A Research-Based Intervention for IB Diploma Student Success: Targeting Stress, Coping, and Engagement

Shannon Suldo, Elizabeth Shaunessy-Dedrick, Lindsey O’Brennan, Elizabeth Storey, John Ferron, Robert Dedrick, Janise Parker et al.

College of Education
University of South Florida

Suldo@usf.edu
(813) 974-2223

The research reported here was supported by the Institute of Education Sciences, U.S. Department of Education, through grants R305A100911 and R305A150543 to the University of South Florida. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.
Presentation Overview

Research base

- Purpose of completed project
  - Identify correlates of risk and success
- Method - 3 stage exploratory study funded by Institute for Education Sciences (IES; 2010-2014)
- Findings

Intervention underway - ACE program

- Purpose of ongoing project
### Background Research by Our Team: AP/IB Students’ Context of Stress (Risk)

<table>
<thead>
<tr>
<th>Elevated perceived stress</th>
<th>Relative to peers in general education, IB students perceive significantly greater levels of stress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sources of stress</td>
<td>The primary environmental stressors faced by IB students pertain to academic requirements &lt;br&gt; Reduced frequency of stressors in other areas more historically credited with adolescent angst</td>
</tr>
<tr>
<td>Similarities in AP and IB</td>
<td>The increased stress level of IB students is also reported by AP students, and significant even after controlling for demographic and personality differences between the students in AP/IB and general education</td>
</tr>
<tr>
<td>Freshmen experience</td>
<td>The elevations in IB students’ perceived stress is not present prior to beginning high school</td>
</tr>
</tbody>
</table>
Background Research: AP/IB Students’ Psychological and Academic Outcomes

- **IB students’ positive outcomes**
  - Relative to peers in general education, IB students’ mental health is intact, and these students are thriving in terms of academic outcomes and affective engagement.

- **AP vs. IB**
  - Positive mental health of IB students is shared by AP.
  - Except relative to AP students, IB students have greater perceptions of interpersonal relationships and school climate.

- **Coping matters**
  - IB students’ coping mechanisms can exacerbate or protect against the effects of stress.

- **Unique coping styles**
  - IB students use creative and sophisticated means to cope with stress associated with academic requirements.
Recently Completed Research Project - Design

Stage 1
• Qualitative

Stage 2
• Scale Development

Stage 3
• Large scale quantitative data collection
Stage 1: Factors that Appear to Matter to Student Success

- Student Coping Strategies
- Student Motivation and Engagement (Behavioral, Cognitive)
- Relationships with Teachers, Classmates; Pride in School/Program
- Context of Stress (Stressors at School, Home, Financial; Eustress)
- Family Relationships and Support for Learning
- Student Background: Demographic Features, Prior Academic Achievement
Stage 2:
Structure of StRESS in AP/IB Context

Sources of Stress

Academic Requirements
- Family Financial Problems
- Academic and Social Struggles

Parent-Child Conflict
- Cultural Issues
- Major Life Events

Suldo, Dedrick, Shaunessy-Dedrick, Roth, & Ferron, 2015
Styles of Coping Strategies Used to Manage School-Related Stressors

**Approach and Problem-Solving**
- Time and Task Management
- Cognitive Reappraisal
- Turn to Family
- Seek Academic Support
- Spirituality
- Relaxation Strategies

**Diversions**
- Social Activities
- Athletic Activities
- Technology (Internet, TV)

**Be Alone**
- Handle Problems Alone

**Focus on Negative Features**
- Express Strong Emotions
- Talk with Classmates and Friends

**Avoidance**
- Sleep
- Skip School
- Reduce Effort on Schoolwork
- Reduce Demands
- Substance Use
Study Procedures

5 districts
- 19 Schools
- 10 AP
- 10 IB
- 8 Teachers per school

Student Self-Report Survey Data
- Parent consent, student assent
- February - March 2012
- Measures of constructs identified in Stage 1
- Survey about 1 hour long

School-Level Data
- Coordinators: IB, AP
- Programmatic features
- Interview with research team

