PERCEPTION OF SCHOOL SOCIAL BONDING (PSSB) INSTRUMENT
Carolyn Gentle-Genitty, Ph.D., Assistant Professor, IU School of Social Work, IUPUI

Contact Information:
Email: cgentleg@iupui.edu
Phone: (317) 274-3965
Website: http://socialwork.iu.edu/
Address: 902 W. New York St. (ES 4145), Indianapolis, IN 46202

Industry Sector(s): Education, Public and Private Schools
Product Category: Assessment and Testing

Opportunity Overview

The Perception of School Social Bonding (PSSB) instrument is the first ever APA PsyTEST endorsed, school-based, research-informed instrument that assesses school atmosphere and context in response to concerns of student disengagement. The PSSB provides students and their schools with an effective measurement tool that tracks student perceptions, grades school performance in meeting student attachment, commitment, involvement, and belief needs, and triangulates those results with school discipline, attendance, programming and demographic data. By allowing students to express their feelings, this instrument provides an innovative means of keeping students engaged and promoting student investment education. This tool can be administered to entire school systems.

Markets & Applications

The PSSB instrument provides as an effective tool to measure not only absences in school but also the school context, setting, and how students feel about what the school provides to keep them engaged in and value school. This assessment can be administered to individual schools and entire school systems at varied level of school effectiveness.

Competitive Advantage/Value Propositions

The research hypothesis is that student bonds equal student success. Student Bond equal Student Success is the belief that students who bond as measured by the social control theory’s four elements of social bonding (attachment, commitment, involvement, and belief) to their school environments and persons within those environments are the students who succeed and graduate.

Researcher Biography

Carolyn Gentle-Genitty, Ph.D.
Dr. Carolyn Gentle-Genitty is a student-centered researcher, Translating Research into Practice scholar and Assistant professor at Indiana University in the School of Social Work. She is a budding educational model developer with several teaching models including model for teaching, applying and evaluating theory – SALT (Strengths, Areas of Focus, Limitations, and Theories to redress), a Millennial Learner Comparison and Response model, a Truancy Assessment Model and worksheet, a TDPE (Teach, Demonstrate, Practice, and Evaluate) teaching framework, a PHEGS (Problem, History, Environment, Goals, and Strengths)
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analysis for solution-focused counseling and an instrument developer (Perception of School Social Bonding 
PSSB). She is a truancy expert and national and international presenter on this truancy spear heading the 
national definition of truancy initiative through the International Association for Truancy and Dropout 
reviewer, board member of the International Association for Truancy and Dropout Prevention (IATDP) and 
Marion County Commission on Youth (MCCOY), Chair of the Schools Social Work concentration, and 
teaching mentor of new and adjunct practice professors. Her research has informed her way of being in the 
classroom - teaching bachelor and foundation level masters social work courses - and teaching philosophy 
which in turn informs her research and in turn dictates her service. She brings extensive leadership and 
programmatic experience from over 25 years in the non-profit world, academic, and field of youth 
development locally and internationally. Her work can be found in peer reviewed journals, online in invited 
blogs, magazines, newspapers, books, and even in the app store.

Development Plans/Needs

1. The PSSB instrument is slated to undergo full evidence based assessment with multiple schools 
throughout the US. This plan will expand the market base beyond Indiana to throughout the country 
while building a large database of responses for school comparison and extend its market base. In 
addition the database and information gained will inform the response to school disengagement.

2. Following these developmental steps the PSSB will be commercialized allowing schools and school 
systems to purchase the instrument in bulk form for administration. Upon purchase they will receive 
the instrument, help in data inputting and analysis, results in regards to school effectiveness to meet 
student needs, assistance in matching areas for improvement with current or pending programs and 
how to harness results for funding. In addition assistance will be offered to plan for a second 
assessment to seek improvement after analysis of school data: school discipline, school demographics, 
and attendance -- to track improvement and changes.