Devereux Center for Effective Schools

Building the capacity of schools and other child-serving institutions to better serve children and adolescents with, and at risk for developing, emotional and behavioral disorders (EBD).

- Apply behavioral principles to systems within preventative framework
  - School-wide Positive Behavioral Interventions and Supports in urban schools
  - Alternative Education settings Positive Behavioral Interventions and Supports

- Professional Development Trainings, Workshops & Technical Assistance

- Product development
  - Strengthening Emotional Support Service (SESS)
    - Building Essential Skills for Teachers of Students with Emotional Behavioral Disorders (BEST-EBD)
  - Stop-Gap Model of Residential Service Delivery
  - Devereux Classroom Observation Tool (DCOT)
  - Toolbox of Parenting Skills (TOPS)
  - Lunchroom Behavior Game (LBG)

- Consultation internal & external to Devereux
  - Student-focused, Class-wide, & Systems-Level
Objectives

- Identify key components of two evidence-based interventions that were implemented in a pilot program.
- Describe a process for training school counselors including follow-up consultation and support through implementation.
- List several barriers to implementation, as well as brainstorm ways to overcome these challenges in an urban setting.
How does School-Based Mental Health fit in schools?

MTSS
Multi-Tiered Systems of Support (MTSS) for Student Success

**Academic Systems**

**Tier 3/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- High intensity

**Tier 2/Secondary Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions** 80-90%
- All students
- Preventive, proactive

**Behavioral Systems**

**Tier 3/Tertiary Interventions** 1-5%
- Individual students
- Assessment-based
- Intense, durable procedures

**Tier 2/Secondary Interventions** 5-15%
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

**Tier 1/Universal Interventions** 80-90%
- All settings, all students
- Preventive, proactive

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Academic Systems

Behavioral Systems

Devereux Center for Effective Schools

Mental Health Supports in Schools

BRACE YOURSELF
FOR YOU WILL BE TIER 2
Mental Health Support In Schools

- Less than one third of children in need of mental health services actually receive those services (Leaf et al. 1996)
  - 17% compliance with referral for clinic-based services
  - 98% compliance with referral for school-based services (Caron & Weiss, 1994, Slade, 2002)

- Expanded SBMH services have been found to:
  - Reduce special education referrals
  - Improve school climate
  - Reduce disciplinary referrals and suspensions
  - Reduce grade retention

Bruns et al., 2004; Shonkoff & Phillips, 2000; Substance Abuse and Mental Health Services Administration, 2005
Counseling Groups vs. Therapy

- School counselors provide counseling sessions in individual or small-group settings that:
  - Help students overcome issues impeding achievement or success
  - Help students identify problems, causes, alternatives and possible consequences so they can make decisions and take appropriate action
  - Are planned and goal-focused and are short-termed in nature

- School counselors do not provide therapy or long-term counseling in schools to address psychological disorders.
  - School counselors refer students to outside supports if long-term counseling or therapy is needed.
History of PBIS in Philadelphia
- 215 schools
- Total student enrollment: 126,994
- Number of employees: 19,900 (9,000 teachers)
- Percent of students who achieved proficiency on state testing:
  - English/Language Arts: 27%
  - Math: 13%
- Demographics
  - Black/African American: 53%
  - Hispanic/Latino: 20%
  - White: 14%
  - Asian: 7%
  - Multi-Racial: 6%
- Students with disabilities: 15.2%
- Students learning English: 12.1%
- Languages Spoken: 157
- 100% free and reduced lunch
History of SWPBIS in Philly

1999

- First Demonstration Project

2001 – 2005 DOE Grant
(2 Schools + Parent Education)

2003 – 2006 Project REACH
(9 Schools - Counselor Consultation)

2008 – 2012 CDC Grant
(2 Schools - MH Services at Tier II)

2009

- 2009 – 2010 – United Way
  (20 Schools SWPBIS -
  funding disrupted and
discontinued after 1 year)

- 2009 – 2012 Project ACCELERATE

2009

2014 – 2019 – School Climate
Transformation Grant
(31+ New Schools and Added
Supports for Implementing
Schools)

