Implementing Project ACHIEVE at the School and District Levels:

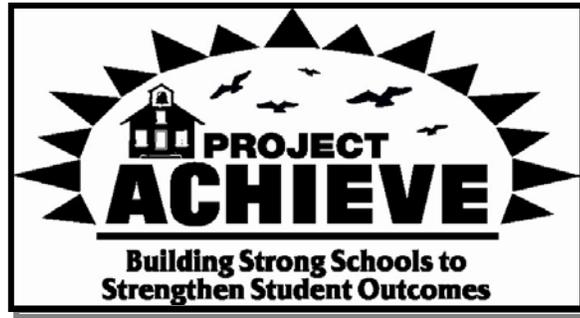# Positive Behavioral Support System (PBSS) Implementation Fact Sheet

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<u>Project ACHIEVE School/District Implementation</u>

Positive Behavioral Support System/ Implementation Fact Sheet   12/10

"Building Strong Schools to Strengthen Student Outcomes"

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1. Overview: Project ACHIEVE and its Positive Behavioral Self-Management 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 Self-Management 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
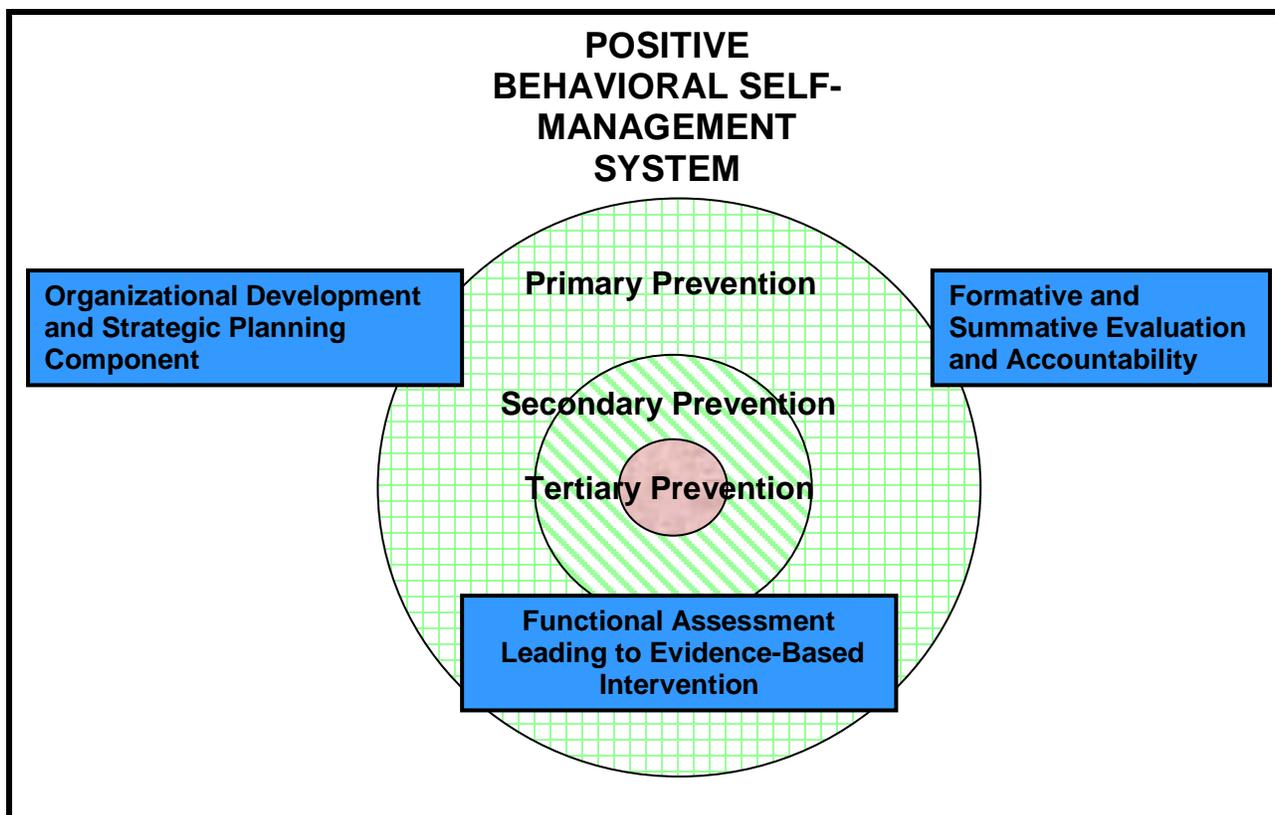
and its ongoing district/school improvement process. Thus, "Self-Management" occurs at three levels: student, staff and school, and system/district.

