



Investment Partner in Renaissance 2010

2009 New Ventures in Education Seminar:
Addressing Student Social and Emotional Needs

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Creating a New Market of Public Education

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Agenda

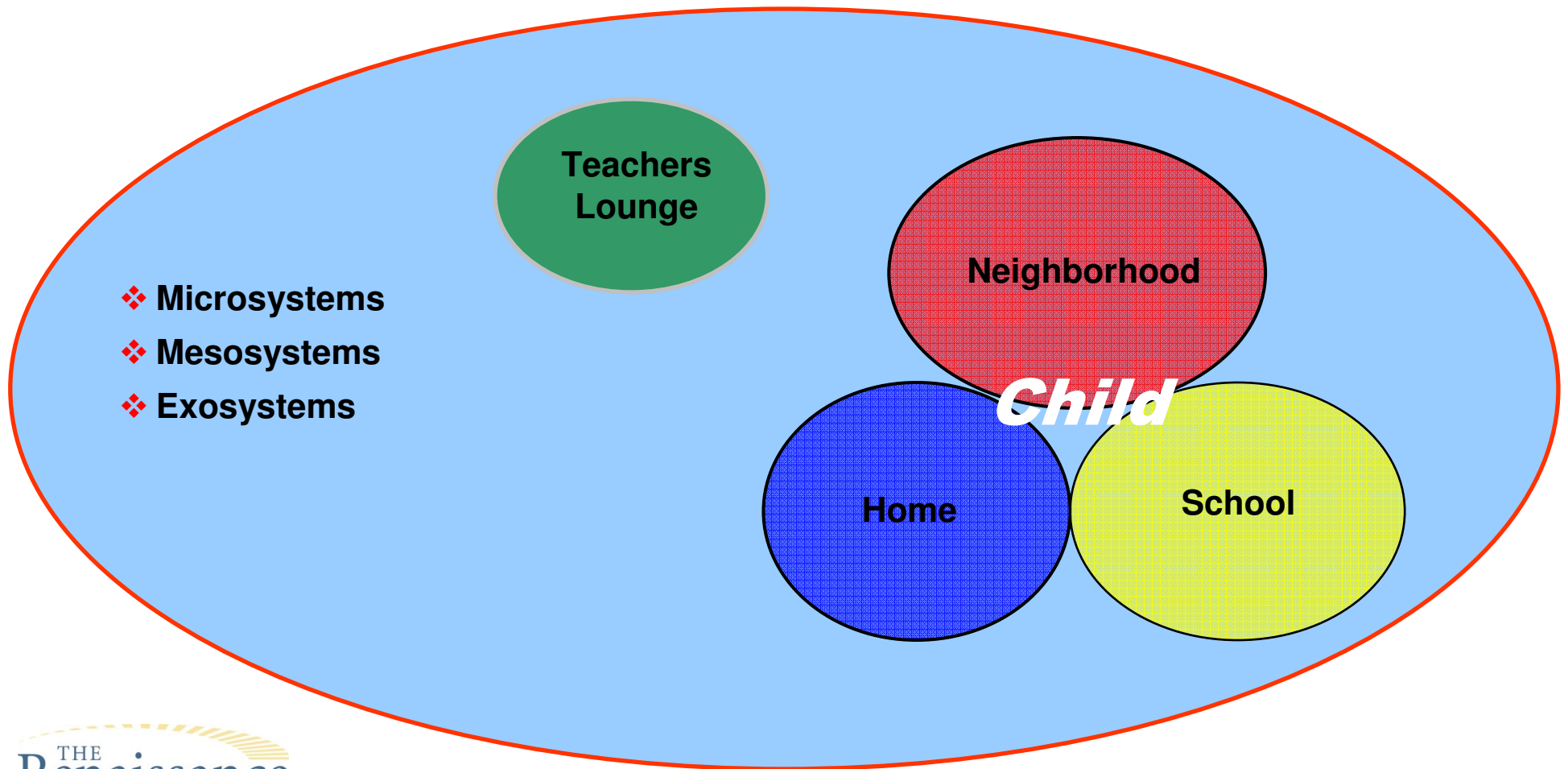
- ▶ Why Address Social Emotional Needs?
- ▶ Keys to a Positive Social and Emotional School Climate
- ▶ Programs to Meet Social and Emotional Needs
- ▶ Student Assistance Team
- ▶ Appendix

