Bridges
A ParentCorps program for Grade 1

Training & Consultation Manual

Written by Esther Calzada in collaboration with the Bridges Program Development Team:

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INTRODUCTION

The overarching goal of Bridges is to enhance mental health services within schools in order to promote ethnic identity and well-being and reduce problem behaviors in immigrant and later-generation ethnic minority children.

Bridges is a training and service provision program. Specifically, we aim to create and implement a training program for school staff that will enhance school-based mental health services by emphasizing evidence-based and culturally competent strategies and ethnic socialization. Through Bridges, all 1st grade students from 5 target schools will receive universal prevention services and identified 1st grade students will receive mental health treatment services from school-based staff under the supervision of a cadre of mental health and community experts.

TRAINING will be provided to all Service Providers through an initial 21-hour program (3 professional development days) and will be followed by ongoing, bi-weekly, individual consultation and supervision. The training program will also include a monthly peer supervision session, facilitated by Trainers, in which all Bridges staff for a given school will meet to offer one another support around issues of culture and mental health and to work towards a school climate of cultural sensitivity. Following training, Service Providers will provide culturally competent, evidence-based mental health services to students at the school under ongoing supervision from Trainers.

DIRECT SERVICES (following training) for 1st graders and their parents will include:

- Universal mental health prevention in the classroom (offered by teachers to 1,500 1st grade students):
  1. effective classroom behavior management to promote behavioral, emotional and social competencies and prevent mental health problems (and therefore reduce need for mental health treatment services)
  2. screening/early identification of students with emerging mental health needs to facilitate referrals to mental health treatment
  3. ethnic socialization to promote students’ ethnic identity
- Prevention workshops for parents to promote mental health and school achievement (offered by Parent Coordinators and Bridges consultants to 1,500 parents of 1st graders):
  1. ethnic socialization in the home to promote children’s ethnic identity
  2. linkage with school staff to foster school-family partnerships to increase parent involvement in school
  3. linkage with community representatives to foster community-family partnerships to increase parent involvement in positive community activities
- Individual mental health treatment (offered by MHPs to an estimated 150 1st graders):
  1. evidence-based individual or group treatment services for children with identified mental health problems
  2. culturally competent individual or group treatment services for children with identified mental health problems
- Parent-MHP Meetings (offered by MHPs for parents of 150 1st graders in treatment):
  1. Parent meetings with MHPs to allow parents to participate in and facilitate treatment

Expected Outcomes. The Bridges training and service model should lead to improved mental health outcomes among immigrant students because of: 1) culturally competent and evidence-based mental health treatment services, 2) a culturally sensitive school climate following from increased cultural competence of targeted school staff, 3) enhanced classroom environments and teaching practices following from the use of evidence-based classroom management strategies, 4) stronger ethnic identity in students following from increased ethnic socialization at school and home, 5) increased parent involvement in school-based treatment services, schools and communities.

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Bridges Training Checklist
Day 1

I. PAPERWORK
   A. Assessment:
      1. CONSENT FORMS
      2. KNOWLEDGE QUESTIONNAIRES
         (a) Teachers
         (b) MHPs
         (c) Parent Coordinators
      3. SATISFACTION FORMS
      4. ATTENDANCE & CONTACT FORMS
      5. INTEGRITY CHECKLIST
         (a) Completed by community staff partner
      6. IMPRESSION NOTES
         (a) Completed by Parent Rep

II. MATERIALS
   A. Training Manual
      1. copies for clinician, community partner, parent rep
   B. Binders
      1. for each trainee
   C. Money
      1. For light breakfast, lunch and staff payments
      2. Receipts for staff payments (amounts < $150)
   D. ETC
      1. Flip chart/markers
      2. Nametags
      3. Pens/pencils
      4. Activity handout: “Either…Or”
      5. Agenda
      6. Scrap paper
      7. Candy
      8. Needs survey
      9. Symptoms & disorders index cards (2 sets)
     10. Activity handout: “10 reasons I don’t use positive reinforcement”
     11. Activity handout: “Taking a proactive approach”
     12. Activity handout: “Making a discipline plan”

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Day 1

Mental Health

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:15</td>
<td>Breakfast; Intro to program; Getting to know you; Survey of needs</td>
</tr>
<tr>
<td>9:15 – 10:15</td>
<td>Assessment</td>
</tr>
<tr>
<td>10:15 – 12:00</td>
<td>Childhood Mental Health Disorders</td>
</tr>
<tr>
<td>11:45 – 12:00</td>
<td>Behavior Therapy</td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 2:45</td>
<td>Behavior Management</td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>

*Adjust time as needed.

Note to the facilitator:

The tone that is set in this first session is very important. Carefully consider ways to set up your session to generate a positive and enthusiastic attitude. Pay particular attention to providing food and drinks, giving breaks as needed, engaging people in discussion, and responding to any issues brought up by the attendees (even at the expense of covering less of the manualized material).

Also note that the facilitator and the training team are meant to participate in all discussions and activities. The lunch break is not included in the outline below; you may simply break for lunch around 12:00.

I. INTRODUCTION 🕒 = 5min; 📚 = ParentCorps handout

A. Presentation

1. Welcome and thanks for coming. We really appreciate you being here, especially given this busy time of year.

2. We know several but not all of you so we’d like to start by just saying who we are and what we’re doing here.

3. For those of you who don’t know us directly, we are part of ParentCorps, which has been working with Pre-K and Kindergarten students and staff in your school since 2005. You can see the history of ParentCorps on the handout you’re getting but briefly, we have been working in NYC elementary schools since about 2000. In that time, we’ve worked with people at all different levels of the region, from superintendents, early childhood directors, principals, APs, teachers, guidance counselors, social workers, parent coordinators and family workers. This year we are expanding to offer the Bridges program, which is specifically designed for 1st grade.

4. Bridges is funded by the Robert Wood Johnson Foundation. RWJ is interested in programs within schools that serve immigrant-dense communities and that emphasize community and parent voices. In other words, they want schools, mental health professionals, community organizations and parents to partner together in working towards better serving the students. So the model of Bridges has been to select one parent representative and one community organization representative to partner with an NYU clinician. For the past several months, this group, introduce PR and COR, along with your principal, Ms./Mr. X, have been meeting to talk about ways that we can address the challenges of educating young students in your school. Acknowledge

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everyone’s expertise – teachers and MHPs, PR, COR – and say something about our expertise in mental health and our hope to offer expertise that is helpful to them.

5. Moving forward, most of our work together will be different depending on the grade.
   (a) Pre-K will continue to have the ParentCorps program for families, several PD days and individual time for classroom consultation
   (b) K will have 2 PD days and some individual time to for classroom consultation
   (c) And 1st grade will have Bridges.

However, today we have the opportunity to work with staff from all three early childhood grades. We are so excited to be spending the day together. As we said, the goal of Bridges, like that of ParentCorps more generally, is to improve the mental health and academic functioning of students. Our model is to use the different expertise of everyone in this room and create an opportunity for you to share knowledge, as well as learn more about mental health and culture so that you, as a key person in your students’ lives, have the information you need to teach, counsel and nurture your students.

5. For today, we’d like to focus on talking with you about mental health problems and treatments.

II. ENGAGEMENT

A. Activity: “Either…Or” = 15min; = “Either Or” sheet (MH-1)
   1. But before we get into the training program, we’d like the opportunity to get to know you better, especially those of you we have not worked with in the past.
   2. We’re going to do a brief activity called “Either, Or.” Hand out quiz sheet.
   3. Without talking to each other about the questions, fill out your “Either Or” sheet.
   4. Give group several minutes to complete the sheet.
   5. Great. Now we’re going to have the group guess what each person chose for their “either or.”
   6. Have each person take a turn in the “hot seat.” All other group members should guess what that person’s responses were to the either/or questions. This should be a high-energy, fun activity.

B. Activity: Can it = 20min; = agenda, scraps of paper, trash can, candy (MH-2&3)
   1. Thanks for helping us get to know you better! Now we want to talk for a minute about spending some Professional Development time with you. We are handing out an agenda for the day so that you get a sense of what we’ll be doing. You’ll see that we’re talking about various issues related to mental health.
   2. Through our work on ParentCorps in your school and in others, we have learned about some of the challenges you and your colleagues face in helping young children succeed. Many of those challenges are related to mental health problems. So we wanted the opportunity to address these challenges by working directly with you through your professional development.
   3. BUT, we’re guessing that all of you, having worked in schools, have some opinions about professional development in general and even about this professional development day in particular. Possibly those opinions are positive ones (like, “I’d like
to learn more about mental health.”), maybe they are negative ones (like “It is so annoying that I have to sit through this training during my first week back at school.”), or maybe you have some thoughts and opinions that are totally unrelated to this training (“I hope I remembered to take the chicken out of the freezer.”). So we’re going to play a little game about some of those thoughts. Use a playful tone—make sure you communicate that it is normal and Ok with us if group members are feeling hesitant about being in this PD session.

4. See description in appendix (basically, group members write down their thoughts about their thoughts and then can them so they can start the session with an open mind—made fun with a trash can and candy…).

C. Survey odore in appendix (basically, group members write down their thoughts about their thoughts and then can them so they can start the session with an open mind—made fun with a trash can and candy…).

1. On a more serious note, we truly do recognize that we ask a lot in bringing you here during your first week/month of school. And we very sincerely want to make this as positive and supportive a time as possible for you. So we want to know, how can we help you gain back some of the time that you’re using by sitting with us here right now? We are going to pass out a survey asking you whether you need our help in getting through the next week or two. For example, we are happy to come to your classroom and help with set up, help you prep some materials, or anything else you could use an extra pair of hands for. Just let us know what you need on this form and we will do our best to help out!

2. Allow a few minutes for forms to be completed.

III. ASSESSMENT odore in appendix (basically, group members write down their thoughts about their thoughts and then can them so they can start the session with an open mind—made fun with a trash can and candy…).

A. Paperwork

1. So one more thing we’d like to do before getting officially started on our topic is to have you tell us a little bit about yourselves and your thoughts on the topics of mental health and working with children. We use this information to look for ways to improve our training programs. You are free to participate or not in completing these forms; it is voluntary and your decision will not affect you in any way, positive or negative. You may choose to participate now and if you change your mind, you may withdraw your participation at any time; you just need to let us know. If you do choose to complete the forms, all the information you give us will be private and confidential; it will not be shared with anyone at your school, district or region, and it will be not be identified by name. We keep all information stored in locked cabinets to ensure that they remain private. You’ll be asked to complete forms at 2 other times this year. You will either be able do them during a PD day, or if you are asked to do them on your own time, you will be paid $15 for completing them. We will give you a minute to look at the consent form and we’re free to answer any questions that you have.

2. Hand out consent forms and evaluation packets. Remain available during this time to answer questions.

3. Allow group to break for a few minutes after they complete their forms.
IV. MENTAL HEALTH IN SCHOOLS $\approx 15$ min; $\mathbb{G}$ = List of mental health topics (MH-5)

A. Discussion

1. Ok, so we do want to get to the topic of the training session (i.e., mental health). When we talk about mental health, as with any other topic we’ll discuss in the context of working with families, remember to keep in mind issues of culture. Culture is like a lens that determines how we see things, including issues of mental health. The information we present and the training we provide is about mental health based on westernized models. That is, everything related to mental health—from how we view symptoms, how we diagnose and how we treat mental health illness—stems from US American views. Of course, this is incredibly important as we are living and functioning in a society that follows this model. At the same time, we live in a society of many cultures and many immigrant groups, and we need to be sensitive to how culture and mental health are related. We will talk much more about culture at a later point in the training program.

2. Let’s start with some of the reasons we feel that talking about mental health is important for those of us who spend time with children. As school staff, you have probably seen a lot of things—lots of behaviors from the students in and out of the classroom—that range from predictable to hard to understand.

   (a) Does anyone have a story, question or comment related to mental health that has come up in your work with students or families? Maybe you’ve worked with kids who’ve had mental health problems or maybe you’ve seen kids do things that you just simply didn’t understand…

   (b) Facilitator may have some stories herself to offer as examples to get the discussion going.

   (c) Facilitator should tie in personal stories with the importance of learning more about mental health.

3. So based on what you’ve said, it sounds like [X, Y, Z] are issues that come up in your work with your students. We will definitely address those issues for you during training.

4. Are there any other topics or questions that you would like to make sure we cover through our trainings?

   (a) Have list available if group needs help coming up with topics and then ask group to identify topics of interest to them. This is most important if not many stories or questions came out of the earlier discussion.

5. Facilitator should ensure that these topics are later highlighted during the discussion on “Mental Health Disorders” or “BT” below.

V. CHILDHOOD MENTAL HEALTH DISORDERS

A. Presentation: $\approx 15$ min; $\mathbb{G}$ = MH PP presentation

1. Present power point slides on background information. Handout binders and refer group members to the handout in their binder.

   (a) Cover the highlights and describe the contents of the presentation. Do not read the symptoms or case presentations for each disorder.

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ParentCorps Bridges Training Manual, p. 8, Fall 2007
What is a mental health disorder?

- A specific constellation of symptoms that last for a specific duration and lead to what we call functional impairment—or difficulty in functioning optimally in every day life.

What causes a mental health disorder?

List common disorders and brief description

B. Activity 2 = 60min; = Symptoms and Disorders index cards (Answers, MH-6)

1. Ok, with that brief presentation, we’re going to have you test yourselves on your mental health knowledge! Break group up into 2-3 smaller groups or pairs.

2. With your small group, you have to match each individual symptom with the right disorder. So for example, if the symptom is “crying,” you will match that with the mental health disorder of “depression.”

3. Allow group time to match all the symptoms then facilitate discussion related to which symptoms go with which disorder.

(a) Give groups the correct answers (may be in form of a handout).
(b) Does any one have any observations from this activity? Point out:

(i) Some symptoms are associated with more than one disorder
(ii) Most symptoms are in and of themselves normative behaviors

- Emphasize that mental health problems occur along a continuum. All of us experience “symptoms” in some form or another. For example, everyone feels blue and cries (depression) or refuses to do as they are told (ODD) or feels worried about a specific situation (anxiety). A specific behavior or feeling in and of itself is not typically indicative of a mental health disorder.

- Some kids have mental health problems that we may consider “subclinical”—that is, they have some difficulties but do not meet diagnostic criteria. Even for kids who meet diagnostic criteria for a disorder, there is a wide range of severity from mild to severe. So for most of us, it is important not to focus too much on a label or a diagnosis. Instead, it is important to think about the strengths and difficulties of the kids that we are working with.

(iii) Normative behaviors and symptoms are distinguished by their severity, duration and impact.

4. So now that you have a good sense of the various childhood disorders, we’d like you to join with your small group again. Take a few minutes to think about some of the kids you’ve worked with in the past who may have had mental health problems. For each of the disorders listed on your handout, describe a child who seems to fit into that category. In other words, make a list of some of the behaviors that child displayed. Be sure not to use names or identifying information, even when talking within your small groups. You may not have examples for each disorder—that’s ok, we really just want to hear about the kinds of kids you have worked with in the past.
5. After several minutes, ask groups to share their case examples. Facilitate discussion on whether the case examples truly represent the various mental health disorders. Sample discussion questions:
   (a) Ask for frequency, duration, severity of behaviors to again underscore the difference between normative behavior and symptomatic behavior. You may use the following “clinical” and “non-clinical” vignettes, as needed.
      (i) James is an 8 year old male who lives with his parents and older brother. His parents say that when James does not get his way, he throws a temper tantrum during which he punches and kicks the wall. James also gets very upset when he gets in trouble and often insists that his older brother is to blame. His parents describe James as “antagonistic,” saying that he argues over every little thing. At school, James gets in trouble almost daily. According to his teachers, he does not know how to respect his peers’ space, and is often “in their face, taunting and teasing them to get a rise out of them.” He refuses to follow rules, like cleaning up.
      (ii) James is an 8 year old male who lives with his parents and older brother. His parents say that sometimes when James does not get his way, he throws a temper tantrum and cries. James does not like to get in trouble and sometimes blames his older brother for things he has done wrong. When James has a particularly difficult day, he tends to argue with his parents. There have been 3-4 incidents at school in which James has teased and once even hit a peer.
   (b) Ask for speculation about long term prognosis: How do you think that child is doing now? Tie in prognosis with issues of treatment/support or lack thereof around the mental health problems.
   (c) Allow staff to talk about challenges of having students with mental health problems in their class/counseling sessions. How do they deal with it? What kind of support do they need to do this work? Underscore that the challenges they themselves have had are the reason that training and consultation around issues of student mental health are so important.
   (d) End by summarizing discussion, letting group know that we will start talking about what to do about the mental health problems they are seeing in the afternoon, and break for lunch.

VI. BEHAVIOR THERAPY
A. Explanation: \[ \text{Explanation: } 3 = 15 \text{min} \]
   1. This morning we talked about what some of the more common mental health disorders look like in children. We’re going to spend the afternoon talking about how to deal with them. Psychologists can approach mental health problems from many different theoretical orientations. In other words, there are many ideas about what causes children to develop mental health problems and based on those causes, how best to treat the problem. You have probably heard of psychoanalysis, behavior therapy, cognitive therapy, family therapy, and medication, among others—these are all examples of different approaches to treating childhood disorders.
   2. We are going to focus on the behavioral approach (BT) to treating childhood problems. This is because, of all the approaches, this one can be the most appropriate for young
children. It is also the best fit for the school environment (i.e., you can’t do psychoanalysis or family therapy in the classroom). Also, and most importantly, it has empirical evidence to back it up. When studies have been done to determine how best to treat young children with mental health problems, BT has been found to be effective.

3. Behavior therapy means that we focus on the behaviors, or actions, that underlie mental health problems. An example is that a child who is depressed may be withdrawn; she may not even attempt to talk or play with other children. BT would target this behavior—so that the student changes her approach to social interactions—as a way of treating her symptoms of depression.

4. A lot of people have experiences or opinions about the different ways to treat mental health problems. Anyone want to share any thoughts about this?

5. Allow time for Q & A regarding mental health treatments.

6. Convey that these strategies are relevant for all children—to prevent serious problems from developing and promote success in school—and are especially important for children who are already having mental health problems.

VII. Behavior Strategies ² = 120min

A. Explanation

1. Consistent with the behavioral approach, we are going to talk about some very specific behavior management strategies today. Even though these are the strategies that were designed and are used in actual mental health treatments, we’re pretty sure that all of you have experience with these strategies, in one way or another. We have found that while many people know these skills, the challenge is in using them appropriately, creatively and in a way that truly addresses the real-life problems that kids show at school. So, even though some of this will sound familiar, we’re hoping to talk about using these strategies in a way that will work for you in a school setting.

B. Reinforcement

1. Discussion

   (a) Let’s start with positive reinforcement. As you all know, positive reinforcement is any kind of reward that causes a behavior to occur more often. What kinds of rewards can you use to reinforce positive behaviors?

      (i) Generate list.

         ♦ Social: praises, smiles, high-fives, pats on the back
         ♦ Material: stickers, toys
         ♦ Privilege: special helper, time with teacher, time on computer, time outside, first choice of center, choice of a special activity

   (b) What are some things that students do that you would want to see more of; in other words, what behaviors should be reinforced in the classroom?

      (i) Generate list: academic, social skills, emotional skills, behavioral control

2. Activity  들 = Top Ten Reasons I don’t use Positive Reinforcement handout(MH-7)
(a) So it’s clear from the discussion we just had that you all are familiar with positive reinforcement. And you’d probably all agree that positive reinforcement is really a very simple concept: you’re just rewarding a student for doing something right. So why is positive reinforcement so complicated sometimes? We’re going to break up into our smaller groups again and talk about some of the complicated issues related to positive reinforcement.

(b) Have the group break into smaller groups. Each small group is given the Top Ten list. Their job is to first rate how much they each (i.e., individually) agree with the Top Ten argument and then find a counter-argument to not using positive reinforcement.

(c) Facilitate discussion related to various beliefs related to positive reinforcement.

C. Proactive Strategies

1. Explanation

(a) Besides positive reinforcement, we know that the way we structure the environment of children has a lot to do with how they behave. Having a structure in mind, before your students even step into the classroom, is part of being proactive. In general, being proactive means that you anticipate needs, problems or challenges and work to avoid them. Proactive strategies are put into place before misbehaviors occur in order to reduce the chance that they will occur at all.

(b) In the classroom, basic proactive strategies include following clear schedules and routines, establishing clear rules and limits, redirecting children and being creative and flexible. There are benefits to each of these, including:

(i) Routines: consistency, predictability, a sense of safety and security
(ii) Rules: communicating clearly and setting expectations around what is acceptable and what is not
(iii) Redirection: replacing misbehavior with appropriate behavior in a way that avoids conflict with the child and maintains a positive relationship
(iv) Creativity: keeping things interesting and exciting
(v) Flexibility: being able to make last-minute adjustments as needed

♦ Define any of these strategies as needed as you go through them.

2. Activity = Taking a Proactive Approach in the Classroom handout (MH-8)

(a) So how do you actually use all these strategies in the classroom? You’re the experts on that, so we’re going to have you come up with some plans for being proactive.

(b) Break the group into 2-3 smaller groups. Provide each group with the following scenario.

(c) Happy Love is a new 1st grade teacher who is very excited for her first day of school. She loves children and believes that they are naturally good and interested in learning. Her approach to teaching is “give them love.” On the first day, she greets each child warmly and enthusiastically. Throughout the day, she plays with and praises each child. They all seem to really like her and like being at school. As the week goes on, however, Ms. Love realizes that the kids do what they want. They don’t sit down, line up, come to the circle, or complete worksheets when she...
wants them to. She is discouraged because she has given them all the love and attention any student could need. Please help Ms. Love. What does she need to do to get her classroom running smoothly?

(i) Design a creative and innovative approach to providing structure and order to Ms. Love’s classroom.

(d) Ask the groups to share their plans for Ms. Love. Summarize the main points given. Emphasize the points made in the handout on routines, rules, redirection, creativity and modeling. Refer to the sample response as needed.

D. Teacher/GC-Student Relationships

1. Discussion

(a) Now Ms. Love, for all her lack of structure, is not totally off-base. The relationship between teachers or guidance counselors and their students is incredibly important.

(b) Think back to your favorite student over the past years. How do you think that student would describe you?

(i) Generate list of adjectives.

♠ Loving/Nurturing
♠ Understanding
♠ Patient
♠ Fun
♠ Enthusiastic

(c) What are the things that you did for or with that student to make him or her feel so connected to you? i.e., how did you make yourself loving, understanding, patient, fun, enthusiastic?

(i) Generate a list of behaviors.

♠ Praise
♠ Play or positive 1-1 time with students
♠ Respect
♠ Show interest in individual child
♠ Stay calm and cool
♠ Be energetic and creative
♠ Get to know parents/family

(d) How do you think your relationship with this favorite student influenced him/her:

(i) Behavior in the classroom (or counseling session);
(ii) Self-esteem;
(iii) Academic progress;
(iv) Feelings about school in general?

(e) Clearly, relationships between teachers/guidance counselors and their students is really important in helping children succeed in school. Actively working towards creating positive relationships with each of your students is a specific strategy that we know will reduce problems and increase success.

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2. Discussion
(a) OK, let’s go back into Ms. Love’s classroom. It is now late September and she is still happy and smiley…except with Ivan. Ms. Love is somewhat fed up with Ivan because he doesn’t listen and doesn’t get along well with the other kids. If we walk into Ms. Love’s classroom, this is what we would see:

(i) The children are sitting on the floor listening to a book. Several of the kids seem a little antsy today. They are squirming, getting into each other’s “space” and whispering to each other. Ms. Love continues reading because there are other kids who are genuinely interested in the story. But at some point, she becomes fed up. Just at that point, she sees Ivan moving out of his spot into the spot of his classmate. “Ivan, that’s it! Go sit in a chair by yourself.”

♦ Ask the group:

♠ Was Ms. Love’s reaction justified?
♠ What has Ivan learned from this situation?
♠ If you were Ivan’s mother and walked into the room at this moment, what would you think of this situation?
♠ What can Ms. Love do to develop some positive feelings towards Ivan?

♦ For this question, tap into the guidance counselor’s skills in establishing relationships with kids who have mental health problems. You may ask the GC, “You spend most of your time with kids like Ivan. What are your relationships with them like? How have you found ways to connect with them even though they are challenging kids?”

♦ Below are some possible strategies:

a. Try to understand misbehavior from child’s perspective (what is this child trying to communicate through his or her behavior).
   i. What are some of the valid reasons a child may be doing this?

b. Do not take negative behaviors personally.
   i. Remind yourself that the child is not doing these things with the purpose of getting on your nerves (this is different from doing these things with the purpose of getting your attention!).

c. Focus on child’s strengths.
   i. Identify one positive thing that the child did today.

d. Get to know the child outside of challenging situations (i.e., if child has poor social skills and hits and screams at other kids, spend time with him 1-1; if child is defiant during clean up, spend time with her on the playground)

e. Take a break.
   i. Allow yourself to focus on other kids who are easier to manage.

Avoid the trap of having all your attention and energy taken up by the challenging child.
E. Discipline Strategies

1. Activity:

(a) So besides establishing a positive relationship with students who misbehave, we also have to discipline them, of course. I’m going to call out a misbehavior that you might see at school. Tell me an effective strategy for addressing it.

Note to the facilitator: if the group has a hard time coming up with effective behavior strategies during this activity, review the core strategies (as listed for the next activity). Also note that you do not to provide the samples strategies—these are for your reference to use as needed.

(i) Student whines because she “doesn’t like school and wants to go home.”
   - Ignore. When student stops whining, redirection.

(ii) Student throws down his crayon because he wanted the red one but his classmate is using it
   - Redirection (“I love the blues and yellows that you were already using in your picture. What great color choices you’ve made!”). Teacher can also prompt student to use words to get what he wants (“If you’d like the red crayon, use your words and tell Michael to please give it to you when he is finished with it.”)

(iii) Student rips up her worksheet because she didn’t know the answers
   - Redirection: “I see how important it is to you to get the right answers! And I know it can be really frustrating to have to do something that is hard. When you feel that way, you can tell me about it and I can help you. Let’s get another worksheet and we can go through the questions together.” Teacher can then praise the child for refocusing her attention on the worksheet, for putting effort into a task that is hard and for not acting in a destructive way.

(iv) Student hits a classmate who called him “dumb”
   - Time out/away. Then warning/loss of privileges, “You can have another chance to play with your friends. If you hit your friends again, your play time will be over.” Teacher can also label child’s feelings about being called “dumb” and help student problem solve being teased.

(v) Student won’t stay seated in her desk
   - Praise other children who remain seated; praise or reward when child stays in seat (I love the way you’ve stayed in your seat during reading time!); Star chart.

(vi) Student calls teacher “stupidhead”
   - Ignore and praise other children who are using respectful words.

(vii) Student calls out answers without raising hand
   - Ignore and praise other children who are raising their hands

(viii) Student talks during quiet time
   - Ignore and praise other children who are staying quiet

(ix) On the playground, student pushes classmates out of her way
   - Redirection: “I like how energetic you are on the playground. Now show me how you can run around and play without bumping into anyone!” If more aggressive “push.”
natural/logical consequences ("You pushed James out of the way so now you have to get in the back of the line for the slide.")

(x) Student screams “no fair” and pouts whenever he doesn’t get his way
♦ Ignore and praise when child tolerates frustration without screaming/pouting

(xi) Student repeatedly skips ahead of other children in the line
♦ Loss of privileges ("You have to be at the end of the line because you skipped your classmates without permission."); praise other children who are standing in line nicely; redirection ("You are so excited to get to the cafeteria! Remember to keep your place in line so that we can go ahead and start walking.")

(xii) Student is sitting at his desk daydreaming
♦ Redirection ("I love the way you are sitting quietly at your desk, ready to work. The next step is to open your workbook.")

(xiii) Student rips a poster off the wall
♦ Time out then logical consequences (You ripped my poster, so now you need to fix it. Here is some tape and I would like you to put it back together the way that it was)

(xiv) Student refuses to clean up her trash after lunch
♦ Two-choice statement: You can either throw away your trash and go line up with the rest of your friends or you can stay at the table until you’re ready to throw away the trash.
♦ Based on group’s responses, review list of effective discipline strategies.

2. Activity = Making a Discipline Plan (MH-9)
   (a) Let’s go back to Ivan again. Ms. Love needs help in learning how to deal with his misbehaviors. She has learned how to apply her “give them love” approach to him, in spite of how challenging it is to have him in the classroom. So she is regularly praising and spending 1-1 playtime with him. Still, he continues to show these difficulties:
   ♦ Bothers other kids by grabbing and sometimes destroying their things
   ♦ Blames other kids during his disagreements or fights with them
   ♦ Screams and then gets whiny when he doesn’t get his way
   ♦ Argues with Ms. Love over just about anything
   ♦ Usually says “no” when told to do something
   ♦ Pop Quiz: what possible diagnosis does Ivan have? (ODD)

   (b) Make a discipline plan for Ms. Love to use with Ivan. Here are some tools to get you started (note that most of these should be repeat from previous activity/discussion):
   (i) Star chart/daily report card: a list of target positive behaviors that allows the teacher/MHP to track and reward the child for behaving well/on target.
   (ii) Ignoring: withdrawing your attention from a child who is engaging in mild, attention-seeking misbehavior.
   (iii) Logical consequences: allow the child to suffer the consequences that naturally/logically occur from a misbehavior.

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Redirection: helping the child replace a misbehavior with an alternative appropriate behavior in a way that is non-threatening and supportive.

Two-choice statements: giving a child two appropriate choices to address the misbehavior.

Loss of privileges: take a privilege away from the child in response to a misbehavior. It’s best if the privilege that you take away is related to the command you are giving but if not, you can take away any privilege that the child enjoys, like being a helper, computer time, etc.

When…then: a child can only have a certain privilege if or when he or she has completed a certain task that is required of him or her.

Time out: a child is removed from a situation for several minutes, without anyone to talk to or anything to play with, in response to a misbehavior.

◆ Give the group several minutes to come up with a plan. Then ask the groups to share their behavior plans. Also refer to sample response as needed. Facilitate discussion around effective and ineffective consequences for these kinds of misbehaviors.

VIII. CONCLUSION
A. Q & A
B. Thank you for coming and participating today.
C. Please complete the satisfaction questionnaire before you leave.
**Either… Or**

Getting to know you activity

Do you prefer….

<table>
<thead>
<tr>
<th>American Idol. . . . . OR. . . . . Law and Order</th>
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</thead>
<tbody>
<tr>
<td>Tap water. . . . . OR. . . . . Bottled water</td>
</tr>
<tr>
<td>Fall. . . . . . . . . . . . . . . . . . . . . . . . . OR. . . . . Spring</td>
</tr>
<tr>
<td>Mets. . . . . . . . . . . . . . . . . . . . . . . . . OR. . . . . Yankees</td>
</tr>
</tbody>
</table>

MH-1

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ParentCorps Bridges Training Manual, p. 18, Fall 2007
Agenda
Professional Development Day with NYU ParentCorps
Childhood Mental Health
August 2007

Welcome!

8:30 – 9:15 Breakfast & Introduction
9:15 – 10:15 Written assessment of staff thoughts and opinions
10:15 – 12:00 Common Mental Health Disorders
12:00 – 12:45 Lunch
12:45 – 2:45 Treatment of Mental Health Disorders
2:45 – 3:00 Q & A
# PS 114 Agenda

Professional Development Day with NYU ParentCorps  
Childhood Mental Health  
August 2007  

Welcome!  

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
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<tbody>
<tr>
<td>8:30 – 9:15</td>
<td>Breakfast &amp; Introduction</td>
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</tr>
<tr>
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<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 2:45</td>
<td>Treatment of Mental Health Disorders</td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>
How can we help you?

