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The School Social Work Sourcebook

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The School Services Sourcebook

A Guide for Social Workers, Counselors, and Mental Health Professionals

Edited by

Cynthia Franklin

Mary Beth Harris

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OXFORD
UNIVERSITY PRESS
2006

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OXFORD
UNIVERSITY PRESS

Oxford University Press, Inc., publishes works that further
Oxford University's objective of excellence
in research, scholarship, and education.

Oxford New York
Auckland Cape Town Dar es Salaam Hong Kong Karachi
Kuala Lumpur Madrid Melbourne Mexico City Nairobi
New Delhi Shanghai Taipei Toronto

With offices in
Argentina Austria Brazil Chile Czech Republic France Greece
Guatemala Hungary Italy Japan Poland Portugal Singapore
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Published by Oxford University Press, Inc.
198 Madison Avenue, New York, New York 10016

www.oup.com

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Library of Congress Cataloging-in-Publication Data
The school services sourcebook : a guide for social workers, counselors, and mental health
professionals / [edited by] Cynthia Franklin, Mary Beth Harris, Paula Allen-Meares.
p. cm.
Summary: "A compendium of information for school-based social workers, counselors, and other
mental health professionals. Chapters include step-by-step, evidence-based interventions for a variety
of psychosocial and physical problems, as well as guidance for working with school organizations and
communities"—Provided by publisher.
Includes bibliographical references and index.
ISBN-13 978-0-19-517523-3
ISBN 0-19-517523-9
1. School social work—Handbooks, manuals, etc. 2. School children—Mental health services—
Handbooks, manuals, etc. I. Franklin, Cynthia. II. Harris, Mary Beth. III. Allen-Meares, Paula, 1948–
LB3013.4.S372 2006
371.4'6—dc22 2005017096

9 8 7 6 5 4 3 2 1

Printed in the United States of America
on acid-free paper

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Foreword

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Preface

The *School Services Sourcebook* was written to provide best practices to social workers, counselors, and mental health professionals who work in public schools or whose practices involve consultations or interventions with school systems. This book addresses effective interventions for students who are high risk because of psychosocial problems and who may have mental, neurological, or physical disorders that require special education. This book covers the mandates of the Individual With Disabilities Education Act (IDEA) and the No Child Left Behind program.

In this book, we co-mingle professional terms like school social worker, counselor, mental health practitioner, mental health worker, and special education teacher. By co-mingling these terms, it is not our intention to disparage the distinct roles of any professional group. We believe, however, that most professionals providing mental health, health, or social services in the country's approximately 15,000 school districts and 90,000 schools will find a vast number of these chapters informative and valuable to their work. Beyond the numbers of mental health and school-based services professionals who work directly in schools, mental health professionals and child and family welfare workers numbering in the thousands will welcome the resources in this volume as they transact with the crossover into schools of their practice domains with children and adolescents.

Contents of the Book

The book has three parts divided into 16 sections. Part I has six sections and covers best practice interventions with student populations with mental health diagnoses, developmental disabilities, and health and well-being issues. The first part also covers best practice resources for child abuse, sexual abuse, out-of-home placement, dropout prevention, and interpersonal conflict and violence prevention. Part II has four sections and covers best practices for crisis intervention, group work including grief work, and staff training. Part II also covers family and parental involvement and work with multicultural groups, including the postmodern youth culture. Part III has six sections and addresses best practice interventions for school organizations and communities, including key policies and procedures that practitioners need to know. Legal and ethical guidelines are also covered along with records, assessment reports, effective organizational tools for accountability, school funding, and how to develop and sustain a school-based practice. Finally, in this section, we address the emerging mandates for the use of evidence-based practices and some of the challenges that may confront practitioners in the future.

Objectives of the Book

When planning this book, we had three main objectives in mind. First, our objective was to be a comprehensive resource for school social workers and other school-based services professionals. Of course, we were cognizant of the fact that we could not cover every issue that a school-based practitioner needs to know, but we wanted the contents of the resource book to cover the most important and timely information needed for school-based practices. For this reason, the contents of this resource book are extensive (114 chapters), and we believe that it will provide school-based practitioners with the necessary knowledge and practice tools to work successfully in the schools. We wrote this book to be like a voice-activated communication device that provides in one

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comprehensive volume the updated knowledge, tools, and resources that can help practitioners to improve their work in the schools.

