

A Compendium of Social-Behavioral Research Funded by NCER and NCSEER: 2002-2013



Ryoko Yamaguchi
Adam Hall
Plus Alpha Research & Consulting

NCER 2016-2002
U.S. DEPARTMENT OF EDUCATION

:ies INSTITUTE OF
EDUCATION SCIENCES

A Compendium of Social-Behavioral Research Funded by NCER and NCSEER: 2002-2013

Ryoko Yamaguchi

Adam Hall

Plus Alpha Research & Consulting

National Center for Education Research (NCER)

Meredith Larson (Project Officer)

Katina Stapleton

Emily Doolittle

National Center for Special Education Research (NCSEER)

Jacquelyn Buckley

This report was prepared for the National Center for Education Research, Institute of Education Sciences under Contract ED-IES-12-D-0015. Meredith Larson was the project officer.

Disclaimer

The Institute of Education Sciences at the U.S. Department of Education contracted with Westat and Plus Alpha Research & Consulting (subcontractor) to develop a compendium that describes the range of social-behavioral research funded by its National Center for Education Research (NCER) and National Center for Special Education Research (NCSER) from 2002 through 2013 and that documents the products and publications developed from that research. The views expressed in this report are those of the authors, and they do not necessarily represent the opinions and positions of the Institute of Education Sciences or the U.S. Department of Education.

U.S. Department of Education

John B. King, *Acting Secretary*

Institute of Education Sciences

Ruth Neild, *Deputy Director for Policy and Research, Delegated Duties of the Director*

National Center for Education Research

Thomas W. Brock, *Commissioner*

National Center for Special Education Research

Joan McLaughlin, *Commissioner*

This report is in the public domain. Authorization to reproduce it in whole or in part is granted. Although permission to reprint this publication is not necessary, the citation should be:

Yamaguchi, R., and Hall, A. (2016). A Compendium of Social-Behavioral Research Funded by NCER and NCSER: 2002-2013 (NCER 2016-2002) Washington, DC: National Center for Education Research, Institute of Education Sciences, U.S. Department of Education. This report is available on the Institute website at <http://ies.ed.gov/>.

Alternate Formats

Upon request, this report is available in alternate formats such as Braille, large print, audiotape, or computer diskette. For more information, please contact the Department's Alternate Format Center at 202-260-0852 or 202-260-0818.

Disclosure of Potential Conflict of Interest

Westat Inc. is the prime contractor for the NCER Analysis and Research Management Support project, with subcontractors Mathematica Policy Research Inc. and Plus Alpha Research & Consulting, LLC. Plus Alpha Research & Consulting staff led the work on this compendium. Robert Horner, professor of special education at the University of Oregon and director of the Educational Community Supports, served as the content advisor for this compendium.

Acknowledgments

The authors would like to thank staff members and consultants at Plus Alpha Research and Consulting including Mackson Ncube, Jane Alexander, and Ruth Martin for database management, project categorization and descriptions, and editing and production. At Westat Inc., the authors would like to thank Tamara Nimkoff and Elaine Carlson, who provided guidance, feedback, and review throughout the project, transferred and verified project information and data, and coordinated editing and production. Finally, we are indebted to Dr. Robert Horner for his input throughout the project as content advisor, including his reviews and feedback on the compendium.

Contents

Preamble from the Institute of Education Sciences	viii
Compendia of Research Funded by the Institute	viii
Executive Summary	ix
Programs and Instructional Interventions for Students	x
Professional Development for Teachers and Other School Staff.....	xi
Strategies for Addressing Schoolwide or Systems-Level Issues	xii
Introduction.....	1
Why Social-Behavioral Research?	1
What Are Some of the Common Foci in Social-Behavioral Research?	1
Purpose of the Compendium	2
Compendium Process	2
Stylistic Conventions	3
Project Tables	3
Index and Appendixes	5
Section I. Programs and Instructional Interventions for Students.....	6
1. Social Skills	7
2. Behavior.....	17
3. Underlying Cognitive Features and Attitudes.....	27
4. School-Based Mental Health Services	43
5. Screening, Progress Monitoring, and Assessments	46
6. Comprehensive Interventions	54
7. Parent Engagement and School-Home Communications	65
Section II. Professional Development for Teachers and Other School Staff.....	74
1. Classroom Management.....	75
2. Social-Behavioral Support.....	83
3. Implementation Support.....	88
Section III. Strategies for Addressing Schoolwide or Systems-Level Issues.....	95
1. School Climate and School Safety	96
2. Multi-tiered Systems of Support	99
3. Attendance and Dropout Prevention.....	106
4. Transitions.....	110
References.....	126
Index.....	131

Appendix A: Compendium Process.....	163
Project Descriptions.....	163
Compendium Categorization.....	164
Appendix B: Social-Behavioral Projects That Developed or Tested Instructional Interventions....	171
Social Skills	171
Behavior	172
Underlying Cognitive Features and Attitudes	173
School-Based Mental Health Services	174
Screening, Progress Monitoring, and Assessments	174
Comprehensive Interventions	174
Parent Engagement and School-Home Communications	175
Classroom Management	176
Social-Behavioral Support.....	176
Implementation Support	177
School Climate and School Safety.....	177
Multi-tiered Systems of Support.....	177
Attendance and Dropout Prevention.....	178
Transitions	178
Appendix C: Social-Behavioral Projects That Developed or Tested Professional Development....	180
Social Skills	180
Underlying Cognitive Features and Attitudes	180
Comprehensive Interventions	180
Parent Engagement and School-Home Communications	180
Classroom Management	181
Social-Behavioral Support.....	181
Implementation Support	182
Attendance and Dropout Prevention.....	182
Transitions	182
Appendix D: Social-Behavioral Projects That Developed or Tested Educational Technology	183
Social Skills	183
Behavior	183
Underlying Cognitive Features and Attitudes	183
Screening, Progress Monitoring, and Assessments	184
Comprehensive Interventions	184
Parent Engagement and School-Home Communications	184
Classroom Management	184
Social-Behavioral Support.....	185
Implementation Support	185
Attendance and Dropout Prevention.....	185

Transitions	185
Appendix E: Social-Behavioral Projects That Developed or Validated Assessments.....	186
Behavior	186
Underlying Cognitive Features and Attitudes	186
School-Based Mental Health Services	186
Screening, Progress Monitoring, and Assessments	186
Comprehensive Interventions	187
Classroom Management	187
Multi-tiered Systems of Support.....	187
Attendance and Dropout Prevention.....	187

Preamble from the Institute of Education Sciences

In 1999, the National Research Council published a report on the state of education research in the United States. The panel concluded,

One striking fact is that the complex world of education—unlike defense, health care, or industrial production—does not rest on a strong research base. In no other field are personal experience and ideology so frequently relied on to make policy choices, and in no other field is the research base so inadequate and little used.

