



A Center Training Tutorial . . .



SUPPORT FOR TRANSITIONS TO ADDRESS BARRIERS TO STUDENT LEARNING

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website <http://smhp.psych.ucla.edu>.

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu Website: <http://smhp.psych.ucla.edu>

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Continuing Education Modules & Training Tutorials: Self-directed opportunities to learn

In addition to offering *Quick Training Aids*, the Center's *Continuing Education Modules* and *Training Tutorials* are designed as self-directed opportunities for more in-depth learning about specific topics. These resources provide easy access to a wealth of planfully organized content and tools that can be used as a self-tutorial or as a guide in training others. As with most of our resources, these can be readily downloaded from our website – <http://smhp.psych.ucla.edu> – see Center Materials and scroll down to VI.

In the coming years, the Center will continue to develop a variety of continuing education modules and training tutorials related to the various topics covered by our Clearinghouse. In all its work, the Center tries to identify resources that represent "best practice" standards. We invite you to browse through this first set of modules and tutorials, and if you know of better material, please provide us with feedback so that we can make improvements.

CONTINUING EDUCATION MODULES

- *Addressing Barriers to Learning: New Directions for Mental Health in Schools*
- *Mental Health in Schools: New Roles for School Nurses*
- *Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling* (has an accompanying set of readings & tools)

TRAINING TUTORIALS

- *Classroom Changes to Enhance and Reengage Students in Learning*
- *Support for Transitions*
- *Home involvement in Schooling*
- *Community Outreach*
- *Crisis/Emergency Assistance and Prevention*
- *Student and Family Assistance*
- *Creating an infrastructure for an Enabling (Learning Support) Component to address barriers to student learning*

Using the Modules and Tutorials to Train Others

A key aspect of building capacity at schools involves ongoing staff and other stakeholder learning and development.* Those who are responsible for facilitating the training of others can use the Center's Continuing Education Modules and Training Tutorials to upgrade their repertoire and as resources in providing stakeholder training opportunities. With respect to training others, below are a few general reminders.

- *Start where they're at.* Good learning and teaching experiences are built on the concept of a good "match" (or "fit"). This involves both capabilities *and* interest (e.g., motivational readiness). From this perspective, it is essential to work with learner perceptions about what they want to learn and how they want to learn it. Thus, you might begin by finding out from those at the school:
 - T** What are their most pressing concerns (e.g., what range of topics are of interest, and within a broad topic, what subtopics would be a good starting point)?
 - T** How deeply do they want to cover a given subject (e.g., brief overview or in-depth)?
 - T** How would they like to organize learning opportunities?

Also, in terms of a good match, it is invaluable to capitalize on "teachable moments." Occurrences frequently arise at a school that result in the need for staff to learn something quickly. These teachable moments provide opportunities to guide staff to the type of resources included in the Continuing Education Modules and Training Tutorials. These resources can be drawn upon to create displays and provide handouts and then following-up by engaging staff in discussions to explore relevant experiences and insights.

• *"Preheat" to create interest.* Do some "social marketing." Put up some displays; provide prospective learners with a few interesting fact sheets; hold a brief event that focuses on the topic.

- *Active Learning.* Although reading is at the core of the modules and tutorials, active learning and doing is essential to good learning. Active learning can be done alone or in various group configurations. The point is to take time to think and explore. Study groups can be a useful format. Individual and group action research also provides application opportunities.
- *Follow-up for ongoing learning.* Provide information on resources for ongoing learning. Plan ways to offer follow-up discussions and exploration in general and in personalized ways with those who want and need more.

*There is a great deal of material discussing ways to pursue effective staff development in schools. An organization that is devoted to this arena is the National Staff Development Council (NSDC). Its library of information (see – <http://www.nsd.org/educatorindex.htm>) provides guidelines, tools, and access to the *Journal of Staff Development*. The organization's emphasis is on a "how-to" format, offering a variety of effective, step-by-step models developed by practitioners who base their methods on research and real-world experiences.



TRAINING TUTORIAL

The Center's Training Tutorials are organized topically, with readings and related activities for "preheating," active learning, and follow-up. All readings and activity guides are available on the website of the national *Center for Mental Health in Schools* at UCLA.

<http://smhp.psych.ucla.edu>

SUPPORT FOR TRANSITIONS TO ADDRESS BARRIERS TO STUDENT LEARNING

Overview Guide

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Initial Resources to "Preheat" Exploration of this Matter

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<i>How does our school support student transitions?</i> (Tutorial flyer)	6

Learning Sessions

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Topic 1:	<i>Periodic school transitions -- welcoming newcomers to the school; transitions to a new grade and from elementary to middle or middle to high school.</i>	
Reading.	From: <i>What Schools Can Do to Welcome and Meet the Needs of All Students and Families</i> (Unit I, intro and pages 1-45)	8
Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) <i>Outline What Has Been Learned so Far</i> – Develop a brief outline of what you have learned about how schools can welcome and support new students and families and then contrast the outline with what your school currently does to welcome and support new students and families as they adjust to the new classes, school, and neighborhood (see attached worksheet)	60
	(2) <i>Discussion Session Exploring What Has Been Outlined</i> – Form an informal discussion and/or a formal study group (see the attached guide sheet)	61
	(3) <i>What would you add?</i> (Use the attached guide sheet and the accompanying sections from the self-study survey entitled: <i>Support for Transitions</i> as an aide)	62

Topic 2:	<i>Daily transitions – programs for before school, recess, lunch, after school, and moving through the halls</i>	
Reading.	From: <i>A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning</i> , browse the material in Section III-B (pp. 27-35) and Appendix B.	70
	From: <i>After-school Programs and Addressing Barriers to Learning</i> , (pp.1-27)	
Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) <i>Write and discuss:</i> Major problems arising during daily transition times (use attached worksheet as guide)	123
	(2) <i>School observation:</i> Transitions (see attached guide)	124

Topic 3:	<i>Examples of Other Major Transitions</i>	
Reading.	Choose one or more of the following that you want to explore:	126
	A. <i>Readiness to Learning/Early Childhood Programs</i>	
	Reading. From: <i>Early Development and School Learning from the Perspective of Addressing Barriers to Learning</i> , (pp. 1-46)	
	B. <i>To and From Special Education</i>	173
	Reading. From: <i>Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs</i> , (pp 1-5 and 28-30)	
	C. <i>School to Career programs</i>	182
	Reading. From: <i>Dropout Prevention</i> , (pp. 1-45)	
Activity.	Use the various attached materials as stimuli and tools to focus application of what has been read	
	(1) <i>Write and discuss:</i> With respect to the transitions you chose to explore, what does your school currently do to address these matters? (use the attached worksheet as guide)	221
	(2) <i>Making the case for transition programs</i> (see attached worksheet)	222

Follow-Up for Ongoing Learning

As you decide to learn more about these matters, the following Center resources should be a helpful next step.

(1) The ***Quick Finds*** section of the Center website offers topic areas that are regularly updated with new reports, publications, Internet sites, and centers specializing in the topic. Stakeholders can keep current on *Support for Transitions* by visiting topic areas such as:

- | | | |
|------------------------------|---------------------------------------|---|
| >After School Programs | >Environments that Support Learning | >Support for Transitions |
| >Dropout Prevention | >Immigrant Students and Mental Health | >Transition Programs/Grade Articulation |
| >Early Childhood Development | | |

(2) Consider forming ongoing study groups

(3) Request ongoing inservice training on related matters.

Initial Resources to "Preheat" Exploration of this Matter

The following materials provide a brief introduction and overview to the ideas covered by the tutorial:

Page

*Easing the Impact of Student Mobility:
Welcoming & Social Support*

1

(newsletter article)

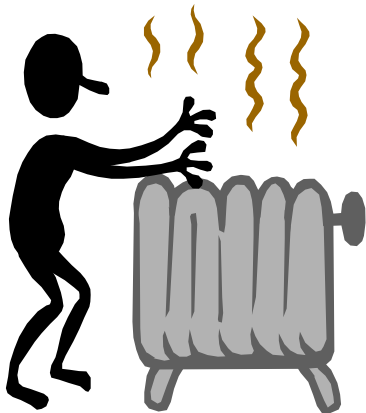
To view this and other newsletter editions online visit
<http://smhp.psych.ucla.edu/news.htm>

In readying others for training in this matter, display the attached flyer and the above article on a training bulletin board and provide copies to interested staff.

How does our school support student transitions?

6

(Tutorial flyer)



Addressing Barriers

to Learning

New ways to think . . .

Better ways to link

Volume 2, Number 4

Fall, 1997

Easing the Impact of Student Mobility: Welcoming & Social Support

Youngsters entering a new school and neighborhood are confronted with multiple transition challenges. The challenges are compounded when the transition also involves recent arrival to a new country and culture. In the short run, failure to cope effectively with these challenges can result in major learning and behavior problems; in the long run, the psychological and social impacts may be devastating.

Cárdenas, Taylor, Adelman, 1993

From the perspective of addressing barriers to learning, welcoming and social support are essential facets of every school's transition programs. Estimates suggest 20-25% of students change schools each year. The figures are greater in school districts with large immigrant populations. While some make the transition easily, many find themselves alienated or "out-of-touch" in new surroundings. Youngsters entering a new school and neighborhood are confronted with multiple transition challenges. The challenges are compounded when the transition also involves recent arrival in a new country and culture.

Youngsters vary in capability and motivation with respect to dealing with psychological transition into new settings. Students entering late in a school year often find it especially hard to connect and adjust. Making friends means finding ways to be accepted into a complex social milieu. School-

wide strategies to ensure school adjustment of newly entering students and their families can reduce adjustment problems, ease bicultural development, enhance student performance, and establish a psychological sense of community throughout the school.

Welcoming and Social Support as Indicators of School Reform

Welcoming new students and their families is part of the broader reform goal of creating schools where staff, students and families interact positively and identify with the school and its goals. Programs and related mechanisms and processes are needed to

- 7 foster smooth transitions and positive social interactions;
- 7 facilitate social support;
- 7 provide opportunities for ready access to information and for learning how to function effectively in the school culture;
- 7 encourage involvement in decision-making.

How well a school welcomes and involves new students and families are basic signs of program quality and staff attitudes. As such, these indicators probably are good predictors of a school's overall impact.

Of course, for efforts to make welcoming and social support at schools more than another desired but unachieved set of reform aims, policy makers at all levels must take action. It is patently unfair to hold specific schools accountable for yet another major systemic change if they are not given the backing necessary to accomplish it. In an era when new sources of funding are unlikely, it is clear that such programs must be assigned a high priority, and funds must be *reallocated* in keeping with the level of priority. To do less is to guarantee the status quo.

Contents

- 7 *Need some help?* See pages 3 and 4.
- 7 See page 8 regarding specific welcoming strategies for newcomers to a school
- 7 Page 10 highlights interconnected systems for meeting the needs of all youngsters.

Phases of Intervention

Interventions for welcoming and involving new students and families are as complex as any other psychological and educational intervention. This is especially so since the focus must not only be on those entering at the beginning of a term but on all who enter throughout the year. Clearly, the activity requires considerable time, space, materials, and competence. Specific strategies evolve over three overlapping phases:

- (1) The first phase is broadly focused -- using general procedures to welcome and facilitate adjustment and participation of all who are ready, willing, and able.
- (2) Some people need just a bit more personalized assistance. Such assistance may include personal invitations, ongoing support for interacting with others and becoming involved in activities, aid in overcoming minor barriers to successful adjustment, a few more options to enable effective functioning and make participation more attractive, and so forth.
- (3) More is needed for those who have not made an effective adjustment or who remain uninvolved (e.g., due to major barriers, an intense lack of interest, or negative attitudes). This phase requires continued use of personalized contacts, as well as addition of cost intensive outreach procedures as feasible.

In pursuing each phase, a major concern is overcoming barriers that make it hard for newcomers to function in the new community and school. Research points to a variety of familial, cultural, job, social class, communication, and school personnel attitude factors that hinder transitions. Barriers can be categorized as *institutional*, *personal*, or *impersonal*. Each type includes negative attitudes, lack of mechanisms and skills, or practical deterrents. For instance, *institutional* barriers encompass a lack of policy commitment to welcoming, inadequate resources (money, space, time), lack of interest or hostile attitudes on the part of staff, administration, and community, and failure to establish and maintain necessary mechanisms and skills to ensure program success.

Key Intervention Tasks

In pursuing each intervention phase, there are four major intervention tasks:

1. Establishing a mechanism for planning, implementing, and evolving programmatic activity
2. Creating welcoming and initial home involvement strategies (e.g., information and outreach to new students and families; a school-wide welcoming atmosphere; a series of specific "New Student/New Parent Orientation" processes)
3. Providing social supports and facilitating involvement (e.g., peer buddies; personal invitations to join relevant ongoing activities)

4. Maintaining support and involvement--including provision of special help for an extended period of time if necessary

Task 1: A Program Mechanism

Like any other program, efforts to welcome and involve new students and families require institutional commitment, organization, and ongoing involvement. That is, the program must be school-owned, and there must be a mechanism dedicated to effective program planning, implementation, and long-term evolution.

One useful mechanism is a *Welcoming Steering Committee*. Such a committee is designed to (a) adopt new strategies that fit in with what a school already is doing and (b) provide leadership for evolving and maintaining a welcoming program. The group usually consists of a school administrator (e.g., principal or AP), a support service person (e.g., a dropout counselor, Title I coordinator, school psychologist), one or more interested teachers, the staff member who coordinates volunteers, an office staff representative, and hopefully a few dedicated parents.

Some First Activities for the Committee

- I. Define group's role and identify additional members
- II. Clarify activities already in place for student and family welcoming and social support
- III. Find out about welcoming and social support activities carried out at other schools
- IV. Plan ways to enhance welcoming/social support
 - A. Increase visibility of the activities (e.g., make presentations to the rest of the staff, put up welcoming posters, establish locations for new students and families and staff to access welcoming and social support materials)
 - B. Do a needs assessment "walk through" (What do new students and families experience?)
 1. Are there appropriate Front Office welcoming messages and procedures? (e.g., Are more materials needed? other languages needed to communicate with families?)
 2. Are there tour procedures for new families?
 3. Are there procedures to welcome a student into the classroom and introduce parents to teacher? (e.g., Are there peer greeters and buddies? Materials to welcome newcomers to the class?)
- V. Next Steps (plan specific ideas to be pursued over the next few months)

(continued from page 2)

Task 2: Creating Welcoming and Initial Home Involvement Strategies

It is not uncommon for students and parents to feel unwelcome at school. The problem may begin with their first contacts. Efforts to enhance welcoming and facilitate involvement must counter factors that make the setting uninviting and develop ways to make it attractive. This can be viewed as the welcoming or invitation problem.

From a psychological perspective, welcoming is enmeshed with attitudes school staff, students, and parents hold about involving new students and families. Welcoming is facilitated when attitudes are positive. And, positive attitudes seem most likely when those concerned perceive personal benefits as outweighing potential costs (e.g., psychological and tangible).

A prime focus in addressing welcoming is on ensuring that most communications and interactions between the school and students and families convey a welcoming tone. This is conveyed through formal communications to students and families, procedures for reaching out to individuals, and informal interactions.

An early emphasis in addressing the welcoming problem should be on establishing formal processes that:

- (1) convey a general sense of welcome to all
- (2) extend a personalized invitation to those who appear to need something more.

Communications and invitations to students and their families can be done in two forms:

- (1) general communications (e.g., oral and written communications when a new student registers, classroom announcements, mass distribution of flyers, newsletters)
- (2) special, personalized contacts (e.g., personal conferences and notes from the teacher).

For those who are not responsive to general invitations, the next logical step is to extend special invitations and increase personalized contact. Special invitations are directed at designated individuals and are intended to overcome personal attitudinal barriers and can be used to elicit information about other persisting barriers.

Task 3: Providing Social Supports and Facilitating Involvement

Social supports and specific processes to facilitate involvement are necessary to:

- (a) address barriers
- (b) sanction participation of new students/families in any option and to the degree each finds feasible (e.g., initially legitimizing minimal involvement and frequent changes in area of involvement)

- (c) account for cultural and individual diversity
- (d) enable those with minimal skills to participate
- (e) provide social and academic supports to improve participation skills.

In all these facilitative efforts, established peers (students and parents) can play a major role as peer welcomers and mentors.

If a new student or family is extremely negative, exceptional efforts may be required. In cases where the negative attitude stems from skill deficits (e.g., doesn't speak English, lacks social or functional skills), providing special assistance with skills is a logical and relatively direct approach. However, all such interventions must be pursued in ways that minimize stigma and maximize positive attitudes.

Some reluctant new arrivals may be reached, initially, by offering them an activity designed to give them additional personal support. For example, newcomers can be offered a mutual interest group composed of others with the same cultural background or a mutual support group (e.g., a bicultural transition group for students or parents -- Cárdenas, Taylor, & Adelman, 1993; a parent self-help group -- Simoni & Adelman, 1990). Parent groups might even meet away from the school at a time when working parents can participate. (The school's role would be to help initiate the groups and provide consultation as needed.) Relatedly, it is important to provide regular opportunities for students, families, and staff to share their heritage and interests and celebrate the cultural and individual diversity of the school community.

Task 4: Maintaining Involvement

As difficult as it is to involve some newcomers initially, maintaining their involvement may be even a more difficult matter. Maintaining involvement can be seen as a problem of:

- (a) providing continuous support for learning, growth, and success (including feedback about how involvement is personally beneficial)
- (b) minimizing feelings of incompetence and being blamed, censured, or coerced.

A critical element in establishing a positive sense of community at a school and of facilitating students school adjustment and performance is involvement of families in schooling. This is why parent involvement in schools is a prominent item on the education reform agenda. It is, of course, not a new concern. As Davies (1987) reminds us, the "questions and conflict about parent and community relationships to schools began in this country when schools began" (p. 147). Reviews of the literature on parents and schooling indicates wide endorsement of parent involvement.

As Epstein (1987) notes,

the recent acknowledgments of the importance of parent involvement are built on research findings accumulated over two decades that show that children have an advantage in school when their parents encourage and support their school activities. . . . The evidence is clear that parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socio-economic status are taken into account

With respect to students with school problems, parent involvement has been mostly discussed in legal terms (e.g., participation in the IEP process). There has been little systematic attention paid to the value of and ways to involve the *home* in the efforts to improve student achievement. (The term, parent involvement, and even family involvement is too limiting. Given extended families, the variety of child caretakers, and the influence of older siblings, the concern would seem minimally one of involving the *home*.)

To involve the home, a staff must reach out to parents and others in the home and encourage them to drop in, be volunteers, go on field trips, participate in creating a community newsletter, organize social events, plan and attend learning workshops, meet with the teacher to learn more about their child's curriculum and interests, and establish family social networks. It is imperative that the only contact not be when they are called in to discuss their child's learning and/or behavior problems. When those in the home feel unwelcome or "called on the carpet," they cannot be expected to view the school as an inviting setting.

Steps in Welcoming: Key Elements and Activities

In pursuing strategies for enhancing welcoming and home involvement a first concern is to ensure a positive welcome at the various initial encounters school staff have with a new student and family.

Each point of contact represents an opportunity and a challenge with respect to welcoming new students and families, linking them with social supports, assisting them to make a successful transition, and identifying those who do not so that individual school adjustment needs can be addressed.

On the following page is a Table outlining steps that can be taken at various points of contact.

Examples of general welcoming strategies are outlined on pages 8 & 9 in the *Ideas into Practice* column. For more details and resources, the Center has an Introductory Packet entitled *Welcoming and Involving New Students and Families*. Also, see p. 3 for a description of a new guidebook we have developed which covers this topic and much more.

Cárdenas, J., Taylor, L., & Adelman, H. S. (1993).

Transition support for immigrant students. *J. of Multicultural Counseling and Development*, 21, 203-210.

Davies, D. (1987). Parent involvement in the public schools: Opportunities for administrators. *Education and Urban Society*, 19, 147-163.

Epstein, J. L. (1987). Parent involvement: What research says to administrators. *Education and Urban Society*, 19, 119-136.

Simoni, J., & Adelman, H. S. (1993). School-based mutual support groups for low income parents. *The Urban Review*, 25, 335-350.

Transition Programs to Get Newly Arrived Immigrants Off to a Good Start

From a mental health perspective, good transition programs fall into the category of primary prevention. Two good examples are (1) assessment and guidance programs and (2) newcomer schools.

(1) *Assessment and Guidance Programs* can be established by a school district as first contact points to receive and provide for special needs of newly arrived immigrant students and their families. Such centers are especially invaluable for those whose primary language is not English. The program can assist with enrollment, provide immunizations, assess health needs and academic and language proficiency, identify eligibility for special programs, and provide initial orientations to the district and its programs.

(2) *Newcomer Schools* add to the curriculum an orientation to American schooling and culture. The first objectives are to provide newcomers with a warm welcome, social supports, and familiarity with their new physical and social environments. There is a strong emphasis on building positive attitudes toward the new culture while maintaining their pride in their own culture. Facilitating acculturation in a comfortable manner is seen as essential to subsequent academic success. So is providing opportunities to apply what they are learning in a low-anxiety setting.

Table 1. Outline of Welcoming Steps and Activities

1. Family Comes to Register

Staff/volunteer designated to welcome and provide information to all family members

Provides information (in primary languages) about: (a) needed documents (e.g., Information card) (b) how to get help related to getting documents (c) directions for newcomers (d) making a registration appointment

2. Registration Appointment

Ensure that the registrar has time to welcome, register, and begin orientation

Orientation staff and peers take over and

>Do a *Welcome Interview* that can clarify newcomer interests and other information they desire

>Provide information about:

(a) How the school runs each day

(b) Special activities for parents and students (c)

Community services they may find helpful (d) Parents who are ready to help' them join in (e) Students ready to meet with new students to

help them join in

(f) How parents can help their child learn and do well at school

> Conduct a tour

> Make initial introductions to teacher/principal/others

Based primarily on teacher preference (but also taking into consideration parent and student interests), student might stay for rest of school day or start the next day.

3a. Student Begins Transition-in Phase

Teacher introduces student to classmates and program

Peer "buddy" is identified (to work with in class, go to recess and lunch with -- at least for first 5 days)

Teacher or peer buddy gives student welcoming "gift" (e.g., notebook with school name, pencils); teacher gives peer buddy "thank you gift" (e.g. notebook with school name, certificate, etc)

Designated students introduce and invite new student to out of class school activities

3b. Parent Begins Transition-in Phase

Designated staff or volunteer (e.g., a parent) either meets with parents on registration day or contacts parent during next few days to discuss activities in which they might be interested

Designated parent invites and introduces new parent to an activity in which the new parent has expressed interest or may find useful

At first meeting attended, new parent is given a welcoming "gift" (e.g., calendar with school name;

4a. Student Becomes Involved in School Activities

Over first 3 weeks staff monitors student's involvement and acceptance if necessary, designated students are asked to make additional efforts to help the student enter in and feel accepted by peers.

4b. Parent Becomes Involved in School Activities

Over the first 1-2 months, staff monitors involvement and acceptance.

If necessary, designated parents are asked to make additional efforts to help the parents enter in and feel accepted

5. Assessment at End of Transition Period Three

weeks after the student enrolls, interview:

(a) the teacher to determine if the student has made a good or poor adjustment to the school (Poor school adjusters are provided with additional support in the form of volunteer help, consultation for teacher to analyze the problem and explore options, etc.)

(b) the student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed

(c) the parents to check their perception of how well the transition-in has gone for the student and for themselves and to offer encouragement and resources if needed

6. Follow-up Intervention

A. Problem analysis: This step involves going back to the person or persons who indicated dissatisfaction and asking for more specifics (e.g., what the specific problem is and what the person(s) think needs to be changed). It may also be appropriate and necessary to check with others (e.g., teacher, parent, student).

B. Intervention plan: Based on the information gathered, plans can be made about what to do and who will do it. What to do may range from connecting the student/family with others for social support to helping to identify specific activities and ways to facilitate student/family involvement. Who will do it may be project staff, a volunteer, a teacher, an outreach coordinator, etc.

C. Intervention written summary: Once such an intervention is carried out the Extended Welcoming -- Summary of Intervention form can be filled out and given to the a case manager or other designated person who monitors follow-through related to interventions.

D. Extended welcoming follow-up interview: A week after the extended intervention is completed, another (modified) follow-up interview should be carried out respectively, with the student, parent, and teacher. If a problem remains, additional intervention is in order -- *if feasible*.

Flyer

Student and Family Transitions

Newcomers, articulation from grade to grade,

recess, after school, in the hall . . .

Transition programs can solve a lot of problems

Want to learn more?

See the brief article that has been posted_____.

Join in a tutorial on:

SUPPORT FOR TRANSITIONS to Address Barriers to Learning

Time:

Place:

Source: UCLA Center for Mental Health in Schools; Los Angeles, CA 90095-1563 (310) 825-3634;
smhp@ucla.edu.

Topic 1: Periodic school transitions – welcoming newcomers to the school; transitions to a new grade and from elementary to middle or middle to high school.

Reading & Activity

- Reading.** From: *What Schools Can Do to Welcome and Meet the Needs of All Students and Families* – Unit I, intro and pages 1-45. 8
- Activity.** Use the various attached materials as stimuli and tools to focus application of what has been read
- (1) *Outline What Has Been Learned so Far* – Develop a brief outline of what you have learned about how schools can welcome and support new students and families and then contrast the outline with what your school currently does to welcome and support new students and families as they adjust to the new classes, school, and neighborhood (see attached worksheet) 60
- (2) *Discussion Session Exploring What Has Been Outlined* – Form an informal discussion and/or a formal study group (see the attached guide sheet) 61
- (3) *What would you add?* (Use the attached guide sheet and the accompanying sections from the self-study survey entitled: *Support for Transitions* as an aide) 62





Excerpt from

Guidebook:

What Schools Can Do to Welcome and Meet the Needs of All Students and Families

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://wmhp.psych.ucla.edu>)

*This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.
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U.S. Department of Health and Human Services.

Welcoming and Social Support:

Toward a Sense of Community Throughout the School

Intervention

Overview: Phases, barriers, and key intervention tasks

Steps in welcoming: Key elements and activities

Doing it on a shoestring

Monitoring the Process

Selected References

An Article on

Welcoming: Facilitating a New Start at a New School

Exhibits

Some First Activities for the Welcoming Program Steering Committee

Making Initial Contacts Welcoming: Some Strategies

Classroom Welcoming Strategies for Newly Arrived Students and Their Families

Attracting Families to an Event at School

Introducing Other Opportunities for Family Involvement

Encouraging Welcoming at Other Schools: Materials Sent to Schools into which a Student Transfers

Some Material to Send to Local Businesses for "Adopting a School"

Resource Aids

Welcoming

- Registration Guide
- Sample Materials for Personally Welcoming
 - >the Family
 - >a New Student
- Sample Materials for the Peer Buddy

Social Support

- Sample Interview Forms for:
 - >Student
 - >Parent
 - >Teacher
- Extended Welcoming Intervention
 - >Summary Form for the Intervention
 - >Samples of Extended Follow-up Interview Forms
 - Student
 - Parent
 - Teacher

Mapping a School's Resources for Helping Students and Families Make Transitions

- Survey
- An Example from One School

Welcoming & Social Support: An Essential Facet of Schools

Youngsters entering a new school and neighborhood are confronted with multiple transition challenges. The challenges are compounded when the transition also revolves recent arrival in a new country and culture. In the short run, failure to cope effectively with these challenges can result in major learning and behavior problems; in the long run, the psychological and social impacts may be devastating. The increased influx of immigrants to the United States and the changing dynamics of American society has resulted in renewed attention to the problem of welcoming and involving new students and families.

Cardenas, Taylor, Adelman, 1993

Estimates suggest that 20-25% of students change schools each year.

These figures are higher in school districts with high immigrant populations. Although, some make the transition easily, many find themselves alienated or “out-of-touch” with their new surroundings, making the transition into a new school difficult. Youngsters entering a new school and neighborhood are confronted with multiple transition challenges. The challenges are compounded when the transition also involves recent arrival in a new country and culture.

Youngsters vary in terms of their capabilities and motivation with respect to psychological transition into new settings. Students entering late in a school year often find it especially hard to connect and adjust. Making friends means adjusting to the new social milieu and personalities of the school population. A focus on school-wide strategies for successful school adjustment of newly entering students and their families is essential to reduce school adjustment problems, ease the process of bicultural development, and establish a strong psychological sense of community in the school. A commitment to welcoming new students and families not only focuses on those entering at the beginning of a term but for all who enter throughout the year.

Welcoming new students and their families is part of the broader goal of creating schools where staff, students and families interact positively with each other and identify with the school and its goals. An atmosphere can be created that fosters smooth transitions, positive informal encounters, and social interactions; facilitates social support; provides opportunities for ready access to information and for learning how to function effectively in the school culture; and encourages involvement in decision -making. Welcoming and social support are critical elements both in creating a positive sense of community at a school and in facilitating students’ school adjustment and performance.

The following guidelines provide strategic suggestions for welcoming newcomers.



A new boy came to my class. I said hello to him cheerfully. I asked if he would like to play with me. He said "yes". Then I went walking with him to our house talking with him about things.

Intervention

Overview: Phases, Barriers, & Key Intervention Tasks

•Phases of Intervention•

Strategies to enhance welcoming to a school and increase home involvement in schooling evolve over three overlapping phases:

1. The first phase involves a broad focus. It emphasizes use of general procedures to welcome and facilitate adjustment and participation of all who are ready, willing, and able.
2. The focus then moves to those who need just a bit more personalized assistance. Such assistance may include personal invitations, ongoing support for interacting with others and becoming involved in activities, aid in overcoming minor barriers to successful adjustment, a few more options to enable effective functioning and make participation more attractive, and so forth.
3. Finally, to the degree feasible, the focus narrows to those who have not made an effective adjustment or who remain uninvolved (e.g., due to major barriers, an intense lack of interest, or negative attitudes). This phase continues to use personalized contacts but adds cost intensive special procedures.

•*Interfering Barriers*•

One major concern in efforts to enhance welcoming and home involvement, of course, is overcoming barriers that make it hard for students and families to function in the new community and school. Research on barriers has suggested a variety of familial, cultural, job, social class, communication, and school personnel attitude factors that interfere with successful transitions to new settings and make involvement at school difficult.

Barriers can be categorized as *institutional*, *personal*, or *impersonal*, with each type encompassing negative attitudes, lack of mechanisms and skills, or practical deterrents.

For instance, *institutional* barriers encompass such concerns as inadequate resources (money, space, time), lack of interest or hostile attitudes on the part of staff, administration, and community toward interpersonal and home involvement, and failure to establish and maintain formal mechanisms and related skills. As examples, there may be no policy commitment to facilitating a sense of community through enhanced strategies for welcoming students and families; there may be no formal mechanisms for planning and implementing appropriate activity or for upgrading the skills of staff, students, and parents to carry out desired activity.

•*Key Intervention Tasks*•

In pursuing each intervention phase, there are *four* major intervention tasks:

1. Establishing a mechanism for planning, implementing, and evolving programmatic activity
2. Creating welcoming and initial home involvement strategies (e.g., information and outreach to new students and families; a school-wide welcoming atmosphere; a series of specific “New Student/New Parent Orientation” processes)
3. Providing social supports and facilitating involvement (e.g., peer buddies; personal invitations to join relevant ongoing activities)
4. Maintaining support and involvement--including provision of special help for an extended period of time if necessary

Each of these tasks is delineated on the following pages.

Task 1

A PROGRAM MECHANISM

Planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families requires institutional organization and involvement. This takes the form of operational mechanisms such as a *steering committee*. That is, for a program to be effective at a school, it must be school-owned, and there must be a group dedicated to its long-term survival.

In the case of efforts to enhance the welcoming and involvement of new students and families, a useful mechanism is a *Welcoming Steering Committee*. Such a committee is designed to:

- (a) adopt new strategies to fit in with what a school is already doing
- (b) provide leadership for evolving and maintaining a welcoming program over the years.

The group usually consists of a school administrator (e.g., principal or AP), a support service person (e.g., a dropout counselor, Title I coordinator, school psychologist), 1-2 interested teachers, the staff member who coordinates volunteers, an office staff representative, and possibly 1-2 parents. A change agent (e.g., an organization facilitator) is useful in helping initiate the group and can serve as an ex-officio member.

Task 2

Some First Activities for the Welcoming Program Steering Committee

- I. Define the role of the steering group and identify possible additional members
- II. Clarify activities already "in place for welcoming and providing social support to students and their families
- III. Find out about welcoming and social support activities carried out at other schools
- IV. Plan ways to enhance welcoming and social support for New Students and their families
 - A. Increase visibility of the activities
 1. Make presentations to introduce the program to the rest of the staff
 2. Design welcoming posters and other materials
 3. Designate a mailbox for staff suggestions and communications
 4. Establish locations for new students and families and staff to access welcoming and social support materials
 - B. Do a needs assessment "walk through"
(What do new students and families see and experience?)
 1. Are there appropriate Front Office welcoming messages and procedures? (e.g., Is anything more needed in terms of materials? other languages needed for communication with families?)
 2. Are there tour procedures for new parents and students?
 3. Are there procedures to welcome student into the classroom and introduce parents to teacher ? (e.g., Are there peer greeters and buddies? Materials to welcome newcomers to the class?)
- V. Next Steps (plan specific ideas to be pursued over the next few months)

CREATING WELCOMING AND INITIAL HOME INVOLVEMENT STRATEGIES

It is not uncommon for students and parents to feel unwelcome at school. The problem can begin with their first contacts. Efforts to enhance welcoming and facilitate positive involvement must counter factors that make the setting uninviting and develop ways to make it attractive. This task can be viewed as the welcoming or invitation problem.

From a psychological perspective, the welcoming problem is enmeshed with attitudes school staff, students, and parents hold about involving new students and families. Welcoming is facilitated when attitudes are positive. And, positive attitudes seem most likely when those concerned perceive personal benefits as outweighing potential costs (e.g., psychological and tangible).

A prime focus in addressing welcoming is on ensuring that most communications and interactions between school personnel and students and families convey a welcoming tone. This is conveyed through formal communications to students and families, procedures for reaching out to individuals, and informal interactions.

An early emphasis in addressing the welcoming problem should be on establishing formal processes that:

- (1) convey a general sense of welcome to all
- (2) extend a personalized invitation to those who appear to need something more.

In this respect, it can be noted that communications and invitations to students and their families come in two forms:

- (1) general communications (e.g., oral and written communications when a new student registers, classroom announcements, mass distribution of flyers, newsletters)
- (2) special, personalized contacts (e.g., personal conferences and notes from the teacher).

For those who are not responsive to general invitations, the next logical step is to extend special invitations and increase personalized contact. Special invitations are directed at designated individuals and are intended to overcome personal attitudinal barriers and can be used to elicit information about other persisting barriers.

Task 3

PROVIDING SOCIAL SUPPORTS AND FACILITATING INVOLVEMENT

Social supports and specific processes to facilitate involvement are necessary to:

- (a) address barriers
- (b) sanction participation of new students and families in any option and to the degree each finds feasible (e.g., legitimizing initial minimal degrees of involvement and frequent changes in area of involvement)
- (c) account for cultural and individual diversity
- (d) enable participation of those with minimal skills
- (e) provide social and academic supports to improve participation skills.

In all these facilitative efforts, established peers (students and parents) can play a major role as peer welcomers and mentors.

If a new student or family is extremely negative, exceptional efforts may be required. In cases where the negative attitude stems from skill deficits (e.g., doesn't speak English, lacks social or functional skills), providing special assistance with skills is a relatively direct approach to pursue. However, all such interventions must be pursued in ways that minimize stigma and maximize positive attitudes.

Some reluctant new arrivals may be reached, initially, by offering them an activity designed to give them additional personal support. For example, newcomers can be offered a mutual interest group composed of others with the same cultural background or a mutual support group (e.g., a bicultural transition group for students or parents -- Cárdenas, Taylor, & Adelman (1993); a parent self-help group -- Simoni & Adelman, 1990). Parent groups might even meet away from the school at a time when working parents can participate. (The school's role would be to help initiate the groups and provide consultation as needed.) Relatedly, it is important to provide regular opportunities for students, families, and staff to share their heritage and interests and celebrate the cultural and individual diversity of the school community.

Cárdenas, J., Taylor, L., & Adelman, H. S. (1993). Transition support for immigrant students. *Journal of Multicultural Counseling and Development*, 21, 203-210.

Simoni, J., & Adelman, H. S. (1993). School-based mutual support groups for low income parents. *The Urban Review*, 25, 335-350.

Task 4

MAINTAINING INVOLVEMENT

As difficult as it is to involve some newcomers initially, maintaining their involvement may be even a more difficult matter. Maintaining involvement can be seen as a problem of:

- (a) providing continuous support for learning, growth, and success
(including feedback about how involvement is personally beneficial)
- (b) minimizing feelings of incompetence and being blamed, censured, or coerced.

A critical element in establishing a positive sense of community at a school and of facilitating students school adjustment and performance is the involvement of families in schooling. That is why parent involvement in schools is a prominent item on the education reform agenda for the 1990s. It is, of course, not a new concern. As Davies (1987) reminds us, the “questions and conflict about parent and community relationships to schools began in this country when schools began” (p. 147). A review of the literature on parents and schooling indicates widespread endorsement of parent involvement. As Epstein (1987) notes,

the recent acknowledgments of the importance of parent involvement are built on research findings accumulated over two decades that show that children have an advantage in school when their parents encourage and support their school activities. . . . The evidence is clear that parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account

With respect to students with school problems, parent involvement has been mostly discussed in legal terms (e.g., participation in the IEP process). There has been little systematic attention paid to the value of and ways to involve the *home* in the efforts to improve student achievement. (The term, parent involvement, and even family involvement is too limiting. Given extended families and the variety of child caretakers, the concern would seem minimally one of involving the *home*.)

To involve the home, a staff must reach out to parents and encourage them to drop in, be volunteers, go on field trips, participate in creating a community newsletter, organize social events, plan and attend learning workshops, meet with the teacher to learn more about their child's curriculum and interests, and establish family social networks. It is imperative that the only contact with parents not be when they are called in to discuss their child's learning and/or behavior difficulties. Parents who feel unwelcome or "called on the carpet" cannot be expected to view the school as an inviting setting.

Davies, D. (1987). Parent involvement in the public schools: Opportunities for administrators. *Education and Urban Society*, 19, 147-163.

Epstein, J. L. (1987). Parent involvement: What research says to administrators. *Education and Urban Society*, 19, 119-136.

Welcoming and Social Support as Indicators of School Reform

How well a school addresses the problems of welcoming and involving new students and families is an important qualitative indicator of program adequacy and staff attitudes and, thus, is a probable predictor of efficacy. As such, programs and related mechanisms and processes for addressing these problems can be viewed as essential to any effort to restructure schools.

Interventions to enhance welcoming and home involvement are as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Basic staffing must be underwritten. Additional staff may be needed; at the very least, teachers, specialists, and administrators need "released" time. Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation, and supervision.

The success of programs to enhance welcoming and home involvement is first and foremost in the hands of policy makers. If these programs are to be more than another desired but unachieved set of aims of educational reformers, policy makers must understand the nature and scope of what is involved. A comprehensive intervention perspective makes it evident that although money alone cannot solve the problem, money is a necessary prerequisite. It is patently unfair to hold school personnel accountable for yet another major reform if they are not given the support necessary for accomplishing it. In an era when new sources of funding are unlikely, it is clear that such programs must be assigned a high priority and funds must be reallocated in keeping with the level of priority. To do less is to guarantee the status quo.

Steps in Welcoming: Key Elements and Activities

In pursuing strategies for enhancing welcoming and home involvement a first concern is to ensure a positive welcome at the various initial encounters school staff have with a new student and family.

Each point of contact represents an opportunity and a challenge with respect to welcoming new students and families, linking them with social supports, assisting them to make a successful transition, and identifying those who do not so that school adjustment needs can be addressed.

On the following pages is a brief description of steps that can be taken at various points of contact and some examples of general welcoming strategies.

~Making Initial Contacts Welcoming: Some Strategies ~

The following strategies are prevention-oriented and focus on welcoming and involving new students and their families. More specifically, they are designed to minimize negative experiences and ensure positive outreach during the period when students enroll.

1. FRONT DOOR: Set up a Welcoming Table (identified with a welcoming sign) at the front entrance to the school and recruit and train volunteers to meet and greet everyone who comes through the door.

2. FRONT OFFICE: Plan with the Office Staff ways to meet and greet strangers (to smile and be inviting). Provide them with welcoming materials and information sheets regarding registration steps (with appropriate translations). Encourage the use of volunteers in the office so that there are sufficient resources to take the necessary time to greet and assist new students and families. It helps to have a designated registrar and even designated registration times.

3. WELCOMING MATERIALS: Prepare a Welcoming Booklet that clearly says WELCOME and provides some helpful information about who's who at the school, what types of assistance are available to new students and families, and some tips about how the school runs. (Avoid using this as a place to lay down the rules; that can be rather an uninviting first contact.) Prepare other materials designed to assist students and families in making the transition and connecting with ongoing activities.

4. STUDENT GREETERS: Establish a Student Welcoming Club (perhaps train the student council or leadership class to take on this as a special project). These students can provide tours and some orientation (including an initial introduction to key staff at the school as feasible).

5. PARENT/VOLUNTEER GREETERS: Establish a Welcoming Club consisting of parents and/or volunteers to provide regular tours and orientations (including an initial introduction to key staff at school as feasible). A Welcoming Video can be developed as useful aid.

(cont.)

6. WELCOMING BULLETIN BOARD: Dedicate a bulletin board (somewhere near the entrance to the school) that says WELCOME and includes such things as pictures of school staff, a diagram of the school and its facilities, pictures of students who entered the school during the past 1-2 weeks, information on tours and orientations, special meetings for new students, and so forth.

7. CLASSROOM GREETERS: Each teacher should have several students who are willing and able to greet strangers who come to the classroom. Recent arrivals often are interested in welcoming the next set of new enrollees.

8. CLASSROOM INTRODUCTION: Each teacher should have a plan for assisting new students and families to make a smooth transition into the class. This includes a process for introducing the student to the others in the class as soon as the new student arrives. (Some teachers may want to arrange with the office specified times for bringing a new student to the class.) An introductory WELCOMING conference should be conducted with the student and family as soon as feasible. A useful Welcoming aid is to present both the student and the family member with Welcoming Folders (or some other welcoming gift such as coupons from local businesses that have adopted the school).

9. PEER BUDDIES: In addition to the classroom greeter, the teacher should have several students who are willing and able to be a special buddy to a new student for a couple of weeks (and hopefully a regular buddy thereafter). This can provide the type of social support that allows the new student to learn about the school culture and how to become involved in various activities.

10. OUTREACH FROM ORGANIZED GROUPS: Establish a way for representatives of organized student and parent groups (including the PTSA) to make direct contact with new students and families to invite them to learn about activities and to assist them in joining in when they find activities that appeal to them.

11. SUPPORT GROUPS: Offer groups designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow them to connect with each other as another form of social support.

12. ONGOING POSITIVE CONTACTS: Develop a variety of ways students and their families can feel an ongoing connection with the school and classroom (e.g., opportunities to volunteer help, positive feedback regarding participation, letters home that tell “all about what's happening”).

1. FAMILY COMES TO REGISTER

Designated staff/volunteer to welcome and provide information

Prepared information (in primary languages) on:

- (a) needed documents (e.g., Information card)
- (b) how to get help related to getting documents
- (c) directions for newcomers
- (d) making a registration appointment

Telling families what information is necessary for registration can be made clearer if information also is available in writing--especially in their home language.

2. REGISTRATION APPOINTMENT

Designated registrar --with time to welcome, register, and begin orientation

Designated orientation staff and peers

-Welcome Interview (clarify interests and information desired)

-Provide Information desired about:

- (a) How the school runs each day
- (b) Special activities for parents and students
- (c) Community services they may find helpful
- (d) Parents who are ready to help them join in
- (e) Students ready to meet with new students to help them join in
- (f) How to help their child learn and do well at school
- (g) Tour
- (h) Initial Introduction to teacher, principal, and special resources

Based primarily on teacher preference (considering parent and student interests), student might stay for rest of school day or start the next day.

3a. STUDENT BEGINS TRANSITION-IN PHASE

Teacher introduces student to classmates and program

Peer “buddy” is identified (someone with whom to work with in class, go to recess and lunch -- at least for first 5 days)

Teacher or peer buddy gives student welcoming “gift” (e.g., notebook with school name, pencils); teacher gives peer buddy “thank you gift” (e.g. notebook with school name, certificate, etc)

Designated students introduce and invite new student to out of class school activities

3b. PARENT BEGINS TRANSITION-IN PHASE

Designated staff or volunteer (e.g., a parent) either meets with parents on registration day or contacts parent during next few days to discuss activities in which they might be interested

Designated parent invites and introduces new parent to an activity in which the new parent has expressed interest or may find useful

At first meeting attended, new parent is given a welcoming “gift” (e.g., calendar with school name; coupons donated by neighborhood merchants)

Classroom Welcoming Strategies For Newly Arrived Students and Their Families

Welcoming New Students

Starting a new school can be scary. Two major things a teacher can do to help new students feel welcome and a part of things:

(1) give the student a special *Welcome Folder*

(A folder with the student's name on the front, containing welcoming materials and information, such as a welcome sheet with teacher's name and room and information about fun activities at the school)

(2) assign a *Peer Buddy*

(Train students who are willing to be a special friend

- to show the new student around the class and school
- to sit next to the new student
- to take the new student to recess and lunch to meet schoolmates)

Welcoming New Parents

Some parents are not sure how to interact with the school. Two major things a teacher can do to help new parents feel welcome and a part of things:

(1) invite the parent to a *Welcoming Conference*

(This is meant as a chance for the parents to get to know the teacher and school and for the teacher to facilitate positive connections between parent and school such as helping the parents connect with a school activity in which they seem interested. The emphasis is on *Welcoming* - thus, any written material given out at this time specifically states WELCOME and is limited to simple orientation information. To the degree feasible, such material is made available in the various languages of those likely to enroll at the school.)

(2) connect the new parent with a *Parent Peer Buddy*

(identify some parents who are willing to be a special friend to introduce the new parent around, to contact them about special activities and take them the First time, and so forth)

**4a. STUDENT BECOMES INVOLVED
IN SCHOOL ACTIVITIES**

Over first 3 weeks staff monitors student's involvement and acceptance if necessary, designated students are asked to make additional efforts to help the student enter in and feel accepted by peers.

**4b. PARENT BECOMES INVOLVED
IN SCHOOL ACTIVITIES**

Over the first 1-2 months, staff monitors involvement and acceptance.

If necessary, designated parents are asked to make additional efforts to help the parents enter in and feel accepted

ATTRACTING FAMILIES TO AN EVENT AT SCHOOL

Many family members, especially those whose contacts with school have not been positive, only come to school voluntarily for very special events. A variety of special events might be used to attract them. Two types of activities that seem to have drawing power are those where a family member can see the student perform or receive positive recognition and those where family members can gain a sense of personal support and accomplishment.

An example of the latter type of activity is that of offering a time limited, "parent" discussion group (e.g., 3 sessions) where fundamentals of handling child-rearing and school problems are explored and information about services available for students with problems is provided. Topics in which family members are interested include "Helping your child do better at school," "Helping the school do more for your child," and "Finding better ways to deal with problems at home and at school."

Examples of other events that schools find successful in attracting family members are support groups, friendship circles, ESL classes for parents, Citizenship classes, and special projects to help the school.

Whatever the event:

Remember, first and foremost it should be an activity that family members are likely to perceive and experience as positive and valuable.

Once the special event to be pursued is identified, the following steps can be taken.

****Arrange times and places with the principal and other involved school staff.***

A major consideration is whether the event will take place during the school day or in the evening; in some cases, it may be feasible to offer the event both during the day and again at night to accommodate a wider range of family schedules.

