



# Collaborating with Teachers

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18<sup>th</sup> Annual Conference on  
Parent-Child Interaction Therapy for Traumatized Children  
October 17, 2018

**UCDAVIS**  
CHILDREN'S HOSPITAL



**PCIT**  
Training  
Center

**first 5 la**  
Giving kids the best start



A PARTNER IN  
**NCTSN**  
The National Child  
Traumatic Stress Network

# Introductions

- Emma Girard, PsyD
- Karrie Lager, PsyD

# Poll the Audience

How many of you have:

- Consulted with teachers?
- Consulted in the school setting?
- Provided PCIT like coaching during class time?



# OBJECTIVES

- Understand why its important to do classroom observations for your PCIT clients
- Understand when and how to collaborate with teachers to best serve your target client and best improve classroom behaviors
- Learn how to teach and coach new skills to teachers in the classroom

# Teachers Need an Extra Pair of Eyes



- Want any feedback regarding setting up classroom rules?
- Unsure if a student is displaying developmentally appropriate behavior?
- Notice a pattern of difficult transition time with students and would like some suggestions for possible change?

# When to collaborate with teachers

- Benefits of school visits at beginning, middle, or end of treatment
- School visits throughout treatment
- Consider family factors
- How to introduce the idea to the family



# Collaborating with Teachers

- Approaching the teacher/school
  - When to contact the school directly or go through the caregiver
- Does your agency have a relationship with the school district?



# Types of Consultation

## TCIT

### General classroom consultation

- Focus of feedback is entire classroom
- Benefits are to the classroom at large

## School observation

### Clinical classroom consultation

- Focus of feedback is an identified student
- Feedback to teacher is student focused intervention





# Conducting a class observation



- How to structure your time
- What to look for
- Materials/handouts for the teacher

# Evaluation & Assessment

- Evaluating the strategies that are being used with your client
- Assessment measures
  - SESBI
  - Classroom Observation Evaluation questionnaire
  - Teacher coding
- Consultation & Feedback
  - Questions to ask during a teacher interview
  - How to give feedback to the teacher



# Incorporate School Observation in Coaching and Treatment Plan



- Giving feedback to the caregiver and child
- Target school goals during PCIT coaching
- Generalize progress made in session to the school setting

## 1<sup>st</sup> Step: Ask Teachers to Think About The Students

- How busy are their lives?
- What might be going on at home?
- How much one-on-one time do they get?
- How often does an adult sit and play with them, on weekdays/weekends?



How might this impact their behavior?

How might this impact the classroom?

# **P.R.I.D.E.**

## **Skills for Every Teacher**

- PRIDE skills help fill up a child's natural need to feel heard and important
- This leads to building a sense of value, personal worth, confidence and positive esteem
- Use of PRIDE skills help decrease behavioral problems and improve the relationship between teacher and child

# What are PRIDE Skills?

- PRIDE Skills are verbal statements or physical gestures that adults say or make towards a child to increase their self-esteem, confidence and overall relationship
- Each letter in PRIDE stands for a skill

# What are “PRIDE” Skills?

- Praise
  - Labeled
  - Unlabeled
- Reflect
- Imitate
- Describe
  - Specific Behavior student is doing
- Enjoy

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Behavior Prevention Skills  
**\*P\*R\*I\*D\*E\***

Rule	Reason	Example	Look
<b>PRAISE</b> appropriate behavior	<ul style="list-style-type: none"> <li>Increases desired behaviors.</li> <li>Lets student know what you like.</li> </ul>	"You did great concentrating on building the tower." "I love how you listened to Teacher Martha."	
<b>REFLECT</b> appropriate talk	<ul style="list-style-type: none"> <li>Shows student that you're listening and understand them.</li> </ul>	Student: "I'm drawing a house!" Teacher: "Yes, you're drawing a house!"	
<b>IMITATE</b> appropriate play	<ul style="list-style-type: none"> <li>Shows approval of student's activities.</li> <li>Models and increases desired behaviors.</li> </ul>	Teacher: "I'm going to sit and read my book, just like you."	
<b>DESCRIBE</b> appropriate behavior	<ul style="list-style-type: none"> <li>Increases concentration and attention to the activity.</li> <li>Slows down an active student.</li> </ul>	Teacher: "You're keeping the crayons on the table." Teacher: "You wrote your name on your paper."	
<b>ENJOY</b>	<ul style="list-style-type: none"> <li>Demonstrates interest in students.</li> <li>Models positive emotions.</li> </ul>	Teacher: "I have so much fun reading to you." Teacher: "I love it when we're all learning something new together."	

