



## Adult-Child Relationship and Social Outcomes in a Tier 2 Behavioral Intervention

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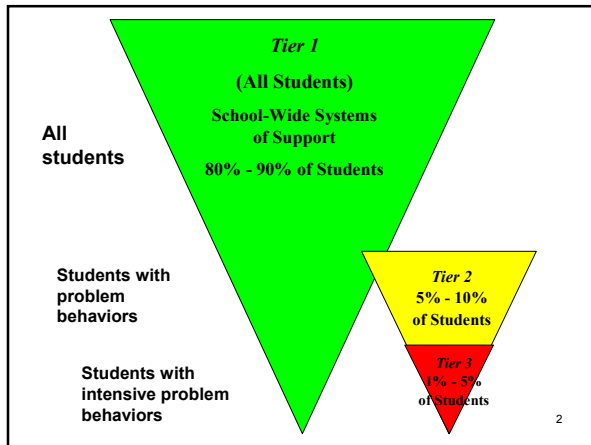
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## Tier 2 Behavior Intervention

- Early intervention for students at risk of serious behavior problems
  - To reduce current cases of problem behaviors
- Cost effective
  - Group-based intervention
  - Low effort and time involvement by teachers
- Continuous monitoring of student behavior for decision-making

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## Check, Connect, & Expect (CC&E)

(Cheney, Flower, & Templeton, 2008; Cheney et al., 2009)

- A Tier 2 behavioral intervention
- Key components
  - Include a positive caring adult-COACH
  - Enhance daily positive interactions
  - Supervision and monitoring of students with Daily Progress Report (DPR)
  - Reinforcement for success




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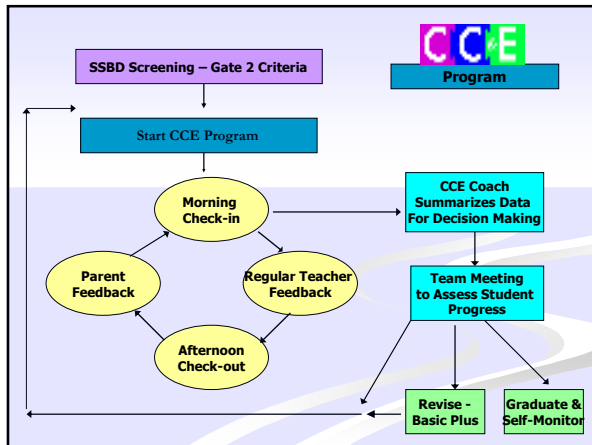
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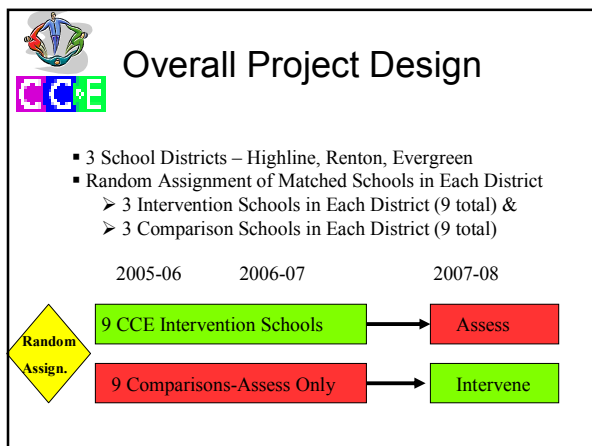
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## Key Measures

- Systematic Screening for Behavior Disorders
- Daily Progress Report
- Social Skills Rating System (Gresham & Elliott, 1990)
- Teacher Rating Form of Achenbach
- Student-Teacher Relationship Scale (Pianta & Nimitz, 1991)
- The Engagement in School-Teaching Rating Scale (Anderson, Christenson, Sinclair, & Lehr, 2004)

