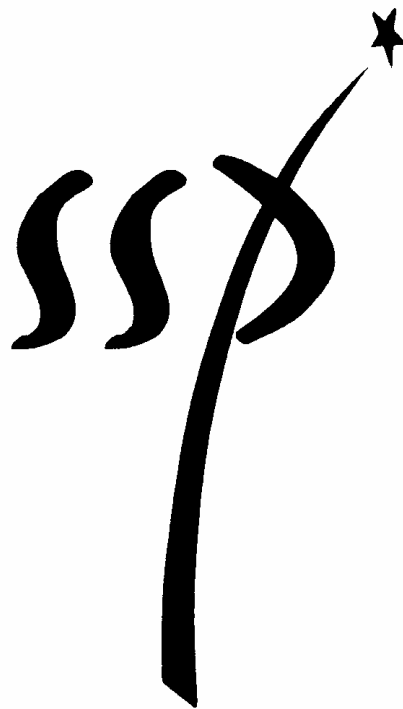

School Success Case Method


*The Language and Practice
of Success*



A Two-Day Curriculum

A Practice Case Method that Builds on the School Success Profile

Facilitator Notebook



School Success Case Method

The Language and Practice of Success

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Appendix

Using SSP Results for Intervention Planning

Audience, Facilitation Tips, Materials List, and Glossary

A. Audience

The School Success Case Method (SSCM) curriculum is for anyone interested in translating findings associated with the School Success Profile (SSP) into student-, family-, and community-centered approaches that work. This includes principals, teachers, counselors, family specialists and social workers, as well as community partners, such as Communities in Schools Programs and family resource centers. The audience may also include future facilitators of this curriculum.

B. Facilitation Tips and Hints

Advance preparation is key. It begins with allowing the event host sufficient time to invite participants and arrange the training site. Following an initial meeting with stakeholders to plan the training event, the host should allow for at least six weeks to contact participants, find a site, and take care of the logistics. A suitable site is one with comfortable chairs and tables that can accommodate six to eight individuals. The site also must possess good acoustics and/or sound system so lessons learned at one table can be easily shared with surrounding tables.

Effective facilitators create a process by which participants discover their own solutions, take responsibility for these solutions, act on them, and learn from them. Facilitators encourage participants to discover what works, share their successes, create plans and take steps that will ensure even more success. The following represents a list of helpful hints for facilitators.

- Beginnings are just as important as endings—these are what participants remember, so it is very important that the “first” impression of the SSCM be positive and upbeat.
- Smooth transitions are important. The components of this two-day curriculum are designed to build on each other and the underlying principles of SSCM. One tip for making smooth transitions is to practice what you will say. Summarize the point of the activity and presentation you are transitioning from, and explain how it connects to the next piece.
- The more you can help participants experience a personal connection to the ideas, concepts, and activities, the greater their memory and understanding. Thus, when highlighting a learning point you may (if time permits) want to ask for examples that demonstrate the learning point.
- People do not argue with their own data. Be prepared to help them see that their data, experiences, and “stories” are relevant, while also helping them recognize that there are other data and perspectives that need to be taken into account.
- You are a steward guiding the learning of the group. This is different than being a teacher or even a trainer. Facilitation relies heavily on guiding, listening, interpreting, and summarizing the work and the learning of the group. If you think you are talking too much, you probably are—let the participants find and exercise their own voices.

- It will be helpful to keep in mind that this curriculum can be seen as having three components that parallel the components of the ecological approach—individual, family, and community levels.
- Finally, familiarize yourself with the School Success Profile (SSP) itself and some of the key readings from which the principles of the School Success Case Method have been drawn. An excellent overview of the SSP is the article, *Brief Intervention in Schools: The School Success Profile*, by Gary L. Bowen and associates.

C. Formatting the Facilitator Notes

When reading and delivering this curriculum, it will be helpful to understand the three kinds of formatting used in the facilitator notes.

Facilitator Instructions

Text preceded by a round bullet (“○”) indicates that the text contains instructions to the facilitator to take some action (e.g., refer participants to a page in their notebooks, or instructions on how to organize an activity).

Suggested Facilitator Scripts

Text that appears in a larger, bold, sans serif font (Arial) provides facilitators with a suggested script for making a point. For example,

These facilitator notebooks are yours to keep. They contain information about the School Success Case Method.

Notes to Facilitators

Text that appears in bold and italics within a box is intended to guide your understanding of an activity or presentation, or to focus your awareness on a particular point. These boxes will include background information you can read to educate yourself before you say what is in the scripts. An example of this style is:

The purpose of this activity is to allow the group to express their creativity around the roles that they see themselves playing on a daily basis. It also leads to a discussion of the different roles of “family specialists.”

D. Master Materials List

- A participant notebook for each participant
- Two flip charts and flip chart stands
- Markers for each participant
- A pencil for each participant (for ecomap skills practice, day 2)
- Tape
- Overhead projector
- Transparencies for this course

- Blank transparencies and markers for writing on them (just in case)
- Videotape: *Interviewing for Solutions* (2nd edition) by Peter DeJong and Insoo Kim Berg. Mail, phone, or fax orders to: Brief Family Therapy Center, PO Box 13736, Milwaukee, WI, 53213-0736; t: 414/302-0650; f: 414/302-0753. Cost: \$35. Companion book of same name: \$47.95. *Learner's Workbook for Interviewing for Solutions*: \$22.95.
- Audiotape: *Solution-Focused Methods for School Problems: 5-D Model* by Ron Kral. Mail, phone, or fax orders to: Brief Family Therapy Center, PO Box 13736, Milwaukee, WI, 53213-0736; t: 414/302-0650; f: 414/302-0753. Cost: \$20.95
- Audiotape: *Making a Difference with Adolescents* by Cynthia Hansen and Insoo Kim Berg. Mail, phone, or fax orders to: Brief Family Therapy Center, PO Box 13736, Milwaukee, WI, 53213-0736; t: 414/302-0650; f: 414/302-0753. Cost: \$14.95.
- TV/VCR
- Tape player

E. Glossary of Key Terms

Ecological Model. The Ecological Model of family systems theory describes individuals as part of families, and families as part of communities, with all aspects closely linked. The Ecological Model holds that to be effective, interventions must address all of these levels (individual, family, and community).

Scaling. A versatile tool used in brief, solution-focused therapy. Scaling questions can be used to gauge confidence, hopefulness, safety, willingness to take certain steps, the relative importance of goals, progress towards goals, and much more. Scaling can be used with great success even with young children and over the phone. (Example: On a scale of 1 to 10, where 10 means you are willing to do anything to resolve this issue and 1 means you are not willing to do anything, where would you place yourself on the scale?)

School Success Case Method (SSCM). A method for facilitating school success through a process of learning, accountability, and performance. It builds on the assumptions and findings of the School Success Profile (SSP). Together, the SSCM and the SSP provide an “Assessment and Change Process” framework for promoting school success

School Success Profile (SSP). A multiple-choice, self-report survey of middle and high school students. It examines students’ beliefs about themselves, their neighborhoods, schools, families, and peer groups. The survey is based on a contextual perspective that suggests the social environment has a powerful effect on a child’s development and success in school. For more information, visit < <http://www.uncssp.org/>>

Self-evaluation. The concept used by students who self-assess their environment with the SSP and by families, communities, and schools as they self-evaluate their performance through the establishment of Family Success Teams, School and Community Performance Teams, and School Self-governance Teams.

Solution-Focused Practice. A method of practice based on Solution-focused Brief Therapy, which was developed in the 1980s by Steve de Shazer and Insoo Kim Berg. Solution-focused practitioners use techniques such as the “exception finding question” and the “miracle question” to (a) discover whatever their clients are already doing which might

contribute to the resolution of their problems and (b) get their clients to articulate their vision of what they want their lives to be like. Using this information, practitioners can then help clients build upon their existing strengths to overcome their present difficulties and move toward their goals. For more information, see www.brief-therapy.org/.

Day One

	<u>Time</u>
Welcome	8:30 – 9:00 A.M.
Ice Breaker: The Limits of Expertise	9:00 – 9:30 A.M.
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Solution-Focused Demonstration	3:15 – 3:55 P.M.
Closing	3:55 – 4:00 P.M.

Welcome

Time: 30 minutes (8:30-9:00 A.M.)

Purpose

- Address logistics, such as registration, building layout, etc.
- Provide an overview of the curriculum.
- Provide an overview of competencies associated with the curriculum.
- Provide an overview of the core learning objectives.

Materials

- Participant pages: “Agenda” and “Competencies and Learning Objectives”
- Transparencies: *School Success Case Method* and *Agenda*

Directions

- Display transparency *School Success Case Method* as participants enter the room.
- Welcome participants and thank them for taking time out of their busy schedules to attend this event. Note that:

The fact that you are here reflects your interest in improving school success for the students you work with and their families. It also reflects your commitment to your school and your community.

- Each of the facilitators should briefly describe who they are and why they are excited about being here today.

1. Check-In

- Use the bullets below to guide you through a quick discussion of some of the minor details of this two-day event.
 - **Building layout and parking.** Tell participants where bathrooms, vending machines, etc. are located. Remind them of any parking restrictions that apply to the training location.
 - **Registration.** Make sure each participant has filled out any required registration and sign-in forms.
 - **Starting and ending times.** Explain that we begin at 8:30 A.M. and will work together until 4:00 P.M.
 - **Cell phones and beepers.** Ask participants to please turn their cell phones and beepers to mute or vibrate mode. If they must receive calls, they should excuse themselves and take their call outside of the training room.

2. Overview

Our primary purposes today are to:

- Provide you with an opportunity to review and discuss the School Success Profile (SSP).
 - Provide you with an understanding of the link between the SSP and our model of practice called the School Success Case Method (SSCM).
 - Explore the principles of the School Success Case Method and their contribution to school success for students through family- and community-centered practice.
 - Help you get started by building the core skills associated with the School Success Case Method and the SSP.
 - Provide you with opportunities to help students and their families, schools, and communities envision school success for all.
- Display the transparency, *Agenda*.
- Ask participants to turn to the page in their notebooks, “**Agenda.**” Briefly go over this page. Ask if there are any questions.

Agenda

Day One	Day Two
Welcome	Review and Overview
The Limits of Expertise	Step Three: Setting Goals for Success
Step One: Beginning a Conversation for Success	Step Four: Planning for Success
Step Two: Comprehensive Success Assessment	Step Five: Using a Team Approach to Student Success
	Step Six: Self- Evaluation

- Refer participants to the page in their notebooks, “**Competencies and Learning Objectives.**” Ask participants to read the list of competencies and learning objectives on their own.

3. Competencies

At the completion of these two days, the participants will be:

- Knowledgeable and skilled in the use of the School Success Profile, a tool for uncovering information about students that can be used to support their success at school.

- Able to understand and apply the methods and principles of the School Success Case Method with students and their families.
- Able to identify and value the perspectives and contributions of those with a stake in school success.
- Prepared to use solution-focused techniques to help students achieve school success
- Able to use assessment data (from the SSP and other sources) and “personal stories” to discover and promote those things that foster school success.

4. Learning Objectives

To build their competencies with the School Success Case Method, during this event participants will engage in:

- SSP exercises to better understand the factors and principles that contribute to school success.
- Group discussions that link formal assessment data with a personal student story to help them identify strengths and successes that can be used to overcome problems and barriers.
- Skill practice sessions that will teach them to develop a student plan using the SSP and SSCM.

Icebreaker: Not Knowing and Limits of Expertise

Time: 30 minutes (9:00-9:30 A.M.)

Purpose

- To understand the importance of “not knowing” as a step toward meaningful dialogue, learning, and change.
- To appreciate both the value and limits of our own expertise and knowledge as a means of hearing and valuing the expertise, knowledge, and experience of others.

Directions

- Check with participants to be sure that the people at each table represent a mix of various stakeholders in the room. If participants are sitting with their friends, family specialists with family specialists, family members with family members, or teachers with teachers, ask them to mix it up.
- When they are finished, participants should be seated at tables of six to eight individuals from various sectors of the community.
- Ask participants to think of a time when someone turned to them as an “expert” and, even though they didn’t really feel they were the expert, they went ahead and behaved as if they were. The facilitator may find it useful to model this icebreaker with a personal story. Some examples include:
 - When I became a parent, I had no idea what I was doing, but suddenly I was responsible for this little person who was counting on me to take good care of him...I wasn’t sure what I was supposed to do, but I just put one foot in front of the other and learned how to do it.
 - I took a new job and was immediately asked to represent my organization publicly...I didn’t know much about it, but I still stood up and talked as if I did.
 - A common story for many of us who are parents is to have someone who is perhaps struggling with their children turn to us for advice. For example, I remember a time when a friend told me about a situation where her child was refusing to follow directions from the teacher at school. I was pleased my friend asked me for help, but I really didn’t know what I was talking about. I gave her my advice, but as I did I remember a feeling of unease. I had never faced a situation quite like the one she was dealing with.
- Ask participants to take a few minutes to think of a time when they were called upon to be an expert but did not feel as if they were (but did it anyway). Then ask them to take turns at their small tables introducing themselves and sharing their stories (one to two minutes per person).
- After 15 minutes check in with participants to see if they are done. When they are done, ask each table to report out one story.

- Ask participants what they learned from the exercise. Record their “lessons learned” on a flip chart at the front of the room under the header “Not Knowing and the Limits of Expertise.”
- Draw on the following points to process the learning from this icebreaker exercise.

This exercise:

- **Helps people relax.**
- **Reminds us that while others may view us as experts, there are limits to what each of us knows.**
- **Teaches us the importance of acknowledging our limitations and seeking out the experience and expertise of others.**
- **Levels the playing field by acknowledging that we (including students and their family members) are all experts in our own right—we each have part of the solution—but none of us has the whole solution.**
- **Provides an informal way of introducing ourselves to others and getting to know other participants at a more personal level.**

Step One: Beginning a Conversation for Success

Time: 45 minutes (9:30-10:15 A.M.)

Purpose

- To introduce the seven principles of success.
- To give participants the opportunity to apply the principles to their training experience.
- To tie the seven principles to the first step of the Assessment and Change Process which is “Beginning a Conversation for Success.”

Materials

- Participant page: “Seven Principles of Success”
- Transparency: *Seven Principles of Success*
- Piece of flip chart paper for each table

Introduction

Time: 5 minutes (9:30 – 9:35 A.M.)

In our introductions, we gave you the opportunity to think about a time you felt you were being asked to be an expert, but did not feel as if you were. In our experience, moving from that feeling of incompetence to a feeling of competence is achieved through education and practice. During our two days together we are going to join the SSP tools to a comprehensive model of practice that we call the School Success Case Method.

The School Success Case Method (SSCM) is built on the ecological belief that individuals are a part of families and families are a part of communities. If we accept this assumption, then it follows that to be effective, interventions must address all those levels—individual, family, and community.

The six-step SSCM involves individuals, families, and communities in support of each student’s journey toward success.

The primary assessment tool used in the Case Method is the School Success Profile, an instrument that surveys and reports on students’ beliefs about themselves and their environments. The Case Method also includes a technique called reframing and a process called eco-mapping, which identifies the family and community resources available to the student.

The Case Method also incorporates goal setting and the SSP *Intervention Planning and Monitoring Form*, which identifies the student's concerns, strengths, and areas for intervention.

At the end of today you will get an opportunity to view some other techniques that have been found to be effective. These techniques are based on key solution-focused questions, which have been found to help clients identify their own solutions. These solution-focused techniques are based on the belief that clients are the experts about their own situations, and are competent to find their own solutions.

During the two days you will be introduced to, and get to know, a student named Antwan. Through Antwan we hope that you will learn how to apply the approaches and techniques of the SSP within the School Success Case Method.

But before we get too deeply into those concepts and techniques, we would like to establish some ground rules about how we will learn together.