National Research Council (1999, p. 1)

Three years later with the passage of the Education Sciences Reform Act of 2002, Congress established the Institute of Education Sciences (Institute) and charged it with supporting rigorous, scientifically valid research that is relevant to education practice and policy. To meet this charge, the Institute established long-term programs of research within the National Center for Education Research (NCER) and the National Center for Special Education Research (NCSER) that address topics of importance to education practitioners and leaders, clearly specify methodological requirements for projects, and establish a scientific peer review system for reviewing grant proposals.

Since the Institute's founding in 2002, NCER has funded a broad range of work targeted toward providing solutions to the education problems in our nation. NCSER became part of the Institute with the 2004 reauthorization of the Individuals with Disabilities Education Act (IDEA) that gave the primary authority for special education research within the U.S. Department of Education to the Institute (IDEA, 2004). NCSER began operations in 2005 and began funding a comprehensive program of special education research designed to expand the knowledge and understanding of infants, toddlers, and children with or at-risk for disabilities in 2006. Both centers fund four general types of research: exploratory research that contributes to our core knowledge of education; development and piloting of education interventions (e.g., instructional interventions, policies, and technologies); evaluation of the impact of interventions; and development and validation of measurement instruments.¹

Compendia of Research Funded by the Institute

This compendium is part of a series of documents intended to summarize the research investments that NCER and NCSER are making to improve student education outcomes in specific topical areas. This compendium organizes and describes projects pertaining to student social, emotional, attitudinal, and behavioral outcomes. Other compendia explore math and science research and education technology research, respectively.

¹ See the Institute's website for additional discussion of these research types (<http://ies.ed.gov/funding/>).

Executive Summary

Between 2002 and 2013, the Institute of Education Sciences (Institute) funded over 245 projects focused on social-behavioral competencies or outcomes. The majority of this work has been funded through the National Center for Education Research (NCER) Social and Behavioral Context for Academic Learning research topic and the National Center for Special Education Research (NCSER) Social and Behavioral Outcomes to Support Learning research topic. Both centers also support work focusing on social-behavioral competencies through other research topic areas, including programs such as Cognition and Student Learning, Early Learning Programs and Policies, and Transition Outcomes for Secondary Students with Disabilities. Together, the researchers funded by NCER and NCSER to conduct research in social-behavioral competencies and outcomes have developed or tested more than 170 instructional interventions (e.g., packaged curricula, intervention frameworks, and instructional approaches), 40 professional development programs, 40 educational technologies, and 25 assessments related to social-behavioral outcomes. In addition, they have published over 650 peer-reviewed articles and reports based on these projects so far.²

This compendium organizes information on social-behavioral projects sponsored by NCER and NCSER into three main sections: Programs and Instructional Interventions for Students, Professional Development for Teachers and Other School Staff, and Strategies for Addressing Schoolwide or Systems-Level Issues. These sections represent three key targets for research and possible intervention: the students themselves, the teachers and other school staff working with students, and the environment in which the students learn. (See Appendix A: Compendium Process for a discussion of the process used during the compendium's development.)

Within each section, projects are grouped into chapters based on either a key feature of the intervention (e.g., home-school communication or multi-tiered systems of support) or the main proximal outcome intended to be changed by the intervention (e.g., students' social skills, teachers' classroom management practices, or school climate) in order to improve more distal academic achievement outcomes that are the focus of all Institute supported research. Although a project may have multiple foci (e.g., home-school communication and dropout prevention), each project was assigned to only one chapter within one of the three sections based on the primary research focus. Readers who would like more information about a project should follow the hyperlinked award number in each project description to access the Institute's online search engine, which contains the full abstracts upon which the compendium's descriptions are based.

² Readers interested in finding information about publications stemming from the projects included in this compendium should refer to the online abstracts for the projects. Each award number is hyperlinked to the abstract on the IES website.

Programs and Instructional Interventions for Students

Over half of the projects included in this compendium addressed programs and instructional interventions designed to help students improve their social skills, behaviors, or underlying cognitive features that support social-behavioral competencies. Some of these projects focus exclusively or primarily on one of these areas, whereas others take a more comprehensive approach, i.e., they address behaviors, social skills, and/or underlying cognitive features concurrently (see Figure ES-1).

Figure ES-1: Projects focused on programs and instructional interventions for students, by type of intervention or outcome ($N = 153$)

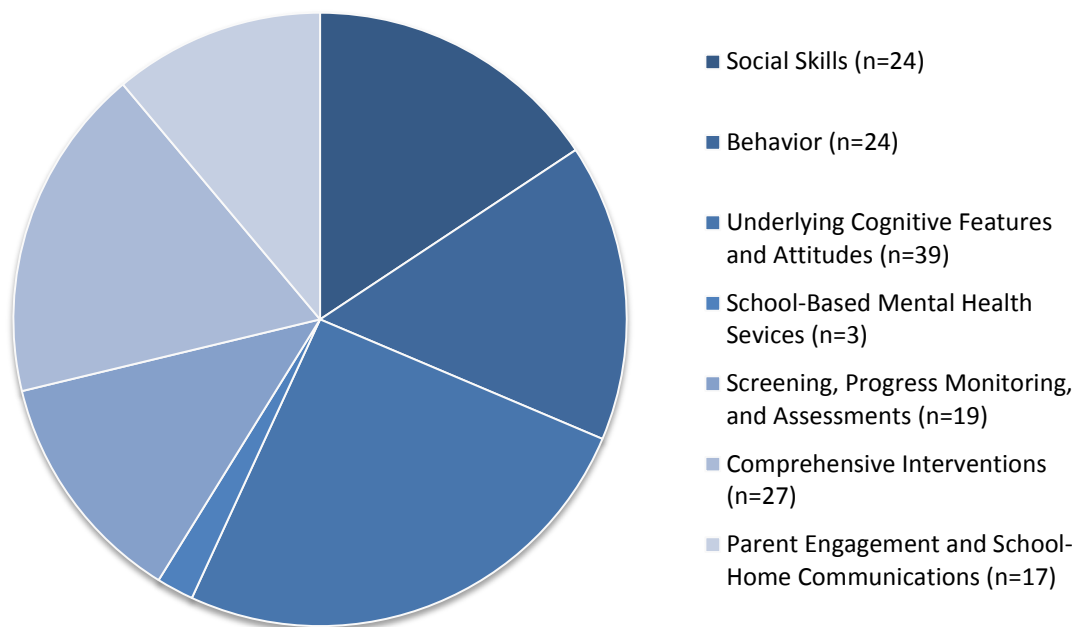


Figure Reads: Of the 153 projects focused on social-behavioral programs and instructional interventions for students, 24 focused on student social skills; 24 focused on behavior; 39 focused on underlying cognitive features and attitudes; 3 focused on school-based mental health services; 19 focused on screening, progress monitoring, and assessments; 27 focused on comprehensive interventions; and 17 focused on parent engagement and school-home communications.

