

Promoting School Connectedness among High School Students in Stressful, Accelerated Curricula

Janise Parker
 (The College of William and Mary)
 Lindsey O'Brennan
 Shannon Suldo
 Camille Hanks
 Kai Zhuang Shum
 Elizabeth Storey

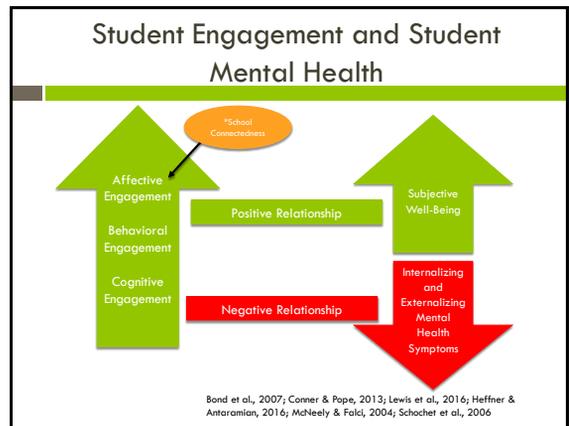
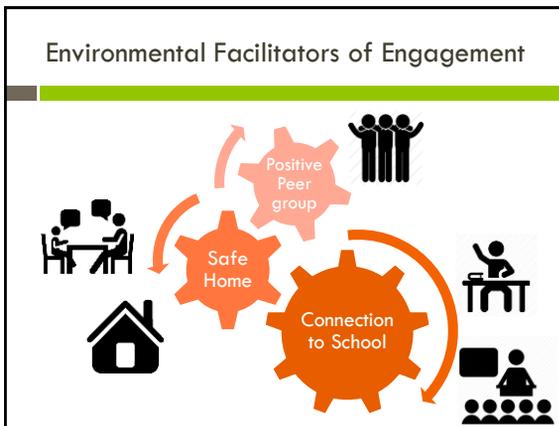
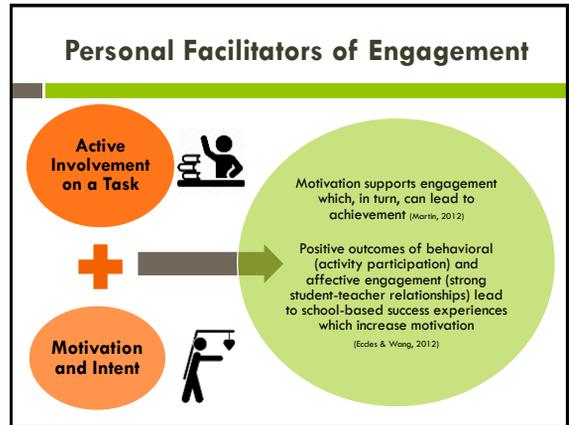
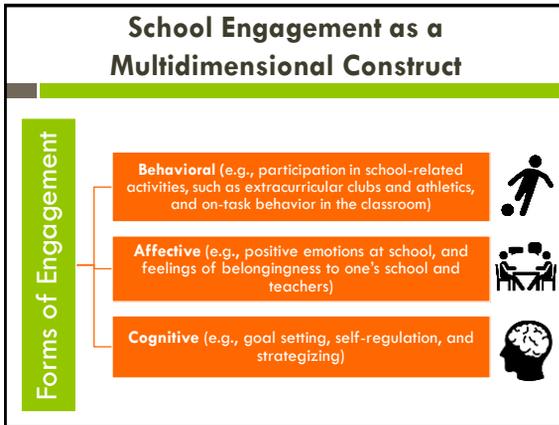
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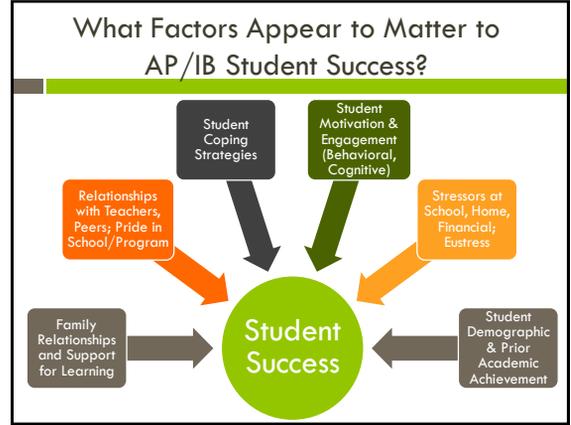
Session Objectives

1. Participants will be able to identify the importance of student engagement to students' academic and emotional success.
2. Participants will learn how to support the development of student's affective engagement through positive student-teacher relationships.
3. Participants will understand how extracurricular involvement can increase student behavioral engagement.



Student Engagement among High Schoolers in Accelerated Curricula

- High achieving youth tend to have **more personal facilitators of engagement**, which are also linked to greater academic performance, such as...
 - Positive attitudes towards learning and motivation for academic success (McCoach & Siegle, 2003; Reis et al., 2005)
 - Increased self-discipline (Peterson et al., 2009)
 - Higher levels of grit (Duckworth & Seligman, 2005)
- High-achieving students tend to have **more environmental supports** compared to underachieving youth (Reis et al., 2005; Ryan, 2001).
 - Tend to have friendships with high-achieving peers
 - More likely to have relationships with supportive adults at school and at home
 - Participate in multiple extracurricular activities, thus allowing them to structure their free time productively
 - Tend to have less stressful home environments



Prior Research on AP/IB Students: Study Design

- Surveyed over 2300 high school students in AP and IB classes
- Diverse sample
 - Grades 9 – 12
 - > 50% from a racial or ethnic minority group
- 19 large public high schools across Florida
- 10 IB + 10 AP Programs

Suldo & Shaunessy-Dedrick, 2010

What is a Successful Student?

Key Research Findings: Predictors of Student Success

Promotive Factors

- Coping with Stress through Problem-Focused Strategies
- Connections to Teachers, Schools, and Program
- Parenting (Supportive, Encourage Independence)

Risk Factors

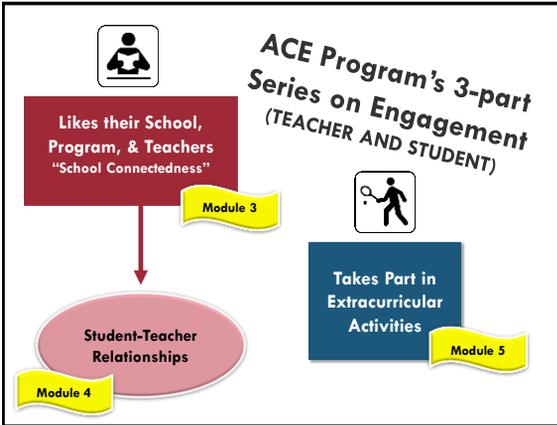
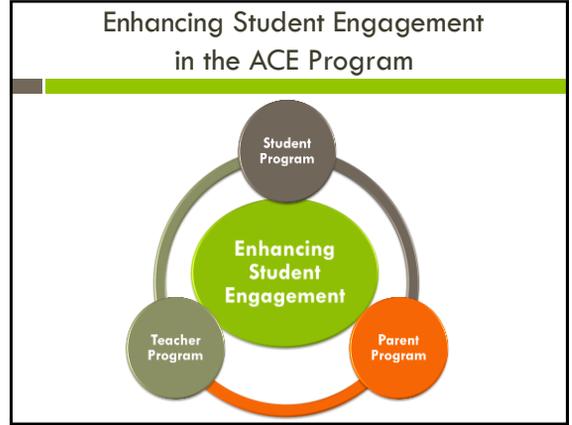
- Coping with Stress through Avoidance and Withdrawal and Relying on Self
- Minimal Connections to School, Program, Teachers
- Low Involvement in Extracurricular Activities
- Parenting (Overinvolved or Not Understanding)

