

failing grades  
+ ADHD  
+ self-mutilation  
+ abuse

**≠ DROPOUT**



WOODSTOCK  
FILM FESTIVAL  
2012



CLEVELAND  
INTERNATIONAL  
FILM FESTIVAL  
2012



BEST  
FEATURE FILM  
LIGHTS, CAMERA,  
HELP. 2012



SEDONA  
FILM FESTIVAL  
2013

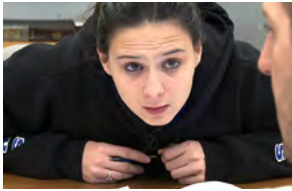
who cares about Kelsey ?

a documentary by dan habib

SCREENING  
TOOLKIT

[whocaresaboutkelsey.com](http://whocaresaboutkelsey.com)

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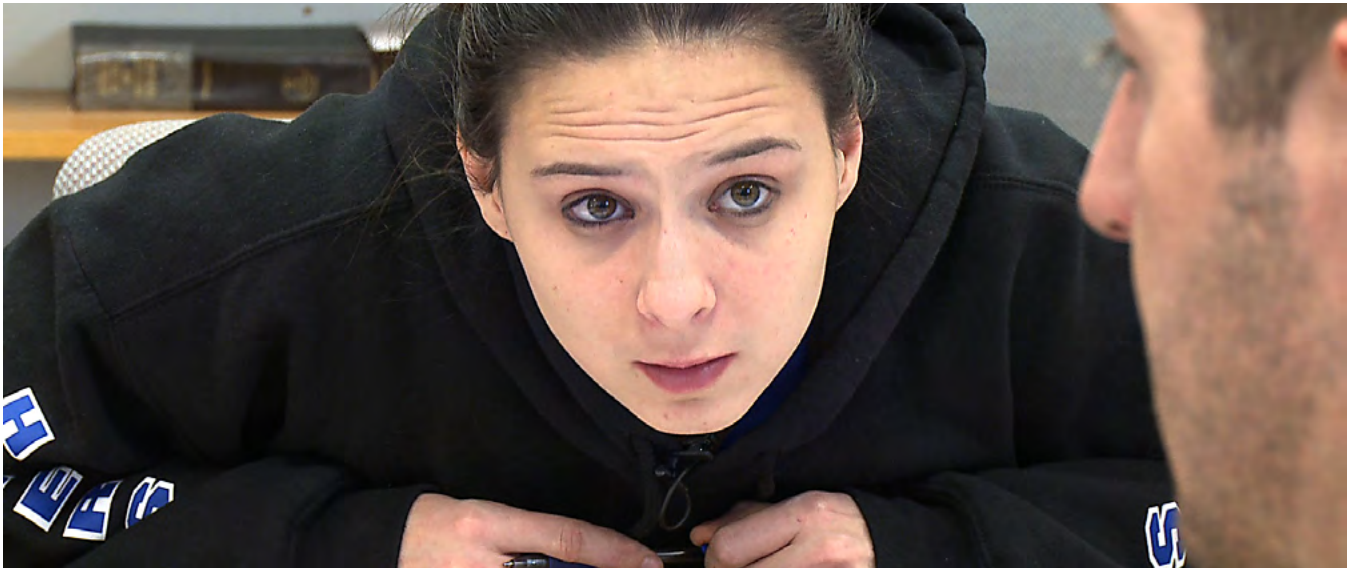


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# About the Film and Toolkit



Kelsey Carroll looks up at a guidance counselor during a RENEW meeting at Somersworth High School (NH). RENEW is a youth-directed planning process for students at risk of dropping out.

## THE FILM

Kelsey Carroll's goal is to graduate from high school. But there are plenty of reasons why she shouldn't. She attends a school with one of the highest dropout rates in New Hampshire and has dealt with homelessness, abuse, and ADHD. As a freshman, she didn't earn a single academic credit, but she did get suspended for dealing drugs. *Who Cares About Kelsey?* is the story of Kelsey's transformation from a defiant and disruptive "problem student" to a motivated and self-confident young woman.

## THE PROJECT

Dan Habib's film project *Who Cares About Kelsey?* includes a feature-length film plus 11 mini-films documenting the lives of students with emotional/behavioral challenges. The project vividly captures innovative educational approaches that help these students to succeed—while improving the overall school culture and climate. Habib is the creator of the internationally acclaimed documentary, *Including Samuel*. The project also includes extensive educational materials and a national outreach/engagement campaign called "I Care By" ([ICareBy.org](http://ICareBy.org)).

These elements combine to form a powerful professional development tool and catalyst for public awareness and social change.

## THE TOOLKIT

This guide is intended to help you plan screenings of *Who Cares About Kelsey?* and the mini-films.

