INTERVENTION FOR EMOTIONAL AND BEHAVIORAL DISORDERS: FROM PRACTICAL TO POSSIBLE

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LEHIGH UNIVERSITY

AGENDA

- Overview of status of students with EBD
- Some issues related to intervention
- Simple strategies to prevent problem behavior
- Basic interventions
- Additional interventions for nonresponders



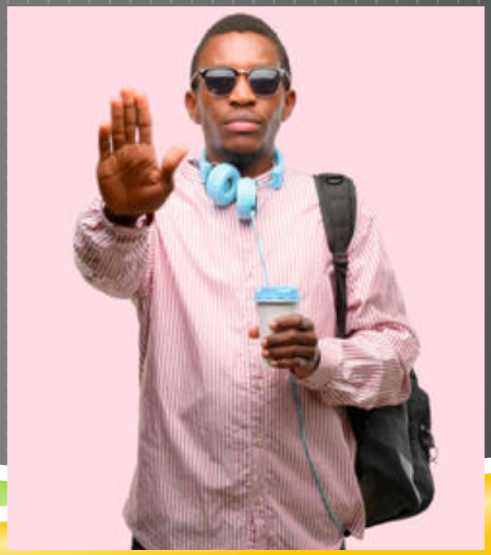
BACKGROUND

- Poor outcomes among students with emotional and behavioral problems
  - High dropout rate
  - Poor academic achievement
  - Poor post-school outcomes



BACKGROUND

- Poor outcomes
  - Highest number of school disciplinary actions, suspensions, and unexcused absences
  - Frequently placed in restrictive settings
  - 15% of students with EBD are retained in a given grade (more than twice the national average)



SOME ISSUES…



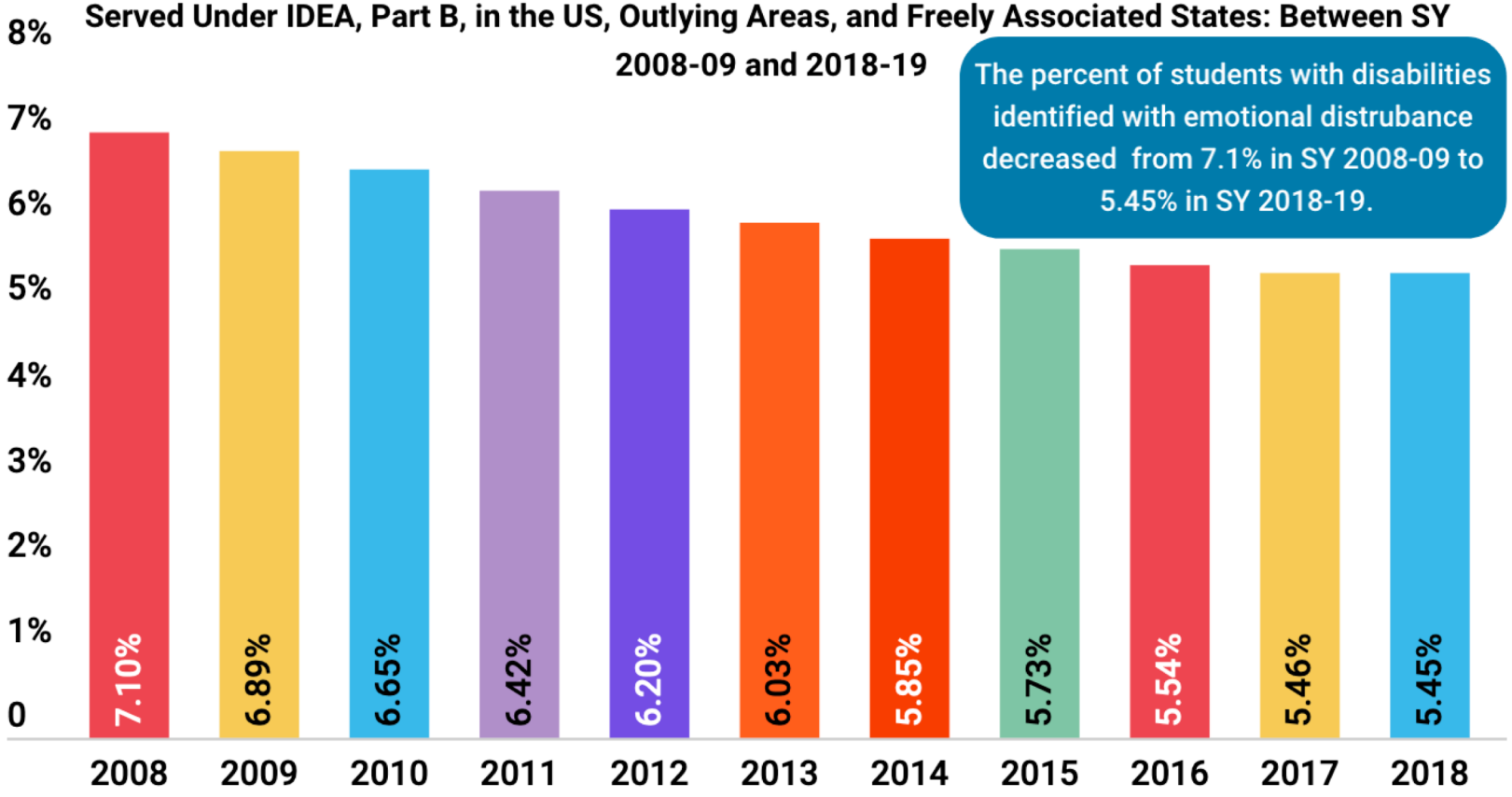
ISSUE #1: IDENTIFICATION

- Definition is vague
- Focus on externalizing
- Under-identification
- Identification at a late age

PREVALENCE

- 16.5% of the school age population has been diagnosed with a serious mental health disorder (CDC, 2020)
- 20% of children and adolescents experience a mental, emotional, or behavioral disorder each year (Merikangas, et al., 2010)
- As many as 1 in 10 children have a mental, behavioral, or learning problem that interferes with their ability to function effectively in school or the community (Merikangas, et al., 2010)
- Students identified as EBD (ED) under IDEA = less than 1%

Percentage of Students with Disabilities Identified with Emotional Disturbance, Ages 6 to 21, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: Between SY 2008-09 and 2018-19



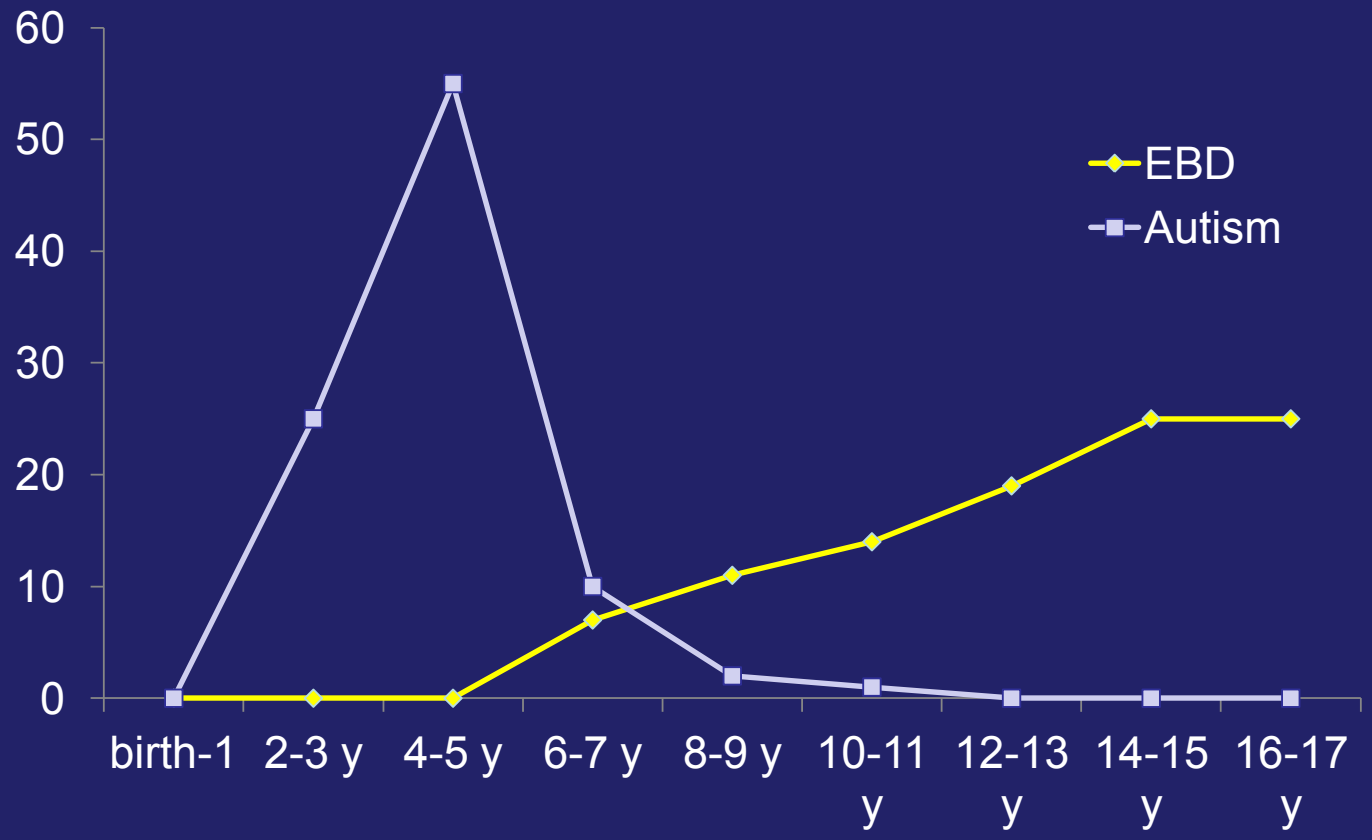
The percent of students with disabilities identified with emotional distrubance decreased from 7.1% in SY 2008-09 to 5.45% in SY 2018-19.

Source: U.S. Department of Education, EDFacts Data Warehouse (EDW): "IDEA Part B Child Count Collection" 2008-09 to 2009-10, "IDEA Part B Child Count and Educational Environments Collection" 2010-11 to 2018-19. https://go.usa.gov/xdp4k.

Data from 2008 - 2011 includes US and Outlying areas data from 2012 - 2018 includes the US, Outlying Areas, and Freely Associated States.

Percentage of Students with Disabilities Exiting School, Ages 14 to 21, By Basis of Exit, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2017-18

Identification Rates
EBD Diagnosis v. Autism



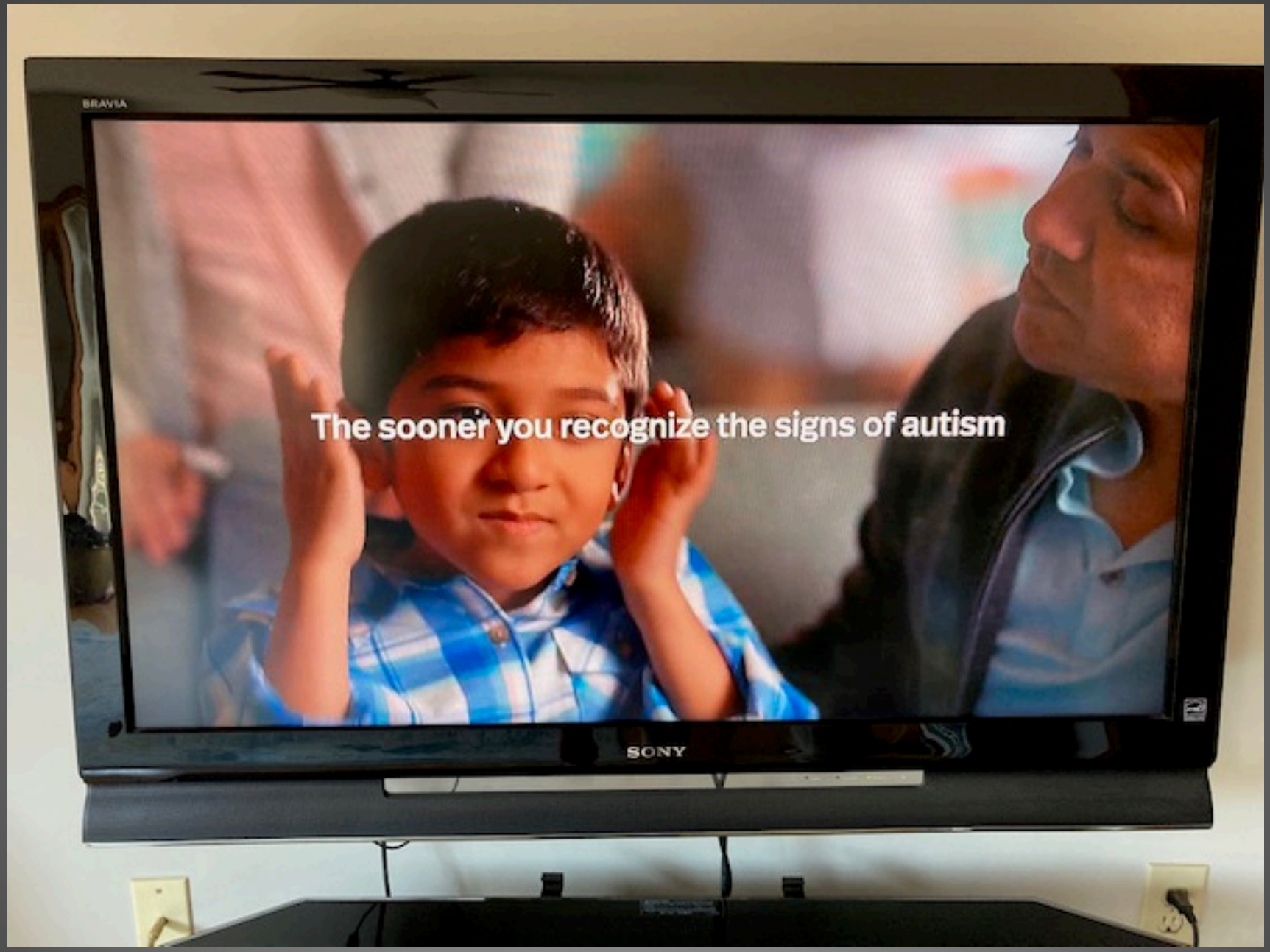


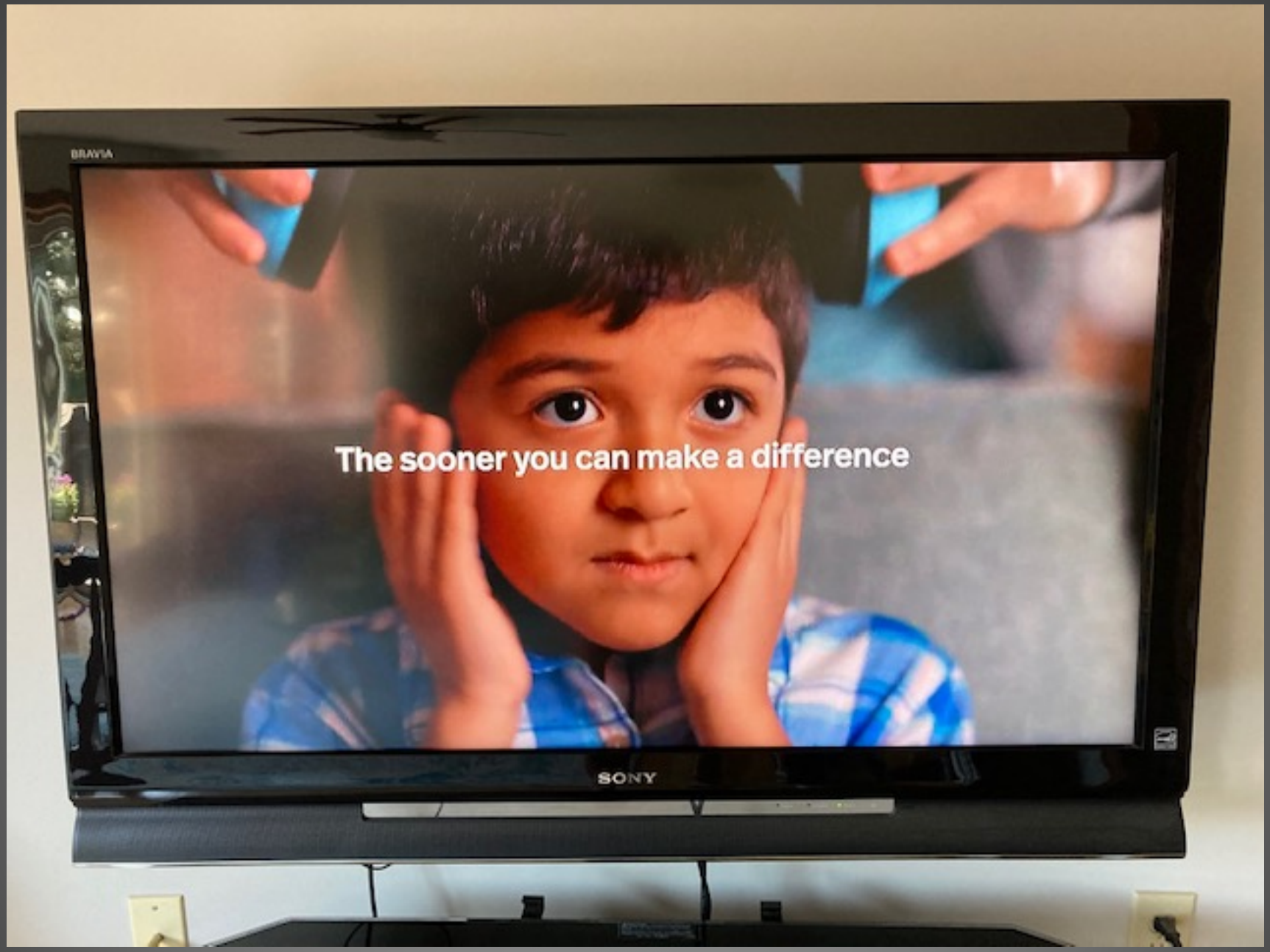

Every 20 minutes
a child is diagnosed
with autism.

