

Good Afternoon

Jot down one thing
about the teaching
profession you are
grateful for today





Northwest (HHS Region 10)

PTTC

Prevention Technology Transfer Center Network

Funded by Substance Abuse and Mental Health Services Administration

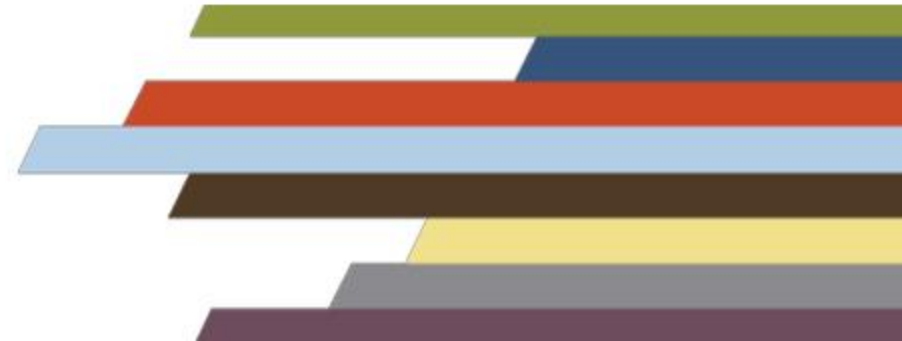


Practices to Promote Middle School Motivation, Engagement and Learning

Session 1: An overview

August 25, 2021

Sally Chapman and Kevin Haggerty





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The Northwest PTTC is a partnership led by the Social Development Research Group (SDRG) at University of Washington (UW) School of Social Work in collaboration with the Prevention Science Graduate Program at Washington State University (WSU), and the Center for the Application of Substance Abuse Technologies (CASAT) at the University of Nevada, Reno (UNR).

Northwest partnering institutes share a vision to expand the impact of community-activated prevention by equipping the prevention workforce with the power of prevention science.



Acknowledgement

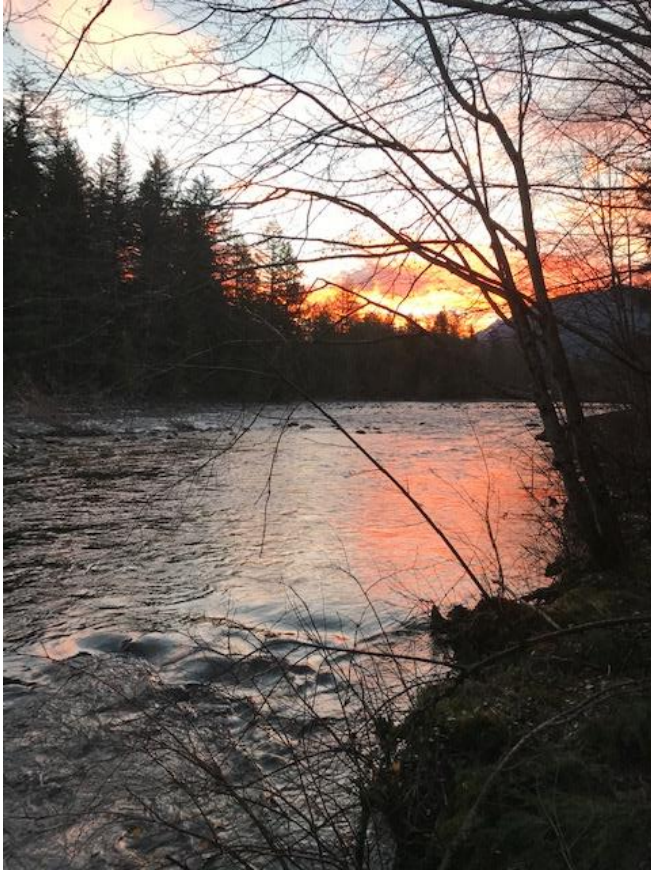
- The practices described in today's presentation were originally reviewed by Kevin Haggerty, Ph.D., Stephen Ottinger, M.A., Clay Cook, Ph.D. The review and practice guide development was funded by a grant from the Raikes Foundation through the Washington State Office of Superintendent of Public Instruction (OSPI). The work was a collaborative effort between University of Washington's Social Development Research Group, The College of Education, and Washington State OSPI.
- The Northwest Prevention Technical Transfer Center repackaged the practices to be consistent with the Social Development Strategy and made them available as a product on the Northwest PTTC website: [Evidence-Based Practices to Promote Agency In Middle School Students: Simple practices to activate the Social Development Strategy in a school setting](#)

Disclaimer

This webinar is supported by SAMHSA of the U.S. Department of Health and Human Services (HHS) through SAMHSA Cooperative Agreement # H79SP080995. The contents are those of the author(s) and do not necessarily represent the official views of, nor an endorsement, by SAMHSA/HHS, or the U.S. Government.

This webinar is being recorded and archived, and will be available for viewing after the webinar. Please contact the webinar facilitator if you have any concerns or questions.

Land Acknowledgment



We acknowledge that we are all on the traditional lands of different peoples. Where I sit, I am situated on the ancestral lands of the Snoqualmie (Coast Salish) People. We have a responsibility to acknowledge our Indigenous connections and the histories of Indigenous land dispossession.

To identify the stewards of your land, type your location into <https://native-land.ca/>

