







### Some Strategies

- | For Who   | Key Elements   |
|---|--|
| <ul style="list-style-type: none"> <li>• For those students who exhibit difficulties despite proactive school-wide prevention efforts</li> <li>• Likely to be student with both academic &amp; behavioral challenges</li> <li>• Approximately 10% of school population</li> </ul> | <ul style="list-style-type: none"> <li>• Daily monitoring and review with an adult</li> <li>• Linked to School-Wide expectations</li> <li>• Daily/Weekly home-school communication</li> <li>• Build in self management strategies</li> </ul> |

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### Important Themes

- Part of a continuum – must link to school-wide PBS system
- Efficient and effective way to identify students
- Function-Based
- Assessment - simple/short
- Intervention matched to presenting problem but not highly individualized

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### Defining Secondary Interventions at Your School

- Not all students require an intensive, individualized intervention
- Basic Rule: do the least amount to produce the biggest effect
- Consider matching student with pre-existing programs that can address the function the problem behavior is serving for the student.

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## Activity

- What types of programs do you already have in place at your school that could serve as an intervention for “some” students.

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## Secondary/ Targeted Interventions

- Data
  - Systematic way to identify at-risk students (e.g., office referrals, teacher nomination, rating scales)
  - Measure progress and fade support slowly
- Practices
  - Within class first option
  - Pull out programs must have generalization strategies
  - Link small group with school-wide rules and social skills
  - Academic & social strategies
- Systems
  - Training for ALL staff on procedures
  - Options for students who transfer in during school year

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## Data: Screening & Assessment

- Office discipline referral data-decision rules
  - “3 ODR for same offense”
- Review of attendance, grades, achievement, other archival data
- **Teacher referral**
  - Simple form
  - Quick response

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Data: Assessment

- Focus is on sorting student for service, not “diagnosis and placement.”
- Social-Behavioral Concerns
  - Social skills
  - Self-management
- Academic Concerns
  - Peer Tutors
  - Check in
  - Homework club
- Emotional Concerns
  - Adult mentors

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Examples of Universal & Tiered Behavioral Screening Data:

- Discipline/office referrals
- Absences
- Suspensions
- Expulsions
- Attendance records
- Juvenile Justice records
- Previous years standardized test scores
- Grades, etc.

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Moving from Tier 1 to Tier 2 in Behavior

Essential Characteristic of Effective Tier 1- Effective Behavior Management:

- Observations confirm that critical elements are in place
- 80% or more students are on task in structured situations
- Clear differences between targeted students and all other students confirmed by observations
- Evidence that teacher has used appropriate focused behavioral interventions
- Evidence that progress levels of identified student(s) behavior is not sufficient

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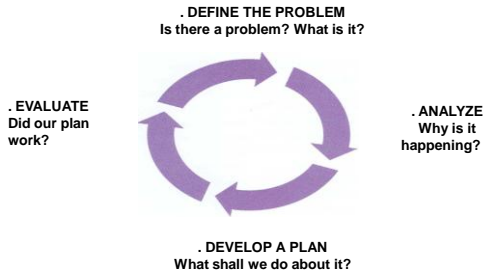
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### Tier 2: Problem-Solving Method for Secondary Behavioral Interventions




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### Questions Intervention Team Members Should Ask to Analyze Student Problem Behavior

- What is the student doing and why is it a problem?
- When is student successful and less likely to misbehave?
- When is student less successful and more likely to misbehave?
- Why does behavior occur, what is student getting from the behavior?
- What other factors contribute to the behavior?
- Consider attention, escape, etc.

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### In Other Words, Think Functionally!

