

Lifelines Taught us to Do the Right Thing and Treat People Right

By: Amy Linkel, South Ripley Elementary School

Team Members Names: Jennifer Russell, Kris Wood

Contact: alinkel@sripley.k12.in.us

Background That Led to Your Team's Inquiry:

Have you ever wondered if your students really know how to treat others? At SRES, we do the right thing and treat people right. SRES students and staff recite the SRES pledge daily and incorporate daily usage of lifeline vocabulary. What led us to this approach to challenge our students to do the right thing and treat people right?

At SRES, we lacked a common language to get our behavior under control and correct bad behaviors. We really didn't have options besides saying things like, "Stop, don't do that, you lose two points", etc. We addressed behaviors with consequences, but they were always negative. Were we really changing improper student behaviors with the existing discipline system?

Therefore, the purpose of our action research was to see if regular usage of lifeline vocabulary would be recognized by staff and students and if it would increase the positive impact of our school culture.

Statement of Your Team's Wondering:

With this purpose, we wondered if regular usage of lifeline vocabulary will be recognized by staff and students and if it will increase the positive impact of our school culture.

Methods/Procedures:

To gain insights into our wondering, SRES teachers chose 10 lifelines, one for each month of school, to use with students and staff daily during the 16-17 school year. Teachers planned, prepared, and collaborated how to implement these lifelines. Each teacher had a white board mounted outside of their classroom, to use for Hallway Greetings. (Jim McMillan, C.L.A.S.S. trainer, came to SRES and spoke with teachers about how to compose Hallway Greetings and Welcome Messages.) Teachers were instructed to use lifeline vocabulary in their daily Hallway Greetings, at least three times weekly. To help ensure accountability, five fifth and sixth grade students "tracked" the usage of this lifeline vocabulary on a Google sheet. This data was "tracked" and used from November 2016 - May 2017.

Next, teachers continued to be trained by Jim McMillan. Because we, as a staff, were used to taking away, staff requested professional training to make sure we knew how to get students to change their behavior in a positive manner. Jim McMillan continued giving us an outline as to how we, as a school, would transition to positive reinforcement. This was achieved through yearlong C.L.A.S.S. training.

In addition to the data collected above, students in grades 3-6 were also given a "pre" and "post" survey each month. The pre and post surveys included the exact same information, as we were looking for growth from the lifelines being used throughout each month. Students received these pre and post surveys from November 2016 - May 2017.

Stating Your Team's Learning and Supporting it with Data:

As a result of analyzing our data, three important things we learned include: 1. Student growth in the understanding and usage of the lifelines increased. 2. Teachers used common language to correct inappropriate behaviors, and discipline was more consistent. 3. Teachers used lifeline vocabulary consistently, especially in their hallway greetings, which increased student usage too.

Student growth in the understanding and usage of lifelines can be seen in the link below:

Monthly Growth Data

		B.O.M	E.O.M
Gratitude	Hear	66.3%	75.2%
	See	65.6%	71%
Effort	Hear	62.1%	84%
	See	60.8%	78.1%
Creativity	Hear	45.5%	74.2%
	See	48.2%	73.3%

The common language that was used revolved around the life goals of C.L.A.S.S. (Do the Right Thing. Treat People Right.) Teachers were able to ask, "Were you doing the right thing? or they might say, "Were you treating him/her the right way? This was an expectation for all staff. This common language provided a starting point for a discussion with any student, regardless their age from kindergarten through sixth grade. Finally, lifeline vocabulary increased in hallway greetings and by students too. The link below proves the evidence of the lifeline vocabulary used in hallway greetings.

Click link here to view: [View Evidence Here](#)

Student lifeline usage was witnessed through student created videos on daily announcements, conversations with adults and students, and documented in student work samples.

Click here to view PowerPoint: [View PowerPoint Here](#)

Providing Concluding Thoughts:

Through this action research project, we learned that common language at SRES has brought us all together as one. It has provided the accountability, stability, and support that was needed. We have learned that our teachers appreciated the structure, training, and support throughout this process.

Next steps, which are already in place, for the future at SRES include: Teachers have chose lifelines to use during the 2017-2018 school year. C.L.A.S.S. training with Jim McMillan will continue and it has already been scheduled. Our staff plans to go beyond "surface level" and will implement Welcome Messages in each classroom next school year. Finally, at SRES we will ALWAYS Do the Right Thing and Treat People Right.

References:

N/A