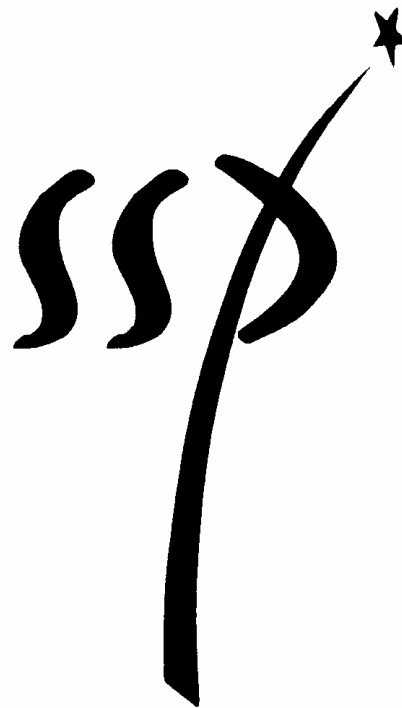

School Success Case Method

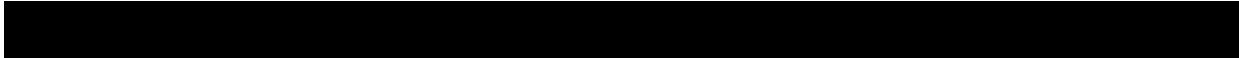
*The Language and Practice
of Success*



A Two-Day Curriculum

A Practice Case Method that Builds on the School Success Profile

Participant Notebook



School Success Case Method

The Language and Practice of Success

Developed by

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The University of North Carolina at Chapel Hill

With Support and Contributions from

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**A Practice Case Method that Builds on the School Success Profile
Participant Notebook**

Agenda

Day One

	<u>Time</u>
Welcome.....	8:30 – 9:00 A.M.
Ice Breaker: The Limits of Expertise.....	9:00 – 9:30 A.M.
Step One: Beginning a Conversation for Success.....	9:30 – 10:15 A.M.
Break	10:15 – 10:30 A.M.
Introduction to the School Success Profile	10:30 – 11:15 A.M.
The School Success Case Method	11:15 – 11:45 A.M.
Lunch	11:45 A.M. – 1:15 P.M.
Step Two: Comprehensive Success Assessment.....	1:15 – 1:45 P.M.
Antwan Meets the Family Specialist	1:45 – 2:15 P.M.
Break	2:15 – 2:30 P.M.
Reframing	2:30 – 3:00 P.M.
Solution-Focused Techniques.....	3:00 – 3:15 P.M.
Solution-Focused Demonstration.....	3:15 – 3:55 P.M.
Closing	3:55 – 4:00 P.M.

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 <i>continued</i>	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.

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.

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 informal personal stories 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.

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.

About the SSP

The School Success Profile (SSP) is a self-report survey of middle and high school students. The questions on the SSP 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 website 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.

Antwan's Individual SSP Profile



School Success Profile

Individual Profile Social Environment Profile

Neighborhood

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

School

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

Friends

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

Family

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

Reference Information

Student ID:	3556
Age:	16
Grade:	10th Grade (Sophomore)
Gender:	Male
Race/Ethnicity:	Black/African-American
School:	Any High School
District:	Any District
State:	Any State
Date Processed:	10/30/2007

Individual Adaptation Profile

Personal Beliefs And Well-Being

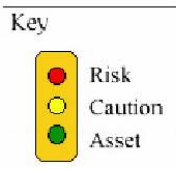
Social Support Use	● Asset
Physical Health	● Asset
Self-Confidence	● Caution
Adjustment	● Caution

