 **The National
Evaluation and
Technical
Assistance Center**
for the
Education of Children and Youth
Who Are Neglected, Delinquent
or At-Risk (NDTAC)

**Making the Walls Disappear: How Can
We Improve Outcomes for *Our* Youth?**
Dr. David Osher

www.neglected-delinquent.org

**“Other People’s Children” or “Treat
Every Child As If They Are Your Own”** ²




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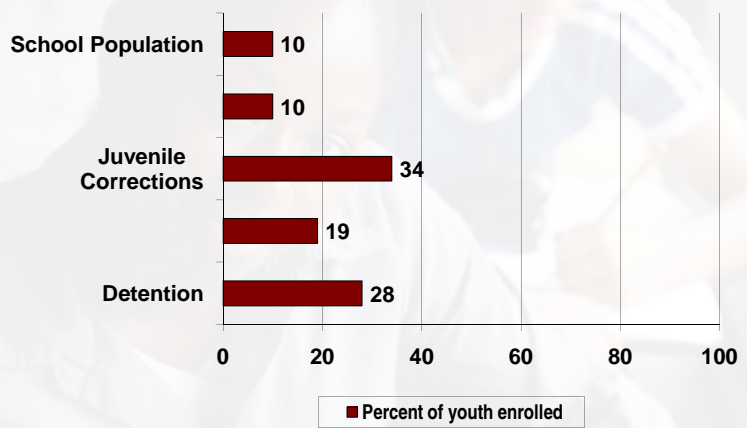
Who Are Our Kids

- They Are Disproportionately:
 - Poor
 - Black, Latino, Native American
 - Disabled


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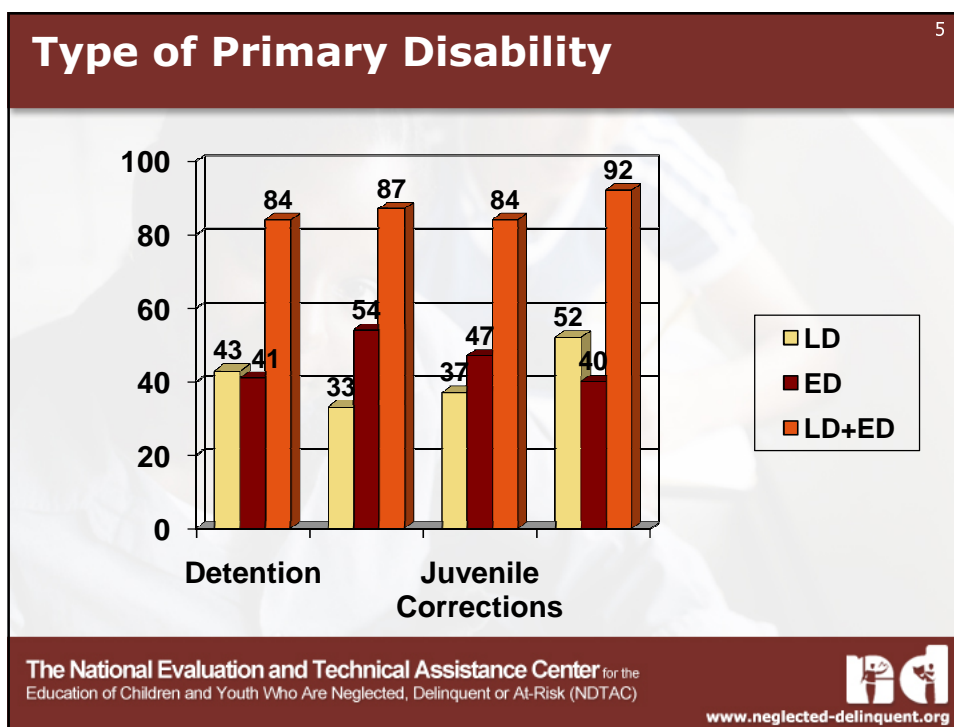
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Prevalence Rates



Category	Percent of youth enrolled
School Population	10
Juvenile Corrections	34
Detention	28

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Mental Health Needs: An Example 6

Sample of 1,829 children (including 650 girls) in Chicago:

- 1 or more psychiatric disorders
 - < 75% girls
 - > 66.6% of boys
- Affective Disorders = <20%
(>66.6% had co-occurring substance abuse/alcohol dependence)

Teplin, 2000

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Students with Emotional Disturbance ⁷

- Between 1/3 and 1/2 have co-occurring LD
- Almost 60 percent drop out
- 13 + times more likely than other students with disabilities to be arrested while in school (Doren, Bullis, & Benz, 1996)
- More likely than other students with disabilities to be arrested after they leave school (Wagner, 1995)
- 73% of youth with DES who drop out are arrested within 3-5 years (US ED, 1994)

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SEL Management Needs: An Example ⁸



- Contempt of Teacher
- Contempt of Staff
- Contempt of Principal
- Contempt of Cop
- Contempt of Judge
- Contempt of Staff

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What Are The Other Challenges

9

- **Poor:**
 - Health
 - Physical
 - Mental
 - Cognitive Skills and Educational Achievement
 - SEL Skills
 - Social Capital
 - Cultural Capital

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Can The Challenges Be Addressed— What We Know About Development?