- Remember the FAST Method? You can think functionally on-the-spot
- **F**ind an action verb that describes the behavior
- **A**ssess, both your reaction and the student's reaction
- **S**elect the probable goal of the behavior
  - Attention
  - Escape
  - Power
- **T**est an appropriate response

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## Activity

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## Data Required for Problem Identification

- Current Level of Functioning
- Benchmark/Desired Level
- Peer Performance
- GAP Analysis

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## Example- Behavior

- Current Level of Performance:
  - Complies 35% of time
- Benchmark (set by teacher)
  - 75%
- Peer Performance
  - 40%
- GAP Analysis:  $40/35 = 1.1X$  difference NO SIGNIFICANT GAP
- Is behavior program effective? No, peers have significant gap from benchmark as well.

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## Secondary/ Targeted Interventions

### Critical Features

- Continuously available
- Rapid access to intervention (72 hr)
- Very low effort by teachers
- Consistent with schoolwide expectations
- Implemented by all staff/faculty
- **Function** based
- Student chooses to participate
- Continuous monitoring

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## Example Interventions for SOME that use Existing Resources

- ❖ Increased Academic Support
- ❖ The Behavior Education Program, Check and Connect, HUG (Hello, Update, Goodbye), Check-In Check-Out
- ❖ Behavior Contracts
- ❖ School-Based Mentoring
- ❖ Peer Tutoring
- ❖ Newcomer Club
- ❖ Service Learning
- ❖ Social Skills Club
- ❖ Teaching Social Responsibility
- ❖ Positive Peer Reporting
- ❖ Self Management

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## ❖ Increased Academic Support

- Entry criteria
  - Individual student test scores from previous year
  - Teacher nomination
- Options:
  - Cross-Grade Tutoring
  - Community Volunteers
  - After school or before school tutoring/study skills program
  - Extra support provided in school library during recess

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### Increased Academic Support- When should it happen?

- When teacher reports indicate that a student is on the verge of failure, despite school-wide and classroom strategies and procedures.
- When school-wide data documents academic or behavioral problems that consistently distinguish a student from his or her peers.
- When existing interventions need to be more effective.

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### Increased Academic Support- How does it happen?

- Through a commitment to *supporting all students* in a building, including those with problem behaviors.
- Through a *building-based intervention team*.
- Through the use of an effective problem solving process ~ *Functional Assessment*
- Through the *design of interventions* that emphasize the creation of environments where students can experience success and progress can be built from there.
- Through continual monitoring of data to be sure that student goals are being accomplished

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### Increased Academic Support

- Homework
  - Is there a way to build support within the school day? Homework check, homework buddy, time to start on homework at school.
- Remediation
  - Direct instruction in addition to the current curriculum
- Accommodation
  - Within instruction
- Pre-teaching / Re-teaching

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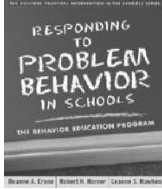
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## ❖ The Behavior Education Program (BEP)

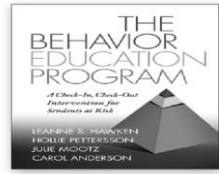
A Manual

Crone, Horner, & Hawken (2004). *Responding to Problem Behavior in Schools: The Behavior Education Program*. New York, NY: Guilford Press



A DVD Training Program

Hawken, Petterson, Mootz, & Anderson (2005). *The Behavior Education Program: A Check-in, Check-out Intervention for Students at Risk*. New York, NY: Guilford Press.



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## Behavior Education Program

(Horner & March)

### Elements of BEP

- Organization/Structure
- Identification/Referral
- Contract
- Basic BEP Cycle
- Functional Assessment
- Design of Support
- Data Collection and Decision Making

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## BEP- Organization and Structure

- BEP Coordinator
  - Chair BEP meetings, faculty contact, improvement
- BEP Specialist
  - Check-in, check-out, meeting, data entry, graphs
  - Together (Coordinator + Specialist) = 10 hours/wk
- BEP meeting 40 min per week
  - Coordinator, Specialist, Sped faculty, Related Services
- All staff commitment and training
- Simple data collection and reporting system



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## BEP- Identification and Referral

