Need Indicators in Delaware

- Delaware ranks fourth in the nation in rate of expulsion of pre-school children from public programs because of behavior problems (Yale Child Study Center, Gilliam - 2005).
- Statewide children’s behavioral healthcare system served few children under the age of 6.
- FY 2000 – 2007, 818 individual children and their families – only 4% were age 5 or younger, compared to the 34% of all children in that age bracket.
- Incidence of behavior problems is estimated to be about 30% for low income pre-school children (vs. 3% - 6% in general population).

Overall Agenda

- Provide Overview of Early Childhood Mental Health Consultation Services (ECMHC)
- Provide Background of Underlying Theory of TCIT
- Learn Components of TCIT
- Watch Demonstrations/Testimonials Regarding TCIT
- Hands On Experience with TCIT Components
- Provide Research Findings

What is Early Childhood Mental Health Consultation?

- ECMHC is effective in addressing and supporting young children’s social and emotional development in early care and education settings.
- ECMHC is a capacity building and problem solving intervention implemented within a collaborative relationship.
- ECMHC utilizes frequent, live coaching sessions with teachers in the classroom setting to achieve these goals.

ECMHC in Delaware

- Began in spring 2010 with funding from the CCDF block grant.
- Additional funding in 2012 from the early learning challenge grant.
- Service expansion from 4.5 consultants to 10 consultants.
- Expansion of services provided from child specific and general classroom-wide consultation to include manualized classroom-wide intervention (TCIT) and quality assured, no cost, continuing education for early educators (CARE).

Delaware’s B.E.S.T. (Bringing Evidence-based Systems of Care and Treatment) for Young Children

Purpose:
To create, maintain and sustain evidence-based mental health interventions using the system of care service delivery approach to give Delaware’s young children and their families the very BEST chance of success in home, school, community and life.

Delaware’s B.E.S.T. For Young Children and Their Families

Early Intervention Services: Teacher-Child Interaction Training
Faculty:
Lisa Masse, Ph.D. Abigail Janney, Psy.D. Joshua Masse, Ph.D.

Delaware’s B.E.S.T. For Young Children and Their Families

Division of Prevention and Behavioral Health
Impact of Delaware’s ECMHC Services

- Year 3 (4/12-3/13)
- 92 programs served
- 219 child specific consultations
- 46 classroom wide consultations
- 52 trainings conducted
- 662 individuals trained
- 210 expulsions prevented (96%)

Why offer TCIT as part of ECMHC Services?

- Repeated requests for consultation from the same teachers/programs
- Reluctance of programs to let a consultant “go”
- Observed need for a more comprehensive and cohesive classroom behavior management system
- Observed high frequency, low to mid intensity challenging behavior across multiple children in the classroom leading to overall chronic stress

What is TCIT?

- Classroom Wide Intervention
- Children Ages 2-7
- Time Limited Training
- Adaptation from Parent Child Interaction Therapy

Background of the Need for TCIT

- Challenging behaviors in preschool is one of the strongest predictors of later negative behaviors including (McCabe & Frede, 2007):
  - Delinquency
  - Aggression
  - Antisocial Behavior
  - Substance Abuse
- Prevalence rates of moderate to severe behavioral disturbances in children 0-5 years of age are from 9.5% to 14.2% (Brauner & Stephens, 2006):
  - 2 to 3 children in a classroom of 20
  - 50-60% of these children will continue to show these problems at school age (Gardner & Hsaw, 2008).

Background of the Need for TCIT

- Let’s Talk Expulsion:
  - Gilliam, 2008:
    - Found that 10% of teachers in state funded prekindergarten programs report one expulsion per year
    - Less regulated programs (non-state) 10 expulsions per 3,000 preschoolers.
- Predictors of Early Expulsion:
  - Student-Teacher Ratios
  - Hours per Day in Program
  - Teacher Education, Credentials, and Years of Experience
  - Teacher Job Stress

Goals of Education System are a Tall Order......

- Low Levels of Conflict and Disruption
- Smooth Transitions
- Appropriate Expression of Emotion
- Respectful Communication
- Problem Solving
- Focus on Tasks
- Development of Self Regulation Skills
Background of the Need for TCIT

- 48% of teachers report having a student with a severe behavioral disturbance
- 41% of teachers report a decrease in time learning
- 72% of teachers reported being dissatisfied with training in classroom behavior management
- 75% teachers reported they could not manage children with special needs

Classroom Wide Intervention

The Normal Distribution

Underlying Tenets of TCIT

- Focuses on Child-Teacher Relationship
- Pays Attention to Positive Behaviors of Student in Classroom
- Ignores Negative Attention Seeking Behaviors
- Emphasizes Need for Consistency, Predictability, and Follow Through

Overview of TCIT Core Components

1. Skills
2. Coding
3. Coaching

TCIT Layout

1. Child Directed Interaction (CDI) Teaching Session
2. CDI Coaching – Average 6-8 Sessions
3. Teacher Directed Interaction (TDI) Teaching Session
4. TDI Coaching – Average 6-8 Sessions
Basic Rule of CDI: Follow the Child’s Lead

Key Components:
- Make time-in more fun
- Build stronger relationship
- Foundation of the house

