



Administration Process: An Overview for School Districts and Schools (Non-Clever Process)



Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

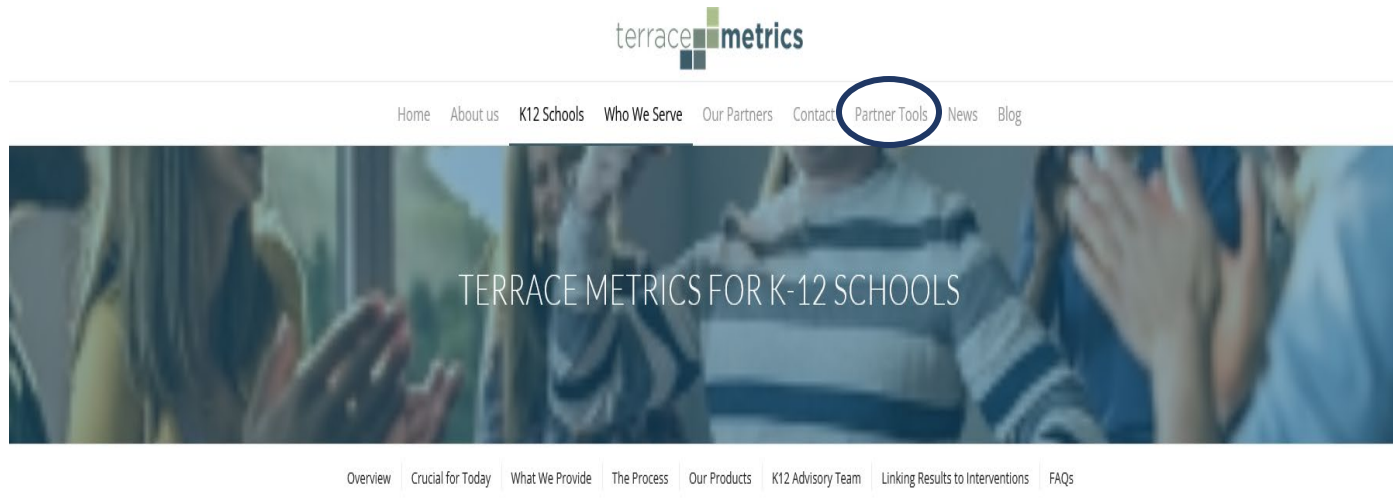
Table of Contents

	<u>Page</u>
I. The Terrace Metrics Process	
Pre-Administration Steps	3
Suggested Timelines	6
The Total Function Score and Priority Score Designation	7
Information Regarding Priority 1 Status	8
Typical Response Strategies for Priority Scores	8
Estimating the Number of Students to Assess at One Time	8
How to Use a Staggered Schedule	9
Further Administration Suggestions	10
Alternatives to Using the Depression Indicator	10
Administration Process	11
Interpreting the Student Report	12
Approaching Students with a Priority Score	14
Assessing 2-Step “Drops”	15
The Parent Report	16
Post-Administration Steps	17
II. Activating the Terrace Metrics Software Program	
Key Roles	18
Key Link	19
Activating and Navigating Through the System - District Champions	20
Creating Schools and Designating School Champions	21
Reviewing School Assessments	22
Reviewing the School Report	22
Activating and Navigating Through the System - School Champions	23
Creating Surveys	24
Sending students assessment via email	30
Steps if Students Do Not Have Emails	32
Additional Information	34
Changing Student Status	35
Accessing the Student and Parent Reports-School Champions	36
Monitoring Progress	36
Retrieving the Student Report	36
Documenting Student Contact	37
Retrieving the Parent Report	38
Sending Parent Report Via Email or Text Link	38
Accessing Data Files	39
Accessing the School Report	40
Recommended Steps to Administer Software While Students are Off-Site	41
Appendix A: Further Information on Working with Priority 1 Students	43

I. A Guide to the Assessment Processes


Pre-Administration


Terrace Metrics has produced a series of training videos and forms, located on the main website (www.terracemetrics.org/schools) and accessing the “Partner Tools” in the upper right hand corner. There are two drop-down options: Forms and Operational Videos. Terrace Metrics changes the password on the regular basis. Please contact info@terracemetrics.org for the latest password.





As a reminder, all materials are copyrighted and are never to be shared with anyone outside of the district without express written consent of Terrace Metrics, Inc.


The “**Forms**” tab contains a variety of documents that have been used by hundreds of school districts and schools. These documents capture all aspects of the process. These forms are purposely kept in Word format so that school district and/or schools can customize the information as they wish. Many of these forms are translated into Spanish.




- 


PROCESS MANUAL FOR SCHOOLS (CLEVER)
Proctor Instruction for the Clever System
 Quick Clever Reference Guide
- 


PROCESS MANUAL FOR SCHOOLS (NON-CLEVER)
Proctor Instruction for the Non-Clever System
 Quick Non-Clever Reference Guide
- 


SAMPLE DISTRICT/SCHOOL LETTER OF SUPPORT
SAMPLE DISTRICT SUPPORT LETTER (Spanish)
- 

NOTIFICATION OF REMOTE ADMINISTRATION LETTER

- 

PARENT PERMISSION FORM - PASSIVE CONSENT
Parent Permission Form – Passive Consent (Spanish)
- 

PARENT PERMISSION FORM - ACTIVE CONSENT
Parent Permission Form – Active Consent (Spanish)
- 

SAMPLE STAGGARED SCHEDULE
- 

COUNSELOR TEMPLATE

In addition to this manual and a companion Quick Reference Guide, there is a templated letter of support, which should accompany the passive (i.e., “opt-out”) or active (i.e., “opt-in”) parent consent form. Further, there is a printed copy of the proctor instructions as well as a sample staggered schedule, which helps school coordinate survey administration dates.

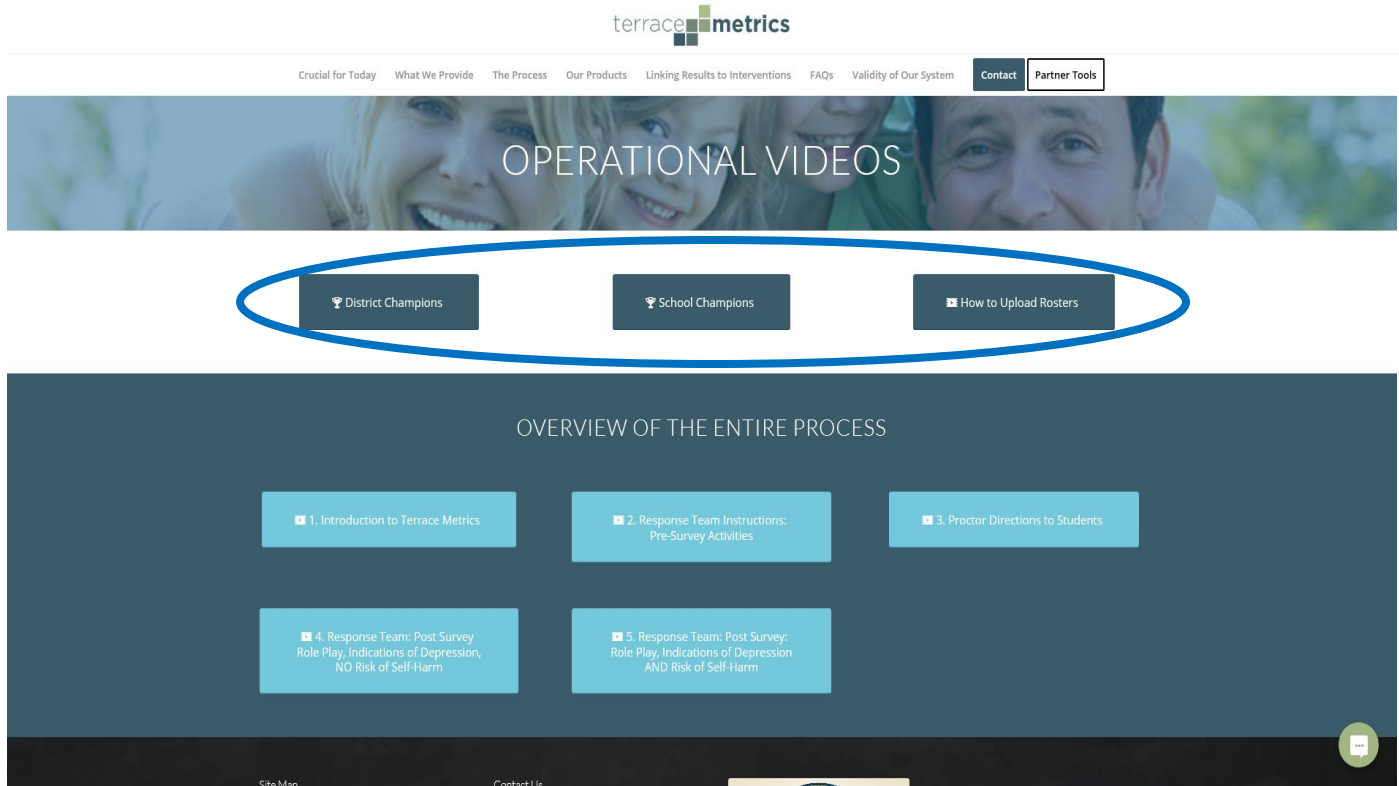
Should districts wish to use their own letter of support or create their own consent forms, the documents address three important points:

- The assessment tool is not designed as a diagnostic tool. Rather, it provides information that informs parents of their student’s functioning across key resiliency and risk indicators. Parents will have the option to receive a letter that summarizes their child’s findings, as well as information on how to strengthen low resiliency scores and address high risk scores.
- Parents can opt out of the assessment. Whether by active or passive consent (depending on district policy), parents are not mandated to have their student participate.
- All data is strictly confidential, and the data is stored on a secured server that encrypts the raw data.
- The letter should contain a link to a video that describes the process to parents. The video link is embedded within the Terrace Metrics consent form(s) but can be accessed via the following: <https://www.terracemetrics.org/consent-form/>

Regardless of whether the template or the school-created version of the consent form is used, it is important to revise the letter to only include the indicators (and their description) that will be administered. Any indicator that will not be used should be removed to avoid confusion.

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

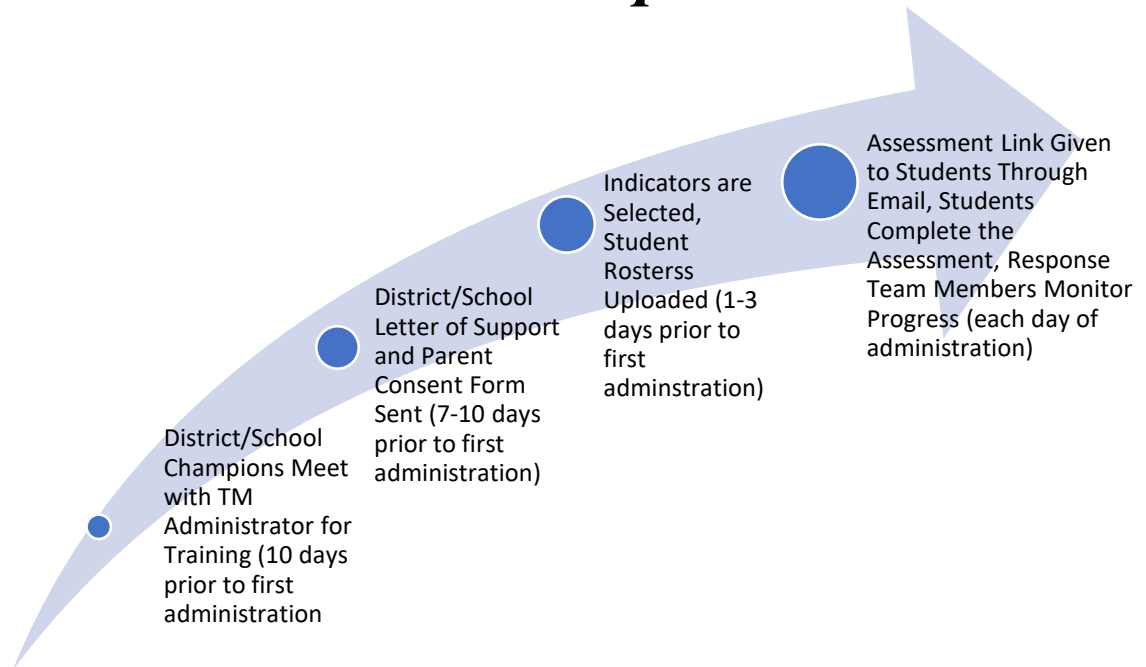
The “*Operational Videos*” tab should be considered mandatory viewing by all District and School Champions prior to activating the Terrace Metrics software. Videos at the top of the screen (blue circle) target specific users (District Champions and School Champions) and should be watched first. The remaining video, “How to Upload Rosters” is most useful when a District or School Champion is ready to upload rosters into the software.



