AN ANALYSIS OF A SECONDARY LEVEL INTERVENTION FOR HIGH SCHOOL STUDENTS AT RISK OF SCHOOL FAILURE: THE HIGH SCHOOL BEHAVIOR EDUCATION PROGRAM

by

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The High School Behavior Education Program (HS-BEP) is a secondary level intervention for high school "at risk" students that provides both academic and social supports. Students participating in the HS-BEP attend a 45-minute study-skills course two to three days a week that focuses on organizational and self-management skills. As part of the study-skills class, students also participate in a modified behavior education program (BEP) designed to establish access to adult support. Six high school students identified by their teachers as "at risk" socially, and / or academically participated in the study. The students were enrolled in a Pacific Northwest high school implementing school-wide positive behavior support. Direct observation and permanent product data were collected on (a) the fidelity with which the HS-BEP was implemented, (b)

academic engagement during general content classes (English, math, history, etc.), (c) problem behavior during classes, (d) percentages of course assignment completion, (e) class attendance, and (f) number of office discipline referrals. A single-case multiple baseline experimental design across students was used to assess the primary research question: is there a functional relation between the implementation of the HS-BEP and an increase in academic engagement. Secondary analyses examined the impact of the HS-BEP on (a) decreases in problem behaviors, (b) increases in assignment completion, (c) increases in class attendance, and (d) decreases in office discipline referrals for "at risk" high school students engaging in escape maintained behaviors. Results demonstrated a functional relation between implementation of the HS-BEP and improved academic engagement. Levels of problem behavior were too low to assess impact, and small to moderate improvements in assignment completion were observed. Implications are provided for the design of secondary-level supports in high schools.

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CHAPTER I

LITERATURE REVIEW

Introduction

The organizational structure and practices of the typical high school do not adequately address the needs of all high school students. Research in dropout and school retention provides compelling evidence of the mismatch between student need and available supports. The following section (a) introduces the organizational features of the typical high school, (b) provides a brief perspective of the challenges of problem behavior and dropout in today's educational system, and (c) introduces the logic behind the implementation of a cohesive secondary level intervention for high school students at risk of school failure.

Transitioning from middle school into high school is associated with increasingly complex academic and social demands. Heightened expectations for student independence and complex organizational features that make access to support more challenging (McIntosh et al, 2008a). High schools often have large student enrollment, with multiple feeder middle schools. As a result, students may not know many of their peers, class sizes are increased from middle school and individualized attention from adults is decreased (Sugai, Flannery, & Bohanon-Edmonson, 2005). There is a clear academic focus: the typical high school is organized around the academic development of students. Teachers are focused on and compartmentalized by content areas (e.g. biology,

literature, geometry, etc). This explicit organization by content area is reflected in graduation requirements and the physical arrangement of the school campus.

The attention paid to the social development of high school students shifts from basic personal and interpersonal skills at the elementary level toward personal responsibility, or self-management skills (Sugai et al, 2005). Students are expected to self-manage both their social and academic behaviors. Many adults in high schools do not view the development or management of social behaviors as a responsibility or priority (Sugai, et al., 2005). Violations of school rules are addressed through a continuum of exclusionary consequences (e.g. loss of class credits, suspension, and expulsions) (Sugai et al, 2005; Sugai & Horner, 2002; Skiba, 2000).

An argument can be made that at the high school level students need increasing levels of social support. Two pieces of information support this argument: the rate of problem behavior in high schools and the rate of student dropout. The School Survey on Crime and Safety (SSOCS), conducted in the spring of even-numbered school years by the National Center for Education Statistics, documents incidents of crime and violence in U.S. public schools (SSOCS:2006). The SSOCS is based on a nationally representative stratified random sample of 3,565 U.S. public schools. Percentages of incidents reports represent only formally documented incidents (i.e. office discipline referrals).

In the 2005-2006 school year, 22% of respondents at public high schools indicated that student bullying was documented at least once per week. Student verbal abuse of teachers was documented at least once per week for 17% of respondents and

31% reported student disrespect towards teachers. A 2007 examination of office discipline referrals from 1,500 pubic elementary, middle and high schools showed the average rate of office discipline referrals in the high school setting was 1.3 per day per 100 students (Spaulding et al., in press). For a high school of 1,300 students, this rate represents an average of 3040 office discipline referrals per school year. This rate was substantially higher than typically found in elementary schools 0.4 referrals per day per 100 students (Spaulding et al, in press). The rate of problem behaviors evidenced by both NCES (2007), and Spaulding, and colleagues (in press) suggest that the social needs of many students are not being met by current practices.

The obstacles of the high school setting prove to be interminable for a large number of students each year. In 2006 approximately 1.2 million students, approximately 30% of the total public school population, dropped out of school (Alliance for Excellent Education, 2007; Greene, 2002; United States Department of Education, National Center for Educational Statistics, 2007a). High school dropouts face a host of social and financial burdens for their early departure. It is well documented that students who attain a high school diploma have higher earning power in the work place than peers who drop out of school (Alliance for Excellent Education, 2008; Editorial Projects in Education, 2008). It is also well documented that students who drop out of high school are more likely to rely on public services such as food stamps, housing assistance (Garfinkle Kelly, & Waldfogel, 2005) government health care (Muenning, 2005). The current rate of high school dropout contributes to a national financial burden (Alliance for Excellent Education, 2006; Rouse, 2005).

While research findings have historically implicated family characteristics as pivotal in the decision to drop out of school (Dorn 1996; Rumberger, 2001) recent findings in Chicago and Philadelphia, districts plagued by high dropout rates, have shown the consistency of academic markers, such as grade retention, and failure, in predicting dropout (Allensworth, et al., 2005; Kemple, Herlihy, & Smith, 2005). These academic markers have proven to be more reliable than family or personal student characteristics (Allensworth et al., 2005, Battin-Pearson et al, 2000). Surveys of students who have dropped out documents similar findings: students overwhelmingly leave school due to academic and school-based reasons (Alliance for Excellent Education, 2008; Berktold, Geis, & Kaufman, 1998; Markow, & Scheer, 2002). The high rate and reasons for student dropout suggests incongruence between student need and current high school practices.

The relationship between academic failure and problem behavior is a necessary component in a discussion about high school dropout. Competing theories about the mechanism behind the interrelatedness of academic and social problems do not detract from documentation of a strong relationship (McIntosh, et al., 2008a; Roeser & Eccles, 2000). Manifestation of both academic and social difficulties can be exponentially detrimental to a student's high school career. Students with both academic and social problems are much more likely to drop out of school than peers with difficulties in either of these areas (Jerald, 2006). Very simply, successful students are more likely to stay in school (Markow, & Scheer, 2002).

In *The high cost of high school dropouts: What the nation pays for inadequate high schools,* the Alliance for Excellent Education (2008) asserts that the drop out

problem must be addressed by improving the quality of high schools. The current research about the reliability of academic markers in predicting dropout, and input from students who drop out of school, provide a focus for these improvements. Students demonstrating at risk behaviors: failing more than one academic course, high rates of absenteeism, previous grade retention, and a history of problem behaviors should be the student population for whom high schools exert increased, proactive efforts (Allensworth et al., 2005; Jerald, 2006). Strengthening the quality academic instruction for students at risk, and ensuring ample social supports is an approach that considers (a) the connection between academic and social problems in the high school setting, (b) feedback from students who have dropped out of school, and (c) current findings in school retention literature.

This author asserts that by attending to academic markers, and providing students with skills to address social needs, students can accrue credits and make meaningful progress toward graduation. Unsuccessful students require supports that are specific to their academic and or social needs. An expanded review of current literature provides (a) documentation of the magnitude of the high school dropout problem in the United States, (b) information on which students are most likely to drop out of school and the reasons behind their departure from school, (c) a summary of current approaches in school retention, and (d) a theoretical framework for academic and social supports for students demonstrating "at risk" problem behaviors and academic failure.

High School Dropout: Extent and Impact

High school dropout is a problem in the United States. It has been part of the national education agenda since President Kennedy's 1963 large scale campaign to address the dropout problem in 63 of the nation's largest cities (Gordon & Jablonsky, 1968; Rumberger, 2001). While the annual percentage of dropouts has decreased over the past 20 years, the personal and social implications have increasingly negative significance (National Center for Education Statistics, 2007b). The current graduation rate has been reported by various research groups between 75%-71% (Alliance for Excellent Education, 2007; Greene, 2002; United States Department of Education, National Center for Educational Statistics, 2007a). Based on this estimate, each year approximately 1.2 million students fail to graduate high school. Consistent across reports is the finding that almost half of the dropouts nationally, are students from minority groups (Editorial Projects in Education, 2007). This translates to about 7,000 students dropping out of high school every day of the school year, of which 3,500 belong to ethnic or racial minority groups (Alliance for Excellent Education, 2007; Editorial Projects in Education, 2007).

The personal and social aftermath of the failure to complete a high school diploma is not trivial. Longitudinal, troubling statistics reveal that students who do not complete high school are at increased risk for less health insurance coverage (Kaiser Commission on Medicaid and the Uninsured, 2006) incarceration (Harlow, 2003; Raphael, 2004), drug use (Harlow, 2003; Office of Applies Studies, Substance Abuse, and Mental Health Services Administration, 2003), substantially lower lifetime earnings

(U.S. Bureau of Census, 2006), poverty, homelessness and significant health issues (Alliance for Excellent Education, 2003; 2007a; Gladwell, 2005; Hadley, 2003; Muenning, 2005). The U.S. Bureau of Census 2006 report documents a stark differential in earning power by educational attainment (see Table 1). For perspective, the federal poverty guidelines for a family of three in 2006 was $16, 600, for a family of four it was $20,000 (U.S. Department of Health and Human Services, 2006). On average in the 2006 fiscal year, people without a high school diploma earned just above or below the federal poverty line, depending on the size of their family.

Table 1

Annual Yearly Earnings by Educational Attainment for 2006

Educational attainment	**Average yearly income**
High school drop out	$17,299
High school diploma	$26,933
Associate's degree	$36,645
Bachelor's degree	$52,671

Note. From *The 2006 HHS poverty guidelines.* Federal Register, Vol. 71, No. 15, January 24, 2006, pp. 3848-3849.

The fiscal impact attributed to the rate of high school dropout is equally as troubling for the national government as it is for the individual. Each dropout, over the course of his or her lifetime, costs the government approximately $260,000 (Rouse, 2005). The unemployment rate for people without high school diploma is almost 75% higher than for peers with a high school diploma (U.S Department of Education, 2007a).

More than $17 million could be saved annually in state Medicaid and additional expenditures for the uninsured by graduating all students in a given school year (Muenning, 2006). Had all students from the Class of 2008 graduated the nations' economy would have potentially benefitted from an additional $319 billion in income over the course of their lifetimes (Editorial Projects in Education, 2008). The social bearing of the dropout problem is so great that increasing the graduation rate of male students alone by 5% would result in annual savings of almost $8 billion in crime related costs (Alliance for Excellent Education, 2006a). The parallel between high school dropout and incarceration should not be ignored. Almost yearly, a solid 75% of all local prisoners are without a high school diploma (Harlow, 2003). Clearly the impact of high school dropout extends far beyond classrooms.

Who Drops Out of School: Students at Risk

Students who drop out of high school make the decision to do so early in their high school career (Battin-Pearson et al, 2000; Hertzog & Morgan, 1999; Jerald, 2006; Mizelle & Irvin, 2000; Schwartz, 1995). As a group, they overwhelmingly demonstrate academic failure (Allensworth & Easton, 2005; Balfanz, & Herzog, 2005), problem behavior (Sweeten, 2006; Tobin & Sugai, 1999), a history of grade retention (Allensworth et al, 2005), poor teacher relationships (Barber & Olson, 1997), and have low attendance (Balfanz, & Herzog, 2005; Jerald, 2006; Neild & Balfanz, 2006).

Dropping out does not seem to be a decision based on any single event, but an evolving phenomenon that begins in elementary school and reaches critical mass for most students in high school (Alexander, Entwisle, & Horsey, 1997; Christenson, Sinclair,

Lehr, & Godber, 2001; Finn, 1993; Rumberger, 1987, 2001). In 2005, researchers tracking students in Philadelphia found that 50% of all students who eventually dropped out of high school could be identified as early as sixth grade based on four school-based indicators: low attendance, poor classroom behavior, failing mathematics, or failing English (Balfanz & Herzog, 2005). Alexander, Entwisle, and Horsey (1997) found that clustered school experiences (retention, special education services, and reading-group level) were significant predictors of drop out for students as early as 1st grade, with strong caution. Initial academic differences alone were not sufficient to explain why some students were at a greater risk for dropping out than others (Alexander, Entwisle, & Horsey, 1997).

The risk of dropout is higher for specific student demographic groups. According to the National Center for Educational Statistics as early as 1960 a majority of the students who drop have been male and self-identified as African American. In 1972, the first year data were collected on Hispanic/Latino males who had dropped out of school, this group represented 34% of Hispanic/Latino males between the ages of 16-24 year olds. (U.S. Department of Education, 2007b). In 2006, the percentage of all African American students who dropped out was close to double the number of White students (see Table 2). Hispanic/ Latino students were almost four times as likely to drop out as their White peers (U.S. Department of Education, 2007b).

Table 2

Percentage of 2006 High School Dropouts Among Persons 16-24 Years Old by Gender and Ethnicity.

Student dropout ethnicity	Status dropout rate by gender		
	M	F	Both
White	6.4%	5.3%	5.8%
African American	9.7%	11.7%	10.7%
Hispanic / Latino	25.7%	18.1%	22.1%
Total	10.3%	8.3%	

Note. From *Percentage of high school dropouts among persons 16 through 24 old (status dropout rate), by sex, race / ethnicity: Selected years, 1960 through 2006.* Table 105. By U.S. Department of Education, National Center for Education Statistics, 2006.

Students with disabilities are also at increased risk for dropping out (Agran, Alper, & Wehmeyer, 2002). The dropout rate for students with mild disabilities is estimated to be at least two times greater than the rate for peers without disabilities (Blackorby & Wagner, 1996; Repetto, Pankaskie, DePalma-Hankins, Schwartz, & Perry, 1997). Data from the National Longitudinal Transition Study-2 (NTLS-2) provide evidence that 72% to 79% of students with disabilities dropped in the 2006 school year (Wagner, Newman, Cameto, Levine, Garza, 2006). The NTLS-2 also reported differential rates of dropout by disability ranging as high as a 44% drop out rate for students classified as having emotional disturbance.

Why Students Drop Out

A host of factors have been repeatedly examined in an attempt to determine why students drop out (Jerald, 2006; Rumberger, 2001). Academic failure (Alliance for Excellent Education, 2007; Finn & Rock, 1997; Jerald, 2006; Morrison, Anthony, Storino & Dillon, 2001); problem behavior (Sweeten, 2006; Tobin & Sugai, 1999); school engagement (Rumberger & Larson, 1998; Sinclair, Christenson, Evelo, 1998); teacher-student relationships (Barber & Olson, 1997); school and class size (Alspaugh, 1998, 2000; Nagle & Hiller, 2003); attendance rates (Neild & Balfanz, 2006); cultural and ethnic background (Akos & Galassi, 2004; Johnson, Crosnoe & Elder, 2001; Losen & Orfield, 2002; National Center on Educational Statistics, 2006); learning disabilities (Lehr et al, 2004; National Center on Educational Statistics, 2004); family structure, including socio economic status, and parental educational support (Binns, Steinberg, & Amorosi, 1997; Duschesne, Larose, Guay, Vitaro & Tremblay, 2005; Nagle & Hiller, 2003; Wolley & Grogan-Kaylor, 2006); and stressful life events (Lehr et al, 2004) have all been examined as contributing factors in the decision to drop out of school.

When researchers question young people who have dropped out, the reasons they give for leaving school are predominantly school-based: academic failure or lack of school connection. School experience variables, such as grade retention, school achievement, and school connection, have been found to be more accurate screening variables for potential dropout over home or student characteristics, such as family, social, or personality variables (Janosz, LeBlanc, Boulerice, & Tremblay, 1997). For example, the National Education Longitudinal Study of 1988 found that 77% of the

eighth graders who dropped cited school-related reasons, specifically "did not like school" (46%), "failing school" (39%), and "could not get along with teachers" (29%) (Berktold et al., 1998). In a 1990 study, 44% of the former students cited educational reasons for leaving school. Students felt "pushed out" because they were unable to cope with conditions in the school environment (Jordan, McPartland, & Lara, 1999).

In a 2002 study, 76% of four hundred student dropouts agreed, educational issues were the overwhelming reason for the decision to leave school (Markow, & Scheer, 2002). The majority of the students selected "school was boring" (77%), or "I wasn't learning anything" (42%) when asked why they left school. Markow and Scheer (2002) also found that students who were receiving grades of D's and F's were five times more likely to think about dropping out than their peers (57% v 12%, $N = 2308$). A generous third of 2003 prison inmates would agree. In a 2003 nation-wide study on the educational attainments of local, state and federal inmates, 35% of local jail inmates who had dropped out of school said the main reason they dropped out was due to academic problems, behavior problems, or lost interest (Harlow, 2003).

The concurrence of academic failure and reports of "school was boring", "didn't like school," "could not get along with teachers" (Berktold et al., 1998) are evidence of the extent to which school represents punishment for students who are unprepared academically. Students who have academic difficulty are unable to "connect" to the school setting; they are unable to access good grades, positive adult feedback, or recognition from a positive peer group. In many ways, the school embodies aversive stimuli. Schoolwork, the classroom setting, and teachers themselves may elicit avoidance

patterns that result in decreased academic effort (Horner, 2002) Repeated punishment, academic failure over the course of years, results in the decrease of academic effort. Dropping out of school is an escalating cycle of academic failure and punishment that culminates in the ultimate lack of school connectivity.

Academic Achievement, Problem Behavior and Dropout

Poor academic achievement has been shown repeatedly to be a powerful predictor of high school retention and dropout (Battin-Pearson et al, 2000; Hale & Canter, 1998; Lehr et al, 2004; Sweeten, 2006; Tobin & Suagi, 1999). Balfanz and Herzog (2005) found that sixth graders with poor attendance, poor classroom behavior, and a failing grade in math or English had only a 10% chance of graduating high school within four years of entering, and a 20% chance of graduating a year later. Eighth graders with the same academic markers in 2006 had less than a 25% chance of graduating within eight years of entering high school (Neild & Balfanz, 2006). A 2005 study found that 81% of students who completed enough credits by the end of their freshman year to be promoted to 10^{th} grade, and failed no more than one core subject area during the freshman year, graduated within four years (Allensworth & Easton, 2005). These two academic indicators more accurately predicted high school completion more accurately than either eighth-grade test scores, or students' background characteristics (Allensworth et al., 2005). By contrast, out of the freshman students who did not achieve both of these on-track academic indicators, only 22% graduated on time (Allensworth & Easton, 2005).

Problem behavior can be a significant barrier to academic success. Class disruptions, both student problem behavior and teacher response to problem behavior,

detract from instructional time. Scott and Barrett (2004) determined that for each office discipline referral received, a student spends approximately 20 minutes outside of the classroom, a further detriment to academic success because of the high correlation between time engaged in instruction and student achievement (Brophy, 1988; Northwest Regional Educational Laboratory, 2001). The time lost to problem behavior is not limited to the individual student. High school administrators spend an average of 10 minutes processing an office discipline referral and 45 minutes processing a suspension (Scott, & Barrett, 2004).

Office discipline referrals (ODRs) have the potential to detract from instructional and administrative time. Using the 20-minute loss of classroom time for students, 10 minute processing time for administrators, and findings from Spaulding et al (2007) on the rate of high school office discipline referrals the magnitude of lost instructional and administrative time becomes more clear, and more alarming. At a rate of 1.3 ODRs per day per 100 students a high school with 1,500 students can expect about 3500 ODRs over the course of the year. For students, that equates to over 580 lost classroom hours. For administrators, if only a quarter of those ODRs result in a suspension, the time lost totals 656 hours, or about 18 hours per week. When we consider research that has documented that more than half of ODRs in many schools are earned by 3%-7% of the student population we can see that the accumulating lost classroom time has the potential to make a substantial impact on a small population of students (Sugai & Horner, 1994; Taylor-Greene et al., 1997).

Compounding the loss of students' classroom time due to the processing of office discipline referrals is the implementation of exclusionary practices at the high schools level (Costenbader & Markson, 1998; Peterson, Larson, & Skiba, 2002). High schools commonly utilize exclusionary discipline, such as suspensions or expulsions, resulting in more time away from instruction (Flannery et al, 2008; Tobin & Sugai, 1999; Peterson, Larson, & Skiba, 2002: Spaulding et al, 2007). This approach to managing student behavior has been shown to actually trigger and reinforce antisocial behaviors, shifts responsibilities away from the school, can have a negative impact on student-teacher relationships, and renders ineffectual the link between academic and social supports (Bohanon-Edmonson, Sugai, Eber, & Flannery, 20005; Gottfredson, 1987; Mayer, 1995; Sugai & Horner, 2002).

Academic failures and problem social behavior can be detrimental in and of themselves. Unfortunately there is a well documented link between academic achievement and problem behavior that can exacerbate negative school experiences for students and teachers (Roeser & Eccles, 2000). The origin of the interaction has been explained through various theoretical frameworks, including (a) interruption of the learning process because of attention difficulties (Fleming et al, 2004) (b) interruptions due to disruptive behavior (Dishion, French, & Patterson, 1995) and (c) disruptive behavior that functions as escape from aversive academic tasks (Lee, Sugai, & Horner, 1999; McIntosh, Horner, Chard, Dickey, & Braun, 2008b).

The relationship between academic success and problem behavior seems nearly inextricable. Some studies have found that students demonstrating problem behaviors early in their school career are more likely to develop academic difficulties (Fleming, et al 2004; Kellam, Ling, Merisca, Brown, & Ialongo, 1998; McIntosh et al, 2008a; Reid & Patterson, 1991). Concurrently, researchers have found that students with early difficulties in academics are at increased risk for developing problems in social behavior (Hinshaw, 1992; McIntosh, Horner, Chard, Boland, & Good, 2006; Morrison, et al., 2001).

Problem social behavior is linked to academic failure (Roeser & Eccles, 2000). Both academic failure and problem social behavior are characteristic of students who drop out of high school (Jerald, 2006). Students with *both* academic and behavioral problems are substantially more likely to drop out of school in comparison to peers with either academic *or* behavioral problems (Jerald, 2006; McKinney, 1989; Morrison, et al., 2001). Students who drop out are unable to identify an adult in the school setting by whom they feel supported (2006 High School Survey of Student Engagement). They are disconnected, through either problem behavior or withdrawn behaviors. In terms of understanding and adequately addressing the social burden of high school dropout two things must be considered (a) the critical interaction between academic success and problem behavior, and (b) the lack of meaningful connection with adults in the school setting. The subsequent sections will explore current approaches in school retention.

Current Approaches in School Retention

Current approaches to reducing high school dropout are emerging as school-wide efforts. The following sections will provide a description of several school-wide approaches to increasing school retention. In 2001, researchers at the University of Michigan found that, student demographics being eqivalent, high schools that combined academically rigorous curriculum with high levels of support from teachers had lower rates of drop out (Croninger & Lee, 2001; Lee & Burkham, 2003). Schools in Maryland have seen improved graduation rates after implemented school-wide efforts, creating small learning communities with a team teaching approach for ninth graders (Kerr & Legters, 2004). The Talent Development model is another school-wide approach that increases the amount of high-quality instructional time students spend in mathematics and literacy courses (Kemple et al., 2005). Schools in Philadelphia implementing the Talent Development model saw preliminary academic gains, including an increase in graduation rates among participating students (Kemple et al., 2005). The Talent Development model focused primarily on increased instructional time to build literacy and numeracy. Research on the Talent Development model did not report outcomes related to problem behavior.

Check & Connect is a targeted intervention originally developed for urban middle school students with learning and behavioral challenges (Lehr, 2005). The conceptual framework indicates school engagement as the key to keeping students in school (Lehr, 2005). Recognizing that school disengagement is a long process most likely proceeded by several behavioral indicators of withdraw, including attendance problems, lack of credit

accrual, and problem behavior, and unsuccessful academic experiences, the Check and Connect model incorporates multiple sources of support centered around the role of a student mentor (Finn, 1993; Rumberger, 1987; Sinclair et al., 2003). The Check and Connect model is a long-term approach, and highly individualized. Key features of the intervention include (a) relationship building, including long-term mentor commitment that is focused on student's educational success; (b) persistent message that "education is important for your future"; (c) routine monitoring of alterable indicators by a mentor; (d) individualized and timely interventions; (e) following students and families from school to school; (f) problem-solving; and (g) student access to and active participation in school-related activities (Sinclair, et al., 2003). Check and Connect employs a system of individual mentors who facilitate successful academic and engagement habits through the use of a cognitive-behavioral problem-solving approach. Mentors typically have 40 students on their caseload and they engage in once weekly discussions with their mentees about school progress (Lehr, 2005). Alterable indicators of engagement, such as attendance, grades, and suspensions are checked regularly to guide the mentor's efforts to increase students' connection with school (Sinclair et al., 2003).

Advocates of the Check & Connect model stress the importance of a positive school climate to help students develop a sense of belonging (Sinclair, et al., 2003; McPartland, 1994). Multiple replications of the model document that students participating in Check & Connect were less likely to drop out, and more likely to have graduated high school within five years (Lehr, 2005). Check & Connect is not unique in

approach; the model incorporates many of the critical features of other school retention programs, as evidenced by complied research (See Table 3).

Lehr and colleagues (2004) compiled extensive findings from literature reviews on school retention programs. The review showed the congruence of school retention programs in the attempt to increase school engagement through a variety of approaches (see Table 3) (Lehr et al, 2004). Through varied mechanisms, those programs establish similar supports for students. Overwhelmingly, the programs attempt to foster positive relationships between students and adults in the school environment by (a) providing mentors, or (b) creating smaller learning environments. The mentoring and smaller learning environments allow schools to provide more intense, more frequent and more individualized supports than those available to the average student within the school setting.

Table 3

Key Components of School Retention Interventions.

Dynarski, (2001). An evaluation of 20 programs funded by the School Dropout Demonstration Assistance Program. • Smaller class sizes; • Support enhanced communication and positive relationships between students and teachers; • Individual assistance (academic and behavioral); • Support for personal / family issues through counseling and access to social services; and • Specific assistance to obtain GED certificates.
Fashola & Slavin (1998). A review of six dropout prevention and college attendance programs for students placed at risk. • Increasing positive teacher / student relationships; • Creation of attainable short and long term goals; • Relevant academic assistance; and • Encourage family participation.

Hayward & Tallmadge , (1995). An evaluation of dropout prevention and reentry projects in vocational education funded under the Cooperative Demonstration Program (CDP) of the Carl D. Perkins Vocational Education Act.
• Smaller learning environment;
• Vocational education with occupational concentration;
• Formal counseling component:
  o Attention to personal issues along with
  o Career counseling,
  o Life-skills instruction.
• Systematic coordination of academic and vocational components;
• Structured environment
  o Clear and equitably enforced behavioral expectations; and
  o Supportive, positive adult attention.

Note. From "Increasing rates of school completion: Moving from policy to practice," by C.A. Lehr, D.R. Johnson, D.C. Bremer, A. Cosio, & M. Thompson, M., 2004, Minneapolis, MN: National Center on Secondary Education and Transition.

Table 3, continued

Key Components of School Retention Interventions.

McPartland (1994). A review of dropout prevention programs and interview data from students who dropped out of school.
• Positive and supportive environment;
• Providing relevant educational opportunities:
  o Vocational and career counseling,
  o Flexible scheduling, and work-study programs; and
• Social supports
  o On-site health care,
• Individual and group counseling

Schargel & Smink (2001). A body of work and program database generated by the National Dropout Prevention Center.
• Early intervention programs:
  o Family involvement,
  o Early childhood education, and
  o Strong reading and writing programs.
• Supportive, positive adult support.
• Appropriate academic supports
• System-wide approach
• Partnerships with mental health providers / community resources

Thurlow, Christenson, Sinclair, Evelo, & Thornton (1995). Identification of key components across three interventions designed to increase engagement and school completion for middle school youth with learning and emotional/behavioral disabilities funded by the Office of Special Education Programs.
• Supportive, positive adult attention;
  o Increase number and range of positive adult interactions
  o Increase school-based affiliations (sports, art, after school activities, etc.)
• Concurrent focus on educational progress and engagement with school;
• Continuity and consistency of academic and social supports;
• Frequent monitoring:
  o Risk behaviors & effects of interventions;
• Explicit instruction in problem-solving skills

School-Wide Positive Behavior Supports, an Overview

All of the aforementioned school retention programs are dependent on school-wide organizational changes. Modifying the basic organization of the school by increasing supports for a small group of students is a change that requires a systems approach (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). A systems approach designed to accommodate varying levels of supports *for the prevention and reduction* of problem behavior in schools School-Wide Positive Behavior Supports (SW-PBS). School-Wide Positive Behavior Support has not been traditionally thought of as a school retention program, but the systems approach and organizational features of SW-PBS are aligned with current findings in school retention programs that tout a "smaller" school organization as critical to providing adequate supports for students at risk. An overview of the theoretical framework and organizational features SW-PBS provides perspective for comparison of SW-PBS and school retention programs.

School-Wide Behavior Support originates from Positive Behavior Support (PBS), a systems approach designed to support the needs of individuals with severe disabilities. PBS is characterized as the integration of (a) valued outcomes, (b) behavioral and biomedical science, (c) empirically validated procedures, and (d) systems change to enhance the quality of life and minimize or prevent problem behavior (Carr et al., 2002; Sugai et al, 2000a). A critical component of PBS is the "organization of support around a clear understanding of the consequences that maintain the problem behavior and the antecedent events that reliably predict problem behavior" (March & Horner, 2002, p.

158). School-Wide Positive Behavior Support is an extension of these features to the entire school environment (Horner, Sugai, Todd, & Lewis-Palmer 2005).

School-Wide Positive Behavior Support is guided by three main principles (a) prevention, (b) theoretically sound and evidence-based practices, including data-based decision making, and (c) systems implementation (Sugai & Horner, 2006). Prevention in SW-PBS is conceptualized as a three-tiered continuum of interventions that range from preventing the development of problem behavior (universal) to reducing the impact and intensity of problem behavior (secondary or tertiary) (Office of Special Education Programs Center on Positive Behavior Support, 2004; Walker et al, 1996). Universal prevention of problem behavior is structured to encompass all students, settings and school based activities. A school implementing SW-PBS develops, teaches and reinforces 3-5 positively worded school-wide rules. In teaching these rules, examples for settings outside of the classroom (hallway, cafeteria, library, gym) extend school expectations for behavior to every setting and for every student within the school. Explicit teaching of school-based social skills and environmental arrangements that encourage appropriate behavior are critical features of the universal level of support in the SW-PBS model (Colvin, Kame'enui, & Sugai, 1993; Lewis & Sugai, 1999a).

Preventative measures may not be adequate for students with more intense needs. The secondary and tertiary levels of support within SW-PBS are intended to reduce the severity and frequency of problem behavior through more intense, function based behavior support plans (Sugai et al, 2000a). Secondary level interventions focus on small groups of students who require more support to attain academic and social success

commensurate with their peers (Crone & Horner, 2003; Walker et al, 1996). Secondary level prevention is (a) guided by early universal screening, (b) increasingly function-based, (c) requires increased monitoring of students' performance, (d) increased levels of adult / student interactions and (e) data collection and use for decision making (Horner & Sugai, 2007; Sugai, & Horner, 2006). Tertiary level supports are for students who, unresponsive to universal and secondary interventions, require (a) highly individualized function-based behavior intervention plans (b) comprehensive behavior intervention plans (Crone et al., 2004; Sugai & Horner, 2006). At all levels of SW-PBS, designing and implementing effective behavior supports relies on the identification of events that reliably predict and maintain problem behavior (Carr, 1994; Horner, 1994, O'Neill et al, 1997; Sugai, Lewis-Palmer, & Hagan, 1998; Sugai, Sprague, Horner, & Walker, 2000b).

SW-PBS and School Retention

While SW-PBS is not considered a high school retention program, schools across the nation have documented positive student outcomes on the variables that are strongly linked to school dropout, including (a) reduction in office discipline referrals, and (b) increases in instructional minutes (Biglan, 1995; Bohanon et al., 2006; Gofffredson, 1987; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, & Sunderland, 2002; Nelson, Martell, & Galand, 1998; Warren, et al., 2003). Characteristics of SW-PBS are in alignment with the aforementioned critical elements of school retention programs. Most notably SW-PBS is a systems approach that allows for a continuity of support for students demonstrating increased levels of need, such as students at risk of school failure or dropout.

Given the importance of credit accrual in predicting school completion (Allensworth et al 2005) early identification of students at risk is necessary to provide appropriate, timely interventions. The SW-PBS model encourages early identification of students at risk through data-based screening practices (Sugai & Horner, 2007). It is critical to identify students at risk of failure before they are unable to recover class credits (Allensworth, 2005; Jerald, 2006). Within the SW-PBS model, students at risk of school failure or school-based social problems, but not engaging in high risk behaviors (e.g. drug use, violent behaviors) require secondary level supports. This secondary level of prevention is the most closely aligned with current findings in school retention literature.

Secondary level supports in SW-PBS are characterized by increasing direct, function based support to students at risk. Data-based decision making guides systems for increasing (a) predictability, (b) structure, (c) contingent adult feedback, (d) the frequency of home /school communication and (e) linking academic and social performance (Sugai & Horner, 2007). Revisiting the school retention literature (See Table 3) it is apparent that many of the programs reviewed meet the criteria of secondary level prevention, as operationalized in SW-PBS.

Adult feedback and/or interaction is the most common element reported in the program reviews (Croninger & Lee, 2001; Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kerr & Legters; Lee & Burkham, 2003; McPartland, 1994; Schargle & Smink, 2001; Sinclair et al., 2003; Thurlow, Christenson, Sinclair, Evelo, & Thornton, 1995). **Increasing the home school connection** is reported as being integral in several of the program reviews (Dynarski, 2001; Fashol & Slavin, 1998; Sinclair et al.,

2003; Thurlow et al., 1995). Successful school retention programs **increase structure and predictability** of a student's day by providing a smaller, more personal learning environment (Dynarski, 2000; Fashola and Slavin, 1998; Hayward and Tallmadge, 1995; Lee & Burkham, 2003; Sinclair, et al, 2003). While none of the summaries explicitly link academic and behavior performance, all of the authors emphasize the importance of **both academic and social supports** in helping students stay in school (Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kemple et al., 2005; McPartland, 1994; Schargle & Smink, 2001; Thurlow et al., 1995).

Unfortunately, the utility of SW-PBS in addressing high school dropout has not been researched explicitly. To date a majority of the research on SW-PBS has been completed at the elementary and middle school level (Flannery et al., 2008). Bohanon et al., (2006) had promising results with the implementation of SW-PBS in a large urban high school. Post implementation showed a 20% decrease in office discipline referrals (Bohanon et al., 2006). This is just the beginning. There is a need for more research on SW-PBS at the high school level, in particular research that addresses the impact of SW-PBS on the academic and social indicators of high school dropout.

Certainly, no single program will meet the needs of all potential dropouts. There are drawbacks, however, in the current iterations that need to be addressed to strengthen the efficacy and efficiency of those programs. Of the utmost concern is the absence of universal screening protocols to identify students at risk. All of the programs, with the exception of Talent Development, are dependent upon students being identified as "failures" prior to being able to access appropriate supports within the high school.

Because many students who drop out cite academic failure as one of the top reasons for dropping out the "wait and see" approach to identifying students who require additional school supports seems vastly inadequate (Allensworth & Easton, 2005; Berktold et al., 1998; Jordan et al., 1999; Harlow, 2003; Markow & Sheer, 2002). Once students have been identified as failing, by semester-end or mid-term grades, it may be next to impossible to provide the intense supports necessary to recover lost credits. This is especially true if a student is experiencing academic failure in more than one class.

Other than the provision of academic failure, it is unclear how the reviewed school retention programs "match" students to needs specific supports available within the school. Without addressing the function of the problem behaviors behavioral interventions may very well exacerbate problem behaviors instead of working to reduce the frequency or intensity of problem behaviors (March & Horner, 2002). The use of function-based behavioral interventions has a long history of success. Four decades of documentation shows the importance of identifying antecedent and consequence events in the design of behavior support plans (Bijou & Bear, 1961; Carr et al, 1999, Koegel, Koegel, & Dunlap, 1996; Repp & Horner, 1999). Outside of small clinical settings, a number of studies have documented the utility of Function-Based Assessments (FBAs) and resulting behavior plans within the general education setting (Broussard & Northrup, 1995; Chandler, Dahlquist, Repp & Feltz, 1999; Ervin, DuPaul, Kern & Friman, 1998; Kern, Dunlap, Clark & Childs, 1995; March & Horner, 2002; Northrup et al., 1994; Todd, Horner, & Sugai, 1999; Umbreit, 1995).

