

Consent Form

The following information lists the benefits and rights of parents, who must give their consent.

Please know that this consent form contains all indicators. Please highlight any indicator that you would not like to have administered to your child.

PARENT/GUARDIAN NOTIFICATION OF PARTICIPATION IN
THE [SCHOOL DISTRICT/SCHOOL] RESILIENCY POLL

Dear Parent or Guardian,

Terrace Metrics, Inc., is proud to provide an innovative system to students and families. This system is designed to examine the resiliency of participating students from kindergarten through grade 12. This consent form will describe the purpose of the service. You can also view the following video as well:

<https://www.terracemetrics.org/for-parents/>

What are the Benefits of the System?

Research shows that resiliency play an important role in raising healthy children. Resiliency means that a person has personal strengths that allow them to overcome or work through adversity. Further, high resiliency contributes to better academic performance (such as grade-point average and standardized test scores).

What Should I Know as a Parent or Guardian?

- First, only students who have parent permission are allowed to participate in the resiliency assessment. If you wish to have your child participate, you must sign this form.
- Second, the data is de-identified, that is, all scoring and coding of data is done using student ID numbers. Your child will not enter any personal information when completing the assessment.
- Third, the assessment is not a diagnostic tool, and no information will be placed into your child's education file.
- Fourth, you will receive a customized, easy to follow report of your child's results, along with specific recommendations that correspond with the findings.
- Fifth, Terrace Metrics prohibits the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information (or otherwise providing that information to others for that purpose).
- Sixth, you have the right to review the items and indicators before giving consent. A Terrace Metrics team member will be available to answer any questions you may have.
- Finally, the tool itself is brief (approximately 10-15 minutes).

The following indicators will be assessed, as determined by your child's grade and your wishes:

Grades 6-12

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.

- School Victimization: First presents a definition of bullying so that students understand what/what does not meet criteria. The student is then asked if they have been victimized or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).
- Social Ostracism: Items reflect the degree of perceived social isolation. The scale measures two forms of ostracism: ignoring (paying no attention to the student) or excluding (acknowledging the student but choosing not to interact with them).
- Grit: Assesses the level of commitment (and tenacity) to achieve a long-term goal.
- Generalized Anxiety: 7 item, self-reported questionnaire for screening and severity of general forms anxiety (not tied to any one source).
- Hope: Assesses goal-directed thinking in which the student has the perceived capacity to find routes to goals (pathways thinking), and the motivation to use those routes (agency thinking).
- Depression: The scale is a multipurpose instrument for screening and assessing the severity of general depression symptoms. The scale may include an item that assesses thoughts of self-harm.
- Resiliency: This scale assesses the degree to which individuals possessed both the intrapersonal and interpersonal resources needed to overcome adversity.
- Leadership: This scale assesses students' perceptions of their ability to influence others.
- Personal Standards: This scale assesses the expectations that a student has about their personal abilities.
- Self-Criticism: This scale assesses difficulties accepting mistakes and overly focusing on one's perceived faults.
- Trauma Screener: This brief screener provides a list of potentially traumatic events (such as a car accident). If a student endorses yes, follow-up questions assess how well the student has adjusted to the experience.
- Drug/Alcohol Screener: This screener first asks the student if they have engaged in alcohol or drug use in the past year, or whether they have ridden in a car with someone who has. Follow-up questions assess the frequency of use and whether this use has caused problems for them.
- School Violence Screener: This screener assesses a student's tendency to use aggression as a means to resolve problems at school.

Grades 3-5

- Global Life Satisfaction: Overall assessment of feelings and attitudes about one's life at a particular point in time, ranging from negative to positive.
- Positive School Experiences: Assessment of a student's experiences with their learning, as well as their overall interactions with school personnel.
- Grit: Assesses the level of commitment (and tenacity) to achieve a long-term goal.
- School Victimization: First presents a definition of bullying so that students understand what/what does not meet criteria. Definition has been framed so that students as young as grade 3 can understand. Student is then asked if they have been victimized, or have victimized others during the current school year. The scale assesses frequency of different types of victimization (e.g., physical, social).

Parent Active Consent Form

- Social Ostracism: Items reflect being ignored by others.
- Generalized Anxiety: 10 item, self-reported questionnaire for screening and severity of general forms anxiety (not tied to any one source).
- Depression: The scale is a multipurpose instrument for screening and assessing the severity of general depression symptoms.
- Trauma Screener: This brief screener provides a list of potentially traumatic events (such as a car accident). If a student endorses yes, follow-up questions assess how well the student has adjusted to the experience.

Remote (at-home) Administration

This system will be use for your child, while at home (not at school). In brief, this is what will occur:

- You will be sent a special code for each child who you would like to complete the assessment, and you will be given instructions on how to enter that code on a special site, which will allow your child to complete the assessment.
- You may begin the assessment at any time; your child simply needs to be in front of a computer (desktop or laptop) or portable device (iPad), preferably in a quiet room.
- Once online, you will read a brief message, which informs your child of the purpose of the assessment and how to navigate through the items.
- After you read the instructions, your child can begin. You can be in the same room with your child to clarify any questions they may have.
- You will contact Terrace Metrics after your child completes their assessment. The parent report will be sent to you and, if there are any concerns regarding your child's responses, a member of Terrace Metrics will contact you by phone to discuss next steps.

If you wish to have your student participate, you must sign and return this form indicating your permission.

STUDENT NAME:

_____ (“Student”)

I _____ am the parent/guardian of Student and give permission for Student to participate

My consent shall be granted until such time as I provide written notice for my student not to participate.

Signature of Parent/Guardian of minor, if required

Date of Consent