The videos below the blue circle are numbered in the order that they should be viewed.

- Video #1 should be shared with school educators/administrators so that all employees understand the reasons for the assessment and what the system will provide.
- Video #2 is an overview of Response Team member’s tasks, including an overview of the priority system. The contents of this video is covered during the in-person training with district/school champions.
- Video #3 can be used in lieu of having an actual proctor read instructions to the students. In most cases, the teacher simply shows the video prior to the students completing their assessment.
- Videos #4 and #5 are role-plays that illustrate how a member of the response team can speak with a student identified as At Risk, priority 1 (more about the priority system to follow).

Pre-Administration Steps-Timeline



1. Approximately 7-10 days prior to initial administration, the Terrace Metrics Administrator will meet with the district/school's response teams to review the entire process, including activating the software. (Districts may choose to forego this training and simply follow this manual and review the videos, but it is recommended that on-line or in-person guidance from the Terrace Metrics Administrator be scheduled for the initial year). The training time is approximately 90 minutes.
2. Approximately 7-10 days prior to beginning the administration, the letter of support and consent form will be sent to parents. Further, the District or School Champion point of contact (PoC) will determine the number of students to be assessed at any one time.
3. Approximately 2-3 days prior to first administration (or whenever the deadline to receive consent forms has passed), the District or School Champion PoC will create the assessment battery for each school. This involves (a) selecting the indicators, (b) choosing the time frame, and (c) uploading the final roster. Section II (below) describes these steps in detail.
4. On the day of administration, the proctor (typically the teacher) can read the instructions or show the proctor video prior students starting the assessment.

Approximately 95% of all students complete the assessment within 15 minutes (97% complete it within 20 minutes). Once completed, the results are immediately delivered to the response team via a color-coded student report, accompanied with a parent report.

The Total Function Score (TFS) and Priority Score Designation

As illustrated on page 13, the Total Function Score (TFS) is the first data point shown in the student report. The TFS is an aggregate score of all indicators, weighted differently depending on the age of the student, the number and type of indicators chosen, and other factors. Thus, the TFS is the most robust predictor of academic and behavioral health functioning.

Students whose TFS is in the At Risk or Moderate Concern range also receive a priority score, which allows response team members to determine which students should be contacted within a certain time period. Presuming that all indicators are chosen*, priority scores range from 1-5, with lower scores indicating faster response times. With the exception of responding to Priority 1 scores (which would normally be given to students in grades 6-12), the following table describes each priority score and response times as adopted by many school districts.

Priority Score	Meaning	Recommended Response Time
1	Depression in the At Risk range and/or self-harm ideation item endorsed <i>NOTE: Priority 1 scores are only given if the depression indicator is selected</i>	Within 24 hours (per most state/district policies)
2	Total Function Score in the At Risk range (little evidence of depression/self-harm)	72-96 hours
3	Any supplemental indicator and/or frequent victimization in the At Risk range	1 week
4	Anxiety and/or Ostracism in the At Risk range	2 weeks
5	Any resiliency indicator (only) in the At Risk range	At the school's discretion

***For example, if the depression and/or self-harm indicator is not administered, a Priority 1 score will not be given. Likewise, should supplemental indicators not be chosen, the frequency of Priority 3 scores will be comparatively lower.**

Typical Response Strategies for Priority Scores

The Terrace Metrics system is designed for maximum efficiency in contacting students who may be struggling with their behavioral health, but in doing so in a manner that does not overwhelm existing resources. For this reason, many schools devote their attention to contacting students (and families) with Priority 1 and Priority 2 designations only. Students with Priority 3 and 4 designations would be candidates for Tier II groups or in-school or community-based Tier III services (depending on indicator). Students with Priority 5 scores would be candidates for Tier I and Tier II services (depending on the prevalence of students).

Estimating the Number of Students to Administer the Assessment at any one Time

The following are the expected percentage of priority scores among upper grade-level and elementary level students. These percentages are derived from a random sample of students in grades 3-12 who completed the Terrace Metrics assessment for the first time at different time frames; between 2018-2019 (pre-COVID) and 2020-2021 (during COVID). Among upper-grade level students, percentages of Priority 1 scores increased ~3-6% while the percentages of Priority 5 scores increased 4%. Districts and schools can use these percentages when deciding how many students should complete the assessment at any one time period.

Upper Grade-Level Students (grades 6-12)

Priority Score	2018-2019 (n = 28, 231)	2020-2021 (n = 16,289)
1	~7-10%	13%
2	3%	3%
3	9%	5%
4	9%	10%
5	17%	21%

Lower Grade-Level Students (grades 3-5)

Priority Score	2018-2019 (n = 8,437)	2020-2021 (n = 6,613)
2	3%	3%
3	5%	2%
4	12%	15%
5	21%	22%

What this means is that for every 100 students taking the assessment at one time, schools could expect to have approximately 3-13 students with a priority 1 score, and an additional 3-5 students with a priority 2 score.

PLEASE NOTE: this is an estimation and cannot account for the unique composition or needs of any school. First time partners should initially target smaller groups (e.g., two classrooms) until the process and software system is mastered, and then expand the number of students based on their initial results, comfort level, and availability of school resources.

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

Administering the Assessment Using a Staggered Schedule

As Terrace Metrics software is an *open system*; once the system is activated schools can administer the assessment tool whenever they wish. This means that schools do not have to (nor should they) assess all students at the same time. This is particularly the case when the depression indicator is used for grades 6-12. We **strongly recommend** that schools stagger their administration schedules to minimize the burden on resources.

A **common error** for first time partners is to believe that the Terrace Metrics process is the same as what is used to gather statewide academic results. This strategy can backfire, leading to situations when schools must call on resources from other schools for additional support. To prevent this unwanted situation, schools should adopt a “slow and steady” approach; it is common for medium to large school districts (enrollments greater than 20,000 students) to complete the assessment over several weeks.

As one natural grouping strategy, schools often select one grade to take the assessment on a designated week (with nor more than two classrooms per day for the first week), so that staffing is available to respond to students with Priority 1 scores. A separate grade is then selected the following week, and so on.

Consultation with a Terrace Metrics Administrator can help districts and schools determine the right time frame. In addition, the sample staggered schedule (in the Forms section) can be useful for districts. This template (abridged, below) conforms to a typical district consisting of one high school, one middle school, and several elementary schools

SAMPLE STAGGERED SCHEDULE

<u>APRIL 9th</u> School A - 3 rd Grade
<u>April 11th</u> 12 th Grade
<u>April 12th</u> 11 th Grade
<u>April 16th</u> School B - 3 rd Grade School A - 4 th Grade School C - 6 th Grade
<u>April 18th</u> School B - 4 th Grade 7 th Grade
<u>April 30th</u> School C - 3 rd Grade School A - 5 th Grade School B - 5 th Grade School C - 5 th Grade School D - 5 th Grade 10 th Grade
<u>May 2nd</u> School B - 4 th Grade

Further Administration Suggestions

The following information may help first-time schools administer the Terrace Metrics assessment with maximum efficiency while minimizing unwanted situations. These suggestions are most relevant for upper-level grades who choose the depression/self-harm indicator.

- For the first week or so, only administer the assessment to two classrooms at any one time. This approach will limit the number of students taking the assessment, allowing response teams to iron out any “wrinkles” in the process while having plenty of time to contact Priority 1 students
- Avoid administering the assessment in the afternoon. Doing so will provide sufficient time to contact Priority 1 students and their parents throughout the day
- Avoid administering the assessment on Fridays or days before the school is not in session (e.g., holidays, teacher in service days)
- Consider partnering with community agencies, who can serve as a referral source for Priority 1 students
- Follow the steps provided in Appendix A and videos #4 and 5 on steps to contact Priority 1 students and their families

Considering Alternatives to the Depression Indicator for Upper-Grades

First time school districts/schools wish to perfect their data collection process and ensuring optimal community buy-in before using the depression indicator for upper grade-level students. In these instances, schools may wish to select specific adversity indicators that - in addition to their being unique predictors of academic outcomes – explain significant variance associated with depression symptoms. Collectively, Terrace Metrics proprietary data shows that anxiety, self-criticism, and ostracism explain over 70% of the variance associated with depression.

The following battery of indicators are recommended for districts/schools who do not want to administer the depression indicator:

Resiliency Indicators	Adversity Indicators
Global Satisfaction	Depression
Positive School Experiences	Anxiety
Hope	Self-Criticism
Grit	Ostracism
(social) Resiliency	(frequent) Victimization
Personal Standards	School-Violence
Leadership	Traumatic Stress
	Drug/Alcohol

The Administration Process

Please note: The Terrace Metrics software is designed to run on a variety of operating systems, although Google Chrome is preferred. In addition, the software can run on desktops as well as portable devices (laptops, ipads, and phones). Please be aware that the format of the assessment and products may be changed if using portable devices.

On the designated survey administration day, students will receive a link through their school email (see Part II, below). They simply click on the link at the end of their email and they can complete the assessment.



As noted by the blue circle and red circle (above), students have the choice of taking the assessment in other languages (e.g., Spanish); poor or slow readers can have all items and response options read to them.

Once the student is at this page, either a school-assigned proctor will read the Terrace Metrics script for proctors (which can be downloaded from the “Forms” tab) or they can be shown Video #3 (Proctor Video for Students) from the “Operations Video” tab. We recommend showing the video to maintain uniformity, but a proctor should still be on hand to answer any questions and to protect against possible threats to internal validity (sharing answers, looking at each other’s screens, etc.).

Once the student clicks the “Next” button, the program will then verify that the information is correct. If the student responds that the information is incorrect, the software will ask the student to contact the proctor for further direction.

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

Please review the information below.

Is this you?

[Read question](#)

Name: Mary Moore
Grade: No Grade
School: New Play PD

Yes 1 No 2

[Next Question](#) →

Although the assessment is stated to last one class period (typically 35-45 minutes), the majority will complete it within **15 to 20 minutes**. A time stamp will be shown on the student report and will be highlighted in red should the assessment be completed too quickly. Please note that a red time stamp does not necessarily mean that the protocol is invalid, but it does indicate that the student completed the assessment faster than 95% of their peers.

Interpreting the Student Report

The student report can be retrieved immediately after the student completes the assessment. Scores for each indicator are color-coded, matching their placement along a behavioral health continuum: *At Risk*, *Moderate Concern*, *Satisfactory*, and *Optimal*. (Interpretations of each step in the continuum are found on the right-hand side of the report). As note previously, a Total Function Score (TFS) allows response team members to quickly understand the student's overall behavioral health and should be considered first.

For any indicator in the At Risk range, items endorsed by the student are included at the end of their report. This information allows members of the response team insight into possible reasons for the student's responses, helps guide important questions (should a response team member meet with the student), and may aid in future intervention strategies.

