



# CARING KIDS CARING SCHOOLS

## Services for Preschool and Elementary Schools PROJECT CORNERSTONE

### Engaging Teachers & Staff as Asset Builders

#### Staff Development:

1. Introduction to Asset Building
2. 2017 Developmental Assets Survey Results
3. Building Assets on the Playground
4. Parent Engagement Programs: Overview of ABC, Los Dichos, Preschool/Transitional Kindergarten
5. Being UPstanders-Bullying Prevention
6. Social Emotional Learning and Asset Building

#### Consultation:

1. Map your existing programs to the Developmental Assets
2. Review Developmental Assets survey results
3. School specific training designed with Principal

### Engaging Parents as Asset Builders

#### Parent Education:

1. Introduction to Asset Building
2. Being UPstanders – Bullying Prevention

#### Parent Workshops:

**Project Cornerstone for Parents**  
The *Take It Personally* Parent Study Group meets for 6 weeks.

#### Schoolwide Volunteer Opportunities:

1. Asset Building Champions (ABC)
2. Los Dichos
3. Preschool/Transitional Kindergarten (PK/TK)
4. Expect Respect Club
5. FUNvisors

### Engaging Students as Asset Builders

#### Student Opportunities:

Expect Respect Workshop and Club: 3-hour workshop focused on school climate and peer abuse. Student-led action plan is developed with faculty advisor.

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Project Cornerstone serves schools and communities from Redwood City to Gilroy. Our work is supported through individual gifts, foundation and corporate grants, and contracts with schools and organizations. Schools outside of our service area are welcome to contact us about costs of our services. For more information, contact Ziem Nguyen Neubert at [ziem@projectcornerstone.org](mailto:ziem@projectcornerstone.org).

## Engaging Teachers & Staff as Asset Builders

All school staff – teachers, administrators, and counselors, as well as yard supervisors, coaches, bus drivers, custodians, clerical support staff, librarians – have the power to build developmental assets in children and youth. Asset building is a natural fit for any adult in the field of education. Project Cornerstone’s training with all school staff focuses on specific ways in which they have the opportunity to build assets with their students every day.

- 1. Introduction to Asset Building** – This presentation introduces participants to Search Institute’s Developmental Asset Framework and their research. The power of assets to prevent children and youth from engaging in risky behavior, as well as the promotion of thriving behaviors, is detailed, in addition to showing the impact on academic achievement and social/emotional health. The presentation also shares how Project Cornerstone utilizes the developmental asset model to support school efforts to infuse asset-building into its culture.
- 2. 2017 Developmental Assets Survey Results** – This presentation gives stakeholders a closer look at their own school’s and district’s most recent results from the Search Institute’s MMW (Me & My World) survey and/or A&B (Attitudes & Behaviors) survey. The intent is to give an analysis of the data to help prompt conversations.
- 3. Building Assets on the Playground** – Unsupervised time on an elementary school playground is “primetime” for negative behaviors to surface between students. Whether serious peer abuse/bullying behavior between students or a single student behaving in inappropriate ways, it is the leading time in any school day for discipline problems to erupt. This training gives yard duty and parent volunteers new strategies to approach this period in the day from an asset-building perspective rather than the more traditional “yard police.” The training is appropriate for any adult with the responsibility of supervising students during their recess time.
- 4. Parent Engagement Programs: Overview of ABC, Los Dichos, & Preschool/Transitional Kindergarten** – This informational training focuses on the Project Cornerstone parent engagement programs that involve parents reading children’s literature and teaching a short lesson in the classroom each month. These short presentations can be woven easily into a regular staff meeting and are usually done by the coordinators of the specific program.
- 5. Being UPstanders–Bullying Prevention** – This presentation raises awareness of the problems of bullying and peer abuse in school settings, as well as the issue of Cyberbullying. Techniques and tools will be shared to help reduce bullying behaviors, as we work with our young people to create a “new normal” of acceptable behavior, using the Developmental Assets framework.
- 6. Social Emotional Learning (SEL) and Asset Building** – This presentation for teachers and other school staff explores the core competencies of Social Emotional Learning and how they relate to and support the “Social Competencies” category of the developmental assets. The Social Competencies assets consistently have the lowest scores, of all asset categories, even though they are critical life skills. Included in this presentation will be some highlights from the latest in the field of adolescent brain research, and how it relates to both SEL and asset development.