Suldo & Shaunessy-Dedrick, 2010

Universal Stage: Module Content	Students	Teachers	Family
Adjusting to AP/IB: Role of Stress	X	X	X
Factors Related to AP/IB Success	X	X	X
Forming Strong Connections to School, AP/IB Program, and AP/IB Teachers	XX	X	Handouts
Engaging through Extracurricular Activities at School and Community	X	X	
Coping	X	X	
• Time and task management	XX	X	
• Relaxation and positive thinking	X	X	
• Seeking support from school and beyond	X	X	
• Minimizing use of ineffective strategies	X	X	
Supportive Parenting Practices			X
Home Environment Conducive to Learning			X
Promote Connections to School at Home			X

Purpose of the ACE Program

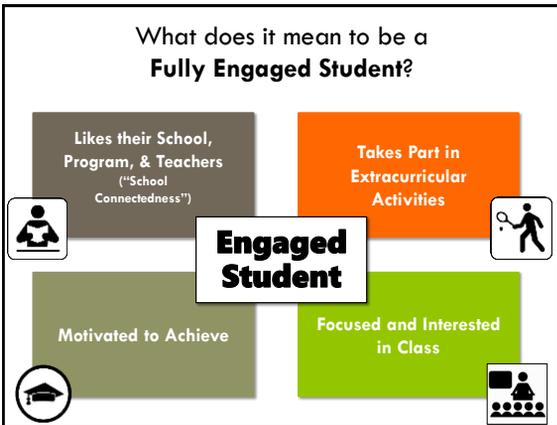
1. Teach 9th grade AP/IB students how to use **effective coping strategies** when stressed.
2. Educate students on the importance of **school engagement**, which includes:
 - Forming positive feelings towards their school, program, and teachers
 - Involvement in extracurricular activities

Module 3

Student: Increasing Pride in your School and AP/IB Program

Teacher: Connecting Students to School



What is School Connectedness?

School connectedness is positive attitudes and feelings (such as appreciation, pride, respect, satisfaction) towards....



School connectedness is important for both academic AND emotional success.

Liking and Respecting Your AP/IB Teachers ("Student-Teacher Relationships")

Stress Level	Students with more positive attitudes towards AP or IB teachers had lower stress	T
Emotional Problems	Students with more positive attitudes towards AP or IB teachers had fewer emotional problems	T
Life Satisfaction (Happiness)	Students with more positive attitudes towards AP or IB teachers had lower life satisfaction	F
School Burnout	Students with more positive attitudes towards AP or IB teachers had lower burnout	T
Semester GPA	Students with more positive attitudes towards AP or IB teachers had a higher GPA	T
AP/IB Exam Scores	Students with more positive attitudes towards AP or IB teachers had higher average exam scores	T
Absences	Students with more positive attitudes towards AP or IB teachers had more absences	F

School Pride

Stress Level	Students who felt more school pride had lower stress	T
Emotional Problems	Students who felt more school pride had fewer emotional problems	T
Life Satisfaction (Happiness)	Students who felt more school pride had higher life satisfaction	T
School Burnout	Students who felt more school pride had higher burnout	F
Semester GPA	Students who felt more school pride had a lower GPA	F
AP/IB Exam Scores	Students who felt more school pride had higher average exam scores	T
Absences	Students who felt more school pride had fewer absences	T

Program Satisfaction

Stress Level	Students who were more satisfied with their AP or IB program had higher stress	F
Emotional Problems	Students who were more satisfied with their AP or IB program had fewer emotional problems	T
Life Satisfaction (Happiness)	Students who were more satisfied with their AP or IB program had higher life satisfaction	T
School Burnout	Students who were more satisfied with their AP or IB program had higher burnout	F
Semester GPA	Students who were more satisfied with their AP or IB program had a higher GPA	T
AP/IB Exam Scores	Students who were more satisfied with their AP or IB program had higher average exam scores	T
Absences	Students who were more satisfied with their AP or IB program had fewer absences	T

Sample Activity (Student module)

Positive Feelings about their School and AP/IB Program

One way to increase school pride is recognizing the positive things you like about your school!

Are there activities and clubs I can get involved in?

What do I like about the teachers I've had this year?

What do I like about my classes?

What do I like about the students at this high school?

Connection Between Personal Goals and Academic Program

- Successful students have positive feelings about their school AND their AP/IB program!
- It is helpful to keep in mind WHY you chose to be here and HOW you might benefit from AP/IB.

Sample Activity (Student module)

Positive Feelings about their School and AP/IB Program

Why is Your AP/IB Program Important to You?

I ❤️ AP	I ❤️ IB		
Area	Personal Short-Term Goals in Progress	Personal Long-Term Goals	How will AP/IB classes help me reach my personal goals?
Social			
Academic			
Career			
Life			

Sample Group Discussion (Student module)

What are the potential benefits of taking AP classes or being in this IB program?





What else helps students feel good about being in AP classes or in this IB program?

Students' Interest and Engagement in Class (Teacher module only)



Make Learning Relevant and Interesting

-  Give students choices
-  Incorporate students' interests into lessons when possible
-  Emphasize connection between the AP/IB program and students' long-term goals

TEACHER-LED COMPONENTS OF ACE PROGRAM STUDENT MODULES

Facilitating Student Module 3: Connecting Students to School



Teacher Facilitated Portions

Step 1: Find your copy of the ACE Program Student Curriculum.

Step 2: Find the Teacher facilitation portions denoted with an apple in the "Module Steps."

Module Steps (Topics, Activities)	Estimated Time
A. Welcome and Module Overview	2 mins
B. Research Summary of School Connectedness	10 mins
C.  Increasing School Pride: Introduction and Rationale	8 mins
D.  Activity: Positive Things About My School	10 mins
E. Connecting Students' Goals to their AP/IB Program	5 mins
F. Activity: Why Is Your AP/IB Program Important to You?	10 mins
<i>Approximate total time for delivery</i>	
45 mins	

Organization of the Student Module Facilitator Script

 Slide 3.13

TEACHER LED Facilitation: *Please consider and share your responses aloud. What does "school pride" look like at [insert school name]? For example, what types of things do students who are particularly proud of their school do or say?*
 [Allow 1-2 minutes of discussion; ask students to write their answers on a whiteboard or flipchart]

Thanks for providing those examples! [Teacher Name] can you provide one or two examples of how you have seen school pride expressed in other classes you've taught?

 Example of teacher led section:
Slide 3.13: Discussion on School Pride

~3 minutes to facilitate

Set up:

- Show the slide and ask students to think about the question posed
- Share your examples of how you have seen school pride expressed.