The second objective was for this book to communicate evidence-based knowledge from research to practice and to do it so that practitioners could easily consume this knowledge. Evidence-based practices are often created and tested in universities and research centers, and it may take years for these practices to trickle down into the hands of school-based practitioners. We imagined that this book would serve as a major source for the trickle down. For this reason, we have provided the best practices through easy-to-read practice briefs, which will provide instructions for carrying out the practices in a school, and also provided additional resources for learning more. As editors, we wanted each chapter to be applied, providing practice examples and tools that can be used in the day-to-day practices of school social workers and other school-based services professionals. Each chapter follows a practice-friendly outline that includes the headings Getting Started, What We Know, What We Can Do, Tools and Practice Examples, and Key Points to Remember. It can be a challenge for researchers to communicate to practitioners in brief points and steps that can quickly be assimilated and used in practice. As editors, however, we have given this task our best effort. We hope that the practitioners who read this volume (including students) will give us feedback on how we can do this job better in future editions.

A third objective was to make this book into a relevant, research-based practice update that would be extremely useful to practitioners because its contents provide the tools and information they need. We wanted a book that school practitioners could daily use to guide their practices, prepare their presentations, review needed policies and report formats, and answer questions about issues that they could not remember or did not know. For this reason, much of the information in this book is presented in quick reference tables, outlines, and practice examples, and it includes Internet and other resources to consult.

Why Focus on Evidence-Based Practice?

Evidence-based practice is vital to all mental health settings, but nowhere is it more important than in schools because schools provide the majority of the mental health services to children and families. Evidence-based practice is a here-and-now movement, circumscribing mental health practice in all settings. At this juncture, there is no uniform definition of *evidence-based practice* that spans all fields and disciplines. We directed the contributing authors to use Rones and Hoagwood's (2000) definition from the school mental health literature as a guide when addressing chapter topics because we believe that this definition captures the spirit if not the essence of all other definitions. Rones and Hoagwood's definition follows the recommendations set by the American Psychological Association (APA), sets strict criteria for study design, and establishes a minimum number of experimental design studies required for an intervention to be considered efficacious or promising. Different fields of practice (e.g., developmental disabilities, educational researchers), however, have developed their own definitions and criteria. For this reason, we did not restrict the use of other definitions and criteria within the chapters but rather directed authors to illustrate the best practices for particular populations and concerns. This book demonstrates the best evidence-based practices; however, in some areas where evidence is lacking, experimental and best practice wisdom was also included. We hope that this approach will provide the most promising and practical ideas, as well as the best evidence, for school-based practitioners.

Who Helped Us to Develop This Sourcebook

We have received valuable direction and support for the *School Services Sourcebook* from our editorial board. The board is composed of leaders in school social work organizations as well as researchers and scholars who contribute to the practice, foundation knowledge, empirical study, and professional literature of school mental health. Throughout the process of developing the book, members of the editorial board have contributed chapters, nominated authors, and reviewed chapter manuscripts. Their colossal support and participation have been essential to the manual's development and completion.

The authors of the 114 chapters contained in this book are experts in their fields, with years of practice experience, research, and publications. They range from practicing school social workers,

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counselors, and psychologists, to physicians and public health specialists, and finally to researchers and scholars across disciplines whose research provides evidence and practice theory and whose writing informs and guides school mental health.

How We Selected the Chapter Topics

The topics contained in this book were identified through feedback from school social workers in six regions of the country. Social workers in California, Georgia, Michigan, New Mexico, Oregon, and Texas communicated with us through an e-mail questionnaire, individual interviews, and focus groups. We asked about the overall challenges of working in a school setting. We asked for the most urgent and frequent problems that school social workers and other school-based, practitioners encounter with students and families. We asked about the areas of practice that require continually updated training and the sources of such training. We asked about service delivery methods, such as groups, home visits, and individual contacts.

