Collaborative & Proactive Solutions in Oakland Unified School District 2011-2015

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Brisbane School District
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BACKGROUND

45 FTE Psychologists in OUSD

100+ schools (including Charters and NPS)

Total Enrollment: 36,180 students

It is impossible to directly reach all of the kids who need psychological support!!!
So how to leverage existing resources?
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Study Participants

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12 Psychologists trained directly by Ross Greene, PhD for a minimum of 16 sessions over a period of 2 years

Worked with:
72 Teachers

Who worked with:
145 Students
At 13 Schools, teachers participated in:

Professional Development at each site for training and ongoing consultation with the School Psychologist after school 1x per week for 12 weeks.

Each CPS teacher targeted 1-4 students.
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Study Participants

Treatment As Usual (CBT) Skills Group

28 Teachers, 61 Students

10 Schools

10 Psychologists

12 Sessions pull-out CBT skills group conducted by the school psychologist who also provided CPS training (No teacher consultation).

Treatment as Usual Students were paired w/ CPS students according to gender and grade.

Control (No treatment)

28 Teachers, 39 Students
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Evaluation Objectives

To assess:

1. Improvements in teacher efficacy

   *Perceived Self-Efficacy* = belief in one’s ability to organize and execute an action (Ozer & Bandura, 1990).

2. Improvements in students’ social behavioral functioning (BASC-2 teacher report)
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Student study participants (N=245)
No group differences: Gender, Ethnicity, Grade

Targeted OUSD population most At-Risk:
• Mostly African-American or Hispanic (>84%)
• Mostly Male (68%)
• Mostly Elementary age (58%)
OUUSD Collaborative Proactive Solutions:
Student study participants (N=245)

Ethnicity

- African American: 60.8%
- Hispanic: 23.7%
- White: 9%
- Asian: 4.1%
- Other: 2.4%
Hypotheses 1 & 2

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Treatment as Usual & Controls

Teacher Efficacy

Student Symptoms & Disruptive Behaviors/Adaptive Skills

Significant improvement or no change

Little improvement

Little or no change
Hypothesis 3

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Improved Teacher Efficacy = Improved ratings of Student Symptoms, Disruptive Behaviors & Adaptive Skills
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**Measures:**

**Teacher Efficacy:** (Likert 1-10)

- Teacher Sense of Efficacy Scale
  - Classroom Management, Instructional Practices, Student Engagement

- Social-Behavioral Teacher Efficacy Scale
  - Communication/Emotion Regulation, Flexibility/ Social Skills, Executive Functioning

**Student Social Behavioral Function:**

- Behavior Assessment Scale for Children, 2nd Edition (BASC-2) Teacher form
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2011-2014

Teacher Outcomes
OUSD Collaborative Proactive Solutions: Teacher Efficacy

Program differences regarding change in efficacy:

• Both Teacher Efficacy Scales discriminated significantly between groups ($p < .001$)

• **CPS** teacher efficacy change was significantly greater than the other two groups, but there were no differences between **TAU and Control**.

• Power to detect the effect was (.978).
Teacher Efficacy
(all teachers N=125)

Social-Behavioral Teacher Efficacy Sub-Scales

- Communication/Emotional Regulation
- Flexibility/Social Skills
- Executive Functioning

Teacher Sense of Efficacy Sub-Scales

- Classroom Management
- Instructional Practices
- Student Engagement

Within-subject changes/Group differences significance (2-tailed): *** 0.001  ** 0.01 level  * 0.05 level
OUSD Collaborative Proactive Solutions: Teacher Efficacy

Hypothesis 1: Supported

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Strengthened Teacher Efficacy

Hypotheses 1
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2011-2014

Student Outcomes
No group differences were noted for all students, but MANCOVA indicated significant group differences in student outcome changes when those rated at high-risk prior to intervention were added to the equation ($p < .001$)

Power to detect the effect was 1.00
**Student Outcomes:**
(High-Risk students N=205)

Follow-up Univariate main effects for:

- *Externalizing Problems*
- *School Problems*
- *Behavioral Symptoms*
- *Adaptive Skills*

- Power to detect the effect was >.900
Student Outcomes:
(High-Risk students N=205)

Splitting the data by program, within-subjects changes were explored for high-risk students (rated in the At-Risk or Clinically Significant range on 1 or more composite on the BASC-2 prior to treatment).
**Student Outcomes:**
(High-Risk students N=205)

Student Improvement

<table>
<thead>
<tr>
<th></th>
<th>Collaborative Proactive Solutions</th>
<th>TAU Skills Group</th>
<th>Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing Problems</td>
<td>2.2*</td>
<td>0.6</td>
<td>-1.8</td>
</tr>
<tr>
<td>Internalizing Problems</td>
<td>1.9**</td>
<td>0.7</td>
<td>-1.3</td>
</tr>
<tr>
<td>School Problems</td>
<td>0.2</td>
<td>0.5</td>
<td>-0.2</td>
</tr>
<tr>
<td>Behavioral Symptoms</td>
<td>2.6*</td>
<td>0.6</td>
<td>-1</td>
</tr>
<tr>
<td>Adaptive Skills</td>
<td>1.6**</td>
<td>0.8</td>
<td>-0.9</td>
</tr>
</tbody>
</table>

Within-subject change significance (2-tailed): ** 0.01 level  * 0.05 level
Hypothesis 2 Supported

