Implementing Project ACHIEVE at the School and District Levels:

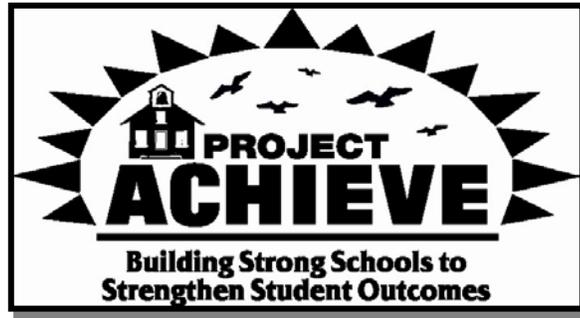# Positive Behavioral Support System (PBSS) Implementation Grant Insert

Howard M. Knoff, Ph.D.

PROJECT ACHIEVE PRESS
A Division of PROJECT ACHIEVE INCORPORATED
49 Woodberry Road
Little Rock, AR 72212

Project ACHIEVE: Building Strong Schools to Strengthen Student Outcomes is a
registered trademark of Project ACHIEVE Incorporated.

For information about other Project ACHIEVE products and services, contact
501-312-1484 or visit www.projectachieve.info.

Designed by Howard M. Knoff, Ph.D.
Printed in the United States of America

Project ACHIEVE School/District Implementation

Positive Behavioral Support System/ Implementation Grant Insert   4/12

"Building Strong Schools to Strengthen Student Outcomes"

Contact: Dr. Howard M. Knoff
Director, Project ACHIEVE
49 Woodberry Road
Little Rock, AR 72212

Office phone: 501-312-1484
FAX: 501-312-1493
E-mail: knoffprojectachieve@earthlink.net

1. Linking Achievement to Students' Social-Emotional and Behavioral Status: Project ACHIEVE's Place in the Process

Background: The Mental Health and Social-Emotional/Behavioral Status of School-Aged Students in the United States

According to a U. S. Surgeon General's Report and Supplemental Report on Children's Mental Health, one in five children and adolescents will experience a significant mental health problem during their school-aged years. Even more critically, approximately 70% of those who need mental health treatment will not receive those services. This especially includes children of poverty, who come disproportionately from racial and ethnic minority backgrounds, who are more susceptible to mental health difficulties, and who have the least access to appropriate care.

This problem is compounded by the fact that, while inappropriate or non-existent mental health services directly impact children and families, they also impact the communities wherein these children live. For example, studies conducted by the Governmental Accounting Office (GAO) have reported that thousands of parents across the country have placed children into their state's child welfare or juvenile justice systems because they could not address their mental health and behavioral needs. Many of these placements occurred so that the children involved could receive services that were needed but were absent in their communities. And yet, some of these placements also occurred because the parents could not maintain a healthy and productive family unit given the presence of their children at home.

Beyond the home, children's mental health status does impact their academic and social-emotional and behavioral progress at school (Zins, Weissberg, Wang, & Walberg, 2004). However, the school—as the second most frequented setting by children and adolescents next to the home—also is a significant and potential resource to help students to develop and maintain behaviorally healthy skills and lifestyles, and to strategically address the behavioral and emotional issues and interactions resulting from behavioral disorders and mental illness. And yet, schools do not always have the personnel, or the personnel with the specialized expertise, with the skills to serve all students, and especially those students not responding to effective instruction and/or classroom management or those exhibiting behavioral or social-emotional challenges.

Thus, there is a need to ensure that schools are using evidence-based models, programs, approaches, and interventions, at the Tier I, Tier II, and Tier III levels of prevention and intervention, so that all students receive the social-emotional and behavioral services, supports, strategies, and programs that they need to be success—academically and behaviorally—in the school (community, and home) setting. It is also critical that (a) all school staff are trained and deliver the Tier I programs in designed and effective ways, (b) professional (related service) support staff are trained and available to consult with classroom teachers and help deliver the Tier II programs and interventions needed by students who are at-risk or exhibiting mild social-emotional or behavioral challenges; and (c) professional related service and school-based mental health staff are trained and available to provide the intensive interventions and wrap-around services needed by students at the Tier III level.

[Grantees may put a section here to describe the current demographics, programs, and needs of their students to create a context for this Grant Proposal here.]

Connecting Students' Mental Health and Social-Emotional/Behavioral Status and their Academic Achievement

While a strong academic program with effective instruction and a focus on real-world knowledge and application is essential to student achievement and understanding, research has also supported the importance of positive classroom and safe school environments, effective classroom management, and helping students to develop successful interpersonal, social problem-solving, and peer conflict resolution skills. In fact, we have known for over 25 years (Cawalti, 1995; Goodman & Schaughency, 2001; McNeely, Nonemaker, & Blum, 2002; Zins, Weissberg, Wang, & Walberg, 2004) that the following significantly predict students' academic achievement:

1. A Positive Classroom Climate that is Conducive to Learning
2. A Peer Culture Supportive of Academic Achievement
3. Cooperative Learning/Positive and Productive Student and Teacher Interactions
4. Effective Classroom Management
5. Academic Engaged Time/Quantity of Instruction
6. Students' Metacognitive Understanding of the Process of Learning

While not disregarding curriculum, instruction, academic assessment, and continuous progress monitoring, these results clearly connect the climate of a school and classroom; the interpersonal, social problem-solving, conflict resolution, and coping skills of students and staff; and the social support and reinforcement—in both academic and social-emotional/behavioral areas of students and staff with academic engagement and, ultimately, academic achievement. More specifically, reviews of over 200 studies of school-based programs (Durlak, et al., 2011; Payton, et al., 2008) revealed that classroom time spent on addressing the social, emotional, and behavioral skills and needs of students helped to significantly increase their academic performance and their social and emotional skills, and that the students involved were better behaved, more socially successful, less anxious, more emotionally well-adjusted, and earned higher grades and test scores.

In the end, schools need to consciously, planfully, and comprehensively—in a school-wide fashion—address the social-emotional and behavioral (what this grant RFP refers to as "counseling") skills and needs of all students. Therefore, this grant will focus on the following areas/outcomes:

[Grantees may put a section here to describe their Grant's Goals, Objectives, and Projected Outcomes here.]

Connecting with Project ACHIEVE

The primary, evidence-based service delivery model for this grant will involve the Positive Behavioral Support System and Response-to-Instruction and Intervention approaches within Project ACHIEVE. Positive Behavioral Support Systems involve school- and community-wide programs that build and reinforce students' psychological, psychosocial, and protective resilience, strength, and capacity through the development and reinforcement of (a) students' prosocial interpersonal, problem-solving, and conflict resolution skills; (b) positive, safe, and consistent settings and climates; and (c) school, family, and community partnerships. The prevention services in a positive behavioral support system involve planned programs that provide mental health and/or social, emotional, and/or behavioral skills to all students. These skills, ultimately, are the core of these students' resilience, strength, and psychological health.

The strategic intervention services involve planned programs that provide mental health and/or social, emotional, and/or behavioral skills to students (a) who are exhibiting skill, performance, self-management, and/or self-esteem difficulties or deficits, or (b) who are at-risk for these difficulties. These skills help to ameliorate these issues and/or to (re)build these students' potential toward psychological and psychosocial success. Strategic intervention services might address, for example, student aggression, defiance, self-control, depression, suicide risk, and drug and alcohol involvement. Important potential targets for these services might include keeping these students successful and successfully in school, helping them to avoid unwanted teenage pregnancies, preventing them from joining a gang or getting involved in drugs or crime, eliminating potential referrals to alternative or juvenile justice programs, and/or decreasing their risk and incidents of suicide.

Finally, the <u>intensive need or crisis management services</u> involve planned programs that provide mental health and/or social, emotional, and/or behavioral skills to students who are exhibiting serious skill, performance, self-management, and/or self-esteem difficulties that are significantly interfering with their interpersonal interactions, their psychological ability to cope or maintain a check on reality, and/or their mental health and quality of life. These intensive need, crisis management, and/or wrap-around services might address, for example, serious levels of student aggression or conduct disorder, depression, suicide risk, drug and alcohol involvement, or psychosis. They also often involve 24-hour supervision or outpatient supports. Ultimately, their primary goal is to manage or decrease these presenting concerns, while (re)building the individual's psychological, psychosocial, and protective resilience, strength, and capacity such that a decreased (or nonexistent) need for continued intensive wrap-around services results.

Beyond these definitions, some other important characteristics of this integrated approach to comprehensive behavioral and mental health services include the following:

❖ A "Response-to-Instruction and Intervention" (RtI^2) perspective that evaluates how students are responding to the primary prevention services described above. In general, the availability and use of these primary prevention services are considered prerequisite to the delivery of more intensive (i.e., secondary or tertiary) services. That is, the presence and/or intensity of a student's mental health concerns should be "defined" by the fact that they are not appropriately, adequately, or promptly responding to different facets of the prevention service program.

❖ When a student is not responding to the primary prevention services, a functional assessment and/or data-based problem-solving approach is needed (a) to identify the student's assets and limitations, along with the "problem" of concern; (b) to determine why any existing skill- and/or performance-deficits are present; and (c) to determine why the student is not responding to the prevention program. All of these assessments need to be conducted from an ecological perspective, they need to include the different "systems" (e.g., parents, home, peers, teacher, school) that interact with the student, and they need to link to intervention approaches focused largely on addressing the validated reasons, again, for the "problem" at-hand.

❖ When implemented, interventions need to be evidence- or research-based; they need to focus largely on social, emotional, and affective skills and behavioral outcomes (also academic and family system outcomes as relevant); and the service delivery process should involve ongoing consultation with parents and school and community agency professionals such that interventions are implemented consistently, with treatment integrity, and with increasing (student, staff, and family) independence or autonomy.

❖ Finally, this integrated approach should be available and/or provided to all school-aged students in the participating school districts. "School-aged" includes every student served by a school district. This often ranges from the age of those attending preschool programs through the age of high school graduation. This also includes students with disabilities who are legally permitted to attend school through age 21 so long as they have not graduated from high school (or the equivalent) and are receiving services through an active Individual Education Plan (IEP).

[At this point, Grantees can begin to integrate other Project ACHIEVE content/description from the Project ACHIEVE Grant Insert below into their Grant Proposal.]

2. Overview: Project ACHIEVE and its Positive Behavioral Support System

Project ACHIEVE is an innovative school reform and school effectiveness program that has been implemented in schools and school districts across the country since 1990. To date, one or more of its components have been presented to almost 1,500 schools in over 40 states—with the schools ranging from urban to suburban to rural, and from the lowest performing to the highest performing schools in the nation.

Project ACHIEVE's ultimate goal is to help design and implement effective school and schooling processes to maximize the academic and social/emotional/behavioral progress and achievement of all students. Project ACHIEVE has also helped schools to implement effective and efficient problem-solving and strategic intervention processes for students with academic and behavioral difficulties, while improving the staff's professional development and effective instruction interactions, and increasing the quality of parent (and community) involvement and engagement. In all, Project ACHIEVE helps schools, communities, and families to develop, strengthen, reinforce, and solidify children and adolescents' resilience, protective, and effective self-management skills such that they are more able to resist unhealthy and maladaptive behavior patterns.
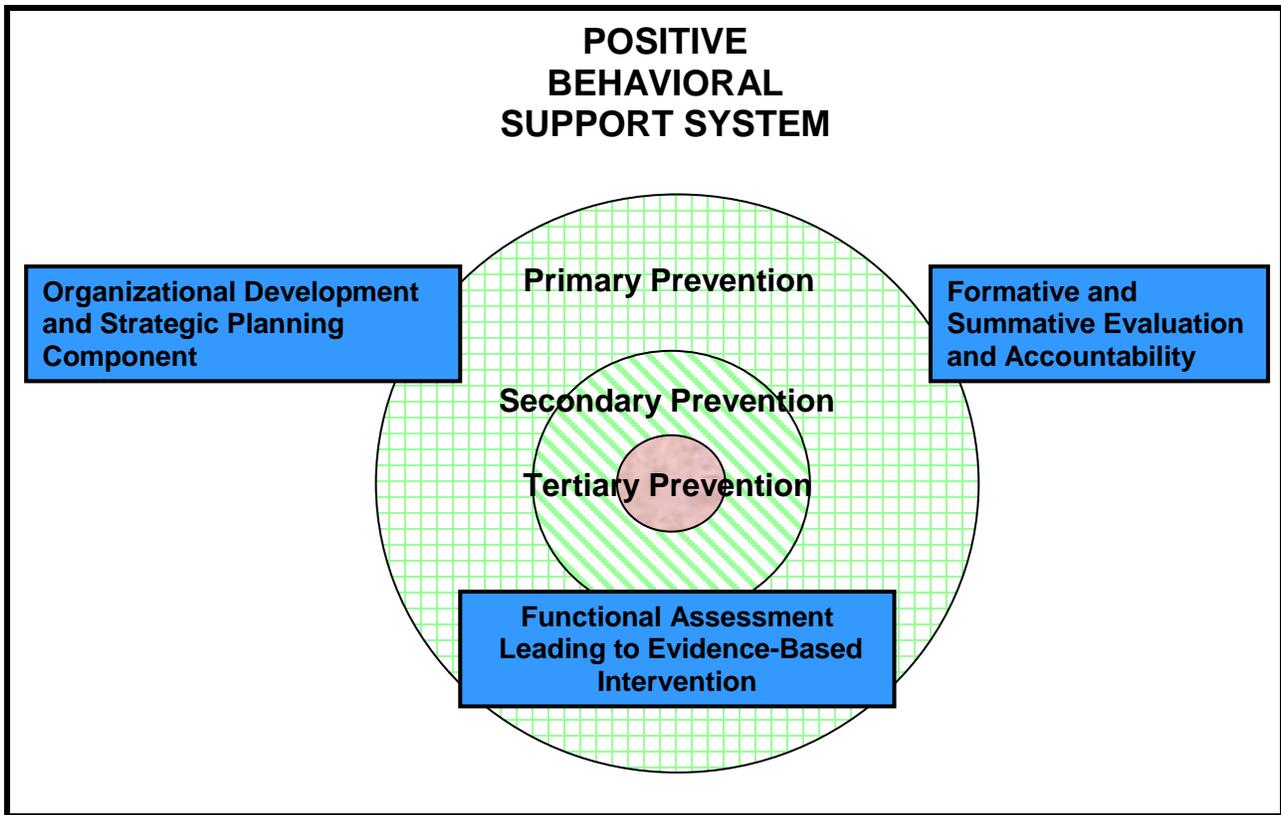
Project ACHIEVE's school-wide Positive Behavioral Support System (PBSS) is a whole school approach that involves students, staff, administration, and parents to build and reinforce (a) students' interpersonal, problem-solving, and conflict resolution skills and interactions; (b) positive, safe, supportive, and consistent school climates and settings; and (c) school and district capacity such that the entire process becomes an inherent part of the system and its ongoing district/school improvement process. Thus, "Self-Management" occurs at three levels: student, staff and school, and system/district.

Relative to outcomes, positive behavioral support systems have been shown to increase (a) schools' positive climates, (b) staffs' ability to successfully maintain and teach more students in regular classroom settings, and (c) students' academic engagement and social and academic success. The integrated community- and school-based mental health services that are provided for "intensive need" students have been shown to increase the effectiveness and efficiency of treatments and services needed by these students, and to increase levels of behavioral and therapeutic success for these students and their families.

Describing Project ACHIEVE's PBSS Components. Project ACHIEVE's school-wide Positive Behavioral Support System (PBSS; see diagram below), especially integrates four of Project ACHIEVE's seven components (i.e., Strategic Planning and Organizational Development, Evaluation and Accountability, Functional Assessment and Problem-Solving, and Behavioral Assessment and Intervention). It also focuses on implementing the primary, secondary, and tertiary strategies and interventions needed to sustain positive and safe school environments (Dwyer & Osher, 2000; Dwyer, Osher, & Warger, 1998; Knoff, 2000). The first two components organize and evaluate services at the primary, secondary, and tertiary levels; while the latter two components are used primarily at the latter two levels when primary prevention is not successful and differentiated strategies are needed.