In appreciation of your time spent with us, we’d like to offer you help in winning some time back during this very busy time of year. Let us know what you would like our help with, and we will make arrangements for an NYU staff person to be available to you.

Yes, I would like help with setting up my classroom and preparing materials for my class.

Name: _______________________________          Classroom #: __________________

Preferred Date and Time of help: _____________________________________________________
List of mental health topics

- Attention Deficit Hyperactivity Disorder
- Oppositional Defiant Disorder
- Conduct Disorder
- Autism and other Pervasive Developmental Disorders
- Depression
- Generalized Anxiety Disorder
- Separation Anxiety Disorder
- Selective Mutism
- Adjustment Disorder

MH-5
DISORDER-SYMPTOM MATCHING

ADHD
1. Often fails to give close attention to details or makes careless mistakes in schoolwork
2. Often has difficulty sustaining attention in tasks or play activities
3. Often does not seem to listen when spoken to directly
4. Often does not follow through on instructions and fails to finish schoolwork or chores
5. Often has difficulty organizing tasks and activities
6. Often avoids, dislikes, or is reluctant to engage in tasks that requires sustained mental effort
7. Often loses things necessary for tasks or activities
8. Is often easily distracted by extraneous stimuli
9. Is often forgetful in daily activities
10. Often fidgets with hands or feet or squirms in seat
11. Often leaves seat in classroom or in other situation in which remaining seated is expected
12. Often runs about or climbs excessively in situations in which it is inappropriate
13. Often has difficulty playing or engaging in leisure activities quietly
14. Is often “on the go” or often acts as if “driven by a motor”
15. Often talks excessively
16. Often blurts out answers before questions have been completed
17. Often has difficult awaiting turn
18. Often interrupts or intrudes on others

OPPOSITIONAL DEFIANT DISORDER
1. Often loses temper
2. Often argues with adults
3. Often actively defies or refuses to comply with adults’ requests or rules
4. Often deliberately annoys people
5. Often blames others for his or her mistakes or behavior
6. Is often touchy or easily annoyed by others
7. Is often angry or resentful
8. Is often spiteful or vindictive

CONDUCT DISORDER
1. Often bullies, threatens or intimidates others
2. Often initiates physical fights
3. Has been physically cruel to people and/or animals
4. Has deliberately destroyed others’ property
5. Often lies to obtain goods or favors or to avoid obligations
6. Has stolen items of nontrivial value without confronting victim (shoplifting)

AUTISM
1. Lack of varied spontaneous make-believe play
2. Lack of social/emotional reciprocity
3. Stereotyped and repetitive use of language & motor mannerisms
4. Impairment in use of nonverbal behaviors (facial expressions, gestures)
5. Inflexible adherence to nonfunctional routines

MH-6

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ParentCorps Bridges Training Manual, p. 23, Fall 2007
DEPRESSION
1. Depressed mood or irritability most of the day, nearly every day
2. Markedly diminished interest or pleasure in all or almost all activities
3. Significant change in appetite
4. Diminished ability to think or concentrate or decisiveness
5. Psychomotor agitation or retardation nearly every day

GENERALIZED ANXIETY DISORDER
1. Irritability
2. Being easily fatigued
3. Muscle tension
4. Restlessness or feeling keyed up or on edge
5. Difficulty concentrating or mind going blank

SEPARATION ANXIETY DISORDER
1. Recurrent excessive distress when separation from home or major attachment figure occurs or is anticipated
2. Persistent excessive worry about losing, or about possible harm befalling major attachment figure
3. Persistent reluctance or refusal to go to school or elsewhere because of fear of separation
4. Repeated complaints of physical symptoms when separation from major attachment figure occurs

MH-6
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ParentCorps Bridges Training Manual, p. 24, Fall 2007
TOP TEN REASONS I DON’T USE POSITIVE REINFORCEMENT

Ms. Daisy Plinarian is a veteran teacher of 1st grade. She feels confident in her teaching and has adopted a “tough love” approach that she believes works well. She was taught by strict teachers when she was a student and now, as a teacher, she does not see the value in using positive reinforcement. Here are her top ten arguments against positive reinforcement.

10. My school day is very busy. There is not a moment when I am not dealing with a crisis, wiping snotty noses, hushing screaming children, grading papers, or preparing lessons. There is definitely no time to use this praise and sticker business.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

9. Are you kidding? How can I “catch the good behaviors” and reinforce them when it takes all my energy to deal with all the misbehaviors?

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

8. Rewarding kids for good behavior makes them into spoiled brats.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

7. If I gave my students rewards, like toys, I would be bribing them.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

6. If I gave my students rewards, they wouldn’t learn that they need to do what’s right simply because I said so.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

MH-7

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5. I don’t use rewards because what happens when I run out of toys? The kids would come to depend on it and then they would all act up like crazy if I didn’t have any reward to offer them.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

4. If I use positive reinforcement with the kids, they will think I am a pushover.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

3. Joe fights, screams, grabs toys, says mean things to the other kids. So he should definitely not be rewarded just because he was able to take turns during a 10 minute game with another student. That’s the least he should be doing!

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

2. To be honest, by the time I see Joe being nice to any of the other kids, I am so fed up with him that I don’t have it in me to praise that boy!

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

1. Positive reinforcement just doesn’t work. I gave Joe a sticker when he had a good day and the next day, it was back to his old antics.

Do you agree with Ms. Plinarian? (not at all) 1...2...3...4...5...6 (very much)
Why or why not?

Any other arguments that Ms. Plinarian may have? ___________________________
________________________________________________________________________

MH-7

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ParentCorps Bridges Training Manual, p. 26, Fall 2007
Taking a Proactive Approach in the Classroom

Happy Love is a new 1st grade teacher who is very excited for her first day of school. She loves children and believes that they are naturally good and interested in learning. Her approach to teaching is “give them love.” On the first day, she greets each child warmly and enthusiastically. Throughout the day, she plays with and praises each child. They all seem to really like her and like being at school. As the week goes on, however, Ms. Love realizes that the kids do what they want. They don’t sit down, line up, come to the circle, or complete worksheets when she wants them to. She is discouraged because she has given them all the love and attention any student could need. Please help Ms. Love. What does she need to do to get her classroom running smoothly? Design a creative and innovative approach to providing structure and order to Ms. Love’s classroom.
Taking a Proactive Approach in the Classroom

Happy Love is a new 1st grade teacher who is very excited for her first day of school. She loves children and believes that they are naturally good and interested in learning. Her approach to teaching is “give them love.” On the first day, she greets each child warmly and enthusiastically. Throughout the day, she plays with and praises each child. They all seem to really like her and like being at school. As the week goes on, however, Ms. Love realizes that the kids do what they want. They don’t sit down, line up, come to the circle, or complete worksheets when she wants them to. She is discouraged because she has given them all the love and attention any student could need. Please help Ms. Love. What does she need to do to get her classroom running smoothly? Design a creative and innovative approach to providing structure and order to Ms. Love’s classroom.

Sample response:
Ms. Love should set up a routine for her class so that the kids know what they will be doing during each part of the day. Until the kids learn the routine well, Ms. Love should review it with them each morning. She can use a poster with a pictorial outline of the day's routine. For transitions between these activities, she should use transitional cues, like ringing a bell, turning off the light, or singing a song/turning on some music. Before the transition, she should give a warning, such as, "Ok, class, in 5 minutes, computer time will be over and we'll be lining up for a bathroom break." Ms. Love should also choose 3-4 basic rules of the classroom, like "Obey your teacher" and "keep your hands to yourself." She should post the rules in a place that the kids can easily see. She should explain the rules clearly to the class and tell them exactly what will happen when the kids break a rule. She might say, "When you break a rule, you will have to sit away from the group for 5 minutes. Then you will be given a second chance to follow the rules." Ms. Love should find creative ways to make it fun for the kids to do as they are told. When she wants the kids to sit down at their desks, she can call first for all the kids whose name begins with a "J" then "P" etc. As the kids do as they are told, she should use her praise specifically to reinforce the following of routines and rules. For example, instead of just saying, "Nya, you're such a good girl." She can say, "Nya, I like the way you sat down in your seat as soon as I told you to." Ms. Love can use redirection by catching misbehaviors before they escalate, or get worse, and directing the kids to more appropriate behaviors. For example, if a child is reading a book to herself but turning the pages carelessly and roughly, Ms. Love could say, “I am so happy to see you enjoying that book! I love that book too. When I look at it, I turn the pages quietly and carefully so it doesn’t rip (Ms. Love could even demonstrate). That way, you and I read it again and again.” Finally, Ms. Love should use all the information she has learned about her students in running her class. She has learned that the kids have the hardest time settling down right after lunch. Instead of making the students sit down at their desks at this time, like she used to, she can decide to have music and movement--if they are going to be loud and physically active during this time, they might as well be singing and dancing! Ms. Love has now realized the importance of a clear, creative and flexible plan.

MH-8

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ParentCorps Bridges Training Manual, p. 28, Fall 2007
Making a Discipline Plan

Ms. Love needs help in learning how to deal with Ivan’s misbehaviors at school:

- Bothers other kids by grabbing and sometimes destroying their things
- Blames other kids during his disagreements or fights with them
- Screams and then gets whiny when he doesn’t get his way
- Argues with Ms. Love over just about anything
- Usually says “no” when told to do something

Make a discipline plan for Ivan, using the following strategies. Be as creative as possible!

- **Star chart/daily report card**: a list of target positive behaviors that allows the teacher/MHP to track and reward the child for behaving well/on target.
- **Ignoring**: withdrawing attention from a child who is engaging in mild, attention-seeking misbehaviors (e.g., whining, complaining, pouting). Make sure not to ignore serious misbehaviors that are aggressive or destructive.
- **Logical consequences**: allow the child to suffer the consequences that naturally/logically occur from a misbehavior.
  - If child does not complete her work in the morning, she does not get time to work on the computer before lunchtime
  - If a child rips up a classmate’s coloring book, he has to give his classmate his unrippped coloring book
- **Redirection**: helping the child replace a misbehavior with an alternative appropriate behavior in a way that is non-threatening and supportive
  - If a child is sitting and daydreaming, “I love the way you are quiet and ready to work!”
- **Two choice statement**: giving a child two appropriate choices to address the misbehavior.
  - You may either play gently with the blocks or choose another toy to play with
  - Your choices are to put your coat on so we can go outside or stay inside
  - You may choose to share the crayons or put them away
- **Loss of privileges**: take a privilege away from the child in response to a misbehavior. It’s best if the privilege that you take away is related to the command you are giving (see examples below) but if not, you can take away any privilege that the child enjoys, like being a helper, computer time, etc.
  - If child does not play gently with the blocks, take the blocks away
  - If children do not share the cars with each other, put the cars away
- **If then/when then**: a child can only have a certain privilege if or when he or she has completed a certain task that is required of him or her.
  - When child cleans up his area, then he may go sit on the rug with a book
- **Time out**: a child is removed from a situation for several minutes, without anyone to talk to or anything to play with, in response to a misbehavior.

MH-9
# Bridges Session 1: Childhood Mental Health

## Integrity Checklist

<table>
<thead>
<tr>
<th>Completed by:</th>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____________</td>
<td>____________</td>
<td>________________</td>
</tr>
</tbody>
</table>

### TOPIC

<table>
<thead>
<tr>
<th>TEACHING METHODS (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ if Yes</td>
</tr>
</tbody>
</table>

1. What is ParentCorps?
2. Getting to know each other
3. “Can it”
4. Childhood mental health disorders
5. Positive reinforcement
6. Proactive strategies
7. Staff-student relationships
8. Discipline strategies

Overall, how would you characterize the way the facilitator conducted this session:

- **Didactic**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7

- **Experiential**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7

Overall, how well do you think this session was conducted:

- **Not at all well**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7

- **Extremely well**

Explain in topic not covered: ____________________________________________________________

---

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Definitions of Teaching Methods

**Didactic:** explanations

**Discussion:** Socratic questioning; participants call out answers

**Modeling:** demonstration of the skill for the group

**Role Play:** participants practice the skill themselves

**Individual Activity:** participants do an individual exercise (i.e., writing down their target goals, making their self-care lists, etc.)

**Small Group Activity:** participants get together in small (3-5 members) groups to do an exercises (i.e., making routine for fictional child; generating list of self-care ideas)

**Large Group Activity:** all participants work together on an exercise (i.e., candy activity, getting to know each other). Note that this should not include discussions (i.e., having participants call out answers in response to leader questions or prompts.)
Impression Notes

<table>
<thead>
<tr>
<th>School:</th>
<th>Date:</th>
</tr>
</thead>
</table>

Below, please write down your impressions of today’s training session.

**GENERAL TOPIC**

*What did you notice about how this topic was covered? How did participants react? Did they seem to understand the basic point of the topic? Were they interested and engaged? What was the best discussion or activity during this topic? What was the worst?*

<table>
<thead>
<tr>
<th>What is ParentCorps?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting to know each other</td>
</tr>
<tr>
<td>“Can it”</td>
</tr>
<tr>
<td>Childhood mental health disorders</td>
</tr>
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<td>Positive reinforcement</td>
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<tr>
<td>Staff-student relationships</td>
</tr>
<tr>
<td>Discipline strategies</td>
</tr>
</tbody>
</table>

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Bridges Training Checklist
Day 2

III. PAPERWORK
A. Assessment:
   1. EXTRA CONSENT FORMS ☐
   2. SATISFACTION FORMS ☐
   3. ATTENDANCE & CONTACT FORMS ☐
   4. INTEGRITY CHECKLIST
      (a) Completed by community staff partner ☐
   5. IMPRESSION NOTES
      (a) Completed by Parent Rep ☐

IV. MATERIALS
A. Training Manual
   1. copies for clinician, community partner, parent rep ☐
B. Folders
   1. for each trainee ☐
C. Money
   1. For light breakfast, lunch and staff payments ☐ ($ ________)
   2. Receipts for staff payments (amounts < $150) ☐
D. ETC
   1. Flip chart/markers ☐
   2. Nametags ☐
   3. Pens/pencils ☐
   4. Scrap paper ☐
   5. Handout: “Bridges” ☐
   6. Activity handout: “Connect the dots” ☐
   7. Activity handout: “Stages of Awareness” ☐
   8. Activity handout: “In the mind of the Beholder” ☐
   9. Activity scenarios: “Speak no English:” ☐
   10. Activity handout: “Styles of Communication Continuum” ☐
   11. Quiz: “What I know” ☐
Day 2
Cultural Competence

<table>
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<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>8:30 – 8:45</td>
<td>Breakfast; Intro to Bridges</td>
</tr>
<tr>
<td>8:45 – 12:00</td>
<td>Cultural competence</td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 2:45</td>
<td>Classroom management</td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Q &amp; A</td>
</tr>
</tbody>
</table>

Note to the facilitator:
Talking about culture can trigger a lot of intense discussions and emotions. Be supportive of group members who are struggling with these issues. Help group members who are closed off to these issues by being open and honest about your own struggles related to culture. Be prepared for possible conflicts if group members belong to different cultural groups.
Also note that the facilitator and the training team are meant to participate in all discussions and activities. The lunch break is not included in the outline below; you may simply break for lunch around 12:00.

I. BRIDGES = 10 min; handout explaining Bridges (CC-1)
   A. Explanation
      1. Welcome back. Today, you all are here because you work directly with 1st graders so you are officially part of the new program that we call Bridges. During the last meeting, you heard only briefly about Bridges so we want to spend more time talking about the program today.
      2. The overall goal of Bridges is the same as the goal of ParentCorps, which is supporting parents and teachers of young children to help the kids succeed. In Bridges, though, we are putting more emphasis on culture. We do this by highlighting three areas:
         (a) Mental health of all students, with particular attention to immigrant students
         (b) Cultural competence in working with a diverse group of students
         (c) Ethnic socialization
      We will explore these three areas through different professional development activities. First, we will spend 3 PD days of training with you. After these training days, we will spend some one-on-one time with you to continue to talk about how these different areas relate to your work with your students. Finally, we will have monthly meetings with all 1st grade staff to continue the discussion on a larger scale. These individual and group meetings will begin in November and run through the end of the school year. That is the basic outline of what we will be doing, as you can see on your handout. Allow for questions.
      3. Bridges is funded by the Robert Wood Johnson Foundation. RWJ is interested in programs within schools that serve immigrant-dense communities and that emphasize community and parent voices. In other words, they want schools, mental health professionals, community organizations and parents to partner together in working towards better serving the students. So the model of Bridges has been to select one parent representative and one community organization representative to partner with...
an NYU clinician. For the past several months, this group, along with your principal, 
Ms./Mr. X, have been meeting to talk about ways that we can address the challenges of 
educating young students in your school. Mr./Ms. X (your principal) has been fully 
supportive of Bridges and has helped us find time to meet with you and start this work.

4. The three of us who will meet with you for training and consultation are all here today. 
You met each of us last time, but to make sure you know who we are, we’re going to 
quickly introduce ourselves again. Have clinician, parent rep and community staff introduce 
self with a brief statement about who they are and their background experiences.

5. Going back to the collaborative model of Bridges, we firmly believe that between us, as 
the official training team, and you, as the experts in working directly with students, we 
can put our heads together and work towards solving some of the challenges of 
educating young students. Do you have any thoughts or questions about what Bridges 
is or how it will work?

II. Getting to know you

A. Activity

1. Today, we will be spending most of the time talking about cultural competence.
2. First, we want to help everyone get to know each other a little better. So please say 
your name, what your role is at the school and your best memory from this past 
summer. Everyone, including the facilitator, should participate.

III. CULTURAL COMPETENCE 3hrs, 15min

A. Definition & Significance

1. Explanation
   (a) Today we will be talking about cultural competence and before we start, I want 
to make a couple of points. First, the fact that I/we are the ones leading this 
workshop on cultural competence does not in any way suggest that I/we are 
culturally competent while no one else in the room is! It simply means that we 
have made a plan to discuss and explore the issue of cultural competence with you 
that we think and hope will be useful to you and to ourselves. Second, the topic of 
culture and issues related to differences and similarities amongst us and amongst the 
families we serve can be complicated, sensitive and emotional. We ask that each of 
us be aware of talking openly, honestly and respectfully to each other. We would 
like this to be a supportive process that helps us better understand ourselves and 
others.

2. Activity = Connect the Dots handout (CC-2)
   (a) We want to start the topic of cultural competence with an activity. Using the 
“Connect the Dots” handout, complete the puzzle by following the directions on the 
bottom of the page. Give the group 3 minutes to complete the handout.
   (b) Ask for solutions to the puzzle. What made this puzzle hard; why were we able or 
ot able to complete the puzzle?
   (i) Working with students, especially young students from diverse 
backgrounds, requires us to think outside the box. We all have lots of great

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ideas that fit neatly inside our own individual box—these are the ideas we have about what should work. As we all know, though, not every student’s needs fit neatly inside this box. Our challenge is to constantly look outside of the box to find new ways of understanding and solving situations. That really is the essence of cultural competence—learning new ways of thinking and doing. Given the diversity of our communities, this has become just as important a part of our qualifications as a teaching or counseling degree.

3. **Explanation** \(\text{확성 자료} = \text{What is Culture handout (CC-3)}\)
   (a) Let’s back up a minute and talk about the definition of culture. What does culture actually mean?
   (i) *Allow group to offer definitions.* What we mean by culture is the totality of values, beliefs and behaviors common to a large group of people. Cultural groups can be formed on the basis of country of origin, race, religious group, sexual orientation, physical abilities, etc. Each one of us is an inherently cultural being.
   (ii) There are many analogies for what culture is. So I’m going to share a few. For each one, let me know what you think the analogy is referring to. Culture has been likened to:
   ♦ The software that programs us
   ♦ Our underlying thoughts, assumptions, motives, goals, preferences, etc that determines our behavior and our perceptions of others’ behavior
   ♦ A roadmap
   ♦ That guides what we see and how we interact
   ♦ An iceberg
   ♦ An entity that is larger than what is observable. We can observe behavior, but everything that lies underneath those behaviors—and that which we cannot see—makes up most of what we call culture
   ♦ The air we breathe
   ♦ Invisible yet permeating all we do

4. With this sense of how important culture is, it is easy to see the value in focusing on cultural competence. Has anyone had cultural competence courses or training before? *If so, allow group members to describe their experiences. If no one, ask:* How do you become culturally competent? *Use group responses to summarize the four steps below.*

5. Developing cultural competence involves four steps:
   (a) **Awareness**—becoming aware of our own beliefs, attitudes, values; and becoming aware that each culture is different
   (b) **Skills**—developing skills (i.e., communication, problem solving) that facilitate cross-cultural relationships
   (c) **Knowledge**—learning about each culture with which you interact
   (d) **Behavior**—acting in a way that shows understanding and respect for each culture

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(e) In some ways, cultural competence sounds kind of easy. You think, you learn, you act nicely… But really, cultural competence is a continuous process of evaluating ourselves in terms of our beliefs, behaviors and biases. It’s more than simply acknowledging culture; it’s actively working on it. In other words, the process of cultural competence is never easy and it never ends. Just like we can always be a better teacher, or parent, or counselor, or spouse, or friend, we can always be more culturally competent. So at the end of this training, we won’t look at each other and say, “There, now we are culturally competent!” It’s more like we’ll be happy to be able to say, “There, now we have started to challenge ourselves to become more culturally competent!” Try to use a humorous, cheerleading tone for this—‘this is big but we can do it’ kind of message.

B. Cultural Competence: Awareness

1. Discussion

(a) Okay, so we start the task of cultural competence with awareness. Researchers have identified several Stages of awareness, which are:

(i) Denial (“Cultural differences don’t really exist”)
(ii) Defense (“Cultural differences exist but they shouldn’t”)
(iii) Minimization (“Cultural differences exist but they are not important”),
(iv) Acceptance (“Cultural differences are not good or bad. They’re just a fact of life.”)
(v) Adaptation/Integration (“Cultural differences allow us to learn new, positive ways of being. We can learn from adapting different aspects of different cultures.”)

(b) Take a minute to think of your own culture. Write down one thing that someone from outside your culture would do, say or think that would suggest to you that he or she is in each stage of awareness. For example, someone who is in denial would…

(c) Discuss how it feels to have people who are at the different stages of awareness act the way they do. Ask group about what kinds of people fit into the different stages. Tap into conscious and unconscious cultural incompetence. Is one any better than the other?

2. Activity

(a) Have group members call out the most common cultural groups represented in their schools. For each group, have each group member think about his or her true level of awareness. Ask for volunteers to share any of their responses.

(i) Bottom line—None of us starts out with a high level of awareness of other cultural groups. We have to actively challenge ourselves to move from a low level of awareness to a high level of awareness.

3. Activity “In the mind of the beholder” (from the PeaceCorps workbook)

(a) Part of increasing our awareness is to be more careful about the assumptions we make. We all make assumptions; to some extent, that is necessary and natural. But
we probably make more assumptions than we should and those assumptions can hold us back from understanding important cultural differences.

(b) For example, think about the behavior of other people. And now consider: Behavior has NO built in meaning. It means only what we allow it to mean. And behavior is usually interpreted in two ways: the meaning given to it by the person who does the action, and the meaning given to it by the person who observes the action. Usually, when we make assumptions, it is about behavior we are observing.

(c) Break up into 2 groups and let’s think about this some more. Each group has a handout that asks you to interpret a list of behaviors. Take a few minutes to talk about it in your small group. Each small group is given a distinct description of a culture. Each group is to interpret the following behaviors as members of their respective culture.

(iii) A person shows up half hour late to a meeting
(ii) A 7 year old boy kicks a dog
(iii) While taking an exam, a student copies from the paper of another student
(iv) A woman carries a heavy load of laundry while her husband walks in front of her carrying nothing

(d) OK, the group that was Culture A—what do you think about this list of behaviors. Allow group to discuss their interpretation. How about Culture B—you had the same list of behaviors. What do you think about them? Allow group to discuss their interpretation.

(e) Facilitate discussion about how we make assumptions and interpret behaviors in ways that fit with our cultural and personal beliefs. One thing this activity shows is that we make many assumptions about how others behave based on our own cultural beliefs. But when we are working with families from other cultures, our assumptions may not be valid. So part of being culturally competent is considering behavior from multiple perspectives rather than making assumptions about behavior.

(i) Bottom line—when working with diverse students, question all of your assumptions!

4. Discussion Cultural Concepts handout (CC-6)

(a) So what explains cultural differences, like those between Culture A and Culture B? It’s a complicated question, but we do know that cultures have fundamentally different views along some basic dimensions. Here are 3 basic dimensions on which cultures differ:

(i) Concept of self (individualism vs collectivism): Some cultures are individualist—they focus on self achievement, self satisfaction and self sufficiency and value independence. Other cultures are collectivist—they focus on group survival and group success and value interdependence.

(ii) Concept of time: For some cultures, time is limited and schedules/deadlines are important. For other cultures, time is adjustable and fluid.
(iii) **Concept of locus of control** (internal vs external). Some cultures have an internal locus of control and believe that people make their own destiny based on effort and determination. Other cultures have an external locus of control and believe that fate is predetermined and situations must be accepted because they are beyond one's control.

(b) So what do you think American culture is—individual or collective? **Fixed time** or fluid time? **Internal** or external locus of control?

(c) Take a minute to think of your own ideas of self, time and locus of control.

*Have group members share where they lie on the dimensions of self, time and locus of control.*

(d) Now think about the different cultural groups represented in your school. Where do you think they lie on these same dimensions?

(e) There have probably been times when a student’s or parent’s behavior was inconsistent with your view on the dimension of self, time, or locus of control. For example, a parent coming to pick her child up from school an hour late may be related to different cultural concepts of time—you think of time as fixed and the mother may think of time as fluid. What other examples can you think of?

(i) **Self**—children are taught to be humble and to fit into the group, rather than to stand out by striving to be fastest, smartest or first; children are made to care for younger siblings rather than being given free time to spend with friends or on the playground

(ii) **Time**—children are tired in the morning because they are permitted to stay up as late as the adults in their home stay up

(iii) **Locus of control**—children are taught that no matter how hard they study or work, people like them end up working in the corner bodega.

♦ For those of us who follow the American culture, many of these behaviors would be judged inappropriate. Do you think people from other cultures would agree? Do you think the families of the students in your school would agree? If you shift your concept, does it make you feel differently (i.e., less annoyed) about any of these behaviors?

♦ **Emphasize with these examples that NO implications are being made about the specific children and families with which the school staff work. These are merely plausible examples given known differences in cultures from around the world.**

5. **Summary**

(a) So far, we’ve talked about how behavior only has meaning in so far as we give it a specific meaning—the meaning we give it, of course, depends a lot on our cultural views. We also know that cultures differ fundamentally in their concepts of self, time and locus of control. With this awareness, we can start to think of behavior in a cultural context, which will help us understand it more accurately and address it more effectively.

C. **Cultural Competence: Skills**

1. **Discussion** “A cat and a mouse” J. Norris & C. Whetten, Texas A&M University **(CC-7)**
(a) We’re going to shift to a discussion of the communication skills we can build to help increase our cultural competence. I’m going to start by telling you a story. Read aloud the following story:

(b) The setting is a typical dockside scene in a foreign port somewhere in the world. The cat, rather than being a typical, scrawny, underfed specimen, is well fed and powerful. The mouse is the typical, small, meek, desperate creature we would expect. The cat is chasing the mouse. The mouse is just about finished when he spies a hole in the wall. In a last, desperate attempt he sprints and dives into the hole just ahead of the cat. With pounding heart and heaving lungs, he cannot believe that he is safe. As he begins to regain his composure, he begins to worry about his immediate future. He quickly sees that the hole does not have another exit and he will have to go back out of the entrance. But he knows that the cat will be waiting for him. Suddenly, he hears a dog barking just outside the hole . . . “Ruff!! Ruff!! Ruff!!” Now, the mouse begins to reason that dogs hate cats, and that cats are frightened of dogs, and if there is a dog, then the cat must be gone. Feeling extreme elation at his good fortune, the mouse saunters forth out of the hole only to be grabbed up by the cat. As the cat dangles the beaten mouse by his tail in preparation for a tasty morsel, the mouse in a plaintive, dejected voice says, “But I don’t understand. I know I heard a dog barking.” And the cat, with a sly grin spreading across his face, replies, “To be successful in today’s world, one must be bilingual.”

(c) Ask the group: What does this story tell you about the skills needed to work with diverse groups of students? What does it tell you specifically about our need to communicate in new ways with others? Highlight the need to learn new ways of communicating that will be effective with immigrant children and their families.

2. Activity = Speak no English handout (CC-8)

(a) Get together into pairs. We’re going to stay in the topic of communication. Each one of us is getting a written message. Don’t share that message with your partner. Your task is to communicate the message to your partner without using a single English word—written or spoken. You can talk, as long as you don’t use English. You can do anything else you need to do to communicate this message. Give the pairs 6 minutes (3 minutes per person) to communicate their message.

(i) How well were you able to communicate? Tap into difficulty of communicating when people don’t speak the same language. Sometimes, we literally speak the same language as others, but because of cultural differences, we are in essence speaking different languages.

(ii) What were you able to “tell” your partner? What were you able to “hear” from your partner? What does this tell you about nonverbal communication? Tap into importance of nonverbal communication.

♦ Tone/pitch/level of voice, eye contact, eye rolls, hand gestures, body position
Most/all of us used nonverbal cues to communicate with our partner. What kinds of nonverbal cues do you think are effective in getting your message across?

- Group may say, "good eye contact, firm tone of voice, physical contact, hand gestures" etc. Point out that each nonverbal cue has a specific meaning for each culture.
- In some cultures, eye contact is a sign of attention; in others, it is a sign of disrespect.
- In some cultures, pointer and thumb together to form an "o" is a sign of approval; in others, it is considered vulgar.
- In some cultures, physical contact conveys casual affection; in others, it is inappropriate.

How aware are you, typically, of your nonverbal cues? How may others, from your culture and from other cultures, read your nonverbal cues? Tap into importance of being aware of the different ways in which we communicate and the need for sensitivity in what we say both verbally and nonverbally.

3. Explanation = Styles of Communication Continuum handout (CC-9)

(a) Besides the different levels of communication (i.e., verbal and nonverbal), there are also different styles of communication. Review the following styles:

(i) Indirect (imply what you mean) vs Direct (say exactly what you mean)
(ii) Low context (rely on verbal communication) vs High context (rely more on nonverbal communication)
(iii) Saving Face (avoid criticisms or any message that may embarrass the listener) vs Face is less important (be direct, even if the message will be difficult for the listener to hear)
(iv) Task (immediately get to your message) vs Person (prioritize your relationship with the listener, like through chit chat, over getting to the point of your message)
(v) So how would this play out in an actual conversation? Watch Ms. Love, Ivan’s teacher, as she meets with Ivan’s mother. In the first scenario, she is using one style of communication and in the second, she is using the other style of communication. Let me know which is which (Have the group guess what style was used and what specifically about the communication suggested the different styles)

(vi) Have clinician and parent rep role play the two scenarios:

| Direct, Low Context, Face less important, Task oriented | Indirect, High Context, Face is key, Person oriented |
Using a direct, matter of fact tone of voice. Hi, thanks for coming to this parent-teacher conference. I wanted to talk with you about Ivan’s behavior. He is really having a hard time. He is aggressive with the other children and has even kicked me. I think we should talk about how things are being handled at home and how we can handle this at school so that we can resolve this as quickly as possible.

