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School Mental Health Services for Adolescents
Edited by Judith R. Harrison, Brandon K. Schultz, Steven W. Evans

Classroom-based Services for Adolescents with Mental Health Needs
A Three-Tiered Framework
Objectives

• Participants will learn and be able to describe the research on the current state of secondary and postsecondary outcomes among youth with social, emotional and behavioral concerns

• Participants will be able to describe and discuss the tiered framework for integrating and implementing evidence-based strategies step by step in high school classrooms.

• Participants will be able to identify and classify barriers and suggest solutions to implementation both at the teacher level (i.e., burnout) and systems level (i.e., lack of resources).
Overview and Framework
Overview-School mental health
Multi-tiered Systems of Supports

1. Strategies at each tier
2. Barriers to Implementation
School-based Mental Health

• Why schools?
  • Students are in schools majority of the day
  • Majority of all childhood mental health services are received in schools
  • Many of the challenges children face only occur or start at school

• Teachers have regular and consistent contact
  • Research supports teacher effectiveness for managing and delivering interventions within the classroom (Franklin et al., 2012)

• Mental health has also been shown to have a huge impact on academics, one of the central goals of educators
  • Upwards of 10 point increase in academic achievement!
School-based Mental Health Continued

• However, this is only when high quality, mental health processes are in place with fidelity

• So even though majority of services children receive are in schools, the majority of students still don’t receive services

• Need to look at implementation science
  • Frameworks for success
  • Addressing not just the evidence-based practices but enabling context
Evidence-based Interventions and Implementation
Framework for a Multi-Tiered System of Support

• A tiered model of intervention, initially applied in the public health field, has now been widely used in schools in the form of School-Wide Positive Behavioral Support (Horner, Sugai, & Anderson, 2010).

• This model is a “framework” that relies on evidence from implementation science to ensure that strategies can be reliably put into place and sustained over time.

• Prevention is key, allowing for low effort high leverage practices (HLPs) to do most of the work
FRAMEWORK for enhancing adoption &
implementation of a

Continuum of evidence-based
interventions to achieve

Academically & behaviorally
important outcomes for

All individuals served
Ecological Multi-Tiered Systems Approach

Promoting and Prevention
- Teaching and reinforcing prosocial behavior decreases need for reactive management

Multi-tiered support
- Intensity of intervention matches magnitude of need

Data-based decision-making
- Making adjustments to the environment and how staff interact with students

For All
- ~80% of Students

For Some
- ~15% of Students

For a few
- ~5% of Students

An Ecological Approach to Intervention

~80% of Students

~15% of Students

~5% of Students
Universal
Targeted
Intensive

Continuum of Support
“Molcom”

- Label behavior...not people

- Coop play
- Self-assess
- Adult rel.
- Prob Sol.
- Ind. play
- Attend.
- Peer interac
- Anger man.
Framework & Logic

Remember we want 80% of the students responding at this level.

Crisis

Tier 3

Increase Intensity

Tier 2

Increase Intensity

Tier 1
Framework for a Multi-Tiered System of Support

• We recommend the same conceptual framework for adolescents and their mental health related challenges

• **Tier I** focuses on class-wide procedures that address varying mental health needs

• **Tier II** aimed at preventing low-level mental health challenges and can be used with specific individuals, groups, or, at times, an entire class of students

• **Tier III** involves individualized and intensive interventions for students with the most serious need
What we don’t want
“Upside down Triangle”
What many classrooms look like
“The Diamond”
Think About

1. What does your general classroom practice look like?
2. What supports are built in for mental health needs?
3. Is there a continuum of supports?
4. How successfully does it meet the needs of ALL students?
## Special Considerations for Adolescent Developments

