

The Educational Culture of School Districts in Relation to Teacher-Child Interaction Training (TCIT): The Social-Emotional Connection and Regaining Control

Emma Girard, Psy.D.

Riverside County Department of Mental Health

Preschool 0-5 Programs

(951) 358.6895

EIGIRARD@rcmhd.org

Acknowledgements & Thank You

- Jurupa Unified School District
 - Ann Valle, Supervisor Head Start/Preschool
 - Mission Bell Elementary Head Start
 - Sunnyslope Elementary Head Start
 - Rustic Lane Elementary Head Start
- Lake Elsinore Unified School District
 - Frieda Brands, Director Children & Family Services
 - Heald Academy
 - Rail Road Canyon Head Start
 - Children' Care Center
- Riverside Unified School District
 - Joe Nieto, Coordinator Early Childhood Family Ed
 - Beatty Elementary Head Start
 - Adams elementary Head Start
- TCIT Coaches
 - Anna Loza
 - Brenda Palacios
 - Dinery Villagomez
 - Emma Girard
 - Isabel Santilli
 - Jeanne Jackson
 - Rachel Douglas
 - Starr Ramirez
 - Zulma Espinoza
- Research & Evaluation Team
 - Suzanna Juarez-Williams
 - Margaret Spanish
 - Ryan Torres
 - Cortney Shaw

Why Start TCIT?

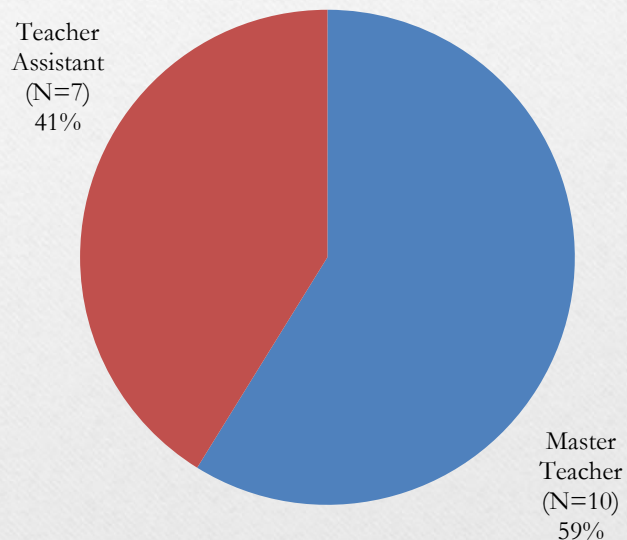
- Help
- Help
- HELP!
- Voice of the teachers who saw changes with their students who previously completed PCIT treatment wanted TCIT.
- School Administrators saw treatment as a way to provide support to staff that report increasing behavior problems with new students entering school.
- TCIT was done in general education classrooms only, typically at Head Start settings for pre-kindergarten.

TCIT Model Design

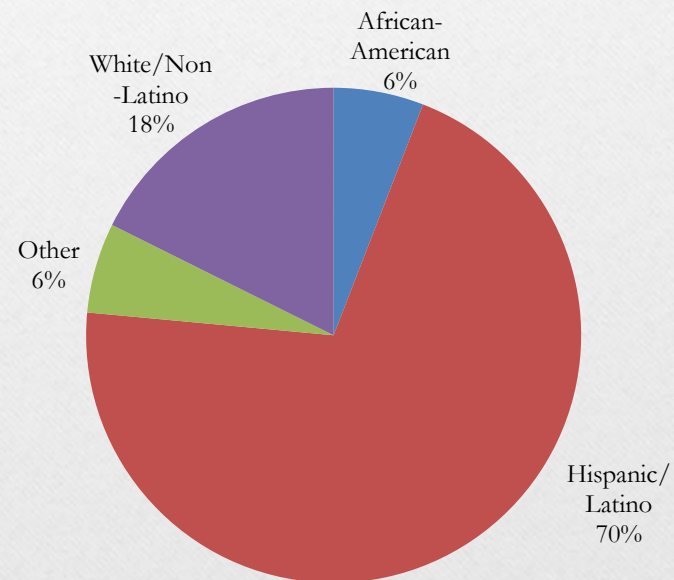
- Interest Survey Outreach
- Selected 20 teachers/assistants (note 3 dropped, missed training)
- Conducted Pre-Tx Observation
 - T-DPICS
 - SESBI – 4 identified students
 - Classroom Observation
- 6 Hour Training Workshop
 - CDI – “Do & Don’t Skills” – PRIDE
 - TDI – Classroom Bx Mgmt Skills
 - Teachers use both CDI & TDI skills at the same time
 - No mastery criteria for CDI skills
- 8 sessions on-site coaching
 - Weekly T-DPICS coding
 - Live coaching during class with all students
 - Live demonstration of skills by coach for teacher to observe
 - Debriefing of session
 - Daily homework discussed
- Conducted Post-Tx Observation
 - T-DPICS
 - SESBI – same identified students
 - Classroom Observation
 - TAI – Teacher modified

Teacher Demographic Information (N=17)