The Seven Principles of Success

Time: 15 minutes (9:35 – 9:50 A.M.)

For every practice model, there is a set of principles or philosophy we use to guide our practice. In the case of the SSCM, we have identified the following seven principles of success. Whether we are working with a student, the family, administrators and teachers in the school, or representatives of the community, our success will be made easier if we follow these seven principles we have identified as key.

- Display the transparency *Seven Principles of Success*.
- Refer to the page in the participant notebook, “**Seven Principles of Success.**” Briefly describe each principle.

Seven Principles of Success

1. Focus on Success

Every individual, family, school, and community has strengths and successes. The challenge is to find them, build on them, celebrate them, and set expectations so we can have more success in the future.

2. Success Begins with Respect

Respect is conveyed in words, tone, and body language. It is also conveyed in our appreciation for differences—differences in abilities, culture, class, race, and ethnicity. Without respect, we cannot build the trust we need to forge the partnerships essential to school success.

3. Success Draws on One's Own Experiences

When individuals are asked to journey into an unknown future, they have greater confidence embarking on the journey if they can carry forward successes from their past. Likewise, people are more likely to honor approaches and responsibilities they have a hand in creating.

4. Success Is a Language, a Means for Creating the Future

The language of success conveys a respect for our differences while expressing our common aspirations and hopes. It focuses on our shared interests, strengths, solutions, and successes. The language of success engages people in a conversation about the things we all value.

5. Success Is Family- and Community-Centered

School success is the product of successful individuals, strong and supportive families, effective schools, and committed communities. The process of creating success brings everyone to the table to identify and promote the things that work.

6. Success is Fostered through Partnerships

Success is possible when power differentials are acknowledged and power is shared. Since society confers power on professionals and helpers, it is essential for them to recognize this differential. Empowerment is fostered both by a willingness to change one's own assumptions and behaviors and by shared decision-making and partnerships with others.

7. Success Is the Product of a Series of Things Brought Together

Just as many small, unattended responsibilities can lead to large problems, success is the product of many acts of respect, kindness, and responsibility exercised in overlapping relationships and at different levels of society.

Taken together, the **Seven Principles of Success** represent a different lens than the one we traditionally use to view the interrelated responsibilities and contributions of students, families, communities, and our educational institutions. These principles provide a foundation for the **School Success Case Method** and the **SSP**. They also inform our work with schools and communities as successful environments that nurture student success.

In this next activity, we will ask you to think about how we can apply these principles to our learning together over the next two days.

Applying the Seven Principles of Success

Time: 25 minutes (9:50–10:15 A.M.)

Directions

- Assign one of the principles to each table—if you have fewer than seven tables ask people to divide into seven groups. If you have more than seven tables, you may assign the same principle to more than one table.
- Pass out a piece of flip chart paper to each table.
- Ask each table to take about ten minutes to think about the specific behaviors related to their principle we could practice as learners during this training. Encourage them to be very specific. They might describe specific behaviors that we will do (e.g., listen respectfully) or specific behaviors we will not do (e.g., not interrupt others when they are talking).

*Facilitators should circulate amongst the small groups and make sure they understand the directions. Occasionally groups will be confused and think they are making lists of behaviors that family specialists would use with students and families. What we are looking for is behaviors for **THIS** training session.*

- Ask them to write their principle at the top of their flip chart page, and then record all the behaviors they brainstorm in their small groups on that paper. Ask them to pick a recorder with “good” handwriting.
- After about ten minutes, ask each group to report their ideas. As each group finishes, ask the large group if they have other behaviors they would like to add. The recorder for each group should add these suggested behaviors and post the group’s flip chart on the wall where the group can see it during the rest of this course.
- When all the groups have reported out, ask people to raise their hands if they agree to abide by the principles for the next two days. When you have agreement, move into the break. Say:

The Seven Principles of Success are also the foundation beliefs that guide our work with students and their families, and their use will facilitate our successful joining and engagement with students.

Break

Time: 15 minutes (10:15 – 10:30 A.M.)

Introduction to the School Success Profile

Time: 45 minutes (10:30 – 11:15 A.M.)

Purpose

- Reacquaint participants with the SSP.
- Introduce Antwan, a fictional student who will be used to demonstrate concepts and in upcoming skill practices.
- Introduce scaling as a solution-focused technique.
- Demonstrate that a tool alone does not give you enough information about someone to make an accurate assessment.

Materials

- Participant pages: “About the SSP,” “Antwan’s Individual SSP Profile”

Directions

Before we go much farther we want to discuss the School Success Profile, which is the core assessment tool and process around which the School Success Case Method is built. The SSP will be completed by students and discussed with students by Family Specialists at various times during the Assessment and Change Process. Those situations won’t always be the same, or occur at the same time in the process, but the practice methods will be the same throughout different situations.

NOTE: Because the professionals who work with students in the school setting may be social workers, counselors, teachers, or psychologists we have chosen to call all the professionals who do this work with students “Family Specialists” in this training.

How many of you are familiar with the School Success Profile?

- Pause for a show of hands. If there are participants who have used the SSP with students ask a couple of them to describe how they have used the SSP and what their experiences were like.
- Deliver a brief lecture approximately five minutes in length based on the following information.

Facilitators should also read the materials about the SSP found in the Appendix to prepare for this lecture.

- Refer participants to the page “**About the SSP**” in their notebooks and give a brief lecture based on a summary/highlighting of the following information. Please, do not just read this material out loud to the participants.

About the SSP

The School Success Profile (SSP), an evidence-based tool, is a self-report survey of middle and high school students. The questions examine students' beliefs about themselves, their neighborhoods, schools, families, and peer groups.

Students' answers are used to generate SSP profiles and reports. These profiles and reports provide insight into how students perceive themselves and their environments, aid our understanding of the assets and concerns of groups of students, and allow us to compare the responses of youth to a national sample.

School personnel, support staff, students, families, and interested community members use the SSP to develop effective strategies for promoting student success. For example, they often use SSP results to assess how well the school program is working for students and addressing community goals and priorities.

History

The SSP was developed by Drs. Gary Bowen and Jack Richman, researchers at The University of North Carolina at Chapel Hill, in partnership with Communities In Schools (CIS). The SSP was developed by consulting national experts in education, adolescent development, and psychometric testing for information regarding questionnaire design and program outcome assessment. Items and scales included in the SSP are based on extensive review of the literature on school success and proven assessment instruments. The development of the SSP was supported by the BellSouth Foundation and the Knight Foundation.

The Instrument

The survey is based on a **contextual perspective** that suggests the social environment has a powerful effect on a child's development and success in school. The 220 multiple-choice survey questions take about 30 minutes to complete. It is available in a pencil-and-paper version, and the results may be obtained via the Internet. The questions are divided into six modules: About You, Neighborhood, School, Friends, Family, and Health and Well-Being.

Participation is voluntary. However, students are encouraged to complete the survey and are assured that their raw answers will be seen only by the SSP Project Team at UNC-CH. Results of the survey are uploaded onto the SSP Web site and are available on a confidential basis to the client.

The School Success Profile is available in English and Spanish. It has been administered to over 25,000 students across the United States and abroad.

Specific Reports

The Individual Profile. This is a one-page graphical representation of the analysis of an individual student's survey responses. It has two parts:

The Social Environment Profile summarizes the student's responses to questions about four life domains: neighborhood, school, friends, and family. *Neighborhood* aspects include neighborhood satisfaction, peer culture, and neighborhood safety. *School* aspects include school

satisfaction, teacher support, and school safety. *Friends* include peer satisfaction and peer acceptance. *Family* includes family satisfaction, family integration, and parent support.

The Individual Adaptation Profile summarizes the student's responses to questions related to four dimensions of self-perception: general social support, self-confidence, school behavior, and general well being. *Support* aspects include social support, home academic culture, and parent education monitoring. *Self-confidence* aspects include self-esteem, school coherence, and school influence. *School behavior* aspects include attendance, trouble avoidance, and grades. *General well-being* includes physical health, happiness, and adjustment.

Typically, school personnel discuss the Individual Profile with each student, explain what it means, and solicit ideas from the student about how to use the profile information to help plan for the future. The School Success Case Method was developed to enhance this process.

Group Report and Summary Group Profile. SSP data are also reported at the school or grade level in a group report. This Summary Group Profile identifies students in terms of demographic characteristics, school performance, and responses to 60 indicators of contextual risk, social capital assets, and internal assets. Each CIS site or school receives a Summary Group Profile after its individual data collection is complete. A Detailed Group Profile is also available.

Group Profiles can be used for identifying and documenting program needs, formulating goals and interventions at the organizational and community level, and measuring progress and directing future program efforts. The group data are used by researchers, educators, and family and community members to document the impact of interventions with at-risk students.

Talking about School Success

- Continue by saying:

The debate about how to promote school success is usually joined by many voices. Teachers, family specialists, school counselors and social workers, principals and superintendents, politicians and policy analysts, business and community leaders, parents and students all have a stake in this discussion. Ironically, student voices are frequently absent from this debate. Students are present primarily as “numbers” of test failures, successes, and achievement gaps.

Typically, conversations about school success at the individual student level are initiated by reports from teachers or counselors that focus on a student's academic, behavioral, or social problems. In these situations, students are often involuntary “clients.”

Frequently absent from these conversations are discussions of the student's strengths, assets, and ambitions. For a variety of reasons, including time pressures and paperwork, we rarely talk about what works for this student, her family, school, and community.

The SSP and School Success Case Method focus our attention on the student's perspective. By capturing the student's views of the situation, the SSP provides the straightforward assessment we need to promote school success and student well-being. The SSP captures assets and risks with respect to the student's neighborhood, school, friends, and family and measures of the student's physical and psychological health and school performance.

Introducing Antwan

Now we would like you to read the Individual SSP Profile of a fictional student we will use as an example over the next two days.

- Pass out a piece of flip chart paper to each table. Ask each table to choose a recorder.
- Ask participants to turn to the page in their notebooks, "**Antwan's Individual SSP Profile.**"
- Explain that they will have 15 minutes to read and to answer as a group the following question:

Given what you know about Antwan from this profile, how would you rate him on a scale of one to ten, with one being the easiest student to work with and ten being the most difficult student to work with

- When they have come to agreement as a group, they are to write that number at the top of their flip chart paper.
- While they are working in their small groups, write the numbers "1" and "10" on pieces of paper (large enough for the whole group to see) and put them at opposite ends of one wall of the room. Ideally this will be at the front of the room so all participants are in a good position to see what's happening.
- At the end of 15 minutes, when the small groups have finished their work, ask for the reporter from each group to bring their group's flip chart paper to the front of the room and then organize themselves on the "Easy-Difficult/1-10" scale at the front. If you have the space, ask them to tape their chart to the wall.
- Facilitate a discussion, asking group representatives to talk about why they ranked Antwan as they did. Not every group needs to report out—just ask for examples from different ends of the scale.
- Once you have heard from several groups, tell the recorders they can return to their seats. Wrap up by asking:

What do you think is the learning point of this activity?

- Possible answers include:
 - We all see different things, even when we are looking at the same thing.

- Our "preconceived notions" about someone affect how we think it will be to work with them.
- A tool alone does not give you enough information about someone to make an accurate assessment.

○ Say:

Because we all have different perspectives, we would all work with Antwan in our own way. There is no absolute "right" way to work, but hopefully this exercise will help you understand the importance of learning apply the seven principles of success we discussed earlier not just to our work in this room, but to your work with everyone.

The School Success Case Method is a way of working with students that will help you apply the principles of success into practice.

The School Success Case Method

Time: 30 minutes (11:15 – 11:45 A.M.)

Purpose

- To introduce the School Success Case Method as the practice framework for using the SSP tools and processes.

Materials

- Participant pages: “The School Success Case Method,” “The Ecological Model”
- Transparency: *The School Success Case Method*

Directions

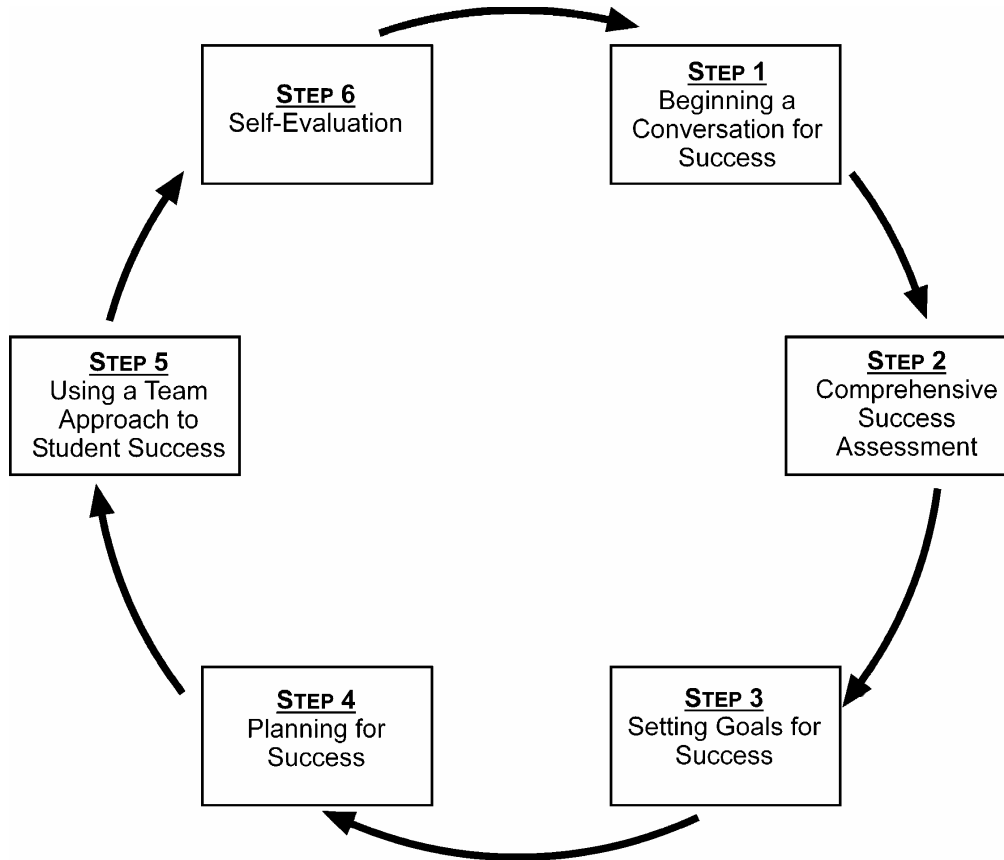
The School Success Case Method (SSCM) is a model for facilitating school success through a process of learning, accountability, and performance. It builds on the assumptions and findings of the SSP. Together, the SSCM and the SSP provide a framework for promoting school success.

As we head into the afternoon and tomorrow morning, we will address each of the steps that make up the method, give you some suggestions for how you might apply it to your work, and give you the opportunity to practice the application.

- Refer participants to the page in their notebooks, “**The School Success Case Method,**” and display the transparency of the same name.

School Success Case Method

Involving the Student, Family, School, and Community



As you can see, the School Success Case Method is a six-step process. By the end of our two days together, you will have an idea of how each step connects to the other and how the “big picture” will best serve students, families, schools, and the greater community. For now, we will give you an overview of the method.

The Big Picture

The School Success Case Method is based on the ecological model of family systems theory.

