

BUILDING UP THE FORGOTTEN TIER: INTEGRATING GROUP-BASED, TIER 2 INTERVENTIONS IN SWPBIS

Annual Conference on Advancing School
Mental Health

Laura Rutherford, Ph.D., NCSP, BCBA
Jen Francisco, M.Ed., BCBA

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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

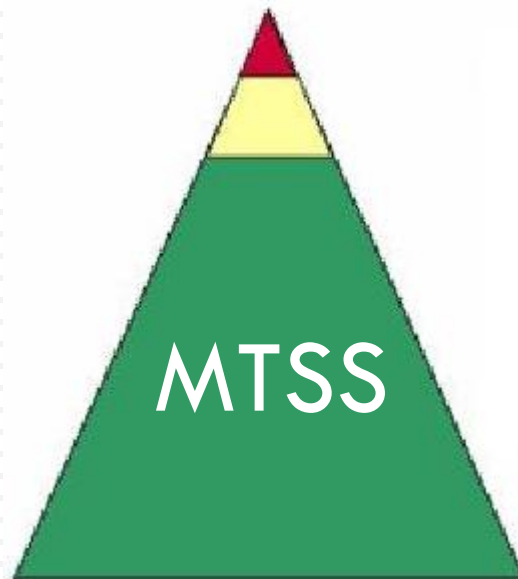


Objectives

- 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?



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

Academic Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- High intensity

Tier 2/Secondary Interventions

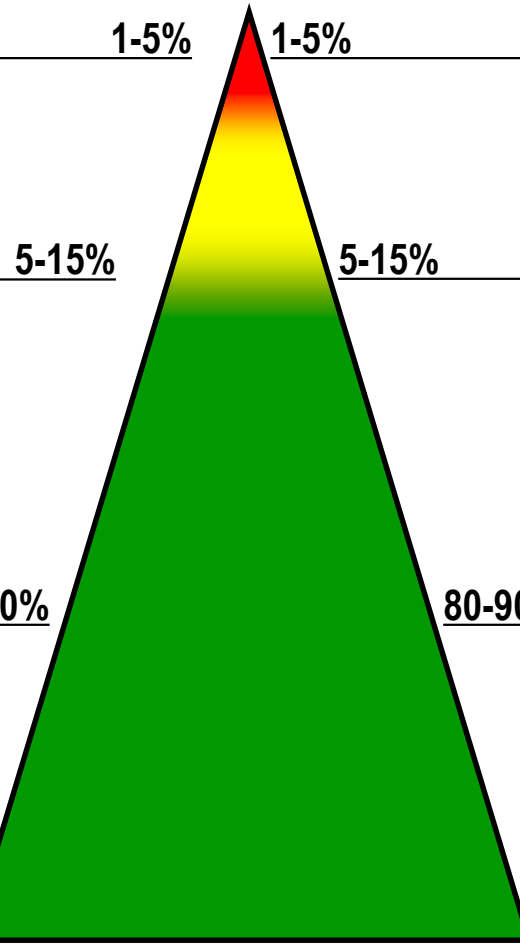
- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All students
- Preventive, proactive

1-5%

1-5%



Behavioral Systems

Tier 3/Tertiary Interventions

- Individual students
- Assessment-based
- Intense, durable procedures

Tier 2/Secondary Interventions

- Some students (at-risk)
- High efficiency
- Rapid response
- Small group interventions
- Some individualizing

Tier 1/Universal Interventions

- All settings, all students
- Preventive, proactive

5-15%

80-90%

Mental Health Supports in Schools



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

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.

