
2019-2020

BEHAVIORAL INTERVENTIONS PORTFOLIO



Students with chronic behavior problems face significant challenges in the classroom. Students displaying behavior problems often exhibit other high-risk indicators such as excessive absenteeism, lack of engagement, academic difficulties in multiple content areas, and grade retention. In order to provide all children with access to a great education, the Louisiana Department of Education (LDOE) is focused on enhancing school climate and improving behavioral intervention practice in schools. The primary objective of all behavioral intervention practice is to ensure struggling students are identified and receive appropriate evidence-based interventions to assist them in progressing toward graduation, postsecondary education, and career readiness. Schools and school systems should utilize academic, behavioral, and mental health interventions and supports to ensure students are provided meaningful behavioral remediation so that they can continue academic pursuits.

MULTI-TIER SYSTEM OF SUPPORT (MTSS)

Louisiana has adopted a multi-tier system of support (MTSS) framework as the model for implementation of a preventative, and culturally responsive approach to ensuring equity in behavioral intervention response. In the Every Student Succeeds Act (ESSA), Congress defines MTSS as “a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students’ needs, with regular observation to facilitate data-based instructional decision making” (Title IV, Sec 8002 (33)). Multi-tier systems of support are built on systemic data collection, including screening and progress monitoring, to inform a problem-solving process of addressing student academic and behavioral needs. Use of evidence-based interventions of varying intensity across multiple tiers is essential to implementation (Batsche, 2014).

MTSS is a preventative model, that when implemented with fidelity, prevents or reduces risk of undesired behaviors and the subsequent need for discipline. A menu of evidence-based interventions provides alternatives to punitive and exclusionary discipline practices for all students, including those who receive suspensions and expulsions at disproportionate rates. MTSS framework provides the structure for policies and procedures that promote equity (McIntosh, Girvan, Horner, & Smolkowski, 2014). For example, data-based decision making provides an objectivity that increases accountability and reduces the effects of implicit bias on decision making (McIntosh, et al., 2014). This data-based decision making, along with alternatives to exclusionary practices helps reduce the impact of bias in responding to misbehavior.

USING THE BEHAVIORAL INTERVENTIONS PORTFOLIO

This portfolio provides interventions that can be included in a multi-tier system of supports for both behavioral and mental health. The portfolio should be used to consider student needs from two broad perspectives:

1. Targeted interventions are most effective when implemented within the context of systems-level, overarching frameworks.
2. These frameworks rely strongly on administrative support to develop systems that address the unique needs of successful implementation.



This portfolio provides a list of recommended interventions that can be delivered in school settings, often but not exclusively, with mental health professional support, that support all three tiers of MTSS. The interventions target different areas of student behavior ranging from social emotional health, reducing aggression, addressing trauma, and reducing disruption. When choosing behavior or mental health interventions, note that there are non-proprietary behavioral strategies that can be successfully implemented to impact student behavior (e.g., differential reinforcement of other behaviors, ignoring unwanted attention seeking behavior). These types of interventions can be successfully designed and implemented for students at Tiers 2 and 3 under the supervision of a trained behavioral specialist (e.g., school psychologists).

EVIDENCE BASE

ESSA emphasizes the use of evidence-based activities, strategies, and interventions. Evidence-based interventions are supported by strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale. Each entry in this portfolio provides a high level overview of an evidence based behavioral intervention and indicates the intervention as either strong, moderate, or promising. The criteria for ESSA's evidence levels are as follows:

1. **Strong:** indicates there is at least one well-designed and well-implemented experimental study (e.g., randomized controlled trial) that demonstrates statistically significant results across a large, multi-site sample that overlaps with the population (e.g., race, socioeconomic status, English language learners, students with disabilities, etc.) and setting (i.e., PK-12 schools) to be served.
2. **Moderate:** indicates there is at least one well-designed and well-implemented quasi-experimental study, (i.e., an empirical intervention study used to estimate the causal impact of an intervention on a target population without random assignment), that demonstrates statistically significant results across a large, multi-site sample that overlaps with either the population (e.g., race, socioeconomic status, English language learners, special education students, etc.) OR setting (i.e., PK-12 schools) to be served.
3. **Promising:** indicates there is at least one well-designed and well-implemented correlational study that statistically controls for selection bias and demonstrates statistically significant results.

The evidence base level is one metric that should be considered when selecting which intervention(s) to use and implement.

REFERENCES

- Batsche, (2014). Multi-tiered systems of support for inclusive schools. In J. McLeskey, N. Waldron, F. Spooner, B. Algozzine (Eds.), *Handbook of Effective and Inclusive Schools* New York: NY.
- McIntosh, K., Girvan, E. J., & Horner, R.H., and Smolkowski, K. (2014). Education not incarceration: A conceptual model for reducing racial and ethnic disproportionality in school discipline. *Journal of Applied Research on Children: Informing Policy for Children at Risk*, 5(2).

FRAMEWORK/INTERVENTION: Aggression Replacement Training (ART)

PUBLISHER/COMPANY: Arnold P. Goldstein, Ph.D., and Barry Glick, Ph.D., Research Press

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 2 & 3

AGE/GRADE LEVEL(S): Ages 12-17, 6th-12th Grade

AREA OF FOCUS: Reducing aggression

PURCHASING/CONTACT INFO: Dr. Barry Glick, aggressionreplacementtraining.com, artgang01@gmail.com, 518-229-7933

OVERVIEW

Description

ART is a cognitive behavioral intervention program to help children and adolescents improve social skill competence and moral reasoning, better manage anger, and reduce aggressive behavior.

Evidence-Based

- **Promising:** Five quasi-experimental studies

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

A 2-day training is required to become an ART facilitator along with 1-year of fidelity monitoring and consultation by ART master trainers.

PERSONNEL/RESOURCES REQUIRED

Mental health professionals and educators should utilize the ART curriculum in addition to workbooks and questionnaires for students. When ART is utilized as a group intervention, two group leaders are encouraged. Full details on resources needed and associated costs are listed below.

IMPLEMENTATION

Sequence

ART is delivered over 10 weeks (30 sessions) and is divided into three categories: social skills, anger control, and moral reasoning. Sessions are one hour in length.

Instructional Methods

ART is typically delivered in a group format consisting of 7-10 students.

Cultural Responsiveness

The majority of research on ART has been conducted on youth involved in juvenile justice settings as a means of rehabilitation. Youth from the United States, Norway, the Netherlands, and Turkey have been included in the research and shown positive outcomes. Caucasian males are well-represented among research samples with African American males representing less than 20% of the research demographics.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity monitoring occurs via consultation with master ART trainers, which includes review of recorded sessions, check-in calls and visits for first year, and on-site observation of sessions.

Progress Monitoring/Evaluation Tool

The ART system includes two student questionnaires that serve as outcome indicators.

COST

Training is provided by Education and Treatment Alternatives, Inc (ETA).
Trainer travel is not included in these costs and varies with distance from ETA.

Initial 2-day training costs \$3500 per day (\$7000 for up to 25 people) and this includes 1 year of Fidelity Management cost. One day booster training costs \$2500 for up to 25 people.

Staff can be trained to be trainers for their own system/agency at \$2500 per person. It is recommended that organizations have at least two trainers.

Materials are available from <https://www.researchpress.com> and <https://www.wpspublish.com>. The following curriculum is recommended:

- ART® Third Edition (includes CD) \$44.95 - (1 per facilitator)
- Skillstreaming Adolescent \$46.95- (1 per facilitator)
- Skillstreaming the Elementary School Child \$46.95- (1 per facilitator for youth under age 14 or at low literacy levels)
- How I Think Questionnaire (HIT) \$29.95 with manual and additional questionnaires (\$26.95 for 20)- 2 questionnaires per child
- Aggression Questionnaire (AQ) \$112.50 w manual and additional questionnaires (\$50.00 for 25) - 2 questionnaires per child

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

ART has shown effectiveness in reducing subsequent arrests for groups of incarcerated youth.