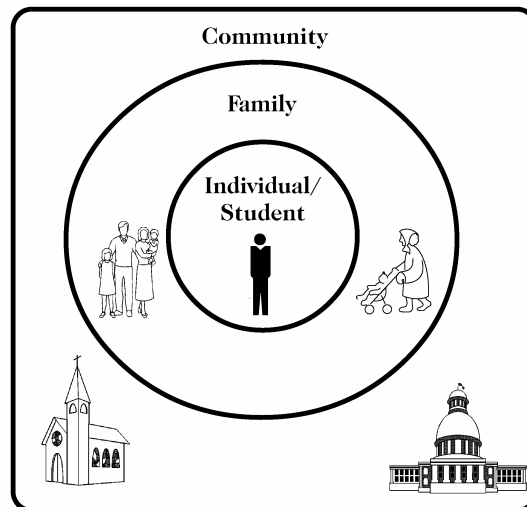
- Refer participants to the page, “The Ecological Model.”

The ecological model describes individuals as part of families, and families as part of communities, with all aspects closely linked. The ecological model holds that to be effective, interventions must address all of these levels (individual, family, and community).

For example, if you begin working with a student, any changes the student makes will also impact her family—they will have to adapt to the changes as well. So it can be useful to meet with parents/caregivers to discuss what **THEY** might do in order to help the student succeed. And finally the school system itself is always changing and evolving to meet the changing needs of families—so school system reform is an ongoing process of adapting to the community's needs.

Students do not succeed in a vacuum. They succeed within families and communities that support their individual needs.

The ecological model is often drawn as a series of concentric circles.



At the center of this design we find students and, to some extent, families.

In the next ring we find the people outside the student's immediate family that are most interested in her success—extended family, teachers, guidance counselors, social workers, and administrators.

In the outer ring we find professional agencies and organizations involved with the student/ family, businesses, religious and civic groups, and others. These people are directly affected by school success but may not be actively involved in the school.

Tomorrow we will map all those layers in Antwan's world using an ecological tool called the ecomap. Antwan's ecomap will be used to identify the resources (at school, in his family, and in the community) in his life that can be used for his success.

The SSCM is designed with each of these layers in mind. We believe that those of you here today—united by a common vision of school success, working from a shared set of principles and values, and accountable for agreed-upon results, will be the catalyst for change in your school community. We encourage you to look at your attitudes and beliefs, your practice, your strengths (and needs), and your resources, and to identify specific actions you can take to bring about positive change.

- Cover the information listed below as a brief lecture. On the transparency *The School Success Case Method* point out the following steps as you move around the wheel.

STEP 1

BEGINNING A CONVERSATION FOR SUCCESS

Focus: The Individual

The School Success Case Method begins when the family specialist joins with and engages the student in a partnership for school success. The tone set by the family specialist in this initial session (during which the specialist may review the SSP summary profile with the student) is critical. Use of respectful language and a clear expression that the family specialist believes that the student is capable of success, and that the specialist *expects* the student to succeed, will help establish a positive rapport with the student.

This morning, for example, we already focused on Step One of the method. The activity you participated in around applying the Seven Principles of Success to our work together over the next two days is an example of using respect to establish the expectation of success. By setting norms, we set the tone for a respectful training session, with the expectation that we will all benefit from our work together. The activity allowed us to engage in the training and join with each other in a positive way. We began by recognizing that we all have strengths and expertise that we respect in each other. It is critical that we approach students and their families in that same manner.

You will find ways to adapt this approach in your work with individuals and groups. In this case, what you do is not as important as *how* you do it. Use the Principles of Success to inform your work by posting them and/or discussing them with the individuals with whom you work.

Step 2

COMPREHENSIVE SUCCESS ASSESSMENT

Focus: The Individual

The initial referral information—frequently a problem-oriented complaint or finding—and the SSP summary findings provide a basis for engaging the student and performing a preliminary screening, the results of which point to next steps in the success case method. If the initial presenting information in the referral or the SSP suggests an emergency intervention is needed (e.g., to a mental health or social service agency), the school success partnership for this individual is placed temporarily on hold as the student is referred to an appropriate provider.

Step 3

SETTING GOALS FOR SUCCESS

Focus: The Individual and Family

In this part of the SSCM the family specialist and the student identify the student's present strengths and past successes, as well as barriers and risks to school success, using the SSP as a starting point. Provisions are also made to bring other voices, beginning with the family, to the table. All voices and perspectives are important in the team-based assessment and intervention plan.

This assessment helps identify what is currently working in a student's life. It also tells us what doesn't work and helps us explore ways current strengths and successes might be used to overcome these barriers. Once we have identified a student's strengths and needs, it is time to set goals and develop success-focused intervention partnerships with the resources in the student's life. The goals and proposed interventions stem directly from the strengths and successes identified in the checklist for success. In this manner the goals and intervention partnerships build directly on lessons learned from past personal successes and experiences and on the successes and experiences of others.

Step 4

PLANNING FOR SUCCESS

Focus: The Individual, Family, and Community

The SSCM incorporates many different parts of a planning process for success. Besides the SSP and preliminary goal setting the SSCM uses the *SSP Intervention Planning and Monitoring Form* as an opportunity for the family specialist and the student (and also other student supporters) to identify the goals, the interventions, and the resources the student will need

to be successful. The pieces of the SSCM planning process fit together like the pieces of a puzzle.

Step 5

USING A TEAM APPROACH TO STUDENT SUCCESS

Focus: The Individual, Family, and Community

For a student to be successful it is critical for the perspectives of all those who have a stake in his future to be heard. The concept of “making room at the table” means that those voices of the student, the student’s family members, and his neighborhood and community supporters must be “at the table” when goals are set and plans are made. Using this team approach with the participation of everyone who can give support improves the chances of success. The ecomap, which we will practice during this course, is a way to identify all those who need to be a part of the student’s support system.

Step 6

SELF-EVALUATION

Focus: The Individual, Family, and Community

Self-evaluation is an approach to social change that assumes that when all parties have a hand in the evaluation, students, families, schools, and communities are more likely to own the results, learn, and change. The SSP and SSCM share in that philosophy. The SSCM recommends that teams be formed to ensure that all stakeholders have a part in evaluating what else can be done by the school, the family, and the community to ensure student success.

Lunch

Time: 75 minutes (11:45 A.M.-1:15 P.M.)

- Provide directions to restaurants. Emphasize that the afternoon session begins at 1:15 P.M.

Step 2: Comprehensive Success Assessment

“Screening for Possibilities, not Problems”

Time: 30 minutes (1:15-1:45 P.M.)

Purpose

- Establish the theory of change that underlies both the SSP and the School Success Case Method.
- Further establish a theoretical foundation and set of assumptions for the School Success Case Method.
- Present the School Success Case Method as a student-, family-, and community-centered process.

Materials

- Participant pages: “Theory of Change and the School Success Case Method,” “Two Ways to Think About School Success”
- Transparency: *Theory of Change and the School Success Case Method*

1. More Gardener than Mechanic: The Theory Behind the SSCM

Directions

- Refer participants to the page in their workbooks, “**Theory of Change Behind the School Success Case Method**” and display the transparency of the same name.

This morning, we talked about Step One in the SSCM "Beginning a Conversation for Success" by reviewing and discussing the Seven Principles for Success.

This afternoon, we are going to look at possible approaches to the second step of the SSCM, which involves "screening for possibilities." As we mentioned earlier, how we screen information will affect the actions we take. We are going to use a metaphor to further explore the screening process.

Practitioners of the SSCM are more like gardeners than mechanics. In using this metaphor we draw from the work of Peter Senge and others. Mechanics employ analytic skills to identify the problem with the individual, family, school, or community. Mechanics focus on what is not working. For example, school mechanics frequently identify the problem at one level as a “failing student” or a “failing school.” They label students as failing and

seek to “fix” them with isolating, categorical approaches—for example, disciplinary consequences, problem-based counseling, and remediation. Once they have exhausted this approach they place the student back into the same environment to see if the child will sink or swim.

Family Specialist as Mechanic



In contrast, school gardeners work with the student in the student’s larger environmental context. They look to the student to identify signs of life and vitality. They take an inside/outside approach to assessing and working with the student.

Gardeners look inside of students, at their self-concepts and physical and psychological well-being, and outside of students, at their relationships with others in the school, family, and community. By identifying these signs of life, these bits of green within the student and their overlapping relationships with others, the gardener seeks to “grow and nourish” these strengths. Gardeners understand that past successes and relationships, though often overlooked, are still present. They may be hidden and perhaps diminished, but they are there.

Family Specialist as Gardener



Nourishing pockets of strength and success within the whole environment helps the student thrive and succeed. In this manner the gardener crowds out and replaces barriers such as limiting values and assumptions, difficult relationships, and low expectations for success. In their place the gardener nourishes relationships that work and acknowledges and celebrates success. The gardener facilitates growth.

2. Moving to a Success Orientation

- Refer participants to the page, “Two Ways to Think About School Success.”

A. Problems vs. Successes

The SSCM draws on the perspective outlined in the previous metaphor of the family specialist as gardener.

- Display the transparency, *Two Ways to Think About School Success*.

This figure captures two very different sets of assumptions about how school success is achieved and how schools could and should operate.

In the traditional school model, students who come to the attention of the school because of low test scores or poor attendance receive assessments that categorize their various needs and problems—their deficits. In the school success model, students who come to the attention of the school are assessed for the strengths and possibilities as well risks to school success so those strengths can be used to overcome difficulties and problems they may be experiencing.

In response to perceived problems, traditional schools craft solutions in terms of inputs such as student-teacher ratios, per pupil expenditures, and special needs programs. They tend not to focus on successful outcomes such as end-of-the-year subject proficiency, graduation rates, and self-governing students. Relationships in traditional schools are characterized more by administrative control and compliance than collaboration and partnership. Ownership of results lies with the school and its affiliated programs rather than in shared partnerships with students, their families, and the community. Finally, in traditional school models the process emphasizes stability and efficiency rather than adaptive learning in pursuit of a common vision.

Two Ways to Think About School Success

	Problem Focus	Success Focus
Students	Needs and Problems	Possibilities and Strengths
Results	Solutions and Interventions	Proficiency and Graduation
Relationships	Administrative Control	Partnerships
Ownership	Schools and School Programs	Shared with Families and Community
Process	Fixed and Efficient	Adaptive and Effective

Antwan Meets the Family Specialist

Time: 30 minutes (1:45 – 2:15 P.M.)

Purpose

- Demonstrate the role of beliefs in shaping our worldview and in our behavior towards students, their families, schools, and the community.
- Demonstrate how language shapes our sense of possibilities.
- Create a language of success for working with students and their families.

Materials

- Participant pages: "Feelings and Assumptions," "Challenging our Assumptions"
- Flip chart prepared in advance for integrating participants' ideas about Karen and Antwan's inferences and observations about each other.

Directions

Having a conversation for success means paying careful attention to what we say. By paying close attention to the beliefs and assumptions behind our language we can use communication techniques and strategies to shift thoughts and behaviors.

It is important to remember that a conversation for success is informed by whether we believe students who are our clients can be successful in the future or have been successful in the past.

- Ask the participants to imagine a situation where 16-year-old Antwan Washington has been referred to you, the school's family specialist, for extensive absenteeism and truancy.

Karen Farwell is a 29-year-old white female with a Master's degree in social work. She is wearing a pair of nicely polished shoes, a casual suit with modest jewelry, and her hair is styled. Karen called Antwan into the office when she was informed that twice in the last three months the police have picked Antwan up for vagrancy. There is nothing on her desk except for folders, pens, a phone, and a computer. The only decoration in the room is a bulletin board with pamphlets for students about drug abuse, runaway hotlines, child abuse, and the importance of staying in school.

Antwan is a 16-year-old black male in his sophomore year in high school. He is wearing a baseball cap on his head and his pants are barely hanging from his slender hips, exposing a fair amount of his underwear. He walks in, tosses the note Karen sent requesting he come to the office across the desk

towards her, and slumps into the chair opposite Karen. Antwan glares briefly at Karen before focusing his attention on the bulletin board.

- Refer participants to the page in their notebooks, **“Feelings and Assumptions,”** which has two columns on it.
- Evenly assign each table one person: either Antwan or Karen, and ask them to write that person's name on the top of worksheet.
- Next, explain that they can all take notes on their discussion using the worksheet, but that one person should volunteer to record the group's answers to use when the groups report back to each other.
- Explain that in the following activity, each group will brainstorm a list of possible feelings and assumptions that Antwan or Karen might be experiencing. Then say:

For those of you in the role of Antwan, I want you to place yourself in his situation. Think about the family specialist sitting across the table from you and what you would think of her (assume about her) and how you would feel in the situation.

What do you see in this woman?

What are your thoughts about her at this particular point in time?

How do you feel going into this meeting?

For those of you in the role of Karen, I want you to place yourself in her situation. Think about the African American young man sitting across from you and what you would think of him (assume about him) and how you would feel in the situation.

What do you see in this young man?

What are your thoughts about him at this particular point in time?

How do you feel going into this meeting?

- After ten minutes, ask for examples from the "Antwan" groups about assumptions and feelings that they might have. Then ask for examples from the "Karen" groups.
- As the groups report out, take note of interesting similarities and/or differences. For example:
 - "Both felt nervous at the start of the meeting."
 - "It didn't occur to Antwan/Karen that the other person might also feel nervous at the start of the meeting."
- Make the learning point:

We begin a conversation before we ever open our mouths. We make assumptions about people based on how they dress, their body language, their tone of voice, that are based entirely on our own "filters" (the experiences we have had, what we have been exposed to, etc).

For example, today I am wearing [whatever kind of shoe you are wearing]. What are some reasons I might be wearing this shoe?

- Pause and allow the group to generate some answers such as: because it matches your outfit, because it's comfortable, because it makes you taller, because it looks professional, because you left your suitcase at home and this was all you could find at the mall last night that fit?
- Then give your "real" reason for wearing the shoe (whatever your real reason is), and say:

Even though there was a real reason for me wearing this shoe, all of the possible answers you gave were possible, and you had good reasons for your guesses.

It is important that we think about our feelings and assumptions (our "guesses") when we strive to join with and engage someone, because if we don't, the first impression of each other will be inaccurate. The key to successful joining and engagement is knowing that there are limits to our impressions of others and challenging our own assumptions.

- Refer participants to the page "**Challenging our Assumptions**" and give participants a few minutes to read what is there. After people have had a moment to look it over, ask:

What are some ways that Karen could engage and join with Antwan that might uncover these truths?

Possible answers:

- Talk about herself ("I'm really dressed up today because I had a meeting with the principal earlier, usually I like a more relaxed style.")
- Explain the purpose of the meeting ("I have some concerns about the school you have been missing and I I'd like to talk about that today.")
- Ask Antwan some questions. ("Tell me about the class you were just in." "How did you get to school today?")

It is not as important what exactly Karen says, as much as how she says it, the tone she uses, her body language, her genuine interest in Antwan. The tone Karen sets in joining with Antwan will impact whether he trusts her, and how well they work together. After break, we will look at the next step in building trust.

Break

Time: 15 minutes (2:15 – 2:30 p.m.)

Reframing

Time: 30 minutes (2:30 – 3:00 P.M.)

Purpose

- Emphasize the importance of building trust to demonstrate support.
- Demonstrate reframing, a skill and technique for building trust.
- Practice reframing with an actual student case.

Materials

- Participant page: “Reframing Worksheet”

Background for Facilitators

Reframing is an alternative, positive interpretation of troublesome behavior. It suggests a new and different way of behaving, freeing the client to alter behavior and make changes while “saving face.”

When reframing, anger can be presented as intense caring, fighting as a sign of independence, secretive behavior as a need for privacy, and unreasonable expectations as high standards (Berg, 1994).

Steps Toward Reframing

- Think about your current interpretation of the client's troublesome behavior
- Train yourself to think of a number of alternative interpretations of the same behavior.
- Pick the one interpretation that seems most plausible and most fitting the client's way of acting and thinking.
- Formulate a sentence in your mind that describes a new positive interpretation (Berg, 1994).
- Give the client feedback based on your reframed interpretation (Berg, 1994).
- The client's reaction will let you know whether your reframing "fits." A good fit will bring a visible change in the client. Sometimes, they look stunned, shocked, amused, start to laugh, or get an "Ah-Ha" look on their faces. When you see any of these, you have found a good fit (Berg, 1994).

