Interventions at School X

1

RISK RESILIENCE

RISK PROFILING

Multi Faceted Approach

- Primary schools – Risk Profiling
- Life Space Study – Yale researchers
- Inner Assessments – SDQ, CMHPW (Child Mental Health and Psychological Well Being), Family Relations Test
- Parenting – Solihull approach
- PAD time materials – EI policy
- CDP – Blueprint, Mood Meter materials

Each young person is:

- Assessed on risk meaning family, demographic, socio economic, family ed aspiration, free school meals, academic, learning, attendance risk, authorised absence, primary school measurement, pre school evidence, parental support for child throughout

- Appropriate and identified interventions to minimise risk and build risk resilience within our young people.

What does the research say?

- Good intentions are not enough
- Cannot work with the child in isolation
- Attendance
- Attachment
- Achievement
- What messages do the current systems send to the child, to the family and to the local community? Quinn et al 1998.

What does this mean?

- Profile for every young person from birth based on risk
- Objective measurement on risk for every child
- Risk meaning family, demographic, socio economic, family ed aspiration, free school meals, academic, learning, attendance risk, authorised absence, primary school measurement, pre school evidence, parental support for child throughout
- Multi faceted approach at each stage of transition
- Parallel work with families
- Sharing of information – multi agency external

- Appropriate interventions which are measured for impact on child and family

Why this approach?

- Recent research suggests that 10% of all children from ages 5-16 years suffer from difficulties in mental health.

- To address the wide range of emotional and psychological issues that children may encounter – both negative and positive

Assessment and intervention

Screening of Year 7 – analysis on an individual level

- <u>Method</u>: Strengths and Difficulties Questionnaire
- It is a brief behavioral screening questionnaire for children and adolescents ages 4 through 16 years old. 25 items.
- <u>Scales</u>:

  a. emotional symptoms (5 items)

  b. conduct problems (5 items)

  c. hyperactivity/inattention (5 items)

  d. peer relationship problems (5 items)

  e. pro-social behaviour (5 items)

- <u>Participants</u>: parents and students
- <u>Steps</u>:
  a. Letters with permissions, opt in procedure (first contact with psychology)
  b. Parents fill out the paper version D:\My Documents\SDQ\SDQ parent version.pdf
  c. Students fill out Qualtrics version http://new.qualtrics.com/SE/?SID=SV_4MCxVkW8zou4Kaw&Preview=Survey&BrandID=newlinelearning

Assessment and intervention

Deepened assessments – individual level

Based on the screening, all students with highlighted scores are going to have:

- School and SEN file reviewed
- Parents and a student invited to the interview
- Battery of measures, compiled based on the initial hypotheses, administered individually (can be the support team – need to send the documents to the psychologists)

Measures of Children's Mental Health & Psychological Wellbeing

1. **Measures of Enjoyment** – assess children's quality of life and happiness levels, e.g. School Children's Happiness Inventory (age 8-15)

2. **Measures of Belonging** – measure and support children in developing a healthy engagement in school life, e.g. Sense of School Community Scales (age 8-16)

3. **Measures of Resilience** - evaluate how resilient children are in coping with the stresses of daily life and helps them to develop a healthy sense of self worth, e.g. Coping Efficacy Scale (age 9-12)

4. **Measures of Distress** – screens the population for issues such as depression, anxiety and loneliness, e.g. Loneliness and Social Dissatisfaction Scale (age 5-12)

5. **Measures of Responsiveness** – assess children's ability to self monitor their behaviour and help ensure they develop a sense of empathy and co-operation when working with others, e.g. Friendship Quality Questionnaire (age 8-13)

6. **Measures of Resilience** - evaluate how resilient children are in coping with the stresses of daily life and helps them to develop a healthy sense of self worth, e.g. Coping Efficacy Scale (age 9-12) . Measures of Social Behaviour – assess the way children deal with a range of social situations and whether emotional and behavioural problems could be having an impact on their progress in school, e.g. Interpersonal Competence Scale (age 10-18)

7. **Measures of Healthy Living** – highlight any problems children may have in living a healthy lifestyle, e.g. Children's Eating Behaviour Questionnaire (age 5-12)

Measures of Children's Mental Health & Psychological Wellbeing

1. The Anger Expression Scale

- This measure can be used to identify children who have particular difficulties controlling or expressing their anger and emotions.

- It assesses four aspects of anger in children:

  - trait anger (e.g. feeling angry, being in a bad mood)

  - anger expression (e.g. having tantrums, fighting and arguing)

  - anger suppression (e.g. being angry in secret, not showing anger)

  - anger control (e.g. controlling temper, staying calm)

2. The Self-Report Coping Scale

- Age: 9 and 12 years
- <u>The approach scale</u> has two subscales:
  1. seeking social support - seeking advice or help from friends, family or trusted adult
  2. problem solving- generating ways to tackle the problem, both behaviourally and cognitively
- <u>The avoidance scale</u> includes three subscales:
  1. distancing- behavioural and cognitive strategies to minimise or avoid thinking or dealing with the problem
  2. Internalizing - allowing oneself to become angry or upset, including worrying about the problem
  3. externalizing- behavioural responses displaying negative affect, such as yelling and hitting

Self-Report Coping Scale - continued

- Evaluates a child's coping responses to two stressful events. In the first, children must rate how they would respond to receiving a particularly bad grade at school (academic situation), while in the second they must consider how they would cope with an argument or fight with a friend (interpersonal situation).

- This measure has the potential to evaluate coping responses to a variety of possible problem situations (e.g. bullying).

3. The Depression Self-Rating Scale for Children (DSRS)

- 18-item standardised questionnaire for children between 8-14 years with depression according to DSM-IV classification

- It does not diagnose, but provides important information if professional help is needed

- It is useful as a first stage in trying to identify young people who are at risk of depression.

- Examples of the questions: 'I feel like running away', 'I have bad dreams', 'I feel very bored'.

4. The Children's Revised Impact of Event Scale (CRIES)

- Identifies children who may be experiencing longer-term negative psychological effects of a previous traumatic experience during which they experienced high levels of fear or anxiety, which is known as PTSD – post-traumatic stress disorder

- 13 items assessing three main components: intrusive and uncontrollable thoughts, aversive emotional arousal, persistent effort to avoid the feared event from re-occuring.

