



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

Maria Ruelas, District Social Worker, Lawndale Elementary School District

Samantha Vethavanam, MSW Candidate 2018

Debbie Winters, Clinical Associate Professor, USC Suzanne Dworak-Peck School of Social Work

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 decarceration





Identifying and Tackling
Grand Challenges for Social Work



- 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*)



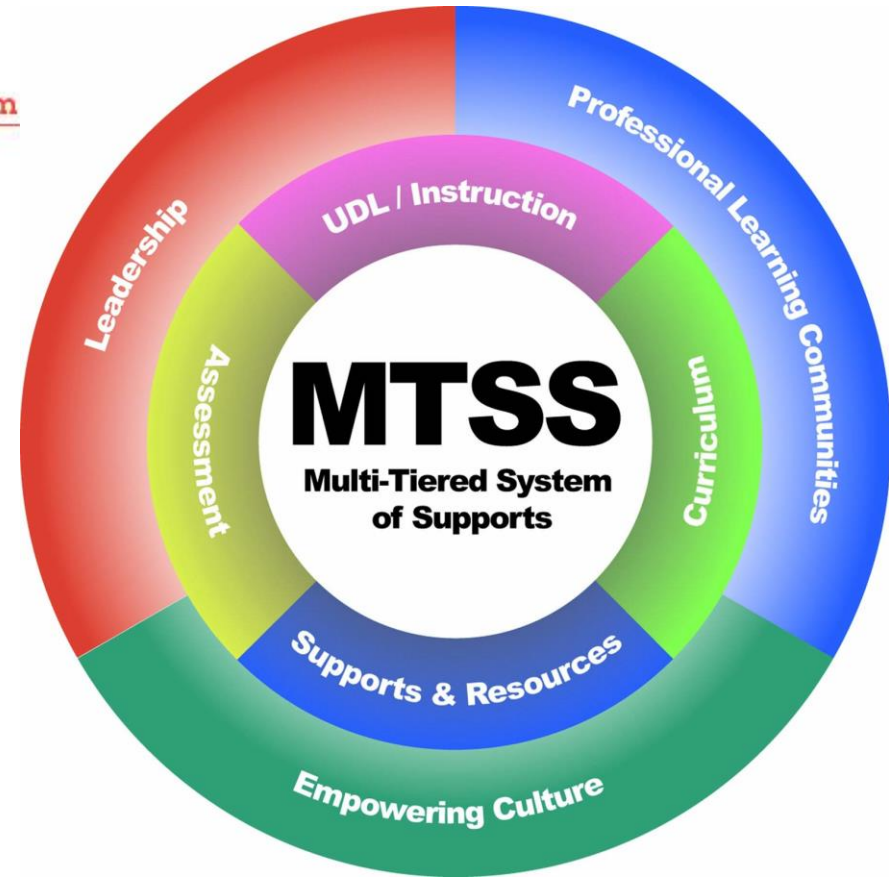
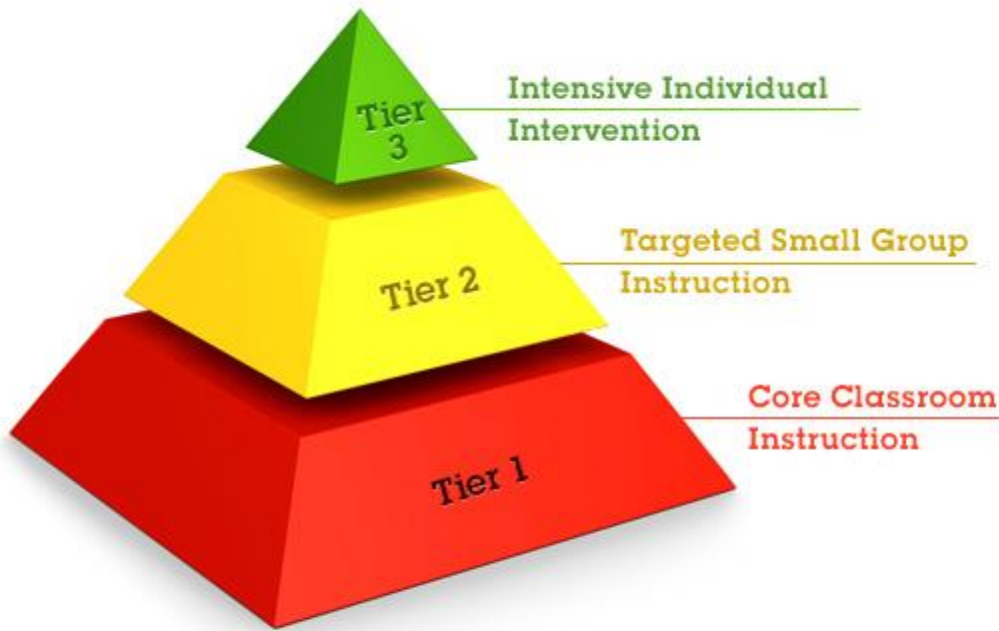
Why KSP?

