



SCHOOL COMMUNITY TEAM IMPLEMENTATION GUIDE

An Innovative, School-Based Approach
for Developing a Healthy School Community

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Table of Contents

Preface	What Is a Healthy School Community?	1
Section 1	Introduction	3
	Development of the School Community Team	3
	Why School Community?	3
	SCT Fundamentals	4
	The SCT Overview	4
	Structural Relationships	5
Section 2	The SCT Conceptual Framework	6
	Five Key Philosophical Tenets	6
	The “10 Distinctives”.	7
Section 3	Defining Your Team.	10
	Staff Recruitment and Selection	10
	Roles and Responsibilities	10
	Staffing Pattern	11
	Staff Training	12
	Staff Coaching and Supervision	12
Section 4	The Work	13
	Menu of Possibilities	13
	Learning the “School Story”	14
	What is Advocacy?	15
	Stages of Advocacy	15
	Advocate Activities	17
	Documentation	20
Section 5	Community Outreach	22
	Linking Schools and Communities	22
	Key Points to Consider	22
	Creating an Advisory Council	23
Appendix A:	Acronyms	25

Appendix B: Job Descriptions	26
SCT Manager	26
SCT Coordinator (Optional Position)	27
SCT Advocate	28
SCT Therapist (Optional Position)	29
Appendix C: Sample Documents	30
Menu of Possibilities	30
Referral Form	33
Parental Permission Forms	34
Daily Log Form	35
Referred Student Information Report (RSIR)	37
Appendix D: Surveys	41
Appendix E: Practice Guidelines	51
All-Staff Trainings	51
Cell Phone Use	51
Community Partners	51
Confidentiality	51
Crisis/Emergency Support	52
Daily Log	52
Referral to an External Agency	52
Group Facilitation	52
Home Visits	52
Mandatory Reporting	53
Sick/Medical Leave	53
Mileage	53
Orientation Trainings	53
Parental Consent	53
Petty Cash	54
Proposals	54
Referrals	55
Referred Student Information Report (RSIR)	55
Supervision	55
Transporting Documents	55
Vacation/Earned Leave	55
Appendix F: Toolkit	56
Collaborative Problem Solving	56
Group Activities	57
References	68

Preface

What Is a Healthy School Community?

"[A healthy school community is one where] students feel physically, socially and emotionally safe; every student has at least one adult s/he is connected to or can go to for help or advice; communication between home and school is regular and proactive; school staff enjoy their work (most of the time anyway); everyone understands the rules and feels that they are fairly applied; everyone (staff, students, parents) feels empowered to propose improvements in their school; when a student is alone, depressed, upset, ill... someone notices and intervenes; there are things to celebrate and they are celebrated; diversity is honored and respected."

LINDA HUGLE
Former North Valley High School Principal

"It is one in which: students and parents have self-esteem and self-responsibility:

-Students and families are inspired to: stay in school and develop a lifetime enthusiasm for learning; develop their positive social skills; develop their critical thinking and decision making skills.

-Students are trained to protect themselves from drugs, violence and other harmful influences and empowered to take charge of themselves and our planet's future.

"I would say that first and foremost there needs to be an understanding of respect for all stakeholders. At all levels, peer to peer interactions need to be focused on understanding that communication serves to foster that respect but more consequentially can [also] damage a sense of respect quickly and indiscriminately. In addition, respect needs to be fostered between students and adults. Students need to understand and respect the position and mission of educators which is best fostered by adults maintaining a professional and compassionate approach to their jobs and their students."

JOHN GEORGE
Fleming Middle School Principal

"It is one that includes the parents in trainings and activities that promote a happy home and school life; having evening activities for different purposes several times a year beyond just conferencing. I think schools need evening parenting classes at least once a year. We also need fun family activities like our Family Fun Night and our Math Night. This year we are focusing on Science with a component to help parents, but sometimes things that just include parents so they can see good parenting skills modeled. Maybe several small one night seminars with specific themes like how to handle my child's unreasonable anger, how to address sibling rivalry, how to help my child do chores and schoolwork without constant argument, how to help my child be a good friend or deal with a poor friend, etc. Sometimes we tend to make parents feel like they have to be failing to just get a bit of help. We all need that bit of help at times to stay 'healthy!'"

LISE VanBRUNT
Madrona Elementary School Principal

-Self-awareness interpersonal skills are taught, including the ability to: interact and work in groups, recognize special qualities in others, develop empathy, courtesy, friendship, cooperation and teamwork; respect other people; use teamwork when they work and play with other people; be a good friend; be an important part of their family;

-Students and families make important decisions for themselves every day; students and families know ways to solve many of their own problems; students can stand up for themselves when others tell them to do bad things; students know who to go to when they need help;

-Students know how to avoid risks that exist in their environment, including drugs; students know why they should avoid using any drug at any time; students and parents know social and family problems caused by drugs and how children can deal with these situations."

PATTI DAVIDSON
Former Manzanita Elementary School Principal

Section 1

Introduction

Development of the School Community Team

Despite widespread availability of school-based mental health services, school officials often lament their relatively narrow scope and intermittent accessibility. Therapists and skills trainers typically are available only on a limited basis and/or only to the Medicaid population. The importance of responding to the mental health problems of children in the schools, where they spend much of their time during the week, has been well documented. Principals describe a variety of challenges to meeting mental health needs at school:

- ◆ The lack of prevention-oriented supports for younger children.
- ◆ The slow response time when there is a mental health need.
- ◆ Barriers created by insurance status.
- ◆ Difficulty maintaining communication with parents and community partners.
- ◆ Unavailability of point-of-contact services in the schools.
- ◆ A growing variety of complicated issues faced by children, such as incarcerated parents, drug-using relatives, and domestic violence, to name just a few.

The School Community Team is an innovative, school-based approach to confront these growing issues. It was developed by Kairos (formerly Southern Oregon Adolescent Study and Treatment Center, SOASTC) in conjunction with the Three Rivers School District (TRSD) and the Rogue River School District (RRSD) as well as community partners in Jackson and Josephine counties. The Northwest Health Foundation (NWHF), the Oregon Community Foundation, the TRSD, and Kairos funded a three-year pilot program, designed with the following goals in mind:

- ◆ Creating a coordinated system of effective services and supports within each school.
- ◆ Focusing on prevention-oriented services.
- ◆ Maintaining flexibility to respond to the day-to-day needs of the students and the school.

- ◆ Going beyond traditional school-based mental health services.
- ◆ Helping to create safe environments that promote positive development.
- ◆ Bringing in resources from the community to assist in these goals where possible.
- ◆ Improving linkages between schools, parents, and services available from the surrounding community.

Why School Community?

A central function of a community is to help its inhabitants address isolation, separation, and division. Issues that face the community at large often directly affect the school community. For instance, if the neighborhood surrounding the school has a shortage of affordable housing, there is often also a higher degree of student turnover every year. In addition, if the majority of families do not have adequate health care, then the rate of absenteeism due to illness can go up. With support from community organizations, schools can bring people together to begin to address these issues, empower families, and revitalize their surrounding communities. Schools play a vital role in their communities and can serve as a hub for children and families to access the support they need.

Schedules, time constraints, location, and transportation have created barriers for students and families to receive community services. Providing support in schools increases the likelihood that students will benefit from a connection with services and allows providers to assess and address needs in a more neutral and natural setting. Having access to a large number of students and families increases the possibility that services will reach more people and have a bigger positive impact on the community.

A key part of the Kairos School Community Team philosophy is that collaboration between schools and community organizations can promote family health and viability while supporting high-quality education. In some cases, it is only with the help of the community's input and resources that we can begin breaking down barriers to learning. Teaming schools, parents, and the larger community can also foster healthier

children and families, while generating a learning atmosphere within the schools.

Every school community has a unique culture that is built by the students, teachers and staff, parents, and the surrounding community. Within this culture are the customs, values, language, etiquette, traditions, belief systems, food, dress, music, and views shared by the school community members, many of which are passed on from generation to generation. Understanding the story of each school is an important part in determining and building upon each community's strengths.

The School Community Team is committed to helping schools envision what a "healthy school community" means for them. The SCT works with each school and its surrounding community in building and fostering initiatives to fulfill that vision. Through the process presented in this Guide, the schools you work with will begin, or continue, to answer the question: What is a healthy school community?

SCT Fundamentals

The vision of the School Community Team is for each participating school to become a community that models and promotes a culture of health and wellness. Many of our schools begin with seemingly few resources and face enormous health issues. From the perspective of the School Community Team, this is a great opportunity for positive change and hope.

The mission of the SCT is to create flexible and effective supports for school communities to help overcome barriers to learning for all students. The overarching goals of the SCT are to

1. Increase the overall capacity of schools to provide safe and attuned environments that promote healthy minds.
2. Enhance the mental wellness and academic skills of children attending the schools.

Specific SCT objectives:

- ◆ Promote increased understanding and capacity regarding mental health approaches that address the impact of overwhelming stress and trauma on students.
- ◆ Address specific problems, such as bullying, substance abuse, and truancy.
- ◆ Reduce referrals, suspensions, expulsions, and drop-outs.
- ◆ Improve academic performance.
- ◆ Integrate efforts between schools and community service providers.
- ◆ Establish enduring and essential linkages with parents and the surrounding community.

The SCT is founded on several guiding principles:

- ◆ The importance of the school community, as well as the

community that surrounds the school, is always in the forefront when identifying needs of students and families.

- ◆ It is critical for SCT staff to have an understanding of the community as a whole and the services that can be provided to students and families.
- ◆ A "strengths-based perspective" (i.e., re-framing problems in terms of the strengths that individuals, the school, and the community possess, rather than what may be lacking) creates new and collaborative opportunities to find solutions.
- ◆ Change is inevitable, and it is an opportunity for learning and growth.
- ◆ Large problems sometimes require comparably large efforts to solve, but small changes can also ripple out and lead to positive outcomes.
- ◆ Work is guided by the individual culture of each school. Learning the "story" by building rapport and trust is a critical first task.

The SCT Overview

The School Community Team proceeds through several steps of implementation each school year. Staff meets with school leadership to review a "Menu of Possibilities" and develop an initial set of priorities. This Menu is an evolving list of practices and supports your team can implement, designed to tailor the work of the team to the particular needs and culture of the individual school. As the school year starts, the team establishes a presence in the school and develops knowledge regarding the student culture and subcultures, internal school resources, and external resources that may benefit the school.

As team members establish strength-centered student connections, build trust with the school community, and "learn the story," they become a multifaceted resource

- ◆ To the principal regarding the total health needs in the school.
- ◆ To staff for classroom supports and training.
- ◆ To families through outreach and fostering family supports.
- ◆ To students by becoming an accessible and flexible presence offering a robust array of responses and referrals for a wide variety of needs.

The direct work, guided by but not limited to the initial priorities, consists of the following:

- ◆ **Triage and Immediate Response Capability.** The team can mobilize to assist in response to emergent situations that occur in any of the project schools. This flexible, real-time response is not bound by school or team schedules and assists counselors and teachers in responding to crises and assessing individual students.

- ◆ **Individual Supports.** There is an established process by which referrals of individual students occur. Team members meet with the students, offering supports such as crisis work, individual support, and skills training, along with weekly check-ins and classroom and playground observations. All supports are tracked and documented to assess their impact.
- ◆ **Whole-School and Multi-School Services and Supports.** Whole-school and multi-school initiatives help support students and connect them to the learning community. Teachers and counselors can request a specific group topic if a population of students is struggling with the same issues (e.g., grief, divorce, bullying). These topics can be presented as short-term classroom discussions or structured in counseling groups. In addition, a variety of activities bring “targeted individual students” and more high-achieving students together for peer mentoring, fun activities, and learning-oriented groups, often called “clubs” to mitigate against stigma. This approach introduces troubled students into settings inclusive of the whole student body, rather than isolating them with each other, and is therapeutic in fostering positive peer relationships.
- ◆ **Parent/Family Involvement.** Team members work with families in their home or in neutral sites off campus. This can be essential in helping build a “bridge of trust” with the school, as parents are at times suspicious of the “system” represented by school counselors and administrators. Beyond home visits, team members reach out to families through phone contacts, informal family meetings, parent trainings, and invitations to volunteer.
- ◆ **Connections with Community Resources.** Team members facilitate linkages with other community resources and service agencies on behalf of families and students, bridging the gap between education and community-based systems, ensuring close communication, and leveraging additional supports for students and faculty.
- ◆ **Coordination with Existing School Programs.** The team works to fit its efforts into existing school-based programs. For example, SCT practices can be closely coordinated with Positive Behavioral Supports, an evidence-based program, to help at-risk students find the supports they need.
- ◆ **Trainings.** Team members and other agency staff provide trainings to faculty and parents throughout the year, increasing their awareness of issues that may impede learning and offering ways to address them.

The SCT’s work is described in greater detail in Section 4.

Structural Relationships

A critical feature of the SCT model is the structure of its relationship with the school district. The model is designed for the SCT to be operated by a mental health agency separate from the school district, while working under the district’s policies and procedures. This relationship must be structured by a Memorandum of Agreement or some other similarly binding document. Within this structure staff do not open charts on students and are not required to follow the conventions and documentation requirements of the mental health system. Rather, staff members document contacts and follow confidentiality guidelines and other requirements established by the district.

This arrangement allows mental health staff to bring their expertise and experience into the schools very cost-effectively. It is critical to ensure that district and school personnel understand that the Advocates and even Therapists are not working as counselors or therapists in the legal sense. In effect, they function as what districts often refer to as Child Development Specialists.



To watch a video about how community specialists get to know and counsel kids through school activities, visit www.edutopia.org/counseling-mental-health-video

Section 2

The SCT Conceptual Framework

Five Key Philosophical Tenets

In this section we take a look first at the SCT's guiding philosophies and then examine the more detailed "10 Distinctives" practice principles that guide your daily work.

1. A Community Approach

We believe that schools today have a heavy set of responsibilities and often lack all of the necessary resources to adequately meet those responsibilities. As parents and families become busier with the demands of an increasingly complex society, schools have been asked to take on more of the burden of socializing children. In other cases, parents and families may be suffering from their own problems, perhaps brought on by some of those same societal pressures. In either case, schools are often tasked with meeting greater needs with fewer resources.

The SCT strives to bring together schools and their surrounding communities wherever possible. This includes parents and families, volunteers, professionals, business leaders, and external service providers. By bringing people together, sharing knowledge and experience, and making everyone aware of the variety of available services, we believe that schools become stronger, the community becomes more resilient, and the children are given new avenues for learning, growth, and hope.

The team members themselves often function as a representative of the community within the school. They offer knowledge, serve as a bridge to outside professionals and service providers, and bring together parents, teachers, and other members of the community to share their knowledge, provide services, and offer help in difficult times.

After all, our schools are teaching and training our community's future employees and the leaders who will start new businesses. These students are our future co-workers, neighbors, and community members. It is in the interest of businesses and the community as a whole to work with schools where possible to help these students succeed. The SCT brings community partners together to serve these larger goals by helping with the immediate needs of students, families, and schools wherever possible.

2. A Strengths-Based Perspective

A strengths-based perspective is vitally important to the SCT philosophy. Rather than focus on what's wrong, a strengths-based approach identifies the positive abilities and resources that children and families can bring to solve problems.

Strengths-based assessment has been defined as "the measurement of those emotional and behavioral skills, competencies, and characteristics that: create a sense of personal accomplishment; contribute to satisfying relationships with family members, peers, and adults; enhance one's ability to deal with adversity and stress; and promote one's personal, social, and academic development" (Epstein & Sharma 1998).

Traditional assessment methods that focus on problems or deficits often lead to a laundry list of the things that are considered to be "wrong" or dysfunctional with children and their families. This can be discouraging to children, families, and those trying to help them. A strength-based assessment approach, by contrast, provides several advantages for everyone involved:

- ◆ It focuses on what is going well in a child's life.
- ◆ It establishes positive expectations for the child.
- ◆ Family members become empowered to take responsibility for the decisions that will affect their child's life.

3. Valuing Each School's Unique Story

Each school has its own "story," and each story is very important. The language that is used in the narrative affects the development and expression of interpersonal and individual relationships, as well as problems that are present within the community.

Through story and language, each community sends powerful messages to its members about the meaning of important concepts that sustain the community, including what we do when we are stressed, how we evaluate success, what we do to celebrate, who "belongs," how we treat each other, and concepts of "bad" and "good" behavior.

