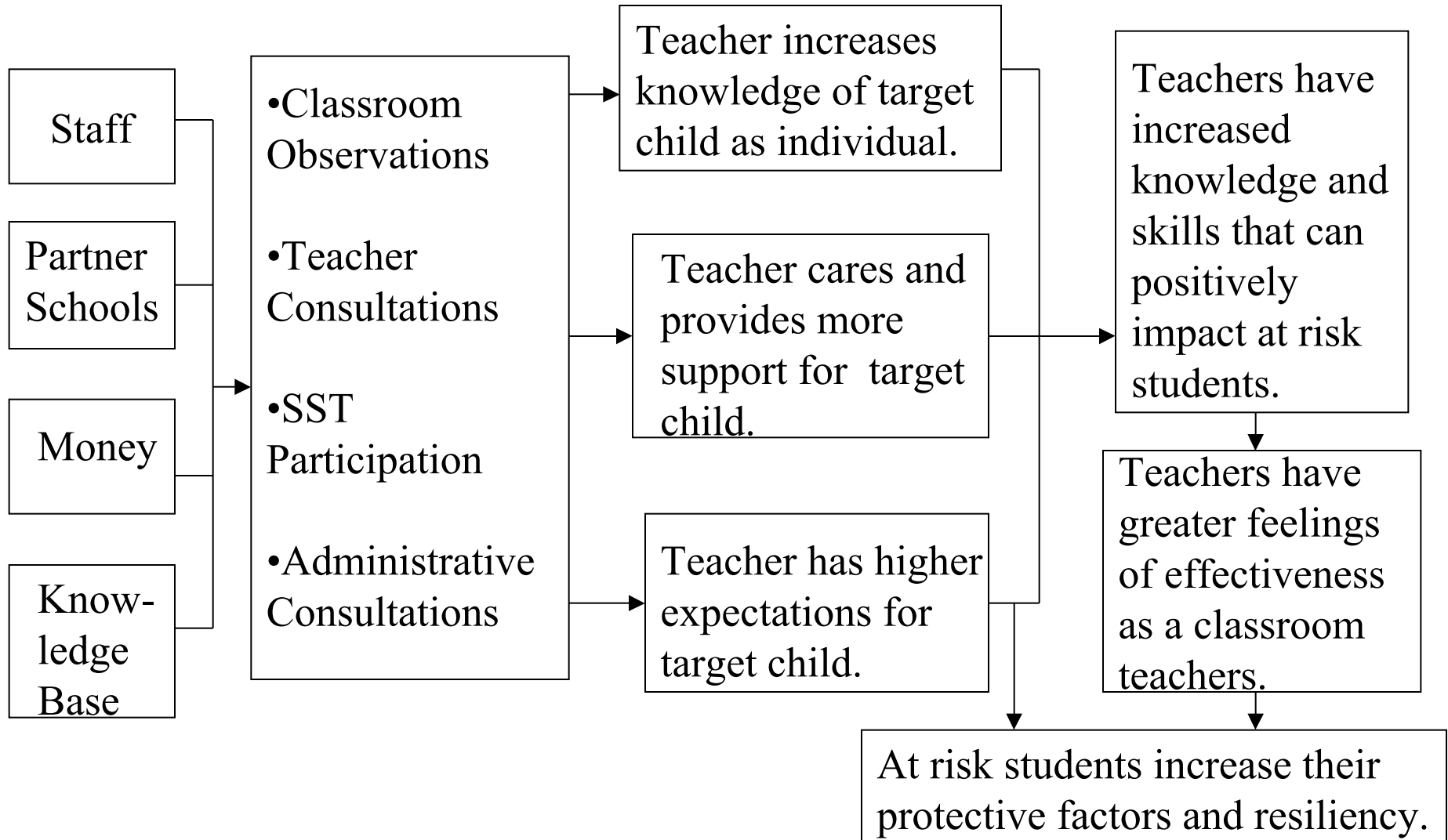


# CLEO EULAU RESILIENCY CONSULTATION PROGRAM

## INPUTS

## ACTIVITIES

## OUTCOMES



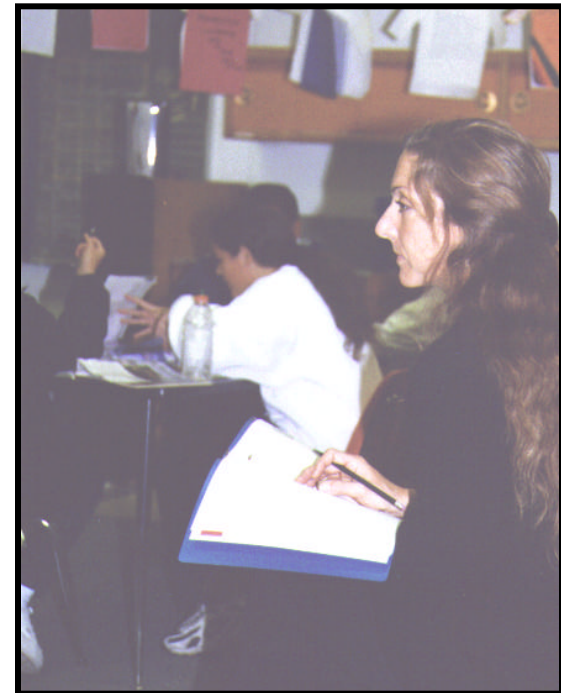
**Outside of their families,  
teachers are often the  
most significant adults in  
the lives of students .**

**They have the power to  
turn a child's life around.**



**Positive relationships build  
success.**

- **Observe students in class, on the playground and at lunch and share relevant observations and suggestions with teachers.**





- **Identify and reinforce teachers' inherent strengths and skills to increase their effectiveness in the classroom.**

# Services Provided by CEC Consultants at 8 Schools

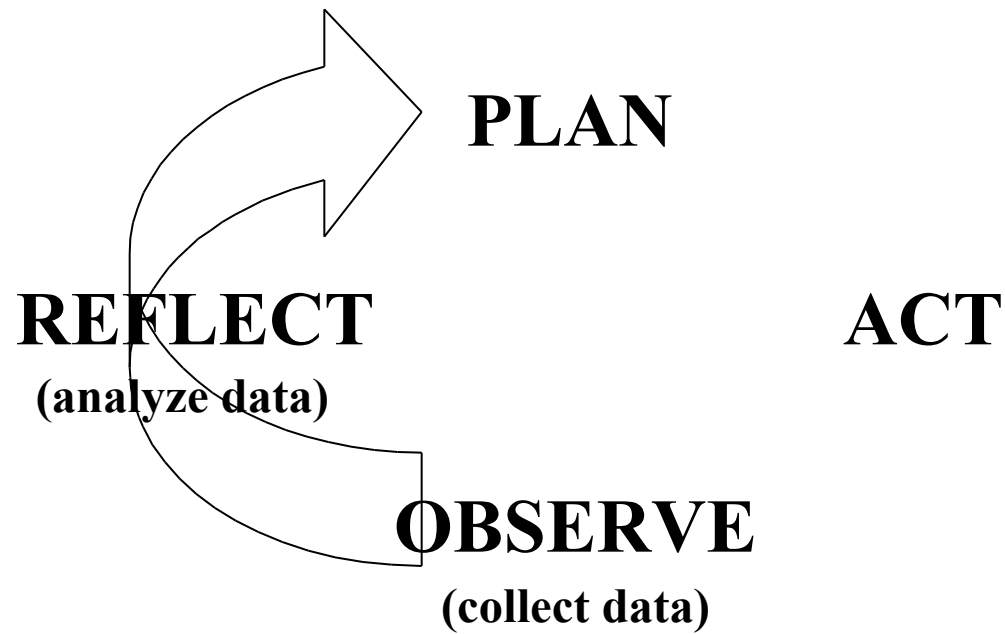
10 Consultants Assisted:

- **208 Teachers**
  - **51 New Teachers**
  - **157 Experienced Teachers**
- **51 Administrators and Support Staff**
- **Average number of weeks each consultant worked at the school: 35.2**

# Services Provided by CEC Consultants

- **1748 individual consultations**
  - **1556 with teachers. 192 with administrators & staff.**
  - **67 teachers had 11 or more individual consultations.**
- **254 group consultations.**

# Teacher Consultation



**CYCLE OF INQUIRY & ASSISTANCE**

# 2003 Teacher Survey

89 Teachers

- **The consultant made me aware of what I was doing effectively. 95%**
- **We addressed concerns that were important to me. 88%**
- **The consultant helped identify strengths in students having learning or behavior problems. 83%**

