

*M.B. "Flip" Flippen*

*President of  
M.B. Flippen & Associates*

*Nominated  
by  
Dr. Susan J. Simpson*

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1.

*Nomination  
Letter*

*from*

*Brock Juror*

*Dr. Susan J. Simpson*

Thursday, July 27, 2006

Flip Flippen has been leading teachers, principals, school executives and board members to help them accelerate personal growth, performance, and productivity for twenty years. School teachers, administrators and students from across the nation say his processes increase productivity and improve culture. Students say his curricula teach them critical leadership and life skills. Teachers say his processes promote student-teacher trust, which, in turn, creates self-managing classrooms and greatly improves student performance.

Flip Flippen, a man with an uncompromising mission "to build relationships and processes that bring out the best in people." The success of his efforts has been documented on The Today Show, The Super Bowl Pre-Game Show, Speed Channel's NBS 24/7, and in countless publications across the country for more than twenty years.

Flip is an internationally renowned speaker and psychotherapist, holding a Masters degree from Texas A & M University. He is a member of the Texas Counseling Association and the American Counseling Association and was the founder of Still Creek Ranch, a residential treatment center for young people that flourishes today. Flip is a speaker for the Center for Executive Development at Texas A & M University; an Adjunct Member of the University of Kazan, Tatarstan, Russia; a recipient of the George Soros Lectureship in Russia; and has lectured in Canada, France, Ireland, and Japan.

An energetic and successful leader, Flip founded numerous businesses and counseling services and serves on the boards of Centera Financial and Knowledge 2 Share, a web-based learning company in partnership with Trinity Industries (NYSE-TRN).

He founded The Flippen Group in 1988, and today, it is the largest educator training company and one of the fastest-growing leadership development organizations in North America. Flip's accomplishments in education include such highly acclaimed courses as Teen Leadership, Capturing Kids' Hearts, and Building Champions, which are now taught nationwide. In addition, he created the Flippen Leadership Series, a dynamic training that helps leaders establish goals, uncover constraints, and develop action plans that improve performance and productivity.

Flip developed The Flippen Profile, an unparalleled psychometric assessment tool that accurately identifies individual strengths and weaknesses. Using this amazing tool, Flip conceived the theory of "Overcoming Personal Constraints (OPC)", which teaches people how to break the constraints that limit their performance and hinder their growth. His book on OPC is scheduled for release in early 2006.

Today, Flip's innovative processes are at work in the nation's top classrooms, board rooms and locker rooms. His company has grown to include nationally renowned trainers and coaches. On a personal note, Flip and his talented wife Susan, who reside in College Station, Texas, have a passion for kids and have helped raise more than twenty children.

II.  
Letter  
from  
Flip Flippen



July 2006

Dear Friends,

I have been asked many times to condense my thoughts into a concise format that conveys what I believe with regard to my work with young people and educators, as well as with the corporate world. This is my attempt to do so.

I began my career by starting a non-profit out-patient free mental health clinic that worked with kids on the streets. The clinic was begun in 1972, and I quickly added staff to serve those with drug and other mental health-related issues. Most of the patients were young people, and as with most people, they had parents and went to public schools. This afforded us the opportunity to work with the parents and the schools, and that was the beginning of our involvement in public education. Our clinical staff grew to over 35 serving around 500 patients a month. We served as the model for many other clinics that arose around the country during that time.

We were also invited on several occasions to speak to select committees in the Texas House of Representatives and served on different boards and committees in education. In 1974 we saw the growing need to provide a home for many of the young people we were working with during that time. That was the beginning of Still Creek Boys Ranch. Today the ranch has several homes and serves a wide range of youngsters, having added a girls' ranch and a school to the setting.

In 1978 we began to work extensively with school staff and administrators to help them learn how to be more effective with young people who were from diverse backgrounds with a wide range of learning-related issues. We were also invited to join the adjunct staff of lecturers at Texas A&M University Center for Executive Development. My work with the Center was directed at teaching executives from many of the world's most successful companies how to grow their companies, while building powerful teams that were focused on productivity and their employees. We labeled this approach "servant leadership" of which much has been written by several very good authors since that time. Throughout all of this time, I continued to serve as the Executive Director of the clinic where I spent most of my time.

I resigned from the clinic in 1988 and began my own company so that I could teach others more of what we were learning and developing. Today, we are the largest teacher educator company in North America, and we are honored to have the opportunity to work with the people we serve, especially the frontline teachers who are building our future on a daily basis.

I would like to share with you some of the things I have learned during this journey.

### **Practitioners and Academicians/Researchers**

In science, there are two classes of people, and they both have distinct approaches to what they do. Although most people don't like being categorized as easily, I feel that the differentiation is a good one as it allows us to see where we are, in context, and what we need to consider outside of what we do on a day-to-day basis. Simply stated, there are practitioners and there are academicians/researchers.

I am a practitioner. I practice . . . which is to say that I work in the field with those who work in the field. I have daily contact with those we serve, and my goal is to see that they are successful. I am most interested in what works and what helps others be more effective in their work with others.

I have found it interesting that most discoveries occur in the field, while very few occur in the lab. The discoveries are usually in the form of observations rather than research. For example, AIDS was first observed in the field and then better understood in the lab. The same was true for most of the major diseases of the world. As different practitioners had similar observations, those observations were reported through discussions with other practitioners. At some point a researcher became interested in what was being reported and began to probe the situation for answers as to what was being observed.

If a doctor sees several young children developing certain symptoms and then learns that other doctors are seeing the same thing, they begin to question whether it is, in fact, the same thing. At some point, a researcher gets involved and begins to offer explanations as to what is causing the symptoms, as they try to ferret out the answers to the causality. This is how it has been for centuries and will continue, I suspect, for years to come.

I have great respect for researchers/academicians – those that try to discover what is going on in the field. These are the ones who take the observations and data from the field and attempt to make sense of it. “Why do those who have moss placed on their wounds get well, while those that don't, develop infections?” “Why does washing your hands keep people alive after surgery?” These are the questions that come from the observations, and these are the answers that researchers seek so painfully to uncover.

Of course, in “real life” the distinction between researchers and practitioners is not as clear as I am suggesting, but the distinction is certainly there and has been recognized in scientific processes for a long time. The distinction lies as much in emphasis, as time dedicated to specific endeavors.

My focus has always been on what is going on in the field – “What is the experience of the people we serve?” My goal has always been “their success.” With that in mind, I am always trying to find what will work to help them overcome whatever is not working for them. This could be in the school system or in the personal life of one child or adult.

The goal is always the same: their success. In my world of work, this has always been my first love and passion – helping others become all they can be.

As a practitioner, I have to be a learner, even when what I am learning does not agree with what I have already “learned.” That is why I loved my practice as a psychotherapist. I was taught by my patients and students. I have learned several things over the years that I would like to relate to you.

***I have learned that children want more than anything to be successful.*** All children want this. This deep desire to be good at something, to be successful, is not reserved for those who come from privileged or favored backgrounds. This is a universal desire. Furthermore, this desire to be successful, to discover your talents and fulfill your life’s dreams, is at the core of who we are as a nation. It is this longing that brought us to this country in the first place, and it is this same desire that must be fed and nourished in the hearts of our young people. Therefore, I would say without reservation as an absolute: all children have a deep desire to be successful, and they are motivated to that end.

***Second, I have learned that this desire is easily crushed, and with it goes their motivation.*** When children face the awful pain of failure and public humiliation, they find ways to run from those experiences and anything that would bring those experiences about for them. I would do no less myself. Who wants to be seen as unable to read or unable to add or subtract or spell? No one wants others to see them as inadequate. Yet, as learners, we know that learning is a process that involves failing, struggling, and trying. But learning can and must take place without humiliation and ridicule.

***I have learned that when this desire to succeed is crushed in a child, something within the child begins to break.*** It is not long until they give way to this brokenness. Some children are more resilient to the “breaking” than others, and I suspect that the resiliency comes from an inner strength placed there by someone who loves and believes in them. If we take that relationship away from a child, that child will most probably be lost. That is the beauty and joy of education. We have the opportunity to be that person in a child’s life. We have so many children today that come to school who are at risk of losing “that person” in their life. In many cases it is the loss of a parent and the incredible pain that comes with divorce or death or long separation from someone who loves and believes in them. We know that the more unstable a home is, the more likely the child is to struggle. It is not a matter of color or background, but rather a matter of stability in the relationships around that child that determine how the child responds.

***I have learned that the deepest cry of a child’s heart is, “Please give me stability in my relationships. Let me have people who care about me and don’t let them leave me . . . ever.”*** But in many homes that plea is not heard. There are too many conflicting and confusing voices that drown out that quiet cry, and it goes unheard.



As educators we have a unique opportunity to be “believers” with children. We can believe in them and challenge them in relation to the commitment we have to them. We have no right to challenge them beyond our commitment to them. Please hear the power of that statement. ***We cannot challenge a child beyond our commitment to the child.*** Those educators/adults who believe that they can teach and challenge a child to perform without being committed to the child are arrogant in their convictions. Why should a child, or anyone for that matter, perform for someone who does not care about him or her? Hence, our great belief: “If you have a child’s heart, you have his head.” Who are we to demand or even expect performance from those to whom we are not committed?

On the one hand we have many who want learning to take place but do not have a personal commitment to the success of the child they are teaching. This only continues to further the belief of the child who struggles: “They don’t care about me. They care only about results, performance, and their own agenda.”

At the other extreme we have those adults who excuse and accept underperformance as though it is the inevitable result of some inadequacy in the child. Although neither group would ever agree, they have something in common: they don’t expect the best from the child nor do they give the child their personal best.

As many of you know, we have raised and helped raise many children. We have said to all of our children, “I love you where you are and as you are, but I love you too much to leave you as you are.” I expect their best in each and every circumstance because we give them our very best. That is the equation and it is a simple one – “My best for your best.” That is the joy and great sacrifice of parenting and teaching. If I may, let me relate a short story about one of our sons, Roger. One night at the dinner table we were discussing curfews for the weekend. During the discussion, Roger boldly stated, “We’re better than the average kid. We don’t get in trouble and we don’t do drugs or smoke or cuss, etc.” After he was through with his reasons for an extended curfew, I replied, “I’m sorry. I didn’t realize I was raising you to be better than average. I thought I was raising you to be a champion. If you don’t have the ability to be a champion, let me know so I can lower my expectations. I just thought you were champion material.” That put it all in focus for him. I believed he was a champion, and he wanted to be one because I thought he had it in him. His biological mother was a crack addict and prostitute, and his father was an alcoholic who gave him up when he was 6 years old. In high school, he was in the National Honor Society and is now attending college. What made that possible? The simple thought that, “I will give you my best and I expect your best, because you have it in you to give.”

There are a few other things that I have learned over the years. I can summarize them in a few short thoughts. I like to refer to them as RIT. This stands for Relational, Intentional, Transformational, and it is a process that I think about all the time. Let me explain.

### **Relational**

I choose to be a relational person. I want to live in relationships with others. I want those relationships to be healthy, and I want to enjoy them fully. Being RELATIONAL is life to me.

### **Intentional**

Second, those relationships have purpose. I do not simply want to be in relationships so that I can “hang out” with someone. I want the relationship to have purpose, and part of that purpose comes from my INTENT for the relationship. Again, my goal is their success. Let me clarify. That doesn’t mean that I serve their goals, which I may or may not agree with. It means that I have a goal for the relationship, and that goal is based on the other person’s needs as I see them. Therefore, I am INTENTIONAL in my interactions with the other person. My ultimate intent is that they have every opportunity to become their very best – the most successful that they can become. This is not simply limited to their career, but rather extends to every arena of their life: family, marriage, friendships, colleagues, etc.

### **Transformational**

It is the first two aspects of this process that bring us to the third part—transformational. I contend that if we are relational – that is, if we care for and are committed to relationships with others, then we have the freedom to be intentional if our intent is the other person’s success. It is that commitment to the success of others that ultimately makes our relationships TRANSFORMATIONAL. I believe that our commitment to others should have a transforming impact on the other person, as much as their relationship with us should have a transforming impact on us as well. Powerful relationships *are* transformational.

Again, this is why we teach – to transform our students. I want to help them go “where” they couldn’t go without me. I want to see my students achieve things they couldn’t achieve without my believing in them. I want to have relationships that are transforming, and I suspect that all great teachers feel the same way.

My philosophy of education is quiet simple – put caring, high-performing adults in front of children with one commitment: “I will give you my best and I expect you to give me your best.” It’s simple, but powerful.

That is also how I have tried to live my life. “My best, for your best.” I like that.

That is also my commitment to my wife, our children, our friends and staff, and our clients. If I am able to fulfill that, I will have fully lived my life.

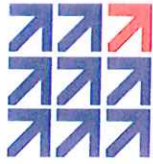
Finishing strong,



Flip Flippen

III.

*Resume*



# THE FLIPPEN GROUP

*Bringing out the best in people*

## M. B. "FLIP" FLIPPEN President

### EDUCATION

B.S., Stephen F. Austin State University, 1969.  
M.A., Texas A&M University, 1973.

### POSITIONS AND MEMBERSHIPS

Lecturer for Center for Executive Development, Texas A&M University.  
Board Member of National Crime Prevention Council, Washington, D.C.  
Adjunct Member of Kazan State University, Kazan, Russia.  
Recipient of George Soros Lectureship in Russia.  
Member of Texas Association of Counseling and Development, and Member of American Association of Counseling and Development.  
Licensed Professional Counselor: in private practice, specializing in family, marital, and adolescent therapy.  
Appointed to the Governor's Commission on Children, Youth, and Family Services' Steering Committee for Project Child Save.  
Appointed to the Texas Education Agency Task Force: Council for Personnel Preparation for the Handicapped (regarding mental health services and counselor needs).  
Listed in Who's Who of the South and Southwest.

### PROGRAMS DEVELOPED

**TEEN LEADERSHIP:** A character education and leadership development course that teaches professional and leadership skills to teens. Approved for high school credit in 1994 by the Texas Education Agency, Teen Leadership has reached millions of young people and educators throughout the world. 1989 – present.

**KEYSTONE:** A character education and social skills elementary curriculum based on nine principles for living and teaching principle-centered decision making abilities. 1994 – present.

**CAPTURING KIDS' HEARTS:** Training for educators that teaches skills for effective class management, with techniques for dealing with behavioral and disrespect issues and for building productive relationships with all students. Followed by Leading the Way and Pressing On trainings. 1994 - present

**THE FLIPPEN PROFILE:** Statistical evaluations which help people and systems achieve optimum effectiveness. The Flippen Profile is used with corporations, education, and individuals. 1994 – present.

**FLIPPEN LEADERSHIP SERIES:** Sequence of trainings for educators and corporations that address personal and system constraints and develop action plans for effective personal and organizational growth. 1991 – present.

**BUILDING CHAMPIONS:** Inservice for schools to help build trust and respect with students and maximize the environment for learning. Followed by Behave In/Behave Out and Growing EQs inservices. 1998 – present.

- INWARD BOUND – HCA GREENLEAF: An outdoor challenge course used in developing self-confidence, creative problem solving, and team building. 1990 – 1994.
- INWARD BOUND – Bryan/College Station: An employee/student assistance program for businesses, schools, and churches. Key components of this program included prevention, early intervention, quality mental health care, and cost containment. 1991 – 1994.
- FAMILY LIFE COUNSELING SERVICES: Clinical services agency with a staff of psychologists, social workers, licensed professional counselors, and interns. Founder and C.E.O., 1972 – 1987.
- STILL CREEK RANCH: 550-acre residential treatment facility for emotionally disturbed adolescent boys. Founder and C.E.O., 1982 – 1987.
- CENTER FOR COUNSELOR TRAINING: Training program for para-professionals in clinical skills. Founder and C.E.O., 1982-1987.
- SUMMER CHALLENGE PROGRAM: Summer work/therapy program for teen-age boys, employing 50 adolescents per summer. Founder and C.E.O., 1975-1987

IV.  
*Articles,  
Publications  
&  
Appearances*

## The Flip Side

# Real Learning Begins with Relationship

I hope you have had a good summer. For teachers, summer provides much-needed rest and recuperation from the demands and stresses of teaching. For us, it's the most exciting time of the year. We get to spend more time with teachers and others who work with kids. For us, this is life.

We had some more things happen this summer, as well. We were invited to be on The Today Show and talk about parenting issues. I was struck by the way the pre-show discussions went. During the initial conversation NBC focused on the topic: How do we make kids do what we tell them to do?

As we discussed this topic, I suggested that we look at it from another perspective and see if we might accomplish more that way. At first, they were reluctant to consider changing topics and going in another direction. "We really want to talk about 'How to make kids do what we tell them to do,'" they said.

"How would it be if we talked about 'how to get kids to do the things they need to do without having to be told?'" I asked. Pause. "Yeah, that's what we're

talking about." However, the difference between the two statements is profound – because the locus of control changes. By this I mean that we move the locus or point of control from external to internal, and that is very important in learning.

During the interview I was struck with their question, "What's wrong with just telling

them to do something and then grounding them if they don't do it?" It's not that it's wrong; it's that learning doesn't take place and you will always have to be there telling them what to do if you expect it to get done. Again, we see that "telling is not teaching."

This is a pivotal thought for those of us who want to grow responsible, successful kids.

The interview showed me that people want a quick fix to a problem. They don't understand that working with children is about a relationship. I see



Flip Flippen on The Today Show

so many people who interact with others – adults and children – as though they are simply units of production. They are there to accomplish something, and if they don't, they're replaced with someone else. It's easy to cut corners and demand that others do what we tell them to do, but is this really the best way? I think not.

At this time of year as the kids are coming back to school, they are looking

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- 10 CPE Credit

★ Watch Flip's interview on The Today Show! Click on:

[www.leadershipsolutions.com/education/today\\_show.htm](http://www.leadershipsolutions.com/education/today_show.htm)

★ Register for your next training now! Click on:

[www.leadershipsolutions.com/education/train.htm](http://www.leadershipsolutions.com/education/train.htm)

★ Administrators: Need a skill-building, exciting in-service for your staff? See Page 4

## Flippen: No school bullies if there are no victims

by Scott LaFee

Ask most Americans about violence in public schools and they will say it's getting worse, said M. B. "Flip" Flippen, a youth counselor and president of Flippen and Associates, a Texas company that creates educational leadership programs.

They would be wrong, according to Flippen.



*Flip Flippen giving Keynote at  
AASA 2002 National Conference*

In the 1992-93 school year, he told a conference audience on Friday, 56 children were killed on American campuses. In 2000-2001, the number was 26.

"And it looks like this school year, the total will be less."

"Things are getting better, kids are safer," Flippen asserted during a Featured Presentation, but that doesn't mean school administrators can reduce their vigilance. While assaults and drug use on campus are in decline, he said, other forms of violence—or behavior that can lead to violence—are rising.

Specifically, Flippen cited statistics suggesting an increase in bullying, which he said often leads to a tragic end. He talked about a young girl who came to school with a gun and shot a bullying classmate in the shoulder. Later, the girl said she had really intended to kill herself in front of the classmate "to show the bully how she had destroyed that girl's life," Flippen said.

Yet Flippen doesn't necessarily fault the bully, whom he says may simply be seeking justice for perceived wrongs. The way to reduce bullying, he said, isn't to crack down on individuals, but to empower everyone else.

He encouraged administrators to help students forge their own kind of social contract.

"When a group makes the rules about what is socially acceptable behavior, bad behavior stops because no one will permit it. Everybody feels empowered, so there are no victims."

(Taken from the daily conference paper published for the American Association of School Administrators)

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## Real Learning Begins with Relationship – by Flip Flippen Continued from Page 1

for relationships that matter. I am most aware of that this year. Susan and I have two new sons we are very proud of. They have both been in our lives since they were young children, and we are happy to now have them with us full-time. After the first day of school, what do you think we talked about? – their teachers and how they felt about them. One of the boys is starting college and the other is in the ninth grade. Our youngest said, "This is going to be a good year for me; I like my teachers." There it is in one simple sentence. And he will perform for them because they aren't telling him what to do, but rather calling out his best. He is already doing his work first thing when he comes home, because he has learned to do what he needs to do without being told to do it. I hope you have great kids this year. Great teachers deserve to be with exciting kids.

A handwritten signature in dark ink, appearing to read "Flip", located at the end of the article text.



Journal of the

Volume X 2003

# Effective Schools Project



*Motivating Student Learning*

**Cover Story** Cleburne High School:  
*"It began with a handshake"*

**Tarleton**  
State University

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## 2002- 2003 Effective Schools Project

### Campus Members

**Bluff Dale ISD**  
Bluff Dale School

**Boyd ISD**  
Boyd Intermediate School

**Cisco ISD**  
Cisco Elementary School  
Cisco Junior High School  
Cisco High School

**Cleburne ISD**  
J.N. Long Kindergarten School  
Santa Fe Kindergarten School  
Adams Elementary School  
Coleman Elementary School  
Cooke Elementary School  
Gerard Elementary School  
Irving Elementary School  
Cleburne Intermediate School  
Cleburne Middle School  
Cleburne High School

**DeLeon ISD**  
DeLeon Elementary School  
Perkins Middle School  
DeLeon High School

**Dublin ISD**  
Dublin Elementary School  
Dublin Intermediate School  
Dublin Middle School  
Dublin High School

**Erath Excels! Academy, Inc.**  
Erath Excels! Academy, Inc.

**Glen Rose ISD**  
Glen Rose Elementary School  
Glen Rose Intermediate School  
Glen Rose Junior High School  
Glen Rose High School

**Godley ISD**  
Godley Elementary School  
Godley High School

**Gorman ISD**  
Maxfield Elementary School

**Granbury ISD**  
Acton Elementary School  
Baccus Elementary School  
Mambrino Elementary &  
Intermediate  
Roberson Elementary School  
Brawner Intermediate School  
Oak Woods Intermediate School  
Acton Middle School  
Granbury Middle School  
Granbury High School

**Grapevine Colleyville ISD**  
Colleyville Heritage High School

**Hico ISD**  
Hico Elementary School  
Hico Junior High School  
Hico High School

**Huckabay ISD**  
Huckabay School

**Iredell ISD**  
Iredell School

**Killeen ISD**  
Harker Heights Elementary School  
Hay Branch Elementary School  
Peebles Elementary School  
West Ward Elementary School

**Lingleville ISD**  
Lingleville School

**Lipan ISD**  
Lipan School

**Mineral Wells ISD**  
Lamar Elementary School  
Houston Elementary School  
Travis Elementary School  
Mineral Wells Junior High School  
Mineral Wells High School

**Morgan Mill ISD**  
Morgan Mill School

**Palo Pinto ISD**  
Palo Pinto Elementary School

**Perrin Whitt ISD**  
Perrin Elementary School  
Perrin High School

**Ranger ISD**  
Ranger Elementary School

**Stephenville ISD**  
Central Elementary School  
Chamberlin Elementary School  
Hook Elementary School  
Gilbert Intermediate School  
Stephenville Junior High School  
Stephenville High School

**Strawn ISD**  
Strawn Public School

**Three Way ISD**  
Three Way School

**Tolar ISD**  
Tolar Elementary School

**Weatherford ISD**  
Crockett Elementary School  
Juan Seguin Elementary School  
Bill Wright Elementary School  
Hall Junior High School  
Tison Junior High School

**2002 - 2003**  
**Effective Schools Project**  
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MaryAnn Arnold, Program Specialist

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Robin Wells

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Deborah Jinkins  
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Sherian Smith  
Diane Sopko  
Diane Taylor  
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Pam Littleton

**Teaching and Learning Center**

Phyllis Guthrie  
Mary Ann Lipford

Editor's Note

## Journal of the Effective Schools Project

### Motivating Student Learning

I am very proud of the new look for the *Journal's* cover. I think the cover exemplifies our theme for this year of *motivating student learning*.