FRAMEWORK/INTERVENTION: Bounce Back

PUBLISHER/COMPANY: Bounce Back Program (www.bouncebackprogram.org)

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 2 & 3

AGE/GRADE LEVEL(S): Ages 5-10, Kindergarten-5th Grade

AREA OF FOCUS: Reduction of symptoms of grief and traumatic experiences

PURCHASING/CONTACT INFO: info@bouncebackprogram.org, 213-821-4398

OVERVIEW

Description

Bounce Back is the elementary school version of the Cognitive Behavioral Intervention for Trauma in Schools (CBITS). It is designed to alleviate stress and symptoms of traumatic experiences and grief.

Evidence-Based

- **Strong:** Two randomized controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Free online training is available, which includes access to the videotaped training course, advice from the intervention developers and Bounce Back providers, downloadable materials, resource lists, and an online community for peer-to-peer discussion boards, document sharing, and Ask an Expert.

In-person, 1-day training is also available.

PERSONNEL/RESOURCES REQUIRED

The intervention should be delivered by clinicians with a minimum of a master's degree in a mental health field. Clinicians should undergo online training in the intervention at a minimum. The majority of the intervention is delivered in group format and thus adequate spacing and privacy is needed for group meetings.

IMPLEMENTATION

Sequence

The intervention is delivered in groups of 4-7 children over the course of 10 weeks. Several parent sessions are also held along with 2-3 individual sessions with group participants.

Instructional Methods

A mixture of small group and individual sessions following manualized sessions.

Cultural Responsiveness

Children of Latin origin make up the majority of the samples studied as well as children in urban environments.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity measures are not clearly defined or explicitly offered. However, detailed session outlines are provided in the treatment manual and can be used to assess fidelity to the model.

Progress Monitoring/Evaluation Tool

Researchers utilized the following tools:

- Modified Traumatic Events Screening Inventory for Children- Brief Form (TESI-C-Brief)
- UCLA PTSD Reaction Index
- SDQ Parent and Teacher versions

COST

Free training is offered online. In-person training costs vary depending on number of trainees and location. In-person trainings range from \$2,000-\$8,000.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Caring School Community™ (formerly, The Child Development Project)

PUBLISHER/COMPANY: Center for the Collaborative Classroom

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 2 & 3

AGE/GRADE LEVEL(S): Ages 5-13, Kindergarten-8th Grade

AREA OF FOCUS: Universal social emotional support with individualized discipline program when needed

PURCHASING/CONTACT INFO: 510-533-0213, www.collaborativeclassrooms.org

OVERVIEW

Description

Caring School Community works to build classroom and schoolwide community while developing students' social and emotional learning (SEL) skills and competencies. It is designed to help students become caring, responsible members of their school communities. The lessons in the program aim to help teachers create warm, safe, and disciplined classroom environments where students can develop the skills and dispositions they need to interact constructively with others. The program achieves this by working to: (1) build caring relationships with and among students; (2) teach social skills; (3) create calm, orderly learning environments through the effective use of classroom management practices; (4) help students acquire self-discipline through a caring and effective approach to discipline.

Evidence-Based

- **Moderate:** Two well-designed and well-implemented quasi-experimental studies

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Teachers participate in a one-day workshop in which they explore the program components, discuss ways to build caring and supportive environments, learn how to facilitate student conversations, learn strategies to enhance cooperation among students, explore strategies to build community within and across classrooms, and view and discuss video vignettes of classroom practices. Additional coaching for teachers is available. A training of trainers approach is also available in which a team of four to six participants from a school receives three-day institute training and then provides staff development to the remaining school staff. District-level coaches and staff developers can participate in an array of professional development offerings.

PERSONNEL/RESOURCES REQUIRED

Implemented by teachers who participate in the one-day workshop.

IMPLEMENTATION

Sequence

All four components of this approach—class meeting lessons, cross-age buddies programs, homeside activities, and schoolwide community—are designed to be introduced over the course of one year. However, some schools may decide to introduce the components more gradually.

Instructional Methods

A typical session uses a scripted lesson and begins with a brief review of the class meeting rules (established norms to maintain a sense of community in the classroom) collaboratively established by the teacher and students. Then, the teacher introduces the topic of discussion for the lesson. During the discussion, the teacher encourages students to maintain positive interpersonal communication in which they build on each other's thinking. Sometimes the discussion is followed by activities done individually or in groups. The teacher concludes the lesson by summarizing what was done during the lesson and setting expectations regarding students' future behavior. A schoolwide component of CSC, cross-age buddies activities, involves older students mentoring younger students for academic activities, cooperative learning skills, and relationship building. The buddies activities require one hour of class time a week or month, and an additional 15 minutes of teacher preparation time. Students participate in additional schoolwide activities such as interviewing nonteaching staff members, holding a family projects fair, and planting a school community garden.

Homeside activities are included in the curriculum to build positive relationships between home and school and honor what families and communities have to offer. These activities may include show and tell from home, sharing a holiday tradition, or telling a family folklore story. Homeside activities are available in English and Spanish. Read-aloud libraries are an optional program enhancement.

Cultural Responsiveness

Homeside activities, short conversational activities that are sent home with students for them to do with their parent or caregiver and then to discuss back in their classroom, incorporate the families' perspectives, cultures, and traditions, thereby promoting interpersonal understanding.

Additionally, the program has been used with population samples that were predominately African-American, predominately European-American, and with Asian-American and Hispanic populations. The program has been implemented across urban, suburban, and rural settings with a diverse range of socio-economic levels.

See these studies for more details:

[Battistich, V., Schaps, E., Watson, M., Solomon, D., & Lewis, C. \(2000\).](#) Effects of the Child Development Project on students' drug use and other problem behaviors, *Journal of Primary Prevention*, 21 (1), 75-99.

[Battistich, V., Solomon, D., Watson, M., Solomon, J., & Schaps, E. \(1989\).](#) Effects of an elementary school program to enhance prosocial behavior on children's cognitive-social problem-solving skills and strategies, *Journal of Applied Developmental Psychology*, 10(2). 147-169.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

The program provides tools for monitoring implementation, which are included in the principal's package (see pricing below).

Progress Monitoring/Evaluation Tool

The program provides a weekly class assessment to monitor student progress, which is provided in the classroom and principal's package (see pricing below).

COST

A classroom package that contains class meeting lessons, teacher's calendar, cross-age buddies activity book, homeside activities, and schoolwide community-building activities costs \$185.

The principal's package (which includes all classroom materials for teachers plus a principal's leadership guide) costs \$275.

The cost of workshops and follow-up visits is \$2,000 a day, plus travel expenses. Total cost for training varies depending on the number of professional development days needed and whether adoption involves a single school, multiple schools, or training-of-trainers at the district level.

An optional enhancement to the program is the Caring School Community read-aloud libraries; the cost of the individual grade-level libraries ranges from \$52-\$67 a grade, and the cost for a complete K-6 library is \$408.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Cognitive Behavioral Intervention for Trauma in Schools

PUBLISHER/COMPANY: Rand Corporation

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 2 & 3

AGE/GRADE LEVEL(S): Ages 11-15, 5th-10th Grade

AREA OF FOCUS: Symptoms of posttraumatic stress, anxiety, and depression

PURCHASING/CONTACT INFO: www.cbitsprogram.org

OVERVIEW

Description

CBITS is a school-based program that uses cognitive-behavioral techniques and an early intervention approach to reduce symptoms of posttraumatic stress, anxiety, and depression among children with moderate levels of symptoms. CBITS is a group (6-8 students) and individual intervention.

Evidence-Based

- **Strong:** One randomized controlled trial with four or more quasi-experimental published studies

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

There are criteria for minimally acceptable training and most comprehensive training. Minimally acceptable training includes: reading the CBITS manual, completion of five-hour web-based course, review of website tips and role-plays, and participation in one-day live training.

The most comprehensive training guidelines include: reading the CBITS manual, completion of five-hour web-based course, participation in two-day live training, and use of web-based materials for regular review.

Registration at the official CBITS website, www.cbitsprogram.org, provides access to detailed implementation resources.

PERSONNEL/RESOURCES REQUIRED

The minimum education level to use CBITS is a Master's degree with training in child mental health. Personnel with experience in at least some of the following areas is recommended: delivery of mental health services in schools, experience with using Evidence-Based practices, training in cognitive

behavioral and trauma-focused therapy, and experience with group therapy.