Using a conversational tone of voice. Hi, how are you? How was the walk over—it’s pretty hot outside, huh? I saw the baby the other day; he is getting so big! Places hand on mother’s arm and softens tone of voice. So I’d like to talk about how Ivan is doing. He is a good boy. Sometimes it is hard for him to deal with his anger, though. I’m sure its just part of being a 7-year old boy!

(vii) Facilitate discussion using the following questions: Which is the more mainstream American style of communicating? (Direct, etc) What did you like about the communication in scenario A? in scenario B? How do you usually communicate? Are there aspects of each style that you would combine?

(viii) Have you had experiences in which you felt that your communication with a parent was difficult because of different communication styles? How could you approach interactions differently to accommodate different communication styles?

♦ Engage in small talk
♦ “Soften the message”
♦ Keep in mind how the parent will “hear” (i.e., interpret) your words
♦ Use nonverbal cues liberally but carefully

D. Cultural Competence: Knowledge

1. Activity = What I Know handout; Learning about New Cultures handout (CC-10&11)

(a) Now we’re shifting to our actual knowledge of different cultures. The more facts we know about a culture, the more we can understand, respect and relate to it. So let’s take a quiz. We’re going to start with African American culture. As a group, answer the questions from What I Know about African American Culture. Discuss how knowledgeable (or not) we are about this culture—whether or not we ourselves are members of that group—that we are in constant contact with.

(b) Now I’d like you to come up with a “quiz question” based on a fact from your own cultural group. After a couple of minutes, have each group member ask their question to the rest of the group. Discuss the factual knowledge we have of the respective cultures of our colleagues.

(c) Finally, I’d like you to choose one cultural group, other than your own, that is the culture of one or more of your students. Write down what that culture is. Then come up with one fact about that culture that you have learned about. Have each group member share the fact.

(d) How have you been able to acquire knowledge about all the different cultures that you work with? If you were offering advice to a new teacher, who has just moved to Brooklyn from Iowa, who is Caucasian and middle-class, and who is about to be immersed in the culture of your school, how would you advise her to learn about that culture? Generate strategies for increasing knowledge. (CC-12)

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(i) Read books, magazines, newspapers targeted to that cultural group
(ii) Listen to the radio or TV programs targeted to that cultural group
(iii) Visit museums
(iv) Visit cultural and community organizations, such as churches, that serve that cultural group
(v) Spend time in the community, walking around and observing how people from that cultural group live and interact
(vi) TALK openly with members of that cultural group (i.e., cultural informants) who can teach you about the culture.

IV. BEHAVIOR MANAGEMENT  2hrs
A. Discussion \(\square\) = “Universal, Cultural or Personal” (from the PeaceCorps handbook) (CC-13)

1. This morning we talked about cultural competence and during our previous training, we met and talked about behavior management. Now we’re going to talk about the topics of behavior management and culture together. How are these related? Because how we manage a behavior has a lot to do with how we understand that behavior. And how we understand that behavior is deeply rooted in culture.

2. Think about where behavior comes from. It may be that a child is born with a tendency for a behavior.
   (a) For example, all babies are born with a sucking reflex so that they will be able to drink milk—this is what we call a universal behavior.
   (b) Or a baby may learn a behavior that everyone around him is doing and teaching him to do, like how to use a bottle—this is what we call a cultural behavior.
   (c) Or a baby may show behaviors that are unique to him, like maybe he will only drink soy milk—this is a personal behavior. Personal behaviors might be learned from a baby’s particular environment or he may show that behavior because of his unique personality.

3. More generally:
   (a) Universal refers to ways in which all people in all groups are the same
   (b) Cultural refers to what a particular group of people have in common with each other and how they are different from every other group
   (c) Personal describes the ways in which each of us is different from everyone else, including those in our own group
   (d) I’m going to say a behavior and you tell me whether it is U, C or P.
      (i) Running from a dangerous animal (U)
      (ii) Respecting older people (C)
      (iii) Preferring shopping to reading a book (P)
      (iv) Eating regularly (U)
      (v) Liking spicy food (P)
      (vi) Being wary of strangers (C)
Allow group to discuss three levels of human behavior. Highlight that these three levels show that a) we are all alike in some fundamental ways, no matter what culture we come from; b) we are like other members of our culture in learned ways and those ways distinguish us from other cultures; and c) we are all individual and different from every other person in the world.

With those three categories still in mind, U, C and P, tell me which one each of these student behaviors is:

(i) A 4-year old feels sad to be separated from his mother (U)
(ii) A 4 year old cries all day because he misses his mother (P)
(iii) A 5 year old doesn’t know how to put on her coat by herself (C)
(iv) A 7 year old doesn’t know how to put on her coat by herself (P)
(v) A 7 year old likes to hug and kiss her friends all day (C)
(vi) A 6 year old does not make eye contact when you reprimand him (C)
(vii) A 5 year old gets mad when he doesn’t get his way (U)
(viii) A 7 year old greets his teacher with a hug (C)
(ix) A 5 year old boy holds back tears because “boys don’t cry” (C)
(x) A 6 year old girl punches a classmate who was teasing her sister (C)
(xi) A 7 year old gets into physical fights 1-2 times a week (P)
(xii) A 6 year old gets frustrated because she cannot read the word (U)

Facilitate discussion regarding:

(i) Is it easier to understand and accept one category, such as universal, over another, such as personal?
(ii) Is one category easier to modify than another? Behaviors that are universal or cultural are innate (as in case of universal) or entrenched in communities/histories/traditions (as in case of cultural) and may be hard for a child to change (but be sure not to sound hopeless about changing child behavior).

How can you deal with cultural behaviors, then? Help group think through challenges to changing cultural behaviors (e.g., they are deeply rooted, they should be respected), as well as the necessity to sometimes do so (e.g., they may not be adaptive in US American schools).

B. Explanation  

“A cultural approach to behavior management” handout (CC-14)

1. When we’re working with a diverse group of students, behavior management becomes a little trickier. That’s because many of the behaviors we do see in the classroom are cultural behaviors and as we just discussed, cultural behaviors are more challenging to understand and modify. So, how do you approach behavior management with a group of diverse students?

2. Take the example of the student—let’s call her Crystal—who punches her classmate because that classmate was teasing her sister. Let’s go through some steps you can take to incorporate cultural issues into your approach of dealing with that behavior.
   (a) First, consider whether your reaction to the behavior—of Crystal punching her classmate—is consistent or conflicts with the reaction Crystal may get at home.
Many families from this school community teach their children to verbally or physically defend themselves and their family members. **Withhold your reaction to this teaching—we’ll get to that in a minute!** So if you tell Crystal that she should not punch her classmate, and Crystal’s mother tells her that she should punch the classmate, what is going to happen?

♦ Crystal will be confused. Crystal will most likely listen to mom over teacher. Crystal’s mom may be upset that the teacher is interfering with her goals for Crystal. Mom will lose trust in teacher and distance herself from the teacher and perhaps from the school at large.

So what initially seems like a no-brainer—tell Crystal that she cannot hit a child just because the child teased her sister—is not really so simple. Does this mean that we should allow Crystal to hit her classmate? No! It just means that we are going to think about our way of handling the situation a little differently.

So an important step is to understand each perspective. You already understand the reasons that you want to stop Crystal’s aggression—those are obvious, right??—but what value may underlie the family’s views of this behavior?

Knowing that Crystal’s mother teaches her to physically defend herself and her sister may be hard to swallow. But as with all cultural behaviors, there is a valid reason that this community has chosen to raise its children with that belief. What do you think may explain this particular behavior? *History of discrimination in which people who are not tough are taken advantage of; history of mistrust such that family is the only group you can count on; history of violence in which people must fight or they will get hurt.*

When we come across a value or belief that is hard to swallow, exploring the roots of that value or belief helps us to accept and respect it.

Once you understand the other perspective, you can reflect the underlying cultural value with the child and the parent:

I see that taking care of your sister by making sure no one teases her is very important to you///I understand that teaching your girls to defend each other is important in your family.

Finally, consider whether the behavior should be targeted for change

You may decide that the goals that Crystal’s mother has for her and what Crystal is being taught that may be adaptive in her community should take priority over your goals. In that case, you may decide not to try to change this particular behavior.

Of course, that is unlikely in the case of certain behaviors like aggression. So you may decide that even though you respect the reasons that Crystal punched her classmate and that her mother is teaching her to do so, Crystal must be taught not to hit at school. So how do you handle it?
Allow group several minutes to come up with a plan for dealing with Crystal’s aggression that is culturally sensitive. Examples below:

Help Crystal understand the different contexts. You may say to her, “Crystal, I can see how much you love your sister and I understand that it is important in your family that you stick up for her. But sometimes things are different at school than they are at home. At school, children are not allowed to hit other kids no matter what. It is a rule that we have so that all the kids feel safe and protected. When you are at school, it is really important that you follow this rule. If someone teases you or your sister, I can help you deal with it so that you don’t have to fight, ok?”

Help Crystal’s mother understand the need for change. You may say to the mother, “I respect the way in which you are raising your children to look out for each other. I want to talk about how to help Crystal do that without getting into fights because kids are not allowed to fight when they are at school. One thing we can do is to have Crystal come to me if she feels that any of the other kids are bothering her or her sister. I am happy to talk to that child, or if it is a big problem, talk to that child’s parents. How does that sound to you? Do you have other ideas on how we can work together on this?”

Be sensitive to the process of change. It may be hard for Crystal to change behavior that she has already learned to do in her home and community environment. It may also be hard to have parents agree to teach their children different behaviors than those that are culturally entrenched (think of how hard it is for us to change our own cultural views!). Be patient and supportive.

Note that your actual behavior management strategy will not be different. In this case, you would still give Crystal a consequence for aggression, like a time out or a loss of privilege, and you would give her a reward for staying out of fights. But you’ve added some steps to the process that you may not otherwise have had to do.

C. Activity “No right or wrong”

1. Crystal’s situation is one example of how there is not necessarily a right or wrong to many of the scenarios that occur at school. Here is another one: “The second-grade school teacher posed a simple enough problem to the class: ‘There are four blackbirds sitting in a tree. You take a slingshot and shoot one of them. How many are left?’”

   Have group members write down their response. Then read the rest of the story:

   ‘Three,’ answered the first 7-year-old boy with certainty. ‘One subtracted from four leaves three.’ ‘Zero,’ answered the second 7-year-old boy with equal certainty. ‘If you shoot one bird, the others will fly away.’

   Facilitate discussion regarding different ways of seeing the truth. Even on this very concrete question, two different answers are correct. This is how we must view student and family behavior, especially when we are working with a diverse population.
(c) Ok, let’s do a few more scenarios that may not have a “right or wrong.”

(i) During a race, one of your students is in the lead. He sees his classmate fall. Should he go help him?
  ♦ If yes, he prioritizes peer relations (i.e., collectivism) over individual achievement (i.e., individualism). If no, vice versa

(ii) While waiting in the cafeteria with your class during pick up, one of your students is crying because she lost her watch, which had been a present from her grandmother. Her mother comes and the student tearfully tells her that the watch is missing. What should the mother do or say?
  ♦ If sympathy, she emphasizes emotional support over responsibility for one’s belongings. If reprimand, vice versa.

D. Activity

1. Continuing to keep cultural issues in mind, and thinking specifically about a cultural approach to behavior management, how would you deal with the following behaviors?
   (a) Your student helps herself to food from other students during lunch time
      (i) Conflicting values: kids taught that sharing (collectivist) takes priority over individual ownership (individualist). Complicated by issues of health/hygiene
   (b) Your student won’t make eye contact with you when you are correcting him
      (i) Distinct meanings of nonverbal cues: kids taught that eye contact means respect versus attention
   (c) Your student talks to you with a sassy, adult tone of voice
      (i) Culturally rooted behavior: kids taught to sass and talk like adults as a way to prepare them for harsh outside environment
   (d) Your student swears, even when he is not angry
      (i) Culturally rooted behavior: kids exposed to harsh language as a function of a harsh, outside environment
   (e) Your student is very touchy-feely—holding hands, hugging and even kissing classmates and teachers.
      (i) Distinct views on boundaries for social relationships: kids are taught to express their regard for others through physical affection
   (f) Your student is always beautifully dressed and groomed but doesn’t have any learning materials for school or at home
      (i) Distinct views on learning: kids learn naturally through their environment rather than through the use of “educational materials”

2. Have group members share their views of each scenario and how they would deal with it. Encourage group members to challenge their notions of right versus wrong. Most importantly, the focus is on approaching each of these scenarios with cultural sensitivity.

V. CONCLUSION

A. Thank you & Satisfaction

1. We want to thank you for participating in this training. We know how difficult it can be to focus on culture in meaningful ways—because it can be a sensitive, complicated,
and at times overwhelming topic…At the same time, it is the essence of who your students and families are and of who we all are. We hope this is the beginning of a process in which we can continue to explore culture and what it means in your work with young students.

2. Please complete the satisfaction questionnaire before you leave.
Bridges
A ParentCorps program for Grade 1

Thank you for being a part of the new Bridges program! This handout provides you with a summary of the components of the program.

Each school is assigned a Bridges Support Team. Your team is made up of:

- A mental health clinician from NYU's Department of Child & Adolescent Psychiatry
- A leading community organization staff member
- A parent of a 1st grader in your school

(School)

<table>
<thead>
<tr>
<th>NYU Mental Health Clinician</th>
<th>Community Staff</th>
<th>(School) Parent Representative</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

Your Bridges Support Team will offer you and all 1st-grade staff from (School):

A. 3 Professional Development Days (August – November)
   • Cultural Competence in the school setting (Date)
   • Childhood Mental Health (Date)
   • Ethnic Socialization (Date)

B. On-going individual consultation (November – June)
   • Every other week for 45 minutes

C. Monthly peer supervision meetings (November – June)
   • Once a month for 45 minutes

The parents of your students will be offered:

D. Monthly parent workshops (November – June)

All activities have been pre-approved by your principal but please let us know if you have any questions or concerns.

We look forward to a great year of working together!

Name: Number
Name: Number
Name: Number

CC-1

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ParentCorps Bridges Training Manual, p. 49, Fall 2007
What is culture?

Culture is the totality of values, beliefs and behaviors common to a large group of people.

Culture is like:

✓ A roadmap
  * That guides what we see and how we interact
✓ The software that programs us
  * Our underlying thoughts, assumptions, motives, goals, preferences, etc that determines our behavior and our perceptions of others’ behavior
✓ An iceberg
  * An entity that is larger than what is observable. We can observe behavior, but everything that lies underneath those behaviors—and that which we cannot see—makes up most of what we call culture
✓ The air we breathe
  * Invisible yet permeating all we do

Cultural Competence

Given the diversity of our communities, cultural competence has become just as important a qualification as a teaching or counseling degree.

1. **Awareness**—becoming aware of our own beliefs, attitudes, values; and becoming aware that each culture is different
2. **Skills**—developing skills (i.e., communication) that facilitate cross-cultural relationships
3. **Knowledge**—learning facts about each culture with which you interact
4. **Behavior**—acting in a way that shows understanding and respect for each culture

Cultural competence is a continuous process of evaluating ourselves in terms of our beliefs, behaviors and biases. It's more than simply acknowledging culture; it's actively working on it.

In other words, the process of cultural competence is never easy and it never ends.

The second-grade school teacher posed a simple enough problem to the class: “There are four blackbirds sitting in a tree. You take a slingshot and shoot one of them. How many are left?”

“Three,” answered the first 7-year-old boy with certainty. “One subtracted from four leaves three.”

“Zero,” answered the second 7-year-old boy with equal certainty. “If you shoot one bird, the others will fly away.” Author unknown

How we see the world is not right or wrong. It just is.

CC-3

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STAGES OF AWARENESS

Write down one thing that someone from outside your culture would do, say or think that would suggest to you that he or she is in each stage of awareness.

STAGE I – DENIAL “Cultural differences don’t really exist.”

________________________________________________________________________
________________________________________________________________________

STAGE II – DEFENSE “Cultural differences exist but they shouldn’t.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

STAGE III – MINIMIZATION “Cultural differences exist but they are not important.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

STAGE IV – ACCEPTANCE “Cultural differences are not good or bad. They’re just a fact of life.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

STAGE V/VI – ADAPTATION & INTEGRATION “Cultural differences allow us to learn new, positive ways of being. We can learn from adapting different aspects of different cultures.”

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

CC-4

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ParentCorps Bridges Training Manual, p. 51, Fall 2007
“In the Mind of the Beholder”

**Culture A**
In your culture, time is of essence; hard work and fair play are valued; dogs are valued as household pets; men are expected to take primary responsibility for physical tasks.

Interpret the following behaviors as a member of this culture.

♦ A person shows up half hour late to a meeting
♦ While taking an exam, a student copies from the paper of another student
♦ An 7 year old boy kicks a dog
♦ A woman carries a heavy load of laundry while the husband walks in front of her carrying nothing

“In the Mind of the Beholder”

**Culture B**
In your culture, meetings never start for at least one hour after the stated time; exams are unfair and used to eliminate students from progressing through the educational system; dogs carry disease; women take pride in their physical strength and ability to work hard.

Interpret the following behaviors as a member of this culture.

♦ A person shows up half hour late to a meeting
♦ While taking an exam, a student copies from the paper of another student
♦ An 7 year old boy kicks a dog
♦ A woman carries a heavy load of laundry while the husband walks in front of her carrying nothing

CC-5
Cultural Concepts

There are several basic dimensions on which cultures differ:

The Concept of Self - Individualism & Collectivism
- The individualist focuses on self achievement, self satisfaction and self sufficiency. Independence and self reliance are valued characteristics.
- The collectivist focuses on group success. Interdependence and the team work are the valued characteristics.

The Concept of Time
- For some cultures time is limited. Therefore the needs of people are adjusted to suit the demands of time (deadlines, schedules).
- For other cultures time is always available and fluid. Therefore it is time that is adjusted to suit the needs of people.

The Concept of Control - Internal & External
- Internal: The locus of control is within the individual. There are few circumstances that have to be accepted as they are that cannot be changed. People make their own destiny based on effort and determination.
- External: The locus of control is external to the individual. Some aspects of life are predetermined and must be accepted because they are beyond one’s control.

No behavior has built in meaning. It means only what we allow it to mean. Behavior is usually interpreted in two ways: the meaning given to it by the person who does the action, and the meaning given to it by the person who observes the actions.
The setting is a typical dockside scene in a foreign port somewhere in the world. The cat, rather than being a typical, scrawny, underfed specimen, is well fed and powerful. The mouse is the typical, small, meek, desperate creature we would expect. The cat is chasing the mouse. The mouse is just about finished when he spies a hole in the wall. In a last, desperate attempt he sprints and dives into the hole just ahead of the cat. With pounding heart and heaving lungs, he cannot believe that he is safe. As he begins to regain his composure, he begins to worry about his immediate future. He quickly sees that the hole does not have another exit and he will have to go back out of the entrance. But he knows that the cat will be waiting for him. Suddenly, he hears a dog barking just outside the hole . . . “Ruff!! Ruff!! Ruff!!” Now, the mouse begins to reason that dogs hate cats, and that cats are frightened of dogs, and if there is a dog, then the cat must be gone. Feeling extreme elation at his good fortune, the mouse saunters forth out of the hole only to be grabbed up by the cat. As the cat dangles the beaten mouse by his tail in preparation for a tasty morsel, the mouse in a plaintive, dejected voice says, “But I don’t understand. I know I heard a dog barking.” And the cat, with a sly grin spreading across his face, replies, “To be successful in today’s world, one must be bilingual.”
“Speak no English”

You are entering a world where English is not spoken. You must communicate the following message to your partner without saying a single word in English. You may use gestures and sounds (as long as they are not real English words).

You have been traveling for 5 days in your car, on your way to see your sick grandmother. Your car has broken down. Your three children are in the car, hungry, thirsty and tired. The youngest has started to cry. You need to locate a mechanic to fix your car.

You have just found out that you were accepted to a top fellowship program for teaching / counseling. You will be moving to a new city, working with a mentor that you very much admire and getting a very large stipend (i.e., lots of $$!).

CC-8
Same message, different styles

Ms. Love has called in Ivan’s mother for an informal parent-teacher conference. Ivan is acting out at school and has been very aggressive with his peers.

In the first column, Ms. Love comes from Culture A, which follows a direct, low context, face is less important and task oriented style of communicating.

In the second column, Ms. Love comes from Culture B, which follows an indirect, high context, face is key and person oriented style of communicating.

<table>
<thead>
<tr>
<th>Direct, Low Context, Face less important, Task oriented</th>
<th>Indirect, High Context, Face is key, Person oriented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hi, thanks for coming to this parent-teacher conference. I wanted to talk with you about Ivan’s behavior. He is really having a hard time. He is aggressive with the other children and has even kicked me. I think we should talk about how things are being handled at home and how we can handle this at school so that we can resolve this as quickly as possible.</td>
<td>Hi, how are you? How was the walk over—it’s pretty hot outside, huh? I saw the baby the other day; he is getting so big! Places hand on mother’s arm and softens tone of voice. So I’d like to talk about how Ivan is doing. He is a good boy. Sometimes it is hard for him to deal with his anger, though. I’m sure it’s just part of being a 7-year old boy!</td>
</tr>
</tbody>
</table>

✔ What do you think about each style? What aspects of each one do you like or dislike? Why?
How would you communicate with Ivan’s mother? Would you communicate with her any differently if you knew she came from Culture A? from Culture B?
Learning about New Cultures

Based on a fact from your own cultural group, create a “quiz question” to ask the rest of the group.

Question:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Answer:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Now choose one cultural group, other than your own, that is the culture of one or more of your students. Write down what that culture is. Then come up with one fact about that culture that you have learned from your students or their families.

Culture: ________________________________________

Fact: ______________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
STRATEGIES FOR INCREASING KNOWLEDGE

- Read books, magazines and newspapers targeted to that cultural group *(What is most popular? What subjects are emphasized?)*

- Listen to the radio *(news, public affairs, interviews)* and the music targeted to that cultural group *(What are they lyrics about?)*

- Watch TV programs and movies targeted to that cultural group *(What kind of shows are most common?)*

- Visit museums as well as other cultural and community organizations, such as churches, that serve that cultural group

- Attend cultural events *(festivals, concerts, parades)*

- Spend time in the community, walking around and observing how people from that cultural group live and interact

- TALK openly with members of that cultural group (i.e., cultural informants) who can teach you about that culture
Cultural Sensitivity in Behavior Management

Consider whether the behavior you are seeing has a cultural component or underpinning

Yes

Consider what the underlying cultural value may be

Reflect the underlying cultural value to the student (or parent)

Carefully consider whether you will target a cultural behavior for change

No

Yes

No

Move to your behavior management strategy
## Bridges Session 2: Cultural Competence
### Integrity Checklist

**Completed by:** ________________  
**School:** ________________  
**Date:** ________________

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TEACHING METHODS (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ if Yes</td>
</tr>
<tr>
<td>1. What is Bridges?</td>
<td></td>
</tr>
<tr>
<td>2. What is culture?</td>
<td></td>
</tr>
<tr>
<td>3. Cultural awareness</td>
<td></td>
</tr>
<tr>
<td>4. Communication skills</td>
<td></td>
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<tr>
<td>5. Cultural knowledge</td>
<td></td>
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<tr>
<td>6. Cultural behaviors</td>
<td></td>
</tr>
<tr>
<td>7. Behavior management from a cultural perspective</td>
<td></td>
</tr>
</tbody>
</table>

Overall, how would you characterize the way the facilitator conducted this session:

- [ ] Didactic
- [ ] Experiential

Overall, how well do you think this session was conducted:

- [ ] Not at all well
- [ ] Extremely well

Explain in topic not covered: ____________________________________________________________

---

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Definitions of Teaching Methods

**Didactic**: explanations

**Discussion**: Socratic questioning; participants call out answers

**Modeling**: demonstration of the skill for the group

**Role Play**: participants practice the skill themselves

**Individual Activity**: participants do an individual exercise (i.e., writing down their target goals, making their self-care lists, etc.)

**Small Group Activity**: participants get together in small (3-5 members) groups to do an exercises (i.e., making routine for fictional child; generating list of self-care ideas)

**Large Group Activity**: all participants work together on an exercise (i.e., candy activity, getting to know each other). Note that this should not include discussions (i.e., having participants call out answers in response to leader questions or prompts.)
Impression Notes

School: __________________________  Date: __________________________

Below, please write down your impressions of today’s training session.

What did you notice about how this topic was covered? How did participants react? Did they seem to understand the basic point of the topic? Were they interested and engaged? What was the best discussion or activity during this topic? What was the worst?

<table>
<thead>
<tr>
<th>What is Bridges?</th>
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<table>
<thead>
<tr>
<th>What is culture?</th>
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<table>
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<tr>
<th>Cultural awareness</th>
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<th>Communication skills</th>
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<table>
<thead>
<tr>
<th>Behavior management from a cultural perspective</th>
</tr>
</thead>
</table>

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Bridges Training Checklist
Day 3

I. PAPERWORK
   A. Assessment:
      1. POST SELF-ASSESSMENT
      2. SATISFACTION FORMS
      3. ATTENDANCE & CONTACT FORMS
      4. INTEGRITY CHECKLIST
         a. Completed by community staff partner
      5. IMPRESSION NOTES
         a. Completed by Parent Rep

II. MATERIALS
   A. Training Manual
      1. copies for clinician, community partner, parent rep
   B. Folders
      1. for each trainee
   C. Money
      1. For light breakfast, lunch and staff payments
      2. Receipts for staff payments (amounts < $150)
   D. ETC
      1. Flip chart/markers
      2. Nametags
      3. Handout: “Risk & Protective factors”
      4. Activity handout: “How I learned about my culture”
      5. Handout: “Bringing culture into our schools”
      6. Activity handout: “Through a student’s eyes”
      7. Activity materials: paper, box of 8 crayons, box of 64 crayons
      8. Activity materials: “Hello in different languages” description/list
      9. Activity handout: “It’s a lesson plan”
     10. Activity materials: Milk and chocolate syrup, clear glass
     11. Handout: “Teaching tolerance and respect”
     12. Activity materials: radio

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Day 3

Ethnic socialization

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:00</td>
<td>Breakfast; Risk &amp; Resilience</td>
</tr>
<tr>
<td>9:00 – 12:00</td>
<td>Ethnic socialization</td>
</tr>
<tr>
<td>12:00 – 12:45</td>
<td>Lunch</td>
</tr>
<tr>
<td>12:45 – 2:45</td>
<td>Ethnic Socialization &amp; Teaching Tolerance</td>
</tr>
<tr>
<td>2:00 – 2:45</td>
<td>The referral process</td>
</tr>
<tr>
<td>2:45 – 3:00</td>
<td>Q &amp; A; Satisfaction</td>
</tr>
</tbody>
</table>

Note to the facilitator:

For this session, we want to capitalize and build on strategies that school staff are already using with their students. Please leave as much room as possible for staff to share their ideas, brainstorm and teach each other about ways to socialize students on race, ethnicity and culture.

Also note that the facilitator and the training team are meant to participate in all discussions and activities.
The lunch break is not included in the outline below; you may simply break for lunch around 12:00.

I. RISK & RESILIENCE ≈ 20min; Risk & Protective factors handout (ES-1)
A. Explanation
   1. Welcome back! Today is our 3rd and final day of PD. So far, we’ve had great discussions about mental health and working with different cultures. We’ve talked about how those two issues are related and today we’re going to focus even more specifically on the relation between mental health and culture.
   2. We want to start by talking about why mental health issues are especially challenging when working with students from diverse backgrounds. We know that all kids are susceptible to mental health problems.
      a. Some kids develop problems because of their genetic makeup. Some kids because they are not raised in a nurturing and consistent home environment. Other kids may be exposed to stressful or traumatic events. So any child, regardless of their background, could develop mental health problems. But what we find is that kids from specific “high-risk” environments may be more likely to develop these problems.
         i. High risk is usually associated with characteristics such as:
            ◆ Poverty/Financial stress
            ◆ Crime and violence
            ◆ Immigration
            ◆ Social isolation
            ◆ Lack of English skills
            ◆ Prejudice and Discrimination

Note to the facilitator: Be sensitive to group reactions of stereotyping, both in terms of group member perceptions of this message coming across as stereotyping minority communities and in terms of group members talking about high risk environments in stereotyping ways. And emphasize the message below.
3. Not everyone who is exposed to a risk factor develops a problem. For example, we know that kids who live around pollutants are at risk for developing asthma. So what does this mean? Not that every child who lives around pollutants will develop asthma, but that as a group, these children are more likely to develop asthma than a group of children who do not live around pollutants. In the same way, kids who are exposed to risk factors like poverty or discrimination will not automatically develop a mental health problem. But they are more likely to develop mental health problems than kids who do not face these risk factors.

4. At the same time, these communities are characterized by strengths. When we are able to identify a strength for an individual or a group of people, we call this a protective factor. A protective factor is anything that helps someone stay healthy—physically or emotionally.
   a. Ask group members to share their thoughts about potential protective factors in the communities they work in?
      i. Protective factors may be:
         ◆ Role of family—both immediate and extended
         ◆ Religion
         ◆ Emphasis on hard work and achievement
         ◆ Ethnic identity
         ◆ in general, characteristics of the culture of origin

5. Present model of risk and protection (see handout). For everyone, there are influences that are “risk factors” that are stressful and make mental health problems more likely and there are influences that serve as “protective factors” that are helpful and make mental health problems less likely. When we’re able to tip the balance towards the protective factors and away from the risk factors, then we are more likely to prevent mental health problems.

6. Part of our goal through Bridges is to help students and their families build on their protective factors in order to prevent mental health problems. We’ll be doing this by focusing on ethnic socialization.

II. ETHNIC SOCIALIZATION  
   A. Explanation
      1. Ask group for definition of ethnic socialization. Ethnic socialization is the process by which adults, typically parents, teach children about their ethnicity and culture. It includes teaching strategies and messages about ethnicity. Ethnic socialization allows children to develop an ethnic identity. Ethnic identity is a sense of belonging to and pride in one’s ethnic group.
         a. Research shows us that ethnic identity is associated with:
            i. Better academic achievement
            ii. Lower rates of substance use
            iii. Higher rates of self-esteem
            iv. More sophisticated social skills

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v. Better family relations

b. This means that increasing children’s ethnic identity has the potential to improve mental health and academic success—in other words, it is potentially a very powerful protective factor!

B. Activity

1. Each of us has a culture. Each of us learns about our culture from our family. In other words, each one of us developed an ethnic identity based on the ethnic socialization from our families. Think about a time when you learned something important about your culture. What did you learn and how did you learn it? Now think of a time when you received a negative message about your culture? What did you learn and how did you learn it?

2. Ask group members to share experiences of their own ethnic socialization.
   a. Who taught you about culture? How did they teach you? What was your experience in receiving positive messages about your culture? What about negative messages? Were you taught about your culture in direct ways or indirect ways? Did anyone from your school or educational experience address issues of culture with you?

III. ETHNIC SOCIALIZATION AT SCHOOL  

A. Explanation 15 min; Bringing Culture into our Schools handout (ES-3)

1. Ethnic socialization does not occur only in the home. How can we, as educators, bring ethnic socialization into schools? Let’s talk about some specific strategies we can use and messages we can send to our students to promote their ethnic identity.

   a. Typically, we think about teaching children about two primary issues related to their ethnicity: a) understanding and taking pride in who they are, b) getting along with other groups. There are numerous things you can do to work towards helping kids feel proud of who they are and get along with others.