Slide 3.13 Sample Delivery

TEACHER LED Facilitation: *Please consider and share your responses aloud. What does "school pride" look like at [insert school name]? For example, what types of things do students who are particularly proud of their school do or say?*
[Allow 1-2 minutes of discussion; ask students to write their answers on a whiteboard or flipchart]

Slide 3.13

Thanks for providing those examples! [Teacher Name] can you provide one or two examples of how you have seen school pride expressed in other classes you've taught?

 Slide 3.14: Activity on School Pride

~3 minutes to facilitate

Set up:

- Read script from facilitator guide
- Observe students' responses



Slide 3.14 Sample Delivery

TEACHER LED Facilitation: *I am going to read several statements aloud. When I read each statement, put your thumb up if you think it conveys a statement that a student with high school pride might say, and put your thumb down if you think it conveys a statement that a student with low school pride might say.*

Slide 3.14

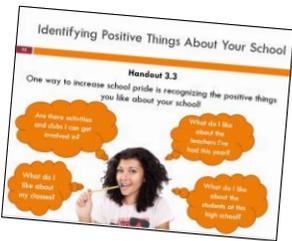
- Choosing to attend this school was a great decision!
- I like the people at the other high school more than the people at my school.
- This school is a good match for me.
- I really wish my mom would let me transfer to another school.
- I am glad that I go to this school.
- I am not going to tell my middle school classmates which high school I attend, because I'm embarrassed about being a student here.
- I am proud of this school.

 Slide 3.15: Activity: Positive Things About My School

~10 minutes to facilitate

Set up:

- Guide student to Handout S3.3
- Adopt Option 1 or 2



Slide 3.15 Sample Delivery

D. Activity: Positive Things About My School (10 mins)

TECHNOLOGY SKILLS
TEACHER LED Facilitation: *School pride can be built in a number of different ways. One strategy is to recognize and acknowledge all of the things that you like about your school. Sometimes students get overwhelmed by all of the appreciation and expectations in classes—or bogged down in negative features of the school like how far it is from your house—and forget to remember the positive aspects of the school you attend.*

Option 1: *For our next activity, take a few minutes to reflect on some of the positive aspects of your school experience using Handout S3.3. Think about the things you like or good things you heard about your high school. Specifically, brainstorm what you like about your classmates, teachers, AP/IB classes, and other activities you've involved in. (2-3 minute writing pass)*

Who would like to share some things that you like about the school? (invite student sharing of ideas from each of the categories, from chosen to "other")

Option 2: *For our next activity, take a few minutes to reflect on some of the positive aspects of your school experience using Handout S3.3. Now, I am going to put you all into small groups [put students into at least 5 small groups, number off the groups 1-5] until all groups have a number, it's okay if there are multiple groups with the same number. Each group will list the positive things they like about their school for one of the categories.*

- Group 1 will list what you like about the students at your school.
- Group 2 will list what you like about the teachers.
- Group 3 will list what you like about your AP/IB classes.
- Group 4 will list what you like about the opportunities to get involved at school (extracurricular).
- Group 5 will list any other things you like about your school (e.g. the school campus).

Each group should work together and write your answers down on this poster paper. When you are finished, sit me down, and I will stick your poster on the wall. When all teams are finished, please select one person from your group to share the ideas that you generated.

Takeaways:

- Remind students that identifying positive aspects of the school they attend can increase their school pride and overall contentment.
- Encourage students to identify at least one positive aspect of their school for each category listed on handout S3.3.

Slide 3.15

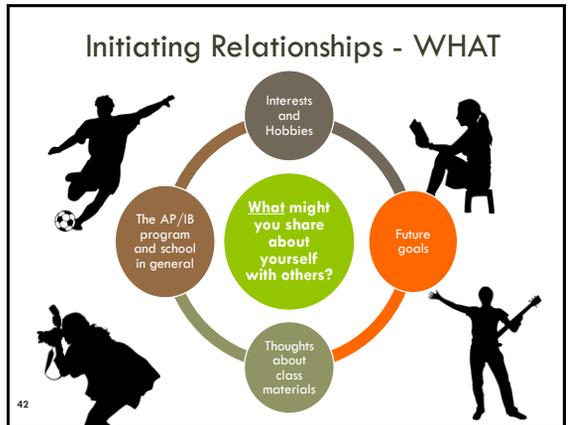
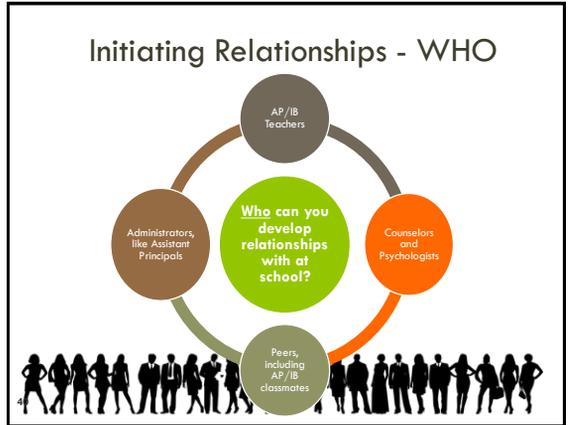
Module 4
Student: Relationships with Teachers, Peers, and Others at School
Teacher: Forming Connections to Students

Student Module 4 Activities/Content

Initiating and Maintaining Relationships

- Initiating and maintaining relationships at school is an important aspect of school connectedness
- Some important things to consider when initiating relationships are the:

Who When
 What How



Initiating Relationships - HOW

Think back to a time when you initiated a new relationship

Remind yourself that it might not be as hard as it seems

How might you overcome feeling uncomfortable or intimidated?

Think about the benefits of starting the new relationship

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Now it's your turn to get to know your teacher better!

Pass out slips of paper with the following interview questions:

1. What is your favorite memory from this past summer?
2. What activities, clubs, or sports were you involved with when you were in high school?
3. What led you to become an AP/IB [course title] teacher?
4. If you weren't a teacher, what type of career would you have instead?
5. If you could go anywhere in the world, where would you go?

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Maintaining Relationships

In any relationship, there may be conflicts or barriers along the way.

Learning how to solve problems in relationships is an important skill not only in your AP/IB program, but life!

"The Steps for Resolving Interpersonal Conflict" handout include suggested steps for resolving social conflict

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Maintaining Relationships

- Step 1: Identify the problem
"What is the conflict or dilemma?"
- Step 2: Identify the perspectives of all parties
"What do I think or feel about the situation?"
"What might he/she think or feel about the situation?"
- Step 3: List potential solutions
"How can we resolve this dilemma?"
- Step 4: Identify the pros and cons of each solution
"What are the likely positive and negative consequences of each solution?"
"Will this cause more problems or lead to a resolution?"
- Step 5: Choose an appropriate solution
"This solution will most likely result in positive outcomes and will least likely cause more problems."
- Step 6: Reflect on the outcome
"Was the solution effective or not in keeping the relationship on track?"

Module 4

Maintaining Relationships: Video Example

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POWTOON 4EDU

Teacher Module 4 Activities/Content

Why are Student-Teacher Relationships Important for Students?

Research studies find strong links between students' belief that their teachers care about them and students' positive well-being.



