

Mar 8th, 10:15 AM - 11:30 AM

# The Kaleidoscope Program: Early Intervention Program for Students with Behavior Challenges

Tianqian Wang

*Indiana University - Bloomington*, [tw31@indiana.edu](mailto:tw31@indiana.edu)

Heidi Renee Cornell

*Indiana University - Bloomington*, [habram@indiana.edu](mailto:habram@indiana.edu)

Jeffrey A. Anderson

*Indiana University - Bloomington*, [jander2@indiana.edu](mailto:jander2@indiana.edu)

Follow this and additional works at: [https://digitalcommons.georgiasouthern.edu/nyar\\_savannah](https://digitalcommons.georgiasouthern.edu/nyar_savannah)



Part of the [Educational Assessment, Evaluation, and Research Commons](#)

---

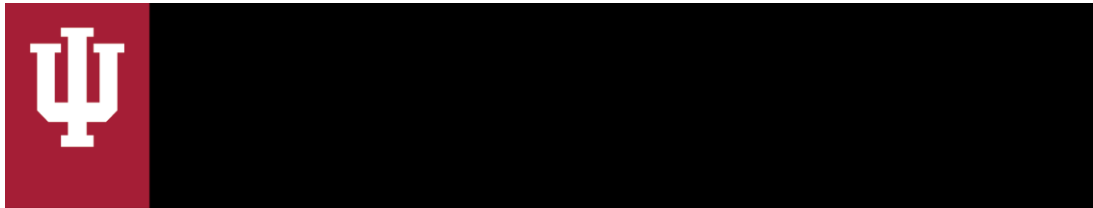
## Recommended Citation

Wang, Tianqian; Cornell, Heidi Renee; and Anderson, Jeffrey A., "The Kaleidoscope Program: Early Intervention Program for Students with Behavior Challenges" (2016). *National Youth-At-Risk Conference Savannah*. 47.

[https://digitalcommons.georgiasouthern.edu/nyar\\_savannah/2016/2016/47](https://digitalcommons.georgiasouthern.edu/nyar_savannah/2016/2016/47)

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in National Youth-At-Risk Conference Savannah by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).

# The Kaleidoscope Program: Early intervention Program for Students with Behavior Challenges



March 8th, 2016

Jeffrey Alvin Anderson ([jander2@indiana.edu](mailto:jander2@indiana.edu)),

Tianqian Wang ([tw31@indiana.edu](mailto:tw31@indiana.edu)), Heidi Cornell ([habram@indiana.edu](mailto:habram@indiana.edu)).

**FoCuS**  
Families, Communities, and Schools

*Supporting partnerships among schools, families, and communities through  
collaboration, engagement, and research*

# Introduction

- Students with behavior challenges are at increased risk for a variety of negative school and life outcomes.
- It is critical to develop and implement early intervention programs that effectively moderate the effect of at-risk factors.
- The urgent need in the field for more research on early intervention programs
- (Bub, McCartney, & Willet, 2007; Lopes, 2007; Lalongo, Poduska, Werthamer, & Kellam, 2001; Reinke, Herman, Petras, & Lalongo, 2008; Scholfield, Bierman, Heinrichs & Nix, 2008; Vitaro, Brendgen, Larose, & Trembaly, 2005)

# Purpose



- Understanding the program and its critical components
- Examining the functions, services and supports
- Examining broad program outcome

# Method



- Mix method study (qualitative and quantitative)
- 90 minutes focus group interview
- Existing program data from 2007-2015.

# Purpose of the Kaleidoscope Program



- Prevent the need for more intensive interventions.
- Guide the process for students who do need more intensive support.
- Support families, teachers, students, schools

# Critical Components

- Team concept for delivery of services
  - Behavior specialist and Social worker
  - 1-6 focused team(s)
  - Kindergarten focused teams
    - More intense needs. May not have attended preschool, social skills instruction, different style of teaching, need to teach “how to do school”
- Intervene during the elementary years— “it’s more effective.”
- Effective case loads for intervention team
  - 20-25 students per team

## August 2007

- Two Behavior Specialists

## Fall 2009

- Two more teams were added, totaling four teams. East, West, South, and 1 Kindergarten team

## Fall 2014

- One team added, totaling 6 teams. (East, West, Central, and 2 K teams)

## October 2007

- Two social workers added creating the first two teams.

## Fall 2010

- Added one team, totaling 5 teams. East, West, South, and 2 K teams  
Same year three teams focused on middle and high school.



# Critical Components

- Professional problem solvers!
  - Assess and come up with a plan to solve a problem.
- Solutions are most often...
  - Intervention plans across home and school (Environmental assessment and modification)
  - Relationship building
  - Educating parents about how to communicate with professionals about their child.
  - Education for teachers and other school professionals about mental health
  - Ease frustrations

# Referral Process

Referral from principal, social worker, or teacher. Signed consent from parent. Teacher read “parent consent” and “referral form”

Kal Director gathers brief information related to the problem and forwards case to the assigned team.

Kaleidoscope staff make contact with home and school within 24-48 hours.

Schedule observation at school and conduct parent meeting in the home/school

# After the initial meeting at school and home...

- Questions are asked to elicit information to see where they are in the RTI process. Is it a crisis situation where immediate and more intense services are needed?
- FBAs are done as needed.
- Behavior plan is not required but are done often.
  - FBAs and behavior plans are also seen as an opportunity to educate.
- Action plans are created at the kindergarten level.
  - If action plan doesn't work, a formal FBA is done.
- All teams use an assessment to understand family needs in terms of resources.