# Labeled Praise (LP)

- Specific acknowledgement of positive attribute or behavior
- Child knows exactly what to repeat to earn your attention



## Examples:

- You're very good at drawing.
- I like how you're speaking quietly.
- Awesome sharing!
- Your Dad will be so proud of you for helping me clean up. I can't wait to tell him when he picks you up

## Examples targeting academic related skills:

- Thank you for listening and paying attention to the directions.
- Nice job raising your hand to ask a question.
- I like how you're trying your best and practicing to sound out the word.



# Why Praise?

- Increases child's self-esteem
- Lets child know what you like
- Adds to warmth in relationship
- Both teacher & child feel good!
- Causes positive behaviors to increase

# Reflection (R)

- Repeat back what child says without changing the context of the statement

## Examples

Child: I made a star.

Teacher: You did make a star.

Child: The camel got bumps

Teacher: It has two humps on its back

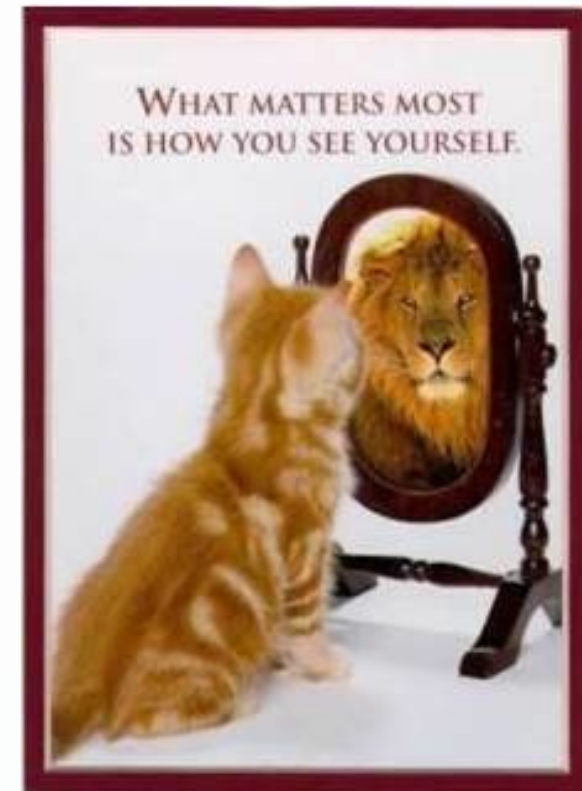
Child: Dis lello hair.

Teacher: That is yellow hair.



# Why Reflection?

- Models correct pronunciation and can add expansion of vocabulary words
- Shows child you're really listening
- Demonstrates acceptance and understanding
- Increases verbal communication
- Improves child's speech



# Imitate (I) and Why Imitate Appropriate Behavior?

- Lets child take responsibility for their own actions
- Approves child's choice of activity
- Shows child you are interested and involved
- Teaches child how to interact with others (ex: taking turns)
- Tends to increase child's imitation of what you do



# Describe Behavior (D)

- Statement with action verb about the child's behavior
- Hint start sentence with "you're" and use words with "ing" ending

## Examples

"You're building a tall tower"

"You're drawing a smiling face"

"You're sitting on the floor"

## Examples targeting academic related skills

"You're trying your best and figuring out the puzzle"

"You're focusing on your drawing."

"You're really practicing and working hard on your spelling."



# Why Behavior Description?

- Teaches child what they are doing with their body
- Shows child you're interested
- Lets child lead activity
- Teaches concepts/organization
- Models speech
- Increases child's attention to task

# Enjoyment (E) and Why Enjoyment?

- Demonstrates interest
- Models positive emotion
- Strengthens the relationship
- Helps the child to focus on the positive
- Demonstrates social skills



## **2<sup>nd</sup> Step: Think About The Students**

- How might PRIDE skills help your client?
- How often do they receive PRIDE skills?
- How can you help their teacher incorporate PRIDE skills daily?



