COMMUNITY ADVISORY BOARD MEETING AGENDAS

MEETING #1:

Community Advisory Board (CAB) Meeting Script

1. Welcome & Introductions [redacted]

- "Welcome everyone, and thank you for joining us today. We're excited to meet with you as part of our Community Advisory Board."
- Introduce research team:
    - Feion Villodas – Hello, I'm Feion Villodas. I'm a faculty member and researcher in the Psychology Department at SDSU. My research focuses on developing culturally tailored mental health interventions for diverse communities. I am also a clinical psychologist, with a focus on treating couples, families, and trauma.
    - Elissa – Hello, my name is Elissa Monteiro. I'm a school psychologist by training and a postdoctoral researcher in the Psychology Department at SDSU. My research centers the needs of diverse youth with attention and behavior problems by providing their parents and teachers support and evidence-based strategies to effectively support the kids around them.
    - Loreen – Hi everyone, I'm Loreen Magariño. I'm a child clinical psychologist, also in Dr. Villodas lab at SDSU. I'm a multiracial Latina passionate about working with culturally diverse communities and supporting underserved youth and families. My research focuses on the intersection between culture and health, as well as the treatment and prevention of behavioral and emotional problems in diverse youth.

2. Purpose of the Community Advisory Board [redacted]

- Define Community Advisory Board:
  A Community Advisory Board is a group of community leaders selected to represent the communities they live and work in. The goal of this CAB is to help our research team better understand the strengths and needs of schools in your communities.
- Specific focus:
  We are particularly interested in learning about students who struggle with attention and behavior in your schools and communities. The information we gather here will help us adapt an intervention and app designed to support schools, parents, and children in these areas.

3. CAB Member Introductions [redacted]

- We intentionally created this CAB by carefully selecting each of you, based on your unique perspectives and experiences as parents, professionals, and community members.
  To get to know each other, please share:
  1. Your name
  2. Your role (e.g., parent, school counselor, administrator, advocate)
  3. The school or district you support, work at, or where your child attends.
- Follow-up prompt:
  We'd also like to get a sense of your school communities. How would you describe the demographics, strengths, and challenges in your school community

4. Services for Youth with Attention/Behavior Challenges [redacted]

- "What kinds of supports are currently available for elementary students with attention and behavior challenges in your district or school?"
  - "What specific behaviors have you observed students struggling with?"
  - "What strategies or programs are currently used to help students regulate attention and behavior?"
  - "What support is provided to teachers?"
  - "What support is provided to parents?"
  - "In your experience, what type of support has been most effective?"

5. School Structures and Stakeholder Roles [redacted]

- "What does parent involvement look like at your school? How do parents typically get involved at your school?"
- "If a parent is concerned about their child's behavior or attention, how do they seek help at your school?"
- "How do teachers and school mental health providers (SMHPs) collaborate at your school?"
- "What kinds of support do teachers and SMHPs receive from administrators?"

6. Next Steps [redacted]

- "We'll continue meeting as a board to guide our work. Our next three meetings will focus on:
  - Sharing more details about the intervention and app
  - Discussing how the intervention could be adapted to meet the needs of your communities
  - Reviewing feedback and preparing for piloting."

- Confirm schedule for next meeting:
    - Meeting 2 will be on X DATE **CONFIRMED**
- Demographic survey
    - Please take a few minutes to complete the short survey linked in the chat
- Payment
- Closing:
    - Thank you again for your time and expertise. Your input is invaluable in helping us build something that truly serves your communities.”

MEETING #2:

Focus on parent, teacher, and student component content

Community Advisory Board (CAB) Meeting Script

Welcome [redacted]

Welcome, and thank you for joining us today! [redacted]
The purpose of this meeting is to give you a brief introduction to the Collaborative Life Skills (CLS) program and to hear your perspectives on how this program might fit with the parents and teachers in your schools and communities.

We will walk you through some key components of the CLS curriculum. We'll begin with an overview of the program, followed by a preview of selected parent group content. Throughout, we are eager to hear your insights and suggestions on how we can adapt this material to better meet the needs of your communities.

Introduction to CLS [redacted]

2. Introduction to the CLS program with discussion over overarching goals of the program

- CLS Intro Video
- Who is CLS for? Handout
- What is CLS? Handout
- Skills handout

[Pause for general questions about the CLS program]

Introduction to CC [redacted]

3. **Introduction to the Classroom Challenge**

Now we will explain the main component of the intervention, it is a daily behavior system similar to a Daily Behavior Report Card. We call it the Classroom Challenge.

- We will show you a couple of videos. This first video demonstrates how the CC is used.
    - **Video:** The Classroom Challenge (Teacher workshop; demo)
- This second video coaches parents on how to provide feedback about the CC when it gets sent home. After this video we will ask about how your parents might receive or react to CC.

