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A Handbook for the Intervention Specialist at Meadows Elementary School: Four Program Components

Donald D. Garrick

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**A HANDBOOK FOR THE
INTERVENTION SPECIALIST
AT
MEADOWS ELEMENTARY SCHOOL:
FOUR PROGRAM COMPONENTS**

by

Don Garrick

February, 1991

The purpose of this study was to develop a handbook detailing four important components of the intervention specialist's program at Meadows Elementary School in the North Thurston School District, Lacey, Washington. The development of a handbook was useful due to the fact that since 1988, three different individuals had served as the intervention specialist. Such rapid turnover caused disruptions in services to Meadows students, especially those who were at-risk. The four components were Meadows' Hosts and Hostesses, Intramurals, Conflict Managers and Meadows' Helpers. Each program utilized students interacting positively with other students as a means to improve the whole school climate. The process followed in each program's development was first to assess the needs of the students. Then, relevant literature was reviewed to discover successful programs in operation or promising directions in which to proceed. Next, each program had to be coordinated with all parts of the school community. Training student volunteers was part of this coordination and each program's goals required that specific skills be

mastered. Finally, paperwork supporting the implementation of each program was assembled. Several evaluation forms were created to measure each program's success. The result of the study was a handbook titled, "A Handbook for the Intervention Specialist at Meadows Elementary School: Four Program Components."

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CHAPTER I

Background of the Study

Introduction

Today's educators are increasingly affected by the prospect of a growing population of students who are at-risk of having or potentially developing a physical, mental, educational, emotional, behavioral, or other disorder due to adverse internal or external factors. According to demographic predictions, this group of youth will grow both in number and severity of problems. Currently, in schools where children are deemed to be at-risk, there is considerable attention paid to the development of comprehensive programs to meet the needs of these students. In developing appropriate intervention programs, the proponents should be cognizant of several factors:

1. Historical causes of at-riskness
2. Current trends in the student population
3. Defining the at-risk population
4. Models used to determine at-riskness
5. Research considerations for intervention including peer assistance options.

Only after a clear understanding of the factors which create at-risk students and a knowledge of ways to identify those who are

now, or will be, at-risk, can positive preventative measures be implemented to assist those in need.

Purpose of the Study

The purpose of the study was to develop a handbook detailing the four important components of the intervention specialist's program at Meadows Elementary School in the North Thurston School District, Lacey, Washington. The high turnover rate of intervention specialists at Meadows: three in the past three years, created inconsistency in the services provided to our student population. The existence of a handbook containing vital information for the continuation of four programs to assist at-risk students at Meadows will aid in lessening the impact of transition on the services provided by future intervention specialists.

Procedures

The intervention program at Meadows has many components. The responsibility for designing, implementing, continuing and strengthening the four specific programs detailed in the study was determined to be a function of the intervention specialist. Three of these programs were begun, after preliminary research, in the 1989-1990 school year. Informal staff reaction to the programs was positive and prompted continued research. The development of a handbook occurred during the 1990-1991 school year. The four programs discussed in the handbook were Meadows' Hosts and Hostesses, Intramurals, Conflict Managers and Meadows' Helpers.

These programs were refined, supplemented, monitored and evaluated during the 1990-1991 school year.

Definition of Terms

1. At-risk students. Individuals or groups identified as possibly having or potentially developing a physical, mental, educational, emotional, behavioral, or other disorder due to adverse internal or external factors.

2. Intervention. The process where a teacher, counselor, administrator, outside agency representative or other staff member intercedes on behalf of the student to eliminate, reduce, or control the adverse factors affecting the student.

3. Social Construction. A model used to view an individual's at-risk potential as a function of the individual's relationship to others and to the environment.

4. Peer Assistance. An organized plan for helping at-risk students through the use of other trained students.

5. Meadows' Hosts and Hostesses. Trained first through sixth grade students who assist new students in learning classroom procedures, meeting school staff members, and feeling welcome at Meadows.

6. Intramurals. A program of team sports, open to all students, where the emphasis is on participation, development of skills and good sportsmanship.

7. Conflict Managers. Trained student mediators who work with peers in implementing a problem solving process used to resolve conflicts.

8. Meadows' Helpers. Fifth and sixth grade tutors who work with first and second grade at-risk students and special education severely handicapped students.

CHAPTER II

Review of Related Literature

Introduction

The literature on the topic of at-risk students has recently experienced a boom. ERIC references using the descriptor high risk, increased 150% between the years 1987 and 1989. In this study, the review of the literature focused on the areas of 1) The causes of becoming an at-risk student and the labels used to delineate this group, 2) Intervention program frameworks and elements of an intervention program, and 3) Peer assistance programs.

History: Causes of At-risk

The presence of at-risk children is not new to American education. At various times in our history, forces have converged to cause disruptions in the populations of the students in the schools. During the middle of the 1800's, the industrial movement caused severe disruptions in the lives of millions of Americans. The impacts of urbanization were crowded tenements and a "highly mobile and impersonal human aggregation, pushed and pulled by competing interests that hastened a breakdown in traditional values and ways of life" (Rippa, 1988, p.151).

Another major disruption for society and ultimately the schools was the huge influx of immigrants in the late 1890's and early 1900's. People from southern and central Europe came to America in search of political, social, and economic freedom only to find the

oppression of the urban ghetto. "By 1900 the crowded, filthy tenement conditions of the poor, laboring classes were as bad as those of the worst European slums" (Rippa, 1988, p.152). Schools were being asked to do things that had not been asked before: "The syllabi said nothing about baths, and the teachers themselves wondered whether bathing was their charge. But there were the children and there were the lice" (Cremin, 1961, p.71).

Current Trends

Today, the problems that children bring with them to the school still include cleanliness and poverty. But today's students have new disruptions in their lives which are occurring at alarming rates. According to Reece (1987):

If present trends continue, in a 40-member class graduating from high school in the year 2000:

- Two class members will give birth before graduation
- Eight will drop out of school
- Eleven will be unemployed after graduation
- Fifteen will be living in poverty
- By graduation, 36 will have used alcohol, 17 will have used marijuana, and 8 will have used cocaine
- Six will have run away from home
- one will commit suicide. (p.2).

The problems of young people are expanding, placing more and more in the category of at-risk. Many changes in the traditional family have also occurred. Of major impact on traditional life has been the employment of both parents outside the home. "64% of all

married women with school aged children are now working outside the home" (Bronfenbrenner, 1986, p.432). The raising of children has rarely been described as being easy. Now, with both parents absent from the home, children are being raised by paid caretakers or worse, are left by themselves and are termed latchkey children.

Even more important as this development has been the rise in those families where there is only one parent. The role of even the most dedicated and capable single parent is one of organizing a multitude of activities: work, school, child care, household chores, recreation, child rearing, and numerous others into a twenty-four hour day. All these responsibilities require attention and energy. The child is but one factor in the daily life equation of these single parents. When this development is combined with the next major factor affecting families, the difficulty of raising healthy, advantaged learners multiplies.

Bronfenbrenner (1986) stated:

In this nation, single parenthood is almost synonymous with poverty. And the growing gap between poor families and the rest of us is today the most powerful and destructive force producing alienation in the lives of millions of young people in America... According to the last Census, 25% of all children under the age of 6 now live in families whose income places them below the poverty line. (p.433).

This means few material advantages: computers, excursions, decent clothes. This also means greater risk of health problems: disease, malnutrition, inadequate prenatal care.

Definition of At-risk:

Clearly, the problems of young people are expanding, placing more and more in the category of the at-risk. Although the research of Lehr and Harris (1988) did not identify a concise definition for the term at-risk or low-achieving students, it did present a list of possible characteristics of these groups of students with special needs. These included academic difficulties, lack of structure, inattentiveness, distractibility, short attention span, low self-esteem, health problems, excessive absenteeism, dependence, discipline problems, narrow range of interests, lack of social skills, inability to face pressure, fear of failure and lack of motivation. Possible labels for these students included the following: disadvantaged, culturally deprived, underachiever, nonachiever, low ability, slow learner, less able, low socio-economic status, language impaired, drop-out prone, marginal disenfranchised, impoverished, underprivileged, low performing, remedial, and alienated.

Models for Identification:

One observation is that many of these categories are found within larger issues, mainly the economic, social, and cultural environments in which the student lives. Several evaluation checklists for identifying students at-risk for dropping out of school were reported in the literature.

Model One: The Hartford Community Plan:

The first model as reported by Arthaud (1990) indicated that the development of a program model for at-risk students should consider:

- poor attendance (e.g., absent 3 consecutive days or 5 non-consecutive days in one grading period)
- discipline problems (e.g., 2 or more discipline referrals)
- poor achievement (e.g., performing one or more years below one's grade level)
- not realizing potential (has ability but not using it)
- age inappropriate (over age for grade level)
- multiple grade retentions
- family history (e.g., the student's parents or siblings did not complete high school)
- financial need
- student indication of intention to leave school
- language problems (e.g., lack of facility in English)
- pregnancy or early parenthood
- negative self-image
- family dysfunction
- family crisis (e.g., death or divorce) (p.13).

(Hartford Community Plan for Drop Out Reduction, 1987)

Model Two: C-STARS:

A University of Washington project was attempting to replicate two promising interprofessional case management (CM) models with modifications suited to the specific needs of potential dropouts and

their families in nine very different school-communities of Washington State. The Center of the Study and Teaching of At-risk Students (C-STARS) conducted a survey in 1988 in these nine school-communities to ascertain what definitions of at-risk were being used.

While there was variation in criteria being referenced as descriptors of "at-riskness", three criteria in combination were consistently referenced by all nine sites. These were:

- (a) Six or more absences in the previous semester (may use three or more for elementary school).
 - (b) Unsatisfactory performance (e.g., grades) in two or more subjects (for kindergarten, one or more year's developmental delay in one or more basic skills).
 - (c) Two or more behavioral incident reports in the previous semester (tardiness, detention, suspension, expulsion, teacher/counselor reports/ratings indicating concern).
- (Smith, 1989, Appendix G).

