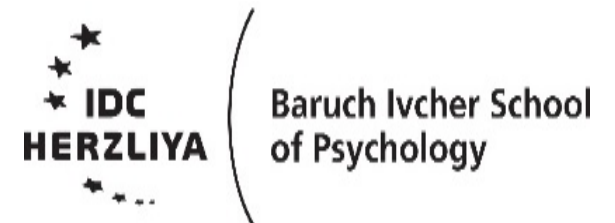


I Can Succeed (ICS)
Prevention and Intervention Teacher-led
Program based on Interpersonal
Psychotherapy for Adolescents (IPT-A)

TAU-EADP 2018 Conference on Prevention
October, 2018, Tel-Aviv

Kopelman-Rubin Daphne, Katz Gold Inna, Dvir Efrat



Overview

- I Can Succeed program: principles and working model
- ICS-PS
- ICS-ES
- ICS-JH
- Limitations & future studies

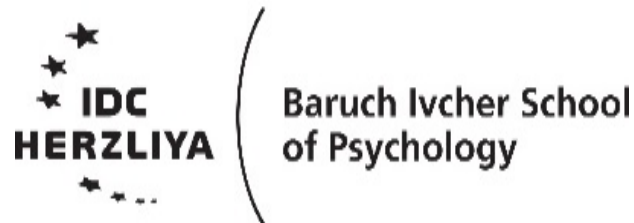


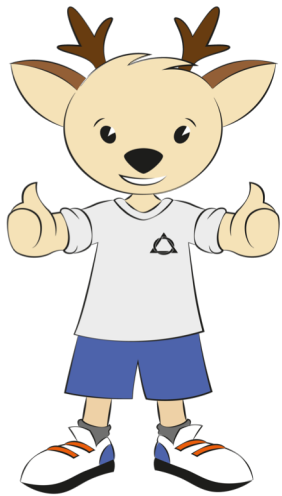
Conflict of interests: None

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הרצליה הצדיעה לתכנית א.י.ל לקידום תלמידים עם לקויות למידה



סגנית ראש העירייה הממונה על החינוך, איה פרישקולניק וד"ר דפנה קופלמן-רובין מהמרכז הבינתחומי צילום: עיריית הרצליה

כל בתי הספר היסודיים וחטיבות הביניים בהרצליה ערכו אירוע הצדעה לתכנית א.י.ל, "אני יכול להצליח", בו הציגו את פעילותם הייחודית במסגרת התכנית.

תכנית א.י.ל מיועדת לקדם תלמידים מבחינה לימודית, רגשית וחברתית. במיוחד תלמידים המאובחנים עם לקויות למידה ו/או הפרעת קשב.

סגנית ראש העירייה הממונה על החינוך, איה פרישקולניק, המובילה את התכנית אמרה: "התרגשתי לראות את ההשקעה והמחויבות של בתי הספר לתכנית, אשר תורמת רבות להצלחה של תלמידי העיר ולהישגיהם הגבוהים בלימודים".

התכנית פועלת תחת פיקוחה של ד"ר דפנה קופלמן-רובין מהמרכז הבינתחומי



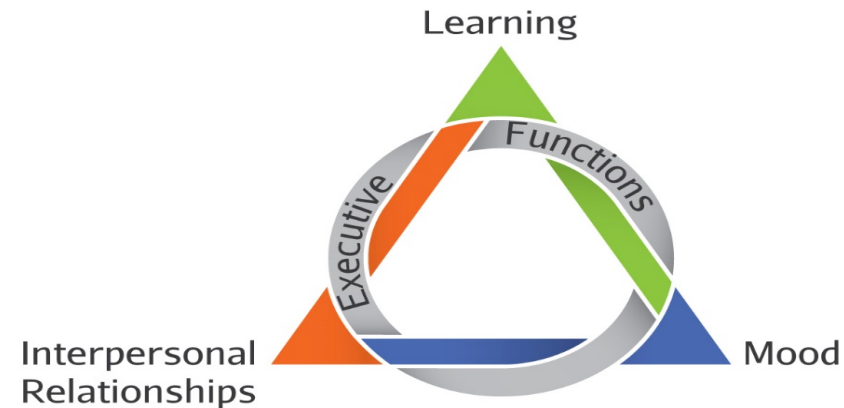
I Can Succeed- ICS

- A new Social Emotional Learning (SEL) prevention and intervention program
- Can be implemented in children in pre-school to ninth grade
- Theoretically grounded in Attachment Theory
- Based on Interpersonal Psychotherapy for Adolescents (IPT-A)
- Multi-tiered Support System model, targeting all students (Tier 1) with special focus on the needs of students with learning and attention difficulties (Tier 2).



I Can Succeed- ICS

- Targets socio-emotional and academic/EF aspects of SLD as interconnected
- Manual-based: curriculum developed according to students' developmental stage
- Skills building
- Teacher-led program

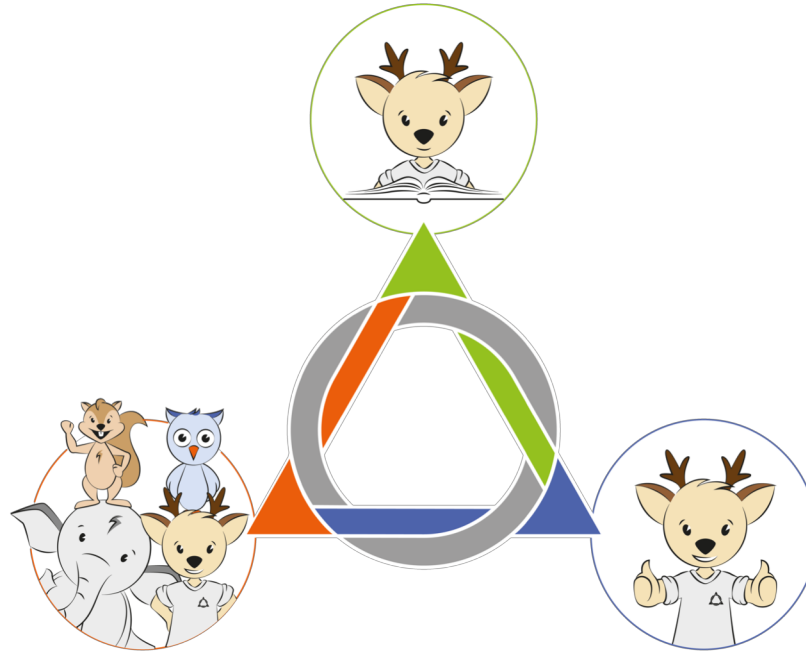


I Can Succeed- ICS

- ICS Was developed in cooperation with the Israeli Ministry of Education, National Insurance Institute and Local Municipalities (Stakeholders)
- Implemented nationwide (this year more than 60 schools and 50 pre-schools) in central and peripheral citeis



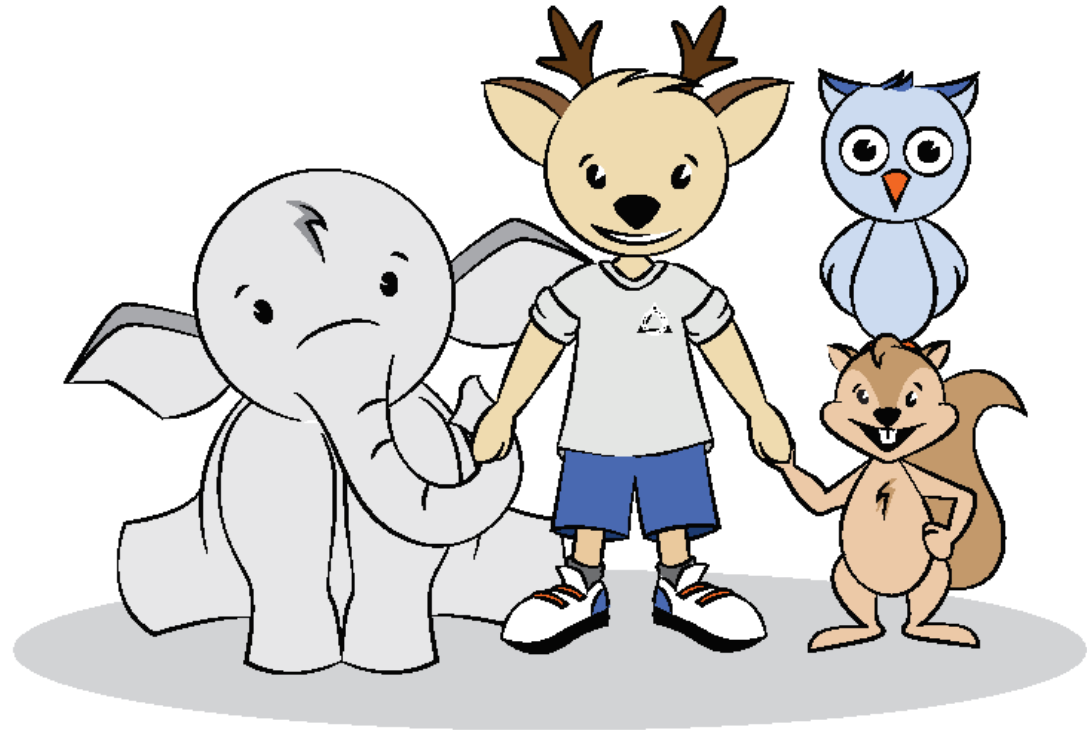
I Can Succeed – Pre-School



I Can Succeed - Preschool

ICS-PS

- Prevention program
- Preschools
- All Kids



Intervention

- Intervention consists of various activities, all implemented in the daily routine in conjunction with the curriculum, throughout the day:
 - stories and discussions
 - art work
 - physical activities
 - games
- Led by preschool teachers
- Skills enhancement intervention
- Manual based



Current Study

Current study:

Goal: to evaluate whether preschool children participating in ICS-PS during the school year will improve their interpersonal/social, emotional and academic functioning.