   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 Self-Management 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-Intervention" 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 SELF-MANAGEMENT SYSTEM

Organizational Development and Strategic Planning Component

Formative and Summative Evaluation and Accountability

Primary Prevention

Secondary Prevention

Tertiary Prevention

Functional Assessment Leading to Evidence-Based Intervention

Within this latter component, examples of the intervention options include (Kazdin, 2000; Kerr & Nelson, 2002): 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 SIG's 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.
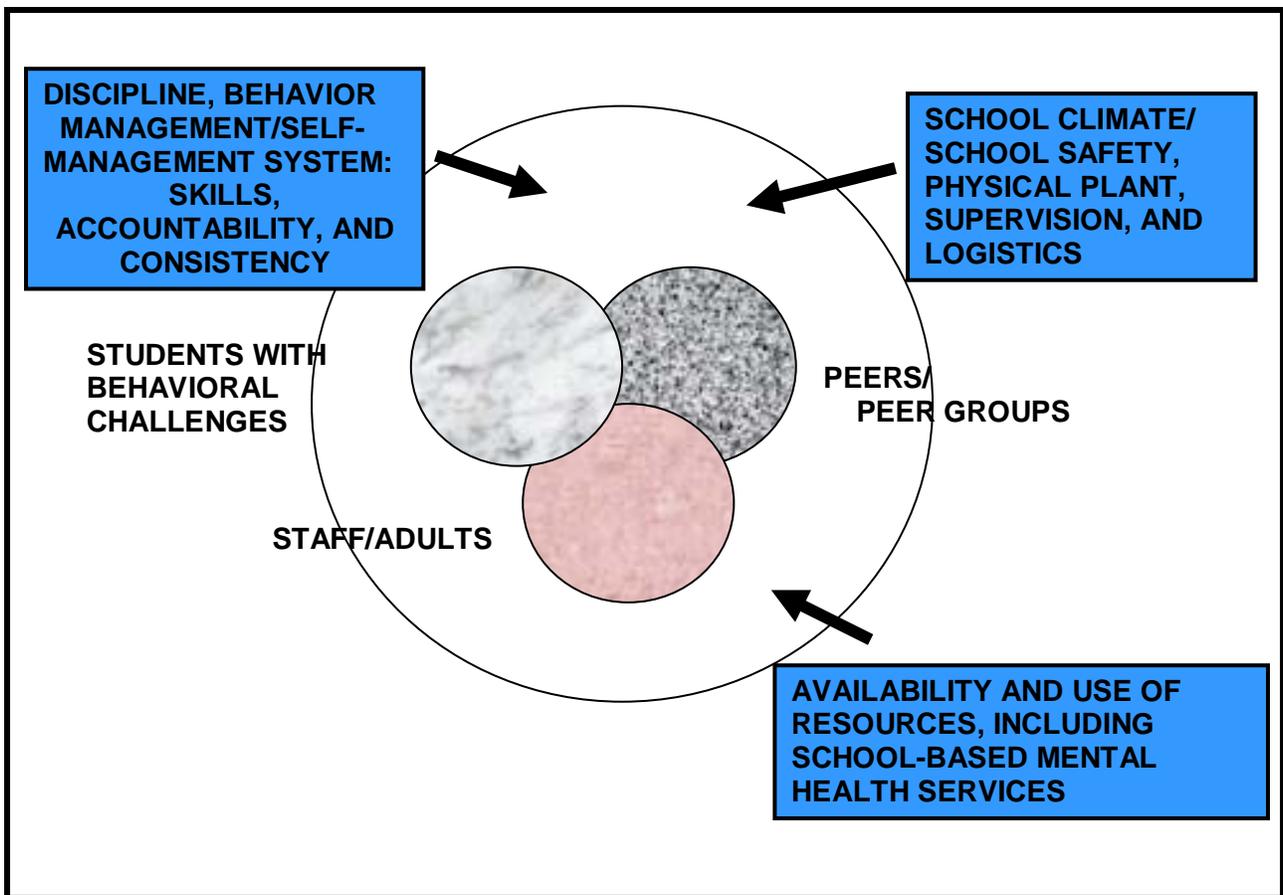
Functionally, at the three tiers of prevention, there are six primary areas in Project ACHIEVE's PBSS (see the diagram below)—the development of (a) student and staff **skills**, using the Stop & Think Social Skills Program (Knoff, 2001), that result in students demonstrating prosocial interpersonal, 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 Climate Team 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 victims: 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 peer on-lookers or by-standers: 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).

