

Counselor Academy

December 9, 2014

Agenda

Welcome and Introductions

ASCA/ISCA Announcements

Focus Group Results – Small Group

Rooms: Conference Center
Yoder Room
Cedar Room

Lunch

Focus Group Results - Large Group

Room: Conference Center

SAMSHA Treasure Hunt

Preventing Suicide Toolkit Checklist

Suicide Prevention/Intervention Action Planning

Dates to Remember:

Tuesday, February 10, 2015

Thursday, April 27, 2015

Mental Health

ASCA Mindsets

Results of Action Plan Share Out

Celebration

Course Session Attendance Sheet

Course Name: Counselor Academy 2014-2015

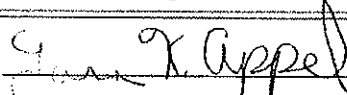

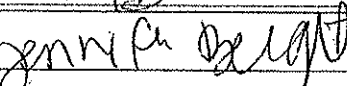
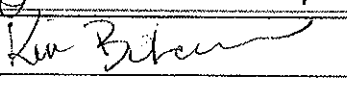
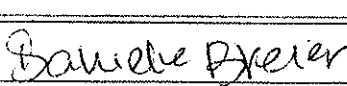
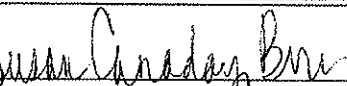
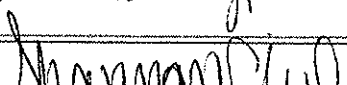
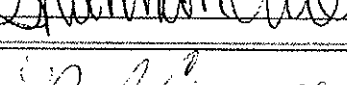
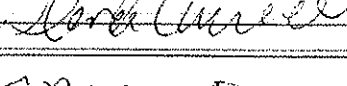
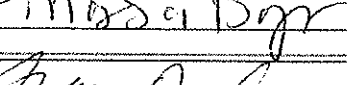
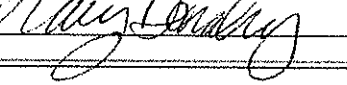
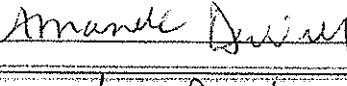
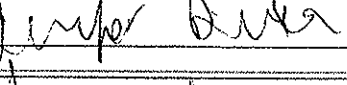
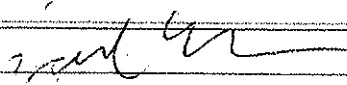
Instructor: Barb Brunkan

Session Number: 6447

Start Date: 9/16/2014

Schedule Date/s: 9/16/2014,12/9/2014,2/10/2015,4/27/2015

Scheduled Time: 8:30AM-3:30PM

Name	Signature	Credit Type	District/Building
<u>Appel, Tara</u>		1 Drake Credit 15 hours \$170.00	Davenport/Bufalo Elementary
<u>Badtram, Kristy</u>		0 Audit (no renewal credit) 15 hours	Durant/Durant High
<u>Bergert, Jennifer</u>		0 Audit (no renewal credit) 15 hours	Davenport/Buchanan Elementary
<u>Bohannon, Kimberly</u>		0 Audit (no renewal credit) 15 hours	Davenport/Frank L. Smart Intermediate
<u>Breier, Danielle</u>		0 Audit (no renewal credit) 15 hours	Bettendorf/Armstrong Elementary
<u>Burgmeier, Katie</u>		0 Audit (no renewal credit) 15 hours	Central Community/Ekstrand Elementary
<u>Canaday Bormann, Susan</u>		0 Audit (no renewal credit) 15 hours	Central Community/Central Intermediate School
<u>Child, Shannan</u>		0 Audit (no renewal credit) 15 hours	Davenport/Washington Elementary
<u>Currence, Glenda</u>		1 Relicensure Credit 15 hours \$100.00	Davenport/Wilson Elementary
<u>Darlingh, Marissa</u>		1 Drake Credit 15 hours \$170.00	Davenport/Truman Elementary
<u>Denaby, Tracy</u>		0 Audit (no renewal credit) 15 hours	North Scott/North Scott High
<u>DeWulf, Amanda</u>		1 Relicensure Credit 15 hours \$100.00	Maquoketa/Maquoketa High
<u>Dixon, Jennifer</u>		1 Drake Credit 15 hours \$170.00	Davenport/Buchanan Elementary
<u>Dohm, Tory</u>		1 Relicensure Credit 15 hours \$100.00	Davenport/Fillmore Elementary
<u>Douglas, Beth</u>		0 Audit (no renewal credit) 15 hours	Bettendorf/Hoover Elementary
<u>ebener, zach</u>		0 Audit (no renewal credit) 15 hours	N/A/N/A
			Davenport/McKinley