Throughout the process of implementing supports, it is the goal of the SCT to strengthen the language of abundance,

empowerment, inclusiveness, and possibility within the story of the school community.

4. Viewing Problems and Change as Opportunities

Change and occasional problems are inevitable, and both represent vital opportunities for learning and growth. It has been said that we learn more from our failures than from our successes. Such a perspective turns potentially upsetting and difficult experiences into opportunities for hope, or “lemons into lemonade,” as the old saying goes.

5. The Ripple Effect

Solving large problems can sometimes require equally ample efforts, but small changes can also ripple out and lead to very positive outcomes. The SCT seeks to create ripples, spreading new hope by encouraging the acquisition of new skills and understanding, and sharing what we have learned, even in what might appear to be mundane or minor situations.

As the team works with individuals and groups of students in various settings, improved relationships can ripple throughout a class or an entire school, affecting the overall health of the school in a positive manner. The team works specifically on helping students learn new cognitive and social skills that will benefit them at school, at home, and throughout the rest of their lives. As students begin to share what they have learned with others, encouraged by SCT-sponsored activities, these shared skills become a source of strength that can send waves of positive change throughout the school community.

The “10 Distinctives”

The philosophical frame of reference described above provides a framework for the “10 Distinctives” practice principles that guide your team’s work as you put the foundational philosophical tenets into day-to-day practice. These distinctives are interwoven into every aspect of the SCT’s work.

1. Abundance

This principle defines the process of identifying and building upon existing strengths within a school community. It also refers to the way the team is trained to begin new relationships with students and families. In the problem-and-diagnosis-focused mental health field, we have found that discovering existing hopes and strengths is often a more successful way to begin and fuel growth and change. In our experience these existing strengths represent an abundance of resources for solving problems. Seeing abundance, even in situations that appear deprived, and leveraging these existing strengths is a fundamental goal of the SCT.

The principle of abundance is strongly related to the strengths-based perspective discussed above: re-framing problems in terms of the strengths that individuals, the school, and the community possess to deal with problems and then building on those strengths to foster growth and learning. It guides staff to assume that abundance is always present, if latent, and to search for it in every situation.

2. Linking Learning to Life

A core approach is to use current events, real-life experiences, or events in history, to help students understand individual and group behavior, difficult experiences (e.g., loss and grief, divorce, bullying), and how they interact with others. Team members work with teachers to link academic goals with life skill goals in the classroom, through classroom presentations, guest speakers, groups, and parent-teacher trainings.

This emphasis guides us to link what students learn in school to problems that they themselves experience in their daily lives, helping to make what they learn more relevant to what matters most to them. This approach makes learning relevant and interesting to students and motivates them to do well at school.

3. Flexible, Creative, and Innovative Roles

When identifying how your team can best support and work within an individual school culture, it is imperative that team members be both flexible and creative in their roles. This is true for several reasons:

- ◆ The “story” or culture of each school is unique.
- ◆ The needs of each school are different (e.g., the needs of a grade school will likely be very different from the needs of a nearby high school).
- ◆ The most pressing needs at any given school may change from day to day and certainly over the course of a school year.

The team continually works to identify these needs, starting with the “Menu of Possibilities” process (described in Section 4) and continuing throughout the school year, sometimes on a daily basis. The team meets these individual needs through individual, classroom, and school-wide activities; role substitution (filling in for teachers, teacher’s aides, and others as needed); group facilitation; flexibility within the team; and by “matching” the individual strengths and abilities of each member to specific tasks or activities. With such a wide variety of potential duties, it’s important that the team’s roles are not limited or static.

4. In but not Of

Your team is in a unique situation, in that you are able to work within the school population but are not employed by the school district. This creates a “neutral party” approach when

working with school staff, students, and families. As a result, SCT staff can be instrumental in advocating for both sides (as appropriate) to help find common ground and resolve conflicts.

This unique position helps the SCT serve as a bridge from the school to parents and the community. SCT staff can act as advocates for parents who might be resistant to outreach efforts from someone who is officially part of the school system. SCT staff can also serve as a single point of contact for community partnerships.

Within the school, this relationship can help SCT members serve as a communication link across departments, schools, and related organizations. Because the SCT is not a part of these entities, team members can sometimes help develop avenues of communication where they were absent or previously insufficient. In this regard SCT staff can serve as a “detached venting post” (DVP) for school staff, helping to brainstorm solutions and aid teachers under stress.

5. Family Focus

Families are an integral part of building a healthy school community. Evidence shows a strong connection between parent and family involvement in schools and a child’s academic achievement, attendance, attitude, and continued education (Henderson and Berla 1994; Hickman 1996). Families may not become involved if they do not feel that the school climate (i.e., the social and educational atmosphere of the school) makes them feel welcomed, respected, trusted, heard, and needed. When schools create a positive climate by reaching out to families and providing opportunities for them to become involved, effective school-family partnerships result. Such partnerships connect families and schools to help students succeed in the classroom and in their future.

A core value of the SCT strengths-based philosophy is that families are the experts in the lives of their children. The team is trained to focus on families to provide or support links to the school community. Core support components in this area include conducting home visits (or visits at a neutral location), contacting parents prior to meeting with a child, receiving parental permission, listening to the parents’ concerns, and directing those concerns to the appropriate school personnel. The team offers support by identifying resources and services as well as by inspiring parents to reach out to other families in need. Finally, SCT team members facilitate parent trainings and bring in community partners (where appropriate) to conduct or participate in these training sessions.

6. Pooled Skills

The SCT identifies and draws from the school’s existing pool of skills as well as the larger reserve of skills within the community surrounding the school. This perspective and team focus makes it possible to creatively employ skills of the people already in the school community as well as to identify and,

where appropriate, bring in additional resources to help with groups, crisis support, parent training, staff training, and similar activities. In effect the team can “case manage” the school community within the surrounding community.

7. Empowerment and Mutuality

The School Community Team endeavors to empower students and families to help others by sharing similar experiences. This is related to the curative factor of universality in groups: that giving voice to common experience promotes cohesion and wellness (Yalom and Leszcz 2005). The team is trained to identify existing strengths within students and families and to help them use those strengths for the benefit of their peers and the entire school community.

SCT groups and activities are designed to bring together not only those students who are struggling with problems, but also those who may have already learned the skills and coping strategies that their peers are lacking. In this way the SCT leverages the strengths and skills of the student body as a whole. Similarly, the team might bring together families who are struggling with similar issues for training or simply to share their experiences. Providing support to families who are struggling can strengthen the surrounding community as well as the school community.

These strategies encourage a school-wide effort and team approach rather than relying only on individual professionals in times of need. This approach helps to ease and destigmatize difficult experiences by connecting students and families with others who have struggled and overcome similar obstacles. It builds on and strengthens the human instinct toward altruism: that people want to help others if possible and they will if they can.

8. Health

It is important to look at the child and family as a whole rather than focusing on just the child’s “mental health.” Physical, emotional, social, and spiritual aspects of each individual and their families can contribute to conflicts as well as healthy interactions at school. The SCT seeks to understand these factors in order to help identify both the strengths and potential problems to which a student’s overall health status may contribute.

The SCT accomplishes this through promoting activities that focus on the child’s overall health and well-being, including healthy relationships, social skills, hygiene, and spiritual orientation. When possible to facilitate wellness, the team also connects students with primary care physicians and other health professionals.

9. Destigmatizing and Inclusive

Unfortunately, mental health services come with a certain stigma that many students and families want to avoid. The

SCT strives to provide services and supports to students and families in ways that include them in the larger community rather than separating and potentially stigmatizing them. The team is trained to create groups that bring together a wide range of students, rather than just those who are perceived as a “problem.” The team also tries to create environments that are inviting and to work with students and families in natural settings (e.g., home, community, playground).

The traditional model of pulling “problem” students aside for one-on-one meetings can be stigmatizing and only focuses on the target children in the school. As a result, these children become further isolated instead of building peer relationships that can serve as a source of shared experiences, strength, and learning. Activities and groups that include referred and non-referred students together can create a school-wide approach to solving problems without stigmatizing or targeting referred students. These groups are often given names such as “Chess Club” or “Girls’ Group” that are not stigmatizing in and of themselves. Nevertheless, the goal of these SCT-led groups is to practice and share skills that some students may lack, such as the ability to communicate, socialize, and solve problems.

10. Whole-School Cultures / Multi-School Orientation

The SCT is devoted to recognizing the unique and changing needs of each school environment. SCT members strive to learn the unique culture of each school in their scope and to identify culturally determined issues that may be presenting challenges to students, parents, teachers, and administrators. This requires team members to attend to the entire school and not just limit their purview to the students with particular challenges or mental and behavioral issues.

When working with a new school or school district, your team should set aside any preconceived ideas and arrive with few initial assumptions. The process of beginning to work with a new school involves much listening and starts to become formalized through the “Menu of Possibilities” exercise, described in greater detail in Section 4.

The SCT also strives to identify multi-school challenges, concerns, and needs. Students matriculate from elementary through middle and high school and often have siblings in feeder or receiver schools. This can create multi-school cultures within a district. Identifying these larger concerns can help leverage agency and organizational support in the larger community to which the school system belongs. As an “outsider” working at multiple schools within a school district, the SCT is in a good position to help identify issues in a larger context.

Section 3

Defining Your Team

At its most basic, the SCT is an independent proactive mental health support system that works within the school system. The team has flexible roles designed to meet the individual needs of the students, families, and school staff. Flexibility and the ability to substitute for teachers, counselors, or other school staff as needed are important and unique characteristics of the team.

Critical to the SCT's success are each member's skills at building positive rapport and the team's focus on being creative and non-stigmatizing. The SCT works to create activities and connections in the school that are therapeutic in nature but are not seen as "mental health services" so that all students, with or without mental health issues, can be involved in creating their school's community.

The acceptance of the team evolves as they become more a part of the school routine and culture. Acceptance comes with trust, and trust comes with the team's ability to make positive connections with schools and families.

Four core staffing practice components drive successful implementation:

- ◆ Staff recruitment and selection.
- ◆ Clear definition of staff roles and responsibilities.
- ◆ Staff training and team building.
- ◆ Staff coaching, mentoring and supervision.

Staff Recruitment and Selection

The first task of defining your team is to gather the right people: those who are interested in making a change and in strengthening efforts to provide practices and supports that foster a culture of belonging, wellness, and resilience for all students and families within the school. The goal is to establish a functional, influential team to inform and guide your operations.

Essential characteristics for team members:

- ◆ The ability to work with a broad range of youngsters and adults.
- ◆ Self-motivated, trustworthy, and reliable (the work can be in remote locations).

- ◆ Proven competence in working with youths (trust must be established quickly).
- ◆ Experience in education or mental health (a knowledge base upon which to build through training).
- ◆ Good physical energy.
- ◆ Ability to build connections, resolve conflicts, and listen well.
- ◆ Willingness to travel between multiple locations.
- ◆ Good boundaries and ability to deal with stress.
- ◆ Curious, positive, and "sturdy" orientation to the work.

Roles and Responsibilities

SCT staff are organized into teams, which are assigned to groups of schools. Each school group consists of a high school, a middle school, and an elementary school. Each team has two primary roles: a Manager/Coordinator and an Advocate. A Therapist may be a part of the team, depending on district need, existing resources and support from external agencies or therapists. If a Therapist is included in your team, he or she can be assigned to one or more schools, depending on the structure of your program as well as funding. Larger programs may want to break out the Manager and Coordinator functions into two separate positions.

It is important that each school has at least one Advocate assigned to a regular schedule to provide a consistent, steady presence. However, more than one Advocate may be assigned to a given school, depending on the staffing pattern and weekly hours served.

The following are brief descriptions of some of the roles of each team member. Due to the unique nature of this work, it is impossible to list all potential responsibilities. A more detailed list of potential responsibilities for each position can be found in Appendix B: Job Descriptions.

SCT Manager

In general, the SCT Manager's role is to manage and organize the team effectively. Duties include coordinating team sched-

ules, overseeing documentation, making sure that systems are running smoothly, ensuring that team members are providing the necessary services, and collecting data for evaluation. The Manager also runs team meetings, ensures that staff receive necessary training, provides supervision, builds community relationships, identifies resources, and establishes connections with other agencies.

The SCT Manager is the point of contact for school administrators and community partners and is responsible for overall administrative duties (e.g., developing Memorandums of Agreement [MOAs], practice guidelines, protocols).

SCT Coordinator

Depending on funding, the district's needs, and the size of the service area, the Manager may be assisted by an SCT Coordinator, whose primary role is to facilitate ongoing, effective communication among all team members. The Coordinator participates in helping develop training materials as well as conducting training sessions. The Coordinator also engages with community partners and encourages the development of new relationships by inviting potential partners to work together toward their goals. The Coordinator can be an immediate point of contact for school leadership to address urgent and emergent needs as well as other concerns that may arise. The Coordinator assists the Manager as needed and is the eyes and ears of the Manager in the field with the Advocates.

The Coordinator may also have a dual function as an SCT Advocate (described below), providing direct service in the school(s) or filling in for other SCT staff.

SCT Advocates

School Community Team Advocates have multiple roles and responsibilities, and they are the primary individuals doing the work. They can be considered “the bridge” between the school and the team and are the points of contact for

- ◆ Youth and families referred to the team.
- ◆ Teacher requests for assistance.
- ◆ Keeping school administrative staff apprised of SCT activities.

Advocates become familiar with the culture of their assigned schools and identify the various ways the SCT can fill existing gaps. They provide supportive activities to teachers, students, and families upon request, perform classroom and playground observations, deliver skills training to individuals or groups, organize school activities, mentor students, support school functions and classroom activities, organize and facilitate teacher and parent training, and more.

SCT Therapist

The SCT Therapist is an optional position within the School Community Team. Some teams may find definite needs that a Therapist could help address in their schools. On the other hand, some schools may have their own certified therapists. Teams may find that a focus outside of traditional school-based mental health therapy services makes more sense.

SCT Therapists are considered clinical resources, in that they are assigned to the more in-depth and difficult situations. Based on information from Advocates and school staff, the Manager may assign a Therapist to meet with students or to address certain issues. Therapists work closely with school administrators and counselors and keep up-to-date on the “higher need” students in each school.

The SCT Therapist may hold individual meetings with students, support the Advocates, consult with the team and school staff as needed, oversee referrals, conduct parent/teacher/classroom trainings or presentations, perform family and community outreach, make referrals to outside agencies, and complete regular reports for each school. The Therapist does not open charts or maintain traditional documentation but does keep notes of contacts and activities as required by the school district or “home” agency.

Staffing Pattern

The basic staffing pattern for the SCT assigns 10 hours per week of Advocate time for up to 500 hours. A pro-rated number of hours are assigned for numbers of students over 500 (e.g. a school of 750 students would be assigned 15 hours). Typically 1-2 hours per week of coordination time is assigned in addition to the Advocate time; this may be performed by the Manager or Coordinator (where that position is being utilized).

# Students	Position	Hours per week
< 500	Advocate	10
	Coordination	1-2
750	Advocate	15
	Coordination	1-2

It is possible to flex the number of hours in the staffing formula in response to available resources. The outcomes may be impacted by such decisions, but the experience has been that with economies of scale considerations a positive impact occurs with the presence of the team.

Staff Training

Staff training plays a very important role in successfully implementing the SCT approach. Your team will need to craft a clear, organized training plan that includes your core team, along with other key staff members of the school community and any supervising organization of which the team may be a part.

In order to fully facilitate a change in culture, key staff members, including supervisors and managers, will be required to increase their knowledge and learn new skills related to successfully implementing the School Community Team. Training can help facilitate necessary staff development on the practice level, organizational level, and systems level.

- ◆ **Practice-level training includes orienting staff to the values, practices, and protocols of the team, including the “10 Distinctives.”** Mental health training topics include the impact of trauma, brain research, and specific evidence-based practices used by the agency or district, such as Positive Behavior Supports (PBS) and Collaborative Problem Solving (CPS). (Greene and Ablon 2006; Greene 2010; Greene 2009).
- ◆ **Organizational-level training topics include overall agency values, philosophies, policies, procedures, and decision making.** This would include training on these matters as they relate to the school district.
- ◆ **Systems-level training refers to orienting team members to specific known cultural aspects of each given school.** Internal and external resources and services, referral protocols, and current “gaps” in the system as a whole, are important topics.