Accountability: Implementation and Research. 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 performance deficit 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 Climate Team, 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 SIG's 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 Climate Team.

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 Climate Teams 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.

2. Implementation and Increasing District Capacity

The implementation of Project ACHIEVE's Positive Behavioral Self-Management 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 Self-Management 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 Positive Behavioral Self-Management System 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 Self-Management 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 Self-Management 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.

3. 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 Self-Management System (PBSS); and
- A Response-to-Intervention (RtI)/School Prevention, Review, and Intervention Team (SPRINT)/Closing the Achievement Gap (CTAG) 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 activities are the following:

1. Development and adoption of a School Mission Statement, or the completion of an analysis of the school's Mission Statement, relative to the characteristics of an effective Mission Statement, and completion of any necessary revisions or rewrites.

2. Review of all available information, data, and outcomes from the school to include (if possible, from the present year and the previous two school years) its School Improvement Plans, school reports cards and Elementary and Secondary Education Act (ESEA)/accountability data; its school climate and school discipline data; its academic outcomes and response-to-intervention processes and supports; its early intervention referrals and interventions and its special education referrals and placements; its special education evaluation trigger outcomes (LRE, disproportionality, etc.); and other critical student, staff, parent, and community information and outcomes.

3. Completion of a SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis for and by the school. This include data from (a) a Resource Analysis of building, particularly as related to the academic and behavioral outcomes of all students.

4. Review, analyze, adapt (if needed), and adopt the school's (possibly new) Organizational/ School-level Committee Structure for the coming year by the Administration and the existing School Leadership Team and designated others. (This needs to be guided by the district's Site-Based Management guidelines if present.)

   Project ACHIEVE utilizes a shared-leadership, business-oriented (as relevant to education) model. As such, one assumption is that every instructional staff member in a school is a member of at least one school-level committee. A second assumption is that the members of most school-level committees will represent different constituencies in the school—that is, one teacher from each grade or instructional level, one elective (i.e., music, art, PE, media, computer) teacher, one related services professional, one paraprofessional, one building support staff (e.g., secretary, custodian, cafeteria professional), etc.

5. Within the context of #4 above, the following school-level committees should be established or re-confirmed:

   (a) The Curriculum & Instruction Committee,
   (b) The School Discipline/School Climate 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.

Once this is done, each committee needs to develop (or confirm) an "organizational fact sheet" that identifies its mission, leadership, membership, meeting times, standard and cyclical agenda, goals, objectives, outcomes, and evaluation processes.