<u>Newman, Julie</u>		1 Relicensure Credit 15 hours \$100.00	Intermediate
<u>Nikolopoulos, Anastasia</u>	<i>Anastasia Nikolopoulos</i>	0 Audit (no renewal credit) 15 hours	North Scott/North Scott High
<u>Orendorff, Jaynie</u>	<i>Jaynie Orendorff</i>	0 Audit (no renewal credit) 15 hours	Camanche/Camanche Elementary
<u>Peekenschneider, Jill</u>	<i>Jill Peekenschneider</i>	0 Audit (no renewal credit) 15 hours	North Scott/North Scott High
<u>Pencil, Kari</u>	<i>Kari Pencil</i>	1 Relicensure Credit 15 hours \$100.00	Davenport/Madison Elementary
<u>Putnam Genz, Theresa</u>		1 Drake Credit 15 hours \$170.00	Louisa-Muscatine/Louisa-Muscatine Jr./Sr. High
<u>Reed, Candice</u>	<i>Candice Reed</i>	1 Relicensure Credit 15 hours \$100.00	Davenport/Garfield Elementary
<u>Reeser, Patty</u>	<i>Patty Reeser</i>	0 Audit (no renewal credit) 15 hours	Davenport/Adams Elementary
<u>Riley, Sarah</u>	<i>Sarah Riley</i>	0 Audit (no renewal credit) 15 hours	North Scott/North Scott Jr. High
<u>Roberts, Farrah</u>		0 Audit (no renewal credit) 15 hours	Davenport/Central High
<u>Roisen, Lindsay</u>	<i>Lindsay Roisen</i>	0 Audit (no renewal credit) 15 hours	Clinton/Washington Middle
<u>Rushford, Dona</u>	<i>Dona Rushford</i>	0 Audit (no renewal credit) 15 hours	Davenport/Eisenhower Elementary
<u>Sampson, Danielle</u>	<i>Danielle Sampson</i>	0 Audit (no renewal credit) 15 hours	Camanche/Camanche High
<u>schalk, scott</u>	<i>Scott Schalk</i>	1 Relicensure Credit 15 hours \$100.00	Davenport/Sudlow Intermediate
<u>Schott, Anna</u>	<i>Anna Schott</i>	0 Audit (no renewal credit) 15 hours	Non-Public/J.F. Kennedy Catholic School
<u>Small, Carl</u>		0 Audit (no renewal credit) 15 hours	Central Community/Central Middle
<u>Smith, Dory</u>		0 Audit (no renewal credit) 15 hours	Wilton/Wilton Elementary
<u>Steines, Amanda</u>	<i>Amanda Steines</i>	0 Audit (no renewal credit) 15 hours	Clinton/Clinton High
<u>Stenson-DeBourey, Shane</u>	<i>Shane Stenson-DeBourey</i>	0 Audit (no renewal credit) 15 hours	North Scott/Virgil Grissom Elementary
<u>Terronez, Jenny</u>	<i>Jenny Terronez</i>	1 Drake Credit 15 hours \$170.00 0 CEU (not for relicensure credit) 7 hours \$10.00	Davenport/Wood Intermediate
<u>thomas, travis</u>		0 Audit (no renewal credit) 15 hours	Davenport/Central High

Blue Group

Facilitated by: Dawn Knutson

Scribe: Donna Brase

Room: Conference Center

Results of STUDENT Focus Groups	
Question	Response
<p>1. Who were the students chosen to participate in your group? How were they chosen?</p>	<ul style="list-style-type: none"> ● Buffalo student leadership team 4th -5th grade ● 5th grade(six students 3 boys 3 girls) students not afraid to participate in discussion ● Enrichment Intervention (Bully Smart) very responsive ● 5th grade varied student balance ● 4th &5th group of five (express opinions well but observers, very quiet students) ● 5th grade random selection - 4 sections three each/ two out of each group social ethnicity special ed ● random of three sections of 5th grade ● 4th grade focus ● 5th grade students approached staff re: bullying and wanted to have a voice ● two groups of eight 5th graders- random choice
<p>2. What questions did you use?</p>	<ul style="list-style-type: none"> ● LS survey - RESPECT-50% said kids don't respect each other across the district. ● What could adults do to help you feel more safe? Are there areas in the building you feel more safe? ● Questions about depression & anxiety. What does it mean when a student says he/she is depressed? ● Why do you think RESPECT isn't closer to 100%? ● Engagement in learning- What are the barriers to learning? Do you feel welcome at the school? (All felt very welcome but also felt their friends did not.) ● Discuss dealing with stress and anxiety (5th & 6th grade small group) ● TOOLS USED - Olweus / Learning Supports Survey
<p>3. What responses surprised you?</p>	<ul style="list-style-type: none"> ● During discussion of How does disrespect make you feel - name calling , joking, N-word, Blacky, (Where was it happening? Do teachers hear? Discuss strategies for name calling and these situations.) ● Tell me what it's like to be a student at our school? You could learn, you are safe, teachers accept you, you can actually learn here - The group feels powerless. How one mean and disrespectful person makes such a negative impact. (Can be 5-10 negative students in the building).

Blue Group

	<ul style="list-style-type: none"> ● What do we do when kids lie about what they've done? ● Two groups divided regarding adult responses: Adults don't do anything vs. dealing with the issues. Other group felt teachers address the issues. ● Student conditioning to not tell or not to snitch.. There are only a few students willing speak up ● Two students felt the adults did not listen. ● Students could name a couple students who would stick up for friends but not others. ● 5th grade student felt she was targeted on because her skin was darker than another. ● 65 -70% who have been hurt in some way, shape or form.
<p>4. When you analyzed the answers to the questions, what themes did you uncover?</p>	<ul style="list-style-type: none"> ● What happens at school / home to cause anxiety and depressed? - showed how many stressors these students have - left out/ bullying / targeted due to race / picked on / parents are fighting / when a family member dies / If people treat you poorly you get depressed. ● Social networking kids have different bravery when they can comment anonymously - snapchat, instagram, twitter. Facebook is for old people - Parents are even concerned with social network. YikYak - similar to twitter but do not have to sign up for an account so can be anonymous ● Relationship -when you feel comfortable with an adult in the building it helps. ● Does your behavior change when you have trouble learning - YES - Teachers need to realize students have bad days too - they need to stop yelling at us. Teachers surprised they were viewed as yellors or screamers.
<p>5. Have you shared this information with anyone else in your building?</p>	<ul style="list-style-type: none"> ● Plan on Teacher PD Wednesday. Shared with focus group for Teachers. Theme - When it is serious then adults will respond. How do we get students to understand it is not ok to be mean to each other? ● Waiting until after Counselor Academy today for direction ● Principal ● School Board (worked with 2nd through 6th grade) ● Fellow teachers ● Sent results of student responses to teachers in the building. Asked them to take 2 of the questions back