Example of a Student Report

Joan Arc 45622238585
Date of birth: Mar-05-2015 | Grade 9 | New Wave

Priority
4

Print terrace metrics

CURRENT TOTAL FUNCTION SCORE (TFS)

Reflects overall behavioral health and well-being

Oct-27-2019 **MODERATE CONCERN**

PARTICULAR INDICATOR SCORES

Joan's scores within each resiliency/risk indicator

RESILIENCE INDICATOR	CURRENT CATEGORY
Global Satisfaction	Satisfactory
Grit	Satisfactory
Hope	Satisfactory
Leadership	Optimal
Personal Standards	Satisfactory
Positive School Experiences	Optimal
Resiliency	Moderate Concern

RISK INDICATOR	CURRENT CATEGORY
Anxiety	Moderate Concern
Bullying Others	No concern
Depression	No concern
Getting Bullied	No concern
Ostracism	At Risk

SUPPLEMENTAL SCREENER SCORE

Joan's scores across supplemental screeners. Supplemental screeners are not included in the Total Function Score (TFS).

SUPPLEMENTAL INDICATORS	CURRENT CATEGORY
School Violence	No concern
Drug / Alcohol	No concern
Trauma	No concern

QUESTIONS OF CONCERN

The following are the questions and answers provided for each category for which Joan Arc scored At Risk

OSTRACISM

#	QUESTION	ANSWER
1.	In general others...treat me as if I am invisible	Always
2.	In general others...look through me as if I do not exist	Always
3.	In general others...do not pay attention to my greetings when walking by one another	Always
4.	In general others...do not pay attention to me during conversation	Always
5.	In general others...do not pay attention to me	Always
6.	In general others..."hang out" with me at my home	Never
7.	In general others...invite me to join their club, organization, or association	Rarely
8.	In general others...include me in their plans for the holidays	Occasionally
9.	In general others...make an effort to get my attention	Rarely
10.	In general others...invite me to go out to eat with them	Rarely
11.	In general others...invite me to join them for weekend activities, hobbies, or events	Occasionally

INTERPRETING CATEGORIES

The TFS and indicator scores are placed within specific behavioral health levels. Each level is tied to specific educational and behavioral outcomes. A description of each level and its implications are below

OPTIMAL

Strengths across all domains with no distress.
Minimal specific attention likely. Capable of fully attending to academic life goals.

SATISFACTORY

Strengths across many domains with little distress.
Not likely to require specific attention. Functioning well but not necessarily excelling.

MODERATE CONCERN

Some strengths but poor functioning in key domains.
May require some attention. Likely some impact on life and school functioning.

AT RISK

Few or no strengths and high distress
Will require attention and support. Functioning likely to be affected even if not discernible.

Approaching Students with a Priority Score

There are numerous resources to guide response team members, particularly if self-harm behaviors are suspected (e.g., www.mhanational.org/conditions/self-injury-cutting-self-harm-or-self-mutilation; www.crisistextline.org/topics/self-harm/#what-is-self-harm-1; www.rethink.org/advice-and-information/about-mental-illness/learn-more-about-symptoms/self-harm/). Appendix A and videos #4 and #5 also provide specific steps that response team members should consider when meeting Priority 1 students.

The following “do’s” and “do not’s” also may be considered (this approach can be used for other priority scores).

Do:

- Design a communication approach that is non-threatening to the student and maintains confidentiality and trust with school personnel (as a reminder, individual student data is not to be shared with teachers)
- Follow district and/or state policies when approaching students with Priority 1 scores
- (for Priority 1 scores) emphasize the importance of student safety, which is why the student’s parent will be contacted
- Take the student’s responses seriously
- Be open and empathic when discussing items that the student endorsed. The responses should invite collaborative problem solving and follow up strategies
- Set aside a later time to allow the student to freely discuss their responses without feeling rushed or pressured (try not to schedule the meeting prior to an exam)
- Document the meeting and acknowledge it in the software
- Consider use the Counseling Template for targeted students
- Be sure to periodically check in with the student over the school year
- Make sure that the student leaves the meeting believing that they have been understood and supported

Do not:

- Call students identified with a priority score to the office en masse (no “cattle calls”)
- Call students over the school or classroom PA system to “come to the counselor’s office”
- Ask in-depth questions that move the conversation towards therapy. The purpose of the visit is to check in with the student to ensure their safety, to discuss possible intervention strategies, and to discuss next steps (including contacting the parents). In most cases, the average contact time is 15 minutes or less.
- Challenge, discount, or minimize student responses or items that were endorsed. Unless the protocol is considered invalid, the responses reflect their perceptions of themselves, others, and their larger world at the time they took the assessment
- Allow the student to leave the meeting feeling hopeless

Consultation with a Terrace Metrics administrator can help with strategies on how to contact Priority 1 students without calling undue attention.

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

Assessing 2-Step “Drops”

Beyond the priority system, students who have taken the assessment on prior occasions will also have their last results posted on their current report. It is rare that students drop more than one step in the continuum between adjacent frames. 2-step drops may alert response team members that possible changes are occurring in a student’s life that are affecting their behavioral health. Response team members may wish to check in with these students to discuss possible reasons for these drops, and to formulate strategies to help them return to their earlier status.

Frosty Snowman 45263
Date of birth: Mar-02-2005 | Grade 10 | Demo High School

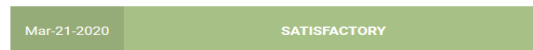
Priority
4

CURRENT TOTAL FUNCTION SCORE (TFS)

Reflects overall behavioral health and well-being



PREVIOUS TOTAL FUNCTION SCORE (TFS)



PARTICULAR INDICATOR SCORES

Frosty's scores within each resiliency/risk indicator

RESILIENCE INDICATOR	CURRENT CATEGORY	PREVIOUS CATEGORY
Global Satisfaction	At Risk	Satisfactory
Grit	Satisfactory	Satisfactory
Hope	Moderate Concern	Satisfactory
Leadership	At Risk	Optimal
Personal Standards	Optimal	Optimal
Positive School Experiences	Optimal	Optimal
Resiliency	Moderate Concern	Satisfactory

RISK INDICATOR	CURRENT CATEGORY	PREVIOUS CATEGORY
Anxiety	No concern	No concern
Bullying Others	No concern	
Depression	No concern	No concern
Getting Bullied	No concern	
Ostracism	At Risk	Optimal

SUPPLEMENTAL SCREENER SCORE

Frosty's scores across supplemental screeners. Supplemental screeners are not included in the Total Function Score (TFS).

SUPPLEMENTAL INDICATORS	CURRENT CATEGORY	PREVIOUS CATEGORY
Drug / Alcohol	No concern	No concern
School Violence	No concern	No concern
Trauma	No concern	

INTERPRETING CATEGORIES

The TFS and indicator scores are placed within specific behavioral health levels. Each level is tied to specific educational and behavioral outcomes. A description of each level and its implications are below

OPTIMAL

Strengths across all domains with no distress. Minimal specific attention likely. Capable of fully attending to academic life goals.

SATISFACTORY

Strengths across many domains with little distress. Not likely to require specific attention. Functioning well but not necessarily excelling.

MODERATE CONCERN

Some strengths but poor functioning in key domains. May require some attention. Likely some impact on life and school functioning.

AT RISK

Few or no strengths and high distress. Will require attention and support. Functioning likely to be affected even if not discernible.

QUESTIONS OF CONCERN

The following are the questions and answers provided for each category for which Frosty Snowman scored At Risk

OSTRACISM

#	QUESTION	ANSWER
1.	In general others...treat me as if I am invisible	Fairly Often
2.	In general others...look through me as if I do not exist	Fairly Often
3.	In general others...do not say hi back to me when I greet them	Fairly Often
4.	In general others...do not pay attention to me during conversation	Fairly Often
5.	In general others...do not pay attention to me	Fairly Often
6.	In general others...come over to my house for a visit	Rarely
7.	In general others...invite me to join them in a social or work activity	Occasionally
8.	In general others...include me in their social plans	Occasionally
9.	In general others...make an effort to get my attention	Occasionally
10.	In general others...invite me to go out to eat with them	Rarely
11.	In general others...invite me to join them for weekend activities, hobbies, or events	Rarely

The Parent Report

A comprehensive parent report is available when the student has completed the assessment. These reports are not automatically sent to parents: It is to the discretion of the district/school as to when send the parent reports (which can be done directly from the Terrace Metrics software).

In many respects, the information presented to parents is the same as what is found on the student report. Nonetheless, the parent report has a comprehensive preamble and links to several resources. Further, neither the priority scores nor the items that the student responded to are available to parents (they are only shown on the student report). Preferably, parents come to the school and meet with a member of the response team to review the student’s responses together.

Any indicator in the At Risk range is highlighted on the parent report (see blue circle, below). Should parents retrieve the letter electronically (via an email/or text link), they can click on the highlighted text, which will take them directly to specific videos produced by Terrace Metrics. These brief videos provide information to help parents understand the definition of the indicator and strategies that they can use at home to improve scores.

PARTICULAR INDICATOR SCORES

Zim’s scores within each resiliency/risk indicator.

RESILIENCE INDICATOR	CURRENT CATEGORY	PREVIOUS CATEGORY
Global Satisfaction	Moderate Concern	At Risk
Hope	At Risk >	At Risk
Positive School Experiences	At Risk >	Satisfactory

Please note that a direct link to the videos is not available if the report is mailed to the parents. However, the address to the website containing the videos is listed in the printed report.

SUPPLEMENTAL INDICATORS	CURRENT CATEGORY
School Violence	No concern
Drug / Alcohol	No concern
Trauma	No concern

FOR MORE INFORMATION

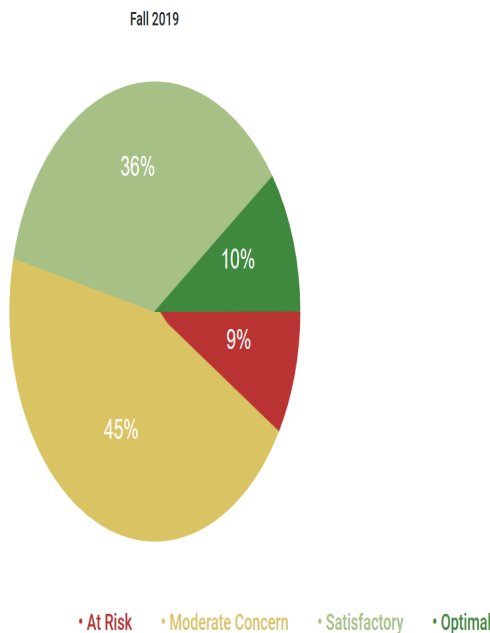
Should the child score in the At Risk or Moderate Concern range on any of the indicators, brief videos are available at <http://www.terracemetrics.org/parents> and type code **TMparents**. Each video is linked with a specific indicator and are designed to guide educators through next steps. These videos are updated regularly.

Finally, embedded at the end of the report are further suggestions to help parents. *These suggestions will only appear on indicators in the Moderate Concern or At Risk ranges.*

Post-Administration

When the last registered student has completed the assessment, a comprehensive school report is generated. This report shows the aggregated results of the behavioral health of the school, as well as a breakdown of each indicator:

OVERALL BEHAVIORAL HEALTH AND WELL-BEING



MEAN RESILIENCY SCORES BY INDICATOR

Indicator	TM Historical Average	Fall 2019 Mean	Range	Interpretation
Global Satisfaction	4.75	4.26	1 to 6	Higher Scores = Higher Levels of Life Satisfaction
Positive School Experiences	3.57	4.68	1 to 6	Higher Scores = Higher Levels of Positive Relationships with Teachers and School Engagement
Hope	4.43	4.04	1 to 6	Higher Scores = Higher Levels of Goal-Directed Behavior and Motivation

PARTICIPANT DISTRIBUTION ACROSS RESILIENCY INDICATORS

Indicator	At Risk	Moderate Concern	Satisfactory	Optimal
Global Satisfaction	33%	6%	43%	18%
Positive School Experiences	7%	4%	24%	65%
Hope	25%	18%	48%	9%

What is this table telling me?

This table provides the overall distribution of participants within each behavioral health category, for each indicator. Historical data (if available) also allows educators to look for trends in the distribution.

As a partner, your district has access to the full array of Terrace Metrics resources, which include online video presentations and empirically supported Tier I, Tier II, and even Tier III curricula. With the exception of the Tier III curriculum, these resources can be accessed by clicking on the pie chart or any At Risk indicator in the school report (see blue circle, above).

In addition, members of the response team will have access to a comprehensive data base that lists available agencies and private practitioners in the area.