Without explicitly addressing the function of the problem behavior, the current programs run the danger of (a) providing the "wrong" kind of support to students at risk resulting in little success or exacerbated problem behavior, and (b) being resource intense without resulting student success. Some examples of mismatched function and support:

(a) Check & Connect is characterized by individualized attention from a mentor. One mentor serving as many as 40 students and their families for a two-year long commitment. If a student's problem behavior is maintained by adult behavior, or adult behavior is not reinforcing, having a mentor may exacerbate the problem behavior.

(b) The Talent Development program extends support to a greater number of students but focuses exclusively on academic supports without addressing social development (Kemple et al., 2005). If a student is engaging in problem behavior for attention, and not to escape the aversive task of difficult work, increasing academic supports may not prevent problem behavior.

Again, one of the critical elements of SW-PBS is a clear understanding of the function of problem behavior in the prevention and reduction of problem behavior (March & Horner, 2002). This is increasingly important for students demonstrating secondary and tertiary level needs (Swain-Bradway & Horner, in press). March and Horner (2002) showed that students engaging in secondary level problem behaviors that were not responding to current, non-function based interventions had lower levels of problem behaviors when function-based interventions were implemented. They suggest

that specific intervention programs may be more effective for students who have problem behaviors maintained by certain functions (March & Horner, 2002).

In summary, the current research in school retention documents the need to (a) identify students at risk prior to jeopardizing credit accumulation, and (b) provide appropriate academic and social supports. The appropriateness of those supports in the school setting necessitates matching problem behavior to an intervention that addresses the antecedent and consequent events that contribute to the problem behaviors (Broussard & Northrup, 1995; March & Horner, 2002). This research project proposes a cohesive approach to supporting high school students that (a) extends the logic and critical features of SW-PBS, (b) incorporates academic and social supports and, (c) requires a match between function of the problem behavior and appropriate supports: The High School Behavior Education Plan.

High School Behavior Education Program, A Cohesive Model for Students At Risk

School-Wide Positive Behavior Support, as a preventive model, provides a framework for function-based secondary level interventions that specifically address two risk factors associated with high school dropout: academic failure and problem social behavior. A secondary level intervention that has been accompanied by an increase in academic attainment (Bowers, 2002) documented reduction in office discipline referrals, and reduction in rate of problem behavior for elementary school students is the Behavior Education Plan (BEP) (Hawken & Horner, 2003; Hawken, MacLeod, Rawlings, 2004; March & Horner, 2002).

Students participating in the BEP adhere to a daily cycle of systematic interactions with adults in the school setting designed to prompt and reinforce school-appropriate social behaviors as illustrated in Figure 1 (Crone, Horner, & Hawken, 2004). The student checks in with a designated adult in the morning, checks-in with classroom teachers throughout the day and checks-out with the same designated adult in the afternoon. The morning check-in allows the student to begin the day with a positive adult interaction as well as develop daily behavioral goals (Filter et al, 2007). The class check-in provides the opportunity for increased adult feedback in the form of scores on a daily behavior report card, which the student takes home to share with a parent or guardian. Through positive verbal feedback and small tangible prizes, students are reinforced for meeting behavioral goals. Check-ins are brief, 10-30 seconds each, and prompt an increase in positive, contingent feedback from multiple adults thereby (a) supporting students' ability to navigate varying class room expectations and (b) increasing students' school connectivity (Crone et al., 2004).

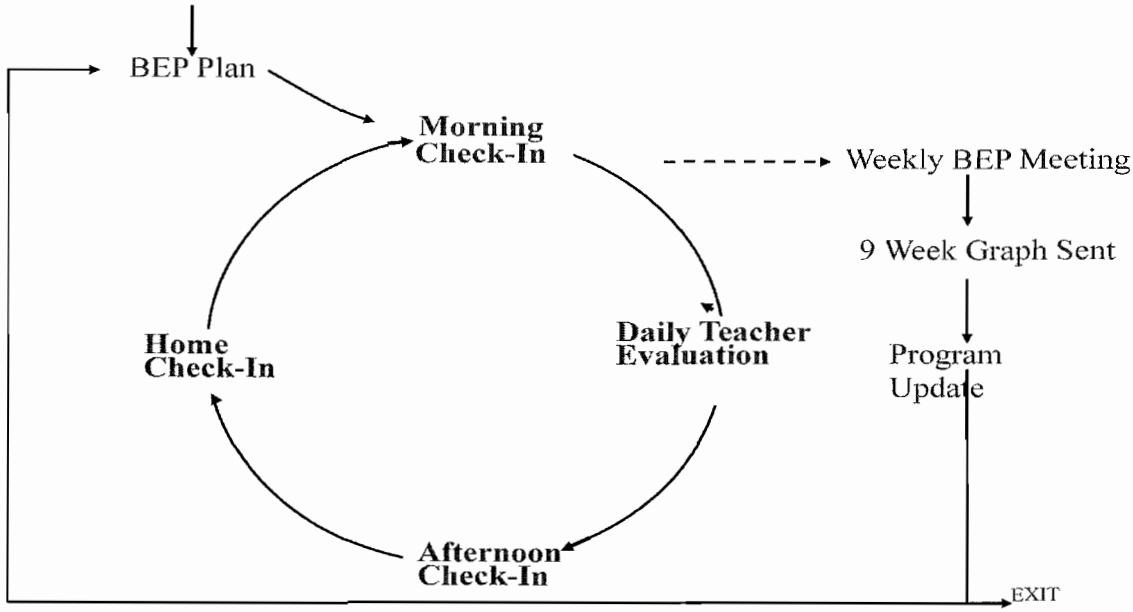


Figure 1. Behavior Education Program daily cycle

The BEP, within a school-wide behavior support system such as SW-PBS, utilizes early screening procedures to identify students who are not responding to universal level, preventative interventions. Because success of the BEP is contingent upon students valuing adult attention to some degree it is important that staff members consider the extent to which adult attention is reinforcing for the potential participant students. The BEP has high social validity (Filter et al, 2007). Participating teachers considered the program easy to implement and would recommend to other educators (Todd, Kauffman, Meyer, & Horner, 2005).

The documentation of student success while participating in the BEP has currently been limited to the elementary and middle school settings (Hawken & Horner,

2003; Hawken et al., 2004; March & Horner, 2002; Safran & Oswald, 2003). Described by Crone, Horner, and Hawken (2004), as a social intervention for elementary and middle school students, the BEP seems inadequate to support students at risk of dropping out of high school. The brief check-in/check-out does not allow enough time to address the academic needs of students on the brink of school failure. The adult-regulated cycle of daily checks and rewards seems inadequate to motivate students in their teens. However, the core behavioral principles of the BEP have relevance for students exhibiting secondary level academic and social needs at the high school level. The proposed research project asserts that with modifications the BEP can be functional at the high school level. This research project proposes to apply the basic BEP practices with enhanced social and academic elements resulting in a BEP that adequately meets the academic and developmental requirements of high school students.

There are a host of considerations in modifying an intervention that has been typically implemented in elementary grades to fit the needs of high school students and environment. The following sections will first discuss the variables that confound high school implementation of the BEP. The conceptual and organizational similarities between elementary and middle school BEP and the High School BEP model are presented followed by the logic for adapting the BEP to meet the needs of high school students. Finally, the overview of the adaptations and the specific components of the HS-BSP are presented.

Confounding Variables for the BEP in High School

High school implementation of the BEP is a more complex and resource intensive undertaking than execution at the elementary or middle school levels. This complexity is a result of variables unique to the high school setting:

(a) Students function at a developmental level where adult attention carries reduced value (Perkins, 1997),

(b) The physical size of the schools makes coordination among adults more complex,

(c) Many adults in the building do not view the development or management of social behaviors as a responsibility or priority of school personnel,

(d) Students expected to perform self-managed or self-regulated learning behaviors, and

(e) An elevated emphasis on academic performance (Bohanon-Edmonson, et al., 2005).

The combined effects of these variables require modifications to the BEP to fit concurrently the developmental characteristics of high school students and the organizational demands of the high school environment. To provide a framework for addressing these developmental and organizational variables, the core behavioral principles of the BEP and the relevance for high school students will be discussed.

Conceptual Relevance for High School

The core behavioral principles of the BEP extend logically to the high school setting. Systematic adult interaction and defined behavioral goals provide increased structure to a student's day as they move from classroom to classroom. The BEP prompts an increase in positive, contingent feedback from multiple adults thereby (a) supporting students' ability to navigate varying class room expectations and (b) increasing students' school connectivity (Crone et al., 2004). The home school connection is strengthened through increased daily communication. For high school students these components are as pertinent as they are for elementary or middle school aged students.

In addition, many of the administrative features of the BEP at the elementary and middle school level are apropos for the implementation of a BEP in high school. Establishing nomination and fading protocols, utilizing data for decision making and close monitoring of student progress are elements that serve to establish system wide capacity of the BEP (Hawken & Horner, 2003). The weekly and quarterly BEP administrative processes are necessary for implementation of an efficient BEP program at any level: (a) summarizing data for each BEP student; (b) prioritizing students for secondary level team meetings; (c) use of data to determine if a student's BEP should be continued, modified, or ended; (d) awarding reinforcers to students to attain specific goals; (e) discussion of potential new BEP candidates; and (f) assigning organizational tasks to relevant staff members (Bohanon-Edmonson et al., 2005). Updating staff members on student progress is another important component of the BEP for elementary and middle schools that extends to the high school setting. Teachers and staff need to

know how many students are participating in the BEP as well as how those students are progressing. In fact, due to the elevated emphasis on academic performance at the high school level, teacher updates may be more relevant in this setting.

Logic for Modifications

The central role of academic success in high schools requires that social supports be supplemented with sufficient academic support to maintain academic engagement. In addition to ensuring that students are appropriately placed in academic classes, for example in a math foundations/ introduction course if they need specific math assistance versus Algebra II, students must be able to organize and prioritize their time, effort, and resources. The academic supports needed to accomplish this goal include development of a small number of core academic self-management skills and ongoing assistance with daily academic demands (Flannery et al., 2008; Lenz & Deshler, 1998; Swanson & Deshler, 2003).

Self- management is an area of academic and developmental importance for high school students. In many ways, student's academic performance is contingent upon effective self-management behaviors. For example, in order to meet classroom grading requirements students must be able to (a) independently complete class and homework in a timely and accurate manner; (b) effectively prepare for and take tests; (c) organize and maintain materials, (d) track due dates; and (e) effectively solicit teacher feedback if they require additional assistance for assignment completion. There are also non-academic behaviors requiring effective self-management that can influence a student's academic

success such as following the bell schedule arriving on time to class, and adhering to school conduct codes.

The relevance of self-management for high school students is outwardly apparent. What is less apparent, and less informed by empirical research, is the frequency of negative feedback received by students who are unprepared academically and or socially. As an example, consider the negative academic and social feedback, or punishers, associated with not completed homework. Students receive a grade of zero (academic feedback) for the missing homework and perhaps a reprimand from the teacher (social feedback). If a student fails to complete homework assignments over the course of an entire semester, they receive homework grades of zeros and reprimands for weeks, or months. This lack of preparation leads to punishers while concurrently limiting the opportunities for students to access classroom-contrived rewards such as positive teacher feedback and peer recognition for academic competence. Self-management skills that increase the likelihood of class and homework completion have the potential to effectively reduce classroom punishers and increase access to rewarding classroom experiences.

In addition to the utility of self-management skills in the school environment, post-school settings require that a young person have fluency in self-management. Post-secondary schooling, the work place, independent living settings, and extended social networks demand reliable self-management skills (Cooper, Heron, & Heward, 2007). In fact, learning self-management in the school setting can promote the generalization and maintenance of behavior change outside of the school setting (Cooper, Heron, & Heward,

2007). Self-management can also influence behaviors not accessible to external change agents or contingencies, such as a teacher or a discipline referral (Cooper, Heron, & Heward, 2007). This is important in terms of developmental changes in high school aged students that render adult attention less reinforcing than for elementary or middle school aged students (Perkins, 1997). The reduced value of adult attention at the high school level requires that interventions that increase systematic interactions with adults are explicitly designed to link students with staff members they define as having high social value.

In summary, to adequately modify a BEP to meet the needs of high school students it must: (a) provide sufficient academic supports to maintain academic engagement, (b) emphasize self-management, and (c) link students with adults they define as having high social value. The subsequent sections will outline the organizational features of the HS-BEP in comparison with the elementary and middle school version. For reference, the proposed High School-BEP (HS-BEP) intervention has the following organizational characteristics (See Appendix A for HS-BEP handbook):

(a) HS-BEP coordinator
    a. Dedicated FTE
    b. Protected prep time for communication with general content teachers
(b) Minimum 45-minute daily instructional period
(c) Scheduled as the first class students have each day
(d) Adherence to the HS-BEP (study skills) curriculum
(e) Explicit Check In Check Out protocol:

a. A daily protocol that incorporates check-ins and goal setting

b. Daily class by class teacher checks

c. A daily check out period at the end of the day

d. A home component that requires an adult signature

(f) Low teacher to student ratio of 10:1 to 12:1 maximum

(g) Curriculum alignment with general content classrooms.

a. For example: HS-BEP classroom activities would focus on test taking and studying skills prior to school-wide midterms.

(h) Data reviewed and updated every 24-48 hours by High School BEP coordinator

(i) Twi ce monthly review of student progress data by Behavior Support Team

Organizational Similarities and Differences of BEP and HS-BEP Models

The emphasis on self-management and interactions with an adult with high social value begin to set the HS-BEP apart from the elementary and middle school versions. The defining difference of the High School BEP, however, addresses the robust connection between academic performance and problem behavior (Morrison et al, 2001; Roeser & Eccles, 2000). The High School BEP combines social and academic supports for students demonstrating secondary level behavioral needs. Figure 1 provides a summary linking the core elements associated with effective implementation of the BEP within a high school. Each of these elements is reviewed briefly and then more specific details are provided on the intervention as implemented.

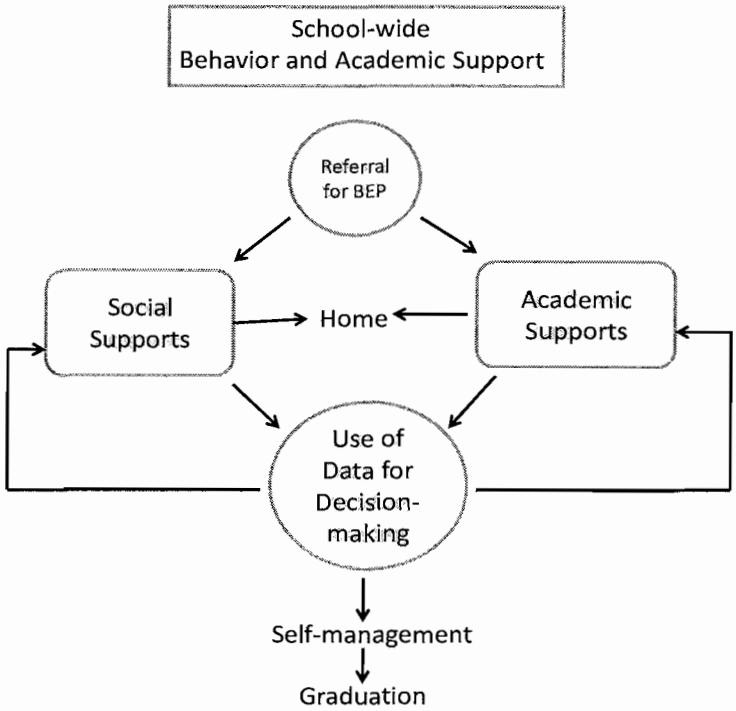


Figure 2. High School BEP

School-wide Supports, Referral for BEP

High school implementation of the BEP begins, as in elementary and middle school, with the adoption of school-wide behavior and academic supports (Crone, et al., 2004). Within the framework of school-wide behavior and academic supports, the broad social culture of the school is expected to be predictable, consistent, positive, and safe. The academic culture of the school is expected to rely on evidence-based curricula, well-planned instruction at appropriate intensity, and sufficient progress monitoring to ensure early identification of at-risk students (Horner et al, 2005). When a student experiences

either social or academic risks, she / he is identified early through universal screening procedures and referred for assistance. The referral process is efficient, resulting in rapid access to academic support, behavior support, or both.

Students eligible for participation in the HS-BEP, as in the elementary version of the BEP meet criteria for secondary level supports. In addition to demonstrating problem social behaviors, high school students must also demonstrate academic needs. The following are a list of behaviors that a student must demonstrate in order to participate in the HS-BEP:

Problem social behaviors

(a) Minor to moderate disruptive behaviors:

(b) talk-outs,

(c) off-task during academics by drawing, text messaging, or non-attending to the teacher

(d) Attendance issues such as frequent skipping classes or absences from school, both excused and unexcused,

(e) Office discipline referrals at a rate of 2-3 referrals within the first three months of school.

Academic needs

(a) A grade of D or F, in 2-4 classes due to missing assignments or low test scores

(b) Lack of organizational skills:

    a. Backpack, notebook are disorganized

    b. Frequently loses assignments or papers

In addition to demonstrating the above behaviors, a student must also (a) respond positively to at least one adult in the school environment and (b) not be engaging in any high risk behaviors such as suspected substance abuse, aggressive physical behaviors, or suicidal verbal behaviors.

Social Support

Many of the features of the High School BEP social support are characteristic of social support for elementary and middle school students: (a) morning check in with a valued adult, (b) on-going performance feedback from adults at predictable points in time during the day, (c) an afternoon check-out with a valued adult, and (d) a formal process for linking home / school feedback to the student. The High School BEP uses data on student performance to assess impact of supports and guide adaptation, as done in elementary and middle school versions of the BEP.

The difference in the social supports of High School BEP lies in the extent to which the student participates in data review, action planning, and construction of adaptations. The social support component is modified to account for a greater emphasis on self-management and self-regulation. The High School BEP shifts, as quickly as possible, to a self-managed program in which the student is continuously assessing her / his own behavior. As the formal feedback process of the High School BEP is faded out, an informal, more efficient and increasingly positive process takes its place. The student becomes fluent in self-management and self-regulation activities and is able to recruit feedback from adults within the "natural" contexts of the school setting. Due to the

aforementioned contextual complexities of the high school environment, this focus on self-management and self-regulation extends beyond the capacity of the brief daily social support cycle of the BEP. The addition of an academic component creates a cohesive program of support.

Academic Support

As mentioned previously, the defining difference of HS-BEP is the addition of academic supports. Based on preliminary findings of the High School BEP descriptive pilot study, an extensive literature review on school retention programs, and anecdotal teacher and student feedback, the author strongly recommends that few students should participate in the social support component of High School BEP without also receiving the academic support component (Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kemple et al., 2005; McPartland, 1994; Schargle & Smink, 2001; Swain-Bradway, 2009; Thurlow et al., 1995). Success in high school is contingent upon students having the self-management skills to master increasingly dense academic demands. Academic support in this secondary level intervention focus specifically on assisting the students to be sufficiently successful in the classroom to remain engaged in academic activities. Academic supports include (a) basic study skills to remain organized, planful, and efficient; and (b) the daily supports required to meet immediate academic demands, such as homework. The core academic skills explicitly taught in the HS-BSP are:

(a) Planner usage and maintenance

(b) Notebook organization

(c) Test Taking and studying

a. Identifying content relevant study strategies

b. Identifying strategies that resonate with personal learning styles

(d) Goal setting

a. Identifying problem behaviors

b. Creating action plans to increase appropriate behaviors

(e) Utilizing school-based technology

a. Accessing and saving work to school server

b. Emailing teachers

(f) Tracking grade progress

a. Progress reports

b. Grade retrieval on school server / teacher websites

c. Emailing teachers

(g) Graduation plan

a. Semester by semester credit / class plan

Explicitly teaching the core academic skills that focus on organizing academic demands can have a dramatic impact on student success. In a 2003 meta analysis by Swanson and Deshler, teaching organization skills alone was found to account for 16% of the variance in positive general education outcomes for students with learning disabilities. Adding a homework assistance component to a BEP intervention can augment the difficulty of academic tasks through subject matter support.

Home Component

As with elementary and middle school BEP the home component of the daily behavior report card is intended to encourage daily home/school collaboration (Crone, et al., 2004). The High School BEP has more flexibility in the role of the home/school component. Students who are unable to secure a home signature, for a variety of reasons (personal safety, estrangement, etc.) identify an adult within the school who they define as having high social value. This adult "stands in" for the family contact. The home component flexibility extends the network of supportive adults within the school environment for the student.

High School BEP: Student Participation

The HS-BEP needs to effectively combine social and academic supports in a way that (a) systematically encourages self-management and self-regulation, and (b) reflects the interests and needs of the participating students. The systematic encouragement of self-management and the interests of the students should be reflected in every aspect of the High School BEP. Active student participation in designing, implementing and evaluating a BEP intervention is both a developmental and pedagogical consideration. Systematically incorporating opportunities for students to actively participate in the management of the High School BEP functions to (a) increase opportunities to practice self-regulation skills and (b) increase school engagement. Students must be actively engaged in the placement decision, identifying problem behaviors, creating academic and social goals and action plans, monitoring progress, and adaptation decisions. Increasing

school engagement is most poignant for students who have been marginalized by academic failure or problem behaviors (Sinclair et al., 1998).

The ability of a teacher to meaningfully engage students in academic activities is closely related to her/his knowledge of the students and their families (Kea, & Utley, 1998; Klump, & McNeir, 2005). The teacher providing instruction for the HS-BEP must know her / his students well enough to incorporate their interests and strengths into the learning activities. Connecting students' outside interests to school activities further encourages school engagement.

High School BEP: Target Population

A BEP plus academic supports (High School BEP) can effectively address the needs of students in all high school grades but may have increased imperative for freshman or sophomore students. There are two considerations for targeting students in the first two years of high school. First, a majority of high school students decide to either stay in school or drop out soon after entering high school (Hertzog & Morgan, 1999; Mizelle & Irvin, 2000). The second consideration is that the transition from middle to high school can pose considerable difficulties for students who struggled with academic and social success in middle school (Chinien & Boutin, 2001; Forgan & Vaughn, 2000; McIntosh et al, 2008a; Newman, Lohman, Newman, Myers, & Smith, 2000). Students transitioning to high school need to effectively navigate graduation requirements, multiple chapter exams, long-term projects, teacher and content related expectations that vary by class period and the relative size of a high school campus (McIntosh et al, 2008a). Targeting freshman for HS-BEP decreases the difficulties

associated with transitioning while increasing the probability that students will be equipped to meet the academic and social challenges early in their high school career.

In addition to targeting freshman for the HS-BEP, there is also a focus on students engaging in escape maintained problem behavior. The underlying rationale for the development of the HS-BEP, to include academic supports is that by decreasing the difficulty of academic tasks, through explicit instruction and support in core academic skills, students will be sufficiently engaged in academic activities in the classroom to decrease the rate of escape maintained problem behaviors. While many high school teachers report being unsure of the function of high school students' problem behaviors (Flannery et al, 2008), through (a) interviews with high school students and teacher during the pilot study of the HS-BEP, (b) the teaching experience of the principal investigator and (c) the research documenting the relationship between academic failure and problem behavior (Roeser & Eccles, 2000), it is apparent that in order to sufficiently support high school students, academic and social supports are paramount.

In summary, the HS-BEP:

(a) Effectively combines academic and social supports to both increase daily instances of success and also reduce the high frequency of negative feedback students experience.

(b) Incorporate the interests and developmental characteristics of high school age students into learning activities for core academic skills.

(c) Targets freshman and sophomore students to minimize the duration of school failure.

High School BE P: Descriptive, Pilot Study.

The organizational characteristics were developed through an extensive literature review on literature in school retention programs and study skills curricula, and a descriptive pilot study that took place during the 2006-2007 school year at the dissertation site. The pilot study was conducted to determine the feasibility of implementation of the HS-BEP. Student participants identified as requiring additional academic and social supports by counselors and or teachers entered the HS-BEP class the first day of the second semester, February 2, 2008. Students started the study skills class, named Academic Seminar at the host high school, concurrently with the CICO component.

Daily HS-BEP protocol included a morning check-in, class-by-class checks and solicitation of teacher feedback via the CICO card. All participating students checked in every morning, unless absent, and carried the card throughout the day. Solicitation of teacher feedback was for about 80% of the days for 80% of the students. Anecdotal feedback from teachers and students indicated (a) an overall decrease in problem behaviors for students; (b) an increase in percentage of assignments completed, and (c) an increase in class grades. Administrators reported fewer disciplinary referrals for participant students and students reported feeling more positive about their school progress after joining the HS-BEP class.

The pilot informed development of the HS-BEP including (a) the most relevant study skills, as perceived by students and teachers, (b) the feasibility of the HS-BEP curriculum and the CICO process, (c) the type and frequency of rewards, and (d) the

importance of thorough staff training on how to complete the CICO card, in particular providing a positive teacher comment on the CICO card.

With the pilot study outcomes to guide implementation, it was the intent of this research project to (a) implement the academic and social components of the HS-BEP in a local high school, (b) document the relationship between academic failure and problem behavior, and (c) demonstrate a functional relation between the implementation of a combined academic and social supports program and an increase in academic success and decrease in problem behavior.

Research Question

Is there a functional relation between implementation of the academic and social components of the High School BEP and (a) an increase in the primary dependent variable academic engagement, (b) decrease in problem behaviors, (c) increased rate of assignment completion, (d) increased attendance, and (e) decreased number of office discipline referrals for high school students engaging in escape maintained behaviors?

CHAPTER II

METHODOLOGY

Participants and Setting

This study was conducted in a high school in the Pacific Northwest that had been implementing School-Wide Positive Behavior Support (SW-PBS) for the previous three years. The high school was implementing SW-PBS with an overall score of 80 on the School-Wide Evaluation Tool for the 2006-2007 school year, 82% for the 2007-2008 school year and a score of 82% on the Benchmarks of Quality (BoQ) for the 2008-2009 school year (Sugai, Lewis-Palmer, Todd, & Horner, 2001; Kincaid, Childs, & George, 2005). The high school's enrollment was approximately 1,300 students with 23% eligible for free and reduced lunches. The ethnic makeup of the school included 83% White, 7% Hispanic/Latino, 3% African American, 5% Asian, and 2% American Indian/Alaskan. The teacher to student ratio was 26.7 to 1.

The participants were six high school students, aged 14-16 years. The student participants were identified for inclusion in the study through the high school's existing request for assistance protocol. The existing protocol included: (a) identification of students requiring additional supports through request for assistance form completed by teacher or Progress Report review by counselor; (b) team decision to determine the appropriate supports; (c) student and family input and consent solicitation.

Students did not have to be eligible for, or currently receiving, Special Education services in order to be eligible for participation in the study. Upon receipt of the request for assistance or counselor nomination, student grades, discipline records, and attendance records, were reviewed. Teacher input also was solicited and considered along with student records to determine if students met the following criteria:

(a) Student engaging in problem behaviors that may or may not have resulted in an office discipline referral:
    a. Attendance issues:
        i. Absences, school excused or unexcused, 4-6 days per month
        ii. Skipping class, 1-2 classes per week
    b. Off-task or disruptive class behaviors:
        i. Talking during instruction
        ii. Text messaging during instruction
        iii. Sleeping during class
        iv. Not orienting to teacher or activity
        v. Failure to complete homework, class work, class projects
(b) Improved structure would help student succeed.
(c) Student may lack organizational skills:
    a. Notebook / backpack are disorganized.
    b. Student often misplaces or can't find assignments
(d) Student currently placed at appropriate instructional level for academic courses (math, reading, history, etc).

(e) Student failing at least one required class,, due to lack of, or poor quality completion of class assignments (class work, homework, projects, tests) as evidenced by monthly progress reports.

(f) Student responds positively to at least one adult in the school.

(g) Student not engaging in any "crisis" behaviors that may requires more immediate individualized intervention:

a. Suspected substance abuse

b. Suicidal comments

c. High rates of absences from individual classes or the entire school day

d. Physically or verbally aggressive behaviors: hitting, kicking, pushing peers or staff, sexually inappropriate behaviors, etc.

After potential participants who met inclusion criteria were identified through the school's request for assistance protocol, consent and assent was obtained. The teacher who completed the request for assistance (Appendix J) completed a Social Skills Rating Scale (Elliot & Gresham, 1987), for each of the participants. The SSRS provides percentile scores, with peers as comparison, for social functioning, problem behavior, and academic competence (Elliot & Gresham, 1987). The Functional Assessment Checklist for Teachers and Staff (FACTS) interview was also conducted with the teacher for each participant (Appendix H). The FACTS interview assists teachers identify routines and contexts in which problem behavior is more likely, as well as the maintaining function of problem behavior (March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr, 2000).

In addition, a student version of the Functional Assessment Checklist for Teachers and Staff (Student FACTS) was conducted with each of the participants (Kluwer Academic, 1997). See Table 4 for detailed participant characteristics. Informed consent to participate in the study was obtained from the school, parents or guardians of students, and the teachers who implemented the academic and behavior intervention. Informed assent was obtained from the participants.

Table 4

Participant Characteristics

Student	IEP	Grade	Age	Gender	Failing at mid-term	Problem behavior	Function of problem behavior		SSRS Percentiles		
							Student FACTS	Teacher FACTS	SS	PB	AC
Donovan	N	10	15	M	Health Algebra	Non participation, work incomplete	Escape, difficult work	Escape, difficult work	37th	81st	45th
Joy	Y	11	16	F	English Algebra Biology	Non participation, work incomplete	Escape, difficult work	Escape, difficult work	35th	40th	45th
Malcolm	N	9	14	M	English Science	Non participation, work incomplete Talking to peers during instruction	Peer attention	Escape, difficult work	37th	19th	19th
Lee	Y	9	14	M	Science	Work incomplete Talking to peers during instruction	Escape, difficult work	Escape, difficult work	23rd	95th	39th
Travis	N	10	15	M	English	Non participation, work incomplete	Escape, difficult work	Escape, difficult work	18th	75th	38th
Ricky	N	9	14	M	English Biology History	Non participation, work incomplete Talking to peers during instruction	Escape, difficult work	Escape, difficult work	5th	77th	5th

Independent Variable

The independent variable, High School BEP, was a 45-minute long study skills class combined with a Behavior Education Program; see Appendix 1, (Crone et al., 2004). The High School BEP curriculum was organized around explicit instruction and practice in specific study skills (see Figure 3).

High School BEP Skill Set

• Planner usage
  o Daily use and maintenance of a planner and or assignment sheet
• Notebook organization
  o Physical organization and maintenance of classroom notebook
• Test taking / study skills
  o Self inventory of current test taking / study skills. Creation of a bank of study skills that "match" student characteristics.
• Goal setting
  o Creation of academic or social goals. Creation of an action plan that provides specific steps necessary for achieving goals.
• Graduation plan
  o Creation and maintenance of a graduation plan that includes necessary classes and credits by semester.
• School based technology
  o Saving documents to school server, emailing a teacher for request for academic support, accessing teacher and school websites to check grades, assignment completion, etc.
• Tracking assignment completion
  o Using planner to track assignment completion, contacting teachers for feedback on academic progress, accessing teacher and school websites to check grades, assignment completion, etc.
• Recruiting adult feedback
  o Use of the CICO card to recruit class based scores and comments from teachers.

Figure 3. High School BEP skill set

In addition to instruction in study skills listed in Figure 2, the class provided supported homework completion time. Approximately 60% of the class periods were dedicated to homework completion with the remaining 40% dedicated to skill building. The class was organized into two parts (a) a 10-minute entry routine that consists of a Daily Entry Task, Planner check and morning check-in and (b) 30-35 minute skill instruction OR homework completion as planned by the teacher.

Concurrent with the academic support, the students also received social supports in the form of participation in a BEP, component which was embedded into the 10-minute entry routine of the study skills class. The BEP component included many of the relevant features of the elementary or middle school BEP (Crone et al., 2004) with the following adaptations (a) increased focus on self-management and (b) sufficient academic support to maintain students' academic engagement. The following were features of the daily BEP cycle:

(a) Student carried Check-In Check Out card (CICO card) throughout the day.

(b) Morning check-in with High School BEP teacher.

(c) Class by class checks with teachers throughout the day.

(d) Classroom teachers provided score of 0-2 reflecting class performance.

(e) Classroom teachers provided a written positive comment on class performance.

(f) Afternoon check-out with High School BEP teacher.

(g) Home signature component.

Teacher Training in the Independent Variable.

During the 2007-2008 school year, the teachers implementing the High School BEP intervention received extensive (October to May) training and support by the principle investigator. The training and support included explicit instruction in the HS-BEP curriculum, including lesson plans, student worksheets and data collection, as well as instruction in how to implement and track student use of the Check- In Check Out cards. The principle investigator was present in the HS-BEP classroom a minimum of 2 times per week during this training period. The teachers met the critical feature requirements for the daily academic support and social supports outlined in the High School BEP Evaluation Tool (Appendix 5 & 6). All staff members received initial training in completing the CICO cards during the staff inservice week, August 25th, 2008-August 28th 2008. Entire staff reminders on completion of the BEP were conducted at a staff meeting, once in September 2008 and again in October 2008. Teachers with students participating in the High School BEP received follow up emails on the requirements for completing the card twice between October 2008 and January 2009. The HS-BEP teachers were available to the classroom teachers via email and in person to address concerns and or provide support in completing the CICO cards.

In addition to teacher training, the existing Positive Behavior Support Team met for 60 to 90 minutes one to two times monthly to review referrals and student progress data. The High School BEP teacher was responsible for presenting updates on students participating in the intervention. The updates included grades, CICO CARD data, if applicable, and anecdotal reports about students' classroom behavior. The School-Wide

Information System, Check-In Check-Out component (SWIS-CICO) was used to manage student CICO CARD data.

Materials

An administrative handbook and curriculum was used to implement High School BEP (Appendix A). The handbook included protocol for (a) identification of student participants; (b) training and materials for staff; (c) daily, weekly and monthly staff, student, and family responsibilities; (d) fading and modification; (e) data management and analysis for High School BEP instructors; (f) curriculum scope and sequence; (g) rewards matrices for reference; and (h) lesson plans and example student worksheets.

A student handbook was given to the student participants and their families (Appendix B). The student handbook included (a) daily, weekly, and monthly student, staff and family responsibilities; (b) curricular scope; (c) High School BEP class grading policy; (d) example of the CICO card; (e) what previous student participants said about High School BEP; and (f) High School BEP teacher contact information.

Dependent Variables

Measurement and Data Collection

The primary dependent variables were (a) student problem behavior, (b) academic engagement, (c) and assignment completion. Problem behavior and academic engagement were measured using direct observation. Secondary variables included: (a) attendance, (b) office discipline referrals, (c) CICO points, (d) and social validity data. The secondary variables were evaluated using indirect measures such as school and teacher records and interviews.

Direct observation. Direct observation data were collected on the following dependent variables: student problem behavior and student academic engagement. Observations were conducted during one to three 90 minute academic class periods every day. The frequency of direct observations per participant was dependent upon the students' schedules. Students were observed in the classes they were failing at the time of their mid-term referral. The observation classrooms were kept constant for the duration of the study.

Student problem behavior. Student problem behavior was measured for one student at a time during a 40-minute observation period using 10-second partial interval recording on paper (Appendix C). An occurrence was recorded if a target behavior was emitted during the observation. Problem behaviors included behaviors that could be disruptive to instruction: talking out, cell phone usage, out of seat behavior, and physical aggression. *Talking out* was recorded when the student spoke, whispered, or shouted during instructional time without raising her / his hand, while the teacher or a peer was speaking, or when students were instructed to work quietly. Talking out included statements directed to a peer, or general, non-directed statements such as "This is boring!" Talking out included using school inappropriate language, such as cursing, sexually inappropriate comments, or defamatory comments involving race/religious/gender at peers, or teacher. *Cell phone usage* was recorded when a student had a cell phone is his /her hand or in view, and was orienting to the cell phone and or using the number pad of the phone (as in text messaging). *Out of seat* was recorded when a student was out of their seat for reasons other than academic task completion.

Acceptable out of seat behaviors included retrieving materials necessary for task completion or requesting teacher feedback. Unacceptable behaviors that were recorded as "out of seat" included walking around the room to look at peers' work, leaving the classroom without permission, or walking around the room to talk to peers. *Physical aggression* was recorded when a student engaged in any of the following behaviors: (a) hitting, kicking, pushing, or shaking a peer, or teacher; (b) pushing or throwing an object at a peer, teacher, or across the classroom when it was not part of an academic activity.

Student academic engagement. Academic engagement was measured using a 10-second partial interval recording and was defined as (a) following teacher request within 5 seconds, (b) eyes oriented toward the teacher or relevant classroom materials for academic tasks, (c) completing the task(s) as requested by the teacher. There was a 5-second delay for scoring the onset and offset of academic engagement to control for discreet instances of behavior (e.g. briefly looking away from teacher, retrieving academic materials in backpack or notebook). Academic engagement was measured during 40-minute observation periods in one to two academic classes per student per day. Number of engaged intervals were totaled for each observation period, resulting in a percentage of engagement, from 0% to 100% for each observational period.