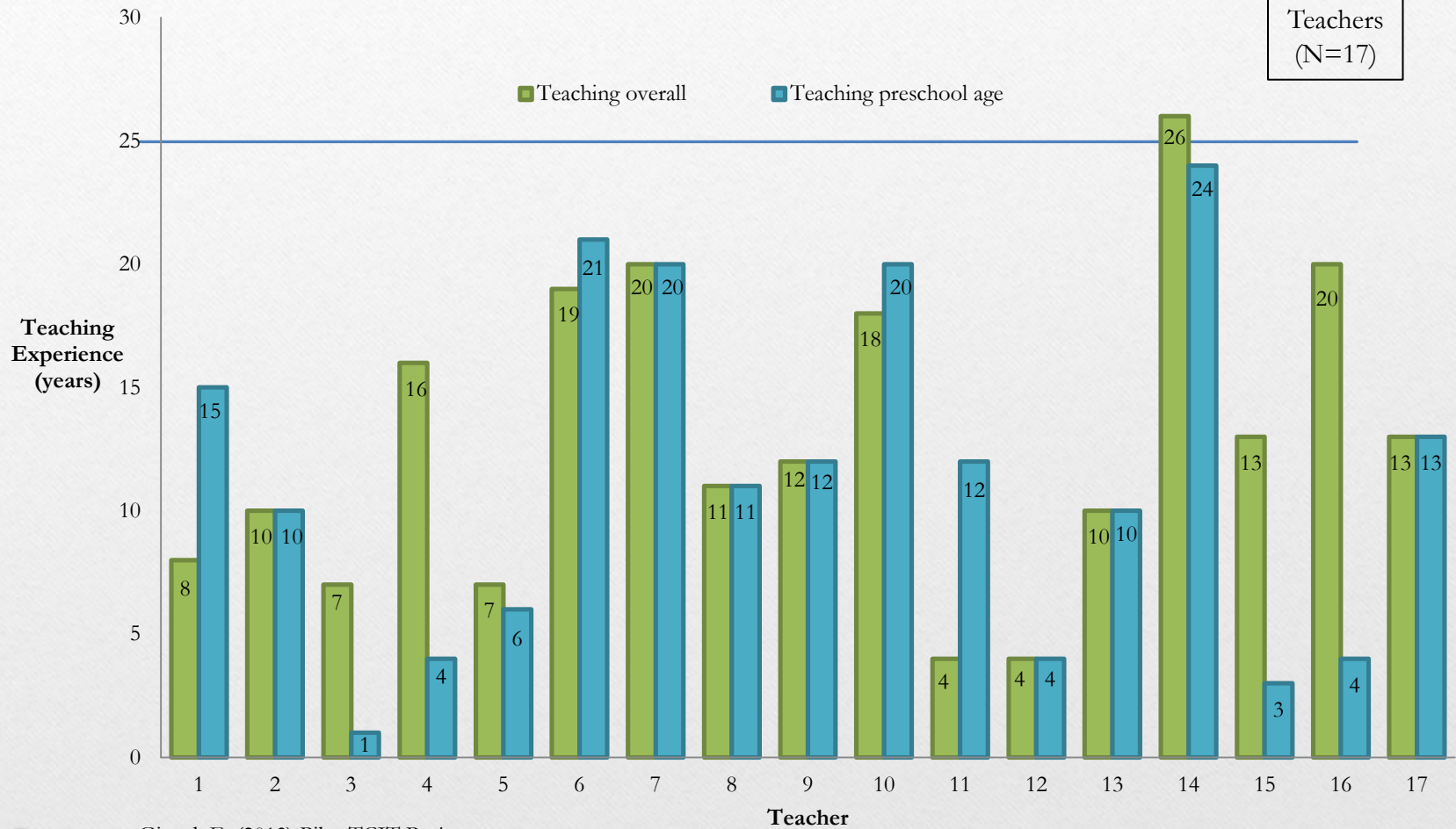
Description of Work



Ethnicity of Teacher



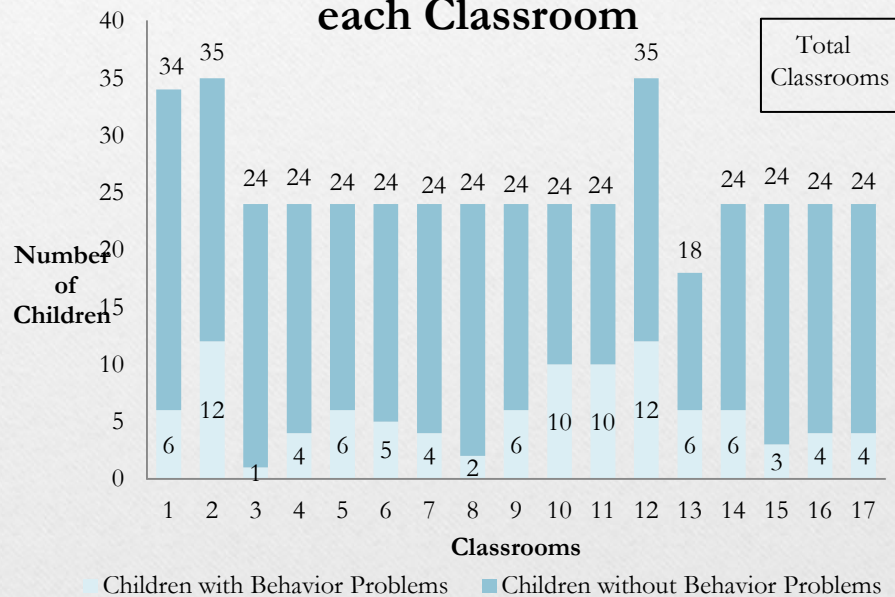
Teaching Experience



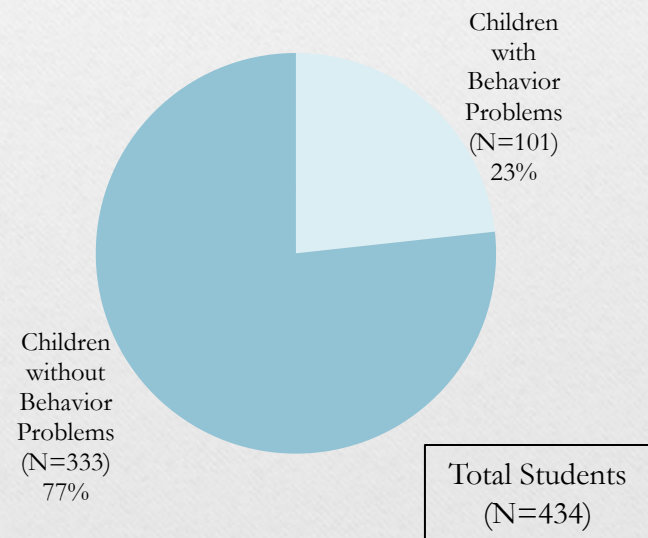
Girard, E. (2013) Pilot TCIT Project

Student Identified Bx Problems

Student Identified Bx Problems in each Classroom



Percentage of Children Identified with Behavior Problems



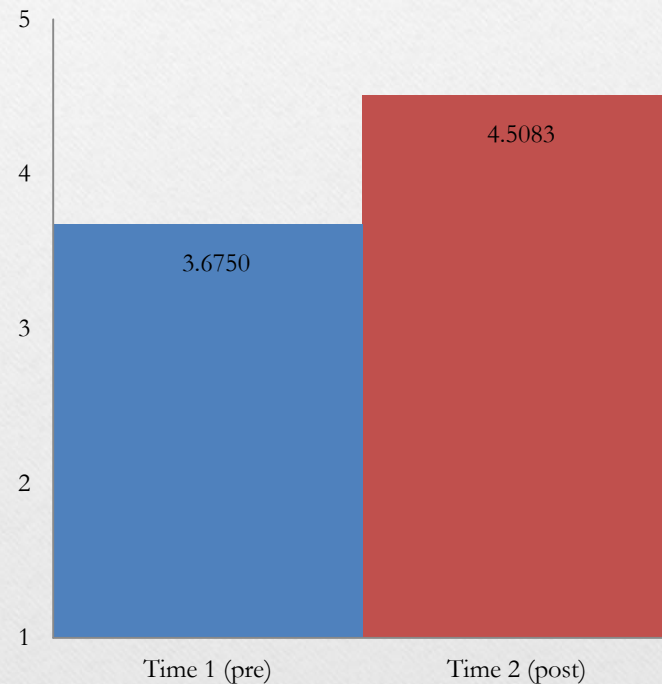
Classroom/Teacher Observation Rules and Discipline