Participants:

6 preschools (3 ICS 3 TAU)

92 students (49 girls and 43 boys, aged 5-6)

6 preschool teachers



LD & ADHD Unit



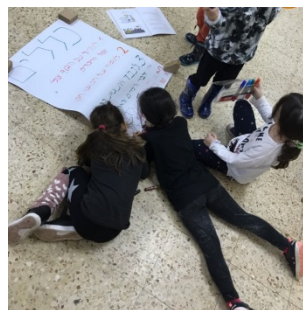
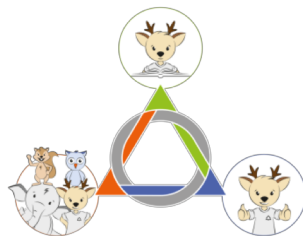
Intervention Modules

- ICS triangle

conceptualization

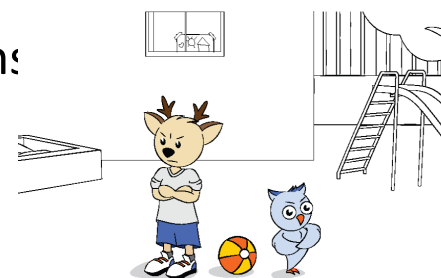
- Rules

- Self-awareness



- Executive Functions:

- Inhibition
- working memory
- Shifting

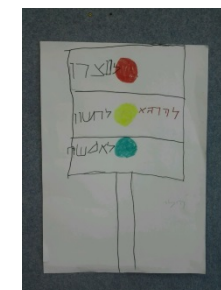


- Emotional Competence



- Emotion Regulation

- Problem Solving



- Design: base line (September-October), Intervention, post measures (May-June)
- Measures:
- Students:
 - Teacher report questionnaires:
 - Social Skills Rating System (SSRS)
 - BRIEF-P
 - Academic achievements evaluation (Emergent Literacy and Math skills).
 - WPPSI (Vocabulary and Block Design)
 - Children's tasks:
 - Hearts and Flowers computerized task
 - Emotion Matching Task (EMT)
- Teachers:
 - Satisfaction and fidelity questionnaire

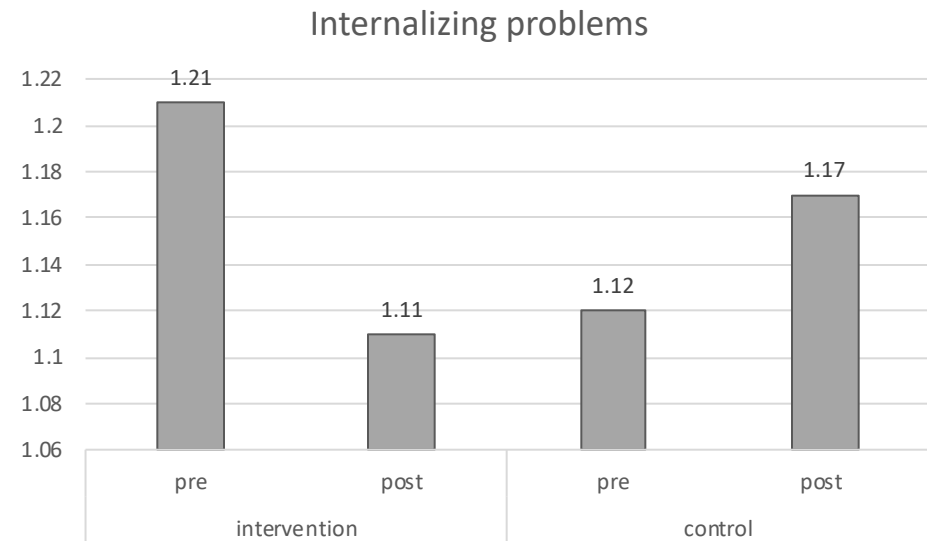


LD & ADHD Unit



Results : Children's (1) social/interpersonal functioning (SSRS)

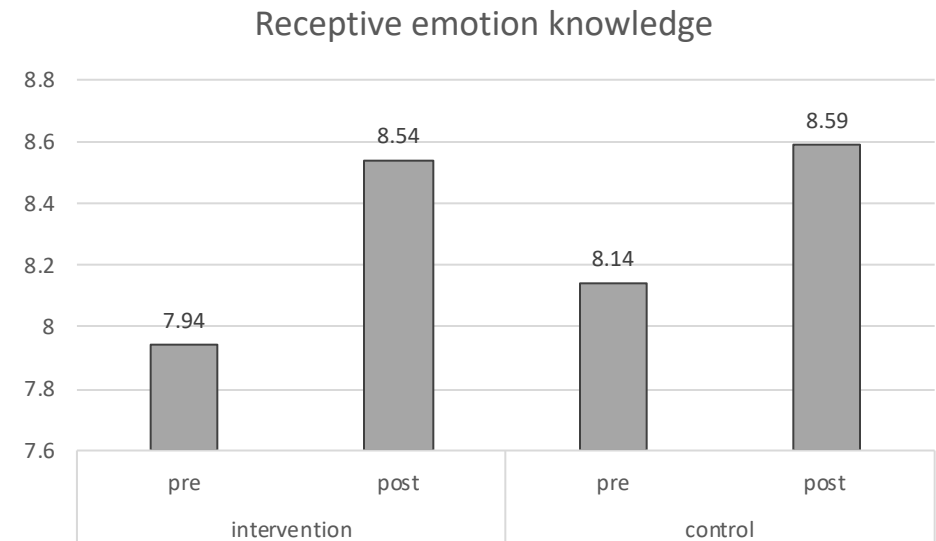
- Analysis revealed significant improvement only among ICS-PS children in:
 - Internalizing behavior problems



- No differences between groups were found in cooperation, assertion self control and externalizing symptoms

Results : Children's (2) Emotional Competence

- Analysis revealed significant improvement only among ICS-PS children in:
 - Receptive Emotion knowledge

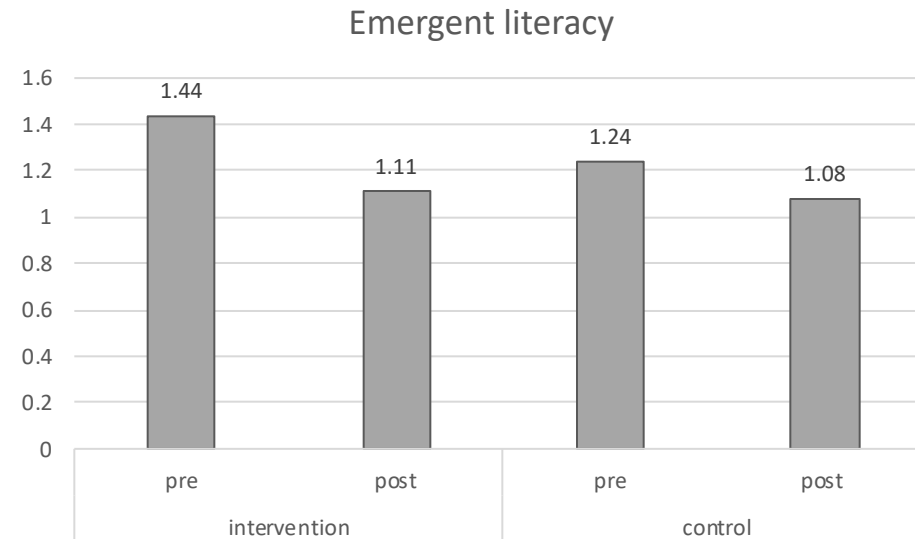


- No difference between ICS and TAU was found in emotion recognition task.

Results : Children's (3) Academic Achievements

- Analysis revealed significant improvement only among ICS-PS children in:

➤ Emergent Literacy



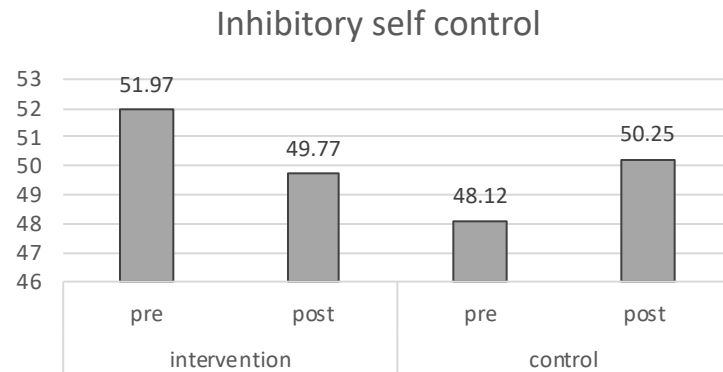
- No difference between ICS and TAU was found in math skills.

Results : Children's (4)

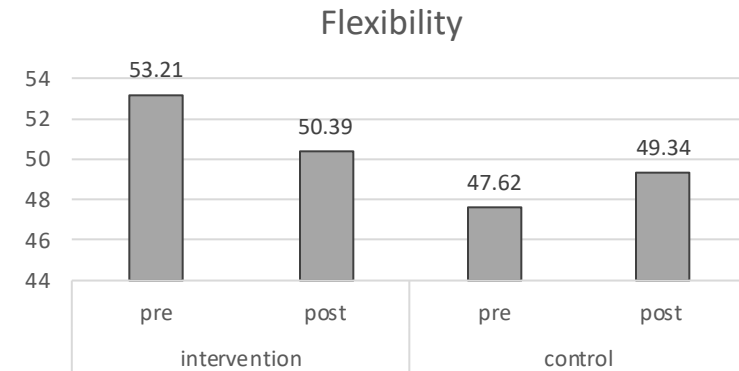
Executive Functioning- teacher rating

- Analysis of teacher rating revealed significant improvement only among ICS-PS children in:

➤ Inhibitory self control



➤ Flexibility

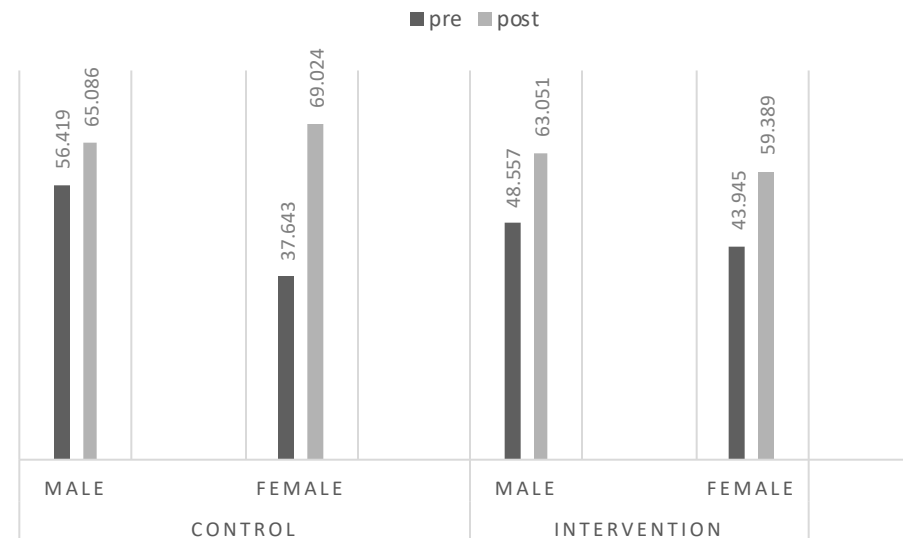


- No difference between ICS and TAU was found in emergent metacognition.