School Attitudes and Behavior

School Engagement	● Risk
Trouble Avoidance	● Caution

Academic Performance

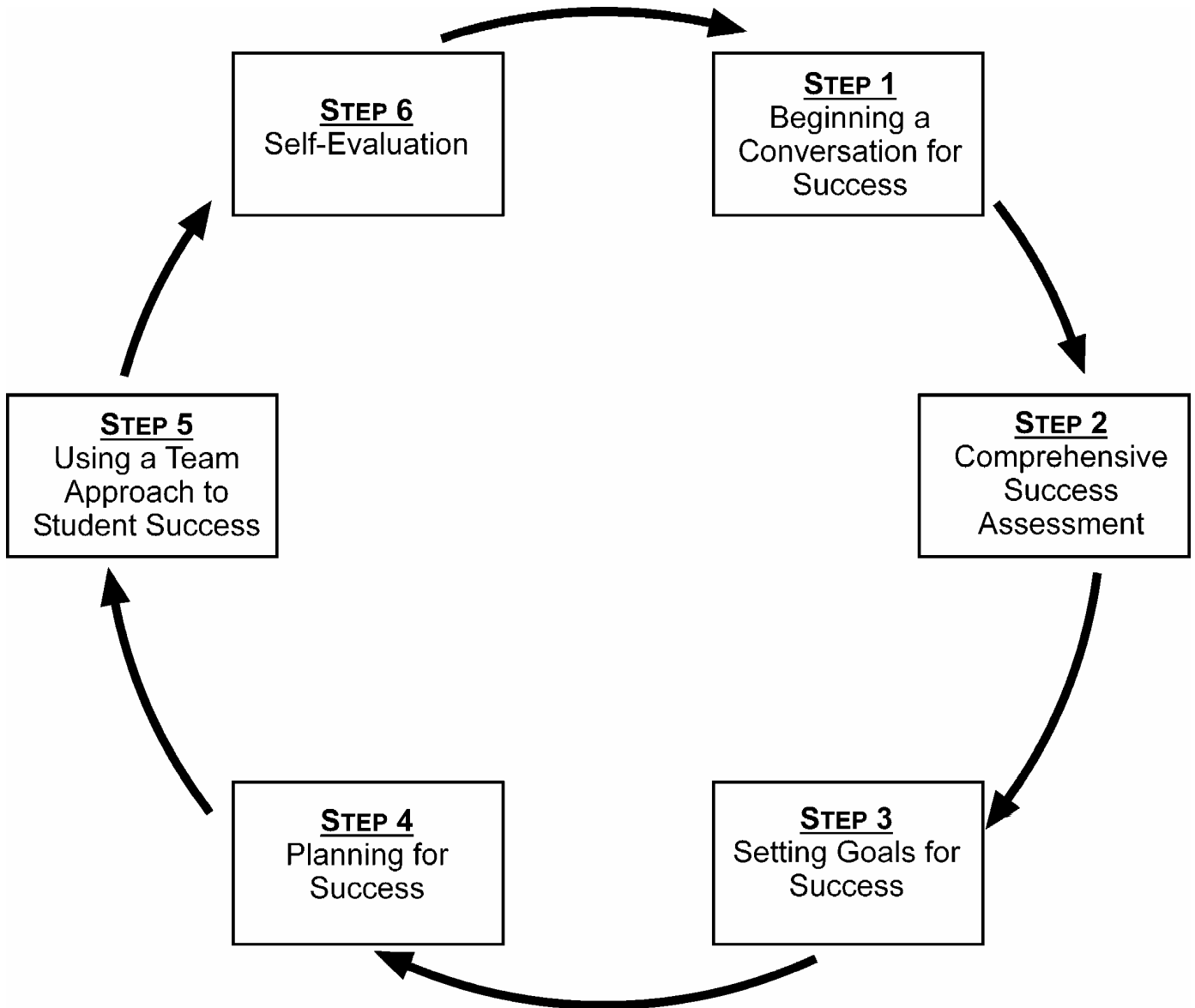
Grades	● Risk
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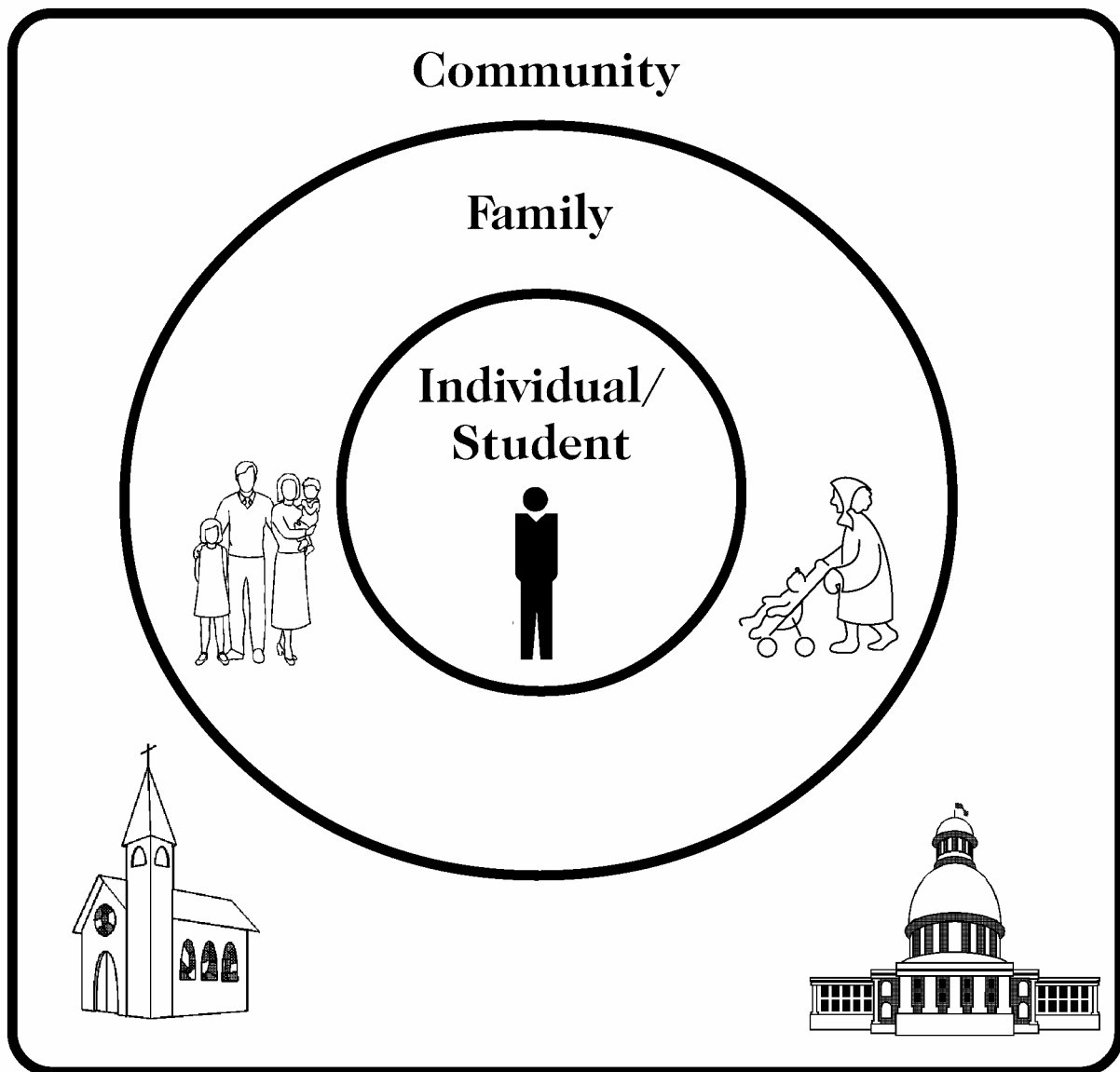
The School Success Case Method

Involving the Student, Family, School, and Community



The School Success Case Method is a model 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 Case Method and the SSP provide a framework for promoting school success.

