



Un dibujo especial para coloriar

Make a folder for the peer buddy:

Welcoming: A SPECIAL FRIEND FOR A NEW STUDENT

The Peer Welcomer's Folder

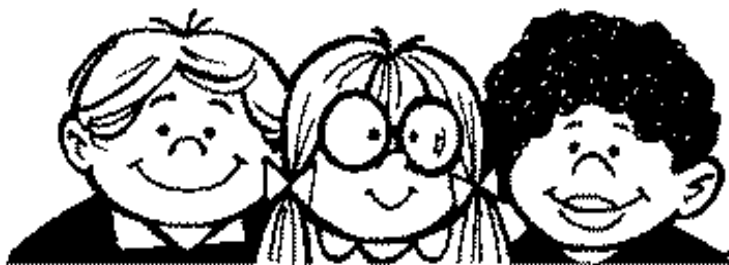
A folder with both the school and the peer host student's name on it provides the "special friend" with a tangible indication (a) of being part of the school community's efforts to be welcoming to the new students and (b) of the school's appreciation. The folder might include:

- *A guide sheet on which the peer host (or a school staff person) can write down the new student's name and on which there are suggested things the peer host might talk about in getting acquainted with the new student (see the following examples in English and Spanish)

- *A guide sheet regarding what things to do with the new student (e.g., school tour, introduce to friends, show extra-curricular activities)

- * A Certificate of Appreciation--filled in by the peer host's teacher

and anything else that might help the peer host.



Teachers:

Here are folders containing welcome materials for students new to the school and to your class. Your student council rep(s) or other selected “greeters” will present a folder to new students who enter your class.

Please place folder where these “greeters” have ready access.

“Greeters” will also:

1. Introduce the new student to classmates
2. Spend recess and lunch with the new student (or find someone who can) for the 1st week they are at the school.

We will be meeting with “greeters” to see how things are going and will appreciate your feedback as well.

Thank you,

EARLY ASSISTANCE FOR STUDENTS AND FAMILIES
PROJECT



RESPONSIBILITIES OF STUDENTS ON “_____WELCOMING COMMITTEE”

1. Introduce yourself and explain you are a special greeter to new students.
2. Give student a blue folder, **after** completing pages inside
3. Introduce new student to other students in your class.
4. Spend recess and lunch with the new student for their first week at school, or find someone in your class who can.
5. Enjoy your new job! We appreciate you and so will the new students!

Thank you for being a special friend to a new student!!!



1. To get started,

Ask the new student's name and write it below

Ask what school the student came from and write it below

2. Get to know each other,

Ask what the new student likes best about school and say what you like best.

3. Show the new student around your class and the rest of the school.

4. For the first week, please go to recess and lunch with your new friend.

5. Introduce your new friend to other students.



Gracias por ser un mejor amigo a un nuevo estudiante!!!



Para comenzar,

Pregunte al nuevo estudiante su nombre y escribalo abajo.

pregunte de que escuela viene y escribalo abajo.

Para conocerse mejor,

Pregunte al nuevo estudiante que es lo que le gusta sobre la escuela y dile que es lo que te gusta a ti.

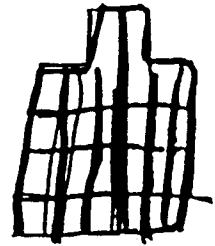
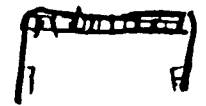
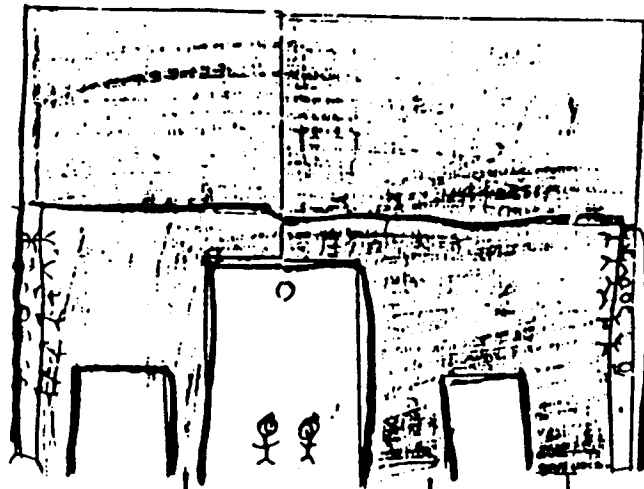
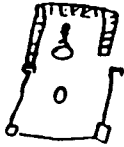
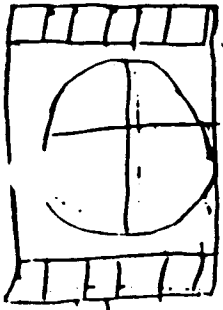
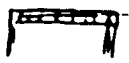
Muestre al nuevo estudiante su clase y el otros partes de la escuela.

Para la primera semana, por favor vaya al lugar de recreo y coma al almuerzo con se nuevo amigo.



Presente su neuvo amigo a otros estudiantes.

Blanca



A new girl came to my class. I said hello to her. I become friends by taking her to the restrooms and showing her other things. I played with her all recess and ate with her too.

SCRIPT FOR PEER BUDDIES:

INTRODUCTION: Introduce yourself and explain that you are a special greeter to new students. Let them know that you'll be there for them if they have any questions about where to find things or what there is to do at Elizabeth Street.

"Hi I'm..."

SCHOOL TOUR: Give the student a tour of the school, making sure to point out important places (e.g., principal's office, bathrooms, cafeteria, classroom, and anywhere else you think they'll need to know).

WELCOMING FOLDER: Give the new student a blue welcoming folder, after completing the page inside.

INTRODUCTION TO CLASS: Introduce the new student to other students in your class and the teacher. Let the student know that if they want to talk to the teacher about the class and school she/he would like to meet with them at the end of the day.

"Everyone, this is..."

RECESS, LUNCH & AFTERSCHOOL ACTIVITIES: Think about how lonely it can feel at a place where you don't know anyone. Help the new student feel less lonely by spending recess and lunch with them for their first week of school. If you can't do this please find someone in your class who can. Remember to introduce them to your friends and invite them to join any afterschool activities that you know about and/or are involved in.

RECORD YOUR GREETING: Write the name of the new student you welcomed to Elizabeth Street on the record sheet. Please write any problems that happened and/or any questions the student had that you could not answer.

ENJOY YOUR NEW JOB! WE APPRECIATE YOU AND SO WILL THE NEW STUDENTS WHO YOU WELCOMED TO ESLC!

AFTER YOU LEAVE THIS TRAINING MEETING, PLEASE SHARE THESE MATERIALS WITH YOUR TEACHER.