Results : Children's (5)

Executive Functioning- children's task

- Analysis of children's Harts and Flowers task revealed interaction effect of gender and group affiliation in the children's accuracy in the Mixed block:
 - girls in both groups exhibited improvement in their accuracy
 - boys showed improvement only in the intervention group



Results: Teacher's Program Fidelity and Satisfaction

- Teachers reported delivering between 95 to 100 percent of the tools in the curriculum , on the treatment fidelity checklist.
- PR's observations indicated 90 to 100 percent of adherence in the various activities and modules .
- In qualitative interviews teachers reported:
 - High enjoyment and satisfaction with the program
 - High levels of children's participation and enjoyment
 - High levels of their perception of the contribution of the tools to children's skills and behavior

Limitations and future studies:

- Needs longer follow-up
- Introduction of interpersonal skills training earlier in the curriculum
- Consideration of pre-test differences between ISC and TAU groups
- Future studies should examine mediators of outcomes and whether improvements gained by ICS-PS will sustain in the long term.

Summary (1)



- I Can Succeed for Preschool- ICS-PS program is a new SEL prevention program for preschool children based on attachment theory and the role of executive functions in children's development.
- Results demonstrate that ICS-PS is a feasible and effective prevention program for preschool children.
- Results indicate a significant improvement in emotional functioning (significant decrease in internalizing symptoms and improvement of receptive emotion knowledge), among students receiving ICS-PS compared to those in the TAU group.
- Results also indicated a significant improvement in Emergent Literacy (i.e. phonological awareness, Hebrew letter identification, writing letters and words, verbal skills (vocabulary, grammar and pragmatics)).

Summary (2)

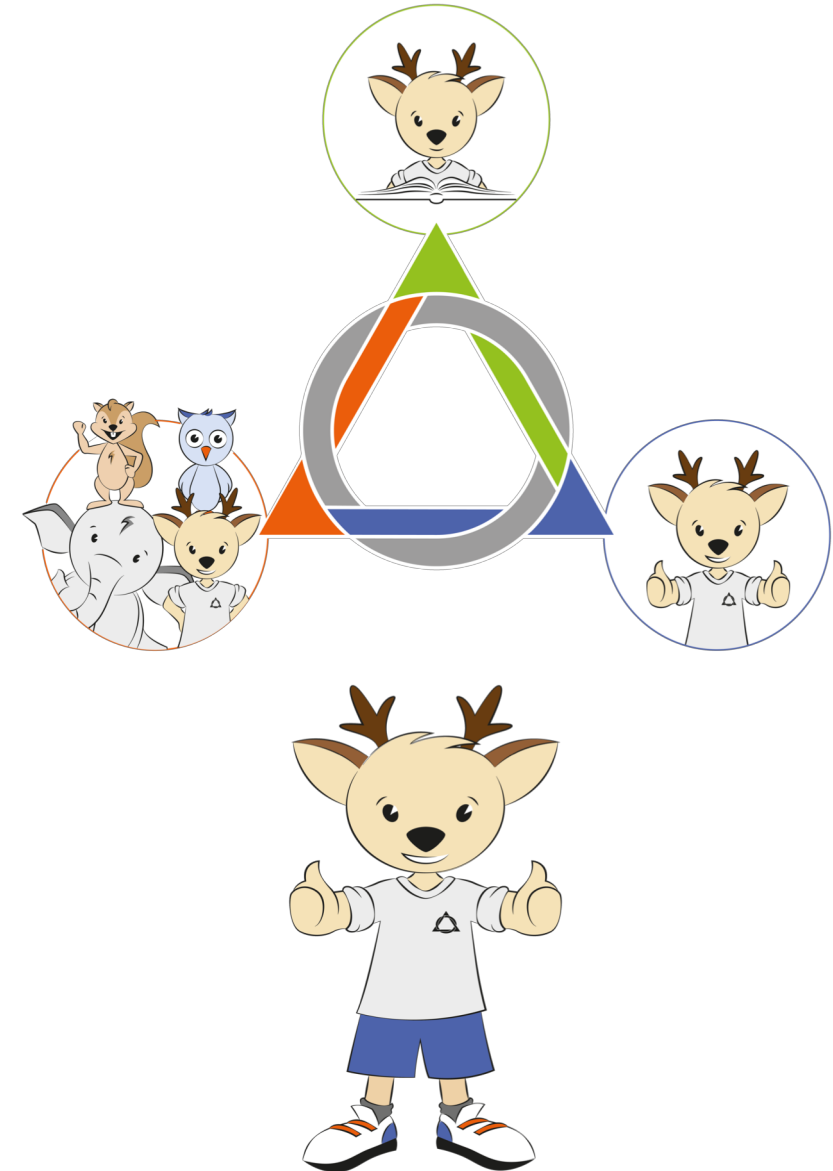
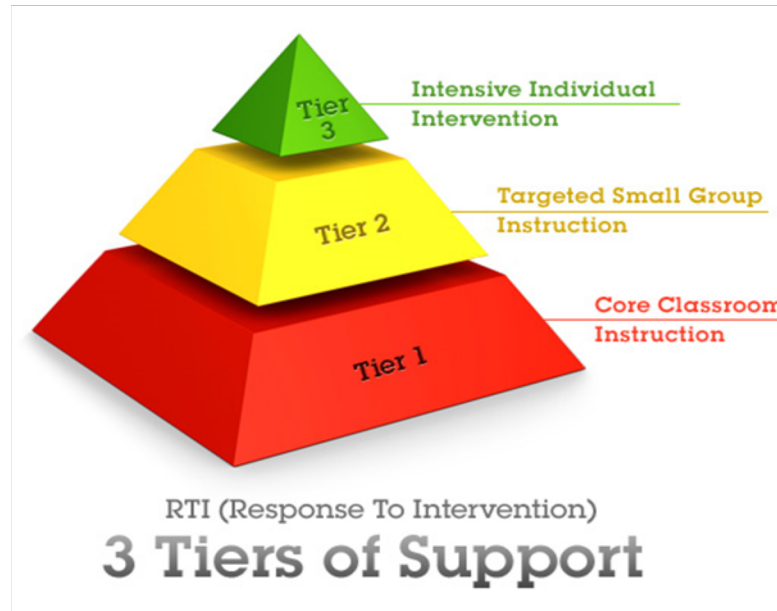


- In addition, there was a significant improvement in Inhibition and Flexibility.
- Teachers reported high fidelity and adherence to the program manual and reported that they are implementing ICS-PS as part of their daily curriculum.
- Teachers reported high satisfaction with ICS-PS program, indicating that the program provides tools facilitating preschool children's development and functioning and allowing to better cope with difficulties in social, emotional and academic areas.
- Future studies should examine mediators of outcomes and whether improvements gained by ICS-PS will sustain in the long term

I Can Succeed - Elementary School

ICS-ES

- Prevention program
- Grades 1-6th
- All Kids
- RTI Model



Intervention

- Intervention consists of once a week class + implementation through routine curriculum
- Led by homeroom teachers
- Skills enhancement intervention
- Manual based
- First to sixth grade



Current Study

Current study:

Goal: to evaluate whether fourth and fifth graders participating in ICS-ES over two school years will improve their interpersonal/social, emotional and academic functioning.

Participants:

7 schools (5 ICS 2 TAU)

419 students (204 girls and 215 boys, aged 9-10)

19 homeroom teachers



LD & ADHD Unit



Modules 4th-5th grades

First-year

- program introduction (program goals, the IPT-ALD Triangle)
- self-awareness (with a special focus on personal strength and challenges regarding each student's learning)
- organization skills and strategies (including organizing a learning routine and space, time management, planning and monitoring)
- first-year program summary.



