

MTP-L2L Adaptation Project: Bridging Education and Mental Health in Urban Elementary Schools

LINKS Learning Center

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Presentation Overview

- Empirical foundations of MTP-L2L
 - *MyTeachingPartner (MTP)*
 - *Links to Learning (L2L)*
- This year
 - Formative research phase (2008-09)
- Future
 - Effectiveness research (2009-10)

Research Foundation

Classrooms:

- Moderate emotional support; low instructional support

Teachers:

- Dissatisfaction with ability to manage, motivate students
- Professional isolation

Children:

- Prevalence of untreated mental health problems
- Academic underachievement

MHPs:

- Peripheral to goals and structures of schools
 - Limited training in teacher consultation
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MTP-L2L Adaptation Project

MyTeachingPartner (MTP)



Links to Learning (L2L) Atkins et al, 2008; Cappella et al., in press



MyTeachingPartner (MTP)

- **Teacher consultation** model
 - Professional Development
- Designed to **promote quality interactions** in pre-school classrooms
- **Individualized feedback** to teachers by educational consultants
- Based on CLASS (Pianta et al., 2008)
 - **standardized system** of assessing quality classroom interactions

Quality Classroom Interactions (CLASS)

Emotional Support

Positive Climate

Negative Climate

Teacher Sensitivity

**Regard for Student
Perspectives**

Classroom Organization

**Behavior
Management**

Productivity

**Instructional Learning
Formats**

Instructional Support

**Concept
Development**

Quality of Feedback

Language Modeling

MTP and Urban Schools

- ▶ **Sustainability:** Resource and time intensive
- ▶ **Feasibility:**
 - ▶ Use of high speed Internet and video resources
 - ▶ Complex relational model
- ▶ **Relevance:** Pre-school → Elementary school
 - ▶ Developmental considerations
 - ▶ Structural considerations

Links 2 Learning (L2L)

- ▶ Overall goal is for a new model that **integrates** mental health services into the **ongoing context** of children's lives
- ▶ Mental health service model focused on students' **learning**
 - ▶ Integrate mental health resources within schools
 - ▶ Focus on learning rather than symptom reduction
 - ▶ Support settings and adults who help children learn
 - ▶ **Provides strategies** for whole class as well as more intensive for individual children
- ▶ Based in **high poverty** urban elementary schools

Issues with L2L

- ▶ **Complexity/MHP Leadership**

- ▶ Home and classroom
- ▶ Multiple service deliverers

- ▶ **Missing piece**

- ▶ Focus on classroom relationships and process
- ▶ MHP strengths as building and supporting

MTP-L2L Adaptation Project

Aims: Improve teacher reflection and practices
Improve children's outcomes

Collaboration: Feasible and relevant for urban elementary schools
and school-based mental health professionals



MyTeachingPartner (MTP)

Anchored in teacher practice (video)
Embedded in relationships

Links to Learning (L2L)

MH model focused on learning goals
Links prevention and intervention

Adaptations

▶ **Content**

- ▶ **Mental health** model
- ▶ **Integrate** L2L strategies into CLASS dimensions
- ▶ Focus on **targeted students**

▶ **Delivery**

- ▶ **Flexible** delivery structure (individual/group)
- ▶ Using **school based** mental health providers
- ▶ **Lower-technology** options
- ▶ Video of **other** teachers before **self video**

Participatory Research Aims (2008-2009)

Integrate ...

- **MTP**: quality classroom interactions (CLASS); use of video technology; focus on relationships
- **L2L**: evidence-based classroom strategies; training and mobilization of mental health professionals

into **feasible** and **relevant** model for urban school-based mental health professionals

Participatory Research Methods

- 2 public elementary schools in New York City
 - Teachers, assistant principals, disciplinarians, guidance counselors, social workers, mentor teachers
- 1 large health organization (NY-Presbyterian)
 - Psychologists, social workers (Dr. Charles Soulè & team)

Data:

- (a) Consultation
- (b) Focus groups/interviews
- (c) Reflective feedback forms
- (d) Researcher field notes

In the Works: CLASS Tool Kit

- ▶ Provide MHP with “tool kit” that includes **research based strategies** for each CLASS dimension
 - ▶ **Classwide** and **targeted** strategies
 - ▶ Appendix w/step-by-step directions (e.g., Good Beh. Game) and sample forms (e.g., Good News Notes)
 - ▶ Example **script** for consultation around dimensions
 - ▶ **Video clips** of other teachers using strategies within each dimension
-

Example CLASS Dimension: Behavior Management

Encompasses the teacher's ability to ***provide clear behavior expectations*** and use ***effective methods to prevent and redirect misbehavior***.

- ▶ Clear Behavior Expectations
- ▶ Proactive
- ▶ Redirection of Misbehavior
- ▶ Student Behavior



Research Based Strategies for Behavior Management

- ▶ **Universal Class strategies**
 - ▶ Good Behavior Game to reduce disruptive behavior in the classroom
 - ▶ Role Play to **model** positive and productive classroom behavior
 - ▶ Be **consistent** with consequences
- ▶ **Targeted strategies**
 - ▶ Behavioral Contract between teacher and student
 - ▶ Effective reprimand delivery: Short, soft, close, and calm
 - ▶ Debriefing w/student after negative behavior has taken place

Appendix Example: Debriefing Form

Debriefing Form

Student Name: _____ Grade: _____

Teacher Name: _____ Date: _____

What problem behavior did I have?

When, where, and why did the problem behavior occur?

What will you do next time instead of having the problem behavior?

