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ABSTRACT
         This guidebook was developed to offer program ideas and
resource aids that can help address some major barriers to student learning
and performance. Much of the focus is on early-age interventions, but some is
on primary prevention and some is on addressing problems as soon after onset
as feasible. The material is organized into a set of units, each of which
could stand alone. The topics covered are: (1) welcoming and offering social
support at a school site; (2) using volunteers to provide extra assistance to
students and their families; (3) involving the home in schooling and at
school; (4) connecting students with the right help; (5) understanding and
responding to learning problems and learning disabilities; and (6) responding
to students' ongoing psychosocial and mental health needs. Each unit contains
activity sheets, selected references, and supplemental materials such as
handouts. Program ideas have been woven into models for fundamental systemic
change in school districts and at school sites. From these models, a
framework has been developed for a comprehensive, integrated approach to
addressing barriers to learning and enhancing health development. This
framework is presented as a Coda to this guidebook. (SLD)

Center

Guidebook:

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

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Guidebook:

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

Guidebook:

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

Introduction: Schools as Caring, Learning Communities

I. Welcoming and Social Support: Toward a Sense of Community Throughout the School

II. Using Volunteers to Assist in Addressing School Adjustment Needs and Other Barriers to Learning

III. Home Involvement in Schooling

IV. Connecting a Student with the Right Help

V. Understanding and Responding to Learning Problems and Learning Disabilities

VI. Response to Students' Ongoing Psychosocial and Mental Health Needs

VII. Program Reporting: Getting Credit for All You Do

Coda: Toward a Comprehensive, Integrated Enabling Component

Preface

This guidebook is a growing document. It roots are in work done at the Fernald School at UCLA during the 1970s and 1980s (Adelman & Taylor, 1993). In 1988, as part of a grant from the U.S. Department of Education, this work was combined with efforts in the Los Angeles Unified School District (LAUSD) to respond to early school adjustment problems (Munn, McAlpine, & Taylor, 1989). The program that emerged at this stage was called the *Kindergarten and Elementary Intervention Program* (KEIP), and a program guidebook was developed as an operational aid. In 1991, this joint venture between LAUSD and the School Mental Health Project at UCLA expanded to encompass not only a remedial focus on students already experiencing serious school adjustment, but a primary prevention focus on facilitating a successful transition into a new school by students and their families. In keeping with its broadened focus, the program was renamed the *Early Assistance for Students and Families* project. Again, a program guidebook was developed as an operational aid. Between 1991-1996, the work further expanded to focus on system-wide restructuring of education support programs (Adelman, 1996; Adelman & Taylor, 1997a, 1997b).

In its present incarnation, this guidebook was developed by our Center to offer program ideas and resource aids that can help address some major barriers that interfere with student learning and performance. Much of the focus is on early-age interventions; some is on primary prevention; some is on addressing problems as soon after onset as is feasible. The topics covered are

- welcoming and offering social support at a school site

- using volunteers to provide extra assistance to students and their families

- involving the home in schooling and at school

- connecting students with the right help

- understanding and responding to learning problems and learning disabilities

- responding to student's ongoing psychosocial and mental health needs.

As our work has evolved, we have woven these program ideas into models for fundamental systemic change at school sites and district-wide. One result is that we have developed a framework for a comprehensive, integrated approach to addressing barriers to learning and enhancing healthy development. This framework is presented as a Coda at the conclusion of the guidebook.

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While the Center's co-directors assume full responsibility for the guidebook's contents, every facet of our Center's activity reflects the direct and indirect contributions of too many people to be acknowledged here. The Center staff does want to once again thank each of you, and we hope you feel a sense of satisfaction in seeing your contributions in products such as this guidebook.

Finally, we hope the material contained in all our documents represent a timely and progressive approach. At the same time, the content, like the field itself, is in a state of continuous evolution. Thus, we are extremely interested in receiving your feedback. Please send your comments to: Howard S. Adelman and Linda Taylor, Co-Directors, Center for Mental Health in Schools, UCLA Department of Psychology, Los Angeles, CA 90095-1563.

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To Users of this Guidebook:

The material in the guidebook is designed as an evolving set of units. Each unit is conceived to stand alone. Although the material could be read straight through like a text, it is meant to be used as a resource work. You might approach the content as you would use an Internet website (i.e., exploring specific topics of immediate interest and then going over the rest in any order that feels comfortable).

A good way to start is simply to browse through the Table of Contents and any units, exhibits, or resource aids that you think may be of use to you. Then, do an in depth review of a unit that focuses on the matter that is of greatest concern to you at this time.

GUIDEBOOK:

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

Complete Contents

Unit IV. Connecting a Student with the Right Help

Unit V. Understanding and Responding to Learning Problems and Learning Disabilities

Unit VI. Response to Students' ongoing Psychosocial and Mental Health Needs

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Unit VII. Program Reporting: Getting Credit for All You Do

Coda: Toward a Comprehensive, Integrated Enabling Component

Appendices

A. Starting and Maintaining Programs

B. School-Based Mutual Support Groups

EXHIBITS

RESOURCE AIDS

RELATED RESOURCE AID PACKETS AVAILABLE FROM
THE UCLA CENTER FOR MENTAL HEALTH IN SCHOOLS

The Center develops introductory, resource, and technical aid packets on key topics. The *Introductory Packets* consist of overview discussions, descriptions of model programs (where appropriate), references to publications, access information to other relevant centers, agencies, organizations, advocacy groups, and Internet links, and a list of consultation cadre members ready to share expertise. The *Resource Aid Packets* are designed to complement the Introductory Packets. They are a form of *tool kit* for fairly circumscribed areas of practice. They contain materials to guide and assist with staff training and student/family interventions -- including overviews, outlines, checklists, instruments, and other resources that can be reproduced and used as information handouts and aids for training and practice. *Technical Aid Packets* are designed to provide basic understanding of specific practices and tools. The Center also prepares continuing education modules and guidebooks such as this one.

Materials from some of the Center's diverse Clearinghouse resources have been included in this guidebook.

Below is a brief listing of some other relevant packets and related materials you may want to request as supplementary resources. The materials are listed related to our three major Clearinghouse categories.

I. System Concerns

Working Together: From School-Based Collaborative Teams to School-Community-Higher Education Connections (Introductory Packet)

Discusses processes and problems related to working together at school sites and in school-based centers. Outlines models of collaborative school-based teams and interprofessional education.

II. Program/Process Concerns

Violence Prevention and Safe Schools (Introductory Packet)

Outlines selected violence prevention curricula and school programs and school-community partnerships for safe schools. Emphasizes both policy and practice.

Least Intervention Needed: Toward Appropriate Inclusion of Students with Special Needs (Introductory Packet)

Highlights the principle of *least intervention needed* and its relationship to the concept of *least restrictive environment*. From this perspective, approaches for including students with disabilities in regular programs are described.

Parent and Home Involvement in Schools (Introductory Packet)

Provides an overview of how home involvement is conceptualized and outlines current models and basic resources. Issues of special interest to under-served families are addressed.

Confidentiality and Informed Consent (Introductory Packet)

Focuses on issues related to confidentiality and consent of minors in human services and interagency collaborations. Also includes sample consent forms.

Understanding and Minimizing Staff Burnout (Introductory Packet)

Addresses various sources and issues of burnout and compassion fatigue among school staff and mental health professionals. Also identifies ways to reduce environmental stressors, increase personal capability, and enhance social support to prevent burnout.

Assessing to Address Barriers to Learning (Introductory Packet)

Discusses basic principles, concepts, issues, and concerns related to assessment of various barriers to student learning. It also includes resource aids on procedures and instruments to measure psychosocial, as well as environmental barriers to learning.

Cultural Concerns in Addressing Barriers to Learning (Introductory Packet)

Highlights concepts, issues and implications of multiculturalism/cultural competence in the delivery of educational and mental health services, as well as for staff development and system change. This packet also includes resource aids on how to better address   cultural and racial diversity in serving children and adolescents.

Screening/Assessing Students: Indicators and Tools (Resource Aid Packet)

Designed to provide some resources relevant to screening students experiencing problems. In particular, this packet includes a perspective for understanding the screening process and aids for initial problem identification and screening of several major psychosocial problems.

Students and Psychotropic Medication: The School's Role (Resource Aid Packet)

Underscores the need to work with prescribers in ways that safeguard the student and the school. Contains aids related to safeguards and for providing the student, family, and staff with appropriate information on the effects and monitoring of various psychopharmacological drugs used to treat child and adolescent psycho-behavioral problems.

School-Based Mutual Support Groups (for Parents, Staff, Older Students)
(Technical Aid Packet)

This is a technical guide for establishing self-led support groups. It provides a step-by-step framework for establishing and maintaining such groups and includes resource aids such as announcement flyers and letters.

III. *Psychosocial Problems*

Dropout Prevention (Introductory Packet)

Highlights intervention recommendations and model programs, as well as discussing the motivational underpinnings of the problem.

Learning Problems and Learning Disabilities (Introductory Packet)

Identifies learning disabilities as one highly circumscribed group of learning problems, and outlines approaches to address the full range of problems.

Teen Pregnancy Prevention and Support (Introductory Packet)

Covers model programs and resources and offers an overview framework for devising policy and practice.

Substance Abuse (Resource Aid Packet)

Offers some guides to provide schools with basic information on widely abused drugs and indicators of substance abuse. Includes some assessment tools and reference to prevention resources.

Clearinghouse Catalogue (Resource Aid Packet)

Our Clearinghouse contains a variety of resources relevant to the topic of mental health in schools. This annotated catalogue classifies these materials, protocols, aids, program descriptions, reports, abstracts of articles, information on other centers, etc. under three main categories: policy and system concerns, program and process concerns, and specific psychosocial problems. (Updated regularly)

Consultation Cadre **Catalogue** (Resource Aid Packet)

Provides information for accessing a large network of colleagues with relevant experiences related to addressing barriers to student learning and mental health in schools. These individuals have agreed to share their expertise without charging a fee. The catalogue includes professionals indicating expertise related to major system and policy concerns, a variety of program and process issues, and almost every type of psychosocial problem. (Updated regularly)

Catalogue *of Internet Sites Relevant to Mental Health in Schools*
(Resource Aid Packet)

Contains a compilation of internet resources and links related to addressing barriers to student learning and mental health in schools. (Updated regularly)

Organizations with Resources Relevant to Addressing Barriers to Learning:
A Catalogue *of Clearinghouses, Technical Assistance Centers, and Other*
Agencies (Resource Aid Packet)

Categorizes and provides contact information on organizations focusing on children's mental health, education and schools, school-based and school-linked centers, and general concerns related to youth and other health related matters. (Updated regularly)

Where to Get Resource Materials to Address Barriers to Learning
(Resource Aid Packet)

Offers school staff and parents a listing of centers, organizations, groups, and publishers that provide resource materials such as publications, brochures, fact sheets, audiovisual & multimedia tools on different mental health problems and issues in school settings.

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

Introduction:

Schools as Caring, Learning Communities

What the best and wisest parent
wants for his (her) own child
that must the community
want for all of its children.
Any other idea . . .
is narrow and unlovely.
John Dewey

Schools as Caring, Learning Communities

What do we mean by a caring, learning community?

Learning community

Learning is neither limited to what is formally taught nor to time spent in classrooms. It occurs whenever and wherever the learner interacts with the surrounding environment. All facets of the community (including the school) provide learning opportunities -- thus the term learning community.

Teaching

Whenever a surrounding environment tries to facilitate learning, the process can be called teaching. Teaching occurs at school, at home, and in the community at large. It may be formalized or informally transmitted. Teaching happens most positively when the learner wants to learn something and the surrounding environment wants to help the learner do so. That is, positive learning is facilitated when the learner *cares* about learning and the teacher *cares* about teaching. The whole process undoubtedly benefits greatly when all the participants *care* about each other.

Caring has moral, social, and personal facets

All facets need to be addressed. When all facets of caring are present and balanced, they can nurture individuals and facilitate the process of learning. At the same time, caring in all its dimensions should be a major focus of what is taught and learned.

Teachers are all who want to facilitate learning

This includes professional teachers, aides, volunteers, parents, siblings, peers, mentors in the community, librarians, recreation staff, etc. They all constitute what can be called *the teaching community*.

Everyone is a learner and may be teachers

In the learning/teaching community, all are learners and probably play some role as teachers.

Teaching benefits from organizational learning

Organizational learning requires an organizational structure "'where people continually expand their capabilities to understand complexity, clarify vision and improve shared mental models' [Senge et al, 1994] by engaging in different tasks, acquiring different kinds of expertise, experiencing and expressing different forms of leadership, confronting uncomfortable organizational truths, and searching together for shared solutions" (Hargreaves, 1994).

Communities of colleagues

In schools, the way to relieve "the uncertainty and open-endedness in teaching" is to create "communities of colleagues who work collaboratively [in cultures of shared learning and positive risk-taking] to set their own professional standards and limits, while still remaining committed to continuous improvement. Such communities can also bring together the professional and personal lives of teachers in a way that supports growth and allows problems to be discussed without fear of disapproval or punishment" (Hargreaves, 1994).

*Why should a school be the hub of a community and
a classroom be a student's home away from home?*

Schools often seem apart from the community

Most schools could do their job better if they were experienced as an
integral and positive part of the community -- perhaps even as the heart
of the community. Schools and classrooms often are seen as separate
from the community in which they reside. This contributes to a lack of
connection between school staff and parents, students, other community
residents, and community agency personnel. Development of a caring,
learning community requires creating positive connections between
school and community.

School-community partnerships

For schools to be seen as an integral part of the community, steps must
be taken to create and maintain collaborative partnerships between
school and community with respect to weaving together (blending)
learning opportunities, programs, services, and use of facilities,
personnel, and other resources.

Opening-up use of the school site

Besides increasing home involvement in schools and schooling, schools
must facilitate increased use of school sites as places where parents,
families, and other community residents can engage in learning,
recreation, enrichment, and can connect with services they need.

Welcoming and social support for students

Most classrooms can do their job better if students feel they are truly
welcome and have a range of social supports. Thus, a major focus for
school-community collaborative partnership is establishment of a
program that effectively welcomes and connects new students with peers
and adults at school who can provide social support and advocacy.

Welcoming and social support for parents/families

Increased home involvement in school is more likely if families feel they are truly welcome and have a range of social supports. Thus, a major focus for school-community collaborative partnership is establishment of a program that effectively welcomes and connects newly enrolled families with other families, with school staff, and with ongoing social support and home involvement programs.

Volunteers

Parents, peers, and other volunteers help break down the barriers between school and community. Thus, a major focus for :1ool-community collaborative partnership is establishment of a program that effectively recruits, screens, trains, and nurtures volunteers.

Helping students feel a sense of interpersonal connection

Personalized instruction and regular student conferencing, cooperative learning strategies, curriculum focused on fostering social and emotional development, opportunities to have special status, peer tutoring, peer counseling and mediation, human relations and conflict resolution programs -- all can contribute to students feeling positively connected to the classroom.

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What is a psychological sense of community?

People can be together without feeling connected or feeling they belong or feeling responsible for a collective vision or mission. At a school, a psychological sense of community exists when enough stakeholders are committed to each other and to the school's goals and values and exert effort to pursue the goals and maintain relationships with each other. A perception of community is shaped by daily experiences and probably is best engendered when a person senses s/he is welcome, supported, nurtured, respected, liked, connected to others in reciprocal relationships, and a valued member who is contributing to the collective identity, destiny, and vision.

Practically speaking, a conscientious effort by enough stakeholders associated with a school seems necessary for a sense of community to develop and be maintained. Such effort must ensure there are mechanisms that provide support, promote self-efficacy, and foster positive working relationships. That is, a perceived sense of community seems to require that a critical mass of participants not only are committed to a collective vision, but also are committed to working together in supportive and efficacious ways. There is an obvious relationship between maintaining a sense of community and sustaining morale and minimizing burn out.

What's involved in working together?

Collaboration and collegiality

These concepts are fundamental to improving morale and work satisfaction and to the whole enterprise of transforming schools to meet the needs of individuals and society. *Collaborative cultures* foster collaborative working relationships which are spontaneous, voluntary, development-oriented, and pervasive across time and space. When collegiality is *mandated*, it often produces what has been called *contrived collegiality* which tends to breed inflexibility and inefficiency. Contrived collegiality is administratively regulated, compulsory, implementation-oriented, fixed in time and space, and predictable (Hargreaves, 1994).

Teacher collaboration and teaming

Increasingly it is becoming evident that teachers need to work closely with other teachers and school personnel as well as with parents, professionals-in-training, volunteers, and so forth. Collaboration and teaming are key facets of addressing barriers to learning. They allow teachers to broaden the resources and strategies available in and out of the classroom to enhance learning and performance.

Welcoming for new staff and ongoing social support for all staff

Just as with students and their families, there is a need for those working together at a school to feel they are truly welcome and have a range of social supports. Thus, a major focus for stakeholder development activity is establishment of a program that welcomes and connects new staff with others with whom they will be working and does so in ways that effectively incorporates them into the community.

Overcoming Barriers to working together

Problems related to working relationships are a given. To minimize such problems, it is important for participants to understand barriers to working relationships and for sites to establish effective problem solving mechanisms to eliminate or at least minimize such barriers.

Minimizing Rescue dynamics

A special problem that arises in caring communities are rescue dynamics. Such dynamics arise when caring and helping go astray, when those helping become frustrated and angry because those being helped don't respond in desired ways or seem not to be trying. It is important to minimize such dynamics by establishing procedures that build on motivational readiness and personalized interventions.

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A caring, learning community works to develop a comprehensive, integrated approach to addressing barriers to learning and enhancing healthy development. This encompasses primary prevention, early-after-onset interventions, and treatment for severe and pervasive problems. It involves the capacity to identify problems quickly and to respond with the right intervention (e.g., programs and services that are a good match for what is needed).

A Few References

Chaskin, R.J. & Rauner, D.M. (eds.) Youth and caring. A special section of the May 1995 issue of the *Phi Delta Kappan*.

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> Multiple articles on (1) working constructively with families, (2) communicating with parents, and (3) building consensus are presented in this April 1996 issue of *Educational Leadership*.

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Hargreaves, A. (1994). *Changing teachers, changing times: Teachers' work and culture in the postmodern age.* New York: Teachers College Press.

Sarason, S. (1996). *Revisiting "The culture of school and the problem of change."* New York: Teachers College Press.

Senge, P., Kleiner, A., Roberts, C., Ross, R., Smith, B. (1994). *The fifth discipline fieldbook.* New York: Doubleday.

Welcoming and Social Support:

Toward a Sense of Community Throughout the School

Exhibits and Resource Aids

Exhibits

Resources Aids

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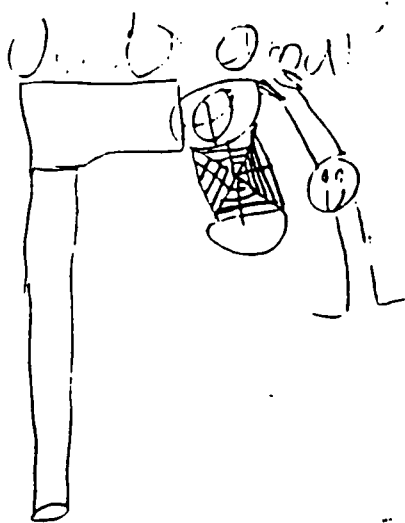
A new boy came to my class. I said hello
to him cheerfully. I asked if he would
like to play with me. He said "Yes."
Then I went walking with him to
our house talking with him about
things.

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.

On the following page is a initial guide for structuring the first efforts of the steering committee.

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)

Task 2

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.)

Some strategies (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 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, 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:

- For your school: a brief description of some school-wide welcoming strategies that have been helpful

- 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)

- 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 one page Welcome sheet for the new student and a one page Welcoming "script" to guide a class peer "Welcomer" or "Host."

55

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, the 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 - ½ 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 soforth. 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.

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.
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An Article on Welcoming

By Mary Beth DiCecco, 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: adjustment; 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 problems 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 under way (Early Assistance for Students and Families Project, 1993b). 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; Sarason, 1974). For specific approaches used to facilitate school transitions, the project benefited from experiences reported in earlier studies (see Cardenas, Taylor, & Adelman, 1993; de Anda, 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 approach 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, ar.'d 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 facilitating 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 a broad focus. It emphasizes use of general procedures to welcome and facilitate adjustment and participation of all 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 an 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 schoolwide 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.

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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 inservice 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 of 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 regarding 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

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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.

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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, & Hamilton-Lee, 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 acknowledgements 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 as 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, 1993b; also see Adelman, 1994). Figure 1 provides a graphic outline of major facets dealt

Figure 1

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

Agendas for Involving Homes

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            • socialization
            • economics
            • political
            • helping
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Major Intervention Tasks*

| Institutional organization for involvement | Inviting involvement | Facilitating early involvement | Maintaining involvement |

Continuum of Types of Home Involvement[b]

| Meeting basic obligations to student/ meeting parents' basic needs | Communicating and making decisions regarding student | Supporting student's basic learning and development at home | Problem solving and providing support at home and school for student's special needs | Working for school's improvement | Working for improvement of all schools |

Improve individual functioning ⟵———————————————————⟶ Improve system functioning

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.

[b]Besides participating in different types of home involvement, participants differ in the frequency, level, quality, and impact of their involvement.

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Resource Aids

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Aids for Welcoming

● Registration Guide

● Sample Materials for Personally Welcoming
    --The Family
    --A New Student

● Sample Materials for the Peer Buddy

Welcoming: **REGISTRATION GUIDE**

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

English and Spanish version provided

Translations also available in:

- Arabic
- Armenian
- Chinese
- Korean
- Tagalog
- Vietnamese

BEST COPY AVAILABLE

In order to register your child we will need to see:

- Something to show that you live in this school's area. This might be a utility bill, rent receipt or driver's licence.

- A health card signed by a doctor or clinic showing that your child has received innoculations for measles and TB.

- If you are not the parent, something that shows you are the guardian.

You can get the innoculations and health card from the Los Angeles County Health Departmen

The nearest site is at:

_____

Their hours are: _____

If you have difficulty getting any of these documents, the person at this school that helps newcomers with registration is :_____.

You can ask for an appointment or call them at _____.

We're glad you're here and look forward to welcoming you to the school community.

BIENVENIDOS A   ESCUELA

Para registrar a su niño necesitamos ver:

- ► Algo que muestre que usted vive en la área de la escuela, esto puede ser un recibo de renta o su licencia de manejar.

- ► Una tarjeta de salud firmada por un doctor o una clínica que muestre que su niño ha recivido inoculación para el sarampión y tuberculosis.

- ► Si usted no es el padre, enseñe algo que muestre que usted es el guardiàn.

Se puede obtener inoculación y tarjeta de salud por médio del Departamento de Salud del Condado de Los Angeles.

La mas cercana se encuentra en:
_____

las horas son: _____.

Si tiene alguna dificultad en obtener algunos de estos documentos, la persona encargada de ayudar a los nuevos estudiantes es_____.

Puede hacer una cita o llamar al_____.

Estamos contentos de que esten aquí. Bienvenidos a la comunidád de la escuela.

A PERSONAL WELCOME FOR THE FAMILY

An especially inviting early contact can be to provide a family with the type of welcoming opportunity to ask for additional information.

English and Spanish versions provided

Translations also available in:

- Arabic
- Armenian
- Chinese
- Korean
- Tagalog
- Vietnamese

Welcome!!

We're really glad you're coming to our school.

We have a lot of ways to help you become part of the school community.

If you want it, we have

* information about how our school runs each day

* information about special activities for parents and students

* information about community services you may find helpful

* parents who are ready to meet with you to help you join in

* students who are ready to meet with new students to help them join in

* information on how to help your child learn and do well at school

Please circle any of the above you think might be helpful to you, so we can help you get off to a good start.

Your name:_____ Date: _____

Students' names: _____

Address: _____ Phone: _____

If no phone, message# ____

Bienvenidos!!

Estamós muy contentos que vienen a nuestra escuela.

Tenemos muchas maneras de ayudarles para que sean parte de la comunidad escolar.

Si Ud. gusta, tenemos

° informacíon de como funciona la escuela cada día

° informacíon de actividades especiales para los padres y alumnos

° informacíon sobre servicíos de comunidad que pueda ser útil

° Padres que estan listos para unirse con usted para ayudarle a ingresar

° Estudiantes que estan listos a conocer a nuevos estudiantes para ayudarles a ingresarse

° informacíon de como ayudar a su niño aprender y hacer bien en la escuela

Favor de hacer un círculo donde Ud. piense que podremos ayudarles. Querem
que beneficien y empiesen bien.

Su nombre: _____

Nombre del estudiante:_____

Domicilio: _____

Teléfono (Si no tiene teléfono, número
          donde se puede dejar mensaje):_____

cha: _____

Welcome to Elizabeth Learning Center!

We are happy that you will be part of the Elizabeth Learning Center family. We have many ways of helping you become part of the community.

We'd like to offer you the following:

❖ A tour of the school and an orientation of what ELC offers you and your family

❖ Information about effective parenting

❖ Parent volunteers who invite you to become part of our community

❖ **The Family Center** offers a variety of activities and services, for example
  • information regarding social and community services
  • classes for adults (e.g., English, computers, knitting)
  • information regarding health services for your family
  • information about effective parenting

❖ A **Welcoming packet**:
  • school map
  • school calendar and schedule
  • list of teachers and staff
  • ideas about helping your child succeed at school and home
  • information about the Family Center and Health Center at ELC
  • parents' bill of rights
  • schedule of adult classes
  • volunteer application

Again, Welcome! And remember, we're here for you!

Bienvenidos al Centro De Aprendizaje de Elizabeth

Nos alegra que usted asista a nuestra escuela. Tenemos muchas maneras en que podemos ayudarle a ser parte de la comunidad.

Le ofrecemos:

❖ Una recorrida por la escuela y una orientación sobre lo que le ofrece ELC a usted y a su familia

❖ Información sobre como funciona ELC cada dia

❖ Padres dispuestos a reunirse con usted para ayudarle a ser parte de nuestra comunidad

❖ **Un Centro de Familia.** el cual le ofrece una variedad de actividades y servicios, por ejemplo:
   ♦ información acerca de servicios sociales y comuniatrios
   ♦ clases para adultos. por ejemplo, ingles, tejido, y computación
   ♦ información acerca de la salud y el bienestar de ustad y su familia
   ♦ información acerca de como ser un padre de familia mas efectivo

❖ Un Paquete de Bienvenida:
   ♦ mapa de escuela
   ♦ el calendario y horario escolar
   ♦ lista de nombres de maestros y del personal administrativo
   ♦ ideas sobre como ayudarle a su niño a propserar en la escuela y en casa
   ♦ información acerca de los centro de familia y de salud
   ♦ lista de los derechos de los pardres
   ♦ horario de las clases de adultos
   ♦ aplicación para voluntarios

De nuevo le extendemos una cordial bienvenida. y recuerde, estamos aqui pare servirle

WELCOME TO

Monte Vista Street School

MONTE VISTA FALCONS

5423 Monte Vista St.

Los Angeles, California 90042

Telephone (213) 254-7261

Calendar

School Holidays

Independence Day
Labor Day
Veteran's Day
Thanksgiving Day
Winter Recess
Martin Luther King Day
Lincoln's Day
Washington's Day
Memorial Day

See the parent calendar for additional holidays.

Special School Events

Math Masters
Principal's Awards
Back-to-School Night
Perfect attendance
Year End Student Recognition
Open House
Cinco De Mayo
Spring Dance
Opening of Writing to Read
Computer Lab
Winter Holiday Program
Morning Assemblies and Presentations

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WELCOME

We invite you to be part of our school family.

We try to provide a healthy, safe and stimulating place in which your child can learn and grow.

Families, students, teachers and staff each have a special role to play as partners in helping students learn and grow.

We like parents to come to school. Just let the teacher know when you'd like to visit. And, when you visit or come to volunteer, please sign in at the office and get a visitor's pass.

Please call on us whenever you have a question or comment --
(213) 254-7261

And You Can Help Us Too!

```
Please excuse Joey
(or being absent on
Tues., Jan. 25th.
He had a cold.
                    Mrs. James.
```

1. When your child returns to school after being absent, please send a brief note, dated and signed by you, explaining the absence or fill out the note which we have provided.

2. We need current, accurate information about where to contact parents/guardians so we can reach you in an emergency.

3. If your child needs to take medication at school, please bring a doctor's note with specific instructions.

4. "Whose jacket is this?" Please put your child's name on jackets, sweaters, lunches, and homework folders.

5. If you need to deliver money, lunch or clothing to your child, please bring the item to the office,

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We're Here For You . . . .

We offer the following interest and support activities for parents:

*Volunteer Parents
*Parent education classes
*Advisory Council
*Bilingual Advisory Council
*Leadership Council
*SB 65 Consultant

We offer the following before and after school programs for students:

*Childrens' Center
*YMCA
*Youth Services (Hours 2:10 -6:00pm)
*After school sports
*Youth Community Service Star Serve Club
 Grades 5-6

In general, if you think we can help in some way, please call us.

Who's Who at Monte Vista

Principal	Mrs. Marilyn Steuben
Assistant Principal	Mrs. Shirley Gideon
Office Manager	Mrs. Norma Alvarado
Office Assistants	Mrs. Betty Rodriguez
	Mrs. Evelyn Carrillo
	Ms. Elaine Koffman (4 hours)
School Psychologist	Dr. Susan Sheldon (Two days per week)
Resource Specialist	Mrs. Becky Crocker
Nurse	Ms. Anne Stang (One day per week)
Language Arts Teacher	Mrs. Mary Castaño
SB 65 Consultant	Mrs. Connie Velasco
Community Representative	Mrs. Eva Clark (3 hours)
Plant Manager	Mr. John Ramos
Custodians	Mr. Jose Corrales
	Mr. Jesus Lopez
Bilingual Coordinator	Mrs. Dominique Mongeau
Cafeteria Manager	Mrs. Rosemary Jaramillo
Cafeteria Worker	Mrs. Sylvia Villalobos
Ticket Clerk	Mrs. Bobbie Gaytan (3 hours)
Food Service Helpers (3 hours)	Ms. Elvia Inchauspe
	Ms. Trinidad Hernandez

Teacher Conferences and Homework

You can ask to meet with the teacher whenever you want to come in and talk. The teacher will contact you to meet several times during the year.

Students are issued report cards three times a year.

Your child will bring homework each night except Friday.

A homework folder is important for carrying work to and from school each day.

School Hours

Breakfast*	AM Kindergarten	7:20am - 7:40am
	Grades 1-6	7:20am - 7:50am
Class Hours	AM Kindergarten	7:45am -11:26am
	PM Kindergarten	11:26am - 3:07pm
	Grades 1-6	7:55am - 2:38pm
Recess	Grades 3 & 4	10:00am -10:20am
	Grades 1 & 2	10:25am -10:45am
	Grades 5 & 6	10:50am -11:10am
Lunches*	PM Kindergarten	11:00am -11:25am
	Grades 1 & 2	12:15pm -12:55pm
	Grades 5 & 6	12:40pm - 1:20pm
	Grades 3 & 4	11:50am -12:30pm

When there is a shortened or minimum day you will be notified in advance.

*For those who qualify, breakfast and lunch are provided.

BIENVENIDOS A

Monte Vista Street School

5423 Monte Vista St.

Los Angeles, California 90042

Teléfono (213) 254-7261

Calendario

Días Festivos

Día de Independencia
Día de Labor
Día de Veteranos
Día de Gracias
Vacación de Invierno
Día de Martin Luther King
Día de Lincoln
Día de Washington
Día Memorial

Vea el calendario mensual de padres para días festivos adicionales.

Eventos Especiales de la Escuela

Peritos de Matemáticas
Premios del Director
Noche de Regreso Escolar
Asistencia Perfecta
Reconocimiento Estudiantil de Fin de Año
Casa Abierta
Cinco de Mayo
Baile de Primavera
Comienzo de Escribiendo para Leer
Laboratorio de Computadoras
Programa de Invierno
Asambleas en la Mañana y Presentaciones

Bienvenido

Los invitamos a que sean parte de nuestra familia.

Nuestra meta es proveer un ambiente sano, seguro y estimulante en el cual su hijo aprenda y se desarrolle.

Las familias, estudiantes, maestros, y personal tienen un papel especial como socios para ayudar en el desarrollo y educación de estudiantes.

Nos gusta que los padres vengan a nuestra escuela. Solo avise al maestro cuando quiera visitar. Y cuando visite o venga a ser voluntario, por favor vaya a la oficina para registrarse y recibir un pase de visitante.

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Por favor llame cuando usted tenga una pregunta o comentarios:
(213) 254-7261

¡Usted También Nos Puede Ayudar!

> Por favor disculpe a José por estar ausente el día 10 de Feb. El tenía un resfriado.
> Sra. Gomez.

1. Cuando su niño regrese de la escuela despues de haber estado ausente, por favor mande una nota breve, con la fecha y firmada por usted, explicando la ausencia o llene la nota que hemos provisto.

2. Necesitamos información reciente y exacta para poder ponemos en contacto con los padres o guardianes en caso de una emergencia.

3. Si su niño necesita tomar medicina durante la escuela, traiga un nota del doctor con instrucciones especificas.

4. "¿De quién es esta chaqueta?" Por favor ponga el nombre de su niño en la chaqueta, suéter, almuerzos y folder de tareas.

5. Si necesita enviar dinero, almuerzo, o ropa a su niño, por favor traer el objeto a la oficina, y nosotros vamos a asegurarnos que sea recibido.

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Quién es Quien en Monte Vista

Director	Sra. Marilyn Steuben
Asistente de Director	Sra. Shirley Gideon
Supervisor de Oficina	Sra. Norma Alvarado
Asistentes de Oficina	Sra. Betty Rodriguez
	Sra. Evelyn Carrillo
	Sra. Elaine Koffman (4 horas)
Psicólogo de la Escuela	Dr. Susan Sheldon (2 días por semana)
Especialista de Recursos	Sra. Becky Crocker
Enfermera	Sra. Anne Stang (1 día por semana)
Maestro de Lenguaje de Artes	Sra. Mary Castano
Consultador SB 65	Sra. Connie Velasco
Representante de la Comunidad	Sra. Eva Clark (3 horas)
Supervisor de Planta	Sr. John Ramos
Custodios	Sr. José Corrales
	Sr. Jesus Lopez
Coordinador Bilingue	Sra. Jodie Danner-Rozbicki
Supervisor de Cafetería	Sra. Rosemary Jaramillo
Personal de Cafetería	Sra. Sylvia Villalobos
Oficinista de pases de comida	Sr. Carlos Zertuche (3 horas) 100

Estamos Aquí Para Servirle...

Ofrecemos las siguientes actividades de interés y apoyo para padres:

*Padres Voluntarios
*Clases de Educación para padres
*Consejo de Orientación
*Consejo de Orientación Bilingue
*Consejo de Líderes
*Consultador SB 65

Ofrecemos los siguientes programas para los estudiantes antes y después de la escuela:

*Centro de niños
*YMCA
*Servicios para jóvenes (2:10pm-6:00pm)
*Deportes después de la escuela
*Servicio Juvenil Comunitario (Grades 5-6)

Por lo general, si usted cree que le podemos ayudar de alguna manera, por favor llámenos.

Conferencias de Maestros y Tareas

Usted puede solicitar ver y hablar con el maestro cuando quiera. El maestro va a ponerse en contacto con usted para reunirse varias veces durante el año escolar.

Los estudiantes reciben reportes de calificaciones tres veces al año.

El niño va a recibir tareas cada noche a excepción de el viernes.

Un folder de tareas es importante para llevar y traer el trabajo a la escuela.

Horas de Escuela

Desayuno*	AM Kindergarten	7:30am - 7:45am
	Grados 1-6	7:30am - 7:50am
Horas de clase	AM Kindergarten	8:00am -11:20am
	PM Kindergarten	11:20am - 2:40pm
	Grados 1-6	8:00am - 2:10pm
Recreo	Grados 1 & 2	9:50am -10:10am
	Grados 5 & 6	10:15am -10:35am
	Grados 3 & 4	10:40am -11:00am
Almuerzo*	Grados 1 & 2	11:35am -12:15pm
	Grados 5 & 6	12:00pm -12:40pm
	Grados 3 & 4	12:25pm - 1:05pm

Cuando haya un día mínimo o que se salga temprano usted va a ser notificado en avance.

*Para aquellos que califican, el desayuno y almuerzo van hacer provisto.

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ELIZABETH LEARNING CENTER

Dear parents:

We would like your assistance as our school volunteer: YOUR OFFER OF TIME IS TRULY A GIFT TO US. There are a number of ways for parents to be volunteers:

____ Joining our "Welcoming Club" to assist 1 or 2 hours per week in welcoming new families to Elizabeth Learning Center at the main office

____ Assisting out-of-classroom personnel (e.g., in the nurse's office--ability to speak both English and Spanish is helpful)

____ Supervising children at breakfast or lunch

____ Assisting in the library

____ Supervising on the playground

____ Supervising afterschool activities

____ Assisting in childcare during parent meetings

____ I cannot volunteer regularly, but I can assist with special events

PLEASE INDICATE ABOVE WHICH WAYS YOU WOULD LIKE TO HELP, AND RETURN THIS LETTER TO : NORMA CONTRERAS, VOLUNTEER COORDINATOR IN ROOM 303.

_____AT_____
              day/days   time/times

Please call me at _____

My children at the school are: _____

_____

Teacher (s): _____

I am bilingual: Yes_____   No_____

Date _____

My special interests and talents are: _____

ELIZABETH LEARNING CENTER

Estimados Padres:

Nos gustaria contar con su ayuda voluntaria en nuestra escuela SU TIEMPO ES UN REGALO MUY IMPORTANTE PARA NOSOTROS. Hay varias maneras en que los padres pueden ser voluntarios:

___ingresando a nuestro "Club de Bienvenida" para ayudar 1 ó 2 horas por semana recibiendo nuevas familias en la oficina principal.

___ayudando a estudiantes en la escuela

___ayudando a emplead. ; fuera de la clase (ej. la enfermera para esto es necesario que hable ingles y e... ñol

___supervisando a niños durante desayuno y almuerzo

___ayudando en la biblioteca.

___supervisando en la yarda

___supervisando en actividades despues de la escuela

___ayudando a cuidar a los niños durante juntas de padres

___no puedo ser voluntaria regularmente, pero puedo ayudar en eventos especiales

HAGAN EL FAVOR DE INDICAR ARRIBA LAS MANERAS EN QUE PODRIAN AYUDAR Y REGRESEN ESTA CARTA A : NORMA CONTRERAS Coordinadora de padres voluntarios en el salon 303.

_____ a _____
      dia /dias   hora/horas

Por favor llameme a _____

Me llamo:_____

Soy bilingue_____ si _____ no _____

Mis niños que asisten a la escuela son: _____

_____

Carril _____ Maestro/a (s) _____

mis intereses ó talentos especiales son: (ej. cosiendo, horneando, tocar instrumento musical , etc.) _____

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GENERAL INFORMATION
(about referrals for health and social services)

INFO LINE -- (213) 686-0950 or 800-339-6993
a free 24 hour daily service in English, Spanish,
TDD, and some other languages)

CHILD CARE

Child and Family Services -- (213) 413-0777

Crystal Stairs, Inc., Child Care Resource & Referral
(213) 299-8998

Foundation for Early Childhood Education
(213) 261-8121

Hathaway Family Resources -- (213) 257-9600

St. Luke's Methodist Church -- (213) 256-3139
5443 Ash St., L.A. 90042
Grades 1-3, 3-6 pm

EMERGENCY

Police, Fire, Ambulance -- 911

EMPLOYMENT SERVICES

Avalon-Carver Community Center -- (213) 232-8113

Calif. Dept. of Industrial relations -- (213) 620-2310

Employment Development Dept. -- (213) 418-9400

L.A. School's Adult/Occupational Education/
Employment Training -- (213) 625-6642

L.A. Urban League -- (213) 753-1301

L.A. County Dept. of Public Social Services
(213) 586-6601

COUNTY HEALTH SERVICES

Child Health Program -- (310) 513-2324

Health Center -- (213) 974-8203

COUNSELING (Emergency Hotlines)

Alcohol referrals -- 800-662-4357

Drugs -- 800-237-6237
Spanish Speaking -- 800-COCAINE

Battered Women (counseling and shelter)
(310) 379-3620 / (213) 681-2626 / (310) 945-3939
Spanish Speaking -- (213) 268-7564 / 800-548-272

Child Abuse -- 800-4-A-CHILD
Spanish Speaking -- 800-540-4000

Suicide Prevention -- (213) 381-5111
(English and Spanish)

Rape -- (310) 392-8381 or (310) 657-1610
Spanish Speaking -- (310) 419-4000

Gangs/Gangas -- (213) 485-GANG

IMMIGRATION SERVICES

International Institute of L.A. -- (213) 264-6210

Immigrants Assistance Center -- (213) 264-0198

One-Stop Immig. & Education Center
(213) 268-8472

El Recate (Central American) -- (213) 387-3284

Carecen (Central American Refugees)
800-231-7718

LEGAL ASSISTANCE

Center for Human Rights and Constitutional Law
(213) 388-8693

Legal Aid Foundation of Los Angeles
(213) 971-1102

LOS RECURSOS DE LA COMUNIDAD*

INFORMACIÓN GENERAL
(acerca de referencias para servicios de salud y sociales)

LINEA DE INFORMACION
(213) 686-0950 o 800-339-6993
(un servicio gratis 24 horas al día en inglés, español, TDD y otras idiomas)

CUIDADO DE NIÑOS

Servicios para Niños y Familia -- (213) 413-0777

Crystal Stairs, Inc. -- (213) 299-8998
Referencias y recursos para cuidado de niños

Fundación para Educación Temprana de Niños
(213) 261-8121

Recursos Familia de Hathaway -- (213) 257-9600

Iglesia Metodista de San Lucas -- (213) 256-3139
5443 Ash St., L.A. 90042
Grado 1-3, 3-6 pm

EMERGENCIA

Policía, Bomberos, Ambulancia -- 911

SERVICIOS DE EMPLEO

Centro de Comunidad Avalon-Carver
(213) 232-8113

Departamento de Relaciones Industriales de
California -- (213) 620-2310

Educación para empleo de adultos de la escuela de
Los Angeles -- (213) 625-6642

Departamento del Desarrollo de Empleo
(213) 418-9400

Liga Urbana de Los Angeles
(213) 753-1301

Servicios Públicos Sociales del Departamento
del Condado de Los Angeles -- (213) 586-6601

SERVICIOS DE SALUD DEL CONDADO

Programa de Salud para Niños
13-2324

Centro de Salud

CONSULTAS (Números de Emergencia)

Referencias para Problemas de Alcoholismo
800-662-4357

Drogas -- 800-237-6237
hablan español -- 800-COCAINE

Mujeres Fisicamente Abusadas (consultas y ref.
(310) 379-3620 o (213) 681-2626 o (213) 945-3
hablan español -- (213) 268-7564 o 800-548-27

Abuso a niños -- 800-4-A-CHILD
hablan español -- 800-540-4000

Prevención de Suicidios -- (213) 381-5111
(Inglés y Español)

Violación Sexual -- (310) 657-1610 o (310) 657-
hablan español -- (310) 419-4000

Pandíllas -- (213) 485-GANG

SERVICIOS DE IMIGRACION

Instituto Internacional de Los Angeles
(213) 264-6210

Centro de Asistencia para Imigrantes
(213) 264-0198

Centro de Imigración y Educación -- (213) 268-8

El Recate (Centro Americano) -- (213) 387-3284

Carecen (Refugiados Centroamericanos)
800-231-7718

ASISTENCIA LEGAL

Centro de Derechos Humanos y Ley
Constitucional -- (213) 388-8693

Fundación de Ayuda Legal de Los Angeles
(213) 971-1102

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* Los recursos comunitarios puestos arriba han sid
dados para asistirlo en buscar servicios. El Distrit
Escolar Unificado de Los Angeles no se hace
responsable por los servicios dados por las agencia
ni por los costos que puedan ser cobrados. Todos
los números son de area 213.

HELPING CHILDREN CHANGE SCHOOLS/CLASSROOMS
AYUDANDO A LOS NINOS CAMBIAR DE ESCUELAS/SALONES

1. Prepare
   Going to a new school can be scary--tell them it's OK to feel
   nervous.
   Making friends is hard--let them take their time.
   Have children go to bed early so they are rested.
   Have children get up early so they are not rushed.
   Show your child the way to school and walk it together.

   Para Preparar
   Entrando a una escuela nueva es difícil--dígales que es
   normal sentirse nervioso.
   Estableciendo amistades también es difícil--dígales que
   tomen tiempo suficiente.
   Para descansar bien, los niños deben de acostarse temprano.
   Para no estar demasiado apurados, los niños deben de
   levantarse temprano.
   Enseñarles el camino a la escuela y caminar juntos.

2. Always talk and listen to your child.
   Share your experiences/feelings in new places.
   Tell them you will help them to adjust.

   Favor de hablar con y escuchar a sus hijos.
   Hay que compartir con sus hijos sus propias reacciones cuando
   estan en situaciones nuevas.
   Hay que decirles que Ud. puede ayudarles a acostumbrarse al
   ambiente nuevo.

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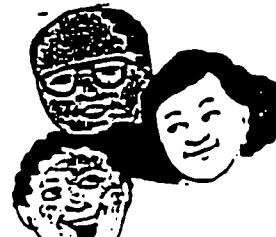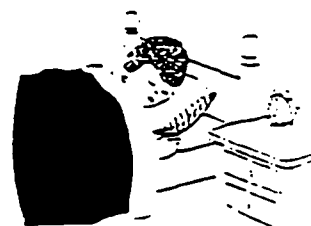
3. Help your children meet other children.

   Hay que ayudar a su hijo conocer a otros ninos.

4.. Help children find something about school they love--ask about after
    school activities/homework clubs , etc.

    Ayudar a sus hijos a encontrar algo especial,
    muy querido para ellos, en la escuela--preguntar
    si hay actividades despues de la escuela/ clubes
    para hacer la tarea,etc.
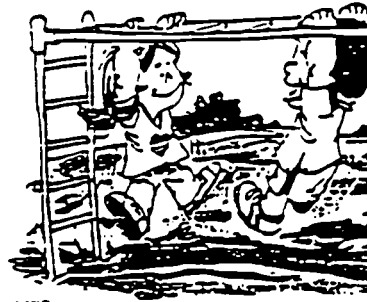
5. Find help if your child needs it. Talk to your child's teacher. We
   are all here to help your child succeed.

   Buscar ayuda cuando su hijo lo necesite. Hablar con el
   maestro/a. Tener exito en sus careraras academicas;
   estamos todos aqui para ayudar a los ninos a sobrevivir.

108

I-68
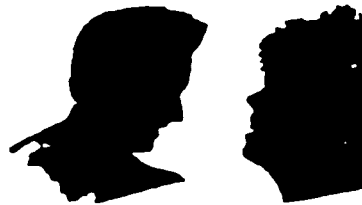
HELPING YOUR CHILD LEARN AT SCHOOL AND AT HOME

We all want to help your child learn!

And, we want to do this in a way that lets youngsters feel good about themselves, feel good about learning, and feel good about school.

Before children start school, parents play a very special role in helping them learn. It is important that you continue to play such a special role for your child.

Playing such a role is more a matter of attitude than it is one of having special materials or special ways of doing things.

Helping can make both you and your child feel good. But remember, if you are upset or angry, you probably won't be able to help your child learn much, and you may even cause some problems. So only try to help when you feel it is a good time to do so.

If you don't have to push, don't. And, if you decide that you must push, do it gently and with a lot of caring.

If you need help in learning how to help your child learn, ask the teacher or principal.

Here are some things you can do:

*Encourage curiosity. Children tend to be curious about a lot of things. Part of what you can do is simply to encourage your child to ask about anything. Then, you can help the child find and understand information.

*Activities. Children learn a lot by doing things, such as going to the zoo and taking part in special programs (before and after school clubs, scouts, sports). Besides taking your child places, you may find the youngster needs your help in getting started with and getting the most out of an activity. Children also learn when others at home read to them and when they read by themselves.

*Television. Some TV shows are good learning experiences. Too much TV watching, however, keeps children from doing many other good learning activities. Help your child find a good balance between TV watching and doing other things.

*Homework. Homework is supposed to help with learning. It is supposed to let students feel they are learning and can do well at school if they do a bit of work at home. If homework makes your child feel bad, that is a bad thing, and you will want to work with the teacher so that the problem is fixed.

*Volunteer at school. If you have time, volunteer to help at school. The more help that is available, the better we can do in helping all students learn.

AYUDANDO A SU NIÑO A APRENDER EN LA ESCUELA Y EN LA CASA

Queremos ayudarle a su niño a aprender

Y queremos hacerlo de una manera que les deje a los niños sentirse bien en si mismos, sentirse bien de aprender, y sentirse bien en la escuela.

Antes que los niños empiezan la escuela, los padres juegan un papel especial en ayudarles a aprender. Es importante que usted siga jugando ese papel especial por su hijo o hija.

Jugar ses papel es más una cuestión de actitud que de tener materiales especiales o maneras especiales de hacer las cosas.

Ayudar puede hacerle sentir bien a usted y a su niño. Pero recurede, si usted esta alterado o enojado, usted quizá no va a poder ayudarle a su niño a aprender mucho, y puede causar algunos problemas. Por eso solo trate de ayudar cuando crea que es un buen momento.

Si no debe de insistir, no lo haga. Y si decide que debe insistir, hagalo dócilmente y con mucho cariño

Si necesita ayuda en saber como ayudar a su niño a aprender, preguntele al maestro o al director.

Aquí estan algunas cosas que usted puede hacer:

*Anime curiosidad. Los niños tienden a ser curiosos acerca de muchas cosas. Parte de lo que usted puede hacer es animar a su hijo que haga preguntas acerca de cualquier cosa.

*Actividades. Los niños aprenden mucho al hacer actividades, como yendo al zoológico y tomando parte en programas especiales (clubes que se reunen antes y después de la escuela, exploradores(scouts), deportes). Además de llevar a su niño a lugares, usted va a hallar que el niño necesita ayuda en ser encaminado y en hacer lo más de una actividad. Los niños también aprenden cuando en la casa alguien les lee algo y cuando ellos mismos leen solos.

*Televisión. Algunos programas de televisión pueden ser buenas experiencias para aprender. Sin embargo, ver la televisión mucho hace que los niños dejen de hacer otras actividades que son buenas para aprender.

*Tareas. Las tareas deben ayudar a aprender. Deben de hacer sentir a los estudiantes que estan aprendiendo y que pueden hacer bien en la escuela si hacen un poco de trabajo en la casa. Si las tareas hacen al niño sentirse mal, es algo malo, y va a querer trabajar con el maestro para que el problema sea solucionado.

*Sea voluntario en la escuela. Si tiene tiempo, ofrescace como voluntario para ayudar en la escuela. Entre más ayuda haya disponible, mejor ayuda le podemos ofrecer a todos los niños.

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(Make a folder to personally welcome a new student)

A PERSONAL WELCOME FOR A NEW STUDENT
The New Student's Welcoming Folder

A folder with both the school and the student's name on it provides the new student with a tangible indication of being welcome and becoming part of the school's community. The folder might include:

    *A brief, but inviting information sheet indicating the student's teacher, room, and peer host in the student's primary language (see the following examples first in English, then translated into Spanish)

    *Some sheets of school "stationary"

    *A pencil with the school name

OR anything else that the school or a specific teacher thinks might help the student feel welcome.

*(The coloring activity on the following page is a useful thing to include in such a folder)

Your teacher
is _____

Room # _____

Welcome to

we're glad
you're here!

Your special friend
is _____

special picture for you to color

I-72

Tu maestro/a
se llama
_____

Salón: _____

Bienvenido/a

¡Tenemos gusto
en conocerte!

Tu mejor amigo
se llama
_____

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dibujo especial   para colorear

(Make a folder for the peer buddy)

Welcoming:
A SPECIAL FRIEND FOR A NEW STUDENT
The Peer Welcomer's Folder

A folder with both the school and the peer host student's name on it provides the "special friend" with a tangible indication (a) of being part of the school community's efforts to be welcoming to the new students and (b) of the school's appreciation. The folder might include:

*A guide sheet on which the peer host (or a school staff person) can write down the new student's name and on which there are suggested things the peer host might talk about in getting acquainted with the new student (see the following examples in English and Spanish)

*A guide sheet regarding what things to do with the new student (e.g., school tour, introduce to friends, show extra-curricular activities)

* A Certificate of Appreciation--filled in by the peer host's teacher

and anything else that might help the peer host.

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Teachers:

Here are folders containing welcome materials for students new to the school and to your class. Your student council rep(s) or other selected "greeters" will present a folder to new students who enter your class.

Please place folder where these "greeters" have ready access.

"Greeters" will also:

1. Introduce the new student to classmates

2. Spend recess and lunch with the new student (or find someone who can) for the 1st week they are at the school.

We will be meeting with "greeters" to see how things are going and will appreciate your feedback as well.

Thank you,

EARLY ASSISTANCE FOR STUDENTS AND FAMILIES
PROJECT

117
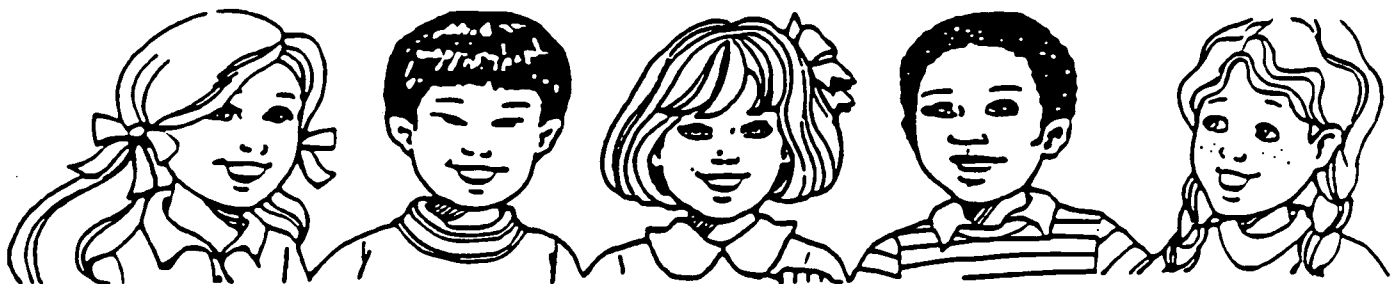
RESPONSIBILITIES OF STUDENTS ON "_____WELCOMING COMMITTEE"

1.   Introduce yourself and explain you are a special greeter to new students.

2.   Give student a blue folder, **after** completing pages inside

3.   Introduce new student to other students in your class.

4.   Spend recess and lunch with the new student for their first week at school, or find someone in your class who can.

5.   Enjoy your new job! We appreciate you and so will the new students!

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Thank you for being a special friend to a new student!!!

1. To get started,

   Ask the new student's name and write it below

   _____

   Ask what school the student came from and write it below

   _____

2. To get to know each other,

   Ask what the new student likes best about school and say what you like best.

3. Show the new student around your class and the rest of the school.

4. For the first week, please go to recess and lunch with your new friend.

5. Introduce your new friend to other students

119
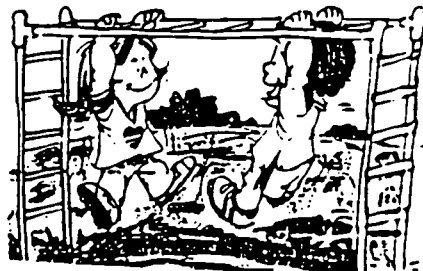
Gracias por ser un mejor amigo a un nuevo estudiante!!!

1. Para comenzar,

   Pregunte al nuevo estudiante su nombre y escribalo abajo.

   _____

   Pregunte de que escuela viene y escribalo abajo.

   _____

2. Para conocerse mejor,

   Pregunte al nuevo estudiante que es lo que le gusta sobre la escuela y dile que lo que te gusta a ti.

3. Muestre al nuevo estudiante su clase y el otros partes de la escuela.

4. Para la primera semana, porfavor vaya al lugar de recreo y coma al almuerzo cc su nuevo amigo.

5. Presente su nuevo amigo a otros estudiantes.

120
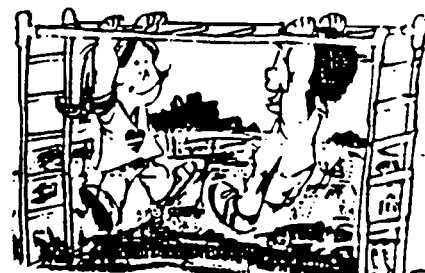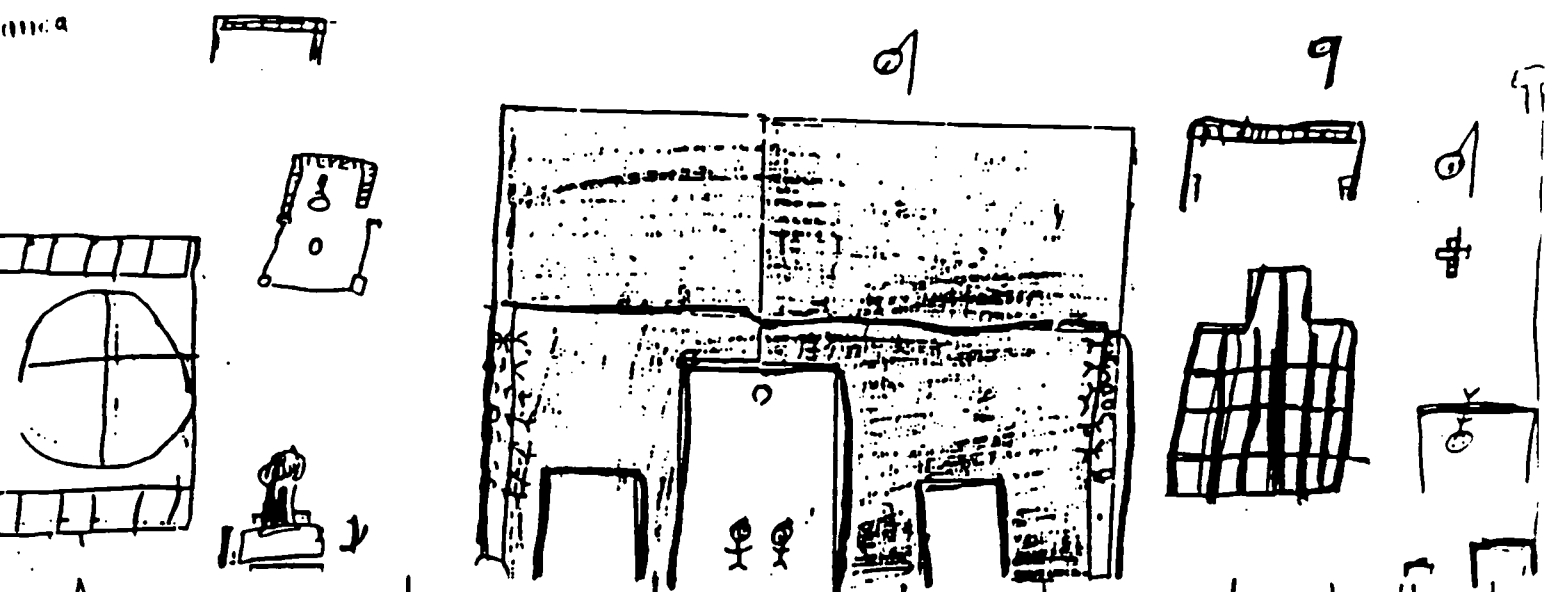
A new girl came to my class. I said hello to her. I become friends by taking her to the restrooms and showing her other things. I played with her all recess and ate with her too.

SCRIPT FOR PEER BUDDIES:

INTRODUCTION: Introduce yourself and explain that you are a special greeter to new students. Let them know that you'll be there for them if they have any questions about where to find things or what there is to do at Elizabeth Street.

"Hi I'm..."

SCHOOL TOUR: Give the student a tour of the school, making sure to int out important places (e.g., principal's office, bathrooms, cafeteria, classroom, and anywhere else you think they'll need to know).

WELCOMING
FOLDER: Give the new student a blue welcoming folder, after completing the page inside.

INTRODUCTION
TO CLASS: Introduce the new student to other students in your class and the teacher. Let the student know that if they want to talk to the teacher about the class and school she/he would like to meet with them at the end of the day.

"Everyone, this is..."

RECESS, LUNCH
& AFTERSCHOOL
ACTIVITIES: Think about how lonely it can feel at a place where you don't know anyone. Help the new student feel less lonely by spending recess and lunch with them for their first week of school. If you can't do this please find someone in your class who can. Remember to introduce them to your friends and invite them to join any afterschool activities that you know about and/or are involved in.

RECORD YOUR
GREETING: Write the name of the new student you welcomed to Elizabeth Street on the record sheet. Please write any problems that happened and/or any questions the student had that you could not answerer.

ENJOY YOUR NEW JOB! WE APPRECIATE YOU AND SO WILL THE NEW STUDENTS WHO YOU WELCOMED TO ESLC!

AFTER YOU LEAVE THIS TRAINING MEETING, PLEASE SHARE THESE MATERIALS WITH YOUR TEACHER.

I-80

ESCRITO PARA EL AMIGO ESPECIAL:

PRESENTACION: Presentese usted mismo y explique que usted es un amigo especial para los nuevos estudiantes. Dejeles saber que usted esta aqui para ellos y por si tienen alguna pregunta acerca de donde encontrar cosas o que hay hacer en Elizabeth Street.

"Hola, yo soy..."

RECORRIDO DE LA ESCUELA: Dele al estudiante un recorrido de la escuela, a segurandose de ensenarle los lugares de interes (oficina del director, banos, cafeteria, salon de clase y cualquier otros lugares que usted piense ellos deben conocer).

FOLDER DE BIENVENIDA: Dele al nuevo estudiante un folder azul de Bienvenida, despues de completar la pagina de adentro.

PRESENTACION A LA CLASE: Presente el nuevo estudiante a los otros estudiantes en su clase y a el (la) maestro(a). Dele a saber al alumno que si quiere hablar con el (la) maestro(a) acerca de las clases que se una a ellos al final del dia.

"Para todos este es..."

ACTIVIDADES DE RECREO, ALMUERZO, Y PARA DESPUES DE ESCUELA: Piense acerca de cuan solo se siente uno en un lugar donde ne se conce a nadie. Ayude al alumno a que se sienta meno solo compartiendo con el, el recreo y su almuerzo durante su primer semana en la escuela. Si no lo puede hacer, busque quien lo haga por usted. Recuerde de presentarlo con sus amigos(as) e invitarlo a participar de las actividades despues de escuela.

ESCRIBA UN REPORTE DE SU PRESENTACION: Escriba el nombre del estudiante a quien le dio la bienvenida a Elizabeth Street en la pagina de reporte. Por favor, escribe algun problema o alguna pregunta que no pudo contestar.

GOCE SU NUEVO TRABAJO! NOSOTROS LE APRECIAMOS Y DE IGUAL MANERA LO HARAN LOS NUEVOS ESTUDIANTES A QUIEN USTED LE DE LA BIENVENIDA AL ESLC!

DESPUES QUE USTED DEJE ESTA REUNION DE ENTRENAMIENTO. POR FAVOR, COMPARTA ESTE MATERIAL CON SU MAESTRO(A).

I-81

RECORD SHEET:

YOUR NAME: _____

NAME OF NEW STUDENT: _____

CLASS: _____

DATE: _____

PLEASE LIST ANY PROBLEMS OR CONCERNS YOU HAVE AS A PEER BUDDY/GREETER OR ANY PROBLEMS OR CONCERNS THE NEW STUDENT HAS:

WERE THERE ANY QUESTIONS THE NEW STUDENT ASKED YOU THAT YOU COULDN'T ANSWER? (circle one)   YES   NO

IF YOU CIRCLED YES, PLEASE INDICATE THE QUESTION(S) BELOW:

PLEASE ASK YOUR TEACHER OR OTHER SCHOOL STAFF FOR HELP IN ANSWERING THE STUDENT'S QUESTION AND LET THEM KNOW YOU'LL GET BACK TO THEM.

PAGINA DE REPORTE:

SU NOMBRE: _____

NOMBRE DEL NUEVO
ESTUDIANTE: _____

CLASE: _____

FECHA: _____

POR FAVOR, HAGA UNA LISTA DE CUALQUIER PROBLEMA O PRECAUCIONES
USTED TENGA COMO EL AMIGO ESPECIAL O QUE TENGA EL NUEVO
ESTUDIANTE:

HUBO ALGUNA PREGUNTA DEL NUEVO ESTUDIANTE QUE NO PUDO
CONTESTAR?   SI   NO

SI SU RESPUESTA ES SI, POR FAVOR EXPLIQUE A CONTINUACION:

POR FAVOR, PREGUNTA A SU MAESTRO(A) O ALGUN PERSONAL DE LA
ESCUELA POR AYUDA. PARA CONTESTARLE ALGUNA PREGUNTA DEL
ESTUDIANTE Y DEJELES SABER QUE LE DARA SU RESPUESTA.

I-83

Certificate of Appreciation

_____

is a special friend who

welcomes new students to

Martin Luther King Elementary School
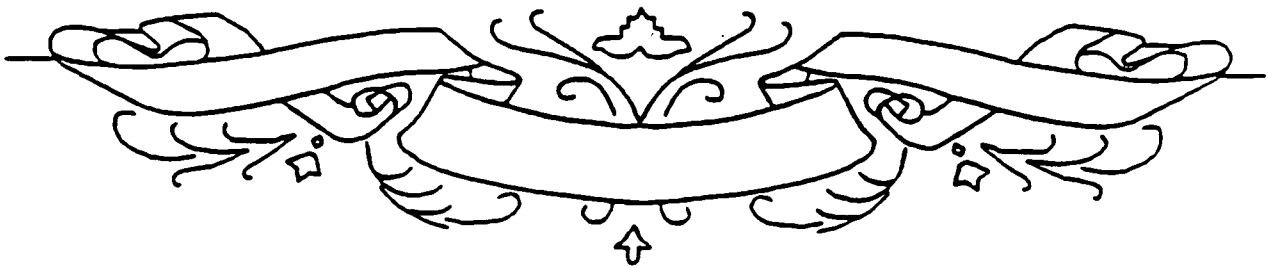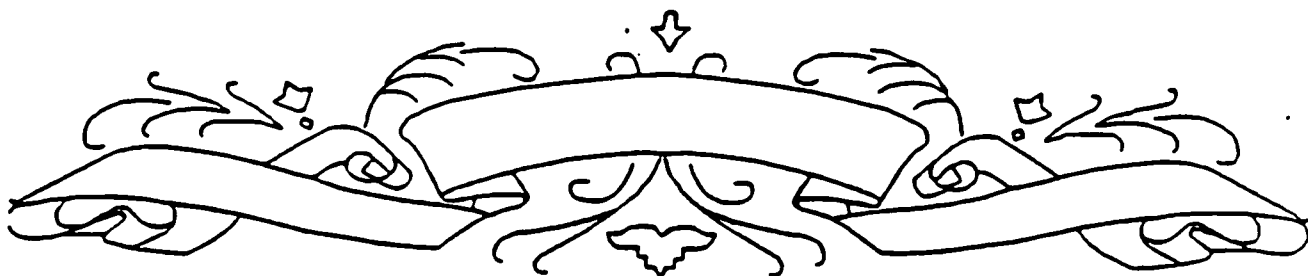
Certificado de Apreciación

_____

es un mejor amigo quien

da la bienvenida a nuevos estudiantes a

24th Street Elementary School

Peer Buddy Certificate

ABC
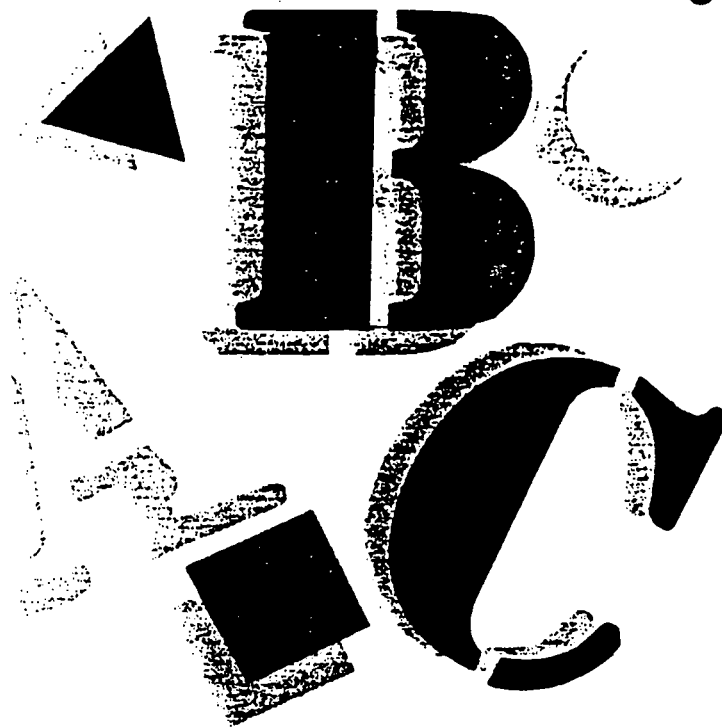
In appreciation for your willingness to befriend a new student to our school!

Emilio Vasquez   M. Schneider
_____
Emilio Vasquez & M. Schneider

Aids for Social Support

- Sample Interview Form

    > Student
    > Family
    > Teacher

- Extended Welcoming Intervention

    > Summary Form for the Intervention
    > Samples of Extended Follow-up Interview Forms

SAMPLE INTERVIEW FORMS

Assessment at the end of the transition Period

Three weeks after the student enrolls, designated staff interview:

- the Student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed (see examples in English and Spanish)

- 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 (see examples in English and Spanish)

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

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School Adjustment Follow-up – STUDENT INTERVIEW

(Interview the 30 who entered before the welcoming intervention was in place and the first 20 welcomed.)

Name of Student: _____ BD: _____ Today's Date: _____

Teacher's Name: _____ Grade: _____ School: _____

Track: _____ Entry Date: _____ E-Code: _____ Last School: _____ How Long?: _____

Name of Greeter (if applicable): _____ Interviewer: _____

1. Were you ever at this school before?   Yes   No

2. When you first came (or came back) to this school, did you:

   Receive a special welcoming folder?   Yes   No   Have a special tour of the school?   Yes   No

   Get introduced to a special friend
   who showed you around?   Yes   No   Have a special talk with the teacher
                                                           about your new school?   Yes   No

Remember all the way back to when you first came to this school.
How did you feel about the way other kids and the adults treated you?

How unhappy or happy were you:

	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way other kids treated you when you first came to this school?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way the grown-ups at this school treated you?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy

How unhappy or happy you are now:

	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way other kids are treating you at this school?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way the grown-ups this school are treating you?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy

What do you like best about coming to this school?

What don't you like about coming to this school? (If indicates a dislike, ask how we can help them with this)

Is there anything you feel you need some extra help with? Yes No (if yes, what?)

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Thank you for telling me what you think. (If the student is unhappy with the school, be sure to try to tell him/her that we will try to make it better.)

Indicate below how confident you are that the student understood and validly answered the questions. (Circle your rating)

very confident	somewhat confident	somewhat unconfident	very unconfident
response is valid	response is valid	response is valid	response is valid

Coninuación de Adaptamiento Escolar – ENTREVISTA PARA ESTUDIANTES

(Entrevistar a treinta estudiantes que entraron antes de que el proceso de intervención de bienvenida tomara efecto y los primeros 20 que fueron bienvenidos.)

Nombre del estudiante: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del maestro: _____ Grado: _____ Escuela: _____

Serie: _____ Fecha de ingreso: _____ Código E: _____ Ultima Escuela: _____ Cuanto tiempo?: _____

Nombre del que dio la bienvenida (si es aplicable): _____ Entrevistador: _____

1. Has estado en esta escuela antes?   Si   No

2. Cuando por primera vez viniste (o regresaste) a esta escuela:

Recibiste un boletín especial de bienvenida?   Si   No   Tuviste un recorrido especial de la escuela?   Si   No

Te presentaron un amigo/a especial que te   Si   No   Tuviste una platica especial con tu maestra   Si   No
llevo a conocer la escuela?   sobre tu nueva escuela?

Recuerda cuando por primera vez viniste a la escuela. Como
te sentiste acerca de como te trataron otros ninos y adultos?

Qué tan contento o descontento te sentiste:

	Muy Des-contento	Des-contento	Algo Contento	Muy Contento

3. con la manera en que <u>otros niños</u> te trataron cuando
tu por primera vez viniste a esta escuela?   Muy Des-contento   Des-contento   Algo Contento   Muy Contento

4. con la manera en que los <u>adultos</u> en esta escuela
te trataron?   Muy Des-contento   Des-contento   Algo Contento   Muy Contento

Qué tan contento o descontento te sientes <u>ahora</u>:

5. con la manera en que <u>otros niños</u> te estan
tratando en esta escuela?   Muy Des-contento   Des-contento   Algo Contento   Muy Contento

6. con la manera en que los <u>adultos</u> en esta escuela
te etan tratando?   Muy Des-contento   Des-contento   Algo Contento   Muy Contento

7. Qué es lo que más te gusta de venir a esta escuela?

8. Qué es lo que no te gusta de venir a esta escuela? (Si indica algo que no le guste, pregunta como le podemos ayudar con esto)

9. Hay algo en que to creas que necesites más ayuda?   Si   No   (si contesta si, qué?)

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Gracias por decirme lo que piensas. (Si el niño/a no esta contento, asegúrese de decirle que vamos a tratar de mejorarla.)

Indique abajo que tan seguro esta que el estudiante compredió y contestó con validez las preguntas. (Circule su evaluación)

uy seguro   algo seguro   algo inseguro   muy inseguro
respuestas son válidas   respuestas son válidas   respuestas son válidas   respuestas son válidas

School Adjustment Follow-up -- PARENT INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____
Interviewed: Mo.__ Fa.__ other caretaker (specify) _____ Teacher/School:_____/_____

"After a new student has been at our school for a while, we check to see what the student and the family think about our school and about how things are going. (etc.)"

1. When you first came to the school, did you feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

2. Currently, when you think about going to the school, do you feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

   What more do you think the school might have done to make you feel welcome?

3. When your child first came to the school, did s/he feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

4. Currently, when s/he goes to school, does your child seeem to feel:

   Very Unwelcome   A Bit Unwelcome   Somewhat Welcome   Very Welcome

   What more do you think the school might have done to make your child feel welcome?

5. What special efforts has the school made to help you feel welcome? (If not mentioned, ask about specific components of the welcoming program-see probe sheet.)

6. What special efforts has the school made to help your child feel welcome? (If not mentioned, ask about specific components of the welcoming program-see probe sheet.)

7. What activities have you attended at the school?

   If none, why not? (extend another invitation)

8. What extra (not assigned) activities does your child participate in at school?

   If none, why not? (clarify opportunities)

9. How well has your child adjusted to school?

Check (circle) whether you think the adjustment of your child has been Good, Average or Poor. In general, school adjustment is viewe as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment
Exceptionally good
adjustment to school

Average school adjustment
Functioning on par with
most of her/his classmates

Poor school adjustment
Functioning below most of
her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems
( ) Aggressive
( ) Shy
( ) Overactive
( ) _____

Achievement Problems
( ) Poor skills
( ) Low motivation
( ) _____

Overall Academic Performance
( ) Above grade level
( ) At grade level
( ) Slightly below grade level
( ) Well below grade level

Absent From School
( ) Less than once a month
( ) Once a month
( ) 2-3 times a month
( ) 4 or more times a month

10. Is there anything you would like the school to do at this time to help your child? (specify)

11. Is there anything you would like the school to do at this time to help you feel more a part of the school? (specify)

Thank you for your time and ideas. We're glad you've come to our school, and we want to make it a good place for you and your child. (If things aren't going well, indicate you'll have someone call back to talk about what can be done to address the problems.)

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Continuación de Adaptamiento Escolar – ENTREVISTA PARA PADRES

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Entrevistador: _____ Fecha: _____

Entrevistado: Ma.__ Pa.__ o guardián (especifique) _____ Maestro/Escuela:_____/_____

"Esta es otra revision para ver que piensa acerca de nuestra escuela y acerca de como las cosas van, etc."

1. Cuando por primera vez vino a la escuela, se sintió

   mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

2. Actualmente, cuando usted piensa ir a la escuela se siente

   mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

   Qué más cree usted que la escuela podría hacer para hacerla sentirse bienvenida?

3. Cuando su niño/a vino por primera a la escuela, ella/el se sintió:

   mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

4. Actualmente, cuando ella/el va a la escuela, su niño parace sentirse:

   mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

   Qué más cree usted que la escuela podría hacer para hacer su niño/a sentirse bienvenido?

5. Qué esfuerzos especiales ha hecho la escuela para ayudarla a sentirse bienvenida?   (Si no menciona, pregúntele acerca de los componentes especificos del programa de bienvenida.)

6. Qué esfuerzos especiales ha hecho la escuela para ayudar a su niño/a a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes especificos del programa de bienvenida.)

7. A qué actividades escolares ha asistido usted?

   Si ninguna, porqué no?
   (extienda otra invitación)

8. En qué actividades adicionales (no asignadas) su niño/a particpa en la escuela? 35

i no. porqué no?
:larifique oportunidades)

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9. Qué tan bien se ha adaptado su niño/a a la escuela?

Señale (circule) si usted piensa que al adaptamiento de su niño/a ha sido Bueno, Normal, o Pobre. En general, el adaptamiento escolar es visto en la habilidad del estudiante al hacer lo que se espera de ella/el (ej., escucha y sigue las direcciones, como trabaja y juega con otros niños, trabaja independientemente cuando es necesario).

<u>Buen adaptamiento escolar</u>
adaptamiento escolar
excepcionalmente bueno

<u>Normal adaptamiento escolar</u>
funciona al mismo nivel de
sus companeros

<u>Pobre adaptamiento escolar</u>
funciona a un nivel más bajo
de sus companeros

Si señalo <u>Pobre adaptamiento escolar</u>, favor de indicar cual de lo siguiente describe mejor el problema.

Problemas Sociales
( ) Agresivo
( ) Tímido
( ) Superactivo
( ) _____

Problemas de logro
( ) Habilidades pobres
( ) Motivación baja
( ) _____

Ejecución académica general
( ) Nivel de grado superior
( ) Al nivel de grado
( ) Un poco abajo de nivel
( ) Muy abajo de nivel de grado

Ausencias
( ) Menos de un mes
( ) Una vez al mes
( ) 2-3 veces al mes
( ) 4 o más veces

10. Hay algo que usted quisiera que la escuela hiciera para ayudar a su niño/a? (especifique)

11. Hay algo que usted quisiera que la escuela hiciera para ayudarle a sentirse más como parte de la escuela? (especifique)

Gracias por su tiempo e ideas. Estamos contentos que usted haya venido a nuestra escuela, y queremos hacerla unbuen lugar para usted y su niño. (Si las cosas no va bien, indique que otra persona lo va a llamar acerca de lo que se pueda hacer para resolver los problemas.)

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School Adjustment Follow-up –TEACHER INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Teacher's Name: _____ School: _____ Please return by _____

"We're interested in things teachers are doing in welcoming new students and their families, and in how well new students are adjusting."

1. How well has the child adjusted to school?

Circle whether you think the adjustment of the child has been Good, Average, or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment
Exceptionally good
adjustment to school

Average school adjustment
Functioning on par with
most of your other students

Poor school adjustment
Functioning below most of
your other students

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems
( ) Aggressive
( ) Shy
( ) Overactive
( ) _____

Achievement Problems
( ) Poor skills
( ) Low motivation
( ) _____

Overall Academic Performance
( ) Above grade level
( ) At grade level
( ) Slightly below grade level
( ) Well below grade level

Absent From School
( ) Less than once a month
( ) Once a month
( ) 2-3 times a month
( ) 4 or more times a month

2. Is there anything more you think the school should do at this time to help the child? (specify)

3. Is there anything more you think the school should do at this time to help involve the parents? (specify)

4. If any of the following welcoming activities were used with this student and family, please check them off; write in any that are not listed. Indicate whether the focus of the activity was either (1) classroom based, or (2) School-wide activity or (3) both.

	(1) Classroom based activity for		(2) School-wide activity for		(3) Both classroom and school-wide	
	student	parent	student	parent	student	parent
Welcome materials given	___	___	___	___	___	___
Student "greeter" welcomed the	___	___	___	___	___	___
Parent "greeter" welcomed the	___	___	___	___	___	___
Welcoming conference-time with teacher for	___	___	___	___	___	___
Special tour of school for	___	___	___	___	___	___
Special intro to other school staff for	___	___	___	___	___	___
Peer buddy during transition period for	___	___	___	___	___	___
Follow-up interview discussing student and family adjustment to the new school – held with	___	___	___	___	___	___

Other (please specify)

_____ — — 137— —   ___ ___

_____ ___ ___   ___ ___

ik you for taking the time. If things aren't going well, would you like to talk to the project social worker about what else might be tried to address the problems?

EXTENDED WELCOMING INTERVENTION

Obviously, the hope is that initial welcoming procedures will result in students and their families feeling WELCOME. However, there will be cases where the initial procedures will be insufficient. In such cases, welcoming efforts need to be extended.

An extended welcoming intervention is called for anytime a student, parent, or teacher indicates dissatisfaction with the outcome of the usual welcoming strategies.

After a problem has been identified and a decision made to intervene, designated staff or a qualified volunteer should analyze the problem and plan an extended welcoming intervention.

(See attached sample form for such an intervention.)

A week after the extended intervention is completed, a summary of the intervention should be completed (see the following example) and another (modified) follow-up interview should be carried out, respectively, with the

- Student (examples in English and Spanish)

- Parent (examples in English and Spanish)

- Teacher (see example)

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An extended welcoming intervention is called for anytime a student, parent, or teacher indicates dissatisfaction with the outcome of the usual welcoming strategies.

Extended Welcoming – SUMMARY OF INTERVENTION

Intervener: _____ Today's Date: _____

Extended Welcoming was for: Student ____ Family/Home _____

Student's Name: _____ D.O.B. _____ School _____

Teacher's Name: _____ Grade: _____ Track: _____

<u>Problem identification:</u> Problem was noted through follow-up interview with (check all that apply)
           a) teacher _____
           b) parent _____
           c) student _____
Other (specify):

<u>Problem analysis:</u> What factors caused the poor transition into the school?

<u>Intervention:</u> What extended welcoming steps were taken and who implemented them?
           Steps taken:

           Carried out by: teacher _____
                                    other school staff (specify) _____
                                    project staff (specify) _____

What, if any, additional help is still needed?

What actions (steps, timetable), if any, are planned to provide the additional help?

Who is responsible for implementing the plan?

Extended Follow-up — STUDENT INTERVIEW

Name of Student: _____ BD: _____ Today's Date: _____

Teacher's Name: _____ Grade: _____ School: _____

Track: _____ Entry Date: _____ E-Code: _____ Last School: _____ How Long?: _____

Name of Greeter (if applicable): _____ Interviewer: _____

"It's time again to check and see what you think about our school and about how things are going."

Remember all the way back to when you first came to this school.
How did you feel about the way other kids and the adults treated you?

How unhappy or happy were you:

	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way <u>other kids</u> treated you when you first came to this school?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way the <u>grown-ups</u> this school treated you?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy

How unhappy or happy you are <u>now</u>:

	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way <u>other kids</u> are treating you at this school?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy
with the way the <u>grown-ups</u> this school are treating you?	Very Unhappy	Unhappy	Somewhat Happy	Very Happy

What do you like best about coming to this school?

What don't you like about coming to this school? (If indicates a dislike, ask how we can help them with this)

Is there anything you feel you need some extra help with?   Yes   No   (if yes, what?)

Thank you for telling me what you think. We're glad you've come to our school, and we want to make it a good place for your. (If the student is unhappy the school, be sure to try to tell him/her that we will try to make it better.)