2014 – 2016 Youth Forum Cities
(4 Schools part of City-Wide Violence
Prevention Program)

PRESENT

PRESENT
Challenges in Implementation and Sustainability

- Administrative Support
  - District level
  - School level

- Administrative Turnover
  - District level
  - School level

- School Staff Turnover

- Data System

- Lack of Resources
  - Staff
  - Materials
  - Budget

- Lack of Follow-Up
  - No ongoing support after funding ends
  - No accountability for schools after grant ends
Challenges in Tier 2 Implementation

- Resources to implement tier 2 are problematic
  - Difficult to implement with 10-15% of students
- Blanket use of interventions
- Tier 1 fidelity concerns
- Tier 2 larger systems structure needed to support individual interventions
- Student selection criteria not well defined in literature
- Treatment Integrity

Stormont & Reinke, 2013
What SHOULD Happen...

Universal Supports – PBIS programs, SEL curriculums, Second Step, etc.

Group-based Tier 2 interventions – CICO, Incredible Years, Coping Power, etc.

Individual – FBAs, Behavior Plans, etc.
The “Forgotten Tier”: What Really Happens

Tier 1 Implementation as planned (more or less)

- Maybe 3-5 students in CICO, and a handful of lunch bunch groups
- Increased amount of time spent individualizing behavior plans, creating point sheets/behavior trackers, in addition to meetings about specific individual students
Implementation at Tier 2

Schools implementing CICO with fidelity: 8

Schools attempting to implement CICO: 16

Schools trained in CICO: 52
Evidence-Based Interventions

Unless you're using evidence-based practices, I can't hear a word you're saying.
What makes an intervention “Evidence-Based”?

- Statistically significant effect
- Uses a comparison group
- Shown to work for intended area of need
- Shown to work across different groups
- Research studies completed
Tier 2: Beyond CICO

- CICO is effective in:
  - Decreasing office discipline referrals and observed problem behavior
  - Increasing academic engagement

- When implemented with fidelity, CICO is effective for up to 67% of referred students
  - …so what about the other 33%?

Tier 2 in SDP: Pilot Initiative

- Providing evidence-based group interventions in SDP schools at Tier 2 level
  - Determine most effective and efficient process for providing this type of intervention in SDP within a PBIS framework

- Two programs (3 schools each):
  - Incredible Years – SEL curriculum for ages 4-8
  - Coping Power Early Adolescent Version – SEL curriculum grades 3+
Reason for Choosing Curriculum

- Similar content focus across varying grade levels
- Evidence-based for school settings
- Problem-solving skills is an area of concern across all Philly schools
Incredible Years Parent, Child, and Teacher Programs

Program Components

- IY Child Program (aka Dinosaur School: Classroom and Small Group Treatment)
- IY Parent Program (BASIC and ADVANCE)
- IY Teacher Program (Classroom Management)

Targets

- Decrease Risk Factors
- Increase Protective Factors

Proximal (Short-term) Outcomes

- Increased School Readiness, Emotion Regulation, Social Competence
- Improved Parenting Interactions and Relationships
- Improved Teaching and Relationships with Students and Parents

Distal (Long-term) Outcomes

- Reduced Youth School Drop Out
- Increased Academic Achievement
- Reduced Youth Conduct Disorders & Criminal Activity
- Reduced Youth Drug and Alcohol Problems

Logic Model created by the Evidence-based Prevention and Intervention Support Center (EPISCenter) at Penn State University and Carolyn Webster-Stratton, Professor, University of Washington.
Coping Power

Overview

• Teaches skills related to schoolwork, getting along with others, and handling difficult feelings

Results

• Reduced substance use at end of intervention and 1 year follow-up
• Reduced delinquent behavior at home and at school at end of intervention, and at 1 year follow-up
• Improved social competence

Benefits

• Reduces aggressive behavior
• Improves behavioral functioning at school
• Improves social competence and social information processing
• Improves ability to solve problems
### Evidence for Coping Power and Incredible Years – One Year Follow-Up