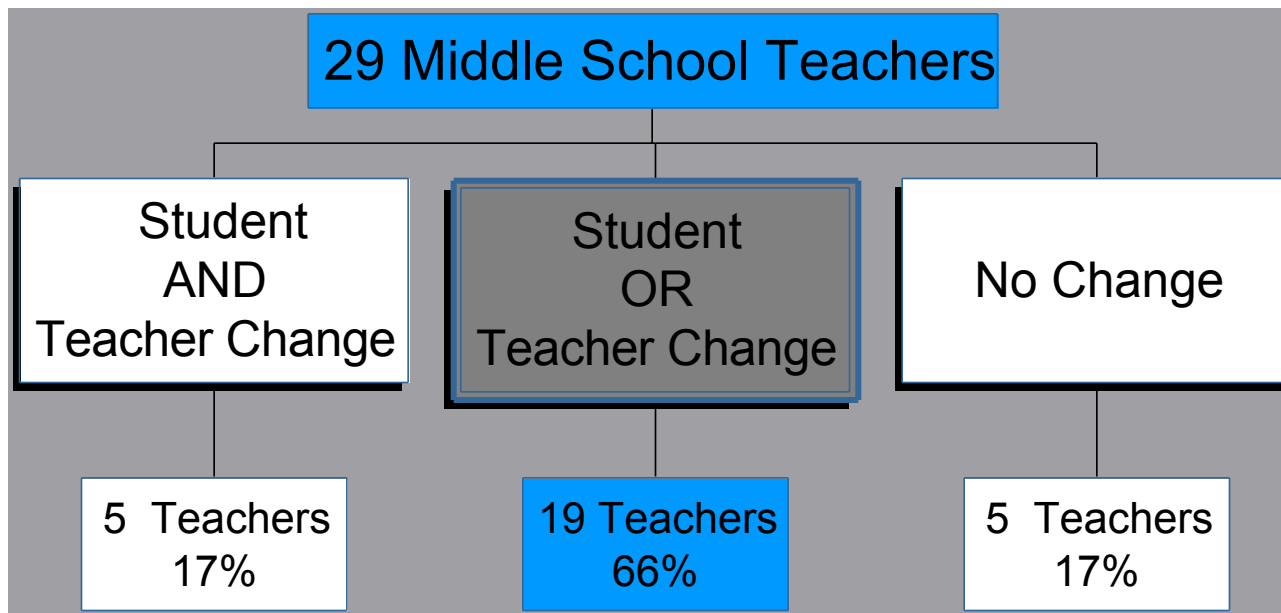
# 2003 Teacher Survey

89 Teachers

- **I have an increased sense of hope for my students. 86%**
- **I am able to redirect problem behaviors in a more positive fashion. 82%**
- **I have an increased belief in every child's capacity to learn. 80%**

# 2002

## Teacher Interviews



**24 Teachers (83%) Report a Positive Change  
in Target Student Behavior**

# 2002 Student Data

**44 Students (27 boys; 17 girls)**

- **Big Improvement 41% (18)**
- **Some Improvement 34% (15)**
- **No Improvement 25% (11)**

# Students Who Made Great Progress

**Before**

**After**

- 1 Abrasive,  
challenging,  
disruptive**
- 2 Aggressive, a  
bully, angry**
- 3 Isolated, needy,  
disenfranchised**

- 1 Well-mannered,  
needy, sense of  
humor**
- 2 Eager, helpful,  
pretty laid back**
- 3 Engaged,  
responsible**

# Students Who Made Some Progress

**Before**

**After**

- 1 Rude, devious, manipulative**
- 2 Obnoxious, rude, whirlwind**
- 3 Impossible, incorrigible, belligerent**

- 1 Immature, Not as devious as I thought, Needs kids' attention**
- 2 More attentive, more cooperative, Trying to apply herself, but not always there**
- 3 Listens a little more. Peaks and valleys**

