

# DOWNLOAD PDF THE ROLE OF THE SCHOOL PSYCHOLOGIST IN THE URBAN SCHOOL SYSTEM, BY F. A. MULLEN.

## Chapter 1 : School Psychology, Ed.S. < Temple University

Mullen, F.A. () 'The Role of the School Psychologist In the Urban School System', in J.F. Magary (ed.) *School Psychological Services in Theory and Practice, A Handbook*, pp. Englewood Cliffs, NJ: Prentice-Hall.

National Center on Response to Intervention This is the first article in a three-part series. In this three-part series, we present an overview of the issues most relevant to the development and implementation of Response to Intervention RtI models in contemporary urban schools. This first article focuses on describing the broad challenges faced by and within urban school systems in effectively educating students. These issues, we contend, should be well considered—and addressed when possible—prior to implementing an RtI framework. The second article in the series focuses on how RtI frameworks in urban schools should be designed to consider the cultural dimensions of racialization and linguistic hegemony that limit equitable opportunities to learn. The third article seeks to present promising examples of how RTI practices that consider cultural dimensions operate in urban schools. As such, it is designed as a model for the prevention of long-term academic failure and thus, is a potentially powerful tool for addressing the needs of all students in all contexts.

Urban School Challenges It is important to note that the challenges facing urban school systems are not entirely unique to metropolitan areas, nor are all urban school systems confronted with the same challenges. Urban schools do, however, share some unique physical and demographic characteristics that differentiate them from suburban and rural school districts. Unlike suburban and rural school districts, urban school districts operate in densely populated areas serving significantly more students. In comparison to suburban and rural districts, urban school districts are frequently marked by higher concentrations of poverty, greater racial and ethnic diversity, larger concentrations of immigrant populations and linguistic diversity, and more frequent rates of student mobility Kincheloe, , While sociodemographics are not themselves the challenge of urban school systems, they speak to the broader social and economic inequities facing such populations that invariably frame the work of urban schools. As Orfield explained, segregation and poverty underlie grander issues in urban education systems: It is wrong to assume that segregation is irrelevant, and policies that ignore that fact simply punish the victims of segregation because they fail to take into account many of the causes of the inequality—Current policy built on [this assumption] cannot produce the desired results and may even compound the existing inequalities. The challenges of urban education cannot be divorced from its sociodemographic context.

Structural Challenges Urban school systems tend to have specific structural challenges that impede their ability to effectively educate the most vulnerable students. While these structural challenges may be evidenced across all types of educational contexts, they are perhaps most potent in urban settings. They include 1 persistently low student achievement, 2 a lack of instructional coherence, 3 inexperienced teaching staff, 4 poorly functioning business operations, and 5 low expectations of students Kincheloe, , ; MDRC, We discuss each briefly below and provide suggestions for addressing these structural challenges.

Low Student Achievement Even in the midst of tremendous political attention, low student performance persists. This is often exemplified by a large number of students performing poorly on achievement tests and not performing at grade level, as well as high rates of high school noncompletion and special education classification. The vast majority of students want to succeed in school and view school as important to being successful in life, but structural barriers both inside and outside school often stand in the way of the realization of this Theoharis, A Lack of Instructional Coherence Urban schools are bombarded with so many instructional initiatives and approaches that they can become fragmented, or indeed contradict one another. Moreover, urban school initiatives should be carefully chosen, with attention paid to what is already being implemented within the school district. Urban school initiatives should utilize expertise within the schools for coaching and program building so that institutional knowledge can be passed on to new and novice teachers who have perhaps the greatest need for professional learning supports. Inexperienced Teaching Staff The issue of teacher quality is considered central to growing efforts to understand and reduce