Addressing student socio-emotional needs is key to ensuring that students truly benefit from the school

Accumulating Research reveals that meeting students social and emotional needs—at home, in the neighborhood, and at school—are linked with better behavior at school, more positive attitudes and beliefs about school, and improved academic performance

Student social and emotional experiences within and across settings — including met and unmet needs — influence school performance

Social Context of School Success

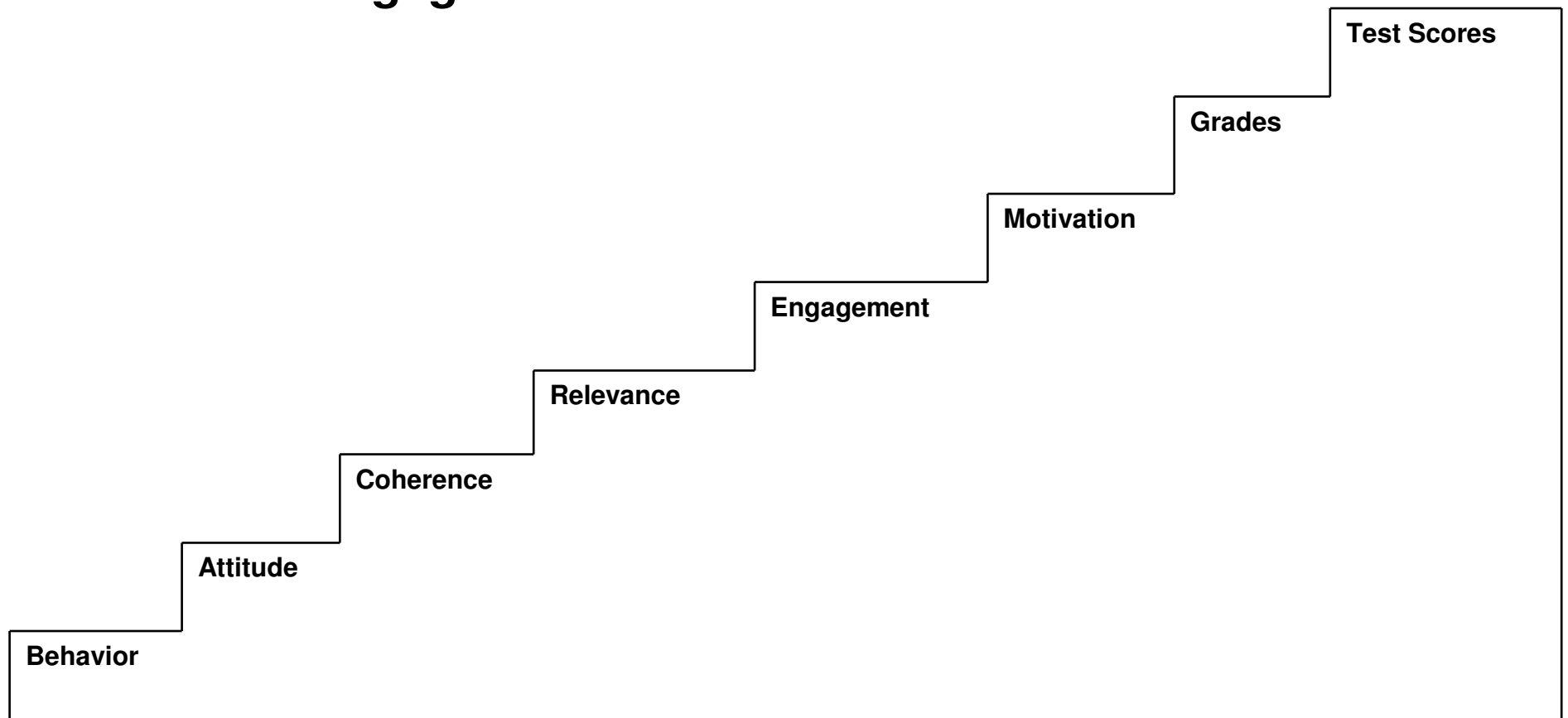


School, family, and neighborhood factors all influence a child's ability to succeed in school

