The Achievement Plus Curriculum: Intervention for Secondary Students At-Risk for Emotional Disturbance

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Proactive & Preventative

“Given that (both) learning and emotional/behavioral problems are progressive in nature, early identification and intervention tends to be more effective than remediation…”

Lane et al., 2002
A Triangle of Support For Students With Behavioral and Emotional Problems

**Targeted Support**
- 3%-5%
- High Risk Students With Intense Problems

**Selected Support**
- 5%-15%
- Students At-Risk for Negative Behavioral and Emotional Outcomes

**Universal Support**
- 80%-85%
- Students Who Do Not Exhibit Significant Behavioral or Emotional Problems

**Assessment**
- Comprehensive Individual Assessment
- Multi-Method, Source, & Setting Design
- Protective and Risk Factors, Individual, Family & Community Characteristics

**Primary Prevention**
- Universal Screening
- Teacher nomination
- Brief Screening Tools

**Secondary Prevention**
- Brief Functional Assessment
- School Records Review
- Behavior Rating Scales

**Tertiary Prevention**
- Intensive Individualized Interventions
- Individual Student Services
- Special Education/IEP
- Wraparound Service System

**Selected Specialized Interventions**
- Classrooms and Groups
- Specialized Skills Training
- Mentoring
- Increased Support

**Universal Interventions**
- School-Wide PBS
- Prevention Curricula
- Social Skills Training
- Positive School Climate

Merrell, 2004
Achievement Plus Class:
(~5% of the school population)

- A general education elective class

- Secondary Students Identified
  - Teacher nomination
  - SSBD Stages I and II Screening

- Curriculum
  - Specialized
  - Research validated practices, i.e., self-management, social skills instruction, learning strategies
  - Self-management is a common thread
Self-management

...there is a tendency for secondary students to resist adult assistance, and the need for secondary students to independently manage their learning activities... Retish et al., 1991
Self Management

- Social Skills
- Emotional Resiliency
- Academic Strategies
- Classroom Behavior
Emotional Resiliency
Self Management
Social Skills
Academic Strategies
Classroom Behavior
Why Teach Social Skills?

“Social skills are what allow us to pass as normal. Whether one can pass as normal depends not so much on whether one can read or write but rather on one’s level of social skill development.”

Dr. Stephen Greenspan
Who should teach the social skills?

“The social skills program must be designed for implementation by regular classroom teachers who should be the primary instructors.”

Dr. Howard Knoff, NCSP
List of Social Skills

School Wide
How to follow instructions
How to get the teacher’s attention
How to accept consequences
How to make a decision
How to make an apology
How to listen
How to resist peer pressure
How to respond to teasing

Classroom Only
How to ask for help
How to give a compliment
How to resolve conflicts
How to introduce yourself
How to express appreciation
How to apologize
How to join in
How to greet someone
How to start a conversation
How to deal with fear
Ways to measure school-wide:

• School-wide schedule for social skills
• 1st time to teach: verbalize skill
• 2nd time to teach: write the steps
• 3rd time to teach: rationale—why is the skill important, write one reason as to why important to me
• 4th time to teach: observe others using the skill (generalization)
• Skills for internalizers: need to add breadth and depth to current skills
Video Tape Modeling
HOW TO APOLOGIZE: Part 1

**Purpose:** Teach students skills for dealing with interpersonal conflict.

**Lesson Objectives:**
Students will accurately list and describe the steps of apologizing.
Students will be able to give one reason why this social skill is important

1. **Name and describe the skill.** *(Do this in the 2 minute period before the video begins)*
   “Today, we are going to learn how to apologize.”

2. **Give reasons why it is important to apologize and what students will gain from practicing this skill.**
   We all make mistakes and apologizing helps us take responsibility for our actions.
   It is an important part of problem solving and conflict resolution.
   😊 Apologizing correctly helps prevent problems from getting worse.
   😊 We show maturity and self-control

3. **Model the skill by showing the Video Presentation**

4. **Teacher reviews the steps to the skill and reasons why the steps are important**
   “Students, let’s review the steps to How to Apologize. *(See #1 above)*
   “Why is it important to know how to apologize?” *(Discuss the examples shown in the video, solicit examples from students, or share some more rationales.)*

5. **Give students one example of another time and place they could use the skill or ask the students to generate examples of settings or times to use the skill in the future.**
   Remind them that they will practice the skill in Part 2 of the lesson.
Emotional Resiliency
Self Management
Social Skills
Academic Strategies
Classroom Behavior
Emotional Resiliency
“The ability to strengthen desirable behavior through positive reinforcement will do more to make a classroom conducive to learning than any other single skill.”