School practitioners told us that their practice requires skills in diverse areas. A primary aspect of their work is direct services to individuals (school staff as well as students), to groups, and to families. To provide these services, they need continually updated skills in conflict mediation and violence prevention, crisis management, and treating the current epidemics of substance abuse, obesity and other eating disorders, and self-mutilation. They need continual updating on psychotropic drugs and their interactions with child and adolescent development. They need cultural knowledge for engaging with increasing numbers of immigrant and refugee families and clinical tools for working with other challenging families.

Beyond direct services, they design and develop programs and program evaluation, and they do organizational and interdisciplinary team building. They report that they are more pressured than ever to produce clear evidence of their effectiveness for multiple stakeholder groups. They are being called upon to secure funding for their own programs and need to know the nuts and bolts of grant writing. The *School Services Sourcebook* covers all of these areas, as well as other topics that were suggested by our editorial board. Our goal is for this book to serve as a resource to help practitioners to be effective, marketable, and accountable.

Acknowledgments

First and foremost, we want to thank Oxford University Press for supporting this work. Our deepest gratitude goes to Joan H. Bossert and Maura Roessner for their help and guidance during this project. We owe a special gratitude to Dr. Albert R. Roberts for his encouragement and guidance in the preparation of the manuscript. The *Social Worker's Desk Reference* has also been a model and an inspiration to us. Dr. Roberts's continued support and expert reviews helped us finish this book in a timely fashion. We would also like to thank Melissa Wiersema, Tricia Cody, Katy Shepard, and Wes Baker for their editorial assistance in the management of this project and the preparation of the manuscript. We also owe gratitude to our editorial board members, who provided us very capable guidance in the planning of the book and quick assistance in reviewing the manuscripts. We give credit to all of the school social workers and school mental health professionals who participated in our survey and all those who informally gave us feedback on what this resource book should cover. Finally, we would like to thank our families, friends, and colleagues who endured the process.

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SECTION X

Guidelines for Working with Multicultural Groups and Managing Diverse Relationships in a School Community Context

Dimensions of race and culture are shifting in school populations. Today's school social workers and related professionals must be competent with people from widely diverse cultural backgrounds and serve as cultural mediators and educators for school staff and the school environment. School practitioners who contributed to the planning of this volume report that practitioners often feel unprepared in this area. The knowledge to work effectively with multiple cultures, to intervene with the special needs of diverse families, and to design culturally appropriate services for growing numbers of students and families of color and low socioeconomic status are some of the immediate needs they identified. This section responds to these issues and other skills related to diversity.

CHAPTER 73

Working with Culturally/Racially Diverse Students to Improve Connection to School and Academic Performance

Daphna Oyserman

Getting Started

About half of low-income and minority youth do not graduate from high school on time. For social workers in schools, an important task is to help students at risk of school failure see the connection between the mundane present with its everyday behaviors and a future self—often envisioned in terms of vague yet positive hopes and dreams. Underperformance in school and school failure are an enormous waste of human potential and increase risk of negative outcomes (delinquency, depression, substance use, early risky sexual activity) in adolescence and adulthood. Low academic attainment and especially lack of a high school diploma increase risk in adulthood—it is harder to get and keep a job, harder to earn enough income, and, as a result, harder to provide for one's children. Thus, improving connection to school and academic performance is a central task for the prevention of problematic outcomes both during adolescence and in adulthood.

What We Know

Early research suggests that when asked about their hopes and dreams for themselves in adulthood—their hoped-for possible selves (PS)—youths have high hopes that do not differ across levels of risk (Oyserman & Markus, 1990a). Even very low income youth report high hopes and dreams. However, more variance is found when asking youth about their more proximal PS for the coming year (Oyserman & Markus, 1990a) and when asking youth if they are doing anything to try to attain these PS (Oyserman & Saltz, 1993). Content of

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more proximal PS (Oyserman & Markus, 1990a) and not trying to attain positive PS (or avoid negative PS) are both related to more problem behaviors (Oyserman & Saltz, 1993). Thus the question for social work interventions is how to translate already high hopes and dreams for the future into proximal PS focused on connection to school and academic attainment: that is, how to help youth link PS to current behavior.