A local supervisor with comprehensive CBITS training is also recommended for minimally acceptable implementation. Comprehensive implementation requires that the supervisor also monitor implementation fidelity, provide weekly case consultation with new CBITS therapists, and participate in consultation from a certified CBITS trainer regularly.

IMPLEMENTATION

Sequence

Settings wishing to implement CBITS should complete the readiness assessment.

The intervention consists of:

- 10 group sessions
- 2 parent psychoeducational sessions
- 1-3 individual sessions
- 1 teacher educational session

Instructional Methods

Education, Relaxation Training, Cognitive therapy, Real life exposure, stress or trauma exposure, Social Problem Solving

Cultural Responsiveness

Cultural adaptations encouraged and reviewed by site during training.

CBITS has been adapted for use with Spanish-speaking populations, low-literacy groups, and children in foster care.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity instructions and measure provided at <https://cbitsprogram.org/forms>

Progress Monitoring/Evaluation Tool

Evaluation tools provided at <https://cbitsprogram.org/forms>

COST

Online training is free and gives you access to the videotaped training course, along with advice from the intervention developers and experienced CBITS providers, downloadable materials, a list of resources, and an online community where you can take part in peer-to-peer discussion boards, document sharing, and Ask an Expert.

In-person training is a 2 or 2 ½ day training at your site, consisting of session-by-session instruction, demonstrations, role-plays, and practice. Costs of in-person training vary depending on number of trainees and location, and range from about \$4,000-\$10,000.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Collaborative and Proactive Solutions (CPS)

PUBLISHER/COMPANY: Lives in the Balance

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 1, 2, & 3

AGE/GRADE LEVEL(S): Ages 4–14, Pre-Kindergarten–9th Grade

AREA OF FOCUS: Skills training to reduce oppositional behavior

PURCHASING/CONTACT INFO: Liz Rudman, liz@livesinthebalance.org, www.livesinthebalance.org

OVERVIEW

Description

CPS is an intervention model designed to help educators and families effectively identify unsolved problems and to collaboratively solve problems with children. This process serves as an alternative to traditional disciplinary action and teaches children long-term skills for developing solutions to problems.

Evidence-Based

- **Strong:** Four randomized controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

CPS offers a variety of training options ranging from remote and on-site consultation to formal certification for mental health professionals and educators. Thorough resources for professional development are available at no cost at www.livesinthebalance.org.

PERSONNEL/RESOURCES REQUIRED

School-based mental health professionals and educators should be trained, which can occur in a variety of ways. School administrators should also undergo training in order to support implementation.

Staff expected to participate in CPS should have access to the book “Lost at School,” which details the intervention and implementation process.

IMPLEMENTATION

Sequence

Mental health professionals and/or educators initially convene to discuss a specific student. Plans are then developed to begin the collaborative problem-solving process with the student in a well-specified manner.

Instructional Methods

One-on-one discussions between the student and educator or mental health professional.

Cultural Responsiveness

CPS is well-suited for use in schools, inpatient facilities, and juvenile justice systems per the developers. Samples studied in the published research include a high percentage of Caucasian males from the United States and several European countries. The developers discuss adaptation for individuals with limited verbal abilities.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Consultation is available by certified trainers, who review audio recordings of the staff using the CPS method and provide feedback.

Progress Monitoring/Evaluation Tool

No formal progress monitoring is specified in the model. Reductions in seclusion and restraint, improvements in academic engagement, and improvements on behavioral progress monitoring are indicators of effective implementation.

COST

Training can be obtained in a variety of ways. The developers offer 1-day introductory trainings, 2-3 day advanced training, and workshops throughout the year in various domestic and international locations. Sites may also arrange for weekly consultation with a master trainer after undergoing self-study of resources available in print and on the CPS website.

Costs of two-day trainings and workshops vary based on location but average \$600 per attendee.

“Lost at School” (\$11.55 in paperback, \$34.98 in hardback)

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Coping Cat

PUBLISHER/COMPANY: Workbook Publishing

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 3

AGE/GRADE LEVEL(S): Ages 6-14, 1st-9th Grade

AREA OF FOCUS: Reducing symptoms of anxiety and depression

PURCHASING/CONTACT INFO: Philip C. Kendall, PhD, ABPP, Temple University, www.workbookpublishing.com, pkendall@temple.edu, 215-204-7165, 215-204-0565

OVERVIEW

Description

Coping Cat is a cognitive-behavioral intervention for children with anxiety and depression that helps students recognize emotional and physical reactions to mood problems, clarify thoughts and feelings in when in distress, and develop plans for effective coping.

Evidence-Based

- **Strong:** More than three randomized-controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Training resources include a well-defined treatment manual and training DVDs available on the developer's website, which range from 40-90 minutes in duration.

PERSONNEL/RESOURCES REQUIRED

Coping Cat should be delivered by individuals with a master's degree or beyond and/or under the supervision of a licensed mental health professional. Therapist and child workbooks are needed.

IMPLEMENTATION

Sequence

Coping Cat is delivered across the course of 16 sessions typically once per week in individual sessions.

Instructional Methods

Therapist and student meet individually using a workbook to supplement discussion and track progress.

Cultural Responsiveness

The majority of research on the Coping Cat program has been conducted with Caucasian individuals. Two studies include equal amounts of Caucasian and African American children and one study exclusively included Spanish children. Each of these studies demonstrated positive outcomes. An unpublished study specifically analyzed Coping Cat as a multicultural intervention and concluded that Coping Cat is a multiculturally appropriate intervention.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

The Coping Cat manual contains specific session content. Fidelity can be measured by recording sessions and reviewing content for adherence to session protocol.

Progress Monitoring/Evaluation Tool

Student self-rating of fear and anxiety is built into the student workbook.

COST

A therapist manual and a youth participant manual (per each child) is required to provide this intervention.

- **Therapist manual**.....\$24.00
- **Youth participant manual**.....\$26.95

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Coping Power

PUBLISHER/COMPANY: University of Alabama, Coping Power Program

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1 or 2

AGE/GRADE LEVEL(S): Children transitioning to middle school, 4th, 5th, and 6th graders

AREA OF FOCUS: Children at risk for aggressive or disruptive behavior

PURCHASING/CONTACT INFO: 205-348-3535, coping@ua.edu, www.copingpower.com

OVERVIEW

Description

Coping Power emphasizes social and emotional skills that are needed during the transition to middle school. The program incorporates child and parent components. The child component consists of thirty-four 50-minute group sessions and periodic individual sessions over the course of 15–18 months, although the program can be shortened to a single school year. Lessons focus on goal setting, problem solving, anger management, and peer relationships. The parent component is composed of 16 group sessions and periodic individual meetings. Lessons support the child component of the program and address setting expectations, praise, discipline, managing stress, communication, and child study skills.

Evidence-Based

- **Strong:** Three randomized controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Leaders should complete one of the three levels of certification/training to provide the program. These levels are detailed in the cost section below.

PERSONNEL/RESOURCES REQUIRED

Program is designed to be delivered by mental health professionals such as social workers, school counselors, etc. Master's level interventionist with experience working with children with disruptive behaviors can also deliver the program.

IMPLEMENTATION

Sequence

Small groups meet one time per week. The group leader checks in with students about whether they met their goal for the week and then provides new lesson. Kids can earn points for meeting their goals, paying attention, and attendance. At the end of their meeting, they set their goals for next week and can choose whether to spend their points by buying something from the rewards catalog or save them up for a bigger reward. Groups are about 50 minutes long and take place during the school day at a time negotiated by the teacher and counselor. Teacher feedback on goals is provided weekly.

A critical part of the Coping Power program is the parent group. Parents learn about what their children have been learning in their group and how to support those skills at home. A topic is discussed each meeting, such as academic support in the home. Parent groups meet multiple times throughout the course of the program, and discuss topics like family communication, managing challenging behaviors, managing parenting stress, and improving child behavior among others.

Instructional Methods

The weekly lesson is taught using interactive and engaging methods like puppets, videos, and demonstrations.

Cultural Responsiveness

While Coping Power does not specifically address culture in the program, it has been successfully used in urban and suburban settings, with population samples ranging from primarily African-American to samples that were approximately half African-American and half European-American. The program has also been used with children and families with diverse socio-economic status. Coping Power has been adapted for use in non-US cultures

such as The Netherlands and with Mexican-American children and families.

