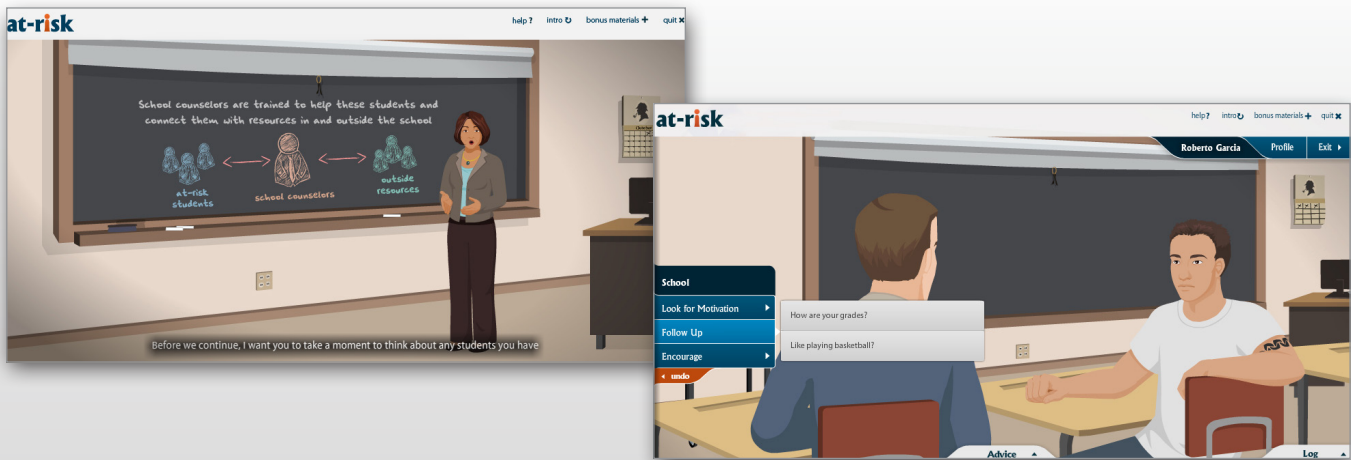


at-risk

for High School Educators

Identify and Refer Students in Mental Distress



OVERVIEW

More than 6% of high school students have attempted suicide

Nearly 50% of lifetime mental disorders begin by the mid-teens

Suicide is the third leading cause of death among high school students

At-Risk for High School Educators is an online, interactive gatekeeper training program that uses virtual role-play to help high school faculty, staff and administrators learn common signs of psychological distress and how to approach an at-risk student for referral to the school counselor.

SAMHSA SPRC/AFSP Best Practices Registry

At-Risk for High School Educators is listed in the Suicide Prevention Resource Center and American Foundation for Suicide Prevention Best Practices Registry for suicide prevention programs. *At-Risk* is the first and only simulation-based training program to be included in this prestigious national registry. *At-Risk for High School Educators* has been adopted by the State of Texas and educators who complete the training are eligible to receive Continuing Education Units from the Texas Education Agency.

Unlike any other Web-based gatekeeper program, *At-Risk* uses a virtual environment to enhance the learning experience. Users assume the role of a teacher, Shawn Lyons, who has concerns about three of his students. As Shawn, the learner reviews his students' academic performance, behavior and physical appearance and then approaches the students about his concerns, engaging each in a simulated conversation to determine what further action needs to be taken.