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## Key Findings to Date

- Cheney, Flower, & Templeton (2008)
  - 67% of students improve on the Daily Progress Report in 2005-06; 10% identified for special education
- Cheney, Stage et al. (2009)
  - 60% of students graduate from program in 2005-07
  - 18% identified for special education across 2 years.
  - Graduates have significantly lower problem behaviors
  - Screening discriminates grads from non-grads
  - Internalizers more likely to graduate
  - Grads have greater increase in relationships

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## Resilience

- Resilience comes from the “**everyday magic of ordinary**” embedded in children’s families, communities and schools
- Having **connections to a caring and supporting adult** is one of these powerful ordinary events (Masten, 2001; Masten, Best, & Garmezy, 1990)

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## Adult-Student Relationship in School

- Predicts behavioral, academic and school adjustment outcomes (Birch & Ladd, 1996; Pianta, 1992; Hamre & Pianta, 2001; Pianta & Stuhlman, 2004)
- Influence is profound for **vulnerable** students (Hamre & Pianta, 2001; Hughes, Cavell, & Jackson, 1999; Cavell, & Willson, 2001)
- A crucial element for behavioral intervention

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## Purpose of This Study

- To examine the influence of the adult-student relationship on social outcomes of targeted students in the CCE intervention

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## Research Questions

- To what degree do teacher-student and coach-student relationships **correlate** with teacher-reported behaviors?
- How significant are the **changes** in teacher-student and coach-student relationships over two years?
- Are the adult-student relationships significant predictors of student's **social skills** and **problem behaviors**?
- Do the teacher-student and coach-student relationships predict student's **school engagement**?

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## Participants

- Nine elementary schools
- 103 elementary school students
  - 74% male, 92% 6-8 years old
  - 43.7% Caucasian, 16% African American
- 111 teachers
  - Setting up daily social goals
  - Check in, enter data, check-out
  - Tracking students' progress
  - Providing social problem-solving and social skills instruction
- Nine full-time coaches
  - All paraprofessionals
  - Contact with teachers and parents
  - Eight female

Major TASKS for coaches  
 - Work with 25 students at a time  
 - Setting up daily social goals  
 - Check in, enter data, check-out  
 - Tracking students' progress  
 - Providing social problem-solving and social skills instruction  
 - Contact with teachers and parents

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## Measures

- Independent Variables
  - Student-Teacher Relationship Scale (STRS-short form; Pianta & Nimitz, 1991) **Enhance a positive relationship & a caring adult**
  - Daily Progress Report (DPR) **Supervise and monitor students' performance**

- 15 items, 5-point Likert Scale
  - Component: CLOSENESS and CONFLICT
1. When I praise this child, he/she beams with pride.
  2. This child spontaneously shares information about himself/herself.
  3. This child and I always seem to be struggling with each other.
  4. This child is uncomfortable with physical affection from me.

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**Eagles Club at Elementary**

Period	PERIOD 1			PERIOD 2			PERIOD 3			PERIOD 4			Total
	Obs	Acc	Other	Obs	Acc	Other	Obs	Acc	Other	Obs	Acc	Other	
By Observers	1	2	1	1	1	0	1	2	1	1	2	1	
By Program	1	2	1	1	1	0	1	2	1	1	2	1	
Total	2	4	2	2	2	0	2	4	2	2	4	2	

Legend:

- 1 - Observed
- 2 - Observed with problem-solving support
- 3 - Observed with moderate or no problem-solving support
- 4 - Observed with no problem-solving support
- 5 - Observed with no problem-solving support and no adult
- 6 - Observed with no problem-solving support and no adult
- 7 - Observed with no problem-solving support and no adult
- 8 - Observed with no problem-solving support and no adult
- 9 - Observed with no problem-solving support and no adult
- 10 - Observed with no problem-solving support and no adult
- 11 - Observed with no problem-solving support and no adult
- 12 - Observed with no problem-solving support and no adult
- 13 - Observed with no problem-solving support and no adult
- 14 - Observed with no problem-solving support and no adult
- 15 - Observed with no problem-solving support and no adult

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## Measures

- Independent Variables
  - Student-Teacher Relationship Scale  
(STRS-short form; Pianta & Nimitz, 1991)
  - Daily Progress Report (DPR)
  - Numbers of Reinforcement **Reinforce good behaviors**
  - Systematic Screening for Behavior Disorders  
(Walker & Severson, 1992)

Maladaptive Behavior :  
Requires punishment before s/he will terminate behavior.  
Child tests teacher imposed limits.

