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# Early Alert Orientation

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Student Development & Services



# Early Alert

Earlier support to get back on track

Early Alert helps provide better support for students who are facing difficulties that put their academic success at risk, before these difficulties become overwhelming.



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# Early Alert: Today's Outline

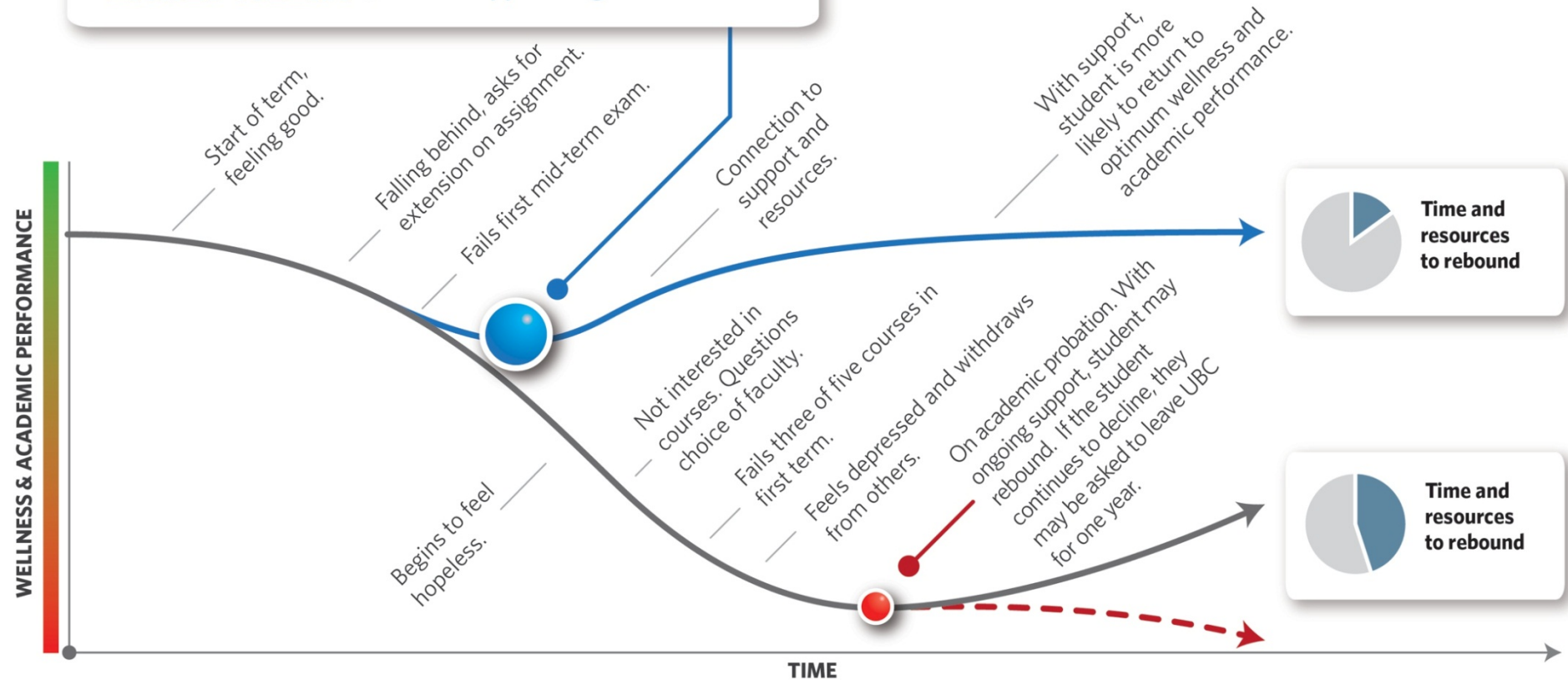
1. Rationale and Benefits
2. How the program works and results to date
3. Privacy and confidentiality
4. How to enter an Early Alert concern



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## EARLY ALERT | Earlier support to get back on track







# facultystaff.students.ubc.ca

## Student Services - Faculty & Staff Resources

[Enrolment Services](#) [Student Development & Services](#) [Systems & Tools](#)

 [Directory of key contacts](#)

 [Assisting students in distress](#)

 [Search](#)

## Faculty & Staff

This website contains resources offered by Enrolment Services and Student Development & Services units for UBC faculty and staff.

