Social Emotional Learning, Tier2/Intermediate

Leslie Baunach & Traci Effinger, NCSPs
Presenting from Oahu, Hawaii
March 16th, 2022

Disclaimer and Funding Statement

The Mountain Plains Mental Health Technology Transfer Center

The Mountain Plains Mental Health Technology Transfer Center (Mountain Plains MHTTC) provides training and technical assistance to individuals who serve persons with mental health concerns throughout Region 8 (Colorado, Montana, North Dakota, South Dakota, Utah and Wyoming).

We belong to the Technology Transfer Center (TTC) Network, a national network of training and technical assistance centers serving the needs of mental health, substance use and prevention providers. The work of the TTC Network is under a cooperative agreement by the Substance Abuse and Mental Health Service Administration (SAMHSA).
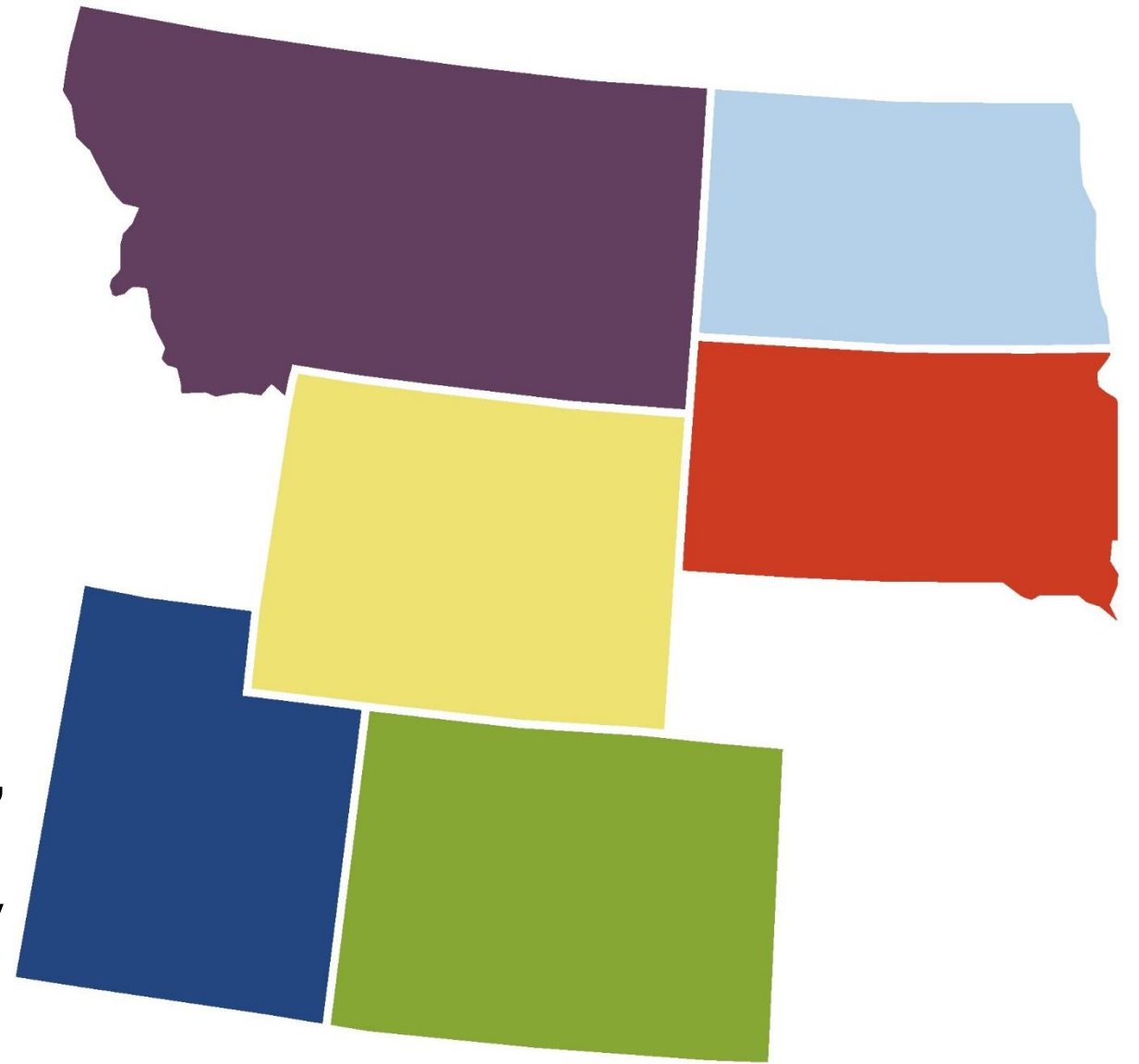
Land Acknowledgement Statement