Professional Development for Teachers and Other School Staff

Other Institute-funded social-behavioral research has focused on and how best to prepare, support, and evaluate the contributions of teachers and other school staff in the development of students' social-behavioral competencies. The compendium includes 38 projects designed to support teachers' ability to promote student social-behavioral outcomes. These include professional development to improve teachers' classroom management practices, staffs' social-behavioral competencies (e.g., cultural awareness, improved teacher well-being), and teachers' implementation of social-behavioral programs with fidelity (see Figure ES-2).

Figure ES-2: Projects focused on professional development for teachers and other school staff to promote social-behavioral outcomes, by type of intervention or outcome ($N = 38$)

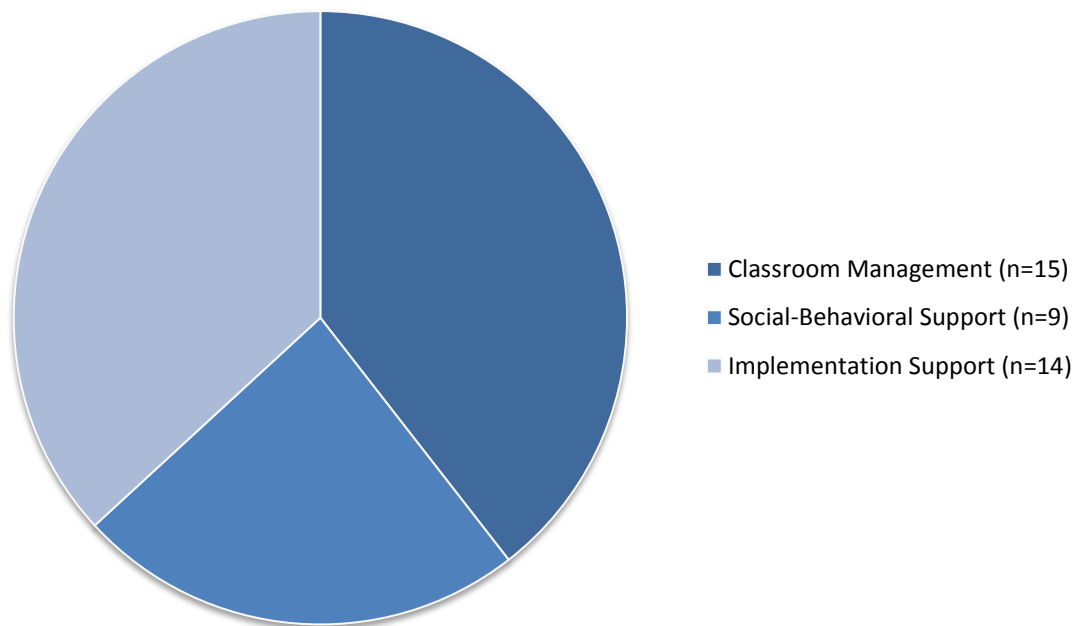


Figure Reads: Of the 38 projects that focused on professional development for teachers and other school staff, 15 focused on classroom management, 9 focused on social-behavioral support for teachers and other school staff, and 14 focused on implementation supports for teachers and other school staff.

Strategies for Addressing Schoolwide or Systems-Level Issues

Institute-funded researchers have also studied how to address schoolwide and systems-level issues in order to promote students' social-behavioral competencies and success throughout their education. Such approaches include school safety and climate initiatives and schoolwide multi-tiered systems of support. Other approaches to promoting social-behavioral competencies focus on how individual students transition across school systems (e.g., prekindergarten to kindergarten; elementary to middle school; etc.) and, for students receiving special education services, the transition into meaningful employment, independent living, and further training and education through the development of behavioral, social, communicative, functional, occupational, and academic skills. Such student-level interventions aim to provide students with skills that may help them to adjust to characteristics of the schools or systems into which they are transitioning with the recognition that successful transitions require attention to the broader context the individual student experiences. While attendance and dropout prevention must ultimately focus on individual students who are disengaged, for example, solutions require consideration of the school system and how it supports students being at school and persevering to graduation. Of the projects in this section, a significant number (32) focused on helping students make a successful transition across school settings and beyond (see Figure ES-3).

Figure ES-3: Projects focused on strategies for addressing schoolwide or systems-level issues to promote social-behavioral outcomes, by type of intervention or outcome (N = 56)

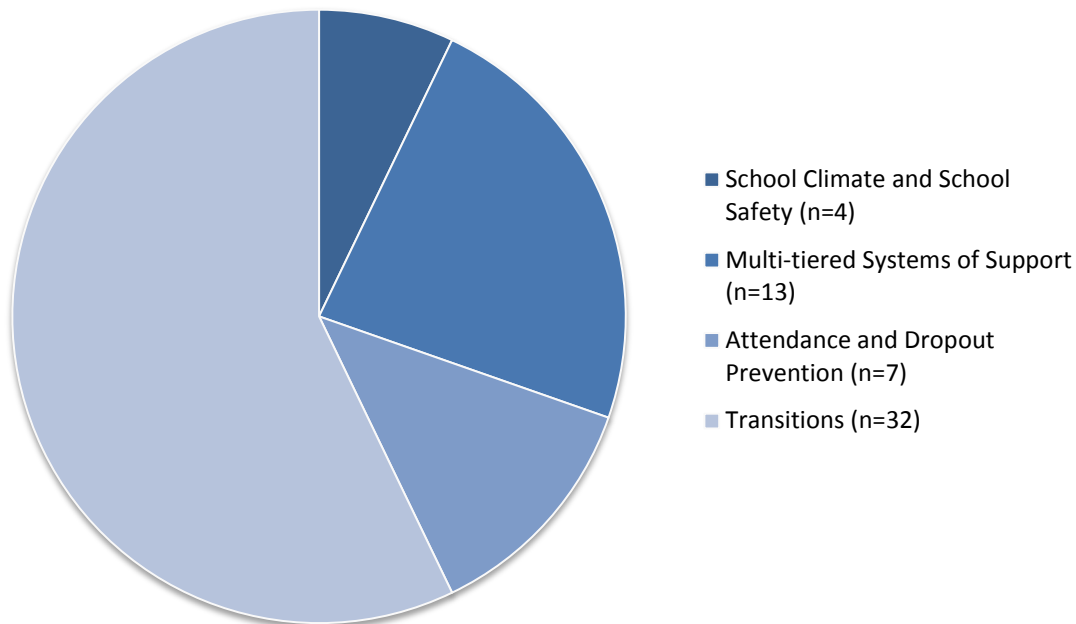


Figure Reads: Of the 56 projects that focused on strategies for addressing schoolwide or systems-level issues to promoting social-behavioral outcomes, 4 focused on school climate and school safety, 13 focused on multi-tiered systems of support, 7 focused on attendance and dropout prevention, and 32 focused on transitions.