The Ecological Model

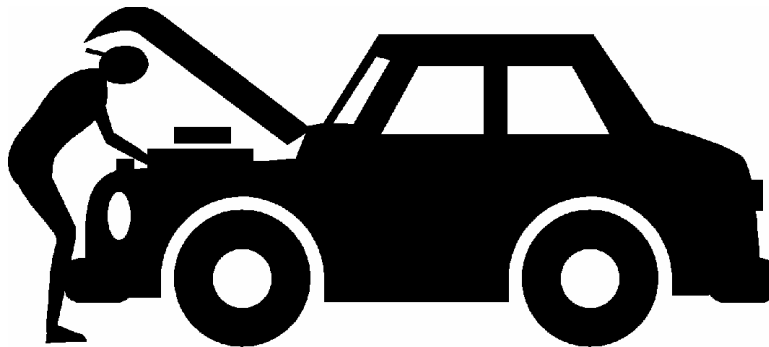


The Ecological Model of family systems theory describes individuals as part of families, and families as part of communities, with all aspects closely linked. This model holds that to be effective, interventions must address all of these levels (individual, family, and community).

Source: Friedman

The Theory of Change Behind the School Success Case Method

Family Specialist as Mechanic



Mechanics employ analytic skills to identify the problem with the individual, family, school, or community. Mechanics focus on what is not working.

Family Specialist as Gardener



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) in an attempt to identify successes and signs of health. Once they have found them, gardeners then try to “grow and nourish” these strengths to help students achieve school success.

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

Feelings and Assumptions

Antwan	Karen

Challenging Our Assumptions

Truths about Karen

- Karen had a performance evaluation meeting that morning with the school principal to discuss a possible raise.
- Karen's office is used by many people, so it contains no personal touches.

Truths about Antwan

- Antwan was pulled out of his favorite class for the meeting.
- When Antwan does not catch the bus to school he has no other way of getting there.

Uncovering Truths

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?

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:

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

4. Think of a number of alternative interpretations of his troublesome behavior. List them here:

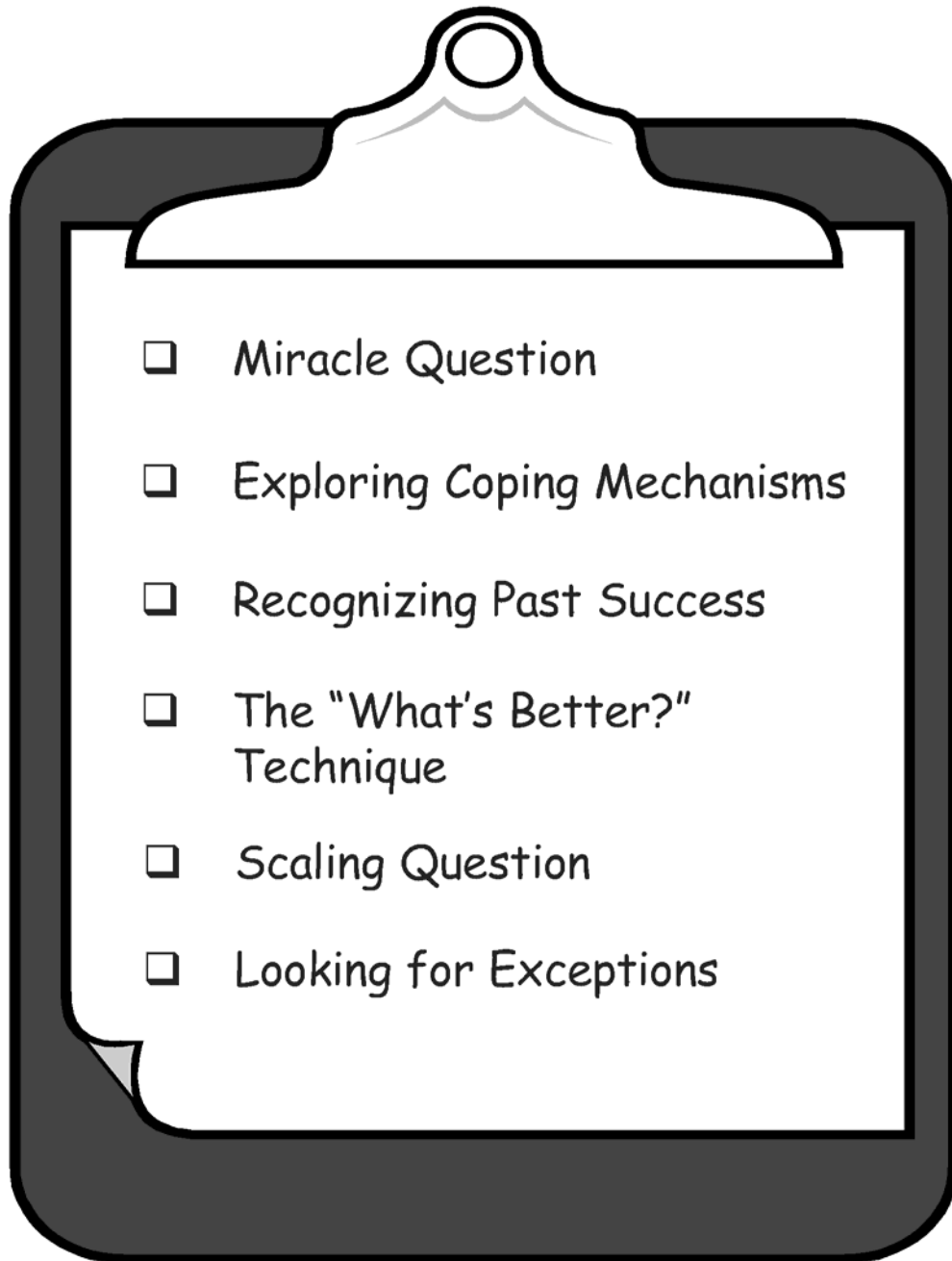
5. Write down the one interpretation that seems most plausible, the one that best fits with Antwan's way of acting and thinking.

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

7. Write down the words you would use to give Antwan feedback based on your reframed interpretation.

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

Using the Solution-Focused Interview



Source: Berg, 1994

Key Solution-Focused Questions

Miracle Questions

Sometimes families 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. Families 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 was 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 worker 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 the other person do or say?”

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

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

Exploring Coping Mechanisms Already Being Used by the Student

It is not unusual for workers to encounter students and families who have experienced extreme hardships. It is easy to understand why these families often feel depressed and hopeless. Exploring coping mechanisms can put families and students in touch with their own resources and strengths.