The Strategic Planning and Organizational Analysis and Development Component uses systematic strategic planning to assess targeted facets of the organization; to identify organizational strengths, weaknesses, opportunities, and threats; to generate specific programmatic objectives and action plans; and to coordinate evaluation procedures that measure goal progress and attainment (Knoff, 2002a). The Formative and Summative Evaluation and Accountability Component focuses on collecting specific outcome data that validate various aspects of the school-wide improvement process, including consumer satisfaction and the time- and cost-effectiveness of the entire process. It also provides formative evaluation feedback such that the project can be adapted at the building level with greater effectiveness and accountability.

As noted, when students do not respond to primary prevention approaches, the Functional Assessment and Problem-Solving and Behavioral Assessment and Intervention components are used as part of a "Response-to-Instruction and Intervention" (RtI^2) process. The Functional Assessment Component teaches staff, and especially the building's Early/Pre-referral Intervention Team (which we call the SPRINT- School Prevention, Review, and Intervention Team) how to use a data-based, problem-solving process that uses a comprehensive functional assessment process to determine why student problems are occurring, then linking the results to strategic interventions (Knoff, 2002). This then interfaces with the Behavioral Assessment and Intervention Component. This component uses consultation and evidence-based interventions to address the behavioral and mental health needs of students involved in or clearly at risk for more significant internalizing or externalizing behaviors or their precursors.

POSITIVE BEHAVIORAL SUPPORT SYSTEM

Organizational Development and Strategic Planning Component

Primary Prevention

Secondary Prevention

Tertiary Prevention

Formative and Summative Evaluation and Accountability

**Functional Assessment Leading to Evidence-Based Intervention**

Within this latter component, examples of the intervention options include (Kazdin, 2000; Kerr & Nelson, 2010): positive reinforcement schedules; extinction; stimulus control and cuing procedures; task analysis and backward chaining; positive approaches to reducing inappropriate behavior (e.g., DRO, DRI, and DRL strategies); response cost/bonus response cost; overcorrection—positive practice and restitutional; group contingency interventions; behavioral contracting; thought stopping approaches; self-awareness, self-instruction, self-monitoring, self-evaluation, and self-reinforcement approaches; emotional self-control approaches; and other behavior therapy-oriented approaches (e.g., relaxation, desensitization). Critically, some of these interventions will be identified, implemented, and applied in the school, while others will be implemented in community-based mental health settings and transferred to the school.

Relative to "hands-on" implementation, at the primary prevention tier, three levels of self-management receive attention: (a) teaching students the self-management skills that they need relative to appropriate interpersonal, problem-solving, and conflict resolution interactions; (b) teaching school staff the self-management skills that they need to run positive, effective, and safe classrooms that reinforce student learning and behavioral growth; and (c) teaching the organizational, strategic planning, and articulation self-management skills that allow schools to continuously identify resources, build capacity, and independently sustain elements of this building-wide system.

At the secondary prevention tier, the PBSS focuses on completing functional assessments leading to evidence-based and strategic behavioral interventions for students who (a) are demonstrating the precursor behaviors (e.g., bullying, aggression, anxiety, withdrawal) that are predictive of more serious concerns (e.g., harassment, verbal/physical aggression, suicide)—regardless of the age or grade level of the student; (b) are non-responsive to various primary prevention strategies; or (c) are involved in in- or out-of-school peer groups known to have histories of antisocial and/or violent behaviors. Recognizing, however, that these circumstances often occur in ecological contexts, intervention activities here target (a) the students described above, (b) relevant student peer groups, (c) school staff, and (d) parents and community agencies as appropriate (see the diagram below for a more comprehensive view).

Finally, at the tertiary prevention tier, the PBSS focuses predominantly on extending the functional assessment process toward implementing comprehensive, evidence-based interventions with intensive need students (e.g., those who are aggressive and violent or depressed and suicidal) using a wrap-around process that includes the home and, as available, school-based or community mental health services.
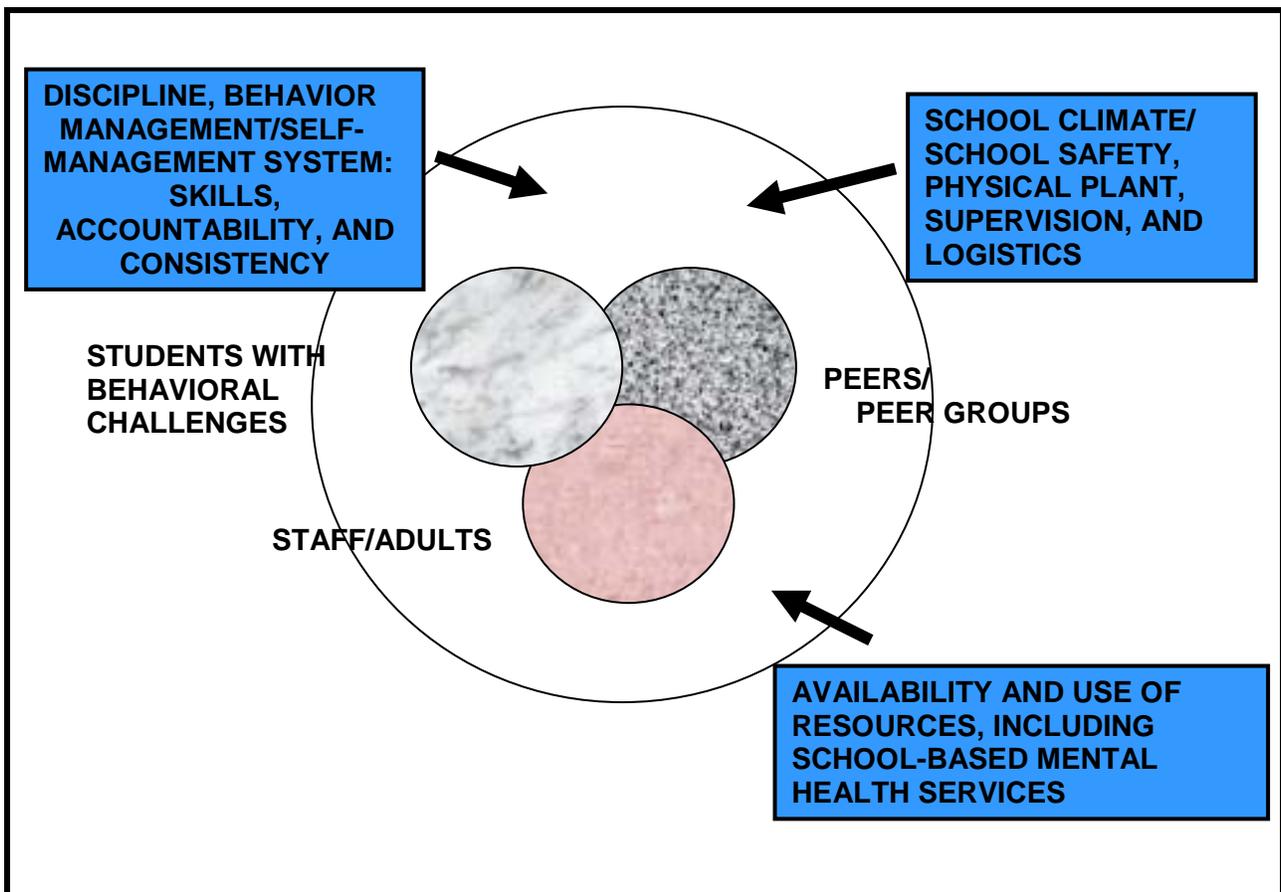
Functionally, at the three tiers of prevention, there are six primary areas in Project ACHIEVE's PBSS—the development of (a) student and staff **skills**, using the Stop & Think Social Skills Program (Knoff, 2001), that result in students demonstrating prosocial interpersonal, problem-solving, and conflict resolution skills; (b) teacher, grade-level, and building-wide **accountability** processes that provide students meaningful incentives and consequences that motivate their prosocial behavior; and (c) staff and administrative **consistency** such that student behavior is reinforced and responded to (when inappropriate) in a constant fashion. These three components are guided by an established School Discipline/PBSS Committee comprised of an administrator, pupil services personnel, general and special education teacher representatives, and select others.

Social Skills: Implementation and Research. The ultimate goal of a social skills program is to teach the interpersonal, problem-solving, and conflict resolution skills that students need relative to interpersonal, problem-solving, and conflict resolution interactions. In a generic sense, then, students with good social skills are unlikely to engage in inappropriate internalizing or externalizing behaviors. More specific to externalizing behaviors, however, good social skills can help students to (a) prevent, respond to, and/or de-escalate situations that might result in serious levels of aggression and/or violence. Relative to research and practice (Bandura, 1977; Cartledge & Milburn, 1995; Goldstein, 1988; Knoff, 2000; Meichenbaum, 1977), an effective social skills program: (a) is based on a social learning theory model that uses teaching, modeling, role-playing, providing performance feedback, and an active focus on the transfer of training across time, setting, people, places, and circumstances for instruction; (b) uses a core (universal) language that facilitates cognitive behavioral scripting and mediation, and conditions self-control and self-managed behavior; (c) is explicit and developmentally appropriate, yet flexible and adaptive to students' individual language levels, cultures, maturational levels, and needs; (d) provides a defined, progressive, yet flexible, sequence of social skills that recognizes that some prerequisite skills must be mastered before more complex skills are taught; (e) employs an evidence-based pedagogical approach to instruction that sequences instruction, application, and teachable moments; (f) was designed for implementation by regular classroom teachers as the primary instructors; and (g) has been demonstrated to be acceptable, socially valid, and easily implemented with treatment integrity.

The evidence-based Stop & Think Social Skills Program was designed to address all of the above criteria. Organized in four age- and developmentally-sensitive levels (from Preschool through Middle School), the Program is ready-made for a PBSS initiative. At a primary prevention level, the Stop & Think Social Skills are taught to all students focusing on practical skills that help all students to be successful in most situations and settings. Among these skills are: Listening, Following Directions, Asking for Help, Ignoring Distractions, Dealing with Teasing, Accepting a Consequence, Dealing with an Accusation, Setting a Goal, and Understanding Your Own or Someone Else's Feelings.

At the secondary and tertiary prevention levels, the Stop & Think Social Skills Program is used more strategically, and it is connected to other needed behavioral interventions, self-control and anger management strategies, and behavior therapy interventions. For example, for situations where there is significant bullying and aggression, the social skills can be organized into strategic skill clusters (a) for aggressive and violent students: Relationship skills (e.g.,

Asking for Help, Apologizing, Dealing with Peer Pressure), Emotional Control skills (e.g., Understanding your Feelings, Dealing with Anger, Avoiding Trouble), and Consequence/ Response skills (e.g., Dealing with Fear, Failure, and Accusations) ; (b) for <u>victims</u>: Prevention skills (e.g., Avoiding Trouble, Evaluating Yourself), Problem-Solving skills (e.g., Asking for Help, Dealing with Peer Pressure), and Protection skills (e.g., Dealing with Fear, Standing Up for Your Rights, and Walking away from a Fight); and (c) for <u>peer on-lookers or by-standers</u>: Recognition skills (e.g., Understanding your Feelings, Evaluating Yourself), Response skills (e.g., , Being a Good Leader, Dealing with Peer Pressure), and Resolution skills (e.g., Problem Solving, Dealing with Consequences).

   <u>Accountability: Implementation and Research</u>. Even when students have mastered their social skills, they still need to be motivated to use them. And when the peer group (who says, "Be cool") competes against teachers and other educators (who say, "Focus on school"), the importance of school-wide accountable approaches is apparent. School accountability processes consist of meaningful incentives and consequences that motivate students to use their prosocial skills. These processes are important because (a) socially skilled students still need motivation to use their skills, (b) some students (called <u>performance deficit</u> students) lack this motivation, and (c) some students are more reinforced by the outcomes of inappropriate behavior than appropriate behavior.

   Project ACHIEVE's PBSS component helps schools to establish and implement grade-level and building-wide accountability systems that include progressively tiered and developmentally-appropriate and meaningful incentives and consequences that motivate and reinforce students' appropriate interactions. This is accomplished by creating, formalizing, and implementing a "Behavioral Matrix" that establishes a set of behavioral standards and expectations for all students. Created predominantly by staff and students, this matrix explicitly identifies, for all grade levels, behavioral expectations in the classroom and in other common areas of the school (connected with positive responses, incentives, and rewards), and different "intensities" levels of inappropriate student behavior (connected with negative responses, consequences, and interventions as needed). Relative to the latter, Intensity I behaviors involve "routine" discipline problems that teachers handle with corrective prompts; Intensity II behaviors involve more challenging behaviors that teachers handle with prompts plus classroom-based consequences; Intensity III behaviors are more serious, usually involving office referrals and strategic intervention; and Intensity IV behaviors are the most serious, generally involving office-based consequences and intensive interventions.

   Critically, because the behaviors at each intensity level are agreed upon by staff and taught and communicated to students, student behavior is evaluated against a set of explicit "standards" (rather than individually or capriciously by teachers or administrators), staff responses to both appropriate and inappropriate student behavior is more consistent and expected, and students know, in advance, what will occur for incidents of teasing through physical aggression. All of this facilitates an atmosphere that reinforces student responsibility and self-management.

With the Behavioral Matrix as the primary school-wide accountability vehicle, a number of "evidence-based principles" (Kazdin, 2000; Kerr & Nelson, 2002) are fused into staff practice: (a) all students in the school experience five positive interactions (collectively, from adults, peers, or themselves) for every negative interaction; (b) students are largely motivated through positive, proactive, and incentive-oriented means; (c) when consequences are necessary, the mildest possible consequence needed to motivate students' appropriate behavior is used; (d) consequences, not punishments, are used; (e) when consequences are over, students must still practice the previously-expected prosocial behavior at least three times under simulated conditions; (f) staff differentiate and respond strategically to skill-deficit versus performance-deficit students; and (g) staff recognize that incentives and consequences must remain stable because previous inconsistencies may have strengthened some students' inappropriate behavior.

All students—at the primary, secondary, and tertiary levels—are held accountable to the Behavioral Matrix. However, as students engage in Intensity III and IV behaviors, the need for functional assessment and strategic intervention becomes more apparent.

Consistency: Implementation and Research. The Stop & Think skills, Behavioral Matrix, and related other accountability processes are necessary but not sufficient conditions for effective safe and self-managing schools. Interdependently, staff need to teach, apply, and reinforce their social skills program and the implementation of meaningful incentives and consequences in a consistent manner. Ultimately, this consistency reinforces the importance and need to use prosocial skills, and helps maintain the integrity of the accountability system in the students' eyes.

Critically, consistency is more of a process than something that teachers explicitly teach (as in skills) or provide (as in incentives and consequences). Thus, the PBSS addresses skill consistency by evaluating treatment and implementation integrity; accountability consistency through the development and continuous monitoring of the Behavioral Matrix; and staff consistency by establishing and empowering a School Discipline/PBSS Committee, representative of the entire building, and focused on staff communication, collaboration, trust, commitment, and evaluation.

However, consistency also necessarily involves the students, who contribute to a prosocial atmosphere of prevention and communicate a "no-tolerance" attitude for inappropriate peer behavior. Thus, the PBSS helps schools create conscious and explicit values, expectations, norms, procedures, and interactions that prevent or respond to such behaviors as teasing, taunting, bullying, harassment, and aggression. This is best done by involving different student clubs and organizations, along with a school-level "social marketing" approach that is geared toward positive student and staff interactions.

The last three primary areas in the PBSS address more specialized school circumstances related to violence prevention and response. They involve (d) a "special situations" process that analyzes setting-specific and peer-specific circumstances from an ecological perspective; (e) the provision of intensive intervention to the most-challenging and challenged students through functional assessments completed by the school's SPRINT team (already discussed above); and

(f) crisis intervention and response strategies and approaches as needed. Areas (d) and (f) are generally supervised by the building School Discipline/PBSS Committee.

