Student Checkup: Booster Session Protocol

Introduction and Re-Assent:

Directions: The purpose of Session 2 is to follow up on the progress toward students' academic goals. Review all the materials from the first session and all progress monitoring and goal worksheets from the past few weeks.

1. Reestablishing rapport and maintaining relationship. Ask follow up questions about the student's interest.

> Examples: *"How is basketball season going? Did you do anything fun over your Spring Break?"*

_____

_____

2. Provide Overview of second session and Re-Assent

> *"Today we are going to review the goal that you made last time and see how the plan that you made is working at helping you reach your goal. If your plan is going really well then we can come up with a plan to keep it going. If your plan is not going as well as you would like we can change it and make it better. I just wanted to remind you that this program is voluntary. You do not have to be here today and you are free to go back to class if you want to."*

_____

_____

3. Review summary from the Session 1 protocol using as much of the student's language as possible.

> Give student Goal Sheet prior to summary

> *"Last time when we met we spent a lot of time talking about how you feel and what you*

Reaffirming Goal or Changing Goal:

4. Reaffirming student's academic goal or changing goal

"At the end of our last meeting you made a goal that you wanted to achieve. Do you remember what the goal was that you came up with?"

Restate student goal if needed

"Why was that something that you wanted to achieve? Why was that something that was important to you?"

Respond to change talk

"Do you still feel like that is something that you want to achieve? Is this something that is important to you?"

"How do you feel like progress towards your goal is coming?"

Make empathic statements that communicate understanding and respond to change talk

Decide whether to retain current goal or create new goal

"Do you want to change your goal or keep your goal the same?"

Deciding to keep original goal	Deciding to change goal
Why do you not want to change? (have them argue for keeping their goal) Why do you think you will reach your original goal? What will help you reach your goal?	What do you want to change it to? Why do you think you can reach this new goal? What will help you reach this new goal?

* If student retains or changes their goal, the next steps will be the same*

"I will start working on an updated goal sheet and plan. At the end of our time today, I will have an updated goal sheet for you. What should I put at the top of the page for your goal?"

"Your goal is to_____?"

Developing Discrepancy:

5. Review Current Grades

"Lets take a look at some graphs of your grades and see what they look like. Here are your current grades for your four core classes."

<u>Show student bar graph and line graph</u> of goal grades and current grades (if goal has changed, draw a new goal bar)

"The bar on the left is the grades that you would like to make. A few weeks ago, you told me some reasons why you would like to make these grades. Can you tell me what you like about making these grades today? Do you feel the same?"

"Here is a current bar graph of your grades. This bar on the left is your goal grades and the bar on the right is your current grades. The grades that you want to have are _____. Right now, your grades are _____. Can you tell me how you feel about the difference?"

Use Importance Ruler

If student is making progress ask open ended questions about advantages of change:	If the student is not making progress ask about disadvantages of not making changes:
"Your goal was to make _____(whatever current goal is). How satisfied are you with your current grades of _____?" "Now that you are making progress toward your goal, what things are going better for you?"	"Your goal was to make _____(whatever current goal is). How satisfied are you with your current grades of _____?" "So your current grades are _____. Is there anything you are worried about or that you feel like you are missing out on because of this?"

Support change talk

Developing Discrepancy (cont):

Student Goal:

___Increase my whole life (school work, home, business, and church); make mostly As by the end of the quarter; and to get 88% or above in science._____
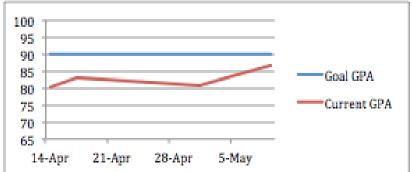
Current Grades as of *5/10/2013*

Math: **82**   History: **81**
ELA: **95**   Social Studies: **81**
Science: **74**

Average Grade as of 5/10/2013: *86.75*

Bar graph of Current Grade

April 22nd 2013

Line graph of 4th Quarter Grades

Please keep this page for yourself to track your progress and discuss the next time you meet your Report Card Coach

Review of Plan Implementation:

6. Develop Discrepancy between intended use and actual use of academic plan

> *"When we finished our last meeting I asked how likely or how important you thought it was to use your plan and you said you were a _____ out of 10. Why did you choose that rating? Why do you think it is important to follow your plan?"*

> *"Over the past few weeks we asked how much of the time you were using your academic plan on your goal worksheet. Overall, it looks like you used your plan _____ % of the time. Can you tell me about that?"*

Review normative data of plan usage

> *"We looked at the goal worksheets for students who are making progress and found that students who are making progress towards their goals are using their plan _____ % of the time. How do you think that using their plan _____ % of the time is helping other students reach their goals?"*

7. Increasing intention to change

Show student graphical feedback sheet from Session 1

> *"When we developed your plan last time to help you reach your goal, there were some things that you were planning on changing to help you reach your goal.*

Ask how each item graphed is going. Ask how progress or lack of progress on each item is affecting them.

> *Ex: How do you think that _____ is keeping you from making better grades? How do you think that _____ will help you reach goal?"*

Mini-summary of what was discussed on graphs

> *"Over the past few weeks, have you noticed anything that may have kept you from making the grades you would like?" If _____ was to change, how do you think things would be better?"*

Supporting Self-efficacy:

8. <u>Review line graph</u> of student progress over time

> *"Now we are going to take a look at your line graph again. Like we talked about earlier, this line is your goal; this is where you want your grades to be. This line is your grades over the past few weeks. How do you feel like your progress is coming?"*

> <u>*Show student Normative Graph*</u>

> *"This graph shows the progress for all the students in this program on this line, and shows your progress on this line. How do you feel about this graph?"*

If student is making progress	If student is not making progress
When we look at this time period from _____ to _____, your average grades went up _____. What are some reasons why you think your grades went up then? *"What are some reasons that you think you are making progress toward your goal?"* *"Are you planning on continuing to make progress toward your goal after today?"*	*When we look at this time period from _____ to _____, your average grades went down/stayed the same _____. What are some reasons why you think your grades went down/stayed the same then?*

Summary:

9. Support Self-efficacy

   <u>Show student optimism answers</u> from biweekly goal worksheets

   "On the goal worksheets that we have been giving you, you wrote some reasons that you thought you could reach your goal. Can you tell me about those?"

   "We also talked about what things you are already doing well that will help you reach your goal."

   "Can you think of any more things that are going well since you started your plan?"

10. Summarize

    "Now I am going to try and summarize everything that we talked about today so we can either add some things or change your plan. If I leave anything out or add anything, please let me know because this is your goal and your plan not mine."

11. Revise/Retain academic plan

    Use "You" statements

    Summarize goal and plan

12. Increase intention to follow change plan

    "How do you feel about your current plan? What do you like about it?"

    How likely are you to use your academic plan for the rest of the year?

Not at all Likely				*Somewhat Likely*				*Very Likely*		
1	2	3	4	5	6	7	8	9	10