Some training methods seem to work better than others. Research indicates that effective training involves

- ◆ Providing team members with background information, theory, philosophy, and values.
- ◆ Introducing and demonstrating the components and rationales of key practices.
- ◆ Providing opportunities to practice specific skills and to receive feedback in a safe training environment.
- ◆ Providing staff with opportunities for quality interaction.

Staff Coaching and Supervision

Staff coaching, mentoring, and supervision are a particularly critical part of the implementation process. Whereas the skills that successful practitioners need can be introduced in training, many of these skills can only be learned on the job with the help of a mentor or coach. Coaching and mentoring can consist of activities for either individuals or groups and include the following:

- ◆ On-the-job observation and support.
- ◆ Instruction, modeling, and feedback.
- ◆ Debriefing of staff after a crisis event or on an as-needed basis.
- ◆ Clinical supervision and staffing for difficult situations (e.g., child abuse, DHS calls and reports, teacher or school concerns, mental health issues or concerns, referral options, or external resources that may be helpful for the child and family).
- ◆ Weekly team meetings, discussing referred students, brainstorming ideas, and getting support from other team members.
- ◆ Cross-training (e.g., using cooperative projects, jointly facilitated groups, shadowing).
- ◆ Partnering with other professionals working in the schools or with students.

Just as it is important for the SCT to build trust and rapport within the schools, it is equally critical to build trust and rapport within the team. Due to the unique structure of the team, Advocates may at times feel isolated, especially if they are the only member assigned to a given school. Even though members of the team do not often work together within the same schools, they do rely on each other for resources and information, and they work together on large team projects. Team-building exercises as well as nurturing the staff are key components to the success of the team.

Suggested Team-Building Strategies

- ◆ Share positive experiences and tell stories during staff meetings.
- ◆ Discuss challenges with individual students and families.
- ◆ Find projects that express members’ hopes and strengthen the team.
- ◆ Look for ways to feel a part of your schools.
- ◆ Conduct get-to-know-you exercises, with questions such as, Why are you here? What are you most passionate about? What part of your work is most important to you? How do you like to give and receive support? How can you empower others? How can you include others on the team?
- ◆ Review the team’s core identity.
- ◆ Meet in informal settings.

Section 4

The Work

The direct work of the SCT happens in recursive stages throughout the school year and in each succeeding year. This section addresses key aspects of the work, including the Menu of Possibilities, learning the “school story,” stages of advocacy, and Advocate activities.

Menu of Possibilities

Each school has its own strengths and presents its own distinctive challenges. As part of the process of getting to know the strengths and needs of a new school, the Team Manager requests a meeting early in each school year, during which he or she presents an initial “Menu of Possibilities.” From this starting point, you can begin to discuss what the SCT can do for the school, how the various services work, and which of those services might help meet the particular needs of that school. Administrators and interested teachers should be invited to this meeting. Other staff members (i.e., cooks, maintenance, office staff) can offer valuable input as well, and can be considered as potential invitees, if agreeable to school administration.

This meeting is both a “needs assessment” and a matching of services to those needs. It is an opportunity for school staff to talk about what they perceive as their greatest needs and for the SCT to describe services and supports that could address some of those needs. During this initial meeting it is important to emphasize that the SCT and the school can revisit this process and change services as needed over the course of the school year. The results of this meeting become the foundation for a written plan.

Once the group has a draft that matches suggested services to the needs of the school, this document becomes the initial plan for the team. Schools that are familiar with the SCT program may have an exact idea of how the SCT can best serve their school. For schools that are new to the program, this process presents them with a “menu” of possible services the team has provided at other locations. You may also offer suggestions based on the services found throughout in this Guide.

Key Characteristics of a Strengths-Based Menu of Possibilities:

- ◆ Wording uses strength-based terms (e.g., “Building upon existing student leadership for peer support”).
- ◆ The list includes existing resources and strengths (to the extent they have been identified) on which the team can capitalize.
- ◆ The list consists of creative solutions that are attainable.
- ◆ To help support the team in affecting the whole-school environment, the list should consist mostly of items that are systems-based and not individual, child-specific needs (though it may be necessary to accept a list of “target kids” from the school personnel when this is a strongly identified need).

The rest of this section describes some of the items that might appear in your Menu of Possibilities.

Creating Your Menu of Possibilities

In preparing for the Menu of Possibilities process, the team should do some planning before the first meeting. See Appendix C: Sample Documents for a form that can help you develop your own Menu of Possibilities. Also in this section we discuss many types of Advocate actions you may choose to include.

Answering the following questions will help you begin to structure the process. It is best to work through the following questions as a core development team before you invite others to join you.

What Do You Know Already?

When you are getting started, write down as much as you know about the story of the school, such as

- ◆ Who are the important people?
- ◆ Who are the children and families?
- ◆ What is already happening that supports the school and students?
- ◆ What are stresses within the school community?
- ◆ What are the unspoken values, views, and beliefs (if any have been identified at this point)?
- ◆ Who is included and who may be disenfranchised?

- ◆ How are families involved?
- ◆ How receptive is the school community to “mental health services”?
- ◆ How much does the school community know about the SCT and how much support exists for it?

Although the answers to some of these questions might be unknown at first, this process enables your team to identify the gaps in your knowledge. This will help you formulate your questions, as you are asked to do in the next step. The core team can use this information to create an inclusive environment and to ensure that the necessary people are in the room.

This initial “needs assessment” will be repeated as you develop an advocacy plan. It can help you begin to identify any biases you may already have. To the extent that you can set these biases aside and listen to the participants of this process openly, you and your team will likely learn more during this process.

Do You Have a Mission Statement?

Your team may want to come prepared with a mission or vision statement. Write down the desired conditions for the school community and what you hope to accomplish. These can be general goals based on experiences at other schools or on your initial discussions with school personnel. This document will serve as your team’s *projected results*, which you can take to the Menu of Possibilities meeting to help guide that process.

What is Your Menu?

Now it is time to create the first draft of your Menu of Possibilities. This list of services and supports will be linked with the needs of the school and serve as a guide for your work plan. At this stage it is a starting point to stimulate conversation with school staff.

In creating your menu, you may start with some of the services and supports listed throughout this Guide, review services and supports that were helpful in the past (if you already have such experience to build upon), or gather ideas for services that the team thinks would be helpful.

Bring your list with you to the initial Menu of Possibilities meeting to introduce the team to your array of services. ***However, first ask school personnel to list the strengths and needs of the school and then see where the SCT services match those needs or complement those strengths.*** To initiate the conversation, you can use the same list of questions that you asked your team.

Comparing the responses of the team with those of the school staff helps the team members identify gaps in their knowledge and understanding of the school’s needs and culture. It will also inform the dialogue regarding the Menu of Possibilities.

It is important to complete the list of strengths and needs

without reference to the Menu of Possibilities. The Menu is not meant to limit the needs list to only those that can be addressed by the suggested supports. Instead, the needs identification process may suggest other services and supports that the team could provide or that may be available in the larger community.

The team introduces its preliminary draft list to initiate brainstorming about how to match the Menu with the needs. Together the team and school staff decide which items on the list will help and what other services or supports might be added.

Make sure that the group does not base their needs list on the Menu; you want your list to grow, change, and adapt as the team becomes more knowledgeable about the actual needs and culture of the school community. The idea of bringing the Menu list to the initial needs assessment meeting is to generate ideas as well as to reassure the participants that there are resources, possibilities, and hope.

Once you have developed your first “official” Menu of Possibilities, this document will serve as your work plan for the team at that school. Share it with everyone on the team as well as with school administrators and other school staff as appropriate. Before distributing this plan, you might first want to meet as a team to assign responsibilities for each item on the list.

To the extent that various services may have multiple components or be large in scope, try to assign specific people (i.e., Advocate, Coordinator, or SCT Manager) to be responsible for completing the tasks attached to them. Coming to the next meeting with this information demonstrates that the team has considered how roles and responsibilities will be divided and informs school staff which team member to follow up with, if needed. Developing a work plan that includes a time-line may also be useful, although the team should emphasize that the Menu of Possibilities is a living document, changing and evolving as the SCT and the school staff learn more about each other.

Learning the “School Story”

Learning the school story is important to developing the “needs assessment” and Menu for each school. This is a process that begins when you first meet with school administrators and staff and continues throughout your relationship with that school.

As a team you need to recognize that you are a part of a school culture that has history, respected “elders” (who could be young), events that shaped it, and centers of trust and information flow. You need to learn about these things by listening and observing if you are to become a part of the living adventure story of a school.

In this way your team can gain the trust to learn more and can be granted access to resources and the flexibility you need to

do your work. Each culture is different, and as you get more experienced, you cannot assume new cultures will fall into the same familiar patterns. Enter each new relationship with loosely held assumptions. Cater to the needs of the schools, and create services that not only build on existing school strengths but also create new opportunities for growth.

There are a few quick guidelines to remember when working with the stories of your school community:

- ◆ The “story” is what the people of the community tell each other and those outside the community about the school. It is phrases that are repeated in staff meetings and written reports. The story of the school is how the school community members interpret the behaviors, actions, events, and problems that are a part of everyday life. There are settings, themes, characters, and plots, which become part of historical accounts of the school.
- ◆ The school community members, which includes families and students, are the “collective authors” and the experts in this story. Together they are optimistic in September and exhausted in February; they suffer together over illness, expulsions, and criticism and rejoice over achievements, personal triumphs, and meeting goals. It is important to help the school community feel empowered in the story by listening to them, believing them, looking for ways to support them through tough times, celebrating with them during happy times, and keeping the positive parts of the story alive.
- ◆ There is no way to “fix” the story. The story can be rewritten over a period of time as faculty, staff, administrators, students, and families interpret and re-interpret their experience to begin telling a new story about themselves, one that remembers their power and resourcefulness. You can help the school community tell positive stories about themselves by focusing on talents and competencies rather than by only discussing deficits.
- ◆ Helping to build an environment with structures and systems, where all voices are included, will help broadcast the school community’s story for all to hear. The goal is to curb subversive stories that are told when people feel their voice is not heard or valued.
- ◆ Problems are often “storied” as being about an individual or a set of individuals. When this occurs the systemic issues that may be in play are not taken into account. While there may be personnel, student, or family issues to address, it is helpful to also externalize the problem. Try to look at it as a problem that the school community is experiencing, and step away from individualizing for a time. In this way you can begin to assess whether there are problems with policies or shared philosophies within the school.

What is Advocacy?

In the traditional sense an advocate may be seen as a person who supports a cause. SCT Advocates are not bound to a single “cause” or population; instead, they support the entire school community. As “frontline” representatives of the SCT, Advocates support a variety of interests:

- ◆ Students who are having trouble at school.
- ◆ Students who are having trouble at home.
- ◆ Parents who might have issues with the school but aren’t comfortable talking to teachers or other school personnel.
- ◆ Teachers who are having a difficult time dealing with specific students.
- ◆ Teachers who are having a difficult time meeting all of the school’s expectations.
- ◆ Administrators who are struggling with the various issues and requirements.
- ◆ Community perspectives on the school district.

Advocates also

- ◆ Work on behalf of the entire school population to create an environment of health and wellness.
- ◆ Seek to destigmatize the mental health system or introduce less traditional mental health services and support.
- ◆ Connect students to services and make connections between families, schools, and external community resources.
- ◆ Bring services provided by community partners into the school.
- ◆ Encourage school staff and administrators to gain a better understanding of students and their struggles by seeing the “whole child” rather than focusing on behaviors alone.
- ◆ Help teachers and staff reach out to parents, and help parents reach out to teachers.

Stages of Advocacy

With so many modern pressures to compete, isolate, and hyper-individualize, it is a challenge to develop a healthy learning community. It is sometimes easier to avoid the types of self-sacrifice and risk-taking that help bring diverse people together.

As your team advocates for community, you do so in a culture that is constantly changing and that often has significant disconnection between the various groups of people involved (e.g., youth and adults, parents and educators, union and district, classified staff and non-classified staff, poor and wealthy).

Because of these challenges, advocacy often occurs in stages

consisting of actions and questions to be explored. These stages are not rigid, but rather a guide to how the process unfolds at partner schools.

Stage One

The following are key actions your team should take when working with a new school.

- ◆ **Introductions.** Get to know the school staff, administrators, and teachers.
- ◆ **School staff training.** Set up — or ask to be included in — a meeting to introduce the SCT model, the potential services your team can provide, and the SCT philosophy.
- ◆ **Menu of Possibilities.** Hold a meeting with school leadership and staff to conduct the Menu of Possibilities process described on Page 13.
- ◆ **Identify immediate needs.** These may be distinct from “mental health priorities” or “needed supports” and might include such things as classroom or playground support, administrative support, or school resource deficits. Determine whether your team can address these directly or whether you need to find community resources.
- ◆ **Review needed mental wellness supports,** as identified and prioritized by the school leadership.
- ◆ **Identify the school community’s existing strengths** and where the SCT can best fit in and supplement these strengths.
- ◆ **Outline the SCT priorities,** based on the Menu of Possibilities.
- ◆ **Set a schedule** allowing for flexibility in case of a crisis or special event.
- ◆ **Find a meeting place** for one-on-one discussions with students and locate safe places to have confidential conversations.
- ◆ **Develop an initial Advocacy Plan.** Identify priority kids and families and get to know them with an emphasis on a “strengths-based” approach.

Most important, offer responsive and tangible assistance, and follow through on all commitments. A key principle in mental health prevention is to start where people are; this principle applies to creating a school-based mental health program as well. Intervene first with the school’s most immediate needs. Ask the teachers, staff, and administrators what they need help with and do that, whatever it is. For example, Advocates have helped counselors with scheduling, ridden on school buses, and otherwise filled in gaps for brief periods at key junctions to support the staff and the whole school.

Stage Two

As your Advocates and, where applicable, Coordinators start to become familiar with the students and staff, the “story” of each school, and the surrounding community, consider revisiting the initial plan. It might address the following:

- ◆ Where do struggling kids get help or find solace?
- ◆ Where do students who don’t fit in have a foothold?
- ◆ Where are students getting their motivation to attend class and do well in school?
- ◆ Who is already serving kids who are struggling with any kind of health deficit?
- ◆ Where are “total health” capacities formed, nurtured, and developed?
- ◆ Where are the less stigmatizing contexts where total health is being nurtured (i.e., interactions of healthy and less healthy kids)?
- ◆ Where are the best opportunities to connect with students and be a warm, available presence?
- ◆ What are the external resources that may benefit the needs of the school?

Keep in mind that this is an ongoing process, and the needs assessment and plan should be revisited and updated regularly.

Stage Three

As SCT members become more comfortable in the school setting and develop a better picture of the strengths and needs of a particular school, they can begin to examine ways to expand the team’s capacity. In meetings with school administrators and other staff, the SCT Manager, Advocate, and Coordinator can discuss some of the ways the team can

- ◆ Expand or refine the initial advocacy plan.
- ◆ Introduce new capacities while continuing supportive roles.
- ◆ Participate in or develop internal and external collaborations.
- ◆ Recruit and train volunteers to help support new and existing capacities.

Stage Four

Once the Menu of Possibilities is well established and operational, the team can begin to take the following steps to sustain the program:

- ◆ Consult the principal regarding the total health needs and actions of the school.
- ◆ Offer a resource to the staff, building capacity through

training and supportive classroom activities.

- ◆ Become a resource to families by supporting those with multiple stresses and helping them be a resource to other families in turn.
- ◆ Serve as a resource to students by being a trusted, flexible, fun presence that is accessible, wise, and capable of a robust array of responses and referrals for a wide variety of needs.

Advocate Activities

SCT Advocates typically provide many services and supports. Many of these activities (discussed in more detail below) are integral to creating a school-wide support strategy and should be included on your Menu of Possibilities:

- ◆ Referrals (triage or immediate response capability).
- ◆ Individual supports, mentoring, and skills coaching.
- ◆ Groups, clubs, and therapeutic activities.
- ◆ Classroom or playground observation and support.
- ◆ Teacher, staff, and principal support and training.
- ◆ Coordination with existing school programs.
- ◆ Whole-school and multi-school supports.
- ◆ Parent and family involvement and training.
- ◆ Community outreach.
- ◆ Parent and staff training.