- Glenn Latham, Ed.D.
Goal:
To help students learn that they can alter some consequences by their behavior.

Rationale:
The valuable skills students learn will continue to benefit them throughout their lives and will help improve their academic performance.
Teacher/Student Matching

• **Goal:** Help students learn to accurately self-evaluate their classroom behavior and behave according to teacher expectations.
Resources – Self-management

Teaching Self-Management Strategies to Adolescents
Young, West, Smith, Morgan
Sopris West
Method: Classroom rules/expectations are established and reviewed.

Point system:

Students will analyze their own behavioral performance, based on the classroom rules and will assign a rating to it on a scale:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>H = Honors</td>
<td>H = 4 points</td>
</tr>
<tr>
<td>S = Satisfactory</td>
<td>S = 3 points</td>
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<tr>
<td>N = Needs improvement</td>
<td>N = 2 points</td>
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<tr>
<td>U = Unsatisfactory</td>
<td>U = 1 point</td>
</tr>
</tbody>
</table>
Teacher/Student Matching
Daily Point Card

POINT CARD

Name ____________________________ Date ____________________
Period __________

H= Honors
S = Satisfactory
N= Needs Improvement
U= Unsatisfactory

Student Rating

Teacher Rating

______  +  ______  +  ______  +  ______  
Subtotal:  
Add 1 Bonus Point for each match  
TOTAL =  

1. Be in your seat when tardy bell rings
2. Bring needed materials and homework to class.
3. Follow teacher directions the first time they are given.
4. Raise hand to be called on or get permission to leave your seat.
5. Pay attention to your work the entire class period.
6. Show respect to teacher and other students with words & actions.
## Sample Reinforcement Menu

<table>
<thead>
<tr>
<th>Reinforcer</th>
<th>Points Needed</th>
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<tbody>
<tr>
<td>Pizza party</td>
<td>55</td>
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<tr>
<td>Listen to music</td>
<td>35</td>
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<tr>
<td>Candy bar</td>
<td>25</td>
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<td>15 minutes free time</td>
<td>10</td>
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<tr>
<td>Minutes computer time</td>
<td>10</td>
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<tr>
<td>Get out of class 10 minutes early</td>
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</tbody>
</table>
Self Management

- Emotional Resiliency
- Social Skills
- Academic Strategies
- Classroom Behavior
What Is Emotional Resiliency?

“Emotionally resilient individuals have better tools needed to cope with life's stressors.”
http://orp.uoregon.edu/resiliency.htm

Example

Anger left unmanaged can lead to Violence.

Depression left unmanaged can lead to Suicide.
Emotional Resilience Program
Skills Based

- Identify Different Emotions.
- Communicate Feelings Appropriately.
- React correctly to emotional situations.
- Anger Management skills
- Develop Interpersonal Skills including: Making friends, Dealing with Teasing, Resisting Peer Pressure, etc.....
Resources

The PREPARE Curriculum
Arnold P. Goldstein
Research Press

Strong Teens
Kenneth Merrell
http://orp.uoregon.edu/

Strong Teens
A Social and Emotional Learning Curriculum for Students in Grades 9-12
Kenneth W. Merrell, Dianne Carrizales, & Laura Feverborn
with assistance from members of the Oregon Resiliency Project Research Team

The Oregon Resiliency Project
http://orp.uoregon.edu
Work from the Inside out.
Emotional Resilience - Effectively Measured

- Show knowledge of skill through writing.
- Role modeling and demonstrating skill.
- Applying skills to various situations.
The Angel of the Battlefield

Joanna Strong and Tom B. Leonard

Clara Barton (1821-1912) was known as the Angel of the Battlefield for her work among the wounded during the Civil War. As the founder of the American Red Cross, she holds a place among our greatest pioneers of philanthropy.

When the agonizing pain receded a bit, Jack Gibbs was able to think again. "I'll never make it home," he groaned. "Not in one piece, anyway."

He sighed and tried to shift his body to a more comfortable position on the cold, rocky ground. But the movement caused another warm gush, and he knew that if he were to live at all, he must lie still.

"By the time they cart me back to the hospital behind the lines," he thought, "I'll either have bled to death or I'll be in such rotten shape they'll have to take my leg off. And what kind of a husband would I be for Sue? A man with one leg?!"

