

Introduction

For The Connection Lab at McGill University, a major goal is to develop partnerships with schools, families, and other organizations for the benefit of students. The purpose of this document is to outline our goals and be the starting point from which to enter into negotiations of partnership.

The current emphasis of The Connections Lab is on directly teaching the non-cognitive skills required for students to be successful in school. The emphasis is on using the development of non-academic to promote academic

Developmental Research Lab. He is also the Graduate Program Director of the School/Applied Child Psychology program. Before entering academia, he had 17 years of experience as a school psychologist in school, university, hospital, medical school, and independent practice. From 1997 to 2004, he served as lead psychologist and associate professor of pediatrics at The Children's Hospital in Greenville, South Carolina and Medical University of South Carolina. Dr. Shaw is a Nationally Certified School Psychologist. In 2000, the South Carolina Association of School Psychologists recognized him for "Outstanding Contributions to Education" for his work on addressing overrepresentation of minority groups in special education, and development of teaching techniques for children with borderline intelligence. In 2010, he received the Distinguished Teaching Award from the Faculty of Education at McGill University. In 2012, he received the President's Award from the National Association of School Psychologists for his innovative research-to-practice efforts. His clinical and research interests include pediatric school psychology, improving education of children with rare genetic disorders and autism, and development of resilience skills in children at risk for academic failure. He has over 190 scholarly publications and presentations and has published four books. He is on the editorial board of six international scholarly journals and is editor of School Psychology Forum.

Two Areas

The foci of the partnership are two major areas: 1) validation and improvement of the meta-academic model, and 2) improving methods of implementing evidence-based interventions.

Meta-

The model has two additional components that are not currently being researched by our group: coping with mental health problems and coping with medical problems. The research is quite clear that high risk students have a much higher incidence of mental health and medical problems. Without intervention these issues are likely to interfere with school success.

Meta-academic skill interventions. The Connections Lab has developed a curriculum and lesson plan for each of the areas of focus. These lesson plans consist of 10 to 12 thirty to forty-five minute lessons for schools. For example, we have developed and validated a 12-lesson program to improve emotional

schools and organizations have a variety of needs. As such, potential partners have four types of partnerships with The Connections Lab.

- 1) Simple partners. Partners will receive all validated lesson plans without fee or any other involvement. Partners can use the lesson plans as they wish with only two exceptions: they cannot use the lessons to make money for any individual or group and they cannot publish or disseminate the lessons without permission of the authors (The Connections Lab). This type of partnership is like a subscription in that as new lesson plans are validated, then they will be sent to the partners.
- 2) Collaborating partners. These partners will receive all lessons and have all of the conditions of the Simple Partners. However, any deviations or changes that the partners have developed in their implementation are to be described to The Connection Lab. In this fashion, we can learn what works and benefit from the experiences and skills of the teachers and others implementing the lessons.
- 3) Evaluation partners. These partners will receive all lessons and have all of the conditions of the Simple and Collaborating partners, but also have their interventions evaluated. Whereas there is much flexibility and negotiation in the implementation aspect of the projects, the core evaluation protocol is fairly rigid. However, components can be added based on the needs of each partner. The Connections Lab consults with each partner to meet their evaluation needs. Evaluation partners receive all validated lesson plans. This level of partnership may involves the creation of control and comparison groups,

data become property of The Connections Lab and the PI. However, parents, teachers, and students of the age of consent may withdraw from the study at any time and all individual data will be removed from the data set. Schools will not be blind to conditions or have any deception involved in the development or execution of these projects.

There are no fees or expenses directly associated with partnership with The Connections Lab or the use of lessons. There is an option that is available for all partners or potential partners. A workshop, professional development presentation, observation, or in-person consultation is available from Dr. Shaw or members of The Connections Lab. The goals and functions of any in-person services will be negotiated at the general DUEP meeting on 1987-2011 in 1985-978 in the The application to the Montreal area provided without fees or expenses. Those services are part of our community development initiatives. All in-person work outside of the Montreal area has a fee of \$450 per hour of service (minimum of 3 hours) plus air, lodging, ground transportation, and food expenses.

Ethics and Consent

Anytime that data will be collected on a specific project, there must be a formal ethics proposal submitted