- Multiple office referrals
- Recommendation by teacher
  - Teacher Request for Assistance
- Recommendation by parent
- Time to action:
  - 30 min to 7 days (goal is < 72 hours)

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## BEP- Contract/Agreement

- Agreement to succeed
  - Student: **Student chooses to participate**
  - Parent
  - BEP coordinator
  - Teachers
- Contract may be written or verbal
  - Better if written

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## Basic BEP Cycle

- Morning check-in (Get BEP Form)
- Give BEP form to each teacher prior to each period.
- End of day check-out
  - Points tallied
  - Reward
- BEP form copy taken home and signed.
- Return signed copy next morning.

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## ❖ Check and Connect

- <http://ici.umn.edu/checkandconnect/>
- Sample
  - STAR Handouts

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## ❖ HUG

- Hello, Update, Goodbye
  - Another form of checking in

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## “Hello” - Morning

All H.U.G. students will check in at counselor's office between 8:00 & 8:30 each morning. At that time they will receive following:

- Positive, sincere greeting
- Check to see if they are prepared for day (lunch ticket, materials, etc.)
- Check to learn how they are feeling (any morning conflicts?)
- Collection of returned H.U.G. form signed by parents
- Verbal reinforcement for returning signed form possibly accompanied by sticker or small reward
- New H.U.G. form

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## “Update” - During Day

Student: give H.U.G. form to his or her teacher on arrival to class

Teacher will rate student's behavior at times indicated on form & offer brief, positive comment to student about rating.

Adults in other setting, such as PE, Music, & recess, etc., will complete ratings for time period they have students.

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## “Goodbye” - End of Day

- Students will return with their H.U.G. forms to counselor's room at 2:25 each day:
- Students will again receive positive, sincere greeting
- Counselor or H.U.G. assistant will check to see whether student met his/her goal.
  - If so, student will receive small reward.
  - If not, student will receive encouragement to try again tomorrow along with problem-solving discussion of what they might do differently.
- Students will put their H.U.G. forms into their backpacks to take home to share with their parents.
- Parents are asked to also give positive feedback to their children. Parents then sign form & put it in student's backpack for return to school.

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## H.U.G. Participant Responsibilities

<p style="text-align: center; margin: 0;"><u>H.U.G. Coordinator</u></p> <ul style="list-style-type: none"> <li>• Sign H.U.G. Contract Agreement.</li> <li>• Facilitate the check-in and check-out process.</li> <li>• Provide H.U.G. participants with positive, constructive feedback and small tangible rewards.</li> <li>• Instruct involved staff members on the use of the HUG form.</li> <li>• Collect, summarize, and report H.U.G. data each week.</li> </ul>	<p style="text-align: center; margin: 0;"><u>Teachers</u></p> <ul style="list-style-type: none"> <li>• Sign H.U.G. Contract Agreement.</li> <li>• Accept H.U.G. Report Form daily from students.</li> <li>• Evaluate student behaviors and complete the form.</li> <li>• Offer constructive and positive feedback to students.</li> </ul>
<p style="text-align: center; margin: 0;"><u>Parents of H.U.G. Participants</u></p> <ul style="list-style-type: none"> <li>• Sign H.U.G. Contract Agreement.</li> <li>• Review H.U.G. Progress Report with child daily.</li> <li>• Provide positive and constructive feedback.</li> <li>• Communicate with the school when there are concerns or celebrations regarding the student's behavior.</li> </ul>	<p style="text-align: center; margin: 0;"><u>H.U.G. Student Participants</u></p> <ul style="list-style-type: none"> <li>• Follow all H.U.G. Program Guidelines.</li> <li>• Sign H.U.G. Contract Agreement.</li> <li>• GIVE IT YOUR BEST!!!!</li> </ul>

