

Goal Setting
Overall Goal: *Using PSS scores as a measure, we will provide an effective support system to students experiencing anxiety using a team based, collaborative approach. Our goal will be to 100% of our focus student's PSS score by one point by the end of each cycle.*

Needs Assessment / Where Are We Now?
Our SISPSA Wellness team, through experiences with our students, parent feedback, student self-identification and staff referrals, have identified 14 students in need of support with anxiety related issues. The cause of the anxiety varies but is not limited to social/emotional issues, family stress, trauma and academic demands. Other than assigning a caring adult, we currently have no formal process to help support these students with coping strategies to help them in the future.
Tell them from Me data indicates stress is a significant area of concern for students, particularly during exam times.

1st CYCLE OF INQUIRY

Theory of Action: Due October 12, 2018
If/then statement: If we identify students struggling with anxiety and meet with them as a group on a weekly basis in a support group environment to implement coping strategies, 100% of the student's PSS scores will drop by one point through each cycle.

DATA:
Monitoring the IF:
Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback)
Monitoring the THEN:
Based on the co-constructed success criteria for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)
SAMPLE:



PRE: QUANTITATIVE EVIDENCE – DUE: October 12, 2018
Guidance and SST staff reviewed their records to determine the number of times high needs students reported to them for stress related reasons over a 3-month period last year. This assisted us in determining the need for this group as well as who some of the focus students could be.

	FS 1	FS 2	FS 3
April 2017	11	16	8
May 2017	10	12	5
June 2017	11	11	13

**Record of visits by month.
**We decided not to use office visits as a tracking method for the success of this project as seeking out a caring adult will be encouraged throughout this process. Instead, we decided to go with PSS scores as a measuring tool.*

MID: QUANTITATIVE EVIDENCE – DUE: November 16, 2018
Focus students were not reassessed as both leads in this SIPSA have been off work with illness.

The group has met twice and is making progress established a comfort level given the sensitive nature of the group discussions.

A further update regarding progress will be provided in 3 weeks.

November 27th, 2018

Initial PSS Scores were recorded for each student. The individual scores will not be shared for confidentiality reasons but the average PSS score of the group was: 31.4

POST: QUANTITATIVE EVIDENCE – DUE: February 8, 2019
*The anxiety group concluded on February 6th, 2018 In total, 8 students participated in all 8 sessions. The same PSS assessment tool was given to the students with all students except one (remained the same) reporting a decrease in PSS scores.
The average group score was now 26.7, down from 31.4.*

QUALITATIVE ANECDOTES – DUE: October 12, 2018

Students will develop coping strategies to deal with stress and anxiety when they are part of a supportive group:
-that includes caring adults and other students
-when they are explicitly taught proven strategies with regular follow up.
Staff efficacy in dealing with anxiety will increase when they work as a collaborative group to learn techniques and strategies to help students deal with anxiety.

QUALITATIVE ANECDOTES – DUE: November 16, 2018

- We have currently 8 students in the group and the kids are attending regularly
- We are in Session 5 and will have three more sessions.
- Students are participating in the session discussions
- The supportive, caring, environment in the group has developed nicely
- Students are starting to use the language in the strategies taught in their everyday lives

QUALITATIVE ANECDOTES – DUE: February 8, 2019

- Students were observed using positive self-talk both in the group and in the hallways
- Students all reported learning how to recognize negative thinking and how to change it to positive.
- Students reported “tracking your accomplishments” worksheets to be beneficial in maintaining positive attitudes during difficult times
- Breathing exercises, while initially awkward in the group, were used throughout all sessions and became more natural towards the end of the group.

PLAN – DUE: October 12, 2018

SIPSAW team members will collaborate with each other and collect the names of students who they feel, based on the data, could benefit from participation in a stress/anxiety group.

Team members will arrange for consent from parents as needed and ensure willing participation from students.

SIPSAW team members, with the support of our SSP, will become familiar with the following three resources:
AnxietyBC.com, FRIENDS for YOUTH and Dr Santos’s “Sticking to the Facts” program.

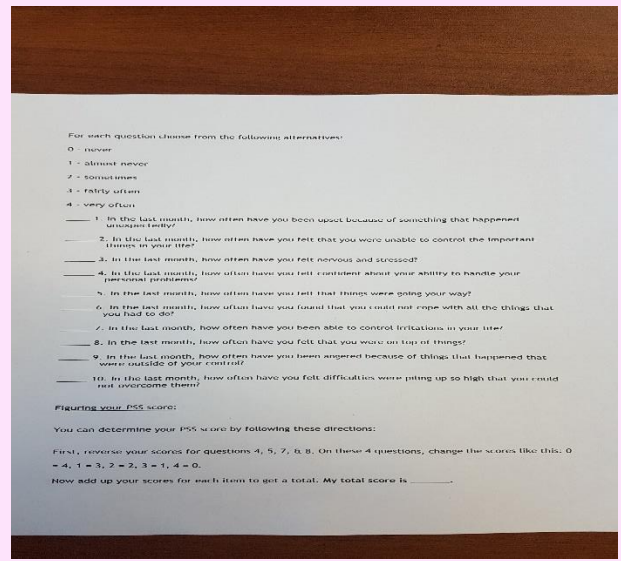
An appropriate PPS evaluation tool will be obtained and used as a measuring tool for student development as the program progresses.