Blue Group

	<ul style="list-style-type: none"> ● to their AP groups.
<p>6. What was their response?</p>	<ul style="list-style-type: none"> ● Afraid staff will become defensive with results that teachers do not respond. ● Students look to the teacher to take care of the problem The problem from the teachers perspective and the students perspective are not the same. The problem needs to be identified. What would it look like if the problem was solved? ● Proactive behavior- teachers verbally stating that bullying is not acceptable gives students the feeling of a safe environment ● soften the discussion What do we need as teachers or staff in this building to change this? ● Feeling helpless or overwhelmed / not knowing all of the circumstances in the childs life ● Filtering all of the tattles the teacher hears ● Maybe need scripts to offer consistency of responses in a nice way ● Polarized world the kids live in - one way or another - there is not a middle ground ● Negatives outweigh the positive - student perspective ● Follow-up after the issue is so important <p>Did anyone get into concept of self harm? It is dealt with on a case by case basis at the elementary level Anxiety is prevalent by 11. How do we address it with the younger age group.</p> <p>Situation involving SnapChat and 6th graders talking about self harm that did require a parent conference with continuing to check back with the kids and follow-up with parents (shocked).</p>
Results of ADULT Focus Groups	
Question	Response
<p>1. Who were the adults asked to participate in your group? How were they chosen?</p>	<ul style="list-style-type: none"> ● Tried email invitation- only one person participated ● Culture / Climate committee ● each grade level in a hat random K-5 spec ed para from each category - met & discussed ● emailed eight mixture lower/upper elementary music, art, special ed mix ended up with 5 ● lower/upper grades ● Teacher Leadership Team

Blue Group

	<ul style="list-style-type: none"> ● Teachers after sharing with Principal. The Principal chose the team to meet with.
2. What questions did you use?	<ul style="list-style-type: none"> ● Used the same questions with adults we did with the students.
3. What responses surprised you?	<ul style="list-style-type: none"> ● Teachers felt they didn't have any parental support and felt isolated. It is stressful because no matter what they do, they don't feel supported. ● The majority of the teachers had 90 - 95% turn out at conferences and felt it was because students and parents happy. ● Teachers don't feel they have the opportunity to build relationships or build community with each other and the students, ● 3rd- 5th grade eat lunch in the classrooms to build community and it has decreased bad behavior. ● Have a team building day at the beginning of the year. ● Question to 4th & 5th graders - does school-wide or building-wide rewards improve student attitudes, and behavior? Students felt it was more important what the teacher did in the classroom. ● Teachers have so many things on their plate that they do not think of the students feeling depressed or anxiety. They are not sure they would recognize depression and anxiety. ● Madison / Hayes / Food Bank within their building/backpack program with Community support. Parents might feel more comfortable coming to the school vs. going to the food bank. Parents may have transportation issues to get to the food bank and there are limited time restraints imposed at the food banks.
4. When you analyzed the answers to the questions, what themes did you uncover?	<ul style="list-style-type: none"> ●
5. Have you shared this information with anyone else in your building?	<ul style="list-style-type: none"> ● Waiting to share after today.
6. What was their response?	<ul style="list-style-type: none"> ● Teachers felt like students do not have consequences for behavior choices. ● Boys Town life skills might help. ● First responder team - Crisis interventionist will have a conversation with the student to help keep the kid in the classroom.

Blue Group

	<ul style="list-style-type: none">● Students needs not being met due to chronic and major disruption from extreme students.● Feeling from teachers that it is the “Counselor’s job to ‘fix’ them”
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Student quote: “If people treat you poorly, you get depressed.”

Themes:

- Relationships
 - Students
 - Staff
 - TIME to develop
- Community Building
 - We’re all in this together
 - Common language /strategies
- Needs Driven
 - Poverty / Homelessness
 - Racial
 - Mental Health
- Perspectives / Expectations
 - Students & Adults may differ
 - Communication - ongoing - genuine
- Academic Demands
- Barriers
 - Systemic
 - Societal
 - TIME
 - Testing

Green Group

Facilitated by: Jill Yates

Scribe: Rachel Peña

Room: Cedar

Results of STUDENT Focus Groups	
Question	Response
<p>1. Who were the students chosen to participate in your group? How were they chosen?</p>	<p>Participants:</p> <ul style="list-style-type: none"> ● 4th, 5th, 6th & 7th grade students <p>Criteria for choosing participants:</p> <ul style="list-style-type: none"> ● Randomly selected three students ● Teachers randomly choose ● Teacher pick one boy & one girl from each 4th, 5th & 6th grade class ● Choose students from regular morning meeting circle group, because they participate and communicate well. ● Four boys & three girls from 7th grade groups. <p>How were grade levels chosen:</p> <ul style="list-style-type: none"> ● Maturity ● Those who participate and feel comfortable sharing ideas ● 7th graders are in the middle at intermediate level students ● Choosing students from each grade
<p>2. What questions did you use?</p>	<ul style="list-style-type: none"> ● Stress questions ● Student perceptions ● uncomfortable going right into suicide questions. ● Questions: <ul style="list-style-type: none"> ○ what are student perceptions of how teachers handle peer situations.
<p>3. What responses surprised you?</p>	<ul style="list-style-type: none"> ● Students wish teachers would think about our home lives. ● Students are going more to counselors because they don't want to bother teachers, but feel it is important to let an adult know situations. ● Teachers are sending this message that they are too busy to deal. Kids are intuitive and pick up on even nonverbal communication. ● Students coming to counselors too much. They know that they need to try two solutions before they go to an adult.

