



Fall 2007

Seminar on the Psychosocial Factors of Student Achievement

Module 1: An Introduction to the Psychosocial Factors in Student Achievement

Module 2: Strategies for Working with Youth

Module 3: Case Formulation and its Application for Designing Interventions with Individual Students

**University of Wisconsin-Madison
Department of Counseling Psychology**

Program Objective:

The objective of the program is to address and develop an understanding of the non-cognitive issues that influence the academic success of today's youth and contribute to the achievement gap that exists between social groups. The courses will examine the impact of issues such as class, gender, race, family, academic values, quality of school curriculum, academic ability, self-concept, and skills on the overall well-being and academic success of youth within the educational setting. These modules are designed particularly for K-12 educators, including teachers, principals, school counselors, school social workers, school psychologists, and other educators who are interested in furthering their professional development and learning how they can more effectively facilitate student accomplishment are encouraged to participate.

Each module is delivered primarily on-line, with one or two in-class meetings over the course of four weeks. Assigned lectures and readings can be accessed via the Learn@UW course website (<https://learnuw.wisc.edu/>). Participants can access the Learn@UW site after they complete the registration process as a special student and register for the module in which they are interested. The in-class meeting is held at the Education building on the UW-Madison campus.

Participants are encouraged to take all three modules in sequence, as each provides important information, peer discussion, and activities that help educators better understand the influence of ecological factors on student achievement and engagement within their school or district. However, participants may elect to take one or two of the modules rather than all three according to their interests and schedule (please see requirements for each module within the description).

Module 1: An Introduction to the Psychosocial Factors in Student Achievement

In this module, "An Introduction to the Psychosocial Factors in Student Achievement," participants will be introduced to the multiple factors that impact a child's well-being and educational experience. An ecological model for understanding how these multiple factors impact a child will be presented. This module is appropriate for individuals who would benefit from gaining foundational knowledge about how the intersection of various psychological, social, and cultural factors impact the lives of the children with whom they work.

Dates of Module 1

Module one is offered four times per academic year:

- September 10-October 6, 2007
- November 19-December 15, 2007
- January 21-February 16, 2008
- March 31-April 26, 2008

Requirements

Any individual who has obtained a Bachelor's degree is eligible to take this course. The course is particularly designed for those who are currently working in the field of K-12 education.

Objectives

1. Gain a general understanding of the multiple factors that impact children's well-being and educational experience through the utilization of an ecological perspective,
2. Consider how the psycho-socio-cultural factors in a particular child's life play a role in his or her experience,
3. Learn how to integrate multiculturalism with practice.

Activities

Participants in module one will:

- View two on-line video lectures and complete assigned readings that provide important information related to the topics described.
- Participate in one in-class discussion meeting that provides an opportunity to engage in a dialogue about utilizing an ecological model for understanding a child's well-being and academic accomplishment.
- Complete an assignment that allows participants to apply the content from the course to an individual child with whom he or she works.

Module Timeline

Week 1	<ul style="list-style-type: none">• Topic: Ecological Model Applied to Diverse Learners Part I• <i>Video</i>: Introduction Part I: Dr. Hardin Coleman• <i>Readings</i>: Seginer (2006): Parents' educational involvement: A developmental ecology perspective; Caldas & Bankston (1997): Effect of school population socioeconomic status on individual achievement.
Week 2	<ul style="list-style-type: none">• Topic: Understanding the Academic Context• <i>No video this week</i>• <i>Reading</i>: Osterman (2000): Students' need for belonging in the school community.; Boykin (1986): The triple quandary of the schooling of African-American children.
Week 3	<ul style="list-style-type: none">• Topic: Ecological Model Applied to Diverse Learners Part II• <i>Video</i>: Introduction Part II: Dr. Hardin Coleman• <i>Readings</i>: Greenberg et al. (2003): Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning; Linek et al. (2003): The impact from "how teachers teach" to "how children learn."

Week 4	<ul style="list-style-type: none"> • Topic: Considering the Psychosocial Factors of Individual Children • <i>No video this week</i> • <u>Reading</u>: Battistich et al. (1997): Caring school communities.; Kea & Utley (1998): To teach me is to know me. • *In-class discussion* • Assignment due
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Module 2: Strategies for Working with Culturally Diverse Youth

In this module, “Strategies for Working with Culturally Diverse Youth,” participants will view a video on children’s conceptual development of diversity. Additionally, a video lecture on ways to promote positive relationships among diverse youth will be presented. This module is appropriate for individuals who would benefit from learning about how to implement efforts that have been implemented in various school districts and are interested in applying them to their own work with youth.

Dates of Module 2

Module two is offered two times per academic year:

- October 15-November 10, 2007
- February 25-March 22, 2008

Requirements

Any individual who has obtained a Bachelor’s degree is eligible to take this course. The course is particularly designed for those who are currently working in the field of K-12 education.

Objectives

1. Become familiar with a model for understanding children’s developmental conceptualization of diversity,
2. Learn ways in which to help foster positive relationships among culturally diverse youth,
3. Develop a framework for implementing a culturally relevant intervention utilizing an ecological perspective.

Activities

Participants in module two will:

1. View two on-line video lectures and complete assigned readings that provide important information related to the topics described.
2. Participate in one in-class discussion meeting that provides an opportunity to engage in a dialogue about the process of implementing various strategies for working with youth.
3. Review the Coleman & Lindwall (in press) article, and create a framework for incorporating culturally relevant comprehensive programming specific to your role.