ESCRITO PARA EL AMIGO ESPECIAL:

PRESENTACION: Presentese usted mismo y explique que usted es un amigo especial para los nuevos estudiantes. Dejeles saber que usted esta aqui para ellos y por si tienen alguna pregunta acerca de donde encontrar cosas o que hay hacer en Elizabeth Street.

"Hola, yo soy..."

RECORRIDO DE

LA ESCUELA: Dele al estudiante un recorrido de la escuela, a segurandose de enseñarle los lugares de interes (oficina del director, banos, cafeteria, salon de clase y cualquier otros lugares que usted piense ellos deben conocer).

FOLDER DE

BIENVENIDA: Dele al nuevo estudiante un folder azul de Bienvenida, despues de completar la pagina de adentro.

PRESENTACION

A LA CLASE: Presente el nuevo estudiante a los otros estudiantes en su clase y a el (la) maestro(a). Dele a saber al alumno que si quiere hablar con el (la) maestro(a) acerca de las clases que se una a ellos al final del dia.

"Para todos este es..."

ACTIVIDADES DE RECREO, ALMUERZO, Y PARA DESPUES

DE ESCUELA: Piense acerca de cuan solo se siente uno en un lugar donde ne se conce a nadie. Ayude al alumno a que se sienta meno solo compartiendo con el, el recreo y su almuerzo durante su primer semana en la escuela. Si no lo puede hacer, busque quien lo haga por usted. Recuerde de presentarlo con sus amigos(as) e invitarlo a participar de las actividades despues de escuela.

ESCRIBA UN REPORTE DE SU

PRESENTACION: Escriba el nombre del estudiante a quien le dio la bienvenida a Elizabeth Street en la pagina de reporte. Por favor, escribe algun problema o alguna pregunta que no pudo contestar.

GOCE SU NUEVO TRABAJO! NOSOTROS LE APRECIAMOS Y DE IGUAL MANERA LO HARAN LOS NUEVOS ESTUDIANTES A QUIEN USTED LE DE LA BIENVENIDA AL ESLC!

DESPUES QUE USTED DEJE ESTA REUNION DE ENTRENAMIENTO. POR FAVOR, COMPARTA ESTE MATERIAL CON SU MAESTRO(A).

RECORD SHEET:

YOUR NAME: _____

NAME OF NEW STUDENT: _____

CLASS: _____

DATE: _____

PLEASE LIST ANY PROBLEMS OR CONCERNS YOU HAVE AS A PEER
BUDDY/GREETER OR ANY PROBLEMS OR CONCERNS THE NEW STUDENT HAS:

WERE THERE ANY QUESTIONS THE NEW STUDENT ASKED YOU THAT YOU
COULDN'T ANSWER? (circle one) YES NO

IF YOU CIRCLED YES, PLEASE INDICATE THE QUESTION(S) BELOW:

PLEASE ASK YOUR TEACHER OR OTHER SCHOOL STAFF FOR HELP IN
ANSWERING THE STUDENT'S QUESTION AND LET THEM KNOW YOU'LL GET
BACK TO THEM.

PAGINA DE REPORTE:

SU NOMBRE: _____

NOMBRE DEL NUEVO
ESTUDIANTE: _____

CLASE: _____

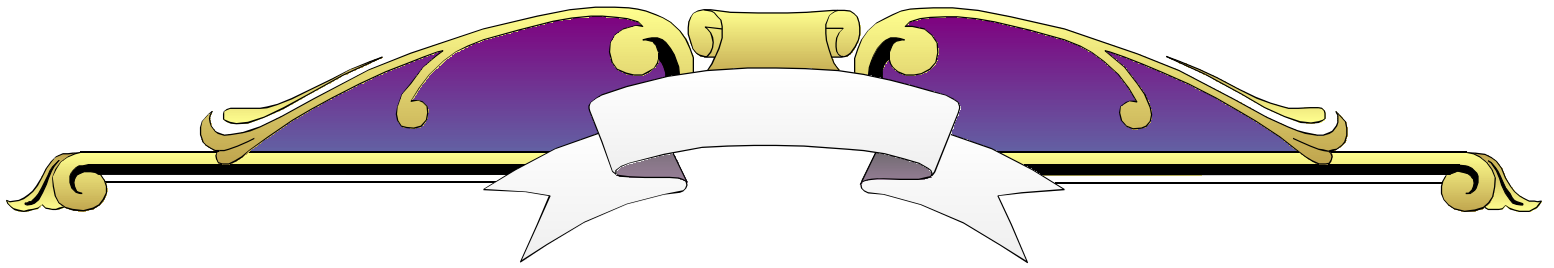
FECHA: _____

POR FAVOR, HAGA UNA LISTA DE CUALQUIER PROBLEMA O PRECAUCIONES
USTED TENGA COMO EL AMIGO ESPECIAL O QUE TENGA EL NUEVO
ESTUDIANTE:

HUBO ALGUNA PREGUNTA DEL NUEVO ESTUDIANTE QUE NO PUDO
CONTESTAR? SI NO

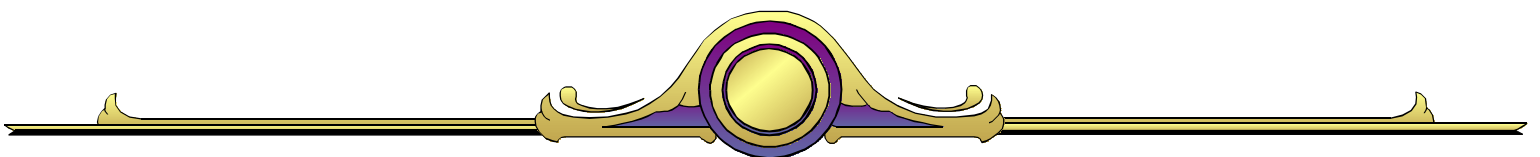
SI SU RESPUESTA ES SI, POR FAVOR EXPLIQUE A CONTINUACION:

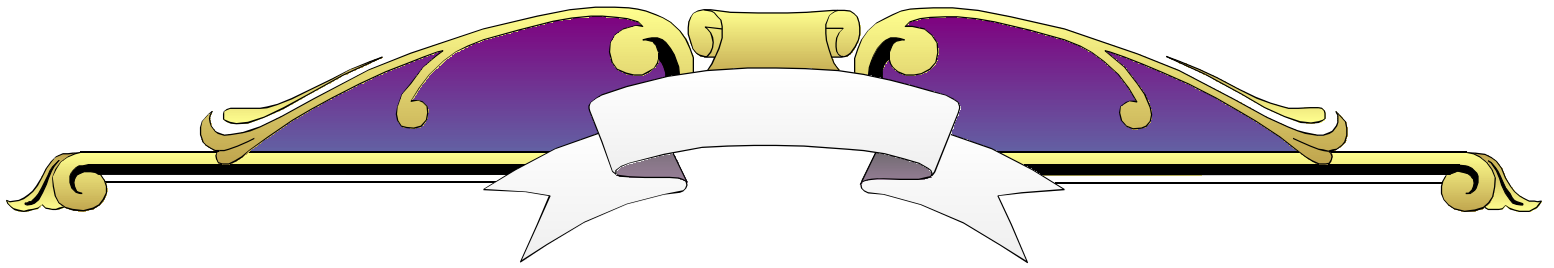
POR FAVOR, PREGUNTA A SU MAESTRO(A) O ALGUN PERSONAL DE LA
ESCUELA POR AYUDA. PARA CONTESTARLE ALGUNA PREGUNTA DEL
ESTUDIANTE Y DEJELES SABER QUE LE DARA SU RESPUESTA.



Certificate of Appreciation

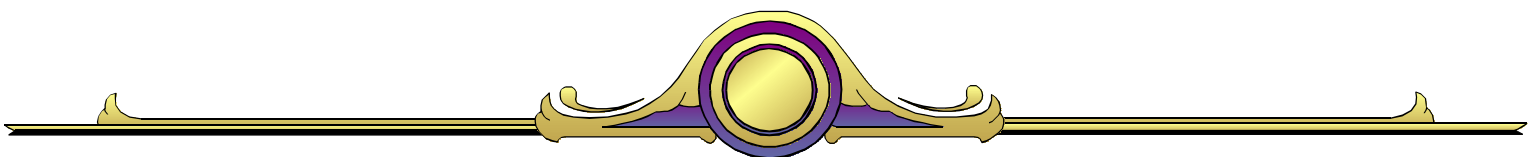
*is a special friend who
welcomes new students to
Martin Luther King
Elementary School*



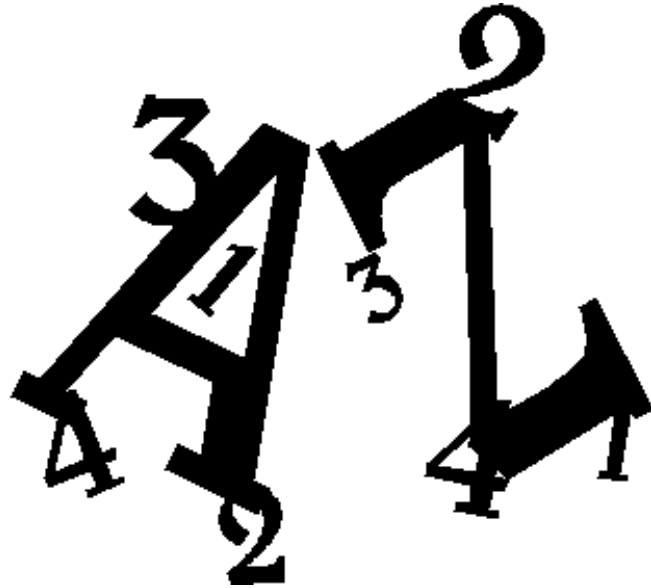


Certificado de Apresiasi

*es un mejor amigo quien
da la bienvenida a nuevos
estudiantes a
24th Street Elementary School*



peer Buddy Certificate



*In appreciation for your
willingness to befriend a new
student to our school!*

Emilio Vasquez

Emilio Vasquez

B. Social Support

Sample interview Form

- **Student**
- **Family**
- **Teacher**

Extended Welcoming Intervention

- **Summary form for the Intervention**
- **Samples of Extended Follow-Up Interview Forms**

B. Social Support: SAMPLE INTERVIEW FORMS

Assessment at the end of the transition Period

Three weeks after the student enrolls, designated staff interview:

- > the Student to determine his or her perception of how well the transition-in has gone and to offer encouragement and resources if needed (see examples in English and Spanish)
- > the parents to determine their perception of how well the transition-in has gone for the student and for themselves and to offer encouragement and resources if needed (see examples in English and Spanish)
- > the Teacher to determine if the student has made a good or poor adjustment to the school (poor adjusters are provided with additional support in the form of volunteer help, consultation for teacher to analyze the problem and explore options, etc.) (see example in English)

School Adjustment Follow-up -- STUDENT INTERVIEW

(Interview the 30 who entered before the welcoming intervention was in place and the first 20 welcomed.)

Name of Student: _____ BD: _____ Today's Date: _____

Teacher's Name: _____ Grade: _____ School: _____

Track: _____ Entry Date: _____ E-Code: _____ Last School: _____ How Long?: _____

Name of Greeter (if applicable): _____ Interviewer: _____

1. Were you ever at this school before? Yes No

2. When you first came (or came back) to this school, did you:

Receive a special welcoming folder? Yes No Have a special tour of the school? Yes No

Get introduced to a special friend who showed you around? Yes No Have a special talk with the teacher about your new school? Yes No

Remember all the way back to when you first came to this school.
How did you feel about the way other kids and the adults treated you?

How unhappy or happy were you:



3. with the way other kids treated you when you first came to this school?

Very Unhappy

Unhappy

Somewhat Happy

Very Happy

4. with the way the grown-ups at this school treated you?

Very Unhappy

Unhappy

Somewhat Happy

Very Happy

How unhappy or happy you are now:

5. with the way other kids are treating you at this school?

Very Unhappy

Unhappy

Somewhat Happy

Very Happy

6. with the way the grown-ups at this school are treating you?

Very Unhappy

Unhappy

Somewhat Happy

Very Happy

7. What do you like best about coming to this school?

8. What don't you like about coming to this school? (If indicates a dislike, ask how we can help them with this)

9. Is there anything you feel you need some extra help with? Yes No (if yes, what?)

Thank you for telling me what you think. (If the student is unhappy with the school, be sure to try to tell him/her that we will try to make it better.)

Indicate below how confident you are that the student understood and validly answered the questions. (Circle your rating)

very confident
response is valid

somewhat confident
response is valid

somewhat unconfident
response is valid

very unconfident
response is valid

Coninuación de Adaptamiento Escolar -- ENTREVISTA PARA ESTUDIANTES

(Entrevistar a treinta estudiantes que entraron antes de que el proceso de intervención de bienvenida tomara efecto y los primeros 20 que fueron bienvenidos.)