Two types of "special situations" are used to prevent or address behavioral issues that transcend school settings and/or large groups of students: setting-specific situations for the school, cafeteria, hallways, buses, and other common areas of the school, and student-specific situations for peer-mediated "events" that include teasing, taunting, bullying, harassment, and aggression. In order to develop strategic interventions for these situations, School Discipline/ PBSS Committees are taught to functionally analyze the ecology of these situations using the following domains: (a) Student Characteristics, Issues, and Factors; (b) Teacher/Staff Characteristics, Issues, and Factors; (c) Environmental Characteristics, Issues, and Factors such as the physical plant and logistics within the specific setting; (d) Incentives and Consequences; and (e) Resources and Resource Utilization. For student-specific special situations, analyses of Peer Group Characteristics, Issues, and Factors are added. This is needed as many incidents that occur in the common areas of a school are often peer-mediated (e.g., Bosworth, Espelage, & Simon, 1999; Pellegrini, Bartini, & Brooks, 1999; Rigby, 2000), and thus, analyses and interventions necessarily involve the "perpetrators," the "victims," the "by-standing" peer group, and school staff. Once again, functional assessment and linked intervention protocols are used throughout this process to maximize accuracy and impact.

The last area, crisis intervention and response, involves a needs assessment of each school relative to staff capacity to implement intervention procedures to stabilize affected settings during a crisis, and then to attend to the needs of "participants" after and in response to the crisis. This involves using materials and approaches available from federal and other sources (e.g., Dwyer & Osher, 2000; Dwyer, Osher, & Warger, 1998; U.S. Office of Safe and Drug-Free Schools), along with the mentioned functional assessment to intervention approaches.

While research has addressed many of these PBSS components in a somewhat independent fashion, rarely have most of these factors been integrated into a unified multi-dimensional process. As this process evolves, once again, three levels of self-management need to be addressed: (a) teaching children the self-management skills (at appropriate developmental levels) that they need for self-control and independent learning, (b) teaching school staff the self-management skills that they need to run positive, effective classrooms that result in student learning and behavioral growth, and (c) the self-management skills, at an organizational level, that allow a school to identify resources and build capacity such that it independently sustains a successful building-wide system of prevention, strategic intervention, and intensive needs services for all students and, especially, those with behavioral and/or mental health concerns.

3. Implementation and Increasing District Capacity

The implementation of Project ACHIEVE's Positive Behavioral Support System requires enough trained and expert staff to provide (a) the needed in-service/professional development training; (b) the building- and classroom-based technical support and consultation such that the activities within the component are implemented with integrity and longevity; (c) the necessary capacity-building and supervision such that district and school personnel learn and master the component's information and skills at an independent practice level; and (d) the data-base and

data management infrastructure such that formative and summative data can be collected by involved schools to evaluate the impact and success of the initiative. In order to accomplish this from a staff perspective, two district-level approaches to train and support the schools wishing to participate in this Project ACHIEVE component are recommended: the creation and deployment of a District-level Technical Support Team (TST) and their training through the use of a Training of Facilitators (TOF) model.

The Technical Support Team (TST) is usually comprised of district-level staff (supported by building-level staff) who are trained and skilled in four critical areas: (a) the content of Project ACHIEVE's Positive Behavioral Support System component; (b) the delivery of that content through in-service or professional development workshops; (c) the implementation of the content relative to building- and classroom-based demonstration, supervision, and technical assistance; and (d) the ability to consult with schools at an organizational level such that their implementation of Project ACHIEVE's PBSS is successful and more and more independent over time. Typically, the individuals on the TST include staff development specialists or district-level supervisors, pupil services specialists (School-based consultants, school psychologists, counselors, instructional consultants, social workers), and building-based administrators and classroom teachers. In forming the TST, it is important to recognize that TST members need to meet periodically across the school year (this will require release time and coverage for classroom teachers and some administrators), that they should have ongoing training and professional development/coordination activities organized on an annual basis, that their knowledge and implementation skills should be reassessed and "recertified" at prescribed times, and that TST should never lose more than one-third of its membership from one year to the next.

Ideally, TSTs are organized into training and technical assistance dyads involving a staff development or pupil services specialist paired with a building-based administrator or classroom teacher. In this way, at least one member of each dyad can reflect a functional classroom perspective, while at least one member can reflect a more systemic-level of implementation knowledge and experience. These dyads work together in a participating building at all levels of training and implementation. Necessarily, all of these people need to be able to speak from experience. That is why every person who wants to be a member of the TST must have (a) gone through Project ACHIEVE's Social Skills, Discipline/Behavior Management, and School Safety training in at least one building; and (b) actually implemented its various activities (including teaching the Stop & Think Social Skills to a class of students—co-teaching with the classroom teacher, if necessary—for at least six months or ten skills) in a school period for an appropriate period of time.

The Training of Facilitators (TOF) model involves the intensive training of TST members in the in-service/professional development, building- and classroom-based technical support, consultation, supervision, and formative and summative evaluation services noted above. Once again, in order to participate in a TOF, these individuals need to have three qualifications: (a) sound working knowledge, successful differential experience, and mastery-level implementation skills in the component in which they will become expert; (b) the ability to provide exemplary in-service, building- and classroom-level technical assistance and consultation, and evaluation services to the schools that they serve; and (c) the interpersonal and professional strategic planning, organizational development, and staff motivation skills needed to facilitate short- and

long-term change. The first qualification comes, minimally, from participating in the building-level training and implementation of Project ACHIEVE's Positive Behavioral Support System. The second qualification comes from knowledge, skill, and experience in adult learning and in-service/professional development training; and in organizational, group, and individual consultation processes in general and specifically in the school improvement components involved. The third qualification comes from knowledge, skill, and experience in strategic planning and organizational change; but it also involves possessing and extending the development of good interpersonal, problem-solving, and conflict resolution skills.

    Brief Overview of the TOF Process. Once chosen for a TOF, the prospective trainer usually is paired with a dyad partner and together they are involved in four sequential activities: (a) preparation such that the prerequisites above are met; (b) training in the delivery of the in-service and technical assistance facets of Project ACHIEVE's Positive Behavioral Support System; (c) observation of a "master trainer/consultant" in the actual implementation of the component with an actual school; and (d) systematic supervision such that the prospective trainer moves from a "mentored" to an "independent practice" level. For a district new to Project ACHIEVE and the TOF process, this most often involves a systematic and sequential three-year training and implementation process that simultaneously trains a cohort of new buildings in this Project ACHIEVE component and the TST.

4. A Step-by-Step Blueprint for School-Based Implementation of the PBSS

    Supported by district leaders and facilitators, the implementation of Project ACHIEVE's school-wide continuous improvement process proceeds using an evidence-based blueprint or implementation sequence. This is a flexible blueprint that is adapted to the status and needs of the participating district and/or schools, and it is fully integrated in the district/schools' formal or informal strategic planning and improvement process.

Implementation Timelines and Sequences. Project ACHIEVE is implemented in a series of carefully sequenced steps that can occur over a four-year period (that includes the Pre-Implementation Year). These steps are guided by the PRAIISE (Project ACHIEVE Implementation Integrity Self-Evaluation), which is used as part of the initial school improvement needs assessment, and later is used to evaluate implementation integrity. After completing the needs assessment, these steps are guided by the APPRAISE (Action Plan for Project ACHIEVE Implementation Success and Evaluation) which frames out the sequenced implementation "road map."

    As noted in the Introduction to this document, Project ACHIEVE's shared leadership and continuous improvement process involves an integrated school-wide initiative that blends strategic planning and organizational development with professional development and effective leadership so that three primary systems are implemented:

- A Positive Academic Supports and Services (PASS) system;
- A Positive Behavioral Support System (PBSS); and

- A <u>Response-to-Instruction and Intervention (RtI^2)/School Prevention, Review, and Intervention Team (SPRINT)/Closing the Achievement Gap (CTAG)</u> process.

In a broad sense, all of the professional development steps are designed: (a) to maximize staff acceptance and understanding of the Project, its components, and its strategies/activities; (b) to provide skill training where prerequisite skills are taught before more complex skills; (c) to insure the existence of classroom-based technical support and consultation; and (d) to facilitate accurate data collection to measure outcomes and demonstrate accountability.

Initial Interest by a School or District. After a school or district becomes interested in Project ACHIEVE and researches its "fit" with the school/district's needs, goals, and desired outcomes, the school submits a formal application. Initially, the organizational and motivational readiness of the school is evaluated through the school's application, its submitted data and information, and a series of introductory contacts and "entry" meetings. These meetings might include the following:

- Meetings with the Project ACHIEVE Director, Administrators at the school and district levels, the district's School Improvement Design Team (if present and needed), and the school's School Improvement (or Leadership or Planning) Team to validate the fit between Project ACHIEVE and the school/district's needs, goals, and desired outcomes; to investigate the organizational and motivational readiness of meeting participants for implementation; and to discuss and clarify initial and long-term implementation steps.

- Additional meetings with school's Administrators and School Leadership Team as needed, and perhaps an Entry/Project ACHIEVE Overview session with the entire school's staff to introduce Project ACHIEVE discuss its goals, objectives, activities, and anticipated outcomes.

  The latter meeting and entry process should culminate, at some point, in some type of staff "vote" where a minimum commitment of 80% of the staff is needed to move to "Plan for Planning" activities.

Pre-Implementation Year 1. When the school's application is accepted and the Plan for Planning process begins, "Pre-Implementation Year 1" has formally begun. The Plan for Planning process results in a formal or informal Action Plan or agreement relative to how the school will make all of the decisions and accomplish all of the specific activities needed so that it can formally begin Project ACHIEVE implementation at the beginning of the next school year. Under prototypical circumstances, the application and readiness activities above occur in the Fall, the Pre-Implementation activities proceed from November through July of the next calendar year, and Project ACHIEVE Year 1 implementation begins in August.

Among the most important Pre-Implementation Year 1 actions are the following:

PBSS Organizational Readiness and Planning

1. Action 1.1: Formation or Confirmation of the School Discipline/PBSS Committee and the Grade- and Building-level SPRINT Teams and Structure. The SLT reviews the school's committee structure, establishing a building-level School Discipline/ PBSS Committee and Grade- and Building-level SPRINT teams if they do not yet exist. The Discipline/PBSS Committee will become responsible for guiding the implementation of the school-wide PBSS process with the PBSS Director. The SPRINT teams are the early intervention teams that implement the data-based functional assessment problem solving process when students do not academically or behaviorally respond to effective classroom instruction and classroom management.

   During the process above, the following school-level committees should be established or re-confirmed:

   (a) The Curriculum & Instruction Committee,
   (b) The School Discipline/PBSS Committee,
   (c) The Professional Development/Teacher Mentoring & Support Committee
   (d) The SPRINT (School Prevention, Review, and Intervention Team; called, in some schools, the Child Study Team, Student Support Team, Building Early Intervention Team);
   (e) The Parent and Community Outreach Committee; and
   (f) The School Improvement/Leadership Team (SLT).

2. Action 1.2: Selection of the School Discipline/PBSS Committee Chair, Recording Secretary, and Members' Terms of Office. Supported by the administration, a Committee Chair (or Co-Chairs) of the School Discipline/PBSS Committee is (are) selected. If the PBSS Director is on the school's staff, s/he will typically be the committee chair. The Committee also selects a Recording Secretary, a monthly meeting time (although the Committee may need to meet more frequently during start-up), and the terms of office for different committee members. [This is done by the other school-level committees.]

3. Action 1.3: Completion of the Committee Mission, Role, and Function Document. During the next weeks or months, the School Discipline/PBSS Committee completes its Committee Mission, Role, and Function statement or document. In this document are the Committee's mission, members, monthly meeting time and place, general and annual goals and objectives, fixed agenda items, and a primary data and information sources. [This same document is developed by all of the school-level committees.]

This process also may begin the school's review of its existing (including at the district level) policies and practices as related to each committee area. Eventually, the school needs to integrate necessary school and district policies, practices, personnel, resources, waivers, and professional development into its three-year and next-year School Improvement Plan, getting it approved at the district level (see below).

4. Action 1.4: Completion of a Comprehensive Needs Assessment and Resource Analysis. With the Project ACHIEVE Director's involvement, the School Leadership Team (SLT) completes a (or reviews its existing) needs assessment and resource analysis. The goal of the needs assessment is to identify (a) what is working at high, moderate, low, and non-existent levels relative to students' academic and social, emotional, and behavioral outcomes; (b) what is needed, at student, staff, school, district, and community levels, to maintain high successes, strengthen moderate successes, and address low and non-existent successes; and (c) how the needs should be prioritized.

Complementing the needs assessment is a resource/SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis that is completed at the student, staff, school, district, community, and perhaps, regional/state levels. This analysis identifies existing resources (e.g., personnel, time, money, materials, products, buy-in, professional development, technology, innovation) and their return-on-investment (ROI) relative to time, cost, and effort. When cross-walked with the needs assessment, this analysis specifies the existing supports available to facilitate the PBSS initiative, organizational and resource gaps to close, existing barriers to overcome, and other factors that threaten to undermine the initiative.

5. Action 1.5: Completion of the Staff Resource Directory. As part of the resource analysis, the SLT develops a questionnaire and conducts a staff "skill and expertise" analysis to determine the expertise of everyone working full-time or part-time in the school (including, for example, all part-time or consulting related services professionals and/or community/agency professionals or volunteers). On the questionnaire, staff share their specific areas of expertise, for example, relative to (a) curriculum and academic instruction; (b) student behavior and classroom management, (c) technology or special instructional techniques; (d) student assessment and progress monitoring; (e) strategic or intensive academic and/or social, emotional, or behavioral instruction or intervention techniques; and (f) other areas of expertise, including "out-of-school" talents, hobbies, and interests. The goal of this activity is to identify the skills and resources that already exist in a school, and to make everyone in the school aware of the different people who are available to consult with others in specific areas.

The Survey is often done on-line (or, at least, electronically). The Directory takes all of the individual surveys from a school and organizes the information into two sections: (a) for each staff person, arranged by grade or instructional team level and then, separately, (b) in specific consultation skill areas, where staff with skills in each specific area are listed. The completed Directory typically is posted on-line (e.g., on a school's shared drive), where it, again, is used (e.g., by the SPRINT team) to formally or informally identify colleagues who can assist with student or classroom concerns.

All of this information is published in a "Staff Resource Directory." This resource can be posted on the shared drive of the school's computer system, and it can be used informally by classroom teachers or more formally as part of the school's early intervening and multi-tiered SPRINT process.

6. Action 1.6: Completion of the Consultant Resource Directory. Beyond the school, districts should also prepare and publish a Consultant Resource Directory, describing the specific skills of the instructional specialists or consultants, related services professionals, special educators, counselors or behavioral intervention specialists, and others with advanced areas of expertise who work in schools and/or other settings across the district. This Directory helps schools find and obtain the expertise and consultative services from other parts of the district when they lack, for example, specific expertise for a student with unusual, complex, or intensive assessment, instructional, or intervention needs.

7. Action 1.7: Completion of the Behavioral Intervention Survey. As the Staff and Consultant Resource Directories are being creating, participating staff also should complete an in-depth survey of their expertise across a number of specific Tier 1 through Tier 3 social, emotional, and behavioral interventions that might be needed by certain students or in certain situations. The Behavioral Intervention Survey, for example, describes a number of specific interventions, and asks respondents to rate their expertise with each intervention along a five point scale from 5- Expert in Both Consultation and Intervention to 1- No Knowledge of the Intervention. The results of this Survey are used to identify both the intervention expertise of specific professionals in the district, and the intervention gaps that might require systematic professional development for selected professionals.