- Domain is an average of 8 items based on observations of classroom and teacher rules and discipline
- Observations rated on 5 point Likert scale
- 22.7% increase from Pre to Post test
- (Average increase per item on 5 point scale is .8333)

Classroom/Teacher Observation Rules and Discipline

Items (8 total)

- 1) Rules are posted in the class or teacher reminds students of rules.
- 2) Students have a chance to rehearse following class rules.
- 3) The rules are enforced in a consistent manner.
- 4) The teacher and aide work together to enforce rules
- 5) The aide takes the initiative to enforce rules
- 6) The students have classroom duties.
- 7) Classroom management strategies are done in a positive manner.
- 8) The teacher and aide are calm when students break rules or disobey.



Total Observations $t(14) = -5.699, p < .001$
(N=15)

Classroom/Teacher Observation

Giving Directions

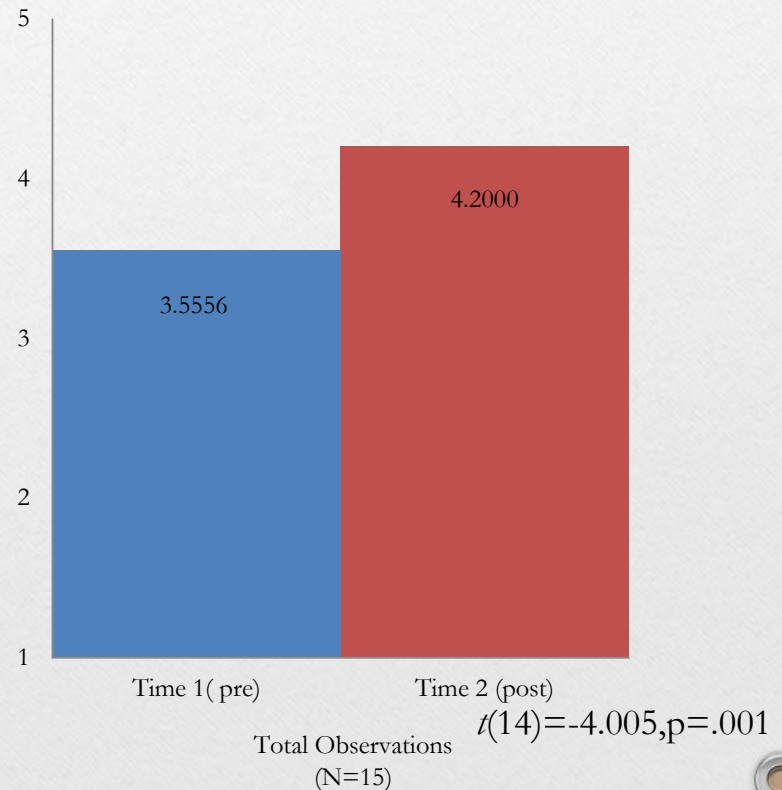
- Domain is an average of 3 items based on observations of classroom and teacher giving directions.
- Observations rated on 5 point Likert scale
- 18.1 % increase from Pre to Post test
- (Average increase per item on 5 point scale is .6444)

Classroom/Teacher Observation

Giving Directions

Items (3 Total)

- 10) Commands are given one at a time.
- 11) Commands are direct, clear and positively stated..
- 12) Commands are given in a neutral or positive tone of voice.



Classroom/Teacher Observation

Praise and Positive Context

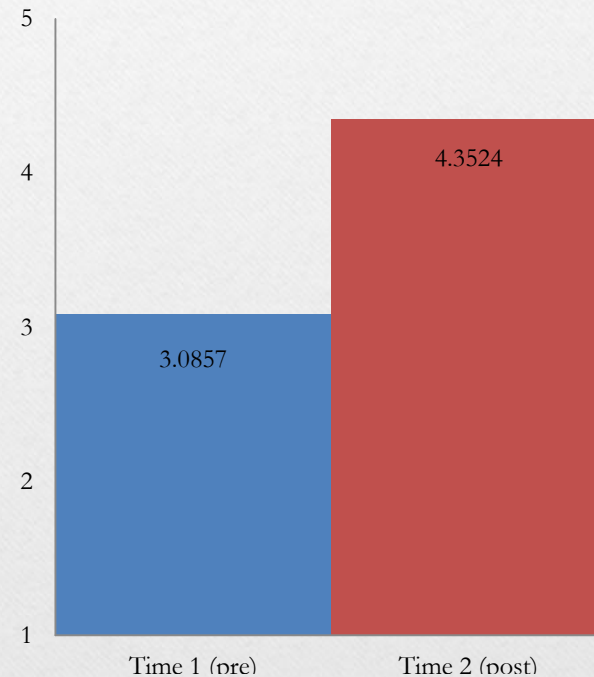
- Domain is an average of 7 items based on observations of classroom and teacher praise and positive context.
- Observations rated on 5 point Likert scale
- 41.1% increase from Pre to Post test
- (Average increase per item on 5 point scale is 1.2667)

Classroom/Teacher Observation

Praise and Positive Context

Items (7 total)

- 14) The teacher and aide notice students' appropriate / positive behavior.
- 15) The teacher and aide praise compliance with his / her directives.
- 16) The teacher and aide attend to positive behavior more than negative behavior.
- 17) Prompts are provided in a positive way.
- 18) The teacher and aide ask questions with no right or wrong answers.
- 19) The teacher and aide reflect students' appropriate verbalizations.
- 20) Behavior expectations are clearly and positively stated before the activity begins.



