

Early Interventions Using Connectedness Surveys

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Early Identification

Universal Strategies - Connectedness

Selected Strategies – Gated Practices: Nomination & Screening

Permission



Connectedness

Strong Relationship between school Connectedness and Student Outcomes

- Improved attendance
- Higher grades and classroom test scores

Strong Relationship between perceptions of being cared about and engagement in school

- Students feel supported and cared for when they see school staff dedicating their time, interest, attention, and emotional support to them.




Longitudinal Study of Adolescent Health

School connectedness was found to be the strongest protective factor

- to decrease substance use
- school absenteeism
- early sexual initiation
- violence
- risk of unintentional injury (e.g., drinking and driving, not wearing seat belts).

School connectedness was second in importance, after family connectedness, as a protective factor against

- emotional distress
- disordered eating
- suicidal ideation and attempts



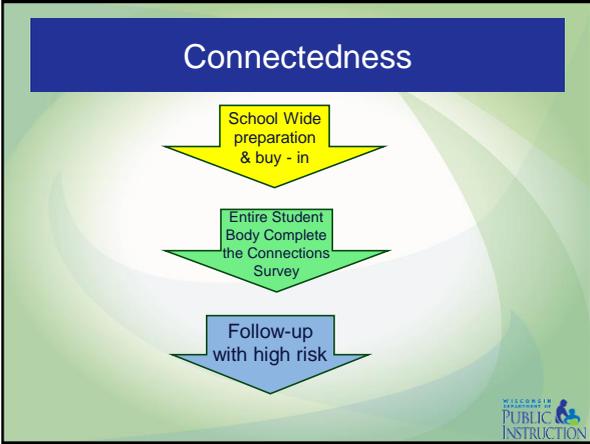
Connectedness?

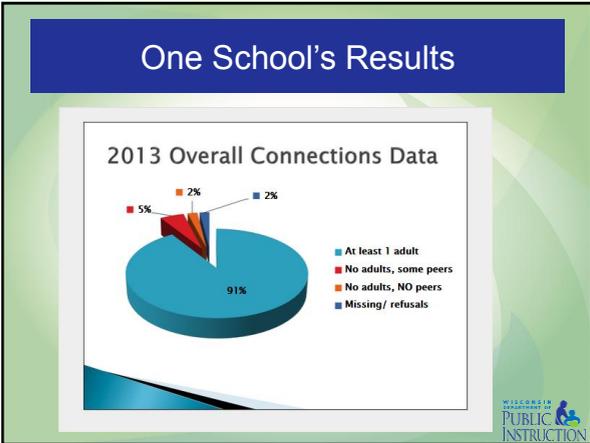
School Connectedness is the belief by students that adults and peers in the school care about their learning as well as about them as individuals.

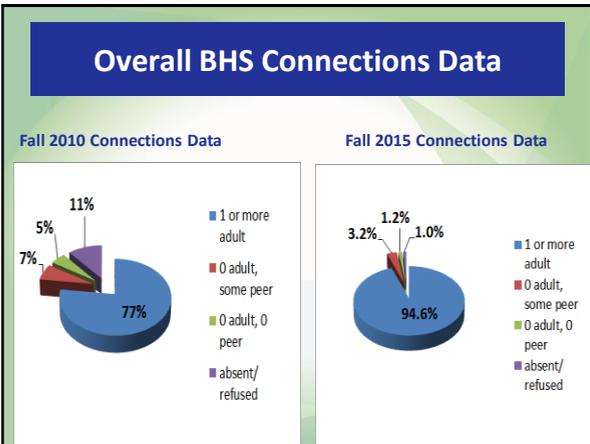


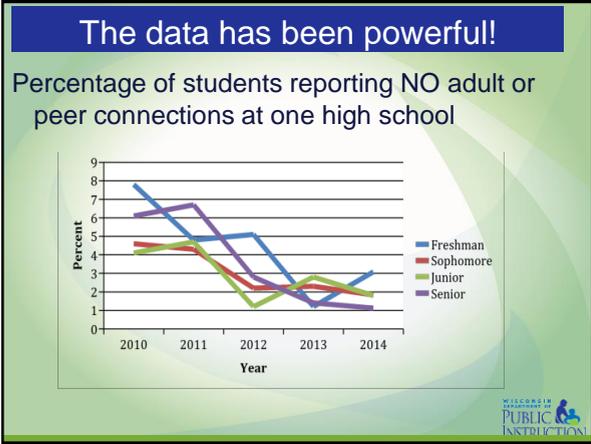

How do you achieve it?