Parents typically must sign a permission form for students to participate in most of these activities (see Appendix C: Sample Documents), based on the rules of the district. Districts have included this permission in the annual packet that goes to parents at the beginning of the school year, to both inform parents that the Advocates will work in the school and to give them the opportunity to provide or deny consent. Other schools have decided to request consent on an individual student basis, for the referred students only. A high school issues an “opt out” letter, sent out to all parents whose student is 14 years or older. They are asked to sign and return the form if they decline services. If the form is not returned, then we have permission to work with these students. Since they are above the age of 14 written parental permission is not needed to meet with the student for services. The Advocates are still expected to contact parents, establish relationships with parents and continue to be family focused with services provided.

SCT Advocates and Coordinators, where applicable, continually tailor their activities to the Menu of Possibilities, referrals, and daily assessments of what is needed most by their assigned class or teacher.

Referrals (Triage or Immediate Response Capability)

Many of the Advocate’s activities are initiated in response to referrals. Unlike traditional referral systems, referrals can come from school staff, families, peers, or a student who has asked the Advocate for help. The referral form (see Appendix C: Sample Documents) may be made available to school staff and students, or you might choose to have the Advocate fill out the form on behalf of the person seeking help.

The referral process may initiate other activities of the Advocate. For example, in response to a referral involving bullying, the Advocate might initiate classroom and playground observations, have a one-on-one meeting, organize a class presentation on bullying, organize a group to discuss bullying, or any combination of these activities. The referral is often the starting point that helps the Advocate identify the most pressing needs in each school community.

Individual Supports, Mentoring, and Skills Coaching

Individual supports refer to the specific one-on-one meetings that are created to help meet the needs of individual students. These supports may be short-term or long-term, depending on the type or severity of need. Unlike many mental health models, the SCT strives to be as non-stigmatizing and inclusive as possible. Traditional methods, such as pulling students out of class or meeting with them alone in a separate office, can be stigmatizing and are not an established part of the SCT model.

The Advocate can meet with students in the classroom, playground, or another location. The Advocate should avoid pulling students out of class or pulling them aside in a way that might be stigmatizing. This model focuses on building rapport between the Advocate and students by creating a more inviting atmosphere where students do not feel like they are “in trouble” and the experience is much less stigmatizing. This might involve working alongside the student or arranging friendly encounters in neutral settings.

The following activities can be considered individual supports:

- crisis work
- individual check-ins
- weekly check-ins
- ongoing observations
- transition services
- academic support
- skill building

Groups, Clubs, and Therapeutic Activities

As a part of the Menu of Possibilities, school staff may ask the SCT to provide groups for students, or your team may suggest a variety of groups once you have had a chance to get to know the students and the school. The types of referrals the Advocate is receiving may also inspire ideas for groups by the types of referrals that the Advocate is receiving.

These groups can be led by Advocates and/or school counseling staff. Groups may consist of 1-2 facilitators, depending on the nature of the group. These groups are often used to meet the needs of multiple referred students at once but should include non-referred students when possible. Although the groups can be a great support for referred students, the team strives to introduce diversity by bringing together referred and non-referred youth to share their strengths and experiences. Groups are often given non-stigmatizing names that may or may not be directly related to the therapeutic purpose(s) of the group. This approach encourages non-referred students to take part and share learning and experiences with their peers.

If necessary, these topics can be presented as one-day or short-term classroom discussions or presentations. The focus is to strengthen the community within the school, build a wide variety of personal and interpersonal skills, help children become leaders, and make connections between students who may not already be friends. Integrating these activities into the school or classroom structure helps create an environment of wellness.

Create groups to meet the individual needs of each school. The following is a brief list of examples that have worked in other schools:

- School Beautification Project Club
- Gardening Club
- After School Programs
- "Studio Project" (art group)
- Chess & Checkers Club
- Ping-Pong Club
- Girls Groups
- Boys Groups
- Friendship Groups (peer socialization groups)
- Leadership/Mentor Groups

School staff can also request a content-specific group if a population of students is struggling with similar issues. Some specific topics might include

- Grief
- Divorce
- Social/Emotional Skills Training
- Academic Support

In an effort to create sustainability, your team should create a curriculum for groups, along with guidelines for unique individual supports and activities, and collect information on how to replicate these groups or activities. Information should include target population, materials needed, focus or intention of the group, activity, or support as well as comments for future use. See Appendix F: Toolkit for examples.

Classroom and Playground Observations and Support

One of the Advocate's primary responsibilities is often classroom or playground observation. While this can be a formal, ongoing duty, it is usually initiated in response to a referral from school staff, families, or a student who has asked the Advocate for help. Observations often serve as an initial assessment of unwanted classroom behavior, lagging skills, peer relations problems, and the like. Ongoing observations may be designed to monitor an individual student's progress.

Performing observations helps the Advocate get a better understanding of individual students in class, on the playground, and with their peers. Although most observations are done with a specific objective in mind (e.g., focusing on specific students), they are also an important component of the Advocate's overall purpose, because they help to identify the sources and causes of problems in the school population as a whole while revealing the strengths of individuals and groups in different settings. Much can be learned about the school culture and student body while observing a single student.

The presence of the Advocate in these varied settings also offers support to the students and teachers. The Advocate can interact with students during observations, functioning as a participant/observer.

Teacher, Staff, and Principal Support and Training

The SCT staff can support school staff by

- ♦ Serving as an information resource on behaviors and progress of specific students.
- ♦ Serving as a link between school staff and families.
- ♦ Identifying needs and services for the school and individual students.
- ♦ Providing classroom supports (e.g., project support, field trip support, teachers aid, activity support, coordinating student incentives between school and home).
- ♦ Coordinating and co-facilitating groups and activities.
- ♦ Providing training on topics that help staff grasp important factors influencing their students and schools.

Coordination with Existing School Programs

During the Menu of Possibilities process, your team identifies the school's existing resources and services. It becomes an SCT focus to come alongside and support these programs to increase their capacity and the number of students being served. The following is a partial list of programs to which the SCT has provided supports:

- ◆ An elementary school check-in/check-out program that supports students
- ◆ Link Crew, a peer support group connecting upperclassmen with lowerclassmen
- ◆ Alternative Education classrooms
- ◆ Family Outreach and Advocacy programs
- ◆ Student Resource Rooms
- ◆ Positive Behavioral Supports

Often the best way to determine how an Advocate can help with these programs is to simply ask the staff who coordinate those programs what their needs are.

In addition, it is a good idea for Advocates to be aware of existing school programs so that the efforts of the SCT are not duplicating those that are already in place.

Whole-School and Multi-School Supports

Although many of the activities that the Advocates are involved in center around individual and group work, the team is whole-school in scope. Your team may connect with the school's PTA or PTO to help coordinate efforts to support the whole school. For example, the SCT may coordinate a Family Community Fun Night, which brings community resources and services to the school to advertise their offerings and connect with families. This event could also include dinner, games, fun activities, and a chance for teachers to display students' work.

The SCT is usually assigned to several feeder schools, meaning that the team is present in an elementary school that feeds to a middle school and a high school served by the SCT. This opens up possibilities to support multi-school blocks and to coordinate activities for transitional support, linking high school programs with middle and elementary school support.

In addition, once the SCT has had a chance to meet with administrators and staff throughout the school or at multiple schools within a district, patterns may emerge in the types of needs and supports the team has identified at each school. In such cases the team as a whole can coordinate efforts to provide services or bring in community support to help efficiently meet those needs in several schools.

Parent and Family Involvement and Training

The first step to enhancing family involvement is building a foundation to bridge any gaps between families and the school community. This involves understanding the "stories" that school staff and families tell about each other.

Once you understand the feelings and attitudes about families and the school, the core team can begin to understand the school climate and the existing systems that promote family involvement—and why they may or may not be effective. The following are common barriers to family involvement in schools:

- ◆ Policies mandate family involvement, but the school lacks adequate resources, time or infrastructure to implement them.
- ◆ School staff are not trained in working with families.
- ◆ There is a general negative attitude about families among the school staff or the families themselves, there have not been many positive interactions from which to build relationships, or these interactions are not remembered as part of the school's story about families.
- ◆ School personnel and families work at the same time, and schedules do not allow them to interact frequently.
- ◆ Lack of resources on the family's part (e.g., lack of child-care, transportation, time off work).
- ◆ Not understanding cultural differences, language barriers, and other communication barriers for which there may not be resources within the school.

After completing your Menu of Possibilities, you may need to develop collaborative structures and mechanisms to bring your school and families together and to sustain the relationships. Remember, this takes time! It could take a year or two to fully establish or modify existing systems to institutionalize family-focused practices.

The following are strategies to address barriers to involving families and to help promote a positive, successful story for your school and the students and families in your school community. The strategies are not in any order and can be adapted to fit your school community's unique culture:

- ◆ Establish clear, high-level, long-term policy support, which ensures that school leaders, community partners, and families formulate an understanding or agreements and a commitment to building an effective collaboration. This includes
 - Modifying existing governance over time to include shared decision making between staff, families, students, and other community representatives.
 - Memorandums of Agreement (MOA) between schools, community agencies, and family groups to formally outline their collaboration.

- Organizational and operational mechanisms that are written into practice guidelines and/or policies that are inclusive of families in school programs.
- ◆ Address negative attitudes that may exist. This is a very difficult task and can be handled through training. Provide venues where school staff, families, and community partners can explore how to work with one another as they gain skills and knowledge in communication, cultural competency, family-focused work, etc. It is important to establish a “no-fault” approach between school staff and families in order to shift the focus from who is to blame to what can be done.
- ◆ Plan strategies to accommodate the varied language needs, cultural needs, lifestyles, and work schedules of school staff and families. At a minimum, location and times for meetings and other important school-based functions should be “family friendly” to the extent possible.
- ◆ Recognize that effective parental involvement takes many forms and may not necessarily require a parent’s presence at workshops, meetings, or the school. The emphasis can be on parents helping children learn, which can happen in schools, at home, or elsewhere in the community.
- ◆ Encourage family members to advocate for students, to volunteer to help with activities, to connect with other students in need, and to become leaders with an interest in helping others.
- ◆ Ask students and family members to help identify needed supports and services, along with a plan for how to deliver them. It is important that members of the family be invited to be part of the process as well as invested in the outcome. Consider including them in the Menu of Possibilities exercise.
- ◆ Consider home visits as part of your SCT services. If family members are uncomfortable with meeting in the home, suggest a neutral location, such as a café, park, or library.
- ◆ Develop a list of resources to help parents with their own issues. This could be a lending library, extra clothing or school supplies for families that may be struggling, parenting services and classes, literacy classes, or a system that walks them through finding helpful agencies. Remember that when a family is overwhelmed, a referral may not be enough. If they are open to your assistance, helping them navigate the system can be much more effective.
- ◆ Offer monthly, hour-long parent-staff trainings. Include topics that are of interest to the particular school; bring in outside agencies to discuss topics such as nutrition, grief and loss support, and the autism spectrum.

- ◆ Hold a series of Family Fun Days. This might include a school open house where community agencies can set up booths to help families and students become familiar with their services. The school might be willing to provide dinner or refreshments. You may also choose to showcase student projects or organize fun activities for students and other family members.

Community Outreach

Similar to linking with existing resources, the SCT makes an effort to collaborate with community partners. In doing so, the team encourages members of the community to provide needed services in the schools. For example, they might create school- and parent-friendly protocols for referral to social services and/or medical providers, help with transitions between grades or between the school and other community services, and provide information for parent-teacher trainings or guest speakers.

The Manager or SCT Coordinator who oversees Advocates at multiple schools within a school district is also typically the point of contact for community relationships that the team has developed. The Coordinator can serve as contact for both school personnel and community agency representatives. This is a “service” that the SCT provides and, as such, should be listed on your Menu of Possibilities.

Parent and Staff Trainings

Although SCT members may be qualified to provide some parent or school staff training, the SCT usually serves as a bridge to outside agencies or organizations that can provide trainers. Serving as coordinators, SCT staff can help identify the training needs, find the trainers in the community, organize a place and time, and work with school staff to send out invitations. Often if the SCT is part of a mental health agency, individuals from within the organization can be brought in to provide training on various aspects of child development that impact student performance and behavior.

Crisis and Immediate Response Capability

Due to the flexibility of the team, Advocates, Coordinators, and the Manager have the ability to respond in a timely manner to the needs of a school or student in crisis. The Manager or Coordinator can deploy Advocates to respond to immediate or urgent situations, such as a youth having a behavioral crisis, or a death that has occurred for a student or staff. In these situations the principal of the school to which the Advocate was assigned when the crisis occurs can be assured that the hours will be reconciled and also that his/her school would have the same support in a crisis.

Documentation

Two pieces of documentation are a regular part of the Advocate's activities: the Daily Log Form and the Referred Student Information Report (see Appendix C: Sample Documents). These forms help the SCT track and evaluate its activities.

Daily Log Form

The Daily Log Form is simply a computerized form where SCT members record their daily activities.

Other forms may be necessary based on the requirements of your school district, agency, or both.

Referred Student Information Report (RSIR)

SCT Evaluators and Advocates collaborated to design the "Referred Student Information Report" (RSIR). The RSIR documents the actions taken by the Advocate in support of individual students. The RSIR uses qualitative and quantitative items to detail

- ◆ The characteristics of the student (i.e., age, grade, gender, and family living situation).
- ◆ Who made the referral to the Advocate.
- ◆ The presenting issues.
- ◆ The nature of the Advocate supports.
- ◆ Any referrals made by the Advocate.
- ◆ The Advocate's assessment of
 - The child's psychological and social functioning before and after Advocate support.
 - Progress made toward resolution of the presenting issue.

The form allows for aggregation of data to identify outcomes as well as opportunities for improvement. In addition to the RSIRs, the Advocates document stories of success throughout the year and share these vignettes with the Evaluator. This additional information allows the team to capture the work being done with students, staff, and families that is not included in the RSIRs.

Section 5

Community Outreach

Linking Schools and Communities

Schools across the country have begun initiatives to link school with community, working with parents and community partners in meaningful ways to support students in healthy development and school success. If this is the case with your school community, then the addition of the SCT team will enhance the current system and add to the continuum of services provided. Where partnerships and community outreach initiatives are already in place, a top priority for the SCT would be to link the team members with the established partnerships and ensure that the vision and goals of the team weave in the strategic planning of the school-community initiative.

Some schools see that community linkages matter, but they are isolated and overwhelmed. Building relationships and social capital takes a concerted effort and someone with the time to do it. Taking on this role can be an important function of the School Community Team.

Key Points to Consider

This section outlines strategies that will help your team establish links and develop cooperative efforts between your school and community as you work together to create a meaningful school community. These points are not in specific order and can be utilized in any way to build an action plan for your school to reach its goals.

Vision Statement. If you decide to create a Vision Statement as part of your team's development process, be sure to include some of the ways that the team and the project will link with parents and community partners.

Build Relationships as Social Capital. Collaboration is built on trust and cooperation among schools, parents, and community partners. Building social networks, fellowship, sympathy, and connectedness can be just as vital as financial support to any school. Create a specific plan to build and enhance the relationships within your school as well as between your school, families, and the surrounding community.

Ask the Parents What Issues They're Interested In. Avoid telling parents what the issues are and what the team would like to accomplish. Instead, the starting point needs to be

"What do you care about? What do you think can be done?" The goal is to create meaningful collaboration between families and schools and build toward addressing issues, such as curriculum development, that are central to teaching and learning. You might find that establishing safe walking routes to school leads to other projects, such as creating a literacy program where parents and children come three evenings a week to study together.

Use the Menu of Possibilities (Needs Assessment). This exercise can and should inform the team of resources available within the school community and existing linkages to community resources and partners, along with any gaps. If the needs assessment did not focus on school-community linkages, hold another meeting—a one-time, focused effort—to add this aspect to your team's work plan and include strategies from the Menu of Possibilities. If you did not do so in the first assessment, take time now to review any existing data regarding the needs of the youth within the school community. This can include data gathered by community partners in their effort to provide services (e.g., educational disparities, development needs, access to mental health, physical health, enrichment, educational services) and the extent to which these needs are being met. This is the beginning of your community mapping.

Community Mapping. This process involves meeting with agencies, groups and organizations to introduce the SCT and learn more about what those groups have to offer. In meeting with the people in your community, you begin to identify resources and common interests and efforts. From these meetings your team will begin to "map" ways to link with individuals and agency partners that will strengthen relationships.

Involve Your School Board and Superintendent. Bring in the school board, superintendent, and district office in whatever ways you can. One task would be to ask them to facilitate the development of policy that helps systematize school and community links. Policies and systems to support these links can focus on community relations and make collaboration a priority of the district.