Today, the University of North Dakota rests on the ancestral lands of the Pembina and Red Lake Bands of Ojibwe and the Dakota Oyate - presently existing as composite parts of the Red Lake, Turtle Mountain, White Earth Bands, and the Dakota Tribes of Minnesota and North Dakota. We acknowledge the people who resided here for generations and recognize that the spirit of the Ojibwe and Oyate people permeates this land. As a university community, we will continue to build upon our relations with the First Nations of the State of North Dakota - the Mandan, Hidatsa, and Arikara Nation, Sisseton-Wahpeton Oyate Nation, Spirit Lake Nation, Standing Rock Sioux Tribe, and Turtle Mountain Band of Chippewa Indians.

The MHTTC Network uses affirming, respectful and recovery-oriented language in all activities. That language is:

INVITING TO INDIVIDUALS PARTICIPATING IN THEIR OWN JOURNEYS

STRENGTHS-BASED AND HOPEFUL

PERSON-FIRST AND FREE OF LABELS

INCLUSIVE AND ACCEPTING OF DIVERSE CULTURES, GENDERS, PERSPECTIVES, AND EXPERIENCES

NON-JUDGMENTAL AND AVOIDING ASSUMPTIONS

RESPECTFUL, CLEAR AND UNDERSTANDABLE

HEALING-CENTERED AND TRAUMA-RESPONSIVE

CONSISTENT WITH OUR ACTIONS, POLICIES, AND PRODUCTS

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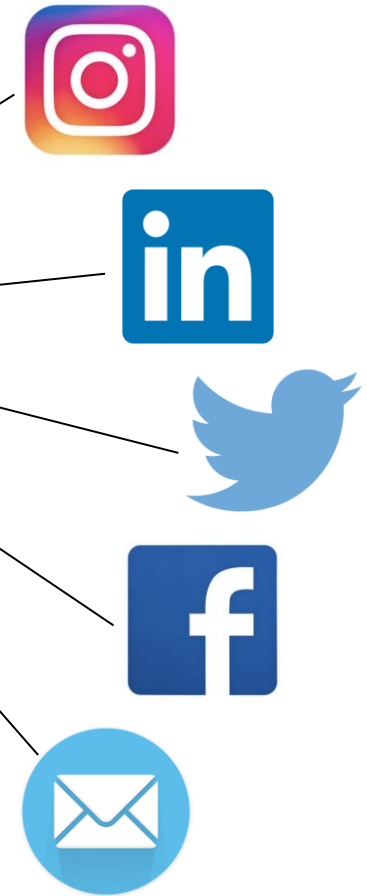
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SAMHSA
Substance Abuse and Mental Health
Services Administration

Mountain Plains (HHS Region 8)
MHTTC Mental Health Technology Transfer Center Network
Funded by Substance Abuse and Mental Health Services Administration

Welcome!

- Who are we?

- Who are you?
  - Poll

- Why are you here today/What are you hoping to learn?
  - Drop it in the chat

Every Day Is A Chance

What Is Scientifically Based Knowledge?

- Scientifically based knowledge is:
  - Objective
  - Rules out alternative explanations
  - Involves direct measurement
  - Reliable and valid
  - **Key: Independent replication by investigator who does not have a conflict of interest**
- Provides us with confidence
- Meta analysis are the highest level, with calculated effect sizes for the intervention