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performance gaps in achievement between students of color and their White and Asian peers Ferguson, , Students in schools with high concentrations of low-income Black and Latino students are more likely to have inexperienced or unqualified teachers, fewer demanding college preparatory courses, more remedial courses, and higher teacher turnover Lee, Aside from the school building itself, teachers are perhaps the most visible school resource. Extensive research has demonstrated that teachers have a significant impact on student achievement e. Teachers become more effective the longer they teach. In his review of teacher research, Goldhaber highlighted studies that consistently demonstrate teachers becoming increasingly more effective in the first 3 to 5 years of teaching. Thus, it can be inferred that teachers with fewer than 3 years of teaching experience are less effective than those with 3 or more years of teaching experience. Experienced teachers, however, are not equally distributed across low- and high-poverty schools. Boyd, Lankford, Loeb, and Wyckoff demonstrated that teachers are drawn to schools with low concentrations of poverty, low minority populations, and high levels of student achievement, thus framing the problem of teacher quality as one related to professional mobility. Teachers who perform better on the general knowledge certification exam are significantly more likely to leave schools having the lowest achieving students, leading to high teacher turnover rates in lower performing schools. This high turnover rate makes it harder for low-performing schools to build an experienced teaching core, thus creating an unequal distribution of experienced teachers. To address the needs of struggling learners, urban school districts need to consider their teachers as valuable and strategic resources and systemically assign academically underperforming students to effective teachers. Urban school districts tend to have ineffective or underutilized data management systems MDRC, , making it difficult for them to identify student needs and monitor student progress. While much of the budgetary and resource challenges are deeply embedded in other political and economic factors outside the reach of a school system, urban school districts need to develop data systems and promote their use in critical analysis and examination of their own practices. This entails a commitment to data analysis as a continuous process, with clearly stated questions or problem statements, a readiness to question assumptions, and the capacity to go beyond the numbers Reeves, As such, data analysis can occur at the district level with improved data collection and monitoring systems. With improved systems, data analysis can also be implemented at the school level with data walks, inquiry groups, and critical friends groups. Low Expectations of Students Urban schools often fail to provide environments of high academic expectations Griffith, ; Matute-Bianchi, ; Noguera, ; Valencia, ; Valenzuela, While also a persistent cultural challenge, urban school districts have structural challenges that either produce or perpetuate low expectations of students. Structurally, this is exemplified in the absence of demanding and high level courses and programs such as advanced placement courses and gifted and talented programs, as well as school systems that council students out of school Fine, Research has shown that given the opportunity and appropriate support, students will live up to the high expectations set forth for them. Of course, it is not as simple as setting a high bar. The students themselves need to feel, understand, and interpret the structures and culture of the school as requiring their best effort and expecting excellence of them. Urban school districts need to provide access to rigorous courses and increase academic support to struggling studentsâ€™ through programs such as AVID advancement via individual determination , MESA mathematics, engineering, science achievement , double period classes, extended learning time, after school sessions but not just more of the same , and summer schoolâ€™ to support struggling students and help them reach high expectations set for them. Moreover, urban schools must employ early intervention systems to identify struggling students, which are a critical component of any RtI framework. Cultural Challenges Along with the structural challenges faced by urban schools, there are also critical cultural challenges that stand in the way of the successful implementation of RtI models. We identify these cultural beliefs generally as cultural dissonance that manifests itself in policies, practices, beliefs, and outcomes in myriad interconnected ways. Taken together, these elements of cultural dissonance constitute a prevailing pattern that includes but is not limited to: We discuss each of these briefly below followed by some of the practices we suggest for meeting these challenges that are being implemented in some of the more successful

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urban schools. In fact, such perspectives can be found in many suburban and rural districts as well. To effectively combat these beliefs, we find school districts engage in some form of continued dialogue regarding these beliefs through year-long reading groups, attendance in continuous diversity dialogue seminars, and opportunities to operationalize their new thinking such as in PLCs, grade level and content meetings, staff meetings, collegial circles, and data inquiry groups. Lack of Cultural Responsiveness in Current Policies and Practices

The principles of culturally responsive pedagogy recognize that culture is central to learning and pivotal not only in communicating and receiving information but also in shaping the thinking process of groups and individuals Ladson-Billings, A pedagogy that acknowledges, responds to, and celebrates knowledge, information, and processes as culturally bound offers fuller and more equitable access to education for CLD student groups Gay, ; Nieto, Reflective practitioners regularly contend with the question of why certain school practices work well for some students and not for others. Too often, schools make policy, curricular, and pedagogical decisions without careful consideration of the racial, ethnic, and cultural realities of the students and communities they serve. For instance, schools with high concentrations of children who are homeless need to construct homework as in-school reinforcement and not as an activity for a home environment that is not universally available for all children. The dearth of culturally responsive practices leads to a lack of student trust in the school setting Steele, Students may interpret the school environment as unwelcoming and thus unworthy of a meaningful, personal investment, making their academic achievement much more unlikely Cushman, ; Valenzuela, Good Practices for Addressing Issues of Cultural Dissonance

