Welcome to the Webinar
How to Help Military & Veteran Families for Educators

Please share your email address with us!
We’d like to send you a link to this webinar’s recording and resources, and notifications of future “How to Help” series topics.

Share your questions in the chat box
We will hold a question and answer session at the end of the webinar.
Research and evidenced-based professional development through engaged online communities.

eXtension.org/militaryfamilies
The Military Family Research Institute at Purdue University

Making a difference for families who serve by working to make the systems around military and veteran families work better:

• civilian communities;
• behavioral healthcare;
• education;
• employment;
• and others.

Shelley MacDermid Wadsworth
Director
Military Family Research Institute at Purdue University
How to Help Series

• The *How to Help* series grew out of our experience hearing from individuals who want to help military and veteran families and don’t know how.

• Partnered with experts at the National Military Family Association and elsewhere to produce a series of brochures with straightforward, evidence-informed information that has been reviewed by military and veteran families themselves.

• Partnered with the Cooperative Extension System to make these available throughout the country. Available on Military OneSource; print copies can be ordered.
Military Families & Education

Today’s panel of experts will cover trends and emerging issues from three *How to Help Military and Veteran Families* volumes:

- Early Childhood Educators
- Teachers
- Higher Education
Guest Speaker: Early Childhood Education

Douglas Powell, PhD
Distinguished Professor
Human Development & Family Studies
College of Health and Human Sciences
Early Childhood Education

Widespread interest in the early years:

• Focus on school readiness and well-being
• Emphasis on best practices
• Strong interest in ensuring access to high-quality early care and education
Limited but growing research on military family contexts:

- We have the least amount of research information on the largest age segment of children in military families
- Recent increase in studies, especially effects of parental deployment
- Lessons from new initiatives designed to support families in transition
Early Childhood Education

Similarities and differences in military and civilian contexts:

- Military children represent a highly diverse population
- Early experiences of young children in military families are distinctive yet similar to some patterns in the general population
- Unique experiences
  - Frequency of moving
  - Parent deployment, including uncertainty of return
  - Post-deployment period
Early Childhood Education

Children’s reactions to family transitions:

- Opportunities for growth and development of resilience
- Stressful responses to adversity
Early Childhood Education

Strategies to promote adaptive responses to family transitions/disruptions:

• Consistent, predictable routines
• Play opportunities and books related to transition at hand
• Explicit support for strengthening child’s emotion knowledge and self-regulation skills
• Listening to and acknowledging child’s feelings, fears, concerns
Early Childhood Education

Strategies continued:

• Rituals for saying goodbye, welcoming newcomers
• Uniform curriculum to foster continuity of early care and education
• Enhanced supports for at-home caregivers and family social network
• Connections with and concrete reminders of deployed/separated parent
Early Childhood Education

Embed support for the development of adaptive responses within a high-quality program of early care and education:

• Focus on evidence-based foundations of positive outcomes

• Provide developmentally appropriate support for children’s learning and development
Early Childhood Education

Foundation skills for positive outcomes, including school readiness:

- Social-emotional
- Self-regulation
- Literacy and language
- Mathematics

- Science
- Social studies
- Creative expression
- Physical growth
Early Childhood Education

Early education practices that promote foundation skills:

• Core practices
  - Responsive interactions and environments
  - Guided learning

• Content-specific practices
Early Childhood Education

Responsive interactions and environments:

- Promote high-quality relationships with and among children
- Provide a learning-focused environment with age-appropriate materials
- Maintain predictable daily schedule and routines
- Respectfully recognize family cultures in all practices
- Engage in intentional teaching and nurturance in all settings
Early Childhood Education

Guided learning:

• Provide a balance of child- and teacher-initiated activities
• Offer sequenced activities aligned with children’s developmental paths
• Build on children’s knowledge and skills
• Assess and accommodate children’s progress
• Support parents in promoting their child’s learning and development
Guest Speaker: K-12 Education

Ron Avi Astor, PhD
Lenore Stein-Wood and William S. Wood
Professor of School Behavioral Health
USC School of Social Work
BUILDING CAPACITY
in Military Connected Schools
http://buildingcapacity.usc.edu

Building Capacity Partnership Consortium
Fallbrook Elementary School District
Fallbrook High School District
Escondido Elementary School District
Escondido High School District
Chula Vista Elementary School District
Temecula Valley Unified School District
Oceanside Unified School District
Bonsall Union School District
University of Southern California (USC)

Building Capacity is funded by the
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#HE1254-10-1-0041 (2010 – 2014)
(Ron Avi Astor, Ph.D., PI)
Bullying Invisible in Civilian Public Schools

- Only about 86,000 attend DoD schools at any given time
- 1.3 million military children attend public schools in civilian communities
- 4-5 million children if post 9-11 veterans are counted.
- Between 6-14 moves- bullying and risky behaviors
Monitoring school climate and safety

- National monitoring system of 3,000 schools in Israel.

- During this 15-year period, Israel has seen dramatic regional drops of over 35-60% (depending on the at-risk behavior) in their school risk rates with many individual schools boasting much higher rates of school based risk reduction.
School as a Protective Safe Haven

School Climate

- School Safety
- Physical Environment
- Belonging
- Classroom Contexts
- Relationships
- Academic Achievement

USC School of Social Work
University of Southern California
Building Capacity Initiative: Four Interrelated Activities

1) Creation of an MSW military school social work component

2) Creation of a data-driven state run system addressing needs of students from military families

3) Application of a state and localized monitoring system

4) Creation of resources and expanding services
Overall Shared Goals

Create a sustainable infrastructure designed for initial implementation and later replication

Create and implement a military connected school monitoring system

Improve military-sensitive and inclusive school climate

Improve social and academic outcomes

Create 'ramping up' infrastructure

Our Proposed Infrastructure Building Activities

Creating a data driven infrastructure for supportive MCS's by use of CHKS and new regional MCS module:

A. Use student, teacher, and parent data to identify areas of risk and resilience in each school.

B. Develop a Military Module for the CHKS to examine school issues related to the deployment and re-entry cycle, multiple moves and an orientation to military culture.