3 Tiers w/in the Restrictive Setting
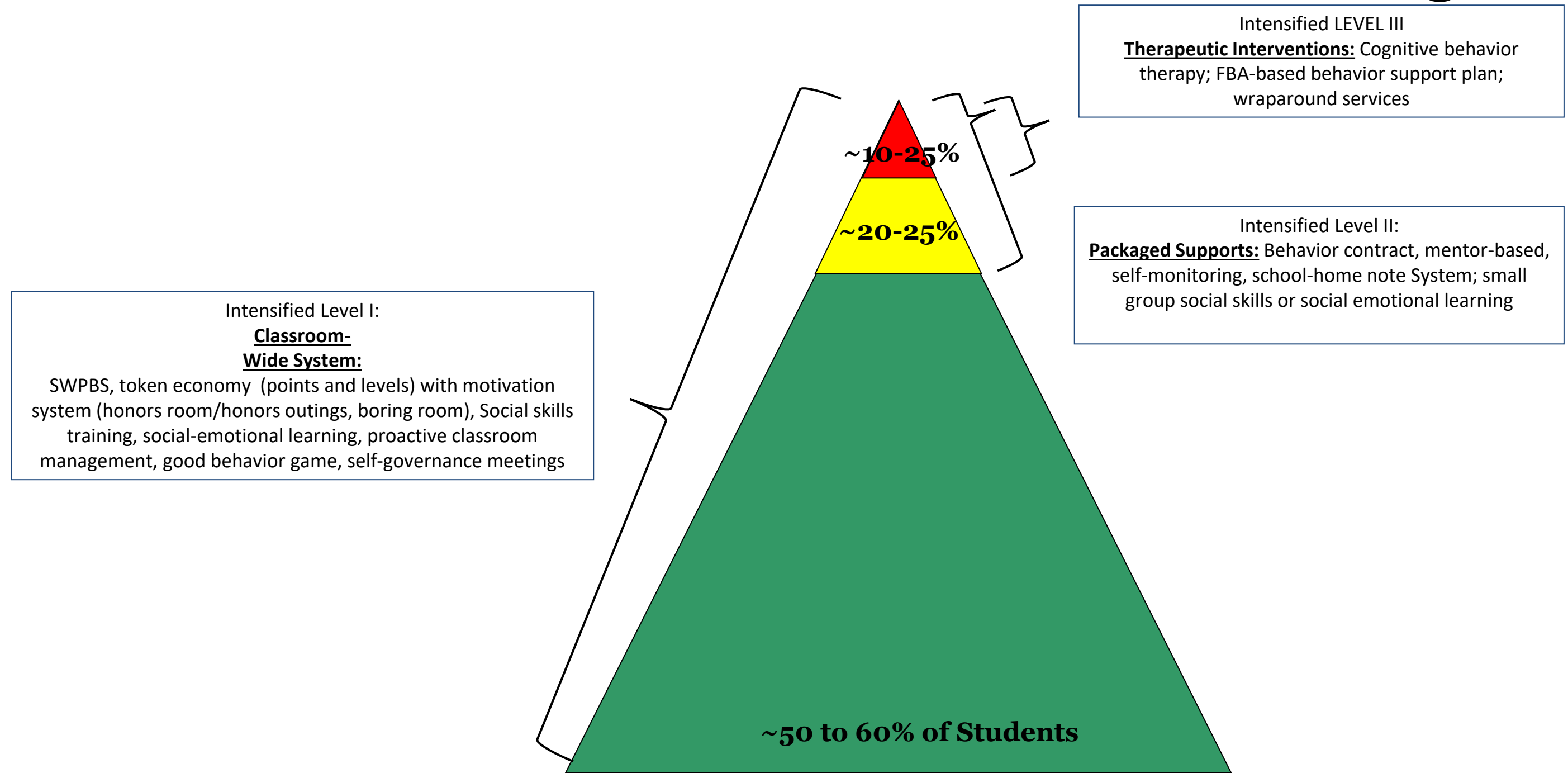
Intensified LEVEL III
Therapeutic Interventions: Cognitive behavior therapy; FBA-based behavior support plan; wraparound services

~10-25%

~20-25%

Intensified Level II:
Packaged Supports: Behavior contract, mentor-based, self-monitoring, school-home note System; small group social skills or social emotional learning

Intensified Level I:
Classroom-
Wide System:
SWPBS, token economy (points and levels) with motivation system (honors room/honors outings, boring room), Social skills training, social-emotional learning, proactive classroom management, good behavior game, self-governance meetings

~50 to 60% of Students

Evidence-based Tier II Interventions

1. Mentor-based support*
   e.g., Check in/Check out
2. Behavior contract*
3. Self-monitoring*
4. School-home note system*
5. Small group skill building*

Structured Mentor-Based Support/ CICO

- Mentor-based support for Check in/Check Out
- Assignment of adult mentor who provides unconditional positive regard and feedback (librarian, janitor, another teacher)
- Multiple behavioral components:
  - Precorrection
  - Performance feedback
  - Positive reinforcement
  - Goal specification and attainment