Use of School Buildings and Facilities. One way to provide children and families access to the services that would greatly benefit them and support school attendance is to look for opportunities to bring outside service providers into the school

system by arranging the use of school buildings and facilities. This can be a controversial method of linking schools with communities because schools often do not have enough room for all the activities that they want to engage in. However, there are schools that have:

- ◆ Created clinics.
- ◆ Linked with food banks to become distribution centers (with students involved in bagging and handing out food, even running a “farmers market” for free fresh food for their families).
- ◆ Provided space for social services offices at their school.

MOAs and Formalization of Processes. When your team forms mutually beneficial partnerships and clarifies the details on how the partnership can best function, a Memorandum of Agreement (MOA) or written statement on how the partnership works can help future participants understand how to keep the cooperation going. This can also be an important part of learning from past lessons to improve future MOAs.

Creating an Advisory Council

The establishment of an Advisory Council is an important way to create enduring partnerships and to involve influential people from the community who may not have the time or ability to attend frequent meetings or take on direct tasks. It is critical that educators and partners see tangible benefit in attending advisory meetings. Demonstrating that coming together can lead to usable ideas, effective solutions, grant opportunities, and other positive outcomes is necessary to ensure such gatherings are not simply one more meeting. Involve students as advisors and encourage them to share their perspective on the educational community and the outcomes of community partnerships. Ask the members to commit to

- ◆ A minimum number of meetings, usually three times per year per district: beginning, middle, and end of the year.
- ◆ Reading and responding to emails, memos, and sometimes reviewing and giving feedback on documents.
- ◆ Participating in the evaluation process.
- ◆ Supporting and publicly endorsing the team.

Galvanize partners by developing some mutually beneficial goals for improved service delivery or the creation of new school-based services. To help welcome them onto the Advisory Council, visit partners where it’s convenient for them and ask for their open feedback on how to improve connections between schools and the community.

Key people to consider for the council:

- ◆ School administrators and personnel, including superintendents, fiscal coordinators, special education, principals, teachers, and support staff.

- ◆ Mental and physical health providers, including doctors, nurses, outside agencies that provide services within the school community, and any personnel hired by the school to provide services (e.g., school counselors, social workers or psychologists).
- ◆ Parents, families, and students, including those parents who have been active in the school community and those who may be in need of services or whose children have received mental health services within the school. Asking students for their input is extremely empowering and can help the team be more accepted by the student body.
- ◆ Community partners, including child protective services, mental health organizations, public health agencies, service clubs, community organizations, faith-based community partners, cultural organizations, and tribes.

Criteria for inviting members to join your team:

- ◆ Who has vested interest in and is committed to the health, safety, and education of the children in your school community?
- ◆ Who is trusted by the community?
- ◆ Who are key decision makers in your school(s) and in your local community?
- ◆ Who has resources or access to networks within your school and the larger community?
- ◆ Who has expertise, professional knowledge or skills, and experience in providing prevention-based services as well as responding effectively to students with particular issues?
- ◆ Who has experience overseeing such a team?
- ◆ Additional criteria based on your school community’s unique culture.

Advisory Council Agendas

The SCT Manager usually sets the agenda with input from other SCT staff. The Manager should also invite the school principals to submit agenda items for discussion. Commonly the Advisory Council talks about individual school issues and concerns; updates, policy, and practice changes; the creation of new protocols and guidelines; community partner collaboration; and grant updates.

The SCT Manager organizes and schedules all meetings and serves as the point-of-contact for the Advisory Council. The Manager is usually responsible for action items generated by the Advisory Council and sends electronic updates to the Advisory Council on a regular basis. Likewise, the SCT Manager keeps meeting minutes and distributes them to Advisory Council members.

The Advisory Council usually does not generate any reports,

aside from meeting minutes. When third-party evaluations are commissioned, both the SCT Manager and the Advisory Council may wish to review the data.

Evaluation Tools and Indicators

As stated before, the model presented in this Guide will, when implemented correctly, lead to an ongoing process with several phases and points of reassessment. In order to aid your team and school community in assessing overall performance and whether the chosen supports are meeting stated goals, the team should devise a structure for staff and project evaluation.

The Advisory Council can help formulate and devise some of these evaluation tools and criteria in cooperation with the SCT. With this in mind, it is a good idea to set up regular meetings to evaluate the team's progress and how you are monitoring and documenting your efforts. The exact frequency of meetings for the Advisory Council is up to you and your team, but we recommend monthly meetings at first as your team is getting started.

Even if funding is not on the line, evaluation data also helps identify what elements of your work are core components for achieving the outcomes outlined in your mission statement. Just as important, the evaluation data can point out where your team needs to focus more attention, try new things, or improve your methods.

Potential indicators to evaluate include pre-post comparisons of student functioning using the Referred Student Intervention Reports and student, family, and staff response and satisfaction using survey instruments. A sample of survey instruments used by Kairos can be found in Appendix D. Additionally, district data regarding student referrals, suspensions, expulsions, attendance, and grades, etc., help identify the impact of the program in specific schools or district-wide.

The Kairos SCT has been independently evaluated by Drs. Clara Pratt of Oregon State University and Mary Miller of Southern Oregon University. Evaluation results show significant improvement in student wellness and overall school climate as well as a reduction in referrals. Evaluation data from the Kairos SCT is available on the Kairos website, www.kairosnw.org.

Grant Support

Grant support can be crucial to funding your SCT program and expanding it to include new programs and services.

During its meetings the Advisory Council discusses possibilities for grants, and the members regularly examine the needs of specific schools, looking for opportunities to expand the SCT program. This can be the starting point for seeking grant support. As part of the grant application process, Advisory Council members can participate in site visits and help with support letters.

Appendix A: Acronyms

CPS	Collaborative Problem Solving
DHS	Department of Human Services
DVP	Detached Venting Post
MOA	Memorandum of Agreement
NWHF	Northwest Health Foundation
PBS	Positive Behavior Supports
PTA	Parent Teacher Association
PTO	Parent Teacher Organization
RRSD	Rogue River school District
RSIR	Referred Student Information Report
SCT	School Community Team
SOASTC	Southern Oregon Adolescent Study and Treatment Center
TRSD	Three Rivers School District

Appendix B: Job Descriptions

SCT Manager

Overall, the SCT Manager's role is to manage and organize the team effectively by managing team schedules, documenting overall program activities, overseeing Coordinator and Advocate documentation, making sure that systems are running smoothly, ensuring that team members are providing the necessary services in the school(s), and collecting data for grant evaluation.

The following is a partial list of roles and duties of the School Community Team Manager:

- ◆ Supervise all team members, maintaining supervisory logs.
- ◆ Ensure that documentation is being completed correctly and in a timely manner. Generate monthly reports for principals at each school outlining Coordinator and Advocate support activities at that school.
- ◆ Logistics: keep track of meeting times, agendas, minutes, scheduling, staff hours, earned leave approval, personnel issues.
- ◆ Support Human Resources in the hiring process.
- ◆ Support clinical supervision and the referral process as conducted by the SCT Therapist (if any).
- ◆ Serve as central communication liaison between administrators, school principals, grant evaluators and the School Community Team.
- ◆ Conduct weekly team meetings.
- ◆ Meet with community partners with an emphasis on developing a Memorandum of Agreement (MOA) and streamlining processes for providing resources to youth and families through the school (external referral process).
- ◆ Meet with prospective new school leaders interested in the project.
- ◆ Attend and support the Advisory Council meetings, develop the agenda, and take minutes.
- ◆ Plan the work flow for the program, ensuring that all practice guidelines, values, and structures are followed, activities are carried out, and individual school needs are addressed in a timely manner.
- ◆ Train and orient staff and new hires.
- ◆ Oversee program development.
- ◆ Support the referral process: communicate with the principals regarding current referrals and document team activities.

SCT Coordinator (Optional Position)

The SCT Coordinator's role is to keep the connections between all members running smoothly. This position informs community partners about successful collaborations and encourages new relationships by inviting potential partners to work together to accomplish their goals. The Coordinator also functions partly as an SCT Advocate, providing direct service in the school(s) while supporting other SCT staff.

The following is a partial list of the roles and duties of the SCT Coordinator:

- ◆ Support the team Manager by supporting other SCT staff in their assigned regions.
- ◆ Communicate with administrators and attend meetings regarding program development.
- ◆ Initiate conversations with outside agencies and service providers.
- ◆ Develop and enhance training and outreach materials.
- ◆ Conduct inter-agency orientations and ongoing discussions for the development of partnerships as well as share knowledge of school-based mental health practices and relevant research.
- ◆ Attend and present at relevant conferences and training programs in the arena of school-based mental health.
- ◆ Meet with community partners with an emphasis on processes for providing resources to youth and families through schools.
- ◆ Meet with prospective new school leaders who are interested in the SCT.
- ◆ Train and support new team members, give orientations at new schools, and conduct the Menu of Possibilities process.
- ◆ Fill in for missing or absent SCT members and positions in the schools as needed.
- ◆ Build and support mutually beneficial collaborative efforts with other organizations.
- ◆ Attend and support the community partner Advisory Council.

SCT Advocate

An SCT Advocate has multiple roles and responsibilities and can be considered “the bridge” between the school and the SCT. He or she also becomes the point of contact for youth and families referred to the team. The Advocate becomes familiar with the culture of the school and how the SCT can fill the existing gaps.

The following is a list of some of the ways the Advocate can be used as a resource:

- ◆ Playground and classroom observations.
- ◆ One-on-one time with targeted children and/or families.
- ◆ As a link to an alternative support system, outside resources, and/or referral agencies.
- ◆ Skills trainer, mentor.
- ◆ Group facilitator.
- ◆ General support at school functions, classroom activities, etc.
- ◆ School and/or child and family Advocate (bridging the gap between families and school).
- ◆ Teacher and parent training and education.
- ◆ Recruiting outside agencies and volunteers.
- ◆ Family visits, support, and facilitating meetings.
- ◆ Supporting and helping organize school events, celebrations, and community or family gatherings.
- ◆ Crisis support.

SCT Therapist (Optional Position)

The Therapist is an optional position for the SCT. Some teams may find definite needs that a Therapist could help address in their schools. Other teams may learn that offering a narrower menu of services makes more sense.

The SCT Therapist is considered a clinical resource, in that he or she is assigned to the more in-depth and difficult situations. On a weekly basis, the SCT Manager and Advocates let the Therapist know where therapy services are needed and what children will be assigned to the Therapist, according to the needs of the child, family, and/or school. The Therapist works closely with school administrators and counselors and keeps up-to-date on the higher-need students in each school.

The following is a list of primary responsibilities:

- ◆ Support the roles and responsibilities of the Advocates.
- ◆ Conduct consultations with SCT and school staff, as needed.
- ◆ Oversee triage of student needs/referrals.
- ◆ Provide classroom support, observations, presentations, etc.
- ◆ Offer training and education for parents and teachers.
- ◆ Facilitate groups.
- ◆ Provide individual supports, weekly check-ins, and therapy.
- ◆ Offer home visits, family support, and contacts.
- ◆ Make referrals to outside agencies.
- ◆ Compile and organize referrals, targeted student data, and background information.
- ◆ Update monthly referral reports for each school.

Appendix C: Sample Documents

Menu of Possibilities

1. **One-one-one student support**
2. **Group support**
3. **Parent and family support, trainings**
4. **Classroom support/presentations**
5. **Staff/Administration trainings, support and consultations**
6. **Whole-school support, activities, multi-school connection/transition**
7. **Community partnership**

1. **One-on-one student support**

Skills coaching

Conflict resolution

Support for motivation, academic support, mental health issues, family concerns

Classroom/playground observations

2. **Group support**

Group skills coaching

Boys and Girls Groups, Friendship Clubs, Chess and Checkers Club, Peer Conflict Resolution Group
etc.

3. **Parent and family support/training**

Bridge of communication between school/families, community parents/families

Support groups, trainings

Home visits

4. **Classroom support and presentations**

Participatory stories addressing classroom issues

Guest speaker facilitation

Field trip support

5. Staff/Administration trainings, support and consultations

Covering an unanticipated short-term need
Bridge of communication between families and community partners
Individual student consultation
Mental health support and trainings
SST and IEP support
Assist in external referrals
Planning meetings
Individual student consultations

6. Whole-school support, activities, multi-school connections/transitions

Assemblies/presentations
Community/family nights
Back to school/open house support
School transitions (Elementary-Middle-High)
Facilitating older student tutoring/mentorship

7. Community partnerships

Referral support
Collaboration efforts, training, groups
Streamline services being offered in the school
Bring new services to the school
Guest speakers, facilitate partner presence in the school

Menu of Possibilities Worksheet

The Menu of Possibilities is flexible and can be adapted or amended at anytime to best meet the needs of the school.

Date Completed: _____
School Name: _____
Advocate Name: _____
Hours Per Week: _____
School Contact Name: _____

Initial Priorities

(**Choose 3:** 1:1 student support, groups, parent and family support, classroom support, staff/admin trainings, whole-school activities, community partnerships):

1. _____
2. _____
3. _____

Team actions/activities to meet initial priorities:

1. _____

2. _____

3. _____

Concerns/additional information that you would like the team to know: _____

School Community Team Referral Form

Advocates, teachers, students, and parents use this form to initiate student support activities by SCT staff. Advocates often make referrals after discussions with teachers or students who have asked for help with specific issues. This form is also typically made available to school staff in the school offices. It can be filled out by school staff and left for the Advocate in their mailbox in the school office. It can also be made available to students or sent home to parents.

- | | |
|--|--|
| 1. Student Name _____ | 6. Teacher Name/Grade _____ |
| 2. Date _____ | 7. Parent/Guardian Name: _____ |
| 3. Referring Person _____ | 8. Parent/Guardian Contact # _____ |
| 4. Priority Rating _____
(1=immediate, 2=w/in 1 week, 3=w/in 1 month) | 9. SCT Contact _____ |
| 5. School _____ | 10. Contact made to referring person? YES NO
Date _____ |

11. Reason for Referral:

- | | |
|--|---|
| ☐ Bullying (1) | ☐ Bullying victim (2) |
| ☐ Academic problems, failure, skipping school (3) | ☐ Social immaturity, lack of social skills (4) |
| ☐ Social aggression, gang activity (5) | ☐ Emotional distress, mental health issue (6) |
| ☐ Isolation (7) | ☐ Family problems/crisis (8) |
| ☐ Expulsion/Suspension (9) | ☐ Runaway (10) |
| ☐ Peer relationship conflict (11) | ☐ Substance abuse (12) |
| ☐ Other (describe below) (13) | |

☐ Possible candidate for SCT Mentor Program

12. Please describe the issue as you perceive it. By providing these details, you will help us best support this student. _____

13. Other existing information sources or resources for this child: _____

Parental Permission Forms

Parental Permission Forms are developed in cooperation with each individual school to get parental permission for Advocate involvement with specific students. They are generally printed on school letterhead and either mailed or sent home with each student. This is an example of the forms used at several schools with which the Kairos SCT works.

Generally speaking, the SCT is not allowed to work with a student past the initial contact (e.g., a request for help) without parental permission.

Sample Form

Dear Parent(s)/Guardian(s):

Our school is fortunate to have an additional source of support for our students. A School Community Advocate from the Southern Oregon Adolescent Study and Treatment Center’s School Community Team (SCT) will be working in collaboration with teachers, administrators, and parents to make this a successful year for all students.

The following is a list of possible activities: special interest groups, school improvement projects, individual and/or family support, special focus groups, skill building/mentoring. If there is a specific need for your family or child that is not listed above, please feel free to contact the team.

If you would like to obtain more information about the SCT and its services, please contact the School Community Coordinator, <Coordinator Name> at <Coordinator Number>.

Thank you,

Principal

-
- ☐ I accept SCT services for my child at this time.
 - ☐ I decline SCT services for my child at this time.

Student’s Name

Parent/Guardian Signature

Date

Daily Log Form

The following forms were created by Kairos as part of a database application to support the team's documentation needs. We present these forms here as an example of the type of information your SCT program may wish to track for reporting purposes. The information gathered by these forms is used to generate monthly reports for school principals. It is also used to track participants at each school and the resolution of any support activities. Evaluators may use the contact information when evaluating the program.

Advocates use this form to input their daily activities at each school. This form is also where Advocates first enter new student support activities. Note that the form uses the archaic term “intervention,” which has been discontinued by the team.

