

LASER PULSE

Long-term Assistance and Services for Research (LASER)
Partners for University-Led Solutions Engine (PULSE)

Scaling up Adapted Version of ParentCorps Teacher Professional Development Program to Promote Children and Teachers' Social Emotional Wellbeing in Uganda: Intervention Overview and Translational Product to Promote Best Practices

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AOR Name: Kevin Roberts

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AUTHORS

Keng-Yen Huang, PhD, MPH, New York University School of Medicine
Janet Nakigudde, PhD, Makerere University
Michelle Boyd, MSW, MPH, New York University School of Medicine
Meghan Hurley, EdM, LMHC, New York University School of Medicine
Ugandan ParentCorps Research Implementation Team
ParentCorps Clinical Implementation Team

ABOUT LASER PULSE

LASER (Long-term Assistance and SErvices for Research) PULSE (Partners for University-Led Solutions Engine) is a five-year, \$70M program funded through USAID's Innovation, Technology, and Research Hub, that delivers research-driven solutions to field-sourced development challenges in USAID partner countries.

A consortium led by Purdue University, with core partners Catholic Relief Services, Indiana University, Makerere University, and the University of Notre Dame, implements the LASER PULSE program through a growing network of 2,700+ researchers and development practitioners in 61 countries.

LASER PULSE collaborates with USAID missions, bureaus, and independent offices, and other local stakeholders to identify research needs for critical development challenges, and funds and strengthens the capacity of researcher-practitioner teams to co-design solutions that translate into policy and practice.

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ACRONYMS

TTC	Teacher Training College
PD	ParentCorps-Professional Development for teachers
MOH	Ministry of Health
MOE	Ministry of Education and Sport
USAID	United States Agency for International Development

ParentCorps Uganda Overview

ParentCorps is a multi-component school-based and culturally informed evidence-based intervention for young children that promotes nurturing and predictable environments at home and school. ParentCorps was built on an extensive body of cross-cultural parenting and child developmental research, and includes three core components: *Professional Development (PD)* for school-based staff to increase knowledge and use of evidence-based practices in the classroom and to support strong home-school connections, *Programs for Parents* to use similar evidence-based strategies at home to promote children's social-emotional and behavioral regulation skills, and *Programs for Students* to practice social-emotional and behavioral regulation skills in the classroom.

Since 2012, ParentCorps has undergone a series of testing to bring this intervention to schools in Uganda to promote positive parenting and young children's social-emotional development using a task-shifting strategy (involving redistribution of tasks from professional specialists to those with less training and fewer qualifications to implement the program). The goal is for Ugandan mental health professionals and education system stakeholders to work together and train and support Ugandan early childhood and low primary school teachers to utilize evidence-based child promotion strategies in schools and to provide the *Parenting Program* contents to students' parents. Over the years, Makerere University (Department of Psychiatric) and New York University School of Medicine (Department of Population Health) have collaborated with the Ugandan Ministry of Health (MOH) and Ministry of Education and Sport (MOE) to carry out a series of studies to implement and evaluate impacts of ParentCorps on teachers, parents and students. The design of ParentCorps aligns with the United Nations' Sustainable Development Goals, Ugandan National Health Policy and Child and Adolescent Health Guidelines, which all prioritize the engagement of communities to increase their support of childhood health and development promotion and services with the understanding that families, schools, and communities need to increase their knowledge and use of evidence-based strategies to promote child mental health and development.

With support from LASER PULSE, the team is currently testing a new and more sustainable scale-up implementation model, with the goal of integrating PD into the Ugandan education system. In collaboration with the Ministry of Education, Ministry of Health, Teacher Training Colleges (TTCs), and Mental Health Training agencies, we are studying whether TTC tutors can be trained to provide ParentCorps PD to teachers with high fidelity/quality and with anticipated impacts on teachers, students, and parents as to when the training was provided by the mental health professionals. The current project (July 2021-September 2023) focuses on studying effective processes and strategies to train TTC tutors to provide PD in scale and with high quality. We are working with 9 TTC tutors to understand these scale-up capacity-building related questions. Lessons learned from this TTC scale-up capacity building experience will enable us to develop a training protocol and model to train all Ugandan TTC tutors, which will allow MOE/TTCs to provide PD to all early childhood teachers in the future.