I appreciate the willingness of each person on editorial board to give of his/her time voluntarily to edit and give support to this year's authors. Your dedication to this project helps to make the *Journal* a success.

This edition features, for the second consecutive year, a cover story from Cleburne High School describing a program that *began with a handshake* and became a highly effective strategy for motivating student achievement. I appreciate the efforts of all the teachers who participate in this program and especially, the dedication of Roxy Sherwood who took the time to share the story with the readership of the *Journal*.

Teachers and principals who are part of the Effective Schools Project submitted the majority of this year's *Journal* articles. I am very proud of their dedication and willingness to share programs they have instituted that motivate and inspire their students to achieve great success. I know that you will find each story interesting and exciting as well as demonstrative of all the great things you do for kids each year.

I wish all of you continued success in your endeavors to make school a place that motivates all students to achieve excellence.

Pam Lindsey, Ph.D.  
Editor  
Tarleton State University

# It All Began With a Handshake

Roxy Sherwood

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*Because Cleburne High School (CHS) was entering over 500 freshmen each year and graduating half that number, administrators formulated a plan to reverse that trend. A teacher was trained to offer a Teen Leadership class based on Flippen's Teen Leadership workshops. CHS soon found positive changes occurring in their students' lives. Therefore, Judy Senter, campus principal, made a decision to implement Flippen's Teen Leadership curriculum in an experimental program for a targeted "at risk" incoming group of freshmen. As a result of the PASS program (Project for Affecting Student Success), absenteeism is down, grades are up, and some solid peer and teacher relationships have formed. Because of the positive atmosphere, teachers and students alike look forward to coming to school. This change began with a simple handshake.*

"You can't teach a kid to learn unless they know you care (Flip Flippen). Based on my conversations with fellow teachers, we are in the profession because we sincerely care about students, but the pressure of meeting TAKS, completing modifications, preparing for TAKS, managing classroom discipline, and the day to day workload has worn us down. Even though we care for the students, often the energy drain has reduced our focus to merely imparting the knowledge, developing the skill, evaluating the learning, and attempting to recharge for the next day. However, Cleburne High School (CHS) students and staff alike are rekindling a love for learning with a mutual respect for each other. This is do to F. B. (Flip) Flippen's Teen Leadership (2002-03) curriculum that CHS developed into the Project for Affecting Student Success (PASS) program designed for incoming freshmen.

Teen Leadership and PASS evolved from an in-service program presented in January, 2001. The purpose of the program was

to prevent Cleburne from becoming another Columbine. While many schools were trying to prevent students from carrying weapons on school grounds by installing metal detectors, Cleburne was looking for a more positive approach to controlling violent outburst. Carolyn Cody, assistant superintendent, had invited Flip Flippen of College Station as presenter. Flip Flippen is a rancher and psychologist who developed a theory for reaching troubled adolescents, especially males, through observing and training horses. In a video segment about his work with Monty Roberts, "The Horse Whisperer," Flippen showed a parallel between horses, teens, and anti-social behavior resulting from emotional and physical abuse. His premise was that through building a relationship of trust, horses and students alike can be trained or taught to overcome their emotional scars, problems and difficulties. This in-service presentation gave Cleburne Independent School District (CISD) professional educators food for thought and many in the audience believed

**In a video segment about his work with Monty Roberts, "The Horse Whisperer," Flippen showed a parallel between horses, teens, and anti-social behavior resulting from emotional and physical abuse.**

that improving the quality relationship between teachers and students should be a high priority of the district. Because of the brevity of the presentation, we were left without the "how" or the tools to build and implement this type of relationship with our students. Fortunately, Mr. Flippen mentioned additional curricula and in-service presentations that he was developing.

After the meeting, CHS's soccer coach and social studies teacher, Coby Bird, expressed to Mrs. Cody and Mrs. Senter an interest in attending a workshop offered by Flippen. Judy Senter was principal at CHS and is now curriculum specialist at CISD. Mr. Bird attended "Capturing Kids' Hearts," a three-day workshop in a retreat format in which Flippen's Teen Leadership curriculum was presented. This course presented the skills involved in creating trusting relationships between teachers and students while fostering a student monitored classroom management system to develop a quality classroom learning environment. An additional day of training was required in order to be a Teen Leadership teacher. After attending, Mr. Bird returned to CHS ready to teach a Teen Leadership class and soon began to witness life-changing results in the students.

Mr. Bird's first classes of Teen Leadership were in November, 2001. He had two classes of twenty students each. CHS is on the trimester system and the course was offered to any student as a ½ credit elective. Some students were targeted by administration and counselors because of teachers' and administrators' perceived need for positive academic and personal lifestyle changes.

The Teen Leadership model described specific steps that help teachers to develop a positive relationship with their students. The first step in the curriculum is meeting students at the door with a handshake, eye contact, and verbal greeting everyday with every student. This process is called engaging. After the teacher has learned all his/her student's names, a class social contract is created by the students to give them a part in their own classroom management. The contract addressed four questions:

1. How do you want to be treated by me, your teacher?
2. How do you want to be treated by others?
3. How should you treat me, your teacher?
4. How will we deal with conflict?

The student's responses to the four questions always included the word *respect* and often included the word *trust* and *The Golden Rule*. Discussions included defining the terms on the contract and giving possible scenarios to insure understanding of expectations.

At the beginning of class each day, students were given a personal, reflective journal prompt and then a few minutes to share "good news." The teacher reminded students to actively listen and ask questions and encouraged feedback among students. Within a couple of weeks, Mr. Bird was reporting to administrators and co-teachers some dramatic turns in his students' attitudes and lives. From the numerous required speeches given in class, students began to admit previous poor choices, including skipping classes, fighting, creating conflicts within their families, and abusing drugs and alcohol. Through peer and teacher support, these

**Within a couple of weeks, Mr. Bird was reporting to administrators and co-teachers some dramatic turns in his students' attitudes and lives.**

destructive patterns and behaviors were beginning to change. Parents of the students were hearing about their child's Teen Leadership class and noticing positive changes. One mother called the school to see what was going on with her child. He had admitted his drug use and had made a public commitment at his church to lead a Christian life.

On the second day of the Capturing Kids' Hearts workshop, about a half-dozen students from other schools were invited to share with the trainees what Teen Leadership has meant to them. Coach Bird prepared his students to present to a workshop, and soon after that, they were speaking at CISD board meetings and to CHS faculty and staff about their ability to make good choices for their academic and personal lives. Needless to say, grade averages, attendance, self concept, maturation, and desires for successful futures appeared to be on the rise.

About halfway through the trimester, with a targeted focus from central administration on the dropout problem and contrast between the ninth and twelfth grade class numbers, Mrs. Senter formulated a plan to experiment with implementing the Teen Leadership philosophy in a program for targeted "at risk" incoming freshmen. In 1999, an existing upstairs library was converted to classrooms and a faculty workroom while a new library media center was built at the front of the high school. Four of the classrooms were clustered in a hallway and provided a perfect physical housing for the plan. Because of the arrangement, the program was beginning to be referred to as "the pod." The idea was that there would be eighty students, twenty per class, who rotated through

their core academic subjects: English, math, social studies, and Teen Leadership. The teachers had a shared conference period while the students were in physical education.

To hire the appropriate teachers for the program, Mrs. Senter considered suggestions, especially from site-based committee members and department chairpersons, along with some teachers who volunteered for the opportunity. Besides being good teachers, other qualities Mrs. Senter looked for were a nurturing personality, enthusiasm, and a positive outlook. She then chose an assistant principal, Jim Phillips, and a counselor, Janet Mauldin, to be contact persons so that communication between "the pod" and administration would be optimal.

In order to create stronger relationships between teachers and students, CHS staff decided that the pupils would be in the program for an entire year while the other CHS students changed classes each trimester. Because several of the PASS students had failed portions of the TAAS and classes in middle school, a reading class and a math skills for pre-algebra class earning local credit were part of the curriculum. Also for local credit, a problem solving class, which is considered social studies credit, was added to the "pod" curriculum. The Teen Leadership class included the TAKS requirements for the students' speech credit. The teachers targeted to man the program were Roxy Sherwood for Reading and English; Diane Crosby for math; and Karen Owens for social studies. All the teachers participated in the Capturing Kids' Hearts workshop in late April, 2001. Because of Mr. Bird's coaching responsibilities, he was not able to teach all four

**Besides being good teachers, other qualities Mrs. Senter looked for were a nurturing personality, enthusiasm, and a positive outlook.**



classes of Teen Leadership the entire year; therefore, veteran teachers Lorna Smith, Lyle Lackey, and Ron Garcia were also selected and trained to teach the Teen Leadership course. Coach Lackey attended the workshop during the summer and was scheduled to teach with the PASS program beginning second trimester along with Teen Leadership as an elective to the general student body.

The criteria for selection of PASS students included those with failing or borderline TAAS scores and middle school grades along with students that had failed a grade or two but had not previously been in the ninth grade. Social immaturity, which manifested in shyness, fighting and aggression, and disciplinary action by the middle school, was the other factor considered. Some of the students had been sent to an Alternative Educational Program (AEP) for drug use at school and some were chosen from the Bright Tomorrows program, a school service for unwed mothers. These students often ask why they were chosen and we explained their middle school counselors had chosen them due to of their leadership capabilities. Most of the students realized their low grades were a factor, and possibly also the fact that they spent a lot of time in the principal's office; however, their self esteem and self confidence seemed to be stronger. When asked why they are in PASS, they beamed and replied that they *were chosen*.

It was necessary to do some creative scheduling for students involved in choir, band, and athletics; however, school involvement, leadership, and developing special skills and talents were goals of the program so we managed to hurdle the scheduling

challenges. Some of the students were mainstreamed into regular social studies classes to meet their scheduling needs. In addition, some student combinations in classes needed to be adjusted; however, it was a simple process to make the changes.

As stated earlier, the program's primary focus is building a trusting relationship, teacher-to-student and student-to-student. After the consistent engaging process and social contract was in place, promoting empathy is the next step in the process, specifically, breaking down social barriers. Students began to appreciate each other's uniqueness and positive qualities. Because we had the students for a full year, we came to understand their personal and academic backgrounds. On a day-by-day or period-by-period basis, the PASS teachers were able to assess if a student seems troubled, determine the source and communicate with the student to help him/her find solutions to deal with his/her concerns. At times, students experienced health and family problems and all teachers became aware of the problems. If there were conflicts between students and their peers, teachers were able to de-escalate the situation. Having the students for an entire year, as opposed to twelve weeks, seemed to promote a more nurturing atmosphere than is possible on the traditional schedule.

One of the major relationship builders in the program was taking the students to the Tarleton's Ropes Course. This was a suggestion from other schools that were offering Teen Leadership. Students and teacher were guided through team building and problem solving activities in the

**Students began to appreciate each other's uniqueness and positive qualities.**

morning and the afternoon was for individual challenge and success. Everyone, including the teachers, was congratulated on attempts at climbing and crossing the cables. We witnessed that each person gave his best effort even though not each one was able to complete the task. They were praised for what was accomplished. The students and teachers experienced in a physical, "hands on" way that because they attempted a challenge, they were able to overcome their fears and low expectations of themselves. They experienced success. Two days after we returned from the Ropes Course, I gave a test. It was not the usual format. Several students began to panic, turn their papers over, slam down their pencils, and make comments to the effect that they would fail or make a zero and couldn't do the work. I quickly reminded them of the Ropes Course experience and that there could be no success without an attempt. They were able to reframe, another skill presented in their Teen Leadership class, and began to focus on working through their test.

The relationship-building philosophy definitely spilled over into the academic area, creating high motivation in the students. At the time of this writing, we have com-

pleted our first six weeks reporting period. Table 1 illustrates the freshman passing rates from the previous year's first six weeks and the total freshman class's current passing percentage compared to the PASS rate in English, Math, and Social Studies.

Another way of looking at academic success is that for the first six weeks of 2001, 59% of the freshmen failed at least one class. For the same reporting period in 2002, 24% of the freshmen failed at least one class while only 13% of the PASS students experienced a failing grade.

When I was passing out report cards during second period, I noticed many high grades, unlike my experience with my previous freshman classes. The next day, I asked the students to share their reactions, their parents' reactions, and to set goals for the next reporting period. Many said they hadn't had all A's since elementary school; others commented that this was the first time they had straight A's. Some reported that their parents were very pleased since they had had so many failing grades during middle school. The teachers are beginning to see morale and self-confidence soar supporting the adage that "success breeds success."

**The teachers are beginning to see morale and self-confidence soar supporting the adage that "success breeds success."**

Table 1 Freshman Passing Rates

	English	Math	Social Studies
9th grade passing % 1st 6 weeks 2001	64.7	71.4	81.1
Total 9th grade passing % 1st 6 weeks 2002	76.2	80.7	91.0
PASS passing % 1st 6 weeks 2002	95.5	92.6	98.5

Attendance percentages are also on the rise. This year, total freshman attendance the first six weeks was 95.6%, compared to 2001's 94.23%. PASS attendance was 98%. An example of students' re-kindled enthusiasm about coming to school occurred last week. During fall break the previous week, one young lady was hit by a car and had some facial contusions, including jaw injuries and tooth loss. Her stepmother came to the school to pick up her assignments for the coming week since the student would be out because of her soreness and embarrassment over her appearance. She was back on the third day instead of being out the entire week because she didn't want to miss school. The teachers and students, aware of her discomfort, approached her with encouragement and appreciation for her "105 percent effort," another skill taught in the Flippen curriculum.

An additional factor contributing to the above statistics is that PASS classes have fewer than twenty students. Eighty-six students were scheduled into the program; however, after registration the total in PASS is sixty-six which is divided into the four-class rotation. The lower class size allows for the key relationship factor to be created, and academically, teachers are able to do a better job at assessing learning styles and deficiencies while monitoring student progress.

The only concern expressed by parents of the students was that they would be isolated and negatively labeled; however, over one third of the students are involved in extra-curricular activities including men and women's soccer, band, choir, football, cheerleading, debate, and a newly-formed poetry club. Because of the skills learned in

PASS, the students are taking leadership roles in these organizations. Also, two students have been named freshman "Student of the Week," another positive recognition program started by Mrs. Senter.

Even with all of the successes experienced in PASS, realistically speaking there have been some challenges. Two students have been suspended for fighting and some for dress code violations. There have been a few personality clashes among students and some classroom behavior problems, but because of the solid relationship foundation and teaching/mentoring skills learned in the Teen Leadership/Capturing Kids' Hearts curriculum, those normal setbacks have been minimal and turned into learning experiences. Justin Marchel, the current Cleburne High School principal, is amazed with the success that he is seeing in the PASS program, not only academically, but in the maturity and cooperative attitudes of the students. After a discussion of how the class's social contract was violated after the aforementioned fight, the class decided that the young men should apologize to Mr. Marchel for infringing upon his time as a result of their poor choice. The young men looked Mr. Marchel in the eye, shook his hand, and in clear voices admitted that they had learned a valuable lesson from the incident and were sorry for the inconvenience. Mr. Marchel plans to expand the program yearly, working toward a freshman campus based on this philosophy.

Although it will take over three years to evaluate whether or not PASS will meet the goal of bringing the number of graduating seniors closer in line with the class size of incoming freshmen,

many life-changing successes of sixty-six freshmen are occurring. These academic and social accomplishments have increased motivation, self esteem, and self confidence. Seeing these positive results spill over into encouragement for the teachers and administration make Cleburne High School an enjoyable learning and working environment. These changes all began with a handshake.

*Roxy Sherwood is in her eleventh year at Cleburne High School. She is currently teaching ninth grade reading and English. She is also UIL Academic co-coordinator and a Certified UIL One Act Play Critic Judge. She holds a BFA degree in Theatre from Southwestern University in Georgetown, Texas.*

## Effective Schools Project

Tarleton State University's Effective Schools Project (ESP) has evolved into one of the nation's largest and longest running school improvement ventures. With the Effective Schools research as its foundation, ESP is a school improvement network linking the Tarleton faculty and campus leadership teams from over fifty Texas schools in an ongoing study and dialogue designed to enhance school effectiveness.

**Effective Schools Conferences** Effective Schools Conferences are at the heart of ESP. This annual series of two-day conferences and one-day seminars provides members with current research and theories as well as practical methods and strategies from the nation's most prominent educators and reformists. The conference series is organized around a school improvement theme broadly associated with one or more of the correlates of Effective Schools.

**Campus Planning Retreat** In early March, ESP leadership teams are invited to attend a two-day planning retreat. During the retreat, school leadership teams are able to evaluate their school year to date, to reflect on the research and other information received at ESP conferences, to refine their campus improvement plan, and to exchange ideas, goals, and triumphs with other campus teams.

**The ESP Journal** *The Journal of the Effective Schools Project* is the official publication of ESP. The journal is dedicated to the dissemination of information, ideas and research among the participants in ESP, as well as other interested educators. Published annually, each issue of the journal focuses on a particular theme, but consideration is given to non-thematic articles.

*For more information about the Effective Schools Project please contact:*

Dr. Jill Burk, ESP Director  
Tarleton State University  
254-968-9089  
fax 254-968-9525  
burk@tarleton.edu

# The Conference Daily

Sunday, February 18, 2001  
Orlando, Florida

## Flippen uses sports images for lessons on leadership

by Anne C. Lewis

It was scrimmage time for a standing-room only crowd huddled on Saturday to hear plays called by M.B. "Flip" Flippen about building championship teams.

Football was more than a metaphor, however. It was the stuff of real stories told by National Football League Hall of Famer Anthony Munoz, former offensive lineman for the Cincinnati Bengals, to illustrate Flippen's criteria for high-performance teams.

Tossing footballs despite recent surgery on his shoulder, Munoz described the Bengals' legendary coach Paul Brown as the epitome of Flippen's first basic element of a good team--strong leadership "that is able to connect to people on the human side quickly." Brown's greatest gift, Munoz said, was his ability "to convince us to buy into his strategies."



M.B. "Flip" Flippen

He related how quarterback Boomer Esiason often would slip into the briefing room to watch films with the linemen, then get involved from the back of the room by calling the plays they would need in certain situations. Esiason "was making connections even though he might not say much. Just being there as one of the group was enough," Flippen said.

On the other hand, Flippen, a consultant based in College Station, Texas, described a superintendent who entered a room with staff members and others and never acknowledged anyone "or even shook a hand." This was a cold school because of his behavior, "and kids die if they come from a cold home to a cold school," said Flippen, who has developed his background in counseling children into a training enterprise that works with educators, businesses and pro sports organizations.

Leaders not only win over people and affirm them, they also hold them accountable, he said. For Munoz, this was the role of Jim McNally, offensive line coach for the Bengals.

"He had our respect because we believed his game plan would work," Munoz said, "and he was constantly changing it, as needed." At Monday morning debriefings, the linemen would see posted on the wall a grade for each of them on every play. "Sometimes we might be winning games, but that doesn't mean everyone is doing their part," he said, "but McNally let us know through those wall charts."

The team accepted the criticism because they had bought into the leadership of McNally. Superintendents, Flippen said, need to get that buy-in. Leadership, good planning and motivated players are the right stuff for high-performing teams, whether in sports or in school districts, he added.

As an added touch, a few baseballs sailed over the audience, thrown by Pat Combs, a former starting pitcher for the Philadelphia Phillies. Flippen showed a film clip of Combs embroiled in one of the worst on-field fights between major league teams, then noted his calmness now, quipping, "He's a good learner."

**[E-mail this article](#)**

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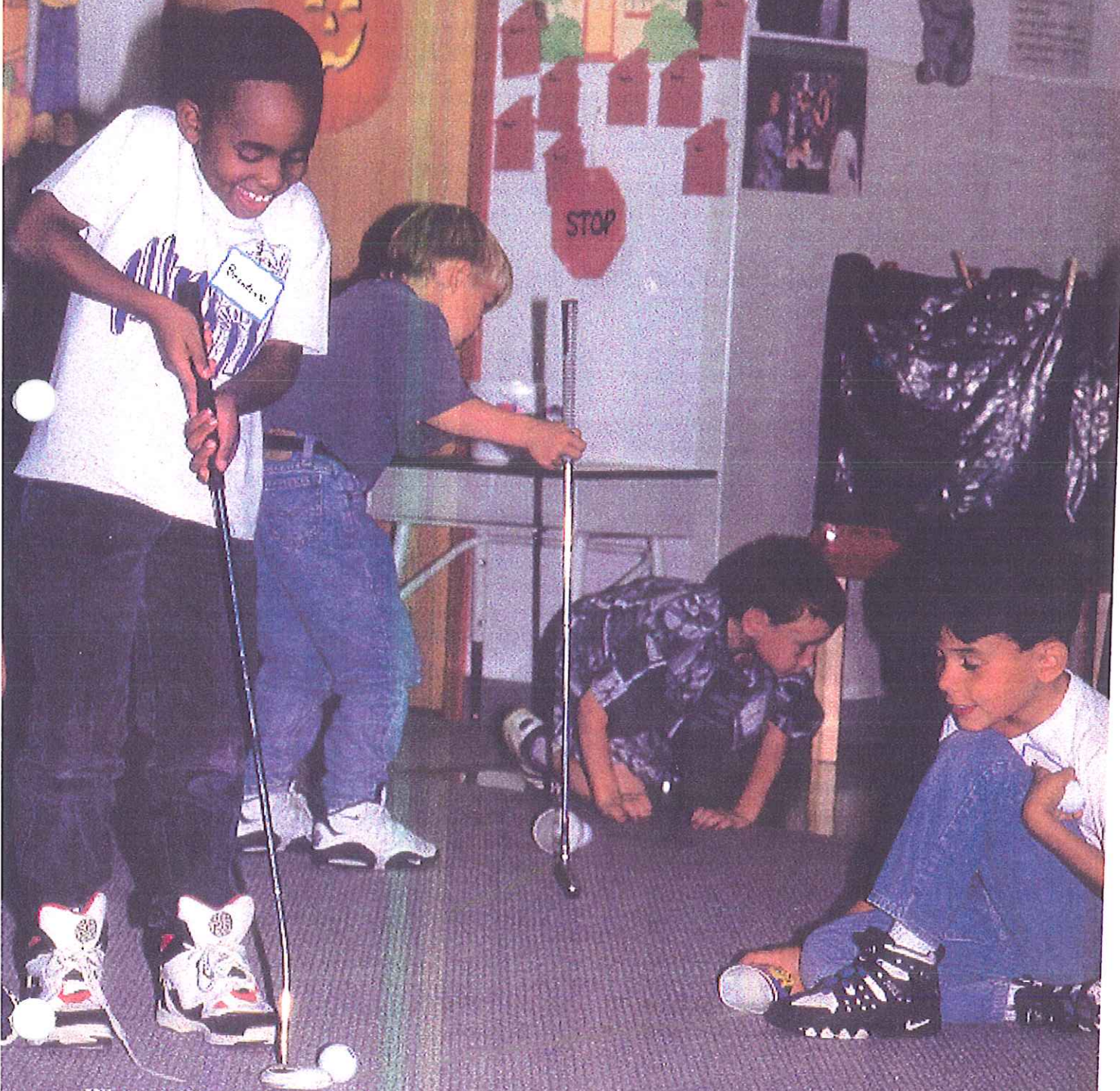
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# T E P S A JOURNAL

Texas Elementary Principals and Supervisors Association



Winter 1995/1996

Number 52

# Kids That Succeed

By M. B. Flippen  
Consultant

"We really can produce the product if we have the right resources. Just give us the right kind of kid, and we can make it work." I calmly listened as the teacher vented her frustrations about the kids with whom she was working.