Second-year

- an introduction to goals of the second year of the program
- self-regulation
- interpersonal skills (direct communication, modifying invalid or unreasonable expectations for themselves and others in the relationship, perspective-taking, effective negotiation and self-advocacy)
- effective learning style (getting to know an effective way of studying)
- program summary



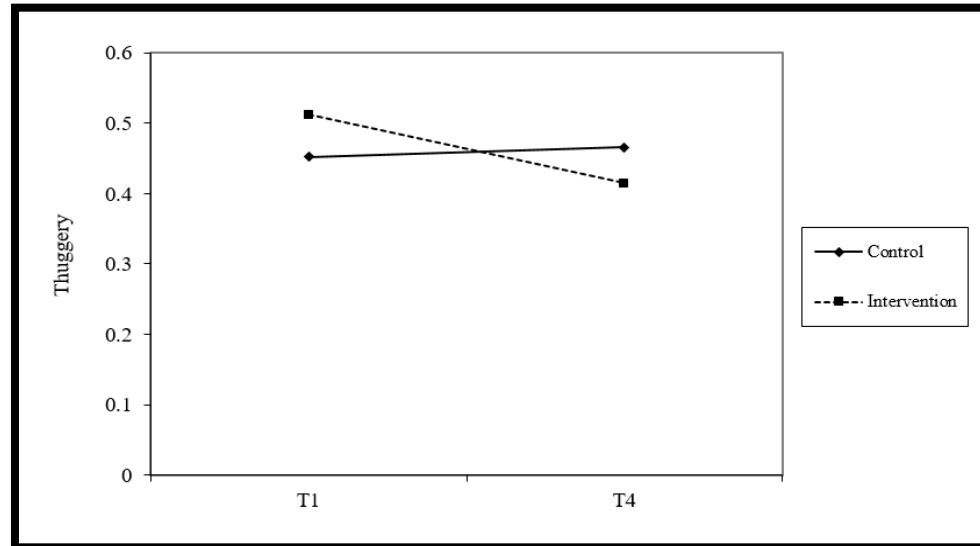
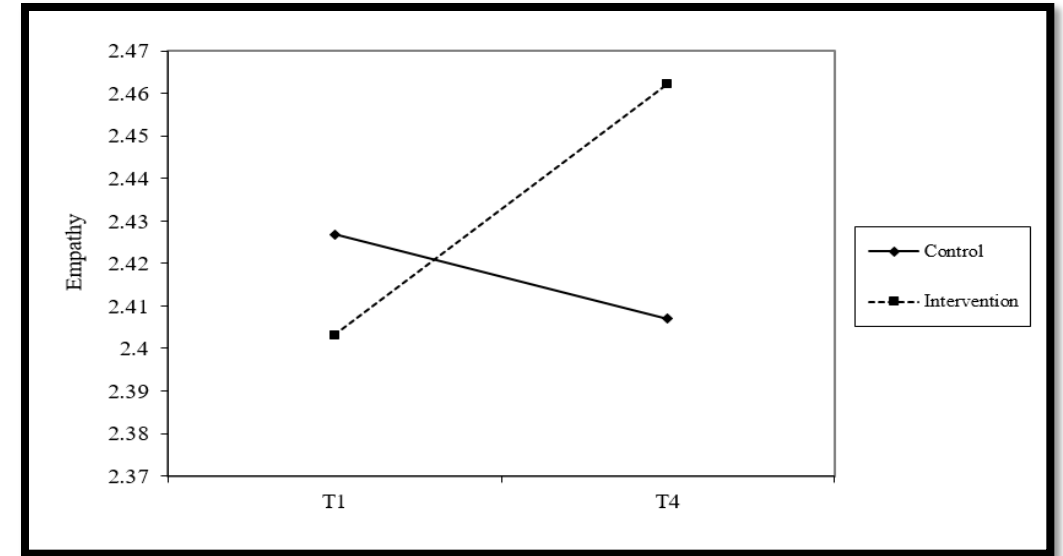
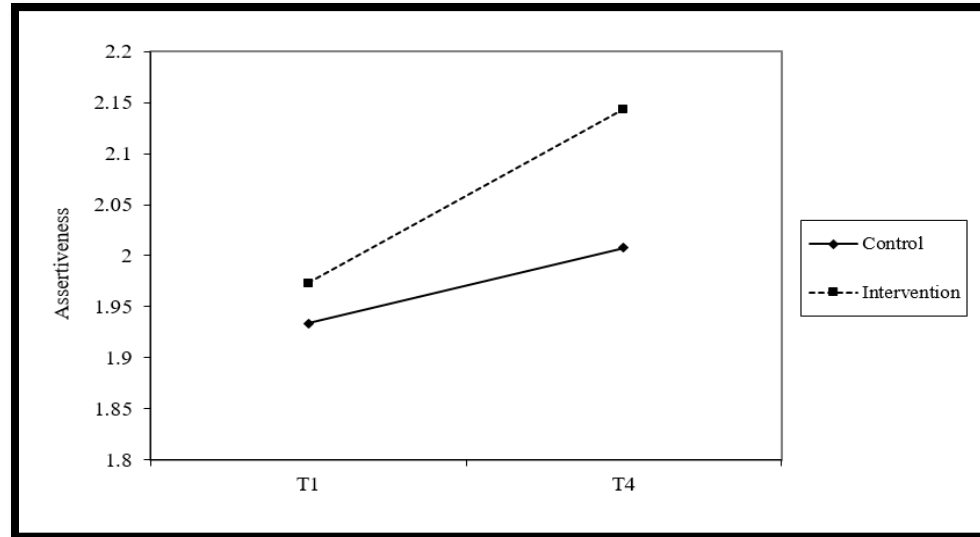
- **Design:** base line, spring of year 1, fall of year 2, spring of year 2
- **Measures:**
- Students:
 - Self report questionnaire (Social Skills Improvement System), Academic achievements (Hebrew, English, Mathematics).
- Teachers:
 - Satisfaction questionnaire (at end of year 2).

Results : Students' socio-emotional functioning (SSIS)

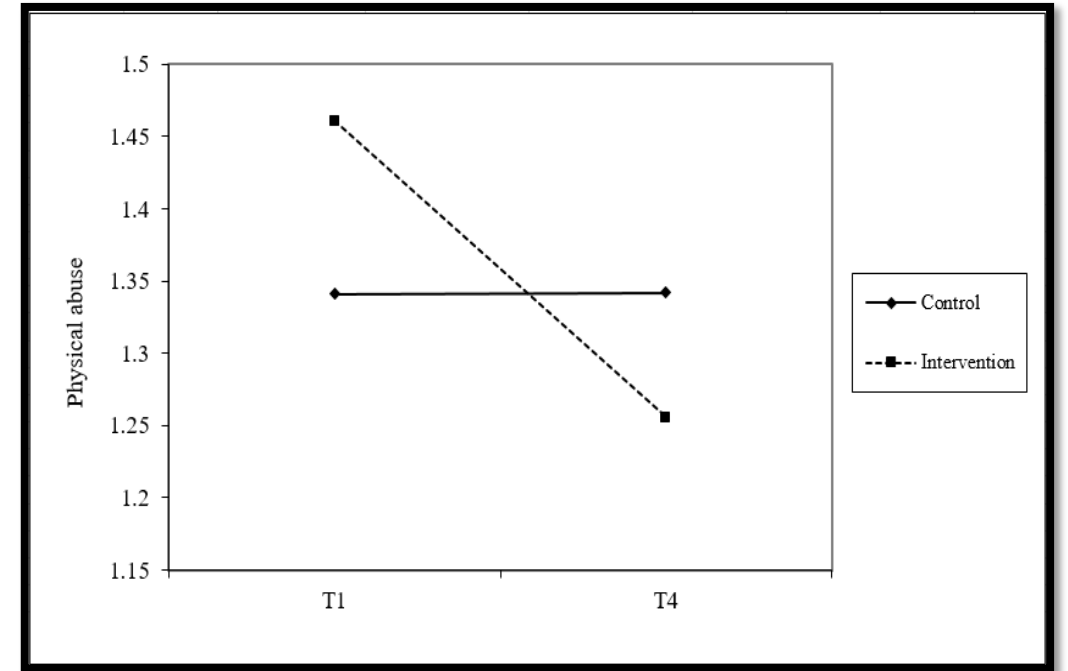
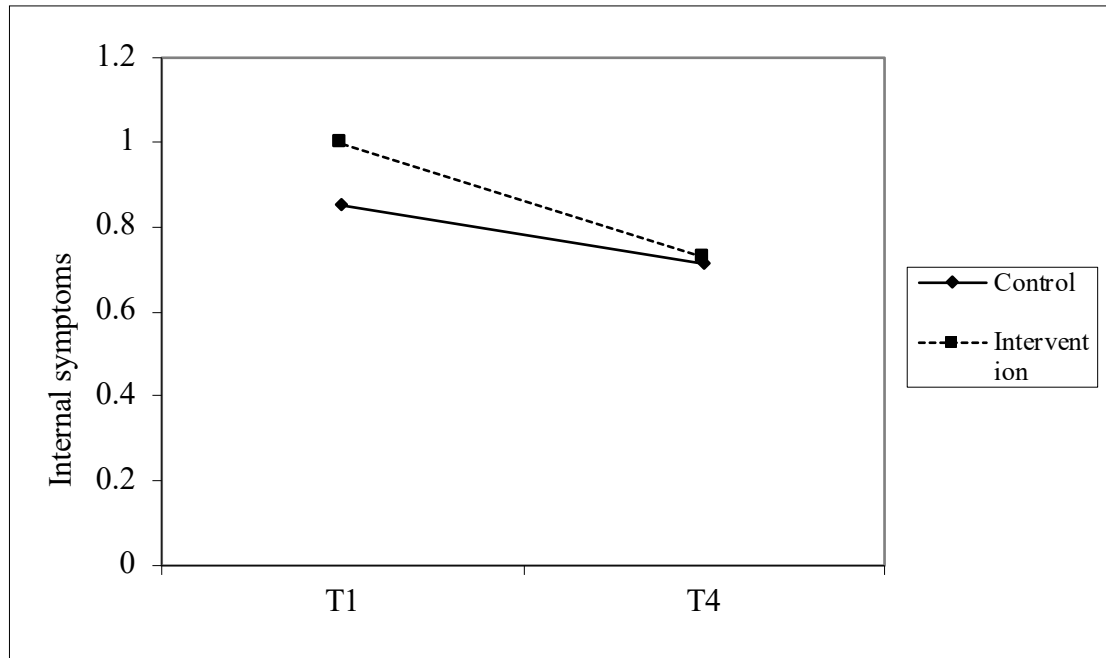
- Analysis revealed significant improvement only among ICS-ES students in:
 - depressive and anxiety symptoms
 - assertiveness
 - bullying
- No differences between groups were found in cooperation, responsibility, hyperactivity, empathy, self-control and externalizing symptoms

Results: Students (1)

(4th grade, 2 school years)



Results: Students (2)



Results : Students (3)

Academic Achievements

- Analysis revealed significant improvement only among ICS-ES students in:
 - Hebrew
 - Second language (English) achievement remained the same among ICS students , as opposed to TAU students whose second language achievement declined.
- No difference between ICS and TAU was found in math achievement.