Fidelity of implementation. Fidelity of implementation data was collected at three points during the research study: November 12, 2008, December 10, 2008 and January 29th, 2009. Fidelity was measured using the High School BEP Evaluation Tool (Appendix D & E). Fidelity was measured at two levels: Academic Support Class daily protocol, and the Daily Check In Check Out cycle. The fidelity measure evaluated

documentation of the critical features of High School BEP. For Academic Seminar fidelity of the skill set, daily class cycle and administration were assessed. For the Check In Check out level, fidelity of the daily check in check out cycle, goals and rewards, and administration and organization were assessed.

Overall fidelity of Academic Seminar ranged from 82% to 90% (see Table 5). Overall fidelity of Check In Check Out ranged from 13% to 42% (see Table 6). After each fidelity check HS-BEP teachers were debriefed on the level of implementation and an action plan was developed to address areas of low implementation. Fidelity of implementation scores, and the obstacles to implementation, is expanded in the results section.

Table 5

Percent Implementation of Academic Seminar by Component

Academic Seminar			
Feature	Percent implemented		
	11/12/09	12/10/08	1/29/09
Skill set	75%	100%	100%
Daily class cycle	100%	100%	100%
Administration and organization	70%	70%	70%
Academic Seminar average by measurement occasion	82%	90%	90%

Table 6

Percent Implementation of Check in Check Out by Component

Check In Check Out			
Feature	Percent implemented		
	11/12/09	12/10/08	1/29/09
Daily Check -in Check out cycle	0%	20%	20%
Goals and rewards	0%	67%	67%
Administration and organization	40%	40%	40%
Check In Check Out average by measurement occasion	13%	42%	42%

Direct observation data collection. Direct observations were conducted using a 20-minutes data collection sheet (Appendix C). During the observations, data collectors used headphones to listen to a 20-minute digital recording that demarcated 10-second intervals with a verbal cue. Observations of the participants were 20-minutes in length and were conducted one to three times daily on each participants in one to three academic courses (e.g. English, history, math, science). The number of direct observations conducted on each participant was the same number of classes the participant was failing at mid-term referral to Academic Seminar.

Approximately 70% of all participant observations also included peer composite observations. For each peer composite, four students were chosen at random with each peer being observed for 5-minutes. To "match" classroom conditions for the peer composite and target students, two 20-minute observations were made back to back in the same observation period in the following manner: data collectors observed the participant for five minutes followed by a five minute random peer observation. This cycle of participant for five minutes, composite for five minutes was repeated four times. In each 20-minute observation the data collectors observed the participant students and randomly selected peer each for 10 minutes. Two observations were made to provide 20-minutes of direct observation data for the participant students and the peer composite. Participants were observed in the classrooms they were failing at midterm. Two participants, Lee and Travis, were observed in one class only. One participant, Donovan, was observed in two classes. Three participants, Joy, Malcolm, and Ricky were observed in three classes each (see Table, 4).

Data collectors were graduate students in the Special Education and School Psychology departments at the University of Oregon. Prior to beginning data collection, observers were trained using verbal instruction and in-vivo practice in a classroom at the participating high school. Data collectors were required to reach 85% agreement on all variables for two classroom practice sessions prior to independent data collection.

Inter-observer agreement was assessed for 33% of the observations sessions across phases. During the inter-observer agreement session, two observers independently collect data as described above. Both data collectors listened to the same digital recording

using a headphone splitter. In this way, both data collectors were concurrently able to listen to the same recording. Inter-observer agreement was evaluated using overall agreement, and ranged from 76% to 100% (Kazdin, 1982). Overall agreement was calculated by:

1. Scoring each interval as an agreement or disagreement.
2. Summing the number of agreements.
3. Summing the number of disagreements.
4. Dividing the number of agreements by the number of agreements plus disagreements.
5. Multiplying the quantity from step 4 by 100 (Kennedy, 2005).

The average IOA was 92%. At no time did the overall agreement fall below 85% for more than one observation. Periodic emails were sent to the data collectors to remind them of behavioral definitions for problem behaviors and academic engagement. Kappa was calculated for academic engagement and problem behavior using Cohen's formula, Kappa = $(P_o-P_c)/(1-P_c)$, where P_o is the proportion of observed agreements while P_c is the proportion of agreements expected by chance (Cohen, 1960). For all variables, all observations Kappa was .9917 (*SE* = .0076) (Castello, 2007). This is above the minimal standards of .60, recommended by Horner et al (2005).

Indirect measures. In addition to direct observation measures, indirect data were collected on the following variables: (a) assignment completion, (b) attendance, (c) office discipline referrals, (e) CICO points, and (f) student and teacher perceptions. Unless

otherwise noted, the principal investigator compiled the indirect- measures data using school records.

Assignment completion. The percentage of assignments completed was calculated using teacher supplied classroom performance data from grade print outs. The percentage of assignments completed was calculated for pre-intervention and intervention by dividing the number of assignments completed by the number of assignments possible. Assignments included: class work, homework, projects, tests, and quizzes.

Attendance and latenesses. The percentage of class periods attended and latenesses were determined using school attendance records on eSIS (AAL, 2006). Attendance records included: days absent from school and class period attendance. Class period attendance data was used to calculate the percentage of attendance pre-intervention and intervention. The percentage of class periods attended was calculated by dividing the total number of class periods a student attended by the total number of class periods possible and multiplying by 100. The percentage of latenesses was calculated by dividing the total number of class periods a student was late by the total number of class periods possible and multiplying by 100.

Office Discipline Referrals. The frequency of office discipline referrals (ODR) was determined pre-intervention and during the intervention. The ODR data were reported as a total number received. School discipline records from the School-Wide Information System (SWIS; May et al, 2000) were used to compile ODR data.

CICO points. The initial study design called for CICO points to be tracked using the Check-in Check out component of SWIS (SWIS-CICO). The High School BEP

teachers were prompted to enter students CICO points per period every 24-48 hours. As evidenced in the implementation fidelity tables, CICO was not implemented with fidelity (13% to 42% range). There were not enough CICO points entered into SWIS-CICO to interpret meaningfully.

Teacher perception. For the purpose of measuring social validity, teacher perceptions of improvements in student's academic and social behaviors were assessed at the conclusion of the study using a 5-point rating scale ranging from1 no improvements and 5 significant improvements, as a "completely new student" (see Appendix F). Both the HS-BEP teacher and the academic content classroom teachers' were surveyed. Teachers provided ratings on their perception of individual student improvements in (a) student problem behavior, (b) organizational skills, (c) rate of assignment completion, (d) quality of assignments, and (e) level of risk for placement change.

Student perception. Students' perception of their own academic and social behavior was assessed at the conclusion of the study using a similar 5-point rating scale (see Appendix G). Students provided ratings on perceptions of their improvement in (a) student problem behavior, (b) organizational skills, (c) rate of assignment completion, (d) quality of assignments, and (e) level of risk for placement change.

Experimental Design

A non-concurrent multiple-baseline design across six students was utilized within two phases: baseline and High School BEP intervention phase. This variation of the concurrent multiple baseline design separates different A-B, baseline intervention, tiers in time (Kennedy, 2005). The multiple baseline design was used to evaluate the primary

questions addressing if changes in student academic engagement and problem behavior were functionally related to the High School BEP intervention. Phase change from baseline to intervention occurred when visual inspection showed stable or increasing trends in the primary dependent variable – academic engagement. See Figure 3 through 6 for results.

Procedures

Baseline

The study utilized a "treatment as usual" baseline. Students attended their scheduled academic courses without additional academic or social supports. During baseline, direct observations were conducted in one to three academic classes every day, or every other day, depending on the students' block schedule. Students remained in the baseline phase until a stable pattern of problem behavior was established, as determined by visual analysis.

The High School BEP

Implementation of the High School BEP for individual students began once stable responding of problem behavior was established in the baseline phase (see HS-BEP Handbook, Appendix A). Student participants entered the intervention phase in dyads. In two of the three dyads, participants had unequal number of direct observation data points, even though they entered the intervention on the same date. This is due to the number of classes in which the participants were being observed.

The entrance of participants into the intervention phase was dependent upon (a) their individual patterns of academic engagement and (b) the limitations imposed by the

approaching end of the semester. Identification of all six participants lasted until one month prior to the end of the first semester. This shortened duration of time in which to obtain baseline data resulted in the decision to use a non-concurrent multiple baseline. Students remained in the High School BEP intervention for the remainder of the semester. Data were collected in the intervention phase until (a) all student participants entered the intervention phase, and (b) stable patterns of responding were observed in the intervention phase.

Data Analysis

Visual analysis. Visual analysis of the direct observation data was used to determine experimental effect. Student problem behavior and academic engagement were the dependent variables upon which demonstration of functional control was predicted. Changes in level, trend, variability, and the immediacy of effects were considered in interpretation of the direct observation data (Horner et al, 2005; Kennedy, 2005).

Visual comparisons of baseline and intervention level, trend, variability, immediacy of effect and overlapping data points were made with each participant serving as her/his own control (Parsonson & Baer, 1978). Because the study implemented a non-concurrent multiple baseline, visual comparisons were made within subjects, not between subjects (Kennedy, 2005). Documentation of a functional relation was sought via inter-subject replication, by seeking to establish a minimum of three demonstrations of the experimental effect, at different points in time, across the six participants (Horner et al, 2005).

Multi-level model. In addition to utilizing visual inspection to determine experimental effect (Kennedy, 2005), a piecewise longitudinal HLM model used to determine if a (a) statistically significant change in level of academic engagement occurred across the participant group, after implementation of the intervention and (b) to provide an index for effect size for the change in level of Academic Engagement. Maximum likelihood estimation was used.

Swaminathan and colleagues (2009) recommend an effect size measure for single-case research that (a) controls for autocorrelations, (b) builds from the logic of single-case visual analysis, (c) applies to the functional relation under analysis, and (d) produces an effect size that is consistent with conventional group design effect size measures (Swaminathan, Horner, Sugai, Smolkowski, Hedges, & Spaulding, 2009). The application of the multi-level model meets the all four criteria (Swaminathan et al, 2009; Raudenbush & Bryk, 2004).

The piecewise longitudinal multi-level model was employed to determine effect size, R^2, as a function of reduction in parameter variance (τ) between the baseline model and conditional model (see Equation 1: Raudenbush & Bryk, 2004; Snijders & Bosker, 1999). The first piece for the piecewise model was the percentage of academic engagement during baseline. The second piece was the percentage of academic engagement during intervention. HLM for Windows, student version 6.06 was used for estimation of the multi-level model (Raudenbush, Bryck, & Congdon, 2004). An alpha level of .05 set a priori to signify statistical significance. Baseline and conditional models

were compared to see how much unknown parameter variance was reduced through addition of the predictor, the HS-BEP.

$$R^2 \text{ at level 2} = \quad (\tau^2 \text{ baseline} - \tau^2 \text{ conditional}) / \tau^2 \text{ baseline} \qquad (1)$$

Rationale for multi-level model. Examining repeated observations using a multilevel model effectively addresses the issue of autocorrelation, or dependencies, present in repeated measures and nested data (Raudenbush & Bryk, 2002). Dependencies in data violate the basic assumptions of traditional statistical models such as independence of error and homogeneity of regression slopes (Raudenbush & Bryk, 2002). Multilevel models of repeated measures take into account the dependence of errors within the longitudinal data set. Multilevel models are also capable of accurate analysis of data sets that have missing data, or repeated measures taken at varied points in time, in a way that traditional longitudinal models, such as MANOVA, are unable to analyze (Luke, 2004; Raudenbush & Bryk, 2002). While this is an unprecedented application of multi-level modeling to single-case data, the recommendations of Swaminathan and colleagues (2009) provide conceptual support.

Indirect measures. Pre-intervention and post intervention data for (a) attendance, (b) office discipline referrals, and (c) percentage of assignments completed per week were analyzed to determine the percentage of change. The data were not analyzed using statistical analysis but were interpreted for clinical significance. Any changes in the above variables that (a) contributed to student meeting grade level credit requirements or

(b) increased the amount of time a student spent in school and or the classroom were considered socially significant.

Social validity data were measured and analyzed descriptively using post intervention teacher and student surveys. Social validity questionnaires were used to document student and teacher perceptions of participant's behaviors while participating in the High School BEP intervention. Both social validity and fidelity data were shared with the HS-BEP teachers and school administrators for future planning purposes.

CHAPTER III

RESULTS

This research project sought to document the proposed effects of the HS-BEP on student outcomes. The primary research question, is there a functional relation between implementation of the High School BEP and (a) increased academic engagement, (b) decrease in rate of problem behaviors was examined using direct observation data for high school students engaging in escape maintained behaviors. The secondary questions examined (a) assignment completion, (d) attendance, and (e) number of office discipline referrals for this same sample.

Fidelity of Implementation

As a precursor to presenting dependent variable data, a thorough examination of the fidelity of implementation is necessary. As presented in Tables 5 and 6, in the methods section, the Academic Seminar and Check in Check Out components were implemented with differential levels of fidelity. Tables 7 and 8 are presented to provide a more complete picture of implementation across features. Inspection of Table 7, the Academic Seminar component of HS-BEP, shows that Administration and Organization had the lowest fidelity across the three features. All of the individual components of Administration and Organization were functionally in place however, only the staff FTE and 48-hour data updates were documented as school or HS-BEP classroom protocol.

Examination of Table 8, fidelity of the Check-In Check-Out component shows a stark difference of implementation fidelity. All three features, Daily CICO Cycle, Goals and Rewards, and Administration and Organization, had low fidelity of implementation at each of the three fidelity checks. Out of the three features, the Daily CICO Cycle had the lowest level of implementation fidelity.

Lack of implementation of the Daily CICO Cycle affected implementation of components of the other features. For example, if students were not carrying the CICO card to solicit teacher feedback they would be unable to meet goals and thereby receive rewards contingent upon rewards (see Goals and rewards, Table 9). This carryover also influenced the entry and review of CICO card data, components of the Administration and Organization feature. If students, via carrying the card and receiving teacher feedback, were not collecting daily CICO data there were no data to update or review. Again, some components of the Administration and Organization feature were functionally in place, the Nomination Process and the AcSem Team meetings but were not documented classroom or school protocol.

Table 7

Fidelity of Implementation Across Features for Academic Seminar Component of the HS-BEP

Feature	Evaluation Question	Score		
		11/08	12/08	1/09
Academic skill set	Are academic skills defined for the semester?	2	2	2
	Is there a schedule of instruction (scope and sequence)?	2	2	2
	Is there a student evaluation plan in place for each skill?	2	2	2
	Have students set goals for Academic Seminar?	0	2	2
Daily class cycle	Is there a daily planner check?	2	2	2
	Is a Daily Entry Task posted every class?	2	2	2
	Is at least one Homework Completion Sessions planned each week?	2	2	2
	Is the daily agenda posted every class?	2	2	2
Administration and organization	AcSem teacher allocated dedicated FTE	2	2	2
	Nomination process utilized	1	1	1
	AcSem/CICO team meets every two weeks	1	1	1
	AcSem/ CICO team reviewed data within past two weeks	1	1	1
	Academic Seminar data updated within past 48 hours	2	2	2

Note. 0= No, 1 = Yes, not documented, 2= Yes, and documented.

Table 8

Fidelity of Implementation Across Features for Check-In Check-Out component of the HS-BEP

Feature	Evaluation Question	Score		
		11/08	12/08	1/09
Daily CICO cycle	Check-In completed 80% of opportunities for 2 weeks	0	2	2
	Check Out completed 80% of opportunities for 2 weeks	0	0	0
	Class Check completed 80% of opportunities for 2 weeks	0	0	0
	Home signature completed 80% of opportunities for 2 weeks	0	0	0
	Positive teacher comment present for 80% of opportunities	0	0	0
Goals and rewards	Goals defined for CICO?	0	2	2
	Rewards delivered contingent upon meeting goals?	0	0	0
	Student participation in goal setting?	0	2	2
Administration and organization	AcSem teacher allocated dedicated FTE	2	2	2
	Nomination process utilized	1	1	1
	AcSem/CICO team meets every two weeks	1	1	1
	AcSem/ CICO team reviewed data within past two weeks	0	0	0
	Academic Seminar data updated within past 48 hours	0	0	0

Note. For Daily CICO cycle scoring, 0 = <50% of students, 1= 50-89% of students, 2=80-100%. For other features 0= No, 1 = Yes, not documented, 2= Yes, and documented.

Direct Observation Data

Direct observation data are presented in Figures 3-8. The Figures are presented differentially as participant only and as participant and composite. This allows for demonstration of effect between intervention and changes in behavior, as well as comparison of participant to composite levels of academic engagement and problem behavior. The study implemented a non-concurrent multiple baseline design. The x-axis, number of observations are aligned in an ordinal manner per participant for ease of interpretation. Alignment by date would be cumbersome to interpret due to the alternating number of observations per participant. This arrangement results in the visual impression that participants began the participant in an orderly and progressive manner. However, observation number five for Lee did not necessarily occur on the same day as observation number five for Joy.

Though participants moved into the intervention in dyads, due to the alternating block schedule and absences, participants in each dyad did not begin the intervention the same day, with the exception of Joy and Ricky. Joy and Ricky both moved into intervention phase on December 10, 2008. Malcolm began on January 16, 2009, followed by Donovan on January 21, Lee entered intervention January 21 and finally Travis started the HS-BEP on January 28, 2009. See table 9 for baseline and intervention start dates for each of the participants.

Table 9

Baseline and Intervention Dates for Participants.

Dates	Participant					
	Travis	Lee	Donovan	Malcolm	Joy	Ricky
Began baseline	12/10/09	12/10/09	12/17/08	1/8/09	11/21/08	11/19/08
Began intervention	1/28/09	1/21/09	1/20/09	1/16/09	12/10/09	12/10/09
Ended intervention	2/18/09	1/29/09	2/5/09	2/10/09	1/29/09	1/29/09

Academic Engagement

Academic engagement, participants. Figure 4 shows percentage of academic engagement at each observation opportunity for participants in baseline and intervention phases. The non-concurrent multiple baseline design necessitates that effects are compared within participant, not across baselines. For changes in academic engagement, an effect is demonstrated for five of the six participants at three points in time. Academic engagement (AE), the primary dependent variable, data are analyzed first, followed by problem behavior (PB), assignment completion, attendance and tardy data and office discipline referral data.

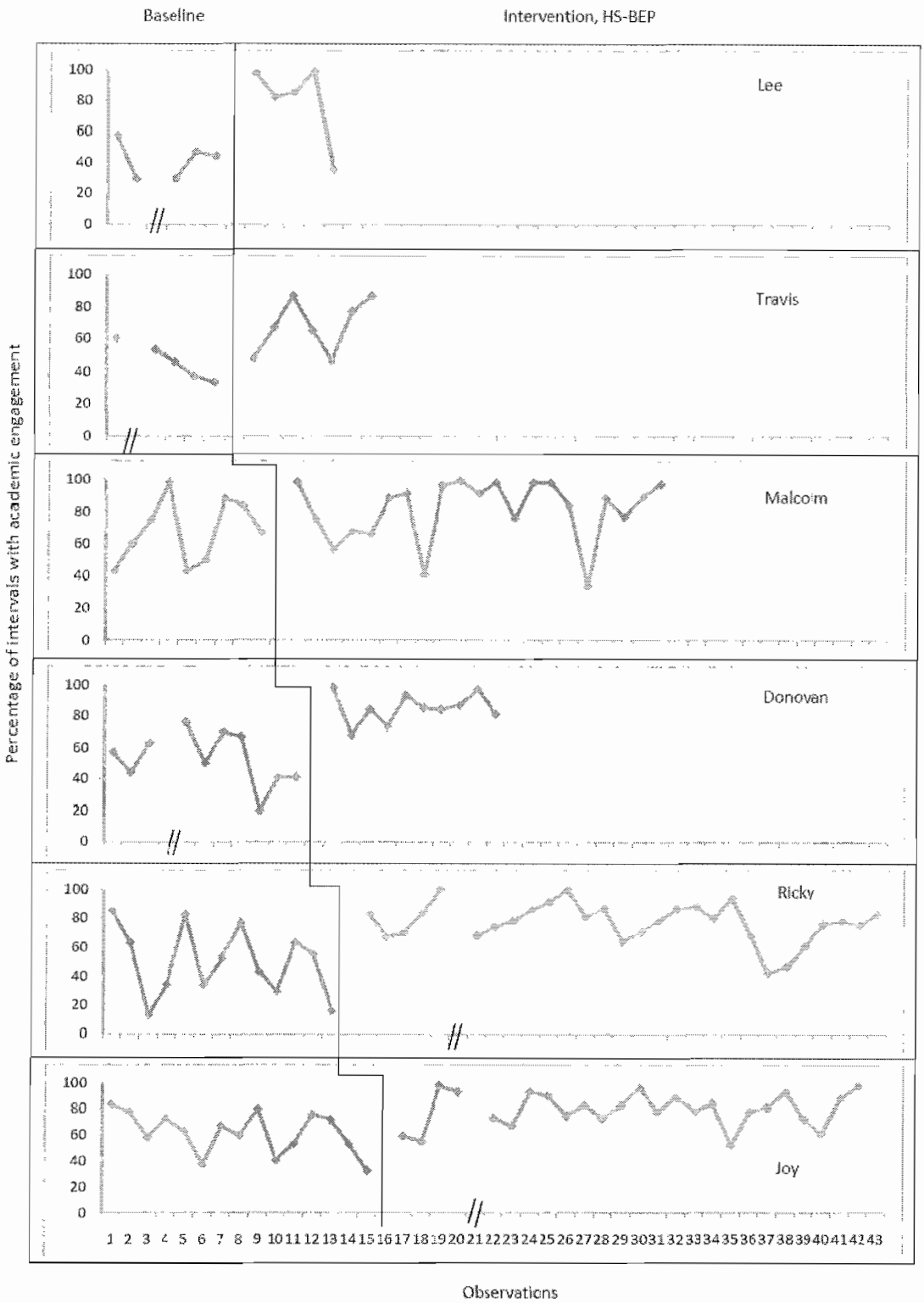


Figure 4. Percent intervals with academic engagement, participants

Lee demonstrated a low and stable level of AE (range of 29% to 57%) during baseline followed by an immediate improvement following introduction of the HS-BEP intervention. The level of AE during intervention phase increased immediately to 98% and stayed stable until the fifth day, when it decreased to 35% AE. An overlap of data points between baseline and intervention is only evident on the fifth day of intervention when Lee's AE drops to baseline level. Less variability is demonstrated in intervention phase, (range of 98% to 82%) without the last data point in consideration. The effects of the intervention are challenging to assess, however, given that Lee has poor AE on the fifth day of HS-BEP and left the program immediately thereafter, at the end of the semester.

Travis demonstrated a low, downward trend of AE in baseline, from 60% to 33% AE progressively, with shift in trend and overall level change from baseline to intervention. Variability increase in intervention, AE ranges from a low of 46% to 87% with four overlapping data points between baseline and intervention. While Travis shows overlapping data points, the overall level and trend diverge from baseline functioning.

Malcolm did not show a convincing effect for academic engagement. His intervention patterns of level, trend and variability were very similar to baseline. His baseline ranged, 43% to 98%, mimics the range of AE in intervention, 34% to 98%. Donovan showed an increase in level, upward shift in trend, and immediacy of effect with two overlapping data points. The overlapping data points represented the highest level of engagement (76%) during baseline and the lowest levels of engagement during intervention (68% and 73%). Variability was reduced in intervention, with a range of 30

percentage points (68% to 98% AE) in intervention compared to a range of 56 percentage points (20% to 76%) in baseline.

Ricky demonstrated a change in level of academic engagement and immediacy of effect. His average AE in baseline was just under 50% engagement. During intervention, his average engagement increased to 77%. His last data point in baseline phase was 16% AE. His AE immediately increased to 83% for the first observation after starting the HS-BEP intervention. Variability remained a prominent characteristic of his AE data in both baseline and intervention. In baseline his AE ranged from 13% to 85%, while in intervention the range was 42% to 100%. He also showed overlapping data points between baseline and intervention. The last "dip" in Ricky's academic engagement, 42% and 45% AE respectively, were the last two days of the semester when students were able to turn in work to receive credit. There is a slight downward trend in intervention phase.

Joy showed a change in level of academic engagement, and a slight reduction in variability. Level of AE increased an average of 62% in baseline to 80% AE after entering the HS-BEP. Academic engagement stabilized after the third data point in intervention: the distance between the highest and lowest levels of engagement was reduced from the third to the 18th data point in intervention. As demonstrated with Donovan, her highest levels of AE baseline overlapped with her lowest levels of AE in intervention phase. There was no discernable shift in trend.

Academic engagement, participants and composite. Figure 5 shows direct observation academic engagement data for participants and composites. This arrangement of the data presents a picture of participant academic engagement in comparison to peers.

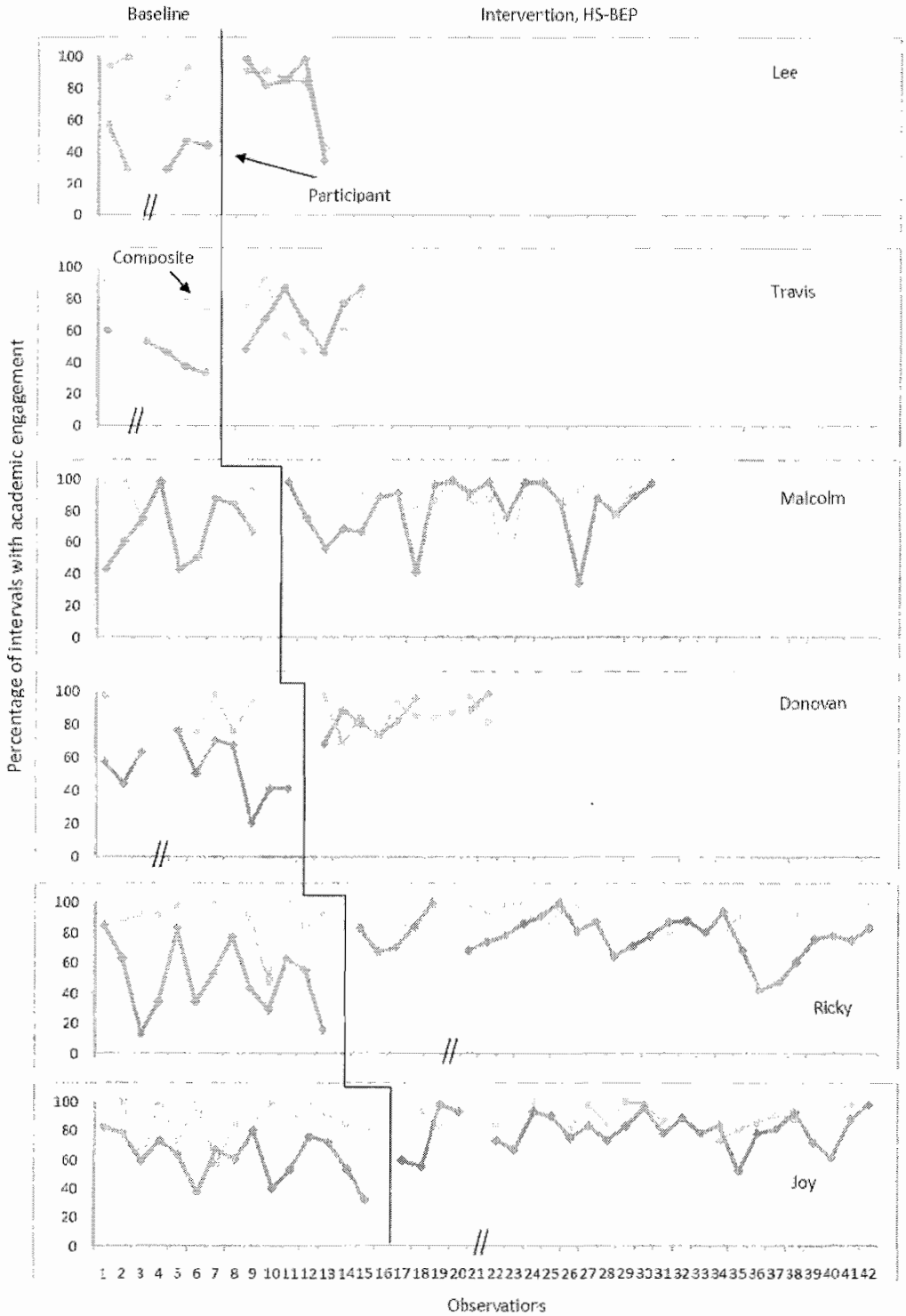


Figure 5. Percent intervals with academic engagement, participants and composite

For all participants, the change in level is evident from baseline to intervention and after entering the intervention, participants more closely resembled their peers' patterns of academic engagement. Lee was distinctly different from his peers in percentage of academic engagement in baseline, with a range of 40%-70% difference in level of academic engagement from his peers. In intervention phase, Lee's level of academic engagement was nearly identical to that of his peers. The last data point in intervention represented Lee's lowest level of academic engagement for the entire intervention phase (35%). It also represented the lowest level of academic engagement for his peers (43%).

Travis was also distinctly different from his peers in level of academic engagement. Travis remained a stable 20% difference in level of academic engagement from his peers for the three observations in which peer data are available. Once entering the HS-BEP intervention, Travis more closely resembled peer composite data. The largest difference between Travis and peers in AE during intervention was about 30 percentage points. This difference was evident in the first data point in intervention, where Travis's level of AE was 48% in comparison to peers' AE at 76%. This 30% difference presented again for Travis's 3rd observation, where he was engaged at 87% , with his peers engaged at only 57%. For both the 3rd and 6th data points in intervention phase, Travis had higher levels of academic engagement than his peers.

Malcolm's level of academic engagement remained close to peer composite in baseline and intervention phase. While he demonstrated two severe drops in academic engagement on days where peers demonstrated an average of 80% + engagement, he

maintained a higher level of engagement, at 75% on a day where peers demonstrated about 40% engagement. Donovan is below his peers in level of academic engagement in baseline on the days where composite data were available. The largest and smallest differences between Donovan and peers' AE were 74 and 10 percentage points respectively. Once he begins the intervention his level of academic engagement increase to approximately that of his peers. The range of AE during intervention for Donovan is 68% to 98%, exactly the same range of his peers.

Ricky was also below his peers in levels of baseline academic engagement. His average level of engagement in baseline was 49% while his peers maintained about 90% engagement. He also demonstrates more variability than his peers in level of engagement. In intervention phase, he shows an immediate effect and more closely mirrors peer levels of academic engagement with an average of 77% engagement compared to a peer average of 91%. During intervention phase, his data continued to demonstrate more variability than peers.

Joy also demonstrated a pattern of responding of academic engagement more like her peers once she moves into intervention phase. Joy increased average level of AE from 62% to 80% engagement after moving into the HS-BEP intervention. Her peers average AE increased from 85% to 89% during this same time. Variability of Joy's intervention AE closely mirrors peer variability with the noted exception that peer AE did not drop as low as Joy's AE on any observation.

Problem Behavior

Problem behavior participants. Figure 6 provides direct observation problem behavior (PB) data for participants. On average, participants did not show a discernable level of reduction or trend shift in percentage of problem behaviors. There was a relatively high percentage of overlapping data points between baseline and intervention for all of the participants. Some evidence of shifts in trend and reduced variability were noted. As an example, Lee's data demonstrated a decrease in the overall level of problem behavior between baseline and intervention, still with relatively high variability. A shift in trend was also demonstrated, sans the fifth intervention data point. In baseline, Lee's PB showed an increasing trend. There was an immediate decrease in level and downward trend of PB in intervention phase. The 50% difference between his fourth and fifth intervention data points skews interpretation of the data. His last two data points in intervention showed a decrease of problem behavior to less than 10% of intervals to a high of 60% of intervals with problem behavior.

Travis showed an overall average level of PB in intervention congruent with baseline responding. One exception was the fifth intervention data point. The fifth intervention data point was the highest percentage of PB Travis demonstrated throughout the study, at 38% of intervals. There were no shifts in trend or variability. Malcolm showed a slight reduction in level of PB over observations once entering the HS-BEP intervention. Average level of PB in baseline was 15% with average intervention PB at 7%. Variability was also slightly reduced once Malcolm moved into the HS-BEP. The

range of PB in baseline was 48 percentage points with the range of PB in intervention at 30 percentage points.

Donovan had one outlier of an observation in baseline, but overall his baseline level and trend of PB was very similar to intervention PB. Problem behavior in intervention phase showed more variability at the beginning of the intervention and a reduced to almost 0% for the last six observations. The downward trend was not an anomaly from baseline, as eight of Donovan's ten baseline data points were at or near zero. Ricky showed a slight reduction in PB variability between baseline and intervention with a level shift from an average of 28% to 16% of intervals with PB. Joy showed almost no change in level, or trend from baseline to intervention in percentage of problem behaviors.

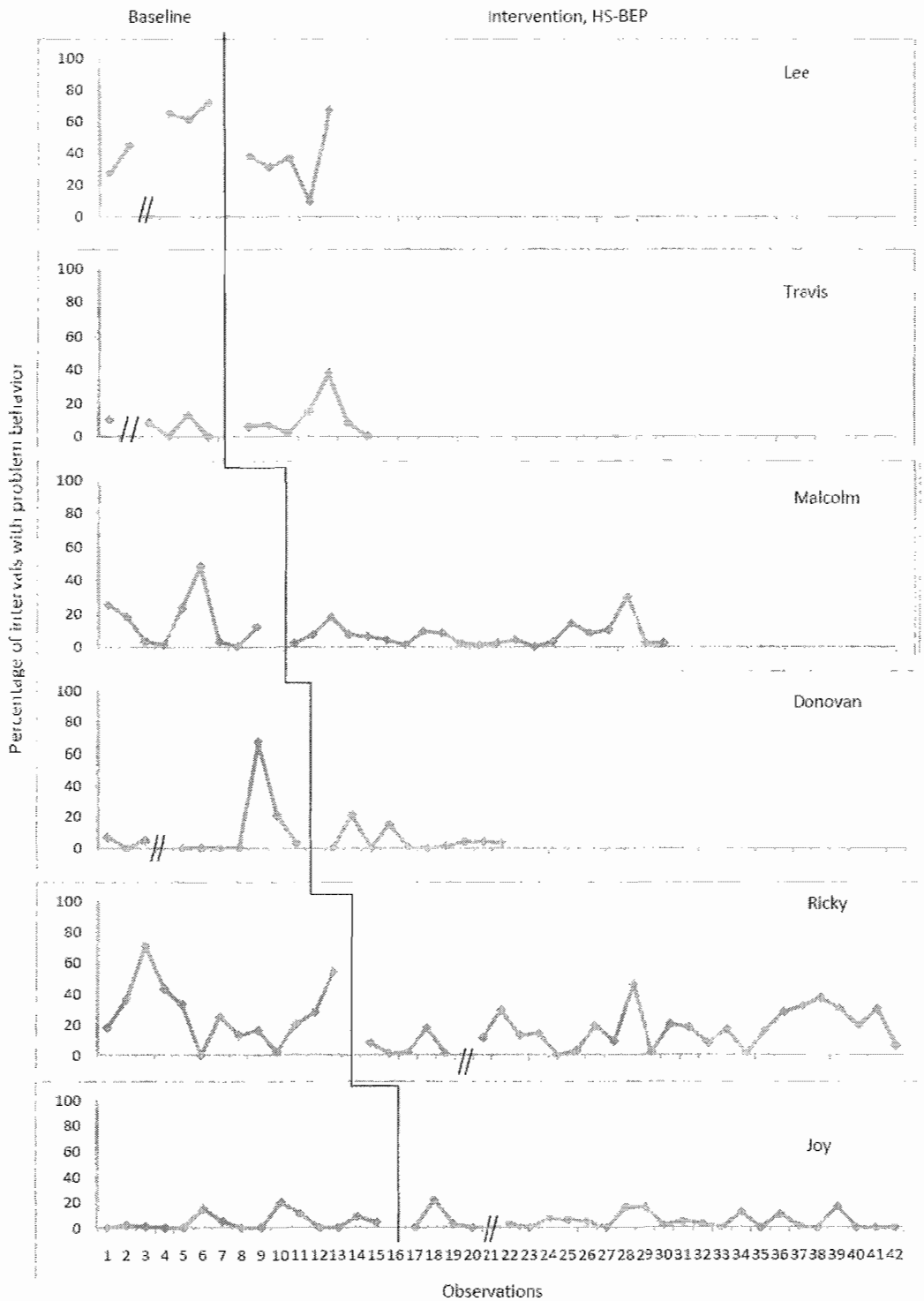


Figure 6. Percent intervals with problem behavior, participants

Problem behavior, participants and composites. Figure 7 provides direct observation problem behavior data for participant and composite peers. In general, participant patterns of PB were more similar to composites once participants moved into the HS-BEP intervention. Lee again represented an exception to this overall pattern. While he did decrease his average percentage of PB from 54% to 36% he remained about 30 percentage points above his peers in intervals with PB. On his last data point in intervention he moved to about a 40% increase above his peers in percentage of intervals with problem behavior. Composite peer data showed an increase in intervals with PB in the time between baseline, 4%, and intervention 12%.