See these studies for more details:

Lochman, J. E., & Wells, K. C. (2004). The Coping Power program for preadolescent aggressive boys and their parents: Outcome effects at the 1-year follow up. *Journal of Consulting and Clinical Psychology, 72*(4), 571-578. Retrieved from: <https://eric.ed.gov/?id=EJ684724>

Lochman, J. E., Boxmeyer, C., Powell, N., Qu, L., Wells, K., & Windle, M. (2009). Dissemination of the Coping Power program: Importance of intensity of counselor training. *Journal of Consulting and Clinical Psychology, 77*(3), 397-409. Retrieved from: <https://eric.ed.gov/?id=EJ842419>

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Program developers will provide fidelity measures upon request. Requests can be made via email to coping@ua.edu.

Progress Monitoring/Evaluation Tool

Behavior Assessment System for Children (BASC) was used by researchers evaluating program. Program developers are currently evaluating progress monitoring tools to be used specific for the Coping Power program, but they are not yet available.

COST

There are three levels of certification and training for this program:

Level 1

- Purchase manuals (Child - \$59.95; Parent - \$47.95)
- Complete online workshop through Division 53 (9 hours; Cost - \$180)
- Attend General online training (2 days; 3 hours each day; Cost - \$175)
- Receive General Certificate of Completion

Level II

- Purchase manuals
- Attend live/interactive training online or in-person at University of Alabama campus (offered two times per year).
- 6 hours (Two, 3 hour trainings)
- Child and Parent Component
- Cost - \$800
- Submit 2 videos for fidelity check to Coping Power Mentor; supervision phone call to discuss each video
- Attendees receive PRIMARY Certification

Level III

- Purchase manuals
- Attend live/interactive training in-person (on campus or at your location)
- Training is tailored to you/your agency
- Cost - \$2500 plus travel expenses for trainer(s)
- 2 workshop days
- Training is more in-depth (research background and rationale, specific issues to you/your agency, etc.)
- Submit 2 videos for fidelity check to Coping Power Mentor; supervision phone call to discuss each video
- Attendees receive INTENSIVE Certification

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: The Council for Boys and Young Men

PUBLISHER/COMPANY: One Circle Foundation

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1 or 2

AGE/GRADE LEVEL(S): Ages 9-18, 4th-12th Grade

AREA OF FOCUS: School engagement, violence prevention

PURCHASING/CONTACT INFO: www.onecirclefoundation.org

OVERVIEW

Description

The Council focuses healthy male development with an emphasis on the effects of trauma and violence and toxic masculinity to foster socio-emotional development and prosocial behavior.

Evidence-Based

- **Promising:** Two quasi-experimental studies

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Two-day trainings are offered to become certified.

PERSONNEL/RESOURCES REQUIRED

Depending on group size, two facilitators may be needed. Supplies typical of group interventions are needed (e.g., markers, dry erase boards, pens) in addition to workbooks provided by The Council program.

IMPLEMENTATION

Sequence

The curriculum can be used flexibly in order to adapt to group needs, age range, and length of time available. Facilitators can select modules of relevance and deliver those in once weekly sessions.

Instructional Methods

The Council is delivered in a group format. Group size is not specified.

Cultural Responsiveness

Discussions of race, ethnicity, and culture are explicitly included in the curriculum.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity and quality assurance tools are available within the facilitator's guide.

Progress Monitoring/Evaluation Tool

An evaluation packet is made publicly available at no cost.

COST

Two-day training is offered at \$360 per person, or, for contract trainings, \$11,500 for 20-25 participants. Facilitator guides are included in the training but can be purchased separately. See website for complete details: www.onecirclefoundation.org

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Programming explicitly acknowledges disproportionality in discipline practices. Developers suggest that staff training and subsequent implementation of this intervention will reduce disproportionality.

FRAMEWORK/INTERVENTION: Fast Track Elementary School

PUBLISHER/COMPANY: Fast Track Project

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1 (The PATHS - Promoting Alternative Thinking Strategies component is universal) & Tier 2 (children screened as high risk participate in the other two components) (Fast Track Friendship Groups and Parent Groups)

AGE/GRADE LEVEL(S): Ages 6-15, 1st-10th Grade

AREA OF FOCUS: Children with behavioral or emotional disturbances or those with disruptive behaviors who may be at high risk for long-term antisocial behavior

PURCHASING/CONTACT INFO: fasttrackproject.org

OVERVIEW

Description

The intervention is guided by a developmental theory stating the interaction of multiple influences on the development of behavior. There can be multiple stressors and influences on children and families that increase their risk levels. In such contexts, some families that experience marital conflict and instability can cause inconsistent and ineffective parenting. These children can sometimes enter school poorly prepared for the social, emotional, and cognitive demands of this setting. Over time, children in these circumstances tend to demonstrate particular behaviors, are rejected by families and peers, and tend to receive less support from teachers, further increasing aggressive exchanges and academic difficulties.

As youth get older, their risk for these behaviors increase due to peer influences, academic difficulties, and their personal identity development. The Fast Track project is thus based on the hypothesis that improving child competencies, parenting effectiveness, school context and school-home communications will, over time, contribute to preventing certain behaviors across the period from early childhood through adolescence.

Evidence-Based

- **Strong:** One randomized controlled study

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Training is required for the components by the respective programs and costs are detailed in cost section below.

PERSONNEL/RESOURCES REQUIRED

Classroom teachers deliver the PATHS Curriculum; all classroom teachers are eligible for PATHS training with no additional requirements regarding skills/qualifications required.

The developers term the leader(s) of the Friendship and Parent groups, "Education Coordinators." An Education Coordinator should have either a teaching background (with a special interest and training/experience working with at-risk students) or a background as a school counselor. In either case, they must have experience working with groups of students, experience with high-risk/aggressive students, and experience working in school settings. Training/understanding of the principles of social- emotional learning and behavior management is desirable.

IMPLEMENTATION

Sequence

Students are screened based on teacher and parent support. All students receive the PATHS curriculum. Those students that are screened into the high-risk group participate in the Fast Track Friendship Groups and their parents participate in the Fast Track Parent Group.

Instructional Methods

- **PATHS:** Short lessons in classroom settings
- **Fast Track Friendship Group:** Lessons consisting of games, activities, and handouts.
- **Fast Track Parent Group:** Lessons with handouts and worksheets.

Cultural Responsiveness

While the Fast Track Project does not specifically address culture in the programs provided it has been successfully used across urban and rural areas. Most of the published outcome studies reflected samples that were approximately half African-American and approximately half European-American, with much smaller percentages of other populations (e.g., Latino, Native-American). The project website details over thirty years of studies and the racial and/or cultural make up of each sample.

See this study for more details:

Conduct Problems Prevention Research Group. (1999). Initial impact of the Fast Track prevention trial for conduct problems. *Journal of Consulting and Clinical Psychology*, 67(5), 631-647.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

The Fast Track Project website provides a detailed list of the 171 measures that have been used for either fidelity or progress monitoring. Most of the fidelity measures are available to users who have been trained to provide both PATHS and the Fast Track Friendship and Parent groups. See website address information below.

Progress Monitoring/Evaluation Tool

Fast Track recommends coaches, technical assistance, and/or onsite coordinators to monitor fidelity and progress. Additionally, the Fast Track Project website provides a detailed list of the 171 measures that have been used for either fidelity or progress monitoring. Several of the progress monitoring tools were developed by the Fast Track Project and the developers will share these tools, upon request, with users trained on both PATHS and the Fast Track Friendship and Parent Groups. Other measures are proprietary measures from other publishers (e.g., The Child Behavior Checklist). The Fast Track website provides publisher, purchase, and contact information for each of the 171 tools listed. Users can view a copy of the Fast Track developed tools on the website. Additionally, included with the PATHS kits needed for implementation are both student progress monitoring tools and teacher implementation tools. See website address information below.

COST

It is highly recommended that if you are considering this approach that you visit the fasttrackproject.org for a very detailed summary of cost and how cost varies according to scale.

