

THE HOURGLASS MODEL: A FRAMEWORK TO BEHAVIORAL SUPPORT SERVICES

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First Things First Conference
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- Behavioral problems among young children are predictive of later conduct disorders. Research suggest that 50-60% of children ages 3-4 who have challenging behaviors will continue to show these problems at school age (Campbell, Shaw, & Gilliom, 2000).
- According to the National Center for Children on Poverty (2009) between 9.5 and 14.2 percent of children 0-5 experience social-emotional problems that impact their development, functioning and school-readiness.

- The numbers of young children who experience poor socio-emotional development has been on the rise, often resulting in challenging behaviors: “Approximately 10-15% of typically developing children have chronic mild to moderate levels of behavior problems” (Timm & Fox, 2006, p. 1).

- If left untreated, these children are more likely to display at-risk behaviors as adolescents, such as delinquency, gang involvement, incarceration, substance abuse, divorce, unemployment. Furthermore, early childhood behavior problems are single best predictor for several of these long-term outcomes (Center for Evidence-Based Practice: Young Children with Challenging Behavior, 2004).

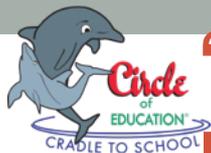
HOW DO WE LEARN ABOUT THE CHILDREN IN OUR GROUP?

What does
an hourglass
have to do
with this?



- In order to address these behaviors and the specific needs of children in the classroom or home, the Hourglass Model (Ritblatt, 2012) was developed to depict the process the professional uses to learn about the children in her group and their specific needs.

The Hourglass Model (Ritblatt, 2012) provides specific tools to guide the observation of children, understand their needs and provide them with the appropriate interactions to support the regulation of emotions and behaviors.



“In the Circle”



Behavioral Health Support Program

- Provides professionals with tools to identify, assess, plan and support emotion and behavior regulation in the classroom and at home.
- Specifies three intensity levels of intervention as determined by professionals based on program assessment tools and proprietary “Hourglass model”
- Research-Based “Hourglass” model was developed by Dr. Ritblatt to support the “in The Circle” program.
- Offers a reflective process to facilitate the effectiveness of the intervention.
- Incorporates social problem-solving strategies to help children regulate (BEFRIEND).





"In the Circle"

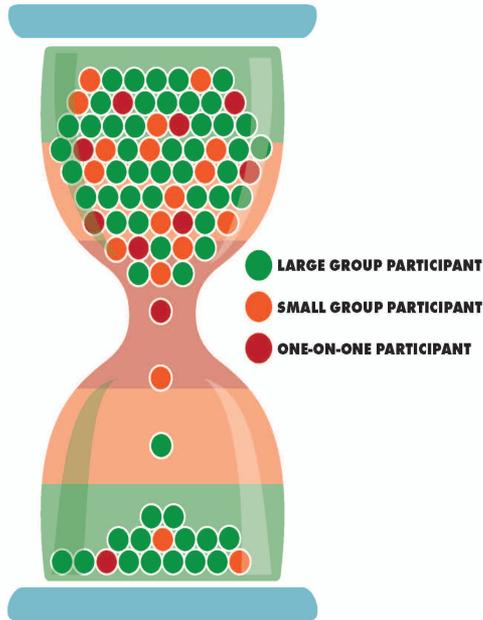
Behavioral Health Support Program



- **Intervention intensity levels:**
 - Primary prevention (large group, 7-16 children)
 - Secondary prevention (small group, 2-6 children)
 - Tertiary prevention (One-on-One).
- **Seven Behavioral Support Topics**
 - Self-awareness
 - Self-esteem
 - Diversity: we are all special
 - Emotions
 - Relationship building: friendship
 - Dealing with change
 - Controlling my temper
- Incorporates educational music, tuneTOON®s, character puppets and expression cards.
- Reflective Circle with observation and reflection guidelines



The Hourglass Model



- ✓ Addresses different levels of children's emotional and behavioral needs.
- ✓ The assessments process moves from the focus on the large group (**green**) to the small group, (**orange**) to the individual child (one-on-one) (**red**).
- ✓ Every child during the assessment process needs to experience all these levels of interactions.
- ✓ Provides an on-going dynamic process helping the teacher learn about the children
- ✓ Guides the professional what is the appropriate activity and intensity level of intervention for each child:
 - ✓ **Primary prevention** (large group, 7-16 children)
 - ✓ **Secondary prevention** (small group, 2-6 children)
 - ✓ **Tertiary prevention** (One-on-One).