Travis had lower levels of problem behaviors than his peers did in both baseline and intervention phases. The largest difference between Travis and peer PB was a 36% difference for the fourth intervention data point. Travis demonstrated PB for 15% of the intervals and peers showed 51% of intervals with PB. Malcolm's level of problem behavior was more similar to peers once he moved into intervention due, in large part, to a reduction in variability between baseline and intervention. Malcolm's peer average for baseline PB was 1%, compared to his 15%. Once entering the HS-BEP intervention, Malcolm's average PB decreases to 7%, with peers at 6% of intervals with PB. Two observations showed peer levels of PB about 20% higher than Malcolm's level of PB.

Donovan's pattern of PB in baseline was very similar to the composite pattern for the first seven data points. Variability in intervention was also closely aligned with composite variability. Both Donovan and peer PB data trended downward in intervention phase. Greater variability was demonstrated at the beginning of intervention phase with

near zero levels of problem behavior for the last six observations for both Donovan and his peers. Ricky also demonstrated a pattern of PB more like his peers after moving into the HS-BEP intervention. Ricky's average PB decreases from 28% to 16%, with his peers demonstrating 7% PB in baseline to 6% in intervention. As demonstrated in his patterns of academic engagement, Ricky maintains more variability than peers. The variability in Ricky's pattern of PB does not mirror variability in peers' PB. Joy, as Travis, often demonstrated problem behaviors at a lower rate than her peers. This was evidenced in both baseline and intervention. Joy's average PB in baseline was 5%, with peers at an average of 7%. Joy's average PB remained stable in intervention, at 5% of intervals with PB, while an increase to 11% of intervals was documented for composite peers.

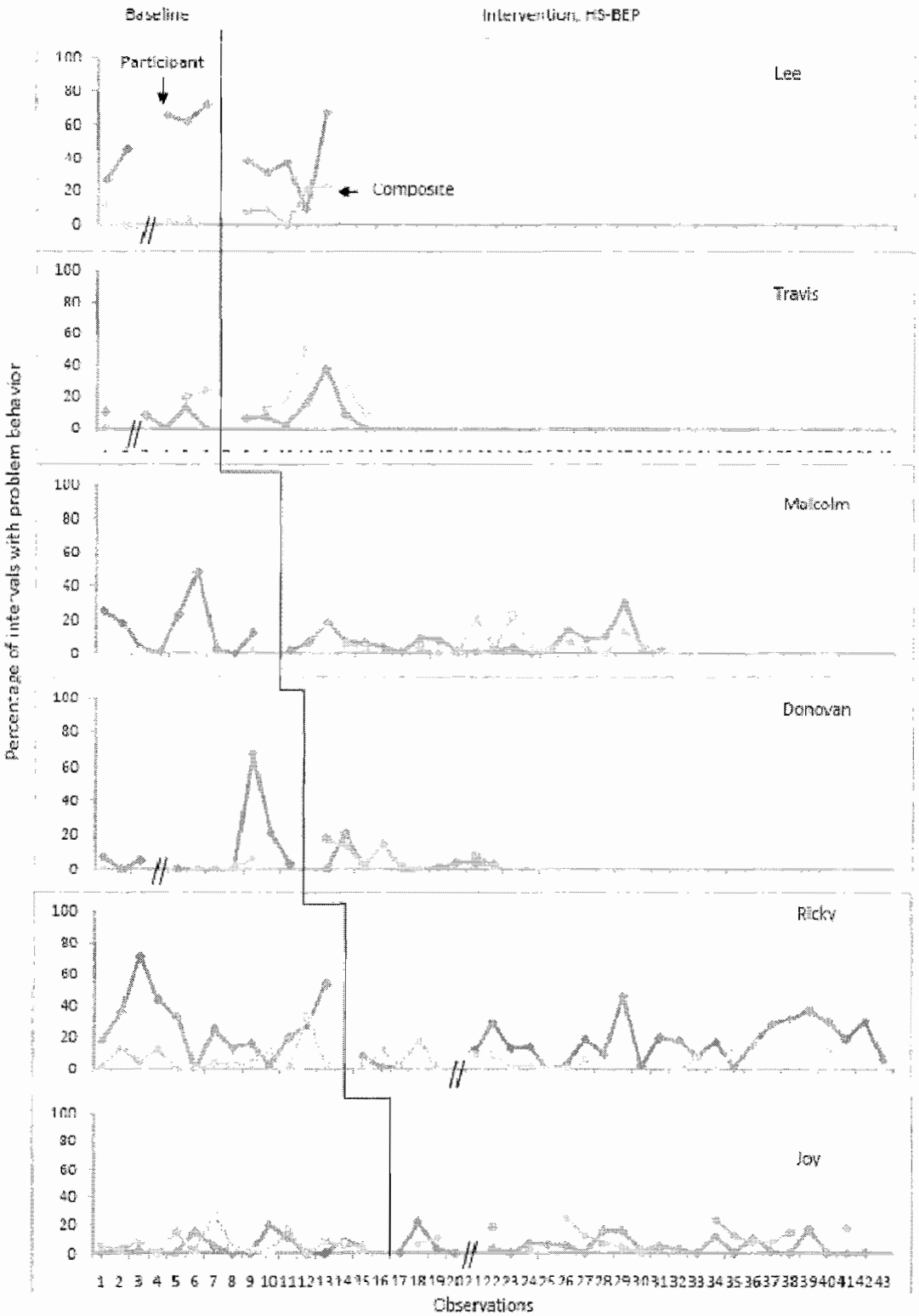


Figure 7. Percent intervals with problem behavior, participants and composite

Piecewise, Longitudinal Model

The repeated measure data met model assumptions for the piecewise longitudinal HLM model, including univariate and multivariate normality, no influential outliers, and normally distributed residuals (Raudenbush & Bryk, 2001). The deviance test indicated a statistically significant reduction in lack of fit from the baseline to conditional model, $\chi^2 = 25.49$, $df = 7$, and $p = .001$. Table 10 provides means and standard deviations for academic engagement and problem behavior.

Table 10

Means and Standard Deviations for Academic Engagement and Problem Behavior

Variable	*M*	*SD*
Academic engagement	70.13	20.66
Problem behavior	12.92	16.38

Note. N = 153

Table 11

Academic Engagement, Fixed Parameter Effects for Piecewise Model

Fixed effects	*Coef.*	*SE*	*t-ratio*	*p*
Academic engagement, β_0	66.186	2.692	24.589	< .001
Intervention participation, β_1	.911	.554	1.642	.161
Intervention increment, β_2	.786	.213	3.695	.020

Change in Level

Average academic engagement across participants was 66.19% (SE = 2.691) see Table 11. Average level of academic engagement, β_0, was 66%. The significance of the academic engagement intercept shows that participants had statistically significant starting intercepts in baseline. The addition of the dummy coded predictor, intervention participation, β_1, was not statistically significant. This may have been due to high levels of variability in academic engagement during the intervention phase, see Table 4. The piecewise model evidenced a statistically significant relationship between increments of the HS-BEP predictor and the level of academic engagement between baseline and intervention, t (3.695), SE = .213, p = .020. On average, for every one unit increase in HS-BEP (or class session attended) participant's academic engagement increased by .786%. Variance components were not significant, $p > .05$, (see Table 12) indicating that the predictor did not account for significant differences in residuals across participants.

Table 12

Academic Engagement, Random Parameter Effects for Piecewise Model

Random effects	*SD*	*Variance component*	*p*
Academic engagement, r_0	1.622	2.630	.149
Intervention participation, r_1	.276	.076	.416
Intervention Increment, r_2	.094	.009	.102

Effect Size, Piecewise Longitudinal Model

An effect size of $R^2 = .77$ was calculated from the piecewise model estimating an effect as a reduction in parameter variance. See Table 13 for initial status variance in baseline and conditional models, and proportion of variance explained. The predictor, HS-BEP intervention accounted for approximately 77% of parameter variance, the difference between the baseline and conditional parameter variance accounted for by the addition of the predictor, the HS-BEP. Visual analysis shows a socially significant increase in the level of academic engagement once participants enter the HS-BEP intervention. Multi-level modeling provides additional confirmation in the form of a statistical significance test and an effect size.

Table 13

Variance Explained in Level

Model	*Initial Status* $Var(\pi_{0i})$
Baseline	11.33
Conditional	2.63
Proportion of variance explained	.77

Indirect Measures

All indirect measures were evaluated for change from pre-intervention to intervention. This is to provide information about participants' school functioning prior to and after initially learning the study and self-management skills taught in the HS-BEP curriculum. Pre-intervention data represents approximately three to four months of school performance prior to intervention. Indirect measures collected during intervention phase represents data collected from five to twenty days respectively.

Absences. A change in the percentage of absences and lateness by school days is presented in Table 14 All participants, with the exception of Donovan and Malcolm who had 100% attendance in baseline, showed increases in percentage of attending school from pre-intervention to intervention. Increases in percentage of attendance are small, ranging from 4% to 8% respectively.

Table 14

Percent Attendance for School Days

Participant	Percent attendance, Pre-intervention	Percent attendance, Intervention
Donovan	100%	100%
Joy	91%	96%
Malcolm	100%	100%
Lee	94%	100%
Travis	96%	100%
Ricky	92%	100%

Table 15

Percent Absences and Latenesses for Class Periods

Participant	Percent absences by class		Percent latenesses by class	
	Pre-intervention	Intervention	Pre-intervention	Intervention
Donovan	1.0%	0%	3.1%	.9%
Joy	1.1%	.52%	0%	0%
Malcolm	0%	1.0%	2.4%	0%
Lee	1.7%	6.1%	2.5%	0%
Travis	2.5%	5.2%	0%	0%
Ricky	8.7%	7.3%	.9%	.5%
Mean	2.5%	3.4%	1.5%	.2%

A change in the percentage of absences and lateness by classes is presented in Table 15. Class absences are considered skipped classes and were measured according to the school's attendance policy. Donovan, Joy and Ricky showed a reduction in class absences from pre-intervention to intervention. Malcolm, Lee, and Travis showed an increase in percentage of class absences. The range in increased missed classes was 4.4%

to 1.4% increases. All participants with class latenesses in intervention showed a reduction in latenesses between pre-intervention and intervention. The range in reduction of lateness was .4% to 2.5%.

Office discipline referrals. Table 16 shows the number of office discipline referrals in pre-intervention and intervention. Only two participants had office discipline referrals (ODRs) pre-intervention, Malcolm and Lee. Neither student had ODRs during intervention.

Table 16

Number of Office Discipline Referrals (ODRs), Baseline and Intervention

Participant	Number of Office Discipline Referrals	
	Pre-intervention	Intervention
Donovan	0	0
Joy	0	0
Malcolm	1	0
Lee	1	0
Travis	0	0
Ricky	0	0

Percent of assignments completed. Table 17 shows the change in percentage of assignments completed pre-intervention and during intervention. An "NA" denotes that the post-intervention percentage was not available. The science teacher left the district prior to final data collection.

Lee and Malcolm's changes in percentage of assignment completion was not available for science, as a new science teacher was hired at the beginning of the second semester and did not have access to the previous teacher's records. The table shows a mix of increases and decreases in percentage of assignment completion across participants and classes.

Donovan increased the percentage of assignment completion in each of his classes. In health, he increased from a 7% to 50% completion. In Algebra, he increased his percentage of assignment completion by 45%. Joy increase percentage of assignments completed in English, but decreased percentage of assignments completed in Algebra and Biology. Malcolm showed an increase in percentage of assignments completed in English, with a decrease in history. Travis showed an increase from 17% to 45% in English. Ricky presented mixed changes in percentage of assignment completion with an increase in English from 21% to 45% and a decreases in history, 80% to 67% and nearly identical percentage of completion between pre-intervention and intervention in science.

Table 17

Percentage of Assignments Completed Pre and Post Intervention

Participant	Class	Percent assignments completed			
		Pre-Intervention		Intervention	
Lee	Science	70%	13/43	NA	
Travis	English	17%	5/30	44%	7/16
	History	60%	27/45	56%	10/18
Malcolm	English	54%	19/35	67%	8/12
	Science	77%	33/43	NA	
Donovan	Health	70%	21/30	50%	4/8
	Algebra	55%	50/91	100%	7/7
Ricky	English	21%	7/34	45%	4/9
	History	80%	12/15	67%	4/6
	Science	64%	27/42	63%	17/27
Joy	English	64%	19/30	87%	14/16
	Algebra	54%	19/35	21%	3/14
	Biology	50%	8/17	83%	5/6

Social validity: teacher and participant perception ratings. Tables 18 - 22 show teacher and participant perceptions of improvements in (a) classroom behavior, (b) organization, (c) percentage of assignment completion, (d) quality of assignments completed, and (e) risk of placement change without HS-BEP supports. Their scores, ranging from 1-5, 1 representing no improvement and 5 representing dramatic improvement (complete change) were in response to the following five questions:

1) To what degree have you noticed improvements in classroom behavior (talking to peers, paying attention, etc)?
2) To what degree have you noticed improvements in organization?
3) To what degree have you noticed improvements in the *percentage* of assignments completed?
4) To what degree have you noticed improvements in the *quality* of assignments?
5) In your opinion, what was the likelihood of a change in placement (dropping class, changing classes, etc) without Academic Seminar support?

The ratings provide a lose index of uniformity of perceived improvements between participants and teachers. Ratings and agreement should be interpreted with caution. They are representative of perceptions, or opinions. While considering the uniformity of ratings between participants and teachers it is reasonable to expect that students would differ in levels of improvement across content area classes based on (a) academic competence, (b) perceptions of relevance of content matter, and (c) teacher instructional and management practices, among other factors. It is also reasonable that participants' perceptions were self-evaluations of performance in one particular class, not

an overall rating of improvements across their school experiences. Perception ratings are relevant for the HS-BEP study namely because of the teacher rating component of the CICO daily cycle. The CICO card prompts students on school-wide expectations at the same time prompting teachers to interact with the student in a positive, yet evaluative way (Crone et al., 2004). The evaluative portion of the CICO cycle, the class-by-class ratings are teacher perceptions.

As a note to interpreting the tables, teacher 1 is the Academic Seminar teacher. Teachers 2, 3, and 4 are content area teachers. A dash indicates the participant was not being observed in additional classes and thereby had no teacher rating to solicit. For example, Lee was only being observed in one class: science. The table provides his self-score, the Academic Seminar teacher's score and the science teacher's score.

Self and teacher ratings of improvements in behavior. Table 18 shows each participant's self-rating and teacher ratings for perceived improvements in classroom behavior. In general, teachers rated some improvements in classroom behaviors for all participants. There was a pattern of one discrepant teacher rating of "no improvement" for each of the participants with the exception of Joy and Lee. The teacher perception scores for both Joy and Lee were relatively congruent with their own self-assessment. Anecdotally, Joy and Lee both indicated during the Student Guided FACTS interview that they were eager to participate in the HS-BEP intervention.

Table 18

Self and Teacher Perception Ratings, Improvements in Behavior

	Perception of improvements in behavior					
Ratings	Donovan	Joy	Malcolm	Lee	Travis	Ricky
Self	5	3	1	4.5	2.5	2
Teacher 1	3	3	2	4	1	4
Teacher 2	1	2	4	3	2	2
Teacher 3	2	2	3	-	-	1
Teacher 4	3	2	1	-	-	4

Self and teacher ratings of improvements in organization. Table 19 shows the perceptions of participants and teachers on improvements in organization. Again, there was a range of teacher perception ratings for each participant. Donovan and Joy indicated moderate to high improvements in organization after starting the HS-BEP intervention– above a majority of the teacher ratings. Malcolm, Lee and Travis indicated no improvements in organization, a rating incongruent with teacher perceptions who rated moderate levels of improvement. Ricky's self-rating is approximately the mean of teacher ratings.

Table 19

Self and Teacher Perception Ratings, Improvements in Organization

	Perception of improvements in organization					
Ratings	Donovan	Joy	Malcolm	Lee	Travis	Ricky
Self	5	4	1	1	1	3
Teacher 1	3	3	1	3	3	2
Teacher 2	1	3	3	2	4	1
Teacher 3	2	1	2	-	-	2
Teacher 4	3	3	2	-	-	4

Self and teacher ratings of improvements in percentage of assignment completion. Table 20 documents the range of participant and teacher ratings for improvements in percentage of assignment completion. Again several participants, Donovan, Joy and Ricky indicated they were making few to moderate improvements in the number of assignments completed after starting HS-BEP. Lee's self-perception is on target with teacher perceptions: all rate an improvement rating of four.

Self and teacher ratings of improvements in quality of assignments completed. Table 21 presents self and teacher ratings for improvements in the quality of assignments completed. A persistent pattern in the self-perception ratings is the lack of improvement noted by Malcolm. In all areas, some of his teachers indicate perceived improvements.

Table 20

Self and Teacher Perception Ratings, of Improvements in Percentage of Assignment Completion

	Perception of improvements in percentage of assignments completed					
Ratings	Donovan	Joy	Malcolm	Lee	Travis	Ricky
Self	4	5	1	4	1	2
Teacher 1	3	1	1	4	1	3
Teacher 2	1	2	2	4	4	1
Teacher 3	2	1	3	-	-	1
Teacher 4	1	2	1	-	-	1

Table 21

Self and Teacher Perception Ratings of Improvements in Quality of Assignment Completion

	Perception of improvements in quality of assignments completed					
Ratings	Donovan	Joy	Malcolm	Lee	Travis	Ricky
Self	4	4	1	5	3.5	4
Teacher 1	3	1	1	3	1	3
Teacher 2	1	2	3	3	2	2
Teacher 3	3	1	2	-	-	1
Teacher 4	4	2	1	-	-	4

Self and teacher ratings on risk of placement change without HS-BEP supports.

Table 22 presents participant and teacher ratings on perceptions in risk of placement change without the additional supports of the HS-BEP class. Two of Donovan's three responding teachers rated him as at risk for placement change without the extra support of Academic Seminar. Donovan's own perception mirrors their assessment. Both teachers reported that Travis was at moderate to high risk for placement change without HS-BEP supports, but Travis did not acknowledge this risk in his self-assessment. All but one teacher considered Ricky at risk of placement change, the severity of that risk ranged from 2 to 4, again a subjective view of his risk of a placement change without the supports of HS-BEP.. Malcolm's self-rating of 1 in this area should be interpreted with the knowledge that he rated a 1, or no improvement, for all of the social validity questions.

Table 22

Self and Teacher Perception Ratings of Risk of Placement Change Without HS-BEP Supports

	Risk of placement change without HS-BEP supports					
Ratings	Donovan	Joy	Malcolm	Lee	Travis	Ricky
Self	3	5	1	4	1	4
Teacher 1	3	3	2	4	4	3
Teacher 2	1	5	3	5	3	2
Teacher 3	4	1	3	-	-	1
Teacher 4	3	5	2	-	-	4

CHAPTER IV

DISCUSSION

The underlying rationale for the development of the HS-BEP was that combining academic and social supports would be a better match of high school students' needs. By including academic supports, adequate to decrease the difficulty of academic tasks, students would be sufficiently engaged in academic activities in the classroom to decrease the rate of escape maintained problem behaviors. The academic supports needed to accomplish this goal included development of a small number of core academic self-management skills and ongoing assistance with daily academic demands (Flannery et al, 2008; Lenz & Deshler, 1998; Swanson & Deshler, 2003).

Academic Engagement

Inspection of the direct observation data shows an effect for changes in academic engagement for five of the six participants: Lee, Travis, Donovan, Ricky and Joy. All five of the participants who showed an effect in academic engagement, self-identified as engaging in escape maintained problem behaviors (non-participation, work incomplete) when faced with difficult tasks. Not surprisingly, through the FACTS interviews, their respective teachers also identified escape as the maintaining function for the participants' problem behaviors (Kern, Dunlap, Clark, & Childs, 1995; Reed, Thomas, Sprague, & Horner, 1997).

After beginning the intervention, all but one of the students increased their overall level of academic engagement. This demonstration suggests that elements present in the HS-BEP were relevant enough to support increases in levels of academic engagement. Decreasing the overall difficulty of the content area class and homework through the building of organizational skills and academic supports directly addressed the function of the avoidance behavior. Matching an intervention to the maintaining function of problem behavior has previously been demonstrated as effective and appropriate for the general education setting (Broussard & Northrup, 1995; Chandler, et al., 1999; Ervin, et al., 1998; Kern, Dunlap, Clark & Childs, 1995; March & Horner, 2002; Northrup et al., 1994; Todd, Horner, & Sugai, 1999; Umbreit, 1995). The findings from this study support and contribute to this body of literature.

The student who did not identify as engaging in escape maintained problem behaviors, Malcolm, did not show an effect in changes in academic engagement. While it was the opinion of his teachers that Malcolm's behaviors intensified and were more likely to occur with an increase in the difficulty of tasks, Malcolm identified peer attention as the maintaining function of his problem behaviors. Observations following teacher FACTS interviews supported escape as the maintain function of his problem behavior. The length of preliminary observations were not sufficient to determine if the escape was due to task difficulty or non-preferred status. In addition to the conflict of identified function, a powerful setting event, recent disciplinary actions by the school, may have influenced Malcolm's behaviors.

Individual Participants, Academic Engagement.

Five of the participants demonstrate an effect for levels of academic engagement. There are patterns and outlier observations that warrant explanation. Lee's last data point for academic engagement represents a dramatic departure from the developing pattern in intervention. This pattern is concerning without composite data. After entering the HS-BEP intervention Lee's pattern of responding mirrors that of his peers, whereas in baseline his pattern of problem behavior was distinctly different. The abrupt end to observations marks a switch from one science class to another to accommodate a change in his schedule. As the class time and peer group within the new science class were different, it was not appropriate to continue observations in the new science class.

The timing of the intervention, within the last two months of the semester for all participants presented the challenge of sufficiently addressing the academic needs of students actively failing at least one core class for at least half of the semester. The length of Ricky's intervention phase allows for a clear picture of his academic engagement over a few weeks. He initially demonstrates an immediate change in level of academic engagement with a decrease in trend over the intervention phase. Of particular concern is the dramatic drop in academic engagement at the end of the intervention phase. The two lowest data points in intervention represent the last two days of the semester in which students could hand in work and receive credit. Ricky's pattern of responding could be considered typical for a student who is considerably behind in completing enough class and homework to pass a class. With the exception of Lee, the other four participants did not evidence a decreasing trend in academic engagement.

Problem Behavior

An effect in decreasing levels of problem behavior was not convincingly demonstrated for participants in the study. This lack of evidence is likely due to the relatively low rates of problem behavior emitted from the participants. Two of the participants, with notably higher levels of problem behaviors, Lee and Ricky demonstrated minor changes in problem behavior. Lee showed a reduction in overall level of problem behavior with a sharp increase in problem behavior on the last observation. Ricky demonstrated a decrease in variability, but not convincingly so. The changes in problem behavior were arguably minor and did not provide the basis for demonstrating an effect of the intervention. The rest of the participants did not show a notable change in level, trend or variability in percentage of problem behavior for each observation session.

This was not a surprising find given the relatively low rates of problem behaviors emitted by participants in general. Four of the six participants demonstrated problem behaviors that were in the class of avoiding attention to escape work: quiet, non-participation. Two of the participants with these withdrawn behaviors, Joy and Travis, repeatedly had lower levels of problem behavior than demonstrated by their peers.

Assignment Completion

Overall, participants increased the percentage of assignments completed in at least one of the classes they were failing at the time of the mid-term request for assistance. The increases were not unilateral. While Donovan increased percentage of assignments completed for 2 out of 2 classes, the gains for other participants were more modest. Joy

showed an increase in 2 out of 3 classes. Malcolm and Ricky both showed an increase in 1 out of 3 classes, and Travis showed an increase in his one class.

Some of the participants demonstrated decreases in percentage of assignment completion from pre-intervention to intervention. Joy showed a sharp decrease in percentage of assignments completed, in Algebra, from pre-intervention, 54% to intervention 21%. Another notable decrease in percentage of assignments completed was Ricky in history class dropping from 80% to 67% completion. This mix of increased and decreased percentage of assignment completion may suggest that the intervention was not targeted enough to meet specific content area demands, or the implementation of the intervention, two months shy of the end of an 18-week semester was not powerful enough to have an impact on the rate of assignment completion.

Office Discipline Referrals, Attendance and Social Validity

The reduction in office discipline referrals (ODRs) from one to zero for two participants is socially significant. Administrators and teachers may find that a relatively small reduction in disciplinary action across a small number of students can result in more instructional time (Brophy, 1988; Northwest Regional Educational Laboratory, 2001; Scott, & Barrett, 2004). The relatively small number of ODRs in pre-intervention makes for weak inferences about the effectiveness of the HS-BEP for reducing ODRs.

Small gains in the percentage of school days attended were socially significant. Decreases in latenesses were also socially significant in terms of increasing the amount of time a participant spent in the classroom (Brophy, 1988). However, the slight increase in attendance and on-time behavior was accompanied by an increase in missed classes. This

increase in missed classes was alarming. It was unclear if the pattern of missed classes was congruent with typical patterns of skipping classes or in some way related to the intervention itself. If students were unprepared for a class, could the HS-BP class have acted as a setting event altering the effect of the punishers present for being unprepared (an F, reprimand, etc.) (Michael, 1993)?

Student and teacher perceptions represented a range of scores, not a surprising find. Teachers and student, in general, reported improvements in overall classroom behaviors. Participants did not, and would not be expected to present unilateral improvements in percentage of assignment completion. Standardized testing information was not available on the participants to determine if they were placed in the appropriate level classes. This information would have been helpful in considering improvements, or lack of improvements in specific content areas. Interestingly, for Donovan and Joy, who had low levels of PB during baseline and intervention phases, teachers rated improvements in behavior as moderate, in the 2-3 range. As the CICO component was not fully implemented neither Donovan or Joy carried the card on a regular basis, less than 10% of days in the study. Since there was no discernable shift in trend or level of PB for either participant, it is possible that the infrequent prompts of the CICO card drew the teachers' attention to the student.

The overall ratings in teacher behaviors were low in comparison to the ratings from the descriptive, HS-BEP pilot study. Anecdotally, teachers rated improvements in classroom behavior, organization and percentage of assignment completion much higher during the pilot study. This is not surprising, Fixsen and colleagues have documented the

connection between "good implementation outcomes and good consumer outcomes" (Fixsen, et al., 2005, p. 69).

Additionally perceptions are objective and can be influenced by a range of variables (Hughes, Gleason, & Zhang, 2005; Monroe & Obidah, 2004; Ritts, Patterson, & Tubbs, 1992; Skinner & Belmont, 1993). Teacher perceptions are impacted by cultural perspective, previous encounters with students, and comparisons to peers. Students with withdrawn behaviors may have gone unnoticed prior to participation in the research study making changes in behavior less discernable. Alternatively, the knowledge that a participant was receiving additional academic supports may have biased the teacher towards a more favorable report of improvements in behaviors. All of these considerations make measurement of changes in perception difficult to quantify and substantiate.

Evaluation of both direct and indirect measures present moderate support for the HS-BEP in addressing the main factor for dropping out of school: academic failure. The following sections briefly outline the alignment of the HS-BEP with current approaches in building a case for the critical features of the intervention in this particular study.

HS-BEP and School Retention Literature

In addition to addressing function of the problem behavior, the HS-BEP included elements considered crucial in successful school retention approaches (a) adult feedback and or interaction (Croninger & Lee, 2001; Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kerr & Legters; Lee & Burkham, 2003; McPartland, 1994; Schargle & Smink, 2001; Sinclair et al., 2003; Thurlow et al., 1995), (b) increased

structure and predictability, (Dynarski, 2000; Fashola and Slavin, 1998; Hayward and Tallmadge, 1995; Lee and Burkham, 2003; Sinclair, et al., 2003) and, (c) providing both academic and social supports (Dynarski, 2001; Fashol & Slavin, 1998; Hayward & Tallmadge, 1995; Kemple et al., 2005; McPartland, 1994; Schargle & Smink, 2001; Thurlow et al,, 1995).

The aforementioned characteristics of the HS-BEP were elements evident in the daily routines of the class, separate from the CICO components. The CICO routines of the class were not implemented with sufficient fidelity to establish experimental control. The HS-BEP, without the CICO routines still incorporated some of the critical components of CICO as identified by Crone et al., 2004. For example, the class entrance routine of the HS-BEP allows for a daily one-on-one check in between students and teacher an anchor event in the CICO cycle (Crone et al., 2004). Goal setting and tracking progress skills, two of the seven foundation organizational skills in the HS-BEP curriculum, are very similar to goal setting and progress monitoring of the CICO cycle. While participants on a consistent basis did not carry the CICO card, many of the structural elements of the CICO cycle were present via overlap of the HS-BEP curriculum and daily routine.

CHAPTER V

LIMITATIONS

A major limitation to this research study was fidelity of implementation of the independent variable. The HS-BEP was intended to have two components: academic support in the form of the Academic Seminar class, and social support in the form of the CICO component. The CICO component was implemented with 13%-42% fidelity as measured by the HS-BEP Fidelity Measure (Appendices 4and 5). This limitation severely restricts inferences about the effectiveness of the intervention as a combined academic and social support. Inferences about the effectiveness of the intervention must be made in consideration that it was implemented primarily as an academic support program.

The low implementation fidelity of the Check-In Check-Out component was due to two system-level processes at the host high school: (a) ineffective communication with feeder middle schools and (b) the lack of a universal screening mechanism for current students. Information from the feeder middle schools only indicated a need of additional supports, not the type of supports (academic and or social). This resulted in students being schedule into Academic Seminar as it fit their schedules, without consideration of students' needs. To more efficiently meet student needs, the host high school offered eight different Academic Seminar class periods. Two of the class periods were Academic Seminar with the CICO component. Six sections were without the CICO component. Academic Seminar with CICO was intended for students with higher level of social

needs, (i.e. disruptive classroom behaviors as identified by teachers). Students displaying only organizational and academic needs were to be scheduled in the Academic Seminar sections without CICO.

Without accurate information about the needs of incoming freshmen, students were not accurately placed into the two sections. For example, students with social needs were placed in the sections without CICO. While the same teacher taught both versions of the class (with CICO and without CICO), the classroom model depended upon the entire class completing the CICO processes. This organizational structure emerged during the descriptive pilot study, during the 2006-2007 school year. Students and the teacher involved in pilot study considered the whole class involvement in the CICO process critical to the effectiveness of the CICO component.

Also working against the implementation of the CICO component was the lack of an efficient universal screening protocol at the host high school. Current students requiring additional supports were not identified until the mid-term reports were issued, eight weeks into the school year. Accurate identification of students requiring the HS-BEP occupied a substantial amount of the HS-BEP teachers' time and effort. Again, as students were identified they were scheduled into the section of Academic Seminar that fit their class schedule, not necessarily the section that best met their academic and social needs.

As a solution to the scheduling problems that were associated with lack of student data, the HS-BEP teachers decided that all students in the HS-BEP classes would carry the CICO card. Students requiring only academic supports would self-score, return the

card to the HS-BEP teacher and could opt to take the card home to share with parents/guardian. Students identified as requiring social supports would be required to solicit feedback from teachers, return the card to the HS-BEP teacher, and would also be required to either (a) get the card signed by an adult at home, or (b) identify an adult within the school who would sign the card. Re-organizing the CICO protocols significantly detracted from the implementation of the CICO process.

The dosage of the intervention was another limitation. The HS-BEP Handbook (Swain-Bradway, 2008) recommended the intervention be administered for 45 minutes per day, each day of the school week. Due to scheduling and fiscal considerations at the host high school, the HS-BEP was administered for 45 minutes every other school day. The impact of this limitation is unclear, as the most effective dosage has yet to be empirically documented.

A design limitation was the non-concurrent multiple baseline. A non-concurrent multiple baseline does not control for internal threats to validity as effectively as a concurrent multiple baseline design (Kennedy, 2005). The original research design called for a concurrent multiple baseline. The late identification of potential participants necessitated that participants begin baseline as soon as they were identified and it was established that they met inclusion criterion. Once participants showed a stable pattern of responding they moved into intervention. While participants were able to move into intervention in dyads, the dwindling number of semester days did not allow for distinct separation of each dyads by four or five data points, which would have allowed for phase comparison of baseline and intervention responding within and between individuals. A

concurrent multiple baseline would have provided the opportunity to establish experimental control across participants and phases.

The application of a multi-level model to produce an effect size is another limitation. Swaminathan et al (2009) document limited application of this methodology for effect size estimation using Generalized Least Squares regression analysis to calculate the effect size between two phases combining the two-phase results to build an effect size for the entire single-case study. The effect size measure proposed here utilizes a reduction in parameter variance, R^2 estimate, between phases. This approach is exploratory and warrants support from outside sources.

Implications for Practice and Future Research

The research study presented shows preliminary findings in implementation of the HS-BEP. The direct observation data are the strongest, most convincing evidence that the intervention can effect change in level of academic engagement for participants. The data gathered from the indirect measures are promising, but less convincing; the obvious limitations caution interpreting the results too liberally. The findings do prompt careful consideration in developing and implementing a program of support for high school students at risk of failure.

The first consideration is that by addressing function, teachers may more efficiently and effectively meet student needs. The second consideration is that a host of drop out and school retention studies report similar findings: students achieving academic success sufficient to gain credits and pass classes are more likely to graduate. Meaningful supports for high school students at risk of failure must address their

academic needs. Building reading and math skills are important and may not be enough. Students must be adequately successful to maintain academic engagement.

The last consideration, very much related to helping students stay sufficiently engaged, is two-fold: student needs may be more adequately addressed through explicit instruction, and organizational skills may be paramount for the success of some students. Lenz and Deshler (1998) showed preliminary evidence of the importance of explicit instruction in organization. Their 1998 study investigated the gains made by students with learning disabilities in the general education setting after receiving explicit instruction in organization. As much as 16% of the variance explained was accounted for by reaching fluency in a small number of organizational skills. These findings warrant closer examination.

This research study and the HS-BEP are in infantile stages. Replications of the HS-BEP study could yield results that are more convincing. A study that documented full implementation of the HS-BEP would allow for examination of the program as a whole. The limited fidelity of the HS-BEP intervention in this study severely limits inferences made from the data. The pivotal question is to whether greater effects could be documented by implementing both the Academic Seminar and CICO components.

Future research should also include components analysis to determine the most salient elements of the HS-BEP. As mentioned, the Academic Seminar component provided an adult check-in, a critical piece of CICO cycle (Crone et al., 2004). There is the question of to what degree do students need to connect with adults within the school? Is one "mentor" type relationship within the school setting sufficient to engage students

academically and socially as in the Check and Connect model (Lerh et al., 2005)? The HS-BEP handbook recommends that a socially reinforcing adult teach the HS-BEP class but this recommendation has not been explored empirically.

The features of the daily class-by-class teacher check-ins bear investigation as well. Participants in the pilot and dissertation study reported not soliciting teacher feedback on the CICO card due to the negative feedback from teachers. Some teachers used the CICO card as another venue to reprimand participants for incomplete school work, or problem behaviors. A research study to explicitly evaluate the impact of negative and positive teacher comments for students receiving CICO card feedback would empirically document the importance of positive feedback.

The format of the class-by-class teacher check-ins also needs exploration. Would an on-line, or electronic scoring mechanism for teachers, a process that did not require students approach a teacher to solicit written feedback, be as effective as the traditional paper copy of the CICO card? Empirically supporting the importance, or lack of importance of the brief student teacher classroom interaction, for both students and teachers, would be a valuable contribution to implementation of the intervention as well as resource allocation.

In addition to investigating the most salient features of the HS-BEP, data that documented the necessary level of feature implementation would be invaluable. As written, the HS-BEP recommends a daily check-in and check-out, as part of a 45-minute HS-BEP class. The current study implemented a 45-minute class, every other school day, with an every other day check-in and no afternoon check-out process. Purported effects

should be evaluated in consideration of the dosage of the intervention: effectively the HS-BEP intervention was implemented at half the recommended frequency. An empirical investigation of the minimal frequency and duration of the HS-BEP intervention associated with a change in student behaviors would be helpful in allocating resources and prioritizing student time. Differentiation of effects by student age, grade level and characteristics would also be helpful in prioritizing student time: a clear picture of the students for whom HS-BEP is most effective would allow practitioners and administrators to maximize effectiveness and efficiency of supports.

A future line of study that moves away from implementation and outcomes would be the congruence of teacher and student ratings on CICO card and end of term rating scales. Upon learning self-management skills, are students' self-rating scores more aligned with teacher rating-scales? Another branch of research that could potentially support the conceptual foundations of the HS-BEP would be the ratio of negative to positive feedback received by students at-risk of school failure. The descriptive data may be compelling argument for increasing teacher training and system-wide support of a high school organization that explicitly implements positive academic and social supports, such as SW-PBS. An experimental design that may show an effect in academic engagement and rates of problem behavior congruent with a shift in the ratio of positive to negative feedback would have strong practice and policy implications.