Feel free to acknowledge in the chat if you desire

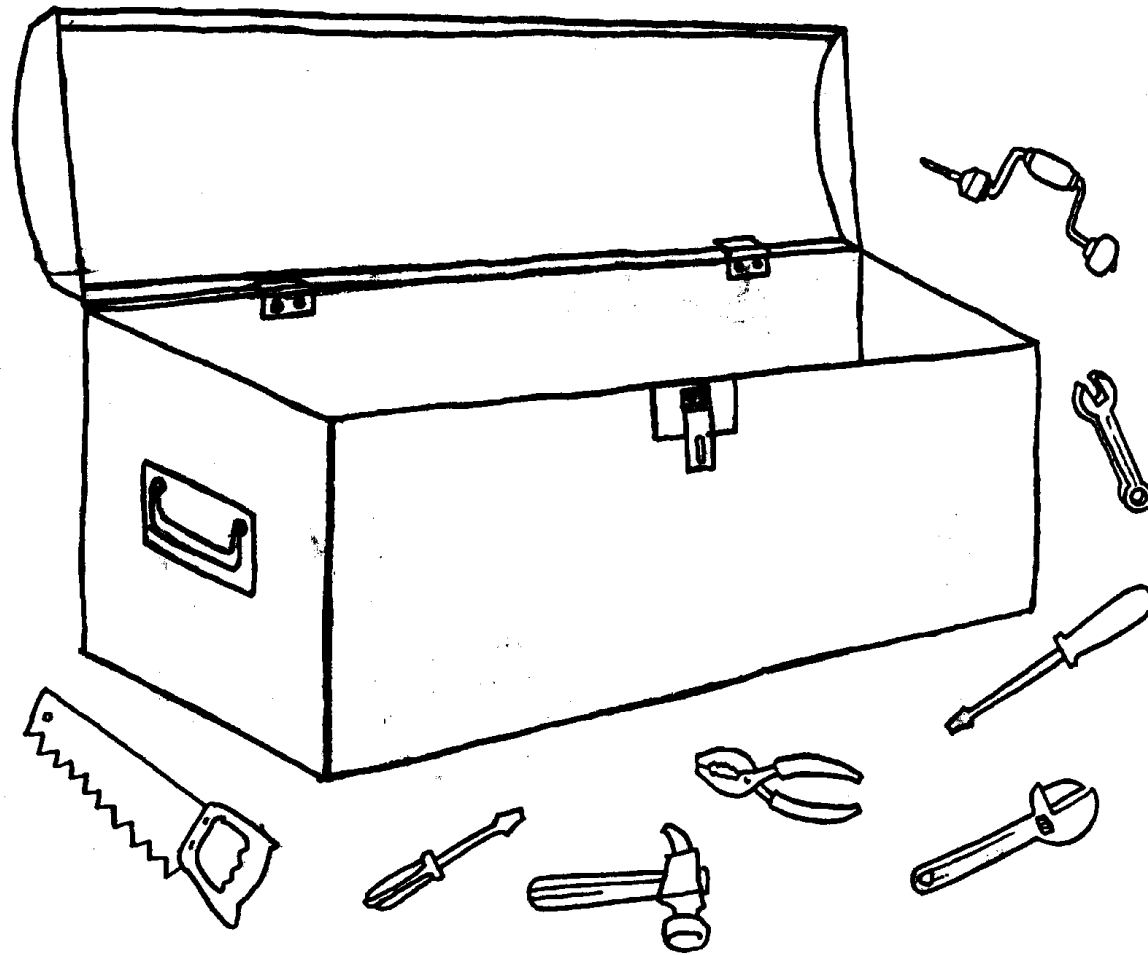
Introductions

- Please put your name and what grade you teach in the chat box—

Overall Objectives

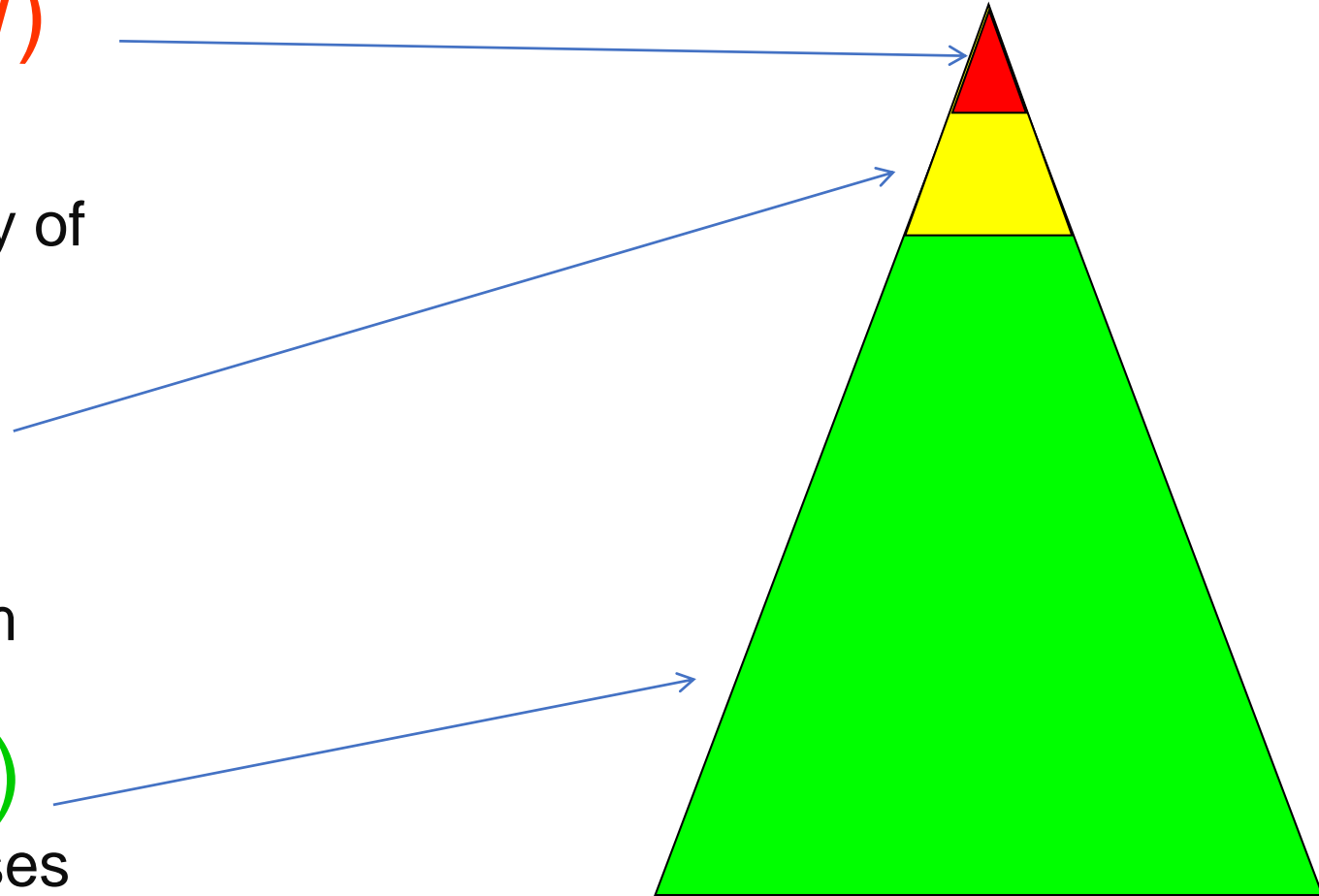
- Explore the impact that teachers have on student outcomes
- Discuss easy-to-use, evidence-based strategies for increasing feelings of student ownership in the classroom

Focusing on Tools



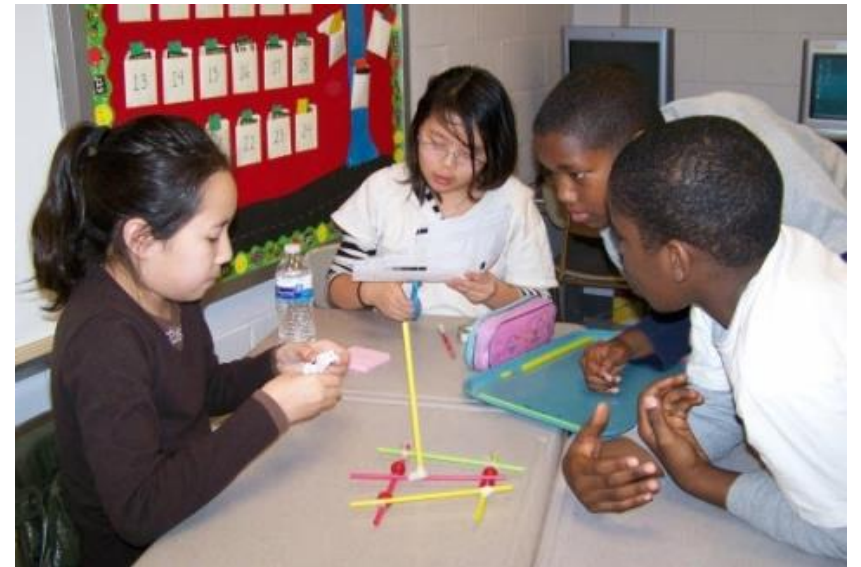
A Brief Caveat

- **Tertiary (FEW)**
 - Reduce complications, intensity, severity of current cases
- **Secondary (SOME)**
 - Reduce current cases of problem behavior
- **Primary (ALL)**
 - Reduce new cases of problem behavior



Reasoning for this Approach

- Most reviews of effective interventions focus on **programs** or **comprehensive packaged** interventions
- While effective, often are associated with limitations:
 - Costs for materials, training, and renewal
 - Limited fidelity of implementation due to complexity
 - Need for a “program for every concern”



What we wanted to find...practices that are....