8. Action 1.8: Completion of the Community Resource Directory. Beyond school and district employees and consultants, the district also should prepare and publish a Community Resource Directory—especially in the areas of social, emotional, and behavioral, or health, mental health, and wellness. The Directory should specify the degrees and certified/board licensed areas of expertise of anyone working in a specific agency, or for any private practitioner or group practice. In addition, the types of student disorders addressed by agency personnel or private practitioners, the psychological orientation(s) used

(e.g., cognitive-behavioral, family systems, psychodynamic), and the specific clinical techniques available should be outlined. Finally, the scope of services, populations served, specific qualifying criteria (if any), and indicators of clinical success used should be shared. In this way, schools and districts can make strategic community-based referrals of students and parents when needed. The Directory is particularly important for very involved students who need home-school-community, wrap-around, or continuum/systems of care services.

9. Action 1.9: Completion of the Scale of Staff Interactions and School Cohesion and Scale of Effective School Discipline and Safety. In order to evaluate the staff's perceptions of how well they interact with each other and the administration, and of the existing discipline and behavior management attitudes and interactions across the school, they complete two scales, the 25-item Scale of Staff Interactions and School Cohesion (SSISC) and the 58-item Scale of Effective School Discipline and Safety (SESDS). The results of these scales are shared with the faculty at a meeting so the results can be validated, clarified, and discussed. Activities to address the needs based on the results of the scales and follow-up discussions eventually are written into the PBSS section of the School Improvement Plan.

   The SSISC has three scales:
         Scale 1: Staff Understanding of the School's Mission and Expectations (4 items)
         Scale 2: Staff Collaboration and Cohesion (8 items)
         Scale 3: Effective Staff Practices and Interactions (13 items)

   The SESDS has five scales:
         Scale 1: Teachers' Effective Classroom Management Skills (24 items)
         Scale 2: Students' Positive Behavioral Interactions and Respect (11 items)
         Scale 3: Holding Students Accountable for their Behavior: Administration and Staff (7 items)
         Scale 4: Teachers' Contribution to a Positive School Climate (9 items)
         Scale 5: School Safety and Security: Staff, Students, and School Grounds (7 items)

10. Action 1.10: Development of the Committee Implementation Plans. Based on the completed Comprehensive Needs Assessment and Resource Analysis, the School Discipline/PBSS Committee revisits and re-writes (as needed) its three-year PBSS implementation plan, and then a one-year plan that is submitted to the SLT for integration into the (next) School Improvement Plan. An Implementation Preparation Plan (if needed) also is written to cover the activities needed prior to Implementation Year 1 (see below).

11. Action 1.11: Final Review and Alignment of School and District Policies with PBSS Directions. If needed, the school makes sure that all of its internal policies are consistent with the existing PBSS initiative and its planned directions. The School Discipline/PBSS Committee, SLT, and administration

discuss needed additions or changes to school or district policies and procedures—securing them either through the district's administration or school board, or by receiving a waiver from those that cannot be changed.

12. Action 1.12: Review and Alignment of School Vision and Mission Statements with PBSS Directions. Based on all of the results and actions above, the SLT looks at its Vision Statement (if present) and Mission Statement to ensure that they are consistent with the PBSS initiative, making any changes desired or needed.

Preparation for PBSS Implementation

1. Action 2.1: Review and Redesign of Existing PBSS Multi-tiered System of Implementation. The Discipline/PBSS Committee (along with the Curriculum & Instruction Committee and the SPRINT team) review the programs, strategies, and approaches currently in place in the school that represent the current multi-tiered system of prevention, strategic intervention, and intensive needs/crisis management. This process identifies the strengths, weaknesses, barriers, gaps, and needs that need to be addressed immediately, in the short-term, or in the long-term.

   This process may include the completion of the SPRINT Team and Process Outcomes Survey, accompanied by an analysis that results in the confirmation or re-development of the school's early intervention/RtI^2/SPRINT process so that students who are not responding, academically or behaviorally, to effective classroom instruction or management receive the strategic or intensive supports, services, strategies, interventions, and/or programs that they need to be successful.

   This process may result in a redesign of the school's comprehensive multi-tiered system which should help facilitate the accomplishment of specific PBSS goals and outcomes.

2. Action 2.2: Review of the PBSS Data Collection and Management System. The Discipline/PBSS Committee reviews the components of the existing PBSS data collection, tracking, analysis, and management resources and tools (e.g., software, data bases, and other computer- or web-based programs), and their efficacy relative to helping the school to enter, organize, summarize, display, track, and evaluate PBSS data and information. Based on the results, the Committee works with the administration, the school/district's technology personnel, and Committee members and others to design and set-up the needed data-bases and other software/data management systems to close any apparent gaps.

In the absence of a discipline-oriented data management system, the school, with the involvement of the school or district's Director of Technology, needs to decide whether/how they are going to use/integrate the ADDRESS (Automated Discipline Data Review and Evaluation Software System; available from the Arkansas Department of Education: www.arstudentsuccess.org) into their data management system such it can begin to use it to systematically track and analyze office discipline referrals. The school also needs to decide if the ADDRESS Office Referral Form will be used when staff send students to the office for disciplinary reasons.

3. Action 2.3: Review of the Social, Emotional, Behavioral Instruction System/ Process. As part of Action 2.1 above, the Discipline/PBSS Committee reviews the programs, strategies, and approaches currently in place in the school that focus on teaching students social, emotional, and behavioral skills, and their outcomes. These are cross-referenced to any state and/or district requirements in the areas of health, behavioral or mental health, and wellness. For example, at the secondary level, such requirements often involve topics related to drugs and alcohol, social skills and character education, cultural sensitivity and competence, bullying and sexual harassment, and sexual health and relationships.

As one result of this review, the Committee validates or creates a scaffolded Health, Mental Health, and Wellness scope and sequence or curriculum map that includes the specific social, emotional, and behavioral topics and skills that will be taught across the grade levels in its school. A second result is that the Committee validates the current social, emotional, behavioral curriculum currently being used in the school, or it decides to research and choose a new approach.

4. Action 2.4: Validation or Selection of a Social, Emotional, Behavioral Curriculum or Instruction Process. If the Discipline/PBSS Committee decides to pursue a new social, emotional, behavioral skill instruction curriculum, it completes a systematic review and analysis of the evidence-based curricula available, and it chooses the curriculum that best meets it student-focused goals, outcomes, and needs. It then secures the permission and funding so that all of the necessary implementation materials are purchased and available prior to Implementation Year 1.

In the absence of an existing social skills curriculum, Project ACHIEVE uses the Stop & Think Social Skills Program. Thus, here, the school or district will purchase enough Stop & Think Social Skills Program instructional materials (i.e., complete kits) for the staff at the school. Staff in the school need to read and discuss this book, in grade- or instruction-level teams (or the equivalent), according to a suggested reading schedule as soon as possible and, ideally, prior to the full staff training in Stop & Think implementation (see below).

5. Action 2.5: Development of the Behavioral Accountability Matrix. Guided by the grade-level representatives on the School Discipline/PBSS Committee, the Behavioral Matrix—a document that codifies the behavioral expectations at the each grade levels in the school, is completed. The Behavioral Matrix is the anchor to the PBSS's accountability process, and it identifies expected behaviors in the classrooms and common areas of the school—connected with positive responses, incentives, and rewards; and four intensity levels of inappropriate behavior (from annoying behavior through Code of Conduct behavior)—connected with research-based responses that hold students accountable for their inappropriate behavior while reinforcing and motivating future appropriate behavior.

   Once the Behavioral Matrices are completed, the School Discipline/PBSS Committee prepares the staff for the implementation "roll-out" of the process across the school, and ensures that support materials and other necessities (e.g., Behavioral Matrix posters for all classrooms) are ready for the roll-out.

6. Action 2.6: Social Skills Preparation by the Staff. Once the social, emotional, behavioral curriculum/materials chosen by the school or district are received, the School Discipline/PBSS Committee coordinates a "book study" whereby the materials are progressively read by everyone in the school, and each "reading assignment" is discussed in small groups. This is an important step that proceeds, if it is to occur, the formal in-service training where all staff are trained in how to implement the curriculum or program.

7. Action 2.7: Drafting of the Social Skills Calendar with Classroom and Building Routines.   Given the results of the relevant actions above, the School Discipline/PBSS Committee should draft a beginning-of-the-year social skills and student accountability implementation calendar in April or May. This calendar will include the "roll-out" of the Behavioral Matrix/Accountability system on the first day of the new school year (see above), teaching and reinforcing expectations and routines in the common areas of the school and in the classrooms, and teaching the social, emotional, behavioral skills curriculum across the school year.

8. Action 2.8: Completion of the "Get-Go" and Student Briefing Reports Process. If ready, the school should complete the "Get-Go" process in April. This end-of-year process involves a review of the academic and behavioral progress of all students, identifying students who need immediate interventions at the beginning of the new school year ("Get-Go" students), and those whose next-year's teachers need to be briefed as to the instructional and intervention approaches that helped them be successful this year ("At-Risk" students). Related to this activity is the completion of Student Briefing Reports for the students above by their current teachers. These Reports are given to the new teachers receiving these students prior to the beginning of the new school year.

9. Action 2.9: Special Situations Analysis. If possible, the School Discipline/PBSS Committee should complete a Special Situation analysis in April of student behavior in the common areas of the school, and relative to teasing, taunting, bullying, harassment, and physical aggression. Based on the results of this analysis, the Committee could complete a focused special situation analysis on one of the areas identified, developing an intervention plan to address the selected area at each beginning of the next school year.

Implementation Year 1

Implementation Year 1, Semester 1

1. Action 1.1: Initial School Discipline/PBSS Committee Meeting. During the staff preparation days prior to the new school year, the School Discipline/PBSS Committee should have its first meeting of the year. During this meeting, it should review its annual goals, objectives, outcomes, and activities, as well as the upcoming training and other events that will begin the school-wide PBSS process for the new school year. If needed, group and other processes to help the Committee function effectively will be reviewed, along with any important information based on events during the summer.

2. Action 1.2: Social Skills Training for the Entire Staff. During the staff preparation days prior to the new school year, the entire staff participates in a full-day in-service training to learn the building-wide implementation of the chosen social, emotional, behavioral skills program.

   This in-service should be followed-up during the first weeks of school with grade- or instructional-team meetings to allow teachers to develop and practice selected social skill lessons, social skill demonstrations in the classrooms by the primary in-service trainers (with opportunities for all teachers to observe and debrief), and actual social skill lessons by all classroom teachers with appropriate supervision and feedback.

3. Action 1.3: First Day/Week of School PBSS Activities. Guided by the grade-level representatives on the School Discipline/PBSS Committee, the school year formally begins and, on the first day(s), the PBSS Accountability/Behavioral Matrix system is rolled-out, emphasizing and teaching the classroom and common school area expectations and behaviors, as well as the system of incentives and consequences. In addition, classroom teachers begin to introduce the social skills curriculum and to teach the initial processes and skills.

4. Action 1.4: Extended Social Skills and Time-Out Training. Within the first six weeks of the school year, the entire staff participates in additional in-service training to debrief and extend the building-wide implementation of the social, emotional, behavioral skills program to new and more complex skills and

situations. In addition, the staff have an opportunity to discuss the initial implementation of the Behavior Matrix system, and to discuss unexpected or unintended behavioral situations. Finally, especially at the elementary and middle school levels, the staff is trained in a building-wide application of an educative Time-Out process (see which is integrated into the Behavior Matrix and office discipline referral processes.

5. Action 1.5: School Discipline/PBSS Committee Follow-Up and Support. Immediately following Action 1.4 above, the PBSS Director and other PBSS consultants should be available to grade-level teams and individual staff with on-site technical assistance across a range of possible areas: demonstrating and videotaping sample social skill lessons in selected classrooms or using specific skills; demonstrating and videotaping sample Time-Out lessons or procedures in selected classrooms or with specific, challenging students; observing and providing feedback to teachers conducting social skill lessons in their classroom; observing and providing feedback to teachers demonstrating the Time-Out process in their classrooms; meeting with grade-level teams to discuss the social skills or Time-Out process or to address specific students' more challenging behavior; meeting with the building-level School Discipline Team to discuss implementation issues; meeting with the administration to discuss implementation issues; meeting with parent and/or community representatives to discuss building and extended community implementation and wrap-around.

6. Action 1.6: Initial SPRINT Team Training. Concurrent with the PBSS activities above, the Building-level SPRINT team participates in an in-service on the Data-based Problem-Solving process and begins to practice these skills using a guided "Case Study" approach.

7. Action 1.7: End-of-Semester Formative Evaluations. At the end of the semester, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative evaluations on the different facets of the PBSS so that strategic plans and implementation activities/processes can be adapted as needed. This review should especially focus on the social skills training and the Behavioral Matrix process. If needed, modifications to the social skills calendar and to specific behaviors on the Behavioral Matrices can be made at this time.

Implementation Year 1, Semester 2

1. Action 2.1: School-wide SPRINT Training. In January, a third school-wide in-service is provided on the Data-based Functional Assessment Problem Solving process that teaches staff how to functionally and behaviorally analyze students who are not responding to the preventive aspects of the PBSS system and/or who are presenting with more resistant or challenging behavior.

2. Action 2.2: Grade-level SPRINT Practice. Once the Action 2.1 training has been completed, grade-level teams meet at least monthly to use and practice the data-based functional assessment problem solving process, applying it to cases involving individual or groups of students presenting with challenging behaviors. These meetings are facilitated by a representative of the Building-level SPRINT team (e.g., the school psychologist, social worker, school counselor, or special education teacher) so that the problem solving process is used and learned with integrity. This becomes the "Grade-Level SPRINT" process that becomes a routine part of the monthly grade-level meetings in the school.

3. Action 2.3: Formal Special Situations Analysis Training for the School Discipline/PBSS Committee. If it has not yet taken place, the School Discipline/ PBSS Committee is formally trained in how to conduct Special Situation analyses and develop Special Situation Intervention Plans based on their results.

4. Action 2.4: Extended Social, Emotional, Behavioral Intervention Training for Selected Staff. During the course of this semester (or school year), and based on the results of the Behavioral Intervention Survey (and other tools), selected staff participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention areas. For example, selected members of the School Discipline/PBSS Committee may receive more specialized training in Tier 1 and 2 interventions, while members of the Building-level SPRINT team may receive more specialized training in Tier 2 and 3 interventions.

5. Action 2.5: End-of-Year Articulation Activities. At the end of the school year, the School Discipline/PBSS Committee, along with all other staff, committees, and administrators, complete the PBSS-relevant articulation activities. At a minimum, this involves the strategic planning, committee-specific, social skills, Behavior Matrix, Get-Go and Student Briefing Report, and professional development planning articulation activities.

6. Action 2.6: End-of-Year Formative Evaluations. At the end of the school year, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative and summative (as relevant) evaluations on the different facets of the PBSS so that new strategic plans and implementation activities/processes can be identified and written into the new School Improvement Plan.

7. Action 2.7: Summer Facilitators' Institute. During June at the end of Year 1, the PBSS Director (and others) may lead a summer institute for staff who wish to become PBSS Facilitators. During this institute, prospective Facilitators learn how to (a) provide the in-service/professional development

training needed in different areas of PBSS implementation, including the SPRINT data-based functional assessment problem solving process; (b) implement the corresponding building- and classroom-based technical support and consultation follow-up such that the content of the professional development is implemented with integrity; and (c) coordinate the data collection and analysis process such that formative and summative evaluations are completed to validate the impact and success of the activities implemented.

Materials Needed for Year 1:

Copies for the Entire Staff:

Knoff, H.M. (2012). **School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide.** Thousand Oaks, CA: Corwin Press.

Corwin Press: $35.00 (Bulk prices available)-- www.corwin.com/books/Book235560

Copies for the Entire School Leadership, SPRINT Team, Instructional and Mental Health Specialists:

Knoff, H.M., & Dyer, C. (2011). **RTI[2]—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems.** Rexford, NY: International Center for Leadership in Education.

