# Acquisition-Based Interventions

<table>
<thead>
<tr>
<th>Student</th>
<th>Evidence-based</th>
<th>Example evidentiary support</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EMOTIONAL REGULATION</strong></td>
<td><strong>BEHAVIORAL REGULATION</strong></td>
<td></td>
</tr>
<tr>
<td>Anger/aggression</td>
<td>Need to regulate anger in response to anger-provoking situations, alter processing of social information, better problem-solving in frustrating situations.</td>
<td>Skills to improve interpersonal effectiveness, initiating and maintaining conversation, active listening, sharing, waiting turns.</td>
</tr>
<tr>
<td>Anxiety/worry</td>
<td>Need for psychoeducation, skills to regulate anxiety in response (coping), cognitive restructuring to alter unhelpful worrisome thoughts.</td>
<td>Skills to regulate attention, organization and inhibit urges to engage in inappropriate behaviors, taught executive functioning skills.</td>
</tr>
<tr>
<td>Trauma</td>
<td>Need for psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure.</td>
<td>Teaching executive functioning: HOPS Curriculum</td>
</tr>
<tr>
<td>Social Skills</td>
<td>Skills to improve interpersonal effectiveness, initiating and maintaining conversation, active listening, sharing, waiting turns.</td>
<td></td>
</tr>
<tr>
<td>Attention/Impulse Control</td>
<td>Skills to regulate attention, organization and inhibit urges to engage in inappropriate behaviors, taught executive functioning skills.</td>
<td></td>
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</tbody>
</table>

**Evidence-based**

- **Cognitive behavior therapy - Coping Power**
- **Cognitive behavior therapy – Coping Cat; FRIENDS**
- **Cognitive behavior therapy- CBITS**
- **Social skills training – Skillstreaming**

**Example evidentiary support**


**Acquisition-Based Interventions**

## Performance-Based Interventions

<table>
<thead>
<tr>
<th></th>
<th>School-Home Communication</th>
<th>Avoidance of Academic Work</th>
<th>Limited Opportunities for Peer Interaction</th>
<th>Adult Attention</th>
<th>Access to rewards, privileges, or activities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student</strong></td>
<td>Student could benefit from greater continuity of care across school-home settings. Parents are willing and able to implement in the home to encourage student to perform more successfully at school.</td>
<td>Student engages in primarily disruptive classroom behavior only and likely does so in order to escape/avoid perceived aversive academic work.</td>
<td>Student is neglected and isolated by peers and has limited opportunities to positively interact with peers. Need for increased social recognition and opportunities to use interaction skills.</td>
<td>Student responds well to adult attention and could benefit from a positive adult role model outside of the home. Need for encouragement, recognition, and feedback to use skills.</td>
<td>Student is eager to earn school-based rewards/privileges/activities. Need for increase incentive beyond that typically available in school/classroom.</td>
</tr>
<tr>
<td><strong>Evidence-based Intervention</strong></td>
<td>School-home note system</td>
<td>CLass pass intervention</td>
<td>Self-monitoring</td>
<td>Structured Mentoring/Coaching: Check in/Check out</td>
<td>Behavior Contract</td>
</tr>
</tbody>
</table>
**Direct Behavior Ratings as Progress Monitoring Assessment**

DBR involves rating of behavior following a specified observation period, and then sharing of that information to inform decisions. DBR offers many options to link connections across assessment, intervention, and communication uses. DBR provides a simple and inexpensive option (see https://dbr.education.uconn.edu/) for frequent feedback about important behaviors, facilitating communication among students, parents, and educators.

**Example Evidentiary Support**


The Student Intervention Matching System (SIMS; Cook & Zhang, 2014) was developed as a feasible and effective tool to advance precision education and facilitate matching students to more precise and likely effective interventions. The SIMS is a pre-intervention assessment that gathers data to diagnose the root cause driving the identified SEB problem and subsequently data that matches the student to precise intervention linked to the hypothesized root cause. Root cause analyses require a conceptual paradigm or theory that explains why a problem is happening in order to hypothesize and test solutions. The SIMS is grounded in the performance and acquisition model (PAM), which was originally articulated by Bandura (1969). PAM conceptualizes the root cause of academic or SEB problems as acquisition or performance deficits, which are also known colloquially as can't do and won't do problems (Bandura, 1969; Gresham, 1981; Gresham, Van, & Cook, 2006). Acquisition deficits reflect students who are experiencing SEB problems because they have not yet acquired prerequisite skills necessary to meet the demands of a given performance setting (e.g., classroom). For students with acquisition deficits, the intervention must be instructional in nature and involve helping the student acquire and generalize skills they are lacking to meet the demands of a given setting. Performance deficits, on the other hand, reflect students who possess knowledge of and capability to exhibit certain skills but they are insufficiently supported or motivated by the environment to use the knowledge and skills they possess. Students with performance deficits are in need of interventions that are embedded within the environment to support and motivate them to use desired skills. The SIMS involves a two-step process to match students to specific acquisition or performance-based intervention. The first step involves gathering data regarding whether the student's identified SEB problem is driven by an acquisition or performance deficit. Once the hypothesized deficit underlying the SEB problem is determined, the next step in the SIMS seeks to match students to a specific acquisition or performance-based intervention. Alternatively, if initial data suggest the student has a performance deficit, educators would then complete items that load on to specific performance-based interventions to identify which ones are best matched to the student’s characteristics.

Example Evidentiary Support