Nombre del estudiante: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del maestro: _____ Grado: _____ Escuela: _____

Serie: _____ Fecha de ingreso: _____ Código E: _____ Ultima Escuela: _____ Cuanto tiempo?: _____

Nombre del que dio la bienvenida (si es aplicable): _____ Entrevistador: _____

1. Has estado en esta escuela antes? Si No

2. Cuando por primera vez viniste (o regresaste) a esta escuela:

Recibiste un boletín especial de bienvenida? Si No Tuviste un recorrido especial de la escuela? Si No

Te presentaron un amigo/a especial que te llevo a conocer la escuela? Si No Tuviste una platica especial con tu maestra sobre tu nueva escuela? Si No

Recuerda cuando por primera vez viniste a la escuela. Como te sentiste acerca de como te trataron otros niños y adultos?

Qué tan contento o descontento te sentiste:



Muy Des-
contento



Des-
contento



Algo
Contento



Muy
Contento

3. con la manera en que otros niños te trataron cuando tu por primera vez viniste a esta escuela?

Muy Des-
contento

Des-
contento

Algo
Contento

Muy
Contento

4. con la manera en que los adultos en esta escuela te trataron?

Qué tan contento o descontento te sientes ahora:

5. con la manera en que otros niños te estan tratando en esta escuela?

Muy Des-
contento

Des-
contento

Algo
Contento

Muy
Contento

6. con la manera en que los adultos en esta escuela te estan tratando?

Muy Des-
contento

Des-
contento

Algo
Contento

Muy
Contento

7. Qué es lo que más te gusta de venir a esta escuela?

8. Qué es lo que no te gusta de venir a esta escuela? (Si indica algo que no le guste, pregunta como le podemos ayudar con esto)

9. Hay algo en que to creas que necesites más ayuda? Si No (si contesta si, qué?)

Gracias por decirme lo que piensas. (Si el niño/a no esta contento, asegúrese de decirle que vamos a tratar de mejorarla.)

Indique abajo que tan seguro esta que el estudiante compredió y contestó con validez las preguntas. (Circule su evaluación)

muy seguro
respuestas son válidas

algo seguro
respuestas son válidas

algo inseguro
respuestas son válidas

muy inseguro
respuestas son válidas

School Adjustment Follow-up -- PARENT INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____
Interviewed: Mo. ___ Fa. ___ other caretaker (specify) _____ Teacher/School: _____ / _____

"After a new student has been at our school for a while, we check to see what the student and the family think about our school and about how things are going. (etc.)"

1. When you first came to the school, did you feel:

Very Unwelcome A Bit Unwelcome Somewhat Welcome Very Welcome

2. Currently, when you think about going to the school, do you feel:

Very Unwelcome A Bit Unwelcome Somewhat Welcome Very Welcome

What more do you think the school might have done to make you feel welcome?

3. When your child first came to the school, did s/he feel:

Very Unwelcome A Bit Unwelcome Somewhat Welcome Very Welcome

4. Currently, when s/he goes to school, does your child seem to feel:

Very Unwelcome A Bit Unwelcome Somewhat Welcome Very Welcome

What more do you think the school might have done to make your child feel welcome?

5. What special efforts has the school made to help you feel welcome? (If not mentioned, ask about specific components of the welcoming program-see probe sheet.)

6. What special efforts has the school made to help your child feel welcome? (If not mentioned, ask about specific components of the welcoming program-see probe sheet.)

7. What activities have you attended at the school?

If none, why not? (extend another invitation)

8. What extra (not assigned) activities does your child participate in at school?

If none, why not? (clarify opportunities)

9. How well has your child adjusted to school?

Check (circle) whether you think the adjustment of your child has been Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment

Exceptionally good
adjustment to school

Average school adjustment

Functioning on par with
most of her/his classmates

Poor school adjustment

Functioning below most of
her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems

- ☐ Aggressive
- ☐ Shy
- ☐ Overactive
- ☐ _____

Achievement Problems

- ☐ Poor skills
- ☐ Low motivation
- ☐ _____

Overall Academic Performance

- ☐ Above grade level
- ☐ At grade level
- ☐ Slightly below grade level
- ☐ Well below grade level

Absent From School

- ☐ Less than once a month
- ☐ Once a month
- ☐ 2-3 times a month
- ☐ 4 or more times a month

10. Is there anything you would like the school to do at this time to help your child? (specify)

11. Is there anything you would like the school to do at this time to help you feel more a part of the school? (specify)

Thank you for your time and ideas. We're glad you've come to our school, and we want to make it a good place for you and your child. (If things aren't going well, indicate you'll have someone call back to talk about what can be done to address the problems.)

Continuación de Adaptamiento Escolar -- ENTREVISTA PARA PADRES

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Entrevistador: _____ Fecha: _____

Entrevistado: Ma. __ Pa. __ o guardián (especifique) _____ Maestro/Escuela: _____ / _____

"Esta es otra revision para ver que piensa acerca de nuestra escuela y acerca de como las cosas van, etc."

1. Cuando por primera vez vino a la escuela, se sintió

mal acogido un poco mal acogido algo bienvenido muy bienvenido

2. Actualmente, cuando usted piensa ir a la escuela se siente

mal acogido un poco mal acogido algo bienvenido muy bienvenido

Qué más cree usted que la escuela podría hacer para hacerla sentirse bienvenida?

3. Cuando su niño/a vino por primera a la escuela, ella/el se sintió:

mal acogido un poco mal acogido algo bienvenido muy bienvenido

4. Actualmente, cuando ella/el va a la escuela, su niño parece sentirse:

mal acogido un poco mal acogido algo bienvenido muy bienvenido

Qué más cree usted que la escuela podría hacer para hacer su niño/a sentirse bienvenido?

5. Qué esfuerzos especiales ha hecho la escuela para ayudarla a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes específicos del programa de bienvenida.)

6. Qué esfuerzos especiales ha hecho la escuela para ayudar a su niño/a a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes específicos del programa de bienvenida.)

7. A qué actividades escolares ha asistido usted?

Si ninguna, porqué no?
(extienda otra invitación)

8. En qué actividades adicionales (no asignadas) su niño/a participa en la escuela?

Si no, porqué no?
(clarifique oportunidades)

9. Qué tan bien se ha adaptado su niño/a a la escuela?

Señale (circule) si usted piensa que al adaptamiento de su niño/a ha sido Bueno, Normal, o Pobre. En general, el adaptamiento escolar es visto en la habilidad del estudiante al hacer lo que se espera de ella/el (ej., escucha y sigue las direcciones, como trabaja y juega con otros niños, trabaja independientemente cuando es necesario).

