Mar 5th, 10:30 AM - 11:45 AM

Creating and Sustaining a Positive Learning Environment for Students At Risk

Dr. Aviva Goelman Rice
aviva.rice@sccpss.com

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Creating and Sustaining a Positive Learning Environment for Students at Risk

National Youth at Risk Conference 2018
Savannah, Georgia
Aviva Goelman Rice, Ed.D., NBCT
Coordinator of Professional Learning
Bryan County Schools

• Deeply consider the content
• Reflect on how it impacts your choices as a professional
• Share your thought processes and insights with your peers here
What does being “At-Risk” Mean?

Resource Deficits
- Financial
- Emotional
- Mental
- Spiritual
- Physical
- Support Systems
- Relationships w/Mentors, Role Models
- Knowledge of Unspoken Rules

What is Known about How Schools Effectively Educate Students Placed At Risk?

Macro-Structures are created to compensate for the resource deficits experienced by students placed at risk.
- Resources
- Policies & Procedures

What does this look like on the classroom level?

Payne, 2008
What classroom structures create or inhibit a positive learning environment that supports learners who are at risk?

<table>
<thead>
<tr>
<th>Our Beliefs</th>
<th>Our Relationships</th>
<th>Our Procedures &amp; Policies</th>
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</thead>
<tbody>
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</table>
What do we believe or perceive about the fullness of the glass?

What is factually true about the fullness of the glass?

Why do the answers to these two questions matter?

One person with a belief is equal to a force of ninety-nine who have only interests. ~John Stuart Mill
Is it Sympathy or Empathy? Why Does it Matter?

**Sympathy**
- To suffer with
- Commiseration
- Feelings of sorrow for another’s situation
- Pity—the acknowledgement of someone else’s misfortune
- Paralyzing

**Empathy**
- To suffer within—to vicariously experience it
- Seeing a situation from someone else’s perspective
- Ability to recognize and share the feelings of another
- Ability to stand in someone else’s shoes
- Compassion
- Mobilizing

How do our beliefs impact our work with youth at risk?

A. Put in long term foster care at age 4 due to severe abuse and neglect

B. Being raised by an alcoholic caregiver who never attended a parent-teacher conference

C. Going a year and a half without glasses and can’t see the board in the classroom from farther away than a foot.

D. Became an emancipated minor at age 16 while working 3 jobs and attempting to complete high school

Turn and Talk
What are the probable outcomes for a youth with one or more of these risk factors?
How do beliefs impact classroom environments?

- Stop looking at the probabilities and feeling sorry for your students; start seeing them as people with potential.
- **Believe** in students’ ability to transcend their at-risk circumstances in the long run
- **Believe** that the key to changing their circumstances is to build on strengths and talents they have **right now**.

Replace beliefs that limit your students’ possibilities with beliefs that expand them.
## Turn and Talk

1. Think about a youth you personally know that you believe is at risk.
2. Describe factors that place this youth at risk.
3. Identify which set of beliefs (theory) would be most productive for professionals who seek to support this individual.

### Theory

<table>
<thead>
<tr>
<th>Theory</th>
<th>Best Practices</th>
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<tbody>
<tr>
<td>Strengths Perspective Approach: Every individual has strengths. You can empower students and families by focusing on what is good about them, what they do know and what skills they have now.</td>
<td>When you do this, watch for people fighting poverty. Ask families for their help. Find ways to feel helpful and be included. Engage them. Be there. Be healthy (no sick days).*</td>
</tr>
</tbody>
</table>

### Resiliency

- Develop resilience by considering both physical and emotional aspects of a youth's life.
- Help them to develop strategies to overcome obstacles.
- Encourage them to seek support from others.

<table>
<thead>
<tr>
<th>Importance of Resilience</th>
<th>Resilience is a unique set of strategies listed below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>People</td>
<td>People have an inherent capacity to recover when they have meaningful relationships with adults who can help. People benefit from having trust and respect built with people who have the same interests and goals.</td>
</tr>
</tbody>
</table>

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5. Faulty Attribution Theory: We attribute motives to some behavior without discovering the information. It's important to know what they possess.

- Remind yourself that different people have different values and world-views which may be different from your own.
- Attempt to find out the “why” behind behavior.

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What classroom structures create or inhibit a positive learning environment that supports learners who are at risk?

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<tr>
<td>• Perception is Reality</td>
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<tr>
<td>• Self-Fulfilling Prophecy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Our attitudes and actions derive directly from our beliefs about what is right, appropriate, and possible</td>
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</table>
What school relationships best support students with multiple risk factors?