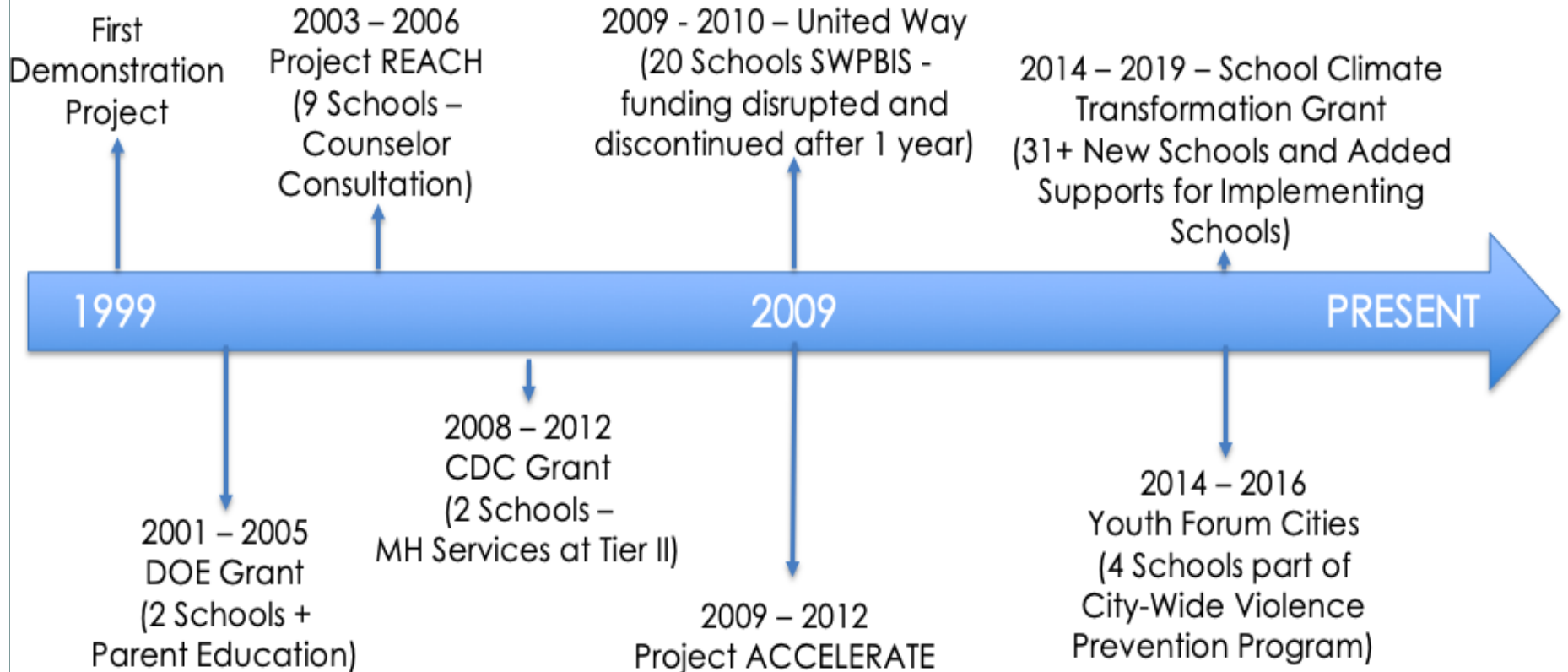
History of PBIS in Philadelphia





- ❖ 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



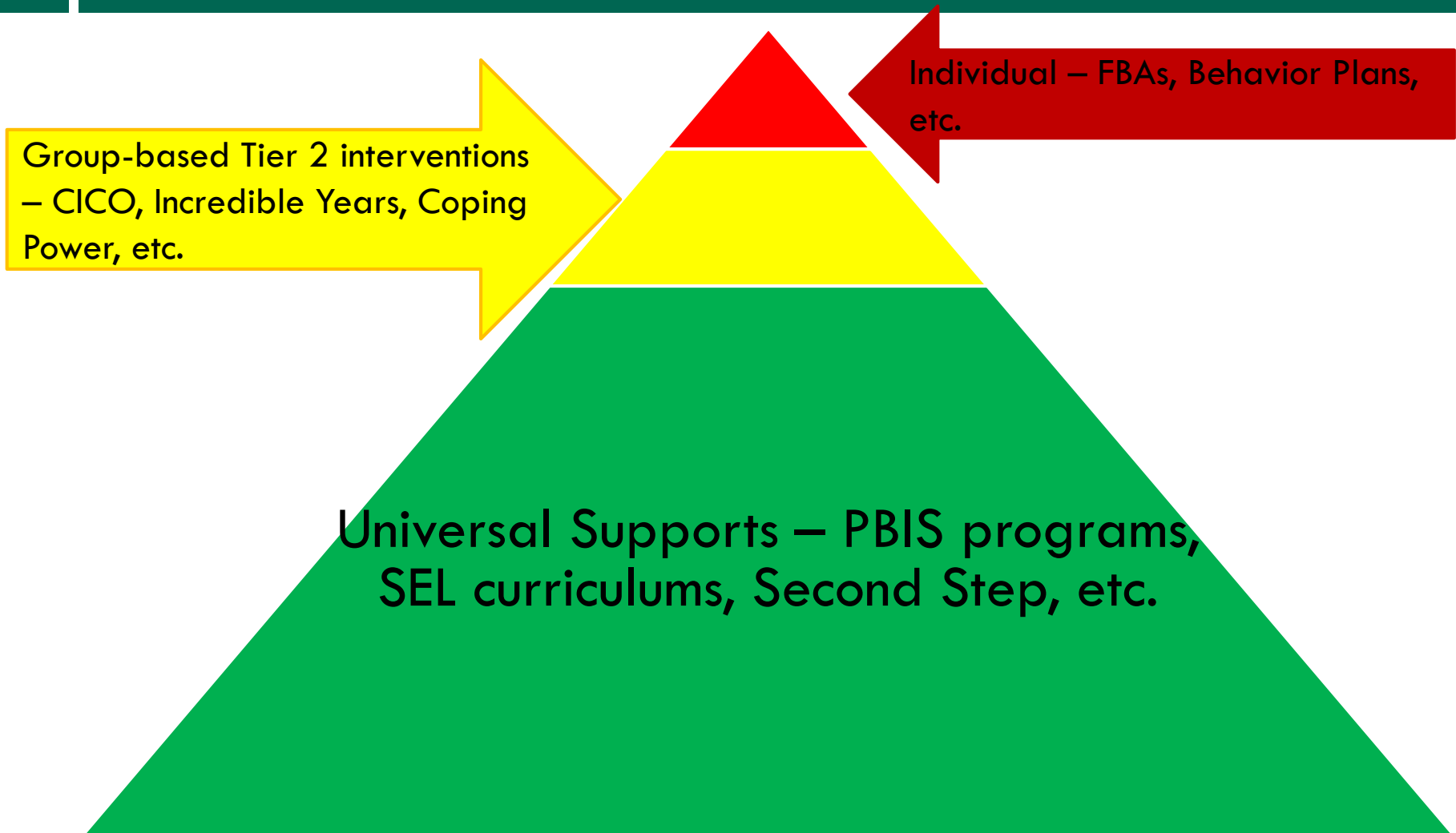
Challenges in Implementation and Sustainability