The sifting process is based on the following premises:

- 1) In order to form relationship with the child, the professional needs to learn to know the child in large group, small group, and one-on-one interactions (school and home settings).

The sifting process is based on the following premises:

- 2) These zones of interactions are paramount to the ability of the professional to understand each child's needs and to plan how to meet the child's needs.

The sifting process is based on the following premises:

- 3) As children are affected daily by the experiences they have, the need level of each child might change according to the intensity of these experiences and their effects on the child's ability to regulate emotions and behaviors.

The sifting process is based on the following premises:

- 4) this is an on-going, very dynamic process in which the teacher has to be able to use his/her competencies to make inferences and provide children with what fits their needs at a specific time, place, and interaction.

Intensity levels

- **Primary Prevention:**
Green Zone
- **Secondary Prevention:**
Orange Zone
- **Tertiary prevention:**
Red Zone

HOW DO WE DETERMINE
THE INTENSITY LEVEL FOR
EACH CHILD?

Chart of Children's behaviors and coping skills by a specific issue.

- Identify the focus issue
- Identify different events and behaviors that are relevant to the issue and fill in each one of these event/behaviors in each column
- Gather information on each child based on your observation, conversation with staff, parents and the child
- Please complete the chart and enter the names of the child(ren) and chart each child's manifestation to the issue and the level of intensity (1-10 when 10 is the highest intensity) as reflected in his/her behaviors indicating the challenges he/she is facing.

EXAMPLE OF COMPLETED CHILD BEHAVIORAL CHART

1. Identify the focus issue: DEALING WITH CHANGE
2. Identify different events and behaviors that are relevant to the focus issue that can shed light onto the child's level of coping and individual needs. Fill in the events/behaviors in each column. You do not have to fill in all eight columns. Insert as many behaviors/events that you feel are relevant to the child/group. Gather information on each child based on your observation, conversation with staff, parents and the child(ren).
3. Please complete the chart and enter the names of the child(ren) and chart each child's manifestation to the issue and the level of intensity (1-10 with 10 as the highest intensity) as reflected in his/her behaviors indicating the challenges he/she is facing.

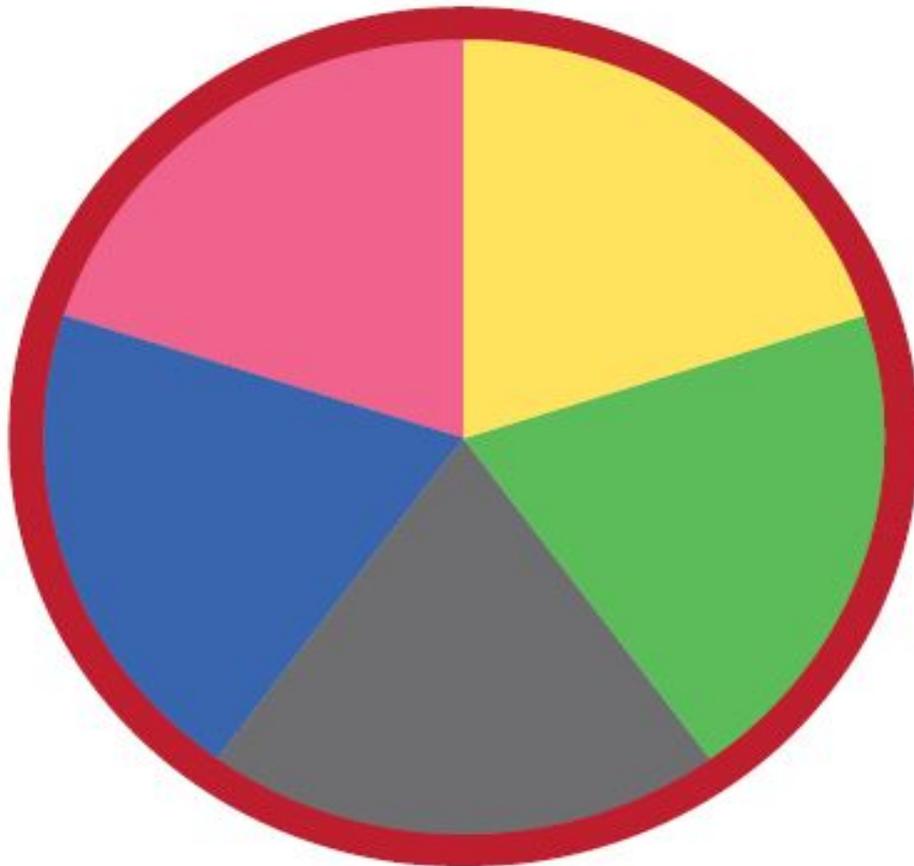
Name of child	Growing up & transitioning to another classroom/school		Transitioning from one activity to another		The birth of a sibling/a pregnant mother		Moving to a new home/ neighborhood		Parents are separating/divorced		Parent is going on deployment/ or has a job which requires travel		Difficulty controlling temper and regulating him/herself		Difficulty forming and maintaining friendships	
	Yes	Intensity Level	Yes	Intensity Level	Yes	Intensity Level	Yes	Intensity Level	Yes	Intensity Level	Yes	Intensity Level	Yes	Intensity Level	Yes	Intensity Level
Ami	+	10	+	10					+	10			+	10	+	10
Dolfi	+	3					+	6								
Stella	+	9	+	10	+	10							+	10	+	10
Jelli	+	9	+	9	+	9							+	9	+	10
Horsi	+	4					+	4			+	4				
Listo	+	6							+	6			+	5		

