



# ALLEN ACADEMY

A COLLEGE PREPARATORY SCHOOL

**Name of Practice:** Rights, Responsibilities and Outcomes

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**Description of Practice:**

RRO (Rights, Responsibilities, and Outcomes) improves the effectiveness of the learning environment by encouraging and enhancing a student's degree of connection with self and other. The program is grounded in Emotional Intelligence Theory and its goal is to nurture positive self-image and knowledge in our youth. This positive self-image is then utilized by students to create effective relationships in school and in the home environment, creating a strong bond between the two entities and beyond. Studies have shown that 80% of one's future success is dependent upon one's emotional intelligence quotient (EQ) and interaction with others, opposed to the 20% impact of IQ. Accordingly, Allen Academy believes it is our responsibility to nurture hand in hand both intellectual and emotional intelligence for our students' future success and happiness.

Research demonstrates that emotionally intelligent individuals are both more successful and more content than their peers. As such, the primary objective of RRO is to teach emotional intelligence. This is accomplished by focusing on 5 skills: 1) recognize one's emotions, 2) manage these emotions, 3) intrinsically motivate oneself based upon these emotions, 4) recognize these same emotions in others, and 5) effectively manage relationships based upon this self-knowledge and knowledge of others.

Additionally, the RRO program provides students with grade appropriate language to communicate their emotions and the emotions of classmates in a manner which frames the five skills noted above. This allows students to identify and communicate emotions with peers and adults in order that their voice is heard and understood, i.e. they demonstrate EQ.

Implementation has been three-fold: 1) Faculty training takes place yearly and is generally lead by a facilitator who leads the faculty through exercises to increase their own EQ and to apply what they have learned to their advisory and classroom. 2) Student training takes place throughout the year in advisory to improve student EQ. The MBTI tool is used at grade three and higher. 3) Parent trainings over the course of several years during evening events and Saturday workshops led by our facilitator and administrators. Training topics in the past have been "Parenting with Love and Logic" and "How To Talk So Kids Will Listen And Listen So Kids will Talk."

The resources utilized to implement and maintain RRO have been multi-faceted. Our school community has utilized a number of documents and programs to keep conversation and understanding of emotional intelligence at the forefront of our thought. These include Dr. Goleman's "Emotional Intelligence", Dr. Thompson's "Understanding Independent School Parents", Adele Faber's "How to Talk So Kids Will Listen and Listen So Kids Will Talk", Alissa Quart's "Branded", the National Middle School Association's "Treasure Chest", Wise Skill's "Wisdom for Life" and Michael Pritchard's "The ABC's of Emotional Intelligence", as well as "Respecting Others". Lastly, the Meyers Briggs Type Indicator has played a large role in faculty development.

For 2010-2011, staff members have volunteered to lead the program's development and training. The direction of the annual program is ongoing, but is normally finalized in the spring of the preceding year. At this time, the theme and activities for the 2010-2011 year are being planned. For example, in year one the theme was "How Do I Want to Be Heard?" and student activities focused upon the language skills necessary to communicate emotions. The outcome was the creation of school-wide core values. The following year, the theme was "Using My Voice", and students created taglines attached to their core values as a way to remind others that we live our core values daily. For example, the core value of "Give 100%" is expressed on campus by stating, "All that I can, I will."

### **Reason for the Practice:**

The impact of the program has been significant. From a quantifiable standpoint, we know that disciplinary referrals are virtually non-existent thanks to increased communication among students and between students and faculty. Additionally, reports from parents concerning others' behavior have ceased. However, the more significant and promising quantifiable results hold great promise for the program's future evolution – parents asking for more! Parents are asking for the books we have read, they have asked for us to post our advisory activities to our website, they have asked for more evening sessions to attend, and they have referred additional materials to us after having read and digested the initial materials. Bringing together parents, students, and staff in these shared values is a direct outcome of mission driven programming.

First and foremost, any program that can unite families and schools in a shared vision of both educating and child-rearing is powerful and demonstrates great promise for institutional sustainability. RRO celebrates this fact at Allen. RRO was actually born from the need for Programmatic Sustainability in our schools. The next century will undoubtedly be measured by the success of our relationships and our ability to communicate. Given our range of technological advances, the world is shrinking, making all relationships more intimate and more critical to mutually beneficial connections. A superior education is virtually useless if not applied ethically to our fellow man. RRO and its emphasis to increase students' EQ captures the 21<sup>st</sup> Century's need for individuals to be at the forefront of intelligent innovation and human relationships.

### **Subject Areas, Grade Levels, Student Groups and Adult Groups:**

All Subjects  
Grades PK-12<sup>th</sup>  
Stakeholders – includes staff, parents and grandparents.

Note: Parent training sessions will be coordinated through the Parents Associates.

### **Length of Practice Implementation:**

RROdescription081010

Ongoing

**Resources:**

Personnel

Administrators, faculty, staff and facilitator (facilitator not necessary but valuable to the process)

Reading Materials

Dr. Daniel Goleman's "Emotional Intelligence"

Dr. Michael G. Thompson's "Understanding Independent School Parents"

Adele Faber's "How to Talk So Kids Will Listen and Listen So Kids Will Talk"

Alissa Quart's "Branded"

National Middle School Association's "Treasure Chest"

Wise Skill's "Wisdom for Life"

Michael Pritchard's "The ABC's of Emotional Intelligence" and "Respecting Others"

Meyers Briggs Type Indicator/MMTIC exams

**Research:**

Studies have shown that 80% of one's future success is dependent upon one's emotional intelligence quotient (EQ) and interaction with others opposed to the 20% impact of IQ. Research demonstrates that emotionally intelligent individuals are both more successful and more content than their peers. As such the primary objective of RRO is to teach emotional intelligence.

**Conclusion:**

At the conclusion of each school year, programming specifics are evaluated and action steps for the following year are planned. Moving forward, Allen Academy would like to see a continued strengthening of the Peer Monitoring program and the K-12 Community Service program. The effect identified in the behaviors and responsibilities displayed by our students academically, emotionally, and socially are results of the school's work with RRO and Emotional Intelligence. The effectiveness of the learning and social environment at Allen Academy has enhanced the student's degree of connection with self and others. This enhancement is and will provide a strong platform for service to others via our community service program.