2. We’re going to outline a list of approaches and then we want to hear your ideas on how to actually carry them out.

   a. Environment
      i. The physical elements of the school that teach kids about their ethnicity

   b. School-based activities
      i. Fun games, activities and events that teach kids about their ethnicity

   c. Out-of-school activities
      i. Field trips and events that teach kids about their ethnicity

   d. Resources
      i. People from different ethnic groups who can come and teach the kids about their ethnicity

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e. Curriculum

i. Formal projects and lessons that teach kids about their ethnicity

**B. Activity \( \text{activity time} = 30\text{min} \); \( \text{from a student's perspective} \) (ES-4)**

1. Let’s start with talking about the students’ everyday environment.

   a. Imagine that this is your first year working in a school. Imagine that you walk in on the first day and you look around and see lots of pictures of teachers, read memos about teaching guidelines, meet new teachers. Imagine that every picture you see, every memo you read and every new teacher you meet involves all male teachers. You do not see a picture of a female teacher, the memos all refer to teachers in the masculine and there are no female teachers anywhere in the building.

      i. What would that tell you? How would you feel?

         ♦  *The point is to highlight the power of indirect messages found in the environment.*

   b. You may have heard of some experiments from the 60s that showed that black children as young as 6 years old preferred white dolls over black dolls. This suggests that by the time our kids are entering 1st grade, they have learned that society prefers white over black. How do you think kids are getting that message?...in the same way you would have learned that teaching is a male profession were you to enter the fictional school we just talked about.

   c. Clearly, the materials that we have visible to students send an indirect but strong message to students about what is desirable. What kinds of materials are the students observing? *Allow group members to brainstorm.*

      i. Toys, pictures/posters, books, magazines, music, dress up clothes….

      ii. In your school, what do you think your students are learning from their school environment? Let’s do a quick activity and try to see things from your students’ perspectives.

      iii. *Have group members take a 5-minute walk down the hall. What do they observe that could send a message about culture, race and ethnicity to the students? How would these things be viewed by African American students? by Latino students? Asian American? White? Are the messages positive or negative?*

   ♪ *Note to the facilitator:* Be aware that characteristics of the school staff may come up in the exercise. Be sensitive to talking about race, ethnicity and culture of school staff who are/are not present in the training.

   **C. Activity \( \text{activity time} = 30\text{min} \); \( \text{white paper & boxes of 8 and 64 crayons} \)**

   1. *Divide group members into Group A and Group B. Group A will be given boxes of 8 crayons and Group B will be given boxes of 64 crayons.*

      2. *Have each group member draw a picture of themselves and their “family”—family can include anyone they are close to. Ask them to be as realistic as possible.*
3. Have group members share what they drew—what are the characteristics they drew and what do those say about them as a person? How rich and detailed are their pictures? Note differences between A and B pictures.

4. For Group B: What were the advantages of having more crayons?

5. For Group A: How would their drawings have been different with more color options? How much more interesting and more representative would they have made their pictures?
   a. Drive home the point by asking the group if anyone preferred or would have preferred to have the box of 8 crayons.
   b. Tie in this activity to the importance of the environment and what materials we provide our students. Something as simple as a self-portrait using realistic tone colors can send a message of acceptance to children.
   c. The explicit message that we can provide to children with an activity like this is that all colors are beautiful and that the more variations and shades of color we have, the more rich, interesting and realistic our view of the world.

D. Activity: “Hello in Different Languages” (ES-5)
   1. There are lots of creative and engaging ways to teach children about culture through school-based activities. These are fun games, activities and events that teach kids about their ethnicity.
      a. Some of these are already in your school, like Black History month and Flag Day (some schools celebrate this). Are there other things you do as a school community to celebrate culture? Create list (and keep for future trainings!)
      b. Let’s try an activity that could be done with the students. Facilitate the “Hello in Different Languages” activity (see ES-5 for description).

E. Discussion
   1. So far, we’ve talked about things we see and do in the school. What kinds of out of school activities could you plan to teach kids about their ethnicity? Allow group members to brainstorm.
      a. Community events, neighborhood walks, plays and concerts from diverse artists, visit to music store to learn about diverse artists and types of music, visit to hair salon, visit to ethnic restaurants
         i. Use your community newspaper as a resource to find fun and free activities that teach about different cultures.

F. Discussion
   1. Your community is filled with rich resources. What kinds of resources could you tap into to teach kids about their ethnicity? Allow group members to brainstorm.
      a. Grandparents, parents, religious leaders, elected officials of color, neighborhood business owners (restaurants, salons, clothes shops)
i. Elders are often the most knowledgeable and the most willing to share stories about culture. Invite them into your school and tap into their wisdom!

G. Activity $30\text{min}; \text{ ES-6}$

1. The final strategy is to incorporate ethnic socialization strategies into your curriculum.
   a. There are so many creative and engaging ways to teach diversity and ethnic identity through everyday curriculum. The backgrounds of your students (and yourselves) can provide lessons in math, science, social studies, geography, reading...Anyone want to share some lessons that they have used in the past that has focused on teaching diversity and promoting ethnic identity?
      i. Make note of teacher ideas (and keep them for future trainings!)
   b. With some of those ideas in mind, let’s spend a little more time brainstorming how we could do this. We are going to assign each of you a subject, like math or reading. Your job is to come up with a creative lesson for that subject that will help students learn about diversity and culture. Allow group 10 minutes to come up with their lesson plan.
   c. Have group share their ideas. If there is one that can be done without any materials, have that teacher carry out the lesson for the group. If there is not one that can be done without extra materials, then facilitate the following lesson plan:

H. Activity “Chocolate milk” $\text{ white milk, chocolate syrup and clear glass (ES-7)}$


IV. TEACHING TOLERANCE & RESPECT $60\text{min}; \text{ ES-8}$

A. Explanation

1. Working with a diverse student body means that you, as school staff, must be prepared to deal with differences and conflicts between groups. Having children develop a strong ethnic identity by learning to understand and feel proud of their ethnicity does not imply that children will have less acceptance or respect for other ethnic groups. In fact, a core part of ethnic identity is learning to interact successfully with others.

   a. Ask group members whether they see inter-group conflicts with this age group—gender groups, racial groups, immigrant groups, ethnic groups, students with limited English. How do they handle it? Refer to tools for resisting prejudice outlined in handout (ES-8).

2. What do children at this age—around 6 and 7 years old—need to learn about getting along with others? Allow group members to brainstorm.

   a. Young children can learn one fundamental lesson—which is to respect differences—that will help lay the foundation for getting along with others who are different than they are.
      i. Talk with all students

Please do not reproduce any part of this manual without permission.
ii. Play with all students
iii. Learn from all students
iv. Work with all students

◆ How can you ensure that your students interact on all these levels with all the other students in their class? Allow group members to brainstorm strategies for inclusion.

B. Activity: “Reverse musical chairs” ⌛ = 15min; ⤼ = chairs, radio

1. Place chairs in a line or circle with one less chair than there are group members. Tell group members that we are playing a version of musical chairs. Play the music. When it stops, instruct everyone to find a seat. Then instruct group members to find a way to seat the extra person. At the end of each round, remove another chair and continue to find ways to accommodate the extra people (i.e., sit in laps, stand on rungs of chair, squeeze in).

C. Activity ⌛ = 30min; ⤼ = Action Plan (ES-9)

1. There are clearly so many ways in which we can bring ethnic socialization into the school. Some of them may sound practical while others may sound impractical given your other priorities and goals as a teacher, guidance counselor or parent coordinator. So we want to spend a few minutes talking about which of these strategies will work for you, personally. Before we do that, what might make it difficult to use some of the approaches in your class or with your students and families more generally?

   a. Have group brainstorm barriers to ethnic socialization. Which of these can be easily overcome? For which of these can Bridges staff provide support? Which of these are simply unrealistic?

      i. Tap into attitudes of resistance vs practical concerns: are there competing curriculum demands, lack of financial support for materials, lack of time for planning, lack of support from school administrators, lack of initiative for this task by specific school staff?

2. It sounds like some, if not all, of these strategies can be used at school. So now we’d like you to take a few minutes and make an action plan for your students. Think about which of the approaches would work best and be most realistic for you. Your goal is to have several strategies that will increase the ethnic identity of your students.

   a. Have group members make a specific plan that will work with their students.

VI. THE REFERRAL PROCESS ⌛ = 30min; ⤼ = Mental Health Referrals handout (ES-10)

A. Explanation

1. Facilitate discussion and review steps for referring students for mental health problems within the school.

VII. CONCLUSION

A. Thank you & Next Steps

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ParentCorps Bridges Training Manual, p. 71, Fall 2007
1. We want to thank you for participating in this training. Before we end, we want to talk a little more about what happens now that we have completed our three PD days. We have discussed how complicated issues related to mental health and culture are and of the importance of exploring those issues over time. So—as you know already—to do that, we will begin consultation meetings with you. These meetings will take place twice a month and will last for 45 minutes. You can use this time however you want—to talk about challenges in your classroom, to discuss concerns about mental health issues, to talk about the culture of your students and how that is playing out in your work with them, or to talk about how to increase ethnic socialization.

(a) Present schedule for consultation meetings and peer supervision meetings.

(b) Answer any questions regarding scheduling, coverage, etc.

2. We are really excited to continue these discussions with you. We have learned so much already from everyone who is participating and look forward to more time with you. We will also be starting our parent workshops in the next several weeks; even though most of you (i.e., teachers and MHPs) will not be directly involved in them, you will hear more about that soon.

B. Evaluation

1. We will end today with some paperwork. As always, we will ask you to please complete the satisfaction questionnaire before you leave. We will also give you a self-assessment packet before you leave. This is similar to the forms you filled out at the beginning of the year. They should take about 40 minutes. We ask that you complete them in the next week. When we come back to the school next _____________ (day), we will pick them up and pay you $15 for your time in having completed them.

2. Thank you!
Ethnic Socialization. Ethnic socialization refers to strategies used to teach children about the behaviors and values unique to a particular group and emphasizes pride as much as behavioral competence in one’s culture of origin. Such socialization, predicted by parents’ own ethnic identity, shapes the meaning children give to their ethnicity, as well as children’s own ethnic identity (Hughes, 2003). Parents begin the process of ethnic socialization around the time that children enter school between the ages of 4 and 6 years (Caughy, O’Campo, Randolph, & Nickerson, 2002). Coinciding with this emphasis by parents, ethnic identity begins to form at age 6, when children can label their own and others’ race and ethnicity. Although the process of developing an ethnic identity is dynamic and continuous at least through adolescence, 6-year old children already demonstrate biases in ethnic and racial preference, attitudes and identification, making the early school-aged years a key time for ethnic socialization. The proposed program is unique in its attempt to promote ethnic socialization with the school as well as the family context. To the extent that non-familial adults from another ethnic group can socialize a child to understand and feel pride in his or her ethnicity, ethnic socialization within the school should be a powerful prevention tool for young elementary school children. Notably, mental health problems, especially aggression and anxiety, begin to emerge during this same developmental period. Given the convergence of these factors, 1st grade is optimal for the promotion of ethnic identity and the prevention and early identification and treatment of mental health problems.

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ParentCorps Bridges Training Manual, p. 73, Fall 2007
Risk & Protection

Children learn and experience influences that may be either positive or negative. Positive influences may serve to protect them from mental health problems. Negative influences may serve to increase their risk for mental health problems.

**Possible Protective Factors**
- Large and involved family network
- Religion
- Bilingualism
- Emphasis on hard work and achievement
- Ethnic Identity

**Possible Risk Factors**
- Poverty or financial stress
- Crime and violence
- Immigration
- Social isolation
- Lack of English skills
- Prejudice and Discrimination

*It’s in the balance:*
Children who have many protective factors and few risk factors are less likely to have mental health problems. Children who have many risk factors and few protective factors are more likely to have mental health problems.
How I learned about my culture

Each of us has a culture. Each of us learns about our culture from our family. In other words, each one of us developed an ethnic identity based on the ethnic socialization from our families.

Think about a time when you learned something positive or important about your culture.  
What did you learn and how did you learn it?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

Now think of a time when you learned something negative about your culture.  
What did you learn and how did you learn it?

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

__________________________________________________________________

ES-2

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ParentCorps Bridges Training Manual, p. 76, Fall 2007
BRINGING CULTURE INTO OUR SCHOOLS

There are so many ways to bring culture into our schools so that we teach, respect and celebrate the diversity of our students. Each strategy or approach that you use increases your students’ ethnic identity and helps them develop a strong sense of pride in who they are and what they can accomplish.

• ENVIRONMENT
  o The physical elements of the school that teach kids about their ethnicity
     Bring diverse toys, books, magazines, pictures, posters, and music into your classroom/office.

• SCHOOL-BASED ACTIVITIES
  o Fun games, activities and events that teach kids about their ethnicity
     Play games, plan activities and host events about culture and diversity.

• OUT-OF-SCHOOL ACTIVITIES
  o Field trips and events that teach kids about their ethnicity
     Attend community theater plays and concerts from diverse artists, go on neighborhood walks, visit a music store to learn about diverse types of music, visit a hair salon or ethnic restaurant. Use your community newspaper as a resource to find fun and free activities that teach students about different cultures.

• RESOURCES
  o People from different ethnic groups who can come and teach the kids about their ethnicity
     Invite grandparents, parents, religious leaders, elected officials of color, neighborhood business owners (restaurants, salons, clothes shops) to share their stories about culture with your students.

• CURRICULUM/COUNSELING
  o Formal projects and lessons that teach kids about their ethnicity
     Include lesson plans and projects about culture in your curriculum or your counseling sessions.

ES-3

Please do not reproduce any part of this manual without permission.
Through a student’s eyes

Take a walk down the hall, pretending you are a student who is new to the school. What do you observe that could send a message about culture, race and ethnicity to the students?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

What is the message for African American students? Latino students? Asian American? White? Immigrant students? Are the messages positive or negative?

______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________
______________________________________________________________________

ES-4

Please do not reproduce any part of this manual without permission.
INSERT HELLO IN DIFFERENT LANGUAGES
Design a lesson plan about culture using a math/science/geography/social studies/reading activity.

Goals: _____________________________________________________________

Materials:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Process (step-by-step instructions):

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Points of discussion after the lesson:

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________
Insert CHOCOLATE MILK
Teaching Students Tolerance and Respect

Choose your friends by their character and your socks by their color. Choosing your socks by their character makes no sense and choosing your friends by their color is unthinkable.—Anonymous

Tools to help students resist prejudice

• Curriculum reform
  o Include culture in your curriculum
• Equitable classrooms
  o Create democratic classrooms, where each student has a “voice”
• School staff trainings on culture
  o Learn about culture, particularly the backgrounds of your students
• Conflict resolution
  o Help children to communicate and negotiate with each other when conflict arises
• Cooperative learning
  o Create small, diverse groups of students to work together
    ▪ Form play groups with diverse groups of students
    ▪ Plan activities where students share their background with their small groups
    ▪ Give each student an important and unique role within the small group
ACTION PLAN

What ethnic socialization strategies can you use with your students that are realistic for you?

Environment:

________________________________________________________________________

________________________________________________________________________

School-based activities:

________________________________________________________________________

________________________________________________________________________

Out-of-school activities:

________________________________________________________________________

________________________________________________________________________

Resources:

________________________________________________________________________

________________________________________________________________________

Curriculum/Counseling:

________________________________________________________________________

________________________________________________________________________

MAKE A COMMITMENT TO FOLLOW THROUGH ON THE ETHNIC SOCIALIZATION STRATEGIES THAT WOULD WORK FOR YOU AND YOUR STUDENTS.

EVEN SMALL CHANGES CAN MAKE A BIG DIFFERENCE!

ES-9

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ParentCorps Bridges Training Manual, p. 83, Fall 2007
Insert Mental health
# Bridges Session 3: Ethnic Socialization

## Integrity Checklist

**Completed by:** _______________  
**School:** _______________  
**Date:** _______________

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TEACHING METHODS (check all that apply)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>✓ if Yes</td>
</tr>
<tr>
<td>1. Risk and Protection</td>
<td></td>
</tr>
<tr>
<td>2. What is ethnic identity and ethnic socialization?</td>
<td></td>
</tr>
<tr>
<td>3. Environment</td>
<td></td>
</tr>
<tr>
<td>4. School-based activities</td>
<td></td>
</tr>
<tr>
<td>5. Out of school activities</td>
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<tr>
<td>6. Resources</td>
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<tr>
<td>7. Curriculum</td>
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<tr>
<td>8. Learning respect</td>
<td></td>
</tr>
<tr>
<td>9. Next steps for Bridges</td>
<td></td>
</tr>
</tbody>
</table>

Overall, how would you characterize the way the facilitator conducted this session:

- **Didactic**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7

- **Experiential**

Overall, how well do you think this session was conducted:

- **Not at all well**
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
  - 7

- **Extremely well**

Explain in topic not covered: ____________________________________________________________

---

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ParentCorps Bridges Training Manual, p. 85, Fall 2007
Definitions of Teaching Methods

**Didactic**: explanations

**Discussion**: Socratic questioning; participants call out answers

**Modeling**: demonstration of the skill for the group

**Role Play**: participants practice the skill themselves

**Individual Activity**: participants do an individual exercise (i.e., writing down their target goals, making their self-care lists, etc.)

**Small Group Activity**: participants get together in small (3-5 members) groups to do an exercises (i.e., making routine for fictional child; generating list of self-care ideas)

**Large Group Activity**: all participants work together on an exercise (i.e., candy activity, getting to know each other). Note that this should not include discussions (i.e., having participants call out answers in response to leader questions or prompts.)
### Impression Notes

**School:** ____________________________  **Date:** ____________________________

Below, please write down your impressions of today’s training session.

**What did you notice about how this topic was covered:** How did participants react? Did they seem to understand the basic point of the topic? Were they interested and engaged? What was the best discussion or activity during this topic? What was the worst?

<table>
<thead>
<tr>
<th>Risk and Protection</th>
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<tbody>
<tr>
<td>What is ethnic identity and ethnic socialization?</td>
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<tr>
<td>Environment</td>
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<td>School-based activities</td>
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<td>Out of school activities</td>
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<td>Learning respect</td>
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<tr>
<td>Next steps for Bridges</td>
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</tbody>
</table>

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Bridges

Training Manual, Year 2
## Bridges SY 2008 – 2009 at a Glance

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>August</strong></td>
<td>Workshop #1; team support in setting up room</td>
</tr>
<tr>
<td></td>
<td>• 1 PD day in late August</td>
</tr>
<tr>
<td></td>
<td>• AM workshops; PM hands on support in classroom to individualize skills</td>
</tr>
<tr>
<td><strong>September</strong></td>
<td>Workshop #2; team support in scheduling /facilitating parent-teacher day</td>
</tr>
<tr>
<td></td>
<td>• Plan for “getting to know you day”—send out invites, help teacher finalize schedule</td>
</tr>
<tr>
<td></td>
<td>• 1 PD day in which each teacher gets to know each parent, following outline, for 20 minutes of individual getting to know you time</td>
</tr>
<tr>
<td><strong>October</strong></td>
<td>Classroom observation; identification of kids with special needs; shadow GC</td>
</tr>
<tr>
<td></td>
<td>• 45 minute observation in each classroom</td>
</tr>
<tr>
<td></td>
<td>• Identify kids with or at risk for MH issues based on observations / teacher concerns</td>
</tr>
<tr>
<td></td>
<td>• 1 day of shadowing guidance counselor</td>
</tr>
<tr>
<td><strong>November</strong></td>
<td>Workshop #3; prep for parent-teacher conferences</td>
</tr>
<tr>
<td></td>
<td>• 1 PD day of classroom management and individualized behavior plans</td>
</tr>
<tr>
<td></td>
<td>o AM: classroom management</td>
</tr>
<tr>
<td></td>
<td>o PM: individual behavior plans &amp; referral process</td>
</tr>
<tr>
<td></td>
<td>• 45 minute consults with each teacher to prep for parent-teacher conference</td>
</tr>
<tr>
<td></td>
<td>• Participate in parent-teacher conference day</td>
</tr>
<tr>
<td><strong>December</strong></td>
<td>Parent-teacher celebration</td>
</tr>
<tr>
<td></td>
<td>• 45 minute consults to follow up on plans for supporting high-risk kids</td>
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<tr>
<td></td>
<td>• Parent-teacher breakfast to celebrate culture and the holidays</td>
</tr>
<tr>
<td><strong>January - May</strong></td>
<td>Ongoing consultation; peer supervision; parent workshop</td>
</tr>
<tr>
<td></td>
<td>• 45 minute bi-weekly consultation</td>
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<tr>
<td></td>
<td>• 1 hour peer supervision</td>
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<tr>
<td></td>
<td>• 1.5 hour parent workshop, with Parent Rep outreach</td>
</tr>
<tr>
<td><strong>June</strong></td>
<td>School staff and parent celebrations</td>
</tr>
</tbody>
</table>
V. PAPERWORK

A. **Assessment:**
   1. **CONSENT FORMS**
   2. **KNOWLEDGE QUESTIONNAIRES**
      (a) Teachers (new teachers only)
   3. **SATISFACTION FORMS**
   4. **ATTENDANCE FORM**
   5. **INTEGRITY CHECKLIST**

VI. MATERIALS

A. **Training Manual**
   1. copies for all staff

B. **Folders**
   1. with handouts for each trainee

C. **Money**
   1. For light breakfast, lunch and staff payments ($ _________)
   2. Receipts for staff payments (amounts < $150)

D. **ETC**
   1. Flip chart/markers
   2. Nametags
   3. Pens/pencils
   4. Classroom Management in Photographs book
   5. Activity: “Connect the Dots” handout (CE-1)
   6. Activity: slips with classroom procedures
   7. Scrap paper
   8. Mental health disorders handout (CE-2)
   9. Activity handout: My ideal classroom (CE-3)
   10. Mental health disorders and classroom environment handout (CE-4)
   11. Activity handout: Self-assessment of classroom procedures (CE-5) \( x2 \)
   12. Classroom procedures handout (CE-6)
   13. Classroom set-up checklist (CE-7)
   14. Parents as Partners questions (CE-8)
   15. History of ParentCorps/Bridges handout
## Day 1 Agenda

*Setting up your classroom to support children’s mental health needs*

<table>
<thead>
<tr>
<th>Time</th>
<th>Pre-K</th>
<th>K</th>
<th>1st</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30 – 9:15</td>
<td>Breakfast, intro, goals</td>
<td>Breakfast, intro, goals</td>
<td>Breakfast, intro, goals</td>
</tr>
<tr>
<td>9:15 – 9:45</td>
<td>Principles of set-up</td>
<td>Principles of set-up</td>
<td>Principles of set-up</td>
</tr>
<tr>
<td>9:45 – 10:00</td>
<td>Self-assessment</td>
<td>Self-assessment</td>
<td>Self-assessment</td>
</tr>
<tr>
<td>10:00 – 11:30</td>
<td>Procedures</td>
<td>Procedures</td>
<td>In-class support</td>
</tr>
<tr>
<td>11:30 – 12:15</td>
<td>Lunch</td>
<td>Lunch</td>
<td></td>
</tr>
<tr>
<td>12:15 – 1:00</td>
<td>In-class support</td>
<td>In-class support</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:00 – 2:30</td>
<td></td>
<td></td>
<td>Procedures</td>
</tr>
<tr>
<td>2:30 – 3:00</td>
<td>Wrap-up</td>
<td>Wrap-up</td>
<td>Wrap-up</td>
</tr>
</tbody>
</table>

Need 2 lead facilitators per school.
I. Introduction to Bridges/ParentCorps
   A. Explanation [5 min]
      1. Welcome and thanks for coming. We really appreciate you being here, especially
given this busy time of year.
      2. Most of us know each other from last year but we’d still like to start by just saying
who we are and what we’re doing here.
      3. Just to remind you, we are part of the ParentCorps & Bridges programs of NYU.
These programs have been working with Pre-K, Kindergarten and 1st grade students
and staff in your school for the past few years. These programs are about
addressing the mental health needs of young children in NYC public schools. Our
model is to use the different expertise of everyone in this room to create an
opportunity for you to share knowledge and learn more about mental health so that
you, as a key person in your students’ lives, have the information you need to teach,
counsel and nurture your students.
      4. For today, we’d like to focus on talking with you about how the classroom
environment can support the needs of children with mental health problems. For
most of the day, we will be meeting in here to discuss these issues. But we have
reserved some time to be spent in your classrooms, continuing with set-up, with
some of the issues we’ll discuss in mind.

II. Icebreaker
   A. Activity [7 min; “Connect the Dots” handout (CE-1)]
      1. We’re going to start with a quick activity that may be familiar to some of you!
Even though it’s familiar, we’d like each of you to work individually for a few
minutes to see if you can solve the puzzle. Hand out the activity.
         a. Many people will have forgotten the solution. Point out that even when we
have learned something before, it can still be hard to remember/implement.

III. Why are we talking about this?
   A. Explanation [10 min; “Common mental health problems” handout (CE-2)]
      1. Today we’re going to talk about classroom environments, focusing on the physical
environment and the procedures of the classroom, to facilitate the behavioral and
socio-emotional development of the kids in your class.
      2. When we talk about classroom set up, we mean the physical organization of your
classroom space. By classroom procedures, we mean the way in which you and
your students go about your day. The set-up and procedures work together to
determine the classroom environment. It is the classroom environment, including
both set-up and procedures, that has a significant impact on the functioning of your
students.
      3. For students with mental health needs, the classroom environment is particularly
important. For example, think about a family with two children. One of the kids has
severe allergies and the other does not. The home they live in is important to both
of them but there are certain aspects of the home environment that are especially
important for the kid with allergies. If the home has dust, bugs, pets or mold, the
kid with allergies is going to have lots of allergic reactions. On the other hand, the
kid without allergies is probably going to be pretty ok even with dust and pets
around. But if the parents make sure there are no dust, bugs, pets, mold, etc, then
both of their kids will be well. In the same way, the classroom environment is
important for all kids but arguably more important for the kid with mental health problems.

4. Today, as we talk about classroom set-up and procedures, we are going to focus on how they impact kids with three specific mental health problems: ADHD, ODD, and anxiety.
   a. Ask the group to roughly define each of these disorders. Provide handout for reference.

IV. Goals for classroom environment
   A. Activity \( \overline{\text{5 min}}; \overline{\text{CE-3}} = \text{“My ideal classroom” sheet} \)
      1. Let’s start with thinking about what your classrooms are like, or what you would like them to be like. Take a minute to think about the questions on the handout and fill it in. We’ll discuss it as a group in a few minutes.
         a. I want my classroom to be...
         b. I want my students to feel … in my classroom.
         c. The most important thing about a classroom is...
   B. Discussion \( \overline{\text{10 min}} \)
      1. Have teachers share their thoughts about ideal classrooms. Highlight commonalities.

V. Principles of classroom environment
   A. Explanation & Activity \( \overline{\text{30 min}}; \overline{\text{CE-4} = \text{Environment & Mental Health}} \)
      1. In thinking about the classroom environment, especially for kids with mental health needs, we consider a set of general principles. In many ways, these simply reflect or summarize what you have already said are the important elements of a classroom. List the 9 principles on the flip chart. Allude as much as possible to the descriptions the teachers provided in the first discussion about their classroom goals.
      2. Proceed by reviewing each principle. To review each principle, call on a teacher and ask her to describe what she thinks it refers to and how she implements it. Write down teachers’ strategies.
         a. Organization
            i. An arrangement that is clean, uncluttered and easy to navigate
               • Are there designated and clearly labeled baskets or cubbies for items to be put away like homework folders and take-home books?
               • Are there designated spots for writing tools, math materials, art supplies, etc., so that children can access tools easily and return them neatly?
               • Have you put everything else away?!
               • Or do you have lots of piles lying around that are distracting and take up space?
                  1. List teacher tips/strategies.
         b. Safety
            i. An arrangement that ensures the safety of all students and adults in the classroom
               • Can you see all children in the room no matter where you stand or are there hidden corners for children to hide due to furniture arrangement?
- Are there large objects that kids can easily climb on/knock down?
- Do kids have enough space so that they are not on top of each other?
- Do you have an identified area for kids to go when they need to calm down?
  1. List teacher tips/strategies.

c. Seating arrangements/line ordering
   i. An arrangement in which kids are seated in groups that maximizes positive student behavior such as paying attention, completing work, following instructions, staying seated and keeping hands and feet to self.
   - Law of proximity!—kids who are close to kids who act out will more likely act out
   - Kids who are inattentive or disruptive need to be upfront
   - Kids who can easily see you and the board are more likely to be engaged
  1. List teacher tips/strategies.

d. Control (not controlling!)
   i. An arrangement that allows you to maintain control of the classroom atmosphere and behaviors
   - Is it clear to the kids who is in charge?
   - Are there clearly stated rules and procedures?
   - Do you enforce your rules with logical consequences?
  1. List teacher tips/strategies.

e. Socialization
   i. An arrangement in which kids are able to get to know each of their classmates and work together cooperatively
   - How are your desks clustered?
   - How often do you change seating arrangements?
   - How much do you encourage or allow quiet talking during down time?
  1. List teacher tips/strategies.

f. Independence
   i. An arrangement that provides kids with opportunities to develop independence skills
   - Are materials visible and accessible to kids?
   - Can kids find their desks/materials on their own?
   - Are kids responsible for their own clean up?
  1. List teacher tips/strategies.

g. Leadership
   i. An arrangement that fosters leadership among students
   - Have you assigned class jobs?
   - Can students be special helpers?
   - Do students have a sense of responsibility for the space and materials of the classroom?
  1. List teacher tips/strategies.

h. Community/Culture
i. An arrangement that encourages a sense of community and cultural pride among the students and teacher as a whole
   ♦ Do you use community language—“our” room
   ♦ Do you call children by their names? So learn those names as quickly as possible!
   ♦ Do kids have responsibilities?
   ♦ Do kids have leadership roles?
   ♦ Do they have a say in classroom rules, procedures, etc?
   ♦ Do you have materials that reflect the kids’ cultural background?

1. List teacher tips/strategies.

i. Positive energy
   i. An arrangement in which there is excitement and appreciation for the classroom experience
      ♦ Do you have bright colors, attractive pictures on the walls?
      ♦ Do you have interesting materials, like toys, globes, skeletons, maps, etc?
      ♦ Are you animated and energetic? Do you smile and laugh with your students?
      ♦ Do you appreciate your students? Do you praise and reward them for their hard work and good behavior?

1. List teacher tips/strategies.

3. Thank you for all the creative tips and strategies! One note of caution as you work towards all of these principles...if you become too focused on one principle, it can come at the cost of the others. So if you’re a teacher who is really focused on independence to the point that you let kids make **all** the decisions, like where to sit at all times, what the rules and consequences will be in all situations, etc, then you sacrifice some control and order! Or if you’re a teacher who likes a lot of control **all the time**, then you leave little room for positive energy and fun. So it is really important to be balanced with all of these principles so that you emphasize each one without overemphasizing a single one.

4. Ok, before we move on, we want to talk specifically now about why this matters so much for kids with mental health problems. Let’s go back to the 3 more common disorders in early childhood, ADHD, ODD and anxiety. How do these principles help children with these problems?
   a. Go through each principle and have teachers tie the principle with ADHD, ODD and anxious symptoms (refer to handout).

VI. Self-Assessment

A. Activity ✔ = 15min; ⬤ = Self-assessment (CE-5)

1. At this point, we’d like to stop and have you really think through how your classroom ranks on each of these principles. How much are you following these principles? How clear is it to your students that you follow these principles? How is your classroom environment supporting the development of students with mental health needs? Take a minute to fill out the self-assessment.