- 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

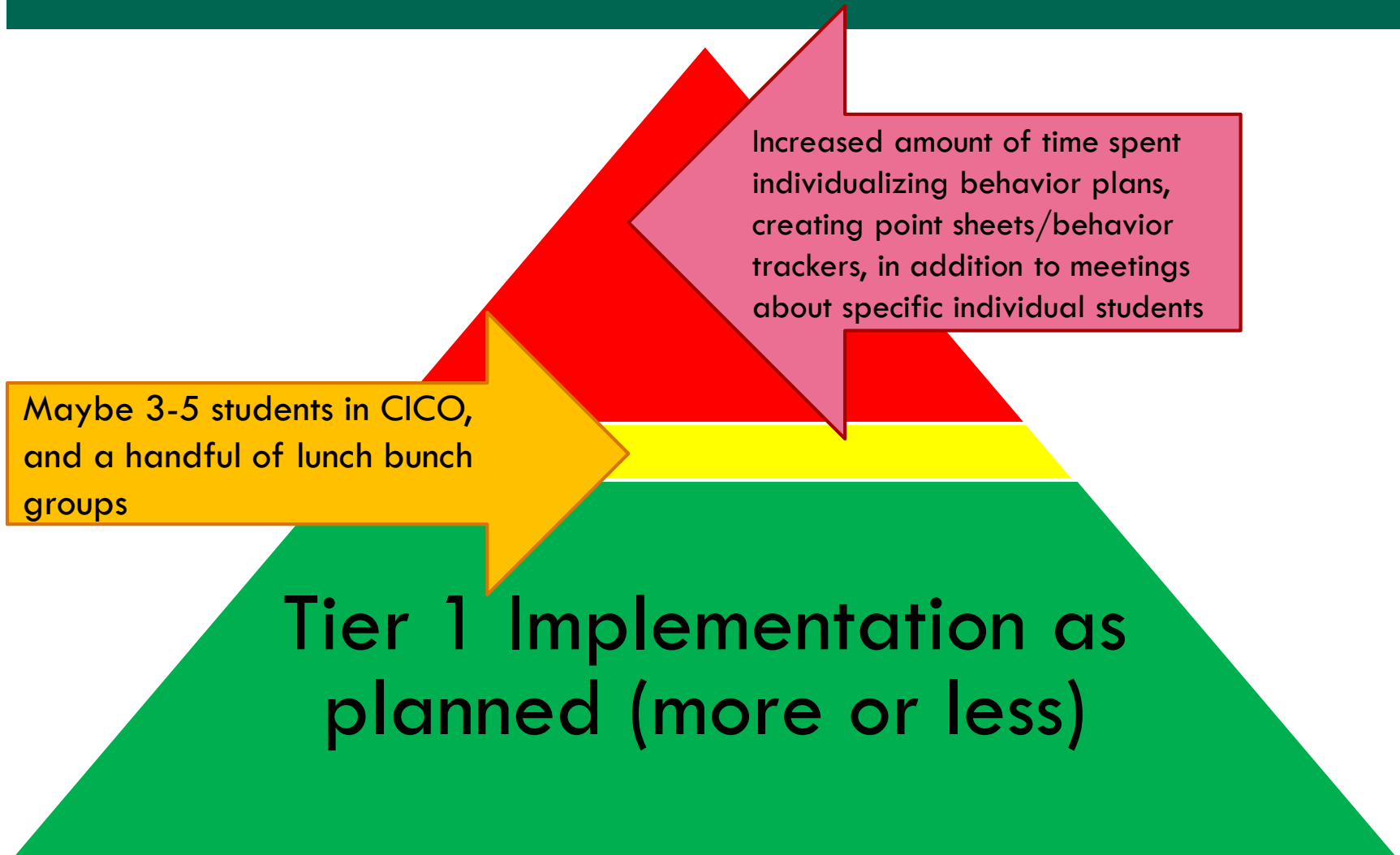
Challenges in Tier 2 Implementation

- 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

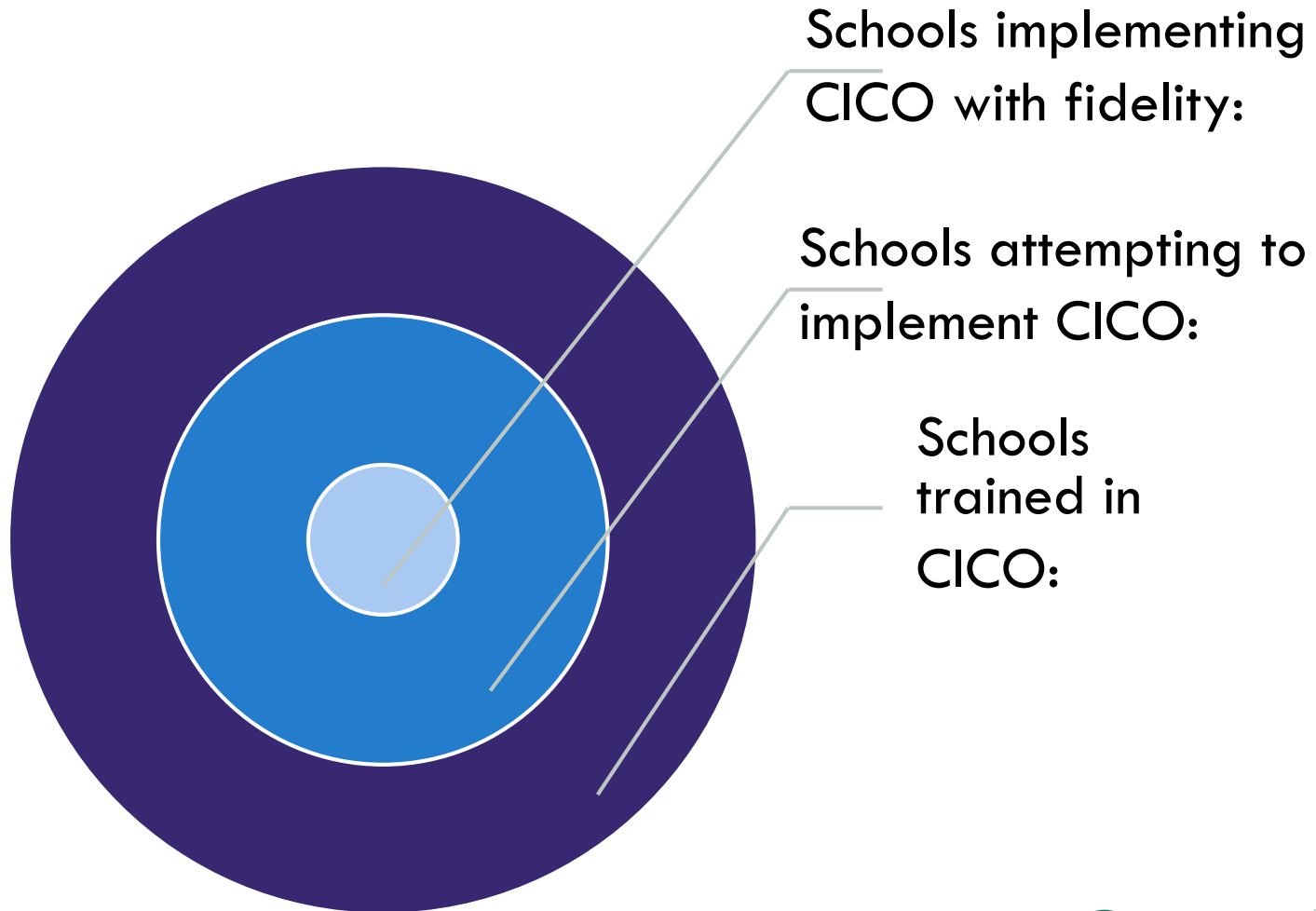
What SHOULD Happen...



The “Forgotten Tier”: What Really Happens



Implementation at Tier 2



Evidence-Based Interventions

Unless you're using
evidence-based practices,
I can't hear a word
you're saying.



som^{ee}cards
user card

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%?

Campbell & Anderson, 2011; Hawken & Horner, 2003; Hawken, 2006; Hawken, O'Neill, & Macleod, 2011; March & Horner, 2002; Simonsen, Myers, & Briere, 2011; Todd, Campbell, Meyer, & Horner, 2008

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

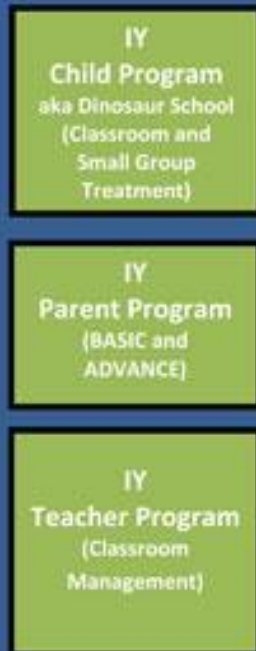
The Incredible Years Parent, Child, and Teacher Programs

Program developed by Carolyn Webster-Stratton, Ph. D., Professor and Director of the Parenting Clinic at the University of Washington.