<table>
<thead>
<tr>
<th>Developments</th>
<th>Issues</th>
<th>Suggestions for Educators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical</td>
<td>Students experience rapid growth, changes in physical appearance, changing hormone levels, varying developmental rates, etc.</td>
<td>Educators can ensure the physical safety and emotional safety of students (e.g., prevent bullying, teach social skills, reinforce positive behaviors), provide information, health nutrition and opportunities for physical activity</td>
</tr>
<tr>
<td>Cognitive</td>
<td>Brain development continues during adolesices, contributing to increases in critical thinking, information processing speed</td>
<td>Educators can provide appropriate levels of cognitive challenges, link what is previously known to what is being taught, and provide clear, logical rationales for rules and expectations</td>
</tr>
<tr>
<td>Social</td>
<td>Students’ experience changing social roles, opportunities, needs for adult guidance, and perceptions of authority; peers may become more important, and peer relationships more intimate</td>
<td>Educators can support positive social development by providing social opportunities, teaching and reinforcing positive social skills, and providing clear guidelines and expectations for social interactions</td>
</tr>
<tr>
<td>Autonomy and Responsibility</td>
<td>Adolescents are navigating adults, peers, and personal expectations regarding autonomy and responsibility as they develop physically and cognitively</td>
<td>Educators can clearly define adult and student responsibilities, teach self-management, and increase student participation in education decisions</td>
</tr>
<tr>
<td>Identity and Self-Concept</td>
<td>Adolescents are exploring new roles and opportunities, trying to make sense of emerging self-concepts and making initial commitments to an identity</td>
<td>Educators can provide opportunities for safe exploration of social and occupational roles while facilitating social, academic and behavioral competence</td>
</tr>
<tr>
<td>Moral Awareness and Functioning</td>
<td>Adolescents become aware of different perspectives on values, beliefs, and behavioral expectations, and may challenge, thoughtfully consider, or accept alternative views</td>
<td>Educators can clearly define expectations, encourage students to share their perspectives, and provide rationales for behavioral expectations that are meaningful to students.</td>
</tr>
</tbody>
</table>

Young, Caldarella, Richardson and Young, 2012
Getting Started Early!

• We recommend that teachers introduce a tiered framework at the start of the school year or semester
  • Students become familiar with classroom expectations and routines early on
  • Little time is wasted addressing problems that may have been prevented

• Can improve the classroom atmosphere and can reduce emotional and behavioral problems
  • It's never too late to start implementing!
Tier 1 Universal Classwide Practices

- Increase classroom organization and structure and maximize instructional time.
- The procedures can be easily integrated into the daily classroom routine.
- Students with more intensive needs can be more easily and accurately identified.

- Classwide Expectations
- Social Skills Instruction
- Improving Teacher-Student Interactions
- Embedding Choice
- Good Behavior Game
Tier 1 Universal Classwide Practices

- Classwide Expectations
- Social Skills Instruction
- Improving Teacher-Student Interactions
- Embedding Choice
- Good Behavior Game
Classroom Expectations/Values

• Classroom expectations create a supportive environment where students feel comfortable and safe, which is essential for promoting academic growth and mental health.

• Help students remember what they need to be doing in order to be successful.

• Can reduce stress and anxiety among students with internalizing problems by providing consistency and predictability.
Examples of Expectations

• Be Safe
• Be Responsible
• Be Respectful
• Be there be ready
• Be a problem solver
Expectations and Rules

**Expectations**
- Expectations are broadly stated
- Expectations apply to all people in all settings
- Expectations describe the general ways that people will behave

**Rules**
- Rules describe specific behaviors
  - Observable
  - Measurable
- Rules may apply to a limited number of settings
- Rules clarify behaviors for specific settings/task

- Keep to 5 or fewer
- State Positively
- Use common and fewer words

- Keep to 3 or fewer
- State Positively (appropriate behavior)
- Use common and fewer words
Emphasis is on Teaching Functional & Prosocial Replacement Behaviors