# PRIDE Before EDUCATION

- Case Example: Johnny

# Feedback



- Strategies for index children- or the children under focus because of their difficult behavior in the classroom

# TCIT

## Classroom/Teacher Evaluation

<b>RULES &amp; DISCIPLINE</b>	<b>NA/No</b>	<b>Some</b>	<b>Yes</b>	
1) Rules are posted in the class and teacher reminds students of rules.	1	2	3	4 5
2) Students have a chance to rehearse following class rules.	1	2	3	4 5
3) The teacher enforces the rules in a consistent manner.	1	2	3	4 5
4) The teacher and aide work together to enforce rules.	1	2	3	4 5
5) The aide takes the initiative to enforce rules.	1	2	3	4 5
6) The students have classroom duties.	1	2	3	4 5
7) Classroom management strategies are done in a positive manner.	1	2	3	4 5
8) The teacher is calm when students break rules or disobey.	1	2	3	4 5
<b>GIVING DIRECTIONS</b>				
9) Commands are given one at a time	1	2	3	4 5
10) Commands are direct, clear and positively stated.	1	2	3	4 5
11) Commands are given in a neutral or positive tone of voice.	1	2	3	4 5
<b>PRAISE &amp; POSITIVE CONTEXT</b>				
13) The teacher and aide notice students' appropriate/positive behavior.	1	2	3	4 5
14) The teacher and aide praise compliance with his/her directives.	1	2	3	4 5
15) The teacher and aide attend to positive more than negative behavior.	1	2	3	4 5
16) Prompt are provided in a positive way.	1	2	3	4 5
17) The teacher and aide asks questions with no right or wrong answers.	1	2	3	4 5
18) The teacher and aide reflect students' appropriate verbalizations.	1	2	3	4 5
19) Behavioral expectations are clearly and positively stated before the activity begins.	1	2	3	4 5
<b>STUDENT BEHAVIOR</b>				
20) Students comply with commands and directions	1	2	3	4 5
21) Students listen when the teacher gives commands/directions.	1	2	3	4 5
22) Students are positive with one another.	1	2	3	4 5
23) Students understand how to resolve conflict in a positive way.	1	2	3	4 5
24) Students react positively to attention and praise from the teacher.	1	2	3	4 5
25) Students follow the rules, and expect others to follow them.	1	2	3	4 5

# What To Do When They're "Bad"

- All behavior is purposeful
- Patterns for negative attention seeking behavior can occur in kids
- Often negative attention gets you noticed
- Idea that "No Publicity is Bad Publicity"

Combat this with  
...Differential Attention



# Differential Attention

- Teacher & students ignore inappropriate behavior  
(unless dangerous or destructive)
- Teacher shifts their focus to something completely unrelated to negative behavior by:
  - Remaining non-reactive
  - Avoiding eye contact
  - Physically moving away
  - Engaging in new activity
  - Consistently ignoring behavior
- Reason:
  - Avoids increasing bad behavior
  - Decreases mild/irritating behaviors
  - Helps child notice difference between caregiver's responses to positive and negative behavior

\*This takes practice for both the teacher & students!

# Using the “Ignoring Muscle”



# Teaching the “Ignoring Muscle”

- 1) Explain skill to teachers and students in class and children to ignore YOU (acting as misbehaving child)
- 2) Be animated in your explanation to keep children's attention
- 3) Role play with teacher
- 4) After role play give lots of Labeled Praises for good use of “ignoring muscle”