- It is consistent with DSM-IV criteria for PTSD

5. The Problem Solving Measure for conflict – PCM-S

- It explores how children and young people who respond inappropriately in social situations involving frustration or conflict think about those

- It provides a 'way in' to identifying faulty reasoning and teaching more effective problem-solving skills

- It uses Dodge's Hostile Attribution Bias* and is able to discriminate between aggressive and non-aggressive children – aggressive children are more likely to attribute hostile intent, jumping to the conclusion that the other child bumped into them on purpose.

    - *Hostile-Attribution Bias is a tendency to perceive hostile intent on the part of others, even when it is really lacking.

Measures of Children's Mental Health & Psychological Wellbeing

6. The Children's Automatic Thoughts Scale – a measure of impact

- 40-item self-report measure of a child's thinking (cognitions) about themselves and their life circumstances:

1. Are they feeling threatened by external events?
2. Are they feeling threatened by social situations?
3. Do they see themselves as successful or as failures (personally)
4. How much they attribute hostile intent to others?

- It does not identify psychological problems in young people, but assesses if a psychological intervention changed the thoughts

- It informs the intervention – feedback from this scale needs to be sent to a counsellor, anger management professional, etc.

- Reassessment every two terms

7. Connors' Rating Scale

- With items that represent internalizing and externalizing behaviours, the CRS–R scales evaluate problem behaviours, Attention-Deficit/Hyperactivity Disorder (ADHD), and comorbid disorders as reported by teachers, parents (or alternative caregivers), and adolescents.

- It provides the most accurate information possible on which to base practical intervention strategies. Direct links to DSM-IV™ criteria facilitate differential diagnosis and the ADHD Index provides the best set of items for distinguishing ADHD children from nonclinical children.

- Widely used by school psychologists, child psychiatrists, paediatricians, clinics, child protective service agencies, juvenile detention facilities, residential treatment centres, and private practitioners, the CRS–R scales have become the standard for attention and behaviour assessment in children and adolescents.

Interventions

- **After the assessments are completed, the following interventions might be offered:**

1. Individual Counselling

2. Anger management

3. Individualised educational plan – Cocktail curriculum

4. Support with cognitive deficits – literacy, Maths, etc.

5. Referrals to other agencies – Relate, CAMHS, Dandelion Time, etc.

6. Work with a dyad or triad – parent(s), child and Solihull specialist

7. Social Skills Group: The participants reported the reduction of Emotional Symptoms and Conduct Problems

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Interventions

L5 – Possible alternative curriculum and/or off site interventions. Harmony

L4 – Offsite interventions:

L3 – High level specialist Interventions within the school: Pitstop, Part Time Timetables, Anger Management,Relateen, Work Experience, Charlton, Cocktail Curr

L 2 – Small group, one to one or up to 8 students for special differentiated interventions.

L1 – Classroom Interventions

'We cannot always build the future for our youth, but we can build our youth for the future'.

F.D.R.

Life Space Study - Results

Time	Some results:
2008-2009	
2009-2010	• Students reported being relatively optimistic about their futures – no differences between the academies • Differences between the Academies on SDQ: higher peer and conduct problems in X Academy, higher pro-social behavior in Cornwallis Academy • Student-Teacher Relationship - on average students reported having somewhat positive relationship with their teachers • Coping Strategies - for all students combined, the highest means were on the more adaptive strategies. Comparison with other samples: our students scored better than the norm on seeking social support and internalising and externalising. They scored worse than the norm on problem solving, and on distancing. • In 2010 number of students: 93.7% of year 8 and 95.3% of year 9 completed the study. • We consider this score as very high and believe that the results represent views of the vast majority of year 8 and 9 students. • In a few cases we did not get the parental consent for the child to participate in the study. Some students did not have consent to participate in the School Life Study, but had a permission to participate in the surveys assessing their level of engagement and a sense of belonging to school.

Life Space Study (School Life Survey) - Measures

- **Self-Report Coping Scale**
- **The Brief Self-Control Scale**
- **The Emotion-Focused Interaction Scale with Teachers**
- **Trusted Adults Questionnaire**
- **The Sense of School Community Scale**
- **The Family and School Connectedness Scale**
- **<u>Psychological Sense of School Membership Scale</u>**
- **<u>Student Engagement Instrument</u>**
- Future Outlook Inventory - discontinued
- Life Expectations - discontinued
- Aggression Scale – discontinued
- SDQ - discontinued
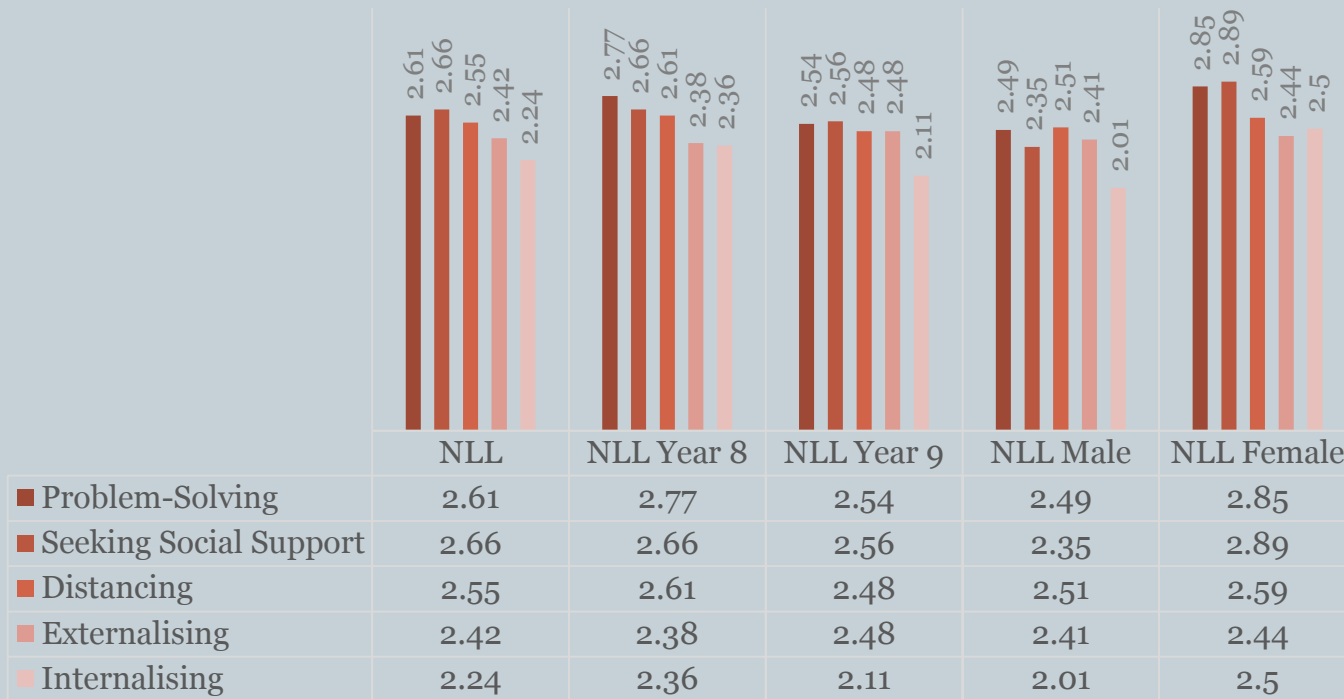
Check and Connect

