



Supporting Student Success (S3)

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S3 Newsletter

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From the S3 Coordinator

As I travel around to schools, most principals, most counselors and most social service agency personnel placed in schools voice self-regulation as the biggest student behavioral issue facing them.

Consider this scenario from the TED Talk given by Dr. Nadine Burke Harris on how trauma affects health across a lifetime: Let's say 100 children drink water from the same well. Ninety-eight children become ill. The doctor treating them can write prescription after prescription or he/she can ask, "What is going on with that well?" For the last few years, more and more public and mental health experts have been asking that question. For many children a lack of self-regulation is due, at least in part, to childhood trauma, childhood toxic stress, childhood chaos. It's worth the 16 minutes to watch the TED Talk at:

<https://www.youtube.com/watch?v=95ovIJ3dsNk>

On October 19, I had the privilege of going to Sterling Middle School to talk about the "well" and the background of the importance of knowing about children and self-regulation – why it is lacking in many students.

S3 Featured School and Program Highlight

Creve Coeur School District's S3 grant is for a summer program for both primary and middle school students. Primarily Tier 2 students come for gymnastics, readers' theatre, which includes social-emotional components, and community service projects. The program lasts through June in the morning. The gymnastics component continues after school throughout the school year, with students being required to meet a certain grade average and achieve the behavioral standards set for them in order to participate. As the year progresses, the gymnastics training turns into a circus like performance for parents and community in the spring.

Three Parkview Middle School teachers run the program. As a result of the program's success, these teachers will be presenting the program at the Raising Student Achievement Conference at Pheasant Run west of Chicago in early December.

To view pictures and the video from the Blue Star Summer Camp Circus performance from previous years, please go to:

<http://www.cc76.k12.il.us/parkview.html>

A Piece of Research

From ASCD –

“On average, children in poverty tend to start school well behind their higher-income peers. Just 40 percent of students in poverty enter kindergarten knowing all 26 letters of the alphabet, compared with 85 percent of children of high socioeconomic status (SES); fewer than half are able to count to 20, compared with more than two-thirds of high-SES children (Neuman, 2003). Sadly, children in poverty enter school having been read to for only 25 hours, on average, compared with 1,000 hours for high-SES children, and having heard one-third as many words (13 million) as higher-income children (45 million) (Neuman, 2003).

The chaos and uncertainty of poverty also appear to affect children's ability to regulate their own behavior. As Jensen (2009) notes, "children raised in poverty rarely choose to behave differently, but they are faced daily with overwhelming challenges that affluent children never have to confront, and their brains have adapted to suboptimal conditions in ways that undermine good school performance." As a result, they're more likely to act out, to lack social graces and empathy, to be impatient and impulsive, and to display inappropriate emotional responses (Jensen, 2009).

In other words, children raised in poverty are more likely to demonstrate poor self-regulation (Schunk, 2005).”

To read more of the research about what can effectively be done to reverse outcomes, please go to:

http://www.ascd.org/publications/educational_leadership/may13/vol170/num08/Teaching_Self-Regulation_Has_Long-Term_Benefits.aspx