The strength of our student relationships makes the difference in translating our passion for teaching into their passion for learning.
~Beth Morrow
The Four Quadrants of a Teacher-Student Relationship

Marzano, 2003
4 Corners EQ:

What important steps can teachers take to build effective relationships with youth at risk?

1. Johnson
2. Safir
3. Payne
4. Beegle
What classroom structures create or inhibit a positive learning environment that supports learners who are at risk?

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<td>• Maximize background experiences as assets</td>
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<tr>
<td>• Our attitudes and actions derive directly from our beliefs about what is right, appropriate, and possible</td>
<td>• Who is worthy of our time, effort and attention and how do we communicate this?</td>
<td></td>
</tr>
</tbody>
</table>
How do Procedures & Policies create or inhibit safe and equitable classrooms?

School failure in students at-risk is attributable to:

• Low levels of trust and collaboration
• Lack of positive relationships between school and home/community
• Lack of understanding of the effects of poverty, trauma, etc. on academic achievement
• Inattention to student attendance and mobility
• Inappropriate behavioral interventions
• Failure to establish a needs-based approach

Parrett & Budge, 2012
A Needs-Based Approach to Policies & Procedures:

- Acknowledges that circumstances and resource deficits pull student and family focus away from educational achievement.
- Develops innovative ways to compensate for the resource deficits and circumstances that threaten students at risk against staying in school or achieving while there.
How do our policies and procedures impact our work with youth at risk?

A. Put in long term foster care at age 4 due to severe abuse and neglect

B. Being raised by an alcoholic caregiver who never attended a parent-teacher conference

C. Going a year and a half without glasses and can’t see the board in the classroom from farther away than a foot.

D. Became an emancipated minor at age 16 while working 3 jobs and attempting to complete high school
How can classroom policies & procedures be administered through a Needs-Based Approach?

<table>
<thead>
<tr>
<th>Classroom Procedures/Policies</th>
<th>Possible Procedure/Policy Adaptations</th>
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<tbody>
<tr>
<td>• Materials (pencils, paper, books)</td>
<td>Turn and Talk</td>
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<tr>
<td>• Homework</td>
<td></td>
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<tr>
<td>• Attendance/Tardiness</td>
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<tr>
<td>• Deadlines</td>
<td></td>
</tr>
<tr>
<td>• Other?</td>
<td>End</td>
</tr>
<tr>
<td>Source</td>
<td>Key Points</td>
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</table>
| Jensen, 2009 | • Build internal capacity (self-confidence, hope, persistence, etc.) through the language of Growth Mindset  
• Use multiple opportunities and varied methods for demonstrating mastery  
• Retool the Operating System by teaching kids how to learn, not just what to learn (attentional, organizational, memory, information processing, and sequencing skills) |
| Payne, 2008  | • Make the classroom a culture of collaboration; peer support while learning increases engagement and academic risk-taking  
• Translate the concrete into the abstract using relevant models  
• Teach students to speak in formal register  
• Teach the “hidden rules” of school |
| Safir, 2016  | • Make it safe to fail>communicate that failure and struggle are a NORMAL part of learning and celebrate it  
• Flex routines>sometimes plans need to be set aside in order to individualize instruction; consider pulling students into or out of activities; consider unconventional uses of time |
What classroom structures create or inhibit a positive learning environment that supports learners who are at risk?

**Our Beliefs**
- Perception is Reality
- Self-Fulfilling Prophecy
- Our attitudes and actions derive directly from our beliefs about what is right, appropriate, and possible

**Our Relationships**
- No significant learning happens in the absence of relationship (Comer)
- Maximize background experiences as assets
- Who is worthy of our time, effort and attention and how do we communicate this?

**Our Procedures & Policies**
- Flexibility vs. Consistency
- Communication of Our Mindset (Growth or Fixed)
- Ways of doing things either expand opportunities or limit them
Easy Peasy vs. Tough Stuff

Beliefs

- Transcendence
- Empathy not sympathy
- See potential
- Self-fulfilling prophecy
- Beliefs expand opportunities

Relationships

- Cooperating
- Leaders follow
- Guidance
- Support networks
- Influencing
- Peer relationships
- Mentoring
- Validation
- Warmth
- Equity

Procedures & Policies

- Translating
- Concrete
- Student attendance
- Multiple mastery opportunities
- Needs-based approach
- Build internal capacity
- Behavioral interventions
- Academic safety
- Mobility

Don’t forget to complete your evaluation—paper or on Guidebook!
References


