Collaborating with Teachers

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Introductions

• Emma Girard, PsyD
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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 it's 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
1st 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

**Behavior Prevention Skills**

<table>
<thead>
<tr>
<th>Rule</th>
<th>Reason</th>
<th>Example</th>
<th>Look</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PRAISE</strong> appropriate behavior</td>
<td><em>Increases desired behaviors.</em>&lt;br&gt;<em>Lets student know what you like.</em></td>
<td>“You did great concentrating on building the tower.”&lt;br&gt;“I love how you listened to Teacher Martha.”</td>
<td>![Thumb up]</td>
</tr>
<tr>
<td><strong>REFLECT</strong> appropriate talk</td>
<td><em>Shows student that you’re listening and understand them.</em></td>
<td>Student: “I’m drawing a house!”&lt;br&gt;Teacher: “Yes, you’re drawing a house!”</td>
<td>![Hands raised, speech bubbles]</td>
</tr>
<tr>
<td><strong>IMITATE</strong> appropriate play</td>
<td><em>Shows approval of student’s activities.</em>&lt;br&gt;<em>Models and increases desired behaviors.</em></td>
<td>Teacher: “I’m going to sit and read my book, just like you.”</td>
<td>![Child reading]</td>
</tr>
<tr>
<td><strong>DESCRIBE</strong> appropriate behavior</td>
<td><em>Increases concentration and attention to the activity.</em>&lt;br&gt;<em>Slows down an active student.</em></td>
<td>Teacher: “You’re keeping the crayons on the table.”&lt;br&gt;Teacher: “You wrote your name on your paper.”&lt;br&gt;Teacher: “You wrote your name on your paper.”&lt;br&gt;Teacher: “I have so much fun reading to you.”&lt;br&gt;Teacher: “I love it when we’re all learning something new together.”</td>
<td>![Child reading]</td>
</tr>
<tr>
<td><strong>ENJOY</strong></td>
<td><em>Demonstrates interest in students.</em>&lt;br&gt;<em>Models positive emotions.</em></td>
<td>![Child looking happy]</td>
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</table>
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\textsuperscript{nd} 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

#### RULES & DISCIPLINE

<table>
<thead>
<tr>
<th>Rule</th>
<th>NA/No</th>
<th>Some</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Rules are posted in the class and teacher reminds students of rules.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>2) Students have a chance to rehearse following class rules.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>3) The teacher enforces the rules in a consistent manner.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4) The teacher and aide work together to enforce rules.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5) The aide takes the initiative to enforce rules.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>6) The students have classroom duties.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7) Classroom management strategies are done in a positive manner.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>8) The teacher is calm when students break rules or disobey.</td>
<td>1 2 3 4 5</td>
<td></td>
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#### GIVING DIRECTIONS

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<tr>
<th>Rule</th>
<th>NA/No</th>
<th>Some</th>
<th>Yes</th>
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<tbody>
<tr>
<td>9) Commands are given one at a time</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>10) Commands are direct, clear and positively stated.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>11) Commands are given in a neutral or positive tone of voice.</td>
<td>1 2 3 4 5</td>
<td></td>
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#### PRAISE & POSITIVE CONTEXT

<table>
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<tr>
<th>Rule</th>
<th>NA/No</th>
<th>Some</th>
<th>Yes</th>
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<tbody>
<tr>
<td>13) The teacher and aide notice students’ appropriate/positive behavior.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14) The teacher and aide praise compliance with his/her directives.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15) The teacher and aide attend to positive more than negative behavior.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>16) Prompt are provided in a positive way.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>17) The teacher and aide asks questions with no right or wrong answers.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18) The teacher and aide reflect students’ appropriate verbalizations.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>19) Behavioral expectations are clearly and positively stated before the activity begins.</td>
<td>1 2 3 4 5</td>
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#### STUDENT BEHAVIOR

<table>
<thead>
<tr>
<th>Rule</th>
<th>NA/No</th>
<th>Some</th>
<th>Yes</th>
</tr>
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<tbody>
<tr>
<td>20) Students comply with commands and directions</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>21) Students listen when the teacher gives commands/directions.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>22) Students are positive with one another.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>23) Students understand how to resolve conflict in a positive way.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>24) Students react positively to attention and praise from the teacher.</td>
<td>1 2 3 4 5</td>
<td></td>
<td></td>
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<tr>
<td>25) Students follow the rules, and expect others to follow them.</td>
<td>1 2 3 4 5</td>
<td></td>
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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

- 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.

Increasing PRIDE Skills
Step 1: Training Teachers

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

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!