# Why it works...

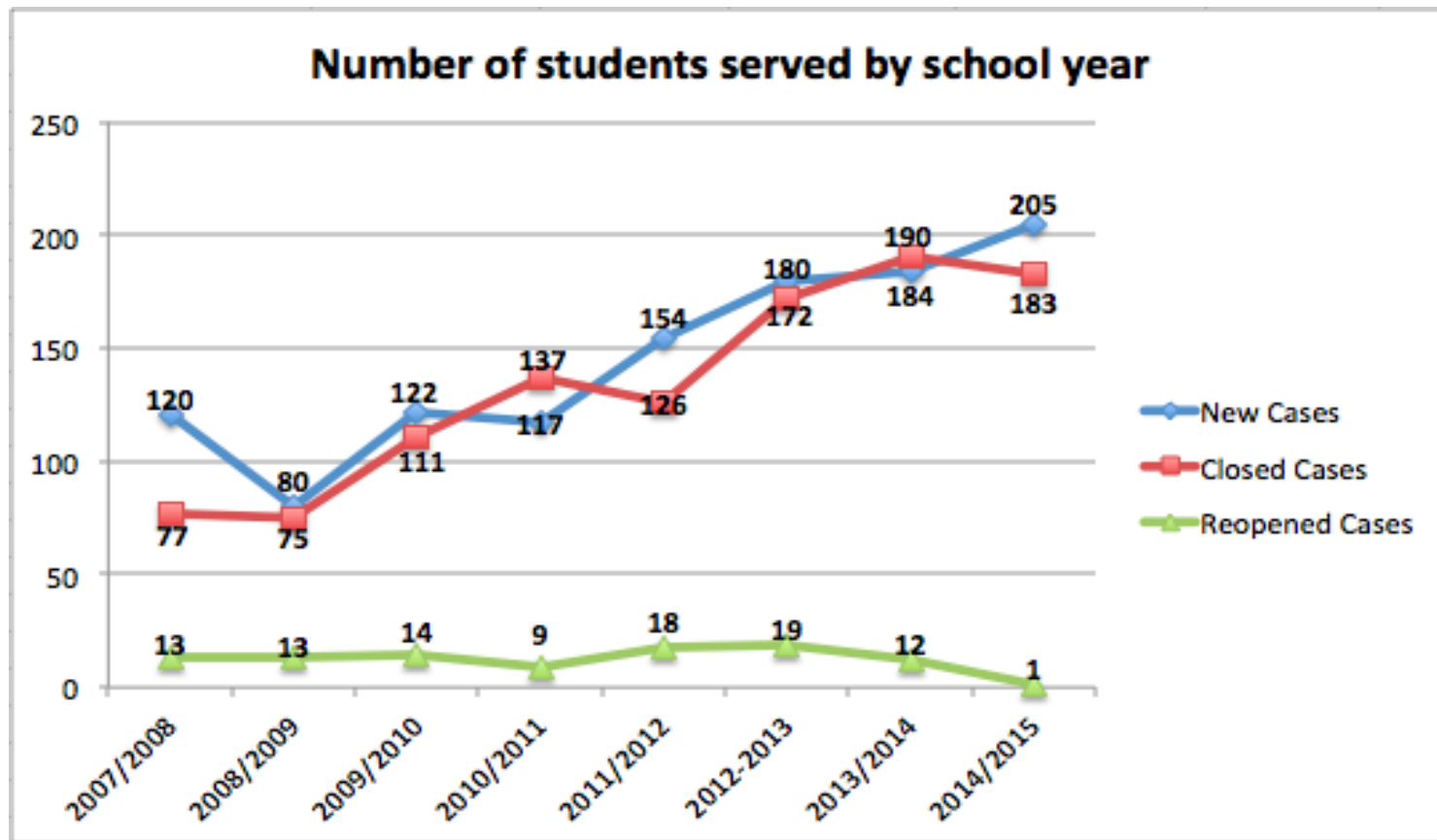
- A fresh perspective
  - “It’s easy when you’re teaching and get tunnel vision. Fresh perspective is needed and gets things done.”
- “The love of problem solving”
  - Kaleidoscope staff love to problem solve and they are good at it!
  - Teachers get busy, not as much time to problem solve.
- The program is purposefully flexible, not rigid.
  - Not confined by the politics of a particular school building.
  - Freedom to problem solve and find solutions.
  - Able to gather resources families need.
- Situated to take the time to hear the perspective of the school and the families.
- Collaborative culture among Kaleidoscope staff

# Description of Kaleidoscope Participants

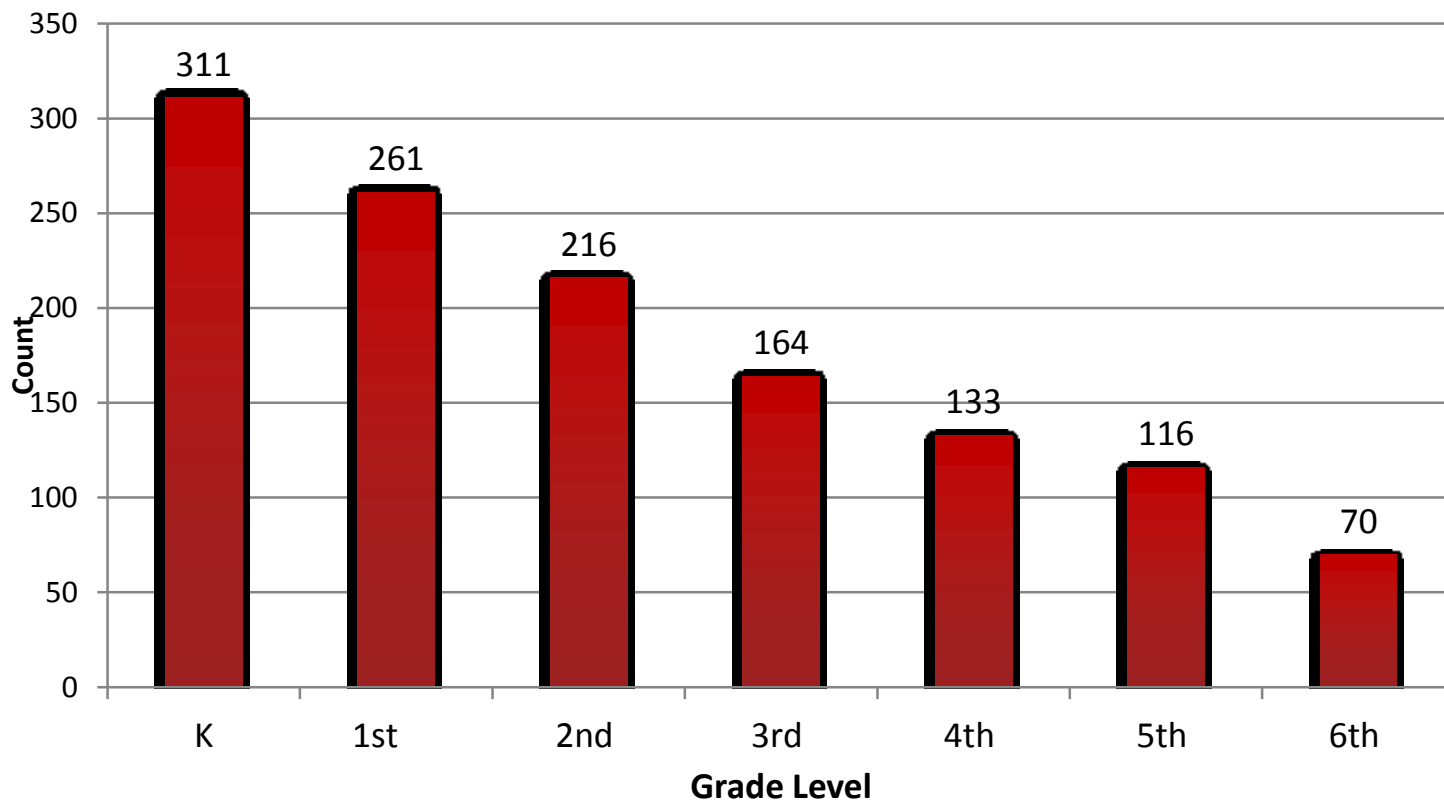


- In total 1162 students.
  - 924 (79.5%) were male, and 238 (20.5%) were female.
  - 812 (69.9%) black, 319 (27.5%) white, 31 (2.7%) were others.
  - 45 (3.9%) English Language Learners (ELL).
- 
- 1071 out of 1271 cases were closed.
  - 99 (8.5%) cases need to be reopened.