2. **Ask for volunteers to share what principles are hard for them to follow.**
3. Thank you for sharing your thoughts about your classroom so openly. We’ve heard some great suggestions and advice so far this morning. We are going to continue working on classroom environment in two separate groups now. 1st grade teachers will go with (GROUP LEADERS) into their classrooms so that we can try to put into practice some of the creative strategies we’ve talked about. Pre-K and K staff will stay in here for now to continue the workshop with (GROUP LEADERS). Then after lunch, Pre-K and K will go into their classrooms with (GROUP LEADERS) and 1st grade will return to this room to finish up the workshop.

   a. We’re handing out a checklist that we’d like you to look over quickly before we split up. This checklist represents some of the basic things that a classroom needs in order to support all kids but especially kids with mental health needs. As we work with you this year on issues of mental health, these are the elements of the classroom that we believe are needed in order for that work to be effective. So this afternoon, we’re going to visit your classrooms and help you plan your classroom based on the checklist. Then, in a couple of weeks, we will come back to visit your classroom so that we can continue to offer help on how to put all these elements into place. The reason we come back is because some of the things on the checklist won’t happen until the school year has started and you have your students here. Also, in a couple of weeks, you’ll have a sense of what kinds of students you have and what your classroom may need. Of course, we may come back in a couple of weeks and find out that your class this year is easy and fabulous and that you have everything you need for your classroom. Either way, we’ll be checking in with you again using this checklist. Any questions or thoughts before we split up?

   AT THIS POINT, THE GROUP SPLITS UP INTO PRE-K/K and 1st GRADE TEACHERS (see schedule above).

VII. Classroom Procedures
    A. Modeling \( \square = 60 \text{min}; \| = \text{“Classroom Procedures” handout (CE-6)} \)

   1. We are going to focus now on the procedures you use to get through your day. So beyond the physical aspects of your classroom, the classroom environment is determined by the way you run the day. For example, what is your schedule? What activities do you do? How do you facilitate activities? So for each topic related to classroom procedures that we want to talk about, we’re going to have you teach us what you do. We’re going to act out a morning in your classroom during the first week of school. You’ll take turns being the teacher while the rest of us act as your students. Hand out slips that list each of the “procedures” teachers should have planned. Starting with “entering the classroom,” teachers should take turns modeling their procedures, using the rest of the group as mock students. Discussion should follow each role play. What did the teacher do well? What helpful suggestions can the group give? Facilitators should take notes on helpful and creative strategies for the different procedures. Provide the handout at the end of the discussion.

      a. Entering the room/ putting things away/settling in
      b. Review of daily schedule/rule reminders and giving consequences
      c. Meeting/lesson time on the carpet
d. Transition from the carpet to desks/tables

e. Desk or table time with paper and pencil activity

f. Line to the bathroom where kids have to wait for their turn in the hallway

VIII. In-classroom Support

A. Individual visits to classrooms \( \text{\color{red}{\text{CE-7}}} \)

1. The classroom set-up checklist is designed to help teachers assess whether the physical environment of their classrooms is the most conducive to supporting the learning and mental health needs of their students. The process of going through the checklist should be casual and collaborative, designed to support teachers’ needs in preparing their classrooms and to problem-solve barriers (e.g., lack of space or materials) to adequate classroom set-up.

2. The Facilitator and support staff, along with the trainees (i.e., teachers) should go to each classroom for approximately 15 minutes. Teachers with the most need for support in classroom set-up should be visited first.

3. For each classroom:

   a. Go through the checklist.

   b. Give feedback based on checklist.

   c. Problem-solve how to meet criteria of checklist. Use other teachers to offer suggestions of things they have done.

   d. Once a plan has been made, allow that teacher to remain in her room to continue with set-up. Have support staff remain in room to help as needed.

   e. Stop back by room before end of day to do quick check-in on progress.

IX. Wrap-up

A. Explanation of next steps \( \text{\color{red}{\text{CE-8}}} \)

1. These next few weeks will be pretty busy, with the start of the school year. One event that is coming up very quickly is what we are calling “Parents as Partners” day. This is a day similar to parent-teacher conferences when parents will come in to meet individually with you. But the focus, instead of on the child’s academic progress, will be on getting to know each other.

2. The reason that we are asking you to do a “Parents as Partners” day with us is that we spent a lot of time talking with you and teachers at our other schools last year and in years past and you’ve told us a) that parent involvement is critical to your success as a teacher and b) that parent involvement can be really hard to make happen. “Parents as Partners” is a way for parents and teachers to get to know each other in a relaxed and positive setting from the beginning of the school year. Getting to know the parents of your students will help you better understand your students from the start of school and will also help you have better communication throughout the school year.

3. This year, “Parents as Partners” will happen for Pre-K and K on Tuesday, 9/2 and Wednesday, 9/3 in the afternoons. 1st grade will be scheduled separately (because they don’t have a half day); for your school, 1st grade is scheduled for (STATE DATE IF KNOWN). When parents come for orientation, they will sign up for a slot to meet with you individually. During that time, ParentCorps and Bridges staff will be here to help out with greeting parents, taking care of kids, offering refreshments, etc. Your responsibility will be to spend time talking with parents individually while we handle the logistics.
4. We are handing out a list of questions that you can use to guide you during this day. Please take a minute to read over it and let us know what you think of them. Is there anything that we can add or change so that you get the most out of this time spent with parents? *Note suggestions and revise interview as needed.*

5. Great, we appreciate your commitment to working with parents in the most positive and effective way. We will plan to see you on Tuesday for the event.

B. Evaluation

1. We will end today with some paperwork. As always, we will ask you to please complete a satisfaction questionnaire before you leave. For those of you who are new this year, we will also give you a self-assessment packet before you leave. This is similar to the forms you filled out at the beginning of the year. They should take about 40 minutes. We ask that you complete them in the next week. When we come back to the school next _____________ (day), we will pick them up and pay you $15 for your time in having completed them.

2. Thanks for being here today and enjoy your weekend!
INSERT CONNECT THE DOTS ACTIVITY
Behavioral Disorders and Your Students

There are many different mental health disorders that affect children and often manifest itself in the child’s behavior. Sometimes, symptoms that may indicate that a child is experiencing a mental health disorder or behavioral disorder result in the child being labeled as a bad or lazy child. These symptoms which may look like “misbehavior” can often create lots of disruption in classrooms and affect the teacher’s ability to teach effectively or maintain order in a class. Thus, it is important for you to be able to recognize the different signs that may indicate that your student may have a behavioral disorder so that the child can receive the necessary evaluation and treatment. Furthermore, this will minimize the amount of disruption that occurs in your class and increase your sense of control in managing your class. This brochure describes three common disorders that may affect your student.

Attention-Deficit/Hyperactivity Disorder (ADHD)

ADHD is a behavioral disorder in which a child shows a continuous pattern of inattention and/or hyperactivity-impulsivity with more frequency or severity than is expected or typically observed in children at that stage of development.

Q: Are there clues that may indicate that my student may have ADHD?
A: There are three main signs that may indicate that your student has ADHD. If you notice any of the three main signs, you should refer your student to the school psychologist.

Inattention
The child may have difficulty sustaining attention in classrooms tasks or play activities, listening, and attending to detail. Organization and study skills may be poor, and the child may be distractible and forgetful.

Other clues you may observe in your student: He/She
   a. Makes careless mistakes in schoolwork, work, or other activities
   b. Often does not seem to listen when spoken to directly
   c. Often does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand instructions)
   d. Often has difficulty organizing tasks and activities
   e. Often avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)
   f. Often loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)
   g. Is often easily distracted by extraneous stimuli

Impulsivity
The child may blurt out answers before you’ve finished asking a question, interrupt or intrude on others or may have difficulty awaiting his/her turn. These characteristics frequently affect the child’s social relationships negatively.

Hyperactivity
The child may seem to be in constant motion, fidget or squirm, often run or climb, talk excessively.

Other clues you may observe in your student. He/She:
   a. Is unable to remain seated in class despite clear instructions to do so
   b. Has difficulty playing or engaging in fun activities quietly
   c. Seems “driven by a motor” or is “often on the go”

Oppositional Defiant Disorder (ODD)

Bridges Manual, p. 100
ODD is one form of conduct disorder that is characterized by a recurrent pattern of negativistic, defiant, disobedient and hostile behavior towards authority figures and seriously interferes with the child’s daily functioning including academic and social areas.

Although it is expected that all children will be oppositional from time to time and oppositional behavior is considered a normal part of development for preschoolers (2-3 yrs old) and adolescents, you may suspect that your student has ODD when the behavior is so frequent and consistent that it stands out when compared with other children of the same age and developmental level.

If you notice that your student displays at least four of the signs below, your student may have ODD. Signs of ODD include:

- frequent temper tantrums
- excessive arguing with adults
- active defiance and refusal to comply with adult requests and rules
- deliberate attempts to annoy or upset people
- blaming others for his or her mistakes or misbehavior
- often being touchy or easily annoyed by others
- frequent anger and resentment
- often spiteful and vindictive

Anxiety Disorder

Anxiety is a natural human emotion that signals potential danger or a need to take action. In fact, everyone feels anxious or worried at times. However, when a student appears to experiences anxiety more strongly and more readily than others and worries excessively to a degree, such that it interferes with his or her daily functioning e.g. he/she is unable to attend school consistently, participate in activities, or make friends, he/she may have an Anxiety Disorder. It is a common disorder that affects many children.

Anxiety Disorder manifests itself in different ways in children. Some common types that your student may experience include:

- **Separation Anxiety Disorder** — Children with separation anxiety disorder (SAD) have intense anxiety about being away from home or caregivers, which affects their ability to function socially and in school. Children with SAD typically refuse to go to school, express frequent complaints of physical ailments or have crying spells or temper tantrums in order to avoid attending school. Children with SAD usually cling to parents as they experience a strong need to be in close proximities to their parents as they may worry excessively about something bad happening during the separation. Unlike the occasional mild worries a child may feel at times of separation, separation anxiety disorder affects the child’s ability to engage in ordinary activities.

- **Social Phobia** — While it is normal for young children to be reserved/shy in new social situations such as a new class, youngsters with this disorder are severely shy in comparison to others in the same age group or developmental level and it affects their ability to participate in school activities or social life. Children with social phobia have a constant fear of social or performance situations such as speaking in class or eating in public and naturally, they respond to these feelings by avoiding the feared situation. Their fear is intense and is often accompanied by physical symptoms such as sweating, blushing, heart palpitations, shortness of breath, or muscle tenseness. Kids with social phobia are often overly sensitive to criticism,
worry about being liked and have trouble being assertive. Similar to kids with separation anxiety, kids with social phobia may also avoid attending school.

**Signs that may indicate that your student has an anxiety disorder:**

- He/she misses a lot of school
- He/she is “painfully” shy or withdrawn
- In school, he/she is tearful/irritable/sad for a significant portion of the day
- He/she often complains of stomach aches or other physical symptoms
- He/she is inconsolable after the parent leaves
- He/she is extremely uncomfortable in interactions with you or classmates
- He/she freezes when called upon in class
- He or she always appears to be alone even during times of group activities
- He/she often describes worries about something bad happening to him/her or his/her caregivers such as being lost or harm coming upon caregivers’

*Remember, from time to time, most children display signs of inattention, impulsivity, hyperactivity, oppositional behavior and anxiety. However, when any of these traits occur more frequently or with more severity than is expected considering the child’s age and affects his/her ability to participate in his/her school work, fun activities or social relationships, it may be a sign of a behavioral disorder.*

**How do these disorders impact your student’s life?**

It affects your student’s ability to learn, his/her academic achievement and it creates difficulty for him/her in his or her social relationships, for example with you, his/her classmates, family members and other school staff. All these factors can ultimately affect the child’s self esteem and trigger other disorders.

**How does your student’s disorder affect you?**

Children with untreated behavioral disorders can be extremely disruptive in class, and appear as under-achievers despite his/her potential which may elicit feelings of frustration in you.

Talk to a mental health professional, like the school psychologist, if any of your students seems to be struggling with ADHD, ODD or anxiety.
I want my classroom to be…

I want my students to feel … in my classroom.

The most important thing about a classroom is…
## Principles of Classrooms Environment and Children with Mental Health Disorders

### ADHD

<table>
<thead>
<tr>
<th>Principle of Classroom Environment</th>
<th>Implications for Children with ADHD</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>This targets the child's symptoms of impulsivity and inattention. An organized classroom environment increases the likelihood that there will be fewer items in the environment that will stimulate and distract the student, ensures that there is adequate space between the child and objects, and aids in the development of organization skills, which is a particular challenge for youngsters with ADHD.</td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td>This minimizes opportunities for child’s impulsiveness to result in danger.</td>
</tr>
<tr>
<td><strong>Seating arrangement / line ordering</strong></td>
<td>Seating a student with ADHD close to the front of the classroom provides a clear line of vision to the board and teacher, increasing the likelihood for engagement, and the child's opportunity to receive positive reinforcements, which are key to the child’s experience of success and provide the foundation for the development of positive self-esteem.</td>
</tr>
<tr>
<td><strong>Control</strong></td>
<td>Remember that a symptom of ADHD is forgetfulness. A classroom setup where the rules and consequences are written in a simple, visually stimulating manner e.g. big letters, colored chalk, serves as a constant visual reminder for the child and increases his/her ability to follow the rules.</td>
</tr>
<tr>
<td><strong>Socialization</strong></td>
<td>The development of social skills is particularly important for children with ADHD as they often lose friends due to their impulsivity. Occasional changes in seating arrangements will give the opportunity to experience variety within their classroom environment, which helps in generalizing social skills. Allowing some talking during down time allows the hyperactive child the opportunity to expel energy without getting in trouble for not being on-task.</td>
</tr>
<tr>
<td><strong>Independence</strong></td>
<td>These children often experience a deep sense of frustration about their abilities. This principle promotes a sense of autonomy and competence, which is essential for the development of a positive self-esteem.</td>
</tr>
<tr>
<td><strong>Leadership</strong></td>
<td>Giving a child with ADHD responsibility as a special helper gives the child the opportunity to get out of his/her seat, walk around and expel energy while still being on-task. This strategy enables the child to work toward receiving positive reinforcement and promotes the child's positive feelings about his/herself.</td>
</tr>
<tr>
<td><strong>Community/ Culture</strong></td>
<td>Contributes to the development of a positive self-esteem and increases likelihood for positive academic achievement.</td>
</tr>
<tr>
<td><strong>Positive Energy</strong></td>
<td>This principle targets this child’s difficulties with paying attention. When the teacher is continuously using different forms of stimulation that appeals to different senses of this child, the teacher becomes the focus of this child’s curiosity and increases his/her likelihood to stay on-task.</td>
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### Principles of Classrooms Environment and Children with Mental Health Disorders

**ODD**

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<tr>
<td>Organization</td>
<td>Provides clarity for student about expectations, which decreases opportunity for confusion and will prevent some potential arguments. An organized classroom also decreases the proximity of objects a student could use impulsively during a tantrum or aggressive episode.</td>
</tr>
<tr>
<td>Safety</td>
<td>The safety principle minimizes opportunities for child to create unsafe environment for self/others in the class during a tantrum or aggressive episode. For example, having an identified area “cool down” area may increases child’s ability to recognize and cope with negative emotions experienced. Encouraging and reinforcing this child’s use of “cool down” area will ultimately aid in the development of emotion regulation skills and prevent some tantrums.</td>
</tr>
<tr>
<td>Seating arrangement / line ordering</td>
<td>Remember children with ODD are constantly annoying peers. Choosing a seating arrangement that places the ODD child in an optimal location i.e. close in proximity to the teacher where he or she can receive lots of positive reinforcement and away from other disruptive kids will decrease the child’s opportunity to engage in disputes with peers.</td>
</tr>
<tr>
<td>Control</td>
<td>Although kids with ODD often find themselves in a power struggle with adults, it is important to remember that all children feel safer knowing that an adult is in control. A classroom arrangement where rules and consequences are stated in a simple and clear manner and consequences are consistently enforced will prevent this child’s arguments about “fairness” or favoritism and help this child learn about choices and taking responsibility for one’s actions.</td>
</tr>
<tr>
<td>Socialization</td>
<td>Considering that these children have particular difficulty with maintaining friendships due to their disorder, this is particularly crucial for helping them develop and generalize appropriate social skills.</td>
</tr>
<tr>
<td>Independence</td>
<td>This principle targets the defiance that occurs in children with ODD through a backdoor approach as it provides the ODD child with the opportunity to display control and competence. A classroom setup that promotes independence increases the child’s sense of control as it minimizes the total amount of commands used by the teacher and inevitably decreases the total amount of “power struggles” or arguments bound to occur.</td>
</tr>
<tr>
<td>Leadership</td>
<td>This increases this child’s sense of having and displaying control and provides opportunity for the student to show model behavior.</td>
</tr>
<tr>
<td>Community/ Culture</td>
<td>Contributes to the development of a positive self esteem and increases likelihood for positive academic achievement.</td>
</tr>
<tr>
<td>Positive Energy</td>
<td>This principle addresses this child’s negativism and hostility. An atmosphere of positive energy is contagious and will have some impact on this child.</td>
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### Principles of Classrooms Environment and Children with Mental Health Disorders

#### Anxiety

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<tr>
<td>Organization</td>
<td>Children with anxiety are terrified of the unknown. Something that may seem trite or minimal such as not knowing where to put things may create intense worries/fears for the child about his or her performance. An organized classroom aids in alleviating such concerns and helps the child develop a behavioral script.</td>
</tr>
<tr>
<td>Safety</td>
<td>Increases student’s sense of comfort in environment and decreases worries that s/he may face harm while in classroom.</td>
</tr>
<tr>
<td>Seating arrangement / line ordering</td>
<td>This is particularly helpful for the child as it addresses some important concerns of this child regarding the feared unknown. With a seating arrangement, a child can know who to expect to be in proximity of him/her and as time passes, the child may begin to feel a sense of familiarity and comfort in the classroom.</td>
</tr>
<tr>
<td>Control</td>
<td>The clear expectations and consistency, provided by an adult can create a sense of comfort and alleviate some of the anxious child’s fears and worries. In addition, clarity of rules and consequences decreases the presence of ambiguous cues that an anxious child is likely to misinterpret.</td>
</tr>
<tr>
<td>Socialization</td>
<td>Remember that children with social anxiety are afraid of socializing and naturally avoid such opportunities. Promoting and supporting Socialization in the classroom offers an opportunity to learn that socializing does not necessarily result in the catastrophe s/he anticipates. Furthermore it offers the chance to implement social skills.</td>
</tr>
<tr>
<td>Independence</td>
<td>Promoting autonomy in this child targets underlying beliefs/worries about his/her sense of competence. This will likely have the effect of increasing the child’s ability to cope with his/her experience of anxiety.</td>
</tr>
<tr>
<td>Leadership</td>
<td>Although a socially anxious child is likely to shy away from taking on leadership positions they offer the opportunity to expose the child to his/her fears about performance and chances to continuously receive positive feedback.</td>
</tr>
<tr>
<td>Community/ Culture</td>
<td>Contributes to the development of a positive self esteem and increases likelihood for positive academic achievement.</td>
</tr>
<tr>
<td>Positive Energy</td>
<td>For the child with separation anxiety, a classroom with positive energy that is fun and interesting will attract the child’s curiosity. Considering that time flies when one is having fun, this will distract the child from worrying and increase the child’s sense of comfort during separation from caregiver.</td>
</tr>
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Classroom Procedures
Self-assessment
“Don’t ever ask children to do nothing. When children aren’t sure what they are supposed to be doing or they are waiting for you to tell them what to do, they will come up with something to do, and in most cases, this will be something you don’t particularly want them to do.” (D. Diffily & C. Sassman, NYC teachers)

Name:

Organization
• How organized is your classroom?
  ➢ Are there designated and clearly labeled baskets or cubbies for items to be put away like homework folders and take-home books?
  ➢ Are there designated spots for writing tools, math materials, art supplies, etc., so that children can access tools easily and return them neatly?
  ➢ Have you put everything else away?! Look around and put away any piles that may be lying around that are distracting and take up space?

Not at all       A little       Somewhat       Pretty Much       Very much

• What changes can you make to create a more organized classroom? What has worked best in past years?

Safety
• How safe is your classroom?
  ➢ Can you see all children in the room no matter where you stand or are there hidden corners for children to hide due to furniture arrangement?
  ➢ Are there large objects that kids can easily climb on/knock down? Is storage an issue in your classroom?
  ➢ Do kids have enough space so that they are not on top of each other? Do you struggle with limited space?
  ➢ Do you have an identified area for kids to go when they need to calm down?

Not at all       A little       Somewhat       Pretty Much       Very much

• What changes can you make to create a safer classroom? What has worked best in past years?

Seating arrangements/line ordering
• How well ordered are your desks and lines? At what point in the fall do you feel like you have enough knowledge about your class to make decisions about seating arrangements?
  ➢ Have you grouped your tables or desks according to the maximum number of students that should sit together?
  ➢ Have you separated kids who “feed off” each other’s disruptive behavior?
  ➢ Have you seated the kids who are inattentive or disruptive as close to you as possible?
  ➢ Have you seated all the kids so that they can see you and the board?

Not at all       A little       Somewhat       Pretty Much       Very much
• **What changes can you make to create a more effective and efficient ordering? What has worked best in past years?**

**Control**
• How often do you feel in control of your classroom?
  ➢ Is it clear to the kids who is in charge?
  ➢ Are there clearly stated rules and procedures?
  ➢ Do you enforce your rules with logical consequences?

Not at all    A little    Somewhat    Pretty Much    Very much

• **What changes can you make to create a more controlled classroom? What has worked best in past years?**

**Socialization**
• How much are your students able to socialize?
  ➢ How are your desks clustered?
  ➢ How often do you change seating arrangements?
  ➢ How much do you encourage or allow quiet talking during down time?

Not at all    A little    Somewhat    Pretty Much    Very much

• **What changes can you create to facilitate more opportunities for socialization? What has worked best in past years?**

**Independence**
• How much does your classroom encourage independence?
  ➢ Are materials visible and accessible to kids?
  ➢ Can kids find their desks/materials on their own?
  ➢ Are kids responsible for their own clean up?

Not at all    A little    Somewhat    Pretty Much    Very much

• **What changes can you make to encourage more independence in your classroom? What has worked best in past years?**

**Leadership**
• How much does your classroom encourage leadership?
  - Have you assigned class jobs?
  - Can students be special helpers?
  - Do students have a sense of responsibility for the space and materials of the classroom?

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• *What changes can you make to encourage more leadership in your classroom? What has worked best in past years?*

**Community/Culture**
• How much does your classroom encourage a sense of community and cultural pride?
  - Do you use community language—“our” room
  - Do you emphasize the importance of everyone in your classroom community being called by name? How does this work in the beginning of the year? Do you use name tags? Play name games?
  - Do kids have responsibilities?
  - Do kids have leadership roles?
  - Do they have a say in classroom rules, procedures, etc?
  - Do you use materials that reflect the kids’ cultural background?

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• *What can you do to foster a stronger sense of community and cultural pride in your classroom?*

**Positive energy**
• How much positive energy does your classroom have?
  - Do you have bright colors, attractive pictures on the walls?
  - Do you have interesting materials, like toys, globes, skeletons, maps, etc?
  - Are you animated and energetic? Do you smile and laugh with your students?
  - How do you show appreciation for your students? Do you praise and reward them for their hard work and good behavior?

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• *What can you do to increase the positive energy in your classroom?*
CLASSROOM PROCEDURES

For each procedure, consider the following tips. Have you tried them before? How well have they worked? How well would they work for your classroom?

**Entering the Room**

**Tips: Tried & true:**
- Greet each student individually as they enter the room.
- Send students in individually or a few at a time instead of the sending the whole class in all at once.
- Stand at the door to remind/repeat the instructions to the class about the morning routine.

**Unpacking in the morning**

**Tips: Tried & true:**
- Have your routine posted so that you and your students can refer to it as needed. Adding pictures next to each written step is a great visual aid to help children who are not yet able to read.
- Send students to designated spots to unpack instead of letting them wander about the room.
- Only send a few students at a time to the closet to hang up their belongings.
- Use hooks or designated spaces for each child.
- Use reminders to prompt students to place their belongings in the right place (e.g., in the homework basket, closet, etc).
- Have a quiet activity (books, drawing) for children who are finished unpacking earlier than the rest of the class. This helps to prevent misbehavior early in the morning and also cuts down on students wandering around the room.
- Allow for quiet chit-chat, like good morning hellos; it may not be realistic to expect absolute silence from everyone.
- Allow enough time (i.e., approximately 15 minutes) for unpacking to reduce the stress of rushing through the routine.
- Be available to help with zippers, control closet flow and to keep kids on track.
- Praise students for sticking to the routine.

**Transitions**

**Tips: Tried & true:**
- Give reminders of upcoming transitions to prepare students for the next transition (e.g., “It will be time to clean up in 5 minutes.”)
• Use a signal, such as ringing a bell, turning off the lights, turning on music, \textit{as well} as a verbal reminder to students of the transition, “Your five minutes are up, please put away your folders and meet me on the carpet.”

• Reward/praise students who transition at the first prompting.

• Assist students who have a hard time with transitions with verbal or physical guidance and encouragement.

\textit{Desk or Table Time}

\textbf{Tips: Tried \& true:}

• Bring materials such as a writing utensils and workbooks with you at the beginning of your meeting so that after lesson, you can directly give each child what they need. This allows students to go directly to their seats and begin working.

• Or, have all materials already placed on tables by table monitors or special helpers (these children can also be responsible for returning materials) so only a few children are collecting materials instead of the entire class.

• Send children individually or in pairs to the tables (rather than the whole group). This helps with traffic flow and keeps classroom noise to a minimum. This also allows you to use the first few students/pairs as models for the class on how to go to tables appropriately.

• Reward/praise students who walk quietly to and from their table and begin working immediately.

• Reward/praise students who clean up table materials and return them to their proper places appropriately when table time is over.

\textit{Group meetings/lessons}

\textbf{Tips: Tried \& true:}

• Create a smooth transition.

• Be the first one to go to the meeting area. Your presence serves as a visual signal for the transition.

• Consider your seating arrangements. Using pre-assigned spots on the carpet allows you to: control which students sit next to each other to minimize disruption; place inattentive and disruptive students up front, where they are more likely to be engaged; make sure that each student has adequate space.

• Consider where you sit during meeting time. If your students cannot see you, they are less likely to be engaged with what you are saying. There is no “visual” that is more important than you! At the same time, remember that kids do not need to make eye contact with you at all times to be engaged...
• Avoid having distracting items in reach of students sitting on the carpet. Children who can reach a box of manipulatives may be tempted to manipulate rather than attend!

• Make it comfy! Young children like to spread out or lean back—this doesn’t mean they are not attending! So give them room to do so. Decide on the maximum amount of space each child can have and then let them move around in that space.

• Praise children as they join you in the meeting area (e.g., “Thank you for coming so quickly and quietly to the carpet!”)

• Sing a song or recite a poem or rhyme to and with your students as they come to the meeting area. This helps them settle down faster and focus their attention on you without getting distracted by others.

• Offer more praise to those students who are sitting quietly and paying attention.

• Praise students who join the group later, even though it took them a while to do so!

• Begin your lesson when you have 90-95% of students’ attention. In other words, don’t wait until every student is sitting perfectly still and quiet with eyes on you! Waiting just makes it more likely that the quiet, attentive students will lose interest. Plus, beginning the lesson will make it more likely that the inattentive students will join in.

• Ask students to state the rules (i.e., raise your hand to speak; keep your hands to yourself) to be sure everyone understands and remembers the expectations.

• Ignore mildly disruptive behaviors, such as fidgeting, looking around the room, or even whispering once or twice to a peer, during a lesson. If you don’t, you will be doing more disciplining than actual teaching!

Lining up
Tips: Tried & true:
• Partner students so that partners bring out the best in each other. Consider using a posted pocket chart with Line Partners by the front door at children’s eye level.

• Have students line up in pairs, with their partners. This allows you to control the flow of students who are walking around the room.

• Put your most responsible students at the front and end of the line.

• Create a line (out of foam squares or taped markings) on the floor so that students know exactly where to stand.

• As an alternative, put a piece of tape a few feet away from the door to signal where the line should start. This helps keep students in the room and away from the door so that you can get to it.
• Have the first two children in line hold the door for the entire class. They can then join the back of the line. Usually there are several doors to go through, allowing for lots of helpers.

• Give students something to do with their hands, like folding them together or holding them behind their backs. This makes it less likely that they will use their hands inappropriately, for pushing or hitting.

• Have students turn on their “whisper voices” before leaving the room. You can use a volume dial to indicate the level of noise the students can make. Remind them that they can use their “regular indoor voices” once you get to your destination (or their “outdoor voices” if you’re headed outside).

• If your line is facing the wrong direction, tell them to “turn about face,” so that they turn to face the other direction while standing in the same spot. This avoids the need to circle the entire line around.

• Praise students who stand in line nicely.

**Big Picture:**
Most teachers agree that even though it can be difficult at times that great teachers are usually animated, smiling, and engaged with their students throughout the day even if they are not in the best of spirits!

**Helpful supplies:**
- Labels
- Magnets
- Poster board for job charts, choice time charts etc..
- Library Pockets for job charts
- Clothes Pins
- Index Cards
- Contact Paper
- Sharpie Markers
- Plastic Bags
- Velcro
- Plastic bins for organization of materials
- Separate crates for lunches/snacks
Name:

**ORGANIZATION**

- Is your room clutter-free?
  - Ensure that you have put away anything that you and your students won’t be using regularly.
- Are there designated spots for writing tools, math materials, art supplies, etc., as well as for homework and other take-home materials, so that kids can access tools easily and return them neatly?
  - Have a specific place for each type of material.
  - Use clearly labeled baskets for items that go to and from school and home.
  - Place materials at eye level and in easy to reach spots.

**SAFETY:**

- Can you see all kids in the room no matter where you stand?
  - Avoid hidden corners for children to hide due to furniture arrangement.
- Do you have an identified area for kids to go when they need to calm down?
  - Create a safe space that is calming and uncluttered for kids to use to cool down.

**SEATING & SOCIALIZATION**

- How are your desks clustered?
  - Arrange desks so to create groups of kids according to your goals and preferences.

**CONTROL**

- Are there clearly stated rules and procedures?
  - Create a rules chart with 3 – 5 simply stated rules.

**LEADERSHIP**

- Do you assign class jobs?
  - Create a simple, bright job chart using pictorials and words.

**COMMUNITY/CULTURE**

- Do you have materials that reflect the kids’ cultural background?
  - Use flags, artwork and people that reflect the cultural background of your students.
- Do you refer to kids by their names and to the classroom as theirs?
  - Write children’s names all over the room so that everyone can learn them and to create a sense of community.
  - Talk to the kids about “their classroom.” Use written materials that refer to “our” room.

**POSITIVE ENERGY:**

- Is your communication in the classroom positive and enthusiastic?
  - Use bright colors, attractive pictures on the walls and interesting materials, like toys, globes, skeletons, maps, etc.
  - Praise kids for their hard work and good behavior.
  - Smile and be animated, even when you are tired and frustrated!
“Parents as Partners” Day
Building strong partnerships between teachers and families

Student Name: ________________________________  Parent Name: ________________________________

Suggested Introduction:
1. Tell the parent a little about yourself and why you love teaching or why you got into the profession.
2. Let the parent know that you are going to ask some questions with the purpose of getting to know your students and their families on an individual basis.
3. Invite the parent to ask you questions about your role as a teacher or how your classroom works, or to share his/her concerns about the school year.

Suggested Questions:
How old is your child?  When is his/her birthday?

Does your child have any brothers or sisters?  How old are they? Do they go to this school also?

How would you describe your child's personality?  What would you say are your child's best characteristics?

What is your child's favorite thing to do? Will you tell me one of your favorite stories about your child?