- 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”

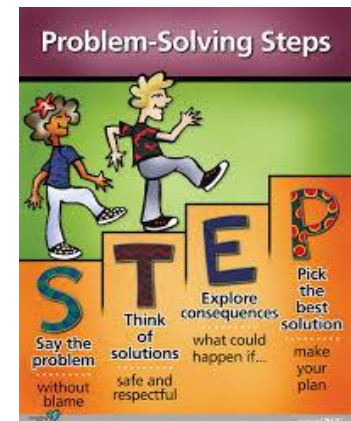
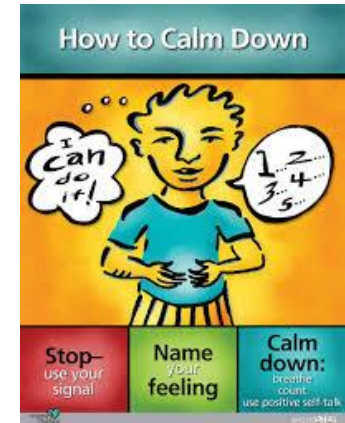
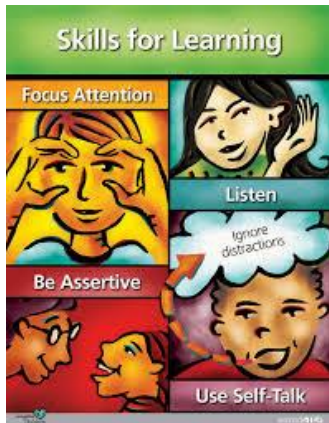
Jones, Greenberg, & Crowley, 2015