<table>
<thead>
<tr>
<th>Incredible Years</th>
<th>Coping Power</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improvements in observed peer interactions</td>
<td>Reductions in delinquent behavior</td>
</tr>
<tr>
<td>Fewer child behavior problems</td>
<td>Reductions in alcohol/marijuana use</td>
</tr>
<tr>
<td>Better problem-solving skills</td>
<td>Improvements in teacher-rated function in school</td>
</tr>
</tbody>
</table>
Curriculum Adjustments

**Incredible Years**
- Reduced to 10 sessions including celebration
- Provided recommendations for specific videos and activities
- Kept focus to the problem-solving “Dinosaur Units”
- Budget “Wally” and “Molly”

**Coping Power**
- Reduced to 10 sessions plus a celebration
- Provided specific recommendations for activities
- Created activity and teacher generalization materials without the Coping Power “kit”
- Adjusted examples and worksheet content to provide urban context
Session 5: Perspective Taking
This week in group, students:
- Learned that our perspective represents only our limited view, and this can lead to inaccurate judgments
- Learned that when considering another’s behavior, it's important to ask “why did this happen?”
- Identified different possible motives or intentions for behavior
- Engaged in some exercises designed at understanding a teacher's perspective

Challenge Task
This week's task:
- Try out perspective taking this week to see a situation from another's point of view
- Note the problem, point of view, another's point of view, and how this exercise affected the relationship with that person

COPING POWER:
Teacher Handout

What you can do to help:
- Discuss your own point of view and other people’s point of view to model perspective taking
- Ask them what another person's point of view may be in a situation or when faced with a problem
- Ask them to identify some possible intentions for another’s behavior before responding

“You seem upset that Jaylen is looking over here. Why do you think he may be doing that? What do you think his intention is?”

4 Types of intentions discussed:
1. It’s an accident
2. Trying to be helpful
3. Trying to be mean or make someone mad
4. Not sure

THE COPING POWER PROGRAM

Materials adapted by Devereux Center for Effective Schools, 2019
Training Counselors

STAFF TRAINING

IT'S KIND OF A BIG DEAL
Counselor Training Process

Day 1: Full Day
1) Training in the process and logistics of running a group
2) Overview of selected curriculum

Day 2: Full Day
1) Overview of sessions 1-3
2) Selecting students for group

Day 3: Half Day
1) Review of sessions 1-3 process in practice
2) Overview of sessions 4-6

Day 4: Half Day
1) Review of sessions 4-6 in practice
2) Overview of final sessions 6-10
3) Review end of group activities

Day 5: Review and Feedback
1) Feedback around general process of running group
2) Successes and challenges
3) Thoughts and feedback for future groups
Counselor Support

Director of Tier 2 Supports Oversight

Devereux Training and Support
- Initial Training
- Ongoing training
- Follow-up supports

Counselor Implementation

Prevention and Intervention Liaison Support
- Student Selection
- Ongoing support
- Fidelity checks
Training: Planning for Group Interventions
ONE DOES NOT SIMPLY
PUT STUDENTS IN GROUPS
## Good Candidates for Groups

<table>
<thead>
<tr>
<th>Students who ARE</th>
<th>Students who are NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>✓ Act out frequently</td>
<td>✗ In crisis (e.g., extreme aggression, property destruction)</td>
</tr>
<tr>
<td>✓ Engaging in problem behavior throughout the school day</td>
<td>✗ Students with ES IEPs*</td>
</tr>
<tr>
<td>✓ Coping Power — students with proactive aggression vs. reactive aggression</td>
<td>✗ Receiving Tier 3 services in school</td>
</tr>
<tr>
<td></td>
<td>• NOT E.g., STS, STEP</td>
</tr>
</tbody>
</table>
Jamir is a seventh grader who has been struggling at school this year. Jamir regularly argues with peers during class and has a difficult time following instructions from his teachers. Nearly all of Jamir’s teachers report having concerns about his behavior in their respective classrooms. So far this year, Jamir been in three physical fights and has earned a total 12 referrals.
Student Selection: Appropriate?