Operationalizing PS

PS are defined as images of ourselves not as we currently are but at positive or negative end states—the self who already passed the algebra test, the self who failed to lose weight, the self who falls in with the "wrong" crowd (Oyserman & Markus, 1990[a]). A central life task of adolescence and early adulthood is figuring out not simply what one is like now, but also who one might become; not only what is possible for the self but also how to fit together the many available images of the future (Oyserman, 2001). PS of teens are likely to include expectations and concerns about how one will do in school, how one will fit in socially, and how to get through adolescence without becoming off-track—pregnant, arrested, or hooked on drugs (Oyserman & Fryberg, in press). Indeed, existing evidence suggests that expectations and concerns about succeeding in school or being a good student are the most common PS in adolescence, even among very low income minority teens at high risk of school failure (Oyserman & Fryberg, in press).

PS and Racial-Ethnic Identity

For urban, low-income, and minority youths, PS and racial-ethnic (REI) or social identity are likely to be interwoven. Findings from studies primarily focused on Detroit, African-American, middle and high school youths, suggest that both PS and REI play an important role in school performance and vulnerability to depression (Oyserman, Bybee, & Terry, 2004; Oyserman, Gant, & Ager, 1995; Oyserman & Harrison, 1998; Oyserman, Terry, & Bybee, 2002). These studies document that academic outcomes improve when academic achievement an integral part of REI (see also Oyserman, Kemmelmeier, Fryberg, Brosh, & Hart-Johnson, 2003 for research focused on American Indian, Mexican American, and Arab youth). Simply having a positive self-image or a positive sense of connection to one's racial-ethnic group is not enough. Because PS and REI are both potential sources of academic focus, interventions that promote focus on PS as congruent with REI and on REI as congruent with school attainment are more likely to be effective.

How Might PS Influence Behavior?

But how do PS sustain effortful action to influence behavior? By articulating and detailing the look and feel of the future, PS may sustain effortful action by making the future come alive as a possible reality. Without an academic PS to consider, a student has no reason not to stay up late to see another TV show or video. Thus, PS may function to reduce the impact of moment-to-moment shifts in what is made salient by one's social context. They focus attention on successful attainment of self-goals and avoidance of anti-goals. Becoming like one's academic success PS could involve strategies such as "go to all my classes" and "set my alarm clock so I won't get up late." PS do not develop in isolation; youth need to be able to find connections between their PS and other important identities such as REI and to feel that important others (including parents and other adults who may be role models) view their PS as plausible. Low-income youth, non-heterosexual LGBT (lesbian, gay, bi- or trans-gendered) youth and youth of color may find it difficult to create positive and believable PS focused on school as a pathway to adulthood unless these PS are fostered in a social context that creates local norms highlighting the relevance of academic achievement for being part of one's social identity (including REI, social class, and LGBT identity).

What We Can Do

In their summary of research on PS for minority youth, Oyserman and Fryberg (in press) note that research is mostly correlational and necessarily leaves unanswered how to translate findings about correlations between PS, school involvement, and REI (or LGBT or social-class identity) into a framework for change. To address this gap, in our own research we have focused on experimental manipulations to capture the "active"

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aspects of PS and social identity (Oyserman, Bybee, & Terry, 2003; Oyserman, Bybee, Terry, & Hart-Johnson, 2004; Oyserman, Gant, & Ager, 1995; Oyserman & Markus, 1990b; Oyserman & Saltz, 1993; Oyserman, Terry, & Bybee, 2002) and used these as the basis for developing a brief intervention, outlined below. The intervention was designed, implemented, and evaluated with funding from the National Institutes of Health (Grant number MH58299, Oyserman PI) to engage low-income youth both white and of color in developing clearly articulated PS that linked current school involvement with adult futures. The underlying assumption is that if one could help youth articulate achievement-oriented PS in a positive peer-based social context that implicitly framed academic achievement as part of REI, one should be able to bolster not only youth's PS but also their sense of connection to school and involvement in school more generally (see also Oyserman, Bybee, & Terry, 2005).