- Low-cost
- Easily implemented
- Evidence-based

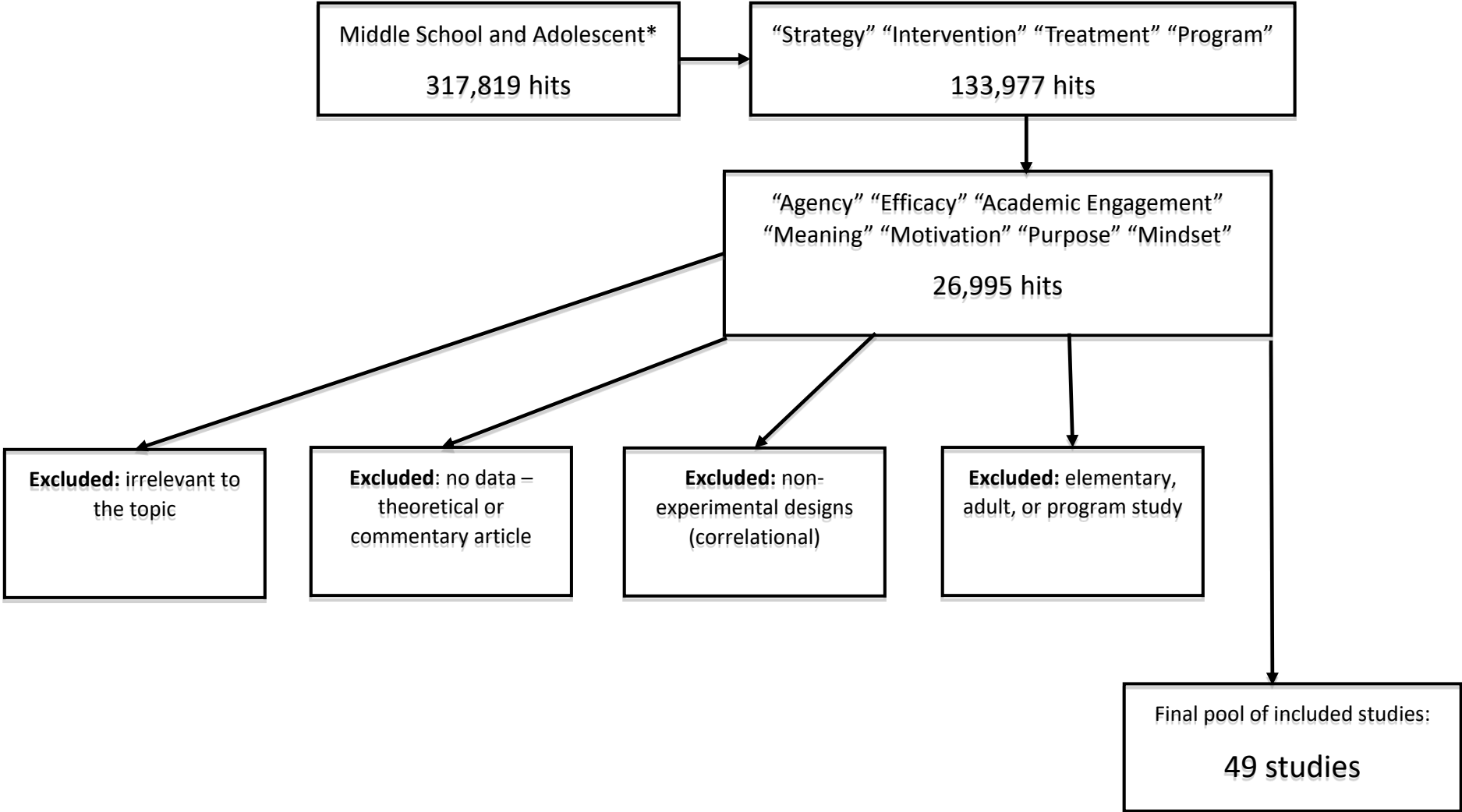


Measuring and Observing the Problem



<https://www.youtube.com/watch?v=47rQkTPWW2I>

Search Results



Academic Outcomes

Each study was analyzed for academic outcomes including effects on:

- Academic Achievement
- Academic Engagement
- Academic Initiative
- Academic Effort
- Graduation rates

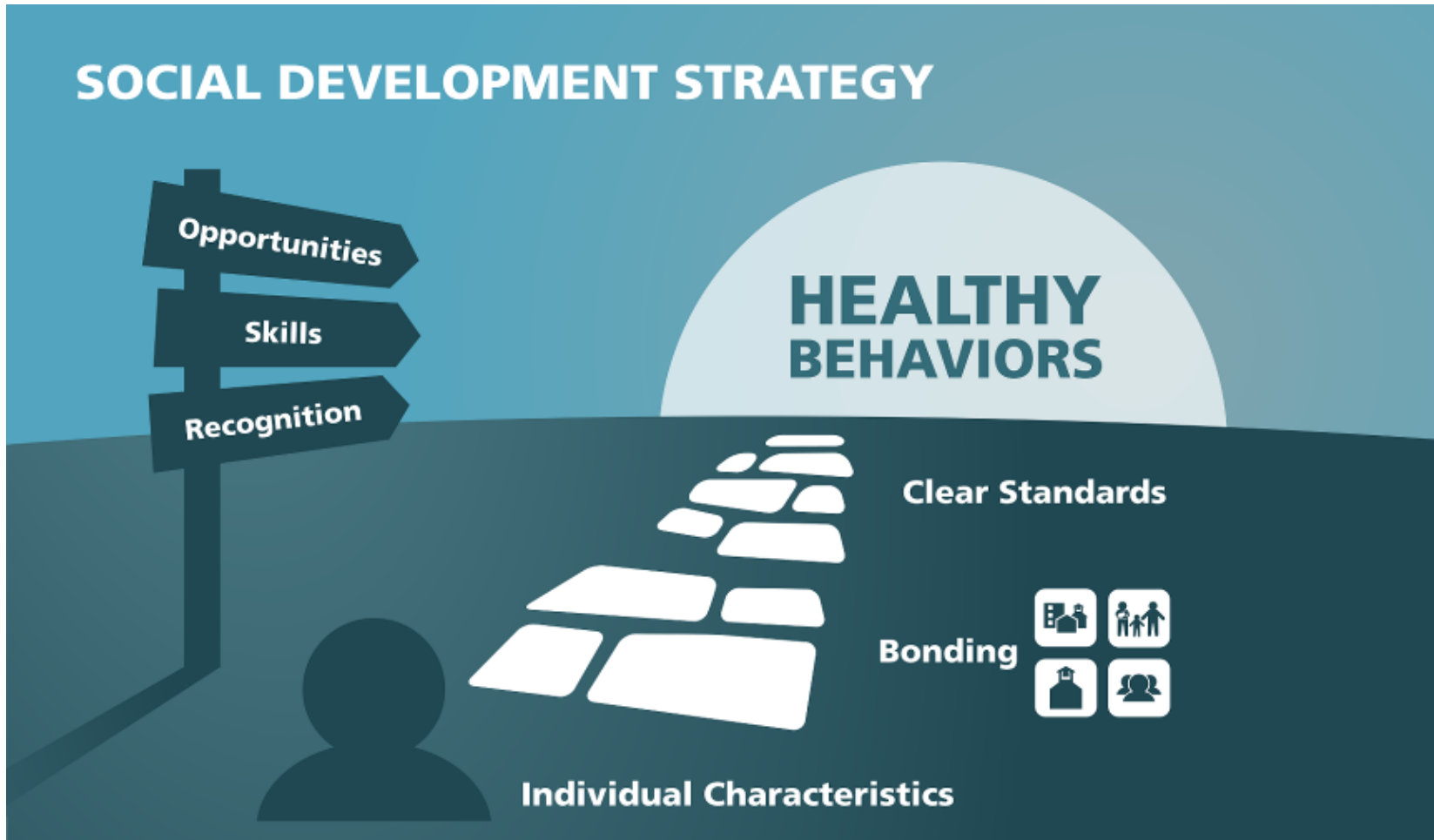


Underlying Philosophy Guiding this Work



- Students become agents of their own learning and future when:
 - they are being educated within a ***supportive school environment*** in which they feel a strong sense of belonging and bonding
 - they are provided with **opportunities** and **skills** to ***transform or grow*** cognitively, emotionally, and socially
 - their ***teachers implement*** practices that optimally engage them in the learning process