RTI (Response To Intervention)
3 Tiers of Support



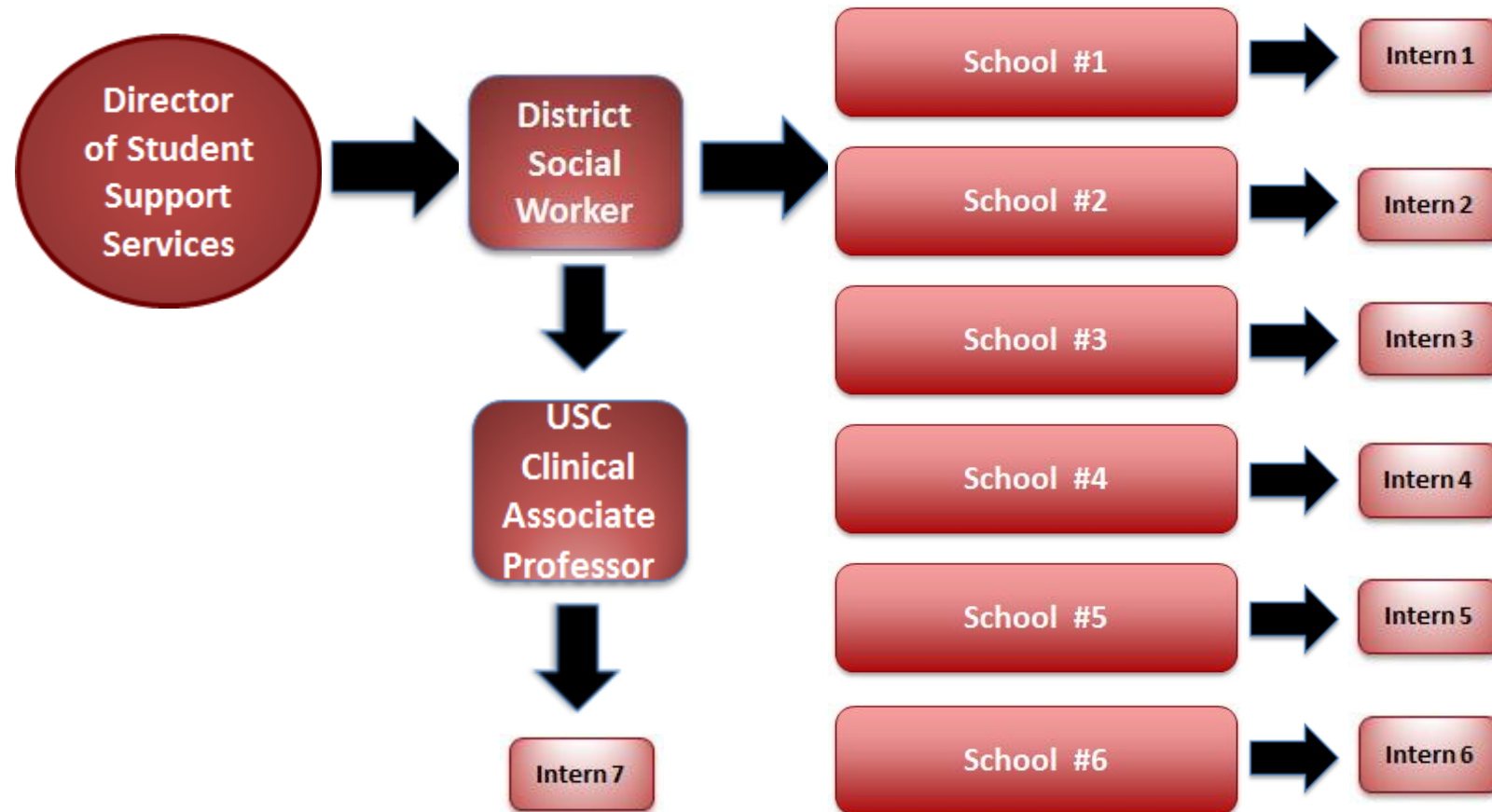
Kindergarten Success Program (KSP) & Second Step