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

Program Components



Targets



Proximal (Short-term) Outcomes



Distal (Long-term) Outcomes



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

Incredible Years

- Improvements in observed peer interactions
- Fewer child behavior problems
- Better problem-solving skills

Coping Power

- Reductions in delinquent behavior
- Reductions in alcohol/marijuana use
- Improvements in teacher-rated function in school

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

Some Materials

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

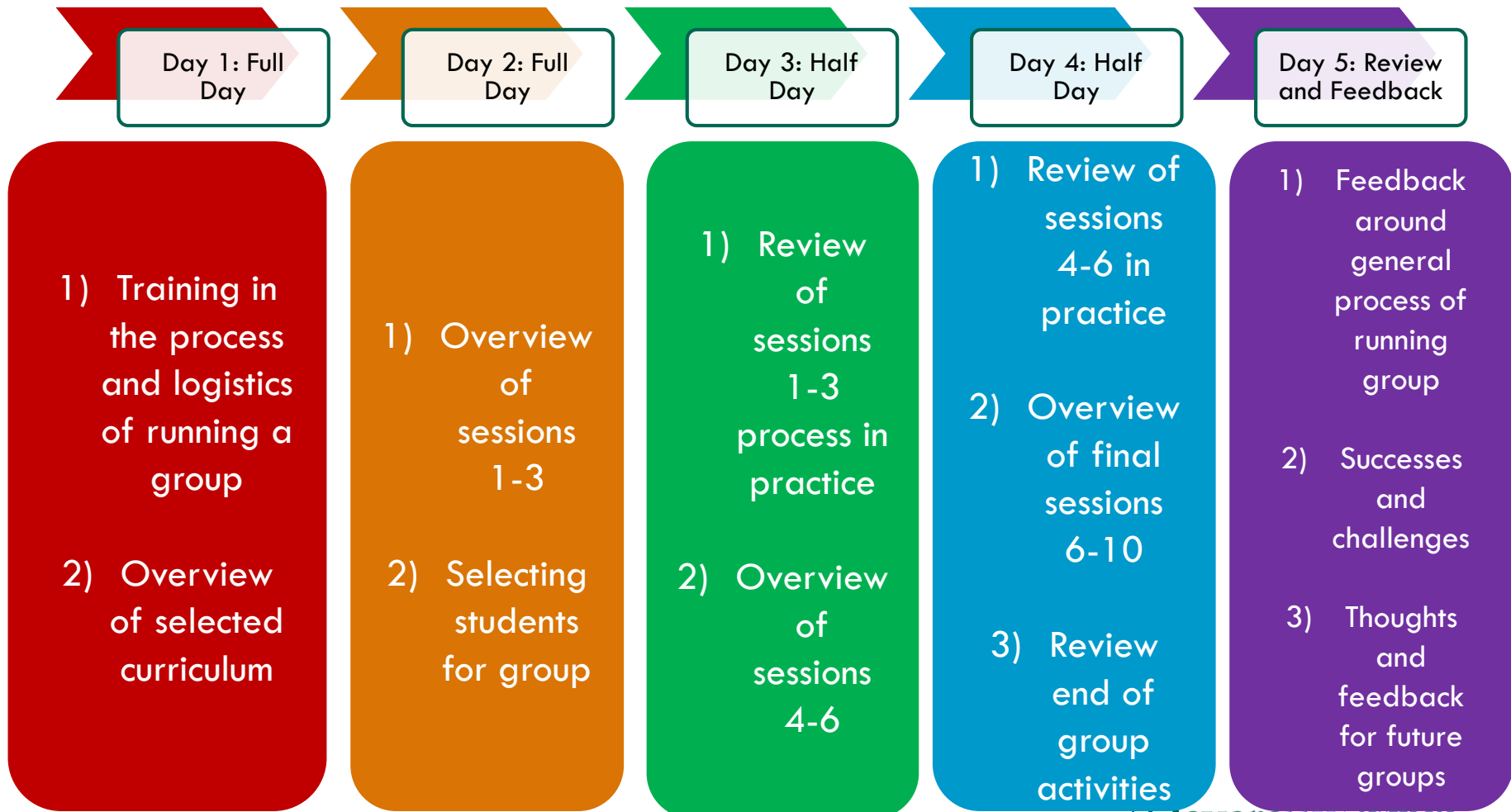