We've designed this toolkit for use in conjunction with the website, [www.whocaresaboutkelsey.com](http://www.whocaresaboutkelsey.com), so you will find links throughout the guide. On the website you will also find:

- A [two-minute, 45-second film trailer](#) and extended [six-minute film trailer](#)
- A [multimedia page](#) containing many of the mini-films
- A downloadable "[Host a Screening Kit](#)," which provides many of the resources referred to in this guide
- A list of television [broadcast dates and times](#), as well as [upcoming screenings](#)
- An online store for [purchasing the DVD](#)

who cares about *Kelsey*?

# From the Filmmaker



Over the past four years, I've screened and discussed my film, *Including Samuel*, hundreds of times. At almost every event, someone asks a variation of this question: "Can kids with emotional or behavioral disabilities also be included?" These hidden disabilities can include depression, anxiety, autism, ADHD, bipolar disorder, post-traumatic stress disorder, eating disorders, and a host of other diagnoses. The journalist part of my brain thought, "If this question keeps coming up, there must be an important story to be told through a film."

I wanted to create a film project that—like *Including Samuel*—could be a catalyst for progressive educational reform. Dr. JoAnne Malloy and other colleagues at the Institute on Disability encouraged me to visit Somersworth High School. In 2006, Somersworth High had one of the highest dropout rates in the state and discipline issues were rampant. To turn this situation around, the school participated in APEX, a New Hampshire Department of Education grant-funded program, which provided high schools with training and support to implement Positive Behavioral Interventions and Supports (learn more at [www.pbis.org](http://www.pbis.org)).

Working with staff at the Institute on Disability, Somersworth High School developed a concise outline of the behaviors that were expected of students and established clear guidelines for addressing discipline problems. For those students who were at the greatest risk of dropping out of school, Somersworth implemented RENEW, a youth-directed planning model founded by Malloy. The results were dramatic: in four years, Somersworth High School reduced its dropout rate by 75 percent, and behavior problems decreased by 65 percent. Kelsey Carroll, of Rollinsford, NH, was one of the students involved in RENEW and became the central focus of my film *Who Cares About Kelsey?*

When Kelsey entered Somersworth High School, she was a more likely candidate for the juvenile justice system than for graduation. She had a diagnosis of ADHD and carried the emotional scars of homelessness and substance abuse, as well as the actual scars of repeated self-mutilation. As a freshman, she didn't earn a single academic credit and was suspended for dealing drugs. *Who Cares About Kelsey?* follows Kelsey through the ups and downs of her senior year, and shows what successful educational approaches look like on the ground, in a real school. Using what I call an "inside-out" approach, the film also shows educational reform through the eyes of a student.

I couldn't capture all of the related topics I wanted to address in just one film, which is why I expanded the project and also made 11 mini-films, many of which can be viewed on our website.

My hope is that *Who Cares About Kelsey?* will help viewers reconsider the "problem kids" in their own high schools and spark new conversations about empowering—not overpowering—youth with emotional and behavioral disabilities.

Sincerely,

A handwritten signature in cursive script that reads "Dan Habib".

Dan Habib

# The Issues



Students at Armstrong Elementary School, in Hazelwood, MO, gather in the gymnasium. From the mini-film *Marcel*.

## OVERVIEW OF EMOTIONAL/ BEHAVIORAL DISABILITIES

Over two million young people in the United States have an emotional/behavioral disability (EBD), yet EBD is often difficult to diagnose. The ASEC (Area Special Education Cooperative) defines EBD as an established pattern of one or more of the following emotional or behavioral responses:

- withdrawal or anxiety, depression, problems with mood, or feelings of low self-worth
- disordered thought processes with unusual behavior patterns and atypical communication styles, and/or
- aggression, hyperactivity, or impulsivity.

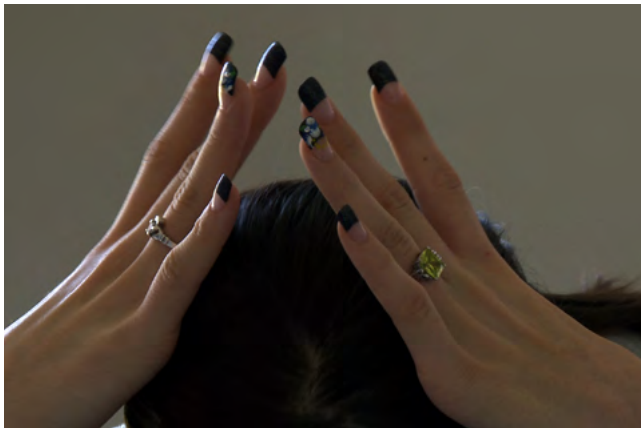
For an EBD diagnosis to occur, the established pattern of emotional or behavioral responses must negatively impact educational or developmental performance, including intrapersonal, academic, vocational, or social

skills; be significantly different from appropriate age, cultural, or ethnic norms; and be more than temporary, expected responses to stressful events. The emotional or behavioral responses must be consistently exhibited in at least three different settings—two of which must be educational settings, and one other setting such as in the home, child care, or community. As a result, EBD is not easily addressed or quickly resolved, often requiring long-term school, family, and community supports.