6. The School Leadership Team (in consultation with other committees) needs to decide to administer and then schedule (if decided) all staff to complete the Scale of Effective School Discipline and Safety (SESDS) and the Scale of Staff Interactions and School Cohesion (SSISC). These two scales help to assess the current status of the school and its staff in the following two important areas.

    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)

    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)

7. The School Resource Survey needs to be completed by all of the school's staff, and the results need to be organized into and disseminated as a School Consultant Resource Directory. This Survey (see Appendix 6) helps to identify the instructional, curricular, assessment, and intervention strengths and consultation skills of all of the staff in a school and/or district, and the Directory organizes the information in a concise way so that staff and committees can formally and informally use others in the school as instructional, support, or intervention resources or consultants.

    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.

8. Completion, by the members of the school's SPRINT team, 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/ response-to-intervention/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.

9. Completion, at each grade- or instructional-team level, of a <u>Behavioral Matrix</u>—a document that codifies the behavioral expectations at the school and grade levels and identifies evidence-based responses for inappropriate student behavior. Guided by the members of the School Discipline/School Climate Committee, the school's entire staff participate in the development of Behavioral Matrices at different student grade or developmental levels, with the eventual involvement of different groups of students and parents.

10. Purchase, by the school or district, of enough <u>Stop & Think Social Skills Program</u> 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 <u>Stop & Think</u> implementation.

11. Completion, by each SPRINT team member, of the <u>Behavioral Intervention Survey</u> to determine the level of intervention expertise in or available to the school for students needing strategic or intensive social, emotional, or behavioral interventions.

12. With the involvement of the school or district's Director of Technology, the school 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.arstateimprovementgrant.com) 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 (see Appendix 12).

<u>Year 1, Semester 1</u>

1. Initially, the Project ACHIEVE Trainer or Facilitator works with the School Discipline/Climate Committee to help it identify its goals, activities, desired outcomes, and interactive processes. Working with and through this Committee, grade-level teams and support staff begin: to prepare for the social skills process; to develop a school-wide accountability system for the students of expectations, incentives, and consequences; and to identify special building situations relative to challenging settings or student interactions. Typically, the school-wide accountability system (the "Behavioral Matrix") is developed first at the same time that staff read and discuss the social skills materials in preparation for the social skills in-service.

2. The entire staff participates in a full-day in-service training to learn the building-wide implementation of the Stop & Think Social Skills Program.

3. The instructional staff begins to implement and teach the social skills in their classroom for four to six weeks (Skills 1, 2, and 3), and "rolls out" the school-wide Behavioral Matrix.

   4. The entire staff participates in additional in-service training to debrief and extend the building-wide implementation of the Stop & Think Social Skills Program to new and more complex skills and situations; to learn critical elements of this component's Student Accountability policies and procedures, including the building-wide application of an educative Time-Out process; and to learn how to apply Project ACHIEVE's Special Situation Analysis to the previously-identified building-specific situations.

   5. Immediately following the second in-service, on-site technical assistance is available where the Project ACHIEVE Trainer or Facilitator provides a range of possible support activities: demonstrates and videotapes sample social skill lessons in actual classrooms with staff observation; demonstrates and videotapes sample Time-Out processes in actual classrooms; observes teachers conducting social skill lessons in their classroom; observes teachers demonstrating the Time-Out process in their classrooms; meets with grade-level teams to discuss the social skills or Time-Out process or to address specific students' more challenging behavior; meets with the building-level School Discipline Team to discuss implementation issues; meets with the Administrative Team to discuss implementation issues; meets with parent and/or community representatives to discuss building and extended community implementation and wrap-around.

   6. Concurrent with the PBSS activities above, the 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. At the end of the semester, formative evaluations are completed on the different facets of the PBSS so that needed strategic plans and activities can be organized.