Stop Rule:  
No Running in the Halls

Start Up Rule:  
Walk one behind another in a straight line
<table>
<thead>
<tr>
<th>Setting</th>
<th>Classroom</th>
<th>Hallway</th>
<th>Cafe</th>
<th>Bathroom</th>
<th>Auditorium</th>
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<tbody>
<tr>
<td><strong>Expectations</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Respectful</td>
<td>- Stay in your assigned area</td>
<td>- Walk to the right</td>
<td>- Walk to get your food</td>
<td>- Give others privacy</td>
<td>- Participate in the activity</td>
</tr>
<tr>
<td></td>
<td>- Use positive and peaceful language</td>
<td>- Use quiet voices</td>
<td>- Put trash in the trashcan</td>
<td>- Use positive and peaceful language</td>
<td>- Silently focus on the speaker</td>
</tr>
<tr>
<td></td>
<td>- Accept consequences without arguing</td>
<td>- Keep body and possessions to yourself</td>
<td>- Keep body and possessions to yourself</td>
<td>- Accept consequences without arguing</td>
<td>- Accept consequences without arguing</td>
</tr>
<tr>
<td></td>
<td>- Silently focus on the speaker</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be Responsible</td>
<td>- Follow directions first time given</td>
<td>- Take the most direct route</td>
<td>- Follow directions first time given</td>
<td>- Wash your hands</td>
<td>- Follow directions first time given</td>
</tr>
<tr>
<td></td>
<td>- Come to class with all needed supplies</td>
<td>- Stay with your teacher</td>
<td>- Sit with legs under the table</td>
<td>- Be quick</td>
<td>- Sit in assigned section</td>
</tr>
<tr>
<td></td>
<td>- Be on time</td>
<td>- Have a hall pass</td>
<td>- Turn electronics off and stored from 8:25 to 3:04</td>
<td>- Flush the toilet</td>
<td>- Electronics should be turned off and stored from 8:25 to 3:04</td>
</tr>
<tr>
<td></td>
<td>- Electronics should be turned off and stored from 8:25 to 3:04</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Be a Peaceful Problem Solver</td>
<td>- Think before you act</td>
<td>- Report all hazards to a school employee</td>
<td>- Report all hazards to a school employee</td>
<td>- Report all hazards to a school employee</td>
<td>- Report all hazards to a school employee</td>
</tr>
<tr>
<td></td>
<td>- Speak to an adult you trust for help to solve a problem</td>
<td>- Use kind words to solve problems</td>
<td>- Use kind words to solve problems</td>
<td>- Use kind words to solve problems</td>
<td>- Use kind words to solve problems</td>
</tr>
<tr>
<td></td>
<td>- Use self reflection area when directed</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Use kind words to solve problems</td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>
Purpose of Teaching Matrix

• Enhances communication and create common language across everyone in the classroom

• Defines the expected behavior for each setting (e.g., classrooms, cafeteria, bedroom, bathrooms) = rules

• Creates the “SEL curriculum” that will guide the teaching of expected behavior
  • Used to teach social skills
Tier 1 Universal Classwide Practices

- Classwide Expectations
- Social Skills Instruction
- Improving Teacher-Student Interactions
- Embedding Choice
- Good Behavior Game
Teaching Social Skills

- **Full instruction** – scripted lesson plans presented to all students at scheduled times in the actual setting

- **Booster sessions** – scripted lessons presented based on data (e.g., certain groups, specific settings, specific expectations)

- **Orientation for new students** – passport and peer mentor
Steps to Teaching Social Skills: Lesson Plans

<table>
<thead>
<tr>
<th>Planning</th>
<th>Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Define students and describe the key rule for the skill being taught</td>
<td>1. Facilitate student engagement within each lesson – provide opportunities to respond</td>
</tr>
<tr>
<td>2. Break into teachable component steps – set students up for high rates of success</td>
<td>2. Provide frequent and immediate feedback on student performance</td>
</tr>
<tr>
<td>3. Select examples that sample the range of circumstances, settings, and contexts under which the skill is appropriate in the student’s world.</td>
<td>3. Guide student practice to facilitate high levels of success and continue to mastery</td>
</tr>
<tr>
<td>4. Sequence examples to show full range and to help the learner discriminate right and wrong</td>
<td>4. Facilitate Generalization – make success happen in the real world</td>
</tr>
</tbody>
</table>
Informal Teaching

*Incidental/Naturalist Teaching, Occurs in the moment*

- **Pre-corrections** – a prompt/reminders of the expected behavior for different situations
- **Re-teaching** – reviewing & practicing the expected behavior
- **Praise** – verbal or non-verbal expression of approval used to identify & encourage prosocial behavior
- **Redirections & Warning** – expression of disapproval used to discourage the problem behavior & encourage the alternative prosocial behavior
- **Problem solving** – process that involves identifying, analyzing, and solving problems in order to encourage alternative prosocial behavior in the future
Existing Evidence-based Social Skills Programs

• **Social Skills Intervention Guide (K-12)**

• **Skill Streaming the Elementary School Child (2-6)**

• **PATHS: Promoting Alternative Thinking Strategies (K-6)**

• **The ACCEPTS Program**
Existing Evidence-based Social Skills Programs

• Think first: Addressing Aggressive Behavior in Secondary Schools (7-12)