Data derived from the school report can be invaluable in terms of strategic planning and can provide critical data for continued improvement planning. It has also proven helpful in grant seeking initiatives, funding levies, and other opportunities for districts.

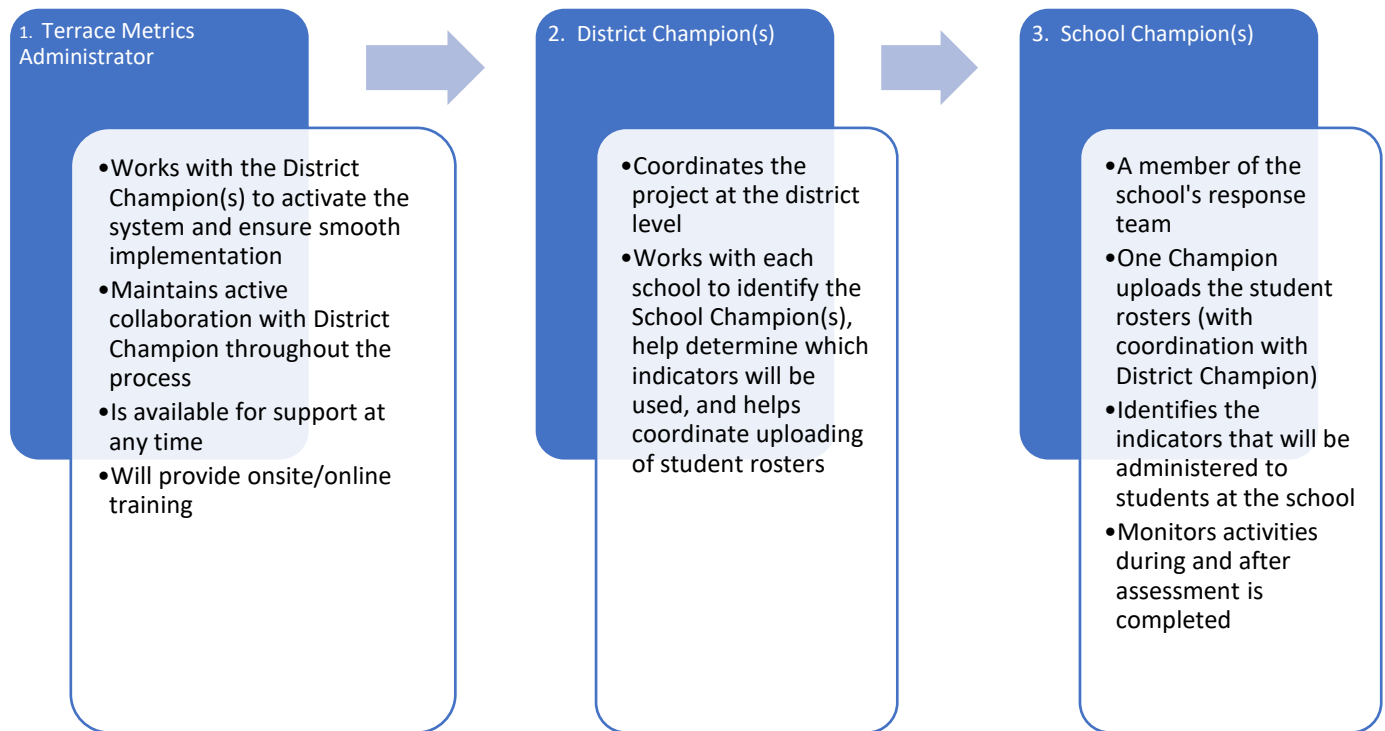
Terrace Metrics will schedule a district/school workshop at the end of the data collection process. This workshop will help response team members on which indicators to target for Tier I/Tier II/Tier III services. In addition, Terrace Metrics will offer parent workshops based on which indicators are targeted.

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

II. Activating the Terrace Metrics Software Program

Key Roles

Activating the program for the first time will require coordination between a Terrace Metrics Administrator and the school District Champion(s). In turn, the District Champion(s) will work with each school to identify the School Champion(s). A brief overview of this process is illustrated below:



1. Terrace Metrics Administrator

Across all steps in the process, each district is partnered with Terrace Metrics Administrators, which includes at least one trainer and a Customer Operations Manager (COM). These administrators will work with the District Champion (primarily) to ensure a smooth implementation. Further, the administrators will work with each school as they prepare to administer the assessment. A key role of the administrators is to ensure that the District and School Champions are trained on all facets of the software and process. Finally, the administrators (particularly the COM) are available for ongoing consultation even after the entire process has been completed.

2. Establishing a District Champion

A District Champion who will oversee the process for the district and will be able to access data from all schools participating in the assessment. Multiple District Champions can be entered into the system (which is likely the case in large school districts) but only one will be the designated point of contact (PoC) with the Terrace Metrics Administrator. The PoC District Champion will

be the first to be granted access to the system. They will then work with each school to identify and grant access to a PoC School Champion (initially a school principal or other member of a school’s administration), who will then enter other school champions into the system.

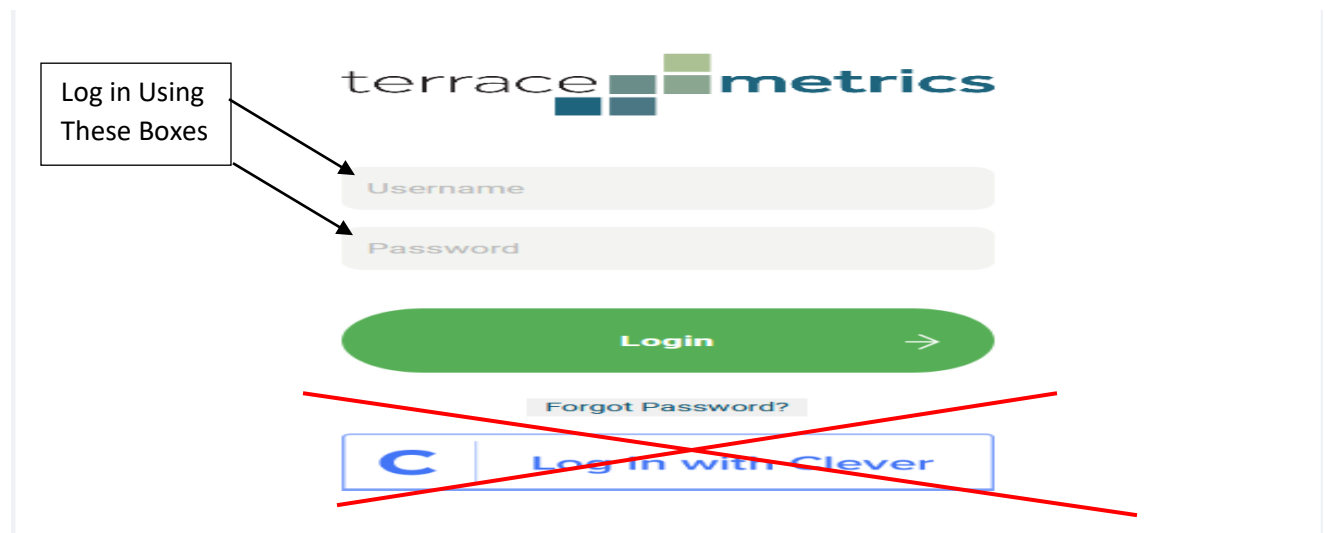
3. The Role of School Champions

All School Champions will serve as the school’s the response team. Response team members should consist of counselors, school psychologists, social workers, nurses, or other personnel responsible for the mental health and well-being of students. Only School Champions will be able to access data for their school; no other school personnel will be privy to individual student reports or attendant parent reports. School Champions will only have access to their school’s data, which include the individual student reports, parent reports, and school report.

Unless otherwise advised by the District Champion, the PoC School Champion will be responsible for uploading the roster for their school, and they will select the indicator(s) that will be administered to students. They will also coordinate when the assessment will be administered to students. Finally, School Champions will be able to retrieve the individual students reports and meet with students and parents (when necessary or desired).

Key Link for District and School Champions

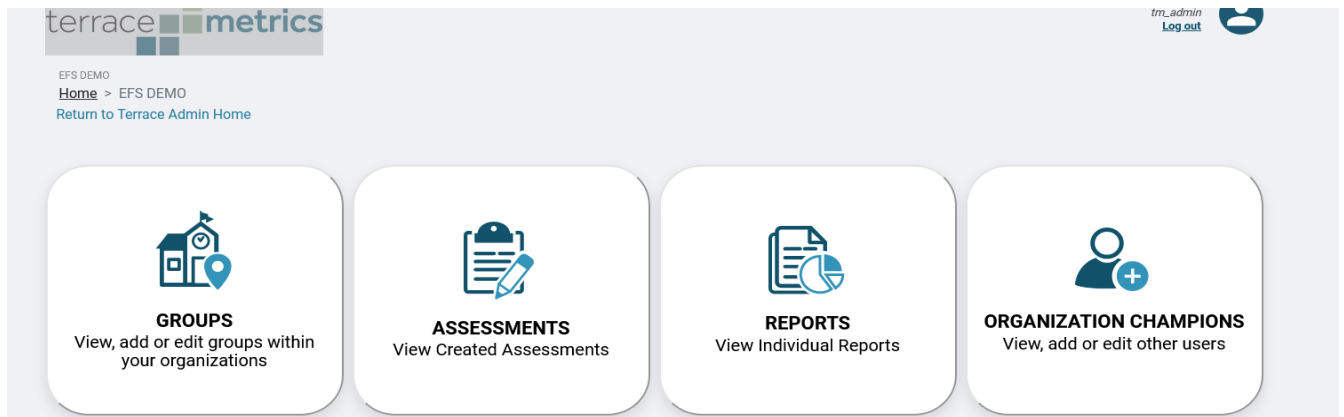
<https://assessment.terracemetrics.org>



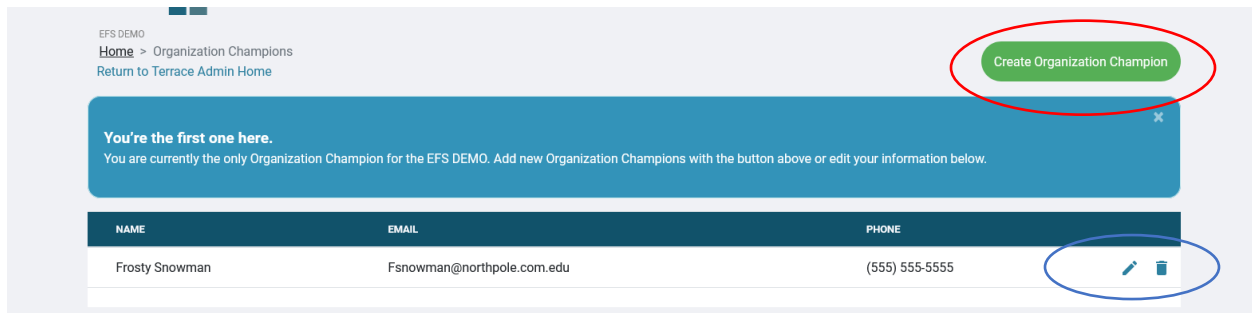
Activating and Navigating Through the System - District Champions

The PoC District Champion will receive an email from Terrace Metrics that contains a link to the platform. Once the link is accessed, the PoC District Champion will be required to create a new password. (This same process will occur when additional District Champions and all School Champions are invited to join the system).

After creating a new password, the PoC District Champion is in the system and will then see four main buttons:



Additional District Champions can be added by clicking on the “*Organization Champions*” tab. Simply click on the “Create Organization Champion” button in the upper right corner (see red circle) and add the requested information.