The argument posited in the introduction stands: "traditional" organizational structures and practices in high schools do not meet the needs of all high school students. The prevalence of problem behaviors and drop out in high schools supports the gap

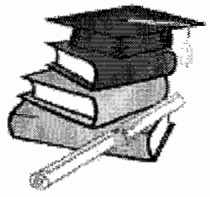
between supports available within the typical high school structure and the needs of students at risk of school failure. The study presented herein presents evidence that through the manipulation of supports, with attention to (a) academic and social needs, and (b) the function of the problem behavior, participants can demonstrate an increase in academic engagement. This finding is a worthwhile and important contribution to school retention literature. To strengthen this argument, the critical features, degree of implementation, adequate measurement of the critical features of the HS-BEP and longitudinal documentation of participant outcomes, require elucidation and convincing documentation. The findings presented here serve as a small step in the development of an effective academic and social support program for high school students at risk of school failure.

APPENDIX A

HS-BEP HANDBOOK

Academic Seminar Plus PRIDE Handbook

Perseverance, **R**espect, **I**ntegrity, **D**iscipline, **E**xcellence



Jessica Swain-Bradway,

University of Oregon

UNIVERSITY
OF OREGON

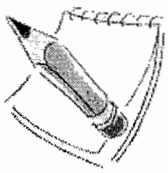


Table of Contents

Academic Seminar Plus PRIDE: A Secondary Level Intervention

Coordinator: Mrs. Brown

1. **Purpose**
    a. To provide a daily check in, class by class checks, and check out with teachers
    b. To provide organizational, social and academic prompts
    c. To establish regular communication with families of students participating in Academic Seminar Plus PRIDE
    d. To build organizational skills
    e. To provide assistance for homework completion
2. **Identification of student participants**
    a. Summer Support
    b. Request for assistance nomination
    c. Student who is failing classes due to missing or incomplete work
    d. 2-3 Office Discipline Referrals
3. **Procedures for participating in the intervention**
    a. What the staff do:
        i. Provide student with a brief, positive welcome, provide rated feedback and positive comment at the end of class.
    b. What the students do:
        i. Checks in and out with PRIDE coordinator every other day, establishes specific academic or social goals, uses the card throughout the day as a prompt, solicits teacher rating at the end of each class period.
    c. What the families do:
        i. Prompts the student to share the PRIDE card, provides positive feedback, signs the card, reminds student to return card to school. The parent does not use the card to correct the student again, but simply uses the card as a tool for starting a conversation about the school day.
    d. What the coordinator does:
        i. Orients student to intervention, manages PRIDE card data, checks in and out with each student every other day, and communicates with staff about student PRIDE card status.
4. **Procedures for training staff, students, family**
    a. Staff training at the beginning of the year with boosters in winter and spring.
    b. Student handbook provides a description of the program
5. **Data system for monitoring student progress**

a. Academic Seminar Plus PRIDE coordinator responsible for PRIDE card data entry (using SWIS-CICO), learning activity grading. All data to be updated once every 48 hours.

6. Decision making cycle

a. Student progress monitoring
    i. Academic Seminar Plus PRIDE coordinator enters and summarizes data for twice monthly Behavior Support Team meetings.
    ii. Guidelines for concern:
        1. Significant departure in PRIDE card points, grades, Office Discipline Referrals, or attendance.

b. Fidelity and effectiveness of secondary level intervention
    i. Behavior Support Team review overall student progress at twice monthly meetings.
    ii. Behavior Support Team completes fidelity check at least twice per year, fall and spring.

The Big Idea

The Academic Seminar Plus PRIDE Card intervention is a secondary level intervention for high school students designed to:

1. Decrease the difficulty of academic task by providing:
    a. explicit instruction in organizational and self-management skills, and
    b. homework completion assistance
2. Increase positive adult interaction and specific behavioral prompts through use of the PRIDE Card, a daily behavior report card.

Academic Seminar Plus PRIDE is for students who are not responding to the universal school-wide expectations, Lancer PRIDE. It is a two-fold intervention consisting of (a) concurrent participation in the Academic Seminar class and (b) participation in a behavioral report card, the PRIDE card. Academic Seminar Plus PRIDE targets freshman and sophomore students who meet the following criteria:

- Student is engaging in problem behavior, but no "crisis" behaviors.
- Improved structure would help student succeed.
- Student may lack organizational skills.
- Student is placed at appropriate instructional level for academic courses (math, reading, history, etc).
- Student is not achieving at least a C in core classes due to lack of, or poor quality completion of: class/ homework, tests, or class projects.

The rest of the handbook outlines the administrative and curricular components of the program. First, some general information about secondary level interventions is provided as a frame of reference.

Secondary Level Interventions

The Academic Seminar Plus PRIDE program builds off the universal school-wide expectations, Lancer PRIDE. The most well implemented universal supports are not always sufficient to address the needs of all students within a school. Often there are small groups of students or individual students who require more intense, individualized supports. Schools implementing School-Wide Positive Behavior Supports (SW-PBS) may find that as many as 15%-13% of the student population require more intense supports in order to be academically and or socially successful

Features of Secondary Level Interventions

Academic Seminar Plus PRIDE is a secondary level intervention that provides an increased level of support for small groups of students considered "at-risk" for negative school outcomes including academic failure and disciplinary problems. Secondary level interventions have the following characteristics:

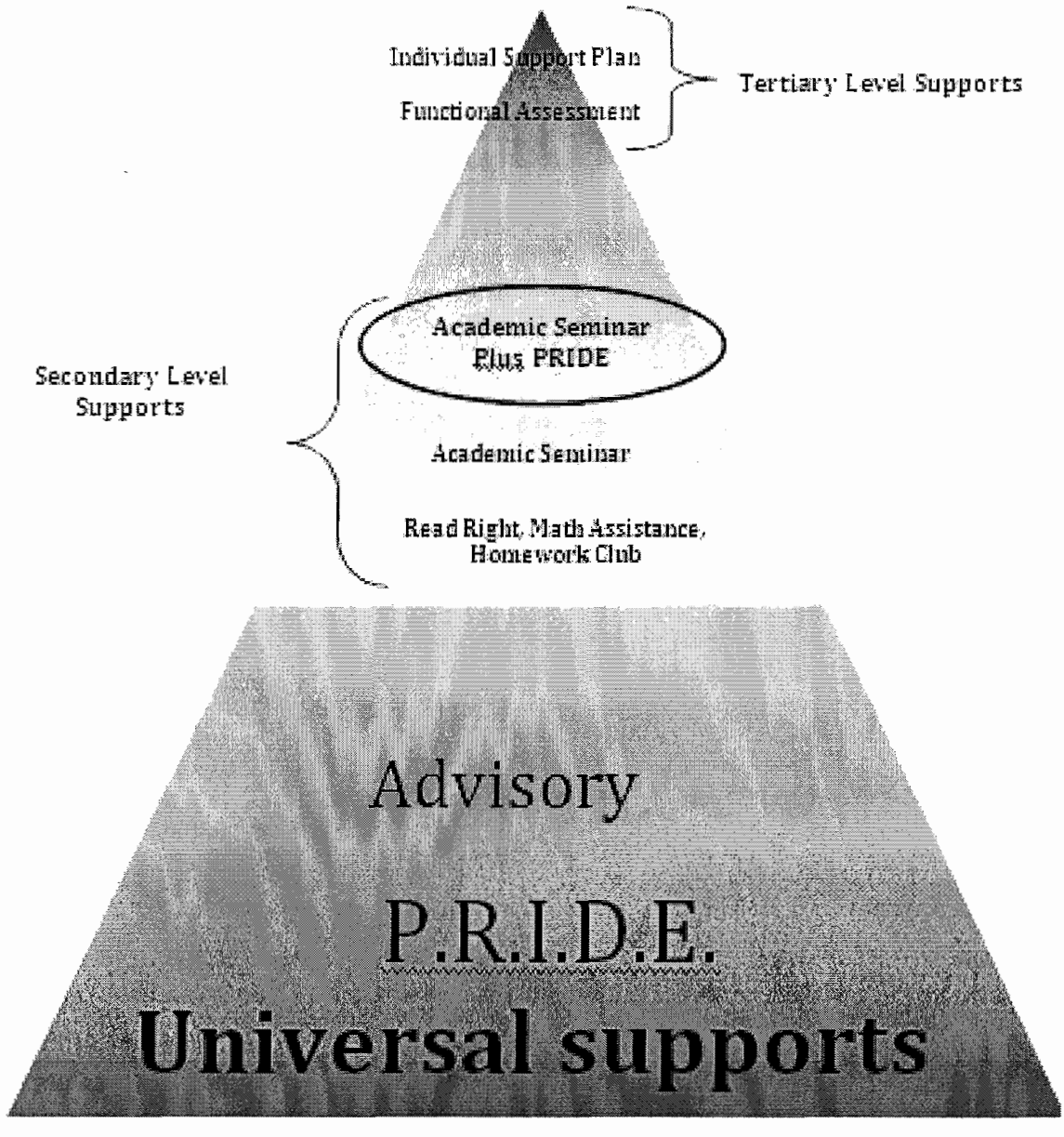
  - Efficient
  - All staff know about the intervention
  - Minimal time investment by faculty / staff
  - System for linking academic and behavioral performance
- Continuously available:
  - Administrative support and intervention components firmly in place within a school
- Skills are explicitly taught, used and reinforced
- System for increasing structure and predictability
- System for increasing positive adult feedback
- System for increasing home / school communication
- Ongoing data collection for decision making

Combining Academic and Social Supports

Alone, the Academic Seminar class targets academic difficulties. Students receive explicit instruction in organizational and self-management strategies, and assisted homework completion to help increase their academic success. Adding the behavior report card, or PRIDE card component, to the academic seminar class provides social supports for students who are also experiencing behavioral difficulties. The combination of academic and social supports is necessary due to the interrelatedness of problem behavior and academic failure. Students experiencing problem behaviors often experience concurrent academic difficulty (McIntosh et al, in press). The combination of these problems increases students' likelihood of dropping at a higher rate than their peers who experience difficulties in either one of these areas (Jerald, 2006).

The subsequent sections of this manual will provide an overview for each of the components of Academic Seminar Plus PRIDE. Following the overview, plans for implementation are presented in an easy to read format, including (a) check lists for student, family, teacher and coordinator responsibilities, (b) lesson plans and (c) examples of student worksheets.

The features outlined serve as a framework for implementation. Teacher should feel free to create learning activities around the critical features of the curriculum outlined in the lesson plans. Behavior Support Teams and or teachers may find the need to make modest modifications to fit school contexts or student needs. Regardless of modifications **the focus of the intervention is to decrease the difficulty of academic task by providing explicit instruction in organizational skills and homework completion while increasing self-management skills and contingent reinforcement from teachers through use of the PRIDE Card.**



Three Tiered Model of School-Wide Positive Behavior Supports

Academic Seminar Plus PRIDE

Introduction

Academic Seminar is a 45-minute period designed to decrease the difficulty of academic tasks through explicit teaching of academic skills and supported homework completion. The overarching goal of the class is for students to become fluent in the organizational and self-management skills required for successful completion of class work, homework, tests, and projects. The relevance and applicability of the organizational skills extend past high school to post-secondary, real-world settings.

As much as possible the scope and sequence of the specific academic skills are organized to mirror Small School (SS) academic demand so the skills learned in Academic Seminar can be applied to general content assignments. The Academic Seminar curriculum focuses on the following academic activities:

- Identification of school-wide expectations, Lancer PRIDE
- Goal setting for academic and social behaviors
- Use and maintenance of a planner or assignment sheet
- Organization and maintenance of notebooks, backpack
- Test taking / study strategies
- Creation of a Graduation Plan
- Use of school based technology (emails, web pages, etc)
- Tracking assignment completion and grades

The learning activities in Academic Seminar focus on teaching students how to organize and prioritize academic tasks. A Daily Entry Task at the beginning of each Academic Seminar class period orients the students' academic efforts for the 45-minute class period and helps them prioritize tasks for work completion after school or the next day.

The PRIDE card is an additional component deigned to increase the structure and support of Academic Seminar. The PRIDE card is for students who are engaging in more intense "at risk" behaviors that result in an office discipline referral (i.e. skipping class, repeated class disruptions, repeated latenesses, etc). The PRIDE card is a behavioral report card that students use to remind them of their social behavioral goals and provides a schedule for recruiting teacher feedback. Students begin their day checking in with a positive, supportive adult. Throughout the day they receive positive, written feedback from their classroom teachers contingent on demonstration of school-wide expectations. The PRIDE card concurrently functions to remind teachers to "catch" students engaging in positive behaviors and provide feedback acknowledging the positive behavior. The PRIDE card is embedded into the daily classroom protocol of Academic Seminar. Depending on the level of students' social needs they can participate in Academic Seminar *with or without* the PRIDE card component.

The following sections will provide the critical features of (a) enrollment criteria, (b) curricular materials for Academic Seminar Plus PRIDE, (c) teacher, student, and parent responsibilities, and (d) fading and follow-up procedures.

Academic Seminar Plus PRIDE Enrollment Criteria

Teacher input into the identification process is critical to accurately assess a student's present level of academic and social performance within the classroom setting. The screening process for Summer Support, marked by high levels of teacher input, provides adequate information on students' academic and social needs. Freshman students nominated for, or participating in the Summer Support intervention, are considered for participation in Academic Seminar Plus PRIDE.

During the school year teacher requests for assistance are the primary means of identifying freshman or sophomore students at risk of class failure. Grade level counselors may also make nominations based on review of mid-term or progress reports. Academic Seminar Plus PRIDE most effectively meets the needs of students displaying the following characteristics:

- Student is engaging in problem behavior, but no "crisis" behaviors:
  - Occasionally skips class
  - Talking during teacher instruction
  - Failure to complete homework, class work, class projects
- Improved structure would help student succeed.
- Student may lack organizational skills:
  - Notebook, backpack is disorganized.
  - Student often misplaces or can't find assignments
- Student is placed at appropriate instructional level for academic courses (math, reading, history, etc).
- Student is not achieving at least a C in core classes due to lack of, or poor quality completion of: class/ homework, tests, or class projects.
- Student responds positively to at least one adult in the school.

It is important to note that students displaying **high risk** behaviors will not adequately have their needs met by Academic Seminar Plus PRIDE alone. Student supports to address high risk behaviors should include:

1. consultation from district behavior support specialist,
2. a functional assessment, and
3. cohesive supports provided by a number of faculty and staff within the school setting as well as parental/guardian involvement.

High risk behaviors that require immediate, cohesive supports include the following:

- substance abuse,
- high rates of skipping class and or school (more than 3 times per week),
- violent or aggressive behaviors (such as hitting other students, verbal harassment including sexually explicit language, etc),
- suicidal comments or suggestions

Identification Protocol: Secondary Level Support

1. Students entering High School at the ninth grade level with a recommendation for participation in Summer Support are considered priority for participation in Academic Seminar Plus PRIDE.

2. Students displaying a need for additional academic or social supports during the school year *must be nominated in writing* by teacher, counselor or administrator.

3. Nominating adult must complete a request assistance for the student in question.

4. The request for assistance goes to a designated school counselor, who is part of the Behavior Support Team.

5. The counselor will compile academic, attendance, discipline records, and IEP status information for the student(s) needing additional supports.

6. The Behavior Support Team will hold meetings every two week to review requests for assistance.

7. During the review, the Behavior Support Team will determine the level of support required and begin the home contact / student orientation process. *Level of support includes the available interventions currently in place at High School*:
    - Homework Club
    - Read Right
    - Math Support
    - Academic Seminar
    - Academic Seminar Plus PRIDE
    - Individual student contract

8. A contact person is established for the student and family. If the student is on an IEP, the contact person is the case manager. If the student is not on an IEP a member of the Behavior Support Team becomes the contact person for the family and student.

See Flow Chart of Identification Process, page 12.

Student needs dictates the intensity and type of supports provided. See table below for general guidelines. **PLEASE NOTE** ***school personnel and family input is critical for making decisions about the most appropriate intervention for meeting student needs.***

High School,
Summary of student needs, supports available, and information needed

Student needs	Supports available	Information needed
Academic need only: • Failing 2-3 classes based on missing or incomplete work	• Homework Club • Academic Seminar	• Completed Request for Assistance • Grades / Progress Reports • Attendance records
Academic need: • Failing classes due to lack of skills, placement change an option.	• SPED referral	• Completed Request for Assistance • Grades / Progress Reports • Attendance records • IEP status • Academic Testing information: Reading, math, etc.
Academic and behavioral need: • Failing 2-3 classes based on missing or incomplete work • 1-3 office discipline referrals	• Academic Seminar *Plus* PRIDE	• Completed Request for Assistance • Grades / Progress Reports • Attendance records • IEP status • Academic Testing information: (reading, math, etc.) • Office discipline records
High Risk needs: • High risk behaviors requiring immediate assistance and multiple supports	• "Wrap-around" support organized by school counselor	• Completed Request for Assistance • Grades / Progress Reports • Attendance records • IEP status • Academic Testing information: Reading, math, etc • Office discipline records • Mental / physical health assessments –or- Physician report

Request for Assistance

Student _____ Date _____

Grade _____ SLC _____

Referral submitted by: _____

1. Student strengths: _____

2. Is the student qualified for Special Education Services? Y N

3. How many days has the student been suspended this year? _____

4. Please give an estimate of student's academic progress in your classroom:

   _____ (class work)

   _____ (homework)

   _____ (test average)

Problem Behavior(s): Identify Top 3 Most Problematic Behaviors

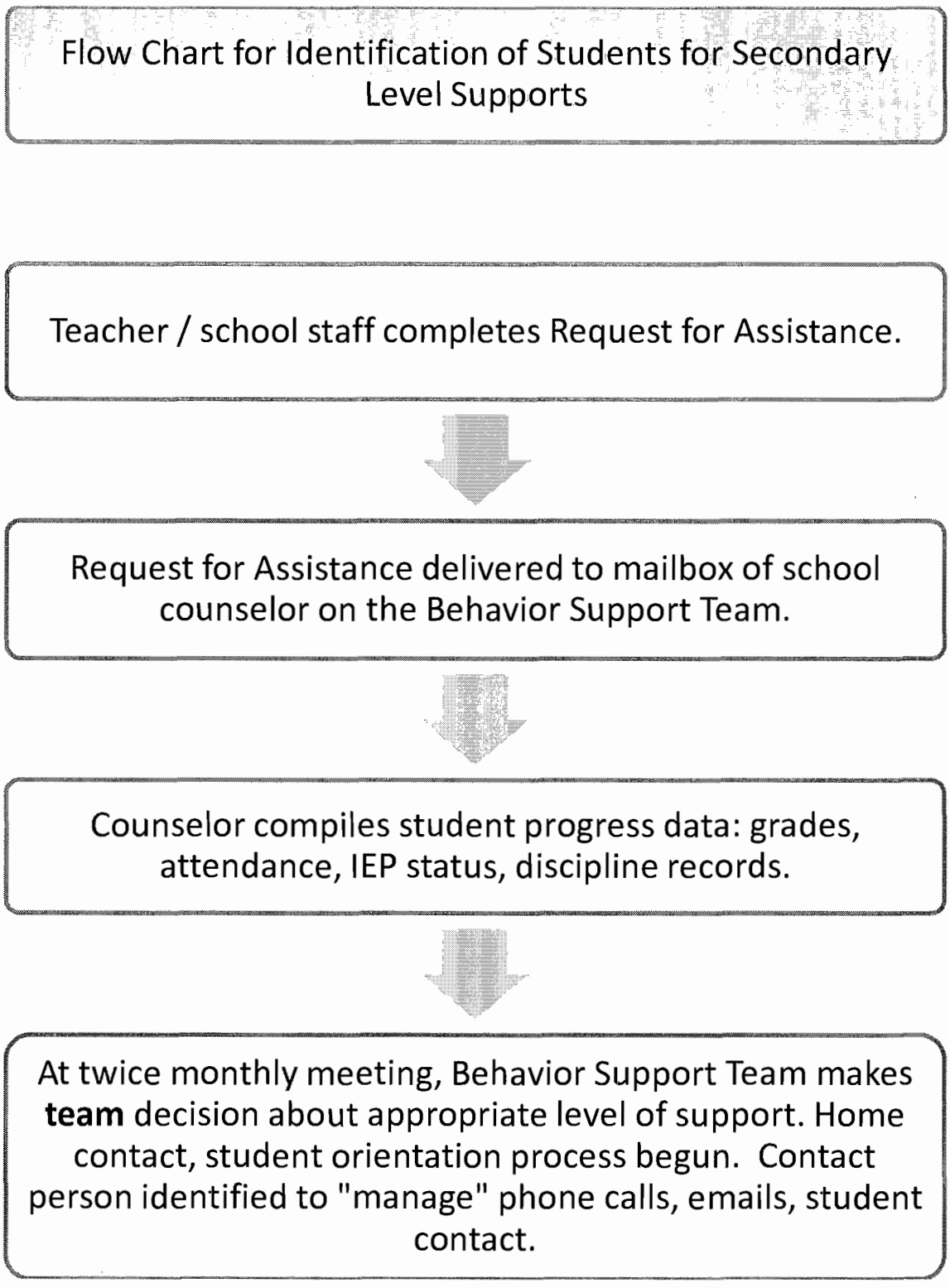
___ Tardy	___ Fight/physical aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal harassment	___ Incomplete work	___ Other _____
	___ Verbally inappropriate	___ Self-injury	

What have you tried ? _____

How has it worked? _____

Why do you think the behavior(s) keep happening? _____

Loman, & Swain-Bradway, 2007


Flow Chart for Identification of Students for Secondary Level Supports
Teacher / school staff completes Request for Assistance.
Request for Assistance delivered to mailbox of school counselor on the Behavior Support Team.
Counselor compiles student progress data: grades, attendance, IEP status, discipline records.
At twice monthly meeting, Behavior Support Team makes **team** decision about appropriate level of support. Home contact, student orientation process begun. Contact person identified to "manage" phone calls, emails, student contact.

Post Nomination

1. After appropriate supports are determined the contact person makes initial contact with the student and parents/guardians. The student and family is notified of the nomination and a meeting will be scheduled, a phone conference is appropriate if the family's work schedule is an obstacle to meeting during school hours. The meeting will include positive language to explain:
    a. The reason for the request for additional assistances.
    b. The school supports determined by the Behavior Support Team as a best match for student needs.
    c. The daily procedures of the school support (what it is, how the student participates, etc.)
    d. A student contract for participation is completed.
    e. Parental / guardian input and consent for participation is obtained.

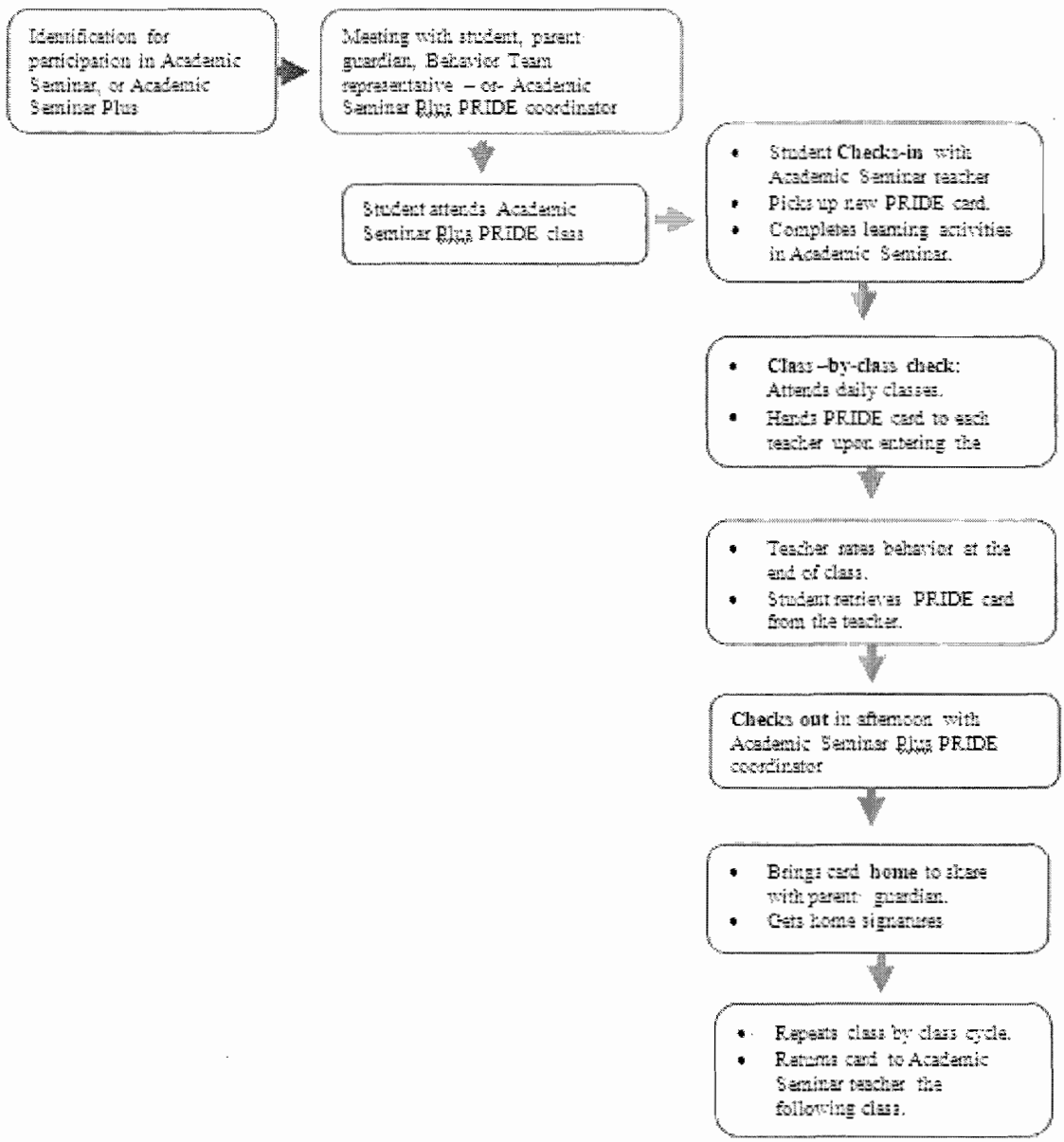
2. The Behavior Support Team, student and family member(s), will make a team decision about the level of assistance most appropriate to meet the student needs.

3. Within three weeks of the request for assistance the student will start Academic Seminar, Academic Seminar Plus PRIDE, additional academic assistance (Read Right, Math Support, Homework Club, etc.), or an individual contract depending on documented needs.

4. The full orientation for student participants will be the responsibility of the individual intervention coordinators. For example, the Academic Seminar Plus PRIDE coordinator will provide student participants with explicit instruction in the daily protocols of Academic Seminar Plus PRIDE.

Academic and Social Support Cycle

Once the student has been identified for additional support in Academic Seminar Plus PRIDE, and completed the orientation process, she / he can begin participating in Academic Seminar Plus PRIDE. The following graphic models the cycle of participation:



Setting, Tracking and Rewarding Academic and Social Goals

School-wide expectations

Explicit instruction in the school-wide academic and social expectations is the foundation for the Academic Seminar Plus PRIDE program. The academic and social skill building organized within the Academic Seminar Plus PRIDE curriculum ***requires that students have a working knowledge of the behaviors that exemplify the Lancer PRIDE school-wide expectations.***

PRIDE Card and school-wide expectations

When students have developed fluency in identifying examples and non-examples of school-wide PRIDE expectations they can begin setting specific goals that will function to remind and guide them in meeting school-wide expectations. The PRIDE card gives students the opportunity to work towards personal goals and receive feedback on meeting these goals. Step by step responsibilities for student, teacher and PRIDE coordinator are outlined in the "PRIDE Card Responsibilities" section.

Setting Goals

Setting social and academic goals is the basis for developing self-management skills in Academic Seminar Plus PRIDE. Students need to increasingly gain (a) awareness of their own behaviors, and (b) build skills to manage their behaviors more effectively in the school setting. The goal for PRIDE card for all students is to earn at least 80% of their daily points by following school-wide rules. How each student achieves this goal is entirely dependent upon the individual student. Individual students may need to work on a range of school behaviors, including but not limited to:

- Arrive to class on time
- Increase homework completion
- Decrease talk-outs
- Utilize the teacher web-sites to stay appraised of work completion

Explicit modeling and practice is necessary to help students identify "problem" behaviors and create action plans for reducing these behaviors. As an example, students may identify "talking during class" as a problem behavior. Their action plan can include: (a) moving their seat, (b) asking the teacher for non-verbal reminders, or (c) writing themselves a note in their planner or on the PRIDE card to stay quiet during class. Goal setting lesson plans and activities are included in the "Lesson Plan" section.

Students require intensive practice of the goal setting activity to achieve mastery. The teacher needs to provide weekly Daily Entry Tasks that review the Goal Setting process. A full review of the Goal Setting activity and previous goals should take place every two weeks. It is important that students understand the connection between meeting their specific daily goals and earning points on their PRIDE card. **The**

academic and social behaviors students target for their action plan are the "steps" necessary for achieving 80% of their PRIDE points.

Tracking Goals

Students can earn rewards for earning 80% of their PRIDE card points over a span of two or more consecutive days. In order to receive rewards commensurate with student achievement, it is important to track the number of days students meet the 80% PRIDE card criterion. For example, a student that has achieved 20 days at 80% of PRIDE car points earns a higher valued reward than a student who has achieved 3 days at 80%. Reward details are more thoroughly explained in the following section. The remainder of this section is focused on how students and the Academic Seminar teacher can keep track of daily PRIDE card data.

Tracking daily PRIDE card points is critical for building skills and fluency in self-management strategies. The Academic Seminar curriculum provides a lesson for instruction and practice on how to graph data, using a spread sheet program. Once students build fluency in graphing data, the responsibility for data entry shifts from the teacher to the student. Student data entry is an appropriate classroom activity when:

- Students have achieved fluency in graphing,
- During the second half of the semester,
- After the core academic skills have been taught,
- When students are spending a majority of their classroom time engaged in (a) brief skill reviews and (b) homework completion sessions.
- Once students are consistently achieving close to 80% of their PRIDE card points.

If the Academic Seminar teacher is using the Check –In Check Out application within the School-Wide Information System (SWIS-CICO) to enter data she/he should print a copy of each student's graph on a weekly basis. The student is responsible for:

- Reviewing the graph each week,
- Identifying the days at 80%,
- Identifying the days below 80%,
- Using the data to create bi-monthly goals and action plans,
- Keeping track of the total number of days at 80% for "cashing in" rewards
- Keeping the updated graphs in a notebook for reference.

Again, the Academic Seminar teacher must explicitly teach students how to identify data points above and below 80%, how to use the data for creating goals and action plans, and how to track 80% days for rewards. Lesson plans for goal setting are included in the *Teacher Plans* section of the handbook.

Rewards

Tracking student PRIDE card progress is an essential component for systematic and contingent reinforcement for appropriate school behaviors. Students participating in Academic Seminar Plus PRIDE have more than likely encountered repeated academic and social difficulties in the school setting. Explicit instruction in the academic skills outlined in the Academic Seminar Plus PRIDE curriculum helps build their capacity for meaningful task completion. Increased reinforcement of their positive efforts in the classroom is equally critical in helping them achieve success and reducing at-risk behaviors. ***Positive verbal and written teacher feedback is the foundation for motivating student engagement.*** Providing tangible rewards for appropriate school behaviors helps students connect their behaviors with positive school-based outcomes.

As students meet their PRIDE goals they will receive social and or tangible rewards to further encourage their efforts. Every effort should be made to (a) solicit student feedback on the types of rewards they find appealing, and (b) develop social rewards that increasingly link students to positive peers, teachers, or school events.

Initially rewards may need to be given more frequently to shape positive student behaviors. Students may need rewards for simply remembering to solicit teacher scores, or return the PRIDE card each day. As students gain fluency in the daily PRIDE card cycle rewards should be reserved for meeting the 80% criterion.

A rewards protocol can further encourage the development of self-management skills. Self managed data tracking and rewards bank (a) requires individual students keep track of the number of days they earn 80% of their PRIDE points and, (b) allows students to make decisions about how frequently they need rewards. As students meet the 80% criterion they can "cash" in their days, or they can "bank" them for larger rewards. One or two days a week should be designated "cash in" days to limit the number of days the class must dedicate time to reward distribution. For example, the last days of each week can be designated as a "cash in" day. The Academic Seminar teacher can reserve the last 10 minutes of class for students to receive rewards. The Academic Seminar teacher and individual students should keep a record of the rewards earned to document progress. The rewards records can be noted on individual student graphs, goal sheets, or in student planners.

Each Academic Seminar Plus PRIDE class will take the first week of class to develop their own rewards bank with the assistance of the Academic Seminar teacher. Again, individual student graphs or student planners can be used to track 80% days. The method of tracking daily points and cashing in for rewards may vary slightly by class but the emphasis of the process is to consistently encourage self-management skills.

REWARDS BANK

1- Keep track of the days you make 80% of your PRIDE points, or your "money days" in your planner.
2- Work to make the money days continuous, or in a row. For example: Monday, Tuesday, and Wednesday at 80%.
3- Know how many days you need at 80% to get the reward of your choice.
4- When you have banked the number of money days required for the reward you want politely notify the Academic Seminar teacher during the last 10 minutes of class.
5- When the teacher has time to talk with you about your reward you can:
    a. Pick from the rewards that match your number of money days, or
    b. Chose a reward from any of the lower levels.

MONEY DAY$ **(Days at 80%)**	∞ **REWARDS** ∞
2	• Capri Sun • Granola Bar
3	• Work quietly with peer on homework (during homework sessions only). • Churchill Lanyard • Pack of gum
5	• Pop Corn with a friend and Academic Seminar teacher • Coffee card
7	• Choice to use class room computer for assignment
10	• Lunch with Academic Seminar teacher
14	• Two coffee cards
18	• Churchill T-Shirt
23	• Lunch paid for by the school
30	• Reduced / free tickets to school sporting event, dance, etc. • Pizza party for your Academic Seminar Class

Fading, Follow-up, and Exit Criteria

Fading PRIDE Card

Careful fading of social supports increases the likelihood that students will continue to utilize self-management skills. Once students are reliably meeting 80% of PRIDE card points for a minimum of 30 continuous days the Behavior Support Team and Academic Seminar Plus PRIDE coordinator will plan to fade supports. The fading process begins with the PRIDE component. The Behavior Support Team will determine if fading the PRIDE card is appropriate by reviewing the following data:

- PRIDE card point totals for the previous 30 days minimum,
- Grades / progress reports
- Attendance, and
- Office discipline records

Teacher agreement Level

If the team determines that the student is making satisfactory progress in the above areas the student will graduate to the teacher agreement level of the PRIDE card. On the teacher agreement level, students will:

- Attend Academic Seminar and carry a PRIDE card,
- Check in and out with the Academic Seminar teacher and carry a PRIDE card,
- Self-score their class by class performance.

Teachers sign the PRIDE card if they agree with the self-rating. If they do not agree, they will circle the score they would have, provide positively phrased feedback, and then sign the card.

Independence Level

After three weeks of self-scoring at 90% agreement with teacher perceptions the student can move to independence level. Accurate self-scoring is defined as scores that do not require teacher modifications that *lower* their daily class room scores. At independence level, the student will:

- Attend Academic Seminar and carry a PRIDE card,
- Check-in and out with the Academic Seminar teacher,
- Self-score their class by class performance,
- They will not check their scores with the classroom teachers,
- Report their scores to the Academic Seminar teacher during afternoon check-out.

The Academic Seminar teacher will send weekly emails to the student's teachers to check in with the student's progress in their respective classrooms. Teachers should note any major behaviors that are interfering with classroom success. In order to move off PRIDE card completely the weekly email checks should be 100% positive for a minimum of three weeks.

If teachers have concerns about social behaviors the student can stay at independence, move to teacher agreement level, or, if the behaviors are increasing in frequency / intensity, the student may need to return to participating fully in the PRIDE card.

Once the student moves through both phases of fading successfully by (a) self-scoring with 90% accuracy for three weeks, and (b) self-scoring with 100% positive teacher weekly email checks for three weeks, the Behavior Support Team will review the student records and decide if the progress warrants complete termination of the PRIDE component.