*we own these measures

- Seeking Social Support and Problem-Solving are generally adaptive, 'approach' strategies whereas Distancing, Internalising, and Externalising are less adaptive, 'avoidance' strategies.

- Higher SRCS subscale scores indicate stronger preferences for coping strategies.

Spring 2010
The Self-Report Coping Scale

	NLL	NLL Year 8	NLL Year 9	NLL Male	NLL Female
Problem-Solving	2.61	2.77	2.54	2.49	2.85
Seeking Social Support	2.66	2.66	2.56	2.35	2.89
Distancing	2.55	2.61	2.48	2.51	2.59
Externalising	2.42	2.38	2.48	2.41	2.44
Internalising	2.24	2.36	2.11	2.01	2.5

Spring 2010
The Self-Report Coping Scale

- For all S school students combined, the highest mean subscale scores were for Problem-Solving (NLL = 2.61) and Seeking Social Support (NLL= 2.66), the more adaptive of the five coping strategies.

- Between years, year 9 had significantly lower scores than year 8 on Problem-Solving, an adaptive coping strategy, and Internalising, which is a maladaptive coping strategy.

- Therefore, year 9's seem less likely than year 8's to try to solve the problem following an argument with a friend, but are also less likely than year 8's to internalise the problem.

- Between genders, females were significantly more likely than males to use the two adaptive coping strategies of Problem-Solving and Seeking Social support, but were also significantly more likely than males to use the maladaptive coping strategy of Internalising the problem after a fight or argument with a friend.

SDQ

- Pro-social behaviours, Hyperactivity and Emotional symptoms were similar in both academies, but Conduct and Peer problems were more frequent in XAcademy.

- X Academy females show more pro-social behaviours and emotional symptoms than males, and less hyperactivity symptoms.

Student Engagement Instrument – 5 subscales (School Work, Family Support and Student-Teacher Relationships, Future Goals)

- <u>There are no comparative norms, so we cannot say if our children are less or more engaged than the norm</u>

- Year 7 students report more engagement in Cornwallis

- X school students report more engagement than Y school students in scales: School Work, Family Support and Student-Teacher Relationships)

Psychological Sense of School Membership Scale

- The tipping point below which students are less likely to be committed to education is 3.
- <u>All students combined and all subgroups had mean scores above 3.</u>

- Year 7 Y school students report more engagement than year 8 students
- X school students report more engagement than students on scales: School Work, Family Support and Student-Teacher Relationships)

- In order to examine whether the current Years 8 and 9 have changed significantly in their coping styles since spring 2010, statistical analyses were conducted.

- Mean scores for the 2 time points are presented along with norm group mean scores for each coping subscale.

- A summary of the significant differences found will follow.

# Self-Report Coping Scale: Longitudinal Analysis Winter 2010

- There was a significant decline in self-reported use of the Problem-Solving coping strategy in both Females and Year 8's.

- All subgroup scores were below those of the relevant norm groups.

Changes in Seeking Social Support Mean Scores Over Time

- There was a **significant decline** in self-reported use of the Seeking-Social Support coping strategy in both Males and Year 8's.

- The scores for year 9's appear to increase, though this was not significant.

- Scores for all subgroups were above those of the relevant norm groups.