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## ❖ Peer Tutoring

- <http://www.interventioncentral.org/htmdocs/interventions/rdngfluency/prtutor.php>
- Within the classroom
- Monitored by the teacher
- Use of specific, structured intervention such as repeated readings, previewing, flashcards, cover-copy-compare, etc.
- Initially, students will need close and on-going teacher supervision to ensure success

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## ❖ Mentoring

### Identify Students

- Data decision rule
- Teacher recommendation
- **Function-based**

### Identify Mentors

- Teachers
- Administrators
- Counselors
- Secretaries
- Cooks
- Custodians
- Volunteers

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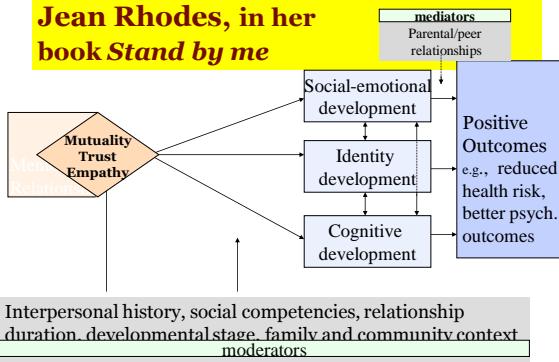
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## Pathways of Mentoring Influence: Jean Rhodes, in her book *Stand by me*




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## Mentor Programs

- School-based Adult Mentors
  - <http://www.nwrel.org/mentoring/index.php>
- Peer Mentoring
- Big Brothers/ Big Sisters

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## Mentoring

- Focus on "connections" at school
  - Developing at least one positive relationship with an adult at school
  - Not monitoring work
  - Not to "nag" regarding behavior
- Staff volunteer
  - Not in classroom
  - No administrators
- Match student to volunteer
  - 10 minutes min per week

*It is important to be ready to meet with a student on a regular, predictable, and consistent basis. Goal is not to become a "friend" but a positive adult role model who expresses sincere and genuine care for the student.*

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### Weekly Activity Logs Completed by School-Based Mentors Record Developmental and Instrumental Activities

Instrumental conversations	Developmental conversations	Activities: Inst. & developmental
Academics (A)	Casual conversation (E)	Tutoring/ Homework (I)
Behavior (B)	Social issues (F)	Sports or athletic (J)
Attendance & Stay-in-School (C)	Relationships (G)	Creative activities (K)
Future (D)	Listening & Learning (H)	Indoor games (L)

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### Findings from School-Based Cross-Age Peer Mentoring Research

- The more often the high school mentors' missed the after school mentoring meetings, the less attractive and connected their mentees felt at year's end.

Karcher (2005). *Psychology in the Schools*



High risk mentees frustrated mentors, but mentors reporting higher "social interest" (i.e., altruism) persisted longer.

Karcher & Lindwall (2003). *Journal of Individual Psychology*

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### Mentoring Program Evaluation

Decreases in:

- Meetings with counselor
- Office referrals
- Time outs
- Suspensions
- Detentions

Increases in:

- Student attendance
- Work completion
- Academic performance
- Homework completion
- Parental involvement
- Positive student-teacher interaction

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### ❖ Newcomer Club

Have a systematic plan to orient new students and teach expectations:

- Orientation packet
- Orientation program led by students and/or teachers
- Video that shows the expectations
- Peer or adult buddy

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❖ **Service-Learning**

Learn and Serve America's  
National Service-Learning Clearinghouse  
[www.servicelearning.org](http://www.servicelearning.org)

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**Activity**

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**National Commission on Service-Learning**

“...a teaching and learning approach that integrates community service with academic study to enrich learning, teach civic responsibility, and strengthen communities.”

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### Corporation for National and Community Service

- Promotes learning through active participation
- Provides structured time for students to reflect
- Provides an opportunities to use skills and knowledge in real-life situations
- Extends learning beyond the classroom
- Fosters a sense of caring for others

Adapted from the National and Community Service Act of 1990

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### What's in a name?