- struggles across the school day
- shows peer relationship problems
- Curriculum (Coping Power) addresses aggression and problem-solving
- Average tier 2 referral criteria is 10-15 referrals
Krystal is a first grader who has been struggling at school this year. She has 9 referrals since the beginning of the year. Krystal earned 8 out of 9 referrals between 9 and 10 am, which is typically when math instruction takes place. Her teacher reports that Krystal will generally follow directions the first time given; however, when given certain tasks, Krystal will begin cursing and throwing materials. Approximately 30% of the students in this classroom have more than 3 referrals this school year. Overall, Krystal engages in positive interactions with her peers.
Student Selection: Sample Scenarios

- Struggles in one subject only
- All referrals are related to when specific tasks are given
- Generally gets along with her peers
- Would benefit from academic intervention
- Teacher has high number of referrals in classroom – suggests teacher intervention needed
Logistics

- **Group Size**
  - Incredible Years – no more than 6 students
  - Coping Power – recommended 5-8 students

- **Things to Consider:**
  - Logistics (grade bands, time of day, day of week/cycle),
  - Behavior management
  - Consent/assent
  - Attendance

- **Co-facilitation**
  - Recommended 2 facilitators per group
Data

FINISHED SMALL GROUP

HAVE DATA TO SHOW IT WAS EFFECTIVE

WHAT IF I TOLD YOU I CHANGE LIVES...

... AND HAVE THE DATA TO PROVE IT.
Data Collection Plan

Outcomes

DESSA

Point Sheets

DBR

Fidelity Data
Pre and Post Intervention Data Collection

- **DESSA**
  - Devereux Student Strengths Assessment
  - 72 items
  - Teacher rating
  - Measures social-emotional competence, resilience, and academic success
CICO Form/CICO SWIS

CICO-SWIS Daily Progress Report

Name: ____________________________
Date: _____/_____/_____
Parent/Guardian Signature: ____________________________

Rating Scale
2 = Met all expectations (Great job!)
1 = Met some expectations (Good work)
0 = Met few or no expectations (Room for improvement)

CICO-SWIS Goal: _____%
Points Earned: _______
Points Possible: _______
Goal Met: _____YES _____NO

<table>
<thead>
<tr>
<th></th>
<th>Period 1</th>
<th>Period 2</th>
<th>Period 3</th>
<th>Period 4</th>
<th>Period 5</th>
<th>Period 6</th>
<th>Period 7</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Respectful</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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<tr>
<td>Responsible</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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</tbody>
</table>

Total Points
Daily Behavior Ratings

Direct Behavior Rating (DBR) Form: Externalizing Behaviors

Directions: Place a mark along the line that best reflects the percentage of total time the student exhibited each target behavior. Note that the percentages do not need to total 100% across behaviors since some behaviors may co-occur.

**Academically Engaged**

<table>
<thead>
<tr>
<th>% of Total Time</th>
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<tbody>
<tr>
<td>0%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>10%</td>
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<td>20%</td>
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<td>30%</td>
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<tr>
<td>50%</td>
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<tr>
<td>70%</td>
</tr>
<tr>
<td>90%</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Never

Sometimes

Always

**Impulsive**

<table>
<thead>
<tr>
<th>% of Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>10%</td>
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<tr>
<td>20%</td>
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<tr>
<td>70%</td>
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<tr>
<td>90%</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Never

Sometimes

Always

**Disruptive**

<table>
<thead>
<tr>
<th>% of Total Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>0%</td>
</tr>
<tr>
<td>5%</td>
</tr>
<tr>
<td>10%</td>
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<tr>
<td>20%</td>
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<tr>
<td>70%</td>
</tr>
<tr>
<td>90%</td>
</tr>
<tr>
<td>100%</td>
</tr>
</tbody>
</table>

Never

Sometimes

Always

* Remember that a lower score for “Impulsive” and “Disruptive” is more desirable.

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Fidelity Self-Monitoring

### Incredible Years Content Fidelity Checklist
**Session 1**

Instructions: The adherence checklists are used to determine whether or not the objectives of each session were accomplished. The group leader should ensure that the content of each session is delivered; however, this can be done in a flexible and creative manner. Please complete the checklist within 48 hours of the session.

