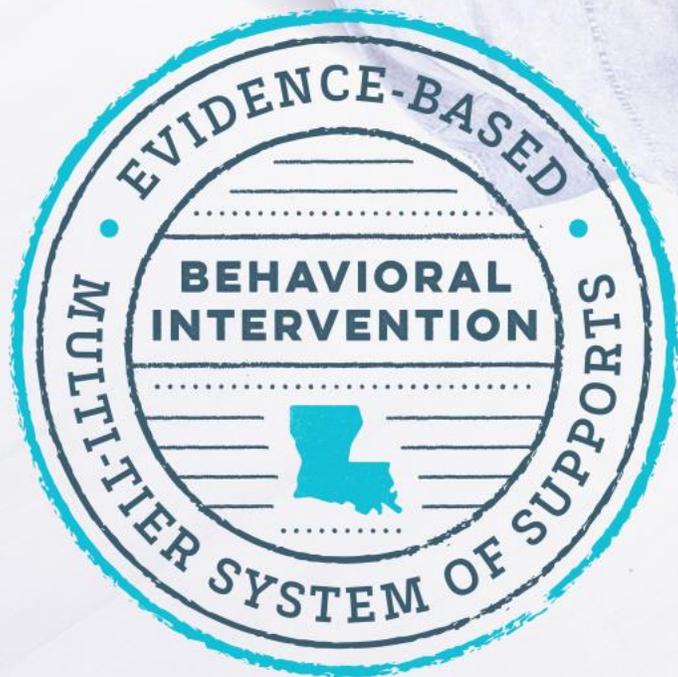


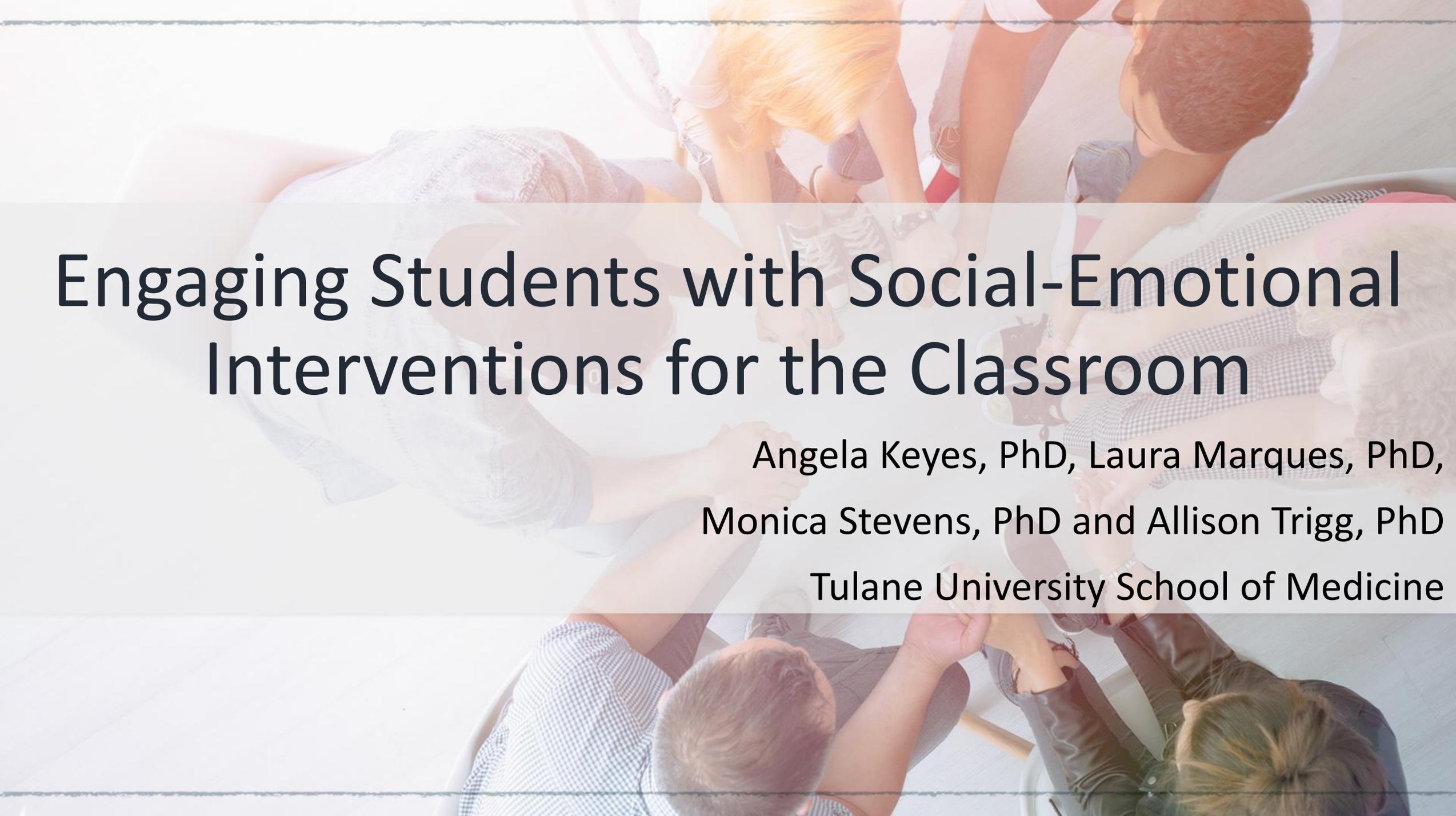
2019

BEHAVIORAL INTERVENTION SUMMIT



January 30, 2019 • Raising Cane's River Center, Baton Rouge

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Engaging