Student Achievement Data
- Districts provided transcripts
- Schools provided IB exam scores
- USF research team matched to students surveys
Participants in Stage 3 Sample

2379 students

- 19 public schools
- 10 IB
- 10 AP
- 52% IB
- 48% AP
- 62% female
- 54% dads
- 63% moms earned BA
- Relatively equally distributed across grade levels
# Race and Ethnicity of Sample

<table>
<thead>
<tr>
<th>Variable</th>
<th>Sample (N = 2379)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnicity &amp; Race</td>
<td></td>
</tr>
<tr>
<td>White/Caucasian</td>
<td>48.8%</td>
</tr>
<tr>
<td>Asian</td>
<td>13.3%</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>12.1%</td>
</tr>
<tr>
<td>African-American</td>
<td>11.7%</td>
</tr>
<tr>
<td>“other” racial identity</td>
<td>1.2%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>13.0%</td>
</tr>
</tbody>
</table>
Student Success… How to Define?

What Outcomes and Indicators are Important to Stakeholders when Evaluating Risk and Success?
### Student Outcomes in Dataset

<table>
<thead>
<tr>
<th>Academic Success</th>
<th>Mental Health</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades in Courses (Semester GPA)</td>
<td>Psychological Well-Being (Life Satisfaction)</td>
</tr>
<tr>
<td>Average Score on AP and IB End-of-Course Exams</td>
<td>Psychopathology (Symptoms of Emotional Distress)</td>
</tr>
<tr>
<td>Attendance (Few Days Missed)</td>
<td>School Burnout</td>
</tr>
</tbody>
</table>
Students completed validated measures of...

- Factors that may predict success
- Strategies for coping with stressors
- Student motivation and interest in classes
- Extracurricular activities
- Family relationships and support at home
- School relationships (with teachers, peers), School pride
- Well-being indicators
  - Life satisfaction
  - Symptoms of emotional distress
  - School burnout
Examined both bivariate and multivariate associations between predictors and outcomes (academics from school records) to understand:

(a) Absolute magnitude of the bivariate link between a predictor and an outcome

(b) Which predictors exerted a unique effect on an outcome after accounting for the other predictors and the nested nature of the dataset
Predictors of Student Outcomes: Moderators

Explored the degree to which student outcomes differ as a function of interactions between the ultimate list of 34 predictor variables.

To explore and confirm findings, split the sample in half.

Model development sample: Considered all possible two-way interactions among the 34 predictors and retained in models with the main effects only the interactions that were significant ($p < .05$).

Validation sample: Of the 30 significant interactions (2 to 10 per outcome), only three confirmed ($p < .05$).

In the total combined sample ($N = 2379$), ran one multilevel model per outcome that included the 34 predictors and, when indicated, the confirmed interaction term.
Academics

AP/IB exams
43% had average AP/IB exam score in passing range

GPA 3.29
SD=.63
Range .33 to 4.0

Mental Health

Life Satisfaction
66% in positive range

Psychopathology
15% at risk for emotional or behavioral challenges

Burnout
71% reported symptoms of burnout
# Associations between Academic and Emotional Well-Being

<table>
<thead>
<tr>
<th></th>
<th>GPA</th>
<th>AP/IB Exams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Satisfaction</td>
<td>.19</td>
<td>.08</td>
</tr>
<tr>
<td>Psychopathology</td>
<td>-.19</td>
<td>-.09</td>
</tr>
<tr>
<td>School Burnout</td>
<td>-.22</td>
<td>-.09</td>
</tr>
</tbody>
</table>
Promotive Factors of Academic and Emotional Well-Being

- Coping with academic stress
  - Approach/problem-focused strategies
- Perceptions of eustress
- Motivation to achieve
- Affective, cognitive, and behavioral forms of school engagement
- Authoritative parenting practices
- Prior (middle school) academic skills
Risk Factors for Academic and Emotional Well-Being

- Stressors
  - Parent-child conflict
  - Academic and social struggles
  - Major life events

- Coping with academic stress
  - Handling problems alone
  - Avoidance
Predictors of success varied by outcome, especially between domains (mental health and academic).