Introduction

Why Social-Behavioral Research?

Researchers have found a strong association between student learning and student social-behavioral characteristics, such as engagement, self-regulation, and motivation (for reviews see Lazowski and Hulleman 2013; Yeager and Walton 2011; Zins, Weissberg, Wang, and Walberg 2004). Researchers and practitioners agree that when students exhibit social-behavioral competencies, they are more likely to succeed academically (Durlak et al. 2011; Robbins, Oh, Le, and Button 2009; Weissberg and Cascarino 2013).

To support students' social-behavioral development, researchers, practitioners, and policymakers have developed and adopted various curricula, policies, and other instructional interventions. However, it is not always clear what the best intervention might be and for whom and in what context. At times, the task of developing the best interventions and determining what to choose from among these seems daunting without guidance. Researchers and practitioners know that each school, classroom, and student may have unique needs and that many questions should be asked in order to develop and deploy the best approaches. For example, when and how should teachers intervene? What can the education system do to create safe schools? Which approaches appear to benefit all students, and which help students most at risk?

Institute supported research attempts to answer these sorts of questions. Through research, we learn more about what students, teachers and other support staff, and school systems may need in order to promote social-behavioral competencies and academic success. This compendium provides a comprehensive listing of social-behavioral research projects funded by the Institute between 2002 and 2013. These projects address a wide range of questions researchers, practitioners, policymakers, and others have about the interplay between social-behavioral competencies and academic outcomes. The compendium does not attempt to present the answers or synthesize the findings. Rather, it attempts to organize the projects into common themes and to present readers with a way of sorting through the numerous studies.

What Are Some of the Common Foci in Social-Behavioral Research?

For this compendium, Institute-funded social-behavioral research was organized into three key targets for improving social-behavioral outcomes for students:

Programs and Instructional Interventions for Students may help students learn, practice, and master positive social-behavioral skills. These programs (often delivered by teachers or other school staff) work to directly improve or increase students' positive social-behavioral outcomes while reducing negative outcomes experienced by students. These programs operate by

trying to improve student social skills, behavior, or underlying cognitive features such as motivation and growth mindset (i.e., the belief that one can improve his or her intelligence through effort and practice) (Dweck 2006) or by targeting two of these domains or all three simultaneously (i.e., comprehensive programs). Some of these programs operate by involving parents, by providing mental health services in the school setting, or by providing ways to assess students' social-behavioral competencies to identify needs and monitor progress.

Professional Development for Teachers and Other School Staff aims to train practitioners to better manage classroom behavior to ensure a safe and nurturing environment, to promote their own social and emotional learning, and to support their implementation of programs that promote student social-behavioral competencies. Key outcomes of interest include teacher classroom management practices, teacher dispositions and attitudes (e.g., their cultural competence), and implementation fidelity of social-behavioral programs in the classroom.

Strategies for Addressing Schoolwide or Systems-Level Issues promote social-behavioral competencies through various interventions, including schoolwide and systems-wide approaches, in order to create a school environment conducive to learning and to support students as they make important educational transitions. Key outcomes of interest include school discipline policies and practices; attendance; dropout prevention; and supports for transitions into, through, and out of educational settings

Purpose of the Compendium

The purpose of this compendium is to catalog NCER's and NCSER's contributions to social-behavioral research. Research undertaken as part of these projects is contributing to a knowledge base that ultimately aims to improve academic outcomes for students via improvements in students' social-behavioral competencies, teachers' practices, and the climate of schools.

This compendium is part of a series of compendia that will highlight different areas of NCER- and NCSER-funded research. Other compendia explore math and science research and education technology research. In this compendium, readers will find descriptions of the social-behavioral research projects from across NCER's and NCSER's portfolios. These projects have different primary purposes, including exploration, development of interventions (practices and policies), evaluation of interventions, and development and validation of measurement tools. However, the projects are all unified in that they aim to understand and improve the social-behavioral outcomes of students in order to support academic growth and achievement.

Compendium Process

NCER and NCSER identified 247 research projects funded from 2002 through 2013 to be included in this compendium. Each project was categorized into one of three sections: Programs and

Instructional Interventions for Students, Professional Development for Teachers and Other School Staff, and Strategies for Addressing Schoolwide or Systems-Level Issues. The contractors, external content advisor, and Institute staff worked together to identify these three sections and the chapters within them. The contractor used structured abstracts³ available on the Institute’s website to write descriptions for each project. The contractor staff assigned each project to a section based on its primary research or intervention target and further organized them into chapters within the sections based on a key intervention feature or primary outcome of interest. Institute staff then verified the categorization and provided additional documentation to resolve any remaining questions about categorization when necessary.

Although each project often crosses into multiple domains (e.g., systems-level approaches may include components for teachers or specific interventions for students), the Institute decided to have each project placed into a single section and chapter for this compendium (i.e., each project appears only once within the compendium). In addition to categorizing projects into sections and chapters, projects were also tagged for specific focal populations and products. For a description of the categorization and coding process, please refer to Appendix A.

Stylistic Conventions


NCER and NCSER fund four general types of research: exploration, development of interventions (e.g., curricula, policies), evaluation, and development and validation of assessments. To orient readers and align project descriptions to these four research types, the contractor developed a set of common verbs and sentence frames associated with each research type. For example, exploration projects begin with sentence stems such as “In this project, researchers explored the relationship between...” or “In this project, researchers explored how...” with the main verb *explore* being repeated in each project description to help denote the project’s research type. Authors used the past tense for all projects, including those that were ongoing at the time of the initial writing. This was done to ensure consistency across the project descriptions as a whole. (See Appendix A: Compendium Process for a fuller description of the stylistic conventions used in the compendium.)

Project Tables

Each chapter includes project descriptions that are displayed in a table format. These tables provide the project title and award number; the principal investigator and affiliation; a short project description; and indication of relevant grade levels, focal populations, and products (see Figure 1). Within each chapter, project tables are ordered by grade level, starting with early childhood and ending with postsecondary and adult education. Within grade level, projects are further ordered by project award year, starting with projects funded in 2002 and ending with projects funded in 2013. Finally, within project award year, projects are sorted by the award number.

³ The structured abstracts can be found at <http://ies.ed.gov/funding/grantsearch>.