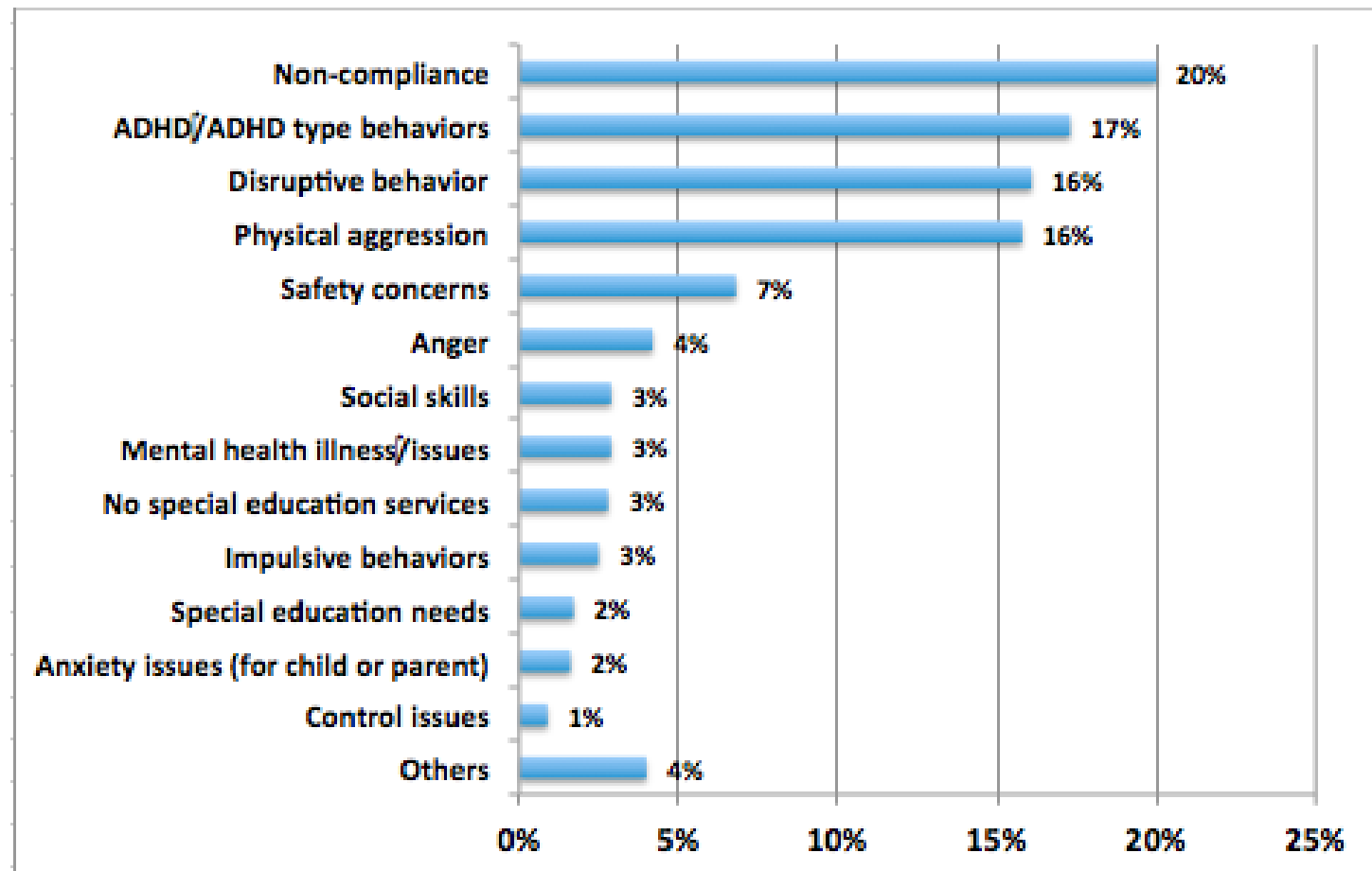
# Description of Kaleidoscope Participants