****Plan the specifics of the event.***

For example, in the case of discussion groups, group leaders are identified, topics for discussion identified, materials to stimulate discussion prepared, child care volunteers and activities identified, and so forth.

****Distribute general announcements.***

Flyers are sent home, posted, distributed at pick up time; announcements are made at existing parent activities. All announcements should account for the primary languages spoken by family members.

****Extend personal invitations.***

Three types of personal invitation seem worth pursuing -mailing a letter home, preparing an invitation and RSVP that the student can take home, and calling the home with a reminder. In extreme cases, a home visit may be worth trying.

****Accommodate differences and needs.***

In addition to offering the event at different times of the day, efforts need to be made to accommodate those whose primary language is not English.

Child care at the site might be offered so that parents who cannot leave their children at home can participate in an event without distraction. Efforts also might be made to help organize car pools.

****Ensure that each family member is received positively.***

Efforts should be made to ensure that family members are extended a personalized greeting when they sign-in at the event.

If there are family members present who are already involved at school, they can be asked to participate in making newcomers feel accepted by taking them "under their wings" (e.g., orient them, introduce them to others).

INTRODUCING OTHER OPPORTUNITIES FOR SUPPORTIVE FAMILY INVOLVEMENT

Toward the conclusion of events, offered to family members (e.g., during the last scheduled session of group discussions), those attending can be introduced to other endeavors the school offers as part of its efforts to establish a positive home-school connection and a sense of community at the school. This step encompasses a general presentation of ways family members can become involved in such endeavors, encouraging expressions of interest, and clarifying reasons for lack of interest.

**** Presentations of Opportunities for Involvement***

The emphasis here is on a vivid and impactful presentation of the various ways families can be involved. Posters, handouts, testimonials, slides, videos, products--anything that will bring the activity to life might be used.

Such a presentation can be made by a school administrator or staff member or by parent representatives. In either case, it is useful to invite parent participants from various activities to come and tell about the endeavor and extend an invitation to join.

****Encouragement of Expressions of Interest***

It is important to take time specifically to identify which family members are interested in any of the described endeavors and encourage them to sign up so that a follow-up contact can be made.

It also is important to identify any barriers that will interfere with family members pursuing an interest and to explore ways such barriers can be overcome.

****Clarification of Lack of Interest***

For those who have not indicated an interest, a "needs assessment" should be done to identify what they would like from the school and/or barriers to their involvement. This might be done informally after the presentation or through a follow-up phone or mail questionnaire.

Similarly, for those who do not participate, a personal (phone/mail) contact should be made to identify and address reasons why.

With specific respect to parents of at-risk students, efforts to ensure family involvement are seen as involving: (a) immediate follow-up with each family and (b) maintaining communication and addressing specific needs.

****Maintaining Communication and Addressing Special Needs***

Essentially, this task requires ongoing efforts to keep in close, personal contact with the family to ensure they feel their involvement is valued and to help them overcome barriers to continued involvement. The following are a few examples of such efforts: (a) sending special notes of appreciation after participation; (b) sending reminders about next events; (c) sending reminders about other opportunities and endeavors that may be of interest to parents; (d) checking periodically to appraise any discomfort a parent has experienced or other needs that should be addressed (including any barriers to continued involvement).

5. ASSESSMENT AT END OF TRANSITION PERIOD

Three weeks after the student enrolls, designate staff interview:

- (a) The teacher to determine if the student has made a good or poor adjustment to the school (Poor school adjusters are provided with additional support in the form of volunteer help, consultation for teacher to analyze the problem and explore options, etc.)
- (b) The student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed
- (c) The parents to determine their perception of how well the transition-in has gone for the student and for themselves and to offer encouragement and resources if needed

6. FOLLOW-UP INTERVENTION

1. **Problem analysis:** This step involves going back to the person or persons who indicated dissatisfaction and asking for more specifics (e.g., what the specific problem is and what the person(s) think needs to be changed). It may also be appropriate and necessary to check with others (e.g., teacher, parent student).

2. **Intervention plan:** Based on the information gathered, plans can be made about what to do and who will do it. What to do may range from connecting the student/family with others for social support to helping to identify specific activities and ways to facilitate student/family involvement. Who will do it may be project staff, a volunteer, a teacher, an outreach coordinator, etc.

3. **Intervention written summary:** Once such an intervention is carried out the Extended Welcoming -- Summary of Intervention form can be filled out and given to the a case manager or other designated person who monitors follow-through related to interventions.

4. **Extended welcoming follow-up interview:** A week after the extended intervention is completed, another (modified) follow-up interview should be carried out respectively, with the student, parent, and teacher. If a problem remains, additional intervention is in order -- *if feasible*.

Encouraging Welcoming at Other Schools

~Materials Sent to Schools into which Students Transfer~

When a student leaves to go to another school, the following material can be sent to the student's new principal along with school records.

As the accompanying letter indicates, the materials are meant to help the school, the classroom teacher, and the parents by indicating activity that can aid a successful transition.

Re:

b:

Dear Principal:

We understand that the student named above has transferred to your school.

When a student moves, we use the opportunity to share some welcoming ideas with the receiver school. Enclosed you will find three items:

1. For your school: a brief description of some school-wide welcoming strategies that have been helpful
2. For the classroom teacher: a description of a few classroom welcoming strategies (we hope you will copy and give this sheet to this student's teacher and perhaps all your teachers)
3. For the parent: a description of a few things parents can do to help their child and themselves make a successful transition (we hope you will copy and give this sheet to the student's parents and perhaps other newly arrived parents)

We send this to you in the spirit of professional sharing and with the realization you may already be doing all these things and more. If you have anything along these lines that you would care to share with us, we would love to receive it. Thanks for your time and interest.

Sincerely,

SCHOOL-WIDE WELCOMING

The following strategies are prevention-oriented and focus on welcoming and involving new students and their families. More specifically, they are designed to minimize negative experiences and ensure positive outreach during the period when students and parents first enroll by enhancing

***SCHOOL-WIDE WELCOMING PROCEDURES**

To ensure that first contacts are positive, welcome signs are placed prominently near or in the front office and new arrivals are given a special Welcome Packet and are greeted warmly by the office staff and any professional staff who are available.

The emphasis is on *Welcoming* -- thus, the written material given out at this time specifically states WELCOME and is limited to information that is absolutely essential to aid registration and introduction to the school. (To the degree feasible, this material is made available in the various languages of those likely to enroll at the school.)

***NEWCOMERS' ORIENTATION ACTIVITIES**

- orientation meetings and tours
- peer student guides
- peer parent guides
- newcomer support groups for students
- newcomer support groups for parents/other family members

***PERSONAL INVITATIONS/SUPPORT TO JOIN ONGOING ACTIVITY**

- organized outreach by students to invite and support new student participation in ongoing school activities
- organized outreach by parents to invite and support new parents' participation in ongoing parent activities

***SOCIAL SUPPORT NETWORKS**

- a Peer Pairing or "peer buddy" program

***EXTENDED WELCOMING**

- special outreach to address factors identified as interfering with the adjustment to the school of a new student and his or her family

DOING IT ON A SHOESTRING

The extension of a hand in welcoming, a smile, the exchange of names, a warm introduction to others ... Greeting those new to a school comes naturally to teachers and principals and can really help new students and their families feel the school is a place that wants them and where they will fit in.

In Utopia (where the number of incoming students is small and there is plenty of time and money to do everything educators would like to do), there is never any problem welcoming new students and their families.

Many schools, however, there is a constant stream of incoming students, and there are many competing demands for our limited time and money. Under these circumstances, it helps to have a few procedures that keep Welcoming a high priority and a natural occurrence--without placing excessive demands on the school's staff and budget.

Establishing and maintaining a few welcoming materials and steps can be an effective and relatively inexpensive way to address this need.

For new *students*, staff time might involve as little as a teacher assigning an official "Peer Welcomer" in the class for the week (or month) or identifying a "Peer Host" for each new student as s/he arrives. In terms of materials, the school could provide as little as a 1 page Welcome sheet for the new student and a 1-page Welcoming "script" to guide a class peer "Welcomer" or "Host."

If more resources can be devoted to welcoming, materials might be expanded to include a welcome folder for each new student and a certificate of appreciation for the help of each peer host. Sometimes others, such as the student council, a student service group, several staff members, a parent group, think welcoming is so important that they take it on as a special focus. In doing so, they may generate additional resources, including possibly encouraging local business to provide additional welcoming activities and materials (such as giving discount coupons and donating school t-shirts).

For new *parents*, a minimal set of low-cost welcoming strategies might include:

- (1) providing office staff with a 1-page welcome sheet (and encouraging them to take a few extra minutes with new students and parents) and
- (2) having a teacher identify a parent volunteer who has agreed to be the room's official "Parent Welcomer"-- phoning new parents to welcome and invite them to school functions.

If more resources can be devoted to welcoming parents, additional steps can be taken to invite parent involvement. Among the possibilities are: additional welcoming and information sheets describing school activities, a special tour of the school, personal invitations to join ongoing parent activities, opportunities to sit down with the principal/other school staff/parents to learn more about their new school and community, and so forth.

The point is: *Welcoming is an essential part of creating and maintaining a school climate where students and families want to be involved. A few minimal steps and materials can help keep a basic welcoming program in place. And, additions can be made as priorities, time, resources, and talent allow.*

Some Material to Send to Local Businesses for “Adopting a School”

To Local Businesses & Community Groups

How Your Organization Can Help

Awareness of the increasing demands placed on local schools has led the business sector and other community organizations to offer various forms of help. One way an organization can help is to adopt a specific program at a local elementary school. For example a school may need support in welcoming new students and families.

The focus of such a program is on welcoming and assisting with the school adjustment. Strategies have been developed that are designed to help new students and families make a successful transition into the school and enhance a sense of partnership between the school and family. These strategies involve the use of a special set of materials and activities.

Sponsors are needed to help underwrite the modest expenses related to preparing the special materials that have been developed for this program (see attached list).

Sponsors also are needed to help underwrite the special activities (see attached list).

If you are interested in participating in this program, please contact us.

How Sponsors Can Support Special Activities

As can be seen below, personnel costs related to carrying out the welcome program are not great by comparison to most special programs.

(1) *Program Coordinator - 1/2 time (800 hrs. per school year)*. This paraprofessional keeps the school staff informed about the program, prepares and distributes the special materials, gathers and circulates follow-up feedback from new students and their families regarding the program's impact, and so forth. Hired as a "Community Representative" at \$10/hour.

Cost: 800 hours/year X \$10/hour = \$8,000.

(2) *Parent Support Group*. This activity is designed to help parents become involved with the school and at the same time support their efforts to learn how to enhance their children's positive behavior and learning.

Cost: Group leader -- 2 hours/week, 40 weeks/year at \$25/hour = \$2,000.

(3) *Classroom Volunteers to Assist with School Adjustment*. Enthusiastic volunteers are recruited and trained to provide special support for specific students in the classroom who need additional help adjusting to school. (Another way the business sector and other community organizations support this program is by encouraging employees and others to volunteer.)

Cost: Volunteer recruiter and supervisor -- 3 hours/week, 40 weeks/year at \$25/hour = \$3,000.

How You Can Sponsor Special Materials

As can be seen below, the costs of the special materials are quite modest (\$115 provides enough welcoming material to cover 100 new students and their families).

All special welcoming materials are printed in English and Spanish and some are available in other languages such as Korean, Vietnamese, Chinese, Western and Eastern Armenian, Tagalog.

(1) *Welcoming/Homework Folders for new students.* Each folder contains a special set of welcoming materials (e.g., a welcoming message, an activity sheet, several sheets of drawing/writing paper with the school's name printed on top). The folder can be used by the student to carry homework back and forth to school.

Cost: 100 folders and contents = \$35.

(Folders = 20 cents each; Welcoming material = 15 cents each; total 35 cents for each unit)

(2) *Peer Welcomer Guideline/Homework Folders.* These are given to students who accept the role of a special welcomer. Each folder contains suggestions for how to help the new student join in (become acquainted with the school plant, activities, and students and staff). The folder also contains a Certificate of Appreciation for the Peer Welcomer's efforts. The folder can be used by the student to carry homework back and forth to school.

Cost: 100 folders and contents = \$35.

(3) *Registration Information Sheets and a Welcoming/School Material Folder for new parents.* The Registration Sheet provides information on the specific steps involved in registering a new student at the school. The welcoming folder contains a special set of welcoming materials (e.g., a welcoming message, an introductory booklet to the school, a list of community resources, a handout on helping the student learn at home). The folder can be used by the parent to file away material and information provided by the school.

Cost: 100 Reg. Info Sheets, welcome folders and contents = \$45

Monitoring the Process

As Steps 5 and 6 outline, it is essential to assess whether the initial welcoming activities are successful.

Interviews can be used to accomplish this (see Resource Aids).

The first interviews (with the student, parent, and teacher) can be conducted about three weeks after the student enrolls. The point is to determine whether the student and/or their family have made the transition satisfactorily and, if they haven't, to plan and implement more personalized assistance.

If additional assistance is provided, follow-up interviews (perhaps weekly) are used until a successful transition is accomplished.

Welcoming & Social Support

A. The Problem of School Transition and How Welcoming & Social Support Can Help

Transition Support for Immigrant Students

J. Cardenas, L. Taylor, H. Adelman. (1993). *Journal of Multicultural Counseling and Development*, 21, 203-210.

Welcoming: Facilitating a new start at a new school.

M.B. DiCecco, L. Rosenblum, L. Taylor, & H.S. Adelman. (1995). *Social Work in Education*, 17, 18-29.

Mobility and School functioning in the early grades.

P.S. Nelson, J.M. Simoni, & H. S. Adelman. (1996). *Journal of Educational Research*, 89, 365-369.

Kids, schools suffer from revolving door.

D. Williams. (1996). *American Educator*, 36-39.

Supporting the development of emotional intelligence competencies to ease the transition from primary to high school.

Qualter, H.E. Whiteley, J.M. Hutchinson, D.J. Pope. (2007). *Educational Psychology in Practice*, 23(1), 79-95.

Urban Adolescents' Transition to Junior High School and Protective Family Transactions.

E. Seidman, L.E. Lambert, A. LaRue, J.L. Aber. (2003). *The Journal of Early Adolescence*, 2(23), 166-193

The role of peer counseling and support in helping to reduce anxieties around transition from primary to secondary school.

P.Slater, M. McKeown. (2004). *Counseling and Psychotherapy Research*, 4(1), 72-79.

Facilitating Student Transitions into Middle School.

Stoffner, M.F. & Williamson, R.D., Mar 2000. *In the Middle School Journal*, 31(4), 47-51

School Personnel's Perceptions of Effective Programs for Working with Mobile Students and Families.

T.A. Fisher, L. Matthews, M.E. Stafford, N. Kathryn & K. Durante. (2002). *Elementary School Journal*, 102(4), 317-33

School Transition as a stressful life event and the role of social competence and social support as protective factors during the transition to junior high school.

C.C. Macintosh. (2000). *Dissertation Abstracts International Section A: Humanities & Social Sciences*, 61(1-A), 84.

School Transition from elementary to secondary school: Changes in psychological adjustment.

A. Lohaus, C. Ev Elben, J. Ball, J. Klein-Hessling. (2004). *Educational Psychology*, 24(2), 161-173

Student Perceptions of the Transition from Elementary School to High School.

P. Akos. (2002). *Professional School Counseling*, 5(5), 339-345

Patterns of social support in the middle childhood to early adolescent transition: Implications for adjustment.

M.J. Levitt, G.L. Bustos, N.A. Crooks, J. D. Santos, P.Telan, J.Hodgetts, A. Milevsky. (2005). *Social Development*, 14(3).

A few more references with their abstracts

Mobility and school achievement.

R. Audette, R. Algozinne, & M. Warden. (1993). *Psychological Reports*, 72, 701-702.

Discusses concern for students who transfer schools frequently. The literature provides some solutions to problems associated with scheduled and unscheduled transfers: orientation programs, peer tutoring, buddy systems, and discussion groups led by peer guides.

Aiding the relocated family and mobile child.

J.P. Blair, K. H. Marchant, & F.J. Medway. (1984). *Elementary School Guidance & Counseling*, 18, 251-259.

Methods are described that have proved successful in integrating mobile students into a new school. An overview of a program developed by the author to help highly mobile families deal with moving-related stress is outlined.

Confronting the social context of school change.

C. Cherniss. (1991). *American Journal of Community Psychology*, 19, 389-394.

Discusses the distinction between prescriptive, participative, and collaborative approaches to change and argues that the collaborative approach used in this case has certain advantages. Other issues that are considered include the role of conflicting agendas in the change process, the importance of gaining support from district-level and school level leadership, the need to consider ways of insuring maintenance of change, and the relationship between individual, small groups, and cultural level change in educational reform.

B. Research Evaluating Model Support for Transition Programs

Planning the Transition Process: A model for teachers of preschoolers who will be entering kindergarten.

J.I. Gelfer & J. Mc Carthy. (1994). *Early Development and Care*, 104, 79-84.

Evaluation of a Multidimensional Program for Sixth-graders in transition from elementary to middle school.

R.W. Green & T.H. Ollendick. (1993). *Journal of Community Psychology*, 21, 162-176.

Assessing the Transitions to Middle and High School.

B.K. Barber, J.A. Olsen. (2004). *Journal of Adolescent Research*, 1(19), 3-30

Developing an Effective Transition Program for Students Entering Middle School or High Schools.

K.M. Caule, D. Jovanovich. (2006). *The Clearing House*, 1(80), 15-25.

A study of student attitudes toward school during the transition from middle school to high school.

T.M. Letrello. (2002). *Dissertation Abstracts International Section A: Humanities & Social Sciences*, 63(4-A), 1255

Mobility.

W.R. Capps & M.E. Maxwell. (2002). *American School Board Journal*, 189(5), 26-29.

Mobility and the Achievement Gap.

H. Skandera & R. Sousa. (2002). *Hoover Digest: Research and Opinion on Public Policy*, 3, 1-5

The Transition from Elementary to High School: The pivotal role of mother and child characteristics in explaining trajectories of academic functioning.

S. Duchesne, S. Larose, F. Guay, F. Vitaro, R. Tremblay. (2005). *International Journal of Behavioral Development*, 29(5), 409-417

Transition from School to Adult Life: Empowering youth through community ownership and accountability.

C.M. Lehman, H.B. Clark, M. Bullis, J. Rinkin, L. A. Castellanos. (2004). *Journal of Child and Family Studies*, 11(1), 127-141

Transition groups for preparing students for middle school.

P.Akos, M. Martin (2003). *The Journal for Specialists in Group Work*, 28(2), 139-154.

Parental Involvement during the transition to high school.

T. Falbo, L. Lein & N.A. Amador. (2001). *Journal of Adolescent Research*, 16(5), 511-29.

Parental Resources and the Transition to Junior High.

S.W. Grolnick, O.C. Kurowski, G.K. Dunlap & C. Hevey. (2000). *Journal of Research on Adolescence*, 10(4), 465-488

The Pivotal Year: rough transitions can make ninth grade little more than a holding tank for high school

S. Black. (2004). *American School Board Journal*, February 2004.

A few more references with their abstracts

Sources of stress and support in children's transition to middle school: An empirical analysis.

M.J. Elias, M. Gara, & M. Ubriaco. (1985). Special Issue: Childhood vulnerability: Family and life stress. *Journal of Clinical Child Psychology*, 14, 112-118.

Examines the idea that children entering middle school are undergoing a life transition with considerable stress-inducing qualities.

Primary prevention during school transitions: Social support and environmental structure.

R.D. Felner, M. Ginter, & J. Primavera. (1982). *American Journal of Community Psychology*, 10, 277-290.

Discusses the nature and evaluation of a primary prevention project for students during the transition to high school.

Planning the transition process: A model for teachers of preschoolers who will be entering kindergarten.

J.Gelfer & J.McCarty. (1994). *Early Child Development & Care*, 104, 79-84.

This article presents a model for planning and carrying out the transition process (TP) of children from preschool to kindergarten.

Evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school.

R. Greene & T.H. Ollendick. (1993). *Journal of Community Psychology*, 21, 162-176.

Examines intervention for poor academic transition to middle school. Follow-up showed a significant improvement in GPA, depression, and teacher-reported behavior problems.

Developing, implementing, and evaluating a preventive intervention for high risk transfer children.

L.A. Jason, D. Betts, J. H. Joseph, A.M. Weine, and others. (1992). *Advances in psychology*. T.R. Kratochwill, S.N. Elliot, & M. Gettinger (Eds.). Lawrence Erlbaum Associates, Inc: Hillsdale, NJ, pp. 45-77.

Evaluates intervention for high-risk transfer children in grades 1-8.

Helping transfer students: Strategies for educational and social readjustment.

L. A. Jason; A.M. Weine; J.H. Johnson; L. Warren-Sohlberg; and others. (1992). Jossey-Bass Inc, Publishers: San Francisco, CA.

This book examines how children adjust to transferring to a new school. It offers educators, researchers, mental health professionals, and parents practical strategies for easing school transitions and helping children adjust to new environments. The authors integrate current theory and research into an in-depth discussion of the psychological, educational, and social dimensions of school transfer. They highlight difficulties that transfer students face, such as adapting to new peers, meeting new academic and behavioral standards, and adjusting to different teacher expectations. They examine transfer students coping strategies and show how the relationship between academic achievement, social competence, and self-concept can have a positive or negative effect on adjustment to a new school.

C. School Transitions and Special Education

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Empowerment in transition planning: Guidelines for special educators.

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Expanding views of transition.

J.B. Repetto & V.I. Correa. (1996). *Exceptional Children*, 62, 551-563.

Theories in Practice: School-to-work transitions-for-youth with mild disabilities.

L.T. Eisenman. (2003). *Exceptionality*, 11(2), 89-102.

On the Road to Nowhere? Young disabled people and transition.

B. Beresford. (2004). *Child: Care, Health and Development*, 30(6), 581-587

Transition options for youth with disabilities: An overview of the programs and policies that affect the transition from school.

D.C. Wittenburg, T. Golden, M. Fishman. (2002). *Journal of Vocational Rehabilitation*. 17(3), 195-206

Postsecondary education and transition for students with learning disabilities, second edition.

L.C. Brinckerhoff, J.M. McGuire, S.F. Shaw. (2002). *PRO-ED, Inc., Publishers: Austin, TX.*

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C. Murray. (2003). *Remedial and Special Education*, 24.

Planning successful transitions from school to adult roles for youth with disabilities

G.A. King, P.J. Baldwin, M. Currie, J. Evans. (2005). *Children's Health Care*, 34(3), 191-216

A few more references with their abstracts

Methods for assisting parents with early transitions.

E.M. Reis. (1994). *Journal of Instructional Psychology*, 21, 94-96.

Presents methods designed to assist parents in developing a repertoire of transition skills that can be applied throughout the life of a child with a handicap.

A systematic approach to transition programming for adolescent and young adults with disabilities.

A. Halpern (1989). *Australia & New Zealand Journal of Developmental Disabilities*, 15, 1-13.

Explores the dimensions of a systematic approach to change and innovation (transition program) to address the needs of students with disabilities as they leave school and prepare to enter the community. A statewide survey of teachers, administrators, and parents identified 5 areas of need that were addressed in the development of a program for changing the patterns of service and care: the transition team model. The components provide structure for successful implementation. These include program standards, local control, a developmental perspective on change, and procedure for effecting change.

IV. An Article on Welcoming

By Mary Both DiCacco, Linda Rosenblum,
Linda Taylor, and Howard S. Adelman

Welcoming: Facilitating a New Start at a New School

Students and families who relocate often have problems adjusting to new schools. Their involvement with a new school often depends on the degree to which the school reaches out to them. This article reports on the approach to intervention developed by the Early Assistance for Students and Families Project for use by schools to facilitate the initial school adjustment of newly entering students and their families. Specifically discussed are the concept of welcoming; intervention phases, tasks, and mechanisms and the special focus on enhancing home involvement.
Key words: adjustments facilitators; parent-school relationship; student aid program

Children who change schools, especially those who change schools frequently, are at risk for a variety of emotional, behavioral, and learning problems. For example, children who move frequently have higher rates of behavior problem and grade retention (Ingersoll, Scammon, & Eckerling, 1989; Wood, Halfon, Scarlata Newacheck, & Nessim 1993). Estimates suggest that 20 percent to 25 percent of students change schools each year. The figures are higher in poverty area schools. Many make the transition easily. For some, however, entry into a new school is difficult. Those entering late in a school year often find it especially hard to connect and adjust (Adelman & Taylor, 1991; Lash & Kirkpatrick, 1990; Stokols & Shumaker, 1982). School change means leaving old friends and having to fit into new social and school structures--often with different standards and expectations. When changes in residence are frequent, youths may feel a sense of powerlessness. Sensing little control over their fate, some give up or lash out.

For many of the same reasons, parents, too, may find the transition difficult. As they grapple with the problems associated with family relocation, their involvement with a new school often depends on the degree to which the school reaches out to them. A school's staff, parents, and students can use the crisis-like experience that often is associated with relocation as an opportunity to promote growth and enhance involvement in schooling for students and their families.

This article reports on the approach to intervention developed for use by schools to facilitate the initial school adjustment of newly entering students and their families, especially those who enter after a school session is underway (Early Assistance for Students and Families Project, 1993 b). Also discussed are the type of structural mechanisms required to establish and maintain the desired intervention activity (Early Assistance for Students and Families Project, 1993a). The intervention has evolved from a collaboration between a school district and a university and reflects the efforts of a cadre of social workers, psychologists, teachers, and community representatives. General discussions of the conceptual underpinnings for the work are found in the intervention literature on transactional and ecological perspectives. A psychological sense of

community and school-based services (for example, see Adelman & Taylor, 1993, in press; General Accounting Office, 1993; Germain, 1982; Pennekamp, 1992; Samson, 1974). For specific approaches used to facilitate school transitions, the project benefitted from experiences reported in earlier studies (see Cardenas, Taylor, & Adelman, 1993; de Agenda 1984; General Accounting Office, 1994; Hammons & Olson, 1988; Lash & KirkPatrick, 1990; Lieberman, 1990; Newman, 1988).

Welcoming. Establishing a Psychological Sense of Community

The work reported in this article is being carried out as part of the Early Assistance for Students and Families Project, a demonstration project funded by the U.S. Department of Education. Initially, the project provided a special intervention program at 24 schools for students not Making a successful adjustment to school (Adelman & Taylor, 1991). Project staff take as a given that "welcoming" is a first step toward helping new students and their families make a successful transition into a new school.

Welcoming should not be viewed simply as a set Of activities for those at a school to carry out. The danger in approaching the topic in this way is that only those who are designated as welcomers may engage in the activity, and even they May only go through the motions. Consequently, there may be little commitment to helping new students and their families Make a successful transition into the school, and the efforts that are Made May not be seen in their broader context.

The project approaches the topic of welcoming new students and their families within the broad context of creating and maintaining a psychological sense of community at a school (McMillan & Chavis, 1986; Sarason, 1974). Essential to such a sense of community is the commitment of staff, students, and families to interact positively with each other and to provide social support, to reach out to new students and their families, and then to involve them in the life of the school. Extrapolating from the relevant literature, such a commitment is achieved best when mechanisms are put in place to ensure sufficient social support, ready access to information, instruction on how to function effectively in the school's culture, and appropriate ways to become involved in decision making.

Intervention

The authors conceptualize the intervention in terms of major phases and basic tasks. It is important to emphasize that the first major concern in efforts to enhance welcoming and home involvement is overcoming barriers that make it hard for students and families to function in the new community and school.

Research on barriers has suggested a variety of factors (for example, familial mores, cultural differences, job, social class, communication skills, attitudes of school personnel) that interfere with successful transitions to new settings and make involvement at school difficult Barriers can be categorized as institutional, personal, or impersonal, with each type encompassing negative attitudes, lack of mechanisms and skills, or practical deterrents. Considerable attention is paid to barriers such as a student's shyness or lack of social skills and parent work schedules or lack of

child care. We have found that less systematic attention is paid to institutional barriers. These barriers include inadequate resources (money, space, time) and lack of interest or hostile attitudes on the part of staff, administration, and community toward interpersonal and home involvements; they also include the failure to establish and maintain formal mechanisms and related skills for involving homes. For example, there may be no policy commitment to facilitate a sense of community through enhanced strategies for welcoming students and families, and there may be no formal mechanisms for planning and implementing appropriate activity or for upgrading the skills of staff, students, and parents to carry out desired activities.

Phases

Strategies to enhance welcoming to a school and to increase home involvement in schooling evolve in three overlapping phases. The first phase involves 2 broad focus. It emphasizes use of general procedures to welcome and facilitate adjustment and participation of 211 who are ready, willing, and able to participate. The focus then moves to those who need just a bit more personalized assistance. Such assistance may include personal invitations, ongoing support for interaction with others and involvement in activities, aid in overcoming minor barriers to successful adjustment, a few more options to enable effective functioning and make participation more attractive, and so forth. Finally, to the degree feasible, the focus narrows to those who have not made in effective adjustment or who remain uninvolved because of major barriers, an intense lack of interest, or negative attitudes. This phase continues to use personalized contacts but adds cost intensive special procedures.

Tasks

In pursuing each intervention phase, there are four major intervention tasks: (1) establishing a mechanism for planning, implementing, and evolving programmatic activity; (2) creating strategies for Welcoming and initially involving new students and their families (for example, information and outreach to new students and families. A school wide welcoming atmosphere. a series of specific new student and new parent orientation processes); (3) providing social supports and facilitating involvement (for example, peer buddies or personal invitations to join relevant ongoing activities); and (4) Maintaining support and involvement, including provision of special help for an extended period of time if necessary.

Establishing a Program Mechanism.

Planning, implementing, and evolving programs to enhance activities for welcoming and involving new students and families requires institutional organization and involvement in the form of operational Mechanisms such as a steering committee. For a program to be effective at a school, it must be a school program and not an add-on or special project, and there must be a group designated and committed to its long-term survival. In the case of efforts to enhance the welcoming and involvement of new students and families, a useful mechanism is a Welcoming Steering Committee. Such a committee is designed to adapt new strategies to fit in with what a school is already doing and to provide leadership for evolving and maintaining a welcoming program over the years.

The initial group usually consists of a school administrator (for example, principal or assistant principal), a support service staff member (for example, a dropout counselor, Chapter I coordinator, or school psychologist), one or two interested teachers, the staff member who coordinates volunteers, an office staff representative, and possibly one or two parents. A change

agent (for example, an organization facilitator) is useful in helping initiate the group and can serve as an ex officio member. Eventually such a group can evolve to deal with all school-related transitions.

The first tasks involve clarification of the specific role and functions of the group and identification of possible additional members. Activities already in place at the school for welcoming students and their families, activities carried out at other schools (for example, extended welcoming activities support for at-risk students, use of volunteers, parent involvement), and minimal structures necessary to ensure there is a focus on welcoming new students and families (for example, a planning group, budget for welcoming activities, evaluation procedures regarding enhancing- welcoming). Based on the information gathered, a needs assessment walk-through of the school can be carried out with a view to what new students and families see and experience. The specific focus is on such matters as front office welcoming messages and support procedures: Are appropriate welcoming materials used? Is there a need for other languages to communicate with families? Are there tour procedures for new parents and students? Are there appropriate welcoming and social support procedures for a student in a classroom (for example, peer greeters and peer buddies and special welcoming materials for newcomers)? Are there appropriate procedures for introducing parents to their child's teachers and others? After completing the needs assessment, the committee can plan for introducing new strategies.

Introducing Major new programs into a school usually involves significant institutional change. In such cases, a change agent may be a necessary resource. The Early Assistance for Students and Families Project has found that such an organization facilitator can help establish the mechanisms needed at the site, demonstrate program components and facets, and provide on-the-job in-service education for staff who are to adapt, implement, and maintain the mechanisms and program.

Creating Welcoming and Initial Home Involvement Strategies.

It is not uncommon for students and parents to feel unwelcome at a new school. The problem can begin with their first contacts. Efforts to enhance welcoming and to facilitate positive involvement must counter factors that make the setting uninviting and develop ways to make it attractive. This task can be viewed as the welcoming or invitation problem. From a psychological perspective, the welcoming problem is enmeshed with attitudes of school staff, students, and parents about involving new students and families. Welcoming is facilitated when attitudes are positive, and positive attitudes seem most likely when those concerned perceive personal benefits as outweighing potential costs.

A prime focus in addressing welcoming is on ensuring that most communications and interactions between school personnel and students and families convey a welcoming tone. This is accomplished through formal communications to students and families, procedures for reaching out to individuals and informal interactions. The following are some general strategies for making initial contacts welcoming:

- * Set up a welcoming table (identified with a welcome sign) at the front entrance to the school, and recruit and train volunteers to meet and greet everyone who comes through the door.
- * Plan with the office staff ways to meet and greet strangers (by smiling and being inviting). Provide them with welcoming materials and information sheets regarding registration steps (with translations as appropriate). Encourage the use of volunteers in the office so that there are sufficient resources to take the time to greet and assist new students and families. It helps to have

a designated registrar and even designated registration times.

*Prepare a welcoming booklet that clearly says "Welcome" and provides some helpful information about who's who at the school, what types assistance are available to new students and families, and tips about how the school runs. (Avoid using this as a place to lay down the rules; this can be rather an uninviting first contact.) Prepare other materials to assist students and families in making the transition and connecting with ongoing activities.

* Establish a student welcoming club (perhaps train the student council or leadership class to take this on as a special project). These students can provide tours and some orientation for new students, including an initial introduction to key staff at the school as feasible.

* Establish a welcoming club consisting of parents and volunteers to provide regular tours and orientations for new parents, including an initial introduction to key staff at the school as feasible. A welcoming video can be developed as useful aid.

* Dedicate a bulletin board somewhere near the entrance to the school that says "Welcome" and includes such things as pictures of school staff, a diagram of the school and its facilities, pictures of students who entered the school during the past one or two weeks, information on tours and orientations, special meetings for new students and families, and so forth.

*Each teacher should have several students who are willing and able to greet strangers who come to the classroom. Recent arrivals often are interested in welcoming the next set of new enrollees.

* Each teacher should have a plan for assisting new students and families in making a smooth transition into the class. This plan should include a process for introducing the student to the others in the class as soon as the new student arrives. Some teachers may want to arrange with the office specified times for bringing a new student to the classroom. An introductory welcoming conference should be conducted with the student and family as soon as feasible. A useful welcoming aid is to present both the student and the family member with welcoming folders or some other welcoming gift such as coupons from local businesses that have adopted the school.

*In addition to the classroom greeter, the teacher should have several students who are willing and able to be a special buddy to a new student for a couple of weeks and hopefully a regular buddy thereafter. This buddy can provide the type of social support that allows the new student to learn about the school culture and to become involved in various activities.

* Establish a way for representatives of organized student and parent groups to make direct contact with new students and families to invite them to learn about activities and to assist them in joining in when they find activities that appeal to them.

* Establish groups designed to help new students and families learn about the community and the school and to allow them to express concerns and have them addressed. Such groups also allow new students and families to connect with each other as another form of social support.

* Develop a variety of ways students and their families can feel an ongoing connection with the school and classroom (for example, opportunities to volunteer help, positive feedback regrading participation, letters home that tell all about what's happening).

An early emphasis in addressing the welcoming problem should be on establishing formal processes that convey a general sense of welcome to all and extend a personalized invitation to those who appear to need something more. In this respect, communications and invitations to students and their families come in two forms: (1) general communications (for example, oral and written communications when a new student registers. classroom announcements, Mass

distribution of flyers or newsletters) and (2) special, personalized contacts (for example, personal conferences and notes from the teacher).

For those who are not responsive to general invitations, the next logical step is to extend special invitations and increase personalized contact. Special invitations are directed at designated individuals are intended to overcome personal attitudinal barriers, and can be used to elicit information about other persisting barriers.

Providing Social Supports and Facilitating Involvement

Social supports and specific processes to facilitate involvement are necessary to address barriers, to sanction the participation of new students and families in any option to the degree each finds feasible (for example, legitimizing initial minimal degrees of involvement and frequent changes in area of involvement), to account for cultural and individual diversity, to enable participation of those with minimal skills, and to provide social and academic supports to improve participation skills. In all these facilitative efforts, peers (students and parents) who are actively involved at the school can play a major role as welcomers and mentors.

If a new student or family seems extremely reluctant about school involvement, exceptional efforts may be required. In cases where the reluctance stems from skill deficits (for example, an inability to speak English or lack of social or functional skills), providing special assistance with skills is a relatively direct approach to pursue. However, all such interventions must be pursued in ways that minimize stigma and maximize positive attitudes. About half of those who enter late in the school year seem especially isolated and in need of very personalized outreach efforts. In such instances, designated peer buddies reach out and personally invite new students and parents who seem not to be making a good transition; they arrange to spend time with each individual introducing him or her to others and to activities in the school and community.

At some sites, newcomers are offered a mutual interest group composed of others with the same cultural background or a mutual support group (for example, a bicultural transition group for students or parents [Cardenas, Taylor, & Adelman, 1993] or a parent self-help group [Simoni & Adelman, 1993]). Parent groups might even meet away from the school at a time when working parents can participate. The school's role would be to help initiate the groups and provide consultation as needed. It is important to provide regular opportunities for students, families and staff to share their heritage and interests and celebrate the cultural and individual diversity of the school community.

Maintaining Involvement. As difficult as it is to involve some newcomers initially, maintaining their involvement may be even a more difficult matter. Maintaining involvement can be seen as a problem of providing continuous support for learning, growth, and success, including feedback about how involvement is personally beneficial, and minimizing feelings of incompetence and being blamed, censured, or coerced.

Case Examples

Prototype

Jose and his family came to enroll at the school in March. The family had just moved into the area. As Jose and his mother entered the building, they were greeted at the front entrance by a parent volunteer. She was seated at a table above which was a brightly colored sign proclaiming "Welcome to Midvale St. School" (the words were translated into other languages common in the community). On hearing that the family was there to enroll Jose, the volunteer gave them a

welcoming brochure with some basic information about the school and the steps for enrollment. Jose's mother indicated she had not brought all the documentation that the brochure said was needed, such as evidence of up-to-date immunizations. The volunteer worked with her to identify where to obtain what she lacked and gave her some of the registration material to fill out at home. A Plan Was made for them to return with the necessary material.

The next day Jose was enrolled. He and his mother were introduced to the principal and several other school staff, all of whom greeted them warmly. Then Jose was escorted to his class. The teacher also greeted him warmly and introduced him to the class; she asked one of the designated welcoming buddies to sit with him. This peer welcomer explained about the class and told Jose he would show him around, introduce him to others, and generally help him make a good start over the next few days.

Meanwhile, back in the office, Jose's mother was talking with a parent volunteer who was explaining about the school, the local community, and the various ways parents were involved at the school. She was encouraged to pick out an activity that interested her, and she was told someone else who was involved in that activity would call her to invite her to attend.

Over the next week, Jose and his family received a variety of special invitations to be part of the school community. After a few weeks, Jose and his family were contacted to be certain that they felt they had made a successful transition into the school.

Importance of Follow-up

The case of Jessica illustrates the role of welcoming follow-up strategies in helping establish the need to address significant social and emotional problems interfering with school adjustment. When a follow-up interview was conducted with Jessica, she indicated that the other children were picking on her. She also said she was having trouble with reading. A check with her teacher confirmed the situation; Jessica was seen as sad and depressed. It was decided that a trained volunteer supervised by a social worker would be assigned to provide additional support with a specific focus on social and emotional concerns.

As Jessica warmed to the volunteer, she began to tell about how she, her mother, and her younger brothers had all been physically abused by her father. She had also witnessed his drug dealing and finally his murder. The volunteer informed her supervisor, who made an independent assessment and concluded there was a clear need for therapeutic intervention. The social worker made a referral and coordinated a plan of action between the therapist and the involved school staff. A priority was placed on ensuring that Jessica would have a safe, supportive environment at school. Over the ensuing months, Jessica came to feel more secure and indicated she felt that way, those working with her agreed. As the volunteer working with her put it, Jessica was now "shining-looking brilliant."

How Follow-up Changes Perspective

Another poignant example is seen in the case of a family recently arrived from Mexico. The mother was a single parent trying to support two sons. Both boys had difficulty adjusting at school, especially Jaime, who was in the sixth grade. He had little previous schooling and could not read or handle school task expectations. Follow-up indicated that he -was frequently absent. His teacher felt the mother was not committed to getting the boys to school. "I understand they go to the beach!" the teacher reported with some affect.

The principal decided that the problem warranted a home visit from a school social worker. The family lived in cramped quarters in a "residential hotel" about six blocks from the school. During the visit, the mother confided she was ill and would soon have gall bladder surgery. She also explained that Jaime went to the beach to search for aluminum cans as a source of family income.

With awareness of the family's plight, the perception of the school staff, especially Jaime's teacher, shifted. No one now believed the family did not care about schooling, and proactive steps were introduced to provide assistance. The school called on the Parent Teacher Association and a local merchant to provide some food and clothing. The social worker assisted the mother in making plans for the boys' care during her hospitalization. Volunteers were recruited to assist the boys with their classroom tasks. Both boys were enrolled in the after-school program, where they made new friends during play activities and also received assistance with homework. Subsequent follow-up found significant improvements in attendance and performance. Toward the end of the year, a counselor worked with the middle school Jaime would be attending to ensure there would be continued support for him and his mother during this next major transition.

Special Focus on Home Involvement

A critical element in establishing a positive sense of community at a school and in facilitating students' school adjustment and performance is the involvement of families in schooling. Parent involvement in schools is a prominent item on the education reform agenda for the 1990s (Comer, 1984; Haynes, Comer, & HamiltonLee, 1989; Jackson & Cooper, 1989; Marockie & Jones 1987; Nicolau & Ramos, 1990). It is, of course, not a new concern. As Davies (1987) reminded us, the "questions and conflict about parent and community relationships to schools began in this country when schools began" (p. 147).

A review of the literature on parents and schooling indicates widespread endorsement of parent involvement. As Epstein (1987) noted,

the recent acknowledgments of the importance of parent involvement are built on research findings accumulated over two decades that show that children have an advantage in school when their parents encourage and support their school activities.... The evidence is clear that parental encouragement, activities, and interest at home and participation in schools and classrooms affect children's achievements, attitudes, and aspirations, even after student ability and family socioeconomic status are taken into account. (pp. 119-120)

With respect to students with school problems, parent involvement has been mostly discussed in legal terms (for example, participation in the individualized education plan process). There has been little systematic attention paid to the value of and ways to involve the home in the efforts to improve student achievement. The terms "parent involvement" and even "family involvement" are too limiting. Given extended families and the variety of child caretakers, involvement of the home is the minimum required.

To involve the home, a staff member must reach out to parents and encourage them to drop in, be volunteers, go on field trips, participate in publishing a community newsletter, organize social events, plan and attend learning workshops, meet with the teacher to learn more about

their child's curriculum and interests. and establish family social networks. It is imperative that the only contact with parents not be when they are called in to discuss their child's learning or behavior difficulties. Parents who feel unwelcome or feel scolded cannot be expected to view the school IS an inviting setting.

In keeping with the increased focus on enhancing home involvement in schools and schooling, project staff have worked to expand understanding of the concepts and processes involved in doing so (Early Assistance for Students and Families Project, 1993 b; also see Adelman, 1994). Figure I provides a graphic outline of major facets dealt with in this area. As is illustrated by the figure, schools determined to enhance home involvement must be clear as to their intent and the types of involvement they want to foster. Then, they Must establish and maintain mechanisms to carry out intervention phases and tasks in 2 sequential Manner.

Conclusion

The intervention described in this article was developed in a multi-disciplinary effort char included social workers, educators, and psychologists, along with parents and students. Throughout the process, however. great care has been taken to avoid conveying any sense that development and implementation of such programs requires special personnel. Helping students and their families Make anew start at a new school is the responsibility of every one at the site, and the task of ensuring char programs are in place can be carried out by a variety of school staff. Social workers, of course, are uniquely equipped to lead the way.

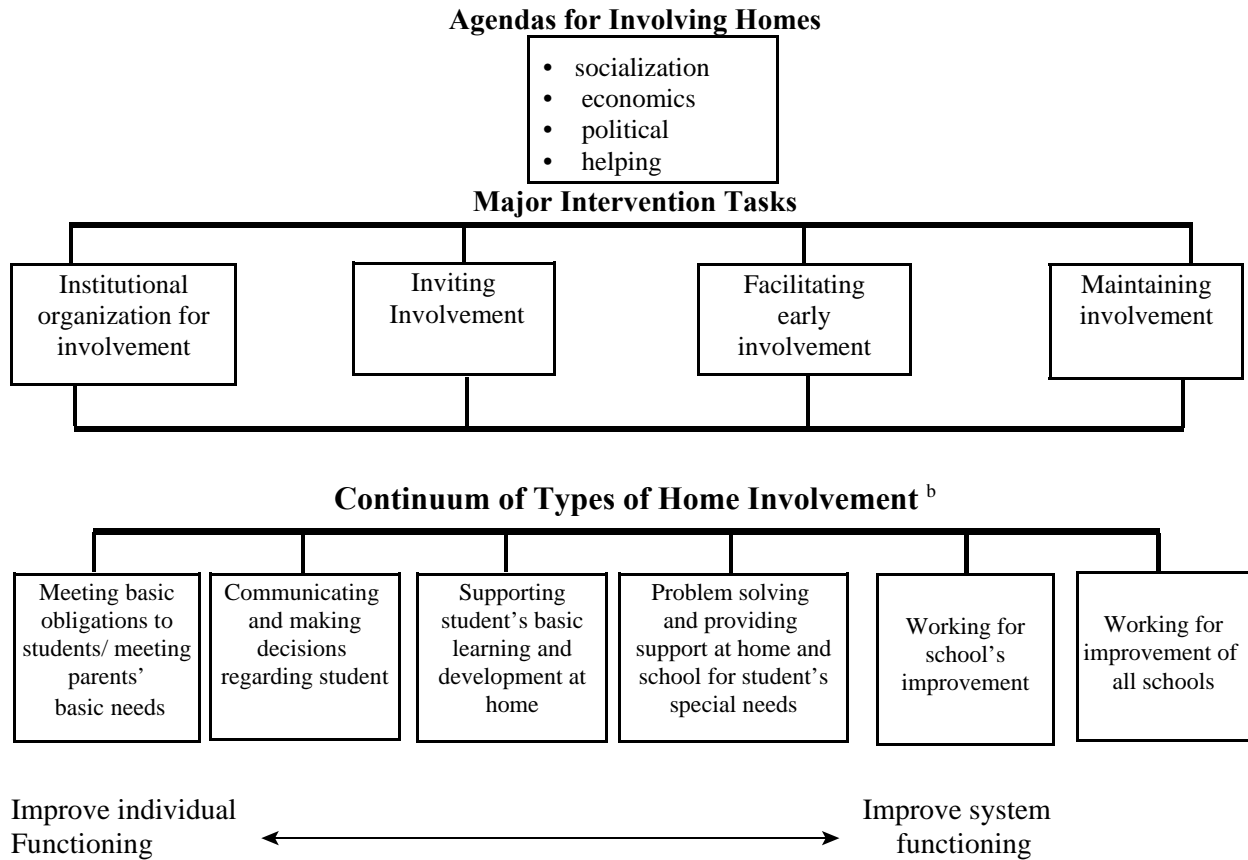
How well a school addresses the problems of welcoming and involving new students and families is an important qualitative indicator of program adequacy and Staff attitudes and, thus, is a probable predictor of efficacy. Programs and related mechanisms and processes for addressing these problems can be viewed as essential to any effort to restructure schools.

Interventions to enhance welcoming and home involvement are as complex as any other psychological and educational intervention. Clearly, such activity requires considerable time, space, materials, and competence, and these ingredients are purchased with financial resources. Basic staffing must be underwritten. Additional staff may be needed: at the very least, teachers, specialists. and administrators need "released" time. Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation. and supervision.

