

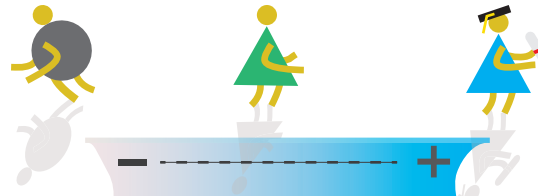
IMPROVING CLASSROOM BEHAVIORS AND EDUCATION OUTCOMES

Negative education outcomes are created or made worse by negative classroom behaviors.

But where do these classroom behaviors come from?

Most negative classroom behaviors stem from social-emotional health or physical health issues,

which often stem from Adverse Childhood Experiences (ACEs).



EDUCATIONAL OUTCOMES

- Proficiency
- Test Scores
- Attendance
- Graduation rates

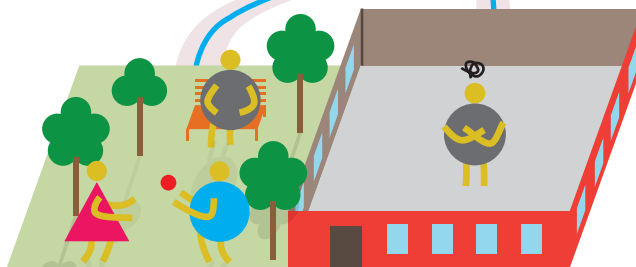


NEGATIVE CLASSROOM BEHAVIORS

- Impaired concentration
- Discipline problems
- Aggression
- Hyperactivity
- Withdrawal

Many schools try to intervene here: with policing & harsher penalties.

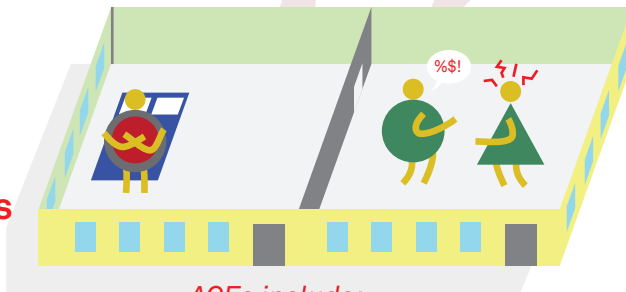
Better results can be obtained by addressing the root causes of these behaviors.



PHYSICAL HEALTH

- Asthma
- Physical inactivity
- Food insecurity
- Dental cavities

SOCIAL-EMOTIONAL HEALTH



ACEs include:

ABUSE

- Emotional abuse
- Physical abuse
- Sexual abuse

HOUSEHOLD BEHAVIORS

- Parental separation or divorce
- Mental illness in household
- Household substance abuse
- Incarcerated family member

NEGLECT

- Physical neglect
- Emotional neglect

EXPOSURE TO VIOLENCE

- at school
- in neighborhood/community
- peer violence

These 3 groups are more susceptible to ACEs, which can lead to poor social-emotional health and poor physical health; this impacts their education outcomes.



ENGLISH LANGUAGE LEARNERS

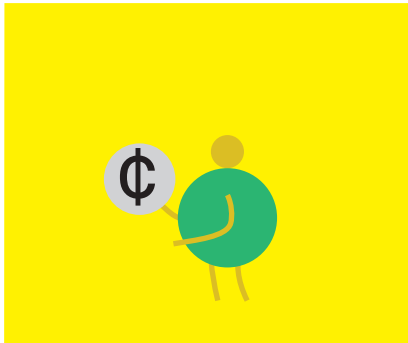


FOSTER YOUTH



LOW-INCOME YOUTH

THREE GROUPS OF INTEREST



LOW-INCOME YOUTH

- More than half of California students live in low-income families.
- 17% of all Californians are in poverty. One in four African-Americans and Hispanics in the state live in poverty.
- Because children from racial and ethnic minorities are more likely to live in poverty, they have more problems with educational outcomes that are influenced by poverty.
- Poverty can impact educational outcomes in two ways – lack of resources and increased stress and ACEs.



FOSTER YOUTH

- One in 150 children in California public schools are in foster care.
- 67% of foster youth were removed from their home because of neglect, 12% due to physical abuse, 6% due to sexual abuse, and 14% due to other reasons.
- Compared to the general population, foster children have more behavioral problems.
- They often have a higher risk of having attendance problems, suspensions, expulsions, and dropouts.
- In one U.S. study, 32% of teens in foster care graduated from public school compared to 59% of their peers.



ENGLISH LANGUAGE LEARNERS

- English language learners (ELLs) are students who do not currently understand or speak English well. These children are often immigrants or children of monolingual immigrants.
- ELL youth often respond to language problems by remaining silent or appearing withdrawn, moody, and fearful. This common response can last 1-2 years.
- Rates of absenteeism from school are 65% for non-English-speaking families, compared to 48% for European-Americans.
- ELLs have dropout rates that are almost twice that of native English speakers.
- In 2012, the graduation rate for California ELLs was 62%, compared to 79% for all California students.

PROMISING PRACTICES

THESE CHALLENGES DON'T HAVE TO DETERMINE THE FATE OF OUR YOUTH.

School districts can address the trauma students are experiencing and help them stay on track for graduation and a successful life by implementing promising practices such as:

- School-based mental health programs & services
- School-based health centers
- Nutrition programs
- Physical activity programs
- Asthma programs
- Dental care services
- Parent engagement
- Safe & supportive learning environments
- Resources for learning, such as early childhood education, supplemental programs, and expanded learning time outside the school day
- Teacher training on social-emotional needs, and the needs of foster and ELL youth