Statistics released by the Southern Poverty Law Center and *The Journal of Emotional and Behavioral Disorders* reflect the grim outcomes for students with emotional or behavioral disabilities:

- Students with EBD have the worst graduation rate of all students with disabilities. Nationally, fewer than 50 percent of students with EBD graduate from high school, compared to the national average of 76 percent.

who cares about *Kelsey*?



**Top:** Kelsey Carroll presses her hands against her head during a meeting at Somersworth High School. **Bottom:** Julio Panameño, an inmate at the NH State Prison for Men, says “I was embarrassed of being 15 in the seventh grade.” From the *Incarcerated Youth* mini-film *Julio*.

- Students with EBD are twice as likely as other students with disabilities to live in a correctional facility, halfway house, drug treatment center, or on the street after leaving school.
- 75 percent of young adults with EBD have been involved with the criminal justice system at some point in their lives.

### TRADITIONAL RESPONSES TO PROBLEM BEHAVIOR IN SCHOOL

Students with EBD typically do not respond well to traditional discipline policies and educational programs. As such, schools can easily and wrongly dismiss them as “problem kids,” further reinforcing the characteristics of EBD (anxiety, depression, low self-worth, aggression), which leads to cycles of discipline referrals. Many

schools respond to these discipline problems by enforcing a “zero-tolerance” policy, the goal of which is to deter problem behavior by providing swift consequences for misconduct, sending a strong “one strike and you’re out” message to students. However, this “one-size-fits-all” framework neglects to examine the root causes of problem behavior and, consequently, can do little to prevent the behavior from reoccurring. Rather than increasing school safety, the zero-tolerance approach often leads to increased suspensions and expulsions for both serious and mild infractions, and disproportionately impacts students with disabilities.

### WHAT WORKS?

The good news is there are numerous alternatives to zero-tolerance policies that do work. Rather than clinging to ineffectual strategies, many schools around the country are embracing evidence-based models that help all students—including those with EBD—achieve success in school. These models, such as Response to Intervention (RtI) and Positive Behavioral Interventions and Supports (PBIS) are effective because they are rooted in prevention, build upon the inherent strengths of each student, and seek to address the underlying causes of problem behavior. For far too many students with EBD, school is seen as the place where they are misunderstood, punished, and isolated. However, school is an ideal setting for students—particularly those with EBD—to develop meaningful relationships with competent, trustworthy adults who see their potential. These relationships are key to sustaining climates of success, safety, tolerance, and excellence, in which students learn to thrive.



#### DOWNLOAD

the *Who Cares About Kelsey?* Issues Summary at:

[www.whocaresaboutkelsey.com/the-issues](http://www.whocaresaboutkelsey.com/the-issues)

# How to Host a Screening



A *Who Cares About Kelsey?* screening hosted by the Syracuse School of Education. Quality audio-visual equipment is essential for a successful event. Don't forget to have microphones for both the speaker(s) and audience questions.

## EARLY PREPARATION

The priority in the weeks leading up to your screening of *Who Cares About Kelsey?* is to ensure a well-planned event with maximum turnout and support from your community. Below are some helpful hints for organizing a screening including how to secure the location, publicize the event, plan a discussion afterwards, and involve your audience in meaningful action.

## INVOLVE OTHERS IN PLANNING

Involving others in planning the *Who Cares About Kelsey?* event will make the process more manageable and foster a broader investment in the screening's success. Consider partnering with other individuals or organizations to make your event more dynamic, share the workload, and increase the number of attendees and diversity of the audience. Your partners can also extend the reach of your "get-the-word-out" efforts. Be sure to reach out to people directly affected by the issues.

## SET GOALS FOR YOUR EVENT

Set goals with those who will be involved in planning the event to ensure that you have a shared vision and purpose. What do you want to accomplish with this screening? Do you want to take action on an issue, pressure decision makers, or raise funds? How can you help people do something meaningful or point them toward the most relevant resources? Determine the outcomes you hope to achieve and then plan your outreach accordingly, both in terms of whom you invite and how you get the word out. Setting clear goals in advance will help you to develop next steps to pursue after your event.