Rate below how confident you are that the student understood and validly answered the questions. (Circle your rating)

very confident response is valid	somewhat confident response is valid	somewhat unconfident response is valid	very unconfident response is valid

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Continuación *Extendida* – Entrevista para Estudiantes

Nombre del estudiante: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del maestro: _____ Grado: _____ Escuela: _____ Serie:____

Fecha de ingreso: _____ Código E: _____ Ultima Escuela: _____ Cuanto tiempo?: _____

Nombre del que dio la bienvenida (si aplicable): _____ Entrevistador: _____

"Otra vez es hora de averiguar y ver lo que tu peinsas de nuestra escuela y de como van las cosas."

Recuerda cuando por primera vez viniste a la escuela.
Cómo te sentiste acerca de como te trataron los otros niños y adultos?

Qué tan contento o descontento te sentiste:

1. con la manera en que <u>otros niños</u> te trataron
cuando tu por primera vez viniste a esta escuela?

| Muy Des-contento | Des-contento | Algo Contento | Muy Contento |

2. con la manera en que los <u>adultos</u> en esta
escuela te trataron?

| Muy Des-contento | Des-contento | Algo Contento | Muy Contento |

Qué tan conento o descontento te sientes <u>ahora</u>:

3. con la manera en que <u>otros niños</u> te
están tratando en esta escuela?

| Muy Des-contento | Des-contento | Algo Contento | Muy Contento |

4. con la manera en que los <u>adultos</u> en esta
escuela te están tratando?

| Muy Des-contento | Des-contento | Algo Contento | Muy Contento |

5. Qué es lo que mas te gusta de venir a esta escuela?

6. Qué es lo que no te gusa de venir a esta escuela? (Si indica algo que no le guste, pregunta como le podemos ayudar con esto)

. Hay algo en que to creas que necesites más ayuda?   Si   No   (si contesta si, qué?)

Gracias por decirme lo que piensas. (Si el niño/a no esta contento, asegúrese de decirle que vamos a tratar de mejorarla).

Indique abajo que tan seguro esta que el estudiante comprendió y contestó con validez las preguntas. (Circule su evaluación)

| muy seguro | algo seguro | algo inseguro | muy inseguro |
| respuestas son válidas | respuestas son válidas | respuestas son válidas | respuestas son válidas |

Extended Follow-up – PARENT INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Interviewed: Mo.__ Fa.__ other caretaker (specify) _____ Teacher/School:_____/_____

"This is another check-up to see what you think about our school and about how things are going. (etc.)"

1. When you first came to the school, did you feel

    very unwelcome   a bit unwelcome   somewhat welcome   very welcome

2. Currently, when you think about going to the school, do you feel

    very unwelcome   a bit unwelcome   somewhat welcome   very welcome

    What more do you think the school might do to make you feel welcome?

3. When your child first came to the school, did s/he feel

    very unwelcome   a bit unwelcome   somewhat welcome   very welcome

4. Currently, when s/he goes to school, does your child seem to feel

    very unwelcome   a bit unwelcome   somewhat welcome   very welcome

    What more do you think the school might do to make your child feel welcome?

5. What special efforts has the school made to help you feel welcome? (If not mentioned, ask about specific components of the welcoming program.)

6. What special efforts has the school made to help your child feel welcome? (If not mentioned, ask about specific components of the welcoming program.)

7. What activities have you attended at the school?

    If none, why not?
    (extend another invitation)

8. What extra (not assigned) activities does your child participate in at school?

    If none, why not?
    (clarify opportunities)

9. How well has your child adjusted to school?

Check (circle) whether you think the adjustment of your child has been Good, Average or Poor. In general, school adjustmen viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, wo independently when necessary).

Good school adjustment
Exceptionally good
adjustment to school

Average school adjustment
Functioning on par with
most of her/his classmates

Poor school adjustment
Functioning below most of
her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems	Achievement Problems	Overall Academic Performance	Absent From School
( ) Aggressive	( ) Poor skills	( ) Above grade level	( ) Less than once a month
( ) Shy	( ) Low motivation	( ) At grade level	( ) Once a month
( ) Overactive	( ) _____	( ) Slightly below grade level	( ) 2-3 times a month
( ) _____		( ) Well below grade level	( ) 4 or more times a month

10. Is there anything you would like the school to do at this time to help your child? (specify)

11. Is there anything you would like the school to do at this time to help you feel more a part of the school? (specify)

Thank you for your time and ideas. We're glad you've come to our school, and we want to make it a good place for you and your child. (If the parent or child is unhappy with the school, indicate you'll have someone call back to talk about what can be done to address the problems.)

Continuatión *Extendida* – Entrevista para Padres

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Entrevistador: _____ Fecha:_____

Entrevistado: Ma.__ Pa.__ o guardián (especifique) _____ Maestro/Escuela:_____/_____

"Esta es otra extrevista para ver que piensa acerca de nuestra escuela y acerca deo como van las cosas. etc."

1. Cuando por primera vez vino a la escuela, se sintió

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

2. Actualmente. cuando usted piensa ir a la escuela se siente

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

Qué más cree usted que la escuela podría hacer para hacerla sentirse bienvenida?

3. Cuando so niño/a vino por primera a la escuela, ella/el se sintió

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

4. Actualmente. cuadno ella/el va a la escuela, so niño/a parece sentirse bienvenido?

    mal acogido   un poco mal acogido   algo bienvenido   muy bienvenido

Qué más cree usted que la escuela podría hacer para hacer su niño/a sentirse bienvenido?

5. Qué esfuerzos especiales ha hecho la escuela para ayudarla a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes especificos del programa de bienvenida?

6. Qué esfuerzos especiales ha hecho la escuela para ayudar a su niño/a a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes específicos del programa de bienvenida.)

7. A qué actividades escolares ha asistido usted?

    Si ninguna, porqué no?
    (extienda otra invitacion)

8. En qué actividades adicionales (no asignadas su niño/a participa en la escuela?

    Si ninguna, porqué no?
    (Clarifique oportunidades)

9. Qué tan bien se ha adaptado su niño/a a la escuela?

Señale (circule) si usted piensa que el adaptamiento de su niño/a ha sido Bueno, Normal, o Pobre. En general, el adaptamiento escolar es en la habilidad del estudiante al hacer lo que se espera de ella/el (ej., escucha y sigue las direcciones, como trabaja y juega con otros niños, trabaja independientemente cuando es necessario).

Buen adaptamiento escolar
adaptamiento escolar
excepcionalmente bueno

Normal adaptamiento escolar
funciona al mismo nivel de
sus companeros

Pobre adaptamiento escolar
funciona a un nivel más bajo
de sus companeros

Si señalo Pobre adaptamiento escolar, favor de indicar cual de lo siguiente describe mejor el problema.

Problemas Sociales
( ) Agresivo
( ) Tímido
( ) Superactivo
( )_____

Problemas de logro
( ) Habilidades pobres
( ) Motivación baja
( )_____

Ejecución académica general
( ) Nivel de grado superior
( ) Al nivel de grado
( ) Un poco abajo de nivel
( ) Muy abajo de nivel de grado

Ausencias
( ) Menos de un mes
( ) Una vez al mes
( ) 2-3 veces al mes
( ) 4 o más veces

10. Hay algo que usted quisiera que la escuela hiciera para ayudar a su niño/a? (especifique)

11. Hay algo que usted quisiera que la escuela hiciera para ayudarle a sentirse más como parte de la escuela? (especifique)

Gracias por su tiempo e ideas. Estamos contentos que usted haya venido a nuestra escuela, y queremos hacerla unbuen lugar para usted y su niño. (Si las cosas no va bien, indique que otra persona lo va a llamar acerca de lo que se pueda hacer para resolver los problemas.)

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Extended Follow-up – TEACHER INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Teacher's Name: _____ School: _____ Please return by _____

"This follow-up is an extension of an earlier one and is designed to see how well a specific group of new students and their families have adjusted after a longer period of time."

1. Initially, how well did the child adjust to the school?

Circle whether you think the adjustment of the child was Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment	Average school adjustment	Poor school adjustment
Exceptionally good adjustment to school	Functioning on par with most of her/his classmates	Functioning below most of her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems	Achievement Problems	Overall Academic Performance	Absent From School
( ) Aggressive	( ) Poor skills	( ) Above grade level	( ) Less than once a month
( ) Shy	( ) Low motivation	( ) At grade level	( ) Once a month
( ) Overactive	( ) _____	( ) Slightly below grade level	( ) 2-3 times a month
( ) _____		( ) Well below grade level	( ) 4 or more times a month

2. Currently, how well has the child adjusted to the school?

Circle using above criteria.

Good school adjustment	Average school adjustment	Poor school adjustment

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems	Achievement Problems	Overall Academic Performance	Absent From School
( ) Aggressive	( ) Poor skills	( ) Above grade level	( ) Less than once a month
( ) Shy	( ) Low motivation	( ) At grade level	( ) Once a month
( ) Overactive	( ) _____	( ) Slightly below grade level	( ) 2-3 times a month
( ) _____		( ) Well below grade level	( ) 4 or more times a month

3. Is there anything more you think the school
    a. should have done to help the child? (specify)

    b. should do at this time to help the child (specify)

4. Is there anything more you think the school
    a. should have done to help involve the parents? (specify)

    b. should do at this time to help involve the parents? (specify)

Thank you for taking the time. If things aren't going well, would you like to talk to the project social worker about what else be tried to address the problems?

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

- Survey: Support for Transitions

- An Example of One School's Mapping of its Resources for Supporting Transiitons

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.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?				
Are there welcome signs?	—	—	—	—
Are welcoming information materials used?	—	—	—	—
Is a special welcoming booklet used?	—	—	—	—
Are materials translated into appropriate languages?	—	—	—	—
Is advanced technology used as an aid?	—	—	—	—
2. Are there orientation programs?				
Are there introductory tours?	—	—	—	—
Are introductory presentations made?	—	—	—	—
Are new arrivals introduced to special people such as the principal and teachers?	—	—	—	—
Are special events used to welcome recent arrivals?	—	—	—	—
Are different languages accommodated?	—	—	—	—
3. Is special assistance available to those who need help registering?	—	—	—	—
4. Are social support strategies and mechanisms used?				
Are peer buddies assigned?	—	—	—	—
Are peer parents assigned?	—	—	—	—
Are special invitations used to encourage family involvement?	—	—	—	—
Are special invitations used to encourage students to join in activities?	—	—	—	—
Are advocates available when new arrivals need them?	—	—	—	—
5. Other? (specify) _____	—	—	—	—
B. Which of the following transition programs are in use for grade-to-grade and program-to-program articulation?				
1. Are orientations to the new situation provided?	—	—	—	—
2. Is transition counseling provided?	—	—	—	—
3. Are students taken on "warm-up" visits?	—	—	—	—
4. Is there a "survival" skill training program?	—	—	—	—
5. Is the new setting primed to accommodate the individual's needs?	—	—	—	—
6. other (specify)_____	—	—	—	—

	Yes	Yes but more of this is needed	No	If no, is this some you w

C. Which of the following are used to facilitate transition to post school living?

1. vocational counseling
2. college counseling
3. a mentoring program
4. job training
5. job opportunities on campus
6. a work-study program
7. life skills counseling
8. Other? (specify) _____

D. Which of the following before and after school programs are available?

1. subsidized breakfast/lunch program
2. recreation program
3. sports program
4. Youth Services Program
5. youth groups such as drill team
   interest groups
   service clubs
   organized youth programs ("Y,' scouts)
   CA. Cadet Corps
   other (specify)_____

6. academic support in the form of
   tutors
   homework club
   study ball
   homework phone line
   homework center
   other (specify) _____

7. enrichment opportunities (including classes)

8. Other (specify) _____

Support for Transitions (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Which of the following programs are offered during intersession?				
1. recreation	—	—	—	—
2. sports	—	—	—	—
3. Youth Services	—	—	—	—
4. youth groups	—	—	—	—
5. academic support	—	—	—	—
6. enrichment opportunities (including classes)	—	—	—	—
7. other (specify) _____	—	—	—	—

F. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Support for Transitions?	—	—	—	—
2. Is there ongoing training for staff of specific services/programs? (e.g., teachers, peer buddies, office staff, administrators)?	—	—	—	—
3. Other? (specify) _____	—	—	—	—

G. 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. developing motivation knowledge, and skills for successful transitions	—	—	—	—
4. the value of and strategies for creating before and after school programs	—	—	—	—

Support for Transitions (cont.)

H. Please indicate below any other ways that are used to provide support for transitions.

_____   _____
_____   _____
_____   _____
_____   _____

I. Please indicate below other things you want the school to do to provide support for transitions.

_____   _____
_____   _____
_____   _____
_____   _____

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An Example of One School's Mapping of its Resources for Supporting Transitions

1. At a School Site

A. Programs to establish a Welcoming and Socially Supportive Community (especially for new arrivals)

Adopt-A-Student
Career Day
Child Health and Disability Prevention (immunization), TB Assessments, Control of
   Communicable Diseases, Psycho -Social Choices
Classroom Peer Buddy
Community Liaison
Family Care Center
New Pal Plan
Parent Meeting Doing Primary Language Assessment of Students
Pupil Services & Attendance
Resource Specialist Teacher
School Handbook
School Nurse
Welcoming Activities Steering Committee
Welcoming New Students
Welcoming Reception for New Parents

B. Program 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

Early Education Intervention
Early Intervention Education Assessment Program
Jr. High Articulation
Language Appraisal
School Psychologist
School Readiness and Language Development Program
Transition to English Curriculum Classes

C. Before and After - School Programs to Enrich Learning and Provide Recreation in a Safe Environment

After School Activities Sports, Drill Team, Flag Team
Drama Club
House Work Club
Los Ayudantes
Probation Department
Youth Services

D. Relevant Education for Stakeholders

Drug and Tobacco Education
English as a Second Language for Parents
Resource Coordinating Team
Instructional Material Lab
Instructional Transition Team
New Teacher Orientation Classes/Programs
On-Site Teacher Buddies

Programs we hope to add:

A. Programs to establish a Welcoming and Socially Supportive Community (especially for new arrivals)

Student Buddy System
Video for New Parents
Visit Newcomers
Welcome Wagon
Welcoming Committees
Welcoming Packet for New Students & Families

B. 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)

Middle School

C. Before and After-School Programs to Enrich Learning and Provide Recreation in a Safe Environment

Afterschool Tutoring/Computer Assistance
Dance Club
Gifted Program Afterschool
Math Club
Noon and Afterschool Sports
Science Club
Scouting

D. Relevant Education for Stakeholders

2. District Programs to Support Transitions

Articulation Program

To focus on the transition needs of students moving from elementary to middle and from middle to senior high, each school is supposed to provide a means of improved communication among the three levels. Minimally, this includes meeting for parents, teachers, and counselors of the student's future school. Such meetings are designed to explain the school's program, requirements, and opportunities.

Counseling Support Program in Elementary and Middle Schools

To improve achievement and increase access to postsecondary opportunities, counselors are assigned to a limited number of targeted schools (the lowest achieving Predominantly Hispanic, Black, Asian, and Other Non-Anglo schools). They provide counseling, guidance, and referral services for at risk incoming sixth/seventh grade students (individually, in groups, and for entire classes) to help them develop academic and social skills for school success. The counselors also assist in school programs for other students , teachers and parents to alleviate the harms of racial isolation.

Integration/Traveling Student Program

Counselors who provide direct services involved in student integration programs.

Limited English Proficiency (LEP) Student Counseling Support Team

This is a resource for school personnel to facilitate their ability to provide services to students and families who have Limited English Proficiency (LEP). The team includes bilingual counseling and psychological personnel who provide staff development for classified and certified staff members regarding *special needs for* LEP students and *recently arrived students*, consultation service, informational material, and other appropriate support to school staff with LEP students. Among the services provided are classroom student presentations for LEP students which focus on topics such as self-esteem and coming to a bicultural / bilingual community agency referral resources.

Mentor Parents

Faculty from California State University, Los Angeles train parents at Murchison Elementary to mentors to newly arrived immigrant families.

Newcomer Schools

The demonstration models at Belagio Rd. (Presecondary) and Belmont (secondary) school sites are designed to focus on the need to go beyond the traditional curriculum and provide newly arrived immigrant students with an orientation to school and to American culture.

Student Guidance, Assessment and Placement Center

The center provides a first contact model demonstration of how a school system can receive and provide for the special needs of newly arrived immigrant students and their families -- especially those whose primary language is not English.

Fighting to improve Retention and Student Transition (First)

This UCLA student-sponsored project works with potential first generation college students and their parents to provide support through workshops and academic tutorials.

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Using Volunteers to Assist in Addressing School Adjustment Needs and Other Barriers to Learning

Exhibits and Resource Aids

"The children were able to feel special.
They were able to work on a project
or skill longer than normal."
        -- Teacher

"Added assistance to those children
who needed more help."
                        -- Teacher

"The general overall experience has been great!
I had a lot of fun and I learned a lot about teaching and kids."
                        -- Volunteer

"Children looked forward to them coming. (They) assisted
with small groups and one-on-one tutoring . . . relieved
some of the pressure with the (targeted) students."
                        -- Teacher

"Showed me that I work well
and enjoy working with children."
        -- Volunteer

"Very much of a stress
reducer to be able to know
the "slow" learners would
get additional help."
                        -- Teacher

"The three (targeted) children were each given
individual attention. This allowed me to spend
more time with the rest of the class."
        -- Teacher

"I really enjoyed working with these
students. It was my first experience with
non-English speaking children and I'm
sure if I become an elementary teacher
that I will encounter many more."
        -- Volunteer

"It helps to provide the
individual help for the target
children and makes it possible
to do more effective activities
because there is more help
and supervision."
-- Teacher

"An extra adult to give one-on-one assistance
to the children who have a variety of problems."
        -- Teacher

"Working with a student and seeing the
difference I could make."
                        -- Volunteer

"As a result of this extra attention, several students improved and unmotivated students
began to show interest."
                        -- Teacher

INTERVENTION

Why Use Volunteers?

Everyone knows that schools have a big job to do and too few resources with which to accomplish the work. Volunteers are not the answer to this complex problem. But they can play a role in helping schools do much more with respect to addressing barriers to learning.

From the front office to the classroom to the outside campus, before school, after school, and on weekends -- volunteers can assist with a wide range of activities. And in doing so, they can ease the burden on staff, improve the lot of students and their families, and reap a host of benefits to themselves (Asche, 1989; Bilodeau, Holden, Pickard; & Seel, 1994; Merenda, Lacey, & Robinson, 1986; Michael, 1990; Munn, McAlpine, & Taylor, 1989; Solo, 1992).

Schools have always had volunteer help. However, volunteer recruitment and training usually is not approached as a major programmatic concern at school sites. This is unfortunate because, with relatively little expense, volunteers can (a) become the backbone of a school's welcoming and social support activities for newcomers, (b) assist with designated students in classrooms to minimize disruptions and facilitate positive performance, (c) help staff with before and after school recreational, enrichment, and tutorial programs, and (d) provide general assistance to staff related to the countless everyday tasks that must be done.

With the renewed interest in "volunteerism" and "service learning," schools have a wonderful opportunity to capitalize on what will be an increasing pool of talent. The key to doing so effectively is to make the ongoing recruitment, training, and daily maintenance of a volunteer force part of a school's everyday agenda.

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Volunteers can be used in many ways:

In the classroom

To welcome newcomers

In enrichment and recreation programs

To enhance a positive climate

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Using Volunteers Effectively
(in many roles)

As can be seen below, there are many roles for volunteers at a school.

I. Welcoming and Social Support

    A. In the Front Office
        1. Greeting and welcoming
        2. Providing information to those who come to the front desk
        3. Escorting guests, new students/families to destinations on the campus
        4. Orienting newcomers

    B. Staffing a Welcoming Club
        1. Connecting newly arrived parents with peer buddies
        2. Helping develop orientation and other information resources
           for newcomers
        3. Helping establish newcomer support groups

II. Working with Designated Students in the Classroom

    A. Helping to orient new students

    B. Engaging disinterested, distracted, and distracting students

    C. Providing personal guidance and support for specific students in
       class to help them stay focused and engaged

III. Providing Additional Opportunities and Support in Class and on the
     Campus as a Whole

   Helping develop and staff additional

    A. Recreational activity

    B. Enrichment activity

    C. Tutoring

    D. Mentoring

IV. Helping Enhance the Positive Climate Throughout the School --
    including Assisting with "Chores"

    A. Assisting with Supervision in Class and Throughout the Campus

    B. Contributing to Campus "Beautification"

    C. Helping to Get Materials Ready

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As the preceding outline indicates, school volunteer programs can be designed to enable teachers to individualize instruction, free other school personnel to meet students' needs more effectively, broaden students' experiences through interaction with volunteers, strengthen school-community understanding and relations, and enrich the lives of volunteers.

Volunteers can be especially helpful working under the direction of the classroom teacher to establish a supportive relationship with students who are having trouble adjusting to school.

Volunteers Helping with Targeted Students

Every teacher has had the experience of planning a wonderful lesson and having the class disrupted by one or two unengaged students. Properly trained volunteers are a great help in minimizing such disruptions and reengaging an errant student. When a teacher has trained a volunteer to focus on designated students, the volunteer knows to watch for and move quickly at the first indication that the student needs special guidance and support. The strategy involves the volunteer going to sit next to the student and quietly trying to reengage the youngster. If necessary, the volunteer can take the student to a quiet area in the classroom and initiate another type of activity or even go out for a brief walk and talk if this is feasible. None of this is a matter of rewarding the student for bad behavior. Rather, it is a strategy for avoiding the tragedy of disrupting the whole class while the teacher reprimands the culprit and in the process increases that student's negative attitudes toward teaching and school. This use of a volunteer allows the teacher to continue teaching, and as soon as time permits, it makes it possible for the teacher to explore with the student ways to make the classroom a mutually satisfying place to be. Moreover, by handling the matter in this way, the teacher is likely to find the student more receptive to discussing things than if the usual "logical consequences" have been administered (e.g., loss of privileges, sending the student to time-out or to the assistant principal).

Volunteers may help students on a one to one basis or in small groups. Group interactions are especially important in enhancing a student's cooperative interactions with peers. One to one work is often needed to develop a positive relationship with a particularly aggressive or withdrawn student and in fostering successful task completion with a student easily distracted by peers.

Volunteers can help enhance a student's motivation and skills and, at the very least, can help counter negative effects that arise when a student has difficulty adjusting to school.

♦ The majority of people who seek out the opportunity to volunteer at school are ready, willing, and able to get into the classroom and interact well with students. These individuals are *naturals*.

All they need is a clear orientation about what is expected, as well as ongoing supervision designed to help them learn to be increasingly effective in working collaboratively with teachers and dealing with problems.

♦ There are some volunteers who are not naturals. Many of these individuals can learn rapidly and be extremely helpful with just a bit of investment of time and effort. The following are some guidelines that may help to avoid losing or prematurely giving up on a potentially valuable volunteer resource.

1. *Take some time to appreciate what a volunteer can do.*
   In some cases, it takes a while to see the positive qualities a volunteer can bring to the classroom. Try to work with a volunteer for a few weeks before deciding what (s)he is or isn't able to do.

2. *Watch for the need to re-clarify points made during the initial orientation.*
   Volunteers have a lot they are trying to learn and remember when they first start. If they are not following-through on points made during the initial orientation, it may be that they didn't assimilate the information.

3. *Initially, some volunteers will need to spend more time observing than working with students.*
   It usually does not take long before most of them will be comfortable with the students and class routines.

4. *Initially, some volunteers (like some students) need a little more support and direction than others.*
   At first, they may need to be told specifically what to do during the class. After they have a little experience and with a little encouragement, they can be expected to show greater initiative.

5. *All volunteers need to know the teacher's plan for helping a particular student and to feel they can play a positive role in carrying out that plan. It is important for them to feel they are part of the teaching team.*

Volunteers who do not understand a teacher's plans tend to get confused and upset, particularly when the teacher must deal with the misbehavior of a student the volunteer is helping. Clarifying the plan and even including a volunteer in planning helps them to feel they are working collaboratively with the teacher.

6. *Volunteers need a maximum of positive feedback and a minimum of evaluative criticism.*

Although they may not be clear about what specifically they are doing wrong, most volunteers are aware that they are not well-trained to work with students. Thus, they tend to interpret the lack of positive feedback from the teacher as an indication that they are not doing very well and often interpret relatively mild negative feedback as severe criticism. Volunteers respond well to daily appreciations; in place of critiques, what seems to work best are comments from the teacher that recognize how hard it is for even trained professionals to deal with some problems -- along with suggestions about what to try next.

♦ Despite the best of intentions on everyone's part, some volunteers do not work well with students who are having trouble adjusting to school. If a volunteer continues to demonstrate an inability to work appropriately with such students, (s)he may be willing to help with other students (e.g., those who are doing well at school) or with tasks that do not involve interacting with students (e.g., preparing and organizing materials).

♦ Obviously, if a volunteer is completely inept, there is little point in keeping him or her on, and steps should be taken to kindly redirect their good intentions.

Organizing a Volunteer Program at a School

Starting

Any school that is serious about developing a strong volunteer force will need to start by designating a staff person to initiate the process. Such a volunteer "coordinator" plays a key role in leading the way to establishing and maintaining policies and procedures for recruitment, training, supervision, and so forth. This lead person is not expected to devote full time to the effort. Rather, the coordinating staff member initiates and guides the process. By recruiting the involvement of other staff on a steering committee, the coordinator ensures a critical mass of leadership for the effort. By initially recruiting a few non-staff volunteers to be co-coordinators, the steering committee ensures there are personnel with enough time to carry out the various activities necessary for establishing and maintaining an effective pool of volunteers.

As the lead for volunteer development, the coordinating staff member

♦ meets with the school's leadership team and others who play a special programmatic role (e.g., principal, assistant principal, drop-out prevention coordinator, Title I coordinator) both to ensure they are supportive of the effort and to involve them in initial planning as much as is feasible

♦ clarifies what resources are available from the district and at the school site to help recruit, train, and supervise volunteers

♦ clarifies district policies about the use of volunteers

♦ informs the rest of the school staff about plans and seeks other staff who may want to help develop a strong volunteer force and establishes a steering committee

♦ recruits one or more volunteers (e.g., parents, persons from the community, college students) who are willing to be co-coordinators for developing a strong volunteer force (helping to recruit, select, and train other volunteers)

♦ works with co-coordinators for several weeks to develop a clear understanding of their functions (as described in this guide) and develops a specific plan of action for the first month

♦ begins volunteer recruitment (see flyers in *Resource Aids* section).

Coordinating

The overriding responsibility of the co-coordinators is to understand what is involved in making the program work and to take initiative in working with teachers and other staff to ensure volunteers are used productively.

The following list of co-coordinator functions is not meant to be prescriptive or exhaustive. Such personnel

◆ clarify which school staff want to have the assistance of volunteers

◆ take the lead in recruitment of volunteers (e.g., identifying and calling sources, preparing letters and flyers, talking to interested groups, signing up interested persons)

   Initially, volunteer recruitment will take about 6 hours per week. Once an adequate pool is recruited, it is important to continue to devote 1- 2 hours a week to recruitment activity in order to find replacements for volunteers who cannot stay throughout the school year.

◆ help to orient and place (i.e., match) volunteers with participating teachers and other staff

◆ assist in providing volunteers with additional training opportunities, support, and guidance

◆ monitor and trouble-shoot to ensures mutually beneficial experiences for staff, students, and volunteers

Recruiting

To make the effort worthwhile, recruit volunteers who will commit to giving *at least* three hours a week.

♦ Sources include:

1. *Parent Volunteers*
   Because of their special interest and proximity, recruiting parents may be the best place to begin.

2. *Student Volunteers*
   In many locales, student volunteers will be a good source, especially those from local colleges, universities, occupational centers, etc. In addition, some high school students can be recruited (e.g., from private prep schools, classes for pregnant teenagers, continuation schools).

3. *Community Volunteers*
   Subsequently, recruitment can focus on expanding to community volunteer organizations and to senior citizen groups.

♦ The general steps used are:

1. *Identification of specific sources of volunteers*
   Ask individuals who are familiar with local resources and look through reference materials -- including local phone directories.

2. *Initial calls to determine programs and persons who may provide access to potential volunteers*
   for example, check with the school principal for names of the PTA president and other parent leaders; get names of university/college faculty who teach courses involving a practicum (e.g., contact Departments of Education, Psychology, Social Work, and Child Development Programs, as well as field work offices); call high schools, continuation schools, occupational programs for names of counselors, principals, and teachers; call association for retired citizens.

3. *Calls to specific offices and persons to explain the project, as well as the opportunity for volunteer participation*

4. *Sending written information -- including flyers to be posted*

5. *Sending out volunteer coordinators to provide additional information*
   If possible, presentations should be made directly to potential volunteers (e.g., during classes or special meetings).

6. *Ongoing, regular contact by volunteer coordinators*
   For example, to keep high visibility, the volunteer coordinators should continue to post flyers and make presentations.

Screening and Placement

◆ *Screening:* Brief interviews can be conducted to explain the program and to determine whether the volunteer understands and is willing to commit him or herself to the time and goals of the endeavor. Information about previous experience and career interests also help to identify the best applicants. (See *Resource Aids* section for a sample Volunteer Information Sheet.)

◆ *Placement:* If more than one teacher or staff member is participating in the program, placement involves making judgments about how well a volunteer's interests and experiences match with the specifics of the situation (e.g., a particular classroom teacher and population).

Helping a Teacher Identify Students who Might Benefit from Volunteer Assistance

◆ Extensive assessment is not necessary to identify a group of students who are having trouble adjusting to school, as every classroom teacher has several students whom (s)he is greatly concerned about.

◆ To be certain that some students who are having adjustment problems (e.g., the quiet ones) are not ignored, it is well to begin by listing a range of students who are of concern and then narrow the list down to three who are of greatest concern.

◆ For example,

1. *Start by listing up to three students who might fit into each of the following five categories (if no student fits under a particular category, leave it blank):*

   aggressive: _____
   shy: _____
   underachieving: _____
   overactive: _____
   unmotivated: _____

2. *List any other students who are of concern but do not fall into the above categories:*

   _____

3. *Of the students listed above, circle the three who are of greatest concern at this time.*

4. *This process of identifying three students can be repeated periodically (e.g., every 2 months). This will ensure that volunteers spend time with students in greatest need.*

Training

Obviously, the intent of initial training and ongoing supervision is not to develop professional level competence. The aim is to develop awareness and skills appropriate to paraprofessional functioning. Volunteers must already have at least a minimal level of competence. Additional skills can be learned at the initial orientation and during *on the job* supervision.

♦ Volunteers who are relatively inexperienced can start off with students who are relatively easy to relate to and/or simple tasks. Such volunteers should be given a high degree of supervisory support over the first few weeks of participation.

Training and supervisory activities for volunteers working with a program to assist in addressing school adjustment needs must

♦ clarify the program's rational and procedures

♦ facilitate awareness of models for conceptualizing child learning and development, teaching, and the causes and correction of learning and behavior problems

♦ facilitate acquisition of basic interventions skills

♦ prepare the volunteer to work effectively with the teacher

♦ transition the volunteer into the classroom

♦ provide ongoing support related to performance as a volunteer (e.g., improve knowledge, skills, attitudes; deal with performance anxiety).

With respect to understanding student problems, the emphasis should be on prevailing views of the causes and correction of behavior and learning problems. Particular stress should be placed on understanding group (cultural, ethnic) and individual differences.

With respect to fundamental intervention skills and attitudes, the emphasis should be on basic interactional techniques and concerns (e.g., communication skills including active listening, responsiveness, establishing and maintaining working relationships with students; techniques for dealing with adjustment, psychosocial, and learning problems; ethical and legal concerns).

The training process also allows for further screening of individuals who might prove to be ineffective volunteers. If necessary, volunteers can be tested on their mastery of material using criterion referenced measures.

THE TRAINING PROCESS

Initial Orientation: A general orientation for volunteers can be provided in group sessions when feasible or on a one-to-one basis. Such initial training involves approximately 2 hours. To save time, a videotaped presentation may be used. Volunteers often are willing to do some brief assigned reading. If time allows, role playing can help volunteers anticipate students' reactions. Initial training stresses (a) the role of the volunteer, (b) general expectations of school staff regarding volunteer performance and demeanor, (c) other specific program requirements, and (d) introduction into the assigned school and classroom. Each participating classroom teacher will have specific orientation concerns.

Supervision: Supervision is provided daily by classroom teachers, and on a regular, as needed, basis by volunteer coordinators. This supervision takes the form of general discussions of daily events, problems, and specific students, as well as feedback regarding the volunteer's performance. In addition, a weekly supervision group can be provided for all who want to augment their learning; this group can be led by the teacher and/or volunteer coordinator or even by special resource professionals such as a school psychologist, school social worker, or special education teacher. In all supervisory contacts, special emphasis is given to the two major topical themes guiding volunteer supervision and training activity: (a) building working relationships, and (b) problem-solving steps and strategies. (See *Resource Aids* -- section on training)

Training Workshops: If feasible, periodic training workshops are worth considering to discuss volunteer experiences and to place such experiences in the context of the two major training themes. The workshop process includes sharing, discussion, lecture material, and handouts covering content relevant to the training themes.

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Monitoring the Process and Expressing Appreciation

As the program proceeds, it is important to gather some data that can help you determine if the program is going in the right direction and, if not, what to do about it. In particuluar, you need data

> 1. *To decide whether having volunteers is effective*

and if so,

> 2. *To determine whether the volunteers are satisfied with their experience (and therefore likely to continue volunteering and/or recommend that others do so).*

(See Resource Aids)

Are volunteers effective?

◆ Any teacher who continues to use volunteers does so because (s)he finds them helpful. In one sense, that's all the evaluation that is necessary to justify continued use of volunteers (assuming that the volunteer program is inexpensive to run).

◆ However, because volunteers are helping students who are having trouble adjusting to school, it is helpful to have at least some data on the progress of the students identified as needing help.

◆ Periodic ratings of student progress can be provided independently by volunteers and the classroom teacher. If feasible, similar ratings might be made by parents and even by the students themselves.

Are volunteers satisfied? Do they feel appreciated?

◆ Give volunteers regular opportunities to formally rate their level of satisfaction and sense that they *feel appreciated.*

◆ In addition, it is well to get an indication of what
>aspects of the experience have been most positive
>problems and concerns have arisen
>recommendations they have for improving the volunteer experience.

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Asche, J.A. (1989). *Handbook for principals and teachers: A collaborative approach to effective involvement of business/community volunteers at the school site.* Alexandria, VA: National Association of Partners in Education.

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Michael, B. (1990). *Volunteers in public schools.* Washington, DC: National Academy Press.

Munn, J., McAlpine, A., & Taylor, L. (1989). The Kindergarten Intervention Program: Development of an early mental health program using trained volunteers. *School Counselor, 36(5),* 371-375.

Solo, L. (1992). Getting support from the community. *Principal, 71(3),* 26-27.

SELECTED REFERENCES &
OTHER RESOURCES

Citizens and the schools: Partners in education.
American Association of School Administrators (AASA) (1984). Arlington, VA: AASA.

This booklet offers suggestions for citizens to become partners in education. It instructs them on how to get informed and involved. Those with a variety of skills and experiences may become volunteers and work in classrooms offering special help to children and assistance to teachers. Citizens can participate in school board meetings by serving on task forces, joining the parent/community organization, and getting other organizations involved.

Citizen volunteers: A growing resource for teachers and students.
W. Cuninggim (1980). *Teaching Exceptional Children, 12*, 108-112.

The author offers guidelines for utilizing volunteers in educating handicapped children. Several programs using volunteers are mentioned: the kindergarten screening project, listener program, primary classroom volunteers, and secondary school volunteers. The importance of teacher support is stressed. Steps for the teacher to follow for involving volunteers in the classroom are reviewed.

Handbook for principals and teachers: A collaborative approach to effective involvement of business/community volunteers at the school site.
J.A. Asche (1989). Alexandria, VA: National Association of Partners in Education.

This manual, developed under the joint sponsorship of the National Association of Partners in Education and the National Education Association, with cosponsorship by the American Federation of Teachers and the National Association of Elementary School Principals, is aimed at helping principals, teachers, an volunteers work together effectively in schools and classrooms.

Increase productivity with volunteers.
S.T. Gray (1984). *School Business Affairs, 50*, 18-36.

Advantages of volunteer programs including school business partnerships are described. Among them are lower costs, improving productivity, increasing student achievement, and expanding community support. Hints for successful implementations are offered.

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Noble allies: Volunteers in the schools.
S.Halperin & D.W. Merenda (1986). Washington, D.C.: Council for Basic Education.

The need for and benefits of school volunteer programs are examined. The authors discuss the kinds of help citizen volunteers can offer, maintain that volunteers mean better schools, suggest new missions and new roles for volunteers, and point out that the business community's greatest contribution will come through activities that support not one but all schools.

Parent involvement in schools: A parent's view.
E. Ainsworth (1977). *Thrust for Educational Leadership*, 6(3), 6-8.

The parent's perspective on school volunteer programs is presented by an education consultant with the League of Women Voters and a concerned parent. Ainsworth offers a rundown of likely problems as a helpful warning to those who might expect a volunteer program to run smoothly on goodwill alone. On the district level, administrators are apt to ignore the help that volunteers have given, may have difficulty choosing members of advisory committees, must arrange training programs, and may encounter frustrations in the course of long-term projects. On the classroom level, teachers must learn to treat parents as coworkers, not rivals, and a coordinator must match volunteers' skills and personalities with needs. She offers suggestions and is convinced that parent volunteer programs do work, resulting in less alienation between the schools and the community.

People who need people -- the volunteer component.
J. Rauner (1985). *Momentum, 16*, 35-37.

The article explains steps in developing a volunteer program in a school. It also looks at trends in the number of volunteers, the competition for their services, volunteer expectations, and strength through networking.

A practical guide to creating and managing school/community partnerships.
D.W. Merenda, R.A. Lacey, & V. Robinson (Eds.) (1986). Alexandria, VA: National Association of Partners in Education.

The manual uses the 12-step process for program development, which sets forth a systematic approach to planning, implementing, and evaluating school volunteer programs the manual is the curriculum for training academies in which teams from schools are trained to develop programs responsive to local needs and instructional objectives. It includes worksheets and self-assessments to be completed by participants for each chapter and an extensive appendix of sample materials.

Using senior citizen volunteers in the schools.
J.M. Carney, J.E. Dobson, & R.L. Dobson (1987). *Journal of Humanistic Education and Development*, 25(3), 136-143.

A grandparents' program of senior citizen volunteers was designed to provide elementary school children access to caring, supportive senior citizens and to provide opportunities for older adults to engage in meaningful activities in a school setting. Results of a program evaluation support the value of the volunteer program for both children and adults.

Volunteers and vocational education.
D.S. Katz (1984). Information Series 271, National Center for Research in Vocational Education. Columbus: Ohio State University.

This report describes the benefits to vocational educators of involving volunteers in vocational programs and presents a model for planning and implementing a volunteer program. Guidelines are presented for monitoring program progress and evaluating the effects of the program. It includes a bibliography of related readings.

Volunteerism in education: Translating spirit into state action.
N.M. Cohen (1982). *Educational Horizons, 60,* 101-105.

Criteria for implementation of school volunteer programs include effective incentives, resources, and political and administrative feasibility. Alternatives for state action include maintaining current state policy, providing leadership by endorsement and mandate, and enacting legislation to provide incentives for volunteerism.

Volunteerism in Special Education through industry-education cooperation.
D. Clark & J. Hughes (1986). Buffalo, NY: National Academy for Industry-Education Cooperation.

This report describes activities and products of a 3-year project to prepare private sector volunteers to become actively involved in special education through a networking system of industry-education partnerships. The project conducted workshops and produced a training package that includes a program development handbook and an instructors's guide. The handbook describes the principles, advantages, processes, and techniques for involving industry volunteers in special education. It includes seven program planning steps and implementation guidelines for management orientation, community and public relations, recruitment of volunteers, performance monitoring, recognition and appreciation, and program evaluation. The guide also includes such information as position titles of target workshop participants, draft letters and brochures, a suggested workshop agenda, and evaluation forms.

Volunteer programs for secondary schools.
M.W. Lewis (1978). Palo Alto, CA: R&E Research Associates, Inc.

A handbook for teachers, administrators, volunteers, and especially volunteer coordinators, it describes the steps in program development; the responsibilities, resources, and rights of volunteers; and benefits to teachers and their concerns.

INTERNET RESOURCES, AGENCIES,
& ORGANIZATIONS

The following is a list of sites on the World Wide Web that offer information and resources related to volunteers helping young people. This list is not a comprehensive list, but is meant to highlight some premier resources and serve as a beginning for your search. The Internet is a useful tool for finding some basic resources. For a start, try using a search engine such as Yahoo and typing in the words "volunteerism". Frequently, if you find one useful Webpage, it will have links to other organizations with similar topics of research. Listed below are some Websites that contain information related to volunteerism:

America's Promise -- The Alliance for Youth

Address: http://www.citizenservice.org/   Phone: 1-800-365-0153

The Alliance for Youth is a multi-year, national campaign aimed at achieving goals outlined at the Presidents' Summit (on volunteerism). The primary goal of America's Promise is to ensure that our nation's young people have access to five fundamental resources: caring adults, a healthy start, safe and structured places, education for marketable skills, opportunities to serve. America's Promise will continue mobilizing national and local commitment from all sectors; it will track, monitor and publicly report progress toward the goals each year; it will carry out an extensive marketing and awareness effort to inspire new commitments and to promote the five fundamental resources.

CHALK

Address: http://www.virtualsummit.com/   Phone: (415) 771-2225

CHALK's mission is to fuel community initiatives that increase volunteerism in local public schools and the lives of kids. Founded in March 1996, CHALK's goal is to use Internet technology to motivate Americans to take an active role in their community's neighborhoods and schools in order to positively impact public education and the lives of children. For a sample of an Internet resource designed by CHALK, see CHALK's Virtual Summit on Children and Youth, an online gathering of thousands of people in the San Francisco area, at the above address.

Circle K International

Address: http://www.kiwanis/org/circlek/

Description: Circle K International is an organization devoted to involving college and university students in campus and community service while developing quality leaders and citizens. Circle K inspires people to better our world through its international membership of over 10,000 collegians on more than 500 college campuses in eight nations.

Volunteer for Children

Address: http://www.child.net/volunteer.htm

This website was created by the Streetcats Foundation and the National Children's Coalition in the spirit of the Presidents' Summit in Philadelphia in Spring, 1997, to help children and youth all across America in a call for volunteers to help kids..

Who Cares

Address: http://www.whocares.org/
Phone: 1-800-628-1692

Who Cares is a national quarterly journal devoted to community service and social activism. The goal is to inform readers through incisive, nonpartisan coverage of community service; inspire readers with profiles of young activists, volunteers, and entrepreneurs; and challenge readers to consider new ways of fixing society's problems.

RE: VOLUNTEERS FROM COLLEGES:

American Association of Community Colleges -- Service Learning.

Address: http://www.aacc.nche.edu/spcproj/service/service.htm
Phone: (202)728-0200, ext. 254.

This Website describes in detail steps community colleges can take to implement service learning programs.

Learn and Serve America

Address: http://www.cns.gov/learn.html
Phone: (202) 606-5000, ext. 136.

Learn and Serve America is a grants program that funds service-learning programs. Learn and Serve America has two components: (1) School and Community-based programs for elementary through high school-based service-learning programs (2) Higher Education programs for post secondary school-based service-learning programs.

National Service Learning Cooperative

Address: http://www.nicsl.coled.umn.edu/
Phone: 1-800-808-SERVe(7378)

The National Service Learning Cooperative is a collaboration of 14 partner organizations and universities nationwide. The initial goal of the NSLC is to assist K-12 Learn and Serve America funded programs and other educators and community agencies to develop and expand service-learning opportunities for all youth. This website contains the NSLC Clearinghouse, a central repository of information about service learning for K-12 youth. It includes a database of programs, organizations, people, events, and literature.

FROM THE "PROJECT AMERICA" WEB PAGE:
(http://project.org/handbook/index.html)

Volunteer Management 101: Tapping People's Talents

Tons of books have been written on effective volunteer management; however, they all come down to the same thing: Treat your volunteers as you would like to be treated. That may sound pretty obvious, but some people can forget the that basic rule when things start heating up.

Volunteers are like anyone else -- they want to be listened to, and they want to know their ideas count. As a project leader, ask your volunteers what they would like to contribute to your project. Find out what they think the project needs to be successful. And get their feedback after the service has been completed.

Managing Dos and Don'ts

The following tips for working with volunteers are based on suggestions in 101 Ways to Raise Resources by Sue Vineyard and Steve McCurley (Heritage Arts Publishing: 1807 Prairie Ave., Downers Grove, IL 60515).

1. Learn their names -- and use them. Name tags are always helpful.
2. Treat them as equal, vital members of your team.
3. Try to place them in a job which best suits their talents or experience.
4. Give them specific job descriptions.
5. Tell them where they fit in the overall project.
6. Be open with them about problems and challenges.
7. Don't try to spare them details -- they'll hear them anyway.
8. Don't make unrealistic demands on their time; if they said they can give you four hours, don't assume they can really give you eight.
9. Listen for lame excuses of why work isn't done. It may be a way of saying "get me out of this job." If that's the case, try assigning that person to a different task.
10. Give positive feedback when it is deserved.
11. Encourage humor.
12. Accept their different reasons for participating.

A PUBLISHING RESOURCE
FOCUSING ON VOLUNTEERS

The Points of Light Foundation publishes materials and sponsors training institutes. Their materials may be interest to you. Their titles include:

1. *Enhancing the Volunteer Experience.* -- P.J. Ilsley

2. *The Volunteer Development Toolbox.* -- M. Mackenzie & G. Moore

3. *Volunteer Management: Mobilizing all the Resources of the Community.* S. McCurley & R. Lynch.

You may want to request a free copy of their catalog, *Volunteer Marketplace*, from:

> The Points of Light Foundation:
> Catalog Services
> P.O. Box 79110
> Baltimore, MD
> 21279-0110

Telephone: (800) 272-8306 or (703) 803-8171

EXAMPLES OF OTHER PROGRAMS

Model programs from three major U.S. cities are described below:

1. San Francisco, California

The San Francisco School Volunteers Program is an independent, non-profit agency that recruits, screens, trains, and places volunteers in the San Francisco Unified School District. The program has been in operation for over 32 years. Volunteers are recruited to meet the unique needs of each school -- needs ranging from tutorial help in math and reading to assistance with learning disabled children to the development of art and music enrichment activities. Although parents constitute the largest source, senior citizens, university students, and business people also provide volunteer services. A recent report showed operation of 9 programs and 2,700 volunteers, serving some 63,000 students and 2,100 teachers in all 109 of the city's schools. Evaluations of the volunteer programs show substantial improvements in elementary reading scores, high school foreign-language scores, and noticeable gains in student problem-solving ability in mathematics, writing, and English.

Contact: Sandra Treacy, Executive Director; Address: San Francisco USD, San Francisco School Volunteers, 65 Battery Street, 3rd Floor, San Francisco, CA 94111; Phone: (415) 274-0250; Fax: (415) 399-0763; http://www.sfusd.k12.ca.us/SFSV/staff.html

2. Tulsa, Oklahoma

Volunteerism is a vital component in the Tulsa school system. Between 3,900 and 4,000 volunteers work in the public schools, contributing approximately 169,000 hours of service in a variety of capacities ranging from direct involvement in the instructional process to clerical support for teachers and administrative staff. One volunteer program, in particular, has received much attention: the Adopt-A-School Program, sponsored by the Tulsa Board of Education and the Metropolitan Tulsa Chamber of Commerce. The Adopt-A-School Program encourages companies and organizations to release teams of employees for three hours per week in order to take an active role in helping youth (e.g., by speaking to youth about issues relevant to their age group, as well as educational and career opportunities).

Contact: Reba Luton, Volunteer Specialist; Address: Tulsa Public Schools, 3027 South New Haven, Tulsa, Oklahoma, 74147-0208-0208; Phone: (918) 746-6330; Fax: (918) 746-6407

3. Washington, D.C.

Volunteerism has become an integral aspect of the educational system in Washington, D.C. where 23,000 volunteers gave 5 million hours of time, worth $25 million. In addition, every one of the city's 200 schools and programs received some kind of volunteer service. Fifty-one percent of volunteers serve in elementary schools, 20 percent in middle and junior high schools, 10 percent in high schools, 13 percent in adult education, 12 percent in special education, and 4 percent in community schools. Volunteer efforts target four main areas: support to instruction, which includes tutoring and classroom assistance (53 percent); extension services, defined as additions to counseling or administrative functions (17 percent); enrichment activities in the form of extracurricular lea-learning experiences (21 percent); and advisory and advocacy activities (9 percent). The Volunteer Services and Training Branch plays an instrumental role in recruitment, program development, volunteer training, staff development, and volunteer appreciation. The branch provides guest speakers for schools or community groups and materials to support tutorial instruction and related efforts. Schools are also encouraged to recruit their own volunteers, and a coordinator (e.g., a teacher or assistant principal) is appointed for each building by the principal.

Contact: Margaret Singleton; address: Volunteers and Partners, Washington D.C. Public Schools; 415 12th St. NW, Room #900; Washington, D.C. 20004; phone: (202) 724-4400; Fax: (202) 724-8810; email: singleton_m@mercury.k12.dc.us

A brief article on:

Senior Citizens as School Volunteers: New Resources for the Future
Author: Lois Lipson
(Doc. Identifier: ERIC Document Reproduction Service No. ED369774 Publication Year: May 1994)

The following is an ERIC Digest(ERIC Digests are brief research syntheses available at libraries, over the internet or by contacting ERIC. For more information about ERIC and ERIC Digest, check their Website at http://ericir.syr.edu/)

Introduction

As the National School Volunteer Program (1986) points out, a generation ago the term "school volunteer" meant parent volunteer. Today, school volunteers come from many sources and provide a wide range of services at the primary as well as the secondary levels. While the need for school volunteers has grown, the supply has shrunk because mothers, the major source of traditional school volunteers, have increasingly taken jobs outside the home. Armengol (1992) reports that more and more schools are discovering the wealth of experience and expertise available in their communities' senior populations.

Senior citizens have discovered that volunteering offers an avenue for exercising skills and talents gained through a lifetime of experience (American Association of Retired Persons, 1992). Over 41% of Americans 60 years and older performed some form of volunteer work in 1988, and volunteered an average of 64 days a year (Gallup, 1992). The United States today has more healthy, well-educated, independent, and retired senior citizens than the rest of the world. Between 1900 and 1983, the percentage of the U.S. population aged 65 and above almost tripled (from 4.1% to 11.7%) while the number increased more than eight times (from 3.1 to 27.4 million) (National School Volunteer Program NSVP, 1986). Census Bureau projections indicate persons 65 and older will account for 13% of the population by the turn of the century and by 2030 there will be about 65 million older persons, constituting about 20% of the population.

This Digest highlights the value and importance of involving older volunteers in a school program as well as provides program development strategies.

Benefits to Schools and Seniors

The increasingly expanding older population has a major impact on school districts caught between spiraling costs, declining revenues, and expanding student/faculty need. Attempts to increase school budgets in some districts have gone down to defeat, largely because this older segment of the population often sees no reason to support a system it no longer needs and from which it derives no perceived benefits (Armengol, 1992).

In schools across the country, teachers are bringing older volunteers into their classrooms and winning support for school district activities among senior citizens. The Age Link Project, an intergenerational child-care program for school-age children provides after-school services linking children with volunteer older adults in North Carolina (Crites, 1990). The Senior Motivators in Learning and Educational Services (SMILES) program in Salt Lake City recruits and trains older adults and places them in district schools to help with such activities as story sports. Many SMILES volunteers work in resource rooms with special education students sports. Many SMILES volunteers work in (Salt Lake City School District, 1992).

Older volunteers can enliven a classroom by offering new and unique perspectives to traditional topics. Experts in crafts and professions share their skills and experiences, and, at the same time, benefit from intergenerational contact with students. An intergenerational program can also fill a personal gap left by the decline of the extended family. According to Armengol (1992) the American family is less enriched now that grandparents are not as likely to be members of a child's household. Senior volunteers often serve as surrogate grandparents. In addition, intergenerational programs can help dispel

negative stereotypes that youth and older adults may have about each other (Matters, 1990).

Program Development

Primary responsibility for the development and management of an effective volunteer program rests with the principal or a designated volunteer coordinator. Too often, however, well- meaning administrators impose volunteers on teachers, who feel the burden of yet another task assigned to them. Involving teachers early in the process and at appropriate stages, will help relieve that burden.

Angelis (1990) outlines seven steps to follow in developing a successful intergenerational program: (1) needs assessment, (2) job description, (3) recruitment, (4) screening, (5) orientation and training, (6) recognition, and (7) evaluation.

Needs Assessment. The first step in program development is defining clearly what is to be accomplished and determining student needs. Writing simple goals helps develop a clearer picture of what the program will do and what steps are necessary to make it happen. Key administrators and other decision makers, whose influence and support can make the program successful, should be identified, informed of the project, and involved as much as possible in order to build institutional support.

Job Description. Expected results from the activity must be established and information utilized to make a list of specific tasks volunteers are to perform. A job description tells volunteers the purpose of the program, what skills are necessary, how much time they must commit, and what is expected of them.

Recruitment. Those experienced in recruiting volunteers indicate the best method is simply to ask for them. The best technique is personal contact either by telephone or a casual query in conversation. Potential volunteers will usually accept if they are approached by people they know. Examples of contact opportunities include adult education programs at community colleges, retiree organizations, social clubs, and library groups. In a 1988 study of volunteerism in the United States conducted by the Gallup organization, three-fourths of respondents indicated they did not refuse to volunteer when asked. (Gallup, 1988).

Screening. A screening interview will provide an opportunity to evaluate a potential volunteer's background and suitability for the position. After extending a warm welcome and commending candidates for their interest in education, questions should be asked about their special training, education, skills, hobbies, interests, other volunteer experiences, membership in organizations, and, the specific age of students with which they prefer to work. Health, physical limitations, and attitudes towards students should also be ascertained.

Orientation and Training. Orientation sessions should be scheduled throughout the year (Fredericks & Rasinski, 1990). Before a volunteer comes to a classroom for the first time, the teacher should discuss the program with the students. Older volunteers need time to learn how things are done in a new and unfamiliar environment, therefore, it is helpful to supplement the orientation with written materials, tours of the classroom and surrounding areas, and introductions to other teachers and the principal. Preparation of a welcoming event prepared by students will give the volunteers an opportunity to get acquainted.

Recognition. One of the most critical aspects of developing a strong volunteer program is to recognize the importance of volunteers both in private and in public. The volunteer experience carries many rewards, including social contact and feelings of involvement and importance. In many cases, these feelings alone are enough to keep volunteers motivated. Nevertheless, periodic recognition of volunteer efforts is a critical step in maintaining a program.

Evaluation. The success of any volunteer program is gauged with an evaluation of whether the goals and objectives of the program have been achieved. Ideally, these goals and objectives should be cooperatively established by teachers, volunteers, and administrators. As part of this process, teachers need to acknowledge what is going well, what is not going well and, what should be done differently. Positive points should be emphasized, but any problems must also be addressed. Opinions of volunteers, who may have ideas that could make the program more effective, should be sought.

Special Issues

Transportation. Lack of good transportation prevents some older volunteers from participating and keeps others from volunteering as often as they would like. Some report that the cost of bus fare plus lunch is more than their limited incomes will allow. Several programs provide mileage costs, give bus

fare to volunteers over 60, use school buses, or find transportation from younger volunteers.

Lunches. Principals can sometimes offer lunches to all older school volunteers who are on duty at lunchtime; sometimes the PTA can offer to cover the cost.

Liability Insurance. Some states have laws that provide the same insurance coverage for volunteers as for teachers and other school employees. Some school districts have secured the same arrangement from their insurance companies.

TB Tests. Some school programs make it easier for volunteers to get required tuberculin skin tests by arranging for the community's public health department to do the testing at several schools on different days early in the fall (NSVP, 1986).

Resources

The American Association of Retired Persons (1992) lists the following organizations and volunteer clearinghouses that can help locate suitable volunteers:

The American Association of Retired Persons (AARP) Volunteer Talent Bank was created to help people 50 years of age and older who are interested in volunteering. AARP Volunteer Talent Bank, 601 E Street, N.W., B3-440, Washington, DC 20049.

The Area Agency on Aging is the community focal point for many services for older people and often can help find and place older volunteers. Look in the telephone directory under government listings or contact the Agency on Aging in the state capital.

Family Support Centers at Military Installations offer varied volunteer opportunities.

The Retired Senior Volunteer Program (RSVP) has over 750 local offices. If RSVP is not in the telephone directory, write to RSVP, ACTION Agency, 1100 Vermont Avenue, N.W. Washington, DC 20525.

References

References identified with an EJ or ED number have been abstracted and are in the ERIC database.

Journal articles (EJ) should be available at most research libraries; documents (ED) are available in ERIC microfiche collections at more than 700 locations. Documents can also be ordered through the ERIC Document Reproduction Service: (800) 443-ERIC.

American Association of Retired Persons (AARP). (1992). To serve, not to be served: A manual of opportunity and a challenge. Washington, DC: Author.

Angelis, J. (1990, January-February). Bringing old and young together. Vocational Education Journal, 65(1), 19, 21. EJ 401 909

Armengol, R. (1992, February). Getting older and getting better. Phi Delta Kappan, 73(6), 467-70. EJ 439 297

Crites, M.; Dillard, L.; Sumpter, G.R. (1990). The Agelink Project replication manual: An intergenerational school-age childcare program. Washington, DC: Administration on Aging (DHHS). ED 349 095

Fredericks, A. D., & Rasinski, T.V. (1990, March). Working with parents: lending a (reading) hand. The Reading Teacher, 43(7), 520-521. EJ 406 792.

Gallup, A.M. (1992). Giving and volunteering in the United States. Washington, DC: Independent Sector.

Matters, L. (1990). Intergenerational relations: Older adults and youth. Columbia, MO: Center on Rural Elderly. ED 349 138

National School Volunteer Program, Inc. (1986). Guidelines for involving older school volunteers. Alexandria, VA: Author.

Salt Lake City School District. (1992). SMILES (Senior Motivators in Learning and Educational Services). Unpublished Manuscript. ED 346 983

Resource Aids

RESOURCE AIDS

RECRUITMENT FLYERS

This section includes:

1. A general recruitment flyer

2. A flyer to recruit parent volunteers

3. A Spanish-language version of the parent flyer

VOLUNTEER
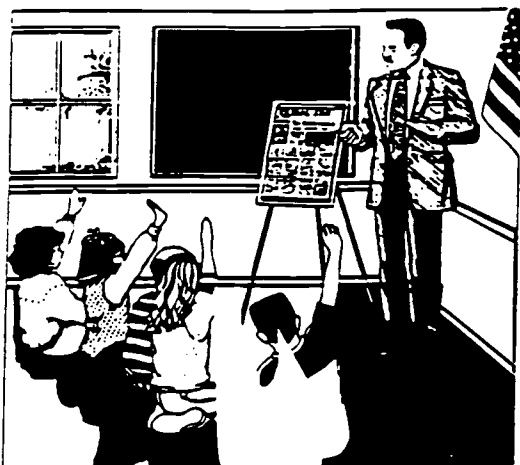
in the schools

THE PROBLEM:
- *Kids are dropping out of schools at alarming rates*

WHAT CAN BE DONE?
- *Early intervention is the key!!*
- *Classroom volunteers help young children feel better about themselves and about school by being a special friend*

CAN YOU HELP?
- *Just spend 3 hours a week in a classroom being a buddy to little ones. No experience necessary; we provide training!*

WHY VOLUNTEER?
- *Because these kids need you!*
- *Because the experience can benefit you by providing:*
  - *Course credit*
  - *Career experience*
  - *Personal satisfaction!!*

CALL: _____

To say you are interested in volunteering with the: _____

LITTLE KIDS ARE WAITING FOR YOU!!!

Thank You

PARENTS -- VOLUNTEER

DO YOU HAVE A FEW HOURS TO HELP

KINDERGARTEN & FIRST GRADERS

GET OFF TO A GOOD START?

Under supervision, you can volunteer in the morning or afternoon to work with students who need a little extra help, support, and direction.

IF YOU ARE INTERSTED

CALL:

FOR MORE INFORMATION

Thank You!!

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PADRES DE FAMILIA

OUREMOS VOLUNTARIOS PARA TRES HORAS
A LA SEMANA EN LAS CLASES
DE KINDER Y PRIMER GRADO.

Ayuda a los ninos que necesitan un poco de tiempo especial,

apoyo, y atencion personal para tener exito en la escuela.

SI QUIERE ASISTIRNOS, LIAMA A:

_____

_____

Gracias!!

RESOURCE AIDS, cont.

WELCOMING, ORIENTATION, & TRAINING

This section includes:

1. Sample Volunteer Information Sheet

2. Sample Volunteer Assignment Sheet

3. "Welcome" Sheet

4. Materials to Aid in Building Working Relationships

   a. Being an Effective Volunteer

   b. Beginning the Adult/Child Relationship & Building Rapport and Connection

   c. Working Against Producing Dependency

   d. Getting Off to a Good Start & Problem-Solving

   e. Exercise in Differentiating Descriptions and Judgements.

Volunteer Information Sheet

Name_____   Date_____

Address_____ City_____   Zip _____

Phone _____   Sex: ( ) Female ( ) Male   Birth date:_____

Race and/or Ethnic Origin:
( ) White (Not of Hispanic Origin)   ( ) Black (Not of Hispanic Origin)
( ) Hispanic   ( ) Asian/Pacific Islander
( ) American Indian/Alaskan Native   ( ) Filipino
( ) Other_____

Highest Grade in school attended :_____

Born in U.S. ( )Yes ( ) No
    If no, place of birth:_____   Length of time in U.S. _____yrs.
    Other Languages spoken at home? _____

How many hours per week will you be volunteering ?   3   4   5   6   7   8   9   10   10+

Please indicate your reason for volunteering?
( ) Course related: Name of School _____   ( ) Pre job experience
( ) Other (specify)_____   ( ) Like to volunteer

How did you hear about this program?_____

Have you worked with young children before? ( ) Yes   ( ) No
If yes, in what capacity?
    ( ) Your own children   ( ) As part of a program (specify) _____
    _____

    What did you do? (e.g., parenting, child care, arts and crafts, recreation, tutoring)
_____

_____

    Approximate length of experience:
    ( ) Under 6 months   ( ) 7 months to 1 year   ( ) 1-2 years   ( ) More than 2 years

What are you current vocational goals?_____

_____

How likely is it you will seek a job working with children in the future?
    Not at   Not   Only a   More than   Quite   very
    all   much   little bit   a little bit   a bit   much

How strongly do you feel that a job working with children in the future would be right for you?
    Not at   Not   Only a   More than   Quite   very
    all   much   little bit   a little bit   a bit   much

Volunteer Assignment and Agreement

Thank you for you interest.
We are pleased to accept you as a volunteer and have assigned you to:

School_____ Telephone_____

Address_____

Contact Person_____

Teacher_____ Grade Level_____ Rm#_____

Days/Times for participation
_____

The following outlines what you have agreed to and emphasize some specific protection for you, the student, their families, and their teachers.

Please read each point carefully, and if you have any questions, please feel free to ask the project staff for further clarification.

1. You have agreed to start volunteering on _____and continue to _____

2. The extent of your participation is IN THE CLASSROOM with students; it does not involve contact with parents or with students away from school.

3. Should an emergency prevent you from attending, please call the school so office personnel can advise the teacher and students who are expecting you.

4. The staff wants this to be a positive learning experience for you and is interested in your needs, comments, and any concerns that arise. Please contact the on-site coordinator _____ immediately about all such matters.

5. For safety reasons and record keeping, please sign in and out at the school in the place indicated.

6. In order to serve as a good role model for the children, please follow the school dress code (e.g., no halter tops, no short shorts etc.)

WELCOME !
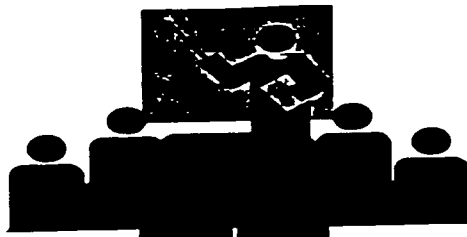
INSERT SCHOOL NAME
AND ADDRESS
HERE

Thank you so much for your participation as a volunteer. We appreciate your service to our children.

YOU ARE ASSIGNED TO TEACHER _____

ROOM # _____ , GRADE _____ , DAY _____ , TIME _____

Reminder: Please come regularly. If you must be absent, call the school and ask the staff to leave a message for the teacher.

LITTLE KIDS ARE WAITING FOR YOU!!

Thank you!

RESOURCE AIDS, cont.

MATERIALS TO AID IN BUILDING WORKING RELATIONSHIPS

>Being an Effective Volunteer

>Beginning the Adult/Child Relationship &
  Building Rapport and Connection

>Working Against Producing Dependency

>Getting Off to A Good Start & Problem Solving

>Exercise in Differentiating Descriptions and Judgements

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BEING AN EFFECTIVE VOLUNTEER

The overriding responsibility of a volunteer is to work toward understanding what is involved in helping a student who is having trouble adjusting to school and working with the teacher(s) to ensure appropriate action is taken. The following brief description is meant only to convey a sense of what this might involve.

Be Reliable

Schedule your volunteer hours for times that you are certain you can maintain. Plans will be made with students that are dependent on your presence; if you don't show up, it will be disruptive and harmful to student progress. If you will be late or cannot be there because of an emergency, it is essential that you inform the teacher at the earliest possible moment.

Become Part of the Team

You are joining a team. It is essential that you:

♦ *Create a positive impression*: the impression you create depends in part on how well you understand your impact and your ability to accentuate the positive and minimize the negative. You know what makes people like each other, and you know what upsets people and puts them on the defensive. Decide to be seen by *both* staff and students as a very positive and special resource and then act in ways that makes this happen.

♦ *Avoid premature conclusions and judgements*: you have your good and bad points. Teachers and students have their good and bad points. School programs have their good and bad points. Take time in arriving at conclusions and making judgments. You'll want to hear that you are doing a good job; teachers and students like to hear they are doing a good job. Share your appreciation of the positive things you see going on in the classroom, and avoid comments that can be seen as criticisms.

♦ *Develop a working relationship*: understand that what you do and how you do it affects the students you are to help, the teacher, and others working in the class. The expectation is that you will try to understand what has been planned, what is and isn't appropriate, and why some school rules have been made. Find some time to talk informally with and get acquainted with the teacher and other staff when the students aren't there.

Be a Learner

It's O.K. not to know. It's O.K. to make a mistake. Ask for help when you need it.

Be a Problem-Solver

When you're working with a student and a problem arises, sit down next to the student and talk with (not at) him/her and try to understand what the student is feeling and thinking and explore with the student ways to make things better. When you're not working with a student, find out what needs to be done if the teacher is busy, circulate and be observant. Watch for and anticipate problems so that you can help prevent them or at least deal with them quickly. There almost always is a student who could use some help.

BEGINNING THE ADULT/CHILD RELATIONSHIP

(Examples for Volunteering in Elementary Schools)

The following outline of suggested activities serves as a guide to planning the beginning of your relationship with children. Adult/student relationships in the school setting are very important and can be extremely helpful to students in learning that they can succeed in school, that it is a safe and happy place, and that they are understood and valued just as they are. Only when students feel good about themselves, know that the adults care about them, and that they will not be hurt or criticized, can they be free to try their best.

This is your objective in working with students - to give them your warmth and understanding, your confidence in them and your complete attention and concern. What you do, your techniques, are less important than your regard for each child. Share your plans with the teacher before you begin.

GET ACQUAINTED ACTIVITIES

These activities are designed to initiate the small group experience for students to enable you to observe their behavior in various activities. In this way, you will gain further knowledge about each student and his or her style of working and playing. Introductory activities with students frequently require that you assume the more active role and allow them to respond naturally and to take their time in relating. The activities are presented as suggestions and depending upon the availability of materials, numerous similar activities could be substituted.

1. Read or tell a story which would allow for some participation by the students or would be a kick-off for conversation.

2. Suggest to the students that they draw a picture of themselves or others and tell a story about the picture.

3. Develop conversation among the students, helping each tell his or her name, names of brothers and sisters, about pets, or about what he or she likes most to do. The activity is designed to build an identity for each child in the eyes of the other students as well as in his or her own eyes. Encourage the students to listen to each other and ask questions.

PLANNING ACTIVITIES FOR INDIVIDUAL NEEDS

The Shy Child: Start with manual activities which don't require the child to talk, such as clay modeling, construction blocks, jig-saw puzzles, scissor work, school materials already mastered. Outdoor play could he solo work with play equipment with which the child feels able to cope. These activities are designed for "loosening up" the fearful child. Later activities will be directed toward increasing the child's participation with others. (This will be a very gradual process). Such activities as puppets, acting out stories in pantomime, imitating animal sounds, role playing child's own experience or observations, such as going to the store, going on a field trip, a visit with grandmother, etc.

The Very Active Child: Start with large muscle activities such as marching, skipping to music, foot races, use of playground equipment, action games. Indoor activities which require physical movement, such as making flannel board stories or acting out stories permit the active child to have energy release. Subsequent activities should be directed to moving the child toward more organized activities and increased verbal expressions, such as performance blocks, mural painting, puppetry, and role playing.

The Angry Child: Start with activities that provide immediate personal gratification, such as easily accomplished tasks, solo activities like painting, crafts, tether ball. Give the child immediate recognition of accomplishments, including displaying work for others to admire. Since this child has difficulty with close interactions with others, plan activities which are non-competitive, such as helping a younger child accomplish a task. Move toward activities which require sharing and taking turns. Support these children in staying with the activity even when it is frustrating. You will probably need to take a very active part in doing the activity to help sustain effort.

The Child Who Is Experiencing Difficulty Learning English: Start with activities which require only simple instruction. Give instructions in English. Be alert to the child who does not understand the instructions. Help the children indicate to you when they don't understand. Then repeat the instructions in another way and use the child's first language when possible. As the children try to gain mastery of English it is important that they feel comfortable in asking for further information when they do not understand .

BUILDING RAPPORT AND CONNECTION

To be an effective helper you need to build a positive relationship around the tasks at hand.

PROBLEM: How to build a working relationship with a student, especially with shy or avoidant individuals

PROCESS: Necessary ingredients in building a working relationship are (a) taking time to make one to one connections, (b) increasing confidence in yourself and your skills, and (c) not losing sight of the purpose of the relationship.

With specific respect to *relationship building*, three things you can do are:

1. *Convey empathy and warmth* (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit a sense of liking)

2. *Convey genuine regard and respect* (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)

3. *Talk with, not at, the individual -- active listening and dialogue* (e.g., being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

WORKING AGAINST PRODUCING DEPENDENCY

♦ *Principle*: The goal of all helping is to enable the individual to increase their sense of autonomy and independence (e.g., personal control and direction). This is best accomplished when students work for internal reasons and when feedback is provided in the form of information and confirmation rather than rewards, praise or punishment.

♦ *Problem*: When a helping relationship is developed with a student, s/he may come to over rely on the helper, may only work when the helper is available, or may only work in order to please the helper.

♦ *Process:* The necessary ingredients in minimizing dependency are (a) to maintain the student's focus on the internal reasons s/he has for working on the tasks at hand and (b) to use encouragement and avoid overuse of external reinforcers (including social reinforcement in the form of praise).

♦ With respect to minimizing dependency, five things you can do are:

1. Provide only the degree of support and direction a student needs in order to work effectively

2. Encourage rather than praise

3. Help the student identify personal reasons for what they are doing

4. Help the student to self-evaluate products and progress with reference to personal reasons for what they are doing (e.g., to tune in to his or her own sense of accomplishment and satisfaction rather than being overly concerned about whether you are pleased with the effort)

5. Help the student identify when it is appropriate to seek support and direction and a wide range of ways to do so when it is appropriate

From: H.S. Adelman & L. Taylor (1986), *An Introduction to Learning Disabilities.* Glenview, IL: Scott, Foresman.

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GETTING OFF TO A GOOD START
& PROBLEM SOLVING

◆ **Understanding Your Initial Impact**

   1. With the teacher and other adults: It's important to develop a positive relationship with the teacher and aids to become part of the staffing team.

   2. With the children: It's important to be seen as a special resource, a helper, someone the children look forward to sharing their experiences with.

◆ **What To Do To Get Off To A Good Start**

   1. With the teacher and other adults: Find time to let the teacher know you and what to expect from you. Find a time to talk informally with the teacher when children aren't there. Share your appreciation of what you have seen and avoid comments that might be perceived as critical.

   2. With the children: Find the time and opportunity to sit down and get acquainted. Begin to appreciate who they are and what they're doing, showing how and praising good attempts helps build a relationship.

◆ **Observation as an Important Tool and Starting Place**

Understand the difference between describing what you see and making judgments about what it means (see next section).

◆ **Specifics for the First Day**

Observation is the first task and you can do this as a participant-observer. During the observation phase, be certain to assist the teacher as per expectation of role. If a child has been identified, begin building a working relationship. Look for strengths and see the child as a whole person.

◆ **Some Problems to Anticipate and How to Deal With Them**

Typical pitfalls that might be avoided:
   1. Seeing things that worry you or make you feel uncomfortable
   2. Feeling put on the spot and not knowing what to do
   3. Feeling uncomfortable with your level of competence

Processes for problem-solving:
   1. Keeping notes on information needed, problems identified to share with your supervisor (or onsite coordinator or teacher)
   2. Requesting supervision when you need it and using it effectively

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EXERCISE IN DIFFERENTIATING DESCRIPTIONS AND JUDGMENTS

It is easy to fall into the trap of arriving at premature judgements about those who are having problems. This exercise is meant to help you avoid such a trap.

Choose any specific aspect of what you see in the classroom (e.g., a specific activity, the physical environment). Naive observers often make the error of not separating their value judgments when describing what they have observed. Practice separating descriptions from judgements.

First, write down all your observations in the column labeled *Descriptions*. Then, read what you have written; look for words that are judgmental. For example, you may find a statement such as "The student is not paying attention to the lesson." Not paying attention is a judgement. The behavior observed probably was that the student was not doing an assigned task. In the column labeled *Judgements*, put a checkmark next to all statements that, on reflection, you see as a premature judgement,

Descriptions (In this column, write down what you see but try to avoid interpreting motivations and assigning value judgements)	*Judgments* (In this column, you can make your interpretations and value judgements)

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APPRECIATING AND EVALUATING

This section includes:

1. Certificate of Appreciation

2. Letter of Appreciation

3. Volunteer Evaluation of Program

4. Teacher Rating of Volunteer

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VOLUNTEER APPRECIATION

For Participation
in the Early Assistance
for Students and Families Project

THIS CERTIFICATE IS AWARDED TO

_____

**IN RECOGNITION OF DEDICATED
VOLUNTEER SERVICE AND
UNSELFISH CONTRIBUTIONS TO
THE WELFARE OF CHILDREN AT**

INSERT SCHOOL NAME

II-44

RE: VOLUNTEER SERVICE PROVIDED IN
THE 1997-98 ACADEMIC YEAR

To Whom It May Concern:

_____ has successfully completed several
months of volunteer work to provide support personnel to
teachers by working with at-risk students. These students
are vulnerable due to social, emotional, or developmental
problems. Many are shy, withdrawn, unmotivated,
overwhelmed or overly active. This volunteer's role has
been to work with the teacher to identify such youngsters,
analyze the problem and plan an intervention support
system that will enable the child to succeed in the
mainstream program.

In addition, this volunteer gave personal, one-to-one
support and assistance to the vulnerable target children,
helping them to develop self-esteem and positive feelings
toward school.

This experience working with the classroom teacher and
the special needs of high-risk youngsters has been of great
value.

Sincerely,

Volunteer Evaluation Of Program

Volunteer Name _____

Date_____

Teacher or Staff_____

School_____

1. What aspect of you volunteer experience have been best for you?

2. What problem or concerns have occurred?

3. Rate your degree of satisfaction with this learning experience.

not at all	not much	only a little	more than a little	quite a bit	very much
1	2	3	4	5	6

If you circled 1,2, or 3, please indicate briefly why this was so and offer any recommendations you may have so we can improve the program in the future.

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Staff/Teacher Rating of Volunteer

As part of our ongoing effort to evaluate this volunteer program, it will help us to have the following basic information on each participating teacher.

Name of teacher/staff _____ Date _____

School _____ Grade or Position _____

Sex of teacher: ( ) Female   ( ) Male

Race and/ or Ethnic origin of teacher:

( ) White (Not of Hispanic origin)   ( ) Black (Not of Hispanic origin)
( ) Hispanic   ( ) Asian / Pacific Islander
( ) American Indian/ Alaskan Native   ( ) Filipino

Length of teaching experience at this grade level:

_____

Have you taught at other grade levels?   ( ) Yes ( ) No

If Yes, what grade and for how long?

_____

Have you taught in any special programs (e.g., special ed.)?   ( ) Yes   ( ) No

If yes, specify:

_____

Have you supervised volunteers previously?   ( ) Yes   ( ) No

----

Evaluation Of Volunteer

Volunteer's Name_____

Please indicate how much **effort** s/he put into helping students (e.g., does s/he work hard)?

| Very little | a bit less than average | a bit more than average | well above average |

Please indicate how much **ability** s/he appear to have for helping students (e.g., does s/he have necessary skills)?

| Very little | a bit less than average | a bit more than average | well above average |

Please indicate how **effective** s/he appears to be in helping students (e.g., does his/her presence seem to help)?

| Very little | a bit less than average | a bit more than average | well above average |

Other Comments:

MAPPING RESOURCES RELATED TO USING VOLUNTEERS AND OTHER COMMUNITY RESOURCES

Volunteer programs have a program context. They are one facet of efforts to outreach to the community for involvement in and support of a school's efforts. This survey is one of a set available from the Center for Mental Health in Schools at UCLA. The entire set provides tools for mapping all of a school's efforts to address barriers to student learning.

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Community Outreach for Involvement and Support (including Volunteers)

The emphasis here is on outreaching to the community to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to (a) public and private community agencies, universities, colleges, organizations, and facilities, (b) businesses and professional organizations and groups, and (c) volunteer service programs, organizations, and clubs. If a Family/Parent/ Community Center facility has been established at the site, it can be a context for some of this activity. Anticipated outcomes include measures of enhanced community participation and student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

		Yes	Yes but more of this is needed	No	If no, is this somethi you war
A.	**With respect to programs to recruit community involvement and support**				
	1. From which of the following sources are participants recruited?				
	a. public community agencies, organizations, and facilities	___	___	___	___
	b. private community agencies, organizations, and facilities	___	___	___	___
	c. business sector	___	___	___	___
	d. professional organizations and groups	___	___	___	___
	e. volunteer service programs, organizations, and clubs	___	___	___	___
	f. universities and colleges	___	___	___	___
	g. other (specify) _____	___	___	___	___
	2. Indicate current types of community involvement at the school				
	a. mentoring for students families	___	___	___	___
	b. volunteer functions	___	___	___	___
	c. a community resource pool that provides expertise as requested, such as				
	artists	___	___	___	___
	musicians	___	___	___	___
	librarians	___	___	___	___
	health and safety programs	___	___	___	___
	other (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this someth you wa
d. formal agency and program linkages that result in community				
health and social services providers coming to the site	___	___	___	___
after school programs coming to the site services and programs providing direct access to referrals from the site	___	___	___	___
other (specify) _____	___	___	___	___
e. formal partnership arrangements that involve community agents in				
school governance	___	___	___	___
advocacy for the school	___	___	___	___
advisory functions	___	___	___	___
program planning	___	___	___	___
fund raising	___	___	___	___
sponsoring activity (e.g., adopt-a-school partners)	___	___	___	___
creating awards and incentives	___	___	___	___
creating jobs	___	___	___	___
other (specify) _____	___	___	___	___

B. With specific respect to volunteers

1. What types of volunteers are used at the site?

	Yes	Yes but more of this is needed	No	If no
a. nonprofessionals	___	___	___	___
parents	___	___	___	___
college students	___	___	___	___
senior citizens	___	___	___	___
business people	___	___	___	___
peer and cross age tutors	___	___	___	___
peer and cross age counselors	___	___	___	___
paraprofessionals	___	___	___	___
b. professionals-in-training (specify)_____	___	___	___	___
c. professionals (pro bono) (specify)_____	___	___	___	___
d. other (specify) _____	___	___	___	___

2. Who do volunteers assist?

	Yes	Yes but more of this is needed	No	If no
a. administrators	___	___	___	___
b. assist teachers	___	___	___	___
c. assist other staff	___	___	___	___
d. others (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this somethi you wan
3. In which of the following ways do volunteers participate?				
a. providing general classroom assistance	—	—	—	—
b. assisting with targeted students	—	—	—	—
c. assisting after school	—	—	—	—
d. providing special tutoring	—	—	—	—
e. helping students with attention problems	—	—	—	—
f. helping with bilingual students	—	—	—	—
g. helping address other diversity matters	—	—	—	—
I helping in the cafeteria	—	—	—	—
j. helping in the library	—	—	—	—
k. helping in computer lab	—	—	—	—
l. helping on class trips	—	—	—	—
m. helping with homework helplines	—	—	—	—
n. working in the front office	—	—	—	—
o. helping welcome visitors	—	—	—	—
p. helping welcome new enrollees and their families	—	—	—	—
q. phoning home about absences	—	—	—	—
r. outreaching to the home	—	—	—	—
s. acting as mentors or advocates for students, families, staff	—	—	—	—
t. assisting with school up-keep and beautification efforts	—	—	—	—
u. helping enhance public support by increasing political awareness about the contributions and needs of the school	—	—	—	—
v. other (specify) _____	—	—	—	—
4. Are there systems and programs specifically designed to				
a. recruit -volunteers?	—	—	—	—
b. train volunteers?	—	—	—	—
c. screen volunteers?	—	—	—	—
d. maintain volunteers?	—	—	—	—

C. Which of the following are used to enhance school involvement of hard to involve students and families (including truants and dropouts and families who have little regular contact with the school)?