• Skill Streaming the Adolescent (7-12)

• Prepare Curriculum: Teaching Prosocial Competencies (7-12)

• The ACCESS Program
Tier 1 Universal Classwide Practices

- Classwide Expectations
- Social Skills Instruction
- Improving Teacher-Student Interactions
- Embedding Choice
- Good Behavior Game
Improving Student-Teacher Interactions

• Teachers can create a positive classroom community through their interactions with students
  • This occurs when teachers are accepting of individual differences, are friendly, and take the time to build a positive rapport with each student

• There are simple strategies that are meaningful to students and set the classroom tone

• Research shows that student-teacher interactions can help improve student outcomes, both academically and behaviorally, especially if they result in good student-teacher relationship
Tier 1 Universal Classwide Practices

- Classwide Expectations
- Social Skills Instruction
- Improving Teacher-Student Interactions
- Embedding Choice
- Good Behavior Game
Embedding Choice

• A central quality of self-determination is the perception of choice (Reeve, Nix, & Hammon, 2003)

• Choice is defined as the act of selecting or making a decision when faced with two or more possibilities

• Offering and embedding choices
  • Promote elevated levels of interest and attention
  • Provide a sense of control, purpose, and competence
Embedding Choice Continued

- Teachers can embed choice in many ways without altering an assignment

- Select the topical unit of study, how they would complete activities (e.g., on the computer, with a partner), and with whom they would work (Kern, Bambara, and Fogt, 2002).
  - Lead to higher levels of student engagement and a reduction in disruptive behavior.

- Choice can promote effort and persistence with tasks (Carey et al., 2013)
Tier 1 Universal Classwide Practices

- Classwide Expectations
- Social Skills Instruction
- Improving Teacher-Student Interactions
- Embedding Choice
- Good Behavior Game
Good Behavior Game

• The Institute of Medicine Report on the Prevention of Mental, Emotional, and Behavior Disorders (National Research Council, 2009) stated that this strategy was one of the most influential prevention approaches that teachers can implement.
Good Behavior Game

• A group behavioral strategy- ”Interdependent Group Contingency”

• Relies on peer pressure

• Teaching children to “Inhibit” select behaviors
  • Improving prosocial behaviors

• Outcomes- one of the most successful interventions
  • Immediate- reduces problem behaviors
  • Long-term (5, 10, 20 years out)- decrease aggression, less likely to use drugs, better careers, better marriages
Why is this intervention so successful?

- Teaches self-control → How can I inhibit behaviors that will make my team lose point?

https://www.youtube.com/watch?v=QX_oy9614HQ
Good Behavior Game: Barrish, Saunders & Wolf, 1969

9th-graders reduced disruptive behaviors

1. 100% of students felt they learned more when the GBG was implemented
2. 89% reported improvement in peer behavior
3. 66% reported improvement in their own personal conduct

Kleinman & Saigh, 2011
Cooperative Learning Activity

• Get materials and plan
  • Handout: Good Behavior Game (www.interventioncentral.org)

• Create teams (typically 2 to 3)
  • Select leader (typically shy student)
  • Team name

• Explain the rules of the game to the students
  • Rules are simple, team with ___ or fewer marks at the end of the game wins

• Start game!

http://goodbehaviorgame.org
Tier 2 Secondary Supports

• Tier II strategies target just a few students in any given classroom
  • Typically about 15% of the students

• Tier II interventions require individualization, they are more effort than Tier I interventions.

• Not as time consuming and intensive as tier 3

- Individual Goal Setting
- Self-Management
- Check in/Check out
Tier 2 Secondary Supports

- Individual Goal Setting
- Self-Management
- Check in/Check out
Individual Goal Setting

• Goal setting is a relatively simple intervention strategy that is particularly well suited to Tier II because it can be easily customized to address specific student needs

• Goal setting is defined as student participation in planning a future goal, followed by self-evaluation of performance

• Behavior change that will be most meaningful and positively impact the student’s life
VALUES

Classroom expectations/values

- Broad and on-going
- Identify "direction" the student and/or teacher want to go

VALUES vs. Goals

- Measurable
- Observable
- Step by step
- Evaluation criteria
Individual Goal Setting

• Collaborative Identification of values and goals

• **Steps:**
  • Determine a goal to be achieved (e.g. min on-task, assignments completed, kind acts)
  • Choose a timeframe
  • Select a reward-- if the goal is achieved within the designated timeframe
Individual Goal Setting

• Goal Attainment Scaling is an effective and easy tool to monitor and record goal progress towards goal completion

• Typically the GAS has five indicators of possible outcomes, ordered from least to most desirable

• At regular times, the teacher rates the student’s progress in attaining his/her goal (Sheridan & Kratochwill, 2007)
Goal Rating

At the end of the week, please use the following scale to rate how closely the above goal was met.