All too often, social work practitioners attempt to develop comprehensive interventions that require more time and resources than they are able to marshal over time. Given the need for very brief, low-budget universal interventions, we developed an intervention called School-to-Jobs with the goal of meeting the social worker's need for a brief, cheap, fun intervention that can be sustained over time in high-need schools.

The School-to-Jobs (STJ) Program aims at promoting development of PS pathways from middle to high school by (1) helping youths articulate proximal and more distal PS goals and strategies to obtain their PS; (2) increasing concern about school and academic efficacy within the context of REI; and (3) developing culturally appropriate active listening and positive communication skills.

Thumbnail Sketch of the STJ Intervention

The goal was that the intervention would highlight and elicit the relevance of school to attaining one's PS. The intervention is small-group based (groups of about 12 students) and has been tested as both an after-school (Oyserman, Terry, & Bybee, 2002) and in-school program (Oyserman, Bybee, & Terry, 2005) for middle school students. The after-school test of the intervention followed youth to the end of the academic year and documented significantly reduced risk of being sent of out class, significantly improved attendance and time spent doing homework, as well as change in the youth's PS, comparing control and intervention youth and statistically controlling for previous academic attainment (Oyserman et al., 2002). A second randomized clinical trial of the intervention involved an in-school test with a two-year follow-up (Oyserman et al, 2005). Here significant change was found in grades and attendance by school records, as well as reduction in grade retention (being held back a year). Again effects were mediated by change in youth PS. In terms of efficacy, a standard criteria is that a program's success should be replicated in at least two randomized trials to provide assurance that a program is probably efficacious. The STJ program meets this standard. At the next stage, the success of the STJ program needs to be replicated with a different research team to ascertain that the program is robustly efficacious.

STJ uses a small-group, active learning paradigm with a series of small group activities, within which youth gain a sense of their own vision for the future and learn to develop strategies to help attain this vision; parents and community members join in developing youth's skills. The name of the program, School-to-Jobs, was chosen to emphasize the connection between current action and future goals. STJ utilizes a social cognitive approach, utilizing basic social psychological theory and research on the nature of information processing and motivation (Oyserman, Terry, & Bybee, 2002). This research suggests that structured activities occurring in everyday settings can have great impact on who we think we are and what is possible for us to achieve because subtle contextual shifts can powerfully change the sense made of daily experiences. The meaning made of everyday experience in turn fuels motivation.

Specifically, the goal of STJ is to develop a sequence of activities and tasks that provide youth with experiences of creating and detailing more explicit academic PS that feel congruent with REI and other social identities and then give them practice in the skills needed to engage in and put effort into school. Helping youth define explicit PS and link them to effort is expected to improve academic outcomes, and improved outcomes are expected to help sustain PS and effort over time, producing a positive cycle of change. Activities were designed to create well-explicated PS with clear, comprehensive, plausible strategies to achieve these PS.

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Parents and community members are included in two final optional sessions. Adults are brought in to anchor youth in an adult worldview, to provide opportunities to practice skills needed to obtain support from adults, and to allow youth to practice obtaining support for their emerging PS from adults. Thus, adults are brought in as tools for youth rather than as teachers or authority figures. To ensure engagement of all youth, the STJ sessions are interactive; they begin with simple and more general future focus and gradually move toward more specific and proximal links with the present, and they build in a focus on handling failures, which we term inoculation from failure. Below is a thumbnail sketch of the sessions, followed by an example of the "cheat sheet" summary trainers use to ensure that they are following the manual, and an example of the observer checklist used to assess fidelity of delivery. The intervention, summary sheets, and fidelity assessment are collected in a manual that can be obtained from the author.