Structured Mentoring/ CICO

- Mentor meets with the child on a daily basis
- Mentor precorrects problem behavior
- Daily ratings of behavior performance
- Limitations with regard to the number of students a mentor can handle (3 kids at most)
- 1-2 minutes per kid

4 Sequences of Structured Mentoring

1. Check In

- Positive greeting
- Check for school readiness
- Reminder of expected behaviors
- Talk about reward to be earned
- Give student monitoring chart

2.Teacher Feedback by Periods

- Teacher monitoring
- Prompts to engage in expected behavior
- Reminder of reward to be earned
- Non-emotional feedback
  -2   1   0
  -Do not do happy faces; makes them feel as though teacher is unhappy with them

4 Sequences of Structured Mentoring

3. Check Out

- Positive greeting
- Deliver praise/reward
- Provide nonjudgmental feedback
- Allow student to tabulate results

4. Parent Feedback

- Deliver praise at home based on behavior at school
- Provide encouragement for a better day tomorrow, or,
- Celebrate success
- *do not USE PARENT INVOLVEMENT if suspect abuse or non-existant

Sample Daily Behavior Report Card

Goals	Period 1	Period 2	Period 3	Period 4	Period 5
Focused on task at hand	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Raises hand to speak	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Respectful to peers	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
total					

2 = excellent (no problems)

1 = good (1 one or two prompts, but desired behavior occurred)

0 = unacceptable (three or more prompts, with no compliance)

Modeling example of CICO

https://www.youtube.com/watch?v=AKwMbLNl_zI

Empirical Support for Mentor-based Support

- Todd, A.W., Campbell, A.L., Meyer, G.G., & Horner, R.H. (2008). The effects of a targeted intervention to reduce problem behaviors: Elementary school implementation of Check in-Check out. *Journal of Positive Behavior Interventions, 10,* 46-55.

- Hawken, L.S., MacLeod, K.S., & Rawlings, L. (2007). Effects of the Behavior Education Program on office discipline referrals of elementary school students. *Journal of Positive Behavior Interventions, 9,* 94-101.

- Filter, K.J., McKenna, M.K., Benedict, E.A., Horner, R.H., Todd, A.W., & Watson, J. (2007). Check in/Check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. *Education & Treatment of Children, 30,* 69-84.

- Lehr, C.A., Sinclair, M.F., & Christenson, S.L. (2004). Addressing student engagement and truancy prevention during the elementary school years: A replication study of the Check & Connect Model. *Journal of Education for Students Placed at Risk, 9,* 279-301.

Behavioral Contract

- AKA – Contingency contract
- Represents a negotiated agreement between a student and authority figures
  - Bringing the child to the table to broker a deal
- Specifies the contingencies under which each party must act
- Components of behavioral contract:
  - Description of expected behaviors
  - Goal statement
  - List of rewards to earn for meeting goals
  - Signatures
- Who should attend the meeting:
  - Parent(s), teacher, school psychologist/social worker, counselor, administrators

Differences: Effective & Ineffective Behavior Contracts

Effective Contract

- Negotiated agreement
- Describes what the student should do
- Provides a goal statement
- Outlines what the student will earn as a reward for meeting goal
- Teacher uses contract to precorrect and prompt behavior

Ineffective Contract

- **<u>Non-negotiated</u>**
- Describes what the student is **<u>doing wrong</u>**
- Provides **<u>no goal</u>** statement
- Outlines how the student will be **<u>punished</u>** if problem behavior continues
- No other adult follow-through with the contract

Steps to Implementing Behavioral Contracts

- Behavior contracts are simple positive reinforcement interventions that can be used by classroom teachers
- The student has say in the contract, which leads to better buy-in (motivation)
- Detailed expectations are laid out explicitly to know what is expected of teachers, the student, and/or at home

1. Arrange a meeting between the student and adults

- Who should attend the meeting:
- Parent(s), teacher, school psychologist, counselor, administrator
- Purpose of the meeting:
- Not to condemn, reprimand, or remind the student of the wrongs in his way of behaving
- "We are here because things aren't working for you or us, so we want to make a deal with you. You have something we want, and we have stuff that you want."

Steps to Implementing Behavioral Contracts, cont.