Results: Teachers (1)

Program Fidelity

- On a scale ranging from 1=not at all to 5=very much, teachers reported an average of 4.26 ($SD=0.65$) for their rating on delivering the required elements of the program.
- Regarding program dosage, teachers' report during the first year and facilitators' reports based on interviewing the teachers during year 2, indicated high fidelity to the number of classes required for each module
- an overall high satisfaction with ICS-ES program and training
- Reported that they are implementing ICS-ES as part of their daily curriculum
- Indicating that program provides tools to better cope with the needs of their students who are struggling with learning and attention difficulties

Results: Teachers (2)

Satisfaction with Training and Program

On a five-point scale (1=not at all to 5=very much):

- Overall satisfaction with ICS-ES ($M=4.18$, $SD=0.51$)
- Implementation of ICS-ES tools often as part of daily curriculum ($M=4.26$, $SD=0.67$).
- Received tools to better cope with the needs of their students who are struggling with learning and attention difficulties ($M=3.90$, $SD=0.63$)

Results: Teachers (3)

Satisfaction with Training and Program

- Received tools to better cope with parents ($M=3.84$, $SD=0.90$).
- Satisfaction with training ($M=4.18$, $SD=0.70$)
- Quality of training ongoing supervision - ($M=4.58$, $SD=0.60$).

Results: Teachers (4)

ICS-ES

Would you recommend ICS to a colleague?

98%

Would you recommend ICS to a student?

100%

Was it “worth the efforts”?

94.2%

Limitations and future studies:

- Needs longer follow-up
- Replications in RCT
- Need to add more measurements (parents, teachers).
- Need to add and examine cultural adaptations
- Future studies should examine mediators of outcomes and whether improvements gained by ICS-ES will sustain in the long term.

Summary (1)



- I Can Succeed for Elementary School- ICS-ES program is a new SEL prevention and Intervention program for 1-6 grades based on attachment theory
- Results demonstrate that ICS-ES is a feasible and promising prevention program for fourth- and fifth-grade students.
- Results indicate a significant improvement in emotional functioning (significant decrease in depressive and anxiety symptoms), interpersonal skills (assertiveness and empathy), and physical bullying among students receiving ICS-ES compared to those in the TAU group.
- Results also indicated a significant increase in Hebrew achievements (i.e. reading comprehension and written expression).

Summary (2)



- Teachers reported an overall high satisfaction with ICS-ES program and training, and reported that they are implementing ICS-ES as part of their daily curriculum, indicating that program provides tools to better cope with the needs of their students who are struggling with learning and attention difficulties
- Future studies should examine mediators of outcomes and whether improvements gained by ICS-ES will sustain in the long term

I Can Succeed-Middle School (ICS – JH) a school-based Intervention based on IPT-A for Students Diagnosed with Specific Learning Disorders: early outcomes

Overview

- Specific Learning Disorder (SLD)
- I Can Succeed - Middle School (ICS-MS)
- The current study
- Limitations & future studies



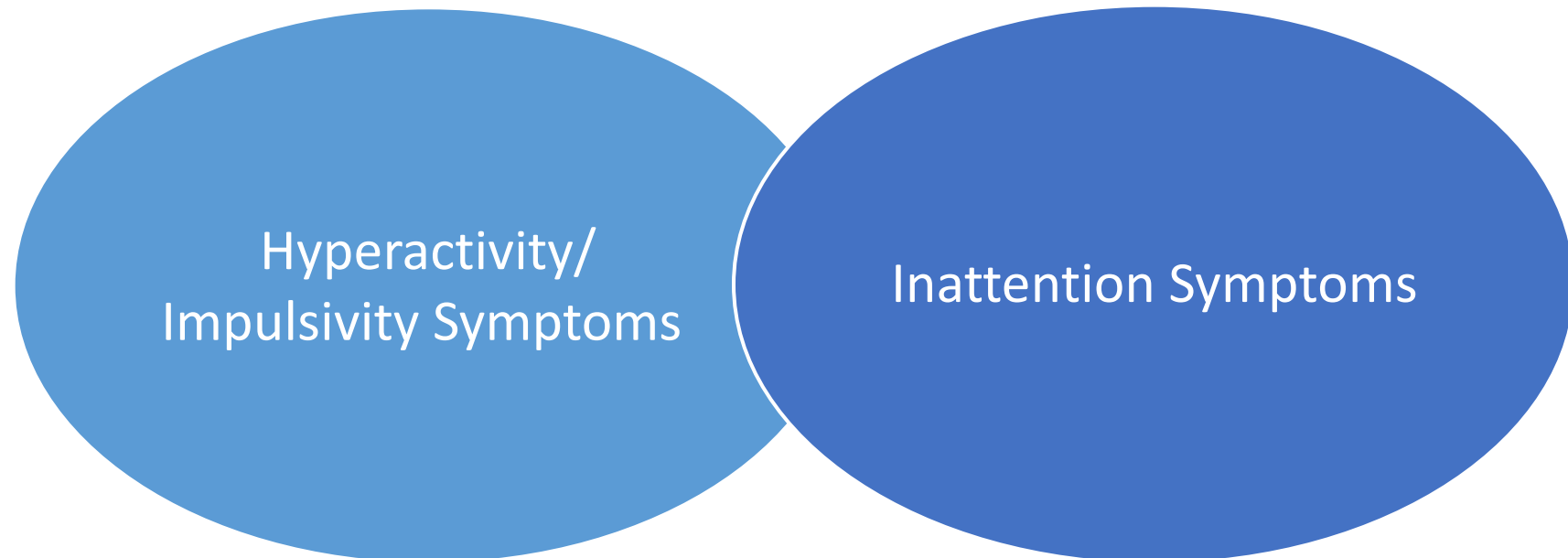
Specific Learning Disorder - SLD

- An umbrella term for mathematics, reading, and written expression disorders
- The biological origin is likely an interaction of genetic and environmental factors
- Estimated at 5% to 15% in school-age children

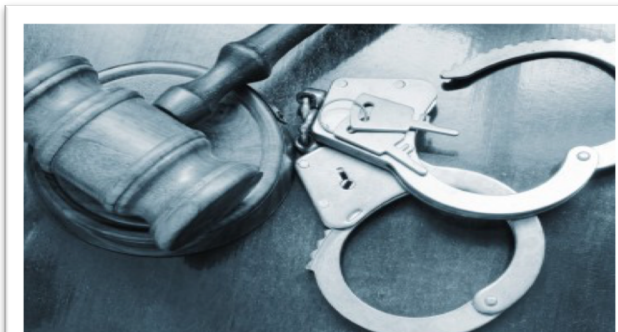
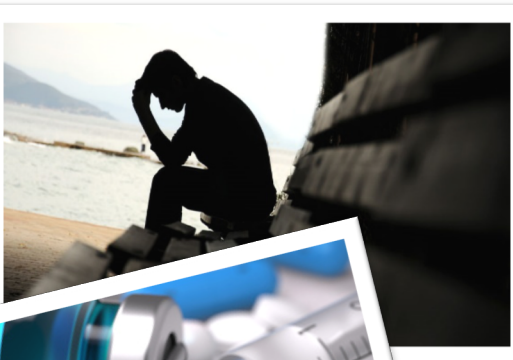
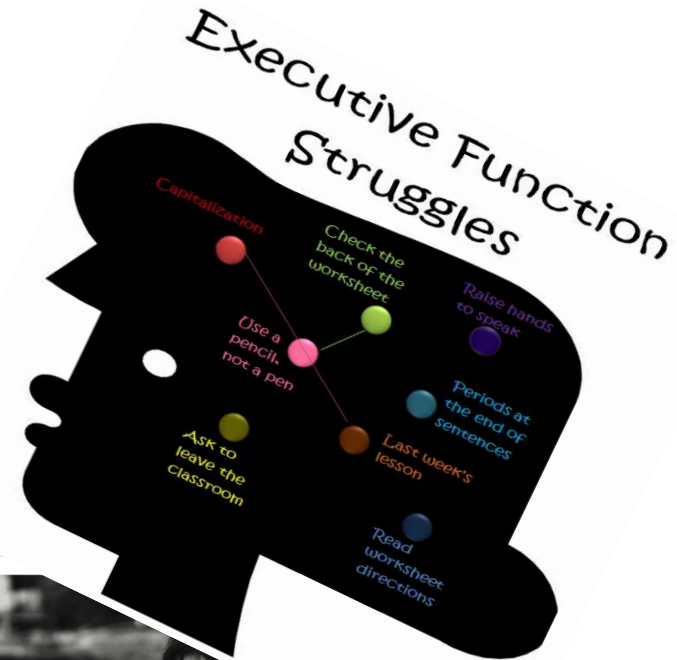


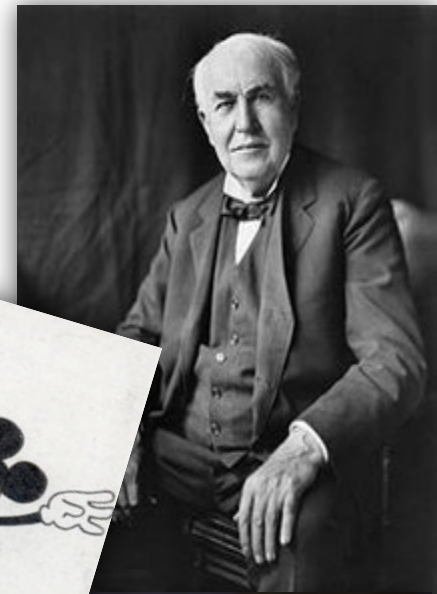
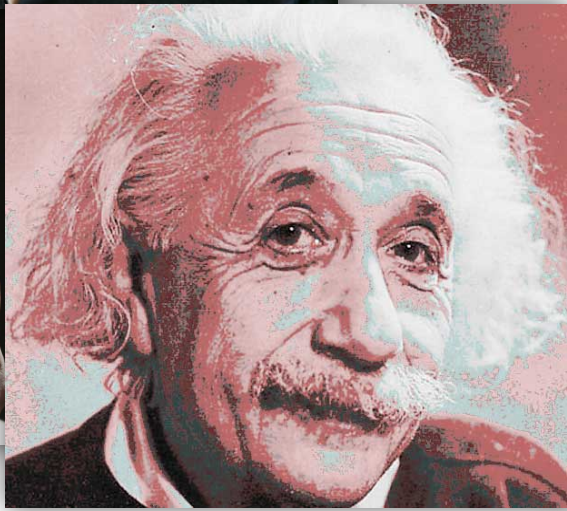
Attention Deficit Hyperactivity Disorder - ADHD