FIVE IMPORTANT ELEMENTS to Promote Strong Outcomes

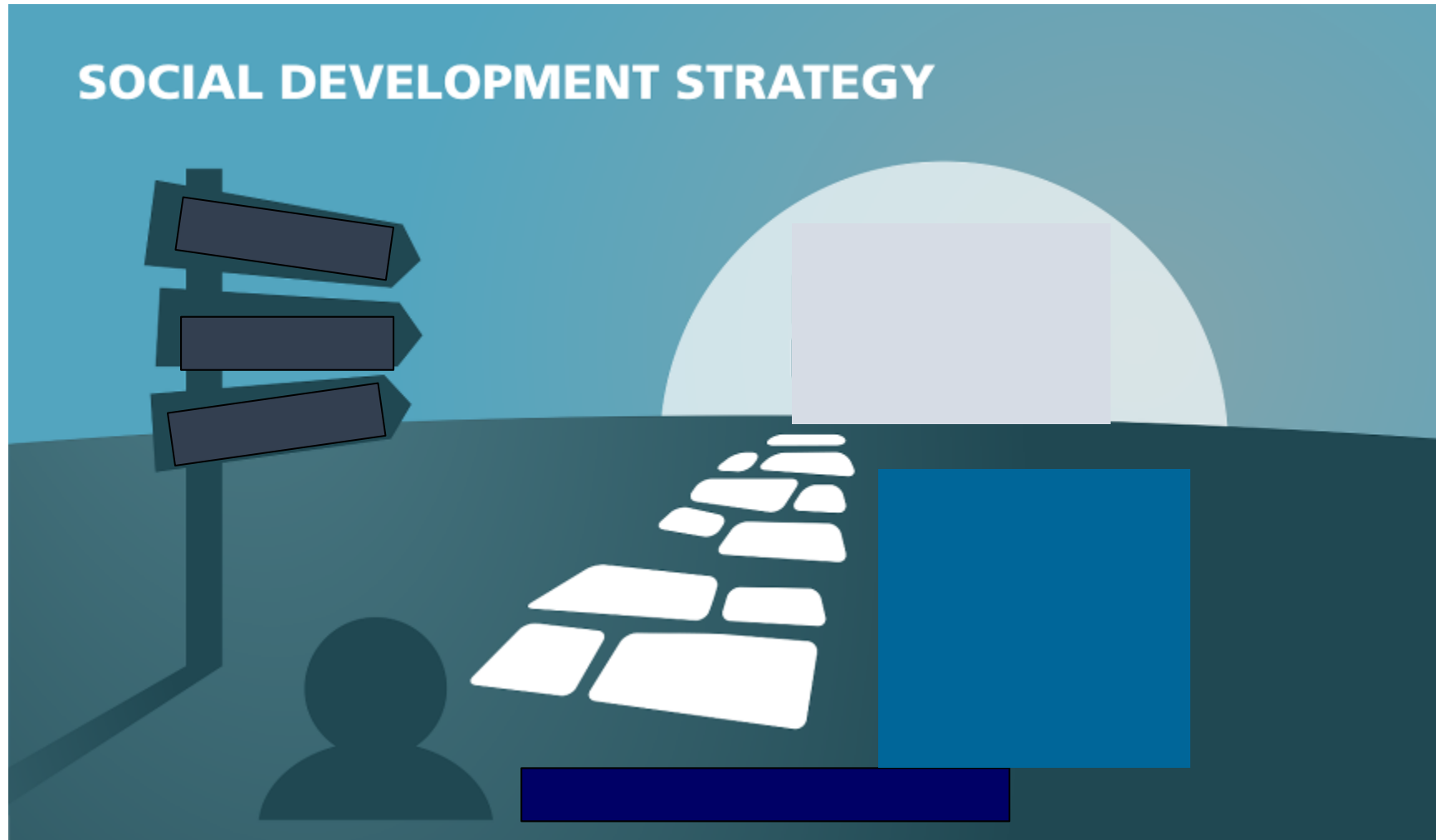


SDS Video



<https://www.youtube.com/watch?v=BGyIDS9nB4M>

SDS Review



Three core components during grades 1-6

Seattle Social Development Project

Intervention: *Raising Healthy Children*



Teacher Training



Parent Workshops



Child Skills Training

SDS in the Classroom

- In RHC program classrooms:

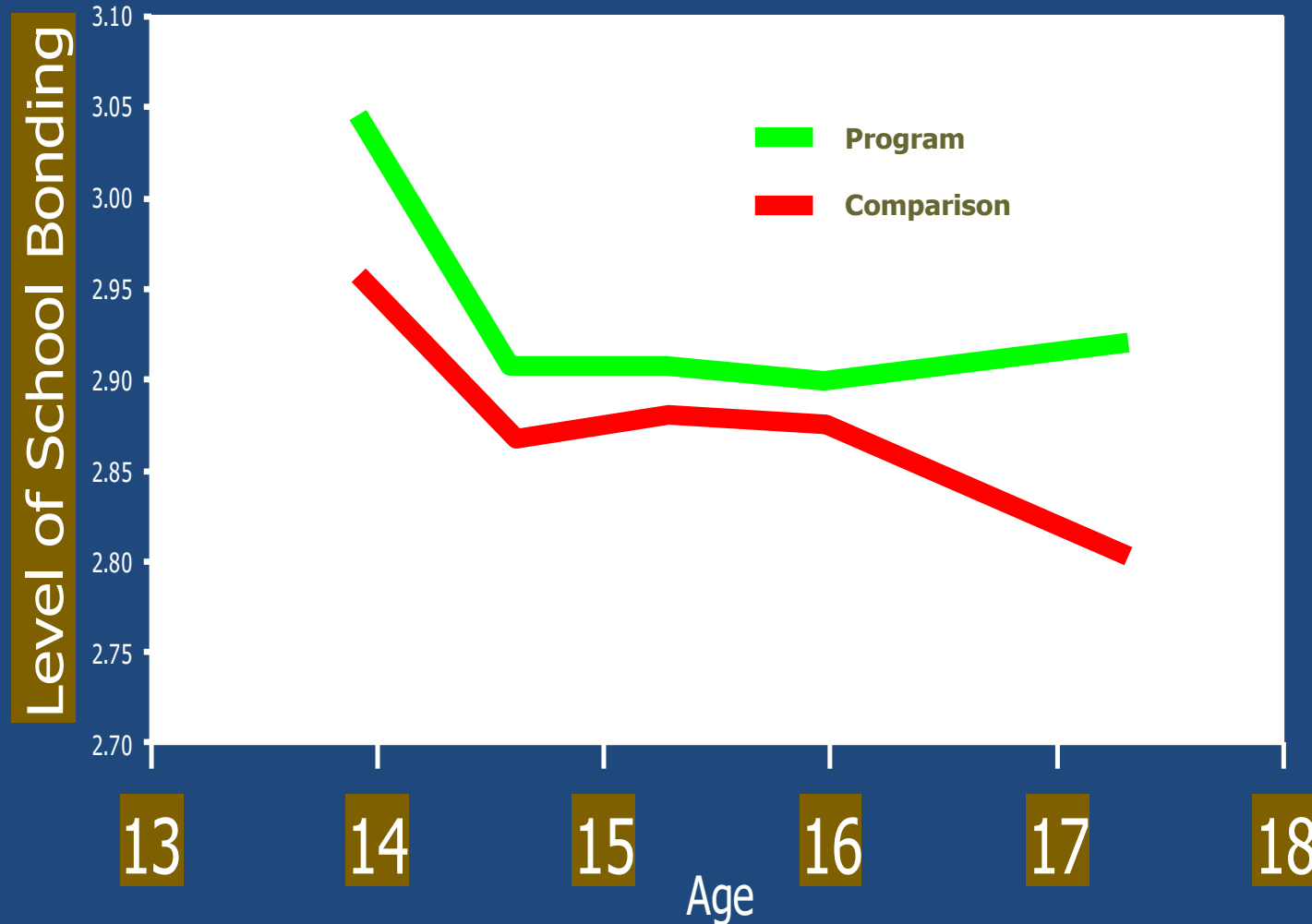
- Students have developmentally appropriate opportunities to be meaningfully involved in their classrooms.

- Teachers identify and teach cognitive, behavioral, emotional and social skills.

- Teachers use many different forms of recognition for students' involvement.