Thus, even when the student feels hopeless, the worker “begins where the student is” and works to help the student discover a number of strengths. This can be very empowering for the student.

Past Successes

It can be very helpful to ask students about their past successes. It enhances their self-esteem to remember that 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:

Worker:

You made it to school on time 50 days last semester. What did you do to make that happen?

It would have been easy to focus on the fact that the student had been tardy 30 out of 50 days. But the worker decided to focus on the student's success getting to school on time instead.

(Berg, 1994, p. 86)

The “What’s Better?” Technique

This technique is a way to continue building solutions and uncovering strengths during later sessions with students. 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 exploring for exceptions. This is helpful in assessing the effectiveness of previous intervention efforts and in getting students to verbalize the changes that they have made. If they can verbalize the change then they are more likely to maintain the change.

Scaling Questions

Scaling questions use a number system to learn about the student's perspective with regard to certain feelings, behaviors etc. Scaling questions help us understand where a student is in relation to a behavior, feeling, etc. They also help us evaluate 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?” This question is helpful in establishing a baseline and in assessing progress or lack of progress.

Continued next page

Exceptions to the Problem

No matter how chronic or how 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. Solutions can be unearthed by examining what is different when the problem is not present.

The idea is to shift the focus from the issues that the student has little or no control over, such as having ADD or having made mistakes in the past, to times when they have been successful.

Sometimes problematic behaviors happen only within a certain context—only with a boyfriend, only with a mother, 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 she uses successfully in one setting to another.

For example:

The police were called to take Beverly to the hospital when she “went on a rampage” during a fight with a classmate. She agreed that she “lost it” and has had a hot temper since she was a child. It turns out that she has worked at the warehouse of a local grocery store chain for three years. She “loves working there” and is considered a good employee. She had not gotten into any fights with her coworkers, who she described as “rowdy, condescending, macho guys,” because “I’m a girl.” Looking at this as an exception, the worker and Beverly found many ways she managed to control her temper and “keep her cool,” even when she got riled up (adapted from Berg, 1994).

When students recognize exceptions, they can give themselves credit for their own success. In the process of explaining to the worker, it becomes more and more clear to the student that they did something to create an exception to the problem. Students then 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 behavior.

Conversation for Success: A Shared Vision

Karen: Antwan, I have reviewed your individual School Success Profile. I would like to learn more about what you are experiencing in your life. The self-assessment provides me with a few ideas about what is going on your life but in order for our conversation to be of much help to you, I need to know you better.

Antwan says nothing, but he nods.

Karen: Antwan, let me ask you what might seem like a crazy question. O.K.?

Antwan looks perplexed but intrigued. He sits up slightly in his chair, says nothing but is attentive.

Antwan: O.K.

Karen: This assessment you completed last year tells me that you live in a tough neighborhood and that things are a little rough at home right now. But it also suggests that someone in your family cares about how you are doing in school, that somebody expects a lot of you and has high hopes for you. That is good—real good. Not everyone can say that.

Antwan is tapping his shoe on the floor—he looks exasperated.

Antwan: What is the question?

Karen: Sorry for beating around the bush! The question is this. Antwan, describe to me the most exciting and engaging moment in your life. It can be at home—at school—in the neighborhood—anywhere. Tell me about a time when you felt on top of the world—that everything was going right for you.

Antwan is silent for a long time.

Antwan: It was five years ago. I was eleven years old. My dad took me and my younger brother to the ocean to go fishing. I had never been fishing before—not even in a river or lake, let alone the ocean. He grew up near the coast and used to go fishing with his dad all the time.

He showed me how to put live bait on my line, how to cast into the ocean and how to tell if I had a bite. I threw my line in over and over again that day until I finally caught a fish. It was a blue fish. It was the biggest fish we caught all day.

Karen: How did that make you feel?

Antwan: I was real proud. My dad was proud of me too. My little brother told everyone at home and in the neighborhood how I caught the biggest fish ever.

Karen: Antwan, what made this day a success for you? Looking back on that time what do you think made it possible for you to catch that big fish?

Antwan: It was my dad. He taught me everything he knew. He was patient with me as I learned. He didn't get upset when I made mistakes. And he let me stay there in that surf as long as I wanted until I caught that fish.

Karen: Have you ever had a similar feeling in school?

Antwan: No.

Karen: Are you sure?

Antwan: Well...

Karen: Have you ever had anyone care that much about you in school?

Antwan: No, not even close.

Karen: Where is your Dad now?

Antwan: He moved out last year. I don't see him much anymore. My parents fight all the time. Usually about the money he owes her.

Karen: Do you see him very often?

Antwan: No!

Karen: Would you like to see him more?

Antwan: Yes, but I don't think that is possible.

Karen: Does he care about how you do in school?

Antwan: Yes.

Ideas for Action Worksheet 1

What struck you most about this day of training? What sticks out in your mind as you think back over the activities, group discussions, and conversations at your table?

Where were you most interested and engaged? Where did you find your attention wandering?

What insights or learning will you take away from today?

What is one small thing you might do differently or one new approach you might try in your workplace as a result of this day?

Day Two Agenda

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.

Intervention Philosophy and Goal Statements

Intervention Philosophy

If it ain't broke, don't fix it.

Once you know what works, do more of it.

If it doesn't work, don't do it again; do something different instead.

—DeJong & Berg, 2002

Goal Statements

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 they are expected to change
3. How much change is expected
4. Under what conditions the change will take place
5. In what time frame the changes should 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

Skills Practice: Writing Goal Statements for Antwan

Write three goal statements for Antwan at one of the following levels: (a) student and/or family; (b) school—teachers, administration, and programs; and (c) community—formal and informal supports. Use the following criteria checklist as you do this:

- Who or what will change?
- In what way will they change?
- How much change is expected?
- Under what conditions will the changes take place?
- In what time frame will the changes be observable?

Example:

“Antwan will experience no unexcused absences at Rockwell High School during the upcoming grading period.”