Year 1, Semester 2

   1. From January through the remainder of the first year, the School Discipline/Climate Team continues to meet at least monthly to plan and evaluate PBSS activities and data. At the grade-level team, teachers continue to implement, evaluate, and monitor the social skills, accountability, and consistency processes in their classrooms. The School Discipline/Climate Team, meanwhile, continues to support and periodically review the classroom-, grade-level, and building-wide accountability system; collect evaluation data; to determine the need for additional social skills, time out, or behavioral intervention training for the staff; track the use of the Stop & Think process by secretaries, aides, cafeteria workers, and custodians; develop drafts of the building's Prevention, Intervention, and Crisis Response plans and processes; and extend the Project's training and implementation into home and community settings.

   2. In January, a third school-wide in-service is provided on the Data-based Problem-Solving process which 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.

Once this training has been completed, the grade-level teams meet at least monthly to functionally assess and problem solve more complex or resistant individual or group discipline problems. This problem solving process becomes the "Grade-Level SPRINT" process, and each grade level is supported by having a pupil personnel specialists (e.g., the school psychologist, social worker, and/or school counselor) assigned to their team as a facilitator.

3. Throughout Semester 2, additional on-site technical assistance days occur where the Project ACHIEVE Trainer or Facilitator engages in extensions of the activities above, and/or conducts booster sessions in any of the in-service areas already provided.

4. At the end of the school year, the Project ACHIEVE Trainer or Facilitator helps the school to evaluate its progress to date and plan for immediate and articulated implementation of PBSS activities and outcomes relative to the very beginning of the next school year.

5. As part of this articulation process, the SPRINT team reviews all available data (if possible, from the previous three school years) relative to early intervention referrals and interventions to the Team, special education referrals and placements, and other critical special education evaluation triggers (Least Restrictive Placements of students, disproportionality, etc.). Results of these analyses are linked to strategic interventions to help address these needs or situations early and with increased success.

6. In addition, an academic intervention and behavioral intervention audit is completed (if not done already) to determine the intervention skills of different staff in the building. This is compiled as a Consultation Resource Directory—a list intervention consultants available to the school building.

As part of this process, intervention gaps for the school are identified, and a strategic plan is developed such that one or more individuals in the school receive the training and supervision to become skilled in these "gap areas."

Year 1, Summer

During June at the end of Year 1, prospective new Facilitators participate in a four day Training of Facilitators 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 Year 1:

Stop & Think Social Skills Program Classroom Packages
   For all Classroom Teachers (@$150/package)
   Additional Stop & Think Support Materials for building: $250.00
   Ordered from Sopris West Educational Services, Longmont, CO
      (www.sopriswest.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)

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

Project ACHIEVE Electronic Documents on the Extended Stop & Think Social
   Skills, Behavioral Matrix, Time-Out Process, RtI/Data-based Problem-
   Solving, Special Situation Analyses, Project ACHIEVE Forms Book—
   Site License Cost for all: approx. $940.00
   Ordered from Project ACHIEVE Press through www.projectachieve.info

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/Climate Team. 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 Positive Behavioral Self-Management System typically proceeds in the following way:

   1. Booster sessions for all continuing staff occur at the beginning of the school year in the PBSS's social skills, Time-Out, data-based problem solving, and other classroom-based components, skills, and activities.

   2. New (fast-track) training for all new staff in the Year 1 PBSS components of occurs— coordinated, typically, with a Year 1 start-up in a new school in the district. This training includes concurrent mentoring by the Facilitator and the new staffperson's grade-level Stop & Think Social Skills Team Leader in his/her own school.

3. The entire staff participates in a full-day in-service workshop on more intensive 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. Immediately following the second full-day in-service, on-site technical assistance occurs, using actual student cases, to facilitate the implementation of these more intensive interventions for existing challenging students.

5. During the Winter/Spring, teachers and administrators receive training and practice in how building staff will act to prevent and, as needed, respond to 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. Training at this point 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. During the Winter/Spring, the School Discipline/Climate Team should implement (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.

Throughout the Year:

1. Grade-level and School Discipline/Climate Team 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/Climate Team, 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 Trainer or Facilitator 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.