Total Observations $t(14)=-8.066, p<.001$
(N=15)

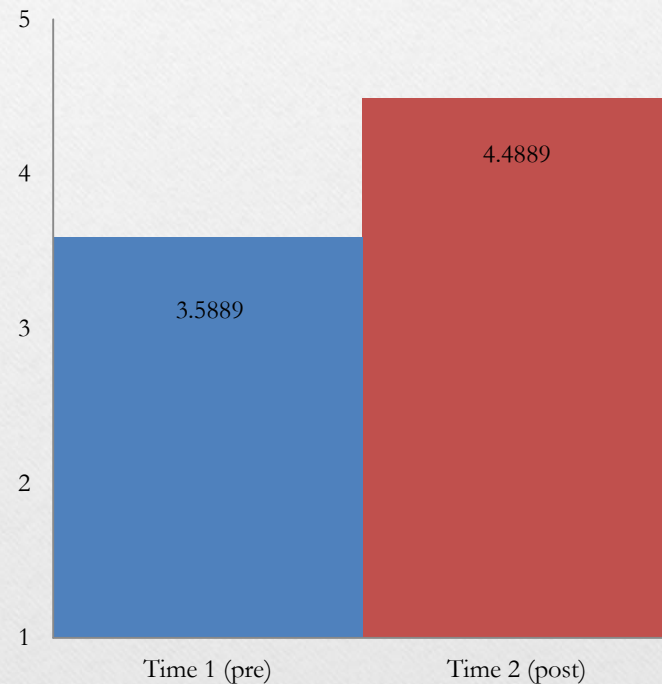
Classroom/Teacher Observation Student Behavior

- Domain is an average of 6 items based on observations of classroom student behavior.
- Observations rated on 5 point Likert scale
- 25.1% increase from Pre to Post test
- (Average increase per item on 5 point scale is .9001)

Classroom/Teacher Observation Student Behavior

Items (6 Total)

- 22) Students comply with commands and directions.
- 23) Students listen when the teacher gives commands / directions.
- 24) Students are positive with one another.
- 25) Students understand how to resolve conflict in a positive way.
- 26) Students react positively to attention and praise from the teacher.
- 27) Students follow the rules and expect others to follow them.



Total Observations $t(14)=-6.314, p<.001$
(N=15)

Sutter-Eyberg Student Behavior Inventory (SESBI)

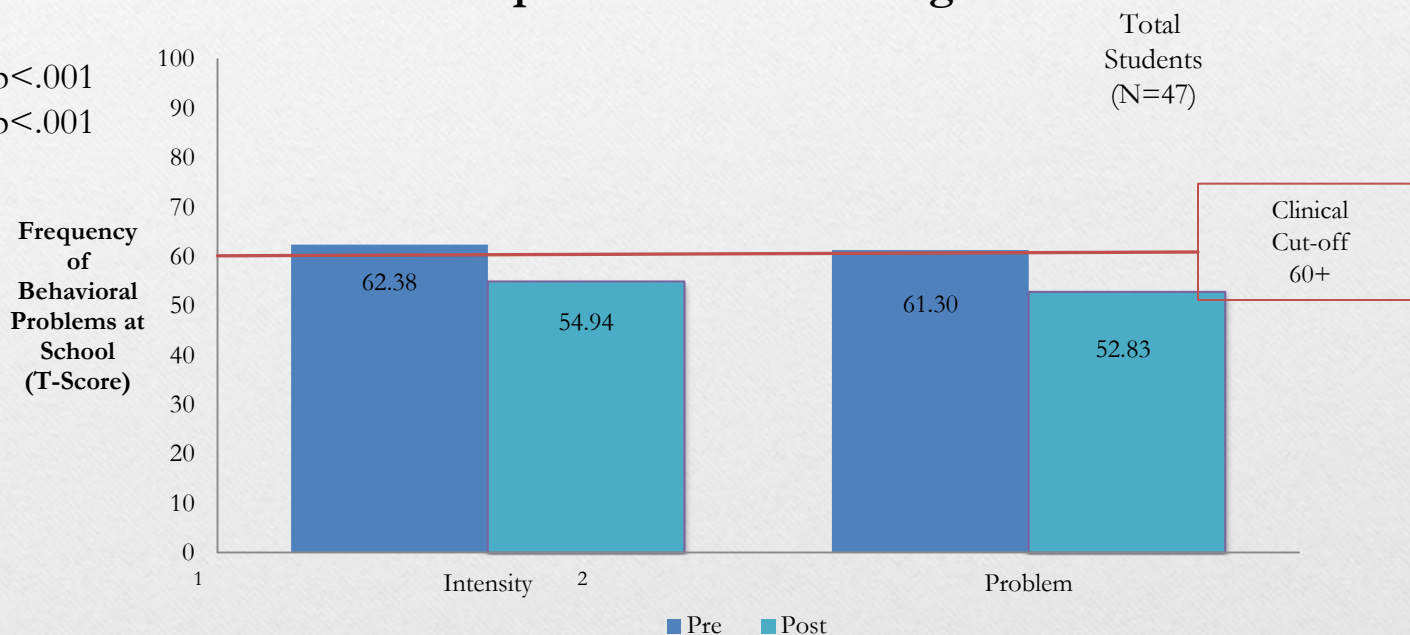
- Attrition Rate : 21.7 %
- total of 13 students dropped out
 - 8 due to student moving
 - 2 due to not having behavior problems
 - 3 due to lost measures
 - Only data of students who completed both pre and post tests included in analysis
 - original N= 60; adjusted N=47

Sutter-Eyberg Student Behavior Inventory (SESBI)

