

The Society for Clinical Child and Adolescent Psychology (SCCAP): Initiative for Dissemination of Evidence-based Treatments for Childhood and Adolescent Mental Health Problems

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Workshop

First Step to Success: Early Intervention for Children with Challenging Behavior

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Agenda

- **Background and rationale**
- **Overview of First Step to Success**
- **First Step Implementation Components**
 - Meeting with Teacher
 - Meeting with Parents
 - Meeting with Child
 - Meeting with Class
 - Class Program Day 1
 - homeBase
- **Adaptations for pre-school**
- **Debriefing and wrap-up**

3-5%
FEW
(High Risk)
Individual
Interventions

- Functional Assessment
- Individual Behavior Management Plans
- Parent Training and Collaboration
- Multi-agency collaboration (wrap-around)
- PMTO

7-10%
SOME
(At-Risk Students)
Classroom and Small
Group Strategies

- Increased academic support
- Intensive social skills teaching
- First Step to Success
- Adult mentors (Check in – Check out)

85-90%
ALL
(All Students)
School-Wide Systems of Support

- Social skills teaching
- Positive, proactive discipline
- Teaching social behavior expectations
- Active supervision and monitoring
- Positive reinforcement systems
- Firm, fair, and corrective discipline
- Data-based decision making

The Five Universal Principles



Who benefits from First Step to Success?

- **Young children who have trouble dealing with school demands** (e.g., following directions, getting along with others, completing school tasks).
- **The teacher** (focus on positive behavior)
- **The entire class** (work as a team to follow directions)
- **The entire staff** (notice positive behaviors)
- **The Parents/caregivers** (focus on positive interactions)

What are the principles of First Step to Success?

1. Have clear expectations

- What do you want to see and hear?

2. Explicitly teach expectations

- Use examples and non-examples.

3. Minimize attention for minor inappropriate behaviors

- don't make mountains out of molehills.

4. Provide positive feedback

- Notice the behavior you want to see and hear.

5. Have clear consequences for unacceptable behavior

- Consequences are only effective if they change behavior.

What is First Step to Success?

A home/school intervention program to help young children get off to a positive start in school.

What are the components of First Step to Success?

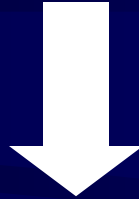
- **Screening**
- **Class**
- **homeBase**

20 Million Dollars in Research Funds

- **1994 – Program development completed**
- **4 year grant from Oregon Legislature in implementing the program state-wide**
- **4 years to adapt program for Head Start**
- **5 year efficacy study with diverse cultures in Albuquerque**
- **5 year National Effectiveness Study (Chicago, Tampa, San Jose, Lane County, West Virginia)**
- **4 years pre-school efficacy study**
- **4 years to develop an enhanced homeBase component.**
- **2 years to develop a web-based training program**

Universal Screening

Letter home to all parents



**If parent does not want child screened they
return signed form**



Teacher meets with Coach:

**Externalizing students identified and teacher
completes Early Screening Project scales (ESP)**

Early Screening Project (ESP)

Adaptive Behavior Scale

(No risk, At risk, High risk, Extreme risk)

Maladaptive Behavior Scale

(No risk, At risk, High risk, Extreme risk)

Social Skills Scale

(No risk, At risk)

Aggression Scale

(No risk, At risk, High risk, Extreme risk)

Figure 1
Raw Score Profile of Cohort 1
Across Pre, Post and follow-up Measures

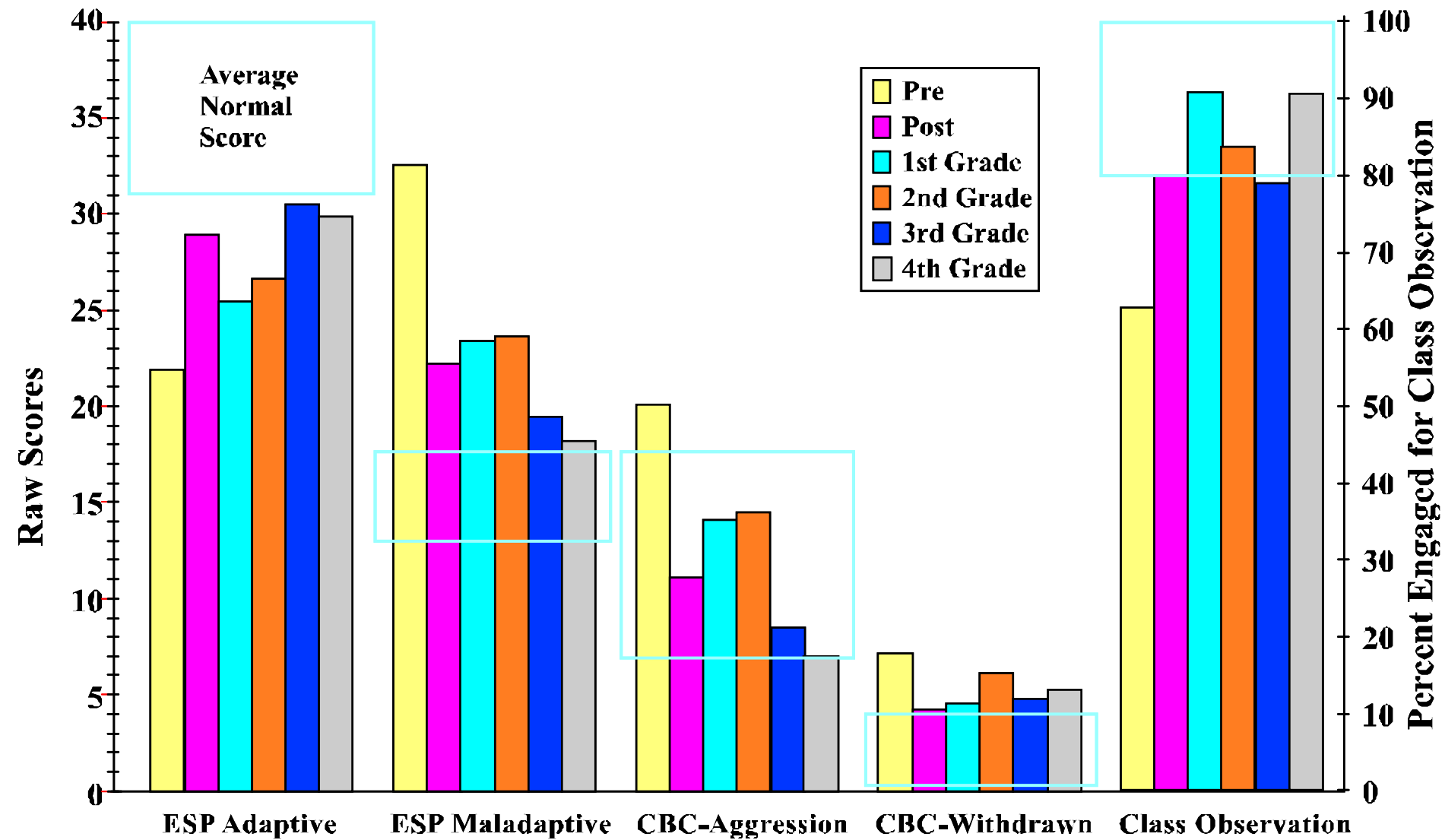


Figure
First Step to Success Pre and Post-Score Data
Miles City, Montana
May, 2003