Roorda, Koomen, Spill, & Oort (2011)

Research on Student-Teacher Relationships

Meta-analysis of study findings on student-teacher relationships

- ▣ Research from 99 studies published from 1990-2011
- ▣ Students in preschool through high school
- ▣ World-wide sample:
 - USA (77 of studies), Europe (9), Asia (6), Australia (4), Canada (2), and Africa (1)

Types of student-teacher relationships examined:

- ▣ Positive student-teacher relationships – close, supportive, empathic
- ▣ Negative student-teacher relationships – conflict in relationship

Student outcomes:

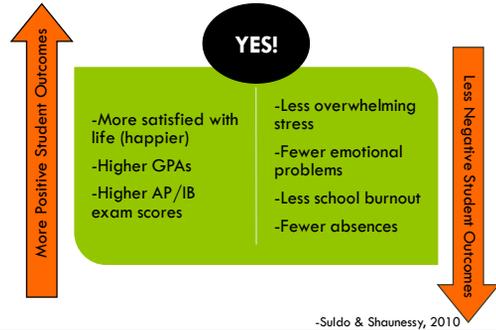
- ▣ School engagement – interest in class, class participation, involved in extracurriculars
- ▣ Achievement – grades and test scores

-Roorda et al. 2011

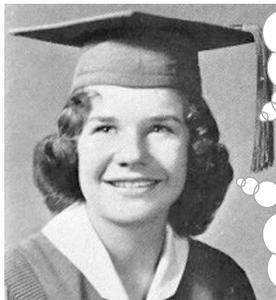
Check Your Knowledge!

Research Finding (Roorda et al. 2011, meta-analysis)	True	False
Greater student engagement was found among students who <ul style="list-style-type: none"> • Experienced more positive student-teacher relationships, and/or • Experienced less negative student-teacher relationships 	✓	
Greater achievement was found among students who <ul style="list-style-type: none"> • Experienced more positive student-teacher relationships, and/or • Experienced less negative student-teacher relationships 	✓	
Effects of positive student-teacher relationships on engagement and achievement are stronger for <u>high school</u> students than elementary school students.	✓	
Effects of negative student-teacher relationships on engagement and achievement are stronger for <u>elementary school</u> students than high school students.	✓	
Effects of positive student-teacher relationships and achievement are stronger for <u>boys</u> and <u>White</u> students		✓
Effects of positive and negative student-teacher relationships on engagement were stronger for <u>boys</u>	✓	

Are Student-Teacher Relationships Important for AP/IB Students?



Thinking Back...



Who was your favorite high school teacher growing up?

Who was your least favorite high school teacher?

What do students have to say about their favorite teachers?



She cares about my future... even pointed out a scholarship she thought I would be perfect for. She printed the information about the application, and wrote a letter of recommendation for me!
-Reo, 11th grade IB student



He listens and takes the time to understand what I am going through even when I'm really stressed out. -Shannon, 9th grade AP student

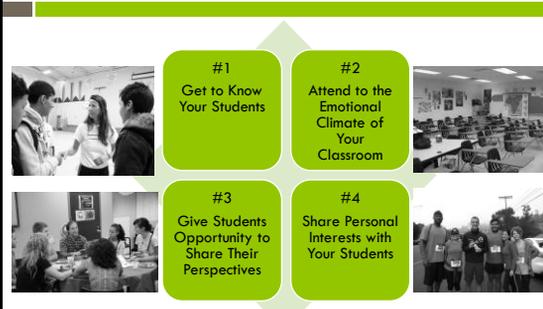
What do students have to say about their favorite teachers?



He has a good sense of humor, will crack a joke here and there and make us smile... cheesy jokes sometimes, but we appreciate it because it helps relieve tension and stress. Jokes help me learn!
 - Samuel, 9th grade AP student

She is energetic and enthusiastic, and had a sense of positivity like she wants to be there. She teaches me more than I would learn in another class... [she] is challenging and pushes me academically more than the other teachers.
 - Jasmine, 9th grade IB student

Components of School Connectedness



- #1 Get to Know Your Students
- #2 Attend to the Emotional Climate of Your Classroom
- #3 Give Students Opportunity to Share Their Perspectives
- #4 Share Personal Interests with Your Students

(Fredricks, 2014; Pianta, Hamre, & Allen, 2012)

Component 1: Getting to Know Your Students

Important considerations when initiating and maintaining relationships with students:



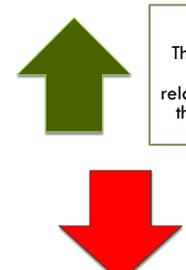
Who **When**
What **How**

What do students have to say?



"I feel closest with my AP Chemistry teacher because she asks me how my day is going. She talks to all the students. She talks about what's going on in our life and connects more with us on a student level. She understands that we're going through a lot and she lets us deal with that before she assigns us more work. The workload in this class is probably the most extensive of my day, but I like going to this teacher the best."
 - Sonali, 11th grade AP student

Component 2: Fostering Positive Classroom Climate



Positive Climate

The degree to which students experience warm caring relationships and enjoy the time they spend in the classroom.

Negative Climate

The degree to which students experience cold interactions, and do not feel comfortable, welcome, or emotionally safe.

What do students have to say?



My favorite teacher greets our class at the door, says hello to everyone and asks us how we're doing. Teachers that are harder to connect with are usually behind the desk when you walk in to their class. If they're at the door, it's to hand us a worksheet as we walk in, or a book or something.
 - Tyler, 12th grade AP student

Examples of Positive and Negative Classroom Climates

Positive Climate	Negative Climate
<ul style="list-style-type: none"> • Listen to students and ask students about their lives • Highlight students' unique skills • Praise students for their effort • Greet students at the door • Recognize positive behaviors 	<ul style="list-style-type: none"> • Express excessive criticism • Provide criticism without any corrective feedback • Socialize with a select group of students more than others • Raise voice • Repeatedly ask a student WHY a negative behavior occurred

Component 3: Give Students Opportunities to Share Their Perspectives



Are there classroom topics you ask for student input on?

How do you gather students' input?

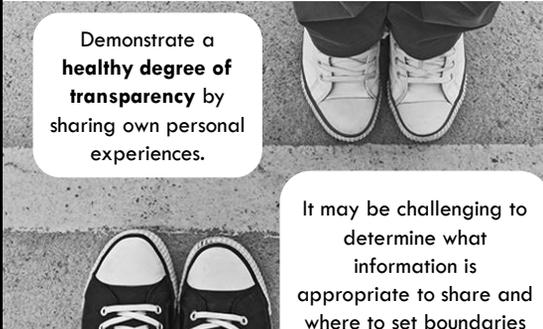
What do students have to say?

"I think it's hard to connect with teachers when they don't want to listen to your ideas. We had one teacher freshman year that used to refuse to accept any student ideas, even if it was just a suggestion about an assignment. I like when teachers let us have a say about certain aspects of an assignment – like when we can choose the group or topic we have to work on."

-Ami, 12th grade IB student



Component 4: Be Transparent With Students



Demonstrate a healthy degree of transparency by sharing own personal experiences.

It may be challenging to determine what information is appropriate to share and where to set boundaries

What do students have to say?