2. Holding the meeting to negotiate and develop the behavior contract

- Introductions and description of the meaning and purpose of a contract so the student has a concept and understanding of what a contract entails
- The introductions should not involve emphasizing what the student has done wrong, but rather that the current situation is not working for anyone and there is a need to work out a deal. The adults are willing to have the student have some say in what goes on instead of telling the student what to do
- It is important to make it a big deal. Describe how a contract is essentially a legally binding deal." Are you a person of your word? Do you keep your promises? I

3. Defining Target Behaviors

- Teachers should define behavior targets for the contract in the form of positive, pro-academic or pro-social behaviors
- In many instances, the student can take part in selecting positive goals to increase the child's involvement in, and motivation toward, the behavioral contract
- At the meeting, the team, including, at minimum the teacher and student, draw up a behavior contract. (If appropriate, other school staff members and perhaps the student's parent(s) are invited to participate as well.)

Steps to Implementing Behavioral Contracts, cont.

4. The contract Should Include:

- Student behaviors that are to be reduced or increased. Goals should usually be stated in positive, goal-oriented terms. Also, behavioral definitions should be described in sufficient detail to prevent disagreement about student compliance.
- Select target behaviors that are easy to observe and verify.
- A statement or section that explains the minimum conditions under which the student will earn a point, sticker, or other token for showing appropriate behaviors.
- Cnditions under which the student will be able to redeem collected stickers, points, or other tokens to redeem for specific rewards.
- Bonus and penalty clauses (optional). Although not required, bonus and penalty clauses can provide extra incentives for the student to follow the contract. A bonus clause usually offers the student some type of additional 'pay-off' for consistently reaching behavioral targets. A penalty clause may prescribe a penalty for serious problem behaviors; e.g., the student disrupts the class or endanger the safety of self or of others.
- Areas for signature. The behavior contract should include spaces for both teacher and student signatures, as a sign that both parties agree to adhere to their responsibilities in the contract. Additionally, the team may want to include signature blocks for other staff members (e.g., a school administrator) and/or the student's parent(s).

Steps to Implementing Behavioral Contracts, cont.

5. Other Things to Consider

- All parties should have a copy of the contract, with extras to provide to the student if lost
- Follow-up to ensure fidelity of implementation and troubleshoot any problems
- Adjust the plan/reward system as needed
- Make sure the rewards are not delayed too long
- Make sure the teacher is sticking to implementation of the plan with fidelity
  - Teach the teacher precorrection: Precorrection involves the teacher reminding the student of the expectations outlined in the behavior contract prior to class beginning or transitioning to other activities under which the student has a history of exhibiting emotional and/or behavior problems; these precorrection gestures or statements are best delivered immediately preceding the context in which the behavior is expected and provide students with a reminder to increase the probability of success

Self-Monitoring: What and Why

- Increases student's self-management through structured self-reflection time points and self-recording of behavior according to pre-established goals
- Consists of having a student systematically reflect on her behavior and record it on a chart
- Two components
  - Self-observation (reflection of behavior over a certain amount of time)
  - Self-recording (marking down on the chart whether behavior met or did not meet expectations)

- Students with behavior problems have deficits in self-management
- Embeds prompts and cues for self-reflection
- Increases their awareness of their behaviors and

the consequences associated with them
- Enhances self-regulatory behaviors by activating

pre-frontal cortex
- Students are reinforced for engaging in expected behaviors, which allows them to learn and make

the connection between appropriate behavior and   positive outcomes

Making Self Monitoring Work

- Combined with a reward component for meeting a preset goal to increase self-regulation and self-control
  - Adds value or meaning to recording behavior of the chart
- Use of technological device or natural breaks or transitions to prompt self-reflection and self-recording of behavior
- The student must comprehend the self-monitoring chart

- Rest assured that teachers find this intervention to be the most acceptable

Tier 2 intervention- Why?
  - Enhances independence and self-reliance
  - Little teacher time
  - Viewed as more ethical and acceptable than other approaches

