



Supporting Student Success (S3)

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From the S3 Coordinator

As mentioned in the S3 March newsletter, next year's S3 applications and reports will be required to be done in an online system, Andar. Shortly, I will email some forms to you – a letter of intent to apply and a web-user form – to be completed and returned to me.

Completion of the 2018-2019 application in the Andar system should be both user-friendly and straightforward. The components will essentially be the same. However, if you need any assistance in the process, please contact me. I am happy to help. The HOIUW Board will vote on the allocation amount in May. I will be in touch shortly thereafter with information about the application.

Also, end of year outcome and expenditure report templates will be emailed to you by the first week in May. They will be due June 10. Again, if you have questions, please contact me. Continued thanks for all you do, Jan

Featured Schools

There are S3 schools who have used their dollars to help furnish calming rooms – space set aside in a school building to help upset, highly stressed or angry students. Staff members utilize strategies in the calming rooms to de-escalate behaviors and assist students with self-reflection so that they can return to the classroom and have a more productive day. Purchases have included flexible seating, light filters and fidgets. Reports from these schools indicate that the strategy of the calming room is working well.

Research

In conjunction with using flexible seating, etc... in calming rooms, research is increasingly showing support for utilizing flexible seating and spaces in the regular classroom. There are research based recommendations for student-centered, brain based classroom designs.

In 2016, Steelcase Education funded a study, which showed that classrooms designed to support participative learning increased student engagement compared to traditional row-by-column seating (Scott-Webber, Strickland, and Kapitula). Of course, it makes sense that if a classroom is intentionally designed to support different modes of learning children are more apt to stay engaged.

The California Department of Education conducted a study which revealed that space matters, including the use of outdoor space.

Herman Miller did a study, which in 2008 revealed that “giving people some control over their surroundings adds to their sense of well-being.” Educators report that children take more ownership of the classroom (their classroom) when they can choose their seats, and are given freedom to move around when needed – for example, to see the board, to get away from a noisy neighbor, and perhaps sit near the window where there’s natural light.

Studies consistently showed that classroom design matters to how children engage, participate and ultimately stay involved in their learning experience (Fernandes, Huang & Rinaldo, 2011; Gremmen, Van den Berg, Segers & Cillessen, 2016 and Marx, Fuhrer & Hartig, 1999).

That being said, there is still research that shows the need for safety, balance and structure. It’s important for students to feel safe and secure in their learning environments. Not knowing where they will sit day to day can be further cause for feeling anxious about going to school. For most children the need to have a defined, consistency space is real. Does that mean they need to stay seated in one spot all day? Absolutely not. But they do need to know there is a space all their own.

For more information, please go to:

<https://www.psychologytoday.com/us/blog/creative-development/201710/new-classroom-trend-flexible-seating>

<https://www.edutopia.org/blog/flexible-seating-student-centered-classroom-kayla-delzer>

<https://www.hermanmiller.com/research/categories/white-papers/rethinking-the-classroom/>

<http://neatoday.org/2016/09/23/ditching-classroom-desks/>

<http://www.cfclassroom.com/2016/09/flexible-seating-in-the-classroom.html>

That’s all for now. Take care,

Jan

Stress and Video Games

As mentioned above, the effects of students playing violent video games appear to be showing up as aggressive behavior in classrooms, playgrounds and on buses.

In work to address the question, published in the journal *JAMA Pediatrics*, scientists led by Craig Anderson, director of the center for the study of violence at Iowa State University, found hints that violent video games may set kids up to react in more hostile and violent ways.

What their study did is show that it's media violence exposure that is teaching children and adolescents to see the world in a more aggressive kind of way," says Anderson. "It shows very strongly that repeated exposure to violent video games can increase aggression by increasing aggressive thinking."

To read about the study and also how playing violent video games affects the brain, please go to: <http://time.com/34075/how-violent-video-games-change-kids-attitudes-about-aggression/>

All for now, peace,

Jan