As Fast Track includes 3 different components, this is a brief break down of cost per component:

Paths

- **Initial Training:** \$4,000 for two days plus travel and per diem for approximately 30 teachers
- **Curriculum:** \$350-\$600 per classroom depending upon grade level.
- **Contact Person:** Mark Greenberg, Ph.D. at mxg47@psu.edu or Dorothy Morelli at dorothy@pathseducation.com

Fast Track Friendship Groups

- **Initial Training:** \$2,000 for 1-day training plus travel/per diem for trainer
- The Friendship Group manual is published by Guilford at a cost of \$35 per manual.
- **Manual found at:** <https://www.guilford.com/books/Social-and-Emotional-Skills-Training-for-Children/Bierman-Greenberg-Coie-Dodge/9781462531721>
- Each group leader needs a supply bin of games and materials to use in group sessions (approximately \$100 each); handouts and activities must be printed for each child for each session = approximately \$5 per child for the program.
- **Contact Person:** Karen Bierman, Ph.D. at kb2@psu.edu or Sandra Stewart at sls34@psu.edu

Fast Track Parent Groups

- **Initial 2-day training:** \$4000 plus travel/per diem for trainer.
- **Manuals for group leaders:** approximately \$100 per manual
- **Contact Person:** Robert McMahon, Ph.D. at rjmcmaho@sfu.ca

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: First Steps Next (formerly First Step to Success)

PUBLISHER/COMPANY: Ancora Publishing

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 3

AGE/GRADE LEVEL(S): Ages 5–8, Kindergarten–2nd Grade

AREA OF FOCUS: Children at risk for developing aggressive or antisocial behavioral patterns

PURCHASING/CONTACT INFO: 866-542-1490, www.ancorapublishing.com

OVERVIEW

Description

First Steps Next is an early intervention program designed to help children who are at risk for developing aggressive or antisocial behavioral patterns. The program uses a trained behavior coach who works with each student and his or her class peers, teacher, and parents for approximately 50 to 60 hours over a three-month period. First Step Next includes three interconnected modules: screening, classroom intervention, and parent training. The screening module is used to identify candidates who meet eligibility criteria for program participation. Classroom intervention and parent training comprise the program intervention component of First Steps Next.

Evidence-Based

- **Strong:** Two randomized controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Training DVDs are provided when initial set is purchased.

PERSONNEL/RESOURCES REQUIRED

Should be implemented by counselors, school psychologists, school social workers, or administrators after viewing DVD training videos.

IMPLEMENTATION

Sequence

Multistep Screening collects information about the problem behavior. The Coach works one-on-one with the focus student to teach these school success skills. In the classroom, the student earns points and praise for displaying the skills.

A home component links skills introduced at school to the home environment.

Instructional Methods

- Workbooks
- Lessons
- Games

Cultural Responsiveness

While First Steps Next does explicitly discuss culture as part of their program, it has been successfully used with students with diverse needs (ADHD, Autism Spectrum Disorder, Tertiary-Level At-Risk students), a variety of student populations (African American, European-American, Native American, Latino, Native Hawaiian, and Asian American). However, the sample populations of primary evaluation studies are either European American or Hispanic.

See these studies for more details:

Walker, H. M., Seeley, J. R., Small, J., Severson, H. H., Graham, B. A., Feil, E. G., . . . Forness, S. R. (2009). A randomized control trial of the First Steps to Success early intervention: Demonstration of program efficacy outcomes in a diverse, urban school district. *Journal of Emotional and Behavioral Disorders*, 17(4), 197–212. <https://eric.ed.gov/?id=EJ863236>

Walker, H., Kavanagh, K., Stiller, B., Golly, A., Severson, H., & Feil, E. (1998). First Steps to Success: An early intervention approach for preventing school antisocial behavior. *Journal of Emotional and Behavioral Disorders*, 6(2), 66–80. <https://eric.ed.gov/?id=EJ567432>

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

The materials included support fidelity as each kit provides all consumable materials needed to work with one child.

Progress Monitoring/Evaluation Tool

A progress monitoring tool is included in the coach's folder. Early Screening Project Adaptive and Maladaptive Behavior Scales (adaptions of the Systematic Screening for Behavior Disorders); Child Behavior Checklist-Teacher Report Form can also be used.

COST

The cost of implementing the FS Next model is approximately \$485 for three students. This includes all consumable materials for three students as well as teacher, family, and coach materials along with training videos and reproducible forms.

Additional student sets can be purchased in sets of three for \$144.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Girls Circle

PUBLISHER/COMPANY: One Circle Foundation

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1

AGE/GRADE LEVEL(S): Ages 9-18, 4th-12th Grade

AREA OF FOCUS: Increasing resiliency and self-competence in girls

PURCHASING/CONTACT INFO: www.onecirclefoundation.org

OVERVIEW

Description

Girls Circle is a structured support group for girls that integrates relational theory, resiliency practices, and skills training in a specific format designed to increase positive connection, personal and collective strengths, and competence in girls.

Evidence-Based

- **Strong:** One randomized controlled trial with two rigorous studies underway

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Group facilitators undergo a two-day training in order to be certified.

PERSONNEL/RESOURCES REQUIRED

One to two female facilitators are needed depending on the size of the group. Facilitator manuals are needed to conduct groups.

IMPLEMENTATION

Sequence

Groups occur once a week for 90 minutes but length of time can be adjusted to fit school schedules. Each group has a specific structure.

Instructional Methods

Girls Circle is delivered in a group format of five to ten females and/or individuals who identify as female.

Cultural Responsiveness

Per the developer, “Girls Circle has been effectively implemented with girls across diversities of ethnicity, race, and socioeconomics. The strengths-based and restorative program honors cultural differences and traditions and builds healthy relationships preventing and reducing risks, diverting girls away from the school to prison pipeline, eliciting strengths and assets to address and overcome barriers and increase student engagement and educational aspirations.” (One Circle Foundation, 2017).

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity and quality assurance measures are supplied within the facilitator manual.

Progress Monitoring/Evaluation Tool

Program developers provide an evaluation tool kit at an additional cost.

COST

Trainings are offered several times a year throughout the United States and average \$400 per training.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Girls Circle makes explicit statements regarding the utility of the intervention for replacing punitive disciplinary practices particularly for students of minority status.

FRAMEWORK/INTERVENTION: Good Behavior Game/PAX Good Behavior Game

PUBLISHER/COMPANY: PAXIS Institute

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1

AGE/GRADE LEVEL(S): Ages 4-18, Pre-Kindergarten-12th Grade

AREA OF FOCUS: Reinforce expected pro-social behaviors while inhibiting problematic behaviors

PURCHASING/CONTACT INFO: P.O. Box 31205, Tucson, AZ 85751, 520-299-6770, info@paxis.org, paxis.org

OVERVIEW

Description

The PAX Good Behavior Game (PAX GBG) is a classroom-based system that teachers use to teach skills for self-regulation, co-regulation, and self-control during any school or after school activity.

Evidence-Based

- **Strong:** Three randomized controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

There are several levels of in-person, one day training including: initial teacher training, guided collaboration for local stakeholders, next steps teacher training for previously trained teachers, partner training for staff that will guide school implementation; specific training for children who need intense support, partner training for teachers to be able to support other teachers. And pre-service for pre-service teachers. Finally, there is an online initial training for teachers. The initial trainings provide each teacher with all that is needed for implementation including a kit.

PERSONNEL/RESOURCES REQUIRED

Program can be implemented by classroom teachers.

IMPLEMENTATION

Sequence

Students participate in deciding upon good behavior and negative behavior(s) in classroom and work with teacher to determine examples of both. The teacher explains that the game is only played at certain times during the day. Classroom is divided into teams and when the game is played the teams demonstrating fewest negative behaviors (or under a certain limit) earn rewards. Every team can win. Throughout the game intervals, teacher keeps a daily scoreboard to tally points.

Instructional Methods

Lessons and co-decision making with students about “good things we all want” and behaviors that are “fouls.”

Cultural Responsiveness

PAX has been shown to have the most significant effects on children with the most disadvantages or existing problems. PAX GBG helps to create a nurturing environment antidote for adverse/traumatic childhood experiences (ACE's).

See the following studies for more information:

https://docs.wixstatic.comugd/81b197_4f5444b627c5440d9259217612ab0f5e.pdf

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Provided through PAXUp online application that is provided to teachers during initial teacher training.