These three factors became known as the "core risk criteria". The survey also identified eleven additional criteria that were used to identify at-risk students. These factors were called "target student risk criteria". If a student met all three of the core risk criteria and one additional of the target student risk criteria, then the student would become a candidate for the center's case management services. The target student risk criteria were:

- (1) Behind in grade level (e.g., detained one or more years; in particular, detained in first or second grade).
- (2) Poor performance on academic proficiency exams (e.g., one or more grades/standard deviations below the norm).

- (3) Low GPA (e.g., 1.5 or below in two consecutive semesters).
- (4) Lack of interest in/dislike of school (e.g., no participation in extracurricular activities, teacher concern ratings).
- (5) Lack of self-esteem/self confidence (e.g., teacher ratings, self rating scales).
- (6) Unstable family situation (e.g., two or more different residences in previous year; single parent/guardian/foster parent).
- (7) Socio-economic status (e.g., mother's/father's occupation; school lunch eligibility; welfare recipient family).
- (8) Parent's educational levels (e.g., completion of high school).
- (9) Learning problems, not eligible for special education (e.g., identified as focus of concern).
- (10) Language difficulties (e.g., enrolled in English as a second language course).
- (11) Unstable school history (e.g., three or more school transfers within the previous two years). (Smith, 1989, Appendix G).

Model Three: The Social Constructivist Model:

Most of these indicators for determining at-risk potential implied an interactive relationship between the individual and the school. In other words, an individual's at-risk potential was related to the situation in which the individual was involved. At-risk potential was a function of the interaction of an individual with the

environment. "It is the social system, the world view, the ideological premises of a group or society that shapes perceptions of risk."

(Nelkin, 1985, p.16).

The child brings to the classroom a certain number of characteristics that have been shaped by background and personal factors, and past experiences in school. This child interacts with a classroom context that includes other children, teacher(s), and materials. In addition, what happens in the classroom is shaped, in part, by school level factors that are often influenced by district level factors. The focus in this approach is not on the child alone, but on the interaction between the child and these nested contexts. (Richardson, 1989, p.7).

This dependent relationship between the individual and the environment is the main tenet of the social constructivists. When the idea that the school's expectations automatically create a group who will be at-risk of failing is accepted, it becomes apparent that the school has tremendous control over the success or failure of those students. Lezotte (1990) stated that schools must move from the notion of being powerless: "We have no control over who comes to our school" to the reality of becoming empowered: "We have 100% control over the school's response to who comes to our school." Lezotte used a metaphor to illustrate his vision: "We cannot direct the wind, but we can adjust the sails." (Personal communication, September 17, 1990).

Factors which dispose a student to become at-risk have included a multitude of individual, social, economic, and cultural

characteristics. Indeed, within the social constructivists view of at-riskness, "all students potentially may become at-risk for a variety of reasons. Thus our particular focus on the schooling of at-risk students uncovered problems that, if alleviated, would benefit all students" (Richardson, 1989, p.143). If these factors are all present in a school, and the school has limited human and financial resources, what then becomes the best way to meet the needs of those at-risk?

Intervention Considerations:

In the review of the literature concerning what an intervention program should look like, some assumptions about any program of intervention were made. Cuban (1989) recognized the school's power to create at-risk students. He reasoned that schools should examine their operational structure to see if the organization of school itself was part of the problem. Another assumption was that as an at-risk child moved through the school, negative experiences accumulated. Early intervention was seen as imperative. Another was that the program must fit the developmental level of the child. Finally, adequate long term resources must be made available for program implementation; funding must be continued even in hard times (Wheelock and Dorman, 1988).

In adopting the position that the intervention specialist, in part, should develop a whole school approach to alleviate some obstacles to the at-risk student, information from the effective schools' research was relevant. The most recent frameworks noted that the school environment had a major effect on at-risk students. Research

on effective schools has clarified some criteria for building an environment that will be more responsive to the at-risk child.

1. Positive school climate
2. Collaborative planning process
3. Clear academic goals
4. Clearly defined curriculum
5. Monitoring of student progress
6. On-going concern for improving effectiveness of staff
7. Administrative leadership
8. Parent and community involvement
9. Opportunities for student responsibility and participation
10. Rewards and incentives for student achievement
11. Order and fair discipline.

(New York State Department of Education, 1986)

In an effort to create a more positive school climate, create more opportunities for student responsibility and participation, create additional rewards and incentives for student achievement, and maintain an environment where order and fair discipline are expected, four programs involving student assistance were developed at Meadows Elementary School. One program was developed to aid new students in their efforts to become active members of our school. Another was designed to increase the opportunities for students to participate in team sports activities during their lunch recess and to assist in the supervision of those activities. The third program was designed to help students become better communicators and trained students to be mediators of

conflicts within the school. The fourth program was designed to assist sixth grade students to increase their awareness of handicapped students by providing an opportunity to assist in a special education classroom.

Peer Assistance:

The situations creating at-risk students are manifold and the resources of a school are limited. In order to address the needs of the at-risk student adequately, programs have been developed that involve the assistance of other students. These student, or peer assistants, work to assist those at-risk by creating a school environment where pervasive caring is evident.

Given limited resources, a growing number of school districts have initiated programs to train students to assist their peers in coping with problems. Support for this trend has come from an increasing body of literature emphasizing the need to train students to serve in a helping capacity. Although hard data on the effectiveness of all the various peer assistance programs has yet to be established, preliminary indications are that peer programming can be a valuable tool in helping students at risk. (McEvoy, 1989, p.1).

There are several steps in the development of a peer assistance program which, if not adequately addressed, will create obstacles to the program's successful implementation. McEvoy's article suggests that a program director:

1. Conduct a needs assessment to determine the need for the program, guide the development of program goals,

and determine how peer leaders can best be used to have the most impact.

2. Plan an experiential, skill focused training of sufficient length to ensure mastery of essential new skills.
3. Gather support for the program from faculty and administration.
4. Create a timeline for program implementation.
5. Determine an assistant selection procedure that will ensure equity of opportunity for participation.
6. Provide for ongoing supervision.
7. Provide means to evaluate the program.

The difficulties facing our students today are many and oftentimes interwoven. How individual schools choose to react to the challenges of these children will determine in large part the success of that school, but more importantly, the success of its students.

This study has taken information contained in the literature reviewed, along with the experience and expertise of teacher colleagues, and then developed four programs at a school level to assist all students in their efforts to be successful. Information relating the historical causes of student risk, current trends in the student population, awareness of models of at-risk assessment and current research concerning intervention strategies, specifically peer assistance, were valuable to the development of intervention programs at Meadows Elementary School.

CHAPTER III

Procedures

This study was used to develop a handbook for the intervention specialist at Meadows Elementary School in the North Thurston School District in Lacey, Washington. This handbook included four components of the peer assistance program which was the responsibility of the intervention specialist. The literature reviewed included current information available concerning at-risk students. Past history and current trends, definitions of the at-risk label, criteria used for identification of at-risk students, three at-risk models, intervention as it relates to effective schools, and utilizing peer assistance as a means to aid the potentially large at-risk student population were included.

Needs Assessment

The handbook was created to assist an incoming intervention specialist in providing program continuity for the students at Meadows. The handbook includes four independent approaches used to assist potential at-risk students. Each component has been developed over the past two years in response to teacher, administrator, and intervention specialist perceived needs as indicated by needs assessments related to the school based goals.

Literature

Each program detailed in the handbook was accompanied by supporting information found in current literature.

Coordination and Training

After a need had been identified, the next step was to assign the resolution of the need to a staff member and in the case of these four programs, the intervention specialist was so identified. Information was then collected concerning programs that had been found to be successful. This information was then studied and the most appropriate programs or elements of programs were chosen for implementation.

The process for implementation of each of these programs differed due to the complexity of each program. The Meadows' Hosts and Hostesses program was relatively simple, involving coordination between the intervention specialist and individual classroom teachers. The Intramural program was slightly more complex, involving coordinating schedules of classroom teachers, playground assistants, the intervention specialist and students. The Conflict Managers' program was the most complex involving the entire school staff for ten hours of inservice training, classroom training presentations, coordinating schedules of teachers, playground assistants, the intervention specialist and students. In the Meadows Helpers' program the intervention specialist needed to coordinate the schedules of classroom teachers, tutors and tutees.

Each program had a training component. Training for Meadows' Hosts and Hostesses consisted of one two hour session. At this session, up to twelve students from each class participated in experiences relevant to the duties they would perform in the program. Feedback sessions were held after the start of the programs

to debrief and discuss successes and obstacles students had encountered.

Training for the intramural program involved playground and teaching staff who had responsibility for direct supervision of the activities and students who were selected to act as referees or umpires.

Training for the Conflict Managers' program was lengthy and extensive. The entire staff at Meadows, including cooks, custodians, bus drivers, support staff, administrator, PTSA officers, and teachers, were included in a ten hour training conducted by Ruth Ann Harms from the office of the Washington State Superintendent of Public Instruction. Later training was divided into ten forty minute sessions in each fourth and fifth grade classroom. This training involved classroom teachers and students of all fourth and fifth grade classes in the 1990-1991 school year in addition to those trained as fifth graders in 1989-1990. After the actual conflict managers were selected by their peers, additional training of approximately five hours was provided. Bi-weekly meetings for training, sharing and celebrating success continued at each level for the entire school year.

The training for Meadows' Helpers consisted of the initial skill building sessions on communication and then bi-weekly meetings used to continue building teaching skills and sharing concerns.

Supporting Forms, Letters and Evaluations

In each program, communication between the intervention specialist and teachers, parents and students was necessary. Letters used to communicate information and forms used to increase efficiency were developed and were included to assist in the continuation of each project. After completion of the initial training, each program was implemented. Each program had its own time-line of operation and was coordinated by the intervention specialist. Evaluations of the training were completed by the participants. Evaluation of the programs was done to provide information concerning the program's success in meeting the perceived need and relied on feedback from staff members and the students involved in the programs.

CHAPTER IV

Chapter IV is the actual "Handbook for the Intervention Specialist at Meadows Elementary School; Four Program Components." The Handbook is a separate appendage.