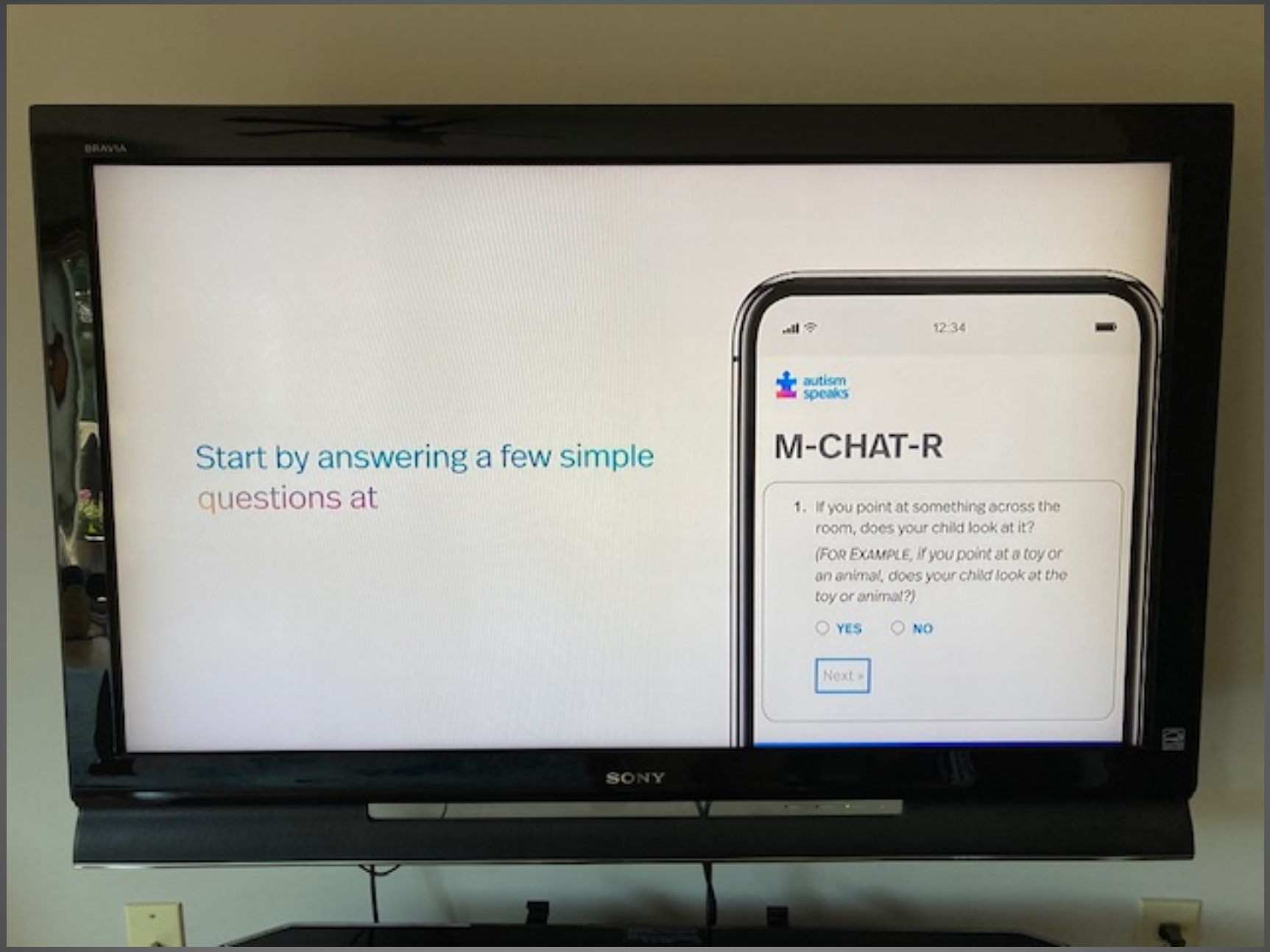


Every 2 minutes a child is diagnosed with a mental health disorder

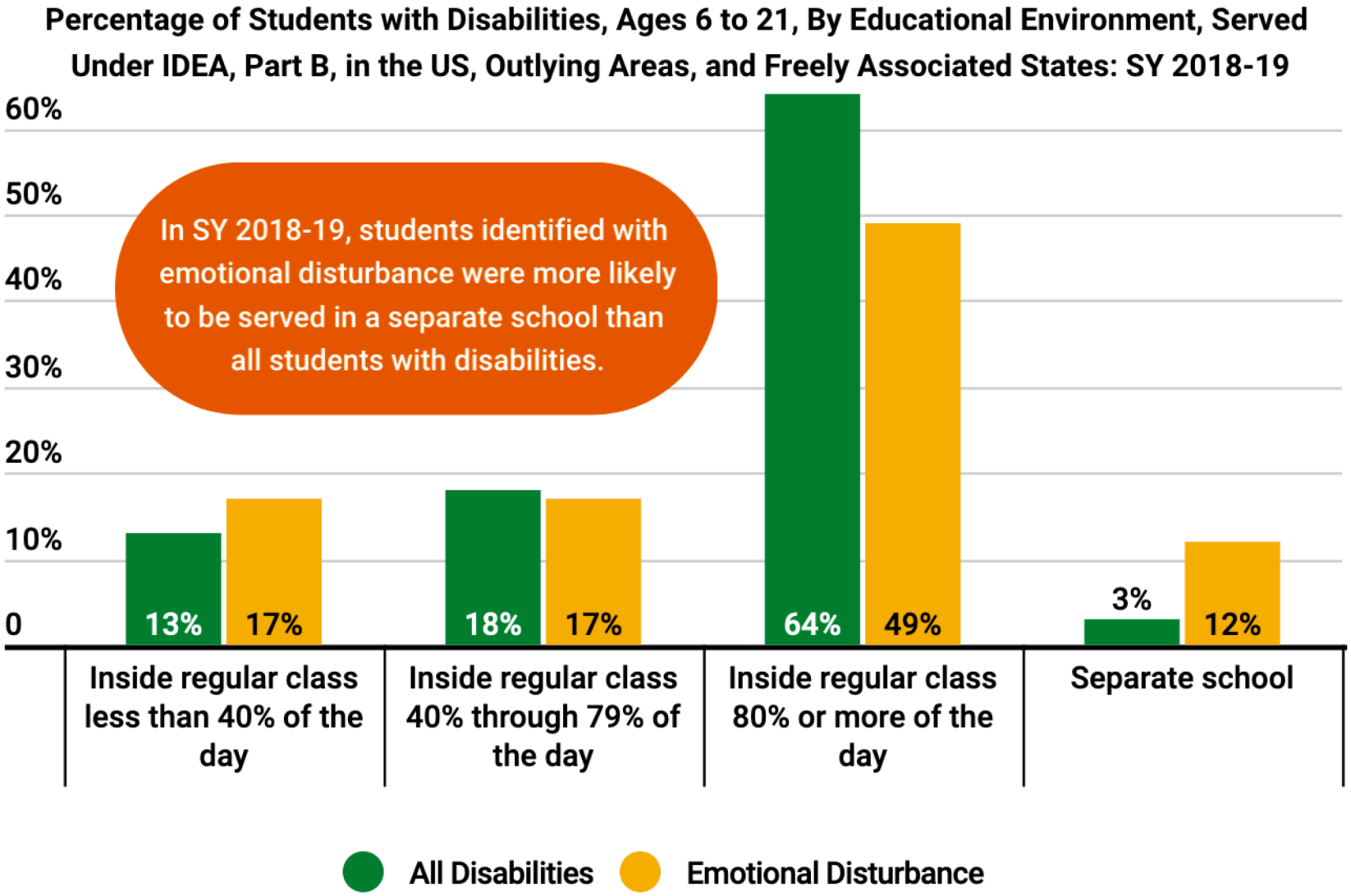
NAMI
National Alliance on Mental Illness


BRAVIA
The sooner you recognize the signs of autism
SONY


BRAVIA
The sooner you can make a difference
SONY


BRAVIA
Start by answering a few simple questions at
12:34
autism speaks
M-CHAT-R
1. If you point at something across the room, does your child look at it?
(FOR EXAMPLE, if you point at a toy or an animal, does your child look at the toy or animal?)
YES
NO
Next »
SONY

ISSUE # 2: PLACEMENT


Percentage of Students with Disabilities, Ages 6 to 21, By Educational Environment, Served Under IDEA, Part B, in the US, Outlying Areas, and Freely Associated States: SY 2018-19
60%
50%
40%
30%
20%
10%
0
In SY 2018-19, students identified with emotional disturbance were more likely to be served in a separate school than all students with disabilities.
13%
17%
18%
17%
64%
49%
3%
12%
Inside regular class less than 40% of the day
Inside regular class 40% through 79% of the day
Inside regular class 80% or more of the day
Separate school
All Disabilities
Emotional Disturbance

SCHOOL-BASED SERVICES
HENDRICKSON ET AL., (2008)

- Examined services of 99 students with EBD placed either in self-contained classrooms within regular schools (n=49) or in segregated schools (n=50).
- Those in regular schools had greater decreases in problem behavior and more gains in appropriate behaviors than those in the segregated school settings

ACADEMIC OUTCOMES

- Research suggests that academic performance of students in segregated schools may decline in some areas (Lane et al., 2008)

ISSUE #3: LACK OF PREVENTION

- Behavior management a major concern among teachers
- Teachers receive limited instruction in behavior management

TEACHER TRAINING

- Syllabus review of general education teacher preparation programs (State et al., 2010)
  - 15% required no course in behavior management
  - 46% required one course in behavior management
  - Mean number of minutes spent on topic of intervention – 168 (less than 3 hours)
- Survey of type of behavior management strategies taught in teacher prep programs (Flower et al., 2017)
  - 62% of colleges/universities indicated courses or experiences related to behavior management
  - 87% taught universal methods (e.g., rules, routines, parent communication, climate)
  - 57% taught methods to increase appropriate behavior
  - 54% discussed behavior assessment

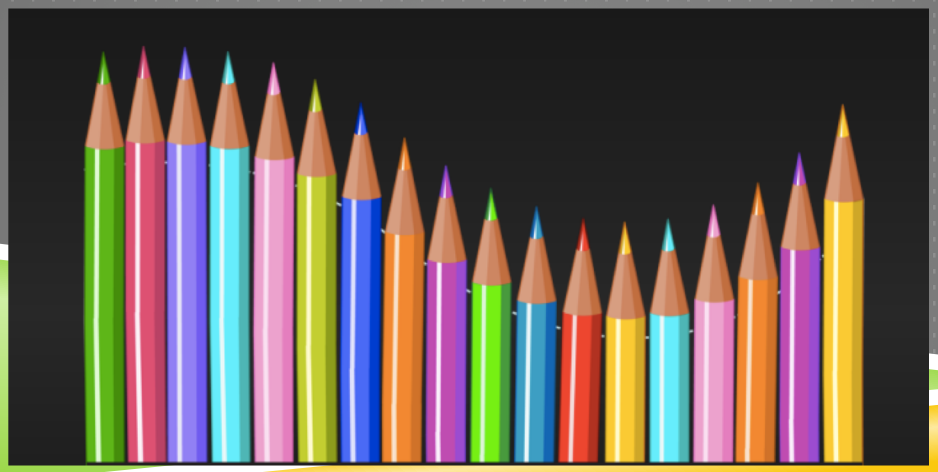
ISSUE #4: QUALITY OF SERVICES

- There are no consistent services or programs for students with EBD
- Problems with measurement of outcomes

WHAT CAN WE DO???

PREVENTION:

- Prevention
  - Better teacher training in behavior management
    - Pre-service, in-service coaching
    - Universal approaches
      - Classroom management/Expectations
      - Social-emotional learning
      - Tier 2



PREVENTION: FUNCTIONAL THINKING

- When problem behavior occurs, think why



SIMPLE STRATEGIES: POSITIVE GREETINGS AT THE DOOR COOK ET AL., 2018)

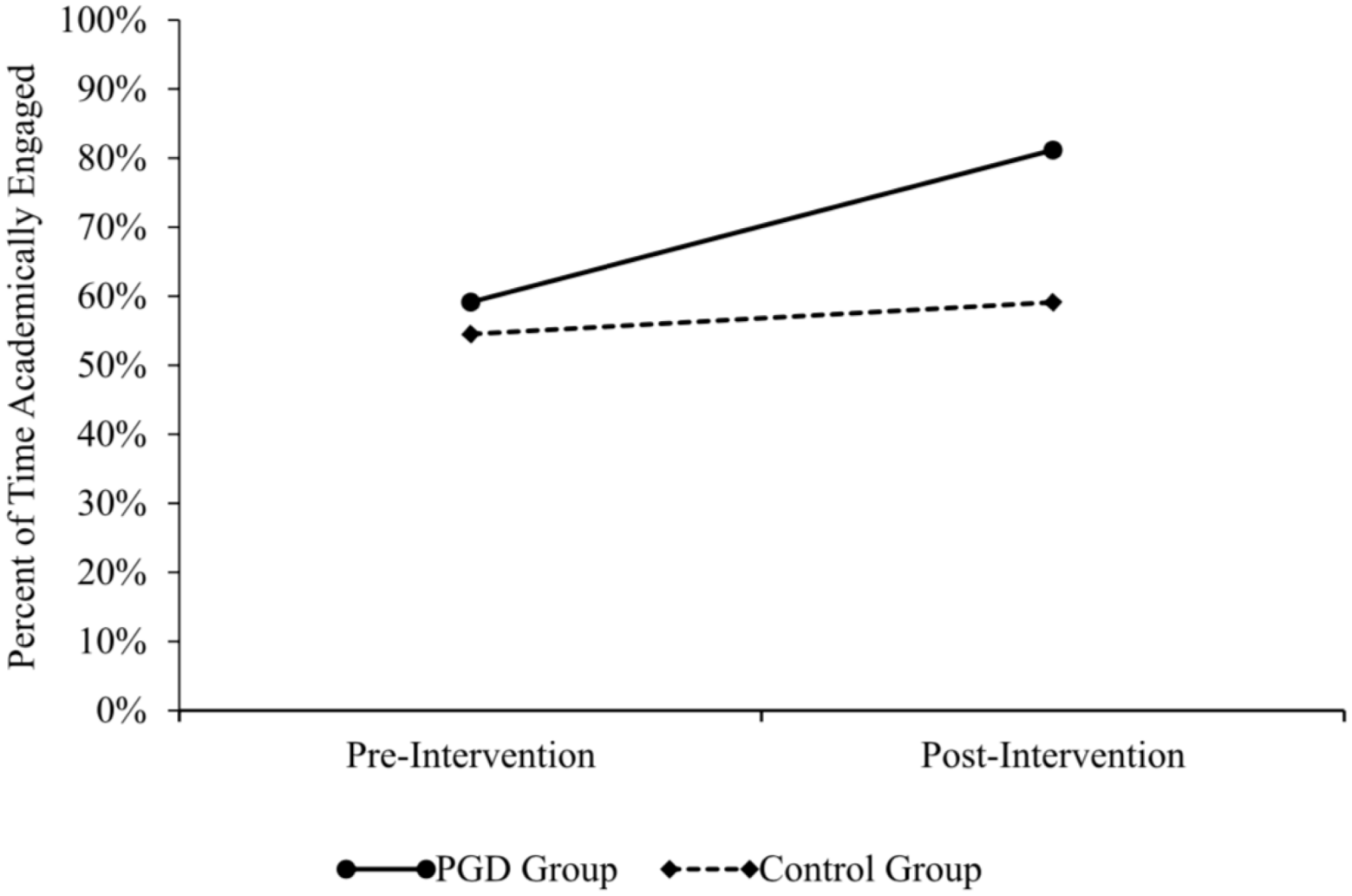
- 10 classrooms
- Grades 6, 7, 8
- Comparison: 2 groups (randomized block design)
- Randomly assigned to Greetings at the Door or Attention Control