THE
COPING POWER
PROGRAM

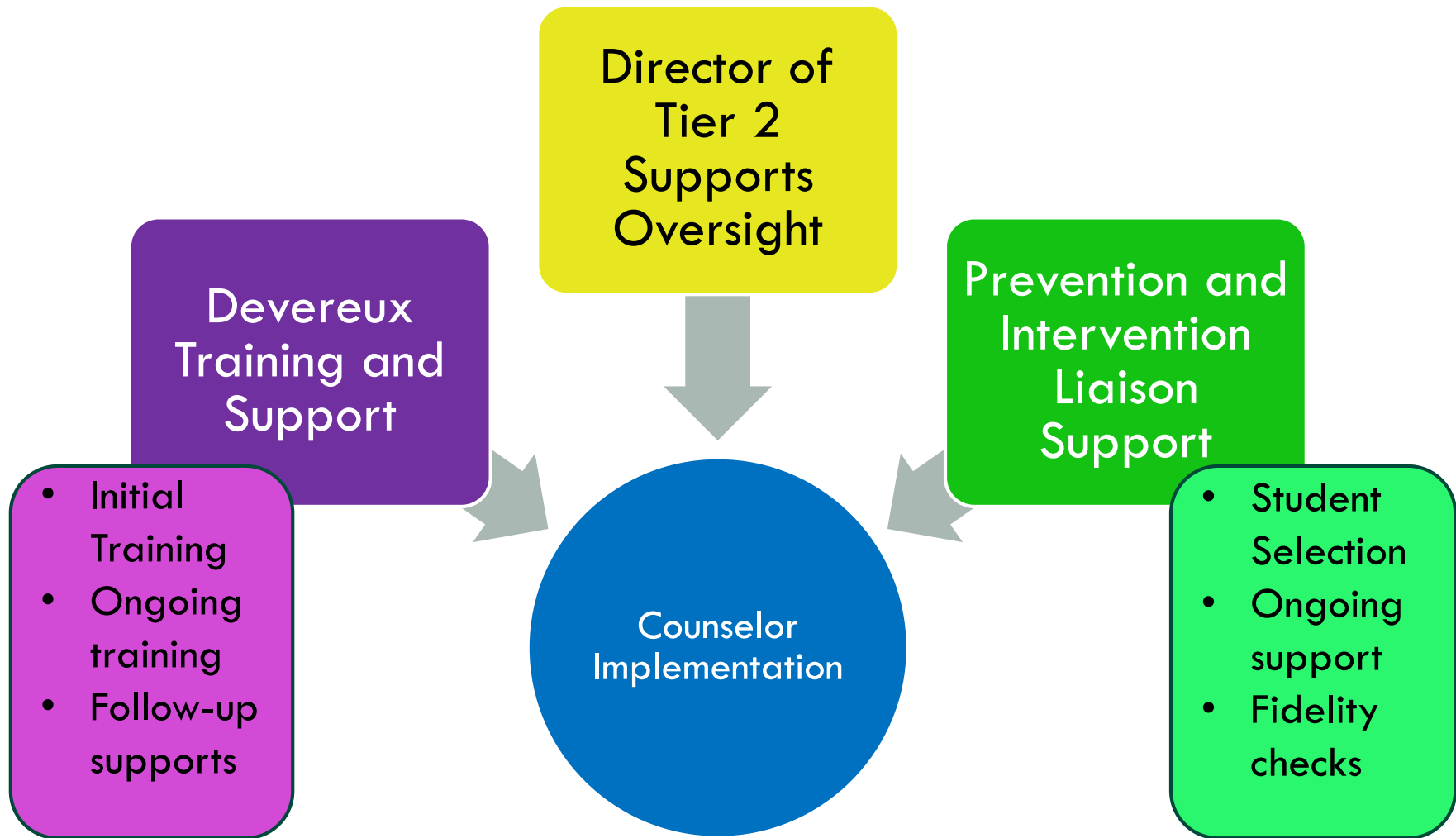
Training Counselors



Counselor Training Process



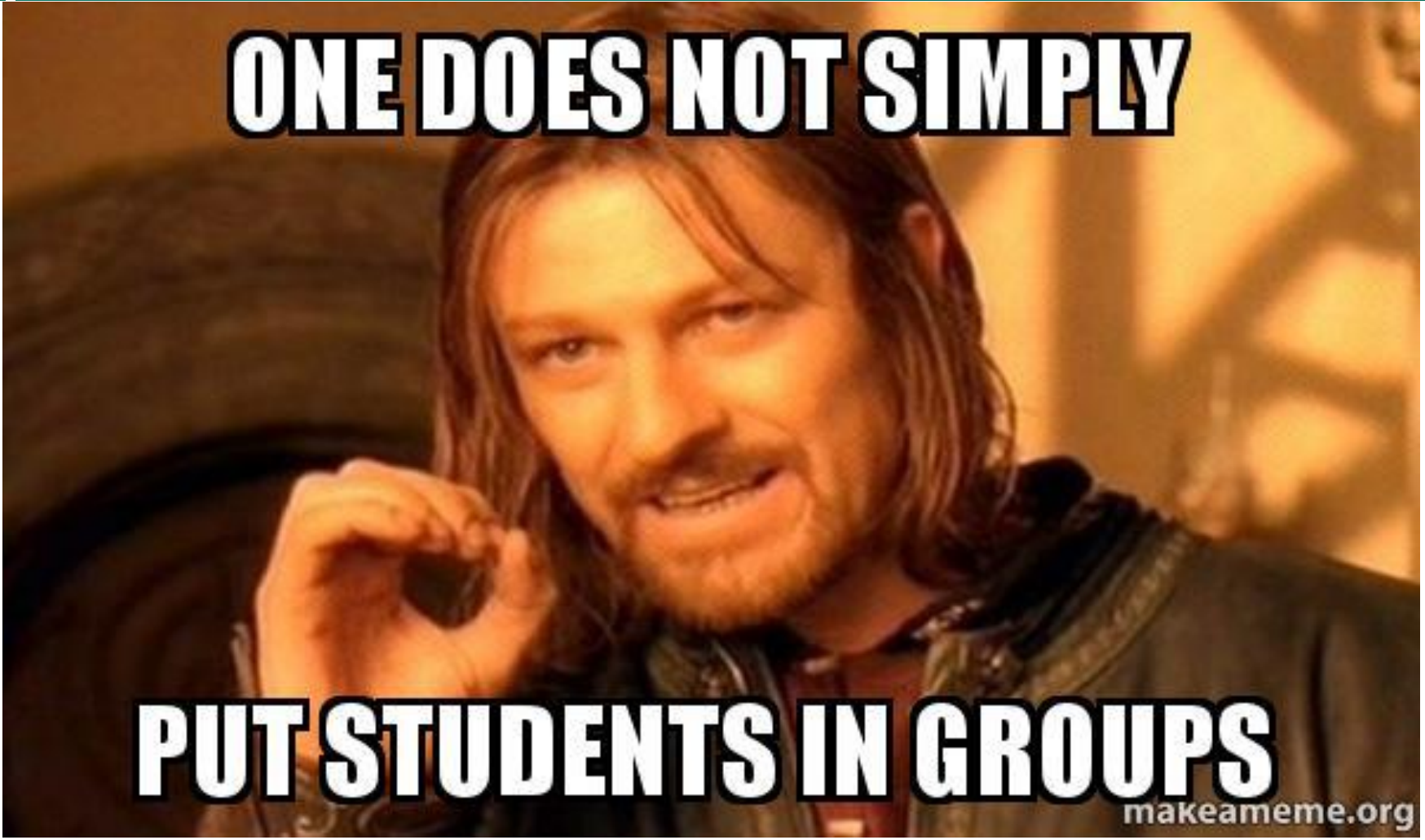
Counselor Support



Training: Planning for Group Interventions



Recruitment



Good Candidates for Groups

Students who ARE

- ✓ Act out frequently
- ✓ Engaging in problem behavior throughout the school day
- ✓ Coping Power – students with *proactive* aggression vs. *reactive* aggression

Students who are NOT

- ✗ In crisis (e.g., extreme aggression, property destruction)
- ✗ Students with ES IEPs*
- ✗ Receiving Tier 3 services in school
 - NOT E.g., STS, STEP

