



“Side by Side: A Collaborative Model for Building Resilient School Communities”

Evaluation and Outcomes:

Project Goals: *Side By Side* is helping staff build their capacity as educators and as a larger school community to better meet the needs of at-risk students who demonstrate social-emotional, behavioral or mental health needs. With a strong emphasis on creating atmospheres conducive to maximizing learning, *Side By Side* supports the goals of schools by articulating and tracking the following desired outcomes:

1. Increasing Positive School Climate

- Decreases in student suspensions
- Administrators, teachers, and students report more positive climate

2. Providing training opportunities for teachers through Side By Side groups

- Teachers report increased skills and competence through group co-leadership
- Teachers develop helping relationships with at-risk students
- Teachers better understand complex needs of the students

3. Providing students the opportunity to practice & develop positive coping strategies

- Increase student practice of skills learned during group participation
- Increase student recognition of others who practice skills learned in group
- Increase student time on-task with social and academic demands

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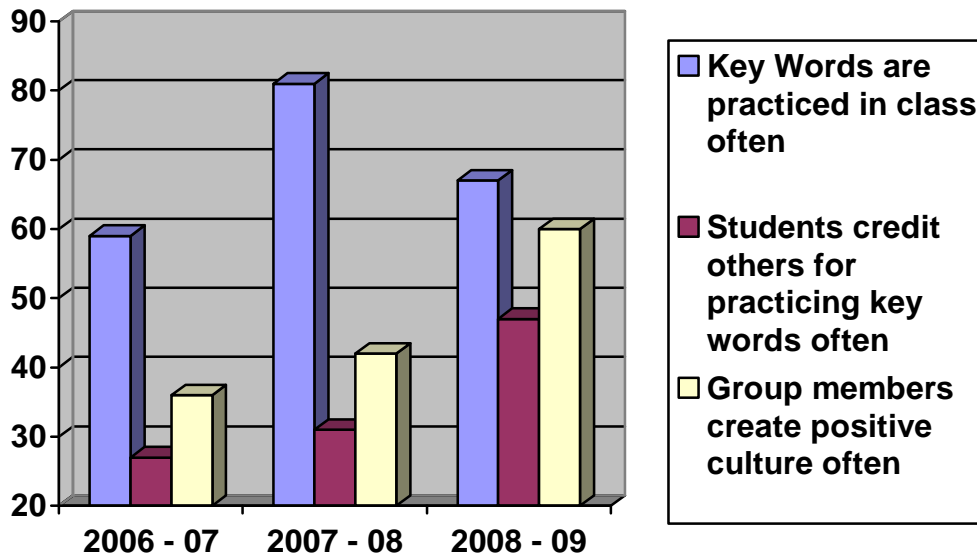
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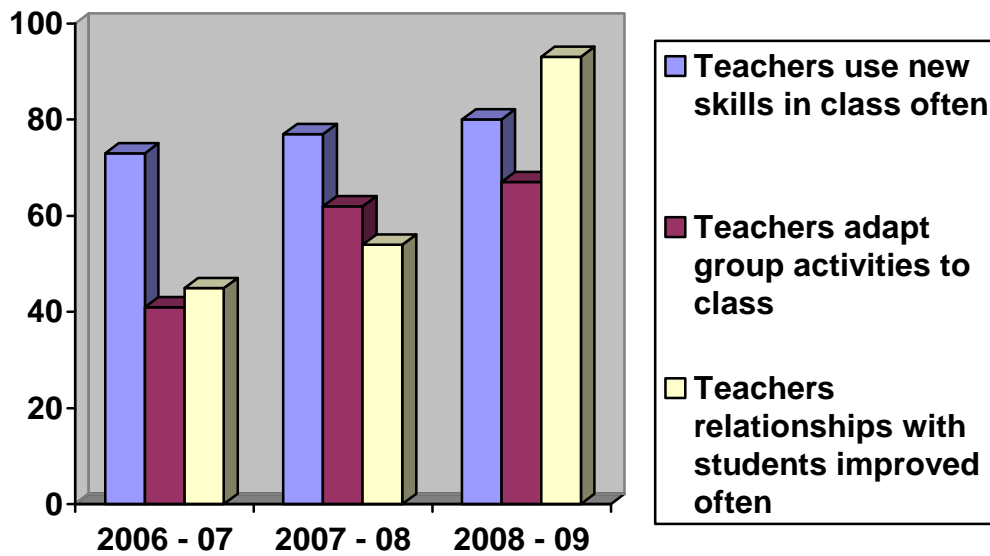
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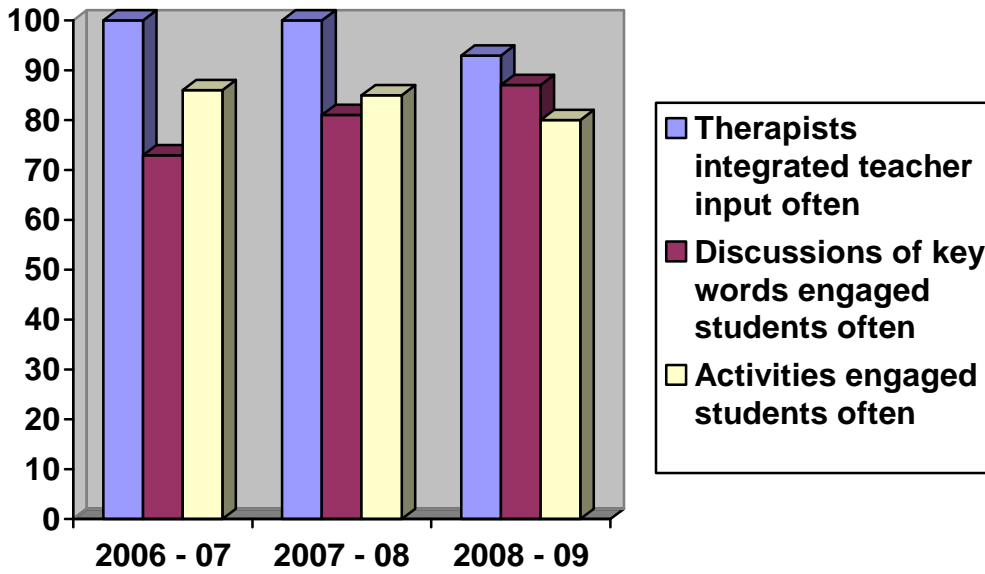
Teacher's perceptions of student attitudes and behaviors after *Side By Side* group participation