Buen adaptamiento escolar
adaptamiento escolar
excepcionalmente bueno

Normal adaptamiento escolar
funciona al mismo nivel de
sus compañeros

Pobre adaptamiento escolar
funciona a un nivel más bajo
de sus compañeros

Si señaló Pobre adaptamiento escolar, favor de indicar cual de lo siguiente describe mejor el problema.

Problemas Sociales

- ☐ Agresivo
- ☐ Tímido
- ☐ Superactivo
- ☐ _____

Problemas de logro

- ☐ Habilidades pobres
- ☐ Motivación baja
- ☐ _____

Ejecución académica general

- ☐ Nivel de grado superior
- ☐ Al nivel de grado
- ☐ Un poco abajo de nivel
- ☐ Muy abajo de nivel de grado

Ausencias

- ☐ Menos de un mes
- ☐ Una vez al mes
- ☐ 2-3 veces al mes
- ☐ 4 o más veces

10. Hay algo que usted quisiera que la escuela hiciera para ayudar a su niño/a? (especifique)

11. Hay algo que usted quisiera que la escuela hiciera para ayudarlo a sentirse más como parte de la escuela? (especifique)

Gracias por su tiempo e ideas. Estamos contentos que usted haya venido a nuestra escuela, y queremos hacerla un buen lugar para usted y su niño. (Si las cosas no va bien, indique que otra persona lo va a llamar acerca de lo que se pueda hacer para resolver los problemas.)

School Adjustment Follow-up --TEACHER INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Teacher's Name: _____ School: _____ Please return by _____

"We're interested in things teachers are doing in welcoming new students and their families, and in how well new students are adjusting."

1. How well has the child adjusted to school?

Circle whether you think the adjustment of the child has been Good, Average, or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment

Exceptionally good
adjustment to school

Average school adjustment

Functioning on par with
most of your other students

Poor school adjustment

Functioning below most of
your other students

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

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☐ Overactive
☐ _____

Achievement Problems

- ☐ Poor skills
☐ Low motivation
☐ _____

Overall Academic Performance

- ☐ Above grade level
☐ At grade level
☐ Slightly below grade level
☐ Well below grade level

Absent From School

- ☐ Less than once a month
☐ Once a month
☐ 2-3 times a month
☐ 4 or more times a month

2. Is there anything more you think the school should do at this time to help the child? (specify)

3. Is there anything more you think the school should do at this time to help involve the parents? (specify)

4. If any of the following welcoming activities were used with this student and family, please check them off; write in any that are not listed. Indicate whether the focus of the activity was either (1) classroom based, or (2) School-wide activity or (3) both.

	(1) Classroom based activity for student parent		(2) School-wide activity for student parent		(3) Both classroom and school-wide student parent	
Welcome materials given	_____	_____	_____	_____	_____	_____
Student "greeter" welcomed the	_____	_____	_____	_____	_____	_____
Parent "greeter" welcomed the	_____	_____	_____	_____	_____	_____
Welcoming conference-time with teacher for	_____	_____	_____	_____	_____	_____
Special tour of school for	_____	_____	_____	_____	_____	_____
Special intro to other school staff for	_____	_____	_____	_____	_____	_____
Peer buddy during transition period for	_____	_____	_____	_____	_____	_____
Follow-up interview discussing student and family adjustment to the new school -- held with	_____	_____	_____	_____	_____	_____

Other (please specify)

Thank you for taking the time. If things aren't going well, would you like to talk to the project social worker about what else might be tried to address the problems?

EXTENDED WELCOMING INTERVENTION

Obviously, the hope is that initial welcoming procedures will result in students and their families feeling WELCOME. However, there will be cases where the initial procedures will be insufficient. In such cases, welcoming efforts need to be extended.

An extended welcoming intervention is called for anytime a student, parent, or teacher indicates dissatisfaction with the outcome of the usual welcoming strategies.

After a problem has been identified and a decision made to intervene, designated staff or a qualified volunteer should analyze the problem and plan an extended welcoming intervention.

(See attached sample form for such an intervention)

A week after the extended intervention is completed, a summary of the intervention should be completed (see the following example) and another (modified) follow-up interview should be carried out, respectively, with the

*Student (see attached examples in English and Spanish)

*Parent (see attached examples in English and Spanish)

*Teacher (see attached example)

An extended welcoming intervention is called for anytime a student, parent, or teacher indicates dissatisfaction with the outcome of the usual welcoming strategies.

Extended Welcoming – SUMMARY OF INTERVENTION

Intervener: _____ Today's Date: _____

Extended Welcoming was for: Student ____ Family/Home ____

Student's Name: _____ D.O.B. _____ School: _____

Teacher's Name: _____ Grade: _____ Track: _____

Problem identification: Problem was noted through follow-up interview with (check all that apply)

a) teacher ____

b) parent ____

c) student ____

Other (specify) _____

Problem analysis: What factors caused the poor transition into the school?

Intervention: What extended welcoming steps were taken and who implemented them?

Steps taken:

Carried out by: Teacher ____

Other school staff (specify) _____

Project staff (specify) _____

What, if any, additional help is still needed?

What actions (steps, timetable), if any, are planned to provide the additional help?

Who is responsible for implementing the plan?

Extended Follow-up -- STUDENT INTERVIEW

Name of Student: _____ BD: _____ Today's Date: _____

Teacher's Name: _____ Grade: _____ School: _____

Track: _____ Entry Date: _____ E-Code: _____ Last School: _____ How Long?: _____

Name of Greeter (if applicable): _____ Interviewer: _____

"It's time again to check and see what you think about our school and about how things are going."

Remember all the way back to when you first came to this school.
How did you feel about the way other kids and the adults treated you?

How unhappy or happy were you:



1. with the way other kids treated you
when you first came to this school?

Very
Unhappy

Unhappy

Somewhat
Happy

Very
Happy

2. with the way the grown-ups
at this school treated you?

Very
Unhappy

Unhappy

Somewhat
Happy

Very
Happy

How unhappy or happy you are now:

3. with the way other kids
are treating you at this school?

Very
Unhappy

Unhappy

Somewhat
Happy

Very
Happy

4. with the way the grown-ups
at this school are treating you?

Very
Unhappy

Unhappy

Somewhat
Happy

Very
Happy

5. What do you like best about coming to this school?

6. What don't you like about coming to this school? (If indicates a dislike, ask how we can help them with this)

7. Is there anything you feel you need some extra help with? Yes No (if yes, what?)

Thank you for telling me what you think. We're glad you've come to our school, and we want to make it a good place for your. (If the student is unhappy with the school, be sure to try to tell him/her that we will try to make it better.)