10

- If provided with appropriate support and conditions, all students can succeed
- There are physical, social- emotional, and cognitive barriers to learning and healthy development
- There are social and emotional conditions for learning and development
- There are organizational conditions for learning and development
- Development is not fixed, but affected by intervention

AIR1

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Slide 10

AIR1 American Institutes for Research, 9/7/2008

What Else Do We Know About Development?

11

- Healthy Development and Successful Transitions requires, among other things:
 - Effective Approaches to Instruction
 - Intentional approaches to child, youth, and adult development and support
 - Individualized strengths-based and strengths-focused planning which addresses individual needs and builds individual and collective strengths
 - Coordinating Services
 - Monitoring Intervention
 - Continuous improvement
 - Evaluation

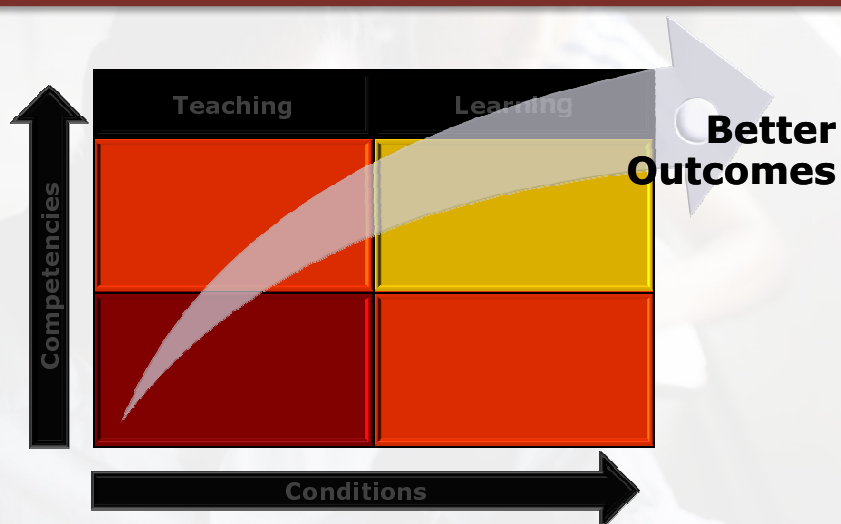
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What Affects Learning Outcomes?

12



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13

The Social Emotional Conditions for Learning & Development

<p style="text-align: center;">Students are Safe</p> <ul style="list-style-type: none"> ↑ Physically safe ↑ Socially and emotionally safe ↑ Treated fairly and equitably ↑ Avoid risky behaviors ↑ School is safe and orderly 	<p style="text-align: center;">Students are Socially Capable</p> <ul style="list-style-type: none"> ↑ Emotionally intelligent and culturally competent ↑ Responsible and persistent ↑ Cooperative team players ↑ Contribute to school and community
<p style="text-align: center;">Students are Supported</p> <ul style="list-style-type: none"> ↑ Meaningful connections to adults ↑ Strong bonds to school ↑ Positive peer relationships ↑ Effective and available support 	<p style="text-align: center;">Students are Challenged</p> <ul style="list-style-type: none"> ↑ High expectations ↑ Strong personnel motivation ↑ School is connected to life goals ↑ Rigorous academic opportunities

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14

Supporting Conditions for Learning

<ul style="list-style-type: none"> ↑ Connection ↑ Attachment ↑ Trust ↑ Care ↑ Respect 	<p style="text-align: center;">Social Emotional Learning & Support</p>
<p style="text-align: center;">Positive Behavioral Approaches & Supports</p>	<p style="text-align: center;">Learning Supports</p> <ul style="list-style-type: none"> ↑ Effective Pedagogy ↑ Engagement ↑ Motivation

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14

15

Work at Three Levels

Provide Individualized Intensive Supports
Provide coordinated, intensive, sustained, culturally appropriate, child and family focused services and supports.

Intervene Early & Provide Focused Youth Development Activities
Implement strategies and provide supports that address risk factors and build protective factors for students at risk for severe academic or behavioral difficulties.

Build a Schoolwide Foundation
Universal prevention and youth development approaches, caring school climate, positive and proactive approach to discipline, personalized instruction, cultural competence, and strong family involvement.

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16

A Comprehensive 3-Level Approach To Youth Development & Support

Bonding

Bonding

Bonding

Positive Behavioral Support

Positive Behavioral Support

Social Emotional Support

Social Emotional Support

Social Emotional Support

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What Else Does Healthy Development and Positive Transitions Require

17

- High Expectations
- Organizational Capacity To Address the Challenges That Our Students Present
 - Efficient & Affective Approaches
 - Capacity to Collaborate With Families and Other Agencies
 - Efficient Approaches to Data
- Technical Support

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State Wide Data Challenges

18

- Drowning in Data
- Drowning in Information
- Indicators that May Not Matter Much
- Lack of Alignment Between and Among Levels of Performance
- Competing, Unaligned, or Underaligned Indicators
- Having Low or Adult-Driven Standards