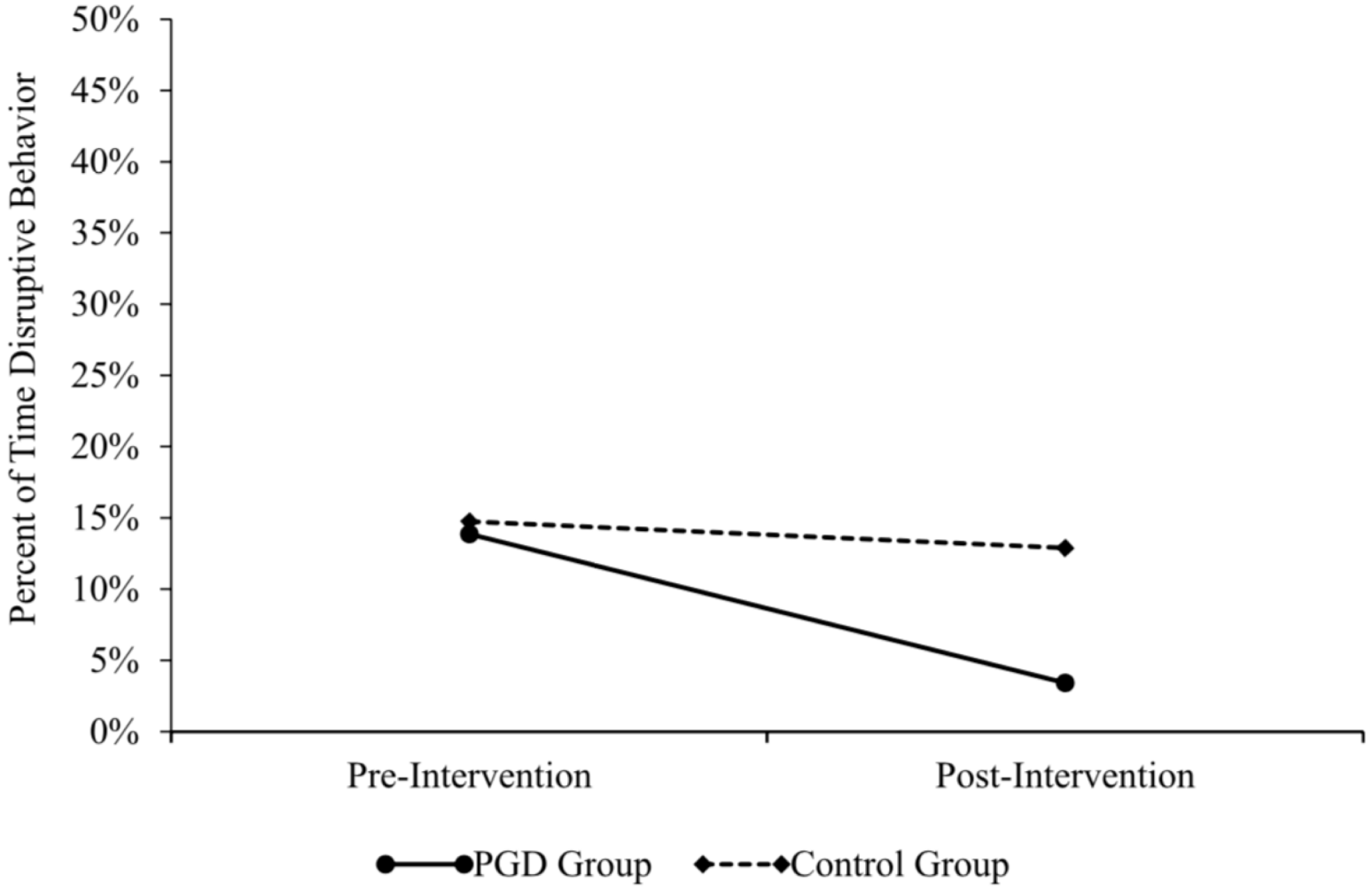


GREETINGS AT THE DOOR 3 COMPONENTS

- Social belonging strategy: Personal interaction
  - Greeting using student's name, handshake or nonverbal (fist bump, pat on shoulder)
- Encourage appropriate behavior: Precorrective statements, whole class and individual
  - Reminded the student of behavior that will result in success (e.g., "If you pay attention to the science review, you will do well in class"; "Sally, remember to ask for help if you have difficulties in science")
- Decrease truancy: Positive reinforcement contingency
  - Teacher recognized students for being on time to class




Percent of Time Academically Engaged
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
Pre-Intervention
Post-Intervention
PGD Group
Control Group


50%
45%
40%
35%
30%
25%
20%
15%
10%
5%
0%
Percent of Time Disruptive Behavior
Pre-Intervention
Post-Intervention
PGD Group
Control Group

SIMPLE STRATEGIES: CHOICE AS AN INTERVENTION



WHY IS CHOICE AN EFFECTIVE INTERVENTION?

- Reinforcement effect resulting from differential consequences
- Reinforcement value independent of (or in addition to) chosen stimuli

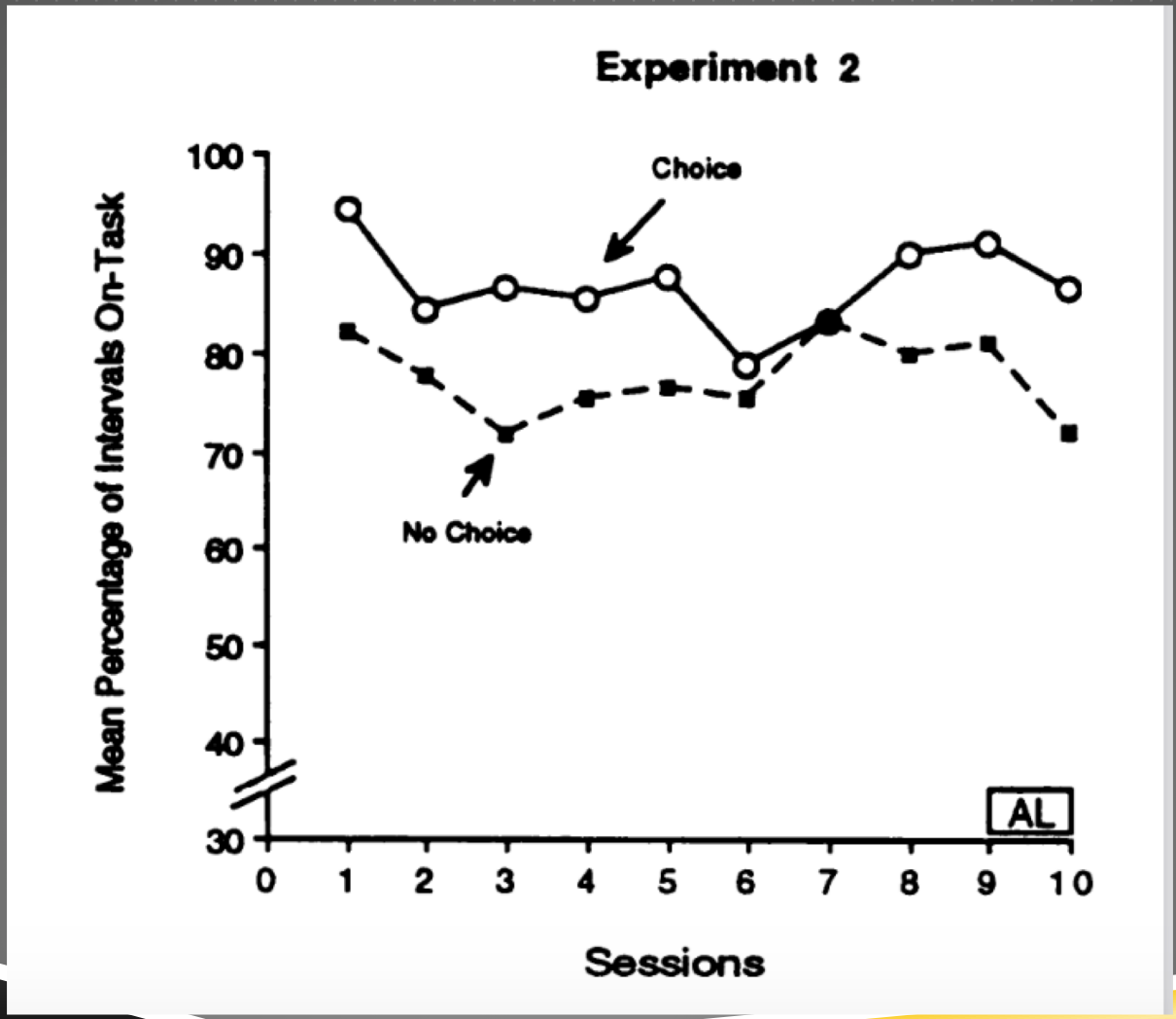


RESEARCH EVALUATING MECHANISMS OF CHOICE

- Equate preference within choices (e.g., choice of low preferred)
- Yoke selections made by participants
- Concurrent operants paradigm (basic research)
- [Comparison of effectiveness of different types of choice]



Bambara et al., (1994)
Choice/no choice, low preferred tasks

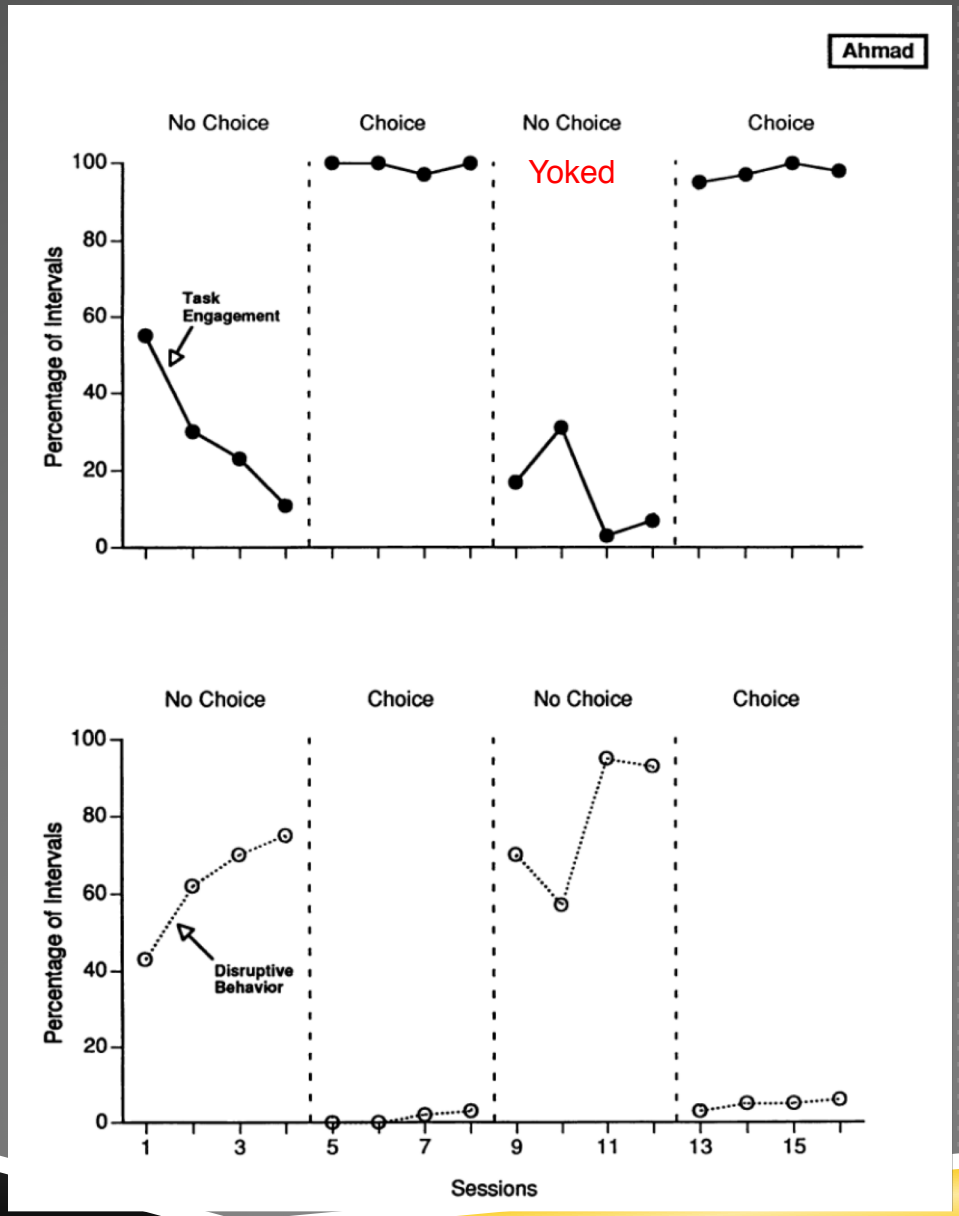


Dunlap et al. (1994)
Yoked selections made by participants

Table 2

Books Selected for Each Session in Study 2

Condition	Session	Book
No Choice 1	1	*Ella*
	2	*Chester the Worldly Pig*
	3	*Cyrus the Unsinkable Sea Serpent*
	4	*Jethro and Joel Were a Troll*
Choice 1	5	*Chester the Worldly Pig*
	6	*Cowardly Clyde*
	7	*Chester the Worldly Pig*
	8	*Cowardly Clyde*
No Choice 2 (yoked control)	9	*Chester the Worldly Pig*
	10	*Cowardly Clyde*
	11	*Chester the Worldly Pig*
	12	*Cowardly Clyde*
Choice 2	13	*Hubert's Hair Raising Adventures*
	14	*Hubert's Hair Raising Adventures* and *Big Bad Bruce*
	15	*Cowardly Clyde, Big Bad Bruce,* and *Hubert's Hair Raising Adventures*
	16	*Cyrus the Unsinkable Sea Serpent*


Ahmad
No Choice
Choice
No Choice
Choice
Yoked
Percentage of Intervals
100
80
60
40
20
0
Task Engagement
No Choice
Choice
No Choice
Choice
Percentage of Intervals
100
80
60
40
20
0
Disruptive Behavior
1
3
5
7
9
11
13
15
Sessions

FISHER ET AL. (1997) BASIC: CONCURRENT OPERANTS



Choice of 2 reinforcers



Adult selected reinforcer (yoked)



Control
No consequences

PHASES: High preference (2 high preference items presented)
Low preference (2 low preference items presented)
High & low (1 high, 1 low preference item presented)

RESULTS (EXPERIMENT 1)

- All 3 participants responded almost exclusively on key associated with choice, even though reinforcers identical for adult choice key



FISHER ET AL. (1997): EXPERIMENT 2



Choice of 2

low pref. items



No Choice

Low or hi preferred (randomized and

equally divided)



