



תלפיות
קהילה תומכת ילדים
Community for Its Children

February 2014

Scholastic Reinforcement Project at the Talpiot Children Village Mid-term Report to the British & Foreign School Society

Background

Talpiot provides a regional continuum of services for at-risk children, youth and their families in Hadera and its environs. Its actions, in the Children Village and in the wider community, are based on its innovative treatment model that focuses on child and family concurrently, to eliminate the risk and enable children to grow up at home. Talpiot designs a holistic specifically designed treatment program tailored for each child and family. This includes a variety of therapeutic responses, parental counseling and coaching.

The Scholastic Reinforcement Project responds to the children's learning difficulties, cultivates their scholastic potential and helps them progress at school. Children from the Village receive throughout the school year, weekly afternoon reinforcement lessons in the three core subjects: Hebrew, English and Mathematics. Their improvement is evaluated periodically by Talpiot teachers and community schools' staff, and is based on national standard score tests, as well as reports from teachers, social workers and counselors working with the children.

Our experience, accumulated over the past five years, shows that extra tuition lessons and scholastic support to these children is essential to their overall rehabilitation. When they raise their achievements at school, their status improves, they feel confident in their abilities, they feel less estranged and their overall scholastic and behavioral performance in school improves. This, in turn, betters the relations between the children and their parents, who feel proud of their children and more confident in their chances to succeed in life. This has proven of great significance to the parents' commitment to their own treatment and rehabilitation program at Talpiot. Thus in fact, the impact of this project goes far beyond the school

Need

Children, who have been removed by social welfare authorities or orders of the court to out-of-home facilities due to risk situations in the family, suffer from emotional and psychological problems, as well as behavioral and social difficulties. Their life's dire circumstances, which involve a spectrum of tragic situations such as poverty, extreme neglect, dysfunctional parents, domestic violence and sometimes even sexual abuse, have impaired and damaged their capability to integrate and function well within educational frameworks, and to keep pace with the rest of the class. These children feel inferior, estranged, insecure and therefore frustrated in their school environment. They are weak students and potential drop-outs. These circumstances also impact negatively on the children's relations with their parents, which are in any case very lacking and highly problematic.



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Goal

To address the at-risk children's scholastic problems and help them advance in their studies and realize their scholastic potential.

Objectives

1. Reinforce knowledge in Hebrew, English and Mathematics
2. Improve the scholastic achievements of below-average at-risk children
3. Bolster the children's self-esteem and confidence
4. Encourage children's ambition to excel in class
4. Improve the children's overall emotional wellbeing

Project description

All 110 children partaking in the project are either day or full residents in the Talpiot Village. They receive afternoon extra reinforcement lessons in Hebrew, English and Mathematics. All of them study in the various elementary community schools in the city of Hadera. Some eighty partake in the After School Day Care Program in the village, where they stay after school until after dinner. During that time they do homework, receive tuition and a variety of therapies and enrichment activities. At the end of the day, following dinner, they are driven to sleep at home. Thirty additional children are full residents living in the family units in the village. Some study in the community and others of the appropriate age, study in the Talpiot Junior High School on the village campus. This school accepts students referred to it by the Education Department of the Hadera Municipality, some are from the village and some are externals.

The reinforcement tuition is provided either individually or in small groups, according to the age and level of difficulty of the children. Based on school data regarding the students' weaknesses and needs, a personal scholastic reinforcement program is designed for each child, and entails 50-minute afternoon lessons in the Village three times a week, throughout the school year. Expert teachers are hand-picked to work with the Talpiot children in the afternoons. These educators not only instill knowledge but also booster self-confidence and self-respect. Thus, they impact on the emotional and not only on the educational needs of these children.

Mid-term Progress Report

The donation received from the British and Foreign School Society was used to activate the scholastic reinforcement project for at-risk children from Hadera and environs at the beginning of the 2013-2014 school year, according to the project program. This project is now in its fifth year and has proven to be highly successful. All the children have received their scholastic reinforcement lessons in the afternoons and will continue to enjoy the extra tuition for the duration of the school year.



At the beginning of the year, the children's initial level of knowledge was determined in the schools, using the national standard score tests which determine the gap in years between the child's individual level and that of the national average of the class to which he is assigned. At mid-term, the children all received school reports with the grades they achieved at the time.

Each quarter, the teaching staff of Talpiot maintained joint meetings with the teachers in the schools in which the children study. Counselors, according to the schedule, visited the schools on a weekly basis, to discuss the children's progress and any problems that may have arisen.