Year 2, Summer

During June at the end of Year 2, a 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.

Materials Needed:

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 Stop & Think Social Skills Classroom Packages (@$150/ package), plus the Music CD/Posters for preschool through Grade 1 teachers.

Year 3:

During Year 3, in addition to providing ongoing technical assistance and consultation to participating schools, consultation services are largely directed to supervision and mentoring activities for the Facilitators as they work independently with their schools.

Year 3, Summer

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 Project ACHIEVE's PBSS.

4. Integrating the Positive Behavioral Self-Management into the School Improvement Process

As noted above, Project ACHIEVE's School-wide Positive Behavioral Self-Management 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 Self-Management 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

5. Program Developer Brief Biography

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 for the past seven years. 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 USF.

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 Self-Management 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 15 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 Sopris West Publishers.

Among his recent books are the following:

- Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-based Problem Solving, and Evidence-based Academic and Behavioral Interventions

- 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

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

Dr. Knoff received the Lightner Witmer Award from the American Psychological Association's School Psychology Division in 1989 for early career contributions and over $15 million in external grants over the past five years, he was the 21st President of the National Association of School Psychologists which now represents over 22,000 school psychologists nationwide.

Relative to his national work in school reform and related areas, Knoff is a national trainer and member of the National Association of School Psychologist' in-service cadre participating in the Associations of Service Providers Implementing IDEA Reforms in Education network (ASPIIRE) through the Office of Special Education Programs (OSEP) in the U. S. Department of Education. He also was a Committee Member in OSEP's five year strategic planning process—working on the Positive Behavioral Support and School-Wide Discipline work group—during the Fall of 2000. In addition, Knoff is just completing a three-year dissemination grant for Project ACHIEVE, also from OSEP, for his work in Baltimore, Cleveland, and Tampa.

Relative 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. In addition, Dr. Knoff was invited to discuss both Project ACHIEVE and its safe schools component at the "National IDEA Summit," sponsored by OSEP and held in Washington, DC in June, 2001. He also has discussed Project ACHIEVE at such national meetings as: (a) the 1999 Improving America's Schools Conference "Creating Safe Schools and Healthy Students Institute," sponsored by the U. S. Department of Education in Tampa, FL in October, 1999; (b) the Safe and Effective Schools for ALL Children: What Works! A National Teleconference sponsored by the U. S. Departments of Education and Justice and the Center for Effective Collaboration and Practice at the American Institutes for Research in Washington, D. C. in September, 1999; (c) the National Education Association's Safe Schools Summit in Los Angeles in April, 1995: and (d) the National Education Goals Panel/National Association of Pupil Personnel Service Organization's "Safe Schools, Safe Communities" meeting in October, 1994. Dr. Knoff has been a featured speaker at numerous national and state conventions across the country; he provides frequent interviews in all areas of the media; and he was highlighted on an ABC News' 20/20 program on "Being Teased, Taunted, and Bullied" on April 28th, 1995.

Finally, from a consultation perspective, Dr. Knoff has worked with over 1,500 schools or school districts across the country as an organizational consultant or a technical consultant relative to the building-based implementation of Project ACHIEVE or one of its seven components. He has also consulted with such agencies as the Department of Defense Dependents School District, the Southern Poverty Law Center, the Alaska State Department of Education, and a number of legal advocacy firms relative to expert testimony on cases related to student rights and assurances. Dr. Knoff is constantly sought after for his expertise in a wide variety of school, psychological, and other professional issues. He is a Fellow of the American Psychological Association (School Psychology Division), a Nationally Certified School Psychologist through the National Association of School Psychologists, a Licensed Psychologist in Arkansas, and he has been trained in both crisis intervention and mediation processes.

6. Contact Information

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7. 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

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

9. 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.sopriswest.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.

- **<u>Are You Going To Make a Good Choice or a Bad Choice?</u>** 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."