# Generalization to School?

- Case Example: Jordyn



# UC DAVIS TCIT MODEL

# UCD TCIT Model Design

## Essential Highlights

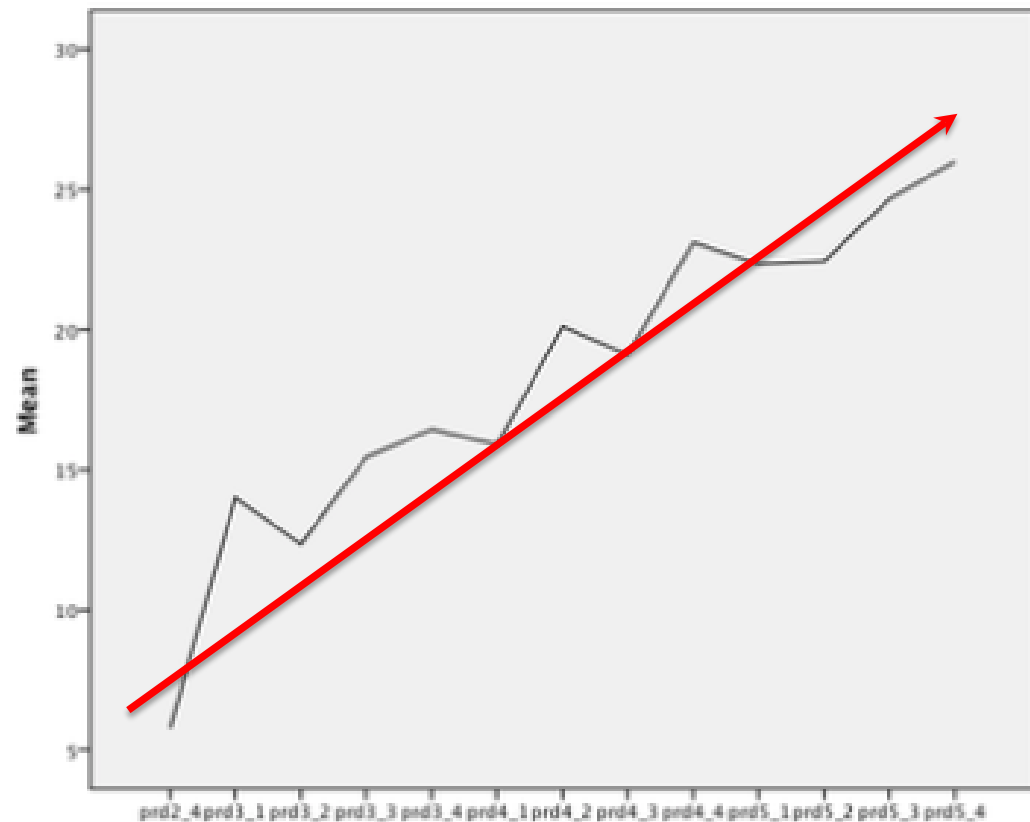
- **Conduct Pre-Tx Obs**
  - T-DPICS – 5 minute coding x 3
    - Teaching, Transition, Free Play
  - SESBI – 4 identified students
  - Teacher/Classroom Observation Measure
- **6 Hour Training Workshop**
  - CDI – “Do & Don’t Skills” – PRIDE
  - TDI – Classroom Bx Mgmt Skills
  - Teachers taught both CDI & TDI skills at the same time
  - No mastery criteria for CDI skills
- **8 sessions on-site coaching**
  - Weekly T-DPICS coding at Transition only
  - 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 Obs**
  - T-DPICS – 5 minute coding x3
    - Teaching, Transition, Free Play
  - SESBI – same identified students
  - Teacher/Classroom Observation Measure
  - TAI – Teacher modified Satisfaction Survey

# TCIT Outcome Data

# Step 1: Training Teachers

## Increasing PRIDE Skills

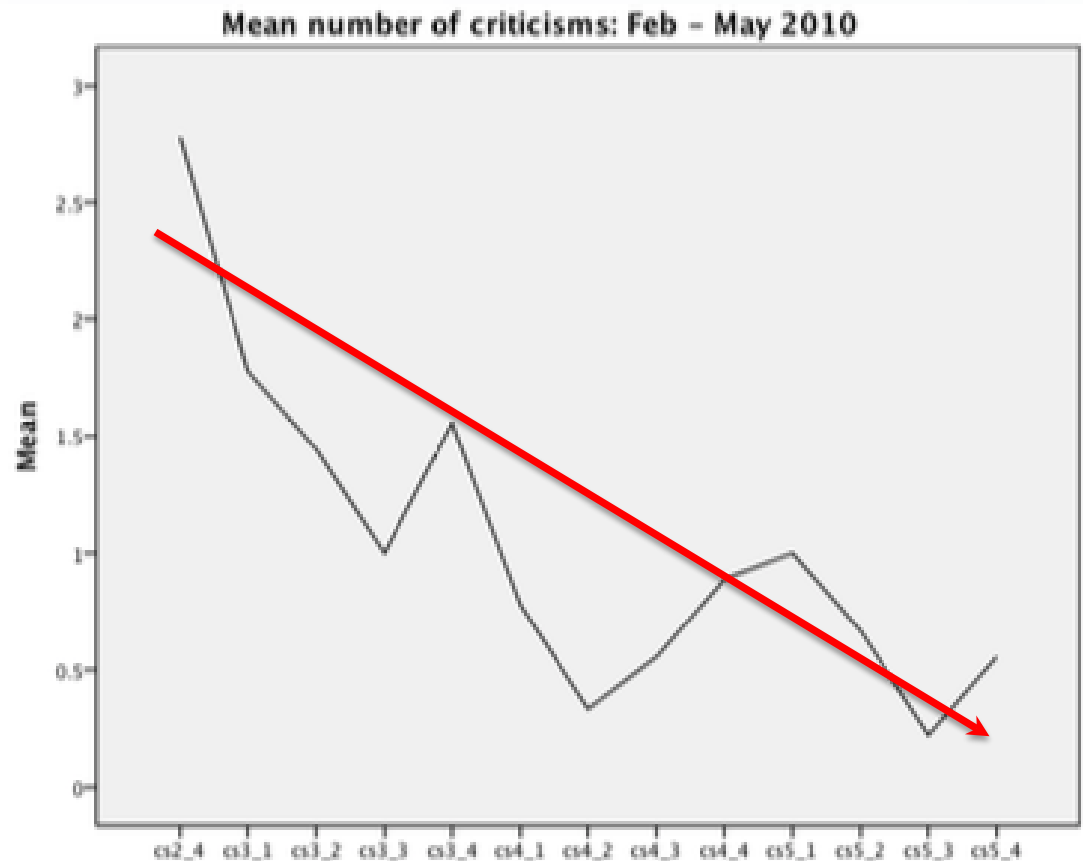
- Teachers increased use of praise, reflection, behavioral descriptions with students during 5 minute transitions. Observations took place weekly for 13 weeks, from February to May 2010.