Encourage the planning group to visit [www.whocaresaboutkelsey.com](http://www.whocaresaboutkelsey.com) to watch the film trailer, sign up for the newsletter, and join the *Who Cares About Kelsey?* Facebook group ([www.facebook.com/WhoCaresAboutKelsey](http://www.facebook.com/WhoCaresAboutKelsey)) and Twitter page ([www.twitter.com/wcakelsey](http://www.twitter.com/wcakelsey) or [@WCAKelsey](https://twitter.com/WCAKelsey)).

The “Take Action” section on page 14 of this guide is designed to help you engage your audience in a meaningful way when the “lights come up.” Think about how you might follow up with audience members and involve them in ongoing efforts to support youth with emotional/behavioral disabilities.

## SECURE THE BASICS

### Buy the DVD:

Visit [www.whocaresaboutkelsey.com/dvd](http://www.whocaresaboutkelsey.com/dvd) to purchase the DVD with the appropriate screening rights. Be sure to arrange a venue for your screening that will accommodate the number of attendees you expect and provide a comfortable atmosphere for your group. This could be your living room, a school, a community center, or an auditorium. If you need to reserve a space, try to contact the venue at least two months in advance and confirm your reservation within two weeks of the screening.

### What You Will Need:

- A venue that is completely physically accessible, including accessible bathrooms and adequate wheelchair seating
- A television or projector with a screen that’s large enough for everyone to see
- Seating that allows everyone a good view of the screen
- A DVD player or computer. We recommend that closed captions be turned on through the television or projector. Engage a sign language interpreter, if possible, for the discussion.
- A high-quality sound system (loudspeakers, etc.), especially in larger venues
- An information table where you can place sign-in sheets and handouts for individuals who want to get involved
- If you plan to provide snacks and drinks, make sure there is a place to set them up and that the venue permits refreshments.



## DOWNLOAD

the *Who Cares About Kelsey?* poster and flier templates, sample press release, sign-in sheet, and other related screening resources at:

[www.whocaresaboutkelsey.com/host-a-screening-kit](http://www.whocaresaboutkelsey.com/host-a-screening-kit)



It is highly recommended that you preview the entire DVD and test your player, screen and/or TV before the event to ensure that everything is working properly.

## GET THE WORD OUT!

The goals for your event should inform whom you invite to attend. If you’re looking to expand participation or support, be sure to reach out to people outside of your own group or organization. Inviting community leaders, such as school administrators, teachers, and elected officials could lead to positive changes regarding supporting kids with emotional/behavioral



disabilities, and improving school climate and culture. Share with them why you think their participation is of value. Reach out to parents and self-advocates to ensure that they are appropriately represented in the audience.

- **Tell Your Friends:** Utilize social-networking (Facebook, Twitter, email blogs) and fliers to let people know about your screening.
- **Tell Your Allies:** Engage organizations or constituencies that you know will be interested, and ask them to co-sponsor the screening event. Then, reach out to the larger public by posting fliers, placing notices in newspapers or community calendars, forwarding notices to various email lists, and contacting local news stations.
- **Tell Community Stakeholders:** Invite stakeholders face-to-face or over the phone. They could be potential speakers. Reach out to community leaders such as clergy or elected officials, a policy expert, or an expert on the issues covered in the film. Tell them why their participation is important, and ask them to preview the film so that they can tailor their talk or help you talk to reporters.
- **Tell the Press:** Contact reporters and editors who cover the education and health beats. Be in touch weeks before the event, let them know that your event will be part of the national screening campaign, and give them the local angle: How do the issues raised resonate in the community? Why should your audience be passionate? What impact do you aim to have?



## DOWNLOAD

An online press kit for *Who Cares About Kelsey?* is available at:

[www.whocaresaboutkelsey.com/press/press-kit](http://www.whocaresaboutkelsey.com/press/press-kit)



A capacity crowd at New York University asks Kelsey questions after a screening of the film.