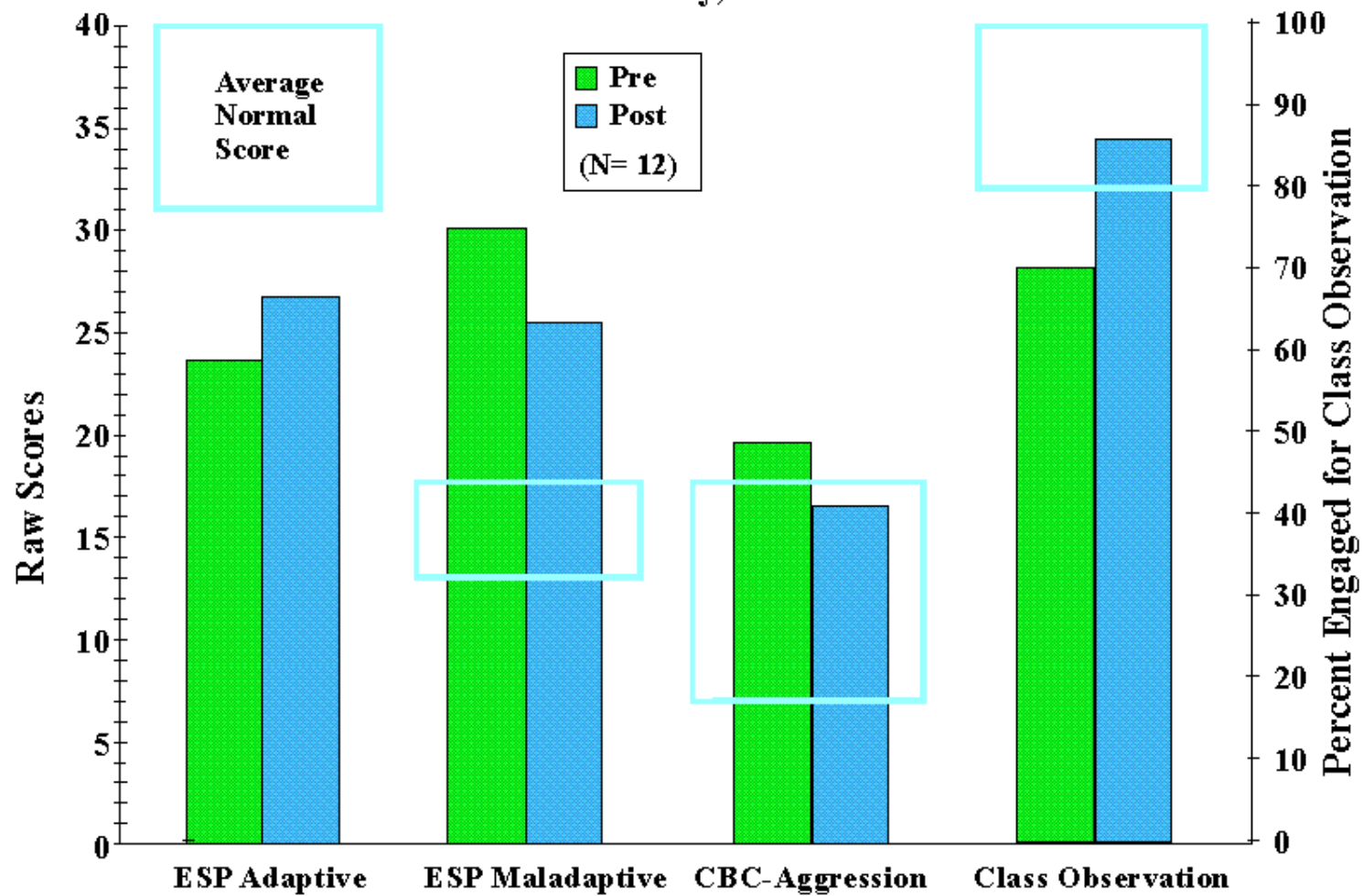


Figure
First Step to Success Data Fall 2000/Spring 2001
Raw Score Profile of Kindergarten - 2nd Grade Students in the Springfield Area
Across Pre, Post and follow-up Measures