<p>Prepare Talking Points</p> <ul style="list-style-type: none"> - Why & How of Connectedness Screening <p>Get Staff Buy In</p> <ul style="list-style-type: none"> - Buy in for screening - Buy in for relationship-building <p>Create Timeline (yearlong)</p> <ul style="list-style-type: none"> - Classwide or Schoolwide presentations on connections 	<ul style="list-style-type: none"> - Teachers engage in connection activity/discussion - Administer survey to students & adults/ assuring confidentiality - 2nd round of survey for absentees - Data Entry and Analysis - Follow up with Target students (0 adults, 0 peers) - Problem solve for connections 
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The Survey

Benthleville High School
Confidential Connections Survey

Name: _____

Directions: Please list the name(s) of one or more adult(s) and parent(s) in this building whom you feel you have a good connection with. Please identify the people that you most know care about you, and you feel you can talk to if you have a problem.

I have a good connection with the following ability at **Benthleville High School:**

- _____
- _____
- _____

Place a check in this box if you feel you DO NOT have a good connection with any adult in the building.

I have a good connection with the following student characteristic(s) at **Benthleville High School:**

- _____
- _____
- _____

Place a check in this box if you feel you DO NOT have a good connection with any peer in the building.

If you have any questions or concerns, please contact Mrs. **Prinz**, School Psychologist (87) or your Guidance Counselor.

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Contact:

Kim Pristawa
Burrillville High School
Burrillville, Rhode Island

pristawak@bsd-ri.net

Ask for access to the Sophia site
& indicate you are exploring
Connectedness surveys &
interventions



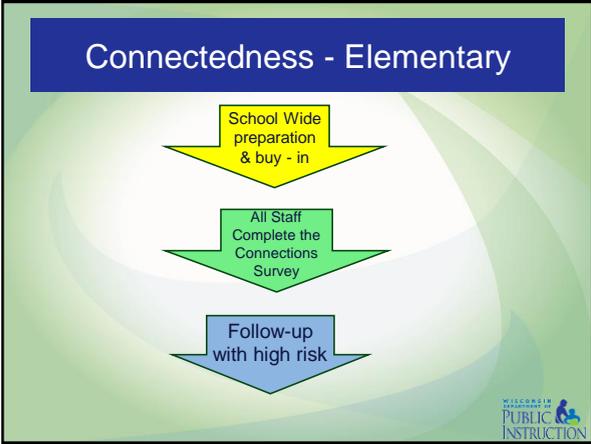
Elementary?

	A	B	C	D	E	F	G	H	I	J
1	Last Name	First Name	Smith	Arnold	Ball	Fernan	Oliver	McCoy	Herrmann	Jacobs
2	Andrews	Cathy	x				x			
3	Boop	Betty	x	x			x		x	
4	Brown	Charlie			x		x			
5	Bumstead	Dagwood			x		x			
6	Canyon	Steve				x	x	x		x
7	Gordan	Flash					x			
8	Tracy	Dick					x			
9	Van Pelt	Lucy				x	x			
10	Warbucks	Annie					x	x		
11	Worth	Mary				x	x			



Stacey Frank Oshkosh Area School District





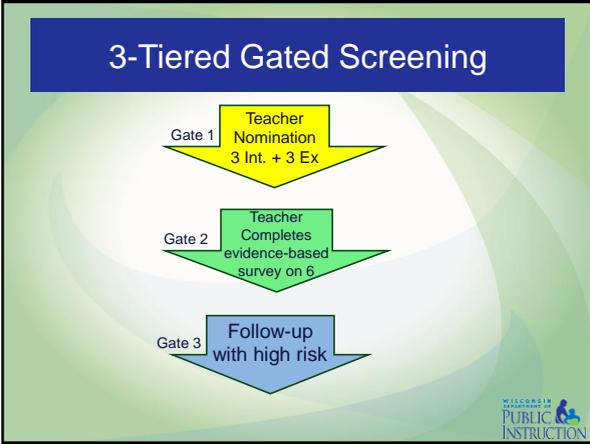
Follow UP?