Fading Guidelines for PRIDE Card

PRIDE card Level	Fading criteria	Student responsibilities	Academic Seminar teacher responsibilities	Class room teacher responsibilities
Full PRIDE Card	30 continuous days at 80% of PRIDE points	• Carry PRIDE card. • Solicit teacher feedback for each class	• Provide morning check-in • Provide afternoon check-out	• Provide scores / comments each period
Teacher agreement	3 weeks of 90%+ agreement with teacher	• Carry PRIDE card • Self-score • Solicit teacher feedback for each class	• Provide morning check-in • Provide afternoon check-out • Check if student self-scores are in agreement with teacher scores	• Check student self-score: • Initial card if in agreement • Provide your score in a different color pen if you do not agree with student score and then initial. •
Independence	3 weeks of 90% positive teacher email feedback	• Carry PRIDE card • Self-score • Share PRIDE card with Academic Seminar teacher one a week	• Provide morning check-in • Provide afternoon check out • Email teacher weekly for feedback on student progress	• Respond to weekly emails from Academic Seminar teacher. • Indicate if you have concerns about student performance,

Exit Criteria from Academic Seminar

Academic Seminar is a semester course for credit. Early exit is not permitted. Following the fading protocol, outstanding progress in PRIDE card points for a period of 30 days should prompt the Behavior Support Team to initiate the fading process of the PRIDE card component only. The student will continue to participate in Academic Seminar. If at the end of the semester the student has shown marked improvement in their (a) grades, (b) attendance, (c) office discipline records, and (d) PRIDE card points, the Behavior Support Team will determine if continuation in the course for the following semester is necessary.

Marked improvement is defined very differently for individual students. A general guideline is to consider if the student's academic and social behaviors are within the "average" range. Parents/guardians should be notified of the pending decision and encouraged to provide input. Behavior Support Teams should ask the following questions to determine if a student is ready to exit the program completely:

Student progress question	Status	Decision
1. Is the student in danger of failing any classes?	Yes	Student should stay in Academic Seminar Plus PRIDE, additional supports may be necessary.
	No	Fading may be appropriate, in consideration of all other student progress data.
2. Is the student engaging in problem behaviors that result in (a) removal from class or (b) office discipline referrals?	Yes	Student should stay in Academic Seminar Plus PRIDE, additional supports may be necessary.
	No	Fading may be appropriate, in consideration of all other student progress data.
3. Is the student's attendance within "average" limits, at or under the maximum limit for the semester?	Yes	Fading may be appropriate, in consideration of all other student progress data.
	No	Student should stay in Academic Seminar Plus PRIDE, additional supports may be necessary.
4. Is the student attending classes regularly?	Yes	Fading may be appropriate, in consideration of all other student progress data.
	No	Student should stay in Academic Seminar Plus PRIDE, additional supports may be necessary.

Follow Up

It is important to adhere to a follow-up protocol for students who have (a) faded off PRIDE card and (b) exited Academic Seminar Plus PRIDE completely to ensure continued satisfactory academic and social progress. The following suggestions will help ensure students do not get "lost" when not enrolled in the Academic Seminar Plus PRIDE program.

1. The Behavior Support Team / Academic Seminar teacher will keep a list of:
    - Students who have faded from the PRIDE card
    - Students who have exited Academic Seminar Plus PRIDE.

2. Once a month, a Behavior Support Team member or school counselor will monitor academic and social success of these students using a four week progress report, midterm reports and SWIS records (discipline data).

3. If a student is not making adequate progress, the student will meet with the Academic Seminar teacher and begin PRIDE card / Academic Seminar participation within a week of identification through the records review:
    - Failing classes,
    - Office discipline referrals,
    - Skipping classes / lack of attendance

4. If students continue to make adequate progress monthly phone calls, emails, or letters will be sent home in recognition of the student's accomplishments.

Data Collection, Review and Use for Decision-Making

Data-based decision making is one of the most critical components of any school-based intervention. Using data to make administrative or instructional decisions (a) protects students from arbitrary decisions, (b) streamlines the decision making process and, (c) provides documentation for staff and administrative decisions.

Data Collection

Each step of the Academic Seminar Plus PRIDE program requires collection, review and analysis of relevant data. The following table summarizes the sources of relevant information, recommended schedule of collection, and responsible parties.

Academic Seminar Plus PRIDE Phase	Information needed	Schedule of collection	Person(s) responsible
Program Decisions			
Identification	• Nomination form • Grades / academic testing results • IEP status • Office discipline records • Attendance	Once, after student is nominated by staff	Counselor
Rewards	Daily PRIDE card points	Every 48 hours	Academic Seminar Plus PRIDE teacher
Fading / Program modifications	• Semester grades (mid terms, progress reports) • Attendance records • Daily PRIDE card points	Twice each month	Academic Seminar Plus PRIDE teacher
Student progress			
Daily Progress	• Grades on learning activities in Academic Seminar class • Daily PRIDE card points	• Every 48 hours • Every 48 hours	Academic Seminar Plus PRIDE teacher
Monthly Progress	• Semester grades (mid terms, progress reports) • Attendance records	• Every four weeks • Every four weeks	Academic Seminar Plus PRIDE teacher

Reviewing Data

After classroom and school wide data collection responsibilities are established the Behavior Support Team will meet twice a month to review student progress data and determine if the intervention is having the desired effect: increasing positive academic and social outcomes for participating students. The data review should yield the following information for program and individual decision making:

- The overall number of students:
  - Making academic and social gains.
  - Not making academic and social gains.
- The areas in which students require more support:
  - Academic
  - Social

Guidelines for reviewing data
• Classroom performance and PRIDE card data must be updated and reviewed within 48 hours by the Academic Seminar Plus PRIDE teacher
• Academic and social data must be reviewed twice monthly by the Behavior Support Team.
• After students have faded from PRIDE card / Academic Seminar Plus PRIDE academic and discipline data must be reviewed on a monthly basis by Behavior Support Team member or school counselor.

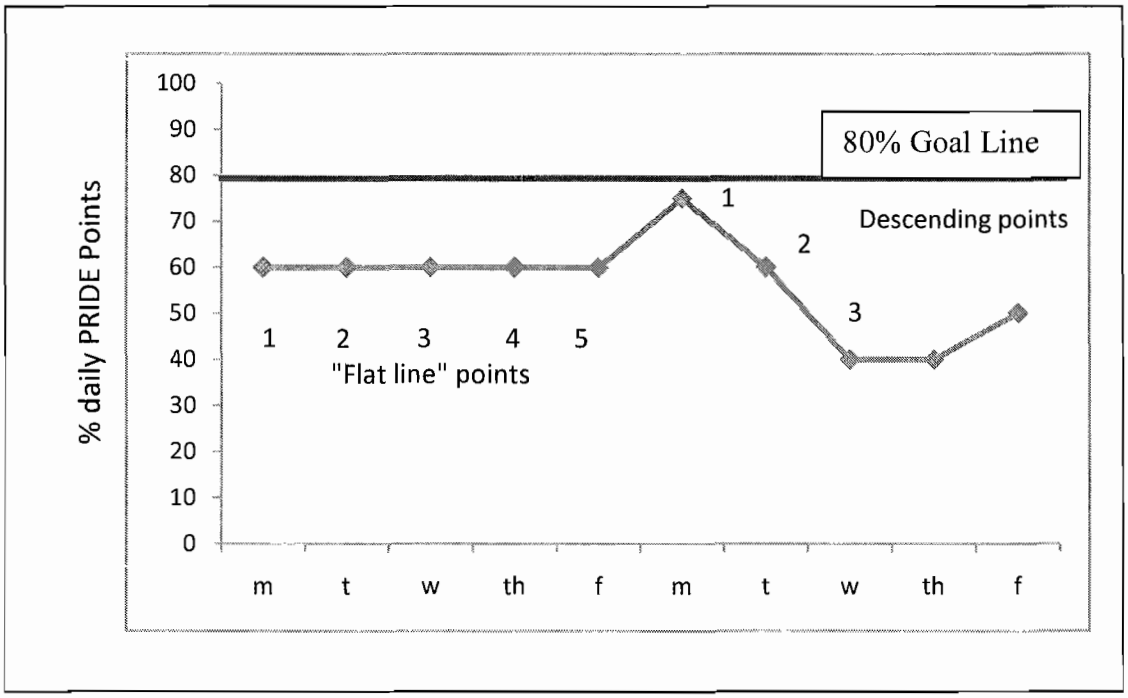
Data for decision-making

For students already participating in Academic Seminar Plus PRIDE, data-based guidelines are necessary for decisions regarding (a) fading supports, (b) exiting the program and (c) modifying supports. It is important that all stakeholders are aware of the guidelines. To the greatest extent possible, adolescent students should be involved in making decisions about their participation in the intervention. Sharing progress data and establishing clear expectations for fading, exiting, and modifications increases predictability of the intervention.

Guidelines for fading and exiting are discussed in the *Fading, Follow-up, and Exit Criteria Section.* The following guidelines are student progress indicators that should prompt (a) a re-evaluation of student participation, and (b) consideration of program modifications.

Guidelines for decision to modify program
• Five consecutive data points under the 80% goal line that make a flat line or three consecutive descending data points are cause for concern and should prompt a re-evaluation of student progress. (See Olivia B. graph for example of flat line and descending data points).
• Mid-term reports or four –week progress reports that show an increase in classes earning a D or F.
• Teacher feedback that a student is having escalating or increasing levels of inappropriate behaviors in their classroom.
• Student is not attending school at a rate that puts them in jeopardy of violating the district attendance policy.
• Student is skipping class(es) at a rate that puts them in jeopardy of failure or office discipline referral.

Example graph of flat line and descending data points.



If the twice monthly data reviews indicate wide-spread lack of success (more than 15-10% of participants not meeting academic or social goals) the Behavior Support Team must determine if (a) the Academic Seminar Plus PRIDE program is being implemented with fidelity, or (b) participating student needs exceed the level of supports available in Academic Seminar Plus PRIDE.

- To determine the fidelity of implementation: a Behavior Support Team member should complete a fidelity check (see Academic Seminar Plus PRIDE Fidelity Evaluation in appendix).
- To determine if student needs exceed level of supports: academic testing levels, student and teacher feedback should be compiled by the Academic Seminar teacher.

Modifications

Based on the data review, modest modifications to academic or social supports may be necessary increase student success. Many program modifications can be made within the context of the Academic Seminar classroom by the Academic Seminar teacher: the critical features of Academic Seminar Plus PRIDE program have been found to be essential for maximizing student success. The Academic Seminar Plus PRIDE teacher may need to intensify the frequency or duration of instruction. Depending on the level of student needs, modifications *outside* of the Academic Seminar program may be necessary to adequately address student needs. Modifications decisions should carefully consider the specific behaviors that require additional supports.

Teacher and student input are critical into the modification process. Because modifications individualize the program for a specific student, *any information about the reason for lack of success is helpful in ensuring that modifications* ***match*** *student need.* All modification decisions should take into consideration:

- Student's current level of academic and social performance,
- Student's input on why she/he is not being successful, and
- Teacher feedback on student's strengths, weaknesses, and reason for the lack of success.

Some possible modifications matched with reason for lack of success:

Reason for lack of success	Possible modifications
Student lacking basic reading / writing / math skills.	• Target "weak" areas for support in Academic Seminar. • Peer tutoring within Academic Seminar class. • Adding supplemental reading / writing / math courses to student's schedule.
Student not completing daily Academic Seminar learning activities.	• Target "weak" area on goal setting. • Re-teach / review activities. • Increase motivation (more frequent / more meaningful rewards).
Student not completing part of the daily PRIDE card cycle (check-in, class by class check, check-out, home signature).	• Target "weak" area in goal setting. • Re-teach / review the daily cycle. • Increase motivation for completing entire cycle (more frequent / more meaningful rewards)
Student has high risk needs.	• Increase level of supports across school day. * Requires individualized, function based supports.

Training staff & Orienting students

Staff Training

All faculty and staff must have familiarity with the Academic Seminar Plus PRIDE program to ensure that they (a) utilize the request for assistance (b) accurately complete the PRIDE card, and (c) know who to contact with student updates. General staff training on the PRIDE card will take place at the beginning of the school year with boosters in winter and spring. The *PRIDE Card – Class by Class Check* matrix and *Academic Seminar Summary Sheet* will be presented to staff during the initial training and boosters.

Big Ideas for Staff Training

- There is a strong relationship between students' academic successes and problem behavior.
- Students at risk of academic failure benefit from increased structure and encouragement.
- The PRIDE card reminds students of the school-wide expectations and personal goals.
- The PRIDE card reminds teachers to "catch" these students following the school-wide expectations.

- The amount of specific, positive verbal feedback students receive during the course of the day is very important in supporting their successes.
    - Recent brain research suggests that adolescents need more reinforcement than adults to acquire similar skills.
- The PRIDE card should take minimal time to score, add the positive comment, and sign.
- The student benefits are worth the time it takes to provide written feedback and maintain contact with the Academic Seminar Plus PRIDE teachers.
- Frequent communication about class activities helps the Academic Seminar teachers to provide relevant academic supports.

Individual Teacher Contact

During the first week of a student's participation in Academic Seminar Plus PRIDE, the Academic Seminar teacher will send a generic email to all of the student's teachers to let them know the student is receiving additional supports. This notification will include brief reminders (see example):

1. Student and teacher responsibility summaries
2. Contact information for the Academic Seminar Plus PRIDE teacher
3. A prompt to make classroom materials available to the Academic Seminar Plus PRIDE teacher.

Dear Mr. Horner, I am pleased to let you know that Arleen A. is enrolled in the Academic Seminar Plus PRIDE class. This email is a brief reminder of participation responsibilities.

- Students bring PRIDE card to each class, hand the card to teacher when they enter the room, retrieve PRIDE card at the end of class.
- Teachers provide a numeric score, **positive** written comment and initial the PRIDE card each class period.

Academic Seminar provides instruction in specific study skills and homework completion assistance while helping students track their classroom behaviors using the PRIDE card.

I am available by email every school day if you have questions or concerns regarding the PRIDE card use and student updates. Relevant student support is linked to frequent teacher communication. The more I know about classroom activities the more I can tailor academic supports. Please feel free to leave worksheets in my mailbox or send me the link to your online classroom resources.

Thank you so much for supporting your students! Ruth Harry, Academic Seminar Plus PRIDE teacher

Orienting Students

The initial orientation for Academic Seminar will take place during the placement meeting with student, Behavior Support Team representative, parent/guardian. The student will be given a copy of the *Academic Seminar Plus PRIDE Student handbook.*

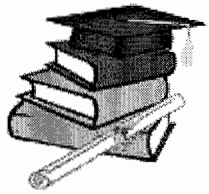
Once the student begins attending Academic Seminar, the teacher will be responsible for teaching the student classroom protocols for (a) academic activities, and (b) PRIDE card completion.

Training Academic Seminar Instructors

Teachers who are assigned to instruct the Academic Seminar Plus PRIDE classes must be familiar with (a) the administrative and curricular components of the handbook, and (b) the underlying big ideas. Teachers must keep in mind that the intention of the program is to proactively increase structure and adult feedback that is focused on students' adherence to school-wide rules.

This handbook presents guidelines for implementation of critical features of the program, from nomination to fading. These features have been found by the current Academic Seminar Team to be essential for maximizing students' academic and social success. Modifications to meet individual or group needs are appropriate. However the classroom guidelines, presented in the *Teacher Plans* section of the handbook should be adhered to consistently regardless of modifications.

Academic Seminar
Teacher Plans



1. **Class room guidelines**
2. **Curriculum scope and sequence**
3. **Lesson plans**
4. **Student work sheets**

Classroom guidelines for the Academic Seminar Classroom

The Academic Seminar Plus PRIDE class is designed to support the academic organization and social needs of students demonstrating secondary level problem behaviors. The curriculum provides explicit instruction in organizational skills while the PRIDE card adds structure and systematic adult feedback to the students' school day. The daily classroom protocols must (a) maximize instructional time, (b) create a supportive, predictable environment, and (c) foster self-management skills. The following features are guidelines for the Academic Seminar teacher to facilitate student successful in the Academic Seminar classroom.

Classroom expectations	• Align with school-wide expectations • Clearly defined, taught, and reinforced frequently • Clearly posted in room for reference
Daily Entry Task	• Posted on the board every class period. • Brief 5-7 minute academic activity. • Students complete independently upon entering the classroom. • Activity orients students to lesson at hand, OR, reviews previous skills
Daily Agenda	• Updated and posted every class period • Includes: o Daily Entry Task, o Daily check-in, o Current day's activities, o Schedule of homework completion days for the week, o Important reminders for the week.
Instructional Activities	• Clear expectations for assignment completion. • Incorporate students' interests. • Scaffolded to meet students' instructional levels. • Include rubrics for students' to self-score assignments before handing in to teacher. • Include frequent opportunities to respond, review, and practice each skill. • Instructional decisions based on student progress data. • Include various modes of response (verbal, written, artistic expression, word processing, etc.) • Include at least one homework session / week in the first month of the semester, and two homework sessions / week thereafter. • Utilize student progress data for instructional decision making.
Behavior Management	• Expectations for behavior are taught and reinforced frequently. • Follow the school-wide model: o Reminder o Warning o Consequence • Reminder statements for inappropriate classroom behavior: o State the desired behavior o Are positively worded, o Respect the dignity of the student being reminded o Are followed by verbal praise for appropriate classroom behavior.

Student / Teacher interactions	• Academic Seminar teacher: o Greets students as they enter the classroom. o Thanks students for attending and participating at dismissal. o Has knowledge of students' interests, strengths and weaknesses. o Actively supports student's academic and social efforts **by** focusing verbal feedback on the positive classroom behaviors. o Facilitates communication with other staff members to update student participation status and progress.

Academic Seminar Plus PRIDE Curriculum Scope and Sequence

Weeks	Introduce (demo / model)	Review/ Practice (guided practice)	Maintain/ Checks (independent work)
1-2	▪ Class expectations ▪ PRIDE expectations ▪ PRIDE Card usage ▪ Planner/ assignment sheet ▪ Goal setting	*Each phase of teaching will be guided by student needs. Students should be at 95%+ before moving on to another task.*	
3-4	▪ Goal setting ▪ Graduation plan ▪ Tracking progress: progress reports, grades, emailing teachers, action plans	▪ PRIDE Card ▪ Planner ▪ Goal Setting	
5-6	▪ Notebook organization	▪ Planner ▪ Goal setting ▪ Tracking progress	▪ PRIDE Card ▪ Planner
7-8	▪ Test Prep/Study strategies	▪ Notebook ▪ Goal setting ▪ Tracking progress	▪ Planner ▪ Tracking progress
9-10		▪ Test Prep ▪ Study strategies ▪ Notebook ▪ Problem solving	▪ PRIDE Card ▪ Planner ▪ Goal setting ▪ Notebook
11-12		▪ Test Prep ▪ Problem solving	▪ Planner ▪ Tracking progress ▪ Notebook
13-14			▪ PRIDE Card ▪ Planner ▪ Goal setting ▪ Notebook
15-16			▪ Planner ▪ Tracking progress ▪ Notebook ▪ Test prep
17-18			▪ PRIDE Card ▪ Planner ▪ Goal setting ▪ Notebook ▪ Test prep

Academic Seminar Plus PRIDE, Lesson Plan Format

As with all teaching, student performance should dictate the pacing of lessons, the level of teacher support, and the modes of student responses. The following is the general lesson plan model for the Academic Seminar Plus PRIDE curriculum. Modifications to meet student needs are appropriate.

Prerequisite Skills: This section lists prerequisite skills necessary for completion of the lesson.

The Goal of the Lesson: This section lists the short term goals of the lesson. Specific criteria are included for goals. Long term goals for each skill include routine use of the given skill in Academic Seminar as well as other classes.

Time / Materials: An estimate of the time and materials needed for completion of the initial lesson. Initial lessons can be broken down into two or more lessons depending on level of student needs.

Introduction: This section prompts the teacher to provide a daily agenda and a brief overview of the lesson. The daily agenda include the Daily Entry Task.

Model, Lead, Practice: This section provides:

a. Teacher and student behaviors
b. The critical features of each skill
c. Prompts for teacher to model skills, provide supported and independent practice

Wrap-up: This section prompts the teacher to complete students' PRIDE card for the period.

Follow-up Activities: This section outlines multiple learning activities as review or follow-up on the mastered skill. All follow-up activities can be shortened as a Daily Entry Task.

Of Special Note: This section provides important skill specific prompts for teachers. This may include sequencing review lessons, data use, scaffolding recommendations, etc.

Daily Entry Tasks

Daily Entry Tasks are brief "warm up" activities that function to (a) maximize academic engagement time, (b) orient the student to academic or social behaviors / skills. Example topics are listed below. The example topics cover the range of academic skills found in the curriculum. The Academic Seminar teacher should feel free to improvise topics to meet student need and the academic skill being taught / reviewed.

Guidelines for the Daily Entry Task:

- Posted on the board every class period.
- Brief 5-7 minute academic activity.
- Completed independently by students upon entering the classroom.
- Created to actively orient students to lesson at hand, OR, review previous skills

Example topics for Daily Entry Tasks:

- List upcoming homework and when you will complete the homework.
- List "what's working" in school.
- List "what's not working" in school. Write down at least two resources or strategies you can use to improve one of the areas that is "not working".
- Rank classes from "best" to "worst". Put the "best" class on the bottom of the list, "worst" class at the top. During today's homework completion session complete work or study for the class at the top of the list.
- Check the teacher websites for two of your classes. Write down any missing assignments in your planner. Use today's homework completion session to complete at least one missing assignment.
- Identify a supportive adult in the school. List the characteristics that make this adult supportive.
- List the school rules and at least one example of each of the rules.
- Identify 2 positive experiences you have encountered while using the PRIDE card.
- Identify one challenge you have encountered using the PRIDE card. List 2 strategies you can use to overcome this challenge.
- List 3-4 benefits of following the school-wide PRIDE behaviors in school.
- Give an example of the PRIDE school-wide expectations that would be helpful in the "real world".
- Take 5 minutes to complete a notebook check (use the notebook check list).
- Take 5 minutes to check the completeness of your planner. Look through your notebook, backpack, ask a peer, and check the SLC bulletin boards in the classroom.
- Write your most current PRIDE goal. Are you making progress? Why or why not? If not, what can you today that will help you meet your goal?

- Look in your planner. Do you have a test coming up? List the class it is for, the content on the test, and when the test will take place. Thinking about the study strategies we have discussed, list 2 strategies that work for you. Pick 2 nights between now and the test and plan to use those strategies (write them in your planner!)
- Review your graduation plan. Are you making progress towards your plan? List the steps can you take this week to help you achieve this semester's requirements.

Academic Seminar
Lesson Plans

Teacher Plans for PRIDE: School-Wide Expectations

The Goals of Lancer PRIDE

Students will independently identify, verbally and in writing:

- 3-5 examples of PRIDE school-wide expectations: Perseverance, Respect, Integrity, Discipline, and Excellence in at least three school settings (classroom, hallway, cafeteria, etc.)
- 2-4 non-examples of PRIDE school-wide expectations in at least three school settings (classroom, hallway, cafeteria, etc.)

Time / Materials

45 minutes / written copy of school-wide expectations, paper, pencils,

Introduction: (5 minutes)

- Daily Agenda on the board
- Daily Entry Task: What are the school rules?
- Introduce and describe:
  - Our school has school-wide expectations or rules for all students, teachers and administrators: PRIDE
  - These expectations are how we want everyone within the school community to behave and treat one another.
- Solicit student responses on importance or utility of school-wide expectations (creates positive climate)

Model, Lead, Practice: (30 -35 minutes)

Teacher:

- Define school-wide expectations: Perseverance, Respect, Integrity, Discipline, Excellence
- Give examples and non-examples of PRIDE in various locations within the school building
- Give examples of school-wide expectations in real world settings. EXAMPLES:
  - Perseverance: If you don't get the first summer job you apply for, you apply to a second or third until you find a job. Your perseverance will help make sure you can earn money over the summer.
  - Respect: Treating your teacher with respect, by listening while she is giving instructions, is a skill you will use in the workplace by listening to your supervisor. Etc.
- Frequent checks for understanding

Students (verbally and or in writing):

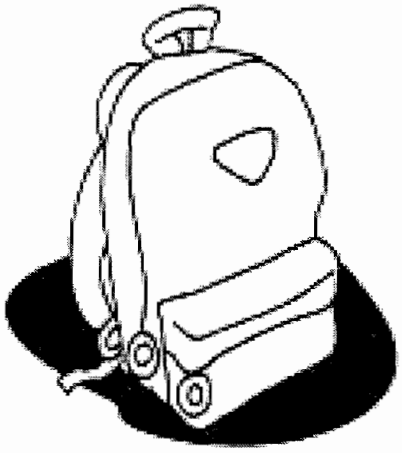
- Reiterate PRIDE definitions in their own words.
- Provide examples and non-examples of PRIDE in at least two school settings

Wrap up: (1-2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Student written emails / letters to peers explaining what PRIDE means to that individual.
- Posters that show examples of PRIDE behaviors:
    - Individually or in groups make posters that exemplify the PRIDE expectations.
    - One letter at a time or the entire set of expectations.
- Posters advertising the importance of PRIDE expectations.
- Class discussions or written descriptions of examples of PRIDE students have observed or engaged in during the day.



Teacher Plans for PRIDE Card Usage

Prerequisite skills
Students must be able to:

1- Identify the PRIDE school-wide expectations with 100% accuracy.
2- Identify at least 2 examples and 1 non-example of the PRIDE school wide expectations.

Time / materials

45 minutes/ PRIDE card, student and teacher responsibility list, example of PRIDE graph achieving 80% goal, example of PRIDE graph not achieving 80% goal.

The Goal of PRIDE Card Usage
Students will independently, verbally and /or in writing:

- Describe each step of the PRIDE Card daily process with 100% accuracy.
  - Morning check-in
  - Class by class checks
  - Afternoon check-out
  - Home check
- Give 2-3 non-examples of how to solicit teacher feedback.

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: What are the school rules? List 4 behaviors that are examples of following the school rules.
- Introduce and describe:
  - We're here to work together to build organizational skills and self-awareness to help increase our success in school.
  - The PRIDE card is going to be a reminder of school-wide expectations and our own personal goals.
  - Helps teachers give us feedback about how we are doing in their class.
  - We're going to use teacher feedback to shape our behaviors, set goals and increase our success in the classroom.

Model, Lead, Practice: (35-40 minutes)
Teacher:

- Provide step by step description of (a) morning check-in, (b) class by class check, (c) home signature
  - Describe student, teacher, and coordinator responsibilities for each step
  - Use responsibility check lists as reference
- Describe scoring parameters

  - 0 = little to no effort, 1= effort with prompting from teacher, 2=followed all class expectations, no prompting.
- Describe 80% goal
  - All students working towards making 80% of PRIDE points every day.
  - We will set goals and work towards rewards.
  - Show example / non-example of student graphs
- Frequent checks for understanding
- Provide ample examples and non-examples for soliciting teacher feedback during the class by class checks

Students (verbally and or in writing):
- Reiterate the steps for the PRIDE card.
- Provide 2-3 non-examples of how to solicit teacher feedback during the class by class checks.

Wrap up: (1-2 minutes)
Teacher:
- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Role playing activities
  - Examples and non-examples of the check-in/ class by class checks/ check outs
- Posters or written document listing steps to PRIDE card completion
- Posters or written document showing examples / non examples of PRIDE card completion
- Posters or written document listing the benefits to using the PRIDE card
- Class discussions or written description about obstacles AND benefits students have encountered using the PRIDE card.

Of Special Note
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Consistent use of the PRIDE card is critical to (a) increasing positive student / teacher interactions, (b) providing students with information about classroom behaviors, (c) documenting student progress, and (d) creating and modifying student goals.

Review of PRIDE card steps should take place at least **twice** within the first week of PRIDE card use by the students. Review of the PRIDE card steps and problem solving lessons should take place once a month depending on student needs.

PRIDE Card – Morning Check In

Student Responsibilities	Coordinator Responsibilities
☐ Report to Academic Seminar classroom on time. ☐ Report to designated check in location. ▪ Tell coordinator how you're doing. ▪ Be honest. ☐ Return signed PRIDE Card from home. ☐ Retrieve new PRIDE Card from coordinator. ☐ Complete activities listed on the daily class agenda. ☐ Take new PRIDE card to each class.	☐ Greet and thank student for coming to class. ☐ Give students new PRIDE Card, retrieve completed PRIDE card. ☐ Ask student how they are doing. ☐ Check student's non-verbal signs that may indicate increased risk of negative behaviors. ☐ Provide structured classroom activities: Daily Entry Task, study skill activities, homework completion time, etc. ☐ Score students' performance at and of class. ☐ Remind student of daily points goal of 80%. ☐ Convey high expectations of student behavior in a positive way. ☐ Rate student behavior for the Academic Seminar class period. ☐ Dismiss to next class * If student is not ready to be in school (suspected substance abuse, emotional crisis, etc) contact the school counselor, nurse and or administrator to ensure that immediate support is provided to the student.

PRIDE Card- Class by Class Check

Student Responsibilities	Classroom Teacher Responsibilities
Check In ☐ Arrive to class on time. ☐ Give PRIDE Card to teacher ☐ Follow class rules, complete assigned work on time. ☐ Copy assignments into planner / assignment sheet. ☐ Place class and home work papers in notebook, backpack, etc, in an organized manner (so you can find them later). ***Check Out*** ☐ Politely retrieve PRIDE Card from teacher at the end of period. ☐ Listen to teacher feedback. ☐ Refrain from negotiating teacher rating ☐ Report to next class on time. ☐ Repeat the Class by Class Check process with all classroom teachers.	***Check In*** ☐ Greet and thank student for coming to class. ☐ Provide student with: ▪ positive reminder of daily point goal. ▪ brief overview of class topic, Big Idea, etc. ☐ If student is not ready to be in class (visibly upset, suspected substance abuse) contact administrator / counselor immediately. ***Check Out*** ☐ Thank student for retrieving card. ☐ Rate student behavior and performance for the class period. o 2 = Student met goal for the period. o 1 = Student had a "So so" performance. o 0 = Student did not meet goal for that period. ☐ Use positive language to explain rating. ☐ Praise student for meeting or coming close to goal. ☐ If applicable, state in positive, explicit terms what student can do to improve performance for next day. ***The classroom teachers will need to make classroom materials available to the Academic Seminar teacher: worksheets, online resources, schedule of assignments, etc.***

PRIDE Card – Afternoon Check-Out

Student Responsibilities	Coordinator Responsibilities
☐ Report to check out location on time. ☐ Share completed PRIDE card with teacher. ☐ Wait for your turn to speak with the teacher listen to teacher's comments and feedback. **While you are waiting talk with the teacher:** ☐ Update your planner / assignment sheet if needed. ☐ Check the SLC bulletin boards, check with peers. ☐ Check that all materials for homework completion are available. ☐ Take the completed PRIDE card home to get home signature. ☐ Stay positive!	☐ Greet and thank student for returning to check-out. ☐ One at a time, briefly review student's day. ☐ Give specific, positive feedback on student's performance. ☐ Convey high expectations of student behavior in a positive way. ☐ Remind students of their goals for the next day: 80% of PRIDE points. ☐ Remind students to check SLC bulletin boards, teacher web-sites, confer with peers on homework, tests and upcoming projects. ☐ Dismiss for the day * If student is in crisis, or under escalating stress (suspected substance abuse, emotional crisis, etc) contact the school counselor, nurse and or administrator to ensure that immediate support is provided to the student.

PRIDE Card – Home Check

Student Responsibilities	Parent Responsibilities
☐ Take PRIDE Card home to share with parent / guardian ☐ Ask for parent's / guardian's signature on the PRIDE card. ☐ Put the card in your notebook, backpack or purse, and bring it to Check In the next day.	☐ Review the card ☐ Recognize positive efforts of the student, for example: "Your score has been at 80% for three days? Great job!" "You've been on time for every class, that is excellent." ☐ In a positive way, help student identify what she / he can work on the next school day, for example: "You did great in English today- you earned a 2. Tomorrow let's work on earning a 2 in Math by being on time" "Thanks for remembering to bring the card home. How about tomorrow you work on remembering to have your teachers sign it too?" "Keep up the good work!" ☐ Initial the card and add a positive comment. For example: "Good work!" "Glad to see Jorge is earning all of his points." "How can I support Donovan at home?" ☐ Prompt the student to return the PRIDE Card to school. ☐ Remind the student to put the PRIDE Card in her/his backpack, homework folder, or somewhere highly visible so it will be remembered the next morning: front of refrigerator, under their house key, etc.

Teacher Plans for Goal Setting

Prerequisite skills

Students must be able to:

1- Identify the PRIDE school-wide expectations with 100% accuracy.
2- Identify at least 2 examples and 1 non-example of the PRIDE school wide expectations.
3- Identify 2-3 "teacher pleasing" behaviors (homework completion, participation in class discussion, staying quiet during work completion, raising hand to speak, being on time to classs)

Time / Materials

Two 45 minute class periods / paper, pencils, blackboard

The Goal of Goal Setting

Students will independently, verbally and or in writing:

- Identify 1-2 areas of academic and or social needs
- Write an action plan(s) that includes:
  - One problem behavior clearly defined, including setting
  - Two to four ways to redirect that behavior
  - Reward for meeting that goal

FIRST LESSON

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Give two examples behaviors that make teacher's mad. Give two examples of behaviors that make teachers happy.
- Introduction and describe:
  - Awareness of classroom behaviors is important.
  - Certain behaviors that are considered "teacher pleasing" behaviors.
  - Teacher pleasing behaviors help us get attention and support from teachers for our positive behaviors.
- Solicit student responses:
  - What kinds of behaviors help us be successful in the classroom?
  - What kinds of behaviors get in our way in the classroom?

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Describe the general steps for goal setting:
  1. Identify behavior that is getting in the way of classroom success.
  2. List 2-4 ways you can change this behavior.
  3. Decide the best strategy for YOU to change this behavior.

4. Use this information to write a goal that you can track using the PRIDE card.

- Provide verbal and written examples for each step of goal setting. For example:
  - Behavior getting in the way of classroom success: Talking to my friends during instruction in English class.
  - 2 to 4 ways I can change this behavior: Move my seat, ask the teacher to give me non-verbal reminders to stop talking
  - A goal for improving that behavior: I will get a 2 on my PRIDE card in English for the entire week by moving my seat so I don't talk to my friends during class.

- Dissect an example of goal setting on the board
  - I will get a 2 on my PRIDE card for _____ class for _____days by doing _____ so I don't / I do _____.
  - "I will get a 2 on my PRIDE card" should be the first phrase of all student's goal statements.

Students:

- Turn to your neighbor and explain:
  - The importance of using teacher pleasing behaviors and
  - The steps for goal setting.
- Write the steps for goal setting in your own words.

Wrap-up: (1-2 minutes)

Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

SECOND LESSON

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: Write down the steps to goal setting.
- Brief review of previous lesson
- Today we are going to (a) talk about writing specific goals, (b) write our own goals.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Demonstrate an example of goal setting based on a generic behavior.
- Provide examples of "fuzzy" v clear problem behaviors
  - "Talking" v "talking during teacher instruction time in English class"
  - "Acting hyper" v "being out of my seat during quiet work time in science class"
- Provide examples of clearly defined goal behaviors
  - Stay quiet during instruction time in English class for 30 minutes.
  - Stay in my seat for the entire science class, except to sharpen my pencil.
- Use the goal setting activity worksheet as reference
- Provide examples and non examples of "successful" PRIDE card graphs.

Student (verbally and or in writing):

- **Identify** 3-4 examples and non-examples of clearly defined goal behaviors
- **Write** at least 2 clearly defined goal behaviors
- Use the goal setting activity worksheet to document goals

Wrap-up: (1-2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow-up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Individual meetings every two weeks to determine progress towards goals.
  - If students are making progress towards goal write new classroom goals.
  - If students are not making progress provide additional supports by:
    - creating short term goals,
    - soliciting additional classroom teacher support.
- Written assignments that require the students to re-read previous goal sheets and write follow up notes:
  - I did the following things well…
  - I still need to work on ….
  - Steps I can take to make improvements…

- Written assignments that require students to list 2 positive experiences they have had using the PRIDE card

Of Special Note

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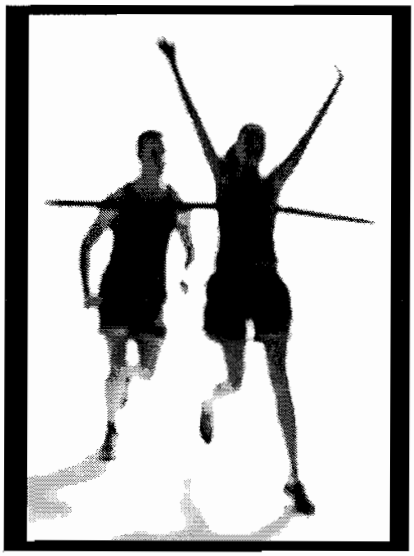
Goal setting is one of the central features of the Academic Seminar Plus PRIDE curriculum. It is critical that students build fluency in this skill. Review lessons should take place at least once a month. Twice monthly, during a homework completion session, the Academic Seminar teacher should schedule individual meetings with each student to review goals, progress, and consider modifications or next steps for goal setting.



Name_____ Date_____

Goal Setting Activity

Make a list of:

1. Classes that have been positive experiences (good grades, fun teacher, fun activities) classes that have been negative experiences (hard, annoying, no fun).
2. The behaviors that get you into trouble in class
3. Why you think you do those things (Bored? Is the work too hard? Are friends distracting you?)
4. After list is complete, ask yourself if your teachers would agree with you about the behaviors that get you into trouble.
5. Pick the behavior that gets you into the most trouble. Brainstorm ways you can avoid doing this (Change seat, get homework done, ask for help).
6. Write a goal for PRIDE based on **this** behavior.
7. Go forth and kick butt (in a **very positive** way)!