Mid-term grades do show a certain improvement for almost all the students. This is very encouraging as an indication that indeed the children are progressing in the three subjects. Hopefully, at the end of the year, the national standard score test will indicate a decrease in the children's gap.

The teachers at school report their satisfaction regarding the improvement of the children's learning capabilities and achievements, reduction of the grade gap between them and their classmates, and an overall improvement in the children's behavior in the school environment. A sample of children participating in the project:

- a. A boy in the 6th grade, who at the beginning of the year couldn't read and was extremely anxious about being able to read his dissertation at the Bar Mitzvah celebration, is now reading with confidence and has calmed down significantly.
- b. A girl in 4th grade who was a very weak student, has progressed enormously as a result of the extra reinforcement.
- c. A very young girl who had attended a therapeutic kindergarten was able to enter 1st grade and has improved significantly in her learning capabilities.

In addition to the increased knowledge and learning capability, the children's ongoing improvement has created an ambience of ambition to succeed and excel at school. This in itself is of great importance to the overall performance and prospects for the future of these children.

Also, the children's parents testify to an ongoing increase in their feeling of satisfaction from their children and their pride in their achievements. Thus, in fact, the scholastic reinforcement is also conducive to improving family relations within the at-risk families, which are in critical circumstances.

Seeing how the reinforcement provided by Talpiot thanks to the support of BFSS has impacted on their children, the parents are more cooperative in undergoing their own treatment program at Talpiot. This is an additional contribution of the project to the vital component of the child-parent Talpiot treatment model.



Explanation of end of year reports for the Talpiot Scholastic Programme

Enclosed is the end of year report which shows the grades of the 110 Talpiot children participating in the programme over each term and an evaluation of their emotional change.

The total gap is the percentage difference in grades from the first term to the end term. For example, if you look at the maths mark of child 1 he/she started the programme with a 60% grade, next term he/she received 67% and ended the term with a great improvement to 74%, therefore the total gap column shows an increase in 14% over the year in maths. You will see that a significant number of children have improved their grades during the year.

We are still waiting on the Gap Change which is the Gap in years on a national level from the Ministry of Education but in terms of showing the impact on the children we feel that the school report shows the important information.

As well as improving in the grades most children also show improved emotional change (shown in the first column) correlating with their school progress. This is proven through psychological tests throughout the year.

The improved grades not only impact on their learning skills and capabilities but also on their psychological rehabilitation and healing process and also their family relationships. As the children do better at school the parents are proud of them and more open to supporting them and showering them with love.

The programme is carried out over 2 years in order for them to improve even more and equally for there to be no set back with the children and to ensure that the improvements are deeply routed into their education.

Youth Aiyah - June 2014
Evaluation Report (Y1)

Emotional change	Total Gap		end-term		mid-term		initial grade		No.
	math	english	math	english	math	english	math	english	
Improvement	14		74		67		60		1
Improvement	11		61		53		50		2
Stable	8		73		69		65		3
Stable	7		67		63		60		4
Improvement	13		63		55		50		5
Improvement	12		62		56		50		6
Stable	8		63		59		55		7
Improvement	10		55		47		45		8
Regression	9		59		55		50		9
Improvement	16		96		90		80		10
Improvement	13		71		63		58		11
Improvement	10		100		95		90		12
Regression	-5		95		95		100		13
Stable	9		97		96		88		14
Stable	8		66		60		58		15
Improvement	12		95		91		83		16
Improvement	8		98		95		90		17
Improvement	11		56		50		45		18
Improvement	11		61		55		50		19
Regression	0		100		100		100		20
Stable	9		99		95		90		21
Improvement	17		70		57		53		22
Improvement	13		76		70		63		23
Improvement	9		61		57		52		24
Stable	6		96		95		90		25
Improvement	10		70		64		60		26
Improvement	11		56		52		45		27
Improvement	27		62		48		35		28
Improvement	13		73		67		60		29
Regression	0		100		100		100		30
Regression	7		47		43		40		31
Improvement	12		70		64		58		32
Stable	3		98		98		95		33
Improvement	14		94		90		80		34