"I like teachers who won't only just stick to academic things. Those teachers will add little stories that helps you relate to them. When teachers talk about their life it shows they're more comfortable around you, which makes you feel more comfortable around them."

-James, 12th grade IB student

Putting Transparency into Action



- ✓ Minor personal difficulties you experienced as a teen or one's you are currently experiencing
- ✓ Coping strategies you used as a teen and one's you use now to overcome difficulties
- ✓ Personal interests (movies, music, food, local attractions)
- ✓ Fun family stories
- ✓ Other ideas?

TEACHER-LED COMPONENTS OF ACE PROGRAM STUDENT MODULES

Facilitating Student Module 4: Student Engagement - Relationships with Teachers, Peers, and Others at School

Teacher Facilitated Portions

Step 1: Find your copy of the ACE Program Student Curriculum.

Step 2: Find the Teacher facilitation portions denoted with an apple in the "Module Steps."

Module Steps (Topics, Activities)	Estimated Time
A. Welcome and Module Overview	1 min
D. Initiating Relationships	4 mins
C. ● Activity: Getting to Know Your Teacher Better	6 mins
D. ● Role Play: Initiating Relationships	10 mins
E. Independent Practice: Making Connections	2 mins
F. Maintaining Relationships: Introduction and Rationale	6-5mins
G. Activity: Resolving Interpersonal Conflict #1	10 mins
H. Activity: Resolving Interpersonal Conflict #2	6 mins
I. Summary	1 min
<i>Approximate total time for delivery</i>	
45 mins	

Organization of the Student Module Facilitator Script

C. Activity: Getting to Know Your Teacher Better (6 minutes)

HANDOUT S4.1

Facilitation: Let's practice sharing and inviting information from your teacher! If you look on Handout S4.1 you'll see 5 questions to ask [Teacher's Name]. Can I have 5 volunteers who will serve as the "interviewers" for this activity?
[Select 5 students who will read questions aloud]

The rest of the class will be listening attentively and writing down [Teacher's Name]'s answers on onto your handout.
[Invite teacher to come to front of room or sit in a place he/she can see all the students]

Can student #1...2...3...4...5 read aloud the interview question?
[Allow teacher ~1minute to respond to each question.]

1. What is your favorite memory from this past summer?
2. What activities, clubs, or sports were you involved with when you were in high school?
3. What led you to become an AP/IB [course title] teacher?
4. If you weren't a teacher, what type of career would you have chosen?
5. If you could go anywhere in the world, where would you go?

Thank you interviewers for reading aloud and thank you [Teacher's Name] for your willingness to share pieces of your life with us!

Slide 4.8

Slide 4.8: Activity - Getting to Know Your Teacher Better

~6 minutes to participate

Set up:

- Direct students to Handout S4.1
- Let your students interview you!

Slide 4.8 Modeled

HANDOUT S4.1

Facilitation: Let's practice sharing and inviting information from your teacher! If you look on Handout S4.1 you'll see 5 questions to ask [Teacher's Name]. Can I have 5 volunteers who will serve as the "interviewers" for this activity?
[Select 5 students who will read questions aloud]

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[Invite teacher to come to front of room or sit in a place he/she can see all the students]

Can student #1...2...3...4...5 read aloud the interview question?
[Allow teacher ~1minute to respond to each question.]

1. What is your favorite memory from this past summer?
2. What activities, clubs, or sports were you involved with when you were in high school?
3. What led you to become an AP/IB [course title] teacher?
4. If you weren't a teacher, what type of career would you have chosen?
5. If you could go anywhere in the world, where would you go?

Thank you interviewers for reading aloud and thank you [Teacher's Name] for your willingness to share pieces of your life with us!

Slide 4.8

Slide 4.9: Role Play - Initiating Relationships

~6 minutes to facilitate

Set up:

- Pick students to role play
- Play the role of "teacher"

Slide 4.9 Modeled

D. Role Play: Initiating Relationships (6 minutes)

HANDBOUT 54.2
 Set Up: Pick two students to assist with the role play activity. The classroom teacher should play the part assigned to "Teacher." Assign each student a role and provide each student with a copy of the script on Handout 54.2.

TEACHER LED Facilitation: *Let's put it all together and see how we can get these relationships started through casual conversation! For this activity, I will need two volunteers to be actors and a 3rd volunteer to set the scene by being a narrator. [Teacher's Name] will play the role of the "Teacher" in this bit. The rest of you can read along on Handout 54.2.*

Role Play: Initiating Relationships

Narrator: Dakota walks into his/her first AP/IB class a few minutes before the late bell rings, and meets his/her teacher and Ashley, a classmate, for the first time.

Teacher: It's so nice to meet you Ashley, and Dakota, welcome to AP Statistics!
Dakota: Hi _____ [Teacher's Name]!
Teacher: How was your summer Dakota?
Dakota: My summer was great! I did some of my favorite things. I went camping, played video games, and visited my family up North. What about you two?
Ashley: I spent a lot of time at the beach, read some really good books and saw some pretty good movies too!
Dakota: Oh yeah... any you would recommend?
Ashley: I thought the _____ [popular movie/book] was pretty good.
Dakota: What about you _____ [Teacher's Name]?
Teacher: I visited California and New York for the first half of the summer, and spent most of July at the beach. Ashley, _____ [popular movie/book] was a great story. I also liked the _____ [another popular movie/book] a lot.
Dakota: It sounds like you two had pretty good summers. I'll have to check out _____ [popular movie/book].
Teacher: Absolutely! Now I'm ready to kick off this school year and get to know you all a bit better.

Module 5

Student: Investing in Extracurricular Activities

Teacher: Fostering Students' Involvement in Extracurricular Activities

Think Back to Your High School Experience

75

Investing in Extracurricular Activities

76

Conceptualization of Extracurricular Activity Involvement

Range

Different types of activities that students are involved in

Intensity

Total number hours a week of extracurricular involvement

Introduction to Range and Intensity

How many types?

I play football for the school and have a job on the side. I'm also involved in some non-profit stuff like dance marathon through the Children's Miracle Network and Relay for Life. I also do some stuff in the area I live in as well. I also attend the History club and Math Honors Society.

– 11th grade IB student

How many hours?

I'm president of the Spanish Honors Society which takes up 3 hours of my time every week. I'm in the Seeds of Hope club and we fill backpacks with food on a biweekly basis, which takes about an hour and a half. In the Red Cross club we teach elementary school kids emergency procedures every Friday for about 2 hours. I also work at a part time job for about eight hours a week on Sundays (12-8pm). On Saturdays I volunteer at a nursing home as well.

