

## Additional Reports and Resources

The following reports and resources provide more thorough information on topics from this book. Visit [go.SolutionTree.com/schoolimprovement](https://go.SolutionTree.com/schoolimprovement) for an online, clickable version of this appendix.

### The Realities of Poverty in the United States

- **Teaching poverty certificate ([https://education.ecu.edu/elmid/elmid\\_teachingpoverty](https://education.ecu.edu/elmid/elmid_teachingpoverty)):** At East Carolina University (n.d.), teachers can earn a certificate in teaching children in poverty. In this certificate's coursework, students learn about the cognitive, social, and emotional implications of poverty on children and families, including poverty's effects on children's development and the impact of poverty-related stress and trauma on children's learning and attention. Additionally, students learn educational and assessment strategies that address poverty-affected children's specific cognition, social-emotional learning, and development needs, and they apply them to classroom practice.
- **National Child Traumatic Stress Network ([www.nctsn.org](http://www.nctsn.org)):** This network's mission is to raise the standard of care and improve access to services for traumatized children, their families, and communities throughout the United States. The network provides tremendous webinars, available for free on its website.
- **Children's Defense Fund ([www.childrensdefense.org](http://www.childrensdefense.org)):** This is a national organization working to end child poverty. It provides vast resources for learning about the current state of poverty in each state as well as the nation, and is incredibly beneficial for gathering data. Their website states,

*CDF provides a strong, effective and independent voice for all the children of America who cannot vote, lobby, or speak for themselves. We pay particular attention to the needs of poor children, children of color and those with disabilities. CDF educates the nation about the needs of children and encourages preventive investments before they get sick, drop out of school, get into trouble or suffer family breakdown. (Children's Defense Fund, 2020)*

- **Souls of Poor Folk by the Institute for Policy Studies (<https://ips-dc.org/souls-of-poor-folks>):** A comprehensive and historical portrait of poverty in the United States, from the original Poor People's Campaign of the 1960s to the 2010s.
- **United Nations Report on Poverty in the United States (<https://digitallibrary.un.org/record/1629536?ln=en>):** This is a special report, published by the United Nations, detailing the reality of poverty in the United States.
- **Implicit biases surrounding poverty:** Paul Gorski's (2013) book *Reaching and Teaching Students in Poverty: Strategies for Erasing the Opportunity Gap* is a wonderful resource on this topic.

### The Whole-Child Approach

- **National Youth-at-Risk (NYAR) Conference:** Based at Georgia Southern University, this group sponsors a journal, the *National Youth-at-Risk Journal*, and an annual conference (see <https://digitalcommons.georgiasouthern.edu/nyar> for more information). The National Youth-at-Risk Conference and its journal focus on the well-being of the whole child. Its efforts focus on fostering the five Hs, which map well onto the resilient school: (1) *head* for intellectual

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achievement and talents, (2) *heart* for social-emotional skills, (3) *hands* for safety and protection, (4) *health* for physical and mental health, and (5) *home* for family and community support.

- **Association for Supervision and Curriculum Development (n.d.):** ASCD's whole-child symposiums are reports from a gathering of researchers, practitioners, and leaders at which they talk about the needs of the whole child. Recent reports include 2017's Symposium (available at [www.ascd.org/whole-child-symposium.aspx](http://www.ascd.org/whole-child-symposium.aspx)) and 2015's Symposium (available at [www.ascd.org/ASCD/pdf/siteASCD/wholechild/spring2015wcsreport.pdf](http://www.ascd.org/ASCD/pdf/siteASCD/wholechild/spring2015wcsreport.pdf)). Further, an archive of past symposiums' reports and resources is also accessible (available at [www.ascd.org/conferences/whole-child-symposium/past-events.aspx](http://www.ascd.org/conferences/whole-child-symposium/past-events.aspx)).
- **Aspen Institute ([www.aspeninstitute.org/issues/education](http://www.aspeninstitute.org/issues/education)):** The Aspen Institute held an in-depth symposium on the whole child, with scholars, educators, leaders, and researchers. They issued a report of their findings in 2018 (available at [http://nationathope.org/wp-content/uploads/2018\\_aspen\\_final-report\\_full\\_webversion.pdf](http://nationathope.org/wp-content/uploads/2018_aspen_final-report_full_webversion.pdf)).