CHAPTER V

Summary

Current interest in the problems of students who have been termed at-risk is high and over the past few years has increased to the point that, among educators, conferences discussing the "at-risk student" are popular. This current interest in students who, for a multitude of reasons, are viewed as as possible academic or behavioral failures stems from the recognition that the factors creating the environment for failure have increased. These factors have increased because of changing economic, political, and social conditions and expectations.

There were several lists of factors which reportedly contributed to an individual's potential for becoming at-risk. The definitions for the term, at-risk, however, centered around the probability of a particular student dropping out before graduating from high school. A review of three models for identifying those who were at-risk showed three key indicators of a student's at-risk potential. These three were attendance problems, academic difficulties, and behavior problems.

Problems existed because of the inability of the student or the refusal of the student to meet expectations established by the school. The environment where expectations were not met by the individual was, moreover, a creation of the school. Therefore, the social constructivists argued that the school had a responsibility to look at that environment and adjust those expectations that could be changed while still completing the mission of the school.

One area where schools could change to assist the at-risk student and, indeed all students in the school, was to ensure that the climate generated at the school was positive. Effective schools' research was very clear that a positive school climate including opportunities for student responsibility and participation, rewards and incentives for student achievement, and order and fair discipline would be more responsive to those at-risk.

When looking for ways to improve the school climate, resources needed to be considered. Potentially, one of the most promising and financially realistic methods for assisting our at-risk population and building a climate of pervasive caring was the use of various peer assistance programs. The four programs described in the Handbook for the Intervention Specialist at Meadows Elementary School all contain elements of students helping students.

Meadows' Hosts and Hostesses: Students who are new to a school occasionally have difficulty adjusting to the school and developing a personal support system. Assisting these new students in making a smooth transition to Meadows was the goal of this program. New students were introduced to their classmates, informed of classroom and school rules and procedures, and introduced, by peers, to staff in the school. The peer assistants or hosts and hostesses were companions for the new students and involved them in activities in the class and on the playground.

Intramurals: More opportunity for student involvement and achievement was one of the goals of the lunch recess intramural

program. Providing activities that were student selected, student directed, and, with the use of student referees, partially student supervised, assisted students in becoming active participants in their school.

Conflict Managers: Student conflicts frequently impede the mission of the school. Time is spent by classroom teachers, playground supervisors, and administrators in resolving these disputes. The Conflict Manager Program at Meadows began as a means to reduce this lost academic time by training students to resolve their own conflicts through the use of a problem solving process. Several students were also trained to serve as conflict mediators to assist their peers in problem solving on the playground.

Meadows' Helpers: Time and its allocation for the maximum benefit of students were major concerns of the Meadows Elementary School staff. Because resources were limited, low or no cost means of assisting students who were in need of extra help were explored. Meadows initiated two programs that utilized students in the school as tutors. One program involved sixth graders tutoring in the severely handicapped special education classroom. The other used fifth and sixth graders as tutors to first and second grade students who were experiencing academic or behavioral difficulties at the school.

Conclusions

The review of the literature and the creation of the handbook lead to several conclusions:

1. The existence of a handbook for the Intervention Specialist at Meadows will assist with the continuation of four successful programs.
2. The numbers of students who are considered at-risk is growing.
3. Schools should examine their operational structures to see if the organization of the school inadvertently creates at-risk students.
4. Steps taken to improve the climate of the school will positively affect at-risk students.
5. There are levels of at-riskness. When designing programs, resources and the strengths of individual staff need to be considered.
6. The Meadows' Hosts and Hostesses Program used peers to help new students adjust to a new school environment.
7. The Intramural Program included students in activities which would bring positive recognition and active involvement.
8. The Conflict Managers' Program taught and modeled problem solving as a strategy to resolve conflict.
9. Peer assistance programs are low cost measures to help students at-risk.

The four programs detailed in the handbook were and are successful steps taken to improve the climate at Meadows Elementary School. Throughout the development of the four programs, the needs of at-risk students were identified and addressed. These programs have helped to create a more positive and caring environment in the school which, in turn, benefits all those who are associated with the school.

Recommendations

Schools are now engaged in numerous efforts to restructure themselves to better meet the needs of all the students. By reading current literature on at-risk students, by experiencing the development of programs to meet the needs of these students and by reflecting on the effectiveness of those programs four recommendations are made.

1. The school as an organization must adjust itself to the changes in the political, economic and social environment. A large number of students who are failing to meet the expectations of the schools are termed at-risk. The schools must continue to struggle with developing intervention programs that will assist the at-risk in becoming valuable contributors to our society.

2. The use of peer assistance programs should continue to expand within the schools. These programs produce a high

degree of student involvement and add to the creation of a caring school community.

3. The intervention specialist needs to constantly strive to create a more positive school climate. This work needs to be done throughout the school: from the playground to the classroom, from the faculty room to parents' meetings. The intervention specialist needs to be seen working with students and staff and establish credibility as a caring and teaching member of the school.

4. The intervention specialist should continue to evaluate and refine the four programs detailed in the handbook. Each program can be improved and with each improvement comes a greater effectiveness at meeting the diverse needs of the Meadows' population.

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**A HANDBOOK FOR THE
INTERVENTION SPECIALIST
AT
MEADOWS ELEMENTARY SCHOOL:
FOUR PROGRAM COMPONENTS**

A HANDBOOK FOR THE INTERVENTION SPECIALIST
AT MEADOWS ELEMENTARY SCHOOL: FOUR PROGRAM
COMPONENTS

This handbook was developed as a partial
fulfillment of the requirements for the
Degree of Master of Education

by
Don Garrick
Date: February 1991

INTRODUCTION

Meadows Elementary School is a diverse community of learners. The Meadows community is located in the northern part of Thurston County, Washington. It is suburban where students predominantly come from single family homes, including several mobile home parks. The Nisqually Valley is part of the attendance area and residents there live on small acreage lots, apartment houses, trailer parks and the Nisqually Indian Reservation.

Approximately forty percent of our students come from military families where one or both parents are stationed at nearby Fort Lewis or McCord Air Force base. The student population is also about forty percent minority. In our five years of operation we have experienced an annual turnover rate of students of thirty-five to sixty percent. Turnover of staff is also high. Our average daily attendance has fluctuated from a high of 750 to our current 1990-91 level of 660.

In order to better meet the needs of such a diverse and transient population, the North Thurston School District developed the position of Intervention Specialist. This position began as half-time in 1987-1988 and became full-time in 1989. The Intervention Specialist has many responsibilities in the school, especially with that part of the student population in greatest need. These at-risk students have been a major factor in the development of several components of the intervention plan.

During the years 1988 to 1991, there have been three different Intervention Specialists. Such rapid turnover caused disruptions and produced a lack of continuity in the services provided to students. This handbook was developed to decrease those disruptions and increase the continuity of four programs which have been successful at Meadows. In the handbook four programs are explained in depth. Histories of program development are given. Relevant literature is cited. Program coordination and student training are detailed. Finally, supporting forms, letters and evaluations are included.

The goal of the handbook is to assist any future Intervention Specialist in rapidly and effectively becoming knowledgeable about and continuing programs at Meadows that have proven to be positive in working with our diverse student population.

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MEADOWS' HOSTS & HOSTESSES

MEADOWS' HOSTS AND HOSTESSES

Needs Assessment: Meadows Elementary School serves approximately 650 students (K-6). Thirty-five percent of the students are military dependents and, as such, frequently move from one military installation to another throughout the world. The student population at Meadows has consistently experienced a high rate of turnover: 86/87 = 37%, 87/88 = 43%, 88/89 = 50%, 89/90 = 60%. Students who had transferred in from other schools were informally surveyed during training for the Meadows Hosts/Hostesses Program. When asked to describe feelings associated with coming to a new school they used the words scared, embarrassed, and uncomfortable. These negative feelings and other difficulties encountered by new students to Meadows needed to be addressed.

Literature: School responses to the needs of a new student can be placed on a continuum with no response on one end to an organized, comprehensive and school-wide response on the other. Indeed several writers and researchers believe that the school must assume a more active role in assisting new students become active and involved members of the school.

Schorr (1988): "Painstaking investigations over time have also identified a distinctly encouraging school environment that enhances a child's values and competencies as an important factor in ameliorating a child's risk status." (p. 222)

Ogden (1989): "A procedure should be established for incorporating a new student into the school society. It is not enough to just determine the students' instructional level; the expectations of the school and classroom must also be communicated. Transferring schools is a difficult experience for a child. If he/she knows how things are run and what is expected in this new place, then stress will be reduced." (p. 33-34).

Richardson et al (1989): "Given the problems encountered by students who enter the school during the school year, careful procedures should be developed to socialize these new students and help them adapt more quickly." (p. 143).

Coordination and Training: It was determined that each individual teacher would be responsible for making sure that new students learn the specific classroom procedures for his/her new classroom. It would be the responsibility of the Intervention Specialist to coordinate a school-level approach to assist new students in adapting comfortably to the school environment. This approach centered on the training of students to serve as hosts or hostesses for the new students.

Early in the school year, teachers were asked for a list of students (p. 8) who could benefit from training which would increase student competence in making introductions, assuming responsibility, and being a friend. Teachers were specifically asked to include students who lacked some of these skills. The intent was to include students whose communication skills and self-esteem would be enhanced by the training. Teachers responded to the

Training was conducted by the Intervention Specialist and took two hours per session. Approximately twelve students were at each session and a total of ten sessions were held. The training was experiential and focused on learning the skills of introducing yourself to others and introducing a new student to others. The following pages contain the forms used to communicate with teachers about the program and the 1990 training schedule and materials. An evaluation form completed by each new student is also included. (p. 19).

SUPPORTING FORMS AND LETTERS

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TIMELINE FOR NEW STUDENT

REGISTRATION

The parent or guardian registers the new student with the school secretary. Parent or guardian receives an information packet including a classroom supply list, letter from the principal, homework policy, school calendar, discipline policy, bus information, free and reduced lunch forms, and other information as needed. Children do not attend school on the day of registration. This allows the classroom teacher an opportunity to plan for a smooth and relaxed transition for the new student. The new student's desk and school materials are arranged and two trained hosts or hostesses are assigned the opportunity to assist the new student in adapting to Meadows.