**Mixed Factors:**

- Coping with academic stress
  - Express strong emotions: better academics (BUT worse mental health)
  - Seek diversions: better mental health (BUT worse academics)

- Stressors- academic requirements
  - Better academics (exam scores) (BUT higher burnout)

- Classroom relationships
  - Classmate support predicted lower achievement (BUT better mental health)
Limitations and Next Steps

Limitations:
- Cross-sectional
- Lack of comparison group of students not in AP/IB

Next Steps
- Use research findings as a basis for student supports
- Current project (IES Goal 2)
  - Modularized universal program on coping and engagement
  - Selective intervention (brief coaching/counseling with motivational interviewing) with students at risk academically or emotionally
How to Apply these Research Findings?

• What to share? What factors/skills to focus on?
  • HOW?

• Audiences/stakeholders to target?

• For students…
  • Which… all? 9th? Just those with risk factors?
  • When?
  • How?
  • By whom?
How to Proceed… Many IB programs are already providing matched supports

- Bridging transition to IB… from middle to high school or to the Diploma Program- preparation and expectations are key

- Build all students skills pertinent to:
  - Eustress
  - Time and task management
    - Chunking materials
    - Using a planner (being mindful of what students already have access to)
  - Relaxation strategies and meditation

- Manage technology, ease of cheating using phones and pictures

- Other programs and practices?
USF Intervention: Advancing Coping and Engagement (ACE) program goals

1. Support students’ transition from middle school to high school AP and IB courses.

2. Develop strategies for student success in AP/IB courses, focusing on: healthy responses to academic stress, school connectedness, and family support.

3. Increase use of effective strategies for coping with academic stress.

4. Learn which strategies are ineffective for coping with academic stress.

5. Strengthen students’ bonds to teachers, schools, and AP/IB courses.
ACE Program Components

Universal (fall):
All 9th Grade AP/IB Students

1. Teachers (weekly webinars)

2. Students

3. Parents

5. Orient School Administrators (summer)

6. Train Classroom Providers (grant staff; teachers)

7. Orient School Administrators

Selective (spring):
At-Risk 9th Grade AP/IB Students

4. MAP: Individual coaching with motivational interviewing

8. Train the School Mental Health Providers (grant staff)

Baseline Surveys
Post-Intervention Surveys
Screening for Selective Stage
Project Timeline

YEAR 1 (2015-16)
Develop intervention materials
• 2 high schools (1 district)
• 1 IB Program, 1 AP Program

YEAR 2 (2016-17)
Implementation trial of full intervention
• 2 high schools (same district)
• 1 IB Program, 1 AP (Human Geo)

YEAR 3 (2017-18)
Evaluate program effectiveness
• 16 high schools, 3 districts
• 8 intervention, 8 control

YEAR 4 (2018-19)
Analyze data
• Analyze data from intervention vs. control schools
• Support control schools
• Disseminate findings
Highlights of ACE Intervention Content
<table>
<thead>
<tr>
<th>Universal Stage: Module Content</th>
<th>Students</th>
<th>Teachers</th>
<th>Family</th>
<th>HANDOUTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adjusting to AP/IB: Role of Stress</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Factors Related to AP/IB Success</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Forming Strong Connections to School, AP/IB Program, and AP/IB Teachers</td>
<td>XX</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Engaging through Extracurricular Activities at School and Community</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coping</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Time and task management</td>
<td>XX</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Relaxation and positive thinking</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Seeking support from school and beyond</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Minimizing use of ineffective strategies</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Booster Sessions (Eustress + Strengths/Values)</td>
<td>XX</td>
<td>XX</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supportive Parenting Practices</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Home Environment Conducive to Learning</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Promote Connections to School at Home</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Module Development Process

*Stakeholders = AP/IB Students, Teachers, Parents, Administrators, Mental Health Staff