# Students Who Made Little Progress

**Before**

**After**

**1 New, terrible  
attendance, strong  
willed**

**2 Consistent truant**

**3 Intelligent, easily  
distracted, picks  
on other child**

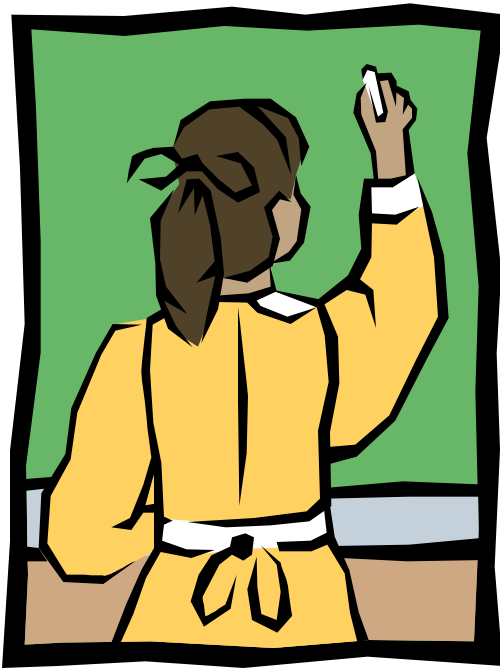
**1 Tough, outspoken**

**2 No change, SST in  
works**

**3 He is the same  
child. He won't  
take his meds.**



# Teacher



“Just having someone observe and give me feedback is very helpful. Just that in and of itself. Especially being a first year teacher. Where is it my inexperience? Or, is this kid really a pain?...Where is that line?.....She can offer advice, validation, and feedback that no one else has time for.”

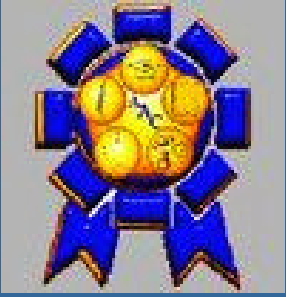


# Teacher

**Did you learn anything about ways you are effective with the student?**



“Yes, I did learn a lot of ways, like just standing next to him in proximity made a huge difference. If I was near him he tended to follow my directions more than if I gave directions from across the room. This was something that I hadn’t noticed....The consultant suggested that when I can’t be next to his desk or even on his side of the room, that I try looking at him..... He needs that attention. And, I did try that, and it was almost as effective as standing next to him!”



# Teacher



She asked me at the beginning of the year, “How well do you know Jenna? Who are her friends? What does she like to do? What is her family like?” I said, “I don’t know the answers. Those are really good questions and I really want to find out.” I asked her, “How do I approach these kids?” ....She was instrumental in bringing Jenna and me together. She helped me gain some rapport with Jenna...She not only empowered Jenna, but she empowered me. She helps us feel empowered and respected....I’m able to take that and pass it on....Her main message was, “Get to know the student.”

# What a Teacher Learned

**“The way I look at kids has changed with her help. I try to take the whole kid more instead of someone who has to produce some paper and answers.....Instead of getting upset with student misconduct, I tend to step back more and look for ways to deal with the student, to try and redirect instead of punishing, or find reasons for why the behavior is occurring....In general, I look at the students differently. I have more positive feelings about the students. I have conversations with the kids other than just about work.”**

# What a Teacher Learned

**“I would feel sometimes guilty constantly giving Tony attention when I don’t do it all the time for the others. I don’t tell Helen that she is sitting correctly everyday....I didn’t realize that their needs were different. Certain things are out of my control, like what goes on in their homes.... She made me understand that my role is to meet my kids needs, whatever they are, to identify them, and to be confident that my doing this thing for this student and that thing for that one is okay.....Yes, I’m fair, but fair isn’t always identical.”**

# **An Experienced Teacher's Perspective**

**“I asked her to watch my interplay with another student. I had to have documentation to talk to the parents to show them what he was doing. I was in the habit of picking on a student and she helped me see what he was really doing and not doing. I’ve been in a pattern of negative...Sometimes it was worse in my mind than it really was. I just gave up on rewards and she reminded me.**

**I trust her and I know I’m not being watched. Your system doesn’t have anything to do with my evaluation from the office.”**

# A Teacher Reflects

**“It’s the experience of being able to focus on one child that makes the difference. You are dealing with specific issues, not a generalized issue. It becomes personal...It is a very hands on approach. In my teaching experience. I’ve never had anything like it. It puts a teacher right in contact with the student and provides coaching for that relationship. We certainly talked about issues like this in student training, but I didn’t actually get the experience.”**

# Evaluation Goals for 2002-2004

- **Create a refined, effective model of the resiliency consultation program that can be expanded to new middle schools.**
- **Add to the knowledge base and best practices for identifying and implementing effective interventions that promote protective factors in pre-teens.**
- **Develop the capacity of the Cleo Eulau Center to monitor and assess its own performance.**