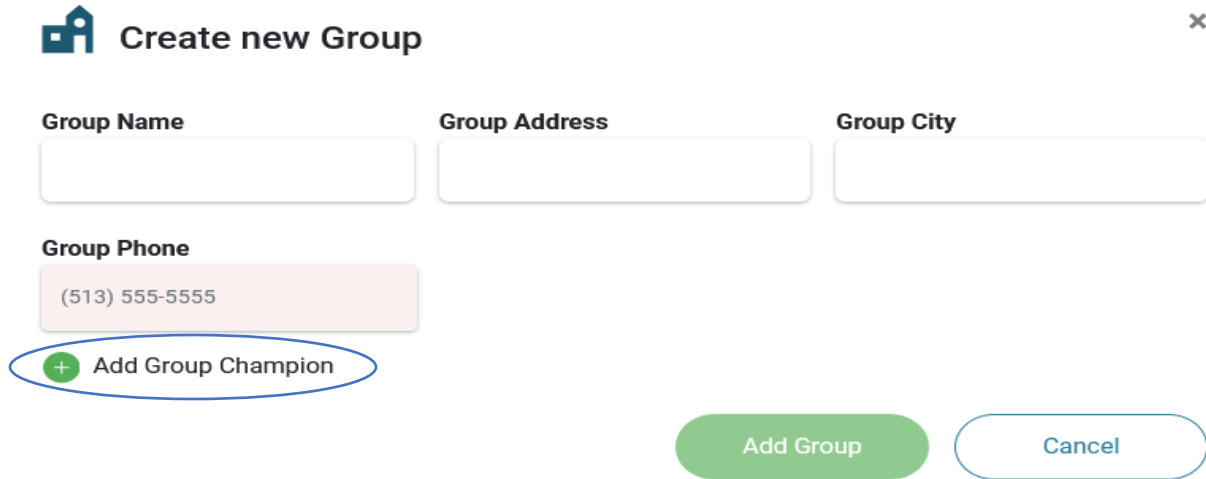
District Champions can be removed, and PoC designation can be reassigned by clicking on the icons at the lower right-hand side of the page (see blue circle, above).

Creating Schools and Designating School Champions

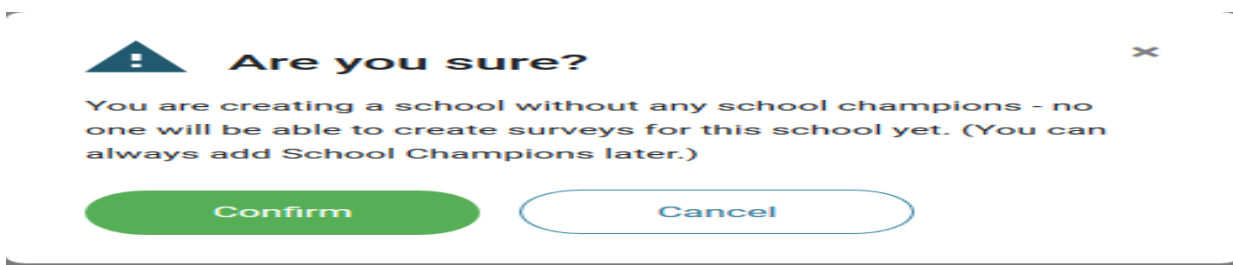
District Champions can add schools by clicking on the “**Groups**” button and then clicking on the “Create Group” button in the upper right corner (in red circle). The screen will show each school as they are created.



When creating a new school, a PoC School Champion can be added by clicking on the “Add Group Champion” link (in blue circle, below).



Note that if a School Champion is not added, a message will remind the District Champion that they can add that information later.



Clicking on the “Add School” button saves the information in the system.


Reviewing School Assessments

District Champions can access any assessment created by schools in the district by clicking on the relevant file.

Reviewing the School Report

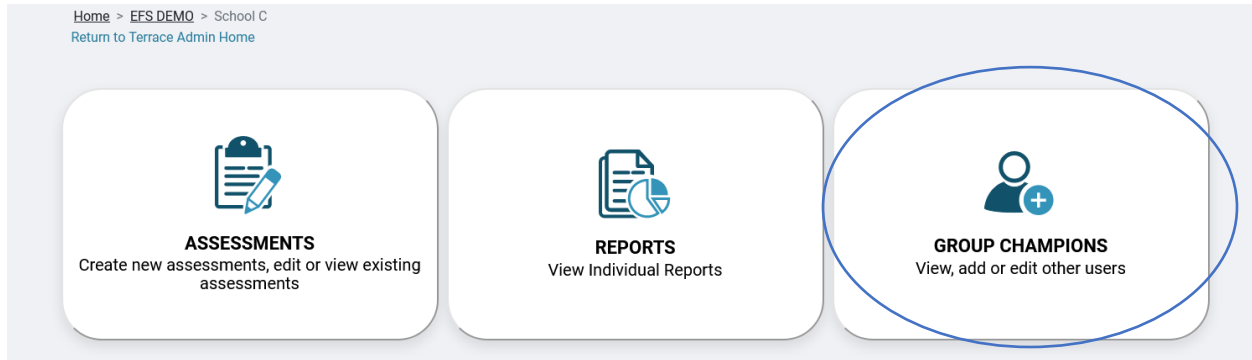
District Champions will have access to all school reports, which are immediately generated after all registered students in that school have completed the survey. By clicking on the “**Reports**” file and selecting the icon for the desired school (see red circle, below), the school report will be generated as an html file. This file also can be saved as a PDF file (either under the “file” option or “print” option menus, depending on system).

1 Survey Results

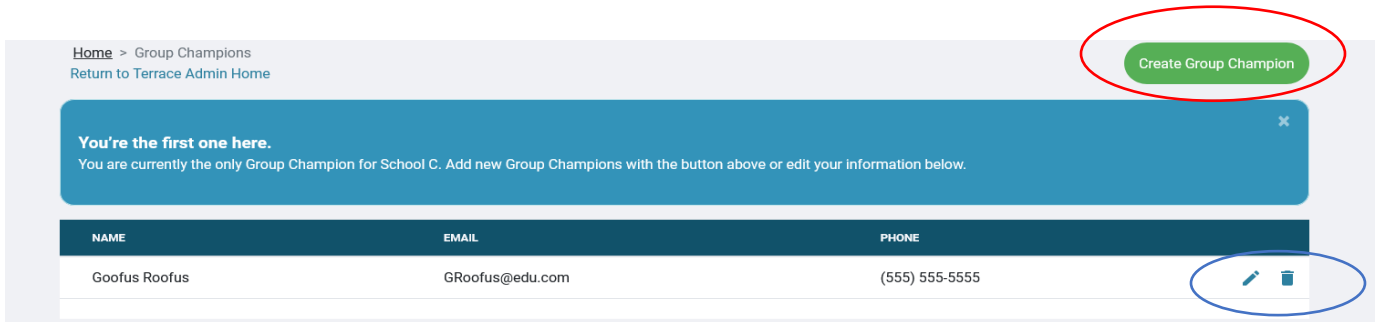
District	School	Survey Name	Date	Result
Demo	Demo Middle School	Fall 2019-Uppergrades-Core-Supplemental	08/08/2019 10:08:05 PM	

Activating and Navigating Through the System - School Champions

Once the PoC School Champion logs into the system (and change their password), they can add additional School Champions by clicking on the “*Group Champion*” button.

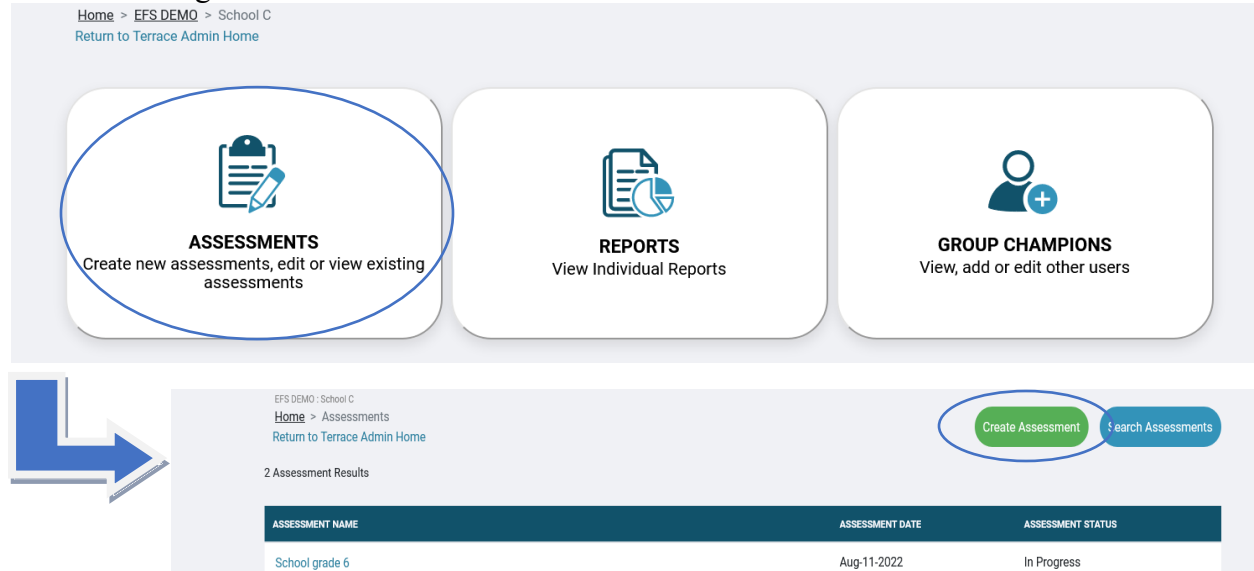


Once in the page, clicking on the “Create School Champion” button in the upper right corner (see red circle, above) and adding the requested information will register other School Champions. School Champions can be removed and PoC designation can be reassigned by clicking on the icons at the lower right-hand side of the page (see blue circle, above).




Selecting and Creating Assessments


Clicking on the “Assessments” file allows the PoC School Champion to select existing files, as well as creating a new assessment....




Home > EFS DEMO > School C
Return to Terrace Admin Home



ASSESSMENTS
Create new assessments, edit or view existing assessments



REPORTS
View Individual Reports



GROUP CHAMPIONS
View, add or edit other users

EFS DEMO : School C
Home > Assessments
Return to Terrace Admin Home

2 Assessment Results

ASSESSMENT NAME	ASSESSMENT DATE	ASSESSMENT STATUS
School grade 6	Aug-11-2022	In Progress

...and select the indicators, time frame, and upload the roster of students who will be administered the assessment.

Creating new assessment involves sequential steps, some of which are required and some of which are optional (which are easily marked). Each prior step must be completed before the user can progress. The total time to complete all steps is approximately 2-3 minutes (assuming that the student roster is in the correct format). There also is an optional step for School Champions adding an email to notify them if a Priority 1 score has occurred. While this option is primarily used for response teams monitoring adults (in the workplace, higher education, etc.) it is a very useful option for school response teams, particularly if they are considering remote administration.

Step 1: Selecting the Indicators

Per the direction of the District Champion, schools can choose their indicators based on specific needs or interests.

Upper grades (i.e., grades 6-12) receive the full array of indicators offered by Terrace Metrics, while elementary grades (i.e., grades 3-5) are offered a truncated version (fewer of the indicators have been normed at younger ages). Should all indicators be chosen, the District Champion can simply check the default box.

Upper Grades

1 **Select assessment question indicators**
 The assessment question indicators will define the blocks of questions that will make up your assessment. You can select any combination of indicators to make up your assessment. (Note: by choosing to select only certain indicators you will not be able to receive a total function score).

Upper Grades Elementary

Core Indicators **Supplemental Indicators**

Resilience

Grit

Resiliency

Positive School Experiences

Global Satisfaction

Personal Standards

Hope

Leadership

Risk

Ostracism

Bullying Others

Depression

Self-Harm

Anxiety

Getting Bullied

Self Criticism

Other

Trauma

School Violence

Drug / Alcohol

NOTE: The self-harm item can be deselected from the depression indicator and not administered to students.

Elementary Grades

1 **Select survey question indicators**
 The survey question indicators will define the blocks of questions that will make up your survey. You can select any combination of indicators to make up your survey. (Note: by selecting only certain indicators you will not be able to receive a total function score).