Exercise

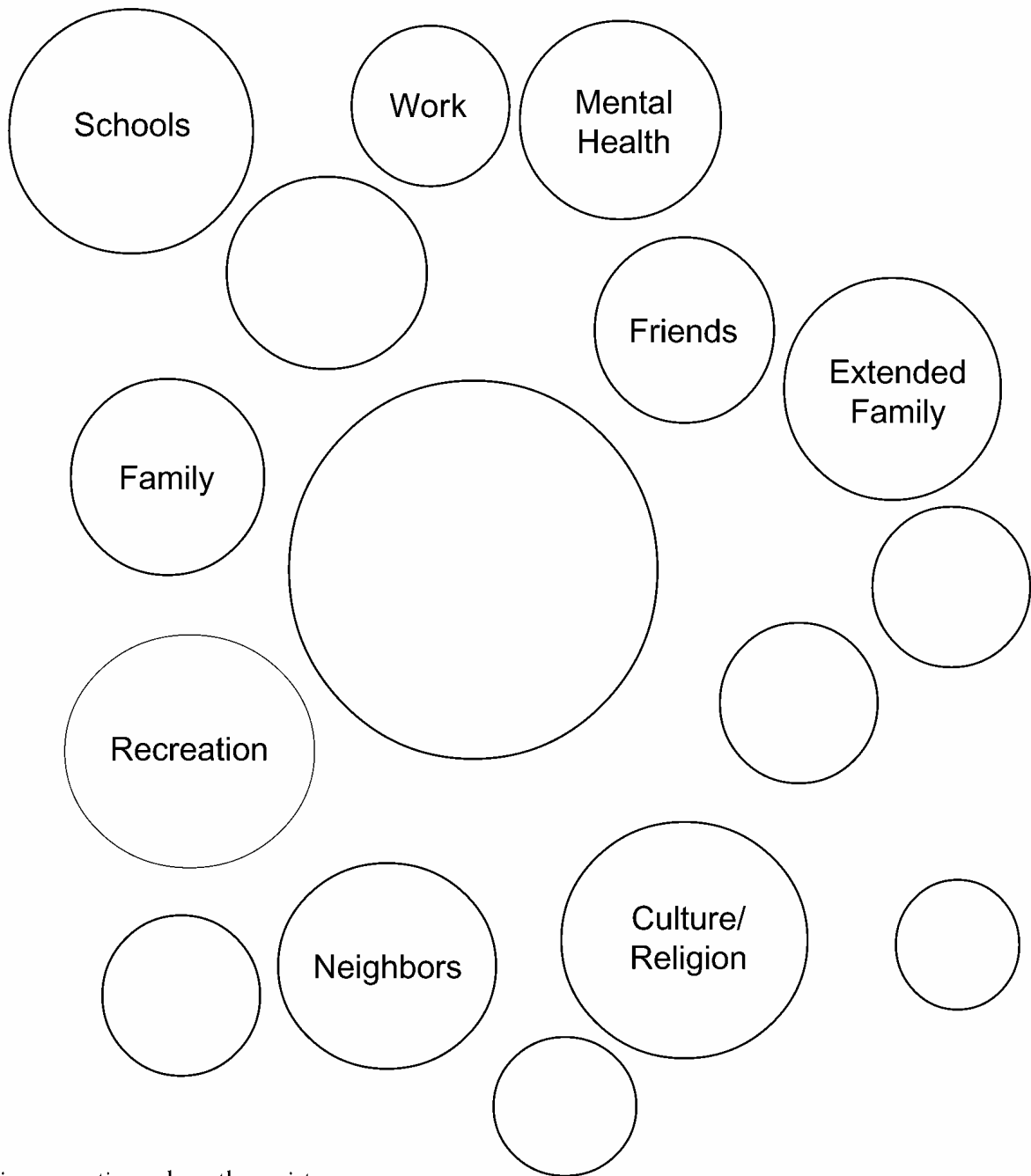
Circle your focus: Student/Family School Community

Goal Statement One: _____

Goal Statement Two: _____

Goal Statement Three: _____

Sample Ecomap



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.

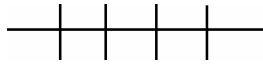
Draw arrows along lines to signify flow of energy, resources, etc. --> --> -->

Identify significant people and fill in empty circles as needed.

Ecomaps

Key

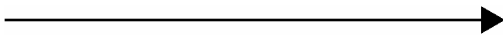
A conflictual or stressful relationship



A positive relationship



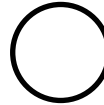
An unequal relationship. Direction of the arrow indicates who “gives” the most.



Male



Female



Source: Ashford, LeCroy, & Lortie, 1997

What is an ecomap?

The ecomap is a paper-and-pencil diagram of the ecological system of the client/family, the major systems, together with all their relationships, that affect and are affected by the client/family.

How is it used?

1. To identify members of the household and of the extended family, the nature of the relationships among them, and the resources they exchange with the client.
2. To identify other people and systems in the client/family’s social environment and the resources exchanged with them.
3. To identify the client/family’s relationships with community systems.
4. To identify present and past contributions of the client to others.
5. To identify systems from which additional resources might be available.

Why is it a useful tool?

1. It organizes a great deal of information for the client’s record.
2. Creating the ecomap engages the client/family in the process of assessing their relationship with the social environment.
3. It helps to identify the client’s positive contributions to her environment and gaps in support from the environment and to identify and evaluate possible resources for help.
4. It can be modified over time, allowing both the social worker and the family to note changes.
5. It can be adapted to all kinds of social situations.

How is the ecomap put together?

1. Tell the client and/or significant other person that you would like them to help you put together a picture of the client/family's important relationships with family and the community, or of what makes up their world.
2. Start with the client's household. Household members should be mapped as in the traditional family tree, using squares to indicate males and circles to depict females. Deceased members, with an X to indicate that they are dead, can be mapped at the edge of the circle.
3. Next, those environmental systems which affect the client/family's life are identified on the map; as soon as the nature of the client-system transaction has been determined, a line is drawn to express both the connection and its quality (as indicated at the bottom of the form). 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.
4. Other environmental systems may be identified in terms of past history or possible future involvement.
5. Use the blank circles or draw new ones for additional systems.