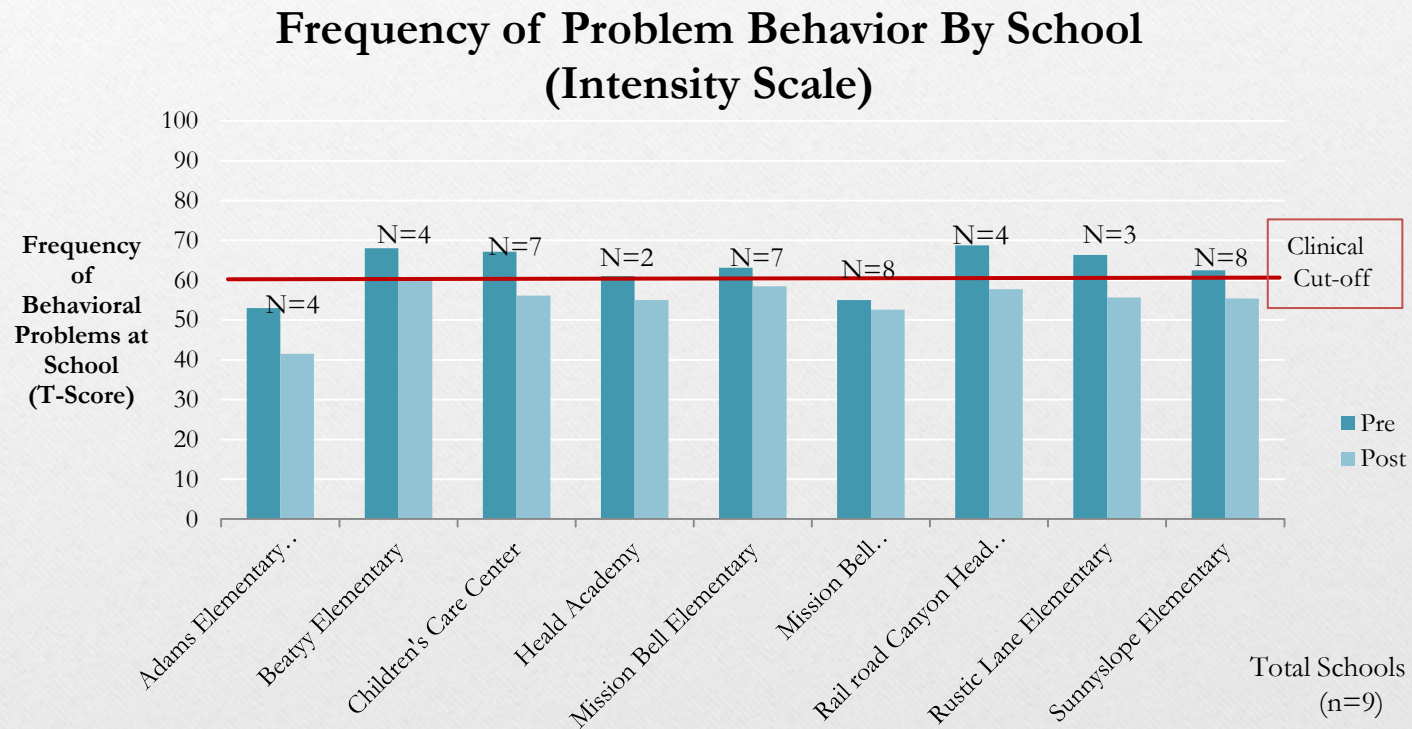
SESBI Entire Sample Pre to Post Changes

$t(46) = 9.164, p < .001$

$t(46) = 8.335, p < .001$



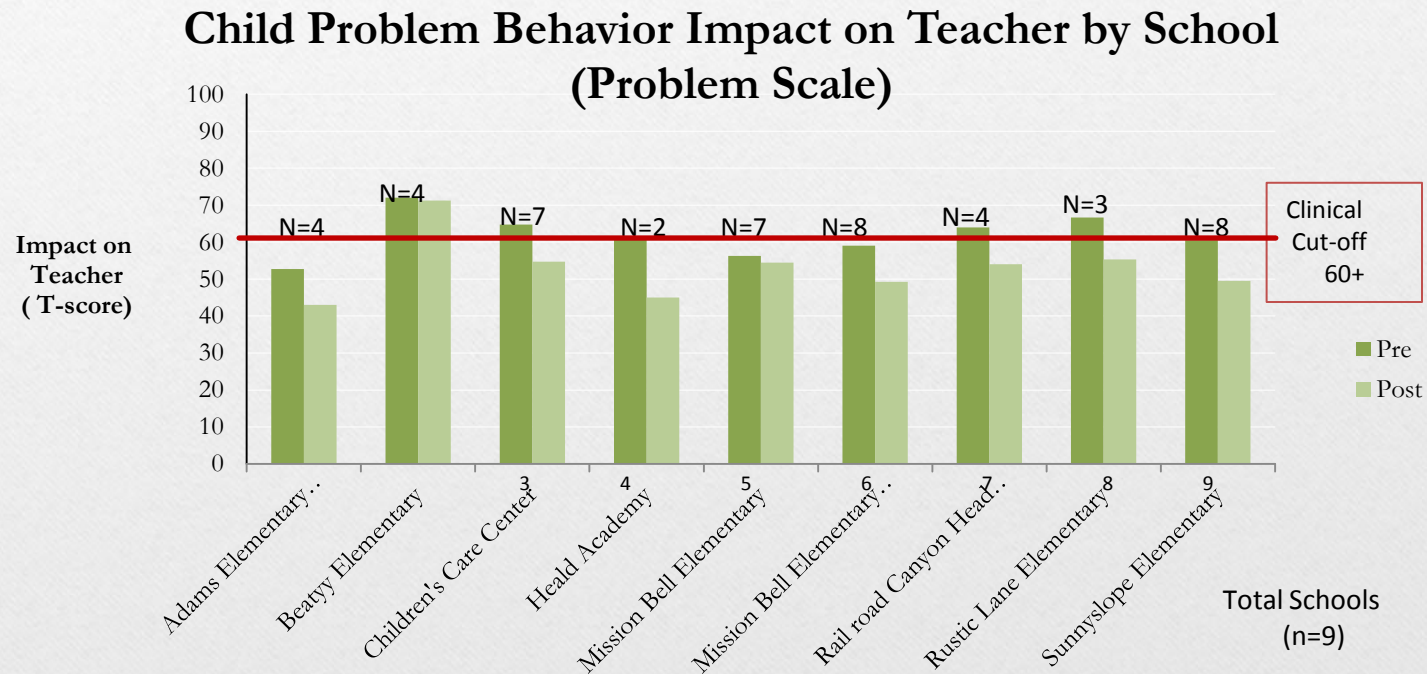
SESBI Intensity Scale by School



SESBI Intensity Scale by School

School	Pre (T-score)	Post (T-score)
Adams Elementary Preschool	53.00	41.50
Beatty Elementary	68.00	60.50
Children's Care Center	67.14	56.14
Heald Academy	61.00	55.00
Mission Bell Elementary	63.14	58.43
Mission Bell Elementary Preschool	55.00	52.63
Rail road Canyon Head Start	68.75	57.75
Rustic Lane Elementary	66.33	55.67
Sunnyslope Elementary	62.50	55.38