Upper Grades Elementary

Core Indicators

Resilience

Positive School Experiences

Global Satisfaction

Hope

Risk

Bullying Others

Ostracism

Getting Bullied

Note: Elementary schools can add indicators from upper grades (acknowledging that the indicators are out of norms). Rather than selecting the elementary button, the upper grades button can be selected and the indicators appropriate for younger students as well as any other indicator can be chosen (see below).

1 **Select survey question indicators**
 The survey question indicators will define the blocks of questions that will make up your survey. You can select any combination of indicators to make up your survey. (Note: by choosing to select only certain indicators you will not be able to receive a total function score).

Upper Grades Elementary

Core Indicators

Resilience

- Grit
- Resiliency
- Positive School Experiences
- Global Satisfaction
- Personal Standards
- Hope
- Leadership

Risk

- Ostracism
- Bullying Others
- Depression
- Anxiety
- Getting Bullied
- Self Criticism

Supplemental Indicators

Other

- Trauma
- School Violence
- Drug / Alcohol

Note: Should this option be used, customized emojis for younger students will not be presented.

Step 2: Selecting the Time Frame

Selecting a Period creates a time stamp that separates reports. Districts or schools who wish to take the assessment multiple times in one year would simply need to change the Period (but not the year), while monitoring progress across years necessitates changing both the Period and the Year. For schools who have taken the survey beyond one administration, the system forwards data from the last administration into the current report(s).

2 **Set the survey date**
 Set the date for the survey. This, along with the categories above, will define the survey name.

Period Year

Fall 2019

Step 3: Renaming the File

Terrace Metrics provides a default title, but this can be changed to further identify the group and time frame.

3

Set the assessment name

Set the name for the assessment. This, along with the categories above, will define the assessment name.

School C Grade 6 Fall 2022

Step 4: Uploading the Student Roster

Terrace Metrics provides a template that allows School Champions to upload student rosters quickly and efficiently (see red circle, below). The file is in and automatically saved as a .csv. Once the relevant columns are completed, the School Champion simply uploads the file into the system. A video tutorial is available for reference as well (see blue circle, below).

4

Upload your participant list

The participant list must follow [the example participant list template format](#). Save participant list as .csv file.

For more information on how to create a assessment using a participant list, watch [this video](#)

Upload

Choose file

Browse

Add participants manually

If needed, you may add participants manually via the button below.

 Add Participant

The file can be saved under any name but it **must be saved as a .csv file**. If using the roster template (which is highly recommended), **do not change the column headings**. When completed, make sure to select the “Upload” button to enter the file into the system.

The software allows districts to download relevant data from their own student information system (SIS) (e.g., Infinite Campus, AdminPlus, etc.)--although each SIS may download the data in a different format.* To ensure error-free uploads, make sure that any field with missing data in the school’s SIS remains blank in the template.

**If a school is a Clever® or Actionaly® partner, Terrace Metrics is compliant with both, meaning that the uploading and downloading of student rosters is quite fast. Please review the Process Manual-Clever/Actionaly for more information.*

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

Sorting Data and Adding Notification Information

In addition to entering student information, the student roster template contains optional fields that allow School Champions to sort students by designated group (e.g., by teacher name, class period, etc.; see purple circle, below). This option allows for quick and efficient sorting to get the key codes to students (should students not have a school email). Entering parent email or mobile text information (see below) will allow School Champions to quickly send parent reports electronically. Finally, entering a student’s email in the “participant Email” column will allow school response team members to send the link to the assessment directly to the student.

firstName	middleNa	lastName	birthDate	gender	grade	studentId	groupNam	notifyEma	notifyMot	participantEmail
Logan	P	Sotelo	#####	m	5	234234	Spellings		1.56E+10	lsotelo@gmail.com
Jim	Q	Diddadog	#####	m	6	433242	Coro		1.23E+10	jimdiddadog@gmail.com

Manually Adding Students

School Champions also can add students manually by clicking on the “Add Participant” tab. This option allows School Champions to enter new students or generate new key codes for an existing student.

The screenshot shows the 'Add Participant' form with the following fields and values:

- Participant Name:** First name: Jonas, Middle name: (empty), Last name: Grumby, Grade: 8
- Student Id:** f4sdf234d
- Date of Birth:** Month: May, Day: 05, Year: 2007
- Notification Email (optional):** parent's email
- Notification Mobile (optional):** (empty)
- Group Name(optional):** Group name
- Participant Email(optional):** JonasGrumby@anyschool.edu
- Sex:** Male

Arrows from the table above point to these fields: a green arrow from 'notifyEma' to 'Notification Email', an orange arrow from 'notifyMot' to 'Notification Mobile', and a blue arrow from 'participantEmail' to 'Participant Email'. A purple circle in the table highlights the 'groupNam' column, which corresponds to the 'Group Name' field in the form.

Summary of Data Needed to Upload Student Rosters

Field	Required or Optional	What Needs to Be Entered
First Name	Required	At least one letter
Middle Name	Optional	Can Leave blank
Last Name	Required	At least one letter (no spaces around quotes [should be “O’Bryan”] or dashes [should be “Allen-Smith”]. No periods (should be Jr, not Jr.)
DOB	Required	Select from date fields
Gender	Required	M or F
Grade	Optional	Select from field
Student ID	Required	At least one letter or number
Group Name	Optional	Determined by Response Team (teacher name, year, etc.)
notifyEmail	Optional	Parent email must be valid and current
notifyMobile	Optional	Parent text must be current
Participant Email	Optional	Student’s school email

As a reminder, fields with missing data should have empty fields. The software system does not recognize words or characters as proxy for missing data (e.g., “Null”).

Step 5 (Optional):

One or more members of the response team can also add their email into the software, which allows them to be notified immediately if a student (who has just taken the assessment) is Priority 1. This option allows response team members the ability to attend to other activities while the assessment is being completed (as opposed to constantly monitoring the system).

5

Enter designated email recipients for priority reports

The email recipients will be notified whenever there is an assessment participant that is considered high priority or at risk.

Enter designated email recipients (Optional)

Step 6: Clicking the “Save” Button

Once steps 1-5 are completed, the School Champion clicks on the “Save” Button and a new page will automatically appear where all information can be reviewed and modified as necessary.

- System-generated/customized name of assessment that will be identified on reports (green circle)
- Selection of indicators (red circle)
- Confirmation of students (blue circle)
- Unique login code (black circle)
- Status of each student’s progress (orange circle)

New students can be added by selecting the “Add Student” button within the “Options” button, which will immediately generate a new key code. Should there be an error in uploading students’ information or selecting the indicators, the School Champion can simply click on the “Delete Survey” button (pink circle) and redo steps 1-5. Note: This option will be removed once at least one student’s responses are recorded.

Sending Direct Link to Survey via Student’s Email

If a student’s email is entered into the system, their key code will be automatically linked to their email.

On the date/time that the student is designated to complete the assessment, any School Champion can click on the green “Options” button, select “bulk invite participants”, select the students, and click on the “Invite Participants” button. Students will immediately receive their link through their email.

Participant List Size - 2 Participants

PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATION
CM, MC Grade: 6	Mar-13-2008	XXSL-NZXU-XXBZ-QBSE	Not Started	-	✉	-
VB, BV Grade: 6	Mar-06-2007	WNDM-GSNK-JUXM-AKFM	Not Started	-	✉	-

Options

- Bulk Delete Participant
- Bulk Invite Participants**
- Download Participant List
- Add Participant
- Download Notification List

Bulk Invite Participants

Search

Select All

PARTICIPANT	DATE OF BIRTH
MC CM	Mar-13-2008
BV VB	Mar-06-2007

Invite Participants

Cancel

Once the student has completed the assessment, their student report will appear under the “Result” column and the accompanying parent report will appear under the “Participant” column (the student’s name will be highlighted). If parent contact information was entered, an e-mail/phone icon also will appear under the “Notifications” column.

Participant List Size - 2 Participants

Not Started: 0 Not Completed: 0 Completed: 2

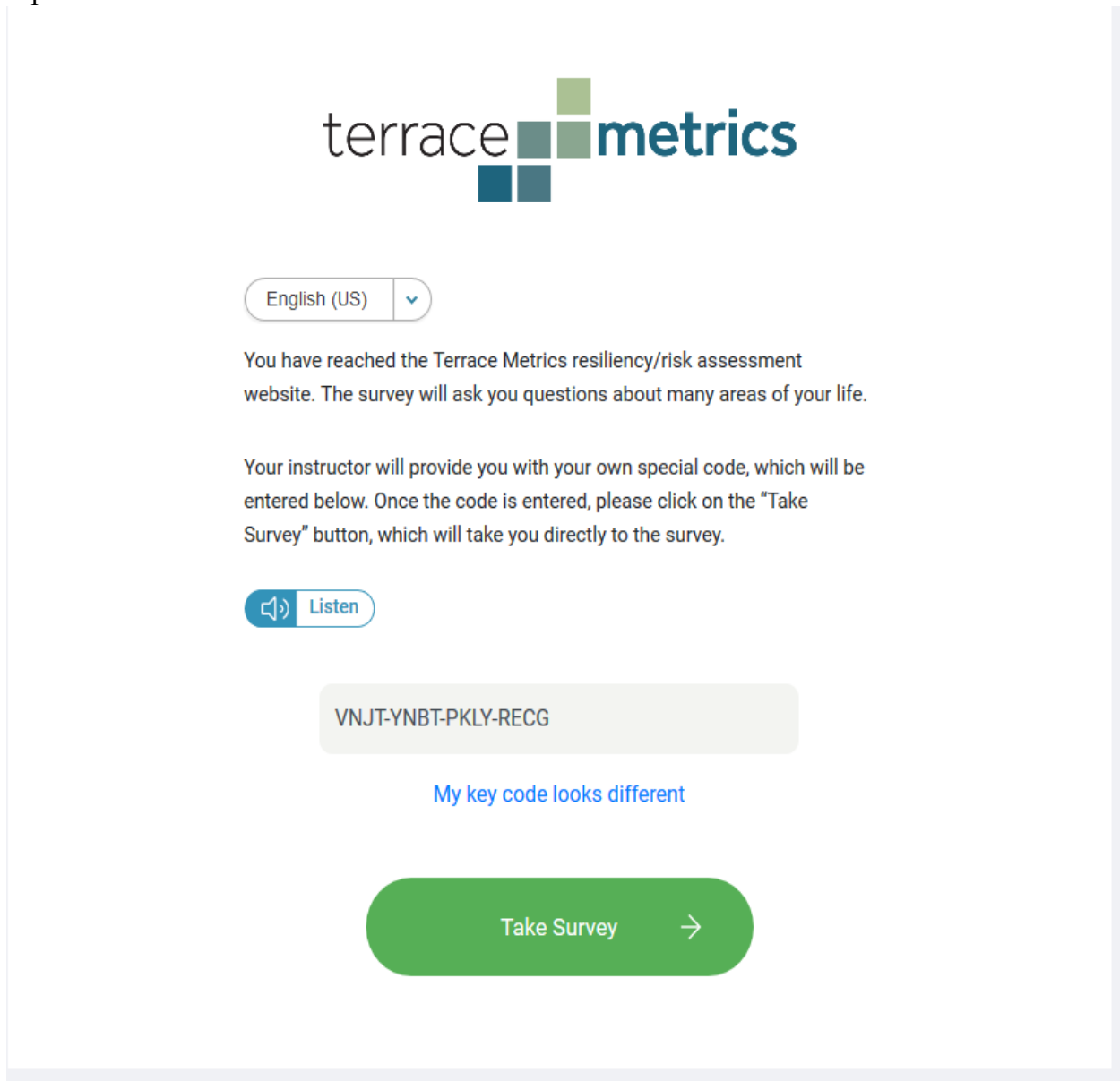
PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATIONS
Reindeer, Rudy Grade: 10	May-05-2016	YNSB-RAWN-UBCA-KEYX	Completed	📄	-	-
Snowman, Frosty Grade: 10	Mar-04-2017	YGBM-KRNR-EYHH-ZCQB	Completed	📄	✉	✉

Steps if Students Do Not Have Emails

If students do not have a school email, they will be instructed to go the following website:

<https://assessment.terracemetrics.org/survey>

Students will then be given their unique code by the proctor, and they will simply type the code into the website (the proctor may wish to do this for the student). Students cannot access the survey unless the code is typed in correctly. Each student code is unique and consists of 16 capitalized letters.