Figure 1. Sample compendium project table

Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Improve Children’s Emotional and Behavioral Development	
Award # R324A100215 Amanda Williford, University of Virginia	
In this project, researchers evaluated the impact of Banking Time, an intervention for preschoolers most at-risk for developing a disruptive behavior disorder due to serious emotional disturbance. Banking Time aimed to strengthen teachers’ interactions with their students; reduce students’ problem behaviors; and improve students’ behavioral and social emotional skills through brief, regular, play-focused and interactive sessions during which the teacher and child engage in a child-selected activity.	Grade Levels: EC Focal Populations: SWD Products Developed / Tested: 

For example, the table shown in Figure 1 features a project wherein researchers evaluated an intervention, Banking Time, for use with children at-risk for developing a disruptive behavior disorder. The first row provides the title. The second row provides the award number (a unique number used by the Institute to identify grants and contracts), the name of the principal investigator (Amanda Williford), and the institution that received the award (the University of Virginia). The third row provides a short project description (left column) and tags for grade level, focal population, and type of product developed or tested in the project (right column). The award number is hyperlinked to the full abstract available on the Institute’s website.

The following abbreviations and icons are used in the tables:

- Early Childhood (EC) includes settings up through prekindergarten; Elementary School (ES) includes kindergarten through grade 5; Middle School (MS) includes grades 6 through 8; High School (HS) includes grades 9 through 12; and Postsecondary and Adult Education (PA) includes settings for students who are over 16 years old, outside of the K-12 system, and participating in adult or postsecondary education.
- Practitioners and education leaders often seek guidance on how best to provide instruction and support learning for English language learners (EL) and students with disabilities or at-risk for disabilities (SWD). If a project focused specifically on one or both of these two student populations, it was coded accordingly. Blank cells indicate that the project did not focus on either of these specific groups.
- Each project was also coded to indicate whether it focused on developing or testing one or more of the following: instructional intervention (book icon), professional development (apple icon),

educational technology (computer icon), or an assessment (checkmark icon). Blank cells indicate that no products of those specific types were developed or tested as part of the project.

To determine whether to use an abbreviation or an icon, the authors used the entire online abstract as well as feedback from the Institute staff about the content and focus of the projects. Thus, the project descriptions, which are necessarily short in order to follow the compendium's stylistic guidelines (see Appendix A, Project Descriptions), may not contain reference to all the elements denoted by the abbreviations and icons. Readers who wish to learn more about the projects and the population sampled or instructional intervention, professional development, technology, or assessment that was developed or evaluated should refer to the online abstract, which is hyperlinked to the award number in the project description.

Each chapter includes a table key to help guide readers.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

Index and Appendixes

This compendium includes an extensive index that identifies projects by keywords, specific phrases, and topics (e.g., project setting, subject areas). Each index entry includes the award number and the compendium page number on which the project description can be found.

Appendix A describes the process used to develop the compendium. Appendix B identifies projects that developed or tested instructional interventions. The remaining appendixes feature projects that developed or tested the following, respectively: Appendix C, professional development; Appendix D, educational technology; and Appendix E, assessments.

Section I. Programs and Instructional Interventions for Students

Recent literature reviews have identified a number of social skills (e.g., responsibility, cooperation), learning strategies (e.g., goal-setting, self-regulated learning), dispositions or attitudes (e.g., motivation, academic self-concept), and behaviors (e.g., constructive participation, self-control) that can be improved through intervention (for examples, see Farrington et. al., 2012 and Rosen et. al., 2010). Deficits in any one of these areas continue to be a major source of concern for schools, parents, and the public. A substantial body of research has shown that disruptive classroom behavior, conduct problems, aggression, delinquency, and substance use are associated with poor academic achievement, as well as a lack of school connectedness and involvement (e.g., Najaka, Gottfredson, and Wilson, 2001). The Institute supports a wide variety of research on programs and instructional interventions for students (often delivered by teachers and other school staff) intended to improve students' social skills, behaviors, and dispositions or attitudes (i.e., social-behavioral competencies) to help them succeed in school and work.

This section describes 153 projects intended to promote students' social-behavioral competencies through student-level interventions. Each chapter in this section represents a specific student outcome (i.e., social skills, behaviors, underlying cognitive features and attitudes that support social-behavioral competencies) or type of student-level intervention (i.e., school-based mental health services, assessments of social-behavioral competencies, comprehensive interventions, and interventions that promote parent engagement to enhance the student-level intervention). Readers should keep in mind that many of these outcomes are interconnected and related and that some projects and interventions may bridge one or more outcomes. Thus, readers should rely not only on the section and chapter organization to find all work that may be relevant to a particular outcome but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Each chapter introduces a student outcome or type of intervention and displays relevant projects in table format. The tables provide the project title and award number; the principal investigator and affiliation; a short project description; and tags to indicate the grade level(s) on which the project focused; the project's focal population, i.e., English language learners or students with disabilities; and the types of products developed or tested through the project.

1. Social Skills

This chapter features projects that target students' social skills, such as skills needed to positively interact and communicate with peers, teachers, and other school staff. Social skills are an important skill-set associated with positive peer relationships (Montroy, Bowles, Skibbe, and Foster 2014), peer and school adjustment (Ray and Elliott 2006), and achievement (Durlak, Weissberg, Dymnicki, Taylor et al. 2011; Zins, Weissberg, Wang, and Walberg 2004). This chapter includes programs and instructional interventions for improving student social skills and interpersonal relationships with peers and teachers, building social competence, and improving social communication skills.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project

descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Translating Pivotal Response Training Into Classroom Environments

Award # [R324B070027](#) Aubyn Stahmer, Rady Children's Hospital Health Center

In this project, researchers iteratively adapted and tested Pivotal Response Training so that it could be used in classroom settings with children ages 3-8 with autism spectrum disorders (ASD). The adapted intervention, Classroom Pivotal Response Teaching (CPRT), was developed to improve children's communication, play, and academic and social skills by modifying the core elements of Pivotal Response Training (e.g., prompts, child choice, turn-taking) for use in classroom settings.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Social Communication and Symbolic Play Intervention for Preschoolers With Autism

Award # [R324B070056](#) Linda Watson, University of North Carolina, Chapel Hill

In this project, researchers iteratively developed and tested an intervention for preschool-aged children with autism that aimed to enhance children's joint attention and symbolic play behaviors through one-to-one intervention and classroom group activities. Each one-to-one intervention session consisted of an interventionist teaching the child by following the child's lead, expanding on emerging behaviors, and modeling to keep the child engaged. The classroom component provided teachers and other service providers with strategies and activities that promote joint attention and symbolic play behaviors.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Development of Universal, Selected, and Intensive Social Skills Intervention Programs

Award # [R324A080113](#) Frank Gresham, Louisiana State University and A&M College

In this project, researchers iteratively developed and tested social skills screening and instructional materials that aimed to prevent or ameliorate behavior disorders with students in preschool through sixth grade. The intervention had three levels: a universal program that targeted all students in the classroom and taught the 10 most important social skills identified through teacher surveys; a selected program that taught 19 social skills to students who did not respond adequately to the universal intervention; and an intensive program for students whose social skills needed further development after the selected program.