CONVERSATION SIMULATIONS

In these role-play scenarios, the learner practices talking with a student, using open-ended questions, reflective listening and other motivational interviewing techniques to achieve several goals:

- Broach the topic of psychological distress
 - Motivate the student to seek help
 - Avoid common pitfalls, such as attempting to diagnose the problem or giving unwarranted advice
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INSTITUTIONAL BENEFITS

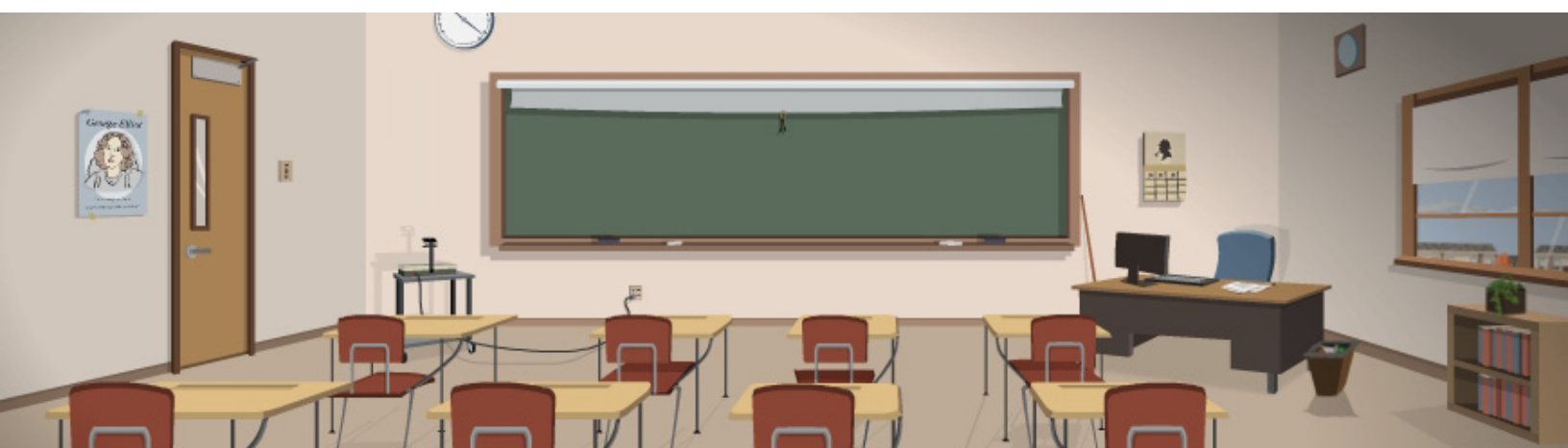
At-Risk for High School Educators provides a cost-effective solution that benefits academic institutions in several ways:

- Promotes early intervention
 - Increases student retention and academic performance
 - Reduces the stigma associated with mental illness
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LEARNING OBJECTIVES

After completing the *At-Risk* training, faculty and staff will be better equipped to:

- Identify warning signs of mental distress, including verbal, behavioral and situational clues
- Manage conversations with students to determine the need for referral
- Communicate specific concerns appropriately to parents, administrators and the school counselor or psychologist
- Develop awareness of negative stereotypes and misconceptions about mental distress and illness



CUSTOMIZATION AND SPECIAL FEATURES

At-Risk includes a number of components and other tools that can assist in marketing the product to stakeholders and learners:

Built-in Assessment and Tracking Tools

At-Risk is equipped with a built-in survey that collects feedback from your faculty and staff about their experience with the course. A six-month follow-up survey also will be administered to collect longitudinal data. A user tracking system provides reports of who has launched the course and their progress in completing it.