- **<u>What Are Your Choices or Steps?</u>** 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 Stop and Think stop signs

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

- One large Stop and Think stop sign

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

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

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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

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3. <u>**Stop & Think Social Skills Music CD and Preschool to Grade 1 Skills Posters**</u>

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:

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

4. Project ACHIEVE Electronic Documents
          (available in single copies or site licenses):

- **More Stop & Think Social Skills and Scripts**
- **Developing the Behavioral Matrix**
- **The Educative Time-Out Process**
- **Response-to-Intervention and /Data-based Problem-Solving**
- **Special Situation Analyses in Schools**
- **The Project ACHIEVE Forms Book**

More Stop & Think Social Skills and Steps: More Preschool Skills and Classroom and Building Routines

   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—and the need to have teaching steps that are developmentally sensitive.

   Thus, this E-book focuses on two things:

    ** The reorganization of the <u>Stop & Think</u> 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 <u>Stop & Think</u> skills used in all <u>Core Knowledge</u> classrooms, and that are reflected in the <u>Stop & Think Music CD</u> and <u>Core Knowledge Preschool Posters</u>.**

    ** How 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 these important social skills and why/how they can be organized. It then describes the <u>specific skill steps</u> for each skill at each of the grade levels where it is recommended.

The "Behavioral Matrix"—Developing and Implementing School-wide Behavioral Standards and Benchmarks of Student Accountability

Every state, district, and school in this country has identified academic standards and benchmarks, in every curricular area, that are used to organize instruction and to teach to students. Unfortunately, this is not the case relative to behavior, and it results in schools and classrooms that have different sets of behavioral expectations, standards, and interactions. This, then, results in inconsistency such that students cannot be consistently held accountable for their behavior.

This Technical Assistance (TA) paper describes the development and implementation of Project ACHIEVE's **"Behavioral Matrix"**—a document that specifies (a) Expected Student Behavior in the classroom and across the common areas of a school (connected with positive responses, incentives, and rewards), and (b) Intensity Levels of Inappropriate Student Behavior (connected with strategic responses that help hold students accountable and motivate future, appropriate behavior). When completed, the Behavioral Matrix provides grade-level and building-wide standards and benchmarks of behavior for all students. It also helps teachers and staff to respond to student behavior in appropriate ways. And, finally, it provides scientifically-based corrective responses, consequences, and incentives resulting in less inappropriate and more appropriate student behavior over time.

The Behavioral Matrix fully integrates school and district "Codes of Conduct" into an integrated behavioral continuum. The Matrix is typically printed in every schools' Parent/Student Handbook, and it becomes the explicit roadmap for student behavior and staff response.

Time-Out in the Classroom: Consistent, Educative, and Effective

A Project ACHIEVE Technical Assistance Paper

Virtually every classroom teacher uses some type of Time-Out process when students demonstrate inappropriate behavior. Whether it involves sending a student to the Principal's Office at the middle or high school level, or sending a student the classroom "Time-Out Chair" in an elementary classroom, Time-Out is a common approach used in schools. And yet, most teachers were never formally taught how to implement this incredibly powerful behavioral intervention—they "learned" it as part of an "oral history" passed down from teacher to teacher. In addition, many teachers use Time-Out from a punishment, rather than educative, perspective. And most concerning, many teachers—even at the same grade level—use Time-Out differently and inconsistently, thereby undercutting its potential success.

This Technical Assistance (TA) paper describes how and when to implement Time-Out in a consistent, educative, and scientifically effective way. Providing step-by-step descriptions, this TA paper clearly identifies the goals, prerequisites, teaching and implementation steps, "special situation" responses, and materials needed for success. With an ultimate goal of decreasing or

eliminating inappropriate student behavior while motivating and increasing appropriate behavior, Project ACHIEVE's Time-Out process helps teachers to truly hold students accountable for their behavior—resulting in a more positive and successful classroom.