The success of programs to enhance welcoming and home involvement is first and foremost in the hands of policy-makers. If these programs are to be more than another desired but unachieved set Of aims of educational reformers, policy-makers must understand the nature and scope of what is involved. A comprehensive intervention perspective makes it evident that although money alone cannot solve the problem, money IS 2 necessary prerequisite. It is patently unfair to hold school personnel accountable for yet another Major reform if they are not given the support necessary for accomplishing it. In -an era when new sources of funding are unlikely, such programs must be assigned 2 high priority and funds must be reallocated in keeping with the level of priority. To do less is to guarantee the status quo.

Figure 1

Enhancing Home Involvement: Intent, Intervention Tasks, and Ways Parents and Families Might Be Involved



Source Adelman, H. S. (1994). Intervening to enhance home involvement in schooling. *Intervention in Schools and Clinics*, 29, 285. © 1994. PRO-ED, Inc. Reprinted by permission.

*Although the tasks remain constant, the breadth of intervention focus can vary over three sequential phases: (1) broadband contacts focused on those who are receptive, (2) personalized contacts added for those who need a little inducement, and (3) intensive special contacts added for those who are extremely unreceptive.

*besides participating in different types of home involvement, participants differ in the frequency, level, quality, and impact of their involvement.

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Outline What Has Been Learned so Far

Use this worksheet to develop a brief outline describing how a school can welcome and support new students and families as they adjust to the new school and neighborhood.

To help organize your recall, think in terms of the following:

- (1) How should students and families be treated when they come to the front office to enroll?

- (2) What are some strategies for greeting a new student when the youngster first comes to class?

- (3) What steps can be taken to connect the youngster to a social support network of peers?

- (4) What steps can be taken to bring the student up to speed with respect to classwork?

- (5) What are strategies for connecting newcomer parents with parents who are committed to familiarizing the newcomers with the school and neighborhood?

- (6) What steps can be taken to bring a parent up to speed with respect to understanding the student's classroom program, homework, etc. and how to help the student be successful with the ongoing academic program?

Discussion Session to Explore What has been Learned So Far

One of the best ways to explore what you are learning is to discuss it with others. Although this can be done informally with friends and colleagues, a regular study group can be a wonderful learning experience – if it is properly designed and facilitated.

Below are a few guidelines for study groups involved in pursuing a Training Tutorial.

- (1) Put up a notice about the Training Tutorial, along with a sign up list for those who might be interested participating in a study group as they pursue the tutorial. On the sign-up list, offer several times for a meeting to organize the group.
- (2) Inform interested parties about the where and when of the meeting to organize the group.
- (3) Group decides on the following:
 - (a) meeting time, place, number and length of sessions, amenities, etc.
 - (b) how to handle session facilitation (e.g., starting and stopping on time, keeping the group task-focused and productive)
- (4) All group members should commit to keeping the discussion focused as designated by the tutorial content and related activities. If the discussion stimulates other content, set up a separate opportunity to explore these matters.

What would you add?

Attached is a self-study survey entitled: *Support for Transitions*. For purposes of this tutorial, just read over the items. These provide a sense of what might take place to welcome and provide social supports for students and families.

After reviewing the items, list below any of those cited and any others you think of that you would want in place at your school.

The survey itself can be used at a school in a number of ways (see the introductory page entitled: "About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning").

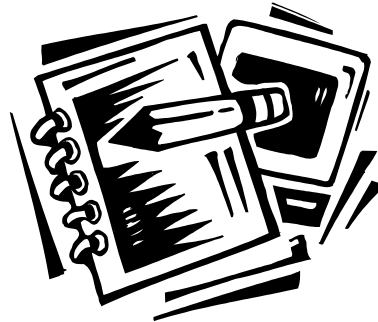


Excerpt From:

From the Center's Clearinghouse . . . *

A Resource Aid Packet on

***Addressing Barriers to Learning:
A Set of Surveys to Map What a School
Has and What it Needs***



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://www.smhp.psych.ucla.edu>).

The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA.
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Surveying and Planning to Enhance Efforts to Address Barriers to Learning at a School Site

The following resource aides were designed as a set of self-study surveys to aid school staff as they try to map and analyze their current programs, services, and systems with a view to developing a comprehensive, multifaceted approach to addressing barriers to learning.

In addition to an overview Survey of Learning Supports System Status, there are self-study surveys to help think about ways to address barriers to student learning by enhancing

- Classroom-based Approaches to Enable and Re-engage Students in Classroom Learning
- Crisis Assistance and Prevention
- Support for Transitions
- Home Involvement in Schooling
- Community Outreach for Involvement and Support
- Student and Family Assistance Programs and Services
- School-Community Collaboration

About the Self-Study Process to Enhance the Component for Addressing Barriers to Student Learning

This type of self-study is best done by teams.

However, it is *NOT* about having another meeting and/or getting through a task!

It is about moving on to better outcomes for students through

- working together to understand what is and what might be
- clarifying gaps, priorities, and next steps

Done right it can

- counter fragmentation and redundancy
- mobilize support and direction
- enhance linkages with other resources
- facilitate effective systemic change
- integrate all facets of systemic change and counter marginalization of the component to address barriers to student learning

A group of school staff (teachers, support staff, administrators) could use the items to discuss how the school currently addresses any or all of the areas of the component to address barriers (the enabling component). Members of a team initially might work separately in responding to survey items, but the real payoff comes from group discussions.

The items on a survey help to clarify

- what is currently being done and whether it is being done well and
- what else is desired.

This provides a basis for a discussion that

- analyzes whether certain activities should no longer be pursued (because they are not effective or not as high a priority as some others that are needed).
- decides about what resources can be redeployed to enhance current efforts that need embellishment
- identifies gaps with respect to important areas of need.
- establishes priorities, strategies, and timelines for filling gaps.

The discussion and subsequent analyses also provide a form of quality review.

Support for Transitions: A Self-study Survey

Students and their families are regularly confronted with a variety of transitions – changing schools, changing grades, encountering a range of other daily hassles and major life demands. Many of these can interfere with productive school involvement. A comprehensive focus on transitions requires school-wide and classroom-based systems and programs designed to (a) enhance successful transitions, (b) prevent transition problems, and (c) use transition periods to reduce alienation and increase positive attitudes toward school and learning. Examples of programs include school-wide and classroom specific activities for welcoming new arrivals (students, their families, staff) and rendering ongoing social support; counseling and articulation strategies to support grade-to-grade and school-to-school transitions and moves to and from special education, college, and post school living and work; and before and after-school and inter-session activities to enrich learning and provide recreation in a safe environment.

Anticipated overall outcomes are reduced alienation and enhanced motivation and increased involvement in school and learning activities. Examples of early outcomes include reduced tardies resulting from participation in before-school programs and reduced vandalism, violence, and crime at school and in the neighborhood resulting from involvement in after-school activities. Over time, articulation programs can reduce school avoidance and dropouts, as well as enhancing the number who make successful transitions to higher education and post school living and work. It is also likely that a caring school climate can play a significant role in reducing student transiency.

Support for Transitions

Indicate all items that apply.

Yes	Yes but more of this is needed	No	If no, is this something you want?
-----	--------------------------------	----	------------------------------------

I. Programs Establishing a Welcoming and Socially Supportive School Community?

A. Supportive welcoming

- 1. Are there welcoming materials and a welcoming decor? Yes Yes but more of this is needed No If no, is this something you want?
- 2. Are there welcome signs? Yes Yes but more of this is needed No If no, is this something you want?
- 3. Are welcoming information materials used? Yes Yes but more of this is needed No If no, is this something you want?
- 4. Is a special welcoming booklet used? Yes Yes but more of this is needed No If no, is this something you want?
- 5. Are materials translated into appropriate languages? Yes Yes but more of this is needed No If no, is this something you want?
- 6. Is advanced technology used as an aid (e.g., a video or computerized introduction to the School and staff)? Yes Yes but more of this is needed No If no, is this something you want?

B. Orientation and Follow-up “Induction”

- 1. Are there orientation programs? Yes Yes but more of this is needed No If no, is this something you want?
- 2. Are there introductory tours? Yes Yes but more of this is needed No If no, is this something you want?
- 3. Are introductory presentations made? Yes Yes but more of this is needed No If no, is this something you want?
- 4. Are new arrivals introduced to special people such as the principal and teachers? Yes Yes but more of this is needed No If no, is this something you want?
- 5. Are special events used to welcome recent arrivals? Yes Yes but more of this is needed No If no, is this something you want?
- 6. Are different languages accommodated? Yes Yes but more of this is needed No If no, is this something you want?

C. Is special assistance available to those who need help registering?

Yes Yes but more of this is needed No If no, is this something you want?

D. Social Supports

- 1. Are social support strategies and mechanisms used? Yes Yes but more of this is needed No If no, is this something you want?
- 2. Are peer buddies assigned? Yes Yes but more of this is needed No If no, is this something you want?
- 3. Are peer parents assigned? Yes Yes but more of this is needed No If no, is this something you want?
- 4. Are special invitations used to encourage family involvement? Yes Yes but more of this is needed No If no, is this something you want?
- 5. Are special invitations used to encourage students to join in activities? Yes Yes but more of this is needed No If no, is this something you want?
- 6. Are advocates available when new arrivals need them? Yes Yes but more of this is needed No If no, is this something you want?

E. Other? (specify) _____ Yes Yes but more of this is needed No If no, is this something you want?

II. Daily Transition Programs for Before and After School and Lunch and Breaks

A. Which of the following are available

- 1. subsidized food program Yes Yes but more of this is needed No If no, is this something you want?
- 2. recreation program Yes Yes but more of this is needed No If no, is this something you want?
- 3. sports program Yes Yes but more of this is needed No If no, is this something you want?
- 4. drill team Yes Yes but more of this is needed No If no, is this something you want?
- 5. student and family assistance program Yes Yes but more of this is needed No If no, is this something you want?
- 6. youth groups such as
 - > interest groups (e.g., music, drama, career) Yes Yes but more of this is needed No If no, is this something you want?
 - > service clubs Yes Yes but more of this is needed No If no, is this something you want?
 - > organized youth programs (“Y,” scouts) Yes Yes but more of this is needed No If no, is this something you want?
 - > Cadet Corps Yes Yes but more of this is needed No If no, is this something you want?
 - > other (specify) _____ Yes Yes but more of this is needed No If no, is this something you want?

Support for Transitions (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
7. academic support in the form of				
>tutors	—	—	—	—
>homework club	—	—	—	—
>study hall	—	—	—	—
>homework phone line	—	—	—	—
>email and web assistance	—	—	—	—
>homework center	—	—	—	—
>other (specify) _____	—	—	—	—

III. Articulation Programs

Which of the following transition programs are in use for grade- to-grade and program-to-program articulation?

A. Are orientations to the new situation provided?	—	—	—	—
B. Is transition counseling provided?	—	—	—	—
C. Are students taken on "warm-up" visits	—	—	—	—
D. Is there a "survival" skill training program?	—	—	—	—
E. Is information available from previous teachers?	—	—	—	—
F. Is the new setting primed to accommodate the individual's needs?	—	—	—	—
G. Other (specify) _____	—	—	—	—

IV. Vacation and Intersession Programs

Which of the following programs are offered during vacation and/or intersession?

A. recreation	—	—	—	—
B. sports	—	—	—	—
C. student and family assistance	—	—	—	—
D. youth groups	—	—	—	—
E. academic support	—	—	—	—
F. enrichment opportunities (including classes)	—	—	—	—
G. other (specify) _____	—	—	—	—

V. Transitions to Higher Education/Career

Which of the following are used to facilitate transition to higher education and post school living?

A. vocational counseling	—	—	—	—
B. college counseling	—	—	—	—
C. a mentoring program	—	—	—	—
D. college prep courses and related activity	—	—	—	—
E. job training	—	—	—	—
F. job opportunities on campus	—	—	—	—
G. a work-study program	—	—	—	—
H. life skills counseling	—	—	—	—
I. Other? (specify) _____	—	—	—	—

Support for Transitions (cont.)

VI. Capacity Building to Enhance Support for Transitions

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there programs to enhance broad stakeholder involvement in transition activity?	—	—	—	—
B. With respect to programs used to meet the educational needs of personnel related to support for transitions				
1. Is there ongoing training for learning supports staff with respect to providing supports for transitions?	—	—	—	—
2. Is there ongoing training for others involved in providing supports for transitions? (e.g., teachers, peer buddies, office staff, administrators)?	—	—	—	—
3. Other (specify) _____	—	—	—	—
C. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	—	—	—	—
2. developing systematic social supports for students, families, and staff	—	—	—	—
3. how to ensure successful transitions	—	—	—	—
4. the value of and strategies for creating before and after school programs	—	—	—	—
5. Other (specify) _____	—	—	—	—

D. Indicate below other things you want the school to do in providing support for transitions.

> Indicate below other ways the school provides supports for transitions.

> Other matters relevant to support for transitions are found in the surveys on

- >Classroom-based Approaches ...
- >Home Involvement in Schooling
- >Community Involvement and Support

Topic 2 : Daily transitions – programs for before school, recess, lunch, after school, and moving through the halls

Reading & Activity

Reading. From: *A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning*, browse the material in Section III-B (pp. 27-35) and Appendix B. 70

From: *After-school Programs and Addressing Barriers to Learning*, (pp.1-27).

Activity. Use the various attached materials as stimuli and tools to focus application of what has been read

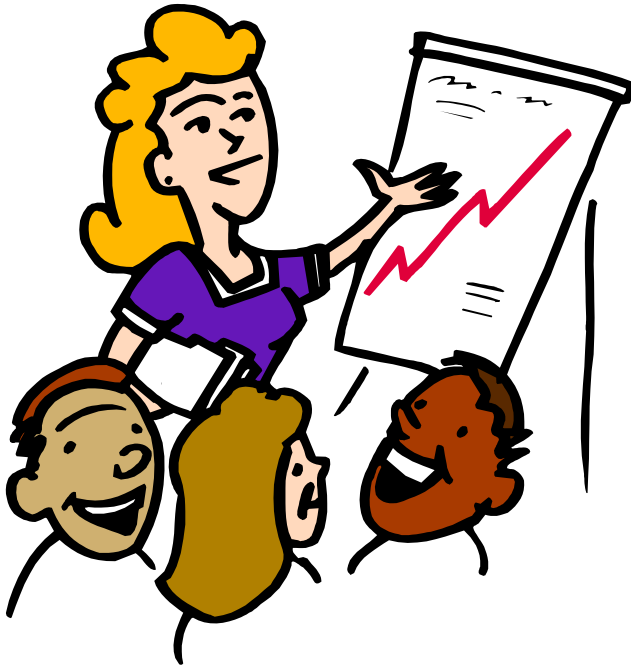
(1) *Write and Discuss*: Major problems arising during daily transition times (use the attached worksheet as an activity guide) 123

(2) *School observation*: Transitions (see attached guide) 124



Technical Assistance Sampler

A Sampling of Outcome Findings from Interventions Relevant to Addressing Barriers to Learning



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>)

This Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA.

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B. SUPPORT FOR TRANSITIONS

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Work in this area requires (1) programs to establish a welcoming and socially supportive community (especially for new arrivals), (2) programs for articulation (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work), (3) before and after-school programs to enrich learning and provide recreation in a safe environment, and (4) relevant education for stakeholders.*

- 1. Readiness to Learn / Early Childhood Programs**
- 2. Before & After School Programs**
- 3. Grade Articulation Programs**
- 4. Welcoming and Social Support Programs**
- 5. To and From Special Education**
- 6. School-To-Career Programs**

*The range of activity related to supporting transitions is outlined extensively in a set of self-study surveys available from our Center. (See Part VI for information on how to access these instruments.)

State of the art for SUPPORTING TRANSITIONS

Clearly, interventions to enable successful transitions make a significant difference in how motivationally ready and able students are to benefit from schooling. Available evidence supports the positive impact of early childhood programs in preparing young children for school. The programs are associated with increases in academic performance and may even contribute to decreases in discipline problems in later school years. There is enough evidence that before- and after-school programs keep kids safe and steer them away from crime, and some evidence suggesting they can improve academic performance. Evaluations show that well-conceived and implemented programs can successfully ease students' transition between grades, and preliminary evidence suggests the promise of programs that provide welcoming and social support for children and families transitioning into a new school. Programs that aid in the transition in and out of special education need better implementation and related evaluation. The available reports do suggest such interventions will enhance students' attitudes about school and self and will improve their academic performance. Finally, programs providing vocational training and career education are having an impact in terms of increasing school retention and graduation and show promise for successfully placing students in jobs following graduation.

It has taken a long time for schools to face up to the importance of establishing transition programs. A good beginning has now been made, but there is much more to do. A major example of need involves the current push for greater inclusion of special education students. Such a policy can only succeed if sophisticated transition programs are developed. Before school programs are another transition point that needs a major programmatic expansion. It is the key to addressing tardiness and enhancing everyday school readiness.*

*Given the pressure to compile outcome findings relevant to addressing barriers to student learning, as a first step we simply have gathered and tabulated information from secondary sources (e.g., reviews, reports). Thus, unlike published literature reviews and meta analyses, we have not yet eliminated evaluations that were conducted in methodologically unsound ways. We will do so when we have time to track down original sources, and future drafts of this document will address the problem as well as including other facets of intervention related to this area. In this respect, we would appreciate any information readers can send us about well-designed evaluations of interventions that should be included and about any of the cited work that should be excluded.

Table B. Support for Transitions

1. Readiness to Learn / Early Childhood Programs					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>a. Head Start</i>	Three years	Pre-school children	Student, family	Head Start students showed improvement in several areas including cognitive skills, gross and fine motor skills, and social behavior. Head Start parents showed improved parenting skills, and made progress in their educational, literacy, and employment goals.	Improved literacy
<i>b. Long-term Effects of Early Childhood Programs</i>	Age five or six through twenty + years	Pre-school children	Student	Children who attended early childhood programs showed less placement in special education classes, or retainment in a grade later in their education. Also, these children were more likely to graduate from high school, had less delinquent and criminal behavior, fewer out of wedlock births and had higher average earnings.	Varied by program
<i>c. Early Childhood Programs for Low-Income Families</i>	Varied in each program evaluated	Low-income children	Student	Results showed short term benefits for children on IQ, and long term effects on school achievement, grade retention, placement in special education, and social adjustment.	Long term results on school achievement
<i>d. Early Childhood Programs on social outcomes and delinquency</i>	Age seven or eight up to fifteen + years	Low-income families	Student, family, school, community	Programs which combined education and family support showed long term effects on crime and antisocial behavior.	Varied by program
<i>e. Even Start</i>	One year	Low-income children	Student	Even Start children showed higher school readiness. Higher participation resulted in higher learning gains.	Larger learning gains
<i>f. Full-day kindergarten</i>	One year	Kindergarten students	Student	Results show academic and social benefits for students.	Positive academic benefits

*For more information on each program, project, or article, see Appendix B

Table B. Support for Transitions (cont.)

2. Before & After School Programs					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>a. ASPIRA Lighthouse Program</i>	Multiple years	Kindergarten through twelfth grade students	Student	Decrease in juvenile crime, improved academics, attendance, improved student self-motivation, higher levels of homework quality and completion, fewer disciplinary referrals, better peer and teacher relationships.	Improved scores on standardized tests in reading and math
<i>b. Beacon Schools</i>	Multiple years	Students	Student, community	Fewer juvenile felonies; improved attendance and academics.	Improved performance on standardized reading tests
<i>c. Effects of after-school care</i>	Varied by program evaluated	Low-income children	Student	Associations were found between formal after school care and better academic achievement and social adjustment.	Grades improved.
<i>d. I.S. 218--Community learning center and P.S. 5--Before and after-school program</i>	Multiple years	Students	Student	Positive effect on student's attitudes and achievement. The number of students performing at grade level improved from 45 to 59% compared to 42% in similar schools.	Reading and math scores improved
<i>e. Lighted Schools Project</i>	Multiple years	Middle school children	Student, family, community, environment	Students are provided with a safe, supervised environment after school. Community agencies provide services to students and families. At one evaluation, 57% of students improved their school attendance and GPAs.	Thirty-eight percent decrease in the number of participants failing two or more classes
<i>f. STAR and COMET Programs</i>	Multiple years	Middle and high school students	Student	Improved communication, comprehension, and social interaction skills. All STAR students complete high school, 96% go on to college.	Test scores improved

*For more information on each program, project, or article, see Appendix B

Table B. Support for Transitions (cont.)

2. Before & After School Programs, cont.					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>g. Quantum Opportunities Program (QOP)</i>	Baseline plus follow-ups after every school year	High school adolescents from low SES families	Student	Compared to a control group, students were more likely to be high school graduates, to go on to post-secondary schools, to receive an honor or award, and less likely to drop out of high school and become teen parents.	Higher graduation and college rates
<i>h. 4-H After-School Activity Program</i>	Multiple years	Ages seven through thirteen	Student	Improved attitude and behavior. Increased interest in school, fewer children involved with gangs.	None cited
<i>i. L.A.'s BEST (Better Educated Students for Tomorrow)</i>	Multiple years	Kindergarten through sixth grade students	Student	Students increased their self-confidence and got along with others better. Vandalism and school-based crime dropped. Higher grades.	Better grades
<i>j. Milwaukee Project</i>	Fifteen months	School-age children	Student, community	Provides youth with alternative activities during high-risk hours for delinquency. At a 15 month evaluation, crime rate had dropped 20.7% in participating neighborhood areas and the rate of violent offenses also dropped by 46.7%.	None cited
<i>k. START (Students Today Achieving Results for Tomorrow)</i>	Multiple years	School-age children	Student, family	Students showed academic and social improvement. Families moved toward economic self-sufficiency.	Greater academic improvement

*For more information on each program, project, or article, see Appendix B

Table B. Support for Transitions (cont.)

3. Grade Articulation Programs					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>a. The Transition Project</i>	One year, with evaluations taken at mid-year and after ninth grade	Students entering high school	Student, staff, school environment	Compared to controls, students showed significantly better attendance as well as more stable self-concepts. They also reported perceiving the school environment as having greater clarity of expectations, organizational structure, and levels of teacher support. Higher GPAs.	Significantly better grade point averages by the end of ninth grade
<i>b. Social Support Program</i>	One year	Sixth graders making poor transition to middle school	Student	Full and partial intervention resulted in GPA improvement, lower depression scores, lower anxiety scores, decrease in stress in peer relationships.	Higher GPA
<i>c. Bridge Program</i>	One semester	Ninth grade students	Student	Designed to ease the transition between middle and high school. Participants required less discipline, showed fewer dropouts and transfers, and had higher GPAs.	Improved grades
<i>d. Sixth Grade Transition Groups (SGTG)</i>	Three days	Fifth grade students making transition to middle school	Student	Fifth graders received a social competency/stress reduction program. Ninety-four percent of the students reported the program helpful.	None cited

*For more information on each program, project, or article, see Appendix B

Table B. Support for Transitions (cont.)

4. Welcoming and Social Support Programs					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>a. School Transitional Environment Project (STEP)</i>	One year	Sixth and seventh grade students	Student	More favorable school experiences; more positive student adjustment; lower levels of school transition stress; greater school, family, and general self-esteem; less depressive and anxiety symptoms; less delinquent behavior; higher levels of academic expectations and grades; more favorable teacher ratings of behavioral adjustment; and better school attendance.	Better grades
<i>b. The School Transitions Project</i>	Baseline and follow-ups every year for three years	At-risk elementary students who had an unscheduled school transfer	Student, school	Significant improvements in coping skills, and decreases in social withdrawal and inattentiveness. Improved academics. This was especially the case for students in the school and home tutoring conditions where the parents were highly involved in the tutoring.	Those involved in the tutoring program made significant academic gains compared to control students in reading, spelling and mathematics (depending on the year evaluated)
<i>c. Child Development Project</i>	Two years (but evaluations are ongoing)	Elementary school children	Student, staff, school, community	Children see their classrooms as caring communities, and the more they participate, the more their social, ethical, and intellectual development is enhanced. Children also show an increase in pro-social behaviors, and a decrease in delinquency in schools with the highest level of implementation. They are also less likely to abuse alcohol, and other drugs.	None cited

*For more information on each program, project, or article, see Appendix B

Table B. Support for Transitions (cont.)

5. To and From Special Education					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>a. Adaptive Learning Environments Model (ALEM)</i>	Two studies, one year each	Special education students mainstreamed	School	Better student / teacher interactions. Improved student attitudes, improved student self-ratings, improved academics.	Reading and math achievement improved
<i>b. Community-level Transition Teams</i>	Varied in each program evaluated	Youth and adults with learning disabilities	Student, community	Increased student self-esteem and self-worth.	None cited
<i>c. Parallel Alternate Curriculum Program (PAC)</i>	One year	Special education teachers	Teachers, students, schools	Students stay in school.	None cited
<i>d. Transition Programs for the Handicapped</i>	One year	Special education students	Student	Findings revealed weaknesses in transition and special education programs.	None cited

*For more information on each program, project, or article, see Appendix B

Table B. Support for Transitions (cont.)

6. School-To-Career Programs					
Title of Program/Project*	Length of Evaluation	Target Population	Focus of Change	Outcome	Nature of Academic Improvement
<i>a. Job Corps</i>	Two years	Disadvantaged students ages sixteen and older	Student, community	More than 75% become employed, obtain further training, or join the military. Completion of training is associated with better jobs and higher wages.	None cited
<i>b. Career Education</i>	Varies by study evaluated	Students with low motivation	Student	Students with low motivation to attend school show improved school attendance after participating in career education. The more vocational classes students took, the less likely they were to drop out of school.	None cited
<i>c. Cognitive Career Interventions</i>	Two years	Youth with learning disabilities	Student	Significant increases in self-awareness and career awareness, improved skills in employment writing and interviewing for youth with learning disabilities.	Improved writing
<i>d. Jobs for Ohio's Graduates (JOG)</i>	One year	Students at risk of dropping out	Student	Graduation rate above 91%. Long term results are positive, showing students still working 12 months after graduation.	None cited
<i>e. Mat-Su Alternative School (MSAS)</i>	Multiple years	At-risk youth	Student	Networks with 150 business owners to provide job sites. Students continue their employment after graduation. Students have a 100% job placement.	None cited
<i>f. Stay-in-School</i>	One year	Students	Student	Produced an increase in student retention and performance. 84% of students involved in dropout interventions completed their year.	Enhanced academic performance

*For more information on each program, project, or article, see Appendix B

Appendix B: Support for Transitions

The following are brief summaries and related information on the support for transitions programs listed in Table B.

1. Readiness to Learn / Early Childhood Programs

- a. *Head Start Program:* The ultimate goal of Head Start is children's social competence. This refers to the child's everyday effectiveness in dealing with both his or her present environment and later responsibilities in school and life. It takes into account the interrelatedness of cognitive, emotional, and social development; physical and mental health; and nutritional needs. Social competence has five objectives which support it. (1) Enhance Children's Growth and Development, (2) Strengthen Families as the Primary Nurturers of Their Children, (3) Provide Children with Educational, Health and Nutritional Services, (4) Link Children and Families to Needed Community Services, and (5) Ensure Well-Managed Programs that Involve Parents in Decision-making. Various studies have confirmed positive outcomes.

For more information, see:

First Progress Report on the Head Start Program Performance Measures, May 15, 1997. Prepared for: Admin. on Children, Youth and Families, Head Start Bureau, by Caliber Associates, Ellsworth Associates, Westat, Mathematica Policy Research, http://www2.acf.dhhs.gov/programs/hsb/html/final_report.html

- b. *Long-term Effects of Early Childhood Programs:* Long term studies of programs such as preschool, Head Start, child care, and pre-kindergarten found enhancements in cognitive achievements and social outcomes. Children who attended showed less placement in special education classes or grade retainment later in their education. They were also more likely to graduate from high school, and less likely to be involved in future delinquent and criminal behavior. Model programs which combined home visits with center-based child development services were associated with less aggressive behavior. Two criminal justice studies showed that program children had fewer contacts with the criminal justice system. One study that followed its subjects through age 27 also found that preschool participants had fewer out-of-wedlock births, relied less on social services as adults, and had higher average earnings than individuals in the control group.

For more information, see:

Gomby, D.S., Lerner, M.B., Stevenson, C.S., Lewit, E.M., and Behrman, R.E. (1995) Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations. *The Future of Children*, 5(3), 6-24.

- c. *Early-childhood programs for low income families:* Thirty-six studies of model demonstration projects and large-scale public programs were reviewed to examine the long-term effects on children from low-income families. Results indicate that some early childhood programs can produce large short-term benefits for children on intelligence quotient (IQ) and sizable long-term effects on school achievement, grade retention, placement in special education, and social adjustment.

For more information, see:

Barnett, W.S. (1995). Long-Term Effects of Early Childhood Programs: Cognitive and School Outcomes. *The Future of Children*, 5(3), 25-50.

- d. *Early-childhood programs on social outcomes and delinquency:* Early-childhood programs which seek to ameliorate factors associated with later antisocial or delinquent behavior report positive results on a broad range of child and family risk factors for delinquency. There is also promising evidence of their cost effectiveness. Programs demonstrating long-term effects on crime and antisocial behavior tended to be those that combined early-childhood education and family support services. Four programs were evaluated: High/Scope Perry Preschool Project, Syracuse University Family Development Research Program, Yale Child Welfare Project, and Houston Parent Child Development Center. Overall, results indicated that the program participants committed fewer delinquent or criminal acts with less later involvement with the juvenile justice system. Antisocial behavior was decreased in the Yale Project and the Houston Center.

For more information, see:

Yoshikawa, H. (1995) Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency. *The Future of Children*, 5(3), 51-75.

- e. *Even Start*: The goal of Even Start is to help break the cycle of illiteracy and poverty by improving the educational opportunities available to low-income families with limited educational experiences. After one year of participation, Even Start children scored significantly higher on the Preschool Inventory (PSI), a test of school readiness, than children in a randomly assigned control group. Children who remained in Even Start more than one year may grow at a faster-than-expected rate both on the PSI and on the Preschool Language Scale (PLS). A substantial body of research shows that gains are enhanced by exposure to a high-quality, center-based program; adults and children with high levels of participation in Even Start's core services had larger learning gains than those with low levels of participation, and children in projects emphasizing center-based (as contrasted with home-based) programs had larger learning gains. Findings from the first national evaluation showed a positive relationship between the amount of parenting education received and children's vocabulary test scores.

For more information, see:

Even Start: Evidence from the Past and a Look to the Future. Planning and Evaluation Service Analysis and Highlights. <http://www.ed.gov/pubs/EvenStart/highlights.html>.

- f. *Full-day Kindergarten*: Research studies confirm that attendance in developmentally appropriate full-day kindergarten results in academic and social benefits for students, at least in the primary grades. Those in full-day kindergarten programs (compared to half-day or alternate day programs) exhibited more independent learning, classroom involvement, productivity in work with peers, and reflectiveness than half-day kindergartners. They were also more likely to approach the teacher and expressed less withdrawal, anger, shyness, and blaming behavior.

For more information, see:

Cryan, J., Sheehan, R., Weichel, J., and Bandy-Hedden, I.G. (1992). Success Outcomes of Full-day Kindergarten: More Positive Behavior and Increased Achievement in the Years After. *Early Childhood Research Quarterly*, 7(2, June), 187-203. EJ 450 525.

Holmes, C.T., and McConnell, B.M. (1990). Full-day versus Half-day Kindergarten: An Experimental Study. Unpublished paper. ED 369 540.

Karweit, N. (1992). The Kindergarten Experience. *Educational Leadership*, 49 (6, Mar), 82-86. EJ 441 182.

Rothenberg, D. (1995). Full-Day Kindergarten Programs. *ERIC Digest*: ED 382410

2. Before & After-School Programs

- a. *The ASPIRA Lighthouse Program:* This is an educational and recreational program serving children in grades K-12 three hours a day, five days a week, and all day during the summer. In providing educational enrichment, cultural awareness, and recreational activities, the program offers children a range of options from karate and dance to reading skills and math and science programs. Volunteers, including parents, teach special classes, car-pool students, read with children, and help with homework. The program is designed to be well connected to the schools: each site coordinator is a teacher in the school. The principal, other teachers, and community agencies manage the program with the cooperation of families, students, school custodians, and security guards. The chief of police credits the Lighthouse program with the decrease in crime, especially in juvenile crime, throughout the city. Lighthouse children outperformed other students on standardized tests in reading and math, and they showed better attendance rates. Parents, teachers, and students also reported improved student self-motivation, higher levels of homework quality and completion, fewer disciplinary referrals, and better peer and teacher relationships.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Tammy Papa, ASPIRA Lighthouse Program, Bridgeport, Connecticut, 203-576-7252.

- b. *The Beacon Schools:* The Beacon schools in New York City were designed to create safe, drug-free havens where children, youth, and families could engage in a wide range of positive activities. Community-based organizations work collaboratively with community advisory councils and schools to develop and manage the 40 Beacon schools. At least 75% of the schools are open 13-14 hours a day, seven days a week; the rest are open at least 12 hours a day, six days a week. Typical ongoing enrollment at the Beacons averages 1,700 community residents. Beacons offer sports and recreation, arts and culture, educational opportunities, vocational training, health education, and the opportunity for community meetings and neighborhood social activities. Each Beacon receives \$400,000 annually, along with \$50,000 for custodial services. Several private foundations also provide funds to enhance programming. A Teen Youth Council launched a community beautification effort, sponsored workshops on job readiness and employment skills, and organized a peer mediation program to prevent youth violence. Narcotics Anonymous, the Boy Scouts, a meal program, cultural studies, and supervised sports also take place at the community center. Through the center's Family Development Program, case managers work with families to keep children out of the foster care system, to help students with remedial academics, and to support parents as the primary educators of their children. The Beacon Program has increased youth access to vocational arenas, therapeutic counseling, and academic enrichment. Students' performance on standardized reading tests has improved, and police report fewer juvenile felonies in the community.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Jennie Soler-McIntosh (212-676-8255) or Michelle Cahill (212-925-6675), Beacon School-Based Community Centers, New York, NY.

- c. *Effects of after-school care:* Four types (formal after-school programs, mother care, informal adult supervision, and self-care) were examined for 216 low-income children (Mean age = 9.1 years). Attending a formal after-school program was associated with better academic achievement and social adjustment in comparison to the other types of after-school care. Children's activities and experiences also varied in different after-school settings. Those in formal programs spent more time in academic activities and enrichment lessons and less time watching TV and playing outside unsupervised than other children. They also spent more time doing activities with peers and adults and less time with siblings than did other children. The time children spent in these activities was correlated with their academic and conduct grades, peer relations, and emotional adjustment.

For more information, see:

Posner, J.K., and Vandell, D.L. (1994). Low-Income Children's After-School Care: Are There Beneficial Effects of After-School Programs? *Child Development*, 65, 440-456.

Seppanen, P.S., and others. (1993). *National Study of Before- and After-School Programs: Final Report*. <http://eric-web.tc.columbia.edu/abstracts/ed356043.html>

- d. *I.S. 218: & P.S. 5:* When I.S. 218 in New York City decided to become a community learning center, the school created an after-school program with the help of the Children's Aid Society and other community partners. A parent survey indicated concern about homework, so the after-school program initially focused on providing homework assistance. Within months, two computer labs, dance classes, arts and crafts, band, and some entrepreneurial programs were also added, with learning and homework always central. The after-school program gradually evolved into an extended day program in which, for example, non-English speaking children can attend Project Advance for special instruction in Spanish and English as a Second Language. Evaluations show positive effects for the school's and children's attitudes. When compared to a school with similar characteristics, I.S. 218 students performed, on average, 15% higher on reading and math exams.

Before- and after-school activities have been a part of P.S. 5 from its opening day as a community school. Half of the students at P.S. 5 participate in the breakfast program, which begins at 7:30 a.m. The extended day program organizes students by classes, and the daily schedule includes academics and homework help, fine arts, gym, dramatics, and recreation. The Broadway Theater Institute helps children put on musicals. Teachers in the extended day program communicate daily with regular teachers about homework and special help students may need. Parents serve as assistants, and over 300 adults participate in the Adult Education program, which offers classes in English as a Second Language, GED preparation, literacy, and arts and crafts. Students and families also have access to physical and mental health services and an on-site Head Start program. Since 1995, the school has shown impressive gains in reading and math achievement. In math, the number of students performing at grade level improved from 45 to 59%, compared to 42% in similar schools. Thirty-five percent now read at grade level, compared to only 21% in 1995 and just 17% in similar city schools.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/>

Contact: C. Warren Moses, 212-949-4921, I.S. 218 and P.S. 5, Children's Aid Society Community Schools, New York City, NY.

- e. *The Lighted Schools Project:* This Project provides over 650 middle school youth with a safe, supervised environment during after-school hours four days a week from 3:45 p.m. to 6:30 p.m. Children are transported home at the end of the program each night. Communities in Schools case management and social work staff oversee operations at each site. Thirteen community agencies provide all after-school services and programs for students and families at the sites. While the program targets at-risk youth, all middle school youth can participate in free activities, including sports, crafts, special events, and art instruction. Students have access to primary health care if it is needed and may also participate in small group activities designed to build self-confidence, make positive choices, prevent violence and drug and alcohol abuse, and resolve conflicts. Some schools provide tutoring and homework assistance and participate in community volunteer projects. A number of students each year are matched with a Baylor University mentor, who commits to mentoring a student for the entire year while participating in a college course on mentoring skills. Other community partners include local school districts, a hospital, the city recreation department, the community arts center, and a local council on alcohol and drug abuse prevention. In a 1997 evaluation, 57% of students at four of the sites improved their school attendance. Two sites experienced a 38% decrease in the number of participants failing two or more classes.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/>

Contact: Joyce Reynolds, 254-753-6002, The Lighted Schools Project, Communities in Schools, McLennan Youth Collaboration, Inc., Waco, TX

- f. *STAR and COMET Programs*: The Institute for Student Achievement provides a school-based program of counseling and academic assistance to middle and high school students who are having trouble in school. The program, which has both after-school and summer components, operates in six school districts in New York State, including Long Island, New York City, Mt. Vernon, and Troy. STAR (Success Through Academic Readiness) supports high school students through academic enrichment and counseling for at least two hours a day after school. COMET (Children of Many Educational Talents) addresses the special needs of middle school students, helping them to improve communication, comprehension, and social interaction skills and to make the transition to high school smooth. Every STAR student has graduated from high school, and 96% have gone on to college. Test scores at participating Hempstead High School on Long Island improved so much that the state removed the school from its list of low-performing schools a year ahead of schedule.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998. Which can be downloaded at: <http://www.ed.gov/pubs/SafeandSmart/>

Contact: Institute for Student Achievement, New York. Lavinia T. Dickerson, 516-562-5440.

- g. *Quantum Opportunities Program (QOP)*: This is a youth development program designed to serve disadvantaged adolescents by providing education, service, and development activities, as well as financial incentives, from 9th grade through high school graduation. Services include: computer-assisted instruction, peer tutoring and other forms of academic assistance, cultural enrichment, acquiring life/family skills, and help planning for college or advanced vocational training. Students also participate in community service projects and volunteering. The program is run in small groups and tailored to each individual student. Young people are provided with adult mentors who keep track of them, making home visits, and sticking with the youth for their four years in high school. An evaluation conducted at four sites indicates that, relative to a control group, QOP students: graduated from high school more often (63% vs. 42%); dropped out of school less often (23% vs. 50%); went on to post-secondary education more often (42% vs. 16%); attended a four year college more often (18% vs. 5%); attended a two-year institution more often (19% vs. 9%); and became teen parents less often (24% vs. 38%). QOP students were also more likely: to take part in community projects in the 6 months following QOP (28% vs. 8%); to volunteer as tutors, counselors, or mentors (28% vs. 8%); and to give time to non-profit, charitable, school or community groups (41% vs. 11%).

For more information, see:

Lattimore, C.B., Mihalic, S.F., Grotzger, J.K., & Taggart, R. (1998). *Blueprints for Violence Prevention, Book Four: The Quantum Opportunities Program*. Boulder, CO: Center for the Study and Prevention of Violence.

Contact: C. Benjamin Lattimore, Opportunities Industrialization Centers of America, Inc., 1415 Broad Street, Philadelphia, PA 19122, (215) 236-4500, Ext. 251, Fax: (215) 236-7480.

- h. *4-H After-School Activity Program*: Through the U.S. Department of Agriculture's Cooperative Extension Service in conjunction with the University of California, business, education, and government join together in a local partnership to run the 4-H After-School Activity Program. It provides hands-on learning to over 1,000 children, ages 7-13, in 20 public housing and school sites. The program offers students a safe haven after school, caring adult mentors, assistance with school work, extended learning activities, and encouragement and reinforcement of positive attitudes and healthy living. Other activities include reading, computer literacy, conflict resolution, community service, and career exploration. In an evaluation of the Los Angeles program, many parents reported a positive effect on the attitude and behavior of their child. Over 85% of parents claimed that the program kept their children out of gangs, and over 83% noted an increased interest in school.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids-June 1998.
<http://www.ed.gov/pubs/SafeandSmart/>

Contact: Don MacNeil, 4-H After-School Activity Program (4-H ASAP), Los Angeles, California; 805-498-3937

*For more information on each program, project, or article, see Appendix B

- i. *L.A.'s BEST (Better Educated Students for Tomorrow)*: Evaluations of this after school education, enrichment, and recreation program for grades K-6 in the city of Los Angeles report that students increased self-confidence and were better able to get along with others. Vandalism and school-based crime decreased by 64%. Children who participated also got better grades, had greater enthusiasm for regular school and showed positive changes in behavior. Schools running an LA's BEST program have shown a 40-60% reduction in reports of school-based crime.

For more information, see:

Fletcher, A.J. 1999. After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/> or contact: Carla Sanger, 213-847-3681, LA's BEST (Better Educated Students for Tomorrow), Los Angeles, CA.

- j. *The Milwaukee Project*: This project is a U.S. Department of Justice Weed and Seed site, in which law enforcement, community-based organizations, and residents work together to improve their neighborhood. The Milwaukee Public Schools system collaborates with local groups to provide Safe Havens at three neighborhood sites. Approximately 8,300 youth participate in Safe Haven after-school programs. The programs provide homework and tutoring assistance, recreational activities, games, choir, arts and crafts, and computer skills. The Safe Havens involve the police department in program planning and also encourage students to participate in the Police Athletic League. The programs have played a role in the reduction in the crime rate in areas with a Safe Haven by providing youth with alternative activities during high-risk hours for delinquency. In the 15 months following inception of the program, the crime rate dropped by 20.7% in the areas with the neighborhood sites. The rate of violent offenses in these areas dropped by 46.7% during the same time period.

For more information, see:

Safe and Smart: Making After-School Hours Work for Kids - June 1998.

<http://www.ed.gov/pubs/SafeandSmart/>

Contact: Sue Kenealy, 414-935-7868, The Milwaukee Project, Milwaukee, WI.

- k. *START (Students Today Achieving Results for Tomorrow)*: 5,000 children attend Sacramento's START, an afterschool program which places a high priority on academic improvement. Eighty-three percent were racial and ethnic minorities, 56% lived in households where English was not the primary language, and 87% were members of families that were transitioning from welfare to work or had annual incomes of less than \$25,000. Seventy-five percent began the program with reading, writing and math national test scores below the 30th percentile. More than 80% of these students showed academic and social improvement significantly greater than their peers not enrolled in the program. Priority was placed on providing resources, opportunities, and guidance that in combination result in improvements in: reading, writing, and math skills; grades; positive social relationships; and enthusiasm for learning. Families involved with the program moved more quickly toward economic self-sufficiency than those who were not. Parents reported that knowing their children were well supervised reduced stress and increased their job productivity and 98% of primary care givers stated that the program benefitted them as well as their children. A strong correlation was found between the length of time in the program and a decline in absences during the regular school day.

For more information, see:

Fletcher, A.J. (1999). After School Learning and Safe Neighborhood Partnerships: Implementation Approaches. www.wwlc.org

Fact Sheet on School-Age Children's Out-of-School Time

National Institute on Out-of-School Time, Center for Research on Women, Wellesley College
Revised December 1998 <http://www.wellesley.edu/WCW/CRW/SAC/factsht.html>

Almost 30% of public schools and 50% of private schools offered before- and/or after-school care in 1993-94, compared to only 15 and 33% in 1987-88. These programs are least available in rural areas.

Reference: National Center for Education Statistics (1997). *Schools Serving Family Needs: Extended-Day Programs in Public and Private Schools*. Washington, DC: U.S. Dept. of Educ.

The Government Accounting Office estimates that in the year 2002, the current number of out-of-school time programs for school-age children will meet as little as 25% of the demand in some urban areas.

Reference: U.S. General Accounting Office (1998). Abstracts of GAO Reports and Testimony, FY97. <http://www.gao.gov/AindexFY97/abstracts/he97075.htm>

Fees for programs for school-age children vary. Parent fees range from \$2.41 per hour in Minnesota to \$4.70 per hour in New Jersey.

Reference: National Association of Child Care Resource and Referral Agencies (NACCRRA), 1998 (April). *Child care fees across the nation. Child Care Information Exchange Trend Report #3*.

Eighty-three percent of program income is from parent fees and 86% of parents pay the full program fee.

Reference: Seppanen, P.S., Love, J.M., deVries, D.K., Bernstein, L., Seligson, M., Marx, F., & Kisker, E.E. (1993). *National study of before & after school programs*. (Final report to the Office of Policy and Planning, U.S. Department of Education). Portsmouth, NH: RMC Research Corp.

Studies have found that children who attend quality programs have better peer relations, emotional adjustment, grades, and conduct in school compared to peers who are not in programs. They also have more learning opportunities, academic or enrichment activities, and spend less time watching television.

Reference: Posner, J.K. & Vandell, D.L. (1994). Low-income children's after-school care: Are there beneficial effects of after-school programs? *Child Development*, 65, 440-456.

Researchers found that children who are under adult supervision, in programs or at home, have better social skills and higher self-esteem than their peers who are unsupervised after school.

Reference: Witt, P.A. (1997). Evaluation of the Impact of Three After-School Recreation Programs Sponsored by the Dallas Park and Recreation Department. <http://www.rpts.tamu.edu/rpts/faculty/pubs/wittpub2.htm>

One study found that, compared to peers with lower attendance rates, children who attend after-school programs regularly have higher grades and self-esteem.

Reference: Baker, D. & Witt, P.A. (1996). Evaluation of the impact of two after-school recreation programs. *Journal of Park and Recreation Administration*, 14(3), 23-44.

Teachers and principals report that students become more cooperative, learn to better handle conflicts, develop an interest in recreational reading, and receive better grades due to participation in after-school programs.

Reference: Riley, D., Steinberg, J., Todd, C., Junge, S., McClain, I. (1994). Preventing problem behaviors and raising academic performance in the nation's youth: The impacts of 64 school age child care programs in 15 states supported by the Cooperative Extension Service Youth-at-Risk Initiative. Madison, WI: University of Wisconsin.

A study of two housing projects, one with a 32-month after-school recreation program and one with minimal recreation services, found that in the housing project with the after-school program, juvenile arrests declined by 75% compared to the years prior, while juvenile arrests increased by 67% in the housing project offering minimal services.

Reference: Jones, M.B., & Offord, D.R. (1989). Reduction of antisocial behavior in poor children by nonschool skill-development. *Journal of Child Psychology and Psychiatry*, 30(3), 737-750.

Fact Sheet Continued...

MIDDLE SCHOOL STUDENTS

- > Students who spend one to four hours per week in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in extracurricular activities.

Reference: U.S. Department of Health and Human Services (1996). Adolescent Time Use, Risky Behavior, and Outcomes: An Analysis of National Data. Washington, DC: Author.

- > Eighth graders who take care of themselves for 11 hours or more per week are at twice the risk for substance abuse compared to those who are not in self-care at all.

Reference: Richardson, J.L., Dwyer, K., McGuigan, K., Hansen, W.B., Dent, C., Johnson, C.A., Sussman, S.Y., Brannon, B., & Flay, B. (1989). Substance use among eighth-grade students who take care of themselves after school. *Pediatrics*, 84(3), 556-566.