Indicate below how confident you are that the student understood and validly answered the questions. (Circle your rating)

very confident
response is valid

somewhat confident
response is valid

somewhat unconfident
response is valid

very unconfident
response is valid

Continuación *Extendida* -- Entrevista para Estudiantes

Nombre del estudiante: _____ Fecha de Nacimiento: _____ Fecha: _____

Nombre del maestro: _____ Grado: _____ Escuela: _____ Serie: _____

Fecha de ingreso: _____ Código E: _____ Ultima Escuela: _____ Cuanto tiempo?: _____

Nombre del que dio la bienvenida (si aplicable): _____ Entrevistador: _____

"Otra vez es hora de averiguar y ver lo que tu peinsas de nuestra escuela y de como van las cosas."

Recuerda cuando por primera vez viniste a la escuela.

Cómo te sentiste acerca de como te trataron los otros niños y adultos?

Qué tan contento o descontento te sentiste:

1. con la manera en que otros niños te trataron cuando tu por primera vez viniste a esta escuela?



Muy Des-
contento



Des-
contento



Algo
Contento



Muy
Contento

2. con la manera en que los adultos en esta escuela te trataron?

Muy Des-
contento

Des-
contento

Algo
Contento

Muy
Contento

Qué tan conento o descontento te sientes ahora:

3. con la manera en que otros niños te están tratando en esta escuela?

Muy Des-
contento

Des-
contento

Algo
Contento

Muy
Contento

4. con la manera en que los adultos en esta escuela te están tratando?

Muy Des-
contento

Des-
contento

Algo
Contento

Muy
Contento

5. Qué es lo que mas te gusta de venir a esta escuela?

6. Qué es lo que no te gusa de venir a esta escuela? (Si indica algo que no le guste, pregunta como le podemos ayudar con esto)

7. Hay algo en que to creas que necesites más ayuda? Si No (si contesta si, qué?)

Gracias por decirme lo que piensas. (Si el niño/a no esta contento, asegúrese de decirle que vamos a tratar de mejorarla).

Indique abajo que tan seguro esta que el estudiante comprendió y contestó con validez las preguntas. (Circule su evaluación)

muy seguro
respuestas son válidas

algo seguro
respuestas son válidas

algo inseguro
respuestas son válidas

muy inseguro
respuestas son válidas

Extended Follow-up -- PARENT INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Interviewed: Mo. __ Fa. __ other caretaker (specify) _____ Teacher/School: _____ / _____

"This is another check-up to see what you think about our school and about how things are going. (etc.)"

1. When you first came to the school, did you feel

very unwelcome a bit unwelcome somewhat welcome very welcome

2. Currently, when you think about going to the school, do you feel

very unwelcome a bit unwelcome somewhat welcome very welcome

What more do you think the school might do to make you feel welcome?

3. When your child first came to the school, did s/he feel

very unwelcome a bit unwelcome somewhat welcome very welcome

4. Currently, when s/he goes to school, does your child seem to feel

very unwelcome a bit unwelcome somewhat welcome very welcome

What more do you think the school might do to make your child feel welcome?

5. What special efforts has the school made to help you feel welcome? (If not mentioned, ask about specific components of the welcoming program.)

6. What special efforts has the school made to help your child feel welcome? (If not mentioned, ask about specific components of the welcoming program.)

7. What activities have you attended at the school?

If none, why not?
(extend another invitation)

8. What extra (not assigned) activities does your child participate in at school?

If none, why not?
(clarify opportunities)

9. How well has your child adjusted to school?

Check (circle) whether you think the adjustment of your child has been Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment

Exceptionally good
adjustment to school

Average school adjustment

Functioning on par with
most of her/his classmates

Poor school adjustment

Functioning below most of
her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

Social Problems

☐ Aggressive

☐ Shy

☐ Overactive

☐ _____

Achievement Problems

☐ Poor skills

☐ Low motivation

☐ _____

Overall Academic Performance

☐ Above grade level

☐ At grade level

☐ Slightly below grade level

☐ Well below grade level

Absent From School

☐ Less than once a month

☐ Once a month

☐ 2-3 times a month

☐ 4 or more times a month

10. Is there anything you would like the school to do at this time to help your child? (specify)

11. Is there anything you would like the school to do at this time to help you feel more a part of the school? (specify)

Thank you for your time and ideas. We're glad you've come to our school, and we want to make it a good place for you and your child. (If the parent or child is unhappy with the school, indicate you'll have someone call back to talk about what can be done to address the problems.)

Continuación Extendida -- Entrevista para Padres

Nombre del Estudiante: _____ Fecha de Nacimiento: _____ Entrevistador: _____ Fecha: _____

Entrevistado: Ma. __ Pa. __ o guardián (especifique) _____ Maestro/Escuela: _____ / _____

"Esta es otra entrevista para ver que piensa acerca de nuestra escuela y acerca de como van las cosas. etc."

1. Cuando por primera vez vino a la escuela, se sintió

mal acogido	un poco mal acogido	algo bienvenido	muy bienvenido
-------------	---------------------	-----------------	----------------

2. Actualmente, cuando usted piensa ir a la escuela se siente

mal acogido	un poco mal acogido	algo bienvenido	muy bienvenido
-------------	---------------------	-----------------	----------------

Qué más cree usted que la escuela podría hacer para hacerla sentirse bienvenida?

3. Cuando su niño/a vino por primera a la escuela, ella/el se sintió

mal acogido	un poco mal acogido	algo bienvenido	muy bienvenido
-------------	---------------------	-----------------	----------------

4. Actualmente, cuando ella/el va a la escuela, su niño/a parece sentirse bienvenido?

mal acogido	un poco mal acogido	algo bienvenido	muy bienvenido
-------------	---------------------	-----------------	----------------

Qué más cree usted que la escuela podría hacer para hacer su niño/a sentirse bienvenido?

5. Qué esfuerzos especiales ha hecho la escuela para ayudarla a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes específicos del programa de bienvenida?)

6. Qué esfuerzos especiales ha hecho la escuela para ayudar a su niño/a a sentirse bienvenida? (Si no menciona, pregúntele acerca de los componentes específicos del programa de bienvenida.)

7. A qué actividades escolares ha asistido usted?

Si ninguna, por qué no?
(extienda otra invitación)

8. En qué actividades adicionales (no asignadas su niño/a participa en la escuela?)

Si ninguna, por qué no?
(Clarifique oportunidades)

9. Qué tan bien se ha adaptado su niño/a a la escuela?

Señale (circule) si usted piensa que el adaptamiento de su niño/a ha sido Bueno, Normal, o Pobre. En general, el adaptamiento escolar es visto en la habilidad del estudiante al hacer lo que se espera de ella/el (ej., escucha y sigue las direcciones, como trabaja y juega con otros niños, trabaja independientemente cuando es necesario).