Why is this important?
- Builds good relationships
- Helps communication with children
- Help effectively teach children
- Increase child's willingness to comply
- Improve child's social skills

The Don’t Skills

No Commands
- 1.) Takes the lead away
- 2.) May not be so much fun if the child says “no”
- 3.) May cause a negative reaction from child

The Don’t Skills

No Questions
- 1.) Take the lead away since they require an answer
- 2.) Sometimes indirect commands
- 3.) Could suggest disapproval
- 4.) May seem adult is not listening
- 5.) May cause frustration

The Don’t Skills

No Negative Talk
- 1.) May actually increase negative behavior
- 2.) Creates unpleasant interaction
- 3.) Lowers self-esteem over time
- 4.) Points out mistakes

The Do Skills

Labeled Praises
- 1.) Let’s child know exactly what is liked
- 2.) Increases likelihood behavior will occur again.
- 3.) Adds warmth to interaction
- 4.) Makes adult and child feel good.

The Do Skills

Reflections
- 1.) Allows child to lead conversation
- 2.) Shows you are listening
- 3.) Shows you accept and understand
- 4.) Improves and increases speech
- 5.) Models language
- 6.) Awkward at first
The Do Skills

Imitation
1.) Let’s the child lead
2.) Teaches adult how to “play”
3.) Shows approval of child’s activity
4.) Teaches child how to play with others (i.e. sharing, taking turns)

Behavioral Description
1.) Let’s the child lead
2.) Shows interest and that you are paying attention
3.) Shows approval of behavior/activity
4.) Models speech/teaches vocabulary
5.) Keeps attention to task
6.) Helps organize thoughts

The Do Skills

Enjoyment
1.) Lets the child know the adult enjoys being with the child
2.) Makes the play more fun for the child.
3.) Adds a quality of warmth to the interaction

Active Ignoring

What Behavior to Ignore:
- Arguing
- Cheating
- Whining
- Sulking

What Behaviors Not to Ignore:
- Aggressive
- Destructive

Types of Ignore:
1. Act as if you do not see or hear behavior
   a. Praise appropriate behaviors occurring
   b. Ignore misbehavior
   c. Consistent ignoring will decrease behavior over time
   d. Praise when the opposite behavior occurs.
2. Actively ignore plus selective attention
   a. Turn away from child.
   b. Describe what you or other children are doing.
   c. Praise when child engage in a positive behavior.

TDI

- Underlying Components:
  - Consistency
  - Predictability
  - Follow Through
- Two Parts:
  1. Effective Commands
  2. Sit and Watch

Effective Commands

1. Direct Commands
   Example: Please line up vs. Would you line up?
2. Positively Stated
   Example: Stop running vs. Please use your walking feet.
3. One at a Time
   Example: Put the truck away vs. Clean up
4. Specific
   Example: Calm down vs. Please sit down.
5. Developmentally Appropriate
   Example: Please put the trapezoid away vs. please put the block away.
Effective Commands
6. Explanations Before or After Command
   Example: Time to go to Ms. Smith’s class, put your crayons away vs. Put your crayons away it’s time to go to Ms. Smith’s class.
7. Essential Commands Only
   Example: Color your dragon’s eyes pink vs. wash your hands.
8. Choices When Appropriate
   Example: Put away your dragon or dinosaur vs. Put away your dragon.
9. Neutral Tone
   Example: Johnny vs. JOHNNY (insert stern look here)!
10. Five Second Rule

Sit and Watch Sequence
Important Components:
1. Specific Sequence Statements
2. General Procedure for Sit and Watch
3. Classroom Rules

Active Ingredients
1. Classroom Observations
   a. Baseline through Termination
   b. What Behaviors are Being Observed?
   c. Process of Observation

   ![](chart)

Active Ingredients
2. Coding CDI and TDI
   a. Baseline through Termination
   b. What Skills are Being Observed?
   c. Process of Coaching

   ![](chart)

Active Ingredients
3. Coaching
   a. What aspects are coached?
   b. How is the focus of coaching determined each session?
   c. Techniques Used in Coaching

Identifying a Classroom that is Appropriate for TCIT
- Stability in staffing
  — Ideally, a teacher and an assistant in the classroom at all times
- Relative stability in classroom composition
- Components of TCIT are in alignment with philosophy of the program
  — This is explicitly discussed and agreed upon across all levels of management of the program
Identifying a Classroom that is Appropriate for TCIT

- Program can support time out of the classroom for teachers to receive the didactic portion of the training
- Openness of teachers to receiving intensive coaching in a live format
- Compatibility of TCIT with other classroom-wide systems that may be in play (e.g., Flip It, program-wide zero-tolerance policy, etc.)

Evaluation of Teacher Child Interaction Training (TCIT)

Consultation Observation: Teachers

Clicker Time

What The Consultants Observe

Child Compliance Rate
Classroom Management Scores

Overall Evaluation | TCIT Evaluation | Teacher Satisfaction
--- | --- | ---
Post Average Score: 25.5 | Post Average Score: 14.6 | Post Average Score: 22.2
Follow-Up Average Score: 18.7 | Follow-Up Average Score: 22.6 | Total Possible Score: 28
Total Possible Score: 20 | Total Possible Score: 24

Resources

- SAMHSA: www.samhsa.gov
- National Academy of State Health Policy: www.nashp.org

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