FIRST DAY

The new student is met by the classroom teacher at the office and is taken to the classroom. The teacher shows the student his/her desk and explains classroom procedures as time permits. The rest of the class enters and the teacher introduces the new student to the class. The teacher then introduces the hosts or hostesses to the new student and arranges a time when this group will tour the building and meet other Meadows staff members. The teacher hands the new student a "Welcome to Meadows" card. (p. 10) After a staff member listed on this card has met the new student and had a short conversation, the staff member will initial the card and return it to the new student. The hosts and hostesses are also responsible for explaining playground rules, bathroom locations, lunch procedures, and helping the new student meet new friends.

SECOND AND THIRD DAY

Teacher, hosts and hostesses continue to explain classroom and school policies and procedures and continue to introduce Meadows staff identified on the "Welcome" card. When all staff listed on the card have been introduced, the student returns the card to the teacher.

SECOND WEEK

The Intervention Specialist meets again with the new student to see how the transition to the new school is going. At this time the new student is informed of the many activities that occur at the school; lunch intramurals, co-curricular activities, music and drama, computer club, Young Authors, and any others that are currently operating. If problems in adapting are apparent, the Intervention Specialist will arrange future meetings with the new student and take steps to assist the new student. Also, at this time, the new student completes an evaluation form. (p. 19).

A "Welcome Letter" is sent to the parents after the student has been at Meadows for two weeks.

MEADOWS'

HOSTS AND HOSTESSES

The following students would like to be trained to assist new students become acquainted with our school, other students and our staff. They will be helping make introductions and conducting building tours throughout the year when a new student enters our school.

1.

2.

3.

4.

5.

6.

HOST - HOSTESS TRAINING SCHEDULE
9:30 - 11:00

Teachers,

Thank you for your support for the start of our Meadows Host/Hostess program. Training for these students will take approximately 90 minutes. The trained students will help our new students adjust and feel at home when they arrive at our school.

MONDAY	OCTOBER	22	1ST GRADE
WEDNESDAY	OCTOBER	24	MARTIN/BLACKMAN
THURSDAY	OCTOBER	25	JOHNSON/POWELL
FRIDAY	OCTOBER	26	ERICKSEN/BENSON
MONDAY	OCTOBER	29	LOHR/PLUMMER
TUESDAY	OCTOBER	30	WALTER/LAATZ
WEDNESDAY	OCTOBER	31	DUNN/LIUKKO
THURSDAY	NOVEMBER	1	HOLMBERG/HUBLEY
FRIDAY	NOVEMBER	2	ROBINSON/DRUMMER
MONDAY	NOVEMBER	5	MIZELL

Thank you

Don Garrick

WELCOME TO MEADOWS

Classroom Teacher: _____

Meadows Friend: _____

Principal:
Mrs. Martin _____

School Secretaries:
Ms. Johnson _____
Mrs. Needham _____

Intervention Specialist:
Mr. Garrick _____

Custodian:
Mr. Knapp _____

Specialists:
Music - Mr. Kelly _____
P.E. - Mr. Maiuri _____
Drama - Mrs. Pfell _____
Art - Ms. Clare _____

Librarian:
Mrs. Brown _____

Health Room:
Mrs. Blundell _____
Mrs. Williams _____

TRAINING SCHEDULE

9:30- 9:45 Welcome students to training.

State purpose of the Hosts/Hostesses Program

Camp Circle: arrange students in a circle. Explain that each student must introduce him/herself with the statement:

"Hi, my name is _____".

Each student must then state something that they enjoy doing, for example, "I like to read." The student to the left of the trainer will begin. Each student, after the first, must also reintroduce all those who have introduced themselves so far.

"Hi, my name is Don and I like to fish. I'd like to introduce Jill and she likes to travel. Next to her is Jim and he likes to read."

This continues until the trainer introduces himself and all those who are present for the training.

9:45 - 9:55 The next phrase to be practiced is,

"Hello Mr./Ms./Mrs. _____, my name is _____. I would like to introduce you to _____. He/she is a new student in our room."

This phrase is practiced repeatedly and throughout the session the trainer will take groups of two students to practice introductions with staff members.

9:55 - 10:15 " Getting Involved " and" I Can Help" Worksheet (p. 12 & 13).

10:15 - 10:30 "Making Friends" and "Friends Are ..." Worksheet (p. 14 & 15).

10:30 - 10:45 "Recess" and "Recess: My Favorite Time" (p. 16 & 17).

10:45 - 11:00 "Getting to Know Me!" Worksheet (p. 18).

11:15 - 11:30 Review of purpose for the program

GETTING INVOLVED

BACKGROUND: Some children have difficulty becoming involved in activities. A discussion on joining in can be helpful to these children and can also raise the awareness of other children.

STORY Jeanette is new to the school and is pretty shy. At recess she sees a group of children playing jumprope. She wants to play, but doesn't know how to get involved.

DISCUSS: How do you think Jeanette feels?

Brainstorm some ideas for what Jeanette could do.

How many of you have ever wanted to join another group of children and not known how to get involved?

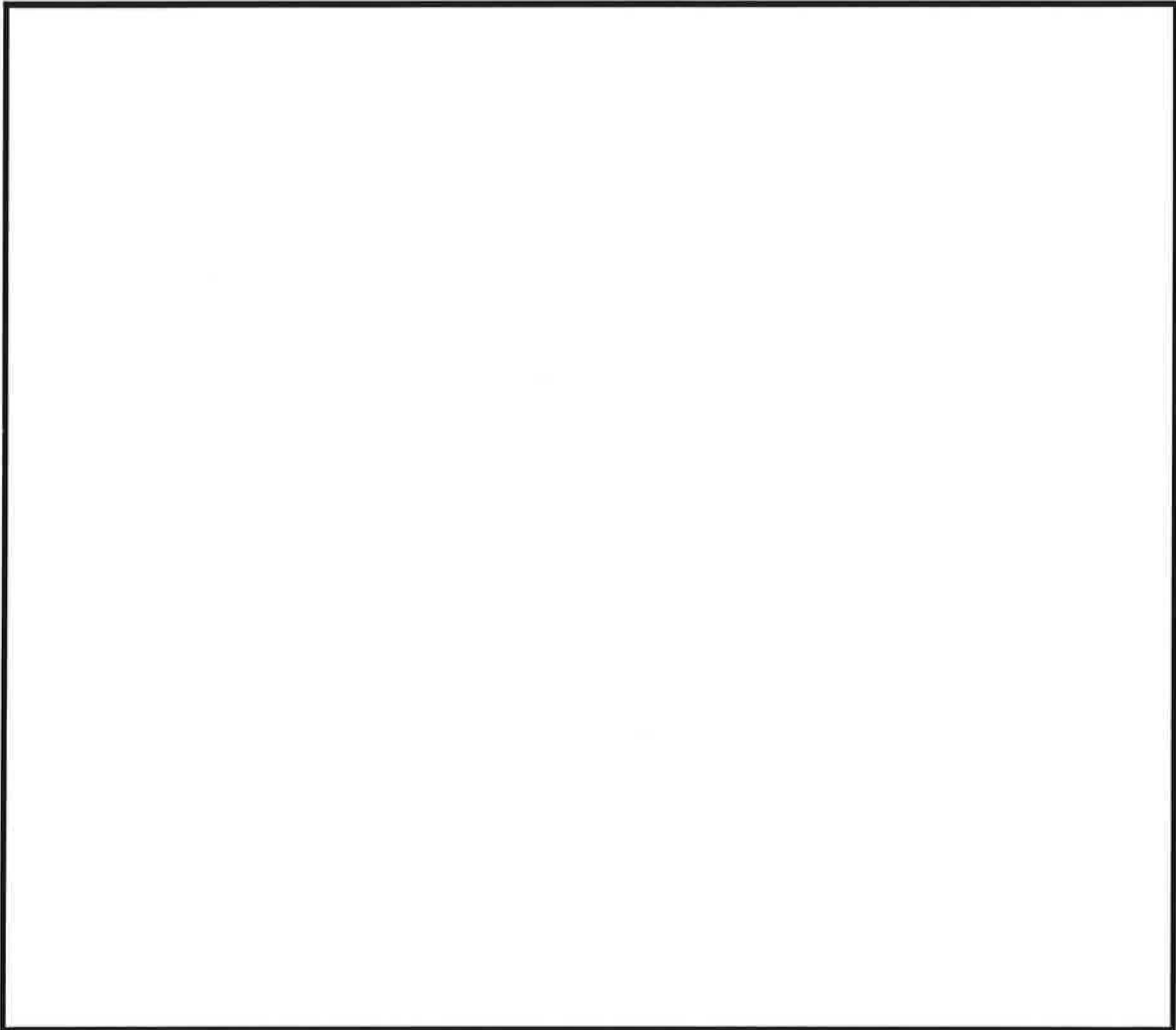
Can one of you tell what you did?

ACTIVITY Worksheet -- "I Can Help"

Pages 12 - 18 have been adapted from Social Skills Curriculum by Mike Barber, Lake Washington School District, 1987.

I CAN HELP

Write or draw a picture about how you have helped someone.



How did helping make you feel?

MAKING FRIENDS

BACKGROUND: This lesson introduces students to the idea that friendship is important and that it is possible to learn and practice skills that help you to be a better friend.

SITUATION: Melissa doesn't have any friends. She wants to be liked, but doesn't know what to do to make friends.

DISCUSS: Have the students brainstorm a list of the qualities of a friend. (listens, cares about you, asks for advice, plays with you, etc.)

Is it important to have friends? Why?

How could Melissa go about making friends?

If she bought a present for another student, would that help her make friends? Why? Why not?

ACTIVITY: Worksheet -- "Friends Are ..."

FRIENDS ARE

happy	truthful	cooperates
bossy	listens	intelligent
shares	energetic	musical
fun	quiet	nice
smart	nosey	funny

From the above list choose 3 things that you feel are important in a friend.

