



# Acquisition-Based Interventions

	EMOTIONAL REGULATION			BEHAVIORAL REGULATION	
	Anger/aggression	Anxiety/worry	Trauma	Social Skills	Attention/Impulse Control
<b>Student</b>	Need to regulate anger in response to anger-provoking situations, alter processing of social information, better problem-solving in frustrating situations.	Need for psychoeducation, skills to regulate anxiety in response (coping), cognitive restructuring to alter unhelpful worrisome thoughts.	Need for psychoeducation, relaxation, social problem solving, cognitive restructuring, and exposure.	Skills to improve interpersonal effectiveness, initiating and maintaining conversation, active listening, sharing, waiting turns.	Skills to regulate attention, organization and inhibit urges to engage in inappropriate behaviors, taught executive functioning skills.
<b>Evidence-based</b>	Cognitive behavior therapy - Coping Power	Cognitive behavior therapy – Coping Cat; FRIENDS	Cognitive behavior therapy- CBITS	Social skills training – Skillstreaming	Teaching executive functioning: HOPS Curriculum
<b>Example evidentiary support</b>	<p>Lochman, J. E., &amp; Wells, K. C. (2003). Effectiveness of the Coping Power Program and of classroom intervention with aggressive children: Outcomes at a 1-year follow-up. <i>Behavior Therapy</i>, 34(4), 493-515.</p> <p>Lochman, J. E., &amp; Wells, K. C. (2004). The coping power program for preadolescent aggressive boys and their parents: outcome effects at the 1-year follow-up. <i>Journal of Consulting and Clinical Psychology</i>, 72(4), 571.</p>	<p>Kendall, P. C., Flannery-Schroeder, E., Panichelli-Mindel, S. M., Southam-Gerow, M., Henin, A., &amp; Warman, M. (1997). Therapy for youths with anxiety disorders: A second randomized clinical trial. <i>Journal of Consulting and Clinical Psychology</i>, 65(3), 366.</p> <p>Kendall, P. C., &amp; Hedtke, K. A. (2006). <i>Cognitive-Behavioral Therapy for Anxious Children: Therapist Manual, 3rd Edition (Child/Individual treatment manual)</i>, Workbook Publishing: Ardmore, PA. Kendall, P. C., &amp; Hedtke, K. A. (2006). <i>Coping Cat Workbook, 2nd Edition</i>, Workbook Publishing: Ardmore, PA.</p>	<p>Ngo V, Langley A, Kataoka SH, Nadeem E, Escudero P, Stein BD. Providing evidence-based practice to ethnically diverse youth: Examples from the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program. <i>Journal of the American Academy of Child and Adolescent Psychiatry</i>. 2008;47(8):858.</p> <p>Stein, B.D., Jaycox, L. H., Kataoka, S.H., et al. (2003). A mental health intervention for school children exposed to violence: A randomized controlled trial. <i>JAMA</i>, 290(5), 603-611.</p>	<p>Gresham, F. M., Cook, C.R., Crews, S.D., &amp; Kern, L. (2004). Social skills training for children and youth with emotional and behavioral disorders: Validity considerations and future directions. <i>Behavioral Disorders</i>, 30(1), 32-46.</p> <p>Cook, C.R., Gresham, F.M., Kern, L., Barreras, R.B., &amp; Crews, S.D. (2008). Social skills training for secondary EBD students: A review and analysis of the meta-analytic literature. <i>Journal of Emotional Behavioral Disorders</i>.</p>	<p>Langberg, J. M., Epstein, J. N., Becker, S. P., Gario-Herrera, E., &amp; Vaughn, A. J. (2012). Evaluation of the homework organization, and planning skills (HOPS) intervention for middle school students with attention deficits hyperactivity disorder as implemented by school mental health providers. <i>School Psychology Review</i>, 41, 342 – 364.</p> <p>Langberg, J. M., Epstein, J. N., Urbanowicz, C. M., Simon, J. O., &amp; Graham, A. J. (2008). Efficacy of an organization skills intervention to improve the academic functioning of students with attention-deficit/hyperactivity disorder. <i>School Psychology Quarterly</i>, 23, 407–417.</p>