1. Guidance from Stakeholders
2. USF Team - Version 1 (Year 1 Schools)
3. Content Expert Review
4. Stakeholder Feedback
5. USF Team - Version 2
6. Stakeholder Feedback
7. Content Expert Approval
8. Debut w/ New Stakeholders (Year 2 Schools)
9. USF Team - Version 3 (Year 3 Schools)
Student Universal Intervention
Topics Covered in the ACE Modules

#1: Adjusting to AP/IB: Unique Stressors

#2: Factors Related to AP/IB Students’ Success: Coping and Engagement

#3: Pride in AP/IB Program and School

#4: Relationships with Teachers and other AP/IB Resources

#5: Extracurricular Activities

#6: Time and Task Management – Organization and Planning

#7: Time and Task Management – Focusing and Limiting Procrastination

#8: Seeking Support from Family, Teachers, and Community

#9: Positive Thinking and Relaxation

#10: Limiting Ineffective Coping

#11: Promoting Eustress

#12: Strengths, Values, and Goals
# Student Module 1: Adjusting to AP/IB

**Overview**

<table>
<thead>
<tr>
<th>Module Steps (Topics, Activities)</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Welcome and Introductions</td>
<td>7 mins</td>
</tr>
<tr>
<td>B. High School compared to Middle School</td>
<td>4 mins</td>
</tr>
<tr>
<td>C. How AP/IB Classes differ from Typical High School Classes</td>
<td>5 mins</td>
</tr>
<tr>
<td>D. Making Sense of Accelerated Coursework</td>
<td>5 mins</td>
</tr>
<tr>
<td>E. Examining Stress</td>
<td>5 mins</td>
</tr>
<tr>
<td>F. Activity: Who is Susceptible to Overwhelming Stress?</td>
<td>3 mins</td>
</tr>
<tr>
<td>G. OPTIONAL Activity: Self-Assessment of Stress</td>
<td>5 mins</td>
</tr>
<tr>
<td>H. Insights from Former AP/IB Students: Value of These Classes</td>
<td>4 mins</td>
</tr>
<tr>
<td>I. Sneak Preview of Coming Attractions in Future Modules</td>
<td>3 mins</td>
</tr>
<tr>
<td>J. Independent Practice: Imagining Yourself in the Future</td>
<td>4 mins</td>
</tr>
</tbody>
</table>

*Approximate total time for delivery*: 45 minutes

**Objectives**: Students will be able to:

- Learn about themselves, classmates, and the facilitators.
- Distinguish between workload expectations associated with AP/IB courses versus the expectations of middle school and typical high school classes.
- Identify their most common sources of stress.
- Learn about the outcomes of stressors, and how distress affects the body and mind.

Note: The module is designed to introduce stress so that when coping is revisited in subsequent modules, students will have had an initial introduction to the concept of school-based stressors.

*Increasing enrollment in effective and engaging AP/IB courses* and *this module is designed to introduce stress to students*. **School**

The previous year consisted of 20 students in AP classes and...
Strategies Embedded in the ACE Curriculum

- Didactic Presentation
- Guessing Games
- Self-Assessments
- Role Plays
- Large and Small Group Discussions
- Think-Pair-Share Activities
- Student Vignettes and Quotes
- Videos
Activity: Road to Success

**YOUR PLAN**

- Cartoon image of a person riding a bike on a flat road.
- Cartoon image of a person riding a bike on a more challenging path with obstacles.

**REALITY**

- Cartoon image of a person riding a bike on a road with various challenges such as hills, obstacles, and weather conditions.
- Cartoon image of a person reaching the finish line after overcoming obstacles.
# Coping Chart

## Effective Coping Styles

### Positive Thinking
- Tell yourself that you can do it, for example that you've managed similar situations before.
- Adopt an optimistic or positive attitude.
- Think about the bigger picture (your goals or values) to put things in perspective.
- Remind yourself of future benefits or rewards of finishing your school program, such as getting into college or getting scholarships.