For the PD program, the current project also focuses on testing a shorter version of the program. The PD tested in our previous Ugandan trial included a 5-day training for teachers on evidence-based strategies and 8 group coaching sessions (1 hour each) to support teachers in applying strategies to their daily classroom practice. To make it more feasible and consistent with MOE's teacher professional learning policy, we further adapted the PD to a 3-day training and 7 group coaching sessions (1 hour each). Because a high proportion of teachers reported high stress and job burnout, which poses challenges on teacher wellbeing and quality of teaching, the current scale-up model also includes a newly added brief social emotion wellness intervention for teachers (aim to reduce teacher stress, promote teacher mental health, stress

management, and emotional regulation). A 1-day workshop on teacher social-emotional wellness is added. For more program information, please see the [ParentCorps](#) and Blueprints for Healthy Youth Development web pages and papers. For evaluation, the newly adapted version of PD (with teacher social-emotional wellness intervention) has been tested in 6 schools with 54 teachers in 2022. Another 6 wait-list control schools (45 teachers) will also receive the PD after completion of the evaluation study, anticipated to be in July 2022.

ParentCorps Teacher PD Practice Workbook Overview

This Teacher workbook is a translational product designed to accompany seven 1-hour weekly coaching sessions to support teachers in transferring behavioral intervention strategy knowledge into daily classroom practice. It reviews proactive, reinforcement, and responsive strategies for teachers to use in their classrooms in the same sequence as covered during a 4-day training that teachers attend prior to receiving coaching support. This translational product is new and was not used in our previous PD trial in Uganda. The creation of this Workbook is not only to standardize the group coaching process but also to provide better guidance for teachers.

After the 4-day training, TTC tutors/PD implementers meet with groups of teachers in their schools to support them in applying 6 areas of behavioral management and promotion strategies. Tutors/implementers reference the Workbook during coaching sessions and encourage teachers to reference it during the week between coaching sessions when they are utilizing strategies in their classroom. Teachers are encouraged both to write down their goals in the Workbook and to document notes or questions that arise during the week as they apply the skills in their classroom context. The goal of training, coaching, and the classroom practice are for teachers to develop a working knowledge of how to apply the strategies in their classrooms. For teacher social-emotional welling, an additional 30 minutes of group coaching is added to 3 of the 7 coaching sessions (#2, 4, and 6) for self-care strategies and to provide support related to teacher social-emotional wellbeing. Coaching session contents are included in the Workbook below.

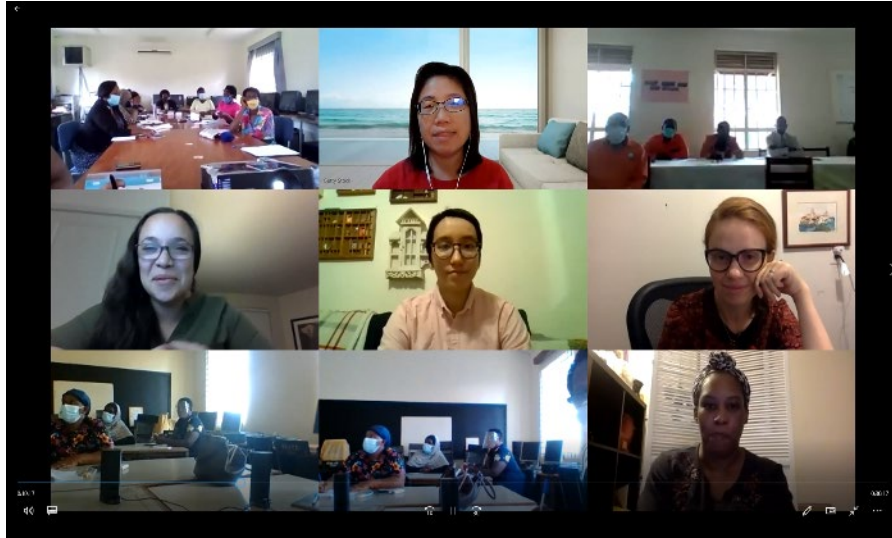


Photo 1: Remote Train-the-Trainer Model to train TTC Tutors to provide *PD* to teachers



