

Increasing Social Emotional Learning for All Preschoolers: From LEAP to Lab School

October 22, 2019

COSA Early Learning Conference Pre-K-3

Agenda

- Introductions
- What is LEAP?
- LEAP within Head Start Setting
- Creation of a Lab School
- Essential Skills
- Creating a Collaborative School Climate
- Data and Outcomes
- Question and Answers

What is the LEAP Preschool Model?



- Developed by Phil Strain, PhD
- An inclusive comprehensive treatment model (CTM) for children with autism that also benefits all children
- Backed by an extensive body of research including a randomized controlled trial
- Emphasizes the use of peer-mediated strategies
- Uses a variety of naturalistic and evidence-based practices
- Based on the principles of Applied Behavioral Analysis (ABA)

LEAP Program Philosophy

- All children benefit
- Most beneficial when interventions are conducted across environments
- By systematically training peers and backing adults out, children with autism make significant gains by learning skills from their typically developing classmates
- Intervention is planned, systematic and individualized
- Greatest gains when parents and professionals work collaboratively



LEAP Key Components



- Peers are the interventionists
- Physical design of the classroom promotes learning and social engagement
- Targets functional goals and objectives
- Teaches functional communication skills
- Use a broad array of evidence-based practices (e.g., errorless learning, naturalistic intervention, visual supports, Picture Exchange Communication System, etc.)
- Intentionally teaches social skills
- Positive Behavior Supports
- Monitor Progress/Data Collection
- Parent Skills Training

LEAP Data and Outcomes

- Students in LEAP generally show reduction in autistic symptoms after 2 years of intervention, compared to children who do not (Strain & Cordisco, 1991)
- On observational measures taken at home and in school, LEAP students are far more socially engaged and socially appropriate (Strain, Goldstein, & Kohler, 1996)
- Students with autism make 1-2 months developmental gain for each month in the program
- LEAP student's social interactions with peers are far more frequent and positive

Portland Public Schools Head Start

- One of the only school districts in Oregon with a Head Start Program
- 760 enrollment slots; currently 108 students with identified disabilities and 35 referrals. Sacajawea Site serves 158 students.
- PPS Head Start typically provides an inclusive preschool program for 20% of total enrollment (HS Performance Standard is 10%)
- We currently we have one LEAP classroom to fidelity and a second room in process.
- 2 Internal Social Emotional Learning Coaches

Strengths and Successes

- LEAP model supports **ALL** students in the classroom
- Many of the target students have siblings who also attend Head Start
- Builds empathy and increased engagement for students with identified disabilities
- Having a friend in preschool is a predictor for school success
- Peer mediated intervention strategies-teach social skills to entire classroom to scaffold social and language ability of all students
- Able to work through Head Start Performance Standards
- Provides a training classroom for other teachers to see strategies in action
- Transitioning children to kindergarten; providing supports and visuals systems as children transition, connecting with school districts, etc.

Our Collaboration and Uniqueness

- PPS, MECP, and CRP all have responsibility and interest of children in Head Start
- We wanted to see if we could replicate the LEAP model outside of a special education placement
- Goals:
 - We wanted to build rapport, trust, share and leverage resources.
 - Leverage resources in dollars, professional development, support for all children



Creation of a Lab School

- 158 students at Sacajawea site in 6 classrooms. 50% of students speak a language other than English, 20% of students with an identified disability
- After attaining fidelity through the University of Denver in one classroom, key practices were identified to increase social emotional outcomes for all students at our site.
- We identified essential skills, implemented practice-based coaching, developed a leadership team, increased family engagement and data analysis.

How Did We Get Started?

- Administrative Support
- Guided classroom team observations in LEAP classroom
- Examined TS Gold data for students in the LEAP room
- Identified Essential Skills to target in classrooms
- Established Funding for a Practice Based Coach and site-wide trainings
- Engaged teaching teams, mental health consultant, MECF, family service workers, administration in a shared site-wide vision for social emotional learning
- Development of a Leadership Team

Essential Skills

- Teaching Behavior Expectations
- Peer Mediated Interventions
- Friendship/Social Skills
- Circle Time Strategies
- Emotional Literacy

Teaching Behavior Expectations

Be Safe
Be Friendly
Be a Worker

Give Me Five



Peer Mediated Intervention



Our primary goal was to embed and create at least a 100 peer to peer social opportunities throughout the day

We did this by:

- Children invite peers to an activity
- Children pass out and collect materials
- Active student participation during all circle time activities
- Meal time: pass out food, plates, cups (e.g. milk/basket helper)
- Children facilitate learning and problem solving

Peer Mediated Intervention

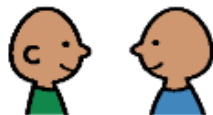


Positive Behavior Supports



Social Skills

Getting Attention



Look at your friend.