Control

No consequences

RESULTS: EXPERIMENT 2

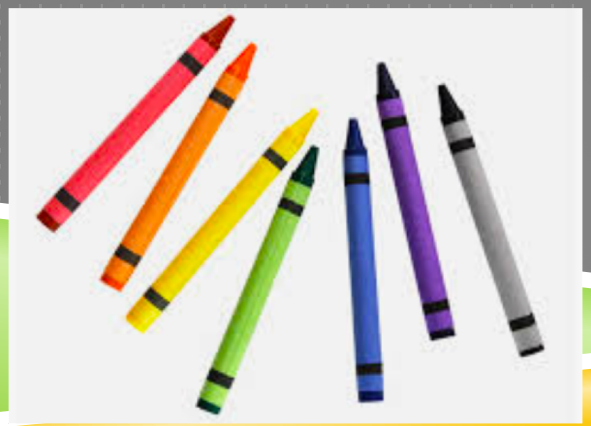
- 2 of 3 participants responded on no choice key
- 1 participant continued to respond on choice key (even though it resulted in less preferred reinforcers)
- Eventually responding changed when contingencies changes so that all high preferred offered during no choice and all low preferred offered during choice)

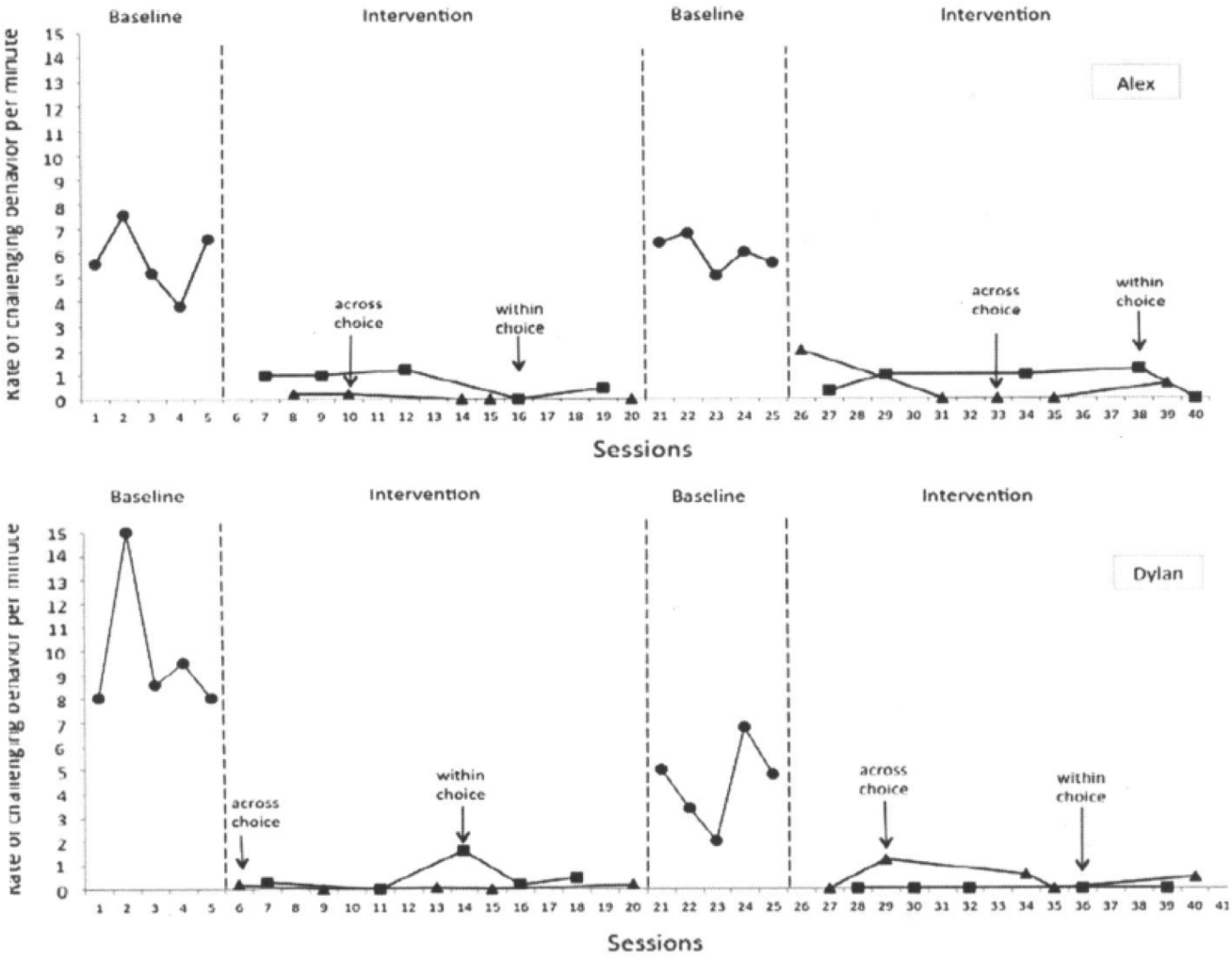


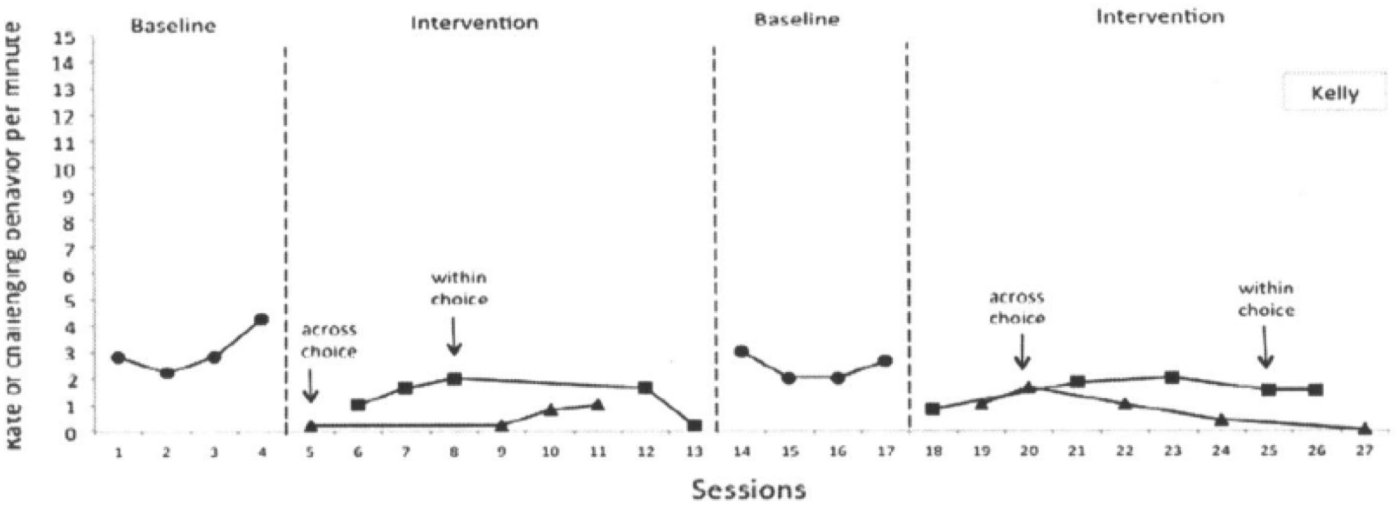
RISPOLI ET AL. (2013) COMPARISON OF WITHIN-ACTIVITY AND ACROSS-ACTIVITY CHOICE

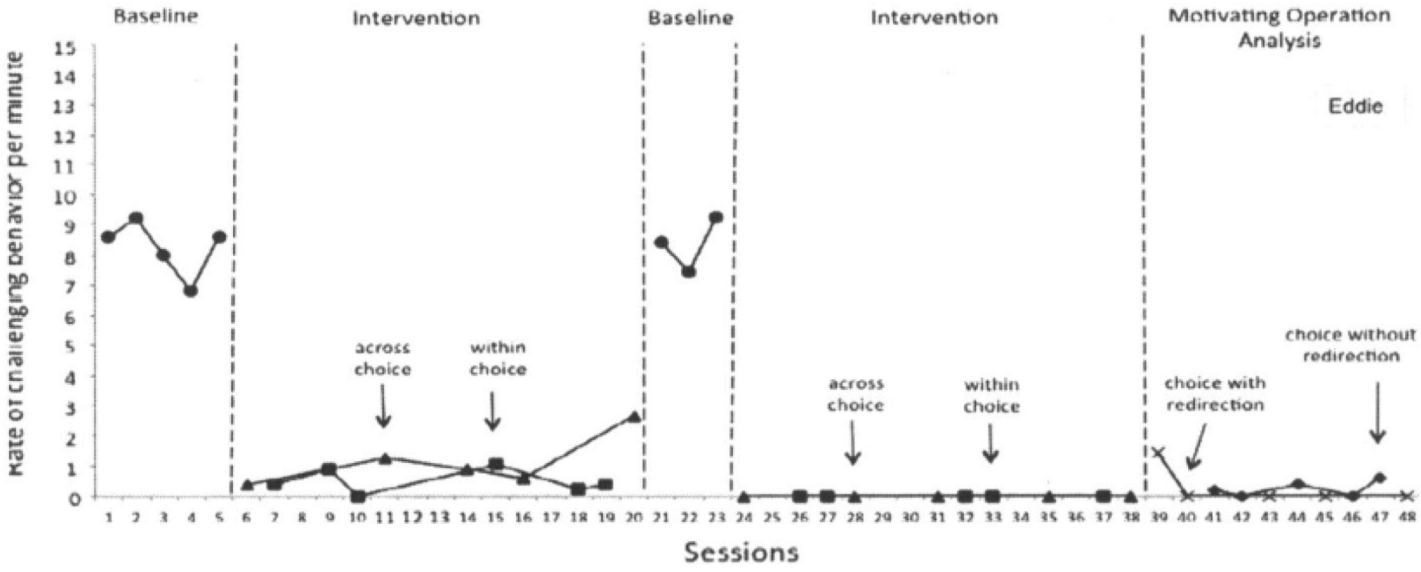
Conditions

- *Within-Activity Choice*-Choice of "how to work on activity"
  - How to respond (e.g., answer using Yoda voice, location to complete activity, materials to use (e.g., scented pencils or crayons)
- *Across-Activity Choice*-2-4 options at start of task




Baseline
Intervention
Baseline
Intervention
Alex
Rate of challenging behavior per minute
across choice
within choice
Sessions
Baseline
Intervention
Baseline
Intervention
Dylan
Rate of challenging behavior per minute
across choice
within choice
Sessions


Baseline
Intervention
Baseline
Intervention
Kelly
Rate of challenging behavior per minute
across choice
within choice
across choice
within choice
Sessions


Baseline
Intervention
Baseline
Intervention
Motivating Operation Analysis
Eddie
Rate of challenging behavior per minute
across choice
within choice
across choice
within choice
choice with redirection
choice without redirection
Sessions

CONCLUSIONS:

- Both basic and applied research suggests choice has reinforcement value independent of, or in addition to, stimuli presented



POSSIBLE SOURCES OF PREFERENCE FOR CHOICE

- Phylogenic
- Ontogenic



APPLIED EXAMPLES

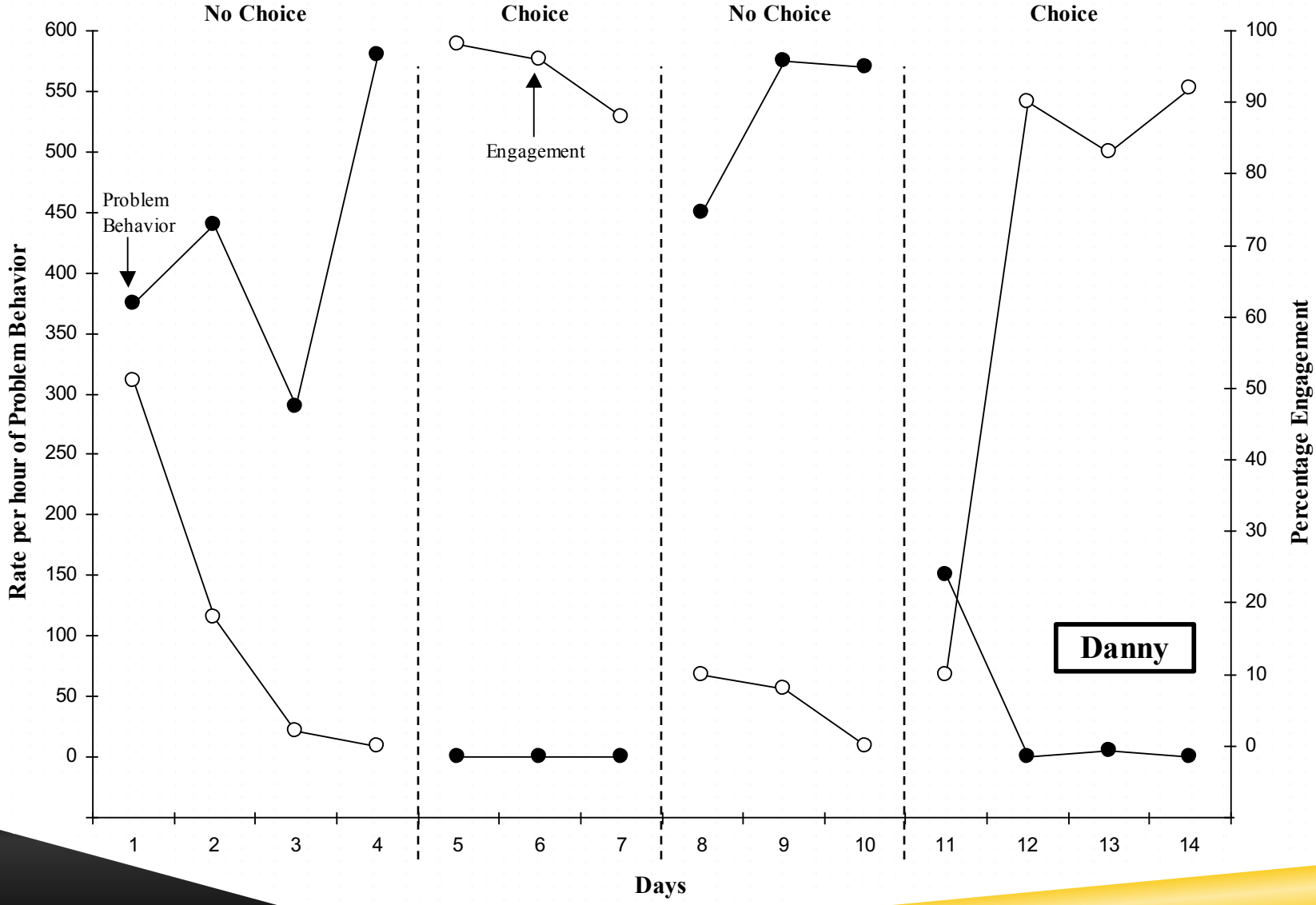


PROCEDURES: (KERN ET AL., 2001)

- 3 tasks selected
- Choice condition:
  - Participants offered choice of order to complete tasks
- No choice condition:
  - Same tasks, but teacher selected order of task completion

PARTICIPANT 1:

- Danny
- 7 years old
- ADHD
- Target Behaviors: Aggression, Disruption, Noncompliance
- Tasks: Reading worksheet, Math worksheet, Cut & Paste


No Choice
Choice
No Choice
Choice
Problem Behavior
Engagement
Rate per hour of Problem Behavior
Percentage Engagement
Days
Danny
600
550
500
450
400
350
300
250
200
150
100
50
0
100
90
80
70
60
50
40
30
20
10
0
1
2
3
4
5
6
7
8
9
10
11
12
13
14

CLASSWIDE CHOICE
KERN ET AL. (2002)

- Group Choices:
  - Choice of activities (e.g., watch pollution video or conduct pollution experiment)
  - Choice of materials (e.g., for experiment)
  - Choice of activity sequence (e.g., read chapter first or watch video first)
- Individual Choices:
  - Activity (e.g., review for test on computer or with peer)
  - Materials