Photo 2: Teacher Group Coaching sessions lead by TTC tutors to support teachers' use of evidence-based strategies in daily practice using the PD-Workbook

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Ongoing Support for Educators

Educator's Name: _____

Coach's Name: _____

Contact Information: _____

Together we create **safe**, **nurturing** and **predictable** environments to help every child succeed.

Social Emotional Strategies for Children

Session		Page
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Welcome

Our Values

OUR CORE VALUES:

Collaboration. Autonomy. Culture. Community. Evidence. Equity.

OUR SPIRIT:

We partner. We listen. We respect. We engage.

How ParentCorps' values and spirit will guide the teacher group:

We will work together to build a **COMMUNITY** to support each other in our growth and to care for each other. We invite you to reflect on your **CULTURE** and to share how it relates to your teaching practices. We will share **EVIDENCE**-based strategies and will work in **COLLABORATION** to adapt them to your classrooms. We respect your **AUTONOMY**. We firmly believe that you are the experts of your learners.



Please reflect on and share the value(s) that guide your teaching so that we can better know and support you.



ABC Model of Behavior

Observation Tool

The **ABCs of Behavior** dictate that every behavior is preceded by an antecedent and followed by a consequence. Use this observation tool to help you determine what a child may be getting out of a challenging behavior, why the child is doing it and/or to help you choose a targeted strategy to address the As and Cs.

A	B	C
ANTECEDENT What happens before the behaviors? (e.g., adult or other children's behavior, child's physical state, environmental triggers)	BEHAVIOR What specific challenging behaviors do you see?	CONSEQUENCE What happens after the behavior? Could be positive or negative. (e.g., adult or other children's response)

Possible function of behavior:

Strengths / Positive behaviors that you can praise:

What motivates the child?



PRR Plan

P

Proactive Strategies

To prevent misbehavior from occurring
(seating, visual cues, special jobs, calm down area)

R

Reinforcement Strategies

To acknowledge and motivate further positive behavior
(praise, sticker charts, privileges)

R

Responsive Strategies

To decrease misbehavior (loss of privilege, logical consequence)

Session 2

Set a **goal** to start implementing a new practice, stop an unhelpful practice, and/or continue a practice that is already working:



Please make note of successes and challenges during the week.



Self

Feeling proud of oneself and experiencing joy

Self-awareness includes recognizing one's strengths and limitations with a well-grounded sense of confidence and purpose.

What do you feel proud about accomplishing? This can be anything from getting out of bed this morning to a larger goal you've been working towards.



Proactive Strategies

Proactive strategies are put into place before misbehaviors occur in order to reduce the chance that they will occur at all or to reduce the likelihood they will escalate into major misbehavior. Proactive strategies also increase children's ability to be successful and independent, which can increase their self-esteem.

Try these **3** strategies to help prevent misbehavior:

SET it up	Make it CLEAR	Make it FUN
<div>Physical Environment</div> <ul style="list-style-type: none"> • Create a chart with 3-5 simple rules. • Create a schedule with pictures and words. • Thoughtfully arrange the room, in line with your goals, and have a place for everything. • Create a spot that is calming and uncluttered to use as a cool down space. <div>Emotional Environment</div> <ul style="list-style-type: none"> • Foster a warm environment where children feel welcome and able to express emotions. • Teach and model problem-solving. • Provide opportunities for children to work together and help each other. • Help kids understand and accept each other's strengths and challenges. <div>1</div>	<ul style="list-style-type: none"> • Use clear commands. • Use warnings and cues for transitions. • Be prepared to transition without delay. • Model the expected behavior. • Stick to a routine and schedule. • Be clear about expectations and rules. <div>2</div>	<ul style="list-style-type: none"> • Give jobs and responsibilities. • Incorporate movement activities to help calm down. • Keep children engaged with games, sounds and visual prompts. • Use games and music to help children follow directions. <div>3</div>



Proactive Strategies

Examples

1

Set it Up!