Cultural dissonance and the beliefs relative to the limited abilities of urban students distract practitioners from engaging in conversations about how teaching matters in learning outcomes. That is, we find practitioners are frequently willing to cite the family and community i. Cultural dissonance can be profoundly impactful, however, to the school experiences of urban students. It shapes and colors the expectations for achievement and sends critical messages to students about how much or little their cultural selves are valued by the school and larger society. To address these issues of cultural dissonance in the preparation of the implementation of an effective RtI model, urban schools must develop the capacity for these critical components of policy, practice, and belief: Achieve clarity of institutional mission that focuses on cultivating talent, confidence, and competence in all students. Embrace immigrant students and their culture. Build strong relationships between teachers and students to improve behavior and achievement. Build partnerships with parents and critical stakeholders. Achieve Clarity of Institutional Mission That Focuses on Cultivating Talent, Confidence, and Competence in All Students

The first task in developing clarity around mission in urban schools involves securing the appropriate buy-in from all staff regarding expectations and norms. Any notions, however subtle they may be, that accept the normalization of failure must be deliberately and directly challenged. School teams should attempt to define explicitly what equity means in the specific context of the school building. In the course of defining equity, schools should identify and implement strategies that support the most vulnerable student populations and that also address the social and emotional needs of students as well as the underlying causes of behavior problems. These normed academic and social expectations need to be regularly clarifiedâ€”particularly at critical transition points in the education pipeline. Embrace Immigrant Students and Their Culture

Increasingly, the children of recently arrived immigrants are enrolling in large numbers at urban public schools. These first-generation and 1. Contrary to the politicized stereotypes that might suggest otherwise, some immigrants do enter the country with a great deal of education and other professional training. The families of the formally educated as well as others with limited levels of formal education invest heavily in the notion that American schools will provide the goods and services that will give their children access to critical social, educational, and economic opportunities. The academic success of immigrant students is largely contingent on how they and their families are treated. Schools serving large numbers of immigrant students must be increasingly vigilant in their commitment to the principles and practices of culturally responsive education CRE. The school practitioners must be especially aware of the ways in which the acculturation process may produce cultural conflict for recent immigrants. To mitigate the

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potential for conflict, the school must redouble its efforts to develop both cultural and language competence among staff. **Build Strong Relationships Between Teachers and Students to Improve Behavior and Achievement** Young people who are particularly vulnerable to school failure are most benefited by both good pedagogy that is supported by a carefully planned, rigorous curriculum as well as strong relationships between practitioners and students. Good teaching in urban schools is often a function of leveraging trust and relationships to challenge students to meet the high expectations for learning. In this way, extracurricular activities can be utilized as tools to engage students, and these activities should be designed to develop skill sets beyond athletics that create opportunities for youth leadership and civic engagement. Good schools produce students who feel they can present their intellectual selves authentically in a way that does not conflict with the cultural ways of being that are also important to their social and cultural selves. **Build Partnerships With Parents and Critical Stakeholders** Trust and relationships between students and school practitioners are also facilitated by the careful coordination of services with community partners to meet specific nutrition, health care, and counseling needs. Effective urban schools should seek to build relationships with social service agencies and other community-based organizations. Urban schools should see these other agencies as not having outside interests but, rather, being equal stakeholders in the long-term goals of the school. To this end, urban schools should offer training for staff on effective strategies for communicating with parents. The interactions that parents have with the school should be considered thoughtfully so that they do not send conflicting messages. In partnering with parents, schools should work to provide clear guidance on what they can do to support children. Work with parents should be based on the assumption that all parents want the best for their children and would like to partner effectively with the school. In considering the structures for incorporating the cooperation of parents, schools should remember that the most critical forms of parental support occur at home. **Conclusion** As previously stated, it is important to recognize the complex realities facing urban school systems that challenge the effective development and implementation of RtI. The structural concerns of persistent low achievement, limited teacher and leader capacity, poor data and data inquiry infrastructures, and low expectations of students are not new phenomena but, rather, are historic conditions in urban schools.