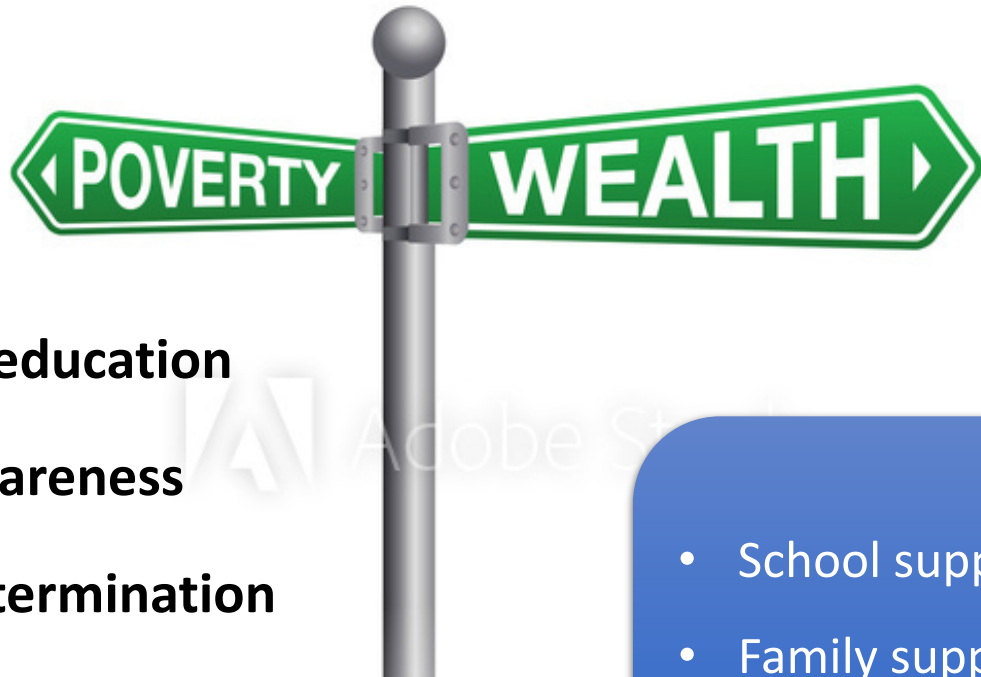
4 Presentations



Risks



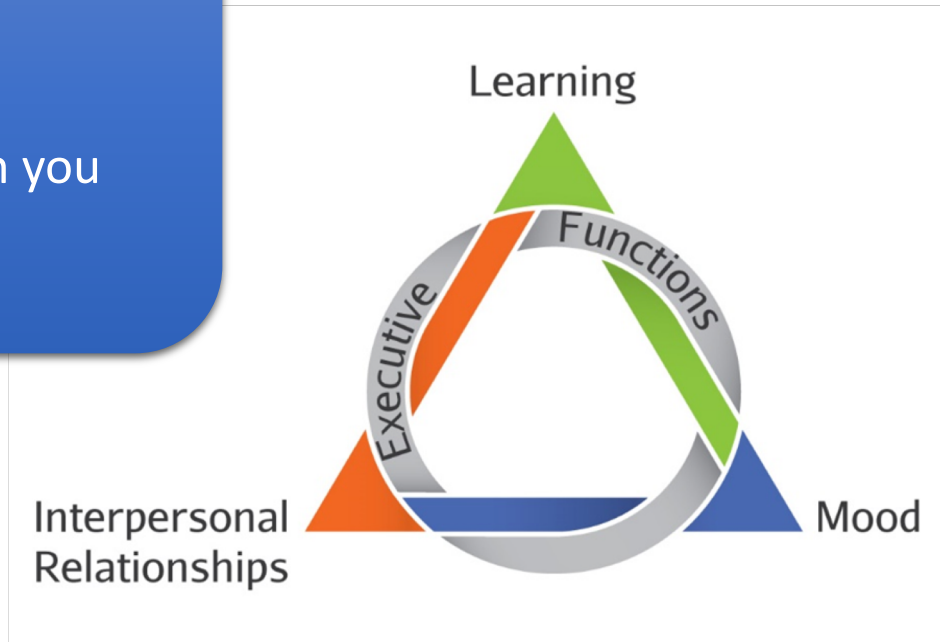
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- **Psychoeducation**
- **Self awareness**
- **Self determination**
- **Organizational skills including time management**
- **Learning style & strategies**
- **Interpersonal/social skills Self advocacy**



- School support
- Family support
- Someone who believes in you






I Can Succeed- ICS

- Targets socio-emotional and academic/EF aspects of SLD as interconnected
- Risk and Resilience factors
- Theoretically grounded in Attachment Theory
- Integrating several IPT-A principles



I Can Succeed - Middle School

ICS-MS

- Resilience factors  school based manualized program
- Training homeroom teachers  becoming “mentors”  skills building
- Was developed in cooperation with the Israeli Ministry of Education, National Insurance Institute and Local Municipalities (Stakeholders)

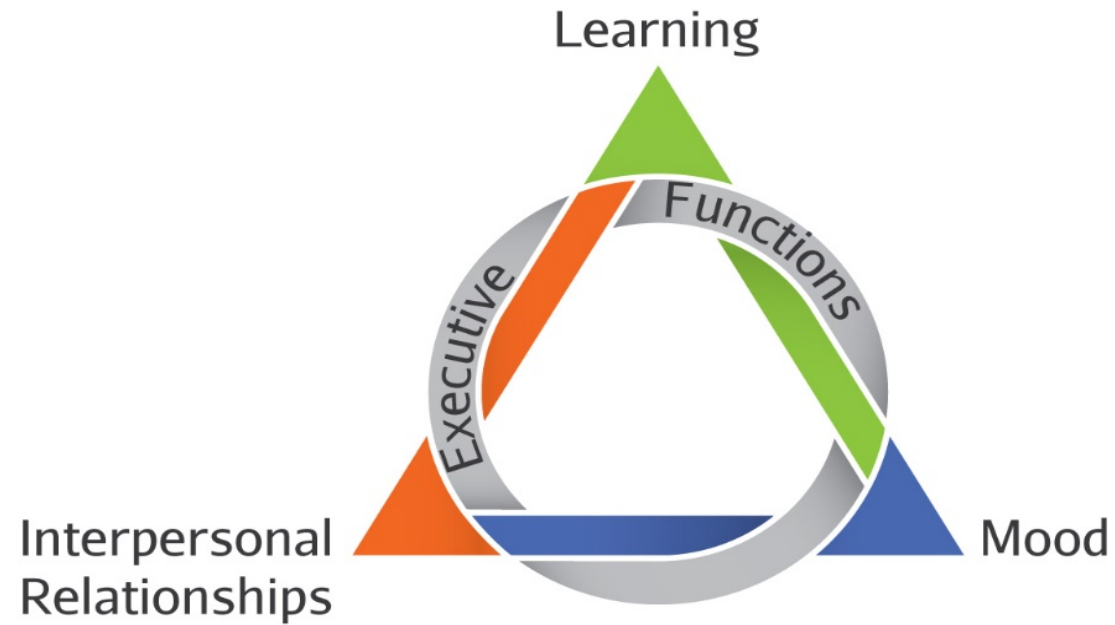


Intervention

- Intervention consists of once a week group session (6-8 students) + 4 parents sessions
- Led by homeroom teachers
- Skills enhancement intervention
- Manual based
- Up to two school years



IPT-A Principles in ICS



Modules

- Psychoeducation
- Self awareness
- Self determination
- Organizational skills including time management
- Learning style
- Emotional work (IPT-A)
- Problem solving (IPT-A)
- Interpersonal/social skills (IPT-A)
- Self advocacy
- Termination



LD & ADHD Unit



Interpersonal work (IPT-A) in ICS-S

- Closeness circle and Interpersonal Inventory
- Adolescent-teachers relationship
- IPT-A techniques:
 - Communication analysis, learning adaptive communication patterns
 - Decision analysis
 - Encouragement of affect (including emotion regulation)

Current Study

Background- Pilot study: Pre-post preliminary analysis revealed significant improvement in interpersonal skills (SSIS), attachment to teachers (CATBS), cognitive emotion regulation (NMR), external behavioral problems and in bullying (SSIS).

Current study:

Goal: To examine the feasibility and early outcomes of I Can Succeed-Middle School (ICS-MS).

Schools and teachers:

5 schools in two cities in central Israel

7 homeroom teachers



Current Study - 2

Subjects:

Sixty-nine 8th grade students

All diagnosed with SLD/ADHD

Aged 12-15, mean=13.39, 39 boys, 30 girls

40 in ICS-MS 29 TAU (received treatment as usual)

Nonrandomized



- **Design:** base line, end of year 1 (15-19 group sessions; mean=18)
- **Measures:**
- Students:
 - Self report questionnaire (Social Skills Improvement System , Children's Appraisal of Teacher as a Secure- Base Scale (CATBS), and Negative Mood Regulation scale (NMR).
- Teachers:
 - Satisfaction questionnaire (at end of year 1).
- School principles and district supervisor:
 - Interviews.



Results (1): Teachers

- The teachers reported very good fidelity to the intervention protocol
- Teacher's satisfaction was high:
 - 86.4% of the teachers reported that time invested in ICS-MS was “worth the effort” and that they would recommend a colleague to become an ICS mentor.
 - 100% reported that they would recommend to a student with SLD/ADHD to participate in ICS-MS program.
 - 81.8% found program's content extremely/very much suitable for the needs for students participating in their ICS-MS group.
 - 91.2% found training extremely/very much applicable.