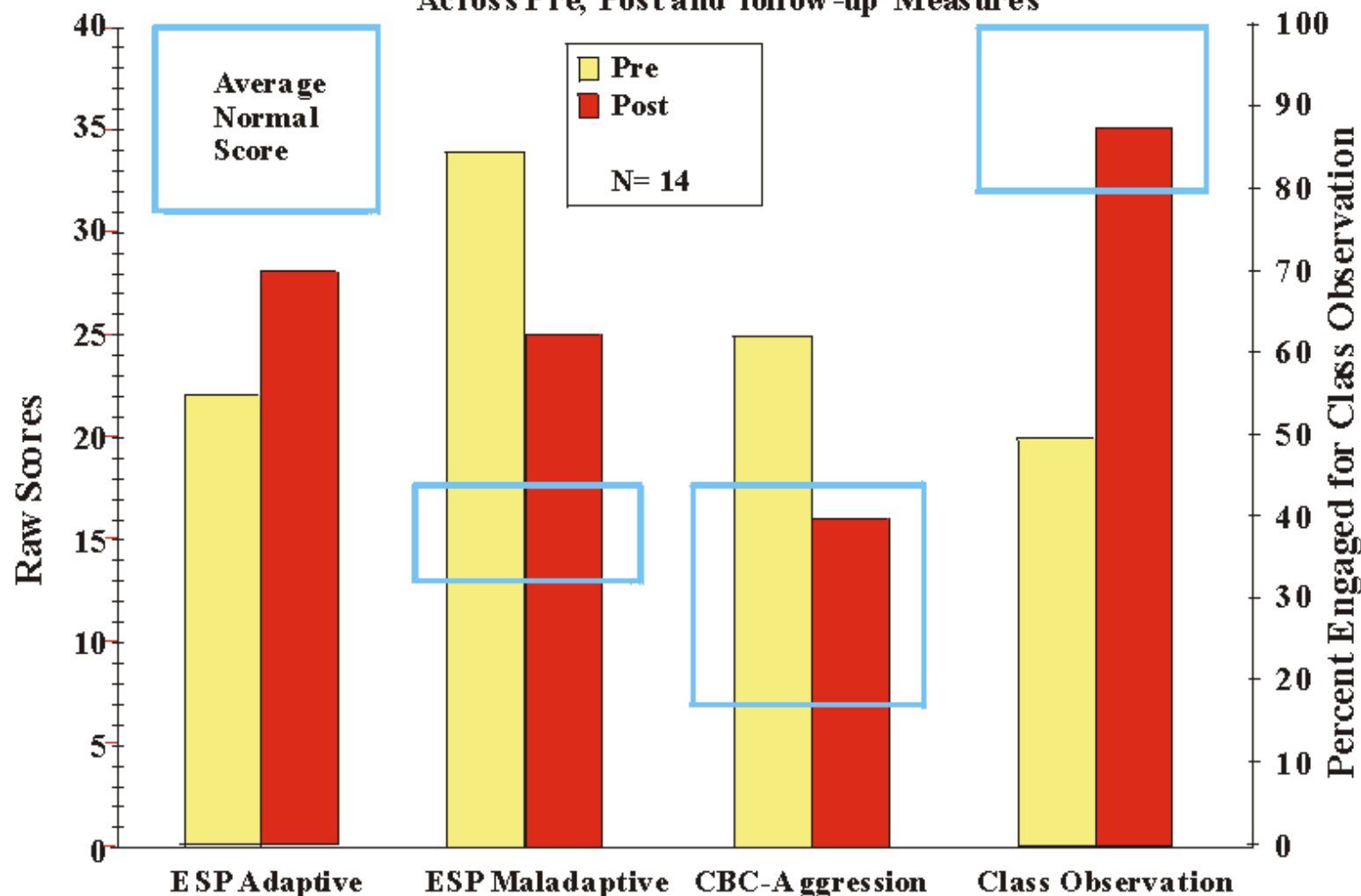


Figure
First Step to Success Data Fall 2000/Spring 2001
Deschutes County
Across Pre and Post Measures

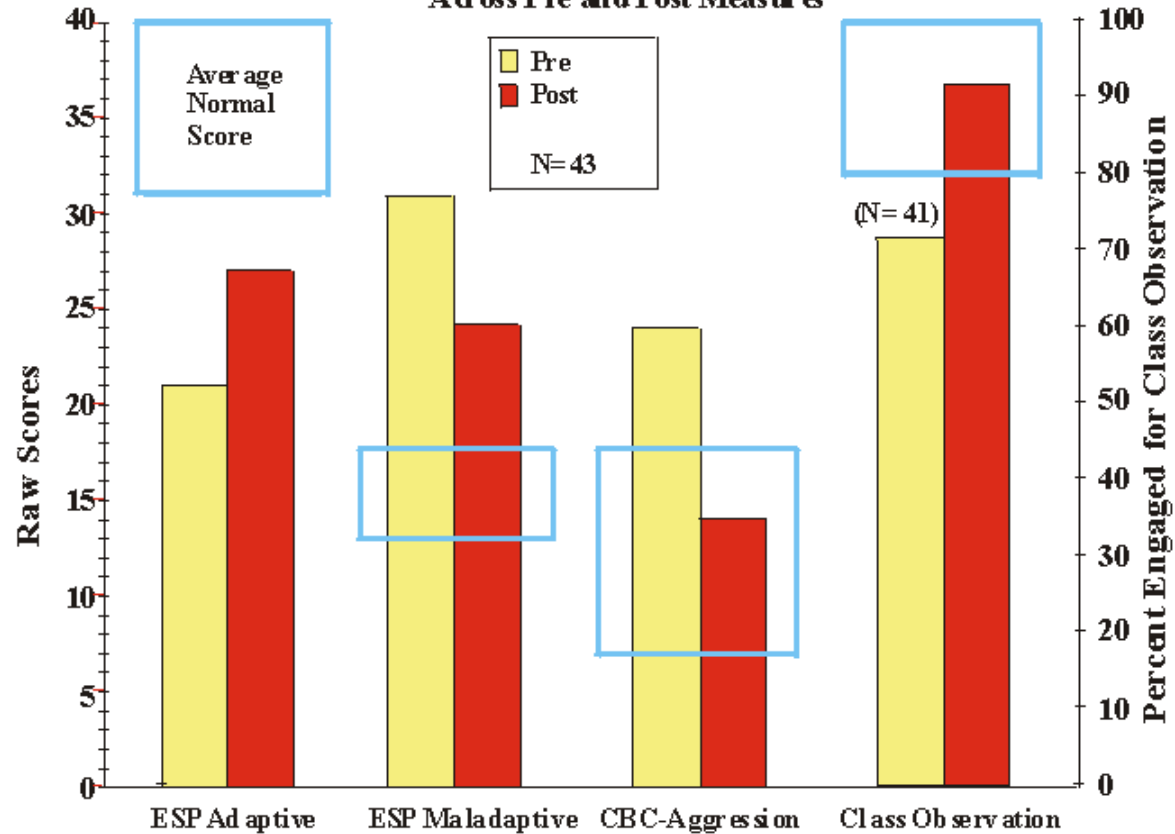
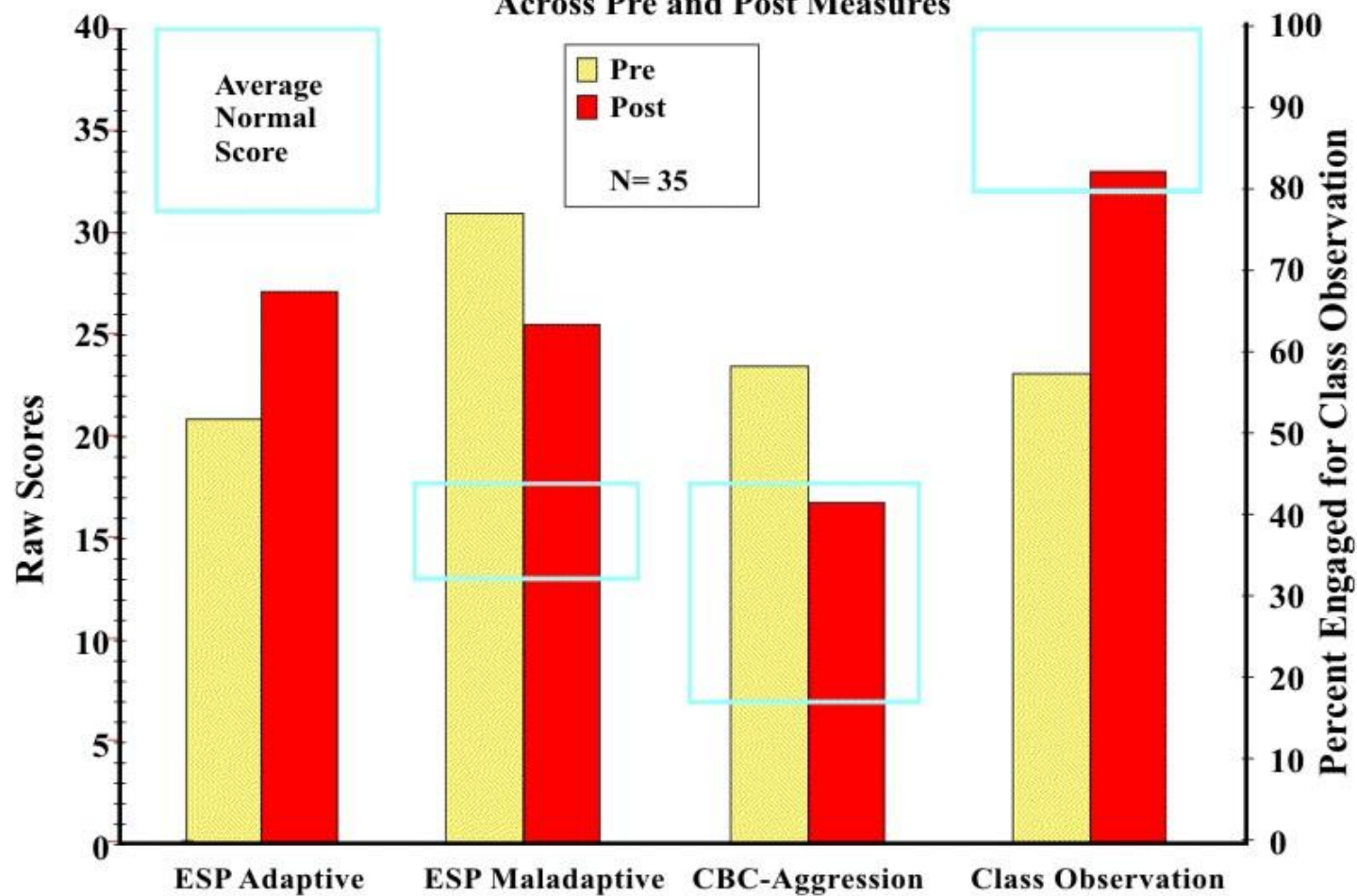