It's not unusual to hear these comments in my practice or in the halls of any school today. It reminded me of the mother who said, "You know, if it weren't for these kids, I would be a great mom."

Many kids today *are* difficult to work with. There is a major difference between the children we have in our classrooms today and those we had 20, even 10 years ago. I believe there are specific reasons for this.

Think back to the time of the Korean war. What happened when all of our G.I.'s came home? They went to work having kids and building a family they could enjoy. That's what they went to war for in the first place – to protect the American dream and to celebrate the freedoms that we have in this country. So, they came home, got pregnant, and started families. Six years later, hundreds of thousands of kids hit the halls of public schools. Do you think education was ready for this onslaught? No, we weren't. Schools were not ready with the facilities or the staff to address these overwhelming numbers.

The same kind of thing is happening today, but the issue is not the *numbers* of kids that come to us. The issue today is the *kind* of kids that are coming. They are different from any we have seen in this century. I believe there are definite reasons for this change, and I also believe there are some specific things we can do about it.

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## SOCIALIZATION OF CHILDREN

Throughout all of history we can see two institutions that have been responsible for the socialization of children. (By socialization, I mean that process whereby someone takes an infant and turns "it" into a functioning, law-abiding, contributing member of society.) Those two institutions are the family and the church, or religious body.

Even when there have been attempts to rid society of religious influences and, in some instances, even the traditional family unit, these two institutions have continued to exert the most influence on our children.

But in the 1950s this process started to break down. And it has continued, with devastating results, to this day.

Today many, if not most, of our young people are *not* being socialized by their families, and they are *not* being touched by the church. That is why the raw material we see coming through the doors of our schools is radically different from any we have seen before.

Think back to my friend's comment about the kids today. She was lamenting the realities of unsocialized young people. The sad fact is that our schools are faced with the awesome task of socializing a whole generation.

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## CHILDREN NEED RELATIONSHIPS

How do we approach such an overwhelming responsibility? I believe the key *is* the right resources, but the resources are not just the kids themselves, but the teachers and what they teach. And the teachers who are going to be able to reach children who need to be socialized are those teachers who can capture their hearts. I have said for years, and will continue to say, "If you have a child's heart, you have his head."

We all know that children listen to people who care for them. But, so much of our training is focused on how to *teach* and not on how to *relate*. There is considerable research coming out today that clearly indicates that young people today are longing for meaningful relationships with adults. We will have to continue to find ways to give them the lessons they need while tending to their need for relationships.

Often the system itself prohibits teachers from relating to their students. Children are shuffled from one classroom to another. They are passed through a series of counselors and advisors without the opportunity to have continuity. And now we have entered a time when we are told not to touch a child. Many of us are overly cautious about the repercussions. And we all have heard stories about people who have been unjustly charged with wrong behavior.

Yet, the need is critical for young people to be in warm, caring and loving relationships that call forth the best from them. Is it a coincidence that children do better in elementary school when they are more directly cared for and encouraged to establish relationships with adults?



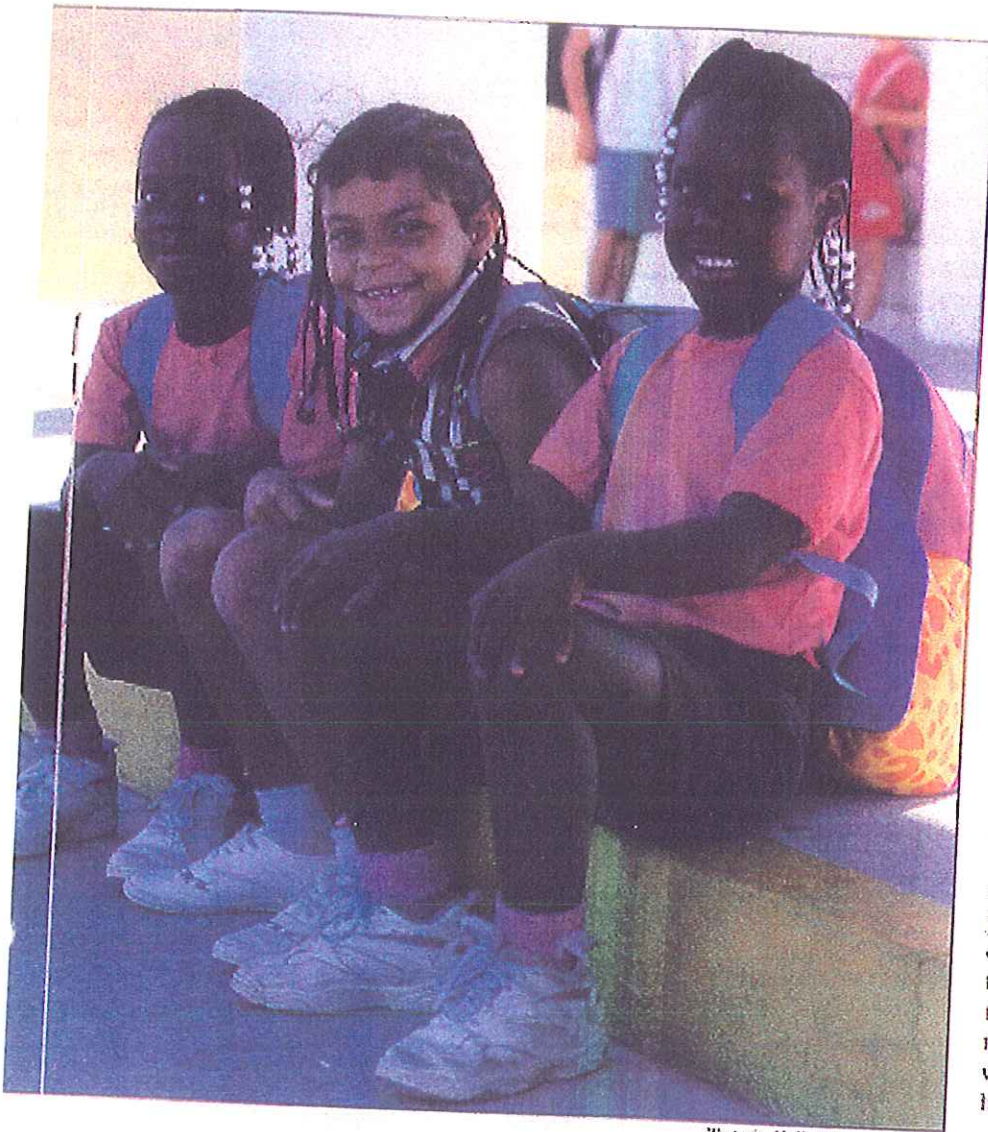


Photo: Mollie Deaver Smith

*The need is critical for young people to be in warm, caring and loving relationships that call forth the best from them.*

### CAPTURING KIDS' HEARTS

There are many ways to touch a child. It doesn't have to be limited to physical touch. Caring can be conveyed powerfully through encouragement, praise, support for taking risks, and acceptance of the child's attempts when they fail. The "right resource" is having educators who have the ability to *capture a child's heart*.

Some years ago, I was teaching a workshop and someone asked me to explain "content mastery." I commented that one definition might be "mastering the content of a child's heart so you could teach him and he could learn." This seems to be even more true today than it was then.

A word of caution for you who think that this means being easy or that if you just love kids, they will change. This could not be further from the truth. It takes more than a warm smile to break through conduct-disordered behavior, but the road is made easier when it is paved with chocolate. Lay out pleasant words before the child and see doors open.

### FACING THE CHALLENGE

Just as the educators of the early fifties were caught when the baby boomers hit the schools, so are we being hit with kids who are not socialized. Now, if we sit around and complain, the problems will get much worse because we will have lost more time and opportunity.

I know that some families could scarcely be called a "family." But their kids still come to school, and I am thankful that they do. Therefore, let us agree that we are faced with a challenge, and then let us get past the rhetoric that is bogging us down.

Let's agree on something else, too. We, not someone else, are responsible for what happens in education. We can no longer afford to blame or accuse others for the situations we face. We must take the issues before us and "get after it."

In many ways I feel that our nation is waging war. It is being fought in the streets with guns and knives.

*Principles are the foundation of society, and we will cease to function as a civilized society without them.*

but it is also being fought in the public eye over which values to teach and who is to say what is right and what is wrong. We can no longer afford either battle. We must put aside our squabbling over values, and focus on the basics of socialization.

**PRINCIPLES FOR LIVING**

Surely we can agree that principles are the foundation of society, and we will cease to function as a civilized society without them. We can also agree that if we continue to put off this challenge and continue to argue over content, we will have many more dysfunctional kids as the result.

We have the chance to greatly influence the kids we are seeing today. Caring and committed educators will continue to find the tools that are effective to this end. The young people are hungry for the relationships, and we are more than able to connect with them. Let us not grow weary in our well-doing.

*About the author*



M.B. Flippen is a licensed professional counselor who works with M.B. Flippen & Associates and Keystone Curriculum. In private practice, he has specialized in family, marital and adolescent therapy. He has served on the Governor's Commission on Children, Youth and Family Services' Steering Committee for Project Child Save and the Texas Education Agency's Council for Personnel Preparation for the Handicapped. Keystone Curriculum's program, TEEN LEADERSHIP ©, teaches principle-centered decision-making and is approved by the Texas Education Agency for course credit in high schools. Presently, Keystone Curriculum©, a similar curriculum for grades K-5, is being piloted in several Texas elementary schools.

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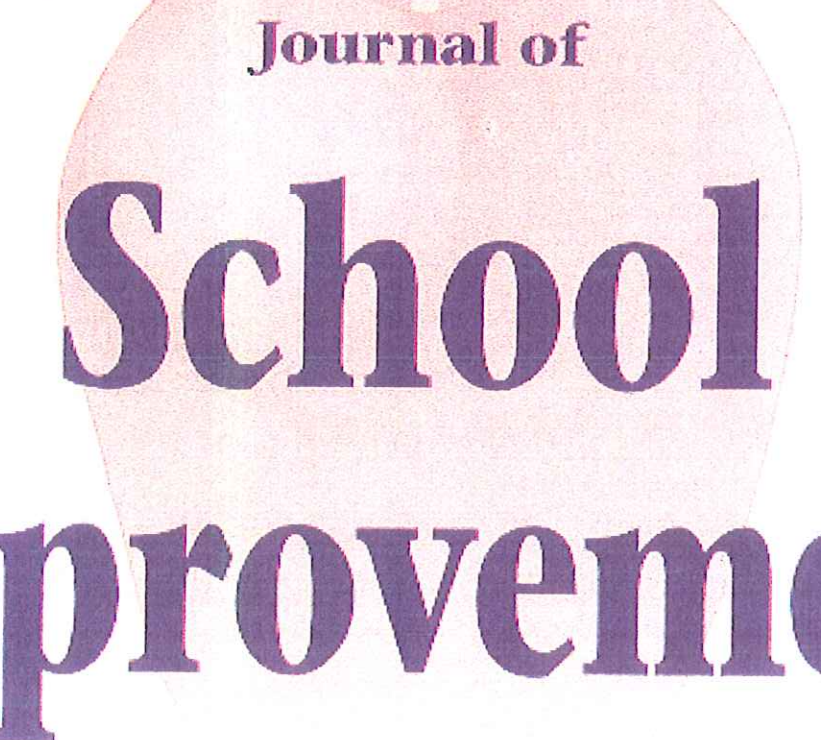
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**Volume 2, Issue 2**

**Fall 2001**



**Journal of  
School  
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**Challenging Schools to Prepare Each Student for Life's Transitions**

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## Super Bowl Stars!

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On January 26, 2003, Super Bowl Sunday, during the pre-game broadcast, ABC featured Flip Flippen and his work with schools. **Stanley Leone** (see photo on page 5), a product of Teen Leadership and of a caring teacher, told his story of coming out of degradation and going on to graduating Magna Cum Laude from Saint Xavier University in Chicago.

Also featured was **Coach Dave Raffield's** football team at **Cypress Falls High School, Houston, Texas**. Quarterback **Cole Kristynik** (#8 in photograph) was highlighted for the dramatic improvements he made on and off the field as a result of the Flippen Profile and his personal growth plan.

All the young men in the photograph participated in the Flippen Profile and personal growth process, and were interviewed by ABC Sports.



Lynn Swann, commentator for ABC Sports and former NFL star, back row, far left;  
Coach Dave Raffield, front row center; Flippen Group: Lee Bason, front row, far  
left; Pat Combs, back row, far right; Flip Flippen, next to Pat.

### Check Out Our New Web Site!

You can still view the **Super Bowl** feature on our new web site at  
[www.flippengroup.com](http://www.flippengroup.com).

Also, check out the interview of Flip on **The Today Show** at  
[www.flippengroup.com](http://www.flippengroup.com).

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The North Central Association is one of six regional accrediting associations in the United States. NCA was established in 1895 as a scholarly debate society whose purpose was to resolve areas of disagreement among educators. Educators looked to NCA as a nonpartisan third party that helped standardize high school and university education. In 1905, NCA began to accredit schools. The Commission on Accreditation and School Improvement accredits kindergarten through 12th grade and postsecondary non-degree granting institutions. The Higher Learning Commission accredits colleges, universities, and degree-granting postsecondary institutions.

### Mission

NCA is a dynamic school accreditation and evaluation organization that protects the public trust and is proactive in promoting a system of education that:

- Enhances student learning and the love of learning.
- Fosters healthy, creative, and innovative human beings.
- Prepares students to live and learn in an ever-changing and diverse world.
- Provides standards and evaluation services for schools that ensure successful schooling transitions for its learners.

### Vision

The North Central Association Commission on Accreditation and School Improvement challenges schools to be ready for all learners and press them to excellence.

### CASI Standard

Each member school shall maximize the proportion of its promoted or graduated students who are self-directed learners and are prepared to make successful transitions from school to school or school to work.

#### North Central Association Commission on Accreditation and School Improvement

Arizona State University

P O Box 875011

Tempe, AZ 85287-3011

(800) 525-9517 or (480) 965-8700

FAX (480) 965-8658

# FEATURES

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## Want Respect--Win Their Hearts

### M. B. Flippen

*About the Author: M.B. "Flip" Flippen, president of M.B. Flippen and Associates, is a psychotherapist by profession but now leads his staff in one of the largest teacher educator companies in America. Their leadership curriculum and teaching processes are used in 32 states and abroad. Divisions of the company work in corporate executive leadership, professional sports, and education. He is an internationally known and sought-after speaker and educator. Flip and his wife Susan live in College Station, Texas, where they continue to love and raise kids. He can be reached at [amy@leadershipsolutions.com](mailto:amy@leadershipsolutions.com).*

*Editor's Note: Balfour, a recognized school service corporation, provides scholarships to educators to attend M.B. Flippen and Associates training. Information about the Balfour National Leadership Awards (scholarships) is available through the Balfour representative in your area or by calling 1-800-Balfour. The Balfour National Leadership award was established to accomplish Balfour's desire to give value back to the schools they serve.*

Several of our kids were getting ready for dinner when our three-year-old grandson, Christopher, grabbed a cookie, climbed up on the kitchen stool, and began to munch away. A visiting friend picked up a cookie and walked into the den and sat down. Christopher quickly went to the doorway and said, "You can't eat that in there. No food allowed in the den." Our friend got up and came back into the kitchen. As he was finishing his cookie, he commented, "How do you guys do it?" The kids laughed and tried to explain how it works. You see I believe I'm responsible for how people act in my house—pretty revolutionary by today's standards.

My wife Susan and I have helped raise 22 kids, and we feel we know how to make it work. In addition, I built Still Creek Ranch, a 500-acre boys' ranch that now includes a girls' ranch and private school. I have spent the last several years working with schools across the United States and in several foreign countries. All of that to say this: I still think I am responsible for how people act in my house.

How do we define "my house?" If I ran a school, the school would be "my house." If I ran a company, which I do, my company would be "my house." What I am saying is that I am responsible for the culture and the conduct that I allow in "my house." If I am in charge, then I need to accept all that goes with that.

Recently, we were working with a company that has approximately 1,100 employees. I made the comment that the culture of the company seemed oppressive and perhaps not very productive, even though they talked about performance all the time. The owner commented that it was difficult to get the people to treat each other right and that there was always a sense of irritation or frustration among them. "Well," I asked, "who is responsible for that?" The owner looked surprised and said, "Surely you don't mean to say that I am responsible for the climate of my company?" In a word, yes.

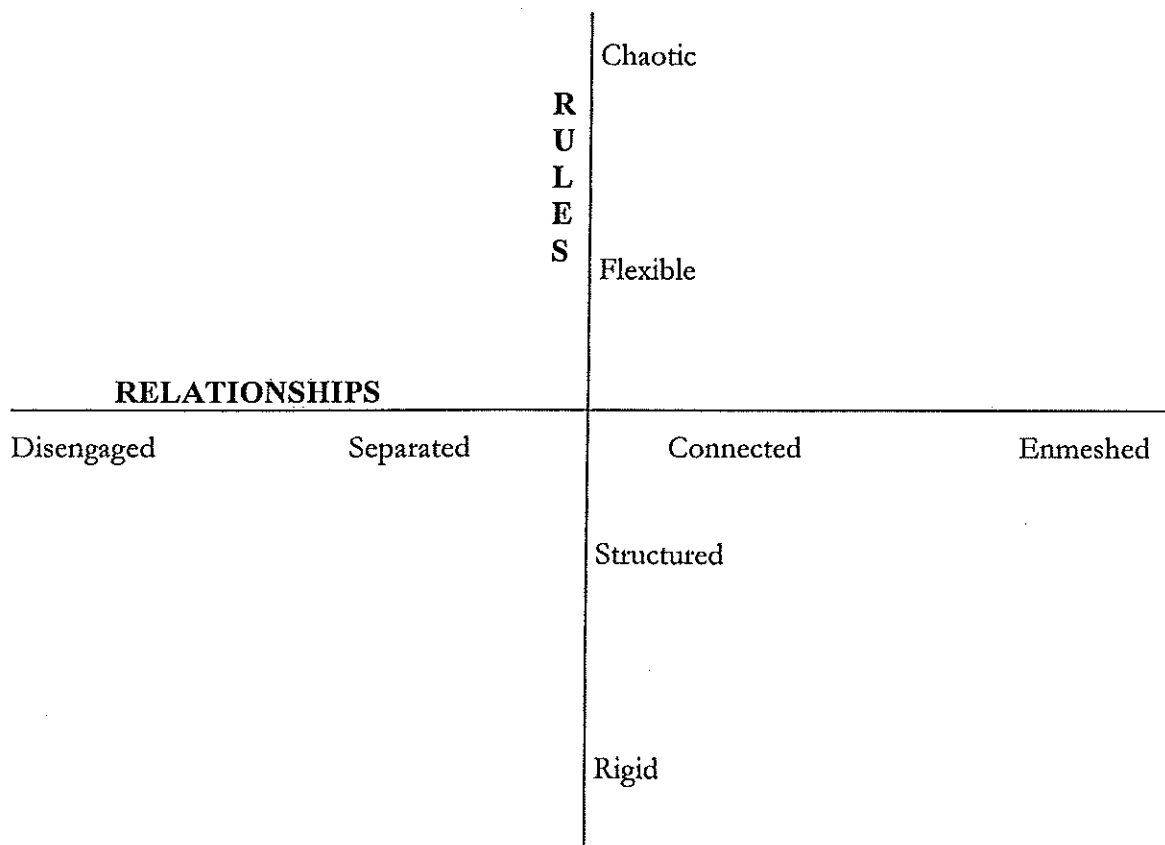
If we are in charge of our home or our company or our school, then we are responsible for what goes on there. There is a process that works, but it takes time and the right people. More than

anything, it takes the right people at the top. And chances are good, that would be you. Let me show you how we have made this process work in over a thousand schools here and abroad.

## Rules or Relationships?

David Olson introduced a great model called the Circumplex Model. It has two axes: the vertical represents “rules” and the horizontal represents “relationships.”

### Circumplex Model





On the rules axis you will note that there is a continuum range from rigid to chaotic. If I ask 16 year-olds how many rules they need, they usually say that they don't need very many. If I ask their parents or school administrators, they say that those same 16 year-olds need more structure than they think. The result is tension between the two. One wants fewer rules, while the other sees the need for more rules. We can use this model to determine where we are with our teachers, other administrators, the board, the students, etc. The key points of concern are: Where does the person think the rules need to be for him, and where does the leadership think the rules need to be for that person? The greater the distance apart, the greater the tension.

The horizontal line on the graph represents relationships. As a psychotherapist, I have asked many families to plot where they are on the relationship line. Usually the kids will make a mark near "separated." The parents make a mark that indicates they feel they are connected with their kids. Again, the distance between the points tells the tale. The greater the distance, the greater the problem.

The next thing I look for is this: Which line do they tend to focus on? For example, do you see the need for rules as being more important than the need for relationships? Where do you focus most of your activity? Is it on enforcing the rules or working to build the relationships? Where do most of your problems occur? On the rules side it's easy to identify a problem. You broke the rules . . . so there's a problem. Would it surprise you to hear that most people don't even know what I'm talking about when I ask them if the problems are on the relationship side of the equation?

In my house, I'm more concerned about the relationships than I am the rules. And just so we get the whole picture, we have helped raise incredibly successful kids and are still turning them out as fast as we can. I do not believe in being their buddy or knowing everything about their lives down to the most intimate details. I do, however, believe that we can love each other and be committed to working through issues that come up. It's not okay to act any way you want and think that it will be overlooked because of a "love" or commitment that would excuse inexcusable behavior. Wrong behavior is wrong behavior. And there are always consequences aimed at learning how to do it better next time.

Many years ago a friend of mine made a profound comment: "Rules without relationships breed rebellion." This is currently the case in many schools and homes.

We write the rules. We work on the rules. We try to enforce the rules. And we never stop to think that even in the best possible scenario, we can achieve only compliance. Compliance is not what I'm after. Lots of people settle for compliance because they don't know how to get respect. Compliance is what you get with rule-following. Respect comes from the relational side of the equation, from how the person feels toward you.

## Appropriate Relationships with Appropriate Adults

In September of 1997, the *Journal of the American Medical Association* published the results of a significant study. The authors found that the one factor that lowered adolescent risks in the

key areas of risk, such as dropping out of school, drugs, sexual activity, etc., was *connectedness to an adult*. We have said that this connectedness needs to be to an “appropriate” adult, and then we have allowed the group to determine what “appropriate” means.

What is the bottom line to this study? Children need relationships, and they do not do well without them. More than anything, they need appropriate relationships with appropriate adults. When children come to school, do they see attention or time or energy being given to building effective relationships between their teachers and themselves? On the contrary, they see us, as adults, focusing on the things that can be directly measured by others and will provide quantifiable results. Hence, children do not get their needs tended to. And as we have learned from Abraham Maslow, if their needs are not met, they cannot possibly deliver the performance we need from them

We measure what we treasure. We measure academic performance because we treasure it. What if we find that there is a major factor that affects performance, but we don't have a good way of measuring it, so it's hard to find the “secret” to what really gives us performance? I think there is a secret, and great teachers are doing it without realizing it. I believe it's tied to the idea of winning children to themselves and getting performance through the relational side.

