

Contents

Preface	vii
Acknowledgments	xi
About the Author	xiii
About the Contributor	xiv
1. What Does It Mean to Educate the Whole Child?	1
Chapter Topics	1
Introduction: The New Face of Diversity	2
Collaboration Makes Pioneers of Us All	4
Dance of Development: The Paradox of Educating Children	
Who Develop at Different Rates	5
What Does It Mean to Educate the Whole Child?	6
What Is Collaboration, and Why Is It Important for Educating the Whole Child?	14
What Is Developmentally Responsive Practice?	17
How Do Environment and Health Status Affect Learning and Development?	20
How Does Social-Emotional Health Affect Learning and Development?	25
How Does Participation in High-Risk or Illegal Behaviors Affect Learning and Development?	30
What Is the Family's Role in Promoting the Development of the Whole Child?	32
An Imperative to Celebrate Our Work	33
Closing	33
Summary of Key Points	33
Key Terms and Phrases	34
2. What Is a Developmentally Healthy School Environment?	35
<i>Angela Heishman</i>	
Chapter Topics	35
Introduction	36
What Is the Relationship Between Social and Emotional Health and Learning?	36
What Are the Characteristics of a Developmentally Healthy School Environment?	40
Ten Strategies That Promote a Developmentally Responsive School Environment	49
What Models and Initiatives Exist for Creating a Developmentally Responsive School Environment?	63

Closing	67
Summary of Key Points	68
Key Terms and Phrases	68
3. What Laws Promote Collaboration for the Whole-Child Initiative?	69
Chapter Topics	69
Introduction	70
Is the Whole-Child Initiative New?	70
What Laws Support Professional Collaboration to Educate the Whole Child?	71
Summary of Key Points	83
Key Terms and Phrases	84
4. How Do Schools Create Developmentally Responsive Environments?	
A Shared Responsibility	85
<i>Angela Heishman</i>	
Chapter Topic	85
Introduction	86
What Are the Typical Roles of School Personnel, and How Can They Be Expanded to Address the Needs of Students?	86
Closing: Toward a Culture of Collaboration	106
Summary of Key Points	106
Key Terms and Phrases	107
5. How Do Professionals Collaborate to Educate the Whole Child?	109
Chapter Topics	109
Introduction	110
Why Is There a Growing Interest in Collaboration to Address the Developmental Needs of the Whole Child?	110
How Does Collaboration Lead to Schoolwide Change?	115
The Many Uses of Collaboration: The Four Action-Dimensions	120
Is Collaboration a Developmental Process?	121
Collaboration in the Early Years	125
Collaboration in the Middle Years	132
Collaboration in the High School Years	138
Ten Principles for Successful Collaboration and Coordination	147
Summary of Key Points	149
Key Terms and Phrases	150
6. What Is the Role of Community Agencies?	151
Chapter Topics	151
Introduction	151
How Do Coordinated Services Support Developmentally Responsive School Environments?	152
Which Community Agencies Should Be Engaged With Schools?	157
How Do Schools and Community Agencies Work Together?	159
How Do Schools and Community Agencies Coordinate for Youth Placed at Risk?	164

How Is an Interagency Agreement Developed?	166
What Is the Role of the Local Interagency Planning Council?	181
Summary of Key Points	182
Key Terms and Phrases	183
7. How Does Cultural and Linguistic Diversity Affect Professional Collaboration?	185
Chapter Topics	185
Introduction	186
Who Are Culturally and Linguistically Diverse Students and Families?	186
What Is Cultural Diversity?	188
How Does Cultural and Linguistic Diversity Enrich School Environments?	192
How Does Cultural and Linguistic Diversity Affect Professional Collaboration?	196
What Strategies Are Effective for Working With CLD Students and Parents?	201
Eight Principles and Strategies to Strengthen Professional Collaboration in Highly Diverse Schools	202
Summary of Key Points	206
Key Terms and Phrases	206
8. Celebrating Our Work: The Benefits and Positive Impacts of Professional Collaboration	207
Chapter Topics	207
Introduction	208
The Power of Collaboration: Can the Success of Professional Collaboration and Interagency Coordination Be Measured?	208
Does Professional Collaboration Improve Results for the Whole Child?	212
How Do We Know That Whole-Child Approaches Impact Student Learning?	213
Does Collaboration Promote Student and Family Self-Determination?	223
Why Is It Important to Celebrate Our Work and Renew Our Commitment?	224
Closing: A Call to Action	226
Summary of Key Points	226
Key Terms and Phrases	227
References	229
Index	257

Finally, this book centers on the role of collaboration and coordination as central to problem solving and change in classrooms, schools, and school-community systems. Collaboration and coordination are essential to change in relationships among people, which leads to change in practices, which ultimately leads to healthy development and academic progress in students. Often both the successes and the difficulties with the collaborative process can be traced to problems in professional and personal relationships. Likewise, the cornerstones of coordinated interagency relationships are the personal relationships of the individuals involved. The quality of these relationships depends on the team skills and beliefs and attitudes of the people involved. The chapters that follow address how professional collaboration and coordination work, who takes responsibility for the process, and how it ultimately can affect student outcomes.