Buen adaptamiento escolar
adaptamiento escolar
excepcionalmente bueno

Normal adaptamiento escolar
funciona al mismo nivel de
sus compañeros

Pobre adaptamiento escolar
funciona a un nivel más bajo
de sus compañeros

Si señalo Pobre adaptamiento escolar, favor de indicar cual de lo siguiente describe mejor el problema.

Problemas Sociales

- ☐ Agresivo
- ☐ Tímido
- ☐ Superactivo
- ☐ _____

Problemas de logro

- ☐ Habilidades pobres
- ☐ Motivación baja
- ☐ _____

Ejecución académica general

- ☐ Nivel de grado superior
- ☐ Al nivel de grado
- ☐ Un poco abajo de nivel
- ☐ Muy abajo de nivel de grado

Ausencias

- ☐ Menos de un mes
- ☐ Una vez al mes
- ☐ 2-3 veces al mes
- ☐ 4 o más veces

10. Hay algo que usted quisiera que la escuela hiciera para ayudar a su niño/a? (especifique)

11. Hay algo que usted quisiera que la escuela hiciera para ayudarlo a sentirse más como parte de la escuela? (especifique)

Gracias por su tiempo e ideas. Estamos contentos que usted haya venido a nuestra escuela, y queremos hacerla un buen lugar para usted y su niño. (Si las cosas no va bien, indique que otra persona lo va a llamar acerca de lo que se pueda hacer para resolver los problemas.)

Extended Follow-up -- TEACHER INTERVIEW

Name of Student: _____ BD _____ Interviewer: _____ Today's Date _____

Teacher's Name: _____ School: _____ Please return by _____

"This follow-up is an extension of an earlier one and is designed to see how well a specific group of new students and their families have adjusted after a longer period of time."

1. Initially, how well did the child adjust to the school?

Circle whether you think the adjustment of the child was Good, Average or Poor. In general, school adjustment is viewed as the student's ability to do what is expected (e.g., listen to and follow directions, work and play well with others, work independently when necessary).

Good school adjustment

Exceptionally good
adjustment to school

Average school adjustment

Functioning on par with
most of her/his classmates

Poor school adjustment

Functioning below most of
her/his classmates

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

- | | | | |
|-----------------|----------------------|--------------------------------|-----------------------------|
| Social Problems | Achievement Problems | Overall Academic Performance | Absent From School |
| () Aggressive | () Poor skills | () Above grade level | () Less than once a month |
| () Shy | () Low motivation | () At grade level | () Once a month |
| () Overactive | () _____ | () Slightly below grade level | () 2-3 times a month |
| () _____ | | () Well below grade level | () 4 or more times a month |

2. Currently, how well has the child adjusted to the school?

Circle using above criteria.

Good school adjustment

Average school adjustment

Poor school adjustment

If you circled Poor school adjustment, please indicate which of the following best describes the problem.

- | | | | |
|-----------------|----------------------|--------------------------------|-----------------------------|
| Social Problems | Achievement Problems | Overall Academic Performance | Absent From School |
| () Aggressive | () Poor skills | () Above grade level | () Less than once a month |
| () Shy | () Low motivation | () At grade level | () Once a month |
| () Overactive | () _____ | () Slightly below grade level | () 2-3 times a month |
| () _____ | | () Well below grade level | () 4 or more times a month |

3. Is there anything more you think the school

a. should have done to help the child? (specify)

b. should do at this time to help the child (specify)

4. Is there anything more you think the school

a. should have done to help involve the parents? (specify)

b. should do at this time to help involve the parents? (specify)

Thank you for taking the time. If things aren't going well, would you like to talk to the project social worker about what else might be tried to address the problems?

C. Aids for Mapping a School's Resources for Helping Students and Families Make Transitions

- ! Survey: Support for Transitions

- ! An Example of One School's Mapping of its Resources for Supporting Transitions

Support for Transitions: Survey of Program Status

The emphasis here is on planning, developing, and maintaining a comprehensive focus on the variety of transition concerns confronting students and their families. The work in this area can be greatly aided by advanced technology. Anticipated outcomes are reduced levels of alienation and increased levels of positive attitudes toward and involvement at school and in a range of learning activity.

Please indicate all items that apply.

	<u>Yes</u>	<u>Yes but more of this is needed</u>	<u>No</u>	<u>If no is this something you want?</u>
A. What programs for establishing a welcoming and supportive community are at the site?				
1. Are there welcoming materials/a welcoming decor?	___	___	___	___
Are there welcome signs?	___	___	___	___
Are welcoming information materials used?	___	___	___	___
Is a special welcoming booklet used?	___	___	___	___
Are materials translated into appropriate languages?	___	___	___	___
Is advanced technology used as an aid?	___	___	___	___
2. Are there orientation programs?	___	___	___	___
Are there introductory tours?	___	___	___	___
Are introductory presentations made?	___	___	___	___
Are new arrivals introduced to special people such as the principal and teachers?	___	___	___	___
Are special events used to welcome recent arrivals?	___	___	___	___
Are different languages accommodated?	___	___	___	___
3. Is special assistance available to those who need help registering?	___	___	___	___
4. Are social support strategies and mechanisms used?	___	___	___	___
Are peer buddies assigned?	___	___	___	___
Are peer parents assigned?	___	___	___	___
Are special invitations used to encourage family involvement?	___	___	___	___
Are special invitations used to encourage students to join in activities?	___	___	___	___
Are advocates available when new arrivals need them?	___	___	___	___
5. Other? (specify) _____	___	___	___	___
B. Which of the following transition programs are in use for grade-to-grade and program-to-program articulation?	___	___	___	___
1. Are orientations to the new situation provided?	___	___	___	___
2. Is transition counseling provided?	___	___	___	___
3. Are students taken on "warm-up" visits?	___	___	___	___
4. Is there a "survival" skill training program?	___	___	___	___
5. Is the new setting primed to accommodate the individual's need?	___	___	___	___
6. other (specify) _____	___	___	___	___

C. Which of the following are used to facilitate transition to post school living?

	Yes	Yes but more of this is You needed	No	If no, is this something you want?
1. vocational counseling	___	___	___	___
2. college counseling	___	___	___	___
3. a mentoring program	___	___	___	___
4. job training	___	___	___	___
5. job opportunities on campus	___	___	___	___
6. a work-study program	___	___	___	___
7. life skills counseling	___	___	___	___
8. Other? (specify) _____	___	___	___	___