Implementing Response-to-Intervention at the School, District, and State Levels:
Functional Assessment, Data-based Problem-Solving, and Evidence-based Interventions

Response-to-Intervention (RtI) is a recently required approach to help students, experiencing academic and behavioral difficulties, receive early, evidence-based interventions that will, hopefully, help them to progress and master important skills and information. Critically, RtI really is a process that integrates a functional assessment/diagnostic problem-solving with the implementation of interventions in the classroom to address student needs.   It is NOT a specific intervention in its own right.

Project ACHIEVE has been using an RtI "Problem-Solving, Consultation, Strategic Intervention" approach since 1990. Used in numerous states over the past 25 years—most recently in Arkansas as part of its SPRINT (School Prevention, Review, and Intervention Team) process, we have developed implementation blueprints at both the school/district and state levels.

This Technical Assistance (TA) paper, then, describes Project ACHIEVE's RtI process. Separated in two distinct sections, the TA paper describes the school/district implementation of the SPRINT/RtI process with specific implementation steps (and forms) relative to Functional Assessment/Data-based Problem-Solving in Part I. In Part II, the paper identifies the four components that states will need to consider when implementing a state-wide RtI process. It then provides specific suggestions on the needed focus of each component, and how it could be implemented.

 With all of the confusion surrounding RtI and its implementation, this TA paper is clear, specific, and based on 25 years of experience and success at the school, district, and state levels.

Successfully Solving "Special Situations" in Schools: Dealing with Student Behavior in the Common Areas of a School, and Incidents of Teasing, Taunting, Bullying, Harassment, and Fighting

There is no question that students' behavior in the common areas of a school (e.g., the hallways, bathrooms, cafeteria, playground) and incidents of student teasing, taunting, bullying, harassment, and fighting (TTBHF) impact a school's climate and even how well students can focus in the classroom. Indeed, when students come into a classroom after an "incident" during lunch or in the hallways, they are often not behaviorally or emotionally ready to focus on their schoolwork, and the teacher often is "forced" to debrief an interpersonal situation that they did not witness.

Solving these **"Special Situations,"** then, is critical to the positive and successful functioning of a school, and to the interpersonal interactions between students and staff. Addressing **Special Situations** is also important in states that are required to implement programs to address teasing or bullying.

This **Special Situation** Technical Assistance (TA) paper is based on over 15 years of Project ACHIEVE consultations to help create safe schools. This TA paper describes a comprehensive, ecological assessment process that helps schools to functionally analyze WHY their problems are occurring in common areas of the school or relative to TTBHF. With the underlying reasons identified, schools can then implement strategic interventions to solve the current challenges and to prevent future or related reoccurrences. In the long run, knowing how to complete a **Special Situation Analysis** helps schools to independently prevent and solve "special situation" problems. And, relative to teasing and bullying, this process may demonstrate that a special school-wide program or curriculum IS NOT NEEDED—thus, saving money, professional development time, and staff morale because they have been given "another thing" to be responsible for.

The Project ACHIEVE Survey, Questionnaire, and Forms Book

Over the 20-plus years of Project ACHIEVE, we have developed a significant number of surveys, questionnaires, and forms to help schools to prepare for, implement, and evaluate the many facets of the school-wide improvement process. This book brings all of these materials together in one place, organized by the seven interdependent Project ACHIEVE components.

With brief introductions to each section and tool, this **Reproducible Forms Book** gives you the essentials to address the following areas: strategic planning and organizational readiness; evaluation and accountability; effective school and schooling processes; positive behavioral support systems; academic planning and articulation; community and family outreach; and Response-to-Intervention and Data-based Problem-Solving. You also are provided surveys to evaluate team functioning, the implementation of the Stop & Think Social Skills, staff attitudes toward school-wide discipline and staff interactions, and the Early Intervention process through the pre-referral intervention team.

This is an essential resource whether your school is implementing Project ACHIEVE—or just wants to improve its ongoing functioning and success.

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