# Grade level of students referred to Kaleidoscope (2007-2015)



# Primary reason for referral to Kaleidoscope (2007-2015)



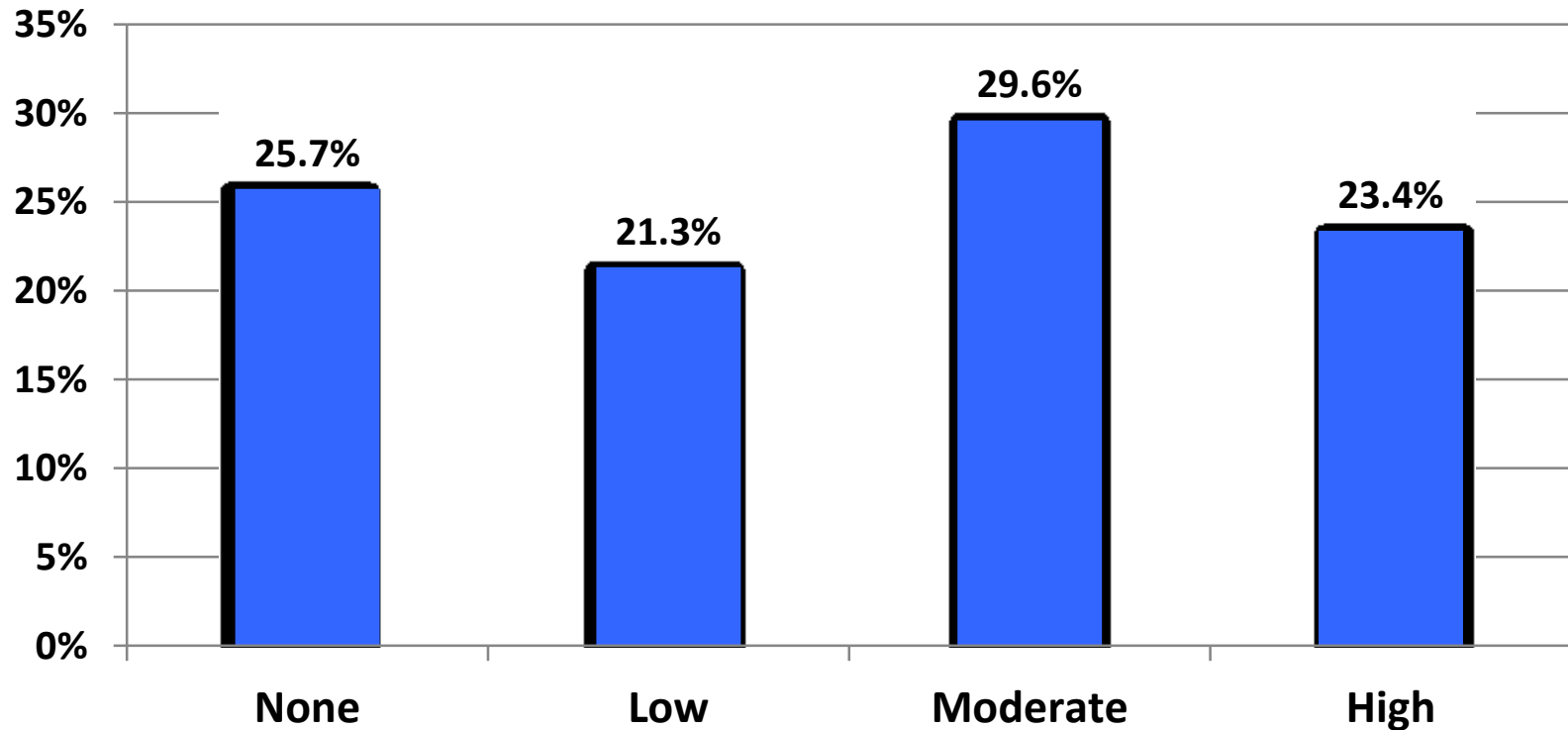


# Intensity of Services

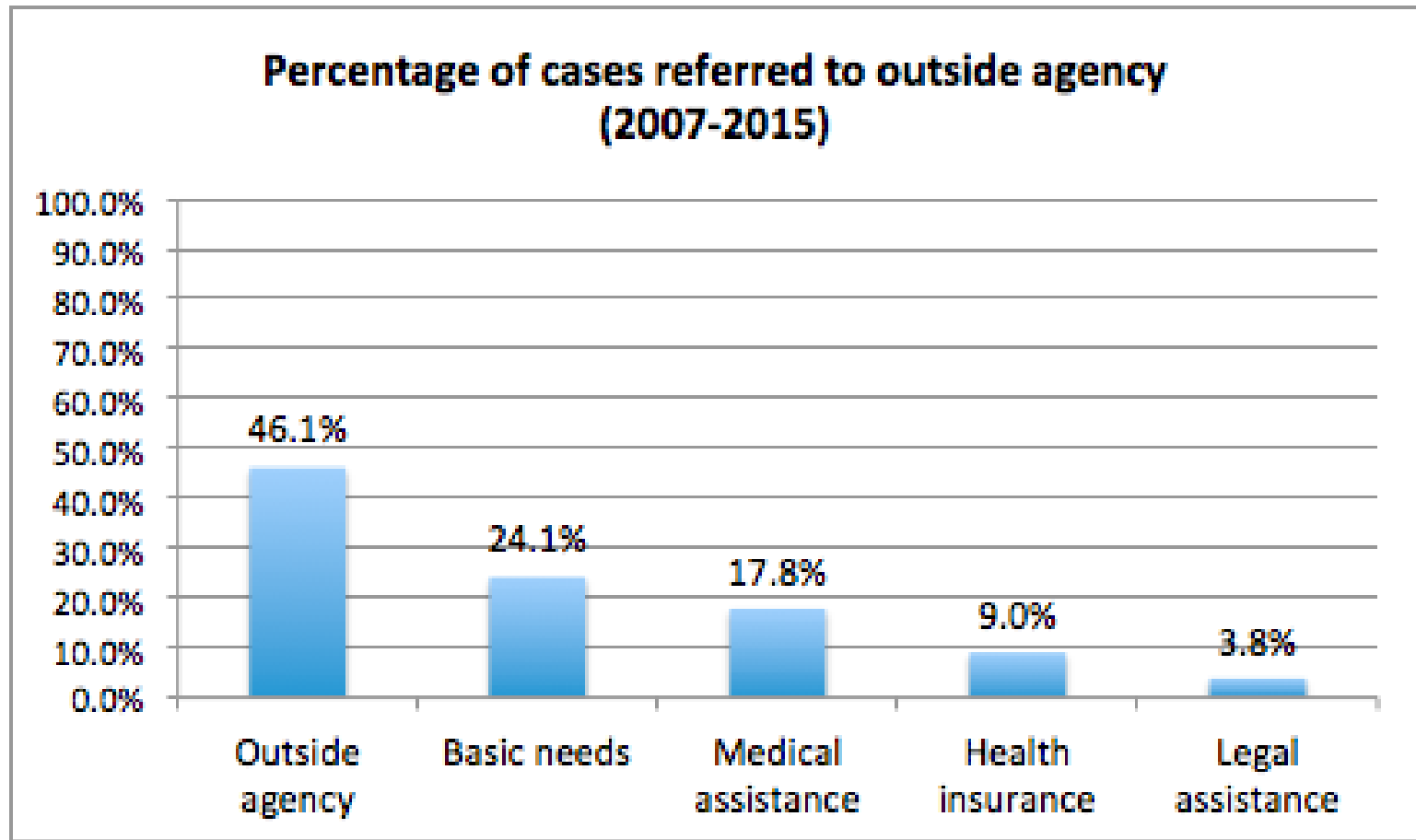
- Social work hours:  
Mean=13.29; Median= 8; Min=0, Max=150
- Behavior specialist hours:  
Mean=16.17; Median=12; Min=0, Max=162
- Number of intervention:  
Mean=40.14; Median=28; Min=1, Max=393
- Service duration(days):  
Mean=201; Median=160; Min=1, Max=1212