Progress Monitoring/Evaluation Tool

Provided through PAXUp online application that is provided to teachers during initial teacher training.

COST

PO Box 31205
Tucson, AZ 85751
(520) 299-6770

info@paxis.org | paxis.org

Training information (opens a short questionnaire): <https://www.goodbehaviorgame.org/get-gbg>

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

OTHER

The PAX Good Behavior Game claims to adhere to SAMHSA's six key principles of a trauma-informed approach and model for a trauma-informed classroom.

FRAMEWORK/INTERVENTION: Grief and Trauma Intervention (GTI)

PUBLISHER/COMPANY: Routledge, Taylor, & Francis Group

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 2 & 3

AGE/GRADE LEVEL(S): Ages 7-12, 1st-6th Grade

AREA OF FOCUS: Posttraumatic stress due to traumatic experience

PURCHASING/CONTACT INFO:

OVERVIEW

Description

GTI is an intervention aimed at reducing symptoms of depression, grief, and posttraumatic stress.

Evidence-Based

- **Strong:** Two randomized controlled trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Two-day training is required with consultation by a certified therapist through the duration of one GTI case.

PERSONNEL/RESOURCES REQUIRED

Mental health professionals with at least a master's degree are required to deliver this intervention.

IMPLEMENTATION

Sequence

The intervention is conducted with children in a group or individual format in 10 sessions of approximately 1 hour with at least one session with the parent.

Instructional Methods

Group or individual format following manualized sessions.

Cultural Responsiveness

While the program does not explicitly address culture, the vast majority of samples studied were made up of African American children in an urban setting.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity checklists are provided within the manual.

Progress Monitoring/Evaluation Tool

Screening and evaluation tools are provided within the manual.

COST

Training can be offered on-site, at Children's Bureau of New Orleans, or at the University of South Florida throughout the year. Training typically costs \$250 per person.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Incredible Years Classroom Dinosaur Curriculum

PUBLISHER/COMPANY: The Incredible Years (<http://www.incredibleyears.com/programs/child/classroom-curriculum/>)

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1

AGE/GRADE LEVEL(S): Ages 3-8, PK-2nd Grade

AREA OF FOCUS: Used by teachers as a prevention program for an entire classroom of students

PURCHASING/CONTACT INFO: 205-285-7565, orders@incredibleyears.com

OVERVIEW

Description

The focus is on strengthening teachers' classroom management strategies, and promoting children's prosocial behavior, school readiness, and reducing children's classroom aggression and noncooperation with peers and teachers. The program also helps teachers work with parents to support their school involvement and promote consistency between home and school.

Evidence-Based

- **Strong:** One well-designed, well-implemented experimental study

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

To achieve positive outcomes similar to those reported in the published studies, group leaders should attend an authorized training from a certified Incredible Years® mentors or trainers, as well as undergo the Incredible Years® certification process.

Trainings are offered regularly in Seattle. Certified Incredible Years® trainers can provide on-site training in their community upon request. Trainings are small group trainings, no more than 25 participants, to give leaders a detailed introduction to the content and process of leading the groups, with role-playing and troubleshooting difficult issues.

Cost of training: \$575 for a 3-day training

PERSONNEL/RESOURCES REQUIRED

Group leaders come from many disciplines, including counseling, social work, psychology, psychiatry, nursing, and education. It is recommended that potential group leaders have prior training in child development, and cognitive social learning theory. They should have experience with young children (two years' experience minimum), parenting skills, and family interactions. Group leaders should possess excellent interpersonal skills, leadership skills, and have had involvement with group activities and an awareness of group dynamics.

IMPLEMENTATION

Sequence

Teachers in the classroom deliver the curriculum 2-3 times a week.

Instructional Methods

Twenty to thirty-minute circle time lessons, followed by small group practice activities and promotion of skills throughout the school day. The program includes letters for teachers to send home with suggested activities parents can do with their children to reinforce the classroom learning and promote parent involvement in classroom learning. The program includes lesson plans for 3 "levels" so that teachers can choose lessons based on children's developmental age (Level 1: ages 3-5, Level 2: ages 5-6, Level 3: ages 7-8).

Cultural Responsiveness

The program has been used with culturally diverse groups including Hispanic/Latino, Asian-American, African-American, and new immigrant families.

See the following studies for more information:

<http://www.incredibleyears.com/category/research-library/key-research-library/>

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Program Delivery Effectiveness questionnaire

Progress Monitoring/Evaluation Tool

Beck Depression or Parenting Stress Index; Eyberg Child Behavior Inventory or parent and teacher Strengths and Difficulties Questionnaire; Parenting Practices Inventory (PPI) or Parenting Scale; Post consumer satisfaction evaluations

COST

Child Training Curriculum: \$1425, includes

- 3 DVD set (4 total hours)
- 5 Comprehensive Teacher lesson plan manuals with 3 levels of lesson plans
- Detective Home Activities (Also available in Spanish)
- Wally's Detective Kit Box (47 laminated and colored cue cards for teaching social skills, anger management and problem solving concepts)
- Wally's Detective Books for Solving Problems (set of 4)
- Stickers (7 rolls: "Ask me how I shared," "I can stop my anger," "I'm good at listening," "I can solve problems," "I worked hard today," "I'm good at helping" & "Dina Homework Tonight")
- Wally's Feeling Wheel Posters (2 types)
- Calm Down Thermometer Poster
- Dina's Wheel of Fortune Poster
- Classroom rules Laminated Cards (set of 7)
- Feeling Faces Laminated Cards set
- *Incredible Teachers* Book
- Tote Bag
- Dina Dinosaur Magnet

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Incredible Years Small Group Dinosaur Curriculum

PUBLISHER/COMPANY: The Incredible Years (<http://www.incredibleyears.com/programs/child/dinosaur-curriculum/>)

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 2

AGE/GRADE LEVEL(S): Ages 4–8, PK–2nd Grade

AREA OF FOCUS: Children with conduct problems, Attention Deficit Hyperactivity Disorder (ADHD), and internalizing problems

PURCHASING/CONTACT INFO: 205-285-7565, orders@incredibleyears.com

OVERVIEW

Description

The focus is on promoting children’s social and emotional competence with peers in the classroom, increasing problem-solving skills and reducing child behavior problems.

Evidence-Based

- **Strong:** One well-designed, well-implemented experimental study

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

To achieve positive outcomes similar to those reported in the published studies, group leaders should attend an authorized training from a certified Incredible Years® mentors or trainers, as well as undergo the Incredible Years® certification process.

Trainings are offered regularly in Seattle. Certified Incredible Years® trainers can provide on-site training in their community upon request. Trainings are small group trainings, no more than 25 participants, to give leaders a detailed introduction to the content and process of leading the groups, with role-playing and troubleshooting difficult issues.

PERSONNEL/RESOURCES REQUIRED

Group leaders come from many disciplines, including counseling, social work, psychology, psychiatry, nursing, and education. It is recommended that potential group leaders have prior training in child development, and cognitive social learning theory. They should have experience with young children (two years’ experience minimum), parenting skills, and family

interactions. Group leaders should possess excellent interpersonal skills, leadership skills, and have had involvement with group activities and an awareness of group dynamics.

Training participants for treatment groups should have a graduate degree in one of the following professions: social work, psychology, education, nursing, psychiatry, medicine, or have extensive experience working with families and children. For prevention groups, we recommend one leader have a graduate degree, and the second leader a bachelor’s level degree in a related field.

IMPLEMENTATION

Sequence

Children attend 18-20, weekly 2-hour group sessions. Ideally, the program is offered in conjunction with the 2-hour weekly parenting program group sessions so parents have an opportunity to foster their children’s learning in Dinosaur School in their interactions with them at home.

Instructional Methods

The program includes lesson plans for 3 “levels” so that group leaders can choose lessons based on children’s developmental age (Level 1: ages 3-5, Level 2: ages 5-6, Level 3: ages 7-8).

Cultural Responsiveness

The program has been used with culturally diverse groups including Hispanic/Latino, Asian-American, African-American, and new immigrant families.

