

# CONTENTS

Preface      xv

About the Authors      xvii

## PART ONE    Relationship between Academic Underachievement and Problem Behavior    1

### **1    Students With or At Risk for Learning and Emotional-Behavioral Difficulties: An Integrated System of Prevention and Intervention    3**

*Tam E. O'Shaughnessy, Kathleen L. Lane, Frank M. Gresham, and Margaret E. Beebe-Frankenberger*

    Introduction      3

    An Integrated System of Early Identification and Prevention/Intervention      7

        Early Identification      7

        Prevention and Intervention      11

    Summary      14

### **2    Proactive Approaches for Identifying and Treating Children At Risk for Academic Failure    18**

*Edward J. Daly III, Gary J. Duhon, and Joseph C. Witt*

    Introduction      18

    A System of Early Identification and Prevention/Intervention for Academic Failure      20

        Early Identification      21

        Prevention and Intervention      24

    Case Example Demonstrating the Use of Brief Analyses for Generating an Intervention      28

    Summary      31

### **3    Proactive Approaches for Identifying Children At Risk for Sociobehavioral Problems    33**

*Herbert H. Severson and Hill M. Walker*

    Introduction      33



|   |    |
|---|----|
| Early Identification                              | 35 |
| Specificity and Accuracy in Screening Instruments | 38 |
| Description of the SSBD                           | 39 |
| Research on the SSBD                              | 42 |
| Early Screening Project (ESP)                     | 44 |
| Psychometric Studies of the ESP                   | 45 |
| Longitudinal Follow-up on ESP Measures            | 46 |
| Other Screening Systems                           | 48 |
| Conclusion  | 50 |

## **PART TWO Academic Behaviors and Instructional Issues 55**

### **4 Curriculum Clarification, Lesson Design, and Delivery 57**

*Kenneth W. Howell and Bridget Kelley*

|                                    |    |
|------------------------------------|----|
| Introduction                       | 57 |
| Curriculum Clarification           | 58 |
| Table of Specifications            | 59 |
| Evaluation                         | 62 |
| Design and Delivery of Instruction | 64 |
| Instructional Strategies           | 64 |
| Effective Teaching                 | 66 |
| Ms. Sanchez                        | 72 |

### **5 Innovations and Deep Unity: Siegfried Engelmann's Direct Instruction 74**

*Lana Edwards and Edward J. Kame'enui*

|   |    |
|---|----|
| Introduction  | 74 |
| Siegfried Engelmann and Direct Instruction                | 74 |
| What Is Direct Instruction?                               | 75 |
| Direct Instruction as <i>direct instruction</i>           | 77 |
| Direct Instruction as <i>Direct Instruction</i>           | 77 |
| Direct Instruction as <i>Teacher-Directed Instruction</i> | 77 |



## **What Does Direct Instruction Look Like When Implemented in a Classroom? 77**

- Program Delivery 78
- Program Organization 79
- Program Design 79

## **What the Research Says about Direct Instruction 80**

- Project Follow Through 80
- Post-Project Follow Through Research 82

## **Conclusion: Innovations and Deep Unity 83**

# **6 Reading and Students with E/BD: What Do We Know and Recommend? 87**

*Candace S. Bos, Maggie Coleman, and Sharon Vaughn*

## **Introduction 87**

## **What Do We Know about Reading and Students with E/BD? 87**

- Reading Levels of Students with E/BD 88
- Comparisons of Students with E/BD and Students with LD 89
- Relationships between Reading Problems and Externalizing Behavior Disorders 90

## **Conclusion 92**

## **What Do We Know about Intervention Research for Students with E/BD? 92**

## **Instructional Practices for Students with E/BD 95**

- Phonological Awareness 95
- Word Recognition 96
- Fluency 98
- Reading Comprehension 98
- Cross-Age Tutoring 100