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## Chapter 2 : Urban School Challenges | RTI Action Network

*The development of school psychological services, by J.E.W. Wallin [and] D.G. Ferguson*  
*The role of the school psychologist in the urban school system, by F.A. Mullen*  
*The role of the school psychologist in the community school, by M.L. Meacham [and] V. Trione*  
*The psychologist collaborates with other school staff, by R.J. Capoblanco.*

Promoting behavioral success in schools: Given this emphasis in these articles on the applied use of behavioral practices, the purpose of this brief commentary is to highlight and comment on some of the big ideas that link these practitioner-focused articles. Specifically, three main questions are addressed: A commentary on an article by Atkins, Graczyk, Frazier, and Abdul-Adil that appeared in this issue on pp. In their article, Atkins et al. The writer commends Atkins et al. He seeks to expand Atkins et al. Supporting Successful Transition to Kindergarten: General Challenges and Specific Implications for Students with Problem Behavior The purpose of this review is to present factors that impede and promote successful transition to kindergarten, with a focus on the specific needs of students with problem behavior. The review addresses competencies that teachers report are critical for success in kindergarten, traditional transition practices, and challenges in implementing transition practices. Suggestions are provided to begin to attend to some of the issues affecting successful transition for children with challenging behavior and include an overarching framework to better support transition practices and specific suggestions for appropriate supports. Issues of personal dignity and social validity in school-wide systems of positive behavior support This article provides an analysis of issues related to personal dignity and social validity in schools. Specifically, dignity is defined in terms of individual success and independence, while social validity is defined in terms of the system as a whole. These definitions are explored in the context of schoolwide systems of positive behavior support PBS. Descriptions of schoolwide systems of PBS are used to analyze and detail procedures that maintain respect for personal dignity and social validity. In addition, processes for engaging persons in this discussion are critically analyzed. Future development and growth of PBS as a technology-based approach to developing self-determined, independent, and successful persons is discussed. Direction is suggested in the way we consider issues, define our values, and engage others in systemic change efforts. Coaching positive behavior support in school settings: Tactics and data-based decision-making Systems of positive behavior support PBS that positively affect student performance involve consensus among stakeholders, the development of environments that facilitate student success, effective teaching of rules and procedures, and consistent consequences for behavior. Evaluation of such systems requires schools to collect data to assess performance and to use that information to make data-based decisions. However, surveys indicate that data collection and data-based decision making are among the most difficult components of PBS for school personnel to tackle. This article examines in-person coaching strategies and data use. Journal of Positive Behavior Interventions, 7 4. In this study, selected staff members from four elementary schools were trained in how to use the outcomes of an FBA to develop function-based intervention plans. They then formed school-based intervention teams and served as facilitators for a total of 31 cases. The same cases also were distributed to three national FBA experts who selected interventions based on the identified function for each case. The number and type of selected intervention strategies were recorded and analyzed across cases. Comparisons between team and expert intervention strategy selection revealed that school-based personnel in this study were more likely to select punitive and exclusionary strategies, regardless of function. Thus, in real-world school settings, the link between FBA and intervention is far more complex than has been recognized or discussed in the literature. Discussion focuses on possible explanations for the finding that school-based teams tend to gravitate toward more negative and exclusionary strategies, even when mediated by a trained FBA facilitator. Making a Case for Effectiveness and Efficiency. Behavioral Disorders, 29 2 , Under the Individuals with Disabilities Education Act, schools have a legal obligation to conduct functional behavior assessments FBAs when developing intervention plans for students with disabilities whose behaviors lead their individualized education program teams to consider a

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change in educational placement, including suspension and expulsion. However, FBA also holds significant promise as a procedure to be used proactively with students with behavioral challenges who are educated in part, or wholly, in general education classrooms. Unfortunately, current conceptualizations of FBA as a methodologically rigorous procedure pose significant and possibly insurmountable barriers to proactive implementation in general education settings. The authors analyze these barriers through a targeted review of the literature, an examination of how the characteristics of general education settings promote the use of less demanding FBA methodologies, and a consideration of situations in which certain FBA procedures generally are contraindicated. Finally, they advocate an active research agenda that is responsive to the particular challenges of public school settings and FBA students with and at risk for mild disabilities.