- We'll defer the "Follow up" issue until we discuss permissions
- Who can do interventions? Defer until we discuss permissions

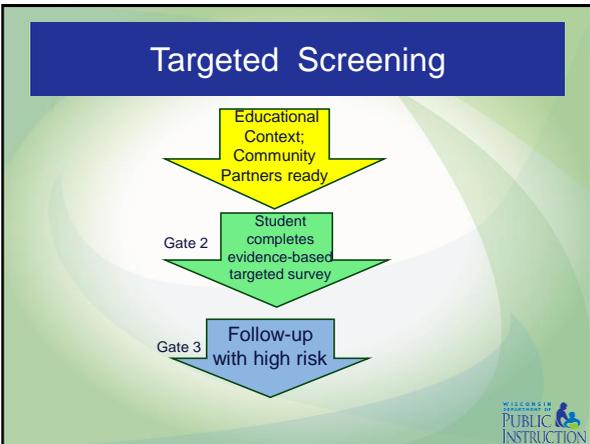
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Gated Screening

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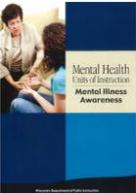


Context



Mental Health
Units of Instruction
Suicide Prevention

Developmentally appropriate mental health or suicide prevention education



Mental Health
Units of Instruction
Mental Wellness Awareness



HOPEFUL
ACT 2015



Students Complete Survey



wiseGEEK



PERMISSIONS



Protection of Pupil Rights Amendment (PPRA)

PPRA (20 U.S.C. § 1232h; 34 CFR Part 98) applies if:

- Survey creation was funded (in part or completely) by the USED funds,
- Students are **required** to participate, and
- Survey reveals information concerning:
 1. Political affiliations;
 2. Mental & psychological problems potentially embarrassing to the student & his/her family;
 3. Sex behavior & attitudes;
 4. Illegal, anti-social, self-incriminating & demeaning behavior;
 5. Critical appraisals of other individuals with whom respondents have close family relationships;
 6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, & ministers;
 7. Religious practices, affiliations, or beliefs of the student or parents; or
 8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Retrieved from <http://www2.ed.gov/policy/gen/guid/fpco/ppra/index.html> 10/25/11.



Legal Considerations: PPRA

- Schools must ...
 - Notify parents & offer opportunity to inspect instrument prior to administration
 - Obtain consent prior to screening
 - Sample forms for an anonymous survey that could be adapted are available at http://sspw.dpi.wi.gov/sspw_oyrbsindex
 - Add risk/benefit analysis & outcome procedures for surveys that identify students
- Parents may ...
 - Choose to give or deny permission – Note: parents may withdraw consent at any time
 - File a complaint with USED



PPRA & Consent

Critical question: Is student participation required?

- If YES, Active Consent from parents required
- If NO, Passive Consent from parents OK
 - No consequences to student for not participating or incentives for participating
 - Student able to provide assent/dissent



Ethical Considerations: Informed Consent

- Share in advance ...
 - Scope & nature of services to be provided
 - Benefits & risks of services
 - Duration & goals of services
 - Any cost to the student/parents
 - Detailed information about the nature of follow-up services
- Use language understandable to the student & parent



Informed Consent vs. Assent: Students

- Students informed of purpose & possible individual follow-up
- Along with parents, students must be given access to the results
 - Exception for AOD issues in Wis. Stat. 118.126
- Give adolescents a choice to opt out (if parents have given informed consent)?