# Parent involvement with social worker (2007-2015)

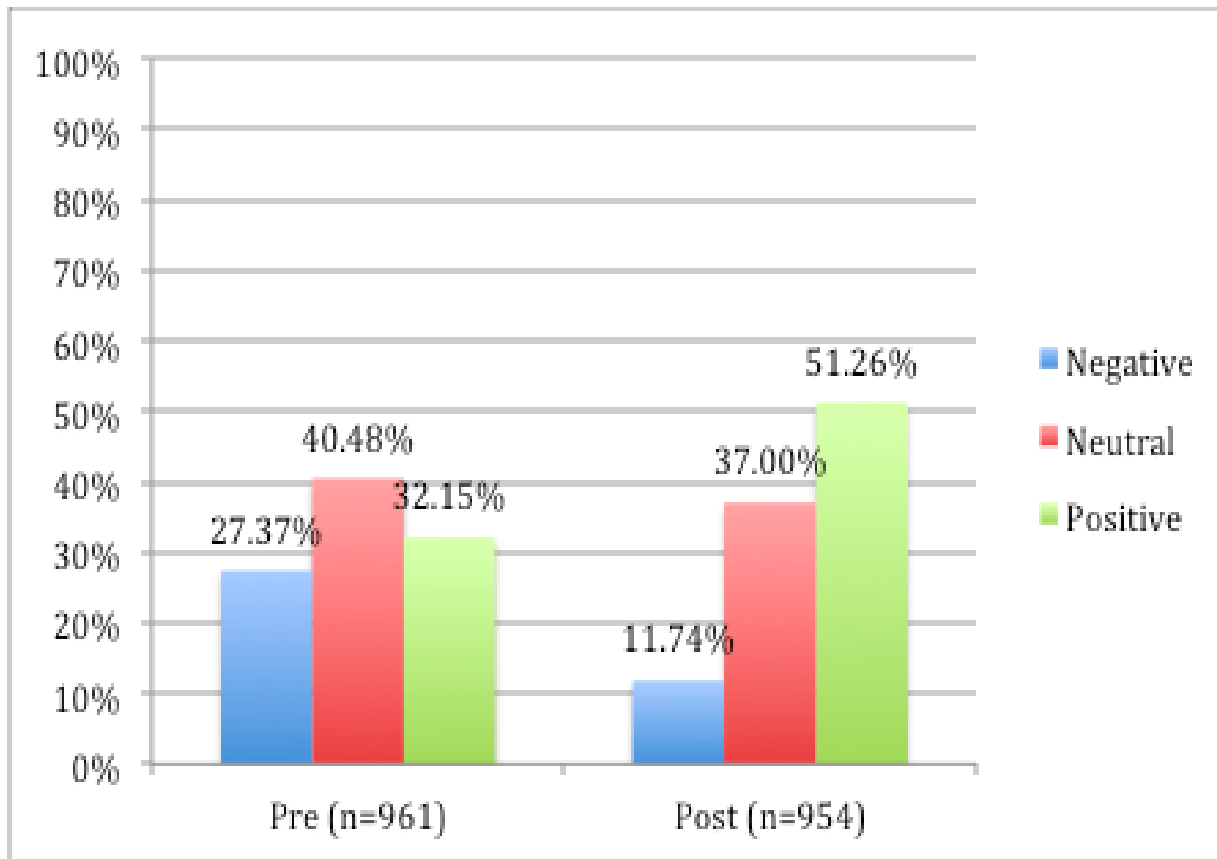
Parent involvement with social worker



# Social worker referral to outside agency (2007-2015)

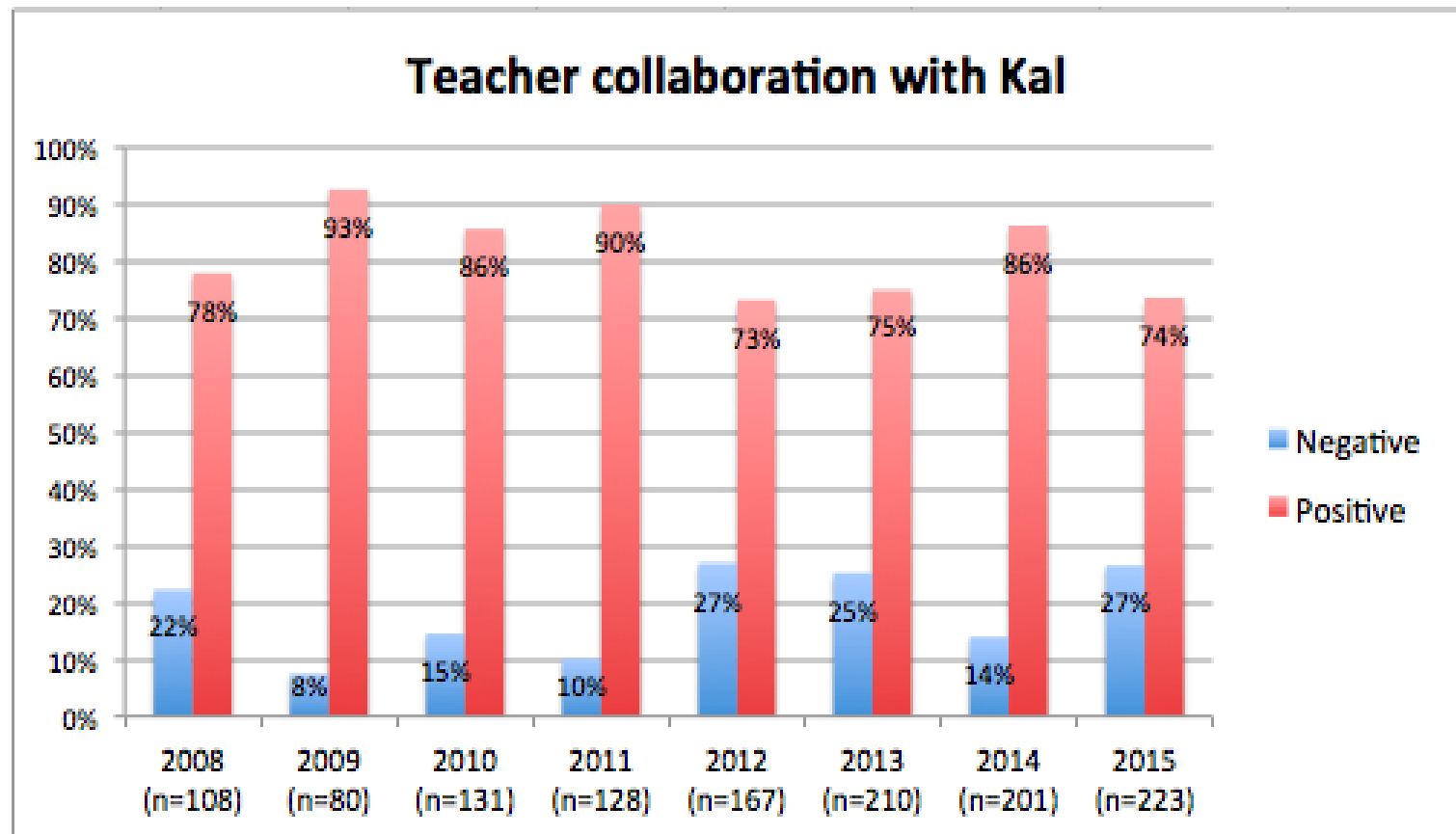


# Parent relationship with school (2007-2015)

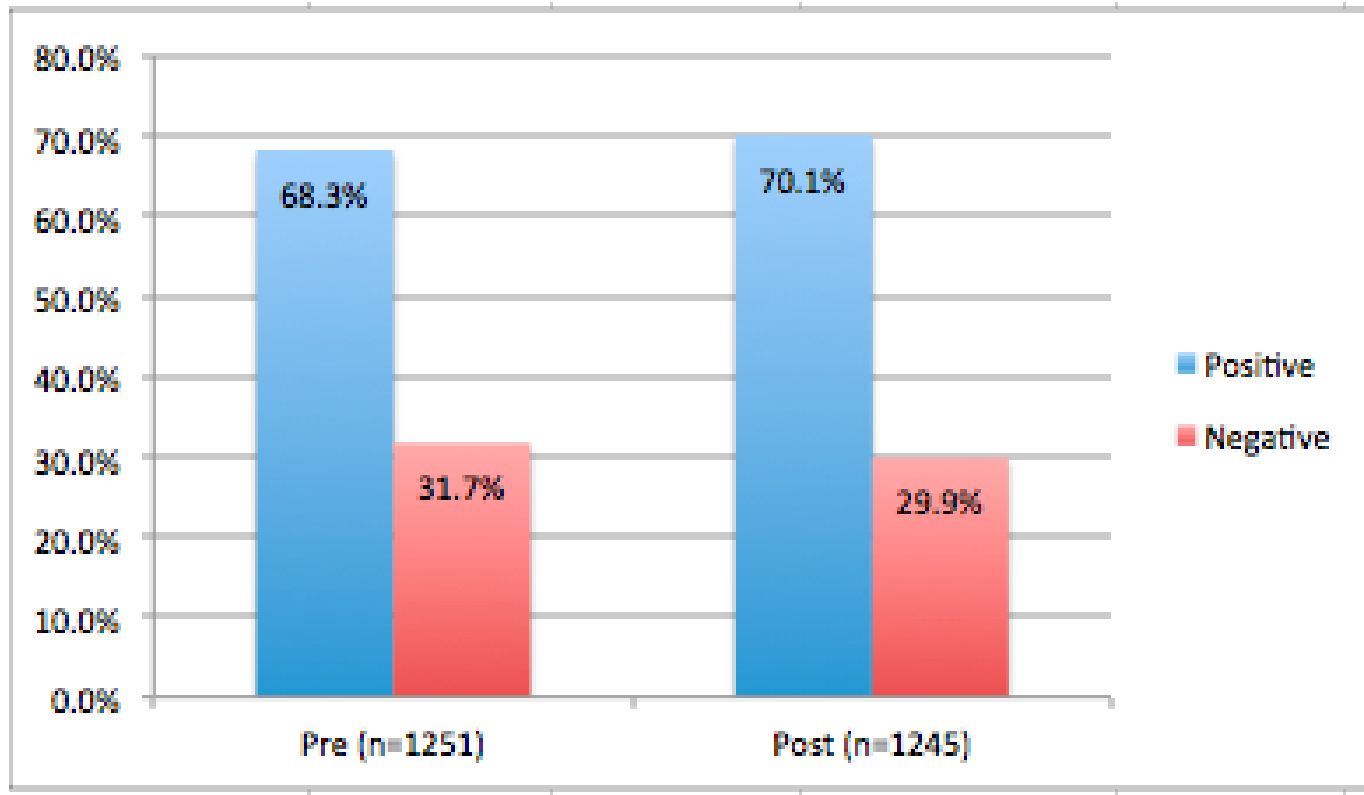


\* Proportion analysis indicated that the positive proportion in posttest was