Figure
First Step to Success Data Fall 2002/Spring 2003
Deschutes County
Across Pre and Post Measures



Efficacy Study Participants

- **100 1st - 3rd grade children in 3 waves (Fall-Winter-Spring) in Albuquerque, New Mexico**
- **27% Female**
- **61% Hispanic**
- **19.2% ELL**
- **63.6% Received Reduced/Free Lunch**
- **Mean age = 7.33**

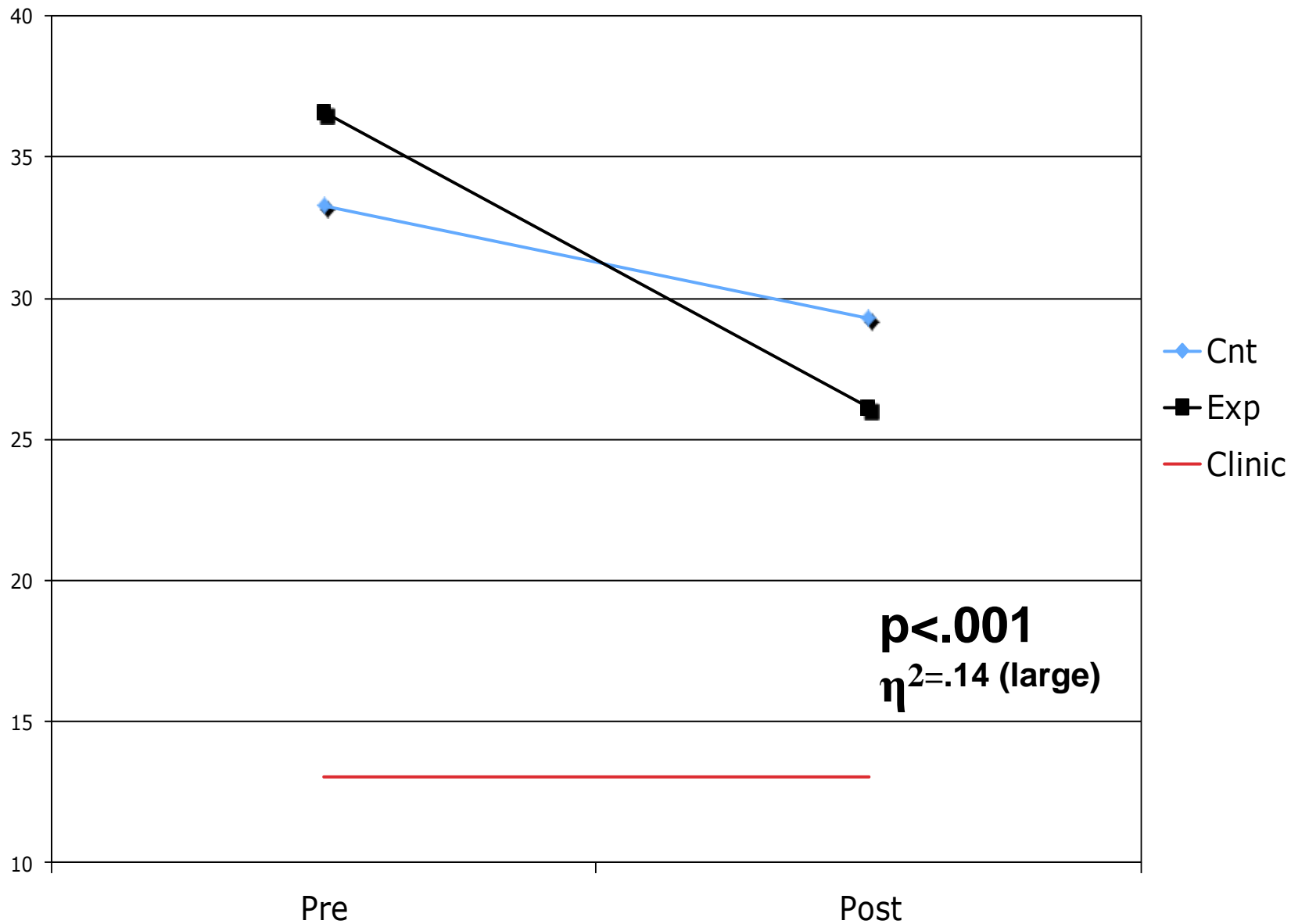
Baseline demographics by condition

	Control (45)	Experimental (55)
Age	7.27 (1.07)	7.42 (1.03)
% Female*	17 (37.8)	10 (18.2)
% Hispanic	28 (62.2)	33 (60.0)
% ELL	10 (22.7)	9 (16.4)
% Free/reduced lunch	27 (61.4)	36 (65.5)