## **Respectful and Responsible Behavior**

How do we get respectful and responsible behavior? I submit that we cannot get it the way we are currently going about it. I don't want to be responsible to a set of rules. The rule “do not cheat” has meaning to me only when I realize that when I cheat I let someone down or hurt a person by my behavior. If I don't care about the person, then my “breaking the rule” will have little, if any, internal consequence. It is only in knowing that my behavior has an effect on someone I care about, that I begin to modify my actions. As I mature, I internalize these values and then will act in the appropriate way even when no one knows. This is the foundation of character.

Most of the systems involved with children today are totally focused on rule-based behavior. This will never bring more than behavior within the rules, which again, is compliance. We have found that children behave for people they respect. The question then arises, how do we get children, or for that matter anyone, to respect us? The simple answer is to be respectable. But I know many administrators, teachers, parents, etc., who are very respectable, but are not shown respect by certain others. The key here is that those who do not show respect to them are those who are not in a good relationship with them.

Visiting a school recently, I was walking down the halls and heard the same kind of language many of you hear every day. But when I walked into one of our Teen Leadership classes, being taught by a very effective teacher, the entire atmosphere was different. You could easily feel the respect and admiration and concern the students and the teacher shared with each other. The kids knew who I was, and they knew their teacher thought well of me, so much of that respect easily transferred to me. Contrast this with the feelings so many administrators have to contend with when they are not in good relationship with a particular

teacher, and the teacher is not in good relationship with her students. Again, “rules without relationships breed rebellion.”

One of the things we suggest teachers do to build relationships is to greet each child at the door every day. This allows several things to occur. First, they get to touch each child and interact with each child on a more personal basis. Second, they can ask how the students are doing and get some feedback on how they are for that day. After several days of this the teacher can involve other students in this greeting process, creating a warm setting in which to begin class.

Another thing we suggest is that the teacher take three to five minutes to begin each class with a few comments on “what good things have happened since our last time together.” This starts each class off with something good and sets the mood for the day. We hear such things as who got a date, who passed a test, and who scored at a game. Students have a real need to share and be connected with other kids in their class, but we usually don’t allow for this and we certainly don’t structure class so that these needs are addressed. We ask the teachers to share their “good things,” as well, and to rotate this opportunity to the students so that several people have the opportunity to lead the class. We have found that this raises the social skills and speaking skills of each class member. This forms the basis of a secure setting for performance. It is a relationship-based model for leading class. We have many simple skills and techniques that produce incredible results and all of them are aimed at getting connected to kids.

In the past, there was a place for command-control based leadership, whether it was in the classroom or the boardroom. It served the military well for hundreds of years. This method of leadership has been successful with heavy construction industries, such as mining, utilities, railroads, and numerous other arenas of business. But times have changed. Command-control works when we are dealing, for the most part, with less-educated people, such as laborers at the turn of the century. It also works in times of crisis, such as in wars or riots. It does not work with today’s work force or with today’s kids. If you really want high performance, you have to build relationships.

We know from the work of Goleman (1995) and others that in today’s world those people who are effective in relationships are the ones who are successful in life. Isn’t this even truer in the classroom? Teachers who are effective in building relationships with kids are obviously more effective in the classroom.

## Who Is Your Customer?

Now let me ask this: If you are an administrator, who is your customer? When I think about this in the context of my own company, I realize that my first customer is my staff. My first responsibility is to my team. I want them to give incredible care to our customers, but for that to happen I have to give them my best. When I don’t, they really don’t have it to give to others.

Please think back to what I mentioned earlier: Who is responsible for what goes on in “my house”? Certainly, I am. We are responsible for the culture we create around us. It’s easy to dictate effectiveness, but it’s another thing to *lead* effectiveness.

I coined a phrase in 1977 that has guided me for many years: “If you have a child’s heart, you have his head.” The same would be true for administrators: if you have your staff’s heart, you have their head. But how often do we hear in our graduate training programs that in order to be effective with our kids, we must win our teachers’ hearts? And even if we did hear this, would we know where to start?

Some years ago I visited a school to give a keynote address. I arrived early at the school and happened to be walking through the hall when I noticed the superintendent coming toward me. We were the only two people in the hallway, and it was fairly obvious I was a guest. As we approached, I assumed that he would speak and introduce himself to me. He didn’t. No eye contact, no smile, no nod, and no recognition at all. It was as though I were not even there. Who is responsible for the culture of his district? How do you think his staff felt? And then, what do you think was passed on to the students?

How can children survive if they come from a cold home or difficult situation to a cold and aloof school? How can we expect them to perform under such conditions? If you are effective in building relationships with your staff, you will more than likely be successful in building a good school.

## Winning the War

At the end of a long series of battles that the North had lost in the Civil War, President Lincoln had a meeting with a general he had never met. That man was Ulysses S. Grant. Mr. Lincoln said,

Mr. Grant, I have tried sometimes . . . to figure out what the army needs. I have tried to help where it seemed a great deal of help was needed. I have even made it official, sent out presidential decrees, written up special orders. Most of them have come out of frustration. And, likely, most of them have been wrong. But you cannot imagine what it is like to have all the authority to issue orders and no power to see them carried out.

We will not achieve the victories we long for if we continue to think they will come from presidential decrees, special orders, or edicts from on high, from our boards and administrations. The victories we long for will come only from creating schools that are passionate about children and that create environments that make children acutely aware of their personal value and worth. “School” can be such a cold and distant concept, but the idea of a teacher or administrator who knows me and values me . . . well, that’s different. I’ll come for that kind of relationship. I’ll respect that kind of person. And, by the way, I’ll perform for him, too.

I suspect what Mr. Lincoln said would apply to us today, as well. We’ve tried to help where help is needed. We’ve made our help official and sent out all manner of decrees and orders.

And I suspect most of them have come out of frustration. But if we are genuinely concerned about getting different results, what we need is a different way of doing things . . . and that way is through the hearts of our children and staffs.

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Our Mission is to enhance  
excellence and equality  
in the educational  
opportunities available  
to all children through  
leadership, cooperation, and  
efficient and effective services  
to approved schools.

## TLC + CKH = Benefits for Wayne Students

by Diane Olson, Wayne Teen Leadership Instructor

The promising seeds of an idea, planted two years ago and nurtured since then, have begun to bear fruit at Wayne Community, Schools.

As elementary principal Denise Becker explained in the May 2001 *Ed-Line*, Superintendent Bill Tuma was instrumental in bringing the "Capturing Kids' Hearts" program created by M.B. "Flip" Flippen into the system. Since August 2000, fifty staff members have trained at three-day retreats in Texas and southern Iowa. Participants thus far have included teachers, secretaries, aides, full-time substitutes, and all four district administrators.



One TLC member conducted horse riding lessons with her horses.

Flip Flippen declares a teacher must have a child's heart to have his head. If so, educating as many school staff members as possible on how to effectively form meaningful relationships with students can only add to a comfortable, appealing school environment. Solid data shows apparent proof of the program's success at Wayne.

High school principal Dave Daughton cites the student behavior contrast between the present school year and 2000-2001, when the CKH program was barely taking root. The junior-senior high has a seven-step behavior plan ranging from Step 1 (principal's discipline or other automatic consequences) to Step 7 (recommendation for student expulsion to the school board).

Daughton explains that last March, sixty incidents in the high school had produced 43 students on various behavior steps. In comparison, this March the total incident number has decreased to 43 with only 33 students on steps. Last year's number of students "choicing out" of the classroom was 31; this year has had 23 making that choice. Fighting incidents have gone from eight to zero this school year.



TLC members became caroling elves around the school.

Numbers speak for not only behavior, but also academics. Daughton shows Iowa Tests of Educational Development scores that give direct comparisons of Iowa percentile rank composites over the past two years with the

*continued on next page*

continued from cover

same students. Composite score increases are startling: class of 2005, 36% (2000-01) to 43% (2001-02); class of 2004, 37% to 42%; class of 2003, 36% to 42%; and class of 2002, 36% to 47%.

Flip says, "They (kids) don't care what you know till they know you care." Raised ITED scores help faculty put more stock in Flip's words as time goes on.

Daughton says, "I feel that the entire atmosphere has changed at the high school level. That may be due to the teachers and the caring attitudes they convey to the kids. They have always cared. The kids just can see it now. The program is not a 'cure-all.' It is a work in progress. We will continue to grow and develop the program."

Greg Horstmann replaced Daughton as junior high principal last fall. He explains he has similar expectations of student behavior and agrees with Daughton on consequences of students' actions. Statistics of March 2001 reveal 29 junior high students being on one or more behavior steps compared to 22 this year. Steps 5 and 6 include three-day and five-day out-of-building suspensions, respectively. Last year at this time, eight students total were on those levels; no students have reached those steps during this school year.

Horstmann believes it is evident that the junior high staff is using the CKH concepts and, as a result, fewer office referrals are resulting. He adds, "Without a doubt, the training is the best I have ever been to...I would encourage ALL districts to require this for every member of their teaching staff." He strongly feels the concepts should be incorporated into teacher education courses on the college level.

Flip's course, based on the CKH principles, has been added in two Wayne attendance centers this year. Last August three junior and senior high teachers were trained in Texas to teach Teen Leadership. The class concentrates on learning personal, relational, and leadership skills, including making a good first impression,

presenting ideas, thinking for oneself, working with difficult people, and seeking personal excellence in difficulty.

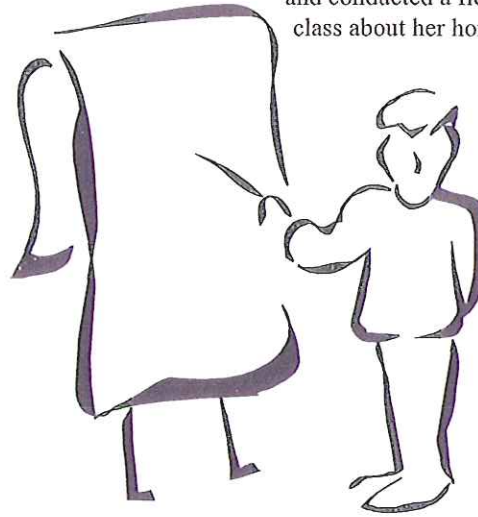
One class is provided in the Wayne Alternative School. The students concentrate on public speaking, trying out their new skills at faculty meetings and community organizations such as Rotary and PEO. Self-confidence increases with each experience, one student discovered. In addition to her high school courses, she recently began an evening college course. She found herself the youngest student, but she boldly extended her hand to the instructor and introduced herself. As the only student to present herself in such a fashion, she describes the stunned look on his face and how he treated her differently thereafter.

She wrote in her journal, "I am actually sitting in a college class. Nothing can take away this feeling."

TLC (Teen Leadership Class) at the junior high level has 14 students. They, too, have extended their classroom speaking to faculty meetings and community groups including Boy Scouts and the Wayne Optimist Club, as well as an educators' retreat at Bloomfield, explaining to educators how the class has helped them. The speakers enjoyed surprising Wayne administrators and felt pride in positively representing the school, the class, and themselves.

One emphasis is on several elements of the E.Q. (Emotional Quotient). One leadership element – empathy – the students used as they bought and donated clothing and toys for a needy family, wrapping Christmas gifts and leaving them at the family's restaurant for the

children to open later. In addition, wearing identical Santa hats, they serenaded classrooms before vacation; they also collected "random acts of kindness" to record and report on a website. Thirteen students have volunteered in the Light On Afterschool program; three have accumulated from 30 to 50 hours each. One student initiated and conducted a field trip, teaching the class about her horses.



A recent all-staff survey shows 95% of those polled feel that the entire school has benefitted from becoming involved in CKH. Bill Tuma agrees, saying, "The program Capturing Kids' Hearts has allowed us to create an

atmosphere that allows teachers to teach and not beat kids up. We, as a staff, have made students responsible for their actions and have provided them with opportunities to make better choices through teacher-led prompting."

## CORRECTION

### Lucas County Early Childhood Program

The new address noted in our March *Ed-Line* for our Lucas County Early Childhood Program was incorrectly stated as 1200 North 7<sup>th</sup> Street in Chariton. Please note that the correct address is as follows:

Southern Prairie AEA 15  
Lucas County Early Childhood Program  
1711 Osceola Avenue  
Chariton, Iowa 50049

V.  
*Research Summary*  
&  
*Sampling of*  
*Featured Schools*



# Research Summary

**Abstract:** *This research document, compiled by Ph.D. level researchers at The Flippen Group, summarizes the various studies performed to date on **Capturing Kids' Hearts**, **Teen Leadership**, **Keystone**, and the **Flippen Reading Connection**. Please call us for more information at 1.800.316.4311.*

## INTRODUCTION

Are The Flippen Group's curriculums and trainings scientifically research-based? The answer is a resounding "Yes!" Thoroughly researched through rigorous scientific studies, our trainings and curriculums have had several Ph.D. dissertations focus solely on their impact. Ph.D. level researchers have also performed extensive longitudinal analyses, clearly demonstrating success through proven statistical techniques. Further, countless schools can testify to the results and have documented a positive impact through case studies.

Not only is our impact carefully researched, but the foundations upon which we developed and perfected our trainings and curriculums are also confirmed in the professional literature.

v For example, the September 10, 1997, issue of the *Journal of the American Medical Association* describes a study which drew from the National Longitudinal Study on Adolescent Health, surveying 90,118 adolescents. The authors found that connectedness to a parent and connectedness to a school-based person, such as a teacher, were the only factors that lowered risk in all negative behavior categories. These two factors achieved p-value levels less than 0.001 for all 12 continuous and quasi-continuous outcome variables, meaning that the probability of finding these positive results by chance is less than 1 in 1,000.

v Similarly, the October 16, 2002 edition of *Education Week* cited professional research documenting a specific "missing ingredient,"

without which schools stand little chance of significant improvement. The missing ingredient the researchers identified was this: a strong bond of trust among the various members of the school community. The authors went a step further, providing a wealth of data to support the concept that there is a strong correlation between a school's trust level and its students' academic achievement.

These research studies further validate the approach we have championed over the last several decades. Schools from Washington to Texas to Iowa have undertaken research studies on our trainings and curriculums and all point to a singular conclusion: lives are being changed, and the change is measurable and statistically significant. Below you will find details on specific studies investigating the impact of our trainings and curriculums.

## CAPTURING KIDS' HEARTS, TEEN LEADERSHIP, AND KEYSTONE STUDIES

Dr. Theodora Cox performed an extensive study of the impact of **Capturing Kids' Hearts** through her 2003 dissertation from West Virginia University. She focused on several schools in West Virginia and found that there was a substantial impact on the school environment that was "both immediate and that the full impact would not be known for years." Her objective was "to determine: (1) the dynamics of the experience that inspired participants to want to change practices to better facilitate student learning; (2) how selected

educators exemplified that inspiration in their daily professional experience; and (3) how the training has impacted classrooms, schools, and the school system." Among the findings were:

- v "...fewer discipline problems"
- v "Strategies learned in **Capturing Kids' Hearts** provide a systematic way of dealing with students as individuals and set the tone for schools and classrooms based on mutual respect."
- v "Students have learned to reach consensus and interact with peers to correct misbehaviors."
- v "The **Capturing Kids' Hearts** training has impacted classrooms, schools, and the school system."
- v "The county high school received a commendation for its nurturing environment from *High Schools That Work* evaluators."

In a **Teen Leadership** study performed by Ph.D. researchers, the study design was a longitudinal before/after format, with respondents completing a likert-type questionnaire at the beginning of the intervention (January 2002) and at the end of the intervention (May 2002). Responses came from a cross-section of over 500 students from 7 different schools with diverse geographic and economic environments.

The data was gathered by each school and analyzed by Ph.D. researchers using a one-tailed pooled two-sample t-test for independent populations. Statistically significant results were found for numerous behavioral and attitudinal factors, including the factors listed as follows.

All of the following p-values are less than 0.001, meaning that the probability of finding these positive results by chance is less than 1 in 1,000. These p-values are substantially less than the standard p-values accepted in the professional literature of 0.05 or 0.10, which means that the results meet an even more rigorous threshold of proof.

- v "I am confident in myself." (*Increase, p<0.001*)
- v "I view myself as a leader." (*Increase, p<0.001*)
- v "I make smart decisions and consider the consequences." (*Increase, p<0.001*)
- v "I have goals for myself for college and/or a career." (*Increase, p<0.001*)
- v "I feel like I am connected to and close to my parents/guardians." (*Increase, p<0.001*)
- v "I feel like there are other students who care about me." (*Increase, p<0.001*)
- v "I feel like no one really knows me." (*Decrease, p<0.001*)
- v "I am not afraid to speak in front of people." (*Increase, p<0.001*)
- v "I like myself." (*Increase, p<0.001*)
- v "I get in trouble a lot at school." (*Decrease, p<0.001*)
- v "I get in trouble a lot outside of school." (*Decrease, p<0.001*)
- v "I am comfortable and confident around adults." (*Increase, p<0.001*)

For his dissertation at Texas A&M University, Dr. Jim Rosebrock used a quantitative and qualitative approach to study how **Capturing Kids' Hearts** training and **Teen Leadership** contribute to schools and their individual members. The main research questions in this study were: (1) How do students and teachers perceive the environment of the school during the different stages of implementation? (2) How do teachers perceive and respond to the process? (3) How do students perceive and respond to the process?

This research project was formulated to provide concrete evidence as to the effectiveness of this process. The research used the naturalistic inquiry process described by Erlandson (et al., 1993) in *Doing Naturalistic Inquiry*. Purposive sampling was used to maximize information from students and faculty members. The research stated, "In keeping with the naturalistic paradigm, the basic methods of instrumentation were campus observation of events, critical incidents, records, documents, and interviews using purposive over a

prolonged engagement with persistent observations and triangulation to promote trustworthiness.”

Rosebrock used a multi-faceted approach to quantify the impact, investigating the direct impact on students, the direct impact on teachers, along with the overall impact on the school environment. Improvements were found in numerous areas, including:

- √ School-wide discipline
- √ Sense of community
- √ Democratic student government
- √ Mutual respect
- √ Fairness and cooperation
- √ Student self-esteem
- √ Relationships between staff and staff/student

Dr. Kathleen Cirillo and Dr. Brian Colwell conducted an impressive longitudinal study on the impact of **Teen Leadership**, using a control group as a comparison. Their study was done through Texas A&M University and through the Leadership Education Foundation, exploring the effects of Teen Leadership on self-esteem, loneliness, parent-adolescent communication and perception of leadership development of high school students.

Students participating in Teen Leadership served as the experimental group, while students in a youth organization from the same city who did not receive the intervention served as the control group. The experimental and control groups were asked to fill out a questionnaire prior to and upon completion of the intervention. The questionnaire included demographic information and questions from The Leadership and Personal Development Inventory (Carter & Spotanski, 1989), the Revised UCLA Loneliness Scale (Russell, Peplau & Cutrona, 1980), the Parent-Adolescent Communication Scale (Barnes & Olson, 1982) and the Texas Social Behavior Inventory (Helmreich, Stapp & Ervin, 1978).

Separate two-way analyses of variance (ANOVAS) were used to test for significant differences in all dependent variables. Significant interactions were investigated with simple main-effects analyses. The alpha level was set at  $p < 0.05$ .

Simple main-effects analyses for the control group (who did not participate in Teen Leadership) across time indicated that self-esteem, attitude toward group work, personal development, loneliness, mother/father-adolescent communication did not change from pre-testing to post-testing. Conversely, simple main-effects analyses for the experimental (Teen Leadership) group across time significantly increased on all variables except loneliness, which significantly decreased from pre-testing to post-testing.

Thus for the students participating in Teen Leadership, all measured variables were positively impacted. Specifically, statistically significant positive effects were found in students for the following variables:

- √ Personal development/maturity improved
- √ Attitude toward group work improved
- √ Mother-adolescent communication increased
- √ Father-adolescent communication increased
- √ Loneliness decreased
- √ Self-esteem/confidence increased

This data confirms that Teen Leadership holds promise as an intervention for enhancing self-esteem, parent-adolescent communication, leadership skill development and for reducing loneliness in high school adolescents.

Dr. George Willey studied the effect of **Teen Leadership** on middle school students for his Ph.D. in Education from Texas A&M University. In his longitudinal study, various data-gathering methodologies were implemented, including student data from the Texas Social Behavior Inventory. This assessment was developed by administering questions related to self-esteem and social competence to over 7,000 students and us-

ing factor analysis to determine validity. A readability index of the questionnaire instrument was determined by the Flesh-Kincaid Grade Level Score. Results of the study were analyzed using statistical hypothesis testing procedures, finding results such as:

- v "...the Teen Leadership curriculum increased the level of self-esteem of females and males who participated in the study."
- v "Evidence from this study suggests that the Teen Leadership curriculum increases the level of social competence of females and males."
- v Decrease in discipline referrals for a large number of students

In a comprehensive quantitative and qualitative meta-analysis of over 100 teachers and over 2,000 students from 7 different schools, **Keystone** was shown to have a large impact. Over 96% of respondents said "Yes" to separate questions asking teachers if **Keystone** helped their students:

- v Show more respect
- v Resolve conflict better
- v Show more self-control
- v Get along with classmates
- v Show more kindness

When asked if **Keystone** helped decrease discipline problems or helped teachers better connect with students, the "Yes" percentages were 94% and 98%, respectively. The student surveys also resoundingly supported the impact of **Keystone**.

**Cleburne High School** in Texas published research from a comparative longitudinal study on the effect of **Teen Leadership**, contrasting students who took part in **Teen Leadership** to the overall school average. The extensive research was published in the professional literature. (Sherwood, R. [2003], "It All Began With a

Handshake," *Journal of the Effective Schools Project*, Vol. IX, 6-11). Even though they intentionally placed students with failing or borderline standardized test scores and grades in **Teen Leadership**, those students significantly outperformed the school average after taking the course.

Quotes from the published article include, "Because of the positive atmosphere, teachers and students alike look forward to coming to school," "The teachers are beginning to see morale and self-confidence soar, supporting the adage that success breeds success," and "...because of the solid relationship foundation and teaching/mentoring skills learned in the **Teen Leadership/Capturing Kids' Hearts** curriculum, those normal setbacks have been minimal and turned into learning experiences." A selection of the statistical findings were:

- v **Teen Leadership** students had an 11% lower overall failure rate
- v **Teen Leadership** students had a 19.3% higher English passing rate
- v **Teen Leadership** students had an 11.9% higher mathematics passing rate
- v **Teen Leadership** students had a 7.5% higher social studies passing rate
- v **Teen Leadership** students had a 98% attendance rate (2.4% higher)

**Wayne Community High School** in Iowa performed an in-depth longitudinal study that captured significant results. They sent all staff to **Capturing Kids' Hearts** and saw a dramatic impact after only one year, then saw even more improvements after the second year. Their superintendent stated that, "Our staff has come back saying that the training has been life changing. These statements haven't come from people that make these types of comments lightly. They have come from professional educators that have spent years in the field and have experienced something so profound that it has affected every facet of their lives, both personally and professionally." Examples of results found were:

- √ Class of 2003 test scores up – increase of 11 percentile points
- √ Class of 2004 test scores up – increase of 8 percentile points
- √ Class of 2005 test scores up – increase of 8 percentile points
- √ Discipline referrals down – 40% decrease
- √ Fewer students on behavior plans – 40% decrease
- √ Removals from a classroom down – 54% decrease
- √ Total suspensions down – 47% decrease
- √ Number of students suspended down – 52% decrease
- √ In the district all-staff survey of teachers, administrators, aides, secretaries, counselors, and nurses, 97% said “Yes” to: “I can tell a difference in the atmosphere of my building since we began using the Capturing Kids’ Hearts elements.”
- √ 95% said “Yes” to: “I believe the entire school has benefited from becoming involved in Capturing Kids’ Hearts.”
- √ 93% said “Yes” to: “Will Capturing Kids’ Hearts principles be continued in your classroom even if you are not reminded of them frequently in staff development?”