Students with Social-Emotional Interventions for the Classroom

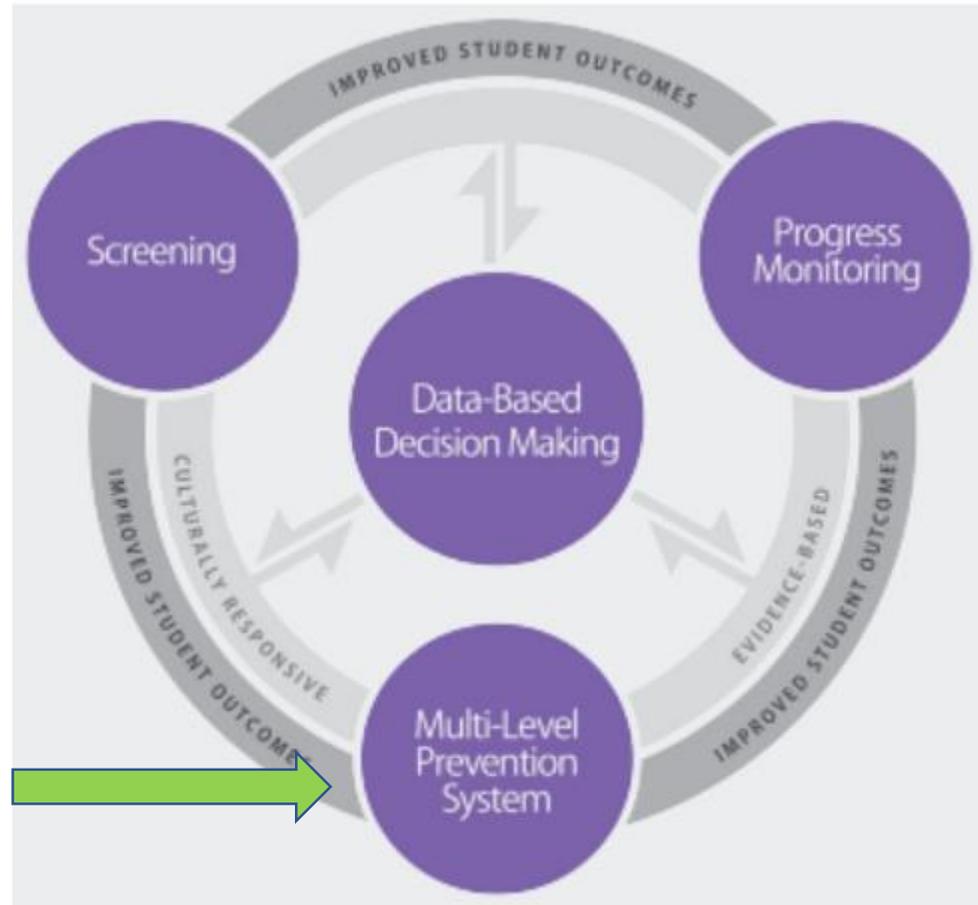
Angela Keyes, PhD, Laura Marques, PhD,
Monica Stevens, PhD and Allison Trigg, PhD
Tulane University School of Medicine