See the following studies for more information:

<http://www.incredibleyears.com/category/research-library/key-research-library/>

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Program Delivery Effectiveness questionnaire

Progress Monitoring/Evaluation Tool

Beck Depression or Parenting Stress Index; Eyberg Child Behavior Inventory or parent and teacher Strengths and Difficulties Questionnaire; Parenting Practices Inventory (PPI) or Parenting Scale; Post consumer satisfaction evaluations

COST

Child Training Curriculum: \$1375 includes

- 3 DVD Set (4 hours)
- Comprehensive Therapist Manual
- Dinosaur Home Activities Manual
- Wally's Detective Books for Solving Problems (set of 4)
- Wally's Feeling Wheel Posters (2 types)
- Calm Down Thermometer Poster
- Wally's Detective Kit Box (47 laminated and colored cue cards for teaching social skills, anger management and problem-solving concepts)
- Stickers (6 rolls: "Ask me how I shared," "I can stop my anger," "I'm good at listening," "I can solve problems," "I worked hard today," & "I'm good at helping")
- Feeling Faces Card set
- Dina's Tips Cards
- Reward Bracelets set
- Dina Magnet
- *Incredible Teachers* Book

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Positive Action

PUBLISHER/COMPANY: Positive Action Incorporated

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1

AGE/GRADE LEVEL(S): Ages 5-13, Kindergarten-8th Grade (the high school program does not have the evidence base that the K-8 program does)

AREA OF FOCUS: To reduce disruptive and problem behaviors and increase academic achievement

PURCHASING/CONTACT INFO: 208-733-1328, info@positiveaction.net

OVERVIEW

Description

Positive Action aims to promote character development, academic achievement, and social-emotional skills and to reduce disruptive and problem behavior. The program is based on the philosophy that you feel good about yourself when you think and do positive actions, and there is always a positive way to do everything. The curriculum includes six units; some grades have a review for a seventh unit. .

Evidence-Based

- **Strong:** Two randomized controlled trials.

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

The training category includes online training for \$550 and self-training kits for \$300 for each school level. These kits include materials for leadership and instructor training sessions. When used in conjunction with online training tools, schools can launch their implementations without outside assistance. Contact publisher for quotes for an on-site training.

PERSONNEL/RESOURCES REQUIRED

Implemented by teachers after participating in training.

IMPLEMENTATION

Sequence

The Positive Action curriculum for each of the elementary school grades averages 140 lessons taught four days a week, organized into six teaching units and a seventh review unit, presented in a consistent order. Units 1-3 and a summary of units 4-7 are taught in grade 7, totaling 81 lessons, while units 4-7 and a summary of units 1-3 are taught in grade 8, totaling 75 lessons.

Instructional Methods

All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets or text booklets. Optional components that may or may not be implemented as part of the program are: site-wide climate development; drug education for grade 5 and middle school; conflict resolution; counselor, parent, and family classes; and community/coalition components.

Cultural Responsiveness

While the Positive Action program does not explicitly address culture, it has been studied and used across two diverse samples, one in Chicago and one in Hawaii. It has also been used in diverse urban and rural samples in the northeast, southeast, and west areas of the United States.

See the following studies for more details: pos.ac/studies

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

For Fidelity Monitoring there is a Unit Implementation Report or a Weekly Implementation Report for teachers. It tracks lessons as well as classroom and site-wide climate reinforcement activities. These are provided free of charge.

Progress Monitoring/Evaluation Tool

For process assessment, there are two forms that can be used together. An Implementation Plan Checklist and Implementation Plan Notes. These were designed with School Improvement Grants in mind, which would involve consultations with a program consultant approximately every six weeks (the end of each unit), but they can be used for other implementations as well.

For assessing outcomes, there are student pre- and post-tests. There is one for grades 3-12 and one for K-2.

All instruments are provided free of charge.

COST

Grade level kits prices vary based on number purchased and range from \$340 to \$450. These kits are designed for one classroom and include materials for 30 students. The kits follow a common unit design at each grade level. This allows a school to teach the same concepts at age-appropriate levels, which enables the school to build a positive school climate that involves all students.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Teacher Child Interaction Training (TCIT)

PUBLISHER/COMPANY: Teacher Child Interaction Training

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 1 & 2

AGE/GRADE LEVEL(S): Ages 2-7/Child Care, Pre-Kindergarten-1st Grade

AREA OF FOCUS: Increasing school readiness, improving attention and focus, decreasing disruptive behavior

PURCHASING/CONTACT INFO: David Stern, LICSW (davids@tcit.org), Karen S. Budd, Ph.D. (karenb@tcit.org), <http://www.tcit.org>, <https://www.kurtzpsychology.com>

OVERVIEW

Description

TCIT is a classroom adaptation of Parent Child Interaction Therapy (PCIT) that targets teacher-child relationships, reducing disruptive behavior, and improving overall classroom adjustment.

Evidence-Based

- **Moderate:** One randomized controlled pilot study has been conducted with significant results in addition to multiple quasi-experimental studies.

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

TCIT training can be completed by individual teachers and/or school systems can designate specific staff to become TCIT trainers in order to deliver training throughout a system. Training typically involves minimum participation in a 4-day workshop. Further training and consultation requirements are dependent on system needs.

PERSONNEL/RESOURCES REQUIRED

Teachers with the capacity to participate in weekly consultation throughout a course of TCIT.

IMPLEMENTATION

Sequence

Specific TCIT skills are introduced into the classroom systematically via manualized protocols.

Instructional Methods

TCIT involves use of verbal and non-verbal skills in the classroom.

Cultural Responsiveness

The demographics of study samples reflect the overall demographic make-up of the United States. Research has been conducted in suburban and urban environments with positive outcomes in both areas.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

The TCIT manual includes fidelity checklists. TCIS master trainers also assist with fidelity checks.

Progress Monitoring/Evaluation Tool

Sutter-Eyberg Behavior Inventory-Revised (SESBI-R)

COST

Training costs vary based on location and size of group being trained. Estimated cost to attend a 4-day training is \$4500 per person.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this is a primary aim of their program.

FRAMEWORK/INTERVENTION: Therapeutic Crisis Intervention for Schools (TCIS)

PUBLISHER/COMPANY: Cornell University

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 1, 2, & 3

AGE/GRADE LEVEL(S): Ages 5-18, Kindergarten-12th Grade*

AREA OF FOCUS: Effective crisis intervention and prevention

PURCHASING/CONTACT INFO: www.rccp.cornell.edu

OVERVIEW

Description

TCIS is a system for preventing behavioral crises, de-escalating crisis, managing crisis when it occurs. TCIS is used to reduce potential injury during crisis response and provide staff and students with constructive ways of dealing with behavioral crises.

Evidence-Based

- Rationale demonstrated – 3 pre-post studies available

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Initial TCIS training must be delivered by a certified TCIS trainer and should occur over 4-5 days with a minimum of 28 classroom hours if physical restraint is taught, 3.5 days with a minimum of 24 hours if protective interventions are taught, and 3 days with a minimum 21 hours without physical interventions. Staff must participate in training refreshers on a semi-annual basis.

PERSONNEL/RESOURCES REQUIRED

Systems wishing to implement TCIS should complete the implementation assessment checklist provided by Cornell University. This checklist provides guidelines for the conditions necessary to introduce TCIS into existing systems with fidelity. Systems should have comprehensive policies for the use of seclusion and restraint. A model policy is provided in the TCIS training curriculum.

A robust system for documentation is required to document staff training records and incidents in which TCIS techniques were utilized.

IMPLEMENTATION

Sequence

TCIS does not specify a sequence for educating students about the TCIS system.

Instructional Methods

TCIS specifies a distinct method for de-briefing crisis intervention with students called the Life Space Interview.

Cultural Responsiveness

Trained TCI professionals have successfully used the program across the United States, Canada, the United Kingdom, Ireland, Israel, Australia, New Zealand, Bermuda, Vietnam, and the Republic of Korea. The program has been widely used in residential treatment programs and juvenile justice systems.

The student populations studied have been located in the northeast United States and the United Kingdom.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity assessments are offered by Cornell University TCIS trainers during the initial training.

Progress Monitoring/Evaluation Tool

Schools should document incidences in which TCIS techniques are utilized and regularly monitor the frequency of seclusion and restraint to ensure that physical interventions are decreasing over time. For every incident involving physical interventions, a staff de-briefing should occur in accordance with TCIS guidelines.