**Bondy Intermediate School** in Texas went from ‘Acceptable’ to ‘Exemplary’ overall, and the students enrolled in **Teen Leadership** saw dramatic improvements in their Texas Learning Index scores. They sent us a summary stating, “We compared the first six weeks grades of our Teen Leadership students this year with last year, before they were in our class. Many were failing multiple courses, assigned to the detention center, had police records, etc. Now they are experiencing what it feels like to be successful. They are achieving academically and staying out of trouble.” Among the results were:

- √ Overall – Went from *Acceptable* to *Exemplary* school ranking
- √ 74% (111 out of 150 students) of the Teen Leadership students increased their Texas Learning Index scores

- √ 24% (27 out of 111 students) of these increased their TLI by 10 or more points
- √ 14% (15 out of 111 students) of these increased their TLI by 15 or more points
- √ 87% (27 out of 31 students) of Hispanic Males increased their TLI’s

**South Middle School** in Kentucky took part in an extensive longitudinal study to explore the impact of **Capturing Kids’ Hearts**. The research committee compared the first nine weeks of fall 2002 to fall 2003. In the memo sent to all employees, the Vice-Principal stated, “Attached, please find a copy of the discipline records comparing the first 9 weeks of school this year to last year. We continue to see significant improvement in student behavior, especially when we consider this year’s group to last year’s.”

- √ Decrease in total infractions – from 1,719 to 1,110
- √ Decrease in total infractions for males – from 1,178 to 694
- √ Decrease in total infractions for females – from 541 to 416
- √ Decrease in classroom disruptiveness – from 702 to 348
- √ Decrease in tardies – from 526 to 357
- √ Decrease in dress code violations – from 76 to 12

**Pasadena High School** in Texas took part in a detailed longitudinal study to measure the impact of **Capturing Kids’ Hearts** and **Teen Leadership**. Wayne Adams, principal, said that, “Our school has changed dramatically over the last 6 years of Capturing Kids’ Hearts training and Teen Leadership.” The large impact at Pasadena High School is reflected through the following measures:

- √ Increase in Overall Test Scores – from 45% passing to 77% passing

- v Increase in Math Scores – from 55% to 88%
- v Increase in Reading Scores – from 67% to 85%
- v Increase in Writing Scores – from 72% to 88%
- v Increase in Attendance Rate – from 91.5% to 94.0%

- v Reading test scores increased – from 87.8% to 93.8%
- v Discipline referrals decreased – from 5000 to 1389
- v Number of detentions decreased – from 1608 to 720
- v Number of suspensions decreased – from 74 to 48

**Lomax Junior High School** in Texas initiated a 3-year longitudinal analysis, finding that referrals, detentions, and suspensions decreased dramatically after sending teachers to **Capturing Kids' Hearts** and while using **Teen Leadership**. In addition, standardized test scores increased.

Some of the student comments on the questionnaire were powerful, such as "I can now get up in front of a class without being scared," "I have learned a lot about how to be a leader," "I have learned it doesn't matter what you look like; it just matters how you are inside," "Now I have started to control my temper," and "I am a much better student."

In a letter to us, the principal stated, "It is with gratitude that I send you a copy of our recent 'State of the Campus' discipline statistics. As you can see, the number of office referrals has decreased significantly over the last three years. We began our Teen Leadership program during the 1998-99 school year and have continued to send participants to Capturing Kids' Hearts... Without a doubt, our continued training and involvement in your program has produced positive results on our campus... Thank you for empowering us to do a better job with our students. We may have to add a third teacher because the number of students requesting the course continues to grow. And given the fact that recruiting teachers has been harder and harder, offering your trainings has even been an effective hiring technique." Among the findings were:

- v Overall test scores increased – from 79.1% to 88.2%
- v Math test scores increased – from 85.0% to 96.1%

**South Houston High School** in Texas sent the entire staff through **Capturing Kids' Hearts**, implemented **Teen Leadership**, and undertook an extensive 5-year longitudinal study. The principal said, "I've been in this business for 45 years and this training and curriculum are the most important programs that I have implemented. I couldn't begin to count how many students' and teachers' lives have been completely changed. Until I went to the training I didn't think you could change the culture of a school. Capturing Kids' Hearts and Teen Leadership have made the difference in how teachers feel about themselves, how they interact and are unified with each other, and how the kids feel. Our standardized test scores are up dramatically, our dropout rate is down, and our failure rate is down, but more than any of that it's the feeling that we now have in the building." One student was quoted making an incredibly profound statement, saying, "It is more than just the teacher teaching. We have a part in how the class learns." Among the longitudinal results found were:

- v Attendance rate increase – 91.3% to 95.3%
- v Overall test score increase – 50.5% to 78.5%
- v Reading score increase – 74.0% to 87.4%
- v Mathematics score increase – 61.0% to 86.2%
- v Writing score increase – 78.6% to 90.9%

**Surprise Lake Middle School** in Washington performed an analysis after one semester of **Teen Leadership**. 252 students and 136 parents re-

sponded to a survey on their perception of the results of the course. Among the findings:

- √ 98% of the parents and 96% of the students would recommend Teen Leadership to others
- √ 99% of the parents and 95% of the students considered it a positive experience
- √ 99% of the parents and 97% of the students felt the skills learned in Teen Leadership were valuable
- √ 99% of the parents and 98% of the students wanted Teen Leadership offered in the future

**Nacogdoches** ISD in Texas implemented a quantitative and qualitative survey methodology, analyzing over 100 respondents from 3 different schools to determine the impact of **Capturing Kids' Hearts**. Among the findings were:

- √ 100% of all respondents from each school responded affirmatively to "Were the skills you learned in Capturing Kids' Hearts valuable?"
- √ Over 85% responded that "Capturing Kids' Hearts has provided me with useful, effective discipline techniques."
- √ Over 95% responded that "I highly recommend this to other schools."

**Brenham Junior High School** in Texas reported a significant reduction in discipline problems after sending 1 principal, 1 counselor, and 8 teachers to **Capturing Kids' Hearts** training, plus initiating the **Teen Leadership** process. The dramatic results they experienced included:

- √ Standardized test scores increased in all categories
- √ Fall referrals dropped from 942 to only 275
- √ Threats to staff decreased
- √ Excessive tardies decreased
- √ Truancies decreased
- √ Vandalism incidents decreased

## FLIPPEN READING CONNECTION STUDY

*(modified excerpt from academic research article)*

The purpose of this study is to measure the effectiveness of the **Flippen Reading Connection** as compared to the usual and customary curriculum used within self-contained classes for learning disabilities. The self-contained classes included children diagnosed by a public school system with learning disabilities, including attention deficit and other varying exceptionalities.

The Flippen Reading Connection procedure involves a sensorimotor and psychomotor program. Unlike earlier procedures in the same categories, the Flippen Reading Connection procedures integrate all kinesthetic activities with symbolic language. Visual representation of symbols is simultaneously created and expressed via movement. Mental representations of visual symbols and clusters of symbols are made, matched to auditory symbols (phonemes, morphemes, and words) and extended to symbolic and schematic areas. Major emphasis is placed on conceptual ability (the ability to deal with parts and whole simultaneously) at auditory, visual, motor, cognitive and semantic levels. Basically, new cognitive processing is taught by a physical action procedure. Initially, body inclusion is essential to the intervention but gradually the body is excluded and cognitive processing is completely interiorized.

A double-blind intervention study was conducted within the Orange County, Florida, public school system. Eleven self-contained classes for learning disabilities were selected with school system assistance. Grade levels three to five were chosen for this study. The self-contained classes were similar as to types and severity of learning disability and attention deficits, level of intelligence, age, and gender.

Five classes used the Flippen Reading Connection procedures. The teachers who were to implement the Flippen Reading Connection procedures with their classes received sixty hours of training in the classroom instruction involving these specific procedures. All of these teachers volunteered. The Flippen Reading Connection procedures were used for forty-five minutes per school day as a

supplement to the usual and customary school day curriculum.

The comparison group classes designated as curriculum based continued to implement the usual and customary prescribed curriculum for the school day. Six classes used the curriculum based procedures.

Students in all research classes were tested before the Flippen Reading Connection procedures were implemented. The assessment used was the Orange County Curriculum Based Assessment used by Orange County and other counties in Florida. This assessment was chosen by Orange County as opposed to standardized testing because curriculum based assessment relates more directly to actual classroom instruction and can provide more usable and realistic results. These results can be more easily generalized to other self-contained and resource learning disability classroom settings. The testers that administered the Curriculum Based Assessment were trained and certified to do so by the Orange County school system.

The areas of skill assessed were as follows:

- v Sight vocabulary accuracy
- v Sight vocabulary fluency
- v Familiar passage reading
- v Unfamiliar passage reading
- v Writing vocabulary

Students were not aware that they were participating in a research project. The Flippen Reading Connection procedures were implemented with no special introduction so that these procedures would be perceived as a part of the usual and customary daily classroom curriculum. This controlled the factor of student expectation. The teachers and those administering the Curriculum Based Assessment were unaware of the design and purpose of the study. The teachers were made aware that class performance would not be compared to other classes and that students would be identified by number and not by name. The data analysts were unaware of which students were in the curriculum based classroom or Flippen Reading Connection group until all data had been recorded and correlated.

The students were post-tested using the Curriculum Based Assessment by the same testers that administered the pre-test. The post test occurred within fifteen days after the conclusion of the research project. This assessment delay was to ensure that any gains demonstrated by the students had become implicit cognitive processes and a part of their long-term working memory.

The Kruskal-Wallis H test was the procedure employed to determine if the Flippen Reading Connection procedures group was significantly different from the curriculum based usual and customary procedures group.

The results of this double-blind research study indicate that the Flippen Reading Connection procedures group scored significantly higher than the curriculum based group in all five areas assessed. All of the significance test p-values calculated were less than 0.001, meaning that the probability of finding these positive results by chance is less than 1 in 1,000. These p-values are substantially less than the standard p-values accepted in the professional literature of 0.05 or 0.10, which means that the results meet an even more rigorous threshold of proof. This study gives credence to the fact that the Flippen Reading Connection is a significantly effective intervention when used with learning disabled students and students with varying exceptionalities including attention deficits.



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## Research: Featured School

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# South Houston High School

South Houston, Texas

## The Impact of Teen Leadership and Capturing Kids' Hearts

"I've been in this business for 45 years and this training and curriculum are the most important programs that I have implemented. I couldn't begin to count how many students' and teachers' lives have been completely changed. Until I went to the training I **didn't think you could change the culture of a school**. Then when I learned the processes and saw the teachers who came back from the training, I knew that I needed this not just in a few classrooms, but in every classroom. **Capturing Kids' Hearts and Teen Leadership have made the difference** in how teachers feel about themselves, how they interact and are unified with each other, and how the kids feel. **Our TAAS\* scores are up dramatically, our dropout rate is down, and our failure rate is down, but more than any of that it's the feeling that we now have in the building.** You will not regret implementing these programs." **Doris Barnes, Principal**

### QUOTES FROM STUDENTS:

"I don't know what I would have done without Teen Leadership and my new friends that have become so important to me."

"Everything I needed to learn about relationship building I learned in Teen Leadership."

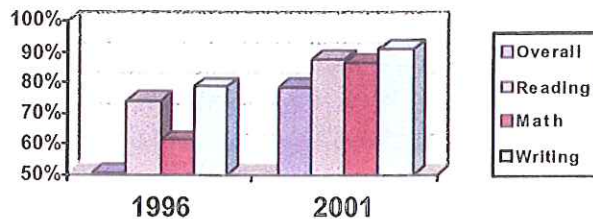
"I see teachers differently than before I took this class. Most teachers really care about us."

"These lessons are about life. I can use these anywhere and all the time."

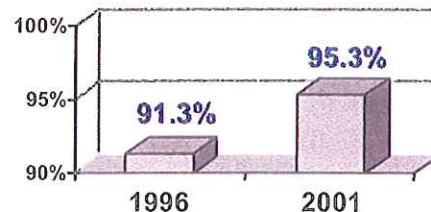
"It is more than just the teacher teaching. We have a part in how the class learns."

### TAAS\* PERCENT PASSING

(before/after Teen Leadership and Capturing Kids' Hearts)



### ATTENDANCE RATE



"I am a better person for having taken Teen Leadership."

"I learned some of my most important lessons in Teen Leadership. And I learned about myself."

"I never realized how important listening could be or how powerful."

\*TAAS – The Texas Assessment of Academic Skills

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## Research: Featured School

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# Wayne Community High School

Corydon, Iowa

## The Impact of **Capturing Kids' Hearts**

"Our staff has come back saying that the training has been life changing. These statements haven't come from people that make these types of comments lightly. They have come from professional educators that have spent years in the field and **have experienced something so profound that it has affected every facet of their lives, both personally and professionally.** As I have said before, it has changed the culture of our school so that it is a better place for our kids and our staff. . . If you have any doubts about what a difference you are making in the lives of children and teachers come to our schools and witness first hand. You are making a difference and it is all in a positive manner. Thanks for all you and your staff members do for the kids of our country."

*Bill Tuma, Superintendent*

"I feel that **the entire atmosphere has changed** at the high school level. The teachers have always cared. The kids can just see it now."

*Dave Daughton, Principal*

## IMPACT AFTER ONE YEAR:

(Comparing before/after Capturing Kids' Hearts)

- **DISCIPLINE INCIDENTS DOWN** – from 60 to 43
- **FIGHTING INCIDENTS DOWN** – from 8 to 0
- **FEWER STUDENTS ON BEHAVIOR PLANS** – from 43 to 33
- **FEWER SUSPENSIONS** – from 31 to 23
- **CLASS of 2002 TEST SCORES UP** – from 36% to 47%
- **CLASS of 2003 TEST SCORES UP** – from 36% to 42%
- **CLASS of 2004 TEST SCORES UP** – from 37% to 42%
- **CLASS of 2005 TEST SCORES UP** – from 36% to 43%
- In the district all-staff survey of teachers, administrators, aides, secretaries, counselors, and nurses, **97% SAID "YES" TO:** "I can tell a difference in the atmosphere of my building since we began using the Capturing Kids' Hearts elements."
- **95% SAID "YES" TO:** "I believe the entire school has benefited from becoming involved in Capturing Kids' Hearts."
- **93% SAID "YES" TO:** "Will Capturing Kids' Hearts principles be continued in your classroom even if you are not reminded of them frequently in staff development?"

## QUOTES FROM TEACHERS:

"This is better than anything I experienced in my 6 ½ years of college training."

"This has changed my whole life, in and out of school."

"I love the positive atmosphere in the school."

"Now it is truly a wonderful environment to work in."

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## Research: Featured School

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# Pasadena High School

Pasadena, Texas

## The Impact of **Teen Leadership** and **Capturing Kids' Hearts**

“Our school has changed dramatically over the last six years of **Capturing Kids' Hearts** training and Teen Leadership. The training has helped the teachers show respect and compassion to the students and has helped them develop a strong rapport with the students and with each other. The techniques they learned can be applied in a math class, a science class, or any other class. I have allowed all of the teachers to attend Capturing Kids' Hearts because they enjoy it and because it has played a large role in our campus being 'recognized' for the last two years.

“**Teen Leadership** has been an incredibly popular course, at one point requiring 15 sections in a single semester. It truly touches these students and has been a positive influence in so many ways, including improving the school climate, decreasing behavior problems, making students more responsible, building their self-esteem, enhancing their speaking skills, creating a friendlier atmosphere, improving their attitude, helping them see themselves as leaders, and helping them grow in ways that affect them in school and outside of school. I believe in this program.” *Wayne Adams, Principal*

### IMPACT:

(Comparing before/after Teen Leadership and Capturing Kids' Hearts)

**INCREASE in Overall Standardized Test Scores** – from 45% passing to 77% passing

**INCREASE in Math Scores** – from 55% to 88%

**INCREASE in Reading Scores** – from 67% to 85%

**INCREASE in Writing Scores** – from 72% to 88%

**INCREASE in Attendance Rate** – from 91.5% to 94.0%

### QUOTES FROM STUDENTS:

“It's really hard for me to trust someone especially because of my past. It can be hard to cheer up after your parents have put you down so many times. But one thing I learned and I know that I will always remember is that I control my attitude.” *Vanessa*

“Teen Leadership has impacted my life in many different ways. Most of my life I have been quiet and shy, but when I took this class it helped me open up and get out of my shell. Also, I have always had a bad relationship with my mother, but this class helped me to communicate with her. Now I feel that I trust her and that I can tell her anything.” *Elizabeth*

“I had become a person that wouldn't talk to anyone. When I'd go home I would spend the rest of the day in my room. Because of Teen Leadership I learned to trust people and I started to communicate with others. Now I see my Teen Leadership class as a big family.” *Dora*

“Prior to the class I had a thing for stereotyping people...I knew who I wasn't going to get along with. During the class I found out that there wasn't much difference between all of us and that the only difference was in the way we grew up. I was also able to empathize with them whenever they were going through hard times. I know that without Teen Leadership I would still have that problem.” *Isaac*

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## Research: Featured School

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# Carroll High School

Southlake, Texas

## The Impact of Teen Leadership and Capturing Kids' Hearts

"Teen Leadership makes you want to be a better person. It helps you find yourself and learn about other people. It's also a reality class, teaching you about life, careers, and relationships. It is the **highlight of my day**, having a safe atmosphere and confidentiality. It's a class that needs to be made mandatory for all students because it provides a variety of life lessons." Ashley

"This class brought out leadership values **I never knew existed within me.**" Teddy

"This class has impacted my life because it made me realize what type of person I am and how to change for the better. The class has taught me how to be much more responsible and what it takes to be a true leader. **I love taking Teen Leadership.**" Katie

"Teen Leadership allowed me to become close with many people and it strengthens your people skills. It also allowed me to have more self-confidence and **not to let peer pressure from other people influence my decisions in life.**" Jenna

### IMPACT:

(comparing before/after Teen Leadership and Capturing Kids' Hearts):

- Standardized test scores have increased in ALL CATEGORIES
- Attendance rate has increased
- Dropout rate has decreased

"**I came into Teen Leadership with a bad attitude** but that has totally changed now. Teen Leadership has given me an opportunity to open up and start friendships with students I wouldn't normally spend my time with." Kristine

"**I never expected to have a special relationship** with everyone in an entire class. In Teen Leadership, all the students reach out to one another, hoping to make a difference in each other's lives." Lindsey

"Teen Leadership has made me realize just how much my friends, family, and other kids and adults mean to me. A simple sign of caring can change anyone's life and attitude." Jeff

"Teen Leadership has **given me a lot of trust** in the teacher and the students." Kacy

"Teen Leadership is a great class for learning how to make the right choices. I think twice when I'm about to make a decision because I know **all actions have consequences.**" Amanda

## Research: Featured School

# Brenham Junior High School

## The Impact of **Capturing Kids' Hearts** and **Teen Leadership**

"More people smile and greet each other than ever before. Students stop and think about what they are doing. I am so proud of my students and the way they have grown this semester." **Sheryl Murrah, Teen Leadership Teacher**

"It teaches us how to respect not only our elders, but also our peers. We also learn how to help others that are in need of advice. I believe many students do not have anyone to talk things over with. If they can talk to someone they trust, maybe there will be less time spent in detention." **Kaci**

"Last year lots of my classmates including myself were terrible. I didn't think that I could change but I did and a whole lot of kids in this class did too. I won't worry anymore about going to detention because from now on I will only worry about myself and I will stop trying to impress my friends. If they don't like me for who I am then they're not my friends." **Roderick**

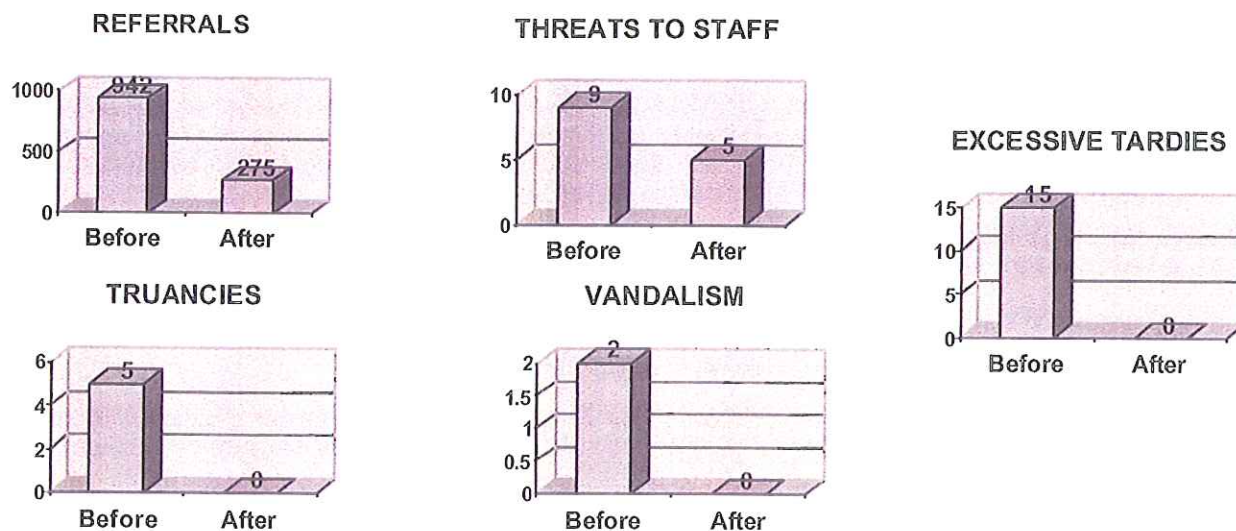
"It teaches kids to be great role models for others and also to respect everyone's opinions. Teen Leadership also teaches us to take responsibility for our own actions." **Margarita**

"It has helped me to have more self-confidence and learn to make good first impressions." **Joshua**

"This class has taught me to accept others for who they are and to let my friends accept me for who I am. If they don't like me then it's their loss of a good trustworthy friend. It has taught me to turn the other cheek when somebody says something to me I don't like." **Gladys**

Standardized test scores went up in **ALL CATEGORIES** after training.