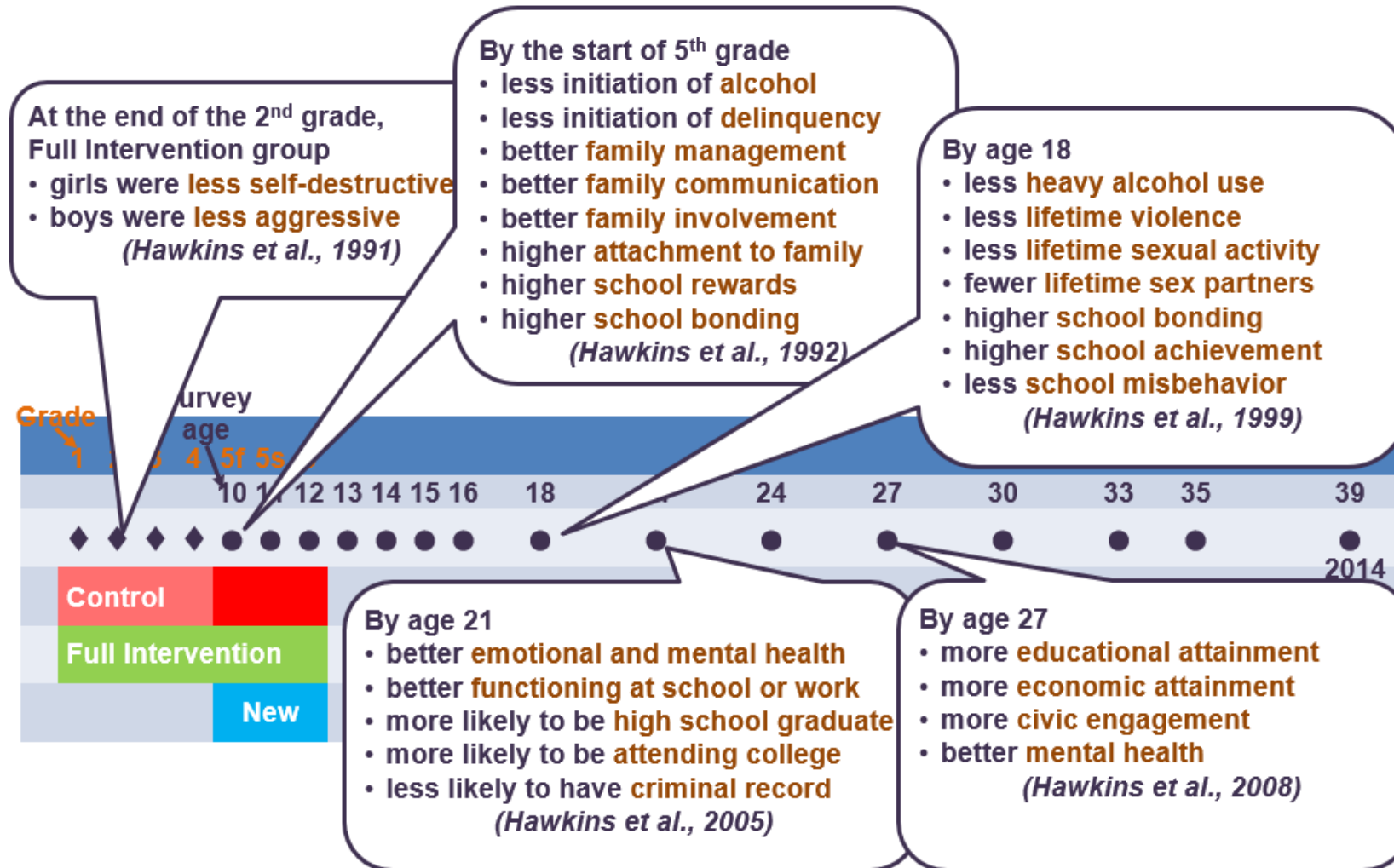
Evidence of Intervention Effects on School Bonding from Age 13 to 18



Hawkins, Guo, Hill, Battin-Pearson & Abbott (2001)



History of SSDP Intervention Effects





Summary of Impacts Through Age 39

More than 18 years later...

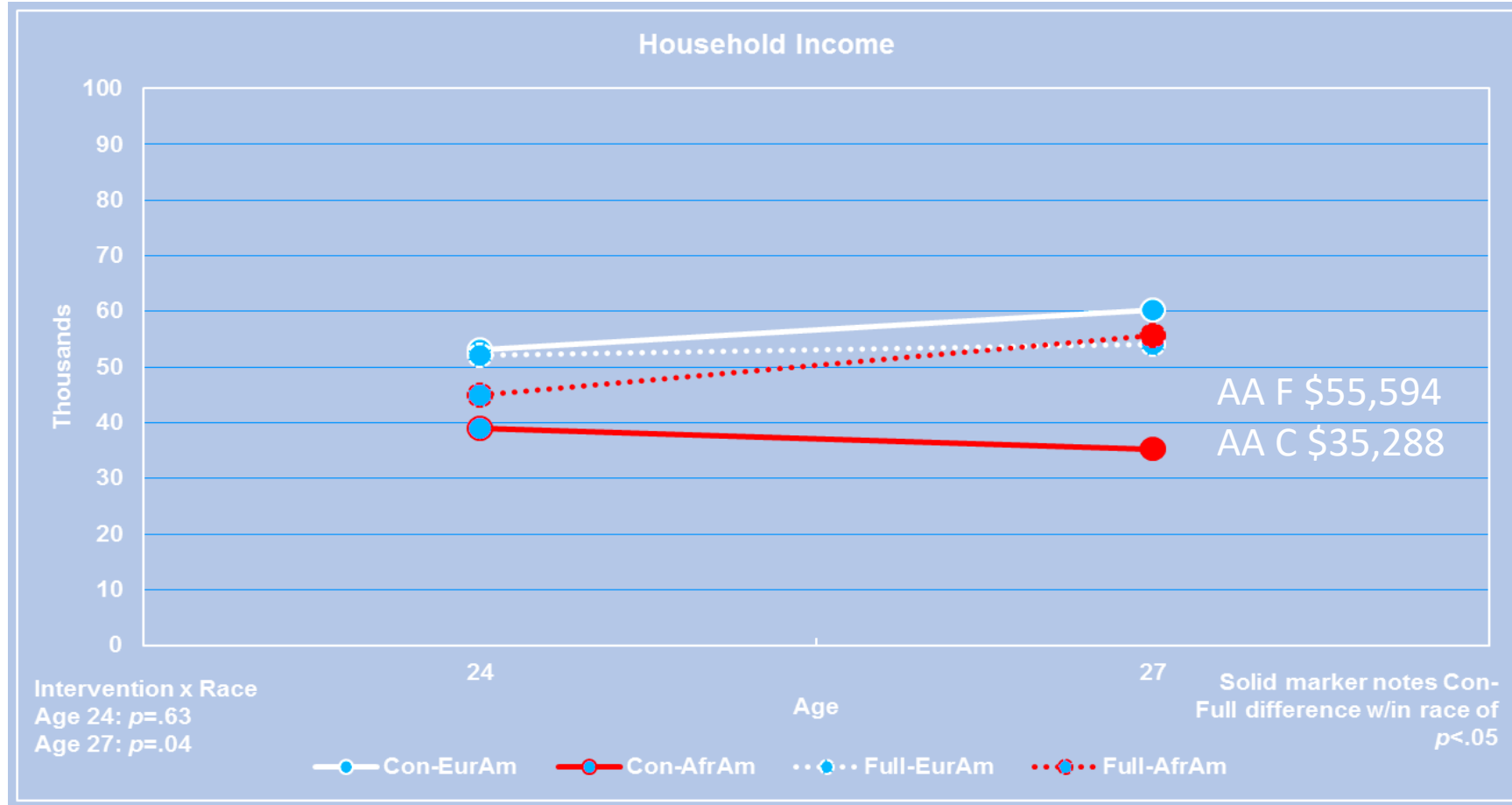
- Significant effects of intervention on...
 - Health maintenance
 - Mental health
 - Overall adult health & success

Kosterman, R., Hawkins, J. D., Hill, K. G., Bailey, J. A., Catalano, R. F., & Abbott, R. D. (2019). Effects of social development intervention in childhood on adult life at ages 30 to 39. *Prevention Science*, 20(7), 986-995.