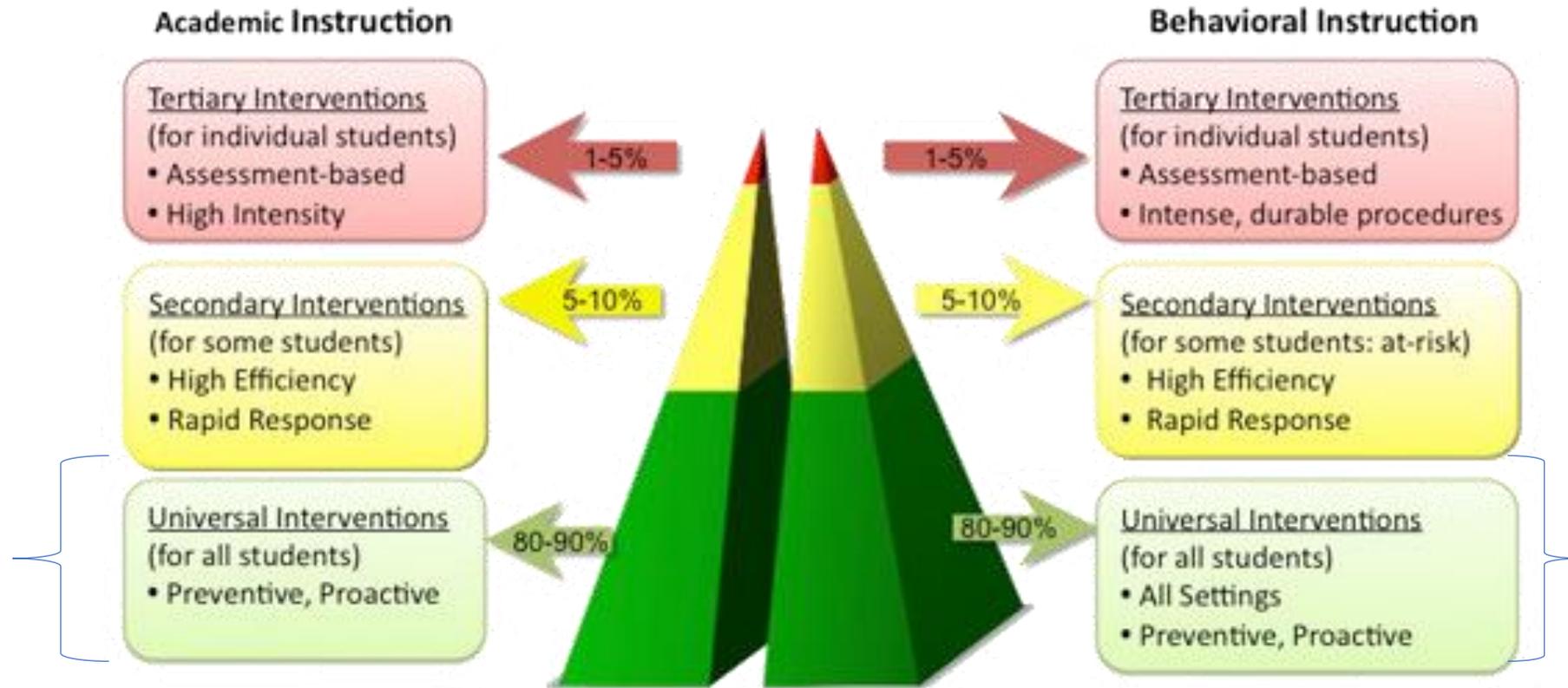
Objectives

- Understand how to select appropriate curricula and strategies that support the development of social and emotional skills
- Discuss and practice selection of evidence-based curricula and strategies using this portfolio