Candidate Students for a Self-Monitoring Intervention

- Students with:
  - Behavior excesses (e.g., blurting out answers, calling others names, getting out of seat)
  - Behavior deficits (e.g., not participating in class, failure to initiate social interactions)
  - Externalizing behavior patterns (e.g., oppositional defiance, aggression, impulsivity)
  - Internalizing behavior patterns (e.g., withdrawn, somatic complaints)
  - middle school and up (ability to self-reflect well)
  - Students whose problem behavior occurs frequently
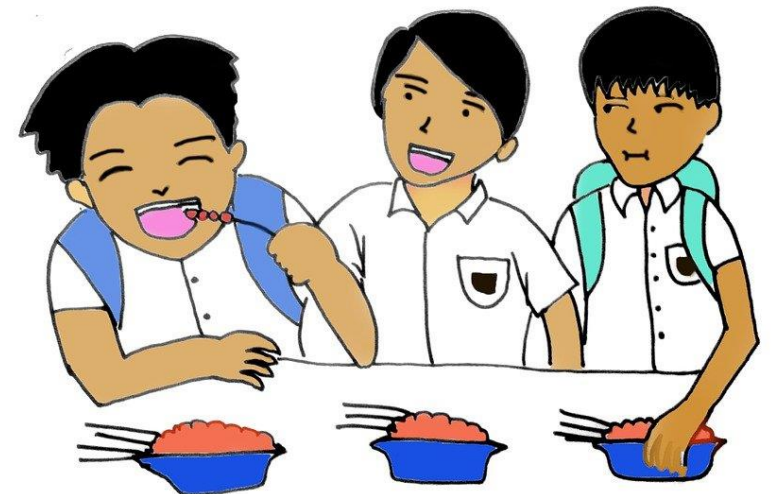
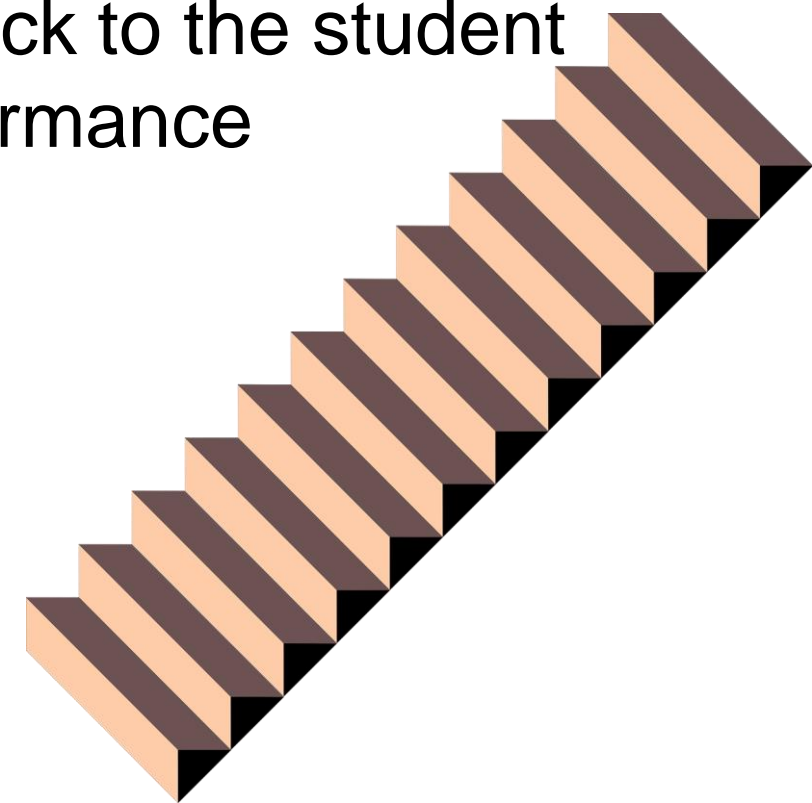# How to Do a Self-Monitoring Intervention

- Step 1:
  - Identify what the student should be doing instead of the problem behaviors
  - Can be more than one thing:
    - e.g., sitting in seat, keeping desk clean, respectful to others, following directions, participating in class, interacting with others etc.
  - Make sure that student understands and knows how to perform the behaviors that are expected of her
  - Link the behaviors to the specific performance goals

- Step 2:
  - Determine how frequently the student will self-monitor and record her behaviors
    - Rule of thumb is the more times the problem behavior occurs, the more frequently students need to self-monitor
    - Can have student self-monitor once every five minutes, at every natural break during the day, or twice daily (depends on age of student)

How to Do a Self-Monitoring Intervention

- Step 3:
  - Develop self-monitoring chart and decide how student will be prompted to self-monitor
    - Have natural breaks in the class (e.g., recess, ring a bell, lunch, transition to library) prompt student to self-monitor.
    - Use of vibrating watches or clocks to trigger student to self-monitor
    - Computer software

- Step 4:
  - Develop a goal with the student, and identify the reinforcers
    - the student will earn if the goal is met
    - This will make the chart take on value and become acurrency that can be exchanged for desirable goods