	Yes	needed	No	want
1. home visits to assess and plan ways to overcome barriers to				
a. student attendance	—	—	—	—
b. family involvement in schooling	—	—	—	—
2. support networks connecting hard to involve				
a. students with peers and mentors	—	—	—	—
b. families with peers and mentors	—	—	—	—
3. special incentives for				
a. students	—	—	—	—
b. families	—	—	—	—
4. Other (specify) _____	—	—	—	—

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	Yes	Yes but more of this is needed	No	If no, is this somet you w
D. Which of the following are used to enhance community-school connections and sense of community?				
1. orientations and open houses for				
a. newly arriving students	—	—	—	—
b. newly arriving families	—	—	—	—
c. new staff	—	—	—	—
2. student performances for the community	—	—	—	—
3. school sponsored				
a. cultural and sports events for the community	—	—	—	—
b. community festivals and celebrations	—	—	—	—
c. topical workshops and discussion groups	—	—	—	—
d. health fairs	—	—	—	—
e. family preservation fairs	—	—	—	—
f. work fairs	—	—	—	—
4. Other? (specify) _____	—	—	—	—
E. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Community Outreach/Volunteer?	—	—	—	—
2. Is there ongoing training for staff of specific services/programs?	—	—	—	—
3. Other? (specify) _____	—	—	—	—
F. Which of the following topics are covered in educating stakeholders?				
1. understanding the local community -- culture, needs, resources	—	—	—	—
2. how to recruit, train, and retain volunteers				
a. in general	—	—	—	—
b. for special roles	—	—	—	—
3. how to move toward collaborations with community resources	—	—	—	—
4. how to outreach to hard-to-involve students and families	—	—	—	—
5. other (specify) _____	—	—	—	—

G. Please indicate below any other ways that are used with respect to community outreach/ volunteer programs.

_____   _____
_____   _____
_____   _____
_____   _____

H. Please indicate below other things you want the school to do with respect to community outreach/volunteer programs.

_____   _____
_____   _____
_____   _____
_____   _____

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Home Involvement in Schooling

Exhibits and Resource Aids

Exhibits
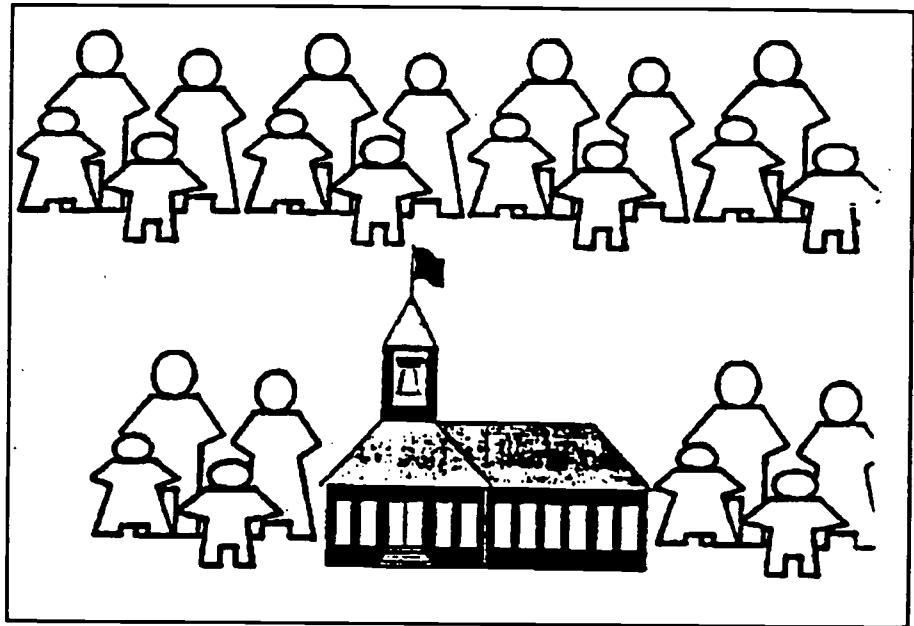
Introduction:
Different Parents, Different Needs, Different Agendas

*Research findings accumulated over two decades ... show
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 . . . .*

Joyce Epstein

Home involvement* in schools is a prominent item on the education reform agenda in the 1990s (Bowman, 1994; Maeroff, 1992; Zigler, Kagan, & Hall, 1996). Such involvement is seen as especially important when students have learning and behavior problems (Adelman, 1994). In special education, long-standing views about the importance of home involvement have been enacted into law, for example, the family focus prescribed in P.L. 99-457. Such legislated mandates, however, are no guarantee of effective practice (Bailey, Jr., Buysse, Edmondson, & Smith, 1992; Dunst, Johanson, Trivette, & Hamby, 1991; Harry, 1992).

A segment of society is quite receptive to efforts to involve them in schools and schooling. The focus of the following discussion is not on this relatively small group, but on populations where systematic outreach and ongoing encouragement are essential to establishing and maintaining involvement. Efforts to involve such populations raise all the issues and problems associated with intervening with reluctant individuals.

*Terms such as parent involvement and even family involvement increasingly are recognized as unduly restrictive. Given extended families and the variety of child caretakers, *home* involvement is seen as a more inclusive term.

Types of Involvement

Various categorizations of home involvement in schooling have been formulated (Conoley, 1987; Davies, 1987; Epstein, 1987, 1988; Jackson & Cooper, 1989).

Epstein (1988) describes five types of parent-school involvements:

(1) *basic obligations of parents to children and school* (e.g., providing food, clothing, shelter; assuring health and safety; providing child rearing and home training; providing school supplies and a place for doing school work; building positive home conditions for learning),

(2) *basic obligations of school to children and family* (e.g., using a variety of communication methods to inform parents about school schedules, events, policies and about children's grades, test scores, daily performance; treating children justly and effectively -- including accounting for differences),

(3) *parent involvement at school* (e.g., assisting teachers and students with lessons, class trips; assisting administrators, teachers, and staff in cafeteria, library, computer labs; assisting organized parent groups in fund-raising, community relations, political awareness, program development; attending student assemblies, sports events; attending workshops, discussion groups, training sessions),

(4) *parent involvement in student learning at home* (e.g., contributing to development of child's social and personal skills, basic academic skills, and advanced skills by aiding with schoolwork, providing enrichment opportunities, and monitoring progress and problems),

(5) *parent involvement in governance and advocacy* (e.g., participating in decision making groups; advocating for improved schooling).

Davies (1987) extends the idea of parent involvement as follows:

(1) *coproduction or partnership* (individual and collective activities in school or at home that contribute to school efforts to teach more effectively such as tutoring programs, homework hotlines, suggestions as to how to reinforce classroom efforts, parent education about what the school is trying to do, home visitor programs, parent volunteers to assist teachers),

(2) *decision making* (ranging from parent participation in decisions about the child to involvement in system planning, such as setting policies, assessing schools, deciding about budgeting, curriculum, and personnel),

(3) *citizen advocacy* (e.g., case, class, political advocacy; citizen organizations to build public support for schools),

(4) *parent choice* (e.g., involvement in selecting the child's school).

Jackson and Cooper (1989) extend the conceptualization of types of involvement by adding a sixth and seventh category to Epstein's five. The sixth, *parent decision making (consumer activities)*, expands Davies' category of "parent choice" to a broader consumer role (e.g., parents awareness of the marketplace of available educational choices to make the best feasible arrangements to ensure their child's success). Their seventh category, *parent community networks*, attempts to cover a variety of involvements related to using "the unique culture of the local parent community to help all parties concerned." In this category, they include schools as places for parents to congregate and solve problems, activities that improve parents' skills, schooling that builds on parents' cultural traditions, and networking relevant to parent agendas.

Existing categorizations provide a starting point for labeling clusters of activity, and they help highlight differences in the nature of home involvement. Approaching intervention from a transactional perspective, it is important to differentiate types of home involvement in terms of whether the focus is on improving the functioning of individuals (student, parent-caretaker), the system (classroom, school, district), or both. And, with respect to individual functioning, it seems worth distinguishing home involvement designed mainly to facilitate schooling from involvement intended primarily to help parents-caretakers per se. To these ends, the following six category continuum is useful. At one end, the focus is on using home involvement to improve individual functioning of the student or caretaker or both; at the other end, the aim is to use involvement to improve the system.

A Continuum of Home Involvement

Improve individual functioning

Establishment of specific ways to involve home in

- meeting basic obligations to the student and

- helping caretakers meet their own basic needs

- communicating re. matters essential to the student

- making essential decisions about the student

- supporting the student's *basic* learning and development at home

- solving problems and providing support at home and at school re. the student's *special* needs

- working for a classroom's/school's improvement

Improve system functioning

- working for improvement of all schools

Even though the categories are not discrete, the various schemes illustrated above are an obvious aid in

- delineating the range of ways homes can be involved

- analyzing key differences in the nature of the activity.

Thus, they are useful for both research and practice.

It is important, however, to remember that categorization of types does not adequately highlight other significant differences.

For example, parents who help with homework or who participate in decision making differ in the degree and quality of their involvement; ensuing benefits and costs also differ. In thinking about home involvement, therefore, at least four other dimensions are relevant, namely

- frequency

- level

- quality

- impact (positive and negative) of involvement.

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Barriers to Involvement

In addition to addressing types of involvement, interventions must deal with barriers to involvement.

Toward broadening the focus, barriers can be categorized with respect to type and form. That is, they can be grouped into three types: institutional, personal, and impersonal. In addition, their form can be characterized in terms of negative attitudes, lack of mechanisms/skills, or practical deterrents -- including lack of resources. Figure 1 underscores the interacting nature of types and forms of barriers.

Figure 1. General types and forms of barriers to home involvement.

FORMS OF BARRIERS

		Negative Attitudes	Lack of Mechanisms/ Skills	Practical Deterrents
TYPES OF BARRIERS	Institutional	e.g., school administration is hostile toward increasing home involvement	e.g., insufficient staff assigned to planning and implementing ways to enhance home involvement; no more than a token effort to accommodate different languages	e.g., low priority given to home involvement in allocating resources such as space, time, money
	Impersonal	e.g., home involvement suffers from benign neglect	e.g., rapid influx of immigrant families overwhelms school's ability to communicate and provide relevant home involvement activities	e.g., school lacks resources; majority in home have problems related to work schedules, child care, transportation
	Personal	e.g., specific teachers and parents who feel home involvement is not worth the effort or feel threatened by such involvement	e.g., specific teachers and parents who lack relevant language and interpersonal skills	e.g., specific teachers and parents who are too busy or lack resources

A few words will help clarify each type of barrier.*

Institutional barriers stem from deficiencies related to resource availability (money, space, time) and administrative use of what is available. Deficient use of resources includes failure to establish and maintain formal home involvement mechanisms and related skills. It also encompasses general lack of interest or hostile attitudes toward home involvement among school staff, the administration, or the community. Specific examples are seen when there is no policy commitment to facilitating home involvement, when inadequate provisions are made for interacting with parents who don't speak English, or when no resources are devoted to upgrading the skills of staff with respect to involving parents.

Similar barriers occur on a more *personal* level. Specific school personnel or parents may lack requisite skills or find participation uncomfortable because it demands their time and other resources. Others may lack interest or feel hostile toward home involvement. For instance, any given teacher or parent may feel it is too much of an added burden to meet to discuss student problems. Others may feel threatened because they think they can't make the necessary interpersonal connections due to racial, cultural, and language differences. Still others do not perceive available activities as worth their time and effort.

Impersonal barriers to home and staff participation are commonplace and rather obvious. For example, there are practical problems related to work schedules, transportation, and child care. There are skill deficiencies related to cultural differences and levels of literacy. There may be lack of interest due to insufficient information about the importance of home involvement.

Overcoming barriers, of course, is a primary intervention concern. And, when there are inadequate finances to underwrite ways to overcome barriers, finding the resources becomes the first barrier that must be overcome.

*Research on barriers has explored a narrowly conceived set of variables and, in doing so, has focused on the participation of special subgroups such as parents from lower socioeconomic and ethnic minority backgrounds and parents of special education students. The result is that a variety of familial, cultural, racial, job, social class, communication, and school personnel attitude factors have been implicated (e.g., Chavkin & Williams, 1989; Comer, 1988; Epstein, 1987, 1995a, 1995b, 1996; Epstein & Becker, 1982; Klimes-Dougan, Lopez, Adelman, & Nelson, 1992; Lynch & Stein, 1987; Mannan & Blackwell, 1992). However, because the studies are correlational, causal relationships have not been established. Furthermore, within group variations are rarely explored.

Whose Interests are to be Served?
Agendas for Involving the Home

As the preceding discussion highlights, understanding types of and barriers to involvement provides a helpful foundation for planning and implementing ways to enhance involvement. Another essential perspective comes from awareness of contrasting and often conflicting intervention *agendas*.

Different rationales underlie interventions for involving the home. Most reflect society's agendas, and these often come into conflict with agendas aimed at helping those with special needs. At the root of the matter are age old social and political concerns related to inevitable conflicts between individual and societal interests.

All intentional interventions are rationally based. That is, underlying such activity there is a rationale -- whether or not it is explicitly stated. A rationale consists of views derived from philosophical, theoretical, empirical, and legal sources. Or, stated more boldly, underlying rationales consist of biases that guide and shape intervention aims and practices. Because of potential conflicts of interest, it is essential that the biases incorporated into an intervention rationale be clearly articulated and debated.

The problem of *conflicting interests* is reflected in the extensive concern raised about society's ability to exercise control through agendas for psychological and educational interventions (e.g., Adelman & Taylor, 1994; Feinberg, 1973; Garbarino, Gaboury, Long, Grandjean, & Asp, 1982; Mnookin, 1985 Swap, 1990).

At one extreme, it is argued that there are times when society must put its needs ahead of individual citizens' rights by pursuing policies and practices for maintaining itself. This is seen, for example, whenever parents are compelled by school personnel to talk about facets of their family life or to participate in some aspect of their child's schooling. At the other extreme, it is argued that society should never jeopardize individuals' rights (e.g., invade privacy, use coercive procedures). For many persons, however, neither extreme is acceptable, especially given how they define what is in the best interests of individuals in the society.

Without agreeing or disagreeing with either extreme, the importance of the debate can be appreciated and serves to heighten awareness about three basic problems.

- No society is devoid of coercion in dealing with its members (e.g., no right or liberty is absolute), and coercion is especially likely when interventions are justified as serving a minor's best interests.

- Interventions are used to serve the vested interests of subgroups in a society at the expense of other subgroups (e.g., to place extra burdens on minorities, the poor, females, and legal minors and to deprive them of freedoms and rights).

- Informed consent and due process of law are key to protecting individuals when there are conflicting interests (e.g., about who or what is blamed for a problem and should be expected to carry the brunt of corrective measures).

Awareness of these problems is essential to protect individuals and subgroups from abuse by those with power to exercise direct or indirect control over them.

Four different intentions underlying intervention for home involvement in schools and schooling are discussed below. They are contrasted as *socialization, economic, political,* and *helping agendas.* A socialization agenda is seen in messages sent home and in school-based parent training. These are meant to influence parent-caretaker attitudes toward schooling and to socialize parenting practices in ways designed specifically to facilitate schooling. An economic agenda is intended to aid schooling by involving the home as a supplementary resource to compensate for budget limitations. A political agenda focuses on the role the home plays in making decisions about schools and schooling. A helping agenda establishes programs to aid individuals in pursuing their own needs. Clearly, these four agendas are not mutually exclusive, as will be evident in the following brief discussion of each.

Socialization Agenda

Schools are societal institutions with prime responsibilities for socializing the young, ensuring the society's economic survival through provision of an adequately equipped work force, and preserving the political system. In pursuing society's interest in socializing children, schools try to socialize parents, for instance, by influencing parent attitudes and parenting practices. This is seen in the widespread pressure exerted on parents to meet "basic obligations" and in the emphasis on parent "training".

Often, a school's agenda to socialize parents is quite compatible with the interests of parents and their children. For instance, schools and those at home want to minimize childrens' antisocial behavior and equip them with skills for the future. However, there are times when the school's socialization agenda comes into conflict with the home's agenda with respect to meeting other basic obligations and needs, such as the obligation to avoid causing or exacerbating a problem. The following negative example is offered to underscore the complexity of this concern.

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José's family had come to the U.S.A. four years ago. His father worked as a gardener; his mother worked in the garment district. Neither parent was fluent in English; mother less so than father.

José's parents were called to school because of his misbehavior in the classroom. The teacher (who did not speak Spanish) informed them that she was having to use a range of behavioral management strategies to control José. However, for the strategies to really work, she said it also was important for the parents to use the same procedures at home. To learn these "parenting skills," the parents both were to attend one of the 6 week evening workshops the school was starting. They were assured the workshop was free, was available in English or Spanish, and there would be child care at the school if they needed it.

After meeting with the teacher, José's father, who had reluctantly come to the conference, told his wife she should attend the workshop -- but he would not. She understood that he saw it as her role -- not his -- but she was frightened; they fought about it. They had been fighting about a lot of things recently. In the end, she went, but her resentment toward her husband grew with every evening she had to attend the training sessions.

Over the next few months, the mother attempted to apply what she was told to do at the workshop. She withheld privileges and confined José to periods of "time out" whenever he didn't toe the line. At the same time, she felt his conduct at home had not been and was not currently that bad -- it was just the same spirited behavior his older brothers had shown at his age. Moreover, she knew he was upset by the increasingly frequent arguments she and her husband were having. She would have liked some help to know what to do about his and her own distress, but she didn't know how to get such help.

Instead of improving the situation, the control strategies seemed to make José more upset; he "acted out" more frequently and with escalating force. Soon, his mother found he would not listen to her and would run off when she tried to do what she had been told to do. She complained to her husband. He said it was her fault for pampering José. His solution was to beat the youngster.

To make matters worse, the teacher called to say she now felt that José should be taken to the doctor to determine whether he was hyperactive and in need of medication. This was too much for José's mother. She did not take him to the doctor, and she no longer responded to most calls and letters from the school.

José continued to be a problem at school and now at home, and his mother did not know what to do about it or who to turn to for help. When asked, José's teacher describes the parents as "hard to reach."

The case of José and his family raises many issues.

For example, involvement of the home in such cases usually is justified by the school as "in the best interests of the student and the others in the class." However, clearly there are different ways to understand the causes of and appropriate responses to José's misbehavior.

By way of contrast, another analysis might suggest the problem lies in ill-conceived instructional practices and, therefore, might prescribe changing instruction rather than strategies focused on the misbehavior per se. Even given an evident need for home involvement, the way the mother was directed to parent training raises concerns about whether the processes were coercive.

Questions also arise about social class and race. For example, if the family had come from a middle or higher income background, would the same procedures have been used in discussing the problem, exploring alternative ways to solve it, and involving the mother in parent training?

And, there is concern that overemphasis in parent workshops on strategies for controlling children's behavior leads participants such as José's mother to pursue practices that often do not address children's needs and may seriously exacerbate problems.

As home involvement programs at schools are developed, concerns about the socialization agenda must be thoroughly discussed, clearly articulated, and should reflect the consenus of all affected parties.

Economic Agenda

Home involvement is a recognized way of supplementing school resources. The home may be asked to contribute money, labor, knowledge, skills, or talent. Controversy arises about this agenda due to concerns regarding fairness, as well as in connection with professional guild complaints and public funding considerations. For example, inequities among schools may be exacerbated because some schools can draw on the assets of higher income homes. Unions representing teachers and their assistants point to excessive use of parent and other volunteers as a factor affecting job availability and wage negotiations. And, increasing reliance on ad hoc sources of public support is seen as potentially counterproductive to mobilizing citizens and policy makers to provide an appropriate base of funding for public education.

Political Agenda

Another reason for involving parents is related to the politics of school decision making. This agenda is seen in the trend toward parents assuming some form of policy making "partnership" with the school, such as joining advisory and decision-making councils. In some cases, the intent apparently is to move parents into an equal partnership with school decision makers; in other instances, the aim appears to be one of giving the illusion that parents have a say or even demonstrating that parents are uninterested or unable to make sound policy.

> The case of Head Start illustrates politics and policy related to home involvement. As Valentine and Stark (1979) indicate, parent involvement policy in Head Start developed around three notions: parent education, parent participation, and parent control. "These three constructs signify different dimensions of social change: individual change and institutional, or `systems,' change" (p. 308). Initially, the goal was to use parent involvement to produce institutional change through either parent participation or parent control. Over time, this goal was displaced by individual change. "... national Head Start policy guidelines [in combination with local and federal initiatives to contain militancy] helped redirect parent involvement away from political organization toward a `safe' combination of partici- patory decision-making and parent education" (p. 308).

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Helping Agenda

Prevailing agendas for involving the home emphasize meeting societal and school needs (Epstein, 191995A, 1996). It is not surprising, therefore, that little attention has been paid to schools helping parents and caretakers meet their own needs. Schools do offer some activities, such as parent support groups and classes to teach them English as a second language, that may help parents and contribute to their well-being (e.g., by improving parenting or literacy skills). However, the rationale for expending resources on these activities usually is that they enhance parents' ability to play a greater role in improving schooling.

It seems reasonable to suggest that another reason for involving parents is to support their efforts to improve the quality of their lives. Included here is the notion of the school providing a social setting for parents and, in the process, fostering a psychological sense of community (Sarason, 1996; also see Haynes, Comer, & Hamilton-Lee, 1989). This involves creation of a setting where parents, school staff, and students want to and are able to interact with each other in mutually beneficial ways that lead to a special feeling of connection. It also encompasses finding ways to account for and celebrate cultural and individual diversity in the school community.

To these ends, ways must be found to minimize transactions that make parents feel incompetent, blamed, or coerced. Concomitantly, procedures and settings must be designed to foster informal encounters, provide information and learning opportunities, enable social interactions, facilitate access to sources of social support (including linkage to local social services), encourage participation in decision making, and so forth.

Examples abound. Parents might be encouraged to drop in, be volunteers, participate in publishing a community newsletter, organize social events such as breakfasts and pot luck dinners for families of students and staff, plan and attend learning workshops, meet with the teacher to learn more about their child's curriculum and interests, help initiate parent support and mutual aid groups and other social networks, share their heritage and interests, check out books and attend story hours at the school's library, go on field trips.

It should be reemphasized that the primary intent is to improve the quality of life for the participants -- with any impact on schooling seen as a secondary gain. At the same time, moves toward fostering such a climate seem consistent with the effective school literature's focus on the importance of a school's climate/ethos/culture (Schorr, 1997).

Approaching the topic from a special education orientation, Dunst et al. (1991) provide a good example of the concern about differing agendas in involving the home. In categorizing family-oriented intervention policies and practices, they contrast those that are family-centered versus those that are not. For instance, they categorize the characteristics of family-oriented interventions in terms of six general emphases.

Specifically, characteristics are differentiated with respect to a focus on

- enhancing a sense of community (i.e., "promoting the coming together of people around shared values and common needs in ways that create mutually beneficial interdependencies")

- mobilizing resources and supports (i.e., "building support systems that enhance the flow of resources in ways that assist families with parenting responsibilities)

- shared responsibility and collaboration (i.e., "sharing ideas and skills by parents and professionals in ways that build and strengthen collaborative arrangements")

- protecting family integrity (i.e., "respecting the family beliefs and values and protecting the family from intrusion upon its beliefs by outsiders")

- strengthening family functioning (i.e., "promoting the capabilities and competencies of families necessary to mobilize resources and perform parenting responsibilities in ways that have empowering consequences")

- proactive human service practices (i.e., "adoption of consumer-driven human service-delivery models and practices that support and strengthen family functioning".

Based on a review of the ideas underlying existing programs, they suggest interventions can be fundamentally differentiated into four general categories:

(1) family-centered

(2) family-focused

(3) family-allied,

(4) professional-centered.

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Intervening to enhance home involvement in schools and schooling is 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.

Efforts to accommodate parent schedules by offering workshops and parent-teacher conferences in the evening and during weekends are likely to produce staff demands for compensatory time off or overtime pay.

Furthermore, if such interventions are to be planned, implemented, and evaluated effectively, those given the responsibility will require instruction, consultation, and supervision.

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Intervention Phases and Tasks

For parent involvement initiatives to be successful, they should be part of a contextually focused school improvement process designed to create positive relationships that support children's total development.
Comer & Haynes

As Figure 2 underscores, it is useful procedurally to think about intervention as encompassing sets of sequential phases and tasks. The concept of sequential phases is meant to capture the idea of starting with the best general practices and moving on to more specialized interventions as needed and feasible. Thus, our three phase sequence begins with a broadband focus. This involves general institutional procedures designed to recruit and facilitate participation of all who are ready, willing, and able. Then, the focus narrows to those who need just a bit more personalized contact (e.g., personal letters, phone invitations, highlighted information, contact and ongoing support from other parents) or a few more options to make participation more attractive. After this, to the degree feasible, the focus further narrows to parents or caretakers who remain uninvolved or difficult, such as those with an intense lack of interest or negative attitudes toward the school. The strategies in these cases continue to emphasize personalized contacts with the addition of as many cost intensive special procedures as can be afforded.

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 a sequential manner.

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Figure 2. Enhancing home involvement: Intent, intervention tasks, and ways homes might be involved.

Agendas for Involving Homes

* socialization
* economics
* political
* helping

Major Intervention Tasks[1]

| Institutional organization for involvement | Inviting involvement | Facilitating early involvement | Maintaining involvement |

Continuum of Types of Home Involvement[2]

| Meeting basic obligations to student/ meeting own basic needs | Communicating & making decisions regarding student | Supporting student's *basic* learning & development at home | Problem solving & providing support at home & school for student's *special* needs | Working for school's improvement | Working for improvement of all schools |

Improve individual functioning <-------------------------------------> Improve system functioning

[1]While 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.

[2]Besides participating in different types of home involvement, participants differ in the frequency, level, quality, and impact of their involvement.

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The enhancement of parent knowledge, attitudes, and skills for involvement should be approached as a matter of establishing a good match, developmentally and motivationally. That is, the procedures should be designed to meet participants (including persons who are hard to connect with) "where they are at."

Interventions to develop home-school partnerships should begin when a student enters school. And, assuming the school is ready to share power,* the ultimate objective should be to help parents develop the interest and capability to assume a partnership role. Major tasks to be planned, implemented, and evaluated include

- organizing for involvement

- inviting involvement (e.g., outreach)

- facilitating involvement

- maintaining involvement.

In terms of specific procedures, besides ways to overcome institutional, personal, and impersonal barriers, the intervention should include procedures aimed at

- providing opportunities to participate in different *ways*, at different *levels*, and to different *degrees* (even minimal involvement should be legitimized)

- enhancing motivation to participate

- accommodating differences in functional capability

- enhancing participation skills.

With respect to recruiting school staff to accomplish all this, it seems best to start with those who are already motivated and add others as the success of the activity leads to interest on their part.

*It is essential to recognize that successful development of home-school partnerships will produce continuing changes in power relationships that will alter the ways policy and program decisions are made. Those with current responsibility for school and district governance must be prepared to accept and facilitate such change. If they are not prepared to do so, a true partnership cannot be achieved and should not be viewed as the ultimate objective of efforts to increase home involvement.

Organizing Schools to Enhance Home Involvement

Currently, all school districts are committed to some form of home involvement. Unfortunately, limited finances often mean that verbal commitments are not backed up with the resources necessary to underwrite programs. Regardless of district support, if homes are to become significantly involved at a school, research and experience suggest the following: on-site decision makers must (a) be committed to involving those in the home, (b) be clear about specific intent, (c) offer a range of ways for individuals to be involved, (d) be clear about what is required in recruiting, initiating and maintaining involvement, and (e) establish and institutionalize effective mechanisms dedicated to home involvement.

As a first step, each school must come to grips with why and how they want to enhance home involvement and the implications of doing so. For instance, it is essential to recognize that successful efforts to increase such involvement may trigger a series of changes in power relationships. If the school actually is ready to share power, a developmental process is required that fosters parent interest and the specific skills needed to assume and maintain a decision making partnership. If those with current responsibility for school and district governance are not prepared to share their power, then they probably should not describe their intent as that of creating a home-school partnership. References to partnerships suggest parents will have a major role to play in decision making, and this is not likely to happen when the school's intent is mainly to have parents rubber stamp predefined objectives and processes.

On-site decision makers probably should write out their rationale for involving the home and outline a range of initial and future participation options. Such documents would be of value not only to program developers, but to researchers and those concerned with public policy. These statements can be especially useful if they address such basic questions as: Is the intent just to use parents to facilitate school objectives or will some activities be designed primarily to benefit parents (e.g., personal interest and support groups)? How much power should be ceded to parents? For instance, is the eventual intent to involve interested parents fully in decision making councils?

Once a rationale and outline of options are clarified, the next crucial step is to establish institutional mechanisms for carrying out plans to enhance home involvement -- including ways to overcome institutional barriers. Logically, a major focus is on mechanisms to recruit, train, and maintain a cadre of staff, and perhaps some parents, who have relevant interests and competence. Implied in all this is a lengthy commitment of significant resources.

Inviting Involvement

From the perspective of cognitive-affective theories of motivation, a key intervention concern is how those in the home perceive the school. Three concerns of particular importance with respect to involving the home are whether the general atmosphere at the school is perceived as a welcoming one, whether the school is perceived as specifically inviting involvement, and whether specific contacts are experienced as positive.

It is not uncommon for parents to feel unwelcome at school. The problem can begin with their first contacts. It apparently is a familiar experience to encounter school office staff and student assistants whose demeanor seems unfriendly. The problem may be compounded by language barriers that make communication frustrating.

Beyond contacts with office staff, many parents come to school mainly when they are called in to discuss their child's learning or behavior difficulties. It is hard for even the most determined school personnel to dispel the discomfort of parents during such discussions.

Parents who feel unwelcome or "called on the carpet" cannot be expected to view the school as an inviting setting. Schools that want to facilitate positive involvement must both counter factors that make the setting uninviting and develop ways to make it attractive to parents. We have come to think of this as the welcoming or invitation problem.

From a psychological perspective, the invitation problem is seen as requiring strategies that address attitudes school staff, students, and parents hold regarding home involvement. That is, in most cases, involvement probably is best facilitated when attitudes are positive rather than neutral or, worse yet, hostile. And, positive attitudes about home involvement seem most likely when those concerned perceive personal benefits as outweighing potential costs (psychological and tangible).

Addressing the invitation problem begins with efforts to ensure most communications and interactions between school personnel and home convey a welcoming tone. It is reasonable to assume that a major way a staff's attitude about home involvement is conveyed is through a school's formal communications with the home and the procedures used to reach out to specific individuals. In addition, informal interactions between personnel and parents can be expected to reinforce or counter the impact of formal contacts.

Based on these assumptions, a primary focus of interventions designed to address the invitation problem should be on establishing formal mechanisms that (a) convey a general sense of welcome to all parents and (b) extend a personalized invitation to those who appear to need something more.

General Welcoming

Schools tend to rely heavily on formal dialogues and written statements in interacting and communicating with parents. As immigrant populations increase such processes are adapted to account at least for different languages. For example, attempts have been made to supply office staff with resources for communicating with non-English speaking parents. Such resources might include providing welcoming messages and introductory information in various languages through (1) written materials, (2) a cadre of foreign language speakers who can be called upon when needed, such as on-site staff and students or district personnel and community volunteers reachable by phone, and (3) video and computer programs.

Efforts to account for language differences as well as differences in literacy when communicating with parents clearly are essential prerequisites to making the school inviting. At the same time, the specific information communicated needs to be expressed in ways that convey positive attitudes toward parents and toward home involvement with the school. More generally, some school staff may require specific training to appreciate the importance of and how to maintain positive formal and informal interactions with parents and caretakers.

A special welcoming problem arises around newly enrolled students and their families -- especially those who enroll during the school year. Schools need to delineate steps for greeting new families, giving them essential orientation information, and encouraging involvement in on-going activities. Such steps might include a "Welcome Packet for Newcomers" and introductory conferences with the principal, the student's teacher, other staff resources, and parent representatives -- with emphases both on welcoming and involving them.

Special invitations

Invitations to the home come in two forms: (1) general communications such as mass distribution of flyers, newsletters, classroom announcements, and form letters and (2) special, personalized contacts such as personal notes from the teacher, invitations a student makes and takes home, and interchanges at school, over the phone, or during a home visit. Parents who fail to respond to repeated general invitations to become involved may not appreciate what is available. Or, there may be obstacles to their involvement. Whatever the reasons, the next logical step is to extend special invitations and increase personalized contact.

Special invitations can range from simple approaches, such as a note or a call, to cost intensive processes, such as a home visit. These are directed at designated individuals and are intended to overcome personal attitudinal barriers and can be used to elicit information about persisting personal and impersonal barriers. For example, one simple approach is to send a *personal* request to targeted parents. The request may invite them to a specific event such as a parent-teacher conference, a school performance involving their child, a parenting workshop, or a parent support group. Or it may ask for greater involvement at home to facilitate their child's learning such as providing enrichment opportunities or basic help with homework. If the parents still are not responsive, the next special invitation might call for a "RSVP" and ask for an indication of any obstacles interfering with involvement.

When those at home indicate obstacles, the problem moves beyond invitations. Overcoming personal and impersonal barriers requires facilitative strategies.

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Facilitating Early Involvement

As with the invitation step, the sequence of intervention phases for facilitating early involvement range from general institutional mechanisms to special personalized procedures. The sequence begins with general strategies to inform, encourage, provide support for overcoming barriers, and so forth. For example, most schools recognize the need to send frequent reminders. Another fundamental reality is that working parents have relatively few hours to devote to school involvement. Labor statistics suggest that as few as 7% of school-aged children live in a two parent household where there is only one wage earner. Thus, it is essential to accommodate a variety of parent schedules and to provide for child care in establishing parent activities.

Beyond addressing barriers, involvement activities must be designed to account for a wide range of individual differences in interest and capability among those in the home and among school personnel. The diversity of knowledge, attitudes, and skills requires options for those in the home, and for school staff, that allow for participation in different *ways* and at different *levels* and *frequencies*. For example, it seems particularly important to legitimize initial minimal degrees of involvement for certain homes and to support frequent changes in the nature and scope of involvement.

In general, to address individual differences, facilitation must

- ensure there are a variety of ways to participate

- sanction home participation in any option and to the degree feasible

- account for cultural and individual diversity

- enable participation of those with minimal skills

- provide support to improve participation skills.

Parents who already are involved could play a major role in all these facilitative efforts.

At this point, it seems relevant to reemphasize the importance of not thinking of all home involvement as school-based. In particular, the prime involvement of parents who work all day may be in helping their child with homework. This may be an especially fruitful area in which to facilitate home-school collaboration through establishing good channels of communication and a supportive working relationship.

For many, the general strategies already described are sufficient. For some, however, additional outreach and support are necessary. In this regard, it may be best to start with individuals who seem somewhat approachable and whose obstacles are not intractable, and then to move on to others as soon as feasible.

Personalized interventions might focus, for example, on a parent's negative attitude toward participating in existing options. A significant number of parents view efforts to involve them at school as not worth the time or effort or view the school as hostile, controlling, or indifferent. Exceptional efforts may be required before an extremely negative parent will perceive the school as supportive and view involvement as personally beneficial.

In cases where a parent's negative attitude stems from skill deficits (e.g., doesn't speak English, lacks skills to help with homework), the option of a skill group is a relatively easy one to offer. The larger facilitative problem, however, is to do so in a way that minimizes stigma and maximizes intrinsic motivation. Some reluctant parents may be reached, initially, by offering them an activity designed to give them additional personal support, such as a mutual interest group composed of parents with the same cultural background or a mutual support group (e.g., Simoni & Adelman, 1993). Such groups might even meet away from the school at a time when working parents can participate. In such cases, the school's role is to help initiate the groups and provide consultation as needed.

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ATTRACTING PARENTS TO AN EVENT AT SCHOOL

Many parents, 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 parents. Two types of activities that seem to have drawing power are those where a parent can see her or his child perform or receive positive recognition and those where parents can gain a sense of personal support and accomplishment.

With respect to support, one form can be parent discussion groups (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 parents 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." Self-led mutual support groups are another possibility.

Examples of other events that schools find successful in attracting parents 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 parents are likely to perceive and experience as positive and valuable.

(cont.)

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

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

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 parent 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 parents at the school. (See Resource Aids.)

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 parent with a reminder. (See Resource Aids.) 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 parents 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 parent is received positively.

Efforts should be made to ensure that parents are extended a personalized greeting when they sign-in at the event. If there are parents present who are already involved at school, they can help makr new parents feel accepted by taking them "under their wings" (e.g., orient them, introduce them to others).

INTRODUCING OTHER OPPORTUNITIES FOR SUPPORTIVE PARENT INVOLVEMENT

Toward the conclusion of the event (e.g., during the last scheduled session of group discussions), parents can be introduced to other endeavors the school offers as part of its efforts to establish a positive home-school partnership.

This step encompasses a general presentation of ways parents 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 parents 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 a parent 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 (see Resource Aids).

Similarly, for those who did not come to the special event, a personal (phone/mail) contact should be made to identify and address reasons why.

Maintaining Involvement

Available evidence indicates that there is a significant decrease in parent involvement as students get older. The causes of this decrease have not been established, but it is associated with a decline in intervention efforts. Thus, as difficult as it is to involve some homes initially, keeping them involved may be even a more difficult matter.

Maintaining involvement can be seen as a problem of sustaining and enhancing intrinsic motivation. Extrapolating from available research on intrinsic motivation, three strategies for maintaining involvement seem basic:

- continuing to provide and vary a range of valued ways individuals can be involved

- facilitating their decision making among available options -- including decisions to add or move from one to another

- providing continuous support for learning, growth, and success -- including feedback about how involvement is personally benefitting the participant.

Beyond specific strategies, however, maintaining involvement may depend on the school's commitment to creating a psychological sense of community at the school and empowering the home.

After parents have been involved with the school for a while, it is time to offer them the opportunity to learn how to effectively work in partnership with the school. The aim of such a partnership is to improve the quality of education for their children specifically and all children in general. Toward this end, efforts must be directed at facilitating

- parents' development and motivation with respect to acquiring the requisite information and skills for participating effectively

- parents' involvement in decision making processes at school

- parents' participation in the implementation of certain decisions

- continuing evolution of the partnership.

Toward A Partnership

**Facilitating Parent Acquisition of Participation
  Information and Skills*

Some parents will not have the requisite information and skills
to participate effectively. This may account for the reluctance
of some to become involved. The absence of some skills, such
as the ability to speak English, can be accommodated (e.g.,
through use of interpreters). In many cases, however, it is
desirable to offer ways for parents to acquire the information
and skills they may be missing.

One way this might be accomplished is for the principal
or some other staff member to offer a course (e.g., once
a week meetings over a 6 week period). The emphasis
of such a course should be on what it takes for parents
to become real partners in helping the school do more
for their child and other students.

*Parent Involvement in School Decision Making

As parents are ready (want to and have developed at least the
minimal requisite skills), they should be encouraged to join
regularly scheduled decision making forums. At this point, it is
necessary to define formally their position (e.g., advisory only,
equal power in decision making).

*Parent Participation in Implementing Decisions

Clearly, many school decisions must be carried out by staff
members. Parents can and should play a role, however, in
helping to implement some decisions (e.g., fund raising,
advocacy for policies and programs).

*Facilitating Continued Growth of the Partnership

Periodic follow-up workshops can be held to enhance parent
and staff abilities for and revitalize their commitment to
carrying out partnership responsibilities.

Monitoring the Process

Many staff members find evaluation to be an unpleasant and often time wasting experience. It certainly can be all that and more.

On the other hand, properly designed evaluation can provide the type of information that ensures one gets credit (and support) for all that is done and allows one to show pride in what is accomplished. Think in terms of

(1) what information seems important to gather regularly in order to show that the component is needed and is doing a good job, and

(2) what procedures may be useful in gathering and summarizing such information.

It helps to start by clarifying for yourself and for others what you are trying to accomplish. What is the rationale for having the parent component? What outcomes do you realistically expect to achieve?

> And, it is important to think about outcomes broadly and programmatically. Obviously, in the long-run, you want to help individual students overcome their problems through an improved home-school partnership. This, of course, is the ultimate and most difficult outcome to evaluate.

Just as program development progresses in phases, there is a need to approach evaluation in stages. For new and evolving large-scale interventions, the first stages of evaluation must be formative and stress the type of *research and development* activity that produces a sound program. Thus, in these early stages, evaluation procedures must be extremely broad and embody the dynamic, spiraling quality of evaluative *research*. To this end, the evaluation activity must be programmatic, with the initial emphasis broadly focused on improving intervention processes (e.g., clarifying the nature and soundness of the intervention rationale, procedures, intended outcomes, and immediate accomplishments).

> As the initial stages are accomplished and a program is operating properly, the emphasis moves to an in-depth focus on validating interventions in terms of specific efficacy. To this end, in-depth sampling becomes a viable strategy for studying intervention efficacy. At these later stages of evaluation, data from other schools with parent involvement programs and from settings without such programs provide important comparison information for arriving at evaluative judgments.

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Monitoring: Early Stages

In the first stages, evaluation essentially involves describing the parent component's rationale and current activity. For example, significant amounts of time must be spent initially identifying and recruiting parents and planning, implementing and evaluating the parent component. All such activity should be documented along with clarification of the immediate results of the activity. Thus, the focus of evaluation is on providing

- a clear statement of the component's rationale and objectives

- needs assessment data

- a summary of specific activities (e.g., recruitment of parents, details on parent involvement events, procedures for maintaining parent involvement, procedures for enhancing home-school partnerships, evaluation activity)

- number and nature of participating parents

- feedback on parent satisfaction with involvement and their reports on the positive and negative impact on them and their child

- other data on parent involvement at school

- data on the school's home-school partnership activity.

The necessary data can be gathered from

- written program descriptions

- daily log records

- parent interview questionnaires and feedback ratings

- teacher and other staff ratings of parent involvement at school

See Resource Aids for examples of data gathering tools.

Monitoring: Later Stages

In the later stages, evaluation focuses on the diffusion of home involvement efforts and on assessing impact more broadly and over time. For example, questionnaires can be used to document whether the programmatic activity has been maintained. And, in addition to data gathered during initial stages, retrospective evaluations of processes and outcomes can be gathered by a follow-up questionnaire sent to school staff and those in the home at a given period of time (e.g., at 6 month intervals).

Furthermore, in evaluating impact on students, an independent check of school records can be used to compare school attendance pre and post introduction of the interventions, and similarly, teacher and parent ratings can be solicited to make pre and post comparisons with respect to student's learning and behavior.

Given the necessary resources, follow-up data on status of parent participants and their children should be gathered yearly (to minimize attrition due to loss of mail contact). To minimize costs, the focus might be on subsamples representing specific problems evaluated in-depth.

See Resource Aids.

Resource Aids

Reaching All Families: Creating Family-Friendly Schools. (1997)
Washington, DC: US Dept. of Education, Office of Educational Research and Improvement. Oliver C. Moles (Ed.)

This publication is designed for school administrators and teachers, to help them involve parents and families as more active participants in their children's education. The strategies suggested here are appropriate for all students, including students with special needs. A special emphasis is placed on making all school contacts friendly and welcoming to the diverse families being served. A variety of possible school strategies are discussed. Some straightforward suggestions for helping to involve families, both as partners at back-to-school time and throughout the school year are incorporated.

Contents

1. *An Introduction to Reaching All Families*

2. *Introducing School Polices and Programs*
   Early Fall Mailings
   Home-School Handbooks
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   School-Parent Compacts

3. *Personal Contacts*
   Parent-Teacher Conferences
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4. *Ongoing Communications*
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5. *Special Practices and Programs*
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Services of the Department

Increasing the School Involvement of Hispanic Parents
by Morton Ingar

The importance of family structure and support for extended families remains strong among Hispanics in the U.S. despite news reports about the decline of the traditional family in general. At home, Hispanic children are usually nurtured with great care by a large number of relatives. Often, however, family members don't extend their caregiving role into their children's schools; they are reluctant to become involved in either their children's education or in school activities. In the case of poor Hispanic parents, interactions with school range from low to nonexistent (Nicolau & Ramos, 1990).

There is considerable evidence that parent involvement leads to improved student achievement, better school attendance, and reduced dropout rates, and that these improvements occur regardless of the economic, racial, or cultural background of the family (Flaxman & Inger, 1991). Thus, given that 40 percent of Hispanic children are living in poverty, that Hispanics are the most under-educated major segment of the U.S. population, and that many Hispanic children enter kindergarten seriously lacking in language development and facility, regardless of whether they are bilingual, speak only English, or speak only Spanish, the need to increase the involvement of Hispanic parents in their children's schools is crucial.

SCHOOLS AND HISPANICS: SEPARATED BY SOCIAL BARRIERS

In Hispanics' countries of origin, the roles of parents and schools were sharply divided. Many low-income Hispanic parents view the U.S. school system as "a bureaucracy governed by educated non-Hispanics whom they have no right to question" (Nicolau & Ramos, 1990, p. 13). Many school administrators and teachers misread the reserve, the non-confrontational manners, and the non-involvement of Hispanic parents to mean that they are uncaring about their children's education--and this misperception has led to a cycle of mutual mistrust and suspicion between poor Hispanic parents and school personnel.

Many schools have unconsciously erected barriers to Hispanic parents, adopting a paternalistic or condescending attitude toward them. In some cases, parent-teacher organizations meet during working hours, and material sent home is in English only. Few teachers or administrators are offered guidance or training to help them understand and reach out to Hispanic parents, and school personnel rarely speak Spanish. Less than three percent of the nation's elementary school teachers, less than two percent of secondary teachers, and only two percent of other school personnel are Hispanic (Orum & Navarette, 1990).

THE HISPANIC FAMILY: AN UNTAPPED RESOURCE

One step that schools can take is to understand and tap into an important and underutilized source of strength--the Hispanic extended family. Aunts, uncles, grandparents, cousins, godparents, and even friends all play a role in reinforcing family values and rearing children. This is a resource that schools can and should draw on.

With budget cuts affecting virtually every school district in the country, public schools have turned to parents for help. Parents keep school libraries open, raise funds for computers and playground equipment, and, at some schools, even pay out of their own pockets to continue before school and after-school enrichment programs. Although worthwhile, these efforts raise troubling questions: "What happens to schools in which parents do not have enough money to compensate for the system's failings?" (Chira, 1992). And what happens at schools where Hispanic parents are not involved and therefore are not available to supplement the school's staff? Does this put their children at an increased competitive disadvantage? Budget crises thus reinforce the urgency for schools to break down the barriers between them and Hispanic families.

Through expanded outreach efforts, a budget crisis could be an opportunity to bring Hispanic family members into the school. Even if the parents are working and cannot volunteer their time, other available family members could serve as a pool of potential volunteers. If the schools need their help, and if this need is made clear, Hispanic family members are more likely to feel welcome, useful, and respected, and this participation could lead to a fuller involvement with the school.

But the need for schools to work with what Delgado (1992) calls the "natural support systems" of Hispanics--e.g., the extended family, neighborhood mutual-help groups, community based organizations--goes beyond the short-term exigencies of a budget crisis. By working with these natural support systems and not insisting on meeting only with the nuclear family, schools can draw poor Hispanic families into the system.

REMOVING THE BARRIERS
Some educators, community groups, and government agencies are working to develop ways to encourage greater participation by low-income, non- English-speaking parents. Some school districts now employ a range of special training programs to help parents build self-esteem, improve their communication skills, and conduct activities that will improve their children's study habits. Within the U.S. Department of Education's Office of Elementary and Secondary Education (OESE), Project Even Start provides assistance to instructional programs that combine adult literacy outreach with training to enable parents to support the educational growth of their children.

In the private sphere, many Hispanic organizations have undertaken a variety of projects to improve the relationship between schools and poor Hispanic families. For example, the Hispanic Policy Development Project (HPDP) conducted a nationwide grant program to promote and test strategies to increase Hispanic parental involvement in the schooling of their children. And the National Council of La Raza (NCLR) runs a series of demonstration projects, called Project EXCEL, that combine tutoring and enrichment programs for Hispanic children with training seminars for parents.

RECOMMENDATIONS
The following recommendations are based on what has been learned from the efforts of educators and community groups to improve Hispanic parent involvement.

Programs that increase and retain the involvement of Hispanic parents follow a simple, basic rule: they make it easy for parents to participate. In Detroit's Effective Parenting Skills Program, for example, programs and materials are bilingual, baby-sitting is provided, there are no fees, and times and locations of meetings are arranged for the convenience of the parents (Linn, 1990, cited in Flaxman & Inger, 1991). Other programs provide interpreters and transportation.

Outreach efforts require extra staff. They take considerable time and cannot be handled by a regular staff person with an already full job description. Also, successful outreach is organized by people who have volunteered, not by people who have been assigned to the job.

Hispanic parents need to be allowed to become involved with the school community at their own pace. As the Hispanic Policy Development Project (HPDP) learned, "All the schools that felt that poor Hispanic parents should begin their involvement by joining the existing parents' organizations failed" (Nicolau & Ramos, 1990, p. 18). Before they join existing parent organizations, Hispanic parents want to acquire the skills and the confidence to contribute as equals.

The hardest part of building a partnership with low-income Hispanic parents is getting parents to the first meeting. HPDP found that impersonal efforts--letters, flyers, announcements at church services or on local radio or TV--were largely ineffective, even when these efforts were in Spanish. The only successful approach is personal: face-to-face conversations with parents in their primary language in their homes.

Home visits not only personalize the invitations but help school staff to understand and deal with parents' concerns. The schools learn, for example, which families need baby-sitting or transportation; and the parents learn whether they can trust the

school staff or otherwise allay their fears about attending.

Since many low-income Hispanics feel uncomfortable in schools, successful projects hold the first meetings outside of the school, preferably at sites that are familiar to the parents. Successful first meetings are primarily social events; unsuccessful ones are formal events at school, with information aimed "at" the parents.

To retain the involvement of low-income Hispanic parents, every meeting has to respond to some needs or concerns of the parents. Programs that consult with parents regarding agendas and meeting formats and begin with the parents' agenda eventually cover issues that the school considers vital; those that stick exclusively to the school's agenda lose the parents.
Based on what it learned from its 42 School/Parent projects, HPDP concluded that overcoming the barriers between schools and Hispanic parents does not require large amounts of money; it does require personal outreach, non-judgmental communication, and respect for parents' feelings. HPDP found that although Hispanic school personnel can facilitate the process, non- Hispanics can also be effective. In fact, HPDP reported that the two most successful and innovative programs were led by a Chinese principal and an Anglo principal. Both, however, spoke Spanish.

RESOURCES

ASPIRA 1112 16th St., NW, Suite 340 Washington, DC 20036
Hispanic Policy Development Project 250 Park Ave. South, Suite 5000A New York, NY 10003
Mexican American Legal Defense Fund 634 South Spring St., 11th Floor Los Angeles, CA 90014
National Council of La Raza 810 First St., NE, Suite 300 Washington, DC 20002-4205
National Puerto Rican Coalition 1700 K Street, NW Washington, DC 20006

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State of Hispanic America 1991: An overview. (1992). Washington, DC: National Council of La Raza.

ERIC Digests are brief research syntheses available at libraries, over the Internet (http://ericir.syr.edu) or by contacting ERIC at 1-800-LET-ERIC.

Resource Aids, cont.

FAMILY NEEDS ASSESSMENT

This is an example of a questionnaire designed to be mailed to parents to clarify awareness of opportunities for involvement at school, involvement interests and attitudes, current involvements, and barriers to involvement. In instances when questionnaires are not returned, a follow-up phone interview may be productive.

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MAIL FORM QUESTIONNAIRE

This questionnaire is part of a project your child's school and are working on together. It is intended to find out what you think about the programs your child's school is offering to parents and about which ones you like. We need to know what parents think in order to improve programs.

It takes about 15 minutes to fill out. What you tell us is confidential. That is, we only tell the school about what parents are saying; we never tell them who said it.

We really appreciate your help in this project. If you have any questions please call:

==

Student's name_____ School: _____

Your name:_____

Your relationship to the student:_____

1. Besides the student named above, do you have other children who go to school? ___ (If yes, how many?)_____
   What are their ages? _____ _____ _____
   Do you have any other children? ___ (If yes, how many?)_____
   What are their ages? _____ _____ _____ _____

2. Please put a checkmark ( ) next to the activities that your child's school offers for parent participation.

Does the school offer parents a chance ...

__ to be in the PTA (or a similarly large, voluntary organization of parents and teachers)
__ to volunteer in the classroom
__ to volunteer for special events
__ to attend student performances
__ to attend parent workshops
__ to attend parent support groups
__ to attend amnesty classes
__ to attend English Second Language classes
__ to have parent-teacher conferences
__ to talk with teachers at other times about a child
__ to talk with the principal
__ to visit a child's classroom
__ to be on the a school advisory board
__ to be on a bilingual advisory board
__ to be on a Shared Decision Making Council
__ other (specify):_____

Este cuestionario es parte de un proyecto que la escuela de su
niño(a) y
estan desarrollando juntos. Proponemos averiguar que piensa
usted de los programas que se estan ofreciendo para los padres en
la escuela de su hijo y cuales le gusta. Necesitamos saber lo
que piensan los padres para mejorar los programas.

El cuestionario toma mas o menos quince minutos para llenar. Lo
que usted contesta es confidencial. Solamente informamos a las
escuelas lo que opinan los padres; Nosotros nunca les decimos
quien lo dijo.

Nosotros realmente apreciamos su ayuda con este proyecto. Si
usted tiene cualquier preguntas, por favor llame a
en el numero

_____

Nombre de el estudiante:_____ Escuela:_____

Su nombre:_____

Su relación al estudiante:_____

1. ¿Ademas de el estudiante nombrado arriba, tiene usted otros
niños en escuela? _____ (Si tiene otros niños, cuantos son?)_____
        ¿Cuales son sus edades?_____ _____ _____ _____
        ¿Tiene usted otros niños? _____ (Si tiene otros niños,
Cuantos son?)_____
        ¿Cuales son sus edades?_____ _____ _____ _____

2. Por favor indique con una marca al lado de las actividades
que la escuela de su hijo ofrece.

¿Quiero saber si la escuela les ofrecen a los padres la
oportunidad de ....?

__ participar en la Asociación de Padres y Maestros
__ ser voluntario en la clase
__ ser voluntario para ocasiones especiales
__ asistir programas de los estudiantes
__ asistir talleres de capacitación de padres
__ asistir grupo de apoyo de padres
__ asistir clases de amnistia
__ asistir clases de ingles como segunda idioma
__ asistir conferencias de padres y maestros
__ hablar con maestros de vez en cuando acerca de su hijo
__ hablar con el director de la escuela
__ visitar la clase de su hijo
__ participar en la junta consejera escolar

3. Please put a checkmark ( ) beside all activities participated in?

Mother   Father
 has   has
_____ _____ been in the PTA
_____ _____ volunteered in the classroom
_____ _____ volunteered for special events
_____ _____ attended student performances
_____ _____ attended parent workshops
_____ _____ attended parent-teacher conferences
_____ _____ attended open house
_____ _____ attended parent support groups
_____ _____ attended amnesty classes
_____ _____ attend English Second Language classes
_____ _____ talked with teachers at school at other times
_____ _____ talked with the teacher on the phone
_____ _____ talked with principal
_____ _____ visited a child's classroom
_____ _____ been on a school advisory board
_____ _____ been on a bilingual advisory board
_____ _____ been on a Shared Decision Making Council
_____ _____ other (specify):_____

4. Some parents who want to come to school activities find it hard to do so. Is it difficult for you to come to school events? (Please circle answer)   YES   NO

5. Please put a checkmark ( ) beside any of the following which have made it difficult to be involved at school?

Mother   Father

_____ _____ work schedule
_____ _____ no transportation
_____ _____ no baby sitter
_____ _____ has trouble with English (If so,
                   "What language do you feel most comfortable
                    speaking?"_____
_____ _____ feels out of place at the school
_____ _____ events are scheduled at a bad time of day
_____ _____ just too busy, don't really have time
_____ _____ other (specify):_____

(Please circle answers)

6. Has the school sent you enough information about parent programs and activities?   YES   NO

7. Some parents feel that the teacher should handle all of a student's schooling and not ask parents to get involved. Others feel that while a teacher should handle all of the child's schooling, it is good for parents to get involved.

___ participar en la junta consejera bilingue
___ participar en el concilio de toma de decisiones compartidas
___ otras (sea específico):_____

3.   Por favor indique con una marca al lado de todas las
actividades escolares que ustedes han participado.

Madre   Padre
ha   ha

_____   _____   participado en la Asociación de Padres y Maestros
_____   _____   sido voluntario en la clase
_____   _____   sido voluntario para ocasiones especiales
_____   _____   asistido programas de los estudiantes
_____   _____   asistido talleres de capacitación de padres
_____   _____   asistido grupo de apoyo de padres
_____   _____   asistido clases de amnistia
_____   _____   asistido clases de ingles como segunda idioma
_____   _____   asistido conferencias de padres y maestros
_____   _____   hablado con maestros de vez en cuando acerca de su
                  hijo
_____   _____   hablado con el director de la escuela
_____   _____   visitado la clase de su hijo
_____   _____   participado en la junta consejera escolar
_____   _____   participado en la junta consejera bilingue
_____   _____   participado en el concilio de toma de decisiones
                  compartidas
_____   _____   otras (sea específico):_____

(Por favor indique su respuesta con un circulo.)

4.   Algunos padres que quieren participar en las actividades
escolares se les hace difícil.   ¿Es difícil para usted venir a
los programas escolares? Sí   No

5.   Por favor indique con una marca (x) al lado de cualquiera de
las siguientes problemas comunes que se le han hecho dificil para
participar en la escuela.

Madre   Padre
_____   _____   horario del trabajo
_____   _____   no tener transportación
_____   _____   no tener quien le cuide los ninos
_____   _____   problemas con el ingles
_____   _____   sentirse incomodo(a) en la escuela
_____   _____   los programas estan en mala hora del dia
_____   _____   estoy muy ocupado; no tengo tiempo para participar
_____   _____   otra rázon (sea específico):_____

(Por favor indique su respuesta con un circulo.)

6.   ¿Le ha mandado la escuela a usted bastante información acerca
de actividades y programas para los padres? Sí   No

Do you think it is right for teachers to ask for parent involvement in their child's schooling?   YES   NO

8.   When your children need help with schoolwork, do you know good ways to help them? YES   NO

9.   Parents differ in how involved they can be with their children's schooling. Do you think you have been less involved than other parents seem to be OR more involved than other parents?   LESS INVOLVED   MORE INVOLVED

10.   Do you think teachers don't really want parents to help in their child's schooling OR that they really do want parents to help?   DON'T WANT HELP   DO WANT HELP

11a.   Do you think schools should ask parents to do more to make it easier for their children to get to school on time (e.g., wake children up, make sure they leave home in time, walk or drive them to school)?   YES   NO

b.   Do you think schools should ask parents to do more to make home a better place to study (e.g., provide a quiet place to study, provide paper and pencils, etc.)? YES   NO

c. How often do you find you have to do more to make it easier for your children to get to school on time and to study at home?

Never   Every few months   Once a Month   At least Once a week

d. How important is it for you to do more to make it easier for your children to get to school on time and to study at home?

__ Not at all important
__ Not too important
__ Important
__ Very important

e. Have the schools suggested ways that you can do more at home to make it easier for your children to get to school on time and to study at home?   YES   NO

12a.   Do you think schools should ask parents to come to school to talk to teachers about how their children are doing? YES NO

b. How important is it for you to come to school to talk to teachers about how your children are doing?

__ Not at all important
__ Not too important
__ Important
__ Very imp.

7. Algunos padres piensan que el maestro debe de dirigir toda la educación de sus hijos y que no debería de pedir que participen los padres. Otros piensan que mientras que el maestro debería de dirigir la educación de su hijo, es bueno que los padres participen.

¿Piensa usted que los maestros deberian de pedirles a los padres que participen en la educación de sus hijos? Sí   No

8. ¿Cuando sus hijos necesitan ayuda con su tareas, sabe usted maneras buenas para ayudarles?   Sí   No

9. Padres no estan de acuerdo en que tanto pueden participar en la educación de su hijos. ¿Piensa usted que ha participado menos que otros padres O mas que los otros padres? Menos   Mas

10. ¿Piensa usted que los maestros en realidad no quieren que los padres ayuden en la educación de sus hijos O que en realidad quiren que los padres ayuden?
            No Quieren Ayuda   Sí Quieren Ayuda

11a. ¿Piensa usted que las escuelas deberian de pedirles a los padres que hagan más para serle más fácil a los ninos a llegar a tiempo a la escuela? Por ejemplo, levantar el nino, asegurar que salgan de casa a tiempo, caminarlos o manejarlos a la escuela.
                            Sí   No

11b. ¿Piensa usted que las escuelas deberian de pedirles a los padres que hagan más para hacer el hogar un mejor lugar para estudiar? Por ejemplo, proveer un lugar quieto para estudiar, proveer papel y lapices. Sí   No

11c. ¿Cuantas veces encuentra usted que necesita hacer más para facilitar que sus ninos lleguen a la escuela a tiempo y que estudien en casa?

NUNCA   CADA CUANTOS   UNA VEZ AL   A LO MENOS UNA VEZ POR SEMANA
            MESES   MES

11d. ¿Que tan importante es para usted hacer más para facilitar que sus hijos lleguen a la escuela a tiempo y que estudien en casa?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

11e. ¿Han sugerido las escuelas maneras para que usted pueda hacer más en casa para serle más fácil a sus hijos llegar à la escuela a tiempo y que estudien en la casa?   Sí   No

12a. ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para hablar con los maestros sobre el progreso de sus hijos?   Sí   No

c. How important is it to talk to teachers when your children are having trouble at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. How important is it to talk to teachers when your children are doing O.K. at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

e. How often do you talk with teachers?

Never   Every few months   Once a Month   At least Once a week

f. Have you ever asked for a meeting with one of your children's teachers?   YES   NO

g. Have the schools suggested ways to make it easier for you to talk with teachers?   YES   NO

13a. Do you think schools should ask parents to come to school for student programs?   YES   NO

b. How often do you attend student programs?

Never   Every few months   Once a Month   At least Once a week

c. How important to you is it to come to student programs?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. Have the schools suggested ways to make it easier for you to come to student programs?   YES   NO

14a. Do you think schools should ask parents to participate in activities with other parents at school?   YES   NO

b. How often do you participate in activities with other parents at school?

Never   Every few months   Once a Month   At least Once a week

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12b.   ¿Que tan importante es para usted venir a la escuela para hablar con los maestros sobre el progreso de su hijo?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

12c.   ¿Que tan importante es hablar con los maestros cuando sus hijos estan teniendo problemas en la escuela?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

12d.   ¿Que tan importante es hablar con los maestros cuando su hijos estan progresando satisfactorio?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

12e.   ¿Que tan frequentemente habla usted con los maestros?
NUNCA   CADA CUANTOS   UNA VEZ AL   A LO MENOS UNA VEZ POR SEMANA
            MESES   MES

12f.   ¿Ha pedido usted una junta con uno de los maestros de su hijo?   Sí   No

12g.   ¿Han sugerido las escuelas maneras más faciles para que usted hable con los maestros?   Sí   No

13a.   ¿Piensa usted que las escuelas deberian pedirles a los padres que vengan a la escuela para los programas de los estudiantes?   Sí   No

13b.   ¿Que tan frequentemente asiste usted los programas de los estudiantes?
NUNCA   CADA CUANTOS   UNA VEZ AL   A LO MENOS UNA VEZ POR SEMANA
            MESES   MES
13c.   ¿Que tan importante es para usted venir a los programas de los estudiantes?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

13d.   ¿Han sugerido las escuelas maneras mas faciles para que usted venga a los programas de los estudiantes?   Sí   No

14a.   ¿Piensa usted que las escuelas deberian pedirles a los padres que participen en actividades con otros padres en la escuela?   Sí   No
14b.   ¿Que tan frequentemente participa usted en actividades con otros padres en la escuela?

NUNCA   CADA CUANTOS   UNA VEZ AL   A LO MENOS UNA VEZ POR SEMANA
            MESES   MES

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c. How important to you is it to participate in activities with other parents at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. Have the schools suggested ways to make it easier for you to participate in activities with other parents at school? YES   NO

15a. Do you think schools should ask parents to help out at school (e.g., to assist teachers and help with fund raising)?
                     YES   NO

b. How often do you help out at school?

Never   Every few months   Once a Month   At least Once a week

c. How important to you is it to help out at school?

__ Not at all important
__ Not too important
__ Important
__ Very important

d. Have the schools suggested ways to make it easier for you to help out at school?   YES   NO

16a. Do you think schools should ask parents to help their children do their schoolwork? YES   NO

b. Please check whether you or another person helps your child with schoolwork.

__ I help with schoolwork
__ Another person helps with schoolwork
__ No one helps with schoolwork

c. How often is help with schoolwork provided?

Never Every few months Once a Mo. Once a week Almost Everyday

d. If help with school is provided, how much time is spent in doing so?

Less than 5 min.   15 min.   30 min.   45 min.   More than 1 hour

e. If such help is provided, with what types of schoolwork is help given?

Reading Writing Spelling Drawing Math Other:_____

14c. ¿Que tan importante es para usted participar en actividades con otros padres?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

14d. ¿Han sugerido las escuelas maneras más faciles para que usted participe en actividades con otros padres en la escuela?

                                        Si   No
15a. ¿Piensa usted que las escuelas deberian pedirles a los padres que ayuden en las escuelas?   Por ejemplo, ayudarles a los maestros.   Si   No

15b. ¿Que tan frequentemente ayuda usted en la escuela?

NUNCA   CADA CUANTOS   UNA VEZ AL   A LO MENOS UNA VEZ POR SEMANA
              MESES   MES

15c. ¿Que tan importante es para usted ayudar en la escuela?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

15d. ¿Han sugerido las escuelas maneras más faciles para que usted ayude en la escuela?   Sí   No

16a. ¿Piensa usted que las escuelas deberian pedirles a los padres que ayuden a sus hijos hacer sus tareas?   Si   No

16b. ¿Quien ayuda a sus hijos con sus tareas? (Por favor indique con una marca si usted o otra persona lo ayuda con su tarea)
___   Yo los ayudo con la tarea.
___   Otra persona los ayuda con la tarea.
___   Nadie los ayuda con la tarea.

16c. Que tan frequentemente ofrecen ayuda con las tareas?

NUNCA   CADA CUANTOS   UNA VEZ   UNA VEZ POR   CASI TODOS LOS DIAS
              MESES   AL MES   SEMANA

16d. ¿Si ayudan, cuanto tiempo se toma usted cuando le ayuda a su hijo con su tarea?

Menos que   15 minutos   30 minutos   45 minutos   Una hora
5 minutos

16e. ¿Si ayudan, con cuales temas le ayuda usted a su hijo?

Lectura   Escritura   Ortografía   Dibujo   Matemática   Otro:___

f.   If such help is provided, which of the following is done?

___ watching to be certain the work is done.
___ sitting with a child to help when needed
___ showing a child how to do the work
___ encouraging a child to try harder
___ checking the work to be sure it is done right
___ doing some of the work when a child finds it too hard
___ Other (specify):_____

g.   How important to you is it to provide help when your children do their schoolwork?

___ Not at all important
___ Not too important
___ Important
___ Very important

h. Have the schools suggested ways to make it easier for you to help your children do their schoolwork?   YES   NO

i.   When you work with your children does it usually turn out to be a good or a bad experience for you?   Good   Bad

And how is it for your children?   Good   Bad

17a.   How would you rate your past experiences with your children's schooling?

Very negative   Negative   Positive   Very positive

b.   How would you rate your own past experience with your own schooling?

Very negative   Negative   Positive   Very positive

18.   How welcome do you feel at your children's school?

Very welcome   Welcome   Not very welcome   Very Unwelcome

19.   In some families, several people are involved in a child's schooling. Which of the following, if any, are involved with your children's schooling?
___ Mother
___ Father
___ Sister
___ Brother
___ Grandmother
___ Grandfather
___ Aunt
___ Uncle
___ Cousin
___ Friend
___ Baby sitter

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16f.   ¿Si ayudan, que de las siguientes cosas hacen ustedes?

(Por favor indique con una marca al lado de su respuesta)

___ Lo mira para estar seguro que termina la tarea.
___ Se sienta ud. con su hijo para darle ayuda cuando lo necesita
___ Lo enseña como hacer el trabajo
___ Lo apoya para que haga mas esfuerzo
___ Verifica su tarea para estar seguro que la hizo bien
___ Hace un poco de la tarea que es difícil para su hijo
___ Otra (sea específico):_____

16g.   ¿Que tan important.nte es para usted poder ayudar cuando sus
hijos hacen su tarea?

NO ES NADA   NO ES MUY   ES IMPORTANTE   MUY IMPORTANTE
IMPORTANTE   IMPORTANTE

16h.   ¿Han sugerido las escuelas maneras más faciles para que
usted le ayude a su hijo con su tarea?   Si   No

16i.   ¿Cuando usted trabaja con su hijo, normalmente se le hace
buena O mala la experencia para usted?   BUENA   MALA

        ¿Y como es la experencia para su hijo?   BUENA   MALA

17a.   ¿Como describiría usted su experencia con la educación de
sus hijos?

FUE MUY NEGATIVA   NEGATIVA   POSITIVA   MUY POSITIVA

17b.   ¿Como describiría usted su propia experencia con su
educación?

FUE MUY NEGATIVA   NEGATIVA   POSITIVA   MUY POSITIVA

18.   ¿Que tan agusto(a) se siente usted en la escuela de su hijo?

MUY AGUSTO   AGUSTO   NO MUY AGUSTO   NADA AGUSTO

#19.   ¿En algunas familias, hay varias personas que participan en
la educación de su niño. ¿Cuales de las siguientes personas
participan en la educación de su niño?

___ Madre
___ Padre
___ Hermana
___ Hermano
___ Abuela
___ Abuelo
___ Tía
___ Tío
___ Primo(a)

PARENT DISCUSSION GROUPS

> Rationale

> General Guidelines

> Topics and Questions to Stimulate Discussion

> Specific Topic Guidelines and Related Materials

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RATIONALE

The underlying rationale for offering parent discussion groups is to

- create an event that will attract parents to school

- provide a sense of personal support and accomplishment for those who attend

- clarify available services for children's problems

- introduce other opportunities for supportive parent involvement with the school.

The discussion groups themselves are guided by a wholistic orientation to parenting and the view that good parenting requires knowing how to problem solve with respect to facilitating child development. In particular, it is recognized that parents need greater awareness of

- the individual pace of child development and the range of individual differences among children

- what they can do to create an enriched and nurturing environment that allows a child to learn, grow, explore, and play in ways that will benefit the child at school and at home

- ways parents can be nurtured and supported in dealing with child rearing problems through involvement with other parents and school staff.

A variety of topics and handouts can be used to provide a stimulus for discussion. Examples follow. The materials reflect an effort to match specific questions and concerns parents tend to raise. That is, topics that most parents want to talk about are chosen because it is best to work with the group's specific interests. Topics are meant to be used in an interactive manner with the group; thus, as additional questions are raised, the group leader flexibly guides the discussion to deal with these matters.

GENERAL GUIDELINES

A discussion group is a dynamic and interactive process. Each group is shaped by the specific concerns of the parents present. The following comments, however, address some of the most common features of the group.

Procedural Considerations:

Optimal size for a group discussion format is 8 to 15 parents. When the group exceeds 20 it seems to become more difficult for parents to share concerns and they become an "audience". In some groups, especially of families recently arrived in this country, participation may be minimal and the leader may need to be ready to share common problems and examples to initiate discussion.

Name tags are especially helpful in allowing the group to become familiar with each other and for the leader to address members by name.

Strategies that seem to make for more effective discussions:

Assist parents to see their problems are universal. They are important, shared by others, and not impossible to resolve.

Leaders attempt to facilitate rather than take an expert role with the right answers. Often the suggestions of other parents are the most helpful. The process is a discussion rather than a lecture. Sharing of ideas provides satisfaction.

There are usually group members who would like to talk privately with the leaders after the group. Time should be planned for this post-group consultation.

If someone in the group is inappropriate or dominates the discussion, validate the view and call on others to get more participation. Sometimes suggesting a one-to-one follow up for someone with a particularly difficult problem will allow the group to move to more commonly shared problems.

Often babies and young children will accompany the parents to the group. This can be distracting. If activities can be arranged in a separate part of the room and a resource person identified to supervise the children, it is less distracting to the group.

> *There are advantages and disadvantages to the 2-3 meeting format.* The advantage is that the meetings are full of ideas and parents are very optimistic about trying new solutions. The disadvantage is there is no time to develop working relationships and to allow parents to modify solutions so they fit their particular situation.
>
> *Topics usually discussed include* dressing and getting ready for school; rules and standards around eating; bed time problems; lack of response when a child is asked to do something; arguing with children or between children; bed wetting.

A Typical Family Discussion Group Might Go As Follows

The group's leaders introduce themselves and tell about other services available as follow through on today's discussion. They stress the importance of early intervention with students who are shy or withdrawn or with those who are distracted or active.

They talk in general about the role of parents.

"It's a full-time job with no training. There are plenty of frustrations. We hope today's discussion allows you to think about ideas, about yourself, and about your child. There are no directions or specific answers.

If something works for you, even if other people don't do it that way, you probably don't need to change. For example, some people feel it's not a good idea to use sending a child to bed for punishment, but if it is effective in your family and there are no problems, that is something you don't want to alter.

> We'd like to help you with problem-solving ideas for what's not working; what would you like to try?"

At this point each parent is asked to introduce him or herself and give the names and ages of their children. The person with the most or the oldest children is often named the honorary group expert.

If there is no one who volunteers, go around the group and ask them to name two things about their children they wish were different and two things they like and don't want changed. It is often clear to the group that there are more ideas about problems than about qualities. This is a practical introduction into the importance of parents' positive contacts with their children. Praise is the foundation of good parenting. It is important to focus on the positives. As an example of the importance of praise, you might say: If you cook your husband's favorite meal and he says, "Fantastic, thanks so much", imagine how great you would feel. It would inspire you to continue to want to please. We all want more praise. Our children feel the same way. When things are going well, it is important to let children know: "Catch them being good." Sometimes we're not

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only stingy with praise, but we ruin it. Using sarcasm or linking a compliment with a criticism isn't praise. For example: "Your room looks great; now don't you wish you kept it clean like this all the time?"

Review of main points:
There are powerful alternatives to spanking, anger and yelling. One of these is praise.You need to initiate it, and this will take some practice.Try it and see how your youngster responds.

This material is best interspersed with discussion, comments and examples from the group rather than as a lecture.

Many parents have had some instruction in charting children's behaviors. They often use this as a way to see that the child's behavior warrants praise. What most have found, however, is that this contingency praise soon loses its effectiveness. A more genuine and spontaneous use of praise can reinvigorate positive improvements.

Some parents who have had some experience with behavior modification express concerns about bribing their children and paying for good behavior. Having them share their experiences and their concerns allows the leader to see what would be their next best step. Agreeing that the use of material rewards often backfires validates their experience and concern. Explaining how a broad range of positive feedback, such as special time with parents and focusing on the child's competence, can be more effective without the negative effects and can allow parents to rethink their responses.

Leaders usually bring along copies of handouts for parents that are usually relevant and helpful in typical groups. One of these presents a range of options from praise to ignoring to mild social punishment. Some time can be taken to review the handout with the parents and suggest ways to try new approaches.

The role of parents as models and their responsibilities to understand when they are responsible for setting limits as contrasted to situations where children need some choice in order to become responsible is discussed.

Often examples or problems are presented in ways that allow the leaders to set up demonstration or role play situations. The parent gets to play his or her child and the leader demonstrates the ideas being discussed. For example, a leader may walk up to the parent, look her in the eye, put an arm on her shoulder and say, "Thank you for cleaning your room." This allows the group to talk about the various verbal and nonverbal cues that were being used to increase the effectiveness of the parent's communication. **Parents are very powerful with their children and often constant battles and anger have caused each of them to be starved for love and contact.**

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> **Leaders find that examples, humor and even sharing personal experiences facilitates the group discussion.**

Parents are encouraged to use short, direct messages with their children.

They are encouraged not to have only discussion or debates to convince children. In discussing the possible value of ignoring misbehavior, you may have to help parents take the risk of actually leaving the room so that they can literally ignore the behavior (some may point out that the child, not wanting to have the misbehavior ignored, will follow).

Discussions of sibling rivalry are frequent topics.

Parents are encouraged to think about spending special time alone with each child. The value of each child as a unique and special person can be communicated. Focus on what's good so others see what you want rather than always focusing on what you don't want or what you want stopped.

In general, be aware of how you talk with your children.

Observe yourself to see if your only conversation is giving orders and directions. Try to increase the time and attention you pay in listening to each child, playing with what they're interested in, not questioning but sharing. Observe the tone you use with your children. How often are you criticizing, questioning, cautioning?

Think about your own experience at their age: did you love to do your homework?

When you need to confront a child, take care in what you say. Often the questions you ask lead the child to deny or become evasive or defensive. Perhaps you want to say what you don't like and what needs to change (rather than getting into arguments and complications regarding whether the child admitted he or she is guilty). If you give ultimatums and make threats, you need to think carefully as to whether this will help and what it is you want as an outcome. Some interactions are very dramatic for children and are lessons they learn from you in how to solve problems. We often see that the child who hits on the school yard is the child who got hit at home.

TOPICS AND QUESTIONS TO STIMULATE DISCUSSION

Examples of common topics parents are likely to be interested in discussing are understanding and dealing with specific behavior and school problems such as

- temper outbursts, aggression, and stubbornness
- trouble adjusting to new situations
- fearfulness and excessive shyness
- noncooperation and poor sharing
- stealing and lying
- learning difficulties

and

child developmental tasks such as

- understanding what's normal
- handling mealtime and bedtime
- helping a child learn responsibility and other values
- helping a child with schoolwork.

Other popular topics are

- how to listen to and talk with a child
- discipline with love
- how parents can understand and express their own feelings
- concerns of single parents and step parents
- available school and community resources .

Questions to stimulate discussion in parent groups

Behavior: temper tantrums:

- When you get angry, how do you show it?
- Do you see your child saying or doing things when angry that they've seen you do and imitate?
- Sometimes when we're tired, we get angry more easily, do you see this happening with your child?
- What would you like to change about how you handle your anger?

Building trust and confidence with your child:

- We often focus on problems instead of strengths. What are two things about your child that you like best?
- If someone were to count, do you think they would find you complimenting and praising your child more or would you be criticizing your child more? Why do you think this is so?
- How do you show your children that you love them? Through words? actions? special times?
- Remembering back, how did you feel your parents showed you that they loved you?

Communication: Listening and talking with your child.

- What's the best time at your house to listen to what you child wants to tell you?
- Are you able to become interested in what your child wants to talk about? (even if it's just a TV show or about toys)
- Talking to your child is an important way you teach, do you find it easy to talk with your child when you're alone together?

Cleaning up and learning responsibility:

- What's the normal routine at your house for getting going in the morning? What are your plans for what will happens?What actually happens?
- What specific things are your children responsible for?
- In what ways do you let your children know specifically what you expect from them?
- Are there ways your children help out withou being asked? When they do, how do you respond?

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Questions to lead off discussion at parent groups - contd.

Discipline:
- When you hear the word discipline, what do you think of?
- We learn to be parents from our own parents? When you were young, how did your parents discipline you?
- Thinking back, what worked and what didn't?
- What do you wish your parents had done differently?
- Are you happy with the way you discipline your child?
- What would you want to change, and how could you change it?

Fears and Worries:

- When our children have fears and worries it often prompts our own fears; perhaps we did something wrong as parents. Do you have such fears?
- When you feel insecure about your parenting, how do you handle your worries? Do you ask for help from others? Do you ask for reassurance? Try not to think about it?
- When your child is fearful, what is your reaction? Are you angry? Frustrated? Sympathetic?
- How do you reassure your child that he/she can master the fearful situation?

What's normal:

- How do you feel about your child qualifying for this special program?
- What are you worried about regarding your child's entry into the regular school classroom?
- What have you noticed about your child that you think makes him/her different from other children?
- Do you feel frustrated in helping your child?
- Do you think your child will grow out of his or her problems?

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SPECIFIC TOPIC GUIDELINES AND RELATED MATERIALS

The following examples illustrate specific guidelines and related handouts that can be used to stimulate discussion and provide parents with "take-away" resource material.

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School And Community Resources

Getting Started

Many parents feel very much alone in raising their children. They may not have support in talking over their concerns, in sharing child care, or in getting information about what's available in their community. I'd like each of you to take a minute to think of one helpful resource in your neighborhood or community that you could share with the group. It could be a favorite park, baby sitter, pediatrician or friend. Let's go around the group and ask each of you to share a resource.

Questions

- Are there any concerns about resources that we haven't talked about?
- If you feel that this is a problem for you, what resources do you need that you don't have?
- Are there any suggestions on how to feel more supported and identify needed help?

Summary

There are many no cost and low cost resources for parents. If you feel you need some help, reach out. A phone call to a sympathetic person can mean a lot and you may be able to help others also.

Plans for At-Home Application:

If you need more help take a step toward getting it. Talk to your neighbors or other parents in the group to seek the support you need.

Resources For Parents

Helpful Books: (Get these at the library or check the bookstore for paperbacks.)
> *How To Parent* -- by Fitzhugh Dodson
> *Your Child's Self Esteem* -- by Dorothy Briggo
> *Raising A Responsible Child* -- Don Dinkmeyer
> *The Responsive Parent* -- by Mary Hoover

Educational and Vocational Training for Parents*:
> The Educational Opportunity Center on 318 Lincoln Blvd., Venice (392-4527) offers free advice and counseling to help persons locate schools and training and also to get financial aid to make it possible.

Counseling for Parents and Children*:
> Family Service of West Los Angeles, 400 So. Beverly Drive, 277-3624.
> Thalians Child Guidance Center, Cedars Sinnai, 855-3531.

Information on Child Care Services*:
> Child Care Referral Service, 1539 Euclid St., Santa Monica, 395-0448. (For information on day care centers, baby-sitters, etc.)

Advice and Help by Telephone*:
> "Warm Line," a telephone service at 855-3500 especially for parents of pre-school children. For use when you want to talk over a problem you are having with your child. If they can't take your call immediately, someone will call you back.

If you lose your cool with your child and are concerned about it:
> Parents Anonymous is a self-help group of parents who have group meetings. To find out about it, call 800-352-0386 toll free.

* These are examples of the resources available in the Los Angeles area.

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ADJUSTING TO NEW SITUATIONS

Getting started:

In an unfamiliar situation, like these groups, it is not unusual for children to feel unsure of themselves and reluctant to leave their parents. When this behavior persists over time in familiar situations it is a problem. Have any of you had problems with your child separating from you? Let's go around the group and ask each of you to share your experience

Questions:

- Are there any concerns about childrens' adjustment to new situations we haven't discussed that you would like to raise?
- If you feel your child has problems adjusting to new situations, what do you think is the cause of these problems?
- Do any of you have suggestions about ways you've handled these problems that you would like to share?

Summary

Remember we all feel a bit uncomfortable in new situations. You teach your child how to handle this by what you say and do. Don't push a frightened child into something, he or she can't handle, but try to give them information, support, and courage to become more independent.

Plans for At-Home Application:

If your child is fearful in new situations, give them plenty of opportunities to get used to other people and other places. Take them with you to the store, the park, or visits. Encourage them as they try new things independently.

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FEAR AND WORRIES

Getting Started:

Young children are a combination of strengths and vulnerabilities. In some areas they are very confident and in other areas they may be timid and unsure. Are there any areas where your child seems to have fears or worries such as fear of the dark? Let's briefly hear from each of you.

Questions:

Is there anything about fear and worries we haven't discussed that concerns you?
If your child is fearful or worried why do you think this is happening?
Do any of you have ideas on how to solve this problem; are there things that you have tried?

You may want to try these steps:
1. Talk to your child about what worries them and try to see their point of view.
2. Rather than reassure them or tell them not to worry, help them find solutions so they feel more in control (like a night light if they are afraid of the dark).
3. Show them you notice when they face their fears so they can see they're making progress.

Plans for At-Home Applications:

Watch for indications that your child is worried or fearful. Show them you want to help by trying the three steps in the summary.

DANDO INSTRUCCIONES

1. *Sea Específico*

Cuando queremos que nuestros hijos nos obedezcan realizamos muchas veces que nuestras reglas y instrucciones no han sido claras. Olvidamos que nuestros niños no tienen experiencia en la vida y no pueden razonar muy bien. Necesitan instrucciones que sean *sencillas, cortas, claras y específicas.*

Ejemplos: Malo: No molesta tu hermano. No lo hagas llorar.
                     Bueno: No pega tu hermano: No toma sus jugetes.

2. *Sea Positivo*

La mayoría de nuestras instrucciones a nuestros hijos incluye las palabras Deja! y No! Estas palabras negativas insinuan criticismo. Directivos o ordenes salen mas aceptable a todoo cuando estan puesto en una forma positiva.

Empieza eliminando *Deja!* y No! de algunos de sus directivos.

Ejemplos: Malo: Deja de comer con tus dedos sucios.
                     Bueno: Quiero que uses tu cuchillo y tenedor cuando comas.

                     Malo: No entran a la casa con estos zapatos lodosos.
                     Bueno: Por favor, cambia tus zapatos lodosos antes de pasar la puerta, mi hijo.

3. *Elimina critisimo y sarcasmo*

Incluyendo criticismo o sarcasmo en sus instrucciones tiene el efecto de hacer que sus hijos se sientan malo en sí mismo o que se enojan con Ud. No fomenta el sentido de estimo personal que necesita toda persona, y no tiene efecto en hacerles mas responsivos a nuestros directivos. Muchas veces el tono critical o palabra sarcástica viene de nuestro enojo o frustración.

Empieza un plan de cortar esta clase de hablar con sus hijos.