Which of the above words best describes you as a friend?

What would you like to improve so that you will be a better friend?

RECESS

BACKGROUND: This lesson helps children see that rather than just feeling bad when they are left out, they can take action to make themselves feel better.

STORY: At recess a group of kids are having fun playing a game. You would like to play but they haven't asked you to join them.

DISCUSS: How would you feel?

What would you do?

ACTIVITY: Help the children identify a number of possible choices.

Ask to join in.

Play with someone else.

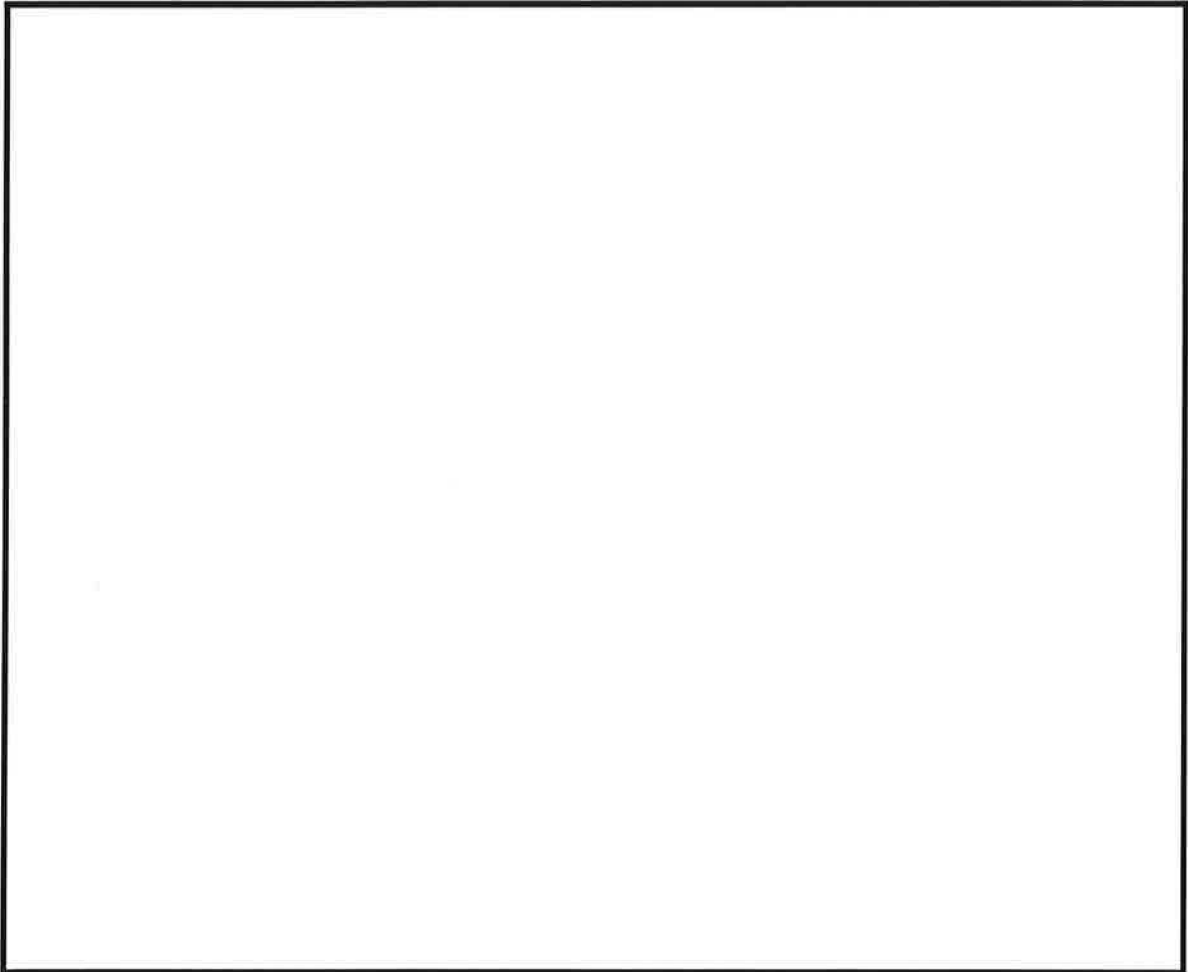
Do something else that you enjoy.

Worksheet -- "Recess: My Favorite Time"

RECESS: MY FAVORITE TIME

List 4 things you like to do at recess.

Draw a picture of your favorite recess activity.



KNOWING MORE ABOUT ME!

My favorite color is _____

The color of my eyes is _____

My favorite subject in school is _____

My favorite time of day is _____

One thing that makes me sad is _____

One thing that makes me happy is _____

Draw or write about the thing that makes you most unique



HOSTS/HOSTESSES EVALUATION

1. Who were your Meadows Hosts or Hostesses?
2. How did you feel when you started here at Meadows?
3. How did your Meadows Hosts or Hostesses help?
4. Did you find that meeting the people on the "Welcome Card" was helpful? Why or why not?
5. If you could change anything about the way you were treated when you came to Meadows, what would you change?
6. Draw a picture of how you feel now about being at Meadows.

INTRAMURALS

INTRAMURALS

Needs Assessment: Many children have difficulty at school during the unstructured periods of recess. Since the opening of Meadows Elementary School, playground supervisors have spent much time and energy taking actions to correct student misbehavior. Many of these corrective actions led to misconduct reports issued to the students. In the 1989-90 school year, staff, led by the Intervention Specialist, sought many approaches to improve the climate that existed on the playground. The Intervention Specialist began by examining the environmental factors which existed on the playground. One of the factors observed was that many students were not involved in the informal activities of the playground. The hypothesis was made that if a program of lunch recess intramurals was started, then lunch recess misbehaviors would decrease.

Literature: No references were discovered that mentioned a specific program of sports activities which led to a decrease of student misbehaviors. However, literature concerning effective schools frequently has indicated that a positive school climate, collaborative planning process, opportunities for student responsibility and participation, and rewards and incentives for student achievement can build an environment that is more responsive to the at-risk child (New York Department of Education, 1986).

Ogden (1989): "Children at risk often have trouble with peer relationships. There are many opportunities for the school to assist students in developing positive relationships. Children at-risk frequently do not 'like' school and feel they do not belong. Schools can create an environment of inclusion which will minimize alienation."

"Failure to develop sufficient physical skill to 'hold one's own' with peers outside of school or in non-instructional play situations is a common cause for poor peer relations, failure to like school, and feelings of alienation. All these are negative characteristics associated with school failure, dropping out and risk of drug abuse." (p. 28).

Coordination and Training: It was the overall responsibility of the Intervention Specialist to design, implement, monitor, refine, evaluate and redesign a program of lunch recess intramurals. The Intervention Specialist involved staff and students in each phase of this process.

The first phase of the intramural program began with a letter of explanation sent to each teacher at the fourth, fifth and sixth grade levels. Also sent was an Intramurals questionnaire (p. 27). The questionnaire elicited how the students wanted to choose teams, the activity they desired to play, and who would be interested in assisting the playground supervisor in officiating the games.

After the questionnaire was tallied, the students were informed of the results. Those who were interested in participating in the selected activity were asked to choose co-captains from their homeroom and sign up for the player draft (p. 28).

The Intervention Specialist, with the assistance of the secretary, prepared lists of students for each grade level who wanted to participate. Overhead transparencies were made of the lists and when co-captains were assembled to choose teams, the lists were projected onto a screen. As a co-captain picked a name from the lists, a line was drawn through the name and a team number placed in front of the name. The co-captains picked names until all students were on a team. Lists of team co-captains and players were typed, reproduced, and sent to each teacher and co-captain.

After the teams had been chosen, a schedule of games was created by copying the school calendar, complete with school holidays and other observances, and writing the daily games on the correct date. Teachers and co-captains also received these schedules (p. 30).

Large numbers of students volunteered to officiate. The decisions on who would help were made with student needs clearly in mind. Many at-risk students were chosen for this position of authority in order to give them the experience of exercising responsibility. Training in the rules of the sport was provided along with some experiential training on handling conflicts. Adult playground supervisors would assist with the officiating and provide necessary help for any conflict resolution during a game.

Games were played according to the schedule and each day the playground supervisor in charge of each activity would record the scores in the Intervention Specialist's office. At the conclusion of the league, playoffs were held which culminated in a championship game.

Those teams that won either their league and/or the championship game were awarded ribbons at the next bi-weekly awards assembly.

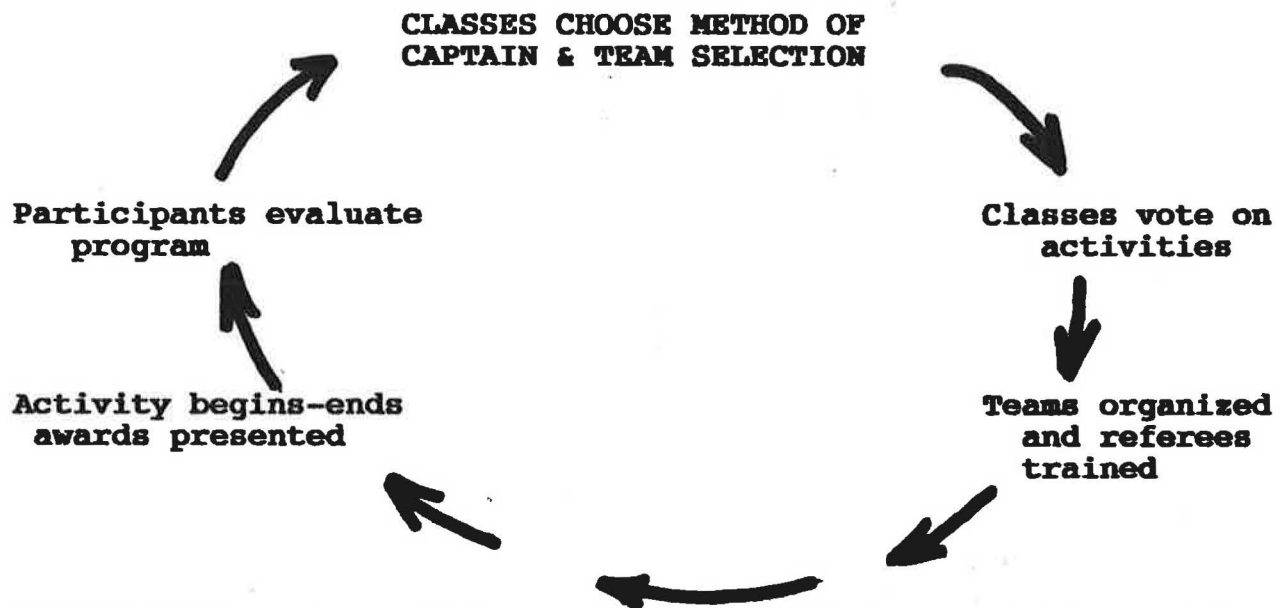
At the conclusion of each league, students were asked to complete an evaluation of that activity (p. 32). Information taken from the survey was used in the preparation of the next round of activities. The process then began again with students asked to choose how they wanted to pick captains and what sport they wanted for the next activity.