Student Selection: Sample Scenarios

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



Student Selection: Sample Scenarios

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

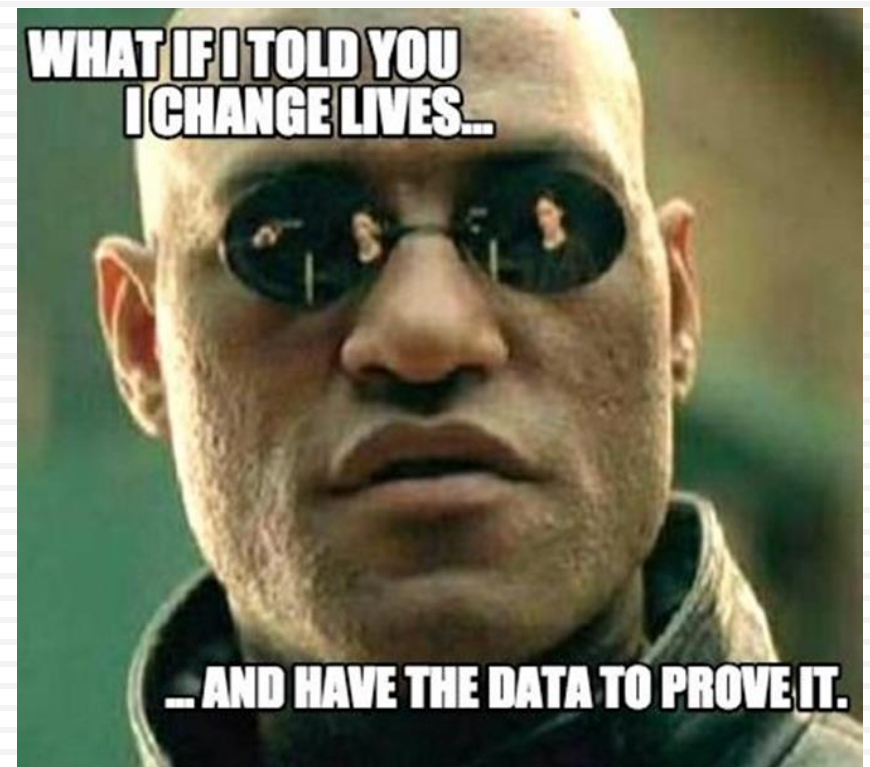
- Struggles in one subject only
- All referrals are related to when specific tasks are given
- Generally gets along with her peers
- Would benefit from academic intervention
- Teacher has high number of referrals in classroom – suggests teacher intervention needed



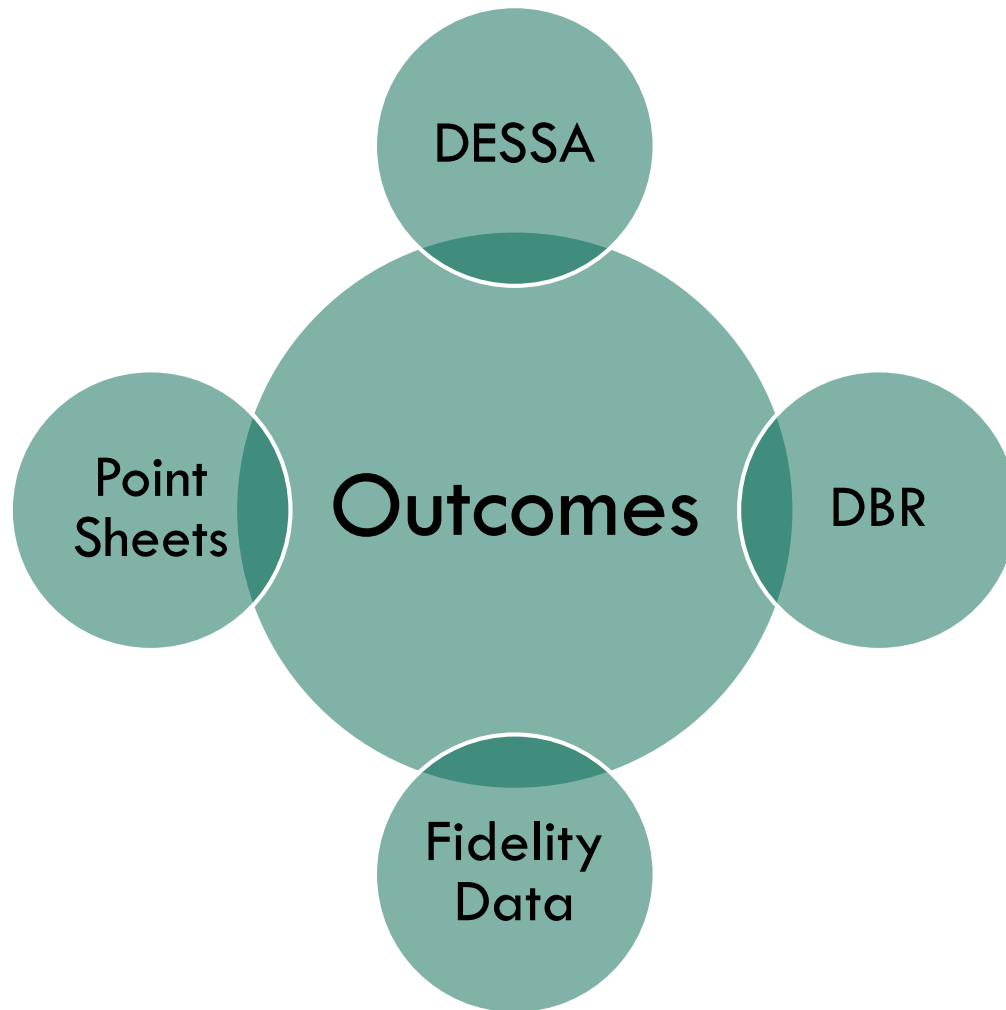
Logistics

- **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



Data Collection Plan




Pre and Post Intervention Data Collection

■ DESSA

- Devereux Student Strengths Assessment
- 72 items
- Teacher rating
- Measures social-emotional competence, resilience, and academic success

Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently	Item #	During the past 4 weeks, how often did the child...	Never	Rarely	Occasionally	Frequently	Very Frequently
1	remember important information?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	37	follow the example of a positive role model?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2	carry herself/himself with confidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38	compliment or congratulate somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3	keep trying when unsuccessful?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39	accept responsibility for what she/he did?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4	handle his/her belongings with care?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	do something nice for somebody?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5	say good things about herself/himself?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41	make accurate statements about events in her/his life?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



DESSA
DEVEREUX STUDENT
STRENGTHS ASSESSMENT
K-8TH GRADE

Devereux Student Strengths Assessment (DESSA)

For Grades K - 8

Paul A. LeBuffe, Valerie B. Shapiro, & Jack A. Naglieri


This form describes a number of behaviors seen in some children. Read the statements that follow the phrase: *During the past 4 weeks, how often did the child...* and place a check mark in the box underneath the word that tells how often you saw the behavior. Please answer each question carefully. There are no right or wrong answers. If you wish to change your answer, put an X through it and fill in your new choice as shown below. Please do not skip any items.