SESBI Problem Scale by School



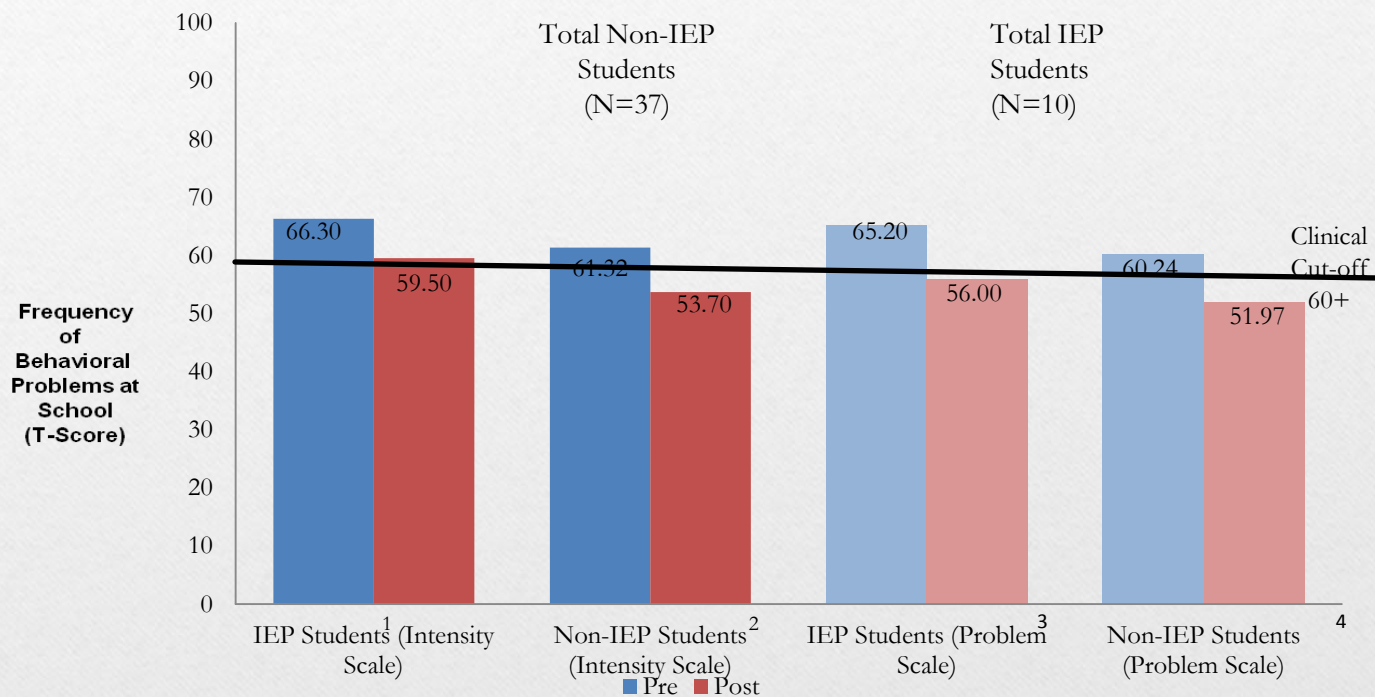
SESBI Problem Scale by School

School	Pre (T-score)	Post (T-score)
Adams Elementary Preschool	52.75	43.00
Beaty Elementary	72.00	71.25
Children's Care Center	64.71	54.71
Heald Academy	61.50	45.00
Mission Bell Elementary	56.29	54.43
Mission Bell Elementary Preschool	59.00	49.25
Rail Road Canyon Head Start	64.00	54.00
Rustic Lane Elementary	66.67	55.33
Sunnyslope Elementary	60.50	49.50

SESBI Comparison of IEP Student vs. Non-IEP Student Samples

- Both IEP students and Non-IEP students showed decreases from Pre to Post scores on both Intensity and Problem scales
- Note difference between total amount of students in each group
 - 10 IEP students
 - 37 Non- IEP students

SESBI Comparison of IEP Student vs. Non-IEP Student Samples



¹ $t(9) = 4.499, p = .001$

² $t(36) = 7.975, p < .001$

³ $t(9) = 4.080, p = .003$

⁴ $t(36) = 7.180, p < .001$

⁵ $t(45) = -.410, p = .634$

⁶ $t(45) = .371, p = .712$

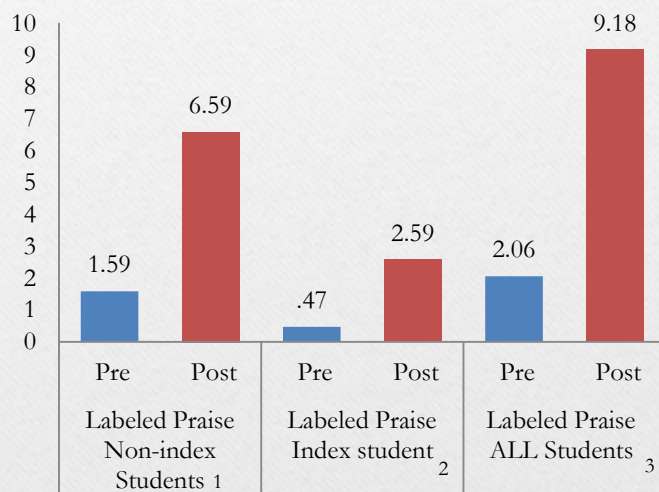
There is no statistically significant difference between students identified as IEP vs. students identified as Non-IEP on the Intensity⁵ or Problem scale⁶ of the SESBI

Behavior Management Skills Change Over Treatment (In Rank Order)

- Labeled Praise was the most frequently used behavior management skill
- (Used 776 times throughout treatment).
- Use of Labeled Praise Increased from pre to post tests (statistically significant).
- Reflective statements were the second most frequently used behavior management skill (Used 765 times throughout treatment).
- Use of reflective statements Increased from pre to post tests (not statistically significant).

Behavior Management Skills Change Over Treatment (In Rank Order)

Labeled Praise Mean Changes (Rank Order = 1)

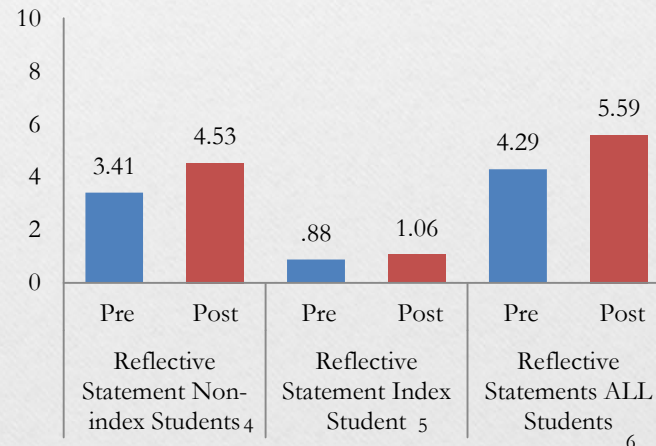


¹ $t(16) = -5.195, p < .001$

² $t(16) = -2.763, p = .014$

³ $t(16) = -5.230, p < .001$

Reflective Statement Mean Changes (Rank Order = 2)