International Center for Leadership in Education: $295.00-- www.leadered.com/rtiKit.html

Stop & Think Social Skills Program **Classroom Packages**
 For all Classroom Teachers, and Administrators, Counselors, Other
  Support teachers (@$200/package)
 Additional Stop & Think Support Materials for building: $250.00
 Ordered from Sopris West Educational Services, Longmont, CO
  (www.soprislearning.com or 800-547-6747)

Stop & Think Social Skills Music CD and Preschool to Grade 1 Skills Posters
 For all Preschool through Grade 1 Classroom Teachers (@$60/set)
 From the Core Knowledge Foundation (www.coreknowledge.org)

Copies of The Stop & Think Parent Book: A Guide to Children's Good Behavior—
 Includes a Parent manual and an accompanying 75-minute Training DVD
  for parents. (@ $59.95 plus $6.95 shipping/handling)
 Ordered from Project ACHIEVE Press through www.projectachieve.info

Implementation Year 2

During the 2nd Year, the PBSS Blueprint emphasizes "institutionalizing" the consistent, school-wide implementation of the Stop & Think Social Skills, the use of the Behavioral Matrix, and the continued oversight of the entire PBSS process by the School Discipline/PBSS Committee. This "institutionalization" also occurs relative to the SPRINT process, and the move toward preparing the school to implement more intensive behavioral interventions. The 2nd Year of professional development training and on-site consultation and technical assistance for a school relative Project ACHIEVE's PBSS typically proceeds in the following way:

1. <u>Action 1.1: Boosters Sessions for Previously Trained Staff on PBSS Components</u>. During the staff preparation days prior to the new school year, and during the first month of school (as needed), booster in-service, consultation, and technical assistance sessions for all continuing staff occurs in the PBSS's social skills, Time-Out, data-based problem solving, and other classroom implementation components, skills, and activities.

2. <u>Action 1.2: Fast-Track Training for All New Staff on PBSS Components</u>. During the staff preparation days prior to the new school year, and during the first month of school, "fast-track" training for all new staff in the Year 1 PBSS components of occurs. If available, this training is coordinated with the training provided to another school in the district that is beginning its Implementation Year 1 start-up. Regardless, this training includes concurrent mentoring by the PBSS Director, selected Facilitators, the new teacher's PBSS grade-level representative, and the new teacher's first-year coach or mentor (if relevant).

3. <u>Action 1.3: Staff Training on Strategic Behavioral Interventions</u>. During the staff preparation days prior to the new school year, and during the first month of school, the entire staff participates in a full-day in-service workshop on more strategic, classroom-based behavioral interventions to apply and use with more challenging students who are only partially responding to the building-based social skills and accountability system.

4. <u>Action 1.4: Strategic Intervention Consultation Follow-up</u>. During the two to three months following the strategic intervention in-service, on-site technical assistance occurs, using actual student cases, to facilitate the implementation of these interventions for existing challenging students.

5. Action 1.5: Staff Training on Crisis Prevention, Management, and Response. During the Winter/Spring, staff receive training, support, and practice in how to prevent and respond to different crisis situations. Such situations might include: weather-related disasters, student or staff accidents or deaths, student fights, shootings or other acts of violence on campus, etc. This training also involves briefings on how to handle situations involving home-based physical or sexual abuse, student harassment, student suicide threats, and other life crises. Concurrent with this training is the identification of those contacts or resources within the school, district, and community for each of the situations discussed.

6. Action 1.6: Parent/Community Outreach Program. During the Winter/Spring, the School Discipline/PBSS Team implements (if this has not yet occurred) a PBSS outreach program to parents, community agencies, and other community leaders and constituencies. This outreach could involve training that extends the school's PBSS, for example, to families, community-based social service and support agencies, day care or after-school care and weekend programs, to the faith community, or to the business community. Or, this outreach might involve a community-wide collaborative effort to extend the PBSS to as many community-based and family settings and circumstances as possible.

7. Action 1.7: Continued/Extended Social, Emotional, Behavioral Intervention Training for Selected Staff. During the course of this year, and based on the intervention needs of those challenging students existing or emerging in the school, selected School Discipline/PBSS Committee and SPRINT team members continue to participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention (Tier 2 and 3) areas.

8. Action 1.8: End-of-Year Articulation Activities. At the end of the school year, the School Discipline/PBSS Committee, along with all other staff, committees, and administrators, again complete the PBSS-relevant articulation activities involving, at minimum, the strategic planning, committee-specific, social skills, Behavior Matrix, Get-Go and Student Briefing Report, and professional development planning articulation activities.

9. Action 1.9: End-of-Year Formative Evaluations. At the end of the school year, the School Discipline/PBSS Committee, in collaboration with the administration and SLT, conducts formative and summative evaluations on the different facets of the PBSS so that new strategic plans and implementation activities/processes can be identified and written into the new School Improvement Plan.

10. Action 1.10: Summer Facilitators' Institute. During June at the end of Year 2, a summer institute is held for staff who have spent Implementation Year 2 as PBSS Facilitators. (This could include a second cohort of new Facilitators who are beginning this advanced training.) During this institute, Facilitators receive advanced training and responsibilities, for the coming year, in the wide range of PBSS components and activities.

Throughout the Year:

1. Grade-level and School Discipline/PBSS Committee meetings, respectively, are being conducted monthly. At this point (if not before), grade-level teams should be receiving a monthly report that gives them differentiated data as to how many discipline problems were referred to the Principal's Office the previous month and during that same month for as many previous years as is available. Using these data, the teams can begin to compare and contrast each year's classes, to track their ongoing progress, and to "reality check" whether certain numbers of disciplinary problems are actually "in line" or higher or lower than expected.

As before, and using these data, grade-level teams also are using their meeting time to problem solve more complex or resistant individual or group discipline problems. Once again, this problem solving process is guided by the data-based problem-solving process and SPRINT team personnel.

2. The School Discipline/PBSS Committee, meanwhile, continues to implement, evaluate, and extend their activities in their prescribed areas: helping to develop, implement, and periodically review the classroom-, grade-level, and building-wide accountability; to monitor the data management system; determining the need for additional social skills, time out, or behavioral intervention training for the staff; tracking the use of the Stop & Think process by secretaries, aides, cafeteria workers, and custodians; developing drafts of the building's Prevention, Intervention, and Crisis Response plans and processes; and extending the Project's training and implementation into home and community settings.

3. On-site technical assistance continues to build on and institutionalize the PBSS process through the Project ACHIEVE Trainer and/or Facilitator.

At the end of the school year, the Project ACHIEVE Director helps the school to evaluate its progress to date and plan for immediate and articulated implementation of PBSS activities and outcomes relative to the beginning of the next school year. This is also done relative to the SPRINT process as was described in the Year 1 articulation activities above.

Materials Needed for Year 2:

AGAIN NOTE WELL: All newly trained buildings will need to purchase the materials listed in Year 1 above, and all new staff should receive their own <u>Stop & Think Social Skills Classroom Packages</u> (@$200/ package), plus the <u>Music CD/Posters</u> for preschool through Grade 1 teachers.

Implementation Year 3

1. Action 1.1: Training Selected Staff in Behavioral/Ecological Classroom Observation. During the staff preparation days prior to the new school year, a select number of staff are trained in behavioral/ecological classroom observation and how to functionally evaluate instructional environments and effective classroom instruction. Practice opportunities then are provided to this group during the first three months of the school year so that these staff are available to provide these services during the last half of the school year.

2. Action 1.2: Training Intervention and Other Support Staff in Consultation Processes. During the staff preparation days prior to the new school year, the intervention specialists and other consultants working in the school are trained in consultation processes at the individual colleague, small group, and organizational levels. Practice opportunities then are provided to this group during the first three months of the school year so that these staff can integrate these processes into their day-to-day consultation interactions.

3. Action 1.3: Continued Staff Training on Strategic Behavioral Interventions. During the school year, the entire staff continues to participate in professional development activities focusing on more strategic, classroom-based behavioral interventions to apply and use with more challenging students.

4. Action 1.4: Continued/Extended Social, Emotional, Behavioral Intervention Training for Selected Staff. During the school year, selected School Discipline/PBSS Committee and SPRINT team members continue to participate in strategic and intensive training in specific social, emotional, and/or behavioral intervention (Tier 2 and 3) areas.

5. Action 1.5: Continued Community/Family Outreach and School-based Mental Health. Analyses of the school's available intensive (Tier III) social, emotional, and behavioral assessment and intervention resources at the family and community levels continue. This includes formalizing relations with health, mental, and wellness community practitioners, including those involved in school-based and school-linked community mental health services for crisis management and intensive need students and families.

6. Action 1.6: Summer Facilitators' Institute. During June at the end of Year 3, a Facilitators Summit is held to debrief the past school year, provide any additional training and/or mentoring, and to prepare the Facilitators for their fully independent implementation of the PBSS.

Throughout the Year:

   1. Grade-level and School Discipline/PBSS Committee meetings, respectively, are being conducted monthly. At this point (if not before), grade-level teams should be receiving a monthly report that gives them differentiated data as to how many discipline problems were referred to the Principal's Office the previous month and during that same month for as many previous years as is available. Using these data, the teams can begin to compare and contrast each year's classes, to track their ongoing progress, and to "reality check" whether certain numbers of disciplinary problems are actually "in line" or higher or lower than expected.

   As before, and using these data, grade-level teams also are using their meeting time to problem solve more complex or resistant individual or group discipline problems. Once again, this problem solving process is guided by the data-based problem-solving process and SPRINT team personnel.

   2. The School Discipline/PBSS Committee, meanwhile, continues to implement, evaluate, and extend their activities in their prescribed areas: helping to develop, implement, and periodically review the classroom-, grade-level, and building-wide accountability; to monitor the data management system; determining the need for additional social skills, time out, or behavioral intervention training for the staff; tracking the use of the Stop & Think process by secretaries, aides, cafeteria workers, and custodians; developing drafts of the building's Prevention, Intervention, and Crisis Response plans and processes; and extending the Project's training and implementation into home and community settings.

   3. On-site technical assistance continues to build on and institutionalize the PBSS process through the Project ACHIEVE Trainer and/or Facilitator.

   At the end of the school year, the Project ACHIEVE Director helps the school to evaluate its progress to date and plan for immediate and articulated implementation of PBSS activities and outcomes relative to the beginning of the next school year. This is also done relative to the SPRINT process as was described in the Year 1 articulation activities above.

Materials Needed for Year 3:

   AGAIN NOTE WELL: All newly trained buildings will need to purchase the materials listed in Year 1 above, and all new staff should receive their own <u>Stop & Think Social Skills Classroom Packages</u> (@$200/ package), plus the <u>Music CD/Posters</u> for preschool through Grade 1 teachers.

5. Integrating the Positive Behavioral Support into the School Improvement Process

As noted above, Project ACHIEVE's School-wide Positive Behavioral Support System (PBSS) is integrated into every school as part of a school-wide process and effort. Thus, the PBSS is explicitly written into the goals, activities, outcomes, and evaluations of every school's School Improvement Plan, and it is supported as a conscious component of every district's State School Improvement Planning process.

In total, the District and School Improvement Planning process focuses on the following outcomes:

- ❖ Maximizing Students' Academic Achievement
- ❖ Creating Safe School Environments and Positive School Climates
- ❖ Building Effective Teaching and Problem Solving Teams that Speed Successful Interventions to Challenging Students
- ❖ Increasing and Sustaining Effective Classroom Instruction
- ❖ Increasing and Sustaining Strong Parent Involvement
- ❖ Developing and Implementing Effective Strategic Plans
- ❖ Organizing Building Committees and Student Learning Clusters
- ❖ Developing Effective Data Management Systems for Outcome Evaluations

The Positive Behavioral Support process emphasizes these same things, functionally helping schools to address the needs of ALL students—typical, challenging, and exceptional. This is done by providing training, consultation, and technical assistance especially in the following areas:

- ❖ The Stop & Think Social Skills Program
- ❖ Discipline, Behavior Management, and School Safety System at the student, individual classroom, grade level team, and total building levels
- ❖ "Special Situations" Analysis of Setting-specific and Peer Group-specific problems in the school
- ❖ Crisis prevention, intervention, and response planning and implementation
- ❖ Functional behavioral assessment, strategic behavioral interventions, and the creation of School-wide positive behavioral support systems
- ❖ Parent and Community school safety outreach and involvement activities
- ❖ Development and implementation SPRINT (School Prevention, Review and Intervention Team) process and its data-based, functional assessment, problem-solving process
- ❖ Curriculum-Based Assessment (CBA/CBM), other functional academic assessment, and strategic Instructional Consultation intervention strategies and approaches
- ❖ Regular and Special Education inclusion, integration, and effective instruction procedures, strategies, and approaches
- ❖ Strategic planning, organizational change, and school improvement policies, procedures, and strategies

- ❖ Integrated "Building Committee" approaches to organization and personnel management
- ❖ Professional development, peer consultation, and technical assistance procedures, strategies, and activities
- ❖ Clinical supervision and peer- or co-teaching strategies and procedures
- ❖ Parent and community involvement, training, and support assessments, procedures, strategies, and activities
- ❖ Formative and summative Program Evaluation and Accountability procedures, strategies, and activities along with the creation of functional, interactive, real time data-bases
- ❖ Training of Facilitators program along with other systemic capacity-building and long-term institutionalization policies, strategies, and activities

6. Projected Budget   (Costed out Per School)

PRE-IMPLEMENTATION YEAR 1 BUDGET: Prior to Formal School Entry

Consultant Honorarium: 6 days @ $2,500 = $15,000
Travel/Per diem Expenses: 3, Two-day Trips @ $2,000/trip = $6,000

(Costs assume plane travel, rental car, Hotel, parking, per diem for food, related expenses)

FALL IMPLEMENTATION YEAR 1 BUDGET:

Consultant Honorarium: 9 days @ $2,500 = $22,500
Travel/Per diem Expenses: 3, Three-day Trips @ $2,250/trip = $6,750
Other Expenses: TOTAL (see below): $17,669

School Discipline, Classroom Management, and Student Self-Management:
A Positive Behavioral Support Implementation Guide. Thousand Oaks, CA:
Corwin Press.
        Estimated total: 60 teachers/support staff (@$35/book) = $2,100.00

RTI[2]—Response to Instruction and Intervention: Implementing Successful
Academic and Behavioral Intervention Systems. Rexford, NY: International Center
for Leadership in Education.