- > Eighty percent of Americans say they would pay an additional \$10 per year in taxes to fund programs in their communities.

Reference: Charles Stewart Mott Foundation (1998). Nationwide poll of support for after-school programs. Conducted by Lake Snell Perry/The Tarrance Group. Flint, MI: Author.

- > Almost three-quarters of parents of school-age children say they would be willing to pay for a quality school-based after-school program for their children, but only 31% of elementary school parents and 39% of middle school parents report that their child attends a program in his or her school.

Reference: U.S. Department of Education & U.S. Department of Justice (1998). *Safe and Smart: Making After-School Hours Work for Kids*. Washington, DC: Authors.

- > Forty-six percent of parents believe it is very important that schools stay open all day, and 43% of parents think after-school activities should be a high priority, despite limited education budgets.

Reference: Newsweek, 4/27/98.

PUBLIC SUPPORT

- > Ninety-two percent of Americans feel that there should be organized activities for children and teens during the after-school hours.

Reference: Charles Stewart Mott Foundation (1998). Nationwide poll of support for after-school programs. Conducted by Lake Snell Perry/ The Tarrance Group. Flint, MI: Author.

- > In a recent survey of police chiefs, nine out of ten surveyed support prevention programs for youth as an effective way to fight crime.

Reference: Fight Crime Invest in Kids (1996). *Police Chiefs say More Government Investments in Kids are Key to Fighting Crime: Survey Findings*. Washington, DC: Author.

3. Grade Articulation Programs

- a. *The Transition Project:* This Project aimed at increasing levels of peer and social support during transition to high school and reducing the difficulties of mastering transition tasks. It had two primary components: (1) restructuring the role of homeroom teachers to include guidance and counseling and (2) reorganizing the regularities of the school environment to reduce the social setting flux. Midyear and end of ninth grade assessments were collected on participants and matched controls measuring self-concepts, perceptions of school environment, and eighth- and ninth-grade attendance and grade averages. By the end of ninth grade, participants had significantly better attendance records and grade point averages as well as more stable self-concepts than controls. Further, by the final evaluation point, they also reported perceiving the school environment as having greater clarity of expectations and organizational structure and higher levels of teacher support and involvement.

For more information, see:

Felner, R.D., Ginter, M. & Primavera, J. (1982). Primary prevention during school transitions: Social support and environmental structure. *American Journal of Community Psychology, 10*, 277-289.

- b. *The Social Support Program:* This program provides teacher support, group support, and parental support to poor academic transition students. Sixty-six first year 6th graders were put into one of three groups: no-intervention, a group receiving Components A, B, and C, or a group receiving Component A only. Results showed that for full and partial intervention, mean GPA improved from pre- to post-intervention and from pre-intervention to follow up (only significant for full intervention group). The no intervention group maintained a higher mean GPA than both intervention groups post-intervention. The full intervention group had lower depression scores at post-intervention and follow up than pre-intervention. Full and partial intervention had lower anxiety scores at post-intervention and follow up than pre-intervention. Both groups did not significantly differ from the no-intervention group at post-intervention and follow up. Full and partial intervention groups' stress decreased over time on peer relationships only. Pre-intervention differences between no intervention and intervention groups on academic pressures were gone at follow up. The partial intervention group showed significantly greater teacher reported problems on socialized aggression and anxiety/withdrawal at post-intervention and follow up than full intervention and no intervention groups. Pre-intervention differences between no intervention and full intervention groups on socialized aggression were gone at post-intervention and follow up.

For more information, see:

Greene, R.W., & Ollendick, T.H. (1993). Evaluation of a multidimensional program for sixth-graders in transition from elementary to middle school. *Journal of Community Psychology, 21*, 162-176.

- c. *The Bridge Program:* This is designed to ease transition between middle and high school. It is a one-semester transitional program for all incoming ninth grade students and provides them with a variety of activities that promote academic achievement, responsibility, school spirit, fellowship, acceptance, and empowerment. Bridge students had 70.7% of their grades in core classes at or above C, whereas the previous non-Bridge ninth grade class had 68.5% of grades at or above C. As tenth graders, they averaged 75.8% of their grades above C, compared to non-Bridge tenth graders who averaged 68% of grades above C. Also, non-Bridge ninth graders had a 22% withdrawal rate from school (dropouts and transfers) while only 5% of Bridge ninth graders withdrew. Regarding discipline, Bridge freshmen were disciplined less (22%) compared to non-Bridge freshmen (34%). The majority of students and staff supported the program and thought it was effective.

For more information, see:

Sheets, R.A., Izard-Baldwin, G., & Atterberry, P. (December, 1997). Bridge: A Program Designed to Ease the Transition from the Middle Level to the High School. *Bulletin, 81*(593). The National Association of Secondary School Principals. For more information about the Bridge program, contact Gloria Izard-Baldwin at gizard@cks.ssd.k12.wa.us.

- d. *Sixth Grade Transition Groups (SGTG):* The goal is to increase students' ability to successfully negotiate the academic, social, and emotional challenges that accompany transition to middle school. Three hundred eight fifth graders received a social competency/stress reduction program. Results showed that 94% of the students said they found the group helpful, 72% said that Day 3 was most helpful, and 92% would recommend it to fifth grade students next year.

For more information, see:

Hellem, D.W. (1990). Sixth grade transition groups: An approach to primary prevention. *Journal of Primary Prevention, 10*(4), 303-311.

*For more information on each program, project, or article, see Appendix B

4. Welcoming and Social Support

- a. *School Transitional Environment Project (STEP)*: This is designed to (a) reduce exposure to high risk circumstances and increase exposure to developmentally enhancing conditions, (b) reduce adaptive demands imposed by school transitions by reorganizing the regularities of the school environment to reduce the degree of flux and complexity, and (c) increase resources for students during this time by restructuring the roles of homeroom teachers and guidance staff to provide greater support. Participants were 1,004 students in 4 STEP schools and 761 in 4 non-STEP schools. Results showed that participation was associated with: more favorable school experiences (Perceived Climate Scale); more positive student adjustment; lower levels of school transition stress; greater school, family, and general self-esteem; less depressive and anxiety symptoms (CDI, CMAS); less delinquent behavior (Delinquency scale of the YSR); higher levels of academic expectations; more favorable teacher ratings of behavioral adjustment; and better grades and school attendance.

For more information, see:

Felner, R.D., Brand, S., Adan, A.M., Mulhall, P.F., Flowers, N., Sartain, B., & DuBois, D.L. (1993). Restructuring the ecology of the school as an approach to prevention during school transitions: Longitudinal follow-ups and extensions of the School Transitional Environment Project (STEP). In Jason, L.A., Danner, K.E., & Kurasaki, K.S. (Eds.) *Prevention and School Transitions: Prevention in Human Services*. New York: The Haworth Press,.

- b. *The School Transitions Project*: This Project sought to offer a cost-effective, secondary prevention program for high-risk elementary school students undergoing an unscheduled school transition. The primary goals were to boost high-risk transfers' academic achievement to at least the average level of non-transfer students and to promote transfer students' classroom social adjustment. It was done in 20 inner-city, parochial elementary schools in Chicago. Schools were matched in size and ethnicity. One member of the pair was randomly assigned to either the experimental or control group. All transfer students initially received an orientation program, some received no further intervention, others were provided tutoring at school, and others were provided school tutoring plus parent tutoring. School tutoring was conducted twice weekly by project staff. In the school plus home tutoring condition, parents were trained in tutoring techniques and use of special academic materials. Evaluations were conducted each year for the first three years. In general, those involved in the tutoring program (either at school or at school and at home) made significant academic gains compared to controls. During the first and second year, gains were made in reading, spelling, and mathematics. However, during the third year, significant gains were found only in reading and spelling. Participants also showed significant improvements in coping skills and decreases in social withdrawal and inattentiveness -- especially those in the school and home tutoring conditions where parents were highly involved.

For more information, see:

Jason, L.A., Weine, A.M., Johnson, J.H., Danner, K.E., Kurasaki, K.S., & Warren-Sohlberg, L. The School Transitions Project: A comprehensive preventive intervention. *Journal of Emotional and Behavioral Disorders*, 1, 65-70.

- c. *Child Development Project (CDP)*: This is a multi-year, comprehensive school-change program that aims to help elementary school children feel more attached to the school community, internalize the community's norms and values, exhibit behavior consistent with norms and values, and reduce their involvement in drug-use and other problem behaviors. The program strives to strengthen tendencies to be caring and responsible, motivation to learn, and higher-order cognitive development. It includes parent involvement activities, staff training, school-wide community building activities, and a cross-grade buddy program. The intent is to integrate children into a school community in which the members are mutually supportive, concerned about one another's welfare, and interested in contributing to the life of the community. Outcomes show that children do see their classrooms as caring communities and that the more they do, the more their social, ethical, and intellectual development are enhanced. They show an increase in pro-social behaviors in grades K-4, and decreased delinquency in schools with the highest level of implementation.

For more information, see:

Battistich, V., Schaps, E., Watson, M., & Solomon, D. (1996). Prevention effects of the Child Development Project: Early findings from an ongoing multisite demonstration trial. *Journal of Adolescent Research*, 11, 12-35.

Battistich, V., Solomon, D., Kim, D., Watson, M., & Schaps, E. (1995). Schools as communities, poverty levels of student populations, and student' attitudes, motives, and performance: A multilevel analysis. *American Educational Research Journal*, 32, 627-658.

For project information, contact:

Sylvia Kendzior, Developmental Studies Center, 200 Embarcadero, Suite 305, Oakland, CA 94606-5300, (510) 533-0213. To order materials, call (800) 666-7270.

5. To and From Special Education

- a. *Adaptive Learning Environments Model (ALEM)*: This is a full-time mainstreaming program for exceptional students (learning disabled, socially and emotionally disturbed, visually impaired, and gifted). Evaluations report that students in the mainstreaming classes initiated interactions with teachers more often (32.4%) than students in the non-ALEM classes (4%). Also, they interacted with teachers significantly more for instructional purposes (95.2% vs. 88.1% for the non-ALEM students), and they interacted more frequently with peers for instructional purposes (45% vs. 13% for the non-ALEM classes.) They spent less time on teacher-prescribed activities (63.6% vs. 91% for the non-ALEM classes). At the same time, students in the ALEM situation spent nearly equal percentages of time in group settings (group interactive, 22.3%; group parallel, 25.1%; total, 47.4%) as in individual settings (52.6%). Positive changes in behavior from October to April during the a.m. sessions were transferred to the p.m. sessions only for the ALEM students. Students attitudes improved, self-ratings of the handicapped students were slightly higher than those of their regular peers. Handicapped students in ALEM classes tended to rate their cognitive competence, social competence, and general self-esteem higher than those in non-ALEM classes. Achievement gains for mainstreamed special education students in ALEM classrooms were 1.08 in math and 1.04 in reading. Scores were not significantly beyond the national norm, however they were significantly greater than the expected gains in both reading and math for students with comparable special education classifications.

For more information, see:

Wang, M.C. & Birch, J.W. (1984). Comparison of a full-time mainstreaming program and a resource room approach. *Exceptional Children*, Sept. 51(1): p.33-40.

- b. *Community-level Transition Teams*: These teams assist youth and adults with learning disabilities to prepare for attending a post-secondary institution or determining a career direction, living independently, establishing social support networks, and in establishing transportation options. Results from Oregon included creation of new instructional programs, better communication and collaboration among local service providers, and increased student self-esteem and self-worth.

For more information, see:

Blalock, G. (1996). Community transition teams as the foundation for transition services for youth with learning disabilities. *Journal of Learning Disabilities*, Feb 29 (2), 148-159.

- c. *Parallel Alternate Curriculum (PAC) Program*: This teacher training program is designed for teachers to learn classroom methods for ensuring academic success for mainstreamed, low-achieving students. Data indicate that the teacher training establishes a successful setting for mainstreaming handicapped students. Student achievement is improved and both teachers and students like PAC classes. Potential drop-outs also are reported as staying in PAC classes they otherwise would drop.

For more information, see:

Smith, G. & Smith, D. (1985). A mainstreaming program that really works. *Journal of Learning Disabilities*, Jun-Jul, 18(6), 369-372.

- d. *Transition Programs for the Handicapped*: These programs were developed to evaluate the impact and effectiveness of transition services for special education students in Maine (where a significant number of local education agencies are not addressing transition needs in a formalized way). Findings indicate that components unique to transition programs were not as successfully implemented, including community involvement, quantity and quality of job placements, student follow-up, post-secondary educational placements, and adjustment to community living. Successful transition programming are reported as sharing some components with special education, such as referral and assessment, interagency collaboration, use of functional curricula, and active participation of parents and students.

For more information, see:

Maine State Department of Educational and Cultural Services, Augusta Div. of Special Education. (1987). *Transition Programs for the Handicapped: Impact and Effectiveness. Executive Summary.*

6. School to Career Programs

- a. *Job Corps*: This is the nation's largest and most comprehensive residential education and job training program for at-risk youth, ages 16 through 24. Since 1964, the program has provided more than 1.7 million disadvantaged young people with integrated academic, vocational, and social skills training for gaining independence and getting quality, long-term jobs or furthering their education. It is a public-private partnership, administered by the U.S. Department of Labor. Benefits are reported as accruing for the disadvantaged youth who attend the program, for communities and schools where centers are located, and for employers who hire the students. More than 75% of those who enroll become employed, obtain further training, or join the military. Students who stay in the program to completion increase their chances for getting better jobs and higher wages.

For more information, contact:

Job Corps: 1-800-733-JOBS (1-800-733-5627), or visit their website at www.jobcorps.org

- b. *Career Education*: This program reports that students with low motivation to attend school improve in school attendance and retention. Vocational students are more likely to complete the vocational program they have selected, and all else being equal, the more vocational classes students took, the less likely they were to drop out of school.

For more information, see:

Mertens, D.M., Seitz, P., and Cox, S. (1982). *Vocational education and the high school dropout*. Columbus: The National Center for Research in Vocational Education, The Ohio State University, ED 228397.

Miller, J.V., and Imel, S. "Some Current Issues in Adult, Career, and Vocational Education." In: *Trends and Issues in Education*, 1986, edited by E. Flaxman. Washington, DC: Council of ERIC Directors, Educational Resources Information Center, Office of Educational Research and Improvement, U.S. Department of Education, 1987. ED 281 897.

Naylor, M. (1987). Reducing the Dropout Rate through Career and Vocational Education. Overview. *ERIC Digest* ED 282094.

Weber, J.M. (1986). *The Role of Vocational Education in Decreasing the Dropout Rate*. Columbus: The National Center for Research in Vocational Education, The Ohio State University. ED 264 444.

- c. *Cognitive Career Interventions*: Studies evaluating cognitive career interventions for youth with learning disabilities report counseling group interventions produced significant increases in self-awareness and career awareness, improved skills in employment writing and interviewing, and advanced strategies in problem solving and anger management.

For more information, see:

Biller, E.F. (1987). *Career Decision Making for Adolescents and Young Adults with Learning Disabilities: Theory, Research and Practice*. Springfield, IL: Charles C. Thomas.

Hutchinson, N.L. (1995). Career Counseling of Youth with Learning Disabilities. *ERIC Digest*: ED 400470

Hutchinson, N.L., Freeman, J.G., & Fisher, C. (1993). "A Two-Year Cohort Study: Career Development for Youth with Learning Disabilities." Paper presented at the annual meeting of the American Educational Research Association, Atlanta, GA.

- d. *Jobs for Ohio's Graduates (JOG)*: JOG's mission is to identify students at greatest risk of dropping out of school and provide them with a support system that not only keeps them in school, but also helps them adjust to the transition from school to work after graduation. Launched in 1986-87, it reports achieving a graduation rate in excess of 91 percent. More than 80 percent of students identified as at-risk when they entered were on the job, in the military, or in post-secondary education 12 months following graduation. Eighty percent of those working were in full-time placement. Cost were less than \$1,000 per student, \$750 of which came from State funds; the rest was from private and federal sources.

For more information, see:

Jobs for Ohio's Graduates, 65 South Front Street Room 912, Columbus, OH 43215-4183. 614-466-5718

Keeping Young People in School: Community Programs That Work. By Sharon Cantelon and Donni LeBoeuf. Published in *OJJDP Bulletin*, June 1997. <http://www.ncjrs.org/txtfiles/dropout.txt>

- e. *Mat-Su Alternative School (MSAS)*: This program reports working closely with businesses, government, and nonprofit agencies to provide at-risk youth with the academic and vocational skills needed to make the successful transition from school to work, including the military. (Mat-Su is a Tier I school for acceptance of graduates into the military.) Graduates have gone on to colleges and vocational schools; some are reported as having earned places on the dean's list at the University of Alaska. The program networks with 150 business owners to provide job sites. Students have 100% job placement and continue employment after graduation.

For more information, contact:

Mat-Su Alternative School, Matanuska-Susitna Borough School District, 1775 West Parks Highway, Wasilla, AK 99654. 907-373-7775

- f. *Stay-in-School*: This is a Canadian government initiative to encourage youngsters to finish high school and acquire the skills needed for the jobs of tomorrow. The initiative cites increases in student retention, and student reported improvement in self-confidence, work habits, life and academic skills, and expressed a desire to continue with and succeed in school. In-school coordinators reported that 84% of students involved in dropout interventions in 1992-93 completed their year. Of these, it is estimated that less than 25% would have finished the year. Fifty percent of school contacts noted enhanced academic performance in over half of the participants. Improved life skills were reported by 70% of respondents. Almost all contacts stated the initiative was cost-effective.

For more information, see:

Hackett, H. & Baron, D. (1995). Canadian Action on Early School Leaving: A Description of the National Stay-in-School Initiative. *ERIC Digest*. ED399481.

Renihan, F., Buller, E., Desharnais, W., Enns, R., Laferriere, T., & Therrien, L. (1994). "Taking Stock: An Assessment of The National Stay-In-School Initiative." Hull, PQ: Youth Affairs Branch, Human Resources Development Canada.



*A Technical Aid Packet From the Center's Clearinghouse**

After-School Programs and Addressing Barriers to Learning



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>). The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563. (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175) U. S. Department of Health and Human Services.

Excerpt From:

After-School Programs and Addressing Barriers to Learning

*Risk can be transformed into opportunity for our youth by
turning their non-school hours into the time of their lives*
A Matter of Time
Carnegie Task Force on Education

Contents

This Technical Aid Packet provides information on:

Introduction

- I. After-school Programs as Part of a Broad, School Wide Component to Address Barriers to Learning and Promote Healthy Development
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- III. Focus and Examples
 - For Students:
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- IV. Key Components of Successful Programs
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Introduction

Recent trends have resulted in schools implementing an extensive range of preventive and corrective activity oriented to students' needs and problems. Some programs are provided through a school district, others are carried out at, or linked to, targeted schools. Some are owned and operated by schools; some are owned by community agencies. Few schools, however, come close to having enough resources to respond when confronted with a large number of students who are experiencing a wide range of barriers that interfere with their learning and performance. At the same time, there has been increasing interest in school community collaborations as one way to provide more support for schools, students and families.

One of the fastest growing examples of school-community collaborations is occurring in the expansion of after-school programs.

This venue allows schools to address several of the most important aspects for enhancing student success:

- safety/violence prevention
- augmentation of academic supports to enhance classroom success
- outreach to community recreation and social service programs
- opportunities for families to participate in learning activities.

Formal and informal after-school programs occur throughout every community, at agencies and other neighborhood venues, as well as on school campuses. The focus of this document is on opportunities for after-school involvement offered at school sites. However, it should be evident that many of the ideas covered are useful for planning before-school programs, improving recess and lunch periods, thinking about schools as sites for weekend and holiday/vacation community hubs to enrich learning opportunities and provide recreation in a safe environment.

As schools develop a full range of opportunities, they can anticipate a range of important results, including reduced alienation, enhanced positive attitudes toward and involvement in school and learning, and an increased perception of school as a caring place.

National Institute on Out-of-School Time
Center for Research on Women, Wellesley College
February 2001

Fact Sheet on School-Age Children's Out-of-School Time

How our children are spending their time after-school

- There are approximately 8 million children ages 5 to 14 that spend time without adult supervision, 4 million of these children are between the ages of 5 and 12 (Miller, 1999).
- Violent juvenile crime triples and children are at greater risk of being victims of violent crime after school (Sickmund et al, 1997; Snyder et al. 1999).
- Children spend only 20% of their waking time in school which leaves many hours each day free — a time of both risk and opportunity (The Future of Children, 1999; Miller et.al., 1997).

How quality after-school programs benefit children and communities

- Children who attend high quality programs have better peer relations, emotional adjustment, conflict resolution skills, grades, and conduct in school compared to their peers who are not in after school programs (Baker and Witt, 1996; Kahne, Nagaoka & Brown, 1999; Posner & Vandell, 1999).
- Children who attend programs spend more time in learning opportunities, academic activities, and enrichment activities and spend less time watching television than their peers (Posner & Vandell, 1994).
- Students who spend 1-4 hours per week in extracurricular activities are 49% less likely to use drugs and 37% less likely to become teen parents than students who do not participate in extracurricular activities (U.S. Department of Health and Human Services, 1996).

Quality programs are in short supply although public support is growing

- The U.S. General Accounting Office estimates that in the year 2002, the current number of out-of-school time programs for school-age children will meet as little as 25% of the demand in some urban areas (U.S. General Accounting Office, 1998).
- Fifty bills were introduced in the 106th Congress that address after-school programming demonstrating a high level of bi-partisan support. (www.thomas.gov).
- Total funding from the two largest federal funding programs, the Child Care Development Block Grant and the 21st Century Community Learning Centers serve less than two million of the 35.8 million children ages 5-13 in this country (U.S. Census Bureau, 2001, ACYF, DHHS, 2001, U.S. Dept. of Education, 2001).
- A poll of 1,000 adults conducted in February, 2001 shows that 2/3 of Americans say boosting investments in kids is a higher priority than tax cuts (Opinion Research Corporation International, Princeton New Jersey, 2001).

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I. After-school Programs as Part of a Broad, School Wide Component to Address Barriers to Learning and Promote Healthy Development

An important context for understanding after-school programs is provided by two aims:

- the desire to *promote healthy development* and
- the need to *address barriers to learning and development*.

Ultimately, addressing barriers to learning and enhancing healthy development must be viewed from a societal perspective and requires fundamental systemic reforms.

From this perspective, *it becomes clear that schools and communities must work together to develop a comprehensive, multifaceted, and integrated continuum of interventions for each neighborhood.*

The framework for such a continuum emerges from analyses of social, economic, political, and cultural factors associated with the needs of youth and from promising practices. The result is a continuum that includes systems of youth development, systems of prevention, systems of early intervention, and systems of care (see Figure 1). Fleshing out the framework requires a significant range of programs focused on individuals, families, and environments.

To establish the essential interventions, there must be inter-program collaboration on a daily basis and over a long period of time focused on:

- *weaving together what is available at a school*
- *expanding this through integrating school, community, and home resources*
- *enhancing access to community resources by linking as many as feasible to programs at the school.*

Within the context of a comprehensive approach, after-school programs are understood to have multiple facets. They not only provide opportunities to foster healthy development, they are essential to preventing many problems. They also provide opportunities for addressing some problems as early-after-onset as feasible, and they can offer invaluable support for efforts to meet the needs of youngsters with chronic/severe problems.

For a discussion of policy and practice implications related to establishing a comprehensive, multifaceted approach to addressing barriers to learning and promoting healthy development, see Appendix A.

Figure 1. Interconnected systems for meeting the needs of all students

Aims:

To provide a CONTINUUM OF SCHOOL AND COMMUNITY PROGRAMS & SERVICES

To ensure use of the LEAST INTERVENTION NEEDED

School Resources

(facilities, stakeholders, programs, services)

Community Resources

(facilities, stakeholders, programs, services)

Examples :

Examples :

- Enrichment & recreation
- General health education
- Drug and alcohol education
- Support for transitions
- Conflict resolution
- Parent involvement

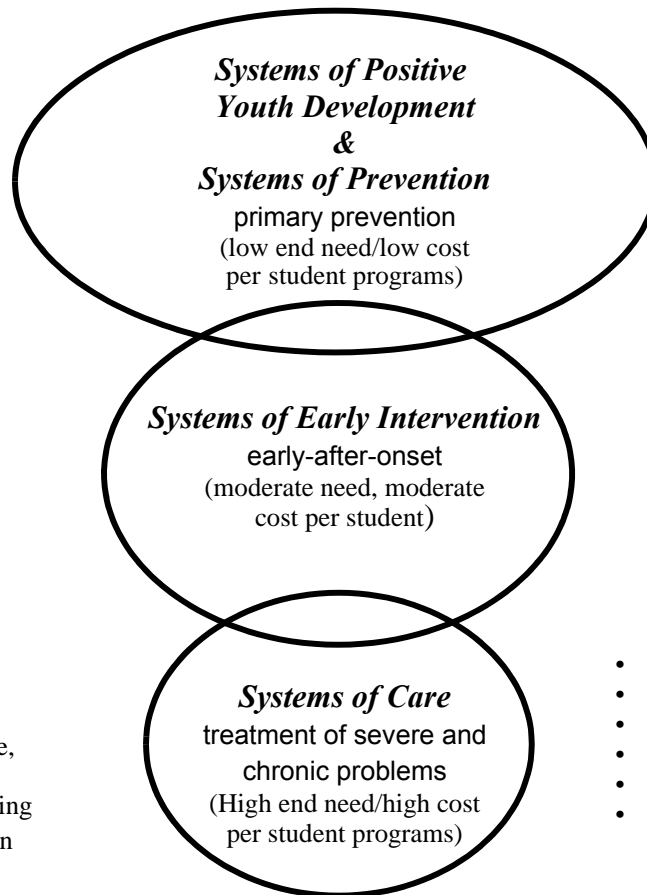
- Youth development progs.
- Public health & safety programs
- Prenatal care
- Immunizations
- Recreation & enrichment
- Child abuse education

- Pregnancy prevention
- Violence prevention
- Dropout prevention
- Learning/behavior accommodations
- After-school tutoring
- Work programs

- Early identification to treat health problems
- Monitoring health problems
- Short-term counseling
- Targeted youth mentoring
- Foster placement/group homes
- Family support
- Shelter, food, clothing
- Job programs

- Special education for learning disabilities, emotional disturbance, and other health impairments – including after-school recreation

- Emergency/crisis treatment
- Family preservation
- Long-term therapy
- Probation/incarceration
- Disabilities programs
- Hospitalization



Systemic collaboration* is essential to establish interprogram connections on a daily basis and over time to ensure seamless intervention within each system and among *systems of prevention, systems of early intervention, and systems of care.*

*Such collaboration involves horizontal and vertical restructuring of programs and services
 (a) within jurisdictions, school districts, and community agencies (e.g., among departments, divisions, units, schools, clusters or schools)
 (b) between jurisdictions, school and community agencies; public and private sectors; among schools; among community agencies

II. The need for and potential benefits of after-school programs

Various stakeholders have identified needs and desired outcomes relevant to after-school programs. These are summarized below. To maximize the benefits of such programs, it is recommended that program planners create a strong collaborative partnership among concerned stakeholder groups to ensure the needs of all are fully addressed.

For Children

Provides a safe place for after-school hours

Provides opportunities for social contacts and a range of recreation and enrichment opportunities.

Provides academic supports for helping with homework, exploring new ways to learn and enhanced motivation for learning, and tutoring to help “catch up”

For Youth

Provides a rich array of opportunities for social contacts and enrichment activities, especially related to sports, arts, and student directed projects.

Provides positive interactions with mentors (volunteers from business, professions, colleges) who can engender planning for career and future opportunities.

Provides opportunities to “catch up” in academic areas with alternative strategies and more individualized supports

For Families

Provides low or no cost care for children and youth

Provides enrichment opportunities for families who might not be able to afford them otherwise (for both children and adults)

Provides academic support and opportunities for children, youth, and adults

For Schools

Provides the school staff and programs with opportunities to integrate with community personnel and programs to enhance positive outcomes for schools

Provides a “second shift” to help students “catch up” with academics through augmented efforts and alternative teaching approaches

Provides extended job opportunities for school staff who are interested and available in alternative contacts with students and families.

For Communities

Provides opportunities to integrate community resources and programs with the school during “non peak hours” when space and students are more accessible

Provides safe and supervised recreation and enrichment opportunities to reduce juvenile crime and victimization of unsupervised children and youth

Provides opportunities for personnel from a range of family serving organizations that have a vested interest in improving the outcomes for the neighborhood and community to create systemic changes

A few brief excerpts from documents discussing the research supporting the need for and benefits of after-school programs

“...Twenty-five million children in American have working parents. During the typical week, some five million of these children between the ages of 5 and 14 are left unsupervised, while their parents work. A 1990 University of California study found that unsupervised children are at significantly higher risk of truancy, poor grades, stress, accidents, risk-taking behaviors, and substance abuse. This higher risk cuts across all income groups. But the problems are especially severe for children of low-income families in both urban and rural settings. Their communities often lack the necessary resources to provide programs during non-school hours. When children are left unsupervised, they are exposed to real physical dangers, as well as provided with opportunities for involvement in risky behaviors, including gang, drug, and alcohol activity. FBI statistics show that the hours between 3:00 P.M. and 8:00 P.M. see the highest rate of juvenile violence and crime. But perhaps most importantly, children left unsupervised during the non-school hours miss out on an array of developmental activities that could be theirs if programs were available After-school and summer programs take place in a variety of settings. They can be found in community schools but they are also available in the facilities of community-based organizations...More than merely a custodial solution, after-school programs provide a rich opportunity to provide developmental experiences which build competencies and skills so children can move successfully from childhood and adolescence to adulthood”

From: “After-School and Summer Programs” (2000)

National Assembly – <http://www.nassembly.org/html/aftersum.html>

“...When the dismissal bell rings, many children go home to empty houses (latchkey children), and many others “hang out” on the streets until their parents return home. Children left unsupervised after-school often fall prey to deviant behaviors that are harmful to them, to their schools, and to their communities...They are more likely to be involved in delinquent acts during these hours A lot of emphasis has been placed on after-school programs for three primary reasons. First, attendance in after-school programs can provide children with supervision during a time when many might be exposed to and engage in more anti-social and destructive behaviors. Second, after-school programs can provide enriching experiences that broaden children’s perspectives and improve their socialization. Third, and a more recent emphasis, after-school programs can perhaps help to improve the academic achievement of students who are not achieving as well as they need to during regular school hours In addition to providing supervision, after-school and extended school-day programs are now being seen as a means of improving academic achievement, providing opportunities for academic enrichment and providing social, cultural, and recreational activities...In particular, extended-day and after-school programs have been proposed as a means of accelerating the achievement of students placed at risk of academic failure due to poverty, lack of parental support, reduced opportunities to learn, and other socioeconomic and academic factors”

From: “Review of Extended-day and After-school Programs and their effectiveness (1998), by O. S. Fashola, Center for Research on the Education of Students Placed at Risk <http://www.csos.jhu.edu/crespar/Reports/report24.pdf>

“ . . . Demands for school-based after-school programs outstrips supply at a rate of about two to one. Seventy-four percent of elementary and middle school parents said they would be willing to pay for such a program, yet only about 31 percent of primary school parents and 39 percent of middle school parents reported that their children actually attended an after-school program at school....as states begin to see the effects of the federal welfare reform legislation of 1996 and start moving large proportions of the families in their caseloads into work related activities, greater numbers of welfare recipients are likely to need care for their children After-school, students experience what has been referred to as an informal curriculum, which greatly impacts children’s literacy development After-school programs can help children develop greater confidence in their academic abilities and a greater interest in school”

From: “Working for Children and Families: Safe and Smart After-School Programs” (2000)
U.S. Depts. of Education/Justice. <http://pfie.ed.gov>

“Research shows that school-age children who attend quality programs have better emotional adjustment, peer relations, self-esteem, and conduct in school compared to children not in programs (Posner & Vandell, 1994; Baker & Witt, 1995, Witt 1997). This means students learn to work with others and better handle conflict, skills that will benefit them throughout life. Studies also show that, due to more learning opportunities and enrichment activities, children in quality programs receive better grades and demonstrate improved academic achievement. Studies also show that quality after-school programs can help prevent crime, juvenile delinquency and violent victimization When an after-school center recently opened in Northeast Baltimore, the Baltimore Police Department reported a decrease in juvenile arrests, armed robberies and assaults in the neighborhood, as well as a 44 percent drop in the risk of children becoming victims of crime”

From: “Statement on After-School Programs” (1999), by Emil Parker, Deputy Assistant Secretary for Policy and External Affairs, Administration for Child and Families, Dept. of Health and Human Services. <http://www.hhs.gov/progorg/asl/testify/t991028b.html>

“...A wide variety of enriching and engaging activities can be offered in after-school programs to make learning fun and to provide recreation. Quality programs give children the opportunity to follow their own interests or curiosity, explore other cultures, develop hobbies, and learn in different ways, such as through sight, sound, or movement. Children in these programs are encouraged to try new activities, think for themselves, ask questions, and test out new ideas. Quality programming reflects the needs, interests, and abilities of children, recognizing that they change as children grow older...”

From: “Safe and Smart: Making After-School Hours Work for Kids” (1998)
<http://www.ed.gov/pubs.SafeandSmart/>

III. Focus and Examples

“ . . . Debates between researchers and policy-makers range from whether programs should target disadvantaged youth or all youth, to whether they should focus strictly on academics or on “enrichment activities.” . . . Politicians tend to support an academic focus because grades are easy to measure and national competitiveness is a top concern. Psychologists and social scientists, on the other hand, take a developmental approach: For them, the whole child is what matters and they are hopeful that if communities systematically apply more holistic models of youth development, academic benefits will follow”

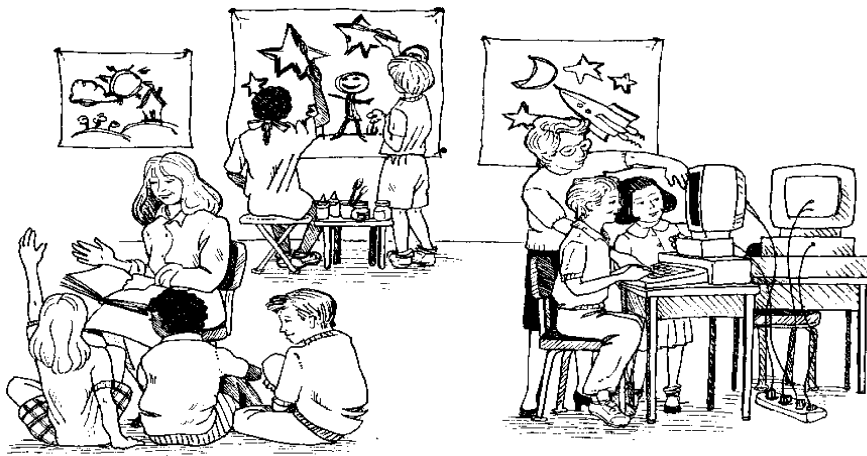
Excerpt from: *Monitor on Psychology*, March 2001

Models vary in who they serve. While most school-based after-school programs are for the students who attend the school, some are designed for use by several schools, and some even are designed for all families living in the neighborhood. Most focus on younger children for whom safe and supervised child care is an important part of the motivation for providing after-school activities. However, it is clear that a range of attractive options for adolescents is important to improving the quality of life in a community.

Models also vary in their emphasis on enrichment, recreation, and academic activities.

“ . . . Although the benefits to be derived from the use of the after-school hours seem great, the most effective ways to capitalize on this opportunity are not well understood, and existing after-school efforts vary enormously in purposes and in operations. They range from purely daycare, to purely academic, to purely enrichment programs, to various mixtures of these”

“The Child First Authority After-School Program: A Descriptive Evaluation” (1999)
O. S. Fashola, Center for Research on the Education of Students Placed at Risk
<http://www.csos.jhu.edu/crespar/Reports/report38.pdf>



A. For Students

A note about student choice: One of the advantages to an after-school program is the lack of a mandated curriculum. Providing a range of attractive options from which students can choose can reestablish in those not very motivated for a school a reawakening of curiosity and reengagement in learning that can have benefits in the regular school program.

In his Review of Extended-Day and After-School Programs and their Effectiveness, Fashola (1998) explores the question: “*Does program climate and flexibility affect outcomes . . . ?*” He reports: “*Program flexibility ratings were calculated, based on the extent to which participants in the program were allowed to select their activities Social skills of the children improved significantly ($p < .05$) when they were involved in more flexible programs Looking at activities offered, the more available and greater the number of activities offered to the children, the better they were at solving both internal and external problems*” [www.csos.jhu.edu/crespar/reports/report 24.pdf](http://www.csos.jhu.edu/crespar/reports/report%2024.pdf)

1. Enrichment Opportunities

With schools prioritizing standards and achievement based activities, many of the enrichment components related to music, art, drama, hobbies, and clubs have been eliminated from the instructional day. The after-school program is an opportunity to restore them.

“. . . extracurricular activities can encourage the development of skills and interests not fully nurtured during the school day. Extracurricular activities appear to provide leadership and social skills development. These skills have been shown to lead to greater self-esteem and higher aspirations in both current academic situation and in the pursuit of long-term careers While lessons and extracurricular classes have always been a part of the lives of affluent suburban children, more attention is now focused on the importance of “enrichment” programming in the lives of all children Provision of extracurricular activities varies. After-school programs may offer “extra” one-day-a-week clubs that encourage children to pursue a special interest such as photography, chess, or hands-on math and science projects. These activities may be provided by regular program staff, volunteers, or invited ‘experts’ from community museums, art centers, or music schools.

For example, in Sante Fe, New Mexico, the Art Moves Us program uses the talents of more than 750 local youth, ages 7-23, to research, design, plan, and render public murals

The Virtual Y, a collaboration of the YMCA, schools, and the PTA, has brought the Y’s traditional curriculum to New York City schools

Citizens Schools, a not-for-profit corporation, successfully combines both mentoring and service. Through its Apprenticeship Curriculum, children work directly with Boston’s best performers, artisans, and tradespeople”

Enriching Children’s Out-of-School Times, L. Coltin (1999)

ERIC Digest: <http://ericecece.org/pubs/digests/1999/coltin99.html>

2. Academic Enhancement

With the increased concern about academic performance and with the added impetus of policies ending social promotion, extra instruction and homework support are a major focus for after-school. The assistance may be offered by regular school staff, but often it is provided by a range of others. The focus may be on study skills for at-risk students, language arts to increase literacy and language skills, specific academic subjects/curricula. Some programs use specially-trained staff to teach students strategies for organizing and retaining information and for test taking. Some offer programs to encourage families to read together and teach parents how to help their children with homework. Some make special arrangements with local colleges to offer special programs focused on math and science and on building leadership skills, and preparing for college entrance exams.

Some Views on the Academic Focus After-School

“Most after-school programs offer some type of homework assistance, whether it is a scheduled daily homework time, one-on-one tutoring, or a homework club or center. Staffed by teachers, paraprofessionals, older students, and volunteers, participating children can draw on a variety of resources to tackle difficult homework. Also, the structure of an after-school program can make homework part of students’ daily routine, which helps to explain why children in after-school programs display better work habits than their peers A recent report by the National Academy of Sciences concludes that many reading disabilities are preventable. Children without literature-rich environments and strong reading instruction are much more likely to show delayed or impeded development of their reading ability. One major recommendation in the report is to increase the opportunities for children to engage in independent reading, an activity well-suited to after-school programs.

From: *Working for Children and Families: Safe and Smart After-School Programs (2000)*
<http://pfie.ed.gov>

Optimally, to improve the school performance of children, the curriculum of after-school programs should be aligned with that of the school by using regular school-day teachers as programs staff. If this is not possible, the program should employ qualified instructors who provide homework assistance and organize activities promoting basic skills mastery.... One-on-one tutoring projects are particularly effective.

Eric Digest: “After-school programs: evaluations and recommendations”
<http://eric-web.tc.comunbia.edu/digests/dig140.html>

Bringing Education to After-School Programs includes ideas regarding reading, math, technology, college preparation.

Office of Educational Research and Improvement

U.S. Department of Education. http://www.ed.gov/pubs/After_School_Programs

. . . Some extended day programs are actually extensions of the school day and take place inside the school building with regular school day teachers and paraprofessional providing instruction and support. The academic instruction is directly related to and aligned with what happens during the day, as well as providing tutoring and study skills for low achievers. Such programs are expanding as schools implement the end of social promotion and attempt to provide interventions throughout the school year in order to avoid retaining students who do not meet standards based assessments

“The Child First Authority After-School Program: A Descriptive Evaluation” (1999).

O. S. Fashola, Center for Research on the Education of Students Placed at Risk
<http://www.csos.jhu.edu/crespar/Reports/report38.pdf>

3. Recreation

After-school programs provide opportunities for children to work and play together in a more informal setting than during the regular school day. The increased interaction with peers contributes to the development of social skills. ..Children also benefit from increased interaction with caring adults, who serve as role models and mentors. Overall, studies have found that the beneficial effects of after-school programs are strongest for low-income children, children in urban or high-crime neighborhoods, younger children, and boys.

“Working for Children and Families:
Safe and Smart After-School Programs” (2000)
<http://pfie.ed.gov>.

After-school most students want the chance to leave the confines of chairs, desks, and classrooms and release energy through athletics (including but not limited to organized sports), arts and crafts, music, interest groups/clubs, and other social activities. Besides what the school staff can offer, some youth development organizations come to school sites to expand the number of options. Creating a cadre of teen assistants also helps maximize the range of youth involvement and minimize the number of adults needed for supervision.

“After-school programs may provide the only way urban youth can engage in recreational activities, given the unsafe conditions of many parks, budget cuts that curtail school and community sports programs, and the lack of local adults available to coach teams or serve as advisors to clubs. The recreational component of an after-school program can provide children with opportunities to develop whatever skills they choose, while also helping them learn good sportsmanship, coping strategies, and problem solving...”

“After-School Programs: Evaluations and Recommendations”
ERIC Digest: <http://eric-web.tc.columbia.edu/digests/dig140.html>



B. For the Community

1. Day Care

With most parents and family members working longer hours, the need for well supervised after-school options has far exceeded the resources available. As Emil Parker (1999), a Deputy Assistant Secretary in the Department of Health and Human Services stresses:

. . . parents are at work for 20-25 hours per week longer than their children are in school. Therefore, in order to work, parents need safe, quality and affordable care for their children. Unfortunately, for many families, particularly low-income families, quality care is not available or it is not affordable. The most frequently mentioned barrier to participation is parents' inability to pay the tuition and fees programs must charge to offer quality services. National survey data show that child care expenses are often the second or third largest item in a low-income working family's household budget. Other barriers include shortage of available places in child care programs, shortage of high-quality programs, inadequate facilities, inaccessibility to public transportation, high staff turnover, and limited hours (i.e., no evening or weekend hours)

<http://www.hhs.gov/progorg/951/testify/t991028b.html>

No or low cost options on school campuses can allow for rapid expansion of child care capacity. For example, at Elizabeth Learning Center in Los Angeles (a demonstration site for the New American Schools, Urban Learning Center model), parents formed a childcare cooperative. The cooperative operates with parent volunteers and a small amount of funding from the school budget (two 15 hour positions), as well as with some support for program planning provided by an adult education teacher.

For more on the focus on day care, see guides, toolkits, case studies, fact sheets, etc., at:

- > The Finance Project Child Care Partnership Project.
<http://www.financeproject.org>
- >National Association of Child Care Resource and Referral Agencies
<http://www.naccrra.org>
- >National School-Age Care Association
<http://www.nsaca.org>
- >National Resource Center for Health and Safety in Child Care
<http://www.nrc.uchsc.edu/states.html>

2. Adult Learning

Schools as the hubs of neighborhoods can provide valuable resources to parents and other community members with evening and weekend classes and training. Adult education programs at the school can include English language classes, literacy, job skills, child care certification program, citizenship exam preparation classes, parenting classes.

On one level, adult learning in extended day programs provide venues for schools and communities to work together to enrich the quality of life in the community. The focus can be on life long learning, active involvement in the arts, and general community involvement.

Resources and partnerships for adult learning are found in the efforts of schools and communities to enhance adult literacy and to provide job training. Of note are the efforts of community colleges. In recent years, community colleges have reached out to collaborate in providing adult literacy programs and more.

Literacy Programs

“Adult literacy programs have been affected by the implementation of Title II of the Workforce Investment Act (1998), also known as the Adult Education and Family Literacy Act. This legislation, an amendment of the Adult Education Act, attempts to centralize efforts and funding in order to hold local programs, and the state and federal governments accountable to each other and the public. The three main objectives of this new act are:

1. To help adults become literate and gain the skills needed for employment and self-sufficiency;
2. To assist parents in obtaining skills in order to be active participants in their children's educational development; and
3. To help adults complete a secondary education. (Workforce Investment Act of 1998.)

Many of the already established literacy services can help to actualize these objectives. Adult Basic Education assists students whose skills are below the eighth-grade level. Students who are at the high school level and want to obtain a high school equivalency diploma either by passing course work or attaining general education development (GED) certification can enroll in Adult Secondary Education. English as a Second Language (ESL) programs help the non-English speaker who has limited English proficiency in reading, writing, and speaking. Family literacy services attempt to reinforce and enhance learning for both parents and children by reading and learning together. There are also literacy programs designed for individuals with physical and/or learning disabilities and individuals who are incarcerated. For those finding their job skills obsolete due to technology and globalization, workplace literacy helps current and potential employees learn occupational skills.”

From: Community College Adult Literacy Programs: Moving toward Collaboration (1999).

ERIC Digest. By G. Gomez http://www.ed.gov/databases/ERIC_Digests/ed438874.html

3. Enrichment, Recreation, and Community Building

In a document entitled, *Schools as centers of community: A citizen's guide for planning and design* (2000), the U. S. Dept. of Education states:

... innovative approaches extend the functions of the stand-alone school so that it serves a broad range of community needs as well . . . the most successful schools of the future will be integrated learning communities which accommodate the needs of all of the community's stakeholders. They will be schools that will be open later, longer and for more people in the community from senior citizens using the gym and health facilities during off-hours to immigrants taking evening English classes after work

<http://www.ed.gov/inits/construction/ctty-centers.html>

Clearly, on-campus family assistance services and assistance in connecting with community services can link school support programs with a broader range of community resources (e.g., health, social services, food and clothing banks, etc.). Some schools enlist the skills of family and community members to teach such things as folk dancing, art, sewing, crafts, and much more. As campuses open-up, they once again become hubs of the neighborhood for recreation, community meetings, events, and social get-togethers.

As neighborhood centers, the Beacon schools in New York City, provide services for parents and other adults as well as activities for children and youth. Activities for adults include education, sports, recreation, culturally specific programming, support for parental employment, opportunities to volunteer, intergenerational activities, support for families, and immigrant services. . . . Often, after-school programs involve parents, volunteers and others in the schools. As they become involved, the schools become a center for the community. . . .

From: "Working for Children and Families: Safe and Smart After School Programs" (2000)
<http://pfie.ed.gov> . . .

The Child First Authority in Baltimore seeks to improve the quality of life in low socioeconomic status communities using the schools as hubs of activity after school. A community organizer meets with parents, teachers, administrators, and community members to create a culture of change in the community. Although Child First was an after school program, it was also seen by the organizers as a way of introducing the concept of relational power to the schools, the parents, and the communities . . . methods that the parents could use to create change in their own lives, in the lives of their children, and in the community as a whole by using the school as the center of activity. . . .

From: "The Child First Authority After-School Program: A Descriptive Evaluation" (1999).
O. S. Fashola, Center for Research on the Education of Students Placed at Risk,
<http://www.csos.jhu.edu/crespar/Reports/report38.pdf>

Now see Appendix B for brief descriptions of a range of after-school programs and a sampling of outcome findings.