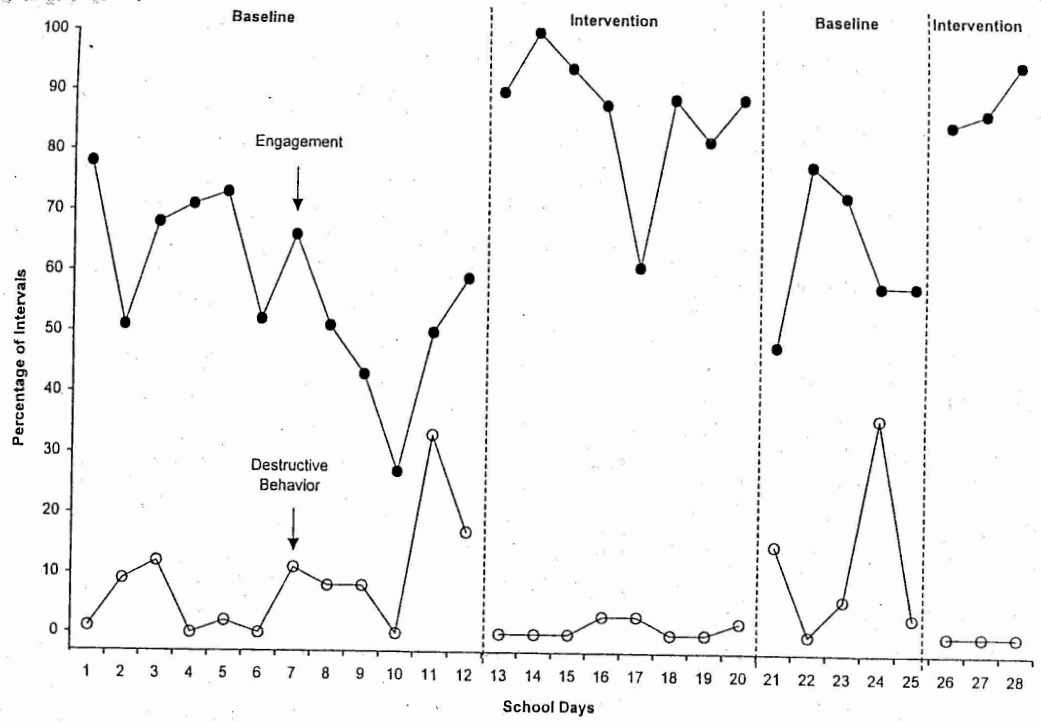


FIGURE 1. Percentage of Intervals with Engagement and Destructive Behavior

KERN & STATE (2009)

Table 1 Examples of Choice-Making Opportunities

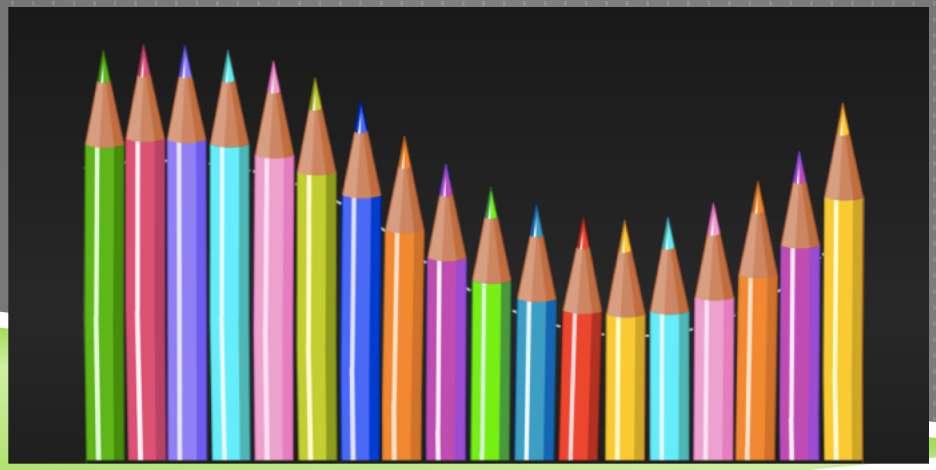
Area of Choice	Examples	
	Elementary Age Students	**Secondary Age Students**
Choice of task/activity	Drawing letters on colored paper versus tracing letters on personal boards	Interviewing ornithologist versus writing a paper on birds
Choice of task sequence	Order to complete writing spelling words, spelling word sentences, spelling, spelling work crossword	Order to complete science, literature, chemistry homework
Choice of materials	Colored crayons versus pencil	Handwriting versus typing
Choice of whom to work with	Peers, teacher, older peers	Peers, teacher, study hall supervisor
Choice of place to work	Floor, reading mat, individual desk, chair	Individual desk, hallway, library
Choice of time to complete work	During current period, next period, next day	During current period, next period, next day

OTHER POSITIVE OUTCOMES

- Increased Engagement
- Reduced problem behaviors
- Improved skill acquisition
- Better affect



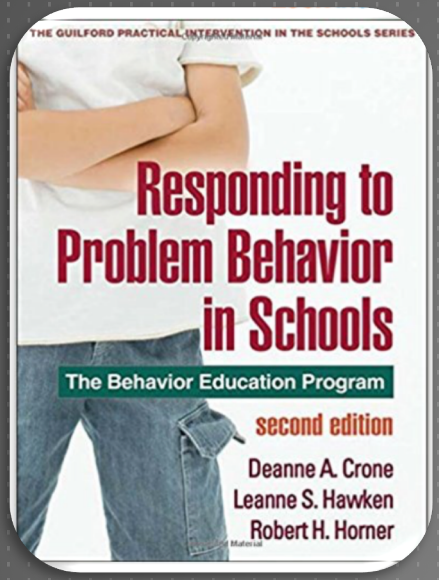
MODERATELY DIFFICULT STRATEGIES: ADAPTATIONS TO TIER 2 INTERVENTIONS



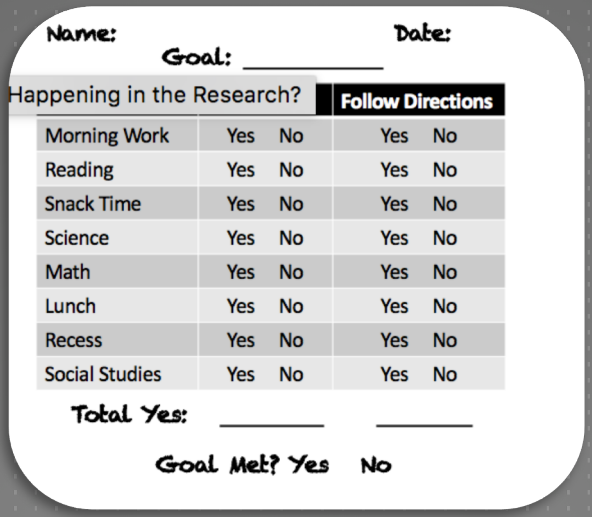
ADAPTATIONS

- **Adaptations** = modifications or changes to the standard protocol
- Adaptations can be made by:
  - Increasing or decreasing the **dosage** of intervention components
  - Adding **supplemental** supports or interventions
  - **Modifying the format** of a core component

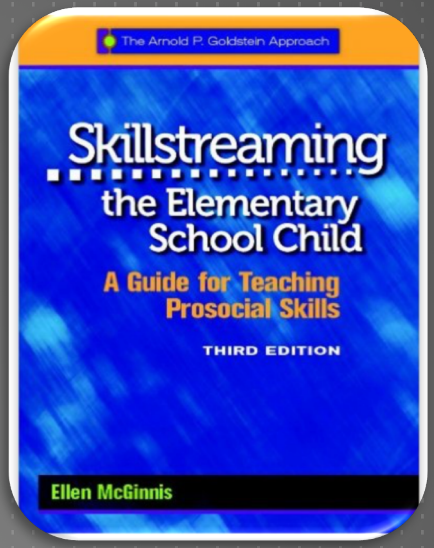
TIER 2 BEHAVIORAL INTERVENTIONS



Check-in Check-Out



Self-Monitoring



Social Skills Training

EXAMPLE: DAILY PROGRESS REPORT

Points Possible _____
Points Received _____
%of Points _____
Goal Met _____

2 – Great Job!
1 – So, so
0 – Doesn't meet goal

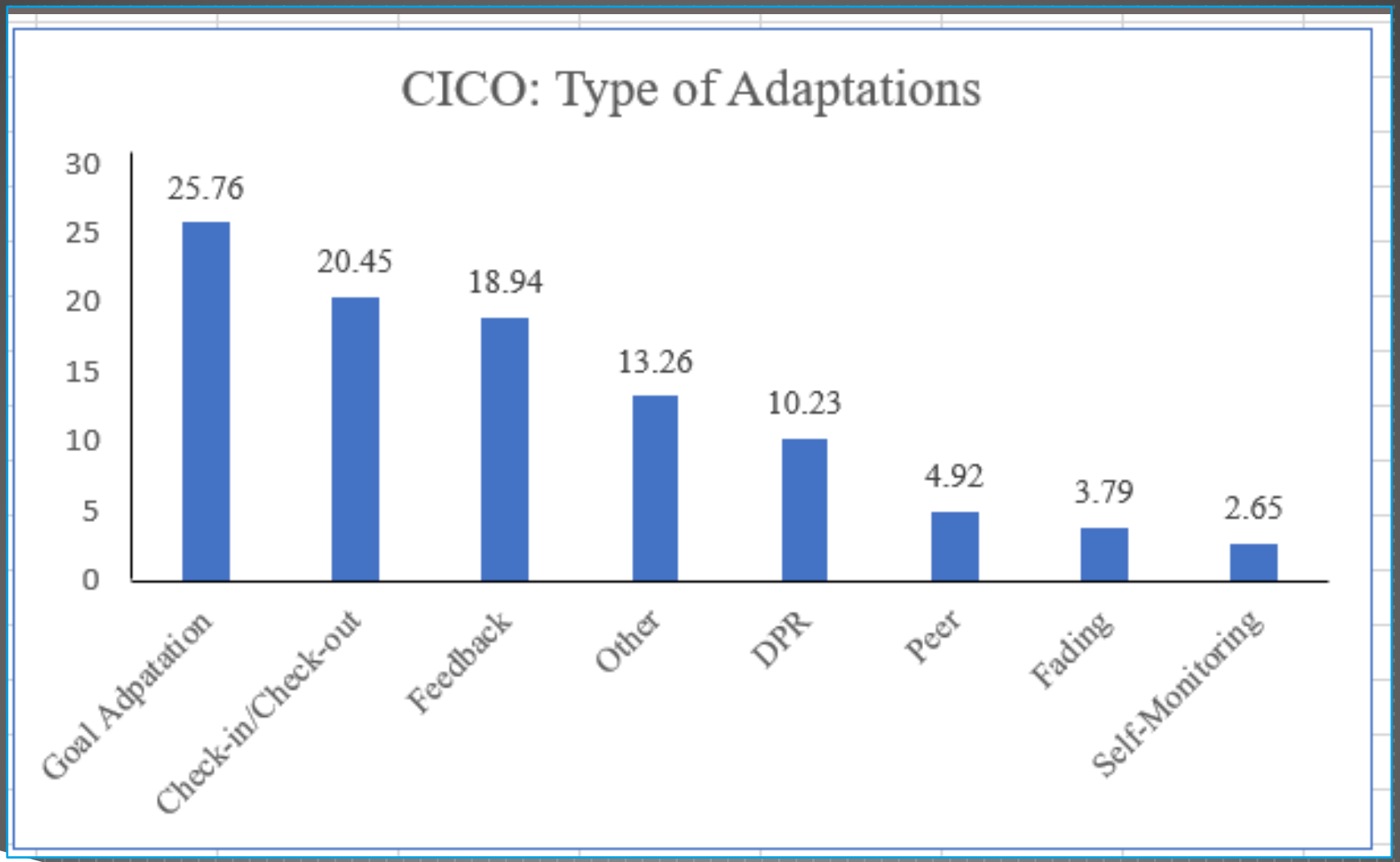
Name: _____
Date: ____/_____/____

GOALS:

Target Behaviors	MATH	SOCIAL STUDIES	SPECIALS	RECESS	LANGUAGE ARTS	SCIENCE
Respectful	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
Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0

Parent Signature:_____

ADAPTATIONS MADE TO CICO


CICO: Type of Adaptations
30
25
20
15
10
5
0
25.76
20.45
18.94
13.26
10.23
4.92
3.79
2.65
Goal Adpatation
Check-in/Check-out
Feedback
Other
DPR
Peer
Fading
Self-Monitoring

TYPES OF ADAPTATIONS

1. Goal Adaptation

- Student point goal was modified from 80% (as recommended in manual) or point goal changed over time

TYPES OF ADAPTATIONS

2. Check In/Check Out Sessions with Mentor

- Modified (increased) the number of check ins with mentor
  - e.g., Mid-day check in

TYPES OF ADAPTATIONS

3. Feedback

- Altered (increased) the frequency of feedback to students throughout the day (usually by teacher)
  - e.g., every half hour instead of end of period

TYPES OF ADAPTATIONS

4. Other

- A variety of adaptations that did not fit another category
  - e.g., visual aid, long term rewards, student choice of mentor, adding a function-based goal, teaching student to take break, using a Mystery Motivator

TYPES OF ADAPTATIONS

5. DPR Modifications

- DPR expectations beyond SWPBIS and tailored to address individual characteristics of students
  - e.g., goal focused on social interaction/getting along with peers, completing work

TYPES OF ADAPTATIONS

6. Peer Mediated

- A peer served as the mentor for the target student (teacher feedback through completion of the DPR may or may not have been provided to the target student)

TYPES OF ADAPTATIONS

7. Fading

- Use of CICO faded
  - e.g., Less frequent monitoring during day, fewer check ins/check outs at start and end of day

ADAPTATIONS MADE TO SOCIAL SKILLS PROGRAMS



ADAPTATIONS USED

- Matched lessons to skill deficits (*n*=5)
- Included token economy (*n*=5)
- Altered session time (*n*=4)
- Self-monitoring (*n*=3)
- Modified number of lessons (*n*=3)

ADAPTATIONS USED (CON'T)

- Skill training linked to function (*n*=2)
- Peer support (*n*=2)
- Other (e.g., SS combined with CICO) (*n*=2)
- Modified schedule of reinforcement (*n*=1)

INTERVENTION FOR STUDENTS WITH EBD

- Basic and consistent approaches for all students with EBD



BASIC AND CONSISTENT APPROACHES FOR ALL STUDENTS WITH EBD

- Comprehensive approaches for students with more challenges/nonresponders

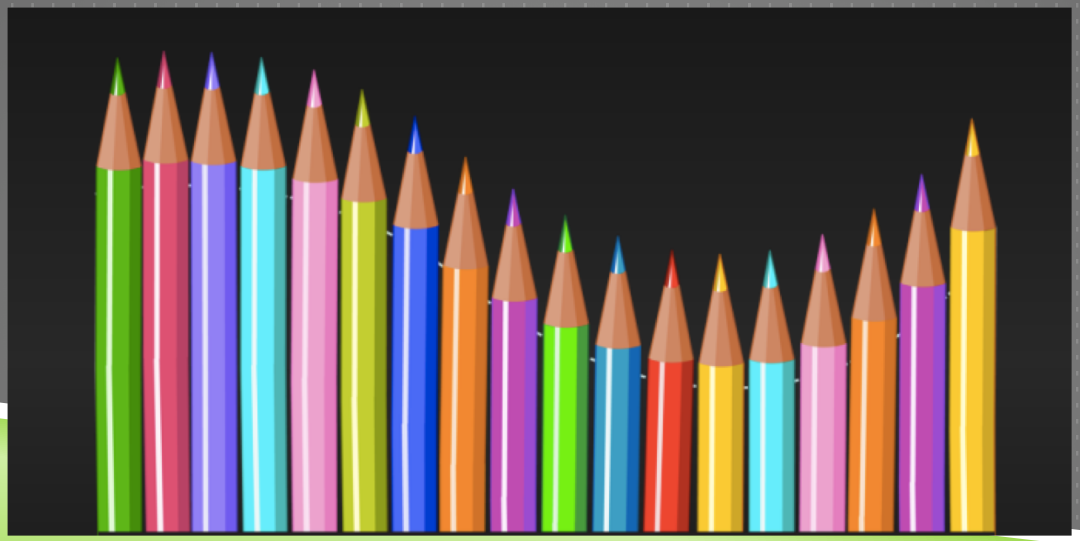


BASIC INTERVENTIONS

- Mentoring
- Interpersonal Skills Training/Interpersonal Skills Groups
- Academic Support
  - Targeted instruction
  - Link to future
  - Accommodations

MENTORING

- Generally positive outcomes, but somewhat mixed
  - Several RCTs that show positive outcomes
  - Mixed outcomes may be due to integrity (e.g., Big Brothers, Big Sisters) or the absence of other supports



TYPES OF MENTORING

- Informal:
  - Daily interactions with adults, such as teachers, coaches, neighbors, religious leaders
- Formal:
  - Structured
    - Regular meeting times
  - Goal-oriented
    - Particular focus that addresses student needs

BENEFITS OF RELATIONSHIP WITH NON-PARENTAL ADULT

- Increased likelihood of completing high school
- Increased likelihood of attending college
- More likely to work longer work hours.
- Higher level of self-esteem
- Greater life satisfaction
- Higher engagement in physical activities
- Lower levels of problem behavior (i.e., becoming a gang member, fighting).