statistically higher than the positive proportion in pretest.

# Teacher collaboration with Kaleidoscope (2007-2015)



# Teacher's classroom management skills (2007-2015)

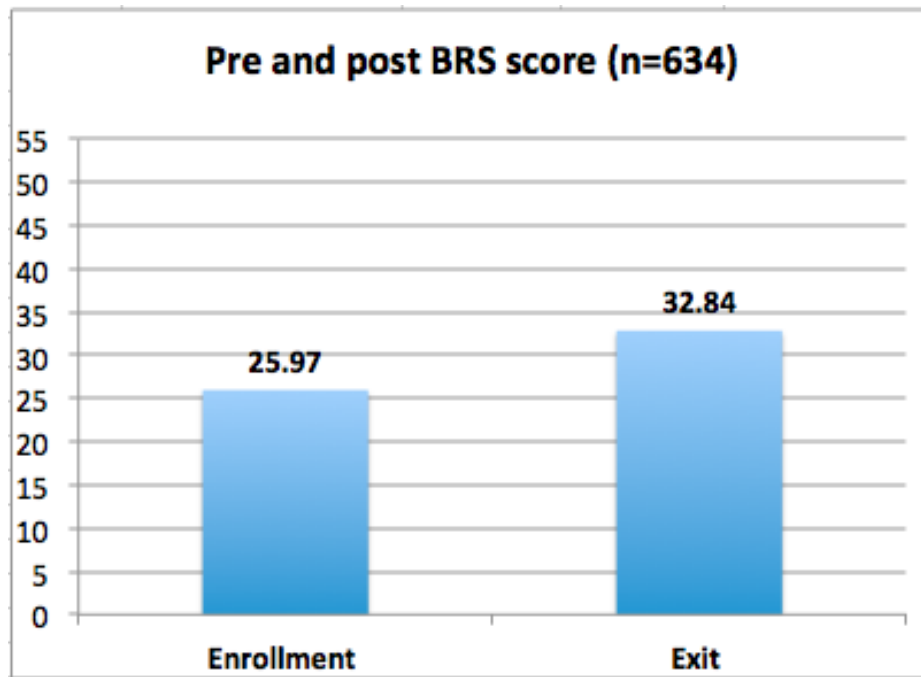


Proportion analysis was used to check the change in pre and post classroom management score. Findings indicated the improvement is not statistically significant ( $z=-0.97$ ,  $p>0.05$ ).