-2  -1  0  +1  +2

Situation significantly worse  Situation somewhat worse  No progress  Goal partially met  Goal met
<table>
<thead>
<tr>
<th>Level of Expected Outcome 3 months after the course</th>
<th>Rating</th>
<th>Behavioral Statement of EXPECTED OUTCOMES: - GOAL 1</th>
<th>Behavioral Statement of EXPECTED OUTCOMES: - GOAL 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUCH MORE Than EXPECTED</td>
<td>+2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MORE than EXPECTED</td>
<td>+1</td>
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</tr>
<tr>
<td>EXPECTED Outcome</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LESS than EXPECTED</td>
<td>-1</td>
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<td></td>
</tr>
<tr>
<td>MUCH LESS Than EXPECTED</td>
<td>-2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Individual Goal Setting

• **Data-based Feedback**
  
  • Measuring goals can also be further enhanced by providing data-based feedback to students about their progress toward meeting their goals.

  • Research indicates that when students receive positive feedback regarding their goals, they are more likely to set higher goals and to achieve their goals (provided the goals are perceived as attainable; Krenn, Würth, & Hergovich, 2013).

  • Feedback should be specific, positive and constructive to encourage student growth.
Tier 2 Secondary Supports

- Individual Goal Setting
- Self-Management
- Check in/Check out
Self-Management

• Self-management procedures are highly adaptable to address a wide range of behaviors, including decreasing problem behaviors and increasing appropriate behaviors

• Self-management procedures teach students to take responsibility for their actions, which places fewer intervention demands on teachers (Cole, 1992)

• The process involves observing and documenting occurrences of one’s own behavior
VALUES

Classroom expectations/values

VALUES

Goals

• Broad and on-going
• Identify “direction” the student and/or teacher want to go

• Measurable
• Observable
• Step by step
• Evaluation criteria
Self-Management Steps

1. Determine the values/expectation and targeted behavior (observable/measurable)

2. Create forms for the student to monitor his/her behavior

3. Identify and monitor the target behavior by providing examples and non-examples of the behavior and practicing how occurrences will be coded

4. When the student is reasonably accurate, he or she is ready to self-manage independently.
Tier 2 Secondary Supports

- Individual Goal Setting
- Self-Management
- Check in/Check out
Check In Check Out

• School based program for providing daily supports and monitoring to students who are at risk for developing serious or chronic problem behaviors

• Teacher(s) “Checks in” with a student in the morning and at specified interval to provide feedback on behavior
  • Based on expectations and target behaviors

• End of the day, the student “Check’s out”
CICO Components and Process

• Components
  • Increases instruction on expectations and social skills
  • Increases reinforcement and motivation
  • Provides opportunities for corrective consequences
  • Built in data collection on point cards
  • Includes home-school component

• Check Card
  • A sheet that track student’s behaviors across expectations and provide students feedback on earning points
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Total</th>
<th>Staff Initials</th>
</tr>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td></td>
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<tr>
<td>1 Monday</td>
<td>Check in</td>
<td>Check out</td>
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<td>2 Tuesday</td>
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<td>5 Friday</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
</tr>
</tbody>
</table>

2 = Met all expectations, no prompts  
1 = Met most expectations, one prompt  
0 = Did not meet expectation, more than one prompt

Comments:__________________________________________________________________________  
____________________________________________________________________________________  
____________________________________________________________________________________

Points needed for reward _______________________

Teacher Signature ___________  Parent Signature ___________
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Total</th>
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<tbody>
<tr>
<td>1 Homeroom</td>
<td>0 1 2</td>
<td>0 1 2</td>
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<td></td>
</tr>
<tr>
<td>2 Math</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
</tr>
<tr>
<td>3 Reading</td>
<td>0 1 2</td>
<td>0 1 2</td>
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<td></td>
</tr>
<tr>
<td>4 Lunch</td>
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<td>5 Specials</td>
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<tr>
<td>6 Social Studies</td>
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<td>7 Dismissal</td>
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<td>0 1 2</td>
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<td></td>
</tr>
</tbody>
</table>