ACT – DUE: October 12, 2018

With the support of our SSP, staff are becoming familiar with the following three resources:
AnxietyBC.com, FRIENDS for YOUTH and Dr Santos’s “Sticking to the Facts” program.

We have identified willing participants, and are in the process of obtaining consents from parents. We will have at least 3 meetings prior to November 16th. The meetings will be directed by our staff lead (Mrs. Jones) and our SSP (Ms. Blanchard).

We will administer the PSS to all students as a pre-assessment and use these scores as a baseline to determine our progress.



ASSESS – DUE: November 16, 2018 & February 8, 2019

Overall

The students seemed to benefit from the group and seemed to be comfortable coming. The group as a whole is quiet and we have noticed that as group leaders we need to plan the opportunity for students to work in pairs or document their feelings prior to sharing them in the larger group. We have introduced the following concepts;

- A) What is anxiety?
- B) How it affects us
- C) Relaxation
- D) Self Talk (Positive and Negative)

We will be introducing Coping thoughts, Tracking Negative thinking and tracking accomplishments.

Our goal will be to reduce the PSS score by 3 full points the next reporting cycle.

REFLECT – DUE: November 16, 2018 & February 8, 2019

Overall

The students benefited from the group with a significant drop in PSS scores being recorded for all but one student. Students were observed transferring the knowledge and skills around breathing exercises, positive self talk and relaxation techniques in the group sessions and perhaps most importantly, in their everyday lives.


The group leaders reported an increased comfort level with Dr. Santos’ “Sticking to the Facts” program and felt they learned some things about managing group dynamics through this program. The group leaders will follow up with the students on a monthly basis to see if the skills acquired in this group are being utilized.

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2nd CYCLE OF INQUIRY
Goal Setting
 Overall Goal: *Using a collaborative approach with staff, students and community resources, we will assess the vaping situation in our school, educate student about the health effects and legal issues related to vaping and complete a post assessment of the program to determine if we were effective.*

Theory of Action: Due February 15, 2019

If/then statement: If we educate students on the legal consequences and the health effects of vaping, then a) vaping will decrease amongst students and, b) the incidents of students vaping in school will be reduced by 25%.

<p>DATA: Monitoring the IF: <i>Based on the co-constructed success criteria for educator learning. (e.g. criteria for providing effective descriptive feedback)</i></p> <p>Monitoring the THEN: <i>Based on the co-constructed success criteria for the pre, mid and post assessments of student learning (e.g success criteria for use of Zones of Regulation)</i></p> <p>SAMPLE:</p> 	<p>PRE: QUANTITATIVE EVIDENCE – DUE: February 15, 2019</p> <p><i>We have received 7 office referrals for vaping in school bathrooms since September 2018.</i> <i>We have received 8 office referrals for vaping on school grounds since September 2018.</i> <i>There have been 3 reported incidents of the sale or distribution of vaping products (from parents of students).</i></p>	<p>MID: QUANTITATIVE EVIDENCE – DUE: April 12, 2019</p>	<p>POST: QUANTITATIVE EVIDENCE – DUE: May 31, 2019</p>
	<p>QUALITATIVE ANECDOTES – DUE: February 15, 2019</p> <ul style="list-style-type: none"> - <i>Students are reporting increased levels of vaping amongst their peers</i> - <i>Vaping is easy to do, readily available and easy to conceal from adults</i> - <i>The Health effects are not widely known which could be leading to less concern over vaping by students</i> - <i>The fines associated with vaping are not widely known amongst students.</i> 	<p>QUALITATIVE ANECDOTES – DUE: April 12, 2019</p>	<p>QUALITATIVE ANECDOTES – DUE: May 31, 2019</p>

<p>PLAN – DUE: February 15, 2019 <i>To plan and implement an educational strategy surrounding Vaping. We will determine the prevalence of vaping by age, launch an</i></p>	<p>ACT – DUE: February 15, 2019</p> <ul style="list-style-type: none"> - <i>Survey students to determine the extent of vaping in school by age group</i> - <i>Form a student led vaping education group</i> 	<p>ASSESS – DUE: April 12, 2019 & May 31, 2019</p>	<p>REFLECT – DUE: April 12, 2019 & May 31, 2019</p>
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educational campaign and follow up with students to determine if both the location of vaping has improved and/or the usage of Vapes by teens is on the decline.

- *report to the SIPSA group the strategies being employed*
- *Conduct a post assessment in June to determine if our efforts have led to increased awareness and / a reduction in vaping amongst students.*