INTENSITY LEVEL

- Level 1 (large group): 1-4
- Level 2 (small group): 5-6
- Level 3 (one-on-one): 7-10

- Draw a diagram of your group/child illustrating the issue and the different potential experiences your child/ren might face

Ami Behavioral Circle



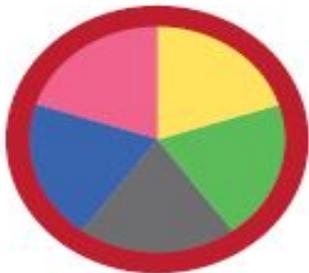
- ▲ Growing up & transitioning to another classroom/school
- ▲ Transitioning from one activity to another
- ▲ Parents are separating/divorced
- ▲ Difficulty controlling temper and regulating him/herself
- ▲ Difficulty forming and maintaining relationships

INTENSITY LEVEL

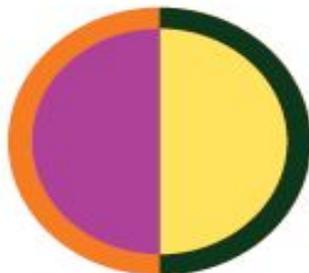
- Level 1 (large group): 1-4
- Level 2 (small group): 5-6
- Level 3 (one-on-one): 7-10

Group Behavioral Map

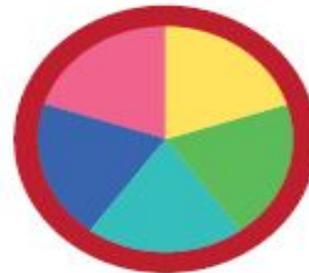
Ami



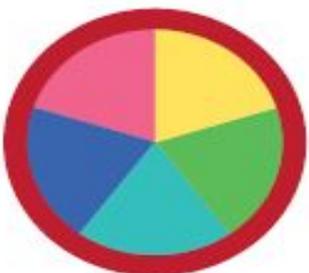
Dolfi



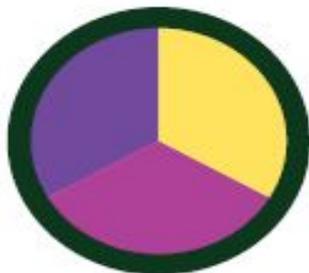
Stella



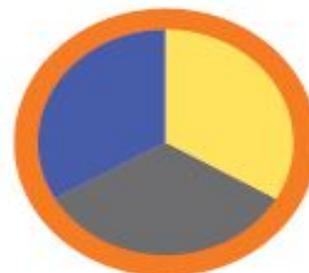
Jelli



Horsi



Listo



Outer Circle Intensity Level

- Level 1 (large group): 1-4
- Level 2 (small group): 5-6
- Level 3 (one-on-one): 7-10