D. Which of the following before and after school programs are available?

1. subsidized breakfast/lunch program	___	___	___	___
2. recreation program	___	___	___	___
3. sports program	___	___	___	___
4. Youth Services Program	___	___	___	___
5. youth groups such as				
drill team	___	___	___	___
interest groups	___	___	___	___
service clubs	___	___	___	___
organized youth programs ("Y," scouts)	___	___	___	___
CA. Cadet Corps	___	___	___	___
other (specify) _____	___	___	___	___
6. academic support in the form of				
tutors				
homework club	___	___	___	___
study ball	___	___	___	___
homework phone line	___	___	___	___
homework center	___	___	___	___
other (specify) _____	___	___	___	___
7. enrichment opportunities (including classes)	___	___	___	___
8. Other (specify) _____	___	___	___	___

	Yes	Yes but more of this is needed	No	If no, is this something you want?
E. Which of the following programs are offered during intersession?				
1. recreation	___	___	___	___
2. sports	___	___	___	___
3. Youth Services	___	___	___	___
4. youth groups	___	___	___	___
5. academic support	___	___	___	___
6. enrichment opportunities (including classes)	___	___	___	___
7. other (specify) _____	___	___	___	___
F. What programs are used to meet the educational needs of personnel related to this programmatic area?				
1. Is there ongoing training for team members concerned with the area of Support for Transitions?	___	___	___	___
2. Is there ongoing training for staff of specific services/programs (e.g., teachers, peer buddies, office staff, administrators)?	___	___	___	___
3. Other? (specify) _____	___	___	___	___
G. Which of the following topics are covered in educating stakeholders?				
1. understanding how to create a psychological sense of community	___	___	___	___
2. developing systematic social supports for students, families, and staff	___	___	___	___
3. developing motivation knowledge, and skills for successful transitions	___	___	___	___
4. the value of and strategies for creating before and after school programs	___	___	___	___

H. Please indicate below any other ways that are used to provide support for transitions.

_____	_____
_____	_____
_____	_____
_____	_____

I. Please indicate below other things you want the school to do to provide support for transitions.

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

An Example of One School's Mapping of its Resources for Supporting Transitions

1. At a School Site

A. Programs to establish a Welcoming and Socially Supportive Community (especially for new arrivals)

Adopt-A-Student
Career Day
Child Health and Disability Prevention (immunization), TB Assessments, Control of Communicable Diseases, Psycho-Social Choices
Classroom Peer Buddy
Community Liaison
Family Care Center
New Pal Plan
Parent Meeting Doing Primary Language Assessment of Students
Pupil Services & Attendance
Resource Specialist Teacher
School Handbook
School Nurse
Welcoming Activities Steering Committee
Welcoming New Students
Welcoming Reception for New Parents

B. Program for Articulation (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work)

Early Education Intervention
Early Intervention Education Assessment Program
Jr. High Articulation
Language Appraisal
School Psychologist
School Readiness and Language Development Program
Transition to English Curriculum Classes

C. Before and After - School Programs to Enrich Learning and Provide Recreation in a Safe Environment

After School Activities Sports, Drill Team, Flag Team
Drama Club
House Work Club
Los Ayudantes

Probation Department
Youth Services

D. Relevant Education for Stakeholders

Drug and Tobacco Education
English as a Second Language for Parents
Resource Coordinating Team
Instructional Material Lab
Instructional Transition Team
New Teacher Orientation Classes/Programs
On-Site Teacher Buddies

Programs we hope to add:

A. Programs to establish a Welcoming and Socially Supportive Community (especially for new arrivals)

Student Buddy System
Video for New Parents
Visit Newcomers
Welcome Wagon
Welcoming Committees
Welcoming Packet for New Students & Families

B. Programs for Articulation (for each new step in formal education, vocational and college counseling, support in moving to and from special education, support in moving to post school living and work)

Middle School

C. Before and After-School Programs to Enrich Learning and Provide Recreation in a Safe Environment

Afterschool Tutoring/Computer Assistance
Dance Club
Gifted Program Afterschool
Math Club
Noon and Afterschool Sports
Science Club
Scouting

D. Relevant Education for Stakeholders

2. District Programs to Support Transitions

Articulation Program

To focus on the transition needs of students moving from elementary to middle and from middle to senior high, each school is supposed to provide a means of improved communication among the three levels. Minimally, this includes meeting for parents, teachers, and counselors of the student's future school. Such meetings are designed to explain the school's program, requirements, and opportunities.

Counseling Support Program in Elementary and Middle Schools

To improve achievement and increase access to postsecondary opportunities, counselors are assigned to a limited number of targeted schools (the lowest achieving Predominantly Hispanic, Black, Asian, and Other Non-Anglo schools). They provide counseling, guidance, and referral services for at risk incoming sixth/seventh grade students (individually, in groups, and for entire classes) to help them develop academic and social skills for school success. The counselors also assist in school programs for other students, teachers and parents to alleviate the harms of racial isolation.

Integration/Traveling Student Program

Counselors who provide direct services involved in student integration programs.

Limited English Proficiency (LEP) Student Counseling Support Team

This is a resource for school personnel to facilitate their ability to provide services to students and families who have Limited English Proficiency (LEP). The team includes bilingual counseling and psychological personnel who provide staff development for classified and certified staff members regarding *special needs for* LEP students and *recently arrived students*, consultation service, informational material, and other appropriate support to school staff with LEP students. Among the services provided are classroom student presentations for LEP students which focus on topics such as self-esteem and coming to a bicultural / bilingual community agency referral resources.

Mentor Parents

Faculty from California State University, Los Angeles train parents at Murchison Elementary to mentors to newly arrived immigrant families.

Newcomer Schools

The demonstration models at Belagio Rd. (Presecondary) and Belmont (secondary) school sites are designed to focus on the need to go beyond the traditional curriculum and provide newly arrived immigrant students with an orientation to school and to American culture.

Student Guidance, Assessment and Placement Center

The center provides a first contact model demonstration of how a school system can receive and provide for the special needs of newly arrived immigrant students and their families -- especially those whose primary language is not English.

Fighting to improve Retention and Student Transition (First)

This UCLA student-sponsored project works with potential first generation college students and their parents to provide support through workshops and academic tutorials.



From the Center's Clearinghouse...

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Much*

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We look forward to interacting with you and contributing to your efforts over the coming years. Should you want to discuss the center further, please feel free to call (310)825-3634 or e-mail us at smhp@ucla.edu

**Send your response to:
School Mental HealthProject,
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The Center is co-directed by Howard Adelman and Linda Taylor and operates under the auspices of the School Mental Health Project, Dept. of Psychology, UCLA, Los Angeles, CA 90095-1563 -- Phone: (310) 825-3634.

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