Project Cornerstone’s programs (ABC, Los Dichos, & PK/TK) provide social emotional learning (SEL) opportunities for parents to be engaged with elementary school-aged children. CASEL (Collaborative for Academic, Social and Emotional Learning) gives us an excellent working definition of SEL. “Social Emotional Learning involves the processes through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.”

**The five domains of Social Emotional Learning are as follows:**

- **Self-Awareness** – Recognizing one’s emotions and values as well as one’s strengths and challenges.
- **Responsible Decision-Making** – Making ethical, constructive choices about personal and social behavior.
- **Relationship Skills** – Forming positive relationships, working in teams, dealing effectively with conflict.
- **Social Awareness** – Showing understanding and empathy for others.
- **Self-Management** – Managing emotions and behaviors to achieve one’s goals.

ABC, Los Dichos, & PK/TK programs have all of the SEL domains and the 41 Developmental Assets woven throughout the lessons.

To learn more, contact **Ziem Nguyen Neubert** at [ziem@projectcornertstone.org](mailto:ziem@projectcornertstone.org)

## Engaging Parents as Asset Builders

### PARENT EDUCATION

All parents and school volunteers can benefit from the trainings Project Cornerstone offers to school partners. They can be presented for a general “parent education” program or for a specific group such as a PTA, ELAC, or a Principal Coffee.

**Note: All parent trainings and workshops are available in Spanish and English.**

- 1. Introduction to Asset Building** – This presentation introduces participants to Search Institute’s Developmental Asset Framework and their research. The power of assets to prevent children and youth from engaging in risky behavior, as well as the promotion of thriving behaviors, is detailed, in addition to showing the impact on academic achievement and social/emotional health. The presentation also shares how Project Cornerstone utilizes the developmental asset model to support the needs of parents and families in this all important work.
- 2. Being UPstanders – Bullying Prevention** – This presentation raises awareness of the problems of bullying and peer abuse in school settings, as well as the issue of Cyberbullying. Techniques and tools will be shared to help reduce bullying behaviors, as we work with our young people to create a “new normal” of acceptable behavior, using the Developmental Assets framework.

### PARENT WORKSHOPS

**Project Cornerstone for Parents – Take It Personally Parent Study Group** – In this 6-session study group, parents learn about the eight categories of developmental assets, examine and reflect upon their opportunities to build assets with children and youth, as well as develop new skills to be more intentional asset builders with all children. By the end of the study group, participants will take their role as asset builders more personally as they begin to act on their new knowledge. There is a workbook fee per participant; this can be paid by the individual, the school, the PTA, or ELAC. **This is a six-week series and can be scheduled at school sites or central district office sites, or YMCA branches. Each weekly session is 1.5 hours.**

To learn more, contact **Ziem Nguyen Neubert** at [ziem@projectcornerstone.org](mailto:ziem@projectcornerstone.org)

### SCHOOLWIDE VOLUNTEER OPPORTUNITIES

- 1. Asset Building Champions (ABC)** – Parents who volunteer for the ABC program read children’s books and lead classroom activities and discussions on a monthly basis. The curriculum focuses on building developmental assets in the areas of support, empowerment, boundaries and expectations, positive values, social competencies, and positive identity. It teaches students important life skills such as decision making, peaceful conflict resolution, and interpersonal skills. It covers all areas of peer abuse and gives students the skills to avoid being the target of bullying behavior from other students. In addition to providing meaningful opportunities for parent engagement and for students to interact with caring adults, the program helps create a common language for behavioral expectations throughout the school.