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## Measures

- Dependent Variables
  - Social Skills Rating System-Teacher Form  
(SSRS-T; Gresham & Elliott, 1990)
    - Social Skills scale
    - Problem Behaviors scale
  - The Engagement in School-Teaching Rating Scale  
(Anderson, Christenson, Sinclair, & Lehr, 2004)
    - 13 items on academic behaviors/ attitudes and interpersonal school experience

1. The students completes and turns in work on time.
2. This student is prepared when class begins.
3. This student can gets along well with others.
4. This student has confidence in him/herself to participate and try their best.

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## Data Analysis

- A correlation analysis
- A paired-sample T-Test
- Hierarchical multiple regressions

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**Q4: Are the adult-student relationships significant predictors of student's problem behaviors?**

<i>Hierarchical Regression</i>			
	$R^2_{change}$	$R^2_{total}$	$\beta$
<i>Step 1</i>	<b>.24 **</b>	.24 **	
SSBD-MB			<b>-.29 **</b>
<i>Step 2</i>	.02	.26 **	
Number of R+			.17 **
DPR-avg			.05
<i>Step 3</i>	.02	.28 **	
C-S Relationship			-.001
<i>Step 4</i>	<b>.13 **</b>	.41 **	
T-S Relationship			<b>-.42 **</b>

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**Q5: Does the teacher-student and coach-student relationship predict student's school engagement?**

<i>Hierarchical Regression</i>			
	$R^2_{change}$	$R^2_{total}$	$\beta$
<i>Step 1</i>	<b>.17 **</b>	.17 **	
SSBD-MB			<b>-.18 *</b>
<i>Step 2</i>	.04	.21 **	
Number of R+			-.23 **
DPR-avg			-.07
<i>Step 3</i>	.01	.22 **	
C-S Relationship			-.08
<i>Step 4</i>	<b>.22 **</b>	.44 **	
T-S Relationship			<b>.55 **</b>

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**Discussion**

- Intervention early before the problem behavior becomes a chronic one
- Adult-student relationships function as protective factors for students with serious emotional/behavioral problems

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## Discussion

- Coach-student relationship
  - Take time and effort to build positive relationship
  - A significant predictor for social skills

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## Discussion

- Teacher-student relationship was the major influence on students' outcomes
  - The teachers were the raters for the social outcomes measures
  - The teachers spent more daily time with the students
  - Teacher-student relationships should be emphasized in professional development

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## Future Work

- Include more informants
- Impact of adult-student relationships in Tier 3 interventions

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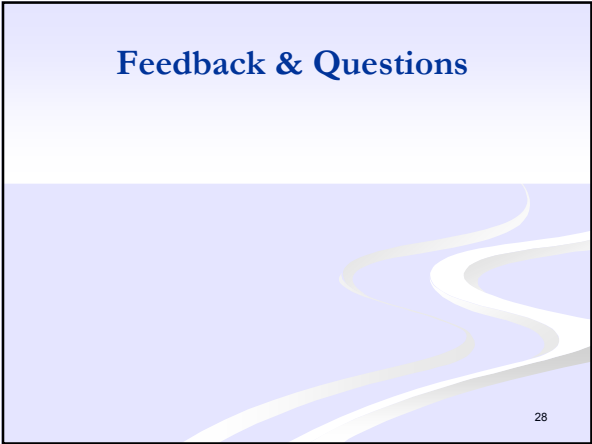
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