Directions

Reframing is an effective technique for establishing trust during a conversation for success. Reframing helps ensure that our inferences and assumptions with respect to students and their situations lead us to solutions that will produce the outcomes we desire.

Reframing Enables Us To . . .

1. **Look Beyond Problems to Build Trust.** Students and their families often come to us wary, defensive, and angry. If change is to be possible, we must build trust. The best way to do this is to inquire about their hopes and aspirations rather than approaching them solely on the basis of their deficits and problems.
2. **Uncover Successes to Offset Problems.** Although the SSCM looks honestly at the problems experienced by students and their families, it calls on us to uncover, learn from, and build on present and past successes and strengths. This “detective work” is a strategy for offsetting and overcoming present problems and deficits.
3. **Make a Positive First Impression.** Reframing makes it possible for us to get off on the right foot with students and families, which can make it easier for us to see their assets and strengths. It also can help clients see the whole picture differently, making the real problems easier to face.
4. **Get the Most Out of the SSP.** The SSP gives us a topographical map of the student’s life and experiences. It identifies the peaks and the valleys, the assets and the risks that dot the student’s social landscape. It is also a street map with addresses for different questions we can ask to uncover strengths and past successes that broaden our appreciation of what is possible and how we might support the student.

Reframing Skills Practice

- Instruct the participants at each table to assign a timekeeper and a recorder. Explain that they will have 20 minutes for the following exercise. Then say:

At each of your tables, we are going to lead you through a reframing exercise. Using the reframing elements that follow, draw on the summary School Success Profile to fill in each step of this “ladder to success.”

Timekeepers, keep your groups on task. Recorders, capture the group’s responses and be prepared to report your group’s steps at the end of 20 minutes.

- Refer participants to the page in their notebooks, “**Reframing Worksheet**” Ask each table to complete the worksheet as a group, then ask for examples from the large group for each question on the worksheet.
- Possible answers are written in italics below, but not included in the participant pages.

Reframing Worksheet

1. You are Karen Farwell, the school's family specialist. Antwan has been referred to you for excessive absenteeism, declining grades, and run-ins with the police. What was your initial interpretation of his behavior when he walked in the office?

He has a problem with authority...he's a rebellious teenager who does not care about school.

2. Karen asks Antwan to recall a time when he felt really good about himself, his family, and his life. Make up Antwan's answer:

When I turned 13 my family had a birthday party for me—the whole family was there and everybody had a good time, I felt like I was king for a day.

3. Karen asks Antwan why he thinks it was a good experience. Make up Antwan's answer:

Because everyone was laughing and telling jokes and stories and teasing each other.

4. Think of a number of alternative interpretations of his troublesome behavior.

Maybe Antwan "has an attitude" because of something going on at home, maybe Antwan's family is disappointed in him, maybe he's having to work harder at home and it's affecting his school work, maybe he doesn't feel successful at school so he doesn't think it's important

5. Pick one interpretation that seems most plausible and most fitting Antwan's way of acting and thinking.

Something is going on at home that is affecting Antwan's attendance, etc.

6. Formulate a sentence that describes a new positive interpretation.

"I wonder if Antwan's family is under a pressure that I don't understand, which might be affecting Antwan's school performance."

7. Give Antwan feedback based on your reframed interpretation.

Antwan, when you first walked in, I could tell you were upset about being here by the way you tossed the note and sat down. Now that we have talked about your birthday, I really see a different side of you. I'm wondering if things are different at home now, compared to how they were on your 13th birthday?

8. Antwan's reaction will let you know whether or not your reframing "fits."

○ Say:

Reframing your thinking and interpretations of someone else's behavior is a skill that needs to be practiced. It is one of a series of skills that we will discuss that help to move our thinking away from a focus on problems (mechanic) to a focus on the solutions (gardener).

Solution-Focused Techniques

Time: 15 minutes (3:00 – 3:15 P.M.)

Purpose

- To share information about key solution-focused questions (miracle, scaling, what’s better, exception finding, coping, and recognizing past successes)

Materials

- Participant pages: “Using the Solution-Focused Interview,” “Key Solution-Focused Questions”

Directions

- Explain that this section focuses on other specific solution-focused skills, usually in the form of certain questions.
- Quote the article *Brief Intervention in Schools: The School Success Profile*:

“The use of the SSP is entirely consistent with the central values and assumptions of brief intervention. . . . An important aim of the SSP is to promote a dialogue between practitioners and students about areas of student strength and vulnerability and about potential intervention goals and strategies. Students are viewed as partners in the assessment and intervention process rather than as clients who need to change.”

- Refer to the pages “Using the Solution-focused Interview” and “Key Solution-focused Questions.” For your convenience, the information on these pages is repeated below:

Miracle Questions

Sometimes students have a hard time identifying past successes or exceptions. When there seem to be no past or present solutions to use for goal setting, future-oriented questions can be very helpful. In these questions, students are asked to envision a future without the problem and describe what it is like. These are called “fast-forward” or miracle questions. Here are two examples:

- Imagine that while you are sleeping, a miracle happens, and the miracle is that the concerns that brought us together are solved. But this miracle happens during the night, so you have no way of knowing this. So, when you wake up the next morning, you begin to notice little clues that let you know that things have changed. What little differences would you notice that would tell you that a miracle has happened?
- If I pulled out a magic wand and were able to perform magic on your situation, what will be happening that is different from before?

Since many students have never entertained the idea of a future without the problem, this can be a very useful exercise. By describing the future without the problem, the student also describes the solution.

Then we simply assume that the problem has been resolved and the family specialist asks about all the changes that will happen. For example, we might ask:

- “How will your life be different?”
- “Who will be the first to notice?”
- “How will you respond?”
- “What will he do or say?”

Basically, we are asking students to fantasize about their future in a specific and positive way. This gives us material for setting goals.

(O’Hanlon & Weiner-Davis, 1989, p. 106)

Exploring Coping Mechanisms already being used by the Student/ Student Strengths

It is not unusual for family specialists to encounter students who have experienced extremely difficult times and situations. It is easy to understand why these students often feel depressed and hopeless. By exploring coping mechanisms, such students get in touch with their own resources and strengths.

(Berg, 1994, p. 115)

Past Successes

It can be very helpful to ask students about their past successes. It enhances the student’s self-esteem to remember there was a period in their life when they were more successful, sometimes even quite successful. In addition, remembering what worked in the past recalls skills and solutions that can be used in the present. For example:

Family Specialist:

“Two years ago, in the eighth grade, you had you had pretty good grades all year. What did you do to make that happen?”

It would have been easy to emphasize last year when his grades were not as good, and what happened then. But the family specialist is focusing on Antwan’s successes in order to remind him that he is capable of having

success in school and to begin helping him to think about how he can have that success again.

(Berg, 1994, p. 86)

The “What’s Better” Technique

This is not a distinct set of questions. Rather, it is an approach to beginning later sessions by continuing the work of building solutions and uncovering strengths. For example, you begin a subsequent meeting by asking, “So what’s been happening in your life that is better?” Exploring the “what’s better” is the same as looking for exceptions. This is helpful in assessing the effectiveness of previous intervention efforts and in getting students to verbalize the changes they have made. If they can verbalize the change then they are more likely to maintain the change.

Scaling Questions

These are questions that use a number system to capture, from the client’s perspective, where he stands in regards to certain feelings, behaviors, etc. Scaling questions help assess where the student is and also serve as a measure of the effectiveness of intervention efforts. For example, you may say: “On a scale of one to five, with one being the worst day and five being the best day, what was today like?” Or you may ask, “What was it like when you didn’t have to worry about failing your classes?”

Exceptions to the Problem

No matter how chronic or large problems might seem, there are always times when, for whatever reasons, they do not occur. These are exceptions to the problem, and students can learn a lot by exploring them. Examining what is different when the problem is not present can unearth solutions.

Sometimes problematic behaviors happen only within a certain context—only with a certain teacher, only on certain days, only at school. It is helpful to find out in what context the person does not have the problem, since the student can learn to transfer the skills he uses successfully in one setting to another.

When students recognize exceptions, they can give themselves credit for their own success. In the process of explaining a past success to the family specialist, it becomes more and more clear to the student that they did

something to create an exception to the problem. Individuals can own their success. It is easier to own up to failures when we can own up to successes first. It also means that we can repeat the successful.

Solution-Focused Demonstration

Time: 40 minutes (3:15 – 3:55 P.M.)

In this section you must make a choice about whether to use audiotapes or a videotape—see options one and two below. Base your decision on the amount of time available and the points you wish to emphasize. To ensure you make the correct choice, familiarize yourself with the materials prior to the start of the training.

Purpose

- Showcase the solution-focused model of interviewing and practice, which draws on many of the same principles and beliefs as the School Success Case Method and the SSP.
- Provide participants with an opportunity to use the principles of the School Success Case Method to critique the application of solution-focused techniques.
- Provide participants with an opportunity to make suggestions for improving the interview format and approach.

Materials

- Flip chart
- Participant page: “Conversation for Success: A Shared Vision”
AND EITHER
- Video, *Interviewing for Solutions* (see master materials list at start of curriculum for ordering information) and TV/VCR
OR
- Audiotapes *Solution-Focused Methods for School Problems* with Ron Kral (see master materials list at start of curriculum for ordering information) and/or *Making a Difference with Adolescents* (see master materials list at start of curriculum for ordering information) and tape player

Option 1: The Video *Interviewing for Solutions*

- The videotape “Interviewing for Solutions” has 22 “clips” of interviews with various types of clients. The clients are not adolescent students, but the solution-focused techniques and questions highlighted in each clip are easily transferable to that client population. We would recommend the use of some or all of the following clips, each of which are a few minutes long.

Clip 1 Demonstrates a first interview. Includes techniques such as telling the client what to expect in the interview, how to paraphrase what the client has identified as his problem, how to identify past successes, how to listen for what’s important to the client and summarize those things, and how to give the client a direct compliment.

- Clip 2 Demonstrates how to ask the miracle question.
- Clip 3 How to help the client move toward a solution by exploring what it going to take for this miracle to occur.
- Clip 6 How to explore with a client what’s going better for him, and how to do more of it.
- Clip 7 How to ask the scaling questions.
- Clip 8 Working with an involuntary client
- Clip 9 Getting the client’s understanding of his situation.
- Clip 12 Scaling the client’s motivation and confidence.

Directions for Use of Video

- Cue video.
- Tell participants about the material they are about to see and what techniques and solution-focused questions to look for.
- Play video.
- Afterward, have them respond to the following questions:
 - **What strengths are demonstrated in this interviewing and practice approach?**
 - **How might these strengths be transferred to working with students for school success?**
- Break the participants up into dyads. Refer the pairs to the participant page, “**Conversation for Success: A Shared Vision**” in which Karen asks Antwan “Exceptions to the Problems” questions. Ask them to read the script silently and then discuss the following question with each other:

What are your recommendations for improving the interviewing and interaction between the family specialist and Antwan using other solution-focused questions?
- Record participants’ findings on a flip chart.
- Summarize their recommendations with your comments.

Option 2: The Audiotapes

- The two audiotapes of *Solution-Focused Methods for School Problems* describe Ron Kral’s 5-D Model for working with children with school problems. He presents an outline for a useful 15-minute interview with a student. The entire B-side of Tape Two—a discussion and demonstration of using scaling questions with a student—is particularly helpful for this training.

- Another useful resource is the audiotope *Making a Difference with Adolescents*. This is a conversation between Insoo Kim Berg and Cynthia Hansen, a therapist gifted at working with adolescents. It includes good suggestions about how to get started, and how to deal with their “I don’t knows” and disgusted expressions.
- The training facilitator can make the decision to use parts of these tapes in other activities during the two days of training if there is time and a fit with the learning goals of that activity.

Directions for Use of Audiotapes

- Cue audiotope.
- Tell participants about the material they are about to hear and what techniques and solution-focused questions to look for.
- Play audio.
- Afterward, have them respond to the following questions:
 - **What strengths are demonstrated in this interviewing and practice approach?**
 - **How might these strengths be transferred to working with students for school success?**
- Break the participants up into dyads. Refer the pairs to the participant page, “**Conversation for Success: A Shared Vision**” in which Karen asks Antwan “Exceptions to the Problems” questions. Ask them to read the script silently and then discuss the following question with each other:

What are your recommendations for improving the interviewing and interaction between the family specialist and Antwan using other solution-focused questions?
- Record participants’ findings on a flip chart.
- Summarize their recommendations with your comments.

Closing

Time: 5 minutes (3:55 – 4:00 P.M.)

Please take this section seriously each day. Research on adult learning shows that reviewing material, individual action planning, and providing feedback on the learning experience all lead to greater retention and use of new knowledge and skills. Additionally, making use of participant feedback, when possible and appropriate, models both respect and sharing power.

Materials

- Participant page, “Ideas for Action Worksheet 1”

Directions

- Briefly review the content of this day of training.
- Refer participants to the participant page, “**Ideas for Action Worksheet 1.**”
- Ask participants to spend five minutes in silent reflection as they complete the worksheet. Tell them this is just for their own use and will not be collected.
- Remind participants that we value their feedback on a daily basis and will take a few minutes for “Pluses and Wishes.”
- Invite them to share a “Plus” (something they found positive about this day) or a “Wish” (something they want more or less of or something they would like that wasn’t included).
- Thank them for their feedback.
- Tell participants you look forward to seeing them for day two, tomorrow morning.

Day Two

Review and Overview..... 8:30 – 8:45 A.M.

Step Three: Setting Goals for Success..... 8:45 – 10:00 A.M.

Break

10:00 – 10:15 A.M.

Step Four: Planning for Success 10:15 – 11:15 A.M.

Step Five: Using a Team Approach to
Student Success..... 11:15 – 11:45 A.M.

Lunch

11:45 A.M. – 1:00 P.M.

Application: The Intervention Planning
and Monitoring Form..... 1:00 – 2:15 P.M.

Break

2:15 – 2:30 P.M.

Application *continued*..... 2:30 – 3:00 P.M.

Step Six: Self-Evaluation 3:00 – 3:45 P.M.

Closing/Next Steps..... 3:45 – 4:00 P.M.

Review and Overview

Time: 15 minutes (8:30–8:45 A.M.)

Purpose

- Affirm that the SSCM is a learning process where one step builds on another.

Materials

- Participant Page: “Day 2 Agenda”
- Transparency: *Day 2 Agenda*

Directions

- Welcome participants back. Remind them where the bathrooms are, when breaks will be taken, and of other important logistics.
- Display the transparency, *Day 2 Agenda*. Refer to the page “**Day 2 Agenda**” in their workbooks. Say:

Yesterday we reviewed the principles and theory of change for school success as they pertain to the SSP and the SSCM. We began the process of creating a bridge between the findings of the SSP and the SSCM in the story of Antwan, and we addressed the importance of language and beliefs for joining and engaging students and their families in a conversation for success.

Today we continue our work with Antwan. We will focus on core knowledge and skill development for each step in the method. This morning we will provide you with a more complete story for Antwan.

As the day progresses and you move through the steps of the SSCM, Antwan’s story will become richer, his strengths and past success will be identified, partnerships for school success will be supported and created anew, and progress will be measured.

Day 2 Agenda	
Review and Overview	
<u>Step 3:</u>	Setting Goals for Success
<u>Step 4:</u>	Planning for Success
<u>Step 5:</u>	Using a Team Approach to Student Success
<u>Step 6:</u>	Self-Evaluation
Closing/Next Steps	

Step Three: Setting Goals for Success

Time: 75 minutes (8:45–10:00 A.M.)