### Time and Task Management
- Prioritize the order in which you complete your work.
- Focus on the work until it is complete.
- Get and keep materials for school organized.
- Be purposeful about how you schedule and spend all of your time.
- Break work into manageable pieces.
- Use a planner to keep track of activities and assignments due.

### Seek Academic Support
- Get extra help for class from tutors.
- Study with other students.
- Ask teacher(s) questions about assignments or coursework.

### Turn to Spirituality
- Rely on your faith to help deal with the problem.
- Go to church or place of worship.
- Pray.

## Ineffective Coping Styles

### Withdraw/Self-Reliance
- Keep problems to yourself.
- Try to ignore feelings of stress.
- Become quiet (talk less or not at all to others).
- Try to handle things on your own.

### Skip School
- Take a day off from school to get work done.
- Take a day off from school to sleep or relax (a "mental health day").
- Skip school to avoid tests you are not ready for or assignments you have not finished.

### Take Short Cuts at School
- Share (split-up) assignments with classmates.
- Copy other students' homework and assignments.
- Take less demanding classes.

### Reduce Effort on Schoolwork
- Stop caring about schoolwork.
- Stop trying (give up).
- Work less on or just don't do assignments that are less important.
- Turn in assignments late.

### Use Illicit Substances
- Drink alcoholic beverages, such as beer, wine, liquor, etc.
- Use drugs, such as marijuana, medications not prescribed to you, etc.
- Smoke cigarettes or use other tobacco products.

### Sleep
- Take naps.
- Sleep to recharge so you can tackle a problem.
- Sleep to escape or put off the problem.

## Coping Styles with Mixed Effectiveness

(\textit{the coping styles below co-occur with some but not all negative emotional or academic outcomes, so are not targeted in our program})

### Social Activities
- Go shopping.
- Hang out with friends.
- Have fun with other people to get your mind off the problem

### Athletic Activities
- Play team sports, like soccer, football.
- Take part in enjoyable extracurricular activities.
- Exercise (run, go to the gym, dance, etc.).

### Tech/Media Activities
- Surf the Internet
- Play videogames
- Watch TV or videos.

### Talk with Classmates and Friends
- Talk to classmates (friends in your school program) about what's bothering you.
- Vent or complain to friends outside of your school program.
- Go over and over a negative situation in a talk with a friend.

### Express Strong Emotions
- Get mad, annoyed, or irritated.
- Take it out on others (lash out).
- Yell, scream, or swear.
- Panic or "freak out" about the problem without trying to fix it.
- Keep thinking about work to be done (obsess about workload).
Likes their School, Program, & Teachers “School Connectedness”

Student-Teacher Relationships

Takes Part in Extracurricular Activities

Module 3

Module 4

Module 5
Sample Activity
Positive Feelings about their School and AP/IB Program

One way to increase school pride is recognizing the positive things you like about your school!

- Are there activities and clubs I can get involved in?
- What do I like about the teachers I’ve had this year?
- What do I like about my classes?
- What do I like about the students at this high school?
Research Findings:
Number of Extracurricular Activity Types

9th Grade Students

- 7 (3%) None
- 8 (3%) 1
- 17 (17%) 2
- 3 (18%) 3
- 1 (10%) 4
- 2 (10%) 5
- 3 (4%) 6
- 1 (4%) 7
- 1 (3%) 8

9th-12th Grade Students

- 3 (19%) None
- 8 (4%) 1
- 5 (14%) 2
- 4 (20%) 3
- 7 (4%) 4
- 4 (4%) 5
- 1 (10%) 6
- 1 (10%) 7
- 1 (10%) 8

N = 2379; Suldo & Shaunessy-Dedrick, 2010
Types and GPA
(AP/IB Students in Grade 9 and Across All Grades)

Number of Activities Involved in Throughout the Year

Student GPA

9th Grade
All Grades
Modules on Developing Effective Coping Strategies

Module 6: Time and Task Management Part 1
Module 7: Time and Task Management Part 2
Module 8: Seeking Support from School and Beyond
Module 9: Positive Thinking and Relaxation
Module 10: Minimizing Use of Ineffective Coping
Elements of Time and Task Management for AP/IB Students

#1 Organizing
#2 Listing Activities
#3 Breaking Down Tasks
#4 Managing Time
#5 Prioritizing Tasks
#6 Focusing on Tasks

Suldo & Shaunessy, 2010
Name(s): Dad

When and how can they support you? In the car ride home from school, I can tell my dad about my assignments.