Never	Rarely	Occasionally	Frequently	Very Frequently
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1	2	3	4	5

Child's Name: _____ Gender: _____ DOB: _____ Age: _____

School/Organization: _____ Classroom/Program: _____ Grade: _____

Person Completing this Form: _____ Relationship to Child: _____ Date of Rating: _____



APERTURE EDUCATION
CHANGING THE WORLD CHILD BY CHILD

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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

	Period 1	Period 2	Period 3	Period 4	Period 5	Period 6	Period 7
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Total Points							

Daily Behavior Ratings

Direct Behavior Rating (DBR) Form: Externalizing Behaviors

Date: M T W Th F	Student:	Activity Description:
	Rater:	
Observation Time: Start: _____ End: _____	Behavior Descriptions: Academically engaged is actively or passively participating in the classroom activity. For example: writing, raising hand, answering a question, talking about a lesson, listening to the teacher, reading silently, or looking at instructional materials. Impulsive is student action without foresight or consideration of consequences that is inappropriate in scale or to the situation. For example: emotional outburst, difficulty waiting, verbal/physical threat or harm to self or others, escalating confrontation. Disruptive is student action that interrupts regular school or classroom activity. For example: out of seat, fidgeting, playing with objects, acting aggressively, talking/yelling about things that are unrelated to classroom instruction.	
<input type="checkbox"/> Check if no observation today		

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



Impulsive*



Disruptive*



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

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: _____

Incredible Years Session 1: Apatosaurus Unit: Making New Friends and Learning School Rules

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

Coping Power Session 1: Establish Structure of Group & Awareness of Feelings and Physiological Arousal Related to Anger