What is your family's cultural background? Is there anything that you'd like me, as your child's teacher, to know about your family's culture?

Does your child speak any language besides English?  What language is he/she most comfortable with?

For PreK and K: Has your child been to school or daycare before?
For all: What have your child's experiences been like so far in school or daycare?

As a parent, what have you liked about your child's experience in school/daycare so far?  What have you not liked?

What do you want your child to learn or achieve this year? What are your goals for him/her for this school year? Are there any specific expectations you have for this school year that you want to share with me?

What kinds of things have you found helpful in working with your child at home to reach these goals?

Do you have any concerns about how your child will do, academically or behaviorally, this year in school?

What would you like to know about me, my classroom, or the school year?

What is the best way for me to reach you so we can communicate throughout the year?
Phone Numbers: ________________________________  Email: ________________________________

Suggested Closing: Tell the parent the best way to reach you (phone, email, notes, in person).
Communicate positive expectations (“We're going to have a great year!”) and thank the parent for showing his/her commitment by coming to Orientation or Parents as Partners!
History of ParentCorps

ParentCorps is a collaborative project between the New York City Department of Education and the NYU Child Study Center. ParentCorps is a state-of-the-art study of child development and school success funded by the US Department of Education. In 2000, ParentCorps began in Harlem and then in 2002 moved to District 22 in Brooklyn. Since 2005, we have been working with 10 schools in Districts 17 and 18. Teachers, parents and children are participating in assessments to discover ways in which schools and parents can help young children succeed in school and develop important social and emotional skills. Families of all children enrolled in Pre-Kindergarten are invited to participate in the project and we have had a fantastic response so far!

All together, we have worked in 18 schools with over 750 families, superintendents, early childhood directors, principals, assistant principals, teachers, educational assistants, guidance counselors, social workers, parent coordinators and family workers. We hope that the lessons we learn in ParentCorps will help children in public schools throughout New York City in the future.

Your school is one of five schools that were randomly chosen to offer the ParentCorps after-school program for Pre-K families. ParentCorps also includes Professional Development for Pre-K and Kindergarten teachers, educational assistants, guidance counselors, social workers, parent coordinators and family workers. This year, we are expanding to offer the Bridges Program which is specifically designed for 1st grade.

Activities For Pre-K, Kindergarten, and 1st grade in the 2008-2009 School Year

We will offer 2 days of Professional Development that focus on:

- Identifying childhood mental health problems in the classroom;
- Managing these problems with state-of-the-art strategies that are tailored for the classroom;
- Utilizing the support network that exists in the school and community; and,
- Engaging parents as partners for promoting children's learning and well-being.

After the Professional Development days, we will spend some one-on-one time with teachers and guidance counselors to continue to offer support for your work with children and families.

In addition, we will be hosting a “Parents as Partners” day in September in which you will be able to meet individually with parents to get to know families in a meaningful and positive way from the beginning of the year.

Your principal and the early childhood director have been working with us to find Professional Development days, and time throughout the year, to address these important issues.

The goal of ParentCorps and Bridges is to help children succeed in school. As a team of mental health professionals, our focus is on helping parents, teachers, and school staff promote children’s behavioral, social, and emotional development so that students can achieve academically to their full potential. We hope to work collaboratively with you, drawing on your talents and expertise as educators, to help make positive changes for children at home and at school.
ParentCorps/Bridges Session 1, Year 2: Classroom Environment
Integrity Checklist

Completed by: ___________________________  School: ___________________________  Date: ___________________________

<table>
<thead>
<tr>
<th>TOPIC</th>
<th>TEACHING METHODS (check all that apply)</th>
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<tbody>
<tr>
<td>✓ if Yes</td>
<td>Didactic</td>
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<td></td>
<td>Discussion</td>
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<td>1. Classroom environment and mental health functioning of students</td>
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<td>2. Principles of classroom environment</td>
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<td>3. Classroom procedures</td>
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<td>4. Individual classroom set-up checklist</td>
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<td>5. Next steps for PC/Bridges</td>
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Overall, how would you characterize the way the facilitator conducted this session:

*Didactic* 1  2  3  4  5  6  7  *Experiential*

Overall, how well do you think this session was conducted:

*Not at all well* 1  2  3  4  5  6  7  *Extremely well*

Explain in topic not covered: ___________________________________________

_________________________________________________________________

___________________________________________
Definitions of Teaching Methods

**Didactic**: explanations

**Discussion**: Socratic questioning; participants call out answers

**Modeling**: demonstration of the skill for the group

**Role Play**: participants practice the skill themselves

**Individual Activity**: participants do an individual exercise (i.e., writing down their target goals, making their self-care lists, etc.)

**Small Group Activity**: participants get together in small (3-5 members) groups to do an exercises (i.e., making routine for fictional child; generating list of self-care ideas)

**Large Group Activity**: all participants work together on an exercise (i.e., candy activity, getting to know each other). Note that this should not include discussions (i.e., having participants call out answers in response to leader questions or prompts.)
Parents as Partners

Parents as Partners is a beginning of the school year event in which Bridges Staff conducts cultural activities with the kids during teaching times while teachers are freed up for individual 15-minute meetings with parents. Individual meetings are designed to facilitate open and positive communication and to set a positive tone for the school year.

Suggestions for Parents as Partners Day…

Questions to Ask Teachers in Preparation for Parents as Partners Day

Schedule
Do you have a set schedule that needs to be followed (ordering of activities)?
If not, do you mind if I follow one that may be different from your regular schedule?
What things must happen at certain times of the day (lunch, prep)?
Would you like us to help get the kids ready to go downstairs?
If so, what time should we have them ready? Do some children have lunches in their book bags?

Classroom Rules
What are your classroom rules?
Do you mind going over these with the class during morning meeting?

Procedure/Transitions
Do you have a special signal for getting the classes attention?
Do you ring a bell, lights out…123 look at me etc…

Attendance (most likely the teacher will do this but she/he may forget given the change of day).

Bathroom
If children ask to go to the bathroom during the day where should we send them?
What are the rules about going to the bathroom?
Do you send your class to the bathroom all at the same time?
If so, when do you do this? What is your procedure for this?

Sample Schedule:

Settle-In/unpack 10-15 minutes: As children unpack-place name tags on tables with crayons/markers for children to write their names-also put baskets of books on tables for children to look at books when they are finished writing name tags.

Morning Meeting in the Meeting Area-20-25 Minutes

*Introduce Self, Parents as Partners, and go over Schedule and classroom rules with Teacher-5 Minutes (write schedule ahead of time on chart paper or board for kids to refer to throughout the day).
-Go around and introduce/get to know students/Have them share something about themselves. Helpful to have children sit in a circle at this point—helps children make direct eye contact with one another—stronger sense of community. Also—remind children about being respectful of each other—and not saying things that could hurt other people’s feelings. Could say something like “We are going to be doing lots of activities today about how we are alike and different so the rule for today is to ONLY say NICE things about each other. Who can give an example of a nice thing vs. a not nice thing…great—I think we are ready to begin getting to know each other..."

*Read Aloud The Color of Us or All of the Colors of the Earth—10 Minutes (Before you start to read book—remember children have already been sitting for a while—you may want to sing a song or rhyme, and/or do a quick movement activity before reading story).

Have children sit in rows for story instead of circle to help focus their attention and to add to body movement before beginning.

*Story Share—5 minutes—(Have class return to circle—remember to praise them as this could be their very first time sitting in a circle!) Lead a discussion: What did this book teach us? Have kids describe themselves using one color for their skin color, eyes, or hair—model using yourself before asking other children.

*Set up follow-up activity—Skin Tone Colors (see Culture Day activities sheet Esther sent for directions—5 Minutes—(Be sure to model activity and include proactive statements about how to use materials appropriately—including sharing)

Table Work

*Skin Tone Color Activity 15-20 minutes

Group Meeting in meeting area—20-25 Minutes

*Skin Tone Color Share/Discussion—3 minutes: (Have students return to a circle for group discussion/share about their skin color pictures). Have teacher show a few examples or all depending on time.

*If class feels manageable go ahead to Chocolate Milk Activity (Science)—10 Minutes

Start with milk in clear container and slowly add chocolate—stop at varying times to stir and recognize different shades—theory is that we all have a pigment called melanin (chocolate) in our skin but depending on where people are from (parents and grandparents) has to do with how much melanin we have in our skin. Light skin—not near sun—dark skin—close to sun (like Caribbean Islands) helps to protect skin. You can offer everyone a small taste of chocolate milk at this point or tell them that once they get to their next activity (self-portrait) that you will pass them a taste then.

*Model next activity—Self-Portraits—5 Minutes Within the next few minutes share that they are going to make self-portraits by picking an appropriate face that matches as closely as possible to their own—and they will go back to their tables to decorate it. Use yourself to model selecting an appropriate face shade, and accurately drawing, while verbally name all parts of face, including appropriate eye color. Children may prefer to start with a pencil for drawing features (eyelashes, nostrils, eyebrow etc.. and then go over them with appropriate colors. Using a pencil first allows them to
experiment with different facial shapes such as eyes and noses). Send children off to tables.

**Table Activity**

**Self-Portraits-15 Minutes**
(For children who say they are done early on—suggest they go back to their pictures to add details and/or more color to their pictures)

**Meeting Area-20-25 Minutes**

*Self-Portrait Share-10 Minutes* (Have children sit in a circle for share).

*Begin discussion on Graphing Cultures Activity using self-portrates-15 Minutes* (Have children sit in rows again if they are having trouble focusing)

**Lunch/prep?**

**Table Activity**

*Book Browsing*—If no prep, or break in day at this point—send them off to look at picture books focusing on looking at culture, environment and character ethnicity (skin color) etc. (put baskets of books at tables) 10-15 minutes.

**Meeting Area-20 minutes**

*Group discussion of noticing from book browsing*

*Follow up Graphing Cultures/Discussion and/or activity.*

**After Lunch**

Complete any activity that wasn’t done from earlier in the day and/or

Gather group in meeting area for WALK APART—remember start with two people and discuss differences first and ask them to take a step apart for each. Then make a point to say and now how are they ALIKE? Have each child take a step closer together for each. May want to model by using two adults first?

An extension for this activity can be a picture of each child with labels and drawings of how they are alike and different from family members? Model an example first using your own family.

**After Table Activity**—Bring children back to the meeting to share and to play the shoe game.

**Meeting Area:**

Shoes alike-shoes different

Another activity is to invite 4 or 5 children to the front of the room that have something in common (all short hair, wearing sneakers, striped shirts, etc…) and have class guess how they are similar. Continue with groups of children as time allows.
If you feel like the class needs an additional movement activity—refer to Musical Chairs in Esther’s Cultural Activity handout.

Save the last 15 minutes for a group discussion of day’s activities and learning about ourselves and each other. Have children sit in circle. Who can remind us of the activities we did today?

Guiding questions:
What did you learn about yourself today?
What did you learn about other people?
What was your favorite part of today?
What can you tell people in your family about what you learned today?
If you do not know where your family is from you can go home and ask them!
Ask your parents or grandparents to tell you one of their favorite stories about when they were in first grade.

Thank class for allowing you to visit and learn about them!

Schedule:
Unpack and Make Name Tags
Morning Meeting
Read-Aloud
Art Project
Meeting
Self-Portrait Activity
Math Meeting
Book Browsing
Walk Apart-Walk Together
Culture Day Activities
Parents as Partners Day

I. INTRODUCTIONS
TIME:
30 - 40 min.
MATERIALS:
✓ Nametags
✓ Markers
PROCESS:
  a. Have each child make a nametag.
  b. Then gather in a group and ask each child to introduce him/herself and say one thing that is special about him/her.
  c. (If the kids are still attentive and engaged) Call kids at random to stand up and have class say their name and what is special about them.

II. THE COLORS OF US
TIME:
30 min
MATERIALS:
✓ The Colors of Us by Karen Katz
PROCESS:
  a. Read the book The colors of us.
  b. Lead a discussion: What did this book teach us?
  c. Then have kids describe themselves using one color (i.e., cinnamon) for their skin color or eyes or hair, etc.

III. GRAPHING CULTURES
TIME:
45 min
MATERIALS:
✓ Large white paper to make pictograph (flip chart)
✓ Face (multicultural skin tones) cut-outs
✓ Masking tape
✓ Crayons
PROCESS:
  1. Begin by defining a cultural group (i.e., the place that you and your family come from).
  2. Ask each student what cultural group he or she belongs to. Note that kids may need help with this, so ask them helpful questions like, “where was your mommy/daddy born?” or “where do you go to visit your grandma or grandpa?”
  3. Give each student a cut-out of a face to represent them.
  4. Have each student create a self-portrait.
  5. Make a graph on a large piece of white paper (cultural groups on y-axis and number of students on the x-axis).
  6. Tape the graph on the blackboard so that each student can come up and paste their cut-out on cultural group they belong to.
  7. Have students figure out how many students belong to each group.
POINTS OF DISCUSSION:

- How many different cultural groups make up the class?
- How many students are ___?
- What group do the greatest number of students belong to?
- What group do the least number of students belong to?
- Have students talk about what it means to belong to their cultural group.

******************************************************************************

IV. WALK APART - WALK TOGETHER
TIME:
30 min

SEE HANDOUT
******************************************************************************

V. SAME AND DIFFERENT
TIME:
30 min

SEE HANDOUT
******************************************************************************

VI. REVERSE MUSICAL CHAIRS
TIME:
30 min

SEE HANDOUT
******************************************************************************

VII. SKIN TONE COLORS
TIME:
30 min

MATERIALS
- Multicultural construction paper
- Scissors
- Crayons

PROCESS
1. Have children select a piece of multicultural paper.
2. Ask each child to come up with something positive that comes from that color (i.e., brown is the color of chocolate, white is the color of clouds on a sunny day). They should use the paper and scissors to create the object. They may also color it if they want.
3. Have the children share what objects they made.
4. Discuss how all shades of white and black—like our skin tones—are beautiful and important in our world.

******************************************************************************

5. CHOCOLATE MILK
TIME:
20 min
SEE HANDOUT
*****************************************************************************************************************************************
6. CD with cultural music- (20 min)
   a. dancing
*****************************************************************************************************************************************
“Parents as Partners” Day

Building strong partnerships between teachers and families

Student Name: __________________________
Parent Name: __________________________

Suggested Introduction:
4. Tell the parent a little about yourself and why you love teaching or why you got into the profession.
5. Let the parent know that you are going to ask some questions with the purpose of getting to know your students and their families on an individual basis.
6. Invite the parent to ask you questions about your role as a teacher or how your classroom works, or to share his/her concerns about the school year.

Suggested Questions:
How old is your child? When is his/her birthday?

Does your child have any brothers or sisters? How old are they? Do they go to this school also?

How would you describe your child's personality? What would you say are your child's best characteristics?

What is your child's favorite thing to do? Will you tell me one of your favorite stories about your child?

What is your family's cultural background? Is there anything that you'd like me, as your child's teacher, to know about your family's culture?

Does your child speak any language besides English? What language is he/she most comfortable with?

For PreK and K: Has your child been to school or daycare before?
For all: What have your child's experiences been like so far in school or daycare?

As a parent, what have you liked about your child's experience in school/daycare so far? What have you not liked?

What do you want your child to learn or achieve this year? What are your goals for him/her for this school year? Are there any specific expectations you have for this school year that you want to share with me?

What kinds of things have you found helpful in working with your child at home to reach these goals?

Do you have any concerns about how your child will do, academically or behaviorally, this year in school?

What would you like to know about me, my classroom, or the school year?

What is the best way for me to reach you so we can communicate throughout the year?
Phone Numbers: __________________________
Email: __________________________

Suggested Closing: Tell the parent the best way to reach you (phone, email, notes, in person).
Communicate positive expectations (“We're going to have a great year!”) and thank the parent for showing his/her commitment by coming to Orientation or Parents as Partners!
“Parents as Partners” Day (TAKE HOME VERSION)
Building strong partnerships between teachers and families

Student Name: ___________________________ Parent Name: ___________________________

ABOUT MY CHILD
My child loves to…

My child is very good at…

My child is most comfortable speaking in (list the primary language your child speaks)…

Our family's cultural background is…

Something important about our family's culture is…

MY CHILD’S SCHOOL EXPERIENCES
Has your child been to school or daycare before?

What have your child's experiences been like so far in school or daycare?

As a parent, what have you liked about your child's experience in school/daycare so far? What have you not liked?

My goals for my child this school year are…

What kinds of things have you found helpful in working with your child at home to reach these goals?

My child will need special help in…

The best way for you to reach me so we can communicate throughout the year is…
Phone Numbers: ___________________________ Email: ___________________________

Thank you for completing this questionnaire! I look forward to working with you and your child this year!
Bridges Model

Community Rep → NYU Clinician → Parent Rep

- Classroom support
- Training
- Ongoing Consultation
- Parent Workshops

School Staff
- Behavior Management

Parents
- Ethnic Socialization

Students
Support for this publication was provided by a grant from Caring Across Communities, a national program of the Robert Wood Johnson Foundation.
BRIDGES CONSULTATION

Bridges consultation begins following a 3-day, 21-hour training program (detailed in the beginning of this manual). This portion of the manual describes the consultation process.

I. FRAMEWORK
   A. Approach to consultation
      1. Collaboration
         a. Through Bridges, school staff are viewed as Partners – “A partner participates in a relationship in which each member has equal status.”
         b. To help achieve a collaborative relationship:
            i. Respect school staff opinions and choices and recognize that you have as much to learn from school staff as they have to learn from you.
            ii. Work to understand the perspective of school staff and maintain empathy for their unique experiences.
            iii. Acknowledge, appreciate and learn from the expertise of school staff.
            iv. Never try to convince school staff that any specific strategy we teach is the right way to do it.”
      2. Empowerment
         a. A primary goal is to empower school staff to feel confident in helping students be successful at school and at home.
         b. To help achieve this:
            i. Focus on strengths rather than weaknesses.
            ii. Remember that every school staff has the potential to make a significant positive impact on the lives of the students he or she works with.
   B. Content (see the training section of the manual for detailed description of target content areas)
      1. Mental Health Issues
         a. evidence-based
         b. cognitive behavioral
            i. relationship building
            ii. emotions focused
            iii. discipline: proactive
            iv. discipline: reactive
            v. parent-teacher relationship
         c. the referral process
      2. Cultural Competence
         a. Awareness
         b. Skills—Communication
         c. Knowledge
         d. Behaviors
      3. Ethnic Socialization
         a. Strategies
            i. Environment
            ii. School-based activities
            iii. Out of school activities
            iv. Resources
            v. Curriculum
II. STRUCTURE
   A. Meeting Guidelines
      1. As part of the consultation team, you will work with school staff 45 minutes on a bi-weekly (i.e., every other week) schedule. Meetings will alternate between meetings and in-classroom support/modeling/coaching.
      2. The consultation team is comprised of:
         a. NYU Clinician
         b. Community Representative
            i. The consultation team works in tandem on all activities

   (YEAR ONE)
   3. First session
      a. Orientation to consultation
   4. Second session
      a. “Classroom snapshot”—Observation with assessment on MH, CC, ES
   5. Third session
      a. Feedback and goal setting
   6. Ongoing sessions
      a. Consultation sessions for the remainder of the academic year
   7. Missed meetings
      a. If a teacher cannot be released from classroom-based responsibilities, one or more members of training team should spent time in the classroom
      b. If a teacher is absent, the training team will reasonably try to reschedule

   (ONGOING YEARS)
   8. First session
      a. Follow-up to classroom set-up
   9. Second session
      a. Identifying high-risk kids
   10. Third session
      a. Meeting the needs of high-risk kids
   11. Fourth session
      a. Follow-up on sessions 1-3 and goal setting
   12. Ongoing sessions
      a. Consultation sessions for the remainder of the academic year
   13. Missed meetings
      a. If a teacher cannot be released from classroom-based responsibilities, one or more members of training team should spent time in the classroom
      b. If a teacher is absent, the training team will reasonably try to reschedule

   B. Strategies for consultation
   1. Problem-solving
      a. Consultants help school staff identify a specific problem and its possible solutions and work towards identifying and implementing the optimal solution. School staff take the lead on each step of problem-solving, with guidance from consultants as needed.
   2. Coaching
      a. Consultants talk school staff through a challenging situation in vivo without interacting directly with the student(s) themselves.
   3. Modeling
a. Consultants apply a strategy directly during an interaction with students as school staff watch.

4. Linkage
   a. Consultants help school staff identify and use resources that would address their specific needs.

C. Setting boundaries
   1. Be sure that school staff are clear on what you are and are not able to provide in the context of your role as a Bridges consultant.
      a. Be explicit upfront
         i. Clearly outline your role and time commitment as a consultant. Explain that your role is to be supportive and offer your expertise to help school staff better work with their students. Explain that you are available twice a month to fill this role—this amount of time should be enough to achieve identified goals but may not be enough for you to be the primary support during ongoing crisis situations. In the latter case, explain that you will help school staff access other resources.
   b. Build up a natural support system
      i. From the onset of consultation, help school staff identify and tap into a natural support system (e.g., other school staff, regional supports).
   c. Be straight forward and honest if you are becoming overwhelmed
      i. Let school staff know as soon as you feel that you cannot meet all of their needs through your specified role as a Bridges consultant.

D. Flexibility
   1. Each consultation meeting will be determined by the individual goals and needs of the school staff for whom consultation is being provided
   2. Consultation meetings may take the form of:
      a. Classroom work
         i. observation
         ii. intervention
      b. Meetings with individual school staff which may include:
         i. one or more members of training team
         ii. other school staff
   3. You are responsible for ensuring that you always provide some type of consultation activity bi-weekly (but the type of consultation activity is based on the judgment of the team and individual school staff)

E. School staff roles
   1. You will be working with teachers, school-based mental health professionals (MHPs) such as guidance counselors or social workers, and parent coordinators.
      a. For teachers, your goals are:
         i. to encourage school staff to reflect on and enhance their classroom practices
         ii. to increase classroom management skills, cultural competence and ethnic socialization
         iii. to identify students in need of services outside the classroom, such as counseling
iv. to help build a support network within the school that promotes evidence-based classroom management strategies, cultural competence and ethnic socialization

b. For MHPs, your goals are:
   i. to help to identify students in need of services outside the school, such as more intensive counseling or medication
   ii. to assist MHPs in their role as advocates (e.g., advocating for referrals/services, communicating with parents) for children with mental health problems
   iii. to encourage MHPs to reflect on and enhance their counseling practices
   iv. to increase the use of evidence-based treatment strategies for mental health problems, cultural competence and ethnic socialization
   v. to help build a support network within the school that promotes evidence-based classroom management strategies, cultural competence and ethnic socialization

c. For Parent Coordinators, your goals are:
   i. to increase cultural competence and parent involvement
   ii. to co-facilitate workshops for parents on ethnic socialization
   iii. to help build a support network within the school that promotes evidence-based classroom management strategies, cultural competence and ethnic socialization

   ♦ The overall goal is to promote the development of students’ behavioral, social and emotional skills.

III. CONFIDENTIALITY

   A. Guidelines for consultation team
      1. All discussions and activities that occur within the context of consultation are to remain private.
         a. Consultants are responsible for maintaining information private, regardless of the nature of that information. In other words, you may not discuss issues specific to a classroom, a teacher or any other school staff, a student or a family with persons outside of your consultation team in a way that reveals the identity of the school or anyone within it.
         b. Consultants will not share information specific to school staff with administrators from the school, unless it is school policy to do so or unless withholding information from administrators may reasonably be expected to have a significant negative impact on the work of that school staff person.
         c. Ethical and legal guidelines dictate exceptions to the principle of confidentiality. In the case that confidentiality must be broken (e.g., someone is at risk for being harmed or harming others), the NYU clinician—who has specific training on this issue—will be responsible for when, how and with whom private information is shared. If school staff is involved in the situation, the NYU clinician will defer to the school guidelines and procedures regarding confidentiality issues. Any discrepancies between school policies and clinician judgments will be discussed with all relevant persons (i.e., administrators, staff involved and the NYU clinician).
d. In any case that confidentiality must be broken, all relevant persons will be informed immediately and in full about the situation.

B. Guidelines for school staff
   1. School staff are asked to follow the guidelines of confidentiality.
      a. School staff are asked to maintain information about their students and the families of their students private. **No identifying information should be shared outside the context of consultation.**
      b. Ethical and legal guidelines dictate exceptions to the principle of confidentiality. In the case that confidentiality must be broken (e.g., someone is at risk for being harmed or harming others), school staff—who have specific training on this issue—will be responsible for when, how and with whom private information is shared. The NYU clinician and other consultants will participate in decision-making on this issue.

IV. ROLES & RESPONSIBILITIES
   A. Roles of Consulting Team Members
      1. Because each member of the consultation team has particular expertise that will benefit school staff and the other consultants, each consultant is viewed as equally important to the consulting process.
      2. The role of each consultant is to participate fully and offer his or her own personal and professional views and suggestions, as relevant to the issues being addressed.
      3. The consultation team should collectively work to identify and capitalize on the strengths of each consultation team member
   4. Specific roles:
      a. **NYU Clinician**
         i. offers perspective on community issues relevant to MH, CC, ES
         ii. takes the lead on mental health issues
         iii. supervises the consulting team
            ♦ facilitates logistical arrangements
            ♦ facilitates peer supervision for consultation team on issues related to the consultation
      b. **Community Rep**
         i. offers perspective on community issues relevant to MH, CC, ES
         ii. takes the lead on CC issues

B. Responsibilities of Consulting Team Members
   1. Each team member has the responsibility of:
      a. **Attendance** is expected at all consultation activities by every team member.
         i. Please contact the NYU consultant as soon as you become aware of any conflict in scheduling.
      b. **Timeliness** will ensure that the consulting team has the opportunity to check in and prepare for the day’s activities.
         i. Please be sure to arrive 15-30 minutes early, as agreed upon by your team, to any given activity.
      c. Please be sure to check in with your NYU team leader regarding any preparation that is needed for consulting activities. Preparation may include reading materials, obtaining information to pass along to a school staff member, ordering food, etc.
d. *Administrative duties* will include paperwork to track fidelity, integrity, etc.
   
i. Paperwork
   ♦ Attendance
   ♦ Satisfaction
   ♦ Integrity

2. Time commitment
   
a. All consultants will spend approximately 16 – 20 hours per month working with Bridges.
   
i. Bi-weekly, 45-minute individual consultation meetings with all 1st grade staff in the school
   ii. 1 hour monthly peer supervision for all 1st grade staff in the school
   iii. 1 hour monthly parent workshop for all 1st grade parents in the school
   iv. Weekly and monthly supervision and administrative meetings
TEACHER-SPECIFIC ACTIVITIES

V. PROCESS with TEACHERS (YEAR ONE)

A. Orientation Meeting

1. This initial consultation session is a 45-minute meeting in which consultants introduce the Bridges Consultation and discuss school staff strengths and concerns.

2. Describe the process

   a. "For the rest of the year, we will be following up with consultation so that we can continue to address issues of mental health, cultural competence and ethnic socialization. We'd like to support the work you do with your students by focusing on these areas. All of these meetings should be based on your priorities and goals within these areas. We want to offer you the support and resources you need to meet your goals. So we’re going to meet today (an introductory meeting) to talk about how things are going."

   b. A classroom visit "After today, we would like to visit your classroom to get a sense of how things are going for you. This time would help us to understand as much as possible about your work with the students. It will also help us to address your goals more effectively. How do you feel about having us make a classroom visit?"

   c. Feedback "After the visit, we would meet for a ‘Feedback Meeting.’ This would be an opportunity for us to discuss the strengths and challenges that we see in the classroom and how those fit into your goals. For example, one of your goals may be to help students during transitions. During the classroom visit, we would pay particular attention to issues of transition. Then we could share our observations and thoughts about transition time and ideas on how to make them easier during the Feedback Meeting. This would also be a time to discuss the goals that you would like to focus on during our consultation meetings."

   d. Consultation “Finally, following these 3 meetings, we will begin bi-weekly consultation sessions to work towards your goals. This would last through the end of the school year. These will be flexible so that we can make sure that we use this consultation time in a way that is most helpful to you. Do you have any questions about the structure?"

   e. "OK. So let’s focus today on how things are going in the classroom for you."

      i. If the teacher has difficulty beginning, offer the following open-ended prompts:

         ♦ "Tell me about your classroom experiences."
         ♦ "What's it like to be in your classroom on a typical day?"
         ♦ "Tell me about your experiences with other people with whom you work at school (parents, other staff, administrators)."
         ♦ "What is it like to balance your work here with your life outside of school?"

      ii. Keep the format conversational, using open-ended questions, reflective statements to encourage teacher(s) to reflect on their classroom strengths and concerns and evoke goals and plans/hopes for change.
iii. Remind school staff that everything they discuss and share with you during the CCI is maintained private and confidential.
   ✷ See section on confidentiality below.

iv. If school staff seem hesitant, uncomfortable or concerned with the consultation process, open up this discussion
   ✷ “Also, we would like to hear about any concerns you may have and hopes about what will come out of this process.”

B. The Classroom Snapshot Observation

1. Following the initial meeting with teachers, 2 of the 3 consultants will spend a 45-minute period observing the classroom (note that the observation is only done with teachers)
   a. Only 2 consultants will observe a given classroom to minimize the intrusiveness of the observation session
   b. Observations will be balanced across the community and parent representatives

2. The goals of this observation are:
   i. to observe the strengths and challenges as described by the teachers
   ii. to determine which behavioral strategies (covered during the Bridges Fall training) teachers are using in their classrooms and how effectively teachers are using them
   iii. to identify strengths and challenges related to issues of culture
   iv. to determine which ethnic socializations strategies are being used
   v. to formulate any additional goals, as relevant

3. Prior to entering the classroom, familiarize yourself with items on and areas captured by the Snapshot. It is recommended that you not bring the Snapshot form into the classroom and to instead take notes about what you see and hear. Then you may complete the snapshot immediately following your observation.

4. Schedule the observation for a time when the teacher is leading an activity (as opposed to a time when a cluster teacher is leading or the children are at lunch or gym).

5. When you enter the classroom, check in with the teacher, thank her for welcoming you and ask her if she has a preference for where you may sit so that you are out of the way. It may be useful to remind the teacher that you will be taking notes to remind yourself of the things you see.

6. Take enough notes to accurately describe the situation later.

7. Avoid or minimize interactions with the teacher and students. If you are approached, respond appropriately but feel free to remind teacher or students that, “I’m just here to watch so I am going to sit back here quietly.”

8. Confirm the time for a feedback session and thank the teacher before you leave.

C. The Feedback Session

1. Following the observation, consultants will spend a 45-minute session in which feedback from the observation is shared.

2. The feedback session should happen as soon as possible after the observation session (i.e., consultants should not wait the typical 2-week period between meetings).

3. The goals for the feedback session are:
   a. To establish the important relationship between MH EBT, CC, and ES and children’s success and well-being.
   b. To tailor feedback so it provides a balanced picture of the classroom, illustrating both strengths and challenges based on the teacher’s perceptions and the consultants’s perceptions.
i. If a teacher has only identified strengths and has not gotten to the point where they see or are ready to share challenges, consultants should share some of these challenges with teacher by "asking permission" to share what you have noticed in the classroom" in a way that maps on to the teacher's perspective.

c. To finalize goals. Remain mindful of how ready or open a teacher is to change. While the feedback session is more directive than the orientation meeting, it is still a collaborative method through which to elicit a classroom change plan from the teacher that feels acceptable.

d. To make a plan based on the highest priority goals.