INTRODUCTION TO THE CHAPTERS

Chapter 1, *What Does It Mean to Educate the Whole Child?* introduces the issues and challenges that professionals face in responding to the wide range of developmental needs of children and youth in schools. This chapter presents a picture of the conditions for children and youth today that greatly affect their educational participation, engagement, progress, and ultimate life outcomes—and that warrant a call to action. The chapter explores the challenges of educating children—*both with and without identified disabilities*—who develop at greatly differing rates. It examines the connection between children’s environment and learning and defines collaboration as being essential in schools’ responses to serving the whole child. The chapters in the balance of this book address *how* collaboration and coordination work for educating the whole child and who takes responsibility for the process.

Chapter 2, *What Is a Developmentally Healthy School Environment?* defines the characteristics of a healthy school environment, the factors that promote it, and those that undermine it. The chapter discusses the connections between school environment and learning and between social and emotional health and learning, the impacts of key transition points on learning, and the importance of professional collaboration in attending to the range of developmental domains of students. The chapter also explores the special needs of students, both with and without disabilities, who need extra support in the school environment, including those who do not meet criteria for special education. It addresses factors that are associated with school safety and violence prevention, school dropout prevention, and reduction in placement into alternative education settings, and it discusses the role of families.

Chapter 3, *What Laws Promote Collaboration for the Whole Child Initiative?* traces the history of our concern about the relationship between the school environment and children’s development. It outlines the history of perspectives on the role of schools in addressing the needs of the whole child and introduces the emergence of strength-based approaches and the impact of the positive youth development movement. This chapter discusses policy makers’ recognition of the importance of school-linked services and interagency collaboration in promoting students’ academic success and general developmental progress through schooling. This chapter also provides an overview of the laws that promote developmentally healthy school environments, including the Individuals with Disabilities Education Improvement Act (IDEIA) of 2004, the No Child Left Behind Act (NCLB) of 2001, Safe and Drug-Free Schools legislation, and emerging mental health legislation at the state and federal levels.

WHAT IS COLLABORATION, AND WHY IS IT IMPORTANT FOR EDUCATING THE WHOLE CHILD?

My daughter could not have finished her 10th grade without a lot of support from her teachers and school counselor. After her father passed away, she needed extensive tutoring in reading and mathematics and group counseling services for an anxiety disorder. Without the collaboration among teachers and school professionals, we would not be here.

—Mother of a high school student with emotional disabilities

The idea of shared responsibility for a community's children has recently become a watchword for educators and human service personnel. The overarching goal of education is to promote the highest possible levels of academic, social, and career-vocational achievement for all children who enter the school doors. Achieving these goals depends on how professionals collaborate with one another to bridge the different and separate worlds of family and school, academic disciplines, professional roles, school and community, and community agencies. The notion of shared responsibility also implies working across agency boundaries to create a well-coordinated service system to meet the holistic needs of students. Coordination and collaboration are about connecting people within systems and the extraordinary commitment that is required to accomplish this goal.

What Is Collaboration?

The concepts of collaboration and coordination are not simply pleasing abstractions—they represent effective practices that affect student outcomes. A definition of collaboration can be drawn from the Latin roots meaning “to work” (*laborare*) “together” (*com*) (Merriam-Webster's Collegiate Dictionary, 2003). Therefore, collaboration, most simply, can be defined as work done jointly with others. The term *collaboration* is used widely today in education and human service fields.

We commonly refer to collaboration among different groups of people within and outside the schools—among teachers, between teachers and parents, among teachers in different schools, among teachers and related services personnel (e.g., speech therapist, audiologist, counselor, psychologist, reading specialist), and among teachers and community agency personnel. *Collaboration* is generally defined as a process of participation through which people, groups, and organizations form relationships and work together to achieve a set of agreed-upon results (Kochhar-Bryant, 2008). At the heart of effective and long-lasting school collaboration are effective relationships among professionals. Collaboration in special education and human services involves a range of relationships among people in different roles and disciplines within schools and among schools and with human service agencies in the community that serve children and families. The terms *collaboration* and *coordination* represent the following:

- *Ideas* about how people can work together to improve teaching and learning, student development and achievement, and the engagement of community service agencies
- *Philosophies* about how creative change blends or synthesizes a variety of perspectives and values among people to make things possible for students, families, professionals, schools, and systems