Thumbnail Sketch of Sessions

1. *Creating a group.* (Goal: Create a positive sense of membership and set the stage for school involvement and adult PS). Activity: Trainers and participants discuss their expectations and concerns about program content; participants develop program rules. Activities include introducing one another in terms of skills and abilities to succeed this school year, human knot, and other activities that build the idea that group members have positive attributes related to school achievement and that others also want to do well in school.
2. *Adult images.* (Goal: Create a concrete experience of imagining adulthood). Activity: Participants choose from pictures portraying adults in the domains of adulthood (work, family, lifestyle, community service, health, and hobbies) and then describe how these represent their future images. (Pictures fit the racial/ethnic background of participants; making and hearing about choices gets participants to think about the future.)
3. *Time lines.* (Goal: Concretize the connection between present and future, and normalize failures and setbacks as part of progress to the future.) Activity: Participants draw personal time lines from the present as far into the future as they can. Trainers define *forks in the road* (choices that have consequences) and *roadblocks* (obstacles placed by others and situations—for example, lack of financial resources, racial and/or sexual discrimination), and participants draw at least one of each in their time line. Discussion connects current activities and future visions, and youth give each other feedback focused on sequences and ways to go around obstacles.
4. *PS and strategies boards.* (Goal: Concretize the connection between current behavior, next year, and adult attainments.) Activity: Using poster board and colored stickers, participants map out next year and adult PS and the strategies they are using now or could use. Then they map out all the school-related PS and strategies used so that participants using particular strategies can explain what they are doing and guide others through obstacles.
5. *Solving Everyday Problems I.* (Goal: Provide participants with concrete experience breaking down everyday school problems into more manageable parts.) Activity: In prior sessions, solo activities were the springboard to group discussion. The next sessions use group activity as springboard because participants are confident enough with one another to work together in small groups, and group work reinforces positive REI. Participants solve logic problems together, developing a strategy of writing down the known to solve for the unknown. Using this success as a springboard, each group develops strategies for handling a set of school-focused problems (doing poorly in math class, tackling a big history assignment) by first listing the questions they must ask themselves or get information about prior to deciding on a course of action. The session ends with full group discussion of questions raised and decisions made.
6. *Solving Everyday Problems II.* (Goal: Reinforce participants' ability to make school-related plans for the future and to reach out to adults to accomplish this.) Activity: Using the same small-group format as in the previous session, participants develop a list of requirements for high school graduation and prerequisites/skills needed for entry into college and other training, then work as a large group to find out about the actual requirements for local educational institutions. This is connected back to the adult visions, time lines, and strategy board

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sessions—helping youth see the process by which they can attain the PS they have imagined and deal with obstacles or forks in the road.

7. *Wrapping up, moving forward.* (Goal: Organize experiences so far and set the stage for bringing parents/guardians to the group.) Activity: Participants "walk through" the program by discussing what they did in each session, what they learned in each and what they liked and disliked about the program. Parent or other important adult involvement is discussed with a focus on how these adults from the youth's own community can help youth on their pathways to adulthood. Youth explore the similarities and differences they see between their own experiences and those they imagine their parents had.
8. *Building an alliance and developing communication skills.* (Goal: Allow youth and parents to state their concerns for the student in the coming year, see limitations of current communication skills in handling these concerns, and practice another model in a structured setting.) Activity: Parents and youth introduce one another, and youth lead a review of previous sessions. Then parents and youth separate to discuss what concerns each has about the transition to high school. These concerns form the basis for discussion of how to communicate with one another on important topics. Trainers role-play parent and youth suggestions and then operationalize communication as active listening and "taking the floor." Parents pair off with their own child to try out being an active listener and taking the floor. Both parent and child have a chance to experience the listener and the floor role, allowing both to raise and to react to a point of concern. Then participants