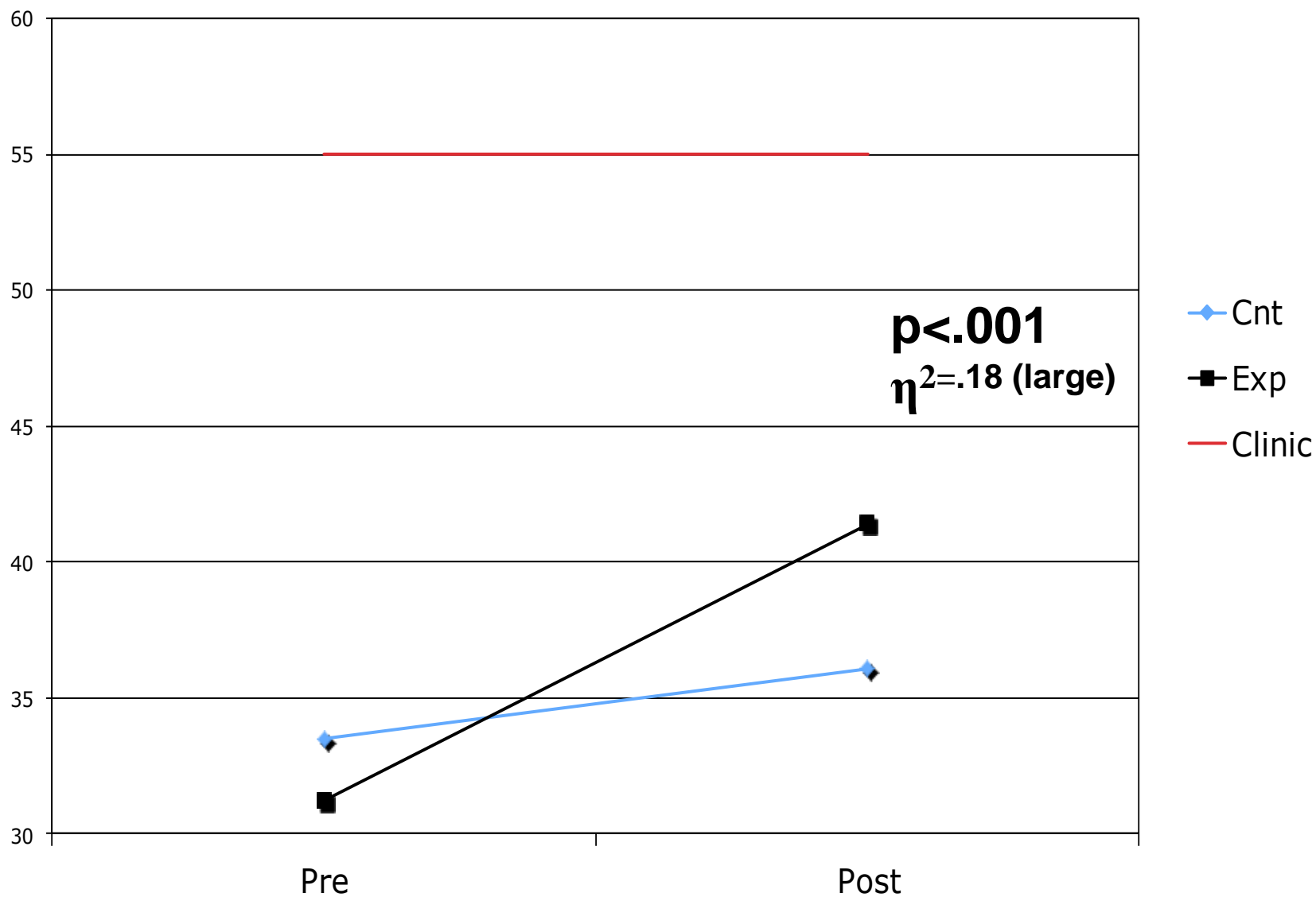
Design

- **Randomize by classroom (teacher)**
- **Recruit families after randomization after Systematic Screening for Behavior Disorders**
- **Collect data at Pre- and Post-Intervention**
 - 97% (teacher) and 94% (parent)
- **Teacher & Coach training at start of wave**