Creating a Strong Infrastructure & Building Capacity

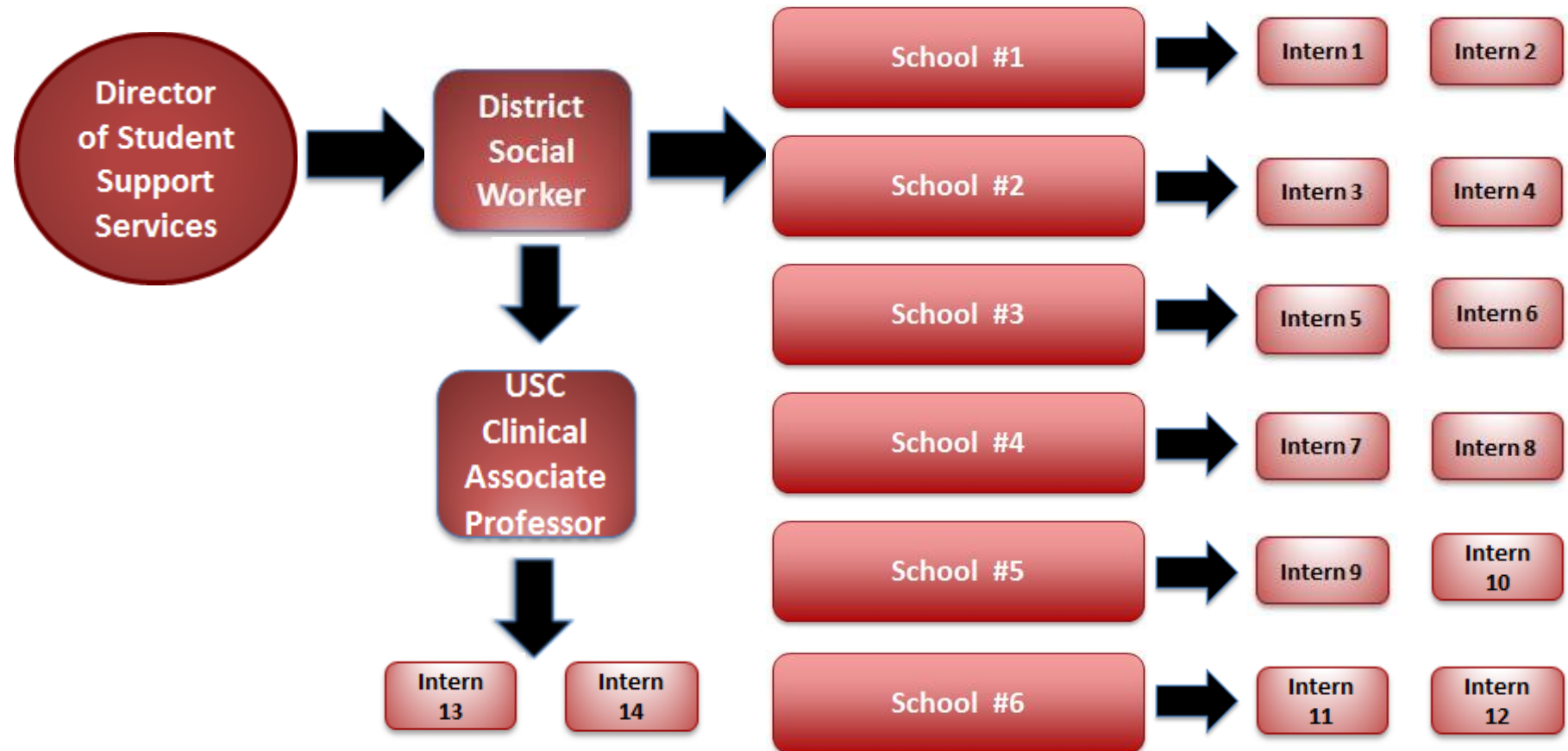
Year 1: 2016-2017





Creating a Strong Infrastructure & Building Capacity

Year 2: 2017-2018



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 **P or T +10**

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 Male/Female

Date of birth.....

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary worries or often seems worried	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has at least one good friend	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or fearful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often offers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Thinks things out before acting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Good attention span, sees work through to the end	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature Date

Parent / Teacher / Other (Please specify):