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

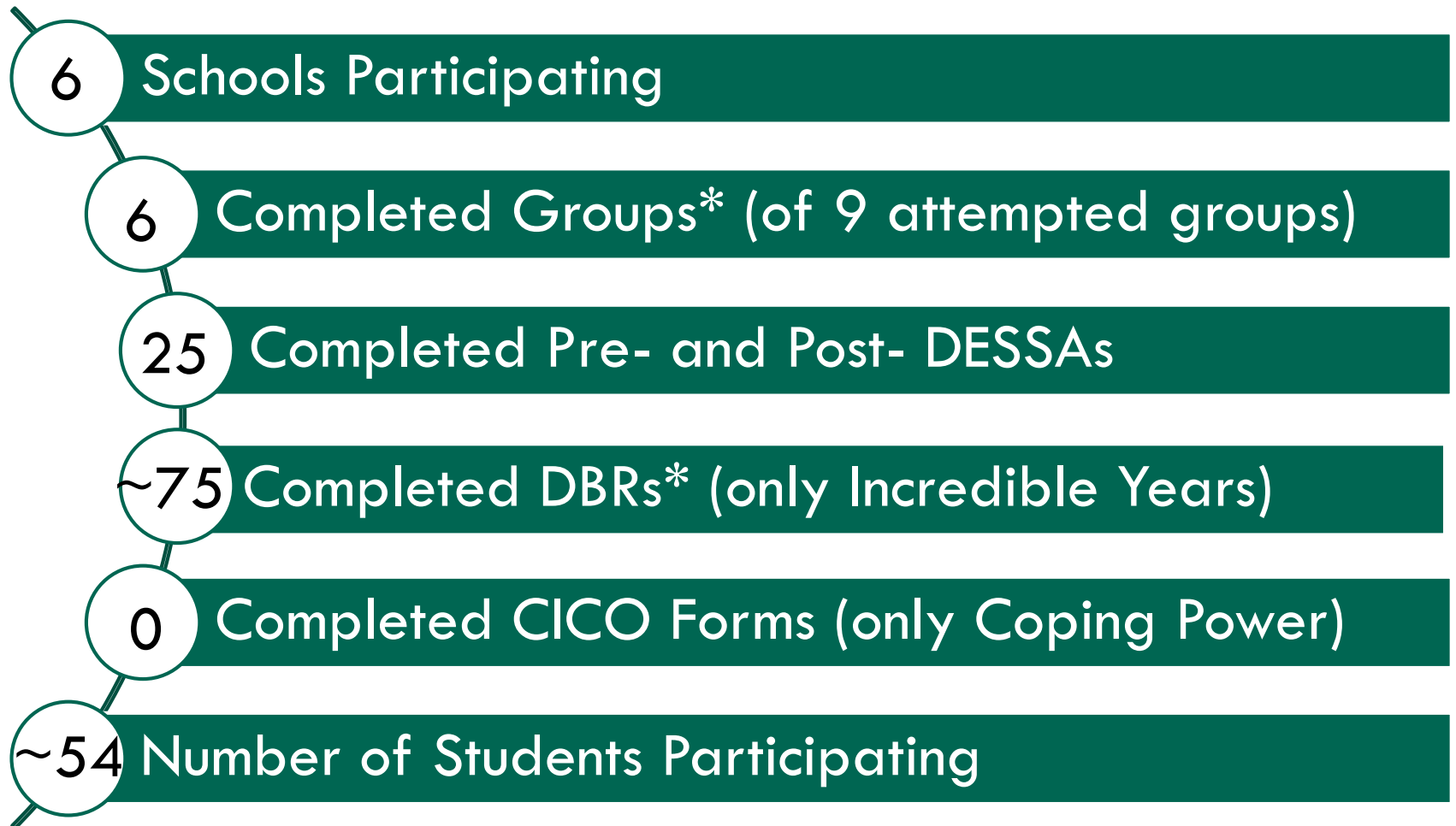
Celebrations

- 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

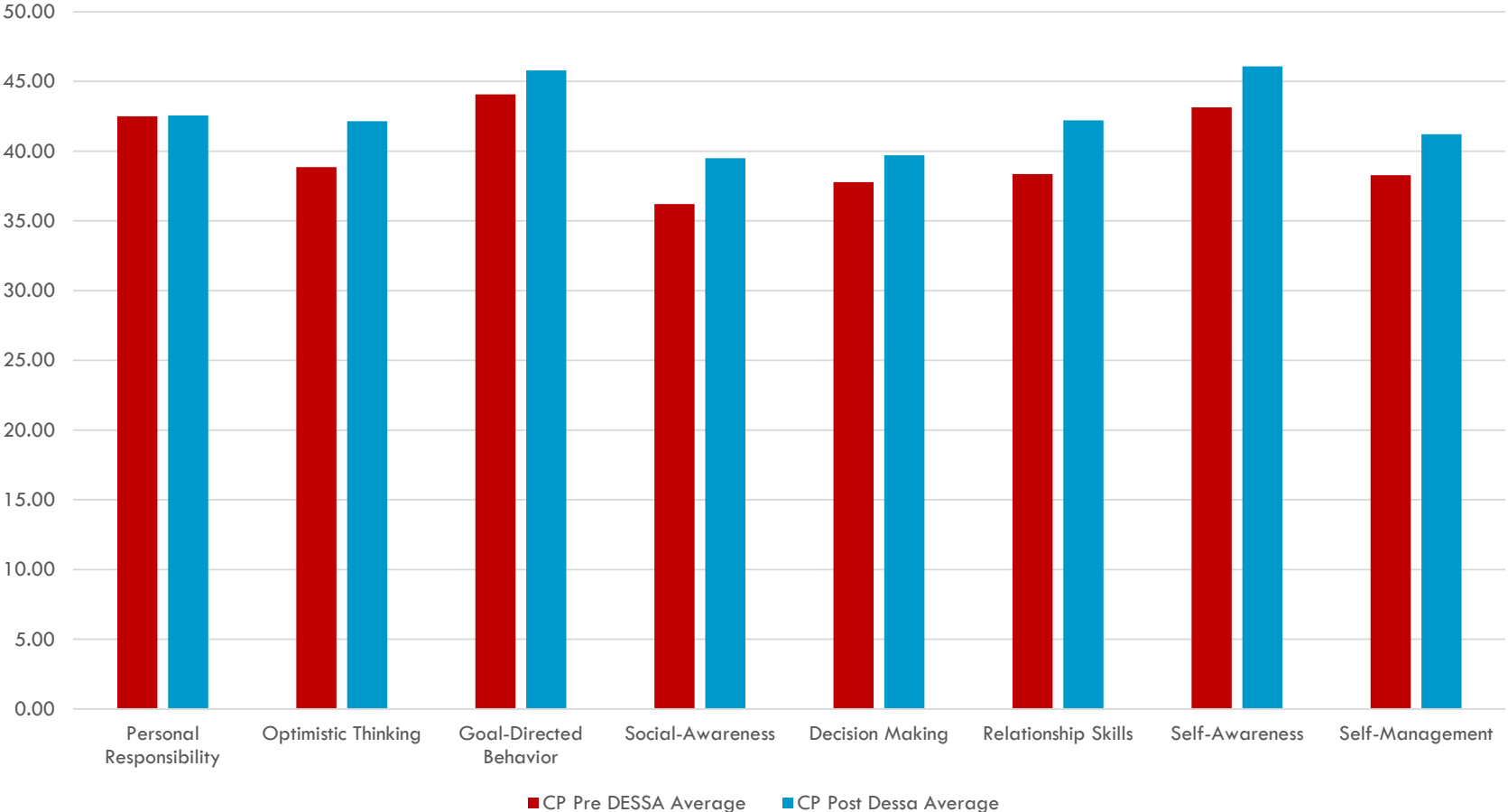
- Timing of the group – getting everyone started; not everyone finished the group
- Data collection*
- Cancelling/rescheduling sessions due to competing priorities
- State testing
- Making the video in Coping Power

Outcomes: By the Numbers



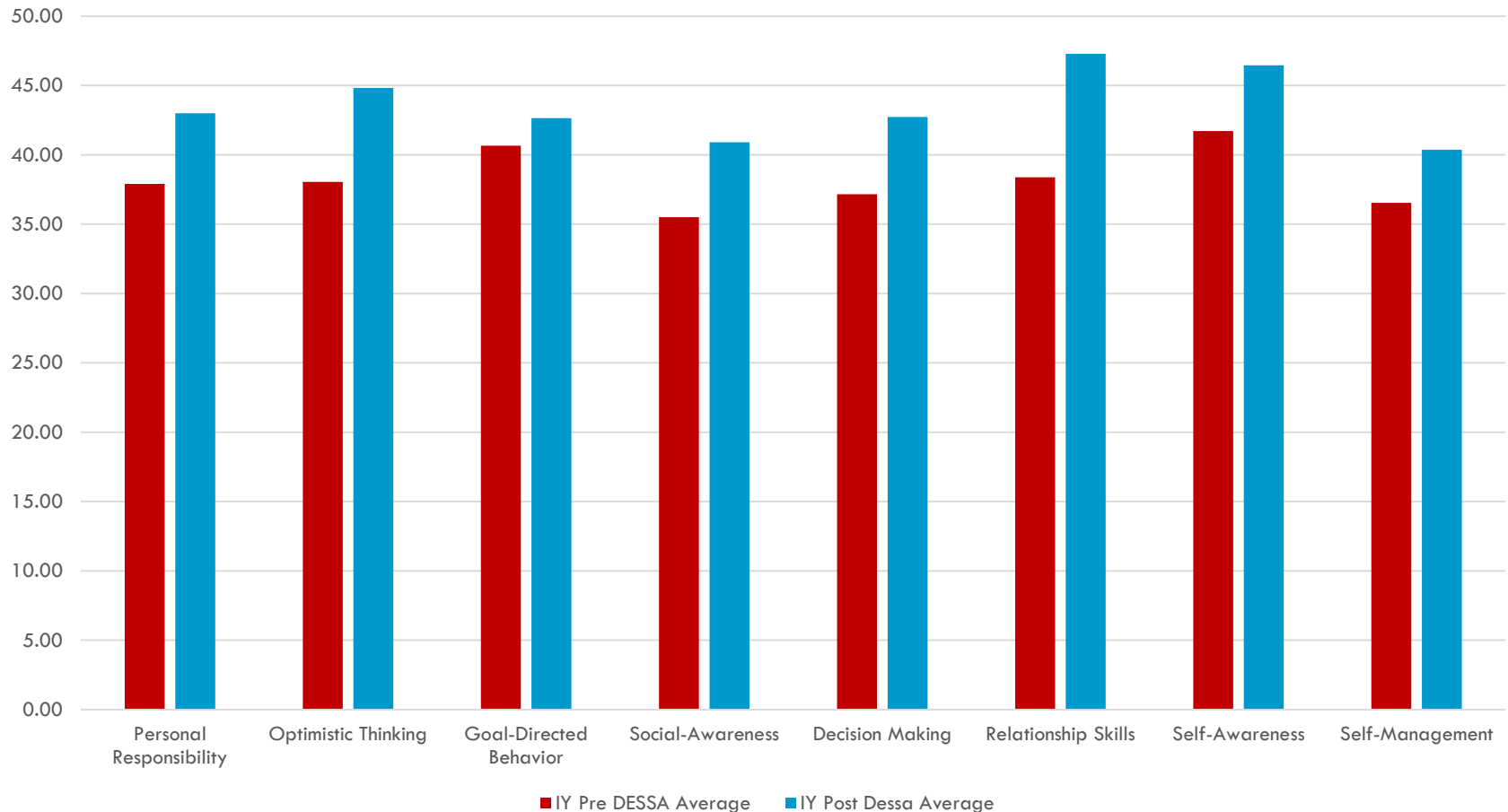
Pre and Post DESSA: Coping Power

Coping Power T-Scores



Pre and Post DESSA: Incredible Years

Incredible Years T-Scores



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?

Laura Rutherford:

laura.rutherford@devereux.org

Jen Francisco:

jennifer.francisco@devereux.org

