

10th SAHRC/LEAH Teleconference
Connectedness: A Fundamental Need of All Young People
Thursday, February 11, 2010

RELATED READING

The following resources follow from the February 11th, 2010 LEAH/SAHRC Teleconference presentations and discussion. They reflect research, tools, and strategies addressing connectedness as a fundamental need of all young people.

Youth Connectedness

Alaska Resiliency & Youth Development Program

<http://www.hss.state.ak.us/dbh/prevention/programs/resiliency/default.htm>

State of Alaska, Health & Social Services

Building Resilient Kids Web Course

<http://commprojects.jhsph.edu/mci/>

Johns Hopkins School of Public Health web course developed by Lynne Michael Blum, PhD, president of Connected Kids LLC under contract with Johns Hopkins University Military Child Initiative through support from the Department of Defense. Although developed with the health and welfare of youth in military families in mind, the courses are relevant to a wide range of professionals interested in youth connectedness and implications and strategies related to schools, parents, and communities. Web modules include: Social and Emotional Learning; and School Connectedness—Creating a Caring Environment, Building School–Parent Partnerships, and School–Community Partnerships.

Connectedness within Social Contexts: The Relation to Adolescent Health

<http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2585451/>

Melanie Yugo and Mélanie Josée Davidson (2007). *Health Policy*, 2007 February; 2(3): 47–55. Longwoods Publishing.

Healthy Foundations for Youth: A report of the NCIOM task force on adolescent health

http://www.nciom.org/projects/adolescent/AdolescentHealth_FinalReport.pdf

North Carolina Institute of Medicine (December 2009) In collaboration with the North Carolina Metamorphosis Project, supported by The Duke Endowment.

***Healthy Youth Development: Science and Strategies**

Debra Hilken Bernat and Michael D. Resnick (2006). *J Public Health Management Practice*, November(Suppl), S10–S16: Lippincott Williams & Wilkins, Inc.

*** Key Concepts and Research Findings: What Is Meant by “Connectedness”?**

Available for purchase at: <http://www.josseybass.com>

Debra Hilken Bernat and Michael D. Resnick (June 2009). Chapter 19 in *Adolescent Health: Understanding and Preventing Risk Behaviors*, edited by Ralph J. DiClemente (Editor), John S. Santelli (Editor), Richard A. Crosby (Editor). Jossey-Bass.

***Requirements for Healthy Development of Adolescent Youth**

Konopka, G. (1973). *Adolescence* 8(31), 2-25.

* These resources available in full text as part of the February 11, 2010 teleconference. See conference archive at: <http://leah.mchtraining.net/teleconference.php>

Resiliency and Connectedness Basics

http://hss.state.ak.us/dbh/prevention/publications/resiliency/200802_resil_connect_basics.pdf
Alaska Division of Behavioral Health (February 2008)

Transition to Independence Process (TIP) system

<http://tip.fmhi.usf.edu/>

Department of Child & Family Studies, Louis de la Parte Florida Mental Health Institute,
University of South Florida

The mission of the Transition to Independence Process (TIP) system is to assist young people with emotional and/or behavioral difficulties (EBD) in making a successful transition to adulthood with all young persons achieving, within their potential, their goals in the transition domains of education, employment, living situation, and community life.

What Do Youth Programs Do to Foster Connectedness and Why?

http://www.bocvf.org/grossman_paper.pdf

National Research Council/Institute of Medicine; Board on Children, Youth and Families;
Committee on Adolescent Health and Development. (February 2005) Background Paper by Jean Baldwin Grossman, PhD. Prepared for the Planning Meeting on Connectedness and Adolescent Health and Development October 8, 2004.

School Connectedness

Assessing School Climate

Abstract available at: <http://www.eric.ed.gov>

Cohen, J., Pickeral, T., and McCloskey, M. (2009) *Education Digest: Essential Readings Condensed for Quick Review*, v74 n8 p45-48 Apr 2009

A Case for School Connectedness

http://www.ascd.org/publications/educational_leadership/apr05/vol62/num07/A_Case_for_School_Connectedness.aspx

Robert W. Blum (April 2005) *The Adolescent Learner*, 62 (7), pp. 16-20.

Connecting social and emotional learning with mental health

<http://www.casel.org/downloads/SELandMH.pdf>

Collaborative for Academic, Social, and Emotional Learning (2008). Washington, D.C.: National Center for Mental Health Promotion and Youth Violence Prevention, Education Development Center.

***Listening to New Voices: Youth Voices on Staying in School & Dropout Prevention in Minnesota**

Accessible at: <http://www.med.umn.edu>

A report by The Konopka Institute for Best Practices in Adolescent Health at the University of Minnesota, with support from the Minnesota Department of Education's Dropout Prevention, Retention, and Graduation Initiative (Winter 2009)

National School Climate Standards

<http://www.schoolclimate.org/climate/standards.php>

Center for Social and Emotional Education, National School Climate Council and other partners (2008)

***School Connectedness: Strategies for Increasing Protective Factors Among Youth**

<http://www.cdc.gov/healthyyouth/AdolescentHealth/pdf/connectedness.pdf>

Centers for Disease Control and Prevention (2009). Atlanta, GA: U.S. Department of Health and Human Services.

