

## Motivating Students Essential #4

# ADVISORS FOR ALL

*A Resource for Supporting Every Single Student All Year*

*Based on Phoenix Union High School District's "Every Student Every Day" Approach*

Schooling during the 2020-2021 school year will happen, to a significant extent, from home.

For at-home learning to be successful, particularly for students most at-risk of being left behind, schools must pay even greater attention to motivating students and supporting students' well-being and social and emotional development.

Using the "Advisors for All" protocol laid out in this brief and practical guide, schools can ensure that every student is connected to at least one caring adult who can help guide them through the challenges this school year is sure to present.

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## PURPOSE AND KEY CONSIDERATIONS

### Assigning Advisors for All Students

All middle and high schools assign an educator or staff member to serve as an advisor to a group of students. The size of that group should ideally be fifteen or fewer and not exceed twenty.

### Advisor Calls

Regular Advisor-to-student check-ins, preferably via a video conferencing platform, give Advisors an opportunity to make individual connections with students and to provide the support that can keep a student from slipping through the cracks.

### Key Considerations

- **Norms**

Your attire, language used, and topics discussed should be the same as they would during an at-school meeting. Be mindful of what students can see and hear in your background. Encourage students to do the same.

- **Structure**

A consistent, scheduled time and format for check-ins will help students know what to expect and fall into a routine with you.

- **Reporting**

Even when interacting with students virtually, you are required to report suspected abuse, neglect, or endangerment according to the laws of your state and policies of your district.

Make students aware of your duty to report. Ex: “Even though we’re not at school, if I find out that someone is being harmed or at risk of being harmed, or if someone is at risk of harming themselves, I have to tell someone.”

# STEPS FOR FACILITATING ADVISORS FOR ALL CALLS

## Before the Call

- Know which students have been assigned to you to avoid duplicating calls or missing any students.
- Determine which platform you will use to make calls and receive call-backs (e.g. Google Voice, Microsoft Teams). Some districts discourage use of personal cell phones when contacting students.
- Plan for translation services, if needed.
- Gather all resources you might need during the call, including Call Guide, Resource Guide, & Crisis Response Guide.
- Review the goals of the phone call: connecting with students, assessing student needs, and making connections to resources.

## During the Call

- Use the Student Call Guide to direct the conversation.
- Document needs expressed by the student.
- Deliver immediately available resources and information to the student.
- Establish next steps with student.

## After the Call

- Document the call for your records.
- Communicate student needs to the appropriate staff member(s) via email, as needed.
- Schedule a reminder to follow up with the student.
- After all initial calls have been made, create a student contact schedule.

## Advisor Call Guide – Initial Connection with Student

### Goals:

1. To establish a warm, supportive relationship with the student.
2. To answer school-related questions the student has.
3. To assess the needs of the student and connect them with available resources.

## Introduction

### If Connecting by Phone

- Greet the person who answers. Ex. “Hello/Good morning/Good afternoon.”
- Identify yourself by name and affiliation. Ex: “This is <advisor name> calling from <school name>.”
- Ask to speak to the student by name. Ex: “May I speak with <student name>?”

## Once Connected to the Student

Verify student is available to talk. Ex: “Hi, <student name>! Do you have a few minutes to chat right now?” or “Is this a good time to talk?”

## Set the Stage

Explain the purpose of the call. Ex: “I’m calling to check in and see how you are doing. We want each student to be connected to at least one “go-to” caring adult in the school/district who you can contact if you need anything. I’m going to stay connected with you this school year and make sure you get any support you need. How does that sound to you?”

### Check-In

- Ease into the conversation. Ex: “Tell me how you’re doing. How is school going so far? What’s been the best part? What’s been the hardest part?”
- Listen, affirm, and paraphrase. Ex: “It sounds like...” or “What I’m hearing you say is...”
- Ask about their needs. Ex: “What supports do you most need? How can I help? How would you like to receive those supports?” Give examples of possible academic and social supports, and how they might be delivered.
- Listen, affirm, and paraphrase. Ex: “It sounds like what you need most is...” or “What I’m hearing you say is that \_\_\_\_\_ would be most helpful. Is that right?”

### Offer Support

- Outline the steps you will take to support them. Ex: “<Student name>, in order to help meet the needs you’ve expressed, I’m going to do the following...”
- Establish a timeline for follow-up. Ex: “I’ll call you no later than tomorrow with the details for <resource/service needed>.”
- Ask student if they have any concerns or questions about the plan. Ex: “Does that work for you? Do you have any questions? Did I miss anything? Is there anything else I can do to support you?”

### End the Conversation

- Thank student. Ex: “Thank you for your willingness to talk to me. It was very nice speaking with you.”
- Establish mode and cadence of future check-ins. Ex: “I’ll check in with you every day on <communication platform> to see if you need anything if that’s okay with you.”
- Invite them to contact you. Ex: “If you need anything between check-ins, please contact me. Here’s my phone number and email address.”

## ADVISOR-STUDENT CHECK-IN GUIDE

### Goals:

1. To reinforce a warm, supportive relationship with the student.
2. To answer school-related questions the student has.
3. To assess the needs of the student and connect them with available resources.

### Opening

- Greet the student by name. Ex: “Hi, <student name>!”
- If connecting by phone or video, verify student is available to talk. Ex: “Is this a good time to talk?”

### Check-In

- Ease into the conversation. Ex: “How’s your day/week gone so far? What’s been the best part? What’s been your biggest challenge?”
- Listen, affirm, and paraphrase. Ex: “It sounds like...”
- Ask about their needs. Ex: “What supports do you need? How can I help?” Give examples of available supports, and how they might be delivered.
- Listen, affirm, and paraphrase. Ex: “It sounds like what you need most is...” or “What I’m hearing you say is that \_\_\_\_\_ would be most helpful. Is that right?”

### Offer Support

- Outline the steps you will take to support them. Ex: “<Student name>, in order to support you, I’m going to do the following:...”
- Establish a timeline for follow-up. Ex: “When we talk tomorrow, I’ll have details for <resource/service needed>.”
- Ask student if they have any concerns or questions about the plan. Ex: “Does that work for you? Do you have any questions? Did I miss anything? Is there anything else I can do to support you?”

### End the Conversation

- Thank student. Ex: “It’s always nice to talk to you.”
- Establish mode and timing of next check-in. Ex: “I’ll check in with you tomorrow on <communication platform> to see if you need anything if that’s okay with you.”
- Invite them to contact you. Ex: “If you need anything before then, call/text/email me.”

# RESOURCE GUIDE

Have this information available to share with students or to make referrals as needed.

NEED / CONCERN	SCHOOL / DISTRICT RESOURCES	CONTACT / REFERRAL INFO
<p><b>Food</b> (food boxes, toiletries, grab 'n go lunches, etc.)</p>		
<p><b>Academic Support</b> (grades, online instruction, laptops, teacher access, etc.)</p>		
<p><b>Academic Counseling</b> (graduation, summer school, credit recovery, failing classes, etc.)</p>		
<p><b>Social/Emotional/ Behavioral Support</b> (anxiety, depression, substance dependency/ abuse, etc.)</p>		
<p><b>Mental Health Support</b> (self-harm, harm to other, abuse, neglect, child welfare/DCS, threats, suicidal ideations)</p>		
<p><b>Attendance</b> (course credit requirements, approving/ excusing absences)</p>		
<p><b>Extra-Curricular</b> (athletics, clubs, associations, etc.)</p>		
<p><b>Specialized Support Services</b> (IEPs, 504 plans, G/T services, etc.)</p>		