



# Supporting Student Success (S3)

February, 2019,  
Newsletter

Volume 4, Number 6

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## ***From the S3 Coordinator***

**Hello Everyone!** Thank you for completing the mid-year report. There was great progress reported! I have begun to schedule winter/spring visits to schools. Thank you for welcoming me into your school again.

Last month I sent a Q/A sheet to all of you about inpatient mental health care. If you have any further questions about that, please let me know. In addition, I will be continuing conversations about meeting the needs of students with mental health diagnoses and extreme negative behaviors. One of the most pressing issues is that our community does not have the personnel capacity to meet all the needs. Beyond this concern, if you have any suggestions for how to meet these increasing social emotional needs, please send me an email.

Spring is on the way!

## ***Featured School*** – Franklin Primary, Peoria Public Schools

In October, 2018, I visited Franklin Primary School. They are using S3 funds for flexible seating arrangements in multiple classrooms. The results were already promising in terms of student behavior.

Last week I went back to Franklin and had the privilege of interviewing 10 students in five classrooms about the seating. Their responses were highly positive. In essence, multiple students said:

1. It makes me feel comfortable. I can concentrate better when I'm comfortable. It calms me down.
2. It helps me listen better.
3. It helps me learn.
4. It helps me focus.
5. It helps me concentrate.

Teachers and principal, Dr. Ann Bond, reported that the discipline referrals have decreased. Further investigation into potential correlations with academic achievement will be done.

Also, Harrison Primary School has begun implementation of flexible seating. Initial reports indicate a decrease in discipline referrals there as well.

## Research

The SEL talk, the big talk in the past few years is about trauma – its effects on our students and how to deal with it in the classroom. Teachers have taken multiple training and attended institutes and conferences. Whether it's residential, familial or financial instability, schools have undertaken ways to understand and deal with student and family trauma.

Recently, I was sent a link to a USA Today article from a friend who works at the Illinois Department of Public Health. The article was about domestic abuse and its effects on children:

“New research is giving scientists more insight into the far-reaching and long-lasting harms of domestic violence to the children who grow up around it – including a startling finding: Witnessing abuse carries the same risk of harm to children's mental health and learning as being abused directly.”

Link to the article is:

<https://www.usatoday.com/story/news/health/2019/01/29/domestic-violence-research-children-abuse-mental-health-learning-aces/2227218002/>

As we gather more knowledge, we become better able to deal with the student SEL challenges we face. I hope you find this good food for thought and increased awareness and pause for discussion. Take care.

*Jan*