C. Create evidence-based manuals, workshops, and procedures on how to create a high expectation, high care, and responsive MCS's that will be published through Oxford University Press.

Monitoring-Based Interventions Creating Data Driven Solutions

Monitoring

Food data back to students, teachers, parents, administrators, NGO's to generate solutions.

Ensure parent school involvement by creating a welcoming MCS environment.

Ensure State and District support with locally generated solutions.

Ensure collaborative support from military base resource center, school liaisons, and NGO's.

Selected Military-Connected School-Wide Outcomes

Empirically documented lower incidence and prevalence rates of risk outcomes

Increased protective factors in MCS and geographical community

Enhanced youth, parent, teacher, & NGO capacity within schools to create nurturing & academically supportive MCS's

Produce accurate empirical data on ways to effectively impact the social and academic climate in MCS's

Create County, State, and National model as well as MSW training and curriculum for civilian operated MCS's

University of Social Work

Proposed Documentation, Interventions, Outcomes 2010-2014
CHKS

- California Healthy Kids Survey (CHKS).
- Survey link: http://chks.wested.org/administer/download
- Administered to elementary and secondary students in all 10,000 California school districts for over 20 years.
- California Department of Education (WestEd administers the survey on CDE behalf) and USC collaboration.
- Prototypes for parents, teachers, principals and superintendents on how to use the multiple voices of parents, teacher, students at each school site.
Military Module

Military Connected School Module

– Elementary and Secondary.

– English and Spanish versions.

– Administered every two years.

– First administration from February to April 2011.
Multiple - Levels

National

School District/ Region/City

School

Individual
Interventions

• Evidence-based practices
• Home grown practices
• School administrator data indicate a need to address the following issues:
  – Bullying, threat assessment, and school safety
  – Transitions in and out of school
  – Military celebrations and cultural issues school-wide
Graduate Level Internships

• A total of 85,500 school service hours for 2010-2014
Partners at Learning
USC/UCSD (500 undergraduate interns a year)

• Total Cumulative hours in Schools for 2011-2014: 40,400
Pride Club
3-400 Clubs
Total (Estimate and Cumulative groups for 2011-2014: 331 groups
Learning Together
(Peer Tutoring Program)
USC/ Bar Ilan University, Israel
Because Nice Matters (Anti-Bullying Program)
USC/ Bar Ilan University, Israel
Family Readiness Express
USC/ Navy/ Marines SLO’s/ NGO’s @ 4000 visitors
California Public Engagement

USC/ MCEC/200 VIP’s from different Social Sectors
Select percentages of peer Victimization 2011-2013

- Been afraid
  - 2011: 27.4%
  - 2013: 24.1%
- Been in a fight
  - 2011: 26.1%
  - 2013: 16.4%
- Been threatened with a weapon
  - 2011: 7.6%
  - 2013: 6.9%
Resource Manuals

- 2000 Schools of Education and Social Work
- All Royalties Donated to military child causes
- Free Guides:
  - www.tcpress.com/militaryfamiliesoffer.html
  - www.buildingcapacity.usc.edu
Guest Speaker:
Student Service Members/Veterans in Higher Education

Adam E. Barry, PhD
Associate Professor
Chair of Graduate Education Program
Department of Health & Kinesiology
Texas A&M University
Higher Education

Post 9/11 Veterans Education Assistance Act

• “New GI Bill” (aka “Post 9/11 GI Bill”)
  – Most generous benefit package for students to date
  – Resulted in hundreds of thousands of service men/women entering higher education
Higher Education

SSM/Vs:

• Understudied compared to other student sub-groups
  - Scant peer-reviewed literature focusing on the unique needs and issues pertinent to SSM/Vs
• Different from their civilian peers
  – Older,
  – More likely to be married,
  – More mature,
  – Different life experiences & expressed difficulties
  – Unique risk factors and needs
Higher Education

Unique SSM/V experiences = Deployment (combat)

- Any-cause hospitalization
- Poorer health
- Shorter lifespan
- Significant psychological and mental health issues
- Maladaptive coping
SSM/Vs do not connect with their civilian peers...

“You go from that situation [deployment] to sitting in English class trying to learn about dangling participles with 18 year old freshmen asking if you killed anybody. You can see the frustration is pretty hard.” (Redden, 2008)

“I’ve just seen so much more than most of the college students here. I’ve traveled around the world. I’ve been given so much more responsibility and leadership...” (DiRamio, Ackerman, & Mitchell, 2008, p. 87).
Higher Education

SSM/Vs desire Social Support from their other SSM/V peers

• Important for academic adjustment and overall health
  - Better physical outcomes
  - Decreased rates of mortality
  - Better mental health
Higher Education

Student service members and veterans need to:

• Increase frequency with which SSM/Vs receive social support from peers (i.e., other SSM/Vs)
• Eliminate barriers to social support
• Facilitate access to opportunities to increase social support
• Overall, develop evidence-based interventions/policies/programs specific to SSM/Vs and their unique needs
Questions?

Share your questions in the chat box.

Please indicate who the question is for, and we will answer as many questions as we can.
Thank you!

Thank you for attending! For further information, please visit us online:

• www.mfri.purdue.edu

• www.eXtension.org/militaryfamilies