Preventing School Failure, 50 1 , Functional behavior assessment FBA is an integral component of a positive behavior support approach to preventing problem behavior across all students in the school. As primary prevention, FBA is a collaborative school-wide practice to predict common problems and to develop school-wide interventions. As secondary prevention, FBA involves simple and realistic team-driven assessment and intervention strategies aimed at students with mildly challenging behaviors. As tertiary prevention, FBA is complex, time-consuming, and rigorous--aimed at students for whom all previous intervention attempts have been unsuccessful. Whereas the concepts of prediction, function, and prevention remain constant at all levels of positive behavior support, the considerations for and form of FBA may vary greatly. The authors present the application of FBA practices at each of the three levels of a system of positive behavior support. The quest for ordinary lives: A legacy and a challenge to the status quo The article offers a commentary on the article "The Quest for Ordinary Lives: It offers some useful insights beyond those traditionally encountered in personnel preparation programs in transition from school to adult living. It suggests that there may well be another side to the protectionist-feel good ethic in our society. The authors reported anecdotal data from coworkers in these typical community work settings suggesting that their jobs became enriched and more satisfying and fulfilling for had the experience of working alongside coworkers. Teacher outcomes of School-wide Positive Behavior Support Thousands of Schools throughout the country are now implementing school-wide positive behavior support SWPBS as a way to improve school culture, safety, and climate. Research is needed to assess the effects of implementing SWPBS on a teacher stress and b and teacher efficacy. The present pilot study provides a preliminary study of these variables by analyzing self-report measures conducted by 20 teachers within schools of differing levels of SWPBS implementation. Results indicated a statistically significant relationship between SWPBS implementation and teacher perception of educational efficacy. Results did not indicate a significant relationship, but rather a trend in the anticipated direction between SWPBS implementation and reduced perception of teacher stress. Limitations of the study are discussed and directions for future research are recommended. An Evaluative Measure of Behavior Support Intervention in Public Schools Evaluation of out-of-district special education placement costs in the 15 largest Massachusetts public school districts found the criterion school district which had developed a system-wide approach to behavioral intervention had the lowest per capita cost, lowest percentage of total school budget consumed by out-of-district placements, and the highest proportion of special needs students in inclusive educational classrooms. Longitudinal evaluation of behavior support intervention in a public middle school Reports on a longitudinal evaluation of behavior support intervention in a public middle school. Study design and methods; Number of detentions recorded for the three behavior categories; Decreasing trend in the number of detentions each year for vandalism and substance use; Percentage of student attendance and earning a lottery drawing per term.

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## Chapter 3 : School Psychology, Ph.D. < Temple University

*The role of the school psychologist in the urban school system. In J. F. Magary (Ed.), School psychological services in theory and practice, a handbook (pp. ). Englewood Cliffs, NJ: Prentice-Hall.*

Parents , guardians , and family members are approached as partners with the SBFC professional, all working together to promote school success. The SBFC professional is an advocate for the child , the family , and the school. Through these guidance clinics Adler and his colleagues counseled parents and teachers often both together in large meetings where both groups were present on how to help children overcome problems at home and school. This Adlerian home-school approach to counseling was strength-based with its emphasis on helping children develop Social Interest. The psychiatrist Rudolf Dreikurs , who worked with Adler, emigrated to the USA in the s and popularized the Adlerian approach to home-school intervention through books like: *Children the Challenge* for parents , *Maintaining Sanity in the Classroom* for teachers , and *Discipline Without Tears* for parents and teachers. Children having difficulty at home would typically be seen by a community-based mental health professional. Beginning in the s the mental health literature begins to show an increasing emphasis on linking home and school interventions. By there existed a substantial literature on the integration of family and school counseling approaches. It emphasizes integrating intervention remedial and prevention approaches at school and in the family. This emphasis on working collaboratively with parents and guardians in order to help their children succeed in school is appealing to families because of its educational focus. SBFC is a multiculturally sensitive counseling approach because it reduces the stigma associated with the mental health professions. This approach is practiced by many different mental health professionals and educators. There is a need for rigorous randomized controlled trials of a variety of SBFC approaches. The development of SBFC programs requires both cross-disciplinary and cross-cultural thinking and a willingness to set aside mental health professional "turf" issues. The Guilford Press Dreikurs, R. Allyn and Bacon Gerrard, B. *Family counseling in the schools. A Systems Approach to Student Achievement. Integrating school and family counseling: American Counseling Association Palmatier. Working With Families in Crisis: The Guilford Press Walsh, W. Family counseling in school settings. Role definition, practice applications, and training implications". Journal of Counseling and Development. Brief strategic family intervention". Social Work in Education. A family approach to treatment". American Journal of Psychiatry. British Journal of Special Education. Reaching out in family therapy. Enlarging the therapeutic circle. Schools and family therapy: Using systems theory and family therapy in the resolution of school problems. A look at the relationship between child behavior problems, marital satisfaction, maternal depression, and family cohesion". A longitudinal investigation of the impact of relationship perceptions and characteristics on the development of adolescent problem behavior". Journal of Child and Adolescent Substance Abuse. Suicide and Life-threatening Behavior. Considerations for child and family issues". Journal of Applied and School Psychology. Family factors and social support". Canadian Journal of Counselling. A pooled time-series analysis". Journal of Marriage and Family. Family trajectories, parent gender, and adolescent schooling". Journal of Marriage and the Family. Educational Psychology in Practice. Perceived communication and school-based aggression". Relationships with families and teachers". Journal of Multicultural Counseling and Adjustment. Implications for training and practice". Psychology in the Schools. The mediating roles of self-stigma and attitudes toward counseling". Journal of Counseling Psychology. School psychology in contemporary society". Journal of Applied School Psychology. Administrative leadership for a caring model of effective education". Journal for a Just and Caring Education. Kiwi ACE - an indicated preventive depression programme in schools. Ministry of Education, New Zealand. Making strong couples programme. Hispanic Journal of Behavioural Sciences. Journal for Specialists in Group Work. Its effectiveness and role in broader crisis intervention plans". International Journal of Educational Reform. Theory, Research, and Practice. Applying principles of school-based family counseling to preventive*