Box 73.1 Detailed Outline—Session 1

- Greet/welcome participants. Check names against roster. Greet latecomers.
- Introduce one another (trainers). Also identify the trait each has that helps him or her to succeed in work or school.
- Introduce observer. Emphasize role to observe trainers to help improve program (and not to grade students).
- Ask what an introduction is. (It is a way of saying who you are and what you can contribute.) Write definition on newsprint.
- Identify goals for introductions (they differ depending on context).
- Ask about skills and abilities for succeeding in school (since this is school to jobs).
- Write tasks and examples on newsprint.
- Introduce partner skills. (Pass out marbles. Ask for questions before task begins. Circulate, check for understanding.)
- Ask youth to introduce partners. Ask them to repeat names.
- Explain concepts (expectations/concerns). Use newsprint to write group responses.
- Reinforce and repeat four basic themes that will be covered (1. setting clear goals for next year and afterward; 2. developing strategies to work on these goals; 3. thinking about a path to the future; 4. working with teachers, parents and others in the community as resources).
- Elicit group rules. Write on newsprint.
- State aim of program. Use prepared newsprint.
- State goal. Use prepared newsprint.
- Explain group naming activity. Give examples, elicit ideas.
- Explain session schedule. Provide contact information. Write on board.
- Review. Ask participant to name all names.
- Explain task, line up from youngest to oldest without talking. (Encourage. When completed, ask month of birth.)
- Congratulate. Reinforce cooperation.
- Explain task, stand in circle, cross arms in front, grab hands of two people across the circle, without letting go, uncross hands and re-form the circle. (Trainers are part of the circle.) Congratulate. Reinforce cooperation.
- Work on adult images. Ask, "What will adulthood be like for you?"
- Provide snacks. Pass out session evaluation forms. Ask for help rearranging the room.
- Pick up evaluation forms. Make sure attendance form is filled out. Say goodbyes. Rate participant participation.

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Box 73.2 Detailed Outline—Session 2

- Greet participants by name. Take attendance.
- Say, "Today is session 2: adult images."
- Ask for what happened last session. (Elicit activities. Elicit rationale.)
- Ask students to choose pictures that represent visions of themselves as adults.
  - Tell them to pick at least 10 pictures.
  - Ask them to ask themselves what the pictures mean to them.
  - Ask them when these pictures will be true of them.
  - Tell them that all will discuss these pictures afterward.
- Make sure instructions are clear. Have participants begin. Pass out snacks.
- Mingle—check for understanding.
- Have everyone rejoin circle.
- Show pictures, explain to group, while group listens and pays attention to common themes.
- Explain task: Each participant writes on newsprint something similar about everyone's adult visions.
  - Ask for questions
  - Mingle, help individually as needed
- Discuss themes that are there and areas that are missing (jobs, family, friends, community involvement, lifestyle).
- Review concept of adult domains: adult images about jobs, family, friends, community involvement, lifestyle).
- Explain concept: Adult images can be goals if they are worked on, and this will be discussed in coming sessions.
- Tell them that the next session will identify role models.
- Pass out session evaluation forms. Ask for help rearranging the room.
- Pick up evaluation forms. Make sure attendance form is filled out. Say goodbyes. Rate participant participation.

talk about the experience and commit to practice this skill. This section focuses on REI by highlighting connections between parents and youth, the importance of school, and difficulties encountered along the way.

9. *Jobs, careers, and informational interviewing.* (Goal: Identify gaps in knowledge about how schooling links to careers and provide youth with skills to obtain this information.) Activity: Parents describe how they got their current jobs (or strategies they have tried to get jobs in the past if not currently employed), and youth describe how to find out about jobs and careers. Trainers highlight parent and youth frustration about connecting qualifications and experiences to desired careers and jobs, thus introducing the concept of informational interviewing. Parents and youth practice informational interviewing and then use this skill to do informational interviews with community members who join the group at this point. Then participants discuss ways that they can use informational interviewing at a number of junctures in the future. Youth talk about barriers to contacting people in the community who have jobs that seem of interest to them. Community members discuss ways to make contacts, responding to specific concerns raised by youth and giving youth a chance to role-play these strategies. This session focuses on REI by highlighting role models from youth's racial-ethnic community.

Tools and Practice Examples

Hands-On Examples

Example of intervention session checklist for use in rating fidelity of implementation can be found in Table 73.1.