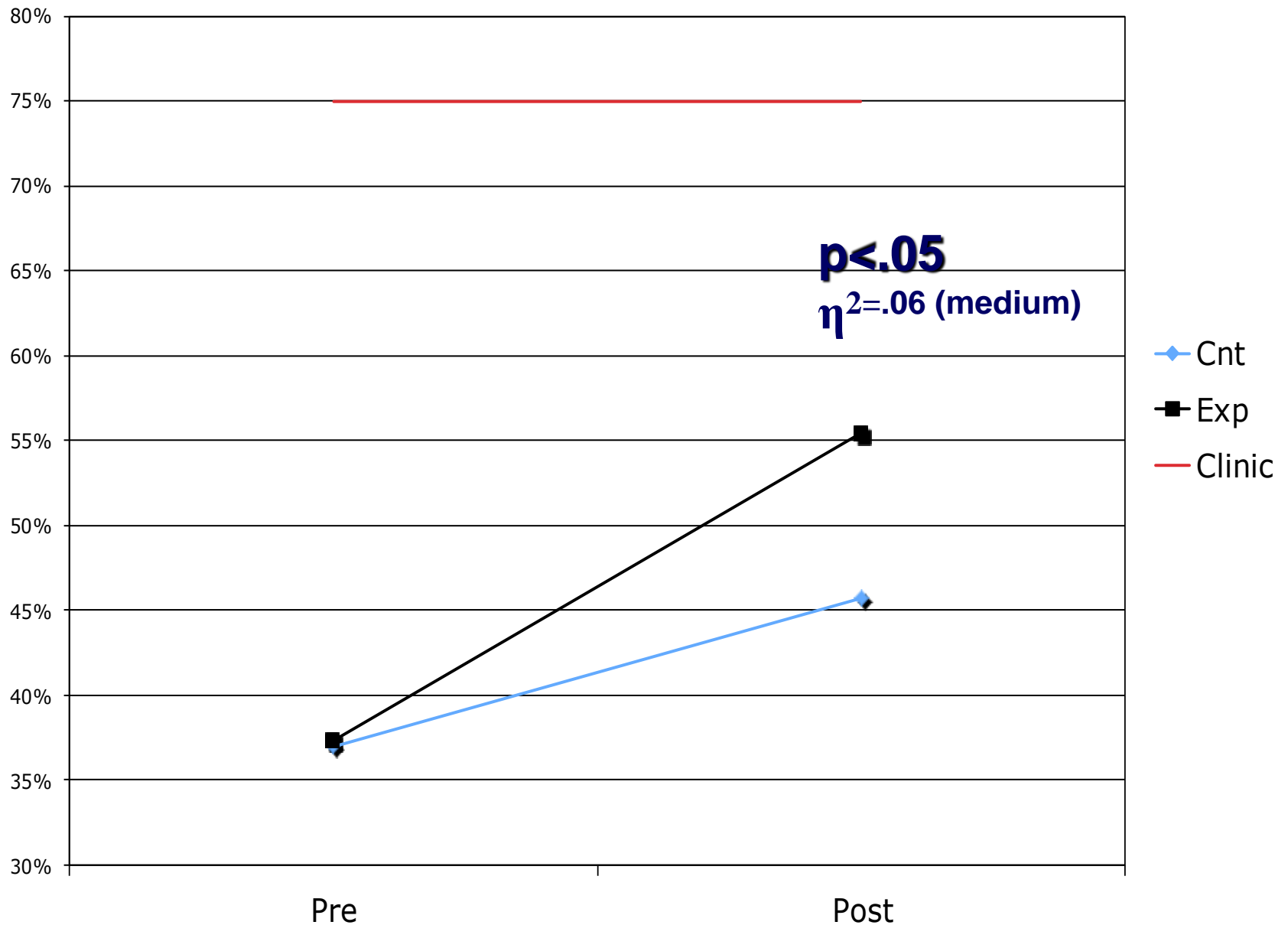
Maladaptive Behavior



Adaptive Behavior



Academic Engaged Time Observation



What are some characteristics?

- Temperamental
- Oppositional
- Impulsive
- Attention Deficit Problems



What are some characteristics of problem behaviors?



- Less “time-on-task”
- More negative interactions with parents, siblings, teachers, and peers
- Peer rejection

What are some characteristics of problem behaviors?

- Antisocial behavior is part of normal development
- Crucial features are the **FREQUENCY** and **INTENSITY** of behaviors



What are some facts on problem behaviors?

- If chronic problem behavior has not changed by grade 4, it should be treated as chronic condition like diabetes (*not cured but managed*)
- Early intervention in school, home, and community is best hope for getting kids on successful path



What are typical problem behaviors?

- Off Task
- Aggressive
- Does not follow directions
- Argues
- Poor social skills
- Tantrums
- Pesteters others
- Transition problems
- Bullies



Why do most children misbehave?

- **Attention** (adult, peer)



- **Avoidance** (Task too hard, too easy, boring)

Why would you want to participate in First Step?

- **It's fun.**
- **We would like for every child to have the opportunity to play the "Green/Red card game."**
- **It has helped many children get off to a great start at school.**
- **It is research based, positive, and uses best practices.**

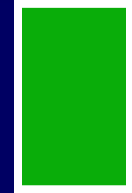
How is the program taught?

- **A focus student is identified (only one child at a time plays “the game”)**
- **The coach, teacher and parents work together**
- **The entire class works as a team, the focus student is “the captain” of the team**
- **A “Green/Red card” game is played. Points are earned for doing the “right” thing**
- **A class activity is earned.**
- The coach works with the focus student, the teacher and the parents.
- After the coach phase, the teacher takes over the intervention.
- The coach works with the parents on a weekly basis.

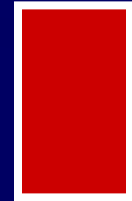
How does the Green/Red card work?

- 1. It provides visual feedback to the student

– **Green**  *Keep going! You're doing great!*



– **Red**  *Stop, think, do the right thing.*



2. Points are given on the **Green** side according to a pre-determined schedule.

How long does the Class component take?

30 program days – daily sessions

Coach phase – **5 days** (20 – 30 minutes a day)

Teacher phase – **25 days** (1 hour – all day)

Maintenance phase – **rest of the year.** (Following the basic principles and catching the child doing the right thing!)



The program gradually increases from 20 minutes, the first day to all day on program day 16.

Feedback is faded from every 30 seconds the first day to every 10 minutes by program day 15.

How long are the daily sessions?

Program Day	Length of session	Intervals between point opportunities	Total points possible	Points needed	Minimal Positive feedback C-coach T-teacher	Reward earned
	Coach	Phase				
1	20 minutes	30 seconds	40	32	C:9 T:1	Daily
2	20 minutes	1 minute	20	16	C:7 T:2	Daily
3	20 minutes	2 minutes	10	8	C:4 T:3	Daily
4	20 minutes	4 minutes	5	4	C:3 T:4	Daily
5	30 minutes	5 minutes	6	5	C:3 T:4	Daily
	Teacher	Phase				
6	30 minutes	5 minutes	6	5	With each point	Daily
-----	-----	-----	-----	-----	-----	-----
13 -----	All day -----	8 minutes -----	40 -----	32 -----	With each point -----	Every other day -----
21	All day	10 minutes	30	24	With each point	10 th day