4. Steps

a. Thank the teacher for inviting you into the classroom.
   i. “We appreciate that you shared your classroom time with us. In some ways, it is like inviting someone into your home and we feel grateful that we were welcome.”

b. Review the purpose of the classroom snapshot.
   i. “We wanted to spend time in your classroom in order to really understand how your classroom works and the strengths and challenges that are coming up this year.”

c. Give brief description of observation.
   i. “While we were there, you led circle time/a math lesson...”

d. Invite the teacher to share any thoughts about the observed session.
   i. “Do you have any thoughts from the time we spent in your class that you want to share?”
   ii. Then:
      ♦ “I think I understand your perspective on this. You said...”
      ♦ “I think I hear you saying....Does this capture what you are experiencing?”

e. Share feedback from the observation.
   i. Provide feedback on classroom strengths and challenges that combines validation of teacher’s perspective and may provide additional information on areas that need attention.
      ♦ “You have told us how you see the classroom, its strengths and challenges, and we have had the opportunity to visit your classroom, keeping what you have told us in mind. So we’d like to share some impressions with you.”
   ii. One of the most important responsibilities as a consultant is giving feedback to school staff in a way that is sensitive, respectful and helpful. When giving feedback, be sure to:
      ♦ Ask school staff for their perspective on the situation using open ended questions (i.e., avoid “did” questions) to get more information or for clarification. Be sure to understand the situation carefully from all perspectives.
      ♦ Listen carefully to school staff perspectives and reflect what they tell you
      ♦ Remember that school staff have a much better understanding of their classroom/counseling sessions than you do
避免评判性的信息表达，无论是通过你的陈述还是你的非语言暗示，比如语调。

- 基于你的个人和专业经验，给出建议和推荐。
- 明确具体地给出建议。
- 记住，你的建议可能不会被采纳——那是学校工作人员的特权。

iii. 结构反馈围绕每个目标区域（MH、CC、ES）。

iv. 在提供反馈时，应该识别并描述每个区域的强项，就像通过教师或自己的眼睛看到的。

v. 在提出一个强项后，可以接着提出一个挑战或担忧，这可能与老师分享的内容相重叠，但可能会引导教师在他们尚未考虑的方向。

- “我刚刚给你提供了很多信息。这符合你对情况的见解吗？你有任何想法或反应想谈谈吗？”

vi. 不要假设理解。选择能够引发信息的问题，这些信息将有助于您共同确定目标并选择对教师有益的改变选项。

vii. 确保监控教师对您提供的信息的反应。当合适时，请教师分享她的想法和反应，以便在整个反馈过程中。

f. 确定目标

i. 两人团队和咨询团队将共同确定以实现目标为目标的工作过程。选择目标应是一个协作过程，侧重于工作人员的优先级，同时考虑顾问的视角。目标应明确且现实，具有清晰的步骤和实现目标的时间表。

- 尽可能选择/优先考虑与工作人员观点和兴趣最一致且最有可能成功的强项。

- 任何紧急的目标都应优先考虑（例如，一个在教室中可能伤害自己或他人的孩子）。

ii. 确定至少一个目标在每个目标区域（MH、CC、ES）。

iii. 然后在目标列表中进行优先级排序。

iv. 对于每个步骤，保持协作的决策过程。记住，没有人会参与他们认为不重要或不同意的目标。

g. 制定计划

i. 确认最高的优先级目标。

- “让我来确认，这是你现在教室中最重要的一项吗？这是你要做的吗？”

ii. 如果有时间，建议教师可以轻松开始使用，否则，团队将在下次会议中积极开始朝着目标努力。
D. Ongoing Consultation

1. After the feedback, consultants will meet bi-weekly with school staff for 45-minute individual sessions.
2. Meetings will be guided by individual needs and goals
   a. Follow a flexible approach, using a structure and strategies that are best suited to the situation.

VI. PROCESS with TEACHERS (YEAR TWO)

Fall Activities: September – December

A. Observation and Feedback (Classroom set-up)

1. Building on the work that the consultation team began in Year 1, Year 2 begins immediately with an observation and feedback about the classroom environment (covered in the first training/PD day).
2. The observation is linked specifically to the Classroom Set-up Checklist (CE-7; pg.111 of this manual). The team should evaluate the classroom using this checklist and then provide feedback to the teacher based on the checklist.
3. For teachers whose classrooms have not implemented the Classroom Set-up strategies, up to 3 consultation sessions are offered in order to help her master the classroom set-up skills.
   a. Observation, feedback and consultation sessions should happen within the first month of school (i.e., by the end of September).

B. Observation and Feedback (Children at risk)

1. Following the focus on the classroom set-up, the consultation team will conduct an observation of the classroom with a focus on children who are at risk for mental health problems.
2. The observation is detailed in a Guide (see pg. 148). The team should evaluate the children in the classroom and then provide feedback to the teacher based on the checklist.
3. Importantly, the feedback session should also provide the teacher with an opportunity to discuss students she has identified as at risk for mental health problems, even if the consultation team did not identity those students in its observation. In other words, the feedback session should result in a comprehensive list, based on the observation and the teacher’s knowledge of her students, of children at risk for mental health problems.
   a. Observation and feedback should happen within the second month of school (i.e., by the end of October)

C. Consultation Meetings

1. (Behavior Plans for Children at risk)
   a. The first consultation meeting will focus on
      i. how to communicate with parents of children who are at risk for mental health problems.

   ♦ This consultation meeting must occur before the school’s scheduled Parent-Teacher Conference day (mid-November).
ii. developing detailed behavior plans for children at risk for mental health problems.

b. The second consultation meeting will follow up on the implementation of the behavior plans.

2. (Classroom set-up)
   a. The third consultation meeting, which may simply be an observation, will re-evaluate the classroom environment using the Classroom Set-up Checklist.
   b. For teachers whose classrooms are struggling with the Classroom Set-up strategies, 1 support session is offered in order to help her restructure her classroom. This support session entails consultation team members coming into the classroom with the teacher on a day that the students are not present and reorganizing/restructuring the classroom as needed.
      i. The consultation or observation session must happen before the Holiday Break. The support session will be offered during the Holiday Break, when the students are out of school (i.e., by the end of December).

Winter/Spring Activities: January – June

D. The Classroom Snapshot Observation
   1. Following the consultation activities of the Fall, the Winter activities will begin with a 45-minute observation of the classroom (note that the observation is only done with teachers)
   2. The goals of this observation are:
      i. to observe the strengths and challenges of teachers
      ii. to evaluate the effectiveness of behavioral plans for high-risk children
      iii. to determine which behavioral strategies (covered during the Bridges Fall training) teachers are using in their classrooms and how effectively teachers are using them
      iv. to identify strengths and challenges related to issues of culture
      v. to determine which ethnic socializations strategies are being used
      vi. to formulate any additional goals, as relevant
   3. Prior to entering the classroom, familiarize yourself with any behavioral plans the teacher has in place for her high-risk students, and items on and areas captured by the Snapshot. It is recommended that you not bring the Snapshot form into the classroom and to instead take notes about what you see and hear. Then you may complete the snapshot immediately following your observation.
   4. Schedule the observation for a time when the teacher is leading an activity (as opposed to a time when a cluster teacher is leading or the children are at lunch or gym).
   5. When you enter the classroom, check in with the teacher, thank her for welcoming you and ask her if she has a preference for where you may sit so that you are out of the way. It may be useful to remind the teacher that you will be taking notes to remind yourself of the things you see.
   6. Take enough notes to accurately describe the situation later.
   7. Avoid or minimize interactions with the teacher and students. If you are approached, respond appropriately but feel free to remind teacher or students that, “I’m just here to watch so I am going to sit back here quietly.”
   8. Confirm the time for a feedback session and thank the teacher before you leave.

Bridges Manual, p. 141
E. The Feedback Session

1. Following the observation, consultants will spend a 45-minute session in which feedback from the observation is shared.

2. The feedback session should happen as soon as possible after the observation session (i.e., consultants should not wait the typical 2-week period between meetings).

3. The **goals** for the feedback session are:
   a. To establish the important relationship between MH EBT, CC, and ES and children’s success and well-being.
   b. To tailor feedback so it provides a balanced picture of the classroom, illustrating both strengths and challenges based on the teacher’s perceptions and the consultants’s perceptions.
      i. If a teacher has only identified strengths and has not gotten to the point where they see or are ready to share challenges, consultants should share some of these challenges with teacher by "asking permission" to share what you have noticed in the classroom in a way that maps on to the teacher's perspective.
   c. To offer suggested modifications to the behavioral plans for high-risk students to maximize the chances of their success.
   d. To finalize goals. Remain mindful of how ready or open a teacher is to change. While the feedback session is more directive than the orientation meeting, it is still a collaborative method through which to elicit a classroom change plan from the teacher that feels acceptable.
   e. To make a plan based on the highest priority goals.

4. Steps
   a. Thank the teacher for inviting you into the classroom.
      i. "We appreciate that you shared your classroom time with us. In some ways, it is like inviting someone into your home and we feel grateful that we were welcome."
   b. Review the purpose of the classroom snapshot.
      i. "We wanted to spend time in your classroom in order to really understand how your classroom works and the strengths and challenges that are coming up this year. We particularly paid attention to how the behavior plan is working with [NAME of high-risk students]."
   c. Give brief description of observation.
      i. "While we were there, you led circle time/a math lesson..."
   d. Invite the teacher to share any thoughts about the observed session.
      i. "Do you have any thoughts from the time we spent in your class that you want to share?"
      ii. Then:
         ♦ "I think I understand your perspective on this. You said..."
         ♦ "I think I hear you saying....Does this capture what you are experiencing?"
   e. Share feedback from the observation.
      i. Provide feedback on classroom strengths and challenges that combines validation of teacher’s perspective and may provide additional information on areas that need attention.
         ♦ "You have told us how you see the classroom, its strengths and challenges, and we have had the opportunity to visit your classroom, keeping what you
ii. One of the most important responsibilities as a consultant is giving feedback to school staff in a way that is sensitive, respectful and helpful. When giving feedback, be sure to:

♦ Ask school staff for their perspective on the situation using open ended questions (i.e., avoid “did” questions) to get more information or for clarification. Be sure to understand the situation carefully from all perspectives.

♦ **Listen** carefully to school staff perspectives and **reflect** what they tell you

♦ Remember that school staff have a much better understanding of their classroom/counseling sessions than you do

♦ **Avoid judgmental** messages as expressed through your statements or your nonverbal cues like tone of voice, etc.

♦ Base your suggestions and recommendations on your personal and professional experience.

♦ **Be specific and clear** in giving suggestions. Remember that your suggestion may not be taken—that is school staffs’ prerogative.

iii. Structure the feedback around each target area (MH, CC, ES).

iv. In providing feedback, a strength should be identified and described for each area as seen through the eyes of the teacher or yourself.

v. After presenting a strength, you can then follow with a challenge or concern that overlaps with what teacher has shared but might nudge a teacher in a direction that they have not yet considered.

♦ “I've just given you a lot of information. Does this fit with how you are seeing things? Are you having any thoughts or reactions you’d like to talk about?”

vi. Do not assume understanding. Select questions that will elicit information that would help you together identify goals and select change options that will be helpful to the teacher.

vii. Be sure to monitor the teacher’s response to the information you are providing. When appropriate, ask the teacher to share her thoughts and reactions throughout the feedback process.

f. **“Tweak” the behavioral plans**

i. Share observations relevant to the behavioral plans being used in the classroom and elicit the teacher’s perspective on how they are working.

ii. Brainstorm with the teacher on how to improve the plan.

iii. Revise the plan in a way that incorporates your observations and respects the teacher’s perspective and reality.

g. **Identify any Additional Goals**

i. Both school staff and the consulting team will identify goals to work towards through the consultation process. Selecting goals should be a collaborative process that emphasizes the
priorities of school staff but also incorporates the perspective of the consultants. Goals should be specific and realistic, with clear steps and a timeline towards obtaining the goal.

- To the extent possible, select/prioritize goals that are most congruent with school staff views and interests and that will most likely lead to success.
- Any goal that is urgent should be prioritized (e.g., a child who is at risk for hurting himself or others in the classroom)

ii. Identify at least one goal in each target area (MH, CC, ES).

iii. Then prioritize among the list of goals.

iv. For each step, maintain a collaborative decision-making process. Remember that no one will work towards a goal that is not important to them or that they disagree with.

h. Make a plan
   i. Confirm what the highest priority goal is.
      - “So let me just confirm, is this the most important goal for your classroom right now? Is this what you want to do?”
   ii. If there is time to suggest a strategy that the teacher can easily begin to use, do so. Otherwise, the team will actively begin working towards the goals at the next meeting.
      - “So we will talk about some specific ways to work towards this goal the next time we meet. How do you feel about the timeline—is it reasonable to wait until our next meeting to do this or does it feel more urgent than that?”

F. Ongoing Consultation
   1. After the feedback, consultants will meet bi-weekly with school staff for 45-minute individual sessions.
   2. Meetings will be guided by individual needs and goals
      a. Follow a flexible approach, using a structure and strategies that are best suited to the situation.
MHP-SPECIFIC ACTIVITIES
VII.  PROCESS with MENTAL HEALTH PROFESSIONALS (ALL YEARS)
   A.  Orientation Meeting
      1.  This initial consultation session is a 45-minute meeting in which consultants introduce the Bridges Consultation and discuss school staff strengths and concerns.
      2.  Describe the process
         b.  "For the rest of the year, we will be following up with consultation so that we can continue to address issues of mental health, cultural competence and ethnic socialization. We’d like to support the work you do with your students by focusing on these areas. All of these meetings should be based on your priorities and goals within these areas. We want to offer you the support and resources you need to meet your goals. So we’re going to meet today (an introductory meeting) to talk about how things are going."
         c.  The MHPs Role Meeting "In our next meeting, we would like to meet to discuss your role as the MHP in the school, focusing on how you work with teachers, parents and administrators to meet the mental health needs of the students. In some cases, it may be helpful to talk about your caseload to get a sense of how things are going for you. This time would help us to understand as much as possible about your work with the students. It will also help us to address your goals more effectively. We would ask you to keep any identifying information confidential and to just describe your cases so that we get a sense of presenting problems and treatment plans, without knowing specifics about each child who you are working with. How do you feel about having this meeting?"
            i.  Planning  "We would end that meeting by discussing the challenges you experience as an MHP as related to your role as advocate and counselor for children with mental health needs. We would like to identify specific goals that we may be able to help you with in addressing these challenges. For example, specific goals may be to how to better help students who are aggressive or how to access services for children who have experienced trauma."
         d.  Consultation.  “Then, we will begin bi-weekly consultation sessions to work towards your goals. This would last through the end of the school year. These will be flexible so that we can make sure that we use this consultation time in a way that is most helpful to you. Do you have any questions about the structure?”
         e.  "OK. So let’s focus today on how things are going with in your role as the school’s MHP."
            i.  If the MHP has difficulty beginning, offer the following open-ended prompts:
                 ♦  "Tell me about your counseling experiences."
                 ♦  "What's it like to be in your office on a typical day?"
                 ♦  "Tell me about your experiences with other people with whom you work at school (parents, other staff, administrators)."
What is it like to balance your work here with your life outside of school?

Keep the format conversational, using open-ended questions, reflective statements to encourage MHP to reflect on their classroom strengths and concerns and evoke goals and plans/hopes for change.

Remind school staff that everything they discuss and share with you during the CCI is maintained private and confidential. See section on confidentiality below.

If school staff seem hesitant, uncomfortable or concerned with the consultation process, open up this discussion

Also, we would like to hear about any concerns you may have and hopes about what will come out of this process.

E. The MHPs Role Meeting

1. Following the initial meeting with MHPs, consultants will spend a 45-minute period talking about the MHP’s role and caseload.

2. The goals of this meeting are:
   i. to gain an understanding of how the MHP works with teachers to address mental health concerns in the classroom
   ii. to gain an understanding of the presenting problems the MHP is dealing with
   iii. to gain an understanding of the presenting problems that the MHP has experience dealing with
   iv. to gain an understanding of the types of EBT practices used by the MHP and how effectively MHPs are using them
   v. to gain an understanding of how the MHP facilitates the referral process for children who need an evaluation or services outside of the school
   vi. to identify strengths and challenges related to issues of culture
   vii. to determine which ethnic socializations strategies are being used
   viii. to formulate any additional goals, as relevant

3. Based on this discussion, wrap up the meeting with the following goals:
   a. Share feedback related to the MHP’s role as advocate for children who need support in the classroom, an evaluation or services outside the school
   b. Share feedback related to the MHP’s caseload, including:
      i. Presenting problems
      ii. Treatment planning
      iii. Treatment strategies
      iv. Barriers to providing more effective treatment
      v. Barriers to student progress
   c. To finalize goals. Remain mindful of how ready or open an MHP is to change. To make a plan based on the highest priority goals.

4. Steps
   a. Thank the MHP for sharing her work experiences with you.
      i. “We appreciate that you shared what your counseling experience is like. These are sensitive and sometimes emotional topics and we are grateful that you allowed us to hear about them.”
   b. Share feedback, covering each area as outlined above (1a).
      i. “Based on what you’ve shared with us, it seems…”

Bridges Manual, p. 146
ii. One of the most important responsibilities as a consultant is giving feedback to school staff in a way that is sensitive, respectful and helpful. When giving feedback, be sure to:
- Ask school staff for their perspective on the situation using open ended questions (i.e., avoid “did” questions) to get more information or for clarification. Be sure to understand the situation carefully from all perspectives.
- Listen carefully to school staff perspectives and reflect what they tell you.
- Remember that school staff have a much better understanding of their classroom/counseling sessions than you do.
- Avoid judgmental messages as expressed through your statements or your nonverbal cues like tone of voice, etc.
- Base your suggestions and recommendations on your personal and professional experience.
- Be specific and clear in giving suggestions. Remember that your suggestion may not be taken—that is school staff’s prerogative.

iii. Structure the feedback around each target area (MH, CC, ES).

iv. In providing feedback, a strength should be identified and described for each area as seen through the eyes of the teacher or yourself.

v. After presenting a strength, you can then follow with a challenge or concern that overlaps with what teacher has shared but might nudge a teacher in a direction that they have not yet considered.
- “I’ve just given you a lot of information. Does this fit with how you are seeing things? Are you having any thoughts or reactions you’d like to talk about?”

vi. Do not assume understanding. Select questions that will elicit information that would help you together identify goals and select change options that will be helpful to the teacher.

vii. Be sure to monitor school staff responses to the information you are providing. When appropriate, ask the MHP to share her thoughts and reactions throughout the feedback process.

c. Identify Goals
i. Both school staff and the consulting team will identify goals to work towards through the consultation process. Selecting goals should be a collaborative process that emphasizes the priorities of school staff but also incorporates the perspective of the consultants. Goals should be specific and realistic, with clear steps and a timeline towards obtaining the goal.
- To the extent possible, select/prioritize goals that are most congruent with school staff views and interests and that will most likely lead to success.
- Any goal that is urgent should be prioritized (e.g., a child who is at risk for hurting himself or others in the classroom).
ii. Then prioritize among the list of goals.
iii. For each step, maintain a collaborative decision-making process. Remember that no one will work towards a goal that is not important to them or that they disagree with.

   d. Make a plan
      i. Confirm what the highest priority goal is.
         ♦ “So let me just confirm, is this the most important goal for your work as an MHP right now? Is this what you want to do?”
      ii. If there is time to suggest a strategy that the MHP can easily begin to use, do so. Otherwise, the team will actively begin working towards the goals at the next meeting.
         ♦ “So we will talk about some specific ways to work towards this goal the next time we meet. How do you feel about the timeline—is it reasonable to wait until our next meeting to do this or does it feel more urgent than that?”

F. Ongoing Consultation
   1. After the feedback, consultants will meet bi-weekly with school staff for 45-minute individual sessions.
   2. Meetings will be guided by individual needs and goals
      a. Follow a flexible approach, using a structure and strategies that are best suited to the situation.
Bridges Mental Health Services Plan

Mental health needs of 1st grade students participating in Bridges are addressed by the teacher, school-based mental health professional (MHP) or an outside mental health agency, as appropriate. Please follow the guidelines below to track and refer students for mental health services.

1) IDENTIFYING NEEDS
   a) All 1st grade students are directly observed by the Bridges team. Moreover, individual mental health needs of all students are discussed through the bi-weekly Bridges consultation meetings.

2) PROVIDING SCHOOL-BASED SERVICES
   a) Based on the identification of needs, students are tracked into one of three groups:
      i) no currently identified mental health problems
      ii) subclinical mental health problems
      iii) mental health problems
   b) Students tracked into the latter two groups (2ii and 2iii) will be provided with services within and outside the school, as needed.
      i) Children with subclinical levels of mental health problems:
         (1) The mental health needs of children with subclinical problems will be addressed in the classroom by the teacher with support from the Bridges team. School-based MHPs will be involved in providing supportive services as needed.
         (a) SERVICE OPTIONS:
            (i) Classroom-based intervention
            (ii) Counseling by the school-based MHP
      ii) Children with clinical levels of mental health problems:
         (1) The needs of children with mental health problems will be addressed by the school-based MHP, in collaboration with the Bridges team and with the involvement of the teacher.
         (2) Parents of children with mental health problems will be brought in for treatment planning and implementation.
         (3) The need for services provided by an outside mental health agency will be determined based on consultation between: the parent, the school-based MHP, the teacher and the Bridges team.
         (4) SERVICE OPTIONS:
            (i) Classroom-based intervention
            (ii) Counseling by the school-based MHP
            (iii) School staff-Parent meetings
            (iv) Individual or family treatment provided by outside mental health agency

3) REFERRING TO OUTSIDE AGENCIES
   a) If a determination is made to refer a student for outside services, the team will collaboratively fill out a referral form.
   b) Based on the referral form, an appropriate outside agency will be identified using the Bridges Mental Health Resource Guide.
   c) The school-based MHP, with support from the Bridges team, will facilitate the referral by:
      i) Providing the parent with the referral information
ii) Problem-solving with the parent, as needed, to work towards follow through on the referral
iii) Providing information to the mental health agency, as needed
iv) Tracking assessment and treatment provided by outside agency
v) Assisting with coordination of assessment and treatment efforts at home, school and outside agency
Observation & Consultation Guide
Identifying at-risk students

This guide includes all information and documents needed to complete the October observation and consultation in preparation for November’s Professional Development day.

Time Line
1. Student Observations
   - NYU Clinician and Community Rep.
2. Debrief from Student Observations
   - NYU Clinician and Community Rep.
3. Consultation Meeting with Teacher
   - NYU Clinician and Community Rep.
4. Compilation of Observation Notes
   - NYU Clinician
5. Supervision
   - NYU Clinicians
6. Professional Development Day
   - NYU Clinicians, Community Reps. and Teachers

* All text in italics refers to first grade only.
1. Student Observations:

Goal:
- To take very liberal notes of all behaviors you see.
  - You have a very limited window of time in each classroom so we want to gather as much information as possible.

Discussion with teacher: (before or after observation)
- Let the teacher know that we will be following up with our observations at scheduled meeting.
- Schedule consultation meeting within one week of observation.

Tips:
- Ask teachers to identify their “hardest time of the day” and schedule observations during that time indicated.
- Remember we are not providing strategies!!!
- Refer to MH checklist (Appendix A) if helpful during observation.
- Provide additional comments during observation notes if you have previously observed a particular behavior, or if a teacher has asked you to specifically observe a student, and/or if a parent has expressed concerns about his/her child.

Documents needed:
- 3 copies of Observation Notes (Appendix B) per observer/per classroom
- MH Checklist (Appendix A)

2. Debrief from Student Observations:

Goals:
- To familiarize yourself with your own observation notes in preparation for follow-up consultation meeting with teacher/s.
- Identify students with behavioral and emotional needs only.
- Discuss observation notes with Community Rep.
- Collect observation notes from Community Rep.

Tips:
- Remember we are not focusing on children who solely have academic and learning problems.
- When discussing observation notes with Community Rep. add their impressions to your Observation Notes (Appendix B) sheet – to be used as a guide for your follow-up consultation with teachers.

3. Consultation Meeting with Teacher

Goals:
- As a follow up from PD day in August we are observing and consulting with teachers to help identify needs of kids who are displaying signs of emotional and behavioral problems. We are concerned with supporting the needs of students with acute needs as well as identifying children with milder symptoms to be proactive in preventing more severe behaviors from occurring.
- To ask teacher/s to identify the top 3 students they are concerned most about related to behavioral and emotional problems in the classroom.
- To have teacher/s provide a GAF score for each identified child
- Have teachers identify which student/s parents have expressed concern
- To share Consultant and Community Rep. observation notes
- To explain to the teacher/s that we are NOT focusing on children solely with academic and learning problems.

Discussion with Teacher:
Intro to teacher about consultation in general:

- Are you clear on how consultation is going to work this year?

“As we indicated during the first PD day in August, the goal of our consultation is to support you in meeting the needs of all of the children in your classroom, particularly those with mental health problems such as ADHD, ODD and ANXIETY. As mental health professionals, we hope to offer you strategies demonstrated to be effective in working with children with a variety of behavioral challenges. We are concerned with supporting the needs of students with acute needs, as well as identifying children with milder symptoms to be proactive in preventing more severe behaviors from occurring and having children mimic the negative behaviors of their peers. Today our focus on student observation in your classroom and at our next PD day (Nov 4th, for everyone except for Bukky), we will provide strategies to support these students.”

“Similar to last year, each month, we will be visiting your classroom for one class period and then meeting with you for one prep period in a collaborative effort to address the behavioral difficulties that students in your classroom may present. However, unlike last year, we’ll only be using one prep period each month.”

(End of meeting – reiterate that strategies are coming)

“Now that we have a list of your concerns and have shared our observations with you we are going to follow-up with strategies for supporting these students at our next PD Day.”

(Nov 4th for all except Bukky)

Tips:

- Utilize the Consultation Meeting Guide (Appendix D) and Consultation Notes (Appendix C)
  - Begin by asking teacher to focus on identifying his/her top 3 children with behavioral and emotional needs (not children who’s problems are solely based on academics or learning)
  - Be mindful of time and only get specific with teacher’s Top 3 students
  - Let each teacher describe behaviors for each child. Add your own (Clinician/Community Reps. personal observations for these children when you feel additional observations can add to understanding.
  - Do not wait until end of meeting to ask teachers to score all three (or more) students to avoid comparative scoring.

- Review what a GAF score is (Appendix E) with teachers and have them select a score for each child as they are discussed.

- DO NOT PROVIDE SUGGESTIONS AND/OR STRATEGIES FOR STUDENT BEHAVIOR ONLY DISCUSS OBSERVATIONS

Documents needed:

- 3 copies of Consultation Notes (Appendix C) per consultant/per classroom
- Your Observation Notes (Appendix B)
- Consultation Meeting Guide (Appendix D)
- MH Checklist (Appendix A) to use during meeting and leave with teacher
- Description of GAF (Appendix E)

4. Compilation

Goals:

- To compile all information collected during Observations and in Consultation Meeting onto Identified Student sheet (Appendix F)
- To be prepared to present at supervision meeting

Tips:
- No child should be on this list more than once.
- You most likely will not have GAF scores for all children.

Documents needed:
- Identified Student sheet (Appendix F)

5. Supervision

Goals:
- Discuss identified students
- Provide a final (consensus) GAF score for each identified student

Documents needed:
- Identified Student sheet (Appendix F)
- All observation and consultation notes

6. Professional Development Day
Appendix A.

Common Childhood Mental Health Problems
Please refer to this list to help identify emotional and behavioral problems in the classroom.

<table>
<thead>
<tr>
<th>Inattention</th>
<th>Important questions to consider when using this tool...</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ has difficulty sustaining attention in classrooms tasks or play activities, listening, and attending to detail</td>
<td></td>
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<tr>
<td>□ is easily distracted by extraneous stimuli</td>
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<tr>
<td>□ is forgetful</td>
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<tr>
<td>□ does not seem to listen when spoken to directly</td>
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<tr>
<td>□ does not follow through on instructions and fails to finish schoolwork (not due to oppositional behavior or failure to understand instructions)</td>
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<tr>
<td>□ has difficulty organizing tasks and activities</td>
<td></td>
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<tr>
<td>□ makes careless mistakes in schoolwork, work, or other activities</td>
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<tr>
<td>□ avoids, dislikes, or is reluctant to engage in tasks that require sustained mental effort (such as schoolwork or homework)</td>
<td></td>
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<tr>
<td>□ loses things necessary for tasks or activities (e.g., toys, school assignments, pencils, books, or tools)</td>
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<table>
<thead>
<tr>
<th>Impulsivity</th>
<th>Time of day?</th>
</tr>
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<tbody>
<tr>
<td>□ blurts out answers before teacher has finished asking a question</td>
<td></td>
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<tr>
<td>□ interrupts or intrudes on others</td>
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<tr>
<td>□ has difficulty awaiting his/her turn</td>
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</table>

<table>
<thead>
<tr>
<th>Hyperactivity</th>
<th>Frequency?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ seems to be in constant motion</td>
<td></td>
</tr>
<tr>
<td>□ fidgets or squirms</td>
<td></td>
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<tr>
<td>□ runs or climbs in classroom</td>
<td></td>
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<tr>
<td>□ talks excessively</td>
<td></td>
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<tr>
<td>□ is unable to remain seated in class despite clear instructions to do so</td>
<td></td>
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<tr>
<td>□ has difficulty playing or engaging in fun activities quietly</td>
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<tr>
<td>□ seems “driven by a motor” or is “often on the go”</td>
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<table>
<thead>
<tr>
<th>Defiance</th>
<th>Interfering with learning?</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ has frequent temper tantrums</td>
<td></td>
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<tr>
<td>□ argues with adults</td>
<td></td>
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<tr>
<td>□ argues with peers</td>
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<tr>
<td>□ is verbally aggressive</td>
<td></td>
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<tr>
<td>□ is physically aggressive</td>
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<tr>
<td>□ teases others</td>
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<tr>
<td>□ seems angry and resentful</td>
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<td>□ makes deliberate attempts to annoy or upset people</td>
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<td>□ blames others for his or her mistakes or misbehavior</td>
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<tr>
<td>□ is touchy or easily annoyed by others</td>
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<tr>
<td>□ is spiteful and vindictive</td>
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<tr>
<td>□ refuses to comply with adult requests and rules</td>
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<thead>
<tr>
<th>Anxiety</th>
<th>Level of Impairment?</th>
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<tbody>
<tr>
<td>□ misses a lot of school</td>
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<td>□ is “painfully” shy or withdrawn</td>
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<td>□ is tearful/irritable/sad for a significant portion of the day</td>
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<td>□ often complains of stomachaches or other physical symptoms</td>
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<td>□ is inconsolable after the parent leaves</td>
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<td>□ is extremely uncomfortable in interactions with teacher or classmates</td>
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<td>□ freezes when called upon in class</td>
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<tr>
<td>□ always appears to be alone even during times of group activities</td>
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<tr>
<td>□ often describes worries about something bad happening to him/her or his/her caregivers such as being lost or harm coming upon caregivers’</td>
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This list is not meant to be exhaustive, please note any other behaviors that are not included:
## Observation Notes

<table>
<thead>
<tr>
<th>Child’s Initials</th>
<th>NYU Clinician/Community Rep. Observations</th>
<th>Teacher GAF</th>
<th>Sources*</th>
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<tbody>
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* T = Teacher, P = Parent, C = Clinician/Community Rep (Can list all those agree but circle initial source of identification)
## Consultation Notes

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<th>Sources*</th>
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</tbody>
</table>

* T = Teacher, P = Parent, C = Clinician/Community Rep (Can list all those agree but circle initial source of identification)
Appendix D.