Results (2): Students (SSIS)

Analysis revealed significant improvement only among ICS-MS students in:

Communication*

Empathy*

Attachment to teacher*

Externalizing problems**

Internalizing problems **

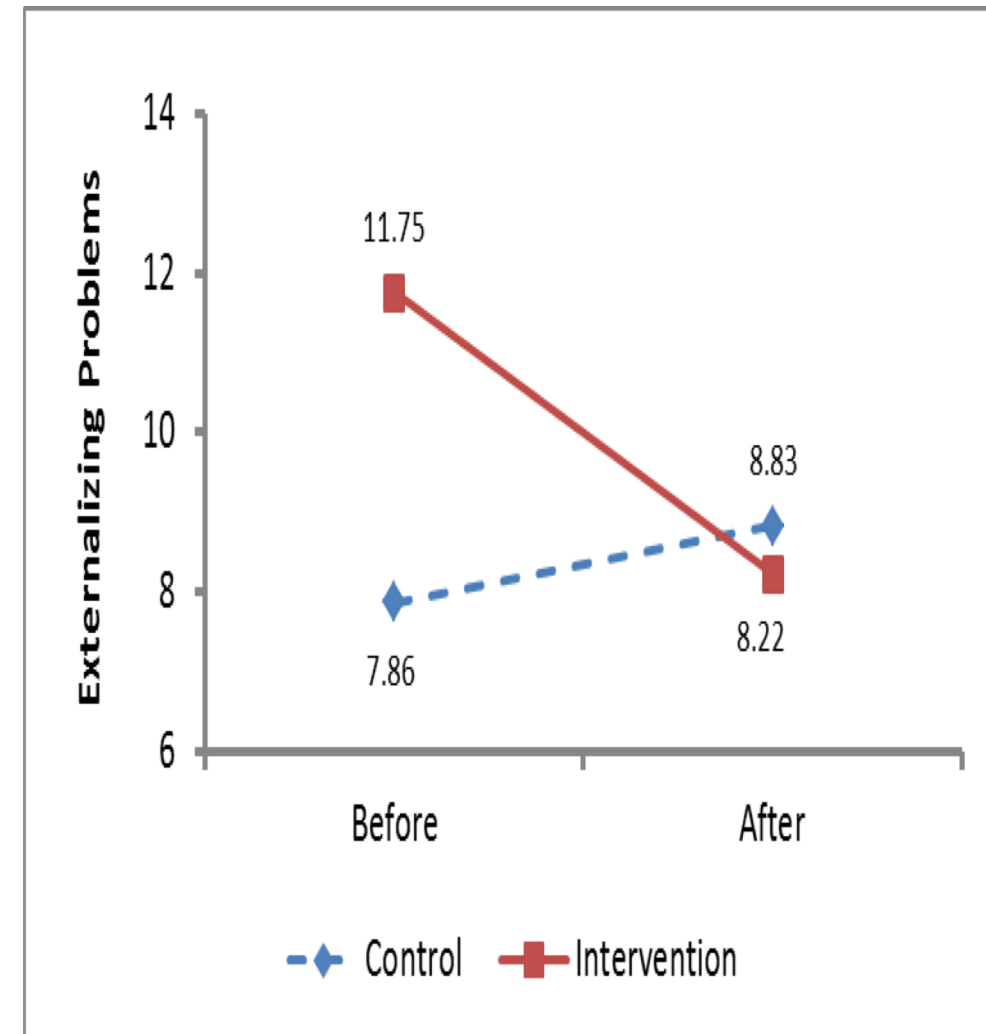
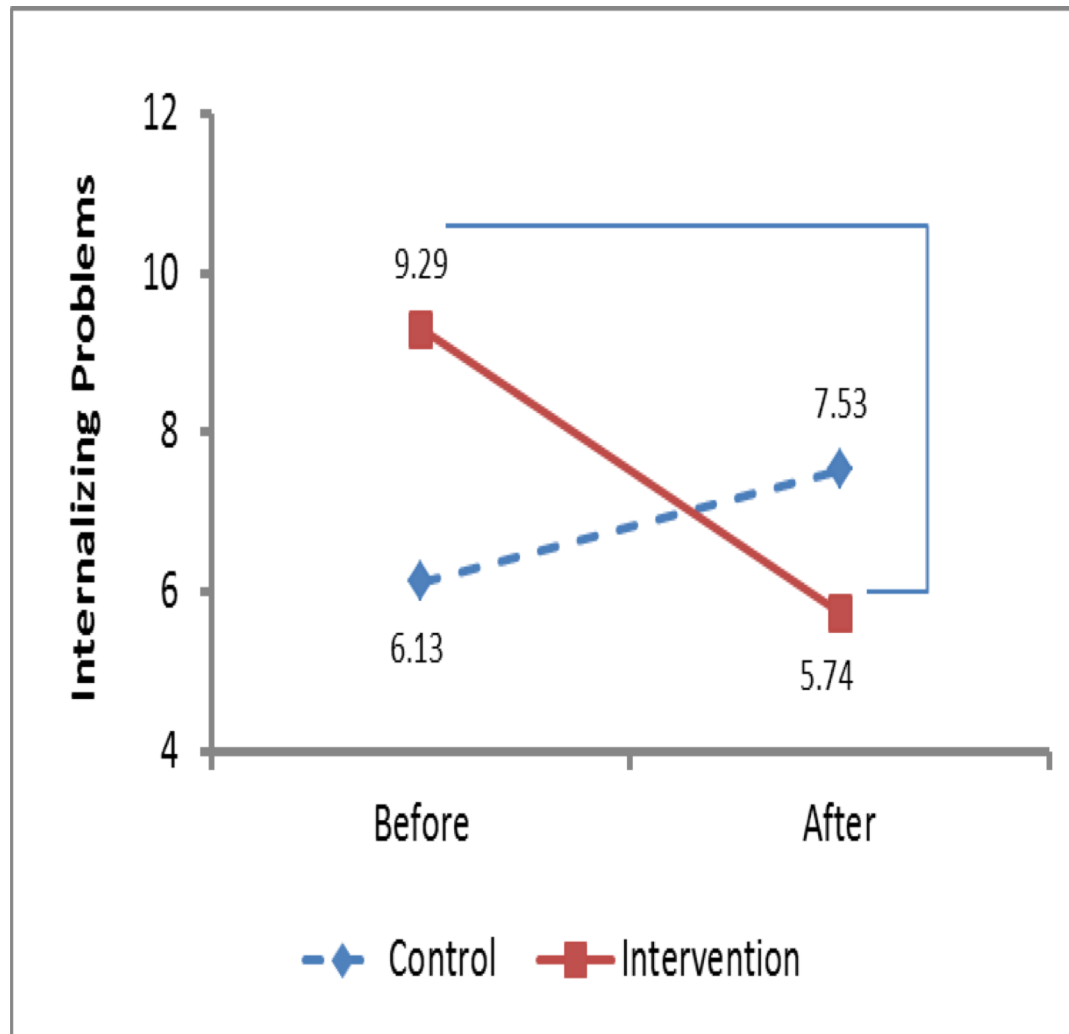
Bullying**