Grade Levels:

EC, ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Children’s School Success Curriculum - Plus (CSS+): Supporting All Children’s Progress in the General Curriculum

Award # [R324A100239](#) Eva Horn, University of Kansas

In this project, researchers iteratively adapted and tested Children’s School Success, an existing preschool curriculum targeting preschool students’ social, literacy, science, and math skills. Researchers revised the existing curriculum according to principles of universal design for learning and then tested the curriculum on preschool students who had an Individualized Education Program (IEP) or who were most at-risk for learning disabilities.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Testing an Integrated Preschool Curriculum for English Language Learners

Award # [R324A110079](#) Susan H. Landry, University of Texas, Houston, Health Science Center

In this project, researchers evaluated the impact of a Spanish adaptation of Literacy Express, an intervention for 4 year old English language learner children from low-income families who were at-risk for developing disabilities. The intervention aimed to improve children’s literacy, language, and math knowledge in ways that also support social skills through a comprehensive, small-group focused, school readiness curriculum. Researchers trained teachers and aides to implement the intervention.

Grade Levels:

EC, ES

Focal Populations:

EL, SWD

Products

Developed /

Tested:



Advancing Social-Communication and Play (ASAP): An Intervention Program for Preschoolers with Autism

Award # [R324A110256](#) Brian Boyd, University of North Carolina, Chapel Hill

In this project, researchers evaluated the impact of Advancing Social-Communication and Play (ASAP), an intervention for preschool children with autism. ASAP aimed to improve three key areas of children’s social-communication skills - joint attention, social interaction, and requesting behaviors; and four primary levels of play skills - exploratory, relational, functional, and symbolic. ASAP, which included group activities and one-to-one teaching sessions on social-communication and play skills, was implemented directly by the children’s educational team, comprised of the children’s classroom teacher, teaching assistant, and at least one service provider.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Improving School Readiness with Emotional Literacy: Developing the RULER Preschool Program

Award # [R305A120172](#) Susan Rivers, Yale University

In this project, researchers iteratively developed and tested the RULER-PS (Recognize, Understand, Label, Express, and Regulate emotions) program for preschool-aged children, which aimed to promote children's emotional literacy and thereby improve their school readiness. RULER-PS was developed as a preschool version of an existing social emotional skills intervention program, the RULER kindergarten through eighth grade program. The fully developed program consisted of three components: classroom curriculum content, professional development support for teachers, and home-school partnerships.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Development of a Social and Communication Intervention for Preschoolers With Autism

Award # [R324A120330](#) Rebecca Landa, Kennedy Krieger Institute, Inc.

In this project, researchers iteratively developed and tested a social and communication curriculum supplement, Early Achievements, for use with preschool children with autism spectrum disorders (ASD). Early Achievements was intended to supplement existing curricula to focus on improving the core social and communication deficits in preschool children with ASD by promoting interpersonal synchrony and engagement, a strategically engineered learning environment to enhance social and communication development, and use of instructional strategies involving Pivotal Response Training to promote interpersonal communication during classroom group activities.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Kidsteps II: Promoting School Readiness Through Social-Emotional Skill Building in Preschool

Award # [R305A130336](#) Carole Upshur, University of Massachusetts Medical School

In this project, researchers evaluated the impact of the Second Step Early Learning (SSEL) curriculum on young children’s end-of-preschool social skills, emotional regulation, executive functioning, and academic readiness skills. Researchers also explored how improved skills at the end of preschool may affect kindergarten readiness screening and kindergarten performance. The SSEL curriculum aimed to support young children’s social emotional learning and self-regulation through using emotional information, perspective taking and simple stress management strategies, and using problem-solving skills in social situations.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Examining the Efficacy of Classroom Pivotal Response Teaching in Classroom Environments

Award # [R324A140005](#) Aubyn Stahmer, University of California, Davis

In this project, researchers evaluated the impact of Classroom Pivotal Response Teaching (CPRT), an intervention for use in prekindergarten through fifth grade children with autism spectrum disorders. CPRT was adapted for use in the classroom to improve students’ communication, play, and academic and social skills. It focused on child attention, clear instruction, shared control among child and teacher, maintenance of previously mastered tasks, responsivity to multiple cues, reinforcement of goal-directed attempts, contingent consequences, and progress toward Individualized Education Program goals.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Establishing the Efficacy of the “Special Friends” Project

Award # [R324A080071](#) Michaelene Ostrosky, University of Illinois, Urbana-Champaign

In this project, researchers evaluated the impact of the Special Friends intervention on social acceptance and friendships among kindergarteners with and without disabilities. The intervention was as a classwide approach to improve social outcomes of children with disabilities by promoting social acceptance and friendships among kindergarteners with and without disabilities. Special Friends was a multi-component program consisting of teacher-led book reading activities and student cooperative learning activities in the classroom, as well as a home component with reading activities for parents and students.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Development of an Intervention to Enhance the Social Competencies of Children With Asperger's/High Functioning Autism Spectrum Disorders

Award # [R324A080136](#) Martin Volker, State University of New York, Buffalo

In this project, researchers iteratively adapted and tested a summer treatment program for students with high-functioning autism spectrum disorders (ASD) for use in a school-based setting. The original intervention was developed to address children's cognitive, communicative, social, and behavioral needs through instruction in four core components: intensive social skills instruction, face and emotion recognition, interest expansion, and interpretation of non-literal language and idioms. The resulting school-based intervention also including parent training and school-based consultation.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Social Tele-Coaching in Classroom Settings

Award # [R324A090322](#) Earle Knowlton, University of Kansas

In this project, researchers iteratively developed and tested Social Tele-Coaching, a remote-delivery, social skills intervention for rural elementary and secondary students with disabilities. The intervention adds direct, daily behavioral coaching to a social skills training program. The coaching is provided via wireless and video conferencing technologies (e.g., bug in the ear) from remote observation sites to the student participant in general education classroom settings and in common-access settings such as the cafeteria, library, or playground. The intervention provides students with a social skills coach while they interacted with students and adults in naturalistic settings so that students could learn how to generalize their social skills knowledge.