Emotional change	Total Gap		end-term		mid-term		initial grade		'on		
	math	english	math	english	math	english	math	english			
Improvement	14		89		84		81		78	80	35
Improvement	8		78		100		74		100		36
Improvement	11	13	59	53	72	45	53	40	68	48	37
Improvement	12	15	80	50	58	42	76	35	52	68	38
Improvement	11	6	94	68	95	59	91	62	93	83	39
Improvement	11	20	36	50	44	40	28	30	39	25	40
Improvement	13	18	75	70	69	62	69	52	64	62	41
Regression	9	17	67	77	96	68	63	60	98	58	42
Improvement	11	15	56	57	74	49	50	42	72	45	43
Improvement	10	20	100	75	64	66	99	55	57	90	44
Improvement	14	15	94	60	56	52	88	45	53	80	45
Improvement	6	25	99	100	97	90	97	75	97	93	46
Improvement	9	16	69	78	80	70	65	62	78	60	47
Improvement	14	6	61	64	86	55	53	58	83	47	48
Improvement	10	18	93	73	75	64	91	55	68	83	49
Stable	7	18	45	70	60	62	41	52	53	38	50
Improvement	13	19	73	67	64	58	67	48	59	60	51
Stable	4	20	97	80	75	70	98	60	70	93	52
Improvement	16	16	81	72	72	63	73	56	70	65	53
Improvement	9	18	59	66	74	58	55	48	68	50	54
Improvement	10	16	60	60	58	51	55	44	53	50	55
Improvement	12	17	72	57	66	48	66	40	62	60	56
Regression	9	18	71	68	70	60	67	50	66	62	57
Improvement	14	20	66	70	80	60	58	50	79	52	58
Improvement	13	16	58	76	81	68	50	60	79	45	59
Improvement	11	20	63	70	75	60	57	50	71	52	60
Improvement	13	7	63	51	76	42	55	44	73	50	61
Improvement	10	16	75	66	68	58	73	50	61	65	62
Improvement	10	20	68	72	82	62	64	52	77	58	63
Improvement	11	14	58	60	74	52	52	46	68	47	64
Improvement	14	18	69	64	73	55	61	46	66	55	65
Improvement	11	17	61	59	64	49	56	42	59	50	66
Stable	7	22	67	82	87	72	63	60	84	60	67
Improvement	12	18	70	70	81	62	64	52	77	58	68



Emotional change	Total Gap		end-term		mid-term		initial grade		'on	
	math	english	math	english	math	english	math	english		
Improvement	12	16	67	62	66	53	62	46	55	69
Improvement	14	17	66	67	80	57	75	50	52	70
Improvement	14	17	64	64	78	56	73	47	50	71
Improvement	9	17	67	67	59	58	56	50	58	72
Regression	9	23	74	88	89	78	87	65	65	73
Improvement	13	15	58	59	70	51	61	44	45	74
Improvement	13	25	73	79	81	69	73	54	60	75
Improvement	11	5	67	57	72	49	70	52	56	76
Improvement	10	23	66	71	65	61	61	48	56	77
Improvement	14	14	62	56	63	47	59	42	48	78
Improvement	12	18	68	70	81	62	77	52	56	79
Improvement	13	21	59	63	67	54	61	42	46	80
Improvement	11	19	71	73	77	65	72	54	60	81
Improvement	13	25	75	80	78	70	73	55	62	82
Improvement	12	20	64	64	66	56	62	44	52	83
Improvement	15	30	83	92	84	82	79	62	68	84
Improvement	12	24	74	79	78	70	77	55	62	85
Stable	9	14	61	58	67	50	62	44	52	86
Improvement	16	7	84	71	92	61	88	64	68	87
Improvement	10	25	70	77	78	69	73	52	60	88
Improvement	10	26	80	84	76	74	73	58	70	89
Improvement	12	20	78	76	79	67	77	56	66	90
Improvement	13	28	75	84	75	74	70	56	62	91
Improvement	10	16	62	58	67	50	61	42	52	92
Improvement	12	28	70	84	88	74	84	56	58	93
Improvement	14	25	74	77	76	67	71	52	60	94
Improvement	10	22	66	72	79	64	73	50	56	95
Improvement	14	27	76	83	83	74	78	56	62	96
Regression	12	15	64	57	65	47	61	42	52	97
Stable	9	20	61	64	63	56	60	44	52	98
Improvement	10	28	72	84	81	74	77	56	62	99
Improvement	13	19	71	69	76	60	68	50	58	100
Improvement	14	23	76	75	79	67	73	52	62	101
Improvement	15	7	87	71	88	79	80	64	72	102