- Volunteerism
- Service-Learning
- Youth Service
- Community Service
- Peer Helping
- Experiential Education
- Community-Based Learning

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### Community service example

If students remove trash from a streambed:

they are providing a service to the community as volunteers

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### Service-learning example

- When students remove trash from a streambed,
  - analyze what they found,
  - share the results and offer suggestions for the neighborhood to reduce pollution,
  - and then reflect on their experience

THAT is **service-learning!**

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### Service-learning is not:

- An episodic volunteer program
- An add-on to an existing school or college curriculum
- Completing minimum service hours in order to graduate
- Service assigned as a form of punishment
- Only for high school or college students
- One-sided: benefiting only students or only the community

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### Common characteristics of authentic service-learning

- positive, meaningful and real to the participants
- cooperative rather than competitive experiences; promotes teamwork and citizenship
- addresses complex problems in complex settings rather than simplified problems in isolation
- engages problem-solving in the specific context of service activities and community challenges, rather than generalized or abstract concepts from a textbook

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### Common characteristics of authentic service-learning

- students are able to identify the most important issues within a real-world situation through critical thinking
- promotes deeper learning; there are no "right answers" in the back of the book
- generates emotional consequences, which challenge values and ideas
- supports social, emotional and cognitive learning and development

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### Added benefits of service-learning

National studies suggest that students in effective service-learning programs:

- improve academic grades
- increase attendance in school
- develop personal and social responsibility

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### Service Learning

- Find lesson plans here!
- <http://www.servicelearning.org/slice>

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## ❖ Social Skills Instruction

- Identify critical skills (deficit or performance problem)
- Develop social skill lessons
  - “Tell, show, practice”
  - Match language to school-wide expectations
- Generalization strategies
- Led by the classroom teacher

**Clear and specific activities for all staff to follow must be provided to promote generalization and make sure that staff use strategies.**

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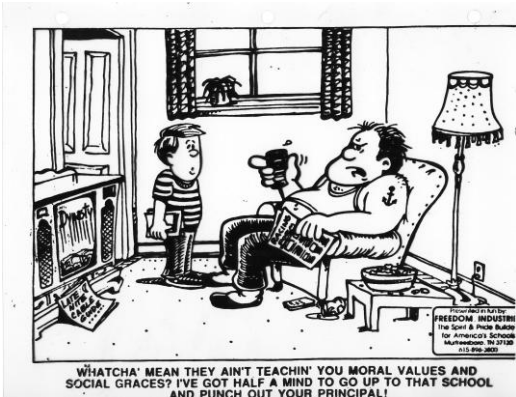
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## ❖ Social Skills Club

- Student Selection
  - Designed to meet the needs of repeat offenders
  - Criteria for selection: 8 or more referrals across previous school year
- Parent letters to extend “invitation”
  - Voluntary participation
  - Presented as prevention/support
  - Encouraged parent participation

Tim Lewis

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## Social Skills Club

- Instructors:
  - Special Educator with fluency in social skill instruction
  - General Educator
  - Access to technical assistance and resources
- Group Management
  - Two adults!
  - Club expectations linked to school-wide expectations
  - Rules and expectations for group participation in role play
  - Planned fun
  - Reinforcement system linked to school-wide system

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## Social Skills Club Curriculum & Delivery of Instruction

- Collected and prepared materials from a variety of sources.
- One hour per week after school for the academic school year
- Attention to pre-requisite skills for participating in lessons.
- Structured format: Advanced Organizer, Teach, Model, Role play, Review, Test & Homework

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## Social Skills Club Generalization

- Posters of each lesson given to classroom teachers to display in class and use as visual prompt.
- “Club” participants present weekly social skill lesson to from club to their class.
- Staff instructed on how to prompt and reinforce

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## ❖ Teaching Social Responsibility