*p<.05; **p<.01

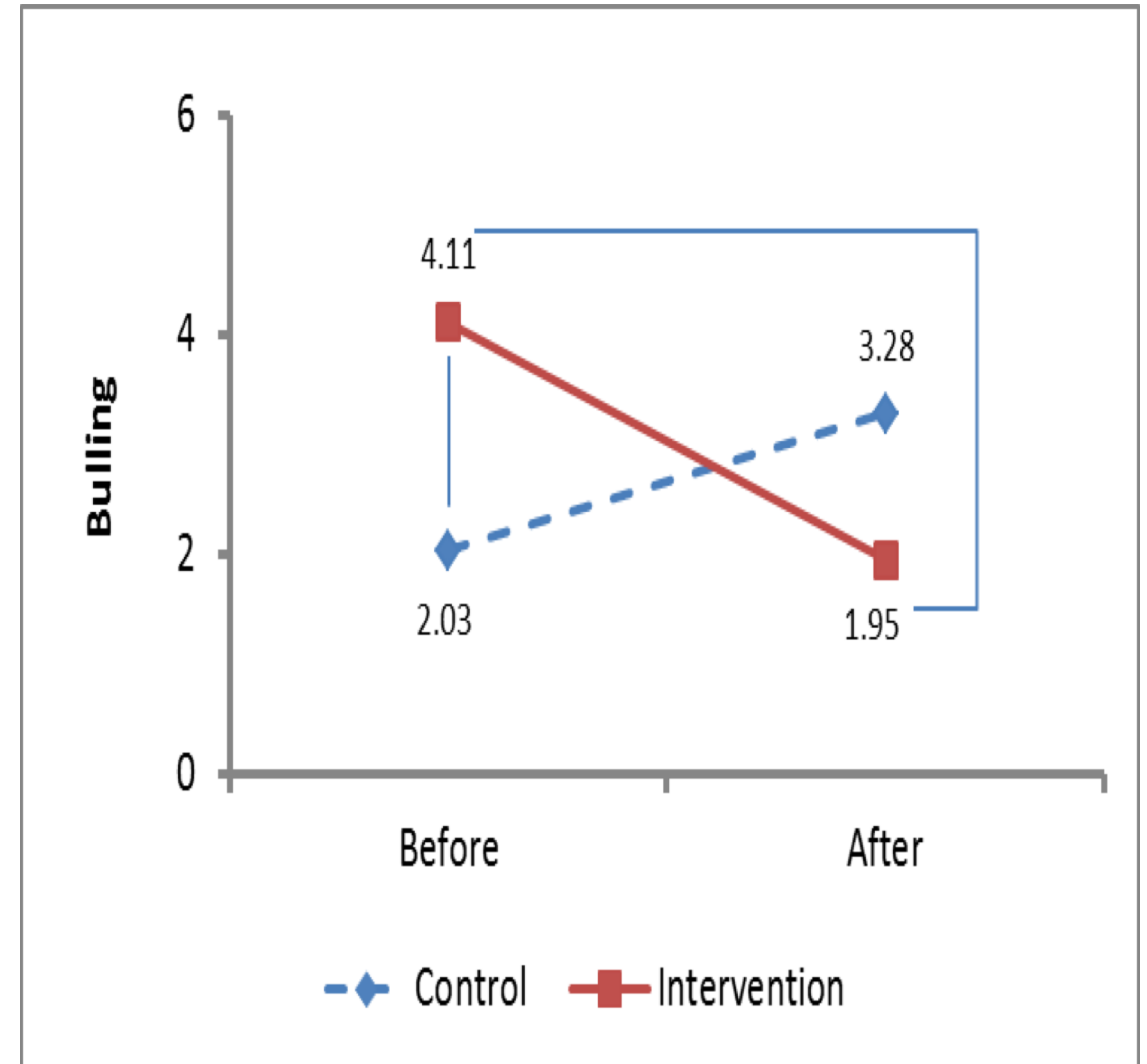
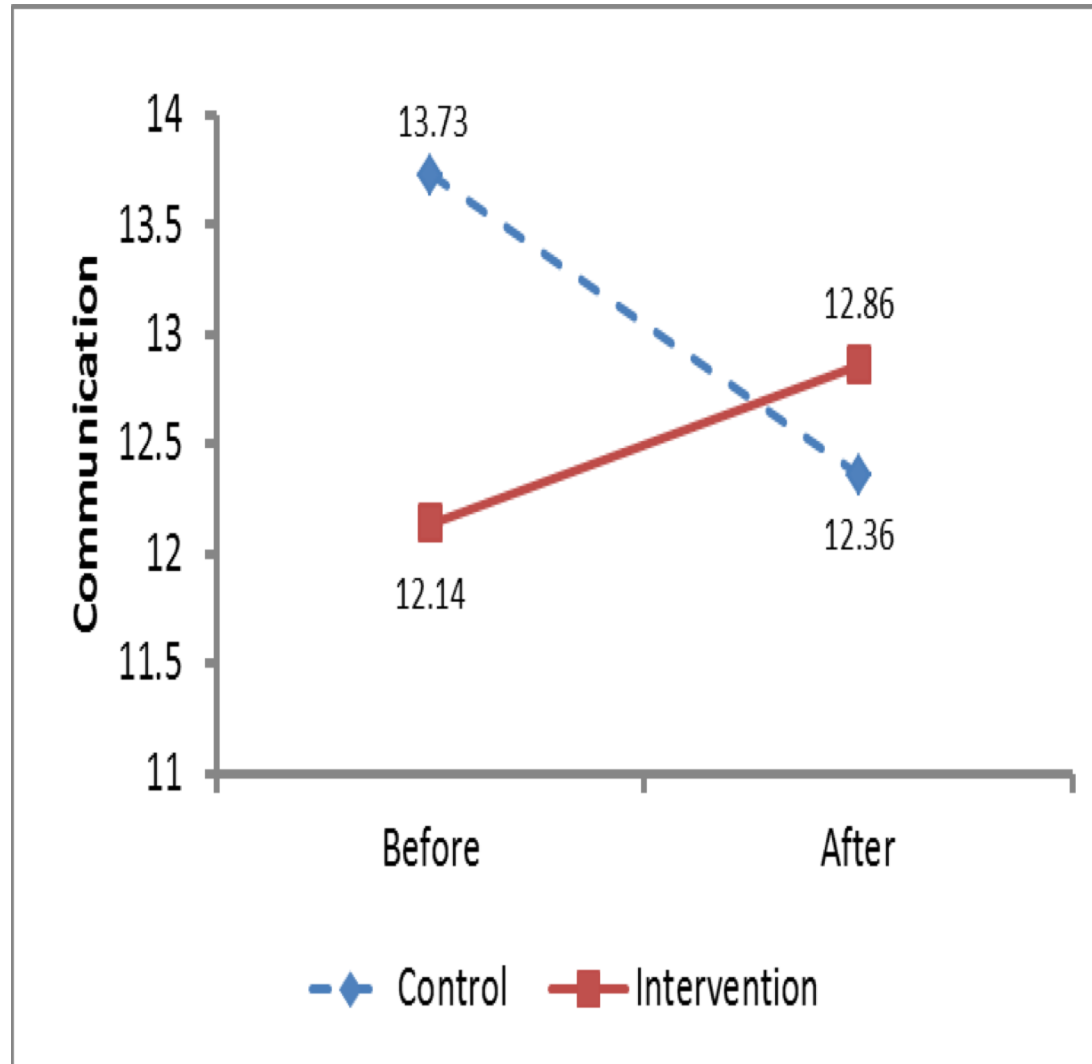
- ❖ Time shows a significant increase in sense of belonging to school, cooperation and responsibility for all students.
- ❖ TAU students showed a decrease in socioemotional functioning during the school year.



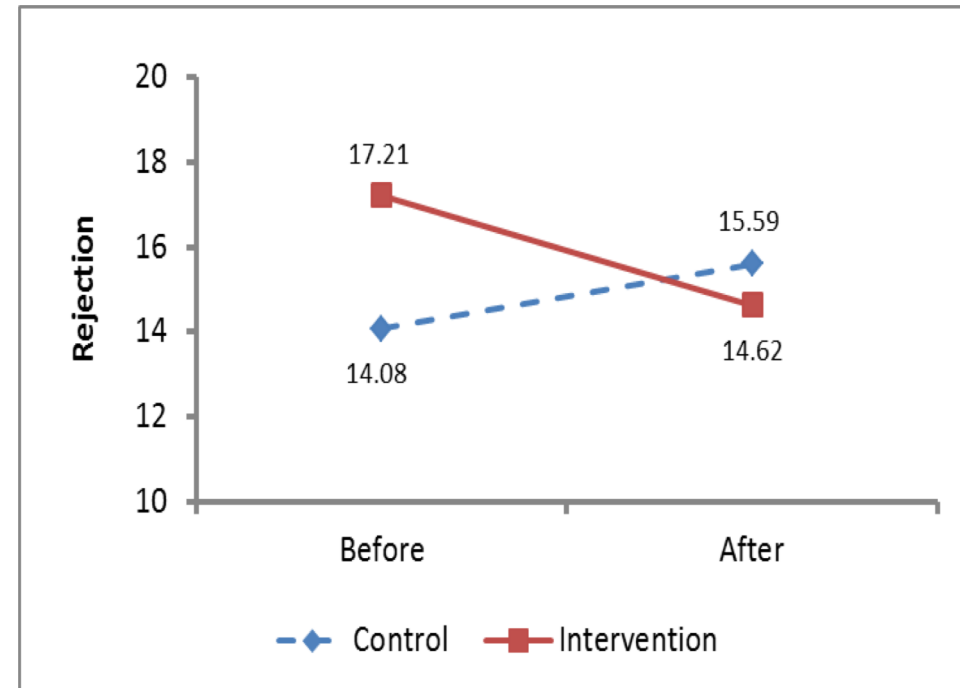
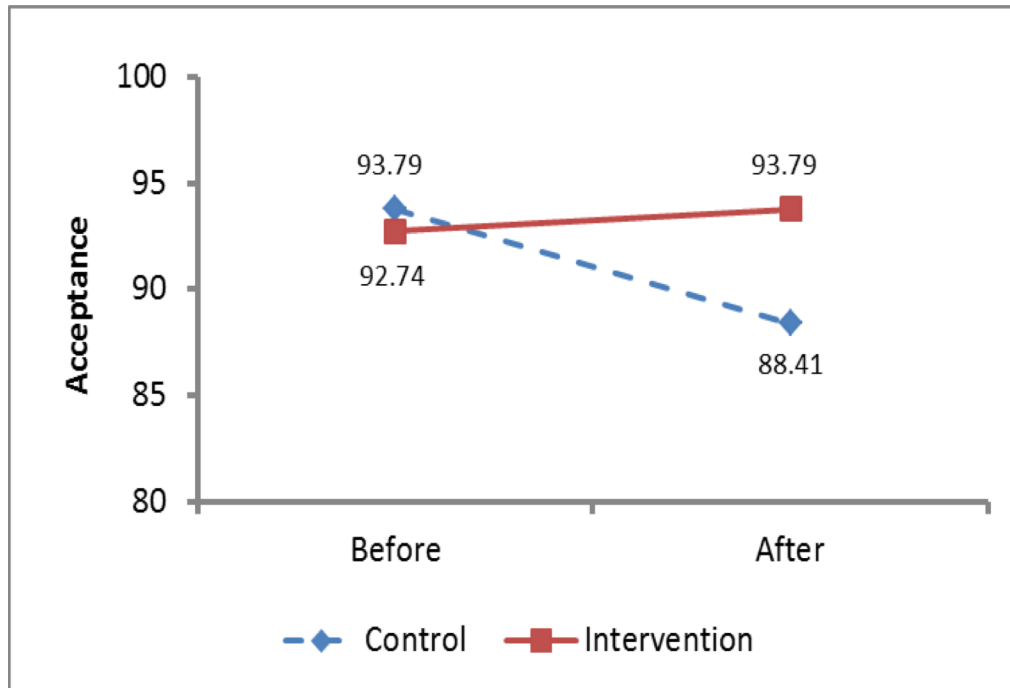
Results (3): Students (SSIS)



Results (4): Students (SSIS)



Results (5): Students' attachment to teacher (CATBS)



School's ability to incorporate ICS-MS into the school day

- Interviewing school principals, teachers and district supervisor

To make a long story short:

- In 22 middle schools.
- The Israeli Ministry of Education adapted ICS-MS and we are in preparation for nationwide implementation in the next 7 years.

Limitations and future studies:

- Nonrandomized design
- Needs longer follow-up
- Need to estimate academic achievements
- Need to add more than self-report questionnaires
- Need to add and examine cultural adaptations

Summary



- I Can Succeed- ICS-MS program aims to target socio-emotional and academic EF aspects of SLD, as interconnected components
- Results demonstrate that ICS-MS is potentially effective intervention
- There were improvements in externalizing and internalizing problems, bullying, communication and empathy only among ICS-MS participants
- All students showed an improvement in sense of belonging to school, cooperation and responsibility
- TAU students showed a decrease in socioemotional functioning during the school year
- A randomized controlled trial is needed to establish efficacy



LD & ADHD Unit



Thank You

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