# Step 1: Training Teachers

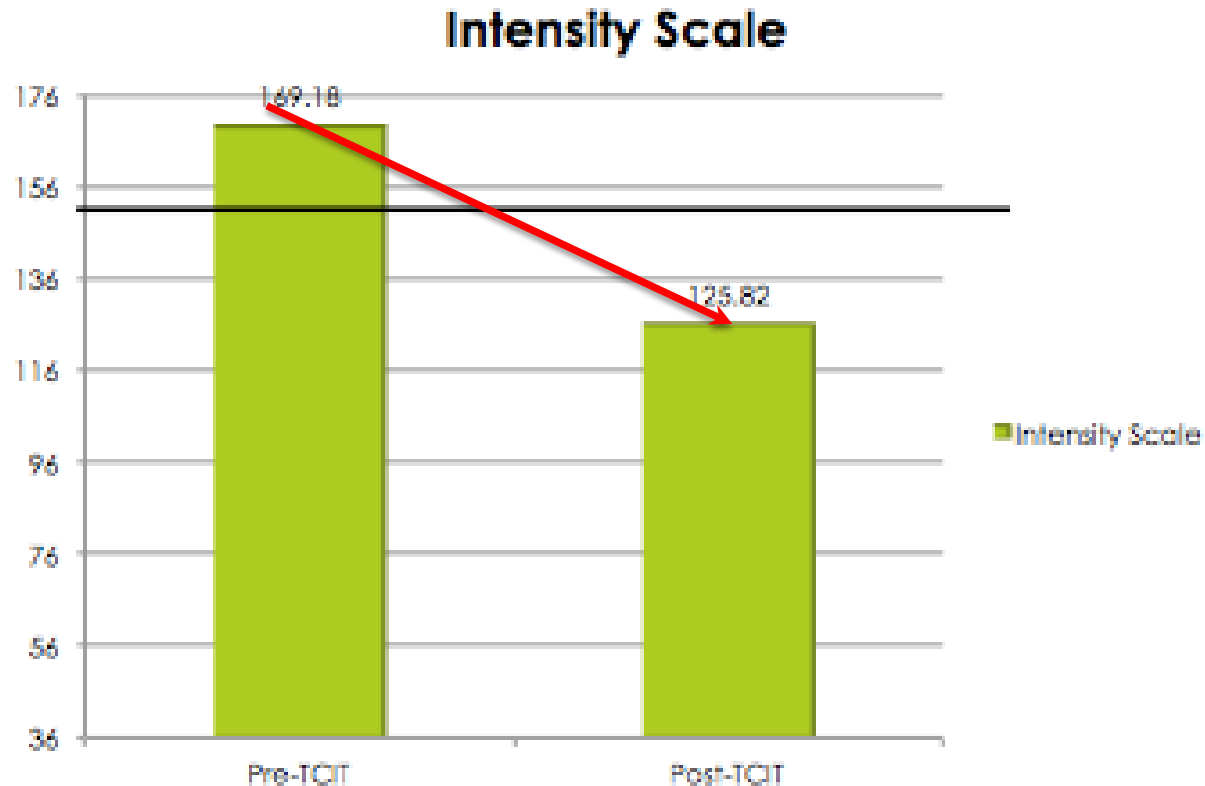
## Decreasing Negative Talk

- Teachers decreased use critical commands (e.g., "Stop!") and critical statements (e.g., "That's not helpful") with students during 5 minute transitions.