SCT Daily Log v.12.01 (Service Agreements)

File Edit Search Help Object

SCA Name Date School

Student Interventions

Activities With Referred Students

- ☐ 1:1 BRIEF (less than 15 min.) contact with referred students (includes check-ins/informal interactions/contacts)
- ☐ 1:1 LONG (15 min. or more) contact with referred students
- ☐ Family contact/support regarding referred students
- ☐ Classroom/playground/lunchroom observation of referred student
- ☐ Consultation with teacher/staff/principal re: referred student

Activities With General Student Population

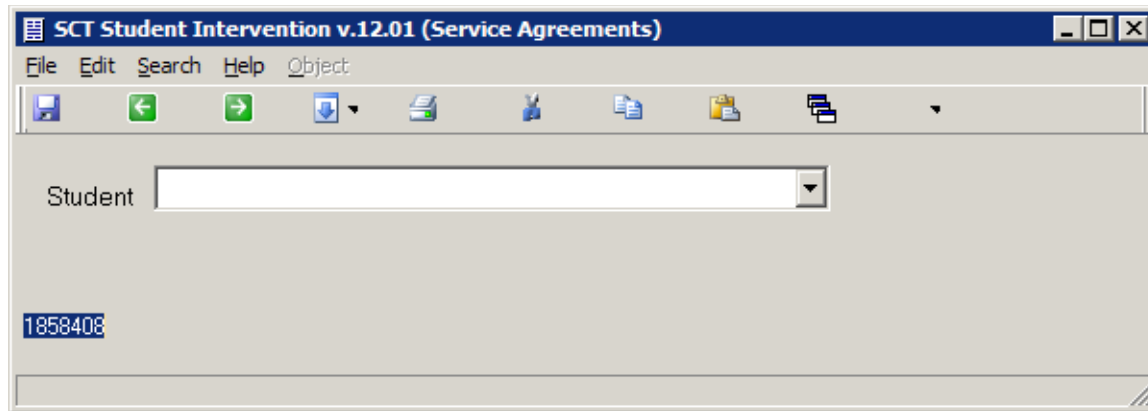
- ☐ Interactions with non-referred students/general student population
- ☐ Student group/classroom presentation
- ☐ Consultation with SCT staff (other SCAs or team Manager)
- ☐ Contact with student(s) in group activity
- ☐ Parent support/family education for any parent(s)
- ☐ School Wide Activity (events, assemblies, etc.)

Other SCT Activities

- ☐ SCT staff meetings
- ☐ Record keeping, reports, evaluation activities
- ☐ Participation in training
- ☐ Assistance to teacher in classroom or during school activities
- ☐ Support of the school mental health environment
- ☐ External referral/consultation/contact
- ☐ Contact with Mentor Coordinators

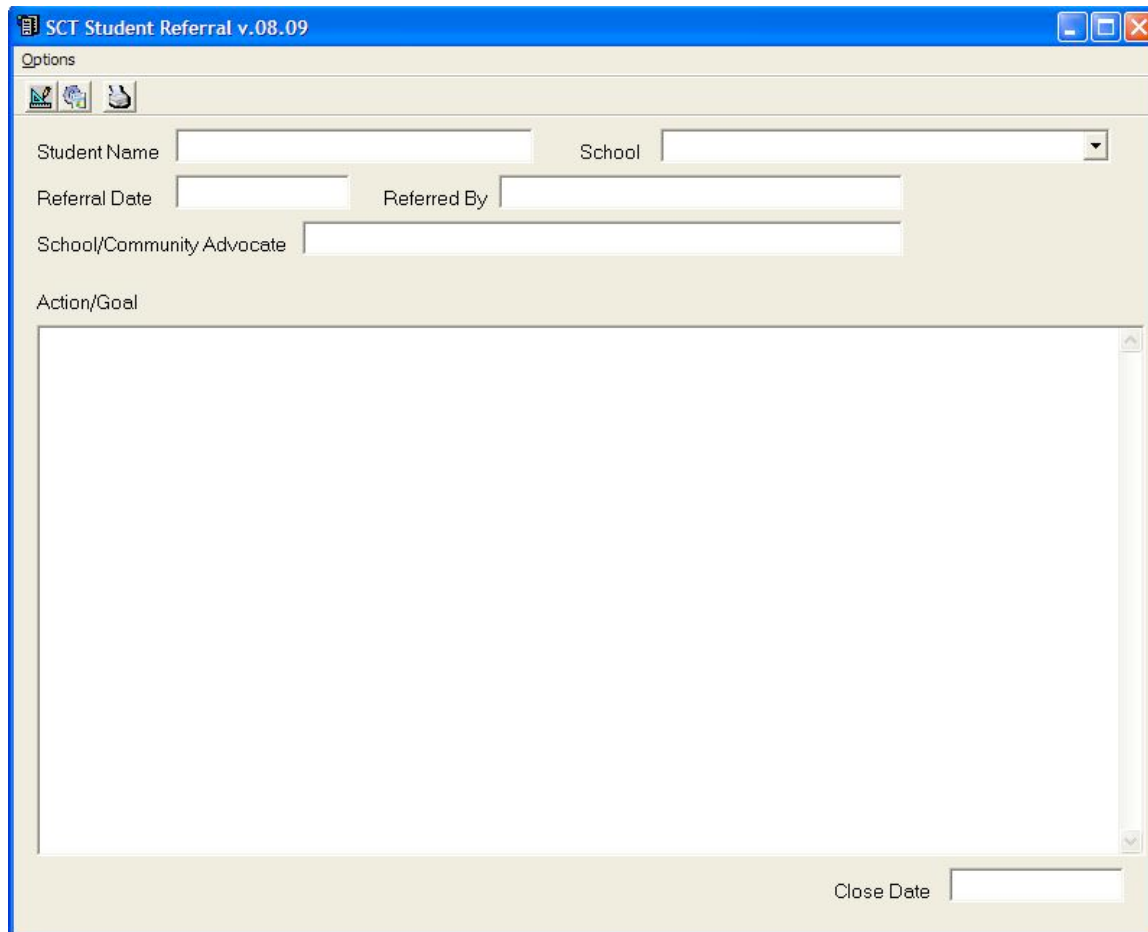
1858370

The user clicks on “Create New Student Intervention” to open following screen:



The screenshot shows a software window titled "SCT Student Intervention v.12.01 (Service Agreements)". The window has a menu bar with "File", "Edit", "Search", "Help", and "Object". Below the menu bar is a toolbar with various icons. The main area of the window contains a "Student" label followed by a text input field. Below the input field, the number "1858408" is displayed in a blue box. The window has standard Windows-style window controls (minimize, maximize, close) in the top right corner.

Form is used to input referral into the database.



The screenshot shows a software window titled "SCT Student Referral v.08.09". The window has a menu bar with "Options" and a toolbar with three icons. The main area of the window contains several input fields: "Student Name", "School" (with a dropdown arrow), "Referral Date", "Referred By", "School/Community Advocate", and "Action/Goal" (with a large text area). At the bottom right, there is a "Close Date" label followed by a text input field. The window has standard Windows-style window controls (minimize, maximize, close) in the top right corner.

Referred Student Information Report (RSIR)

The SCT uses the Referred Student Information Report (RSIR) to enter the results of student support activities (previously known as “interventions”). This form is provided as an example that can be used to create a reporting form for other SCT programs. There are five parts to this form, accessed via tabs at the top.

Intake 1

On this screen and the next, enter the data from the Referral Form (reproduced earlier in this section). In the SCT database, this initiates a record of that student and the issues that led to the referral.

SCT Referred Student Intervention v.12.01 (Service Agreements)

File Edit Search Help Object

Student's Name (First Name and Last Initial) Initial Contact Date

Intake | Intake - 2 | Discharge - 1 | Discharge - 2 | Discharge - 3

Report Date Student Grade School

Student Lives With (Check All That Apply)

☐ Single Parent ☐ Two Parents ☐ Grandparent/Other Relative ☐ Foster Family ☐ Other (Specify)

SCA assistance requested by (Check All That Apply)

☐ Child ☐ Peer ☐ Parent/Guardian ☐ Teacher ☐ School Counselor ☐ Principal/Vice Principal ☐ Other (Specify)

SCA Brief Assessment at Time of Referral

	Crisis/Poor				Excellent			
	0	1	2	3	4	5	6	7
a) Student's emotional well-being	☐	☐	☐	☐	☐	☐	☐	☐
b) Student's ability to resolve the presenting issue without help/intervention	☐	☐	☐	☐	☐	☐	☐	☐
c) Student's ability to academically function in school	☐	☐	☐	☐	☐	☐	☐	☐
d) Student's ability to socially function in school	☐	☐	☐	☐	☐	☐	☐	☐
e) Overall assessment of student's functioning at this time	☐	☐	☐	☐	☐	☐	☐	☐
f) Overall assessment of family functioning at this time	☐	☐	☐	☐	☐	☐	☐	☐

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(read only)

Intake 2

SCT Referred Student Intervention v.12.01 (Service Agreements)

File Edit Search Help Object

Student's Name (First Name and Last Initial) Initial Contact Date

Intake Intake - 2 Discharge - 1 Discharge - 2 Discharge - 3

Briefly describe the presenting issue/situation

Discharge 1

Use this form to update student support activities.

SCT Referred Student Intervention v.12.01 (Service Agreements)

File Edit Search Help Object

Student's Name (First Name and Last Initial) Initial Contact Date

Intake Intake - 2 Discharge - 1 Discharge - 2 Discharge - 3

1. Which of the following actions best describes SCA interventions during the year of support (CHECK ALL THAT APPLY)

- ☐ 1:1 Brief (less than 15 min.) contact with referred students (includes check-ins/informal interactions/contacts)
- ☐ 1:1 Long (15 min. or more) contact with referred students
- ☐ Family contact/support regarding referred students
- ☐ Classroom/playground/lunchroom observation of referred student
- ☐ Consultation with teacher/staff/principal re: referred student
- ☐ Contact with student(s) in group activity
- ☐ External referral/consultation/contact

2. Was student or family referred to anyone/any agency for additional assessment or intervention? ☐ Yes ☐ No

How helpful has this referral been in addressing student's issues to date? (5=Very)

Was The Student/Family Referred To (Check All That Apply)	Referral Completed?	1	2	3	4	5
☐ a) In-school Counselor	☐	☐	☐	☐	☐	☐
☐ b) Mentor Program	☐	☐	☐	☐	☐	☐
☐ c) DHS/CPS	☐	☐	☐	☐	☐	☐
☐ d) Family Solutions (formerly Family Friends)	☐	☐	☐	☐	☐	☐
☐ e) Lovejoy Hospice	☐	☐	☐	☐	☐	☐
☐ f) OPTIONS	☐	☐	☐	☐	☐	☐
☐ g) SOASTC skills training/residential	☐	☐	☐	☐	☐	☐
☐ h) Physician/medical provider	☐	☐	☐	☐	☐	☐
☐ i) JCMH Therapist	☐	☐	☐	☐	☐	☐
☐ j) Other (Specify)	☐	☐	☐	☐	☐	☐

Discharge 2

This is the second part of the update for existing student referrals.

SCT Referred Student Intervention v.12.01 (Service Agreements)

File Edit Search Help Object

Student's Name (First Name and Last Initial) Initial Contact Date

Intake | Intake - 2 | Discharge - 1 | **Discharge - 2** | Discharge - 3

Discharge Brief Assessment of Status Assessment Date

	Crisis/Poor					Excellent		
	0	1	2	3	4	5	6	7
a) Student's emotional well-being	☐	☐	☐	☐	☐	☐	☐	☐
b) Student's ability to resolve the presenting issue without help/intervention	☐	☐	☐	☐	☐	☐	☐	☐
c) Student's ability to academically function in school	☐	☐	☐	☐	☐	☐	☐	☐
d) Student's ability to socially function in school	☐	☐	☐	☐	☐	☐	☐	☐
e) Overall assessment of student's functioning at this time	☐	☐	☐	☐	☐	☐	☐	☐
f) Overall assessment of family functioning at this time	☐	☐	☐	☐	☐	☐	☐	☐

4. Comments on past 3 months of SCA support, referrals and progress, if any

Discharge 3

Use this form to update existing student referrals at the end of the school year. You may also use it to close the record of support activities for that student.

The screenshot shows a software window titled "SCT Referred Student Intervention v.12.01 (Service Agreements)". The window has a menu bar with "File", "Edit", "Search", "Help", and "Object". Below the menu bar is a toolbar with various icons. The main area of the window contains a form with the following elements:

- At the top, there are two text input fields: "Student's Name (First Name and Last Initial)" and "Initial Contact Date".
- Below these fields is a tabbed interface with five tabs: "Intake", "Intake - 2", "Discharge - 1", "Discharge - 2", and "Discharge - 3". The "Discharge - 3" tab is currently selected.
- Inside the "Discharge - 3" tab, there is a question: "5. Will an SCA continue work with this student next year?".
- Below the question, there is a group box containing three radio button options:
 - ☐ Yes, ABSOLUTE PRIORITY
 - ☐ Yes, if caseload permits
 - ☐ No, not necessary unless new issues arise.
- To the right of the radio buttons, there is a checkbox labeled "Intervention Closed".
- Below the radio buttons, there is a text area labeled "Comment" with a vertical scrollbar.

Appendix D: Surveys

Elementary Survey (K-5)

Here are some questions about (SCT Name) at your school. Please tell us what you think.

Please circle the face that shows how you feel.

	Yes!	I Don't Know	No!
1. (SCT Name) has helped me with some problems.			
2. (SCT Name) has helped me do better in school.			
3. (SCT Name) has helped me like school better.			
4. (SCT Name) has helped me get along better with other kids.			
5. (SCT Name) has helped me feel better about myself.			

What grade are you in?

- ☐ 1st
- ☐ 2nd
- ☐ 3rd
- ☐ 4th
- ☐ 5th

Are you

- ☐ BOY
- ☐ GIRL

What are one or two things you like about your school?

Write anything you want to say to (SCT Name).

Write anything you want to say to your school's principal.

Thank you for your help. Please give this form to your teacher.

Student Survey (6-12)

During this school year (2011-2012) the **School Community Team** (SCT) operated at your school. You may best know this program by the name of the **Advocate** at your school:

Rogue River Elementary (6th grade): [Advocate #1]

RR Junior/Senior High: [Advocate #2]

No one at the school or the SCT project will know what you personally say.

All responses will be combined into one report that will be given to the SCT project and the school. Your ideas and the ideas of other students will be used to improve the School Community Team program in the future.

If you have questions about this form or how the information will be used, you or your teacher can contact the evaluator: [evaluator name, email, and phone].

Please complete the survey and turn it in to your teacher or the front office.

THANK YOU!

**1. Which of the following statements is TRUE or FALSE about your experience with the School Community Team Advocate at your school?
(CIRCLE "0" if FALSE or "1" if TRUE)**

	<i>FALSE (0)</i>	<i>TRUE (1)</i>
A. I know the SCT Advocate at my school.	<i>0</i>	<i>1</i>
B. I have talked with the Advocate	<i>0</i>	<i>1</i>
C. I have participated in special school events, groups, classes or activities that were sponsored by the SCT.	<i>0</i>	<i>1</i>
D. I have talked with the SCT about personal or school problems that I was having.	<i>0</i>	<i>1</i>
E. I have told other students to go to the SCT for help or advice.	<i>0</i>	<i>1</i>

2. How much do you agree with each of the following statements? *CIRCLE* your answers.

	<i>NO!!!! I STRONGLY DISAGREE (1)</i>	<i>No, I disagree (2)</i>	<i>Yes, I agree (3)</i>	<i>YES!!!! I STRONGLY AGREE (4)</i>
A. The SCT helped me with some problems in my life.	1	2	3	4
B. The SCT helped me do better in school.	1	2	3	4
C. The SCT helped my family.	1	2	3	4
D. The SCT helped me get along better with other people.	1	2	3	4
E. This school is a better place because of the SCT.	1	2	3	4
F. Students here get along better because of the SCT.	1	2	3	4
G. The SCT helped me feel better about myself.	1	2	3	4

3. How could the SCT help your school improve?

4. What grade are you in: (Circle one) 6 7 8 9 10 11 12

5. Check ☒ the statement that BEST describes your future plans:

- ☐ I don't care if I graduate from high school. I want to leave school as soon as possible.
- ☐ I plan to graduate from high school but not to go on for more education.
- ☐ After I graduate from high school, I plan to get more education.

