

D&E Counseling Center’s Behavioral Consulting Services
“Classroom Connections”
Year-End Outcome Report
School Year 2010-11

- Over the course of the 2010-2011 academic year, D&E School-Based Mental Health Therapists served a total of **202** students on a regular basis. These are students with whom Therapists had significant interventions from the beginning of the year, through the end of the year. This represents a 13% increase over the number of students serviced last year. There were a total of ten (10) schools wherein these students were served. Listed below are those schools along with the number of “significantly” served students within each school:

○ P. Ross Berry	25
○ Taft	23
○ MLK	23
○ McGuffey	19
○ Williamson	24
○ Harding	23
○ Wilson	20
○ Paul C Bunn	17
○ Kirkmere	11
○ Volney	17
Total	202

- The above list of students served is only representative of those students who were “significantly” served by School-Based Mental Health Therapists. Significant service is defined as regularly scheduled and/or consistent interventions throughout the year, every (or nearly every) week. In addition to these students, the D&E Behavioral Consultants also provided either brief interventions and/or consultations services to another **218** other students throughout the year (**total served = 420**).
- The nature of the services provided by the School-Based Mental Health Therapists included the following:
 - a. Individual and Group Counseling Services
 - b. Assist with Functional Behavior Assessments
 - c. Development of Behavior Intervention Plans with school team which includes seeking active parental involvement
 - d. Monitoring of Behavior Plan Implementation
 - e. Consultation with teaching staff and other school personnel
 - f. Attendance at student specific school meetings as necessary, including MDSAT’s at each of the above mentioned schools.
 - g. Paperwork associated with Assessment and Plan development

- h. Documentation of activities for Pupil Personnel Director or School Administrator

- **OUTCOMES:**

The outcome measures utilized were selected to measure the change in student's behaviors that act as barriers to learning. The measures used are as follows:

- Pre/Post **Behavioral Ratings** completed by the student's teacher. The comparison is between an initial implementation vs. an end of the year implementation. The tool utilized this year was the Ohio Scales Problem Severity Checklist which correlates behaviors to specific mental health diagnosis that include Oppositional/Defiant Disorder, Conduct Disorder, ADHD, and Affective Disorders.
- Each Student receiving formal MDSAT interventions were also given a **Connors Behavior Ratings Scale**. While primarily a tool to assess for ADHD, the scales were utilized for outcome results in specified areas of oppositional behavior, social problems and emotional lability as these relate to disruptive behavior difficulties in the classroom.
- A Building **Administrator Survey** that was completed at the end of the academic year. The survey consists of twelve items that assess the administrator's perception of the value of the D&E Behavioral Consulting service within their respective schools.
- We again tracked the **Official Disciplinary Referrals** as recorded in the Youngstown City School District's computer system reflecting Notes and Incidents for all such infractions. A pre/post comparison specific to D&E served youth was conducted based on this data.
 - The outcome results for Classroom Removals and Behavioral Ratings are reported below, first in aggregate form, and then for each respective school that services were provided in.
 - The Building Administrator Surveys are only reported in aggregate form as most were submitted by the Principals without their name or school indicated on the form.

- **Aggregate Results for Ohio Scales Problem Severity Checklist:**
(Based on completed pre/post data on 132 students in 10 schools).

Behavior Rating Scale:

1. 8 of the 10 schools served showed reduction in problem severity among students served by D&E, as reported by the teachers on the Ohio Scales Problem Severity Scale.
2. Students served at Wilson, McGuffey, and Harding showed the largest reduction in problems, as reported by the Ohio Scales (17% average improvement from pre to post test scores).

3. Of the 132 students served for whom we had Ohio Scales pre and post test scores, 61% of the students improved (showed a decrease in problem severity as reported by teachers on the Ohio Scales Problem Severity Scale).
4. The percentage of D&E served students showing improvement (reduction in problem severity) in each school was as follows:
 - a. P. Ross Berry 58% improved
 - b. Wilson 73% improved
 - c. Volney 64% improved
 - d. P.C. Bunn 69% improved
 - e. MLK 40% improved
 - f. Williamson 44% improved
 - g. Taft 75% improved
 - h. McGuffey 62% improved
 - i. Harding 64% improved
 - j. Kirkmere 75% improved

The results of the Behavior Rating Scale indicate that 61% of the students served showed improvements in their behavior, as reported by their teachers. Again, this is seen as a positive result given the severity of the behavioral problems in students referred to us through the MDSAT process. Teachers report that among those youth referred to and served by D&E's Behavioral Consultants, improvements were seen in the following areas:

- Reduction in arguing with others
- Less yelling, swearing, or screaming at others
- Improvement in compliant behavior
- Less fits of anger
- Reduction in physically aggressive behaviors
- Decrease in anxiety and depressive symptoms

Aggregate Results for Conner's Behavior Ratings Scale: (Based on completed pre/post data on 136 students in 10 schools).

Data as gathered per school:

1. 80% of schools reported an improvement in decreasing oppositional behavior.
2. 60% of school reported improvement in decreasing social problems.
3. 80% of school reported improvement in decreasing emotional lability of students.

Data as collected by student:

1. 44% of students improved in decreasing oppositional behavior.

2. 42% of students improved in decreasing social problems.
3. 54% of students improved in decreasing emotional lability.