Table 73.1 School-to-Jobs Observation Form Date ___/___/___ School Code ___

Youth Session 1 Class Code ___

Site: _____ Group _____

Trainers: _____ Observer _____

Task	*Y*	*N*	*Detailed Trainer Activity*	*Y*	*N*	*Group Behavior*	*1-5*
Start on time	—	—	*START TIME* _____				
Opening							
• Welcome	__	__	• Greet and welcome participants	__	__	• Talk with trainers	__
• Introductions	__	__	• Check names against roster	__	__	• Talk with each other	__
			• Greet latecomers	__	__	• Listen	__
			• Trainers introduce each other (name, University of Michigan)	__	__	• Acknowledge observer	__
			• Introduce observer	__	__		
			• Emphasize role to observe trainers to help improve program	__	__		
Introduction							
• Introduce the concept of introductions as goal oriented	__	__	• Ask what an introduction is	__	__	• Share ideas	__
			• Reinforce: is a way of saying who you are and what you can contribute	__	__		
			• Write definition on newsprint	__	__		
• Introduce school-to-jobs as success oriented	__	__	• Different goals for introductions	__	__		
			• Ask about skills and abilities for succeeding in school	__	__	• Share ideas	__
			• Write tasks and examples on newsprint	__	__		

(*continued*)

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Table 73.1 (*Continued*)

Task	*Y*	*N*	*Detailed Trainer Activity*	*Y*	*N*	*Group Behavior*	*1-5*
Introduction task							
• Group creation process—is atmosphere starting to feel like a group?	__	__	• Explain activity (partners learn of partner skills, introduce)	__	__	• Take marble • Separate into pairs • Share skills and abilities	__ __ __
			• Pass out marbles	__	__		
			• Ask for questions before task begins	__	__		
• Group feeling that group as a whole has skills and abilities that can be relied on.	__	__	• Circulate, check for understanding	__	__		
			• Ask youth to introduce partners	__	__	• Introduce partner	__
			• Ask for repetition of names	__	__	• Practice saying names	__
Expectations and concerns			• Introduce new task, explain concept	__	__		
			• Ask for expectations	__	__	• Participate	__
• Give youth a voice	__	__	• Use newsprint to write group expectations	__	__		
			• Ask for concerns	__	__		
			• Use newsprint to write group concerns	__	__		
• Crystallize & focus group goals	__	__	• Reinforce and repeat 4 basic themes that will be covered.	__	__	• Listen	__
			• setting clear goals for next year and afterward	__	__		
			• developing strategies to work on these goals	__	__		
			• thinking about a path to the future	__	__		
			• working with teachers, parents, and others in the community as resources	__	__		

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• Create group ownership (sense of being heard and a member of something)	__	__	• Elicit group rules • Write on newsprint	__ __	__ __	• Participate	__
Aim			• State aim (help create road map, need to think about goals, work on strategies, develop alternatives)	__	__	• Listen	__
Program aim is clarified	__	__	• Use prepared newsprint • State goal *(a more clear, detailed sense of what you need to do and how to do it)*	__ __	__ __		
Naming group	__	__					
			• Explain activity • Give examples, elicit ideas	__ __	__ __	• Participate • Vote	__ __
Schedule	__	__					
			• Explain session schedule • Provide contact information • Write on board	__ __ __	__ __ __	• Listen	__
Line up task	__	__	• Review: Ask participant to name all names	__	__	• Participate	__
• Group creation process (is group interaction increasing? sense of collectiveness?)			• Explain task, line up from youngest to oldest without talking • Encourage • When Completed, ask to give month of birth • Congratulate • Reinforce cooperation	__ __ __ __ __	__ __ __ __ __	• Move around, line up	__

(*continued*)

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Table 73.1 (*Continued*)

Task	*Y*	*N*	*Detailed Trainer Activity*	*Y*	*N*	*Group Behavior*	*1-5*
Human knot task							
• Group creation process (is this feeling like a "group"?)	__	__	• Explain task, stand in circle, cross arms in front and grab hands of two people across the circle; then, without letting go of hands, get them uncrossed so that we are again in a circle	__	__	• Participate	__
			• Trainers are part of the circle	__	__		
			• Congratulate	__	__	• Move, re-form circle	__
			• Reinforce cooperation	__	__		
Next session and goodbyes	__	__					
			• Next session will work on adult images: What will adulthood be like for you?	__	__	• Listen	__
			• Provide snacks	__	__	• Eat	__
			• Pass out session evaluation forms	__	__	• Complete evaluation forms	__
			• Ask for help rearranging the room	__	__		
			• Say goodbyes	__	__	• Rearrange room	
			• Rate participant participation levels	__	__		__
			• END TIME _____				

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