

# BUILDING THE 5 ESSENTIAL ELEMENTS THROUGH STUDENT ASSISTANCE PROGRAMS: THE PROOF IS IN THE DATA

PREVENTION FIRST

Patricia  
Berry,  
M.A.  
CSAP

Essential  
Concepts  
for School  
ecscool7  
@gmail.co  
m

# WHAT IS STUDENT ASSISTANCE SUCCESS?

# AGENDA – ONE PATH

- 5 Essential Elements / Supports Background - "The Essential Supports for School Improvement". The Consortium on Chicago School Research (CCSR)
- Student Support Teams in School Improvement – **the Vehicle**
- Data Sources and Questions
- The 4 Elements Supported by Student Assistance Data

# WHY IS THE 5E FRAMEWORK IMPORTANT?

- The 5 Essential Elements – 5E – is a framework of essential supports and contextual resources for school improvement.
- Research - schools strong in most of the essential supports = at least ten times more likely than schools weak in most of the supports to show substantial gains in both reading and mathematics.
- Schools strong in at least 3 of the 5 supports made significant improvements in attendance.

# APPROACH BUILDING THE 5 ESSENTIAL ELEMENTS HOLISTICALLY

- **No one program**, tool, or narrow intervention approach will be sufficient to build organizational strength in the 5 Essentials.
- Progress can advance along numerous paths, and no one course is obviously best for all schools.

# THE ROLE OF STUDENT SUPPORT TEAM MODELS IN SCHOOL IMPROVEMENT

## The Vehicle

David Osher, Ph.D., Vice President American Institute for Research, promotes the use of student support teams in improving school climate.

Instrumental in developing the Illinois Center for School Improvement.

# THE DATA

- **Illinois Association of Student Assistance Professionals** beginning 1994.
- **Student Assistance Center** at Prevention First assumed process in 2007.
- 2000 initiated the inclusion of questions relating to the 5 Essential Elements.
- Voluntary self reports.

THE QUESTIONS.... AS A RESULT OF HAVING STUDENT ASSISTANCE SERVICES IN YOUR BUILDING. PLEASE CHECK ALL THAT APPLY.

- A reduction in school related problem behaviors occurred
- Communication improved between staff/ students/ parents
- Parent education about support services increased
- Staff attitudes toward helping students improved
- Student support services improved
- More positive relationships between students and non-familial adults occurred



**THE QUESTIONS.... AS A RESULT OF HAVING STUDENT ASSISTANCE SERVICES IN YOUR BUILDING. PLEASE CHECK ALL THAT APPLY.**

- Community resource utilization has improved
- Life skill lessons are included in the school day
- At-risk students are more effectively identified
- Additional effective intervention/action plans for students are implemented
- Staff morale has improved
- School climate has improved
- Student conduct & attendance policies have been reviewed and/or revised

# THE ELEMENTS, THE DATA, AND SAP STRATEGIES

Data shows 4 Elements Impacted by Student Assistance Strategies

- Effective Leadership
- Parent / Community Ties
- Professional Capacity
- Supportive Environment/ Student Centered Learning Climate

# *EFFECTIVE LEADERSHIP – DISTRIBUTIVE AND INCLUSIVE*

“A corollary of inclusive leadership is that parents, community members, and faculty enjoy a real sense of influence over school policy.” (CCSR)

- SAP policy/procedure recommendations leading to earlier identification of students in distress.
- Particular focus on policies / procedures connecting students / families to school-based and community support systems.
- **46%** respondents reported reviewing and/or revising student conduct & attendance policies.

# *EFFECTIVE LEADERSHIP – DISTRIBUTIVE AND INCLUSIVE*

“Evidence must constantly be brought to bear on what is working and what is not (and why not) if the ongoing multiple reform activities are to culminate in fundamental improvements in students’ lives.” (CCSR)

**Student Assistance Programs** have access to several evidence-based data tools and processes that allows SAPs to assess service effectiveness and provide effectiveness data for school wide evaluation efforts.

# PARENT COMMUNITY TIES

- “Schools should draw on a **network of community organizations** to expand services for students and their families.” (CSSR)
- Policies and procedures that allow ‘need to know’ information exchange with community services to collaboratively address needs of students / families.  
(CSSR)

# PARENT COMMUNITY TIES - STANDARDS OF PRACTICE INCLUDE

- Specific parent communication strategy established;
- Formal parent involvement procedure established.
- Supports and provides linkages for students and parents to access school and community services;
- Procedures promote student access to and compliance with school and community services and treatment recommendations;
- Confidentiality guidelines are well delineated with team members demonstrating respect for and understanding of parent's and student's privacy rights.

PARENT COMMUNITY TIES - SCHOOL STAFF MUST REACH OUT TO PARENTS AND COMMUNITY TO ENGAGE THEM IN THE PROCESSES OF STRENGTHENING STUDENT LEARNING.”

Year End Report questions:

- How many families / guardians met in person with a representative of the SAP?
- How many families / guardians not meeting in person received a phone call from the SAP?
- How many families / guardians not meeting in person or by phone received a letter, form, or pamphlet about their child from the SAP? (Please include support group notifications.)
- How many families / guardians received general information such as pamphlets or brochures or letters in a general information distribution?
- What is the total number of parents who participated in a prevention program this year?

# PARENT COMMUNITY TIES

- **83%** of respondent schools reported communication improved between staff/ students/ parents.
- **61%** of respondents stated parent education about support services increased.



# PARENT COMMUNITY TIES

Schools should draw on a network of community organizations to expand services for students and their families. (CCSR)

- **57%** of respondents stated that community resource utilization improved.
- **74%** of respondents stated student support services improved.

# PROFESSIONAL CAPACITY (CCSR)

- **Quality of Human Resources** - Teachers' knowledge of subject matter and awareness of students' needs and learning styles are central to effective teaching and learning. (CCSR)
- **86%** of respondents report at-risk students are more effectively identified.
- **71%** of respondents report staff attitudes toward helping students improved.

# PROFESSIONAL CAPACITY

- Sense of collective responsibility for all students in the school, not just those students in a teacher's classroom. (CCSR) SAP builds the network for referral for any student – not the 'not one of my kids' concepts.
- Strengthening professional community which “refers to close collaborative relationships among teachers, which are focused on student learning and coupled with strong norms governing teachers' responsibility for all students. Extensive collaboration fosters sharing of expertise to address the core problems of practice”. (CCSR) Student Assistance problem-solving meetings.

# SUPPORTIVE ENVIRONMENT/ STUDENT CENTERED LEARNING CLIMATE

The most basic requirement is a safe and orderly environment that is conducive to academic work. (CCSR)

YER

· 72% of respondents report a reduction in problem behaviors

High academic standards coupled with strong supports. (CSSR)

· 74% of respondents report student support services increased

# SUPPORTIVE ENVIRONMENT/ STUDENT CENTERED LEARNING CLIMATE

- Teachers' and principals' personal concern for students and support from peers can build social capital for students, which provides a network of social relationships that offers moral support, information, and access to resources to help the individual reach his or her goals. (CCSR)
  - **70%** of respondents report more positive relationships between students and non-familial adults occurred

# CONCLUSION – THANK YOU FOR JOINING

- [www.prevention.org](http://www.prevention.org)
- Resources
- Archived webinars, tools, and other helpful information.