Ejemplos: Malo: Oyes, perezoso! Cuando piensa cortar el zacate.
                     Bueno: Jose, te dije que cortaras el zacate la semana pasado. Hazlo ahora!

                     Malo: Cochino, No comes Todo. Defa algo para nosotros.
                     Bueno:Toma su porcion solo--dos cucharadas. Nosotros queremos comer tambien.

4. *Elogia*

Cocilino, No comes todo. Deja algo para nosotros. Toma su porción solo - dos cucharadas. Nosotros queremos comer tambien.

No olvida la fuerza positiva de elogio. Cunndo sus hijos cumplen con sus reglas y instruccions. Darles su aprobación con una palabra de elogio o gracias - y una sonrisa!

Reprinted from *Because I Said So,* ABehavior Guide by Dr. Howard N. Sloane, Jr.

ARGUING

There are four good reasons, from a child's point of view, to argue with parents (1) delay, (2) cooling off, (3) wearing the parent down, and (4) power.

DELAY : If you are a child who doesn't want to do homework, who would rather watch television than take out the trash, who would prefer polishing your fingernails to cleaning your room, and who can get your parents to argue with you, have you not put off for the entire length of the argument those tasks you've been avoiding?

COOLING OFF: Some children will build an argument to such an extent and get so angry that they can't take it any more . They stalk out of the house instead of doing the chores or homework they were supposed to do.

WEARING THE PARENT DOWN : Most parents are very familiar with this technique. The child tries repeatedly, and with real tenacity, to keep arguing ... arguing... arguing... until the parent, tired and exhausted, finally says something like, "All right, all right, you want to live like a pig? Live like a pig . See if I care. " At that point, the child stalks out angrily, chores undone, with a big smile on his face.

POWER: One of the central themes of this book has to do with human beings wanting to be in control of their lives   That goal is nowhere more evident than in arguments where parents really don't want to argue, yet find themselves trapped in arguments with their children If parents don't want to argue with their children, yet find themselves arguing, who is in control, parent or child? From your experience, are there children who argue just for the sake of getting parents under their control for the duration of the argument?

There is a simple solution: NEVER ARGUE WITH A KID! You can't win, but a child can. There's a payoff for kids in just getting their parents to argue with them. So, unless you **want** to argue, don't do it.   Instead, deflect the argument.

DEFLECTING ARGUMENTS

Arguments have rules. As soon as you defend yourself, the child--by the rules governing arguments--has the right to defend himself against your attack; where, in turn, you get to defend yourself from his attack; until one or both of you give up. But you don't need to do that. You don't have to defend yourself against your children's arguments, or try to convince them that you're right and they're wrong.

You are about to get two powerful words that cut through any argument. Coupled with your clearly notated rule, you will find that these words help you to focus on your mandatory behavior rather than on the argument.

The words are "regardless" and "nevertheless" (or their synonyms, "be that as it may," "nonetheless," "that is not the issue"). Only use your argument deflectors once or twice. Then effectively follow through, if a rule is to be completed with "now," and see that the children do as they are told; or if you are merely stating a rule for future behavior, parry their argument with your deflectors and either walk away or send the child away, letting the child have the last word.

From : *Back in Control--How To Get Your Children To Behave*, by Gregory Bodenhamer

WAYS TO ENCOURAGE A CHILD

Praise the act, not the actor   Descriptive praise of the act tells the child what specific behavior you like. A behavior that gets reinforced, tends to be repeated.

Absolutely right
That's regally nice
Thank you very much
Wow!
That's great
That's quite an improvement
Much better
Keep it up
Good job
What neat work
You really out-did yourself today
Congratulations. You only missed
_____.
That's right! Good for you.
Terrific
I bet Mom and Dad would be
    proud to see the job you did
    on this
Beautiful
I'm proud of the way your worked
    (are working) today
Excellent work
I appreciate your help
Thank you for (sitting down, being
    quiet, getting right to work,
    etc)
Marvelous
Sharp
I appreciate your attention
You caught on very quickly

Fantastic
My goodness, how impressive!
You're on the right track now
It looks like you put a lot of work
    into this
That's clever
Very creative
Very interesting
Good thinking
That's an interesting way of looking
    at it
Now you've figured it out
That's the right answer
Now you've got the hang of it
Exactly right
Super
Superior work
That's a good point
That's a very good observation
That's an interesting point of view
That certainly is one way of looking
    at it
Out of sight
Nice going
You make it look easy
That's coming along nicely
I like that. I didn't know it could be
    done that way outstanding
Uh-huh !
Commendable

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HOW TO HELP YOUR CHILD STUDY

Your Child's Education Rests on The Mastery of Three Important Skills
- Reading
- Writing
- Mathematics

An Effective Learning Process Is Made up of Four Steps
- Reading
- Understanding
- Remembering
- Reproducing in one's own thoughts and words,
    - either on paper,
    - in classroom recitation, or
    - in the case of mathematics, in solving new problems.

Time to Study
Set aside a special time each day for study time.

Place to Study
Select a place where there is GOOD LIGHTING.
The study area should be fairly quiet.
There should be NO DISTRACTIONS during study period:
    -no radio, no t.v. , no friends visiting

Achievement Check List For Parents
- Spend time each day with your child on his/her homework.
- Examine work that is to be turned in.
- Work should be neat and clean.
- There should be no misspelled words.
- Question what is not clear.
- Hear work that is to be memorized.
- Check arithmetic work for neatness and cleanliness only.
- Check to see that all assigned homework has been completed.
- Check work that was returned by teacher for errors.
- Have child redo problems until work is correct.

The Most Important Weapons for Success Are
- Praise
- Encouragement
- Enthusiasm
- A good, kind ear.

Resource Aids, Cont.

SAMPLES OF EVENT DESCRIPTIONS AND FLYERS

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School Name
Address

 IMPORTANT!

PARENTING WORKSHOP
For parents of children in
Kindergarten, first and second grades.

Date: Thursday, May 14, 1987

Time: 10:15-11:30am

Place: School Library
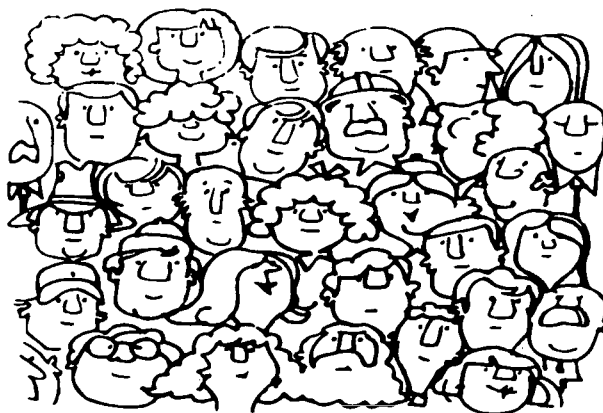
Would you like to know more about:
- What to expect of your child?
- How to discipline your child?
- How to communicate with your child?

Session Sponsored by: Mental Health Intervention Program

Session Leaders: Social Worker
Kindergarten Coordinator

A SPANISH TRANSLATOR WILL BE PRESENT.

Principal

--Please complete and return---
Teacher:
_____ I will attend the workshop on Thursday, May 14, 1987.
_____ I am unable to attend the worshop.

Student's name	Room #	Parent's Signature

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287.

¡IMPORTANTE!

Para los padres de niños en
Kindergarten, primer y segundo grados.
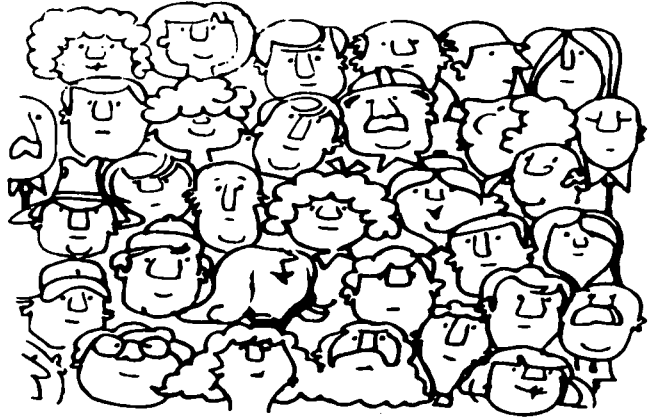
Día: Jueves, 14 de Mayo, 1987

Hora: 10:15-11:30 am

Lugar: La biblióteca de escuela

Quisara Ud. saber màs acerca de:
- Qué esperar de su hijo/hija?
- Cómo disciplinar a su hijo/hija?
- Cómo communicar con su hijo/hija?

Sesión apoyada por: Mental Health Intervention Program

Directoras de la sesión: Social Worker
Kindergarten Coordinator

TRACDUCTO DE ESPAÑOL ESTARÀ AQUÌ.

Director

----------------------------------Por Favor Llene y Devuelvalo----------------------------------

Maestro/a:

_____ Asistiré al seminario jueves, el 14 de Mayo, 1987.
_____ No puede asistir al seminario.

_____   _____   _____
Nombre del niño   Número del salón   Firma del Padre

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School Name
Address

May 12, 1987

IMPORTANT!
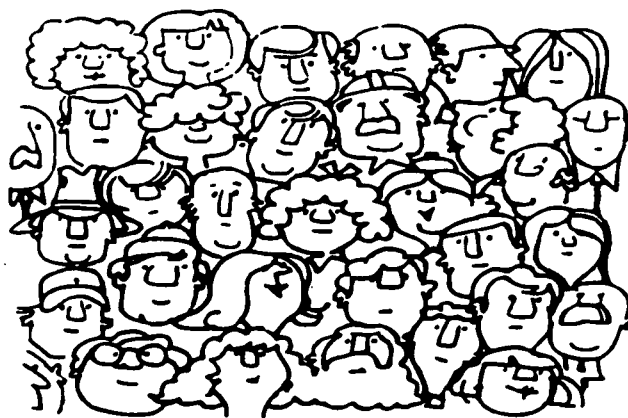
Dear Kindergarten, First and Second Grade Parents:

We hope that YOU are planning to attend the school's Parenting Skills Workshop on

Thursday, May 14, 1987. Come to the school library from 10:15-11:30 am. The meeting will be

conducted by the Los Angeles City School Mental Health Staff. We look forward to seeing

YOU there.

Program Representative

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School Name
Address

May 12, 1987

IMPORTANT!
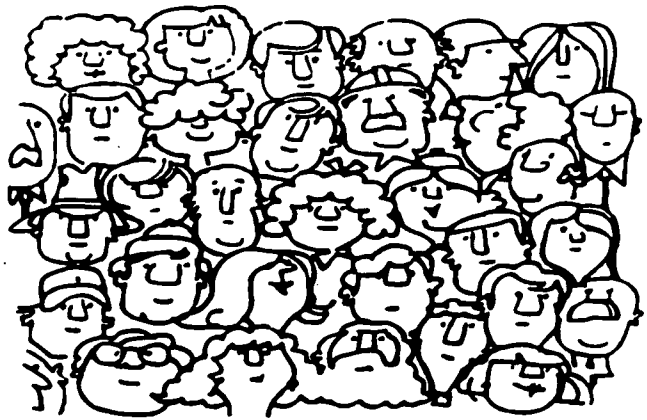
Queridos Padres de kinder, primero y segundo grados,

Espero que esten planeando atender el Jueves, 14 de Mayo a el taller de habilidades de

padres de la escuela. Vengan de las 10:15 a las 11:30am a la biblioteca de la escuela. La junta

sera dirigida por el personal de salud Mental de las escuelas de la ciudad de Los Angeles. Espero

verlos USTEDES ahi.

Representante del programa

Please remind your parents!

positive communication

help with discipline

self-esteem

PRIMARY PARENTING WORKSHOP

Date: _____

Time: _____

DO YOU HAVE A FEW HOURS TO HELP

KINDERGARTEN & FIRST GRADERS

GET OFF TO A GOOD START?

Report
Card

A+
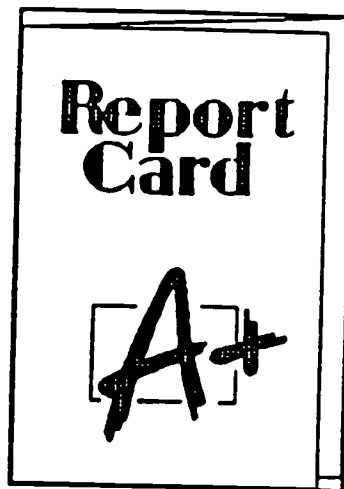
Under supervision, you can volunteer in the morning or
afternoon to work with students who need a little extra
help, support, and direction.

IF YOUR ARE INTERESTED

CALL

_____

AT _____

FOR MORE INFORMATION.

PADRES -- AYUDEN

¿TIENE USTED UN PAR DE HORAS PARA AYUDAR

A NINOS DE KINDERGARTEN Y PRIMARIA

EMPEZAR CON UN BUEN COMIENZO?

Bajo supervisión, usted puede voluntar por la mañana o
por la tarde y trabajar con estudiantes que necesitan
un poco de ayuda, apoyo, y dirección.

SI USTED ESTA INTERESADO
LLAME A

_____

AL _____

PARA MAS INFORMACION.

EXAMPLES OF PERSONAL INVITATIONS TO PARENTS

The following examples were used to invite specific parents to a discussion group at school. Included are samples of (a) invitations sent home with students and RSVPs filled out by parents and returned by students, (b) letters mailed to parents, and (c) phone invitations made by volunteers. (English and Spanish language versions are included.)

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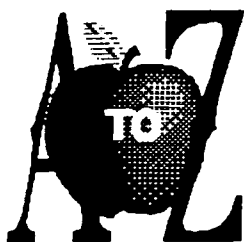
Welcome to the Elizabeth Street Learning Center!

We are happy that you will be part of the Elizabeth Street family. We have many ways of helping you become part of the community.

We'd like to offer you the following, if you are interested:

1) A tour of the school and an orientation of what Elizabeth Street offers you and your family.

2) Information about effecive parenting.

3) Parent volunteers who invite you to become part of our community.

4) **The Family Center.** Made up of parents, the center offers a variety of activities and services, for example:
   – information regarding social and community services
   – classes for adults, for example, English, computers, knitting
   – information regarding health services for your family
   – information about effective parenting

5) A **Welcome! packet, which includes:**
   a) School Map
   b) School calendar and schedule
   c) List of administrative staff
   d) Ideas about helping your child succeed at school and home
   e) Information regarding the concept of "Multi-level classrooms" at Elizabeth Street
   f) Information about the Family Center and Health Center at Elizabeth Street

Again, Welcome! And remember, we're here for you!
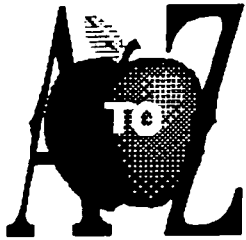
Bienvenidos al Centro De Aprendizaje de Elizabeth Street

Nos alegra que usted asista a nuestra escuela. Tenemos muchas maneras en que podemos ayudarle a ser parte de la comunidad.

Si lo desea, le ofrecemos:

1) Una recorrida por la escuela y una orientacion sobre lo que le ofrece Elizabeth Street a usted y a su familia.

2) Informacion sobre como funciona Elizabeth Street cada dia.

3) Padres dispuestos a reunirse con usted para ayudarle a ser parte de nuestra comunidad.

4) Un Centro de Familia, compuesto de padres, cual le ofrece una variedad de actividades y servicios, por ejemplo:
   - informacion acerca de servicios sociales y comunitarios
   - clases para adultos, por ejemplo, ingles, tejido y costura, computacion
   - informacion acerca de la salud y el bien estar de ustad y su familia
   - informacion acerca de como ser un padre de familia mas effectivo

5) Un Paquete de Bienvenida, que incluira:
   a) Mapa de escuela
   b) El calendario y horario escolar
   c) Lista de nombres del personal administrativo de nuestra escuela
   d) Idea sobre como ayudarle a su nino a prosperar en la escuela y en casa
   e) Informacion acerca del concepto de "Mezcla de grados en cada aula" que practicamos en nuestra escuela
   f) Informacion acerca del Centro de Familia y Centro de Salud

De nuevo le extendemos una cordial bienvenida, y recuerde, estamas aqui para servirle

YOU'RE INVITED

TO A DISCUSSION GROUP AT SCHOOL!

DATE: Thursday, December 14
TIME: 8:30-10:30 a.m.
PLACE: School Name

PLEASE COME

Response Card

Please have your child bring this reponse card back to class so we will know who is coming to the Parent Discussion Group.

_____ I will be coming to the Parent Discussion Group.

_____ I cannot come to the Discussion Group.

Parent's Name: _____

Student's Name: _____

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ESTAN USTEDES INVITADOS

AL GRUPO DE PLÁTICA EN LA ESCUELA

FECHA: Jueves, 14 de Deciembre
HORA: 8:30-10:30 a.m.
LUGAR: School Name

POR FAVOR VENGAN

Tarjeta de Repuesta

Por favor recuerde a su hijo(a) que traiga esta tarjeta de repuesta a la clase para que sepamos quienes van a venir al Grupo de Plática para los Padres.

_____ Voy a venir al Grupo de Plática para los Padres.

_____ No voy a venir al Grupo de Plática para los Padres.

Nombre de padre: _____

Nombre de estudiante: _____

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Dear Mr./Mrs. (Personalize)   ,

We're having a Parent Discussion Group on Thursday, December 14th
from 8:30-10:00 a.m. at _____'s school. We hope you can
come!

The purpose of the group is to talk about how parents can

    *communicate better with their children,
    *be loving even when discipline is necessary,
    *improve their children's self-esteem.

These discussions are very informal. Parents who have attended
such groups in the past have really enjoyed the chance to talk
with each other and learn how to be better parents. I look
forward to seeing you there.

===

Estimado Señor/Señora _____,

Vamos a tener un Grupo de Plática para los Padres el Jueves, 14
de Diciembre en la escuela de _____ de las
8:30-10:00 de la mañana. Esperamos que puedan venir!

El propósito de el grupo es para hablar sobre que pueden hacer
los padres para:

    * comunicarse mejor con sus hijos
    * demostrarles amor aunque se les tenga que disciplinar
    * enseñarles como tener confianza en si mismos

Estas pláticas son muy informal. Los padres que han participado
en estos grupos en el pasado han disfrutado de la oportunidad de
poder platicar con unos a otros y de aprender ser mejores padres.

Esperamos verlos!

_____
Group Discussion Leaders/ Lider del Grupo de Plática

PHONE NOTIFICATION
OF THE PARENT DISCUSSION GROUP MEETING

Before you call write down the appropriate information in the blanks. If you get an answering machine, hang up. Remember to speak with enthusiasm and express appreciation of their time.

Student:_____ School:_____

After you call check appropriate lines below

___ Talked with the mother, father, or guardian of child
___ Could not contact the mother, father, or guardian
     by the tenth try
___ no answer (answering machine)

Hello, my name is _____, and I'm calling with a reminder about a Parent Discussion Group meeting to be held at (School name:_____) school. Is this (Mr./Mrs.) _____? (If not) May I speak to either the mother or father of_____?

I wanted to let you know that your child's school is having a parent discussion group meeting. The purpose of the group is to talk about how parents can communicate better with their children, be loving even when discipline is necessary, and improve their children's self-esteem. It will be meeting on:_____

at:_____

Do think you or your (husband/wife) will be attending?
Wife   Y   N
Husband   Y   N

Well, that is all I was calling about. Thank you for your time, and have a good day.

III-86

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Antes de llamar, por favor escriba la información apropriada en los espacios. Si al marcar el numero de teléfono, le contesta una grabadora, cuelgue. Recuerde de hablar con entusiasmo y hagale saber su agradecimiento por el tiempo que le estan brindando.

Estudiante:_____   Escuela:_____

Despues de la llamada, marque una de la líneas apropriadas.
__   Hablé con la madre, el padre, o el encargado del niño.
__   No pude hablar con la madre, el padre, o el encargado del
     niño en 10 intentos.
__   No obtuve respuesta (grabadora)

Hola, mi nombre es _____. Estoy llamando para hacerles un recordatorio de la junta del Grupo de Plática para los Padres en la escuela (nombre de la escuela:_____). ¿Es usted el señor/la señora _____? (Si no es, preguntele) ¿Puedo hablar con el padre o la madre de (nombre del estudiante:_____)

Quiero informale que la escuela de su hijo va a tener una junta del Grupo de Plática para los Padres. El propósito del grupo es para hablar sobre que pueden hacer los padres para comunicarse mejor con sus hijos, demostrarles amor aunque se les tenga que disciplinar, y enseñarles como tener confianza en si mismos.

Este grupo se va reunir en (fecha:_____) en (lugar:_____).

¿Piensa usted que usted o su (esposo/esposa) van a asistir.

ESPOSO   Sí   No   Tal Vez   No Estoy Seguro

ESPOSA   Sí   No   Tal Vez   No Estoy Seguro

Es todo lo que queria comunicar. Gracias por su tiempo. Buenos días / Buenas noches.

EXAMPLES OF FEEDBACK MATERIALS

> Parent Information Sheet Used to gather demographic descriptors
   (English and Spanish language versions included.)

> Log Record of Daily Activity Used to keep track of activity --
   includes qualitative observations and tallies of activity.

> Parent Involvement at School Rating Scale Filled out by school staff
   who have regular contacts with parents.

> Parent Ratings of Event -- The example provided is the scale given
   to parents at the conclusion of each discussion group.
   (English and Spanish language versions included.)

PARENT INFORMATION SHEET

Your name_____   Date_____

Student's name_____   Child's Grade ( )K   ( )lst   ( )2nd   ( )3

School _____   Your age_____

Your relationship to student: ( ) mother   ( ) father   ( ) other (specify)_____

Your Race and/or Ethnic Origin:

( ) White (Not of Hispanic origin)   ( ) Black (Not of Hispanic origin)
( ) Hispanic   ( ) Asian/Pacific Islander
( ) American Indian/Alaskan native   ( ) Filipino
( ) Other_____

Has your child had any of the following early childhood experiences:

( ) School district Pre-kindergarten program
( ) Private pre-school
( ) Headstart
( ) Day-care center

Are there other children living in your household?   ( ) Yes   ( ) No

    If Yes, ages of boys _____ and ages of girls _____

Are there other adults in your household?

( ) No   ( ) Husband/Wife   ( ) Grandparent(s)   ( ) Other (specify)_____

Indicate the group that best fits your socioeconomic background and status.

( ) Major business or professional (e.g., executive, architect, lawyer, scientist, etc.)
( ) Technical, small business (e.g., managerial, technical, secretarial, etc.)
( ) Crafts, clerical, sales (e.g., Cashier, bank teller, clerical worker, baker, carpenter, postal worker, etc.)
( ) Semiskilled work (e.g., driver, delivery, file clerk, guard, housekeeper, machine operator, etc.)
( ) Unskilled work (e.g., laborer, busboy, gardener, usher, food server, etc.)

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Información Sobre Padres

Su nombre_____   Fecha_____

Nombre del estudiante_____

Grado de hijo/a   ( )K ( )1ro ( )2no ( )3ro

Escuela_____   Su edad_____

Relación con estudiante:

( )madre   ( )padre   ( )otro (indiqué)_____

¿Viven otros adultos en su hogar?

( ) No   ( ) Esposo/a   ( ) Abuelos   ( ) Otros (indiqué)_____

¿Tuvo su hijo/a algunas de las siguiente experiencias durante su niñez?

( ) Programa de Pre-kinder del Distrito Escolar
( ) Pre-kinder en Escuela Privada
( ) Headstart
( ) Centro de Cuidado de Niñez

¿Hay otro niño/a(s) viviendo en su hogar?   ( ) Sí   ( ) No
      Edad de niños_____
      Edad de niñas_____

Indiqué el grupo que mejor describe su estado socioeconómico.

( ) Negocio grande o professional (por ejemplo, arquitecto,
abogado, etc...) .
( ) Technico, Negocio pequeño (por ejemplo, supervisor,
technico, secretaria, etc...)
( ) Ventas, Oficina (por ejemplo, cajera, cartero, panadero,
carpintero, etc...)
( ) Semi-oficio (por ejemplo, operador de maquinas, guardia,
manejador, etc...)
( ) labor (por ejemplo, jardinero, mesera, mensajero, etc...)

III-90

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OBSERVATION NOTES

Program staff can make regular notes about activity related to each component. These observations can give a rich profile of the activity and provide a qualitative perspective for judging the degree to which intended program antecedents, transactions, and outcomes actually occur.

(If staff find it difficult to make regular observation notes on their own, periodic interviews can be used to gather the requisite data.)

To provide structure, respondents can be asked (minimally) to answer the following questions:

1. To what degree did you find that needed antecedent conditions actually were present? (Indicate any interfering factors.)

2. To what degree and how well did intended procedures actually take place? (Indicate any interfering factors.)

3. To what degree and how well were intended outcomes achieved? (Indicate any interfering factors.)

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Daily Log For Staff

Name_____

Date	Location	Recruit	Or.	Trng.	Pla.	Sprv.	Consu.	Par.	Eval.	Other

Instructions: *Date* refers to when the activity or event occured
Location refers to where the activity or event occured.
Recruit refers efforts to get volunteers, including parents
Or. refers to orientation to new volunteers;explaining the program
Trng. refers to training new volunteers in how to get started
Pla. refers to placement of volunteers in the classroom
Consu. refers to consultation with teachers about a child
Par. refers to a parent activity, such as a parent group
Eval. refers to completeing the evaluation materials
Other lists anything else, such as meetings

III-92

Parent Involvement Rating I & II

Please indicate the degree of parental contact specifically with you and your classroom in black.
Please indicate the OVERALL degree of parental contact the school in red.

	never	once a month	once a week	more than once a week
Mother	1	2	3	4
Father	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4
Mother	1	2	3	4
Father	1	2	3	4

Contact Person(s): _____

* Ethnicity: A=Asians B=Black C=Caucasion H=Hispanic O=Other

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Parent Involvement III

Do these contacts seem to be leading to a positive partnership with the school?

	definitely	looks promising	doesn't look promising	definitely not	Ethnicity*
	1	2	3	4	____
	1	2	3	4	____
	1	2	3	4	____
	1	2	3	4	____
	1	2	3	4	____
	1	2	3	4	____
	1	2	3	4	____

Grade: K   1

Date:
303

Evaluation of Parent Group

School_____   Today's Date_____

We are happy that you attended the parent group and would like to know your reactions. Please give us your opinions. We will use them to improve future groups. Thank you.

1. How worthwhile do you feel it was to attend the parent group meeting?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

2. How much did the meeting help you improve your understanding of problems your child is having?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

3. How much did coming to the parent meeting increase your motivation to try to find ways to solve problems your child has?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

4. If we were to offer more group meetings for parents, how much would you like to attend?

1	2	3	4	5	6
not at all	not much	only a little	more than a little	quite a bit	very much

5. Was there anything you found especially helpful in the group meetings?
   (Such as handouts; presentations; hearing from other parents; other things?)

6. Was there anything you wanted from the group meetings that you didn't get? If so, what was it?

Your age _____   Male_____ or Female_____

Your race and/or Ethnic Origin: _____

III-94

Evaluacion del Grupo de Padres

Escuela de nino(a) _____   Fecha _____

Nos da mucho gusta que esten aqui con nosotros en esta junta para ustedes los padres, y queremos saber sus reacciones. Por favor dnos sus opiniones. Laas queremos usar para mejorar nuestras juntas del futuro. Muchisimas Gracias.

1. Como valorizan ustedes el ahber participado en esta junta de padres?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

2. Que tanto les ayudaron estas juntas para mejorar el entendimiento de los problemas que tienen sus hijos?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

3. Como aumento so motivacion el haber venido a esta junta para encontrar mejores manera para resolver los problemas que sus hijos tengan?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

4. Si nosotros ofrecieramos mas juntas para los padres, cuanto le gustaria a usted a venir?

1	2	3	4	5	6
nada	no mucho	solo un poco	mas que un poco	bastante	muchisimo

5. Hubo algo mas especial que le ayudo en estas juntas?
   (como las papeles, las presentaciones, escuchar a los stros padres, o alguna otra coas?)

6. Habla alguna otra cosa que usted le hubiera gustado recibir, y que no recibio? Nos quiere decir, por favor.

Su Edad _____   Masculino _____ O Femenino _____
Usted es: Mexicano-americano/chicano   _____
                   Latino (Centro America, Sur America, Cubano, Espanol, etc.)   _____
                   Otro (Que pais/grupo? _____)

III-95

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Empowering Parents to Help Their Children

■ Guiding Parents in Helping Children Learn

■ Self-help Resources

■ Samples from the National PTA Leader's Guide to Parent and Family Involvement

- *Helping Parents Become Better Educators at Home*

- *How Parents Can Help With Homework*

Guiding Parents in Helping Children Learn
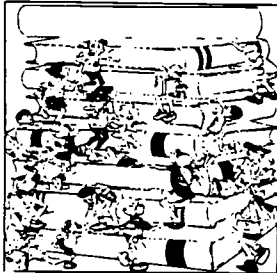
Our major goal is to assist in improving outcomes for young people by enhancing policies, programs, and practices relevant to mental health in schools. One way to do this is to develop a variety of resource aids. This particular aid is designed for use by those who work with parents and other nonprofessionals. It contains three types of resources:

(1) The first is a "booklet" written for nonprofessionals to help them understand what is involved in helping children learn.

(2) The second consists of information about basic resources professionals can draw on to learn more about helping parents and other nonprofessionals enhance children's learning and performance.

(3) The third includes additional guides and basic information to share with parents as resources they can use to enhance a child's learning and performance

CONTACT US:
School of Mental Health Project/
Center for Mental Health in Schools
Department of Psychology, UCLA
Los Angeles, CA 90095-1563
Phone: (310) 825-3634
Fax: (310) 206-8716
E-mail: smhp@ucla.edu

U.S. Department of Health & Human Services
Public Health Service
◆◆HRSA
Health Resources & Services Administration
Maternal & Child Health Bureau
Office of Adolescent Health

Self-Help

Three major types of nonprofessional resources are consumers' groups, parents' and self-help organizations, and media presentations such as popularized books and magazine articles.

Consumer information groups gather together and reproduce available information. A major resource for consumer information products is the Consumer Information Center (Department DD, Pueblo, CO 81009), an agency of the U.S. General Services Administration. It publishes a catalog listing booklets from almost 30 agencies of the federal government. Most of the booklets are free. Relevant available works include

• "Learning Disability: Not Just a Problem Children Outgrow"
• "Plain Talk About Children with Learning Disabilities"
• "Your Child and Testing"
• "Plain Talk About When Your Child Starts School"

You will also find here a series of small booklets for parents (at no cost) published by the U.S. Department of Education under the general heading of HELPING YOUR CHILD The list of specific titles include:

• Helping your child learn math.
• Helping your child learn history.
• Helping your child learn to read.
• Helping your child learn responsible behavior.
• Helping your child succeed in school.
• Helping your child with homework.
• Helping your child get ready for school.
• Helping your child improve in test taking.
• Helping your child learn to write well.
• Helping your child use the library.
• Helping your child learn geography.
• Helping your child learn science.

To order, contact:
Consumer Information Center (CIC)
18 F. St., NW Room G-142
Washington, DC 20405
Website: http://www.pueblo.gsa.gov/

The Foundation for Children with Learning Disabilities (FCLD) is a privately funded organization established in 1977 with one of its primary goals to promote public awareness of learning disabilities. The group publishes a resource manual entitled "The FCLD Guide for Parents of Children with Learning Disabilities." The guide provides basic information about learning disabilities (warning signs, guidelines for seeking help, children's rights, alter-natives beyond high school), lists sources of information and help, and includes an annotated list of relevant books, periodicals, directories, and audio-visual materials.
For a free copy, write:
    FCLD, 99 Park Ave.,
    New York, NY 10016.

The National Association of College Admissions Counselors publishes the "Guide for Learning Disabled Students," which lists schools that provide comprehensive programs for such students. To obtain a copy, write 9933 Lawler Ave., Suite 500, Skokie, IL 60077.

Higher Education and the Handicapped (HEATH) acts as a clearinghouse, providing information about secondary education for persons with learning disabilities. It offers fact sheets, lists of directories, and information about testing, types of programs, and organizations. Also available are bibliographies of recently published pamphlets and books about learning disabilities. Copies may be obtained by writing 1 Dupont Circle, NW, Washington, DC 20036.

Although the information in the materials cited here is presented clearly, not enough effort is made in these materials to clarify issues and consumer concerns.

Consumer advocate groups are more likely to provide the general public with critical as well as informative overviews of what to do and what not to do when faced with an educational, psychological, or medical problem. For example, an organization called Public Citizen (Health Research Group, 2000 P St., NW, Washington, DC 20036) has produced a number of booklets stressing consumer guidelines for careful selection of professional health services. Their approach provides information and instructs consumers in how to ask about and evaluate services to protect

themselves when shopping for and using professional help. Although their work has not focused specifically on learning problems, it is still relevant because practitioners who work with learning problems often model themselves after the medical and mental health professions. Three examples of the Health Research Group's products are

- "A Consumer's Guide to Obtaining Your Medical Records"
- "Through the Mental Health Maze: A Consumer's Guide to Finding a Psychotherapist, Including a Sample Consumer/Therapist Contract"
- "Consumer's Guide to Psychoactive Drugs"

There are books and books and books—some useful, some questionable. There are many texts, journals, and works primarily for professionals. Books for the general public are fewer and have mostly focused on simple explanations and advice. They tend to stress descriptions of the problem and offer suggestions about what parents might do to help their child. A few examples follow:

- Adelman, H. S. & Taylor, L. (1993). *Learning problems and learning disabilities: Moving forward.* Pacific Grove, CA: Brooks/Cole Publishing.
- Anderson, W., Chitwood, S., & Hayden, D. (1990). *Negotiating the special education maze: A guide for parents and teachers.* 2nd ed. Rockville, MD: Woodbine House.
- Bain, L. J. (1991) . *A parent's guide to attention deficit disorders.* New York: Delta.

- Ingersoll, B., & Goldstein, S. (1993). *Attention deficit disorder and learning disabilities: Realities, myths, and controversial treatments.* New York: Doubleday.
- Paltin, D.M. (1993). *The Parent's hyperactivity handbook: Helping the Fidgety Child.* New York: Insight Books.
- Selikowitz, M. (1995). *All About A.D.D.: Understanding Attention Deficit Disorder.* Melbourne, Australia: Oxford University Press.
- Rosner, J. (1987). *Helping children overcome learning difficulties: A step-by-step guide for parents and teachers* (rev. ed.). New York: Walker & Co.
- Smith, C. & Strick, L. (1997). *Learning Disabilities: A to Z.* New York: The Free Press.
- Wilson, N. *Optimizing special education: How parents can make a difference.* New York: Insight Books, 1992.
- Windell, J. *Discipline: A sourcebook of 50 failsafe techniques for parents.* New York: Collier Books.

Although there are many children's books with storylines designed to enhance youngsters' understanding of individual differences and learning problems, much rarer are nonfiction books aimed at providing information and suggestions to the student with a learning problem. One such book is

- Levine, M. (1990). *Keeping A head in school A student's book about learning abilities and learning disorders.* Cambridge, MA: Educators Publishing Service, Inc.

Program
Areas

Programs & Publications

Leader's Guide to Parent and Family Involvement—Weeks 19 & 20

Helping Parents Become Better Educators at Home

Parents Are Their Children's First Teachers

From birth to young adulthood, children depend on their parents to supply what they need—physically, emotionally, and socially—to grow and learn. That's a big job description. Like other job skills, parenting skills do not come naturally. They must be learned. As a national child advocacy organization, the PTA is in an ideal position to guide parents to the resources they need to be the best parents they can be. Following are suggested ways:

Provide parenting education classes and workshops.
Emphasize that good parenting doesn't take a Ph.D. It takes courage, patience, commitment, and common sense. Work with school and community organizations to provide programs on topics that will appeal to diverse groups in your PTA—topics such as discipline, parents as role models, self-esteem in children and in parents, parenting the difficult child, and how to meet the demands of work and family.

Help establish an early childhood PTA.
The best time to prepare parents for their part in their children's education is before their children start school. Contact the <u>National PTA</u> or your <u>state PTA</u> for information on how to start an early childhood PTA.

Establish family support programs.
Cooperate with your school and community agencies to establish family resource and support programs. These might include peer support groups for single, working, and custodial parents; parenting or substance abuse hotlines; literacy or ESL classes; job skills programs; preschool and early childhood education programs, or drop-in centers for parents with young children. Make a special effort to address the needs of teen parents.

Help publicize existing community resources.
If quality family resource centers or support programs for your community already exist, compile and circulate a descriptive list of local services that are available for families. Many parents do not seek the help they need because they are unaware that help exists.

Provide programs and opportunities for learning.
Show parents how to set the stage for learning at home. Conduct meetings and circulate videos or fliers describing educational parent-child activities.

Learning Begins at Home

Parents can set the stage for learning in everyday activities at home. Here's how.

* Set a good example by reading.

- Read to your children, even after they can read independently. Set aside a family reading time. Take turns reading aloud to each other.

- Take your children to the library regularly. Let them see you checking out books for yourself, too.

- Build math and reasoning skills together. Have young children help sort laundry, measure ingredients for a recipe, or keep track of rainfall for watering the lawn. Involve teens in researching and planning for a family vacation or a household project, such as planting a garden or repainting a room.

- Regulate the amount and content of the television your family watches. Read the weekly TV listing together and plan shows to watch. Monitor the use of videos and interactive game systems.

- Encourage discussions. Play family games. Practice good sportsmanship.

- Ask specific questions about school. Show your children that school is important to you so that it will be important to them.

- Help your children, especially teens, manage time. Make a chart showing when chores need to be done and when assignments are due.

- Volunteer. Build a sense of community and caring by giving of your time and energy. Choose projects in which children and teens can take part, too.

How Parents Can Help with Homework

Parents encourage good study habits by establishing homework routines early, such as the following:

- Come to an agreement with each of your children on a regular time and place for homework.

- Try to schedule homework time for when you or your children's caregiver can supervise.

- Make sure your children understand their assignment.

- Sign and date your young children's homework. Teachers appreciate knowing that the parents are interested enough to check over their children's homework and see that it is finished.

- Follow up on assignments by asking to see your children's homework after it has been returned by the teacher. Look at the teacher's comments to see if your children have done the assignment correctly.

- Discuss teachers' homework expectations during parent-teacher conferences.

- Don't do your children's homework. Make sure they understand that homework is their responsibility.

- Be sure to praise your children for a job well done. Encourage the good work that your children do, and comment about improvements they have made.

Your PTA can further encourage parents by working with teachers to plan workshops, develop

Program
Areas

Programs & Publications

Leader's Guide to Parent and Family Involvement--Weeks 3 & 4

How Parents Can Help with Homework

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- Discuss teachers' homework expectations during parent-teacher conferences.

- Don't do your children's homework. Make sure they understand that homework is their responsibility.

- Be sure to praise your children for a job well done. Encourage the good work that your children do, and comment about improvements they have made.

Your PTA can further encourage parents by working with teachers to plan workshops, develop strategies, and prepare handouts on how parents can help with homework. See the National PTA brochure on _Helping Your Student Get the Most Out of Homework._

Return to **Leader's Guide** page.

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ERIC
Full Text Provided by ERIC

strategies, and prepa   andouts on how parents can help with homework. Read the brochure
Helping Your Studen   *: the Most Out of Homework.*

Return to Leader's Guide page.

Children First
The Web site of the National PTA

| About The PTA | Program Areas | PTA Membership | Annual Convention | Publications & Specialty Items | Links to PTAs & Child Advocacy Orgs. | On-line Subscriptions | Chats, BBS & More |

Search the site!

Resource Aids, Cont.

Mapping of a School's Resources
Related to Home Involvement

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Home Involvement in Schooling

The emphasis here is on enhancing home involvement through programs to address specific parent learning and support needs (e.g., ESL classes, mutual support groups), mobilize parents as problem solvers when their child has problems (e.g., parent education, instruction in helping with schoolwork), elicit help from families in addressing the needs of the community, and so forth. The context for some of this activity may be a parent center (which may be part of the Family/Community Service Center if one has been established at the site). Outcomes include specific measures of parent learning and indices of student progress, as well as a general enhancement of the quality of life in the community.

Please indicate all items that apply.

	Yes	**Yes but more of this is needed**	**No**	**If no, is this somethi you wan**
A. Which of the following are available to address specific learning and support needs of the adults in the home?				
1. Does the site offer adult classes focused on				
a. English As a Second Language (ESL)?	—	—	—	—
b. citizenship?	—	—	—	—
c. basic literacy skills?	—	—	—	—
d. GED preparation?	—	—	—	—
e. job preparation?	—	—	—	—
f. citizenship preparation?	—	—	—	—
g. other? (specify) _____	—	—	—	—
2. Are there groups for				
a. mutual support?	—	—	—	—
b. discussion?	—	—	—	—
3. Are adults in the home offered assistance in accessing outside help for personal needs?	—	—	—	—
4. Other? (specify) _____	—	—	—	—
B. Which of the following are available to help those in the home meet their basic obligations to the student?				
1. Is help provided for addressing special family needs for				
a. food?	—	—	—	—
b. clothing?	—	—	—	—
c. shelter?	—	—	—	—
d. health and safety?	—	—	—	—
e. school supplies?	—	—	—	—
f. other? (specify) _____	—	—	—	—

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

2. Are education programs offered on

    a. childrearing/parenting?
    b. creating a supportive home environment for students?
    c. reducing factors that interfere with a student's school learning and performance?

3. Are guidelines provided for helping a student deal with homework?

4. Other? (specify) _____

C. Which of the following are in use to improve communication about matters essential to the student and family?

   1. Are there periodic general announcements and meetings such as
    a. advertising for incoming students?
    b. orientation for incoming students and families?
    c. bulletins/newsletters?
    d. back to school night/open house?
    e. parent teacher conferences?
    g. other? (specify) _____

   2. Is there a system to inform the home on a regular basis
    a. about general school matters?
    b. about opportunities for home involvement?
    c. other? (specify) _____

   3. To enhance home involvement in the student's program and progress, are interactive communications used, such as
    a. sending notes home regularly?
    b. a computerized phone line?
    c. frequent in-person conferences with the family?
    d. other? (specify) _____

   4. Other? (specify) _____

D. Which of the following are used to enhance the home-school connection and sense of community?

   1. Does the school offer orientations and open houses?

   2. Does the school have special receptions for new families?

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	Yes	Yes but more of this is needed	No	If no, is this someth you wa

3. Does the school regularly showcase students to the community through

   a. student performances?
   b. award ceremonies?
   c. other? (specify) _____

4. Does the school offer the community
   a. cultural and sports events?
   b. topical workshops and discussion groups?
   c. health fairs
   d. family preservation fairs
   e. work fairs
   f. newsletters
   g. community bulletin boards
   h. community festivals and celebrations
   i. other (specify) _____

5. Is there outreach to hard to involve families such as
   a. making home visits?
   b. offering support networks?
   c. other? (specify) _____

6. Other? (specify) _____

E. Which of the following are used to enhance family participation in decision making essential to the student?

1. Families are invited to participate through personal

   a. letters
   b. phone calls
   c. other (specify) _____

2. Families are informed about schooling choices through

   a. letters
   b. phone calls
   c. conferences
   d. other (specify) _____

3. Families are taught skills to participate effectively in decision making.

4. Staff are specially trained to facilitate family participation in decision making meetings.

5. Other (specify) _____

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

F. Which of the following are used to enhance home support of student's learning and development?

1. Are families instructed on how to provide opportunities for students to apply what they are learning? — — — —

2. Are families instructed on how to use enrichment opportunities to enhance youngsters' social and personal and academic skills and higher order functioning? — — — —

3. Other? (specify) _____ — — — —

G. Which of the following are used to mobilize problem solving at home related to student needs?

1. Is instruction provided to enhance family problem solving skills(including increased awareness of resources for assistance)? — — — —

2. Is good problem solving modeled at conferences with the family? — — — —

3. Other? (specify) _____ — — — —

H. Which of the following are used to elicit help from those at home to meet school/community needs? That is, are those in the home recruited and trained to help with

1. students by

   a. assisting administrators? — — — —
   b. assisting teachers? — — — —
   c. assisting other staff? — — — —
   d. assisting with lessons or tutoring? — — — —
   e. helping on class trips? — — — —
   f. helping in the cafeteria? — — — —
   g. helping in the library? — — — —
   h. helping in computer labs? — — — —
   i. helping with homework helplines? — — — —
   j. working in the front office to welcome visitors and new enrollees and their families? — — — —
   k. phoning home regarding absences? — — — —
   l. outreach to the home? — — — —
   m. other? (specify) _____ — — — —

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	Yes	Yes but more of this is needed	No	If no, is this someth you wa
2. school operations by assisting with				
a. school and community up-keep and beautification?	—	—	—	—
b. improving school-community relations/	—	—	—	—
c. fund raising?	—	—	—	—
d. PTA?	—	—	—	—
e. enhancing public support by increasing political awareness about the contributions and needs of the school?				
f. school governance?	—	—	—	—
g. advocacy for school needs?	—	—	—	—
h. advisory councils?	—	—	—	—
i. program planning?	—	—	—	—
j. other? (specify) _____	—	—	—	—
3. establishing home-community networks to benefit the community?	—	—	—	—
4. Other? (specify) _____	—	—	—	—

I. What programs are used to meet the educational needs of personnel related to this programmatic area?

	Yes	Yes but more of this is needed	No	If no
1. Is there ongoing training for team members concerned with the area of Home Involvement in Schooling?	—	—	—	—
2. Is there ongoing training for staff of specific services/programs	—	—	—	—
3. Other? (specify) _____	—	—	—	—

J. Which of the following topics are covered in educating stakeholders?

	Yes	Yes but more of this is needed	No	If no
1. designing an inclusionary "Parent Center"	—	—	—	—
2. overcoming barriers to home involvement	—	—	—	—
3. developing group-led mutual support groups	—	—	—	—
4. available curriculum for parent education	—	—	—	—
5. teaching parents to be mentors and leaders at the school	—	—	—	—
6. other (specify) _____	—	—	—	—

K. Please indicate below any other ways that are used to enhance home involvement in schooling.

L. Please indicate below other things you want the school to do to enhance home involvement in schooling.

Internet Sites Relevant to Home Involvement

- **Family Involvement Partnership for Learning**
  http://www.ed.gov/PFIE/index.html
  Department of Education's online resource on creating school and home partnerships.

- **Reaching All Families: Creating Family-Friendly Schools**
  http://www.ed.gov/pubs/ReachFam/ is a government booklet, which presents
  accumulated knowledge and fresh ideas on school outreach strategies.

- **National Parent Information Network (NPIN)**
  Http://www.ericps.ed.uiuc.edu/npin.npinhome.html
  The prupose of NPIN is to provide information to parents and those who wrok with
  parents and to foster the exchange of parenting materials, numerous great links here
  including to Parents AskERIC.

- **Urban/Minority Families**
  http://www.eric-web.tc.columbia.edu/families/
  Links to publications, digests, and parent guides relevant to parent, school, and
  community collaborations which support diverse learners in urban settings.

- **Connecting the Home, School, and Community**
  http://www.sedl.org:80/hscp/welcome.html
  This page developed and maintained by the Southwest Educational Development
  Laboratory. Provides downloadable guidebooks for bringing educators, parents, and
  the community together to forge onging, comprehensive collaborations.

- **Children First: The Website of the National PTA**
  http://www.pta.org/issues/ldwk117-18.htm
  The National PTA is the oldest and largest volunteer association in the United States
  working exclusively on behalf of children and youth. The PTA is created to support
  and speak on behalf of children and youth in the schools, in the community, and before
  governmental bodies and other organizations that make decisions affecting children; to
  assist parents in developing the skills they need to raise and protect their children; and
  to encourage parent and public involvement in the public schools of this nation. The
  website allows you to get information on annual conventions, periodical subscriptions,
  updates on legislative activity, PTA membership, links to other PTAs and children
  advocacy groups, as well as chats, bulletin boards, and more.

Review

Online With **ERIC**
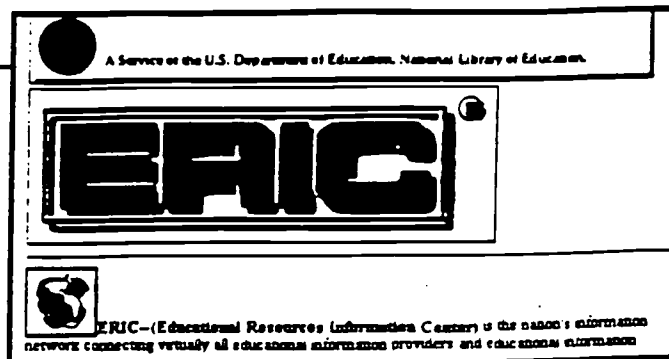
One of the great things about cyberspace is that the people who run the various sites create links with other sites. allowing you to go beyond the Gopher site or World Wide Web (WWW) page you start with. We hope you'll visit the following ERIC sites both for their own offerings and for the gateways they provide to other education resources.

AskERIC

The ERIC Clearinghouse on Information & Technology at Syracuse University manages AskERIC. an Internet-based service that provides a full range of education information to teacher educators. teachers. students. librarians. counselors. administrators. parents. and others. AskERIC offers:

- A question-answering service.

- The AskERIC Virtual Library. and

- Internet access to the ERIC database.

If you have an education-related question. send it via e-mail to askeric@ericir.syr.edu. You'll receive an e-mail response in approximately 48 hours. Depending on the nature of your question. you might receive the full text of one or more re-search summaries called ERIC Digests. the results of a short ERIC database search. or the addresses of relevant Internet Gopher sites and listservs.

Through the AskERIC Virtual Library. you can find InfoGuides and database searches on key education topics: the full text of lesson plans. research summaries. and other resources: and gateways to other education-related Internet sites. To use the AskERIC Virtual Library. gopher or telnet to ericir.syr.edu. If you have Lynx. Mosaic. or another WWW browser. open the URL and connect to http://ericir.syr.edu.

AskERIC also provides public access to the ERIC database with search capability. The URL is http://ericir.syr.edu/ERIC/eric.html. You can also telnet to ericir.syr.edu. Log in as "Gopher." hit Return/Enter for the password. then follow the instructions.

National Parent Information Network

The ERIC Clearinghouse on Elementary and Early Child-hood Education (ERIC/EECE) at the University of Illinois at Urbana–Champaign has created a WWW server on the Internet specifically devoted to child development. care. and education. and the parenting of children from birth through early adolescence. This National Parent Information Network (NPIN). cosponsored by the ERIC Clearinghouse on Urban Education at Columbia University. includes:

- Short articles from groups such as the National Urban League. the National PTA. and the Center for Early Adolescence:

- Discussion groups and forums on early childhood topics: and

- Parents AskERIC. a question-answering service for parents that taps the resources of the federally funded ERIC system.

To access NPIN. gopher to ericps.ed.uiuc.edu. If you have WWW access. open the URL and connect to http://ericps.ed.uiuc.edu/npin/npinhome.html. If you have e-mail capabilities. you can send your questions about early childhood and elementary topics to Parents AskERIC at askeece@uiuc.edu.

Other ERIC Gopher/WWW Sites

All ERIC components have e-mail addresses (listed on the inside back cover) for routine correspondence. The following components also offer online services.

ACCESS ERIC (for general information about the ERIC system and links to all other ERIC sites)
Gopher: aspensys.aspensys.com. Education and
    Training Division
URL: http://www.aspensys.com/eric2/welcome.html

Adjunct ERIC Clearinghouse for Art Education
URL: http://www.indiana.edu/~ssdc/art.html

Adjunct ERIC Clearinghouse for Child Care
URL: http://ericps.ed.uiuc.edu/nccic/nccichome.html
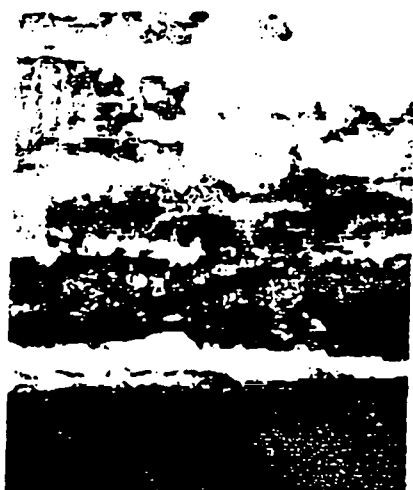
NPIN
National Parent Information Network

ERIC   Clearinghouse on Elementary and
Early Childhood Education
Clearinghouse on Urban Education

Welcome to the
National Parent Information Network

- ☐ About the <u>National Parent Information Network</u>

- ☐ <u>Parent News</u> (Updated Monthly)

- ☐ <u>Urban/Minority Families</u>

- ☐ <u>Parents AskERIC</u>

- ☐ <u>PARENTING Discussion List</u>

- ☐ <u>Resources for Parents</u>

- ☐ <u>Resources for Those Who Work with Parents</u>

- ☐ <u>ERIC Information and Materials</u>

- ☐ <u>Internet Resources for Parents and Those Who Work with Parents</u>

NPIN has Been Rated in The Top 5% of All Websites by <u>Point Communications</u>

NPIN
National Parent Information Network

What Is the National Parent Information Network?

The **National Parent Information Network (NPIN)** is a project sponsored by two ERIC clearinghouses: the ERIC Clearinghouse on Urban Education at Teachers College, Columbia University, New York City; and the ERIC Clearinghouse on Elementary and Early Childhood Education at the University of Illinois at Urbana-Champaign; all other ERIC system components are also contributors and participants. Collaborating organizations, which provide information resources and promote use of the NPIN among their constituencies, include the National Urban League and the Illinois Parent Initiative, the North Central Regional Educational Laboratory, the National PTA, and the Family Literacy Center at Indiana University.

The purpose of NPIN is to provide information and communications capabilities to parents and those who work with parents. Materials included full text here have been reviewed by persons outside the ERIC system for reliability and usefulness. Publications, brochures, and other materials that are merely listed here have not been reviewed and are included for informational purposes only.

How You Can Be Part of NPIN

If you are a parent, you are already part of NPIN! Enjoy the information in the **Resources for Parents** section, try out the **Parents AskERIC** question-answering service, and let other parents know about the resources here. If you have suggestions about features we might add, topics that you wish you could find information on, or improvements we might make in NPIN, please let us know by calling, writing to, or e-mailing to one of the toll-free telephone numbers, postal addresses, or e-mail addresses listed below.

If you are a parent educator or someone else who works with parents, we welcome your suggestions and comments, too; contact us using our 800 numbers, postal addresses, or e-mail addresses. If you know of another site that would benefit from using the National Parent Information Network, please call and discuss it with us, or have someone at that site get in touch with us.

For More Information

The National Parent Information Network is currently seeking funding from foundations, corporations, and other sources to expand its services. A 2-page Prospectus for the project and other information on the NPIN is available by contacting either of the ERIC Clearinghouses listed below.

Dianne Rothenberg
ERIC/EECE

Urban/Minority Families

This section of UEweb is a part of the National Parent Information Network

Special Publications

Guest publications about issues important to urban and minority families.

☐ **School-Linked Comprehensive Services for Children and Families: What We Know and What We Need to Know**. This 125-page book identifies a research and practice agenda on school-linked, comprehensive services for children and families created by a meeting of researchers/evaluators, service providers, family members and representatives from other Federal agencies. It summarizes the proceedings from a 1994 conference sponsored by the Office of Educational Research and Improvement (OERI) and the American Association of Educational Researchers (AERA). 1995.

☐ **Hand in Hand: How Nine Urban Schools Work With Families and Community Services**. A book that provides support for educators, parents, and community representatives working to integrate social services in their schools. Published by the Regional Laboratory for Educational Improvement of the Northeast and Islands. 1995.

☐ **Preparing Your Child for College: A Resource Book for Parents**. A publication written by Elizabeth Eisner and Valentina K. Tikoff of the U.S. Department of Education that explains the benefits of a college education and how families can put college within reach academically and financially. 1995.

☐ **Strong Families, Strong Schools**. A handbook for strengthening families, along with supporting research, by the U.S. Department of Education. 1994.

☐ **Please Come to Open School Week**. A short guide from the United Federation of Teachers designed to help parents make the most of a visit to their child's school. 1994.

☐ **Together We Can**. A guide for crafting a profamily system of education and human services by Atelia I. Melaville, Center for the Study of Social Policy and Martin J. Blank, Institute for Educational Leadership, with Gelareh Asayesh. Published by the U.S. Department of Education and the U.S. Department of Health and Human Services. 1993.

☐ **New Beginnings: A Guide to Designing Parenting Programs for Refugee and Immigrant Parents**. Daniel R. Scheinfeld, Erikson Institute for Advanced Study in Child Development. Published by International Catholic Child Bureau. 1993.

☐ **What Students Need to Know**. A manual for parents on how they can help with their children's schooling, by the National Urban League and The College Board. 1989.

ERIC/CUE DIGESTS

Reviews of educational publications about urban families.

- ☐ Beyond Culture: Communicating with Asian American Children and Families. 1993.
- ☐ Building a Successful Parent Center in an Urban School. 1993.
- ☐ Helping Young, Urban Parents Educate Themselves and Their Children. 1992.
- ☐ Increasing the School Involvement of Hispanic Parents. 1992.

Short articles addressed to parents about their children's schooling.

- ☐ New Information on Youth Who Drop Out: Why They Leave and W: Happens to Them. 1995.
- ☐ A Guide to Community Programs to Prevent Youth Violence. 1995
- ☐ How to Help Your Child Avoid Violent Conflicts. 1995.
- ☐ How to Prepare Your Children for Work. 1995.
- ☐ A Guide to Promoting Children's Education in Homeless Families. 1995
- ☐ A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. 1994.
- ☐ A Guide to Communicating with Asian Families. 1994.
- ☐ A Guide to Computer Learning in Your Child's School. 1994.
- ☐ A Guide to Assessing and Placing Language Minority Students. 1994.
- ☐ Will a Focus School Meet the Needs of Your Child?. 1994.
- ☐ A Community Guide to Multicultural Education Programs. 1994.
- ☐ A Guide to Teaching English and Science Together. 1994.
- ☐ How to Promote the Science and Mathematics Achievement of Females and Minorities. 1994.

Annotated bibliographies about urban familes.

- ☐ School Choice Concerns of Urban Families. 1995.
- ☐ Parent Support for Preventing At-Risk Behavior by Urban Adolescents. 1995.
- ☐ Parenting Programs for Teenage Mothers. 1993.
- ☐ Parenting and Teenage Fathers. 1993.
- ☐ Parent Involvement of At-Risk Students. 1993.
- ☐ Services and Programs to Increase Family Involvement and Support. 1990.
- ☐ Parent Involvement in Urban Schools. 1989.
- ☐ Family Involvement in Asian/Pacific American Education. 1988.

Reference Gems

Including summaries of outstanding publications and publication announcements.

Other Internet Resources for Urban/Minority Families

Strong Families Strong Schools
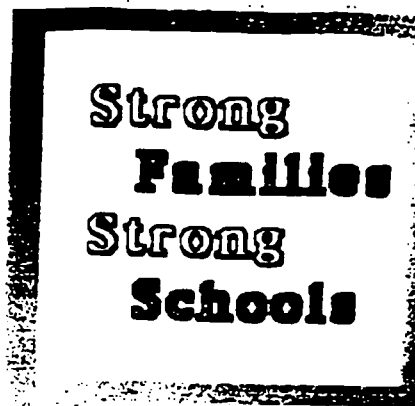
BUILDING COMMUNITY PARTNERSHIPS FOR LEARNING

Based on *Strong Families, Strong Schools*, written by Jennifer Ballen and Oliver Moles, for the national family initiative of the U.S. Department of Education

Web prepared by the ERIC Clearinghouse on Urban Education for the U.S. Department of Education and the National Parent Information Network.

This Web provides:

- A review of the past 30 years of key research findings on the importance of involving families in their children's learning.
- Examples of family involvement efforts that are working.
- Concrete ways in which different participants in the family involvement partnership can help achieve success.

Links within this document will bring you to:

- The seven (7) chapters of *Strong Families, Strong Schools*.
- The reference list of *Strong Families, Strong Schools*, where you will find additional links to ERIC abstracts.
- Other Web sites related to families and family involvement in education.

Chapter 1: FAMILY INVOLVEMENT: The benefits are numerous and lasting.

Families can help their children at home:

- Read together
- Use TV wisely
- Establish a daily family routine
- Schedule daily homework times
- Monitor out-of-school activities

- Talk with children and teenagers
- Communicate positive behaviors, values and character traits
- Expect achievement and offer praise

Families can help their children at school:

- Require challenging coursework for middle and secondary school students
- Keep in touch with the school
- Ask more from schools
- Use community resources
- Encourage your employer to get involved

Chapter 2: SCHOOL-FAMILY PARTNERSHIPS: Schools must welcome parents and recognize their strengths.

Schools and families can work together to make schools safe.

- Establish family-school-community partnerships
- Make learning relevant to children
- Emphasize early childhood education

Families and schools can also team up to overcome barriers between them:

- Recognize parents' disconnection with public education
- Train teachers to work with parents
- Reduce cultural barriers and language barriers
- Evaluate parents' needs
- Accomodate families' work schedule
- Use technology to link parents to classrooms
- Make school visits easier
- Establish a home-school coordinator
- Promote family learning
- Give parents a voice in school decisions

Chapter 3: COMMUNITIES: Communities connect families and schools.

Community groups can increase family involvement in children's learning.

- Combat alcohol, drugs, and violence.
- Reinforce successful child-raising skills
- Provide mentoring programs
- Enlist community volunteers
- Utilize senior citizen volunteers
- Offer summer learning programs
- Link social services
- Encourage parental leadership

Chapter 4: "FAMILY-FRIENDLY" BUSINESSES:

Many businesses recognize the need for parents to be involved in education.

- "Flex-time"
- Using the job site as a forum for parental support
- Child care options
- Form partnerships with schools

Chapter 5: STATES CONNECTING FAMILIES AND SCHOOLS:

Many states have developed family partnership programs.

- South Carolina
- California
- Utah
- Wisconsin
- Idaho
- Promote connections between families and schools.

Chapter 6: MAKING FEDERAL POLICIES AND PROGRAMS SUPPORTIVE:

All agencies of the federal government can provide leadership to strengthen parental involvement through their policies and programs.

- Goals 2000: Educate America Act
- Family Involvement Partnership
- Title I of the Elementary and Secondary Education Act
- School-to-Work Opportunities Act
- Other family involvement programs funded by the U.S. Department of Education

Other federal departments support the family involvement initiative.

- U.S. Department of Agriculture
- U.S. Department of Justice
- U.S. Department of Health and Human Services
- U.S. Department of Defense
- U.S. Department of Housing and Urban Development

Chapter 7: CONCLUSION

Return to UEweb home page.

Direct comments and questions about this web presentation to: Denise Gretchen dg119@columbia.edu

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Two Agencies that Focus on Ethnic Minorities, Immigrants and the Poor

Listed below are a two agencies that specialize in focusing on Ethnic Minorities, Immigrants and the Poor. Each of these agencies has published documents of relevance to involving minority families in the schools of their children.

(1) *National Coalition of Advocates for Students* is a nationwide network of child advocacy organizations that work to improve access to quality public education for children of greatest need. Among their publications that are relevant to involving minority families in schools are:

    (a) *New Voices: Immigrant Students in U.S. Public Schools*

    (b) *Immigrant Students: Their Legal Right of Access to Public Schools*

    (c) *The Good Common School: Making the Vision Work for All Children*

Copies may be ordered from: The National Coalition
                              of Advocates for Students
                              100 Boylston Street
                              Suite 737
                              Boston, MA 02116

(2) *California Tomorrow* focuses on racial, cultural and linguistic diversity in California through policy research, advocacy, media outreach and technical assistance. Among its publications are:

    (a) *The Unfinished Journey: Restructuring Schools in a Diverse Society.* This publication includes a chapter titled: The Involvement of Parents, Families and Caregivers in Restructuring Schools.

    (b) Crossing the Schoolhouse Border: Immigrant Students in the California Public Schools.

Copies of these and other California Tomorrow publications can be ordered using the order form that follows this page.

California Tomorrow Publications Order Form

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1-887039-05-8	California Perspectives, Vol. 2	$12.00	___	___
1-887039-07-4	California Perspectives, Vol. 3	$15.00	___	___
1-887039-02-3	Children Nobody Knows	$12.00	___	___
1-887039-11-2	California Perspectives, Vol. 4 Community Canons	$17.00	___	___
1-887039-00-7	Crossing the Schoolhouse Border	$16.00	___	___
1-887039-10-4	Drawing Strength from Diversity	$21.00	___	___
1-887039-03-1	Embracing Diversity	$20.00	___	___
1-887039-06-6	Fighting Fragmentation	$12.00	___	___
1-887039-04-X	Newcomer Programs	$15.00	___	___
1-887039-09-0	The Unfinished Journey	$27.00	___	___

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Connecting a Student with the Right Help

Exhibits and Resource Aids

Exhibits

Resource Aids

Problem Identification, Prereferral Intervention, and Teacher Consultation

Family Consultation and Referral

Working Together with School and Community

Introductory Overview

School staff identify many mental health problems each day. Some students are best served by helping to ensure that appropriate prereferral interventions are implemented; others require referrals. The process of connecting the student with appropriate help can be viewed as encompassing four facets: (1) screening/assessment, (2) client consultation and referral, (3) triage, and (4) monitoring/managing care. This appendix provides a bit more information about such matters.

Screening to Clarify Need

Most of the time it will not be immediately evident what the source of a student's problems are or how severe or pervasive they are. As you know, the causes of behavior, learning, and emotional problems are hard to analyze. What looks like a learning disability or an attentional problem may be emotionally-based; behavior problems and hyperactivity often arise in reaction to learning difficulties; problems with schooling may be due to problems at home, reactions to traumatic events, substance abuse, and so forth. It is especially hard to know the underlying cause of a problem at school when a student is unmotivated to learn and perform.

This, then, becomes the focus of initial assessment -- which essentially is a screening process. Such screening can be used to clarify and validate the nature, extent, and severity of a problem. It also can determine the student's motivation for working on the problem. If the problem involves significant others, such as family members, this also can be explored to determine the need for and feasibility of parental and family counseling.

In pursuing screening/assessment and diagnosis, the following points should be considered:

* When someone raises concerns about a student with you, one of the best tools you can have is a structured referral form for them to fill out. This encourages the referrer to provide you with some detailed information about the nature and scope of the problem. An example of such a form is provided at the end of this section.

* To expand your analysis of the problem, you will want to gather other available information. It is good practice to gather information from several sources -- including the student. Useful sources are teachers, administrators, parents, sometimes peers, etc. If feasible and appropriate, a classroom observation and a home visit also may be of use. You will find some helpful tools in the accompanying materials.

* And you can do a screening interview. The nature of this interview will

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vary depending on the age of the student and whether concerns raised are general ones about misbehavior and poor school performance or specific concerns about lack of attention, overactivity, major learning problems, significant emotional problems such as appearing depressed and possibly suicidal, or about physical, sexual, or substance abuse. To balance the picture, it is important to look for assets as well as weaknesses. (In this regard, because some students are reluctant to talk about their problems, it is useful to think about the matter of talking with and listening to students - - see Resource Aids).

- In doing all this, you will want to try to clarify the role of environmental factors in contributing to the student's problems.

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 student's development and behavior as problems.

Screens do not allow for definitive statements about a student's problems and need. At best, most screening procedures provide a preliminary indication that something may be wrong. In considering formal diagnosis 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 that are symptoms of problems also are common characteristics of young people, especially in adolescence. Cultural differences also can be misinterpreted as symptoms. To avoid misidentification that can inappropriately stigmatize a youngster, all screeners must take care not to overestimate the significance of a few indicators and must be sensitive to developmental, cultural, and other common individual differences.

Remember:

▶ Students often somaticize stress; and, of course, some behavioral and emotional symptoms stem from physical problems.

▶ Just because the student is having problems doesn't mean that the student has a pathological disorder.

▶ The student may just be a bit immature or exhibiting behavior that is fairly common at a particular development stage. Moreover, age, severity, pervasiveness, and chronicity are important considerations in diagnosis of mental health and psycho-social problems. The following are a few examples to underscore these points.

Age	Common Transient Problem	Low Frequency Serious Disorder
0-3	Concern about monsters under the bed	Sleep Behavior Disorder
3-5	Anxious about separating from parent	Separation Anxiety Disorder (crying & clinging)
5-8	Shy and anxious with peers (sometimes with somatic complaints)	Reactive Attachment Disorder
	Disobedient, temper outbursts	Conduct Disorder Oppositional Defiant Disorder
	Very active and doesn't follow directions	Attention Deficit-Hyperactivity Disorder
	Has trouble learning at school	Learning Disabilities
8-12	Low self-esteem	Depression
12-15	Defiant/reactive	Oppositional Defiant Disorder
	Worries a lot	Depression
15-18	Experimental substance use	Substance Abuse

▶ The source of the problem may be stressors in the classroom, home, and/or neighborhood. (Has the student's environment seriously been looked at as the possible culprit?)

▶ At this stage, assessment is really a *screening* process such as you do when you use an eye chart to screen for potential vision problems. If the screening suggests the need, the next step is referral to someone who can do indepth assessment to determine whether the problem is diagnosable for special education and perhaps as a mental disorder. To be of value, such an assessment should lead to some form of prescribed treatment, either at the school or in the community. In many cases, ongoing support will be indicated, and hopefully the school can play a meaningful role in this regard.

Family Consultation and Referral

When someone becomes concerned about a student's problems, one of the most important roles to play is assisting the individual in connecting directly with someone who can help. This involves more than referring the student or parents to a resource. The process is one of turning referral procedures into an effective intervention in and of itself.

> Minimally, such an intervention encompasses consultation with the concerned parties, assisting them by detailing the steps involved in connecting with potential referral resources, and following-up to be certain of follow-through. It may also include cultivating referral resources so that you can maximize their responsiveness to your referrals.

Using all the information you have gathered, it is time to sit down with those concerned (student, family, other school staff) and explore what seems to be wrong and what to do about it.

Such consultation sessions are part of a shared problem solving process during which you provide support by assisting the involved parties in

* analyzing the problem (Are environmental factors a concern? Are there concerns about underlying disorders?)

* laying out alternatives (clarifying options/what's available)

* deciding on a course of action (evaluating costs vs. benefits of various alternatives for meeting needs)

Finally, it is essential to work out a sound plan for ensuring there is follow-through on decisions.

Because some facets of client consultation and referral may be new to you, a few more comments may be helpful here.

> Referrals are relatively easy to make; *appropriate* referrals are harder; and *ensuring follow-through* is the most difficult thing of all. Appropriate referrals are made through a consultation process that is consumer oriented and user friendly. They also are designed as a transition-type intervention; that is, recognizing that many students/families are reluctant to follow-through on a referral, they include procedures that support follow-through.

A consumer oriented system is designed with full appreciation of the nature and scope of student problems as perceived by students, their families, and their teachers. Such problems range from minor ones that can be dealt with by providing direct information, perhaps accompanied by some instruction to severe/pervasive/chronic conditions that require intensive intervention.

The process must not ignore the social bases of a student's problems. This means attending to environmental concerns such as basic housing and daily survival needs, family and peer relations, and school experiences. A student's needs may range from accessing adequate clothes to acquiring protection from the harassment of gang members. In many instances, the need is not for a referral. The need is to mobilize the school staff to address how they might improve programs to expand students' opportunities in ways that increase expectations about a positive future. Such changes are essential in counteracting prevailing student frustration, unhappiness, apathy, and hopelessness.

A consumer oriented system should minimally

- provide readily accessible basic information about relevant resources

- help students/families appreciate the need for and value of a potential resource

- account for problems of access (e.g., cost, location, language and cultural sensitivity)

- aid students/families in reviewing their options and making decisions in their own best interests

- provide sufficient support and guidance to enable students/families to connect with a referral resource

- follow-up with students/families (and referrers) to determine whether referral decisions were appropriate.

Thinking in terms of intervention steps, a good consultation and referral process helps you do the following:

(1) *Provide ways for students/families and school personnel to learn about existing resources*

This entails widespread circulation of general information about on- and off-campus programs and services and ways to readily access such resources.

(2) *Establish whether a referral is necessary*

This requires an analysis of whether current resources can be modified to address the need.

(3) *Identify potential referral options with the student/family*

Review with the student/family how referral options can assist. A resource file and handouts can be developed to aid in identifying and providing information about appropriate services and programs -- on and off-campus -- for specific types of concerns (e.g., individual/group/ family/professional or peer counseling for psychological, drug and

alcohol problems, hospitalization for suicide prevention). Remember that many students benefit from group counseling. And, if a student's problems are based mainly in the home, one or both parents may need counseling -- with or without the student's involvement as appropriate. Of course, if the parents won't pursue counseling for themselves, the student may need help to cope with and minimize the impact of the negative home situation. Examples of materials that can provide students, families, and staff with ready references to key resources are provided by the accompanying Resource Aids.

(4) *Analyze options with student/family and help with decision-making as to which are the most appropriate resources*

This involves evaluating the pros and cons of potential options (including location, fees, least restrictive and intrusive intervention needed) and, if more than one option emerges as promising, rank ordering them. For example, because students often are reluctant to follow-through with off-campus referrals, first consideration may be given to those on-campus, then to off-campus district programs, and finally to those offered by community agencies. Off-campus referrals are made with due recognition of school district policies.

(5) *Identify and explore with the student/family all factors that might be potential barriers to pursuing the most appropriate option*

Is there a financial problem? a transportation problem? a problem about parental consent? too much anxiety/fear/apathy? At this point, it is wise to be certain that the student (and where appropriate the family) truly feels an intervention will be a good way to meet her or his needs.

(6) *Work on strategies for dealing with barriers to follow-through*

This often overlooked step is essential to follow-through. It entails taking the time to clarify specific ways to deal with apparent barriers.

(7) *Send the student/family off with a written summary of what was decided including follow-through strategies*

A referral decision form can summarize (a) specific directions about enrolling in the first choice resource, (b) how to deal with problems that might interfere with successful enrollment, and (c) what to do if the first choice doesn't work out. A copy of a referral decision form can be given to the student/family as a reminder of descions made; the original can be kept on file for purposes of case monitoring. Before a student leaves, it is essential to evaluate the likelihood of follow-through. (Does s/he have a sound plan for how to get from here to there?) If the likelihood is low, the above tasks bear repeating.

(8) *Also send them off with a follow-through status report form*

> Such a form is intended to let the school know whether the referral worked out, and if not, whether additional help is called for in connecting the student/family to needed resources. Also, remember that teachers and other school staff who asked you to see a student will want to know that something was done. Without violating any confidentiality considerations, you can and should send them a quick response reassuring them that the process is proceeding.

(9) *Follow-through with student/family and other concerned parties to determine current status of needs and whether previous decisions were appropriate*

> This requires establishing a reminder (tickler) system so that a follow-up is made after an appropriate period of time.

Obviously, the above steps may require more than one session with a student/family and may have to be repeated if there is a problem with follow-through. In many cases, one must take specific steps to help with follow through, such as making direct connections (e.g., by phone) to the intake coordinator for a program. Extreme cases may require extreme measures such as arranging for transportation or for someone to actually go along to facilitate enrollment.

> It is wise to do an immediate check on follow-through (e.g., within 1-2 weeks) to see if the student did connect with the referral. If the student hasn't, the contact can be used to find out what needs to be done next.

Increasingly, as a way to minimize the flood of referrals from teachers, what are called *prereferral interventions* are being stressed. These represent efforts to help students whose problems are not too severe by improving how teachers, peers, and families provide support. A particular emphasis in enhancing prereferral efforts is on providing staff support and consultation to help teachers and other staff learn new ways to work with students who manifest "garden variety" behavior, learning, and emotional problems. Over time, such a staff development emphasis can evolve into broader stakeholder development, in which all certificated and classified staff, family members, volunteers, and peer helpers are taught additional strategies for working with those who manifest problems.

Triage

Problems that are mild to moderate often can be addressed through participation in programs that do not require special referral for admission. Examples are regular curriculum programs designed to foster positive mental health and socio-emotional functioning; social, recreational, and other enrichment activities; and self-help and mutual support programs. Because anyone can apply directly, such interventions can be described as *open-enrollment* programs.

Given there are never enough resources to serve those with severe problems, it is inevitable that the processing of such students will involve a form of triage (or gatekeeping) at some point.

When referrals are made to on-site resources, it falls to the school to decide which cases need immediate attention and which can be put on a waiting list. Working alone or on a team, school nurses can play a key role in making this determination.

> *Referrals are easy to make . . .*
>
> *unfortunately, data suggest that follow-through rates for referrals made by staff at school sites are under 50%.*
>
> An old fable tells of an arthritic Bulgarian peasant and her encounter with a doctor. After an extensive examination, he diagnoses her problem and writes a prescription for medication, details a special diet, and recommends that she have hydrotherapy. The doctor's professional manner and his expert diagnosis and prescription naturally filled the woman with awe, and as she leaves his office, she is overcome with admiration and says the Bulgarian equivalent of "Gee, you're wonderful doctor!"
>
> A few years pass before the doctor runs into the woman again. As soon as she sees him, she rushes up and kisses his hand and thanks him again for his marvelous help. The doctor, of course, is gratified. Indeed, he is so pleased that he fails to notice that she is as crippled as before.
>
> The fact is that the woman never got the medication because she neither had the money nor access to an apothecary. Moreover, her village had no provision for hydrotherapy, and the prescribed diet included too many foods that she either did not like or could not afford.
>
> Nevertheless, despite her continuing pain, she remained full of awe for the wise doctor and praised him to everyone who would listen.
>
> (Adapted from Berne, 1964)

Monitoring/Managing Care

As indicated, it is wise to do an immediate check on follow-through (e.g., within 1-2 weeks) to see if the student did connect with the referral. Besides checking with the student/family, it is also a good idea to get a report on follow-through from those to whom referrals are made.

If there has been no follow-through, the contact can be used to clarify next steps. If there has been follow-through, the contact can be used to evaluate whether the resource is meeting the need. The opportunity also can be used to determine if there is a need for communication and coordination with others who are involved with the student's welfare. This is the essence of *case management* which encompasses a constant focus to evaluate the appropriateness and effectiveness of the interventions.

Follow-up checks are indicated periodically. If the findings indicate the student did not successfully enroll or stay in a program or is not doing well, another consultation session can be scheduled to determine next steps.

Remember that from the time a student is first identified as having a problem, there is a need for someone to monitor/manage the case. Monitoring continues until the student's service needs are addressed. Monitoring takes the form of case management to ensure coordination with the efforts of others who are involved (e.g., other services and programs including the efforts of the classroom teacher and those at home). The process encompasses a constant focus to evaluate the appropriateness and effectiveness of the various efforts.

Systems of Care -- Prevention, Early Intervention, and Treatment

The concept of a "system of care" is an evolving idea that is applied in a variety of ways. It emphasizes the importance of coordinating, integrating, and enhancing systems and resources to ensure that appropriate programs are available, accessible, and adaptable to the needs of the many clients who need help. Moreover, the aim is to ensure these resources are used effectively and efficiently.

A focus on system resources requires attending to various arenas and levels of potential support. A school has many programs and services that it owns and operates. A school district has additional resources. The surrounding community usually has public and private sector programs and a variety of other resources that may be of assistance. City, county, and state agencies also play a role in addressing certain needs.

In its initial application, the concept of systems of care focused on services to address clients with severe and well-established problems (e.g., youngsters with serious emotional disturbance). The intent of systems of care for such populations is to

- develop and provide a full array of community-based programs (including residential and non-residential alternatives to traditional inpatient and outpatient programs) to enhance what is available and reduce overreliance on out-of-home placements and overly restrictive treatment environments;

- increase interagency collaboration in planning, developing, and carrying out programs to enhance efficacy and reduce costly redundancy;

- establish ways that interventions can be effectively adapted to the individuals served.

To expand these goals to encompass prevention, there are increasing calls for incorporating primary and secondary prevention programs into all systems of care. We think in terms of three overlapping systems that encompass a continuum of caring: systems of prevention, systems of early intervention, and systems of treatment. The comprehensive nature of such a continuum requires concerted efforts to coordinate interventions at any given time as well as over the span of time (sometimes for many years) that students and their families are being assisted.

At school sites, one mechanism for focusing on enhancing systems of care is a Resource Team. Such a team is designed to bring together representatives from all major programs and services addressing barriers to learning and promoting healthy development (e.g., pupils services personnel, a site administrator, special education staff, bilingual coordinators, health educators, noncredentialed staff, parents, older students). It also includes representatives from community agencies that are significantly involved at a school.

A Resource Team differs from teams created to review individual students (such as a student study team or a student success team) because it focuses on managing and enhancing *systems* to coordinate, integrate, and strengthen interventions. At the same time, many of the same staff usually are on both types of teams. Thus, initial creation of a Resource Coordinating Team often is best accomplished by broadening the scope of a student study team (or a teacher assistance team or a school crisis team). In doing so, however, it is essential to separate the agenda and have the members change "hats."

A Resource Team works toward weaving together all school and community programs and services. Among its activities, the team

- conducts resource mapping and analysis with a view to improving resource use and coordination

- ensures that effective systems are in place for triage, referral, management of care, and quality improvement

- establishes appropriate procedures for effective program management and for communication among school staff and with the home

- suggests ways to reallocate and enhance resources (e.g., clarifying how to better use staff and resources, which activities need revision or are not worth continuing).

Properly constituted, trained, and supported, a Resource Team can complement the work of the school's governance body through providing on-site overview, leadership, and advocacy for activities aimed at addressing barriers to learning and enhancing healthy development. To these ends, at least one team member should be designated as a liaison between the team and the school's governing and planning bodies to ensure the maintenance, improvement, and increased integration of essential programs and services with the total school program.

Because they often deal with the same families (e.g., families with children at each level of schooling) and link with the same community resources, complexes of schools (a high school and its feeder middle and elementary schools) should work collaboratively. A Complex Resource *Council* brings together representatives from each school's Resource Team to facilitate coordination and equity among schools in using school and community resources.

Problem Identification, Prerefferal Intervention, and Teacher Consultation

Initial Problem Identification

In keeping with the principle of using the least intervention needed, it is imperative to explore the effectiveness of *prereferral interventions* in assisting identified students before expending resources on screening/assessment and referral. In many instances, prereferral interventions may be a sufficient approach to the problem. At the very least, the assessment data generated by trying such interventions will be useful in making triage and referral decisions.

Over time, it is important for potential referrers to become better informed about appropriate indicators of problems (see Resource Aids) and about prereferral interventions and about *all* resources available at school that provide help.

Prereferral Interventions

Prereferral interventions require the involvement of classroom teachers and other school staff. The following exhibit is a guide for use in helping teachers learn some basic steps to take prior to referring a student for special assistance.

A Guide for Teachers and Other School Staff Regarding the *Prereferral Process*

When students have problems, the following steps may be helpful.

Step 1: Based on your work with the student, *formulate a description* of the student's problem (see Resource Aids).

Step 2: Have *a discussion* to get the student's view. You may want to include the family (see Resource Aids).

Step 3: Try *new strategies* in the classroom based on your discussion (see Resource Aids).

Step 4: If the new strategies don't work, *talk to others* at school to learn about additional approaches they have found helpful (e.g., reach out for support/mentoring/coaching, participate with others in clusters and teams, observe how others teach in ways that effectively address differences in student motivation and capability, request additional staff development on working with students who have learning, behavior, and emotional problems).

Step 5: If necessary, use the *school's referral processes* to ask for additional support services.

Step 6: Work with referral resources to *coordinate your efforts* with theirs for classroom success.

Staff Consultation

Essentially, consultation is a collaborative problem solving intervention.
Consultants enter into such a collaboration with the intent of improving the nature
of intervention activity which others implement (Caplan, 1970; Cole & Siegel,
1990; Conoley & Conoley, 1990; Friend & Cook, 1996; Gutkin & Curtis, 1982;
Meyers, Parsons, & Martin, 1979; Rosenfield & Gravois, 1996; Sarason, 1996;
Zins, Curtis, Graden, & Ponti, 1988; Zins, Kratochwill, & Elliott, 1994).