Distancing Mean Scores and Norm Data by Time, Gender and Year Group
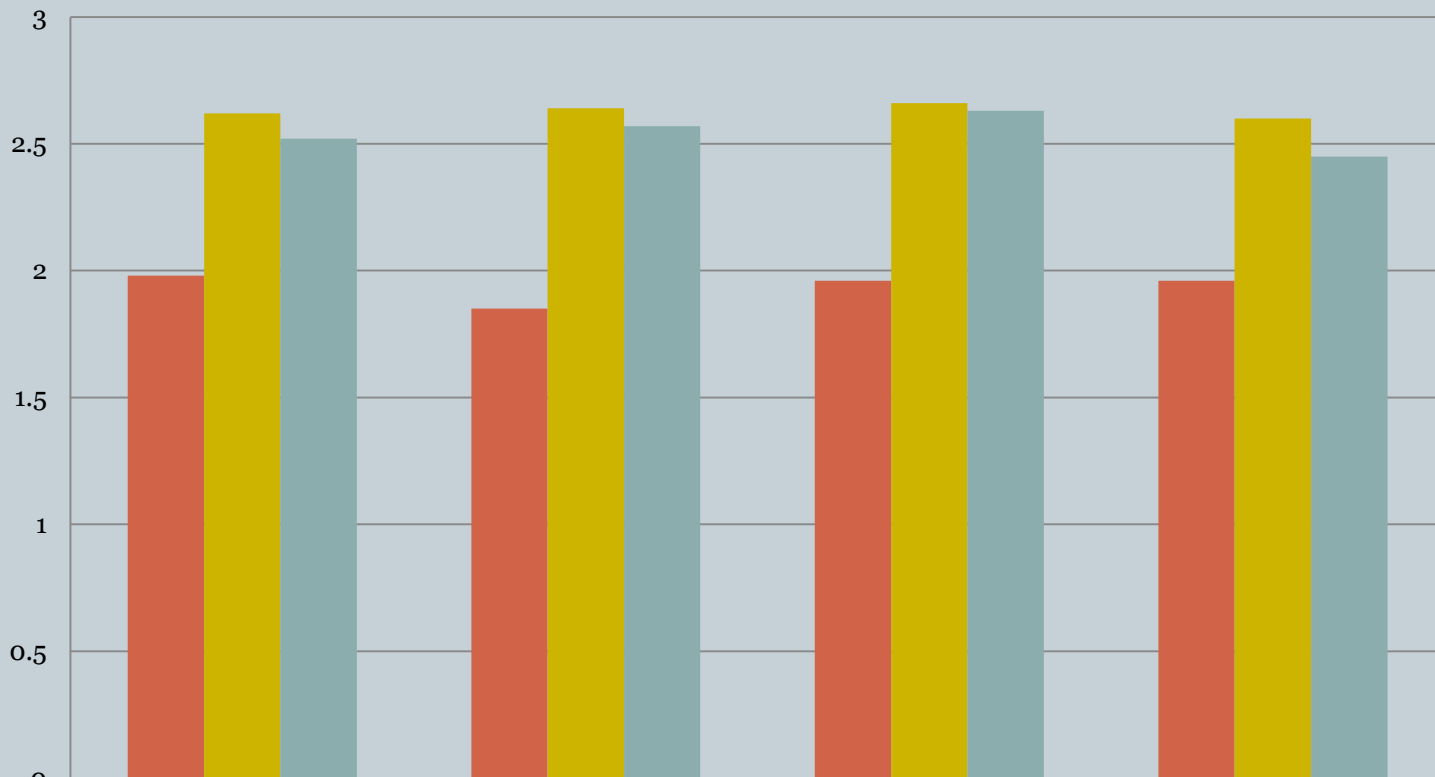
	Male	Female	Year 8	Year 9
Distancing Norm Group	1.98	1.85	1.96	1.96
Distancing (Spring 2010)	2.62	2.64	2.66	2.6
Distancing (Winter 2010)	2.52	2.57	2.63	2.45

Changes in Distancing Mean Scores Over Time

- All Changes over time in self-reported Distancing by Year Group and Gender were found to be non-significant, with the exception of **year 9**, who showed a **significant decline** in their tendency to use the Distancing coping strategy.

- Self-reported Distancing mean scores were above those of the relevant norm groups for all subgroups.

Changes in Internalising/Externalising Mean Scores Over Time

- All Changes over time in Internalising/externalising by Year Group and Gender were found to be non-significant.

- Mean Internalising scores for all subgroups were lower than those of the relevant norm groups.

- Mean Externalising scores for all subgroups were lower than those of the relevant norm groups.

Self-Report Coping Scale

- The interesting part is that <u>Year 9 was the only year which received the Well-Being intervention on Coping with Stress</u> (prepared for PAD time by Justyna Jaszewska, Assistant Psychologist).

- <u>We need to treat the data tentatively</u>, because it is the first post-measure. There is a chance however, that although we did not manage to improve the coping strategies significantly, we managed to stop the decrease. Children who received the intervention remained more stable in their use of adaptive coping strategies. Those who did not (year 8), decreased in using adaptive coping strategies.

- This is an important piece of information considering that we have started Check and Connect intervention. Check and Connect focuses on Problem-Solving skills and aims at increasing students attendance.

LSS – Our response so far…

- Based on the information from LSS in Spring 2010 we designed elements of PAD time to cover the Strategies of Coping with stress

- https://vle.newlinelearning.com/EL/_layouts/PowerPoint.aspx?PowerPointView=ReadingView&PresentationId=/EL/Shared%20Documents/Shared%20Documents%20Psychologists/Session%202%20Stress%20management_Year_9-R.pptx&Source=https%3A%2F%2Fvle%2Enewlinelearning%2Ecom%2FEL%2FSitePages%2FHome%2Easpx%3FRootFolder%3D%252FEL%252FShared%2520Documents%252FShared%2520Documents%2520Psychologists%26FolderCTID%3D0x01200063F00D415383DD4088D2CBF34769045F%26View%3D%7BC37233F8%2D92D1%2D4FEE%2DB364%2DC7C232F944E9%7D&DefaultItemOpen=1

Table 1. Summary of Significant Differences for Self-Report Coping Subscales within New Line Learning Academy

	Between Years	Between Genders
Problem-Solving	8 > 9	F > M
Seeking Social Support		F > M
Distancing		
Externalising		
Internalising	8 > 9	F > M

The Brief Self-Control Scale

- The differences between the proportions of subgroups with Brief Self-Control Scale scores below 3 were all non-significant.

- The results show that the majority of students (64.6%) felt statements like 'I am able to work effectively toward long-term goals' were at least somewhat like them.

Emotion-Focused Interactions Scale: Cross-Sectional Differences

- In terms of between-group differences, the difference between mean scores for males and females was found to be non-significant.

- It appears that boys and girls are approximately equally likely to have discussed emotional issues with their form tutors.

- However, **year 8's (2.96) were significantly more likely to report having emotion-focused interactions with tutors than year 9's (2.45).**

Emotion-Focused Interactions Scale: Changes Over Time

- The Emotion-Focused Interactions Scale had been administered at 2 previous time points: Autumn 2009 and Spring 2010.

- EFIS mean scores showed **a significant decline for all subgroups between Autumn 2009 and Spring 2010**.

- The difference between mean scores between Spring 2010 and Winter 2010 were non-significant for all subgroups.

- This suggests that overall students perceived fewer emotion focused interactions with form tutors occurring over time, although this trend appears to have stabilised somewhat.

The Trusted Adults Questionnaire

- To learn more about one coping strategy, talking to a trusted adult, students shared names of trusted adults at school.

- Overall, 50.8% of students in Years 8 and 9 in X school said they had one or more trusted adults in the school whom they would go to for help with a personal problem.