Graphs representing data before and after training:



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# Research: Featured School

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## Surprise Lake Middle School

Milton, Washington

Teen Leadership Survey with 252 Student and 136 Parent Responses

### STUDENT RESPONSES: (see quotes at bottom of page)

- |  |         |
|--|---------|
| 1. Is the Teen Leadership class a worthwhile course at SLMS?                         | 98% YES |
| 2. Were the skills you learned in Teen Leadership valuable?                          | 97% YES |
| 3. Would you recommend this class to other students?                                 | 96% YES |
| 4. Did Teen Leadership influence the way you treat/interact with friends and family? | 85% YES |
| 5. Was Teen Leadership a positive experience for you?                                | 95% YES |
| 6. Should SLMS offer Teen Leadership in the future?                                  | 98% YES |
| 7. Do you think you will use the skills from the class in the future?                | 90% YES |

### PARENT RESPONSES:

- |   |         |
|---|---------|
| 1. Is the Teen Leadership class a worthwhile course at SLMS?                                  | 99% YES |
| 2. Were the skills your child learned in Teen Leadership valuable?                            | 99% YES |
| 3. Would you recommend this class for other children?   | 98% YES |
| 4. Did Teen Leadership influence the way your child treats/interacts with friends and family? | 90% YES |
| 5. Was Teen Leadership a positive experience for your child?                                  | 99% YES |
| 6. Should SLMS offer Teen Leadership in the future?   | 99% YES |
| 7. Do you think your child will use the skills from the class in the future?                  | 99% YES |

"Statistically we reduced our referrals to the office by nearly 50%. Students are much more self-contained, self-disciplined and more inclined to make better decisions. In my 31 years in public education, I have never conducted a survey that yielded such a positive response. I would have no hesitation recommending that this powerful curriculum be an effective part of every school in America." Dennis Bolz, Principal at the time of the survey

"This class has really made me a different person. I've made more friends and my mom and dad even said that they could see a difference in me." Andrea

"I never wanted to go to school before, but I like to now because of Teen Leadership." Ashley

"I learned that I should do the right thing without a teacher or parent telling me to." Daniel

"Teen Leadership is the greatest thing to happen to me in my life. I'm now better at making friends. My parents comment on how polite I am. They also comment on how I can talk to anyone. I think Teen Leadership has greatly improved my life." Dixon

"I'm going to be honest with you. When I first came to this school I was scared. But when I came to Teen Leadership class it made me feel much better. I felt like I was with friends. I feel that Teen Leadership is the best class I have ever been to. It has taught me to be an all-around better person." Brian

VI.

*Spotlight*

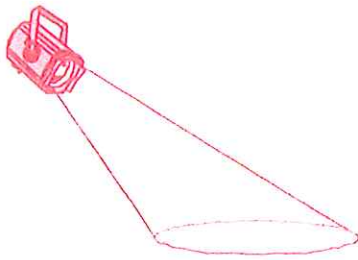
*on*

*Success*

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## Spotlight on Success



- Students of Teen Leadership Course Leaders **Lynn Bray** and **Kim Dickerson**, **Vidor High School, Vidor, Texas**, along with **Flip Flippen**, were asked to speak at Leadership Beaumont in Beaumont, Texas. The goal of the presentations was to show how Teen Leadership could promote the growth of ethical decisions in today's youth. (See photos.)



Vidor High School Teen Leadership Course Leaders **Kim Dickerson** and **Lynn Bray** with **Flip**



Vidor High School students were awarded a certificate of appreciation for their time and dedication to the project.

- Congratulations to Teen Leadership Course Leader **Marette Dierck** who was chosen **Teacher of the Year** at **Surprise Lake Middle School, Milton, Washington**, and to **Connie Wood**, selected **Teacher of the Year** at **College Station Middle School, College Station, Texas**. **Marette** and **Connie** – we are so proud of you!



**Stanley Leone** of **The Flippen Group**, **Maegan Morgan**, **Lynn Bray**

- Congratulations to **Bob Morrison**, principal of **Edmond Memorial High School, Edmond, Oklahoma**, for being selected **Oklahoma Principal of the Year**. Also, his school was named a **National Blue Ribbon School** for the 2002 school year. He attributes much of the success to Teen Leadership. **Rob Hunt** is the **Teen Leadership Course Leader**. Well done, **Edmond Memorial High School**!

- **Victoria Bedo**, Principal of **Lamar Junior High School, Rosenberg, Texas**, was selected **Lamar Consolidated Independent School District Principal of the Year**. Congratulations, **Victoria**!



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- The **Teen Leadership students of Course Leader Bonnie Hausler, Cheatham Middle School, Clarksville, Texas**, have spoken before almost every civic meeting in Clarksville. One businessman wrote a letter to the editor and to the district school superintendent saying this was taxpayers' money that was well-spent! Congratulations to all of you!

- Congratulations to **Bridget Olivier, Master Teacher at H. L. Bourgeois High School, Gray, Louisiana**, for being selected as a semifinalist for the Governor's Award for Character Education. Bridget was instrumental in getting *Capturing Kids' Hearts* and *Teen Leadership* in her school. Bridget says, "Our successes could not have been achieved without so many dedicated and determined people working together and most importantly a group of young people who, without a doubt, are our greatest hope for a better future!" Thank you, Bridget, for your leadership.



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## In the News

- The students of **Teen Leadership Course Leader Carolyn Jonas, Ridgewood Junior**

**High School, Arnold, Missouri**, were featured in the *Arnold-Imperial Leader* with a long article about the activities and achievements of the class (see photo). Carolyn also gave a presentation on Character Education at the Missouri Middle School Conference and has been asked to give the same presentation at the Ninth Annual Character Education Conference in St. Louis in July. Thank you, Carolyn, for your excellent leadership at your school and throughout your state!



Members of the teen leadership class at Ridgewood Junior High, in front of the tree where they planted an ash tree on Sept. 11, to commemorate the tragedy of 9/11/01. The students raised the funds for the tree and for class T-shirts.

- The **Teen Leadership classes of Kathleen O'Connor-Damian of Harris Middle School, San Antonio, Texas**, made the news on television for special acts of caring and concern, including creating a memorial wall. Thank you for making a difference!

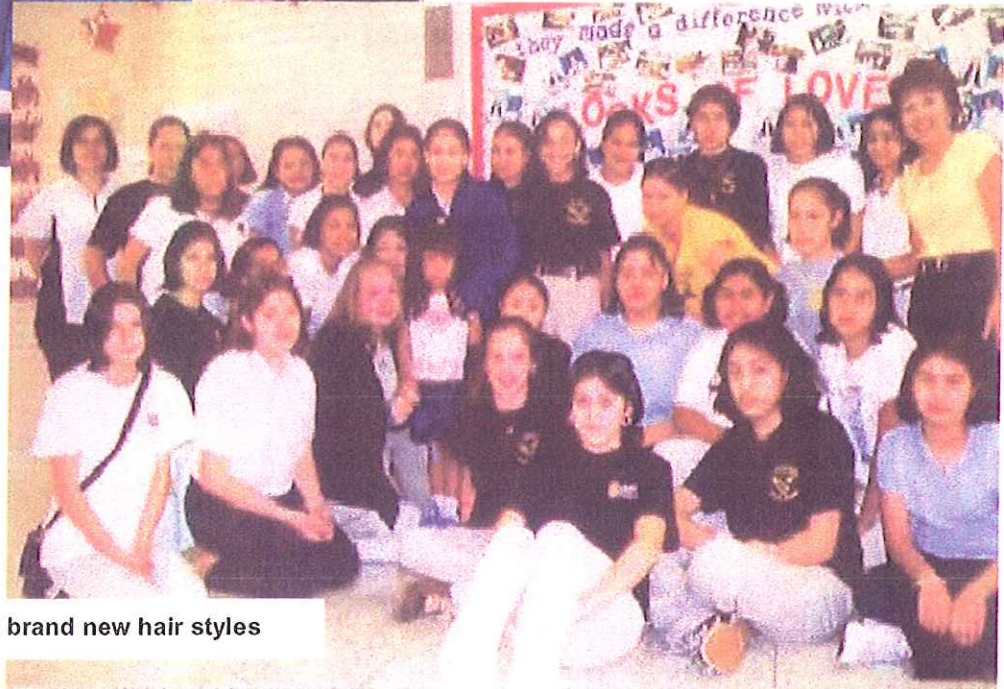
- **Enrico Fermi High School, Enfield, Connecticut**, made the news last fall in the *Journal Inquirer* after the principal and several teachers attended *Capturing Kids' Hearts* training. The article begins with, "Things are a little friendlier this year at Enrico Fermi High School. Handshakes are not uncommon, and outward expressions of gratitude echo through the halls . . . During freshman orientation the teachers who participated in the training were out in front of the school greeting students and parents with handshakes." Keep up the great work, Enrico Fermi!

- The students of **Teen Leadership Course Leader Carol Baird, Miller Intermediate School, Pasadena, Texas**, made the news in the *Houston Chronicle East/Southeast* when they donated their hair to Locks of Love, an organization that provides hairpieces to financially disadvantaged children across the United States who suffer from long-term medical hair loss. The students engaged the cosmetology class at nearby Dobie High School to do the cutting and give them new hairstyles. All together they donated sixty hair pieces to the organization.

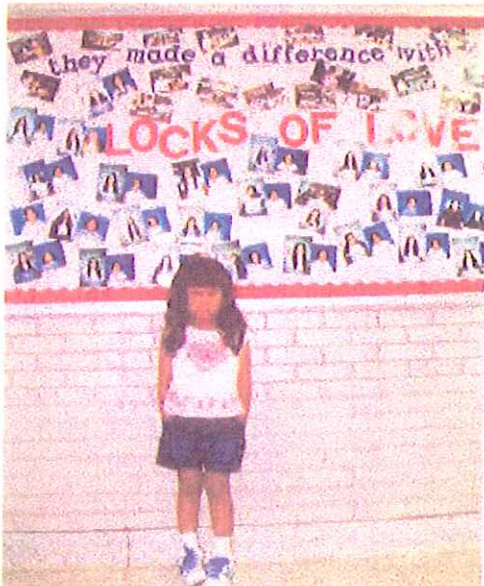
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Good-bye, locks!



The "After" look, with brand new hair styles

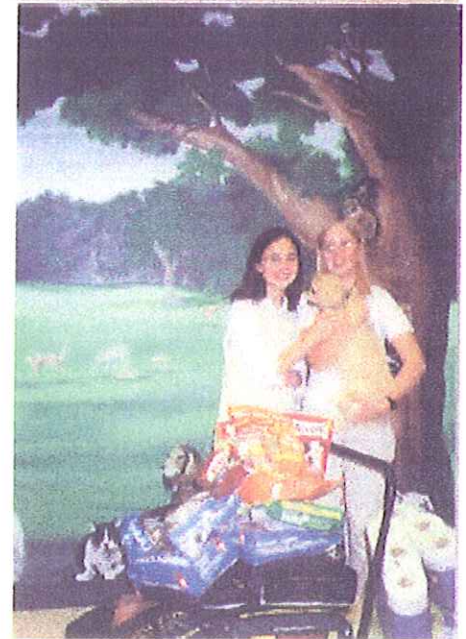


Little Grace with her beautiful hair, compliments of Miller Intermediate

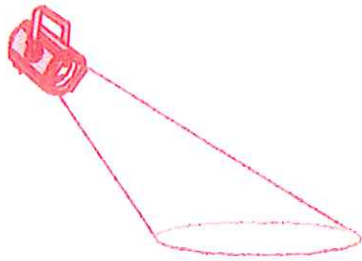
The Teen Leadership class made the news again when Carol gave the assignment to make a difference in the community. Two students raised over \$150 for food and other pet supplies for the local Animal Rescue shelter.

Miller Intermediate, a recent **National Blue Ribbon School**, gives most of the credit for their success to having Teen Leadership on their campus.

Way to go,  
Miller Intermediate!



Making a Difference for the animal shelter

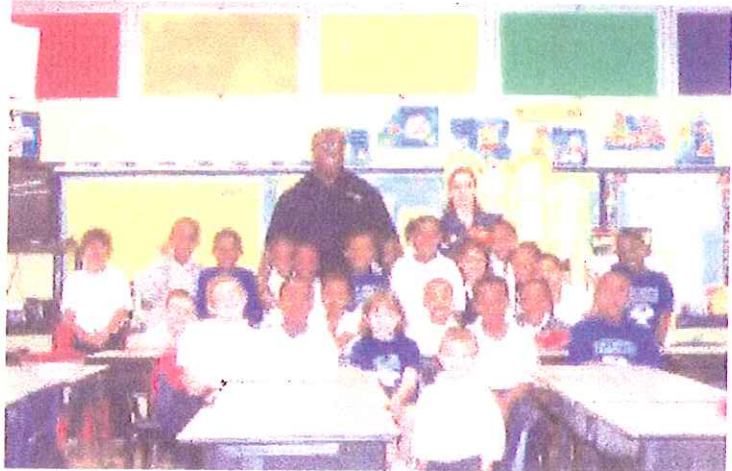


## Spotlight on Success

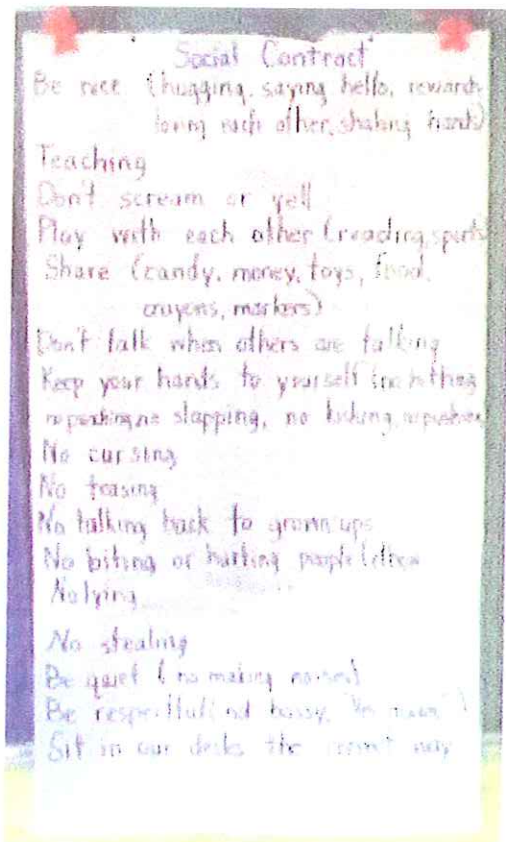
Congratulations to **Becky Jewkes, Teen Leadership Course Leader**, for being selected as **Teacher of the Year for La Porte High School, La Porte, Texas**. Becky says, "It's because of the training I've received from The Flippen Group that I am the kind of teacher I am today. Every aspect of my teaching style can be traced back to Capturing Kids' Hearts."

**Alesia Blanchard, First Grade teacher at East Houma Elementary School, Houma, Louisiana**, puts the Capturing Kids' Hearts principles to work in her classroom.

(See photographs on this page.)



**Flippen Group Leadership Consultant Dalbert Galloway visits the class.**



**Classroom Social Contract**



**Students greet each other as they enter the classroom.**

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Congratulations to **Charles Page High School, Sand Springs, Oklahoma**, for receiving the distinction of being ranked **Number One in the state in Conduct**. **Robert Franklin, principal**, says, "We fully embraced the Capturing Kids' Hearts model as an essential ingredient to our programming efforts. I wholeheartedly endorse the powerful outcomes that our district is experiencing as a result of training over 175 of our 450 teachers and administrators."

**Desoto High School, Desoto, Texas**, received the **2003-2004 Character Coalition Award**, which recognizes schools and individuals throughout the Region 10 Education Service Area that promote positive character development through the exemplary programs and services provided to their students. **Sandy Morton, Teen Leadership Course Leader at Desoto High School**, credits Teen Leadership and Capturing Kids' Hearts with providing the foundation for their attaining this level of achievement. Their application for the award states, in part,

"DeSoto High School Freshman Campus integrates specific traits necessary to provide a safe environment to enable students the ability to develop trust in a relationship between the teachers and students. By accomplishing this very important goal, we as educators are able to capture their hearts, thus capturing their minds. This improves the learning environment, which enables students to feel at ease when asking questions, openly express themselves while working in groups, and provide correct feedback when being evaluated.

"The Teen Leadership classes integrate the six Principles for Living into their curriculum. Among these are included respect, courage, self-control, kindness, forgiveness, empathy, and diligence, which are taught daily. The majority of the teachers at DeSoto Freshman Campus have attended the character training course, entitled "Capturing Kid's Hearts" offered by The Flippen Group. We have incorporated the use of a Social Contract in our classrooms . . . which builds responsibility and accountability into our classroom guidelines. With guided instruction from the teacher, the classroom runs more smoothly and reduces the number of discipline referrals."

*The following article was submitted by Dan Streb, Principal, Cadott Elementary School, Cadott, Wisconsin.*

The Capturing Kids' Hearts workshop that I attended was just the beginning of a wonderful change that is occurring at Cadott Elementary School, Cadott, Wisconsin, (student population 458, staff 57).

A transformation that came about rather abruptly for me, started out slowly with the staff and students. A difficult year of union activity slowed the process, but with persistence, the tide started to change in the direction of what is right for kids. The students and staff really didn't know that the constraints that had been keeping us from becoming a nurturing, caring environment were on the verge of being lifted.

Through Flip Flippen's and Stanley Leone's presentation at the Northwestern Wisconsin Education Association's convention in October, the staff got as excited as I was about the possibilities of making that important connection with all students. Through the ENGAGING process with both staff and students, relationships began to build. Students and staff alike became happier, and the atmosphere in the building began to relax. **Both discipline referrals and bus referrals decreased.**

I can't tell you how just that simple gesture of trust and making that connection has changed the atmosphere at Cadott Elementary School. The social contracts have now been put in place. **The empowering of staff and students has made the caring and nurturing atmosphere on our campus soar.** The two guidance counselors have now been through the Capturing Kids' Hearts process and have added another dimension to our school. They are using and demonstrating techniques in their classes that the homeroom teachers are observing and implementing.

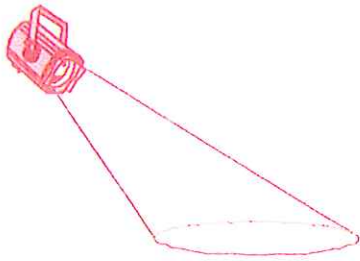
**The data is phenomenal.** The bus referrals dropped from 189 the year before I took this job to 129, and then the first year after Capturing Kids' Hearts to 66 and this year to 31. Office referrals dropped from 111 before Capturing Kids' Hearts to 18 so far this year. We are truly fortunate to have learned these very simple but important techniques and learned why we are doing all this in the first place. It is certainly not about us.

Flippen Group . . . may you continue your noble work.

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**The Flippen Group**  
*Bringing Out the Best in People*

Spring 2004



## Spotlight on Success

- Teen Leadership students at **Jane Long Middle School in Bryan, Texas**, have taken the leadership skills they are learning to the next level and formed a club called Lobo Leaders (named after the school mascot).

The Lobo Leaders' mission is to help their school through serving others and spreading the word about the benefits of Teen Leadership and their vision for the future. They hope to demonstrate the benefits of being a leader on campus and to set positive examples for others.

The Lobo Leaders' first project was to provide students, faculty, and staff with Patriot Ribbons to honor the memory of 9/11. They continue to selflessly volunteer for ongoing school tasks, such as creating temporary I.D. badges for students, name signs for teachers' doors, a sign for the TV announcements, among others. Students who have already graduated from Teen Leadership are also members of the group due to their eagerness to continue participation and to model the skills they learned in Teen Leadership.

**Thank you, Lobo Leaders, for giving the extra 5%!**



Lobo Leaders with Teen Leadership Course Leader and Club Sponsor, Sheri English-Slaton (front row, far left)



The following article was submitted by James R. Henry, Program Coordinator/Teen Leadership Course Leader, Justice Court Alternative Sentencing Program, Teen Leadership Academy, Midland County, Texas

## Teen Leadership Succeeds with Juvenile Offenders

In 1999 the Midland County Justice Court in Midland, Texas, took the Teen Leadership concept and curriculum into a realm that had never been tried before. With a rising number of juveniles entering the justice system, Judge David M. Cobos of Midland, Texas, recognized the need for a better way of dealing with juvenile offenders and their families. Accountability was a priority, but the need to educate at the same time was a key issue as well.

Judge Cobos knew Flip and was aware of the work he was doing and the success of the Teen Leadership concept and curriculum. He approached Flip with the idea of using Teen Leadership as a key component for his vision. At that time, non-compliance and recidivism was common, however solutions to the problem were not. The idea of using Teen Leadership in the courts was met with some skepticism. Could the Teen Leadership concept and Capturing Kids' Hearts philosophy be an effective way of improving accountability and reducing recidivism of juvenile offenders?

After approval from the County Commissioners Court and acquisition of a grant from the Governor's Criminal Justice Division, Judge David M. Cobos and 25 volunteers attended Capturing Kids' Hearts in San Angelo, and the ball was rolling. Program Coordinator James R. Henry was hired, and in October, 1999, the first Teen Leadership class began.

The outcomes exceeded all expectations. Compliance rates increased to 95%, recidivism decreased, and overall school attendance and performance improved. Parents involved in



James R. Henry, Program Coordinator, and Judge David M. Cobos, Justice of the Peace

the parent component of the Teen Leadership program reported improvements in relations at home and with other family members.

For the first few years, due to lack of funds, Teen Leadership classes met in borrowed facilities. Then in 2003 Kerry Faudree, Licensed Chemical Dependency Counselor and program volunteer, along with her husband Matt, acquired a house and donated the usage of the house with all expenses paid. Having a consistent place to hold Teen Leadership and Parent classes has truly been a turning point in the program.

Since the program began, 18 Teen Leadership classes have graduated, with over 300 families benefiting from the Teen Leadership component. Nearly 85% of the Teen Leadership graduates have improved school attendance and performance, have not re-offended, and have improved their relationships with their families.

Continued on next page - Part 2

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Continued from Part 1

The success of the Midland County Teen Leadership Academy demonstrates that if the right people get together with a good idea and a good group of persistent people around them, success can be achieved in spite of the skeptics.

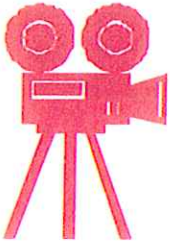
Thank you, Judge Cobos, for having a vision. Thank you, Flip, Lee, and the whole Flippen family for caring enough to do what you do. The Midland County Justice Court Teen Leadership Academy is in the process of acquiring funding for our sixth year of operation and feel confident that funds will be received to continue to do "Whatever It Takes" to break the cycle of juvenile crime and create future leaders of our community and our country.



Teen Leadership gets its own house!  
Midland Mayor Mike Cannon (center) cuts the ribbon, with helpers Matt Faudree on the far right and Kerry Faudree to the right of the porch column



At the dedication of their Leadership House, students released balloons to represent their unlimited future.



## In the News

- The *Lafayette Daily Advertiser*, Lafayette, Louisiana, featured **Judice Middle School, Duson, Louisiana**. The article mentioned teachers who had attended Capturing Kids' Hearts training: **Nancy DeRouen, Dixie Latiolais, Carmen Bourque**, as well as **Teen Leadership Course Leaders Melanie Zeller and Stacey Womack**. Since

the article appeared, more teachers and administrators have attended and are planning to attend.



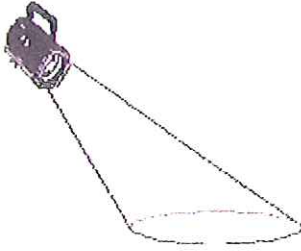
**Judice Middle School teacher Nancy DeRouen greets each of her students as they come into class.**

“Capturing Kids’ Hearts dramatically shifted my focus to an educational one,” said Nancy DeRouen, who was one of the first to get trained. “I went from being a teacher who was first concerned about content to an educator who is focused on the child. Being an educator for 19 years, it was like boom, the switch came on. You get a personal satisfaction from building relationships with kids. It taught me how to communicate.”

- The national publication of the Texas Elementary Principals and Supervisors Association, *TEPSA Journal*, featured **Scott Hollinger, Principal of McAuliffe Elementary School, McAllen, Texas**. The article celebrated his being named the **2003 Texas National Distinguished Principal**. The article states that every teacher in his school has attended Capturing Kids' Hearts training, and he is quoted in the article as saying, “Capturing Kids’ Hearts teaches that when you have a child’s heart, you have his mind. The same is true of teachers. Everything I do is aimed at capturing my teachers’ and students’ hearts in hopes that I can influence their jobs and lives for good.”