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intervention with migrant and refugee families. University of Hong Kong, Hong Kong: Support for survivors and recommendations for school personnel". Alabama Counseling Association Journal. Place2BE in the inner city: A school-based mental health service. Brasenose College, Oxford University: The education of children. The individual psychology of Alfred Adler. Maintaining sanity in the classroom. Overview, trends, and recommendations for future research".



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## Chapter 4 : School-Based Family Counseling - Wikipedia

*The role of the school psychologist in the community school. In J. F. Magary (Ed.), School psychological services in theory and practice, A handbook (pp. ). Englewood Cliffs, NJ: Prentice-Hall. Mullen, F. A. (). The role of the school psychologist in the urban school system. In J. F. Magary (Ed.), School psychological services in theory and practice, A handbook (pp. ).*

The Effects of Teacher-Student Relationships: Aligned with attachment theory Ainsworth, ; Bowlby, , positive teacher-student relationships enable students to feel safe and secure in their learning environments and provide scaffolding for important social and academic skills Baker et al. Teachers who support students in the learning environment can positively impact their social and academic outcomes, which is important for the long-term trajectory of school and eventually employment Baker et al. However, little is known about the effects of teacher-student relationships on high school students. Academic Outcomes Although many studies focus on the importance of early teacher-student relationships, some studies have found that teacher-student relationships are important in transition years; the years when students transition from elementary to middle school or middle to high school Alexander et al. Studies of math competence in students transitioning from elementary to middle school have found that students who move from having positive relationships with teachers at the end of elementary school to less positive relationships with teachers in middle school significantly decreased in math skills Midgley et al. For students who are considered at high risk for dropping out of high school, math achievement is significantly impacted by the perception of having a caring teacher Midgley et al. Furthermore, students who went from low teacher closeness to high teacher closeness significantly increased in math skills over the transition year, from elementary to middle school Midgley et al. These studies show that relationships with teachers in the later years of schooling can still significantly impact the academic achievement trajectories of students Midgley et al. Such research shows that positive teacher-student relationships can improve academic skills in students as early as middle school and as late as high school Midgley et al. Students who perceive that their teachers have high expectations of their academic achievement are more motivated to try to meet those expectations and perform better academically than their peers who perceive low expectations from their teachers Muller et al. Furthermore, teacher-student relationships have an impact on the academic self-esteem of students Ryan et al. High-poverty students often have low academic self-esteem and low confidence in their academic and vocational futures Wentzel, Thus, positive relationships with teachers are important in supporting higher levels of self-esteem, higher academic self-efficacy, and more confidence in future employment outcomes Ryan et al. In addition to academic achievement, positive teacher-student relationships provide important social outcomes for students. Social Outcomes Although there is more research regarding the academic effects of positive teacher-student relationships for older students, there are notable social outcomes as well. Teachers are an important source of social capital for students Muller, Social capital in a classroom setting is defined as caring teacher-student relationships where students feel that they are both cared for and expected to succeed Muller, Social capital from positive teacher-student relationships can manifest itself in many different ways. Further, teacher-student relationships can impact peer relationships in schools. Teacher-student relationships can have a significant effect on the peer acceptance of students. Conflicting interactions between teachers and students may convey a lack of acceptance, causing other students to also reject the student involved in the conflict with the teacher Hughes et al. Peer rejection significantly impacts self-esteem of students leading to several negative social outcomes Hughes et al. As mentioned earlier, students with high self-esteem are more likely to be self-efficacious and set higher goals Ryan et al. Students with high self-esteem are more likely to have positive relationships with peers as well as with adults Orth et al. Self-esteem is especially important during adolescence and helps students develop a positive sense of self Orth et al. A positive sense of self in adolescence leads to future outcomes including relationship satisfaction, job satisfaction, occupational status,