Purpose

- Gain the knowledge and skills needed to set goals for school success, in preparation for completing the *Intervention Planning and Monitoring* form.
- Practice completing the *Intervention Planning and Monitoring Process*.
- Gain the knowledge and skills needed to coach students on to school success

Materials/Advance Work

- Prepare flip charts for group work

Introduction

The SSCM takes a slightly different tack from traditional methods in thinking about case planning with students and their families. It sees the planning process as an evolving, inclusive dialogue. It is about creating a conversation for change that is itself an intervention.

Traditional notions of case planning are characterized by the discrete stages of intake, assessment, goal setting, and intervention. This tends to exaggerate the linear qualities of change, the separateness of the stages, and the control professionals have over the change process.

In reality planning and social intervention for school success is a dynamic process of thinking and acting together. It is characterized more by unpredictable looping feedback cycles than by neat, tidy linear paths. The work of the first couple of sessions between the family specialist, the student, his family, and perhaps a few key other resources addresses several of the SSCM steps.

The first two steps—joining and assessment—were addressed earlier. This current section addresses goal formation.

Goal Formation

Purpose

- Teach three rules for constructing goals.
- Identify the criteria for well-articulated goal statements.

- Appreciate the four levels of goal statement within the school success environment—individual, family, school, and community goals.

Materials

- Participant pages: “Intervention Philosophy and Goal Statements,” “Skills Practice: Writing Goal Statements for Antwan”
- Overheads: *Intervention Philosophy, Criteria for Goal Statements*

Directions

- Refer to the top of the participant page, “**Intervention Philosophy and Goal Statements**” and say:

In thinking about establishing goals with the student and his family, it is useful to apply the philosophy of solution-focused practice, which holds:

Intervention Philosophy
<p>If it ain't broke, don't fix it.</p> <p>Once you know what works, do more of it.</p> <p>If it doesn't work, don't do it again; do something different instead.</p> <p>—DeJong and Berg, 2002</p>

With this general philosophy in mind, let us review the more specific guidelines we employ in creating goals in conjunction with the School Success Case Method. Those guidelines include specific criteria for writing goal statements and the various levels at which goal statements can be devised. We will then practice writing goal statements that seek to improve school success outcomes for Antwan.

- Refer to the bottom half of the participant page, “**Intervention Philosophy and Goal Statements**” and review, using the following as a guide.

Criteria for Goal Statements

Goal statements should be developed in partnership with students, their families, and all other parties who have a stake and contribution to make to school success. Criteria for goal statements include the following:

1. Who or what will change (the student, family, school and/or community)?
2. In what way are they expected to change?
3. How much change is expected?

4. Under what conditions will the change take place?
5. In what time frame should the change be observable?

(Altman, 1979; Rothman, 1991)

Levels of Goal Statement

Goals that contribute to school success can address contributions made at different levels or scale points. For example, goal statements may address changes and/or contributions to school success on the part of a student, her family, various elements of the educational system, and/or the community.

Levels of Goal Statement
1. Student
2. Family
3. School
4. Neighborhood/Community

- Assign each table one of the four *Levels of Goal Statement* listed above.
- Instruct each group to complete the worksheet “**Skills Practice: Writing Goal Statements for Antwan.**” from the perspective of the person/group assigned to their table. For example:
 - (1) What goals might Antwan have?
 - (2) What goals might Antwan's family have for him?
 - (3) What might the family specialist and administrators want for Antwan?
 - (4) What might the members of Antwan's neighborhood/community want for him?
- Ask the participants to tell one of their goals they chose. Ask how that goal was different, if it was different, from the goals they thought that others had for him. Ask each group what were the common goals that everyone had for Antwan, and how do they compliment each other. Ask them to talk about how all the different goals can be achieved for Antwan.

Break

Time: 15 minutes (10:00 – 10:15 A.M.)

Step Four: Planning for Success

Time: 60 minutes (10:15-11:15 A.M.)

Purpose

- Highlight, through the SSP, the importance of acknowledging the “expertise” and perspective of the student about his or her own circumstances.
- Underscore the importance of “making room at the table” for the perspective of the student, his family, and others from the community.
- Develop skills for mapping individual, family, school, and community relationships and their present and future contribution to partnerships for school success.
- Gain knowledge and skills in employing an ecomap to assess family, school, and community relationships, assets, and risks to school success.
- Gain knowledge about the resources the student has to meet his goals for success.

Mapping the Student’s Family, Community, and School Relationships

Time: 60 minutes

Materials

- Participant pages: “Sample Ecomap,” “Ecomaps,” “School Success Profile for Antwan,” “Antwan’s Family”
- Flip chart paper, pencils for each participant

Background on Ecomaps

- Refer participants to the page “**Sample Ecomap**” and deliver a presentation about ecomaps based on the following:

The ecomap is a useful tool for mapping the student’s relationships and degree of connectedness with his family, community, and social supports. One can use a ready-made map with preset circles, or one can use a blank piece of paper to draw a pictorial representation of the student’s social support world.

Ecomaps can be made a number of ways. For example, the student and/or her family can draw her ecomap and tell the story behind it. Or, the family specialist can draw the ecomap as the student describes his environment. Either method elicits important information and insights. Different types of lines (solid, dotted, hatched) and the closeness of elements in this world can capture the nature of the current and/or potential relationship between the

student and family, friends, neighbors; involvements in cultural and recreational activities; and connection with work, church, and health or human service agencies.

The ecomap can be used as a tool in a conversation for success at any point in the family specialist's relationship with the student. It can be used in the first interview with the student if it seems that the joining and engagement task has been successful, and enough trust has been achieved. However, it is likely that more information will be forthcoming from the student in later conversations. If the family is involved in the conversations and planning then it can be a useful way for the family to identify resources for the student's success.

One valuable way for practitioners to use this tool with a student or with a family is to revisit the map periodically to check whether any of the lines that were tenuous, stressful, interrupted, or broken have been strengthened. "Checking in" with the ecomap is a good way to determine if the intervention plan is working. You may wish to draw the lines in pencil so that tenuous or stressful lines can be erased and redrawn as strong lines, if that change occurs. Ecomaps are a very concrete way to show progress. They also can be fun.

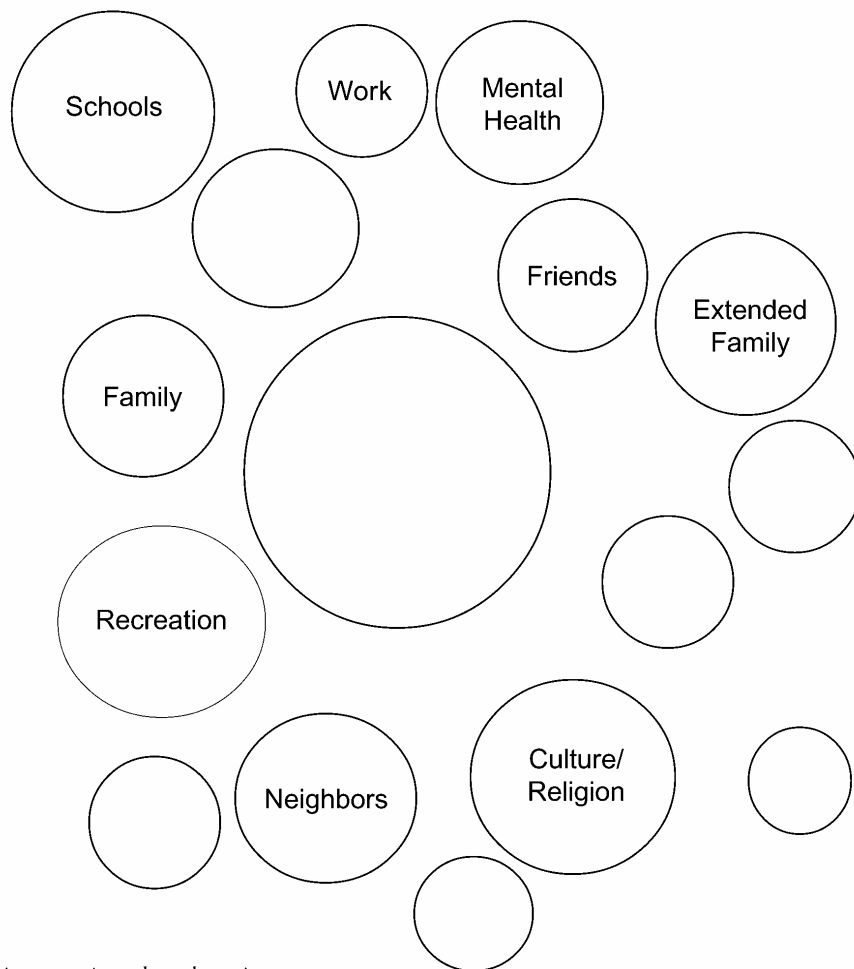
The Ecomap Can . . .

1. Identify members of the household and extended family and the nature of the student's relationships and social supports.
2. Identify other people and support systems in the student/family's social environment and the nature of their relationship with those supports.
3. Identify past, present, and potential sources of social support.
4. Identify the student's positive exchanges with her environment as well as gaps in that support that can help weave a web of relationships and supports.
5. Serve as a benchmark for current relationships and as an indicator for future successes.

Sample Ecomap

Eco-Map

Name: _____ Date: _____



Fill in connections where they exist.
Indicate nature of connections with a descriptive word or by drawing different kinds of lines:
— for strong; ■■■■ for tenuous; +++++ for stressful; -||- interrupted or broken tie.
Draw arrows along lines to signify flow of energy, resources, etc. --> --> -->
Identify significant people and fill in empty circles as needed.

Instructions for Creating an Ecomap

- Ask the student and/or family and significant others in the student's environment to help put together a map of the important relationships and supports the student has for school success.
- Start with the student's household in the center largest circle. Deceased members, with an X to indicate that they are gone, can be mapped at the edge of the circle that represents the household. Ask the student about parents, siblings, grandparents, and other relatives such as aunts, uncles or cousins. Write their names in the center circle if they live with the student, and write their names in other circles if they do not. Ask the student to describe his relationship with relatives and pay attention to how close they are to him (how much he sees them as a resource to him) and put them in close or farther circles accordingly.

- Let the student see what you are writing, and encourage him to change the picture of his family and his world if it's not looking accurate.
- Ask the student if there are any nonrelatives who are very important to him—who are “like family.” Place these people on the drawing and gather pertinent information as with others.
- Next, those environmental systems that affect the student/family's life are identified. Arrows can be drawn along the connecting lines to indicate the direction of the flow of resources, energy, or interest. Connections can be drawn to the family circle as a whole, or to individual family members, as appropriate. Make sure that the student indicates if those lines are strong, are weak, are stressful, or are broken.
- Identify the successes and strengths in the student's social network that contribute to school success.
- Identify where the student and/or family and other supporters might explore for additional support and partnerships.

Putting Together an Ecomap

- Provide participants with flip chart paper and pencils.
- Refer participants to the pages in their notebooks containing “**Ecomap**,” “**School Success Profile for Antwan**,” and “**Antwan's Family**.”
- Assign each table the responsibility for creating an ecomap for the family's relationships, assets, and risks, as well as school and community relationships.
- At each table assign the following roles:
 - Karen Farwell, family specialist
 - Antwan Washington, student
 - Gloria Washington, Antwan's mother
 - John Washington, Antwan's father
 - Al Cook, Antwan's former drama teacher
 - LaTonya Stewart, Antwan's current home room and English teacher
 - Vanessa Wright, parent educator from the neighborhood family resource center
 - His grandparents, Marvin Alston and June Alston.
- Ask the participants to draw on and be familiar with the findings in the SSP and the written family study about Antwan and his family they have just been given.
- Instruct each table to discuss and create the ecomap for the student's family, school, and community.

Allow yourself ten minutes to provide instructions for the group exercise, 30 minutes for participants to complete the exercise, 20 minutes for them to report out the findings to the group as a whole, and 10 minutes to identify who else needs to be brought to the table.

Reporting Out Family and Community Relationships

- Ask each table to give a report about its ecomap. Reporters should describe how the maps:
 - (1) Mirror findings from the School Success Profile for Antwan, his family, and community, and
 - (2) Add texture and appreciation to the unfolding story behind Antwan's struggle for school success.

Section Summary

The findings from both these exercises—writing goal statements and creating ecomaps—provide Antwan, his family, and the family specialist with a basis for considering who else and what other perspectives need to be brought into the assessment process.

Step Five: Using a Team Approach to Student Success

Time: 30 minutes (11:15– 11:45 A.M.)

Having developed a deeper appreciation of student, family, and community relationships, their strengths and successes, and those areas yet to be strengthened and made successful, it is now time to consider “making room at the table” for new voices and perspectives.

The goal is to broaden the assessment process and build a foundation for a fuller understanding of what works with this student and family.

Family Assessment

Purpose

- Identify additional student/family strengths, talents, and perspectives that should be used in the ongoing change effort.
- Identify additional school and community strengths, talents, and perspectives that should be used in the ongoing change effort.
- Identify relationships that need to be strengthened and relationships that need to be forged for school success.

Directions

The concept—*making room at the table*—is drawn from the work of Family Support America, a national organization committed to the principles of family support and family empowerment. Embodied in this concept is the assumption that school success depends on the acknowledged interdependence between the student, her family, and her school and community.

To fully capture, strengthen, and rebuild this web of interdependence, the journey for school success must reflect the shared values, perspectives, talents, and commitments of all parties.

- Ask participants to answer, in a round-robin fashion, the following question:

Who should be brought into the process to help Antwan succeed at school?

- Record on a flip chart the names of the parties to be added to the planning process for Antwan (e.g., specific family members, neighbors who care, community leaders—possibly from the neighborhood family resource center).
- Recap the discussions of the morning, emphasizing that goal-setting, ecomapping, and getting the student’s family members to the table to help with the planning are all steps in

the SSCM, leading to planning interventions with the student and his family. Tell them that their afternoon's work will be focused on the *SSP Intervention Planning and Monitoring Form*.

Lunch

Time: 75 minutes (11:45 A.M. – 1:00 P.M.)

Application: Introduction to the *Intervention Planning and Monitoring Form*

Time: 120 minutes (1:00 – 3:00 P.M.)

Purpose

- Use an SSP Individual Profile, written goal statements, ecomap, and other family information to develop an intervention plan.
- Understand how to go through the intervention planning steps with a student while completing an *Intervention Planning and Monitoring Form*.

Materials

- Participant pages: “Using SSP Results for Intervention Planning,” “Antwan’s SSP Individual Profile,” a blank “Intervention Planning and Monitoring Form”
- Appendix document: “Using SSP Results For Intervention Planning”

The facilitator should have studied the document “Using SSP Results For Intervention Planning” carefully before the training in order to be able to describe the use of the SSP Individual Profile to complete the Intervention Planning and Monitoring form with the student.

Directions

- Refer participants to the document “**Using SSP Results for Intervention Planning**” in their notebooks. Have them turn to the section “Sequence of Intervention Planning Steps” on page 5. Ask them to note the five steps listed on pages 5 through 7.
- Refer the group to the scores on the page in their notebooks, “**Antwan’s SSP Individual Profile.**”
- Lead a 5-minute discussion of the five steps using Antwan’s individual profile. Move through the descriptions of the five steps quickly to point out how the intervention planning process is identified in this section.
- Call their attention to Exhibit 1, “Selecting Effective and Attainable Goals” on page 6. Discuss the importance of writing goals in this way. Have them look at page 9 for examples of goal statements.
- Break them into six groups. Ask them to review and discuss the intervention planning steps in their groups. Explain that they will have 20 minutes for this discussion. Suggest that they use each other to brainstorm how they will approach the student about this process, and how they will explain it. Encourage them to practice saying out loud the exact words they will use with the student.

