Presentation Overview

- The Intervention Webinar will overview a multi-tier system of support for prevention, early intervention, and tertiary intervention for emotional and behavior problems of children and youth.

- The **BASC-3 Intervention Guide** is a comprehensive collection of evidence-based interventions from the professional literature of education, psychology, and medicine.

- The **Behavior and Emotional Skill Building Guide** for BASC-3 is a set of curricula choices for classrooms and small groups.

- **Parent Guides** in the most common areas of concern provide education, strategies, and paper communication forms for families and schools or clinics.

- **Fidelity of Implementation Checklists** are paper-form progress monitoring for intervention use and student responsiveness.
A Multi-Tier System of Support

Development

- A comprehensive review of the intervention literature across disciplines of education, psychology, medicine, counseling and allied fields.
- Studies include experimental manipulations of independent variables and dependent variables of child and youth behavior.
- Interventions were grouped by problem type.
- Common steps and elements were combined, then translated for use in school and clinic settings.
- Annotated bibliographies provide defensibility for practices.
- Supplemental materials provide easy-to-use solutions.
- Program guides and practice suggestions are grounded in implementation science.
Behavior and Emotional Skill Building Guide

- Administrative Overview
  - Implementation Timeline, How to suggestion
  - Content for professional development
  - Features of positive learning environments
- Tier 1 Activities for Skill Building (5-7 min)
  - Nine units of 4 lessons each built on Respect, Problem Solving, Self-Advocacy and Citizenship
- Tier 1 or 2 - Instructional Strategies for Skill Building (15-30 Min)
  - 40 Lessons for Intervention Training
  - Indications, Descriptions, Basic Steps, Examples
- Tier 2 - Small Group Session Guides (15-45 min)
  - 8 sessions for teaching skills in small groups
  - Forms in English and Spanish

Behavior Intervention Guide

- 78 – Interventions across eleven of the most common problems of children and youth.
- Step by step procedures (prep – implement-evaluate)
- Considerations for practice and troubleshooting.
- Elementary and Secondary illustrations.
- Annotated bibliographies of research studies.

- Aggression
- Conduct
- Hyperactivity
- Attention
- Academic Problems
- Anxiety
- Depression
- Somatization
- Adaptability
- Functional Communication Problem
- Social Skills Problems
Behavioral and Emotional Skill Building Guide

How to use the Intervention Materials

- Follow the model in the behavioral and emotional skill building guide
- May be used by leadership teams to build PBIS or multi tier models on school campuses.
How to use the Intervention Materials

- Summer:
  - Schedule professional development
  - Set expectations for use
- Fall:
  - Start "Tier 1 Activities for Skill Building" or "Instructional Strategies for Skill Building"
  - Conduct universal screenings
  - Consider students with elevated levels of risk for targeted instruction or intensive intervention
- Winter:
  - Start "Tier 2 Small Group Session Guide"
  - Monitor progress
  - Consider non-responders for comprehensive assessment and/or individualized instruction
- Spring:
  - Implement individualized instruction and programming

Build buy-In through Professional Development Ideas

Features of Positive Learning Environments:

Classroom and campus environments can promote a positive learning environment. Research has consistently shown the positive impact of such structures in an educational environment. Modern classroom environments are effective because they involve the following: cooperative learning, active learning, and authentic learning.

Physical Setting:

- Physical settings include the arrangement of space, materials, and technology.
- The classroom should be designed to promote effective learning.

Scheduling, Routines, and Organizing:

- Scheduling is an essential part of the process of teaching and learning.
- The teacher should be able to effectively manage time and allocate it to different activities.
**School Wide Expectations Align to CASEL Social Emotional Learning Standards.**

<table>
<thead>
<tr>
<th>CASEL Social Emotional Learning Standards</th>
<th>Self-Awareness</th>
<th>Self-Management</th>
<th>Social Awareness</th>
<th>Relationship Skills</th>
<th>Responsible decision making</th>
</tr>
</thead>
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### School Wide Expectations

#### I respect myself and others,

X X X X X X

#### I am a problem solver.

X X X X X X

#### I know when to help and when to ask for help. (cooperation)

X X X X X X

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**Behavioral and Emotional Skill Building Activities align School Wide Expectations of Respect, Problem Solving, and Cooperation**

<table>
<thead>
<tr>
<th>Behavioral and Emotional Skills</th>
<th>Respect</th>
<th>Problem Solving</th>
<th>Cooperation</th>
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<tbody>
<tr>
<td>Academic Problems</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Adaptability</td>
<td>X</td>
<td>X</td>
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<td>Aggression</td>
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<td>Depression</td>
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<td>Functional Communication Problems</td>
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<td>Hyperactivity</td>
<td>X</td>
<td>X</td>
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<td>Social Skills Problems</td>
<td>X</td>
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<td>Somatization</td>
<td>X</td>
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</tbody>
</table>
Classroom Activities Include

Conversation starters, activities and worksheets, role-play and extension ideas

Activities, Direct Instruction Lessons and Small Group Guides Focus on teaching skills and Building strengths
Small Group Guides include Scripts and take home materials in English and Spanish

Behavior Intervention Guide
What is in the Guide?