## Trauma-Informed Practices

- **Collaborative Learning for Educational Achievement and Resilience (CLEAR; <https://extension.wsu.edu/clear>):** Washington State University's CLEAR provides resources and professional development on trauma-informed practices that increase educators' capacity to support student development and academic success. The Resources tab is especially helpful.
- **Trauma-sensitive schools learning modules:** The Wisconsin Department of Public Instruction (n.d.) provides outstanding online training modules for schools and educators wishing to further develop the trauma lens (available at <https://dpi.wi.gov/sspw/mental-health/trauma/modules>). This free online course, with fourteen modules, utilizes PBIS and response to intervention while adding the trauma-informed care values.
- **Healthy Environments and Response to Trauma in Schools (HEARTS):** The HEARTS program at the University of California San Francisco provides information on trauma-informed practices. Its resource list (available at <https://hearts.ucsf.edu/resources>) is excellent (UCSF HEARTS, n.d.).
- **Trauma and Learning Policy Initiative (<https://traumasensitiveschools.org>):** This initiative provides a treasure trove of resources for schools and educators interested in developing greater capacity for trauma-informed practices. The Trauma and Learning Policy Initiative has also published a two-volume series, *Helping Traumatized Children Learn* (Cole et al., 2005, 2013; available at <https://massadvocates.org>), which provides background knowledge and research on trauma's impacts on children and learning, and other resources for schools seeking to increase their effectiveness with high-trauma student populations.
- **The trauma-informed school:** A step-by-step implementation guide for administrators and school personnel (Sporleder & Forbes, 2016). This is an outstanding resource for those wishing to implement trauma-informed practices. Jim Sporleder is the former principal featured in the film about ACEs and resilience, *Paper Tigers*.

## Resilience

- **Compassionate Schools:** Washington State has published a handbook titled *The Heart of Learning and Teaching: Compassion, Resiliency, and Academic Success* (Wolpov, Johnson, Hertel, & Kincaid, 2016). This free resource (available at [www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx](http://www.k12.wa.us/CompassionateSchools/HeartofLearning.aspx)) is of great value for schools wanting to work on resilience.
- **C.A.R.E.: Strategies for Closing the Achievement Gaps, Fourth Edition:** This free resource by the National Education Association (2011; available online at [www.nea.org/assets/docs/CAREguide2011.pdf](http://www.nea.org/assets/docs/CAREguide2011.pdf)) provides lessons for grades K-12 on the four areas of CARE (culture, abilities, resilience, and effort), plus educator and paraeducator self-assessments.
- **Child and Youth Resilience Measure & Adult Resilience Measure (<https://cymr.resilienceresearch.org/how-to-use/>):** These are surveys designed to measure and monitor child and youth resilience and adult resilience. They were developed by the partnership of TRACEs and Oregon State University in Bend, Oregon.

## The Academic Needs of Students

- **The National Dropout Prevention Center (n.d.a):** This center keeps a clearinghouse of any and all strategies proven effective for keeping students in school and engaged (see <http://dropoutprevention.org/effective-strategies>).
- **America's Promise Alliance (<https://www.americaspromise.org>):** The America's Promise Alliance has been described as a "Marshall Plan" for American high schools. This group had two major goals for American high schools: (1) a 90 percent graduation rate by 2020, and (2) the highest college attainment rates in the world. This group is a research powerhouse on education and high school graduation, with numerous freely available reports and publications.

## The Social-Emotional Needs of Students

- **Relationships First: Creating Connections That Help Young People Thrive:** This study (Roehlkepartain et al., 2017) provides research from the Search Institute on developmental relationships and is available for free download (<http://page.search-institute.org/relationships-first>).
- **Collaborative Problem Solving:** Psychologists Ross Greene and Stuart Ablon developed this approach for responding to behavior challenges in a collaborative way rather than a way that displays power or control. In brief, when students struggle with expected behavior, adults work with them from a place of curiosity (for example, "I notice that you are struggling with \_\_\_\_\_. What's up with that?"). As students share their perspectives, the adult and child work together to come up with a solution that meets both of their needs. See Ablon's work ([www.thinkkids.org](http://www.thinkkids.org)) and Greene's work (<http://cpsconnection.com>) for more information.
- **CASEL Standards:** What is SEL? Collaborative for Academic, Social, and Emotional Learning (CASEL, n.d.). The CASEL standards provide guidance for social-emotional learning content in public schools.