The U.S. Office of Education offers support for after-school programs.
The grant program is called the *21st Century Community Learning Centers*
– see <http://www.ed.gov/21stcclc>

The grant guidelines for this program provide another indication of the range of opportunities that can be provided after-school and the importance of adopting a multifaceted approach. Specifically, applicants are advised to address at least four of the following:

1. Literacy education programs
2. Senior citizen programs
3. Children's day care services
4. Integrated education, health, social service, recreational, or cultural programs
5. Summer and weekend school programs in conjunction with recreation programs
6. Nutrition and health program
7. Expanded library service hours to serve community needs.
8. Telecommunications and technology education programs for all ages
9. Parenting skills education programs
10. Support and training for child day care providers
11. Employment counseling, training, and placement
12. Services for individuals who leave school before graduating from secondary school, regardless of the age of such individual
13. Services for individuals with disabilities.

IV. Key Components of Successful Programs

Although afterschool programs differ in order to fit the local community, evaluations of many afterschool programs have identified several key components essential to program success.

A. Collaborative Planning and Monitoring

As with all school-based programs, there are a number of important stakeholders who should be part of initial planning (needs and vision), steering the implementation, and credited for the positive outcomes. Because after-school programs are located on school grounds, it is, of course, essential to involve **the school leadership and staff from the beginning**. A simultaneous priority is to involve **students and families**. It is these key stakeholders who must then **outreach to community resources** to build a multifaceted after-school program and integrate into a comprehensive continuum of school-community interventions.

1. School Readiness and Commitment

Even if the focus on after-school programs is primarily on engaging community partners, it is essential to recognize that *school staff will be sharing what they view as their “space” and their students* with the after-school programs and staff. Co-locating community services at schools is a complicated process of sharing “turf.” One of the lessons learned so far is that, the more the school staff (including administrators, teachers, support staff, aids, and custodians) see the after-school component as a major partner in addressing the school’s goals, the better the link between the regular and after-school agenda. When the school staff appreciates the contribution of the after-school program to the goal of educating all students, they seem more accepting of providing access to school facilities and resources..

The stimulus for expanding an existing supervised playground to an enriched after-school program may be a new grant opportunity, the concern about students who need extra help to pass standardized tests, or the offer by a community agency to co-locate on a school campus to provide a fee-based after-school program.

However it is initiated, the readiness and planning phase can be an opportunity to “think big.” Various sources of funding and personnel can be integrated into the plan to provide a rich range of opportunities for all the students. By creating a broad base of support, the efforts can be sustained, even when funding sources are reduced.

Time for Planning is Essential in Maximizing Children’s Opportunities

Time is provided for school day and after-school staff to establish and maintain relationships of mutual respect and understanding. Regular meetings with school day teachers and the after-school or summer-time staff allows time to confer on the social and academic status of participating children, write protocols for sharing space and resources, develop shared policy and procedures for supervision and transportation, design new curriculum, create a welcoming environment for parent and community volunteers, and make arrangements for the use of facilities and materials, such as computer labs and recreational equipment. In some school-based programs, the after-school staff attend faculty meetings with the regular school day staff and share teacher work areas or have permanent office space in schools. ...”

Working for Children and Families (2000)

<http://pfie.ed.gov>

A Key Principle, a Supportive Principal

“ . . . The extent to which the principal believes in and acts according to the goals of the program determines the ability of the program to reach its goals. A successful principal understands that changing the culture of the school is a learning process. By being actively involved in the learning process, she/he learns when to let go, when to step up, and when to step to the side . . . principals realize that although they are responsible for the well-being of the students and the school as a whole, parents and other community members are able and willing to join forces and work towards a common goal”

The Child First Authority After-School Program: A Descriptive Evaluation (1999)

O. S. Fashola, Center for Research on the Education of Students Placed at Risk.

<http://www.csos.jhu.edu/crespar/Reports/report38.pdf>

2. Community Partnerships – families, students, school staff, community agencies and organizations

As suggested, after-school programs (like any new program at a school site) can be a *catalyst for enhancing the overall school program*. To do so, they must involve key stakeholders and establish an effective structure for working together on a shared action agenda. Schools must be willing to outreach to the community and be responsive to community needs.

“ . . . Building partnerships with the community only serves to strengthen the partnerships with families and the program as a whole. Communities that are involved in after-school programs provide volunteers, establish supporting networks of community-based and youth-serving organizations, offer expertise in management and youth development, and secure needed resources and funding for programs. . . .”

Working for Children and Families: Safe and Smart After-School Programs (2000).
U.S. Depts. Of Education/Justice – <http://pfie.ed.gov>.

The first step is for all participating stakeholders to *map the resources* at the school and in the community and identify other important stakeholders. Based on an analysis of what currently exists, the school and community can enhance linkages in ways that fill gaps. This should be done with clearly set priorities and in ways that reduce redundancy and use existing personnel and other resources in the most effective manner.

Where previous school-community planning has been done, it provides a foundation for enhancing relationships and establishing a strategic plan. Where there has been no previous joint planning, mutual outreach is desirable. In either case, it is essential to establish an effective structure for building capacity and working together – one that enables all participants to make productive contributions and to do so in ways that sustains the work over time.

(See our Center for: *Addressing Barriers to Learning: A Set of Surveys to Map What a School Has and What it Needs* – <http://smhp.psych.ucla.edu>)

Solid structure. Programs need clear goals, well-developed procedures and resources for attaining them, and extensive staff development

Inclusion of families in program planning. This is especially important for programs offering cultural and recreational activities for children and their parents, since families of participants are more likely to stay involved if they help design projects

An Advisory Board. An external board helps maintain links between the community, families, religious organizations, and the school system. It also creates a group of stakeholders who make policy decisions about the program and are responsible for its smooth operation”

After-school programs: evaluations and recommendations (an ERIC Digest)
<http://eric-web.tc.columbia.edu/digests/dig140.html>

Bringing community organizations (and after-school personnel) onto a school campus calls for *institutional cultural sensitivity*. That is, often, the *school culture* is just beginning to experiment with linking with community providers. These initial explorations need careful guidance on the part of all stakeholders to consider ***changes in practice and policy***. For example, many teachers have not had the experience of sharing their classrooms with other programs; responsibility for the safety of students is usually the school's and discussions of liability are sure to arise; joint efforts to maintain the physical environment need to be spelled out; shared standards for student behavior need to be explored, and procedures for sharing information about students must be clarified.

The process of school and community working together not only can enhance what happens after-school, but can help link a great many resources to the school on an ongoing basis (e.g., health and human services, business partnerships, mentors, library and parks, etc) and can help strengthen the surrounding neighborhood.

Ultimately, a broad range of community resources can partner with schools to enhance healthy development and address barriers. (For a sample, see ***Who in the Community might Partner with Schools*** on the next page.) As partnerships develop, more resources can be shared, and new resources can be pursued in a joint manner; responsibilities can be shared, as can the celebration of successes. All this helps to build a sense of community.

(See our Center Report: ***Addressing Barriers to Learning: Closing Gaps in School/Community Policy and Practice*** – <http://smhp.psych.ucla.edu>)

Involving students and families in planning creates the grass roots support for full participation

“ . . . When programs incorporate the ideas of parents and their participating children, activities tend to be more fun and culturally relevant and tend to capture children's and adolescents' interests better. Successful programs seek to involve parents in orientation sessions, workshops, volunteer opportunities, parent-advisory committees, and in a wide range of adult learning opportunities, such as parent, computer, and English as a second language classes... Good programs are aware that their customers are not only the children they serve but their families as well... Good after-school programs are cost effective and make accommodations for families enrolling more than one child. Serving siblings of different ages is critical, whether in the same after-school program or in linked, age-specific programs. . . programs should work together to serve all children in a family... programs can help meet family needs by providing transportation to and from the . . . program, it is a critical safety and logistical concern for families.”

Working for Children and Families (2000)
<http://pfie.ed.gov>.

Who in the Community Might Partner with Schools?*

County Agencies and Bodies

(e.g., Depts. of Health, Mental Health, Children & Family Services, Public Social Services, Probation, Sheriff, Office of Education, Fire, Service Planning Area Councils, Recreation & Parks, Library, courts, housing)

Municipal Agencies and Bodies

(e.g., parks & recreation, library, police, fire, courts, civic event units)

Physical and Mental Health & Psychosocial Concerns Facilities and Groups

(e.g., hospitals, clinics, guidance centers, Planned Parenthood, Aid to Victims, MADD, "Friends of" groups; family crisis and support centers, helplines, hotlines, shelters, mediation and dispute resolution centers)

Mutual Support/Self-Help Groups

(e.g., for almost every problem and many other activities)

Child Care/Preschool Centers

Post Secondary Education Institutions/Students

(e.g., community colleges, state universities, public and private colleges and universities, vocational colleges; specific schools within these such as Schools of Law, Education, Nursing, Dentistry)

Service Agencies

(e.g., PTA/PTSA, United Way, clothing and food pantry, Visiting Nurses Association, Cancer Society, Catholic Charities, Red Cross, Salvation Army, volunteer agencies, legal aid society)

Service Clubs and Philanthropic Organizations

(e.g., Lions Club, Rotary Club, Optimists, Assistance League, men's and women's clubs, League of Women Voters, veteran's groups, foundations)

Youth Agencies and Groups

(e.g., Boys and Girls Clubs, Y's, scouts, 4-H, Woodcraft Rangers)

Sports/Health/Fitness/Outdoor Groups

(e.g., sports teams, athletic leagues, local gyms, conservation associations, Audubon Society)

Community Based Organizations

(e.g., neighborhood and homeowners' associations, Neighborhood Watch, block clubs, housing project associations, economic development groups, civic associations)

Faith Community Institutions

(e.g., congregations and subgroups, clergy associations, Interfaith Hunger Coalition)

Legal Assistance Groups

(e.g., Public Counsel, schools of law)

Ethnic Associations

(e.g., Committee for Armenian Students in Public Schools, Korean Youth Center, United Cambodian Community, African-American, Latino, Asian-Pacific, Native American Organizations)

Special Interest Associations and Clubs

(e.g., Future Scientists and Engineers of America, pet owner and other animal-oriented groups)

Artists and Cultural Institutions

(e.g., museums, art galleries, zoo, theater groups, motion picture studios, TV and radio stations, writers' organizations, instrumental/choral, drawing/painting, technology-based arts, literary clubs, collector's groups)

Businesses/Corporations/Unions

(e.g., neighborhood business associations, chambers of commerce, local shops, restaurants, banks, AAA, Teamsters, school employee unions)

Media

(e.g., newspapers, TV & radio, local assess cable)

Family members, local residents, senior citizens groups

*See our Center for: *School-Community Partnerships: A Guide* – <http://smhp.psych.ucla.edu>

3. Systemic Change to Maximize the Benefits of After-school Programs

As the importance of extending the school day by providing safe and enriched after-school programs is demonstrated, it becomes clear that such efforts cannot be seen as a small, time-limited project available to only a few students or a few schools. The initial demonstrations of success call for *system-wide changes*. This offers the opportunity for an increasing range of partnerships between public institutions and schools (e.g., city/county/state/federal governments, libraries, parks, juvenile justice, public health, etc.) and for *advocacy for equitable resources for all* children, youth, and families. In some areas, this may mean after-school programs are centrally located for use by students from multiple schools. Securing a commitment for funding and expanding resources becomes *a policy commitment of community leaders*.

Creating Mechanisms to Initiate and Maintain System Change

A *Resource Coordinating Team* at a school can be an important linking mechanism for after school programs. If the school doesn't have such a mechanism, it might use the opportunity of the after-school program to initiate one. A school resource team provides a good starting place to enhance integration of programs and for reaching out to District and community resources to enhance learner supports.

Schools in the same neighborhood have a number of shared concerns and may want to consider a *multischool Resource Coordinating Council* to plan in ways that reduce redundancy and costs. Some programs and personnel can be shared by several neighboring schools. A multi-school team can also help ensure cohesive and equitable deployment of resources. With respect to linking with community resources, multischool teams are especially attractive to community agencies who often don't have the time or personnel to link with each individual school.

(See our Center report: *Resource-oriented teams: key infrastructure mechanisms for enhancing education supports* – <http://smhp.psych.ucla.edu>)

\$

Resources from the many partners can be braided into a strong financial base with the highest levels of multi-agency administrative support and commitment. Funding may include grants (federal, state, local), school in-kind resources, user fees, contributions, general funds from the school district or city, rental fees for private use of facilities, employer contributions.

\$

“The key to leveraging resources is being keenly aware of the interests, priorities, and expectations of each of your partners and linking them directly with resources that your program must have to be successful...There are many existing and potential connections in your community that can encourage financial and in-kind investments. The more strategically you approach these, the more effective your collaboration will be”

After School Learning and Safe Neighborhood Partnerships
California Wellness Foundation www.tcwf.org

More on \$

The Finance Project , a non-profit policy research, technical assistance, and information organization, provides excellent resources related to financing concerns. As noted in Section VI, they have produced a variety of useful documents and aids. For example, see their strategy brief on *Dedicated Local Revenue Sources for Out-of-School Time Initiatives* which discusses and offers specific examples regarding such matters such as using special tax districts, special tax levies, local government children's trust funds, etc. Another strategy brief covers *Financing Facility Improvements for Out-of-School Time and Community School Programs*. As an aid for strategic planning, they have developed a *Cost Worksheet for Out-of-School Time and Community School Programs* to facilitate budget planning in ways that differentiate start-up, infrastructure, and ongoing operating costs.

. . . financing strategies . . . all offer both advantages and disadvantages to policymakers and program developers . . . The choice of financing strategies will depend on the goals and purposes of an initiative, as well as on current and projected economic conditions in a local community. In addition, the choice will depend on the local demographic context, both in terms of current and future need for services and the various tax bases that can be used. For example, the lack of productive tax bases in many low income communities places difficult constraints on policymakers and program developers seeking to generate revenue. Finally, the political context, including the attitudes of policymakers and voters toward taxes and fees, will also shape the choice of financing strategies to create dedicated revenue sources for out-of-school time programs and services.

*B. H. Langford (1999),
Dedicated Local Revenue Sources for Out-of-School Time Initiatives.
The Finance Project. See: <http://www.financeproject.org>*

B. Leadership, Management, Staff Training and Support

When innovative efforts to address problems are initiated, there is considerable scrutiny and pressure on those leading the way. The leadership for afterschool programs might best be *a team of school and community partners* with the designated manager of the after-school program carrying out the intentions of this *steering group*. Sharing the responsibility strengthens the partners' commitment to success. Setting goals and timetables, including monitoring and evaluation plans, keeps expectations realistic.

After-school programs often are eager to reduce student to staff ratios by including volunteers, work-study students, or national services personnel (e.g., AmeriCorp, VISTA). Clearly, the training and support of such personnel is crucial. Orientation sessions need to focus on best practices in working with students, including information about making accommodations as needed. Staff should be provided with ongoing support and supervision. Good supervisors match skills and interests of the students with the right staff. Making the experience a success for both the students and staff makes a significant difference in retaining personnel and enhancing program quality.

(See our Center for: *Volunteers to Help Teachers and Schools Address Barriers to Learning* – <http://smhp.psych.ucla.edu>)

“. . . programs must recruit well qualified and caring staff and volunteers, including parents who can benefit from participation in family projects. Training should include how to work well with different types of children of different ages, in addition to how to implement specific program components. Ongoing contact with staff should include group and individual meetings, opportunities to solve problems, and evaluation.”

After-School Programs: Evaluations and Recommendations (ERIC Digest)
<http://eric-web.tc.columbia.edu/digests/dig140.html>

The Child First Authority uses an extensive set of leadership and steering bodies as an infrastructure for involving the widest possible membership of parents, school, and community stakeholders (e.g., a planning team, administration committee, program coordinator, academic coordinator, Parent/volunteer coordinator, team readiness committee, facility readiness committee, registration committee, class readiness committee, budget/finance committee, evaluation committee, milestones committee.) The committees are composed of parents and community volunteers and school personnel. The program provides a community organizer to build the structure for engaging participants in the long term vision of a culture of change.

O. S. Fashola, *The Child First Authority After-School Program: A Descriptive Evaluation*
Center for Research on the Education of Students Placed at Risk
<http://www.csos.jhu.edu/crespar/Reports/report38.pdf> (1999)

C. Ongoing Evaluation to Improve the Program and its Outcomes

Planning ways to monitor the success and progress made in afterschool programs starts at the beginning when the plans are made. The regular collection of data (e.g., attendance, satisfaction, problem solving) will keep the program on course.

The following are examples excerpted from guidelines outlined in “The Evaluation Process” (Appendix H of *Keeping Schools Open As Community Learning Centers* (1997) – <http://www.ed.gov/pubs/LearnCenters/append-h.html>).

1. Focus on program goals and objectives as a guide for evaluation

Is the program adhering to its mission and design?

Is the program fulfilling the role it was intended to play in the community?

2. Clarify Assumptions about program processes

Does information flow clearly?

Is there a clear understanding of responsibilities and a system of accountability?

3. Select indicators of success

Effective evaluations use several types of information to measure results

Information on rates of attendance, disruptive incidents, or teacher evaluations may provide short-term means of assessing

4. Collect information on results

Evaluation collects information on participants, activities and services, staff and other resources, collaborative partners, and community perceptions. Sources of information include: community forums, surveys, registration or intake forms, staff activity logs, comparison groups that match similar groups, demographic databases, self-comparisons over time.

5. Analyze and use information for continuous improvement

Performance Indicators

21st Century Community Learning Centers – <http://www.ed.gov/21stcccl/>

- > Participants will demonstrate educational and social benefits and exhibit positive behavioral changes.
- > Achievement: Students regularly participating in the program will show continuous improvement in achievement through measures such as test scores, grades, and/or teacher reports.
- > Behavior: Students participating in the program will show improvement on measures such as school attendance, classroom performance, and decreased disciplinary actions or other adverse behavior.

From: **Keeping Schools Open as Community Learning Centers** – <http://www.ed.gov>

Look for improvements in: attendance; graduation rates; teacher evaluations of motivation, progress, discipline; drug use prevention and reduction; grades and test scores; parental satisfaction with safety, progress, increased opportunities; enrichment in such areas as the arts and computer use

From: **After-school Programs Evaluation Guide** – <http://www.cde.ca.gov/afterschool>

“...The lead person for evaluation should begin with an inventory of the potential human resources in the collaborative and community. To inventory local evaluation assistance, the lead person might ask:

Who already has collected data on which to build client information?

Do any partners have data bases that can be adapted?

Who of the on-site staff has experience with gathering information...?

Key resources include the time and expertise of graduate student interns from local colleges or universities. . . . Among the students and families in the participating schools and communities, there may be parents or community members with experience or an interest in evaluation . . . Outside evaluators offer expertise and objectivity that may not be available For the evaluation to produce valuable information, the program leadership and the partners need to be involved”

Two major Guides for After-School Program Planning and Development, Implementation, and Evaluation

Keeping Schools Open as Community Learning Centers: Extending Learning in a Safe, Drug-Free Environment Before and After School.

Developed by the National Community Education Association, the U.S. Department of Education, policy Studies Associates, Inc., and the American Bar Association's Division of Public Education.

This resource was developed as an aid for those pursuing the 21st Century Learning Community Center initiatives. It covers topics such as the benefits of such programs, financing, how to open schools after-hours and during the summer, and evaluating success. It provides references to federal funding, resource organizations, and other relevant publications. It also offers a series of appendices covering topics such as typical costs, building consensus and partnerships, program design, staffing considerations, and the evaluation process.

Contact: <http://www.ed.gov> or call 800/USA-LEARN

Beyond the Bell:

A Toolkit for Creating Effective After-School Programs.(2000).

Prepared by K.E. Walter (of Public Impact) and J.G. Caplan and C.K. McElvain (of the North Central Regional Educational Laboratory).

This resource offers a wealth of aids. They are organized under six topics: Management, Collaboration and community building, Programming, Integrating after-school programs with the traditional school day, Evaluation, and Communication. Also included are a list of publications and websites.

Contact: <http://www.ncrel.org> or call 800/356-2735

Also worth a look:

Getting Started with Extended Service Schools: Early Lesson from the Field (2000).

Prepared by the Wallace Reader's Digest Funds

Download from: <http://www.wallacefunds.org>

Finally, here's what the feds say about key components

According to the U. S. Department of Education publication *Working for Children and Families: Safe and Smart After-school Programs* (2000), there are eight components that are generally present in high-quality after-school programs:

1. Goal setting, strong management and sustainability
2. Quality after-school staffing
3. Attention to safety, health, and nutrition issues
4. Effective partnerships with community based organizations, juvenile justice agencies, law enforcement, and youth groups
5. Strong involvement of families
6. Enriching learning opportunities
7. Linkages between school day and after-school personnel
8. Evaluation of program progress and effectiveness

See – www.ed.gov/pubs/arents/SafeSmart/

Challenges: When after-school programs aren't successful

Among the lessons learned so far about after-school programs are:

“...many programs allow children to spend far too much time in passive activities such as television or video viewing. One reason for poor-quality after-school activities may be inadequate facilities. Most after-school programs do not have the use of a library, computers, museum, art room, music room, or game room on a weekly basis. Too many programs do not have access to a playground or park. Other reasons for poor-quality after-school programs include large ratios of children to staff, inadequately trained staff, and high turnover due to poor wages and compensation...”

*Working for Children and Families:
Safe and Smart After-School Programs* (2000)
U.S. Depts. Of Education/Justice – <http://pfie.ed.gov>

Changes in personnel, especially leadership, can make sustaining a good program difficult. This can be remedied, somewhat, by creating effective, decision making groups composed of the working staff, parents, school, and community members. Promoting from within the program staff displays the potential for career opportunities and promotes retention of staff.

In this regard, the National Institute on Out-of-School Time notes in “Bringing Yourself to Work: Caregiving in After-School Environments” (a training model for after-school program staff that emphasizes self-awareness among caregivers):

Providing young people with environments that are safe and stimulating, with challenging activities, and staffed with nurturing adults, cannot happen without a stable, well-trained workforce . . . increase public investment through wage supplements, mentoring programs, loan assumption, scholarship programs, and funds to child care workers to cover the costs of higher education or training.

<http://www.wellesley.edu/WCW/CRW/SAC>

Write and Discuss

Major Problems Arising

During Daily Transition Times

(1) What are the major problems you see students manifesting during daily transition times at school (e.g., before school, recess, lunch, afterschool, and moving through the halls)?

(2) How are these problems usually handled? (e.g., What role does discipline play? What other strategies are in place?)

(3) How might some of them be prevented?

School Observation

Observe around the school guided by the items on the self-study survey on *Support for Transitions* that you have reviewed.

In making observations, it is important to understand the difference between what is happening and how well it is happening. Therefore, use the following two column format to first describe the mechanisms and then indicate whether they seem to be good and effective.

First: Describe what you see in as straight forwards a manner as you can. (Avoid statements that conclude things were good or bad, more or less, etc.)

Second: What are your judgements/conclusions? (Indicate good-bad impressions, etc.)

Topic 3: Examples of Other Major Transitions

Reading & Activity

Reading. Choose one or more of the following that you want to explore:

A. Readiness to Learning/Early Childhood Programs 126

Reading. From: *Early Development and School Learning from the Perspective of Addressing Barriers to Learning*, pp. 1-46

B. To and From Special Education 173

Reading. From: *Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs*, pp 1-5 and 28-30

C. School to Career programs 182

Reading. From: *Dropout Prevention*, pp. 1-45

Activity. Use the various attached materials as stimuli and tools to focus application of what has been read

(1) *Write and discuss:* With respect to the transitions you chose to explore, what does your school currently do to address these matters? (use the attached worksheet as guide) 221

(2) *Making the case for transition programs* (see attached worksheet) 222



Excerpt From:

*From the Center's
Clearinghouse ...**

An Introductory packet on

*Early Development and Learning
from the Perspective of Addressing Barriers*



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>). The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

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Excerpt From:

An Introductory packet on

*Early Development and Learning
from the Perspective of Addressing Barriers*

<http://smhp.psych.ucla.edu/pdfdocs/EarlyDevelop/earlydev.pdf>



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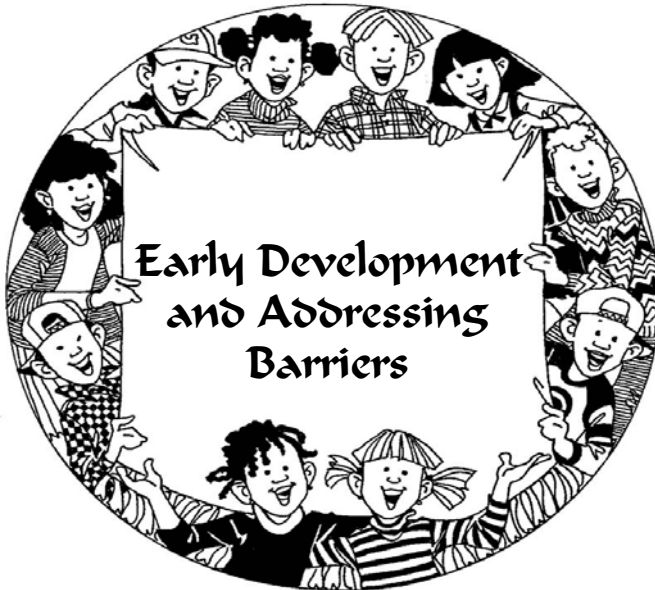


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1. Introductory Perspective: Early Development and Learning from the Perspective of Addressing Barriers to Learning



Over the past decade there has been renewed interest in facilitating early development and learning. Beside the normal tendency for us all to want to give our children a good start in life, three movements have added impetus to formalize interventions to ensure this happens. One push comes from the interpretations of recent brain research that underscore the influence of early experiences on the developing brain. A second thrust arises from research showing positive outcomes from early

interventions with children who have special needs. A third influence is filtering down from the school accountability movement which is pressuring kindergartens and preschools to focus their efforts on reading readiness.

The lens we bring to the topic in compiling this introductory packet is that of the need to address barriers to learning. In doing so, we are concerned with interventions that can counter the negative impact of external and internal factors that can interfere with development and learning.

There are a variety of genetic, prenatal, perinatal, and postnatal factors that can lead to variations in development and problems with learning and behavior. Because the seeds are planted early, early-age intervention is indicated. In a real sense, early-age intervention represents a basic application of the principle of least intervention needed. This principle calls for efforts to prevent problems before they appear, meeting specific needs as soon as they are apparent, and doing so in the least intrusive and disruptive manner feasible.

Prevention

A proactive approach to addressing barriers involves doing something to prevent them. Thus, in addition to improving prenatal care, there is increasing emphasis on providing programs for young children. Some are broad-band programs designed to reach as many people as possible (for example, public health campaigns, community-based parent education, television programs such as *Sesame Street*). Others are designed for designated groups seen as

high risk populations (i.e., premature babies who have significant early health problems, live in impoverished or hostile environments, manifest serious lags in development, or manifest serious adjustment problems.)

Some high-risk children are easier to identify than others. In the easy cases, procedures are used to find and refer them to special programs. However, because there are spurts and plateaus in human development, it can be difficult to differentiate problems from normal variations. When identification is difficult, rather than screening for individual problems, broad-band prevention programs are indicated. Broad-band, primary prevention for learning, behavior, and emotional problems promotes and maintains family planning and the well-being of infants in utero, as well as their safety and physical and mental health after birth.

Two major forms of preventive intervention are advocated widely. One is the provision of pre-, peri-, and neonatal care, such as prenatal and well-child clinics and infant immunization outreach services. A second form is community education, such as parent programs to improve infant/child nutrition and physical safety and to increase stimulation.

Early-Age Intervention

Perhaps the most familiar early-age intervention programs are health programs, day care, and early education programs (e.g., Head Start). Other examples of early-age interventions specifically designed to address barriers include programs to educate parents about lead poisoning, about the value of cognitive stimulation activities for babies who experienced prenatal anoxia, and about meeting the needs of low-birth-weight and premature infants. Special attention may be given to young children from low socioeconomic and other high-risk populations and for mild to moderately handicapped children. The hope is to prevent problems and, when necessary, to begin problem correction as early after onset as is feasible, thereby minimizing the severity and pervasiveness of subsequent problems.

A strong intervention emphasis is on enhancing individual capabilities (e.g., assets) and protective factors in order to minimize the impact of current and subsequent environmental deficiencies and personal vulnerabilities. The focus for young, at-risk children may aim at fostering development in a combination of areas (perceptual, motoric, language, cognitive, social, and emotional). Usually there are activities related to gross and fine motor skills, language (especially communication skills), visual and auditory perception and memory, basic cognitive and social competence (problem solving and self-help skills, cooperative social interactions), and positive feelings about self and others.

Sparse public funding tends to force community-based public agencies to focus primarily on a host of designated problems. Clearly, a focus solely on fixing problems is too limited. Moreover, it is counterproductive. Overemphasis on problems diminishes efforts to promote healthy development, limits opportunity, and can be motivationally debilitating to all involved. While community agencies give the appearance of a “fix-problems-first” bias, schools deal with most problems as a last resort. This is not surprising since their assigned mission is to educate. The shift needed is one that moves toward a better understanding of the role schools must play in both promoting development *and* addressing barriers.

Those concerned with bettering the lot of youngsters share a common purpose – development of strategies focused on benefitting youngsters, families, and neighborhoods. Across the country a dialogue has begun about promoting child and youth development and addressing barriers to development and learning.

In our work, we stress the importance of developing a continuum of interventions that together comprise a comprehensive, multifaceted, and cohesive approach. The continuum is illustrated by the figure on the next page. Other documents from our Center discuss the nature, scope, and implications of such a comprehensive approach.

Central Policy Concerns

1. ***Coalescing resources in the best interests of youngsters, families, schools, neighborhoods, and society.***
2. ***Decreasing marginalization.*** Efforts to promote healthy development and address barriers are marginalized in policy and practice. This is true at schools and in communities. Such marginalization contributes to scarcity and fragmentation.

Young Children, Poverty, and Barriers to Development and Learning

From: *One in Four: America's Youngest Poor*. National Center for Children in Poverty. 1996.

What does poverty mean to the life of a child? Many poor young children are resilient and able to overcome tremendous obstacles. But, scientific research confirms that poverty and near poverty have negative effects on the health and development of children. (Duncan & Brooks-Gunn, in press)

The experience of poverty has particularly damaging effects in early childhood. In the last few years, scientific evidence has also begun to document that extreme poverty early in life (an income of less than 50 percent of the poverty line) has an even greater effect on children's future life chances (like the probability of dropping out of school or becoming a teen parent) than less extreme poverty later in childhood. (Korenman, Miller, & Sjaastad, 1995; Smith, Brooks-Gunn, & Klebanov, in press)

Young children in poverty are more likely to:

- be born at a low birthweight;
- be hospitalized during childhood;
- die in infancy or early childhood;
- receive lower quality medical care,
- experience hunger and malnutrition;
- experience high levels of interpersonal conflict in their homes;
- be exposed to violence and environmental toxins in their neighborhoods;
- experience delays in their physical, cognitive, language, and emotional development which in turn affect their readiness for school. (Klerman & Parker, 1990; Kotch & Shackelford, 1989)

As children in poverty grow into adolescence and adulthood they are more likely to drop out of school, have children out-of-wedlock, and be unemployed. (Klerman, 1991)

How Many Poor and Near Poor Young Children Are There?

- Between 1979 and 1994, the number of children under age six in poverty in the United States grew from 3.5 million to 6.1 million. During this same period, the percentage of young children living in poverty - the YCPR - rose from 18 percent to 25 percent.
- Nearly half of all children under age six-45 percent-lived in poor or nearly poor families in 1994.
- Young children are more likely to be extremely poor, poor nearly poor than any other age group.
- Between 1975 and 1994, the extreme poverty rate for young children rose from 6 to 12 percent.

Where Do Poor Young Children Live?

- Poverty rates for young children are highest in urban areas but also substantial in rural and suburban settings.
- Since the 1970s, the YCPR has grown at a much faster pace in the suburbs than in rural or urban areas.
- State, city, and regional YCPRs vary greatly.

What Kinds of Families Do Poor Young Children Live In?

Family Structure

- In 1994, young children living with unmarried mothers were almost five times as likely to be poor as those living with married parents.
- Over one-third of poor children under age six (2.1 million) lived with married couples.

Educational Attainment of Parents

- More educated parents are more likely to earn enough to keep their children out of poverty, but many children of high school graduates live in poverty.
- A staggering 89 percent of children whose more educated parent did not complete high school lived in low-income families (near poverty or below) in 1994.

Employment Status of Parents

- In 1994, 62 percent of all poor children under age six lived with at least one parent who was employed part-time or full-time.
- Less than one-third of poor young children lived in families who relied exclusively on public assistance.
- The YCPR was 18 percent for young children with unmarried mothers who were employed full-time.
- Between 1975 and 1994, the YCPR for children living with both parents, one of whom was employed full-time, climbed from 6 to 15 percent.

What Are the Racial and Ethnic Backgrounds of Poor Young Children?

- Black and Hispanic children are more likely to live in either poverty or extreme poverty than white children.
- White children are the largest single ethnic group of young children in poverty.
- Since the 1970s, the YCPR has grown twice as fast among whites as among blacks.
- The Hispanic YCPR has increased more rapidly than that of other racial and ethnic groups.

References:

- Duncan, G. J. & Brooks-Gunn, J. (Eds.) (In press). *Consequences of growing up poor* [edited papers from a conference co-sponsored by the National Institute for Child Health and Human Development and the Russell Sage foundation, February 2-3, 1995, at the National Academy of Sciences]. New York, NY: Russell Sage Foundation.
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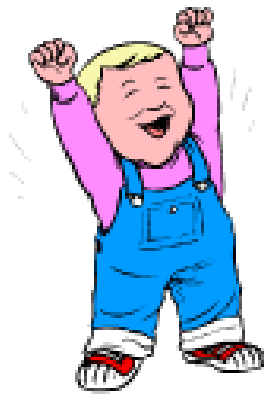
Although a number of federal and state programs provided significant funds for early childhood care and education, some types of child care were still difficult for low-income families to obtain, including infant and toddler care; care for children who have special needs, such as children with physical disabilities; and care for children during nonstandard hours (evenings and weekends). In contrast, a majority of the survey respondents indicated that care for 3- and 4-year-olds was generally not difficult to obtain.

Child care administrators identified three major barriers to finding care for low-income children: cost of care, especially for infants and toddlers; availability; and accessibility, such as transportation to get to providers, described as more difficult in rural and remote areas.

The types of care that currently have the greatest need for support are infant and toddler care, care during nonstandard hours, and care for children with special needs.

Adapted from: *Education And Care: Early Childhood Programs and Services for Low-Income Families*. United States General Accounting Office, Report to Congressional Requesters. November 1999.

11. Early Development & Learning: A Growing Field



“ ...there has emerged a dramatic new respect for the importance of the early years and the value of high quality early care and education for later success in life...The growing recognition of the importance of the early years for school readiness and lifelong learning has stimulated major new policy initiatives in states and communities across the United States...”

N. Halfon et al. *Reaching Back to Create A Brighter Future: Promoting School Readiness*. UCLA Center for Healthier Children, Families, and Communities. March 2000 draft.

- EE. Burgeoning interest in infant and child development
- B Developmental Milestones & Ways Caregivers Can Promote Healthy Development
 - > *Cognitive Development*
 - > *Social and Emotional Development*
 - > *Physical Development*
- C. Screening for Problems
 - 1. *Screening: A Note of Caution*
 - 2. *Social Development in Early Childhood*
 - 3. *Early Childhood Screening, Diagnoses, and Treatment*

A. Burgeoning interest in infant and child development

There's growing excitement about "discovering" the importance of early childhood development. This impetus is prompting public institutions -- health, education, mental health, labor -- to reevaluate their role in enriching the opportunities for infants through preschoolers. Pushing prevention and early intervention to the preschool years comes as a result of the growing awareness of the disparities in skills of entering kindergarten students.

While addressing these disparities and the barriers to all children succeeding is our obligation, if we're not careful, we can move to practices that may not be helpful. We will have much to learn as we see Head Start move from the Department of Health and Human Services, where it addressed social and child care problems, to the Department of Education, where it will become an early reading program. The material in this packet is meant to provide a broad look at practice, research, and policy in this important area.

Concern about addressing barriers to learning leads our Center to join in the national focus on the experiences that children have before entering school. The healthy development of infants and preschool children is being addressed by a broad perspective of groups for a variety of reasons.

- Researchers are pursuing new avenues of investigating early brain development.
- Program evaluators are showing the long term impact of early childhood programs.
- Schools are eager for effective preschool programs and practices to enhance the readiness of entering students.
- Employment trends and welfare policies create a need for policies to enhance availability of quality child care programs.

The media is eager to provide information in response to this converging interest through the quick release of new reports. In a *Newsweek Special Issue*, October 16, 2000, entitled, *Your Child*, Barbara Kantrowitz writes:

"Scientific breakthroughs have given us an extraordinary new understanding of early childhood—and a renewed appreciation for the importance of a parent's nurturing care...The last decade has shown that we can make dramatic improvements in children's lives. The scientific breakthroughs merely give us a road map. With that in hand, parents and policy makers must come together to reach the common goal of giving every child the best possible start...children's early experiences affect not only the quality of their present lives, but also their later ability to learn and reason."

(Note: Ms. Kantrowitz was referring to a soon to be released Carnegie Corporation Report, *Starting Now*.)

In an interview for *Educational Leadership*, Andrew Meltzoff, Professor of Psychology and Director of Developmental Psychology at the University of Washington in Seattle, says:

“...It is part of our biology to be influenced by our environment, but there is something of a dispute about early stimulation. The dispute arises from the misconception that all stimulation or environmental input is the same...A controversy surrounds the concept of an enriched environment...The developmental psychologists themselves are very fond of emphasizing the dramatic learning that takes place in early infancy. But the science does not support the idea that extra stimulation above and beyond natural interaction is necessary or important for cognitive or emotional growth. Developmental psychologists feel as much at a loss as the parents do about the pressure that is being put on parents by society. There is no scientific data to suggest that parents can build a super baby or a genius baby...”

...People used to think that before children learned to talk, children were not thinking, problem-solving human beings. The new research proves that they are. This is why we see pictures of babies on the covers of Time and Newsweek. Those of us who study early learning were flabbergasted by the competence of babies and young children, and the discoveries began to grab a lot of attention. The first three years of life are foundational and terribly important, but I would emphasize that learning does not stop at 3 years of age...When we can get the scientists and the educators together to connect learning from 0 to 3 with learning from 3 and beyond, then we will really be getting somewhere. The window for learning does not slam shut when a child gets to be 3. That contradicts the everyday experience of parents and educators. Learning is a lifelong enterprise. The surprise is that it begins so early, but the enduring truth is that it continues into adulthood. Human beings have a natural drive to learn and experience a pleasure in finding things out. This applies to teachers, scientists, and even our youngest children.”

From: *The Scientist in the Crib: A Conversation with Andrew Meltzoff*. Marcia D’Arcangelo. *Educational Leadership*, Vol 58 (3), November 2000.

A RAND Research Brief on the benefits and costs of early childhood interventions reports:

“Over the last several years, there has been a renewed interest in the influence of the first few years of life on child health and development, educational attainment, and economic well-being. Much of this interest has been given impetus by research findings that the great majority of physical brain development occurs by the age of three. These findings have been interpreted to suggest that early childhood furnishes a window of opportunity for enriching input and a window of vulnerability to poverty and dysfunctional home environments. The response has been an array of programs directing budgetary surpluses to promote healthy child development – particularly among disadvantaged children – with home visits by nurses, parent training, preschool, and other programs.”

From: RAND Research Brief: *Early Childhood Interventions: Benefits, Cost, and Savings*. 1998. This research brief reports on the book, *Investing in Our Children: What We Know and Don’t Know About the Costs and Benefits of Early Childhood Interventions*. Lynn Karoly et al. RAND. 1998.

Caveats and Cautions

Excerpt from: *Developmental Science and the Media: Early Brain Development*. Ross A. Thompson & Charles A. Nelson. *American Psychologist*, January 2001, Vol. 56, No. 1, 5-15.

“Media coverage of early brain development not only has focused public attention on early childhood but also has contributed to misunderstanding of developmental neuroscience research.

. . .

‘The Decade of the Brain’ of the 1990 fostered widespread interest in neuroscience that, when combined with the public’s long-standing concern with child development, permitted enduring questions of early childhood influences to be addressed with the technical sophistication and rigor of neuroscience. By the late 1990s, this resulted in a broad range of media reports on the effects of early experiences on young children in relation to critical periods of brain development and the enduring effects of early stimulation or deprivation. As a result, not only have developmental scientists witnessed unprecedented public attention to important questions of early childhood development, but they also have seen developmental research applied inappropriately, such as when critical-period formulations are used to conclude that Head Start begins too late to stimulate the developing brain or in reports that classical music instruction stimulates early intellectual growth. Although parents are encouraged by media coverage to do the right things for their young offspring (e.g., talking to and playing with their infants), it is often for the wrong reasons, thus contributing to unwarranted expectations concerning the long-term effects of early social stimulation on child development. At the same time, other newsworthy conclusions from developmental neuroscience neglected by the media – such as the significant brain capacities that develop after age three, the biological requirements of healthy brain development, and the lifelong adaptability of the brain – have not reached public attention...

...interest in early childhood may evaporate as quickly as it has emerged if parents, practitioners, and policymakers conclude that they were misled about how they could contribute to optimizing early development, especially if simplified interpretations and applications of research on early brain development do not yield expected outcomes for enhanced intellectual and socioemotional growth...”

B. Developmental Milestones & Ways Caregivers Can Promote Healthy Development

From: *Your Child: Bringing Up Baby*. *Newsweek* Special Issue, October 16, 2000.

Cognitive Development

0-3 Months	
<ul style="list-style-type: none"> • Reacts to sound, light and motion; turns her head when she hears a parents voice • Begins to use hands and eyes in coordination • Imitates some vowel sounds 	<ul style="list-style-type: none"> • A newborn's brain is highly attuned to faces. Stimulate her by bringing yours close to hers and letting her meet your gaze. Attach a mirror to the crib so she can see herself.
4-7 Months	
<ul style="list-style-type: none"> • Discovers that objects exists even when they're out of sight • Struggles to get things that are out of reach; explores cause and effects by banging, rattling and dropping objects 	<ul style="list-style-type: none"> • Take her to art galleries to see new shapes and colors • Introduce toys that move and make noises. Don't discourage her constant banging and throwing. It's research.
8-12 Months	
<ul style="list-style-type: none"> • Starts linking meanings to gestures, shaking her head no and waving bye-bye • May start pointing with her index finger to show you what she wants 	<ul style="list-style-type: none"> • Make storybooks a bedtime routine. Reading together fosters language and closeness. • Try playing peekaboo and hiding games. They encourage new forms of awareness.
13-18 Months	
<ul style="list-style-type: none"> • Recognizes name; may point if asked, 'Where's your nose?' • Knows that combs and telephones have unique functions • Knows when her picture book is upside down 	<ul style="list-style-type: none"> • Match words with objects and actions to reinforce the connections. Say 'kitty' each time you see a cat. And when you announce bath time, let her watch you run the tap.
19-23 Months	
<ul style="list-style-type: none"> • Starts to play make-believe • Creates simple phrases such as 'so big' and 'all gone' • May use words (the same ones she hears around the house) to voice frustration 	<ul style="list-style-type: none"> • Keep naming things, but don't pressure the child to speak. Responding to her cries, babbles and body language may actually encourage verbal development.
24-36 Months	
<ul style="list-style-type: none"> • Vocabulary and sentence construction improve rapidly • Starts to grasp categories (dogs and cats are animals) • Understands instructions, may refuse to follow them 	<ul style="list-style-type: none"> • Avoid using baby talk; expand her vocabulary by using unfamiliar words in contexts that make the meaning clear. • Toys with switches, buttons and knobs have special appeal.
37-48 Months	
<ul style="list-style-type: none"> • Understands the concept of similarity and difference; can sort toys by size and color • Remembers and tells stories • Asks a steady stream of 'why' questions 	<ul style="list-style-type: none"> • Whether you're in the house or on a journey, talk to her about what's going on: cookies baking, traffic lights changing, leaves turning color and falling from the trees in autumn.

Social and Emotional Development

0-3 Months	
<ul style="list-style-type: none"> • Develops a social smile; holds your gaze for longer and longer periods • Cries to show discomfort or fatigue; smiles, gurgles and coos when happy or excited 	<ul style="list-style-type: none"> • Take pleasure in discovering her quirks; no book can reveal her unique personality • Smile and mimic her coos and gurgles to engage her in ‘conversation’
4-7 Months	
<ul style="list-style-type: none"> • Starts to show interest in other kids; may fear strangers • Laughs at funny faces; shows anger when a toy is taken away • Starts to imitate the inflections in other peoples voices 	<ul style="list-style-type: none"> • Widen her circle of acquaintances; include her in social gatherings to foster interaction • Praise her and respond enthusiastically whenever she tries to communicate
8-12 Months	
<ul style="list-style-type: none"> • Smiles at, pats or even kisses mirror image • May reject confinement in crib or playpen • Buries head in parents shoulder when meeting people 	<ul style="list-style-type: none"> • Look deep into the child’s eyes. Studies suggests that parents who establish intimacy though eye contact encounter fewer problems with discipline later on.
13-18 Months	
<ul style="list-style-type: none"> • Shows little understanding of rules and warnings, but smiles when praised and cries when scolded • Throws tantrums (and objects) when angry 	<ul style="list-style-type: none"> • Praise child’s nascent efforts at cooperation, and don’t hold grudges when she is balky. Apply discipline gently and swiftly to help her link her behavior to consequences.
19-23 Months	
<ul style="list-style-type: none"> • Gains increasing awareness of other people’s feelings; shows affection for parents by hugging, smiling and kissing • Grows possessive of toys; has little concept of sharing 	<ul style="list-style-type: none"> • Kids engage mainly in ‘parallel play’ at this age, but spending time together helps them overcome shyness and acquire the arts of compromise, sharing and diplomacy
24-36 Months	
<ul style="list-style-type: none"> • Loves chores; may want to help set the table for meals • Can play happily alone but prefers having an audience • Understands authority but tests it; says no more often 	<ul style="list-style-type: none"> • Introduce the mail carrier and the grocer. Talk about their responsibilities and how they do their jobs. Let the child ‘help’ you at home by dusting a table or sweeping a floor.
37-48 Months	
<ul style="list-style-type: none"> • Becomes increasingly sociable with other children • Learns to be sensitive to your feelings. May show first signs of sympathy: will try to comfort you when you are sad. 	<ul style="list-style-type: none"> • Keep the child’s age in mind when setting limits; asking a 3-year-old not to touch things in a store is unrealistic. Make sure the adults in your house have consistent expectations.

Physical Development

0-3 Months	
<ul style="list-style-type: none"> • Brings closed fists to mouth, sucks, thrusts arms and legs • opens and closes hands • may try to raise her head and chest while supporting herself on her elbows 	<ul style="list-style-type: none"> • Try talking to your baby while she rests in your lap. By turning her head to look at you, she'll show off her vision and hearing, and strengthen the muscles in her neck.
4-7 Months	
<ul style="list-style-type: none"> • Rolls over in both directions and maintains balance when placed in a sitting position • Grasps objects within reach, and may transfer them from one hand to the other 	<ul style="list-style-type: none"> • Playpens can be dangerous. Keep the sides up, and keep balloons and strings out. • Expect to encounter a cold or ear infection as Baby starts handling more objects
8-12 Months	
<ul style="list-style-type: none"> • Gains mobility by crawling on hands and knees; stands upright by holding on to furniture for support • Uses thumb and forefinger to grasp objects of interest 	<ul style="list-style-type: none"> • Childproof your home. A clear floor space promotes curiosity and free movement. • Experts advise against walkers. A wagon with a bar she can grasp is a better choice.
13-18 Months	
<ul style="list-style-type: none"> • Growth slows, but Baby becomes stronger and more coordinated • Walk without support • Scribbles with crayon and points with her index finger 	<ul style="list-style-type: none"> • Don't let her near medicine chests, cleaning supplies, trash cans or even a pet's feeding bowl. She is sure to make a mess, and may ingest anything she can get her hands on.
19-23 Months	
<ul style="list-style-type: none"> • Starts running and climbing; kicks a ball without tripping • May begin to gain bowel and bladder control • Uses hands to drink from cups and draw crude circles 	<ul style="list-style-type: none"> • Make sure your windows have child guards before the baby starts to climb • Keep her stocked with blocks, clay and finger paints to foster dexterity
24-36 Months	
<ul style="list-style-type: none"> • Loves to tumble; may start dancing to a musical beat and hopping around on one foot • Proceeds with toilet training • Uses wrists to open jars and to turn nuts, bolts and screws 	<ul style="list-style-type: none"> • Encourage the budding acrobat by placing a mattress or a sheet of foam rubber on the floor and letting her bounce around. Just don't leave the room while she's at it.
37-48 Months	
<ul style="list-style-type: none"> • Dresses and undresses herself without an adult's help • Pedals and steers a tricycle • Holds a pencil in writing position and uses it to draw recognizable figures 	<ul style="list-style-type: none"> • Introduce toys that help develop new skills. By the age of 3, most kids are ready to handle small scissors, assemble simple puzzles and make noise on musical instruments.