Social Environment Success Factors	
School Factors	<ul style="list-style-type: none"> ▶ Educational Expectations ▶ Social Support ▶ Academic Press⁽¹⁾ ▶ Trust (Adult-Adult and Adult-Student) ▶ School safety ▶ Class and school size ▶ Extracurricular activities
Family Factors	<ul style="list-style-type: none"> ▶ Family Support ▶ Home academic culture and monitoring ▶ Home-School Connections ▶ Parent and sibling educational outcomes ▶ Family Satisfaction ▶ Family Integration
Neighborhood Factors	<ul style="list-style-type: none"> ▶ Social capital ▶ Collective efficacy ▶ Adult modeling ▶ Peer behaviors

Note (1): Adults pushing (in the most positive sense) students to work hard academically, study, and do well on school tasks and assignments

The goal is to leverage a positive social and emotional climate to drive student engagement and success



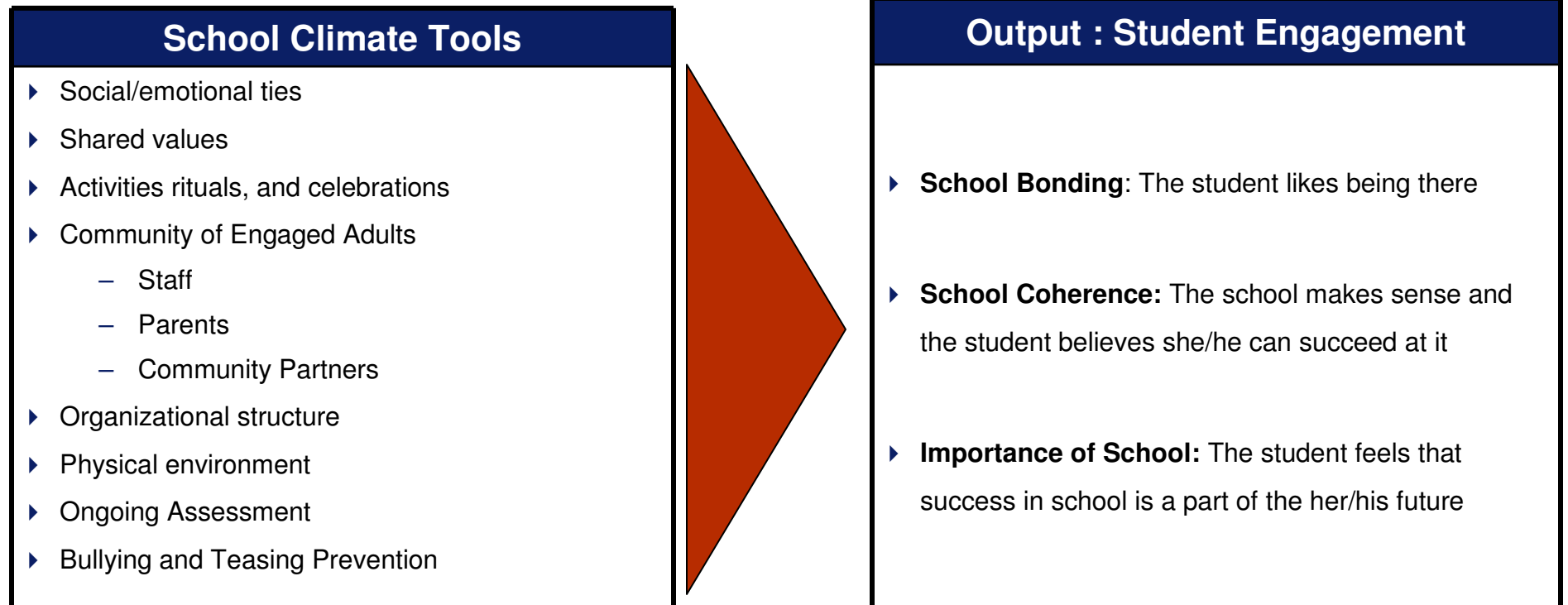
Driven by High Expectations, Social Support, and Academic Press