Mental Health Consultation in Schools

Mental health consultation focuses on the psychosocial aspects of human behavior
and intervention processes and outcomes. In schools, mental health consultation is
a critical facet of any comprehensive program to assist staff in addressing student's
problems. This need stems from the fact that psychosocial factors must be well
understood and accounted for in solving students' learning and behavior problems
and reducing dropouts. This is the case in designing direct interventions and when
referral for special services is necessary (assuming relevant services are available).

Although a considerable amount of school mental health
consultation is focused on individual student problems, this
need not and probably should not be the case. Such
collaborative, problem solving consultation can be used to
help improve classroom, school, or district-wide programs
with respect to both overcoming problems *and* enhancing
positive psychosocial development.

Collaborative Consultation

Truly collaborative problem solving requires considerable skill (see exhibit on next
page). Even when consultation is sought and those seeking the consultation are
highly motivated to problem solve, consultants must be adept at

- initiating and maintaining a working relationship

and

- facilitating collaborative problem solving.

Moreover, consultants must be committed and able to avoid
undermining collaboration by sharing their expertise in ways that
are consistent with empowering (e.g., equipping) those seeking
consultation to solve future problems on their own.

Building Rapport and Connection

To be effective in working with another person (student, parent, staff), you need to build a positive relationship around the **tasks** at hand.

Necessary ingredients in building a working relationship are

- minimizing negative prejudgments about those with whom you will be working

- taking time to make connections

- identifying what will be gained from the collaboration in terms of mutually desired outcomes -- to clarify the value of working together

- enhancing expectations that working relationship will be productive -- important here is establishing credibility with each other

- establishing a structure that provides support and guidance to aid task focus

- periodic reminders of the positive outcomes that have resulted from working together

With specific respect to **building relationships** and **effective communication**, three things you can do are:

- convey empathy and warmth (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit a sense of liking)

- convey genuine regard and respect (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)

- talk with, not at, the individual -- active listening and dialogue (e.g., being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

Ensuring confidentiality also is fundamental to building a positive working relationship.

Finally, watch out for ego-oriented behavior (yours and theirs) -- it tends to get in the way of accomplishing the task at hand.

With respect to collaborative consultation, Zins and his colleagues (1988) state that it involves

> a nonhierarchical, egalitarian relationship in that both the consultant and the consultee engage in efforts to develop effective intervention techniques. In other words, [they] are considered equal contributors to the problem-solving process as each brings different perspectives and areas of expertise to the situation.
>
> . . .
>
> Although consultants should not unilaterally solve the problem and tell consultees which strategies to implement, both participants share responsibility for applying their expertise. Neither party should hold back ideas or interact predominantly in a nondirective manner. The purpose of collaboration is to establish an atmosphere that encourages all participants to contribute and share their expertise and resources (Tyler, Pargament, and Gatz, 1983; Zins, 1985) as collaboration can improve the flow of communication (Gutkin and Curtis, 1982) and facilitate creative problem solving (Sandoval, Lambert, and Davis, 1977). In fact, teachers have been found to prefer collaborative consultation to an expert approach; they perceive the collaborative consultant as being more attentive and the process as resulting in the development of more successful and relevant interventions (Wenger, 1979) (pp.29-30).

Recognizing the importance of consultant commitment to empowerment of those seeking consultation, Pugach and Johnson (1989) state that empowerment is

> a tricky issue relative to collaborative consultation. . . . For collaborative working relationships to be realized, specialists will have to work hard to shed the "expert" image to which they have been socialized and which many classroom teachers have come to expect of them. . . . Currently, a realistic balance has not been achieved . . . . What remains to be seen is whether we can challenge ourselves to advance to the next level, that is, recognizing collaboration can occur only when all participants have a common understanding of their strengths and weaknesses and demonstrate a willingness to learn from each other (p. 235).

On consulting in the schools:

We do not know to what extent we can be of help ....
We do not present ourselves as experts who have answers.
We have much to learn about this helping process ...
together we may be able to be of help to children ....
Sarason, Levine, Goldenberg, Cherlin, & Bennett (1960)

Barriers to Collaboration

Consultation for those who are not motivated to problem solve raises additional concerns. Such persons will not only be passive participants in the problem solving process, they are unlikely to follow-through on potential solutions. In such cases, the consultant also needs skills related to

- understanding reactive and proactive barriers to problem solving and
- dealing with barriers to problem solving (especially affective interference).

As discussed later in this unit, common barriers arise from differences in sociocultural and economic background and current lifestyle, skin color, sex, power, status, and professional training. In working relationships, differences can be complementary and helpful -- as when staff from different disciplines work with and learn from each other. However, differences become a barrier to establishing effective working relationships when negative attitudes are allowed to prevail. Interpersonally, the result generally is avoidance or conflict and poor communication.

When the problem is *only* one of lack of awareness and poor skills, it is relatively easy to overcome. Most motivated professionals can be directly taught ways to improve understanding and communication and avoid or resolve conflicts that interfere with working relationships. There are, however, no easy solutions for deeply embedded negative attitudes. Certainly, a first step is to understand that the nature of the problem is not differences per se but negative perceptions stemming from the politics and psychology of the situation.

It is these perceptions that lead to prejudgments that a person is bad because of an observed difference and the view that there is little to be gained from working with that person. Thus, minimally, overcoming negative attitudes interfering with a working relationship involves finding ways (1) to counter negative prejudgments (e.g., to establish the credibility of those who have been prejudged) and (2) to demonstrate there is something of value to be gained from working together.

Proactive steps toward building positive connections involve such fundamentals as conveying genuine empathy, warmth, regard, and respect and avoiding such dynamics as the "expert trap" and "rescue transactions." Self-criticism and self-disclosure can help create an atmosphere where defensiveness is minimized. Also, helpful is the expression of appreciation for efforts in the right direction. After a positive working relationship is established, it becomes feasible for the persons involved to help each other reduce inappropriate prejudgments and become increasingly sensitive to important differences related to status, power, culture, race, sex, age, professional training, and so forth.

Toward School-Based Consultation Teams

Where support in the form of consultation is available and readily accessible, it can be extremely beneficial to school staff and students and their families. Unfortunately, traditional models of mental health consultation designed to send in a mental health professional in response to each special request are too costly for most school districts to provide. Thus, the need for a model that uses and upgrades the talents of existing school staff to provide consultation to their colleagues with respect to student psychosocial problems.

That is, it is recognized that, at best, most districts can afford only a relatively few highly trained mental health professionals. Rather than exhausting this special resource with direct service (e.g., assessment and counseling) and direct consultation activity, a small cadre of mental health professionals can rotate from school to school helping relevant on-site staff create and evolve school-based psychosocial consultation teams. Once established, the members of such a team would be available and accessible to the rest of the school staff for mental health consultation regarding individual students and particular events. And, as a team, they would work together to identify, coordinate, and develop additional resources for meeting the psychosocial needs of students at the school (e.g., linking and publicizing existing programs, improving referral processes, upgrading crises responses, arranging for mental health inservice education, developing new psychosocial programs).

Teacher Assistance Teams

One prereferral method uses teacher assistance teams (TATs) which also go by such labels as staff support teams, intervention assistance teams, etc. Stokes (1982) defines a TAT as "a school based problem-solving group whose purpose is to provide a vehicle for discussion of issues related to specific needs of teachers or students and to offer consultation and follow-up assistance to staff..." TATs are typically comprised of regular classroom, teachers; however, in some settings, TATs also include representatives from multiple disciplines, such as psychology or special education. TATs focus on intervention planning, usually prior to referral and assessment, rather than on placement. The TAT and the referring teacher meet to discuss problems the student is having, think of possible solutions, and develop a plan of action to be implemented by the referring teacher. Assessment data are gathered by TATs for the purpose of planning and monitoring the effectiveness of interventions. Follow-up meetings are held to discuss the effectiveness of the proposed interventions, and to develop other strategies if necessary. Ultimately, the TAT decides whether the student should be referred to special education (Garcia & Ortiz, 1988).

Rosenfield and Gravois (1996) use the concept of an Instructional Consultation Team as their approach for collaborative problem solving consultation.

Offering Consultation and Responding to Requests

Most school personnel need frequent reminders that mental health consultation is available. To this end, participating schools and personnel can be sent flyers and letters periodically and presentations at school staff meetings can be offered each year (see Resource Aids).

Typically, mental health consultants are called upon to provide general support for teachers and to help analyze and determine ways to approach students with problems. From the perspective of the least-intervention needed continuum, the consultant's first concern often is to help staff members understand school adjustment problems and how to deal with them in general. When a specific student is of concern, the consultant collaborates in efforts to clarify the nature of the problem and the degree of intervention that seems most appropriate (i.e., least disruptive and intrusive given the student's needs).

Follow-up information from the teacher clarifies when a chosen strategy has proven to be ineffective. In such cases, the focus of consultation shifts to an exploration of a more intensive, specialized intervention.

In addition to providing assistance and inservice education in the form of direct on-site consultation, a hotline has proven to be a useful way of encouraging and responding with prompt attention to concerns.

Consultants also are asked to provide formal presentations. A common need, for example, is to help staff improve skills for talking with and listening to students (see Resource Aids).

Concluding Comments

Consultation is not an end in itself. The aim of consultation is to solve problems; the reason for consultation is to provide an additional form of assistance for those who carry out direct interventions in hopes that this aim will be achieved (see Resource Aids for an outline of the key steps and tasks in problem solving intervention.).

The prevailing approach to school mental health consultation involves bringing in specialists with expertise relevant to dealing with a particular problem. It is likely that there will always be instances where such an approach is needed. In the future, however, it seems worth exploring ways to mobilize the variety of individuals in every school who could be useful consultants for the psychosocial concerns that arise at that school.

Consultation among school staff usually is thought of as a direct interchange focused on specific problems. And, indeed, initial consultation activity usually follows this model. At the same time, as suggested in the introduction, it has been recognized that a model is needed that uses and upgrades the talents of existing school staff to provide consultation to their colleagues with respect to psychosocial concerns. Thus, it is important to think in terms of helping a school develop its own consultation team for dealing with psychosocial concerns.

The problem solving efforts of school-based consultation are seen as enhancing resources for all students at the school. This is accomplished because effective consultation improves a school's response to psychosocial problems by enhancing staff competence and stimulating programmatic changes.

Thus, consultation at a school site is seen as potentially encompassing not only matters related to the causes and correction of individual students' problems, but also advocating for and helping to

- establish a Resource Team focused on enhancing systems and addressing problems related to problem identification, prereferral intervention, collaborative consultation, screening, triage, referral, crisis response and prevention, counseling, mental health education, management of care, and concerns about consent, confidentiality, legal reporting requirements, and school district policies

- identify programmatic resources available to the school and clarification of the needs of school staff relevant to psychosocial concerns

- plan and implement staff inservice education and student mental health education.

Family Consultation and Referral

When the screening process undercovers a problem, the next natural step is to consult with the family and determine whether a referral is to be made.

The Referral Process: Some Guidelines and Steps

Referrals are relatively easy to make.

> BUT, because most students are reluctant to follow-through on a referral, we usually need to do more than give a family a name and address.

The referral process (1) identifies appropriate resources for intervention, (2) clarifies procedures for enrollment in a service/program, and (3) supports follow-through.

1. Identifying Appropriate Resources for Intervention

A resource file and handouts (see Resource Aids) can be developed to aid in identifying appropriate services -- on and off campus -- for specific types of problems (e.g., individual or family psychological counseling).

As discussed in the Resource Aids, in identifying appropriate services, first consideration is given to on-campus resources, then to off-campus district services, and finally to services in community agencies. With regard to off-campus referrals, it is important to be aware of school district policies (see Resource Aids).

At this point, check to be certain the family truly feels the service is a good way to meet their needs.

2. Clarifying Procedures for Enrollment in a Service/Program

A referral decision form (see Resource Aids) can provide guidelines in working with families to clarify specific

(a) directions about enrolling in a recommended service and what to do if the service doesn't work out,

(b) problems that might interfere with successful enrollment and how to overcome them (e.g., problems related to parental consent, travel, fees).

A copy of a referral decision form can be given to the family as a reminder of decisions made; the original can be filed for purposes of case monitoring.

It is essential to evaluate the likelihood of follow-through on recommendations. Has a sound plan been worked out for doing so? If the matter is in serious doubt, the above tasks bear repeating.

3. Supporting Follow-through

In many cases, it will be necessary to take specific steps to help the family follow-through. For instance, families often need to be put in direct contact (e.g., by phone) with the person who will enroll them in a program.

It is wise to do an immediate check on follow-through (e.g., within 1-2 weeks) to see if the family did connect with the referral. If they haven't, the contact can be used to find out what needs to be done next.

Schools must develop referral *intervention* strategies that effectively

•provide ready reference to information about appropriate referrals

•maximize follow-through by helping families make good decisions and plan ways to deal with potential barriers.

A client oriented, user friendly referral intervention is built around recognition of the specific needs of those served and involves clients in every step of the process. That is, the intervention is designed with an appreciation of

•the nature and scope of student problems as perceived by students and their family

•differences among clients in terms of background and resources

•the ethical and motivational importance of client participation and choice.

Moreover, given that many clients are reluctant to ask for or follow-through with a referral, particular attention is paid to ways to overcome factors that produce reluctance.

The following exhibit outlines referral intervention guidelines and steps.

Referral Intervention Guidelines and Steps

Guidelines

A referral intervention should minimally

- provide readily accessible basic information about all relevant sources of help

- help the student/family appreciate the need for and value of referral

- account for problems of access (e.g., cost, location, language and cultural sensitivity)

- aid students/families to review their options and make decisions in their own best interests

- provide sufficient support and direction to enable the student/family to connect with an appropriate referral resource

- follow-up with families (and with those to whom referrals are made) to determine whether referral decisions were appropriate.

These guidelines can be translated into a 9 step intervention designed to facilitate the referral process and maximize follow-through.

Referral Intervention Guidelines and Steps (cont.)

Steps*

Step 1

Provide ways for families and school personnel to learn about sources of help without having to contact you

> This entails widespread circulation to students/families and staff of general information about available services on- and off-campus and ways clients can readily access services.

Step 2

For those who contact you, establish whether referral is necessary

> It is necessary if school policy or lack of resources prevent the student's problem from being handled at school.

Step 3

Identify potential referral options with the client

> If the school cannot provide the service, the focus is on reviewing with the student/family the value and nature of referral options. Some form of a referral resource file is indispensable (see Resource Aids).

Step 4

Analyze options with client and help client choose the most appropriate ones

> This mainly involves evaluating the pros and cons of potential options (including location and fees), and if more than one option emerges as promising, rank ordering them.

Step 5

Identify and explore with the client all factors that might be potential barriers to pursuing the most appropriate option

> Is there a financial problem? a transportation problem? a parental or peer problem? too much anxiety/fear/apathy?

*Before pursuing such steps, be certain to review school district policies regarding referral (see Resource Aids).

(cont.)

Referral Intervention Guidelines and Steps (cont.)

Step 6

Work on strategies for overcoming barriers

This often overlooked step is essential if referral is to be viable. It entails taking time to clarify specific ways the student/family can deal with factors likely to interfere with follow-through.

Step 7

Send clients away with a written summary of what was decided*

That is, summarize

- specific information on the chosen referral,
- planned strategies for overcoming barriers,
- other options identified as back-ups in case the first choice doesn't work out.

Step 8

Provide client with follow-through status forms*

These are designed to let the school know whether the referral worked out, and if not, whether additional help is needed in connecting with a service.

Step 9

Follow-up with students/families (and referrers) to determine status and whether referral decisions were appropriate*

This requires establishing a reminder system to initiate a follow-up interview after an appropriate time period.

Obviously, the above steps may require one or more sessions.

If follow-up indicates that the client hasn't followed-through and there remains a need, the referral intervention can be repeated, with particular attention to barriers and strategies for overcoming them. Extreme cases may require extreme measures such as helping a family overcome transportation problems or offering to go with a family to help them connect with a referral.

*See Resource Aids for examples of tools to aid these steps.

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Providing Information about Programs and Services

Whether you are in a situation with few or many referral options, it is essential to compile and share basic information about all potential services (see Resource Aids). A prerequisite for establishing and updating a good referral information system is to identify a staff member who will accept ongoing responsibility for the system.

Initially, such activity may take 3-4 hours a week. Maintaining the system probably requires only 1-2 hours per month. The staff member in charge of the system does not need to carry out all the tasks. Much of the activity can be done by a student or community volunteer or an aide.

In gathering information about services, the focus is on clarifying what is offered

- at the school site,

- elsewhere by school district personnel,

- in the local community,

- outside the immediate community.

If the school does not have a list of on-campus resources, a first step is to survey school staff and prepare a list of on-campus services dealing with psychosocial and mental health concerns (see Resource Aids).

Similarly, information about other services offered by the school district can be gathered by calling relevant district personnel (e.g., administrators in charge of school psychologists, social workers, health services, special education, counseling).

In some geographic areas, public agencies (e.g., department of social services, libraries, universities) publish resource guidebooks which list major helplines, crises centers, mental health clinics, drug abuse programs, social service agencies, organizations offering special programs such as weight management, and so forth. Also, in some areas, telephone directories contain special sections on local Human Services.

Developing Ways to Facilitate Access to Service

In carrying out referral interventions to facilitate access to services, it is useful to develop

•materials listing the most accessible referrals and ways to circulate such materials widely,

•a comprehensive referral resource file,

•an array of procedures to support and direct students in following-through on referrals.

•And, it also may be useful to make personal contact with individuals at various agencies and programs as a way of opening doors for students referred from the school.

Highlighting the Most Accessible Referral Resources

Once the most accessible referrals are identified, they can be listed and the lists can be widely circulated (see Resource Aids for examples). Such listings might take the form of

•1-2 page handouts,

•wallet-size handouts,

•program description flyers & posters.

To ensure widespread circulation, information on services first can be distributed to all school staff (preferably with a memo from the school administration clarifying the purposes and importance of referring students in need). A follow-up presentation at a school staff meeting is highly desirable.

Because of staff changes, new enrollments, and the need for reminders, service information materials might be circulated at least three times during the school year. If the school has a health fair, this provides an excellent opportunity for disseminating service information material along with other relevant pamphlets. Such information also might be published in student newspapers and parent newsletters and as part of periodic health exhibits in school display cases and in health, counseling, and other offices.

Referral Resource Files

A referral resource filing system is intended to contain a comprehensive compilation of basic information on available services (see Resource Aids).

Sources for this information are published directories or material gathered directly from programs and agencies. For example, once identified, each service can be asked to provide all relevant program descriptions and information which can be filed alphabetically in separate folders.

Referral files are most useful when the basic information on available services also is categorized. Minimally, categorization should be by location and by the type of problems for which the service can provide help.

To further facilitate access, the information on each program can be briefly summarized and placed in a binder "Resource Notebook" for easy reference. Minimally, a program summary might itemize

- service fees (if any) and hours

- whether provision is made for clients who do not speak English

- specific directions to locations (if off-campus, it is helpful to specify public transportation directions).

Referral resource files should be located where interested students can use them on their own if they so desire. To facilitate unaided use, a set of simple directions should be provided, and files and "Resource Notebooks" need to be clearly labeled.

Support and Direction for Follow-through

Many families are uncertain or not highly motivated to follow-through with a referral; others are motivated to avoid doing so. If we are to move beyond the ritual of providing referrals which students ignore, time and effort must be devoted to procedures that increase the likelihood of follow-through.

This involves finding out:

> *Does the family agree that a referral is necessary?* (See initial interview form in Resource Aids.)

> > If not, additional time is required to help the student explore the matter. Uncertain students often need more information and should be offered the opportunity to meet with someone (e.g., school counselor, nurse, psychologist) who can explain about available programs. This includes discussing concerns about parental involvement. If such exploration does not result in the student really wanting to pursue a referral, follow-through on her or his own is unlikely. The problem then is whether the student's problem warrants coercive action (e.g., pressuring parents to take the student to the service).

For those who do agree that referral is appropriate but still are not highly motivated to follow-through, intervention focuses on increasing their motivation and providing support as they proceed.

> Family participation in the process of identifying and choosing referral options is seen as one key to increasing motivation for follow-through. Those who feel the choice of where to go is theirs are likely to feel more committed. This is a good reason for working closely with a student at each step in identifying referral options.

Another aspect of enhancing resolve to pursue a referral involves clarifying and addressing any reluctance, concern, and barriers through

- careful exploration of such factors

- specification of strategies to deal with them.

At the conclusion of the referral session(s), a potential enabling device is to provide the family with

- a written summary of referral recommendations and strategies for overcoming barriers

- two follow-up feedback forms -- one for the student to return to the school and one for the referral agency to send back.

> See Resource Aids for examples.

Other major supports that might be offered include

- helping them make initial phone contacts and appointments (including having the student talk directly with the person to be seen)

- providing specific directions and even transportation to the first appointment

- staff accompanying them to the first appointment

- following-up (as described in a subsequent section).

Personal Contact with Referral Resources

Some staff have found that their referrals receive better attention after they have established a personal relationship with someone in a program or at an agency.

They accomplish this by periodically phoning and visiting or inviting selected individuals to visit.

In addition to helping establish special relationships that can facilitate access for students referred by the school, these contacts also provide additional information for referral resource files.

Enhancing On-Campus Services

It is given that referral to services offered on-campus ensures accessibility and generally increases follow-through. Therefore, efforts to expand on-campus resources are important to improving follow-through.

Additional on-campus resources can be accomplished by

- recruiting and training interested school personnel and students to offer appropriate services (e.g., mediating, mentoring, counseling)

- outreaching to convince appropriate agencies and professionals to offer certain services on-campus (e.g., arranging for on-campus substance abuse counseling by personnel from county mental health or a local community mental health clinic)

- outreaching to recruit professionals-in-training and professional and lay volunteers

- helping create new programs (e.g., stimulating interest in starting a suicide prevention program and helping train school staff to run it).

Following-Up on Referrals (including consumer feedback)

Follow-through for most referrals is meant to occur within a two week period. Thus, a good referral system should have a process in place that regularly reviews the status of students who were given referrals three weeks earlier.

The elements of such a system might include

- feedback forms given to clients for themselves and the referral agency (see Resource Aids)

- a feedback form sent directly to the referral of first choice

- a procedure for daily identification of students due for referral follow-up

- analysis of follow-through status based on feedback

- follow-up interviews with students/families for whom there is no feedback information.

For example:

As part of referral intervention, students/families can be given two types of feedback follow-up forms. In addition, a "back-up" feedback form can be sent directly to the service the student has identified as a first choice.

The client is to return a form to the school to show that contact was made with the referral agency or to clarify why such contact was not made. In either instance, the form reminds the student/family to return for additional referral help if needed.

If contact was made, the student/family might be asked to indicate whether the service seems satisfactory. For anyone who indicates dissatisfaction, the school may want to discuss the matter to determine whether another option should be pursued. If many clients indicate dissatisfaction with a particular agency, it becomes clear that it is not a good resource and should be removed from the referral listings.

The feedback form sent directly to the chosen service simply calls for a confirmation of follow-through. (With on-campus referrals, it has been found useful to establish a reciprocal feedback system.)

If no feedback forms are returned, the student can be invited to explore what happened and whether additional support and direction might help.

Working Together with School and Community

Every program designed to assist students and their families must consistently be working toward integration with (1) other programs and services at a school and (2) community resources. Efforts to integrate can be viewed in terms of phases of collaboration.

Ultimately, addressing barriers to learning and enhancing healthy development for all students in the school is through

- coordination and integration among all programs at the school

- expanding the range of intervention options

These objectives are only possible through establishment of a close working relationship with school staff who are responsible for and interested in psychosocial programs. A key procedure in stimulating such integration is a Resource Team (discussed later). Another approach is to identify ongoing programs and then establish personal working relationships with the staff involved.

Working Together?

Two best friends were taking a walk in the woods when they saw a giant grizzly bear approaching them, erect, claws bared. Being the best of friends, they clung to one another for dear life. But then one of the two disengaged, knelt to unlace his hiking boots, and hurriedly put on his running shoes.

I don't get it, his best friend said. *What can you hope to achieve? You and I both know there's no way you can outrun a grizzly bear.*

Silly, said his friend, *I don't have to outrun the bear. I only have to outrun you.*

Working Together to Enhance Programs and Resources

For programs at the school to improve, there must be both individual and group efforts. Group efforts may focus on planning, implementation, evaluation, advocacy, and involvement in shared decision making related to policy and resource deployment. In working together to enhance existing programs, group members look for ways to improve communication, cooperation, coordination, and integration within and among programs. Through such collaborative efforts, they can (a) enhance program availability, access, and management of care, (b) reduce waste from fragmentation and redundancy, (c) redeploy the resources saved, and (d) improve program results.

Formal opportunities for working together at schools often take the form of committees or councils and teams. To be effective, such collaborative efforts require thoughtful and skillful facilitation. Without careful planning and implementation, collaborative efforts rarely can live up to the initial hope. Even when they begin with great enthusiasm, poorly facilitated working sessions quickly degenerate into another ho-hum meeting, more talk but little action, another burden, and a waste of time. This is particularly likely to happen when the emphasis is mainly on the unfocused mandate to "collaborate," rather than on moving an important vision and mission forward through effective working relationships.

It is important to remember?

It's not just about collaboration -- it's about being effective.

Most of us know how hard it is to work effectively with a group. Many staff members at a school site have jobs that allow them to carry out their duties each day in relative isolation of other staff. And despite various frustrations they encounter in doing so, they can see little to be gained through joining up with others. In fact, they often can point to many committees and teams that drained their time and energy to little avail.

Despite all this, the fact remains that no organization can be truly effective if everyone works in isolation. And it is a simple truth that there is no way for schools to play their role in addressing barriers to student learning and enhancing healthy development if a critical mass of stakeholders do not work together towards a shared vision. There are policies to advocate for, decisions to make, problems to solve, and interventions to plan, implement, and evaluate.

Obviously, true collaboration involves more than meeting and talking. The point is to work together in ways that produce the type of actions that result in effective programs. For this to happen, steps must be taken to ensure that committees, councils, and teams are formed in ways that ensure they can be effective. This includes providing them with the training, time, support, and authority to carry out their role and functions (see exhibits on the following pages). It is when such matters are ignored that groups find themselves meeting and meeting, but going nowhere.

There are many committees and teams that those concerned with addressing barriers to learning and promoting healthy development can and should be part of. These include school-site shared decision making bodies, committees that plan programs, teams that review students referred because of problems and that manage care, quality review bodies, and program management teams.

Two key teams are highlighted here because of the essential role they play in enhancing program effectiveness: (1) a team to manage client care and (2) a team to manage program and service resources.

Some wag defined collaboration as
an unnatural act between nonconsenting adults.

Some General Guidelines for Establishing
School-Site Collaborative Teams

Two basic problems in forming collaborative teams at school-sites are (a) identifying and deploying committed and able personnel and (b) establishing an organizational structure that provides sufficient time and nurtures the competence and commitment of team members. The following are some suggestions that can help in dealing with these problems.

1. For staff, job descriptions and evaluations must reflect a policy that personnel are expected to work in a coordinated and increasingly integrated way with the aim of maximizing resource use and enhancing effectiveness.

2. To maximize resource coordination and enhancement at a school, every staff member must be encouraged to participate on some team designed to improve students' classroom functioning. The importance of such teams should be recognized through provision of time and resources that allow team members to build capacity and work effectively together.

3. Teams may consist of current resource staff, special project staff, teachers, site administrators, parents, older students, and others from the community. In this last regard, representatives of school-linked community services must be included. Individuals should be encouraged to choose a team whose work interests them.

4. Groups should vary in size -- from two to as many as are needed and interested. Major criteria used in determining size should be factors associated with efficient and effective functioning. The larger the group, the harder it is to find a meeting time and the longer each meeting tends to run. Frequency of meetings depends on the group's functions, time availability, and ambitions. Properly designed and trained teams can accomplish a great deal through informal communication and short meetings.

5. The core of a team is staff who have or will acquire the ability to carry out identified functions and make the mechanism work; others can be auxiliary members. All should be committed to the team's mission. Building team commitment and competence should be one major focus of school management policies and programs.

6. Because several teams require the expertise of the same staff (nurse, psychologist, counselor, resource teacher, social worker, administrator, teacher, parent), these individuals will necessarily be on more than one team.

7. Each team needs a dedicated leader/facilitator who has the ability to keep the group task-focused and productive and someone who records decisions and plans and reminds members of planned activity and products.

8. Team functioning is enhanced through use of computer technology (management systems, electronic bulletin boards and email, resource clearinghouses). Such technology facilitates communication, networking, program planning and implementation, linking activity, and a variety of budgeting, scheduling, and other management concerns.

9. Effective teams should be able to produce savings in terms of time and resources through appropriately addressing their areas of focus. In addition, by tapping into public health-care funds, a district may be able to underwrite some of the costs of those team members who also provide specific services.

Planning and Facilitating Effective Meetings

There are many fine resources that provide guidelines for conducting effective meetings. Some key points are synthesized below.

Forming a Working Group

• There should be a clear statement about the group's mission.

• Be certain that the members agree to pursue the stated mission and, for the most part, share a vision.

• Pick someone who the group will respect and who either already has good facilitation skills or will commit to learning those that are needed.

• Provide training for members so they understand their role in keeping a meeting on track and turning talk into effective action.

• Be certain to designate processes (a) for sending members information before a meeting regarding what is to be accomplished, specific agenda items, and individual assignments and (b) for maintaining and circulating a record of decisions and planned actions (what, who, when) formulated at the meeting.

Meeting Format

• Be certain there is a written agenda and that it clearly states the purpose of the meeting, specific topics, and desired outcomes for the session.

• Begin the meeting by reviewing purpose, topics, desired outcomes, etc. Until the group is functioning well, it may be necessary to review meeting ground rules.

• Facilitate the involvement of all members, and do so in ways that encourage them to focus specifically on the task. The facilitator remains neutral in discussion of issues.

• Try to maintain a comfortable pace (neither too rushed, nor too slow; try to start on time and end on time -- but don't be a slave to the clock).

• Periodically review what has been accomplished and move on to the next item.

• Leave time to sum up and celebrate accomplishment of outcomes and end by enumerating specific follow-up activity (what, who, when). End with a plan for the next meeting (date, time, tentative agenda). For a series of meetings, set the dates well in advance so members can plan their calendars.

(cont.)

Planning and Facilitating Effective Meetings (cont.)

Some Group Dynamics to Anticipate

Despite the best of intentions, group members sometimes find it difficult to stay on task. Some of the reasons are

Hidden Agendas -- A person may feel compelled to make some point that is not on the agenda. At any meeting, there may be a number of these hidden agenda items. There is no good way to deal with these. It is important that all members understand that hidden agendas are a problem, and there should be agreement that each member will take responsibility for keeping such items in check. However, there will be times when there is little choice other than to facilitate the rapid presentation of a point and indicate where the concern needs to be redirected.

A Need for Validation -- Even when people are task-focused, they may seem to be making the same point over and over. This usually is an indication that they feel it is an important point but no one seems to be accounting for it. To counter such disruptive repetition and related problems, it is helpful to use flipcharts or a writing board on which group member points are highlighted (hopefully with some form of organization to enhance coherence and facilitate summarizing). Accounting for what is said in this visible way helps members feel their contributions have been heard and validated. It also allows the facilitator to point to a matter as a visible reminder to a member that it has already been raised. When a matter is one that warrants discussion at a later time, it can be assigned to a future agenda or planning list to be addressed if time allows toward the end of the meeting or at a subsequent meeting.

Members are at an Impasse -- Two major reasons groups get stuck are: (a) some new ideas are needed to "get out of a box" and (b) differences in perspective need to be aired and resolved. The former problem usually can be dealt with through brainstorming or by bringing in someone who has some new alternatives to offer. The latter problem involves conflicts that arise over process, content, and power relationships and is dealt with through problem solving and conflict management strategies (e.g., accommodation, negotiation, mediation).

Interpersonal Conflict and Inappropriate Competition -- Some people find it hard to like each other or feel compelled to show others up. Sometimes the problem can be corrected by repeatedly bringing the focus back to the goal -- improving outcomes for students/families. Sometimes, however, the dislike or competitiveness is so strong that certain individuals simply can't work closely together. If there is no mechanism to help minimize such interpersonal dynamics, the group needs to find a way to restructure its membership.

Ain't It Awful! -- The many daily frustrations experienced by staff members each day often lead them to turn meetings into gripe sessions. One of the benefits of including parents and community members (agency staff, business and/or university partners) is that, like having company come to one's home, outside team members can influence school staff to exhibit their best behavior.

Two References
Rees, F. (1993). *25 Activities for Teams*. San Diego CA: Pfeiffer & Co.

Brilhart, J.K. & Galanes, G.J. (1995). *Effective Group Discussion* (8th ed.). Madison, WI: WCB Brown & Benchmark.

A Team to Manage Care

When a client is involved with more than one intervener, management of care becomes a concern. This clearly is always the situation when a student is referred for help over and above that which her/his teacher(s) can provide. Subsequent monitoring as part of the ongoing management of client care focuses on coordinating interventions, improving quality of care (including revising intervention plans as appropriate), and enhancing cost-efficacy.

Management of care involves a variety of activity all of which is designed to ensure that client interests are well-served. At the core of the process is enhanced monitoring of care with a specific focus on the appropriateness of the chosen interventions, adequacy of client involvement, appropriateness of intervention planning and implementation, and progress. Such ongoing monitoring requires systems for

- tracking client involvement in interventions

- amassing and analyzing data on intervention planning and implementation

- amassing and analyzing progress data

- recommending changes

Effective monitoring depends on information systems that enable those involved with clients to regularly gather, store, and retrieve data. Schools rely heavily on forms for gathering necessary information. In coming years, more and more of this information will be entered into computers to facilitate retrieval and assist in other ways with client care.

Management of care, of course, involves more than monitoring processes and outcomes. Management also calls for the ability to produce changes as necessary. Sometimes steps must be taken to improve the quality of processes, including at times enhancing coordination among several interveners. Sometimes intervention plans need to be revised to increase their efficacy and minimize their "costs" -- including addressing negative "side effects." Thus, management of care involves using the findings from ongoing monitoring to clarify if interventions need to be altered and then implements strategies to identify appropriate changes and ensure they are implemented with continued monitoring. Along the way, those involved in managing the client's care may have to advocate for and broker essential help and provide the linkage among services that ensures they are coordinated. They also must enhance coordinated intervener communication with the student's care givers at home.

Who does all this monitoring and management of care? Ideally, all involved parties -- interveners and clients -- assume these functions and become the *management team.* One member of such a team needs to take *primary* responsibility for management of care (a *primary manager*). Sites with sufficient resources often opt to employ one staff member to fill this role for all clients. However, given the limited resources available to schools, a more practical model is to train many staff to share such a role. Ultimately, with proper instruction, one or more family members might be able to assume this role.

All who become primary managers of care must approach the role in a way that respects the client and conveys a sense of caring. The process should be oriented to problem-solving but should not be limited to problem treatments (e.g., in working on their problems, young people should not be cut off from developmental and enrichment opportunities). In most instances, a youngster's family will be integrally involved and empowered as partners, as well as recipients of care. Well-implemented management of care can help ensure that clients are helped in a comprehensive, integrated manner designed to address the whole person. A positive side effect of all this can be enhancement of systems of care.

Management teams should meet whenever analysis of monitoring information suggests a need for program changes and at designated review periods. Between meetings, it is the responsibility of the primary manager to ensure that care is appropriately monitored, team meetings are called as changes are needed, and that changes are implemented. It is the team as a whole, however, that has responsibility for designating necessary changes and working to ensure the changes are made.

The following list itemizes a few basic tasks for primary managers of care:

- Before a team meeting, write up analyses of monitoring data and any recommendations to share with management team.

- Immediately after a team meeting, write up and circulate changes proposed by management team and emphasize who has agreed to do which tasks and when.

- Set-up a "tickler" system to remind you when to check on whether tasks have been accomplished.

- Follow-up with team members who have not accomplished agreed upon tasks to see what assistance they need.

A Team to Manage Resources

School practitioners are realizing that since they can't work any harder, they must work smarter. For some, this translates into new strategies for coordinating, integrating, and redeploying resources. Such efforts start with new (a) processes for mapping and matching resources and needs and (b) mechanisms for resource coordination and enhancement.

An example of a mechanism designed to reduce fragmentation and enhance resource availability and use (with a view to enhancing cost-efficacy) is seen in the concept of a *resource team*. Creation of such a school-based team provides a vehicle for building working relationships and a good mechanism for starting to weave together existing school and community resources and encourage services and programs to function in an increasingly cohesive way.

Where such a team is created, it can be instrumental in integrating the center into the school's ongoing life. The team solves turf and operational problems, develops plans to ensure availability of a coordinated set of services, and generally improves the school's focus on addressing barriers to learning, including concerns for mental health.

Because of its potential value to schools, it is well worth staff time to help establish a *resource team*. A good way to start the process is to

1. survey key school staff members to identify and map existing school-based psychosocial programs and who runs them

2. invite key people from each program to a meeting to discuss how various school and community programs interface with each other (Note: Be certain to include some from the administrative staff and all other school personnel who might be supportive and interested in program enhancement.)

At the first meeting,

3. if the programs are not coordinated, discuss ways to work together; if some are coordinated with each other, discuss how to integrate all programs into the process

4. suggest the idea that the group constitute itself as a regular resource team and meet regularly (e.g., initially, every two weeks, then once a month)

For subsequent meetings,

5. be certain someone is designated to act as facilitator (e.g., to send out reminders about agenda, times, and places, circulate "minutes" after each meeting, help to ensure the meeting runs smoothly).

Once the team is established, it will raise concerns and ideas that require more time and follow-through than is possible during the meeting. To minimize frustration and maximize effectiveness,

6. set up a small subcommittee (e.g., 1-3 team members) which will take time between meetings to work out details of ideas, work on solving problems raised, and report back to the team.

Among the topics a resource team might address are ways to deal with crises and how to resolve dilemmas regarding consent, confidentiality, legal reporting requirements, and school district policies.

A resource team differs from teams created to review individual students (such as a student study team, a student success team, a teacher assistance team, a case management team). That is, its focus is not on specific cases, but on clarifying resources and their best use. In doing so, it provides what often is a missing mechanism for managing and enhancing *systems* to coordinate, integrate, and strengthen interventions. For example, this type of mechanism can be used to weave together the eight components of school health programs to better address such problems as on-campus violence, substance abuse, depression, and eating disorders. Such a team can be assigned responsibility for (a) mapping and analyzing activity and resources with a view to improving coordination, (b) ensuring there are effective systems for referral, case management, and quality assurance, (c) guaranteeing appropriate procedures for effective management of programs and information and for communication among school staff and with the home, and (d) exploring ways to redeploy and enhance resources -- such as clarifying which activities are nonproductive and suggesting better uses for the resources, as well as reaching out to connect with additional resources in the school district and community.

Mapping Resources

The literature on maximizing resources makes it clear that a first step in countering fragmentation involves "mapping" resources by identifying what exists at a site (e.g., enumerating programs and services that are in place to support students, families, and staff; outlining referral and case management procedures). A comprehensive form of "needs assessment" is generated as resource mapping is paired with surveys of the unmet needs of students, their families, and school staff.

Based on analyses of what is available, effective, and needed, strategies can be formulated for resource enhancement. These focus on (a) outreach to link with additional resources at other schools, district sites, and in the community and (b) better ways to use existing resources. (The process of outreach to community agencies is made easier where there is policy and organization supporting school-community collaboration. However, actual establishment of formal connections remains complex and is becoming more difficult as publicly-funded community resources dwindle.)

Perhaps the most valuable aspect of mapping and analyzing resources is that the products provide a sound basis for improving cost-effectiveness. In schools and community agencies, there is acknowledged redundancy stemming from ill-conceived policies and lack of coordination. These facts do not translate into evidence that there are pools of unneeded personnel; they simply suggest there are resources that can be used in different ways to address unmet needs. Given that additional funding for reform is hard to come by, such redeployment of resources is the primary answer to the ubiquitous question: *Where will we find the funds?*

See Resource Aids for a set of surveys designed to guide mapping of existing school-based and linked psychosocial and mental health programs and services.

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Although a resource team might be created solely around psychosocial programs, such a mechanism is meant to bring together representatives of all major programs and services supporting a school's instructional component (e.g., guidance counselors, school psychologists, nurses, social workers, attendance and dropout counselors, health educators, special education staff, bilingual and Title I program coordinators). This includes representatives of any community agency that is significantly involved at the school. It also includes the energies and expertise of one of the site's administrators, regular classroom teachers, non-certificated staff, parents, and older students. Where creation of "another team" is seen as a burden, existing teams can be asked to broaden their scope. Teams that already have a core of relevant expertise, such as student study teams, teacher assistance teams, and school crisis teams, have demonstrated the ability to extend their functions to encompass resource coordination. To do so, however, they must take great care to structure their agenda so that sufficient time is devoted to the additional tasks.

Properly constituted, trained, and supported, a resource coordinating team can complement the work of the site's governance body through providing on-site overview, leadership, and advocacy for all activity aimed at addressing barriers to learning and enhancing healthy development. Having at least one representative from the resource coordinating team on the school's governing and planning bodies helps ensure that essential programs and services are maintained, improved, and increasingly integrated with classroom instruction (see Resource Aids).

Local Schools Working Together

To facilitate resource coordination and enhancement among a complex of schools (e.g., a high school and its feeder middle and elementary schools), a resource coordinating *council* can be established by bringing together representatives of each school's resource coordinating *team*. Such a complex of schools needs to work together because in many cases they are concerned with the same families (e.g., a family often has children at each level of schooling). Moreover, schools in a given locale try to establish linkages with the same community resources. A coordinating council for a complex of schools provides a mechanism to help ensure cohesive and equitable deployment of such resources.

Fully Integrating with School and Community Resources

Most schools and many community services use weak models in addressing barriers to learning. The primary emphasis in too many instances is to refer individuals to specific professionals, and this usually results in narrow and piecemeal approaches to complex problems, many of which find their roots in a student's environment. Overreliance on referrals to professionals also inevitably overwhelms limited, public-funded resources.

More ideal models emphasize the need for a comprehensive continuum of community and school interventions to ameliorate complex problems. Such a continuum ranges from programs for primary prevention and early-age intervention -- through those to treat problems soon after onset -- to treatments for severe and chronic problems. Thus, they emphasize that promoting healthy development and positive functioning are one of the best ways to prevent many problems, and they also address specific problems experienced by youth and their families.

Limited efficacy seems inevitable as long as the full continuum of necessary programs is unavailable; limited cost effectiveness seems inevitable as long as related interventions are carried out in isolation of each other. Given all this, it is not surprising that many in the field doubt that major breakthroughs can occur without a comprehensive and integrated programmatic thrust. Such views have added impetus to major initiatives designed to restructure community health and human services and the way schools operate.

To be most effective, such interventions are developmentally-oriented (i.e., beginning before birth and progressing through each level of schooling and beyond) and offer a range of activity -- some focused on individuals and some on environmental systems. Included are programs designed to promote and maintain safety at home and at school, programs to promote and maintain physical/mental health, preschool and early school adjustment programs, programs to improve and augment social and academic supports, programs to intervene prior to referral for intensive treatments, and intensive treatment programs. It should be evident that such a continuum requires meshing together school and community resources and, given the scope of activity, effectiveness and efficiency require formal and long-lasting interprogram collaboration.

One implication of all this is formulated as the proposition that *a comprehensive, integrated component to address barriers to learning and enhance healthy development is essential* in helping the many who are not benefitting satisfactorily from formal education. Schools and communities are beginning to sense the need to adopt such a perspective. As they do, we will become more effective in our efforts to enable schools to teach, students to learn, families to function constructively, and communities to serve and protect. Such efforts will no longer be treated as supplementary ("add-ons") that are carried out as fragmented and categorical services; indeed, they will be seen as a primary, essential, and integrated component of school reform and restructuring.

Overcoming Barriers to Working Together

*Treat people as if they were
what they ought to be
and you help them become
what they are capable of being.*
Goethe

In pursuing their mission, a school's staff must be sensitive to a variety of human, community, and institutional differences and learn strategies for dealing with them. With respect to working with students and their parents, staff members encounter differences in

- sociocultural and economic background and current lifestyle

- primary language spoken

- skin color

- gender

- motivation for help

and much more.

Differences as a Problem

Comparable differences are found in working with school personnel (certificated and non certificated, line staff and administrators). *In addition, there are differences related to power, status, and orientation.* And, for many newcomers to a school, the culture of schools in general and that of a specific school and community may differ greatly from other settings where they have lived and worked.

For school staff, existing differences may make it difficult to establish effective working relationships with students and others who effect the student. For example, many schools do not have staff who can reach out to students whose primary language is Spanish, Korean, Tagalog, Vietnamese, Cambodian, Armenian, and so forth. And although workshops and presentations are offered in an effort to increase specific cultural awareness, what can be learned in this way is limited, especially when one is in a school of many cultures.

There also is a danger in prejudgments based on apparent cultural awareness. There are many reports of students who have been victimized by professionals who are so sensitized to cultural differences that they treat fourth generation Americans as if they had just migrated from their cultural homeland.

Obviously, it is desirable to hire staff who have the needed language skills and cultural awareness and who do not rush to prejudge. Given the realities of budgets and staff recruitment, however, schools cannot hire a separate specialist for all the major language, cultural, and skin color differences that exist in some schools. Nevertheless, the objectives of accounting for relevant differences while respecting individuality can be appreciated and addressed.

Examples of Client Differences as a Problem

"A 14 year old Filipino wanted help, but his mother told me her culture doesn't recognize the need for counseling."

"Despite the parents' resistance to accepting the need for treatment, we decided the student had to be sent to the emergency room after the suicide attempt."

"A 15 year old Vietnamese attempted suicide because her parents were forcing her into an arranged marriage."

"An 18 year old Latina student reported suicidal ideation; she expressed extreme resentment toward her father for being so strict that he would not allow her to date."

As these cases illustrate, differences can result in problems for students, parents, and staff. Although such problems are not easily resolved, they are solvable as long as everyone works in the best interests of the student, and the differences are not allowed to become barriers to relating with others.

Differences as a Barrier

As part of a working relationship, differences often are complementary and helpful -- as when staff from different disciplines work with and learn from each other. Differences become a barrier to effective working relationships when negative attitudes are allowed to prevail. Interpersonally, the result generally is conflict and poor communication. For example, differences in status, skin color, power, orientation, and so forth can cause one or more persons to enter the situation with negative (including competitive) feelings. And such feelings often motivate conflict.

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Many individuals (students, staff) who have been treated unfairly, been discriminated against, been deprived of opportunity and status at school, on the job, and in society use whatever means they can to seek redress and sometimes to strike back. Such an individual may promote conflict in hopes of correcting power imbalances or at least to call attention to a problem. Often, however, power differentials are so institutionalized that individual action has little impact.

"You don't know what it's like to be poor."

"You're the wrong color to understand."

"You're being culturally insensitive."

"How can a woman understand a male student's problems?"

"Male therapists shouldn't work with girls who have been sexually abused."

"Social workers (nurses/MDs/ psychologists/teachers) don't have the right training to help these kids."

"I never feel that young professionals can be trusted."

"How can you expect to work effectively with school personnel when you understand so little about the culture of schools and are so negative toward them and the people who staff them?"

"If you haven't had alcohol or other drug problems, you can't help students with such problems."

"If you don't have teenagers at home, you can't really understand them."

"You don't like sports! How can you expect to relate to teenagers?"

You know, it's a tragedy in a way that Americans are brought up to think that they cannot feel for other people and other beings just because they are different.
Alice Walker

It is hard and frustrating to fight an institution. It is much easier and immediately satisfying to fight with other individuals one sees as representing that institution. However, when this occurs where individuals are supposed to work together, those with negative feelings may act and say things in ways that produce significant barriers to establishing a working relationship. Often, the underlying message is "you don't understand," or worse yet "you probably don't want to understand." Or, even worse, "you are my enemy."

It is unfortunate when such barriers arise between students and those trying to help them; it is a travesty when such barriers interfere with the helpers working together effectively. Staff conflicts detract from accomplishing goals and contribute in a major way to "burn out."

Overcoming Barriers Related to Differences

When the problem is **only** one of poor skills, it is relatively easy to overcome. Most motivated professionals can be directly taught ways to improve communication and avoid or resolve conflicts that interfere with working relationships. There are, however, no easy solutions to overcoming deeply embedded negative attitudes. Certainly, a first step is to understand that the nature of the problem is not differences per se but negative perceptions stemming from the politics and psychology of the situation.

It is these perceptions that lead to

- prejudgments that a person is bad because of an observed difference

and

- the view that there is little to be gained from working with that person.

Thus, minimally, the task of overcoming negative attitudes interfering with a particular working relationship is twofold. To find ways

- to counter negative prejudgments (e.g., to establish the credibility of those who have been prejudged)

and

- to demonstrate there is something of value to be gained from working together.

Building Rapport and Connection

To be effective in working with another person (student, parent, staff), you need to build a positive relationship around the **tasks** at hand.

Necessary ingredients in building a working relationship are

- minimizing negative prejudgments about those with whom you will be working (see exhibit on the next page)

- taking time to make connections

- identifying what will be gained from the collaboration in terms of mutually desired outcomes -- to clarify the value of working together

- enhancing expectations that the working relationship will be productive -- important here is establishing credibility with each other

- establishing a structure that provides support and guidance to aid task focus

- periodic reminders of the positive outcomes that have resulted from working together

With specific respect to **building relationships** and **effective communication**, three things you can do are:

- convey empathy and warmth (e.g., the ability to understand and appreciate what the individual is thinking and feeling and to transmit sense of liking)

- convey genuine regard and respect (e.g., the ability to transmit real interest and to interact in a way that enables the individual to maintain a feeling of integrity and personal control)

- talk with, not at, others -- active listening and dialogue (e.g., being a good listener, not being judgmental, not prying, sharing your experiences as appropriate and needed)

Finally, watch out for ego-oriented behavior (yours and theirs) -- it tends to get in the way of accomplishing the task at hand.

Accounting for Cultural, Racial, and Other Significant Individual and Group Differences

All interventions to address barriers to learning and promoting healthy development must consider significant individual and group differences.

In this respect, discussions of diversity and cultural competence offer some useful concerns to consider and explore. For example, the Family and Youth Services Bureau of the U.S. Department of Health and Human Services, in a 1994 document entitled *A Guide to Enhancing the Cultural Competence of Runaway and Homeless Youth Programs,* outlines some baseline assumptions which can be broadened to read as follows:

Those who work with youngsters and their families can better meet the needs of their target population by enhancing their competence with respect to the group and its intragroup differences.

Developing such competence is a dynamic, on-going process -- not a goal or outcome. That is, there is no single activity or event that will enhance such competence. In fact, use of a single activity reinforces a false sense of the "problem being solved."

Diversity training is widely viewed as important, but is not effective in isolation. Programs should avoid the "quick fix" theory of providing training without follow-up or more concrete management and programmatic changes.

Hiring staff from the same background as the target population does not necessarily ensure the provision of appropriate services, especially if those staff are not in decision-making positions, *or* are not themselves appreciative of, or respectful to, group and intragroup differences.

Establishing a process for enhancing a program's competence with respect to group and intragroup differences is an opportunity for positive organizational and individual growth.

(cont.)

Accounting for Cultural, Racial, and Other Significant Individual and Group Differences (cont.)

The Bureau document goes on to state that programs:

> are moving from the individually-focused "medical model" to a clearer understanding of the many external causes of our social problems ... why young people growing up in intergenerational poverty amidst decaying buildings and failing inner-city infrastructures are likely to respond in rage or despair. It is no longer surprising that lesbian and gay youth growing up in communities that do not acknowledge their existence might surrender to suicide in greater numbers than their peers. We are beginning to accept that social problems are indeed more often the problems of society than the individual.

> These changes, however, have not occurred without some resistance and backlash, nor are they universal. Racism, bigotry, sexism, religious discrimination, homophobia, and lack of sensitivity to the needs of special populations continue to affect the lives of each new generation. Powerful leaders and organizations throughout the country continue to promote the exclusion of people who are "different," resulting in the disabling by-products of hatred, fear, and unrealized potential.

> ... We will not move toward diversity until we promote inclusion ... Programs will not accomplish any of (their) central missions unless ... (their approach reflects) knowledge, sensitivity, and a willingness to learn.

In their discussion of "The Cultural Competence Model," Mason, Benjamin, and Lewis* outline five cultural competence values which they stress are more concerned with behavior than awareness and sensitivity and should be reflected in staff attitude and practice and the organization's policy and structure. In essence, these five values are

(1) *Valuing Diversity* -- which they suggest is a matter of framing cultural diversity as a strength in clients, line staff, administrative personnel, board membership, and volunteers.

(2) *Conducting Cultural Self-Assessment* -- to be aware of cultural blind spots and ways in which one's values and assumptions may differ from those held by clients.

(3) *Understanding the Dynamics of Difference* -- which they see as the ability to understand what happens when people of different cultural backgrounds interact.

(4) *Incorporating Cultural Knowledge* -- seen as an ongoing process.

(5) *Adapting to Diversity* -- described as modifying direct interventions and the way the organization is run to reflect the contextual realities of a given catchment area and the sociopolitical forces that may have shaped those who live in the area.

*In *Families and the Mental Health System for Children and Adolescence*, edited by C.A. Heflinger & C.T. Nixon (1996). CA: Sage Publications.

In most situations, direct or indirect accusations that *"You don't understand"* are valid. Indeed, they are givens. After all, it is usually the case that one does not fully understand complex situations or what others have experienced and are feeling.

With respect to efforts to build working relationships, accusing someone of not understanding tends to create major barriers. This is not surprising since the intent of such accusations generally is to make others uncomfortable and put them on the defensive.

It is hard to build positive connections with a defensive person. Avoidance of *"You don't understand"* accusations may be a productive way to reduce at least one set of major barriers to establishing working relationships.

Finally, it is essential to remember that **individual differences** are the most fundamental determinant of whether a good relationship is established. This point was poignantly illustrated by the recent experience of the staff at one school.

A Korean student who had been in the U.S.A. for several years and spoke comprehensible English came to the center seeking mental health help for a personal problem. The center's policy was to assign Korean students to Asian counselors whenever feasible. The student was so assigned, met with the counselor, but did not bring up his personal problem. This also happened at the second session, and then the student stopped coming.

In a follow-up interview conducted by a nonAsian staff member, the student explained that the idea of telling his personal problems to another Asian was too embarrassing.

Then, why had he come in the first place?

Well, when he signed up, he did not understand he would be assigned to an Asian; indeed, he had expected to work with the "blue-eyed counselor" a friend had told him about.

Enhancing Available Resources

Coordination and integration begins with establishing and maintaining ways to

- build effective working relationships among center, school, and community programs

- monitor and problem solve with respect to individual student needs.

Once the matter of coordination and integration is addressed, it is time to direct efforts toward expanding intervention options with respect to

- service options for students with psychosocial problems

- prevention and positive mental health programs

- activities to improve the school's psychosocial climate

- attending to other environmental concerns that address social bases of students' problems.

Any effort to enhance resources requires organizing for advocacy. Advocacy and related action to improve resource availability has many facets. It may be formal or informal, explicitly or covertly outlined, highly organized or relatively uncoordinated. It may take the form of case-by-case or class advocacy and action; it may extend to concern about the proper focus for training and research activity. Besides its form and focus, advocacy also involves a variety of strategies ranging from dissemination of information to legislative lobbying and litigation.

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Resource Aids

Information Sheet

HELPING STUDENTS WITH PSYCHOSOCIAL PROBLEMS SEEK HELP

Students with mental health needs are identified by

- self
- center medical staff
- counselors, school nurse, psychologist, or other school personnel
- family
- peers

IF A STUDENT INDICATES S/HE HAS A PROBLEM AND YOU THINK IT SHOULD BE SCREENED BY A MENTAL HEALTH PROFESSIONAL, YOU CAN HELP BY DOING THE FOLLOWING:

Inform and Reassure

Uncertain students often need more information; they also may need reassurance that they won't be coerced into doing something they don't want to do.

(a) Tell the student that the center (e.g., mental health professional) or other school personnel (e.g., counselors, nurse, psychologist) will be glad to explain about available programs that can help.

(b) Stress that no one will try to pressure the student to do anything s/he doesn't want to do. No one will try to make her or him participate in any mental health service. The decision is always the student's.

Guide Students to Help

(a) If the student doesn't have parental consent to use the center, explain how s/he should go about getting consent. (Consent forms are available at the health center office.)

OR

If the student doesn't want to go to the center or says s/he can't get consent to do so, explain that other school personnel (such as counselors, the school nurse or psychologist) can provide information about services.

(b) Explain to the student how to go about initiating contact (with the center or other school personnel) for a screening interview. Provide as much support and direction as the student appears to need to initiate this contact (including making certain they know the way to the right office, hours of service, arranging for a summons or a pass, and so forth).

(c) If feasible, follow-up with the student to see whether a contact was made. If contact was not made, try to determine whether additional support and direction is needed to help the student make the contact. (For some students, you might ask if they would like you to make the initial contact and have an appointment arranged for them.)

IF THE STUDENT IS NOT READY TO SELF-INITIATE CONTACT AND YOU FEEL S/HE SHOULD BE INTERVIEWED ANYWAY, INFORM THE MENTAL HEALTH PROFESSIONAL AT THE SBHC

Triage Review Request Form
(Request for Assistance in Addressing Concerns about a Student/Family)

Extensive assessment is not necessary in initially identifying a student about whom you are concerned. Use this form if a student is having a *significant* learning problem, a *major* behavior problem, or seems *extremely* disturbed or disabled.

Student's Name _____ Date: _____

To: _____ Title: _____

From: _____ Title: _____

Apparent problem (check all that apply):

___ physical health problem (specify) _____

___ difficulty in making a transition
   ( ) newcomer having trouble with school adjustment   ( ) trouble adjusting to new program

___ social problems
   ( ) aggressive   ( ) shy   ( ) overactive   ( ) other _____

___ achievement problems
   ( ) poor grades   ( ) poor skills   ( ) low motivation   ( ) other _____

___ major psychosocial or mental health concern

   ( ) drug/alcoh. abuse   ( ) pregnancy prevention/support   ( ) self esteem
   ( ) depression/suicide   ( ) eating problems (anorexia, bulim.) ( ) relationship problems
   ( ) grief   ( ) physical/sexual abuse   ( ) anxiety/phobia
   ( ) dropout prevention   ( ) neglect   ( ) disabilities
   ( ) gang involvement   ( ) reactions to chronic illness

Other specific concerns

Current school functioning and desire for assistance

Overall academic performance
   ( ) above grade level   ( ) at grade level   ( ) slightly below grade level   ( ) well below grade level

Absent from school
   ( ) less than once/month   ( ) once/month   ( ) 2-3 times/ month   ( ) 4 or more times/month

Has the student/family asked for:
   information about service   Y   N
   an appointment to initiate help   Y   N
   someone to contact them to offer help   Y   N

If you have information about the cause of a problem or other important factors related to the situation, briefly note the specifics here (use the back of the sheet if necessary).

Being Alert to Indicators of Psychosocial and Mental Health Problems*

No one should be overzealous in seeing normal variations in student's development and behavior as problems. At the same time, school professionals don't want to ignore indicators of significant problems. The following are meant only to sensitize responsible professionals. They should not be seen as a check list.

If a student is of significant concern, a request should be made to an appropriate person on the school staff who can do some further screening/assessment.

If they occur frequently and in a variety of situations and appear rather serious when you compare the behavior with other students the same age, the following behaviors may be symptomatic of significant problems.

Emotional appearance
(Emotions seem excessive. Displays little affect. Very rapid shifts in emotional state.)

very unhappy, sad, teary, depressed, indicates a sense of worthlessness, hopelessness, helplessness

very anxious, shy

very afraid, fearful

can't seem to control emotions

doesn't seem to have feelings

Personal Actions
(Acts in ways that are troublesome or troubling)

very immature

frequent outbursts/temper tantrums, violent

often angry

cruel to animals

sleep problems and/or nightmares

wetting/soiling at school

easily distracted

impulsive

steals

lies often

cheats often

destroys things

accident prone

unusual, strange, or immature speech patterns

often doesn't seem to hear

hurts self, self-abusive

easily becomes overexcited

truancy, school avoidance

trouble learning and performing

eating problems

sets fires

ritualistic behavior

seizures

isolates self from others

complains often about physical aches and pains

unaccounted for weight loss

substance abuse

runs away

Interactions with others
(Doesn't seem interested in others. Can't interact appropriately or effectively with others.)

doesn't pay attention

cruel and bullying

highly manipulative

alienates others

has no friends

refuses to talk

promiscuous

excessively reactive and resistant to authority

highly aggressive to others -- physically, sexually

Indicators of Unusual Thinking
(Has difficulty concentrating. May express very strange thoughts and ideas.)

worries a lot

doesn't stay focused on matters

can't seem to concentrate on much

preoccupied with death

seems to hear or see things, delusional

*Additional indicators for problems (such as depression in young people) are available through a variety of resources -- for example, see the organizations listed in the Resource Aid packet on *Where to Get Resource Materials to Address Barriers to Learning* -- available from the Center for Mental Health in Schools at UCLA.

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Being Specifically Alert to Substance Abuse Indicators

It is essential to remember that many of the symptoms of substance abuse 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.

The type of indicators usually identified are

- a *prevailing pattern* of unusual and excessive behaviors and moods
- recent *dramatic* changes in behavior and mood.

School staff and those in the home need to watch for

- poor school performance; skipping or ditching school
- inability to cope well with daily events
- lack of attention to hygiene, grooming, and dress
- long periods alone in bedroom/bathroom apparently doing nothing
- extreme defensiveness; negative attitudes; dissatisfied about most things; argumentative
- frequent conflicts with others; verbally/physically abusive
- withdrawal from long-time friends/family/activities
- disregard for others; extreme egocentricity
- taking up with new friends who may be drug users
- unusual tension or depressed states
- seems frequently confused and "spacey"
- often drowsy
- general unresponsiveness to what's going on (seems "turned off")
- increasing need for money; disappearance of possessions (e.g., perhaps sold to buy drugs); stealing/shoplifting
- excessive efforts to mislead (lying, conning, untrustworthy, insincere)
- stooped appearance and posture
- dull or watery eyes; dilated or pinpoint pupils
- sniffles; runny nose
- overt indicators of substance abuse (e.g., drug equipment, needle marks)

In the period just after an individual has used drugs, one might notice mood and behavioral swings -- first euphoria, perhaps some unusual activity and/or excessive talking, sometimes a tendency to appear serene, after a while there may be a swing toward a depressed state and withdrawal. Sometimes the individual will stare, glassy-like at one thing for a long time.

To be more specific about a few indicators of abuse categorized by some common substances that are abused:

Amphetamines (stimulants)

excessive activity	fatigue
rapid speech	disorientation and confusion
irritability	increased blood pressure and body temp.
appetite loss	increased respiration
anxiety	increased and irregular pulse
extreme moods and shifts	tremors
erratic eating and sleeping patterns	

Cocaine (stimulant, anesthetic)

short-lived euphoria followed by depression	fever
nervousness and anxiety	tremors
irritability	tightening muscles
shallow breathing	

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Inhalants

euphoria
intoxicated look
odors
nausea
drowsiness
stupor

headaches
fainting
poor muscle control
rapid heartbeat
anemia
choking

Cannabinoids (e.g., marijuana, hash, THC)

increased appetite initially
decreased appetite with chronic use
euphoria
decreased motivation for many activities
apathy, passivity
decreased concentration
altered sense of time and space
inappropriate laughter

rapid flow of ideas
anxiety; panic
irritability, restlessness
decreased motor skill coordination
characteristic odor on breath and clothes
increased pulse rate
droopy, bloodshot eyes
irregular menses

Narcotics (e.g., opium, heroin, morphine, codeine, methadone, and other pain killers)

extreme mood swings
poor concentration
confusion
insensitivity to pain
drowsiness/decreased respiration
slow, shallow breathing
decreased motor coordination
itchiness

watery eyes/pinpoint pupils
lethargy
weight loss
decreased blood pressure
possible needle marks
as drug wears off nausea &
   runny nose

Barbiturates, sedatives, tranquilizers (CNS depressants)

decreased alertness
intoxicated look
drowsy
decreased motor coordination
slurred speech
confused
extreme mood swings

erratic eating and sleeping patterns
dizzy
cold, clammy skin
decreased respiration and pulse
dilated pupils
depressed mood state
disinhibition

Hallucinogens (effecting perceptions; e.g., PCP, LSD, mescaline)

extreme mood alteration and intensification
altered perceptions of time, space, sights,
   sounds, colors
loss of sense of time, place, person
decreased communication
panic and anxiety
paranoia
extreme, unstable behaviors
restlessness

tremors
nausea
flashbacks
increased blood pressure
impaired speech
impaired motor coordination
motor agitation
decreased response to pain
watery eyes

(Guidelines to Give to Teachers)

How to Explore the Problem with the Student and Family

As you know, the causes of learning, behavior, and emotional problems are hard . to analyze. What looks like a learning disability or an attentional problem may be an emotionally-based problem; behavior problems often arise in reaction to learning difficulties; what appears as a school problem may be the result of a problem at home.

> It is particularly hard to know the underlying cause of a problem when the student is unmotivated to learn and perform. It will become clearer as you find ways to enhance the student's motivation to perform in class and talk more openly with you.

The following guide is to help you get more information about a student's problem.

Make personal contact with students (and those in the home). Try to improve your understanding of why the student is having problems and see if you can build a positive working relationship. Special attention should be paid to understanding and addressing factors that may affect the student's intrinsic motivation to learn and perform.

1. Starting out on a positive note: Ask about what the student likes at school and in the class (if anything).

2. Ask about outside interests and "hobbies."

3. Ask about what the student doesn't like at school and in the class.

4. Explore with the student what it is that makes the things disliked (e.g., Are the assignments seen as too hard? Is the student embarrassed because others will think s/he does not have the ability to do assignments? Do others pick on the student? Are the assignments not seen as interesting?)

5. Explore what other factors the student and those in the home think may be causing the problem?

6. Explore what the student and those in the home think can be done to make things better (including extra support from a volunteer, a peer, etc.).

7. Discuss some new things the student and those in the home would be *willing* to try to make things better.

See student interview form in Resource Aids.

(Guidelines to Give to Teachers)

Prereferral Interventions Some Things to Try

The following list is meant as a stimulus to suggest specific strategies to try before referring a student for special help.

1. Make changes to (a) improve the match between a student's program and his/her interests and capabilities and (b) try to find ways for the student to have a special, positive status in the program, at the school, and in the community. Talk and work with other staff in developing ideas along these lines.

2. Add resources for extra support (aide, volunteers, peer tutors) to help student's efforts to learn and perform. This includes having others cover your duties long enough for you to interact and relate with student as an individual.

3. Discuss with student (and those in the home) why the problems are occurring.

4. Special exploration with student to find ways to enhance positive motivation.

5. Change regular program/materials/environment to provide a better match with student's interests and skills.

6. Provide enrichment options in class and as feasible elsewhere.

7. Use volunteers/aide/peers to enhance the student's social support network.

8. Special discussion with those in the home to elicit enhanced home involvement in solving the problem.

9. Hold another special discussion with the student in which other staff (e.g., counselor, principal) join in to explore reasons for the problem and find ways to enhance positive motivation

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Sample letter to teachers re. availability of consultation

Dear (Teacher),

We hope you are finding the (school-based health center) helpful. This letter is meant as a brief reminder that mental health consultation also is available to you as another way to explore possible solutions for the problems these students are manifesting.

Some of the ways such consultation might help are to

- work with you to further analyze the problem and what to do about it (including sharing observations and perspectives of the student)

- arranging for a formal case conference

- initiating outreach to parents

- joining you at a parent conference designed to explore the family's role

- initiating referral and supporting follow-through should this become necessary

If you feel some form of collaborative consultation assistance would help, please feel free to contact me at _____ .

Sincerely,

Staff Reminder and Survey

REMINDER AND SURVEY TO IDENTIFY CONSULTATION NEEDS

This is just a reminder about the services available through the (school-based health center). We also want to remind you that we are another resource for you when you need a consultant for a student's problems.

Currently, we offer the following services:

(list all services)

      1.

      2.

      3.

      4.

      5.

We also may be able to help in the following ways if you are interested (check off items to indicate your interest)

( ) 1. Mental health consultation about specific students and their families.

( ) 2. A workshop focused on ways to deal with students' (and their families') mental health and psychosocial concerns.

( ) 3. Resources to help identify and obtain special resources to aid your work with such students.

Are there any other ways you think we might be able to help?

_____

_____

_____

IMPROVING SKILLS FOR TALKING WITH AND LISTENING TO STUDENTS

Needs assessment indicated a high priority for techniques and strategies relevant to talking with and listening to students.

A good place to begin is with sharing experiences with each other regarding what works best.

GIVEN:

We all share a common vision of what we'd like, but we may have different ideas about how to get there.

We know a lot. Some of what we know works with some students, some of the time.

WHEN A TECHNIQUE DOESN'T WORK, HOW MIGHT WE UNDERSTAND THE PROBLEM?

Students often

• resent being identified by others as a problem
        (The resentment mobilizes emotions and defensive behaviors;
          e.g., they may become angry/surly, scared/silent; they may deny,
          try to avoid, make promises they don't intend to keep);

• fear what may happen to information they provide
        (The dilemmas of confidentiality);

• don't want advice and reassurance from "authorities";
        (They have heard most of it before and don't value or trust what they're told);

• perceive all adults as "not like me" and thus think "you can't understand me"
        (They perceive differences in age, sex, language, culture, color).

GENERAL THOUGHTS ABOUT ADDRESSING THE ABOVE MATTERS:

Focus on understanding and changing student perceptions of you and your program.

• *An invitation rather than a summons*
        (Processes that lead students to want and even to seek help on their own);

• *Respect for what students say*
                >validating students concerns and feelings
                >offering real alternatives and choice in problem solving
                >ensuring appropriate confidentiality

• *Building a helping relationship*
        (Recognizing when a socialization agenda is in conflict with
          helping; use of techniques such as self-disclosure)

• *Building trust*
        (Recognizing that trust evolves and has its limits)

• *Facilitating change*
        (Understanding the match in terms of student motivation and capabilities;
          creating groups -- the benefits of sharing with others in comparable
          situations)

SPECIFIC IDEAS:

INITIATING TALK (Building Trust/Mutual Respect/Motivational Readiness)

In general,
>create a private space
>avoid interruptions
>start slowly to minimize sense of pressure
>encourage student to take the lead
>listen with interest
>if needed, guide student with structured interviews, surveys, sentence completion
>clarify the role and value of keeping things confidential

In addition, for groups,
>facilitate sharing through various activities (dyads, background)
>clarify that trust, respect, confidentiality, etc. are a function of commitment
    to the group -- not a matter of stating rules

KEEPING TALK GOING (Maintaining Trust/Respect/Motivation)

In general,
>focus on areas of interest, strength, self-esteem, as well as on analyzing problems
>build on previous contacts by referring to what has been shared
>continue to follow students leads in analyzing problems and avoid procedures
    they may perceive as efforts to control them
>continue to convey that the intent is to help not socialize

In addition, for groups,
>draw out similarities in experiences and problems with a view to
    encouraging students to see the value of helping each other
>help students understand that giving advice usually is ineffective

INITIATING CHANGE (Problem Solving)

In general,
>help student identify a range of alternatives -- at first in a brainstorming way that
    helps to creatively break set
>explore pros and cons of alternative solutions in a way that validates
    student's perceptions
>help students choose an alternative -- hopefully a realistic and modest
    short-term objective
>identify ways that potential barriers will be overcome

In addition, for groups,
>clarify that some solutions are better for one person than another
>identify how students can support each other in reaching objectives

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GROUP DISCUSSION AND SHARING:

Focus -- ideas that work and where you feel stuck

Process --

(1) Divide into 4 small groups based on the age of the students with whom you work (i.e., 1 hi school, 1 jr. high, and 2 elementary groups).

(2) Start with each group member relating strategies that have worked.

(3) After each has shared, move on to have each relate an experience when s/he has been frustrated by being unable to engage a student in dialogue. Choose one of these examples to discuss.

(4) Create a role-playing situation -- with the person who shared the problem acting as the student and another group member volunteering to be the outreach consultant. (As the situation evolves, others may want to enter in.)

(5) Have a debriefing discussion to see which techniques seem to help and what doesn't work well.

CLOSING:

Feeling you can really talk *with* students can help make your job feel less overwhelming and more satisfying.

> "To help others you have to know what they need, and the only way to find out what they need is for them to tell you. And they won't tell you unless they think you will listen ... carefully. And the way to convince them you will listen carefully is to listen ... carefully."
>
> David Nyberg
> *Tough and Tender Learning*
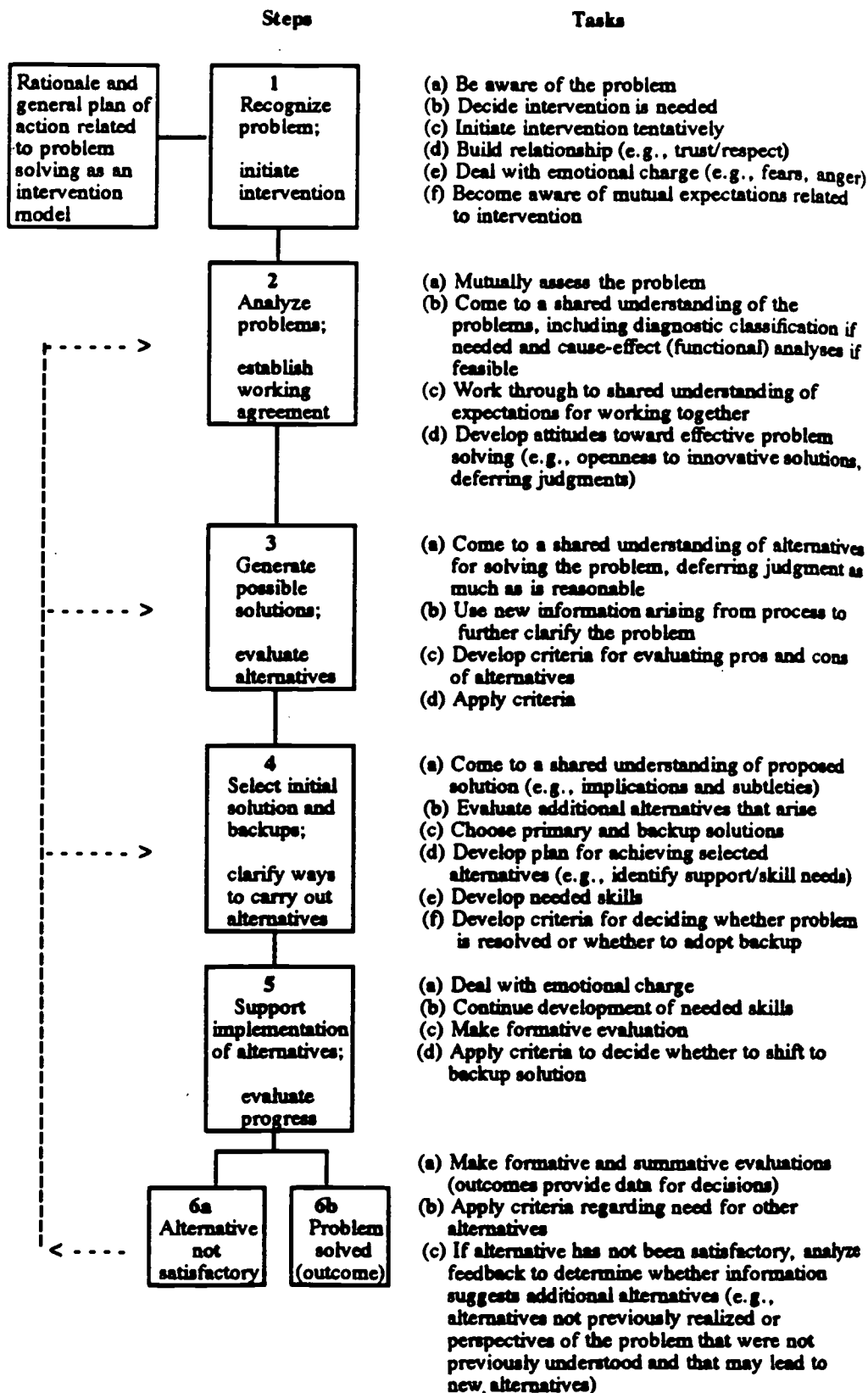
A Few References

How to Talk So Kids Will Listen and Listen So Kids Will Talk by A. Faber & E. Mazlish

Teacher and Child by Haim Ginot

Systematic Training for Effective Parenting by D. Dinkmeyer & G. McKay

Systematic Training for Effective Parenting of Teens by D. Dinkmeyer & G. McKay

Outline of Key Steps and Tasks in Problem Solving Intervention

Steps   Tasks

| Rationale and general plan of action related to problem solving as an intervention model |

1
Recognize problem;

initiate intervention

(a) Be aware of the problem
(b) Decide intervention is needed
(c) Initiate intervention tentatively
(d) Build relationship (e.g., trust/respect)
(e) Deal with emotional charge (e.g., fears, anger)
(f) Become aware of mutual expectations related to intervention

2
Analyze problems;

establish working agreement

(a) Mutually assess the problem
(b) Come to a shared understanding of the problems, including diagnostic classification if needed and cause-effect (functional) analyses if feasible
(c) Work through to shared understanding of expectations for working together
(d) Develop attitudes toward effective problem solving (e.g., openness to innovative solutions, deferring judgments)

3
Generate possible solutions;

evaluate alternatives

(a) Come to a shared understanding of alternatives for solving the problem, deferring judgment as much as is reasonable
(b) Use new information arising from process to further clarify the problem
(c) Develop criteria for evaluating pros and cons of alternatives
(d) Apply criteria

4
Select initial solution and backups;

clarify ways to carry out alternatives

(a) Come to a shared understanding of proposed solution (e.g., implications and subtleties)
(b) Evaluate additional alternatives that arise
(c) Choose primary and backup solutions
(d) Develop plan for achieving selected alternatives (e.g., identify support/skill needs)
(e) Develop needed skills
(f) Develop criteria for deciding whether problem is resolved or whether to adopt backup

5
Support implementation of alternatives;

evaluate progress

(a) Deal with emotional charge
(b) Continue development of needed skills
(c) Make formative evaluation
(d) Apply criteria to decide whether to shift to backup solution

| **6a** Alternative not satisfactory | **6b** Problem solved (outcome) |

(a) Make formative and summative evaluations (outcomes provide data for decisions)
(b) Apply criteria regarding need for other alternatives
(c) If alternative has not been satisfactory, analyze feedback to determine whether information suggests additional alternatives (e.g., alternatives not previously realized or perspectives of the problem that were not previously understood and that may lead to new, alternatives)

Description of Referral Resource Files

A comprehensive referral resource filing system is built up in stages. The first stage involves a focus on a few key referrals. Each week, time can be devoted to adding a few more possible services. Once the main services are catalogued, only a little time each week is required to update the system (e.g., adding new services, deleting those that are not proving useful, updating information).

The tasks involved in establishing and maintaining the system can be described as follows:

1. Use available resource systems and directories and contact knowledgeable persons at the school and in the community to identify all possible services.

2. If sufficient information is available from directories and other systems, it can simply be photocopied. In cases where there is insufficient or no information, contact the service (preferably by mail) to request brochures and other materials that describe available services.

3. Use a standard format to summarize basic information for quick review (see attached form). The summary can be done by someone at the center abstracting information that has been gathered about a service or the form itself can be sent to be filled out by someone at the agency and returned.

4. Put the information gathered about each service into a separate folder and label the folder appropriately (e.g., name of agency or program).

5. Sort folders into categories reflecting (a) their location (e.g., on-campus, community-based) and (b) the type of service provided (e.g., counseling/ psychotherapy, substance abuse, vocational guidance, tutoring). File the folders alphabetically, by category in a filing cabinet that can be made accessible to clients

6. Summaries can be exhibited in binder notebooks for quick review. Using separate binder "Resource Notebooks" for each location (e.g., on-campus, community-based), alphabetically insert the summaries into sections labeled for each category of service. There are computerized systems that can be used to store the information for easy access.

7. Files and Resource Notebooks should be put in an area where anyone interested in using them can have ready access. A poster might be hung over the file to call attention to this service information system and how to use it.

8. Listings of the most accessible services can be compiled and widely distributed to all school staff and students.

9. Consumer feedback can be elicited in a variety of ways from student users (e.g., as part of referral follow-through interviews or periodic consumer feedback questionnaires). If clients provide positive feedback on services, their comments can be included in the folders as encouragement to others. If a number of clients indicate negative experiences with a service, it can be removed from the files.

10. Service listings and filed information and summaries regarding services probably should be updated yearly.

SUMMARY SHEET ON AN AVAILABLE REFERRAL RESOURCE

The following is basic information provided by an agency and summarized here as a quick overview for anyone interested in the service.

How to contact the service

Name: _____ Phone: _____

Address: _____ City _____

Person to contact for additional information or to enroll in the service:

Name: _____ Title: _____

Clients served

Age range: Youngest _____   Oldest _____
Sex: Males _____   Females _____

Type of problems for which services are offered:
(please briefly list)

Ability to serve clients who do not speak English. YES   NO
If so, which languages?

If there are any limitations or restrictions related to clients served, please note (e.g., no individuals who are on drugs; only Spanish speaking).

Type of services
(please check services offered)

Fees:

_____ Assessment
_____ Counseling/psychotherapy _____
_____ substance abuse treatment _____
_____ sexual abuse support groups _____
_____ vocational guidance _____
_____ tutoring _____
other (specify) _____

____ _____   _____
____ _____   _____
____ _____   _____

Sliding Scale?   YES   NO

If there are any other sources that underwrite fees for the above services, please indicate them (e.g., public agencies, insurance).

(Referral Resource File)

SUPPLEMENT TO BROCHURE AND OTHER PRINTED MATERIAL

Along with whatever brochures and printed material that is available, it is helpful to have a summary statement highlighting the following matters.

1. What is the particular philosophical or theoretical orientation underlying the service(s) provided?

2. Please describe the nature of what a client can expect to experience (e.g., time involvement, activities; if groups are involved, indicate typical group size and composition).

3. Specific directions for traveling to the service provider (e.g., using public transportation if off-campus).

4. If there is any other information that should be highlighted for a potential client, please provide it here.

Date this form was filled out: _____

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Examples of Resource Information Handouts for Students/Families

This and the following pages offer format examples of materials developed to provide students, families, and staff with ready references to key referral resources. It is best if these references are backed up with a Referral Resource File containing summary descriptions and other information on the various services.

ON-CAMPUS MENTAL HEALTH RESOURCES

GENERAL PSYCHOSOCIAL PROBLEMS

Clinic Mental Health Professional -- (name)
information, screening, referral, individual and group therapy, crises, consultation, supervises interns and volunteer professionals offering individual and group psychotherapy

School Nurse -- (name)
information, screening, referral, consultation, supervises interns and volunteer professionals offering individual and group counseling

Clinic Nurse Practitioner -- (name)
information, screening, referral, consultation

School Psychologist -- (name)
information, screening, assessment, referral, individual and group counseling, crises, consultation -- primary focus on special education but available on a limited basis for regular education students

School Counselors
information, screening, and referral

Student Assistance Center -- (name)
information, screening, referral, coordination and facilitation of counseling and self-help groups, training and coordination of peer counselors, consultation

SPECIAL PROBLEM FOCUS

Substance Abuse
Counselor -- (names)
information, screening, referral, treatment, consultation

Psychosocial Problems Resulting from Pregnancy
Counselors from an outside agency who come to the school -- (names)
individual and group counseling, consultation

Teacher for pregnant minors class -- (name)
education, support, consultation

Infant Center -- (name)
education, support, consultation

Dropout Prevention
Advisor -- (name)
individual and group counseling, consultation

RELATED CONCERNS

Clinic Health Educator -- (name)
offers and educational focus in dealing with various problems (e.g., weight problems)

Vocational Educational Advisor -- (name)
job counseling and finding for special education students

COMMUNITY COUNSELING RESOURCES

The community resources listed below are provided to assist in finding community services. The School District does not assume responsibility for the services provided nor for the fees that may be charged.