Use **rules**, **routines**, and **reminders** to set the child up for success. Start by setting **3 Classroom Rules** to teach the child what behaviors are expected in your classroom.

Instead of: *"No hitting"*

Say: *"Keep your hands and feet to yourself"*

2

Make it Clear!

When you give a child a command:

- Be direct and specific
- Make sure command is positively-stated (what **TO** do)
- State one command at a time
- Make eye contact
- Use a calm, firm voice

3

Make it Fun!

Use **songs** and **games** to make it fun for children to follow directions or transitions.

Session 3

Set a **goal** to start implementing a new practice, stop an unhelpful practice, and/or continue a practice that is already working:



Please make note of successes and challenges during the week.



Proactive Strategies

FUN Skills

What are FUN Skills?

FUN skills are a way of giving children positive attention through child-led play.

Why are FUN Skills used?

- To provide positive adult attention for positive child behaviors.
- To increase desired social behavior, language development, self-esteem and decrease misbehavior.
- To create enjoyable interactions that strengthen relationships and make children feel valued.

When are FUN Skills used?

- Mostly during free play and activities.

F

FOLLOW the child's lead.

Let the child be in charge and decide what activity to do and how to do it!

U

U do what they do!

Join and have fun! If child draws a cloud, you draw a cloud too.

N

NARRATE what you see or repeat what you hear.

Act like a parrot or a sportscaster!

Session 4

Set a **goal** to start implementing a new practice, stop an unhelpful practice, and/or continue a practice that is already working:



Please make note of successes and challenges during the week.



Community

Gender, behaviors, benefits

Community care is believing it is our collective responsibility to use our strengths and privileges to care for one another and to support our community as a whole, which is what you do every day as educators and family members.

How does gender, culture, and your life experience impact the way you view, define, and approach community care?

How do you think self-care can improve your relationships with others?



Proactive Strategies

FEEL Steps

Understanding and responding to feelings are skills that young children develop over time. Adults can help children learn to use their words, calm their bodies and ask for help when they need it. Teach the child to respond to feelings by:

- Teaching the words to **name feelings** (*"You look sad"*).
- Helping children **solve the problem** when needed or know what to do when they're upset.
- Helping the child use a **coping skill** to calm their body and feel better.

FEEL Steps

F

FOCUS on feelings

- Name the feeling.
- You could say: *"It looks like you feel worried."*
- Validate their feelings; tell them their feelings make sense.

E

EXPLORE possible solutions

- Once the child is calm enough to interact, you can provide options: **problem solving strategies, distraction, relaxation, or positive self-talk strategies.**

E

EMPOWER the child to try a solution

- Help the child practice or plan a problem-solving strategy of their choice.
- Make sure they have what they need to do the strategy.
- Do it with them to ensure they are successful.

L

LEARN from it

- Reflect on the situation to help them learn what things make them upset and what things make them feel better to help them gain confidence in their ability to deal with difficult situations.



Proactive Strategies

Coping Skills

Types of Coping Skills:

Coping Skill	What is it?
Distraction	Distraction involves engaging in a pleasant activity that is not related to the situation. Some examples are: <ul style="list-style-type: none">• Reading a book• Taking a walk• Taking a bath• Listening to music• Dancing
Relaxation	Relaxation involves relaxing your body and releasing tension. Here are some ideas: <ul style="list-style-type: none">• Take 3 slow, deep breaths• Let go of tension by shaking out arms and legs• Imagine a comforting and relaxing place in your mind
Positive Self-Talk	Positive Self-Talk involves saying simple statements to yourself that promote positivity, provide reassurance and feel empowering. You can say: <ul style="list-style-type: none">• <i>"I can do it."</i>• <i>"This won't last forever."</i>• <i>"I am proud of myself."</i>

Session 5

Set a **goal** to start implementing a new practice, stop an unhelpful practice, and/or continue a practice that is already working:



Please make note of successes and challenges during the week.