- 78 Interventions presented by problem type
- THE BASICS - Descriptions of essential concepts, about resources and skills needed
- The “PIE” approach
  - PREP – what do I need to get started or use this intervention (training? Materials? Skill sets?)
  - IMPLEMENT – step by step directions, examples for elementary and secondary grades, practical suggestions from actual implementers with students
  - EVALUATE – what do I need to check on to see if this worked? What do I trouble shoot if I’m not sure I got the results I wanted

Aggression

1. Bully Prevention
2. Child-Centered Play Therapy
3. Classroom Social Dynamics
4. Cognitive Restructuring
5. Counseling Groups
6. Good Behavior Game
7. Incremental Theory Training
8. Mindfulness Training
9. Peer-Mediated Conflict Resolution and Negotiation
10. Problem Solving Training
11. Replacement Behavior Training
12. Social Skills Training
13. Verbal Mediation
Conduct Problems

1. Anger Management Skills Training
2. Independent Group-Oriented Contingency Management
3. Interdependent Group-Oriented Contingency Management
4. Moral Motivation Training
5. Multi-systemic Therapy
6. Parent Training
7. Problem-Solving Training
8. Social Skills Training

Hyperactivity

1. Contingency Management
2. Daily Behavior Report Cards
3. Functional Behavioral Assessments
4. Multimodal Interventions
5. Parent Training
6. Self-Management
7. Task Modification
Attention Problems

1. Classwide Peer Tutoring
2. Computer-Assisted Instruction
3. Contingency Management
4. Daily Behavior Report Cards
5. Modified Task-Presentation Strategies
6. Multimodal Interventions
7. Parent Training
8. Self-Management

Academic Problems

1. Advanced Organizers
2. Cognitive Organizers
3. Instructional Strategies
4. Mnemonics
5. Peer Tutoring
6. Classwide Peer Tutoring
7. Self-Monitoring
8. Self-Instruction
9. Reprocessing Strategies
10. Task Selection Strategies
Anxiety

1. Cognitive Behavior Therapy Integrated Approach
2. Cognitive Restructuring
3. Contingency Management
4. Exposure-Based Techniques
5. Family Therapy
6. Modeling (live and video)
7. Psychoeducational Approaches
8. Relaxation Training
9. Self-Monitoring and/or Self-Assessment

Depression

1. Cognitive-Behavioral Therapy
   1. Psychoeducational
   2. Problem-Solving Skills Training
   3. Cognitive Restructuring
   4. Pleasant-Activity Training
   5. Relaxation Training
   6. Self-Management Training
   7. Family Involvement
2. Interpersonal Psychotherapy
Adaptability

1. Behavioral Momentum
2. Cognitive Behavior Management
3. Functional Behavioral Assessment
4. Precorrection
5. Procedural Prompts
6. Self-Management Training

Functional Communication

1. Functional Communication Training
2. Milieu Language Training
3. Picture Exchange Communication Systems
4. Pivotal Response Training
5. Video Modeling
Social Skills Problems

1. Social Skills Training

Parent Tip Sheets

- Supports professional practice by enhancing communication skills.
- Provides support and partnership between home and school.
- Includes:
  - Brief explanation of the nature and cause of problem behavior
  - Suggestions for working with their child
  - Three or four corresponding, evidence based strategies appropriate for a home setting.
  - Chart to track and monitor progress
  - Websites and additional resources for parents and families
Documentation Checklist

• Maximize intervention effects by supporting full implementation.

• Useful for coaching-up strategy use, documenting intervention use for defensibility of practices, and ensuring team efforts are consistent across implementers.
Identify procedures.

Choose the length of the plan and the days of the week (up to three weeks at a time)
BASC-3 Behavior Intervention Guide
Kimberly Vannest, Cecil Reynolds, Randy Kamphaus

• Aimed at the school or clinical psychologist, the BASC-3 Behavior Intervention Guide (yes, the B-I-G one) provides a comprehensive set of empirically-based interventions for a variety of behavioral and emotional problems
• Like the existing version, the BASC-3 Behavior Intervention Guide is organized around scales included on the BASC-3 TRS, PRS, and SRP forms
• Components include:
  • Behavior Intervention Guide (Paper and Digital)
  • Parent Tip Sheets
  • Documentation Checklist
  • Intervention Summary software report for TRS, PRS, and SRP

BASC-3 Behavior Intervention Guide – What’s new?

• Digital offering
• Updated Evidence For Use sections
• More streamlined and enhanced procedural steps for interventions
• Improvements in usability features (e.g., design)
• Additional supporting documentation to ease use of the intervention and increase the fidelity of implementation
BASC-3 Behavioral and Emotional Skill-Building Guide

- Replaces the BASC-2 Classroom Intervention Guides
- Includes strategies for classroom and small-group use
- Groups may be conducted by guidance counselors, psychologists, social workers, interns, and other trained personnel
- Added emphasis on building skills for all students, rather than individualized "interventions" that take too much teacher time

Thank You!

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