

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.**