⁴ $t(16) = -.929, p = .367$

⁵ $t(16) = -.320, p = .753$

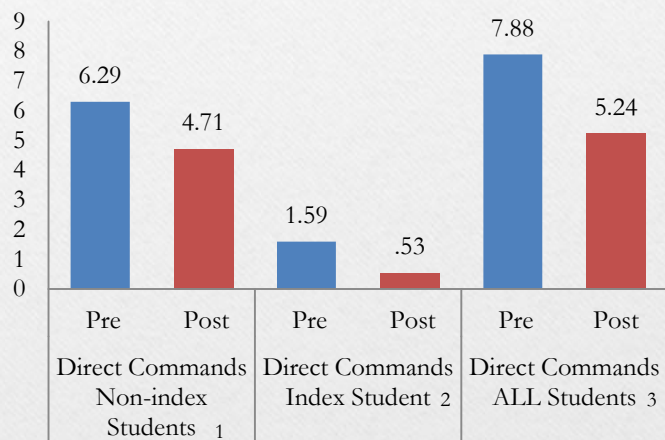
⁶ $t(16) = -.881, p = .392$

Behavior Management Skills Change Over Treatment (In Rank Order)

- Direct Commands were the third most frequently used behavior management skill (Used 757 times throughout treatment).
- Use of direct commands decreased from pre to post tests.
- Pre to Post change between ALL students statistically significant
- Unlabeled Praise was the fourth most frequently used behavior management skill (Used 731 times throughout treatment).
- Use of unlabeled praise increased from pre to post tests (not statistically significant).

Behavior Management Skills Change Over Treatment (In Rank Order)

Direct Command Mean Changes (Rank Order = 3)

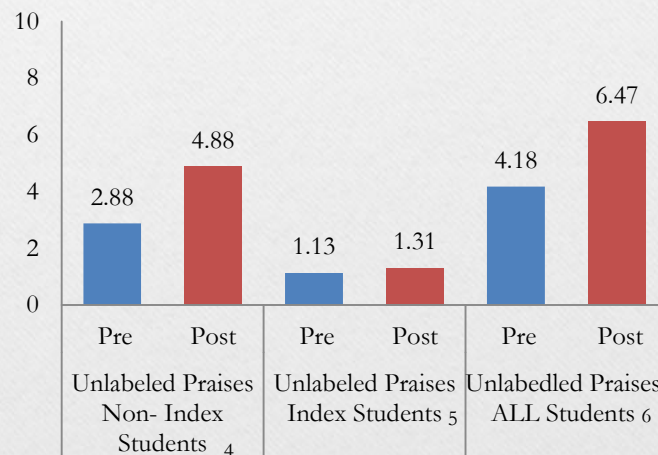


¹ $t(16) = 1.683, p = .112$

² $t(16) = 1.562, p = .138$

³ $t(16) = 2.628, p = .018$

Unlabeled Praise Mean Changes (Rank Order = 4)



⁴ $t(16) = -1.745, p = .100$

⁵ $t(15)^* = -.417, p = .682$

⁶ $t(16) = -1.834, p = .085$

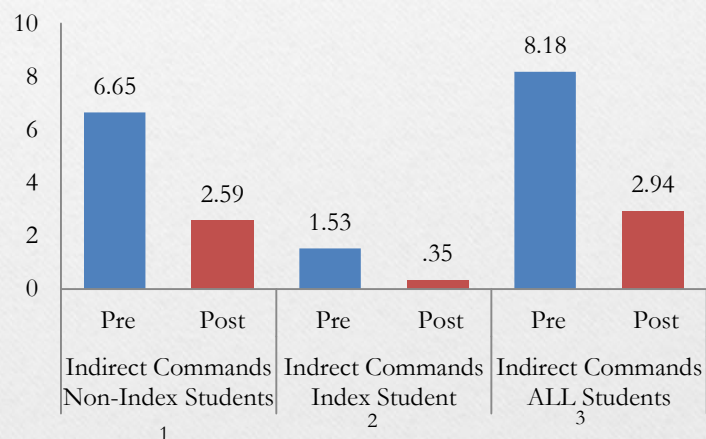
•Please note one classroom in unlabeled praise index students was missing a post test and was excluded from analysis (total N dropped from 17 to 16)

Behavior Management Skills Change Over Treatment (In Rank Order)

- Indirect commands were the fifth most frequently used behavior management skill (Used 573 times throughout treatment).
- Use of indirect commands decreased from pre to post tests.
- Pre and Post change between Non- index students and ALL students were statistically significant.
- Behavior descriptions were the sixth most frequently used behavior management skill (Used 386 times throughout treatment).
- Use of behavior descriptions increased from pre to post test.
- Pre and Post change between Non- index students and ALL students were statistically significant.

Behavior Management Skills Change Over Treatment (In Rank Order)

Indirect Command Mean Changes (Rank Order =5)



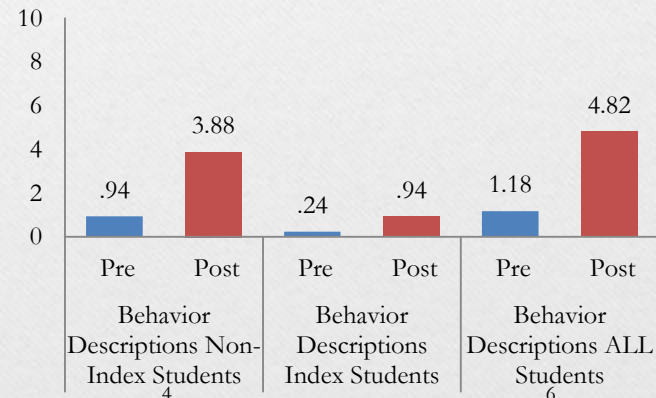
¹ $t(16) = 3.046, p = .008$

² $t(16) = 2.455, p = .026$

³ $t(16) = 2.628, p = .001$

Girard, E. (2013) Pilot TCIT Project

Behavior Description Mean Changes (Rank Order =6)



⁴ $t(16) = 3.046, p = .008$

⁵ $t(16) = 2.455, p = .026$

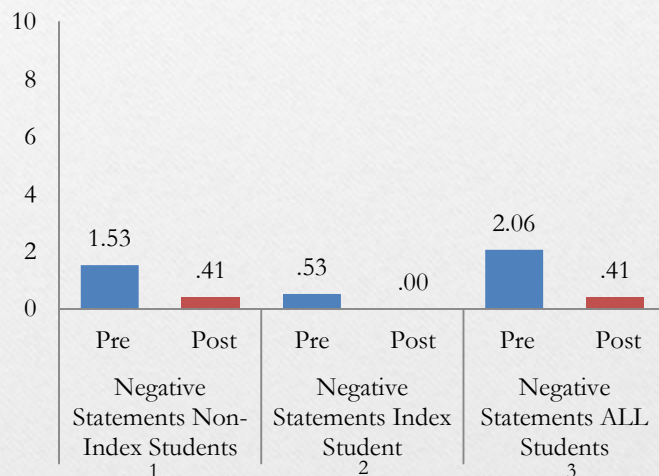
⁶ $t(16) = 4.065, p = .001$

Behavior Management Skills Change Over Treatment (In Rank Order)

- Negative statements were the seventh most frequently used behavior management skill. Used 88 times throughout treatment.
- Use of negative statements decreased from pre to post tests.
- Pre and Post change between of Index student was statistically significant.
- Negative commands were the eighth most frequently used behavior management skill. Used 34 times throughout treatment.
- Use of negative commands decreased to no usage at time of post test (not statistically significant).