School Connectedness: A Video Highlight

<http://www.connectforkids.org/node/6998>

Connect for Kids, Forum for Youth Investment (July 2009)

During a June 23, 2009 Congressional briefing, experts from the Search Institute, CDC and local schools shared their insight on how to create these essential connections and their lasting impact on students.

School Climate: Research, Policy, Practice, and Teacher Education

Abstract available at: <http://www.tcrecord.org>

Cohen, J. McCabe, L., Michelli, N., and Pickeral, T. (2009). *Teachers College Record*, v111 n1 p180-213 2009

School Climate: Educational and Psychoanalytic Perspectives An Introduction to a special issue on school climate

Abstract available at: <http://www.eric.ed.gov>

Cohen, J. (2009). *Transforming Schools: Studies in Education*, Vol. 6, No. 1: 99-103.

School Connectedness: Improving the Lives of Students

<http://cecp.air.org/download/MCMonographFINAL.pdf>

Robert W. Blum (2005). Johns Hopkins Bloomberg School of Public Health, Baltimore, Maryland

School Connectedness – Strengthening Health and Education Outcomes for Teenagers

<http://www.jhsph.edu/bin/s/q/Septemberissue.pdf>

Special journal issue focused on School Connectedness. *Journal of School Health*, Volume 74, Number 7 September 2004

The School Climate Challenge - Narrowing the Gap Between School Climate Research and School Climate Policy, Practice Guidelines and Teacher Education Policy

<http://www.schoolclimate.org/climate/documents/school-climate-challenge.pdf>

A White Paper presented by Center for Social and Emotional Education (CSEE) and National Center for Learning and Citizenship (NCLC) at Education Commission of the States (ECS). (2008)

The positive impact of social and emotional learning for kindergarten to eighth-grade students: Findings from three scientific reviews.

<http://www.casel.org/downloads/PackardTR.pdf>

Payton, J., Weissberg, R.P., Durlak, J.A., Dymnicki, A.B., Taylor, R.D., Schellinger, K.B., & Pachan, M. (2008). Collaborative for Academic, Social, and Emotional Learning. Chicago, IL:

California Addendum to the above report is also available. It examines emotional health problems, as well as risk and protective factors, among students in California, with an emphasis on San Mateo and Santa Clara counties. It also profiles examples of local programs that effectively promote the healthy development of youth. (2008)

<http://www.casel.org/downloads/casel-addendum.pdf>

Parent & Community Connectedness

Building Family-School Connections

Anne Henderson, Karen Mapp, Vivian Johnson & Don Davies (2007). *Beyond the Bake Sale: The Essential Guide to Family-School Partnerships*. New York: The New Press.

School, Family and Community Partnerships: Your Handbook for Action

Joyce Epstein, Mavis Sanders, Beth Simon et al (2002). Thousand Oaks, CA: Corwin Press, Inc.

Parent/Child Connectedness Workshop Archives

<http://www.etr.org/training/pdp/hytraining.htm>

ETR Associates (October 2007). Archives of *Parent-Child Connectedness (PCC): A "Super Protector" for Adolescent Health. A Half-Day Training for CDC DASH Grantees*. Monday, October 8, 2007. Washington, DC. Supporting materials include:

- Implications for Research, Interventions, And Positive Impacts on Adolescent Health (2004)
- Parent-Child Connectedness (PCC): Findings from an On-line Survey with Practitioners (2004)
- Parent-Child Connectedness: Voices of African-American and Latino Parents and Teens (2005)
- Parent-Child Connectedness: New Interventions for Teen Pregnancy Prevention (2006)
- Parent-Child Connectedness: Paving the Way for Parents to Communicate Effectively with their Teens (2006)

Measures and Indicators

National, State and Local Efforts

Healthy People 2020, Proposed Adolescent Health Objectives New to Healthy People 2020

<http://www.healthypeople.gov/hp2020/default.asp>

U.S. Department of Health and Human Services (2010)

Drawing on the expertise of a Secretary's Advisory Committee on National Health Promotion and Disease Prevention Objectives for 2020, public input and a Federal Interagency Workgroup, Healthy People will provide a framework to address risk factors and determinants of health and the diseases and disorders that affect our communities. Proposed adolescent health objectives include those related to youth connectedness to schools, communities, and parents, including:

- Increase the percentage of adolescents who participate in extracurricular and out-of-school activities.
- Decrease the percentage of adolescents who did not go to school at least once in the past month because of safety concerns.
- Increase the percentage of adolescents who are connected to a parent or other positive adult caregiver.
- Increase the percentage of vulnerable adolescents who are equipped with the services and skills necessary to transition into an independent and self-sufficient adulthood.

Alaska School Climate and Connectedness Survey

<http://www.alaskaice.org/material.php?matID=529>

Association of Alaska School Boards, Initiative for Community Engagement (2010)

Anchorage Alaska School District, Social and Emotional Learning Standards

<http://www.asdk12.org/depts/SEL/>

As of August 14, 2009 the Anchorage School Board passed a six-year plan to the implement Social and Emotional Learning standards.