# Behavior rating scale (2007-2015)

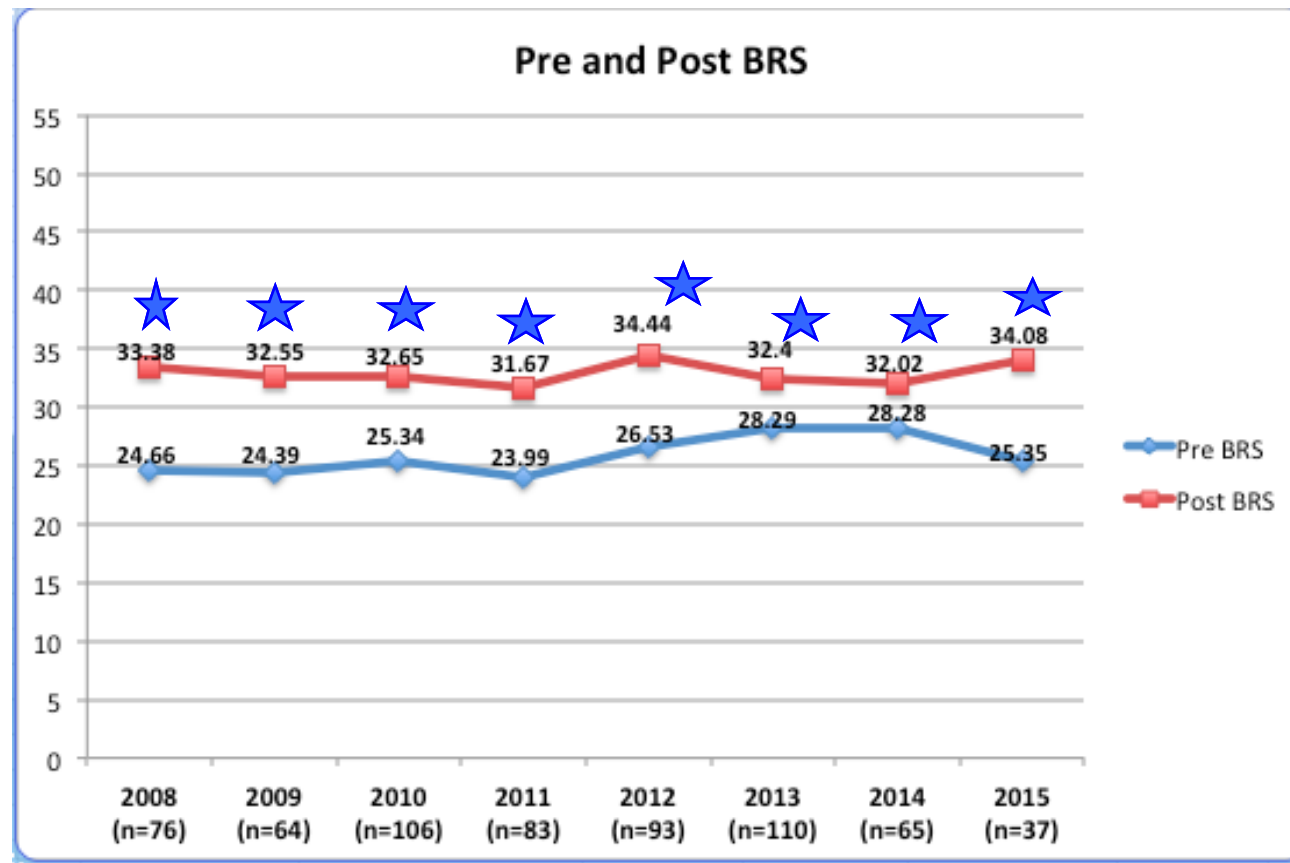
**Table. Pre and Post Behavior Rating Scale Score**

	N	Minimum	Maximum	Mean	Std. Deviation
Pre BRS	1013	11	55	26.02	7.222
Post BRS	641	11	55	32.9	9.301



\* T test was conducted for 634 students who had both pre and post BRS scores. The results indicated that this is a statistically significant improvement ( $t = -18.545$ ;  $df = 633$ ;  $p < .001$ )

# Behavior rating scale (2007-2015)



Notes: ★ means that there is a significant difference between pre and post score



# Prediction Analysis

## Predicting improvements in behavior using BRS change scores

	B	Std. Error	Beta
<b>**Classroom management-Post</b>	4.441	1.421	.154
<b>**Teacher collaboration with Kal</b>	-3.565	1.325	-.132
Parent involvement with social worker	-.827	.531	-.084
<b>**Parent relationship with school-Post</b>	2.439	.679	.179
Social worker hours	.012	.030	.023
Behavior specialist hours	-.032	.053	-.055
<b>*Number of interventions</b>	.047	.018	.220
	Note. * $p < .05$ ; ** $p < .01$		