Individual, Group, and Family Counseling

Hathaway Childrens Serv.
11600 Eldridge Ave.
Lake View Terr., 91342
(818) 896-1161 Ext. 231

Manos Esperanza
14412 Hamlin
Van Nuys, 91405
(818) 376-0028
(818) 780-9727

North Valley Family
Counseling Center
661 S. Workman St.
San Fernando, 91340
(818) 365-5320

San Fernando Valley
Child Guidance Clinic
9650 Zelzah
(818) 993-9311

Boys & Girls Club
of San Fernando
11251 Glenoaks Blvd
Pacoima, 91331
(818) 896-5261

Because I Love You
General Information Line
(818) 882-4881

El Nido Services
12502 Van Nuys Blv
Pacoima, 91331
(818) 896-7776

Families Anonymous
(818) 989-7841

Sons & Daughters United/
Parents United
Sexually Abused Children (13-18)
Intake: M & T, 1-4:30
(213) 727-4080

Drug Programs

El Proyecto del Barrio
13643 Van Nuys Blvd.
Pacoima, 91331
(818) 896-1135

Vista Recovery Center
7136 Haskell Ave.
Van Nuys, 91406
(818) 376-1600

IADARP - Reseda
(818) 705-4175

Life-Plus
6421 Coldwater Canyon
North Hollywood, 91606
(818) 769-1000

ASAP - Panorama City Hosp.
14850 Roscoe Blvd.
Van Nuys, 91406
(818) 787-2222

Phone Counseling

Valley Hotline
(818) 989-5463

Helpline Youth Counseling
(213) 864-3722

Child Abuse Hotline
Dial 0 -- Ask for
Zenith 2-1234

Suicide Prevention
(213) 381-5111

Spanish Bilingual Helpline
(818) 780-9727

Rape Hotline
(818) 708-1700

Alateen
(213) 387-3158

Info Line
(818) 501-4447

Runaway
1-800-843-5200

Emergency Counseling

Crisis Management Center
Same day appointments
8101 Sepulveda Blvd.
Van Nuys, 91402
(818) 901-0327 or 782-1985

Olive View Mid-Valley Hospital
14445 Olive Drive
Sylmar 91342
(818) 364-4340   24 hours

FOR ADDITIONAL RESOURCES, SEE THE SCHOOL'S RESOURCE REFERENCE FILE.

Example of a Wallet-Card Developed at a School Site
for Students to Carry with Them

San Fernando High School
Community Resources

Alcohol & Other Drugs
Alcoholics Anonymous......1-800-252-6465
Be Sober
24-hour hotline..............1-800-BE SOBER
Cocaine Anonymous...........(818) 988-1777
Narcotics Anonymous........(818) 750-3951
El Projecto del Barrio.........(818) 896-1135

Suicide Prevention
Hotline for teens..............1-800-621-4000
24-hour Crisis.................(213) 381-5111

Child Abuse
Hotline.......................1-800-272-6699
Family 24-hour
Crisis Center.................(818) 989-3157
Rape
Rape Hotline.................(818) 793-3385
Victims Anonymous...........(818) 993-1139

Run-Away
Run-away Hotline.............1-800-621-4000
L.A. Youth Network ....(213) 466-6200
Stepping .Stone...............(213) 450-7839

Pregnancy/Family Planning
Pregnancy Testing...........(818) 365-8086
El Nido Services.............(818) 896-7776
L.A. County Health
Department...................(818) 896-1903

Other Resources
S.F.H.S. Teen
Health Clinic................(818) 365-7517
Teenline....................1-800-TLC-TEEN
Aids Hotline.................1-800-922-2437
Spanish Bilingual Helpline..(818) 780-9727
Family Problems Group......(818) 882-4881

BEST COPY AVAILABLE

Example of One School District's Referral Policy

INTRODUCTION

It is the policy of the District to initiate the referral of parents and pupils to appropriate agencies when a pupil's needs are beyond the scope and/or responsibility of school and District resources. School staff members cooperate with agency personnel in effecting timely and suitable referrals and work together on a continuing basis regarding aspects of the pupils problems which may relate to school adjustment. The following guidelines are to be followed in making such referrals.

I. SCHOOL PERSONNEL RESPONSIBLE FOR REFERRALS

A. The school principal or designee assumes administrative responsibility for the coordination of efforts to help a pupil in the school and for the delegation of community agency referrals to appropriate personnel.

B. Pupil services personnel are trained specifically to assist school staff and parents in the selection and contact of approved community resources providing counseling, health, mental health, and related services.

C. School staff and parents are encouraged to consult with the pupil services personnel assigned to the school for information and assistance in processing referrals (e.g., nurses, counselors, school physicians, psychologists, social workers).

II. SELECTION OF AGENCIES

A. Referrals may be made to:

1. Public tax supported agencies
2. Charitable support based agencies such as those funded under United Way
3. Voluntary non-profit agencies meeting the following criteria:
    a. Directed by a rotating board broadly representative of the community
    b. Not operated on fees alone
    c. Available on a sliding-scale cost to patients
    d. Open to the public without regard to color, race, religion ancestry, or country of natural origin
    e. Licensed by the State Department of Health when mental health services are involved.

B. Referrals shall not be made to:

1. A profit or non-profit proprietary agency. (proprietary: "held in private ownership")
2. Private practitioners or groups of private practitioners.

C. Since the District does not have staff resources to investigate the status or otherwise evaluate community agencies, school personnel should limit referrals to agencies listed by (designated resource book or public information phone or on-line service).

III. PROCESSING OF REFERRALS

A.   Most health, counseling and related social service agencies require that the pupil, parent, or guardian make direct application for service. This does not preclude school personnel from assisting in the application process nor from presenting pertinent information to the agency in support of the applicant's request, when authorized by the parent.

B. Complete information about a recommended agency should be given to prospective clients by support services personnel. Such information should include agency program, application procedures, intake process, location, agency hours, telephone number, fees, and other pertinent data.

C. In all agency referrals, consideration should be given to family factors such as:
  1. Geographical area
  2. Determined needs and services
  3. Religious preference
  4. Ethnic and/or language factors
  5. Financial capability

D.   A family's financial resources should be explored discreetly prior to making an appropriate agency referral. A family which has the financial ability to secure private services should consult with the family physician or the referral services provided by professional associations. A family which has its own insurance plan should confer with the plan's insurance consultant.

IV. RELEASE OF PUPIL INFORMATION

Written authorization from parent, guardian, or student (if student is eighteen [18] years of age and living independently of parents, or is an emancipated minor) must be obtained before any school information is released to a community agency regarding a pupil. The same such authorization is required for a community agency to release information to school personnel.

Referral Decisions -- Summary Form

Student's Name or ID # _____ Birthdate _____

Date of Request _____

Interviewed by _____ Date _____

Referred to:

1. On-campus program/resource: _____

2. Off-campus district resource (e.g., Counseling Center): _____

3. Off-campus community agency _____

4. No referral _____(please indicate why)

PLANS FOR ENROLLMENT

Person to contact_____ Phone_____

Location_____

Appointment time_____

Plans for making initial contact (anticipate any problems):

Back up plans:

If the above plan doesn't work out or if you need additional information or help, contact
_____ at_____.

In a week or two, you will be contacted to see if everything worked out as planned.
Enter a note into your "tickler" system as a reminder to follow-up.

GUIDELINES FOR ACKNOWLEDGING STATUS OF REFERRAL

Rationale:

> The referrer and the person to whom an individual is referred both have an ethical responsibility to take steps to ensure the referred individual has been able to make an appropriate contact for needed services.
>
> Thus, the referrer follows-up, if feasible, with the individual or, if necessary, with the person to whom the referral was made.
>
> Similarly, the professional receiving a referral should take steps to inform the referrer whether or not the referred individual has been provided with the recommended services.

Procedures for Communicating Referral Status and Preserving Confidentiality:

> Given the intent is to clarify referral status while preserving confidentiality about matters the client does not want others to know, the process of communication is designed to be simple and direct. For instance, in responding to an inquiry from the referrer, one of the following five responses should suffice.
>
> > 1. The individual that you indicate having referred has contacted me, and I am providing the services for which you referred her/him. Thanks.
> >
> > 2. I had an exploratory session with the individual and referred her/him to _____. I will be following-up to see if the referral worked out.
> >
> > 3. The individual that you indicate having referred to me has not contacted me.
> >
> > 4. I have tried to make contact with the individual you referred but s/he has not responded to my messages.
> >
> > 5. I had an exploratory session with the individual, but s/he chose not to pursue the services I offer and was not interested in another referral. You may want to recontact her/him.
>
> To facilitate such communication, a form such as the one attached may be useful.

Information Beyond Acknowledging Referral Status:

> Except where legal reporting requirements prevail, communications about the nature of the individual's problems and matters discussed require client consent. When communication about such matters may serve the individual's best interests, it is important to convey the matter to the client and to seek a signed release.

REFERRAL FOLLOW-THROUGH FORM

Student's Name: _____ Todays' Date:_____

_____ I was unable to connect with any of the services we discussed.

_____ I did connect with (write in the name of the service)

_____.

Whether or not you connected with a service, you may want an additional session to discuss your service needs. If so, let us know by checking the following. We will then set up an appointment for you.

_____ I would like another session to discuss my needs.

REFERRAL FOLLOW-THROUGH STATUS

TO:

FROM:

We recently referred _____ to you.

As part of our case monitoring, we would appreciate your letting us know that this student connected with you.

_____

Name of person responding: _____

Todays' Date:_____

_____ The above named student contacted us on _____ and was provided appropriate services.

_____ We have no record of this student making contact with us.

_____

Please return this form to:

> Smith High School Health Center
> 1340 S. Highland Ave.
> Johnston, Missouri 90005

School's Record of
Response to Request for Assistance in
Addressing Concerns about a Student/Family

Name of student _____

Name of staff member who made contact with student _____

Date of contact with student _____.

The following are the results of the contact:

Follow-up needed?   Yes ___   No ___

_____

If follow-up:

Carried out by _____ on _____
                        (name of staff member)

Results of follow-up:

Was permission given to share information with referrer? Yes ___   No ___

If yes, note the date when the information was shared. _____

If no, note date that the referrer was informed that her/his request was attended to._____

Form Used to Aid Follow-Up on Referral Follow-Through

The following form should be used in conjunction with a general calendar system (a "tickler" system) that alerts staff to students who are due for some follow-up activity.

Student's Name: _____   Today's Date:_____

DATES FOR FOLLOW-THROUGH MONITORING

Scheduled date for Immediate Follow up_____ (about 2 weeks after referral)

Scheduled date for Long-term *first* Follow up_____

Schedule for *Subsequent* Long-term Follow ups _____ _____ _____

I. Immediate Referral Follow up Information

Date of referral _____   Today's date_____

Immediate Follow up made by_____ Date_____

_____ Date_____

_____ Date_____

Service Need   Agency (name and address)   Phone Contact person Appt. time

A. Put a check mark next to those agencies with which contact was made;
B. Put a line through agencies that didn't work out;
C. Put a circle next to agencies still to be contacted.

Indicate any new referrals recommended

Service Need   Agency (name and address)   Phone Contact person Appt. time

---

II. Long Term Referral Follow-Up Information

Have identified needs been met?

Contact the student at appropriate intervals (beginning three months after referral) and administer "Follow-up Interview Form -- Service Status."

Developing a Resource Team

Creation of a School-site *Resource Team* provides a good starting place in efforts to enhance coordination and integration of services and programs. Such a team not only can begin the process of transforming what is already available, it can help reach out to District and community resources to enhance enabling activity.

A Resource Team differs from Student Study, Student Success, and Student Guidance Teams. The focus of a Resource Team is not on individual students. Rather, it is oriented to clarifying resources and how they are best used. That is, it provides a necessary mechanism for enhancing *systems* for communication and coordination.

For many support service personnel, their past experiences of working in isolation -- and in competition -- make this collaborative opportunity unusual and one which requires that they learn new ways of relating and functioning. For those concerned with school restructuring, establishment of such a team is one facet of efforts designed to restructure school support services in ways that (a) integrates them with school-based/linked support programs, special projects, and teams and (b) outreaches and links up with community health and social service resources.

Purposes

Such a team exemplifies the type of on-site organizational mechanism needed for overall cohesion and coordination of school support programs for students and families. Minimally, such a team can reduce fragmentation and enhance cost-efficacy by assisting in ways that encourage programs to function in a coordinated and increasingly integrated way. For example, the team can develop communication among school staff and to the home about available assistance and referral processes, coordinate resources, and monitor programs to be certain they are functioning effectively and efficiently. More generally, this group can provide leadership in guiding school personnel and clientele in evolving the school's vision for its support program (e.g., as not only preventing and correcting learning, behavior, emotional, and health problems but as contributing to classroom efforts to foster academic, social, emotional, and physical functioning). The group also can help to identify ways to improve existing resources and acquire additional ones.

Major examples of the group's activity are

- preparing and circulating a list profiling available resources (programs, personnel, special projects, services, agencies) at the school, in the district, and in the community

- clarifying how school staff and families can access them

- refining and clarifying referral, triage, and case management processes to ensure resources are used appropriately (e.g., where needed most, in keeping with the principle of adopting the least intervention needed, with support for referral follow-through)

- mediating problems related to resource allocation and scheduling,

- ensuring sharing, coordination, and maintenance of needed resources,

- exploring ways to improve and augment existing resources to ensure a wider range are available (including encouraging preventive approaches, developing linkages with other district and community programs, and facilitating relevant staff development)

- evolving a site's enabling activity infrastructure by assisting in creation of area program teams and Family/Parent Centers as hubs for enabling activity

(cont.)

Developing a Resource Team (cont.)

Membership

Team membership typically includes representatives of all activity designed to support a school's teaching efforts (e.g., a school psychologist, nurse, counselor, social worker, key special education staff, etc.), along with someone representing the governance body (e.g., a site administrator such as an assistant principal). Also, included are representatives of community agencies already connected with the school, with others invited to join the team as they became involved.

The team meets as needed. Initially, this may mean once a week. Later, when meetings are scheduled for every 2-3 weeks, continuity and momentum are maintained through interim tasks performed by individuals or subgroups. Because some participants are at a school on a part-time basis, one of the problems that must be addressed is that of rescheduling personnel so that there is an overlapping time for meeting together. Of course, the reality is that not all team members will be able to attend every meeting, but a good approximation can be made at each meeting, with steps taken to keep others informed as to what was done.

Examples of Resource Team Initial and Ongoing Tasks

- Orientation for representatives to introduce each to the other and provide further clarity of Team's purposes and processes

- Review membership to determine if any group or major program is not represented; take steps to assure proper representation

- Share information regarding what exists at the site (programs, services, systems for triage, referral, case management)

- Share information about other resources at complex schools and in the immediate community and in the cluster and district-wide

- Analyze information on resources to identify important needs at the site

- Establish priorities for efforts to enhance resources and systems

- Formulate plans for pursuing priorities

- Discussion of the need to coordinate crisis response across the complex and to share complex resources for site specific crises (with conclusions to be share at Complex Resource Council)

- Discussion of staff (and other stakeholder) development activity

- Discussion of quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

General meeting format

- Updating on and introduction of team membership
- Reports from those who had between meeting assignments
- Current topic for discussion and planning
- Decision regarding between meeting assignments
- Ideas for next agenda

Developing a Complex (Multisite) Resource Council

Schools in the same geographic (catchment) area have a number of shared concerns, and feeder schools often are interacting with the same family. Furthermore, some programs and personnel are (or can be) shared by several neighboring schools, thus minimizing redundancy and reducing costs.

Purpose

In general, a group of sites can benefit from having a Resource *Council* as an ongoing mechanism that provides leadership, facilitates communication, and focuses on coordination, integration, and quality improvement of whatever range of activity the sites has for enabling activity.

Some specific functions are

- To share information about resource availability (at participating schools and in the immediate community and in geographically related schools and district-wide) with a view to enhancing coordination and integration
- To identify specific needs and problems and explore ways to address them
  (e.g., Can some needs e met by pooling certain resources? Can improved linkages and collaborations be created with community agencies? Can additional resources be acquired? Can some staff and other stakeholder development activity be combined?)
- To discuss and formulate longer-term plans and advocate for appropriate resource allocation related to enabling activities.

Membership

Each school can be represented on the *Council* by two members of its Resource *Team*. To assure a broad perspective, one of the two can be the site administrator responsible for enabling activity; the other can represent line staff.

Facilitation

Council facilitation involves responsibility for convening regular monthly (and other ad hoc) meetings, building the agenda, assuring that meetings stay task focused and that between meeting assignments will be carried out, and ensuring meeting summaries are circulated.

With a view to shared leadership and effective advocacy, an administrative leader and a council member elected by the group can co-facilitate meetings. Meetings can be rotated among schools to enhance understanding of each site in the council.

Location

Meeting at each school on a rotating basis can enhance understanding of the complex.

Developing a Complex (Multisite) Resource Council (cont.)

Steps in Establishing a Complex Council

a. Informing potential members about the Council's purpose and organization (e.g., functions, representation, time commitment).

   Accomplished through presentation and handouts.

b. Selection of representatives.

   Chosen at a meeting of a school's Resource Team. (If there is not yet an operational Team, the school's governance can choose acting representatives.)

c. Task focus of initial meetings

   • Orient representatives to introduce each to the other and provide further clarity of Council's purposes and processes

   • Review membership to determine if any group or major program is not represented; take steps to assure proper representation

   • Share information regarding what exists at each site

   • Share information about other resources at complex schools and in the immediate community and in the cluster and district-wide

   • Analyze information on resources to identify important needs at specific sites and for the complex as a whole

   • Establish priorities for efforts to enhance resources

   • Formulate plans for pursuing priorities

   • Discuss plan for coordinated crisis response across the complex and sharing of resources for site specific crises

   • Discuss combined staff (and other stakeholder) development activity

   • Discuss (and possibly visit) school-based centers (Family Service Center, Parent Center) with a view to best approach for the complex

   • Discuss quality improvement and longer-term planning (e.g., efficacy, pooling of resources)

d. General meeting format

   • Updating on and introduction of council membership
   • Reports from those who had between meeting assignments
   • Current topic for discussion and planning
   • Decision regarding between meeting assignments
   • Ideas for next agenda

(Survey instruments to aid in mapping and analyzing school-based/linked psychosocial and mental health resources*)

Survey of System Status

As your school sets out to enhance the usefulness of education support programs designed to address barriers to learning, it helps to clarify what you have in place as a basis for determining what needs to be done. You will want to pay special attention to

- *clarifying what resources already are available*

- *how the resources are organized to work in a coordinated way*

- *what procedures are in place for enhancing resource usefulness*

This survey provides a starting point.

Items 1-6 ask about what processes are in place.
Use the following ratings in responding to these items.

DK	= don't know
1	= not yet
2	= planned
3	= just recently initiated
4	= has been functional for a while
5	= well institutionalized (well established with a commitment to maintenance)

Items 7- 10 ask about effectiveness of existing processes.
Use the following ratings in responding to these items.

DK	= don't know
1	= hardly ever effective
2	= effective about 25 % of the time
3	= effective about half the time
4	= effective about 75% of the time
5	= almost always effective

*These surveys were designed as part of our Center's work related to the concept of an enabling component. You can read about this concept by turning to the last section of the Guidebook entitled -- *Coda: Toward a Comprehensive, Integrated Approach to Addressing Barriers to Student Learning.*

DK   = don't know
1   = not yet
2   = planned
3   = just recently initiated
4   = has been functional for a while
5   = well institutionalized

1. Is someone at the school designated as coordinator/leader
    for activity designed to address barriers to learning
    (e.g., education support programs, health and
    social services, the Enabling Component)?   DK 1 2 3 4 5

2. Is there a time and place when personnel involved in activity
    designed to address barriers to learning meet together?   DK 1 2 3 4 5

3. Do you have a Resource Coordinating Team?   DK 1 2 3 4 5

4. Do you have written descriptions available to give staff
    (and parents when applicable) regarding

    (a) activities available at the site designed to address
         barriers to learning (programs, teams, resources,
         services -- including parent and family service centers
         if you have them)?   DK 1 2 3 4 5

    (b) resources available in the community?   DK 1 2 3 4 5

    (c) a system for staff to use in making referrals?   DK 1 2 3 4 5

    (d) a system for triage (to decide how to respond when
         a referral is made)?   DK 1 2 3 4 5

    (e) a case management system?   DK 1 2 3 4 5

    (f) a student study team?   DK 1 2 3 4 5

    (g) a crisis team?   DK 1 2 3 4 5

    (h) Specify below any other relevant programs/services --
         including preventive approaches (e.g., prereferral
         interventions; welcoming, social support, and articulation
         programs to address transitions; programs to enhance home
         involvement in schooling; community outreach and use of
         volunteer)?

         _____   DK 1 2 3 4 5

         _____   DK 1 2 3 4 5

         _____   DK 1 2 3 4 5

         _____   DK 1 2 3 4 5

5. Are there effective processes by which staff and families learn

    (a) what is available in the way of programs/services?   DK 1 2 3 4 5

    (b) how to access programs/services they need?   DK 1 2 3 4 5

6. With respect to your complex/cluster's activity designed to
    address barriers to learning has someone at the school been
    designated as a representative to meet with the other schools? DK 1 2 3 4 5

DK = *don't know*
1 = *not yet*
2 = *planned*
3 = *just recently initiated*
4 = *has been functional for a while*
5 = *well institutionalized*

7. How effective is the

    (a) referral system?   DK 1 2 3 4 5

    (b) triage system?   DK 1 2 3 4 5

    (c) case management system?   DK 1 2 3 4 5

    (d) student study team?   DK 1 2 3 4 5

    (e) crisis team?   DK 1 2 3 4 5

8. How effective are the processes for

(a) planning, implementing, and evaluating system
improvements (e.g., related to referral, triage,
case management, student study team, crisis team,
prevention programs)?   DK 1 2 3 4 5

(b) enhancing resources for assisting students and
family (e.g., through staff development; developing
or bringing new programs/services to the site;
making formal linkages with programs/services in
the community)?   DK 1 2 3 4 5

9. How effective are the processes for ensuring that

    (a) resources are properly allocated and coordinated?   DK 1 2 3 4 5

    (b) linked community services are effectively coordinated/
integrated with related activities at the site?   DK 1 2 3 4 5

10. How effective are the processes for ensuring that
resources available to the whole complex/cluster are
properly allocated and shared/coordinated?   DK 1 2 3 4 5

Please list community resources with which you have formal relationships.

(a)   Those that bring program(s) to the school site

(b)   Those not at the school site but which have made a special commitment
        to respond to the school's referrals and needs.

Student and Family Assistance Programs and Services

The emphasis here is on providing special services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Special attention is paid to enhancing systems for triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Intended outcomes are to ensure special assistance is provided when necessary and appropriate and that such assistance is effective.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. Are there classroom focused enabling programs to reduce the need for teachers to seek special programs and services?	—	—	—	—
B. What activity is there to facilitate and evaluate requests for assistance?				
1. Does the site have a directory that lists services and programs?	—	—	—	—
2. Is information circulated about services/programs?	—	—	—	—
3. Is information circulated clarifying how to make a referral?	—	—	—	—
4. Is information about services, programs, and referral procedures updated periodically?	—	—	—	—
5. Is a triage process used to assess				
a. specific needs?	—	—	—	—
b. priority for service?	—	—	—	—
6. Are procedures in place to ensure use of prereferral interventions?	—	—	—	—
7. Do inservice programs focus on teaching the staff ways to prevent unnecessary referrals?	—	—	—	—
8. Other? (specify) _____	—	—	—	—
C. After triage, how are referrals handled?				
1. Is detailed information provided about available services (e.g., is an annotated community resource system available)?	—	—	—	—
2. Is there a special focus on facilitating effective decision making?	—	—	—	—
3. Are students/families helped to take the necessary steps to connect with a service or program to which they have been referred?	—	—	—	—
4. Other? (specify) _____	—	—	—	—

Student and Family Assistance Programs and Services
(cont.)

D. What types of direct interventions are provided currently?

	Yes	Yes but more of this is needed	No	If no, is this somet you w

1. Which medical services and programs are provided?

	Yes	Yes but more of this is needed	No	If no
a. immunizations	—	—	—	—
b. first aid and emergency care	—	—	—	—
c. crisis follow-up medical care	—	—	—	—
d. health and safety education and counseling	—	—	—	—
e. screening for vision problems	—	—	—	—
f. screening for hearing problems	—	—	—	—
g. screening for health problems (specify)	—	—	—	—
h. screening for dental problems (specify)	—	—	—	—
i. treatment of some acute problems (specify)	—	—	—	—
j. other (specify) _____	—	—	—	—

2. Which psychological services and programs are provided?

	Yes	Yes but more of this is needed	No	If no
a. psychological first aid	—	—	—	—
b. crisis follow-up counseling	—	—	—	—
c. crisis hotlines	—	—	—	—
d. conflict mediation	—	—	—	—
e. alcohol and other drug abuse programs	—	—	—	—
f. pregnancy prevention program	—	—	—	—
g. gang prevention program	—	—	—	—
h. dropout prevention program	—	—	—	—
I. physical and sexual abuse prevention	—	—	—	—
j. individual counseling	—	—	—	—
k. group counseling	—	—	—	—
l. family counseling	—	—	—	—
m. mental health education	—	—	—	—
n. home outreach	—	—	—	—
o. other (specify) _____	—	—	—	—

3. Which of the following are provided to meet basic survival needs?

	Yes	Yes but more of this is needed	No	If no
a. emergency food	—	—	—	—
b. emergency clothing	—	—	—	—
c. emergency housing	—	—	—	—
d. transportation support	—	—	—	—
e. welfare services	—	—	—	—
f. language translation	—	—	—	—
g. legal aid	—	—	—	—
h. protection from physical abuse	—	—	—	—
I. protection from sexual abuse	—	—	—	—
j. employment assistance	—	—	—	—
k. other (specify) _____	—	—	—	—

4. Which of the following special education, Special Eligibility, and independent study programs and services are provided?

	Yes	Yes but more of this is needed	No	If no, is this somethi you wan
a. early education program	—	—	—	—
b. special day classes (specify) _____	—	—	—	—
c. speech and language therapy	—	—	—	—
d. adaptive P. E.	—	—	—	—
e. special assessment	—	—	—	—
f. Resource Specialist Program	—	—	—	—
g. Chapter I	—	—	—	—
h. School Readiness Language Develop. Program (SRLDP)	—	—	—	—
i. other (specify) _____	—	—	—	—

5. Which of the following adult education programs are provided?

	Yes	Yes but more	No	If no
a. ESL	—	—	—	—
b. citizenship classes	—	—	—	—
c. basic literacy skills	—	—	—	—
d. parenting	—	—	—	—
e. helping children do better at school	—	—	—	—
f. other (specify) _____	—	—	—	—

6. Are services and programs provided to enhance school readiness? specify _____

— — — —

7. Which of the following are provided to address attendance problems?

	Yes	Yes but more	No	If no
a. absence follow-up	—	—	—	—
b. attendance monitoring	—	—	—	—
c. first day calls	—	—	—	—

8. Are discipline proceedings carried out regularly?

— — — —

9. Other? (specify) _____

— — — —

E. Which of the following are used to manage cases and resources?

1. Is a student information system used?

— — — —

2. Is a system used to trail progress of students and their families?

— — — —

3. Is a system used to facilitate communication for

— — — —

a. case management?

— — — —

b. resource and system management?

— — — —

Student and Family Assistance Programs and Services
(cont.)

	Yes	Yes but more of this is needed	No	If n is th som you
4. Are there follow-up systems to determine				
a. referral follow-through?	—	—	—	—
b. consumer satisfaction with referrals?	—	—	—	—
c. the need for more help?	—	—	—	—
5. Other? (specify) _____	—	—	—	—

F. Which of the following are used to help enhance the quality and quantity of services and programs?

1. Is a quality improvement system used?	—	—	—	—
2. Is a mechanism used to coordinate and integrate services/programs?	—	—	—	—
3. Is there outreach to link-up with community services and programs?	—	—	—	—
4. Is a mechanism used to redesign current activity as new collaborations are developed?	—	—	—	—
5. Other? (specify) _____	—	—	—	—

G. What programs are used to meet the educational needs of personnel related to this programmatic area?

1. Is there ongoing training for team members concerned with the area of Student and Family Assistance?	—	—	—	—
2. Is there ongoing training for staff of specific services/programs (e.g., Assessment and Consultation Team, direct service providers)?	—	—	—	—
3. Other? (specify) _____	—	—	—	—

H. Which of the following topics are covered in educating stakeholders?

1. broadening understanding of causes of learning, behavior, and emotional problems	—	—	—	—
2. broadening understanding of ways to ameliorate (prevent, correct) learning, behavior, and emotional problems	—	—	—	—
3. developing systematic academic supports for students in need	—	—	—	—
4. what classroom teachers and the home can do to minimize the need for special interventions	—	—	—	—

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	Yes	Yes but more of this is needed	No	If no, is this somethi you war
5. enhancing resource quality, availability, and scope	__	__	__	__
6. enhancing the referral system and ensuring effective follow-through	__	__	__	__
7. enhancing the case management system in ways that increase service efficacy	__	__	__	__
8. other (specify) _____	__	__	__	__

I. Please indicate below any other ways that are used to provide student and family assistance to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

J. Please indicate below other things you want the school to do to provide student and family assistance to address barriers to students' learning.

_____ _____
_____ _____
_____ _____
_____ _____

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Understanding and Responding to Learning Problems and Learning Disabilities

Exhibits and Resource Aids for Unit I

Exhibits

Resources Aids

Failure to differentiate learning disabilities from other types of learning problems has caused a great deal of confusion and controversy. Currently, almost any individual with a learning problem stands a good chance of being diagnosed as having learning disabilities. As a result, many who do not have disabilities are treated as if the cause of their problems was some form of personal pathology. This leads to prescriptions of unneeded treatments for nonexistent internal dysfunctions. It also interferes with efforts to clarify which interventions do and do not show promise for ameliorating different types of learning problems. Ultimately, keeping learning disabilities in proper perspective is essential to improving both research and practice.

For individuals with severe learning problems, an important key to overcoming their problems is pursuit of learning outside the teaching situation. Poor readers, for example, are unlikely to become good readers if the only time they read is during reading instruction. Basic ideas about learning and teaching provide the context for any discussion of learning problems in general and learning disabilities in particular. A specific focus on what mobilizes and maintains an individual's pursuit of learning is essential, as is an emphasis on addressing all other barriers to learning.

Society as the Context for Teaching and Learning

Education is a social invention. All societies design schools in the service of social, cultural, political, and economic aims. Concomitantly, socialization is the aim of a significant portion of the teaching done by parents and other individuals who shape the lives of children. This is especially the case for populations labeled as problems. Because society has such a stake in teaching and learning, it is critical to discuss these topics within a societal context.

Society shapes the content and context of teaching, the definition of learning problems, and the way teachers are held accountable for outcomes. The field of learning disabilities exemplifies these points. It was created and is maintained through political processes. Prevailing definitions and prominently proposed revisions are generated through political compromises. Guidelines for differentiating learning disabilities from other learning problems, for planning what students are taught, and for evaluating what they learn --all are established through political processes.

Moreover, as Nicholas Hobbs (1975a) has stated:
> *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.* (pp. 20-21)

Inevitably, exploration of teaching and learning and of learning problems and disabilities touches upon education and training, helping and socializing, democracy and autocracy. Schools, in particular, are places where choices about each of these matters arise daily. The decisions made often result in controversy. It is only through understanding the role society plays in shaping teaching practices that a full appreciation of the limits and the possibilities of ameliorating learning problems can be attained.

Who are we Talking about?

The single most characteristic thing
about human beings is that they learn.
Jerome Bruner, 1966

Although reliable data do not exist, most would agree that at least 30 percent of the public school population in the United States have learning problems. We approach the topic of learning disabilities with that large group in mind, and we limit the term *learning disabilities* to one specific subtype found among the larger group.

Moreover, we consider all learning problems in the context of basic ideas about learning and teaching. We believe that to move forward in dealing with all learning problems requires a fundamental appreciation of how to foster learning among persons with and without internal disabilities. And, because socio-political and economic factors have such a pervasive influence on learning and teaching, we approach these topics within a societal context.

There are valid reasons for wanting to differentiate among individuals who have learning problems. One reason is that some learning problems can be prevented; another is that some learning problems are much easier to overcome than others.

While there are good reasons for differentiating among persons who have problems learning, doing so is not easy. Severity is the most common factor used to differentiate learning disabilities from among all other learning problems. However, there is also a tendency to rely heavily on how far behind an individual lags, not only in reading, but also in other academic skills. Thus, besides severity, there is concern about how pervasive the problem is. Specific criteria for judging severity and pervasiveness depend on prevailing age, gender, subculture, and social status expectations. Also important is how long the problem has persisted.

In the final analysis, the case for learning disabilities as a special type of learning problem is made from the perspective of learning problems in general.

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Learning and Teaching as the Context for Understanding Learning Problems

Although learning is not limited to any one time or place, problems in learning are recognized most often in classroom settings. Why are there so many learning problems? What can we do to make things better? We need to understand both the factors that lead to learning and those that interfere with it. One critical set of such factors has to do with teaching, both in and out of schools.

From the perspective of learning and teaching, another way to differentiate among learning problems is to identify those caused primarily because of the way schooling is conducted. Given that there are schooling-caused learning problems, they ought to be differentiated from those caused by central nervous system dysfunctioning (i.e., learning disabilities). When we do this, it becomes clearer that the prevention of some learning problems requires changes in school practices. And, such a perspective suggests that those with learning disabilities may require something more in the way of help.

We hasten to add, however, that the fundamentals of good teaching apply in helping anyone with a learning problem. Moreover, quality teaching can be seen as providing a necessary context for approaching all learning problems. And, excellence in teaching is best understood in the context of how people learn.

The whole art of teaching
is only the art of awakening
the natural curiosity of young minds
for the purpose of satisfying it afterwards.
Anatole France, 1890

Keeping LD in Proper Perspective

In part because of the limitations of current assessment practices, there has been widespread failure to differentiate learning disabilities from other types of learning problems -- particularly with respect to cause. The result of this failure has been that those found in most programs and research samples range from individuals whose learning problems were caused primarily by environmental deficiencies to those whose problems stem from internal disabilities

With respect to intervention practice and research, failure to differentiate learning problems in terms of cause contributes to widespread misdiagnosis and to prescription of unneeded specialized treatments (i.e., individuals who do not have disabilities end up being treated as if they do). In turn, this leads to profound misunderstanding of what interventions do and do not have unique promise for learning disabilities. In general, the scope of misdiagnoses and misprescriptions in the field has undermined prevention, remediation, research, and training and the policy decisions shaping such activity. Given that the concept of LD is poorly defined and differentiated and results in overdiagnosis and inflated prevalence and incidence figures, it is not surprising that those so diagnosed have become the largest percentage in special education programs.

Obviously, then, the fact that someone has been assigned the LD label is not sufficient indication that the individual has an underlying dysfunction. Still, it remains scientifically valid to conceive of a subgroup (albeit a small subset) whose learning problems are neurologically based and to differentiate this subgroup from those with learning problems *caused* by other factors. A useful perspective for doing this is provided by a reciprocal determinist or transactional view of behavior. (Note that this view goes beyond emphasizing the importance of environmental variables and an ecological perspective.)

A transactional perspective includes rather than replaces the idea that some learning problems stem from neurological dysfunction and differences. As elaborated by Adelman and Taylor (1983, 1993), a transactional view acknowledges that there are cases in which an individual's disabilities predispose him or her to learning problems even in highly accommodating settings. At the same time, however, such a view accounts for instances in which the environment is so inadequate or hostile that individuals have problems despite having no disability. Finally, it recognizes problems caused by a combination of person and environment factors. The value of a broad transactional perspective, then, is that it shifts the focus from asking whether there is a neurological deficit causing the learning problem to asking whether the causes are to be found *primarily* in one of the following:

- *The individual* (e.g., a neurological dysfunction; cognitive skill and/or strategy deficits; developmental and/or motivational differences)

- *The environment* (e.g., the primary environment, such as poor instructional programs, parental neglect; the secondary environment, such as racially isolated schools and neighborhoods; or the tertiary environment, such as broad social, economic, political, and cultural influences)

- The reciprocal *interplay of individual and environment*

Type I, II, and III Learning Problems

No simple typology can do justice to the complexities involved in classifying learning problems for purposes of research, practice, and policymaking. However, even a simple conceptual classification framework based on a transactional view can be helpful. We have found, for example, that it is extremely valuable to use such an approach to differentiate types of learning problems along a causal continuum (e.g., Adelman & Taylor, 1993).

In most cases it is impossible to be certain what the cause of a specific individual's learning problem might be. Nevertheless. from a theoretical viewpoint it makes sense to think of learning problems as caused by different factors (see the Exhibit).

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Learning Problems and Learning Disabilities: A Causal Continuum

By way of introduction, think about a random sample of students for whom learning problems are the *primary* problem (that is, the learning problem is not the result of seeing or hearing impairments, severe mental retardation, severe emotional disturbances, or autism). What makes it difficult for them to learn? Theoretically, at least, it is reasonable to speculate that some may have a relatively minor internal disorder causing a *minor* central nervous system (CNS) dysfunction that makes learning difficult even under good teaching circumstances. These are individuals for whom the term *learning disabilities* was created. In differentiating them from those with other types of learning problems, it may help if you visualize learning disabilities as being at one end of a learning problems continuum. We call this group Type III learning problems.

Type III
learning problems
▼

_____

caused by minor
CNS dysfunction

At the other end of the continuum are individuals with learning problems that arise from causes outside the person. Such problems should not be called learning disabilities. Obviously, some people do not learn well when a learning situation is not a good one. It is not surprising that a large number of students who live in poverty and attend overcrowded schools manifest learning and psychosocial problems. Problems that are primarily the result of deficiencies in the environment in which learning takes place can be thought of as Type I learning problems.

Type I   Type III
learning problems   learning problems
▼   ▼
_____

caused by   caused by minor
factors outside   CNS dysfunction
the person

To provide a reference point in the middle of the continuum, we can conceive of a Type 11 learning problem group. This group consists of persons who do not learn or perform well in situations where their individual differences and vulnerabilities are poorly accommodated or are responded to with hostility. The learning problems of an individual in this group can be seen as a relatively equal product of the person's characteristics and the failure of the learning and teaching environment to accommodate to that individual.

Type I   Type II   Type III
learning problems   learning problems   learning problems
▼   ▼   ▼
_____

caused by   caused by person   caused by minor
factors outside   and environment   CNS dysfunction
the person   factors

Personalized Instruction and Remediation

Good teaching requires more than having a comprehensive curriculum. It also requires strategies that make learning meaningful, as well as the ability to bring subject matter to life. Moreover, individuals with learning problems need instruction that accounts for their strengths, weaknesses, and limitations. For a classroom teacher, this means accommodating a wide range of individual and subgroup differences. More specifically, good teaching related to learning problems should encompass such ideas as matching both motivation and capability (levels of development), enhancing and expanding intrinsic motivation, overcoming avoidance motivation, and using the least intervention needed. Teachers also must participate with others in addressing the wide range of other barriers that interfere with student learning. Adelman and Taylor (see 1993 text) have incorporated such ideas into a two-step model that emphasizes first personalizing classroom instruction and then approaching Remediation from a hierarchical perspective.

As a leading writer of the twentieth century, John Steinbeck was asked to address a convention of teachers. Part of what he said to them was the following:

School is not easy and it is not for the most part very much fun, but then, if you are very lucky, you may find a teacher. Three real teachers in a lifetime is the very best of luck. My first was a science and math teacher in high school, my second a professor of creative writing at Stanford and my third was my friend and partner, Ed Rickets.

I have come to believe that a great teacher is a great artist and that there are as few as there are any other great artists. It might even be the greatest of the arts since the medium is the human mind and spirit.

My three had these things in common -- they all loved what they were doing. They did not tell -- they catalyzed a burning desire to know. Under their influence, the horizons sprung wide and fear went away and the unknown became knowable. But most important of all, the truth, that dangerous stuff, became beautiful and very precious.

Personalized, Sequential, and Hierarchical Teaching

A transactional perspective suggests that preventing and remedying many learning problems primarily require general changes in systems and learning environments, such as modifying approaches to schooling and instruction. In particular, it the emphasis is on modifying current instructional practices to better match individual differences not only in capability (levels of development), but also in motivation. Indeed, a systematic focus on *motivation,* especially *intrinsic* motivation, probably needs to be given primary emphasis.

The figure below outlines our two step approach to revamping classroom systems to better address the needs of all learners.

```
┌──────────────────┐  Students who have learning problems  ┌──────────────────────┐
│ Regular Programs │ ────────────────────────────────────► │ Personalized Programs│
│ (nonpersonalized)│ ◄─────────────────────────────────    │                      │
└──────────────────┘        Students who learn effectively  │ Step 1. Personalizing the
                            can transition back if desired   │ environment and program
                                                             │
                                                             │ (Step 2 added only for
                                                             │ students who continue
                                                             │ to have problems)
                                                             ├──────────────────────
                                                             │ Step 2*. Remedial treatment
                                                             │ (maintained only as long as
                                                             │ needed; see below)
                                                             └──────────────────────
```

*At Step 2, the course of remediation differs for minor and severe problems.

| Minor problems | | Severe problems |

Level A
Age-Appropriate Life Tasks

Intervention focuses on basic knowledge, skills and interests, Procedures involve
(1) improving motivation and developmental match and expanding interests
(2) reteaching when learning difficulties arise

If necessary, move to Level B

As soon as feasible, move to Level A

As soon as feasible, move to Level B

Level B
Missing Prerequisites

Intervention focuses on prerequisites for functioning at higher level. Procedures are the same as those at Level A.

If necessary, move to Level C

Level C
Interfering Factors (disabilities, negative motivation, interfering behaviors)

Intervention focuses on incompatible behaviors and interests and faulty learning mechanisms that may interfere with functioning at higher levels. Procedures involve increased use of a wide range of techniques and tools.

The Concept of the Match

All individualized and personalized interventions can be seen as based on the concept of the match. The major thrust in *most individualized* approaches, however, is to match individual differences in *capability*, whereas *personalization* has been defined as matching individual differences in both capability and *motivation*.

Personalization represents an application of the principles of normalization and least intervention needed (which encompasses the concept of "least restrictive environment"). Furthermore, personalization can be treated as a psychological construct if the *learner's perception* is viewed as a critical factor in defining whether the environment appropriately matching his/her interests and abilities. In stressing learners' perceptions of teaching and learning environments, it becomes evident that it is essential to place equal and perhaps primary emphasis on assessing an individual's interests as well as abilities.

Properly designed and carried out, personalized programs should reduce the need for remediation. That is, maximizing motivation and matching developmental capability should be a sufficient condition for learning among those who have no internal disability -- those designated as Type I problems. This, of course, means that the need for remedial intervention is minimized. Thus, personalized programs represent the type of program regular classrooms need to implement in order to improve significantly the efficacy of inclusion, mainstreaming, and prereferral interventions.

Once a personalized program is properly implemented, it is to be expected that, though mobilized to try harder, some students will continue to have significant learning problems (e.g., those in the Type III category). From this perspective, a personalized program can be seen as the first step in assessing who does and does not require more than appropriate accommodation of individual differences in order to learn effectively. Those who do need more, of course, are candidates for the full range of remedial interventions.

Depending on problem severity and pervasiveness, remediation involves one (or more) of three hierarchical levels, ranging from a focus on observable problems to one on underlying problems. Level A focuses on age-appropriate life tasks (basic knowledge, skills, and interests), level B on missing prerequisites for learning, and level C on factors interfering with learning (disabilities, negative motivation, interfering behaviors).

Procedures used for personalization and remediation should reflect a primary, systematic focus on motivation. In particular, they should emphasize (a) assessing motivation, (2) overcoming negative attitudes, (3) enhancing motivational readiness for learning, (4) maintaining intrinsic motivation throughout the learning process, and (5) nurturing the type of continuing motivation that results in the learner engaging in activities away from the teaching situation. Attending to these matters is seen as essential to maximizing maintenance, generalization, and expansion of learning. Failure to attend systematically and comprehensively to these matters means approaching passive (and often hostile) learners with methods that may just as readily exacerbate as correct learning and behavior problems.

Decisions about general curriculum goals are based on assessment of the individual's interests and abilities. The level of remediation on which to focus with respect to any curricular goal is determined by assessing an individual's responses to daily instruction. Specific remedial objectives are formulated initially through dialogue with the learner to generate processes and outcomes that are valued and that he or she perceives as attainable. General goals and specific objectives are modified through ongoing dialogues informed by analyses of task performance, supplemented with formal assessment devices when necessary.

Personalizing Classrooms

Personalization stresses the importance of a learner's perception of how well the learning environment matches her or his motivation and capability. Personalized programs are built on the following assumptions:

- Learning is a function of the ongoing transactions between the learner and the learning environment.

- Optimal learning is a function of an optimal match between the learner's accumulated capacities and attitudes and current state of being and the program's processes and context.

- Matching a learner's motivation must be a prime objective of the program's procedures.

- Matching the learner's pattern of acquired capacities must also be a prime procedural objective.

- The learner's perception is the critical criterion for evaluating whether a good match exists between the learner and the learning environment.

- The wider the range of options that can be offered and the more the learner is made aware of the options and has a choice about which to pursue, the greater the likelihood that he or she will perceive the match as a good one.

- Besides improved learning, personalized programs enhance intrinsic valuing of learning and a sense of personal responsibility for learning. Furthermore, such programs increase acceptance and even appreciation of individual differences, as well as independent and cooperative functioning and problem solving.

(cont.)

Exhibit (cont.)

The following are the major elements of personalized programs:

- regular use of informal and formal conferences for discussing options, making decisions, exploring learner perceptions, and mutually evaluating progress;

- a broad range of options from which the learner can make choices with regard to types of learning content, activities, and desired outcomes;

- a broad range of options from which the learner can make choices with regard to facilitation (support, guidance) of decision making and learning;

- active decision making by the learner in making choices and in evaluating how well the chosen options match his or her current levels of motivation and capability;

- establishment of program plans and mutual agreements about the ongoing relationships between the learner and the program personnel; and

- regular reevaluations of decisions, reformulation of plans, and renegotiation of agreements based on mutual evaluations of progress, problems, and current learner perceptions of the "match."

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Mobilizing the Learner

No teacher has control over all the important elements involved in learning. Indeed, teachers actually can affect only a relatively small segment of the physical environment and social context in which learning is to occur. Because this is so, it is essential that teachers begin with an appreciation of what is likely to affect a student's positive and negative motivation to learn. For example, they need to pay particular attention to the following points:

- Optimal performance and learning require motivational readiness. Readiness is no longer viewed in the old sense of waiting until an individual is interested. Rather, it is understood in the contemporary sense of offering stimulating environments that can be perceived as vivid, valued, and attainable.

- Teachers not only need to try to increase motivation-especially intrinsic motivation - but also to avoid practices that decrease it. For example, overreliance on extrinsics to entice and reward may decrease intrinsic motivation.

- Motivation represents both a process and an outcome concern. For example, the program needs to be designed to maintain, enhance, and expand intrinsic motivation for pursuing current learning activities as well as learning beyond the lesson.

- Increasing motivation requires focusing on a student's thoughts, feelings, and decisions. In general, the intent is to use procedures that can, reduce negative and increase positive feelings, thoughts, and coping strategies. With learning problems, it is especially important to identify and minimize experiences that maintain or may increase avoidance motivation.

The point about minimizing experiences that have negative associations deserves special emphasis. Students with learning problems may have developed extremely negative perceptions of teachers and programs. In such cases, they are not likely to be open to people and activities that look like "the same old thing." Major changes in approach are required for the student to notice that something has changed. Exceptional efforts must be made to have these students (1) view the teacher as supportive (rather than controlling and indifferent), and (2) perceive content, outcomes, and activity options as personally valuable and obtainable.

Three major intervention implications are that a program must provide for

- a broad range of content, outcomes, and procedural options, including a personalized structure to facilitate learning

- learner decision making

- ongoing information about learning and performance

Such procedures are fundamental to mobilizing learners in classroom programs.

Options and Learner Decision Making

Every teacher knows a classroom program has to have variety. There are important differences among students as to the topics and procedures that currently interest or bore them. In programs for students with learning problems, more variety seems necessary than in classes for those without learning problems.

Moreover, among those with learning problems are a greater proportion of individuals with avoidance or low motivation for learning at school. For these individuals, few currently available options may be appealing. How much greater the range of options needs to be depends primarily on how strong avoidance tendencies are. In general, however, the initial strategies for working with such students involve the following:

- further expansion of the range of options for learning (if necessary, this includes avoiding established curriculum content and processes)

- primarily emphasizing areas in which the student has made personal and active decisions

- accommodation of a wider range of behavior than is usually tolerated

From a motivational perspective, one of the basic instructional concerns is the way in which students are involved in making decisions about options. Critically, decision-making processes can lead to perceptions of coercion and control or to perceptions of real choice (being in control of one's destiny, being self-determining). Such differences in perception can affect whether a student is mobilized to pursue or avoid planned learning activities or outcomes.

People who have the opportunity to make decisions among valued and feasible options tend to be committed to follow through. In contrast, people who are not involved in decisions often have little commitment to what is decided. If individuals disagree with a decision that affects them, they may also react with hostility.

Thus, essential to programs focusing on motivation are decision-making processes that affect perceptions of choice, value, and probable outcome. Optimally, we hope to maximize perceptions of having a choice from among personally worthwhile options and attainable outcomes. At the very least, it is necessary to minimize perceptions of having no choice, little value, and probable failure.

Facilitating Motivated Learning

For motivated learners, facilitating learning involves (1) maintaining and possibly enhancing motivation, and (2) helping establish ways for learners to attain their goals. We want to help the individual learn effectively, efficiently, and with a minimum of negative side effects.

Sometimes all that is needed is to help clear the external hurdles to learning. At other times, facilitating learning requires leading, guiding, stimulating, clarifying, and supporting. Although the process involves knowing when, how, and what to teach, it also involves knowing when and how to structure the situation so that people can learn on their own.

Specifically, the teacher can be viewed as trying to accomplish nine comprehensive procedural objectives:

1. establishing and maintaining an appropriate working relationship with students (for example, through creating a sense of trust, open communication, providing support and direction as needed)

2. clarifying the purpose of learning activities and procedures, especially those designed to help correct specific problems

3. clarifying the reasons procedures are expected to be effective

4. clarifying the nature and purpose of evaluative measures

5. building on previous learning

6. presenting material in ways that focus attention on the most relevant features of what is to be learned (modeling, cueing)

7. guiding motivated practice (for instance, suggesting and providing opportunities for meaningful applications and clarifying ways to organize practice)

8. providing continuous information on learning and performance (as discussed earlier)

9. providing opportunities for continued application and generalization (for example, concluding the process by addressing ways in which the learner can pursue additional, self-directed learning in the area, or can arrange for additional support and direction)

The focus in facilitating learning is not on one procedure at a time. Teachers usually have some overall theory, model, or concept that guides them to certain procedures and away from others. In general, procedures and content are tightly interwoven, with procedures seen as means to an end. In this connection, it is frequently suggested that learning is best facilitated when procedures are perceived by learners as good ways to reach their goals.

Structure and Working Relationships

There appears to be a belief among some teachers that a tight and controlling structure must prevail it students are to learn. This view is caricatured by the teacher's maxim "Don't smile until Christmas!" Good structure allows for active interactions between students and their environment, and these interactions are meant to lead to a relatively stable, positive, ongoing working relationship. How positive the relationship is depends on how learners perceive the communications, support, direction, and limit setting. Obviously, if these matters are perceived negatively, what may evolve in place of a positive working relationship is avoidance behavior.

Some students-especially those who are very dependent, are uninterested, or who misbehave -do need a great deal of support and direction initially. However, it is essential to get beyond this point as soon as possible.

As long as a student does not value the classroom, the teacher, and the activities, then the teacher is likely to believe that the student requires a great deal of direction. We stress that the less the student is motivated, the more it is necessary to teach and control behavior, and the less successful the whole enterprise of schooling appears to be. Conversely, the more the student is motivated, the less it is necessary to teach and control, and the more likely the student will learn.

To facilitate a positive perception, it is important to allow students to take as much responsibility as they can for identifying the types and degree of support, direction, and limits they require. In providing communication, it is important not only to keep students informed, but also to interact In ways that consistently convey a sense of appropriate and genuine warmth, interest, concern, and respect. The intent is to help students "know their own minds," make their own decisions, and at the same time feel that others like and care about them.

To achieve these objectives, a wide range of alternatives must be available for support and direction so students can take as much responsibility as they are ready for. Some students request a great amount of direction; others prefer to work autonomously. Some like lots of help on certain tasks but want to be left alone at other times.

When a continuum of structure is made available and students are able to indicate their preferences, the total environment appears less confining. Although we see this as positive, it does tend to make many observers think they are seeing an *open classroom or open structure, as* these terms are widely understood. This is not necessarily the case. The main point of personalizing structure is to provide a great deal of support and direction for students when they need it and to avoid creating a classroom climate that is experienced by students as fight and controlling. Such an approach is a great aid in establishing positive working relationships.

The idea of motivated learning and practice is not without its critics: "Your points about motivation sound good. I don't doubt that students enjoy such an approach; it probably even increases attendance. But-that's not the way it really is in the world. People need to work even when it isn't fun, and most of the time work isn't fun. Also, if people want to be good at something, they need to practice it day in and day out, and that's not fun! In the end, won't all this emphasis on motivation spoil people so that they won't want to work unless it's personally relevant and interesting?"

Learning and practice activities may be enjoyable. But even if they are not, they can be viewed as worthwhile and experienced as satisfying. We recognize that there are many things people have to do in their lives that will not be viewed and experienced in a positive way. How we all learn to put up with such circumstances is an interesting question, but one for which psychologists have yet to find a satisfactory answer. It is doubtful, however, that people have to experience learning basic knowledge and skills as drudgery in order to learn to tolerate boring situations!

In response to critics of motivated practice, those professionals who work with learning problems stress the reality that many students do not master what they have been learning because they do not pursue the necessary practice activities. Thus, at least for individuals experiencing learning problems, it seems essential to facilitate motivated practice.

One of the most powerful factors keeping a person on a task is the expectation of feeling some sense of satisfaction when the task is completed. For example, task persistence results from the expectation that one will feel smart or competent while performing the task-or at least will feel that way after the skill is.

Beyond having potential for preventing and correcting a full range of learning problems, the personalized, sequential, and hierarchical approach outlined here is seen as having promise for identifying different types of learning problems and for detecting errors in diagnosis. For example, when only personalization based on capability and motivation is needed to correct a learning problem, it seems reasonable to suggest that the individual does not have a learning *disability*. At the same time, when a highly mobilized individual still has extreme difficulty in learning, the hypothesis that the person has a disability seems safer. (In our work, personalization is seen as a necessary step in facilitating valid identification of Type 1, II, and III learning problems.)

From the foregoing perspective, concerns arise about research applications that encourage an overemphasis on narrowly focused assessment and remedial approaches in efforts to correct the wide range of learning problems found in public schools. For example, applied ideas for assessing and fostering development of language and cognitive abilities (e.g., phonological, executive function, writing, and mathematics skills) are appropriate and invaluable; however, an overemphasis on remedying these areas of development could have the same unfortunate consequences as the historic overemphasis on remedying problems related to visual-spatial abilities. That is, when specific areas for remediation are overstressed, other areas tend to be deemphasized, resulting in a narrowing of curriculum and a fragmentation of instruction.

More Time for Personal Instruction

Two major ways to increase time for individual work, especially with those having trouble, are to

> (a) increase the pool of people and technical resources for providing instruction

> (b) reduce class size.

When the first approach is taken, the focus often is on offering tutorial help.

Tutoring

Based on a research review of one-to-one tutoring, Wasik and Slavin (1990) concluded that "One-to-one tutoring of low-achieving primary-grade students is without a doubt one of the most effective instructional innovations available." (p. 22) They caution, however, that there is no magic involved. ". . . for tutoring to be maximally effective, it must improve the quality of instruction, not only increase the amount of time, incentive value and appropriateness to students' needs." (p. 25)

> The competence of the tutor in establishing a positive working relationship with the student and knowing how to help the student learn determines the quality of instruction. In this regard, it is relevant to note that there are major variations in the way tutoring is provided. Tutor may be volunteers or paid; may be peers, older students, adult nonprofessionals, paraprofessionals, or professionals -- or may be a computer (see exhibit). Tutoring can vary in where it takes place (in or out of the classroom), when it is offered (during or after school hours), how long a session is, how often it is given, and whether it is provided individually or in a small group.

One particularly ambitious and comprehensive example of an academic tutoring approach is reported by Melaragno (1976). Through a project called the "Tutorial Community," cross-age and same-age tutoring was introduced as a major component in an elementary school's instructional program. The approach stressed four types of tutoring:

> (1) *intergrade tutoring,* in which upper grade students tutor primary student;
> (2) *interschool tutoring,* in which junior high students teach upper grade elementary students;
> (3) *inter [and intra] class tutoring,* in which students at the same grade level assist each other;
> (4) *informal tutoring,* in which older students serve as playleaders for younger students on the playground, help with projects, and go along on field trips.

The concept of a tutorial community conceives of tutoring as more than a supplement for instruction or remediation. Tutoring becomes a means by which the entire student body can aid and be aided and a sense of community can be established.

Computer as Tutor

Computer-assisted instruction has become a much more feasible aide with the increasing availability of personal computers and promising programs. Obviously, computer programs have all the advantages and most of the disadvantages of direct instruction. That is, they can assess needs, provide tasks that are at an appropriate developmental level, allow students to proceed at their own pace, provide feedback on performance, and record progress. And, initially, they seem to have some value in motivating students. However, after the novelty wears off, the relentless emphasis on skill instruction can become tedious. Also, if a student doesn't understand an underlying concept, the programs are not designed to deal with the problem.

Programs are available to help a student learn and practice basic academic skills and problem solving; some of these are in the form of computer games to enhance their motivational value. In addition, use of word processing programs provide a student the opportunity to prepare some written assignments with greater ease. More importantly, access to the computer for pleasure and creative writing can help a student pursue personal interests while obtaining valuable language experience. Even computerized games have been found to have promise in facilitating basic cognitive development.

Computers obviously are a powerful tool. As with all tools, they can be misused. It is up to the teacher to be certain a good program is chosen and is used no longer than is appropriate and productive.

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Reducing class size

Tutoring also is the linchpin of a multifaceted elementary school approach developed by Slavin and his colleagues (i.e., *Success for All* and *Roots and Wings*). However, another major aspect of the program is reducing class size. The program includes an emphasis on one-to-one tutoring in reading, research-based reading methods carried out with a reduced class size, frequent assessment, enhanced preschool and kindergarten programs, family support, and other interventions to prevent learning problems. With respect to the tutoring, certified and experienced teachers are used. They take a student out of class for 20 minutes during social studies and work to support the reading curriculum.

> During regular reading periods, the tutors become additional reading teachers so that class size is reduced to 15 students. In effect, this can be seen as a form of team-teaching -- which is a time honored way of reducing the number of students a teacher must instruct at a given time. It also adds some flexibility in terms of accommodating students' individual differences.

(It also is worth noting that students in the Success for All program are grouped for reading instruction according to reading level rather than age or grade. Moreover, the program emphasizes cooperative learning activities built around partner reading. The curriculum emphasis for kindergarten and first grade is on language skills, auditory discrimination, sound blending, and use of phonetically regular minibooks.)

> The idea of reducing class size, of course, is controversial because of the costs involved. Odden (1990) offers a policy-oriented analysis of research related to the cost-effectiveness of reducing class size as a way of enhancing instructional effectiveness. He concludes that reducing class size is not warranted throughout a school system because it would cost more than it would accomplish. However, reductions are seen as indicated for targeted populations in order to allow for individual or small group work and for smaller classes related to teaching basics such as language arts/reading. In particular, reduced class size is seen as a promising way to help elementary school students at the first signs that they are having learning and behavior problems.

Remediation

> *The pessimist says that a 12-ounce*
> *glass containing 6 ounces of drink is*
> *half empty, the optimist calls it half full.*
> *I won't say what I think the pessimist would say*
> *about research and practice in special education*
> *at this point, but I think the optimist would say*
> *that we have a wonderful opportunity to start all over!*
> Scriven

Remediation is an extension of general efforts to facilitate learning. Thus, before a remedial focus is introduced, the best available nonremedial instruction will be tried. Optimally, this means trying procedures to improve the match between the program and a learner's current levels of motivation and development. A significant number of learning problems may be corrected and others prevented through optimal, nonremedial instruction.

There does come a time, however, when remediation is necessary for some individuals. In this chapter we sketch the criteria for deciding who needs it, the general features of remediation, and the focus and form of remedial methods. For those of you ready to move on to detailed discussions of remedial methods, there are references at the end of the unit.

When Is It Needed?

Stated simply, an individual needs remediation when the best nonremedial procedures are found to be ineffective. As we have suggested, remediation is used for motivation problems and for those who have difficulty learning or retaining what they have learned.

Because remediation in all areas usually is unnecessary, as much learning as possible will probably continue to be facilitated with nonremedial approaches. Besides facilitating learning, such procedures provide an essential foundation and context for any remedial strategy, especially if they are valued by the learner.

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."

What Makes Remediation Different?

Techniques and materials designated as remedial often appear to be very different from those used in regular teaching. However, the differences often are not as great as appearance suggests. Some remedial practices are simply adaptations of regular procedures. This is even the case with some packaged programs and materials especially developed for problem populations. In general, regular and remedial procedures are based on the same instructional models and principles.

Because all teaching procedures are based on the same principles, the question is frequently asked: "What's so special about special education?" The answer to this question involves understanding (1) the factors that differentiate remedial from regular teaching, and (2) the special task of special education.

The following six factors differentiate remedial from regular teaching:

Sequence of application. Remedial practices are pursued after the best available nonremedial practices have been found inadequate.

Teacher competence and time. Probably the most important feature differentiating remedial from regular practices is the need for a competent teacher who has time to provide one-to-one instruction. While special training does not necessarily guarantee such competence, remediation usually is done by teachers who have special training. Establishing an appropriate match for learners with problems is difficult. Indeed, a great deal of this process remains a matter of trial and appraisal. Thus, there must be additional time to develop an understanding of the learner (strengths, weaknesses, limitations, likes, dislikes). There must also be access to and control over a wide range of learning options.

Outcomes and content. Along with basic skills and knowledge, other content and outcome objectives are often added. These are aimed at overcoming missing prerequisites, faulty learning mechanisms, or interfering behaviors and attitudes.

Processes. Although instructional principles underlying remedial and nonremedial procedures do not differ, remediation usually stresses an extreme application of the principles. Such applications may include reductions in levels of abstraction, intensification of the way stimuli are presented and acted upon, and increases in the amount and consistency of direction and support including added reliance on other resources. Of course, special settings (outside regular classrooms) are not the only places such processes can be carried out.

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Resource costs. Because of the types of factors already cited, remediation is more costly than regular teaching (allocations of time, personnel, materials, space, and so forth).

Psychological impact. The features of remediation already mentioned are highly visible to students, teachers, and others. Chances are they are seen as "different" and stigmatizing. The psychological impact of remediation is-thus likely to have a negative component. The sensitive nature of remediation is another reason it should be implemented only when necessary and in ways that result in the learner's perceiving remediation as a special and positive opportunity for learning.

Special educators also have the responsibility to clarify whether general educators share the same basic concerns. Special educators are asked to take on an additional concern. Their responsibility is to clarify whether general answers to educational matters are adequate for everyone and, if not, how the answers should be modified to account for specific subgroups of learners. Until much more is known about how to meet the needs of those who are not well served by regular classroom programs, a role for remedial teaching and special education will certainly remain.

Interfering Behavior

Throughout the 1950s and 1960s, it became evident that remediation, especially in the classroom, was often delayed because so many individuals with learning problems also manifested behavior problems. Such individuals were frequently described, not only as learning disabled, but also as hyperactive, distractable, impulsive, behavior disordered, and so forth. Their behavior patterns were seen as interfering with efforts to remedy their learning problems, and the conclusion was that such interfering behaviors would have to be eliminated or minimized in order to pursue remediation. The focus has been on any actions of an individual that compete with the intended focus of remediation.

Besides trying to reduce the frequency of deviant and disruptive actions directly, programs have been designed to alter such behavior by improving

- impulse control
- selective attention
- sustained attention and follow-through

- perseverance
- frustration tolerance
- social awareness and skills

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Remediation of Reading Problems

Remedies for dyslexia are still more likely to emanate from cuckoo land than from the research literature. (Stanovich, 1991a, p. 79)

What does the research literature say about remedial reading? A synthesis suggests that in the early-stages of regular reading instruction the emphasis should be on teaching skills for word recognition and decoding (phonics), connecting spoken and written language, and reading for meaning. Moreover, children who are read to and individuals who read a good deal on their own are most likely to become good readers (Adams, 1990; Chall, 1983a, 1983b).

In terms of teaching materials, the emphasis is on appropriate basal texts, supplemented with story and information books. For example, Chall, Jacobs, and Baldwin (1 990) state:

We do not recommend... a reading program that follows an extreme-one that focuses only on a more highly structured reading system, with little time for reading, -- or one that uses only trade books, dropping explicit teaching of skills. (pp. 151-152)

Although research on computer-assisted instruction has been limited, eventually it may be possible to relegate some of the skill instruction to interactive computers. Given a comprehensive approach to regular instruction, what should be done with a student who still has problems learning? Pronouncements based on the research literature are less satisfactory in this regard. Some writers have underscored the importance of mobilizing the learner, notably by use of what has been called the *language experience approach* or an *integrated language approach.* This orientation to teaching reading attempts to build on a learner's cognitive, language, and sociocultural background (Bartoli & Botel, 1988; Fernald, 1943; Stauffer, 1980).

There also is concern about how to deal with areas of vulnerability or dysfunction. It has been suggested that instruction be redesigned for such persons to build on strengths and minimize weaknesses, at least temporarily. For example, if an individual has difficulty making auditory perceptual discriminations, it may be necessary to avoid overrelying on instruction in phonetic analysis. This argument in no way denies the importance of phonological awareness and phonics skills. It simply suggests that some individuals may have to compensate for an auditory perceptual weakness by relying more initially on learning vocabulary through visual or multisensory means. It also suggests that overemphasizing instruction in the area of weakness may negatively affect feelings of competence and create a negative attitude toward reading and schooling.

For those with severe learning problems and learning disabilities, typical classroom approaches to reading instruction require some of the types of modification described in the remedial literature.

Specialized psychoeducational procedures to facilitate learning can be applied at any of three levels.

A. Age-appropriate life tasks. Current life tasks involve a variety of basic knowledge, skills, and interests as part of day-by-day living at school, home, work, and in the neighborhood. These include reading, writing, interpersonal and intrapersonal problem solving, and so forth. At this level, remediation essentially involves reteaching -- but not with the same approach that has just failed. Alternative ways must be used to present material the student has had difficulty learning. This is accomplished by further modifying activities in ways likely to improve the match with the learner's current levels of motivation and capability. Teachers can use a range of environmental factors to influence the match as well as techniques that enhance motivation, sensory intake, processing and decision making, and output.

B. Prerequisites. At this level, the focus is on identifying missing prerequisites and teaching them. Procedures are the same as those used in facilitating learning related to current life tasks.

C. Interfering factors. At this level, we must face the possibility of faulty learning mechanisms. A variety of underlying problems have been suggested as interfering with learning. Remedial approaches are designed to overcome such deficiencies by directly correcting the problems or indirectly compensating for them.

Remedial strategies involve no new principles of instruction. What makes such approaches appear different is their rationale, the extreme degree and consistency with which they must be applied, and their application on levels of functioning other than current life tasks. How well remediation works and why it does -- when it does -- remains unclear. What may make any remedial procedure work is the fact that it is different from those a student has already tried and found ineffective. Special procedures have the benefit of being novel and thus having motivation and attention-inducing value.

As a general stance regarding remedial activity, it is imperative that teachers have a wide range of instructional materials and techniques at their disposal and that they are imaginative and flexible enough to adapt these to match.

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Motivation as an Intervention Concern

If interventions are to be a good fit with the learner, they must pay as much attention to matching motivation as they do to matching current capabilities. From a cognitive-affective theoretical viewpoint, there are four very good reasons to make motivation a primary consideration in designing instruction.

(1) *Motivation is a key antecedent condition.* That is, it is a prerequisite to functioning. Poor motivational readiness may be (a) a cause of inadequate and problem functioning, (b) a factor maintaining such problems, or (c) both. Thus, strategies are called for that can result in enhanced motivational readiness (including reduction of avoidance motivation) -- so that the student is mobilized to participate and learn.

(2) *Motivation is a key ongoing process concern.* Processes must elicit, enhance, and maintain motivation -- so that the student stays mobilized. For instance, a student may value a hoped for outcome but may get bored with the processes used; also many students are motivated at the beginning but do not maintain their motivation.

(3) *Conditions likely to lead to negative motivation and avoidance reactions must be avoided or at least minimized.* Of particular concern are activities that youngsters perceive as unchallenging/uninteresting, overdemanding, or overwhelming and a structure that seriously limits their range of options or that is overcontrolling and coercive. Examples of conditions that can have a negative impact on a student's motivation are sparse resources, excessive rules, criticism, confrontation, and a restrictive daily overemphasis on solving problems.

(4) *Enhancing intrinsic motivation is a basic outcome concern.* A student motivated to improve in a particular area of functioning may continue to have negative attitudes about the area and thus only use newly acquired knowledge and skills under duress. Responding to this concern requires strategies to enhance stable, positive attitudes that mobilize the student to use what is learned in settings outside the school context and after the a special intervention is terminated.

A Societal Approach to Intervention

Beyond the classroom, an even broader perspective is evolving regarding problems related to learning and behavior. Policymakers increasingly are recognizing the importance of multifaceted approaches that account for social, economic, political, and cultural factors. The potential array of preventive and treatment programs is extensive and promising. The range can be appreciated by grouping them on a continuum from prevention through treatment of chronic problems (see exhibit on the next page). Categorically, the activities encompass (1) primary prevention to promote and maintain safety and physical and mental health (beginning with family planning), (2) preschool programs, (3) early school adjustment programs, (4) improvement of ongoing regular support, (5) augmentation of regular support, (6) specialized staff development and interventions prior to referral for special help, and (7) system change and intensive treatments. Examples of relevant interventions in each category are cited in the accompanying exhibit.

Unfortunately, implementation of the full continuum of programs with an extensive range of activities does not occur in most communities. Moreover, what programs there are tend to be offered in a fragmented manner.

Policymakers are coming to see the relationship between limited intervention efficacy and the widespread tendency for complementary programs to operate in isolation. For instance, physical and mental health programs generally are not coordinated with educational programs; a youngster identified and treated in early education programs who still requires special support may or may not receive systematic help in the primary grades; and so forth. Failure to coordinate and follow through, of course, can be counterproductive (e.g., undermining immediate benefits and working against efforts to reduce subsequent demand for costly treatment programs). Limited efficacy seems inevitable as long as interventions are carried out in a piecemeal fashion. Thus, there is increasing interest in moving beyond piecemeal strategies to provide a comprehensive, integrated, and coordinated programmatic thrust.

The range of programs cited in the exhibit can be seen as integrally related, and it seems likely that the impact of each could be exponentially increased through integration and coordination. Indeed, a major breakthrough in the battle against learning and behavior problems may result only when the full range of programs are implemented in a comprehensive, integrated fashion.

From Primary Prevention to Treatment of Serious Problems:

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From Primary Prevention to Treatment of Serious Problems:
A Continuum of Community-School Programs

| *Intervention Continuum* | *Examples of Focus and Types of Intervention* (Programs and services aimed at system changes and individual needs) |

Primary prevention

1. *Public health protection, promotion, and maintenance to foster opportunities, positive development, and wellness*
   - economic enhancement of those living in poverty (e.g., work/welfare programs)
   - safety (e.g., instruction, regulations, lead abatement programs)
   - physical and mental health (incl. healthy start initiatives, immunizations, dental care, substance abuse prevention, violence prevention, health/mental health education, sex education and family planning, recreation, social services to access basic living resources, and so forth)

2. *Preschool-age support and assistance to enhance health and psychosocial development*
   - systems' enhancement through multidisciplinary team work, consultation, and staff development
   - education and social support for parents of preschoolers
   - quality day care
   - quality early education
   - appropriate screening and amelioration of physical and mental health and psychosocial problems

Early-after-onset intervention

3. *Early-schooling targeted interventions*
   - orientations, welcoming and transition support into school and community life for students and their families (especially immigrants)
   - support and guidance to ameliorate school adjustment problems
   - personalized instruction in the primary grades
   - additional support to address specific learning problems
   - parent involvement in problem solving
   - comprehensive and accessible psychosocial and physical and mental health programs (incl. a focus on community and home violence and other problems identified through community needs assessment)

4. *Improvement and augmentation of ongoing regular support*
   - enhance systems through multidisciplinary team work, consultation, and staff development
   - preparation and support for school and life transitions
   - teaching "basics" of support and remediation to regular teachers (incl. use of available resource personnel, peer and volunteer support)
   - parent involvement in problem solving
   - resource support for parents-in-need (incl. assistance in finding work, legal aid, ESL and citizenship classes, and so forth)
   - comprehensive and accessible psychosocial and physical and mental health interventions (incl. health and physical education, recreation, violence reduction programs, and so forth)
   - Academic guidance and assistance
   - Emergency and crisis prevention and response mechanisms

5. *Other interventions prior to referral for intensive, ongoing targeted treatments*
   - enhance systems through multidisciplinary team work, consultation, and staff development
   - short-term specialized interventions (including resource teacher instruction and family mobilization; programs for suicide prevention, pregnant minors, substance abusers, gang members, and other potential dropouts)

Treatment for severe/chronic problems

6. *Intensive treatments*
   - referral, triage, placement guidance and assistance, case management, and resource coordination
   - family preservation programs and services
   - special education and rehabilitation
   - dropout recovery and follow-up support
   - services for severe-chronic psychosocial/mental/physical health problems

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Clearly, there is much work to be done in expanding the range of individual differences accommodated in the classroom as a way to enhance instruction. Those who view the problem of improving instruction in cultural and sociopolitical terms argue that a satisfactory solution requires a fundamental transformation in the nature of public education. Minimally, the call has been for making schools truly pluralistic institutions. The achievement of such a goal, of course, requires development of sociopolitical strategies and a sociopolitical reform agenda.

As the world around us is changing at an exponential rate, so must the way we approach learning problems. Over the coming decade, we all will be called upon to play a role in doing something about the many individuals who have trouble learning academic skills. In responding to this call, it will be essential to have a broad understanding of what causes learning problems (including learning disabilities) and what society in general and schools in particular need to do to address such problems.

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Resource Aids

The nature and scope of resource materials related to learning problems is immense.
What follows essentially are some references to places to start in looking for information
and materials to address learning problems.

Selected Intervention References

Internet Resources & ERIC Research Syntheses

Mapping Classrooms

Overview Texts

On the following pages are the table of contents from two general texts that focus specifically on learning problems and learning disabilities and a fourth that approaches learning and behavior problems in terms of children at-risk. The first text takes a systems' orientation that views learning problems from the perspective of school learning being a function of both the setting and the learner and stresses interventions designed to effect major systemic changes to prevent and ameliorate learning problems.

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H.S. Adelman & L. Taylor (1993).
Learning Problems & Learning Disabilities: Moving Forward.
Pacific Grove, CA: Brooks/Cole.

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Slavin, Robert E.; Karweit, Nancy L.; Madden, Nancy A. (1989). *Effective programs for students at risk.* Boston, MA: Allyn & Bacon, Inc.

(From the preface) This book was written to provide the best available information on what is known now about effective programs for students at risk of school failure, particularly those who are currently served in compensatory and special education programs. The message of this book is that we know much more than we are currently using in programs for students at risk, and that while much more remains to be learned, we know how to proceed to discover how best to prevent and remediate learning deficits. We know that the tragic progression of events that begins with poor achievement in the elementary grades is not an inevitable consequence of low socioeconomic background, poor socialization, or inadequate skills at school entry. We know that well-designed school programs can keep students from starting in that descending spiral. Reform of compensatory and special education to ensure all students an adequate level of basic skills in the early grades will require a major restructuring, not fine-tuning, of existing programs. As much as the need for restructuring is becoming apparent to educators, the discussion of how to proceed is only beginning. This book helps to lay the empirical and intellectual groundwork for the changes that must come in programs for students at risk of school failure.

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J. Lerner (1997). Learning Disabilities. *Theories, Diagnosis, & Teaching Strategies (7th ed.).* Boston: Houghton-Mifflin.

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Methods for Specific Areas of Concern

See the preceding basic texts for overviews.

• **Re. Language and Psycholinguistics**, see
  How to Increase Reading Ability: A Guide to Developmental and Remedial Methods.
    A.J. Harris & E.R. Sipay (9th ed.). New York: Longman, 1990.

  Approaches to Beginning Reading.
    R.C. Aukerman. New York: Wiley, 1994.

  Reading/Learning Disability: An Ecological Approach.
    J.S. Bartoli & M. Botel. New York: Teachers College Press, 1988.

• **Re. Math**, see
  Children's Arithmetic: How They Learn it and How You Teach it.
    H.P. Ginsburg (2nd ed.). Austin, TX: PRO-ED, 1989.

  Teaching Mathematics to the Learning Disabled.
    N.S. Bley & C.A. Thorton (3rd ed.). Austin, TX: PRO-ED, 1994.

  Problem Solving, Reasoning, & Communicating, K-8: Helping Children Think Mathematically .
    A.J. Baroody. Macmillan, 1993.

• **Re. Cognitive Prerequisites, Learning Strategies, and Nigher Order Thinking**, see
  Teaching Decision Making to Adolescents.
    J. Baron & R.V. Brown (Eds.). Hillsdale, NJ: Erlbaum, 1991.

  Reading, Thinking and Concept Development.
    T.L. Harris & E.J. Cooper (Eds.). New York: College Board, 1985.

  Teaching Adolescents with Learning Disabilities (2nd ed.).
    D.D. Deshler, E.S. Ellis, & B.K. Lenz. Denver: Love Pub., 1996.

• **Re. Social and Emotional Functioning, Motivation, and Interfering Behavior**, see
  Self-regulation of Learning and Performance: Issues and Educational Applications.
    Dale H. Schunk & Barry J. Zimmerman (Eds.). Hillsdale, NJ: L. Erlbaum, 1994.

  Building Interpersonal Relationships through Talking, Listening, Communicating. (2nd).
    J. S. Bormaster & C.L. Treat. Austin, TX: Pro-Ed, 1994.

  Eager to Learn: Helping Children Become Motivated and Love Learning
    R.J. Wlodkowski & J.H. Jaynes. San Francisco: Jossey-Bass, 1991.

• **Re. Motoric Development**, see
  Adapted physical education in the mainstream.
    B.J. Cratty (2nd ed.). Denver, CO: Love, 1988.   482

Internet Resources on Learning Problems
& Learning Disabilities

The Internet is a valuable tool when trying to find information on learning problems and learning disabilities. For a start, try using a search engine such as Yahoo and typing in the words "learning and disabilities" or "learning disabilities". This will help you find relevant websites. Many of the websites you find will have "links" to other websites which cover similar topics. We have listed some below.

ACES - Area Cooperative Educational Services
Address: http://www.aces.k12.ct.us/
Description: This homepage of the ACES (Area Cooperative Educational Services) has many valuable links including EASI Disability Website and the ACES Electronic Phone Book.

Americans with Disabilities Act Document Center
Address: http://janweb.icdi.wvu.edu/kinder/#nidrr
Description: This homepage has information on ADA Statute, Regulations, ADAAG (Americans with Disabilities Act Accessibility Guidelines), Federally Reviewed Tech Sheets, and Other Assistance Documents. It also includes links to other Internet disability sites.

California State Resources Literacy and Learning Disabilities
Address: http://novel.nifl.gov/nalld/ca.html#top"
Description: This page has an index that includes pertinent information such as the Learning Disabilities Association of California and the State Literacy Resource Center. It also lists addresses and phone numbers of many state agencies related to learning problems and learning disorders.

Consumer Information Center
Address: http://www.pueblo.gsa.gov/
Description: This Center publishes a catalog with a listing of booklets from several federal government agencies. Relevant works include "Learning Disability: Not Just a Problem Children Outgrow" and "Plain Talk About Children with Learning Disabilities".

Public Citizen
Address: http://www.citizen.org/
Description: This consumer organization, which was founded by Ralph Nader in 1971, fights for the consumer in Washington. Looking up the group's "Health Research Group" may be useful when researching learning problems and disabilities.

Learning Disabilities Association
Address: http://www.vcu.edu/eduweb/LDA/
Description: This homepage includes information on the association and how to become a member. It also tells of upcoming LDA conferences, legislative updates, and links to other related resources.

AskEric

AskEric is a very useful Internet resource that allows you to search the ERIC Clearinghouses. On the following page is a guide to using AskERIC. For a discussion of the ERIC Clearinghouses, see the references section of this introductory packet.

Brief Research Syntheses Available from the ERIC Clearinghouses.

The following is a brief sampling of ERIC Digests (research syntheses) related to Learning Problems and Learning Disabilities. They are available in libraries, over the Internet, or directly from the Educational Resources Information Center (ERIC) by phone, 1-800-LET-ERIC.

For information on searching for and accessing ERIC documents over the Internet, see the Internet Resources section of this introductory packet.

An example of a complete digest is at the end of this Introductory Packet.

- 1993 -- ERIC Digest, number E516 (ED 352779TX) Learning Disabilities
- 1995 -- ERIC Digest, number FL 022 988 We Can Talk: Cooperative Learning in the Elementary ESL Classroom
- 1995 -- ERIC Digest, number FL 023 266 Cross-age Tutoring in the Literacy Club
- 1989 -- ERIC Digest, number ED 314 917 College Planning for Students with Learning Disabilities

For a systematic critical look at the topic of learning disabilities, see

The Learning Mystique: A Critical Look at "Learning Disabilities"
Gerald Coles. New York: Pantheon Books, 1987.

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Mapping Classrooms

The emphasis here is on enhancing classroom-based efforts to enable learning by increasing teacher effectiveness for preventing and handling problems in the classroom. This is accomplished by providing personalized help to increase a teacher's array of strategies for working with a wider range of individual differences (e.g., through use of accommodative and compensatory strategies, peer tutoring and volunteers to enhance social and academic support, resource and itinerant teachers and counselors in the classroom). Through classroom-focused enabling programs, teachers are better prepared to address similar problems when they arise in the future. Anticipated outcomes are increased mainstream efficacy and reduced need for special services.

Please indicate all items that apply.