Consultation Meeting Guide
Meeting with teacher regarding at-risk students

Who in your class are you concerned about in terms of behavioral or emotional functioning, specifically related to ADHD, ODD and ANXIETY? Include in the list kids identified during the observation, even if not mentioned by teacher. Also include any kids that parents have identified (e.g., during P as P), even if teacher would not otherwise have listed them.

1. For each student, ask:
   a. What about this child’s functioning worries you?
   b. What specific behaviors have you seen in the classroom?
   c. In what ways do these behaviors impact how this child is doing in school?
   d. In what ways do these behaviors impact your classroom, other students’ learning?
   e. How long have these behaviors been going on in this school year?
   f. How often do you see these behaviors? How many days out of the school week will you see these behaviors? What times of the day, or during which activities, do you see these behaviors?
   g. What times of the day, or during which activities, does the child do well (i.e., tend not to exhibit these behaviors)?
   h. Is there anything that prevents this from happening? Has anyone else in the school gotten involved (guidance counselor, social worker, etc)?
   i. When is this child at his or her best?

History:
   i. (For K and 1st gr) Do you know anything about these behaviors from last year’s teacher?
   ii. If known: How does the parent view these behaviors? What did parent report during Parents as Partners meeting?
   iii. Has this child ever received services that you know of?

j. GAF rating – additional explanation/anchors

2. Review questions for:
   a. Children identified by teacher
   b. Children identified by parent
   c. Remaining children on clinician’s list not already identified by teacher/parent
Appendix E.  

Children's Global Assessment Scale

This is a measure for understanding a child’s level of functioning in 4 major domains: academic, social, behavioral, and daily routine. The measure asks you to consider whether or not a child exhibits symptoms in these areas. A symptom is a behavior or feeling that is concerning.

Please think about child’s behavior based on what you are able to observe during the school day. If possible, think about structured work time and unstructured time (center time, playground time, lunchtime). You should consider Academic performance (e.g., low grades, problems understanding concepts, inability to remember skills taught, special services, speech, resource room), Social functioning (e.g., gets along well with classmates, has friends, outgoing vs. introverted, "a loner"), Behavioral adjustment (e.g., follows rules, not aggressive, involved in after-school activities), and Daily Routine activities and experiences (e.g., major separation issues, troubled by hand washing rituals, excessive fears).

The measure consists of a scale from 1-100. We will be using only the “anchor” scores and the “middle” scores (scores ending in 0, 5, 1). So for example, in the first category, you would assign either a 100, a 95 or a 91.

Most children will start in the Good functioning range 90-81. For a child to be put in the Superior category (100-91) there needs to be something extra special. A child in the Good functioning range (90-81) will move down based on the presence of symptoms in any of the 4 domains of functioning (academic, social, behavioral, daily routine)

For example, things that may move a child down are crying every morning (after the first month of school), not having friends, not following classroom rules or routines, or being disorganized and messy.

100-91 Superior functioning in all areas
Example: This is a child who is an excellent student, helpful to other kids, very popular, confident, has "best" friends, participates in after-school activities or has a special talent and has no symptoms.

90-81 Good functioning in all areas
Example: This is a child who is an excellent student, follows rules, has several friends, and no symptoms, but doesn’t help other children in class, doesn’t raise his hand often, or doesn’t have any special interests or talents.

80-71 No more than slight impairment in functioning in all areas
Example: This is a child who does well academically overall but has some trouble with one subject. This child has friends but may get upset for a brief period if a friend is mean. This child occasionally talks to another child during class time but stops when asked. If something significant happens in this child’s life (birth of a sibling), he may be upset for a few days (whine more than usual) but then recovers.

70-61 Some difficulty in a single area but generally functioning pretty well
Example: This is a child who does well academically overall but has some trouble with one subject. This child has friends but may get upset for a brief period if a friend is mean. This child has some behavioral difficulties such as: talks to other children during class time, fidgets on the carpet, has trouble staying in his seat. This child is not defiant and stops a misbehavior when asked but you may need to remind him once a day or every other day.

60-51 Variable functioning with sporadic difficulties or symptoms in several but not all areas
Example: This is a child who may be slightly below grade level academically, has a few friends, and talks to other children during class time, gets out of seat when not supposed to, is fidgety on the carpet, has a hard time doing seat work without getting distracted, does not finish class assignments, and peers may tattle on him or avoid him. This child is not defiant but you may need to talk to him a few times a day and you may have spoken to the parent.

50-41 Moderate degree of interference in functioning in most social areas or severe impairment or functioning in one area,
Example: This is a child who is slightly below grade level academically, has a few friends, can do his school work but needs support from the teacher, talks to other children during class time, peers do not want to work or play with this child,
he gets out of seat when not supposed to, gets distracted easily, does not finish class assignments. This child has trouble re-attending when asked and you are constantly reminding this child of what to do and you have spoken to the parent many times.

40-31 Severe impairment in functioning in several areas and unable to function in one of these areas
Example: This is a child who is disturbed at home, at school, with peers, or in society at large, eg., persistent aggression without clear instigation; markedly withdrawn and isolated behavior. This child is likely to require special schooling and/or hospitalization or withdrawal from school (being in a special education classroom is this is not sufficient criterion for inclusion in this category)

30-21 Unable to function in almost all areas

20-11 Needs considerable supervision to prevent hurting others and self

10-1 Needs constant supervision (24 hr care)
### Identified Students

This table is to help you condense all information received during both observation and consultation. You will need to prepare one of these sheets for each classroom you visit.

<table>
<thead>
<tr>
<th>Child’s Initials</th>
<th>Teacher GAF Rating</th>
<th>NYU C/ CR GAF Rating</th>
<th>Supervision GAF</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teacher’s 3:</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
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<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
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</tr>
<tr>
<td><strong>Parent Concerns</strong> — if not mentioned above</td>
<td></td>
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<tr>
<td><strong>NYU Clinician Concerns</strong> — if not mentioned above</td>
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</tr>
<tr>
<td><strong>Community Rep concerns</strong> — if not mentioned above</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

Bridges Manual, p. 161
FOR YOUR REFERENCE

Incorporate the Use of Motivational Interviewing in Consultation

- Build school staff’s motivation for change by recognizing disadvantages of certain practices for managing children’s behaviors and identifying the potential advantages of change.
- A collaborative not a prescriptive approach ("take what you want and leave the rest").
- MI is a process of shared decision-making, exploration and compromise between the school staff and consultants.
- The consultant’s role is to evoke the school staff’s own intrinsic motivation and resources for change.
- Honors and respects the school staff’s experience, skill and individual autonomy to choose different approaches.
- An optimistic approach that acknowledges that all school staff possess a powerful potential for change. The consultant’s role is to release that potential and facilitate the natural change process.
- MI in schools is about helping school staff move beyond ambivalence that may keep them stuck, disengaged or using ineffective practices.
- Ambivalence is an expected and natural part of the dilemma and process of change. (And rolling with rather than against resistance increases the potential for change).

Building intrinsic motivation for change: Strategies for Phase 1

- The following strategies are particularly helpful when you are building motivation for change ("Phase 1 of the MI process"). Generally, this is the approach that should be used in the pre-consultation/orientation meeting and subsequent meetings if teacher has not yet made a commitment to change. This process may take longer with some teachers than others.

5 methods

- Using OARS (Miller, 2002)
  1. Asking Open questions
  2. Affirming statements
  3. Reflecting statements
  4. Summarizing statements
  5. Evoking change talk

1. Asking Open Questions
   - This is the earliest phase of the motivational interviewing and the goals are to establish an atmosphere of acceptance and trust within which teachers can openly explore their concerns.
   - This means that teachers should do most of the talking at this stage.
   - When effective MI sessions are analyzed, they find that clients do over 50% of the talking.
   - Remember: The process of MI involves helping people openly explore their own experience, including ambivalence.
   - Ask open-ended questions to encourage exploration. For example, "Tell me what do you see as classroom strengths? Tell me what do you see as classroom challenges?" "Do you have any concerns about the current classroom situation that you would like addressed? Can you tell me about them?"
   - Avoid asking more than 3 questions in a row.
2. Affirming
   
   • If teachers agree to participate in the check-in process, affirm and support their decision.
   • Notice and affirm teachers' efforts and strengths.
     For example, "I know how little time you have and how much of your time you have already devoted to ParentCorps and working to help parents of preschoolers."
     "It's clear how committed you are to helping your students' learn"
     "If I were in the same position, I would feel stressed too."
     "I appreciate the opportunity to get to know you better, understand how your goals and values shape your classroom practices and your hopes for the students with whom you work each day."

3. Listening reflectively
   
   • This involves hearing what teacher(s) are saying and reflecting back a reasonable guess about what they really mean. "Reflective listening is a way of checking, rather than assuming that you already know what is meant. (Miller, 2002)"
   • Understate rather than overstate what teacher has offered, especially when emotional content is involved. Overstating may lead to resistance in teachers. For example,
     
     Overstating
     Teacher: I just don't like how the Assistant Principal talks about my classroom.
     CONSULTANT: You're really angry with the AP.
     Teacher: No, not angry really. She is the AP, after all.
     
     Understating
     Teacher: I just don't like how the AP talks about my classroom.
     CONSULTANT: You feel a bit frustrated with your AP.
     Teacher: Yes, it just irritates me how she is always correcting me.
   
   • Make an exploring statement that is not a roadblock (i.e., when you respond as "an expert", imply a one up relationship or that you know best) but is, rather, a guess about what the teacher means. Rather than repeating back what is said, your reflections will move the teacher forward, as if you were offering the next sentence of a paragraph in the form of a statement. For example,
     
     Teacher: "We have tried everything you suggested in my morning class and nothing works. I think these boys are beyond help."
     CONSULTANT: "And that concerns you."
     Teacher: "Of course, it concerns me. I feel like I should be able to do something and wonder if there is anything I could be doing. But I am fed up! It's terrible for me and the other children in the classroom! I don't feel like coming to work in the morning"
     CONSULTANT: "You wonder if there is something else you might be able to try to help these boys."
     Teacher: "I guess so. But I'm not sure I could take having it not work again."
CONSULTANT: So if I understand you so far, you think these boys are out of control, it is affecting what the classroom is like for you and the other children, but you are not sure what you can do about it or if you want to give up. What else?
Teacher: It doesn't make much sense does it?
CONSULTANT: I can see how it would be difficult to figure out what to do at this point.

- Avoiding roadblocks. Here are some types of responses that may roadblock your initial interview and are not considered reflective listening (from Gordon, 1970 cited by Miller, 2002):
  a. Ordering
  b. Cautioning
  c. Taking sides
  d. Giving advice, providing solutions
  e. Persuading with logic, arguing, lecturing
  f. Telling teachers what to do
  g. Disagreeing, judging, criticizing
  h. Agreeing, approving, praising
  i. Shaming, labeling
  j. Interpreting, analyzing
  k. Reassuring, sympathizing or consoling
  l. Questioning or probing
  m. Withdrawing, distracting, humorizing or changing the subject

4. Summarizing
- Use summary statements to link together and reinforce material that has been discussed.
- Periodic summaries reinforce what has been said, show that you have been listening carefully, and prepare teachers to elaborate further.
- They also allow teacher(s) to hear their own change talk.
- Three kinds of summaries are useful:
  
  A. Collecting - used during the process of exploration, to collect change talk and invite the teacher(s) to keep going.
     For example, CONSULTANT: So if I understand you so far, you think these boys are out of control, it is affecting what the classroom is like for you and the other children, but you are not sure what you can do about it or if you want to give up. What else?
  
  B. Linking - to encourage teacher(s) to examine reasons to change and reasons to keep things the same. A way to clarify ambivalence. Better to use "and" rather than "but". Both linking and collecting summaries should encourage the flow of conversation.
     For example, "It sounds like you could go in two different directions. On the one hand you would like to try to help these boys. And on the other hand you have had it and feel like giving up."

  C. Using transitional summaries - marks shift from one focus to another. Using a collaborative tone, can be used to wrap up a meeting, pulling together what has happened so far or as a transition from the pre-consultation meeting to the feedback
meeting. When beginning a transitional summary it can be helpful to use a prefacing statement that announces what is to follow. For example, "Our time is running out, and I would like to pull together what you've said so far, so we can see where we are and where we are going. Let me know if I missed anything important that we've covered."

5. Evoking change talk
   • If teachers are ready, change talk may be elicited during the pre-consultation meeting.
   • Developing discrepancy/amplifying ambivalence - the first step in making changes often involves becoming ambivalent about present circumstances. The CONSULTANT identifies and intensifies the discrepancy between the present situation and the desired future.
   • Ask open-ended motivational questions
     o Illuminate disadvantages of the status quo (encourage predictions of the future) For example, "What worries you about the current classroom situation?"
     Or, "If things continue in this way, what's the worst thing that could happen?"
     o Encourage thinking about the advantages of change For example, "How would you like things to be different in the classroom?"
     o Help teachers believe that they can make changes (optimism about change) For example, "What do you think would work for you, if you decided to make changes in the classroom? Who could offer you helpful support in making this change?"
     o Help teachers develop a rationale for change (intention to change) For example, "I can see that you are feeling stuck at the moment. What's going to have to change?" "Don't worry about the how for now - what do you want to happen?"
       • Looking forward/affirming change talk "If you decide to use time out consistently, what do you hope will be different in the future? What might be the best results you could imagine?"

**Strengthening commitment to change: Transitioning to MI Phase 2 (Feedback-Consultation)**

- When teachers begin to show signs that they are ready to consider other options for their classrooms, the window for Phase 2 MI opens up.
- This moment may be more likely to occur during the CCI Feedback session and this will be your signal to shift your approach from reflective listening to collaborating on a change plan.
- While you will shift approaches, be aware of those moments when you need to return to Phase 1 techniques to manage residual resistance. This is important because change is often a process full of twists and turns filled with moments of doubt and uncertainty.
- Be on the look out for signs of readiness for change:

**You will see less:** Resistance; Focus on the problems
**And more:** Resolve; Change talk; Questions about how to make changes; Predictions about how things might be different after change; Experimentation

**Phase 2 Perils: Trying to close the deal too quickly**
- Underestimating ambivalence -- Remember, ambivalence does not evaporate when the change process begins.
- Over prescribing -- Be careful, don't prescribe or impose a plan, e.g., "Now that you're ready to change, here's what you need to do."
- Insufficient direction -- At this point, you must provide a menu of alternatives. Reflective listening is not enough.
A successful consultation session is one in which school staff feel open to a) talking about teaching/counseling in an honest and reflective way and b) learning to do things differently. To help achieve this, consultation sessions rely on a collaborative process between parents and leaders. Sessions are interactive and school staff are encouraged to share their views, ask questions, practice skills, and challenge what the consultants say.

Below are several specific clinical tools that have proven particularly useful for working with school staff, especially during “Challenge” scenarios.

1. **Reframe**: When school staff say something negative, find a way to rephrase what they said in the positive.

   SCHOOL STAFF “I don’t know. I think that Joshua would really take advantage of this star chart thing and I would have to bribe him for everything. He would want a reward for everything he did.”

   CONSULTANT “That’s actually a great sign! It sounds like Joshua is so responsive to your attention and the treats that you give him for behaving well, that you can really use the star chart to help him learn all the skills that are important to you, like completing his classwork on time.”

2. **Normalize**: Help school staff recognize that their experiences as teachers/counselors are normal and probably common.

   CONSULTANT “It sounds like your class really pushed you to the point where you felt like you were going to lose it. I am willing to bet that every teacher has felt that way at some point or another; should we take a poll?!?”

   - Be careful to distinguish between normalizing feelings (almost any emotional experience should be normalized) versus behaviors (you don’t want to normalize negative behaviors)

   CONSULTANT “So when you felt like he pushed you to that point of no return, you screamed at him. I think all teachers can all understand how angry you must have felt with him. Let’s talk about what to do when you feel that much anger.”

3. **Draw on participants’ experiences growing up/being in school**: As adults, we don’t always think back to the emotional experience of being a child. Having consideration or empathy for a child’s experiences can help school staff to make better choices for their students.
CONSULTANT “So I sense that you are not convinced that it’s important to praise your students. So let’s talk about it some more. Think back to when you were a kid: did adults who were important to you, like your parents or your teachers, praise you? What did that mean for you (whether they did or didn’t)?”

4. **Tap into the emotional experience of school staff’s choices:** Most school staff feel good when they use positive techniques like positive reinforcement, while most school staff feel bad when they use negative and harsh techniques like yelling or spanking. Help parents realize the impact that their parenting choices have on them emotionally.

CONSULTANT “That’s fabulous that you spent one-on-one time playing with your student who is usually acting out. How did that make you feel?”

CONSULTANT “So how did you feel after you yelled at your class?”

5. **Ask, “So how is that working?”** At times, school staff use a technique without considering whether it is working. In evaluating the long-term effect of the technique, school staff may realize that some techniques are actually working against their goals for their students.

LEADER “How does your class respond when you yell?”
PARENT “They settle down immediately.”
LEADER “So they are behaving better now that they know that otherwise you will yell at them?”
PARENT “Well, no. They still get loud and out of control.”
LEADER “So yelling works really well, but only to make your class settle down then and there. It doesn’t seem to work to help them learn to behave the next time. By using a different discipline approach, I wonder if you can help them learn to behave then and there but also help them behave more often.”

6. **Never insist:** the job of a consultant is to present information, teach skills, and discuss the reasons that those skills are a good choice for school staff, but never to insist that school staff use one technique over another. First, you’ll create a negative dynamic with school staff and secondly, it won’t work anyway. Ultimately, it is the right and the responsibility of the individual school staff to make her own choices.
TEACHER “I hear what you’re saying and I agree in some ways, but sometimes you just have to give a kid a good yelling to get him to listen. Especially with the horrible class I have this year.”
CONSULTANT “You definitely know your class better than anyone else and you know best what works with him and what doesn’t. Now you also know about some other strategies in case you ever decide that something besides yelling might work best for you.”

7. Know when to back down: If a school staff is insistent about something and is not responding meaningfully to your questions, it is time to back down and move on.

TEACHER “I tried time out exactly like you told me to and it just doesn’t work with this student.”
CONSULTANT “Let’s figure out what went wrong. Talk me through how things went.”
TEACHER “Everything went wrong. It just doesn’t work.”
CONSULTANT “What exactly went wrong?”
TEACHER “I told you, everything. Time out has never worked with that child. She’s too smart for it. It won’t work.”
CONSULTANT “OK, I appreciate how hard time out must have been for you. If you’d like to talk more about whether this is the right discipline strategy for you, let me know and we’ll discuss it further.”

8. Use humor: Humor works to break the ice, relieve tension, end a difficult interaction, and makes school staff feel relaxed (and even entertained). Be careful not to use humor when school staff is trying to communicate the seriousness of a situation or when she just needs sympathy. But in general, humor is always a great tool.

CONSULTANT “We may have to practice time out with you if keep forgetting to do your homework!”
CONSULTANT “You definitely earn a treat for using ignoring the way you did with your student this past week!”
CONSULTANT “You get the prize for being the most likely to question what I say today!”

Bridges Manual, p. 169
BRIDGES

CONSULTATION

PAPERWORK
## School Staff: Strengths and Challenges

Date: ________ School staff: ________ School: ___________ Consultants: ____________

*Please note for each target area: What are some important strengths of this classroom and what are some challenges that still need to be addressed?*

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Challenges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental health</td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td></td>
</tr>
<tr>
<td>Ethnic Socialization</td>
<td></td>
</tr>
</tbody>
</table>
Bridges Consultation Checklist: Classroom observation

| Date:________ | School staff:________ | School:________ | Consultants: __________________ |

*Note how much you observe each behavior by rating it from “Not at All” (1) to “Very Much” (5).*

1. Talks to students about taking pride in their culture. 
   - Rating: 1 2 3 4 5

2. Talks to students about how important it is to know about their ethnic/cultural backgrounds.
   - Rating: 1 2 3 4 5

3. Encourages students to respect the cultural values and beliefs of their ethnic/cultural background.
   - Rating: 1 2 3 4 5

4. Teaches students about the history of their ethnic/cultural backgrounds.
   - Rating: 1 2 3 4 5

5. Talks to students about different skin colors and hair types.
   - Rating: 1 2 3 4 5

6. Talks to students about issues of discrimination.
   - Rating: 1 2 3 4 5

7. Teaches students about how to get along with people from different cultures.
   - Rating: 1 2 3 4 5

8. Talks to students about the language of their grandparents.
   - Rating: 1 2 3 4 5

9. Celebrates holidays that are specific to the ethnic/cultural background of the students.
   - Rating: 1 2 3 4 5

10. Classroom is decorated with things that reflect different ethnic/cultural backgrounds.
    - Rating: 1 2 3 4 5

11. Assigns projects that help students understand different cultures.
    - Rating: 1 2 3 4 5

12. Takes students on field trips or to special events that celebrate their different ethnic/cultural backgrounds.
    - Rating: 1 2 3 4 5

13. Lesson plans reflect awareness of the ethnicity/culture of students.
    - Rating: 1 2 3 4 5

14. Reads students books/classroom has books that have characters from their ethnic/cultural backgrounds.
    - Rating: 1 2 3 4 5

15. Plays music sung or played by artists from different ethnic/cultural backgrounds.
    - Rating: 1 2 3 4 5

16. Uses textbooks that represent people of color.
    - Rating: 1 2 3 4 5

17. Shows students videos that have characters from their ethnic/cultural backgrounds.
    - Rating: 1 2 3 4 5

18. Classroom has toys, such as dolls or dress up clothes, that reflect different ethnic/cultural backgrounds.
    - Rating: 1 2 3 4 5

Describe in detail any examples you observed of ethnic socialization:

Describe any missed opportunities for ethnic socialization:
Rate how often you observe the following techniques for managing children’s behavior.

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Rarely/ Never</th>
<th>Sometimes</th>
<th>Half the time</th>
<th>Often</th>
<th>Very Often</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Comment on good behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>2. Reward good behavior with incentives (e.g., stickers).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>3. Praise good behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>4. Use Time Out (Time Away) for destructive behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>5. Use physical restraint.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>6. Use in-house suspension (send to principal’s office for misbehavior).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>7. Warn or threaten to send child out of classroom if s/he doesn’t behave.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>8. Send child home for misbehavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>9. Ignore misbehavior that is not disruptive to class.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>10. Use verbal redirection for child who is disengaged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>11. Use problem-solving strategy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>12. Use anger management strategy.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>13. Prepare children for transitions.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>14. Use group incentives.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>15. Use special privileges (e.g., special helper, extra computer time).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>16. Set up individual incentive program (e.g., stickers, prizes, star chart).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>17. Give clear positively-stated directions and commands.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>18. Warn of consequences for misbehavior (e.g., loss of privileges).</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>19. Use clear classroom discipline plan.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rarely/ Never</td>
<td>Sometimes</td>
<td>Half the time</td>
<td>Often</td>
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<tr>
<td>20.</td>
<td>Label (describe) children’s feelings (positive or negative).</td>
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<td></td>
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</tr>
<tr>
<td>21.</td>
<td>Use nonverbal signals to redirect child who is disengaged.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>22.</td>
<td>Use warning system for bad behavior.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>23.</td>
<td>Children approach the teacher for support and guidance (see teacher as a source of support/a secure base)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>24.</td>
<td>Demonstrates respect towards students (close physical proximity and making eye contact when speaking to them, saying please/thank you/you’re welcome, calls on students by using their name)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>25.</td>
<td>Tries to be available, sensitive and engaging to children (does not ignore students’ overtures, is not dismissive, notices when students need extra support or assistance academically or emotionally, is sensitive to students’ needs and abilities by pacing activities appropriately and anticipates areas where students may have difficulties)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>26.</td>
<td>Lack of regard for students perspective and autonomy (teacher is rigid, inflexible, and controlling, does not let students talk or share ideas, provides students few choices/options or opportunities for control and freedom, classroom is heavily regimented)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>27.</td>
<td>Uses scaffolding to promote learning (focuses on the process of learning, asks open-ended questions, encourages discussions and problem solving/brainstorming, links activity to real life or previous concepts/activities, provides hints)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>28.</td>
<td>Overall classroom climate is positive (positive tone, warm supportive relations, sense of connection, positive affect/laughter/smiling)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>29.</td>
<td>Overall classroom climate is negative (instances of yelling, making threats, displays of irritability or anger, use of sarcasm or derogatory remarks, humiliating students)</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
</tbody>
</table>

Describe any other approaches to behavior management that you observed:
Describe any issues related to culture, race or ethnicity that came up during your observation:
The Feedback Session: Classroom Strengths & Challenges

Date: __________ School staff: _______ School: __________ Consultants: __________________

*Based on your observation, briefly outline the points you want to make in each target content area. Use it to guide your discussion during the feedback session.*

<table>
<thead>
<tr>
<th>Areas:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td></td>
</tr>
<tr>
<td>Ethnic Socialization</td>
<td></td>
</tr>
</tbody>
</table>
BRIDGES CONSULTATION GOAL SETTING

Outline at least one specific, clear and realistic goal for each content area.

<table>
<thead>
<tr>
<th>Areas</th>
<th>GOALS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental Health</td>
<td></td>
</tr>
<tr>
<td>Cultural Competence</td>
<td></td>
</tr>
<tr>
<td>Ethnic Socialization</td>
<td></td>
</tr>
</tbody>
</table>

Date:_________ School staff:_______ School:_________ Consultants: ___________________
BRIDGES CONSULTATION ACTION PLAN

Date:_________ School staff:______ School:_________ Consultants:_________________

For each goal, track your progress on this form.

GOAL:________________________________________________________________________
_________________________________________________________________________________

Consultation Strategies used (check all that apply):
☐ Problem-solving
☐ Modeling
☐ Coaching
☐ Linkage

Behavior Management Strategies used (check all that apply):
☐ Establishing rules & routines
☐ Facilitating transitions between activities
☐ Giving positive attention (PRIDE)
☐ Using positive reinforcement
☐ Using star charts
☐ Using ignoring
☐ Giving effective commands
☐ Using time out

Cultural Competence Strategies used (check all that apply):
☐ Awareness of all students’ cultural background (knowledge of classroom cultural make up)
☐ Knowledge of cultural groups (beliefs, customs, differences)
☐ Recognizing strengths of students from different cultural groups
☐ Awareness of risk factors that may affect students from different cultural groups
☐ Adapting teaching style to connect with students from different cultural groups
☐ Awareness of one’s own nonverbal forms of communication

Ethnic Socialization Strategies used (check all that apply):
☐ Incorporating students’ cultures into lesson plans (presenting different perspectives, discussing the history of students’ cultural backgrounds)
☐ Taking students on field trips that celebrate their cultural backgrounds
☐ Using culturally specific teaching material (textbooks, books, songs, videos)
☐ Decorating classroom to reflect various cultures (posters, sayings, dolls)
☐ Celebrating holidays specific to students’ cultures

☐ Assigning projects that help students learn more about their own culture
☐ Discussing the different languages students may speak
☐ Discussing different colors and skin types
☐ Other_____________________
☐ Other_____________________

Date the goal was identified:_____________________

Date the goal was considered met:_________________
Utilization of Services (US)

School Year: __________  CONSULTANTS: ___________________________________________ School: ________  Teacher: __________

Please fill out this form to record each consultation meeting.

<table>
<thead>
<tr>
<th>Date</th>
<th>Consultation Activity</th>
<th>Materials provided? If yes, attach</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td></td>
<td></td>
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<tr>
<td>6.</td>
<td></td>
<td></td>
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<tr>
<td>7.</td>
<td></td>
<td></td>
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<tr>
<td>8.</td>
<td></td>
<td></td>
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<tr>
<td>9.</td>
<td></td>
<td></td>
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<tr>
<td>10.</td>
<td></td>
<td></td>
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<tr>
<td>11.</td>
<td></td>
<td></td>
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<tr>
<td>12.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>13.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**BRIDGES CONSULTANT ACTIVITIES**

CONSULTANT: ___________________________ School Year: _________ School: ________

*Please fill out this form to record all your activity related to Bridges consultation and parent workshops.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Hours</th>
<th>Consultation Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Met with teacher</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Met with MHP</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Met with Parent Coordinator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Spent time in classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recruitment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent workshop</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consultant team meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
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<td></td>
<td></td>
<td>Other</td>
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<td>Other</td>
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<td></td>
<td>Other</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

Bridges Manual, p. 181
PC/Bridges Student Tracking Form

School: _____________________  Classroom: _______________________

Clinician: ____________________

For any child with subclinical or clinical needs (GAF <65), check off any service received by that student.

<table>
<thead>
<tr>
<th>Student ID</th>
<th>Subclinical needs</th>
<th>Clinical needs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Classroom-based support</td>
<td>Classroom-based support</td>
</tr>
<tr>
<td></td>
<td>School-based MH services</td>
<td>School-based MH services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside referral*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Removed from school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>Classroom-based support</td>
<td>Classroom-based support</td>
</tr>
<tr>
<td></td>
<td>School-based MH services</td>
<td>School-based MH services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside referral*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Removed from school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>Classroom-based support</td>
<td>Classroom-based support</td>
</tr>
<tr>
<td></td>
<td>School-based MH services</td>
<td>School-based MH services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside referral*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Removed from school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td></td>
<td>Classroom-based support</td>
<td>Classroom-based support</td>
</tr>
<tr>
<td></td>
<td>School-based MH services</td>
<td>School-based MH services</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parent Meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outside referral*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Removed from school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Other:</td>
</tr>
</tbody>
</table>

*Complete referral form.
### Bridges Referral Form

<table>
<thead>
<tr>
<th><strong>Student ID</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Presenting Problem</strong></td>
<td></td>
</tr>
</tbody>
</table>

| **Date of onset** |  |

| **Parent meeting held?** | □ Yes, Date_______________________ |
| □ No.  Reason: ______________________ |

| **Specific considerations for referral agency selection** | □ Financial: |
| □ Location: | □ Cultural match: |
| □ Language: | □ Other: |
| □ Other: |  |

| **Identified agency of referral (Name, contact info)** |  |
| **Name:** |  |
| **Address:** |  |
| **Phone #:** |  |
| **Contact person:** |  |

| **Evaluation scheduled?** | □ Yes, Date_______________________ |
| □ No.  Reason: ______________________ |

| **Evaluation completed?** | □ Yes, Date_______________________ |
| □ No.  Reason: ______________________ |

| **Services offered?** | □ No.  Reason: ______________________ |
| □ Yes, accepted | □ Yes, declined |

__________________________________________  _______________________________________
School Staff Signature  Parent Signature

Bridges Manual, p. 183
# Your Experience with Bridges Consultation

**Instructions:** The following questions are about your experience with the Bridges Consultation meetings you have had this year. When you have completed this form please, send back in the attached addressed and stamped envelope.

Please mark how much you agree or disagree with each of the following statements:

<table>
<thead>
<tr>
<th></th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Somewhat Agree</th>
<th>Not Sure</th>
<th>Somewhat Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>Not Available</th>
</tr>
</thead>
<tbody>
<tr>
<td>I found Consultation to be useful.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I enjoyed the Consultation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I learned new strategies for mental health problems.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I learned ways to increase my cultural competence.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I learned new strategies for ethnic socialization.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I used the strategies that we discussed during the Consultation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I feel that the Bridges team understands my perspective on the classroom and the school.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I feel like I am a better teacher after participating in the Consultation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I feel that my classroom improved as a result of the Consultation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I enjoy my work with children more.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
<tr>
<td>I believe that children in my classroom are doing better because of the changes that I made during the Consultation.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>NA</td>
</tr>
</tbody>
</table>

Comments about the Consultation:

_________________________________________________________________

_________________________________________________________________

Thank you for answering these questions. We appreciate your feedback!