The screenshot shows the Terrace Metrics survey landing page. At the top is the Terrace Metrics logo. Below it is a language selection dropdown menu set to "English (US)". The main text reads: "You have reached the Terrace Metrics resiliency/risk assessment website. The survey will ask you questions about many areas of your life." Below this is another paragraph: "Your instructor will provide you with your own special code, which will be entered below. Once the code is entered, please click on the 'Take Survey' button, which will take you directly to the survey." There is a "Listen" button with a speaker icon. A text input field contains the code "VNJT-YNBT-PKLY-RECG". Below the input field is a link that says "My key code looks different". At the bottom is a large green button with the text "Take Survey" and a right-pointing arrow.

Sorting and Disseminating Key Codes

For students who do not have a school email, key codes will be entered by the student (or proctor) on the administration site. Prior to this step, these key codes can be sorted by group designation. For example, elementary students can be sorted by teacher, or older students can be sorted by class period. Clicking on the “Download Participant List” within the “Options” button (see blue circle) downloads the roster and their unique codes into an excel file.

Participant List Size - 2 Participants

PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATION
Claus, Edna Grade: 6	Feb-04-2017	BCQL-USMF-OGSH-Q00N	Not Started	-	-	-
Reindeer, Dasher Grade: 6	Mar-04-2015	FLFO-YKSR-TCWS-RWJR	Not Started	-	-	-

Options ▾

- Bulk Delete Participant
- Bulk Invite Participants
- Download Participant List
- Add Participant

Response team members can then sort by Group Name to efficiently disseminate student key codes.

Auth Code	Grade	First Name	Last Name	Middle Name	Birth Date	Group Name
BMCP-NUYT-HVC-PORX	6	Jim	Diddadog		8/1/2008	Coro
MWST-ZQYT-POBN-ROET	5	Logan	Billibong	P	10/1/2009	Spellings
BVSX-EWUL-OZSE-LBTY	6	Marco	Polo		3/5/2009	

Regardless of whether a link to the assessment is sent by email, or key codes are provided to the student, it is advised that this information be sent 24 hours (or less) in advance of administration, to minimize possible sharing.

Other Options to Disseminate Key Codes





Given that the Key Codes are downloaded in excel format, there are a number of other options to disseminate them to students. Many schools simply cut each student record into separate strips, or the Key Codes are transferred onto note cards.

Important: once the key code has been used, it becomes obsolete. Thus, key codes unwittingly left out after the assessment are no longer active and cannot be reused.

Once the link is clicked (or the key code is entered), the student is taken directly to their assessment.

Additional Information

- When clicking the “select all” box within the Bulk Invite option, the system will send a message to all students who have an email that was registered in the system.
- School respondents can also send emails to students individually by selecting the edit function (orange circle) and clicking on the “send invite” option

							Not Started: 2	Not Completed: 0	Completed: 0
PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATIONS			
CM, MC Grade: 6	Mar-13-2008	XXSL-NZXU-XXBZ-QBSE	Not Started	-		-			
VB, BV Grade: 6	Mar-06-2007	WNDM-GSNK-JUXM-AKFM	Not Started	-		-			

- The student(s) will then receive an email, with a direct link to their assessment:

Dear Marcus,

Thank you for participating in a Terrace Metrics Health & Wellbeing Assessment.

This email is your confidential login to access the assessment, please do not forward this on to anyone else as it is individual to you.

Please click on the link below, at your convenience, to take the assessment and access your results.

(Note: For best results use Chrome or Firefox browsers)

[Go to Survey](#) (which is active)

- Once the student clicks on the “Go to Survey” link, the system will automatically take them to their assessment: they do not need to enter their unique key code.

Should a response team member enter their email in step #4, the system will alert them should a student under their charge be a Priority 1. Note: the email does not identify the student:

Hello,

A participant in the Demo School Fall 2020-Uppergrades-Core-Supplemental at Demo School in Demo School District survey has been marked as a high priority. Please login to view the survey participants that are set as a high priority.

Changing Student Status

School Champions can click the edit icon (see pink circle, below), an option that can be used for students who moved out of the district prior to or during the assessment period, students who have decided not to take the survey, or if an administration error has occurred and a new key code needs to be generated.

Participant List Size - 2 Participants Options ▾

Not Started: 2 Not Completed: 0 Completed: 0

PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATIONS
Claus, Edna Grade: 6	Feb-04-2017	BCQL-USMF-OGSH-QOON	Not Started	-	-	-
Reindeer, Dasher Grade: 6	Mar-04-2015	FLFO-YKSR-TCWS-RWJR	Not Started	-	-	-

If using the individual edit functioning, simply change the status from “Not Started” to “Not Completed” (see blue circle, below) and click on the green button. The system will no longer recognize this student.

Edit Participant ✕

Participant Name A A	Grade 8	Date of Birth Oct-02-1995	Student ID Dem001	Priority -	Wellness Code GMIV-COWK-DLCI-JLQA
--------------------------------	-------------------	-------------------------------------	-----------------------------	----------------------	---

Notification Email	Notification Mobile
Notification Email (optional)	(Optional) Include Country Code

Status	Results	Group Name
Not Started	Participant has been contacted regarding results	Spellings

Using the Bulk Delete Participant Option

The edit function is an efficient way to remove individual students from the system, but there may be occasions when a large number of students need to have their status changed. In these instances, the School Champion can select the “Bulk Delete Participant” button within the “Options” button (see blue circle).

Participant List Size - 2 Participants Options ▾

Not Started: 2 Not Completed: 0 Completed: 0

PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATIONS
Claus, Edna Grade: 6	Feb-04-2017	BCQL-USMF-OGSH-QOON	Not Started	-	-	-
Reindeer, Dasher Grade: 6	Mar-04-2015	FLFO-YKSR-TCWS-RWJR	Not Started	-	-	-

School Champions then select the names of students, and then click on the “Delete Participants”, which removes them from the system.

Accessing the Student and Parent Reports - School Champions

Monitoring Progress

All progress is monitored through the “Assessments” button on the school’s page. There will be a variety of links that will be created as schools continue to use the assessment. School Champions can find the relevant file by clicking on the “Search Groups” button, or by looking at the Survey Date (see red circle, below).

ASSESSMENT NAME	ASSESSMENT DATE	ASSESSMENT STATUS
ESS 7th Grade Summer 2022 Uppergrades Core	Jun-30-2022	Completed

Once the relevant file is selected, the School Champions can monitor the progress of all students in real time. As the student completes the assessment, the status will change from “Not Started” to “Completed” and two new files will emerge.

Retrieving the Student Report

The student report is accessed by clicking on the report icon under the “Result” column (see red circle, below).

STUDENT	DATE OF BIRTH	LOGIN	STATUS	RESULT	NOTIFICATIONS
Diddadog, Jim Grade: 6	08-02-2008	VGJ-mgUODf	Completed		
Billibong, Logan P Grade: 5	10-02-2009	XwJmw0hcS	Completed		

The student reports are arranged in order of priority; students in the At Risk range will always appear first (and in order of priority), followed by (in order) students in the Moderate Concern, Satisfactory, and Optimal ranges. This approach allows School Champions to quickly discern which students are struggling and should be contacted sooner than others.

STUDENT	DATE OF BIRTH	LOGIN	STATUS	RESULT	NOTIFICATIONS
Diddadog, Jim Grade: 6	08-02-2008	VGJ-mgUODf	Completed		
Billibong, Logan P Grade: 5	10-02-2009	XwJmw0hcS	Completed		

Documenting Student Contact

In cases where a member of the response team meets with the student, they can select the edit icon (in blue circle, below) and record the meeting by selecting the box (see red circle, below), providing notes in the free text box, and clicking on “Update User”.

STUDENT	DATE OF BIRTH	LOGIN	STATUS	RESULT	NOTIFICATIONS
Diddadog, Jim Grade: 6	08-02-2008	VGJ-mgUODf	Completed		
Billibong, Logan P Grade: 5	10-02-2009	XwJmw0hcS	Completed		

Edit Participant

Participant Name Frosty Snowman **Grade** 9 **Date of Birth** Mar-02-2005 **Student ID** 45263 **Priority** 0 **Wellness Code** AVTD-QZJD-APMA-JNOJ

Notification Email **Notification Mobile** (Optional) Include Country Code

Status Completed **Results** Participant has been contacted regarding results **Group Name**

Notes
Here is where the response team member can record notes regarding the contact.

Note: Typically a participant's status should only be manually updated in case of illness, inability to complete survey, etc.

"Participant has been contacted regarding results" is typically used to denote a counselor has contacted a Tier 1 participants. This will only unlock after a survey is complete.

Update User **Cancel**

By doing so, a green check mark will appear next to the student report icon (see blue circle, below), allowing School Champions to quickly scan who they have seen and who they have yet to see.

STUDENT	DATE OF BIRTH	LOGIN	STATUS	RESULT	NOTIFICATIONS
Diddadog, Jim Grade: 6	08-02-2008	VGJ-mgUODf	Completed		

Retrieving and Sending the Parent Report

Clicking on the student’s name will generate the parent report (see red circle, below)

STUDENT	DATE OF BIRTH	LOGIN	STATUS	RESULT	NOTIFICATIONS
Diddadog, Jim Grade: 6	08-02-2008	VGJ-mgU0df	Completed		
Billibong, Logan P Grade: 5	10-02-2009	XwJmw0hcS	Completed		

Within the system, the parent report can be saved as a PDF, which can be mailed to the parents or uploaded into the school portal. The School Champion simply click on the “Print” button (see blue circle below), which provides an option to save as a PDF file.

Frosty Snowman 45263
Date of birth: Mar-02-2005 | Grade 9 | Demo High School

English (US) **Print**

Resiliency Survey

Summary of Results

FROSTY SNOWMAN
Grade 9 - Demo High School
New District Play
Mar-21-2020

Sending Parent Report Via Email or Text Link

Should either the parent’s email or phone number be uploaded in the system, icons will be shown in the student’s information, under the “Notifications” column (see blue circle, below). School Champions can send a message to parents by clicking on the edit icon (see red circle, below) and then clicking on the “send notification” option. Should School Champions wish to send all parent letters at once, they can click on the “Bulk Notification” button (see orange circle, below).

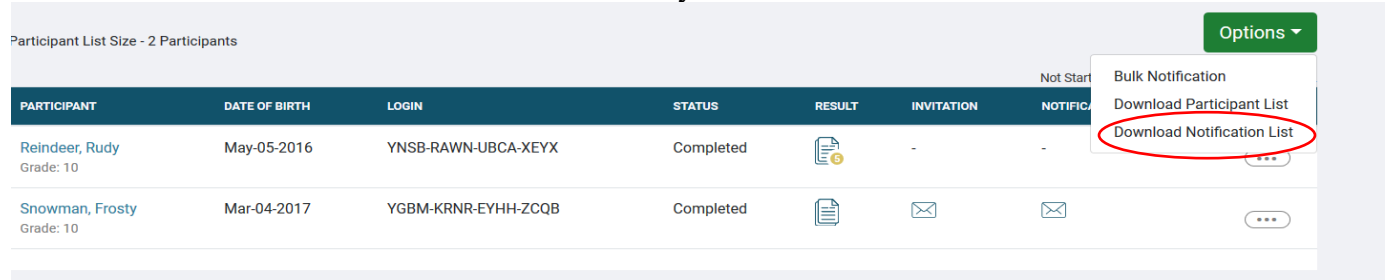
Participant List Size - 2 Participants

PARTICIPANT	DATE OF BIRTH	LOGIN	STATUS	RESULT	INVITATION	NOTIFICATION	Options
Reindeer, Rudy Grade: 10	May-05-2016	YNSB-RAWN-UBCA-KEYX	Completed		-	-	<ul style="list-style-type: none"> Bulk Notification Download Participant List Download Notification List
Snowman, Frosty Grade: 10	Mar-04-2017	YGBM-KRNR-EYHH-ZCQB	Completed				

The system will ask the user to confirm this choice, after which each parent will receive an email/phone message instructing them to access the report via a Terrace Metrics link.