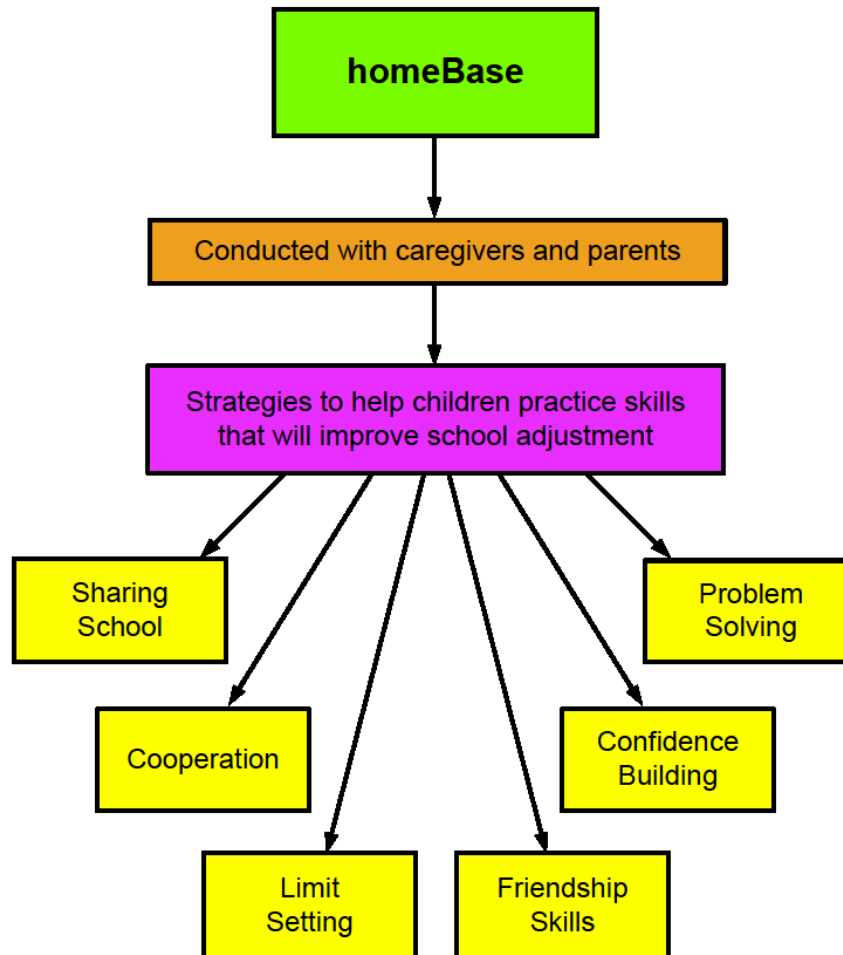
How long does the homeBase component take?

- The coach starts the homeBase component after the child has been successful playing the “Green/Red” card game for 3 days.
- Six weekly 1 hour meetings with the parents
- Meetings can be conducted at home, at school, at a library or any other place that’s convenient for the parents.

What topics are covered during homeBase?

- 1. Sharing School**
- 2. Cooperation**
- 3. Limit Setting**
- 4. Problem solving**
- 5. Friendship skills**
- 6. Confidence Building**

homeBase Implementation Flowchart



What do the homeBase sessions consist of?

The coach is expected to deliver and demonstrate the First Step activities and help the parents be positive with their child.

Parents receive a parent handbook, parent tip cards and activities that help the child be successful at school.

homeBase is not a parent training program.

The coach is not expected to be a counselor or mediator for family problems.

What is the role of the Coach?

- Have a strong commitment to help the focus student to be as successful as possible
- Be an effective communicator with teachers, parents and students
- Work cooperatively with school staff and parents
- Model the five basic principles for teachers and parents
- Coordinate and ensure the effective implementation of the program
- Provide necessary materials and support to teacher and parents.

COACH'S ROLE:



- **Observes the target student**
- **Meets with caregiver and teacher**
- **Provides materials**
- **Teaches acceptable behavior 1-1**

What are the tasks of the coach?

- **Meet with the teacher to plan intervention**
- **Become familiar with the classroom routines**
- **Meet with the parents to explain the program**
- **Meet with the focus student to explain the program, role-play expectations**
- **Meet with the entire class to explain the program**
- **Implement the program for 30 minutes the first 5 days.**
- **Contact parents after each session for 5 days**
- **Transition program to teacher**
- **Conduct 6 weekly homeBase sessions with parents**
- **Support teacher and parents throughout program**

What is the focus of the first meeting with parents?

- **Work as a team!**
- **Your attitude is critical**
- **Start with positives**
- **Focus on strengths**

Coach:

Listen!!

**Keep it light,
convey hope**

First meeting with parent/caregiver.

- Home/School adjustment can be difficult
- “*We need to teach Johnny to..*”
 - NOT: “*He needs to learn to...*”
- Focus on school success

First meeting with parent/caregiver

- **Explain strategies of program**

Coach will:

- **Teach expected behaviors through role-play**
- **Help child choose reward activities**
- **Explain GREEN/RED card game to class**
- **Play GREEN/RED card game with class**

First meeting with parent/caregiver.

- **Coach calls each day, for 5 days**
- **homeBase starts after day 3**
- **Coach meets with parents once a week, 6 weeks**
- **Parents play homeBase games 5 minutes each night**
- **Parents practice homeBase skills**

What needs to be accomplished during the first meeting with parents?

- **Identify home rewards**
- **Agree on time to call**
- **Sign agreements**

What happens during the first meeting with the student?

- **Coach & student meet alone**
- **Coach explains program**
- **Student agrees to participate**
- **Brainstorm meaningful reward activities**
- **Role-play appropriate behaviors & expectations**

What happens during the first class meeting?

Coach meets with entire class

- Explains fun **GREEN/RED** card game

- Obtains cooperation from class

also....

Models “doing the right thing”

Provides positive comments after game & during free time to peers.

DVD Examples:

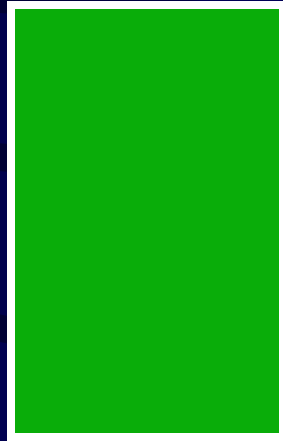
Coach introduces Green/Red card game to the class



What does the **green** side of the card mean?

Green means :

"GO - Keep doing what you're doing."



*"When the card stays on **Green**, you earn points/stars."*

*"When you have enough points/stars,
you can earn something fun for the whole class."*

What does the red side of the card mean?

- **RED** means "STOP and THINK"



Do NOT write on **RED** side

Daily Summary Chart

Program Day	Length of session	Intervals between point opportunities	Total points possible	Points needed	Minimal Positive feedback C-coach T-teacher	Reward earned
1	20 minutes	30 seconds	40	32	C:9 T:1	Daily
2	20 minutes	1 minute	20	16	C:7 T:2	Daily
3	20 minutes	2 minutes	10	8	C:4 T:3	Daily
4	20 minutes	4 minutes	5	4	C:3 T:4	Daily
5	30 minutes	5 minutes	6	5	C:3 T:4	Daily

How do you give points?

Choose a 20 minute period.