- 45.6% of male students said the same, as did 56.3% of females.

- 58.7% of year 8 students in X school said they had one or more trusted adults in school, compared to 42.4% of year 9 students.

Cross-Sectional and Longitudinal Comparisons on the Trusted Adults Questionnaire

- The difference between the proportions of males and females with at least 1 adult they could approach in the school with a personal problem was non-significant.

- However, **a significantly larger proportion of year 8s (58.7%) than year 9s (42.4%) felt they had a trusted adult in school.**

- While the proportion of X school students who said they had one or more trusted adults to approach appears to have increased slightly since Spring 2010 (Spring 2010 = 48%; Winter 2010 = 50.8%), this change was not found to be statistically significant.

The Trusted Adults Questionnaire

- 48 unique staff members were named (compared to 39 in X School in Spring 2010).

- This suggests that students now have a wider group of adults in school they feel comfortable approaching with a personal problem, even if the actual proportion of students who would approach an adult at school has not changed significantly.

The Sense of School Community Scale

- There were no significant differences between subgroups in terms of Overall Sense of School Community.

- However, X school Year 8 students scored significantly higher than XS Year 9 students on the School Supportiveness subscale (XS Year 8 = 3.34; XS Year 9 = 3.16).

- This suggests students in year 8 are more likely to consider themselves as having warm and supportive interpersonal relationships in school than year 9 students.

- Similarly, female students in X S years 8 and 9 scored significantly higher than male students on the School Supportiveness subscale (X S Female = 3.34; X S Male = 3.16).

The Sense of School Community Scale

- Year 9 students scored significantly higher than year 8 students in X S on the Pupil Autonomy and Influence subscale (X S Year 9 = 3; X S Year 8 = 2.72).

- This may reflect the fact that students get more choice over which subjects they study when they enter year 9.

- It is also possible that students are generally allowed a little more influence over the work that they do in class when they are a little older.

The Sense of School Community Scale

- Battistich reported from a sample of secondary schools an overall average of 2.83, with scores above 3.41 being considered above average, while scores below 2.25 could be considered below average.

- The Overall Sense of School Community for all subgroups in X S were therefore above the average reported in Battistich's study.

- In order to examine and compare the proportions of students within each subgroup falling below, between and above the upper and lower threshold scores proposed by Battistich, individual student scores were categorised as either below average (lower than 2.25), average (2.25 to 3.41), or above average (higher than 3.41).

The Sense of School Community Scale

- A significant difference was found between the proportions of males (8.5%) and females (2%) scoring below the lower cut-off.

- The differences for all other subgroups were non-significant.

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- It is also possible that students are generally allowed a little more influence over the work that they do in class when they are a little older.

Summary of Significant Differences for Sense of School Community Scale and Subscales (NLL)

	Between Years	Between Genders
School Supportiveness	8 > 9	F > M
Pupil Autonomy and Influence	9 > 8	
Overall Sense of School Community		

The Sense of School Community Scale

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The Family and School Connectedness Scales

- Students indicated the extent to which they have a support network of responsible adults with whom they would feel comfortable going to for support.

- The protective factors of connectedness with family and connectedness to school were assessed with 12 and 6 items respectively on a 5-point agreement scale.

- Also measured by the School Connectedness Scale was self-reported belonging, happiness, safety, closeness to others at school and fair treatment by teachers.
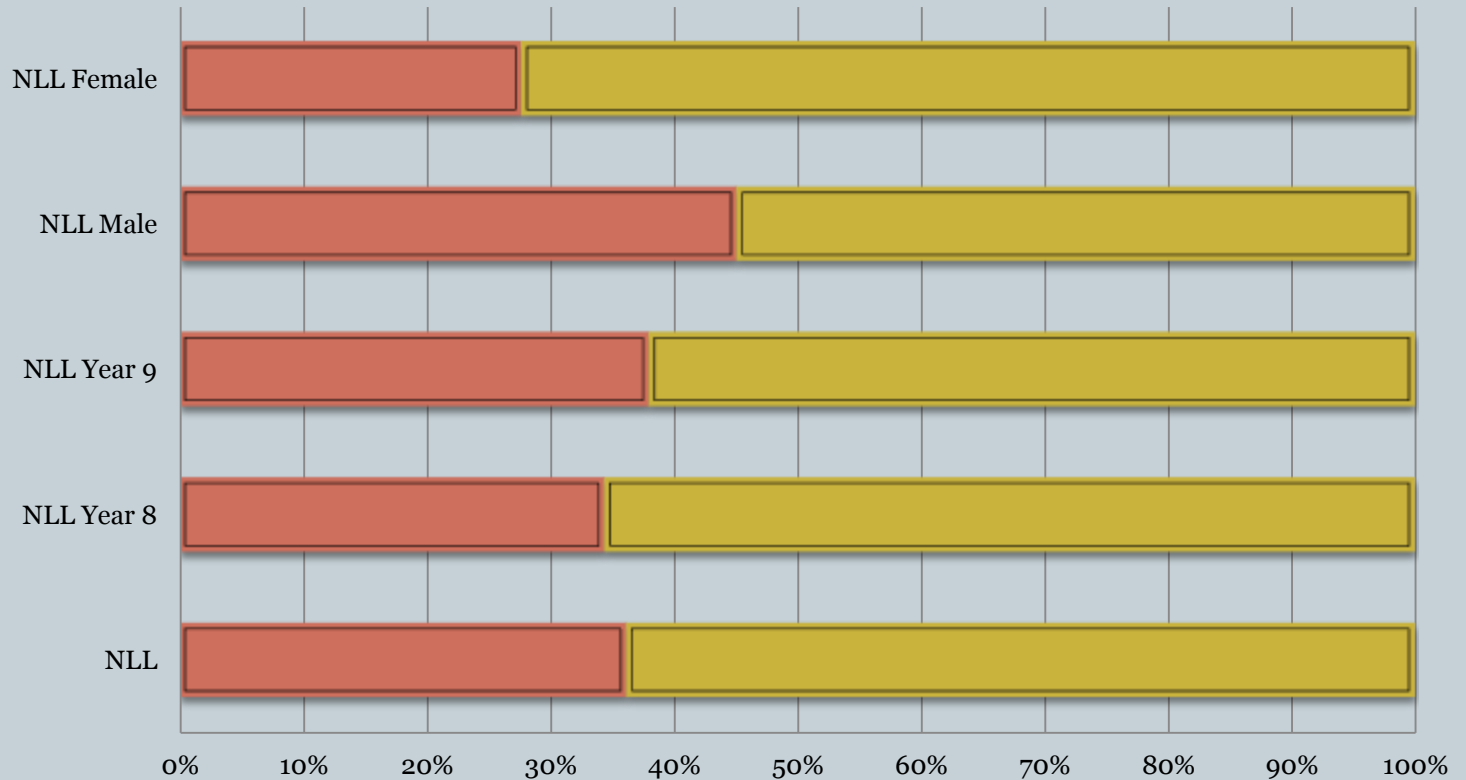
The Family and School Connectedness Scales

