

Adapting the Incredible Years® Dina Dinosaur Small Group Program for School Implementation: Promoting Self-Regulation Skills

Doré R. LaForett, Desiree W. Murray, & Jessica J. Reed
Frank Porter Graham Child Development Institute
University of North Carolina at Chapel Hill

22nd Annual Conference on Advancing School Mental Health
October 19, 2017



Presentation Objectives

1. List 3 key considerations for adapting a clinic-based treatment program, Incredible Years® (IY) Dina Dinosaur program, for a school setting
2. Name 3 developmentally appropriate methods for teaching self-regulation skills to young children
3. Describe data-driven "lessons learned" from the delivery of IY Dina in a school setting



Disclosures

Dr. Murray is a trained mentor in the Incredible Years Teacher Classroom Management Program, and receives compensation from community organizations for providing trainings and consultation.

This study is funded by the Institute of Education Science (IES), U.S. Department of Education (PI Murray R305A150169). The contents of this presentation are those of the authors and do not represent views or policies of the IES



The Significance of Delivering Mental Health Services in Schools

- 1 in 5 students has a diagnosable emotional or behavioral disorder; only 20% of these will receive any treatment
- Schools are ideal settings for enhancing access to mental health services, but fewer than half provide specific mental health programs
 - Programs are often not evidence-based
 - Evidence-based programs are often not delivered at full dosage, are not well-integrated into schools, and school staff receive little training



Created by Made by Made from Neat Project

Potential Advantages of School-Based Delivery of Clinic-Based Social-Emotional Programs

- Access to students allows for more frequent meetings than typically once per week clinic visits
 - More opportunities for skills instruction & reinforcement
 - Ideal for learning in young children
- May facilitate prompting & reinforcement of child skills throughout the day by school staff
- May provide opportunities for mental health staff to support positive school climate in the classroom & school
 - May enhance effects of small group skills training for students



The Incredible Years® Dina Dinosaur small group treatment program:

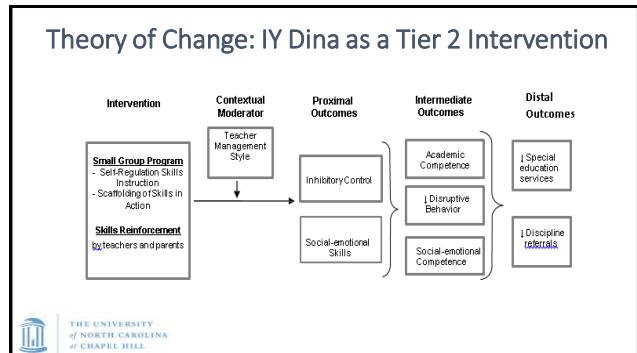


Adaptations for delivery in schools & considerations for implementation

Self-Regulation Skills for Success (SRSS) Study



<u>Objective</u>	<u>Context</u>
<ul style="list-style-type: none"> Evaluate the Incredible Years® Dina Dinosaur Treatment program <ul style="list-style-type: none"> Delivered in schools for 1st & 2nd graders with self-regulation difficulties Outcomes compared to services as usual in RCT design. <ul style="list-style-type: none"> Self-regulation skills (inhibitory control, emotion regulation, executive functioning) Disruptive and disengaged classroom behavior, discipline referrals Learning behaviors, academic competence, and report card grades Peer interactions and social competence 	<ul style="list-style-type: none"> To date, 9 diverse schools in 4 districts in central NC <ul style="list-style-type: none"> 5 low-income, high minority schools in urban district (78-100% F/R lunch) 3 rural socio-demographically diverse schools (28-79% F/R lunch) 1 well-resourced school in university community 118 students randomized (59 interv) <ul style="list-style-type: none"> SDQ Total Difficulties ≥ 12 (at-risk) 66% male 50% AA, 14% Latinx, 70% F/R lunch 12 intervention groups



The Incredible Years® Dina Dinosaur Treatment Program



Developed for delivery in clinics:	Students learn:
<ul style="list-style-type: none"> Small groups of 4-6 children meet weekly with 2 therapists 18-20 weeks of 2 hour sessions, delivered with parent program Teacher consultation recommended 	<ul style="list-style-type: none"> How to be successful in school Understanding feelings in self and others Calm down when upset or frustrated Getting along with friends and problem-solving

 THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

SRSS Adaptations for Schools

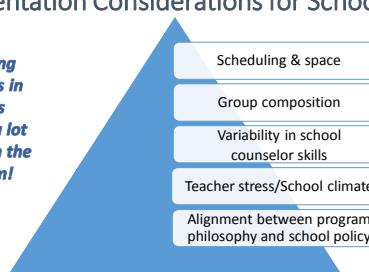


 THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

- Co-leader model:** SRSS mental health staff partner with school counselors to deliver
- Delivery structure:** Twice weekly 45 minute sessions during non-core instructional time
 - 27 vs. 36 hours of targeted session time
 - Very little difference in session content with exceptions of omitting "coached play" and possibly fewer vignettes
- Intervention supports for skill generalization:**
 - Recess coaching (adds "dosage")
 - Teacher in-service meetings, consultation
 - Parent educational meetings, phone calls

Implementation Considerations for School Delivery

Delivering programs in schools is about a lot more than the program!