How to Do a Self-Monitoring Intervention

- Step 5:
  - Start the self-monitoring intervention
    - Student will likely need reminders to self-monitor at the beginning
  - Teacher conducts periodic honesty checks of the student's recording
    - Put a slash (/) through the circle if you agree with the student and an X if you disagree

- Step 6:
  - Collect the self-monitoring charts
  - Determine whether the student is complying with the intervention and meeting preset goals
  - Provide feedback to the student based on performance

How to Do a Self-Monitoring Intervention

- Step 7: Data-based decision
  - Leave the intervention in place
    - Student is responding, but not enough
  - Change the intervention
    - Intervention is not working
  - Stop the intervention (back to Tier I)
    - Student responded adequately to the intervention

SCHOOL NAME:_____

Self-Monitoring Chart

Student Name: Date:

Teacher Name:

Classroom Rules	Morning				Afternoon			
Stayed in seat	1	2	3	4	1	2	3	4
Raised hand to ask question or get out of seat	1	2	3	4	1	2	3	4
Followed teacher directions	1	2	3	4	1	2	3	4
Respected fellow students	1	2	3	4	1	2	3	4
Worked on class assignments	1	2	3	4	1	2	3	4

Rating Scale – Circle a number.
1 = Needs Improvement   2 = Barely OK   3 = Average   4 = Great

If the teacher agrees with the student rating, put a line across the circled rating.

If the teacher does not agree with the student rating, put an "X" in the circle.

Comments:

School-Home Note

- School-home notes are one strategy that holds promise for the primary classroom: the teacher sends home a daily note rating the student's school behaviors (Jurbergs, Palcic, & Kelley, 2007)
- Establishes collaboration and consistency between school and home environments
- Based on the teacher report, the parent provides or withholds a home reward
- School-home notes have the advantages of both strengthening communication between teacher and parents and including the parent in the intervention as dispenser of praise and home rewards.
- Parent can share information with school about outside stressors that may be impacting student behavior at school

Preparation

1. *Select target behaviors.* Teacher and parent pick 2-3 replacement behaviors to track through the school-home note (that is, positive behaviors to replace the student's current challenging behaviors)

1. *Design a **school-home note**.* Teacher and parent create a note incorporating target behaviors. While any rating format may be used, a simple version may be best--e.g., Yes (2 pts)...So-So (1 pt)......No (0 pts). (create free Behavior Report Cards, on Intervention Central to use with home note)

1. *Decide on the cut-point for an acceptable daily school-home note rating.* Parent and teacher decide on the minimum daily points that the child must earn on the school-home note to be eligible to earn a reward.

1. *Develop a reinforcer menu.* Based on a knowledge of the child, the parent develops a reinforcer ('reward') menu containing 4-8 reward choices. Whenever the student attains a positive rating on the school-home note, they can select a reward from this menu.

Implementation

DAILY:

1. *Rate the student's school behavior.* At the end of the school day, the teacher rates the student's behavior on the school-home note. The teacher meets briefly with the student to share feedback about the ratings and offers praise (if the ratings are positive) or encouragement (if the ratings are below expectations).

1. *Send the completed school-home note to the parent.* The teacher communicates the school-home note results with the parent in a manner agreed upon in advance, e.g., in the student's backpack, via email or a voicemail report.

1. *Provide the home reward.* Parent reviews the most recent school-home note with the child. If the child attained the minimum rating, the parent provides praise and allows the student to select a reward from the reinforcer menu. If the student failed to reach the rating goal, the parent withholds the reward but offers encouragement.

Maintenance

Updated Periodicaly:

1. *Refresh the reinforcer menu.* Every 2 to 3 weeks, the parent should update the reinforcer menu with the child to ensure that the reward choices continue to motivate.

1. *Raise the school-home note goal.* Whenever the student has attained success on the school-home note on most or all days for a full 2 weeks, the teacher and parent should consider raising the student point goal incrementally.

Small Group Social Skills or Social Emotional Skills Training

- Group of 3 to 5 students who lack either social skills or social-emotional skills
  - Can't do problems vs. won't do problems
- Social skills
  - Active listening, taking turns, sharing, being on time, waiting patiently, etc.
- Social-emotional skills
  - Emotion regulation, coping skills, empathy, resiliency, problem-solving, attention training

Activity Time!