– 12th grade IB student

Self-Assessment: Types of Extracurricular Activities	Have you Been Involved this Year?		If yes, how many hours a week do you spend participating in the activity?
Sports and athletic teams (basketball, cheerleading, tennis, golf, track, soccer, etc.)	No	Yes	
Performing arts and music (dance, drama, band, orchestra, chorus, flag corps/majorettes, etc.)	No	Yes	
Art and hobby clubs (photography, model building, electronics, robotics, crafts, art, chess, etc.)	No	Yes	
Academic team/clubs and honor societies (science, history, math, foreign languages, debate/speech, Mu Alpha Theta, Brain Bowl, Model UN, National Honor Society, etc.)	No	Yes	
Career-related clubs (Future Educators, FBLA- Future Business Leaders of America, FCCLA, FFA- Future Farmers of America, JA- Junior Achievement, HOSA)	No	Yes	
Community youth clubs (Girl/Boy Scouts, YMCA, 4-H, etc.)	No	Yes	
Religious or spiritual activities at school or in community (religious youth groups, PCA or FCS, etc.)	No	Yes	
Publications (school newspaper, magazine, yearbook)	No	Yes	
Student government (student council, student government, class organizations)	No	Yes	
Service/volunteering clubs or other community service activities not included in the above clubs (Key Club, Interact, mentoring, tutoring, service to a community organization, etc.)	No	Yes	
Special interest or diversity clubs (International Club, SADD, Young Democrats or Republicans, Gay/Straight Alliance, etc.)	No	Yes	
ROTC	No	Yes	
Other activity: _____	No	Yes	
TOTAL			

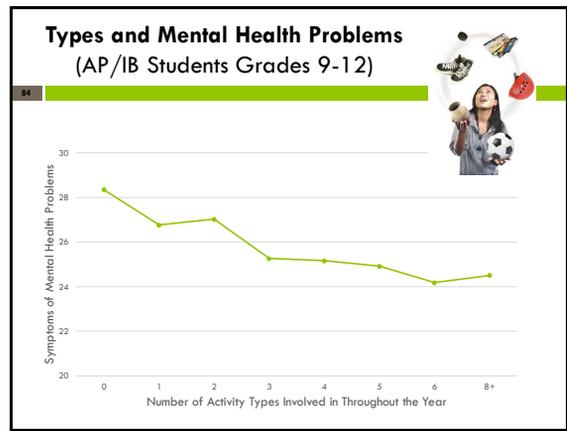
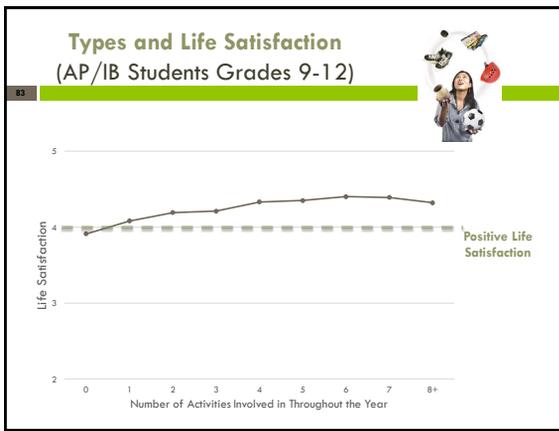
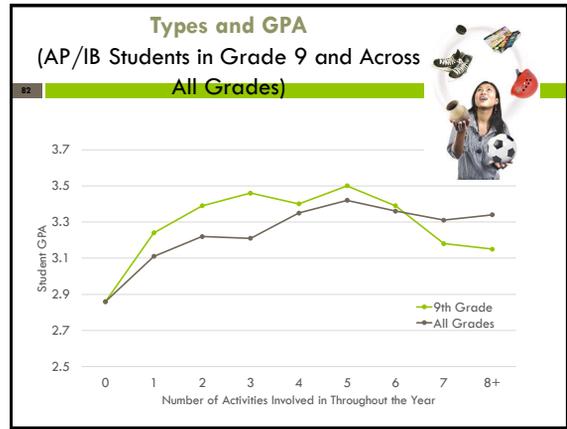
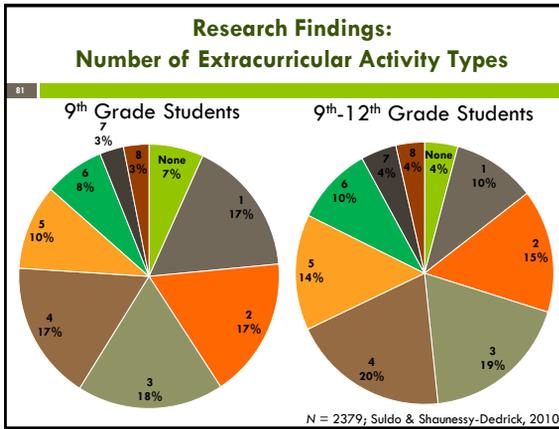
Sample Activity

Guessing Game: Range



- How many activities would you guess...
 - The average 9th grade AP/IB student is involved in?
 - Are associated with...
 - the highest GPAs?
 - the highest life satisfaction?
 - fewest mental health problems?

Number of Activities								
0	1	2	3	4	5	6	7	8+



Sample Activity

Guessing Game: Hours

How many hours in extracurricular activities would you guess...

- The average 9th grade AP/IB student spends each week?
- Are associated with...
 - the highest GPAs?
 - the highest scores on AP/IB exams?
 - the highest life satisfaction?

Number of Hours (category options)					
None (0 hours)	Up to 1 hour	1-4 hours	5-9 hours	10-19 hours	20+ hours

Research Findings: Time AP/IB Students Spend in Extracurriculars per Week

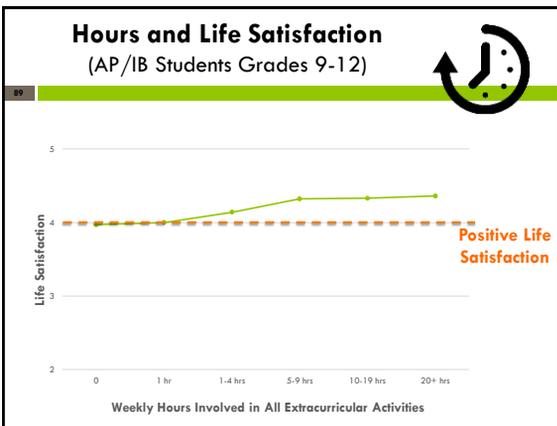
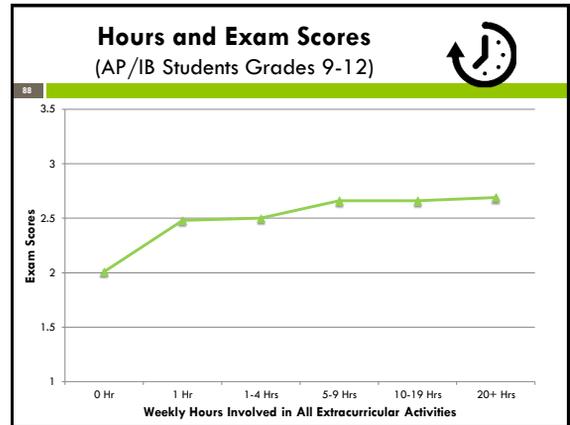
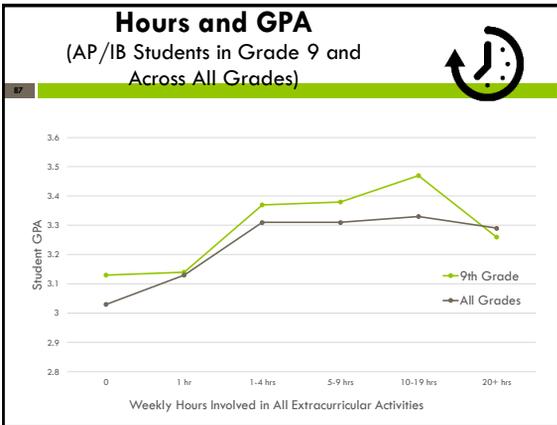
9th Grade Students

0 Hr	13%
1 Hr	6%
1-4 Hrs	21%
5-9 Hrs	21%
10-19 Hrs	27%
20+ Hrs	12%

9th-12th Grade Students

0 Hr	7%
1 Hr	5%
1-4 Hrs	19%
5-9 Hrs	22%
10-19 Hrs	33%
20+ Hrs	14%

N = 2379; Suldo & Shaunessy-Dedrick, 2010



Extracurricular Activities vs. Jobs

After-School Jobs and Student Outcomes

LIFE SATISFACTION

No differences in life satisfaction between students who do and do not work.