California School Climate Survey

<http://cscs.wested.org/>

An important component of a comprehensive, coordinated effort by the California Department of Education (CDE) and WestEd to help schools foster positive learning and teaching environments that promote academic achievement and youth well-being. As a companion to the California Healthy Kids Survey (CHKS) for students, it enables districts and schools (school-level reports available on request) to compare both student and staff data. (2009)

The Illinois social and emotional learning standards: Leading the way for school and student success

http://www.casel.org/downloads/IPA_2009.pdf

O'Brien, M.U. & Resnik, H. (2009). *Illinois Principals Association: Building Leadership, 16(7)*. Gives principals guidance about effectively implementing the SEL standards improve their schools.

Massachusetts 2005 Youth Risk Behavior Survey, Chapter 10: Protective Factors

<https://www.doe.mass.edu/cnp/hprograms/yrbs/05/>

Massachusetts Department of Education

The Minnesota Student Survey

<http://www.health.state.mn.us/divs/chs/mss/>

The Minnesota Student Survey asks questions about activities, experiences, and behaviors. Topics covered include school climate, connections with school and family, health, and other topics. The survey is administered jointly by the Minnesota Departments of Education, Health, Human Services, and Public Safety.

Measuring Youth Development Outcomes for Community Program Evaluation and Quality Improvement: Findings From Dissemination of the Rochester Evaluation of Asset Development for Youth (READY) Tool

http://www.health.state.ny.us/community/youth/development/docs/jphmp_s088-s094.pdf

Premini Sabaratnam and Jonathan D. Klein (2006). *J Public Health Management Practice*, November (Suppl), S88–S94. Lippincott Williams & Wilkins, Inc.

Positive Youth Development, Oregon State Benchmark Report: Overview of Research Findings and Alternative Benchmark Measures

<http://www.oregon.gov/DAS/OPB/docs/Committees/PYDBenchmarkReport.pdf>

Robert J. Nystrom, Adriana Prata, and Sarah Knipper Ramowski (2009) State of Oregon, Public Health Division, Adolescent Health Section. Portland, OR

General

Data: Now What? The Challenge of Assessing School Climate

http://www.ascd.org/publications/educational_leadership/dec08/vol66/num04/The_Challenge_of_Assessing_School_Climate.aspx

Cohen, J., Pickeral, T., & McCloskey, M. (2008). *Educational Leadership*, December 2008/January 2009, Vol. 66 (4).

Incorporating Youth Development Principles into Adolescent Health Programs: A Guide for State-Level Practitioners and Policy Makers

<http://www.forumforyouthinvestment.org/files/YDAdolescentHealth.pdf>

Becky Judd (2006). Washington, DC: The Forum for Youth Investment, Impact Strategies, Inc. and the Alaska Department of Health and Social Services.

Measuring and improving school climate: A strategy that recognizes, honors and promotes social, emotional and civic learning - The foundation for love, work and engaged citizenry.

Abstract available at: <http://www.tcrecord.org>

Cohen, J. Fege, A. & Pickeral, T. (2009). *Teachers College Record*, Commentary Published: June 25, 2009.

Sustainable Schoolwide Social and Emotional Learning (SEL): Implementation Guide and Toolkit

http://www.casel.org/pub/sel_toolkit.php

Collaborative for Academic, Social and Emotional Learnings (2006)

State Performance Measures & Priority Needs

A number of states include performance measures and priority needs in their current year Title V plans related to connectedness, social and emotional learning, and youth development. Some examples include¹:

State Performance Measures:

- **Alabama** state performance measure #6: To increase collaboration with schools, advocacy groups, and families to promote participation of Alabama's children and youth with special health care needs (CYSHCN) in their schools and communities.
- **Ohio** State performance measure #3: To ensure the social/emotional health needs of MCH populations are met.
- **Wisconsin** state performance measure #3: To increase the percentage of children with age-appropriate social and emotional developmental levels.

State Priority Needs:

State	Priority Need
Idaho	Adolescents: Assess the adolescent population risk behaviors and design interventions to target this population with input from teenagers and parents of targeted groups.
Massachusetts	Improve adolescent health through coordinated youth development and risk reduction.
New Mexico	Promote positive youth development experiences with emphasis on building personal & social assets at the family, school and community levels, and with a view to reduce the proportion of youth who engage risk behaviors that often have serious life-long consequences.
Ohio	Enhance social/emotional strengths of families.
Oregon	Promote optimal mental health and social emotional development. Oregon Title V will develop infrastructure, measures, and activities, integrated and linked with services, in areas such as maternal depression and social/emotional health of children and adolescents.
Rhode Island	Address Social, Emotional and Behavioral Health Needs of the MCH Population
Maine	Integrate existing services and supports for adolescents and young adults into a comprehensive system that draws upon their own strengths and needs

¹ Retrieved February 16, 2010 from current year data via the Title V Online Information System, <https://perfddata.hrsa.gov/MCHB/TVISReports/MeasurementData/MeasurementDataMenu.aspx>. Examples may not be all inclusive of states with related measures and needs.