- Teach school-wide expectations first
  - Be respectful
  - Be responsible
  - Be safe
- Focus on “non-structured” settings
  - Cafeteria, Gym, Playground, Hallway, Bus Area
- Use same teaching format (three situations)
  - If someone directs problem behavior toward you.
  - If you see others receive problem behavior
  - If someone tells you to “stop”

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## Teaching Social Responsibility

- Four skills
  - Identify inappropriate behavior
  - Say “stop”
    - If appropriate recruit “victim” to join you
  - Walk away
  - Report

“TALK...WALK...SQUAWK”

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## Teach a “stop” signal

- If someone is directing problem behavior to you, or someone else, tell them to “stop.”
- What is the “Stop Signal” for your school?
  - “Stop”
  - “Enough”

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## Teach “walk away”

- Most socially initiated problem behavior is maintained by peer attention.
  - Victim behavior inadvertently maintains taunt, tease, intimidate, harassment behavior.
  - Build social reward for “walking away”
    - Do not reward inappropriate behavior.

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## Teach “getting help”

- Report problems to adults
  - Where is the line between tattling, and reporting?

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## Activity

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### ❖ Positive Peer Reporting

- Train students with specific examples and modeling
- Tell students that they will earn points during a certain time period for reporting on the appropriate behavior of targeted peers
- Announce the start of the time period
- At the end of the time period, prompt students to report on the appropriate behavior of the target students
- Provide feedback and reinforcers to students for participating (making the positive comments)
- <http://www.interventioncentral.org/index.php/classroom-management/150-positive-peer-reports-changing-negative-behaviors-by-rewarding-student-compliments>

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### ❖ Self-Management

- Teach self-monitoring & targeted social skills simultaneously
- Practice self-monitoring until students accurately self-monitor at 80% or better
- Periodic checks on accuracy

*It is not simply giving students a self-evaluation check-list, must teach and practice to fluency and reinforce both accurate self-evaluation and appropriate behavior*

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### Data -> Intervention

- If data show location is a concern (i.e.. All referrals are occurring in cafeteria) --> What targeted intervention addresses this need?
- If data show a disproportionate percentage of referrals are from new students --> What targeted intervention addresses this need?
- If data show most referrals are for fighting --> What targeted intervention addresses this need?

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### Data indicate Social-Behavior Concerns

If inappropriate behavior has potential to interfere with friendships and/or academics, you might want to try:

- --> Social Skills Training
- --> Self-Management
- --> Positive Peer Reporting
- --> BEP / Check-in

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### Data Indicate Emotional Concerns

If students have circumstances that may impact performance (death, frequent mobility) or "feel alone", are shy, unhappy, isolated, you might want to try:

- > Adult Mentoring
- > Showcasing talents

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## Data Indicate Academic Concerns

If students have difficulty mastering academic material, difficulty with organization, or referrals occur in class when trying to "avoid" difficult work, you might want to try:

- --> Academic skill groups
- --> Peer tutoring
- --> Pre-teaching / Re-teaching concepts
- --> Organizational or homework group
- --> BEP / Check-in

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## Data Indicate New Student Concerns

If students who have recently enrolled or have been away for an extended period of time are having difficulty, you might want to try:

- --> Student orientation (student or adult - led)
- --> Student orientation materials (expectations, etc.)
- --> Newcomer club

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## Starting Points

- Inventory of existing practices
- Create more efficient systems to capitalize on current practices
- Plan for creation of new practices based on student need
- Apply basic logic of SW-PBS throughout (Data, Practices, Systems)

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## Data (how we make decisions)

- Student outcomes
- Adult perceptions
- System analyses / Cost-benefit

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## Systems (how we support adults)

- Evaluate Current systems
  - New system
  - Modify system
- Allocate/reallocate resources
- Develop process/model and forms (adult & student)
- Training / information dissemination
- On-going support (adult & students)
- Develop formative evaluation process (student outcomes, adult use, success and barriers)
- Provide frequent positive & instructional feedback to staff

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## Practices (what we do for students)

- Clear Outcomes/Objectives
- Research supported
- Technical assistance input
- Stake holder input

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## Small Group Catalog

Small Group Strategy:

1. Purpose / Outcome?
2. Who implements?
3. How are students identified to access support?
4. Connect points to classroom and other settings / follow-along activities?
5. Strategies to share with home and community agencies?
6. Follow-up support for students after support ends?
7. Evaluation:
  - Student outcome
  - Staff perception
8. Effectiveness?