Improved ratings of Student Symptoms, Disruptive Behaviors and Adaptive Skills

For High-Risk Students

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Hypotheses 2

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Student Outcomes
OUSD Collaborative Proactive Solutions:

**Correlations: Teacher Efficacy With Student Outcomes BASC-2 Composite Level:**

Collaborative Proactive Solutions only:
(Teachers N=72; Students N=145)

<table>
<thead>
<tr>
<th>Student Improvement: BASC-2 Composite</th>
<th>Increased Teacher Efficacy: SBTES Executive Functioning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Externalizing Problems</td>
<td>-.314**</td>
</tr>
<tr>
<td>Behavioral Symptoms</td>
<td>-.313**</td>
</tr>
<tr>
<td>Adaptive Skills</td>
<td>+.261*</td>
</tr>
</tbody>
</table>

Significance: **0.01 level * 0.05 level
### Correlations: Teacher Efficacy With Student Outcomes BASC-2 Scale Level:

#### Collaborative Proactive Solutions only:

<table>
<thead>
<tr>
<th>Negative Problem</th>
<th>Hyperactivity</th>
<th>Depression</th>
<th>Attention Problems</th>
<th>Withdrawal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Improvement:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BASC-2 Scale</td>
<td>-.258*</td>
<td>-.253*</td>
<td>-.269*</td>
<td>-.293*</td>
</tr>
<tr>
<td><strong>Increased SBTES Teacher Efficacy:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Emotion Regulation</td>
<td>-.318**</td>
<td>-.271*</td>
<td>--</td>
<td>-.323**</td>
</tr>
<tr>
<td>Executive Functioning</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Positive Skill</th>
<th>Adaptability</th>
<th>Social Skills</th>
<th>Study Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Improvement:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-.269*</td>
<td>+.263*</td>
<td>+.260*</td>
</tr>
</tbody>
</table>

Significance: **0.01 level  * 0.05 level
OUSD Collaborative Proactive Solutions:

Correlations: Teacher Efficacy With Student Outcomes BASC-2 Composite Level:

TAU Skills Group and Controls: No significant correlations with any changes in Teacher Efficacy at either the Composite or Sub-scale level
Hypothesis 3 Supported

Strengthened Teacher Efficacy for Improving student Executive Functioning and Communication/Emotion Regulation

Improved teacher ratings of Student Symptoms, Disruptive Behaviors, & Adaptive Skills

For Collaborative Proactive Solutions Participants only!
## OUSD Collaborative Proactive Solutions: Post-program feedback

<table>
<thead>
<tr>
<th>N = 72</th>
<th>Likert scale from 0-10</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>0 = disagree completely</td>
<td>10 = agree completely</td>
<td></td>
<td></td>
</tr>
<tr>
<td>My student(s) developed a better understanding of their problems.</td>
<td>6.9</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>My student(s) developed problem solving skills.</td>
<td>6.7</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>I developed teaching skills that I will be able to use in the future with challenging students.</td>
<td>8.5</td>
<td>1.2</td>
<td></td>
</tr>
<tr>
<td>I learned a lot about my student(s) that I didn’t know before.</td>
<td>7.9</td>
<td>1.6</td>
<td></td>
</tr>
<tr>
<td>I learned a lot about myself as a teacher that I didn’t know before.</td>
<td>7.4</td>
<td>1.8</td>
<td></td>
</tr>
<tr>
<td>The CPS Program was well-integrated into my school.</td>
<td>4.5</td>
<td>2.5</td>
<td></td>
</tr>
<tr>
<td>Participation in the CPS Program was worthwhile.</td>
<td>8.8</td>
<td>1.5</td>
<td></td>
</tr>
<tr>
<td>The psychologist who led CPS at my school was effective in teaching the concepts and supporting my learning.</td>
<td>8.9</td>
<td>1.3</td>
<td></td>
</tr>
<tr>
<td>I would recommend the CPS Program to other teachers.</td>
<td>9.0</td>
<td>1.4</td>
<td></td>
</tr>
</tbody>
</table>
OUSD Collaborative Proactive Solutions: 
Some Qualitative Outcomes Post-Program

• I learned my students struggle with some things I took for granted that they would just know how to do: i.e. calming-down strategies.

• I learned to really look at the reasons my students had challenging behavior.

• It really made me look at the way I handle problems and how it hasn't always been effective in the past.

• I acquired skills to talk to students... to help me be aware of issues that are causing problems in class.

• I got an understanding of how to use the CPS framework to better understand what triggered certain behaviors in my students.

• I learned how to be more empathetic to my students. I learned how to compromise instead of making demands.

• The one-on-one time definitely helped me and my student to develop a relationship that benefited us in the classroom setting.

• The most valuable thing was the preciousness of time spent listening to students.
Conclusion:

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This psychologist-teacher consultation program had a demonstrable impact upon students and teachers that may be more powerful than psychologist-led skills-groups alone, and appears to be better than no treatment at all.
Conclusion:

OUSD Collaborative Proactive Solutions

- Provides a framework for students and teachers to solve problems together and build positive relationships
- Improves teacher efficacy to respond to challenging students non-punitively
- Improves student social-behavioral functioning, especially those at High-Risk
- Improved Teacher Efficacy in helping students develop Executive Functioning, Communication, and Self Regulation skills may lead to Improved ratings of Student Functioning:
  - Decreased: Externalizing Problems (Hyperactivity & Attention Problems), Behavioral Symptoms (Depression & Withdrawal)
  - Increased: Adaptive Skills (Adaptability, Social Skills, & Study Skills)