Say your friend's name.



Touch your friend on the shoulder if they aren't looking at you.

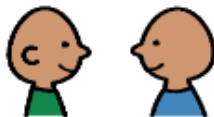


Keep trying if they don't hear you.

Share/Giving



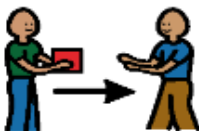
Get your friend's attention.



Look at your friend.



Say, " , Here."

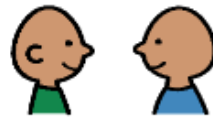


Put a toy in their hand.

Share Request/Asking



Get your friend's attention.



Look at your friend.



Hold out your hand.



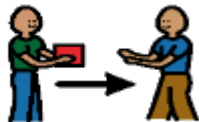
Say, "May I have that please."
*Don't Grab

Social Skills

Give a Play Idea



Get your friend's attention.



Give your friend a toy.



Give an idea of what to do with the toy.



Give an idea for an activity or game.

Give a Compliment



Say things like:
"Good job ____"
"Great ____"
"I like the way you ____!"
"Nice ____!"



Do things like:
-Give a hug
-Pat on the shoulder
-Give a high-five
-Thumbs up

Teaching “Getting Attention”



Circle Time Strategies: Adapting Instruction & Materials at Large Group

- Organize children so everyone can see and everyone is accessible
- Create a point of focus (easel)
- Use props and materials throughout group time
- Incorporate movement
- Provide participation opportunities at a variety of levels
- Keep a consistent and clear sequence of activities (Routines within Routines)

Circle Time Strategies: Monitoring Interventions

- **Aiding the teacher in supervising the children to maintain appropriate instructional behavior:**
 - Environmental Arrangements
 - Observation of the entire group
 - Cueing the teacher
 - Reinforcing appropriate behavior
 - Cueing the child



Reviewing Daily Schedule

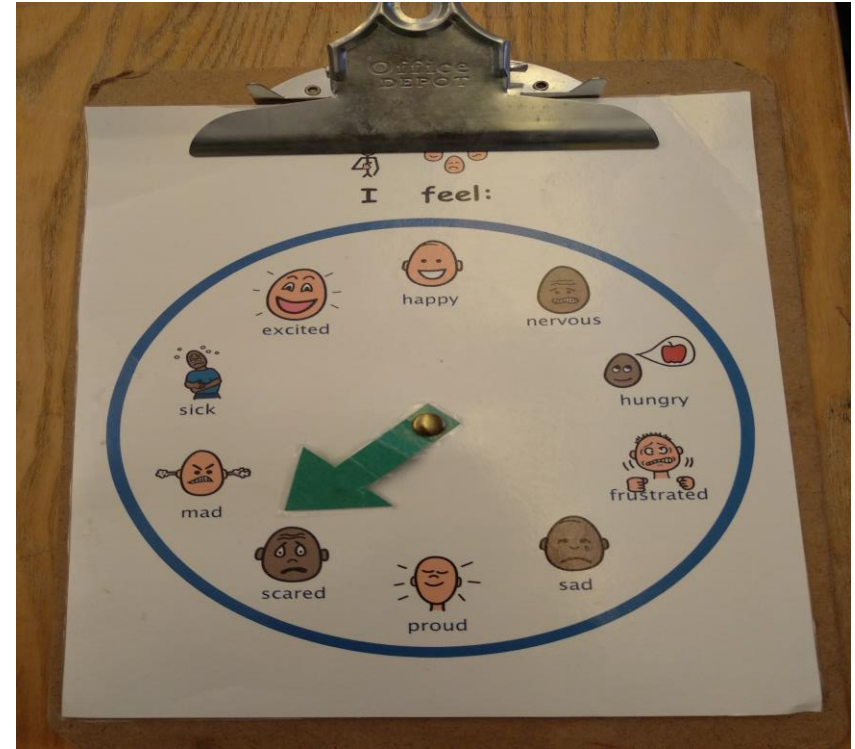


Emotional Literacy – Interactive Story Lab



Emotional Literacy

Feelings Check-in



Teacher Perspective



The Coaching Process



- Observation
- Reflective feedback
- Action Planning
- Follow up
- Two week cycle