While drawing the ecomap, it may be easy and appropriate to explore:

1. What do the client/family perceive the exchanges with the other systems to be (who does what for whom, now and in the past)?
2. How do the client/family feel about the exchanges with the other systems—in particular how does the client feel about help received, how does the family member feel about help given?
3. How adequate do the client/family feel the exchanges to be to meet identified needs?
4. Do the client/family perceive any other systems to be, or to be worth exploring as, potential sources of help to meet identified needs?
5. Do some of the systems providing resources to the client face many conflicting needs, or show evidence of strain due to caretaking.

Note that the ecomap has the potential for identifying strengths as well as needs of the client/family system and present or past reciprocation by the client. The ecomap can be constructed or filled out with client and family member separately or together.

Antwan's Family

Family

- **Antwan Washington** is an African-American male, aged 16, in the 10th grade.
- **Gloria Washington**, Antwan's mother, has multiple health problems including severe arthritis, diabetes, and depression. She has been receiving disability for two years. She has an associate's degree, and up until two years ago was working at a factory assembling automobile parts. When her health deteriorated, she lost her job and she and her children moved into her parents' mobile home. Her parents are loving and supportive, but taking in their daughter and grandchildren has put a strain on them financially.
- **Antwan's Grandparents**. His grandfather, Marvin Alston, is a disabled veteran who suffers from severe back pain. The family lives off of the money he receives from the government for his service. Antwan's grandmother, June Alston, is in excellent health, and makes extra money by running an informal hairstyling business out of her home. The couple receives food stamps in order to make "ends meet." Because of Mr. Alston's injury, the family does not have a car. Mrs. Alston rides with a neighbor to the store and to church each Sunday.

The Alstons live about three blocks from a family resource center, but no one in the family has ever used it. The Alstons' well-kept mobile home has three bedrooms: Mr. and Mrs. Alston stay in one, Gloria stays in another, and Antwan's two younger sisters (Shanti, age 12, and Alicia, age 10) share the third. Antwan sleeps on a pull-out sofa in the living room. He spends as little time as possible at home because he has no privacy. The crowded home also makes it difficult for Antwan to do his homework.

- **John Washington**, Antwan's father, left the family two years ago. After an extended period of unemployment, John slipped into a depression and began drinking too much. John and Gloria fought frequently about money. When Gloria lost her job and they were forced to move in with Gloria's parents, John moved to another state where the prospects of finding worker were better. Before he left he promised he would start sending money home, but Gloria and the kids have not heard from him since.

Neighborhood

The Alston's neighborhood is made up of mobile homes, small bungalows, and a few streets over, a public housing project. There is a family resource center next to the housing project. The residents who own their homes are mostly retirees; they keep their houses well maintained. The rented homes are less well cared-for, and some are visibly in need of repair. The homeowners are sometimes suspicious/afraid of the renters. People move in and out frequently, and there has been increasing fighting and drug dealing in the neighborhood. At least two or three times a week police and/or other emergency personnel come through the neighborhood with their sirens blaring.

There is a neighborhood watch sign posted on the street, and the Alstons talk frequently with their closest neighbors about what happens in the neighborhood. But the Alstons do not know many of the renters who occupy well over half of the neighborhood, and are the source of most of the "trouble."

Although there are no gangs operating in Antwan's school or neighborhood, there are cliques of friends that stick closely together. Occasionally the cliques with older teens and young adults pick on younger groups of kids, or on younger kids individually. Many kids carry some type of weapon. When asked about it, younger teens express fear of the older cliques. Antwan says he would never be aggressive with a weapon, but it makes him feel better when he carries a pocketknife to school.

Antwan's friends occasionally drink and smoke. Mostly they just walk around or hang out and talk about girls and music, and watch TV/play videogames.

School

Antwan has been skipping school, and is currently in danger of failing two classes. When he does attend, Antwan often interrupts the teacher and refuses to complete his work. Intelligence testing indicates that Antwan is in the high average range of intelligence. He is currently performing well below his capabilities, and if his grades do not improve he runs the risk of having to repeat certain courses.

Antwan's teachers indicate that he is unmotivated and at times quite angry. They are at a loss as to how to reach him. They also report that he is having a negative impact on the classroom environment, since they must spend so much time disciplining him. They believe, however, that he has the potential to improve his grades if he will just buckle down and do the work.

Antwan's mother Gloria has been contacted on several occasions, but has been unable to come to the school for a meeting due to a lack of transportation. She is concerned about her children's grades and school behavior, but has not been able to provide the time and level of supervision needed in the evening.

Friends

Antwan has a tight group of friends, all teenage boys from his neighborhood ranging in age from 14 to 17. The boys spend most of their time together, both in school and out. Antwan's best friend, Derek, is the only child of a single mom who works in the evening. Perhaps because of this, Antwan spends the night at Derek's house several times a week.

Most of Antwan's friends struggle with their grades in school. Like Antwan, they don't participate in afterschool activities because they have no transportation home. The friends are "good" students in the sense that they are not troublemakers with their peers (bullying, etc.) and they aren't involved in any illegal activities, but for a wide variety of reasons, this group of boys tends to be hard to manage in the classroom. They have difficulty following instructions and their angry attitudes often lead to confrontations with their teachers.

Health and Well-Being

Antwan is good looking, but like many teenagers, he is self-conscious about his looks. He and his friends do not have many "name-brand" items of clothing, and Antwan has a moderate case of acne. In general, Antwan is in good health. Once or twice a year he gets a cold or flu severe

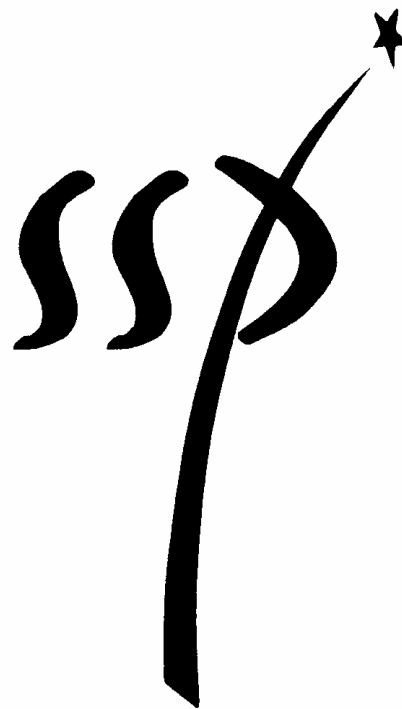
enough to keep him out of school for several days, but he has never had a medical condition that has required extensive care or recuperation.

