

## Who Cares About Kelsey? Application Questions

### SCHOOL CLIMATE/COMMUNITY

1. What can schools/teachers/staff/students do to create a more positive school culture and climate?
2. What school-wide supports/systems can be in place for all students so that the school is a welcoming and diverse community?
3. How can we involve the entire school community in this work?



### REACHING ALL KIDS

1. In the realm in which you work, what are the proven practices that support all youth in reaching their potential?
2. How do we identify/work with youth who are withdrawn/disengaged?
3. How do we make sure that youth who need help don't slip through the cracks?
4. How do we engage and support youth who continue acting out and are repeatedly suspended/expelled/placed?
5. What kind of communication do students need in order to know that they aren't being ignored?



Top: Kathy Francoeur, Crisis Intervention Coordinator at Somersworth High School, facilitates a role play exercise during the school's lunchtime social skills group. Bottom: Kelsey Carroll becomes emotional while telling a school administrator why her dad can't come pick up her iPod after he works an 18-hour day driving a truck.

### BEHAVIOR

1. Does your school have supports for positive behavior or systems for teaching positive behavior?
2. How do we help students understand and accept their peers who have emotional/behavioral challenges?

3. How can we help people understand that behavior is a form of communication?
4. Research shows that behavior has a function. How do you ensure that consequences effectively address the function of the behavior?

### DISCIPLINE

1. How can we put into place effective, consistent but flexible discipline policies that meet each student's need?

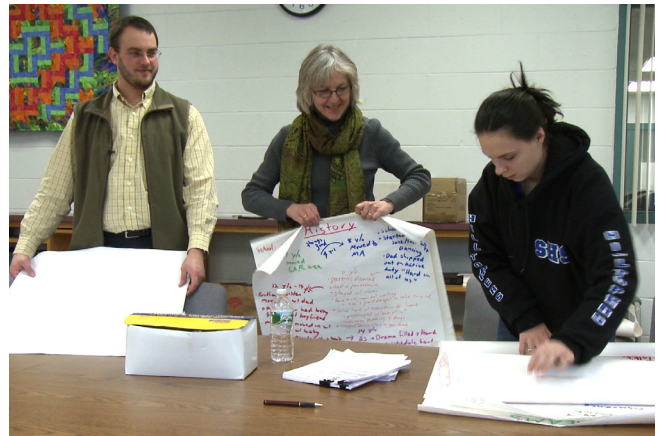
2. How do we measure the effectiveness of discipline policies?
3. What would it take to shift your school away from the zero tolerance policy?

### SUPPORTS AND INTERVENTIONS

1. What are significant supports and interventions that affect students' success?
2. What are the most efficient and effective ways to deliver these interventions?
3. What are the tools and supports that help kids with emotional/behavioral challenges to define and live a positive adult life?
4. How can mentors impact the success of students?
5. How can your school ensure that every student is connected to some adult as their "go-to" person?
6. What resources exist in your school and community that can help support these efforts?

### PROFESSIONAL DEVELOPMENT AND TEACHER TRAINING

1. What are the skills and competencies that educators need in order to reach students with emotional/behavioral disabilities?
2. Research shows that when educators have emotional literacy skills, outcomes are better for students with emotional/behavioral disabilities and educators have more job satisfaction and less burnout and turnover. How can we most effectively train educators in emotional literacy?
3. How do we ensure that educators are knowledgeable about the impact that certain emotional disorders have on meeting social/emotional stages?
4. How can professional development in the area of emotional/behavioral challenges change practice?



RENEW facilitator Jonathan Drake (left) and RENEW/PBIS Project Manager Dr. JoAnne Malloy (center) help Kelsey Carroll roll up her "maps," which are developed during RENEW youth-directed planning sessions.

### FAMILY

1. How do we build and sustain trust between schools and families?
2. What are some strategies to engage families who might be reluctant to work with the school?
3. How do we help youth understand that they are not defined by difficult family backgrounds?
4. How can schools find out about kids' lives outside of school without violating their privacy?

### SELF-ADVOCACY

1. What does self-advocacy look like in terms of students with emotional/behavioral challenges?
2. How do we promote and develop self-advocacy within the structure of a school or other environment?
3. How do we help youth know that they have power and choices?
4. How do you empower students to take charge of their academic outcomes?

These reaction questions were developed through a group discussion comprised of educators, professionals, youth and family members. Many of the questions in the *Education Revolution at SHS* Discussion Guide are also relevant for *Who Cares About Kelsey*?