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Total Points

Teacher Signature ________________________
Parent Signature ________________________

Comments: ______________________________________________________________________________________

Points needed for reward _______
<table>
<thead>
<tr>
<th>Subjects</th>
<th>Be Safe</th>
<th>Be Responsible</th>
<th>Be Respectful</th>
<th>Total</th>
<th>Goal Met?</th>
<th>Strategies Used?</th>
<th>Staff Initials</th>
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</thead>
<tbody>
<tr>
<td>Homeroom</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
</tr>
<tr>
<td>Lunch</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
</tr>
<tr>
<td>Specials</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
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<tr>
<td>Social Studies</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
</tr>
<tr>
<td>Dismissal</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td>0 1 2</td>
<td></td>
<td>Yes</td>
<td>No N/O</td>
<td></td>
</tr>
</tbody>
</table>

2 = Met all expectations, no prompts  
1 = Met most expectations, one prompt  
0 = Did not meet expectation, more than one prompt  

Yes = Met goal  
No = Did Not meet goal  
N/O = No opportunity to engage in goal related task

Comments: ____________________________________________________________

Teacher Signature ____________  
Parent Signature ____________

Points needed for reward

Total Be Safe  
Total Be Responsible  
Total Be Respectful  
Total Points  
Total Strategies Used?
Centennial School Daily Point Sheet / High School Progress Report

**To “Earn Day” Must Earn Each Goal Area Based On Step; 18/22 = 80% (Steps 1 & 2) / 19/22 = 85% (Step 3) / 20/22 = 90% (Steps 4 & Transition)**

<table>
<thead>
<tr>
<th>Missing Work (Y/N)</th>
<th>HR Rm 29</th>
<th>Lit 1 Rm 30</th>
<th>Lit 1 Rm 30</th>
<th>Break Rm 29</th>
<th>Math Rm 28</th>
<th>Gym M,Tu Art Th, F</th>
<th>Rm 29</th>
<th>Lunch Rm 29</th>
<th>Social Studies Rm 30</th>
<th>Transition Lab Rm 29</th>
<th>Study Hall Rm 29</th>
<th>Close Rm 29</th>
<th>Total Pts/All</th>
<th>Total %</th>
<th>*Bonus Pts/Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Be There, Be Ready</td>
<td>2</td>
<td>2</td>
<td>2</td>
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<td>2</td>
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<td>2</td>
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<td>100</td>
<td>10</td>
</tr>
<tr>
<td>2. Be Responsible</td>
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<td>2</td>
<td>22</td>
<td>100</td>
<td>10</td>
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<td>3. Be Respectful</td>
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<td>22</td>
<td>100</td>
<td>10 5</td>
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<td>4. Personal Space</td>
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<td>2</td>
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<td>22</td>
<td>100</td>
<td>10 10</td>
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<td>5. Follow Directions</td>
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<td>2</td>
<td>2</td>
<td>22</td>
<td>100</td>
<td>10</td>
</tr>
</tbody>
</table>

Did I use an Anger Management Strategy when I was upset? Y/N

Problem Solving Opportunities

Time Owed

Bonus Self Management Points (Max 10 per period)

Teacher Initials

*Bonus Points end of day per goal: 10 Bonus Points = 100% or 9/9/5 8 Bonus Points = meets criteria based on Step (80%-90%) #Each Ticket = 2 Bonus Points/write total value not total # of tickets

**Key**

2  Meets Expectations
1  Close To Expectations
0  Below Expectations
N  Not Measured

Excellent job making your day! Daily Progress Report
Teacher Comments: Have a wonderful 3-day weekend!