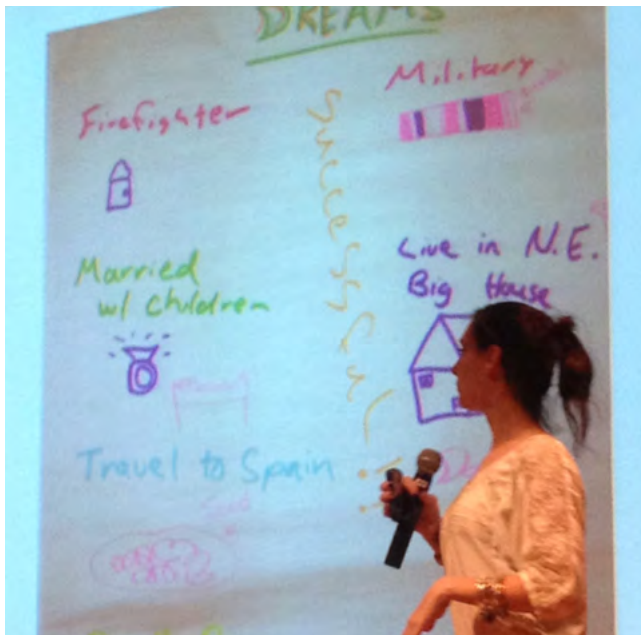
## MEDIA AND SOCIAL MEDIA TIMELINE

### At least one month before the event:

- Create your event poster and flier
- Create a Facebook event
- Ask partner organizations to share news about the event through their websites, e-newsletters, and social media
- Send information about the event, along with a press release, to local media
- “Like” the *Who Cares About Kelsey?* [Facebook page](#) so that you can keep up with related news and announcements. Encourage your friends to do the same
- Follow the film on [Twitter](#) and tweet about your event so everyone following you will be clued in and can help spread the word
- Post your event on the Working Films Screening HQ page:  
<http://www.screeninghq.org>

### Two weeks before the event:

- If you blog, write about your event, including a description of the film and the issues it raises. Be sure to include images, and embed the film’s trailer from YouTube (<http://bit.ly/15sUoCr>). Ask friends or your favorite bloggers to link to your piece or write their own.



Kelsey discusses how the RENEW youth-directed planning process helped her graduate and achieve many of her dreams.

- Write a letter to your local paper or online news source to draw attention to the event and the related issues.

#### One week before the event:

- Send a five- to six-sentence email description and re-send your press release to reporters. This email should succinctly describe your event, the national film campaign, and mention any “big names” that are coming. Include links to relevant information and anything else you think is attention-grabbing. A few days before the event, follow up with a phone call to gauge their interest in attending.
- Ask all of your partner organizations to re-send the event flier to their networks and re-post on social media.

#### The day of the event:

- Have a representative from your organization or planning group on hand to answer questions. Have a press release with you and ready for reporters and bloggers who attend. After the event, be ready to send out an updated version with some highlights, quotes, images, and a list of key people or speakers who attended.

- Make sure you have background information on the speakers, interesting visuals, and other things needed to make your event easier to cover.

## PLAN THE AGENDA

A well-planned agenda will give participants the opportunity to have an in-depth and meaningful experience at the screening. Together with your planning partners, create an agenda and discuss appropriate steps for facilitating a conversation after the film. You might consider using an experienced facilitator familiar with emotional/behavioral issues to moderate the discussion portion of the program. The facilitator should preview the DVD in advance of the screening.

Below is a sample agenda that can serve as a guide for the schedule of the event:

#### • Allot enough time.

You should allow at least two hours to show the film and hold a discussion.

#### • Start on time.

Do not start any later than 10 minutes from the posted time. This will give latecomers an opportunity to join the group, but will not excessively delay the event.

#### • Briefly introduce the film and announce an incentive to stay until the end.

Introduce the film and any special guests. Ask everyone to stay for the discussion, and share what time you expect the event to end (“Please stay after the film is over; we will have a facilitated dialogue and discuss possible next steps we can take to make a difference.”). Holding a lottery drawing or giving away freebies at the very end of the event may prevent people from leaving early!

#### • View the film: 75 minutes.

#### • Facilitate dialogue.

See the suggested discussion questions starting on page 11 of this guide. If possible, have a person with an emotional/behavioral disability serve as one of the discussion facilitators.

- **Prepare discussion comments.**  
Consider asking a couple of people to be ready to make “ice-breaking” comments in case the conversation starts out slowly.
- **Get your audience to TAKE ACTION.**  
Distribute the “Take Action” section on pages 14-15 to audience members.
- **Close.**  
*It is important to emphasize that a commitment to supporting youth with emotional/behavioral challenges does not end with the screening, but by continuing to stay involved.* Thank people for coming and remind them to fill out the event evaluation (copy the form on page 17). Also refer attendees to [www.whocaresaboutkelsey.com](http://www.whocaresaboutkelsey.com) to download materials, sign up for the *Who Cares About Kelsey?* newsletter, [Twitter](#) and [Facebook group](#), and join the “I Care By” campaign ([www.ICareBy.org](http://www.ICareBy.org)) in order to stay informed and involved about these issues.

## REPORT BACK

During the event, take pictures and video people’s reactions to the film. Ask attendees how they liked the event and what they’d like to see next. Did the film change their understanding, raise their awareness, or motivate them to take action?

Share photos, videos, evaluation results, and press coverage with your members, networks, and on the *Who Cares About Kelsey?* and “I Care By” Facebook pages and Twitter feed to show how the collective efforts around the film are making an impact. Your story may inspire others to replicate your efforts in their community.