    - **Video**: Praising the Classroom Challenge When Your Child Earns the Point Goal
    - What are your thoughts on the CC system?
    - How feasible is it for the **parent** to sign this everyday?
    - What are your thoughts on asking for **parents** to add up the points and determine if the child earns a reward?
    - Do you think this is feasible for **teachers** to complete and discuss this with students daily?
- This program currently recommends that **parents** provide daily rewards to students if they earn enough points and weekly rewards if they earn their points each day throughout the week.
- **Handout:** Privileges/Rewards Ideas (PG1) [point out daily rewards and weekly rewards that parent-child pairs can choose from]
- **Video**: Responding to parents concern about positive strategies and using rewards (PG2)
    - What do you think about providing rewards for expected behavior?
    - How do you think parents would respond to this reward system ?
    - What do you think is an alternative approach to behavior change (that aligns with your values)?

Parent Group Curriculum

3. Review Parent Group Content and Seek Feedback [redacted]

Now we will discuss the Home Challenge, which is similar to the Classroom Challenge. The goal of this tool is to shape behavior at home. This tool is introduced during the second parent group meeting. We'll start by showing you the video parents see when introduced to the Home Challenge and then ask for your feedback.

- Home Challenge
    - Video: Introducing the Home Challenge(PG2)
    - Handout: When/Then with example versus Point System with examples (PG2)
        - What are your thoughts on the home challenge?
        - Which system do you think might better fit the needs of parents in your community?
        - How do you think parents will feel about tracking their child's behaviors?
        - *ASK IF NOT ENOUGH ABOUT REWARDS: What do you think about the recommendation to provide rewards for the HC in addition to the CC?*

Discuss overarching goals of the CLS program.

- Thinking about the main tools of the CLS program introduced to you today…
    - How do you think the CLS program would fit with the needs of people in your community?

Wrapping Up

- Confirm schedule for next meeting:
    - Meeting 3 will be on X DATE **CONFIRMED**
- Payment
- Closing: Thank you again for your time and expertise. Your input is invaluable in helping us build something that truly serves your communities!

MEETING #3:

Community Advisory Board (CAB) Meeting Script

1. Welcome Back [redacted]

The purpose of this meeting is to get feedback on a new app we are developing. We will start by discussing parents and teachers' comfortability with technology. We will then provide a demonstration of different components of the app and ask for feedback.

2. General Discussion about Comfortability with Technology [redacted]

- **How comfortable are your parents with communicating through technology?**
- **What are the barriers your families have experienced with using technology?**
    - Probe: What has been helpful?
- **How do you typically communicate with parents (**i.e., email, phone apps, pen and paper, pick up and drop off times)?
- **What apps, if any, does your school district use to facilitate communication?**

3. CLS App Demo [redacted]

Now we're going to transition to asking you about the new CLS app we are developing.

First, we will show a video of the app's functionality and then we will ask for your feedback on the different components. **[SHOW VIDEO].**

As you can see, at the end of the day teachers will log their student's progress into the app (once per day), and parents will receive a text notification with that information.

Parents will communicate back information by using the app. Additionally, school counselors, parents, and teachers will be able to view their students' progress in the app.

Now let's take a look at the dashboard. [redacted]

[[redacted] **display: First time login]**

- **Joining the app.** [redacted] Now we'll talk about joining the app. Parents, teachers, school counselors can log in the app using their phones, iPads, or computers.
    - This is the login page. All families will need to access the application using an email address.
        - **What percentage of your families have working emails?**
        - **Do other school-based apps require parents to have an email address? How do they access them if not through email?**

[[redacted] display: Set MFA]

- **Authentication.** [redacted] Now I'm going to show you the two factor authentication process required to confirm each person's identity.
        - **How many of you are familiar with setting this up for yourself?**
        - **What percentage of your families are familiar with this process?**
            - Probe: do you foresee any barriers with setting up this two factor authentication process?

[[redacted] display: Submit a survey, select 6 points for all goals]

- **Daily Report Card Demo.** [redacted] This is a daily report card. Which is similar to a check in-check out system. Each student has 3 behavioral goals. These are behaviors the student is aware of and working to improve. The school counselor and teacher work together to identify these goals. The teacher rates the child on their behavior 3x per day, typically after morning recess, after lunch, and at the end of the day. Students can get a maximum of 6 points for each goal.
    - **How likely are teachers to input their student's data at the end of each day?**
    - **How likely are parents to check their student's goal progress at the end of each day?**

[[redacted] display: Submit a survey, circle check-ins and click 'leave an observation']

The student is rated 3x per day but there are some situations where there are not 3 opportunities to rate the child. For example, if they go home early, arrived to school late, or if they go on a field trip. [redacted]
    - **Is it helpful to be able to change the number of check-ins?**

    - **Is it more useful to change the number of check-ins or is it easier for the teacher to write in the information?**

- **Creating goals.** [redacted] This is a list of goals to choose from and the categories we've come up with.
    - **Allow enough time for participants to orient to handout.** Highlight problems are on the left and goals are on the right – potential goals for teachers to select three for each student. The writing in blue = categories.
    - **What do you think about the option to select goals?**
    - **Are the categories listed relevant to your students?**
    - **Are there any behaviors we didn't include?**

- **Receiving Notifications.** [redacted] At the end of each day a teacher will log the students points so that parents can receive information about their child's behaviors at school that day.
    - **Will parents prefer to get a phone notification, email, or text message?**
    - **Is a daily reminder to check the student's progress helpful?**

Wrapping Up [redacted]

- Confirm schedule for next meeting:
    - Meeting 4 will be on X DATE **CONFIRMED**
- Payment:
- Closing: Thank you again for your time and expertise. Your input is invaluable in helping us build something that truly serves your communities!