- When 20 minutes have elapsed, ask them to share with the large group their best ideas about approaching the student and how to explain the process and form.
- Next, ask them to look at “**Antwan’s SSP Individual Profile**” in their groups and begin to identify the dimensions they would focus on with Antwan, using the process described in steps (3b) and (3c). Have them complete Sections A and B on the **blank *Intervention Planning and Monitoring Form*** in their notebooks based on Antwan’s red, green, and yellow dimensions. Emphasize that identifying strengths as well as concerns gives the plan the resources to build on. Give them 15 minutes for this discussion.
- Process their lists in discussion with the whole group. What did they target? Point out the importance of the strengths as well as the concerns. Have them list the targeted areas on their own forms so they will have a complete picture of Antwan.

Break

Time: 15 minutes (2:15 – 2:30 P.M.)

- Give them 15 minutes to review the goal statements they wrote for Antwan earlier and compare them to the examples on pages 6 and 9. See if they contain all the components recommended on the sample form on page 9.
- Give each table flip chart paper and markers and ask them to identify a recorder and a reporter for their group.
- Ask each table to practice writing at least two “concern” statements, which they are to record under Section C of the form. Encourage them to draw on the information you have discussed in Sections A. and B. to write their statements. Explain that they will have 15 minutes for this task.
- Each group should write the best concern statement they develop on a flip chart page to share with the whole group.
- Have each reporter share their group’s best concern statement with the whole group. Encourage all participants to write down all the best concern statements on Section C of their forms so they will have a complete picture of Antwan.
- Have each group take their best concern statement and move through Sections D and E. Explain that they will have 30 minutes for this task. Tell them to be sure that their goal in Section D meets the criteria for a good goal statement.
- As they list their steps to accomplish their goals and responsible individuals, ask them to go back to their ecomaps and think about who was “at the table” as resources for Antwan.
- As they work, ask them to put their goals and steps on a flip chart page.
- Conclude by having each group quickly show their flip chart page and tell the entire group their goal statement and one of their steps and individuals to accomplish that goal.

Coaching for Success

Purpose

- Identify key elements of coaching for school success.
- Identify dialogue tips for effective coaching and identifying what to do when one is stuck.

Materials

- Participant pages: “The COACH Approach,” and “Dialogue for Success: Ongoing Coaching”

Directions

- Refer participants to pages “**The COACH Approach,**” and “**Dialogue for Success: Ongoing Coaching**” and say:

The role of a family specialist in working with a student and their family for greater school success is much like the role of a coach. Coaching is an art and collaborative process. It involves using the art of dialogue to uncover strengths and successes within the student, family and their environment. It involves forging partnerships first between the family specialist and student as well as other key players to contribute their strengths and talents to overcome barriers to greater school success.

The following approach to coaching draws on principles central to the School Success Case Method. Taken together they foster a mutual conversation for change that helps steer the student to greater school success.

- Review the above named pages with participants.

Step Six: Self-Evaluation

Time: 45 minutes (3:00–3:45 P.M.)

Purpose

- Establish the link between the SSCM and nested outcomes at the individual, family, school, and neighborhood levels.
- Distinguish between process outcomes, activities, and steps linked to school success, and school success itself.
- Demonstrate that the SSP represents useful process and outcome indicators for tracking the impact of social interventions.
- Establish the self-evaluation methodology as an approach to learning and continuous improvement compatible with the principles of the SSCM.
- Establish the link between student, family, school, and community beliefs and actions and the process of self-evaluation, decision-making, and change at each of those overlapping levels.

Materials

- Participants pages: “Shift from Evaluation to Self-Evaluation,” “School Success Case Method: Integrated Decision-Making Structure”

Direction

- Refer participants to the participant page, “**Shift from Evaluation to Self-Evaluation.**”
- Walk the participants through a discussion of the limitations of traditional approaches to evaluation and overview the assumptions behind self-evaluation.
- Establish the evaluation and decision sequence between self-evaluation processes and decision-making at the student and family levels and the school and community level.
- Establish the link between self-evaluation and decisions that change practice and policy, redirect resources, and support mid-course corrections and improvements.

Self-evaluation is an approach to social change that assumes that when all parties have a hand in the evaluation, students, families, schools and communities are more likely to own the results, learn, and change. The SSP and SSCM share in that philosophy.

Shift from Evaluation to Self-Evaluation

Self-evaluation approaches to school success seek to avoid:

1. Adversarial auditing approaches to school success that foster blame and create poor working relationships;
2. Detached approaches that seek to find simple “silver bullet” solutions to complex problems;
3. Untimely evaluation reports that fail to capture the factors that contribute to school success;

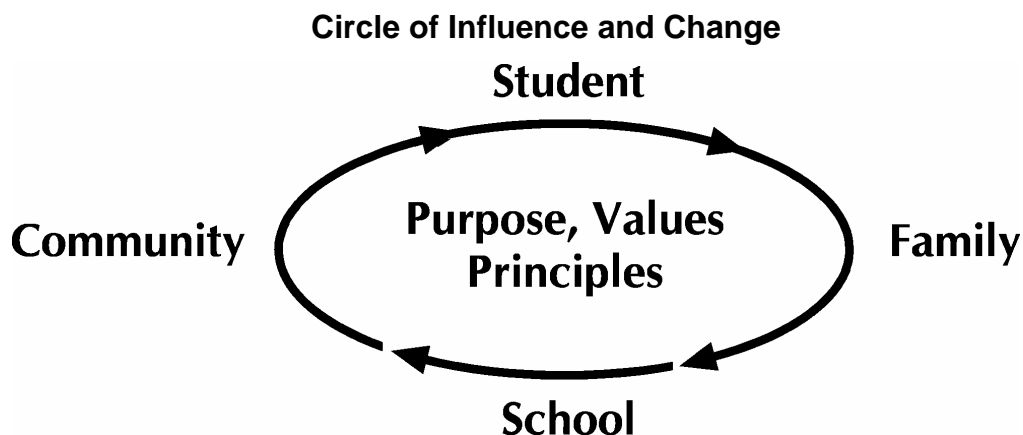
4. Problem- and deficit-based evaluations that focus on barriers to change and failed interventions; and
5. An over reliance on static, cross-sectional data that does not reflect the true nature of change.

Self-evaluation approaches to school success seek to underscore:

1. An approach to learning and change characterized by partnership and the pursuit of solutions;
2. A hands-on, participatory approach that seeks to identify the complex bundle of supports and services that yield school success;
3. Real time feedback and decision-making that results in mid-course corrections and redirection on both practice and policy;
4. Solution- and success-based approaches that point to what works and how to have more of it; and
5. A growing reliance on longitudinal data that underscores the dynamic, developmental quality of change and school success.

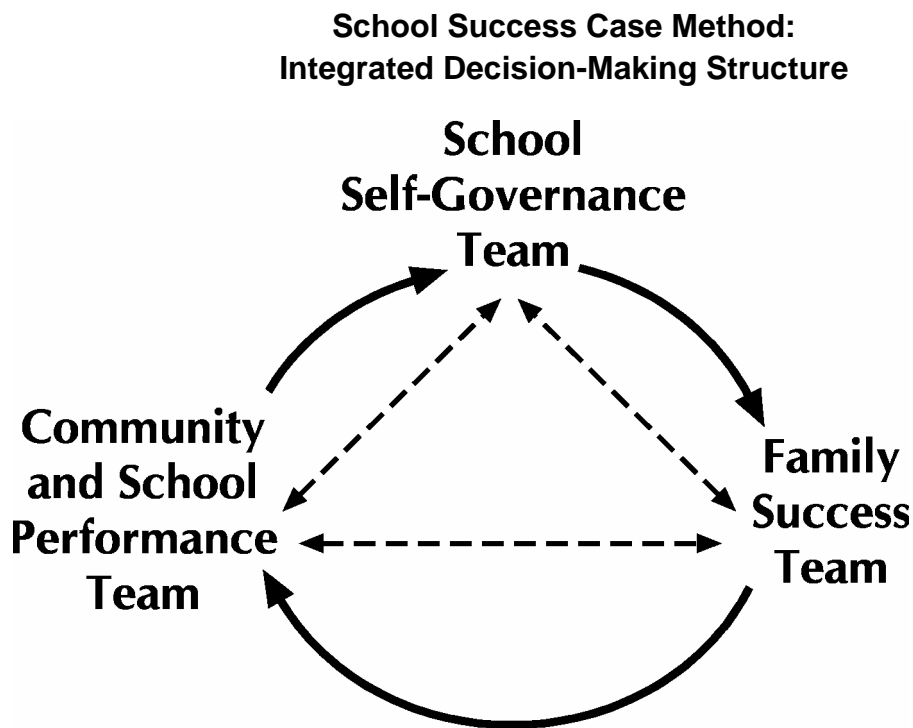
Self-Evaluation and Decision-Making: Implications for Practice and Policy

The School Success Case Method, by employing a self-evaluation approach, emphasizes a participatory, real-time approach to learning and change. By incorporating the various overlapping levels of decision-making it emphasizes a “circle of influence and change” that begins with the individual and extends to others in the environment. To achieve success with all students the school and community can establish teams of individuals working together on different tasks, to ensure the participation of everyone it will take. These teams are a “Family Success Team,” a “School and Community Performance Team,” and a “School Self-Governance Team.”



The School Success Profile (SSP) presents data at each of these different points in the circle of influence. Through a continuous process of goal setting and reassessment, the SSP captures changes in performance and highlights the complex bundle of factors that contribute to those changes.

The School Success Case Method draws both on the findings from the SSP and other perspectives brought to the table to create an approach that links decisions and redirects resources at each point in the circle of influence and change. This integrated decision-making structure is captured in the following figure.



Family Success Team

The Family Success Team is a group of individuals committed to achieving school success for all students. It is facilitated by the Family Specialist. Working with students, individual findings from the SSP, and key success stakeholders as the family, school staff, and representatives from the neighborhood and community, the Family Success Team crafts goals based on student, family, school, and community strengths to secure greater school success for the students in question. The team continuously monitors both goal attainment and school success indicators. The team makes practice and policy decisions in keeping with the authority reflected by those in the room.

School and Community Performance Team

The School and Community Performance Team represent students, families, and school and community representatives committed to achieving greater school success for all. Drawing from both aggregate and individualized findings from SSP and other sources, this team specifies, collects, and tracks a complex array of indicators for success. Through a participatory process of dialogue and learning, the team examines information for outcome patterns and links between those patterns and bundles of interventions. It explores the practice and policy implications of those patterns and acts on those implications in keeping with its authority and influence.

School Self-Governance Team

The School Self-Governance Team provides guidance for the School and Community Performance Team and sets the practice and policy context for the Family Success Team. The concept of the School Self-Governance Team is similar to that of site-based management teams in schools. The School Self-Governance Team supports and facilitates approaches to success both inside and outside the school identified by both the Performance and Family Success Teams. The School Governance Team also runs interference for each of these teams by helping overcome internal and external barriers to success.

Composition of the Teams

Each team draws on an inclusive cross-section of students, families, community representatives, and the school itself. As a nested self-evaluation and governance process, each level takes responsibility for its part in contributing to school success while supporting and facilitating the work of the overlapping teams.

In addition to including all sectors represented in the journey for school success, each team must possess representative(s) who can speak to policy and practice concerns and analyze data and identify patterns at the various levels of decision-making. The Governance Team is dedicated to fostering success with the Performance Team, which in turn supports its Family Success Teams. Each of the Success Teams supports and fosters school success for the students and families they serve.

- At this point in time break the participants into groups based on the teams on which they would like to join, and give them 20 minutes to talk about what their first steps will be as a team, and to set a date for their next meeting together. The team composition of the teams to be formed will depend on who the participants are. If there are not family members or community members in the room, for instance, then encourage the participants to think about how they can plan for those teams to be formed later.

Closing

Time: 30 minutes (3:45 – 4:00 P.M.)

Please take this section seriously. Research on adult learning shows that reviewing material, individual action planning, and providing feedback on the learning experience all lead to greater retention and use of new knowledge and skills.

Materials

- Participant page, “Ideas for Action Worksheet 2”

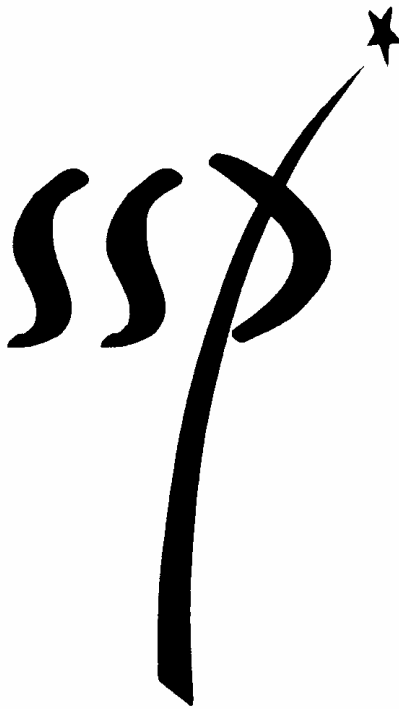
Directions

- Briefly review the content of this training.
- Refer participants to the participant page, “**Ideas for Action Worksheet 2.**”
- Ask participants to spend five minutes in silent reflection as they complete the worksheet. Tell them this is just for their own use and will not be collected.
- Remind participants that we value their feedback and will take a few minutes for “Pluses and Wishes.”
- Invite them to share a “Plus” (something they found positive about this day) or a “Wish” (something they want more or less of or something they would like that wasn’t included).
- Thank everyone for their participation and wish them well.

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Using SSP Results for Intervention Planning



by

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Introduction

The School Success Profile (SSP) generates two profiles: an Individual Profile for each student who completes the survey and a Summary Group Profile for all the students combined who complete an SSP at your school. Sample profiles are included in this manual. After your school administers the SSP, your students' profiles can be downloaded and printed from the SSP Web site (<http://www.schoolsuccessprofile.org>). Before examining the SSP profile data for your students, we suggest that you give thought to the purpose of the assessment and your expectations about the findings. SSP data supplement information about students obtained from other sources; the results are designed to promote a dialogue between practitioners, students, and families about intervention goals and strategies. As you think about the individual students who were surveyed, which students: (1) seem to face the most challenges from their environment and (2) seem to face the fewest challenges. What are some of those major challenges faced by your students? For example, to what extent do they live in dangerous neighborhoods? How involved are their parents or guardians in their school life? Most likely, you are aware of some of the positive and negative circumstances experienced by the youth with whom you work, and your existing knowledge will likely be confirmed by the profiles. However, it is also likely that there are domains of each youth's life and perceptions of self about which you know little.

SSP data present insights into students' perceptions of their environments and themselves. We believe students' perceptions of themselves and their situations augment perceptions of students as reported by others who know them and as found in formal school records. This information may be used as a starting point for working with students to address their concerns and strengths. The Individual Profile, for example, provides a visual means for practitioners to explore topics of potential concern with students. The Summary Group Profile may help you identify and quantify common experiences of the students with whom you work. Group profiles help practitioners identify issues that warrant group interventions or interventions at the level of the school, community, or both. Profiles can also be used as tools that help practitioners and individual students or groups of students reach consensus on goals for change.

This document provides a brief overview of what is presented in both the Individual Profile and the Summary Group Profile. It also outlines a sequence of planning steps that practitioners can follow to translate the results into an intervention plan of action at the individual, family, or group level. Use of the SSP Intervention Planning and Monitoring Form (IPMF) is also explained and demonstrated for a sample Individual Profile.

Practice Assumptions

The following assumptions serve as a basis for beginning practice and intervention planning with students and their teachers and families:

1. Students, families, teachers, and school staff are partners in the planning and implementation phases of intervention. Participation of all parties is crucial.