## The Human Needs of Students and Families

- **Coalition for Community Schools ([www.communityschools.org](http://www.communityschools.org)):** This coalition provides incredible information and resources for developing and maintaining community outreach schools that meet the human needs of students and families.
- **The Children's Aid Society (2011):** This society published a comprehensive guide for schools and districts wishing to begin community outreach schools titled *Building Community Schools: A Guide for Action* (available at [www.theoryofchange.org/wp-content/uploads/toco\\_library/pdf/NCCS\\_BuildingCommunitySchools.pdf](http://www.theoryofchange.org/wp-content/uploads/toco_library/pdf/NCCS_BuildingCommunitySchools.pdf)).
- **Community Resource Coordinators:** Cincinnati Public Schools (2012) published *Transforming Schools, Revitalizing Neighborhoods: A Guide for Resource Coordinators*. This guide (available at [www.communityschools.org/assets/1/AssetManager/Cincinnati%20CLC%20Manual%20for%20Resource%20Coordinators.pdf](http://www.communityschools.org/assets/1/AssetManager/Cincinnati%20CLC%20Manual%20for%20Resource%20Coordinators.pdf)) is helpful for creating and strengthening this critical role in the community outreach school.
- **National Education Association's (n.d.a.) resources for community outreach schools:** *Community Schools: All Together Now!* (National Education Association, n.d.a.) is available online (see [www.nea.org/home/66319.htm](http://www.nea.org/home/66319.htm)). Further, *The Six Pillars of Community Schools Toolkit: NEA Resource Guide for Educators, Families, and Communities* (National Education Association, n.d.b.) is accessible at [www.nea.org/assets/docs/Comm%20Schools%20Toolkit-final%20digi-web-72617.pdf](http://www.nea.org/assets/docs/Comm%20Schools%20Toolkit-final%20digi-web-72617.pdf).

## The Relational and Professional Needs of Staff

- **Teacher Morale, Motivation, and Professional Identity (Bosso, 2017):** This report of research (available at <https://files.eric.ed.gov/fulltext/ED581425.pdf>) fundamentally changed how we, the authors, view teacher retention and attrition.
- **Understanding Teacher Morale (Senechal, et al., 2016):** This report from the Metropolitan Educational Research Consortium (available at [https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1055&context=merc\\_pubs](https://scholarscompass.vcu.edu/cgi/viewcontent.cgi?article=1055&context=merc_pubs)) dovetails nicely with the above report by Bosso (2017) to explain the relational and professional needs of staff.

## Brain Research

- **Culturally Responsive Teaching and the Brain: Promoting Authentic Engagement and Rigor Among Culturally and Linguistically Diverse Students:** This book, by Zaretta Hammond (2015), provides educators with practical strategies for increasing engagement among student populations that tend to struggle with achievement in white, middle-class schools. It is an excellent source for dealing with potential implicit biases, as well.
- **Using Brain Science to Design New Pathways Out of Poverty (Babcock, 2014b):** This report (available at <https://s3.amazonaws.com/empath-website/pdf/Research-UsingBrainScienceDesignPathwaysPoverty-0114.pdf>) connects the dots between brain science, trauma, and the transformative abilities of schools.

## Disrupted Learning

Two education groups have published information about disrupted learning:

- **Oregon Education Association (n.d.), *A Crisis of Disrupted Learning: Conditions in Our Schools and Recommended Solutions*** (available at [www.oregoned.org/assets/docs/DisruptedLearning\\_Report\\_2019\\_v5.pdf](http://www.oregoned.org/assets/docs/DisruptedLearning_Report_2019_v5.pdf))
- **Connecticut Education Association (2019), *Crisis in the Classroom: Disruptive Behavior. Disrupted Learning*** (available at [www.cea.org/issues/press/2019/feb/22/crisis-in-the-classroom-disruptive-behavior-disrupted-learning.cfm](http://www.cea.org/issues/press/2019/feb/22/crisis-in-the-classroom-disruptive-behavior-disrupted-learning.cfm))

## Surveys for School Use

- **Comprehensive School Climate Inventory ([www.schoolclimate.org/services/measuring-school-climate-csci](http://www.schoolclimate.org/services/measuring-school-climate-csci)):** This nationally recognized survey “provides an in-depth profile of your school community’s particular strengths, as well as areas for improvement” by assessing “student, parent/guardian, and school personnel perceptions”(National School Climate Center, n.d.).
- **Gallup Student Poll ([www.gallup.com/education/233537/gallup-student-poll.aspx](http://www.gallup.com/education/233537/gallup-student-poll.aspx)):** The Gallup Student Poll provides reliable research on student engagement and other factors.
- **Youth Risk Behavior Surveys (Centers for Disease Control and Prevention, 2018; available at [www.cdc.gov/healthyyouth/data/yrbs/index.htm](http://www.cdc.gov/healthyyouth/data/yrbs/index.htm)).** Two surveys, one for middle school, one for high school, measure the levels of risk behaviors among students.
- **Hope Survey ([www.hopesurvey.org/](http://www.hopesurvey.org/)):** The Hope Survey produces research, as well as surveys, on hope, resilience, and student engagement.
- **Trauma Responsive Schools Implementation Assessment (TRS-IA) Treatment and Services Adaptation Center (n.d.; available at <https://traumaawareschools.org/traumaResponsiveSchools>):** This assessment can help schools determine where they have strengths and where they can develop more in becoming a trauma-informed school.