Promotional Materials

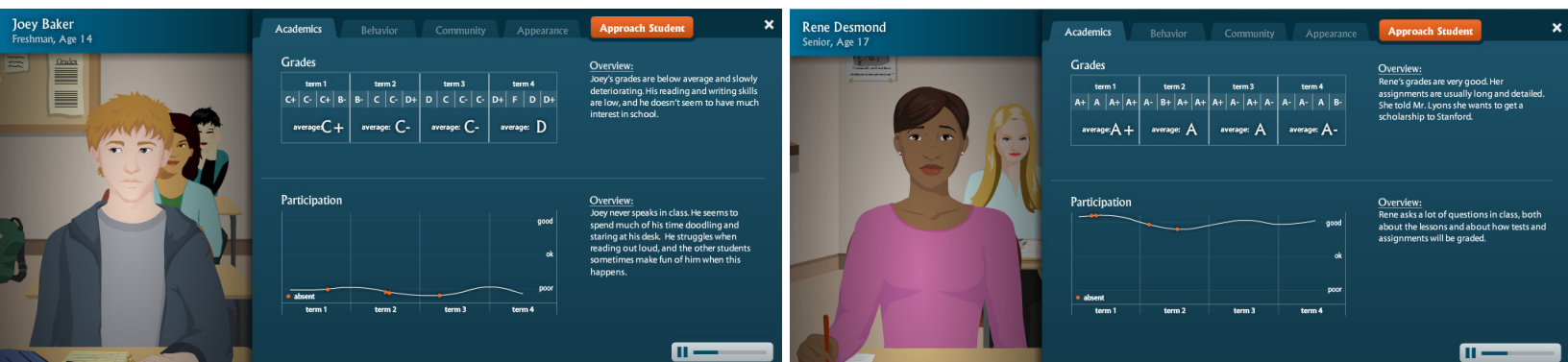
At-Risk includes materials to assist in on-campus promotion of the course:

- Suggested language for an email to learners
- Customizable flyer
- PowerPoint presentation with guidelines
- An animated and narrated trailer about the program
- A list of suggested marketing strategies

24/7 Accessibility via the Web

At-Risk is a Web-based training course hosted on Kognito’s secure web servers. Users can access the course via a computer with internet access. Kognito provides all technical support.

In addition, a dedicated account manager will help you implement the training and plan your roll-out.



TRAINING EFFICACY

National Study of At-Risk for High School Educators

From September through December 2010, Kognito conducted a study among 327 high school teachers from 40 states, which employed a quasi-experimental design to assess the effectiveness of *At-Risk for High School Educators*. Fifty-eight percent (n=191) were assigned to the experimental group, where they first completed the *At-Risk* training and then a questionnaire. Forty-two percent (n=136) of participants were assigned to the control group, which completed only a questionnaire. All participants were high school teachers who had neither received previous gatekeeper training nor training to become mental health practitioners. Two hundred and twenty-eight of the participants were women (69.5%), 99 were men (30.2%), and one participant was transgender (.3%).

Study results were analyzed using independent sample t-tests. Participants' responses in the experimental and control groups were compared on all dependent variables. Results were consistent and **statistically significant at 0.01 level** across demographic characteristics, which suggest that *At-Risk for High School Educators* is effective for educators regardless of age, gender, and tenure as teachers.

Research Suggests:

At-Risk increases the learner's ability to effectively approach and refer an at-risk student

The results of the study strongly suggest that *At-Risk* significantly increases:

1. Teachers' ability to identify, approach and refer students exhibiting signs of psychological distress, including depression, anxiety and suicidal ideation
2. Teachers' confidence in their ability to help a suicidal student
3. The likelihood that teachers will intervene when faced with a student at-risk for psychological distress and suicide. Over 97% of participants who received the training indicated they were likely or very likely to approach such a student

In addition, the study found that:

1. *At-Risk* is a highly engaging learning experience (based on course rating and the percentage of teachers who would recommend it to their colleagues)
2. *At-Risk* provides a realistic environment for practicing interacting with at-risk students
3. The interpersonal skills and tactics taught in *At-Risk* can assist teachers in conducting other challenging conversations with their students related to classroom behavior and academic performance

This study is the first phase of a comprehensive assessment being conducted by Kognito about the *At-Risk* series of gatekeeper training simulations. Future phases will include a comparison of *At-Risk* to other gatekeeper training programs, a longitudinal component to analyze changes in participants' behavior as gatekeepers over time, and an examination of responses to a situational judgment task to measure skill acquisition.

The result of this study will be submitted for inclusion in the SPRC evidence-based programs registry (Section 1) on February 2011 as well as for publication in several peer-reviewed journals.