SUPPORTING FORMS & LETTERS

1.	Program Introduction Letter to Teachers	26
2.	Team and Activity Selection Survey	27
3.	Result of Survey and Sign-up Sheet	28
4.	Team Selection Procedure	29
5.	Schedule of Games	30
6.	Evaluation Form	31-32

TO: TEACHERS
FROM: DON GARRICK
RE: INTRAMURAL PROGRAM
DATE: September 7, 1990

Throughout the school year, various activities will be offered to our 4th, 5th and 6th grade students as part of our intramural program. It will be an opportunity for all of these students to participate in an organized and fun team sport. The activities offered will be determined by the students of each grade level. Each activity will be held at the lunch recess daily, weather permitting, and will culminate with a championship tournament. New activities, captains, referees and teams will be chosen at the conclusion of each tournament. The intramural program will operate on a cycle.



Please help us begin this year's activities by completing, with your class, the enclosed survey.

Thank you,

WINTER INTRAMURAL ACTIVITY

TEACHER _____

Now is the time for our next intramural activity. We will again survey your class on the method of captain and team selection and which support is most popular with your group. Please keep in mind that our activity will be held out of doors and will be subject to the weather.

TEAM SELECTION

VOTES

- | | |
|---|-------|
| 1. Regular Classroom (Drummer vs Mizell) | _____ |
| 2. Captains elected then choose team members
from list of all students signing up for activity | _____ |
| 3. Mr. Garrick picks teams. | _____ |
| 4. Blind Draw (all names in a hat and draw out
one by one - scientifically, statistically equal) | _____ |
| 5. Other _____ | _____ |

ACTIVITIES - Students may vote for all

- | | |
|---|-----------------------|
| 1. Football _____ | 6. Dodgeball _____ |
| 2. Volleyball _____ | 7. Soccer _____ |
| 3. Basketball _____ | 8. Softball _____ |
| 4. Kickball _____ | 9. Floor Hockey _____ |
| 5. Four Square _____ | |
| 10. Other - List possibilities that students mention. | |

UMPIRES - REFEREES

List all students who would like to umpire/referee the games. They may participate in the sport and will umpire when their team is idle.

RESULTS OF INTRAMURAL SURVEY

TEACHER'S NAME _____

Captains: will be elected - two co-captains from each class
meet with Mr. Garrick to hold player selection
1/28/91 for 5th and 6th grades and 1/29/91 for
4th grade at your lunch recess.

The activity will be Volleyball for 6th, Soccer for 5th and Floor Hockey
for 4th grade.

Intramural leagues will begin on Monday, February 4th.

Teachers: Please elect two captains from your room. Then,
have all students who want to play print their full
name on this sheet and return to Mr. Garrick.

REMINDER - If you sign up you must play when your team is
scheduled. If you choose not to play with your
team, you will be removed from that team.

I appreciate your cooperation!

Co-captain _____

Co-Captain _____

NAMES

NAMES

SOFTBALL

NAMES

NAMES

September 1990

MCAC – Multicultural Advisory Council; IMC – Instructional Materials Committee; CCAC – Citizens' Curriculum Advisory Committee; NTSEF – North Thurston Schools Educational Foundation; SEAC – Special Education Advisory Council; BSAC – Basic Skills Advisory Council. (All meetings are in the Administrative Center.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
August S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	October S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31					1
2	3 Labor Day	4 7:30 p.m. Board meeting Administrative Center	5 First day of school	6	7	8
9 Grandparents' Day	10	11	12	13 7:30 p.m. MCAC meeting	14	15
16 Constitution Week (Sept. 17-23)	17 7:30 p.m. Board meeting Administrative Center	18 Primary Election Day	19 Bus Drivers' Day	20 Rosh Hashanah	21 PLAYER DRAFT	22
23 First day of autumn	24 REFEREE TRAINING	25 1vs2 Don 7:30 p.m. CCAC meeting	26 1vs3 Joy	27 2vs3 Erin	28 1vs2 Lenny	29 Yom Kippur
30						

Teachers;

Please distribute softball/football evaluations to people who participated in the lunch intramural program. Remind them that this is their opportunity to say what is on their mind. Collect and return the evaluations to Don.

Please complete the next sport survey as a class and return to me with the evaluation forms.

Thanks for your support of this program. We believe that there have been positive results by providing an organized activity for students at lunch recess.

Thank you

Don Garrick
10-30-90

SOFTBALL/FOOTBALL/FLOOR HOCKEY EVALUATION

We have just completed our first sport in the lunch recess intramural program. We now need to get your opinion on how successful you believe the program has been and to get your ideas on how to improve for our next sport.

1. Captains were elected. Was this method satisfactory?

2. Teams were chosen by the captains. Was this method satisfactory?

3. What did you like best?

4. What is one thing you would change?

5. Comments ...

CONFLICT MANAGERS

CONFLICT MANAGERS

Needs Assessment: As mentioned in the Intramural section, time was spent analyzing the environmental factors present during the unstructured time of recess. Intramurals began as a way to provide structured and supervised activities for our students and to alter the playground environment in a positive direction. However, something more was needed. Conflicts between students were still ending in either denial or confrontation. It became apparent that students needed training in communicating effectively with each other and in peacefully resolving conflicts using problem solving strategies. The search began for information about current programs being used in the schools.

Literature: Research into the general area of conflict resolution, mediation, school discipline and school climate produced guidelines and supporting rationale for developing student skills in conflict resolution. Several Washington state newspaper articles led to information published by The Community Board Program Inc.. This information was a comprehensive training program entitled, "Conflict Resolution Resources for Schools and Youth".

Kagel and Kelly (1989): "One of the central things mediators accomplish is helping parties define their problems more precisely. Frequently, this better understanding of the problems at issue produces new proposed solutions...giving rise to a mutually acceptable settlement." (p. 191).

"There is further benefit to mediation which makes it worth the investment of time even though an outcome may not be guaranteed. Some other alternatives can offer a surety of a solution, although it must be an imposed solution. There is no system, however, that can offer the assurance that this solution will be fully

effectuated by any particular time... When mediation succeeds, it avoids this difficulty. Parties will typically comply with a settlement that they have voluntarily worked out together through mediation." (p. 192)

Schorr (1988): "Effective schools research has indicated that a safe, orderly, disciplined - but not rigid - school environment is one that is central to having an effective school. Educators aware of this and other effective schools attributes shifted the spotlight to the learning environment, the climate in which school children live....'In support of this focus on climate the Hispanic Policy Development Project reported that interpersonal harmony was the most striking characteristic of effective schools'." (p. 226).

Community Board Program Inc. (1987): "The need for programs that teach the peaceful expression and early resolution of conflict arises not only from disruption and violence in overcrowded schools and the tensions inherent in multiethnic and multicultural student bodies and communities, but also from the range of day-to-day conflicts typical in any school setting. Several nationwide polls indicate that discipline in schools has been a prevalent issue over the last ten years, and that valuable teaching time is lost in maintaining order and resolving student disputes.

Trauncy and dropout studies indicate a need for programs which foster self-esteem and encourage students to assume greater responsibility for improving the quality of their social learning environments.

Conflict Resolution Training addresses these issues assertively by enabling students to:

- *Learn new skills in communication and conflict resolution;
- *Exercise responsibility for improving their school environment;

- *Build a stronger sense of peer cooperation and community at school;
- *Peacefully express and resolve their own conflicts without adult intervention;
- *Feel a sense of power and accomplishment at being able to peacefully resolve their own conflicts;
- *Express anger in constructive ways, so there is less likelihood of tension, hostility, and vandalism at school;
- *Develop the skills necessary to behave in a more disciplined way, thereby reducing the amount of time teachers must spend maintaining order in the classroom." (P. I).

Coordination and Training: The Conflict Manager Program has been in operation for the past two years at Meadows Elementary School. The principal, Hertica Martin, became aware of the program through Ruth Ann Harms from the office of the Superintendent of Public Instruction. Mrs. Martin, two teachers and the Intervention Specialist attended a two day training session in August 1989. Reaction to the program as a way to help our students develop skills in conflict resolution was positive. The Intervention Specialist was charged with the responsibility of further planning and implementing a Conflict Manager Program at Meadows.

In order for any program involving all the students in the school to be successful, the total staff needed to be aware of and sympathetic with the objectives of that program. A ten hour staff inservice was conducted in October of 1989 and involved teachers, cooks, custodians, administrators, bus drivers, secretaries and several visitors from Olympic View Elementary School. The training was conducted by Ruth Ann Harms and the Meadows' Intervention Specialist and concluded with a commitment from staff to support the program. It was decided to start the program at the fifth grade level and, if successful, expand in the 1990-91 school year to include the fourth and sixth grades.

The following activities were conducted in 1989-1990 and conducted again in 1990-91 with the additon of two more grade levels. Copy righted materials for the program organization and training need to be purchased from Community Board Program Inc., 149 Ninth Street, San Francisco, CA 94103.