Practice-Based Coaching

Creating a Collaborative School Climate



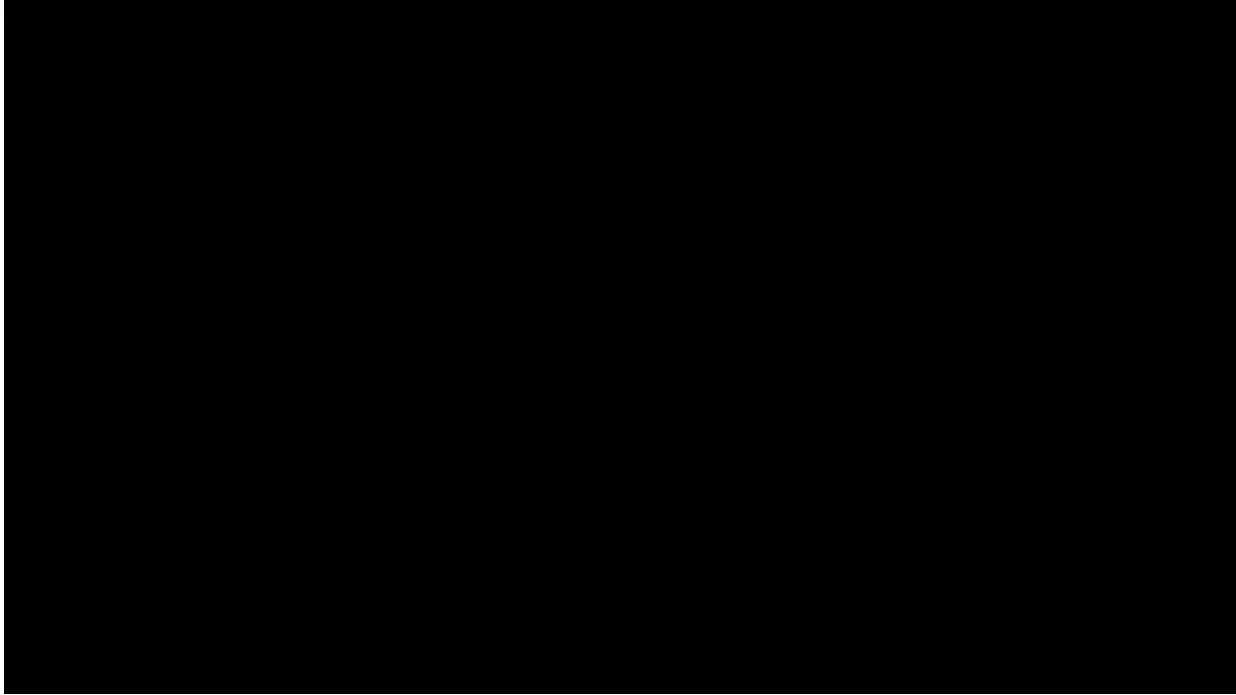
- Leadership Team
- Family Connection Board
- Weekly Text Prompts
- PLC Meetings
- Book Study

Working with families



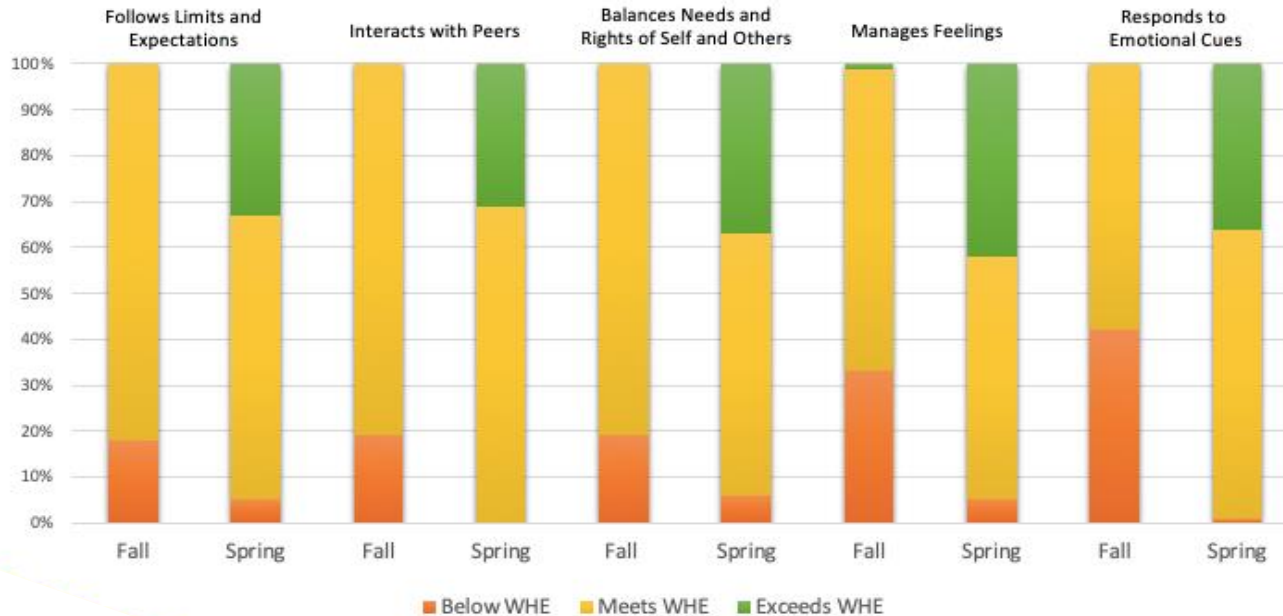
- A key element in implementing LEAP is also working collaboratively with families
- Goal is to support families and provide a common language and to build skills across settings.
- Build on family strengths and provide opportunities to build new skills
 - Classroom communication board
 - School-wide communication board
 - Parent Training Series