VARIABLES THAT CONTRIBUTE TO POSITIVE MENTORING OUTCOMES

- Race/ethnic match of mentor-mentee
- Gender match of mentor-mentee
- Age difference of mentor-mentee
- Nonpunitive/Focus on problem solving

CARS PARTICIPANTS: CHECK & CONNECT

- Study total= 647 students
- Approximately 320 in treatment
- High school age

CARS
CENTER FOR ADOLESCENT RESEARCH IN SCHOOLS
Moving Youth Toward Success

CHECKING

- Weekly basis before Connect meeting
  - Review the student's performance for the week
  - Plan to provide PRAISE and address concerns

CONNECTING

- Students will always get the BASIC intervention
  - Regular positive feedback
  - Focus on what the student can do on his/her own to move forward for the next week
- Students may need INTENSIVE Interventions
  - Based on trend and high risk
  - Focus on more structured interventions including other personnel and resources

Check & Connect Monitoring Sheet

Key: Write in totals per day (or week)OR: ✓=Indicates behavior is occurring /= Indicates behavior is not occurring

Month_____ Student _____ ID_____Mentor _____

CHECK

	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	M	T	W	Th	F	Wk	Risk Indicator v	
Tardy	✓					1					✓	0													≥ 5	
Skip						0						0													≥ 3	
Absent				✓	✓	2						0													≥ 4	
Behavior referral		✓				1						0													≥ 4	
Detention		✓				1						0													≥ 2	
In-school suspension						0						0													≥ 2	
Out-of-school suspension						0						0													≥ 2	

Failing classes (monthly)	_____ D's _____ F's	Risk indicator ≥ 1 F and/or ≥ 2 D's per grading period	✓
Behind in credits (monthly)	_____ Credits earned out of _____ total	Earning <80% of possible credits per grading period	

% Missing Assignments (bi-monthly-no. assign. missed /total no. of assign.)	English		Math		Social Studies		Science		Other			
											Missing assignments on average of 10% or more	✓

CONNECT

BASIC

Provided regular feedback			✓						✓						✓													
Problem-solved about risk			✓												✓													

INTENSIVE

Organizational Skills								✓					✓															
Study Skills										✓					✓													
Wake up call							✓	✓	✓	✓	✓	✓	✓	✓	✓	✓												
_____																												
_____																												
_____																												

< High risk for month

List classes where student is currently:

1. receiving a grade of D or lower: _____ _____ _____ _____ _____
2. has 10% or more missing assignments: _____ _____ _____ _____ _____
3. has had discipline problems (e.g., received ODR, teacher reported problem behaviors): _____ _____ _____ _____ _____

(CARS USE ONLY) List classes indicated for CARS intervention (where any of the above indicators occurred): _____ _____ _____ _____ _____

Core Components: 1. Record progress for all risk areas as indicated.
2. Schedule a set time to meet with the student weekly.
3. Meet for at least 10 – 15 minutes.
4. Connect and problem-solve about high risk areas.

Record focus of meeting each week. Provide positive feedback for improvements or continued success. Problem-solve for risk areas. Initial at the close of the meeting.		Mentor Initials	Student Initials
Week of 3/1-7	*Discussed reasons for excessive tardiness (misses the bus). Problem-solved and chose a friend to give a wake-up call and ride in to school if needed. Weekly Check-in for Organization on Tuesdays. Weekly study skills sessions with Mrs. Hedges (paraprofessional) on Thursdays in Room 207.*	JP	AB
Week of 3/8-14	*Wake-up calls are working. No absences this week- GREAT JOB!! Alex is working hard during study hall to catch up on missing work in English.*	JP	AB
Week of			
Week of			
Week of			

CHECK & CONNECT MONITORING SUMMARY SHEET

Mentor: _____ Student: _____

School: _____ Date of Summary: _____

Month Summarized: _____

Monthly Summary

Number of days with tardies: _____ Total number of tardies: _____

Number of days with with skipped periods: _____ Total number of skips: _____

Number of days absent: _____ Total number of behavioral referrals: _____

Detention (number of days): _____ In-School Suspension (number of days): _____

Out of School Suspension (number of days): _____

	D or F		10% or more missing assignments:		Behavioral Problems?
English:	Yes	No	Yes	No	Yes
Math:	Yes	No	Yes	No	Yes
Social Studies:	Yes	No	Yes	No	Yes
Science:	Yes	No	Yes	No	Yes
Other:	Yes	No	Yes	No	Yes

Failing classes (≥ 1 F and/or ≥ 2 D's per grading period), Behind in Credits (Earning <80% of possible credits per grading period), Missing Assignments (average of below 90% across classes)

Assess all problematic areas and prioritize intervention strategies.

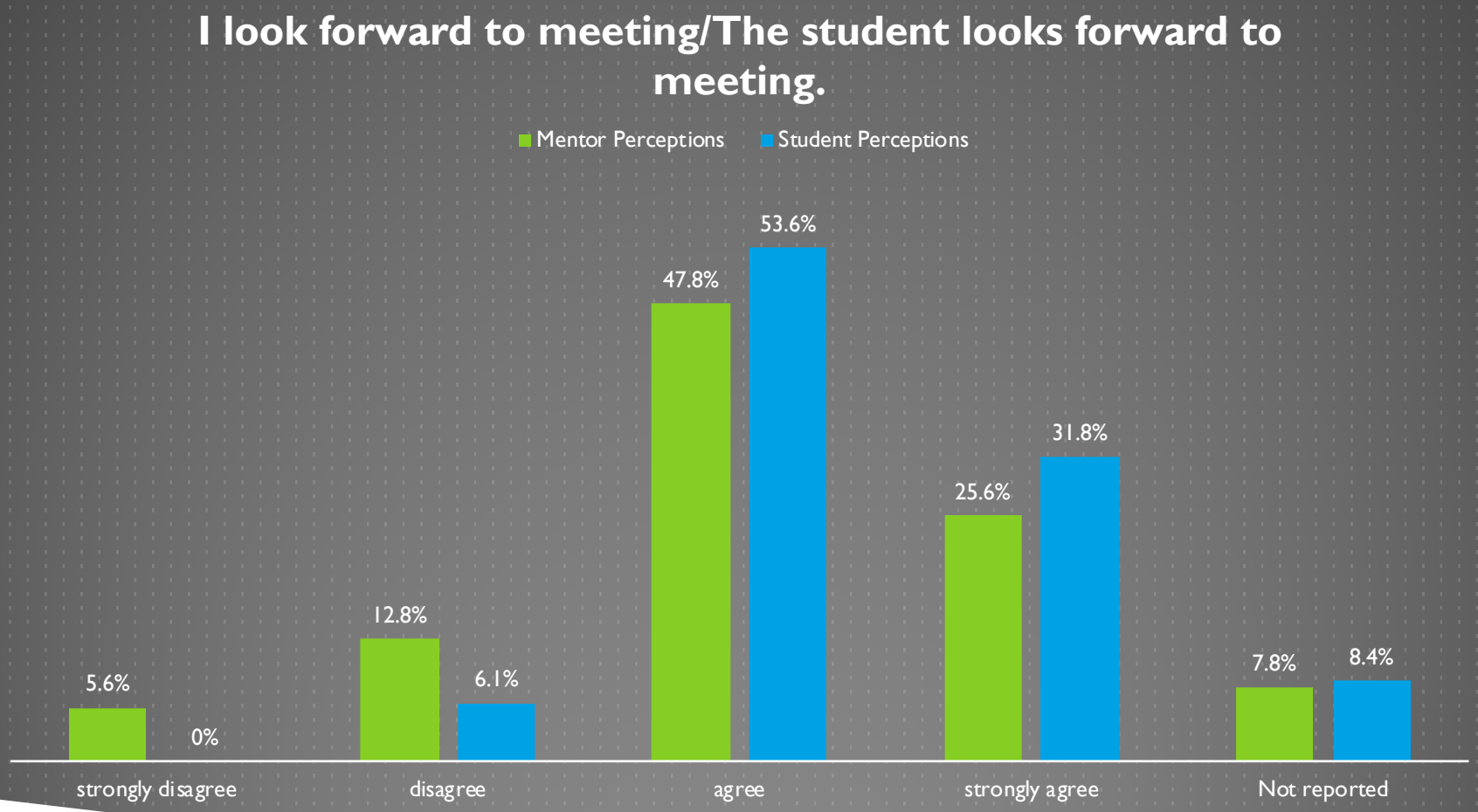
Work is too hard or too easy?	CARS accommodations intervention*, teach student to ask for help, tutoring, peer tutoring, utilize after school programs, contact parents, problem solve using WILBUR, explore possibilities to earn credit for outside work experience, summer school and after school programs to make up credits, if too easy discuss more challenging tasks or assignments
Due to organization or study skills?	CARS Study Skills intervention*, CARS organizational skills intervention*
Due to lack of effort and/or motivation?	Contract with reward for work completion (in school or across home & school), reward effort, problem solve using WILBUR, maximize instructional relevance*, explain credit system to student, make tasks more authentic, help the student make a game of the task
Due to absences?	Contact parents, problem solve using WILBUR, see interventions for "Absenteeism"
Due to a negative attitude about learning?	Problem solve using WILBUR, engage peer and adult role models, encourage dialogue about school and frustrations at school, provide stimulating activities that enhance curiosity, interest, and reflection, call attention to successes, avoid lecturing, nagging or threatening the student, send home positive notes, make sure student is in CARS ISG*, Communicate with parent(s)
Due to test anxiety?	Problem solve using WILBUR, teach CARS study skills and test taking strategies*, discuss tests in advance, stress feedback function of tests, portray tests as opportunity to assess progress, teach self management skills, refer for CARS group (C.A.T.)* or community counseling for anxiety
Due to distractions?	Problem solve using WILBUR, eliminate distractions by offering preferential seating, study carrels, small group setting*, teach self-management skills

SURVEY

- Check & Connect Mentor Survey
- Check & Connect Mentee Survey

- Completed at the end of the school year

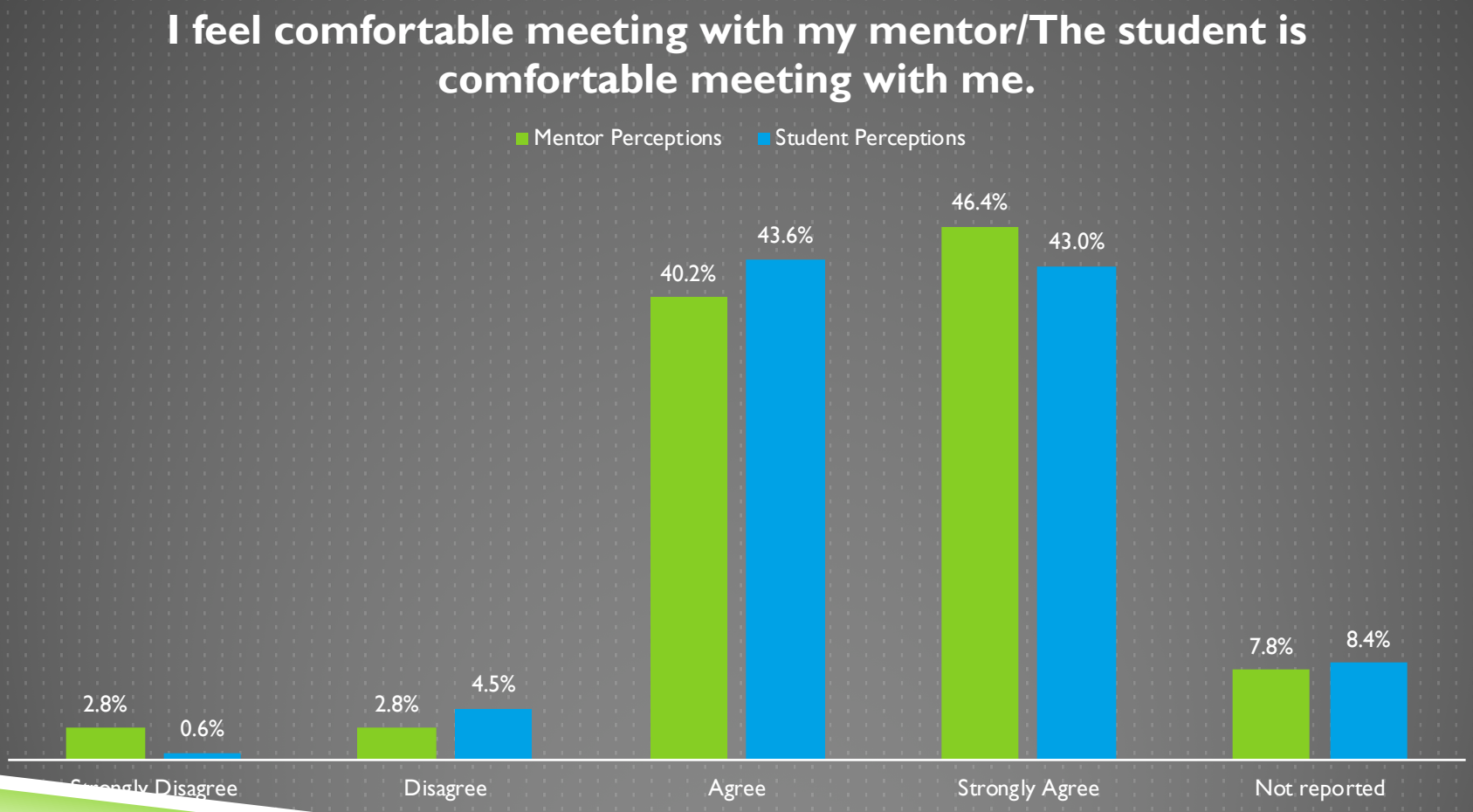
MENTOR AND MENTEE PERCEPTIONS



I LOOK FORWARD TO MEETING WITH MY MENTOR/MENTEE

Combined Answer Categories	Students' Perceptions	Mentors' Perceptions
Agree or Strongly Agree	85.4%	73.4%
Disagree or Strongly Disagree	6.1%	18.4

MENTOR AND MENTEE PERCEPTIONS

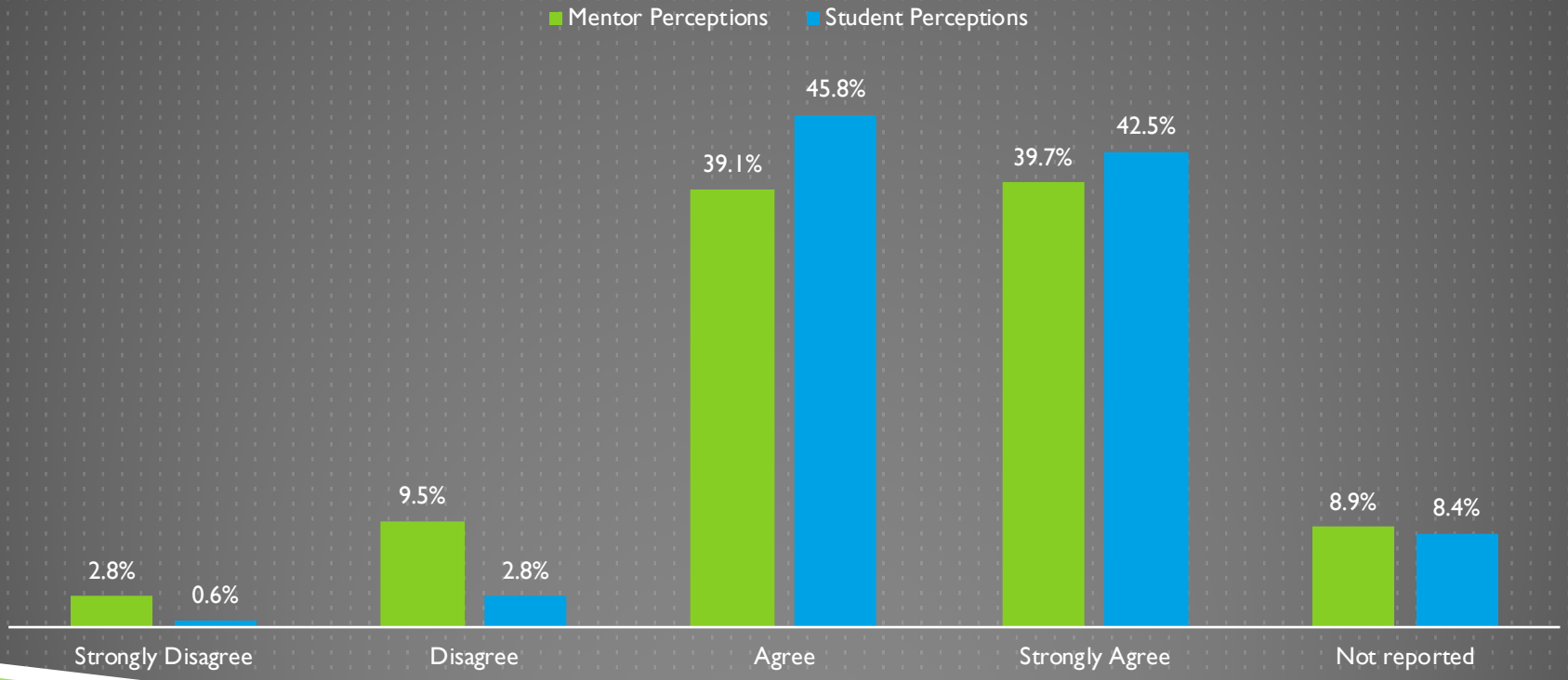


I FEEL COMFORTABLE MEETING WITH MY MENTOR/THE STUDENT IS COMFORTABLE MEETING WITH ME

Combined Answer Categories	Students' Perceptions	Mentors' Perceptions
Agree or Strongly Agree	86.6%	86.8%
Disagree or Strongly Disagree	5.1%	5.6%

MENTOR AND MENTEE PERCEPTIONS

I am willing to share information about my school experiences with my mentor/The student easily and readily shares information with me about their school experiences.