Name(s): Youth Group Leader

When and how can they support you? At the youth group meeting, my leader can offer support and advice for getting through tough times.

Name(s): English Teacher

When and how can they support you? After school, I can ask my teacher to clarify the instructions for the class paper.
ACT’s and SAT’s are coming up and I’m trying to study for them while balancing all my other class work. It’s really hard! Even though it may be stressful right now, I know that good ACT or SAT test scores will give me the best shot for getting into the college of my dreams. I can push through now because I know it will be worth it when I get those college acceptance letters. – Jimarcus, 11th grade IB student

When it is report card time, everybody likes to ask you, “Oh, what did you get in this class?” and some people think that’s means oh, I want to show off that my grade is better than yours. I don’t think of it that way though. This helps me figure out what subjects my friends are good at, so if I ever need help with a class, I know who I should go to for study help. – Mariana, 9th grade AP student
Negative Thought: “______________________________”

How will this student feel when she is having this thought?

How will this thought affect how she approaches this assignment?

How will those actions affect the likelihood she completes the paper well?

How will this student feel when she is having this thought?

How will this thought affect how she approaches this assignment?

How will those actions affect the likelihood she completes the paper well?

Positive Thought: “______________________________”
Activity: Values Discovery Card Sort

Take a stack of cards. Read through the values listed on each card.

Sort the cards into piles based on: very important, important, or not important.

Pick up the cards in the “very important” and lay them out so you can see them all.

Re-sort to identify 3-4 values that are most important to you.

Record your top values on Handout 12.3
Activity: Problem-Solving in Action

Now you have 5 minutes to complete this activity!

1. Set a personal goal
2. Reflect on the positive features of the situation
3. Brainstorm solution(s)
4. Select the solution(s) with the most advantages; Use positive self-talk!
5. Evaluate the outcome, and remember to savor your success!
### Student Acceptability of ACE

**Q1.** The material was easy to understand  
**Q3.** I am likely to use what I learned today inside and outside of school.

<table>
<thead>
<tr>
<th>Module</th>
<th>IB Program</th>
<th>AP Classes</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
</tr>
<tr>
<td>1. Adjusting to AP/IB</td>
<td>Q1</td>
<td>156</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>156</td>
</tr>
<tr>
<td>2. Factors Related to AP/IB Student Success</td>
<td>Q1</td>
<td>104</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>104</td>
</tr>
<tr>
<td>3. Increasing Pride in Your School and AP/IB Program</td>
<td>Q1</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>97</td>
</tr>
<tr>
<td>4. Relationships with People at School</td>
<td>Q1</td>
<td>123</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>121</td>
</tr>
<tr>
<td>5. Investing in Extracurricular Activities</td>
<td>Q1</td>
<td>106</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>104</td>
</tr>
<tr>
<td>6. Time and Task Management (Part 1: Organize, List, Prioritize)</td>
<td>Q1</td>
<td>87</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>87</td>
</tr>
<tr>
<td>7. Time and Task Management (Part 2: Limiting Procrastination)</td>
<td>Q1</td>
<td>90</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>90</td>
</tr>
<tr>
<td>8. Seeking Support from People at Home, School, and Spiritual Community</td>
<td>Q1</td>
<td>88</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>90</td>
</tr>
<tr>
<td>9. Relaxation and Positive Thinking</td>
<td>Q1</td>
<td>89</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>89</td>
</tr>
<tr>
<td>10. Limiting Use of Ineffective Coping Styles</td>
<td>Q1</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>91</td>
</tr>
<tr>
<td>11. Promoting Eustress and Review of Coping and Engagement Tools</td>
<td>Q1</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>96</td>
</tr>
<tr>
<td>12. Strengths, Values, and Goals</td>
<td>Q1</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Q3</td>
<td>69</td>
</tr>
</tbody>
</table>
Teacher Universal Intervention
Teacher Modules Purpose: Resources for Your Educator Toolkit!