- A significant difference was found between males and females on the School Connectedness Scale, with females scoring higher (Female = 3.53; Male = 3.23)
- All other comparisons between subgroups were non-significant.

The Family and School Connectedness Scales

- Ozer et al (2008) categorised scores on both scales as High, Medium and At-Risk.

- All Subgroup means for Family Connectedness were within the 'High' category.

- All subgroup means for School Connectedness were within the 'Middle' category

- In order to determine the proportions of students who may be at risk, individual student scores on both scales were categorised as 'At-Risk' or 'Normal'.

Proportions of Students with School Connectedness Scale Scores in the 'At-Risk' Category

	NLL	NLL Year 8	NLL Year 9	NLL Male	NLL Female
■ School Connectedness - At-Risk (%)	36.2	34.4	38	45.1	27.7
■ School Connectedness - Normal (%)	63.8	65.6	62	54.9	72.3

The Family and School Connectedness Scales

- A relatively large proportion of students appear to have a low sense of School Connectedness (36.2 % overall).

- A significant difference was found between the proportions of males (45.1%) and females (27.7%) with At-Risk School Connectedness Scores.

- No other significant differences were found between any of the other subgroups on proportions within the At-Risk categories of Family Connectedness and School Connectedness Scales.

- The proportion of students with Family Connectedness Scale scores within the 'At-Risk' category was relatively small (7.6%)

The Psychological Sense of School Membership Scale

- Assesses students' sense of belonging in their school - the extent to which they feel accepted, included, respected and supported.

- At a whole school level it can provide an indicator of the quality of social relations within the school.

- Where students do not feel a sense of membership in their school as a social system their motivation, engagement, academic achievement and attendance are all at risk (Goodenow, 1993).

The Psychological Sense of School Membership Scale

- Students reported on their beliefs about school membership by answering questions about their relationships with adults and peers in school.

- This constitutes an overall measure of their sense of belonging i.e. the extent to which they feel accepted, included, respected and supported at school.

- Higher scores indicate stronger sense of school membership.

The Psychological Sense of School Membership Scale

- The proportions of year 8 students and female students in XS with scores below the tipping point of 3 were similar to the proportions found in the UK secondary school norming sample (Norming sample = 21.3%, XS Year 8 = 21.8%, XS Female = 20%).

- However, the overall proportion, the proportion of year 9's and the proportion of male students in XS with scores below 3 were all above the UK norm.

- The differences between the proportions of subgroups with PSSM scores below 3 were all non-significant.

The Psychological Sense of School Membership Scale

- All subgroup means are above 3.0, the tipping point below which students are less likely to be committed to education. The combined mean was 3.45, and all subgroup scores ranged between 3.35 (Male) and 3.55 (Female).
- The difference between mean scores for years 8 and 9 was non-significant, while the difference between mean scores for males (3.35) and females (3.55) was statistically significant.
- Female XS students in years 8 and 9 therefore appear to feel a slightly greater sense of overall belonging to school than male students.
- In order to investigate the proportion of students within each subgroup scoring below the tipping point of 3, researchers categorised individual student scores as either above or below 3.

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Student Engagement Instrument

- The measure assesses two forms of student engagement:
  - cognitive engagement
  - psychological engagement
- In contrast with observable aspects of engagement – behaviours such as attendance and time on task – these components involve internal states, such as self-regulation, values, personal goals (cognitive), and feelings of belonging and relationships (psychological).

The Student Engagement Instrument

- The Student Engagement Instrument (SEI) consists of five subscales rated on a 4-point agreement scale, with higher scores indicating higher levels of engagement.
- Identifies problems across five domains:
  - teacher-student relationship
  - control and relevance of schoolwork
  - peer support for learning
  - future aspirations and goals
  - family support for learning
- Reschly et al (2008) reported that average scores were typically high – near or above the '3' on the 4-point scale and atypical scores were around or below 2.
- Currently, no UK norms exist, so comparisons were made between subgroups and across time.
- The atypical score serves as a benchmark to interpret results.

The Student Engagement Instrument

- Mean scores at XS were highest on the Family Support subscale (3.42), and lowest on the student-teacher relationships subscale (2.80).
- Year 8 reported significantly more engagement on the Peer Support subscale, but there were no other significant differences between year groups on the subscales.
- Females reported significantly more engagement on all subscales than males in XS.
- This probably reflects the finding that boys tend to be more vulnerable to disengagement than girls (Frederickson, Dunsmuir and Baxter, 2009).
- Individual student scores were categorised as 2 or below ('At-Risk') or above 2 to compare the proportions of subgroups falling into the At-Risk category.

The Student Engagement Instrument

- The proportion of students falling into the 'At-Risk' category is relatively small overall (5.2%), with subgroup proportions ranging from 2% (Females) to 8.3% (Males).

- The difference between the proportions of year 8 students (6.1%) and year 9 students (4.2%) who were at risk was non-significant.

- The difference between the proportions of male and female students who were at risk was significant, reflecting the tendency for male students to be at greater risk of disengagement.

LSS Summary – Winter 2010

- Year 8 students report significantly more emotion-focused interactions with tutors than year 9s and also report the school as being more supportive.

- There has been a decline overall in the number of emotion-focused interactions with teachers.