What do you need to do after you complete this form?

Do you need any help after you complete this form? If so, what?

Goals for Mental Health Provider

- ▶ Maintain supportive, non-evaluative **RELATIONSHIPS** with teachers
- ▶ Use the **CLASS** as a lens to drive view of teaching practices
- ▶ Provide teachers with individualized, regular **FEEDBACK** about their practice, with a focus on target student(s); and
- ▶ **COLLABORATE** with teachers to make process most meaningful.

Goals for Teachers in Consultation Model

- ▶ Become better **OBSERVERS** of their own practice using a standardized lens (the **CLASS dimensions**)
- ▶ Increase feelings of **SELF-EFFICACY** in their interactions with all students (particularly challenging students)
- ▶ Increase effectiveness at **WORKING** with students with behavioral/academic needs.

MHP and teacher meet to determine initial focus of consultation (CLASS lens)

1

Teacher self videotapes OR MHP conducts *live observation* using CLASS tool

2

MHP watches video OR reflects on *observation* using CLASS lens

3

Teacher and MHP meet to discuss/watch video of interactions using CLASS

4

MHP offers tools/strategies for teacher to impact on CLASS dimension

5

Teacher works on interactions, implements tools/strategies with classroom support



Formative Research

- ▶ School-based MHPs & teachers **pilot** aspects of **MTP consultation** with support and feedback

Classroom observation + consultation meetings around CLASS dimensions (with classroom strategies)

- ▶ **Feedback sessions** to understand what is working and what needs improvement with model

Feedback regarding initial consultation w/teacher

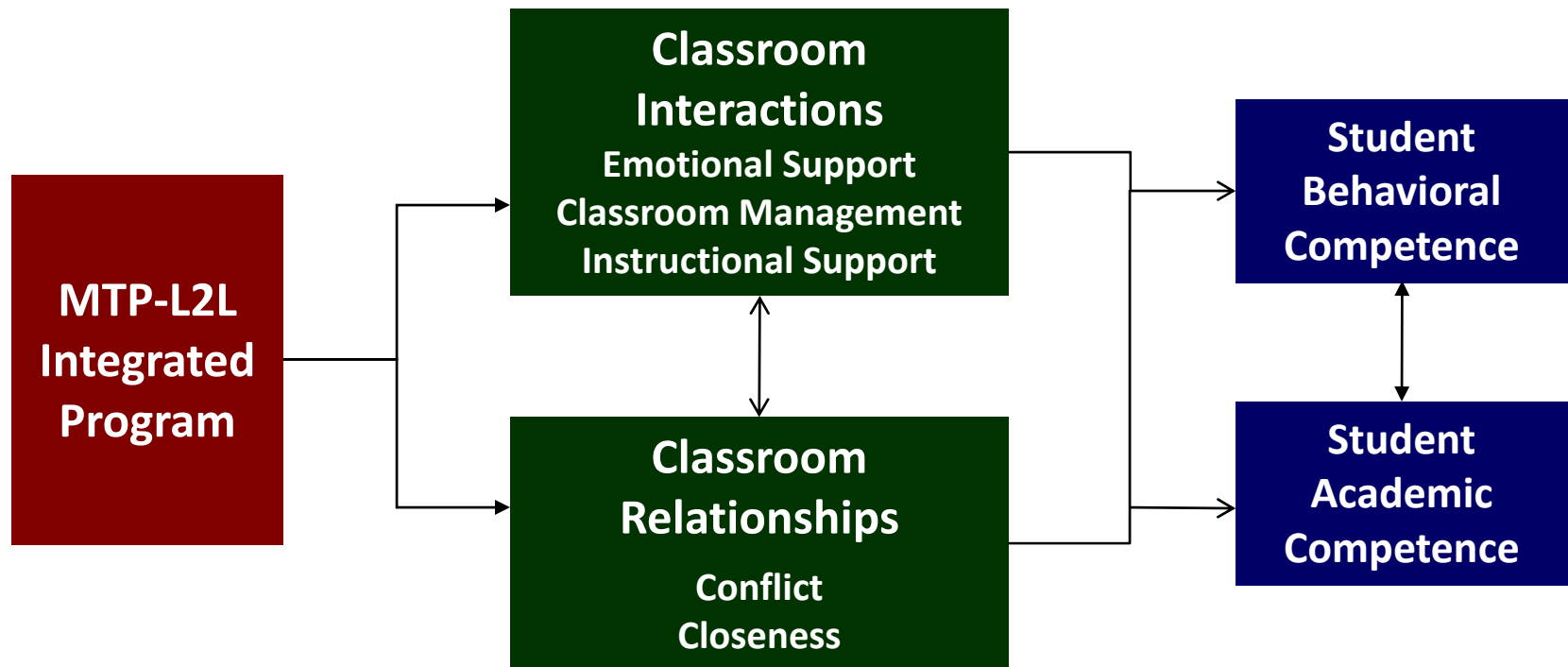
- ▶ **Finalize training and support materials** (paper and video) based on feedback

- ▶ Recruit **schools + MHPs** for research trial in 2009-10

Look Ahead: Initial Effectiveness Trial

- ▶ 1) Examine preliminary impact of adapted program on students' academic and behavioral outcomes
- ▶ 2) Study whether change in student outcomes is mediated by teachers' classroom practices (emotional support, instructional support, and classroom organization) and teacher-student relationships
- ▶ 3) Estimate intervention parameters (e.g., effect size, study population variance, response rates)

Initial Effectiveness Trial (2009-10)





Thank you!