# Step 2: Changing child behaviors **UCDAVIS** CHILDREN'S HOSPITAL

- Teachers ratings of the Intensity of 28 identified children's behavior problems decreased significantly from pre- to post-TCIT.

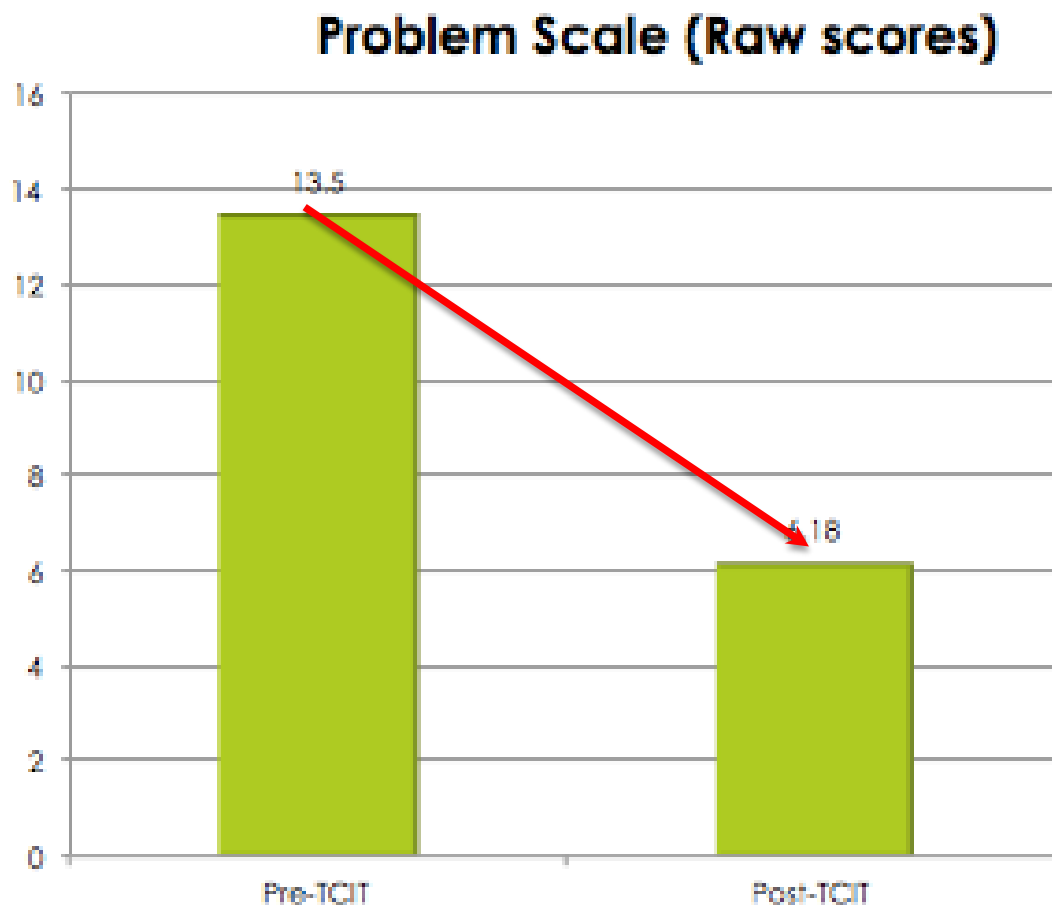


Clinical cutoff= 151

## Step 2: Changing child behaviors **UCDAVIS** CHILDREN'S HOSPITAL

- Teachers ratings of the numbers of child behaviors identified as problems for 28 children decreased significantly from pre- to post-TCIT.

Clinical cutoff = 19



# WRAP UP & QUESTIONS



# Thank you!