Behavior Management Skills Change Over Treatment (In Rank Order)

Negative Statement Mean Changes (Rank Order = 7)

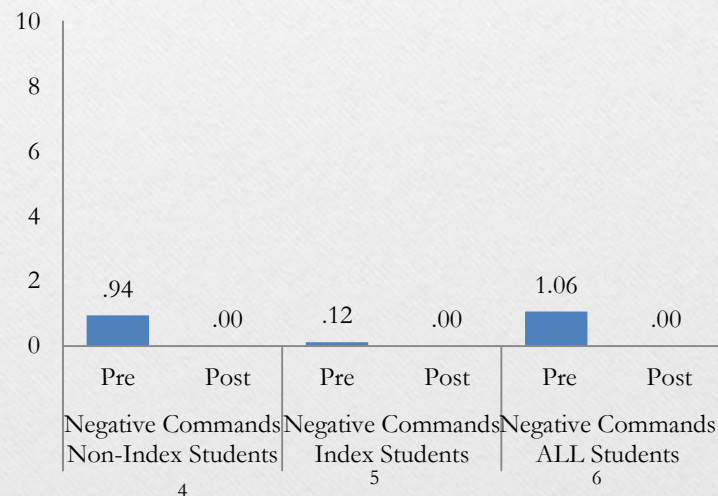


¹ $t(16) = 1.864, p = .081$

² $t(16) = 2.496, p = .024$

³ $t(16) = 2.460, p = .026$

Negative Command Mean Changes (Rank Order = 8)



⁴ $t(16) = 2.175, p = .045$

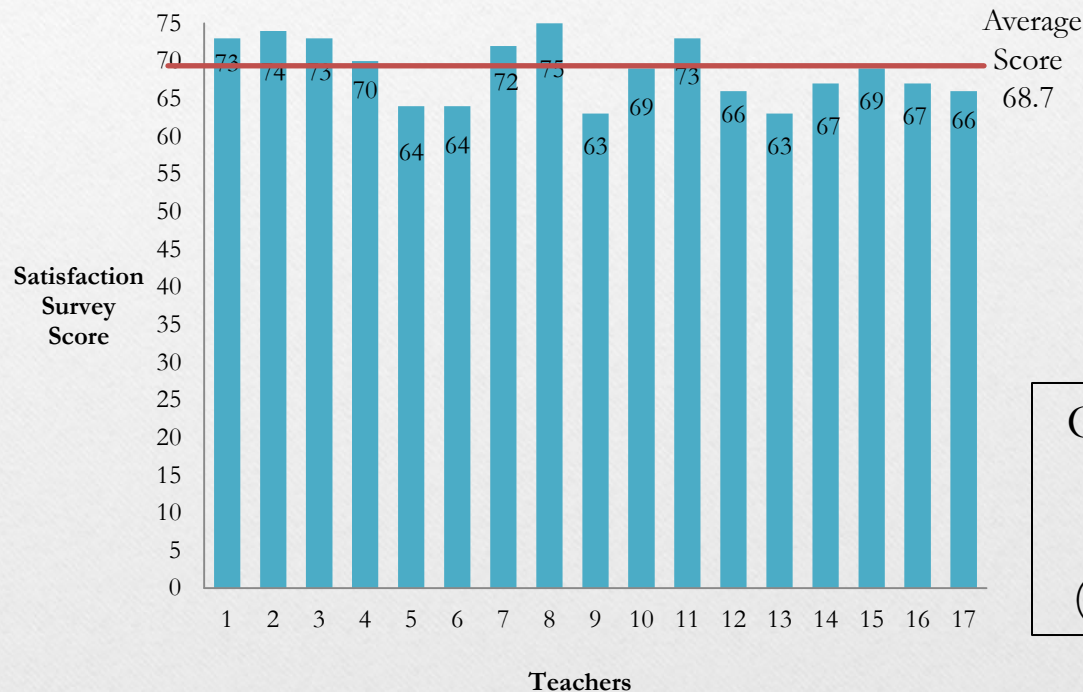
⁵ $t(16) = 1.461, p = .163$

⁶ $t(16) = 2.314, p = .034$

Greatest Change Recorded Over Treatment of Bx Management Skills

- Labeled Praise ALL Students Increased on average by 7.118 from pre to post.
- Indirect Commands ALL Students decreased on average by 5.235 from pre to post.
- Behavior descriptions ALL students increased on average by 3.647 from pre to post.
- Direct commands ALL students decreased on average by 2.647 from pre to post .
- Unlabeled Praise ALL Students increased on average by 2.294 from pre to post.
- Negative Statements ALL students decreased on average by 1.647 from pre to post .
- Reflective Statements ALL students increased on average by 1.294 from pre to post.
- Negative Commands ALL students decreased on average by 1.059 from pre to post.

TAI Satisfaction Survey Scores



- The TAI Satisfaction Survey score is a sum of 15 survey items.
- Satisfaction rated on 5 point Likert scale

Overall average satisfaction score of 17 teachers is 68.7 out of 75 (91.6% rate of satisfaction)

Debriefing Meeting

Why Held

- Held to discuss pro and cons of treatment implementation
- Attendance was voluntary
- Not all staff able to attend due to no classroom coverage
- Feedback is cortical to improve service delivery

Future Thoughts

- Unclear with school districts taking responsibility for mental health treatment the impact on future implementation
- Have both teacher/assistant team train together at the same time for internal support

Teacher Quotes

- “I felt like I had Isabel in my pocket with me and I knew I could do it.”
- “I felt so scared at first to have someone watch me and thought I wasn’t going to get it right. Then I realized it was great to have someone live with me in the classroom to help with exactly what was happening .”
- “I wish our coaches could be with us everyday in the classroom. It was such a good experience.”
- “I found that TCIT let me regain control of my classroom in a way that is so effective when I saw the clues the students were giving me.”

Thank You Friends!