SSDP Reduced Racial Disparity in Household Income

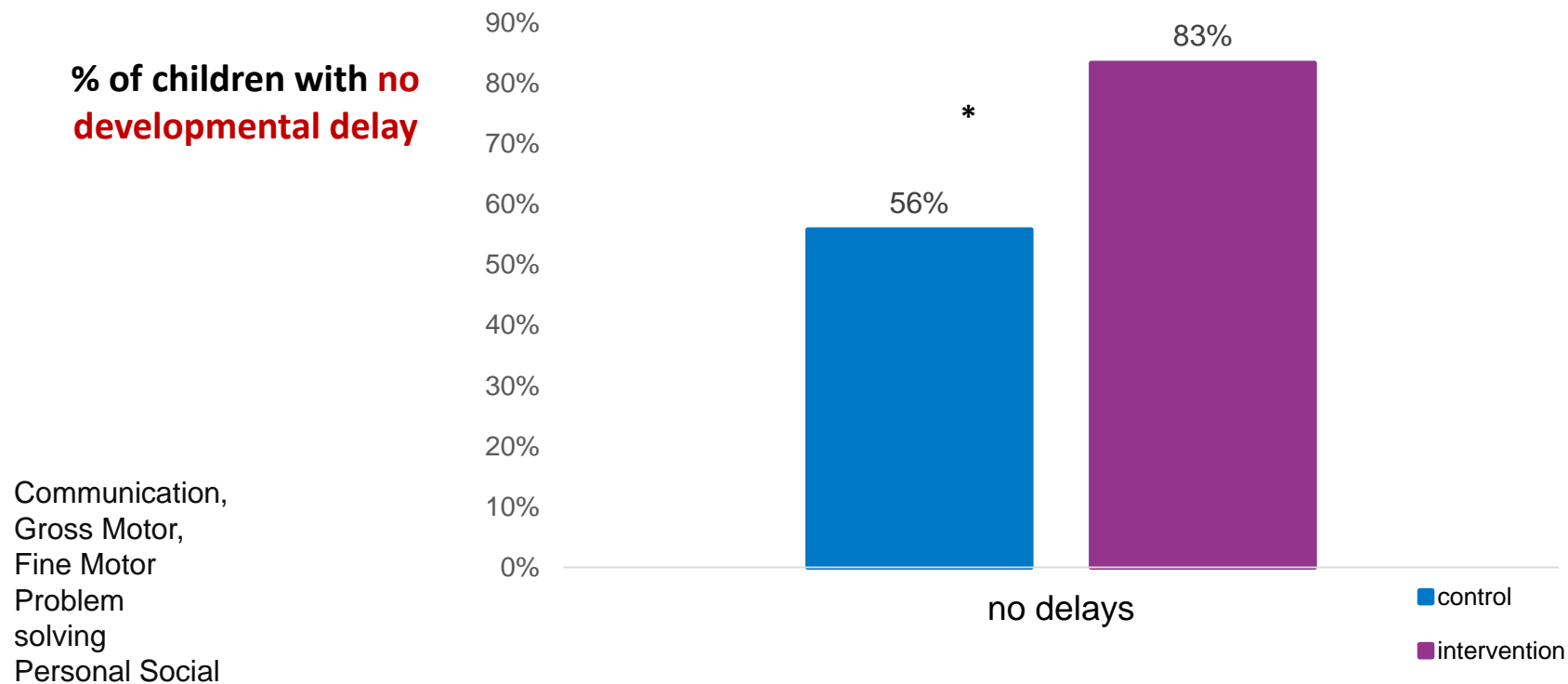


Hawkins, J. David, Rick Kosterman, Richard F. Catalano, Karl G. Hill, and Robert D. Abbott. "Effects of social development intervention in childhood 15 years later." *Archives of pediatrics & adolescent medicine* 162, no. 12 (2008): 1133-1141.



Effects into the Next Generation:

Parents who were in the SSDP intervention in childhood grow up to have children with.... fewer **developmental delays** in the first five years of life.



Hill, et al., 2017, SPR



Effects into the next generation

Parents who were in the SSDP intervention in childhood grow up to have children with....



1. Fewer **developmental delays** in the first five years of life.
2. Fewer teacher-rated **child behavior problems** ages 6-18 years.
3. Higher teacher-rated **academic skills and performance** ages 6-18 years.
4. Lower youth self-reported **alcohol and drug onset** ages 6-18 years.

Hill et al., SPR, 2017

The Practices and How They Fit...

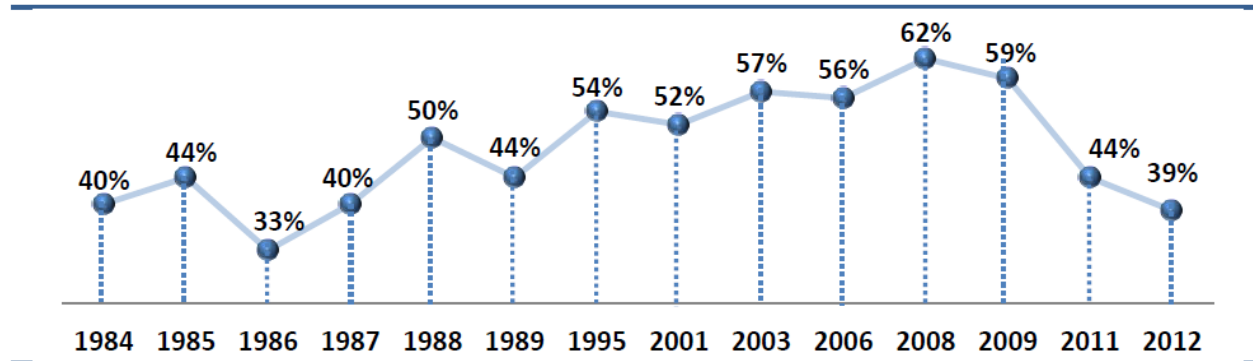
Opportunities	Skills	Recognition	Bonding	Healthy Beliefs/Clear Standards
Emotional Hooks	Gratitude	5-1	Establish- Maintain- Restore	Achiever Model
Opportunities to Respond	WOOP	Wise Feedback	Acts of Kindness	Possible Selves
Providing Choice Positive greetings at the door	Self-evaluation/ Monitoring Character Strengths			Growth Mindset
-----	-----	Cooperative Learning	-----	-----

Summary of Strategies for Today

1. ACHIEVER Model
2. WOOP
3. Gratitude

Teacher satisfaction continues to decline

Teacher Job Satisfaction Through the Years
(% Very satisfied)



The trickle down effect

Teacher Satisfaction at its Lowest Point in Two Decades

Updated January 09, 2020 | by Grace Chen



A new survey from MetLife shows teachers are less satisfied with their jobs than they were in 2009 and provides suggestions from teachers to improve student achievement.

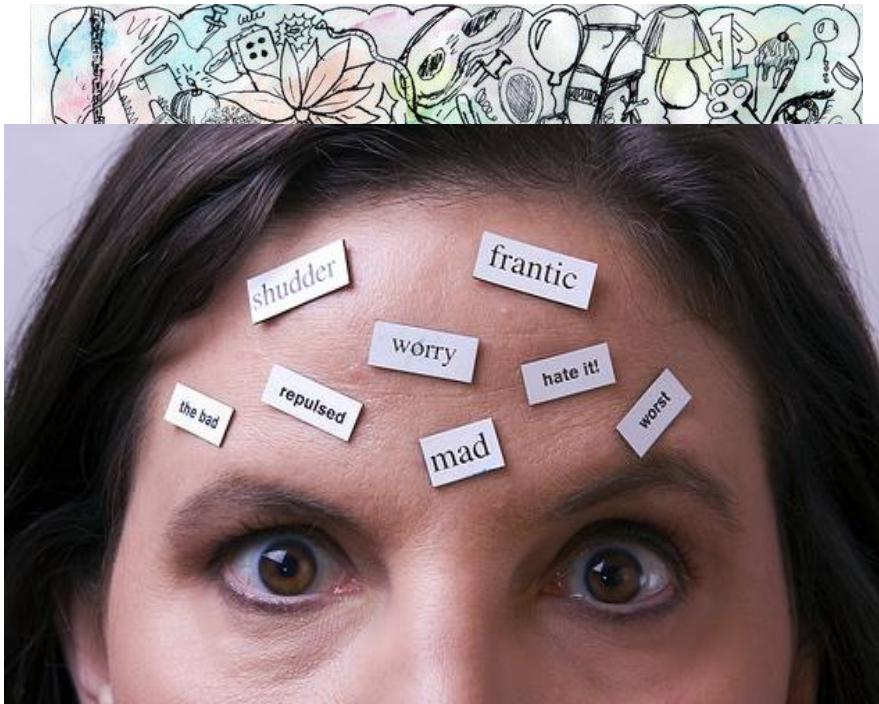
- Half (51%) of teachers report feeling under great stress several days a week, an increase of 15 percentage since 1985.