	Yes	Yes but more of this is needed	No	If no, is this something you want?
A. What programs for personalized professional development are currently at the site?				
1. Are teachers clustered for support and staff development?	___	___	___	___
2. Are models used to provide demonstrations?	___	___	___	___
3. Are workshops and readings offered regularly?	___	___	___	___
4. Is consultation available from persons with special expertise such as				
a. members of the Student Study Team?	___	___	___	___
b. resource specialists and/or special education teachers?	___	___	___	___
c. members of special committees?	___	___	___	___
d. bilingual and/or other coordinators?	___	___	___	___
e. counselors?	___	___	___	___
f. other? (specify) _____	___	___	___	___
5. Is there a formal mentoring program?	___	___	___	___
6. Is there staff social support?	___	___	___	___
7. Is there formal conflict mediation/resolution for staff?	___	___	___	___
8. Assistance in learning to use advanced technology?	___	___	___	___
9. other (specify) _____	___	___	___	___
B. What additional things are done in the classroom to help students identified as having problems?				
1. Are "personnel" added to the class (or before/after school)? If yes, what types of personnel are brought in:				
a. aides?	___	___	___	___
b. older students?	___	___	___	___
c. other students in the class?	___	___	___	___
d. volunteers?	___	___	___	___
e. parents?	___	___	___	___
f. resource teacher?	___	___	___	___
g. specialists?	___	___	___	___
h. other? (specify)_____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
2. Are materials and activities upgraded to				

a. ensure there are enough basic supplies in the classroom? ___ ___ ___ ___

b. increase the range of high-motivation activities (keyed to the interests of students in need of special attention)? ___ ___ ___ ___

c. include advanced technology as a new option? ___ ___ ___ ___

d. other? (specify) _____ ___ ___ ___ ___

C. What is done to assist a teacher who has difficulty with limited English speaking students?

1. Is the student reassigned? ___ ___ ___ ___

2. Does the teacher receive professional development related to working with limited English speaking students? ___ ___ ___ ___

3. Does the bilingual coordinator offer consultation? ___ ___ ___ ___

4. Is a bilingual aide assigned to the class? ___ ___ ___ ___

5. Are volunteers brought in to help (e.g., parents, peers)? ___ ___ ___ ___

6. other? (specify) _____ ___ ___ ___ ___

D. What types of technology are available to the teachers?

1. Are there computers in the classroom? ___ ___ ___ ___

2. Is there a computer lab? ___ ___ ___ ___

3. Is computer assisted instruction offered? ___ ___ ___ ___

4. Are there computer literacy programs? ___ ___ ___ ___

5. Is the Writing to Read program (Spanish/English) used? ___ ___ ___ ___

6. Does the classroom have video recording capability? ___ ___ ___ ___

7. Is instructional TV used in the classroom?
   a. videotapes? ___ ___ ___ ___
   b. PBS? ___ ___ ___ ___

8. Is there a multimedia lab? ___ ___ ___ ___

9. other? (specify)_____ ___ ___ ___ ___

E. What curricular enrichment and adjunct programs do teachers use?

1. Are library activities used regularly? ___ ___ ___ ___

2. Is music/art used regularly? ___ ___ ___ ___

3. Is health education a regular part of the curriculum? ___ ___ ___ ___

Mapping Classrooms (cont.)

	Yes	Yes but more of this is needed	No	If no, is this something you want?
4. Are student performances regular events?	—	—	—	—
5. Are there several field trips a year?	—	—	—	—
6. Are there student council and other leadership opportunities?	—	—	—	—
7. Are there school environment projects such as				
a. mural painting?	—	—	—	—
b. horticulture/gardening?	—	—	—	—
c. school clean-up and beautification?	—	—	—	—
d. other? (specify)_____	—	—	—	—
8. Are there special school-vide events such as				
a. clubs and similar organized activities?	—	—	—	—
b. publication of a student newspaper?	—	—	—	—
c. sales events (candy, t shirts)?	—	—	—	—
d. poster contests?	—	—	—	—
e. essay contests?	—	—	—	—
f. a book fair?	—	—	—	—
g. pep rallies/contests?	—	—	—	—
h. attendance competitions?	—	—	—	—
i. attendance awards/assemblies?	—	—	—	—
j. other? (specify) _____	—	—	—	—
9. Are "guest' contributors used (e.g., outside speakers/performers)?	—	—	—	—
10. Other? (specify)_____	—	—	—	—

F. What programs for temporary out of class help are currently at the site?

	Yes	Yes but more of this is needed	No	If no, is this something you want?
1. Is there a family center providing student and family assistance?	—	—	—	—
2. Are there designated problem remediation specialists?	—	—	—	—
3. Is there a "time out" room?	—	—	—	—
4. other? (specify) _____	—	—	—	—

G. What programs are used to train aides, volunteers, and other "assistants" who come into the classrooms to work with students who need help?

_____ _____
_____ _____
_____ _____
_____ _____

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Mapping Classrooms (cont.)

	Yes	Yes but more of this is needed	No	If no, is this somethir you wan
H. Which of the following can teachers request as special interventions?				
1. family problem solving conferences	___	___	___	___
2. exchange of students as an opportunity for improving the match and for a fresh start	___	___	___	___
3. referral for specific services	___	___	___	___
4. other (specify) _____	___	___	___	___
I. Is there ongoing training for team members concerned with the area of Classroom-Focused Enabling?	___	___	___	___

J. Please indicate below any other ways that are used at the school to assist a teacher's efforts to address barriers to students' learning.

_____	_____
_____	_____
_____	_____
_____	_____

K. Please indicate below other things you want the school to do to assist a teacher's efforts to address barriers to students' learning.

_____	_____
_____	_____
_____	_____
_____	_____

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Response to Students' Ongoing Psychosocial and Mental Health Needs

Exhibits and Resource Aids

Exhibits

Resource Aids

Sometimes responding to factors that cause youngsters to experience learning problems is sufficient to eliminate related behavior and emotional problems. Sometimes the behavior and emotional problems continue.

Of course, youngsters may not manifest learning problems but still have a variety of ongoing psychosocial and mental health problems that require attention.

And, from the standpoint of enhancing healthy development and prevention of problems, a focus on fostering sound social and emotional development is essential.

In highlighting these matters, the emphasis here is on six topics:

- psychosocial guidance and support

- psychosocial counseling

- social skills training

- addressing underlying motivation

- management of care & follow-up evaluation

- prevention/mental health education

Psychosocial Guidance and Support

Each day many students require a small dose of personalized guidance and support to enhance their motivation and capability for coping with stressors. Others who are involved in therapeutic treatment (e.g., personal counseling, psychotherapy, psychotropic medication) need someone who understands the treatment and can deal with related concerns that arise at school.

Personalized guidance and support is best provided on a regular basis in the classroom and at home. There are great benefits to be gained from any role center staff may play in helping teachers function in ways where they directly provide such support or do so through use of various activities and peer support strategies. Center staff also can play a role in mobilizing and enhancing support from those in the home.

School staff also can play a role as another person for students to contact if something is amiss between what is happening in class and a student's therapeutic regimen. And they can be a good resource to act as a school-site case manager so that there is coordination between the school's efforts to teach and treatment practices.

Guidance and support involves a range of potential activity:

- advising

- advocacy and protection

- providing support for transitions (e.g., orienting new students and connecting them with social support networks, facilitating students with special needs as they transition to and from programs and services)

- mediation and conflict resolution

- promoting and fostering opportunities for social and emotional development

- being a liaison between school and home.

- being a liaison between school and other professionals serving a student

Psychosocial Counseling

The nature and scope of counseling at a school depends on the time of the mental health staff. Most counseling will be short-term; some work with families may be feasible. Informal counseling involves brief encounters with students who drop-in without an appointment or who are contacted, by intent or by chance, at various sites on the campus. Based on screening questionnaire and interview data (see Resource Aids for Unit IV), it will be clear that some student's problems are more than you should try to handle, and you will make the best effort you can to connect them with the right help.

Good counseling builds on the type of caring which is fundamental to all helping interventions. It also encompasses the basics of any good working relationship -- and a bit more. Some basics are highlighted here; these and others are discussed at greater length in a variety of works -- a few of which are referenced at th end of this section.

In general, counseling requires the ability to carry on a *productive dialogue*, that is, to talk with, not at, others. This begins with the ability to be an active (good) listener and to avoid prying and being judgmental. It also involves knowing when to share information and relate one's own experiences as appropriate and needed. Some thoughts about engaging students in a productive dialogue are outlined on the following pages.

Counseling also requires the ability to create a working relationship that quickly conveys to the student

* *positive value and expectation* (that something of value can and will be gained from the experience)

* *personal credibility* (that the counselor is someone who can help and can be trusted to be keep his or her word, be fair, and be consistent, yet flexible)

* *permission and protection to engage in exploration and change* (that the situation is one where there are clear guidelines saying it is okay and safe to say what's on one's mind).

All this enables the counselor to elicit a student's concerns.

Then, the process requires the ability to respond with

- *empathy, warmth, and nurturance* (e.g., the ability
  to understand and appreciate what others are
  thinking and feeling, transmit a sense of liking,
  express appropriate reassurance and praise, minimize
  criticism and confrontation)

- *genuine regard and respect* (e.g., the ability to
  transmit real interest, acceptance, and validation
  of the other's feelings and to interact in a way that
  enables others to maintain a feeling of integrity and
  personal control).

The following exhibits highlight matters related to (a) engaging students in a
productive dialogue and (b) counseling and student motivation.

A Few Thoughts About Engaging Students in a Productive Dialogue

A few are so nonverbal that referral is probably indicated. Many, however, are just reluctant to talk.

How to Facilitate "Talk"

Quite often, one has to start building a relationship around relatively nonverbal activities, such as responding to a structured set of interview questions dealing with common concerns. In some cases, having students draw themselves or significant others and telling a story about the picture can break the ice and provide some leads.

In general, the focus is on enhancing motivational readiness to dialogue by creating a sense of positive value and expectation for counseling, personal credibility for the counselor, and permission and protection for engaging in exploration for change.

Some specific things to do are:

* Create a private space and a climate where the student can feel it is safe to talk

* Clarify the role and value of keeping things confidential

* Avoid interruptions

* Start slowly, avoid asking questions, and minimize pressure to talk (the emphasis should be more on conversation and less on questioning and on nonsensitive topics related to the student's main areas of personal interest)

* Encourage the student to take the lead

* Humor can open a dialogue; sarcasm usually has the opposite effect

* Listen with interest

* Respond with empathy, warmth, nurturance, and genuine regard and respect

* Use indirect leading statement such as "Please tell me more about ...." or direct leading statements such as "You said that you were angry at your parents?"

* If needed, use structured tools (surveys, sentence completion) to guide a student (Examples of tools that may be useful are included in the accompanying materials resource packet entitled Screening/Assessing Students: Indicators and Tools.)

* Sometimes a list of items (e.g., things that students generally like and dislike at school or after school) can help elicit a student's views and open-up a dialogue

* When questions are asked, use open-ended, rather than yes/no questions

* Appropriate self-disclosure by a counselor may disinhibit a reluctant student

(cont.)

A Few Thoughts About Engaging Students in a Productive Dialogue (cont.)

In addition, for groups:

• Facilitate sharing through various activities (pairing a reluctant student with a supportive peer, having the group share backgrounds)

• Clarify that trust, respect, confidentiality, etc. are a function of commitment to the group -- not a matter of stating rules

How to Keep Talk Going

In general, the focus is on maintaining motivation.

Some specific things to do are:

• Focus on areas of interest, strength, and self-esteem, as well as on analyzing problems

• Build on previous discussions by referring to what has been shared

• Continue to follow student's leads in analyzing problems and avoid procedures they may perceive as efforts to control them

• Continue to convey that the intent is to help not socialize

In addition, for groups

• Draw out similarities in experience and problems with a view to encourage students to see the value of helping each other

• Help students understand that giving advice usually is ineffective

Remember:

Short periods of silence are part of the process and should be accommodated.

Some Points About Counseling and Student Motivation

Most counseling at a school site is short-term. Some will be informal -- brief encounters with students who drop-in or are encountered somewhere on campus. All encounters have the potential to be productive as long as one attends to student motivation as key antecedent and process conditions and as an important outcome concern.

(1) **Motivation is a key antecedent condition.** That is, it is a prerequisite to functioning. Poor motivational readiness may be (a) a cause of inadequate and problem functioning, (b) a factor maintaining such problems, or (c) both. Thus, strategies are called for that can result in enhanced motivational readiness (including reduction of avoidance motivation) -- so that the student we are trying to help is mobilized to participate.

(2) **Motivation is a key ongoing process concern.** Processes must elicit, enhance, and maintain motivation -- so that the student we are trying to help stays mobilized. For instance, a student may value a hoped for outcome but may get bored with the processes we tend to use.

With respect to both readiness and ongoing motivation, conditions likely to lead to negative motivation and avoidance reactions must be avoided or at least minimized. Of particular concern are activities students perceives as unchallenging/ uninteresting, overdemanding, or overwhelming and a structure that seriously limits their range of options or that is overcontrolling and coercive. Examples of conditions that can have a negative impact on a student's motivation are excessive rules, criticism, and confrontation.

(3) **Enhancing intrinsic motivation is a basic outcome concern.** A student may be motivated to work on a problem during counseling but not elsewhere. Responding to this concern requires strategies to enhance stable, positive attitudes that mobilize the student to act outside the intervention context and after the intervention is terminated.

Essentially, good counseling reflects the old maxim of "starting where the student is." But more is involved than matching the student's current capabilities. As suggested, attending to a student's motivational levels is also critical. Thus, it is the counselor's responsibility to create a process that will be a good fit with the student's capabilities *and* motivation.

The less one understands the background and experiences that have shaped a student, the harder it may be to create a good fit. This problem is at the root of concerns about working with students who come from different cultures. It is, of course, a concern that arises around a host of individual differences.

As discussed in the unit on working with others, efforts to create effective working relationships require a breadth and depth of knowledge, skills, and positive attitudes.

Counseling aims at enabling students to increase their sense of competence, personal control, and self-direction -- all with a view to enhancing ability to relate better to others and perform better at school. When a counseling relationship is established with a student, care must be taken not to undermine these aims by allowing the student to become dependent and overrely on you. Ways to minimize such dependency include

- giving advice rarely, if at all

- ensuring that the student takes personal responsibility for her or his efforts to deal with problems and assumes credit for progress

- ensuring that the student doesn't misinterpret your efforts to help or lose sight of the limits of your relationship

- helping the student identify when it is appropriate to seek support and clarifying a wide range of ways to do so.

- planning a careful transition for termination

And be sure to avoid the "Rescue Trap."

The Rescue Trap

So you want to help? That's a nice attitude, but it can sometimes lead to trouble -- especially if you aren't aware of the interpersonal dynamics that can arise in helping relationships. Several concerns have been discussed in the psychotherapy literature. One that almost everyone has experienced has been described as a "rescue."

A *rescue* is helping gone astray. Rescues encompass a cycle of negative interpersonal transactions that too commonly arise when one person sets out to intervene in another's life in order to help the person.

Think about a time when someone you know told you about a problem she or he was having. Because the person seemed not to know how to handle the problem, you offered some suggestions. For each idea you offered, the person had an excuse for why it wouldn't work. After a while, you started to feel frustrated and maybe even a bit angry at the person. You may have thought or said to the individual, "You don't really want to solve this problem; you just want to complain about it."

In rescue terms, you tried to help, but the person didn't work with you to solve the problem. The individual's failure to try may have frustrated you, and you felt angry and wanted to tell the person off. And that may only have been the beginning of a prolonged series of unpleasant interpersonal transactions related to the situation.

If you were ever in such a situation, you certainly experienced the price a person pays for assuming the role of rescuer. Of course, you know you didn't mean to become involved in a negative set of transactions. You wanted to help, but you didn't realize fast enough that the individual with the problem wasn't about to work with you in order to solve it. And you didn't know what to do when things started going wrong with the process.

If you can't remember a time when you were the rescuer, you may recall a time when someone tried to rescue you. Perhaps your parents, a teacher, or a good friend made the mistake of trying to help you when or in ways you didn't want to be helped. The person probably thought she or he was acting in your best interests, but it only made you feel upset -- perhaps increased your anxiety, frustration, anger, and maybe even made you feel rather inadequate.

Rescue cycles occur frequently between teachers and students and parents and their children. Well-intentioned efforts to help usually begin to go astray because someone tries to help at a time, in a way, or toward an end the person to be helped doesn't view as positive.

Let's take the example of a teacher, Ms. Benevolent, and one of her students, Jack. Ms. Benevolent is a new teacher who has just begun to work with a group of students with learning problems. She sees her students, Jack included, as handicapped individuals, and she wants so much to help them.

The Rescue Trap (cont.)

Unfortunately, Jack doesn't want to be helped at the moment. And when he doesn't want to be helped, Jack is not mobilized to work on solving his problems. Indeed, efforts to intervene often make him feel negative toward his teacher and even toward himself. For example, he may feel anger toward Ms. Benevolent and feel guilty and incompetent because of not working to solve his learning problem. Ironically, not only doesn't he see the teacher as a helper, he also feels victimized by her. In response to these feelings, he behaves in a self-protective and defensive manner. Sometimes he even assumes the stance of being a helpless victim. ("How can you expect me to do that? Don't you know I have a learning handicap?")

Because Jack continues to respond passively or in ways the teacher views as inappropriate, eventually she becomes upset and starts to react to him in nonhelpful and sometimes provocative ways. She may even have a tendency to subtly persecute Jack for not being appreciative of all her efforts to help him. ("You're just lazy." "If your attitude doesn't improve, I'm going to have to call your parents.")

The more the teacher pushes Jack to act differently and attacks him for acting (and feeling) as he does, the more likely he is to feel victimized. However, sooner or later he is likely to become angry enough about being victimized that he reacts and counterattacks. That is, if he can, he shifts from the role of victim to the role of persecutor.

When interveners who see themselves as benevolent helpers are attacked, they may tend to feel victimized. Indeed, the experience of having been unsuccessful in helping may be sufficient to make some interveners feel this way. As Jack shifts to a persecuting role, Ms. Benevolent adopts a victim role. ("After all I've done for you, how can you treat me this way?" "All I'm trying to do is help you.")

Of course, interveners are unlikely to remain victims for very long if they can help it. If they do, "burn out" may well occur.

Sometimes, after the fighting stops, the parties make up, and the intervener starts to see the other person's behavior as part of the individual's problems and tries once more to help. However, if great care is not taken, this just begins the whole cycle again.

How can the cycle be avoided or broken? One of the essential ingredients in a good helping relationship is a person who wants to be helped. Thus, it is necessary to be sure that the person is ready and willing to pursue the type of help that is being offered.

If the person is not ready and willing, interveners are left with only a few options. For one, the intervener can choose to give up trying to help. Or if it is essential that the individual be *forced* to do something about the problem, the intervener can adopt a socialization strategy. Or effort can be made to explore with the individual whether he or she wants to think about accepting some help.

In effect, this last approach involves trying to establish motivational readiness.

Regardless of how long you have seen a student for counseling, if a relationship has been established, you will need to deal with *termination*. This involves discussing the fact that the counseling is coming to an end, exploring any anxiety the student has about this, and reassuring the student about how s/he can deal with subsequent problems.

> If the student is being referred for more counseling, you will want to provide support for a smooth transition, including clarifying what you should share with the new counselor.

If the student will not be receiving additional support, you will want to try to connect her or him with an appropriate support network to draw upon (e.g., staff, peers, family).

> If feasible, extend an invitation asking the student to let you know periodically how things are going.

Finally, a cautionary note about taking care of your own mental health as well as that of other staff throughout the school:

> No one needs to tell anyone who works in a school setting how stressful it is to come to work each day. Stress is the name of the game and, unfortunately, some working conditions are terribly stressful.

Some of the stress comes from working with troubled and troubling youngsters. Some is the result of the frustration that arises when everyone works so hard and the results are not good enough.

> In schools, the end of a school year may result in many students leaving all at the same time. For the counselor, this may produce a major sense of loss that adds to the frustrations of the job and contributes to feeling "burnt out."

>> Over time, all the stress combines and can lead to demoralization, exhaustion, and burnout.

The cost of ignoring staff stress is that the programs and services they offer suffer because of less than optimal performance by staff who stay and frequent personnel turnover. As with family members, center and other school staff find it difficult to attend to the needs of students when their own needs are going unattended.

From this perspective, any discussion of mental health in schools should address ways to help staff reduce the sources of stress and establish essential social and emotional supports.

Such supports are essential to fostering awareness and validation, improving working conditions, developing effective attitudes and skills for coping, and maintaining balance, perspective, and hope.

Mother to son: *Time to get up and go to school.*

Son: *I don't want to go. It's too hard and no one there likes me.*

Mother: *But You have to go -- you're the principal.*

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Social Skills Training

Suppression of undesired acts does not necessarily lead to desired behavior. It is clear that more is needed than classroom management and disciplinary practices.

Is the answer social skills training? After all, poor social skills are identified as a symptom (a correlate) and contributing factor in a wide range of educational, psychosocial, and mental health problems.

Programs to improve social skills and interpersonal problem solving are described as having promise both for prevention and correction. However, reviewers tend to be cautiously optimistic because studies to date have found the range of skills acquired are quite limited and generalizability and maintenance of outcomes are poor. This is the case for training of specific skills (e.g., what to say and do in a specific situation), general strategies (e.g., how to generate a wider range of interpersonal problem-solving options), as well as efforts to develop cognitive-affective orientations (e.g., empathy training). Based on a review of social skills training over the past two decades, Mathur and Rutherford (1996) conclude that individual studies show effectiveness, but outcomes continue to lack generalizability and social validity. (While their focus is on social skills training for students with emotional and behavior disorders, their conclusions hold for most populations.)

See the exhibit on the next page for a synthesis of curriculum content areas for fostering social and emotional development. For a comprehensive bibliography of articles, chapters, books, and programs on social skills and social competence of children and youth, see Quinn, Mathur, and Rutherford, 1996. Also, see Daniel Goleman's (1995) book on *Emotional Intelligence* which is stimulating growing interest in ways to facilitate social and emotional competence.

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Core Social and Emotional Competence

With the burgeoning of programs focused on preventing and correcting social and emotional problems, it helps to have a synthesis of fundamental areas of competence. W.T. Grant Foundation (in the 1980s) funded a five year project that brought together a consortium of professionals to review the best programs and create such a synthesis.* The following is their list of core social and emotional competence:

Emotional

- identifying and labeling feelings
- expressing feelings
- assessing the intensity of feelings
- managing feelings
- delaying gratification
- controlling impulses
- reducing stress
- knowing the difference between feelings and actions

Cognitive

- self-talk -- conducting an "inner dialogue" as a way to cope with a topic or challenge or reinforce one's own behavior
- reading and interpreting social cues -- for example, recognizing social influences on behavior and seeing oneself in the perspective of the larger community
- using steps for problem-solving and decision-making -- for instance, controlling impulses, setting goals, identifying alternative actions, anticipating consequences
- understanding the perspectives of others
- understanding behavioral norms (what is and is not acceptable behavior)
- a positive attitude toward life
- self-awareness -- for example, developing realistic expectations about oneself

Behavioral

- nonverbal -- communicating through eye contact, facial expressiveness, tone of voice, gestures, etc.
- verbal -- making clear requests, responding effectively to criticism, resisting negative influences, listening to others, helping others, participating in positive peer groups

*W.T. Grant Consortium on the School-Based Promotion of Social Competence (1992). Drug and alcohol prevention curriculum. In J.D. Hawkins, et al. (Eds), *Communities that care.* San Francisco: Jossey-Bass.

The W. T. Grant consortium list shown in the preceding exhibit is designed with prevention in mind. It can be compared and contrasted with frameworks suggested for training children manifesting behavior problems. Below is the set of skills prescribed by M.L. Bloomquist (1996) in *Skills training for children with behavioral disorders*. After stressing the importance of (a) increased parental involvement, (b) greater use of positive reinforcement, and (c) enhanced positive family interaction skills, Bloomquist details the following as areas parents should focus on with their children.

* compliance (listening and obeying adults' directives)

* following rules (adhering to formal rules)

* social behavior skills (making and keeping friends)

* social and general problem-solving skills (stopping and thinking before working on a problem, thinking and doing in a step-by-step manner)

* coping with anger (stopping outbursts)

* self-directed academic behavior skills (organizing work, budgeting time, self-monitoring and staying on task, using study skills)

* understanding and expressing feelings (increasing one's "feelings vocabulary," observing and practicing awareness and expression of feelings)

* thinking helpful thoughts (identifying one's negative thoughts, understanding how they influence one's emotions, strategies to change negative thoughts in order to experience more positive emotions)

* self-esteem (coming to evaluate oneself positively as a result of developing skills, experiencing positive feedback, and positive family interactions)

With increasing interest in facilitating social and emotional development has come new opportunities for collaboration. A prominent example is the Collaborative for the Advancement of Social and Emotional Learning (CASEL) established by the Yale Child Study Center in 1994. CASEL's mission is to promote social and emotional learning as an integral part of education in schools around the world. Those interested in this work can contact Roger Weissberg, Executive Director, Dept. of Psychology, University of Illinois at Chicago, 1007 W. Harrison St., Chicago, IL 60607-7137. Ph. (312) 413-1008.

Addressing Underlying Motivation

Beyond discipline and skills training is a need to address the roots of misbehavior, especially the underlying motivational bases for such behavior. Consider students who spend most of the day trying to avoid all or part of the instructional program. An intrinsic motivational interpretation of the avoidance behavior of many of these youngsters is that it reflects their perception that school is not a place where they experience a sense of competence, autonomy, and or relatedness to others. Over time, these perceptions develop into strong motivational dispositions and related patterns of misbehavior.

Misbehavior can reflect proactive (approach) or reactive (avoidance) motivation. Noncooperative, disruptive, and aggressive behavior patterns that are proactive tend to be rewarding and satisfying to an individual because the behavior itself is exciting or because the behavior leads to desired outcomes (e.g., peer recognition, feelings of competence or autonomy). Intentional negative behavior stemming from such approach motivation can be viewed as *pursuit of deviance.*

Of course, misbehavior in the classroom often also is reactive, stemming from avoidance motivation. This behavior can be viewed as *protective reactions.* Students with learning problems can be seen as motivated to avoid and to protest against being forced into situations in which they cannot cope effectively. For such students, many teaching and therapy situations are perceived in this way. Under such circumstances, individuals can be expected to react by trying to protect themselves from the unpleasant thoughts and feelings that the situations stimulate (e.g., feelings of incompetence, loss of autonomy, negative relationships). In effect, the misbehavior reflects efforts to cope and defend against aversive experiences. The actions may be direct or indirect and include defiance, physical and psychological withdrawal, and diversionary tactics.

Interventions for such problems begin with major program changes. From a motivational perspective, the aims are to (a) prevent and overcome negative attitudes toward school and learning, (b) enhance motivational readiness for learning and overcoming problems, (c) maintain intrinsic motivation throughout learning and problem solving, and (d) nurture the type of continuing motivation that results in students engaging in activities away from school that foster maintenance, generalization, and expansion of learning and problem solving.

Failure to attend to motivational concerns in a comprehensive, normative way results in approaching passive and often hostile students with practices that instigate and exacerbate problems. After making broad programmatic changes to the degree feasible, intervention with a misbehaving student involves remedial steps directed at underlying factors. For instance, with intrinsic motivation in mind, the following assessment questions arise:

- Is the misbehavior unintentional or intentional?

- If it is intentional, is it reactive or proactive?

- If the misbehavior is reactive, is it a reaction to threats to self-determination, competence, or relatedness?

- If it is proactive, are there other interests that might successfully compete with satisfaction derived from deviant behavior?

In general, intrinsic motivational theory suggests that corrective interventions for those misbehaving reactively requires steps designed to reduce reactance and enhance positive motivation for participating in an intervention. For youngsters highly motivated to pursue deviance (e.g., those who proactively engage in criminal acts), even more is needed. Intervention might focus on helping these youngsters identify and follow through on a range of valued, socially appropriate alternatives to deviant activity. From the theoretical perspective presented above, such alternatives must be capable of producing greater feelings of self-determination, competence, and relatedness than usually result from the youngster's deviant actions. To these ends, motivational analyses of the problem can point to corrective steps for implementation by teachers, clinicians, parents, or students themselves. (For more on approaching misbehavior from a motivational perspective, see Adelman and Taylor, 1990; 1993; Deci & Ryan, 1985.)

Management of Care & Follow-Up Evaluation

Early in a center's development, the emphasis is on regular monitoring and formative evaluation to ensure students' needs are met. In subsequent phases of center development, longer-term case follow-up and efficacy evaluation are emphasized.

Specific tasks involved here include

► Immediate monitoring through feedback from interveners, students, and records

► Continued monitoring and formative evaluation through feedback from interveners, students, and records

As already suggested, case management begins from the time a student is referred. Monitoring forms sent to students and interveners provide an easy way to check on the appropriateness of a current service.

Immediate Monitoring. As already noted, a student follow-through interview can be done within the first few weeks after projected enrollment in a service (see referral follow-up forms included as Resource Aids in Unit IV). This is a good time for identifying students who did not follow-through (perhaps because of a practical problem not identified and worked on during screening).

Continued Monitoring/Management and Formative Evaluation. Follow-up checks are indicated periodically. At the very least, a student follow-up interview seems indicated after 2 months and/or at the date a service originally was scheduled to end. If the findings indicate the student did not successfully enroll or stay in a program or is not doing well, another consultation session can be scheduled to reassess the student's needs and to determine whether another referral should be made determine or other next steps. If the intervention is completed, the focus shifts to an evaluation of status at end of intervention (see Resource Aids).

Managing Care, Not Cases

"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

Embedded within the meaning of care that emphasizes help also is caring. Many professionals have suggested that a sense of caring is crucial if programs and services are to be successful in helping youngsters. Thus, in discussing management of care, they assume the intent is to help and the method should convey a sense of caring. To avoid undermining the emphasis on care, the word "case" (as in case management) can be replaced with the term *care*.

Whatever term is used, the process involves (1) initial monitoring, (2) ongoing management of an individual's prescribed assistance, and (3) system's management.

As with any intervention, these activities must be implemented in ways that are developmentally and motivationally appropriate, as well as culturally sensitive.

Initial Monitoring of Care

Stated simply, monitoring of care is the process by which it is determined whether a client is appropriately involved in prescribed programs and services. Initial monitoring by school staff focuses on whether a student/family has connected with a referral resource.

As already indicated, all monitoring of care requires systems that are designed to gather information about follow-through and that the referral resource is indeed turning out to be an appropriate way for to meet client needs (see Resource Aids in Unit IV and at the end of this unit).

When a client is involved with more than one intervener, management of care becomes a concern. This clearly is always the situation when a student is referred for help over and above that which her/his teacher(s) can provide.

Subsequent monitoring as part of the ongoing management of client care focuses on coordinating interventions, improving quality of care (including revising intervention plans as appropriate), and enhancing cost-efficacy.

Ongoing Monitoring/Management of Care

Remember that from the time a student is first identified as having a problem, someone should be monitoring/managing the case. The process encompasses a constant focus to evaluate the appropriateness and effectiveness of the various efforts. That is, monitoring is the process of checking regularly to ensure that a student's needs are being met so that appropriate steps can be taken if they are not. Such monitoring continues until the student's intervention needs are addressed. It takes the form of management of care when there must be coordination among the efforts of others who are involved (e.g., other interventions including the efforts of the classroom teacher and those at home).

Monitoring involves follow-ups with interveners and students/ families. This can take a variety of formats (e.g., written communications, phone conversations, electronic communications). More specifically, such ongoing monitoring requires systems for

- *tracking client involvement in interventions*

- *amassing and analyzing data on intervention planning and implementation*

- *amassing and analyzing progress data*

- *recommending changes*

All monitoring and management of care require a system of record keeping designed to maintain an up-to-date record on the status of the student as of the last contact and to remind you when a new contact should be made. (Again, see the various Resource Aids designed to facilitate follow-up on referrals and ongoing monitoring/managing of care.)

Management of care, of course, involves more than monitoring processes and outcomes. Management also calls for the ability to produce changes as necessary.

Sometimes steps must be taken to improve the quality of processes, including at times enhancing coordination among several interveners. Sometimes intervention plans need to be revised to increase their efficacy and minimize their "costs" -- including addressing negative "side effects." Thus, management of care involves using the findings from ongoing monitoring to clarify if interventions need to be altered and then implements strategies to identify appropriate changes and ensure they are implemented with continued monitoring. Along the way, those involved in managing the client's care may have to advocate for and broker essential help and provide the linkage among services that ensures they are coordinated. They also must enhance coordinated intervener communication with the student's caregivers at home.

Who does all this monitoring and management of care? Ideally, all involved parties -- interveners and clients -- assume these functions and become the *management team.* One member of such a team needs to take *primary* responsibility for management of care (a *primary manager*). Sites with sufficient resources often opt to employ one staff member to fill this role for all clients. However, given the limited resources available to schools, a more practical model is to train many staff members to share such a role. Ultimately, with proper instruction, one or more family members might be able to assume this role.

All who assume the role or primary care manager must approach it in a way that respects the client and conveys a sense of caring. The process should be oriented to problem-solving but should not be limited to problem treatments (e.g., in working on their problems, young people should not be cut off from developmental and enrichment opportunities). In most instances, a youngster's family will be integrally involved and empowered as partners, as well as recipients of care.

Unfortunately, there are times when a client is forced to enroll and/or remain in a program (e.g., mandated counseling, diversion programming). By definition, such intervention eliminates client choice and self-determination and is likely to be experienced as disempowering. Clients in such situations can be expected to manifest various forms of reactive behavior. The challenge for all interveners in these instances is one of overcoming negative motivation by finding ways the client can regain their sense of self-determination. The primary care manager can assist in meeting this need by inviting the client's participation in all subsequent team reviews and decision making.

Well-implemented management of care can help ensure that clients are helped in a comprehensive, integrated manner that addresses her/him as a whole person. A positive side effect of all this can be enhancement of systems of care.

Management teams need to meet whenever analysis of monitoring information suggests a need for program changes or at designated review periods. Between meetings, it is the responsibility of the primary manager to ensure care is appropriately monitored and team meetings are called whenever changes are needed. It is the team as a whole, however, that has responsibility for designating necessary changes and working to ensure designated changes are made.

A few basic guidelines for primary managers of care are

► write up analyses of monitoring findings and recommendations to share with management team;

► immediately after a team meeting, write up and circulate changes proposed by management team and emphasize who has agreed to do which tasks by when (see Resource Aids);

► set-up a "tickler" system (e.g., a notation on a calendar) to remind you when to check on whether tasks have been accomplished;

► follow-up with team members who have not accomplished agreed upon tasks to see what assistance they need.

Advanced Technology to Assist with Student Care

School sites with health or family service centers already have entered the age of computer assistance in providing care for students and their families. Constantly evolving systems are available not only to facilitate record keeping and reporting, but to aid with assessment and consultation, referrals, program planning, and ongoing management of care. As schools and other agencies move to computerized information systems, the capacity for integration and networking will be greatly enhanced.

For example, schools and community agencies will have the opportunity to share relevant information in ways that protect client privacy and enhance collaborative intervention. The advanced technology will also allow for rapid updating of information about available services, and school staff will be able to help students/families sign-up on-line. Computer technology also can be used as another modality to enhance counseling and therapy.

Beyond enhancing efforts to treat problems, the advanced technology opens up new avenues for students and parents to seek out information for themselves and connect with others for support.

Of course, as with any tool, computer software varies in quality and can be misused. For instance, reliance on computer programs to generate diagnoses will predictably exacerbate current trends to overuse psychopathological diagnoses in identifying mild-to-moderate emotional, learning, and behavior problems.

Similarly, there is a danger that schools will develop their computerized information and computer-assisted intervention systems in a fragmented and piecemeal manner. This will result in a waste of scarce resources and will reduce the usefulness of what is potentially an extremely powerful aid in efforts to address barriers to student learning and enhance healthy development.

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Prevention/Mental Health Education

Educative functions range from disseminating mental health information to actual course instruction related to positive social and emotional development and wellness.

Every school needs to disseminate information that helps protect, promote, and maintain the well-being of students with respect to both physical and mental health. This includes providing highly visible information related to prevention and correction:

* positive opportunities for recreation and enrichment

* opportunities to earn money

* how to stay healthy -- physically and mentally (this includes instruction using curricula on special topics such as social skills and interpersonal relationships, substance abuse, violence prevention, physical and sexual abuse prevention, sex education, and so forth)

* early identification of problems

* what students/parents should do when problems arise

* warm lines and hotlines

* services on- and off-campus.

Promoting healthy development is one of the keys to preventing mental health and psychosocial problems. For schools, the need is to maintain and enhance health and safety and hopefully do more.

This requires programs that

inoculate through providing positive and negative information, skill in instruction, and fostering attitudes (e.g., using facets of health education -- physical and mental -- to build resistance and resilience). Examples of problems addressed with a preventive focus are substance abuse, violence, pregnancy, school dropout, physical and sexual abuse, suicide

directly facilitate development in all areas (physical, social, emotional) and in ways that account for differences in levels of development and current developmental demands. Examples of arenas for activity are parent education and support, day care, preschool, early education, elementary classrooms, recreation and enrichment programs

identify, correct, or at least minimize physical and mental health and psychosocial problems as early after onset as is feasible

Appreciation of the developmental demands at different age levels is helpful, and awareness of an individual's current levels of development is essential. Basic textbooks provide guides to understanding developmental tasks.

Examples of Major Developmental Tasks

Toddlers
(2-4)

Locomotion and increasing control over gross motor skills
Early speech
Playing with others
Beginning of impulse control

Early school age
(4-6)

Sex-role identification
Increasing control over fine motor skills
Acquisition of basic language structure
Beginning sense of morality
Playing with others in groups

Middle school age
(6-12)

Establishing close friendships
Strengthening sense of morality
Increasing listening skills
Ability to use language in multifaceted and complex ways
Academic achievement
Teamwork
Self-evaluation

Early adolescence
(12-18)

Accepting one's physique
Emotional development
Lessening emotional dependence on parents
Widening peer relationships
Choosing and preparing for higher education/occupation
Gender identity, sex role patterns, and sexual relationships
Acquiring socially responsible values and behavior patterns

One way to think about all this is to remember that the normal trends are for school-age youngsters to strive toward feeling *competent, self-determining*, and *connected with others*. When youngsters experience the opposite of such feelings, the situation may arouse anxiety, fear, anger, alienation, a sense of losing control, a sense of impotence, hopelessness, powerlessness. In turn, this can lead to externalizing (aggressive, "acting out") or internalizing (withdrawal, self-punishing, delusional) behaviors.

While efforts to facilitate social and emotional development focus on enhancing knowledge, skills, and attitudes, from a mental health perspective the intent is to enhance an individual's feelings of competence, self-determination, and connectedness with others.

Areas of Focus in Enhancing Healthy Psychosocial Development

Responsibility and integrity
(e.g., understanding and valuing of societal expectations and moral courses of action)

Self-esteem
(e.g., feelings of competence, self-determination, and being connected to others)

Social and working relationships
(e.g., social awareness, empathy, respect, communication, interpersonal cooperation and problem solving, critical thinking, judgement, and decision making)

Self-evaluation/self-direction/self-regulation
(e.g., understanding of self and impact on others, development of personal goals, initiative, and functional autonomy)

Temperament
(e.g., emotional stability and responsiveness)

Personal safety and safe behavior
(e.g., understanding and valuing of ways to maintain safety, avoid violence, resist drug abuse, and prevent sexual abuse)

Health maintenance
(e.g., understanding and valuing of ways to maintain physical and mental health)

Effective physical functioning
(e.g., understanding and valuing of how to develop and maintain physical fitness)

Careers and life roles
(e.g., awareness of vocational options, changing nature of sex roles, stress management)

Creativity
(e.g., breaking set)

During the instructional day, the curricula in many classes touches upon matters related to positive social and emotional development and wellness. In addition, some schools actually have incorporated mental health as a major facet of health education. And school staff are involved each day in dealing with matters related to mental health and psychosocial concerns.

Effective open-enrollment and prereferral intervention programs and environment change strategies can minimize the number of mild to moderate problems that develop into severe ones. This reduces the number in need of specialized interventions and helps reserve such help for those who inevitably require them.

A variety of materials are available to support your efforts to respond to students' mental health and psychosocial concerns (see Resource Aid).

How Good are School-Based Programs?

Extensive literature reports positive outcomes for psychological interventions available to schools. Some benefits have been demonstrated not only for schools (e.g., better student functioning, increased attendance, less teacher frustration), but for society (e.g., reduced costs related to welfare, unemployment, and use of emergency and adult services).[1]

At the same time, it is clear that school-based applications must be pursued cautiously. With respect to individual treatments, positive evidence generally comes from work done in tightly structured research situations. Unfortunately, comparable results are not found when prototype treatments are institutionalized in school and clinic settings. Similarly, most findings on classroom and small group programs come from short-term experimental studies (usually without any follow-up phase). It remains an unanswered question as to whether the results of such projects will hold up when the prototypes are translated into wide-spread applications (see Adelman & Taylor, 1997; Durlak, 1995; Elias, 1997; Weisz, Donenberg, Han, & Weiss, 1995). Available evidence is insufficient to support any policy that restricts schools to use empirically supported interventions, and the search for better practices remains a necessity.

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[1] There are too many references to cite here, but a bit of an overview can be garnered from Adelman and Taylor (1993), Albee and Gullotta (1997), Borders and Drury (1992), Carnegie Council on Adolescent Development (1988), Dryfoos (1990, 1994, in press), Durlak (1995), Duttweiler (1995), Goleman (1995), Kazdin (1993), Larson (1994), Schorr (1988), Slavin, Karweit, and Wasik (1994), Thomas and Grimes (1995).

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Resource Aids

Follow-up Rating Form -- Service Status   (Intervener Form)
(To be filled out periodically by *interveners)*

To: (Intervener's name)

From: _____, Primary Care Manager

Re: Current Status of a client referred to you by _____ school.

Student's Name or ID # _____ Birthdate _____
Date_____

Number of sessions seen: Ind.___ Group ____

What problems were worked on?

Current status of problems worked on: (Severity at this time)

1	2	3	4
very severe	severe	not too severe	not at all severe

If the problems worked on differ from the "presenting" problems (e.g., referral problem), also indicate the current status of the presenting problems.

1	2	3	4
very severe	severe	not too severe	not at all severe

Recommendations made for further action:

Are the recommendations being followed?   YES   NO
If no, why not?

How much did the intervention help the student in better understanding his/her problems?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

How much did the intervention help the student to deal with her/his problems in a better way?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

Prognosis

1	2	3	4
very positive	positive	negative	very negative

Follow-up Rating Form -- Service Status   **(Client Form)**
(To be filled out periodically by the clients)

Student's Name or ID # _____ Birthdate _____
Date_____

1. How worthwhile do you feel it was for you to have worked with the counselor?

1 6	2	3	4	5	
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

2. How much did the counseling help you better understand your problems?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

3. How much did the counseling help you deal with your problems in a better way?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

4. At this time, how serious are the problems for you?

1	2	3	4
very severe	severe	not too severe	not at all severe

5. How hopeful are you about solving your problems?

1	2	3	4
very hopeful	somewhat hopeful	not too hopeful	not at all hopeful

If not hopeful, why not?

6. If you need help in the future, how likely are you to contact the counselor?

1	2	3	4
not at all	not too likely	likely to	definitely will

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Management of Care Review Form

Student's Name or ID # _____ Birthdate _____

Primary Manager of Care _____

Management of Care Team (including student/family members):

_____ _____ _____
_____ _____ _____
_____

Initial Plan   Date management of care file opened: _____

Student Lives with: _____ Relationship _____
          Address_____ Phone _____

Home language _____

Type of concern initially presented
(briefly describe for each applicable area)   **How serious are the problems?**
                                          not too   very
                                          serious   serious

      Learning: 1   2   3   4   5   6

      Behavior: 1   2   3   4   5   6

      Emotional: 1   2   3   4   5   6

      Other: 1   2   3   4   5   6

Problem Identified and Referred by: _____ date_____

Initial client consultation done with: _____ date_____
          Conducted by: _____

Indicate diagnosis (if any): _____

Recommendations/Decisions/Consents:

Planned Date for Immediate Follow-up: _____
(2 weeks after recommended action)

Immediate Follow-up   Date: _____

Appropriate client follow-through?   Yes   No

    If no, why not?

Is the original plan still appropriate?   Yes   No

    If no, why not?

    What changes are needed?

Any problems with coordination of interventions?   Yes   No

    If yes:

    What needs to be done?   By Who?   When?   Monitoring Date:

If plan has changed, indicate new recommendations/decisions (including plans for improving coordination):

SYSTEMS OF CARE REVIEW: Any general implications for improving the school's systems for referral, triage, client consultation, management of care, integration of school programs, and work with other agencies? If so, these implications should be directed to those responsible for enhancing the system.

Planned date for first team review: _____
(in about 2 months or sooner if necessary)

The primary manager must be certain that (1) everyone understands revised plans and needs to improve coordination and (2) appropriate steps are taken to facilitate action. This requires monitoring activity in the days and weeks that follow this follow-up check.

First Team Review   Date:_____

Team members present:

_____   _____

_____   _____

General Update on Client Status (indicate source of information, progress, ongoing concerns, etc.)

With respect to concerns initially presented,
at this time --   **Amount of Improvement Seen**

	not too much					very much
Learning:	1	2	3	4	5	6
Behavior:	1	2	3	4	5	6
Emotional:	1	2	3	4	5	6
Other:	1	2	3	4	5	6

Appropriate client follow-through?   Yes   No

    If no, why not?

Is the current plan still appropriate?   Yes   No

    If no, why not?

    What changes are needed?

Any problems with coordination of interventions?   Yes   No

    If yes:

    What needs to be done?   By Who?   When?   Monitoring Date:

If plan has changed, indicate new recommendations/decisions (including plans for improving coordination):

SYSTEMS OF CARE REVIEW: Any general implications for improving the school's systems for referral, triage, client consultation, management of care, integration of school programs, and work with other agencies? If so, these implications should be directed to those responsible for enhancing the system.

Planned date for next team review: _____
(in about 2 months or sooner if necessary)

The primary manager must be certain that (1) everyone understands revised plans and needs to improve coordination and (2) appropriate steps are taken to facilitate action. This requires monitoring activity in the days and weeks that follow this follow-up check.

Note: This sheet may be used several times over the course of intervention (e.g., every 2 mths).

Ongoing Team Review   Date:_____

Team members present:

_____   _____

_____   _____

_____

General Update on Client Status (indicate source of information, progress, ongoing concerns, etc.)

With respect to concerns initially presented,
at this time --

	not too severe				very severe
Learning:	1	2	3	4	5	6
Behavior:	1	2	3	4	5	6
Emotional:	1	2	3	4	5	6
Other:	1	2	3	4	5	6

How Severe?

Appropriate client follow-through?   Yes   No

   If no, why not?

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Is the current plan still appropriate?   Yes   No

    If no, why not?

    What changes are needed?

Any problems with coordination of interventions?   Yes   No

    If yes:

    What needs to be done?   By Who?   When?   Monitoring Date:

If plan has changed, indicate new recommendations/decisions (including plans for improving coordination):

SYSTEMS OF CARE REVIEW: Any general implications for improving the school's systems for referral, triage, client consultation, management of care, integration of school programs, and work with other agencies?   If so, these implications should be directed to those responsible for enhancing the system.

Planned date for next team review: _____
(in about 2 months or sooner if necessary)

The primary manager must be certain that (1) everyone understands revised plans and needs to improve coordination and (2) appropriate steps are taken to facilitate action. This requires monitoring activity in the days and weeks that follow this follow-up check.

End of Intervention   Date: _____

Final Update on Client Status (indicate source of information, progress, ongoing concerns, etc.)

With respect to concerns initially presented, at this time --

	How Severe?					
	not too severe					very severe
Learning:	1	2	3	4	5	6
Behavior:	1	2	3	4	5	6
Emotional:	1	2	3	4	5	6
Other:	1	2	3	4	5	6

Why is the intervention ending?

If the client still needs assistance, what are the ongoing needs?

What plans are there for meeting these needs?

If there are no plans, why not?

SYSTEMS OF CARE REVIEW: Any general implications for improving the school's systems for referral, triage, client consultation, management of care, integration of school programs, and work with other agencies? If so, these implications should be directed to those responsible for enhancing the system.

With intervention ending, the primary manager must be certain that (1) everyone who should be informed is provided relevant information and (2) evaluation data are entered into the appropriate systems.

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Where to Get Resource Materials to Address Barriers to Learning,

Some of the various ways the Center for Mental Health in Schools at UCLA packages resources are our *Resource Aid Packets. Resource Aid Packets* are designed to complement our series of Introductory Packets. These resource aids are a form of *tool kit.* One such Resource Aid, entitled *Where to Get Resource Materials to Address Barriers to Learning,* is designed to provide a sampling of organizations and publishers that offer a variety of materials relevant to addressing students' psychosocial and mental health concerns. Included is information about resources available upon request and/or purchase. The packet is divided into three sections:

Section I identifies national centers and clearinghouses, professional organizations and foundations that provide printed documents such as fact sheets, brochures, pamphlets, posters, etc. that are useful for educational programs and campaigns. Most of the places listed in this section supply bulk materials for free or require a minimum recovery fee.

Section II lists publishers and distributors of books, curriculum modules/packages, posters, multimedia tool kits (e.g. audio/videotapes and educational software programs), educational games, and so forth that serve as supplementary aids and strategies for classroom learning, as well as counseling purposes. Some also offer in-service training materials for staff development in dealing with the students' psychosocial problems. In general, the materials listed in this section are available for purchase.

Finally, Section III contains sample fact sheets provided by organizations listed in section I.

Reference Aid

A Few References on the Basics of Helping and Counseling

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Program Reporting:

Getting Credit for All You Do

Exhibits and Resource Aids

Exhibits

Resource Aids

*Systematic evaluation is increasingly sought
to guide operations, to assure legislators and planners
that they are proceeding on sound lines, and to make
services responsive to their publics.*
                                        Lee Cronbach & colleagues

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WHY EVALUATE?

Many staff members find evaluation to be an unpleasant and often time wasting experience. It certainly can be all that and more. On the other hand, properly designed evaluation can provide the type of information that ensures one gets credit (and support) for all that is done and allows one to show pride in what is accomplished. The purpose of this unit is to explore (1) what information seems important to gather regularly in order to show that the mental health focus is both needed and is doing a good job, and (2) what procedures may be useful in gathering and summarizing such information.

Of course in evaluating interventions, it is well to remember that every intervention has its benefits and costs. Thus, it is essential to evaluate both benefits and costs with respect to

► students (e.g., improved attendance and learning; increases in negative interactions between students and parents)

► parent (e.g., improved attitudes and skills; stress, failure, conflict related to intercations with student and between parents)

► school (e.g., improved or reduced morale and community support)

► society (e.g., fewer dropouts and related problems; reallocation of limited resources may result in cuts to other important programs)

QUALITY IMPROVEMENT, EVALUATING OUTCOMES, AND GETTING CREDIT FOR ALL YOU DO

The success of schools in addressing barriers to learning and enhancing healthy development is first and foremost in the hands of policy makers. If the widespread desire for increased achievement is to be acoomplished, policy makers must understand the nature and scope of what is involved. A comprehensive intervetnion 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 educational reform if they are not given the support necessary for accompishing it. In an era when new sources of funding are unlikely, it is clear that funds must be reallocated in keeping with the level of priority assigned to educational reform. To do less is to guarantee the status quo.

The intent of all such activity, of course, is to enhance outcomes for children and adolescents. However, enhancing outcomes for the large number of those in need of help usually involves addressing the systems that determine such outcomes (e.g., families, education support programs, school-based health centers, off-site services, the community at large). Moreover, it is important to proceed with a holistic perspective (e.g., viewing children in the context of families and communities). Such a perspective fosters appreciation of relationships among individuals, specific aspects of systems, and the system as a whole. Given a comprehensive orientation to addressing barriers to learning and enhancing healthy development, it is evident that evaluation involves more than measuring outcomes for individuals served.

> Broadly stated, evaluation should be planned and implemented in ways that measure outcomes and much more with a view to enhancing the quality of intervention efforts and the long-term benefits for students and society. The following sections highlight a few ideas along these lines.

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Evaluation that Fosters Quality Improvement

One purpose of outcome evaluation is to provide feedback on efficacy so processes can be revised and fine-tuned. Such *formative* evaluation also includes information on participants, approaches, resources, implementation strategies, program organization, staffing, operational policies and practices. It also should include data on the characteristics of the system's "clients" -- who they are, what they want and need, how they differ from those in other locales -- as a prerequisite for effective planning and as another basis for interpreting the appropriateness of observed processes and outcomes. (That is, it is essential to understand the status of clients before an intervention is implemented, not only to be aware of their needs but ultimately to make appropriate judgments about intervention outcome efficacy.)

Thus, formative evaluation includes data gathering and analyses focused on such matters as

- needs and assets, goals and desired outcomes, resources, and activities

- challenges and barriers to mental health intervention and the integration of such interventions with other activity designed to address barriers to learning, as well as with the instructional and management components of schools and communities

- characteristics of families and children in each locale, with special focus on targeted groups

- initial outcomes.

Formative evaluation data may be gathered on and from samples of all parties who have a stake in the intervention (e.g., school staff, students and their families, other stakeholders, community agencies, and so forth). The information is used to judge the "fit" of prerequisite conditions and processes. Methods used include review of documents and records, checklists, surveys, semi-structured interviews, focus group discussions, observations, and direct assessment of clientele. A well-designed information management system can be a major aid (e.g., providing data on identified needs and current status of individuals and resources). In this respect, an advanced technology can play a major role (e.g., a computerized system that is properly designed can provide access to information in other computer-based data systems containing relevant information on clients and processes).

To be maximally useful, a data set should allow for baseline and subgroup comparisons and include multiple variables so that findings can be disaggregated during analysis. Of particular interest are data differentiating clients in terms of demographics, initial levels of motivation and development, and type, severity, and pervasiveness of problems. With respect to process, it is useful to have data differentiating stages of program development and differences in program quality.

Optimally, the date gathered should allow for formative-leading-to-summative evaluations. Designing   formative evaluation system that over time yields summative findings facilitates ongoing planning in ways that improve processes and thus outcomes. At the same time, such an approach builds a system for validating interventions.

To begin with, it will help to clarify our definition of some terms that are used throughout this section. *Aims* are extremely abstract statements of intended outcomes that encompass many goals and objectives; this usually means an aim can only be accomplished over an extensive time period (e.g., many years). *Goals* are somewhat less abstract statements encompassing many objectives; thus, a goal usually requires a somewhat extended period of time to accomplish. *Objectives* are meant to be less abstract and more immediately accomplishable than the goal that encompasses them. A *standard* is defined as a statement about what is valued. Standards are used to (a) judge and promote quality, (b) clarify goals, and (c) promote change. In evaluating efficacy, standards are operationalized in terms of specific *criteria* upon which judgments of immediate and potential long-term efficacy can be made. *Indicators of efficacy* are measurable variables that can be accessed from various sources through use of specific data gathering strategies and tools.

As stressed, while the intent of mental health activity in schools is to enhance outcomes for students, the work must also address systems determining such outcomes. Thus, the following discussion outlines intended impact not only on students, but on families and community, and on programs and systems.

Student Outcomes

Efforts to address mental health concerns and other barriers to learning include enhancing receptivity to instruction through facilitating positive academic, social, emotional, and physical development. In this section, we focus first on outcomes related to facilitating such development; then, the emphasis shifts to prevention and correction of emotional, behavioral, learning, and health problems.

(1) *Outcomes reflecting enhanced receptivity to instruction.* Teaching and learning are transactional. Students (and teachers) bring certain capacities and attitudes (abilities, expectations, values) accumulated and established over time. These provide the foundation upon which teaching tries to build. Students also come with current physiological and psychological states of being that can facilitate or inhibit learning at any given time. Efforts to enhance receptivity to instruction focus on ensuring there is a good instructional match with the student's capacities, attitudes and current state of being. While this is especially necessary for those manifesting serious problems, it is a fundamental concern related to all learners.

The *aim* of enhancing receptivity to instruction involves ensuring that students have the opportunity to acquire the types of basic abilities, expectations, and values that enable learning. The aim also encompasses the need for schools to respond appropriately to variations in students' current states of being (e.g., ensuring the opportunity to learn by providing breakfast and lunch programs to combat hunger, responding to personal problems and crises with support and guidance).

As is highlighted by the goals and objectives outlined in Resource Aids, the ultimate aim is to ensure that students develop effective levels of functionality -- academically, socially, emotionally, and physically. (With respect to social-emotional functioning, aims are sometimes referred to as personal qualities, interpersonal functioning, the affective domain, and so forth. Physical functioning often is discussed as physical and health education.) From a developmental perspective, the aim encompasses concerns for ensuring a "healthy start," a safe school environment, preparation (readiness) for school, facilitating continued positive development in all areas, facilitating progress with respect to developmental tasks at each stage of development, enhancing areas of personal interest and strength, and fostering a psychological sense of community. As with all curricular goals, desired outcomes in these areas reflect (a) intended uses (communication, reasoning, problem solving, making relationships and connections, and creativity) and (b) factors related to intrinsic motivation (personal valuing and expectations of efficacy -- including confidence in one's abilities).

The goals and objectives outlined in the Resource Aids provide a frame of reference for designing programmatic activity to facilitate development related to enhancing receptivity to instruction through facilitating positive academic, social, emotional, and physical development. It is clear that attending to such functioning is basic to preventing, treating, and remedying problems. Moreover, the goals and objectives provide direction for daily program planning and for evaluation.

Need Help: Call the Technical Assistance Center for the Evaluation of Children's Mental Health

Located at the Judge Baker Children's Center in Boston (295 Longwood Ave., Boston, MA 02115), this center is a premier resource for information on specific measures. The Center provides consultation and has a library of measures, manuals, and related articles: Phone (800) 779-8390, ext. 2139. Website -- http://tac.pie.org/T3632.

Among the measures they cite are:

Parenting Stress Index
Child Behavior Checklist
Early Childhood Assessment Tool
Family Evaluation Scale
Self-esteem measures

Cultural Competence Instrument
Diagnostic Interview Schedule for Children
Adaptive Social Behavior Inventory
Adaptive Functioning Measure
Youth Satisfaction Questionnaire

In reviewing measures, they provide detailed information on various instruments. Examples include:

1) Hodges' **Child and Adolescent Functional Assessment Scale (CAFAS)** which they indicate measures client functioning in general and in each of six psychosocial areas: "Role Performance (includes legal problems), Thinking, Behavior Toward Others/Self, Moods/Emotions, and Substance Abuse. For each subscale, service providers are asked to rate the client at the most severe level of dysfunction that has occurred at anytime in the last month. In addition, two scales have been added to assess resources of caregivers' capacity to provide for a) basic needs and b) family/social support."

2) Achenbach's **Child Behavior Checklist** which measures Externalizing behavior (directed outward -- poor behavior control, etc.) and Internalizing behavior (directed inward -- anxiety, depression, etc.). Scores for problem areas distinguish a) withdrawn behavior, b) somatic complaints, c) anxious/depressed, d) social problems, e) thought problems, f) attention problems, g) delinquent behavior, h) aggressive behavior, and i) sex problems. Scores for Social Competence distinguish school, social, and activities.

3) DeChillo's **Client Satisfaction Questionnaire (CSQ)** which is an 8-item scale that yields an overall satisfaction score and specific items that might help with quality improvement of services.

Each review also provides technical information on the psychometric properties of the instrument and discusses other relevant matters.

The assumption in pursuing goals and objectives is that optimal processes (comprehensive and integrated programs) will be used to create a match that enhances positive attitudes, growth, and learning. This applies to the full range of support available to students and families -- including specialized programs at the site, home, and community. Until a comprehensive, integrated continuum of programs and services are in place, steps must be taken to address the less than optimal conditions. From this perspective, evaluation focuses on (a) individual student outcomes (related to the goals and objectives set forth in the accompanying Resource Aids) and (b) outcomes for all children in the catchment area (e.g., community indicators of improved health, safety and survival, emotional health, and positive social connections). In addition, there can be a focus on outcomes reflecting significant changes in support systems (e.g., measures of enhanced home involvement in schooling; indicators of enhanced integration of center and community health, social, and mental health services -- including related data on financial savings).

Furthermore, in pursuing goals and objectives related to instructional receptivity and social-emotional and physical development, it is essential to do so in ways that value and foster rather than devalue and inhibit appropriate diversity among students. This is especially important given the diversity students bring with regard to ethnic background, gender, interests, and capabilities. Thus, another focus for evaluation is on these concerns (especially in assessing for negative outcomes). In particular, efforts should be made to measure (a) movement toward inappropriate conformity in thinking and behaving in areas where diversity is desired and (b) trends toward increased levels of other-directedness and excessive dependency.

(2) *Outcomes related to preventing and correcting emotional, behavioral, learning, and health problems.* In addition to the above goals and objectives, student goals and objectives are formulated in connection with specialized programs designed to prevent and correct emotional, behavioral, learning, and health problems. These objectives relate to the efforts of such programs to remove barriers and enable students to pursue the above goals.

It is important to emphasize that problems become of concern because they are reflected in the student's functioning; however, the primary source of the problem often is environmental. Environmentally based problems are an especially important focus for prevention programs. Such programs are targeted to designated at-risk populations (e.g., students with older siblings in gangs, immigrant and highly mobile families who have major transition and school adjustment needs, students who experience a crisis event).

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In general, then, immediate objectives in working to address emotional and behavioral problems with a view to enabling student progress often include activity designed to reduce specified barriers to school attendance and functioning. Thus, attending to mental health concerns often requires addressing practical deterrents such as health problems, lack of adequate clothing, problems in the home, working with home to increase support for student improvement, dealing with student's physical or sexual abuse, dealing with student's substance abuse, dealing with gang involvement, provisions for pregnant minors and minor parents, dropout outreach and recovery, teaching student to use compensatory strategies for learning, and so forth. And, based on the discussion to this point, hopefully it is clear that the first indicators of progress may be fewer problems related to learning, behavior, and affect.

See the accompanying Resource Aids for examples of key intervention goals and objectives and potential indicators of efficacy. The goals and objectives listed in the Resource Aid represent individual student outcomes that can be measured as indicators of the impact of specialized programs. Positive "side effect" outcomes worth measuring are significant changes related to (a) all children in the catchment area (e.g., community indicators of improved health, safety and survival, emotional health, and positive social connections) and (b) support systems (e.g., enhanced home involvement in schooling; enhanced integration of a school-based health center and community health, social, and mental health services -- including related data on financial savings).

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Of course, additional student outcomes can be delineated and measured with respect to efforts to prevent specific types of problems. This is usually accomplished by fostering positive functioning through activities designed to enhance knowledge, skills, attitudes, and action related to healthy physical and mental development. Some of these efforts are carried out in special settings, such as school-based health centers and family resource centers. Whether or not there is a special setting, these efforts include specialized programs focused on

- home involvement to enhance social-emotional development

- peer-to-peer interventions designed to enhance social-emotional development

- early education for prenatally drug-exposed children and their families

- substance abuse prevention

- suicide prevention

- physical and sexual abuse prevention

- violence prevention

- dropout prevention and school re-entry

- STD/AIDS prevention

- pregnancy prevention

- prenatal care of pregnant minors and minor parent education

- crisis intervention and emergency responses to prevent long-term impact (e.g., PTSD) and to prevent subsequent emergencies

On Measuring Mental Health Outcomes

The challenges facing the field of outcome research related mental health services led Rosenblatt and Attkisson (1993)* to offer the following conceptual framework to classify the outcomes of services for sufferers of severe mental disorders. This classification framework integrates three dimensions: (a) the respondent type, (b) the social context, and (c) the domain of treatment outcomes based on the need for multiple measures and approaches to measuring outcomes for persons suffering from severe mental disorders.

The conceptual framework consists of five respondent types (who), four behavioral/social contexts of measurement (where), and four domains of treatment outcomes (what) which are graphically represented below:

Respondent types --
   measures of outcomes must reflect a
   range of social perspectives: client,
   family, social, clinician, and scientist

Behavioral/social contexts of measurement --
   measures must be taken in the context of
   all areas of functioning: individual/self,
   family, work/school, community

Domains of treatment outcomes --
   measures should cover all domains:
   clinical status, functional status,
   life satisfaction & fulfillment,
   safety & welfare

DOMAIN OF TREATMENT OUTCOME
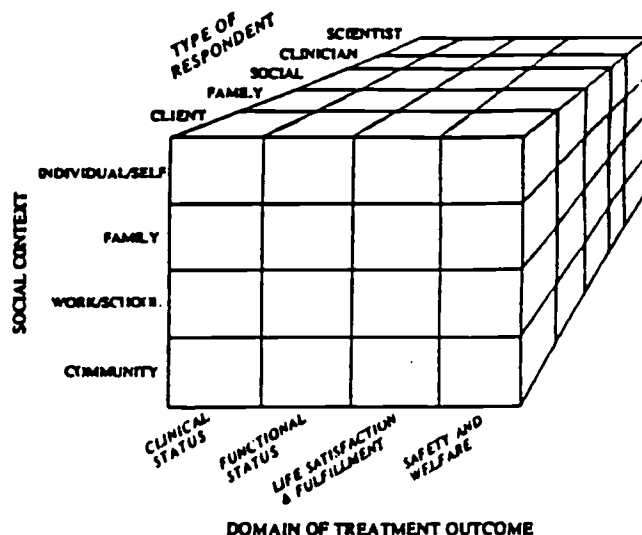
A model of the dimensions of outcome measurement for mental health services research.

This conceptual framework is useful in classifying and evaluating the usefulness of outcome measures, for example, who provides the data for the measure, what is the relevant social context, and what is the domain of treatment outcome?

*Assessing Outcomes for Sufferers of Severe Mental Disorder: A Conceptual Framework and Review, by A. Rosenblatt & C.C. Attkisson, *Evaluation and Program Planning*, Vol. 16, pp. 347-363, 1993.

Intended Impact on Families and Community

Aims related to families encompass promotion of positive family development and functioning and enhanced home involvement in schooling. Aims for the community encompass promotion of positive community development and functioning and related reform of community agencies (with particular emphasis on reducing problems related to health and safety). See the accompanying Resource Aids for examples of key intervention goals and objectives and potential indicators of efficacy.

Intended Impact on Programs and Systems

Major aims with respect to the school-site are to promote and support (a) a major restructuring of school support services, (b) integration of school support services with other school-based/linked support programs, teams, and special projects (in both the regular and special education arenas), (c) outreach to enhance linkages and collaborations with community resources (e.g., health, social, recreational programs; involvement of volunteers and local businesses), and (d) integration of all activity designed to address barriers to learning with the instructional and school management components. See the accompanying Resource Aids for examples of key goals and objectives and of potential indicators of efficacy.

A Point About *Disconnected Accountability*

Everyone is aware that policymakers want accountability.

When it comes to any schooling expenditure, policymakers tend simply to call for achievement test scores as *the criteria* for effective practice. From the perspective of interventions to address barriers to student learning, this raises the problem of *disconnected accountability*.

Although achievement scores are the ultimate proof of effective schooling, these measures are too far removed from the immediate results of interventions designed to ameliorate learning, behavior, emotional, and health problems. Direct assessment of the impact of interventions to *enable* students to learn and teachers to teach requires measuring benchmarks that reflect direct, immediate objectives.

For example, because they are essential prerequisites to enhanced academic achievement, policymakers should look for indicators such as more home involvement, less absences/tardies, effective transitions, fewer dropouts, less violence, and less mobility. These are more reasonable results to expect and evaluate in efforts to hold nonacademic interventions accountable.

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EVALUATING IN STAGES

Just as a most school-based programs need to develop in phases, there is a neeed to develop evaluation in stages (see Exhibit).

For new and evolving large-scale interventions, the first stages of evaluation must be formative and stress the type of *research and development* activity that produces a sound program. Thus, in these early stages, evaluation procedures must be extremely broad and embody the dynamic, spiraling quality of evaluative *research* (see references at end of the module). To this end, the evaluation activity must be programmatic, with the initial emphasis broadly focused on improving intervention processes (e.g., clarifying the nature and soundness of the intervention rationale, procedures, intended outcomes, and immediate accomplishments).

As the initial stages are accomplished and a program is operating properly, the emphasis moves to an in-depth focus on validating interventions in terms of specific efficacy. To this end, in-depth sampling becomes a viable strategy for studying intervention efficacy. At these later stages of evaluation, data from other programs and from settings without such programs provide important comparison information for arriving at evaluative judgments.

Six Stages in the Development and Evaluation of a Psychosocial & Mental Health Focus at Schools

Stage I:

Initial mental health program development, implementation, and evaluation

Stage II:

Integration with relevant school psychosocial programs and expansion of programs, services, and evaluation focus

Stage III:

Outreach to school district/community psychosocial programs and further expansion of programs, services, and evaluation focus

Stage IV:

Institutionalization of mental health programs, services, and evaluation

Stage V:

Short-term follow-up evaluation of programs and service outcomes

Stage VI:

Long-term follow-up evaluation of programs and service outcomes

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Resource Aids

Intervention Impact on Students

Aims	Examples of Goals/Objectives	Examples of Indicators of Efficacy	Standards/Criteria Immediate -- Long-term
Enhance receptivity to instruction	Increase knowledge, skills, & attitudes to enhance •acceptance of responsibility (including attending, following directions & agreed upon rules/laws) •self-esteem & integrity •social & working relationships •self-evaluation & self-direction/regulation •physical functioning •health maintenance •safe behavior	Ratings by staff, family, peers Self-reports by students Performance indices (focus is on: •readiness/prerequisites/ survival skills •attendance •tardies •distractibility/ daydreaming/overactivity •dependence on others in pursuing tasks and controlling behavior •misbehavior •symptoms •negative attitudes toward self, teachers, school, peers, family, society) (Ultimately, of course, a major focus is on grades and achievement test scores.)	TO BE DETERMINED BY SITE
Prevent and correct emotional, behavior, learning, & health problems	Reduce barriers to school attendance and functioning by addressing problems related to •health •lack of adequate clothing •dysfunctional families •lack of home support for student improvement •physical/sexual abuse •substance abuse •gang involvement •pregnant/parenting minors •dropouts •need for compensatory learning strategies		

Intervention Impact on Families and Communities

Aims	Examples of Goals/Objectives	Examples of Indicators of Efficacy	Standards/Criteria Immediate -- Long-term
Promotion of positive family development & functioning	Increase social and emotional support for families	Parents rate satisfaction with school & community programs & services designed to enhance family functioning & provide assistance	TO BE DETERMINED BY SITE
	Increase family access to special assistance		
Enhanced home involvement in schooling	Increase family ability to reduce child risk factors that can be barriers to learning	Staff rates functioning of families	
	Increase bilingual ability and literacy of parents	Frequency counts of services/ programs in operation; Performance indices	
	Increase family ability to support schooling	Staff rates functioning of families	
	Increase positive attitudes about schooling	Family self-reports	
	Increase home (family/parent) participation at school	Frequency counts of areas of participation and number of participants	

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Intervention Impact on Families and Communities

Aims	Examples of Goals/Objectives	Examples of Indicators of Efficacy	Standards/Criteria Immediate -- Long-term
Promotion of positive community development and functioning (including influencing restructuring of community agencies)	Enhance positive attitudes toward school and community	Self-reports of community residents	TO BE DETERMINED BY SITE
	Increase community participation in school activities	Frequency counts of areas of participation and number of participants	
	Increase perception of the school as a hub of community activities	Self-reports of community residents	
	Increase partnerships designed to enhance education & service availability in community	Existence of partnership agreements & shared decision making mechanisms	
	Enhance coordination & collaboration between community agencies and school programs & services	Staff rates quality of coordination mechanisms & working relationships	
	Enhance focus on agency outreach to meet family needs	Frequency counts of students and families using programs and services	
	Increase psychological sense of community	Self-reports of community residents	
		Data from records on (a) violent acts (b) nonviolent crime (c) public health problems	

Intervention Impact on Programs and Systems

Aims	Examples of Goals/Objectives	Examples of Indicators of Efficacy	Standards/Criteria Immediate -- Long-term
Promote and support restructuring of support services (including integration with instruction & management)	Enhance processes by which staff and families learn about available programs and services and how to access those they need	Frequency counts of students and families using programs and services	TO BE DETERMINED BY SITE
	Increase coordination among services and programs	Staff rates quality of coordination mechanisms	
	Increase the degree to which staff work collaboratively and programmatically	Supervisors and staff rate how staff spends time	
	Increase services/programs at school site	Frequency counts of services/programs in operation	
Promote and support outreach to community resources & their integration with school programs & services	Increase amount of school and community collaboration	Existence of interagency agreements & shared decision making mechanisms	
	Increase quality of services and programs by improving systems for requesting, accessing, and managing assistance for students and families (including overcoming inappropriate barriers to confidentiality)	Staff rates quality of (a) systems for triage, referral, case monitoring & management; (b) staff development	
		Users rate satisfaction	
	Establish a long-term financial base	Data from financial records	

CONSULTATION ENCOUNTER FORM

Consultant_____   Date_____

Consulted with: Teacher_____
                 Principal_____   Other (specify)_____

Type of consultation: exploration of general concerns _____
                           problem solving session   _____
                           facilitating resource networking _____
                                  others specify)_____

If focus was on a specific student, who? _____

Is this student a (school-based health center) client?   Y   N

Others involved in the process (specify)_____

BRIEFLY:

What was the nature of the problem(s)?

What actions, if any, were planned to deal with the problem(s)?

What are the next steps and who is responsible for taking them?

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CONSULTATION FOLLOW-UP DATA AND FEEDBACK RATINGS

Consultant_____   Date_____

School_____   Consulted with:_____

1. Please rate the severity of the problem prior to consultation.

1	2	3	4
Very	Severe	Not too	Not at all
severe		severe	severe

2. Did the consultation lead to implementation of additional strategies for solving the problem?

                    YES   NO

3. Has the situation improved?   YES   NO

4. Please rate the current severity of the problem.

1	2	3	4
Very	Severe	Not too	Not at all
severe		severe	severe

5. Do you want additional consultation on this problem?   YES   NO

6. How worthwhile do feel it was for you to have worked with the consultant?

1	2	3	4	5	6
not at	not	only a	more than	quite	very
all	much	little bit	a little bit	a bit	much

7. How much did the consultation help you to better understand the problem?

1	2	3	4	5	6
not at	not	only a	more than	quite	very
all	much	little bit	a little bit	a bit	much

8. How much did the consultation help you deal with the problem in a better way?

1	2	3	4	5	6
not at	not	only a	more than	quite	very
all	much	little bit	a little bit	a bit	much

9. If you need similar help in the future, how likely are you to seek consultation?

| 1 | 2 | 3 | 4 |
| Not at all likely | Not too likely | Likely | Definitely will |

Student's View of the Problem -- Initial Interview Form
(For use with all but very young students)

Interviewer _____   Date _____

Note the identified problem:

Is the student seeking help?   Yes   No

If not, what were the circumstances that brought the student to the interview?

_____

Questions for student to answer:

Student's Name _____ Age _____ Birthdate _____

Sex: M F   Grade _____   Current Placement _____

Ethnicity _____   Primary Language _____

We are concerned about how things are going for you. Our talk today will help us to
discuss what's going O.K. and what's not going so well. If you want me to keep what
we talk about secret, I will do so -- except for those things that I need to discuss with
others in order to help you.

(1) How would you describe your current situation? What problems are you experiencing?
What are your main concerns?

(2) How serious are these matters for you at this time?

1 very serious	2 serious	3 Not too serious	4 Not at all serious

(3) How long have these been problems?

____ 0-3 months   ____ 4 months to a year   ____ more than a year

(cont.)

(4) What do you think originally caused these problems?

(5) Do others (parents, teachers, friends) think there were other causes?
        If so, what they say they were?

(6) What other things are currently making it hard to deal with the problems?

(7) What have you already tried in order to deal with the problems?

(8) Why do you think these things didn't work?

(9) What have others advised you to do?

(10) What do you think would help solve the problems?

(11) How much time and effort do you want to put into solving the problems?

6	1	2	3	4	5
not at all	not much	only a	more than	quite a bit	very much
			little bit a little bit		

       If you answered 1, 2, or 3, why don't you want to put much time and effort into solving problems?

(12) What type of help do you want?

(13) What changes are you hoping for?

(14) How hopeful are you about solving the problems?

1	2	3	4
very hopeful	somewhat	not too	not at all hopeful

If you're not hopeful, why not?

(15) What else should we know so that we can help?

Are there any other matters you want to discuss?

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Student's View of the Problem -- Initial Interview Form
(For use with very young students)

Interviewer _____   Date_____

Note the identified problem:

Is the student seeking help?   Yes   No

If not, what were the circumstances that brought the student to the interview?

****

Questions for student to answer:

Student's Name _____ Age _____ Birthdate _____

Sex: M   F Grade _____   Current Placement _____

Ethnicity _____   Primary Language _____

We are concerned about how things are going for you. Our talk today will help us to discuss what's going O.K. and what's not going so well. If you want me to keep what we talk about secret, I will do so -- except for those things that I need to discuss with others in order to help you.

(1) Are you having problems at school?   ___Yes   ___No
     If yes, what's wrong?

What seems to be causing these problems?

(2) How much do you like school?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	Quite a bit much	Very

What about school don't you like?

What can we do to make it better for you?

(3) Are you having problems at home?   ___Yes   ___No
   If yes, what's wrong?

What seems to be causing these problems?

(4) How much do you like things at home?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	Quite a bit	Very much

What about things at home don't you like?

What can we do to make it better for you?

(5) Are you having problems with other kids?   ___Yes   ___No
          If yes, what's wrong?

    What seems to be causing these problems?

(6) How much do you like being with other kids?

    1   2   3   4   5   6
    not at all   not much only a   more than a   Quite a bit   Very
                              little bit   little bit   much

    What about other kids don't you like?

    What can we do to make it better for you?

(7) What type of help do you want?

(8) How hopeful are you about solving the problems?

    1   2   3   4
    very hopeful   somewhat   not too   not at all hopeful

    If you're not hopeful, why not?

(9) What else should we know so that we can help?

Are there any other things you want to tell me or talk about?

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Sample of How Data Might Be Reported

EXAMPLES OF STUDENTS' VIEWS AT THE BEGINNING OF COUNSELING

OF CAUSE

something they did (30); something others did (38); bad luck (3)

Other life stressors mentioned by student:
school demands; behavior of other students and family members; friend or family member moving away; availability of drugs; worry about future: poor grades; alcoholism in family; preparing for college; pregnant; illness in the family; need a job

WHAT HAS BEEN TRIED IN DEALING WITH PROBLEM

tried to ignore problem; tried to stand up to others; tried suicide; talked to family; talked to friend; talked to counselors/therapists/priests; on medication; get into sports; vitamins, eat more; sleep more; exercise; keep busy; patience; family counseling

WHY DIDN'T IT WORK?

parents won't listen; others don't understand; I didn't try; parents still fight; can't trust others to keep confidences

WHAT DO OTHERS ADVISE?

keep busy; use cocaine; move; talk to your parents; see a therapist or priest; leave your boyfriend; don't be depressed; forget your girlfriend; relax; stay with girlfriend; be strong; eat more; do what she's told; study more

WHAT DO YOU THINK WOULD HELP?

need to change myself (38); need others to change (18); don't know (25)

HOW MUCH TIME AND EFFORT DO YOU WANT TO PUT INTO SOLVING PROBLEMS?

none (0); not much (5); only a little bit (5); more than a little bit (7); quite a bit (22); very much (18)

WHAT TYPE OF HELP DO YOU WANT?

how to relate to parents; someone to reason with anything; someone to talk to my parents; information about alcohol and other drugs; advice; someone to listen; help to forget her help and understanding; medicine; become emancipated relaxation techniques; don't know

WHAT CHANGES ARE YOU HOPING FOR?

to be a better person; to get along; no more problems; make my parents happy; face my problems; more friends; stop drugs; change my attitude; learn to accept; forget her; for things to be easier; get a place to stay; a better life, communication, academic improvement, get a job; less nervous better grades; more self-control; to become somebody; more interest in school

HOW HOPEFUL ABOUT SOLVING THE PROBLEM(S)?

very hopeful (14); somewhat hopeful (39); not too hopeful (5); not at all hopeful (1)

Form Used to Aid Follow-Up on Referral Follow-Through

The following form should be used in conjunction with a general calendar system (a "tickler" system) that alerts staff to students who are due for some follow-up activity.

Student's Name: _____ Today's Date:_____

DATES FOR FOLLOW-THROUGH MONITORING

Scheduled date for Immediate Follow up_____ (about 2 weeks after referral)

Scheduled date for Long-term *first* Follow up_____

Schedule for *Subsequent* Long-term Follow ups _____ _____ _____

I. Immediate Referral Follow up Information

Date of referral _____ Today's date_____
Immediate Follow up made by_____ Date_____
_____ Date_____
_____ Date_____

Service Need   Agency (name and address)   Phone Contact person Appt. time

A. Put a check mark next to those agencies with which contact was made;
B. Put a line through agencies that didn't work out;
C. Put a circle next to agencies still to be contacted.

Indicate any new referrals recommended

Service Need   Agency (name and address)   Phone Contact person Appt. time

II. Long Term Referral Follow-Up Information

Have identified needs been met?

Contact the student at appropriate intervals (beginning three months after referral) and administer "Follow-up Interview Form -- Service Status."

Follow-up Rating Form -- Service Status (Intervener Form)
(To be filled out periodically by *interveners*)

To: (Intervener's name)

From: _____, Primary Care Manager

Re: Current Status of a client referred to you by _____ school.

Student's Name or ID # _____ Birthdate _____ Date_____

Number of sessions seen: Ind.___ Group ____

What problems were worked on?

Current status of problems worked on: (Severity at this time)

1	2	3	4
very severe	severe	not too severe	not at all severe

If the problems worked on differ from the "presenting" problems (e.g., referral problem), also indicate the current status of the presenting problems.

1	2	3	4
very severe	severe	not too severe	not at all severe

Recommendations made for further action:

Are the recommendations being followed?   YES   NO
   If no, why not?

How much did the intervention help the student in better understanding his/her problems?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

How much did the intervention help the student to deal with her/his problems in a better way?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

Prognosis

1	2	3	4
very positive	positive	negative	very negative

Follow-up Rating Form -- Service Status   (Client Form)
(To be filled out periodically by the clients)

Student's Name or ID # _____ Birthdate _____ Date_____

1. How worthwhile do you feel it was for you to have worked with the counselor?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

2. How much did the counseling help you better understand your problems?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

3. How much did the counseling help you deal with your problems in a better way?

1	2	3	4	5	6
not at all	not much	only a little bit	more than a little bit	quite a bit	very much

4. At this time, how serious are the problems for you?

1	2	3	4
very severe	severe	not too severe	not at all severe

5. How hopeful are you about solving your problems?

1	2	3	4
very hopeful	somewhat hopeful	not too hopeful	not at all hopeful

If not hopeful, why not?

6. If you need help in the future, how likely are you to contact the counselor?

1	2	3	4
not at all	not too likely	likely to	definitely will

A Flowchart of a 52 Week Evaluation Process

The following material is from a resource published by the
National Institute on Drug Abuse (in Rockville, MD).

The work is entitled:

> *How Good is Your Drug Abuse treatment Program?*
> *A Guide to Evaluation*

> Although the work uses drug abuse treatment as its focus, it provides a good illustration
> of how to plan evaluation activity over a 1 year period, provides examples of program
> objective and describes threats to internal validity.

Exhibit 1-3. Flowchart of a 52 Week Evaluation Process

COMMUNITY (CLIENT) NEEDS

PROGRAM PLAN

RESOURCES
• MONEY
• STAFF
• OTHER

ACTIVITIES/ STANDARDS (Objectives)

CLIENT OUTCOMES (Goals)

EFFORT QUESTIONS
WHAT ARE WE DOING?

EFFECTIVE- NESS QUESTIONS
HOW WELL ARE WE DOING IT?

PROCESS MEASURES:
• Staff time
• Expenditures
• Units of Service
• Client Characteristics
• Client Participation

OUTCOME MEASURES:
• Drug Use/ Abstinence
• Employment
• Social Functioning

EVALUATION[ab] DESIGN

SAMPLING[ab] PLAN

DATA COLLECTION PLAN, INSTRUMENTS, and PROCEDURES

DATA COLLECTION, PILOT TEST, and MANAGEMENT

DATA BASE DESIGN[b]

ANALYSIS
DESCRIPTIVE STATISTICS
• Frequencies
• Means

INFERENTIAL STATISTICS
SIGNIFICANCE TESTS
• t test
• Chi-Square test

OTHER[b]
• Regression analysis
• Analysis of variance

CORRELATION STATISTICS
Correlation coefficients

REPORTING and USING FINDINGS

KEY
——— Outcome Study only [a]

BEST COPY AVAILABLE

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Exhibit 2-4: Examples of Program Objectives

Goal: Cygnus clients will develop a lifestyle that supports abstinence and enables them to provide healthy home environments for their children.