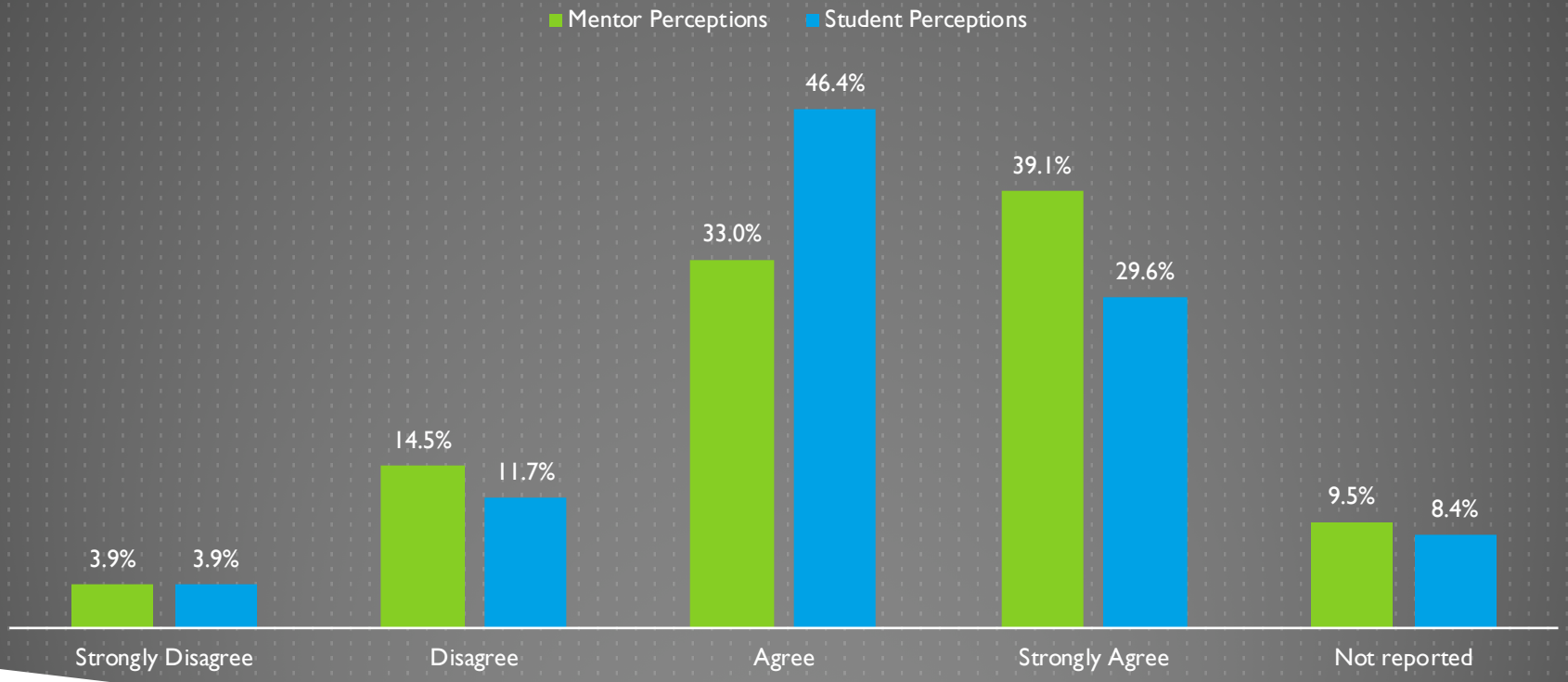


I AM WILLING TO SHARE INFORMATION ABOUT MY SCHOOL EXPERIENCES WITH MY MENTOR/THE STUDENT EASILY AND READILY SHARES INFORMATION WITH ME ABOUT THEIR SCHOOL EXPERIENCES

Combined Answer Categories	Students' Perceptions	Mentors' Perceptions
Agree or Strongly Agree	88.3%	78.8%
Disagree or Strongly Disagree	3.4%	12.3%

MENTOR AND MENTEE PERCEPTIONS

I am willing to share information about my personal life with my mentor/The student easily and readily shares information about their personal life.

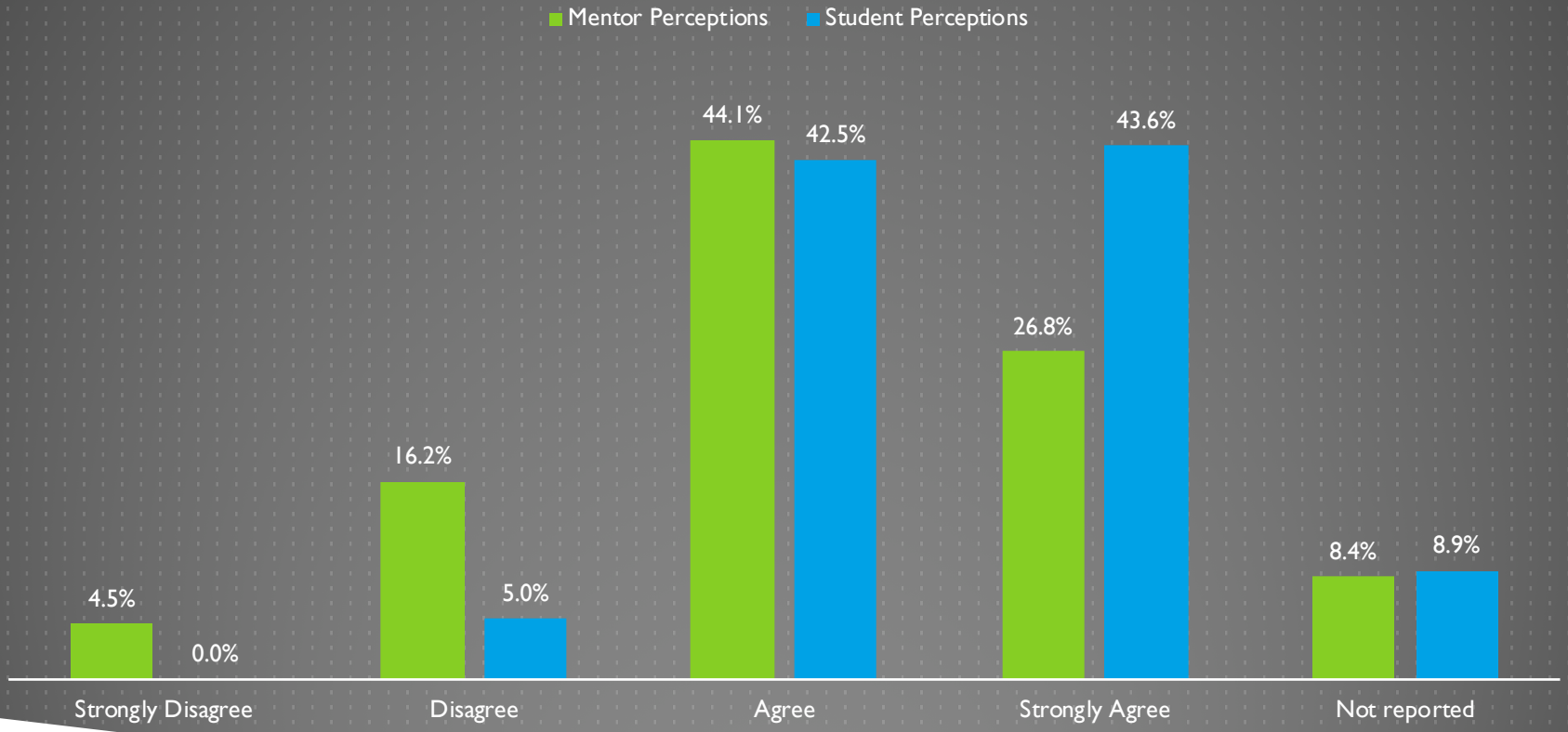


I AM WILLING TO SHARE INFORMATION ABOUT MY PERSONAL LIFE WITH MY MENTOR/THE STUDENT EASILY AND READILY SHARES INFORMATION ABOUT THEIR PERSONAL LIFE

Combined Answer Categories	Students' Perceptions	Mentors' Perceptions
Agree or Strongly Agree	76%	72.1%
Disagree or Strongly Disagree	15.6%	18.4%

MENTOR AND MENTEE PERCEPTIONS

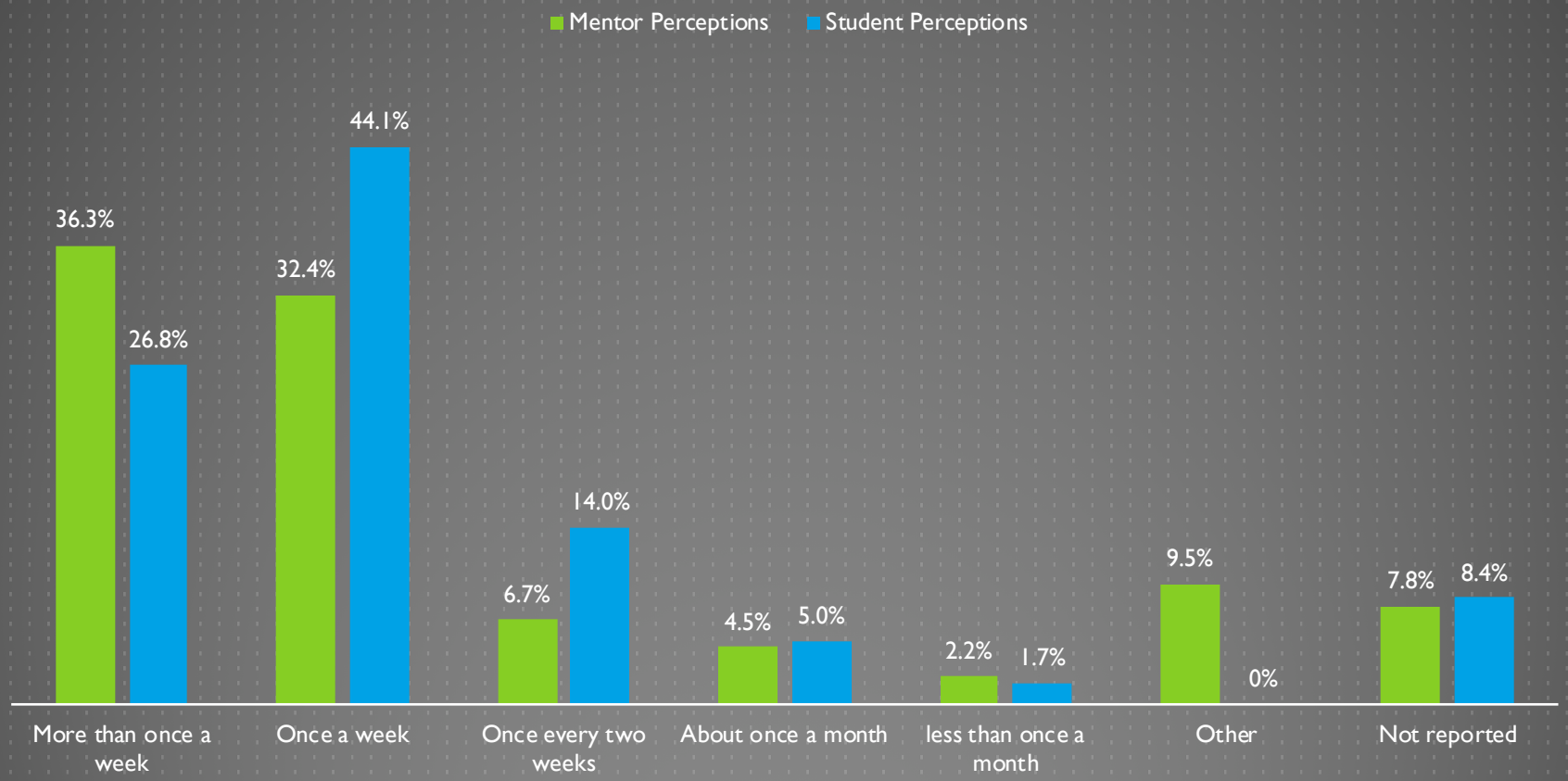
I could ask my mentor for help if I have a problem/The student has asked for or been receptive to an offer of help.