Parent Testimonial



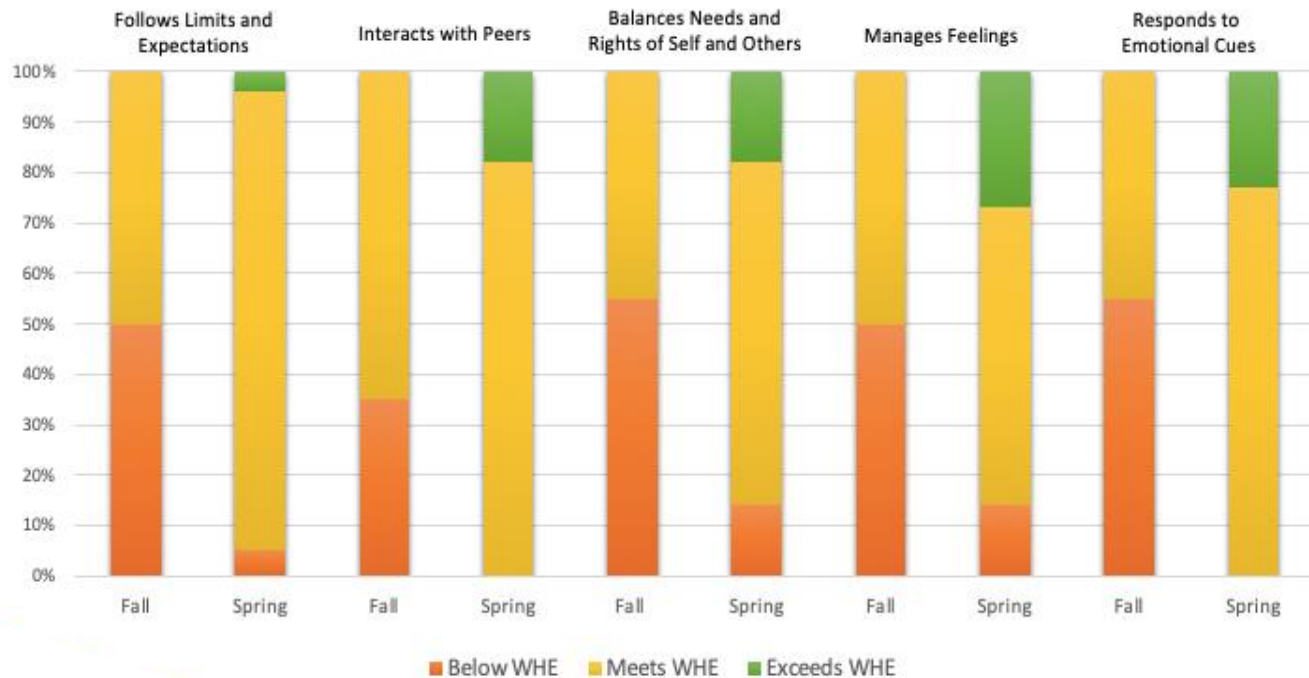
Data and Outcomes: Focus on Social Emotional Development

TSGOLD Growth (4 YO Non-Identified Students)



Data and Outcomes: Focus on Social Emotional Development

TSGOLD Growth (4 YO Identified Students)



Where We Are Now

- Year 2 of Coaching and Collaboration at Lab School
- Examination of data to promote social emotional learning and meet 5 year academic goals.
- Continued professional development
- Strengthened collaboration with Multnomah Early Childhood Program
- Scaling up LEAP and Lab School to two additional PPS Head Start sites
- Family Connection Board and Resources shared with all sites
- Korey is collaborating with kindergarten teachers and behavior specialists at two neighborhood schools regarding implementing LEAP based strategies.

Online Resources

- <https://challengingbehavior.cbcs.usf.edu/resources/index.html>
- <https://morgridge.du.edu/pele-center/leap/>

**THANK
YOU!**