Homework Tonight? YES or NO (Subject(s) Circled Above) / Date Due: Teacher Signature:

Parent Comments: On the way home Monday we went Parent Signature:

Street for “Picket’s Chance” Don’t let Civilize?
Check Card

• Incorporates
  • Teaching of expectations/rules

• Acknowledgment system

• Hierarchy of corrective consequences

• Data management

Reduction in challenging behaviors
- disruption, disrespect, disorganization, work completion, impulsive behaviors

Increase academic engagement and achievement
Tier 2 Secondary Supports

- Individual Goal Setting
- Self-Management
- Check in/Check out
• To identify appropriate interventions and supports, an assessment-based approach is best practice due to its long and successful track record in the school setting for guiding the selection of intervention and mental health services (e.g., Bambara & Kern, 2005).

• Complex needs require support team of specialists in area of need (social, emotional, academics, etc.)

• As such, we will highlight the process and not specific interventions

[http://www.intensiveintervention.org]
Tier 3 Tertiary

- Assessment Based Strategies
- Accommodations
Assessment-Based Intervention Development

• Because of the complex needs of adolescents with intensive mental health problems, we recommend assessment to evaluate both academics, classroom performance as well as mental health/social issues.

• Academic/classroom assessments should examine broad competencies, including organization and study skills.

• More specific skills that should be considered include attention and academic strengths and needs.
Assessment-Based Intervention Development

• In the area of mental health, assessments should determine whether a student is at-risk for major mental health disorders, including depression and anxiety.
  • should identify any documented occurrences of behavioral outbursts.

• Potential social skills deficits should be considered.

• Each of these areas of assessment should link directly to specific interventions. This multi-dimensional approach to assessment and intervention identification leads to a comprehensive multi-component intervention plan.
Tier 3 Tertiary

- Assessment Based Strategies
- Accommodations
Accommodations

• In the previous sections, we described a tiered system of intervention to match the level of support with student need

• Accommodations offer another opportunity to facilitate learning

• Accommodations are changes to some aspect of instructional delivery or student participation that does not substantially alter the curriculum or associated expectations (Thompson, Morse, Sharpe, & Hall, 2005)
Accommodations

• Goal of accommodations
  • Remove barriers to learning and full participation, thereby offering students equal access to the curriculum,

• Particularly important for students with EBD at the secondary level because most spend at least some time in general education classrooms (Wagner et al., 2006)

• Designed to maintain the academic standards required of students without disabilities while mediating the impact of the student’s disability (Harrison, Bunford, Evans, & Owens, 2013)
Accommodations

Accommodations fall into four broad categories (Christensen, Braam, Scullin & Thurlow, 2011)

1. Presentation
2. Response/Scheduling
3. Timing
4. Setting

However, there is limited research demonstrating what accommodations are effective, especially for students with EBD.

No good guide as to which accommodation to pick and difficulty with implementation.
Accommodations

• In spite of these limitations, we believe that accommodations have the potential to make a significant difference in student outcomes.

• We offer several recommendations for their selection and implementation
  • Need to be individualized and linked to each student’s specific deficits and skills
  • Accommodations should not be selected based on disability label, ease of implementation, or teacher preference
  • Teachers (in conjunction with the support team) should self-assess the manner in which they select accommodations to assure that they are not the result of the aforementioned processes
Accommodations

1. Determine student’s skills and strengths
2. Select accommodation that will address need and build on strengths
3. Use, evaluate and revise as needed
Three Tiers of Support

- Classwide Expectations
  - Social Skills Instruction
  - Improving Teacher-Student Interactions
  - Embedding Choice
  - Good Behavior Game

- Individual Goal Setting
  - Self-Management
  - Check in/Check out

- Assessment Based Strategies
  - Accommodations
Barriers to Implementation

- Resistance to mental health programs
- Acceptability of interventions
- Knowledge and training
- Teacher/school staff stress and burnout
Some Potential Solutions

• Provide training on importance of mental health and how good classroom practices positively impact mental health as well as academics

• Modify and fit interventions developed to fit into schools to make them more acceptable and contextually appropriate

• Provide skills resources, training and supports for teachers

• Actively work to reduce teacher stress and invest in making sure we are also addressing teacher stress and burnout
But all the stress management in the world won’t help if stressors remain and systemic barriers continue to make tasks harder.

1. Need to use evidence-based strategies

2. School systems need to be change to support practices and practitioners.
Formula For Success

Effective Innovations \times Effective Implementation \times Enabling Contexts = Socially Significant Outcomes
for your participation and attention, you were wonderful!

Questions?

Follow ups
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973-655-3618
montclair.edu/cehs/ceps
### References


References


References


References