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## Planning Worksheet

1. Purpose / Outcome
  - *Operationally define targets and goals of intervention*
2. Student Identification (Data Decision Rule)
  - *Existing data (ODR)*
  - *Staff referral*
  - *Parent referral*
3. Parent notification
  - *Written notice*
  - *Phone call*
  - *Dist policy*

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## Planning Worksheet

4. Who implements
  - *Training for Implementers*
  - *Technical Assistance for Implementers*
  - *Implementation Checks (include timeline)*
5. When / where implement (include start/end dates)
6. Connect points to classroom and other settings / follow-along activities
  - *Training for staff on implementation of follow-along activities*
  - *Tip Sheets for follow-along activities*
  - *Technical assistance / follow-up for staff*
  - *Follow-along implementation checks*

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## Planning Worksheet

- 7. Strategies to share plan and progress with home and community agencies
- 8. Follow-up support for student(s) after support ends
  - *Information sharing with new staff*
  - *Student participation in support activities*
- 9. Evaluation (include timeline)
  - *Student Outcomes & data source*
  - *Staff perception & data source*
  - *Parent perception & data source*
  - *Assess generalization across settings*
  - *Assess maintenance of treatment outcomes*
- 10. Cost/benefit analysis

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## Final Thoughts from Tim Lewis

- **SYSTEM, SYSTEM, SYSTEM**
- Fluency on underlying process (data, practices, systems)
- Fidelity checks with support

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## Tier 2 Interventions that require additional resources

The Tier 2 interventions listed on the following slides are research-based strategies that require output of funds, typically to purchase the program/ curriculum

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**Tier 2 Behavioral Resources** Screening Measures, Interventions

- Project Alert. Substance abuse prevention for 7-8 grades: <http://www.projectalert.com/>
- "Keepin it REAL": The multicultural *keepin' it REAL* curriculum has proven effective in reducing adolescent alcohol, marijuana, and tobacco use in 7th and 8th grade students. <http://www.kir.psu.edu/curriculum/>
- Peers Making Peace (formerly Peacemakers) PK-12 curriculum- training program for peer mediators. <http://www.paxunited.com/>
- Positive Action- Character Education PK-12. <http://www.positiveaction.net/about/>
- SMART- Students Managing Anger and Aggression Together. Grades 5-9. <http://www.lmssite.com/research3.html>

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**Tier 2 Behavioral Resources** Screening Measures, Interventions

- Aggression Replacement Training- Grades K-12. Anger Control, Aggression, Moral Reasoning Training. [www.aggressionreplacementtraining.org](http://www.aggressionreplacementtraining.org)
- I Can Problem Solve- Elementary, Aggression, Emotionality, Withdrawal, Rejected [www.researchpress.com](http://www.researchpress.com)
- Life Skills Training, Gilbert Botvin- Grades 3-12 Self-esteem, Social Skills, Substance Abuse, Social Anxiety, Peer Pressure. [www.lifeskillstraining.com](http://www.lifeskillstraining.com)
- Coping, Friendship Building, Sharing <http://www.skillstreaming.com>
- Kutash, K., Duchnowski, A. J., & Lynn, N. (2006). *School-based mental health: An empirical guide for decision makers*. Tampa, FL: University of South Florida. Louis De la Parte Florida Mental Health Institute, Department of Child & Family Studies, Research & Training Center for Children's Mental Health. <http://rtckids.fmhi.usf.edu>

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