Positive Classes	Negative Classes	"Trouble" behavior	Why?

Would your teachers agree with the behaviors that you said get you into trouble?

What behavior is the biggest problem in classes? How can you avoid doing this?

My GOAL is to achieve 80% of my PRIDE points by:

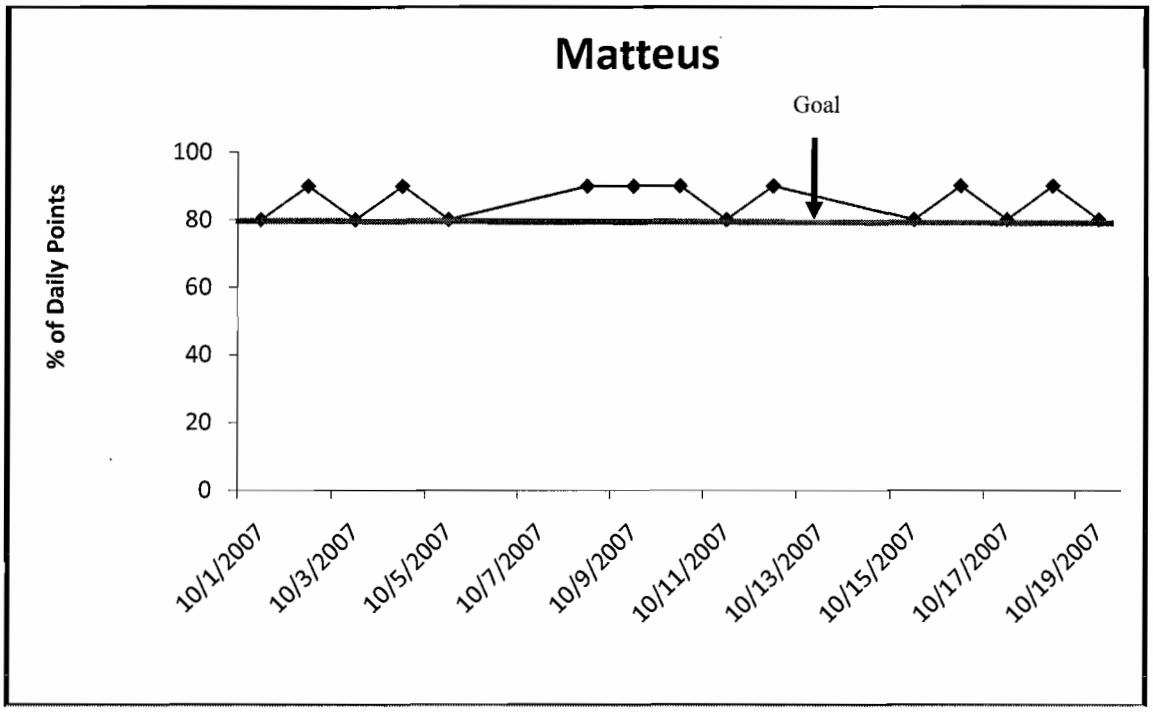
These specific behaviors will help me achieve my goal:

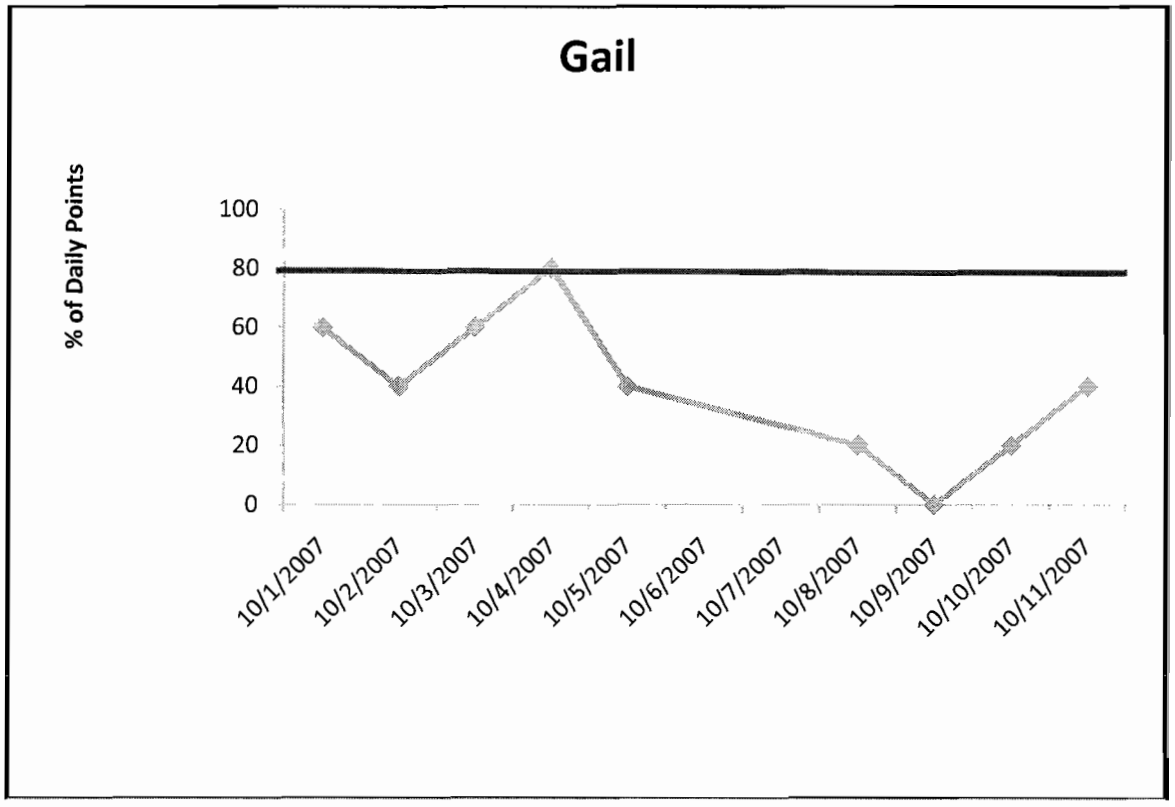
I MET this goal on _____.
(DATE)

I received _____ **for my dedicate effort.**

(REWARD)

Example graphs for PRIDE card points




Gail
% of Daily Points
100
80
60
40
20
0
10/1/2007
10/2/2007
10/3/2007
10/4/2007
10/5/2007
10/6/2007
10/7/2007
10/8/2007
10/9/2007
10/10/2007
10/11/2007

Teacher Plans for Graduation Plan

The Goals of Graduation Plan
Students will independently, verbally and in writing:

- Identify requirements for graduation by class year (freshman requirements, sophomore requirements, etc.) with 100% accuracy.
- Keep their graduation plan in Academic Seminar notebook for the entire semester.

Time / Materials:
45 minutes, 1-2 class periods / copies of the student handbooks for each student, graduation plan template

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Write your most current PRIDE goal. How are you doing? What are your PRIDE points for this class / goal?
- Introduction and describe
    - Important to know graduation requirements so can accomplish them in a timely manner.
    - The graduation plan we complete is the same as the requirements shared by counselors during registration / orientation.

Model, Lead, Practice: (30-35 minutes)
Teacher and or school counselor:

- From student handbook read requirements, solicit student readers
- Show example of completed graduation plan
- Ask students to identify requirements
    - For Example: English for four years, PE for four years, etc.
- Show overhead of transcripts "heavy: v "light" load as freshman or sophomores and how that translates to senior year schedules

Students (verbally and or in writing):

- Using the student handbook, identify school credit and class requirements for 9^{th} through 12^{th} grade.
- Complete own graduation plan using template
    - Share with peers / staff
- Put graduation plan in Academic Seminar notebook- first page.

Wrap-up: (1- 2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.

- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Written activity: Review your graduation plan. What do you think will be the easiest to accomplish (classes, grades, requirements)? What parts seem like they will be the most difficult?
- Written activity: Review your graduation plan. Pick one of the challenging classes/requirements and make a list of resources you can use to help be successful in this area.
- Written/ word processed letter to a peer: Write a short letter to an incoming freshman about:
    - Freshman graduation requirements
    - Why it is important to know what classes, credits and projects you have to complete
- Graduation plan review:
    - At midterm / start of the second semester refer to graduation plan.
    - Create 1-3 goals that take into consideration how much progress you have made towards the grade level requirements.
    - Write an action plan to document the specific steps necessary to meet the goals.

Graduation Plan

Name: _____

School Year: _____

Grade: _____

9th Grade Requirements

Classes	Credits	Completed

Community Service hours: _____

10th Grade Requirements

Classes	Credits	Completed

Sophomore Project _____

Community Service hours: _____

11th Grade Requirements

Classes	Credits	Completed

Junior Project _____

Community Service hours:_____

12th Grade Requirements

Classes	Credits	Completed

PRIDE Project _____

Community Service hours:_____

Special Notes: _____

Teacher Plans for Planner Use

The Goals of Planner Use
Students will independently, verbally and in writing:

- Identify the three steps for planner use, verbally or in writing, 3/3 opportunities.
- Complete 100% of the steps for planner use every Academic Seminar class period.

Time / Materials:
45 minutes / each student must have a planner or assignment sheet, pens, pencils

Introduction: (2 minutes)

- Daily agenda on the board
- Daily Entry Task: How do you keep track of homework, projects, and tests?
- Introduce and describe
    - Using a planner helps us know when assignments are due.
    - Handing in assignments can increase our grades even if we don't earn high grades on tests.
    - Solicit student responses: What are some real world examples of how planners can be useful?

Model, Lead, Practice: (35-40 minutes)
Teacher:

- Describe the steps for completing the planner / assignment sheet:
    - Listen, locate, log:
    - Listen to the teacher
        - What is the assignment?
        - What are the requirements for completion?
        - When is it due?
    - Locate the date for assignment in the planner, or locate the next section on the assignment sheet.
    - Log, write the assignment and details into the planner
- Solicit student responses to summarize the three steps.
- Provide examples, point out critical information:
    - English literature review (assignment), 2 pages long, story of choice (requirements for completion), due October 4, 2007 (due date).
    - If unsure, unclear, ASK TEACHER
        - What info do we need to know?
        - Solicit student responses (assignment, requirements, due date)
- Provide 3-5 practice examples for the students.

Students (verbally and or in writing):

- Describe the three steps for completing your planner / assignment sheet.
- Complete the practice examples.

Wrap-up: (1-2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

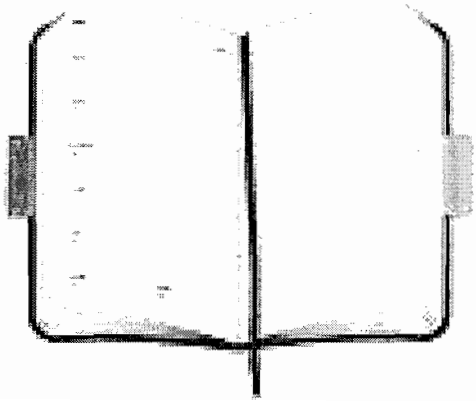
Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts. Some students may use assignment sheets to track assignments. Follow-up activities will need to be modified to include assignment sheets.

- Planner/ Assignment Sheet Update
  - Take 10 minutes to look through your notebook and make sure you have all assignments entered into you planner/assignment sheet. Get online to your teachers' websites and make note of any missing assignments. Write them into your planner. Write into your planner when you are going to work on those assignments.
- Planner/ Assignment Sheet Benefits
  - Make a list of why it is good to use your planner/assignment sheet. What benefits are there to having your work written down? Share your list with a partner. Together, think of one more benefit (that's not on either list).
- Planner/ Assignment Sheet Art Project
  - Make a poster of a famous person using their planner. Include steps for using a planner/assignment sheet.
- Planner Scavenger Hunt (in teams)
  - Find the following components of your planner and write down the page number and why that component is important:
    i. table of contents,
    ii. class schedule page,
    iii. map of school,
    iv. red day/blue day schedule,
    v. cell phone policy
    vi. study tips section
- Planner Swap
  1. In pairs, students exchange planners and make a list of the positive characteristics of their partner's planners.
  2. Positives can include: homework, tests, projects written in on due dates.
  3. Homework days for Academic Seminar are written in on appropriate days.
  4. Student schedule is completed with class names, rooms, teacher names, etc.

5. Use grading rubric to assign each other a "grade" for the planner.

Example of grading rubric for Planner Swap

	Easy to find, clearly written	Can find with a little looking, readable	Can't find or can't read
Name on planner?	2	1	0
Homework assignments written down **on due date.**	2	1	0
Tests written down **on due date.**	2	1	0
Projects written down **on due date.**	2	1	0
Homework days in Academic Seminar written in planner.	2	1	0
Student schedule completed for red and blue days.	2	1	0



Teacher Plans for Notebook Organization

The Goals of Notebook Organization
Students will independently:

- Write or verbally identify the main components of an organized notebook with 100% accuracy 3/3 trials.
- Organize their notebook using the Notebook Check List.
- Complete monthly notebook checks using the Notebook Check List.

Time / Materials

45 minutes /make sure all students have at least one notebook for academic classes, Notebook Check List for each student or overhead transparency, extra dividers

Introduction: (5 minutes

- Daily agenda on the board
- Daily Entry Task:
- Introduction and describe:
    - Solicit student responses: Why is it important to keep your notebook organized?
        - Can find assignments to hand it – get credit
        - Not wasting time looking for items
        - Not get frustrated looking for items
        - Work stays neater
    - Today we are going to learn a few simple steps for keeping our notebook organized.

Model Lead, Practice: (30-35 minutes)
Teacher:

- Describe the steps for notebook organization. Use the Notebook Check List as a reference.
    - Section in notebook for each class?
    - Most recent papers on top in each section?
    - Planner / assignment sheet updated with assignments?
    - Throw out papers you don't need.
    - File papers you do need.
- Request students get out their notebooks and complete the Notebook Check List.
- Circulate the room providing assistance and prompts.

Students:

- Using the Notebook Check List as a "cheat sheet", describe an organized notebook to a peer.

- Organize class notebook using the Notebook Check List.
- Complete monthly notebook checks using the Notebook Check List.

Wrap-up: (1- 2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

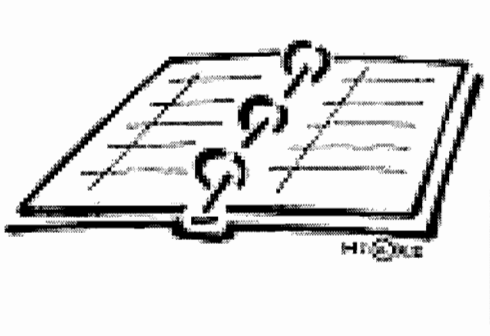
- Weekly / twice monthly notebook check up: Take 15 minutes and organize your notebook. Complete the Notebook Check List.
- Exchange notebooks with a friend. Ask them to complete the Notebook Check List and critique your notebook.
- Written activity: Write a 3 minute persuasive speech to a friend about why it is important to keep your notebook organized. Include tips for keeping their notebook organized.

Notebook Check List

Do you have

- A section in your notebook for each subject?
- The most recent papers on top of each section?
- Planner / assignment sheet updated with assignments?
- Papers in the notebook you can throw out? (Double check!)
- Papers you need to put in the notebook?

If you answered "No" to any of the questions take time right now to fix it.



Teacher Plans for Test Taking

Prerequisite skills: Students will need to be able to:

- Identify "absolute" words and phrases such as always, never, all the time, forever, etc.
- Define the concept of "key" words or phrases. (Words that provide important information or clues in questions and answers).
- Identify key words and phrases in sample questions and answers.

The Goals for Test Taking

Students will independently:

- Identify the three steps to taking a test with 100% accuracy, 3/3 trials.

Time / Materials:

45 minutes / practice tests, pencils, pens, paper

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: How do you feel about taking tests? (Nervous? Okay? Frustrated?)
- Introduce and describe
    - Having a strategy for taking tests makes tests easier to complete and can reduce our "test stress".
    - Practicing how to take tests you increase your score!
    - Today we're going to discuss three steps for test taking.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Describe the three steps for test taking:
    - READ: instructions and questions carefully and thoroughly
    - THINK about important words in the instructions and key words in questions
    - REDUCE: in multiple choice questions reduce the possibilities for answers by avoiding absolutes, eliminating similar answers. On essay or short answer tests reduce time spent on questions by answering or abandoning for the time being.
- Frequent checks for understanding.
- Demonstrate each step of the strategy using a practice test. The practice test should be on subject matter with which the students are familiar. A test they have already completed is ideal.
    - Write RTR at the top of the test as a prompt
    - Talk through each step so students can hear a model of self-talk.

- Solicit responses from students:
    - What are the key words in the questions?
    - What are the key words in the responses? (if multiple choice)

Students:

- Verbally explain the three steps of test taking to a peer.
- In writing, describe the three steps in your own words.

Wrap-up: (1- 2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- One to two weeks prior to midterms review Test Taking strategy, RTR.
- One to two weeks prior to finals review Test Taking strategy, RTR.
- Written / verbal activity: Write or verbally explain RTR to a peer.

Teacher Plans for Study Strategies

The Goals for Study Strategies
Students will independently or in pairs:

- Locate 2-3 websites on study skills.
- Write down and share with class 3-5 study strategies that they would be willing to use.

Time / Materials:
45 minutes / internet access for students, pens, pencils, paper

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Do you study for tests? If so, how do you study? If not, why?
- Introduce and describe:
    - Study strategies help you remember important information more easily
    - We all learn in different ways so it is important to find strategies that match how we learn and think.

Model, Lead, Practice: (30-35 minutes)
Teacher:

- Solicit student responses to the Daily Entry Task.
- Write a list on the board of:
    - The way students study.
    - The reasons they do not study.
- Pair students together and ask them to spend 10-15 minutes searching for at least 2 websites that have information about study skills.
- Have student groups:
    - Write down the URL addresses of the study skills websites.
    - Write a list of 4-6 study skills.
    - Briefly (2-3minutes) present study skills to the entire class.
- Keep a running list of study strategies on the blackboard. Omit repeats.
- Ask the students who are listening to:
    - Vote on the 3 study strategies that seem the most reasonable (they would be willing to use them)
    - Write down 3-5 study strategies they would be willing to use
    - Keep a copy of the 3-5 study strategies in their notebook.
- Teacher documents all the study skills presented for review / follow up lessons.

Students:

- In pairs, complete an online search for websites on study skills.
- Write down the URL address so you can return to the website if necessary.

- Look through the websites and make a list of 4- 6 study strategies that seem reasonable (you would consider using them).
- Be prepared to briefly explain the study skills you wrote down. Share why they seem like study skills you would use.
- Be prepared to listen and vote on the top 3 study strategies presented in class.
- Write down 3-5 study strategies you would be willing to use.
- Put the list of study strategies in your notebook for future reference / study sessions.

Wrap-up: (1- 2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- One to two weeks prior to midterms review Test Taking strategy, study strategies.
- One to two weeks prior to finals review Test Taking strategy, study strategies.
- Written activity: Make a list of 3-5 study strategies you have reviewed in class. Share with a friend. See how many you can remember without getting online or looking over your notes.
- Study activity: Get out your notes, books, worksheets, etc and spend 15 minutes QUIETLY reading them over.
- Written activity: Make a list of the things you would need to prepare for an upcoming test. Plan how much time you would need to study and write it into your planner/assignment sheet.
- Written activity: Make flash cards for an upcoming test or quiz. Use colors, pictures and words to help you remember.
- Study activity with peer: Play "Study Pictionary" with a friend. Using pictures only draw vocabulary words, concepts, ideas, etc. for your upcoming test or quiz.

Teacher Plans for Tracking Progress with Technology

Prerequisite skills:
Students must be able to:

- Open and use a word processing program.
- Access the school server, Homes on Gwen.
- Know how to send and receive an email.

The Goals for Tracking Progress with Technology
Students will independently:

- Write and respond to 2 teacher emails over the course of the term using classroom appropriate language to (a) request assistance or (b) thank a teacher for her/his assistance.
- Log on to school server, locate teacher pages and locate their individual grade page for each of their classes on 3/3 trials.

Time / Materials:
45 minutes for two class periods/ internet access for all students, access to school server for all students, *Connections and Communication* worksheet, model email soliciting teacher assistance.

FIRST LESSON

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: What class is your favorite and why? What class is a struggle and why?
- Introduce and describe
    - Need a range of computer-based skills in the classroom and in real life
        - Solicit student responses: examples of computer-based skills?
    - It is important to be able to use the school server and teacher web pages as resources for communicating with teachers and keeping track of our progress.
    - We are going to practice emailing a teacher to ask about ways we can improve our grades.

Model, Lead, Practice: (30-35 minutes)
Teacher:

- Describe each step of the activity using the *Connections and Communication* worksheet for a reference.
- Conduct frequent checks for understanding.
- Present an example of an appropriate email.

- Once you are confident that the students understand the activity assign students to individual computers to begin working.
- Circulate the room frequently to answer questions and ensure the students are on task.
- Make sure you check each student's letter before they send it to their teacher:
    - Spelling and grammar
    - Appropriate content
    - Request for assistance

Student:

- Using a word processing program (Microsoft Word for example) compose a 3-5 sentence email asking a teacher for ways you can improve your grade in her/his class.
- Make sure teacher reads the letter before you cut and paste it to the email.
- Cut the letter from the word processing program and paste it into the email.
- Send the email, requesting a response.

Wrap-up: (1- 2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

SECOND LESSON

Introduction: (5-7 minutes)

- Daily agenda on the board
- Daily Entry Task: What teacher did you email during our last technology class? What actions can you take to start improving your grade in that class?
- Brief review of previous technology lesson.
- Introduce and describe:
    - We can use teacher websites to figure out our grades and if we have missing assignments.
    - This information will help us plan for work completion after school and during homework completion days.

Model, Lead, Practice: (30-35 minutes)
Teacher:

- Describe each step of the activity. Use the *Connections and Communication* worksheet as a reference if students forget how to access the server / log in.
    - Log onto school server
    - Locate the *Staff Page*

    - Locate the name of the teacher who teaches the class you emailed last lesson.
    - Click on the name of the teacher you emailed.
    - Click on the *My Grades* section.
    - Read through your assignments and grades listed on the website.
    - Make a list of 1-2 assignments you are missing or need to make up.
    - Write the assignments into your planner or assignment sheet.
    - Pick a day this week you will complete the assignments either after school or during a homework completion session.
    - Spend the next 25 minutes working on one of the assignments.
- Write the steps of the activity on the board for student reference OR give students a copy of the directions.
-

Student:

Wrap-up: (1- 2 minutes)
Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Written activity: Read the response email from the teacher. Write down the suggestions for how to improve your grade. Send a brief thank you email.
- Written activity: Based on the response from email from the teacher, create an action plan for how to improve your grade
- Written activity: Email a friend explaining what Academic Seminar does and how they can be successful if they join the class.
- Review activity: Log on to school server. Find your teachers' websites. Make a list of your current grades in each class. Write down any missing assignments into your planner/assignment sheet. Plan and write into your planner/assignment sheet when you are going to work on those assignments.
- Written activity: Write an email to a teacher about Academic Seminar. Write a second email to a friend about Academic Seminar. What is the same about the emails? What is different? Do you use the same type of words in both emails? Why or why not?

Name: _____ **Period:** _____

Connections and Communications

Your goal today is to email one of your teachers to ask them how to improve your grade in that class. Two great things will happen through this process. First, you will make a new connection with a teacher by using a different form of communication (email). Second, you will practice using different technology skills, including:

- **Looking up teacher email addresses and websites**
- **Using the HS website**
- **Using a basic word processing program**
- **Finding your username and password**
- **Saving to "Homes on Gwen"**
- **Sending an email**

Information Needed to Send Email

High School Website: www.yourhighschool.edu

The name of the teacher that you will be emailing today _____

To get your Teacher's email address, go to the High School webpage → Staff Page → Contact List, and write your Teacher's email address in the blank below:

Teacher's email address _____

Mrs. Brown's email address_____

For this activity, and all four years of high school, you need to know your username and your password. To find your username, follow these steps:

HS → Students → Student Pages → Look up your last name…

Write your username in this blank _____

Your password is the first two letters of your last name, and the last 4 digits of your student ID.

Write your password here _____

Composing Your Email

We will use a general ***word processing program*** (Microsoft Word is an example) to compose our email addresses. You will need to first log on with your username and password, because you will ***save your document to your Homes on Gwen***.

Remember: when you are kind and considerate to people, they will reflect that kindness back to you.

- Open up ***Microsoft Word*** by clicking on the "W" icon.
- A blank document will open up on the desktop. You can begin writing.
- Start with a polite greeting.
    - Example: Hello Mrs. Cannon, Good afternoon Mrs. Todd, etc.
- Say something nice before you ask for help.
    - Example: I really enjoy your history class. You are a nice teacher, etc.
- Ask the teacher what you can do to improve your grade in her / his class.
- Make sure you tell your teacher that you are willing to work to improve your grade.
- Check your spelling, punctuation and grammar. Your email is a representation of you and your abilities. Present yourself well. You must use SPELLCHECK!
- Ask your teacher to **respond** to your email.
- DO NOT use text lingo:
    - "You", **instead of** "U"
    - "I", **instead of** "i"
    - Spell out all words and phrases. Avoid abbreviations, like TTYL and LOL.
- When you are finished click on the save icon or open up "File" and hit save.
- Save the letter as "Email to teacher by (your name).
- The document will save to Homes on Gwen and can be accessed by logging onto the school server in any classroom, or at home.

Sending your email

1. Before you send the letter it must be read by Mrs. Brown.
2. Make sure you have this paper with email addresses, your user name and password on it so you have your teachers' email addresses and can access your account on GWEN.
3. Use your HS email account to send the letter.
    - To use your HS email account, go to the bottom of any HS page to where is says ***District Webmail.***
    - Click on the link to ***District Webmail.***,
    - Log in using your username and password, and press "compose".
4. Follow these steps:
    - Type the teacher's email address in the box where it says "to"
    - Type in Mrs. Brown's address in the box where it says "Cc" (You get your grade when we receive your email!)
    - Give your email a "subject" in the subject box
    - Cut and paste your letter that was saved to Homes on Gwen
    - Sign your name and send!

Name: _____ **Period:** _____

Tracking Progress Using Teacher Websites

You are going to access the teacher websites to track your assignment completion and start working on missing assignments. Follow these steps to complete the activity:

- Find the *Connections and Communication* worksheet you completed during the last technology lesson. This will be your reference for username, password, teacher name, etc.
- The name of the teacher you emailed: _____
- Log onto school server
- Locate the *Staff Page* (on the left hand side menu)
- Click on the name of the teacher you emailed last lesson. This will bring up their website.
- Click on the *My Grades* section of their website.
- Read through your assignments and grades.
- Make a list of 1-2 assignments you are missing or need to make up.
- Pick a day this week you will complete the assignments either after school or during a homework completion session.
- Write the assignments into your planner or assignment sheet
- Spend the rest of class working on one of the assignments.
- Put this paper in your notebook. You will need it for reference in the future.
- We will be checking progress using teacher websites every week.

Class you are working on: _____

1) Missing assignment to be made up _____

I am going to work on the first assignment _____

2) Missing assignment to be made up _____

I am going to work on the second assignment _____

Teacher Plans for Tracking Progress

Prerequisite skills: This lesson builds off the *Tracking Progress with Technology* lesson. Students will learn several ways to independently track their progress. Emailing the teacher and accessing grades via the school server are important first steps in building self-management skills related to tracking academic progress.

Students must be able to:

- Open and use a word processing program.
- Access the school server, Homes on Gwen.
- Know how to access their grades using teacher websites / school server.
- Identify teacher pleasing behaviors (complete homework on time, participate in class, be on time, etc.)
- Write a goal using the PRIDE card goal setting protocol. (*Goal Setting* lesson)

The Goals for Tracking Progress

Students will independently:

- Access the school server and teacher websites 3/3 trials.
- Identify 1-2 areas of strength and weaknesses as indicated by progress reports with 100% agreement with teacher on 2/2 trials each progress report period (four week period).

Time / Materials:

45 minutes / individual student progress reports, pencils, pens, paper

Introduction: (5 minutes)

- Daily agenda on the board
- Daily Entry Task: Take five minutes and look over your progress report.
- Introduction and describe
    - Being aware of our own grades, progress, strengths and weaknesses is powerful. We get to be in charge of our school career.
    - We will be using a range of activities designed to help us stay aware of our progress in classes so we can create action plans to improve our grades.
    - We have already sent teachers emails asking for ways to improve out grades. Today we will be reviewing progress reports.

Model, Lead, Practice: (30-35 minutes)

Teacher:

- Explain that it may be difficult to look at Progress Reports. Thank the students for being willing to work on improving their grades.
- Describe the steps for reviewing Progress Reports:

  - Look over the Progress Reports (5 minutes).
  - Answer the following questions:
  - What classes are going well?
  - What classes are not going well (grade of D or F)
  - What reason is given for the failing grade? (Missing assignments, low test scores, absent a lot?)
  - Is the reason for the D or F the same for every class?
  - Target 1-2 classes for improvement during this next four-week Progress Report period.
  - If the reason for the D or F is the same in each class list 1-2 actions you can take to improve this specific behavior.
  - Make a list of 1-2 actions you can take to improve the reason for the failing grade.
  - Pick a "due date" for the actions and then write them down in your planner or assignment sheet.
- Using an example with ***identifying information removed***, provide example of a Progress Report review and action planning.
- Provide specific examples of actions that would improve: missing assignments, frequent absences / skipping, low test grades.
- Frequent checks for understanding.
- Check in with each student during the period to help them (a) stay positive and (b) brainstorm appropriate actions for grade improvement.

Student:

- Read your Progress Report.
- Identify the classes you are doing well in and the classes you are receiving a D or F.
- Target 1-2 classes for improvement.
- Make a list of specific actions you can take to improve your grade in these classes.
- If the reason for the D or F is that same for all classes create an action plan for improving this reason. For example, if you are failing because you do not complete homework, then create an action plan for completing homework.
- Be prepared to share your plan with the teacher.

Wrap-up: (1- 2 minutes)

Teacher:

- Provide PRIDE card scores for the class period.
- Remind students to follow the PRIDE card expectations to meet their goals.
- Thank students for participating.

Follow up Activities: All follow up activities can be modified into a 5-7 minutes Daily Entry Task as needed for review or prompts.

- Computer activity: Log on to school server. Find your teachers' websites. Make a list of your current grades in each class. Write down any missing assignments into your planner/assignment sheet. Plan and write into your planner/assignment sheet when you are going to work on those assignments.
- Written activity: Check your planner. Have you completed the Progress report activities? Why or why not? What help do you need to accomplish these activities? Ask the teacher if you are unsure.
- Artistic activity: Draw a picture of yourself being successful in a class that is difficult for you.
- Written activity: Write a short story, poem, or rap about yourself being successful in a class that is normally difficult for you.
- Written / computer activity: Email a teacher asking how you can improve a class grade.
- Written activity: Write two academic goals for the semester. Create an action plan including what you need to do and "due dates" for achieving those goals.
- Written activity: Make a list of your classes with the best classes at the bottom of the list, and the worst classes at the top. The classes at the top of your list are your priority for homework completion sessions in Academic Seminar.

Of Special Note

Progress Reports contain confidential information. The teacher must ensure the Progress Reports are securely stored in a locked filing cabinet or desk when they are not being used for the assignment. The teacher must also ensure that students have privacy when reviewing their progress reports. Students should be seated away from one another when they are reviewing the reports.

Some students may feel overwhelmed by looking at their progress reports. The teacher must use positive language to explain that progress reports are useful tools to improve our grades. They are not punitive. With this in mind, the teacher should provide high levels of verbal reinforcement during the lesson. The teacher's positive comments should target students' willingness to work on the difficult tasks of self-awareness and planning for success.

Sample self-scoring rubrics for Academic Seminar activities

Academic Seminar Participation

	Completed on time, according to all directions, neat.	Half way completed, tried but not my best effort.	Didn't try, couldn't find, didn't do.
Daily Entry Task	2	1	0
Planner Check	2	1	0
Homework completion	2	1	0

Daily Entry Task Completion Rubric

	Heck yeah I did	Tried but didn't do my best.	Nah.
Followed all directions	2	1	0
Completed neatly, organized	2	1	0
Used my planner, notebook, etc to see what work I actually had to do.	2	1	0

Notebook Organization

	Sweet	About half way done.	Nope.
Section for each class?	2	1	0
Papers neatly organized in each section with **most recent items on top**?	2	1	0
Name on cover?	2	1	0
Planner or assignment sheet in the front?	2	1	0

ACADEMIC SEMINAR GRADING POLICY

Every day you earn a total of 10 participation points in Academic Seminar. Here's how...

On time for class	1 point
Planner Have it Up to date with assignments	 1 point 2 points
Daily Entry Task	3 points
Participating in class activities, homework	3 points
TOTAL DAILY PARTICIPATION POINTS	10

All in class assignments will be graded on a 10 point scale. At the end of the semester, all of your daily participation points and in class assignment points will be averaged and multiplied by 10 to give a final grade.

Average of Participation Points + Average of In Class Assignment Points = Final Grade

Example:

1) Add daily points and divide by number of days.

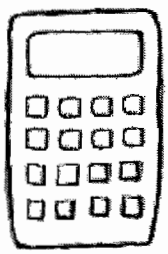
8 (September 10)
9 (September 11)
10 (September 12)
7 (September 13)
6 (September 14)
+
40

40 points / **5** days = **8**

2) Add in class assignment points and divide by number of assignments:

8 (in class test practice)
9 (Skills Assessment)
7 (Homework habits)
10 (Planner practice)
+ 10 (Organization work sheet)
44

44 points / **5** assignments = **8.8**



3) Average daily participation points total and in class assignment totals:

8.00
+ 8.80
16.80

16.80 points / **2** = **8.40**

4) Multiply average by 10:

8.40 x 10 = **84%** This is your final grade for the semester: 84%.

P - Keep trying   R - Be respectful   I - Do the right thing   D - Be responsible   E - Do your best

Name ______________________________ Dates ____________ & ____________

Directions for teachers:
1) Rate how the student met behavior expectations for each P.R.I.D.E. category: 2 = yes 1 = somewhat 0 = no
2) Under "Comments," please leave a note of positive feedback for the student
3) Please initial and hand back to the student   P.R.I.D.E. Supervisor: ____________

	List all classes below	Perseverance - Stay positive - Keep trying - Learn from mistakes	Respect - Treat self and others with care - Care for the environment - Act and speak appropriately	Integrity - Be honest - Be trustworthy - Do your own work - Stand up for what is right	Discipline - Attend classes daily and on time - Be responsible - Strive for consistency	Excellence - Do your best work - Exceed minimum expectations - Inspire excellence from others	Positive comments from teachers	Teacher Initials
Red 1		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
	Check in Period during Academic Seminar				10 points			
Red 2		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Red 3		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Red 4		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 1		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 2		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 3		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 4		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
	Blue Day Checkpoint - Don't forget to take it to 1st period the next Red day!!				10 points			

Directions for Students:
1) List your classes
2) Take this paper to EVERY class and give it to the teacher at the beginning of the period
3) Collect it back at the end of each period with your teacher's evaluations
4) Get your parent/guardian to sign the paper when complete
4) Return it to your P.R.I.D.E. supervisor after Red 1 to get a new one

Parent/Guardian Signature: ____________________

PRIDE Card Example, M. Morrison 2008

References

Jerald, C.D. (2006) Dropping out is hard to do: Issue Brief. Center for Comprehensive School reform and Improvement. Washington, DC. Retrieved 5-6-07 from www.centerforcrsi.org/files/CenterIssueBriefJune06.pdf

McIntosh, K., Flannery, K. B., Sugai, G., Braun, D., & Cochrane, K. L. (in press). Relationships between academics and problem behavior in the transition from middle school to high school. *Journal of Positive Behavior Interventions*.

APPENDIX B

HS-BEP HANDBOOK, STUDENT VERSION

ACADEMIC SEMINAR PLUS PRIDE STUDENT HANDBOOK

WHAT TO KNOW, WHAT TO DO.