Reinforcement Strategies

Reinforcement strategies are used to acknowledge and promote positive behavior. **Rewards & Praise** helps children work hard to learn new skills and keep trying even when they are frustrated. Children who are rewarded for good behavior learn to encourage themselves to work hard.

Catch children being good!

Decide what good behaviors you want to see more of and reward children when you see these behaviors. Focus on skills and children's effort (rather than qualities like being "smart").

Star Charts can be used to record a list of behaviors an adult wants a child to do more often and to celebrate when the child does them.

For a Star Chart to be useful, it helps to:

1. List **no more than 3** behaviors that are:
 - positively-stated
 - easily observable
 - include one thing the child does well and one thing that is difficult for the child
2. Let child help design the chart
3. Hang them up in a visible place (child's eye level)
4. Give stars/stickers immediately and consistently

Example of a Star Chart

Behavior	Mon	Tues	Wed	Thur	Fri
Hands and feet to yourself	★		★		
Follow directions	★	★			

Session 6

Set a **goal** to start implementing a new practice, stop an unhelpful practice, and/or continue a practice that is already working:



Please make note of successes and challenges during the week.



Empathy

For self and for others

Empathy is an innate biological capacity to feel with another person and consider their perspective.

Empathy can set the stage for learning, promote healthy relationships and support people during times of uncertainty.

How do you usually extend empathy to others?

What does it look like, feel like, sound like?



Responsive Strategies

When children misbehave, they learn best when:

- Adults discipline* immediately after the misbehavior
- Adults are calm and stern
- Adults respond consistently every time the misbehavior occurs

Reflect on your values and goals for discipline:

- ✓ What do you want to happen?
- ✓ What do you want the child to learn?