C. Screening for Problems

1. Screening: A Note of Caution

Formal screening to identify students who have problems or who are “at risk” is accomplished through individual or group procedures. Most such procedures are *first-level* screens and are expected to *over-identify* problems. That is, they identify many students who do not really have significant problems (false positive errors). This certainly is the case for screens used with infants and primary grade children, but false positives are not uncommon when adolescents are screened. Errors are supposed to be detected by follow-up assessments.

Because of the frequency of false positive errors, serious concerns arise when screening data are used to diagnose students and prescribe remediation and special treatment. Screening data primarily are meant to sensitize responsible professionals. No one wants to ignore indicators of significant problems. At the same time, there is a need to guard against tendencies to see *normal variations* in students’ development and behavior as problems.

Screens do not allow for definitive statements about a student’s problems and needs. At best, most screening procedures provide a preliminary indication that something may be wrong. In considering formal diagnoses and prescriptions for how to correct the problem, one needs data from assessment procedures that have greater validity.

It is essential to remember that many factors found to be symptoms of problems also are common characteristics of young people, especially in adolescence. This means *extreme caution* must be exercised to avoid misidentifying and inappropriately stigmatizing a youngster. *Never* overestimate the significance of a few indicators.

C. Screening for Problems

2. Social Development in Early Childhood

From: Young Children's Social Development: A Checklist. Diane McClellan & Lilian G. Katz. 1993. #EDO-PS-93-6. From the ERIC Clearinghouse on Elementary and Early Childhood Education.
<http://ericece@org>



Early childhood educators have traditionally given high priority to enhancing young children's social development. During the last two decades a convincing body of evidence has accumulated to indicate that unless children achieve minimal social competence by about the age of six years, they have a high probability of being at risk throughout life. Hartup suggests that peer relationships contribute a great deal to both social and cognitive development and to the effectiveness with which we function as adults (1992). He states that:

Indeed, the single best childhood predictor of adult adaptation is *not IQ*, *not* school grades, and *not* classroom behavior but, rather the adequacy with which the child gets along with other children. Children who are generally disliked, who are aggressive and disruptive, who are unable to sustain close relationships with other children, and who cannot establish a place for themselves in the peer culture are seriously "at risk" (Hartup, 1992).

The risks are many: poor mental health, dropping out of school, low achievement and other school difficulties, poor employment history, and so forth (see Katz and McClellan, 1991). Given the life-long consequences, relationships should be counted as the first of the four R's of education.

Because social development begins in the early years, it is appropriate that all early childhood programs include regular periodic formal and informal assessment of children's progress in the acquisition of social competence. The set of items presented below is based largely on research identifying elements of social competence in young children, and on studies in which the behavior of well-liked children has been compared to that of less well-liked children (Katz and McClellan, 1991).

The Social Attributes Checklist

The checklist provided in this digest includes attributes of a child's social behavior and preschool experience which teachers should examine every three or four months. Consultations with parents and other caregivers help make the attributes and assessments realistic and reliable.

In using the checklist, teachers should pay attention to whether the attributes are typical. This requires sampling the child's functioning over a period of about three or four weeks. Any child can have one or two really bad days, for a variety of reasons; if assessments are to be reasonably reliable, judgments of the overall pattern of functioning over a period of about a month is required.

Healthy social development does not require that a child be a "social butterfly." The quality rather than quantity of a child's friendships is the important index to note. Keep in mind also that there is evidence that some children are simply shyer than others, and it may be counter-productive to push such children into social relations which make them uncomfortable (Katz and McClellan, 1991). Furthermore, unless that shyness is severe enough to prevent a child from enjoying most of the "good things of life," like birthday parties, picnics, and family outings, it is reasonable to assume that, when handled sensitively, the shyness will be spontaneously outgrown...

Teachers can observe and monitor interactions among the children and let children who rarely have difficulties attempt to solve conflicts by themselves before intervening. If a child appears to be doing well on most of the attributes and characteristics in the checklist, then it is reasonable to assume that occasional social difficulties will be outgrown without intervention.

However, if a child seems to be doing poorly on many of the items on the list, the adults responsible for his or her care can implement strategies that will help the child to overcome and outgrow social difficulties. We suggest that this checklist be used as a guide among teachers and parents. The intent is not to supply a prescription for "correct social behavior," but rather to help teachers observe, understand, and support children as they grow in social skillfulness. If a child seems to be doing poorly on many of the items on the list, the adults responsible for his or her care can implement strategies that will help the child to establish more satisfying relationships with other children (Katz and McClellan, 1991).

Finally, it is also important to keep in mind that children vary in social behavior for a variety of reasons. Research indicates that children have distinct personalities and temperaments from birth. In addition, nuclear and extended family relationships obviously affect social behavior. What is appropriate or effective social behavior in one culture may be less effective in another culture. Children from diverse cultural and family backgrounds thus may need help in bridging their differences and in finding ways to learn from and enjoy the company of one another. Teachers have a responsibility to be proactive rather than laissez faire in creating a classroom community that is open, honest, and accepting.

The Social Attributes Checklist

Individual Attributes

The child:

1. Is **usually** in a positive mood
2. Is not **excessively** dependent on the teacher, assistant or other adults
3. **Usually** comes to the program or setting willingly
4. **Usually copes** with rebuffs and reverses adequately
5. Shows the capacity to empathize
6. Has positive relationship with one or two peers; shows capacity to really care about them, miss them if absent
7. Displays the capacity for humor
8. Does not seem to be acutely or chronically lonely

Social Skill Attributes

The child **usually**:

1. Approaches others positively
2. Expresses wishes and preferences clearly; gives reasons for actions and positions
3. Asserts own rights and needs appropriately
4. Is not easily intimidated by bullies
5. Expresses frustrations and anger effectively and without harming others or property
6. Gains access to ongoing groups at play and work
7. Enters ongoing discussion on the subject; makes relevant contributions to ongoing activities
8. Takes turns fairly easily
9. Shows interest in others; exchanges information with and requests information from others appropriately
10. Negotiates and compromises with others appropriately
11. Does not draw inappropriate attention to self
12. Accepts and enjoys peers and adults of ethnic groups other than his or her own.
13. Gains access to ongoing groups at play and work
14. Interacts non-verbally with other children with smiles, waves, nods, etc.

Peer Relationship Attributes

The child is:

1. **Usually** accepted versus neglected or rejected by other children
2. **Sometimes** invited by other children to join them in play, friendship, and work.

From: Diane McClellan & Lilian G. Katz. (1993). Young Children's Social Development: A Checklist. #EDO-PS-93-6.

C. Screening for Problems

3. Early Childhood Screening, Diagnoses, and Treatment

Did You Know...?

In addition to being eligible for the regular Medicaid services offered under a State Medicaid program, children under the age of 21 are eligible for the mandatory Medicaid benefit known as Early and Periodic Screening, Diagnosis and Treatment (EPSDT) services. EPSDT is Medicaid's comprehensive and preventive children's health care program geared toward early assessment of children's health care needs through periodic examinations. The goal is to assure that health problems are diagnosed and treated as early as possible before the problem becomes complex and treatment more costly. The following are required EPSDT services:

- Screening Services that contain 5 elements: comprehensive health and developmental history, including assessment of both physical and mental health development; comprehensive unclothed physical exam; appropriate immunizations according to the Advisory Committee on Immunization Practice schedule; laboratory tests; and, health education, including anticipatory guidance.
- Vision Services, which at a minimum must include diagnosis and treatment for defects in vision, including eyeglasses.
- Dental Services, which at a minimum must include relief of pain and infection, restoration of teeth, and maintenance of dental health. Hearing Services, which at a minimum must include diagnosis and treatment for defects in hearing, including hearing aids.
- Other necessary health care, diagnostic services and treatment services. Provision of medically necessary interperiodic screening.

The EPSDT program specifies 12 examinations for children during the first 5 years of life and one every other year for children aged six through 20.

For more information, see the Center for Disease Control and Prevention: <http://www.cdc.gov>

In recent years, EPSDT screening has been done using the Pediatric Symptom Checklist (PSC). The PSC has proved to be useful and valid screening tool in general pediatric practice as well as in a variety of school, outpatient, and subspecialty clinic pediatric settings. Three studies have validated the PSC for use with low-income and minority children, and recent work in California has demonstrated the reliability and validity of both Spanish and English versions of the PSC with school-aged, low-income Hispanic children in an EPSDT setting. (see: Screening for Psychosocial Problems in 4-5-Year-Olds During Routine EPSDT Examinations: Validity and Reliability in a Mexican-American Sample. Pagano, M et al. *Clinical Pediatrics*, March 1996).

Recently, a revised version of the PSC has been created for children under the age of 6 years (the PSSC). Although unpublished, initial validation studies suggest that this form will have reliability that is comparable to that of the original PSC. Parents and child care providers can use the PSSC to determine if a child is at risk and needs services.

Pre-School and School-aged Symptom Checklist (PSSC)

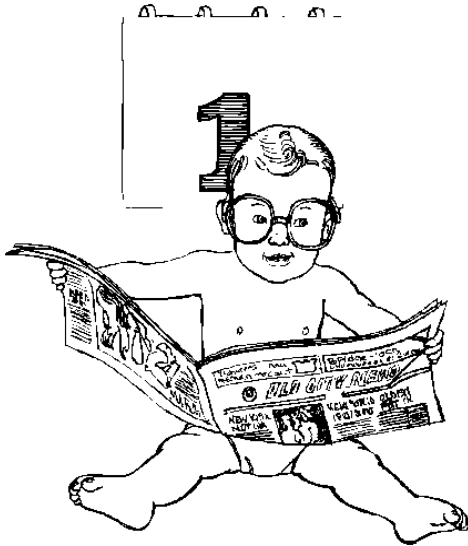
Emotional and physical health go together in children. Because parents are often the first to notice a problem with their child's behavior, emotions or learning, you may help your child get the best care possible by answering these questions. Please indicate which statement best describes your child.

Please circle the number that best describes your child:	Never	Sometimes	Often
1. Complains of aches and pains	0	1	2
2. Spends more time alone	0	1	2
3. Tires easily, has little energy	0	1	2
4. Fidgety, unable to sit still	0	1	2
5. Acts as if driven by a motor	0	1	2
6. Daydreams too much	0	1	2
7. Distracted easily	0	1	2
8. Is afraid of new situations	0	1	2
9. Feels sad, unhappy	0	1	2
10. Is irritable, angry	0	1	2
11. Feels hopeless	0	1	2
12. Has trouble concentrating	0	1	2
13. Less interested in friends	0	1	2
14. Fights with other children	0	1	2
15. Is down on him or herself	0	1	2
16. Visits the doctor with doctor finding nothing wrong	0	1	2
17. Has trouble sleeping	0	1	2
18. Worries a lot	0	1	2
19. Wants to be with you more than before	0	1	2
20. Feels he or she is bad	0	1	2
21. Takes unnecessary risks	0	1	2
22. Gets hurt frequently	0	1	2
23. Seems to be having less fun	0	1	2
24. Acts younger than children his or her age	0	1	2
25. Does not listen to rules	0	1	2
26. Does not show feelings	0	1	2
27. Does not understand other people's feelings	0	1	2
28. Teases others	0	1	2
29. Blames others for his or her troubles	0	1	2
30. Takes things that do not belong to him or her	0	1	2
31. Refuses to share	0	1	2
32. Gets upset easily	0	1	2
33. Hurts others	0	1	2
34. Hard to like	0	1	2
35. Hard to control	0	1	2

Total score: _____

To score: Sum the 35 items. If the total score is 24 or higher, the child is considered at risk.

III. What's the Word on Early Brain Development?



“ At birth, a child’s brain is about 25% of its approximate weight at adulthood. At age 3, a child’s brain has reached about 90% of its full potential... the infant's and young child's brain is vastly more complex and active than previously assumed.”

Early Brain Development and Child Care: Discoveries about the growth and development of the young child’s brain have important implications about child care.
Healthy Child Care America. Vol 3, No. 1, January 1999.

11. Early Experience Matters

< *What are implications for parents and child care providers?*

B. Early Experience and the Brain: 10 Key Lessons

1. *New Brain Research Underscores the Importance of Education and the Power of Effort*
2. *Early Experience Affects How Brains Are "Wired"*
3. *The Young Brain is a Work in Progress*
4. *Every Child is Unique*
5. *Children Learn in the Context of Important Relationships*
6. *Other Caregivers Can Meet Young Children’s Needs— But Don’t Take the Place of Mom or Dad*
7. *"Small Talk" Has Big Consequences*
8. *Children Need Many Kinds of Stimulation*
9. *Prevention is Crucial*
10. *The Cradle Will Rock*

A. Early Experience Matters

Excerpted from: Early Brain Development and Child Care: Discoveries about the growth and development of the young child's brain have important implications for child care.

Healthy Child Care America, 3(1), January 1999.

[Http://nccic.org/hcca/n1/jan99/earlybra.html](http://nccic.org/hcca/n1/jan99/earlybra.html)

Recent research on brain development emphasizes the importance of early experiences on children's physical, psychological, cognitive, and social development. Relatively new is the discovery of a biological basis for the widely held notion that a loving, secure, stimulating environment fosters healthy development, while a chronically neglectful, physically damaging, or emotionally abusive environment can produce significant, lasting harm. The brain becomes conditioned, via neuronal connections established during the early years of supportive or negative experiences, to respond according to certain patterns.



For example, traumatic events increase the production of a hormone in the brain called cortisol. This substance can lead to a destruction of neurons and a reduction in synapse formation, altering brain function in the process. Chemical levels in the brain and blood help determine how a person will respond to challenges in the environment. In this way, chronic stress, including the chronic stress encountered by a child in a neglectful or abusive environment, can impair brain development. Research has found that children with chronically high levels of cortisol experience more cognitive, motor, and social delays than other children.

Two other hormones in the brain, serotonin and noradrenaline, also play key roles in brain development. Serotonin aids in the management of emotions, including aggression, and noradrenaline regulates responses to fear and anger. Normally, these two hormones work in harmony with each other. But when traumatic events or chronic stress throw the balance between these two hormones out of whack, the result can be a host of behavioral, emotional, and cognitive problems.

What are implications for parents and child care providers?

In order to promote their children's health, as well as counteract biological, behavioral, and emotional consequences of abuse and neglect, caregivers need to focus on providing consistent and nurturing relationships, individualized attention, and responsiveness to children's cues.

. . .

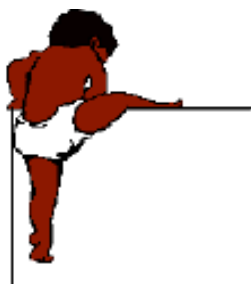
Caregivers may need special training and skills to give children the kinds of relationships and individualized responses they need. Dr. Ramey, a university professor of psychology, neurobiology, and pediatrics at the University of Alabama at Birmingham, says, "That requires some real knowledge of human development. In early child care, one size doesn't fit all. That is true of all education broadly speaking, but it is particularly true for young children. You have to know the child and what he or she is capable of doing, and you have to match the program to the child's developmental level. It also requires having the resources at hand to effectively support the child's next steps. Caregivers not only need preservice training before entering the field, but they also need high quality, ongoing training and technical assistance. And they need a backup system that allows them to have knowledgeable people to call on when they need help"

Closely related to the notion of tailoring care to children's individual needs is the idea of teaching caregivers to tune in to children's cues and interests on a day-to-day basis. "The child is not a blank slate," says Dr. Lally. "The infant comes into the world already curious, with a learning agenda, in which he or she tries to figure out distance, perspective, cause and effect, and many other things. We've forgotten that the child has this agenda, and we need to further that agenda by encouraging the child and expanding upon it. It is important to learn how to read the child's cues, to see what the child is interested in, and to participate in experiences around those interests."

According to Dr. Schor, learning to read the child's cues is the most important skill needed to provide quality child care. "We start talking about individual education plans when children get into school, but children need this from birth. You have to be down on the floor with the child, know how they're feeling, what they enjoy, what they're good at and not good at, and when they're anxious."

In summary, a stronger focus on consistent, nurturing relationships, individualized attention, and responding to the child's cues during the first 3 years of life can help children reach their fullest potential, prevent developmental delays and other problems, and even soften the blows of abuse and neglect...

B. Early Experience and the Brain: 10 Key Lessons



From: "How Are the Children?" Report on Early Childhood Development and Learning. September 1999. http://www.ed.gov/pubs/How_Children

Across the nation, nearly 4 million babies are born each year. Each enters the world with immense promise. Each arrives with billions of brain cells just waiting to have their power unlocked. Many of these cells have already begun to link up to one another, but a newborn's brain has yet to form the roughly 100 trillion connections that make up an adult's complex neural networks. For these connections to form and proliferate, cells need a crucial ingredient: experience in the world. From the very first days of life, brain cells connect at an astonishing pace. Young brains forge more than enough connections in the first 3 years of life; as children move toward adulthood, these connections are pruned and fine-tuned. This is good news for humans. It means that our newborns' capacities—their unique ways of thinking, knowing, and acting—develop in the world, under the sway of the adults who love them and nurture them.

The impact of early experience on early brain development is powerful and specific, and may last a lifetime. This is a major finding of recent brain research, and it represents a sharp departure from centuries-old ideas about how children develop and grow. Its implications can be summarized in 10 key lessons.

1. New Brain Research Underscores the Importance of Education and the Power of Effort

Only in recent decades have scientists fully appreciated the significance of early experience...For generations, it was widely believed that based on inborn traits, some children could be expected to become able learners and productive workers, while others were destined to dimmer futures. Experience and education were considered helpful, but could hardly be expected to overcome nature's preset limits.

New scientific evidence turns this assumption on its head. Heredity certainly plays a role, and geneticists are learning more each day about how genes affect development. But as each child grows and matures, early experience exerts a powerful force, sculpting the genetic "clay."

Today, most experts agree that early development is a complex dance between nature and nurture. Some researchers are producing new evidence that in the early years, nurture leads that dance; one recent study suggests that in infancy and childhood, the impact of experience on cognitive ability is significantly more powerful than the influence of heredity.¹ The relative importance of experience appears to decrease as individuals move through the life cycle. This finding is sure to be debated in coming years; but whatever the ultimate conclusion, scientists now underscore the importance of early experience, the power of effort, and the hope of education.

2. Early Experience Affects How Brains Are "Wired"

It is natural to think of babies as ourselves in miniature—adults on a smaller scale. But the more we discover about young brains, the clearer it becomes that young children differ from adults in important ways. They have unique ways of developing, learning, and responding to the world around them. By taking these differences into account, parents and professionals can do a better job of meeting young children's needs.

At birth, children's brains are in a surprisingly unfinished state. Newborns have all of the genetic coding required to guide their brain development. What's more, they have nearly all of the billions of brain cells, or neurons, they will need for a lifetime of thinking, communicating, and learning. But these neurons are not yet linked up into the networks needed for complex functioning. It is like having billions of telephones installed around the nation, but not yet completely connected to each other.

3. The Young Brain is a Work in Progress

Crucial steps in brain development take place early in pregnancy, before many women know that they are expecting. Within weeks of conception, cells that are destined to become neurons have to find their way to the correct position in the part of the brain most responsible for reasoning and learning. For brain development to proceed normally, each cell has to make its journey at the right time, in the right order. Nature has powerful mechanisms to guide the process, including genetic coding, and expectant parents can rest assured that in the vast majority of cases, development proceeds just as it should. But even in the womb, the brain is vulnerable to environmental influences. When pregnant women have inadequate nourishment, when they smoke, drink, or take drugs, or are exposed to toxic substances, their babies' brain development may be jeopardized. Research also suggests that when women suffer abuse, extreme stress, or severe depression, their babies may be affected.

Newborns have more awareness of the world than most of us realize. On the first day of life, a newborn can look at his surroundings, study objects, and gaze in the eyes of his mother or father. Infants as young as 2 days of age will sometimes suck at the mere sight of a breast or bottle, suggesting that learning takes place from a child's earliest hours of life.³ But the process of getting to know the world is just beginning. At birth, a newborn cannot yet make sense of the flood of sensation and information that comes his way.

As new experiences arrive, young children's brains respond by forming and reinforcing trillions of connections, or synapses, among neurons. In the time that it takes for mom to nurse the baby or for grandpa to read *Goodnight Moon*, thousands of new synapses are produced. At the same time, thousands of existing synapses are used or "fired" and, in the process, reinforced.



Connections form so quickly that by the time children are three, their brains have twice as many synapses as they will need as adults. These trillions of synapses are competing for space in a brain that is still far from its adult size. According to *Rethinking the Brain*, a report by the Families and Work, by the age of three a young child's brain is apt to be more than twice as active as that of her pediatrician.⁴ Children are biologically primed for learning, and the first 3 years are particularly crucial.

If children have more synapses than they will have as adults, what happens to the trillions of excess connections? The answer is they are shed as children grow. Scientists report that throughout the development process, the brain is producing new synapses, strengthening existing ones, and getting rid of synapses that aren't used often enough. Before the age of 3, synapse production is by far the dominant process; from 3 to 10, the processes are relatively balanced, so the number of synapses stays about the same. But as children near adolescence, the balance shifts, and the shedding of excess neurons moves into high gear.

Brains downsize for the same reasons so many other "organizations" do: with streamlined networks, they can function more efficiently. But how does the brain "decide" which connections to shed and which to keep? Here again, early experience plays a decisive role. Each time synapses fire, beginning with the early months and years of life, they get sturdier and more resilient. Those that are used often enough tend to survive; those that are not used often enough are history. In this way, a child's experiences in the first years of life affect her brain's permanent circuitry.

4. Every Child is Unique

Because experience in the world so powerfully affects early development, no two brains grow and mature in the same way. Children are individuals right from the start, even if they are raised in the same culture, locality, or even household. Even the brains of identical twins develop differently, based on their early surroundings and interactions with the adults who care for them.

As anyone who has ever raised a child can attest, no parent can completely plan or predict how a son or daughter will grow and develop. The settings and experiences that parents provide are crucial, but many other factors are also at work, and parents cannot regulate (or take responsibility for) every aspect of their children's development. Newborns arrive with different temperaments, strengths, and needs. Many children are born with abilities or disabilities that present them and their families with special challenges. Some boys and girls encounter difficulty despite their families' love and commitment; others show remarkable resilience, growing into hearty children and able learners despite circumstances that overwhelm other young people...The new brain research answers many questions about how children grow and develop, but it does not diminish the reality that every life is unique and complex.

5. Children Learn in the Context of Important Relationships

In the first years of life, parents have considerable (though not complete) control over the kinds of experiences their children are exposed to. But what kind of experiences do infants and toddlers need? Researchers are finding that, more than anything else, young children need secure attachments to the adults who care for them...

Children are...trusting, and they turn to parents and other caregivers for reassurance or help. They believe that these adults will nurture and protect them, unless repeated experience teaches them otherwise. They know that interacting with parents and other important people—communicating, mimicking, playing, snuggling—is the best way to spend their most alert, wakeful hours. Babies respond to touch, sound, images, tastes, and smells. They are at ease when they receive warm, responsive care geared to their needs, moods, and temperament. When this kind of care comes consistently from the same adult or adults, young children form secure attachments. They sense that they are loved and protected even during quiet or sleepy times, and while at play by themselves.

When children form secure attachments, their development tends to flourish. Long-term studies show that children who have secure attachments early in life make better social adjustments as they grow up, and do better in school.⁵ But when care is inadequate, mechanical, or inconsistent, young children experience tension, and research shows that this stress affects their heart rate, brain waves, and their brains' biochemistry. A major finding of recent research is that chronic stress can have an adverse impact on the brain, and can result in developmental delays.⁶ This finding is borne out by studies of young children who are subjected to extreme social and emotional deprivation over extended periods.

6. Other Caregivers Can Meet Young Children's Needs— But Don't Take the Place of Mom or Dad

Research shows that children are capable of forming strong attachments to more than one adult, but not all attachments are equally strong or compelling. Babies tend to prefer their primary caregivers—usually mom and dad. But they quickly learn that other people can meet their needs, and that different people...have different ways of caring for them. In this way, they begin to get a sense of life's complexity and richness.



Childcare providers can be important people in young children's lives, but they do not take the place of parents. Recent studies show that high quality childcare does not disrupt young children's attachments to their parents—so long as parents spend enough time with their infants and toddlers to know them well, care for them confidently, and read their signals and cues.

In fact, childcare providers—with sufficient training and support—can enhance the development of the children in their care, supplementing the parents' input. Children benefit when parents and childcare providers work together, exchanging information, insights, and problem-solving strategies on a regular basis.

7. "Small Talk" Has Big Consequences

Many aspects of children's environments affect early brain development, from the sights to sounds to textures that surround them. But recently scientists have been homing in on linguistic experience as a key ingredient. More precisely, they are stressing the importance of "small talk"—the millions of ordinary greetings, exclamations, explanations, complaints, and utterances exchanged between adults and children in the course of the early years...

Adults have special ways of talking to children that help them analyze language. Intuitively, they speak more rhythmically, slowing down their speech, exaggerating phonetic shifts, and simplifying their vocabulary and grammar. Speakers of "parentese" often set their words to enticing melodies that act as acoustic hooks, pulling the baby's attention to them. This kind of talk lets babies know that they are being addressed; punctuated by pauses, it helps young children learn that relating to others is about taking turns. Many kinds of early interactions—a game of peekaboo or mimicry of a baby's faces—can lay the groundwork for effective communication later in life.

8. Children Need Many Kinds of Stimulation

Children need chances to stretch not only their linguistic and conceptual abilities, but also their powers of perception, social prowess, and aesthetic and moral capacities. And of course, all children need physical exercise. When children are severely deprived of experience in any of these areas, their development may be delayed. For example, babies and toddlers who spend most of their waking hours in their cribs develop more slowly than other young children do; some cannot sit up at 21 months, and most cannot walk by age 3.⁷ Children need opportunities for vigorous, safe physical activity. They need touch, sounds, and images. They need social and emotional contact. And they need thought-provoking activities...

On the other hand, too much stimulation can be overwhelming. Young children have different temperaments and moods. They also have different daily cycles of wakefulness and sleepiness than adults. Their capacity to respond to different kinds and amounts of stimulation can fluctuate from hour to hour, or even from minute to minute. Aside from seeing to their children's basic health and safety, the most important thing parents can do is to learn to read their children's moods and preferences and, whenever possible, adjust activities, schedules, and even the way they touch and talk to their young children...

9. Prevention is Crucial

The brain does not develop all at once. Different parts of this complicated organ mature at different times and at different rates.⁸ Although development continues throughout life, there are periods of great opportunity (and risk) when a particular part of the brain is the site of intensive wiring and is therefore especially flexible....During these years, responsive care and appropriate stimulation can produce the rapid intellectual, social, and emotional growth that does not usually come as easily to older children...

At the same time, the early years are also filled with risk. Untreated health problems, poor nutrition, exposure to tobacco, alcohol, drugs, or environmental toxins, and abuse and neglect are always risky, but may be especially perilous in the first years of life.⁹ Traumatic experiences and nonstop stress are also particularly harmful early in life; they affect production of a steroid hormone called cortisol that can have an adverse impact on brain development.¹⁰ Maternal depression is another factor that can affect early development. Many new mothers experience postpartum blues for a few weeks or months; this is normal and unlikely to have a lasting impact on her baby. But research shows that if a mother's depression persists, a young child's brain activity may be affected. The good news is that when the depression lifts or is treated, the child's development can usually get right back on track.¹¹

The bottom line is that in the early years of life, prevention and early intervention are crucial. When health problems are addressed, when family stress is reduced, when mothers seek treatment for depression, young children tend to fare better. The earlier the intervention, the better. The more follow-up, the better. These are simple lessons. As they are applied more widely, results for young children are bound to improve.

10. The Cradle Will Rock

Unconditional love goes to the heart of what it means to be a parent. But love is not enough. From a child's viewpoint, good care is responsive care. It requires getting to know a particular child very well, and that is not simply a matter of instinct or affection; it usually takes time and practice and help from more experienced caregivers. Parents and caregivers don't always get it right the first time, or even the second, but if they are willing to follow the children and learn from their mistakes, they come to understand the needs and temperaments of their children.¹²

Mistakes are inevitable. As the lullaby promises, the cradle will rock. A baby who is full will be coaxed to eat. A toddler will be tossed into the air by an enthusiastic dad when what he really needs is a cuddle and a nap. And parents will frequently realize, after the fact, that they could have found a better way to handle a problem. No parent gets it right every time. Even experts on child development sometimes make mistakes with their own children.

Of course, some mistakes cannot be tolerated. There is never an excuse for abuse or neglect, or for household dangers that imperil children's lives. But young children will inevitably miss a meal, scrape their knees, or overhear their parents argue. They can easily survive the ordinary ups and downs of daily life, as long as the care they receive day by day is usually warm, responsive, and consistent. In fact, these ups and downs are among the experiences that help their brains to mature. What's more, when children have a secure attachment to the adults who care for them, they are forgiving. When a parent disappoints them, they usually offer another chance.

References:

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IV. A Summary of the Research Base for Early Childhood Interventions

“...nationally, 7.6 percent of children repeat kindergarten or first grade. Factors independently associated with increase risk of grade retention were poverty, male gender, low maternal education, deafness, speech defects, low birth weight, enuresis, and exposure to household smoking...”

Research on the Risk Factors for Early School Problems and Selected Federal Policies Affecting Children's Social and Emotional Development and Their Readiness for School. Huffman,L.,Mehlinger,S., Kerivan,A. (2000). Page 6.

3. Risk and Protective Factors for Young Children

- > *Individual Factors*
- > *Family and Peer Factors*
- > *Day Care and School*
- > *Neighborhoods, Community, and Socioeconomic Status*

B. Early Childhood Interventions: What are they and do they work?

C. Long-Term Effects

1. *Long-Term Effects of Early Childhood Programs on Cognitive and Social Outcomes*
2. *The Children of the Cost, Quality, and Outcomes Study Go To School: Executive Summary, June 1999.*
3. *The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99*
4. *Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency*

D. Controversy over Correlational Study relating Non-Maternal Child Care and Misbehavior

E. A word of caution about the evaluation of early childhood interventions





A. Risk and Protective Factors for Young Children

Prevention and early intervention can be better adjusted if we understand the most salient risk and protective factors for young children. The following document comes from a recent review of the last two decades of relevant scientific literature. Many of the programs and models presented later in this packet strive to address these risk factors.

Material excerpted and adapted from: *Risk Factors for Academic and Behavioral Problems at the Beginning of School*. Huffman, L. C., Mehlinger, S. L., & Kerivan, A. S. The Child and Mental Health Foundation and Agencies Network. 2000. <http://www.nimh.nih.gov/childp/goodstart.cfm>
NOTE: In order to provide the essence of this work for general audiences, the Center has taken excerpts and made slight adaptations. We have tried to respect the integrity of the original, but, of course, any errors are ours.

Individual Factors

Low Birth Weight, Neurodevelopmental Delay, and Other Medical Problems.

Children with an extremely low birth weight as babies have a higher incidence of behavior problems at school entry and poorer cognitive performance, as well as increased incidence of learning disabilities and academic difficulties. Abnormal neurodevelopment places children at risk for increased school behavior problems and for higher rates of learning difficulties. Pregnancy problems, including maternal medical and emotional problems, have been identified as risk factors for later childhood behavior problems.

Cognitive Ability. Cognitive ability accounts for a large proportion of the variance in academic competence and achievement. Cognitive deficits have been associated with more difficult transitions to kindergarten, higher rates of depression in childhood, and increased levels of delinquency. Research suggests that poor verbal and communication skills may mediate these relationships.

Temperament and Personality Dimensions. A difficult temperament appears to increase risk for antisocial behavior and school failure: characteristics such as high activity level, inflexibility, impersistence, distractibility, and low attention increase the probability that a child fails to adhere to classroom rules and follow academic instruction. An “easy” temperament, on the other hand, is a protective factor for behavior problems. In addition, effectance motivation, which is the intrinsic desire to deal competently with one’s environment, is an importance factor related to children’s ability to adapt at school.

Early Behavior and Adjustment Problems. Research shows that mothers' high ratings of their child's hyperactivity and externalizing behaviors predict adjustment difficulties at home, in school, and with peers. This research provides evidence of mothers' abilities to identify their children's problem behaviors. It also suggests a useful marker or risk for school failure.

Family and Peer Factors

Family Composition. According to the U.S. Census Bureau, more than 50 percent of marriages end in divorce in the United States, and many of these divorces affect school aged children. While children's responses to the change in family structure and lifestyle vary dramatically, studies show that divorce is associated with behavioral problems that may negatively influence success in school. Divorce also adds significant variance to socioeconomic predictors of cognitive-social competence and adaptive behaviors at school entry. School-aged children also experience parental remarriage. While some studies indicate protective effects, others show remarriage to be a risk factor when comparing step families to intact families. Divorce and remarriage have been found to be associated with higher levels of anxiety, aggression, hyperactivity, disobedience, and deviant behavior.

Maternal Education. Lower levels of maternal education predict children's early grade failure, including a lack of reading and math achievement.



Parental Substance Abuse. Numerous studies have focused on the effects of maternal substance abuse during pregnancy as well as the influence of childhood exposure to addicted parents in the home environment. Most studies point to the adverse effect of parental substance abuse on the cognitive, physical, and social development of young children. Because of related risk factors such as lower socioeconomic status, lower maternal age, poor maternal nutrition and health, and irregular or nonexistence prenatal care and increase genetic susceptibility, it is difficult to attribute developmental problems solely to *in utero* drug exposure. In addition, social problems such as financial and housing uncertainties and disturbed relations with families may have some consequences for the child. Any of these confounding factors may enhance or sometimes mask the effects of maternal substance abuse. Still, parental substance abuse is a risk associated with adverse effects on cognitive, physical, and social development in children.

Parental Psychopathology. Maternal depression may be associated with increase behavior problems and lower social competence in preschool, as well as academic problems in kindergarten.

Parenting Practices. Evidence shows that effective parents adjust their parenting behaviors in accordance with their developing child's needs. Poor parenting techniques and harmful peer influences increase the risk of adverse developmental outcomes. Parents who are harsh, disengaged, provide inconsistent guidelines, and are unable to monitor their children's behavior are more likely to have children with a heightened risk for antisocial behavior. In addition, high levels of maternal coercion and nonaffection may be associated with increased rates of aggression in preschool-aged children. Lastly, parental intrusiveness and overstimulation is thought to be associated with hyperactivity problems. On the other hand, high rates of positive parent interaction with their children is a protective factor for their children's academic success. Furthermore, effective parental supervision has a protective effect and is a positive socializing factor that enhances prosocial behavior. An adaptive and cohesive family pattern, characterized by positive parental coping behaviors, parental support of the children, and their

cooperation in coordinating coping strategies, is associated with improvement in school adjustment in at-risk children.

Maltreatment. Research suggests that children who are maltreated have higher rates of school problems, including lower test scores in math and English, lower IQ scores, lower child-perceived social acceptance, increase absence from class, and more grade repetitions.

Peer Relationships. In addition to family members and teachers, friends have socializing influences that provide support for contextual emotional and cognitive learning and development. Friends are also models for later relationships. Conflict with peers is a risk factor for poor school adjustment and decreasing school involvement, especially for boys. The fewer friends and more peer rejection a child has may negatively influence a child's perception of school, school attitude, and school achievement. Social support is also an important protective factor for young children. Children with a larger number of classroom friends at school entry do better in school performance and develop more favorable school perceptions.

Day Care and School

Characteristics of Kindergarten and First-Grade Classes and Teachers. School and classroom characteristics are considered as predictors of children's psychosocial adjustment, including school facilities, class organization (e.g., class size, number of teacher-parent meetings during the year), and teacher-related variables. Social network indices (e.g., contact between pupils) also are considered as predictors: positive interpersonal relations among students is related to fewer teacher-reported behavior problems and increases in children's feelings of well-being at school. In addition, there are unique associations between children's early antisocial behavior and features of their first-grade teacher-child relationships (i.e., negative correlations with closeness, positive correlations with teacher-child conflict and with child dependency). Prosocial behavior is generally related to positive aspects of children's first-grade teacher-child relationships. Lastly, positive relationships with teachers (e.g., relationships that show warmth and open communication) are associated with better than expected or improved outcomes for both risk and nonrisk samples.

Neighborhoods, Community, and Socioeconomic Status

Immigrant Status. Immigrant status is a predictor of increased risk of school failure as well as of psychosocial problems, drug use, and other risk-taking behaviors. A wide range of factors may influence these findings, including language facility, degree of acculturation, level of socioeconomic status, level of family education, and/or family support.

Minority Status. Ethnicity, poverty, gender, and household composition have all been associated with indices of school-based competence among children. Being a male with minority ethnic status and being raised in single-parent, low-income homes is associated with higher rates of childhood behavior problems and with lower academic achievement in the first two years of school. Because these risk factors are known to be interrelated, the assessment of the predictive value of any one factor must consider the effects of the others.

Low SES. Family SES and early language development are positively related to later language development, academic achievement, and school success. Children from higher SES families are exposed to a larger vocabulary in the home environment and have more early language experiences than children from lower SES families. This early advantage for children from high SES families continues into grade school. Thus, higher SES may be viewed as a factor that enhances school success. Conversely, lower SES has a potentially negative effect on school achievement. In particular, persistent poverty has more detrimental effects on IQ, school achievement, and social-emotional functioning than does transient poverty, although children in both groups generally do worse than children who have never been poor. The conditions of family poverty (e.g., long-term versus episodic) may be an important determinant for identifying children at risk. Infants and young children who live in poverty suffer higher levels of prematurity, infant mortality and morbidity, and subsequent developmental delay, behavioral problems, and inadequate preparation for school. Low SES also significantly predicts externalizing problems and aggressive behavior in early grade school. Lastly, low SES is significantly correlated with eight negative factors in the child's socialization and social context, including harsh discipline, lack of maternal warmth, exposure to aggressive adult models, maternal aggressive values, family life stressors, mother's lack of social support, peer group instability, and lack of cognitive stimulation.

B. Early Childhood Interventions: What are they and do they work?

Excerpted from: Long-Term Outcomes of Early Childhood Programs: Analysis and Recommendations. Gomby, D.S., Lerner, M.B., Stevenson, C.S., Lewit, E.M., & Behrman, R.E. The Future of Children, 5(3), Winter 1995. http://www.futureofchildren.org/lto/01_lto.htm

Early childhood programs are often discussed collectively, but they are in fact a "polyglot array of disjointed programs" that differ widely in their goals, their service delivery strategies, and the ages of the children they serve A few definitions are therefore in order ... Early childhood programs are divided into two categories: child-focused programs and family-focused programs. Each category includes two major types of programs that are described below.

Child-focused programs

(1) Preschool, Head Start, and Prekindergarten are typically part-day and part-year programs that bring groups of three- to five-year-old together in centers or school settings. Some offer primarily an educational program; others also provide health and developmental screenings, parent involvement, and social service assistance. Most preschool programs have been designed to promote child development and improve children's readiness to succeed in school. Publicly funded preschool programs typically serve children from disadvantaged families, while private preschool programs supported by parent fees serve children from all backgrounds.

(2) Child Care Programs typically offer care on a full-day basis to children from birth to school age. Such care can be provided either in a center or in a caregiver's home. Most child care programs seek both to promote child development and to free parents from their child care responsibilities so they can work Child care services are purchased by parents from a wide array of nonprofit and for-profit providers. Public funds support subsidies that help some low-income parents pay for care while they work or attend school.

Preschool and child care programs are sometimes grouped together and called early childhood care and education, emphasizing their overlapping goals and activities. However, different histories, perceived missions, sources and levels of public investment, and research traditions conspire to perpetuate their separateness and to suggest that they are unlikely to produce equivalent effects on children and families.

Family-focused programs

(1) Family support programs typically serve families with children under three years of age (though many include older children) through weekly or monthly home visits, or through classes or drop-in centers for parents. These programs strive to involve parents in their children's development and to strengthen their parenting skills, with the hope that changes in the parents will help to create, sustain, and amplify positive outcomes for the children.

(2) Two-generation programs, the newest type of early childhood program, link programs for children and parenting support with adult-oriented services such as job training or adult education for the parents. Primarily targeting low-income families, these programs often use a case manager to broker services that are actually provided to families by other community agencies. Two-generation programs seek to promote positive outcomes for both children and

parents (hence, "two-generation"); they try to help families escape poverty while simultaneously promoting child development and helping parents learn new parenting skills.

Both family support and two-generation programs typically rely on funds from public agencies or private foundations to support services which are then usually offered free of charge to families. Although some family-focused programs are open to all families, most concentrate their efforts on families facing such challenges as poverty, teen parenthood, immigrant status, or welfare dependency.

***Early Childhood Education: A Meta-Analytic
Affirmation of the Short- and Long-Term Benefits
of Educational Opportunity.***

Kevin Gorey. *School Psychology Quarterly*, V 16(1), 2001. 9-30.

Some scholars who emphasize the heritability of intelligence have suggested that compensatory preschool programs, designed to ameliorate the plight of socioeconomically or otherwise environmentally impoverished children, are wasteful. They have hypothesized that cognitive abilities result primarily from genetic causes and that such environmental manipulations are ineffective. Alternatively, based on the theory that intelligence and related complex human behaviors are probably always determined by myriad complex interactions and genes and environments, the present meta-analytic study is based on the assumption that such behaviors can be both highly heritable and highly malleable. Integrating results across 35 preschool experiments and quasi-experiments, the primary findings were:

- (a) preschool effects on standardized measures of intelligence and academic achievement were statistically significant, positive, and large
- (b) cognitive effects of relatively intense educational interventions were significant and very large, even after 5 to 10 years, and 7 to 8 of every 10 preschool children did better than the average child in a control or comparison group
- (c) cumulative incidences of an array of personal and social problems were statistically significantly and substantially lower over a 10- to 25-year period for those who had attended preschool (e.g., school drop-out, welfare dependence, unemployment, poverty, criminal behavior).

The need for a very large, well-controlled, national experiment to either confirm or refute these provocative, review-generated findings is discussed.

Early Childhood Interventions

From: RAND Research Brief: Early Childhood Interventions: Benefits, Cost, and Savings. 1998.
This research brief reports on the book, *Investing in Our Children: What We Know and Don't Know About the Costs and Benefits of Early Childhood Interventions*. Lynn Karoly et al. RAND. 1998.

...Targeted early interventions are those intended to overcome the cognitive, emotional, and resource limitations that may characterize the environments of disadvantaged children during the first several years of life. They include programs targeting children as well as those targeting their mothers; interventions aimed at improving educational achievement and those aimed at improving health; and services as diverse as parent skills training, child health screening, child-abuse recognition, and social-services referral.

Lynn Karoly, Peter Greenwood, and their RAND research team have evaluated a set of nine early childhood intervention programs to try to answer the following question: Do early interventions targeted at disadvantaged children benefit participating children and their families? They assessed developmental indicators, educational achievement, economic well-being, and health from program participants and compared them with the same measures for matched controls. Results indicate that each program made participating children better off in one or more ways than those who did not participate.

Specifically, the programs led to the following advantages for participating children:

- Increased emotional or cognitive development for the child, typically in the short run, or improved parent-child relationships.
- Improved educational processes and outcomes for the child.
- Enhanced economic self-sufficiency, initially for the parent and later for the child, through increased participation in the labor force, decreased participation in welfare, and higher incomes.
- Decreased criminal activity.
- Improved health-related indicators such as child abuse, maternal reproductive health, and substance abuse.

Moreover, the study suggests that for especially high-risk, disadvantaged children and their families, government funds invested early in their lives results in compensating decreases in government expenditures later. Why? Participating children may spend less time in special-education programs. In addition, parents and, as they become adults, children may spend less time on welfare or under the jurisdiction of the criminal justice system. They may also earn more income and thus pay more taxes.

C. Long-Term Effects

1. Long-Term Effect of Early Childhood Programs on Cognitive and Social Outcomes

(Excerpted). W. Steven Barnett.

The Future of Children: Long-Term Outcomes of Early Childhood Programs, 5(3), Winter 1995. 25-50.

The contribution of early childhood care and education (ECCE) to the healthy development and future well-being of children who are economically and socially disadvantaged has become a vital public issue with important implications for families, business, private philanthropy, and government. The following summarizes a review of 36 studies of both model demonstration projects and large-scale public programs, in order to examine the long-term effects of these programs on children from low-income families. The review sought to answer two important questions as well as make policy recommendations.

1. What are the effects of ECCE programs on the cognitive development, socialization, and school success of disadvantaged children? How long to they persist?

The weight of evidence establishes that ECCE can produce large short-term effects on IQ during the early childhood years and sizable long-term effects on achievement, grade retention, placement in special education, high school graduation, and socialization. These effects are large enough and persistent enough to make a meaningful difference in the lives of children from low-income families: for many children, preschool programs can mean the difference between failing and passing, regular or special education, staying out of trouble or becoming involved in crime and delinquency, dropping out or graduating from high school.

2. Are some types of ECCE programs more successful than others? Do some children benefit more than others?

Benefits from ECCE programs appear to be produced via a number of different types of high-quality programs and across a number of different groups of children. Indeed, the best predictor of the size of program effects may be the size of the gap between the program and home as learning environments, rather than whether a child is a member of a particular group. Thus, effects might be expected to be largest for the most disadvantaged, though there is no evidence that meaningful effects cease if a child's family moves above the poverty line. Indeed, there is even some suggestion at the other end of the income spectrum that children from very well-off families may suffer from ECCE inferior to that provided by their homes.

Effects do appear to depend on program quality, and cross-study comparisons indicate that effects are larger for well-designed, intensive EECE interventions than for large-scale public programs. This might be because today's public programs are lower in quality (larger classes, fewer staff members, less educated staff, poorer supervision) than the model programs.

Recommendations

A more comprehensive strategy is needed to increase the public and private resources devoted to ECCE. Such a strategy might include a public information campaign to explain the importance of ECCE quality to parent, paid parental leave for parents of children under one year of age, and public funding for accredited ECCE on a sliding scale with full funding of quality care for children in poverty and partial funding for many more children. Other alternatives are available, but the important point is that the nation needs to move ahead with public support for ECCE.

C. Long-Term Effects
2. The Children of the Cost, Quality, and Outcomes Study Go To School: Executive Summary, June 1999.

<http://www.fpg.unc.edu/~NCEDL/PAGES/cqes.htm>

Excerpts from the Summary of Results of the Study:

1. High quality child care is an important element in achieving the national goal of having all children ready for school. Findings showed that the quality of children's experiences in typical child care centers affects their development while they are in child care and their readiness for school. Children who attended higher quality child care centers performed better on measures of both cognitive skills (e.g., math and language abilities) and social skills (e.g., interactions with peers, problem behaviors) in child care and through the transition into school. This influence of child care quality was important for children from a wide range of family backgrounds.