Multi-Tier System of Support



Multi-Tier System of Support and Evidence-Based Practice





Social-Emotional Learning Curricula and Strategies Portfolio

Purpose:

- Provide a tool for educators and others to examine within a multi-tier system of supports (MTSS) the array of social-emotional learning (SEL) curricula and strategies available and make appropriate selections for more detailed review leading to use in schools.
- This portfolio is intended to be a resource for identifying evidence-based social emotional curricula. Schools should further examine curriculum fit with desired outcomes in collaboration with their behavioral health partner.



SEL Curricula and Strategies Portfolio

Suggested Prerequisites:

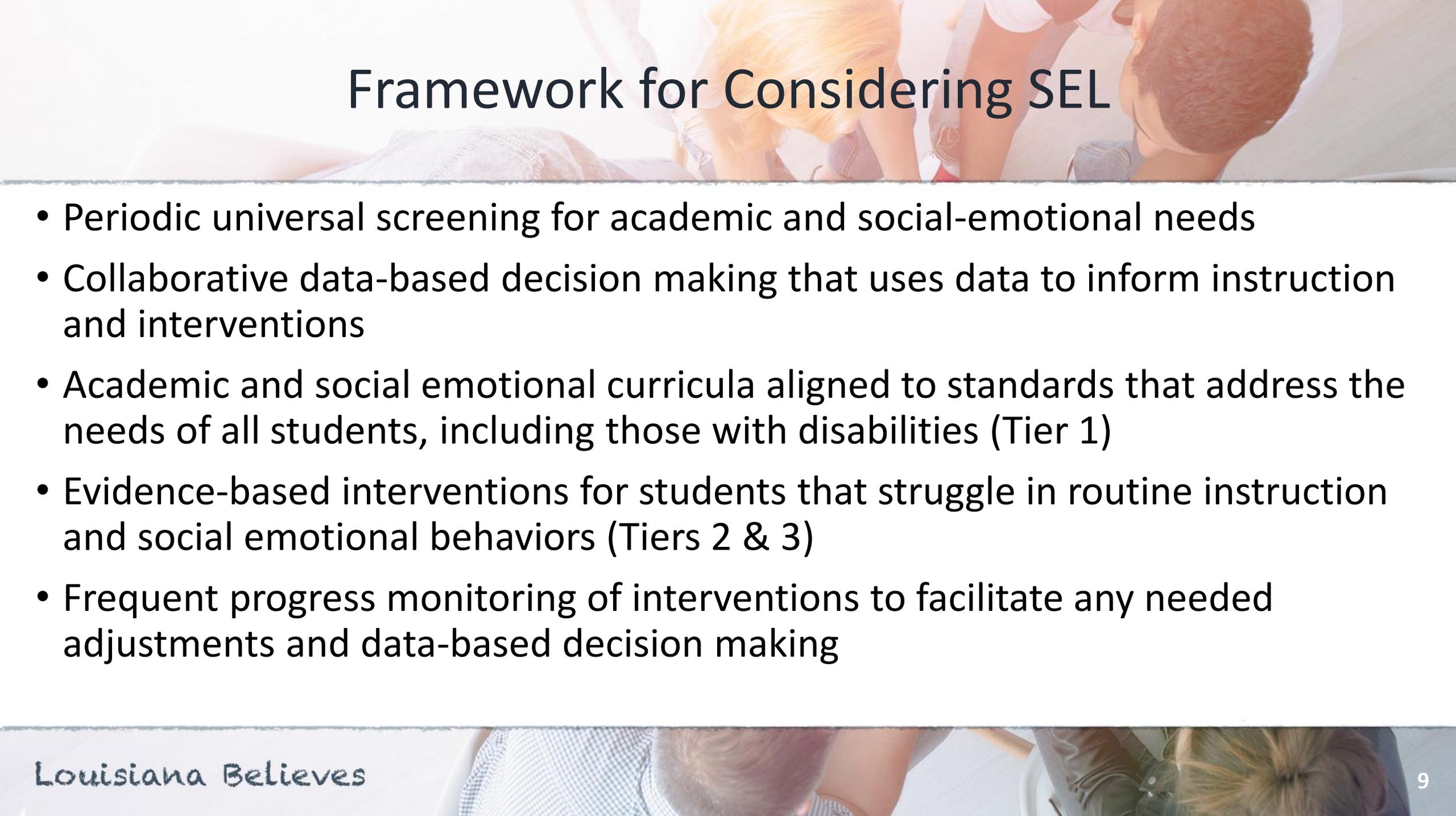
- Targeted curricula are most effective when implemented within the context of systems-level and overarching frameworks
- These frameworks rely strongly on administrative support to develop systems that address the unique needs of successful implementation



