**Connecticut State Department of Education**

**Bureau of Special Education Annual Back to School Meeting**

**Confidentiality Sharing Exercise**

Supporting Student Success Through Positive School Climate

This break-out session deals with the identification of each student's perceived social-emotional concerns. The purpose of the tools presented in this session is to identify those students who have perceived problems and provide real time data to guide counseling. This research project is completed and is now entering into implementation and sharing with other LEAs.

Scenario #1 (General Confidentiality)

Think of a current or past student who seemed to be struggling or preoccupied in some way, perhaps socially-emotionally. Think about what you might ask this student … in confidence, just between you and the student. Write the student's initials and a few observed behaviors, such as: very quiet, shy, aggressive, angry, inappropriate affect, socially awkward, absenteeism, task avoidance, depression or suicide ideation.

Scenario #2 (Possible Bullying)

A younger female student tells you that another student, Jose, comes over almost every morning and hits and/or threatens her after she gets off the bus at school.

Scenario #3 (No Friends)

A student tells you she does not have any friend she can trust. The student says she thought she had two or three friends, but they are now saying "mean things ... rumors about me that are not true … I don't know what to do!"

Scenario #4 (No Home Support)

From a pattern of answers to a confidential questionnaire, it is clear that Sally, a student, does not have the time or a place to do homework, nor is there any support from home for her to complete her homework assignments. For this student, homework is clearly more difficult to complete than her classmates.

For each scenario, would you share with confidential information with others?

1. (General Confidentiality) \_\_\_\_ Yes \_\_\_ No \_\_\_ Maybe (who/why)

2. (Possible Bullying) \_\_\_\_ Yes \_\_\_ No \_\_\_ Maybe (who/why)

3. (No Friends) \_\_\_\_ Yes \_\_\_ No \_\_\_ Maybe (who/why)

4. (No Home Support) \_\_\_\_ Yes \_\_\_ No \_\_\_ Maybe (who/why)