        Estimated total: 10 SPRINT/administrative staff (@$295/kit) = $2,950.00

Stop & Think Social Skills Program Classroom Packages
Estimated total: 50 teachers/packages (@$200/package) = $10,000
Additional Stop & Think Support Materials for building: $250.00

Stop & Think Social Skills Music CD and Preschool to Grade 1 Skills Posters
Estimated: 10 Preschool through Grade 1 Classroom Teachers (@$60/set) = $600

The Stop & Think Parent Book: A Guide to Children's Good Behavior—
Estimated: 10 copies (@ $59.95 plus $6.95 shipping/handling) = $669

Project ACHIEVE Electronic Documents on the Extended Stop & Think Social
Skills, Behavioral Matrix, Time-Out Process, Special Situation Analyses
Site License Cost for all: approx. $600.00

Workshop/Other Duplication/Miscellaneous Costs (for school) = $500

Off-Site Consultation, E-Mails, Conference Calls (limited to 1 hour per month):   In-Kind

SPRING YEAR 1 BUDGET:

Consultant Honorarium: 9 days @ $2,500 = $22,500
Travel/Per diem Expenses: 3, Three-day Trips @ $2,250/trip = $6,750

Off-Site Consultation, E-Mails, Conference Calls (limited to 1 hour per month):   In-Kind

TOTAL Pre-/YEAR 1 BUDGETS: $97,169
[approx. $195/student in a 500 student schools]

IMPLEMENTATION YEAR 2 BUDGET:

Consultant Honorarium: 18 days @ $2,500 = $45,000
Travel/Per diem Expenses: 3, Two-day Trips @ $2,000 = $6,000
                               4, Three-day Trips @ $2,250 = $9,000

Other Expenses: Stop & Think Social Skills Materials
                                   For all new Classroom Teachers/Select School Staff
                                   To replenish any lost/missing materials
                               School Discipline book
                               RTI^2 Implementation Kit
                               Estimated Cost = $ 4,000

Workshop/Other Duplication/Miscellaneous Costs (for school) = $500

Off-Site Consultation, E-Mails, Conference Calls (limited to 1 hour per month):   In-Kind

TOTAL YEAR 2 BUDGET: $64,500
[approx. $130/student in a 500 student schools]

IMPLEMENTATION YEAR 3 BUDGET:

Consultant Honorarium:	13 days @ $2,500 = $32,500
Travel/Per diem Expenses:	2, Two-day Trips @ $2,000 = $4,000
	3, Three-day Trips @ $2,250 = $6,750
Other Expenses:	Stop & Think Social Skills Materials
	For all new Classroom Teachers/Select School Staff
	To replenish any lost/missing materials
	Estimated Cost = $ 2,000

Off-Site Consultation, E-Mails, Conference Calls (limited to 1 hour per month):   In-Kind

TOTAL YEAR 3 BUDGET: $45,250
[approx. $90/student in a 500 student schools]

Summer Budget for Training of Facilitators

Year 1, Summer

During June at the end of Year 1, prospective new Trainers participate in a four day Training of Trainers where they learn how to (a) provide the in-service/professional development training needed in Project ACHIEVE's Positive Behavioral Self-Management System and Functional Assessment and Problem-Solving and Behavioral Assessment and Intervention components; (b) implement the building- and classroom-based technical support and consultation such that the activities within the component are implemented with integrity and longevity; (c) integrate the necessary capacity-building and supervision such that school personnel learn and master the component's information and skills at an independent practice level; and (d) coordinate and encourage the building's independent use of a data management system such that formative and summative data are collected and evaluated by the school to determine the impact and success of the component activities.

Materials Needed for Summer Year 1:

<u>Training of Trainers Manual</u> (@ $499/manual)

TOTAL SUMMER 1 BUDGET: $31,000   (Plus Training Materials)

Consultant Honorarium: **4 days @ $2,500 X 2 Trainers = $20,000**
Consultant Preparation: **1 day @ $2, 500 X 2 Trainers = $5,000**
Travel/Per diem Expenses: **1, Five-day Trip @ $3,000 X 2 Trainers = $6,000**

Off-Site Consultation, E-Mails,
  Conference Calls (limited to 1 hour per month):   In-Kind

Year 2, Summer

During June at the end of Year 2, a two-day Facilitators Summit is held to debrief the past school year, provide any additional training and/or mentoring, and to prepare the Facilitators for (largely) their independent implementation of Project ACHIEVE's PBSS from this point on.

TOTAL SUMMER 2 BUDGET: $19,500

Consultant Honorarium: **2 days @ $2,500 X 2 Trainers = $10,000**
Consultant Preparation: **1 day @ $2, 500 X 2 Trainers = $5,000**
Travel/Per diem Expenses: **1, Three-day Trip @ $2,250 X 2 Trainers = $4,500**

Off-Site Consultation, E-Mails, Conference Calls: In-Kind

Year 3, Summer

During June at the end of Year 3, a two-day Facilitators Summit is held to debrief the past school year, provide any additional training and/or mentoring, and to prepare the Facilitators for their fully independent implementation of Project ACHIEVE's PBSS.

TOTAL SUMMER 3 BUDGET: $19,500

Consultant Honorarium: **2 days @ $2,500 X 2 Trainers = $10,000**
Consultant Preparation: **1 day @ $2, 500 X 2 Trainers = $5,000**
Travel/Per diem Expenses: **1, Three-day Trip @ $2,250 X 2 Trainers = $4,500**

Off-Site Consultation, E-Mails, Conference Calls: In-Kind

7. Program Developer Brief Biography: Dr. Howie Knoff

Howard M. Knoff, Ph.D. is the creator and Director of Project ACHIEVE. After 22 years as a university professor, he is now a full-time national consultant, author, and lecturer; and he has been the Director of the State Improvement/Personnel Development Grant for the Arkansas Department of Education—Special Education Unit since 2003. Formerly a Professor of School Psychology at the University of South Florida (Tampa, FL) for 18 years and Director of its School Psychology Program for 12 years, Dr. Knoff was also the creator and Director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy at the University of South Florida.

As Director of Project ACHIEVE, a nationally-known school effectiveness/improvement program that has been designated a National Model Prevention Program by the U. S. Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA), Dr. Knoff has trained over 1,500 schools or school districts over a 20-year period.

As Director of the second Arkansas State Improvement/Personnel Development Grant (SIG/SPDG), now a five-year $1 million per year grant from the U.S. Department of Education, Office of Special Education Programs, he helps to oversee the primary SPDG goals of: statewide implementation of Project ACHIEVE's Positive Behavioral Support approach; literacy and mathematics interventions for at-risk, underachieving, and students with disabilities; Response-to-Intervention, Closing the Achievement Gap, and technical assistance to schools/districts in School Improvement status; and special education and related service personnel recruitment, training, and retention.

Dr. Knoff received his Ph.D. degree from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Dr. Knoff is widely respected for his research and writing on school reform and organizational change, consultation and intervention processes, social skills and behavior management training, Response-to-Intervention, and professional issues. He has authored or co-authored 17 books, published over 75 articles and book chapters, and delivered over 500 papers and workshops nationally—including the **Stop & Think Social Skills Program (Preschool through Middle School editions)** and the **Stop & Think Parent Book: A Guide to Children's Good Behavior** both through Cambium Learning/Sopris West Publishers.

Among his recent books are the following:

- Knoff, H.M. (2012). **School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide.** Thousand Oaks, CA: Corwin Press.

- Knoff, H.M., & Dyer, C. (2011). **RTI^2—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems.** Rexford, NY: International Center for Leadership in Education.

- Knoff, H.M., Blanchard, K., Covey, S., & Tracy, B. (2010). **Discover Your Inner Strength: Cutting Edge Growth Strategies from the Industry's Leading Experts.** Sevierville, TN: Insight Publications.

- Knoff, H.M. (2009). **Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Academic and Behavioral Interventions.** Little Rock, AR: Project ACHIEVE Press.

- Knoff, H.M. (2009). **Implementing Effective School-wide Student Discipline and Behavior Management Systems: Increasing Academic Engagement and Achievement, Decreasing Teasing and Bullying, and Keeping Your School and Common Areas Safe.** Little Rock, AR: Project ACHIEVE Press.

- Knoff, H.M. (2007). **More Stop & Think Social Skills and Steps: Classroom and Building Routines and Scripts from Preschool to High School.** Little Rock, AR: Project ACHIEVE Press.

- Knoff, H.M. (2007). **Holding Students Responsible for their School and Classroom Behavior: Developing a School-wide Accountability System to Encourage Student Self-Management and Staff Consistency**. Little Rock, AR: Project ACHIEVE Press.

- Knoff, H.M. (2007). **Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process: A Step-by-Step Implementation Guide to the Effective Use of Classroom Consequences.** Little Rock, AR: Project ACHIEVE Press.

Dr. Knoff has a long history of working with schools, districts, and community and state agencies and organizations. For example, he has consulted with a number of state departments of education, the Department of Defense Dependents School District during Desert Storm, and the Southern Poverty Law Center. He has also served as an expert witness in federal court five times, in addition to working on many other state and local cases—largely for legal advocacy firms who are representing special education and other students in need. Specific to school safety issues, Dr. Knoff was on the writing team that helped produce Early Warning, Timely Response: A Guide to Safe Schools, the document commissioned by the President that was sent to every school in the country in the Fall of 1998; and he participated in a review capacity on the follow-up document, Safeguarding our Children: An Action Guide.

A recipient of the Lightner Witmer Award from the American Psychological Association's School Psychology Division for early career contributions in 1990, and over $18 million in external grants during his career, Dr. Knoff is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes. Frequently interviewed in all areas of the media, Dr. Knoff has been on the NBC Nightly News, numerous television and radio talk shows, and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied." Finally, Dr. Knoff was the 21st President of the National Association of School Psychologists which now represents more than 25,000 school psychologists nationwide.

8. Contact Information

Dr. Howard M. Knoff, Director

Project ACHIEVE   **Phone: 501-312-1484**
49 Woodberry Road   **FAX: 501-312-1493**
Little Rock, AR 72212

E-mail: knoffprojectachieve@earthlink.net
Web site: www.projectachieve.info

9. National Recognition of Project ACHIEVE

National Recognition
Received the 2003 SAMHSA Administrators Award for **School-Based Mental Health Services**;
U. S. Department of Health & Human Services: Substance Abuse and Mental Health Services
Administration. Portland, OR, October, 2003.

Designated as a **Promising Program** for inclusion in the **Model Programs** Guide Database by
the Office of Juvenile Justice and Delinquency Prevention in the U. S. Department of Justice.
Bethesda, MD, June, 2003.

Designated as a **Select Program** by the Collaborative for Academic, Social, Emotional Learning
(CASEL). Chicago, IL, July, 2002.

Cited as an **Exemplary Mental Health Program** in **Exemplary Mental Health Programs:
School Psychologists as Mental Health Service Providers** (National Association of School
Psychologists, 3rd Edition), Bethesda, MD, 2002.

Designated as a **Model National Program** by the Substance Abuse and Mental Health Services
Administration/Center for Substance Abuse Prevention in the U. S. Department of Health &
Human Services. Rockville, MD, July, 2000.

Designated as a **"Best and Promising Practices" Program** by the Western Center for
the Application of Preventive Technologies in association with the Oregon Office of
Alcohol and Drug Abuse Programs. Salem, OR, September, 2000.

Highlighted at the **1999 Improving America's Schools Conference "Creating Safe Schools
and Healthy Students Institute."** Sponsored by the U. S. Department of Education, Tampa, FL,
October, 1999.

Highlighted at the **Safe and Effective Schools for ALL Children: What Works! A National Teleconference.** Sponsored by the U. S. Departments of Education and Justice (Office of Juvenile Justice and Delinquency Prevention), and the Center for Effective Collaboration and Practice at the American Institutes for Research, Washington, D. C., September, 1999.

Cited as an exemplary program relative to school safety at the **White House Conference on School** Safety, and highlighted in the U. S. Department of Education/Department of Justice **Annual Report on School Safety,** October, 1998.

Identified as an effective school reform program by the **Center for Effective Collaboration and Practice of the American Institutes for Research**, Washington, D. C., January, 1997.

Semi-finalist in the U. S. Department of Education's National Awards Program for Model Professional Development, October, 1996.

Recipient of over $8 million in external Federal and State grants (Department of Education) since 1990, including five U. S. Department of Education, Office of Special Education training grants and one U. S. Department of Education, Office of Educational Research and Innovation field-initiated research grant.

One of five programs across the country to be funded by the Metropolitan Life Foundation's **Positive Choices: Youth Anti-Violence Initiatives** program in the Fall of 1995 for $100,000.

Received Honorable Mention in the Coalition on Educational Initiatives' and USA TODAY's **Community Solutions for Education** national awards program, May, 1995. The Coalition on Educational Initiatives includes Apple Computer, Inc.; Proctor & Gamble; State Farm Insurance Companies; and Subaru of America, Inc., and over twenty national professional associations.

Highlighted on the ABC News' **20/20** program "Being Teased, Taunted, and Bullied" on April 28th, 1995

10. Project ACHIEVE Professional Publications and References:

   Knoff, H.M. (2012). **School Discipline, Classroom Management, and Student Self-Management: A Positive Behavioral Support Implementation Guide.** Thousand Oaks, CA: Corwin Press.

   Knoff, H.M., & Dyer, C. (2011). **RTI^2—Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems.** Rexford, NY: International Center for Leadership in Education.

    Knoff, H. M. (2009). **Implementing Response-to-Intervention at the school, district, and state levels: Functional assessment, data-based problem solving, and evidence-based academic and behavioral interventions**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2009). **Implementing Effective School-wide Student Discipline and Behavior Management Systems: Increasing Academic Engagement and Achievement, Decreasing Teasing and Bullying, and Keeping Your School and Common Areas Safe**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). **More Stop & Think Social Skills and Steps: Classroom and Building Routines and Scripts from Preschool to High School**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). **Holding Students Responsible for their School and Classroom Behavior: Developing a School-wide Accountability System to Encourage Student Self-Management and Staff Consistency. Little Rock, AR: Project ACHIEVE Press.**

Knoff, H. M. (2007). **Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process: A Step-by-Step Implementation Guide to the Effective Use of Classroom Consequences**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). **Building Strong Schools to Strengthen Student Outcomes: The Project ACHIEVE Forms Book**. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). Best practices in strategic planning, organizational assessment, and school effectiveness. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology-V**. Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (2007). Best practices in implementing statewide positive behavioral support systems. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology-V**. Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (2007). The seven sure solutions to school-based mental health services success: The necessary collaboration between school and community providers. In S. Evans (Ed.), **Advances in school-based mental health interventions**. Kingston, NJ: Civic Research Institute, Inc.

Killian, J.M., Fish, M.C., & Maniago, E.B. (2006). **Journal of Applied School Psychology, 23(1)**, 1-30.

Knoff, H. M. (2006). Teasing, taunting, bullying, harassment, and aggression: A school-wide approach to prevention, strategic intervention, and crisis management. In M. J. Elias, J. E. Zins, & C. A. Maher (Eds.), **Handbook of prevention and intervention in peer harassment, victimization, and bullying.** New Jersey: Haworth Press.

Knoff, H. M. (2004). Inside Project ACHIEVE: A comprehensive, research-proven whole school improvement process focused on student academic and behavioral outcomes. In K. Robinson (Ed.), **Advances in school-based mental health: Best practices and program models**. Kingston, NJ: Civic Research Institute, Inc.

Knoff, H. M. (2002). Best practices in organizational assessment and strategic planning. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology-IV, Volume 1** (pp. 235-253). Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (2002). Best practices in personality assessment. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology- IV, Volume 2** (pp. 1281-1302). Bethesda, MD: National Association of School Psychologists.

Knoff, H. M. (March, 2002). The "Stop and Think!" Social Skills Program: Teaching children interpersonal and conflict resolution skills systems. **NASP Communiqué, 30**.

Knoff, H. M. (March, 2002). Positive Behavioral Self-Management Systems: Facilitating school-wide implementation and minimizing individual resistance. **NASP Communiqué**, **30**.

Knoff, H. M. (2001, October). **Establishing school-wide prevention, intervention, and intensive needs approaches for student discipline, behavior management, and self-management: A collaborative action planning process.** Provided as a keynote paper for the virtual conference, "Creating Mentally Healthy Schools and Communities," Washington, DC: American Institutes for Research, Center for Effective Collaboration and Practice.

Knoff, H. M. (2001). **The Stop & Think Social Skills Program (Preschool – Grade 1, Grades 2/3, Grades 4/5, Middle School 6-8)**. Longmont, CO: Sopris West.

Knoff, H. M. (2000). Stop and Think! Steps toward the systematic prevention of student violence. **Reaching Today's Youth: The Community Circle of Caring Journal, 5(1)**, 63-66.

Knoff, H. M. (2000). Organizational development and strategic planning for the millennium: A blueprint toward effective school discipline, school safety, and crisis prevention. **Psychology in the Schools, 37,** 17-32.

Raffaele, L., & Knoff, H. M. (1999). Improving home-school collaboration with parents of children at-risk: Organizational principles, perspectives, and approaches. **School Psychology Review, 28,** 448-466.

Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). **Safe, drug-free, and effective schools for ALL children: What Works!** Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

Knoff, H. M., & Batsche, G. M. (1995). Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students. **School Psychology Review, 24**, 579-603.

Knoff, H. M. (1995). Best practices in organizational assessment and strategic planning. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology- III** (pp. 239-252). Silver Spring, MD: National Association of School Psychologists.