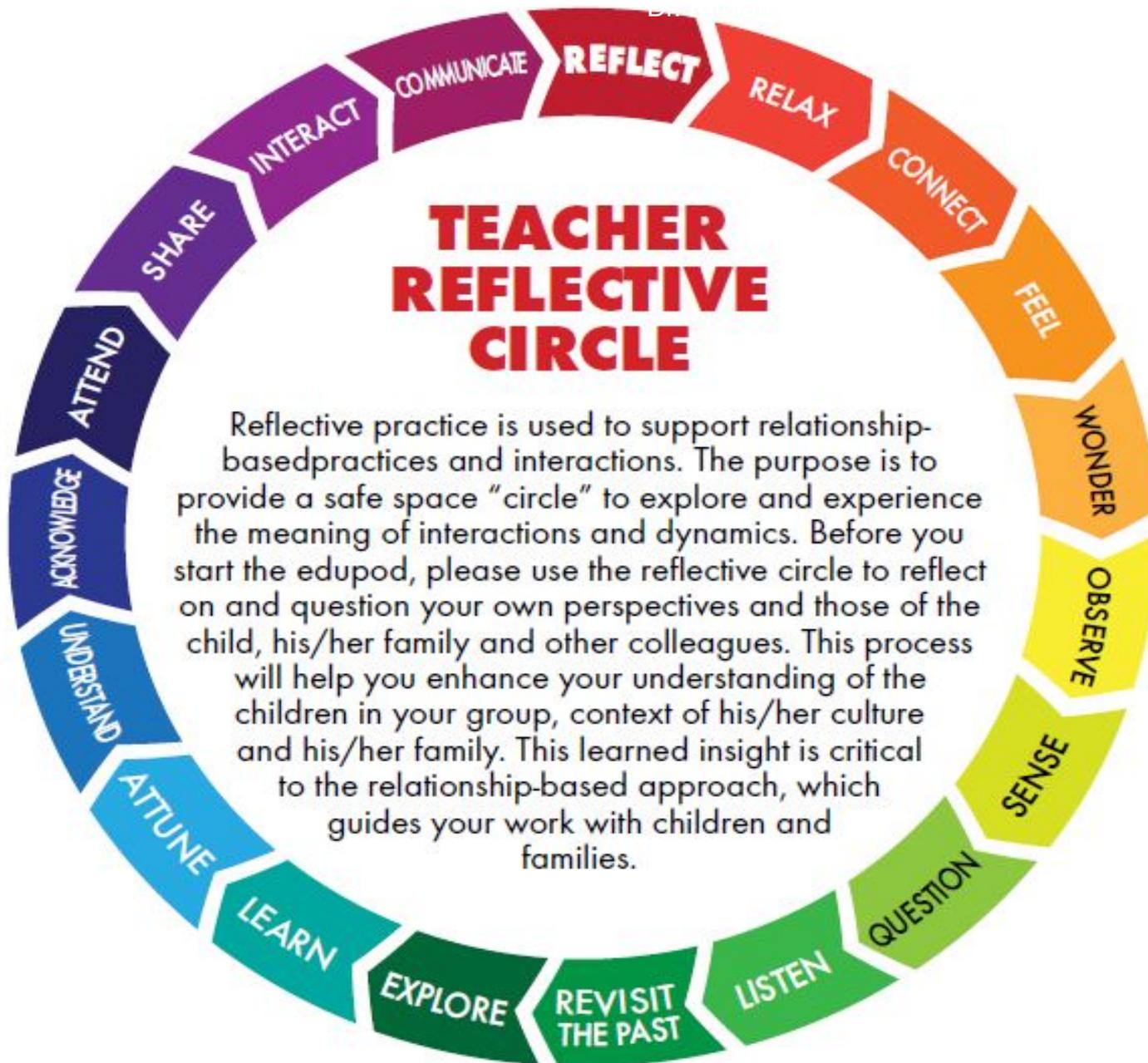
Inner Circle Behaviors/Events

- YELLOW:** Growing up & transitioning to another classroom/school
- GREEN:** Transitioning from one activity to another
- TURQUOISE:** The birth of a sibling/a pregnant mother
- GREY:** Parents are separating/divorced
- BLUE:** Difficulty controlling temper and regulating him/herself
- CORAL:** Difficulty forming and maintaining relationships
- PINK:** Moving to a new home/neighborhood
- PURPLE:** Parent is going on deployment/or as a job which requires travel

Transactional Theory

(Sameroff, 1995; Sutherland and Oswald, 2005)

- Emphasizes the reciprocal influence that teachers and children with challenging behaviors have on each other.
- Therefore, the **reflective process** is critical for teachers to use in order to understand the **circular continuous influence** of the adult-child dyad.