Please email evaluations, photos, and anything else from your event to [info@whocaresaboutkelsey.com](mailto:info@whocaresaboutkelsey.com).

*Some content in this section was adapted from the [Working Films community screening toolkit](#).*

who cares about *Kelsey*?



## INSPIRE CHANGE

Share photos, videos, or just a few thoughts from the event on social media (on Twitter be sure to use #WCAK) to show people’s reactions and how they got involved. Together we can make a difference!

## DISCUSSION QUESTIONS FOR WHO CARES ABOUT KELSEY?

Below is a sampling of discussion questions you can use to spark conversation after showing the film.

### Icebreaker Questions

1. What scenes or moments in the movie had the biggest impact on you?
2. How are kids like Kelsey perceived in your school or community?
3. What might have happened to Kelsey if she lived in your town?
4. What are Kelsey’s greatest strengths? What are her greatest challenges?
5. How is this film about more than just Kelsey and Somersworth High School?

### Emotional/Behavioral Disabilities

1. At one point, Kelsey comments that she’s “not normal.” How do you think Kelsey developed her ideas of what is “normal”?
2. Do you think Kelsey has a disability? Do you think she believes she has a disability?
3. What’s the difference between an emotional/behavioral disability and just “acting out”?
4. Would Kelsey have been accepted more easily by her peers and teachers if she had a physical disability rather than an emotional/behavioral disability?

5. How have your feelings changed about youth with emotional/behavioral challenges after seeing this film?

### Student Outcomes/Student Success

1. When did you think Kelsey would be successful?
2. Why is it important for the RENEW process to start by examining a youth's culture, strengths, goals, dreams, and vision for the future?
3. What factors played a role in helping Kelsey stay in school? What motivated her to keep working towards graduation?
4. What resources/strategies did you see in the film that resulted in positive outcomes for Kelsey?
5. How can the messages in this film be used to encourage kids to stay in school?

### Discipline

1. Were Somersworth High School staff too lenient with Kelsey? Why do you think she was not disciplined for cursing in Kathy Francoeur's office?
2. Somersworth doesn't use strict "zero-tolerance" policies, yet the administrator told Kelsey that if she keeps misbehaving, she might not graduate or her diploma might be mailed to her. Do you think those consequences motivated Kelsey?
3. What is the purpose of a disciplinary consequence? Is it to punish or to change behavior?

### School Climate/Community

1. What can schools/teachers/staff/students do to create a more positive school culture and climate?
2. What schoolwide supports/systems can be put in place for all students so that the school is a welcoming and diverse community?
3. How can we involve the entire school community in this work?



**Top:** Kelsey and her mentor, Kathy Francoeur, talk about her failing grade in math. **Bottom:** Kelsey at her high school graduation.

### Reaching All Kids

1. In the realm in which you work, what are the proven practices that support all youth in reaching their potential?
2. How do we identify/work with youth who are withdrawn/disengaged?
3. How do we engage and support youth who continually act out and are repeatedly suspended, expelled, or placed elsewhere?

### Behavior

1. Does your school focus on positive behavior supports to influence student behavior, or does it rely primarily on punitive approaches?
2. How do we help students understand and accept their peers who have emotional/behavioral challenges?
3. How can we help people understand that behavior is a form of communication?

who cares about Kelsey?

## DISCUSSION QUESTIONS FOR THE MINI-FILMS

### ***Education Revolution at Somersworth High School***

1. Why is it important to create a culture of caring and respect in our schools? What does that type of culture look like?
2. Why is the social/emotional development of students key to educational success?
3. How is the current culture and climate of school different from decades ago?
4. What is the purpose of discipline?
5. What are the roles educators play in a “challenging” student’s education?

### ***Marcel***

1. What aspects of this film resonated with you?
2. Have you observed cultural bias influencing perceptions of children and youth, especially as it relates to perceptions of challenging behavior?
3. How similar or different is this from your experiences with students who pose significant behavioral challenges?
4. What can schools do to prevent behavior from escalating to the point where restraint is used as a last resort?

### ***Thasya***

1. What do you hear and see that tells you Thasya is “included”?
2. How might you or your school respond to Thasya’s behavior?
3. What impact did the introduction of a more sophisticated communication device have on Thasya’s behavior, and her academic and social engagement?
4. What beliefs, practices, and systems make Maple Wood School an “inclusive school”?



**Top:** Thasya plays piano at Maple Wood Elementary School in Somersworth, NH. From the mini-film *Thasya*. **Bottom:** Marcel Parks is led to the office at Armstrong Elementary School in Hazelwood, MO. From the mini-film *Marcel*.