Knoff, H. M. (1995). Best practices in personality assessment. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology- III** (pp. 849-864). Silver Spring, MD: National Association of School Psychologists.

Batsche, G. M., & Knoff, H. M. (1995). Best practices in linking assessment to intervention. In A. Thomas & J. Grimes (Eds.), **Best practices in school psychology- III** (pp. 569-586). Silver Spring, MD: National Association of School Psychologists.

Knoff, H.M., & Batsche, G.M. (1993).   A school reform process for at-risk students: Applying Caplan's organizational consultation principles to guide prevention, intervention, and home-school collaboration.   In W.P. Erchul (Ed.), **Consultation in community, school, and organizational practice** (pp. 123-148). Washington, D.C.: Taylor and Francis.

Knoff, H. M., & Batsche, G. M. (1991). **The Referral Question Consultation process: Addressing system, school, and classroom academic and behavioral problems.** Tampa, FL: Authors.

11. Web Site Links Citing Project ACHIEVE:

Center for Substance Abuse Prevention/Substance Abuse and Mental Health Services
Administration:
www.samhsa.gov/centers/csap/modelprograms/evaluation.cfm?tbviewed=26

American Institutes for Research/Center for Effective Collaboration and Practice:
www.air.org/cecp/teams/greenhouses/projectachieve.htm or
www.air-dc.org/cecp/resources/nasp/fl.htm

Western Center for the Application of Prevention Technologies:
www.open.org/westcapt/bp57.htm

Sopris West Publishers, Longmont, CO:
www.soprislearning.com

APPENDIX 1

An Extended Description of Project ACHIEVE's Materials and Resources

1. The Stop & Think Social Skills Program for Schools and Classrooms

Pre-K through Grade 1
Grades 2 and 3
Grades 4 and 5
Grade 6 through 8

The Stop and Think Programs were created by Dr. Howard M. Knoff as part of a comprehensive school effectiveness, school improvement, and violence prevention process known as Project ACHIEVE. Over 15 years, Project ACHIEVE has proven so effective that it has been designated as a "Model Program" by the Substance Abuse and Mental Health Services Administration (SAMHSA), a "Promising Program" by the Office of Juvenile Justice and Delinquency Prevention (OJJDP), and a "Key Model Program" by the Collaboration for Academic, Social and Emotional Learning (CASEL).

Project ACHIEVE and the Stop and Think programs have been implemented in over 1,500 schools, districts, and/or communities, and entire states, like Arkansas, are implementing them through their Departments of Education in a comprehensive fashion.

As you will learn, the Stop and Think programs teach an effective, evidence-based approach to help children solve just about any social problem or challenge that they or adults supervising them confront. Indeed, the programs teach a wide range of very practical Survival, Interpersonal, Problem-Solving and Conflict Resolution skills.

The Stop and Think Social Skills Programs for schools and classrooms help teachers to teach ten basic and ten advanced social skills at each of four developmental levels. The skills can be organized in four clusters:

Survival Skills - these are the most basic skills that are needed in order to be successful with all of the other skills that are taught. These skills lay the foundation for all other skills and include the social skills of:

- Listening

- Following Directions

- Using Nice Talk

- Using Brave Talk

- Rewarding Yourself

- Evaluating Yourself

Interpersonal Skills - these skills help children interact successfully and get along with siblings, peers, older and younger students, parents, teachers and other adults. Included here are the social skills of:

- Sharing
- Asking for Permission
- Joining an Activity
- Contributing to Discussions
- Answering Questions

- How to Interrupt
- How to Wait Your Turn
- How to Wait for Adult's Attention
- Beginning/Ending a Conversation
- Giving/Accepting Compliments

Problem Solving Skills - these skills help children to solve or prevent individual, interactive, peer, or classroom problems, and include the social skills of:

- Asking for Help
- Apologizing
- Accepting Consequences
- Setting a Goal

- Deciding What To Do
- Avoiding Trouble
- Understanding the Feelings of Others
- Responding to Failure

Conflict Resolution Skills - these skills help children to deal with highly emotional situations and to resolve existing intrapersonal and interpersonal conflicts. Included here are the social skills of:

- Dealing with Teasing
- Dealing with Losing
- Dealing with Anger
- Walking Away from a Fight
- Dealing with Accusations

- Dealing with Being Left Out
- Dealing with Peer Pressure
- Dealing with Fear
- Dealing with the Anger of Others

The **Stop and Think Social Skill Training** program uses a five-step approach for teaching, reinforcing or using any of the social skills mentioned above. The five steps are:

- **Stop and Think!** This step is designed to condition children to take the time necessary to calm down and think about how they want to handle a situation.

- **Are You Going To Make a Good Choice or a Bad Choice?** This step provides children with a chance to decide what kind of choice they want to make. With help from parents and teachers, along with the meaningful positive and negative consequences for various choices, children decide to make a "Good Choice."

- **What Are Your Choices or Steps?** This step helps children to develop a specific plan before implementing a social skill. Here is where parents and teachers assist children by providing possible good choices or by actually teaching specific skills by breaking them into their component behavioral parts. This step helps children to "think before they act" ---getting them ready to move into action...and

- **<u>Just Do It!</u>** Here is where children actually perform their "Good Choice" behavior. If the specific skill or choice works, great. If not, the child is either provided with additional choices by their parents or teachers, or they are taught a new skill to use. Sometimes, they are prompted to go over the steps of a previously taught skill to make sure they are using it properly. Once successful, it's on to the last step.

- The **<u>Good Job!</u>** step prompts children to reinforce themselves for successfully using a social skill and successfully responding to a situation or request. This step is important because children - and adults - do not always reinforce themselves for making good choices

There are four age-specific <u>Stop and Think</u> programs for teachers and schools to use in teaching preschool through middle school children and adolescents these important social skills. There are separate instructional packages for use with:

PreKindergarten through Grade 1   **Grades 2 and 3**

Grades 4 and 5   **Grades 6 through 8**

The skills are taught through a variety of role-playing and group activities, which are all explained in the Teacher's Manual for each program.

The instructional package for each program consists of a:

- Teacher's Manual written in a user-friendly fashion

- Reproducible Forms Book with almost 200 pages of skill steps, calendars, lesson plan forms, and teaching tools that all are reproducible

- 25 sets of 20 Cue Cards each that present the behavioral steps for the 10 core and 10 advanced skills at each developmental level

- 25 small <u>Stop and Think</u> stop signs

- 5 large posters that show each of the five steps of the <u>Stop and Think</u> teaching language

- One large <u>Stop and Think</u> stop sign

Complete instructional packages are available, as are additional sets of cue cards, signs and posters.

ORDER FROM: Sopris West Educational Services
www.soprislearning.com
800-547-6747

2.   The Stop & Think Parent Book: A Guide to Children's Good Behavior—with its 75-minute Parent Instruction DVD

In today's world, it is more difficult than ever for parents to raise healthy and well-disciplined children. Every day, children experience confusing, mixed, and dangerous messages. They observe questionable role models, both in their real lives and in the media. And, they feel the constant pressure to "follow the leader" so that they will be accepted by their peers. In the midst of all of this, parents still need to be their children's primary "teachers". . . and yet, many parents are calling for help.

The Stop and Think Parenting Book: A Guide to Children's Good Behavior is based on the nationally-acclaimed and evidence-based Stop & Think Social Skills Program. Accompanied by its 75 minute demonstration DVD, this program teaches parents how to teach their children the interpersonal, problem solving, and conflict resolution skills that will help them succeed in all settings. Focusing on the preschool to late elementary school age span, the **Stop & Think Parenting Book** helps teach children over 20 important behavioral skills—Listening, Following Directions, How to Interrupt, Accepting Consequences and Apologizing, Dealing with Teasing, How to Handle Peer Pressure—and how to use them in real life.

The Demonstration DVD has nine segments showing real parents with their own children using a number of critical Stop & Think social skills for common home situations—turning off the TV to do homework, dealing with losing, sibling rivalry, going to bed at night, interrupting when you are on the phone. These segments are completely connected to the Parenting Book (icons in the book tell parents when to watch specific segments), and they include important teaching tips, parent interviews, suggestion to help your child to "Make a Good Choice."

Complete with a sample teaching Calendar, Social Skill Cue Cards, easy to follow Parenting Points, and other important resources, **The Stop and Think Parenting Book: A Guide to Children's Good Behavior** has been successfully used in homes across the country. It also has been used by counselors, social workers, and psychologists as they lead parenting classes in school, agency, and private practice settings.

The Stop and Think Parenting Book: A Guide to Children's Good Behavior is written in easy-to-understand language, and in a step-by-step format that helps parents to truly succeed with their children. And when children are successful at home, their success at school and in other settings usually follows ! !

ORDER FROM: Project ACHIEVE Press
                                    www.projectachieve.info
                                         501-312-1484

3.   Stop & Think Social Skills Music CD and Preschool to Grade 1 Skills Posters

The Stop & Think Songbook: Teaching the Core Knowledge Early Childhood Social Skills CD

   This new (2007) CD has FIFTEEN lively and engaging original songs that are based on the skill steps of the most important Stop & Think social skills at the preschool through Grade 1 levels. Designed to reinforce the Stop & Think approach, these memorable songs help children to learn the steps to each social skill in a fun and exciting way. Complete with a children's chorus and talented assortment of musicians, this CD is the perfect way to begin your "Circle Time" at school or put your children to bed at night.

The Stop & Think Songbook can be used with EITHER the Stop & Think Social Skills Program (for school) or the Stop & Think Parenting Book (for home). Your children will love this CD! ! ! (The fact that they are also learning social skills will be "our little secret!")

The Core Knowledge Social Skills Posters

   These FOURTEEN new FULL COLOR posters show pictures of children modeling the fourteen different Stop & Think social skills at the preschool through Grade 1 levels. Complete with the specific steps needed to teach each skill, these posters are printed on durable, coated card stock for years of use in your classroom or home.

   As an added BONUS: The back of each poster has the lyrics to the corresponding song on the **The Stop & Think Songbook CD**. This way, both teachers and parents can teach children their Stop & Think social skills while singing along with the CD.

   The Core Knowledge Social Skill Posters can be used with EITHER the Stop & Think Social Skills Program (for school) or the Stop & Think Parenting Book (for home). Your children will really "connect" with these pictures ! ! ! This will help them to learn their Stop & Think social skills just that much faster !

   ORDER BOTH FROM:

<div align="center">

Core Knowledge Foundation
(please reference Project ACHIEVE)
www.coreknowledge.org
800-238-3233

</div>
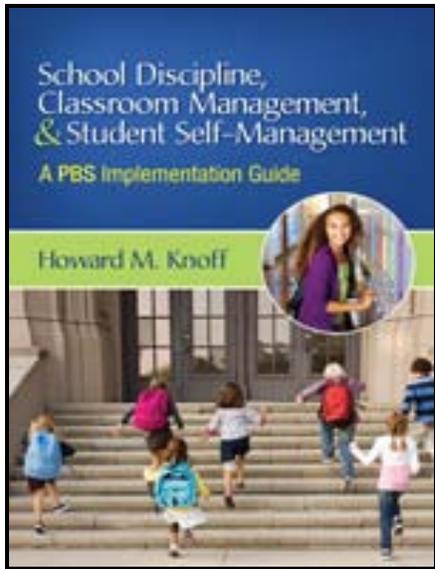
School Discipline, Classroom Management, and Student Self-Management:
A PBS Implementation Guide

Howard M. Knoff, Ph.D.

Foreword by Raymond J. McNulty
May 2012   312 pages   7" x 10"
Corwin Press

Paperback   ISBN: 9781412993968   **$39.95**

Pre Publication Price   **$33.96**

An integrated, comprehensive approach to positive behavioral supports and interventions

How do you help students who "act out" or "shut down" due to academic frustration or whose social and emotional issues keep them from achieving success in school? Based on Project ACHIEVE, a nationally recognized model of school effectiveness and continuous improvement program, this book shows you how. Educators will find a pragmatic, easy-to-follow blueprint for Positive Behavior Support Systems (PBSS) implementation that integrates academics, instruction, and achievement with discipline, behavior management, and student self-management. Award-winning author Howard M. Knoff provides guidance on:

- Implementing a schoolwide discipline and safe schools program
- Teaching students interpersonal, social problem solving, conflict prevention and resolution, and emotional coping skills
- Guiding professional development, staff and student buy-in, and evaluation
- Strengthening parent and community outreach and involvement
-

Included are classroom charts and posters, implementation steps and worksheets, and action plans and checklists. Case studies from more than 20 years of research and practice demonstrate how the book's strategies create positive climates, pro-social interactions, and effective management approaches from classroom to common school areas. The results? The students involved are more cooperative and academically engaged; have fewer disciplinary problems; are more socially successful; and earn higher grades and test scores.

Contents

1. Designing Schoolwide Positive Behavioral Support Systems
2. School Readiness and the Steps for PBSS Implementation
3. The School Discipline/PBSS and Other Committees: Effective Team and Group Functioning
4. Behavioral Accountability, Student Motivation, and Staff Consistency
5. Teaching Social, Emotional, and Behavioral Skills
6. School Safety and Crisis Prevention, Intervention, and Response
7. Teasing, Taunting, Bullying, Harassment, Hazing, and Physical Aggression
8. Functional Assessment and Why Students Become Behaviorally Challenging
9. Behavioral Interventions for Students with Strategic and Intensive Needs
10. Evaluating and Sustaining PBSS Outcomes
References
Index

RTI² — Response to Instruction and Intervention: Implementing Successful Academic and Behavioral Intervention Systems

Howard M. Knoff and Cheryl Dyer

Response to instruction and intervention (RTI²) involves evaluating the degree to which students (a) master academic material in response to effective instruction, and (b) demonstrate appropriate, prosocial behavior in response to effective classroom management. When students are not progressing or "responding" to effective instructional conditions, academically or behaviorally, RTI² uses a data-based, functional assessment, problem-solving process to determine the reason(s) for the lack of success and select strategic instruction/ interventions to help those students progress and be successful.

RTI² combines response-to-intervention with response-to-instruction in recognition that some students need modified or more intensive instruction in order to be academically or behaviorally successful, while other students need targeted, strategic, or intensive intervention(s) in order to facilitate their success.

The kit presents an integrated evidence-based blueprint that guides effective classroom instruction and behavior management. The blueprint includes academic and behavioral service and support "cascades" to ensure that at-risk, underachieving, or unsuccessful students receive the services needed.

The chapters and their authors are as follows:
- Introduction   *Dyer*
1. RTI²: An Essential Component of Effective Schools *Knoff*
2. Why RTI²?   *Dyer*
3. RTI² Data-Based, Functional Assessment, Problem-Solving Process *Knoff*
4. Designing and Implementing Effective RTI2 Systems in Districts and Schools   *Knoff*
5. Academic Interventions in English Language Arts Literacy   *Dyer*
6. Academic Interventions in Mathematics *Dyer*
7. Social, Emotional, and Behavioral Interventions *Knoff*
8. End-of-Year Transition Activities that Sustain the RTI2 Process *Knoff*
- Appendix - forms and instructions – *Knoff*

Forms and instructions are also on the CD. A DVD presentation, recorded at the 2010 Model Schools Conference, explains the RTI² approach.

Written by two national experts in the field, the kit describes the critical components that help education leaders to implement effective RTI² systems and approaches at the school and district levels. Focused on students with both academic and behavioral difficulties, the kit provides step-by-step implementation guides and procedures, and discusses how to link assessments that explain why students are not succeeding to more strategic or intensive academic or behavioral instruction or intervention.