To learn more, contact **Lori Maitski** at [lori@projectcornerstone.org](mailto:lori@projectcornerstone.org)

- 2. Los Dichos** – Los Dichos is a Spanish-language program that opens new doors for Spanish-speaking parents to support not only their children’s education and development, but that of all children in their community. Each month, Los Dichos volunteers read specially selected bilingual books in the classroom and lead activities and discussions about topics including Latino heritage, tolerance, family pride, peaceful conflict resolution, and other important values. Students develop a sense of positive cultural identity and overall a greater sense of cultural competence and respect for one another.

To learn more, contact **Brenda Serna** at [brenda@projectcornerstone.org](mailto:brenda@projectcornerstone.org)

**3. Preschool/Transitional Kindergarten (PK/TK)** – The PK/TK program has been developed to expose parents, caregivers, teachers, and students to the developmental assets model for early childhood. This program features reading early childhood literature to provide students with a set of skills and attitudes that promote a strong desire to learn. Caring adults such as teachers, parents, and caregivers will be building preschoolers’ social, emotional, and cognitive skills. These skills are built during the reading, discussion, and participation in the activities of the lessons.

The ABC Preschool/TK program’s lesson plans, books, and trainings are available in both English and Spanish.

To learn more, contact **Lori Maitski** at [lori@projectcornerstone.org](mailto:lori@projectcornerstone.org)

**4. Expect Respect Club** – After the initial 3-hour workshop led by Project Cornerstone staff, parent volunteers are invited to assist school staff to facilitate on-going Expect Respect Club meetings to help students implement their action plan.

To learn more, contact **Mary Crum** at [mary@projectcornerstone.org](mailto:mary@projectcornerstone.org)

**5. FUNvisors** – This program brings caring adults to recess time to engage youth in positive ways. Parents volunteer on a consistent basis during lunch recess and provide activities such as sports, games, arts and crafts, and team building. This is an opportunity to promote positive peer interactions and increase UPstander actions during recess.

To learn more, contact **Lori Maitski** at [lori@projectcornerstone.org](mailto:lori@projectcornerstone.org)

## Engaging Students as Asset Builders

### STUDENT OPPORTUNITIES

**Expect Respect Workshop and Club** – To empower students to combat bullying and peer abuse, Project Cornerstone developed the Expect Respect workshop. Expect Respect helps students from different social groups work together to find common ground and create a “new normal” for their school where all students are accepted and supported by their peers. This diverse team of students attends a half-day workshop where they learn about bullying’s serious consequences, how to identify bullying behavior, and how to effectively be UPstanders. Then, the team identifies the kinds of bullying that take place at their school and creates an action plan to stop bullying and improve the overall school climate.

After the workshop, the students meet twice a month as the Expect Respect Club with the advisor who is a school staff member. Schools are encouraged to invite other students to join the club after the initial workshop. It should be open to all students and not seen as an exclusive group or club. Parents are also encouraged to help facilitate the club. The primary task of the Expect Respect Club is to implement the action plan they developed at the workshop and to provide schoolwide student leadership in the promotion of respectful treatment of peers and the reduction of bullying. Follow-up support is provided to the school team, if needed, to help ensure the success of their action plan. An Expect Respect Club Advisor Manual is available for all school staff working with the student club.

The Expect Respect workshop is aligned with the Olweus research model, with the recommendations of the American Academy of Pediatrics and the American Academy of Family Physicians for effective bullying prevention programs. Expect Respect is aligned with and reinforces the curriculum for the ABC program so that students learn and apply the same vocabulary and concepts. The ABC program isn’t a requirement to hold a successful Expect Respect workshop at your school.

To learn more, contact **Mary Crum** at [mary@projectcornerstone.org](mailto:mary@projectcornerstone.org)