An Evidence-Based Prevention and Early Intervention Researched-Informed Program for Young Children in Schools

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Advancing School Mental Health Conference

October 20th 2017
1. **Ensure healthy development for all youth**

2. Close the health gap

3. **Stop family violence**

4. Advance long and productive lives

5. Eradicate social isolation

6. End homelessness

7. **Create social responses to a changing environment**

8. Harness technology for social good

9. **Promote smart deacerration**

10. Build financial mobility for all
- Focus on improving individual and family well-being
- Ensuring healthy development for all youth
- Strengthening the social fabric by helping create a more just society
Objectives

1. Participants will learn about the components and strategies to implement a Kindergarten Success Program (KSP) teaching students social-emotional skills and strategies for early identification of children who may be at risk.

1. Participants will learn how to implement the Strengths and Difficulties Questionnaire (SDQ) how to organize, analyze and apply the data, through demonstration and practice.

1. Participants will be able to apply learned concepts to their settings as well as identify challenges in implementation, and brainstorm about possible solutions.
Kindergarten Success Program (KSP)

- History

- Rationale for the program

- Partnership and collaboration

- An early intervention and prevention program
  - Evidence-based curriculum (*Second Step*)
Why KSP?

- Supporting teachers, children, & families
- Teaching social-emotional skills
- Parent engagement
- Training for interns, field instructors, & preceptors
- Assessment and evaluation
  - Strength and difficulties evaluation (pre and post)
“Early onset behavior problems in preschool/kinder are the single best predictor of adolescent delinquency, gang involvement, and adult criminal incarceration as well as a consistent predictor of education, employment, substance use, and mental health outcomes”

Jones, Greenberg, & Crowley, 2015
RTI (Response To Intervention)

3 Tiers of Support

Tier 1
Core Classroom Instruction

Tier 2
Targeted Small Group Instruction

Tier 3
Intensive Individual Intervention

MTSS
Multi-Tiered System of Supports

Leadership
Assessment
Supports & Resources
Empowering Culture

Professional Learning Communities
Curriculum
UDL / Instruction
Kindergarten Success Program (KSP) & Second Step

The Second Step program is universal, classroom-based, and designed to:

- Increase students’ school success
- Promote social-emotional competence and self-regulation
- Decrease problem behaviors

Skills for Learning:
- Focus Attention
- Listen
- Be Assertive
- Use Self-Talk

Empathy:
- Look at the face and body for clues.
- What is his point of view?
- How does the feel?
- What can I help?
- What is a kind thing to do?

How to Calm Down:
- Stop what you are doing.
- Name your feeling.
- Calm down: use a deep breaths.

Problem-Solving Steps:
- Say the problem without blame.
- Think of solutions.
- Pick the best solution.
- Make a plan.
Creating a Strong Infrastructure & Building Capacity

Year 1: 2016-2017

Director of Student Support Services

District Social Worker

USC Clinical Associate Professor

Intern 7

School #1

Intern 1

School #2

Intern 2

School #3

Intern 3

School #4

Intern 4

School #5

Intern 5

School #6

Intern 6
Creating a Strong Infrastructure & Building Capacity

Year 2: 2017-2018

Director of Student Support Services

District Social Worker

USC Clinical Associate Professor

School #1
Intern 1
Intern 2

School #2
Intern 3
Intern 4

School #3
Intern 5
Intern 6

School #4
Intern 7
Intern 8

School #5
Intern 9
Intern 10

School #6
Intern 11
Intern 12

USC Suzanne Dworak-Peck
School of Social Work
University of Southern California
Strengths and Difficulties Questionnaire (SDQ)

What it is: The SDQ is a short behavioral scoring tool used for children ages 3-17 and adults.

- It consists of 25 questions regarding positive attributes as well as areas for growth.
- The SDQs can be completed by teachers, parents, self-report (ages 11-17), and/or an informant (18 and over).
Strengths and Difficulties Questionnaire (SDQ)

**Purpose:** The SDQ provides information in 5 categories:
1. Emotional distress;
2. Conduct problems;
3. Hyperactivity/inattention;
4. Peer relation problems; and
5. Prosocial behavior.

- Teachers and parents can benefit from identification of areas for growth and risk factors in order to provide prevention and early intervention.

- The SDQ is also useful in providing information regarding challenges with classroom management and individual student behavior.
Strengths and Difficulties Questionnaire (SDQ) at LESD

SDQS

TEACHERS

- Intern 1
- Intern 2
- Intern 3
- Intern 4
- Intern 5
- Intern 6
- Intern 7

ENTIRE KSP TEAM

PARENTS

School #1

School #2

School #3

School #4

School #5

School #6
# Strengths and Difficulties Questionnaire

For each item, please mark the box for *Not True*, *Somewhat True* or *Certainly True*. It would help us if you answered all items as best you can. Even if you are not absolutely certain, please give your answers on the basis of the child's behavior over the last six months or this school year.