## **Conclusion 100**

# **7 Teaching Writing to Students with Behavior Disorders: Metaphor and Medium 104**

*Gerald Tindal and Lindy Crawford*

## **Introduction 104**

## **Writing as a Metaphor and a Medium 105**

## **Early Identification 106**

- Curriculum-Based Measurement in Writing 106
- Novice Versus Expert Writers 108



**Discourse Analysis** 109

**The Strategic Nature of the Writing Process and Metacognition** 110

    Stage 1: Planning and Using Gateway Activities 112

    Stage 2: Writing 114

    Stage 3: Revising 116

    Stage 4: Evaluation 117

**Summary** 119

**8 Mathematics: Screening, Assessment, and Intervention** 125

*George H. Noell and Kristin A. Gansle*

**Introduction** 125

**Screening** 126

    NCTM Standards 126

    Curriculum 127

    Selecting and Devising Screening Tools 127

    Establishing Performance Standards 130

    Interpreting Screening and Progress Monitoring Data 131

**Assessment for Intervention Design** 132

    Measurement Error 132

    Motivation 133

    Component Skills Assessment 134

    Evaluating Component Skills Assessment Data 136

    Developing an Intervention Based on the Assessment Data 136

    Two Examples 138

**Follow-up on Intervention Implementation** 140

**Summary** 140

**9 Homework and Students with Emotional and Behavioral Disabilities** 144

*Edward J. Sabornie*

**Introduction** 144

**Homework Research** 145

    Research with Students 145

    Homework Research with Parents and Teachers 146

**Strategies to Improve Homework Problems** 150

    Homework and Technology 156

**Summary** 157



## **10 Designing Classroom Organization and Structure 159**

*Geoff Colvin*

|   |            |
|---|------------|
| <b>Introduction</b>   | <b>159</b> |
| <b>Designing Classroom Space</b>  | <b>160</b> |
| Summary   | 162        |
| <b>Setting a Practical Schedule</b>   | <b>163</b> |
| Developing Schedules at the Elementary Level                                      | 164        |
| Managing Block Schedules at the Secondary Level                                   | 165        |
| <b>Establishing Classroom Expectations</b>  | <b>167</b> |
| Understanding the Function of Teacher Expectations                                | 168        |
| Utilizing Best-Practice Procedures for Selecting Expectations                     | 168        |
| Systematically Teaching the Expectations  | 169        |
| An Instructional Plan for Teaching Classroom Expectations for Elementary Teachers | 170        |
| Adaptations for Teaching Classroom Expectations for Secondary Teachers            | 171        |
| Summary   | 171        |
| <b>Determining Classroom Procedures</b>   | <b>172</b> |
| Summary   | 173        |
| <b>Conclusion</b>   | <b>173</b> |

## **PART THREE Managing Challenging Behaviors 175**

## **11 Developmental Prevention of At-Risk Outcomes for Vulnerable Antisocial Children and Youth 177**

*Hill M. Walker and Herbert H. Severson*

|   |            |
|---|------------|
| <b>Introduction</b>   | <b>177</b> |
| The Current Landscape   | 178        |
| Achieving Developmental Prevention through Early Intervention | 181        |
| Promising Programs and Practices                              | 186        |
| What the Research Evidence Indicates                          | 187        |
| School-Based Prevention of Antisocial Behavior Outcomes       | 188        |
| <b>Conclusion</b>   | <b>191</b> |
| <b>Additional Recommended Resources</b>                       | <b>191</b> |



|           |  |            |
|-----------|--|------------|
| <b>12</b> | <b>Proactive and Preventative Assessment, Intervention, Selection, and Progress Monitoring Practices for Students With or At Risk for ADHD</b> | <b>195</b> |
|           | <i>Ruth A. Ervin, Kevin M. Jones, Pamela M. Radford, and Margarita Gingerich.</i>  |            |
|           | Introduction   | 195        |
|           | School-Based Interventions for Students with ADHD  | 197        |
|           | Current Practices  | 197        |
|           | Problems with Existing Practices and Rationale for an Alternative Model  | 199        |
|           | Proactive and Preventative Model for ADHD  | 200        |
|           | Conceptual Framework for Matching Assessment to Intervention   | 200        |
|           | Procedural Guidelines for Matching Assessment to Intervention  | 204        |
| <b>13</b> | <b>Children with Conduct and Hyperactivity-Impulsivity-Attention Problems: Identification, Assessment, and Intervention</b>                    | <b>210</b> |
|           | <i>Frank M. Gresham, Kathleen L. Lane, and Katina M. Lambros</i>   |            |
|           | Introduction   | 210        |
|           | Terminology and Behavioral Characteristics   | 212        |
|           | Causal Pathways  | 213        |
|           | Early Detection and Assessment   | 214        |
|           | Stage I: Teacher Nominations   | 216        |
|           | Stage II: Multi-Informant Ratings  | 216        |
|           | Stage III: Intensive Assessment  | 217        |
|           | Stage IV: Resistance to Intervention   | 218        |
|           | Conclusion   | 219        |
| <b>14</b> | <b>Internalizing Behavior Disorders</b>  | <b>223</b> |
|           | <i>Richard J. Morris, Ketki Shah, and Yvonne P. Morris</i>   |            |
|           | Introduction   | 223        |
|           | Incidence and Prevalence Data  | 224        |
|           | Assessment of Children's Internalizing Behavior Disorders  | 225        |
|           | Treating Internalizing Behavior Disorders  | 227        |
|           | Fears, Phobias, and Related Anxieties  | 227        |
|           | Childhood Depression   | 232        |
|           | Obsessive-Compulsive Disorder  | 235        |
|           | Summary  | 238        |