# Performance-Based Interventions

	<b>School-Home Communication</b>	<b>Avoidance of Academic Work</b>	<b>Limited Opportunities for Peer Interaction</b>	<b>Adult Attention</b>	<b>Access to rewards, privileges, or activities</b>
<b>Student</b>	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.	Student engages in primarily disruptive classroom behavior only and likely does so in order to escape/avoid perceived aversive academic work.	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.	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.	Student is eager to earn school-based rewards/privileges/activities. Need for increase incentive beyond that typically available in school/classroom.
<b>Evidence-based Intervention</b>	School-home note system	Class pass intervention	Self-monitoring	Structured Mentoring/Coaching: Check in/Check out	Behavior Contract
<b>Example evidentiary support</b>	<p>Kelley, M. L. (1990). School-home notes: Promoting children's classroom success. New York: Guilford Press.</p> <p>McCain, A. P., &amp; Kelley, M. L. (1993). Managing the classroom behavior of an ADHD preschooler: The efficacy of a school-home note intervention. <i>Child &amp; Family Behavior Therapy</i>, 15(3), 33-44.</p> <p>Jurbergs, N., Palcic, J. L., &amp; Kelley, M. L. (2007). School-home notes with and without response cost: Increasing attention and academic performance in low-income children with attention deficit/hyperactivity disorder. <i>School Psychology Quarterly</i>, 22(3), 358-379.</p>	<p>Cook, C. R., Collins, T., Dart, E., Vance, M. J., McIntosh, K., Grady, E. A., &amp; DeCano, P. (2014). Evaluation of the class pass intervention for typically developing students with hypothesized escape-motivated disruptive classroom behavior. <i>Psychology in the Schools</i>, 51(2), 107-125.</p> <p>Collins, T., Cook, C.R., Dart, E., Socie, D., &amp; Fulwiler, K. (in press). Class pass as a targeted, tier 2 intervention for students with disruptive classroom behavior. <i>Psychology in the Schools</i>.</p>	<p>Briesch, A. M., &amp; Chafouleas, S. M. (2009). Review and analysis of literature on self-management interventions to promote appropriate classroom behaviors (1988–2008). <i>School Psychology Quarterly</i>, 24, 106–118.</p> <p>Dalton, T., Martella, R. C., &amp; Marchand-Martella, N. E. (1999). The effects of a self-management program in reducing off-task behavior. <i>Journal of Behavioral Education</i>, 9(3-4), 157-176.</p>	<p>Filter, K. J., McKenna, M. K., Benedict, E. A., Horner, R. H., Todd, A., &amp; Watson, J. (2007). Check in/check out: A post-hoc evaluation of an efficient, secondary-level targeted intervention for reducing problem behaviors in schools. <i>Education and Treatment of Children</i>, 30(1), 69-84.</p> <p>Maggin, D. M., Zurheide, J., Pickett, K. C., &amp; Baillie, S. J. (2015). A Systematic Evidence Review of the Check-In/Check-Out Program for Reducing Student Challenging Behaviors. <i>Journal of Positive Behavior Interventions</i>, 1098300715573630</p>	<p>Kerr, M. M., &amp; Nelson, C. M. (1998). Strategies for managing behavior problems in the classroom. Prentice Hall.</p> <p>Jolivet, K., &amp; Wehby, J. H. (1999). My teacher said I did good work today! Using collaborative behavioral contracting. <i>Teaching Exceptional Children</i>, 31, 12–18.</p> <p>Mruzek D.W., &amp; Cohen, C., Smith T. (2007). Contingency contracting with students with autism spectrum disorders in a public school setting. <i>Journal of Developmental and Physical Disabilities</i>, 19,103–114.</p>



# Progress Monitoring

## 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

Welsh, M. E., Miller, F. G., Kooken, J. W., Chafouleas, S. M., & McCoach, D. B. (2016). The kindergarten transition: Behavioral trajectories in the first formal year of school, *Journal of Research in Childhood Education*, 30:4, 456-473, DOI: 10.1080/02568543.2016.1214935

von der Embse, N., Scott, E. C.\*, Kilgus, S. P. (2015). The sensitivity to change and concurrent validity of direct behavior rating single item scales for anxiety. *School Psychology Quarterly*, 30, 244-259. doi:10.1037/spq0000083

Miller, F. G., Patwa, S., & Chafouleas, S. M. (2014). Using Direct Behavior Rating – Single Item Scales to assess student behavior within multi-tiered systems of support. *Journal of Special Education Leadership*, 27, 77-85.

Chafouleas, S. M., Sanetti, L. M. H., Kilgus, S. P., & Maggin, D. M. (2012). Evaluating sensitivity to behavioral change across consultation cases using Direct Behavior Rating Single-Item Scales (DBR-SIS). *Exceptional Children*, 78, 491-505.

Chafouleas, S.M., Riley-Tillman, T.C., Sassu, K.A., LaFrance, M.J., & Patwa, S.S. (2007). The consistency of Daily Behavior Report Cards in monitoring interventions. *Journal of Positive Behavior Interventions*, 9, 30-37. doi:10.1177/10983007070090010401

Riley-Tillman, T.C., Kalberer, S.M., Chafouleas, S.M. (2005). Selecting the right tool for the job: A review of behavior monitoring tools used to assess student response to intervention. *The California School Psychologist*, 10, 81-91.



# Student Intervention Matching System

## Student Intervention Matching System to Tailor Interventions to Hypothesized Root Causes Underlying Student Behavior

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

Cook, C. R., Kilgus, S. P., & Burns, M. K. (2017). Advancing the science and practice of precision education to enhance student outcomes. *Journal of School Psychology*. Retrieved from <https://doi-org.ezp2.lib.umn.edu/10.1016/j.jsp.2017.11.004>

Diggs, C., Cook, C.R., Zhang, Y., & DeCano, P. (2019). To Match or Not? Pilot Trial of a Pre-Intervention Assessment to Match Intervention to Students with Externalizing Problems. *Journal of School Psychology*.

Gresham, F. M., Van, M. B., & Cook, C. R. (2006). Social skills training for teaching replacement behaviors: Remediating acquisition deficits in at-risk students. *Behavioral Disorders*, 31, 363–377.

Gresham, F. M. (1981). Assessment of children's social skills. *Journal of School Psychology*, 19, 120–133.

Miller, F. G., Cook, C. R., & Zhang, Y. (2018). Initial development and evaluation of the student intervention matching (SIM) form. *Journal of School Psychology*, 66, 11–24.

Kilgus, S. P., von der Embse, N. P., Scott, K., & Paxton, S. (2015). Use of the Intervention Selection Profile–Social Skills to identify social skill acquisition deficits: A preliminary validation study. *Assessment for Effective Intervention*, 40, 228–239