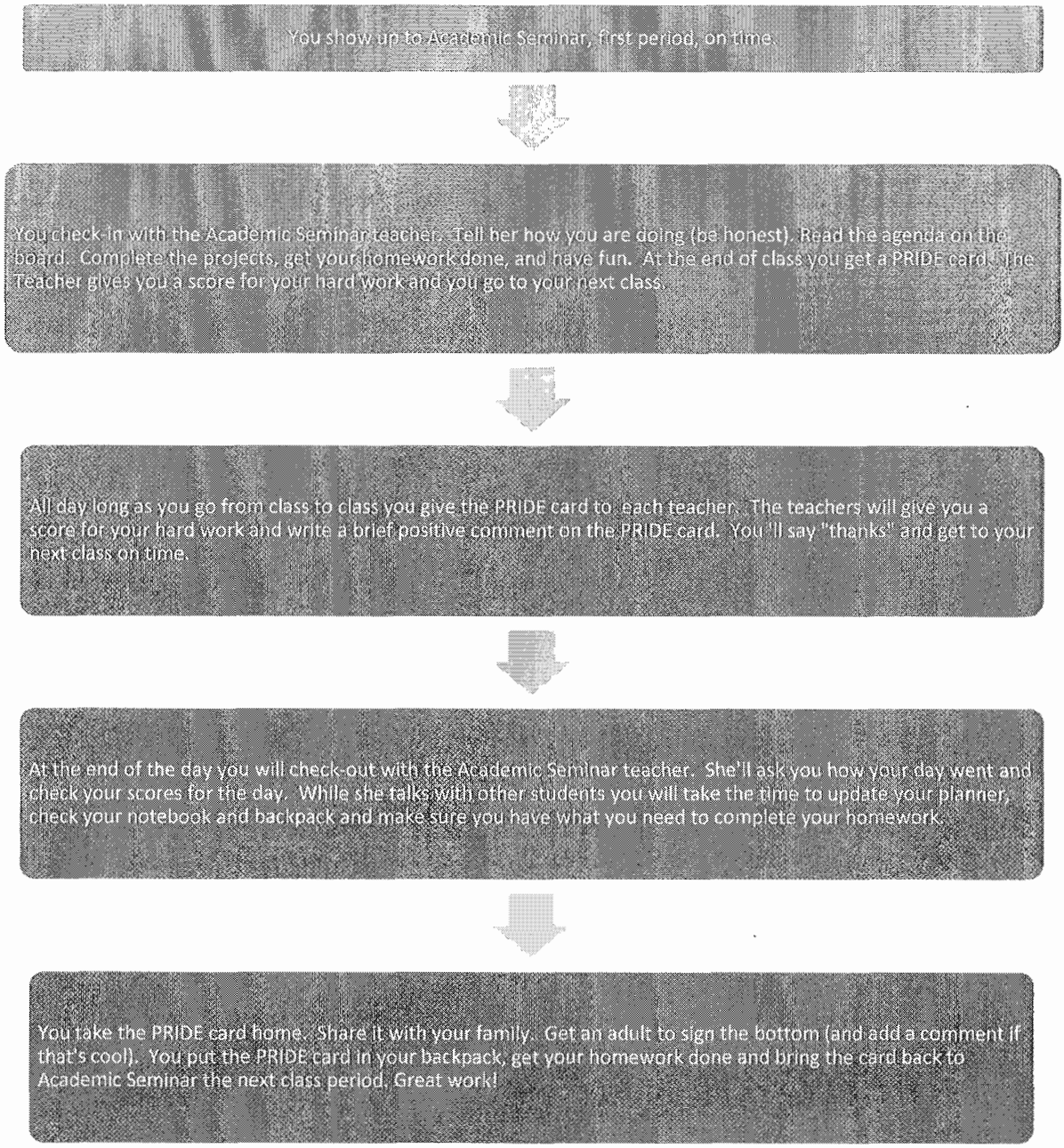
PSSST...YOU CAN DO IT!

Contents of Academic Seminar Plus PRIDE Student Handbook

The Big Picture

You have been nominated for extra support in school. A teacher, administrator, counselor or someone at home thought you would benefit from a class where you will learn organizational skills and get help with homework. This is a good thing.

The class is called Academic Seminar. The teachers are very cool, listen when you talk, and will help you gain some skills that will help you in school and at a job. This is how the class works:



PRIDE Card: Student Responsibilities

Morning Check-In

- ☐ Report to Academic Seminar classroom on time.
- ☐ Report to designated check in location.
  - Tell coordinator how you're doing.
  - Be honest.
- ☐ Return signed PRIDE Card from home.
- ☐ Retrieve new PRIDE Card from coordinator.
- ☐ Complete activities listed on the daily class agenda.
- ☐ Take your new PRIDE card to each of your classes.

Afternoon Check-Out

- ☐ Report to check out location on time.
- ☐ Share completed PRIDE card with teacher.
- ☐ When it is your turn to speak with the teacher listen to teacher's comments and feedback.

While you wait for your turn to talk with the teacher:

- ☐ Make sure your agenda is up to date.
- ☐ Check the SS bulletin boards, check with peers.
- ☐ Make sure you have all materials necessary for homework completion.
- ☐ Take the completed PRIDE card home to get home signature.
- ☐ Stay positive!

Class by Class Check In

Check In

- ☐ Arrive to class on time.
- ☐ Give PRIDE Card to teacher when you enter the room.
- ☐ Follow class rules, complete assigned work on time.
- ☐ Copy assignments into planner.
- ☐ Place class and home work papers in notebook, backpack, etc, in an organized manner (so you can find them later).

Check Out

- ☐ Politely retrieve PRIDE Card from teacher at the end of period.
- ☐ Listen to teacher feedback.
- ☐ Report to next class on time.
  - Repeat the process with all classroom teachers.

An example of the PRIDE card

P - Keep trying R - Be respectful I - Do the right thing D - Be responsible E - Do your best

Name:_____ Dates:_____ & _____

Directions for teachers:
1) Rate how the student met behavior expectations for each P.R.I.D.E. category: 2 = yes, 1 = somewhat, 0 = no
2) Under "Comments," please leave a note of positive feedback for the student
3) Please initial and hand back to the student

P.R.I.D.E. Supervisor:_____

	List all classes below	Perseverance - Stay positive - Keep trying - Learn from mistakes	Respect - Treat self and others with care - Care for the environment - Act and speak appropriately	Integrity - Be honest - Be trustworthy - Do your own work - Stand up for what is right	Discipline - Attend classes daily and on time - Be responsible - Strive for consistency	Excellence - Do your best work - Exceed minimum expectations - Inspire excellence from others	Positive comments from teachers	Teacher Initials
Red 1		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Check in Period during AcademicSeminar					10 points			
Red 2		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Red 3		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Red 4		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 1		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 2		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 3		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Blue 4		0 1 2	0 1 2	0 1 2	0 1 2	0 1 2		
Run by Checkpoint - Don't forget to take it to 1st period the next Red day!!					10 points			

Directions for Students:
1) List your classes
2) Take this paper to EVERY class and give it to the teacher at the beginning of the period
3) Collect it back at the end of each period with your teacher's evaluations
4) Get your parent/guardian to sign the paper when complete
4) Return it to your P.R.I.D.E. supervisor after Red1 to get a new one

Parent/Guardian Signature:_____

REWARDS?!

The PRIDE card helps students remember the school-wide rules: P.R.I.D.E. It also helps students remember individual goals to improve specific behaviors, such as being on time to class, getting homework done, staying quiet during class, etc.
Teachers will score your classroom performance every day and your BIG goal is to earn 80% of the points as many days as you can. The Academic Seminar Team has worked hard to put together a list of fabulous rewards from which you can choose once you start earning 80% of your PRIDE card points. Each class has its own rewards "cash in" process but here's the general idea:

1. You work hard to earn 80% of your PRIDE points.
2. You keep track of the days you earn 80% of your points (in your planner, or your assignment sheet, or on the cool graph your teacher prints out for you each week).
3. On cash in days you meet with your teacher and she gives you a cool reward for working so hard.
4. You smile and feel great about your accomplishments!

Here are some examples of rewards available and how many days at 80% you need to get them:

MONEY DAY$ **(Days at 80%)**	∞ **REWARDS** ∞
2	• Capri Sun • Granola Bar
3	• Work quietly with peer on homework (during homework sessions only). • Churchill Lanyard • Pack of gum
5	• Pop Corn with a friend and Academic Seminar teacher • Coffee card
7	• Choice to use class room computer for assignment
10	• Lunch with Academic Seminar teacher
14	• Two coffee cards
18	• Churchill T-Shirt
23	• Lunch paid for by the school
30	• Reduced / free tickets to school sporting event, dance, etc. • Pizza party for your Academic Seminar

	Class

What you'll learn in Academic Seminar.....

In addition to tracking classroom success using the PRIDE Card you will be learning the following academic skills to help you organize your assignments and decide which ones need your attention right away. Here are the skills you will learn and practice in Academic Seminar:

- Examples of the school-wide expectations, P.R.I.D.E. (Perseverance, Respect, Integrity, Discipline, Excellence)
- How to setting goals and plan for meeting your goals
- How to use a planner or assignment sheet
- How to organize your notebooks
- Some ways to prepare for test taking
- Some helpful study strategies
- How to create a Graduation Plan
- How to use of technology and school resources to track your grades.

You may already know a few things about the Academic Seminar skills. That's great! Academic Seminar will give you a place to practice those skills.

Now for one of the most important details: **You will also get time and assistance with completing homework each week.** Academic Seminar includes homework completion sessions. The Academic Seminar teacher will give you time, space, resources, and assistance if you need it so you can get your homework done in school.

ACADEMIC SEMINAR GRADING POLICY

Every day you earn a total of 10 participation points in Academic Seminar. Here's how...

Your responsibilities	**What you earn**
On time for class	1 point
Planner Have it Up to date with assignments	 1 point 2 points
Daily Entry Task	3 points
Participating in class activities, homework	3 points
TOTAL DAILY PARTICIPATION POINTS	10 points

All in class assignments will be graded on a 10 point scale. At the end of the semester, all of your daily participation points and in class assignment points will be averaged and multiplied by 10 to give a final grade.

Average of Participation Points + Average of In Class Assignment Points = Final Grade

Example:

1) Add daily points and divide by number of days.

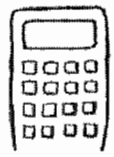
8 (September 10)
9 (September 11)
10 (September 12)
7 (September 13)
+ 6 (September 14)
40

40 points / **6** days = **8**

2) Add in class assignment points and divide by number of assignments:

8 (in class test practice)
9 (Skills Assessment)
7 (Homework habits)
10 (Planner practice)
+ 10 (Organization work sheet)
44

44 points / **5** assignments = **8.8**



3) Average daily participation points total and in class assignment totals:

8.00
+ 8.80
16.80

16.80 points / **2** = **8.40**

4) Multiply average by 10:

8.48 x 10 = **84.8%** This is your final grade for the semester: 84%

Here's what other students have said about Academic Seminar.....
(We actually asked them to write down their advice for students in Academic Seminar Plus PRIDE card. Seriously, we asked them!)

"I learned that this class has supported me in all my classes."

"I learned to treat more people with a lot of respect."

"Don't slack off it isn't a hard class AT ALL. Treat the teacher with respect. They are great, I think they are the best teachers."

"Bring your planner and work hard."

"Be prepared for class."

"Always be respectful to your peers and your teacher."

"Work hard in class!"

"Bring your planner!"

"Come to class on time."

"When you come in be ready to take your planner out. And work hard."

"If you start off bad don't worry, it will change if you want to."

Teacher contact information for students/parents/guardians
If you have questions about Academic Seminar or the PRIDE card, please feel free to email either Mrs. Brown or Mrs. Pink. They are the awesome Academic Seminar teachers and they will do their best to help you!

University of Oregon contact:
Jessica Swain-Bradway: jswainbr@uoregon.edu

APPENDIX C

TWENTY-MINUTE DATA COLLECTION FORM

HS-BEP Observation Form

Student #: _____ **Class:** _____ **Data collector:** _____ **Reliability:** Yes No

Date: _____ **Time:** _____ **Context:** whole class instruction small group instruction independent work transition Other _____

Interval	Academically engaged (+ : 0)	Talk Out	Cell Phone	Out of seat	Physical aggression	Teacher interaction	Comment	Interval	Academically engaged (+ : 0)	Talk Out	Cell Phone	Out of seat	Physical aggression	Teacher interaction	Comment
1								31							
2								32							
3								33							
4								34							
5								35							
6								36							
7								37							
8								38							
9								39							
10								40							
11								41							
12								42							
13								43							
14								44							
15								45							
16								46							
17								47							
18								48							
19								49							
20								50							
21								51							
22								52							
23								53							
24								54							
25								55							
26								56							
27								57							
28								58							
29								59							
30								60							
Total								Total							

Interval	Academically engaged (+ / 0)	Talk Out	Cell Phone	Out of seat	Physical aggression	Teacher interaction	Comment	Interval	Academically engaged (+ / 0)	Talk Out	Cell Phone	Out of seat	Physical aggression	Teacher interaction	Comment
61								91							
62								92							
63								93							
64								94							
65								95							
66								96							
67								97							
68								98							
69								99							
70								100							
71								101							
72								102							
73								103							
74								104							
75								105							
76								106							
77								107							
78								108							
79								109							
80								110							
81								111							
82								112							
83								113							
84								114							
85								115							
86								116							
87								117							
88								118							
89								119							
90								120							
Total								**Total**							

Academic Engagement: Orienting toward board/overhead/teacher: engaged physically or verbally with materials/objects/tasks: during independent work is writing or reading assigned task: contributing to assigned cooperative activities: engaged in appropriate activities approved by the teacher if completed independent work early.

Record a (+) if student is academically engaged for 8 out of 10 seconds in observation interval. Record a (0) if the student is not academically engaged (or engaged less than 8 sec.)

APPENDIX D

HS-BEP EVALUATION TOOL, SCORING GUIDE

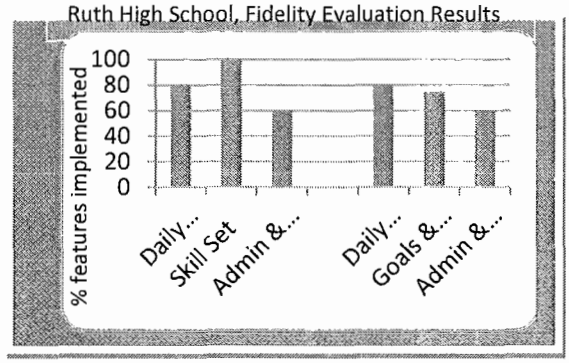
Academic Seminar and PRIDE Card Evaluation Tool (AcSem Plus) Overview

The Academic Seminar and PRIDE Evaluation Tool is a research and practice tool designed to assess the implementation of two secondary level interventions: Academic Seminar and PRIDE Card. The AcSem Plus tool is divided into interviews and permanent product review for both Academic Seminar and PRIDE Card. The AcSem Plus tool consists of 25 questions divided into four parts (a) daily cycles, (b) goals and rewards, (c) skill set and (d) administration and organization. A summary score is obtained for both Academic Seminar and PRIDE Card.

The table below provides an example of the Academic Seminar and PRIDE Card feature areas.

Part 1: Academic Seminar
A. Daily Academic Seminar Cycle
B. Skill Set
C. Administration and Organization

Part 2: PRIDE Card
D. Daily PRIDE Cycle
E. Goals and Rewards
F. Administration and organization



The AcSem Plus tool is conducted by an external evaluator and takes approximately one hour to complete. Data sources used to score the AcSem Plus tool: interviews and review of permanent products / documented procedures. The interview involves Academic Seminar Plus Coordinator and should take approximately 20 minutes.

The permanent product review requires the review of multiple documents outlining the procedures for Academic Seminar and PRIDE Card. The main permanent products required for the review includes:

1- Academic Seminar Plus handbook
2- Behavior Support Team handbook with meeting minutes
3- Student PRIDE card
4- Student Academic Seminar notebooks
5- Student attendance records *
6- Student schedules *

* Student attendance and schedules are required to determine the opportunities available for PRIDE card check-ins, class by class check, check-out, home signature, and positive teacher comments.

AcSem Data Collection Protocol

Completing an evaluation of the fidelity of implementation of the AcSem Plus program requires a sequence of three activities: 1) interview, 2) permanent product review and scoring, and 3) summarizing the data. Begin data collection by interviewing the Academic Seminar coordinator. At the end of the interview ask for the specified permanent products. For efficiency it is recommended that permanent products be compiled prior to the evaluator's visit.

1. Schedule the AcSem Plus fidelity check
    a. Extend gratitude for coordinator's time.
    b. Work around AcSem coordinator availability.
    c. Explain the written material you want to review.
    d. Determine the steps for making materials available when you arrive for the interview.
2. Conduct interview with AcSem Plus Coordinator
3. Review permanent products
    a. Gather materials
    b. Utilize materials for completing implementation questions
4. Score the AcSem Plus fidelity questions
    a. Use completed interview questions and available permanent products to score each question as defined on the Scoring Guide.
    b. Provide a summary score for Academic Seminar and PRIDE as well as an overall score.
5. Extend gratitude for the visit before leaving the school.

Please note: there are five steps in the evaluation of the Daily PRIDE cycle:

1- Obtain completed PRIDE cards from the AcSem Plus coordinator.
2- Randomly pick 7 to 10 students whose card for review.
3- Obtain (a) attendance information for the preceding two weeks, (b) number of classes students have each day. * Some schools follow a block schedule resulting in a varied number of classes on alternating school days.
4- Review of **individual student's PRIDE cards** to determine if each student meets the 80% of opportunities criterion.
    a. For each of the daily cycle components, students who meet the 80% of opportunities criterion are converted to a "Yes" score.
    b. Students who do not meet the 80% criterion are converted to a "No" score.
5- Record the conversion of the percentage of students who met the 80% criterion into a numeric score of 0, 1, or 2 on the **Scoring Matrix**.

AcSem Plus Fidelity Measure

School _____ Date _____
Evaluator_____

Part I: Academic Seminar Scoring Matrix			
Feature	**Evaluation Question**	**Data Source**	**Score: 0-2**
A. Skill Set	1. Are academic skills defined for the semester? 0= No, 1=Yes, without documentation, 2 = Yes, documented	AcSem Plus Handbook, other _____	
	2. Is there a schedule of instruction (scope and sequence)? 0= No, 1=Yes, without documentation, 2 = Yes, documented	AcSem Plus Handbook, other _____	
	3. Is there a student evaluation plan in place for each skill? 0= No, 1=Yes, without documentation, 2 = Yes, documented	AcSem Plus Handbook / grade book, other _____	
	4. Have students set goals for Academic Seminar? 0= No, 1=Yes, without documentation, 2 = Yes, documented	AcSem Plus Handbook, other _____	
B. Daily Class Cycle	2. Planner check	Lesson plans, daily class agenda other _____	
	2. Daily Entry Task assignment	Lesson plans, daily class agenda, student product, other _____	
	3. Homework completion session	Lesson plans, daily class agenda, other _____	
	4. Daily agenda posted	Black board, white board, etc.	

School _____ Date _____
Evaluator_____

Part I: Academic Seminar Scoring Matrix			
Feature	**Evaluation Question**	**Data Source**	**Score: 0-2**
C. Admin and Organization	3. AcSem teacher allocated dedicated FTE 0= No, 1=Yes, without documentation, 2 = Yes, documented	AcSem Plus coordinator interview other_____	
	2. Nomination process utilized 0= No, 1=Yes, without documentation, 2 = Yes, documented	Behavior Support Team meeting minutes, other _____	
	3. AcSem/CICO team meets every two weeks 0= No, 1=Yes, without documentation, 2 = Yes, documented	Behavior support team meeting minutes, other_____	
	4. AcSem/ CICO team reviewed data within past two weeks 0= No, 1=Yes, without documentation, 2 = Yes, documented	Behavior support team meeting minutes, other_____	
	5. Academic Seminar data updated within past 48 hours 0= No, 1=Yes, without documentation, 2 = Yes, documented	SWIS- CICO, interview, other ____	

Part II: PRIDE Scoring Matrix			
Feature	**Evaluation Question**	**Data Source**	**Score: 0-2**
A. Daily PRIDE cycle	1. Check-In completed 80% of opportunities for 2 weeks 0 = <50% of students, 1= 50-89% of students, 2=80-100%	PRIDE card	
	2. Check Out completed 80% of opportunities for 2 weeks 0 = <50% of students, 1= 50-89% of students, 2=80-100%	PRIDE card	
	3. Class Check completed 80% of opportunities for 2 weeks 0 = <50% of students, 1= 50-89% of students, 2=80-100%	PRIDE card	
	4. Home signature completed 80% of opportunities for 2 weeks 0 = <50% of students, 1= 50-89% of students, 2=80-100%	PRIDE card	
	5. Positive teacher comment present for 80% of opportunities for 2 weeks. 0 = <50% of students, 1= 50-89% of students, 2=80-100%	PRIDE card	
B. Goals & Rewards	1. Goals defined for CICO?	PRIDE student contract/goal sheet, other _____	
	2. Rewards delivered contingent upon meeting goals	AcSem Plus coordinator records, PRIDE student contract, goal sheet Other _____	
	3. Student participation in goal setting	PRIDE student contract/goal sheet Other _____	
C. Admin and Organization	1. AcSem teacher allocated dedicated FTE 0= No, 1=Yes, without documentation, 2 = Yes, documented	AcSem Plus coordinator interview other_____	
	2. Nomination process utilized 0= No, 1=Yes, without documentation, 2 = Yes, documented	Behavior Support Team meeting minutes, other _____	
	3. AcSem/CICO team meets every two weeks 0= No, 1=Yes, without documentation, 2 = Yes, documented	Behavior support team meeting minutes, other_____	
	4. AcSem/ CICO team reviewed data within past two weeks 0= No, 1=Yes, without documentation, 2 = Yes, documented	Behavior support team meeting minutes, other_____	
	5. Academic Seminar data updated within past 48 hours 0= No, 1=Yes, without documentation, 2 = Yes, documented	SWIS- CICO, interview, other ____	

Individual Student PRIDE Card Review

1- Select 7 to 10 students that are currently participating in the AcSem Plus PRIDE program for inclusion in the Daily PRIDE Card review.
2- Before beginning the PRIDE card reviews, the following information is necessary:
    a. **Number of classes** a student has each day to calculate number of opportunities.
        i. For example, if there were 10 schools days in the past two-weeks, and a student has 4 classes per day, they had 40 opportunities to solicit class-by-class scores from teachers. They also had 40 opportunities to solicit positive teacher comments.
        ii. The implementation percentage of each component equals the number of completions divided by the number of opportunities times 100.
        iii. *38 completed class by class checks ÷ 40 total opportunities =. 95 X 100 = 95%*

    b. **Attendance records** to calculate number of opportunities.
        i. For example, if there were 10 school days in the past two weeks, and the student was present each of those 10 days they have 10 opportunities to (a) check,-in, (b) check-out, (c) get home signatures.
        ii. *7 check-ins completed ÷ 10 total check-in opportunities = .7 X 100 = 70%*

3- If the student cad meets the 80% criterion for the component, convert the score to a "Yes".
4- If the student card does not meet the 90% criterion for the component, convert the score to a "No"
5- Total the number of "Yes" and "No" scores.
6- Convert the "Yes" scores to a percentage score:
    a. Total "Yes" scores divided by total opportunities available multiplied by 100.
    b. Total opportunities equals "Yes" + "No" scores.
    c. *8 students met check-in at 80% out of 10 total = 80% check-in.*

Student	Check –IN	80% Yes / No	Check-OUT	80% Yes / No	Class by Class Checks	80% Yes / No	Positive teacher comments	80% Yes / No	Home checks	80% Yes / No
	# completed ÷ # opportunities		# completed ÷ # opportunities		# completed ÷ # opportunities		# completed ÷ # opportunities		# completed ÷ # opportunities	
1	= %		= %		= %		= %		= %	
2	= %		= %		= %		= %		= %	
3	= %		= %		= %		= %		= %	
4	= %		= %		= %		= %		= %	
5	= %		= %		= %		= %		= %	
6	= %		= %		= %		= %		= %	
7	= %		= %		= %		= %		= %	
8	= %		= %		= %		= %		= %	
9	= %		= %		= %		= %		= %	
10	= %		= %		= %		= %		= %	
TOTAL Yes / No										

APPENDIX E

HS-BEP EVALUATION TOOL, INTERVIEW PROTOCOL

Academic Seminar Interviews

Introduction

Provide an overview of the purpose for the interview.

- This conversation will focus on the implementation of the daily and administrative features of Academic Seminar and the Check In Check Out component, the PRIDE card. It will result in a fidelity score for both Academic Seminar and PRIDE as well as a summary score for the entire intervention. This information will allow the instructor(s) and coordinator to make meaningful changes to the features.

- Academic Seminar is organized in three parts
    - Daily Academic Seminar cycle including: planner check, Daily Entry Task assignments, homework completion sessions and goal setting
    - Scope and sequence of skills taught within the classroom
    - Administration and Organization

- PRIDE is organized in three parts as well
    - Daily PRIDE cycle including: Check in, Check out, daily class check, home signature, and positive teacher comments
    - Goals and Rewards, development and delivery
    - Administration and Organization

Please Gather Specified Permanent Products Before Ending the Instructor Interview		
Documentation	**Possible Data Sources**	**AcSem Question**
Academic skills defined	AcSem Plus notebook, grade book	A1
Scope and Sequence of Academic Skills	AcSem Plus notebook, grade book	A2
Grading policy for skills	AcSem Plus notebook, grade book	A3
Student goals for Academic Seminar	AcSem Plus notebook, student notebooks	A4
Daily Planner check	AcSem Plus notebook, lesson plans, daily agenda	B1
Daily Entry Task assignment	AcSem Plus notebook, lesson plans, daily agenda	B2
Homework completion session	AcSem Plus notebook, lesson plans	B3
Data-based nomination process	Behavior Support team notebook	C2
Secondary team meets every two weeks	Behavior Support team notebook, meeting minutes	C3
Academic Seminar data updated 48 hrs	AcSem Plus notebook, grade book	C5

Academic Seminar Interview Questions

ACADEMIC SEMINAR INSTRUCTOR QUESTIONS

First, let's talk about the scope and sequence of skills taught in Academic Seminar.

1) Are the academic skills defined? (A1) Yes No

2) Is there a schedule of instruction (scope and sequence)? (A2) Yes No

3) Is there a student grading policy in place for each of the skills? (A 3) Yes No

4) Have students set goals for Academic Seminar? (A4) Yes No

Let's talk about the daily classroom cycle.

1) Do you have a planner check every class period? (B1) Yes No
   If no, how often? _____

2) Is there a Daily Entry Task every class period? (B2) Yes No
   If no, how often? _____

3) Is there a homework completion session at least 2 out of every 5 class periods? (B3)
   Yes No, If no, how often? _____

Let's talk about the administrative and organizational features.

1) Is the Academic Seminar instructor(s) allocated dedicated FTE? (C1) Yes No

2) Is a data-based nomination process utilized for student participation in the class? (C2) Yes No

3) Does the Secondary Intervention team meet every two weeks? (C3) Yes No
   If no, how often? _____

4) Does the Secondary Intervention team review student progress data every two weeks? (C4) Yes No
   If no, how often? _____

5) Were the Academic Seminar data updated within the past 48 hours? (C5)
   Yes No

PRIDE Interview Questions

PRIDE COORDINATOR INTERVIEW QUESTIONS
Repeat introduction if necessary.

Thanks you for your time. First, let's talk about the Goals and Rewards.

1) Are the goals for PRIDE defined? (E1) Yes No

2) Do students participate in goal setting? (E3) Yes No

3) Are rewards delivered contingent upon students meeting their goals? (E2) Yes No

Now let's talk about the administrative and organizational features.

1) Is the PRIDE coordinator allocated dedicated FTE? (F1) Yes No

2) Is a data-based nomination process utilized for student participation in PRIDE? (F2) Yes No

3) Does the Secondary Intervention team meet every two weeks? (F3) Yes No

   If no, how often? _____

4) Does the Secondary Intervention team review student progress data every two weeks? (F4) Yes No

   If no, how often? _____

5) Were the PRIDE data updated within the past 48 hours? (F5) Yes No

Please Gather Specified Permanent Products Before Ending the Coordinator Interview		
Documentation	**Possible Data Sources**	**PRIDE Question**
PRIDE card daily cycle	Student PRIDE cards	D1,2,3,4,5
PRIDE goals defined	PRIDE notebook	E1
Student participation in goal setting	PRIDE notebook, student notebooks	E3
Rewards contingent on meeting goals	PRIDE notebook, student notebooks	E2
Data-based nomination process	Secondary team notebook	F2
Secondary team meets every two weeks	Secondary team notebook, meeting minutes	F3
PRIDE data updated 48 hrs	PRIDE notebook, SWIS-CICO reports	F5

APPENDIX F

TEACHER PERCEPTION SURVEY

Please complete the following questions, to the best of your ability about

_____

Your scores should represent an overall impression of changes, if any, in the student's classroom behaviors as semester 1 ended.

On a scale of 1-5 please rate the following questions. One (1) represents no change, and five (5) represents extreme positive changes, as in the student has had a "complete turnaround".

To what degree have you noticed improvements in classroom behavior (talking to peers, paying attention, etc)?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
To what degree have you noticed improvements in organization?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
To what degree have you noticed improvements in the *percentage* of assignments completed?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
To what degree have you noticed improvements in the *quality* of assignments?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
In your opinion, what was the likelihood of a change in placement (dropping class, changing classes, etc) without Academic Seminar support?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements

Questions or concerns, please contact Jessica Swain-Bradway jswainbr@uoregon.edu

As always, thanks so much for your contributions and hard work!

APPENDIX G

STUDENT PERCEPTION SURVEY

Please complete the following questions about how you feel Academic Seminar helped, or didn't help you.

Your scores should represent an overall impression of how your behaviors improved at the end of the semester, when you started attending Academic Seminar.

On a scale of 1-5 please rate the following questions. One (1) represents no change, and five (5) represents extreme positive changes, as in you had a "complete turnaround".

To what degree have you noticed improvements in your classroom behavior (talking to peers, paying attention, etc)?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
To what degree have you noticed improvements in your organization?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
To what degree have you noticed improvements in the *percentage* of assignments you complete?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
To what degree have you noticed improvements in the *quality* of assignments?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements
In your opinion, what was the likelihood of a change in placement (dropping class, changing classes, etc) without Academic Seminar support?				
1	**2**	**3**	**4**	**5**
No change		some improvements		a lot of improvements

Thank you for being willing to participate!

APPENDIX H

FACTS INTERVIEW

Functional Assessment Checklist for Teachers and Staff (FACTS-Part A)

Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____

Student Profile: Please identify at least three strengths or contributions the student brings to school.

_____

Problem Behavior(s): Identify problem behaviors

___ Tardy	___ Fight/physical Aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate Language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal Harassment	___ Work not done	___ Other _____
	___ Verbally Inappropriate	___ Self-injury	
Describe problem behavior:	_____		

Identifying Routines: Where, When and With Whom Problem Behaviors are Most Likely.

Schedule (Times)	Activity	Likelihood of Problem Behavior	Specific Problem Behavior
		Low 1 2 3 4 5 6 High	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	
		1 2 3 4 5 6	

Select 1-3 Routines for further assessment: Select routines based on (a) similarity of activities (conditions) with ratings of 4, 5 or 6 and (b) similarity of problem behavior(s). Complete the FACTS-Part B for each routine identified.

March, Horner, Lewis-Palmer, Brown, Crone, Todd & Carr (2000)

Functional Assessment Checklist for Teachers & Staff (FACTS-Part B)

Student/ Grade: _____ Date: _____
Interviewer: _____ Respondent(s): _____
Routine/Activities/Context: Which routine (only one) from the FACTS-Part A is assessed?

Routine/Activities/Context	Problem Behavior(s)

Provide more detail about the problem behavior(s):

What does the problem behavior(s) look like?

How often does the problem behavior(s) occur?

How long does the problem behavior(s) last when it does occur?

What is the intensity/level of danger of the problem behavior(s)?

What are the events that predict when the problem behavior(s) will occur? (Predictors)

Related Issues (setting events)	Environmental Features
___ illness Other:_____ ___ drug use _____ ___ negative social _____ ___ conflict at home _____ ___ academic failure _____	___ reprimand/correction ___ structured activity ___ physical demands ___ unstructured time ___ socially isolated ___ tasks too boring ___ with peers ___ activity too long ___ Other ___ tasks too difficult

What consequences appear most likely to maintain the problem behavior(s)?

Things that are Obtained	Things Avoided or Escaped From
___ adult attention Other: _____ ___ peer attention _____ ___preferredactivity _____ ___ money/things _____	___ hard tasks Other: _____ ___ reprimands _____ ___ peer negatives _____ ___ physical effort _____ ___ adult attention _____

SUMMARY OF BEHAVIOR

Identify the summary that will be used to build a plan of behavior support.

Setting Events & Predictors	Problem Behavior(s)	Maintaining Consequence(s)

How confident are you that the Summary of Behavior is accurate?

Not very confident					Very Confident
1	2	3	4	5	6

APPENDIX I

STUDENT GUIDED FACTS

STUDENT GUIDED FUNCTIONAL ASSESSMENT INTERVIEW

Student_____ Grade_____ Gender M F
Teacher _____ School _____
Interviewer _____ Date_____

I. Opening:

We are meeting today to find ways to change school, so that you like it more. This interview will take about 30 minute I can help you best if you answer honestly. You will not be asked anything that might get you in trouble.

II. Strengths and Skills

- What are things that you like to do, or do well in school?
- What are classes you do well in?

III. Define the behaviors of concern

Assist the student to identify specific behaviors that are resulting in problems in the school or classroom. Making suggestions or paraphrasing statements can help the student clarify her ideas.

What are the things you do that get you in trouble or are a problem? Prompts: -late to class?, talk out in class ?, don't get work done?, fighting ? Which behavior is the most problematic?

Behavior	Comment
1.	
2.	
3.	
4.	
5.	

Adapted from Reed, Thomas, Sprague, and Horner (1997).

Do the behaviors described happen together or separately? Do they occur at the same time, as a "chain", in response to the same type of situation?

V. Setting and Routines

Assist the student to define the times (classes) and routines (working alone, substitute, etc.) in which the problems are most likely to happen.

Some times and activities are harder than others. Can you tell me which times during the day when you are more likely to have a problem? 1means no problem, 6 means you can predict you will most likely have a problem.

Typical Schedule	Rating
	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6

Routine	Rating
Working alone	1 2 3 4 5 6
Working in groups	1 2 3 4 5 6
Work too hard	1 2 3 4 5 6
Transition	1 2 3 4 5 6
Substitute teacher	1 2 3 4 5 6
	1 2 3 4 5 6
	1 2 3 4 5 6

APPENDIX J

REQUEST FOR ASSISTANCE FORM

Request for Assistance

Student _____ Date _____

Grade _____ SLC _____

Counselor_____

Referral submitted by: _____

1. Student strengths: _____
2. Is the student qualified for Special Education Services? Y N
3. How many days has the student been suspended this year? _____
4. Please give an estimate of student's academic progress in your classroom:

_____ (class work)

_____ (homework)

_____ (test average)

Problem Behavior(s): Identify Top 3 Most Problematic Behaviors

___ Tardy	___ Fight/physical aggression	___ Disruptive	___ Theft
___ Unresponsive	___ Inappropriate language	___ Insubordination	___ Vandalism
___ Withdrawn	___ Verbal harassment	___ Incomplete work	___ Other
			_____
	___ Verbally inappropriate	___ Self-injury	

What have you tried ? How has it worked?

Why do you think the behavior(s) keep happening?

Referring teacher, do not write below this line, for SST documentation only.

Relevant information has been reviewed: **BY:** _____
(SST, PBS, counselor, etc.)

☐ grades ☐ attendance ☐ testing information
☐ disciplinary records ☐other: _____

Recommended for:

☐ Academic Seminar ☐ Academic Seminar Plus PRIDE ☐ Read Right
☐Math Support ☐Special Ed. evaluation ☐PRIDE card only
☐Other _____

Academic Seminar Plus PRIDE eligibility checklist

- Academic Seminar Plus PRIDE is designed to meet the academic and behavioral needs of a small group of students who are demonstrating, *or* demonstrated in 8th grade, academic and social behavior problems.
- **Please complete the following checklist for students who are being considered for Academic Seminar Plus PRIDE:**

Student name_____ Grade _____
Counselor_____

The information documented on this form is based on:

☐ **current status** ☐ **recommendations from middle school**

Has a request for Assistance been completed for this student? (Circle one) Yes No

Part 1: Academics and Organization		
Improved structure would help student succeed.	Yes	No
Student may lack organizational skills:	Yes	No
Notebook, backpack is disorganized.	Yes	No
Student often misplaces or can't find assignments	Yes	No
Student is placed at appropriate instructional level for academic courses (math, reading, history, etc).	Yes	No
Student is not achieving at least a C in core classes due to lack of, or poor quality completion of class/home work.	Yes	No

Part 2: Classroom Behaviors

Student responds positively to at least one adult in the school.*	Yes	No
Student is engaging in problem behavior, but no "crisis" behaviors:*	Yes	No
Occasionally skips class	Yes	No
Talking during teacher instruction	Yes	No
Failure to complete home/class work, projects	Yes	No
Student has office discipline referrals for minor infractions	Yes	No

Other behaviors of concern:

Eligibility Criteria

Academic Seminar: Student must meet all eligibility criteria in Part 1.

Academic Seminar *Plus PRIDE*: Student must meet all the eligibility criteria in Part 1 and the first two questions in Part 2.

If there are other considerations for including the student in Academic Seminar Plus PRIDE please explain here:

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