2. High quality child care continues to positively predict children's performance well into their school careers. Longitudinal analysis of children's performance indicated that the quality of child care experienced by children before they entered school continued to affect their development at least through kindergarten and in many cases through the end of second grade. Child care quality was related to basic cognitive skills (language and math) and children's behavioral skills in the classroom (thinking/attention skills, sociability, problem behaviors, and peer relations), both of which are important factors in children's ability to take advantage of the opportunities available in school.

3. Children who have traditionally been at risk of not doing well in school are affected more by the quality of child care experiences than other children. For some outcomes (math skills and problem behaviors), children whose mothers had lower levels of education—children who often are at risk of not doing well in school—were more sensitive to the negative effects of poor quality child care and received more benefits from high quality child care. Moreover, for these children who attended typical child care centers, these influences of child care quality were sustained through second grade.

4. The quality of child care classroom practices was related to children's cognitive development, while the closeness of the child care teacher-child relationship influenced children's social development through the early school years. Children who attended child care with higher quality classroom practices had better cognitive development (language and math skills) through early elementary school. Children who had closer relationships with their child care teachers had better classroom behavior and social skills (greater thinking/attention skills and sociability, fewer problem behaviors, and better peer relations) through early elementary school. It is no surprise that the nature of children's experiences in child care are important, but the results of this study confirm the lasting impact of these early experiences. High quality child care experiences, in terms of both classroom practices and teacher-child relationships, enhance children's abilities to take advantage of the educational opportunities in school.

C. Long-Term Effects

3. The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99

Excerpted and adapted from: *Entering Kindergarten: A Portrait of American Children When They Begin School: Findings from The Condition of Education 2000*. Nicholas Zill & Jerry West. U.S. Department of Education, National Center for Education Statistics. NCEES 2001-035. Washington, DC: U.S. Government Printing Office, 2001. <http://nces.ed.gov>

The Early Childhood Longitudinal Study, Kindergarten Class of 1998-99, provides a first-ever look at the knowledge, skills, health, and behavior of a nationally representative sample of U.S. kindergarten children upon entry to school. On the whole, the study provides a portrait of what today's American children are like when they begin school. The take-home message is that American children show considerable variation in skills and knowledge as they enter kindergarten. The ECLS-K results demonstrate that children are neither alike at school entry nor ready to be stretched and molded by the varying qualities and demands of different kindergarten programs. In other words, for kindergartners, one size does not fit all. The findings of the study are summarized below.

Age Differences

- Children who are close to 6 or already 6 when they begin kindergarten have several advantages over children who start school when they have just turned 5 or are not yet 5 years old.
- Better educated parents are more likely than less educated parents to delay their child's entrance to school.

Sex Differences

- Female kindergartners come to school with reading skills that are slightly more advanced, on average, than those of males.
- They are also less likely to have developmental difficulties and are more likely to exhibit good social skills and classroom behavior.
- Though some of the early problems may be transitory and simply reflect different developmental trajectories for boys and girls, others may be predictive of later and more serious disturbances.

School Readiness and Behavior Problems

- One in five beginning kindergartners is overly active.
- One in six has problems concentrating for sustained periods.
- One in nine has difficulties articulating words clearly or fluently.
- One in four is described as eager to learn no more than sometimes or never.
- One in three is described as paying attention in class no more than sometimes or never.

Family Risk Factors

Family risk factors that are associated with poor performance in school-aged children are also linked with lower proficiency in early reading and mathematics skills and general knowledge among children as they enter kindergarten. These risk factors are:

- low maternal education
- welfare dependency (as a marker of family poverty)
- having only one parent in the home
- having parents whose primary language is not English.

The ECLS-K data show that there is a cumulative effect of the number of risks to which a child is exposed early in life. Although many children from multiple-risk families lag behind their classmates in early academic skills, some can overcome the odds and perform at advanced levels when entering kindergarten. This finding seems to argue against stereotyping children from educationally disadvantaged families and assuming that they are all behind when they begin school.



C. Long-Term Effects

4. Long-Term Effects of Early Childhood Programs on Social Outcomes and Delinquency

(Excerpted) Hirokazu Yoshikawa. *The Future of Children*, Vol 5 (3). Center for the Future of Children. The David and Lucile Packard Foundation. Winter 1995. <http://www.futureofchildren.org>

One important way to decrease overall crime rates among youth is to prevent chronic delinquency, and early childhood may be an important developmental period to target for its prevention.

Researchers have long sought factors that are regularly associated with chronic delinquency. The strongest factor is a history of antisocial behavior in childhood, but many other early risk factors have been linked to chronic delinquency. The most important of these factors appear to be low socioeconomic status, having parents who have been convicted of crime, the child's low cognitive ability (especially poor verbal ability), poor parental child relations (especially hostile or rejecting parenting and lack of parental supervision), and the child's own history of antisocial behavior, conduct disorder, or troublesomeness.

Longitudinal evidence on the development of delinquency behavior suggests several promising directions for prevention. First, the evidence suggests that early childhood programs which buffer the effects of a given delinquency risk factor should also be effective in preventing chronic delinquency. Second, because multiple risk factors appear to have such a pronounced negative effect, early childhood programs that reduce multiple risks may be more successful in preventing chronic delinquency than are those that target only a single risk factor. Third, the research implies that the content of preventive early childhood programs should be such that they attempt to enhance parents' social support, foster positive parenting and family interactions, facilitate child cognitive development (especially verbal skills), and reduce family level and community level poverty. In other words, crime prevention programs should seek to reduce or eliminate the risk factors associated with delinquency.

A review of 40 programs that targeted populations at-risk for later delinquency and provided services between the prenatal period and entry into primary school concluded: *the programs that demonstrated long-term effects on crime and antisocial behavior tended to be those that combined early childhood education and family support services, in other words, the programs that addressed multiple risk factors.*

Four combination early education/family support programs demonstrated positive effects. These programs offered both home visits and center-based educational child care or preschool. The four programs are: High/Scope Perry Preschool Project, Syracuse University Family Development Research Program, Yale Child Welfare Project, and Houston Parent Child Development Center. These four programs shared the following common features:

- They provided quality educational child care and/or preschool as well as support to adults in peer group and family settings. Each of these individual components was also intensive, involving home visits for the parents and half-days or full-days for the children, most days a week.
- They were quality programs with child-centered curricula, low staff-child and staff-parent ratios, preservice and in-service training, and ongoing supervision.
- They targeted low-income urban communities, areas which have the highest crime rates.

In conclusion, as one element in a comprehensive plan to address poverty, drugs, guns, and other environmental causes of crime, early education and family support programs may lessen the current devastating impact of chronic delinquency on America's children and families.

D. Controversy over Correlational Study relating Non-Maternal Child Care and Misbehavior

A study reported at a meeting in Minneapolis (April, 2001) reported a correlation between time in non-maternal care and misbehaving in kindergarten: 17% of children who spent over 30 hours a week in child care showed signs of misbehavior between the ages of 4 ½ and 6, while only 6% of those who spent less than 10 hours in day care demonstrated misbehavior. Jay Belsky, a University of London professor and the study's principle investigator, asserts that although the associations are modest, they should be taken seriously, and he suggests the need of extended parental leaves or the encouragement of part-time work for parents of young children. He stresses that the correlations hold true whether the children came from rich or poor homes, and whether they were boys or girls.

The federally-sponsored, 10-year study followed over 1,300 children in 10 different cities in a variety of childcare arrangements, ranging from child care with relatives to center-based care. None of the information presented at the conference has yet appeared in a peer-reviewed academic journal, and the analyses are still seen as preliminary.

Researchers criticize Belsky for both misrepresenting the findings and deemphasizing other important study results. Several results from the study were all but ignored, namely the finding that high-quality child care was associated with better cognitive skills, memory, and language ability. Researchers suggest that this link between the quality of child care and children's intellectual development is due to the fact that providers with better training and/or who work in settings with high adult-child ratios behave in more sensitive, responsive, and stimulating ways towards children. The results indicate that child care in private homes may not provide as much stimulation to children as center-based care. Lastly, another virtually unmentioned finding is that family interactions had greater correlations with children's future behavior than did hours spent in child care.

The point is not that the results reported at SRCD are necessarily wrong, but rather that given all the data, it is too soon to draw any conclusions from this study. The authors themselves plan to wait before publishing any papers, in order to better analyze and interpret the data.

Resource:

SRCD Press Release: New Research Demonstrates Unique Effects of Quantity, Quality, and Type of Child Care Experienced from Birth through Age 4 ½. <http://www.srkd.org/pp1.html>

E. A word of caution about the evaluation of early childhood interventions

Excerpted from: Early Childhood Program Research and Evaluation. ERIC/AE Digest.

Lawrence M. Rudner, 1996. ERIC Identifier: ED410317

http://www.ed.gov/databases/ERIC_Digests

In research and evaluation, a sample of subjects typically receives some form of programmatic treatment then outcome scores for these students are compared with outcome scores of a control or comparison group. Lewis and McGurk (1972) point out some of the implicit assumptions when this design is applied to programs for infants and toddlers: 1) "infant intelligence is a general unitary capacity," 2) "mental development can be enhanced by enriching the infant's experience in a few specific areas," and 3) infant scales can "reflect any improvement in competence that results from a specific enrichment experience." The traditional control group-comparison group design adopts the viewpoint that frequency and nature of observable cognitive activities increase at a steady rate as a result of the growth process.

The contrasting viewpoint is that infants and toddlers are going through a period of rapid, non-linear growth and change along many interwoven lines of development (Horner, 1980). Accordingly, different levels and kinds of cognitive development would be presented by different individuals during different stages of development, short-term consistency of individual traits would be low, traits measured during infancy would have low correlations with later skills, broad programmatic treatment effects will be small, and a different research and evaluation paradigm is needed.

This digest examines these contrasting assumptions...

Short Term Consistency

Test-retest reliability, which measures the consistency of the trait for groups of individuals, tends to be quite low when scales are administered to infants. As the child gets older, test-retest reliabilities tend to improve...The lack of test-retest reliability is consistent with the view of the child going through non-linear growth. It is inconsistent with the notion that the cognitive activity in infants increases at a steady rate as a result of growth.

Long Term Consistency

The classic studies of mental growth in normal infants and toddlers show inconsistent and unpredictable growth rates of these observable skills and traits. Bayley, for example, reported correlations between $-.04$ and $.09$ between scores during the first 3 months of life and scores at 18 to 36 months. Looking at race and gender with a sizeable sample, Goffeney, Henderson and Butler (1971) later found virtual no correlation between 8 month and 7 year measures. Escalona and Moriarty (1961) found virtually no correlation between 20 month and 6 to 9 year scores.

"The findings of these early studies of mental growth of infants has been repeated sufficiently often so that it is now well established that test scores earned in the first year or two have relatively little predictive validity" (Bayley, 1970)...There are notable exceptions, however. Many developmental inventories are excellent screening devices capable of identifying students with permanent cognitive disabilities...

Recommendations

... Infant development scales "are unsuitable instruments for assessing the effects of specific intervention programs" and that "the success of specific intervention programs must be assessed according to specific criteria related to the content of the program."

Few early childhood programs seek to improve overall intelligence or to hasten the general cognitive development of infants and toddlers. Rather most programs seek to provide interventions for specific identified needs, either for the family or child or both. The typical early childhood program can be accurately viewed as a collection of individually tailored programs. Thus, the individual intended outcomes should be identified and the program's success gauged against whether those outcomes are worthwhile and whether they were attained.

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Excerpt From:

*From the Center's Clearinghouse ...**

An introductory packet on:

***Least Intervention Needed: Toward
Appropriate Inclusion of Students with
Special Needs***



This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website (<http://smhp.psych.ucla.edu>). The Center is directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA. Center for Mental Health in Schools, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

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Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs

*“Of course, there are limits to what
different people are capable of achieving,
but we should make no uninformed
assumptions about what these limits are.”*
Stevenson & Stigler, 1992

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* sections included in this packet



What is Inclusion?

"Inclusion is the practice of educating children who have disabilities in classes together with their nondisabled peers. Although the term "inclusion" does not appear in any federal law, it has unified efforts to broaden educational opportunities under three different federal laws. Some efforts have used the language of the Individuals with Disabilities Education Act, which requires that children be educated in the "least restrictive environment" with whatever supplementary aids and services are needed so that the child can benefit. Others have used the language of regulations implementing Section 504 of the Rehabilitation Act, which gives a preference to the school and classroom the child would otherwise attend if not disabled. The Americans with Disabilities Act has similar provisions. Recent federal court decisions in New Jersey and California have interpreted the law to mean that even children with severe disabilities must, in most circumstances, be included in their local school classrooms with nondisabled peers.

... whether or not one agrees with those who advocate inclusion, the practice is spreading so rapidly that practical need usually compels educators to inform themselves about what inclusion is and how it is done."

Some programs are no more than nominally inclusive. For example:

- 1) cluster-site programming, where all the children with disabilities from a wide geographic area are brought to a single school and 'included' in that school's classes;
- 2) traditional mainstream programming, where children with disabilities can attend classes with their nondisabled peers only if they can 'keep up' with their classmates' level of performance, and
- 3) 'dumping,' where children with disabilities are simply placed in general-education classrooms without supportive services.

A truly inclusive program is one that ensures each special education student is "provided with specially designed instruction to meet his or her unique needs. However, unlike 'traditional' special-education models, instead of sending the children to a specialized site . . . the children remain in the schools and classes they would otherwise attend, and the services are brought to them. "

From J. R. Rogers' (1994) Introduction to *Inclusion: Moving Beyond Our Fears*. One of the *Hot Topics Series* published by Phi Delta Kappa's Center for Evaluation, Development, and Research.

Least Intervention Needed: Toward Appropriate *Inclusion* of Students with Special Needs

*Society defines what is exceptional or deviant, and appropriate treatments are designed quite as much to protect society as they are to help the child...
"To take care of them" can and should be read with two meanings: to give children help and to exclude them from the community.*

Nicholas Hobbs, 1975

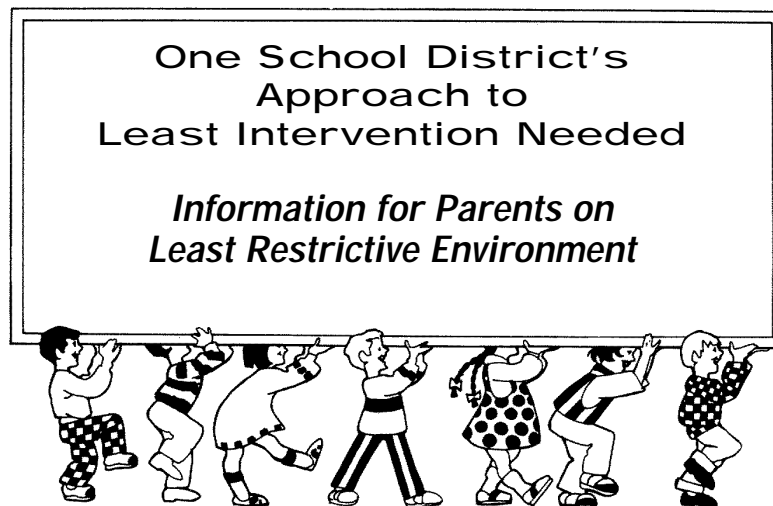
Appropriate inclusion of students with special needs begins with ensuring that only those who cannot be helped effectively in the mainstream are referred to special placements.

When data indicate that a person is not making appropriate progress, whatever the cause, the tendency is to consider use of special services and placements. Such a decision often includes the profound move of transferring an individual out of a mainstream setting into a special environment.

The decision usually is based on whether the person's problem is viewed as mild to moderate or severe and pervasive, and whether it is related to learning, behavior, emotional, or physical functioning. Persons with severe and pervasive problems often are placed in specialized treatment settings such as remedial classrooms and institutions. Mild to moderate problems are supposed to be dealt with in mainstream settings -- either through modifying the setting somewhat or adding extra (ancillary) services or both.

Ancillary assistance can involve a variety of interventions: (1) extra instruction such as tutoring, (2) enrichment opportunities such as pursuit of hobbies, arts and crafts, and recreation, (3) psychologically oriented treatments such as individual and family therapy, and (4) biologically oriented treatments such as medication. Placement decisions focus first on major intervention needs, then on which, if any, extra assistance seems indicated. In many cases, decisions about secondary ancillary activity are best made after primary interventions are given an adequate trial and found insufficient.

*The material included has been abstracted from H.S. Adelman & L. Taylor (1993). *Learning Problems and Learning Disabilities: Moving Forward*. Pacific Grove, CA: Brooks/Cole.



What Does Least Restrictive Environment Mean for Your Child?

The District's policy is that students with disabilities should be educated on general education school sites if at all possible and that they should be provided services and support as appropriate. Decisions about where a student attends school are based on the student's needs and not on the type or severity of the student's disability.

Why is Least Restrictive Environment Important?

By attending school on a general education campus, students with disabilities have the right to participate in academic, nonacademic, and extra-curricular activities. These activities include use of the cafeteria and playground and participation in assemblies, field trips, social activities, and graduation activities. Students with disabilities will also have the opportunity to develop friendships with their non-disabled peers.

What are the Different Placement Options?

Most students with disabilities should attend general education school sites. They may be in a regular class full time. Some may receive additional help from a special teacher for speech or adapted physical education, etc. Others may be assigned to a special education Resource Specialist Program for part of the day or they may be in a Special Day Class for most of the day. Some students attend special education centers and others may go to a nonpublic or residential school, when appropriate. A few receive instruction in the home or in the hospital.

How is the Least Restrictive Environment Determined?

The least restrictive environment for your child will be discussed at each IEP* team meeting. It is important that you attend, if at all possible, so that you can participate fully as a member of the IEP team.

The IEP team will determine whether:

1. The student should be placed in an age-appropriate general education classroom. For this type of placement, supplemental aids and services, such as adaptation of the curriculum, will be determined at the IEP team meeting.
2. The student should participate in the Resource Specialist Program or attend a Special Day Class on a general education school site. Integration into general education classes and activities will also be specified on the IEP.

If the IEP team determines that placement at a special school site is necessary, the IEP will include the reasons why. For students transitioning back to a general education school, the IEP will include a transition timeline and support activities.

*IEP is Individualized Education Program

Please note: For additional information on Least Restrictive Environment you may request a copy of Bulletin No. 49 from the Los Angeles Unified School District/Division of Special Education.

INCLUSION

The benefits and costs of the policy of **inclusion** are explored in a PBS *Merrow Report* entitled "What's So Special About Special Education?" To underscore just how hard it is to turn inclusion policies into practice, the program focuses on two children in the Denver schools.

One student, Darcy, is diagnosed as autistic. She hits others and is hard for her teacher to handle. Her parents want her kept in regular classes because they believe special education classes have lower expectations and will fail to develop the child to her full ability. School officials argue that the girl is becoming too disruptive.

The second student, Tara, has Down Syndrome, and her mother wants her in special classes with teachers who are specially trained. In regular classes, she argues her child is given short shrift. She is convinced that keeping her in the mainstream is unrealistic.

As a program review in *The New York Times* notes:

This thoughtful report brings home just how much is expected of schools. For example, supporters of inclusion say that being in a classroom with a handicapped child is good for the other pupils, and Mr. Merrow's interviews with two of Darcy's classmates do indicate that being with her every day has made them more understanding. But Tara's mother says that although her daughter's classmates were not unkind, they never included her in their games. And Albert Shanker, president of the American Federation of Teachers, cautions against emphasizing socialization at the expense of the school's academic mission. [The program] draws attention to the difficulties of making educational policy where children's needs, parents' expectations, teachers' limitations and school budgets are bound to collide.



Some Model Programs for Serving All Children Well



Collaborative Teaching Model (CTM): Virginia and Kansas

The CTM was developed by local personnel in Virginia and Kansas to improve services for students with learning disabilities. This model was defined as "a proactive approach with general and special educators maintaining joint responsibility for instruction in heterogeneous, integrated settings." Only children whose IEP goals could be met in a full inclusion program participate. Students with Learning Disabilities in the CTM program are all assigned to the general education class appropriate to their grade level, in which the special education and general education teachers co-teach. In Virginia, special education teachers spent 90 minutes a day in each general education class, and participated in the co-planning and materials modification for these classes.

References:

Inclusion in Virginia: Educational Experiences of Students with Learning Disabilities in One Elementary School. J. M. Baker (1995). *The Journal of Special Education*, 29, 116-123.

Inclusion in Kansas: Educational Experiences of Students with Learning Disabilities in One Elementary School. N. Zigmond (1995). *The Journal of Special Education*, 29, 144-154.

Instructional Support Team Project



The Instructional Support Team Project, an initiative of the Pennsylvania Department of Education, is a state-wide effort to transform the structure and goals of special education services. There are two major aspects of this transformation: 1) the focus of special education shifts away from categorizing services to utilizing services in a manner that supports effective regular education services before students are referred for evaluation, and 2) the focus of interventions is on the instructional needs of students rather than on the internal deficiencies of students. The core mechanism for implementing these changes is the Instructional Support Team (IST) which serves as a bridge between special and regular education programs. At each school IST's function as pre-referral intervention groups that link all school resources and provide peer-support and problem solving assistance for teachers; provide initial screening; assist teachers in developing accommodations to help students with disabilities; and help the regular education teacher to make better use of support services.

Reference:

Bridging Special and Regular Education: The Pennsylvania Initiative.

J.F. Kovaleski, J.A. Tucker, & L.J. Stevens (1996). *Educational Leadership*, 55(3), 44-47.



Mainstreaming Experience for Learning Disabled (MELD): Inclusion in Pennsylvania

MELD is a full-time mainstreaming model developed by the University of Pittsburgh. The MELD model involves all school personnel in the education of all students with LD. Pull-out programs are eliminated and LD students are reassigned to full-time general education classes and participate in all class activities. These students are distributed across many classes to reduce load. Special education teachers co-teach all classes and participate in co-planning, even for those classes that do not have LD students. All students have the opportunity to work with modified materials originally designed to help those with LD.

Relevant Reference:

Inclusion in Pennsylvania: Educational Experiences of Students with Learning Disabilities in One Elementary School. N. Zigmond (1995). *The Journal of Special Education*, 29, 124-132.

Project Achieve:

*An Integrated Student-Centered
Service Delivery Model for Public School Systems*



Project Achieve is a school reform program that targets academically and socially at-risk students. Project Achieve places emphasis on improving academic and social behavior of students in order to, among other things, maintain integration and reduce placement into special education. This is done through an integrated process that involves systemic changes in the domains of organization, resource development, in service training, and parent-community involvement.

For more on this model, see: Project Achieve: A collaborative, school-based school reform process to improve the academic and social progress of at-risk and underachieving students. H. M. Knoff & G. M. Batsche (1995). Information Packet. School Psychology Program: Institute for School Reform, Integrated Services, and Child Mental Health and Education Policy: University of South Florida, 4202 East Fowles Ave. Tampa, FL 33620-7750



School Building Model for Inclusion: University of Washington

Originally developed by researchers at University of Washington, the School-building model requires intensive restructuring of the curriculum. All students with LD's are placed in general education classes. Pull-out services are made available to all students, not only those with LD's. In addition, special instruction and tutoring is provided before and after school and during lunch breaks, and peer tutoring is also made available outside and during class.

Relevant Reference:

Inclusion in Washington: Educational experiences of students with learning disabilities in one elementary school. J. M. Baker (1995). *The Journal of Special Education*, 29, 155-162.

Adaptive Learning Environment Model (ALEM)



ALEM was designed to make school a place where each child can effectively master skills in academic subjects and to foster self-responsibility for learning, coping, and, managing behavior in the classroom. This multifaceted approach includes a prespective learning component consisting of heirarchiacally organized basic skill curricula that students pursue at their own pace; an open-ended exploratory learning component; classroom management procedures emphasizing teacher feedback, reinforcement, and positive interactions with students; a flexible prganizational structure that allows for multi-age grouping and team teachinng.

References:

The Adaptive Learning Environment Model: Design, implementation, and effects by M. Wang, P. Gennari, & H.C. Waxman. In M. Wang & H. Wahlberg (Eds.) (1985), *Adapting instruction to individual differences*. Berkeley, CA: McCutchan.

A Special Resource

Project Ride

Responding to Individual Difference in Education



This program designed to link behavioral and academic interventions with teachers of at-risk and difficult-to-teach students in regular classrooms. RIDE involves a series of steps, beginning with a well-articulated description of the behavior, followed by three options: Effective Classroom Practices, Computer Tactics Bank and Video Library, and School-Wide Assistance Teams or SWAT.

Contact: Ray Beck, Project Director
P.O. Box 1809 , Longmont, CO 80502-1809
Tel: (303) 651-2829

This document is a hardcopy version of a resource that can be downloaded at no cost from the Center's website <http://smhp.psych.ucla.edu>



Excerpt from

*From the Center's Clearinghouse ...**

An introductory packet on

Dropout Prevention



*The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspice of the School Mental Health Project, Dept. of Psychology, UCLA, Box 951563, Los Angeles, CA 90095-1563 (310) 825-3634 Fax: (310) 206-8716; E-mail: smhp@ucla.edu

Support comes in part from the Office of Adolescent Health, Maternal and Child Health Bureau (Title V, Social Security Act), Health Resources and Services Administration (Project #U45 MC 00175), U.S. Department of Health and Human Services.

Dropout Prevention



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-Anonymous*

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* not included in this packet

Excerpted from the National Center for Education Statistics.....

Dropout Rates in the United States

In October 1998, nearly 5 out of every 100 young adults enrolled in high school in October 1997 had left high school without successfully completing a high school program. In total, these dropouts accounted for approximately one-half million of the 10 million 15-through 24-year-olds enrolled in high school in the previous October. These numbers have not changed appreciably in recent years.

The cumulative effect of hundreds of thousands of young adults leaving school each year short of finishing a high school program translates into several million young adults who are out of school, yet lacking a high school credential. In 1998, there were 3.9 million 16-through 24-year-olds who, although not enrolled in school, had not yet completed a high school program. Overall, 11.8 percent of the 33 million 16- through 24-year-olds in the United States were dropouts. Although there have been a number of year-to-year fluctuations in this rate, over the past 27 years, there has been a gradual pattern of decline that amounts to an average annual percentage change of 0.1 percentage points per year.

The goal of reducing the dropout rate is to increase the percentage of young adults who complete a high school education. Despite the increased importance of a high school education, the high school completion rate has shown limited gains over the last quarter of a century and has been stable throughout most of the 1990s. In 1998, approximately three-quarters of the 18- through 24-year-olds not still in high school were reported as being high school graduates (74.7 percent); another 10.1 percent of these youths were reported as having completed by an alternative route such as the GED.

Over the last 9 years, the percentage of young adults completing high school has been relatively stable for whites and blacks. During the same period, the percentage completing high school through an alternative test has increased, with 1998 alternative completion rates of about 10 percent for white, black, Hispanic, and Asian young adults.

The net effect of these recent changes has been stable dropout and high school completion rates for young adults in the 1990s. These findings suggest that the emphasis in recent years on decreasing dropout rates as well as revising standards and high school graduation requirements may have translated into increased use of alternative methods of high school completion, rather than an overall decrease in dropout rates or increase in the proportion of young adults holding a high school diploma.

National Center for Education Statistics, 2000

I. Understanding Dropouts & Dropout Prevention

- Definition
- Dropout Reasons
- Addressing the Problem
- Reaching the Goals: Goals 2 High School Completion
- Dropout Statistics
- Gay & Lesbian Youth at Risk
- Quick Facts: Economic Impact
- Dropout "At-Risk" Checklist

What is Dropout Prevention?

Who are America's Dropouts?

A Definition excerpted From the Northwest Regional Education Laboratory

Who are America's dropouts? Different definitions of dropouts, different time periods during the school year when dropout data are collected, different data collection methods, different ways of tracking youth no longer in school, and different methods used by school districts and states to calculate the dropout rate, result in unreliable aggregated national dropout figures.

Various ways of calculating the dropout rate reveal different ways of thinking about the issue. Event rate indicates the number of students who leave high school each year and is compared with previous years. Status rate, a cumulative rate much higher than the event rate, denotes the proportion of all individuals in the population who have not completed high school and were not enrolled at a given point in time. Cohort rate describes the number of dropouts from a single age group or specific grade (or cohort) of students over a period of time. The high school completion rate indicates the percentage of all persons ages 21 and 22 who have completed high school by receiving a high school diploma or equivalency certificate.

For more information visit: <http://www.nwrel.org/scpd/sirs/9/c017.html>

From the National Dropout Prevention Center/Network

Percentage of NELS:88 8th to 10th grade dropouts who reported that various reasons for dropping out of school applied to them. SOURCE: U.S. Department of Education, National Center for Education Statistics, National Education Longitudinal Study of 1988, First Followup Study, 1990.

REASONS	Total	Male	Female
School related:			
Did not like school	51.2	57.8	44.2
Could not get along with teachers	35.0	51.6	17.2
Could not get along with students	20.1	18.3	21.9
Was suspended too often	16.1	19.2	12.7
Did not feel safe at school	12.1	11.5	12.8
Was expelled	13.4	17.6	8.9
Felt I didn't belong	23.2	31.5	14.4
Could not keep up with school work	31.3	37.6	24.7
Was failing school	39.9	46.2	33.1
Changed school, didn't like new one	13.2	10.8	15.8
Job related:			
Couldn't work and go to school at same time	14.1	20.0	7.8
Had to get a job	15.3	14.7	16.0
Found a job	15.3	18.6	
Family related:			
Had to support family	9.2	4.8	14.0
Wanted to have family	6.2	4.2	8.4
Was pregnant	31.0		31.0
Became parent	13.6	5.1	22.6
Got married	13.1	3.4	23.6
Had to care for family member	8.3	4.6	12.2
Other:			
Wanted to travel	2.1	2.5	1.7
Friends dropped out	14.1	16.8	11.3

Dropout Reasons

Addressing the Problem

Young adults who leave school short of high school graduation face a number of potential hardships. Past research has shown that, compared with high school graduates, relatively more dropouts are unemployed and those dropouts who do succeed in finding work earn less money than high school graduates. High school dropouts are also more likely to receive public assistance than high school graduates who do not go on to college. This increased reliance on public assistance is likely due, at least in part, to the fact that young women who drop out of school are more likely to have children at younger ages and more likely to be single parents.

Secondary schools in today's society are faced with the challenge of increasing curricular rigor to strengthen the knowledge base of high school graduates, while at the same time increasing the proportion of all students who successfully complete a high school program. Reform advocates call for more effort devoted to linking schooling to the future, with an emphasis placed on high school graduates as skilled learners with the ability to continue their education and skills acquisition in college, technical school, or work-based programs.

The pressures placed on the education system to turn out increasingly larger numbers of qualified lifelong learners have led to an increased interest in the role that alternative methods of high school completion may play in helping some students meet these goals. At this point, most students pursuing an alternative to a regular diploma take the General Educational Development (GED) tests, with the goal of earning a high school equivalency credential.

For more information visit: <http://nces.ed.gov/pubsearch/>

NCES, 2000

 http://oeri3.ed.gov/pubs/ReachingGoals/Goal_2/index.html

U.S. DEPARTMENT OF EDUCATION
OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

March 1994

Reaching the Goals: Goal 2 -- High School Completion

“...While most of the nation's attention has been directed at the identification, support, and retention of at-risk students, it remains true that the majority of dropouts are not those who seem to be most at risk. That is, although the dropout rate for blacks is 50 percent higher than for whites, and twice as high for Hispanics, 66 percent of the actual dropouts are white, while just 17 percent are black and 13 percent are Hispanic. Moreover, most dropouts are not from broken homes, not poor, and not pregnant. Consequently, if our graduation rate is to climb to 90 percent, it will have to be achieved by putting greater emphasis on retaining students whose background and behavior are not generally thought of as the defining characteristics of students who drop out...”

Dropout Statistics

DROPOUT RATES REMAIN STABLE OVER LAST DECADE

While nearly half-a-million young adults enrolled in 1995 left school by October 1996 without successfully completing a high school program, a new report shows that high school dropout rates have remained stable over the past decade.

"The dropout rate is holding at around five percent," said U.S. Secretary of Education Richard W. Riley. "This means that some 500,000 young people are still short-changing their lives and dropping out." According to the report, Hispanics continue to drop out at higher rates than other groups. In 1996, nine percent of Hispanics left school before completing a high school program, compared to 6.7 percent for blacks and 4.1 percent for whites. The cumulative impact of higher annual dropout rates for Hispanics, coupled with the fact that one-third of the Hispanic immigrants who came to the U.S. without a high school credential had not entered U.S. schools by 1995, results in an even larger disparity in the percentage of Hispanic adults out of school without high school credentials.

In 1996, four times more Hispanic than white young adults were in this group -- 29.4 percent compared to 7.3 percent. Also, a lower percentage of Hispanics complete high school, 62 percent, compared to 91.5 percent for whites and 83 percent for blacks. "The president and I are particularly concerned about the number of Hispanic Americans who are dropping out. I am working with the White House and the President's Initiative on Race to develop a series of steps that we can take to better address this troubling problem," Riley said.

Dropout Rates in the United States: 1996, released today by the U.S. Department of Education's National Center for Education Statistics, provides state and regional data, examines high school completion rates, and also provides data on how income levels affect the number of dropouts.

Young adults living in families with incomes in the lowest 20 percent of all family incomes were five times as likely as their peers from families in the top 20 percent of the income distribution to drop out of high school, according to the report. Two thirds of this gap was due to differences between students in the lowest and middle income groups.

The report also found that more young adults are completing high school through alternative methods, such as the GED. The percent of young adults who are out of school without a high school credential has decreased, indicating that although the percentage leaving has not changed, some of the young adults who dropped out have subsequently earned a high school credential.

"Alternative programs that give young people a second chance are a growing phenomena. We need to develop more high quality alternative programs that meet this rising demand. Young people at risk shouldn't just be left on their own to hang out on the street. New attention needs to be paid to finding ways to encourage many more dropouts to drop back in to school so that they have a real chance at living a decent life. When young people drop out they do more than just give up their education, they are too often giving up on themselves," Riley said.

The reports says that in 1996 two million young adults 18 through 24 years of age had earned high school credentials by passing an exam such as the GED test. Data on this were first collected in 1988. Between 1988 and 1993, the graduation rate fluctuated between 80 and 81 percent, and the alternative completion rate fluctuated between four and five percent. Since 1993, the graduation rate decreased nearly five percentage points to the 1996 rate of 76.4 percent, and the alternative completion rate increased by the same amount (4.9 percent).

Other findings from the report include:

- Five out of every 100 young adults enrolled in high school in 1995 left school before October 1996 without successfully completing a high school program. This is on par with other estimates over the past 10 years
- During the 1990s, the percent of young adults, not still enrolled, holding a high school credential has remained relatively unchanged; however, the percent holding an alternative certification has doubled from 4.9 percent in 1990 to 9.8 percent in 1996
- In 1996, just over three-quarters of the 18- through 24-year-olds not still in high school were reported as high school graduates (76.4 percent); however, another 10 percent of these youths were reported as having completed high school by an alternative route, such as the GED
- Thirteen states currently have high school completion rates of 90 percent or better. Connecticut showed the greatest increase during the 1990s, from 90.9 percent to 96.1 percent (table 15)
- In October 1996, 1 out of every 10 youths ages 15-24 enrolled in school was over 18, but dropouts from this older group of students accounted for 1 out of every 4 high school dropouts in 1996. Thus, students who pursue a high school program beyond the traditional ages are at an increased risk of dropping out
- High cumulative dropout rates in the South of 13 percent and 13.9 percent in the West are greater than the dropout rates of 8.3 percent in the Northeast and 7.7 percent in the Midwest (table 5)
- When the above cumulative dropout rates are reviewed across regions for each racial-ethnic group, Hispanics exceed the national dropout rates in each region (table 10)
- The South is the only region in which the dropout rate for white youths exceeds the national dropout rate for white youths (10 percent versus 7.3 percent).

For ordering information, call the National Library of Education, (800) 424-1616. Copies of Dropout Rates in the United States: 1996 will be also be available on the National Center for Education Statistics Web site at <http://nces.ed.gov/pubs98/dropout/index.html>.

Who drops out/risk factors

Every aspect of children's lives affects their ability to learn and succeed in school. Wells (1990) identified a variety of circumstances that often place students at risk. She listed individual-related, family-related, school-related, and community-related factors. While any one factor, or even several factors, do not necessarily place students at risk, combinations of circumstances identify the potential to drop out (Frymier & Gansneder, 1989). Some of the factors identified by Wells are listed below.

➤School Related

- Conflict between home/school culture
- Ineffective discipline system
- Lack of adequate counseling
- Negative school climate
- Lack of relevant curriculum
- Passive instructional strategies
- Inappropriate use of technology
- Disregard of student learning styles
- Retentions/Suspensions
- Low expectations
- Lack of language instruction

➤Student Related

- Poor school attitude
- Low ability level
- Attendance/truancy
- Behavior/discipline problems
- Pregnancy
- Drug abuse
- Poor peer relationships
- Nonparticipation
- Friends have dropped out
- Illness/disability
- Low self-esteem/self-efficacy

➤Community Related

- Lack of community support services or response
- Lack of community support for schools
- High incidences of criminal activities
- Lack of school/community linkages

➤Family Related

- Low SES
- Dysfunctional homelife
- No parental involvement
- Low parental expectations
- Non-English-speaking home
- Ineffective parenting/abuse
- High mobility

References

1. Frymier, J., and Gansneder, B. (1989). The Phi Delta Kappa study of students at risk. *Phi Delta Kappan*, 71, 142-146.
2. Wells, S.E. (1990). *At-risk youth: Identification, programs, and recommendations*. Englewood, Colorado: Teacher Idea Press

Other facts about dropout

- In 1993, over 12 million persons 18-years-of-age and older had less than a 9th grade education (Bureau of the Census, 1994).
- 20% of adults over the age of 25 in the United States have not completed high school (Bureau of the Census, 1994).
- By third grade, students who eventually drop out of high school are significantly different in behavior, grades, retentions, and achievement scores from those who eventually graduate (Finn, 1989).
- 12% of the entire eighth grade class in 1988 had dropped out of school by 1992 (NCES, 1994).
- 82% of America's prisoners are high school dropouts (The demographics of school reform, 1990).
- 25% of all poor, urban high schools have dropout rates of 50% or higher (Braddock & McPartland, 1992).
- 40.9% of the 16- to 24-year-olds who dropped out of school reported being retained in grade more than once (NCES, 1994).
- 3.4 million persons between the ages of 16 and 24 in 1993 dropped out of school before earning a high school diploma (NCES, 1994).
- Non-Hispanic whites make up the largest percentage (52.9%) of all dropouts (black, non-Hispanic, 15.6%; Hispanic, 29.3%) (NCES, 1991).

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Gay and Lesbian Youth At Risk

by Patricia Cloud Duttweiler

<http://www.dropoutprevention.org/2levelpages/statistics/31vlStFactsWho'sAtRiskMenu.htm>

The Journal of At-Risk Issues

Winter/Spring 1997, Volume 3, Number 2

Jamie Nabozny dropped out of school in the 11th grade after suffering from repeated humiliation and physical attacks. After one especially degrading incident, Jamie complained to the principal. Jamie was told, "Well, you know, Jamie, boys will be boys. And if you're going to be so openly gay, you have to expect that kind of stuff."

On November 19, 1996, Jamie Nabozny won the first ever federal court judgment (for nearly one million dollars) against school administrators for failing to provide equal protection for a gay student suffering from violence within the school (Price, 1996). The following facts and references (with the exception of the Price reference) came from a publication, Just the facts on gay, lesbian, and bisexual students and schools, of the Gay, Lesbian, and Straight Teachers Network (GLSTN), 122 W. 26th Street, Suite 1100, New York, NY 10001 (212-727-0135).

- ▲ 53% of students reported hearing homophobic comments made by school staff (Report of the Massachusetts Governor's Commission on Gay and Lesbian Youth, 1993).
- ▲ 80% of prospective teachers reported negative attitudes toward gay and lesbian people (Sears, 1992).
- ▲ 66% of guidance counselors harbored negative feelings toward gay and lesbian people (Sears, 1992)
- ▲ 34% of self-identified gay or bisexual teenagers are the targets of anti-gay harassment or violence at or on their way to school (Price, 1996).
- ▲ "Homosexuals are probably the most frequent victims [of hate crimes]" (U.S. Department of Justice, 1987).
- ▲ 80% of gay and lesbian youth reported feeling severe social isolation (Hetrick & Damien, 1987).
- ▲ 30% of gay and bisexual adolescent males attempt suicide at least once (Remafedi, 1991).
- ▲ Gay and lesbian youth represent 30% of all completed teen suicides (Gibson, 1989).

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National Dropout Prevention Center/Network Quick Facts

Economic Impact

- High school graduates, on the average, earn \$6,415 more per year than high school dropouts. (Bureau of the Census, 1994).
- Each year's class of dropouts will cost the country over \$200 billion during their lifetimes in lost earnings and unrealized tax revenue (Catterall, 1985).
- 82% of America's prisoners are high school dropouts (The demographics of school reform, 1990).
- In October of 1989, 35% of those who had dropped out of school were not employed—only about one-half of those who had dropped out in the previous 12 months were employed (OERI, 1991).
- Students from low-income families are 2.4 times more likely to drop out of school than are children from middle-income families, and 10.5 times more likely than students from high-income families (NCES, 1993).

References:

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NCES. (1993). Dropout rates in the United States: 1992. Washington, DC: National Center for Educational Statistics, U. S. Department of Education.

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DROPOUT "AT RISK" CHECKLIST

*This is a dropout "at-risk" checklist assessing personal, family and school factors.
Supplied by Balboa Teen Health Center, 1000 Cayuga Ave., San Francisco, CA 94112*

(Check all that apply)

Personal

1. Low self esteem
2. Low expectations of self
3. Boredom
4. Social isolation (few friends)
5. Negative peer influence
6. Runaway
7. Resentful of authority
8. Behavior problems at home (in community)
9. Lack of involvement in community activities
10. Substance abuse
11. Perceived need to work
12. Emotional problems
13. Frequent or chronic health problems
14. Lack of goals or unrealistic goals
15. Lack of belief in the benefit of "The System" for the future
16. Difficulty relating to adults
17. Pregnancy/Parenting (lacks child care)

Family

18. Lack of family support for school/learning
19. School (before 12th grade) dropout of family member(s)
20. Parental separation/divorce/ split home
21. Stressful home life
22. Frequent family moves
23. Inadequate housing
24. Homeless
25. Economic need-not enough income to support family (incl. unemployment)
26. Victim of abuse
27. Family substance abuse
28. Low educational attainment levels of parents as models
29. Communication problems with the school
30. Communication problems with the school due to language barriers
31. Severe illness in family
32. Death of immediate family member
33. Care of younger siblings (family need for child care)

School Factors

34. Academic failure (fails one or more courses per semester)
35. Behind in credits for graduation (20 more units)
36. Excessive absences/ trancies
37. Failure in one or more schools
38. One or more retentions
39. Over age for grade due to excessive failures in courses
40. Lack of involvement in school activities
41. Behavior problems at school (suspensions, etc.) including conflict with teachers
42. Low CTBS scores
43. Failed minimum standards
44. Unmet special educational needs/learning difficulties
45. Lack of continuity in educational programs-attended many schools
46. Climate of the school (including violence on campus)
47. Perceived lack of caring and personalization from the school
48. Perceived negative messages from school of student
49. Perceived lack of support for language/acclturation process/needs

Totals:

II. Strategic Empirical Research related to Dropout Prevention

- When can Schools Affect Dropout Behavior? A Longitudinal Multilevel Analysis
- Reducing the Dropout Rate
- Plans for Dropout Prevention and Special School Support for American Indian and Alaskan Native Students.

"High school dropouts earn about one-third less than high school graduates and comprise nearly half of the heads of households on welfare and a similar percentage of the prison population, according to the ERIC Clearinghouse on Urban Education, based in New York."

http://www.sacbee.com/news/projects/nobodys_kids/index.htm

When many kids drop out, state loses track (Published Sept. 6, 1998)

By Deb Kollars

When Can Schools Affect Dropout Behavior? A Longitudinal Multilevel Analysis

Pete Goldschmidt, University of California, Riverside
Jia Wang, University of California, Los Angeles

abstract:

The National Educational Longitudinal Study (NELS) database was used to examine student and school factors associated with students dropping out in different grades. Specifically, a hierarchical logistic model was used to address three issues. First, are early (middle school) and late (high school) dropouts equally affected by traditionally defined risk factors? Second, do school-level factors, after controlling for differences in enrollment, account for between-school differences in school dropout rates, and can these school factors mediate individual student risk factors? Third, what impact does early predicted risk have on the likelihood of dropping out late? Results showed that the mix of student risk factors changes between early and late dropouts, while family characteristics are more important for late dropouts. Consistent with previous research, the results also indicated that being held back is the single strongest predictor of dropping out and that its effect is consistent for both early and late dropouts. School factors can account for approximately two thirds of the differences in mean school dropout rates, but they do a poor job of mediating specific student risk factors. The results indicate as well that early predicted risk, at both the student level and the school level, significantly affects the odds of a student dropping out late.

Northwest Regional Educational Laboratory
School Improvement Research Series

Reducing the Dropout Rate

E. Gregory Woods

Conclusions

“There is no one magical, quick fix solution to the dropout problem. The problem is complex and requires a complex array of solutions. Dropouts have dissimilar characteristics and therefore need different kinds of programs which respond to their individual circumstances and needs. Programs, to be effective, need to provide one-on-one intensive attention to at-risk students, who often must be convinced that they are competent and can be successful in school. The curriculum should include basic educational skills, social skills, and experiential education. In addition, the interrelated causes and multiple problems associated with dropping out call for comprehensive communitywide, multi-service approaches and multi-component programs if Goal 2 is to be achieved.

Children at-risk need to be identified at a young age (as early as preschool) so that early sustained intervention can be applied. Success in the elementary grades diminishes the possibility of later dropping out in high school. The key to reducing the dropout rate is helping youth to overcome their sense of disconnectedness. It is imperative not to isolate or alienate any students from the school.

Not all factors related to dropout reduction are school controllable, and solutions to the complex problem of dropouts cannot be achieved by the schools alone. It is a national problem which must be addressed by the whole society. It requires resources that go beyond the school, and solutions require a team approach--the combined efforts of students, parents, teachers, administrators, community-based organizations, and business, as well as the federal, state, and local governments.”

*Northwest Regional Educational Laboratory
101 SW Main, Suite 500, Portland, OR 97204
Telephone (503) 275-9500*

Plans for Dropout Prevention and Special School Support Services for American Indian and Alaska Native Students

Jon Reyhner, Eastern Montana College

American Indian and Alaska Native students have a dropout rate twice the national average; the highest dropout rate of any United States ethnic or racial group. About three out of every ten Native students drop out of school before graduating from high school both on reservations and in cities. Academically capable Native students often drop out of school because their needs are not being met while others are pushed out because they protest in a variety of ways how they are treated in school.

The lack of an appropriate education is a major contributing factor to the high dropout rate. Many schools lack teachers sensitive to Native students' needs, use a curriculum that does not include Native heritage, use culturally biased tests, and teaching methods that are not suited to the way Native student learn best.

Current efforts to prevent dropout and improve Native education have only had limited success. Add-on programs such as the Indian Education Act, Bilingual Education, and Special Education should only be viewed as a first step towards improving the education of Native students. Both Native education and dropout prevention should be viewed holistically. Rather than adding a single class on Native studies, or a program focused on a single cause of dropout, such as drug or alcohol abuse, remedial efforts should be made that view the system holistically.

In addition to dropout prevention, more work needs to be done to help current dropouts. Community-based programs focused on drug prevention and retrieval programs such as the GED should be employed, as well as vocational programs in which the Native communities are provided with job opportunities and partnerships with labor unions, business, and the government.