Green Group

- We need to teach what bullying is. We need to call mean. . . mean and not bullying.
- 5th & 6th graders going over State policies. Good for students to learn terms of race and gender.
- Seeking assistance.
- Very sophisticated in figuring out behaviors.
- Respect and dignity - don't associate and compare classes to each other.
- Kids want more one-on-one interactions with teachers.
- Don't single out and embarrass me. Treat us with dignity. respect our privacy.
- If someone is physical students will step in, but if it is verbal then no one wants to speak up, because they don't want to be a snitch. What can we do. . . students want the teachers to step in and make it obvious, show all of us that you notice and care wh is going on and that is it not acceptable.
- It is important to do this in a respectful way.
- Male students made an agreement with teachers to bring the mean acts by girls to the teachers attentions when it was happening so they could address. The students came up with this plan themselves to stop the behaviors.
- Students are giving great insights.
- A lot of bus issues.
- Davenport has cameras on busses.
- PBIS on the busses. Focus more on the kids understanding of bus conduct.
- Bus meetings 15 minutes each month with students. Sometimes the bus driver attends.
- Tried bus of character and was a step in the write direction for one school.
- Give training and support to bus drivers.
- From focus groups the kids are driving a new direction by their insightful suggestions.
- Need staff development with Paras, because they are all on recess duties.
- Very important to have adequate staff on the playground during recess time.
- Should be same ratio on play ground as in classroom.
- Teachers need to realize that recess time is very important to classroom productivity.
- PTA pushed for all students to have two recesses everyday. This is the first year.
- Line-up time is a trouble time. One counselor makes

Green Group

	her presence during this time and this has seemed to improve student behavior, because the counselor was able to intervene before situations escalate.
4. When you analyzed the answers to the questions, what themes did you uncover?	<p>Themes:</p> <ul style="list-style-type: none"> ● Students are very insightful and notice what is going on around them not only with their peers, but with teachers as well. ● Students want to be treated with dignity and do want teachers to intervene, show they care and take an interest in what is going on with the students and school as well as home. ● Bus ● Recesses ● Being present ● smiling and using names ● Teachers need simple reminders of simple strategies ● Kids are friends centered, Training students on how to have healthy relationships with peers. ● Do not under anticipate the impact that the teacher relationships can have with students. ● Counselors are so isolated in buildings. Sharing with peers is very important as professionals. ● How do counselors have the hard conversations with the teachers in their buildings.
5. Have you shared this information with anyone else in your building?	<ul style="list-style-type: none"> ● Teachers and administrators
6. What was their response?	<ul style="list-style-type: none"> ● Surprise ● Appreciation ● Work towards a plan of action for staff development
Results of ADULT Focus Groups	
Question	Response
1. Who were the adults asked to participate in your group? How were they chosen?	<ul style="list-style-type: none"> ● Who on group ● Climate committee comprised of K-5th grade teachers ● Classroom teachers - 2nd - 6th represented ● Sent to willing teachers ● Parent group - eight parents that are staff members. Meeting held separate from teacher meeting.
2. What questions did you use?	<ul style="list-style-type: none"> ● Asked same questions as students ● More focused on depression and suicide
3. What responses surprised you?	<ul style="list-style-type: none"> ● Parent group felt that it is easier in today's society due to social media and would like to be more

Green Group

	<p>prepared how to handle these areas</p> <ul style="list-style-type: none"> ● Not enough time to stop and deal with the problem not that they are not identifying when they happen. ● Kids need better problem solving skills. How do we do that? ● Parent responses pretty well matched student responses. ● Just a small group of students being disrespectful, but the others see it so it perpetuates situations. ● Kids think the adults should fix it the first time it happens and then it goes away. This gives student the perception that the teachers are not addressing issues. ● Kids seem more bold theses days and it stems from the relationships from their parents. “No does not mean no” and “just because you tell me to do something does not mean I need to do it.
<p>4. When you analyzed the answers to the questions, what themes did you uncover?</p>	<ul style="list-style-type: none"> ● Address media & social media ● Lack of time ● How do we reach out to the community and parents because we can’t do this alone. ● Push for the whole child ● Much variation between home life and classroom expectations for students. ● One school uses Tech-night in order to provide learning for parents around the effects and uses of social media, video games, etc.
<p>5. Have you shared this information with anyone else in your building?</p>	
<p>6. What was their response?</p>	<ul style="list-style-type: none"> ● Kids were honest and open and want to do more. ● Staff felt the meeting was helpful.

Orange Group

Facilitated by: Pat Kirkland

Scribe: Jessica Van Fossen

Room: Yoder

Results of STUDENT Focus Groups	
Question	Response
<p>1. Who were the students chosen to participate in your group? How were they chosen?</p>	<ul style="list-style-type: none"> ● Fourth and fifth graders; picked by pulling random popsicle sticks. 3 boys, 3 girls. (random). ● 6 fifth graders; 2 from each class. Random selection; turned out to be a diverse group ● 4th and 5th graders; teachers had input on selection. ● Popsicle stick method. 5th graders and 3rd grade students. 3rd grade students were very well represented, 3 boys, 3 girls, diverse ethnicity. Felt 3rd grade was too young. ● Entire 6th grade is hot mess; one section. 5 kiddos come at a time as a center. Started with 5 kids. Then concerns arose about 5th grade, so she started groups of 4 with them as well. Was able to compile similar information from all three section. Did 3 focus groups total. ● Groups were already started with at risk population, combination of 4-6 grade boys and girls. ● 6-8th grade; two groups (grade levels mixed). Children were selected to ensure diverse group ethnically and children who would be more open to talking. ● 2 groups of 8th graders; students were chosen by first expressing their interest. Of those interested, selection was made. ● Have not done suicide prevention group yet. (2)
<p>2. What questions did you use?</p>	<ul style="list-style-type: none"> ● Davenport did similar questions pulled from the last Counselor Academy. Some of those questions led to others. What is it like to be at our school? Respect by each other? Open ended question. How does it make you feel when kids are disrespectful? What have students seen adults do about this behavior? ● Same questions in Davenport Diocese. Stressors at school, what can we do as a staff to make you feel cared for? What would you do if you had a concern about a friend feeling suicidal? Depression and what it means to them? Social media. ● 5 questions at bottom of page for elementary kids. Similar responses in 4-6th. What makes you feel connected? How do you show respect to each other? How do teachers show respect? Being accepted in games, etc.