- 50.8% said they had at least 1 trusted adult to go to for help with a personal problem (58.7% Yr 8; 42.4% Yr 9)

- There now appears to be a wider group of adults who students feel comfortable approaching with personal issues(Winter 2010 – 48; Spring 2010 – 39)

LSS Summary – Winter 2010

- Student Engagement appears to have declined between Autumn 2009 and Winter 2010, with females generally reporting a greater sense of belonging and engagement than males.

- Connectedness to school appears a little low, while the proportion of students who are at-risk in terms of sense of school membership is relatively close to norm data.

- The Check & Connect Programme specifically targets sense of belonging and engagement, whilst also teaching problem-solving skills and discouraging maladaptive coping styles.
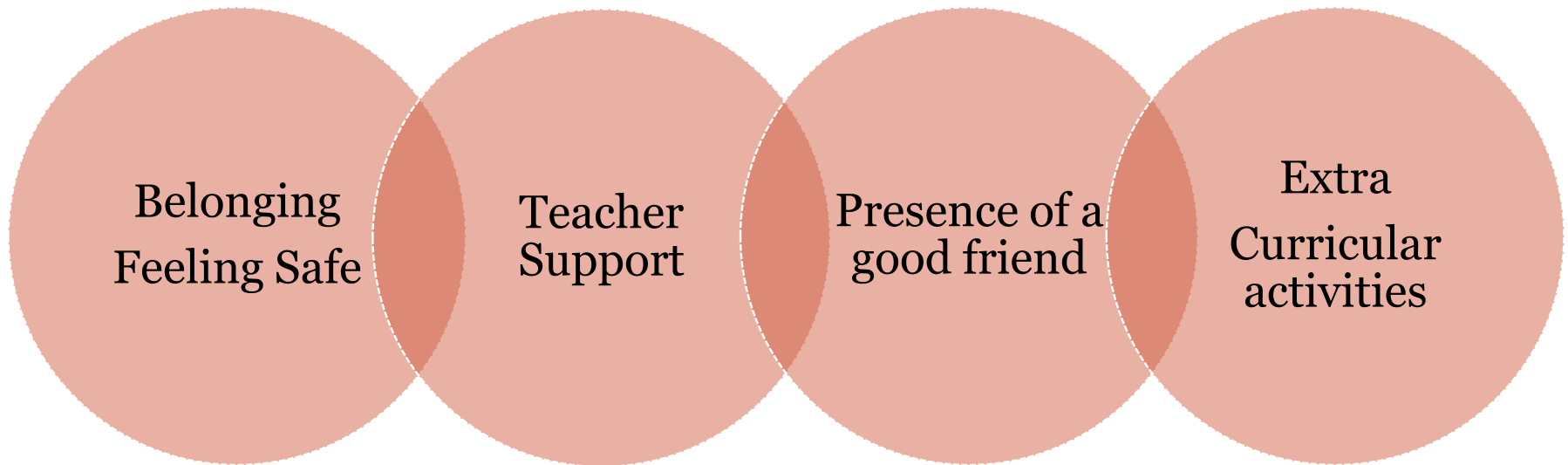
LSS Summary – Winter 2010

- Overall it appears that there is generally a preference for the more adaptive coping strategies.

- However, overall, students at XS appear to use Problem-Solving less than the norm, and Distancing more than the norm.

- Year 9 students did not significantly decline in Problem-Solving and were also the only group to show a significant decline in Distancing – this may in part be attributable to PAD Time intervention on coping with stress.

- The majority of XS students (64.6%) feel that they have a reasonable degree of self-control.

Do we want to increase students' engagement?

'School attachment is the foundation of academic success and a positive school climate.'

'Studies show that relationships, resources and school climate play a significant role in school attachment.'

Belonging Feeling Safe

Teacher Support

Presence of a good friend

Extra Curricular activities

The Self-Determination Theory
Ryan & Deci, 2000

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- <u>There are 3 innate psychological needs that need to be satisfied to enhance self-motivation and mental health; Competence, Autonomy and **Relatedness**</u>.

- Motivation concerns energy, direction, persistence. People can be motivated because they value an activity or because there is strong external coercion.

- Comparisons between people whose motivation is authentic and those who are merely externally controlled for an action typically reveal that the former intrinsic, relative to the latter extrinsic, have more interest, excitement, and confidence, which in turn is apparent both as enhanced performance, persistence, creativity and as well as self-esteem and general well-being.

Intrinsic Motivation & Psychological Needs

- Competence: Social-contextual events (e.g. positive feedback) contribute towards competence. Positive feedback enhances intrinsic motivation as it is mediated by perceived competence.

- Autonomy: vs. control – i.e. choice enhances intrinsic motivation. Whereas, threats or deadlines diminish intrinsic motivation.

- Relatedness: As suggested by the Attachment Theory, exploratory behaviour is more evident in secure infants. Similarly, for SDT, intrinsic motivation is more likely to flourish in contexts characterised by a sense of security, relatedness and understanding.