2. SSP data are gathered by student self-report and so only represent students' perceptions and perspectives. Yet, SSP profile information gathered from student participants provides an important starting point to begin the assessment and intervention process.
3. You are the practitioner. You provide the expertise at both individual and group levels of the assessment and intervention processes.
4. It is helpful to think outside the box. Try to be creative and open to viewing students and family members as participants involved in the change process, not as clients who need to be changed.
5. Group or team thinking increases the quality of interventions. This is accomplished by sharing practice experience and expertise with other school staff and practitioners.

The Individual Profile

Interpretation

The Individual Profile is divided into two columns (see Figure 1). On the left is reference information about the student: ID number, age, grade, gender, race/ethnicity, school, district, state, and the date his or her survey results were processed. The right-hand column includes information about fourteen dimensions related to the student's Social Environment Profile and eight dimensions related to the student's Individual Adaptation Profile. Attachment A provides a brief summary description of each of these profile dimensions, including the location of survey items on the SSP (page and question numbers) that assess each profile dimension.

Student scores on each dimension are coded into three colors: red, yellow, and green. The colors correspond to cutoffs that have been determined based on comparison to national norms, criterion analysis, and expert review. Each dimension reflects a continuum of protection coded in the profile by three levels: (1) red (potential risk), (2) yellow (some caution may be warranted), and (3) green (potential asset). The absence of a color code corresponding to a dimension indicates the student chose not to answer all questions used to calculate the dimension's score (also reflected by the words, "No Answer.")

In some cases, many areas of concern are identified on the profile. Intervention priorities are identified through the practitioner-student dialogue and in the context of other available data. Priorities can also be identified by asking the student what concerns him or her the most. Probe the student's explanations for dimensions with red codes. If the presenting problem involves student absenteeism, what is the student's explanation for missing school? Also, see if the Individual Profile suggests, for example, other issues that may contribute to the red code. The SSP profile provides a means to introduce into the process areas of student strengths and concerns that may otherwise not be discussed.

Although we recommend that you meet with students on a one-to-one basis to review their profiles and develop intervention plans, this strategy may not be feasible when a large cohort of students have taken the SSP. In these circumstances, practitioners may elect to meet with students with more positive profiles or students with only one or two similar issues of concern



School Success Profile

Individual Profile Social Environment Profile

Neighborhood

Neighbor Support	● Asset
Neighborhood Youth Behavior	● Risk
Neighborhood Safety	● Caution

School

Learning Climate	● Caution
School Satisfaction	● Caution
Teacher Support	● Caution
School Safety	● Caution

Friends

Friend Support	● Caution
Peer Group Acceptance	● Asset
Friend Behavior	● Risk

Family

Family Togetherness	● Asset
Parent Support	● Asset
Home Academic Environment	● Caution
Parent Education Support	● Caution
School Behavior Expectations	● Caution

Individual Adaptation Profile

Personal Beliefs And Well-Being

Social Support Use	● Asset
Physical Health	● Asset
Self-Confidence	● Caution
Adjustment	● Risk

School Attitudes and Behavior

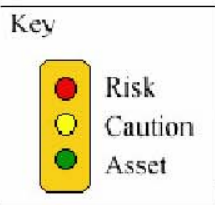
School Engagement	● Caution
Trouble Avoidance	● Caution

Academic Performance

Grades	● Caution
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Reference Information

Student ID:	3922
Age:	16
Grade:	10th Grade (Sophomore)
Gender:	Male
Race/Ethnicity:	Native American or Alaskan Native
School:	High School
District:	
State:	Anywhere, USA
Date Processed:	10/30/2007



in small groups. Meetings with individual students may be reserved for those whose profiles suggest more serious problems or for those students the practitioner determines would benefit from an individual approach. After meeting with a student, it may become clear that the involvement of the student's family will be an important part of an effective intervention plan. A meeting with the student and family to discuss the SSP results can then be scheduled. The following steps in the review process (see Page 5) assume an individual meeting strategy.

Figure 1 presents a sample Individual Profile. Imagine that this is the profile for a student with whom you are going to meet. The reference information and dimension codes for this sample profile are hypothetical and do not represent the SSP data of a real youth. Please keep in mind that a student's Individual Profile reflects that student's perceptions on the day the SSP was administered. Other information, such as that from school records or observations, may either support or counter the student's self-report data. The SSP should be seen as complementing these other sources of information.

Sample Individual Profile

The green, yellow, and red codes on the Individual Profile shown in Figure 1 indicate areas of asset, caution, and potential risk for a hypothetical 15-year-old male youth who completed the SSP. Look for clusters of red and yellow or green codes under headings, indicating a pattern of risks or assets for that domain.

Looking first at the green codes on the sample profile, you can see two green codes for Home Academic Environment and Parent Education Support under the heading, "Family." This is the only "cluster" of green codes in a profile subcomponent. The codes suggest that the youth and his parents (or other adults in the home) discuss school-related topics at home, and his parents encourage and support his school efforts and achievements. Those green codes also indicate that his parents have an active involvement in monitoring his school activities, such as attending meetings on his behalf and limiting TV and social events on school nights. Related to a positive home emphasis on education, the youth seems to have positive feelings about school (School Satisfaction) and he reports earning good grades (green code). The pattern of school-related strengths might be a positive starting point for your discussion with the youth, including some discussion about his perception toward his teachers (yellow code).

Other aspects of the profile suggest potential concerns that you may want to explore with the youth. He has all red and yellow codes for the dimensions under three headings on the profile: Neighborhood, School Attitudes and Behavior, and Friends. Despite feeling satisfied with school and earning good grades, he appears to have attendance and behavior problems at school (both components of Trouble Avoidance) and reports a disruptive school environment (School Safety). He is also reporting that he lacks supportive friendships, his friends and peers in his neighborhood engage in problematic behaviors, and he lives in a neighborhood with a high incidence of crime and violence.

Because the red codes, or risk scores, on two of the family dimensions (Family Togetherness and Parenting Support) appear contradictory to the green codes for Home Academic Environment and Parent Education Support mentioned above, it may be important to discuss these

dimensions in more depth with the youth. Perhaps his parents are strict about his schooling and activities but are not responsive to his needs for affection and emotional support.

The profile codes suggest that his parents should not be approached until or unless the youth agrees that such a step would be potentially helpful and he feels safe about it.

Because there are so many areas of concern on this student's profile, it may be difficult to prioritize intervention targets. The choice of initial targets, however, should be facilitated by your discussion with the youth. What is of greater concern for him — his family or peer relationships? To what does he attribute his attendance problems? If he misses school because of family issues, you may want to address the family dimensions of his profile. If he fails to attend school because he is unhappy or afraid (possibilities suggested by his codes on the school dimensions) or because his peers repeatedly convince him to be truant, you may want to target aspects of those environments. The yellow and red codes on the personal beliefs and well-being domain also warrant exploration with the youth. It is very possible that concerns about personal adjustment are paramount and should be addressed first.

Sequence of Intervention Planning Steps

Step 1: Review the Individual Profile. Before meeting with the student, review his/her profile. Note at least one area of asset (green code) and one area of potential risk (red code) about which you would like to learn more. If necessary, refer to the descriptions of dimensions included in Attachment A to determine which survey questions contribute to the score for each dimension of the profile.

Step 2: Review the IPMF. Review and bring to the meeting with the student a copy of the School Success Profile Intervention Planning and Monitoring Form (IPMF). An example of the IPMF form is shown in Figure 2 on Pages 8 and 9.

Step 3a: Practitioner-Student Discussion. Begin your session with the student by looking over a hard copy of the SSP so that both you and the student are re-familiarized with the questionnaire. After reviewing the SSP, show the student his/her profile and explain the meaning of the red, yellow, and green codes. Point out that the profile is just one piece of information that can be used by the two of you to decide how best to work together for goals upon which you both agree. Stress your desire to use the SSP data together to understand and address the youth's situation. Involving the student in the assessment and intervention planning process is empowering to the student and helps create student ownership in the development of an intervention plan. This will increase the chances of a successful outcome.

Step 3b: Begin your discussion of the profile by talking about one or two dimensions with green codes, if possible. Ask the student to elaborate on these areas where things seem to be going well. If his/her responses support the positive dimension codes, point out that the profile seems to accurately reflect the youth's feelings on those dimensions.

Step 3c: Begin exploring other dimensions, including those with yellow and red codes. Ask the student to choose a red code to talk about. Ask, for example, "Which red code would you see as the most important one to begin with?" Do the student's comments confirm that one or more

red codes represent an impediment to the student's success at school? Does the student seem motivated to work for change in any of those areas? Is it possible that the issue represented by the red code is resolved or is not perceived as a problem by the student? If the student's comments indicate the issue is still a problem, note it as a potential intervention target.

Step 4: Practitioner and Student Goal-Setting. Use your discretion about how many SSP dimensions to discuss with the student at this session but try to identify at least two to target for intervention goals. In stating each intervention goal, word the statement so that the person responsible for the action is the subject (e.g., *student* will discuss what he/she is learning at school with his/her parents each school day). See Exhibit 1 below for guidance on selecting effective intervention goals.

Exhibit 1 Selecting Effective and Attainable Goals

Effective intervention goals are:

- | | | | |
|--------------|---------------------------|-------------|--------------|
| • Specific | • Related to Problem Area | • Realistic | Time-Limited |
| • Measurable | • Time-Limited | | |

Examples: Refer to the sample Individual Profile in Figure 1

Problem 1: Red code for Trouble Avoidance. Youth is late to school 2-3 times per week (attendance and tardiness are aspects of Trouble Avoidance). Specific & Measurable

Goal: Within 3 months, student will arrive late no more than 1 time per week.

Problem 2: Red code for Friend Behavior. Youth is too easily influenced by peers with negative behavior. Student spends every afternoon with these peers.

Goal: By the next semester, youth will spend two or more afternoons per week with a new friend who generally avoids trouble and whose school performance is average or better.

Related to Trouble Avoidance

Realistic, not aiming for perfect behavior

Step 5: Practitioner-Student Intervention Planning. Before ending the session, use the SSP Intervention Planning and Monitoring Form (IPMF) with the student to document decisions you have made during the session. Indicate up to four areas you both would like to target (in Sections A and B on Page 1 of the IPMF) and write them on the lines in Section C. Also, note areas of strength (green codes) that may serve as resources during the intervention. Write the first area to be targeted on the line in Section D on Page 2 of the IPMF. In Section E on Page 2 of the IPMF, write down one or more goals that you and the student have agreed upon. Discuss the steps required to meet the goals, who should be responsible for each step, and a target date

for completing each step. During or after your meeting with the student, put this information in the shaded part of Section E. Similar planning information for each targeted area is filled in on subsequent pages. Exhibit 2 below describes the use of the IPMF with the student whose Individual Profile is shown in Figure 1 on Page 3.

Exhibit 2
Using the Intervention Planning and Monitoring Form

In the sample Individual Profile shown in Figure 1, Trouble Avoidance, Friend Behavior, Peer Group Acceptance, Parent Support, and Family Togetherness have red codes, indicating low scores on those dimensions. Assume you and the student have discussed his profile and have selected his relationships with his family and friends as areas to be targeted. Figure 2 provides an example of how the Intervention Planning and Monitoring Form should be completed.

Section E on Page 2 of the IPMF (Page 9 in this manual) contains a goal that meets the criteria for goal selection in the area of trouble avoidance. One or more individuals are assigned responsibility for each intervention step listed under Section E. Each intervention step also has a projected date.

Ongoing monitoring of the intervention is facilitated by this information. Communicate with responsible individuals, the student, and other involved parties (such as the student's parents) to ensure that intervention steps are being undertaken and are going to be completed by the projected dates.

Another important step in the intervention planning process is to give the student an abbreviated summation of the IPMF form once it is completed (see Exhibit 3 below). This furthers the student's ownership stake as an important member in the intervention planning process and makes it clear to the student what is being worked on and who is involved.

Exhibit 3
Summary of IPMF Information for Student

Goal: John will arrive at school on time at least four times a week.

- By February 1, the case manager (or school social worker, school counselor, special education teacher, etc.) will arrange to meet with John's parents to discuss his tardiness and attendance problems.
- By February 6, John's homeroom teacher will contact John's parents to discuss using an attendance/tardiness form to communicate John's attendance behavior between home and school.
- By February 9, John will discuss the plan with his parents and ask them to take part and support him in his efforts to improve his school attendance behavior.



Figure 2: Intervention Planning and Monitoring Form (IPMF)

**SCHOOL SUCCESS PROFILE
INTERVENTION PLANNING AND MONITORING FORM**

Student's Name: John B.
 School: SSP High School
 SSP ID #: 6789

A. Targeted Individual Adaptation Area(s) for change (☒ = concerns, ☑ = strengths):

- Personal Beliefs and Well Being
- Social Support Use
 - Physical Health
 - Happiness
 - Adjustment
 - Self Esteem
- School Behavior
- School Engagement
 - Trouble Avoidance
- Academic Performance
- Grades

B. Targeted Social Environment Area(s) for change (☒ = concerns, ☑ = strengths):

- Neighborhood
- Neighbor Support
 - Neighborhood Youth Behavior
 - Neighborhood Safety
- School
- School Satisfaction
 - Teacher Support
 - School Safety
- Friends
- Friend Support
 - Peer Group Acceptance
 - Friend Behavior
- Family
- Family Togetherness
 - Parent Support
 - Home Academic Environment
 - Parent Education Support
 - School Behavior Expectations

C. After reviewing the SSP Profile with the student, please list the three or four areas that you and the student have marked as concerns (☒ = concerns) above and that have been chosen to target for intervention during the next several months.

- Area 1. Trouble Avoidance
- Area 2. Parent Support
- Area 3. Friend Behavior
- Area 4. _____

**SCHOOL SUCCESS PROFILE
INTERVENTION PLANNING AND MONITORING FORM**

Student's Name: John B.
 School: SSP High School SSP ID #: 6789

D. Write the first area (Area 1 from Section "C" on the first page) that you and the student have selected to target for change.
Trouble Avoidance

E. Proposed Intervention Goal: For the one targeted area for change written above, state the agreed upon goal (s) that you and your student have selected to work toward as part of your intervention plan. Also, list any of the strengths you checked (☑) that can serve as a resource.

*By February 19, John will arrive at school on time at least four times per week and have no unexcused absences.
 Resources: Parents and Homeroom Teacher willingness to establish a system of weekly communication
 to support John in reducing his tardiness and unexcused absences.*

Steps to Accomplish Intervention Goals (from E above)	Responsible Individual(s)	Projected Date	Done
1. Call John's parents to discuss chronic tardiness. 2. Arrange to meet with John's parents to explain the home-school attendance and tardiness communication and monitoring issues. 3. Ask John's homeroom teacher if she will contact John's mother and stepfather to request their help in supporting John to get to school on time. 4. Ask John to explain the plan to his parents and ask them to be involved. 5. If the homeroom teacher agrees to participate, ask her to call the parents and implement a plan to have John's parents sign and return an attendance/tardiness form that John will bring home each week. The form will alert the parents to John's attendance behavior. 6. Follow-up w/ homeroom teacher, parents and John 7. Follow-up again.	Case Manager Case Manager Homeroom Teacher John Case Manager Case Manager	February 1st February 1st February 6th February 9th February 19 March 1	

The Summary Group Profile

Interpretation

The Summary Group Profile is generated by combining the individual scores of all your students who took the SSP into one profile. This profile reflects how your students are doing as a group on the dimensions included in the Social Environment Profile and the Individual Adaptation Profile.

Figure 3 on Page 11 is a sample Summary Group Profile. As you can see, the Summary Group Profile looks identical to the Individual Profile, with the exception that reference information includes summary statistics for the student group. The color code corresponding to each profile dimension reflects the average score of the student group.

