

Supporting Student Non-Academic Barriers



"Non-academic barriers" often get in the way of creating the right conditions for students and families. Some of these barriers are health-related such as dental and medical needs. Other non-academic barriers to learning can be classified as social and developmental. These barriers include child abuse and neglect, domestic violence, substance abuse, mental health needs and family-related problems.



Source: Ohio Department of Education
<http://education.ohio.gov/Topic/Operating-Statistics/State-of-Ohio/Supporting-Student-Academic-and-Non-Academic-Needs>

Supporting Student Non-Academic Barriers



McKinney-Vento Act

- Reauthorizes McKinney Act originally enacted in 1987
- Requires educational access, attendance and success for children and youth experiencing homelessness
- Provides states with funding to support local grants and statewide initiatives



Source: Ohio Department of Education (McKinney-Vento)
<http://education.ohio.gov/Topic/Operating-Statistics/State-of-Ohio/Supporting-Student-Academic-and-Non-Academic-Needs>

Tenants of Whole Child Movement



ASCD's Whole Child approach is an effort to transition from a focus on narrowly defined academic achievement to one that promotes the long-term development and success of all children.



Source: ASCD Whole Child Initiative
<http://www.ascd.org/wholechild/wholechild.aspx>

Search Institute's 40 Developmental Assets

THE EIGHT CATEGORIES OF DEVELOPMENTAL ASSETS MEASURED IN THE DAP	
External Assets	Internal Assets
SUPPORT Measures whether children have caring adults in their lives, which may include parents, neighbors, and/or teachers.	COMMITMENT TO LEARNING Asks questions related to whether children care about school and completing their homework, as well as appreciating learning new things.
EMPOWERMENT Asks questions about how safe children feel at school and at home, as well as their perception of being valued and appreciated.	POSITIVE VALUES Seeks to understand if children value taking responsibility for their actions and helping others, are honest and have respect for others and their community.
BOUNDARIES AND EXPECTATIONS Focuses in on whether a child feels he or she must abide by boundaries and expectations set at home, in school and in their neighborhood.	SOCIAL COMPETENCIES Measures a child's willingness to express his or her feelings, establish relationships with others, say no to activities or suggestions that are dangerous, and can find positive ways to deal with hardships.
CONSTRUCTIVE USE OF TIME Evaluates whether children are involved in outside activities like clubs, music or art programs or religious groups.	POSITIVE IDENTITY Measures a child's self-worth.

Source: Search Institute Developmental Assets ©
<https://www.search-institute.org/wp-content/uploads/2016/06/search-institute-developmental-assets-framework/>

Search Institute's 40 Developmental Assets, cont'd.

The 20 External Assets		The 20 Internal Assets	
Support <ul style="list-style-type: none"> Family support Positive family communication Other adult relationships Caring neighbourhood Caring school climate Parent involvement in schooling 	Commitment to Learning <ul style="list-style-type: none"> Achievement motivation School engagement Homework Bonding to school Reading for pleasure 		
Empowerment <ul style="list-style-type: none"> Community values youth Youth as resources Service to others Safety 	Positive Values <ul style="list-style-type: none"> Caring Equality and social justice Integrity Honesty Responsibility Restraint 		
Boundaries and Expectations <ul style="list-style-type: none"> Family boundaries School boundaries Neighbourhood boundaries Adult role models Positive peer influence High expectations 	Social Competencies <ul style="list-style-type: none"> Planning and decision making Interpersonal competence Cultural competence Resistance skills Peaceful conflict resolution 		
Constructive Use of Time <ul style="list-style-type: none"> Creative activities Youth programs Religious community Time at home 	Positive Identity <ul style="list-style-type: none"> Personal power Self-esteem Sense of purpose Positive view of personal future 		

Source: Search Institute Developmental Assets ©
<https://www.search-institute.org/wp-content/uploads/2016/06/search-institute-developmental-assets-framework/>

Adverse Childhood Experiences Study / Score

- Physical abuse
- Sexual abuse
- Emotional abuse
- Physical neglect
- Emotional neglect
- Intimate partner violence
- Mother treated violently
- Substance misuse within household
- Household mental illness
- Parental separation or divorce
- Incarcerated household member

Source: Substance Abuse and Mental Health Services of America
<https://www.samhsa.gov/acestudy/understanding-the-connection-between-childhood-trauma-and-later-life-outcomes#adverse-childhood-experiences>

Adverse Childhood Experiences and Adult Illness

ACEs and Substance Use

- Early initiation of alcohol use.
- Higher risk of mental and substance use disorders as an older adult (50+ years).
- Continued tobacco use during adulthood. Prescription drug use.
- Lifetime illicit drug use, drug dependency, and self-reported addiction.



ACEs and Behavioral Problems

- Suicide attempts.
- Lifetime depressive episodes.
- Sleep disturbances in adults.
- High-risk sexual behaviors.
- Fetal mortality.
- Pregnancy outcomes.

Source: Substance Abuse and Mental Health Services of America
<https://www.samhsa.gov/ceas/trauma-effects-and-research/trauma-effects-between-health-and-adverse-childhood-experiences>

SAMHSA's Trauma List

- Sexual abuse
- Emotional abuse
- Psychological abuse
- Physical abuse
- Neglect, abandonment
- Domestic violence experienced or witnessed
- Muggings, assault
- Terrorism
- Trafficking
- Catastrophic injury or illness
- Institutional abuse and neglect
- Community and school violence, bullying
- Historical/generational trauma; racism; genocide
- Forced migration /immigration
- War
- Natural disasters



Source: SAMHSA
<http://www.samhsa.gov/trauma-research/types>

Trauma-Informed Approach

- A trauma-informed approach reflects adherence to six key principles rather than a prescribed set of practices or procedures. These principles may be generalizable across multiple types of settings, although terminology and application may be setting- or sector-specific.



Source: Substance Abuse and Mental Health Services of America
<http://www.samhsa.gov/trauma-research/principles>

S.A.M.H.S.A.'s Six Key Principles

1. Safety
2. Trustworthiness and Transparency
3. Peer Support
4. Collaboration and Mutuality
5. Empowerment, Voice and Choice
6. Cultural, Historical, and Gender Issues



Source: Substance Abuse and Mental Health Services of America
<http://www.samhsa.gov/2k16/trauma-2016/06>

Trauma-Specific Interventions

- The survivor's need to be respected, informed, connected, and hopeful regarding their own recovery
- The interrelation between trauma and symptoms of trauma such as substance abuse, eating disorders, depression, and anxiety
- The need to work in a collaborative way with survivors, family and friends of the survivor, and other human services agencies in a manner that will empower survivors and consumers



Source: Substance Abuse and Mental Health Services of America
<http://www.samhsa.gov/2k16/trauma-2016/06>