### MOST VIEWED PAGES

- [Presidential Search Committee 2015](#)
- [Early Alert](#)
- [Student Assistants](#)
- [Scheduling Services](#)
- [2015 Faculty Pension Plan Election](#)

### FEATURED TOPICS AND RESOURCES

[SEXUAL ASSAULT RESPONSE AND EDUCATION](#)


[EARLY ALERT](#)


[EXPERIENTIAL LEARNING](#)

[STUDENT INFORMATION SYSTEMS \(SIS\) ACCESS](#)

[EXAM + ACADEMIC COURSE SCHEDULING](#)

[CALL FOR PRESIDENTIAL SEARCH COMMITTEE](#)

 [Enrolment Services](#)

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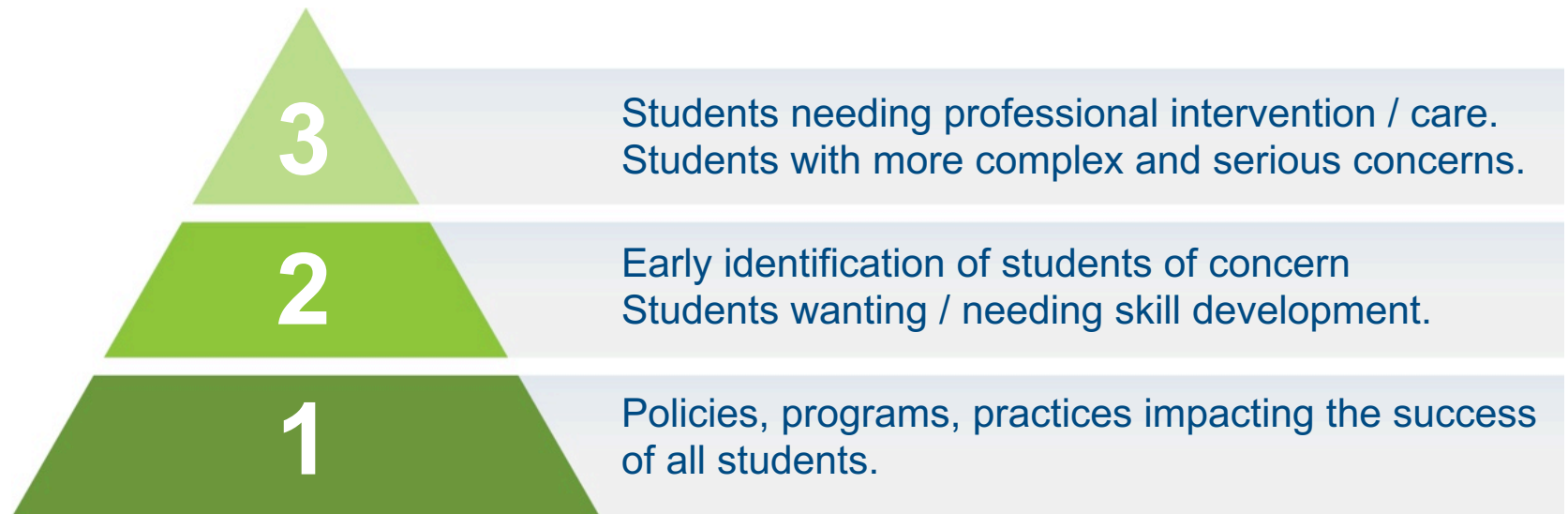
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# Supporting Student Success

## Levels of Intervention



# How Early Alert works



**1. NOTICE & ENTER**



**2. ASSESS**



**3. RESPOND**

# How Early Alert Works



## 1. NOTICE

**Faculty and staff** notice a student is facing difficulties and identify their concerns using a secure online form.

- Faculty and staff continue to reach out where appropriate
- Early Alert is secure and private
- Goal is to be transparent with students and inform where possible and appropriate.



***Not this***

***I notice you're having difficulties in this course so I'm going to have to enter an Early Alert Report on you.***



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***This***

***I participate in the Early Alert program and that helps me support students who are facing difficulties that are interfering with school. I'm going to share your situation with a specialized advisor to ensure we provide you with the best possible support.***



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# Online Resources for Faculty

- PowerPoint slides you can show in class to share that you participate in Earl Alert
- Text for course syllabus to encourage students to reach out for support and letting students know you participate in Early Alert
- Visit: [www.earlyalert.ubc.ca](http://www.earlyalert.ubc.ca) – Click on the “Information for faculty and staff” tab



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# How Early Alert Works



## 2. ASSESS

Review concerns and identifies the most appropriate resources for students in need of support.