**Date:**

**School:**

**Group Leader:**

**Rater:**

<table>
<thead>
<tr>
<th>Did the group leader do the following in today’s session?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Welcome and play introductory game</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Introduce puppet(s) to students</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Teach about behaviors that earn chips</td>
<td></td>
<td></td>
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<tr>
<td>4. Generate and talk about group rules and practice role plays</td>
<td></td>
<td></td>
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<tr>
<td>5. Explain and practice Time Away to Calm Down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Introduce concept of “Ignore Muscles”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Closing Activity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Count up chips from current session and trade in for corresponding tickets/prizes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL # YES ITEMS**

**TOTAL # ITEMS**

**ADHERENCE PERCENTAGE**

*(total # yes/total # items)*

**Notes:**

---

### Coping Power Content Fidelity Checklist
**Session 1**

Instructions: The adherence checklists are used to determine whether or not the objectives of each session were accomplished. The group leader should ensure that the content of each session is delivered; however, this can be done in a flexible and creative manner. Please complete the checklist within 48 hours of the session.

**Date:**

**School:**

**Group Leader:**

**Rater:**

<table>
<thead>
<tr>
<th>Did the group leader do the following in today’s session?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss group purpose and structure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Introduce and generate group rules</td>
<td></td>
<td></td>
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<tr>
<td>3. Discuss point and strike system</td>
<td></td>
<td></td>
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<tr>
<td>4. Discuss positive participation and goal setting</td>
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<td></td>
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<tr>
<td>5. Identify components of emotional states</td>
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<td></td>
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<tr>
<td>6. Provide challenge task and positive feedback</td>
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<td></td>
</tr>
<tr>
<td>7. Add up points from the current session and distribute tickets/prizes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL # YES ITEMS**

**TOTAL # ITEMS**

**ADHERENCE PERCENTAGE**

*(total # yes/total # items)*

**Notes:**

---
Outcomes and Lessons Learned
Feedback from Counselors: Key Takeaways

- School administrators must be committed to implementation and help make it a priority.

- Co-facilitation is necessary for behavior management/puppet management.

- Scenarios from the curriculum were not as meaningful as “real-life” examples.

- Teachers could benefit from generalization activities.
Celebrations

- Recruitment went well!
- Counselors AND students really enjoyed the groups
- Students recalled key concepts, even after longer breaks
- Feedback about the curricula and training was positive
  - Most counselors reported that they would do it again
Challenges

- Timing of the group – getting everyone started; not everyone finished the group
- Data collection*
- Cancelling/rescheduling sessions due to competing priorities
- State testing
- Making the video in Coping Power
Outcomes: By the Numbers

- 6 Schools Participating
- 6 Completed Groups* (of 9 attempted groups)
- 25 Completed Pre- and Post- DESSAs
- ~75 Completed DBRs* (only Incredible Years)
- 0 Completed CICO Forms (only Coping Power)
- ~54 Number of Students Participating
Pre and Post DESSA: Coping Power

Coping Power T-Scores

- Personal Responsibility
- Optimistic Thinking
- Goal-Directed Behavior
- Social-Awareness
- Decision Making
- Relationship Skills
- Self-Awareness
- Self-Management

CP Pre DESSA Average  CP Post Dessa Average
Pre and Post DESSA: Incredible Years

Incredible Years T-Scores

- Personal Responsibility
- Optimistic Thinking
- Goal-Directed Behavior
- Social-Awareness
- Decision Making
- Relationship Skills
- Self-Awareness
- Self-Management

IY Pre DESSA Average
IY Post Dessa Average
Lessons Learned

- Start earlier in the year!
- Do more work with administrators up front
  - Roles/Expectations for counselors
  - Roles/Expectations for teachers
- Consider fidelity at Tier 1
- Be proactive about data and overall systems
  - Ensure Tier 2 meeting structure is in place
  - Option to use Google forms
  - Select someone at school level to overview collection
  - Show school how data can inform practice
Thank You!

Questions?
Comments?

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