Accessing Data Files

Response team members are able to manipulate students’ data to get a fine-grained analysis of specific groups. For example, suppose that a response team member would like to conduct a group intervention consisting of students whose Hope indicator was in the At Risk range. To do so, they would click on the “Download Notification List” with the “Options” button (see red circle, below), which will generate all students’ information via an excel file, sorted first by those who have taken the assessment and those who have yet to take it.

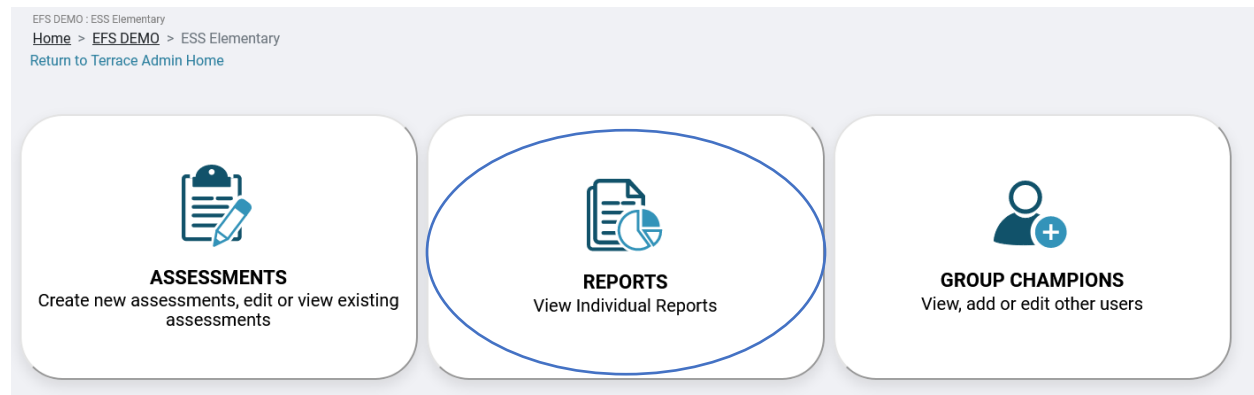


The Response Team member selects the appropriate column (“hope risk category”, in this case) to identify which students would be appropriate for the group.

Accessing the School Report

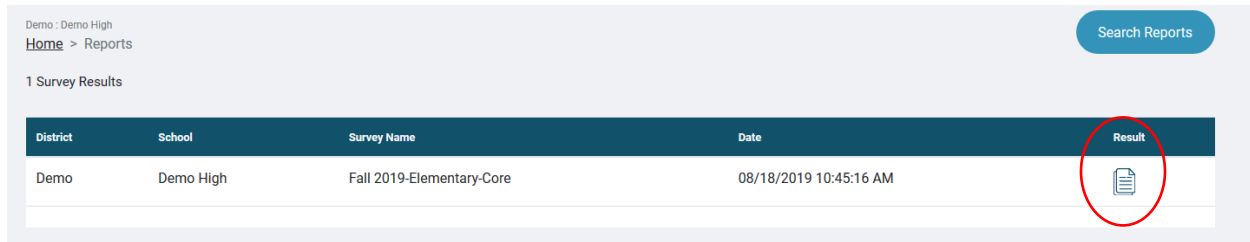
A comprehensive school report will be generated automatically when all students registered in the school have completed the assessment (or students who have and will not take the assessment have their status changed from “not started” to “not completed”; see pp. 28-29).

School reports are found by clicking on the “**Reports**” button on the school’s home page (see blue circle, below).



There will be a variety of reports created as schools continue to use the assessment over time. School Champions can find the relevant report by clicking on the “Search Reports” tab, or by looking at the Survey Date.

Clicking on the Results icon (see red circle, below) will access the school report.



The school report provides data on students *who have completed the survey and who have valid protocols*. The report provides both percentages of students along the behavioral health continuum, as well as mean scores and percentages for every indicator. These data are compared to historical results obtained by Terrace Metrics, as well as results obtained from the school’s last administration (when applicable). The results can be used in various process outcome reports as well as a system perspective on behavioral health strengths of the schools, and areas for school- or classroom-wide prevention/intervention efforts.

To guide schools, various aspects of the report are directly linked to videos and a comprehensive curriculum produced by Terrace Metrics. Clicking on the **Overall Behavioral Health and Well-Being** (i.e., pie chart) or any indicator’s At Risk column will take educators to the relevant video and curriculum module. Educators can also access the entire curriculum from this site.

Recommended Steps to Administer the Software While Students are Off-Site:

The Terrace Metrics system was intentionally designed for on-site and remote (homebased) administration. Apart from a few modifications (see below), the same procedure used to monitor students while at school can be followed if they are homebound.

- Select the data and time that targeted students will complete the assessment online. The question of how many students to administer via online platform will depend on (a) the number of response team members, (b) capacity of the online platform, and (c) timeframe to complete all administrations. As with on-site assessment, we recommend selecting fewer number of students (no more than 15 students at a time) for the initial administrations, until response teams are comfortable with the process.
- Using the special “Notification of Remote Administration” letter, notify parents/guardians of the scheduled time and date that the assessment will be administered to their child. Further, it is important that response teams consider the following:
 - Should there be concerns that a parent/guardian cannot be readily contacted (if necessary), they may consider visual confirmation of a parent/guardian in the house prior to the link being released to the student.
 - Parents will not be actively coaching their child during the administration. It is preferable that they are not in the same room as the child during the administration. If this cannot be granted, parents must agree not to be in the child’s eyesight or within 8 feet of the child (to minimize reading over their child’s shoulder)
 - That, if necessary, they would be available for a phone call by the member of a response team after their child completes the assessment.

Note: In addition to the Notification of Remote Administration letter, the passive and active parent consent forms have a section on remote learning. All documents are located in the “forms” section, under Partner Tools on the Terrace Metrics website.

- At the scheduled time, the student simply needs to be in front of a computer (desktop or laptop) or portable device (iPad) and accesses the online platform used by the school.
- Once online, an assigned proctor (who will be present during the administration) will check for visual confirmation of the parent/guardian (if applicable). Proctors will then remind the parent/guardian of the agreement to maintain separation from their child during the assessment period and wait for them to separate from the student. The proctor will then send these students who were pre-registered with their school email a message (they would click on the edit function and select “send invite” for the specific students).

Unless the current students were grouped, do not select the bulk invite participants option, as this will send a link to every student registered in the system.

- For schools that require visual confirmation, the proctor should not send the link to the student and they will be given further instructions (e.g., logging off from the system and the proctor will notify them when they can return; rescheduling their administration for a later date and then reminding the parent).
- For students who received the link via email, they simply click on the “Go to Survey” at the end of the message, which will take them directly to the assessment. These students will not need to enter their key code
 - If the student does not have an email, the proctor will provide them with their specialized code and instructions on how to log into the assessment site (i.e., going to assessment.terracemetrics.org and having the student type in their code).
- Before beginning the assessment, the proctor will read the proctor instructions (or show the proctor video), after which the student can begin.

Note: Written proctor instructions are found in the forms tab.

- Proctors will be available should the student have any questions. Further, it is important that they monitor the background of the child to ensure parent compliance. Characteristics that may indicate non-compliance include:
 - Audible whispering or a student nodding their head in response to a source off camera
 - View of a parent directly behind the student
 - A shadow on a child, suggesting that a parent is too close to the child

Should it appear that a parent is not complying, the proctor can simply state to the group “As a reminder, it is important that we understand how you see yourself, not how you think others see you. Please do not share your answers with others”, and/or “As a reminder, parents should not be close enough to the child to influence their responses, nor should they communicate with their child during the assessment”. If this issue persists, the response team member can document this in notes section for the student (using the edit function). They may also wish to discuss this with the parent offline.

- The response team will receive individual student reports immediately after the student completes the assessment. If a Priority 1 is flagged, a member of the school’s response team then contacts the parent by phone to discuss the results and next steps.

Appendix A

Further Information on Working with Priority 1 Students

A student receives a priority 1 score if they have either endorsed the frequency of depression symptoms above a certain score, or they endorse the self-harm ideation item (which is the last item on the depression indicator). This either/or distinction is made given that many adolescents report high depression but deny thinking about harming themselves. Likewise, there are some adolescents who are not depressed but nonetheless think about self-harm (see teenmentalhealth.org/understanding-self-injury-self-harm/).

One purpose of the Terrace Metrics system is to call attention to Priority 1 students, many of which may not be identified through other means. The system is not designed to distinguish between students who think of self-harm in the abstract versus those who intend to act on the thought, nor can it determine whether a student is of imminent risk of self-harm. This determination can only be made after meeting with the student and conferring with the parents. School districts are encouraged to follow their policies on how to address possible emergent issues as they arise.

In addition to information provided in this manual, as well training videos #4 and #5, the following are some concrete steps that response team members can take when meeting with Priority 1 students (information derived from www.altru.org/app/files/public/7232/pdf-The-Role-of-Teachers-in-Preventing-Suicide.pdf):

Please also consult the following document, which also outlines steps for first responders

www.usd262.net/UserFiles/Servers/Server_257022/Image/VCSuicide%20Prevention%20Protocol.pdf

1. Do Not Be Afraid of Asking the Hard Questions. This may be the first time that a student has reached out regarding their distress and they may be weary of what will happen next. It is important that the response team member use a gentle, open, yet direct approach. Many educators believe that asking questions around self-harm may lead to a student actually hurting themselves. This concern is not supported by the literature. In fact, such discussions have been shown to decrease future risk (Latina et al., 2015).

2. Use the Information from the Students' Report to Guide Discussions. Given that the response team member has been informed as to which depression items were endorsed (including possible self-harm), it is best to keep the conversation focused on these items and what was endorsed. Remember that the purpose of this contact is to determine if the student is at imminent risk. Questions that are irrelevant to this end should be avoided.

3. Be Direct with Questions Regarding Self-Harm. Do not tip toe around asking whether the student is currently thinking of self-harm. A statement such as, "Our primary concern will always be your safety. Are you currently thinking of harming yourself?" is often the best way to elicit an answer.

Copyright: Terrace Metrics, 2022. Sharing or reproducing this document is prohibited under any form without the written consent of Terrace Metrics, Inc.

- 4. Ask the Self-Harm Question for any Priority 1 Student.** The above question should be asked even if the student did not endorse the self-harm item.
- 5. Be Persistent.** Do not give up should the student evade the question. They may become upset or angry, but it is important that this essential question be addressed.
- 6. Do not Take a Student's Response at Face Value.** Students often reconsider their responses when first meeting with the response team member. They may deny endorsing the item, suggest that they did not take the depression items seriously, or attempt to downplay their response. Maintaining a gentle but firm demeanor communicates to the student the seriousness of the situation.
- 7. Be Prepared to Act.** Although the probability of taking next steps to protect the student is quite low, response team members should be prepared to act should they suspect that the student is at imminent risk (i.e., the student has stated that they have a plan, a method, and are motivated to carry out the plan after they leave the office). In this case, the response team member does not leave the student alone and informs the student the next steps (contacting the parent, accessing resources to professional help if necessary, etc.). It is important that the response team member convey to the student that this decision is not punishment but one of caring and ensuring that the student is protected.
- 8. When in Doubt, Seek Assistance.** If a response team member is unsure whether the student is in imminent danger, they should contact their local hospital's emergency department, local suicide hotline, children's hospital emergency department (if applicable), or local authorities (including 911).

Latina D., Giannotta F. & Rabaglietti E. (2015) Do friends' co-rumination and communication with parents prevent depressed adolescents from self-harm? *Journal of Applied Developmental Psychology* 41, 120– 128.

Lim, K.-S.; Wong, C.H.; McIntyre, R.S. et al. Global Lifetime and 12-Month Prevalence of Suicidal Behavior, Deliberate Self-Harm and Non-Suicidal Self-Injury in Children and Adolescents between 1989 and 2018: A Meta-Analysis. *Int. J. Environ. Res. Public Health* 2019, 16, 4581.