- Research specific to AP/IB students
- Ideas from colleagues
- Optional activities you can use in your classrooms
- Promotes shared language between students and teachers
- Additional research-based resources you can use with all high school grade levels
Thinking Back…

What was your *favorite* class in high school?

What was your *least favorite* class?
Why are Student-Teacher Relationships Important for Students?

Research studies find strong links between students’ belief that their teachers care about them and students’ positive well-being.

Roorda, Koomen, Spilt, & Oort (2011)
Greater student engagement was found among students who
• Experienced more positive student-teacher relationships, and/or

Greater achievement was found among students who
• Experienced more positive student-teacher relationships, and/or

Effects of positive student-teacher relationships on engagement and achievement are stronger for high school students than elementary school students.

Effects of negative student-teacher relationships on engagement and achievement are stronger for elementary school students than high school students.

Effects of positive student-teacher relationships and achievement are stronger for boys and White students.

Effects of positive and negative student-teacher relationships on engagement were stronger for boys.
Tips and Tools to Help Students Seek Support at School

- Help students identify the **web of support options at school***
- Guide students to be **clear about what they need help with**.
- Suggest **best times that you are available** for students to approach you to ask a question or for support.
- Highlight instances of **effective communication** (e.g., praise proper email etiquette and proactive problem-solving)
- Support students by making sure you or others are not solving problems for them, but **cheering them along the way**.
- Remind students to **not wait until the last minute to ask for help**, or suggest to students who are beginning to fall behind to seek support.
Parent Universal Intervention

Two in-person parent sessions and weekly parent handouts (emailed)
Purpose of ACE Family Program

- Increase parent awareness of what students are learning throughout the classwide program.

- Support students’ use of:
  * Effective coping skills for managing academic stress.
  * Strategies for connecting to teachers and peers, and feeling pride in their school.

- Share information about parenting practices and home environments that support student academic and emotional success
Effective Coping Conversation
Starters

I know this project is challenging, but how might it help you in the long run?

Try taking a couple of deep breaths then look at the homework with fresh eyes.

Is there someone at school who might be able to help you with this assignment?

Let’s work together to breakdown your assignment into smaller pieces, & pick a piece to start first.
There are 3 main ways parents can be involved with school, and show support for learning:

1. Attend Activities at School
2. Communicate Positive Beliefs about School and Achievement
3. Create a Home Environment Conducive to Learning
Try to make your home a safe haven for you and your family.

Create consistent family routines and encourage students to plan out their day.

Help students create a work space that optimizes productivity and efficiency.
Example: Limiting Distractions

My daughter needs far more time for studying and homework than she did in middle school, so I've taken away a couple of her chores. I'm making lunches for her and I’ve started folding my own towels again for the first time in a couple of years! I’m trying to take some of the stressors at home off of her, so she can put her energy into her studies. At first she told us, "You just don't know how hard it is…IB is harder than anything." It was a very, very tough beginning. So, as a family, we just had to think, OK, well, what do you need to do to make this work, and what can we do to help you?
**Student Engagement: Relationships with Teachers, Peers, and Others at School**

The purpose of this module is to help students create positive relationships with individuals within the school community, especially connections with their AP/IB teachers. Students in this module learn how to initiate these relationships, and maintain strong connections in times of stress.

**What Students Learn: Tips to Form New Relationships**

| **Think about who you may want to build a relationship with in your school** |
| **Think about the best time to initiate a relationship with others (downtime in class, lunch, extracurricular activities)** |
| **Some ways to build relationships with others is to share your interests or activities.** |
| **Ask about the other person’s interests, and most importantly listen to their responses!** |

**Initiating Relationships: Who, When, What, How**

- **WHO** can you build relationships with at school?
  - Teachers
  - Administrators
  - Counselors and psychologists
  - Classmates (potential study buddies!)