Staff Assessment of the School-Community Team (SCT)

During this school year (2011-2012) the **School Community Team (SCT)** operated at your school. You may best know this program by the name of the **Advocate** at your school:

[Advocate #1]

Manzanita Elementary
Fruitdale Elementary
Rogue River Elementary

[Advocate #2]

Ft. Vannoy Elementary
Jerome Prairie Elementary
Madrona Elementary
Rogue River Junior/Senior High

The SCT project's goal is to *increase your school's ability to positively support all school-aged children, including those children who are affected by difficult family situations, academic problems, or social-behavioral issues.*

Your thoughts on the SCT project will be used to improve the project. All responses will be ***completely confidential*** and will be reported only in aggregate form.

Please complete the survey and turn it into the front office. All surveys will be collected and sent to the project evaluator, [evaluator name]. If you have questions about this form or how the information will be used, please contact the evaluator: [evaluator name, email, and phone].

Please CHECK ☒ the name of your school:

- ☐ **Manzanita Elementary**
- ☐ **RR J/S High**
- ☐ **Jerome Prairie Elementary**
- ☐ **Fruitdale Elementary**
- ☐ **Madrona Elementary**
- ☐ **Fort Vannoy Elementary**
- ☐ **Rogue River Elementary**

During this school year (2011-2012), have you been aware of the SCT program activities or School Community Advocate at your school?

___ **YES:** Go to Question 2.

___ **NO:** Please go to Question 4 on page 4.

1. During this school year (2010-2011), how often have you had contact with the Advocate or SCT program at your school? (CIRCLE the best answer)

0 = No contact at all

1 = Rarely, less than 4 times this year

2 = About once a month

3 = Almost every week

4 = Several times a week

5 = Almost everyday

2. Several goals of the School Community Team program are listed below. How well, if at all, was each of these goals achieved at your school? Use this scale:

1 = NOT AT ALL to 4 = A GREAT DEAL. If you have no basis for opinion, mark 9 = DON'T KNOW

NOT AT ALL = 1, A GREAT DEAL = 4, DON'T KNOW = 9					
a. Support students who have academic problems	1	2	3	4	9
b. Support students who are in crisis	1	2	3	4	9
c. Support students who are affected by difficult family situations	1	2	3	4	9
d. Support students who have behavior problems that affect school performance	1	2	3	4	9
e. Recruit and support community volunteers in the school	1	2	3	4	9
f. Build more positive connections between the school and community agencies	1	2	3	4	9
g. Create positive activities to engage students at school	1	2	3	4	9
h. Help teachers/staff to use positive guidance with students	1	2	3	4	9
i. Help teachers/staff to understand students' social and emotional health	1	2	3	4	9
j. Help teachers/staff understand family situations	1	2	3	4	9
k. Increase your personal ability to positively support all school-aged children	1	2	3	4	9
l. Increase your school's overall ability to positively support all school-aged children	1	2	3	4	9

3. During this school year (2011-2012), did you refer any students to the SCT project?

___ **NO:** Please go to Question 4 (next page).

___ **YES**

A. CHECK ☒ the boxes that best describe the issues facing the student/s you referred:	B. How helpful was the SCA with this referral? 1 = Not helpful 2 = A Little Helpful 3 = Moderately Helpful 4 = Very Helpful
☐ Academic problems	1 2 3 4
☐ Autism	1 2 3 4
☐ Bullying	1 2 3 4
☐ Bullying victim	1 2 3 4
☐ Crisis in life	1 2 3 4
☐ Cutting or other self-injury	1 2 3 4
☐ Emotional distress, mental health	1 2 3 4
☐ Expulsion/Suspension	1 2 3 4
☐ Family problems/crisis	1 2 3 4
☐ Peer conflict	1 2 3 4
☐ Runaway	1 2 3 4
☐ Sexuality, pregnancy	1 2 3 4
☐ Social immaturity, lack of social skills	1 2 3 4
☐ Social aggression	1 2 3 4
☐ Social isolation	1 2 3 4
☐ Substance abuse	1 2 3 4
☐ Vandalism, theft	1 2 3 4
☐ Other, please describe:	1 2 3 4

4. How many times did you individually talk with the SCT about a student or other concern? (CIRCLE the best answer)

0 1 2 3 4 5 6 or more

5. How often, if at all, have you used ideas or approaches suggested by the SCT?

NEVER USED IDEAS (0) 0 1 2 3 4 5 6 USED IDEAS EVERY DAY (6)

6. What could be done to improve future SCT consultations?

7. Please list topics that you would like to have presented at future SCT trainings:

8. Which of the following best describes you? (Check ☒ one)

☐ Administrator/position: _____

☐ Classroom Teacher/grade: _____

☐ Other School Staff/position: _____

9. Counting this year, how many years have you worked in public schools? (Check ☒ one)

☐ Less than 3 years

☐ 3 to 5 years

☐ 5 or more years

10. Counting this year, how long have you worked at this school? (Check ☒ one)

☐ Less than 3 years

☐ 3 to 5 years

☐ 5 or more years

11. Do you have other comments on your school's Advocate or the SCT project?

Parent Survey

During this school year (2011-2012) **the School Community Team (SCT)** operated at your student's school. You may best know this program by the name of the **Advocate** at your student's school:

[Advocate #1]

Manzanita Elementary
Fruitdale Elementary
Rogue River Elementary

[Advocate #2]

Ft. Vannoy Elementary
Jerome Prairie Elementary
Madrona Elementary
Rogue River Junior/Senior High

We want to know what you think about the School Community Team's (SCT) work with your student. Please complete this short survey and send it in the enclosed, stamped envelope to our evaluator: **[evaluator name, address, city, state, zip code]**.

No one at the school or on the SCT will ever see your answers.

If you have any questions, please feel free to contact [evaluator name] at:
[phone, email]

1. To your knowledge, your child was referred to the School Community Team (SCT) because of concerns over his/her (Please check the appropriate boxes)

- ☐ Physical health
- ☐ Emotional health; sadness
- ☐ Lack of age-appropriate social skills
- ☐ Difficulty completing school work at current grade level
- ☐ Difficulty following instructions
- ☐ Frequent tardiness or absences
- ☐ Cleanliness; hygiene
- ☐ Other: _____

2. Before your child was referred to the SCT, how concerned were you about the issue/s (above) for which your child was referred? (Check ☒ one)

- ☐ NOT AT ALL CONCERNED
- ☐ SOMEWHAT CONCERNED
- ☐ MODERATELY CONCERNED
- ☐ VERY CONCERNED

3. How helpful was the SCT in helping your child with this issue? (Check ☒ one)

- ☐ NOT AT ALL HELPFUL
☐ A LITTLE HELPFUL
☐ MODERATELY HELPFUL
☐ VERY HELPFUL

4. What do you think is the best thing about the SCT'S work with you or your child?

5. How much do you agree or disagree with each of the following statements about the School Community Team? (CIRCLE ONE).

NO!!!! (means you STRONGLY DISAGREE) <i>no (means you disagree a little)</i> <i>yes (I agree a little)</i> YES!!!! (means you STRONGLY AGREE)				
A. The SCT really listened to my or my child's concerns.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
B. The SCT helped me better understand and work with my child's school/teacher.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
C. The SCT helped my child be more successful in school.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
D. My child is getting along better with <u>other students</u> because of the SCT.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
E. My child is getting along better with <u>teachers and adults at school</u> because of the SCT.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
F. My child is getting along better <u>at home</u> because of the SCT.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
G. My child's school is a better place because of the SCT.	NO!!!	<i>no</i>	<i>Yes</i>	YES!!!
H. I use ideas I learned from the SCT.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
I. My child is happier at school because of the SCT.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
J. I would tell other families to get help from the SCT.	NO!!!	<i>no</i>	<i>Yes</i>	YES!!!
K. The SCT really helped my child.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!
L. The SCT really helped our family.	NO!!!	<i>no</i>	<i>yes</i>	YES!!!

6. Is there anything you would like to see changed about the SCT at your child's school?

7. How old are your children? (CIRCLE ALL THAT APPLY)

Under 1 year 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18+

8. Which of the following services does your family use? (CHECK ☒ ALL THAT APPLY)

- ☐ LIBRARY
- ☐ CHILD CARE
- ☐ PARKS
- ☐ OREGON HEALTH PLAN
- ☐ AFTER SCHOOL PROGRAMS
- ☐ FOOD STAMPS

Appendix E: Practice Guidelines

Developed for the Kairos School Community Team (SCT), the following procedures and protocols guide your team's practices. Use these as a starting point for developing your SCT's own practice guidelines.

All-Staff Trainings

- ◆ Kairos SCT staff are required to attend three all-agency staff meetings per year.
- ◆ Advocates will flex their weekly schedule to ensure that no single school will be affected by hours missed.
- ◆ Staff will inform principals if their weekly schedule will be altered due to attending the staff meeting.
- ◆ Staff will log time missed per school in the daily log.

Cell Phone Use

- ◆ Each member of the SCT will be given a cell phone to be used as your primary source of contact for schools, families, community partners, and other SCT staff.
- ◆ Your cell phone needs to remain on at all times during working hours.
- ◆ If another SCT member is trying to contact you in an emergency or crisis situation, *they will call back two consecutive times*. You are expected to answer even if you are involved in another activity.
- ◆ The cell phone is not for personal use; it is exclusively for SCT communication.

Community Partners

- ◆ Members of the team are expected to create and maintain relationships with community partners.
- ◆ Please be aware of your community partners, their resources, and how you can work together to serve the youth, families, and schools.
- ◆ All changes in partner relationships and cooperative processes need to be facilitated through the team Manager.
- ◆ Coordinators may use flex time to gather resources, meet with community partners, and organize efforts for external agencies to support the schools.

Confidentiality

- ◆ Although the SCT is representing an outside agency, the team members adhere to the confidentiality guidelines of the district in which you are serving.
- ◆ A signed parental consent form or a returned opt-out letter (high school students 14+) is needed for all referred students who are working either individually or in a group with the SCT.
- ◆ Although SCT members do not create an ongoing clinical file for each student, you will collect information through referrals and RSIR forms for data purposes.
- ◆ Due to the nature of a school setting, staff and personnel are allowed to share information on a student or child among each other on a need-to-know basis, meaning that the SCT is privy to this information when they begin working with a child.
- ◆ Referral forms are kept in a secure cabinet at the mental health agency. Other information is kept electronically and can be accessed only by agency staff. All paperwork should be managed efficiently and brought to the mental health agency in a timely manner.
- ◆ When documenting information, Advocates and Coordinators are encouraged to use only first and last initials of the student to maintain confidentiality.

- ◆ Print and give only to the school principals monthly referral summaries containing the child's name and the objective/goal.

Crisis/Emergency Support

- ◆ Collect information; get a clear picture of what is going on and how the SCT can help. Check in with the principal, counseling office, etc.
- ◆ For support you may call another team member and the area Coordinator. Please also inform the SCT Manager.
- ◆ If you are asked to assist and need to leave your school, please get the Manager's approval to flex your schedule. Please also inform the school principal that you are leaving the campus.
- ◆ Report back to administrators regarding the crisis, evaluate the team's approach, and offer continued support.

Daily Log

- ◆ Each SCT staff will fill out a daily log per school for each workday.
- ◆ Under "Individual Student Supports" in the daily log, record all individual meetings with referred students.

Referral to an External Agency

- ◆ The SCT should make or assist with an outside referral
 - If a student's needs would be better met with the services of an outside agency
 - If the nature of the support or need is outside the team members' scope of practice.
 - If a student is in need of long-term, intensive services or therapy.
- ◆ Please inform the school principal if you are referring to an external agency. If a principal or parent requests other agency services, assist them in getting information regarding these services.

Group Facilitation

- ◆ Schools may request that you facilitate a club or group.
- ◆ Groups can be composed of target and non-target students.
- ◆ Teachers need to be informed about the group's time, topic, and duration prior to its start.
- ◆ All participants must submit a signed parental permission form.

Home Visits

- ◆ You may be required to work with families in their home.
- ◆ These visits may be conducted independently or with the help of another team member.
- ◆ Speak to your supervisor if you feel uncomfortable about a specific home visit.
- ◆ Always be aware of where you are going, with whom you intend to meet, and how long you will be gone.
- ◆ Inform the team Manager and the school principal that you will be in the home of a student, and always carry your cell phone in case you need directions, you get lost, etc.

Mandatory Reporting

- ◆ The team adheres to all of the legal guidelines of mandated reporting and is responsible, by law, to report necessary information to the proper legal or medical authorities in a timely manner.
- ◆ Please notify the school administrator and the SCT Manager of any calls made to DHS regarding abuse or neglect allegations.
- ◆ Please complete the DHS reporting form located in the school's front office.

Sick/Medical Leave

- ◆ SCT members are required to use sick leave when absent from work due to a medical appointment or an illness.

Mileage

- ◆ You may log miles during your workday between locations. You may not log miles to and from work.
- ◆ Log miles by using odometer readings between locations.
- ◆ Track miles on a mileage reimbursement form. On a monthly basis, sign and turn in to your supervisor for approval.

Orientation Trainings

- ◆ New Kairos staff are required to attend a nine-week agency training and orientation.
- ◆ Please review the orientation rotation with the SCT Manager to identify which trainings you must attend.
- ◆ SCT staff can log four additional hours per week, during weeks in which you must attend training.
- ◆ Please turn in your signed orientation training log to Human Resources in a timely manner.
- ◆ You must receive your supervisor's approval to miss a mandatory training.

Parental Consent

- ◆ Students in elementary and middle school need a signed parental permission slip to receive services from any SCT staff.
- ◆ High school students age 14+ will be given an opt-out letter so that parents can decline SCT services. If the letter is not signed, then it is assumed that SCT staff can support the student. SCT members can talk with, observe, or meet with a child one time without a parent's permission.
- ◆ SCT members can also assist in a crisis situation without parental consent. This would be a one-time or infrequent situation requiring immediate help. If infrequent assistance moves toward more frequent meetings, then you will need to obtain parental permission.
- ◆ When giving presentations to entire classes or schools or working with whole-school subgroups, SCT Advocates do not need to obtain a parent's permission.
- ◆ SCT staff continues to remain in contact with parents regarding ongoing support, at all grade/age levels.
- ◆ A new parental permission form must be updated and signed each school year. The same form cannot be used for a student over multiple years.

Petty Cash

- ◆ All receipts must be kept and turned in.
- ◆ All purchases must be approved by the Manager.

Proposals

- ◆ A proposal is needed for any activity or idea that is not currently implemented in the SCT model.
- ◆ Create a proposal for your idea or activity, and submit it to team Manager. Please include specifics such as location, student population, materials and monies needed, therapeutic goal of activity, how it fits into the SCT model, proposed timeline (start/finish), and any other information you feel is important.
- ◆ To proceed the team Manager will forward proposals for discussion and approval. If the proposal involves contacting a grantor or applying for grant money, it must be approved by the Executive Director prior to any discussions with grantors.
- ◆ The SCT Manager will contact necessary parties for discussion and approval (e.g., district officials, school principals).
- ◆ The SCT Manager will keep in contact with the staff member who proposed the idea to clarify questions, discuss approval or denial of the idea, etc. The Manager will also let the staff member know if he or she may proceed with the proposal.

Referrals

- ◆ A referral can be generated by anyone who feels that a youth needs SCT services. The SCT can receive a referral from a variety of different sources: teachers, staff, administrators, parents, family, other students, and self-referrals.
- ◆ If the information is not on a referral form, encourage the referring adult to fill out the necessary information on the form. If this is not an option, a team member should document referral information for record keeping and data purposes.
- ◆ Next, determine the needs of the child by speaking with the referring person as well as contacting the parents to get more information about the child.
- ◆ A copy of the completed original document will be stored in a secure cabinet at the mental health agency, electronic documents will be created, and information will be secured in database. New forms will be secured in travel files, which will be in locked offices or cars if not with the SCT staff. All referrals should be received in confidential mailboxes at the schools or handed directly to an SCT member.
- ◆ An Advocate or Coordinator will contact the parent or guardian shortly after receiving the referral to obtain history and permission — unless concern for the student's safety limits communication. A parental permission form or an opt-out letter will be sent home for parental consent.
- ◆ The following is a list of referral options once the school staff, team members, and involved family members, have identified the needs of the students:
 - "Inside of team" referrals are assigned to an Advocate.
 - "Outside of team" referrals are assigned to an external provider that can better serve the needs of the child and family (e.g., grief and loss counselor, county mental health professional, private practitioner, medical provider).
- ◆ It is the role of the assigned Advocate to make referral attempts and follow up. Service eligibility, if required by an outside referral agency, will be determined by school records or managed care nurses and confirmed by local mental health services/agency or from the family involved.