III. Dropout Prevention Program

- How Can We Help? Understanding Dropout Prevention Program
- The Shriver Center: The Choice Middle Schools Program
- Model Programs
- Learn & Serve America
- Alternative Education
- Hispanic Dropout Project

Each year school got harder and I got more behind- I went to school less and less so when I stopped going hardly anyone noticed.



Understanding Dropout Prevention Programs

A series of five reports from the largest study of dropout prevention programs funded by the federal government sheds light on how programs operate, what kinds of students attend, and whether programs improve outcomes. Results show that some programs improved outcomes, and point to the need to explore more individualized diagnostics and better predictors of who will drop out.

Articles are now available on the web site of Mathematica Policy Research. For printed copies, please contact Publications, Mathematica Policy Research, Inc., P.O. Box 2393, Princeton, NJ 08543-2393, 609-275-2350, email: library-nj@mathematica-mpr.com.

1. 'How Can We Help? What We Have Learned from Evaluations of Federal Dropout Prevention Programs.'

Mark Dynarski and Philip Gleason. June 1998.
<http://www.mathematica-mpr.com/dod-syn.pdf>

2. 'Impacts of Dropout Prevention Programs.'

Mark Dynarski, Philip Gleason, Anu Rangarajan, Robert Wood. June 1998.
<http://www.mathematica-mpr.com/dod-fr.pdf>

3. 'Impacts of School Restructuring Initiatives.'

Mark Dynarski, Philip Gleason, Anu Rangarajan, Robert Wood.
<http://www.mathematica-mpr.com/restruct.pdf>

4. 'Do We Know Whom to Serve? Issues in Using Risk Factors to Identify Dropouts.'

Philip Gleason and Mark Dynarski. June 1998.
<http://www.mathematica-mpr.com/dod-risk.pdf>

5. 'Understanding the Trend Toward Alternative High School Certification.'

Roberto Agodini and Mark Dynarski. June 1998.
<http://www.mathematica-mpr.com/dod-ged.pdf>



How Can We Help? Understanding Dropout Prevention Programs

As a society, we do not want students to drop out. Dropping out is a signal that a young person has not succeeded in school and may not succeed in adult life. But can dropping out be reversed or prevented?

Researchers from Mathematica analyzed the second phase of the U.S. Department of Education's School Dropout Demonstration Assistance Program (SDDAP), which operated from 1991 to 1996. The evaluation studied two general program approaches to dropout prevention. Restructuring programs focused on changing whole schools with dropout-prone populations. Targeted programs operated as smaller-scale programs within schools or community organizations and enrolled students identified as at risk of dropping out. Some targeted programs focused on preparing students for the General Educational Development (GED) test, and researchers also explored aspects of the decision by some students to pursue a GED, instead of a high school diploma. All programs in the study used counseling to help students overcome personal, family, and social barriers and problems that interfered with their ability to go to school and do well. Programs also tried to create smaller and more personal settings which meant that, in general, more money was spent on students in these programs.

Overall, results show that some programs were effective but there was great diversity in programs and outcomes. However, results also point to a need to explore more individualized diagnostics and better predictors of who will drop out. Researchers found that risk factors commonly used by dropout-prevention programs to identify likely dropouts often do not predict accurately which students will drop out, which can undermine program effectiveness. They also looked at whether school performance and other factors can be used to identify girls at risk of teenage parenthood, noting that frequent absenteeism is the most important predictors.

Reports from the study include a policy brief, a synthesis report on the results of the evaluation, and five other reports. You can view them on-line at <http://www.mathematica-mpr.com/dropoutprev.htm>



Excerpted From.....

The National Drop Prevention Center/Network's Model Program of the Month

The Shriver Center: The Choice Middle Schools Program

Grade Level

6th grade students

Abstract

The program is designed to stabilize students' behavior and increase students' academic achievement while simultaneously providing support and advocacy services to the students and their families. The major goals of the program are to: 1/ increase school attendance, 2/ decrease office referrals, 3/ decrease out of school suspensions, 4/ and improve grade point averages in core subjects. Services for students and their families are provided by casework teams who perform outreach and individualized case management based on a model used by The Choice Program for delinquent youth. The services these teams provide consist of

multiple daily contacts with each student and his/her family to implement and support a program of consistent behavioral guidelines, as well as a strong presence in the schools to increase communication and accountability regarding the child's educational progress. Work with the students' in their communities consists of daily home visits, family meetings, curfew monitoring, informal counseling, crisis intervention and one-on-one tutoring in the homes. In addition to services provided during the school day and at home, various student development programs are conducted. These include: 1/ after -school homework completion/tutoring sessions 2/ thematic, performance-based summer program, 3/ recreational and cultural activities and trips, 3/ service-learning experiences 4/ and life skills activities. The student development programs are designed to boost students' academic skills while providing them with a wide range of experiences and activities to increase their engagement in school and learning.

For more information Contact:

Tanya Featherston, Assistant Director
University of Maryland
Baltimore County
1605 Leland Avenue
Baltimore, MD 21220
(410) 391-7378

Model Programs

The following list of model programs is taken from the National Dropout Prevention Center's searchable database, FOCUS, <http://www.dropoutprevention.org/programs>. This database is regularly updated and contains hundreds of programs and contact information.

Program: Integrated Initiative: Attendance Improvement and Dropout Prevention

Participation: For K-12, Emphasis 6-12.

Overview: The Attendance Improvement and Dropout Prevention Unit's mission includes generating strategic plans to achieve aggressive new systemwide outcomes, to develop comprehensive services in both target areas, and to verify activities for which resources should be increased. A second focus of the Initiative is development of local school plans. After school student centers offer a variety of activities. The main goal is to promote student success with classwork and to influence the development of strong positive attitudes about school. Specialized curriculum will be used by classroom teachers to assist in developing concepts and precepts to increase the value for learning by students. Attendance Support and Dropout Prevention Centers do tracking and record keeping on students at risk of dropping out and provide service delivery and assessment as related to improving attendance. Other strategies include: 1) A Hotline for receiving information on youth. 2) An Awards program for attendance personnel. 3) A Reading/research and information center; 4) An Advisory council; and 5) Distribution to local schools of instructional materials focused on the rewards of gaining a quality education. Evaluation not yet available.

Contact: Mrs. Essie G. Page, Director, Attendance Improvement & Dropout Prevention Unit, District of Columbia Public Schools - Presidential Bldg., 415 12th Street, N.W. Washington, DC 20004 202-724-4222

Program: Dropout Prevention Program

Participation: Students (Grades 7-12) who are previous dropouts and other students at risk.

Overview: Several programs are established in the school system to assist with the problem of dropouts: (1) In-school suspension is provided in grades 7-12 where the students complete their work in study booths rather than getting suspended and missing school. (2) Contact is made with parents (either by phone, letter or in person) when a student accumulates absences. (3) Project SAVE is an alternative to at-risk students ages 16 through 18. Project SAVE offers GED test preparation through self-paced computer-assisted instruction for half the school day and vocational training the other half of the school day as an alternative to the traditional diploma program at the high school level. This program is first offered to students who dropped out the preceding school year then as a recovery program as students drop out throughout the year. Evaluation not yet available.

Contact: Mrs. Elizabeth W. Harrison, Attendance Supervisor, 319 South Dargan Street, Florence, South Carolina 29506 (843) 669-4141 Fax: 843-673-1165

Program: Families in Action

Participation: Parent/Guardians and family of students who have been identified to have characteristics identifying them as at-risk for dropping out. Program director, educational specialists, parenting class instructors, family resource center personnel

Overview: The program focus is on maintaining the low dropout rate in the district while responding to new safe school legislation and continued effort to maintain high standards in the classroom. Continuing and enhancing current dropout reduction efforts are combined with additional emphasis on elementary family involvement and a new cross-age tutoring program. Families In Action provides families the opportunity to learn more about healthy child development, ways to support their child's social skills and academic effort at home and through active school participation. Monthly evening or weekend social/instructional gatherings, including a family meal, that includes 4-6 families per groups. Skits, role play, presentations and participation activities are used both with the entire group and in separate child and adult groups. Leaders include local family specialists, school administrators, teachers, counselors, psychologists, and program specialists. In addition families are assisted in attending at least one of a bimonthly series of parenting workshops offered by the local collaborative interagency service program. These workshops offer 12 pre-scheduled topics of interest to families with children preschool through high school age. Reminder notices, transportation, childcare, and participation by the DOP coordinator help increase family participation at these additional meetings.

Contact: Ronnie Walker or Pat Elwell, Coordinator DOP, PO Box 800, Murray, KY 42071, (502) 762-7317

Program: Teenage Parent Program (TAP)

Participation: Must meet one of the following: female student medically diagnosed as pregnant and/or expectant father, teenage parent (mother or father) and their children ages 0 – 5. A program completer is entitled to child care

Overview: The Teenage Parent Program (TAP) has been developed in order to help teenage parents and expectant teenage parents to remain in school. The program provides the basic academic program, nutrition and health classes, child care, health services, social services, and transportation. The goals by the end of the school year for the program include 80% of the students participating will remain in school or graduate, 100% of the students will continue an academic program while enrolled in the TAP, 80% of the students will improve parenting skills by 5% as measured by a pre/post test, 90% of the students will not have a repeat pregnancy, and 80% of the pregnant students who enter the program before the end of the second trimester will have infants weighing at or above 5.5 pounds.

Contact: For more information visit <http://www.dropoutprevention.org/programs/>

Program: The Brevard Compact

Participation: Grades 9 & 10. Students qualify to participate by meeting one or more of these school-related criteria:(1) excessive absences, truancy; (2) failing grades; (3) below grade-level achievement on basic skills tests; (4) deficient in basic skills performance more than one year below grade level; and (5) students who have been retained more than once. Participation is voluntary and parents must give written permission.

Overview: The Brevard Compact is a county-wide dropout prevention and dropout retrieval effort with program partnership agreements with each of the three Brevard Chambers of Commerce. Chamber member business people volunteer to mentor Compact students. All Compact students attend a peer counseling class one hour each day, earning ½ elective credit each semester. Each mentor is assigned one student and meets with that student at school each week of the school year. The goal of the mentor is to develop a friendship with the student and, within the relationship, assist the student in developing and achieving goals. Benefits for the students include higher grades, fewer absences, career exploration, and the caring, support and encouragement of a significant adult. The key ingredient in the Brevard Compact is the relationship between the mentor and the student and consistency in meeting regularly is stressed. Written parental permission is required for students to participate in off-campus

activities such as visiting their mentor's place of business. Summative evaluation is available.

Contact: Coordinator, The Brevard Compact School Board of Brevard County, 2700 St. Johns Street Melbourne, FL 32940-6699, (407) 631-1911

Program: Dropout Recovery Tracking

Participation: Rising 9th graders

Overview: In the Dropout Recovery Tracking, upcoming ninth graders are tracked for all four years of high school and placed into categories. The categories are still enrolled, graduate, dropout, and transferred out of district. The students still enrolled after four years are then categorized by grade level for retention rates. The data for the dropout rate is not calculated or reported until October of the following year. The objective of Dropout Recovery Tracking is to analyze the current dropout rate and determine what other programs to implement geared toward dropout prevention and recovery.

Contact: Karen Wendt-Keswick, Evaluation Associate, kwendt@staff.austin.isd.tenet.edu

Ralph Smith, Evaluation Supervisor, rjasmith@admin.austin.isd.tenet.edu, Austin Independent School District, 111 West 6th Street, Suite D-350, Austin, TX 78703, (512) 414-3661, (512) 414-3541, FAX: (512) 414-1707

Program: Brentwood Dropout Prevention Program

Participation: 600 Elementary and Secondary students at risk but not enrolled in other dropout prevention programs.

Overview: The Brentwood Dropout Prevention Program is a comprehensive dropout prevention program. The purposes include reducing the number of students dropping out, identifying and providing services, and increasing the number of reentering students. The program emphasizes early intervention and parental involvement. A major aspect of the program is the process of collecting, analyzing and reporting dropout data including an exit interview of dropouts regarding reasons for leaving. The components of the program include: 1) Counseling Services, 2) Community Outreach Services, 3) Alternative High School Equivalency Program, 4) Contact Teacher Services with in-service training, 5) Work Experience Program and 6) Early Intervention. Administration officials, contact teachers, attendance teachers, guidance counselors, community outreach workers and parents help coordinate services according to specific programs. Elementary and secondary teachers are offered workshops on how to effectively meet special needs. All staff submit monthly reports and attend monthly dropout prevention staff meetings. Data are collected, compiled, and analyzed by an independent evaluator. Data is used to provide measurable and clearly defined accomplishment of objectives.

Contact: Grace Deriggi, Project Director, Ross High School, 15th Avenue, Brentwood, New York 11717, (516) 434-2583

Program: Students in Action

Participation: Middle school students at-risk for dropping out due to academic and social skills needs. High school students trained as mentor/tutors, program director, and Youth Services Center personnel.

Overview: The program focus is on maintaining the low dropout rate in the district while responding to new safe school legislation and continued effort to maintain high standards in the classroom. Continuing and enhancing

current dropout reduction efforts are combined with additional emphasis on elementary family involvement and a new cross-age tutoring program. Students in Action provides tutoring to struggling middle school students by utilizing high school age mentors. These mentors receive a short training to help them include social and decision making skills into their tutoring sessions. Transportation is provided for those who remain after school. Some mentoring takes place during the day as part of their high school service learning program. Mentors are paid minimum wage for their efforts. They keep timecards and are responsible for typical work responsibilities such as calling in when sick, appropriate dress and behavior, etc.

Contact: Ronnie Walker or Pat Elwell, Coordinator DOP, PO Box 800, Murray, KY 42071, (502) 762-7317

Program: Proviso Dropout Reduction Partnership Project

Participation: Grades 9-12. 320 in school and 80 reentering youth with emphasis on early secondary school identification residing in areas with high dropout or potential dropout rates.

Overview: The Proviso Dropout Reduction Partnership Project utilizes college and school to attack the dropout prevention problems in a Metropolitan system. Emphasis is placed on early intervention with elementary feeders and secondary identification. The purposes include: identification and retrieval, prevention and appropriate intervention, expansion of data management system, and development of a dropout information service. A management information system linking characteristics and needs with appropriate intervention serves as an identification tool. Illinois State Board of Education, Proviso Township and Triton College provide data and analysis. The Project has several components which include Structured Studied Program (SSP); Late Afternoon Program (LAP); Evening High School (EHS); Bridge Program, and Individualized Intervention Services (IIS). The components address the academic and remedial needs of secondary and reentering students providing academic support and assistance. For details of each component, search FOCUS under specific program name. The staff includes the Project Director, Secretary, Social Workers/ Counselors and Project Faculty. Other facilitators include a System Analyst or MIS Consultant, trained Parent Advisory Board of parental involvement, and three committees: funding, program development and technical assistance, and parent awareness and community relations. Evaluation available.

Contact: Melanie M. Lamonica, Associate Dean, Grants Triton College, 2000 Fifth Avenue, River Grove, Illinois 60171, (708) 456-0300

Program: Integrated Initiative: Attendance Improvement and Dropout Prevention

Participation: Grade K-12, Emphasis 6-12. This Integrated Initiative is designed to improve attendance systemwide and decrease the number of students who drop out of school prior to graduation.

Overview: The Attendance Improvement and Dropout Prevention Unit's mission includes generating strategic plans to achieve aggressive new systemwide outcomes, to develop comprehensive services in both target areas, and to verify activities for which resources should be increased. A second focus of the Initiative is development of local school plans. After school student centers offer a variety of activities. The main goal is to promote student success with classwork and to influence the development of strong positive attitudes about school. Specialized curriculum will be used by classroom teachers to assist in developing concepts and precepts to increase the value for learning by students. Attendance Support and Dropout Prevention Centers do tracking and record keeping on students at risk of dropping out and provide service delivery and assessment as related to improving attendance. Other strategies include: 1) A Hotline for receiving information on youth. 2) An Awards program for attendance personnel. 3) A Reading/research and information center; 4) An Advisory council; and 5) Distribution to local schools of instructional materials focused on the rewards of gaining a quality education. Evaluation not yet available.

Contact: Mrs. Essie G. Page, Director, Attendance Improvement & Dropout Prevention Unit, District of Columbia Public Schools - Presidential Bldg., 415 12th Street, N.W. Washington, DC 20004 202-724-4222

Program: Dropout Prevention

Participation: Parents, teen parents, and former dropouts

Overview: This Dropout Prevention component is part of the Cushing Public School's comprehensive dropout prevention program, Project Advantage. The purposes are to provide services to parents of at-risk students, teen parents, and former dropouts. The strategies include GED preparation, adult basic education, effective parenting and teen parenting classes, drug and alcohol abuse seminars, and vocational training. The Parent-Child Study Skills Program allows for more parental involvement and trains parents to assist their children in school. The staff used to facilitate this component include: Project Coordinator, Project Director, Materials Developer, Elementary and Secondary School Counselors; along with local adult education, community and alcohol and drug abuse agencies. Progress is assessed monthly. Quarterly progress reports are completed by the Project Director. Local speakers are available to classrooms to tell students about their occupations and how they use the information and skills being studied in school.

Contact: For more information visit <http://www.dropoutprevention.org/programs/>

Program: The Tutoring Project

Participation: At-risk students who have experienced failure in one or more school subjects.

Overview: The goals of the Tutoring Project are to reduce the number of subjects failed by students; to increase the amount of homework completed by students; to increase the number of contacts between school staff and parents; to increase the number of community volunteers within the school system; and to publish a guidebook for other school districts to use in developing local programs. The project is designed to provide supervision during study time in order to increase the amount of homework completed and to decrease the number of subjects failed. Under the leadership of a tutoring coordinator, the project focuses on identifying, utilizing, and combining existing resources to supply extra academic aid to at-risk youth. In addition to tutoring during in-school suspension periods, the coordinator schedules weekly after school sessions. Adult volunteers, teacher cadets, college students, peers conduct these sessions. If appropriate, the coordinator assigns a volunteer to tutor in a home setting where parental supervision does not exist. Classroom teacher involvement combined with regular parental contact enhances the success of the tutoring project. Incentives are provided by local businesses for attendance effort. The guidebook, "Tutoring Success", is available from the National Dropout Prevention Center. A summative evaluation is available.

Contact: Roger Wolfe, Anderson School District One, P.O. Box 99, Williamston, South Carolina 29697 (864) 947-9311 Fax: (864) 947-1160

Program: Extended School Day Program

Participation: At-risk youth and dropouts, ages 16-21, who need alternative educational opportunities, students who have been suspended, working youth.

Overview: The Extended School Day Program, part of the comprehensive dropout prevention program of McDowell County School, provides students with alternative means of completing requirements for high school graduation. There is an open enrollment policy throughout the school year. Classes are scheduled in late afternoon and evening to accommodate the working student. The program emphasizes individualized instruction with a low

teacher-student ratio. Vocational course offerings are available which emphasize job preparation skills. Assistance is provided in job placement and credits can be earned from successful employment. Participation in extracurricular activities is encouraged. Students have access to courses at a nearby community college. Regular school day students are also assisted at the Extended Day Program and a summer school program is now available. Staff includes an extended day coordinator, job placement counselor, student assessment counselor, and sufficient instructional staff. Summative evaluation is available.

Contact: Debbie Ledford, Dropout Prevention Coordinator, McDowell County Schools, P. O. Box 130, Marion, NC 28752, (828) 652-7920

Program: WAVE In Schools/WAVE In Communities

Participation: Predominantly at-risk youth aged 16-21 from educationally disadvantaged backgrounds. Dropout prevention program is available to any student, depending on local funding source. In programs, dropout recovery referrals are made from schools, human services agencies, courts, friends, and parents. WAVE programs are also available to adults, ex-offenders, and other targeted groups.

Overview: The goal of WAVE is to help school systems design and implement dropout prevention programs via staff training; and to provide pre-employment training and related services to at-risk youth. The WAVE model is made up of the following components: competency based pre-employment training, remedial education instruction, motivational development services, job placement, and follow-up services. Instructional activities are individualized and competency-based. Educational instruction emphasized both basic skills and life skills relevant to the needs of youth. Computer-assisted instruction is available at most WAVE sites. The motivational component, an affiliation group called the Leadership Association, is designed to develop self-confidence, social skills, and personal responsibility. Achievement in workshops, competitive events, and other activities, is acknowledged with recognition, reinforcement, and rewards. The WAVE model operates programs in 30 states. Approximately 7,000 students enroll each year in the model and 100,000 students have completed the model over the last 23 years. Summative evaluation is available.

Contact: Ms. Alta J. Cannady, Vice President of Program Development, WAVE, Inc., 501 School Street, SW, Suite 600, Washington, DC 20024 202-484-0103

Program: Florida Dropout Prevention Programs

Participation: At-risk students

Overview: The Florida Dropout Prevention Act of 1986, Section 230.2316, was enacted to encourage school districts to establish comprehensive dropout prevention programs. These programs are designed to meet the needs of students who are not effectively served by traditional education programs in the public school system. The Act established programs for students in grades four through twelve identified as being a potential dropout based upon one of the following criteria:

-Students who are unmotivated or unsuccessful in the traditional school setting based on criteria such as retained in grade, high absenteeism, falling grades, or low achievement test scores,

-Students who are pregnant or parenting. Programs designed for these students offer academic as well as parenting classes. Service include health care, social services, childcare, and transportation.

-Students who have personal or family-related drug or alcohol problems. Programs offer educational services while students receive substance abuse treatment or counseling.

-Students who are disruptive in the regular school environment. These programs offer positive alternatives to out-of-school suspension and expulsion.

In 1995-96, there were 1,419,424 students in grades four through twelve in Florida Public Schools. Dropout Prevention Programs served 233,667 students. Of those, 52% of the students were overage for grade.

Contact: Dr. Nancy Romain, Florida Department of Education, 1400 United Street, Key West, FL 33040, 1-305-293-6315

Program: Bilingual Vocational Instructional Program

Participation: Limited English Proficient students enrolled in a vocational program who meet criteria listed on the distributed Dropout Profile are eligible to participate. These students are identified by teachers, student service personnel and/or administrators to the program.

Overview: The Bilingual Vocational Instructional Program (BVIP) is a comprehensive interventional model to reduce the high school dropout rate for Limited English Proficient (LEP) students who are learning a marketable skill. The program is designed to meet the academic, language, skill, behavioral and social needs of students at selected secondary models. The program provides at risk, LEP students the linguistic assistance they need to learn a marketable skill while achieving academic success. A major emphasis is placed on personalized instruction; in class translation; necessary safety procedures and vocabulary; and peer tutoring and career counseling. The staff of each of the sites of the program is composed of four certified teachers, one lead teacher for comprehensive program, one coordinator, and one paraprofessional. This program is available at five sites. A summative evaluation for the 1988-89 school year is available.

Contact: Ms. Miriam P. Padreda, Miami Dade County Public Schools, Office of Alternative Education and Dropout Prevention, 1500 Biscayne Blvd., Suite 325, Miami, Florida 33132, (305) 995-2036

The following model programs for dropout prevention were taken from *Educational Programs That Work*, the annual National Diffusion Network catalog of exemplary educational programs. *Educational Programs that Work* is an overview of all educational programs approved for national dissemination by the Department of Education's Program Effectiveness Panel. The complete catalog can be viewed online at <http://www.ed.gov/pubs/EPTW/>

Program: City-As-School (CAS)

Participation: For at-risk and gifted/talented adolescents in grades 9 through 12.

Overview: A high school program which links students with hundreds of learning experiences throughout the community. Students spend up to 30-40 hours per week in learning experiences utilizing community resources of business, civic, cultural, social or political nature. Academic credit is granted for each learning experience successfully completed. Structured, student-centered Learning Experience Activity Packet (LEAP helps to identify and evaluate discrete areas of instruction in each resource. Students attend resources for one cycle (9 weeks) or two cycles and receive credit or no credit rather than letter or numerical grades. Specialized, small classes support

activities at community resources. Weekly seminar groups serve as forum for discussions of guidance, academic and social issues. May be a stand-alone school, or a program within a school.

Contact: William Weinstein, City-As-School, 16 Clarkson Street, New York, NY 10014. (212) 645-6121, (212) 691-7801, or FAX (212) 675-2858. E-Mail: bill.weinstein@nycenet.nycps.edu

Program: The Coca-Cola Valued Youth Program

Participation: For students in grades 7-8 who are limited English proficient and at risk of leaving school..

Overview: The Coca-Cola Valued Youth Program is unique in that tutors are limited-English-proficient students at risk of dropping out of school. When placed in a responsible tutoring role and supported in their efforts, tutors gain significant social and economic benefits. The program has three levels that incorporate all the major features of the model--philosophy, instruction, and support. The philosophical base consists of tenets such as all students can learn; all students, parents and teachers have a right to participate fully in creating and maintaining excellent schools; excellence in schools contributes to individual and collective economic growth, stability and advancement; and commitment to educational excellence is created by including students, parents and teachers in setting goals, making decisions, monitoring progress, and evaluating outcomes. The instructional strategy incorporates five major components including classes for tutors; tutoring sessions; field trips; role-modeling; and student recognition. The support strategy involves curriculum, coordination, staff enrichment, family involvement, and evaluation activities. In 1992, the Coca-Cola Valued Youth Program was recognized by the Secretary of Education as a model dropout prevention program, meeting the National Goal for Education 2 of increasing the high school graduation rate to at least 90%.

Contact: Linda Cantu, Intercultural Development Research Association, 5835 Callaghan Road, Suite 350, San Antonio, TX 78228. (210) 684-8180, FAX (210) 684-5389. Also see <http://www.idra.org/ccvyp/default.htm>.

Program: DeLasalle Model

Participation: For populations fitting the high school level (grades 9-12), with most students between the ages of 14 and 18. Students for whom the DeLaSalle Model is appropriate are those who have typically had poor or sporadic school attendance and low academic performance in their previous schooling.

Overview: DeLaSalle Education Center is a private not-for-profit agency which has served the greater Kansas City area since 1971. The goals of the fully accredited program are to increase school attendance, improve academic skills, and enhance self-esteem and educational attitudes in students who have dropped out of high school and have no other chance for completing an education. DeLaSalle employs a variety of programming features and services within a comprehensive model to allow every youngster to be successful in his or her education. These include a supportive non-traditional school structure, a small student-teacher ratio, individualized learning, student contracting, intensive counseling, vocational skill training, and a diagnostic prescriptive teaching process. The DeLaSalle Model provides a design for replication of educational strategies which reinforce the efforts called for by the National Goals for Education. Using the Model, any alternative school can develop an appropriate program within the framework of local needs and resources.

Contact: Regina Hansen, DeLaSalle Education Center, 3740 Forest, Kansas City, MO 64109-3200. (816) 561-3312, FAX (816) 561-6106.

Program: Graduation, Reality, and Dual-Role Skills (GRADS)

Participation: For all pregnant and parenting teens, male and female, in grades 7-12 from city, exempted village,

local, and joint vocational school districts in urban, suburban, and rural communities.

Overview: Graduation, Reality, And Dual-Role Skills (GRADS) is a family and consumer-sciences instructional and intervention program. Regular GRADS classes are supplemented with seminars and individual projects. Teachers trained in the program serve one school or travel among three or four. The instructional component focuses on use of the 1300+ page teacher-written Adolescent Parent Resource Guide, which provides the practical problems, concepts, and strategies which guide the development of skills in teenage parents. The guide discusses communication and skills necessary for effective problem solving in the teen family. It recognizes the stresses affecting pregnant teens, focusing on management skills required for teen family wellness. Central themes of the guide and the curriculum (which emphasizes practical problem solving) are the perennial and practical problems of the adolescent parent at home, school, and work; and the development of knowledge and skills to solve problems in real life, including identifying alternatives, examining consequences, considering personal goals and values, scrutinizing decisions, and taking morally defensible actions. The four content areas include positive self, pregnancy, parenting, and economic independence. Audio visuals, supplemental texts, and other materials are also part of the program. The advisory committee component and home and community outreach component seek to build strong relationships with students through home visits and/or contacts with family. Collaboration and agency linkages are necessary for addressing the obstacles teen parents face to being able to remain in school until graduation. The evaluation/research component seeks to identify and report student and program outcomes. All programs report outcomes, and a state and national report is published annually.

Contact: Sharon G. Enright, Ohio Department of Education, Division of Vocational and Adult Education, Room 909, 65 South Front Street, Columbus, OH 43215-4183. (614) 466-3046, FAX (614) 644-5702. E-Mail: ve_enright@odevax.ode.ohio.gov

Program: Score for College (SCORE).

Participation: Underachieving youth, especially high-risk students from language minority and diverse ethnic backgrounds, grades 7-12.

Overview: SCORE provides a comprehensive, holistic approach, training schools to institute a program incorporating appropriate placement, study skills, academic support, multiple modality teaching techniques, counseling, and mentoring. SCORE trainers work with schools to design a customized program for accelerating the achievement of high-risk youth, train staff, and provide follow-through support with a set of materials, workbooks, videotapes, and consultation. Students are heterogeneously grouped in a college core curriculum leading to university eligibility upon graduation. The program has five major components: (1) Tutoring and Study Skills; (2) Guidance; (3) Parents; (4) Motivational Activities; and (5) Summer Acceleration. Local trainers can be developed to inservice new staff and serve as program consultants. SCORE addresses National Educational Goals 3 and 8.

Contact: Sharon Johnson, Director, Orange County Department of Education, 200 Kalmus, P.O. Box 9050, Costa Mesa, CA 92628-9050 (714) 966-4394, FAX (714) 662-3148.

Program: Cooperative Federation For Educational Experiences (COFFEE)

Participation: For adolescents with histories of academic failure, truancy, poor self-concept, family problems, and social misconduct.

Overview: Cooperative Federation For Educational Experiences (COFFEE) is a regional, instructional, occupational training and counseling program for at-risk youth from seventeen school districts. The characteristics of this student population are as follows: histories of academic failure, truancy, poor self-concept, family problems, and social misconduct. The program integrates five components: an academic component-- which provides

relevant basic skills instruction based on an individualized education plan; an occupational component--which provides hands-on educational experiences in an adult-like work environment preparing students for the high-demand jobs of the 90's; a counseling component--which provides character building, occupational and emotional support utilizing existing state, regional, and local service organizations; a preemployment education component--designed to enhance the employability of at-risk students through classroom instruction and student internships; and a physical education component--which offers a program of recreational activities adapted to enable students to develop a sense of self-accomplishment and group cooperation. The occupational component includes training programs in the following areas: Computer Maintenance and Repair, Word Processing, Building and Grounds Maintenance, and Horticulture/Agriculture.

Contact: Edward Sikonski, Executive Director, Oxford High School Annex, Main Street, Oxford, MA 01540. (508) 987-6090.

Program: Diversified Educational Experiences Program (DEEP).

Participation: For grades 9-12

Overview: The major goal of DEEP is to develop an instructional process for secondary school classrooms that allows instructors to create an academic environment emphasizing success for every learner while decreasing learner hostility to educational institutions. DEEP offers students and instructors a method of organizing and managing an academic classroom that differs from the usual classroom model. Students in the DEEP classroom identify needs, formulate objectives, develop tasks based upon these objectives, present group and individual projects based upon fulfillment of objectives, receive teacher debriefing following presentation of the projects, and participate in their own evaluations. DEEP offers learners in academic subjects alternative ways to create, gather, develop and display information. Extensive use is made of electronic and nonelectronic media. The role of the teacher is that of advisor, consultant, and learning-systems manager. The classroom is a workshop where students work cooperatively to complete tasks. Community resources are utilized. The DEEP classroom is highly structured, but the structure is not the same as in the typical academic classroom. Teachers who demonstrate the ability and desire to change their methods of instruction are trained in the use of these new management techniques. They must be willing to teach one or more DEEP classes along with their regular classes. The teachers are trained as learning facilitators, and the conflict-management process is based on human relations and peer group interaction as well as on teacher-student interaction. Once the training has been accomplished, students can be enrolled in the program as part of the normal scheduling procedure. The program provides management charts and materials along with evaluation procedures.

Contact: J. Connett, Director, DEEP, KEDDS/Link, 412-18 South Main, Wichita, KS 67202. (316) 833-5100, FAX (316) 833-5103.

Program: Focus Dissemination Project

Participation: For disaffected secondary students and all secondary educators, school board members, and community members who have an interest in developing local programs to meet the needs of the disaffected students in their settings.

Overview: Focus provides an alternative education plan for students who have been identified as disaffected, showing a lack of motivation, lack of confidence, and low self-esteem. The program effects responsible institutional change and positive student attitude and performance by helping students learn responsibility to self, school, and society. Through a group counseling experience, the peer group is guided to deal with the problems causing disaffection. Focus is a "school within a school" for secondary students who are not achieving or functioning in a way beneficial to themselves and/or those around them. The Focus program seeks to reduce student disaffection with school and learning, to improve each student's ability to relate effectively with peers and

adults, and to give each student a reason to be optimistic about the future. Focus is a highly structured program offering courses in English, social studies, and math. Instruction in Focus classes is based on ability and need. Focus students take such classes as science, physical education, health, and electives in the regular school program. All Focus students are involved in a group counseling experience called Family. Each Family consists of 8 to 10 students and one teacher who meet together one hour daily throughout the year. Family attempts to help the student develop feelings of caring, self-worth, and concern for others. It includes examination of one's own behavior in relation to the reactions of others within an atmosphere of positive support from the group. Program effectiveness is measured in grade equivalency gains on standard achievement tests, reductions in negative behaviors and improved attendance and grades.

Contact: Don May, Focus Dissemination Project, Human Resource Associates, Inc., Suite 200, 201 North Concord Exchange, South Saint Paul, MN 55075. (612) 451-6840 or (800) 345-5285

Program: Project Intercept

Participation: For students in grades 9-12 who are considered high risk due to chronic academic failure, disruptive behavior, truancy, suspension, and dropout. Also used successfully for students in grades 4 through 8.

Overview: The basic premise of Project Intercept training is to restructure a school's teaching philosophies and to provide more effective techniques to deal with the at-risk student. The Intercept program is highly individualized and goals for each individual school are developed in concert with the participants of the project. Teachers, counselors, and administrators are trained as a team to approach all problems that affect at-risk students. Project Intercept is a two-part program: one-half theoretical, one-half process. The program consists of a one-week training by Intercept master trainers followed by week-long visits throughout the year for on-line critiquing and demonstration teaching. One of the goals is to develop turnkey trainers for maintenance of the program at the original training site with possible expansion of the program to other schools in the system.

Contact: James E. Loan, M.A., Project Intercept, 1101 South Race Street, Denver, CO 80210. (303) 777-5870

Program: Public and Private School Collaboration.

Participation: For students in grades 10 and 11

Overview: Public Private School Collaboration makes connections and makes connections work. Where public and private schools have not traditionally joined forces, they do so within a collaborative framework. This allows them to apply their finest resources to meet significant needs. It also allows them to gain the support of leading corporations and foundations as well as research institutions and museums as they seek to respond to those needs. The developer demonstrator has engaged in this work for over ten years. In Connecticut, Choate Rosemary Hall (a private boarding school) and the Connecticut Association of Urban Superintendents sponsor a five-week program of advanced residential study for students from Connecticut's 13 urban school districts. They have been joined by distinguished corporations (from AT&T to Xerox) and noted research institutions (from Brown University to the federal Star Schools Program). Students study topics ranging from Advanced Astronomy to Vectors and Matrices. They return to their schools encouraged by their accomplishments. Many other collaborative activities have flowed from this initiative and include programs for students and teachers alike. Importantly, a collaboration does not have to involve a boarding school, urban schools, or huge foundation grants. It does require the full participation of public and private school partners, definition of genuine need, and the commitment to work together to find and apply resources to meet that need. After three and a half years, adoptions are now under way from Maine to California. They can be found in boarding schools, urban public high schools, day schools, elementary schools, and more.

Contact: Howard Hand, Director, Summer Programs, Office of Public Private Collaboration, Choate Rosemary Hall, Box 788, 333 Christian Street, Wallingford, CT 06492. (203) 284-5365

The following model programs for dropout prevention were taken from *A World of Prevention*, a searchable directory of programs, research, references and resources dedicated to the prevention of child and adolescent problems and the promotion of youth development in families, schools and communities. *A World of Prevention* can be accessed at <http://www.tyc.state.tx.us/prevention/>

Program: The Alternative Education Program

Participation: For grade 9

Overview: The Alternative Education Program is a promising model at Minnie Howard School in Alexandria, Virginia. The program teaches students using a high degree of individualization while addressing skill development gaps. In addition, the program instills violence prevention into the curriculum, provides a welcoming climate to improve student motivation to attend school, and provides genuine school-to-work opportunities for each student. Regular home visits deliver parent education and support. This program is currently being evaluated.

Contact: Margaret Walsh, Principal, Minnie Howard School, 3801 West Braddock Road, Alexandria, VA 22302. Telephone: 703-824-6750.

Program: Help One Student to Succeed (HOSTS)

Participation: For grades 1-10

Overview: HOSTS is a promising dropout prevention program in which students who are one year (or more) behind in their reading skills are mentored by trained adult volunteers. An evaluation involving 6,621 students during the 1995-96 school year found an overall gain of two reading levels and reported that 51 percent of students met the exit criteria.

Contact: Bill Gibbons, HOSTS Corporation, 8000 NE Parkway Drive, Suite 201, Vancouver, WA 98662-6459. Telephone: 800-833-4678. Fax: 360-260-1783.

Program: Project Helping Hand

Participation: For grades K-8

Overview: Project Helping Hand is a promising model to reduce truancy. Key components include referring youth who have 5 to 15 days of unexcused absences to a community-wide center, up to eight sessions of family counseling, home visits if the family does not show up for sessions, and three follow-up sessions to ensure that truancy does not start again. Child study teams and tutoring are also available. Project staff reported that 84 percent of youth were not truant after participating in the program.

Contact: Atlantic County Division of Intergenerational Services, 101 South Shore Road, Northfield, NJ 08225. Telephone: 609-645-5862.

Program: Reconnecting Youth

Participation: For grades 9-12

Overview: Reconnecting Youth is a demonstrated model for students showing signs of poor school achievement, multiple problem behaviors, and the potential for dropping out of high school. Key elements include social support and skills training, personal growth classes, and social activities to promote school bonding. Two studies have found improvements in school performances and reductions in substance use and suicide risk. In addition, the Texas Education Agency has recently approved Reconnecting Youth for use as a for-credit class in Texas public schools.

Contact: Derek Richey, National Education Service, P.O. Box 8, Bloomington, IN 47402-0008.
Telephone: 800-733-6786. Web site: <http://www.nes.org>

Program: The Stafford County Alternative Education Program

Participation: For high schools

Overview: The Stafford County Alternative Education Program is a promising initiative that gives students two options for successfully completing high school. Option one is a regional education center for violent, weapons-carrying, or controlled-substance-carrying students that offers academic, counseling, family, and transportation services to help students complete the school year and successfully return to their regular schools. Option two, Turning Point, is a school for members of the community (primarily ages 17-21) who have not completed high school and for high school students with a very high risk of dropping out. No evaluation data are available.

Contact: G. Scott Walker, Director of Alternative and Adult Education, Stafford County Public Schools, 35 Potomac Creek Drive, #97, Falmouth, VA 22405. Telephone: 540-659-9899.

The following model programs for dropout prevention were taken from the document, *School-to Work Opportunities for Out-of-School Youth*, available at <http://icdl.uncg.edu>. Additional information on these types of programs can also be obtained from The National School-To-Work Learning and Information Center, 400 Virginia Avenue, Room 210, Washington, DC 20024, Phone: 1-800-251-7236, Fax: 202-401-6211, E-mail: stw-lc@ed.gov, Internet: <http://www.stw.ed.gov>.

Program: The Milwaukee Public School System's Division of Alternative Program

Participation: Serves a wide range of at-risk and out-of-school youth. Its alternative schools are designed to support middle- and high school-aged youth who have dropped out of school, are behind their peers academically, have high rates of absenteeism, or fit a variety of other at-risk characteristics.

Overview: These schools act as "learning communities," with small class sizes and a specific occupational, occupational, and/or cultural identity. For example, one school offers bilingual classes to assist Hispanic youth in adapting to the demands of the workplace. Another school is designed to address the needs of pregnant women and young mothers, providing extensive social supports not present in the regular educational system and giving these young women the ability to return to or stay in school. Curricula in many schools are designed to incorporate the interests and goals of each student. These curricula are reinforced by substantive work experiences that allow youth to apply skills used in the classroom. Several schools offer half-day academic programs that provide

classroom instruction in the morning and schedule work-based learning experiences in the afternoon. This approach demonstrates to students how school relates to work, fostering improved academic achievement and workplace performance.

Contact: Milwaukee Public School System, Alternative Program Information Center, 609 North 8th Street, Milwaukee, WI 53233-2445, 414-276-0599.

Program: YouthBuild USA

Participation: Unemployed high school dropouts

Overview: YouthBuild USA is a comprehensive youth and community development program that provides unemployed high school dropouts with the opportunity to serve their communities as they develop job skills and prepare for their future. Participants build housing for the homeless and other low-income persons while attending a YouthBuild-operated school to earn a high-school equivalency degree and perhaps prepare to continue into postsecondary education. Programming includes intensive group counseling and peer support networks. YouthBuild USA also provides technical assistance to local organizations either operating or planning to implement a YouthBuild program.

Contact: 58 Day Street, Third Floor, West Somerville, MA 02144, 617-623-9900

Program: The Young Adult Learning Academy (YALA)

Participation: High school dropouts and others with low achievement levels

Overview: YALA is a school dedicated to youth who have dropped out of the New York City schools or completed high school with very low academic achievement levels. In order to help young people complete their high school education and enter employment, YALA provides an integrated program of education, occupational preparation (child care, health, computers), and support services which include family support, health services, and programs in the arts and culture. YALA works closely with New York City community organizations to recruit youth and provide support services.

Contact: 320 East 96th Street, New York, NY 10128, 212-348-7006, kleinbardp@aol.com

Program: New Ways Workers

Participation: In-school and out-of-school youth

Overview: New Ways to Work is a non-profit organization dedicated to identifying innovative workplace practices, such as the integration of school-based and work-based learning. Its New Ways Workers program collaborates with schools and community-based organizations to ensure that the needs of both in-school and out-of-school youth are met. It also incorporates businesses into the development process in order to identify employer demands more effectively and foster more receptive workplace environments.

Contact: 785 Market Street, Suite 950, San Francisco, CA 94103, 415-995-9860

Learn and Serve America: Getting Youth Started in America's Tradition of Service

More than 780,000 students currently provide vitally needed services to their communities through Learn and Serve America. For many, this is their first exposure to evaluating and addressing community needs. Statistics show that a meaningful service experience instills a lifelong desire to contribute to society. This desire, along with the skills and knowledge participants gain through service, builds a strong future generation of citizens and community leaders.

Last year, over 190,000 young people provided nearly 3 million hours of service to their communities through Learn and Serve America. The service ranged from tutoring disadvantaged youth to rehabilitating public housing to helping single mothers strengthen job skills. In addition, 45,000 volunteers from the communities served assisted in the operation of those programs, contributing over 605,000 hours of service.

Students who participate in service-learning programs show increased interest in school and improved academic performance. For example, following a service-learning program that combined science lessons with meeting local environmental needs, students placed in the 97th percentile in science knowledge and were the first group of Indiana students ever to unanimously choose science as their favorite subject; this school is in a county that previously had ranked lowest on the state's education attainment scale.

Learn and Serve America programs encourage youth to pursue service-oriented careers. Said one pre-med student involved in service-learning at a free health clinic, "I had always planned to be an academic after I got my degree, a professor focused on research. But now I know I want to become a doctor who works with underserved people. It would be the ultimate contribution I could make to society."

Local support for service-learning programs is strong: Institutions and organizations that receive Learn and Serve America grants for higher education programs find local matching funds in cash or in-kind, dollar for dollar. Organizations and schools that receive Learn and Serve America grants for K-12 initiatives also match funds, 10% the first year, 20% the second, and 30% the third.

**If you would like more information, call: 202-606-5000
or visit: <http://www.whitehouse.gov/WH/EOP/cns/html/learn.html>**

Excerpted from the School District of Escambia County, Florida...

Alternative Education

What is alternative education?

Educational Alternative Programs provide a non-traditional approach to curriculum by utilizing alternative teaching strategies. These programs are designed to provide opportunities for students to maximize their potential for success in life. Programs focus upon the needs and interests of students by offering positive school experiences which are geared for achievement, enhancement of positive self-concept, motivation, reduction of truancy, reduction of disruptive behavior, and reduction of teenage pregnancy.

Alternative education programs used for dropout prevention:

- ★ REACH- The model dropout prevention educational alternative program Reading Enhances Academic and Career Horizons is designed to increase the academic performance of students reading below grade level. Project REACH is implemented in feeder schools to provide a continuum of strategies to students and the elementary, middle, and high school level. Instruction in reading is emphasized through the use of appropriate technology.
- ★ Beggs Education Center- Beggs Educational Center is a self-contained alternative school that uses non-traditional methods of instruction, counseling, and a competency-based curriculum.
- ★ Help One Student To Succeed (HOSTS)- HOSTS is a structured mentoring program in language/ reading and mathematics. Students are provided one-on-one mentoring in a tutorial setting following a diagnosis of remediation needs. The mentors are volunteers from the community and meet with students a minimum of twice weekly.
- ★ The Home Expulsion Learning Program (HELP)- Expelled students that qualify for continuing services will be given access to a computer at their home with a prescribed curriculum. Progress will be monitored via modem and voice telephone. A limited number of students will be served initially as we pilot this program.

For additional programs and information on Alternative Education:

Alternative Education Department

School District of Escambia County, Florida

<http://www.escambia.k12.fl.us/instres/alted/aemain.html>

Write and Discuss

Choose to explore one of more of the following:

A. Readiness to Learning/Early Childhood Programs

B. To and From Special Education

C. School to Career programs

With respect to whichever of the transitions you chose to explore, outline what your school currently does to address the matter.

Making the Case for Transition Programs

(1) Make a priority list of the types of transition programs you would like to see your school enhance/develop this year and those you would like to see in place over the next few years.

(2) Outline some major points that could be used to make the case for putting more effort and resources into developing these programs.

We hope you found this to be a useful resource.

There's more where this came from!

This packet has been specially prepared by our Clearinghouse. Other Introductory Packets and materials are available. Resources in the Clearinghouse are organized around the following categories.

Systemic Concerns

- Policy issues related to mental health in schools
- Mechanisms and procedures for program/service coordination
 - Collaborative Teams
 - School-community service linkages
 - Cross disciplinary training and interprofessional education
- Comprehensive, integrated programmatic approaches (as contrasted with fragmented, categorical, specialist oriented services)
- Issues related to working in rural, urban, and suburban areas
- Restructuring school support service
 - Systemic change strategies
 - Involving stakeholders in decisions
 - Staffing patterns
 - Financing
 - Evaluation, Quality Assurance
 - Legal Issues
- Professional standards

Programs and Process Concerns

- Clustering activities into a cohesive, programmatic approach
 - Support for transitions
 - Mental health education to enhance healthy development & prevent problems
 - Parent/home involvement
 - Enhancing classrooms to reduce referrals (including prereferral interventions)
 - Use of volunteers/trainees
 - Outreach to community
 - Crisis response
 - Crisis and violence prevention (including safe schools)
- Staff capacity building & support
 - Cultural competence
 - Minimizing burnout
- Interventions for student and family assistance
- Screening/Assessment
 - Enhancing triage & ref. processes
 - Least Intervention Needed
- Short-term student counseling
 - Family counseling and support
 - Case monitoring/management
 - Confidentiality
 - Record keeping and reporting
 - School-based Clinics

Psychosocial Problems

- Drug/alcohol abuse
- Depression/suicide
- Grief
- Dropout prevention
- Gangs
- School adjustment (including newcomer acculturation)
- Pregnancy prevention/support
- Eating problems (anorexia, bulim.)
- Physical/Sexual Abuse
- Neglect
- Gender and sexuality
- Self-esteem
- Relationship problems
- Anxiety
- Disabilities
- Reactions to chronic illness
- Learning, attention & behavior problems