High performing schools tend to play key roles in meeting basic, social, and emotional needs of students

Hierarchy of Needs & Outcomes

Need Type	Examples
Basic	<ul style="list-style-type: none">▶ Food▶ Clothing▶ Shelter▶ Safety▶ School Supplies
Social	<ul style="list-style-type: none">▶ Personalized Relationships▶ Positive Expectations▶ Press▶ Support▶ Recognition
Emotional/ Psychological	<ul style="list-style-type: none">▶ School Attitudes and Beliefs▶ Coherence▶ Relevance▶ Motivation

High performing schools purposefully leverage the tools before them to create strong student engagement and commitment



- ▶ **Publicly recognize students' talents, interests, and achievements**
- ▶ **Look for what each student does well - display and celebrate that**

Adults are the key component in establishing a positive social and emotional school climate

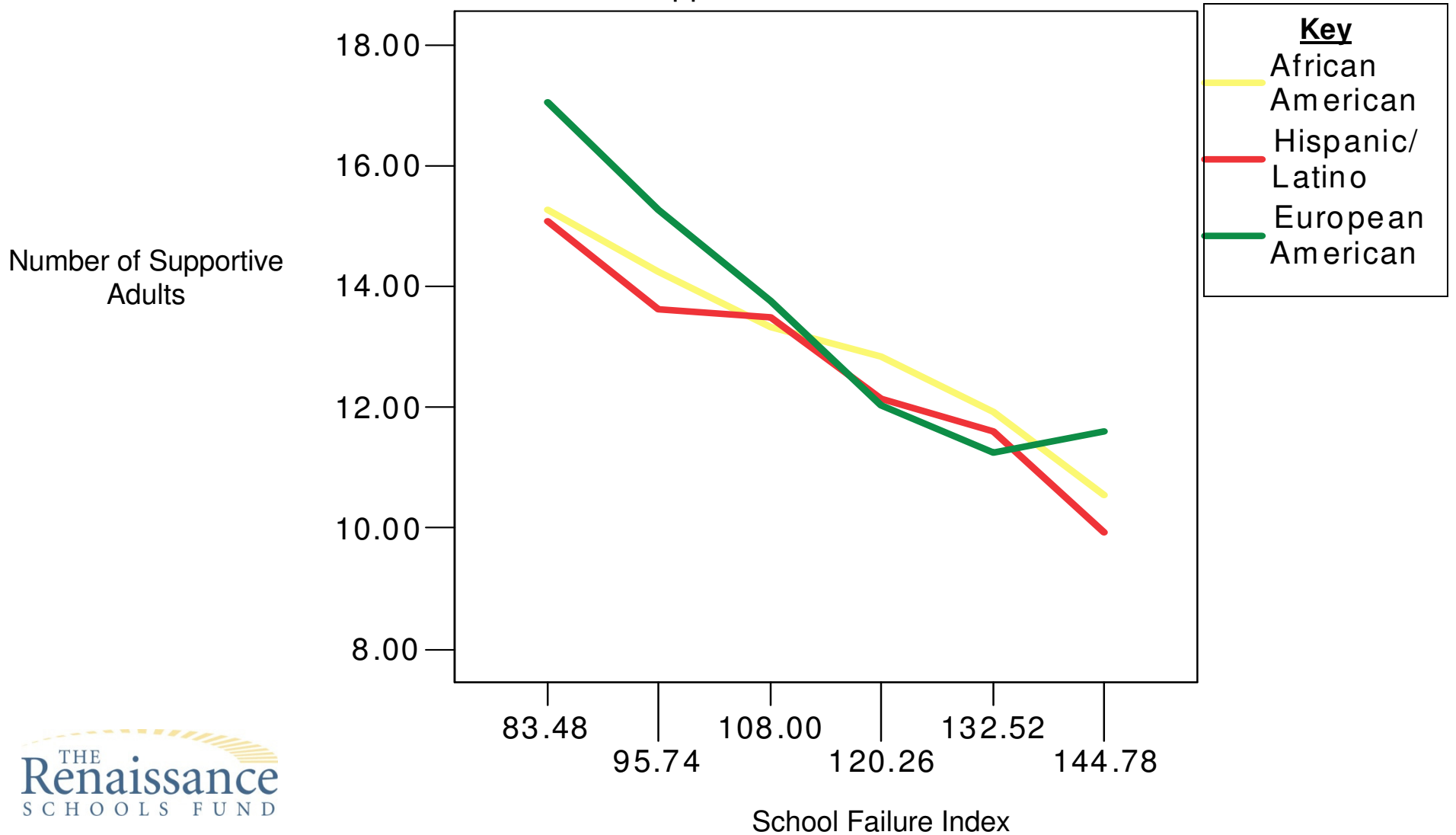
Adults are Key

- ▶ Students display the state of the climate at a school through
 - Behavior
 - Socio-emotional functioning
 - Academic performance
- ▶ Adults create and maintain the climate
- ▶ When students report more supportive adults—at home, in their neighborhood, and at school—they have higher levels of positive attitudes and behaviors about school
- ▶ The presence of supportive adults reduces the impact of environmental risk factors
- ▶ When students' reported levels of risk factors and supportive adults are taken into account, race/ethnicity differences disappear, and family SES differences decrease

74% of 10th grade students report a main reason they go to school is because they feel the teachers care about them and want them to succeed

There is a strong correlation between the number of supportive adults and the ultimate success of the school

Effect of Supportive Adults on School Success



Ongoing assessment allows a school to stay abreast of emerging climate challenges and to continually strengthen its climate

Ongoing Assessment

- ▶ Reasons for Assessing the school environment
 - For social systems to change, they must get valid feedback
 - In order to assess change efforts, the focus of those efforts must be monitored
- ▶ Key Components to Assess
 - Work Climate – Teacher-Teacher and Teacher-Administrator Working Relationships
 - Learning Climate – Teacher-Student and Student-Student Relationships