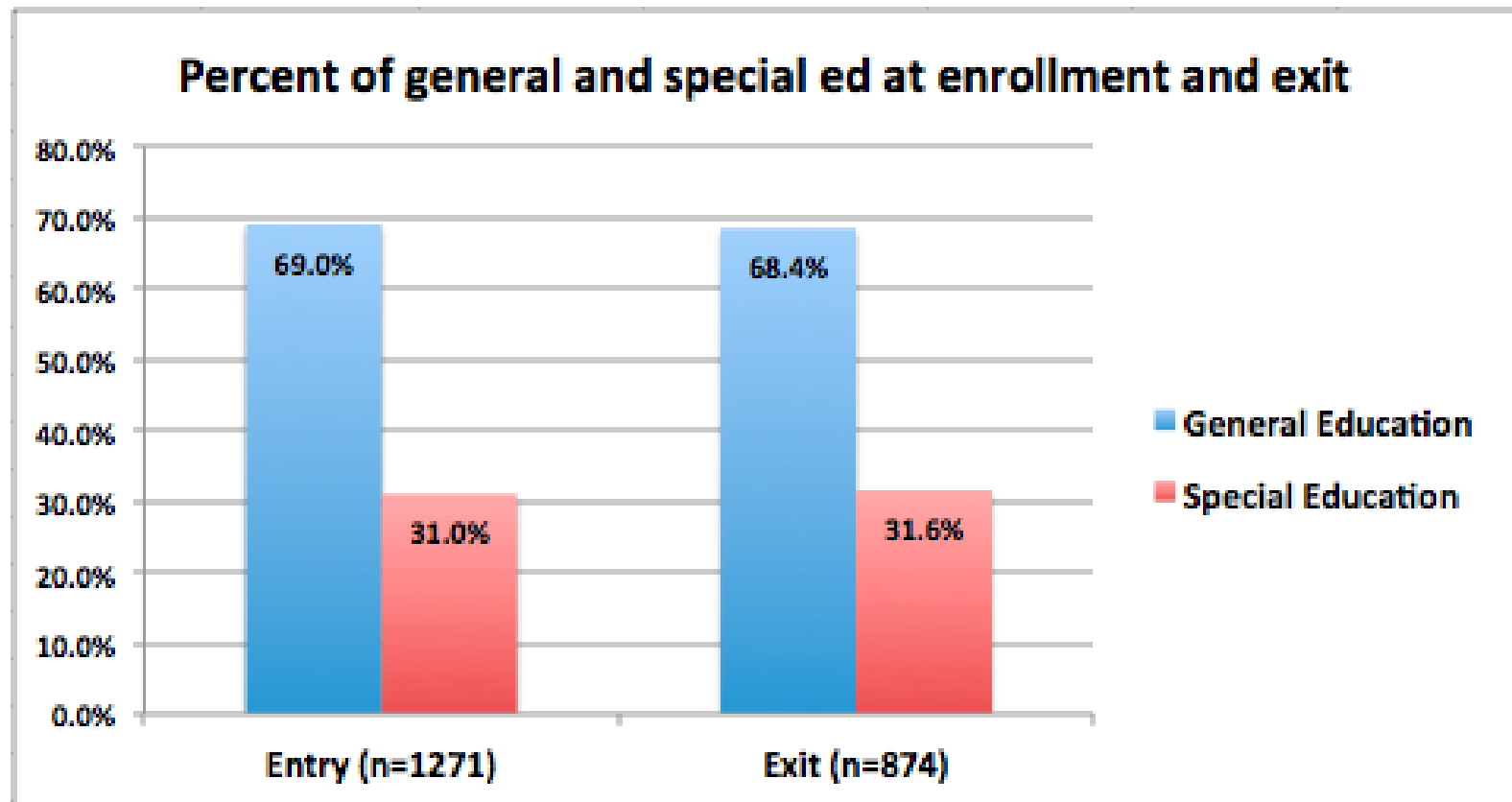
# Prediction Analysis

**Model is statistically significant ( $F = 6.501$ ;  $p < .001$ ): Adjusted R-squared indicates predictors accounts for 8 % of variance (see Table)**

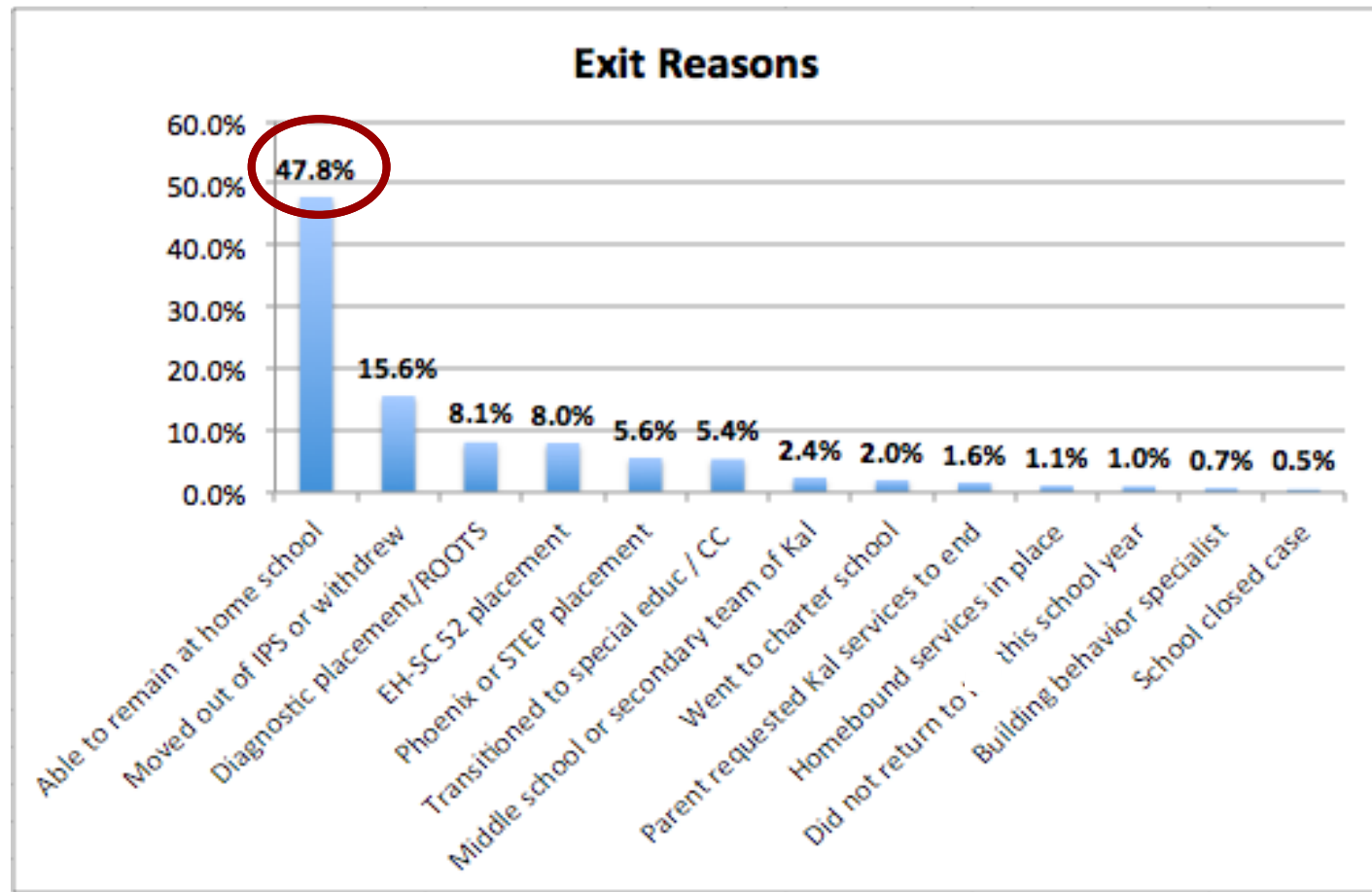
**➤ Improved behavioral functioning as rated by the BRS was predicted by four factors (statistically significant):**

- (1) Teacher positive classroom management at exit
- (2) Parent relationship with school at exit
- (3) Number of interventions provided to student and family
- (4) Teacher collaboration with Kaleidoscope (negative)

# Students in special and general education (2007-2015)



# Why students exit Kaleidoscope (2007-2015)



# Discussion

- Kaleidoscope is a strong program with many positive outcomes.
- The unique teaming approach of the program brings ideas, strengths, and concerns about a student to bear on common objectives.
- Assessing and modifying children's school and home environments is another important element of early interventions for behavioral challenges.
- Kaleidoscope supports classroom teachers and works not just with teachers and families, but also with the school and community.
- Programs like Kaleidoscope are needed and have positive outcomes for the students and families we serve.

# Recommendations

- Build the theoretical linkages between the activities of Kaleidoscope and outcomes of interest.
- Identify and understand the gaps between what we want to know and what we are measuring.
- Embed data based decision-making in all aspects of Kaleidoscope from actual services.
- Consider involving families and perhaps youth in the administration of Kaleidoscope



# Questions?



# Thank you!

**Jeffrey Alvin Anderson** ([jander2@Indiana.edu](mailto:jander2@Indiana.edu)),  
**Tianqian Wang** ([tw31@indiana.edu](mailto:tw31@indiana.edu)),  
**Heidi Cornell** ([habram@indiana.edu](mailto:habram@indiana.edu)).