A complete report of this study can be found at:

http://www.kognito.com/atrisk/ht/kognito_study_highschool_version.pdf

WALKTHROUGH OF THE LEARNING EXPERIENCE



1 Introduction

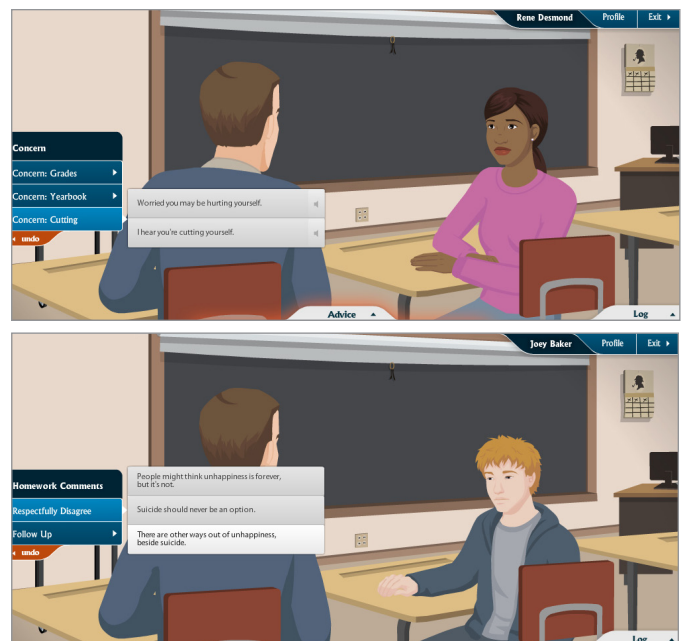
The learner meets Jackie Torres, an experienced child psychologist, and Shawn Lyons, a high school English teacher. Shawn knows that some of his colleagues have helped students succeed by connecting them with counseling services. He is concerned about some of his students and wishes he had better skills and more confidence in talking to them about it. Jackie is there to help. Student-by-student, Shawn relates to Jackie what he's observed, and Jackie identifies which of these signs is truly worrisome. Learners explore each student's profile, including descriptions of social and classroom behavior, their physical appearance and their academic performance.

Jackie urges Shawn to talk to the students, cautioning him about the strengths and weaknesses of various communication strategies and the need for drawing appropriate boundaries. The learner then selects a student to talk with and begins navigating Shawn's conversations with them.

2 Approach and Referral

Each conversation takes from 5-7 minutes to complete. The learner controls the conversation by choosing which topic to bring up and what comments or questions to say or ask. The available topics depend on the student's profile and on each decision the learner makes throughout the conversation (i.e. new topics appear and others disappear as the conversation unfolds).

The virtual student is an animated character who responds to the learner's decisions verbally and through their body language. Some statements and questions make the student more comfortable and increase the likelihood that they will open up to Shawn. Other statements and questions make the student more defensive, reducing the opportunities to win the



Snapshots of Sample Conversation Menu

student's trust and take appropriate action (voluntary referral, reporting concerns according to school policy, no further action). As the conversation unfolds, learners must either get the student to agree to see the counselor or let them know that they will inform the school counselor about their concerns.

To teach and reinforce best practices, Jackie provides learners with encouragement and constructive criticism about their decisions during and after each conversation. The student's body language and verbal responses are strong indicators to the user about their actions' effectiveness.



Snapshot of Advice Provided to User

3 Feedback

Upon concluding each conversation, users receive an analysis of the student, a review of their symptoms in class and in conversation, advice on how to refer other students with similar symptoms and a reminder to follow up with the student.

4 Completion

Once learners successfully conclude conversations with all three at-risk students, they are notified that they have completed the training. At that point, users are asked to complete an online survey and are provided with a printable summary of best practices.

CONTACT INFORMATION

If you have any questions, please contact us at 212-675-9234 or info@kognito.com.