1. Approximately six hours of training, conducted by the Intervention Specialist, in each classroom of the concerned grade level (p. 39).
2. Students from each class completed a test on information covered in the training, completed an evaluation of the training, and voted for three students who they believed would make good conflict managers.
3. Intervention Specialist reviewed tests and evaluations, and tallied votes. The five students from each class who received the most votes were asked if they would like to be managers. All those interested were given permission letters to be signed by parent or guardian (p. 40).
4. Students selected to be conflict managers attended two more trainings for a total of five more hours. This training was conducted by the Intervention Specialist and two playground supervisors who supervise the managers on the playground.
5. Conflict Managers were presented training graduation certificates at an awards assembly.
6. All classes that will come into contact with the conflict managers on the playground were visited by some new conflict managers and the Intervention Specialist. Objectives of the program were explained and the conflict mangers role played situations which might occur on the playground. Time was taken to ensure that those being affected by the program were aware of its purpose (p. 41)
7. Schedules for playground supervision were prepared by the Intervention Specialist and distributed to the conflict managers (p. 42). Care was taken to equalize time on duty and not to create schedule conflicts with those involved in band, orchestra, or intramurals (p. 43).
8. Conflict Mangers reported for duty and were monitored by playground supervisors and Intervention Specialist (p. 44).
9. Scheduled bi-weekly meetings for training, sharing, problem solving, and celebrating successes.

NOTE: The schedule for 1990-91 was identical except that two grade levels were involved in the training. Out of the sixteen fifth graders trained in 1989-90, three transfered schools and only one decided not to be involved in the 1990-91 school year.

FORMS AND LETTERS

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Teachers,

I will be visiting your classroom to help your students

- 1) Understand the Conflict Managers Program
- 2) Become Conflict Managers for playground duty
- 3) Learn leadership skills
- 4) Learn Communication skills
- 5) Learn problem solving skills
- 6) Help improve the school environment
- 7) Accept responsibility for their own actions

I will make nine visits of 30-40 minutes each to your classroom. The schedule below was created to help you plan around my sessions. I have confined my visits to the afternoons to lessen the impact on prime learning time. Please talk with your team members to decide the time for each teacher.

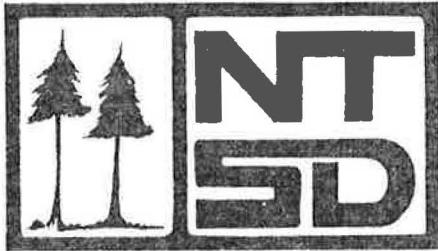
4TH GRADE SESSION

TIMES	TEACHER
12:40 - 1:20	_____
1:20 - 2:00	_____
2:30 - 3:10	_____

Dates I'll be in your rooms:

October 9, 10, 16, 17, 19, 22, 24, 26 & 29

Return to Don by Monday, October 8, 1990



Hertica Y. Martin, Principal

NORTH THURSTON SCHOOL DISTRICT

MEADOWS ELEMENTARY SCHOOL

September 25, 1990

Dear Parents:

We are pleased to offer your son/daughter the opportunity to participate in the Conflict Managers Program at Meadows Elementary School.

The program is designed to allow specially chosen and trained students (Conflict Managers) to help other students find positive ways to solve disagreements.

Your son/daughter was chosen by his/her classmates and teacher as a leader in school.

If your son/daughter has permission to participate in the Conflict Managers Program, please sign the form below and ask your child to return it to his/her teacher tomorrow.

Sincerely,

Don Garrick
Intervention Specialist

PERMISSION FORM

_____ has my permission to participate in the
Conflict Managers Program.

(Parent Signature)

(Date)

Name _____

Teachers:

We will be starting our Conflict Managers' Program on the playground in a few weeks. Currently our managers are all sixth-graders. Your class shares a recess with the sixth grade and as a result, your students will be involved with this mediating process.

In order to educate your students about the purposes of the program, the way the mediation process works, and who the mediators will be, two mediators and I would like to arrange a time to visit with your class. The class presentation will last between 30-40 minutes. Please indicate below which time would be most convenient for you.

SECOND GRADE

1:30 - 2:00 _____

2:00 - 2:45 _____

3:00 - 3:30 _____

FOURTH GRADE

12:45 - 1:15 _____

1:15 - 1:45 _____

1:45 - 2:15 _____

2:30 - 3:15 _____

A specific day and time will be scheduled for you. You will be notified a few days in advance. Please return to Don's mailbox.

December 1990

Sixth Grade
Schedule

MCAC – Multicultural Advisory Council; IMC – Instructional Materials Committee;
CCAC – Citizens' Curriculum Advisory Committee; NTSEF – North Thurston Schools
Educational Foundation; SEAC – Special Education Advisory Council; BSAC – Basic
Skills Advisory Council. (All meetings are in the Administrative Center.)

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
November S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	January S M T W T F S 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	NOTE: When ice and snow conditions strike the roadways here in our area, please see the Emergency Bus Schedule information listed on pages 4 and 5 in this publication.				1
2 Top names supervise 4th noon recess. Bottom names 1:45-2:00 recess	3 Fenter Holm/Proctor 7:30 p.m. Board meeting Administrative Center	4 Sharpe Hanson/Power	5 Strup Strand/Holm 4 p.m. IMC meeting	6 Dill Proctor/Leppo	7 Aba Power/Strand	8
9	10 Strup Holm/Proctor Board's interim Superintendent evaluation	11 Fenter Hansen/Power	12 Lopp Strand/Holm Administrators' Day Beginning of Hanukkah	13 Aba Proctor/Hansen 7:30 p.m. MCAC meeting	14 Dill Power/Strand	15 Bill of Rights Day
16	17 Leppo Fenter/Dill 7:30 p.m. Board meeting Administrative Center	18 Sharpe Aba/Sharpe	19 Lopp Strup/Lopp	20 Leppo Hansen/Power	WINTER VACATION BEGINS DECEMBER 21	
23	24	25	26	27	28	29
30	31	No School - Winter Vacation Christmas				

CONFLICT MANAGERS
Sign In

NAME

LUNCH RECESS

P.M. RECESS

DATE

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Hertica Y. Martin, Principal

NORTH THURSTON SCHOOL DISTRICT

MEADOWS ELEMENTARY SCHOOL
January 22, 1991

Dear Parents:

Our Conflict Managers' Program is gaining the attention of several segments of the community. We have been contacted by Lincoln School in Olympia and by Channel 31. Both contacts have requested the opportunity to speak with me regarding the implementation of our program for resolving conflicts.

In thinking about an effective way to present our program, it became obvious that the best source of information is the students who are involved as Conflict Managers. Your child has been chosen to represent our school as a Conflict Manager on Thursday, January 24th from 3:00 - 5:30 at Lincoln School in Olympia and at the Channel 31 studio on Tuesday, January 29th from 3:00 - 5:30.

Transportation will be provided from the school to each student's home.

Thank you,

Don Garrick
Intervention Specialist

CONFLICT MANAGERS PERMISSION FORM

We hereby give permission for _____ to engage in the above named activity.

Parent or Guardian Signature _____

Parent or Guardian Phone Number _____ Date _____

EVALUATION

Several Evaluations are included in the materials from the Community board Program Inc. They are used to measure:

1. Staff Evaluation of the Conflict Managers Program
2. Bi-weekly Meetings
3. Playground Performance of Conflict Managers
4. Student Training in Classrooms
5. Student Training for Conflict Managers

MEADOWS' HELPERS

MEADOWS' HELPERS

Needs Assessment: Time is a resource that is in short supply in our schools. Time is needed for teachers to adequately prepare for the learning experiences of their students. Time is needed to evaluate the results of those experiences and re-teach those students who did not master the concepts being taught. Yet, the amount of time we have is finite. The question many teachers, if not all, are asking is, how can time and other resources be used most efficiently and effectively to help students learn?

The staff at Meadows has been searching for ways to assist students who have had difficulties learning basic concepts in academics and social skills. To compound the problem for the classroom teacher, Meadows initiated a Neighborhood Schools Plan during the 1990-1991 school year. This plan returned to Meadows our special education students who were being served in self-contained classrooms elsewhere in the district. Also at this time, Meadows began serving its special education resource room and basic skills populations within the regular classroom. Time, especially to reteach, had been further limited.

In our search to identify new or unused resources to assist our students one direction was pointed out by Levin (1987). He found peer tutoring to be more cost effective than computer-assisted instruction in improving math and reading performance of elementary school children. He also found that both peer tutoring and computer-assisted instruction were more cost effective than reducing class size or increasing the school day. So, if a way could be found to harness the time of those in the school who would be able to assist in the reteaching of other students, then the learning of all the students would increase.

Literature: Peer-teaching, peer tutoring, cross-age tutoring, youth tutoring youth, each one teach one, these are not new phrases. All relate to the idea that there are, available in the schools, students who could be utilized to assist the learning of others in the school. The trick was and always will be, to develop a program that is practicable. Many elements need to be considered including students' and teachers' schedules, reteaching materials, training, objectives, etc. The literature was helpful in dealing with some of these considerations.

Ogden (1989): "Peer tutoring can provide a more caring climate in the school, foster feelings of self-worth, improve academic proficiency, and maintain a positive linkage with students who may otherwise become alienated from school life." (P. 59).