Orange Group

	<p>Question lists shared:</p> <ul style="list-style-type: none">● Tell me what it's like to be a student at this school.● Tell me about kids showing disrespect towards peers.● What kids are disrespectful, how does that make you feel?● What have you seen the adults and students do when kids are disrespectful?● What can we do about it?● What makes you feel connected at school?● How do students show each other respect?● How do adults show respect to students?● Who do you talk to when you are upset/having a bad day?● What could adults in our building do to show they care that you are here?● What stresses you out the most when you are at school?● When someone says a kid is depressed, what does that mean?● How do you think social media influences how kids feel about suicide?● What would you as a peer do if you have a concern about someone feeling suicidal?● What could adults in our building do to show they care that you are here?
<p>3. What responses surprised you?</p>	<ul style="list-style-type: none">● How we make them feel at the beginning of the day and how this differs at the end of the day.● 4th grade boys are not very motivated - like to be class clowns - "help you through learning no matter what and they discipline you because they want to push you to make them perform at their very best." Boys identified awareness of their problem behaviors.● 5th grade group was very negative. Forum for them to say everything that was an issue. They brought up things like girlfriends and boyfriends. In 5th grade, you get made fun of if you don't have a boyfriend/girlfriend. They talked about teachers a lot. Got specific about a teacher in the hallway at the end of the day who has loud voice and pushes kids out the door and hits them in the head. Her behavior was rude and had flailing arms. 4th graders, 2-3 students made positive suggestions on what could be done. The group took it's own direction.● 4th graders were very positive. Were talking about things and focused on reaching out to bullies. They wanted to help the "bad guys" by including them more and serving as positive examples. 5th graders were

Orange Group

silly and relaxed during conversation. They had been together longer - long time peers. All the students had had the same 4th grade section the year prior. They compared the teachers to teachers. The dynamics of each group were very different. The 5th graders acted like it was a reunion. One student responded, "Give them more referrals" to the question of how to address disrespect.

- When relationship survey is completed, the kids who you would think are not connected to school say they love it. It seems inconsistent.
- What can we do about disrespect. Our students said, "Extra recess and rewards for kids who are not bullies." Children want to get rewarded for treating people like they should be treated normally. Not surprised but found it interesting that students wanted to be rewarded for what should be acceptable, normal behavior.
- Different generation; nothing intrinsic. It's sad. Part of focus group was to "pay it forward." Raked leaves for yard of two individuals in wheelchairs. The students still talk about it - it's a life lesson many don't get taught. When you look at questions for focus group, you want them to be able to make that connection. Part of focus is again to "pay it forward." Kids feel connected to school, but through behaviors, are not showing respect to each other.
- Not all students come into school with intrinsic motivation, so incentives are used to teach them about it so it become more natural.
- One student who had the most insight since she is new. She recognized willingness of staff to work with her. Didn't feel consequences were appropriate. Being sent to the office for a few minutes and being sent back to the class. Disruptions in class. Response, "It's annoying; it gets old." So much focus on small population within the school. Kids talked about liking going to the office - gets them attention and gets them away from the work. Children had a lot of solutions, but many kids said, "If you are going to be disrespectful, then you shouldn't be in class."
- Kids choose to go to the office to get work done. 6th grade group is so disruptive.
- Was observing a student and talked to teacher about students with behaviors seeking attention. The students are picking up on attention-seeking and modeling this behavior. The next day was "no

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tolerance” day. The children got a warning and the second time they went into hall to get themselves together before returning to the room. The 3rd step was to send them to office and write a summary of what they were to do differently. Many students ended up going out of the class that day. Model and make expectations clear. Anchor chart.

- 6th grade group of girls responded, “by not putting their hands on you” to questions of how adults show respect. Another child admitted to being pushed by her father and yet another talked about soup can being shown at her. This brought attention to the fact that some students need to talk about these issues. It brought awareness to issues.
- 7th and 8th graders - what can adults do to show they care? Students wanted adults to know what is going on in their home. Pay attention to their emotions. Just be aware of how they are feeling. “Tell us happy birthday.” “Say hi in the morning.”
- Kids identified they were not being greeted or acknowledged. Small gestures are a big deal to them. 8th graders had a huge bullying issue with someone in their grade. Principal and discipline was involved.
- Question about social media influence on how students feel about suicide. Students said people put things on there to get attention. They want to become “Media superstars.” One child identified it as a “blessing and a curse.” She shared there are resources available through media. 7th and 8th graders.
- Social media - some felt that kids were for shock value and wanted attention; but you don’t know for sure. Others brought up positive aspects, such as an example given of video of what someone committing suicide would think after the fact. Students had experience with student in their school committing suicide. How will friends and family feel after a suicide?
- Feel the social media question should be part of elementary question group. Not just Facebook or Twitter type media. There are other things kids are doing such as video games, Instagram, etc. that are resources being used frequently.
- Every year, I bring in a state trooper that presents on online bullying and precautions (5th grade). Feel this needs to be brought to the younger children.
- Discussed in 6th grade about social media. How does social media support friends and allies? Kids brought up negative things about it. Frustrating that kids talk

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about how bad it is, but none have the power to stay off of it. It has become routine part of life. Kids get mad at you if you don't respond or if you close your account. Kids take these things personally. "Poisonous vapor."