- **WHEN** can you share information about yourself and learn about others?
  - In between classes
  - During a school wide event
  - Through a club or activity
  - During and after class

- **WHAT** might you share about yourself with others?
  - Future goals
  - Thoughts about class
  - Interests and hobbies
  - Experiences in the AP/IB program and school in general

- **HOW** might you overcome feeling uncomfortable or intimidated?
  - Think about benefits of starting a new relationship
  - Think back to a time when you successfully started a new relationship
Tips and Tools for You and Your Student

✓ Student may need to be reminded of the benefits of connecting with people at school. You can model this behavior by building your own connections to school staff.

✓ Think about your own high school experience and share how teachers positively impacted you as a teen.

✓ If a student has difficulty connecting to a teacher, remind them there are many other adults at school they can reach out to for help.

✓ Student can learn a lot by getting to know their teachers. Teachers may have experienced similar challenges when they were younger.

✓ Always encourage students to use the problem solving process (see orange section for more details) when stuck.

Practice at Home: Making Connections Plan

Students make a plan to build connections with teachers, other adults, classmates, and other people within their school

Students identify the:

WHO  WHEN  WHAT TO SHARE

And track their progress towards goals!

What Students Learn: Problem-Solving Interpersonal Conflict

The Steps for Resolving Interpersonal Conflict

1. Identify the problem
2. Identify the perspective of all parties
3. Identify potential solutions
4. Identify the pros and cons of each solution
5. Choose an appropriate solution
6. Reflect on the outcome
Mid-year Screening and Selective Intervention
Individualized Support for Students: Motivation, Assessment, & Planning (MAP) Meetings (Spring)

Identifying At-Risk Students

Students with high stress, few positive feelings about school, or grades < B are offered 1-2 individual meetings with an ACE coach

Individual MAP Meetings

Coaches use motivational interviewing to discuss students’ strengths, values, and goals, and help them problem-solve and develop action plans that target areas in need of growth
At-risk students are offered 1-2 individual MAP meetings with an ACE program coach. Sessions last approximately 30-60 minutes and are held during school hours.
# Student Acceptability of MAP

1 = *Strongly Disagree* to 5 = *Strongly Agree*

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAP Meeting One (N = 49)</strong></td>
<td><strong>MAP Meeting Two (N = 42)</strong></td>
<td><strong>MAP Meeting Two (N = 42)</strong></td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td><strong>M</strong></td>
<td><strong>SD</strong></td>
</tr>
<tr>
<td>I felt comfortable during this meeting.</td>
<td>4.39</td>
<td>0.90</td>
</tr>
<tr>
<td>The data and graph used in the meeting were easy to understand.</td>
<td>4.30</td>
<td>0.77</td>
</tr>
<tr>
<td>I liked reviewing the data and the graph with the coach.</td>
<td>4.39</td>
<td>0.88</td>
</tr>
<tr>
<td>I liked the process used to develop the action plan.</td>
<td>4.34</td>
<td>0.85</td>
</tr>
<tr>
<td>This meeting was effective in helping me develop an action plan of strategies to help me reach my short and long term goals.</td>
<td>4.43</td>
<td>0.84</td>
</tr>
<tr>
<td>I would recommend the meeting to other students.</td>
<td>4.26</td>
<td>0.86</td>
</tr>
<tr>
<td>I am likely to use ideas discussed today inside and outside of school.</td>
<td>4.36</td>
<td>0.88</td>
</tr>
<tr>
<td>I am ready to make a positive change in a target discussed during today’s meeting</td>
<td>4.38</td>
<td>0.77</td>
</tr>
<tr>
<td>I will not make any changes in my behavior based on this meeting.</td>
<td>1.84</td>
<td>0.85</td>
</tr>
<tr>
<td>--</td>
<td>--</td>
<td>--</td>
</tr>
</tbody>
</table>

---
Questions and Comments?

shaunessy@usf.edu    813-974-7007