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emotional regulation, and physical health Orth et al. The support of positive teacher-student relationships for self-esteem and related social outcomes affects students during schooling as well as in their future educational and occupational outcomes Orth et al. Conclusion and Limitations Although there is extensive research on the positive effects of teacher-student relationships on elementary school students, there is little research on middle and high school students. Middle and high school is when students begin to think about their academic futures, which are informed by academic achievement and social capital in elementary years Alexander et al. Early high school is usually when students dedicate themselves to graduating or decide to drop out Henry et al. Currently, high school dropout rates are high, and improving teacher-student relationships for students at this stage may decrease dropout rates Henry et al. Similarly, high school is when students decide if they plan to attend college or stop their education Alexander et al. Therefore, it is important to develop positive teacher-student relationships during this time. Empirical evidence does show that teacher-student relationships are very important for high school students Alexander et al. However, much of this research is dated. Due to the ever-changing nature of the American educational system and the increasingly diverse student body, more current studies are needed to look at the effects of teacher-student relationships for this changing population. Conducting research on the relationship between high school students and teachers may be essential in improving the outcomes of low-income middle and high school students, and can potentially inform future interventions to help older students perform better both academically and socially. From first grade forward: Early foundations of high school dropout. *Sociology of Education*, , The teacher's student relationship as a developmental context for children with internalizing or externalizing behavior problems. *School Psychology Quarterly*, 23 1 , The exercise of control. Attachment and loss, Vol. The ecology of developmental processes. The ecology of human development: Experiments by nature and design. High school dropout and completion rates in the United States: Social capital and dropping out of high school: *The Teachers College Record*, 4 , Applications of social capital in educational literature: *Review of Educational Research*, 72 1 , *Educational Psychology*, 30 1 , *Child Development*, 72 2 , School disengagement as a predictor of dropout, delinquency, and problem substance use during adolescence and early adulthood. *Journal of youth and adolescence*, 41 2 , Further support for the developmental significance of the quality of the teacher's student relationship. *Journal of School Psychology*, 39 4 , Life-span development of self-esteem and its effects on important life outcomes. *Journal of personality and social psychology*, 6 , Teacher-child relationships and academic achievement: A multi-level propensity score model approach. *Journal of School Psychology*. Parent involvement, classroom emotional support, and student behaviors: *The Elementary School Journal*. *Child Development*, , *Urban Education*, 34 3 , The role of caring in the teacher-student relationship for at-risk students. *Sociological Inquiry*, 71 2 , Implementing a teacher's student relationship program in a high-poverty urban school: Effects on social, emotional, and academic adjustment and lessons learned. *Journal of School Psychology*, 43 2 , Teacher-child relationship and behavior problem trajectories in elementary school. *American Educational Research Journal*, 48 1 , Self-efficacy beliefs in academic settings. *Review of Educational Research*, 66 4 , Representations of relationships to teachers, parents, and friends as predictors of academic motivation and self-esteem. *The Journal of Early Adolescence*, 14 2 , Trajectories of classroom externalizing behavior: Contributions of child characteristics, family characteristics, and the teacher's child relationship during the school transition. *Journal of School Psychology*, 43 1 , Are effective teachers like good parents? *Child Development*, 73 1 , Sociometric status and adjustment in middle school: *The Journal of Early Adolescence*, 23 1 , Self-motivation for academic attainment: The role of self-efficacy beliefs and personal goal setting. *American Educational Research Journal*, 29 3 ,