 - Expectations, Social Support, and Academic Press
- ▶ Principles for Finding and Choosing Assessment Tools
 - Tools that measure exactly what you are trying to assess and change
 - Developed based on research
 - Demonstrated validity and reliability
- ▶ Challenges to Effective Assessments
 - Measure the wrong things
 - Results measured often distal to student needs and critical outcomes
 - Results are often used to punish, not improve

See Appendix for further detail on types of environment assessments

To have a strong climate, schools must address the social and emotional needs of students at three levels of programming

School Programming Needs

Need	Description	Sample Program Types	Sample Programs
Universal (Tier 1)	Programming to meet the social/emotional needs of all students	<ul style="list-style-type: none"> ▶ Classroom behavior program ▶ Bully prevention program 	<ul style="list-style-type: none"> ▶ Positive Behavior Intervention and Supports ▶ Olweus Bully Prevention program
Selective (Tier 2)	Programming for students at-risk	<ul style="list-style-type: none"> ▶ Group delivered manualized problem solving or skill building programs 	<ul style="list-style-type: none"> ▶ Anger Coping ▶ Making Choices
Indicated (Tier 3)	Programming for problematic/struggling students	<ul style="list-style-type: none"> ▶ Intensive Family Intervention 	<ul style="list-style-type: none"> ▶ Multisystemic Family therapy

A robust Student Assistance Team (SAT) or Care Team (CT) is required to identify and manage a successful school climate

SAT Membership	Roles/Responsibilities	Keys to Success
<ul style="list-style-type: none">▶ Core Members:<ul style="list-style-type: none">– Principal or Vice Principal– Teacher– SPED Teacher– School Social Worker– School Counselor▶ Additional Contributors:<ul style="list-style-type: none">– Parents/Guardians– Outside Agencies/Collaborators– Outside School Staff	<ul style="list-style-type: none">▶ Anticipate▶ Identify▶ Plan▶ Implement▶ Coordinate▶ Evaluate	<ul style="list-style-type: none">▶ Focus on <i>what is best for the student(s)</i>▶ Future focused, strengths-based▶ Consent, confidentiality, and sharing information▶ Appoint part-time person to lead manage efforts▶ Meet weekly

Appendix

Universal Programs (Page 1 of 2)