Informed Consent vs. Assent: Students

- ✦ Informed assent by students is sought at the beginning
- ✦ Share the scope & nature of the relationship
- ✦ For younger students, share that parents gave permission
- ✦ Limits to confidentiality – Be clear about what will/will not be shared
- ✦ Resolve how you will handle sensitive issues BEFORE you start



WHEN TO GET PERMISSION?

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Who Can See Students Without Parent Permission in a non-emergency?

Can See	Cannot See
Teachers	Psychologists
Principals	Social Workers
Counselors	
Nurses (by district policy)	

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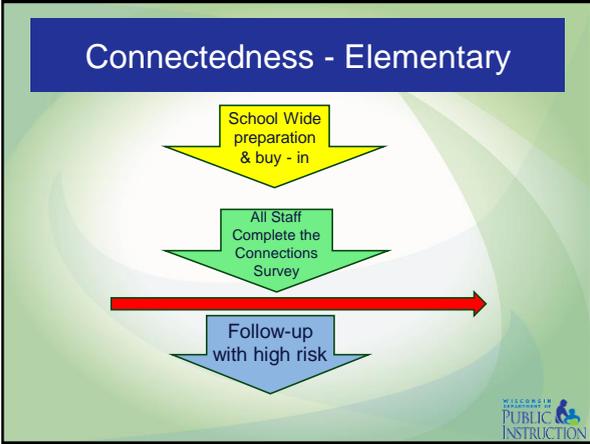
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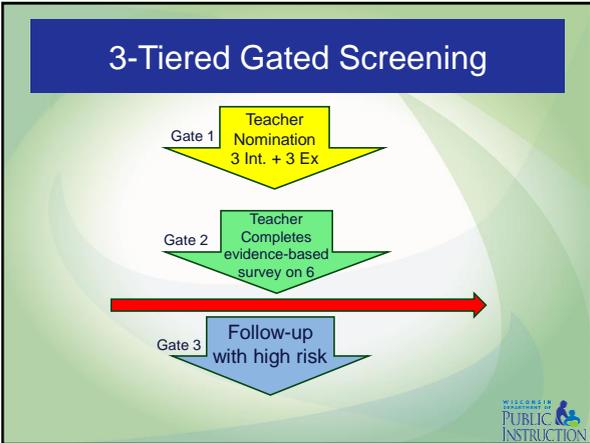
School Wide preparation & buy - in

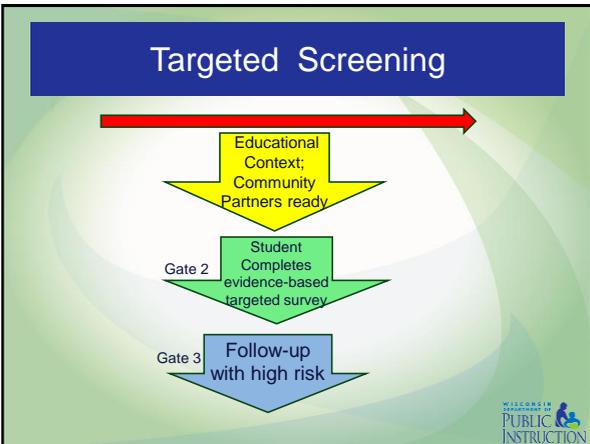
Entire Student Body Complete the Connections Survey

Follow-up with high risk

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INTERVENTIONS

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Poor Connections => Connect

Students feel supported and cared for when they see

- school staff dedicating their time,
- interest,
- attention, and
- emotional support to them

- Use frequent non-contingent attention: all transitions & common areas
- Use nonverbal gestures
- Positive Farewells
- Greetings & Goodbyes in other world languages
- Express interest in activities out of school
- Mentor relationship

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Mental Health Issue

- Trained professional involved
- Brief intervention strategies
- Co-planning with parents
- Attend to student voice
- Refer to an outside provider

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Thank You!

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608-266-1999

<http://dpi.wi.gov/sspw/mental-health>

<http://dpi.wi.gov/sspw/pupil-services/school-psych>