- **Set timer for 30 second intervals.**
- **Start the timer.**
- **When timer vibrates and card is on **Green**, give a point.**
- **When timer vibrates and card is on **Red**, do NOT give a point.**
- **At end of session (after 20 minutes), add up points.**
- **Check to see how many points are needed to meet criteria.**

Playing the Green/Red card game - Day 1

- Note how many points child needs to earn on the Daily Summary Chart.
- Set timer to prompt you at needed intervals
- When prompted by timer and card is on **GREEN**, a point is earned.
- When prompted by timer and card is on **RED**, no point is given.
- When time is up, check if child has earned enough points.

What does the coach do on program day 1?

- Ask student what he/she would like to earn.
- Check if reward can happen immediately when “game” is over.
- Stay close to student.
- Make sure card is visible.
- Remind student to try to keep the card on **Green**.
- Start timer – let run for 20 min.
- Give continuous feedback with card.
- When prompted, **give points** if card is on **Green**.
- Ask teacher to stop class after 20 min. and make announcement.

What can you do when card stays on Red?

- **Ask the student:** *"Do you know why the card is on **Red**?"*
- **If the students says:** *"No"*
- **Give the student a specific direction:**
"You need to sit at your desk and work on p. 50"
- **When student complies, turn the card to **Green** and say:** *"You made a good choice."*

What do you do when the students doesn't meet criteria?

Recycle!

Go back to the last program day the student was successful and repeat that day.

Wednesday	- Day 2	-	successful
Thursday	- Day 3	-	not successful
Friday	- Repeat Day 2	-	successful
Monday	- Day 3	-	successful

What do you do when the students doesn't meet criteria 2 days in a row?

Problem Solve!

➤ Go back to the basic principles:

- Are expectations clear?**
- Are the adults reinforcing expectations?**
- Is student getting a lot of attention for minor inappropriate behaviors?**

➤ Are reinforcers strong enough?

- At school**
- At home**

What are the daily procedures?

Procedures for first few days:

- Remind all students of expected behaviors**
- Review expectations briefly with focus student**
- Sit near student**
- Provide feedback & give points**

Procedures (continued)

- Teacher teaches, coach operates GREEN/RED card**
- When time is up, debrief with student**
- Ask teacher to stop class**
- Announce the outcome & special activity**
- Conduct activity with entire class immediately**
- Put feedback card in backpack**
- Call parents each day for 5 days.**

What happens when the coach transfers the program to the teacher?

Coach gives all material for class component to teacher:

- *Green/Red card with lanyard & dry erase pen***
- *Timer***
- *Folder with Daily Summary Chart &***
- *Feedback slips to send home each day***

**Coach asks if the teacher feels comfortable running the card.
If needed, coach role-plays with teacher.**

Coach asks if the teacher needs coach in the classroom on day 6 to provide support.

Coach explains to all students that the teacher will be taking over and that they need to continue to help by following directions.

What are parents expected to do ?

- Meet once a week for 45 minutes with First Step coach

During each meeting:

- Complete Check-up Lists
(How well do you know your child ?)

- Discuss Parent Tips
(Do's and don'ts of good parenting)

- Practice Games To Play With Child
(Focused on school success)

- Do First Step activity cards 5-10 min each day with the child



hOMEBASE

- **WEEK 1: Sharing The Day**
 - Child practices giving information
 - Parent listens and gives encouragement
 - *Information gives parents the power to help children be successful outside the home*

hOMEBASE

- **WEEK 2: Cooperation**
 - Parent & child learn strategies
 - Sticker chart or chart used at home
 - *Being cooperative allows a child opportunities to avoid problems*

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- **WEEK 3: Limit Setting**
 - Giving effective directions and encouragement
 - Time-out procedures
 - *Teaching children to follow limits at home leads to self-control and accepting limits outside of home.*

hOMEBASE

- **WEEK 4: Problem Solving**
 - **Problem-solving: stay calm and brainstorm**
 - **Parent helps to guide, encourage, and suggest steps to goal**
 - *Children who see problems as opportunities rather than obstacles feel capable*

hOMEBASE

- **WEEK 5: Friendship Skills**
 - **Initiation Skills**
 - **Empathy and Self-Control**
 - **Cooperation**
 - *Learning friendship skills now provides a base for friendship throughout life*

hOMEBASE

- **WEEK 6: Confidence Building**

- **Confidence Building**

- *Self-confidence developed at home provides a foundation for success outside the home.*

What are guidelines for working with parents?

- **Move slowly**
- **Absorb angry confrontations**
- **Don't win- be an ally**
- **Build on strengths**
- **Set up small steps**
- **Phrase issues in a positive way**
- **Admit mistakes**

Resources:

- **First Step Website:** <http://firststeptosuccess.org>
 - The website includes descriptions, videoclips and research papers on the program
- **First Step to Success Program:** www.Sopriswestlearning.com
- **Music Wand attention signal:** elves@treeblocks.com
- **Gymboss Timer:** www.gymboss.com
- **Hill Walker** (hwalker@uoregon.edu)
- **Annemieke Golly** (agolly@ori.org)

For more information, please go to the main website and browse for videos on this topic or check out our additional resources.

Additional Resources

Online resources:

1. First Step Website: <http://firststeptosuccess.org>
2. Society of Clinical Child and Adolescent Psychology website: <http://effectivechildtherapy.com>

Books:

Walker, H. M., Sprague, J. R., Perkins-Rowe, K. A., Beard-Jordan, K. Y., Seibert, B. M., Golly, A. M., Severson, H. H., & Feil, E. G. (2005). The First Step to Success program: Achieving secondary prevention outcomes for behaviorally at-risk children through early intervention. In M. H. Epstein, K. Kutash, & A. J. Duchnowski (Eds.), *Outcomes for children and youth with emotional and behavioral disorders and their families: Programs and evaluation best practices* (2nd ed., pp. 501-523). Austin, TX: PRO-ED.

Selected Peer-reviewed Journal Articles:

1. Golly, A. M., Stiller, B., & Walker, H. M. (1998). First Step to Success: Replication and social validation of an early intervention program. *Journal of Emotional and Behavioral Disorders*, 6(4), 243-250.
2. Walker, H. M., Seeley, J. R., Small, J., Severson, H. H., Graham, B. A., Feil, E. G., ... & Forness, S. R. (2009). A randomized controlled trial of the First Step To Success early intervention demonstration of program efficacy outcomes in a diverse, urban school district. *Journal of Emotional and Behavioral Disorders*, 17(4), 197-212.
3. Walker, H. M., Golly, A., McLane, J. Z., & Kimmich, M. (2005). The Oregon First Step To Success replication initiative: Statewide results of an evaluation of the program's impact. *Journal of Emotional and Behavioral Disorders*, 13(3), 163-172.