ACHIEVER Model

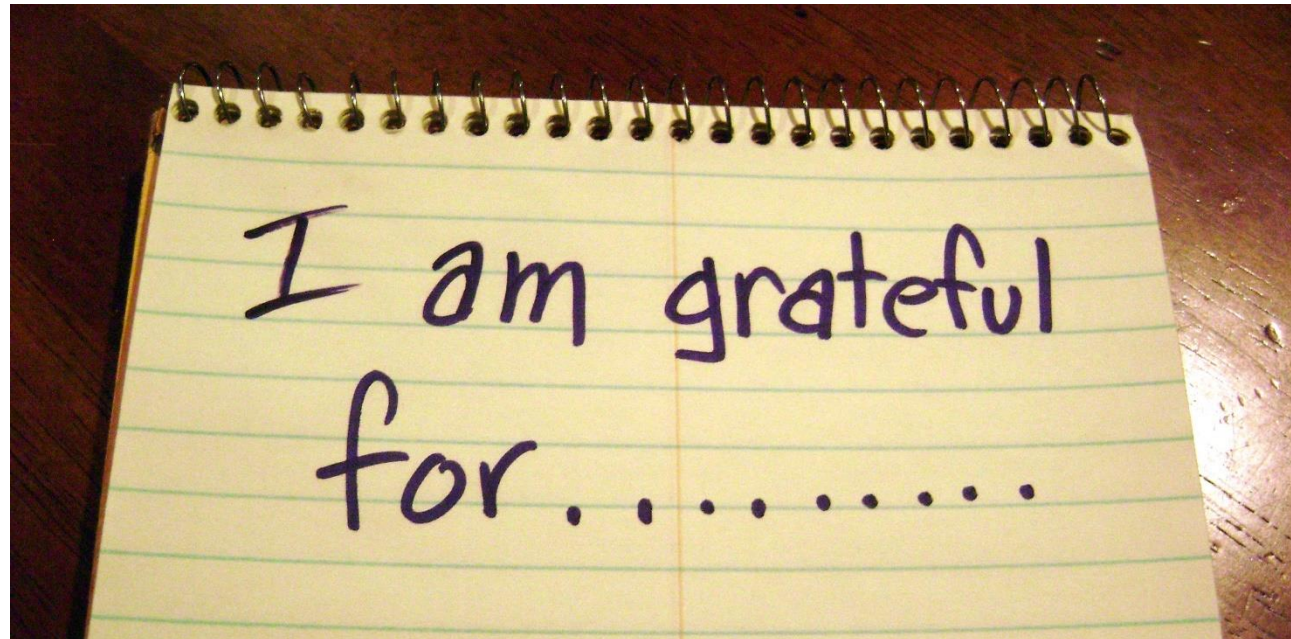


- **A**wareness and Empowerment through mindfulness practices
- **C**hoosing your attention and Practicing gratitude
- **H**elping and doing kind acts for others
- **I**dentifying unhelpful thoughts and altering them to be helpful
- **E**stablishing good role models and social support
- **V**alues clarification and commitment
- **E**xercise, eat well, and engage in good sleep
- **R**eward yourself through relaxation and recreation

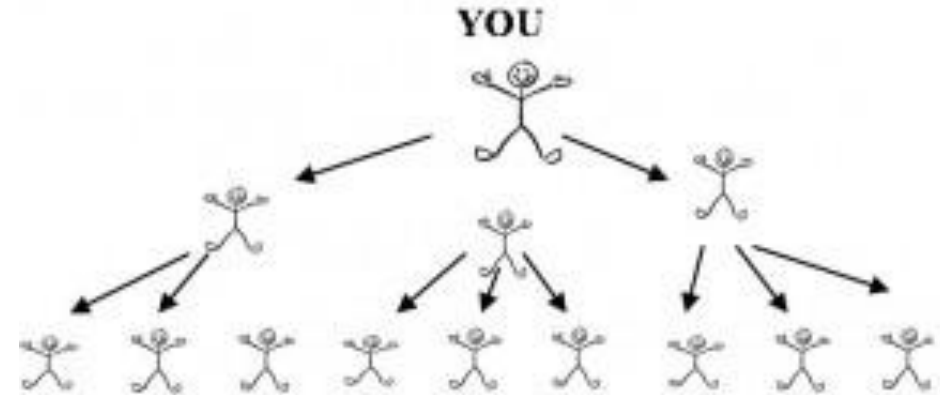
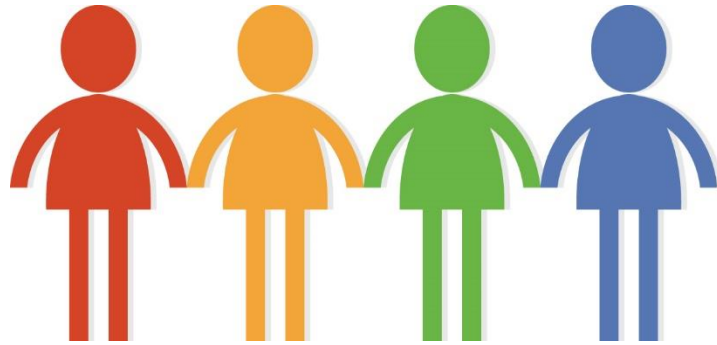
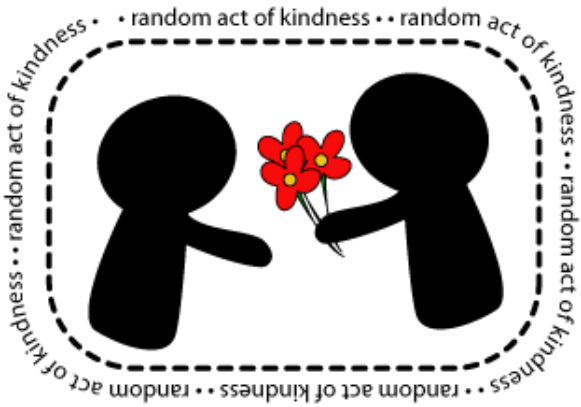
Awareness and Mindfulness



Choosing Attention



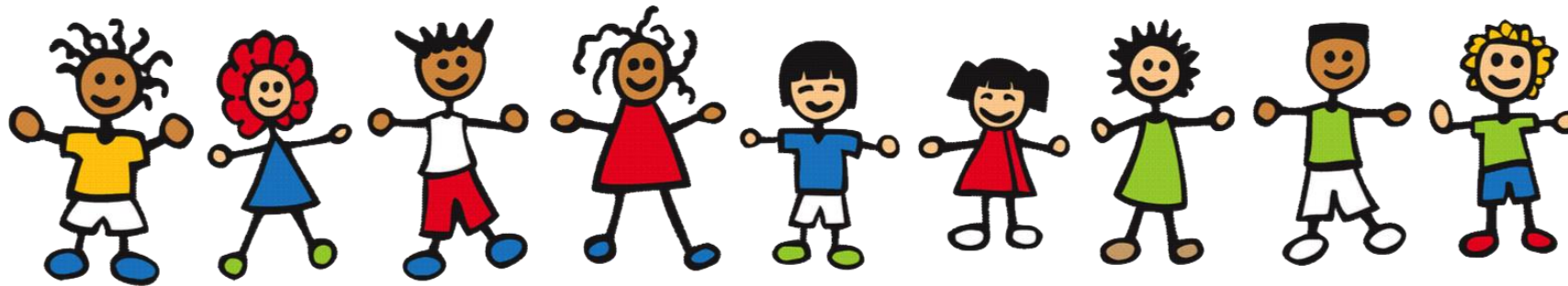
Helping Others



Identifying Unhelpful Thoughts



Establishing Social Support



Values Clarification

PROGRESS PRIDE INTEGRITY SUPPORT
ACCOUNTABILITY TEAMWORK TRUST
RESPECT COURAGE LEADERSHIP DIVERSITY
HONESTY PASSION COMMUNICATION
VALUES
INTEGRITY HONESTY
LEADERSHIP RESPECT
QUALITY COMMITMENT RELIABILITY
PERFECTION VISION PROGRESS CAPABILITY
POTENTIAL EXCELLENCE OPENNESS
SUPPORT CONFIDENCE SIMPLICITY

Exercise, Eat Well, and Sleep



Reward yourself: Relax!



Reflection

- Which of the ACHIEVER areas do you feel is a personal strength?
- Which aspect of the ACHIEVER model do you feel like you could improve?

ACHIEVER Model Review

- **A**wareness and Empowerment through mindfulness practices
- **C**hoosing your attention and Practicing gratitude
- **H**elping and doing kind acts for others
- **I**dentifying unhelpful thoughts and altering them to be helpful
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- **V**alues clarification and commitment
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WOOP