A black cloud swept over him, and he lay unconscious.

When he opened his eyes again, Jack was sure he had died and gone to heaven. A woman was bending over him. That just couldn't happen on a battlefield of the Civil War. No woman ever came on the field. No woman would want to! No woman would be allowed to!

But there was a woman on the battlefield. Her name was Clara Barton.
Film

"MY WHOLE FAMILY WAS SPIRITUALLY ENTHRALLED BY THIS POWERFUL FILM"
Stephen R. Covey, Ph.D.
Well Known Lecturer/Best Selling Author

TYLER
A REAL HERO

Special guest appearance and narration by
STEVE YOUNG,
San Francisco Forty-Niners Quarterback

"This film will get you up, get you on and CHANGE YOUR LIFE FOREVER!"
Kurt Weiser
Author, Producer & Director of "LEGACY"

1. What did Steve Young say the difference is between a “Hero” and a “Real Hero”?

2. How would you describe Tyler as a young kid?
Music

Big Big Trucks

History:
Working, Job is to be Safe. Lose Job if Crash

Thinking about:
Careful, watching out

Feelings:
Irritated

Should do what:
Try and move over and give room

87 Trans AM

History:
In a Hurry. Maybe Late.

Thinking about:
Slow Truck, Move over

Feelings:
Frustrated

Should do what:
Slow down and not crowd or tail gate

Cross Guards

History:

Thinking about:

Feelings:

Should do what:

Kids Running

History:

Thinking about:

Feelings:

Should do what:
Self Management

- Social Skills
- Emotional Resiliency
- Academic Strategies
- Classroom Behavior
Academic Strategies

- Organization fuels achievement in school, success in the workplace, and happiness at home. It touches on quality of life by reducing stress and by increasing self-confidence. Organization is fundamental to problem solving.

Dion and Fennick, 2004
Organizational Skills Instruction:

Questions we are asking:

• What are the effects of OSI on percentage of assignment completed with 70% accuracy in the A+ class?

• What are the effects of OSI on percentage of assignment completed with 70% accuracy in the general education classroom?
OSI AND SELF-MANAGEMENT

Instruction:

Self-monitoring form, student matching with the teacher at the end of the period in the general education and A+ classes

• Notebook organization (specific instruction and procedures)
• Notebook organization (general—random checks to monitor skill acquisition)
• On-time attendance class and daily attendance
• Materials prepared for class (pencil, planner, notebook, etc.)
• Planner usage, listing the assignments and due dates
### Peaceable Schools Project

#### Task Management

<table>
<thead>
<tr>
<th>Day/Date</th>
<th>On time or Absent</th>
<th>Prepared*</th>
<th>Tests and Assignments Due**</th>
<th>Due dates</th>
<th>Completed ***</th>
<th>Turned In</th>
<th>Points possible</th>
<th>Points earned/percentage</th>
<th>Notebook Check for Organization ****</th>
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*Prepared:
- Pencil
- Notebook
- Planner
- Assigned materials; text book, handouts, items previously assigned by teacher

**Planner:
- Daily in-class assignments listed
- Correct due date listed
- Long-term assignments

***Completed:
- On time
- Late

****Notebook Check:
- 1. On time
- 2. Late
- 3. Long-term assignments
- 4. Assigned materials
- 5. Text book, handouts, items previously assigned by teacher
- 6. Daily in-class assignments
- 7. Correct due date
- 8. No long-term assignments
- 9. No assigned materials
**Notebook Checklist**

Date: ___________  Student Name: _________________________

___ At least one pencil or pen is in the pouch.

___ The pouch is at the front of the notebook.

___ The “TAKE HOME” pocket divider is behind the pouch.

___ Current homework and messages to or from your parents are in the “TAKE HOME” pocket.

___ Completed assignments are filed behind the correct subject-area dividers.

___ There are no loose papers or papers sticking out at odd angles.

___ The “MISCELLANEOUS” pocket folder contains only useful reference materials or items currently needed for one of your subjects.

___ At least five blank sheets of paper are behind each subject divider.

___ Extra paper is behind the “MISCELLANEOUS” pocket folder.
Method of teaching skills

• Explicit instruction
  – Modeling
  – Guided Practice
  – Independent practice
Method of teaching skills

• Explicit instruction
  – Modeling
  – Guided Practice
  – Independent practice