Defining Social and Emotional Learning

The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions



Framework for Considering SEL

- Periodic universal screening for academic and social-emotional needs
- Collaborative data-based decision making that uses data to inform instruction and interventions
- Academic and social emotional curricula aligned to standards that address the needs of all students, including those with disabilities (Tier 1)
- Evidence-based interventions for students that struggle in routine instruction and social emotional behaviors (Tiers 2 & 3)
- Frequent progress monitoring of interventions to facilitate any needed adjustments and data-based decision making



Screening as a First Step

- Before beginning an SEL curriculum, it is helpful to screen all students' functioning in the five SEL competencies
- It is also helpful to examine student behaviors, such as attendance, tardiness and discipline referrals
- Screening should be brief, efficient, and assess indicators of skill development
- Screening provides a snapshot in time to determine which students need more targeted assessment

Social-Emotional Competencies



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Using the Portfolio

- This purpose of the portfolio is to provide a description of curricula/programming suitable for deeper examination and possible implementation.
- The portfolio is designed to help schools examine school processes that support students becoming good citizens.
- Portfolio



Portfolio Areas of Focus



Basic Information

- Name
- Publisher
- Tier/Priority Level
- Grade Level
- Purchasing/Contact Information



Overview

- Description: 1-2 paragraphs describing the program
- Area of Focus (e.g., building relationship, positive communication)
- Instructional Methods
- Sequence



Professional Development

- Specific information about what publishers/developers require for the individuals who will be facilitating the program(s)
- Training may vary from online training, to attending 1-2 day workshops, to bringing a trainer in to meet goals specific to school



Evaluation Assessment Tool

- Details ways in which schools can assess factors that illustrate the success of the program
 - Formative and summative assessments to benchmark student skills
 - Track student progress in acquiring social-emotional skills
 - Implementation fidelity
- Evaluation may consist of surveys, checklists, guidelines, focus groups, etc.



Cost

- Details the costs associated with implementing the program
- Prices vary based on a number of factors:
 - Training costs
 - Manuals
 - Materials



Walk Through an Example from the Portfolio



Promoting Alternative Thinking Strategies (PATHS)

CURRICULUM/PROGRAM: PATHS® (Promoting Alternative Thinking Strategies)

PUBLISHER/COMPANY: Channing Bete Company (<http://www.channing-bete.com/paths>)

TIER/PRIORITY LEVEL: 1

GRADE LEVEL: Pre-Kindergarten-6th Grade (Grade differentiated lessons Pre-Kindergarten-4th Grade and single set of lessons for grades 5 and 6)

PURCHASING/CONTACT INFO: Seth Ainsworth, 1-888-834-6627 ext. 5412, <http://channing-bete.com/paths>, sainsworth@channing-bete.com



Promoting Alternative Thinking Strategies (PATHS)