- A recent article in *The News Tribune* recognized **Adam Couch, Teen Leadership Course Leader at Gildo Rey Elementary School in Auburn, Washington**, for his excellence **in the classroom**. Adam received commendation from the Auburn School Board, acknowledging his involvement in the school and his passion for teaching. Among other responsibilities, Adam is chairman of the school’s Capturing Kids’ Hearts and discipline committee. Principal Robin Logan praised Adam for his leadership and his “many significant deposits into the lives of the students and staff.”





## Spotlight on Success

At the Third Annual County Best Practices Award presentation of the Texas Association of Counties Leadership Foundation, Midland County won an Innovation Award for the Teen Leadership Academy alternative sentencing program. In past newsletters we've recognized Judge David Cobos and Course Leader James Henry of the Midland County Justice Court for the creative way they have used Teen Leadership to help kids stay out of jail. More than 150 juveniles have participated in the Teen Leadership Academy, and graduate re-offenders total less than 20. This program has the highest success rate of any in the state. Congratulations, Midland County!

Jodi Thompson, First Grade Teacher at Hunt Elementary, Puyallup, Washington, uses this poster (shown at the right in reduced size) to welcome those entering her classroom. Jodi reports great successes with her students in the areas of interpersonal skills, respectful communication, helpfulness, self-discipline, and conflict resolution.

Jodi says, "Many parents have commented on how Keystone has affected their children's behavior and attitude at home, and how they loved that we were using it at school." Regarding discipline, Jodi says, "There have been significant changes in behavior in a few of my students from the previous year. Students labeled as 'behavior problems,' 'extremely needy,' and 'never happy,' are now responsible, happy, and productive members of our class. Their entire reputations have changed."

Poster for first grade class at Hunt Elementary in Puyallup, Washington

Check out the EducationWorld.com web site for great ideas for teachers. One of those great ideas came through Mary Gambrel, teacher at Travis Middle School in Amarillo, Texas, who described creating the Social Contract and the concept of giving 100%. Click on: [www.educationworld.com/a\\_lesson/lesson274.shtml](http://www.educationworld.com/a_lesson/lesson274.shtml) and scroll down to "Classroom Behavior Contract." EducationWorld.com also provides a link to our web site.



The "Capturing Kids' Hearts" process, created by M.B. Flippen and Associates, is aimed at producing effective classrooms and self-managing, goal-oriented students.

At the core of this process are meaningful relationships, built in a safe environment where students are secure and have a sense of belonging. As a result, students are challenged to develop their many abilities and gain skills to use in the classroom and beyond.

To set a positive mood for the day, all students will be greeted at the door with a handshake. Classroom management will be a group responsibility with students involved in creating rules, rewards, and consequences.

In addition, we will be using the Keystone Curriculum, which consists of age-specific lessons based on nine principles for living. Concepts will be reinforced using stories, games and brain-boosting activities.

This year promises to be one filled with excitement and growth. Welcome to our classroom team!



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● **The East Liverpool City School District, located in Northeast Ohio** and nestled in the Appalachian mountain foothills along the Ohio river, is in a tri-state area bordered by western Pennsylvania and West Virginia. Over the past four decades this area has been hard-hit by several economic factors, bringing the average family income below the recognized poverty level. The school district academic health ranks in the bottom 10% of all the districts in Ohio, supported by a 20% dropout rate.

Despite the constraints facing the community there is a vibrant core of community pride and willingness to reconstruct and improve the quality of life. The East Liverpool City School District is leading the renaissance by re-establishing its academic identity as a district dedicated to providing a safe and caring learning environment for all students.

The strategy for the district's resurrection required a culture change that could be accomplished only by saturating the human resources in the district with the necessary tools to effect that change. With the guidance of The Flippen Group's Dr. Larcel McGhee, a wonderful support team in Texas, and a talented training staff, great strides were made in a short period of time.

**Ninety percent of ALL the employees have experienced Capturing Kids' Hearts.** A district leadership team was established to model and support the staff as they began to use their new tools. The leadership team has continued to add to and sharpen their tools as they work through the **Flippen Leadership Series**. The **Keystone Curriculum** has been implemented in all elementary classes through 5<sup>th</sup> grade. **Teen Leadership** classes are being held at both the middle school and high school. The **Flippen Reading Connection** was established in one elementary building to help students who had been identified as nonreaders by the third grade.

**After only one grading period, indicators in all areas of the district are very promising.** There is evidence in all of the buildings that a new approach is in place, and students are responding. Attendance has improved, discipline referrals are down, both teachers and students talk about a new positive attitude in their buildings and classrooms, and all of the students identified as last year's dropouts have returned and entered an alternative graduation program coupled with **Teen Leadership**.

But the most encouraging indicator of all is the fall state reading test. The results show a 20% improvement in student reading responses. The district now talks about where they are going instead of where they have been.



Photographs show students participating in the Flippen Reading Connection

Continued on next page.

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Teacher Eleanor Humphrey says, "After participating in **Capturing Kids' Hearts** training this past summer I began using my new tools immediately. It has been my hope to create a learning environment of mutual respect and understanding. **Capturing Kids' Hearts** has given me the tools to do that. **Capturing Kids' Hearts** has made a difference in my own personal leadership skills and has empowered me to **develop meaningful relationships with my students personally, emotionally, and academically.**"

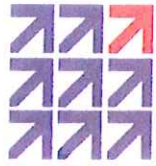


**Sherry Palmer, elementary teacher, says,** "A new school year and a major curriculum change had me concerned. I was to introduce my first graders to the **Keystone** character education curriculum. The two-week introduction established a positive classroom climate and laid the foundation for forming our social contract. The monthly social character traits are age appropriate, and we are becoming a learning family. I am pleased to see how the **entire building has grown into a positive learning community because of the Keystone Curriculum.**"

**Vicki Coalmer and Rebecca Provenzano, teachers using the Flippen Reading Connection, say,** "It's hard to believe that the first nine weeks of school are over. It's even harder to believe everything that the students have learned in that time! **Each technique that is learned helps to further habituate the letters in the children's minds.** They are eager to practice and are proud of their ability to write letters 'in pattern.' **We are amazed in the difference in the children's handwriting since last year.**"

*Article submitted by Doug Hiscox, Superintendent, East Liverpool City School District*

VII.  
*Social  
Contracts*



THE FLIPPEN GROUP

*Bringing out the best in people*

The Flippen Group, founded by Flip Flippen, is a dynamic company committed to “building relationships and processes that bring out the best in people.”

That is our mission statement that we live out not only with our customers, but also among ourselves as a company. Having a Social Contract is one of the vital pieces of the process that we teach to all the schools we work with, and we practice what we preach.

Below is The Flippen Group Social Contract – that we hold before our eyes and hearts at all times.

## Social Contract

**Mission Statement:** Building relationships and processes that bring out the best in people.

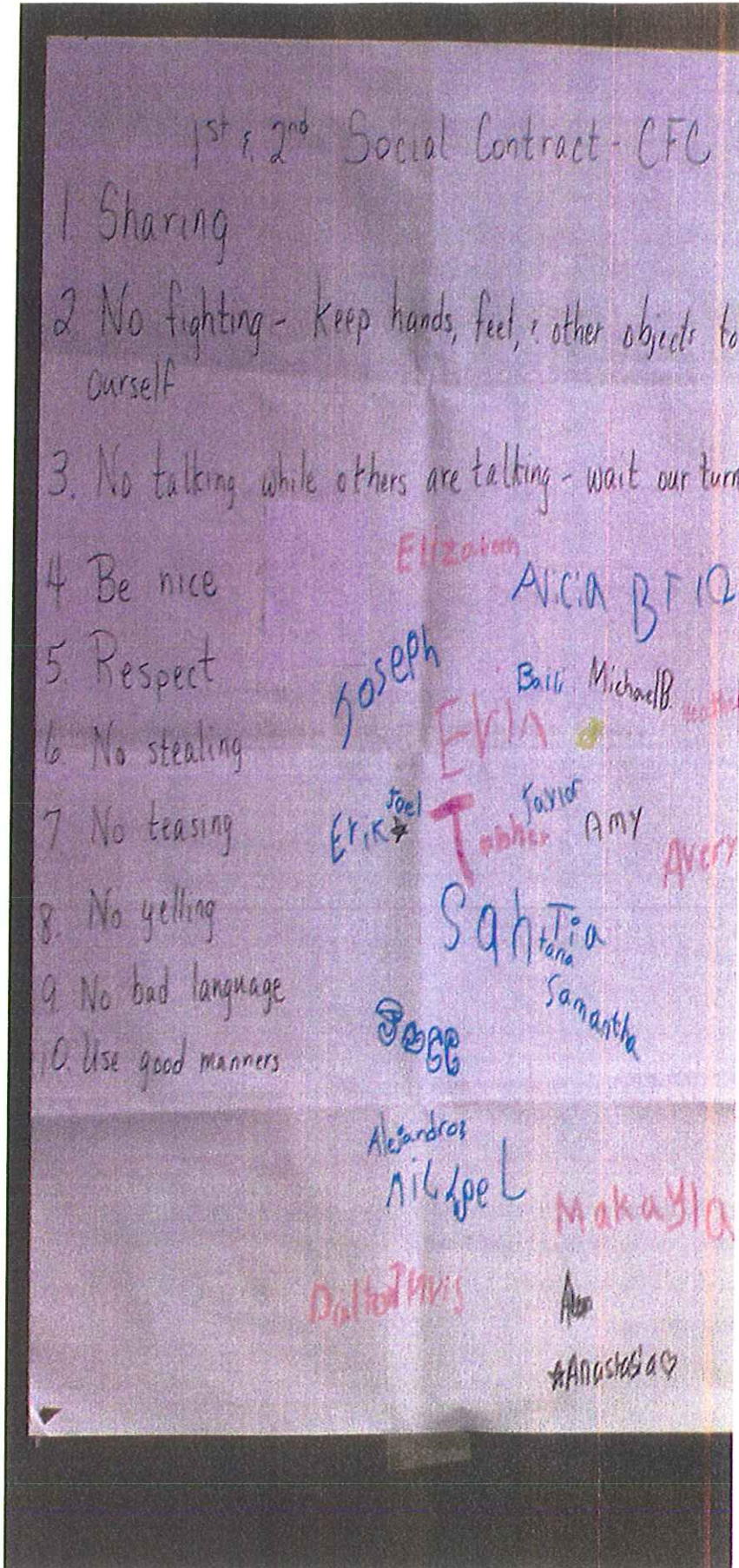
- ❖ We agree to be honorable and supportive in our relationships – through:
  - Integrity
  - Trustworthiness
  - Honesty
  - Confidentiality
  - Acceptance
  - Loyalty
  - Joyfulness
  - Service
  
- ❖ We agree to give 100% to the mission.
  
- ❖ In the event of conflict, we agree to accept responsibility for our actions, be understanding of the other person’s concerns, and to seek reconciliation – by:
  - Having a loving attitude; don’t go in anger.
  - Go first to that person; one-on-one.
  - Listen, non-defensively.
  - Forgive and resolve.
  - If necessary, seek a mutually agreed upon mediator.

1<sup>st</sup> & 2<sup>nd</sup> Graders at  
White Settlement ISD  
author and live by their  
Social Contract

This is one of the social contracts that was written by 1<sup>st</sup> and 2<sup>nd</sup> grade students enrolled at Liberty Elementary School. These students, 1<sup>st</sup> and 2<sup>nd</sup> graders are enrolled in an After-School program called *Caring for Cubs*.

The program was created to identify and serve at-risk students who live below the poverty level and who are in danger of failing, or becoming high school drop outs.

The students in this school have been so successful that they were recently recognized with the highest honor given by the state of Texas and rated an Exemplary Campus.



District Leaders in  
White Settlement ISD  
create and live by their  
Social Contract

This is the social contract that was written and signed by campus principals, assistant principals, and central office staff.

The contract was created by and for the district leaders, in hopes of raising personal and professional standards and being positive role models for all teachers and staff.

We the WSISD Leadership Team,  
in order to educate and inspire all  
students to excel in society, commit  
to this contract.

"Imagine what we can do when..."

• we listen to, respect, and value each  
other

• we trust, empower, and demonstrate  
loyalty to each other

• we communicate consistently and  
openly

• we give 100% effort at all times

• we challenge each other to break  
constraints and reach our full  
potential.

# Tannahill Bear Contract

We the "Beary" Pawsitive faculty of Tannahill agree to the following bear essentials:

1. "Paws" to be respectful of our needs and emotions as professionals and individuals.

2. "Paws" to be encouraging and supportive of one another through listening, honesty, acceptance, and loyalty.

3. "Paws" to be flexible through compromise, openness, and understanding for the good of Tannahill Intermediate School.

4. "Paws" to take care of yourself and one another mentally, physically, emotionally, and professionally.

5. "Paws" to have fun!

The Capturing Kids Hearts Program is a true treasure. It is full of wisdom, inspiration, and practical advice. It is rooted in solid research. The Flippen Group has changed the way we approach children, parents, and our own families.

David Bitters  
Principal  
Tannahill Intermediate School



VIII.  
*Speaking  
Engagements*



*Horse Whisperer Monty Roberts and "Flip" Flippen show off Shy Boy, the horse that demonstrates their message of positive communication.*

Congratulations to **Flip, Monty Roberts, Stanley Leone, and Shy Boy** and who gave a stellar performance before the National Association of Elementary School Principals April 6 in San Antonio, Texas. They spoke to 3800 principals from around the nation and were well received. Stanley, of course, brought the crowd to tears and to their feet, reminding everyone in the audience why they got into education in the first place. The next day they showed highlight clips of our keynote and the audience again responded with a standing ovation . . . just from seeing the clips!

**Lakewood Elementary School of Belton, Texas**, presented an excellent breakout session at the same convention to a crowd of about fifty administrators, demonstrating the implementation of Capturing Kids' Hearts in their school. Special thanks to Lakewood staff: **Dr. John Smith – Principal, Diane Potter - Assistant Principal, Pat Rutland - Music Teacher, Anna Tuma - 4th grade teacher, Becky Brown - 3rd grade teacher, and Lori Hobbs - 3rd grade teacher.**

## **Flip Flippen**

### **Recent Keynote Addresses / Speaking Engagements**

ITT Inspiring Leadership Custom Keynote, Colorado Springs, Colorado, December 7, 2005

David Weekly Homes Management Retreat Custom Keynote, Houston, Texas, September 29, 2005

Young Presidents' Organization Regional Meeting, Toledo, Ohio, September 8, 2005

Westminster Independent School District In-service Keynote, Westminster, Maryland, August 23, 2005

Santa Fe Public Schools Custom Keynote, Santa Fe, New Mexico, August 15, 2005

Gathering Educator's Leadership Conference Keynote, Palm Beach, Florida, March 17, 2005

Leadership in the 21st Century Conference Keynote, Provo, Utah, March 10, 2005

Young Presidents' Organization East Central Regional Conference, Las Vegas, Nevada, October 21, 2004

Royal Bank of Canada Annual Production Conference Keynote, Houston, Texas, May 12, 2004

American Society for Quality Keynote, Dallas, Texas, March 4, 2004

Illinois Association of School Boards Keynote, Chicago, Illinois, November 21, 2003

Northwestern Education Association Keynote and Breakout Sessions, Eau Claire, Wisconsin, October 9, 2003

Tarleton State University In-service Keynote, Stephenville, Texas, September 24, 2003

El Campo Independent School District In-service Keynote, El Campo, Texas, August 7, 2003

Idaho Association of School Administrators Elementary Conference Keynote, Boise, Idaho, October 24-25, 2002

New York State Principals Association Conference Breakout, Saratoga Springs, New York, October 21, 2002

New York State Council of School Superintendents Conference Keynote, Rochester, New York, October 6, 2002

Young Presidents' Organization Keynote, Cincinnati, Ohio, September 9, 2002

Hays Consolidated Independent School District Convocation Keynote, Kyle, Texas, August 14, 2002

Association of Washington School Principals Conference Keynote and Breakout, Spokane, Washington, June 23-24, 2002

Texas Association of Secondary School Principals Conference Keynote, Austin, Texas, June 12-14, 2002

Breaking Leadership Constraints Awareness Session, Houston, Texas, May 21, 2002

National Association of Elementary School Principals National Conference Keynote and Breakout, San Antonio, Texas, April 7, 2002

Southwestern Association of Children's Homes Executives Seminar Leader, Branson, Missouri, March 20, 2002

American Association of School Administrators Conference Featured Speaker, San Diego, California, February 15, 2002

Flip Flippen Keynote Addresses

Balfour/Taylor Sales Conference Keynote, Orlando, Florida, January 2-5, 2002

Career Education Association Conference Keynote and Breakout, Columbus, Ohio, November 15, 2001

GAFRI - PACE Conference Keynote, Nevis, West Indies, November 10-16, 2001

International Sports Committee Executive Coalition Conference Keynote, Montego Bay, Jamaica, November 4-7, 2001

Southern Prairie Area Education Agency Conference Keynote and Breakout, Ottumwa, Iowa, October 19, 2001

Society of Quality Assurance Conference Keynote, San Diego, California, October 10, 2001

Connecticut Association of Schools and Connecticut Association of Public School Superintendents Conference Keynote, Southington, Connecticut, September 19, 2001

Communities in Schools of Georgia and Georgia Department of Education Conference Keynote, Atlanta, Georgia, September 6-8, 2001

Arizona School Administrators Conference Keynote and Breakout, Tucson, Arizona, June 18, 2001

Young Presidents' Organization Conference, Ft. Davis, Texas, May 15-17, 2001

GAFRI Circle of Life Gala - Million Dollar Round Table Event Honoring Bob Adams, Speaker, Cincinnati, OH, April 30, 2001

National Association of Elementary School Principals National Conference Keynote and Breakout, San Diego, California, April 9, 2001

Ohio Hi-Point Career Center *Building Champions* Keynote, Bellefontaine, Ohio, March 7-8, 2001

Student Leaders of Texas Conference Featured Speaker, College Station, Texas, February 24, 2001

West Des Moines Schools Conference Keynote, West Des Moines, Iowa, February 23, 2001

American Association of School Administrators National Conference Keynote, Orlando, Florida, February 17, 2001

Cooperative Council of Oklahoma School Administrators Conference Keynote, Oklahoma City, Oklahoma, November 15, 2000

Community Fatherhood Forum Featured Speaker, Henderson, Texas, October 23, 2000

West Texas Institute for Safe and Drug Free Schools, Teen Health Day Keynote, Lubbock, Texas, October 11-12, 2000

Character Council of Greater Cincinnati and Northern Kentucky, Educational Leaders' Meeting Featured Speaker, Cincinnati, Ohio, October 3-4, 2000

Texas Association of School Administrators and Texas Association of School Boards Conference Keynote and Breakout, Houston, Texas, September 24, 2000

Fresno Unified Schools In-service Keynote, Fresno, California, August 18, 2000

School Administrators of Iowa Conference Keynote and Breakout, Des Moines, Iowa, August 9, 2000

Jordan School District Administrative Conference Keynote, Riverton, Utah, August 8, 2000

Nebraska Council of School Administrators Conference Keynote, Lincoln, Nebraska, August 3, 2000

New Mexico State Administrators Conference Keynote and Breakout, Albuquerque, New Mexico, July 31, 2000

Balfour Sales Conference Breakouts, Hershey, Pennsylvania, July 15, 2000

West Virginia Association of School Administrators Keynote, Canaan Valley, West Virginia, July 10, 2000

Leadership Annual Conference, Nagano, Japan, March 24-27, 2000

American Association of School Administrators National Conference Keynote, San Francisco, California, March 3-6, 2000

Future Educators of America National Conference Keynote and Breakout, Orlando, Florida, February 11, 2000

IX.

*Capturing  
Kids' Hearts*

*Crosses*

*Continents*

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## Capturing Kids' Hearts Goes Down Under!

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Tracey Ryan was teaching in North Carolina when she heard a two-hour presentation about our processes . . . and caught the vision. When she returned home to Australia, she shared the vision with her friends Dianne and Mark Sullivan. And "Capturing Kids' Hearts – Australia" was born!

Several months and a lot of hard work later, we held our first Capturing Kids' Hearts training there, led by Lee Bason. Since then, Tracey and Mark have come to the United States to learn how to teach Capturing Kids' Hearts to teachers back home.

So, it's quite possible that as of January, 2004, at some of our CKH trainings, we could hear, "G'day, mates! Tell me something good!"



Participants at the first Capturing Kids' Hearts training in Australia— led by Lee Bason, front row, second from left. Mark and Dianne Sullivan are beside Lee, and Tracey Ryan is in blue, standing behind Dianne.



Australian participants signing the Social Contract

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# Capturing Kids' Hearts in Australia

In the Fall 2003 issue of this newsletter we told the story of how Capturing Kids' Hearts had made its way Down Under. After one year it's still going strong and including more and more schools. For example, the entire faculty (about 70 people) of Hunter Sports High School has attended, and at last report discipline referrals have dropped by 20%. Other schools are getting interested, as well. Mark and Di Sullivan and Tracey Ryan – thank you for your vision and diligence!

## Comments from teachers and administrators from Hunter Sports and Merewether High Schools in Newcastle, New South Wales:



“Capturing Kids' Hearts was the most interesting and inspiring in-service I have been to for quite a while. Its main focus, “if you have a child's heart, you have their head forever,” has been one thing that has stuck with me, and I have found it to be quite true. I have utilised some of the methods from this course with a year-7 class and the results are amazing. The students want to be in class; they enjoy attending each day. I would recommend this course to everyone, not just from a teaching point of view, but also as a parent. It was fantastic!”

*Sherida Johnson, Teacher, Merewether High*



“Initially I took a team of five teachers to Capturing Kids' Hearts. The course had such a positive impact that within weeks they had positively influenced another eighteen teachers, not to mention the improvements evident in the climate of their classrooms. We will be engaging with this course further as its potential benefits across the whole school are obvious to us.”

*Beverley Peattie, Principal, Merewether High*



“I have been trying to use things I picked up from Capturing Kids' Hearts. One incident in particular, comes to mind. Jacob, a particularly difficult “little thing” in year-7 had just returned from suspension. It was very nice whilst he was off school, but when he returned I made a point of going to him at the start of class. I said to him it was nice to have him back, and that we'd all missed him (it was difficult to say, mind you) while he was gone. He looked at me and said he didn't believe me, but I knew he needed to believe me, so I repeated my statement (not at all as hard this time because I suddenly realised it was very important to him). A small smile appeared on his face and since then he has been really nice to me, and much more co-operative. We seem to have developed a kind and non-aggressive relationship, and he is trying very hard to do the right thing. *Bronwyn Goldsmith, Teacher, Hunter Sports High*




“For me the biggest thing since Capturing Kids' Hearts has been to sit back and simply look at the rapport that I've built up with my students, and to consider Rules to come out of Relationships and not Relationships coming out of Rules. I'll be honest – it had never occurred to me in 15 years that this just might be the way to look at things. That's been the big change. *Neil Wright, Teacher, Hunter Sports High*

Continued on next page




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 “When I was approached to be part of Capturing Kids Hearts, I was very skeptical – another American program, and how would the staff react! However, I was interested in the fact that the focus was on developing relationships with students and not trying to change student behaviour. I took 10 staff to the training. It was a mixed group of experienced teachers. The number of things we learnt about each other and how to work on a relationship was unbelievable. It generated enthusiasm within the 10 staff that I had not seen before. There were mixed reactions from students, but comments such as these continue to happen: ‘Teachers actually listen to us,’ ‘Teachers are treating us better,’ ‘The contracts mean we have a say in our classes, and we all stay on task,’ ‘I enjoy that subject now so much more.’

