

Secondary & Tertiary Program Descriptions

Skillstreaming

Skillstreaming lessons address students with social skill deficiencies. Using small groups this approach follows the sequence of modeling, role-playing, performance feedback and transfer training to teach the 40 plus skills. This curriculum is available for students in grades K -12.

PREPARE Curriculum

PREPARE is a curriculum to be used with small groups of students in grades 6-12.

PREPARE is broken down into 3 segments: aggression reduction, stress reduction and prejudice reduction. This curriculum focuses on correcting skill deficits (i.e. social skills) and ensuring social competence (i.e. knowing when to use social skills). Some of the interpersonal skills addressed are empathy, cooperativeness, problems solving and anger management.

Behavior Education Program

The Behavior Education Program is a “check-in/check-out” system where students have clearly defined expectations/goals, daily prompts from a positive adult, daily prompts at various intervals throughout the day, daily feedback from parents and teachers, and increased opportunity for reinforcement. It is designed for at-risk students who accrue multiple referrals in multiple settings across the campus. It is not intended for students who are aggressive or violent.

I Can Problem Solve

I Can Problem Solve (ICPS) is a school-based primary prevention program that offers practical skills for helping children learn how to think through and resolve everyday conflicts. Through games and exercises, children learn interpersonal cognitive problem-solving skills including the ability to a) identify a problem, b) recognize thoughts, feelings, and motives that generate interpersonal problem situations, c) generate alternative solutions to problems, and d) consider the consequences of these solutions. It has been successfully implemented with children ages 4 through 12, and is especially effective for young, poor, and urban students who may be at highest risk for behavioral problems and interpersonal maladjustment. ICPS is implemented through daily 20-minute lessons spanning approximately 3-4 months. During the lessons, teachers use various techniques, including games, didactic discussion, role-playing, and group interaction to teach children communication and problem solving-skills and the thought processes necessary for good decision-making. ICPS can be easily adapted for use by counselors, school psychologists, or other support personnel who see individual high-risk children.

Bullying Prevention Program

The Bullying Prevention Program is a multi-level and multi-component program designed to prevent or reduce bullying at all grade levels. The program attempts to restructure the school or classroom environment to reduce opportunities and rewards for bullying behavior. Outcomes are directed towards improving peer relations and making the school a safe and positive place for students.

Classroom

Classroom Training in PBS uses a train-the-trainer model and focuses on how to support teachers struggling with behavior management in the classroom. Trainers are taught how to assess a classroom environment in order to provide intervention assistance for ecological, behavior and instructional success. Monitoring and evaluation strategies and tools are also provided.

Tertiary Level Training

Tertiary Level Training will provide effective strategies and resources for school personnel (behavior analysts, school psychologists, ESE coordinators, administrators, etc.) who have the responsibility of supporting students with the most serious problem behaviors. During this two-day training, 1-2 staff per school will learn how to use data to determine whether students with severe behavior problem need more intensive supports and whether selected interventions are producing the desired behavior change in students. Participants will also learn how to adapt the level of required support to the level of the problem behavior. A three-level process for supporting students identified with problem behavior will be introduced. All three levels will attempt to identify the goals of intervention, understand why the behavior is occurring, match some interventions to the causes of the problem behavior, and develop and monitor a behavior intervention plan. Level One PBS will provide a basic consultation model for providing quick and effective positive behavior support to a teacher to address relatively simple problem behavior. Level Two PBS will utilize a research-validated consultation team approach to develop a more comprehensive assessment and intervention plan. Finally, in Level Three PBS, students with severe behavioral or mental health issues will be

provided with a “wraparound” approach that supports a school, family and community team collaboration. In all three levels, practitioners will be provided with numerous strategies, tools, instruments, and evaluation approaches that can be adapted to their current school team, assessment and intervention processes.