Antwan seems to feel insecure with anyone outside of his immediate family and friendship group. When he feels "less than" he often lashes out in anger and defensiveness. In the classroom, Antwan is sometimes disruptive, making sarcastic comments about the subject or the teacher. Other times he refuses to answer questions in class. Lately, he has not been turning in most of his assignments. The assignments he does turn in earn Bs and Cs. Incomplete assignments drag all of his grades down.

Professionals in Antwan's Life

- **Karen Farwell**, a 29-year-old Caucasian female, is the school's family specialist (social worker with an MSW) who is assessing the school's Success Profile. She is in the process of interviewing students about their individual profiles.
- **Al Cook**, a 48-year-old Caucasian male, is Antwan's former drama teacher. When Antwan first enrolled in the school he did lights and sound for the school play. He has since stopped being involved with drama because "the practice is a pain and it's stupid anyway." Mr. Cook believes that Antwan would benefit from and enjoy being involved in the drama program, and wants to have the opportunity to speak with Antwan's mother.
- **LaTonya Stewart**, a 36-year-old African-American female, is Antwan's homeroom and English teacher. She believes that Antwan has the ability to do well in her class, but he does not complete his assignments and is often disruptive. She would also like to talk with Antwan's mother about ways she might be able to help Antwan perform better in school.
- **Vanessa Wright**, a 51-year-old African American female, is a parent educator from the neighborhood family resource center. With Gloria's permission, Karen Farwell has asked Ms. Wright to help Gloria understand more about the resources she can access through the center and the community.

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
--------	-----------

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

Key	
● Risk	
● Caution	
● Asset	

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.

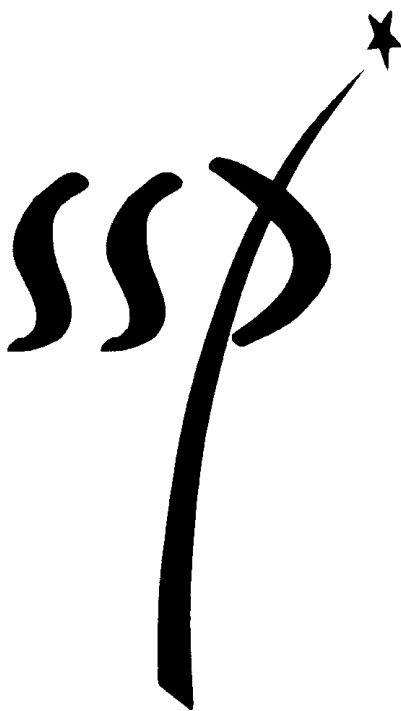
Trouble Avoidance (Page 2, Questions 5 a-c and g-i)

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.

Intervention Planning and Monitoring Form [blank]



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



Student's Name: _____

School: _____

SSP ID #: _____

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 you and the student have marked (☒ = concerns) above, and chosen to target for intervention during the next several months.

Area 1. _____

Area 2. _____

Area 3. _____

Area 4. _____

The Coach Approach

Collaborate—The coaching relationship is a collaborative, team-based approach. The family specialist is the coach. And while the student is the player with whom the coach is working most directly to improve their contribution, the coach is also working with other members of the team—the family, teachers, and community partners—to get them to contribute their talents and strengths to school success. To win, a team must be clear about its goal and about each party’s respective role and tasks in support of that goal. Team members must be committed individually and collectively to learn and adapt for success.

Own—Effective coaches lead by example. Their most fundamental responsibility is that of a human being—to treat others as they themselves would like to be treated, with respect. Their second responsibility is to know and meet their responsibilities as a coach. They must ask themselves questions such as: Is the team’s goal clear? Do I understand and appreciate the talents and strengths of all my team members? Do team members understand the tasks for which they are responsible? Am I providing consistent feedback to all the team members?

Acknowledge—Coaches acknowledge successes through positive reinforcement and compliments. They also acknowledge students’ concerns and feelings.

Communication—Communication is the backbone of successful coaching. It includes the ability to listen to and acknowledge people’s concerns while also eliciting their strengths, uncovering what has worked before, identifying tasks that build on strengths and what has worked, and providing complementary and corrective feedback.

Help—Coaches are confidants, partners, and facilitators of team effort. They are also resource guides, pointing students and families to resources within themselves and in the school and larger community. Coaches are resource brokers who help the respective parties gain access to supports that will help them succeed.

Dialogue for Success: Ongoing Coaching

Name: _____ Date: _____

What Is Working?

- **Identify What Works** (What is happening that is better at school or home?)
- **Elaborate** (How does that happen? What do you do that makes that happen? Now that you are doing _____, what do you notice different between you and _____ at school _____ or at home?)
- **Support and Compliment** (Not just anyone could have done what you did. Great job!)
- **What Else** (What else is better at school or at home?)
- **Tell Me More** (Tell me more about how you do that or how that works.)
- **Doing More of What Works** (What will it take to do _____)

Strategies for Getting Unstuck

What “You” Can Do

1. Ask yourself if you really have the whole story.
2. If you feel confused about what is going on, share your confusion and ask for clarification.
3. Go back and reaffirm your past agreement on goal(s) and task(s).
4. Share your findings, notes, and assumptions and get their feedback.
5. Find out if there are other things going on in the individual’s life that are making progress difficult.
6. If you are really stuck, ask for consultation and/or supervision from someone else within your system.