- What I'm seeing is texting and sexting. Mother sent 6 messages from her daughter's phone last week from 6th grade. Disgusting/disturbing. It's obviously something that happens outside of school, but it affects the student.
- North scott High School - interesting to see what they found out from parents. A suicide threat on social media resulted in calls to parents. Some were concerned and went to their kids' phones and looked at it. Others didn't seem surprised at all. "You are never going to stop that" in reference to it not being okay for kids to be mean to daughter. Parents don't seem to be taking things seriously. Some of the parents respond the same way the kids do. They don't obligate their children to get off social media. The student made more than one suicide threat. Request to parent to get him off social media has resulted in no follow through by parents. Reasoning of parents is not clear, because they won't share. Denial?
- Child who has severe depression and parent seems to be in complete denial. Makes excuses why it's not an emergency. This has been an ongoing issue and displays every school symptom.
- DHS documents patterns now, so even if they don't accept it, the pattern is there that this behavior was being displayed.
- People don't want the "stigma" of being "labeled" or having their child labeled.
- One kid pointed out that they were scared to talk to parents if they or friends were feeling suicidal for fear adult would be angry. They feel guilty disclosing this information for fear of adult reaction.
- One student responded she would not do anything or say anything if she was aware a peer was suicidal.
- Felt there were some things the kids said about what happens at school. One child talked about "video glasses" and another student had also expressed "cameras." They were looking for adults to step in and help when they needed it. The students come to school to cause excitement in their life rather than to learn. They call people names or cut in line (other bad behaviors) to get attention.

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4. When you analyzed the answers to the questions, what themes did you uncover?

- Kids automatically go to calling someone a bully when they are just having a disagreement (big deal/little deal). There are things kids can do to help situations for other students. Look to adults for assistance. Feel personally rejected if adult does not respond.
- No consistency from adults. They knew who they could go to and who they could get away with things.
- Stressors - overwhelming they talked about too much homework and meeting teacher expectations. Middle school teachers do have high expectations. Students were not feeling successful; overwhelmed.
- Children feeling more stressed/anxious than we remember from our days in school. Are expectations too high?
- Teachers are also anxious because of demands and changes. Some handle stress better than others.
- Population has changed a lot. Students are becoming very transitional. Many emotionally charged issues coming with the students. Not sure what/who to blame for inherent behaviors coming in with students now.
- Need for consistency.
- Kids were more focused on what people DO rather than what people SHOULD do. Biggest theme was "Don't yell." This is how to show respect as an adult to a student.
- Physical reactions to feelings - breaking phone, punching a wall. Children are responding physically to emotions.
- Fairness (4th and 5th graders) issues. Talked about guest teachers writing bad note on one student and impacting an entire class. They all felt punished by a few student's bad behaviors.
- Students want bullies "to get theirs." Students are really bothered that the bad students aren't getting memorable consequences. Some students identified racism in the school. 5th graders identified as "white trash" or something wrong if they like a color like purple. Biases present. Students feeling disconnected from each other.
- No diversity in our school. SES population is growing every year. One thing that is common theme is feeling that, regardless of any child's behavior, the teachers overwhelmingly make them feel good every day by their facial expression and body language. They want to feel like family through recognition. Families in need or families who have had tragedies see staff as individuals to provide them support.

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	<ul style="list-style-type: none"> ● Kids want problem to be heard and TAKEN CARE OF. Follow through. Justice. ● They want to feel safety. It's frustrating to talk to adult and then have the behavior continue. Why tell if behavior is not going to be fixed? Check back with student to find out if things better, same, or worse, so the student knows you are checking in with them. ● At elementary level, social media needs to be addressed more. ● Kids loved the focus group and wanted MORE. ● Two kids were so shy and did not want to participate and the quiet ones are the ones you worry about.
5. Have you shared this information with anyone else in your building?	<ul style="list-style-type: none"> ● Waiting for today's session and discussion before sharing. ● Talked to principal due to some of issues brought up in group. When they feel teachers aren't responding.
6. What was their response?	<ul style="list-style-type: none"> ● Principal was surprised.
Results of ADULT Focus Groups	
Question	Response
1. Who were the adults asked to participate in your group? How were they chosen?	<ul style="list-style-type: none"> ● Put an email out to staff. The day originally scheduled for focus group had to be cancelled due to daughter getting sick. Originally, 8 people responded to initial e-mail. Four that were not part of original group responded. Sent email out to everyone for feedback. ● Put out email to everyone. Had representation from primary and Spec Ed. 7 people. ● Leadership team - 4 individuals. Principal agreed not to be part of group. ● Used BSAT team, that means once a week or biweekly after school. They were already meeting and includes representative from each grade level, principal, and special ed teacher. Approximately 8 in group.
2. What questions did you use?	<ul style="list-style-type: none"> ● Same questions given as students - just reworded - Diocese. ● Tell me what it's like to be a teacher at our school. ● Tell me about disrespect amongst students. ● How do you feel about disrespectful students? ● What's challenging about your job? ● What do adults and students do when someone is being disrespectful? ● What can we do about disrespectful students in our building?
3. What responses surprised you?	<ul style="list-style-type: none"> ● Teachers were intimidated. Question about what is challenging "opened up the floodgates." Overall, the focus group lasted longer than expected. They enjoyed having open discussion.