Official Disciplinary Referrals (per YCSD computer database):

The analysis of disciplinary data from the Youngtown City Schools remains a very challenging task. This is due to the fact there is a great amount of inconsistency within and between schools in how and when such incidents are documented and entered into the system. Accordingly, utilizing discipline data as an outcome measure seems to be an unreliable method for accurate program evaluation, in its present form. The following are examples of some of the interpretation challenges with this data:

- a) There is a clear trend among some staff/schools to not document incidents until late in the year, and then sometimes do so quite heavily.
- b) There is a trend among several staff/schools to document incidents very heavily at the beginning of the year (to shape behaviors), and then lapse later in the year.
- c) There are a handful of students that have so many discipline referrals that the school results are skewed by them, if their data is included.
- d) There is inconsistency in the assigning of incidents to discipline categories between schools, making it difficult to do within category analysis.

Nevertheless, as this remains an important issue to the Youngstown City Schools in evaluating program performance, we were able to collect pre and post discipline data on 116 of the students we served from the Youngstown Schools ESIS system. In all, we obtained data for students from all 10 schools that were serviced as part of the contract. Names were submitted to the school administrators who facilitated the generating of reports for each of the students named. These reports, entitled “Notes and Incidents” reflect all of the official disciplinary actions that were officially reported and recorded during the year. For the purposes of this analysis, the total number of incidents was tabulated along the following data points:

- Number of incidents reported by student served, by school building
 - Type of incident (per YCSD criteria)
 - Incidents evaluated by grading period, based on the date of infraction.
 - Comparisons were made between the number of incidents in the first half of the academic year (early in the process of D&E staff interventions) and number of incidents in the last half of the academic year (post-test after D&E staff interventions).
1. Overall, the total number of formal disciplinary referrals (DRF’s) for all students served (for whom we had data) increased by 34% (182 to 245).
 2. In controlling for the handful of students (@7) with large numbers of reported incidents that skewed the overall results, the **Median** number of incidents among all served students for the entire year was **1 incident**. (The “Mode” (most often occurring) was **zero**).
 3. Among the 116 students for that were served by D&E and for whom we had pre/post data, 31% of them had no disciplinary referrals during the second half of the year.

4. Among all categories of reported incidents, three of them accounted for 70% of all incidents; Insubordination, Fighting, and Disruptive/Disobedient Behavior.
5. Three of the ten schools served did show an overall pre/post decrease in the number of disciplinary referrals; P. Ross Berry, Volney, and MLK.
6. The school that showed the highest increase (from 1st half of year to 2nd half of year) in disciplinary referrals was Harding.

Value Added Services Provided:

It is also important to note that during the past year we were able to bring considerable resources to the provision of school mental health services to the Youngstown Schools, well beyond the scope of our contract. Through the support of the Mahoning County Mental Health Board, we were able to provide an additional 5 days per week of services to both high schools (East and Chaney) and the Redirections Program. It is our expectation that we will meet, and likely exceed this year's level of additional services as we are seeking additional support from the Mental Health Board to expand even further.

It is our mission to work with the schools to reduce the obstacles that social and emotional problems present to teachers in achieving student academic competency. In that effort, we piloted in February an after-school program at our Camp Challenge. Its focus is on targeting underachieving students in the city schools with such problems. The program incorporates into the student's behavioral plan activities in math and reading to reinforce academic competencies..

We will be opening the program for all year attendance and it is our intent to work with the teachers of the students enrolled to identify the areas they see needing attention both behaviorally and academically. It is our belief that the unique environment and strategies utilized at the Camp will bring promising results that both the Center and the school will value.

• **Administrator Survey:** *SEE ATTACHED SURVEYS FOR COMMENTS* {N = 10}

**D&E Counseling Center's
Survey of Behavioral Consultant Services
To
Youngstown City Schools**

1. The D&E Behavioral Consultant has been available to me/my staff when needed.
[60%] strongly agree [40%] agree [] unsure [] disagree [] strongly disagree
2. The D&E Behavioral Consultant has helped reduce the number of classroom removals in my school.
[40%] strongly agree [40%] agree [20%] unsure [] disagree [] strongly disagree
3. There are fewer students who are being referred for MFE's as a result of the D&E Behavioral Consultant service.
[10%] strongly agree [50%] agree [20%] unsure [10%] disagree [] strongly disagree
4. The D&E Behavioral Consultant Services has assisted teachers in focusing more on academics in the classroom.
[40%] strongly agree [40%] agree [10%] unsure [] disagree [] strongly disagree
5. The work the D&E Behavioral Consultants do with the students helps them to be more ready to learn.
[60%] strongly agree [40%] agree [] unsure [] disagree [] strongly disagree
6. (answer only if response to #3, #4 or #5 were "unsure", "disagree", or "strongly disagree")
Please indicate if you feel the reason for this is related to the D&E service, or some other factor:
 - **Please see attached surveys for comments.**
7. The D&E Behavioral Consultant service provides my school with a service that I would otherwise not have access to:
[90%] strongly agree [10%] agree [] unsure [] disagree [] strongly disagree
8. The teaching staff at my school seeks out and values the services of the D&E Behavioral Consultant.
[50%] strongly agree [40%] agree [10%] unsure [] disagree [] strongly disagree
9. If the D&E Behavioral Consultant also provides counseling services to your E.D. Unit(s), do you feel those services are helpful in managing classroom behaviors?
[70%] E.D. services not provided (school name: _____)
[30%] very much [] somewhat [] unsure [] not at all
10. Would you recommend that the D&E Behavioral Consultant services continue at your school next year?
[100%] yes [] no [] unsure
11. Are there additional services that you would like to see the D&E Center staff provide for your school?
[] yes * **Please see attached surveys for comments**
[] no
12. Additional Comments: **See Attached Surveys**

NOTE: It is relative to point out on the comments made on the surveys that 4 of the schools administrators requested an increase in D&E services for the next year.