Objectives:

(1)   Eighty percent of clients, before leaving treatment, will have completed a 6-week employment skills program that covers job search skills, interviewing skills, and basic work skills.

(2)   Eighty percent of clients with husbands or significant others, before leaving treatment, will have completed 12 weeks of couples counseling.

(3)   Eighty percent of clients will have completed a 6-week parenting skills program of 2 hourly meetings per week before leaving treatment.

(4)   Eighty percent of clients will have completed a 3-part workshop on self-esteem within 45 days after entering treatment.

(5)   Eighty percent of clients will have completed a relapse prevention program within 6 months of completing primary treatment.

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EXHIBIT 5-1: EIGHT THREATS TO INTERNAL VALIDITY

1. HISTORY: Unplanned events that occur between the first and second measurements. Examples include changes in local drug use patterns, drug supply interruptions, changes in treatment approach, and seasonal drug use patterns. In general, the more time that elapses between measurements, the greater the threat from historical effects.

2. MATURATION: Developmental changes that naturally occur in clients. Growing older, more experienced, or more independent may be especially important maturation effects with adolescent client populations. Other maturation effects raise particular concerns in samples from special populations in transition, such as pregnant women, HIV positive clients, and ex-offenders re-entering society from prison.

3. TESTING: Effects of taking a measurement on the results of subsequent measurement. Repeated urine tests for drug use tend to discourage later drug use, for example, while repeated ability tests tend to raise scores as subjects practice their test-taking skills, even if no real increase in ability occurs.

4. INSTRUMENTATION: Effects of changes in a measurement instrument, or in criteria for recording behavior, during the course of an evaluation. Common examples are a change in the cutoff point for a "drug positive" determination by a urinalysis laboratory or a change in police criteria for making arrests (for example, during a neighborhood crackdown).

5. STATISTICAL REGRESSION: Effects of selecting samples on the basis of extreme behavior—over time, their behavior tends to "regress" toward the overall group average. In drug treatment program evaluation, prodrug attitudes in an extremely prodrug sample, heroin consumption in a sample selected during periods of heavy use, and self-esteem in a sample selected on the basis of low self-esteem, will all tend to be less extreme on a second measurement.

6. SELECTION: Effects of unmeasured difficulties between a group receiving treatment and a nonequivalent group not receiving treatment. Common examples of unmeasured difficulties include clients' motivation to seek treatment, family and social support structures, and expectations about future drug use. The problem tends to arise when treatment is given to volunteers and withheld from nonvolunteers, instead of assigning volunteers randomly to treatment.

7. ATTRITION: Effects of unequal dropout rates among different subgroups in the sample. In drug treatment program evaluation, common examples include differences between those who receive treatment and those who do not, between heavier drug users and lighter users, or between more and less satisfied clients.

8. HAWTHORNE EFFECT: Effect of changes which are due to the fact of being included in an evaluation.

Choosing an Evaluation Design

Coda:

Toward a Comprehensive, Integrated
ENABLING COMPONENT

*So persuasive is the power of the institutions we
have created that they shape not only our preferences,
but actually our sense of possibilities.*
                                        Ivan Illich

To address the needs of troubling and
troubled youth, schools tend to overrely on
narrowly focused and time intensive
interventions. Given sparse resources, this
means serving a small proportion of the many
students who require assistance and doing so
in a limited way. The deficiencies of
prevailing approaches lead to calls for
comprehensiveness — both to better address
the needs of those served and to serve
greater numbers.

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Comprehensiveness

Comprehensiveness is becoming a buzzword. Health providers pursue comprehensive systems of care; states establish initiatives for comprehensive school-linked services; school-based clinics aspire to become comprehensive health centers; and there is talk of comprehensive school health programs. Widespread use of the term masks the fact that comprehension is a vision for the future -- not a reality of the day.

Comprehensiveness requires developmental and holistic perspectives that are translated into an extensive continuum of programs focused on individuals, families, and the environment. Such a continuum ranges from primary prevention and early-age intervention -- through approaches for treating problems soon after onset -- to treatment for severe and chronic problems. Included are programs designed to promote and maintain safety at home and at school, programs to promote and maintain physical and mental health, preschool and early school adjustment programs, programs to improve and augment ongoing social and academic supports, programs to intervene prior to referral, and programs providing intensive treatment. This scope of activity underscores why mechanisms for ongoing interprogram collaboration are essential.

Schools are the focus of several initiatives aspiring to comprehensiveness. Key examples are moves toward school-based health centers and full service schools and the model for comprehensive school health.

Many of the over 1,000 school-based or linked health clinics are described as comprehensive centers. This reflects the fact that a large number of students want not only the medical services, but help with personal adjustment and peer/family relationship problems, emotional distress, problems related to physical and sexual abuse, and concerns stemming from use of alcohol and other drugs. Indeed, data indicate that up to 50% of clinic visits are for nonmedical concerns. Given the limited number of staff at such clinics, it is not surprising that the demand for psychosocial and mental health interventions quickly outstrips available resources. School-based and linked health clinics can provide only a restricted range of interventions to a limited number of students.

Joy Dryfoos encompasses the trend to develop school-based health clinics, youth service programs, community schools, and other similar activity under the rubric of *full service schools*.

Up until the 1980s, school health programs were seen to encompass health education, health services, and health environments. Over the last decade, an eight component model for has been advocated: (1) health education, (2) health services, (3) biophysical and psychosocial environments, (4) counseling, psychological, and social services, (5) integrated efforts of schools and communities to improve health, (6) food service, (7) physical education and physical activity, and (8) health programs for staff. The focus on comprehensive school health is admirable. It does not, of course, profess to be a comprehensive approach for addressing a full range of barriers interfering with learning.

With respect to addressing barriers to learning, comprehensiveness requires more than *outreach to* link with *community* resources, more than *coordination of school-owned* services, and more than *coordination of school and community* services. Moving toward comprehensiveness encompasses restructuring and enhancing
  (1) school-owned programs and services and
  (2) community resources;
      and in the process, it is essential to
  (3) weave school and community resources together.
The result is not simply a reallocation or relocation of resources; it is a total *transformation* of the approach to intervention.
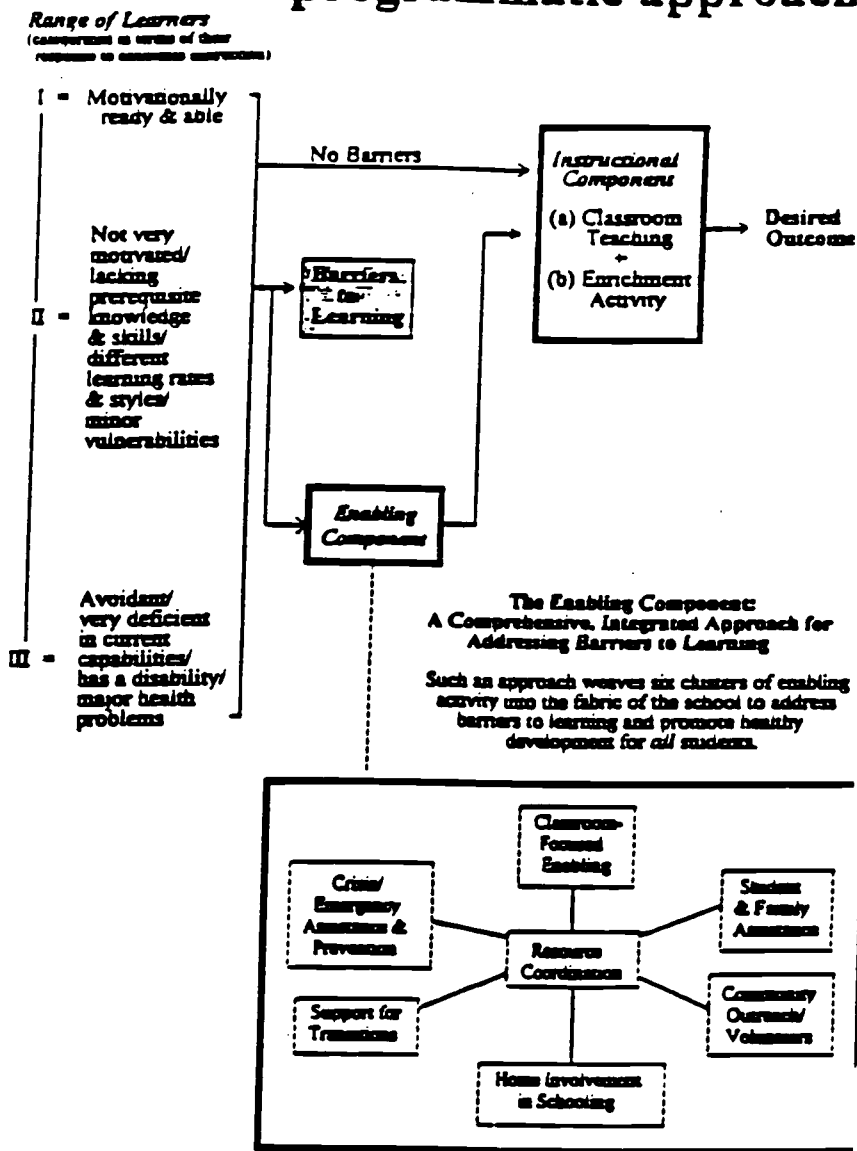
Policy makers and reformers have not come to grips with the realities of addressing barriers to learning and fostering healthy development. A few preliminary steps have been taken toward reform, such as more flexibility in the use of categorical funds and waivers from regulatory restrictions. There also is renewed interest in cross-disciplinary and interprofessional

As our Center's 1996 policy report stresses, however:

For school reform to produce desired student outcomes, school and community reformers must expand their vision beyond restructuring instructional and management functions and recognize that there is a third primary and essential set of functions involved in enabling teaching and learning.

The essential third facet of school and community restructuring involves integration of enabling programs and services with instructional and management components. For a cohesive "enabling component" to emerge requires (a) weaving together school-owned resources and (b) enhancing programs by integrating school and community resources (including increasing access to community programs and services by linking as many as feasible to programs at the school). This comprehensive, integrated approach is meant to *transform* how communities and their schools address barriers to learning and enhance healthy development.

The concept of an enabling component provides a unifying focus around which to formulate new policy. Adoption of an inclusive unifying concept is seen as pivotal in convincing policy makers to move to a position that recognizes enabling activity as essential if schools are to attain their goals.

Operationalizing an enabling component requires formulating a carefully delimited framework of basic program areas and creating an infrastructure for restructuring enabling activity. Based on analyses of school and community activity, enabling activity can be clustered into six basic areas that address barriers to learning and enhance healthy development (all of which includes a focus on mental health).

The six areas encompass interventions to

- enhance classroom-based efforts to enable learning
- provide prescribed student and family assistance
- respond to and prevent crises
- support transitions
- increase home involvement in schooling
- outreach for greater community involvement and support -- including recruitment of volunteers.

The following diagram highlights the rationale for and nature of an enabling component.

Needed: a comprehensive integrate programmatic approach

To clarify each area a bit.

(1) Classroom focused enabling. In this area, the idea is to enhance classroom-based efforts to enable learning and productive classroom functioning by increasing teacher effectiveness for preventing and handling problems. This is done by providing personalized professional development

and enhanced resources to expand a teacher's array of strategies for working with a wider range of individual differences. For example, teachers learn to use peer tutoring and volunteers (as well as home involvement) to enhance social and academic support; they learn to increase their accommodative strategies and their ability to teach students compensatory strategies; and as appropriate, they are provided support in the classroom by resource teachers and counselors. Only when necessary is temporary out of class help provided. In addition, programs are directed at developing the capabilities of aides, volunteers, and any others helping in classrooms or working with teachers to enable learning. To further prevent learning, behavior, emotional, and health problems, there is also an effort to enhance facets of classroom curricula designed to foster socio-emotional and physical development.

(2) Student and family assistance. Some problems cannot be handled without a few special interventions; thus the need for student and family assistance. The emphasis is on providing ancillary services in a personalized way to assist with a broad-range of needs. To begin with, available social, physical and mental health programs in the school and community are used. As community outreach brings in other resources, they are linked to existing activity in an integrated manner. Particular attention is paid to enhancing systems for prereferral intervention, triage, case and resource management, direct services to meet immediate needs, and referral for special services and special education resources and placements as appropriate. Ongoing efforts are made to expand and enhance resources.

(3) Crisis assistance and prevention. The intent is to respond to, minimize the impact of, and prevent crises. This requires systems and programs for emergency/crisis response at a site, throughout a school complex, and community-wide (including a program to ensure follow-up care); it also encompasses prevention programs for school and community to address school safety and violence reduction, suicide, child abuse, and so forth. Crisis assistance includes ensuring immediate emergency and follow-up care is provided so students are able to resume learning without undue delay. Prevention activity creates a safe and productive environment and

develops the type of attitudes and capacities that students and their families need to deal with violence and other threats to safety.

(4) Support for transitions. This area involves a programmatic focus on the many transition concerns confronting students and their families. Such efforts aim at reducing alienation and increasing positive attitudes and involvement related to school and various learning activities. Examples of interventions include (a) programs to establish a welcoming and socially supportive school community, especially for new arrivals, (b) counseling and articulation programs to support grade-to-grade and school-to-school transitions, moving to and from special education, going to college, moving to post school living and work, and (c) programs for before and after-school and intersession to enrich learning and provide recreation in a safe environment.

(5) Home involvement in schooling. Efforts to enhance home involvement must range from programs to address specific learning and support needs of adults in the home to approaches that empower sanctioned parent representatives to become full partners in governance. Examples include (a) programs to address adult learning and support needs, such as ESL classes and mutual support groups, (b) helping those in the home meet their basic obligations to the student, such as programs on parenting and helping with schoolwork, (c) systems to improve communication about matters essential to student and family, (d) programs to enhance the home-school connection and sense of community, (e) interventions to enhance participation in decisions essential to the student, (f) programs to enhance home support for student's basic learning and development, (g) interventions to mobilize those at home to problem solve related to student needs, and (h) intervention to elicit help (support, collaborations, and partnerships) from those at home in order to meet classroom, school, and community needs. The context for some of this activity may be a *parent center* (which may be part of a *Family Service Center* facility if one has been established at the site).

(6) Community outreach for involvement and support (including a focus on volunteers).

Outreach to the community is used to build linkages and collaborations, develop greater involvement in schooling, and enhance support for efforts to enable learning. Outreach is made to public and private community agencies, universities, colleges, organizations, and facilities; businesses and professional organizations and groups; and volunteer service programs, organizations, and clubs. Examples of activity include (a) programs to recruit community involvement and support (e.g., linkages and integration with community health and social services; volunteers, mentors, and individuals with expertise and resources; local businesses to adopt-a-school and provide resources, awards, incentives, and jobs; formal partnership arrangements), (b) systems and programs designed to train, screen, and maintain volunteer parents, college students, senior citizens, peer and cross-age tutors and counselors, and professionals-in-training who then provide direct help for staff and students -- especially targeted students, (c) programs outreaching to hard to involve students and families (those who don't come to school regularly -- including truants and dropouts), and (d) programs to enhance community-school connections and sense of community (e.g., orientations, open houses, performances and cultural and sports events, festivals and celebrations, workshops and fairs).

Ultimately, a comprehensive set of programs to address barriers and enhance healthy development must be woven into the fabric of every school. In addition, feeder schools need to link together to maximize use of limited school and community resources. By working to develop a comprehensive, integrated approach, every school can be seen, once more, as a key element of its community. When schools are seen as a valued and integrated part of every community, talk of school and community as separate entities can cease; talk of education as if it were the sole function of schools should end; and the major role schools can play in enhancing healthy development may be appreciated.

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Appendix A
Starting and Maintaining Programs

Good ideas and missionarey zeal
are sometimes enough to change
the thinking and actions of individuals;
they are rearely, if ever, effective in changing
complicated organizations (like the school)
with traditions, dynamics, and goals of their own.
Seymour Sarason

There is no lack of good ideas for improving schools. And there have been exciting demonstration projects showing the promise of many ideas. But, it has proven to be an extremely difficult taask to go beyond simply disseminating ideas and project descriptions.

The establishment and maintenance of new school programs requires the joint effort of all who may be affected or hope to benefit. As Seymour Sarson has stressed, a fundamental principle in developing new programs in schools is that: "those who are affected by the change should have some part in the change process because only through such involvement can they become committed to the change. They ... come to see the change as *theirs.*"

Of course, more is involved. A considerable amount of organizational change research and practice in schools, corporations, and community agencies support the value of (a) a high level of policy commitment that is translated into appropriate resources (leadership, space, budget, time); (b) incentives for change, such as intrinsically valued outcomes, expectations for success, recognitions, and rewards; (c) procedural options from which those expected to implement change can select those they see as workable; (d) a willingness to establish mechanisms and processes that facilitate change efforts, such as a governance mechanism that adopts ways to improve organizational health; (e) use of change agents who are perceived as pragmatic -- maintaining ideals while embracing practical solutions; (f) accomplishing change in stages and with realistic timelines, (g) providing feedback on progress; and (h) institutionalizing support mechanisms to maintain and evolve changes and to generate periodic renewal.

A Working Framework

Significant program changes at a school involves substantive systemic changes at multiple levels. For this to happen, a complex set of interventions is required. For this to happen *effectively and efficiently*, the interventions must be guided by sophisticated system change models. Such models address the question "How do we get from here to there?". Whether focused on one or many settings, the process can be conceived in terms of four overlapping phases: (1) *creating readiness* -- by enhancing a climate/culture for change, (2) *initial implementation* -- whereby the new program is installed in stages using well-designed guidance and support mechanisms, (3) *institutionalization* -- accomplished by ensuring there are mechanisms to maintain and enhance productive changes, and (4) *ongoing evolution* -- through use of mechanisms to improve quality and provide continuing support.

Table 1 and Figure 1 highlight specific tasks during each phase from the perspective of pursuing comprehensive school reforms. A few points related to each phase are discussed below. (For a more detailed discussion, see Adelman & Taylor, 1997.)

Table 1
Major Phases and Tasks in Intervening to Establish New Approaches

Phase I. Creating Readiness: Enhancing the Climate/Culture for Change

Designated staff

1. Disseminates the prototype to create interest (promotion and marketing)
2. Evaluates indications of interest
3. Makes in-depth presentations to build stakeholder consensus
4. Negotiates a policy framework and conditions of engagement with sanctioned bodies
5. Elicits ratification and sponsorship by stakeholders

Designated staff works with organization leadership to account for new approaches by

6. Modifying the organizational and programmatic infrastructure
7. Clarifying need to add temporary mechanisms for the change process
8. Restructuring time (the school day, time allocation over the year)
9. Conducting stakeholder foundation-building activity

Phase II. Initial Implementation: Adapting and Phasing-in the Prototype with Well-Designed Guidance and Support

Designated staff works with organization leadership to

10. Establish temporary mechanisms to facilitate desired changes
11. Design appropriate adaptations of new approaches
12. Develop a site-specific plan for phasing-in new approaches

Designated staff works with appropriate stakeholders to

13. Plan and implement ongoing stakeholder development/empowerment programs
14. Facilitate day-by-day implementation of new approaches
15. Establish formative evaluation procedures

Phase III. Institutionalization: Ensuring the Infrastructure Maintains and Enhances Productive Changes

Designated staff works with organization leadership to

16. Institutionalize ownership, guidance, and support
17. Plan and ensure commitment to ongoing leadership
18. Plan and ensure commitment to maintaining mechanisms for planning, implementation, and coordination
19. Plan for continuing education and technical assistance to maintain and enhance productive changes and generate renewal (including programs for new arrivals)

Phase IV. Ongoing Evolution

Designated staff continues to work with organization leadership to

20. Facilitate expansion of the formative evaluation system (in keeping with summative evaluation needs)
21. Clarify ways to improve new approaches
22. Compile information on outcome efficacy

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Figure 1. Intervening to Establish New Approaches: Phases and Major Tasks

Phase I
Creating Readiness:

Enhancing the
Climate/Culture
for Change

Designated Staff

1. Disseminates the prototype to create interest (promotion and marketing)

2. Evaluates indications of interest

3. Makes in-depth presentations to build stakeholder consensus

4. Negotiates a policy framework and conditions of engagement with sanctioned bodies

5. Elicits ratification and sponsorship by stakeholders

Designated staff works with *Organization Leadership* to

6. Redesign the organizational and programmatic infrastructure

7. Clarify need to add temporary mechanisms for the diffusion process

8. Restructure time (the school day, time allocation over the year)

9. Conduct stakeholder foundation-building activity

Phase II
Initial
Implementation:

Adapting and Phasing-
in the Prototype with
Well-Designed
Guidance and Support

10. Establish temporary mechanisms to facilitate the diffusion process

11. Design appropriate prototype adaptations

12. Develop site-specific plan to phase-in prototype

Designated staff works with appropriate *Stakeholders*

13. Plans and implements ongoing stakeholder development/empowerment programs

14. Facilitates day-by-day prototype implementation

15. Establishes formative evaluation procedures

Phase III
Institutionalization:

Ensuring the
Infrastructure
Maintains and
Enhances
Productive Changes

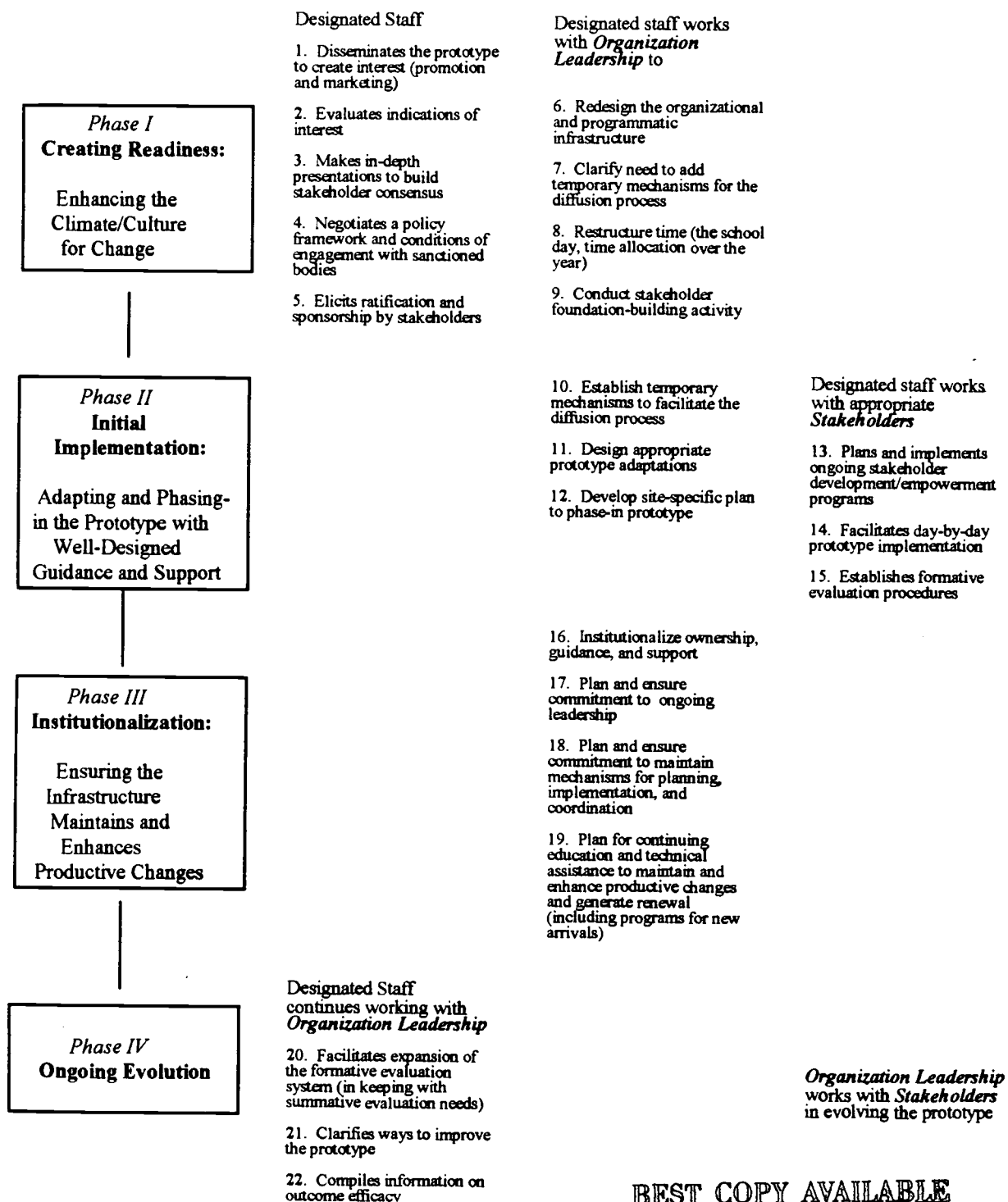16. Institutionalize ownership, guidance, and support

17. Plan and ensure commitment to ongoing leadership

18. Plan and ensure commitment to maintain mechanisms for planning, implementation, and coordination

19. Plan for continuing education and technical assistance to maintain and enhance productive changes and generate renewal (including programs for new arrivals)

Phase IV
Ongoing Evolution

Designated Staff continues working with *Organization Leadership*

20. Facilitates expansion of the formative evaluation system (in keeping with summative evaluation needs)

21. Clarifies ways to improve the prototype

22. Compiles information on outcome efficacy

Organization Leadership works with *Stakeholders* in evolving the prototype

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Permeating every task is the reality that processes must reflect sound intervention fundamentals, with special attention to the "problem of the match" (sometimes called the "problem of fit"). The essence of all intervention is an effort to match an appropriate relationship between the current system, such as an individual or organization, and the processes used to produce desired changes (cf. Adelman & Taylor, 1994). Complex interventions, of course, seldom are implemented in a completely planned and linear manner. The many practicalities and unforeseen and uncontrollable events that arise require a flexible, problem solving approach. Articulation of a model can guide planning, but those facilitating the process must be prepared to capitalize on every opportunity that can move the process ahead.

Phase I -- Creating Readiness: Enhancing the Climate for Change

One somewhat naive approach to comprehensive change is simply to mandate program restructuring and impose accountability. Mandates alone, however, often lead to change in form rather than substance. In organizations, comprehensive cultural shifts evolve slowly in transaction with establishment of specific organizational and programmatic changes. Early efforts to alter an organization's culture emphasize creation of an official and psychological climate for change, including overcoming institutionalized resistance, negative attitudes, and other barriers to change. New attitudes must be engendered. New working relationships must be established. New skills must be learned and practiced. Negative reactions and dynamics related to change must be anticipated and addressed. And, as the excitement of newness wears off and the demands of change sap energy, the problems of maintaining vigor and direction arise and must be countered.

Creating readiness for new approaches involves tasks that produce fundamental changes in a school's culture. Substantive change is most likely when high levels of positive energy among stakeholders are mobilized and appropriately directed over extended periods of time. Thus, one of the first concerns is how to mobilize and direct the energy of a critical mass of participants to ensure readiness and commitment. A sound approach to creating readiness proceeds in ways that establish and maintain an effective match with the motivation and capabilities of involved parties. Such an approach is built around understanding of the organization and its stakeholders, involves stakeholders in making substantive decisions and redesigning structural mechanisms, emphasizes personal relevance when identifying potential benefits of change, elicits genuine public statements of commitment, and uses processes that empower and create a sense of community. In this respect, it is worth noting Maton and Salem's (1995) discussion of the empowerment of settings. They stress the importance of (a) leadership that is inspiring, talented, shared, and committed to both setting and members, (b) a belief system that inspires growth, is strengths-based and focused beyond the self, (c) an opportunity role structure that is pervasive, highly accessible, and multifunctional, and (d) a support system that is encompassing, peer-based, and provides a sense of community.

To convey a sense of what is involved in creating readiness, we offer a brief discussion of three key topics (1) vision and leadership for change, (2) policy direction, support, and safeguards for risk-taking, and (3) mechanism redesign.

Leading the Way

The process begins with a vision of desired changes and an understanding of how to achieve them. One without the other is insufficient.

Talking about new ideas rarely is a problem for educational and community leaders. Problems arise when they try to introduce new ideas into specific locales and settings. In effect, leaders have a triple burden as they attempt to change schools. The first is to ensure that substantive ideas are considered; the second is to build consensus for change; finally, they must pursue effective implementation -- including specific strategies for financing, establishing, maintaining, and enhancing productive changes.

A thread running through all this is the need to stimulate increasing interest and general *motivational readiness* among a sufficient number of stakeholders. To clarify the point: In education a new idea or practice almost always finds a receptive audience among a small group. Many more, however, are politely unresponsive and reluctant to change things, and some are actively resistant. Successful change at any level of education restructuring requires the committed involvement of a critical mass of policy makers, staff, and parents. Thus, an early task confronting leaders is that of enhancing motivational readiness for change among a significant proportion of those who are reluctant and resistant.

Enhancing interest in adopting new ideas involves an appreciation of promotional and marketing strategies. From this perspective, change efforts are viewed as beginning with "market research." The point is to learn enough about the existing motivation and capabilities of potential adopters so that introductory presentations and beginning strategies are designed in ways that create an effective "match."

Examples of key objectives at this stage include (a) clarifying potential gains without creating unrealistic expectations, (b) delineating costs in a context that clarifies how benefits outweigh costs, (c) offering incentives that mesh with intrinsic motives, and (d) conveying the degree to which the prototype can be adapted while emphasizing that certain facets are essential and nonnegotiable.

Forms of Introductory Activity

Because it is so complex to convey a promising but realistic picture of a comprehensive prototype to various stakeholder groups, a *series* of on-site introductory presentations usually are necessary.

All of the following can be used to create interest and begin a dialogue.

* Orientations sessions (introductory personal and media presentations)

* Follow-up written material distributed over a period of weeks (e.g., brief as well as extensive descriptions of the prototype, official and media reports)

* Graphic representations to be posted and circulated for information and to stimulate discussion and questions (e.g., charts, illustrations, photos, graphs, figures, tables)

* Interactive question and answer forums for various stakeholder groups (including use of e-mail)

* Focus group workshops

Policy Direction, Support, and Protection

One reason so many programs come and go in schools is that new approaches often are introduced and funded as special projects. Activities are "added-on" until funding ends, then dropped. Substantive and lasting system change requires a process that ensures *informed commitment, ownership, and on-going support* on the part of policy makers. This involves strategies to create interest and formalize agreements about making fundamental changes. We find three steps essential: (1) building on introductory presentations to provide indepth information and understanding as a basis for establishing consensus, (2) negotiation of a policy framework and a set of agreements for engagement -- including a realistic budget, and (3) informed and voluntary ratification of agreements by legitimate representatives of all major stakeholders.

Indepth interactive presentations to build consensus. Substantive changes are unlikely without adoption of new policies at all relevant jurisdictional levels. Appreciation of this need arises from indepth understanding of both the new approach and the processes involved in establishing, maintaining, and enhancing productive changes. In selling new ideas, it is tempting to accentuate their promising attributes and minimize complications. School policy makers frequently are asked simply for a go-ahead rather than for their informed commitment. Sometimes they assent to get extra-resources; sometimes they agree because they want their constituents to feel they are doing *something* to improve schools.

Indepth understanding requires more than information that can be acquired from an initial overview presentation. Informed commitment and consensus building evolve from active exploration of fundamentals and specific practices. In our work at schools and district-wide, the core of the activity is a series of personalized sessions for small groups of stakeholders using an interactive format that builds on introductory presentations in ways that generate spiral learning. Such sessions spell out the nature and scope of new approaches -- including the benefits and costs of using them and of the processes by which the prototype is installed. Sessions are tailored to address relevant differences among stakeholder groups through personal and media presentations, use of written and graphic materials, question and answer sessions, and focus groups.

Negotiating a policy framework and conditions for engagement. There is little reason to engage in the work at starting a new program if the end product is likely to be only its form and not its substance. For any new program, there are principles, components, elements, and standards that define its essence. These aspects should not be negotiable and agreements about these matters should be a first condition for engaging in systemic change activity. One of most perplexing facets to negotiate is the time frame. The more complex the changes, the longer they take and the costlier it is to implement and evaluate them. Adopters usually want quick processes and results and, of course, rarely can afford costly innovations. Compromises are inevitable here, but must be arrived at with great care not to undermine the substance of proposed changes.

Informed commitment is strengthened and operationalized through negotiating formal agreements at each jurisdictional level and among various stakeholders (see Figure 2). Policy statements articulate the commitment to substantive changes. Memoranda of understanding and contracts specify agreements about funding sources, resource appropriations, personnel functions, incentives and safeguards for risk-taking, stakeholder development, immediate and long-term commitments and timelines, accountability procedures, and so forth.

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Stakeholders in Educational Reform:
Needed Lines of Communication and Collaboration

Interest groups and lobbyists

Community leaders and agencies

(e.g., agencies concerned with health, adult literacy, job training and placement, safety, recreation)

State Officials
Gov. & legis. | Dept. of Educ., Superintendent, board of educ.

Schools
profs., boards, local superintendents, labor & management | Students & their families

Business sector

Universities and Colleges

Foundations
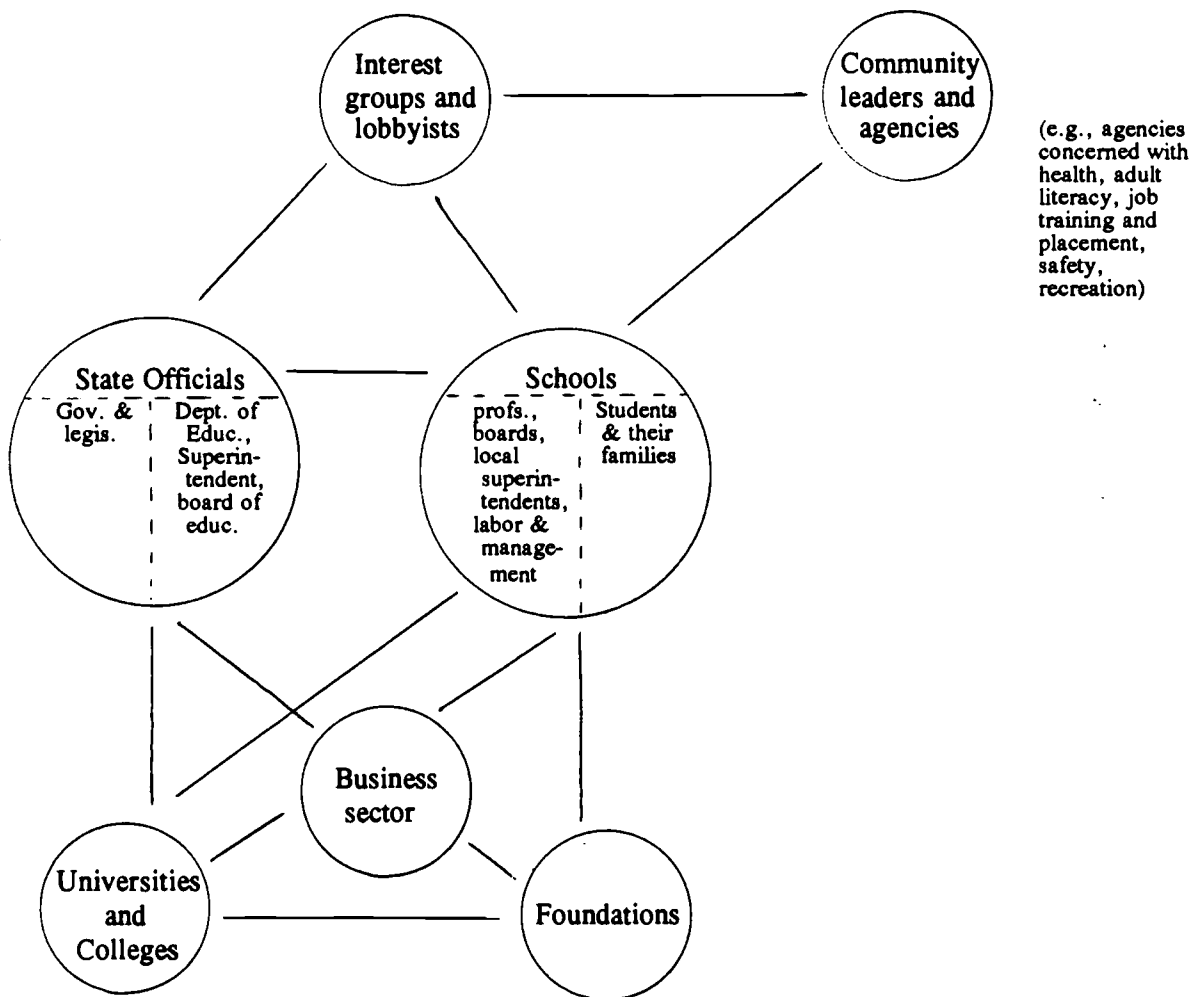
Examples of mechanisms for enhancing communication and collaboration include use of
(1) commissions, (2) task forces, (3) roundtables, (4) planning councils,
(5) coordinating councils, (6) consortiums, (7) organization analysts and facilitators

Activities for such groups encompass
(1) Broad-based, time specific studies, analyses, and recommendations
(2) Information dissemination, advocacy, and consensus building
(3) Policy shaping

Ratification and sponsorship by stakeholders. The process is aided when the decision to adopt new approaches is ratified by sanctioned representatives of enfranchised stakeholder groups. Developing and negotiating policies, contracts, and other formal agreements is a complex business. We find that addressing the many logistics and legalities requires extensive involvement of a small number of authorized and well-informed stakeholder representatives. Thus, in pursuing these tasks, our commitment to including all stakeholders moves from a town hall approach to a representative democratic process.

At first, endorsement is in principle; over time, it is manifested through sustained support. When ratification reflects effective consensus building, change efforts benefit from the broad base of informed commitment, ownership, and active sponsorship. These attributes are essential in ensuring requisite support and protections for those who must bear the burden of learning new ways and who risk dips in performance and productivity while doing so.

Although formulation of policy and related agreements takes considerable time and other resources, their importance cannot be overemphasized. Not taking the time more often than not results in major misunderstandings and poor results. Failure to establish and successfully maintain new approaches in the educational and social service arenas probably is attributable in great measure to the inadequate way in which these matters are addressed.

Stakeholder Foundation-Building

Stakeholder development is conceived as spanning four stages: orientation, foundation-building, capacity-building, and continuing education. Some aspects at each stage are for all stakeholders; other aspects are designed for designated groups and individuals. Initial orientation is accomplished through the indepth interactive presentations for building consensus. Foundation-building begins when structural mechanisms are redesigned. The objectives at this stage are to enhance prototype assimilation by all stakeholders, as well as increasing their understanding of and ability to cope with the problems of organizational change. This strengthens and maintains a broad base of informed commitment, active sponsorship, and collaboration. Foundation-building also strengthens the skills of those responsible for various structural mechanisms -- including the administrative team, planning and implementation teams, lead personnel, and participating parents. Because of "turnover" among stakeholders, strategies must be developed to provide new arrivals with appropriate orientation and foundation-building experiences.

Phase II -- Initial Implementation

Initial implementation involves adapting and phasing-in new approaches with well-designed guidance and support. This requires working with the organization's leadership to *steer and phase-in the new approach* and providing stakeholders with *guidance and support for change.* Throughout this phase, formative evaluation procedures are established to provide feedback for program development. Key mechanisms include (1) a site-based *steering* mechanism to guide and support the changes, (2) a *change agent* and *change team,* and (3) *mentors* and *coaches* (see attached Exhibit).

Phase III -- Institutionalizing New Approaches

Maintaining and enhancing changes is as difficult as making them in the first place. Even when prototypes are implemented, they often are not sustained over time. *Institutionalizing* new approaches entails ensuring that the organization assumes long-term ownership and a blueprint exists for countering forces that erode progress. The aim is to sustain and enhance productive changes and generate renewal. Institutionalization, however, is more than a technical process. It requires assimilation of and ongoing adherence to the values inherent in the prototype's underlying rationale. Critical in all this are specific plans that guarantee ongoing and enhanced leadership and that delineate ways in which planning, implementation, coordination, and continuing education mechanisms are maintained.

Phase IV -- Ongoing Evolution and Renewal

The *ongoing evolution* of organizations and programs is the product of efforts to account for accomplishments, deal with changing times and conditions, generate renewal, and incorporate new knowledge. Properly designed continuing education consolidates new approaches and fosters further change through exposure to new ideas. Ongoing evolution and renewal also are fostered by evaluation designed to document accomplishments and improve quality.

Exhibit
Temporary Infrastructure

Steering

At each jurisdictional level, a mechanism is needed to guide and support changes. Such a mechanism might take the form of an individual but it usually involves a committee or team of 2-4 persons representing the developers of the new approaches. To create a direct interface between this group and a given organizational infrastructure, a representative of the steering group should interface regularly with the organization's governance body.

Change Agent and Change Team

During the change process, there must be a primary and constant focus on addressing daily concerns. For comprehensive reforms, a full time agent for change who organizes and then operates within the context of a change team can play a critical role in increasing stakeholder intrinsic motivation and competence for handling extra demands and problems.

With the change agent initially taking the lead, members of the change team are catalysts and managers of change.

>   They work with those at the site to develop linkages among resources, facilitate redesign of the established infrastructure, develop the temporary infrastructure, and enhance readiness and commitment for change.

>   They also are problem solvers -- not only responding as problems arise but taking a proactive stance in designing strategies to counter anticipated factors that can interfere with new approaches (e.g., negative reactions and dynamics related to change, common barriers to effective working relationships, system deficiencies).

>   After the initial implementation stage, they focus on ensuring that the institutionalized mechanisms take on functions that are essential for program maintenance and renewal.

Exhibit
Temporary Infrastructure (cont.)

A change team logically consists of persons whose role and ability enable them to address daily concerns (e.g., personnel representing specific programs, administrators, union leaders, professionals skilled in facilitating problem solving and mediating conflicts).

The role team members play requires that each fully understands the new approach and the change process and is committed to working each day to ensure substantive change. That is, they must comprehend the "big picture" and have the time and ability to attend to details.

For major systemic changes, recent work has outlined a staff position designated as an *organization facilitator*. An organization facilitator is a professional from within the organization specially trained to facilitate replication of new approaches to schooling. (As a professional chosen from the ranks, such a person is more an internal agent for change than an outsider.) Minimally, the individual is trained to understand the processes and problems related to organizational change, how to establish collaborative working relationships for accomplishing desired changes, and the specific activities and mechanisms required for establishing and maintaining comprehensive reform and restructuring.

Mentors and Coaches

During the initial implementation phase, the need for mentors is acute. Instructors are required to carry out scheduled stakeholder development activities. Special demonstrations of certain program elements call for individuals with appropriate experience. And there must be a cadre of mentors who are regularly accessible as stakeholders ask for help.

Every stakeholder is a potential mentor for somebody. In the initial implementation phase, one function for change agents is mentorship. To expand the pool, the change agent also identifies indigenous mentors, starting with those who provide *daily leadership*. Other stakeholders are recruited as volunteers to offer peer assistance.

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Appendix B

School-based Mutual Support Groups
(For Parents, Staff, Older Students)

This appendix is a technical aid packet prepared by the
Center's Clearninghouse.

From the Center's Clearinghouse ...*

A Technical Aid Packet on

School-Based Mutual Support Groups

(For Parents, Staff, Older Students)

Preface

Mutual support groups in schools can be developed as part of strategies providing assistance for parents or other family members, students, or school staff. These groups also can be used to provide support for newcomers or others undergoing periods of transition. Of course these groups offer a useful strategy for enhancing home involvement with a school.

This technical aid describes the process as used with parents; however, the procedures described can readily be adapted for use with others (e.g., students, staff).

Introduction to

SCHOOL-BASED MUTUAL SUPPORT GROUPS
(For Parents, Staff, and Older Students)

This aid focuses on steps and-tasks related to establishing mutual support groups in a school setting. A sequential approach is described that involves (1) working within the school to get started, (2) recruiting members, (3) training them on how to run their own meetings, and (4) offering off-site consultation as requested. The specific focus here is on parents; however, the procedures are readily adaptable for use with others, such as older students and staff.

Contents

Exhibits

Additional Resources

Some Data

SCHOOL-BASED MUTUAL SUPPORT GROUPS:
AN OVERVIEW

On the experience of a parent in a mutual support group:

There is the exhilarating feeling that one is no longer alone--that all parents are in the same boat, whether they can row it or not (p. 48).

Brown, 1976

What are Mutual Support Groups?

Essentially, mutual support groups are "composed of members who share a common condition, situation, heritage, symptom, or experience. They are largely self-governing and self-regulating. They emphasize self-reliance and generally offer a face-to-face or phone-to-phone fellowship network, available and accessible without charge. They tend to be self-supporting rather than dependent on external funding" (Lieberman, 1986, p. 745).

Mutual support groups assume various forms, from the highly structured daily meeting format of the 12-Step programs such as Alcoholics Anonymous to the more informal diurnal gatherings of friends and co-workers. Among other variables, mutual support groups differ according to size, longevity, structure, technology, level of development, purported goals, public image, and relationships with other mutual support groups and community service systems (Borkman, 1990; Powell, 1987). The form of mutual support groups is limited only by the needs and ingenuity of their members.

What are the Benefits of Mutual Support?

Summarizing the benefits of mutual support, authors of the training manual for group starters produced by the California Self-Help Center (CS-HC) state that "groups of people with common concerns start with a potential for mutual understanding and empathy which helps build trust, openness and a feeling of belonging, which in turn, enhances coping, problem solving and self-empowerment."

For the socially isolated, mutual support groups reduce the sense of aloneness, offering a new community of peers that can be supportive both during and between group meetings. In addition to receiving emotional support and empathic understanding, members acquire practical advice and information from individuals in similar predicaments or life circumstances. Mutual support groups also provide the opportunity for optimistic peer comparisons, as members realize with relief that their problems really are not so extraordinary and that others with similar problems are working toward their resolution. Finally, members of mutual support groups benefit from what Reissman (1965) has called the helper-

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therapy principle. According to Reissman, helpers often benefit more than the helped. Helping others purportedly (a) increases feelings of independence, social usefulness, interpersonal competence, and equality with others, (b) begets social approval, and (c) results in personalized learning and self-reinforcement (Gartner & Reissman, 1977).

Why Introduce Mutual Support Groups Into the Schools?

Perhaps the most compelling reason for introducing mutual aid interventions into the schools is that present attempts to serve parents from within the public school system are inadequate. Many schools address the needs of parents by offering parent training sessions (e.g., Dinkmeyer & McKay, 1985). These programs are often targeted at lower SES and ethnic minority parents, who are seen as lacking "appropriate" child rearing skills and as not adequately involved in their children's schooling (Ascher, 1988; Ascher & Flaxman, 1985, Herman & Yeh, 1983). Powell (1988) describes the rationales for such parent education programs as resting on one of two premises: (a) parents are ignorant of new research in child development that would be beneficial to them or (b) parents need to be taught how to relate to their children. These interventions typically consist of a professional providing several lessons and leading a related discussion. Toward the end of such programs, parents often indicate a desire to continue meeting with each other as a resource for ongoing social support (Fritz, 1985). However, without proper training, such groups tend to be short-lived (e.g., Leon, Mazur, Montalvo, & Rodrieguez, 1984).

In contrast to the traditional parent educational model, which aims primarily at imparting information, Powell (1988) describes the support-centered discussion group, which emphasizes the supportive relationship among group members. According to Powell,

In support groups, discussion is a means of developing ties with other individuals, enabling members to increase the size and resourcefulness of their social networks. Group discussion also serves a social comparison function, allowing members to realize that their parenting experiences and feelings may be similar to others. It is assumed that these group processes lead to a *supported* parent . . . (whereas) a traditional parent education group (leads to) a *well-informed* parent. (p. 112)

Mutual support groups constitute a potentially beneficial supplement to current parent training programs, with several advantages. First, the groups are cost effective, involving only minimal initial professional consultation. Additionally, they constitute a nonpathologically focused approach which aims to capitalize on existing strengths rather than remedying "deficits" based on external standards. Because of their self-led nature, mutual support groups for parents also provide an opportunity for self-efficacy and personal empowerment. By drawing parents into the school, the groups may also lead to enhanced parent involvement in their children's schooling. Moreover, a well-structured group could bestow all the benefits of traditional parent training (by inviting in guest lecturers, for example), while also offering all the advantages of a parent-led group based on an empowerment model.

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SCHOOL-BASED MUTUAL SUPPORT GROUPS: GETTING STARTED

Qualities of a Good Group Starter

A good group starter is a catalyst not a leader. She or he will guide, direct, advise, and model in a way that gives parents confidence in their own abilities. A good starter is self-assured and effective enough to get a group going, yet is not so attached to being in control that he or she does not let the members "own" their group. No specific training or schooling is required.

It is best to begin a group with a co-starter, as working in pairs provides the starters with the support needed to persist. Ideally, a starting pair might consist of one person who works at the school and one parent who is a regular volunteer or who is already involved at the school in some way. If parents are too timid to take on the role of co-starter, they should be encouraged to help in other ways. For example, parents may be able to recruit new members at PTA meetings or help with child care the first few meetings.

Selecting a Time and Place

You may wish initially to survey interested parents regarding their preferred times to meet. Two convenient times for most parents are early in the morning when they drop their children off at school (i.e., around 8:15 AM) or in the evening after work and supper (e.g., 7 PM). Offering two groups, one in the evening for working parents and one in the morning for other parents is a good idea if feasible. In an ethnically diverse school, groups conducted in different languages usually are necessary.

Initially, have parents meet at the school, a central, neutral location. Later parents may opt to meet in each other's homes. Within the school, a warm and inviting room such as the school library is best. The auditorium can work for bigger groups or if no other rooms are available.

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MEMBER RECRUITMENT

There are various ways to spread the word about a new parent group. Many schools have a monthly newsletter which is mailed to all parents, an ideal forum for an announcement. Sending flyers home through the children is another inexpensive way of inviting all parents. (See Exhibits A-C for examples of flyers and Exhibit E for a sample letter to teachers.)

Although flyers are a convenient way of reaching a large number of parents, personal contact can be more compelling. Try approaching parents as they drop their children off at school or calling potential participants. The school may have lists of names and numbers of parents from attendance sheets of previous parent meetings or from PTA enrollment. Interested parents can help spread the word.

Parents respond well when group starters describe the advantages of the group. Mutual Support Groups are a place to:

- get parenting ideas and advice

- join with other parents to give themselves more power in their lives and within the school

- have fun

- meet new friends

- share ideas

- just listen

Recruitment does not always end when the meetings begin. Typically, new members will be welcomed for the first few weeks. Toward this end, a recruitment flyer such as the one displayed in Exhibit D can be distributed by group members. One of the more artistic members may be able to make a poster for prominent display in the school lobby.

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PARENT TRAINING

A meeting-by-meeting procedure for training parents on how to run their own groups is outlined on the following pages. In essence, the group starters meet with the group for four weeks, explaining the concept of mutual aid and instructing the parents in a format they can use to run their own group. At the fifth meeting, parents are encouraged to meet on their own to practice their new skills and gain confidence in their own autonomy. At the sixth meeting, the starters return for a final time to encourage the group and to say good-bye. Thereafter, they serve as off-site consultants at the members' discretion.

GETTING STARTED CAN BE FRUSTRATING.
REMEMBER:

1. BE PATIENT
   It can take time to get the word out about a new group. In the beginning, several dedicated parents are all you need.

2. BE FLEXIBLE
   Group size and membership may vary from week to week. Be ready to help newcomers get going.

3. GIVE AWAY YOUR POWER
   Forming mutual support groups is a way of empowering parents, so let them play a leading role from the beginning. For example, let parents help set up the room if they get there early. When asked a question, encourage other members to respond

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Meeting #1:
Introductions and Guidelines

<u>Preparation</u>

- •Make contact with partner
- •Recruit someone to look after the children (an older student may be available)
- •Check that the school has reserved the room for you
- •Come early to prepare coffee and refreshments and set up the room
- •Get name tags for parents
- •Call the parents who have expressed an interest to remind them to come

<u>Procedure</u>

- Greet members as they arrive and give them a name tag to fill out
- Serve refreshments
- Sit in a circle
- Go around the circle having members say name and children's names and ages
- Make the group presentation (see below)
- Group discussion time
    Members take turns saying what they would like from the   group
    General discussion
- Wrap-up
    Members each say what they learned or liked about the group
- At the end
    Ask for a volunteer for refreshments for next meeting
    Ask members to bring a friend, neighbor, or spouse next time

<u>Presentation</u>

A.   -Concept of mutual support: Parents helping parents
    -Parents can support each other.
    -We think you have a lot of knowledge to share.
    -You are all experts at something.

B.   - The role of the group starters
    -We are group starters, not group leaders.
    -We will help the group get started.
    -We will teach you how to run the group.
    -We will teach you how to take turns leading the group so that no one does all the work.
    -Afterwards, parents will run the group.
    -We will help out only when you want us to.

C.   -The schedule of the group
    -We will all meet together for four weeks.
    -The group will meet on their own without the starter (meeting #5).
    -The group starter will come back for meeting #6.
    -The group starter will then be available by phone.

D.   -Guidelines (distribute and discuss "Guidelines" handout)

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Meeting #2:
The Four-Part Format

<u>Preparation</u>

• Make contact with partner
• Call to remind parent who volunteered to bring refreshments
• Recruit someone to look after the children (an older student may be available)

<u>Procedure</u>
• Greet members as they arrive
• Make a name tag for each if there are many new members
• Refreshments served
• Sit in a circle
• Go around the circle saying name and children's names and ages
• Make the group presentation (see below)
• Lead the group in the 4-part format
• At the end
    Select a leader and timekeeper for the next meeting

<u>Presentation</u>

A. Briefly review introductory presentation
    1. Parenting helping parents
    2. Role of the group starters
    3. Group schedule

B. Briefly review "Guidelines" handout--see if members can remember them
    1. Time
    2. Attendance
    3. Confidentiality
    4. No cross-talk

C. Distribute and discuss 'Meeting Format" handout

Meeting #3:
Parents' Turn

Preparation

* Make contact with partner,
* Call to remind leader to bring refreshments and timekeeper to bring toys or another person to care for the children

Procedure,

* Greet members as they arrive
* Refreshments served
* Go around circle, checking in
* Make the group presentation (see below)
* The group leader and timekeeper chosen last time run the meeting according to the 4-part format
* Announce that the group starter will try to remain quiet but will be available for questions
* At the end:
    - Discuss what it was like for the group leader and timekeeper
    - Make sure group leader and timekeeper are chosen for the next meeting
    - Be sure to praise the timekeeper and group leader and reinforce the group for running the meeting by themselves
    - If necessary, ask for volunteers to recruit new members either by calling or distributing handouts

Presentation

A. Review introductory presentation
    1. Parenting helping parents
    2. Our role
    3. Group schedule

B. Review "Guidelines" handout--see if members can remember them
    1. Time
    2. Attendance
    3. Confidentiality
    4. No cross-talk

C. Review "Meeting Format" handout
    1. 4-part format
        Announcements
        Check-in
        Group Discussion
        Wrap-up

    2. Roles of leader and timekeeper

Meeting # 4:
"W.I.S.E. Advice"*

Preparation

• Make contact with partner
• Call to remind leader to bring refreshments and timekeeper to bring toys or another person to care for the children

Procedure

• Greet members as they arrive
• Go around circle, checking in
• Make group presentation
• The designated group leader and timekeeper run the meeting according to the 4 part format.
• Announce that the group starter will try to remain quiet but will be available for questions.
• At the end:
   -Discuss what it was like for the group leader and timekeeper
   -Make sure group leader and timekeeper are chosen for the next meeting
   -Be sure to praise the timekeeper and group leader
   -Reinforce the group for running the meeting by themselves
   -Ask members if they would like a list of their names and telephone numbers
       to be distributed at the meeting #6
   -Remind the group that they will be meeting on their own next time

Presentation

A.   Review "Guidelines" handout--see if members can remember them
       1.   Time
       2.   Attendance
       3.   Confidentiality
       4.   No cross-talk

B.   Review "Meeting Format' handout
       1.   4-part format:
             -Announcements
             -Check-in
             -Group Discussion
             -Wrap-up
       2.   Roles of leader and timekeeper

C.   Introduce the topic of advice giving
       1.   General discussion of good vs. bad advice - solicit examples
       2.   Distribute and discuss 'W.I.S.E. Advice" Handout
       3.   Practice with a sample problem

*   W = Does the person <u>want</u> to hear advice?
    I = Are you <u>informed</u> about what the person has already tried?
    S = Has the advice you want to give been <u>successful</u> for you?
    E = Are you trying to be <u>empathetic</u> and caring as well as helpful?

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Meeting #5:
On Their Own

<u>Preparation</u>

• Make contact with partner
• Call to remind leader to bring refreshments and timekeeper to bring toys or another
    person to care for the children

<u>Procedure</u>

• Parents meet on their own

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Meeting #6:
Consolidation and Good-byes

Preparation

•Make contact with partner
•Copy the list of parent names and phone numbers if parents requested it

Procedure
•Go around circle, checking in
•Find out how the meeting #5 went
•Announce that this is the last time the group starter will be present during the group but emphasize that the starter will call to check how things are going and can be contacted at any time (be sure to leave an address and telephone number at the office) (*Also, see below*)
•Remind group of options available to them, such as meeting biweekly or monthly, inviting speakers in, making announcements at PTA meetings, etc.
•Make group presentation
•The designated group leader and timekeeper run the meeting according to the 4-part format
•Announce that the group starter will try to remain quiet but will be available for questions as usual

•At the end:
  Distribute list of members' names
  Encourage the group in their independence
  Good-byes

Presentation

•Two last pieces of advice:
  1. Learning to Listen - sometimes you can be most helpful to a group member by listening empathically without interrupting.
  2. Disclosure - one way to be supportive to another group member is to disclose a similar experience. By saying, "Me, too!" you can show the other person that you understand how he or she feels.

***Note: Some groups may not be ready to meet on their own after only six weeks. It is important to wait until there is some degree of group cohesion and there is a core group of regulars that can provide a support structure (for a discussion and examples, see Simoni and Adelman, 1993. It is up to the individual group members to determine if the group is ready to meet on their own.

OFF-SITE CONSULTATION

After the sixth meeting, the group starters' contact with the group will be limited to consulting at the members' request. Although the separation may be tearful for both sides at first, it is essential to the empowerment model to allow the parents to continue on their own. The process of actively participating in and leading their own group can be as beneficial to parents as what they learn from the content of the meetings.

Typical Reactions to the Starters' Departure

After the groups starters leave as active participants, two extreme reactions may occur: (1) the members never attempt to make contact with the group starters or (2) the members continually contact the starters, trying to convince them they cannot continue on their own. The former situation should be seen as a victory. The group members who do not contact the starters have learned to function on their own. (Ironically, although this is the desired outcome, the group starter may feel sorrow at no longer being needed!) At the other extreme, a group whose members can not separate from the starters, requires some additional intervention. Be patient and supportive. Some groups take longer to trust their own power and ability. If necessary, the group starters can come back and visit the group after the members have run several meetings on their own. At this point, the starters should contribute only as participants and should not direct the meeting.

Common Consultation Requests

In contrast to both these extreme reactions, most groups will continue on their own with only an occasional call. Typical concerns members raise are how to recruit new members or what to do with a troublesome member. As in all contacts with the group, the starters should strive to empower the parents. Often parents can resolve their dilemmas once they are given permission to trust their own abilities. In the case of recruiting, the starter can urge the members to use the strategies employed initially. The structure of the meetings, with rotating roles for group leaders and timekeepers, will help lessen the negative effects of controlling or inactive members. In the event that some members arc disruptive, the starters can help the members problem solve among themselves or can make appropriate referrals.

A FINAL WORD

A mutual support group will not be the answer for every parent, so expect some drop outs. And some groups may not survive at all. However, do not underestimate the impact of the group. Even in a few short meetings, parents may have learned something important.

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EXHIBITS

A.   Flyer Announcing Mutual Support Groups for Parents

B.   Flyer Announcing Mutual Support Groups for Parents
(Spanish Version)

C.   Flyer Announcing Mutual Support Groups for Parents
(In Spanish and English)

D.   Recruitment Flyer
(In Spanish and English)

E.   Cover Letter to Teachers Accompanying Flyers

F.   "Guidelines' Handout for Distribution to Members

G.   "Guidelines" Handout for Distribution to Members
(Spanish Version)

H.   "Meeting Format' Handout for Distribution to Members

I.   "Meeting Format" Handout for Distribution to Members
(Spanish Version)

J.   "W.I.S.E. Advice' Handout for Distribution to Members

K.   "W.I.S.E. Advice" Handout for Distribution to Members
(Spanish Version)

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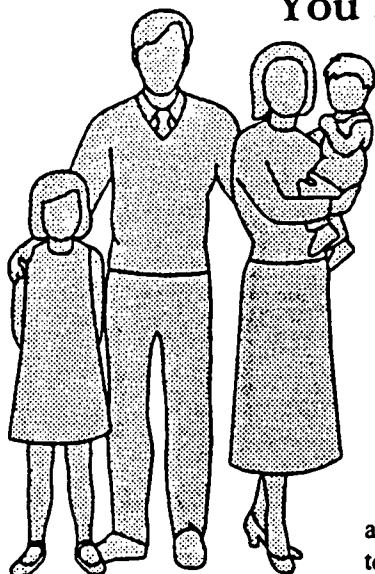
You are invited to attend **Parenttalk**
-a new parent support group!

WHAT IS PARENTTALK?

Parents talking to parents in small weekly discussion groups.
- Talking about raising children, discipline, school, gangs, drugs or anything else
- Sharing experiences
- Receiving advice and support
- Making new friends
- Having fun!

WHO IS THE GROUP FOR?

You! The group is FOR and will be run BY parents. With some initial help from a group trainer, parents will learn how to run the meetings. Parenttalk is a way for parents to help parents, not for professional to tell parents what to do.

HOW DO I JOIN?

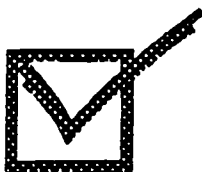Fill in the form below and send it back to school in the envelope attached!
CHILD CARE WILL BE PROVIDED AT THE MEETINGS

EVEN IF YOU ARE NOT ABLE TO ATTEND, PLEASE COMPLETE AND RETURN THE FORM.

CHECK ONE:

_____ NO, I am not interested in a parent-led group.

_____ YES, please send me more information.

The best days of the week for me are (circle):

Monday Tuesday Wednesday Thursday Friday

The best times of the day for me are (circle):

8 9 10 11 Noon 1 2 3 4 5 6 7

Child care will be provided at the meetings.

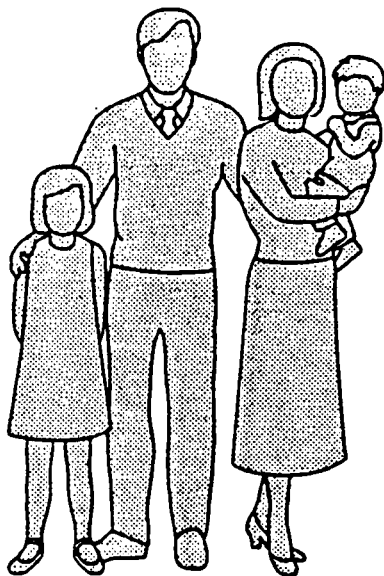Child's Name: _____   Child's Teacher: _____

Your name: _____

Home Phone #: _____   Work Phone #: _____

Best times to call: _____

Is it OK if we call you? _____ YES _____ NO

Esta Usted Invitado Asistir a **PadresHablan**

-un nuevo grupo de apoyo para padres!

¿QUE ES PADRESHABLAN?

Padres platicando con padres en pequeno grupos semanales.
* Hablando sobre criar ninos, disciplina, escuela, pandillas, o cualguier otra cosa.
* Compartiendo experiencias
* Recibiendo apoyo y consejos practicos
* Haciendo nuevas amistades
* Divertiendose

¿PARA QUIEN ES EL GRUPO?

Usted! Professionales ayudaran a comenzar el grupo y ayudaran a los padres a dirijir las juntas. Regresaran cuando ayuda sea necesaria. Sin embargo, el grupo es PARA y sera manejado POR los padres.

¿COMO ME INGRESO?

Llene la forma que esta abajo y regresela a la escuela en el sobre incluido!
CUIDADO DE NINOS SERA DISPONIBLE EN TODAS LAS JUNTAS

AUNQUE USTED NO PUEDA ASISTIR, POR FAVOR LLENE Y DEVUELVA LA FORMA.

MARQUE UNA:

_____ NO, no estoy interesado en el grupo de padres.

_____ SI, por favor mandeme mas informacion.

Los mejores dias de la semana para mi son (encircule):

Lunes   Martes   Miercules   Jueves   Viernes   Sabado   Domingo

Las mejores horas del dia para mi son (encircule):

8   9   10   11   12   1   2   3   4   5   6   7

Cuidado de ninos sera disponible en todas las juntas.

Nombre del nino: _____

Su nombre: _____

Numero de casa: _____   Numero del trabajo: _____

Mejor tiempo para llamar: _____
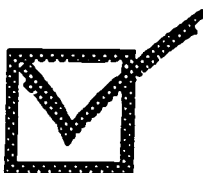
Esta bien si le llamamos? _____ SI _____ NO

You are invited to attend
ParentTalk
- a new parent support group!

Parents talking to parents in small weekly discussion groups.

* *Talking about raising children, discipline, school,
   gangs, drugs, or anything else*
* *Just listening to other parents*
* *Receiving advice and support*
* *Making new friends*
* *Having fun!*

CHILD CARE WILL BE PROVIDED AT THE MEETINGS.

TUESDAY MORNINGS 8:15 TO 9:45AM
THURSDAY EVENINGS 7:00-8:30PM

Esta Usted Invitado a Asistir
PadresHablan

- un nuevo grupo de apoyo para padres!
Padres platicando con padres en pequeno grupos semanales.

* *Hablando sobre criar ninos, disciplina, escuela,
   pandillas, o cualguier otra cosa*
* *Solamente escuchando a los otros padres*
* *Recibiendo apoyo y consejos practicos*
* *Haciendo nuevas amistades*
* *Divertiendose*

CUIDADO DE NINOS SERA DISPONIBLE EN TODAS LAS JUNTAS.
Habra un grupo para las personas que hablan espanol.

MARTES 8:15-9:45AM

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You are invited to attend
ParentTalk

- a new parent discussion group!

Parents talking to parents in small weekly discussion groups.

* Talking about raising children, discipline, school,
  gangs, drugs, or anything else.
* Just listening to other parents
* Receiving advice and support
* Making new friends
* Having fun!

CHILD CARE WILL BE PROVIDED AT THE MEETINGS.

Esta Usted Invitado a Asistir
# PadresHablan

- un nuevo grupo de platicas para padres!

Padres platicando con padres en pequeno grupos semanales.

* Hablando sobre criar ninos, disciplina, escuela,
  pandillas, o cualguier otra cosa
* Solamente escuchando a los otros padres
* Recibiendo apoyo y consejos practicos
* Haciendo nuevas amistades
* Divertiendose

CUIDADO DE NINOS SERA DISPONIBLE EN TODAS LAS JUNTAS.
Habra un grupo para las personas que hablan espanol.

- -

CHECK ONE/MARQUE UNA:
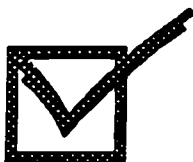
_____ NO, I am not interested in a parent-led group.
NO, no estoy interesado en el grupo de padres.

_____ YES, please send me more information.
SI, por favor mandeme mas informacion.

Child's Name/Nombre del nino: _____

Your name/Su nombre:_____

Home Phone #/Numero de telefono de casa: _____

Work Phone #/Numero de telefono del trabajo: _____

Is it OK if we call you? _____ YES _____ NO Esta bien si le llamamos? _____ SI _____ NO

TUESDAYS / LOS MARTES 8:15AM

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Exhibit E:
Cover Letter to Teachers Accompanying Flyers

Dear Teacher:

We will be giving parents the opportunity to join support/discussion groups here at the school.

For the program to be a success, we need to make certain that the attached flyers are given to the students and that they are encouraged to take them home to their parents.

As you can read in the flyer, we are asking parents to fill out the flyer, put it in the attached envelope, and have their children bring it back to you. There is a big box in the office where all the envelopes are being collected. Please just drop them off as they come in.

The new parent groups are called "ParentTalk/PadresHablan." There will be a group for English-speakers and a group for Spanish-speakers. We are going to help the parents get the groups going and then the parents will meet on their own.

We are going to tally all the responses and then call the parents to let them know when the first group will be meeting.

If you have any questions, please feel free to contact _____.

Thank you for continuing efforts to make the school a better place for parents.

PARENTTALK

GUIDELINES

1. Time Limits

The group starts on time and ends on time.

2. Attendance

Try to come to every meeting, especially in the beginning. New members are always welcome.

3. Confidentiality

Do not gossip.

4. No Cross-Talk

Do not interrupt other people.

PADRESHABLAN

REGLAMENTOS

1. Limites de Tiempo

El grupo comienza a tiempo y se termina a tiempo.

2. Assistencia

Tratar de venir a cada junta, especialmente a las primeras juntas. Nuevos miembros siempre son bienvenidos.

3. Confidencialidad

No chismes.

4. No Hablar al Mismo Tiempo

No interumpe a otra qente.

PARENTTALK

FOUR-PART MEETING FORMAT

1. Announcements

   -Any news or upcoming events.

2. Check-in (go around the circle)

   -Hello, my name is_____
   -1 am feeling_____ today.
   -I would like to talk or hear about _____.

3. Grout, discussion time

   -Everyone gets a chance to talk.
   -Remember, no cross-talk!
   -Just listening is OK, too.

4. Wrap-up (go around the circle)

   -Thank you for helping me with
   -See you next time!

LEADER AND TIMEKEEPER

1. Leader

   -Brings refreshments
   -Greets new members and explains the group to them
   -Reviews guidelines at beginning of meeting
   -Makes sure everyone gets a chance to talk
   -Chooses a leader and timekeeper for next meeting

2. Timekeeper

   -In charge of child care
   -Makes sure meeting starts on time
   -Announces when its time for the wrap-up
   -Makes sure meeting ends on time

Exhibit I: "Meeting Format' Handout for Distribution to Members
(Spanish Version)

PADRESHABLAN

LAS CUATRO PARTES DEL GRUPO

1. Anuncios

-Alguna noticia o eventos

2. Oue Tal (go around the circle)

-Hola, mi nombre es _____ .
-Hola, yo me siento _____ hoy.
-Me gustaria hablar o escuchar algo acercade _____ .

3. Tiempo Para Discusion

-Todas tienen una oportunidad de hablar.
-Acuerdanse de no hablar al mismo tiempo.
-Solamente escuchar esta bien.

4. Dar Cierre (go around the circle)

-Gracias d ayudarme.
-Nos vemos para la proxima junta.

LIDER AND GUARDATIEMPO

1. Lider

-Trae refrescos
-Saluda a nuevo miembos y les explica del grupo
-Revisa los reglamentos al comienzo del la junta
-Asegura que todos tengan oportunidad de hablar
-Escoge al lider y al guardatiempo para la siguiente junta

2. Guardatiempo

-Esta encargo del cuidadode ninos
-Asegura que la junta comienze a tiempo
-Anuncia cuando es hora de "Dar Cierre"
-Asequra que la junta termine a timepo

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PARENTTALK

W.I.S.E ADVICE

W - Does the person *want* to hear advice?

I - Are you *informed* about what the person has already tried?

S - Has the advice you want to give been *successful* for you?

E - Are you trying to be *empathetic* and caring as well as helpful?

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PADRESHABLAN

COMO Y QUIEN LO D.I.C.E.

D -Esta la persona *dispuesta* a ar sugerencias?

I - Estas *informada* de lo que ya ha tratado de hace la persona?

C - Estas tratando de *comprender* y ayudar?

E - Las sugerencias que has dado han sido un *exito*?

Additional Resources

Some National Self-Help Clearinghouses and Websites that are Relevant to Mutual Support Groups

Some Data

Some National Self-Help Clearinghouses and Websites Relevant to Mutual Support Groups

Following is a list of some national clearinghouses that provide information and technical assistance on starting and running support groups. Many of these agencies have materials and publications that may be helpful in for organizing and running mutual support groups, as well as information on the issues that may be of concern for support group members.

American Self-Help Clearinghouse
Maintains database of national self-help headquarters and model one-of-a-kind groups. Provides referrals to self-help clearinghouses nationwide. Offers assistance to persons interested in starting new groups. For handout on starting groups, send a self-addressed stamped envelope. Publishes directory of national support groups.
Write: American Self-Help Clearinghouse, Northwest Covenant Medical Center, 25 Pocono Rd., Denville, NJ 07834. Call (201)625-7101;
FAX: (201)625-8848; TDD: (201)625-9053;
E-Mail: ashc@bc.cybernex.net;
Web Site: http://www.cmhc.com/selfhelp

National Self-Help Clearinghouse
Information and referral to self-help groups and regional self-help clearinghouses. Encourages and conducts training of professionals about self help; carries out research activities. Publishes manuals, training materials and a newsletter.
Write: National Self-Help Clearinghouse, CUNY, Graduate School and University Ctr., 25 W. 43rd St., Rm. 620, New York, NY 10036.
Call: (212)354-8525;
FAX: (212)642-1956.

National Mental Health Consumers Self-Help Clearinghouse
Consumer self-help resource information geared towards meeting the individual and group needs of mental health consumers. Assistance in advocacy, listings of publications, on-site consultations, training, educational events. Funded by Center of Mental Health Services.
Write: National Mental Health Consumers Self-Help Clearinghouse, 1211 Chestnut St., Philadelphia, PA 19107-4103.
Call: 800-553-4-KEY
FAX: (215)735-0275.

National Empowerment Center
Consumer-run center that provides information on local self-help resources and upcoming conferences. Also provides networking, conference calls and workshops.
Write: National Empowerment Center, 20 Ballard Rd., Lawrence, MA 01843.
Call: (508)685-1518 or 800-POWER-2-U;
FAX: (508)681-6426;
TTY: 800-889-7693.

Resource Clearinghouses

National Clearinghouse for Alcohol and Drug Information (NCADI)

NCADI is the largest repository of substance abuse treatment and prevention information in the country. NCADI has over 450 items including fact sheets, booklets, posters, videotapes, audiotapes, monographs, and magazines on all aspects related to alcohol and other drugs of abuse. This clearinghouse also has information that is particularly geared toward developing prevention programs in the community, and can provide information for those interested in forming mutual support groups that address prevention issues, obtaining resources, and implementing prevention programs.

Contact: P.O. Box 2345, Rockville, MD, 20847-2345
Call: 800-729-6686; 301-468-2600
Website: http://www.health.org/

The Wisconsin Clearinghouse: Prevention Resources

The Wisconsin Clearinghouse has been providing educational and training materials, information and services nationally for more than 20 years. The mission of the Wisconsin Clearinghouse is to help schools, families, and communities to lead healthy, productive lives. The clearinghouse offers materials for youth workers, communities, parents and educators. Many of these materials are free or can be obtained at a low cost.

Contact: 1552 University Ave. Madison, WI 53705
Call: 800-322-1468; or 800-248-9244
Fax: 608-262-6346
Website: http://www.uhs.wisc.edu/wch/

The Self-Help Interest Group

The Self-Help Interest Group is an international organization of researchers, self-help leaders, and policy makers that promotes research and action related to self-help groups and organizations.

For more information, contact: Keith Humphreys at 415-617-2746
Email: D6.F52@forsyth.stanford.edu

Websites

Mental Health Net's Self Help Page: The Self Help Sourcebook Online
http://www.cmhc.com/selfhelp/

The Self-Help Sourcebook Online is a searchable database that includes information on approximately 700+ national and demonstrational model self-help support groups, ideas for starting groups, and opportunities to link with others to develop new groups. This website also has documents on many of the psychosocial issues that are of concern for participants in mutual support groups (e.g., alcohol and drug use, diseases, violence, equal rights, etc.). Included is information about agencies (organized by state and community) that can provide technical assistance and guidance on a variety of self-help and group management issues. Most of this information can be obtained directly by contacting the American Self-Help Clearinghouse.

Parents Involved Network (PIN)
http://libertynet.org/~mha/pin.html

Parents Involved Network is a state-wide (Pennsylvania), parent-run, self-help advocacy, information and referral resource for families of children and adolescents with emotional or behavioral disorders. PIN provides families with an opportunity to share common concerns, exchange information, identify resources, and influence policy issues affecting children and adolescents who have behavioral disorders.

Some Data:
Exerpts from Two Evaluation Articles

Latina Mothers' Help Seeking at a School-Based
Mutual Support Group

Jane M. Simoni

University of California, Los Angeles

Low-income Latino parents constitute a vulnerable population who are underserved by traditional mental health services but difficult to recruit to more culturally sensitive community interventions. In order to identify factors that may facilitate participation, a cognitive-motivational framework was employed to study help seeking at a school-based mutual support group (MSG) for low-income Latino parents. Phone interview data from 75 Latina mothers generally supported hypothesized differences between nonattenders and attendees. Specifically, attendees initially reported (a) greater parenting stress, (b) less confidence in parenting abilities but comparable psychological coping resources, (c) less satisfaction with and greater need for social support, (d) less negative attitudes toward help seeking, and (e) more previous school involvement. A discriminant analysis revealed that need for parenting advice and prior school involvement accounted for 34% of the variance between attenders and nonattenders. Implications for enhancing program utilization are discussed.

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School-Based Mutual Support Groups for Low-income Parents

Jane M. Simoni and Howard S. Adelman

School-based mutual support groups (MSGs) are proposed to enhance the school involvement of parents from lower socioeconomic and ethnic minority backgrounds. We present a school-based MSG format, findings from a survey regarding parent interest, and discussion of a pilot demonstration implementation in three urban elementary schools.

A review of the literature on parents and schooling indicates widespread endorsement of parent involvement, with consistent reports of positive effects for students (Comer, 1988; Davies, 1987, 1991; Dye, 1989; Epstein, 1987, 1990; Goldenberg, 1987, 1989; Hawley and Rosenholtz, 1983; Hendersen, 1987). Summarizing research findings, Epstein (1987) concludes, '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" (p. 120).

Equally well documented are the relatively low levels of school involvement among parents from low-income and ethnic minority backgrounds (Ascher, 1988; Ascher and Flaxman, 1985, Davies, 1988; Herman and Yeh, 1983; Lareau, 1987; McLaughlin and Shields, 1987). To enhance school involvement and improve child-rearing skills among these groups, many schools offer time-limited parent-training sessions typically consisting of lessons and discussions led by professionals (e.g., Myers, Alvy, Arrington, Richardson, Marigna, Huff, Main, & Newcomb, 1992). Nieto (1985) views these efforts as often flawed by paternalism, opportunism, manipulation, insensitivity to cultural and class realities, and fear among school staff of losing control. Others stress that most school-dominated parent programs fail to empower parents and lack a sustained and coherent strategy for increasing their involvement in schooling (Mannan and Blackwell, 1992).

As an alternative approach, we have begun to explore the feasibility of school-based mutual support groups (Simoni, 1991, 19928, 1992b, 1992c; Simoni and Adelman, 1991a, 1991b). This strategy builds on a growing body of work related to community-based mutual support groups (see reviews by Jacobs and Goodman, 1989; Katz and Bender, 1976; Lieberman and Borman, 1979; Powell, 1987, 1990). Efficacy studies report improvements in several aspects of social and psychological functioning among MSG attendees (Lieberman, 1986). With respect to low-income parents, MSGs are seen as capable of bolstering self-esteem, self-confidence, and such values as individuality, self-worth and respect (Leon, Mazur, Montalvo, and Rodrieguez, 1994).

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Discussion of Interview Findings

Among this sample of low-income parents, the interviews underscored a reasonable amount of support for the idea of parents running their own groups (60% of the Repliers endorsed the concept). At the same time, it must be recognized that 40% of the Repliers did not endorse parent-run groups. We suggest this finding may have reflected the extent to which they had been disempowered and were convinced that they lacked competence.

Most striking about the reported obstacles to school involvement was the large number that were removable. For example, the need for child care, convenient scheduling, and groups in languages other than English seemed relatively easy to address.

With respect to analyses comparing the Replier and Nonreplier groups, the most prominent finding was that the parents interested in MSGs reported more extensive social and psychological coping resources (i.e., greater social networks and higher life satisfaction). Although the correlational design precludes causal conclusions, this finding may indicate that the Repliers were accustomed to establishing useful social networks and that their superior resources facilitated interest and involvement (see Telleen, 1990). Parents who have comparable, or greater need but lack the necessary resources for attendance are likely to be among the most difficult to recruit.

The analysis involving English proficiency have relevance for reports of greater school involvement of English-proficient parents. Our findings indicate that the Latino Repliers who spoke English possessed as well other resources that might facilitate involvement (i.e., higher socioeconomic levels, fewer obstacles to school involvement, and larger social networks). However, despite their relative lack of resources, the non-English-speaking Repliers had equally high levels of interest in involvement, reported more frequent use of informal social networks, and indicated a greater desire to discuss personal problems in the groups. Based on these findings, we do not anticipate that differences in English proficiency will be predictive of MSG attendance.

Discussion of the Pilot Demonstration

In summary, although most parents, especially monolingual Spanish-speakers, were initially reluctant to take on the responsibility of running their own group, they eventually demonstrated significant interest and ability to maintain parent-led groups over a reasonable period of time. This was the case for parents with and without English-proficiency, even though the latter group reported more obstacles to involvement. Overall, the demonstration provides preliminary evidence of the feasibility of school-based MSGs.

From the perspective of increasing parental involvement in schools and schooling, the findings run counter to stereotypes that depict low-income and non-English-speaking parents as uninterested. Moreover, they suggest that interventions such as MSGs are worth pursuing as a part of efforts to enhance school involvement within this population.

Equally important, the experiences indicate the types of difficulties that should be expected and suggest ways to improve subsequent implementation. First, there is a need for more powerful recruitment strategies. A direct mailing or invitation by computerized telephoning techniques, although costly, probably would reach more parents. Personalized invitations (e.g., parents recruiting other parents, approaching parents as they drop their children off at

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school) have proved here and elsewhere (Klimes-Dougan, Lopez, Nelson, & Adelman. 1992) to be a highly successful strategy.

Second, further efforts are needed to remove obstacles to parental involvement. Clearly, many parents could attend only as long as child care was provided. Other barriers to be addressed include scheduling, transportation, and accommodation of a variety of languages. Although efforts were made to schedule groups conveniently, the times were not good for many parents. Others might have come if carpools had been arranged. And, of course, some parents did not attend because groups in languages other than English and Spanish were not offered.

Third, groups should be implemented early in a school year. The groups that disbanded when the school year ended probably would have built greater group cohesion and would have continued if they had been meeting together from the beginning of the school year. In addition, training may need to be longer. The California Self-Help Center (1985) prescribes a 12-week training period.

Finally, a critical mass of group members seems necessary for group success. The consultant might consider delaying the training phase until a core group of 8- 12 members has committed. With reference to the most successful group, we have already suggested a few reasons for its longevity. Future research needs to assess contextual variables and implementation parameters such as school and neighborhood characteristics (see Bauman, Stein, & Ireys, 1992). Once factors leading to group longevity are more fully understood, future re search can begin determining the effects of participation in school-based MSGs and how widely useful such groups may be. In this event, the usual range of questions about group composition and transactions will need to be studied (see Lieberman & Bond, 1979).

Conclusion

Our work thus far indicates that low-income parents with and without English proficiency demonstrate interest and ability with respect to leading their own MSGs in the schools. These findings lend support to the utility and feasibility of such groups. The data also contradict generalizations suggesting that low-income parents are hard to reach or uninterested in participating in such groups or in becoming involved at school. Indeed, the work represents another instance (see Davies, 1988) where attempts to involve low-income or non-English-speaking parents appeared to yield positive benefits as long as the activity was of interest and addressed institutional, cultural, class, language, and personal barriers.

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