Thank you very much for your help

© Robert Goodman, 2005

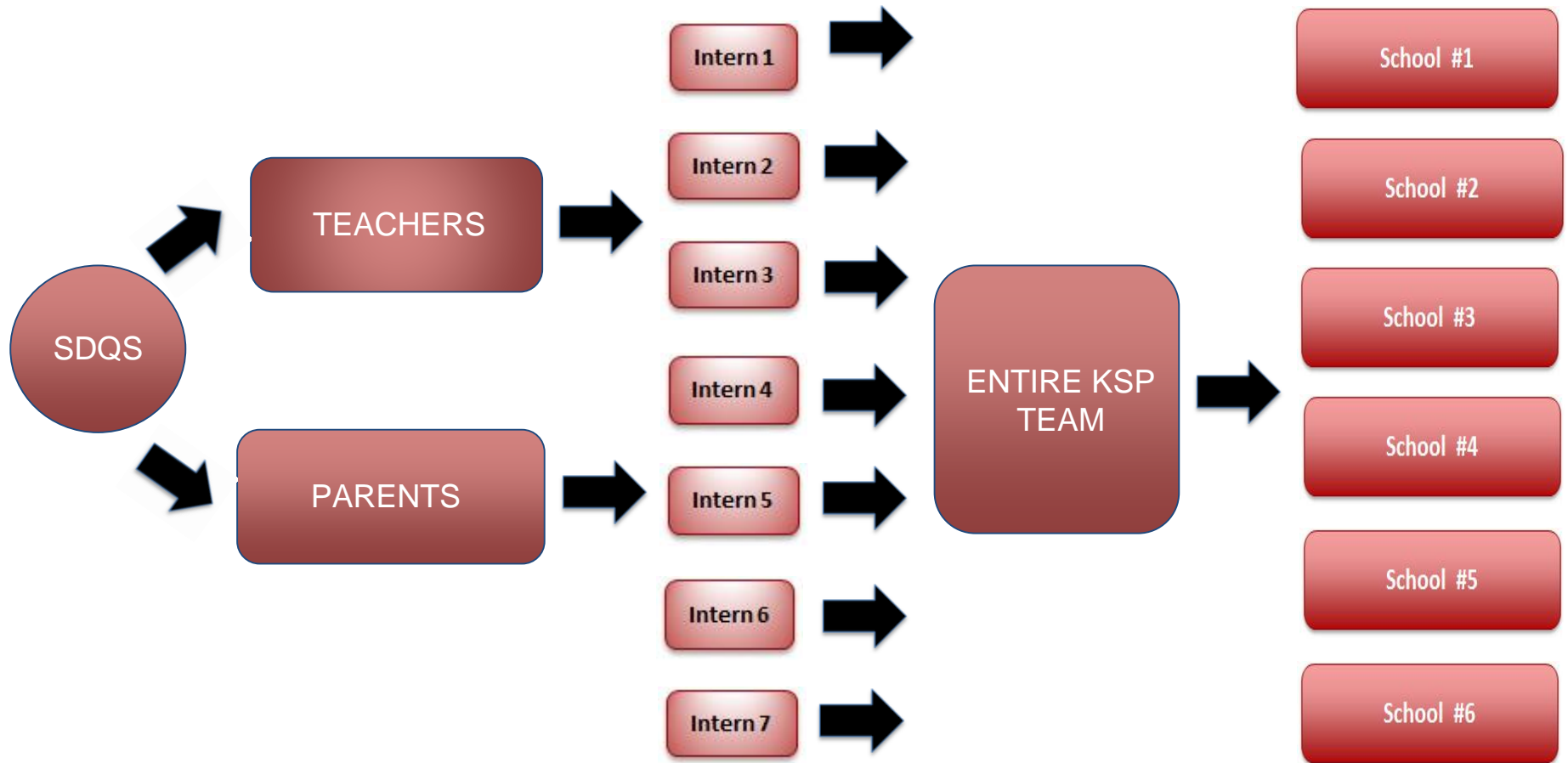
Strengths and Difficulties Questionnaire (SDQ)



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



Strengths and Difficulties Questionnaire

P or T-10



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 _____

Male Female

Date of birth _____

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Rather solitary, prefers to play alone	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Generally well behaved, usually does what adults request	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has at least one good friend	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often offers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Thinks things out before acting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Good attention span, sees work through to the end	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature _____

Date _____

Parent / Teacher / Other (Please specify):

Thank you very much for your help

© Robert Goodman, 2005

Strengths and Difficulties Questionnaire

P or T 4-0



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 _____

Male/Female

Date of birth _____

	Not True	Somewhat True	Certainly True
Considerate of other people's feelings	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Restless, overactive, cannot stay still for long	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Often complains of headaches, stomach-aches or sickness	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Shares readily with other children, for example toys, treats, pencils	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often loses temper	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rather solitary, prefers to play alone	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Generally well behaved, usually does what adults request	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Many worries or often seems worried	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Helpful if someone is hurt, upset or feeling ill	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Constantly fidgeting or squirming	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Has at least one good friend	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often fights with other children or bullies them	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Often unhappy, depressed or tearful	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Generally liked by other children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Easily distracted, concentration wanders	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Nervous or clingy in new situations, easily loses confidence	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kind to younger children	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Often lies or cheats	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Picked on or bullied by other children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Often offers to help others (parents, teachers, other children)	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Thinks things out before acting	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Steals from home, school or elsewhere	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gets along better with adults than with other children	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Many fears, easily scared	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Good attention span, sees work through to the end	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Signature _____

Date _____

Parent/Teacher/Other (Please specify):

Thank you very much for your help

© Robert Goodman, 2005

Strengths and Difficulties Questionnaire (SDQ)



EXAMPLE

www.sdqscore.org/Amber

Strengths and Difficulties Questionnaire (SDQ)