*Students with the highest life satisfaction actually work 1-4 hrs/week

*Students with the lowest life satisfaction work 20+ hrs/week

ACADEMIC BURNOUT

Students who work tend to report MORE burnout (particularly AP students).

*AP students with the most burnout work 10+ hrs/week

*IB students with the most burnout work 20+ hrs/week

GPA

AP/IB students who work tended to have lower GPAs

*AP/IB students with the lowest GPAs are those working 20+ hrs/week

Considering Potential Roadblocks to Extracurricular Involvement





Access Barriers

Logistical issues that interfere between desire and actual participation.

Examples:

- *No transportation to or from activity
- *Too expensive
- *Activity not offered at school or in community

Personal Barriers

Internal beliefs that interfere with your desire to participate.

Examples:

- *Lack of confidence in skills related to activity
- *Nervous to try out
- *Believe you don't have enough time

Social Barriers

Relationships with others that reduce your likelihood of participating.

Examples:

- *I won't fit in
- *My friends will make fun of me for joining
- *My family won't support my involvement

Sample Activity

Finding Activities that Fit YOU

My Interests	Possible Clubs and Activities	Available at My School?	Available in My Community?	Name of Sponsor or Coach	Time Commitment	Next Meeting Date
Writing	Journalism Yearbook	Yes	N/A	Ms. Jackson (9 th grade AP teacher)	2 hours per week	Tues, Dec 3rd

TEACHER-LED COMPONENTS OF ACE PROGRAM STUDENT MODULES

Facilitating Student Module 5: Investing in Extracurricular Activities



ADVANCING COPING AND ENGAGEMENT FOR MIDDLE SCHOOL STUDENTS

ACE

Preparing for the Teacher Facilitated Portions

Step 1: Find your copy of the ACE Program Student Curriculum.

Step 2: Find the Teacher facilitation portions denoted with an apple in the "Module Steps."

Module 5: Investing in Extracurricular Activities

Overview: The purpose of this module is to provide students with the opportunity to investigate the potential benefits of extracurricular activities as a valuable form of enrichment. Students will be encouraged to explore the various options available to them and to identify those that best fit their interests and abilities. This module is designed to be used in conjunction with the ACE Program Student Curriculum and to provide students with the opportunity to explore the various options available to them and to identify those that best fit their interests and abilities.

Objectives: Students will be able to...

- Identify the various options available to them.
- Evaluate the benefits and costs of each option.
- Identify those options that best fit their interests and abilities.
- Develop a plan for participating in an activity.

Module Steps (Topics, Activities)	Estimated Time
A. Welcome and Module Overview	1 min
B. Different Types of Extracurricular Activities	6 mins
C. Characteristics of Extracurricular Activities	4 mins
D. Extracurricular Activity Self-Assessment	2 mins
E. Activity: Range Guessing Game (Part 1)	2 mins
F. Research on Extracurricular Activity Range (Number of Types)	5 mins
G. Activity: Intensity Guessing Game (Part 2)	2 mins
H. Research on Extracurricular Activity Intensity (Total Hours Weekly)	5 mins
I. Afterschool Jobs	4 mins
J. Knowledge Check	4 mins
K. Barriers to Extracurricular Involvement	6 mins
L. Activity and Summary: Extracurricular Activities that Fit You	4 mins
<i>Approximate total time for delivery:</i> 45 mins	

Organization of the Student Module Facilitator Script

L. Finding Extracurricular Activities that Fit You (4 mins)

HANDOUT SS.4

TEACHER LED Facilitation: Now that we've established the potential benefits of extracurricular activities we are going to spend a few minutes brainstorming extracurricular activities that fit your personal interests! As you'll see on Handout SS.4 there is a blank table for you to complete. We'll go through one line as an example:

(Optional: If you sponsor a club/team you can use that as an example for the class instead of the example listed on Handout SS.4.)

- Think about things that interest you. For some of you, that interest might be writing.
- For an individual whose interest is writing, a possible club or activity he or she may be interested in would be Journalism club or Yearbook.
- Next, determine if this club is available at your school.
- You will then need to determine the name of the club and the club sponsor. You can ask classmates, teachers, or your school counselor for this information.
- Once you identify the club leader, then contact them to find out the weekly time commitment and when the next meeting will be held.

Spend a few minutes filling out the first 2 columns on your interests and possible club ideas. Complete the rest of the table after this session.

Slide 5.33

Slides 5.2-5.3: Different Types of Extracurricular Activities

~6 minutes to facilitate

Set up:

- Show slide 5.2 and talk about the different types of activities
- Then, present slide 5.3 and ask students the discussion question
- Secure flip chart or a white-board to record responses




Slides 5.2 and 5.3 Sample Delivery

B. Different Types of Extracurricular Activities (6 mins)

Facilitation: There are a wide variety of extracurricular activities in which (School name) students can participate. For example, there are sports and athletic teams, such as basketball, cheerleading, tennis, golf, track, and soccer. Other students might participate in activities related to performing arts and music, such as dance, drama, band, orchestra, chorus, and flag corps or symphony. Schools typically offer a selection of academic teams, clubs, or honor societies for different subjects (such as science, history, math, foreign languages, debate/speech, Miss Alpha Theta, Brain Bunch, Model UN, National Honor Society). There are also service/volunteering clubs or other community service activities, such as mentoring, tutoring, and service to a community organization (such as Key Club).

Set-up: Using the 4 categories (sports, performing arts, academic, clubs, and service/volunteering clubs), write students' answers on a white board flip chart.

Facilitation: Now I want to know about your current extracurricular involvement! What extracurricular activities are you currently participating in?

[Call individual or groups of students up to write down 1 extracurricular they are involved in.]

Time permitting: Have 2-3 students share a unique feature about their organization or if this is a lesser known club have the student explain the club's purpose and activities.

Takeaways:

- The goal is to get a variety of extracurricular activities students are involved in. If few students report currently participating in extracurricular activities, then encourage them to think of activities they would like to be involved in, such as sports and clubs they did in middle school and in their community.
- Focus on school and community-based clubs and organizations. Do not list after-school jobs.

