

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

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Disclosures

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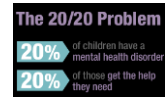
Presentation Objectives

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



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



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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

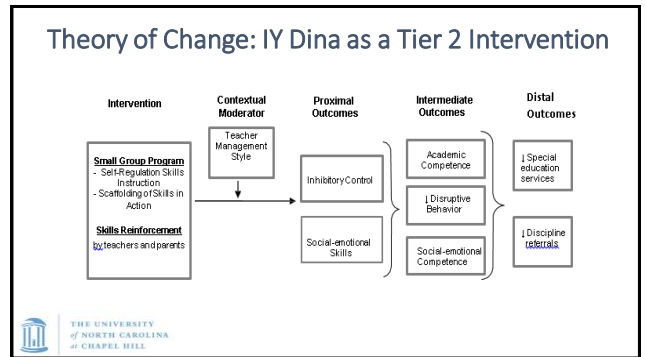


Objective

- Evaluate the Incredible Years® Dina Dinosaur Treatment program
 - Delivered in schools for 1st & 2nd graders with self-regulation difficulties
- Outcomes compared to services as usual in RCT design:
 - 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

Context

- To date, 9 diverse schools in 4 districts in central NC
 - 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)
 - 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:

- 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


Instructional Methods:
Developmentally-appropriate active learning strategies:

- Puppets, videos, role-plays, and small group activities

Students learn:

- How to be successful in school
- Understanding feelings in self and others
- Calming down when upset or frustrated
- Getting along with friends and problem-solving

SRSS Adaptations for Schools



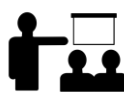
- Co-leader model:** SRSS mental health staff partner with school counselors to deliver
- Delivery structure:** Twice weekly 45 minute sessions during non-core instructional time
 - 27 vs. 36 hours of targeted session time
 - Very little difference in session content with exceptions of omitting “coached 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

Implementation Supports to Address Challenges




Credit: Jerry Ormrod, Westwood Project

Monthly “coaching” in a Professional Learning Community (PLC)



Credit: Charles Latham, Westwood Project

Regular and proactive communication with school leadership



Credit: Adam Kravitz, Westwood Project

Developed relationships with school district liaisons

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



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Lessons Learned:

What data can tell us about our IY delivery in schools



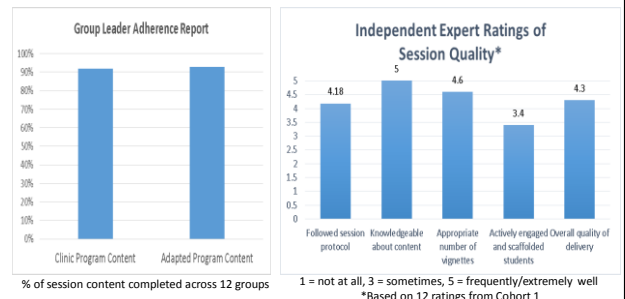
Preliminary Implementation Data*

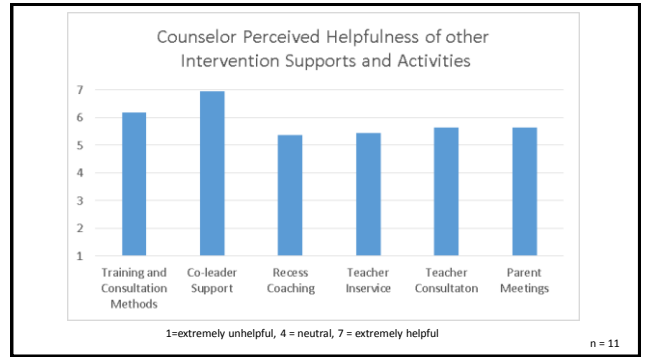
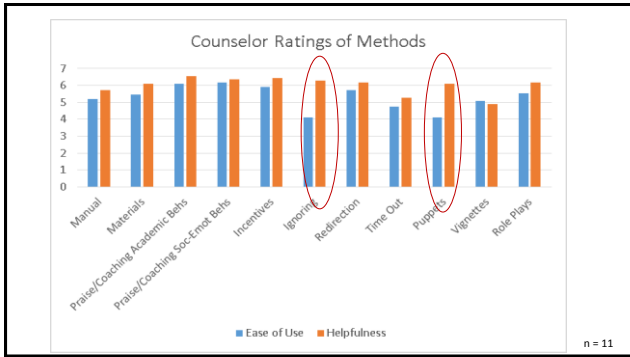
- **Child Group Sessions:**
 - Average of 36 sessions to complete all 18 lessons (range = 32-40)
 - 90% student attendance across 10 groups and 9 schools (range 15%-100% across students)
 - 4 of 59 students did not participate/dropped out of the program
- **Parent Attendance at 2-3 Meetings:**
 - 33-43% 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

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?

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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

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



General Discussion

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