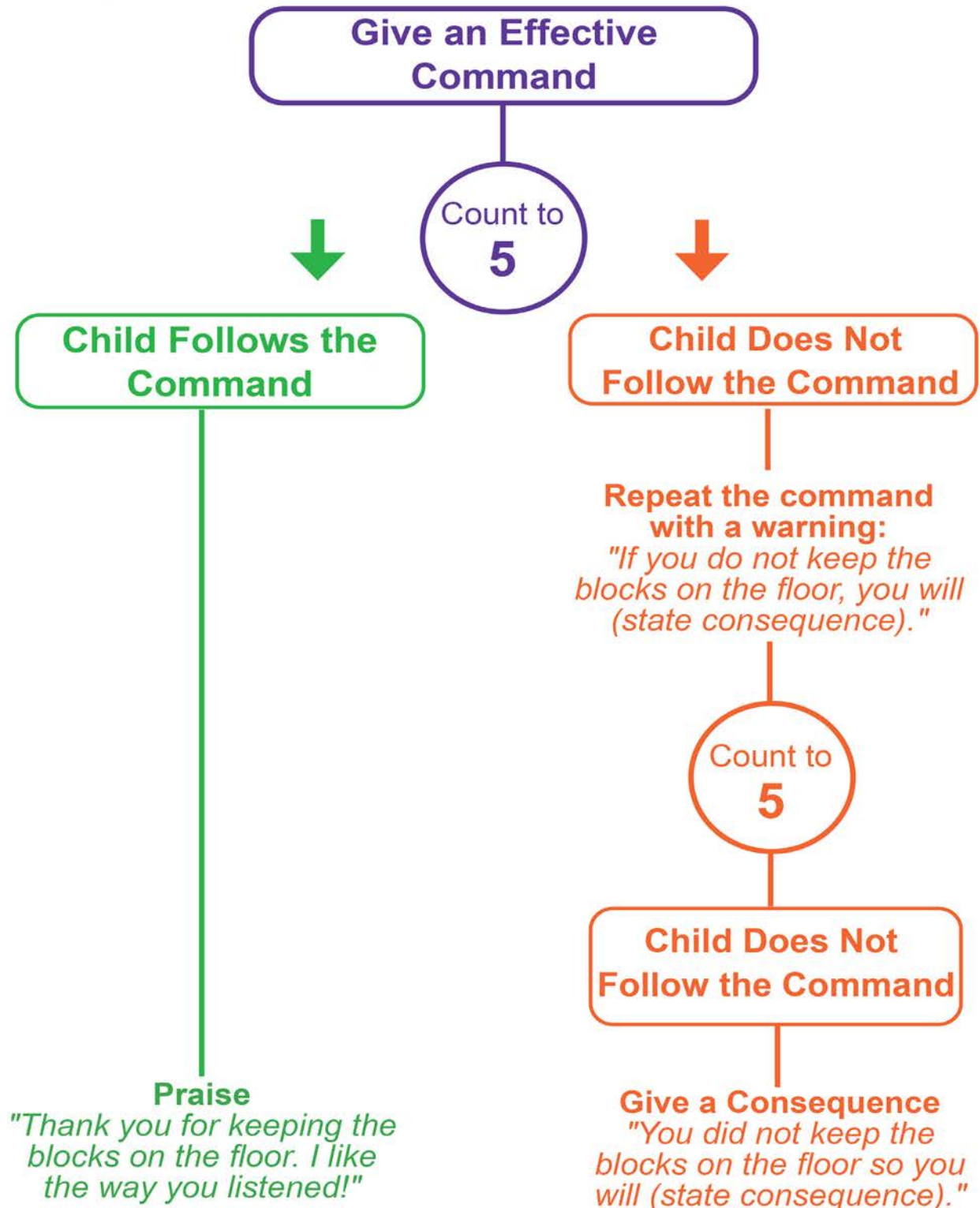
Responsive Strategy	What is it?
Proximity Praise	Praise other children nearby who are doing the opposite of the misbehavior.
Redirection	Help the child replace a mild, inappropriate behavior with an alternative/appropriate behavior (e.g., by telling them an alternative/appropriate behavior they could do instead).
Prompts	Some children need frequent prompts to help them remember what they should be doing. Use verbal, visual or physical reminders to help the child.
When-Then Statements	Example: "When you finish your work, then you can go outside."
Two-Choice Statements	Give a choice between two acceptable behaviors.

** There are important differences between discipline and punishment. Discipline focuses on the behavior and supports children in learning from their mistakes. Punishment focuses on the person and attempts to force children to change their future behavior by making them "pay for their mistakes" and often uses fear as a motivator. We encourage using discipline to support healthy social-emotional development.*



Responsive Strategies

Command-Warning-Consequence





Responsive Strategies

Consequences of Misbehaviors

Types of Consequences

Give a Warning

Warn of the consequence if child does not follow directions.

"If you don't clean up, you will lose 5 minutes of play time."

"If you don't use walking feet, then we have to go back to the classroom."

Loss of Privileges

After giving a warning, take a privilege away from the child in response to misbehavior.

"If you talk in the line, then you will have to go to the back of the line."

"If you don't keep your hands and feet to yourself, then you need to sit by yourself."

It's best if the privilege is related to the misbehavior but if not, you can take away any privilege that the child enjoys, like being a helper or sitting with friends.

Logical Consequences

Allow the child to experience the consequences that naturally or logically occur from a misbehavior.

"If you talk before being called on, then you go after those who have raised their hands."