<https://youtu.be/DpbCMzQqZAU>

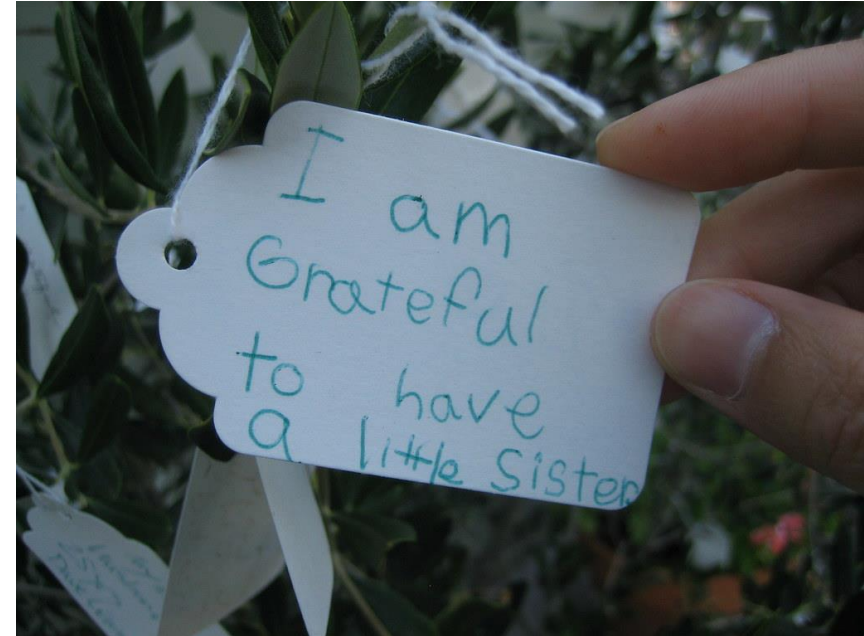
Impact of Gratitude

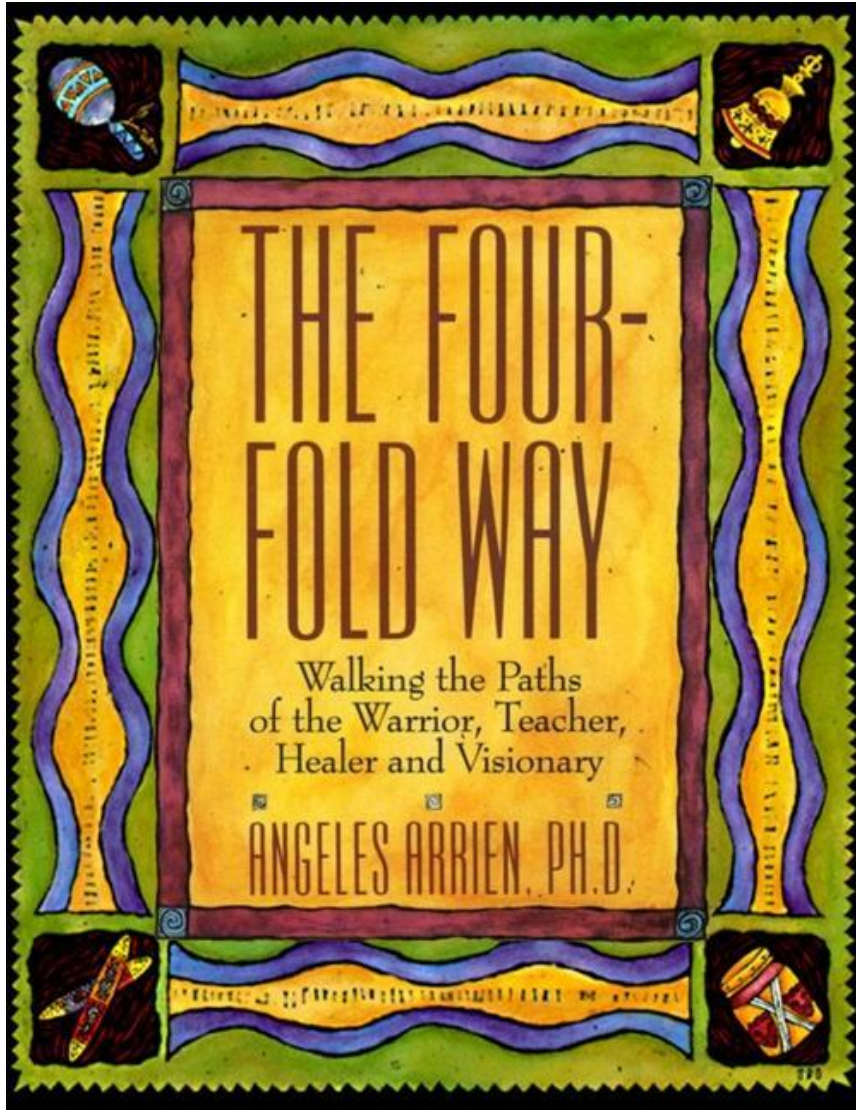
Impact on ourselves

- Daily gratitude list
(Robert Emmons)

Impact on others

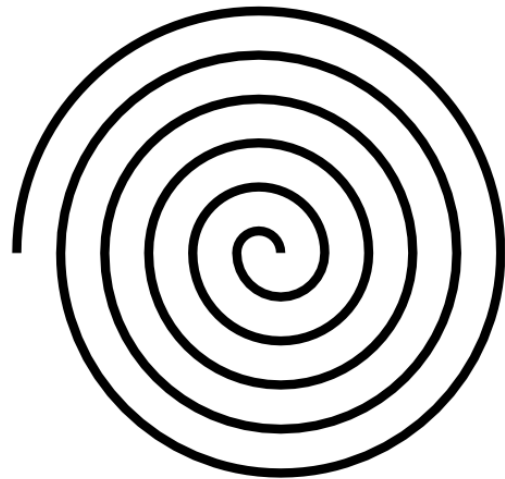
- “Gratitude visits”
(Martin Seligman)





- Opens the heart, fills the heart, strengthens the heart....
- To bring our best selves forward

Spiral Journal Activity

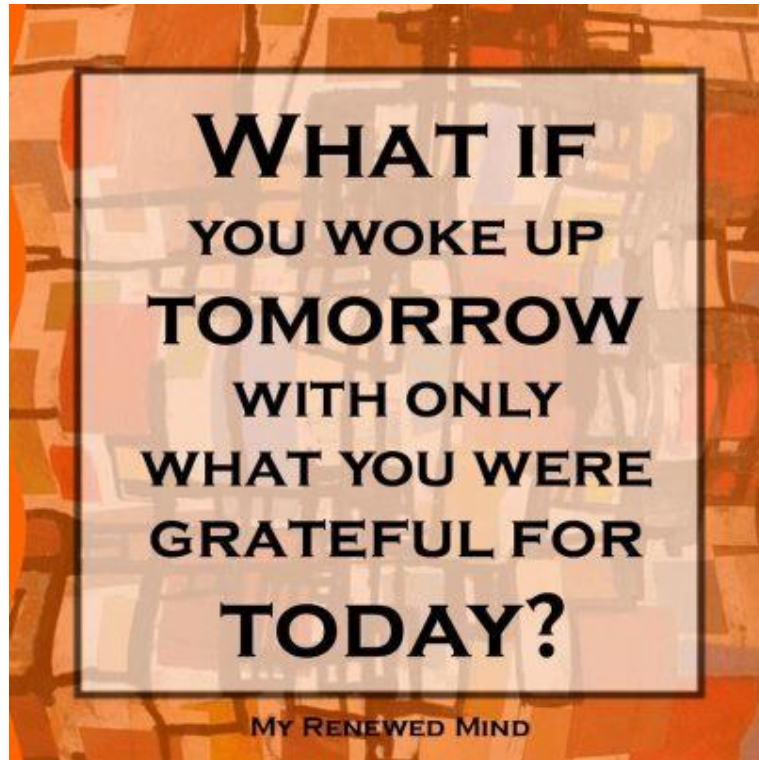


- What are you grateful for today
- What are you DEEPLY grateful for today?
- WHO would you want to communicate your gratitude to?

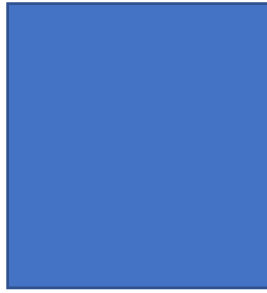
Practicing Gratitude

- Journaling
- Gratitude Jar
- Gratitude Rock
- Gratitude Prompts
- Thank you letters
- Gratitude videos and quotes
- Model it!

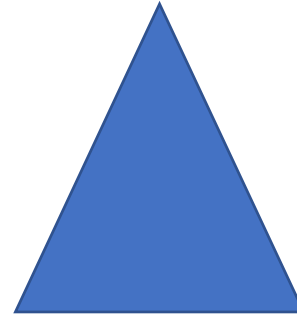
Gratitude



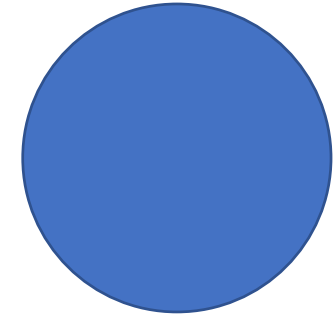
Final Thoughts



Name one thing that “squared” or agreed with your thinking.



Name one pointed thing that stood out for you in today’s content



Name one thing from today that is still going around in your head