MEETING #4:

Focus on technology usability and accessability of CLS app. Slides to share.

1. Welcome Back [redacted]

The goal of today's meeting is to get your input on the design and usability of the CLS app we discussed in our last meeting.

Daily Report Card Review:

As a reminder this is a daily report card. Which is similar to a check in-check out system. Each student has 3 behavioral goals. These are behaviors the student is aware of and working to improve. The school counselor and teacher work together to identify these goals. The teacher rates the child on their behavior 3x per day, typically after morning recess, after lunch, and at the end of the day. Students can get a maximum of 6 points for each goal.

2. CLS App Feedback [redacted]

[slide: Teacher View of the DRC]

Teacher View of DRC [redacted]

We will start by showing you the teacher's view of the DRC. The teacher will rate the students behavior throughout the day on the paper DRC and then lock in the points on the app at the end of the day.

Demo:

- The teacher will receive a text message with a link to the DRC at the end of the day. (point to the first phone)
- They will click on the link and enter the students points in the app.
- They will also be able to provide the parent with feedback on the day.

Questions:

- **What do you think about this process?**
- **How feasible would it be for you to enter this information on the app at the end of each day?**
- **What are your thoughts on tracking the student points on the paper DRC vs in the app/on your phone?**
- **How likely are teachers to input comments on the app to communicate with students' parents?**

[slide: Parent View of the DRC]

Parent View of DRC [redacted]

Now we will discuss the parents' process of viewing the DRC. The goal of the DRC is to communicate with the parent about their student's progress each day. They will receive this information via the CLS app at the end of each day. Now let's look at the parents' view of the digital DRC;

Demo:

- At the end of the day, parents will receive a text message with a link to the digital DRC. (point to the first phone)
- They will click on the link and see their child's progress. This shows the total number of points earned for the day and the percentage. If the percentage is green it means they earned enough points to receive a reward.

Question:

- **The original DRC only included the number of points earned. What are your thoughts on also including the percentage of points earned?**
    - **Is it useful or will it be confusing for parents?**

Demo:

- The text message will also ask if the parent rewarded the child for meeting their goals. Response options include:
    - Yes
    - No - point goal not met
    - No - other reason (e.g., I checked it but didn't have time to reward)
- Parents will also be able to provide the teacher with feedback on the day, before submitting the form.

Questions:

- **What are your thoughts on this process?**
- **What are your thoughts about parents to respond to a daily DCR text message?**
- **What are your thoughts about them responding honestly about rewarding their child?**
- **When do you think would be the best time to send messages to parents?**
- **Is there any other information we should include in the daily text message?**

[slides 5 and 6: SMHP Dashboard]

Tracking Information [redacted]

There is a lot of information for the school counselor to track during the program. For example, students' progress and parent and teacher engagement. This is a dashboard page for the school counselor to quickly review information they need.

At the top of the screen you can see a breakdown of how students' teams are doing in the program. 3 students are on track, 2 students are missing their teacher survey, 1 student is missing their parent survey, and 1 student needs support with meeting their goals.

The bottom half of the screen is a list view of all of the students in the school counselor's group and a quick breakdown of information about each student. On the left is the students name, then moving right is information about how frequently teachers complete the daily survey, how often parents rewarded the points, and there is a green or red indicator that tells the school counselor whether the student is consistently meeting their behavioral goals or not.

- **Is this information useful?**
- **What other information would be helpful for the school counselor to know?**

[slide 7: Student Summary]

This is a screen that can be viewed by the parent, teacher, and SMHP. Its a summary of how the student is doing over time. On the left is the date, moving right how many points the student earned each day, the percentage green when they earn their points, and the classroom challenge turns green when parents report the students receive their reward. All the way on the right we can see the daily classroom notes provided by the teacher and the daily home notes provided by the parent.

- **What do you think about having all of this information in one place?**
  - Probe: understandable? Overwhelming?
- **Do you think TEACHERS will use this information?**
- **If we want TEACHERS to view this information. How should we introduce it?**
- **Do you think PARENTS will view this information?**
- **Is there any information missing?** Keeping in mind that we can swap things out.

For teachers, Add weekly points to be compatible with panorama. Teachers going into panorama once per week. 6 week progress monitoring.
Add bar graph or chart line. Points and goals as a graph. For parents and teachers.

3. Wrapping Up [redacted]

This is our final meeting as a Community Advisory Board! How was your experience?

Last announcement: you will receive your final payment following this meeting.