	Second Step	First Steps to Success
Goal	To teach empathy, impulse control, and anger management	Teach alternative strategies and improve parenting effectiveness
Program Description	Social skills building program that is implemented school-wide	Focuses on building pro-social bonds and attachment to school
Target Population	Ages 4-14	1 st – 6 th graders
Timing Required	Implemented across the school year	Implemented across the school year
Website	http://www.cfchildren.org/programs/ssp/overview/	http://depts.washington.edu/sdrg/SRD/index.html

Universal Programs (Page 2 of 2)

	Olweus Process	Community Schools Program
Goal	Reduce and Prevent Bullying	Make schools comprehensive service delivery centers for children and families through family, community, and school partnerships
Program Description	Program to assess and intervene to reduce and prevent bullying and teasing in the school environment. The program has targeted interventions for bullies and victims, and encourages bystanders to intervene and report bullying behaviors and incidents.	<ul style="list-style-type: none"> ▶ Stresses Parent Involvement ▶ Bringing Community into the School ▶ Extracurricular and Afterschool Activities
Target Population	All students	All students
Timing Required	Implemented across the school year	Extended school hours, even extended school year
Website	www.clemson.edu/olewus	www.communityschools.org

Selective Programs

	Families and Schools Together	First Steps to Success
Goal	Increase family involvement with youth, increase parenting skills, reduce parent isolation	Enhance children's social competence skills and school engagement to prevent children from developing serious antisocial conditions
Program Description	Multifamily Groups	Parent training in parenting skills and implementing the behavior program at home as well and positive reinforcement point system in the classroom
Target Population	Students ages 4-13 who are considered at-risk for school failure, drug/alcohol use, of juvenile delinquency	Kindergarten children exhibiting antisocial behaviors
Timing Required	<ul style="list-style-type: none"> ▶ 2.5 hours / week ▶ 8-10 weekly sessions 	<ul style="list-style-type: none"> ▶ 50 to 60 hours over a 3-month period
Website	http://www.fastnational.org/index.asp	https://firststeptosuccess.sri.com/

Indicated Programs

	Anger Coping Program	Multisystemic Family Therapy
Goal	Reduce teacher- and parent-directed aggression; improve on-task behavior in the classroom; and enhance participants' verbal assertion and compromise skills, social competence, and academic achievement	Improve parenting skills and youth-family relationships and reduce antisocial behavior and substance abuse
Program Description	School-based intervention that focuses on developing anger management skills through group intervention with four to six students	Intensive family-oriented home-base program
Target Population	Students ages 8-12 with history of aggressive and disruptive behaviors	Adolescents ages 12-17
Timing Required	Implemented across the school year	Implemented across the school year
Website	http://www.therapeuticresources.com/67-141text.html	

Potential sources for additional programs

- ▶ SAHMSA
 - <http://www.modelprograms.samhsa.gov/>
 - <http://nrepp.samhsa.gov/>
- ▶ Department of Education
 - <http://www.whatworks.ed.gov/>
- ▶ Helping America's Youth
 - <http://guide.helpingamericasyouth.org/programtool.cfm>

Three main types of school environment assessments

School Success Profile Assessment Tools	Search Institute Assessment Surveys	Organizational Climate Description Questionnaire
<ul style="list-style-type: none"> ▶ Three Assessment Surveys <ul style="list-style-type: none"> – Middle and High School – Elementary School – School faculty, administrators and staff ▶ Informed by ecological perspective ▶ Linked to Best Practices in Schools ▶ Individual Student Profile, Group Profile, Detailed Group Report ▶ http://www.schoolsuccessprofile.org/ ▶ http://www.schoolsuccessonline.com/ 	<ul style="list-style-type: none"> ▶ 40 Developmental Assets ▶ Middle and High School Version ▶ 4th-6th Grade Version ▶ Assessment Survey and Linked Interventions ▶ http://www.search-institute.org/ ▶ http://www.search-institute.org/downloads/ 	<ul style="list-style-type: none"> ▶ Three instruments: elementary, middle and high school versions ▶ Self-report measures, easy to fill out and score ▶ Completed by teachers and principals <ul style="list-style-type: none"> – Supportive Principal Behavior – Directive Principal Behavior – Restrictive Principal Behavior – Collegial Teacher Behavior – Intimate Teacher Behavior – Disengaged Teacher Behavior

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