Classroom-Focused Enabling & Re-engaging Students in Classroom Learning

*Classroom based efforts to enable learning
  >>Prevent problems; intervene as soon as problems are noted
  >>Enhance intrinsic motivation for learning
  >>Re-engage students who have become disengaged from classroom learning

? Opening the classroom door to bring available supports in
  ? Peer tutors, volunteers, aids (trained to work with students-in-need)
  ? Resource teachers and student support staff

? Redesigning classroom approaches to enhance teacher capability to prevent and handle problems and reduce need for out of class referrals
  ? Personalized instruction; special assistance as necessary
  ? Developing small group and independent learning options
  ? Reducing negative interactions and over-reliance on social control
  ? Expanding the range of curricular and instructional options and choices
  ? Systematic use of prereferral interventions

? Enhancing and personalizing professional development
  ? Creating a Learning Community for teachers
  ? Ensuring opportunities to learn through co-teaching, team teaching, mentoring
  ? Teaching intrinsic motivation concepts and their application to schooling

? Curricular enrichment and adjunct programs
  ? Varied enrichment activities that are not tied to reinforcement schedules
  ? Visiting scholars from the community

? Classroom and school-wide approaches used to create and maintain a caring and supportive climate
  ? Emphasis is on enhancing feelings of competence, self-determination, and relatedness to others at school and reducing threats to such feelings
Crisis Assistance and Prevention

*School-wide and classroom-based efforts for
  >> responding to crises
  >> minimizing the impact of crises
  >> preventing crises

? Ensuring immediate assistance in emergencies so students can resume learning

? Providing Follow up care as necessary
  ? Brief and longer-term monitoring

? Forming a school-focused Crisis Team to formulate a response plan and take leadership for developing prevention programs

? Mobilizing staff, students, and families to anticipate response plans and recovery efforts

? Creating a caring and safe learning environment
  ? Developing systems to promote healthy development and prevent problems
  ? Bullying and harassment abatement programs

? Working with neighborhood schools and community to integrate planning for response and prevention

? Staff/stakeholder development focusing on the role and responsibility of all in promoting a caring and safe environment
Support for Transitions

*School-wide and classroom-based efforts to
  >>enhance acceptance and successful transitions
  >>prevent transition problems
  >>use transition periods to reduce alienation
  >>use transition periods to increase positive attitudes/motivation toward school and learning

? Welcoming & social support programs for newcomers
  ? Welcoming signs, materials, and initial receptions
  ? Peer buddy programs for students, families, staff, volunteers

? Daily transition programs for
  ? Before school, breaks, lunch, afterschool

? Articulation programs
  ? Grade to grade (new classrooms, new teachers)
  ? Elementary to Middle School; Middle to High School
  ? In and out of special education programs

? Summer or intersession programs
  ? Catch-up, recreation, and enrichment programs

? School-to-career/higher education
  ? Counseling, pathway, and mentor programs

? Broad involvement of stakeholders in planning for transitions
  ? Students, staff, home, police, faith groups, recreation, business, higher educ.

? Staff/stakeholder development for planning transition programs/activities
**Home Involvement in Schooling**

*School-wide & classroom-based efforts to engage the home in*
- strengthening the home situation
- enhancing problem solving capabilities
- supporting student development and learning
- strengthening school and community

- **Addressing specific support and learning needs of family**
  - Support services for those in the home to assist in addressing basic survival needs and obligations to the children
  - Adult education classes to enhance literacy, job skills, English-as-a-second language, citizenship preparation

- **Improving mechanisms for communication and connecting school and home**
  - Opportunities at school for family networking and mutual support, learning, recreation, enrichment, and for family members to receive special assistance and to volunteer to help
  - Phone calls from teacher and other staff with good news
  - Frequent and balanced conferences (student-led when feasible)
  - Outreach to attract hard-to-reach families (including student dropouts)

- **Involving homes in student decision making**
  - Families prepared for involvement in program planning and problem-solving

- **Enhancing home support for learning and development**
  - Family Literacy, Family Homework Projects, Family Field Trips

- **Recruiting families to strengthen school and community**
  - Volunteers to welcome and support new families and help in various capacities
  - Families prepared for involvement in school governance

- **Staff/stakeholder development to broaden awareness of and plan programs to enhance opportunities for home involvement**
Community Outreach for Involvement and Support (including Volunteers)

*Building linkages and collaborations to strengthen students, schools, families, and neighborhoods

? Work group for planning and implementing outreach to involve
  ? Community resources such as public and private agencies; colleges and universities; local residents; artists and cultural institutions, businesses and professional organizations; service, volunteer, and faith-based organizations
  ? Community policy and decision makers

? Staff/stakeholder development on the value of community involvement and opening the school to expanded forms of community activities and programs

? Mechanisms to recruit, screen, and prepare community participants

? Orienting and welcoming programs for community participants

? Programs to enhance a sense of community

? Policies and mechanisms to enhance and sustain school-community involvement
  ? Support for maintenance
  ? Celebration of shared successes
  ? “Social marketing” of mutual accomplishments
**Student and Family Assistance**

*Specialized assistance provided through personalized health and social service programs*

**Providing support as soon as a need is recognized and doing so in the least disruptive ways**
- Prereferral interventions in classrooms
- Problem solving conferences with parents
- Open access to school, district, and community support programs

**Referral interventions for students & families with problems**
- Screening, referrals, and follow-up – school-based, school-linked

**Enhancing access to direct interventions for health, mental health, and economic assistance**
- School-based, school-linked, and community-based programs

**Follow-up assessment to check whether referrals and services are adequate and effective**

**Mechanisms for resource coordination to avoid duplication of and fill gaps in services and enhance effectiveness**
- School-based and linked, feeder family of schools, community-based programs

**Enhancing stakeholder awareness of programs and services**

**Involving community providers to fill gaps and augment school resources**

**Staff/stakeholder development to enhance effectiveness of student and family assistance systems, programs, and services**