COST

Schools typically select a group of staff to become in-house TCIS trainers for larger systems. Registration costs \$2200 per participant. Discounted registration is available for larger groups.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

OTHER

***Note that there are height limitations for the use of certain TCIS techniques, which are specified in training and the manual. Staff must be physically able to perform certain TCIS techniques.**

FRAMEWORK/INTERVENTION: Too Good for Violence/Too Good for Violence Social Perspectives

PUBLISHER/COMPANY: Too Good Programs/Mendez Foundation

MTSS PRIORITY LEVEL(S)/TIER(S): Tier 1

AGE/GRADE LEVEL(S): Ages 5-18, Kindergarten-12th Grade

AREA OF FOCUS: Focuses on character values, social-emotional skills, and healthy beliefs of elementary and middle school students to provide students with the skills, knowledge, and attitudes they need for positive social development and supportive relationships.

PURCHASING/CONTACT INFO: info@mendezfoundation.org, 1-800-750-0986, www.toogoodprograms.org

OVERVIEW

Description

Too Good for Violence (TGFV) is an interactive classroom intervention program for grades K-12 that employs cooperative learning, role playing, and skill building to reduce violent, anti-social behavior and increase social competency and healthy development.

Too Good builds protection within the student by:

- Providing opportunities for pro-social involvement
- Establishing positive norms including healthy beliefs and clear standards
- Promoting bonding to pro-social peers
- Increasing personal and social skills

Mitigates the risk factors associated with problem behaviors by addressing:

- Poor Social Skills
- Peer Rejection
- Inappropriate Social Behaviors
- Friends Who Engage in Problem Behaviors

Evidence-Based

- **Strong:** One randomized controlled trial

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

The fidelity model for Too Good for Violence – Social Perspectives includes completion of a Curriculum Training session as part of its built-in quality assurance mechanism. To implement the Too Good programs with confidence, results, and fidelity to the implementation model, participation in a Too Good Curriculum Training is the first step.

In the training sessions, participants will:

- Explore the extensive research and rationale behind Too Good.
- Apply evidence-based best practices and discuss their effectiveness.
- Learn strategies for building resiliency.
- Learn how to teach essential life skills and prevention strategies.
- Gain valuable hands-on experience delivering the Too Good program activities.
- Explore the sequential development of skills and concepts through each grade level.

On-Site Trainings are available and are fully customizable. The Mendez Foundation will work to design a training program for the specific grade levels and make-up of the identified classrooms or after-school settings. On-site training sessions can accommodate groups of 10 to 30 participants. Participants can take the programs right to the classroom or after-school setting following their training.

PERSONNEL/RESOURCES REQUIRED

Teachers may be trained to provide program.

IMPLEMENTATION

Sequence

The program includes seven lessons per grade level for elementary school (K-5) and nine lessons per grade level for middle school (6-8). Too Good for Violence also includes optional parental and community involvement elements.

Instructional Methods

Scripted lessons that engage students through role-playing and cooperative learning games, small group activities, and classroom discussions. Students are encouraged to apply these skills to different contexts.

Cultural Responsiveness

Has been used with students from a variety of backgrounds, including rural, urban, and suburban communities with African-American, Asian, Hispanic, and Caucasian student populations and across diverse socio-economic groups.

The Too Good for Violence randomized controlled study had a sample population of primarily European-American children (44%), with 62% of those being non-Hispanic. The sample included 12% African-American students and was comprised of children from urban, suburban, and rural areas.

See the following study for details:

Hall, B. W., & Bacon, T. P. (2005). Building a Foundation Against Violence: Impact of a School Based Prevention Program on Elementary Students. *Journal of School Violence*, 4 (4), 63-83. Retrieved from: <https://eric.ed.gov/?id=EJ845785>

Or visit: <https://toogoodprograms.org/pages/evidence-base>

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Program fidelity measures are provided in each kit. Specific instructions on how to complete these measures are provided in the appendix of each

Teacher's manual (see cost information below).

Progress Monitoring/Evaluation Tool

Progress monitoring tools are provided in each kit. Specific instructions on how to complete these tools are provided in the appendix of each Teacher's manual (see cost information below).

COST

Grade level kits provide all materials needed to provide program for 50 students. Each Program Kit includes a Teacher's Manual with fully scripted lessons, take home activities, Lesson Extenders, and Evaluation Instruments. Kits also include Student Workbooks, Game Materials, Role Play Scripts, and other activity materials to get you started.

Cost: \$179.95, \$265.95, or \$395.95 depending upon grade level

Additional student workbooks can be ordered

Cost: \$29.95 - \$49.95 for packs of 25 or 30 depending upon grade level.

Additional products available for expansion and after school activities.

Teachers may attend a training provided by the Mendez Foundation or through a certified Too Good Trainer.

Cost: approximately \$350

Onsite Trainings offered by Mendez Foundation for 10-30 teachers can be tailored to grade levels needed

Cost: \$2,000 per day plus trainer travel

Teachers who have been trained by Mendez Foundation trainer and who have taught the program for at least one year can attend Train the Trainer to become a certified trainer. Offered about 2 times per year at various locations.

Cost: \$475-\$525

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.

FRAMEWORK/INTERVENTION: Trauma-Grief Component Therapy for Adolescents (TGCT-A)

PUBLISHER/COMPANY: Cambridge University Press

MTSS PRIORITY LEVEL(S)/TIER(S): Tiers 2 & 3

AGE/GRADE LEVEL(S): Ages 12-20, 6th-12th Grade

AREA OF FOCUS: Coping with bereavement, grief, and trauma

PURCHASING/CONTACT INFO: Dawn Wood, The Childhood Trust (311 Albert Sabin Way-Floor R, Cincinnati, OH 45229), 513-558-9007, Fax: 513-558-4107, TTTC@cchmc.org (CC: William Saltzman wsaltzman@sbcglobal.net; Christopher Layne cmlayne@mednet.ucla.edu), TGCTA.com

OVERVIEW

Description

TGCT-A is a manualized intervention for adolescents who have experienced traumatic bereavement, grief, and trauma.

Evidence-Based

- **Strong:** One randomized controlled trial with additional published studies and on-going trials

PROFESSIONAL DEVELOPMENT/ TRAINING REQUIREMENTS

Training is offered intermittently by the National Child Traumatic Stress Network. Training typically involves participation in two-to-three-day workshops.

PERSONNEL/RESOURCES REQUIRED

TGCT-A should be delivered by individuals with a minimum of a master's level degree in mental health.

IMPLEMENTATION

Sequence

TGCT-A is made up of a total of four modules that contain 24 sessions to be delivered once weekly. Selection of modules and sessions can be tailored to suit the needs of the group or child. It is recommended that TGCT-A be delivered in a group format though it can be used individually under certain circumstances.

Instructional Methods

It is recommended that TGCT-A be delivered in a group format though it can be used individually under certain circumstances.

Cultural Responsiveness

Program developers indicate that TGCT-A has been successfully implemented with a variety of socioeconomic, cultural, religious, and ethnic backgrounds. A culture-specific fact sheet is available at https://www.nctsn.org/sites/default/files/interventions/tgcta_culture_specific_fact_sheet.pdf.

DATA-BASED DECISION MAKING

Fidelity Checklists/Measures

Fidelity checklists are included for each module within the facilitator's manual.

Progress Monitoring/Evaluation Tool

Preliminary screening should be conducted as a Tier 1 intervention to identify students in need of this intervention. Once enrolled in the intervention, regular progress monitoring is highly suggested and available from the developers. Some of these measures are provided within the manual. The developers also recommend using the UCLA PTSD Reaction Index for Children and Adolescents and the Persistent Complex Bereavement Disorder Checklist (cost information detailed below).

COST

UCLA PTSD Reaction Index for Children and Adolescents
(UCLA RI; \$3 per questionnaire)

Persistent Complex Bereavement Disorder Checklist
(PCBD-Checklist; \$3 per questionnaire)

For further information, including a detailed annotated bibliography of empirical studies that support the use of TGCTA, visit TGCTA.com.

STRATEGIC FOCUS ON DECREASING IMPLICIT BIAS AND/OR DISCIPLINE DISPROPORTIONALITY

Program developers do not specify that this a primary aim of their program.