What “They” Can Do

1. If things aren’t getting better, ask the student/family how they managing.
2. Ask: “Why aren’t things worse?” Reinforce those things they are doing right.
3. Have the student/family assess where they stand relative to their goal(s) (scaling). Get them to restate their goals in manageable chunks.
4. Have them try a new approach.
5. If they are stuck on what to do, ask them a relationship question such as: “How might someone else in your life see what you are doing?” As they answer, get them to elaborate.

Sources: Solution Focused Interviewing; Success Case Method; and Home Builders.

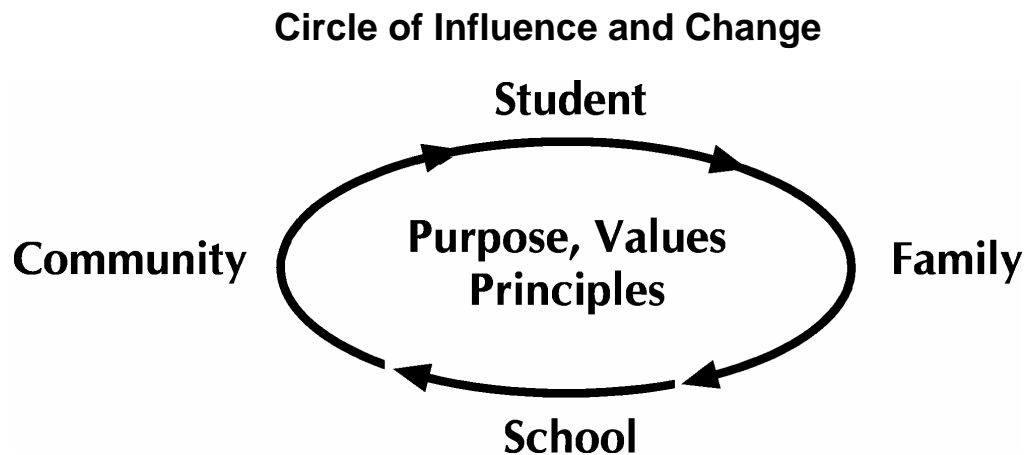
Shift from Evaluation to Self-Evaluation

Self-evaluation approaches to school success seek to avoid:

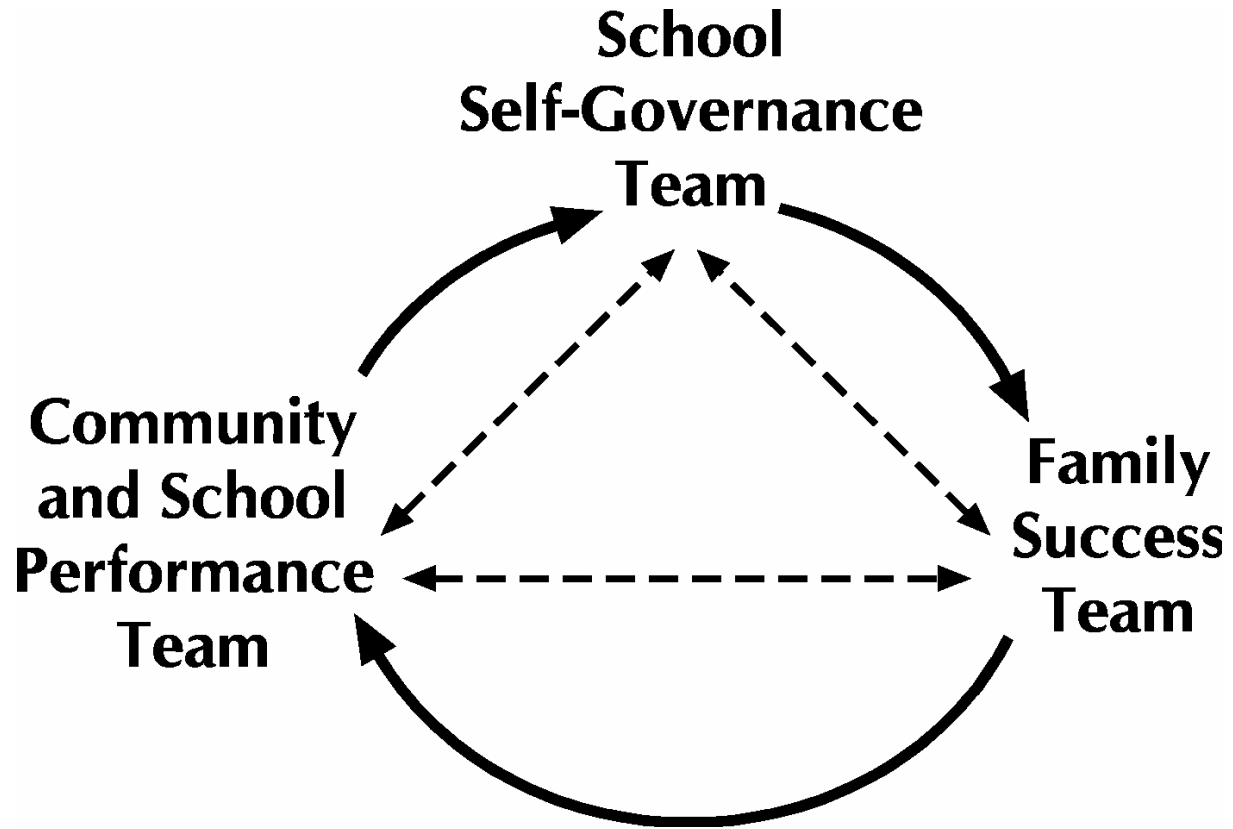
1. Adversarial auditing approaches to school success that foster blame and create poor working relationships;
2. Detached approaches that seek to find simple “silver bullet” solutions to complex problems;
3. Untimely evaluation reports that fail to capture the factors that contribute to school success;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



School Success Case Method: Integrated Decision-Making Structure



Ideas for Action Worksheet 2

What struck you most about this day of training? What sticks out in your mind as you think back over the activities, group discussions, and conversations at your table?

Where were you most interested and engaged? Where did you find your attention wandering?

What insights or learning will you take away from today?

What is one small thing you might do differently or one new approach you might try in your workplace as a result of this day?

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