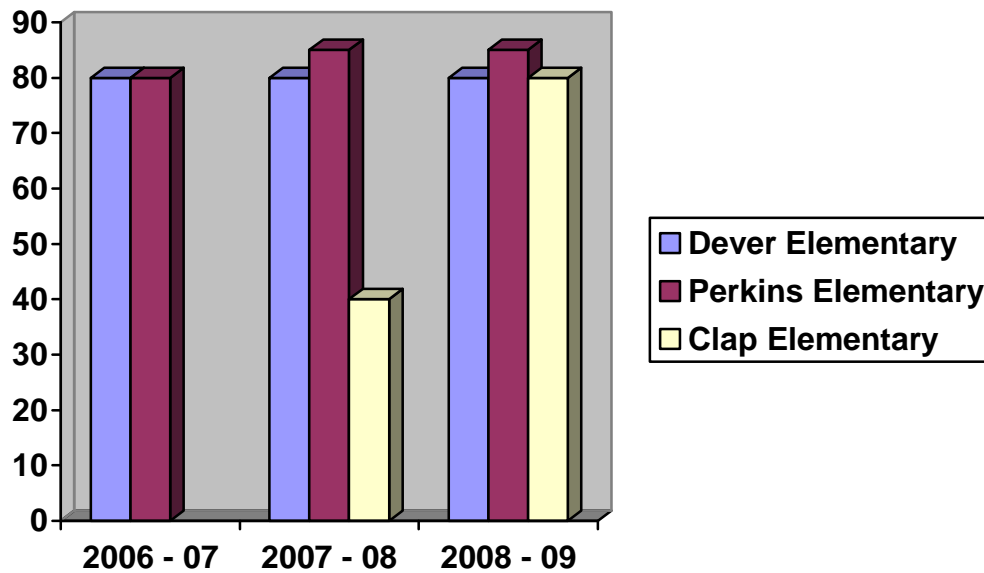
Teacher's perceptions of their own increased competence after *Side By Side* group co-leadership



Teacher's feedback to therapists after completing *Side By Side* groups



Percent of teachers participating in *Side By Side* by school



Teacher evaluations completed after group participation:

Measuring their perceptions of changes in student attitudes and behavior and in the teacher's ability to adapt and employ skills from group to their classroom teaching.

<u>2006 – 07</u> Group Evaluation Questions	% of teachers rating behavior occurs Often	% of teachers rating behavior occurs sometimes
Key words are practiced in class	59 %	41 %
Students credit others practicing key words	27 %	55 %
Group members create positive culture	36 %	41 %
Teachers use new skills in class	73 %	27 %
Teachers adapt group activities to class	41 %	45 %
Teacher relationships w/ students improved	45 %	50 %
Therapist integrated teacher input	100 %	
Discussions of key words engaged students	73 %	18 %
Activities engaged students	86 %	5 %

<u>2007 – 08</u> Group Evaluation Questions	% of teachers rating behavior occurs Often	% of teachers rating behavior occurs sometimes
Key words are practiced in class	81 %	19 %
Students credit others practicing key words	31 %	58 %
Group members create positive culture	42 %	58 %
Teachers use new skills in class	77 %	23 %
Teachers adapt group activities to class	62 %	34 %
Teacher relationships w/ students improved	54 %	46 %
Therapist integrated teacher input	100 %	
Discussions of key words engaged students	81 %	19 %
Activities engaged students	85 %	15 %

<u>2008 – 09</u> Group Evaluation Questions	% of teachers rating behavior occurs Often	% of teachers rating behavior occurs sometimes
Key words are practiced in class	67 %	33 %
Students credit others practicing key words	47 %	53 %
Group members create positive culture	60 %	40 %
Teachers use new skills in class	80 %	20 %
Teachers adapt group activities to class	67 %	20 %
Teacher relationships w/ students improved	93 %	7 %
Therapist integrated teacher input	93 %	7 %
Discussions of key words engaged students	87 %	13 %
Activities engaged students	80 %	20 %