Module Timeline

Week 1	<ul style="list-style-type: none"> • Topic: Development of Children’s and Adolescent’s Understanding of Diversity • <u>Video</u>: Dr. Quintana, Ph.D. • <u>Reading</u>: Quintana (1998): Children’s understanding of ethnicity and race.;
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	Brown (2004): Urban teachers' professed classroom strategies: Reflections of culturally responsive teachings.
Week 2	<ul style="list-style-type: none"> • Topic: Incorporating the Cultural Lens • <i>No video this week</i> • <u>Reading:</u> Ogbu (1994). From cultural differences to differences in cultural frame of reference.; McMillian (2003/2004). Is no child left behind 'wise schooling' for African American male students?
Week 3	<ul style="list-style-type: none"> • Topic: Promoting Positive Group Relations • <u>Video:</u> Angela Byars-Winston: Promoting Positive Group Relations • <u>Reading:</u> Pettigrew (1998): Intergroup contact theory. • <u>On-line reference:</u> please review link, The Jigsaw Classroom (http://www.jigsaw.org/index.html)
Week 4	<ul style="list-style-type: none"> • Topic: Behavior & Context • <i>No video this week</i> • <u>Reading:</u> Coleman & Lindwall (in press). Multiculturalism and school counseling: Creating culturally relevant comprehensive guidance and counseling programs. • <u>Optional Reading:</u> Fordham (1997). Those loud Black girls: Black women, silence, and gender "passing" in the academy • *In-class discussion* • Assignment due

Module 3: Case Conceptualization and its Application for Designing Interventions with Individual Students

In this module, "Case Conceptualization and its Application for Designing Interventions with Individual Students," participants will be introduced to a model for understanding the needs of students that takes into account the multiple factors that impact his or her life. Examples of how this model can be applied to youth with both internalizing and externalizing disorders will be presented. Participants will engage in a dialogue about how they can apply the model to their own work with youth, and will also develop this conceptualization and intervention plan through an individual assignment.

Dates of Module 3

Module three is offered two times per academic year:

- November 19-December 15, 2007
- March 31-April 26, 2007

Requirements

Any individual who has obtained a Bachelor's degree AND who has previously completed Module 1 (An Introduction to the Psychosocial Factors in Student Achievement) is eligible to take this course. The course is particularly designed for those who are currently working in the field of K-12 education.

Objectives

1. Become familiar with a case conceptualization plan for understanding challenges that children face within the school context,
2. Develop an understanding for how to apply the case conceptualization framework to an individual with whom one works through the implementation of effective interventions,
3. Learn how the case conceptualization framework is relevant for understanding the needs of children with both internalizing and externalizing disorders,
4. Become familiar with techniques of motivational interviewing and how they can be applied to working with youth in schools.

Activities

Participants in module three will:

1. View two on-line video lectures and complete assigned readings that provide important information related to the topics described.
2. Participate in two in-class discussion meetings that provide an opportunity to engage in a dialogue about how to develop meaningful case conceptualizations and how to use these to develop and implement effective interventions.
3. Complete their own individual case conceptualizations with the intention of using these plans as a foundation for creating effective interventions for a particular youth.

Module Timeline

Week 1	<ul style="list-style-type: none"> • Topic: An Overview of the Case Conceptualization Framework • <i>Video:</i> Hardin Coleman—Case Conceptualization • <i>Reading:</i>; Bronfenbrenner (1986). Ecology of the family as a context for human development: Research perspectives.; Hoglund & Leadbeater (2004). The effects of family, school, and classroom ecologies on changes in children's social competence and emotional and behavioral problems in first grade. • <i>Optional:</i> Lam & Pollard (2006). A conceptual framework for understanding children as agents in the transition from home to kindergarten.
Week 2	<ul style="list-style-type: none"> • Topic: Applying the Case Conceptualization Framework to Internalizing and Externalizing Disorders • <i>No video this week</i> • <i>Readings:</i> Wagner et al. (2005): The children and youth we serve: A national picture of the characteristics of students with emotional disturbances receiving special education; Reddy & Richardson (2006): School-based prevention and intervention programs for children with emotional disturbance.; Guerra (2005). A cognitive-ecological approach to serving students with emotional and behavioral disorders: Application to aggressive behavior.; Jenson et al. (2004). Positive psychology and externalizing students in a sea of negativity. • *In-class discussion*
Week 3	<ul style="list-style-type: none"> • Topic: Motivational Interviewing • <i>Video:</i> Hardin Coleman—Motivational Interviewing • <i>Reading:</i> Britt et al. (2003). Motivational interviewing: A review.; Markland et al. (2005). Motivational interviewing and self-determination theory.; • <i>Optional:</i> Vansteenkiste et al. (2006). There's nothing more practical than a good theory: Integrating motivational interviewing and self-determination theory.

Week 4	<ul style="list-style-type: none">• Topic: Treatment Plan Interventions• <i>No video this week</i>• <u>Reading:</u> Fine (1985). Intervention from a systems–ecological perspective.; Bates & Carlson (2005). Evidence-based family-school interventions with preschool children.• *In-class discussion*• Assignment due
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******For more information about the three Psychosocial Factors in Student Achievement modules, please contact:**

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