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	<ul style="list-style-type: none"> ● Mirrored what students said about feeling helpless about disrespect. They don't feel consequences are sufficient but also fear contacting the student home. Teachers confused about proper steps to support students. How can we build relationships when there are so many interventions? Frustration ● Demands are a challenge. If behaviors in class disrupt getting things done, it gets overwhelming. ● Lead teacher called out another teacher in group during session... yelling. It caused some discussion between the adults. The adults talked about yelling, speaking back, sense of "I'm in trouble." Heard this more from adults than kids in response to "What do adults and students do when someone is being disrespectful." Teachers are using frustrating words with students. Students also respond this way towards teachers. ● Social media and suicide: Too much social media - if someone dies, it's all over the media - it should be a private matter. ● Discipline: Teaching students self-discipline - how to buckle down and get work done. As teacher looking at discipline in a positive way with consistency.
<p>4. When you analyzed the answers to the questions, what themes did you uncover?</p>	<ul style="list-style-type: none"> ● Teachers want to reward students for good behavior. Focusing on positives and giving children feedback. Talking to them about their bad choices. Some teachers remain calm no matter what. Create a culture of calmness in classroom. ● Unless the work is being delivered by the teacher and showing consistency, the counselor's work cannot make a sufficient impact. Kids know whose buttons they can push, so there again needs to be that consistency. ● Teacher didn't feel like part of staff; isolated. She felt things were not done consistently. Another teacher felt there was common language and that was not being followed. Blame kids instead of self for inconsistency. ● Show students that you care: Consistently response, "Take to to speak to them/acknowledge them." One teacher put special notes in each student's mailbox. One teacher schedules one on one time with each student on certain days. Acknowledge all kids and not only those you know have the answers. ● Teacher shared we keep focusing on assessment scores and not recognizing that there is so much to the students than a test score. ● Felt kids did not understand what respect is. DO kids really know what respect looks like? The way we talk to

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	<p>each other (raising voice, body language) was also repeated. At the end, talked about positive things that could happen to promote change. Team wanted to come up with actions to change culture (improve it).</p> <ul style="list-style-type: none"> ● Behaviors seems worse than ever before. The children are losing out on consistency with their homeroom teacher due to all the changes. ● In 5th grade kids, they switched classes throughout the day for a few years. When they had one consistent teacher all day, things improved. Teachers are recognizing that students need one consistent teacher. ● Children who rotate teachers for different subjects is hard for them.
<p>5. Have you shared this information with anyone else in your building?</p>	<p>Information has not been shared yet. Would like get information from others about their action plans.</p>
<p>6. What was their response?</p>	

What was it like to do the focus groups?

Was not looking forward to it initially - one more task to complete - then I liked it and it worked out really well. IT was harder to facilitate the adults than the students. It was hard to not offer suggestions or input during the group session.

Uncomfortable position with adults to bring back information from students to the adults.

Feels like a lot of individual pieces. Frustrating to figure out what themes are. Everything seemed individualized in regards to issues.

Missed the first focus group and then realized she had to get the task completed upon the reminder email receipt. Fit in well with existing group. Enjoyed facilitating the group rather than being the one providing the input. It was nice to see the students bring things out themselves and open up. The students really are thinking about what's going on.

Have not spoken with parents. Felt it was important to share the positives with the staff in regards to what the kids said. If there were negatives, then that individual needed to know this information as well. Felt like follow ups were accomplished based on student input.

Felt like another task at first, but was glad in the end. The students appreciated being able to be heard and have a voice. It was insightful. It was good to hear from some she wouldn't have otherwise heard from.

Was excited to get to action steps based on discussion.

Book, "7 habits of Happy Kids" recommended.

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What can we do? Teachers and kids both had great suggestions that did not require administrative action. Tweak schedule to provide consistently. Older buddies for younger kids. Really cool to see the session end with a good note.

Felt the focus group was insightful. Had never run a focus group before, so it was unnerving. Able to accomplish something as a result. Enjoyed listening to the students. Was nervous at first.

Most important piece was knowing that the children had a chance to share their voice. It was “real” kids living “real lives.”

Was expecting session to be more negative; but turned out to be very positive. Felt good during and after sessions; was a relief and gratifying.

STUDENT THEMES

- Being cared for
- Making individual, personal connections.
- Fairness/Consistency
- Justice: Know that adults will stop bullying and misbehavior.
- Want to be empowered and supported to make a difference
- Stay calm, no yelling
- Handling social media

THEMES IN ADULT GROUP

- Adults want to celebrate their work
- Inconsistency gets in the way
- Problem solving on the spot/use of teachable moments
- Need empowerment and support
- Demands, ie. professional development requiring being outside building

Red Group

Facilitated by: Lanell Magab

Scribe: Holli Ebizo

Room: Conference Center

Results of STUDENT Focus Groups	
Question	Response
<p>1. Who were the students chosen to participate in your group? How were they chosen?</p>	<ul style="list-style-type: none"> ● Study hall students, four groups of 6-10 students in each group. ● 8th graders, who had parent approval, 6 kids - 4 girls, 2 boys. ● Pulling from study hall, volunteers, 9 girls, very diverse life experiences. ● 11th graders, pulled at random, 9 students - 5 boys, 4 girls. ● Did not have a group.
<p>2. What questions did you use?</p>	<ul style="list-style-type: none"> ● When you feel disconnected from friends and family what do you do? ● What supports do students have to assist them with concerns such as depression and stress? ● What factors at school may have an impact on suicide? Factors outside of school? ● What would you as a student do if you suspected someone was feeling suicidal? ● What stresses students? ● What do you look forward to on a daily basis? What do you dread? ● If a peer asks you to keep their suicidal thoughts secret, what do you do? ● What factors outside of school impact mental health? ● What does school/staff do to make you feel productive, safe, cared about? ● What can the school or staff do to make you feel productive and safe? ● What supports are available for you to use? ● What are some obstacles that keep you from talking to a trusted adult about concerns you have about a peer? ● What can the school do to increase awareness and provide support? ● What school factors impact students the most? ● What have you seen on social media regarding suicide? ● What messages have you seen about suicide?