Extrinsic Motivation & Psychological Needs

- Not all self-determined behaviour is intrinsic due to social pressures to do activities that are not interesting .
- Extrinsic motivation refers to performance of an activity in order to attain some separable outcome.
- <u>Question is how individuals acquire the motivation to carry them out and how this motivation affects on-going persistence, behavioural quality, and well-being?</u>
- More autonomous extrinsic motivation was associated with more engagement (Connell & Wellborn, 1991), better performance (Miserandino, 1996), lower dropout (Vallerand & Bissonnette, 1992), higher quality learning (Grolnick & Ryan, 1987), and better teacher ratings (Hayamizu, 1997).
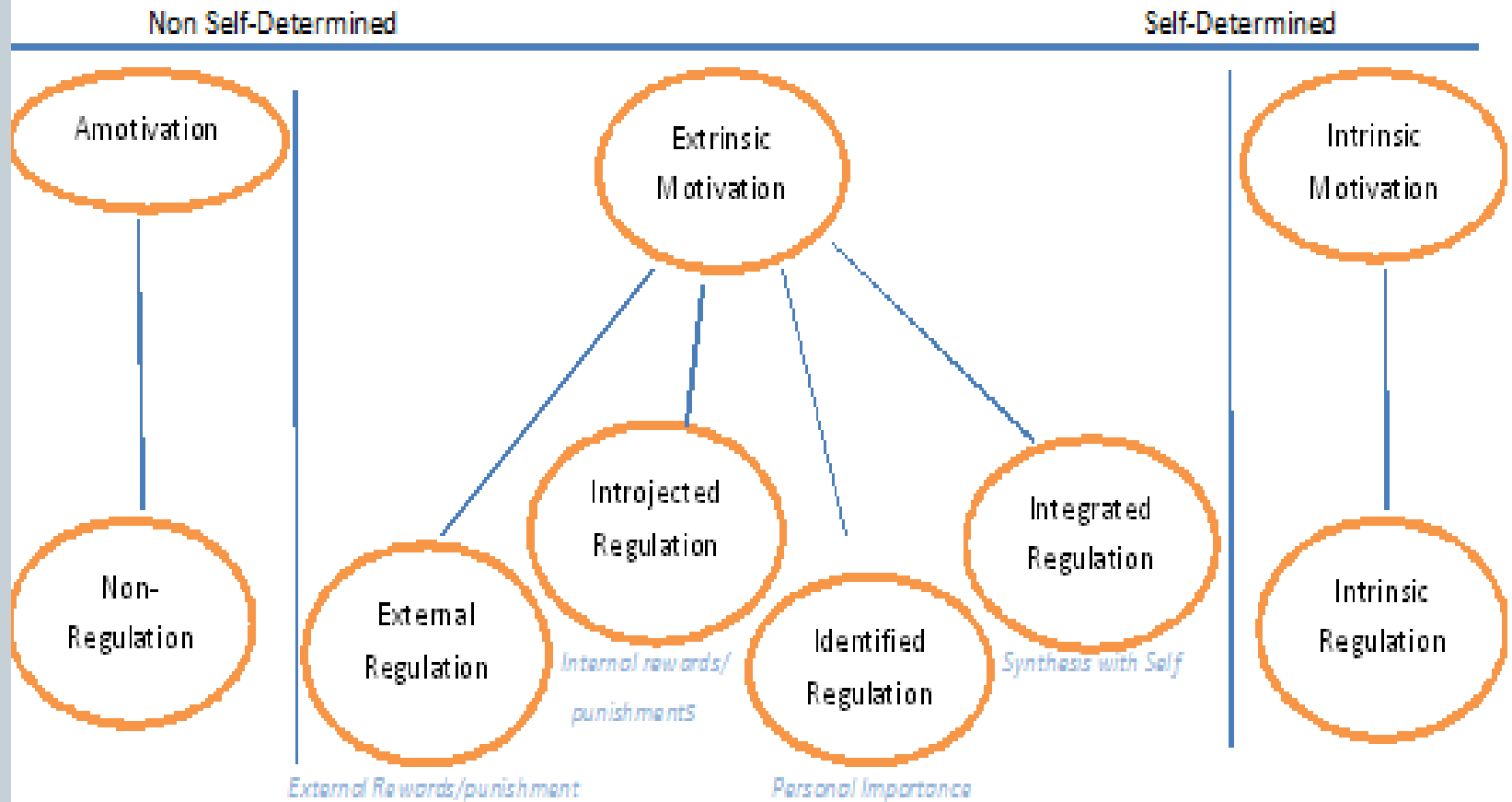
Interventions to Increase Sense of Belonging to the School

- Students will complete 3 surveys which will provide us with an idea of the extent to which they feel a sense of belonging to the school community and feel engaged at school.

- Those who score within the lowest quartile on these measures will receive an intervention aimed at increasing their sense of belonging and engagement.

'Check and Connect' – Pilot Project

- Developed for high-risk urban middle school students with learning and behavioural difficulties and designed to promote students' engagement with school and learning, and to reduce and prevent student drop out.

- Considerable empirical support: e.g. 91% C&C vs. 68% control group still in school after 9th grade(Sinclair et al, 1998); 39% C&C vs 63% Control dropped-out of school over 4 year period (Sinclair et al, 2005)

- A monitor/mentor makes a long-term commitment to building trusting, communicative and nurturing relationships with mentees, whilst routinely monitoring indicators of withdrawal and providing individualised support and academic motivation to mentees and their families, emphasising the importance of education for their future.

'Check and Connect'

- The monitor provides the presence of an important adult in the student's life to provide motivation, to facilitate the development of life skills and to keep education a salient issue for parents, students and teachers.

- **Check:**

  - Systematically monitor and document student levels of engagement on a monthly basis in order to guide intervention.

  - Indicators of engagement are *alterable* – we can choose our measures (e.g. Student Engagement Instrument; Academic Achievement; Attendance; Behaviour, Teacher rated engagement etc.)

'Check and Connect'

- **Connect:**
  - Sharing information about the role of monitor and the Check & Connect model with the student and their family, and building trust and familiarity.
  - Weekly interactions with students.
  - Monthly discussions with students covering: their progress in school; the relationship between school completion and the measures of engagement taken; the importance of staying in school; and the problem-solving steps they can use to resolve conflict :
    - 'Stop. Think about the problem.'
    - 'What are the choices?'
    - 'Choose one.'
    - 'Do it.'
    - 'How did it work?'

'Check and Connect'

- **Connect Cont.:**
  - Role playing the use of problem-solving steps in order to manage conflict and think about alternative actions.

  - Increasing communication and collaboration between home and school in order to encourage the active participation of families in their children's education.

Programmes - Evaluation

- In order to determine the effectiveness of the intervention in improving students' sense of belonging and engagement, as well attendance and achievement, it will be necessary to compare the students receiving the intervention with a control group who do not receive the intervention.

- The control group should be half of the students considered at risk based on their survey scores and should be randomly selected.

- This reduces the risk of systematic differences between the intervention and control groups which could influence the results.

- The use of a randomised control group allows us to determine whether any observed improvements in the measures are due to the intervention itself, as opposed to regression to the mean, spontaneous improvement, or student maturation.

Programme Evaluation

- Randomisation of the control/treatment groups should not cause any major disruption, as the interventions proposed involve 1 on 1 sessions with the children lasting 20-30 minutes.

- This evaluation will allow us to decide whether the programme should be continued and extended to all at-risk students.