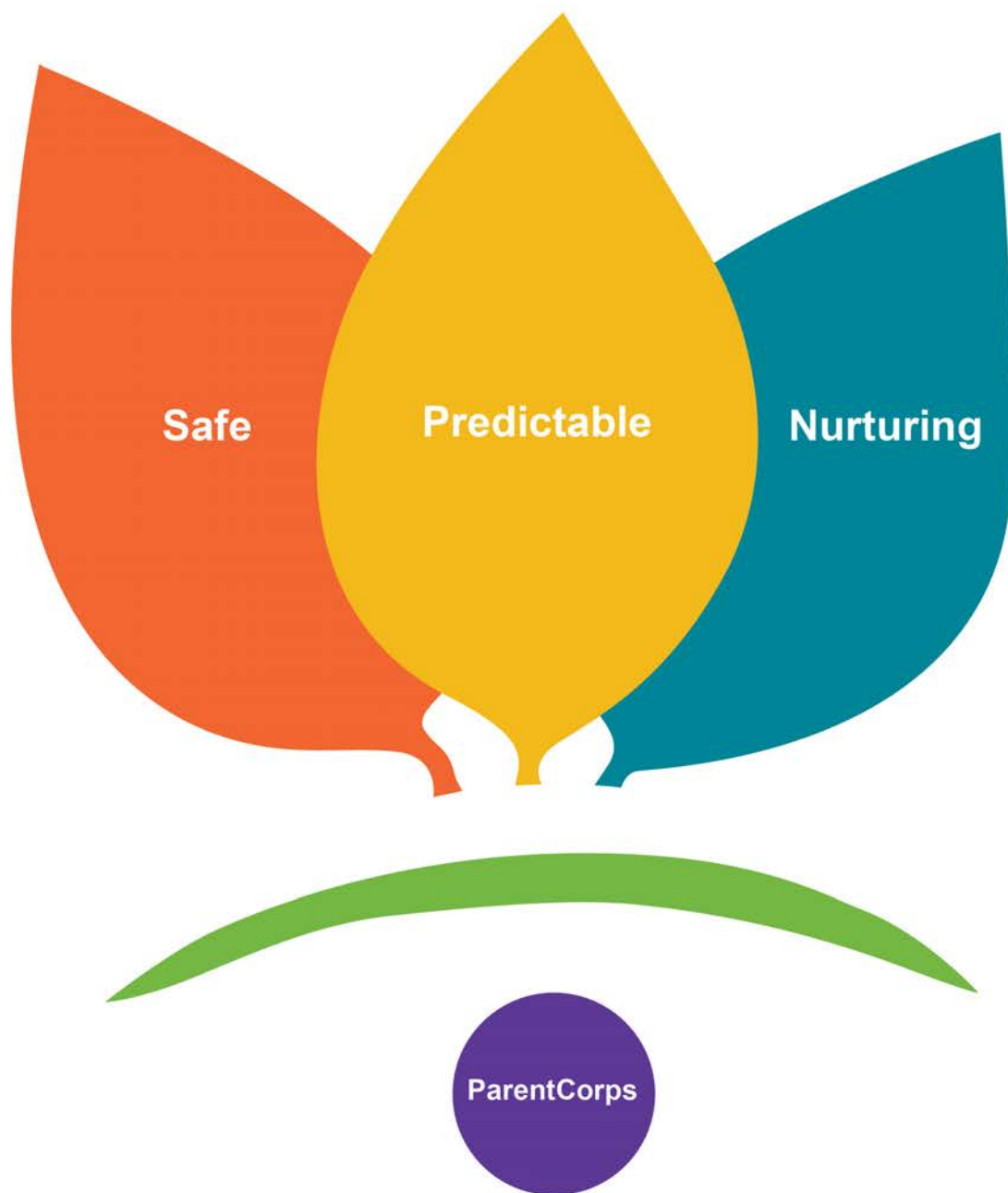
If a child is disruptive during a lesson, then they are the last to be dismissed at the end of the day.

Session 7

Remember to use Responsive strategies sparingly and in conjunction with Proactive and Reinforcement strategies. Set a **goal** to start implementing a new practice, stop an unhelpful practice, and/or continue a practice that is already working:



Please make note of successes and challenges during the week.



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