Red Group

<p>3. What responses surprised you?</p>	<ul style="list-style-type: none"> ● The amount of students that don't trust adults. Going to an adult is not an option. ● If your friend is suicidal, what would you do? Students would try to solve the problem their self, instead of going to a trusted adult. ● Students wants teachers/adults to reach out to them individually, not in front of a large group. ● Students seem to be aware of the local suicides (awareness). ● Students all seem to think that the singular reason for the recent suicides are bullying. ● Trying to work it out themselves, instead of going to an adult. ● Students would go to teacher/adult at the school before they would go to their parents. ● Stressors: Academic - schedule (athletics), teacher stress. Home stress, peer stress. ● What could the school do? Students didn't know, but said it needs to start with the students. Treat each other better. ● Large stressor in middle school is body image.
<p>4. When you analyzed the answers to the questions, what themes did you uncover?</p>	<ul style="list-style-type: none"> ● Bullying ● Relationships - with teachers, peers, parents ● Rely on peers more than adults ● Lack of awareness ● Peer-to-peer disconnect, want to continue to work on knowing each other ● Reporting/Snitching - do you tell an adult? ● Stressors - Home life - sibling comparison and favoritism; Social - media/peers; Teachers/School - Academics ● Depression, body image
<p>5. Have you shared this information with anyone else in your building?</p>	<ul style="list-style-type: none"> ● Ran focus group with teachers ● Nothing formal ● No - we need to work through how it will be presented so we see action.
<p>6. What was their response?</p>	<ul style="list-style-type: none"> ● Teachers showed overwhelming support
<p>Results of ADULT Focus Groups</p>	
<p>Question</p>	<p>Response</p>
<p>1. Who were the adults asked to participate in your group? How were they chosen?</p>	<ul style="list-style-type: none"> ● Staff development day, 3 teacher focus groups. Whoever was available. ● None ● Parent group - 8 parents who are involved in a parent advisory council.

Red Group

<p>2. What questions did you use?</p>	<ul style="list-style-type: none"> ● Whens students feel disconnected, what do you think they do? ● What supports do you feel students have to assist them with concerns such as depression and stress? ● What factors at school have an impact on suicide? Outside factors? ● What would you as a teacher/parent do if you feel a student is suicidal? ● What obstacles would keep students from talking to a trusted teacher/parent?
<p>3. What responses surprised you?</p>	<ul style="list-style-type: none"> ● Teachers go to other teachers, instead of counselors, first. ● Teachers would call home. ● Teachers overstep boundaries, feel like they are the counselor. ● Teachers would talk to students friends/peers, without going to counselor or reporting it. ● In the parent group, no one mentioned home being a stressor. ● In the teacher group, the only stressor of school mentioned was grades. Everything else was relevant to home/outside school activities.
<p>4. When you analyzed the answers to the questions, what themes did you uncover?</p>	<ul style="list-style-type: none"> ● Stressors - Pass the buck ● Relationships - with teachers, peers, parents ● Lack of accountability
<p>5. Have you shared this information with anyone else in your building?</p>	<ul style="list-style-type: none"> ● Administrator was in attendance ● No
<p>6. What was their response?</p>	<ul style="list-style-type: none"> ● Acknowledgement

Yellow Group

Facilitated by: Barb Brunkan

Scribe: Holly Leinhauser

Room: Conference Center

Results of STUDENT Focus Groups	
Question	Response
1. Who were the students chosen to participate in your group? How were they chosen?	
2. What questions did you use?	
3. What responses surprised you?	
4. When you analyzed the answers to the questions, what themes did you uncover?	
5. Have you shared this information with anyone else in your building?	
6. What was their response?	
Results of ADULT Focus Groups	
Question	Response
1. Who were the adults asked to participate in your group? How were they chosen?	
2. What questions did you use?	
3. What responses surprised you?	
4. When you analyzed the answers to the questions, what themes did you uncover?	
5. Have you shared this information with anyone else in your building?	
6. What was their response?	

Tool 1.1 Checklist of Suicide Prevention Activities					
Date Completed/Reviewed:					
Activity	Yes	No	Not Sure	If No or Not Sure	Your Ideas
Protocols for helping students at risk of suicide					
We have a written protocol for helping students who may be at risk of suicide that is consistent with the guidelines in Chapter 2 of this toolkit.				Review and Implement Steps in Chapter 2.	
We have a written protocol for responding to students who attempt suicide at school that is consistent with the guidelines in Chapter 2 of this toolkit.				Review and Implement Steps in Chapter 2.	
We have established agreements with outside providers to provide effective and timely mental health services for our students.				Review and Implement Steps in Chapter 2.	
Protocols for after a suicide.					
We have a written protocol for responding to the suicide of a student or other member of the school community that is consistent with the guidelines in Chapter 3 of this toolkit.				Review and Implement Steps in Chapter 3.	
Staff who will implement the suicide response protocol are familiar with this protocol and the tools that will help them fulfill their responsibilities.				Review and Implement steps in Chapter 3.	
We have identified community partners to help us in the event of a suicide.				Review and Implement steps in Chapter 3.	

Activity	Yes	No	Not Sure	If No or Not Sure	Action Step
Staff education and training					
All professional and support staff have received training about the importance of school-based suicide prevention efforts as described in Chapter 4 of this toolkit.					
All professional and support staff have been trained to recognize and respond appropriately to students who may be at risk of suicide, as described in Chapter 4 of this toolkit.					
Our school has staff who has been trained to assess, refer, and follow-up with student identified as at risk for suicide, as described in Chapter 4.					
Parent/Guardian education and outreach					
We educate parents of our students about suicide and related mental health issues, as described in Chapter 5 of this toolkit.					
We have a sufficient level of participation in our programs to education parents about suicide.					
Student education					
We have implemented at least one program to engage students in suicide prevention.					
Suicide prevention is integrated into other student health/mental health courses and initiatives.					

Activity	Yes	No	Not Sure	If No or Not Sure	Action Step
Screening					
We have implemented a suicide-screening program, as described in Chapter 7 of this toolkit.					
We have the support of parents, school staff, and community mental health providers for our suicide-screening program.					