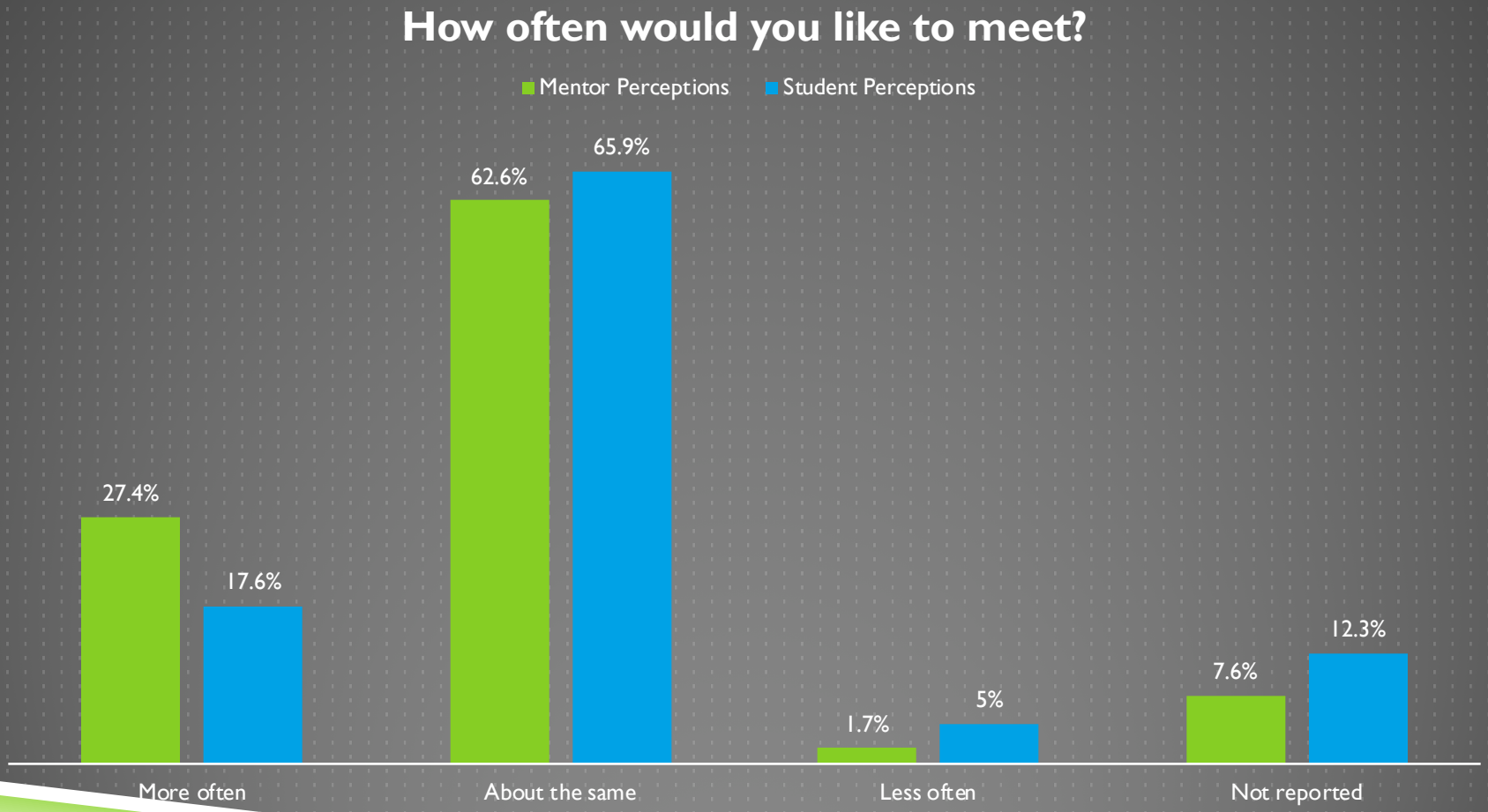
I COULD ASK MY MENTOR FOR HELP IF I HAVE A PROBLEM/THE STUDENT HAS ASKED FOR OR BEEN RECEPTIVE TO AN OFFER OF HELP

Combined Answer Categories	Students' Perceptions	Mentors' Perceptions
Agree or Strongly Agree	86.1%	70.9%
Disagree or Strongly Disagree	5.0%	20.7%

MENTOR AND MENTEE PERCEPTIONS



MENTOR AND MENTEE PERCEPTIONS



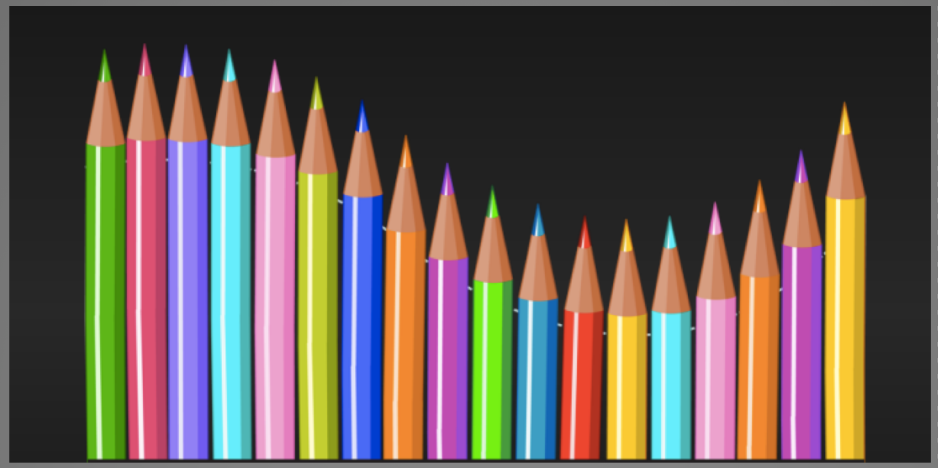
STRENGTHS

- Utilizes data-based decision making
- Connects struggling students with more intensive supports
- Can train mentors in a group setting, for a short period of time (45 min -1 hour) and reach high integrity
- Affordable
- Both students and mentors found C&C to be user-friendly and acceptable

VARIATIONS

- Undiscovered child
- Mentoring across school years

SOCIAL SKILLS: INTERPERSONAL SKILLS GROUPS



INTERPERSONAL SKILLS GROUPS: OVERVIEW

- Typically provided during 30 minute sessions 2x a week or during one 45-50 minute session each week
- Ideal size is no more than four students
- Purpose is to help students improve relationships with peers and adults

ISG PHASES

Phase 1

- Vocabulary
- Problem-solving steps
- Ideal self goals

Phase 2

- Social activities & feedback
- Modify goals
- Use problem-solving steps

Phase 3

- Critique & plan

ACADEMIC SUPPORTS

- Tier 2 academic interventions
- Assessment-based intervention
- Remedial interventions

ACADEMIC (BEHAVIORAL) SUPPORT: ACCOMMODATIONS



EXAMINED ACCOMMODATIONS STUDENTS RECEIVED (KERN ET AL., 2019)

- CARS students included those referred for emotional/behavioral problems (EBD, ADHD, LD)
- IEP data were analyzed for students who had a special education label in both treatment and control groups ($N = 222$)
- 8^{th}, 9^{th}, 10^{th}, 11^{th} graders

CODING

- Four main categories have been identified by a majority of states
  - Presentation (e.g., larger print, read aloud)
  - Response (e.g., using a calculator)
  - Timing/Scheduling (e.g., providing breaks, extended time)
  - Setting (e.g., small group testing, preferential seating)

Coding Categories

Presentation
altering material(s) or test(s) so it is presented in a non-standard manner

Response
any change in the way a student responded to questions, assignments, or activities.

Timing/Scheduling
changing the standard timing of the activity, assignment, or assessment

Setting
changes in the usual classroom location or structure where a student received instruction or participated in an assessment

Check
"checking in" with the student to increase the likelihood that he/she understood the content, directions, or behavioral expectations

Cues/Prompts
providing behaviorally-related verbal or visual prompts, cues, or redirections, when it is evident that the student has previous knowledge of the behavioral expectations

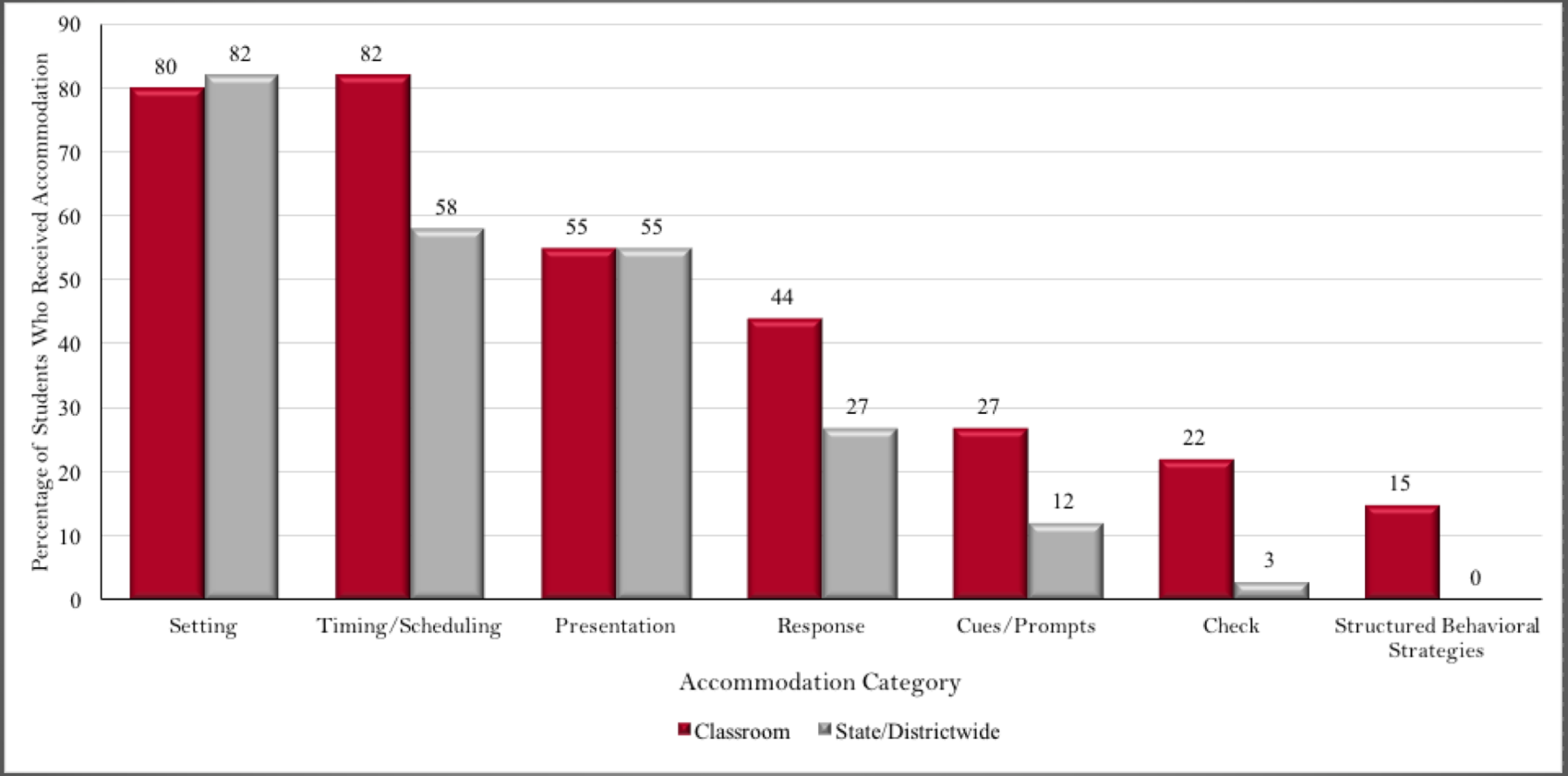
Structured Behavioral Strategies
systematic approaches to support behavior

RESULTS: GENERAL

- The 222 IEPs contained 1,865 accommodations
  - 25 excluded (e.g., "Random and frequent searches," "physical restraint if necessary," "Additional support in mainstream class")
- Mean = 8.2 (range = 0-28)

Results

Percentage of Students who Received Each Accommodation Type



RESULTS

Most Frequent Specific Accommodations

Classroom

1. Extended Time - Assignments (51%)
2. Extended Time - Tests (48%)
3. Small Group Testing (48%)
4. Tests Read Aloud (41%)
5. Preferential Seating (41%)

State/Districtwide Testing

1. Small Group Testing (90%)
2. Extended Time (56%)
3. Tests Read Aloud (52%)
4. Calculator (22%)
5. Breaks (21%)

RESULTS

Relationships between accommodation types and student demographic characteristics

Classroom

- Significant differences across states
  - Type of accommodation most frequently used

State/Districtwide Testing

- Significant differences across states
  - Type of accommodation most frequently used
- Significant differences across disability groups
  - Students with EBD received Cue/Prompt accommodations more frequently

SUMMARY OF FINDINGS

Consistent with previous research, accommodation selection is a highly imprecise practice

- Three additional categories emerged that occurred relatively frequently
- Presentation and Setting accommodations provided at equivalent or nearly equivalent rates in the classroom and on state/districtwide assessments. All other accommodations were provided far less frequently (or not at all) on state/districtwide assessments than in the classroom
- There was variability in some types of accommodations relative to disability label and state of residence

SUMMARY

Procedures Teachers Use to Select Accommodations:

- Are not matched to student need and therefore may not be optimally beneficial
- Are often selected based on irrelevant student characteristics



RECOMMENDATIONS FOR PRACTICE

- Limit number of accommodations….assess whether each works
- Link accommodations to student characteristics
  - Difficulty sustaining attention = breaks
  - Easily distracted = quiet setting



ACCOMMODATIONS

Determine student's skills and strengths

Select accommodation that will address need and build on strengths

Use, evaluate and revise as needed

Behavioral Concerns
Following Directions

Suggested Accommodations

- ❒ Read directions aloud
- ❒ Have student repeat directions back
- ❒ Simplify number of instructions on page
- ❒ Reword instructions using simpler language
- ❒ Highlight or bold font key directions

Easily Distracted/ Sustaining Effort/Attention to Detail

Suggested Accommodations

- ❒ Give short and simple directions
- ❒ Highlight key words in directions and text
- ❒ Use highlighted textbook
- ❒ Check in frequently with the student
- ❒ Assign a peer partner
- ❒ Use graphic organizers
- ❒ Provide guided notes
- ❒ Plan hands-on activities
- ❒ Frequent breaks (use private signal)
- ❒ Cue with a device (e.g., sports watch, timer) to stay on task
- ❒ Self-monitoring sheet for on-task behavior
- ❒ Self-monitoring sheet/rubric for task completion
- ❒ Limit length of sustained effort (e.g., reading, reasoning) by providing breaks or assistance
- ❒ Chunk large assignments into smaller tasks
- ❒ Change seat to reduce distractions

Planning and Time Management

Suggested Accommodations

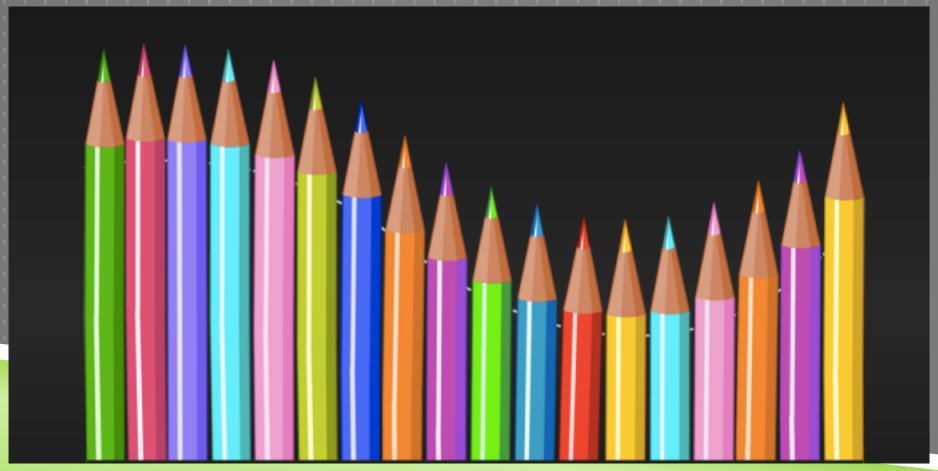
- ❒ Provide start-up assistance and frequent feedback
- ❒ Chunk large assignments into smaller tasks
- ❒ Use graphic organizers
- ❒ Use self-monitoring sheet/ rubric for task completion
- ❒ Use self-monitoring sheets for organization

Test Anxiety

Suggested Accommodations

- ❒ Chunk similar test items together (e.g., chunk all multiple choice together, all true/false together)
- ❒ Divide test into smaller segments (e.g., fewer problems per page)
- ❒ Use graphic organizers
- ❒ Allow student to choose seat where he/she feels most comfortable
- ❒ Allow student to choose preferred way to respond to test questions

MORE COMPLICATED STRATEGIES: UNIVERSAL SCREENING



NEED FOR UNIVERSAL SCREENING

- Identify internalizing problems

INTERVENTION FOR INTERVENTIONS

- Cognitive behavioral therapy (CBT)
  - Most effective intervention for anxiety and depression
- But, resource intensive
  - ONLINE CBT EQUALLY AS EFFECTIVE AS THERAPIST-DELIVERED CBT

REVIEW OF INTERNET-BASED PROGRAMS FOR ANXIETY AND DEPRESSION
(CALEAR & CHRISTENSEN, 2010)

- Reviewed research on four internet-based programs (BRAVE for Children/BRAVE for teenagers; *CATCH-IT; *MoodGYM; Master your Mood online-*Dutch*)
  - Targeted behaviors for reduction: social phobia, generalized anxiety disorder, separation anxiety, specific phobia, rumination, negative appraisals
  - Targeted behaviors to increase: social support, behavioral scheduling, self-esteem, interpersonal relationships, problem solving, relaxation, pleasant activities
- Included 5-14 sessions
- 8 studies conducted, 4 RCTs; 6 resulted in significant reductions in anxiety and depression
- Advantages-reduced need to train teachers/mh providers

SUMMARY

- Outcomes have not changed much for students with EBD, but intervention may not have either
- Recommend better teacher training pre-service and coaching in-service
- We need to greatly increase our use of preventive approaches
- There are many simple approaches that teachers rarely use
- There may be some universal intervention that almost all students with EBD need (mentoring, social skills, academic support)
- We need to do a better job of identifying internalizing problems, which may be at the root of problem behavior



QUESTIONS???

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