QUESTIONS TO ASK YOURSELF BEFORE STARTING THE PROGRAM:

1. What personal experiences are guiding you in your work with children and families?
2. How do your past experiences affect the way you work with children, families and colleagues?
3. How do your gender, age, ethnicity and/or race affect the way you interact with the children, families and colleagues?
4. How does your role in the agency and classroom affect the way you feel about yourself?
5. How does your role in the agency and classroom affect your interactions with your supervisors, colleagues, children and families?

THEME – SPECIFIC QUESTIONS:

1. When you think about the topic/theme, what is the first thing that comes to your mind?
 2. Do you have any specific past experiences relevant to this theme?
 3. Thinking and reflecting on each one of the children in your group, how do you think they are going to respond to this theme and its activities?
 4. Is there a specific activity that you think will be the children's favorite?
 5. Are there going to be differences among the children in their responses to the activities?
 6. Do you see any needed changes or revisions to the activities in order to make them a better fit to your children's interests?
 7. Is there any activity that you feel negatively about?
 Why do you think you feel this way?
 How do you think you can work it out?
 8. How are you going to learn about what activities the children like and/or dislike?
- 



QUESTIONS TO ASK YOURSELF AFTER COMPLETING THE PROGRAM:

1. What happened in the implementation of activities?
2. What have you learned about each one of your children?
3. What have you learned about yourself during the implementation of activities?
4. Which activity did you feel most comfortable implementing?
5. Which activity was the most problematic?
Why do you think this was the case?
What seems most significant about this?
6. How do you think parents have reacted to this theme and the communication/documentation that you have sent home?
7. What do you find yourself wondering about or wishing to do differently in connection with the activities?
Why?
8. Now that you have completed this edupod , how are you feeling?
What do you think made you feel this way?
What influenced the way you were feeling?
9. Did you feel effective implementing this edupod?
10. What was the effect of this edupod's activities and songs on the children?
11. In observing and interacting with the children during the activities, what did you find most interesting?
12. How would you implement this edupod differently?
Why?



Social Problem-Solving Strategies

to help children regulate (BEFRIEND)



- **B**-Breathe slowly and deeply
- **E**-Express
- **F**-Feelings
- **R**-Regulate and Resolve
- **I**- Implement Solution
- **E**-Evaluate
- **N**-Negotiate
- **D**-Debrief and discuss what happened, reflect on the process



BEFRIEND

- By having children repeat the BEFRIEND steps; they learn to use them in times of need and rely on these strategies to help them cope with frustration and temper.

Primary Prevention

- Prevent the potential risks that children might be susceptible to
- Provide nurturing adult-child relationships and developmentally appropriate environment
- Set environment and curriculum to meet the needs of all children in the age group appropriately.

Secondary Prevention Early Intervention

- Targets children with fledgling emotional problems and behavior concerns.
- Modify the environment and interactions to address the vulnerabilities of these children. Providing relationship-based interactions in the **small group**

Tertiary Prevention Treatment

- Targets children who clearly have continuous challenges regulating emotions and behaviors and have substantial difficulties participating in group interactions and forming positive relationships with adults and children.
- These children display disruptive and aggressive behaviors and need an adult's undivided attention.

Tertiary Prevention

- The purpose of the intensive one-on-one time with the child is to regulate behaviors and establish a relationship with the child. The professional intentionally focuses on the child and assists him/her in developing social skills and regulating his/her behavior.

Use of Videotaping

One of the ways to enhance the reflective process is the use of a video camera.

Use of Videotaping Provides:

- A reflective medium that allows for self-assessment and awareness
- Accurate and multifaceted information on the session and the interaction taken place between the 'child client' and the professional
- A coaching and scaffolding tool (for young children and adults).

The Circular Reflection

- Adult and the child are engaged in the reflective process
- Adults support the reflective process in children
- Videotaping is a critical tool in the facilitation of the reflective process in adults and children alike.
- We can use the recording when we (adults and/or children) are regulated and able to watch, connect, and reflect

- The end goal is to help the child move up the hourglass and be able to participate in the orange zone-small group (secondary intervention) and eventually in the green zone-large group (primary prevention) activities and daily routines and receive shared teacher attention.