PROGRAM OVERVIEW

Description

Program is intended to reduce aggression and behavior problems by promoting students' development of social emotional competence. Preschool PATHS has a focus on basic social and emotional skills in four domains: 1) friendship and prosocial behavior, 2) emotional knowledge, 3) self-control, and 4) social problem solving. The elementary grades have units that teach students to recognize and label emotional cues, show good manners, turn taking, and creating and sustaining friendships. The fully scripted lessons typically include an introduction and/or review, discussion and/or activity, and a wrap-up. There are optional lessons and supplementary activities that are provided. There is also send-home materials included in PATHS® (R) to help promote consistent use and reinforcement of skills at home. Family/caregiver handouts are included in lessons.

Promoting Alternative Thinking Strategies (PATHS)

Area of Focus

Grades PK-4

- Self-control
- Emotional Understanding
- Self-esteem
- Relationships
- Interpersonal Problem Solving Skills

Grades 5-6

- Goal Setting
- Organizational Skills
- Friendships
- Empathy

Instructional Methods

- Discussion
- Visual displays
- Stories
- Role-play
- Skill practice



Promoting Alternative Thinking Strategies (PATHS)

Sequence

- 36-53 lessons provided (1-2 lessons per week)
- Approximately 30 minutes per lesson

PROFESSIONAL DEVELOPMENT

Lessons are scripted and teacher modeling is embedded however the program encourages modifications based on individual teaching practices or unique classroom situations. The program provides suggestions for preparing for lessons, helping students adopt the new skills, and responding to challenging behaviors. It is recommended that teachers implementing the program participate in an informal training prior to implementation and then a subsequent two day workshop. For an additional cost certified trainers are available.



Promoting Alternative Thinking Strategies (PATHS)

EVALUATION/ASSESSMENT TOOL

A pre-post evaluation tool is provided that allows a teacher or observer to rate students in 3 domains (Aggression/Disruptive Behavior; Concentration/Attention; Social and Emotional Competence), along with instructions for use. The PATHS® program is also compatible with third party SEL assessment tools, such as DESSA.

COST

A grade-specific PATHS Classroom Module is ordered for each participating classroom within each school. Classroom Modules provide a comprehensive set of materials, providing the teacher with the materials needed to implement the program in his or her classroom. Classroom Modules range in price depending on the grade level, beginning between \$439-\$879 each, with quantity-based discounts available. A detailed price quote that is customized to the needs of the school system can be provided, including optional training services from independent training providers.



Selecting a Program

Considerations:

- What are the areas of concern identified by the problem solving team?
- What level or tier do the students require?
- Does the school have the resources (e.g., space, staff, financial) that are needed to implement the program? If not, is it feasible for the school to obtain the necessary resources?
- Which remaining programs seem to best meet the school's needs and are validated with similar groups of students?



Example

Pelican Elementary School is an elementary school located in an urban area serving children from PK-5th grade. Needs assessment conducted with MTSS team demonstrated moderate to high levels of psychosocial stressors among students, with moderate levels of parental involvement. Student body is 52% African-American and 48% Caucasian American with 88% who qualify for free or reduced lunch.



Selecting a Curriculum

- The MTSS team considered the need to implement a complementary behavioral intervention and narrowed its focus to programs that had both prevention and intervention components.
- The MTSS team used the Behavioral and Emotional Screening System (BESS) to assess behavioral and emotional strengths and overall mental health status of the student body.
- Most of the 215 children screened had generally appropriate social-emotional skills.



Screening Information and Decision Made

- However, 29 students obtained elevated or very elevated BESS scores
- Of the 29 students, 16 screened positive for social skills deficits.
 - Other students were referred by teachers, flagged for excessive absences or flagged for behavioral concerns
- Based upon these factors, the team chose the PATHS curriculum, which is one component of the Fast Track Program.



Practice

Think about your school/school system:

- What information do you have that would help you select a curriculum?
- What additional information do you need?
- Select two curricula in the portfolio that may be appropriate, considering the resources of the school.
- What questions need to be answered to determine appropriateness of fit for the selected curricula?



Contact Information

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Questions?