Slide 5.33: Finding Extracurricular Activities that Fit You

~4 minutes to facilitate

Set up:

- Refer students to Handout S5.4 for the activity.
- Encourage students to fill out the first 2 columns

Prepare Practice Finding Extracurricular Activities (Handout S5.4)

Finding Activities that Fit Your Interests

Are Interests Possible Clubs and Activities	Available at My School?	Available in My Community?	Time of Interest or Club?	Time Commitment	Cost
Reading	Yes	Yes	After school	2 hours per week	Nothing (see fee)

Slide 5.33 Sample Delivery

L. Finding Extracurricular Activities that Fit You (4 mins)

HANDOUT S5.4

TEACHER LED Facilitation: Now that we've established the potential benefits of extracurricular activities, we are going to spend a few minutes brainstorming extracurricular activities that fit your personal interests! Do you (I see on Handout S5.4 there is a blank table for you to complete. We'll go through one line at an example.

(Optional: If you sponsor a club/team you can use that as an example for the class instead of the example listed on Handout S5.4)

- Think about things that interest you. For some of you, that interest might be writing.
- For an individual whose interest is writing, a possible club or activity he or she may be interested in would be Journalism Club or Yearbook.
- Next, determine if this club is available at your school.
- You will then need to determine if some of the club and the club sponsor. You can ask classmates, teachers, or your school counselor for this information.
- Once you identify the club leader, then contact them to find out the weekly time commitment and when the next meeting will be held.

Spent a few minutes filling out the first 2 columns on your interests and possible club ideas. Complete the rest of the table after this session.

Takeaways:

- Encourage students to think of at least 3 interests and possible clubs they can join.
- If students can't think of 3 ideas, then encourage them to list activities they have nothing about that would be willing to try. This will get them thinking outside of their comfort zone and exploring new interests.
- Direct them to information on the school's website or other information in a school handbook, if applicable that lists the after school activities available at the school or provides links to a website for various clubs, or activities.
- Write the name of the school counselor(s) and/or other school personnel as students know whom to contact about their school's after-school activities following the session.

ACE Parent Program

Relaying this Information to Families of AP/IB Students

Student Engagement: Relationships with Teachers, Peers, and Others at School

The purpose of this module is to help students create positive relationships with individuals within the school community, especially connections with their AP/IB teachers.

Students in this module learn how to initiate these relationships, and maintain strong connections in times of stress.

ACE

What Students Learn: Tips to Form New Relationships

- Think about **who** you may want to build a relationship with in your school.
- Think about the **best time** to initiate a relationship with others (downtime in class, lunch, extracurricular activities)
- Some ways to build relationships with others is to **share your interests or activities**.
- Ask about** the other person's interests, and most importantly listen to their responses!

Initiating Relationships: Who, When, What, How

- WHO** can you build relationships with at school?
 - Teachers
 - Administrators
 - Counselors and psychologists
 - Classmates (potential study buddies)
- WHEN** can you share information about yourself and learn about others?
 - in between classes
 - During a school wide event
 - Through a club or activity
 - During and after class
- WHAT** might you share about yourself with others?
 - Future goals
 - Thoughts about class
 - Interests and hobbies
 - Experiences in the AP/IB program and school in general
- HOW** might you overcome feeling uncomfortable or intimidated?
 - Think about benefits of starting a new relationship
 - Think back to a time when you successfully started a new relationship

Who **When** **What** **How**

Tips and Tools for You and Your Student

- Student may need to be reminded of the benefits of connecting with people at school. You can model this behavior by building your own connections to school staff.
- Think about your own high school experience and share how teachers positively impacted you as a teen.
- If a student has difficulty connecting to a teacher, remind them there are many other adults at school they can reach out to for help.
- Student can learn a lot by getting to know their teachers. Teachers may have experienced similar challenges when they were younger.
- Always encourage students to use the problem solving process (see orange section for more details) when stuck.

Practice at Home: Making Connections Plan

Students make a plan to build connections with teachers, other adults, classmates, and other people within their school.

Students identify the:

WHO WHEN WHAT TO SHARE

And track their progress towards goals!

What Students Learn: Problem-Solving Interpersonal Conflict

The Steps for Resolving Interpersonal Conflict

- Step 1: Identify the problem**
"This is the conflict or situation"
- Step 2: Identify the problem in your own words**
"What do I think of this situation?"
"What do you think this situation is about?"
- Step 3: Identify the person(s) involved**
"Who are the people involved in this situation?"
- Step 4: Brainstorm solutions**
"What are some possible solutions to this situation?"
- Step 5: Choose a solution to try**
"Which solution do you think will work best?"
- Step 6: Evaluate the solution**
"How did the solution work?"
"What did you learn from this experience?"
"Did this solution solve the problem or did it make it worse?"

Extracurricular Involvement to Promote Student Success in AP/IB

The purpose of this module is to help students learn about the importance of getting involved in extracurricular activities at their school. Extracurricular activities are a great way to increase students' school connectedness (link their teachers, classes, and school). During this lesson we share research on AP/IB students related to the benefits of extracurricular involvement.

How many activities should students be involved in?

Academically and emotionally successful AP/IB students tend to...

- Be involved in 5 different types of extracurricular activities throughout the year
- Spend 5-19 hours a week across those extracurricular activities (about 1-3 hours per day)

Encourage your child to have a good balance of time dedicated to academics and studying, participating in extracurricular activities at school or in the community, and socializing with family and friends.

ACE

Benefits of Extracurricular Activities:

- Learn new activity, social and life skills.
- Cultivates a sense of purpose.
- Creates a supportive community of peers and adults.
- Limits the amount of unstructured time in the after-school hours.
- Provides opportunity to overcome real-world challenges.

There are many different ways for your student to get involved!

- Sports
- Academic Clubs
- Types of Activities
- Music & Arts
- Community Service

After-school jobs do not always have the same positive effects

Research finding AP/IB students who work 20+ hours weekly have...

- Lower GPAs
- Lower scores on AP/IB end-of-course exam
- More school burnout

Common Barriers (and Some Solutions!) to Students' Extracurricular Activity Involvement

<p>Access Barriers Logistical issues that interfere between desire and actual participation</p> 	<p>Potential Solutions</p> <ul style="list-style-type: none"> Find a club that meets during the school day Start a fundraiser at your school or in the community to offset the costs
<p>Personal Barriers Internal beliefs (e.g., confidence) that interfere with a desire to participate</p> 	<p>Potential Solutions</p> <ul style="list-style-type: none"> Before tryouts, practice in front of friends and family. No matter the outcome, realize this was a learning experience!
<p>Social Barriers Relationships with others that reduce the likelihood of participating</p> 	<p>Potential Solutions</p> <ul style="list-style-type: none"> Make a goal to introduce yourself to one person on a club or team. Make your decision about a club, team, activity based on your perceptions and not what your friends think.

I am part of the photography club and I am on the freshman council for SGA. I am also part of the club basketball team at the YMCA. It's my second year playing, and I'm thinking about trying out for the school team. On the weekends, I go to youth group at my church.
— 9th grade AP student

Examples: AP/IB Student Involvement in Extracurriculars

I'm president of the Spanish Honors Society which takes up 3 hours of my time every week. I'm in the Seeds of Hope club and we fill backpacks with food on a biweekly basis, which takes about an hour and a half. In the Red Cross club we teach elementary school kids emergency procedures every Friday for about 2 hours. I also work at a part time job for about eight hours a week on Sundays (12-8pm). On Saturdays I volunteer at a nursing home as well.
— 12th grade IB student




Questions and Comments



Acknowledgements

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