- Early Alert “Case Manager” reviews and assesses all concerns
- The assessment may result in 2 possible outcomes:
  1. **No reach out to student is required**
  2. **Reach out to student is required.**
    - **Case Managers/Early Alert Team reviews concerns and develops an action plan for the advisor and student**
    - **Urgent concerns are addressed immediately by Case Manager: gathering information, activating supports**
- Case Manager sends an action plan to the most appropriate advisor – typically an Academic Advisor

# How Early Alert Works



## 3. RESPOND

**Academic advisors** reach out to students earlier and offer to connect them with resources and support to help them get back on track.

- Reach out = Invitation to come in and speak with an advisor.
- Focus is on supporting the student's success.
- Again, the goal is to be as transparent as possible with students.



## Results as of August 2016

1

**Faculty, Staff and TA's** notice & enter concerns

6243 concerns entered between Jan 2012-May 2016

2

**Case Manager and/or EA Team** assess concerns  
and propose action plan

27% assessed for reach out

3

**Academic Advisors** reach out to students and offer  
connection to support and resources.

90% Students accepted offer to meet



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## Results as of May 1, 2014



### Concerns Breakdown:

- Academic - performance 18%
- Academic - attendance 14%
- Mental Health 38%
- Physical Health 5%
- Safety - self harm 6%
- Safety - harm to / from others 3%
- Conduct / behaviour 5%
- Financial 4%
- Other 7%



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## January – August 2015



### Students Identified Through Early Alert

- 18% Students with multiple Early Alert Submissions - accounts for 38% of concerns entered
- 82% Students with single Early Alert Submission – accounts for 62% of concerns entered



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# Questions



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# The Early Alert Team

• **Early Alert Lead: Dr. Cheryl Washburn**, Director, Counselling Services

- **Joanne Elliott**, Case Manager, Student Development & Services, Office of the VP Students (Co-Chair of EA Team)
- **Ryan Holliday**, Case Manager, Student Development & Services, Office of the VP Students (Diversity Advisor - Disability, Access & Diversity)
- **Dr. Kirk Beck**, Psychologist, Counselling Services
- **Deborah Bleackley**, Academic Advisor, Faculty of Arts
- **Chiara Longhi**, Director of Student Services, Faculty of Forestry
- **Stacey Simpson**, Academic Advisor, Faculty of Science
- **Carol Young**, Manager - Front Desk Services, Student Housing and Hospitality Services
- **Charles Shi**, International House, Student Development & Services
- **Rebecca Trainor**, Director Student Academic Services, Faculty of Graduate Studies



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# How to enter an Early Alert concern



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# Early Alert Concern form – Key highlights

- Form stays open for 50 minutes
- Concerns and Specific Concerns: select as many as relevant
- Note “harm to self or others” – act first. EA second.
- Details about the concern: Descriptive, objective language. Provide context and history if available.
- Level of Concern: We want your subjective sense
- Student name and ID – accuracy is very important
- Documents – Very helpful, relating to concern
- Submit, NOT save.



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# How to write behavioural descriptions

Do	Don't
Describe what the student tells you directly	Include your interpretation of what might be happening
<b>The student was</b> visibly upset (crying) and expressed worry over failing her upcoming exam.	The student is not coping very well and will likely perform poorly in her upcoming exam.
<b>The student requested</b> a third extension on her assignment this term and <b>reported</b> experiencing insomnia and anxiety.	The student is overusing extensions as a way to cope with stress.



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# How to write behavioural descriptions

Do	Don't
Describe observable behaviours	Diagnose or indicate possible causes that you have not expressly discussed with the student
<p>The student has not attended classes in the past four weeks. In a recent email she expressed that she is experiencing some difficulties at home and is finding it difficult to keep up with her school work.</p>	<p>The student never comes to class. In her email she said she was going through difficulties and I feel she may be depressed.</p>



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# How to write behavioural descriptions

Do	Don't
Indicate who actually observed or communicated directly with the student	Include hearsay or rumours
One of my TA's, <b>Sierra Example</b> , spoke with the student and they shared that their parents in Iran have lost their jobs and are no longer able to support her financially. <b>The student expressed</b> feeling "overwhelmed and at a complete loss"	One of the students in my class is struggling financially



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# How to write behavioural descriptions

Do	Don't
Describe disruptive or threatening behaviour in detail	Use descriptions like “harassed” or “abused”
<b>I observed the student</b> raising his voice and repeatedly speaking in a loud and angry manner to his classmates in the seminar. (ie. “You’re a complete idiot”) As he left the room he aggressively overturned a number of desks.	The student is harassing others in the class.



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# Thank You !

**Please ensure you have signed in.**

***Visit [www.facultystaff.students.ubc.ca](http://www.facultystaff.students.ubc.ca) to enter a concern, download resources, or find out more.***



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