- Role Play
- You will be randomly assigned into breakout rooms, groups of 4-5
- Your group is the team assigned to the student presented
- You'll be assigned either Vignette 1 or 2
- Please each pick a tool (or tools) to utilize with this student and have a plan ready to share during the debrief
- Let us know if any questions or clarifications needed
- After 15 minutes we will return to debrief

Debrief

- Each group to share
- What did you learn?
- Was it difficult/easy to match the tool to the problem the "student" presented?
- Do you think these tools will be useful in your daily practice?
- What barriers may you encounter with implementation?

Q&A
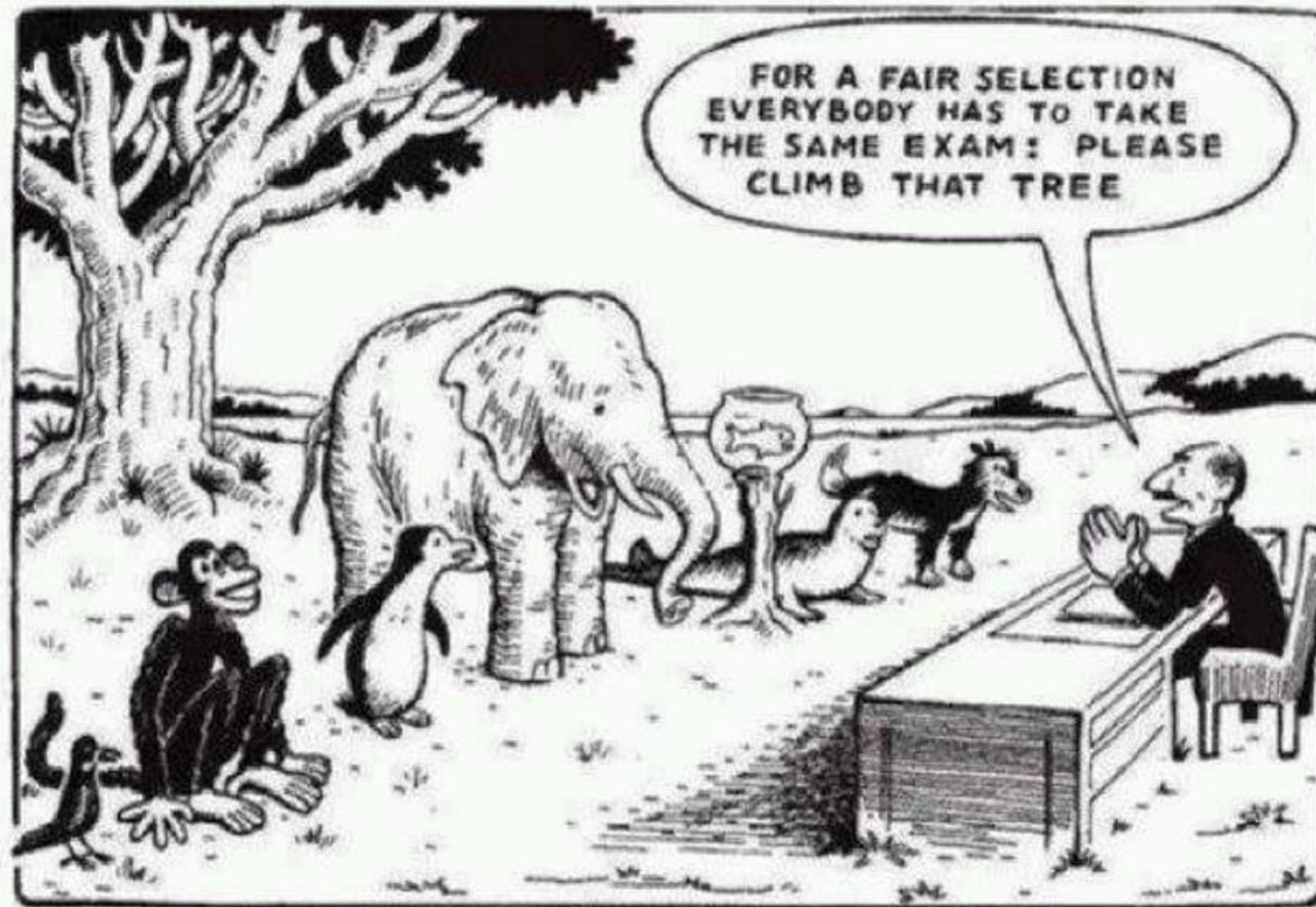
References

- www.casel.org
- www.interventioncentral.org
- www.nasponline.org
- https://www.pent.ca.gov

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