Goodlad (1989): Tutors should benefit from peer tutoring by:

- * *developing their sense of personal adequacy;*
- * *finding a meaningful use for the subject matter of their studies;*
- * *reinforcing their knowledge of fundamentals;*
- * *experiencing productive behavior;*
- * *developing insight into the teaching/learning process.*

Tutees should benefit from being tutored by:

- * *receiving more teaching;*
- * *responding to their peers;*
- * *receiving companionship from tutors.*

Teachers who arrange peer tutoring benefit because:

- * *teaching becomes more pleasant;*
- * *teachers are freed to do what their training best equips them to do-- manage the conditions of learning.*

Coordination and Training: During the 1990-1991 school year the Intervention Specialist with the assistance of teacher volunteers studied the feasibility of several forms of peer tutoring:

- * *same-age: interactive pairs or groups. This approach was being used to different degrees through cooperative learning in the regular classroom,*
- * *unstructured peer tutoring; tutors plan their own lessons,*
- * *structured peer tutoring; closely controlled procedures, sometimes utilizing programmed texts,*
- * *semi-structured peer tutoring; tutors move tutees through a carefully planned syllabus with freedom to amplify or modify individual lessons.*

Each of these forms had its own advantages and disadvantages. It was decided that whatever form was used must reinforce the building decision to eliminate pulling the tutee out of the regular class. It was also noted that some initially successful programs, reported in the literature, later experienced severe difficulties. Goodlad (1989) reported that the Tutorial Community Project of the Pacoima School in California became very complicated and hard to sustain. The vigor of the original plan diminished and pointed out the need to keep the tutoring arrangements as simple as possible.

With these considerations in mind, the Intervention Specialist was responsible for planning two limited programs for student assistance. The first placed sixth grade student teams in the only self-contained special education classroom for the severely handicapped population. The goals of this program were to build within the tutors a greater sense of empathy, develop a sense of personal adequacy, provide experience being productive and develop insight into the teaching-learning process. The second program

paired first and second grade academically and socially at-risk students with older students. The benefits for the tutors and tutees included those mentioned previously by Goodlad (1989).

Special Education Tutoring: The Intervention Specialist facilitated the implementation of the program by contacting sixth grade teachers and gaining their cooperation. The special education teacher provided a list of activities and times when sixth grade students could be of benefit to her program (p. 54). She visited the sixth graders and explained the objectives of the program. Students then volunteered to serve as assistants at specific times during the school day.

When students arrived to assist, they were given specific instructions detailing their duties. Each student returned daily at the scheduled time for a period of one week. Another team of tutors from the same classroom assisted the following week. This two team rotation operated for six weeks with each student assisting for a total of three weeks. After one classroom had completed its scheduled six week assignment, the Intervention Specialist and the special education teacher repeated the process in the next sixth grade classroom. By the end of the program all three sixth grade classes had been involved in the program.

All students completed an evaluation (p. 55) of their involvement in the tutoring and adjustments were made in the program when required. Included in this handbook are copies of the schedule and evaluation used in the 1990-1991 school year.

Individual Tutoring: Early intervention to increase student success was considered by the Meadows staff to be a key component of this tutoring program. First and second grade teachers were asked to identify students who were experiencing either academic or social difficulties (p. 56). Teachers completed a checklist for each referred student indicating inappropriate and appropriate behaviors and academic strengths and weaknesses (p. 57). The intervention specialist reviewed each referral with the teacher to determine if there were any interventions which would be appropriate before utilizing a tutor. When a student placement with a tutor was recommended, the intervention specialist matched the tutee with the tutor most appropriate for them.

The tutors were selected from volunteer fifth and sixth graders. Prior to beginning as a tutor permission letters were signed (p. 58-59) and students were trained to become better active listeners, helped to understand the teaching process, and were introduced to the program guidelines for tutoring. After the initial training, tutors and tutees were paired, introduced to each other by the Intervention Specialist, and participated in a discussion on the goals of the tutoring sessions. Commitment to the success of the tutoring sessions was requested and program guidelines were reviewed (p. 60)..

Meetings between the tutors and the Intervention Specialist were held bi-weekly and included the sharing of difficulties and successes. Additional training was included to increase tutor skills. Contact between the tutor and the tutee's regular classroom teacher was maintained to exchange information related to the progress of the tutee. The Intervention Specialist monitored the program closely to provide support when needed.

SUPPORTING FORMS AND LETTERS

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MEADOWS' HELPERS SCHEDULE

FROM _____ TO _____

9:30 - 10:15 INDIVIDUAL WORK TIMES

- 1.
- 2.
- 3.

10:15 - 10:30 HELP DURING SNACK TIME

- 1.
- 2.

10:30 - 11:00 SENSORY MOTOR TIME

- 1.
- 2.
- 3.
- 4.

12:00 - 12:30 RECESS HELP

- 1.
- 2.

12:40 - 1:10 COMPUTER + PLAY

- 1.
- 2.

1:20 - 1:50 ART AND PLAYTIME

- 1.
- 2.

EVALUATION

Training

Did you receive enough training to do the work in the classroom?

What could the trainer have done to better prepare you?

What part of the training was most valuable to you?

Comments:

Program

What work did you do in the classroom?

How did you feel about your part in the program?

What changes, if implemented, would make the experience better?

What did you enjoy most, least?

Would you take part in this program again? Why or Why not?

First Grade Teachers,

We are going to be starting a "natural helpers" type program called Meadows' Helpers. In this program we will be training sixth grade boys and girls to assist youngsters in academics, social skills, and other areas as needed. What we would like from you is a list of children who, you believe, could benefit from the one to one help.

Some things which need to be taken into consideration might be:

Will I have the time to prepare materials for these tutors to use with my student?

Will I have the time to help the tutor understand what my student needs?

Will I be able to give feedback to Don to help adjust the program to fit my student's needs?

Other issues may come to mind as the program begins/proceeds.

Please know that this program is an evolutionary one and that teachers and students, alike, will be involved in its development.

I would appreciate it if you would fill out a behavior check-list on each child you refer to our program. This information will help me match skills and talents to needs.

Thank you,

Don

BEHAVIOR CHECK-LIST

Date _____

Child's Name _____

Birthdate _____

School _____

Grade _____

Teacher _____

I. Innappropriate Behaviors**A. Disruptive Behavior**

- _____ 1. Out of seat without permission
- _____ 2. Leaves room without permission
- _____ 3. Runs at inappropriate times
- _____ 4. Turns around in seat
- _____ 5. Makes object noises, stamps feet, taps pencil, etc.
- _____ 6. Defiant
- _____ 7. Talks without permission
- _____ 8. Screams (hysterical outbursts)
- _____ 9. Destroys others property
- _____ 10. Throws objects (purposefully)
- _____ 11. Grabs objects from others
- _____ 12. Takes others property
- _____ 13. Swears
- _____ 14. Tells others what to do
- _____ 15. Calls others names
- _____ 16. Lies
- _____ 17. Tattles
- _____ 18. Other _____

B. Aggressive Behavior

- _____ 19. Hits others
- _____ 20. Kicks others
- _____ 21. Strikes others
- _____ 22. Shoves others
- _____ 23. Pinches and slaps others
- _____ 24. Fights
- _____ 25. Other _____

C. Classroom Behaviors

- _____ 26. Assignments incomplete
- _____ 27. Avoids starting tasks
- _____ 28. Daydreams (time off task)
- _____ 29. Other _____

D. Social Behaviors

- _____ 30. Goes off by self to play
- _____ 31. Refuses to participate in group activities
- _____ 32. Isolates self from friendships
- _____ 33. Anxious
- _____ 34. Cries
- _____ 35. Injures self
- _____ 36. Complains of illness

- _____ 37. Wets
- _____ 38. Soils
- _____ 39. Other _____

E. Attendance

- _____ 40. Absences from school
- _____ 41. Tardiness
- _____ 42. Leaves school without approval/permission
- _____ 43. Other _____

II. Appropriate Behaviors**A. Typical Classroom Behavior**

- _____ 1. On-task
- _____ 2. Completes assignments
- _____ 3. Follows directions
- _____ 4. Accepts consequences
- _____ 5. Other _____

B. Social Behavior

- _____ 1. Cooperative play
- _____ 2. Maintains friendships
- _____ 3. Acceptable interactions with adults
- _____ 4. Other _____

C. Attendance

- _____ 1. Attends regularly
- _____ 2. To class on time
- _____ 3. Other _____

III. Academic Needs-----



Hertica Y. Martin, Principal

NORTH THURSTON SCHOOL DISTRICT

MEADOWS ELEMENTARY SCHOOL

October 24, 1989

Dear Students and Parents,

Meadows' Helpers is a program that will be starting at Meadows. It is designed so that children who need some extra help and/or attention receive that help from an older, caring, and responsible student.

This role of one student helping another is important. Your child has been recommended by a teacher as one who has the qualities necessary to be successful as a student helper. These qualities include a caring attitude, solid academic performance, and the ability to be a good friend. It is an honor to be considered for participation as a Meadows' Helper.

Training and coordination of activities will be my responsibility. Your child will be gaining valuable skills in communicating and human relations. I welcome your child's participation.

Sincerely,

Don Garrick
Intervention Specialist

DG/tj

MEADOWS' HELPERS QUESTIONNAIRE

NAME: _____

ADDRESS: _____

PHONE NUMBER: _____ AGE _____

BIRTHDAY _____

BROTHERS AND/OR SISTERS - NAMES AND AGES:

BEST FRIENDS

PETS AND THEIR NAMES

MY FAVORITE:

HOLIDAY _____

GAME OR TOY _____

SONG _____

COLOR _____

T.V. SHOW _____

DAY _____

BOOK _____

SEASON _____

SUBJECT _____

FREE TIME ACTIVITY _____

SPORT _____

PLACE TO GO _____

FOOD _____

You are special and have many abilities. Tell me some things about yourself that are unique. (Special talents, hobbies or interests)

MEADOWS' HELPERS

A. After being assigned a child

1. Go to your teacher first to get some general times you can be released to work with your child.
2. Go to child's teacher and set up the times you are able to see the child.
3. Ask the child's teacher if there is a place for you to work?
4. Make arrangements with the teacher to introduce yourself to the child at least one full day before you start working with child.

B. Getting Started

1. Know where you will work with the child and generally what you are going to do. If you are getting materials from the teacher, make sure you know where they are - always be prepared and ready to work. Try not to disrupt class.
2. During first session, do an interview to find out the child's interests. Use it to select books, games and other activities.

C. Things To Do

1. Read to child, play a game, practice a sport, sit and talk, work on a hobby, create a book together.
2. Have fun, but always know ahead of time what you are going to do!
3. Remember you are responsible to make up any work you might miss while gone from your class.
4. Enjoy yourself and feel free to come to me if you have any problems or questions.

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