Bridging Tier 1 and Tier 2 SECD Interventions

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Historical Context

- **Problem to be solved:** Individuals who fall through the cracks of a universal intervention (e.g. Fluoride)

- **Solution addressed in prevention literature:**
  - Primary prevention
  - Secondary prevention
  - Tertiary prevention
School Context

- Multi-tiered systems of support (MTSS) and School-wide positive behavioral interventions and support (SWPBIS) → Academically- and behaviorally-focused interventions
  - Tier 1 aka Universal (Primary prevention)
  - Tier 2 (Secondary prevention)
  - Tier 3 (Tertiary prevention)
Multi-tiered SECD Approach

- **Remaining problems:**
  - Tier 1 SWPBIS often neglects school-wide social-emotional and character *skill-building* and focuses on *screening* for deficits.
  - Schools that do include SECD skill-building, often don’t synchronize tiers and create a “jumbled schoolhouse” (Elias et al., 2015, p. 34).

- **Solution to address these problems**
  - **Principle 1:** Universal SECD instruction (i.e. skill-building)
  - **Principle 2:** Consistent skills, language, and strategies between tiers
  - **Principle 3:** Advisory team that coordinates and continually monitors the synchronization process
Universal SECD Instruction

- **Problem:** Tier 1 often neglects explicit SECD skill-building and simply screens for deficits that are explicitly addressed for the first time in Tier 2

- **Solution:** Provide school-wide instruction of essential social-emotional skills and character virtues that Tier 2 can build upon
  
  - Analogous to providing *all* students with reading instruction (i.e. skill building) in Tier 1, screening for deficits, and providing supplemental Tier 2 support (vs. providing explicit reading instruction for the first time in Tier 2)
Consistent Skills, Language, and Strategy

- **Rationale for consistency**
  - Reduce confusion for teachers and struggling kids and generalize to different contexts

- **Skills**
  - Alphabet : literacy :: social-emotional skills : emotional literacy (Ex. Emotion regulation)

- **Language**
  - Ex. “Flexible thinking” or “Thought challenging”; “PLAN” or “STEPS”

- **Strategy**
  - Social Learning Theory (model, prompt, praise)
Advisory Team

- Community psychology and action-research perspective → Adapt intervention to context

- Advisory team that sets vision, goals, and strategies for multi-tier synchronization
  - Include implementers at each tier and administrative support for recommendations to be taken seriously
  - Continually monitor Tier 1 and 2 coordination
Case Example 1: Girls Leading Outward

- **Context**: Increased bullying by at-risk middle-school girls

- **Tier 1**: Focused on teachers modeling SECD rather than explicit instruction

- **Tier 2**: Explicit SECD skill-building and service-learning

- **Tier 1 and 2 Synchronization**: Tier 2 targeted deficiencies but lack of explicit and systematic Tier 1 SECD skill-building reduced intervention’s potential

- **Results**: Increase in self-rated optimism and self-concept; and tangible contributions to school community
Case Example 2: Problem Solving Intervention

- **Context:** In-school suspensions in middle school and school-turnaround effort

- **Tier 1:** Explicit 15-min/day SECD curriculum

- **Tier 2:** In-school suspension time now focused on social problem solving skills and reflection

- **Tier 1 and 2 Synchronization:** Consistent themes, skills, and language across tiers (e.g. reflection sheets asked students to identify Tier 1 skills that could help them solve their problem)

- **Results:** Discipline referrals decreased, test scores improved, and school was named “National School of Character”
Conclusion

- Mastery of social-emotional skills and character virtues, as well as school turnaround, require synchronized tiers of intervention

- Synchronization across tiers requires
  - Universal explicit and systematic SECD instruction
  - Consistent skills, language, and strategies

- The SECD Lab’s case studies helped demonstrate the importance of these factors
Thank you!

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Write down three take-aways on one index card.