“The whole school tone has changed and some teachers who have not done the training have come and asked when can they do it. Staff feel that Capturing Kids’ Hearts has given them the opportunity to look at their own performance in the classroom and reassess what they are doing. The school is more settled and we are now looking at content, as we have fewer problems with discipline and can accomplish the core business we have wanted to do for a long time.”

*Ann Kershaw, Principal, Hunter Sports High*

 “Capturing Kids’ Hearts not only develops and supports your teaching career, but positively influences your whole life. After 25 years as a teacher and now as Deputy Principal of Merewether High School, I’ve learned that there are courses, and then there are . . . courses! We approach the cycle of educational change with limited time and funding, so committing to a program like Capturing Kids’ Hearts must be beneficial in every way – worthwhile for the dollars, but more importantly able to capture the spirit of each individual from the first-year teacher to those of us, shall I say, more experienced. Capturing Kids’ Hearts did just that.” *Cecile Smart, Deputy Principal, Merewether High*

 “Capturing Kids’ Hearts exceeded my expectations. It was the most wonderful uplifting experience and reinforced for me the value of developing positive relationships with students. But, more than this, it affected every facet of my life both professionally and personally in a wonderful, positive way.”

*Paula Reilly, Teacher, Merewether High*

X.

*Letters, Quotes  
& Testaments*



# ALBUQUERQUE PUBLIC SCHOOLS

*EISENHOWER MIDDLE SCHOOL*

*11001 Camero Road NE*

*Albuquerque, New Mexico 87111-1802*

M. Elizabeth Everitt, Ph.D.  
SUPERINTENDENT

Debra Hamilton  
PRINCIPAL  
(505) 292-3392

October 11, 2004

Office of the Governor  
State Capitol  
Room 400  
Santa Fe, NM 87501

Dear Governor Richardson:

Just imagine ...

Students attending schools where they know their teachers love their jobs.

Teachers building relationships with children in every class.

Students achieving to their highest possible levels knowing their teachers are willing facilitators of their learning.

Teachers listening and connecting with students because, while many have always wanted to do so, they now have the skills to make meaningful connections.

Students behaving the best they can, enhancing the learning environment for themselves and others.

Teachers and students working together, day in and day out, as a team, ensuring success for all.

My name is Debra Hamilton, and I am the principal at Eisenhower Middle School in Albuquerque. I just had to write to tell you about the most powerful training I have ever attended, and to ask for your support of this program, not only for the staff and students at Eisenhower, but also for all children and teachers in New Mexico. This training is called "Capturing Kids' Hearts" and it certainly captured mine.

I have been an educator for the last 15 years, all of those years in Albuquerque. During that time, I can honestly state that I have never been as impacted by any professional development opportunity as I was last week when I was privileged enough to be a part of "Capturing Kids' Hearts" in Round Top, Texas. I had heard about the program through my sister, an elementary principal in Cypress, Texas, and had to see for myself what such a program could offer not only to my staff and my students, but to me, as well. One of my teachers, Helen Pino, and I financed the trip ourselves, and found that our investment in time and money were returned many times over by the time we left last Wednesday.

You may have heard of Eisenhower. We're a high-performing school with tremendous staff, students and parents – they are truly "second to none!" Some might even question as to why we need a program like "Capturing Kids' Hearts." To that, I would respond that our students are extremely needy, especially emotionally so, as many have no responsible adult in their lives with whom they connect on a daily basis. We struggle daily with issues such as very high levels of

#### **CHARACTER COUNTS**

RESPECT-RESPONSIBILITY-TRUSTWORTHINESS-FAIRNESS-CARING-CITIZENSHIP

*An Equal Opportunity Employer*

stress in our young students, loneliness, suicide threats, and abusive and self-mutilating behaviors. Because of our demographics, we receive no additional monies to provide intervention programs for our students or additional professional development for our staff. We carve out what we can, but because we receive only funding at the very basic level, our attempts are minimal, at best.

Three days of "Capturing Kids' Hearts" has not only rejuvenated my own passion for education, but immediately gave me tools to take back and put into use as I interacted with children. By 10:00 this morning, I had practiced some of the strategies I had learned and found that they really worked! The questioning technique I learned enabled students to take responsibility for their own actions, and totally removed the negative emotion that is often present in disciplinary situations. In fact, I had one of my students thank me for the way I had disciplined her, stating that it was "really surprising for a principal!" (And, I need to say, I **thought** I had good relationships with children BEFORE I went to the training!)

One of the most powerful moments during the three days of training was the presentation made by 9<sup>th</sup> grade students from Deer Park. These students talked with us about the impact "Capturing Kids' Hearts" and "Teen Leadership" (a secondary curriculum in place in many middle and high schools) have had on their lives. Some of their stories were heartbreaking; all of them were inspiring. Their testimonials have convinced me that this is a program we simply **MUST** have at Eisenhower Middle School. Doing anything less will be a disservice to children.

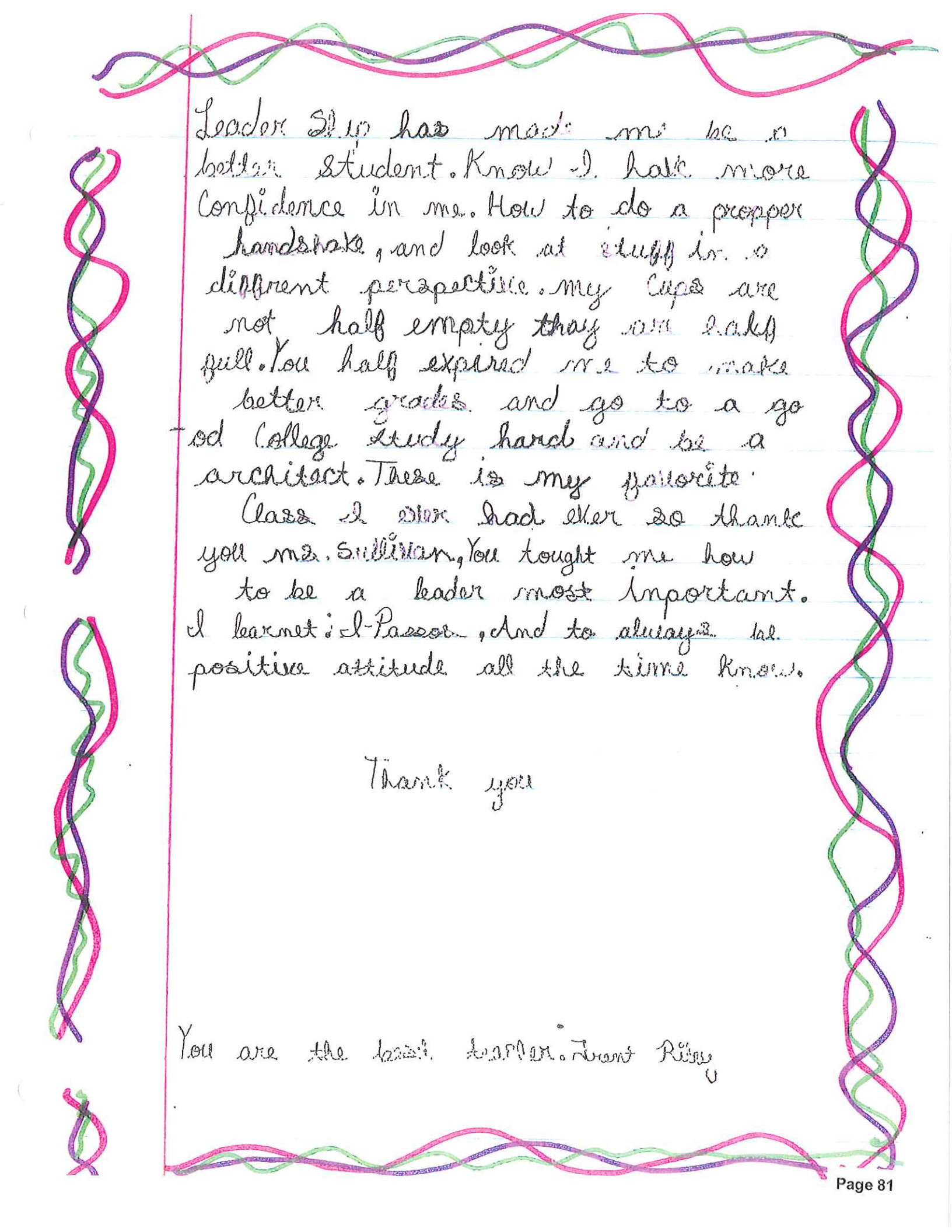
You have the unique opportunity to help make it possible for more students and educators in New Mexico to have the experience I had last week. I know you must be as tired as I am of seeing New Mexico at the top of the "worst" lists and at the bottom of the "best" lists. I am absolutely convinced that "Capturing Kids' Hearts" is the way to go in order to start changing our places on these lists.

Please feel free to contact me if you have any questions about my experiences with "Capturing Kids' Hearts" or the training provided by The Flippen Group. I would love the opportunity to discuss it further with you, and to further explain the impact this training has had on my life. Finally, I would like to volunteer Eisenhower Middle School to be a pilot school in Albuquerque, if you so choose! We would love to showcase what such a program can do for students and teacher alike!

Sincerely,

*Debra Hamilton*

Debra Hamilton  
Principal, EMS



Leader Ship has made me be a better student. Now I have more confidence in me. How to do a proper handshake, and look at stuff in a different perspective. My cups are not half empty they are half full. You have inspired me to make better grades and go to a good college. Study hard and be a architect. This is my favorite.

Class I ever had ever so thank you Mr. Sullivan, You taught me how to be a leader most important. I learned: I Passer, and to always be positive attitude all the time know.

Thank you

You are the best teacher. Trent Rizzo

May 2005

Thank you Dr. Simpson.

I'd like to introduce to you one of my 4<sup>th</sup> grade students from last school year. This is DaJavion Guice. DaJavion and his twin brother Dewitt came to us in the 3<sup>rd</sup> grade. I've gotten permission from Dajavion and his mother to share a little of his background. Like a lot of kids that transfer to a new school, Dajavion's transition was challenging. His choices of behavior were a constant struggle during 3<sup>rd</sup> grade and 4<sup>th</sup> grade started out much the same way. At the end of the first semester he had a U in citizenship. At this time I'd like to read a letter that DaJavion wrote to his teacher at the end of the school year. It summarizes the changes that began to take place and the part that his teacher played in those changes:

Dear, Mrs. Peart

You have been an excellent teacher to me this year. I have enjoyed having you as a teacher. You have helped me to stay on the right track. I would like to thank you for understanding me on my bad days when I messed up. I wish the school had a class to teach teachers how to be as caring as you are. You are the best. Thank you for the football. When I go pro I will always remember Sindy Peart! I hope next year my brother will get a good teacher like you. God loves you and I do too.

## Quotes from Leaders

"I am pleased to offer my support to the Teen Leadership program and its staff. I believe that some form of character and citizenship education should be the cornerstone of a child's educational experience. The Teen Leadership curriculum is a valuable tool in filling the void that now exists in our public schools.

"The Teen Leadership program incorporates essential components into a well-rounded and practical course for teenagers. Teen Leadership's record of success speaks for itself. I encourage any school that does not already have a quality character education curriculum to evaluate critically the Teen Leadership approach. It will be well worth your time."

Dr. Floyd Coppedge, Secretary of Education, State of Oklahoma

"Flip, you truly fulfilled every expectation and more by your presence and your presentation at this year's convention. You are a man of integrity and an inspiration to us all. Every opportunity that I have had to deal with the people involved with your company, I have been dealt with respectfully and with sincerity. You really are surrounded with remarkable people. That truly is a reflection on you."

Dan Streibig, President, Northwest Wisconsin Education Association

"Teenagers need and want skills to cope with the problems of growing up. Teen Leadership provides an excellent opportunity to develop these skills. In my opinion, the Teen Leadership course is dynamic and effective. I am pleased to offer my support to the Teen Leadership program."

Stephen E. Ogden, Senator of the State of Texas

"Teen Leadership gives young people of today the opportunity to see first-hand: self-discipline, commitment, perseverance and consistency of living a principle-based life. Any school, teacher, or program that calls for young Americans to be creative, innovative, and remain true to their beliefs is worthy of encouragement. Everyone benefits from the Teen leadership program because it stresses a philosophy and value system which is essential in today's society."

J. Berry Harrison, Senator of the State of Oklahoma

“Teen Leadership is very innovative and is an important tool in helping young people become productive and successful.”

Jim Turner, former Senator of the State of Texas

“Dramatic changes are occurring all over the world. These changes offer great opportunity for nations with the vision to prepare for the future. I believe quality principled education provides the foundation for our nation’s future, and I commend Teen Leadership for their commitment to helping provide such a foundation. I salute Teen Leadership in their mission.”

Phil Gramm, former United States Senator

“Through Teen Leadership students learn the importance of being involved with community activities by participating with various agencies and groups. Also this program trains teachers so they can effectively implement the curriculum that stresses the qualities of leadership through personal integrity.”

James E. “Pete” Laney, Texas State Representative

“Congratulations on putting together a program that I think promotes growth in self-esteem among people. I wish you well in future programs.”

John Delaney, former District Judge

“At a time in the history of our state and nation when leadership appears to be lacking, it is absolutely essential that local communities begin to work with our youth in leadership development. Teen Leadership, as developed by M. B. Flippen, is an excellent program which builds upon the important and essential foundations of honesty and integrity.

“I fully endorse Teen Leadership and am confident that it will make a positive difference in many young lives which will later become our leaders of tomorrow. The program is worthy of support and critical to our future.”

E. Dean Gage, former Senior Vice President and Provost of Texas A&M University



“My discovery of M. B. Flippen’s approach to creating a better learning environment by building trust between and among students and teachers was one of those “eureka” moments in my drive to make a difference. I attended Flippen’s three-day workshop, Capturing Kids’ Hearts, and have become a practitioner and advocate every since.

“The basic idea behind Flippen’s approach is that trust is the key that unlocks not only the door to increased academic learning but also helps develop the kinds of future citizens we need. As one of the original designers of the Participation in Government curriculum in the mid-1980s, I would like to see Flippen’s program built into every school in the state.”

William D. Coplin, Director of Public Affairs Program, Maxwell School of Syracuse University

“What an awesome couple of days. Thank you and all of your staff for helping us take a huge step in the right direction. I am very serious about experiencing all of the training that you have to offer. I want to experience and learn more from you. My short journey with you and your group has reaffirmed my reasons for wanting to be an educator. I want to help others find that meaning again. I find no greater joy than giving and watching others grow. It is especially satisfying when the growth involves children.”

Douglas Hiscox, Superintendent, East Liverpool City School District, Ohio

## **Quotes about Capturing Kids' Hearts training**

"I have been teaching for 29 years and have never been more impacted or filled with the desire to teach. It has shown us that we must teach the students and not just the curriculum. When we started teaching and using the concepts we were given, our groups came together in ways we have never seen before."

**Linda Mattox, Counselor, Alcorn Vocational Technical Center, Corinth, Mississippi**

"Our staff has come back saying that the training has been life changing. These statements haven't come from people that make these types of comments lightly. They have come from professional educators that have spent years in the field and have experienced something so profound that it has affected every facet of their lives, both personally and professionally. As I have said before, it has changed the culture of our school so that it is a better place for our kids and our staff...If you have any doubts about what a difference you are making in the lives of children and teachers, come to our schools and witness first hand. You are making a difference and it is all in a positive manner. Thanks for all you and your staff members do for the kids of our country."

**Bill Tuma, Superintendent, Wayne Community School District, Corydon, Iowa**

"I can only describe what is happening here now as a whirlwind of hurricane force that is sweeping through our system. We now have a major commitment of funds to provide Capturing Kids' Hearts training to approximately 250 teachers and to continue to support the process by providing the additional levels of training.

"School has started and teachers are using the process! Students are walking around with questioning looks on their faces, making comments such as, 'What's going on with the teachers? Why are they being so nice?' 'They are shaking our hands and making us feel like we are part of a new family.' Teachers are already saying, 'I love this. The kids are really responding.' 'This really works. No one has refused to shake my hand.' 'The students are actually applauding each other and giving each other sincere affirmations.' 'I love the questions. They make it so simple to handle situations without a major ordeal.'"

**Bridget Olivier, Master Teacher, H. L. Bourgeois High School, Gray, Louisiana**

"This is something I will always remember and use with my students and my children daily. I feel you have changed my life for the better. You were just what I needed."

**Kathy Kimberlin, High School Teacher, Deer Park High School – North, Deer Park, Texas**

"I feel that the entire atmosphere has changed at the high school level. The teachers have always cared. The kids can just see it now."

**Dave Daughton, Principal, Wayne Community School District**

If I received \$25,000 I would send my staff (as many as possible) to a 3 day retreat called "Capturing Kids' Hearts". This is a life changing event that puts educators back in touch with why they wanted to teach to begin with. It reminds us that we are a powerful role model for our students and that we must be appropriate role models each moment! You can access a website with more about this program at [www.leadershipsolutions.com](http://www.leadershipsolutions.com) . While you may not be able to use this in your column because it advocates a certain program, I wanted you to know how important I think this training is. It has changed my school through the staff I have been able to send. We greet the children with a handshake every morning and this is symbolic of the human relationships we are trying to build. We also send them home with a handshake as they get on the bus. Our students love the attention and the human touch! That's what we all need more of! Call or email me if you have questions. The training is expensive because it includes the 3 days room and board...it's about \$600 a person, so the \$25,000 would allow me to get most of my staff trained!

**Deborah Harbin, Principal, Holbrook Elementary, Houston, Texas**

713-460-6165

713-460-7866 (fax)

[deborah.harbin@cfisd.net](mailto:deborah.harbin@cfisd.net)

"I would like to extend to you my sincere appreciation for the quality of work provided by you and your staff. My life has certainly been enriched. I look forward to additional seminars provided by your company."

**Lorna Klokkenga, Principal, Edgar Allan Poe Middle School, San Antonio, Texas**

"I have used it (CKH principles) in my classroom and it dramatically changed my effectiveness as a teacher. I am a witness to the benefits of using Keystone in my classroom and the huge success I have had winning the hearts of children, thus winning their minds as well."

**Kim Hines, Elementary School Teacher, Belton ISD, Belton, Texas**

In a letter to President Bush, May 2001, "Capturing Kids' Hearts has all the ingredients that would turn our schools into caring learning centers. I believe that this program should become a nation-wide endorsed program for schools."

**Charles Molloy, Superintendent, Frankfort-Schuyler C.S.D., Frankfort, New York**

"I must tell you what a profound effect your programs have had on me. It has virtually changed my personal life and has added a new dimension to my professional life. Ever since I went to CKH, my entire way of thinking has shifted. No matter what situation I am in, Teen Leadership seems to eventually play a role."

**Kathryn Howell, track coach, Hidalgo, Texas**

"CKH was all I hoped for and more. Our teachers have never been more motivated than what I observed during the retreat. Your mission of touching the lives of young people across this country has arrived in southeastern Illinois."

**John Hill, East Richland School District**

"Almost to a person our staff has come back to say that this experience has been life changing. These statements haven't come from people that make these types of comments lightly. They have come from professional educators that have spent years in the field and have experienced something so profound that it has affected every facet of their lives, both personally and professionally. It has changed the culture of our school so that it is a better place for kids and staff people."

**Bill Tuma, Superintendent, Wayne Community Schools, Corydon, Iowa**

"I am so glad to be a part of Capturing Kids' Hearts. It is what everyone who works with kids should be doing! I see what is happening at our school, and I am so thankful."

**Scotty Bass, Principal, Meadows Elementary School**

"This is my twenty-ninth year of teaching, and honestly, I was considering retirement. However, after the retreat, I remembered why I chose to teach in the first place. I feel cheated because if I had received this training thirty years ago, think of how many more lives I might have impacted."

**Ann Rohrer, teacher, Cy-Fair High School**

"Without a doubt, our continued training and involvement in your program has produced positive results on our campus. We are thrilled! Thank you for empowering us to do a better job with our students. Thank you for your vision and for sharing it with us; you have made us shine."

**Jean Wells, Principal, Lomax Junior High, La Porte, Texas**

**For more quotes, please visit our website:**

**[http://www.flippengroup.com/educ\\_ckh\\_testimonials.html](http://www.flippengroup.com/educ_ckh_testimonials.html)**

## Quotes about Teen Leadership

"I've been meaning to sit down to write you but this has been such a whirlwind beginning...then tropical storm Isadore! Anyway, I just wanted to drop you a note to say Teen Leadership has far exceeded my expectations! It has made such a difference in my classes as well as in my outlook as a teacher. I always had a great relationship with my students; however, that usually came 18 weeks into the course! I felt this relationship growing the second week into school. The atmosphere of the school has been so great as well. Hard to describe sometimes! Just wanted to say thanks! I'm still learning but it has been such a great beginning. I could teach another ten years and I only have about 6 left!"

**Karen Ellender, High School Teacher, H. L. Bourgeois High School, Gray, Louisiana**

"I am a teacher in Louisiana and I went to your training during the summer. I wanted to bring to your attention that I am now a firm believer in what you do!!! And I thank you dearly from my heart. I had a little skepticism, but I went into teaching Teen Leadership full force and the change is REAL!! Not only did my students benefit tremendously, but I never realized just how much I would benefit!!! I finally came to the conclusion that this is why I do what I do!! Being only a second year teacher, I knew it was my passion, but not to this extreme. I truly don't believe that my students know just how much they have taught me. I thank you for being a part of making my life complete as a teacher."

**Cheryl Daigle, High School Teacher, H. L. Bourgeois High School, Gray, Louisiana**

"The Teen Leadership classes formed and are going great, thanks to the excellent program you have developed and taught me to follow. The students have responded to the many life-lessons in a really positive way. I really believe in this training and plan to use it in all I teach."

**Ann Wilber, teacher, Charter Oak High School, W. Covina, California**

"I cannot tell you how much Teen Leadership has meant to my students . . . and to me. It has truly been a life-changing experience for all of us. I have seen tremendous growth, maturing, and confidence in the students. Two students who were very withdrawn and almost anti-social are now taking the lead in our skits and participating in discussions. Another young man who is new to our district told me last week the class had helped him make friends and feel like he belonged here."

**Sandra Spencer, Assistant Superintendent, Harleton I.S.D., Harleton, Texas**

"I have taught Teen Leadership for the past four years out of 24 years of teaching. I cannot begin to tell you the changes that it has made in my life – both in school and at home! The students absolutely love the course! Thank you for giving me this wonderful opportunity for becoming a great teacher, instead of just an adequate teacher! I attribute receiving "Teacher of the Year" to Teen Leadership training!"

**Sandy Morton, teacher, DeSoto High School Freshman Campus,  
DeSoto, Texas**

**Teen Leadership Students:**

"Teen Leadership is a great class. I have learned to walk away from fights and what to do in a bad situation. In Teen Leadership we can share things that have happened and how to handle the situation."

**Ryan**

"In Teen Leadership I learned how people feel when they're made fun of, and I learned not to do that."

**Varene**

"I think that I have learned a lot about how to be a leader and not to be mean to other people. I have also learned that it doesn't matter what you look like; it just matters how you are inside."

**Chad**

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