**Child's name:**

<table>
<thead>
<tr>
<th>Item Description</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerate of other people's feelings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Restless, overactive, cannot stay still long</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other complaints of headaches, stomachaches or headaches</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Shares readily with other children, for example toys, treats, pencils</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Other loses temper</td>
<td></td>
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<tr>
<td>Rather solitary, prefers to play alone</td>
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<td></td>
<td></td>
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<tr>
<td>Generally well behaved, usually does what adult request</td>
<td></td>
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<tr>
<td>Many worries or often seems worried</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Helpful if someone is hurt, upset or feeling ill</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Constantly fidgeting or squirming</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Has at least one good friend</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Often fights with other children or bullies there</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often unhappy, depressed or fearful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Usually liked by other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily distracted, concentration wanders</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous or anxious in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind to younger children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Often lies or cheats</td>
<td></td>
<td></td>
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<tr>
<td>Picked on or bullied by other children</td>
<td></td>
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<td></td>
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<tr>
<td>Often offers to help others (parents, teachers, other children)</td>
<td></td>
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<td></td>
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<tr>
<td>Thinks of things out before acting</td>
<td></td>
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<tr>
<td>Skims from home, school or elsewhere</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Gets along better with adults than with other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many fears, easily scared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good attention span, was working through to the end</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Parent/Teacher/Other (Please specify):**

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Thank you very much for your help.
**Strengths and Difficulties Questionnaire**

For each item, please mark the box for Not True, Somewhat True or Certainly True. It would help us if you answered all items as best you can even if you are not absolutely certain. Please give your answers on the basis of the child’s behavior over the last few weeks or this school year.

<table>
<thead>
<tr>
<th>Item</th>
<th>Not True</th>
<th>Somewhat True</th>
<th>Certainly True</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerate of other people’s feelings</td>
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<td></td>
</tr>
<tr>
<td>Restless, overactive, cannot stay still for long</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often complains of headaches, stomach-aches or sickness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shies readily with other children, for example new, inner pencil</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often loses temper</td>
<td></td>
<td></td>
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<tr>
<td>Shy, generally prefers to play alone</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Generally wellbehaved, usually does what adults request</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Likes to talk or often seems worried</td>
<td></td>
<td></td>
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</tr>
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<td>Helpful if someone is hurt, upset or feeling ill</td>
<td></td>
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<td>Has at least one good friend</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often fights with other children or bullies them</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Often uncooperative, depressed or fearful</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Generally liked by other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Easily distracted, concentration difficulties</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nervous or clingy in new situations, easily loses confidence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kind to younger children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often likes to stand alone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Often bullied or bullied by other children</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Often offers to help others (parents, teachers, other children)</td>
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<tr>
<td>Thinks things out before setting</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Smiles from home, school or elsewhere</td>
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<td></td>
</tr>
<tr>
<td>Can always have a words than with other children</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Many friends, easily scared</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good attention span, does work through to the end</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

Signature ______________________ Date ____________

Parent, Teacher, Other (Please specify):

Thank you very much for your help.
Strengths and Difficulties Questionnaire (SDQ)

www.sdqscore.org/Amber
Strengths and Difficulties Questionnaire (SDQ)

PRE-TEST RESULTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score for overall stress</td>
<td>33</td>
<td>(19 - 40 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for emotional distress</td>
<td>8</td>
<td>(6 - 10 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for behavioural difficulties</td>
<td>9</td>
<td>(5 - 10 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for hyperactivity and concentration difficulties</td>
<td>10</td>
<td>(9 - 10 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for difficulties getting along with other children</td>
<td>6</td>
<td>(6 - 10 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for kind and helpful behaviour</td>
<td>7</td>
<td>(6 - 10 is close to average)</td>
</tr>
</tbody>
</table>

POST-TEST RESULTS

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
<th>Interpretation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Score for overall stress</td>
<td>25</td>
<td>(19 - 40 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for emotional distress</td>
<td>3</td>
<td>(0 - 3 is close to average)</td>
</tr>
<tr>
<td>Score for behavioural difficulties</td>
<td>3</td>
<td>(3 is slightly raised)</td>
</tr>
<tr>
<td>Score for hyperactivity and concentration difficulties</td>
<td>10</td>
<td>(9 - 10 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for difficulties getting along with other children</td>
<td>9</td>
<td>(6 - 10 is VERY HIGH)</td>
</tr>
<tr>
<td>Score for kind and helpful behaviour</td>
<td>7</td>
<td>(6 - 10 is close to average)</td>
</tr>
</tbody>
</table>
Strengths and Difficulties Questionnaire (SDQ)
**Challenges**

- Identifying children who need additional support:
  - Individual
  - Small group
  - Classroom

- Provides information for informed decision-making

**Strengths**

- Data collection
  - Teacher (Post)
  - Parent

- Time

- Cost
Impact

- Participation
  - District
  - Schools
  - Administration
  - Teachers
  - Interns
Lessons Learned

- School buy-in and commitment
- Teachers incentives
- Engage parents from the onset of the program
Long-Term Plan

- Longitudinal study
- Comparison study
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