

APPENDIX A

TCDSB External Research Applications: Approved in 2019-2020

1. *Supporting Transition Resilience of Newcomer Groups (STRONG): A school-based intervention to promote well-being.*

- **Purpose:** To measure the effectiveness of the Supporting Transition Resilience of Newcomer Groups (STRONG) program, a school-based intervention to address the stress and challenges that newcomer children and youth may experience, and also increase school connectedness. This program is delivered by trained school mental health clinicians (i.e., psychologists and social workers) to students aged 11 and older.
- **Method:** Data collection includes pre- and post-program surveys of students (available in English and Arabic), as well as a student focus group. Data collection from school mental health clinicians includes a training feedback survey, an implementation survey, and a focus group.

2. *Pilot Evaluation: Stop Now and Plan Youth Justice (SNAP YJ) Program in School Settings.*

- **Purpose:** To determine the effectiveness of the Stop Now and Plan (SNAP) Youth Justice Program in a school setting; the program is designed to improve emotion regulation, self-control and problem-solving skills and to decrease delinquency.
- **Method:** Data collection includes pre- and post-program surveys of students in Grades 9-12 and where possible, student focus groups. Teachers may be asked to complete evaluation assessments before and after the group sessions. (This research is part of a multi-year pilot).

3. *Impact of Early French Immersion on Language and Cognitive Development in a Diverse Population.*

- **Purpose:** To measure the language and cognitive development of children in French Immersion programs with different linguistic and social backgrounds.
- **Method:** Repeated measures on students from Grade 1 to Grade 3 (nonverbal and verbal) individually administered tasks. (This was the third year of a three-year longitudinal study in French Immersion schools).

4. *Creative Team Playtesting, mPower.*

- **Purpose:** To examine a digital math game, entitled *mPower*, for Ontario students in Kindergarten to Grade 6. This initiative was supported by the 21st Century Learning & Academic Information Communication and Technology (AICT) Department of the TCDSB.

- **Method:** Observational data of students (K-6) in small groups sessions; each group will have 10-12 students (scheduled by grade). Review sessions will take place for one morning per week for five weeks. Students will use the program for 30 minutes-1 hour each session. Observations will be noted as students participate in activities.

5. 2020 School Mental Health Survey – Principal Survey.

- **Purpose:** To document successes and needs for supporting student mental health at the school level. The 2020 survey will seek to replicate the 2019 principal survey. The School Mental Health Surveys (SMHS) project is a study of student mental health and the school environment. The first provincial SMHS (2014-2015) was part of the 2014 Ontario Child Health Study (OCHS) and included surveys of students, teachers and principals. In 2019, the principal portion was administered, as a means to measure school-based mental health on an ongoing basis.
- **Method:** All principals will be invited to complete an online survey. (This is a provincial initiative with a representative sample from boards).

6. Tutoring and Peer Mentorship: Indigenous Student Success, Achievement and Well-Being.

- **Purpose:** To explore reconciliation through Indigenous resurgence in the context of teacher education and K-12 classrooms by implementing a series of workshops (providing resources on Indigenous identity, culture, and education) to individual classrooms in various schools across the TCDSB ranging from Grades 4 to 12 that focus on peer mentorship. The program will be implemented in 20 TCDSB schools.
- **Method:** Mixed-methods design including student surveys, photographs of student work and where possible, teacher focus groups.

7. Inhibition Training for Children with Autism Spectrum Disorder.

- **Purpose:** To evaluate the long-term effects of a program on students' executive functioning skills and the impact of adding a caregiver-training component to empower parents and encourage generalization and maintenance of skills learned. The program involves an 8-week small group inhibition program with children identified with Autism Spectrum Disorder (ASD) and a caregiver training (CT) component.
- **Method:** Repeated measures design across sessions using standardized and non-standard cognitive assessments and self-reports to assess changes over time for children and their parents.