- ◆ The Team Manager creates a current list of referrals for each school that the Advocate delivers to the principal at the beginning of each month. Information will include SCT contact, date of referral, person referring, and a brief action plan.

Referred Student Information Report (RSIR)

- ◆ SCT Advocates and Coordinators must complete an RSIR for referred students. Advocates and Coordinators are expected to fill out RSIRs on every third referral.
- ◆ Advocates and Coordinators complete only an initial and closing assessment.

Supervision

You and your supervisor should meet in person two hours per month. This can happen one hour twice per month, 30 minutes every week — whatever is best for you and your supervisor. Use this time to discuss your goals and concerns and to give and receive feedback about duties.

Transporting Documents

- ◆ Members of the team will need to transport documents from school campuses to the Kairos campus.
- ◆ All materials should be kept in a designated folder, box, etc. Documents should be transported as quickly as possible and should not remain between the campuses or in cars for long periods of time. Remember: The referral may contain sensitive, confidential information.

Vacation/Earned Leave

- ◆ Due to the needs of the school districts in which SCT serves, SCT staff generally may not request earned leave or vacation outside of the designated 11 weeks off. If you must make a special request, please complete an Employee Data Form requesting time off and submit it to the SCT Manager.
- ◆ During unpaid breaks, earned leave can be used to supplement income.
- ◆ Earned leave can be used during emergency situations, which fall outside of the designated 11 weeks off. Please inform the team Manager so that the school(s) can be contacted and other arrangements can be made for coverage if needed.
- ◆ On other school days off (e.g., teacher in-services, parent-teacher conferences, single-day holidays), you can use earned leave or work your usual schedule. Please speak with the team Manager when this occurs.

Appendix F: Toolkit

This appendix contains samples of the types of groups and other activities the Kairos SCT has developed. Team members fill out a blank form for each group or activity performed. Each type of group or activity uses the same format, with the same sections and headings. You can create a blank form by copying the section headings used for the type of group you want to document.

Sometimes these groups are designed in advance; other times they are documented after the first group was held. Either way, the total collection of these groups and activities makes up the SCT “Toolkit.” The following examples can be used as-is or as a template for other groups that you would like to create.

For some of these group and individual activities, we employ the Collaborative Problem Solving approach, which is briefly described below. References for further reading on this subject can be found in the Appendix.

Collaborative Problem Solving

Collaborative Problem Solving (CPS) is a model for responding when expectations are not being met, initially developed by Dr. Ross Greene and elaborated with Dr. Stuart Ablon. It is detailed in the books *The Explosive Child*, *Treatment of the Explosive Child*, and *Lost at School*.

At the foundation of this approach is the belief that “Kids do well if they can.” Adopting this belief can turn potentially adversarial conflict situations into true collaborative problem-solving efforts. As stated in the section on the SCT philosophy, we view problems as opportunities for learning and growth.

We believe that if children are struggling, it is usually because they have lagging skills, similar to learning disabilities. If a child has difficulty reading (for whatever reason), he or she will find classes and tasks that involve reading frustrating. Similarly, if the child has lagging cognitive or social skills (e.g., transition skills, frustration tolerance, communication skills, and/or lack of emotional vocabulary), then he or she may find problem solving that involves these skills frustrating. In other words, kids will do well if they can, but sometimes they lack the skills to do well.

At first glance this approach might seem to conflict with the “strengths-based” perspective, but that need not be the case. While identifying skill deficits that may be contributing to problems for a child, the SCT team also works to identify the strengths and skills that could help the child learn to solve problems better.

As the name of the technique suggests, CPS involves solving problems in collaboration with all of the parties involved. Within the school setting that might mean problems that arise between students, between students and teachers (or other school staff), or between students and family members (to the extent that those problems affect the student’s ability to function in school).

The technique outlines three broad categories of problem solving:

- ◆ Plan A: Use rewards, punishments, contingencies to pursue expectations.
- ◆ Plan B: Use a structured conversation to collaboratively identify with the child solutions to meeting the expectations.
- ◆ Plan C: Temporarily suspend pursuing the expectation to focus on other issues.

In the school setting, traditionally, there has been a lot of “Plan A” and, to a certain extent, “Plan C” problem solving going on. In many cases, the Plan A approach is necessary in the school setting. Teachers and staff have limited time to deal with individual problems, and school is, in general, a highly structured environment.

Most children cope with Plan A well enough, but some lack the cognitive skills necessary to do well with this approach. That’s where the SCT comes in. SCT members work to identify lagging skills and triggers, and design activities that work with students and teachers to solve problems in a way that addresses everyone’s needs. Along the way, you are teaching the students new skills that will help them solve similar problems on their own in the future.

The groups and activities that follow are examples that have been used by the Kairos SCT with good results.

Group Activities

Use these examples to develop your own activities and groups to fit the needs of your student population.

Grade School Groups and Activities

The groups and activities on the following pages were designed for grade school students. Some of them might work for younger or older students, with topics and activities adjusted accordingly.

4th Grade Boys Dyad Group

ACTIVITY / TOPIC

After-school 4th grade boys dyad

POPULATION, INTENDED TARGET

2 boys

TIME / MATERIALS NEEDED

6 weeks, 1 hour per week

LIST OF ACTIVITIES / WEEKLY TOPICS

- Week 1: Getting to know each other, finding things in common
- Week 2: Therapeutic recreation: shooting baskets in the gym
- Week 3: Therapeutic recreation: playing pool
- Week 4: Cooperative play: putting a puzzle together
- Week 5: Therapeutic recreation: wall ball
- Week 6: Closure: what was learned? What benefits received? Upcoming plans, reflection on school year.

THERAPEUTIC GOALS OF ACTIVITY

- Develop healthy friendship skills
- Develop healthy social skills
- Increase self-esteem
- Form positive connections
- Learn effective communication skills

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

With assistance the boys worked through conflict they had been having in the classroom, in the cafeteria, and during recess. They learned how to communicate better with each other, rather than walking away angry or frustrated.

4th Grade Girls Friendship Club

ACTIVITY / TOPIC

4th Grade Girls Friendship Club

POPULATION, INTENDED TARGET

A total of 6 target and non-target participants

TIME / MATERIALS NEEDED

6 weeks

Paper, pencils, markers, and crayons

"Knowing myself," "I can do this well ...," "I need to improve this ...," "I can improve this by ..."

LIST OF ACTIVITIES / WEEKLY TOPICS

- Week 1: Getting to know each other
- Week 2: Friendship: what makes a good friend?
- Week 3: What has been your best experience?
- Week 4: Dreams
- Week 5: "Knowing myself"
- Week 6: Closure: Final words and celebration, the experience of being in a group, what you learned, etc.

THERAPEUTIC GOALS OF ACTIVITY

- Make positive connections with others
- Develop healthy friendship skills
- Learn about others finding common interests
- Appreciate self and others
- Increase self-esteem

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Built a support network of friends at school.

Grade School Grief Group

ACTIVITY / TOPIC

Crisis support group, loss of faculty (volunteer)

POPULATION, INTENDED TARGET

Elementary students

TIME / MATERIALS NEEDED

No materials needed

Quiet location

No time limit, as needed

LIST OF ACTIVITIES / WEEKLY TOPICS

- Support staff and principal when informing student of the loss.
- Offer support, letting students talk about loss.
- Identify what they remember about the individual, their experiences with individual, what they liked about the individual, what they learned.
- Open door: Students are able to come and go as they please; it is their decision when they wanted to leave, etc.

Middle School Groups and Activities

The following groups and activities were designed with middle school student populations in mind. Some of them could easily be adapted to high school student populations.

Middle School Trade Fair Outing

ACTIVITY / TOPIC

Trade fair, middle school students

POPULATION, INTENDED TARGET

6th-8th grades, all ages, male and female
Students who are struggling in school with academics, behavior

TIME / MATERIALS NEEDED

Bus transportation
Lunches

LIST OF ACTIVITIES / WEEKLY TOPICS

- One-day event for males and females (on separate days) at local community college
- Trade activities, hands-on

THERAPEUTIC GOALS OF ACTIVITY

- Keep students interested in staying in school
- Motivate them to get grades up
- Look at different skills needed for the workforce
- Build self-esteem with hands-on activities

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Hope this effort continues in the future. Money cut-backs may affect this service.

Middle School Boys Group

ACTIVITY / TOPIC

Friendship, social skills training, self-esteem

POPULATION, INTENDED TARGET

Middle school boys group, 5 participants with 2 facilitators

TIME / MATERIALS NEEDED

30 minutes to 1 hour per week

Materials: paper, markers, games, cards, and hand-outs

LIST OF ACTIVITIES / WEEKLY TOPICS

- Identification of behaviors needed to make friends (positive and negative)
- Characteristics that we like in others
- How to make friends, introduce yourself, etc.
- Losing friends, competition between friends
- ABCs of emotions
- Friendship and social skills building vignettes ("What would you do?")
- Sentence completion, self-esteem oriented (e.g., "I am good at _____. "3 things I like about myself are _____. "I can do _____ well.")
- Playing card games during discussion intermixed with "feeling sentence" completion games (e.g., "I feel sad when _____. "When I am angry I _____. "3 things that make me smile are _____. "I worry about _____. "

THERAPEUTIC GOALS OF ACTIVITY

- Build self-esteem
- Increase behavior awareness, identify wanted behaviors
- Identify emotions, label feelings
- Bolster self-worth, connection, independence, and confidence
- Encourage a sense of ownership and belonging

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Positive change with group participants.

8th Grade Tile Making Group

ACTIVITY / TOPIC

Tile making

POPULATION, INTENDED TARGET

8th graders, all students encouraged to participate.

TIME / MATERIALS NEEDED

PTO purchased tiles, paint and supplies to hang tile boards from local tile shop.

LIST OF ACTIVITIES / WEEKLY TOPICS

- Part of the curriculum in the art classes
- Other students not taking art got the opportunity to create their tiles during free time
- This project takes several months to give all students a chance to complete a tile

THERAPEUTIC GOALS OF ACTIVITY

- Feel pride
- Encourage families to visit school and look at display
- Build self-esteem
- Beautify school
- Allow other students see their peers' accomplishments

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Hope efforts continue with teacher and PTO.

General Groups and Activities

The following groups and activities do not have specified grades or age groups, although some may be more applicable to older students.

Boys and Girls Groups (General)

ACTIVITY / TOPIC

Girls Groups
Boys Groups

POPULATION, INTENDED TARGET

1-2 identified target students with other students to make a small group

TIME / MATERIALS NEEDED

30 minutes per week, 6-8 weeks
Up to 1 hour, depending on age and grade

LIST OF ACTIVITIES / WEEKLY TOPICS

- Peer relations
- Bullying
- Social skills
- Focus on family strengths
- Self-esteem

THERAPEUTIC GOALS OF ACTIVITY

- Enhance self-concept and esteem
- Discuss common interests
- Engage in group problem solving

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Many students demonstrate improvements in behaviors and self-esteem by self-report and reports by staff and families.

Bullying-Prevention Activities

ACTIVITY / TOPIC

Bullying-prevention activities

POPULATION, INTENDED TARGET

Students who want to be helpful bystanders or are a part of bullying or being bullied

TIME / MATERIALS NEEDED

1 hour, 3 meetings
Quiet location to talk

LIST OF ACTIVITIES / WEEKLY TOPICS

- Bring in “big guys” (or girls) to talk about ways they have seen bullying prevented at school.
- Define bullying and threats (e.g., verbal, electronic, physical, third-party, rumor).
- Come up with ways to avoid bullying in response.
- Enlist bully consultants who want to stop bullying.

THERAPEUTIC GOAL OF ACTIVITY

- Develop conflict-resolution and team-building skills

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Publicly announce the group’s intent to reduce threats and disrespect in the school. Meet with bullies and victims to discuss where and when it is happening so that supportive bystanders can be nearby.

Chess and Checkers Groups

ACTIVITY / TOPIC

Chess and checkers programs, after-school chess tournament

POPULATION, INTENDED TARGET

Target students with peer mentors

K-5: all grades welcome

Middle schools: 6th-8th grade

TIME / MATERIALS NEEDED

1 hour per week during recess, after school, or during intramural time

Chess and checker boards

LIST OF ACTIVITIES / WEEKLY TOPICS

- How to play chess and checkers
- Individual and group demonstrations

THERAPEUTIC GOALS OF ACTIVITY

- Encourage peer mentoring
- Build self-esteem, confidence
- Develop critical-thinking skills

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

More availability and times offered. Get volunteer help for longevity of program.

Conflict Resolution Group

ACTIVITY / TOPIC

Conflict resolution mini-group

POPULATION, INTENDED TARGET

Students who want help resolving a conflict before it escalates or de-escalating an existing conflict

TIME / MATERIALS NEEDED

30 minutes to 1 hour
Quiet location to talk

LIST OF ACTIVITIES / WEEKLY TOPICS

- Meet with individuals separately to determine source of conflict and whether there is a past positive connection that can be restored.
- Bring all parties together to talk about how to move forward and ways to help each other in school.

THERAPEUTIC GOAL OF ACTIVITY

- Develop conflict-resolution and team-building skills.

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

Do a cooperative team-building activity together before or after the discussion.

Gardening Activity

ACTIVITY / TOPIC

Gardening; hands-on experimental education

POPULATION, INTENDED TARGET

All ages

TIME / MATERIALS NEEDED

Dirt, water, seeds, a few tools, organic fertilizer, sun

LIST OF ACTIVITIES / WEEKLY TOPICS

- Anthropology: Beginnings of agriculture. Which civilizations gave us crops?
- Economics: Where is our food coming from? How much is it costing us? Can we produce more of our food closer to home?
- Math/Geometry: Calculating plant density, yields
- Science-Chemistry: Soil micro-organisms, PH balance, soil fertility
- Social Studies: What is the connection between agriculture and societies?
- English: Write about your experience. What have you learned about soil?
- Students work with facilitator to prepare soil, germinate and raise seedlings, maintain soil fertility, install water-conserving irrigation systems and manage soil moisture levels, harvest crops, prepare meals with produce, save seeds, plant perennial fruit, nut and shade trees.

THERAPEUTIC GOALS OF ACTIVITY

- Increase self-confidence by teaching self-sufficiency
- Increase interest in scholastic work and in learning
- Increase pride and ownership in school grounds, creating shared space where members of school can gather
- Increase health of students, parents, and teacher by eating healthy foods
- Provide at-risk students with an opportunity to take care of plants and help them grow, contrasting with the realities they may find themselves in at home
- Provide mainstream students the opportunity to work alongside at-risk students in a non-scholastic, non-competitive environment.

OUTCOME, COMMENTS, IDEAS FOR FUTURE GROUPS

The school garden can expand to provide food for school cafeterias, elderly homes, and homeless shelters. Students can connect to area farms and see the viability of farming as a vocational path. At-risk youth can begin to provide food for their communities.

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“This is the first time in 30 years in public education that my school has had the kind of mental health resource we need.”

SCHOOL COMMUNITY TEAMS are designed to be the front-line of preventive mental health programming in schools. Each school is supported by a team that includes a school-based Advocate and qualified mental health professionals who offer clinical support to children and their families. The team works to create school-level “communities” that support and enhance the social and mental well-being of all children in the school.

Team members work closely with principals, counselors, and teachers to learn each school’s “story” and to identify and respond to the specific needs of each school. Team members develop a variety of mental health activities focused on prevention to meet the needs of everyone within the school community.

Praise for School Community Teams by teachers and staff:

“The team has greatly helped students.”

“It’s a relief to have someone to help understand these troubled kids.”

“We really appreciate having this type of support for our students. They spend the one-on-one that we do not have time for. I see the biggest impact on social skills/social isolation.”

“They all seem to really care — the kids love them!”

“Great support to counselors.”

“I think our SCT Advocate is a wonderful asset to our school and our students!”

“Our Advocate brings positive influences to our students.”

“Connects well with our high-risk kids and does a super job.”

“Very valued by students. Kids talk about the program and seem to really appreciate it.”

“I am hoping that they stay to help our high-needs students.”

“This is a great program and our Advocates are awesome.”

“Excellent resource, professional and flexible when needed. Made a real difference for students.”