- Scheduling & space
- Group composition
- Variability in school counselor skills
- Teacher stress/School climate
- Alignment between program philosophy and school policy

 THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Implementation Supports to Address Challenges



Monthly "coaching" in a Professional Learning Community (PLC) 

Regular and proactive communication with school leadership 

Developed relationships with school district liaisons

 THE UNIVERSITY of NORTH CAROLINA at CHAPEL HILL

Demonstration:

Developmentally-appropriate methods for teaching self-regulation skills to young kids



Video Demonstration

- Which teaching strategies did you observe the group leaders using?
- How effective were these strategies?
- What did you notice about the way the group leaders interacted with the students?
- <<<video clip>>>



Live Demonstration – Teaching Ignoring



Incredible Years, Inc.®



Lessons Learned:

What data can tell us about our IY delivery in schools



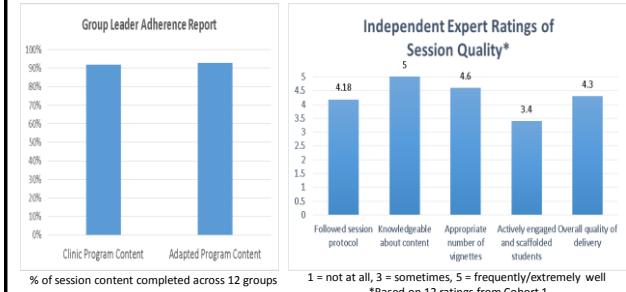
Preliminary Implementation Data*

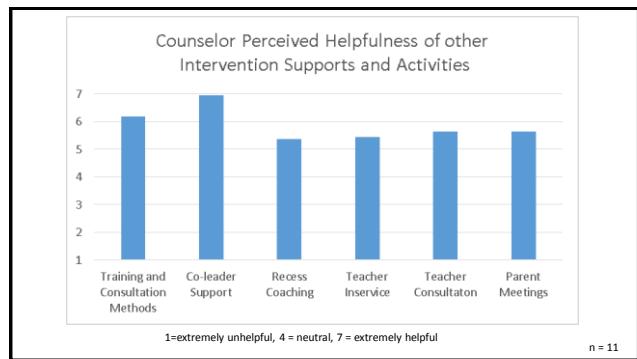
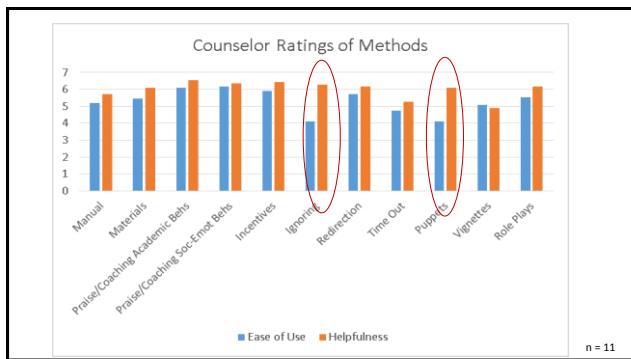
- **Child Group Sessions:**
 - Average of 36 sessions to complete all 18 lessons (range = 32-40)
 - 90% student attendance across 10 groups and 9 schools (range 15%-100% across students)
 - 4 of 59 students did not participate/dropped out of the program
- **Parent Attendance at 2-3 Meetings:**
 - 33-43% attendance rate (71% of parents came at least once)
- **Recess Coaching:**
 - Average of 14 recess coaching sessions per student (range = 2-20)
- **Teacher Consultation:**
 - Average of 6 contacts per teacher (range = 2-11)
- **Teacher In-service:**
 - Ave 4.6 teachers/school at each session (25% without students in program)

*Based upon ITT model including 4 drop outs



Fidelity





Counselors' Perceived Benefits to their Learning and Work

- Increasing skills to manage behavior and more effectively praise and ignore students
- Gaining understanding of challenging students and how to teach them social-emotional skills in “fun” ways
- Suggesting more effective strategies to teachers for challenging kids
- Modeling effective strategies for teachers
- Using intervention materials as part of classroom guidance



THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL

What Do Counselors Who Have Participated Think?

<<<video clip>>>

Paired Discussion: Implementation Lessons

Turn to your partner & discuss:

- What “lessons learned,” key points, or themes do you see from our implementation experience?
- How are your experiences with delivering school-based mental health services similar or different?



Incredible Years, Inc.[®]

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL

Research Team: Implementation Lessons

- Adaptations and supports are helping integration into schools; may enhance effectiveness
- Fidelity can be maintained with significant implementation supports
- Counselor capacity for SEL interventions is increasing, likely enhancing broader impact

THE UNIVERSITY OF NORTH CAROLINA at CHAPEL HILL

Additional Considerations for School-Based Delivery

- External supports for school delivery may be needed for full fidelity
 - Consider conjoint delivery with contracted mental health consultants
- Modifications for practice
 - Strategically select students and consider group composition
 - Deliver shorter modules matched to domains of student impairment
 - Smaller groups with school counselor



Incredible Years, Inc.®



General Discussion

Acknowledgements

- Support for this project is provided by IES (R305A150169)
- We appreciate our school district partners and especially our counselors!
- We would like to acknowledge the SRSS Team:

• Alyson Cavanaugh • Jessica James Reed • Rachel Mills-Brantley	Cristin Montalbano Molly Marus Jennifer Kurian
---	--
- And our co-I's/consultants: Katie Rosanbalm, Christina Christopoulos, Mike Willoughby, Carolyn Webster-Stratton