Interpreting the SSP Summary Group Profile is the same as interpreting the Individual Profile. Green codes indicate assets, or potential areas of strength, for your students as a group. Yellow codes indicate areas of some caution — either a majority of the youth reported this area as a potential concern or a small number indicated it as a major risk factor. Red codes indicate areas of risk for your students as a group and should be seen as the areas to investigate and possibly target for intervention first.

Summary Group Profile data can be used to communicate to school administrators about school-level need or the progress of a group of students. Group profile data can also be used to plan and implement group-level intervention programs.

Sample Group Profile

For this group of 1,067 high school students, several areas of strength are evident in the profile results, including perceptions about Teacher Support, Parent Education Support, School Behavior Expectations, Physical Health, and Grades. As for the individual profile, these results represent assets that may serve as resources in intervention planning. On the other hand, students expressed concerns about Neighborhood Youth Behavior, Neighborhood Safety, School Safety, Family Togetherness, Personal Adjustment, and Trouble Avoidance. Other dimensions on the profile received cautionary codes: Neighborhood Support, School Satisfaction, Friend Support, Peer Group Acceptance, Parent Support, Home Academic Environment, Social Support Use, Happiness, Self Esteem, and School Engagement. It is important to look at other sources of information that may shed additional light on these findings, such as administrative records and teachers' observations and experiences. Group profile data are a starting point for intervention planning at the school and community levels.

Sequence of Intervention Planning Steps

Summary Group Profile data have implications for school-level and community-level interventions. At the school level, interventions may be designed to serve groups of students with common risk factors or to make school-level changes affecting larger numbers of students. Community-level interventions are increasingly important in the context of what we have

learned about how situations in the community (e.g., crime and violence) spill over to influence students at school. For youth with risk factors in many environments, targeting only events and situations at school is unlikely to have the long-term positive effects on life chances and student outcomes that practitioners hope to have. Group profile data are a powerful tool for mobilizing the concern and involvement of stakeholders, such as parents, school administrators, community members, and local decision makers. When these individuals are mobilized, the potential for improving the environmental circumstances of local youth increases substantially. Support from stakeholders is critical for bringing about change at levels often considered to be beyond the sphere of influence of school practitioners. The youth in your school and other local youth are also stakeholders and important participants in efforts to promote change.

Presented below is a description of intervention steps that can be used to guide efforts to impact areas of risk or caution shown in your students' Social Environment Profile: neighborhood, school, friends, or families. The steps focus on organizing change efforts involving community members beyond the school building.

Step 1: Review the Summary Group Profile. A first important step is to review the Summary Group Profile data carefully. Identify and list areas of concern (i.e., dimensions with red codes and yellow codes). Also, note positive aspects of the report (i.e., dimensions with green codes).

Step 2: Meet With Students. We strongly suggest that you schedule a meeting with students in your school to discuss findings from the Summary Group Profile. The use of an overhead projector to display the findings makes it easier for students to see the group results. Distribute copies of the SSP dimension definitions (Attachment A) or show overheads of them to help students understand what the group profile codes mean. Ask students to identify environmental issues that may have contributed to the red and yellow codes on the profile. Use this process to help confirm that the dimensions you identified as being of most concern are also defined as central concerns by them. Explore the issues with students and obtain their insights and ideas about the causes and possible solutions to the problems. This is an important empowerment process for students.

Exhibit 4 illustrates how youth might confirm and contribute to an understanding of the Summary Group Profile codes for your school.



School Success Profile

Group Profile

Key	
	Risk
	Caution
	Asset

Reference Information

Student ID: xxxx - xxxx
Total Surveys: 144
Average Age: 16

Grade Range: 9th Grade (Freshman) - 12th Grade (Senior)
Gender: Male: 45%

Race/Ethnicity: Native American: 1%
 Asian/Pacific Islander: 4%
 Black/African-American: 25%
 Hispanic/Latino: 6%
 White: 48%
 Multiracial: 11%
 Other: 4%

Free/Reduced Price Lunch: Yes: 41%

School: Any High School
District: Any District
State: Any State

Date Processed: 10/30/2007

Social Environment Profile

Dimension	Asset %	Caution %	Risk %
Neighborhood			
Neighbor Support	42	44	14
Neighborhood Youth Behavior	45	39	16
Neighborhood Safety	79	18	3
School			
Learning Climate	47	42	11
School Satisfaction	48	43	10
Teacher Support	57	37	6
School Safety	24	63	12
Friends			
Friend Support	66	28	6
Peer Group Acceptance	95	4	1
Friend Behavior	39	50	11
Family			
Family Togetherness	48	40	12
Parent Support	55	37	8
Home Academic Environment	41	45	14
Parent Education Support	25	53	22
School Behavior Expectations	58	35	7
Individual Adaptation Profile			
Personal Beliefs & Well-Being			
Social Support Use	65	30	5
Physical Health	43	53	4
Self Confidence	61	36	4
Adjustment	67	25	7
School Attitudes & Behavior			
School Engagement	11	62	28
Trouble Avoidance	64	35	1
Academic Performance			
Grades	37	13	50

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Exhibit 4
Example of How Youth Input Might
Strengthen Understanding of Summary Group Profile Data

Show your students the red Summary Group Profile code for Neighborhood Safety, which indicates that a large percentage of your students report high levels of crime and violence in their neighborhoods. Ask them to help you understand the nature of this finding. Your students explain:

- Drug dealers occupy two street corners. All of the youth know exactly which corners are affected.
- In the past, the dealers and their customers have used guns to settle disputes.
- Neighborhood adults cannot confront the dealers and the dealers always disperse before the police arrive.
- Because some of the drug dealers and users live in the neighborhood, parents avoid all interactions with other neighborhood adults and instruct their children to do the same.

You have now corroborated the results in your group profile and identified specific issues to present to other community stakeholders.

Step 3a: Next Steps for Group- or School-Level Intervention. If your intervention plan will focus on a group of students or all the students in your school, you are ready to plan an intervention. Using the Summary Group Profile data and the supplemental information provided by students, work with them to identify goals and intervention activities. As described above for the individual intervention planning process, identify goals, intervention activities, and projected dates. Assign responsibility for each activity to one or more individuals. A goal identified by the subgroup of students who report high crime and violence in their neighborhoods because of drug dealers might be to increase feelings of safety by finding, within a week, ways for all affected students to avoid walking home alone past the dangerous street corners. Intervention activities for which students are responsible might be to organize themselves to meet after school daily to walk home in groups of three or more. A potential intervention activity for which the practitioner is responsible might be to arrange for a bus or van to take youth home after school, talk to the police department about increasing police presence in the areas of concern during the time of day when students are going home, or seek help from the PTA to locate adults willing to meet youth after school and walk home with them.

Step 3b: Steps for Community Intervention. The next intervention planning step at the community-level is to mobilize community concern about the negative circumstances reported by youth. We suggest that you use the data to develop an overhead or computerized presentation of key findings and the implications of these findings for community intervention. Share your discussions with youth and findings from the data with stakeholders — school personnel and administrators, parents, community leaders, and staff at community

organizations. Supplement data on the scope of the problem with information about the developmental consequences of environmental risk factors. Be sure to include positive findings as well. Areas of strength, such as high levels of Teacher Support, often represent potential resources to tap in efforts to address areas of concern. Exhibit 5 builds on Exhibit 4 presented above to illustrate this process.

Exhibit 5
Example of How to Present Summary Group Profile Findings to
Parents, Teachers, and other Community Members

Show the information in Exhibit 4 relating to the red code on the Neighborhood Safety dimension on the Summary Group Profile. Then, present the specific information provided by students that helps to explain that risk code. Ask the assembled adults how neighborhood crime and violence might interfere with student functioning at work and at home. Ask them if children can be expected to concentrate and perform well at school when they are worried about getting home safely after school and about the safety of other family members.

Caring adults are important sources of guidance and support for young people. Most youth spend a lot of time in their neighborhoods. If neighborhood adults are reluctant to interact with them, help guide their behavior, or offer support (such as being there to talk; give advice about school, work or relationships; or help solve a problem), youth are less likely to succeed.

This hypothetical presentation and discussion of findings from a Summary Group Profile should build consensus among community stakeholders about the existence of a problem and the need to take action. It also provides a discrete and manageable target for intervention — the illegal behavior of certain adults at specific locations in the neighborhood. Ask community members to think back to the neighborhoods in which they grew up. Did they feel safe enough to ride bikes, visit neighbors, or walk to the store? Were there supportive adults around them?

Describe the additional information provided by the students. Do the community members know the affected street corners? Do they see guns in their neighborhoods? What would they do if they did? Would knowledge of guns and drug activity in their neighborhoods make them fearful for their safety?

Step 4: Resource Assessment for Community Intervention. Advocate for an assessment of existing community resources (those that are beyond the scope of the SSP assessment) that can be harnessed to improve conditions for youth. Identify existing resources and areas in which resources will have to be generated. For example, identify leaders among parents, in religious institutions, and in community organizations who have the ability to organize neighborhood adults and/or mobilize resources. Assess the police department's capacity to address dangerous neighborhood conditions. Determine if there are successful models of crime prevention in nearby neighborhoods. Are there school or community staff and facilities that can be used to keep youth safe and involved in adult-supervised activities after school hours?

Step 5: Intervention Planning (Community Intervention). Bring all stakeholders, including youth and families, together to discuss the community's needs and resources. Seek agreement on several specific, concrete goals related to issues that were identified based on the SSP Summary Group Profile. Outline what needs to happen in order to achieve the goals. What activities need to take place, who will be responsible for them, and what is the timeline?

Exhibit 6
Example of Stakeholder Identification of Goals and
Strategies Based on Summary Group Profile Data

Based on information presented in Exhibit 4, the general goals for community action might include changing neighborhood conditions so that youth feel safer and increasing neighborhood adult involvement with youth. Based on the information provided by youth when they discussed the Summary Group Profile findings, these two goals are interrelated — neighborhood adults may have withdrawn from an active role in youths' lives because of a neighborhood climate of fear brought on by street corner drug activity.

Like individual intervention goals, group intervention goals should satisfy the following criteria:

- Specific
- Measurable
- Related to Problem Area
- Time-Limited
- Realistic

The goals to address your students' concerns, therefore, might be stated as follows:

Goal 1: Neighborhood adults will work with law enforcement to eliminate the presence of individuals engaged in drug activity at two street corners during the hours when adolescents are present (e.g., 3:00 to 11:00 p.m.) within six weeks.

Goal 2: School staff and community leaders will recruit neighborhood adult volunteers who are willing to interact at least one hour weekly with the youth who express concerns about neighborhood crime and violence.

Intervention activities and responsible parties can be listed for each of these goals. Activities should have the same characteristics as the goals; they should be specific, measurable, and time-limited. Activities associated with Goal 1 might include (1) immediate steps to be taken by the police chief to review current strategies for addressing drug dealing in the neighborhood and (2) working over the next month with community members and officers to design a more aggressive response. An interim strategy might be to increase officer presence in the area at the time school gets out.

Intervention activities associated with Goal 2 might include (1) having school staff organize a meeting in the next month where neighborhood parents and youth can get to know each other and (2) having a church leader recruit neighborhood adults who are willing to spend weekly time with an adolescent. An additional activity might be to have staff at a local community

organization and the school identify a location where youth and neighborhood adults can meet for recreational or homework activities.

Step 6: Accountability (Group and Community Interventions). Assigning responsibility for tasks and deadlines for task completion is a critical element of accountability. Regular meetings with (1) students, (2) others with group or school intervention responsibilities, and (3) stakeholders and others responsible for community intervention tasks increases accountability and provides opportunities for problem-solving and planning of future steps. Check with those responsible for tasks soon after the intervention starts to see if they have encountered problems. Check regularly throughout the intervention process to see if projected deadlines are going to be met. Help resolve issues that threaten the timeline for the intervention.

Step 7: Re-administer. One year (or no less than six months) after the first administration of the SSP, re-administer the survey to determine if goals in targeted areas have been met. By comparing Time 1 and Time 2 Summary Group Profiles, you can determine if change has occurred. For example, using the scenario described above for the community-level intervention, you would look for change in the color code for your students on Neighborhood Safety. A change from a red code to a yellow code shows real improvement; a change to green code would be outstanding. Related dimensions to monitor for change might include Neighborhood Support, School Safety, and Trouble Avoidance.

This document has presented an overview of the information from both the Individual Profile and the Summary Group Profile. A sequence of planning steps that can be followed by practitioners to interpret the results into an intervention plan of action at the individual, family, or group level has been presented. Practitioners should use this information in conjunction with their own expertise. Also, visit the SSP Best Practices link on our Web site, www.schoolsuccessprofile.org, for information on Effective Programs and Promising Practices for each SSP dimension.

Attachment A

School Success Profile Dimensions

Social Environment Profile

Neighbor Support (Page 1, Questions 3 a-l)

Youth are satisfied with their neighborhood, perceive their neighbors as interested in their welfare and willing to help them if they have a problem.

Neighborhood Youth Behavior (Page 2, Questions 4 a-h)

Youth live in a neighborhood where young people engage in constructive behavior and are unlikely to break the law and get in trouble with the police.

Neighborhood Safety (Page 2, Questions 6 a-l)

Youth live in a neighborhood with a low incidence of crime and violence.

School Satisfaction (Page 3, Questions 9 a-d and f-h)

Youth enjoy going to their school, feel acknowledged and respected at school, and report that they are getting a good education.

Teacher Support (Page 3, Questions 11 a-k)

Youth perceive teachers at their school as supportive and caring about them and their academic success.

School Safety (Page 4, Questions 17 a-i)

Youth attend a school with a low level of crime and disruption.

Friend Support (Page 4, Questions 1 a-e)

Youth perceive their friends as supportive and responsive to their needs and feelings.

Peer Group Acceptance (Page 4, Questions 5 a-h)

Youth feel accepted by their peers, able to be themselves, and resist negative peer pressure.

Friend Behavior (Page 5, Questions 7 a-i)

Youth have friends who are unlikely to break the law, get in trouble with the police, and who stay out of trouble and perform well at school.

Family Togetherness (Page 5, Questions 1 a-g)

Youth report that members of their family feel a sense of emotional closeness and bonding with one another.

Parent Support (Page 5, Questions 5 a-f)

Youth report that their parents provide them with loving support and encouragement.

Home Academic Environment (Page 5, Questions 7 a-f)

Youth report that their parents show an interest in their courses, experiences and activities at school, and ask them about their plans for the future.

Parent Education Support (Page 6, Questions 8 a-h)

Youth report that their parents encourage and support high school performance, and limit the time that they can watch TV and go out with friends on school nights.

School Behavior Expectations (Page 6, Questions 12 a-h)

Youth perceive their parents as expecting them to do their school work, attend classes, and follow school rules.

Individual Adaptation Profile

Social Support Use (Page 8, Questions 20 a-h)

Youth indicate that there are people they can turn to for various types of social support and assistance.

Physical Health (Page 7, Question 6 c-g and i-k)

Youth evidence good health as indicated by an absence of symptoms of physical illness over the last seven days.

Happiness (Page 7, Questions 11 a-f)

Youth report general feelings of psychological well-being over the last seven days.

Personal Adjustment (Page 7, Questions H14, H15, & H16)

Youth report that they have not thought about running away from home, felt uncared for, or felt lost or confused over the last 30 days.

Self Esteem (Page 7, Questions 10 a-d)

Youth report a sense of confidence and self worth.

School Engagement (Page 3, Questions 8 a-c)

Youth feel that they are able to understand and manage events at school, and report they find school meaningful.

Trouble Avoidance (Page 2, Questions 5 a-c and g-i)

Youth report that they have generally avoided getting into trouble and cutting classes or school during the past 30 days.

Grades (Page 2, Questions S1 & S2)

Youth report at least average grades at school and report no D's or F's on their most recent report card.