PRE-TEST RESULTS

Teacher SDQ for 4-17 year olds, completed 1st November 2016

Score for overall stress	33	(19 - 40 is VERY HIGH)
Score for emotional distress	8	(6 - 10 is VERY HIGH)
Score for behavioural difficulties	9	(5 - 10 is VERY HIGH)
Score for hyperactivity and concentration difficulties	10	(9 - 10 is VERY HIGH)
Score for difficulties getting along with other children	6	(6 - 10 is VERY HIGH)
Score for kind and helpful behaviour	7	(6 - 10 is close to average)

POST-TEST RESULTS

Teacher SDQ for 4-17 year olds, completed 23rd May 2017

Score for overall stress	25	(19 - 40 is VERY HIGH)
Score for emotional distress	3	(0 - 3 is close to average)
Score for behavioural difficulties	3	(3 is slightly raised)
Score for hyperactivity and concentration difficulties	10	(9 - 10 is VERY HIGH)
Score for difficulties getting along with other children	9	(6 - 10 is VERY HIGH)
Score for kind and helpful behaviour	7	(6 - 10 is close to average)

Strengths and Difficulties Questionnaire (SDQ)





Strengths

- Identifying children who need additional support:
 - Individual
 - Small group
 - Classroom
- Provides information for informed decision-making

Challenges

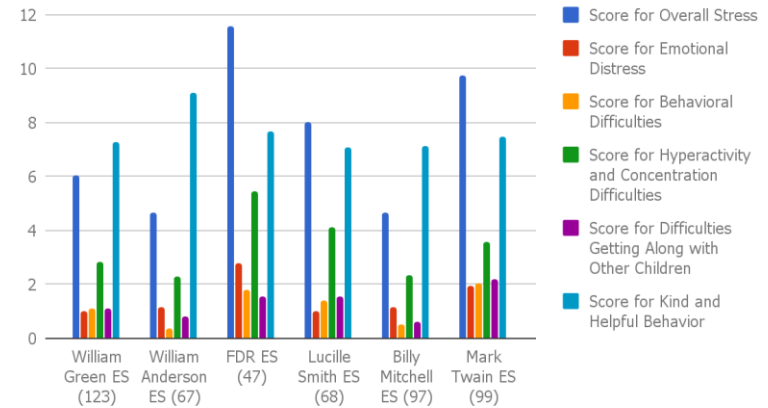
- Data collection
 - Teacher (Post)
 - Parent
- Time
- Cost



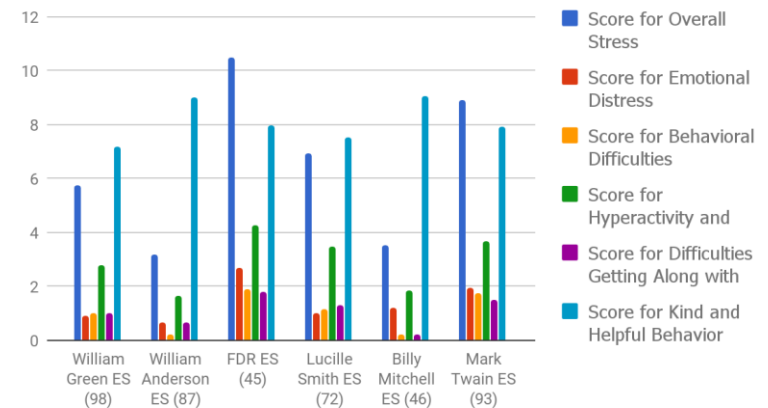
Impact

- Participation
 - District
 - Schools
 - Administration
 - Teachers
 - Interns

LESD Teacher Average Scores (pretest) (501 students)



LESD Teacher Average Scores (posttest) (441 students)





Lessons Learned

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



Long-Term Plan

- Longitudinal study
- Comparison study



Maria Ruelas

District Social Worker
Lawndale Elementary School District
310-973-1300 Ext. 50130
maria_ruelas@lawndalesd.net



Samantha Vethavanam

MSW Candidate 2018
USC Suzanne Dworak-Peck School of Social Work
University of Southern California
vethavan@usc.edu

Debbie Winters

Clinical Associate Professor
USC Suzanne Dworak-Peck School of Social Work
University of Southern California
213-740-0284
dwinters@usc.edu