RTI² is not a particular program, curriculum, or model. It is a framework, or blueprint, for allocating instructional and behavioral services and supports aligned to a student's individual needs. The ultimate goal is to provide early, effective services at the level of intensity necessary for students maximize their academic and behavioral potential and proficiency. The RTI² process proceeds through a flexible three-tiered system that represents the intensity of the supports needed by students to be successful. They are not labels that describe students or places to send students. The emphasis is on delivering the instruction or intervention through consultative support to general education teachers. The primary prevention in RTI occurs in Tier 1, which means in the general education classroom.
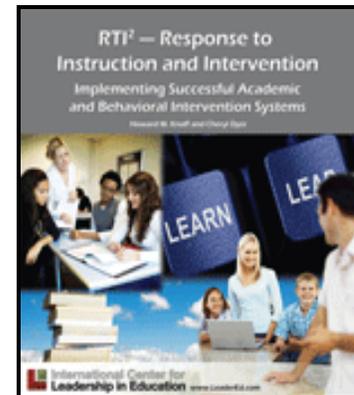
Ordering Information:

Price: $295
Includes a CD with forms and tools for implementing the process, and a one-hour national conference DVD presentation on RTI² by Dr. Howie Knoff

Reference Number: #K-10-RTI

**Publisher**: International Center for Leadership in Education

Website Ordering:
www.leadered.com/rtiKit.html
(518) 399 - 2776

6. Project ACHIEVE Electronic Documents

Implementing Effective School-wide Student Discipline and Behavior Management Systems: Increasing Academic Engagement and Achievement, Decreasing Teasing and Bullying, and Keeping Your School and Common Areas Safe
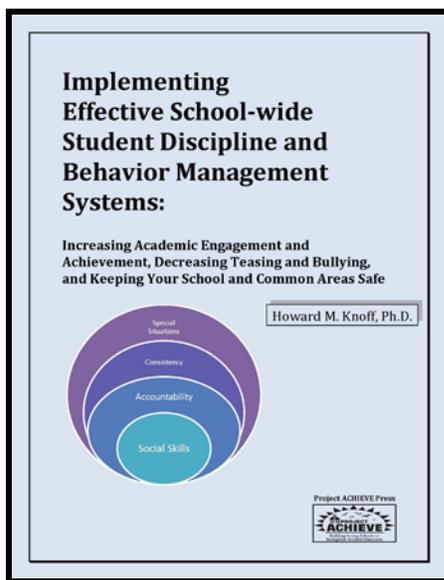
Published: 2009
(75 Pages)

Single Unit Price: $29.95
Site License Price: $119.95

TO PURCHASE, GO TO:
http://www.projectachieve.info/project-achieve-program/books/implementing-effective-student-discipline.html

Today's school-wide Positive Behavioral Support approaches are more specific, integrated, effective, and comprehensive than ever before. This Electronic Book (E-Book) describes the components and specific elements of Project ACHIEVE's evidence-based Positive Behavioral Self-Management System (PBSS) that (a) addresses the prevention, intervention, and intensive needs of challenging students, and (b) is fully consistent with NCLB and IDEA. Project ACHIEVE is a national award winning school improvement program that has been designated as an evidence-based through two federal agencies—for example, the Department of Health & Human Service's Substance Abuse and Mental Health Services Administration (SAMHSA).

This E-Book first describes Project ACHIEVE's PBSS at the primary, secondary, and tertiary prevention levels, focusing on the following areas: (a) teaching children and adolescents **functional** self-management skills, using the Stop & Think Social Skills Program, such that they master and demonstrate interpersonal, problem-solving, and conflict resolution skills as well as independent learning and academic engagement skills; (b) teaching teachers the **instructional** self-management skills that they need to run positive, effective classrooms that consistently hold students accountable for their

behavior, and that result in student learning and behavioral growth; and (c) teaching school staff **organizational** self-management skills so that they develop the systemic approaches needed for identifying resources and building capacity to independently sustain successful building-wide services for the prevention, strategic intervention, and intensive support needs of all students.

The six critical components that make up the PBSS then are presented in detail: (a) the Stop & Think Social Skills Program; (b) the development of grade-level and building-wide accountability systems; (c) how to increase staff and student consistency; (d) the analysis of "special situations"-- behavioral situations that occur in the common areas of a school and/or that involve peer-mediated teasing, taunting, bullying, harassment, and physical aggression; (e) crisis prevention, intervention, and response; and (f) the importance of home and community outreach.

Finally, the E-Book focuses specifically "Special Situations" and "Special Situation Analyses." There are two types of "Special Situations"—**Setting-specific and Student- or Peer-specific**. The Setting-specific Special Situations involve the common or "public" areas of a school: the hallways, bathrooms, cafeteria, playground, media center/library, buses, and other school gathering places.   The Student- or Peer-specific Special Situations involve the continuum from teasing to taunting to bullying to harassment to physical aggression or fighting. Clearly, these "setting" and "student" situations are critical to a PBSS as they can (positively) contribute to a school's positive climate, or they can (negatively) interfere with the classroom climate, making it more difficult for students to be completely engaged and focused on academic achievement.

In order to develop strategic interventions for these negative special situations, this E-Book describes how to conduct a "Special Situations Analysis"—a systematic data-based problem-solving process that links Problem Identification to Functional Assessment/Problem Analysis to Intervention and to Formative and Summative Evaluations. The Functional Assessment/Problem Analysis domains discussed will include: (a) Student Characteristics, Issues, and Factors; (b) Teacher/Staff Characteristics, Issues, and Factors; (c) Environmental Characteristics, Issues, and Factors-- Physical Plant and Logistics; (d) Incentives and Consequences; and (e) Resources. For Student-specific Special Situations, the Peer Group is added to the analysis.

In the end, this E-Book describes a functional, effective, and comprehensive school-wide system that maximizes students' academic achievement, creates safe school environments and positive school climates, increases and sustains effective classroom instruction and parent involvement, and collects data to demonstrate student and building outcomes. This E-Book describes the necessary components of a PBSS, and provides an in-depth and practical, step-by-step approach to the Special Situation Analysis, demonstrating its explicit link with the strategic interventions that help schools to decrease or eliminate these issues—thus, increasing their positive and productive school climates and classroom settings.

More Stop & Think Social Skills and Steps: Classroom and Building Routines and Scripts from Preschool to High School
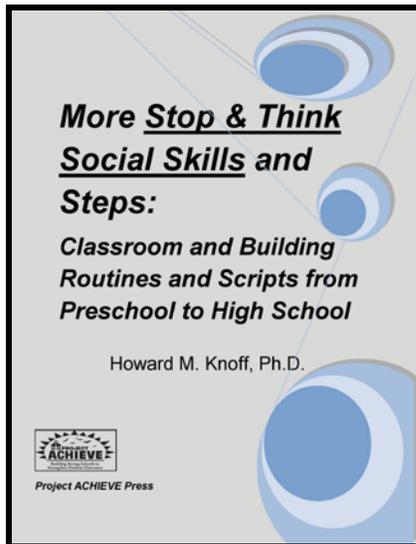
Published: 2007
 (140 Pages)

Single Unit Price: $34.95
Site License Price: $149.95

TO PURCHASE, GO TO:
http://www.projectachieve.info/project-achieve-program/books/more-stop-think-social-skills-and-steps.html

There are literally hundreds of possible social skills that can be taught in a classroom or across a school. Since its original publication in 2001, we have reorganized some of the Stop & Think social skills at the preschool level, and recognized the need for some additional classroom and building routines—along with the teaching steps that make them developmentally sensitive.

Thus, this E-book focuses on three things:

   ** First the book provides an overview of Project ACHIEVE's Positive Behavioral Self-Management System (PBSS), creating a context for teaching social skills, as well as classroom and building routines.

   ** The book then describes the reorganization of the Stop & Think preschool to Grade 1 social skills into ten clusters of social skills that actually involve 14 specific skills (starting with Listening, passing through two "Taking Your Turn" skills, including two "Class Participation" skills, teaching "Accepting Consequences," and ending with two "Sharing" skills). These skills are the preschool to Grade 1 Stop & Think skills used in all Core Knowledge classrooms, and that are reflected in the Stop & Think Music CD and Core Knowledge Preschool Posters.

    ** Finally, the book addresses the scripts needed to teach over 25 Classroom and Building Routines (How to Enter a Classroom, Participating in a Classroom Discussion, How to Transition from One Activity to Another, Walking in the Hallway, etc.)—each at the prekindergarten to Grade 1, Grades 2 and 3, Grades 4 and 5, and Middle School levels.

    This E-book, then, provides an overview and discussion of the <u>Stop & Think Social Skills</u> process, how these social skills can be taught at the preschool and early elementary school levels, and how different classroom and building routines can be taught using the <u>Stop & Think</u> process and how they can be organized. It then describes the <u>specific skill steps</u> for a variety of different classroom and building skills at each of four grade levels— from preschool through high school.

Holding Students Responsible for their School and Classroom Behavior: Developing a School-wide Accountability System to Encourage Student Self-Management and Staff Consistency

Holding Students Responsible for their School and Classroom Behavior:

Developing a School-wide Accountability System to Encourage Student Self-Management and Staff Consistency

Howard M. Knoff, Ph.D.

Project ACHIEVE Press
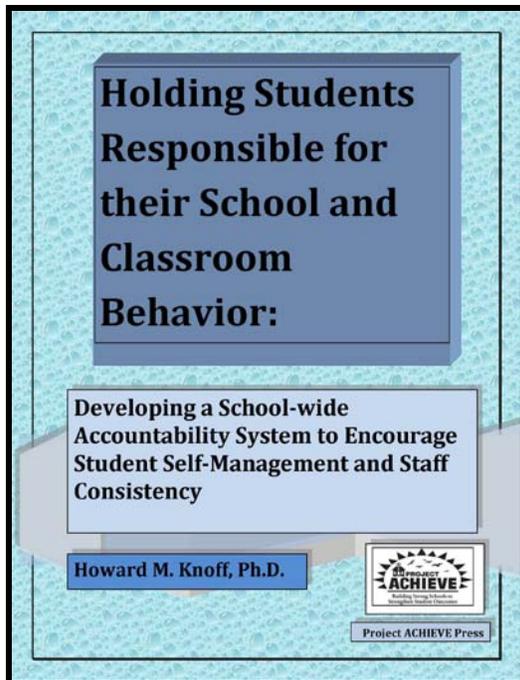
**Published: 2007
(130 Pages)**

**Single Unit Price: $34.95
Site License Price: $149.95**

TO PURCHASE, GO TO:
http://www.projectachieve.info/project-achieve-program/books/holding-students-responsible.html
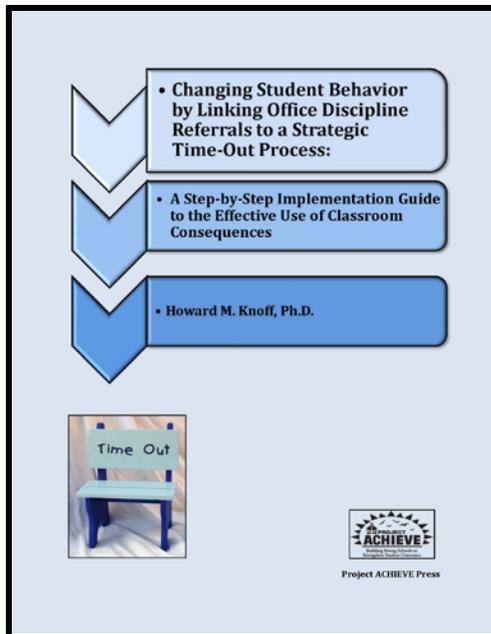
   Research and annual school reports nationwide show that student discipline and behavior management continues to be problematic. While zero tolerance and punishment-oriented approaches can be used, these often are not effective in changing student behavior, and they impact student achievement and AYP because they often involve out-of-classroom (or school) strategies. Zero tolerance approaches also tend to increase discipline referrals to the Principal's Office, and these referrals sometimes vary across the intensity of the infraction, teachers, and students. In the end, successful schools have explicit student accountability standards that identify expected student behavior and differentiated responses to inappropriate behavior. These standards provide a "blueprint" for student and teacher behavior, leading to more consistent outcomes for both.

   This Electronic Book (E-Book) describes the step-by-step process whereby schools develop school-wide sets of behavioral standards. Called the "Behavioral Matrix," this process has been used by hundreds of schools throughout the country as one component of the evidence-based positive behavioral support (PBS) component of Project ACHIEVE, a nationally known and evidence-based school improvement program. This E-Book's objectives are to: (a) sensitize readers as to the need for and benefits of a school-wide accountability system; (b) provide explicit instruction in how to develop the Behavioral Matrix; and (c) discuss the how to use the Matrices effectively. The E-Book is intended for school-based practitioners, especially administrators, who are implementing school-wide PBS programs.

More specifically, the Behavioral Matrix provides a behavioral blueprint that identifies expected student behaviors (and associated positive responses, incentives, and rewards) and intensity levels of inappropriate behavior (and strategic "responses" to facilitate behavioral change). Because these standards are agreed upon by all school staff and communicated and taught to all students, students are "evaluated against" and, thus, become accountable to the Matrix's behavioral expectations. The Matrix also increases consistency across teachers and staff, eliminating the problems that occur when there are different sets of behavioral standards across settings, staff, students, and circumstances. Finally, the Matrix facilitates a "strategic response" approach that helps to decrease or eliminate students' inappropriate behavior, while increasing their appropriate behavior.

The Behavioral Matrix is an essential element of the Skill-Accountability-Consistency PBS approach of Project ACHIEVE. Its presence in a school is essential both to staff and student success.

Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process: A Step-by-Step Implementation Guide to the Effective Use of Classroom Consequences

Published: 2007
(100 Pages)

Single Unit Price: $29.95
Site License Price: $119.95

TO PURCHASE, GO TO:
http://www.projectachieve.info/project-achieve-program/books/changing-student-behavior.html

Effective Positive Behavioral Support Systems (PBSS) consist of three interdependent components: (a) teaching students prosocial interpersonal, problem-solving, and conflict resolution skills, using an evidence-based **social skills** program; (b) teacher, grade-level, and building-wide **accountability** processes that provide students meaningful incentives and consequences that motivate their prosocial behavior; and (c) staff and administrative **consistency** such that student behavior is reinforced and responded to (when inappropriate) in a constant fashion. Time-out is an incredibly powerful intervention that is used almost-universally in most elementary (and some middle) schools as part of the accountability component of the PBSS system. Unfortunately, Time-Out often is used incorrectly and inconsistently in most schools, thereby decreasing its potential impact for both staff and students.

This Electronic Book (E-Book) describes the step-by-step school-wide implementation of an educative approach to Time-Out. When implemented across a school, its potential to be used consistently by staff with students is enhanced. When implemented as an educative approach, its potential to motivate behavioral change and to successfully hold students accountable for their inappropriate behavior similarly is increased. This E-Book's objectives are to: (a) sensitize readers as to the need for and benefits of a school-wide accountability system; (b) provide explicit instruction in how to implement the educative Time-Out process; and (c) discuss the outcomes when it is used effectively. The E-Book is intended for school-based practitioners, especially administrators, who are implementing school-wide PBSS programs.

   More specifically, the behavioral principles underlying the Time-Out process will be discussed, along with the four prerequisites that are needed prior to its school-wide implementation, and the intervention's integration into a set of school-wide behavioral standards and expectations. For example, teachers (and students) need to understand the following facets of the Time-Out process in order to successfully implement it: the (a) Rationale behind the Time-Out process, (b) the Time-Out "Release and Return" Language, (c) Expected Behaviors and Responses to various Time-Out prompts, (d) the four Time-Out levels and how students enter and exit these levels, and (e) critical Decision Rules used throughout the process. Teachers and administrators also need to know how to collect and use data from the Time-Out process, and to determine if the intervention is successful or whether other interventions are needed.

   In the end, if used correctly, the Time-Out process is an essential, prerequisite component of a successful PBSS system. Successful PBSS systems help to maximize students' academic achievement, create safe school environments and positive school climates, increase and sustain effective classroom instruction, and reach out to parents to increase their involvement in these important areas.

ORDER ALL E-Books FROM:
Project ACHIEVE Press
www.projectachieve.info
501-312-1484