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Dashboards Purpose 19

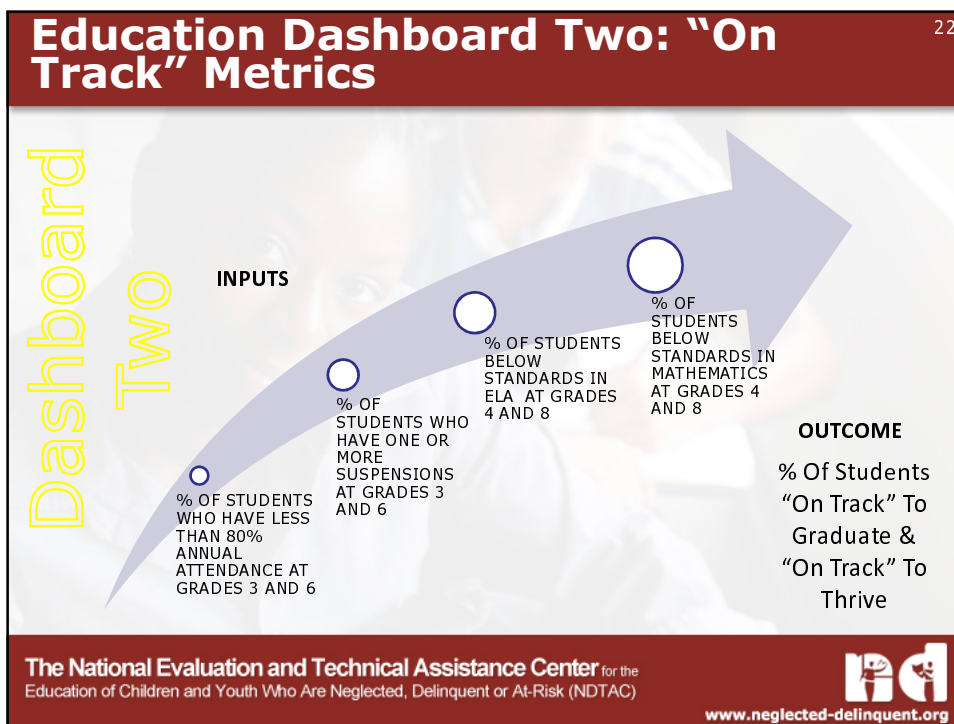
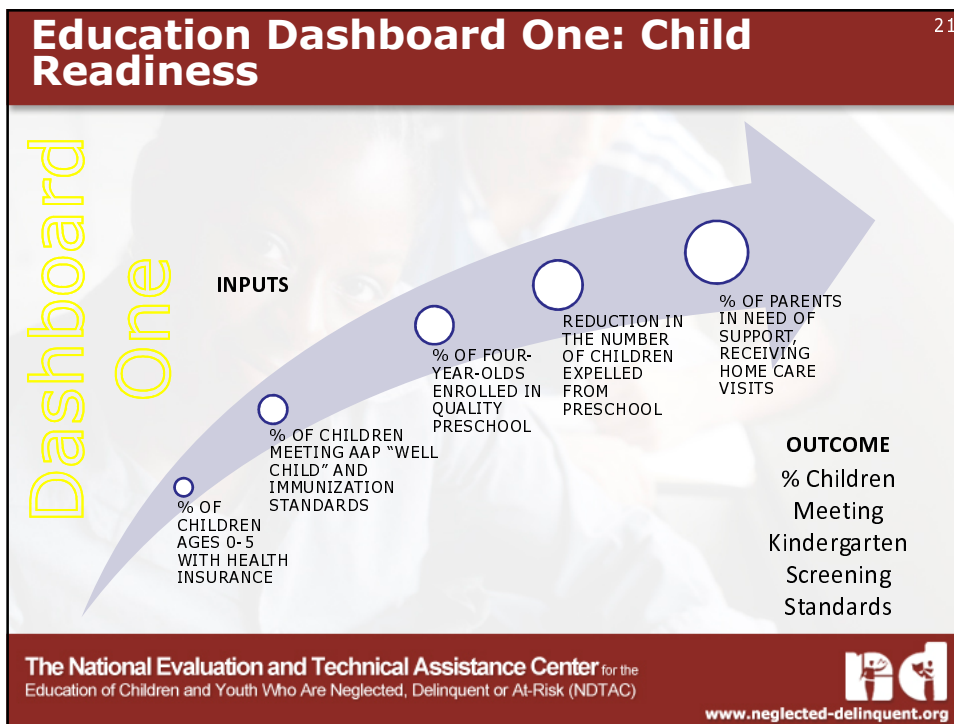
- Transparency
- Accountability
- Continuous Improvement
- Interagency Collaboration

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Dashboards Rationale 20

- Small Number of Metrics
- Right Metrics
 - What is measured
 - How it is conceptualized
- Actionable
- Aligned at Multiple Levels
- Inputs and Outputs
- Can Be Disaggregated
- Common Indicators

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An Example of What Can Be Done to Help Build Capacity: New York State Dashboard Development

23

- Education
- OCFS
- Probation
- Children’s Cabinet
- Commission on Children
- High Standards
 - On Track to Thrive
 - On Track
 - Off Track

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