### ***Incarcerated Youth:***

1. What are some common risk factors between students you know and the youth in the films?
2. From your experience, how does substance abuse affect a student’s ability to function, and to ask for and receive help?
3. Teenagers can be impulsive, and act without necessarily considering the consequences. What is your school’s level of awareness around the developmental stages of how teens think/process?
4. What is your school or community doing to promote positive connections and a sense of belonging for all kids?
5. How does a sense of purpose help kids stay out of trouble? How can schools, families, and communities help instill that sense of purpose?

# Take Action



Kelsey poses in front of the United States Supreme Court while walking between film screening events in Washington, DC.

**A**fter watching *Who Cares About Kelsey?*, you may want to take action. Go to [ICareBy.org](http://ICareBy.org) to learn about simple, concrete steps that youth, parents, educators, administrators, and policy makers can take to support youth with emotional and behavioral challenges.

Here are some additional actions:

## ON SCREEN

- Organize your own screening of *Who Cares About Kelsey?* Invite educators, administrators, parents, students, or others you think should be involved in supporting youth with emotional/behavioral challenges. Buy the DVD and post your screening on the Working Films Screening HQ site: <http://www.screeninghq.org>.

## IN SCHOOL

- Donate a copy of *Who Cares About Kelsey?* to your school and/or youth-serving organization, and ask that it be shown to the staff, PTO, and/or students. Buy the DVD online at <http://whocaresaboutkelsey.com/see-the-film/buy-the-dvd>.

## IN THE COMMUNITY

- Volunteer to become a mentor. Lead a youth group or coach a team. Be a positive adult role model.
- Reach out to other groups in your community and partner with them to hold meetings, write letters to editors, host public events, etc. Co-host a public information night on youth with “hidden disabilities” and feature a keynote speaker.



**Top:** Kelsey is interviewed by a CBS/FOX television affiliate after an event in Rochester, NY. **Bottom:** The staff at Somersworth High School greet students during the first day of school. From the mini-film *Education Revolution at Somersworth High School*.

- Partner with local mental health organizations that serve youth with emotional/behavioral challenges. They can be a great resource for education and training.

## IN EDUCATION POLICY

- Call or email your local Representative about pending or potential legislation that will impact education for youth with emotional/behavioral challenges or disability rights. Make phone calls, send letters, or email your school board and state/federal Representatives. You can

call your Senators and Representatives by using this number to the U.S. Capitol operator and asking to be transferred: (202) 224-3121.

## IN THE MEDIA

- Contact the local media regarding stories in your community, such as schools that have had success with PBIS, RENEW, and improved school climate and culture.
- Call into talk radio shows when the topic of discussion relates to the inclusion of youth with EBD, PBIS, the School-to-Prison Pipeline, or dropout prevention.

## KEEP UP THE MOMENTUM

- Download and share interesting articles on emotional/behavioral disabilities, PBIS, dropout prevention, and at-risk youth.
- Join the *Who Cares About Kelsey?* and "I Care By" Facebook pages and Twitter feeds (@WCAKelsey and @icareby) to become part of vibrant discussions about the benefits and challenges of including youth with emotional/behavioral challenges.
- Be a positive role model, mentor, and optimistic leader.

## REPORT BACK TO US—PLEASE!

Through our collective efforts and voices, we can make a difference in the lives of youth with emotional/behavioral challenges—so we want to hear from you! Tell us what was successful or challenging about your event, and include photos, video, and links to press. Please also send any newspaper clippings and audience evaluations by mail to: WCAK Project, Institute on Disability, 56 Old Suncook Road, Suite 2, Concord, NH 03301. You can also scan these items and email them to [info@whocaresaboutkelsey.com](mailto:info@whocaresaboutkelsey.com), or fax them to the WCAK Project's attention at (603) 228-3270.

If you care, you act. Do something positive to help a child with emotional challenges.



#icareby



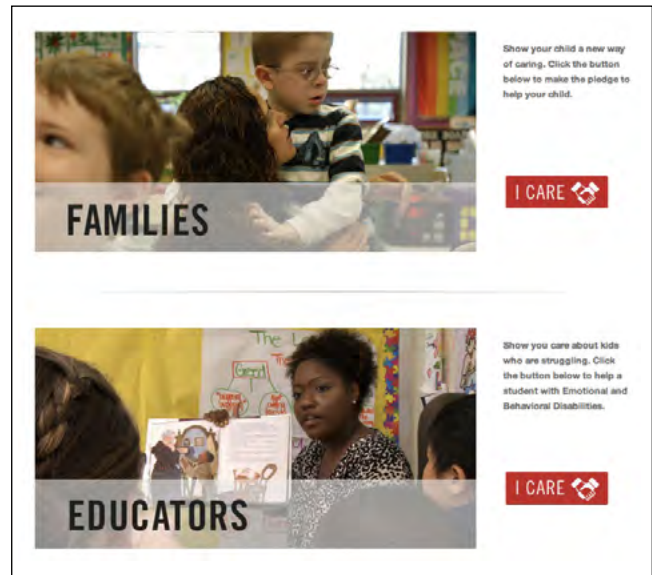
### “I CARE BY” CAMPAIGN

Youth, parents, educators, administrators, and policy makers can join the “I Care By” campaign and use the *Who Cares About Kelsey?* Project as a catalyst for positive connections between tough-to-reach youth and caring adults.