## **15 Social Skills Assessment and Instruction for Students with Emotional and Behavioral Disorders 242**

*Frank M. Gresham*

|   |            |
|---|------------|
| <b>Introduction</b>                                 | <b>242</b> |
| <b>Conceptualization of Social Competence</b>       | <b>243</b> |
| Taxonomy of Social Skills                           | 244        |
| Classification of Social Skills Deficits            | 244        |
| <b>Considerations in Social Skills Assessment</b>   | <b>246</b> |
| Functional Assessment Interviews                    | 247        |
| Naturalistic Observations of Social Behavior        | 247        |
| Behavior Rating Scales                              | 249        |
| <b>Social Skills Intervention Practices</b>         | <b>250</b> |
| Types of Social Skills Intervention                 | 250        |
| Objectives of Social Skills Instruction             | 251        |
| Promoting Skill Acquisition                         | 253        |
| Enhancing Skill Performance                         | 253        |
| Removing or Eliminating Competing Problem Behaviors | 254        |
| Facilitating Generalization and Maintenance         | 256        |
| <b>Summary</b>                                      | <b>257</b> |

## **PART FOUR Providing Services: An Integrated Approach 259**

### **16 An Integrated Approach to Prevention and Management of Aggressive Behavior Problems in Preschool and Elementary Grade Students: School and Parents Collaboration 261**

*Carolyn Webster-Stratton and M. Jamila Reid*

|   |            |
|---|------------|
| <b>Introduction</b>   | <b>261</b> |
| <b>Causes of Conduct Problems</b>                               | <b>262</b> |
| <b>Implications of Risk Factors for Preventive Intervention</b> | <b>263</b> |
| The Earlier the Intervention, the Better                        | 263        |
| Target Multiple Risk Factors                                    | 263        |
| <b>Effective Intervention Strategies</b>                        | <b>264</b> |
| Family-Focused Interventions                                    | 264        |
| School-Based Prevention Strategies                              | 266        |
| Prevention Programs That Include Teacher Training               | 267        |



Key Features of Effective Parent Programs 268

Model Programs 270

Summary 272

17 Paraprofessionals as Members of the Team:  
Supporting Students with Behavioral  
Difficulties 279

Mary Beth Doyle

Introduction 279

Collision between Theory and Practice 280

Paraprofessionals as Facilitators of Social Support 282

Create a Sense of Connection 283

A Deliberate Sense of Welcome for the Paraprofessional 283

A Shared Vision with the Paraprofessional 284

An Attitude of Respect 285

Communication among Team Members 286

Daily Scheduling 288

Role Clarification 288

Specific Knowledge and Skills 291

General Approaches to Encouraging Positive Behavioral Supports 291

Specific Strategies 292

Working with Small Groups and Individual Students 294

Confidentiality 296

Conducting a Cycle of Supportive Supervision 296

Conclusion 296

18 Transition from School to Community:  
Navigating Rough Waters 299

Hewitt B. Clark, Marlo Troi Belkin, Letti D. Obradivich, Richard E. Casey, Robert Gagnon, Peter Caproni, and Nichole Deschenes

The Challenge to Overcoming Poor Transition Outcomes 299

Transition to Independence Process (TIP) System 300

TIP System Guidelines 300

Applications of TIP Guidelines 303

School-to-Community Transition at Indian Ridge School 303

Students Served 303

School Facilities and Personnel Resource 304



Community Orientation Permeates Elementary, Middle, and Secondary Programs 304

Campus-Based Vocational Program 304

Middle and Secondary School Programs: Other Major Components 305

**Developing Academic, Social, and Employability Skills for Students through the Lake County Learning Center 308**

Students Served by the Learning Center 308

Learning Center Educational Enterprise Program 308

Performance Incentive System 309

Summary and Preliminary Findings 311

**Steps to Success at a Public School Vocational Technical Institute 312**

Students Served 312

Overview of Steps to Success 312

Student Outcomes and Program Direction 314

**Summary 314**

**PART FIVE Future Directions 317**

**19 Identifying, Assessing, and Intervening with Children With or At Risk for Behavior Disorders: A Look to the Future 319**

*Kathleen L. Lane, Frank M. Gresham, and Tam E. O’Shaughnessy*

Introduction 319

Screening Procedures 320

Academic Underachievement and Externalizing Behavior 321

Curriculum and Instruction 323

Summary 324

**Author Index 327**

**Subject Index 329**