#### The Campaign

People around the country are showing how they care about youth with emotional/behavioral challenges in a variety of ways. You can show you care on the “I Care By” website by:

- Watching video testimonials from people around the country who explain how they care through specific actions
- Submitting a video to show how YOU care about students who struggle
- Learning about specific actions that can help students who struggle with emotional/behavioral challenges
- Watching a video that shows how positive behavioral supports transformed the school culture of Somersworth High School, the site of *Who Cares About Kelsey?*



- Downloading a free life-mapping tool for students

#### How to Get Involved

- Sign up at [www.ICareBy.org](http://www.ICareBy.org)
- Join the “I Care By” Facebook group
- Follow the campaign on Twitter (@icareby)



# Event Evaluation Form

**Presenter: Dan Habib, UNH Institute on Disability**

1. Which of the following **best** describes you? **Choose one only.**

- Social Worker       Psychologist       Health Practitioner (list type): \_\_\_\_\_  
 Guidance Counselor       Student       Educator (list type): \_\_\_\_\_  
 Parent/Guardian       School Admin       Other: \_\_\_\_\_

2. Please indicate how satisfied you are **OVERALL** with today's session. **Choose one only.**

- Not Satisfied At All       Somewhat Satisfied       Satisfied       Highly Satisfied

3-6. Please indicate to what extent you agree or disagree with each of the following statements. Circle one number only. Or, if the statement is not applicable, choose "N/A."

**SCALE: 1 = Strongly Disagree 2 = Disagree 3 = Neither Agree nor Disagree  
4 = Agree 5 = Strongly Agree**

<b>As a result of this presentation:</b>	<b>Strongly Disagree</b>	<b>Strongly Agree</b>
<b>3.</b> I have an increased understanding of the challenges faced by youth with emotional/behavioral disabilities (EBD), their families, and those who serve them in school and in the community.		
<b>4.</b> I have additional information about practices and policies shown to improve outcomes for youth with EBD.		
<b>5.</b> I am more likely to recognize the roles that schools and communities can play in supporting students with EBD.		
<b>6.</b> I will be able to apply what I have learned to take actions that will positively affect outcomes for students with EBD.  If agree, what type of action? _____		

7. I would be happy to receive occasional emails regarding this project, including upcoming screenings, trainings and professional development opportunities.  **Yes**     **No**

If you answered yes, please provide the following information:

Name \_\_\_\_\_

Affiliation (school, organization, etc.) \_\_\_\_\_

Email Address \_\_\_\_\_

**Event organizers:** Please fax, email or mail these evaluations to the WCAK Project at 56 Old Suncook Road, Suite 2, Concord, NH 03301. **Fax:** 603-228-3270 **Email:** info@whocaresaboutkelsey.com

# Partners and Credits



Film subject Kelsey Carroll, left, and Dan Habib, filmmaker, discuss the film to an auditorium of high school students in May 2012, during one of the dozens of screenings Habib and Carroll have held around the country.

The *Who Cares About Kelsey?* Project is a program of the Institute on Disability at the University of New Hampshire, a non-profit 501(c)3 organization. Donations to the *Who Cares About Kelsey?* Project will help contribute to the film's "I Care By" campaign; support free distribution of WCAK Education DVD Kits to low-income communities and schools; screenings and discussions across the country; and funding of Kelsey's participation at events. Donate at [www.whocaresaboutkelsey.com/donate](http://www.whocaresaboutkelsey.com/donate).

Lead support for the *Who Cares About Kelsey?* Screening Toolkit comes from:



## Major support comes from:

The A.J. Pappanikou Center for  
Excellence in Developmental Disabilities

American Federation of Teachers

National Education Association

The Strong Center for  
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Crotched Mountain Foundation

Easter Seals NH

Episcopal Bishop of NH

HSC Foundation

Jay Nolan Community Services

Lincoln Financial Foundation

Mitsubishi Electric America Foundation

National Association of School Psychologists

NH Association of Special Education  
Administrators

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**WORKING FILMS**



The *Who Cares About Kelsey?* National Outreach Campaign was launched in consultation with Working Films. Working Films leverages the power of storytelling through documentary film to advance struggles for social, economic, and environmental justice, and human and civil rights.

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## CREDITS

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