Grade Levels:

ES, MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Development of the "4R-SUCCESS" Program Aimed at Improving Elementary School-aged Children's Social and Scholastic Competence

Award # [R305A090386](#) Gary Ladd, Arizona State University

In this project, researchers iteratively developed and tested 4R-SUCCESS (Reading, Writing, Arithmetic, and Relationships; Students Using Collaborative Curricula to Enhance Social-Scholastic Skills), an intervention designed to prepare elementary and middle school children to benefit from peer-mediated learning activities. The intervention aimed to improve children's interpersonal competence and encourage collaborative learning relationships with peers. 4R-SUCCESS was a coaching curriculum intended to be administered by teachers to all students in the classroom to enhance social competence and academic success.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



The Social Skills Improvement System-Classwide Intervention Program: Social, Behavioral, and Academic Outcomes in Elementary School

Award # [R305A090438](#) James DiPerna, Pennsylvania State University

In this project, researchers evaluated the impact of the Social Skills Improvement System-Classwide Intervention Program (SSIS-CIP) on first and second grade students' social skills, behaviors, and academic achievement. SSIS-CIP aimed to improve social skills and reduce problem behaviors through a 12-week curriculum designed to teach students ten social skills to support learning in the classroom: listening to others, following directions, following classroom rules, ignoring peer distractions, asking for help, taking turns in conversations, cooperating with others, controlling anger during conflicts, acting responsibly, and showing kindness.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



A Computer-based Social Intervention for Students with High Functioning ASD: Using Technology to Improve Special Education

Award # [EDIES11C0033](#) Janey McMillan, 3-C Institute for Social Development

In this project, researchers iteratively developed and piloted Social Story Theatre, a web-based intervention designed for students with high-functioning autism spectrum disorder (HF-ASD). The intervention engaged third through fifth grade special education students with animated depictions of social situations and expectations. The product aimed to facilitate improved social functioning in students with HF-ASD by allowing students to practice social skills. The product also provided teachers with student progress reports.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



An Interactive Social Tutoring System to Improve and Measure Social Goals for Students Related to Academic and Other School Related Outcomes

Award # [EDIES11C0039](#) Melissa DeRosier, 3-C Institute for Social Development

In this project, researchers developed and tested Zoo U, a web-based learning tool through which fourth and fifth grade students engaged animated life-like characters to solve tailored social problem solving tasks. The prototype of Zoo U was developed under an earlier IES award ([EDIES10P0114](#)). Zoo U targeted core social skills through six units, including: cooperation, communication, emotion regulation, empathy, impulse control, and initiation of play. Researchers also developed an online professional development and implementation tool for teachers.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



A Longitudinal Study of Teaching Practices, Classroom Peer Ecologies, and Youth Outcomes

Award # [R305A100344](#) Philip Rodkin, University of Illinois, Urbana-Champaign

In this project, researchers explored how classroom peer ecologies such as popularity, friendships, and cliques relate to academic achievement, aggression, and school relatedness, and the ways peer ecologies may be shaped by teacher practices.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:

Interactive Social Tutoring System for Social Skills Training With Elementary Students

Award # [R305A110583](#) Melissa DeRosier, Center for Research in Emotional and Social Health, Inc.

In this project, researchers iteratively developed and tested a computer-based interactive social tutoring system (ISTS) for elementary students experiencing social-behavioral problems at school. Students engaged in tailored, interactive exercises to learn and practice social skills. The ISTS software tracked students' work and provided school personnel with the ability to document students' progress toward measureable social goals.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Mediators of Social Impairment among Children With ADHD

Award # [R324A120003](#) Kate Flory, University of South Carolina

In this project, researchers explored the relationship between attention deficit hyperactivity disorder (ADHD) symptoms and social impairment. Specifically, the researchers studied the role of the potential mediators of students' social cognition, social performance, and self-control deficits in the social and academic functioning of children ages 8 to 10 with ADHD. The study used a cross-sectional design with participating students completing a battery of assessments in individual sessions with the researchers and group sessions with nine other children in which social performance and other social measures were collected.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:

Virtual Reality Applications for the Study of Attention and Learning in Children With Autism and ADHD

Award # [R324A120168](#) Peter Mundy, University of California, Davis

In this project, researchers explored the relationships between student learning, academic achievement, and social outcomes for children with autism spectrum disorders (ASD). Students received an intervention designed to increase social attention skills via six 90-minute practice sessions over the course of 4 weeks. The intervention consisted of virtual reality-based “games” that provided opportunities for social attention development in social orientation, face processing, and joint attention. The final analysis explored whether parents, teachers, and the presence of attention deficit hyperactivity disorder (ADHD) in students with ASD may interact with the components of the intervention.

Grade Levels:

ES, MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:

Developing a School-Based Social Competence Intervention (SCI)

Award # [R324A090060](#) Janine Stichter, University of Missouri

In this project, researchers iteratively adapted and tested a clinic-based social competence intervention (SCI-C) for use with middle school students with autism spectrum disorders (ASD) in a school setting. The revised SCI-C, named Social Competence Intervention for Adolescents (SCI-A), aimed to improve the social competence of middle school students with ASD by teaching them to recognize facial expressions, share ideas, take turns in conversations, recognize feelings and emotions of self and others, and problem solve.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Developing a 3D-based Virtual Learning Environment for Use in Schools to Enhance the Social Competence of Youth With Autism Spectrum Disorder

Award # [R324A090197](#) James Laffey, University of Missouri

In this project, researchers iteratively developed and tested iSocial, a social behavior intervention delivered in a 3D-based virtual learning environment for middle school students with high functioning autism. iSocial aimed to improve the social behavior of youth with autism by addressing deficits in three areas that comprise social competence: emotion recognition, theory of mind, and executive functioning. The curriculum taught students to recognize facial expressions, share ideas, take turns in conversations, recognize feelings and emotions of self and others, and problem solve.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Evaluating the Efficacy of the School-Based Social Competence Intervention for Adolescents (SCI-A) With High Functioning Autism

Award # [R324A120027](#) Janine Stichter, University of Missouri

In this project, researchers evaluated the impact of the Social Competence Intervention for Adolescents (SCI-A) curriculum on middle school students with high-functioning autism. SCI-A, a cognitive-behavior intervention, aimed to strengthen skills that promote self-monitoring and self-evaluation through didactic instruction and behavior modeling and rehearsal to teach or modify students' social behavior. The curriculum was also designed to provide scaffolded instruction and reinforce learned skills by repetition, integration, and feedback as new skills were added.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Peer Support and Peer Network Interventions to Improve Peer Relationships and School Engagement

Award # [R324A100391](#) Erik Carter, Vanderbilt University

In this project, researchers evaluated the impact of two peer interaction interventions, peer network and peer support, for high school students with severe intellectual disabilities. The peer support intervention was developed to improve student peer relationships and school engagement by involving one or more peers without disabilities to provide social or academic support (e.g., collaboration on assignments), encourage involvement and interactions, review work, and offer feedback to a student with severe disabilities within an inclusive classroom. The peer network intervention matched target students with disabilities to a peer group of four to six students; the group established regular meetings and promoted the target student's involvement in school activities.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



2. Behavior

This chapter highlights projects focused on improving positive student behavior or reducing negative behavior. Positive behavior is associated with positive peer relationships (Barry and Wentzel 2006), student learning and achievement (Casillas et al. 2012; Durlak et al. 2011), school adjustment and transitions (Morales and Guerra 2006; Ryan and Shim 2008), and long-term outcomes, such as employment (Baruch et al. 2004). Negative behavior, such as aggression, has been linked to poor academic achievement (Casillas et al. 2012) as well as adverse long-term effects, such as unemployment (Dubow et al. 2006). Interventions included herein intend to promote positive behaviors, such as following instructions and being on-task and reduce negative behaviors, such as aggression, hyperactivity, and being off-task.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A:

Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Improve Children’s Emotional and Behavioral Development

Award # [R324A100215](#) Amanda Williford, University of Virginia

In this project, researchers evaluated the impact of Banking Time, an intervention for preschoolers most at-risk for developing a disruptive behavior disorder due to serious emotional disturbance. Banking Time aimed to strengthen teachers’ interactions with their students; reduce students’ problem behaviors; and improve students’ behavioral and social emotional skills through brief, regular, play-focused and interactive sessions during which the teacher and child engage in a child-selected activity.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



A Randomized Controlled Trial of Prevent-Teach-Reinforce for Young Children

Award # [R324A120097](#) Glen Dunlap, University of Nevada, Reno

In this project, researchers evaluated the impact of a manualized intervention model, Prevent-Teach-Reinforce for Young Children on preschoolers’ behavior. The intervention aimed to reduce young children’s challenging behaviors and increase their social skills and engagement by establishing a school-based team that set goals for individual students, implemented a strategy for measuring targeted behaviors daily, developed an intervention plan, and monitored student progress.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



National Behavior Research Coordination Center

Award # [ED04CO00400001](#) Mary Wagner, SRI International

In this project, researchers evaluated the impact of four different interventions with students who exhibit severe behavior problems in grades 1-3. To do so, researchers at the National Behavior Research Coordination Center (NBRCC) coordinated data collection from behavior research centers at multiple universities. NBRCC conducted cross-site analyses of data and also worked to disseminate its findings to the special education and mental health fields.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Evidence-Based Interventions for Severe Behavior Problems: The Prevent-Teach-Reinforce Model

Award # [H324P040003](#) Donald Kincaid, University of South Florida

In this project, researchers evaluated the impact of the Prevent-Teach-Reinforce (PTR) intervention for children in kindergarten through eighth grade with severe behavior problems. The intervention aimed to reduce children's challenging behaviors and increase their social skills and engagement by establishing a school-based team that set goals for individual students, implements a strategy for measuring targeted behaviors daily, develops an intervention plan, and monitors student progress. Researchers tested the intervention when applied by typical school personnel and collected data to help determine which students may need additional supports and what predicts how well school personnel are able to implement the intervention.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Early, Evidence Based Intervention for Severe Behavior Problems: First Step to Success

Award # [H324P040006](#) Hill Walker, Oregon Research Institute

In this project, researchers evaluated the impact of the First Step to Success Program, a school-home intervention for behaviorally at-risk children in primary grades. The intervention had three linked modular components (i.e., universal proactive screening, school intervention, and parent training) that were designed for combined use and focused on students who experience moderate to severe behavior problems in the beginning stages of their school careers (i.e., grades 1-3).

Grade Levels:

ES

Focal Populations:

EL, SWD

Products

Developed /

Tested:



Evidence-Based Interventions for Severe Behavior Problems: Check, Connect, and Expect (CC&E)

Award # [H324P040012](#) Douglas Cheney, University of Washington

In this project, researchers evaluated the impact of the Check, Connect, & Expect (CC&E) intervention for kindergarten through third grade students with severe behavior problems. The CC&E intervention combined methods from the Check & Connect Program and the Behavior Education Program to improve the quality of the lives of these students in two ways: emphasizing students' positive relationships and prosocial behavior through school staff reinforcement and increasing students' abilities to meet social expectations through classroom structure and feedback.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



A Randomized Trial of Two Promising Interventions for Students With Attention Problems

Award # [R305H050036](#) David Rabiner, Duke University

In this project, researchers evaluated the impact of two interventions for second grade students: computerized attention training and computer-assisted instruction. The interventions aimed to reduce off task behavior in the classroom. The computerized attention training software used for this project was Captain's Log, which was designed to train multiple components of attention. The computer-assisted instruction software used was Destination Reading and Math by Riverdeep.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Early, Evidence-Based Intervention For Externalizing Behavior Problems in School: From Efficacy to Effectiveness of the First Step to Success Program

Award # [R324B060003](#) Mary Wagner, SRI International

In this project, researchers evaluated the impact of the First Step to Success Program, a school-home intervention for behaviorally at-risk children in primary grades. The intervention had three linked modular components (i.e., universal proactive screening, school intervention, and parent training) that were designed for combined use and focused on students who experience moderate to severe behavior problems in the beginning stages of their school careers (i.e., grades 1-3).

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Effects on Communication, Compliance, and Problem Behavior

Award # [R324B060013](#) Stephanie Peterson, Western Michigan University

In this project, researchers iteratively developed and tested an intervention for escape-motivated problem behavior (e.g., aggression, self-injury, and chronic noncompliance) for children ages 5 to 12 with disabilities. This intervention is a choice-making intervention aimed to decrease problem behavior and increase task completion. When presented with demanding tasks, children were allowed to choose between completing a portion of the task, requesting a break, or engaging in problem behavior. Longer breaks and highly preferred positive reinforcements were provided for task completion. Shorter breaks and moderately preferred positive reinforcements were provided for break requests. Brief breaks and no access to positive reinforcement were provided for problem behavior.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach (Project WRITE)

Award # [R324B060018](#) Kathleen Lane, Vanderbilt University

In this project, researchers iteratively developed and tested Self-Regulated Strategy Development (SRSD), an intervention for second grade students at high-risk for Serious Behavior Disorders (SBD). The intervention aimed to improve the writing performance and classroom behavior of students with SBD by teaching students strategies for completing academic tasks. Through the intervention, students also learned goal setting, self-monitoring, self-instructions, and self-reinforcement procedures.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Universal Cognitive-Behavioral Intervention for Elementary Students to Reduce Disruptive/Aggressive Behavior

Award # [R324B060029](#) Stephen Smith, University of Florida

In this project, researchers evaluated the impact of Tools for Getting Along (TFGA): Teaching Students to Problem Solve. Implemented by school personnel in fourth and fifth grade classrooms, TFGA was a classwide cognitive-behavioral problem-solving curriculum that teaches students to replace disruptive and aggressive behaviors with more socially constructive choices through use of social problem solving.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Adaptive Treatments for Children With ADHD

Award # [R324B060045](#) William Pelham, State University of New York, Buffalo

In this project, researchers evaluated the impact of a sequential implementation of two treatments on students (ages 6-12) with attention deficit hyperactivity disorder (ADHD): medication and behavioral intervention. The project sought to identify the lowest effective dosage of medication or intensity of behavioral intervention necessary to improve social-behavioral outcomes (e.g., peer relations and classroom behavior), thereby lowering costs to treat and reducing unnecessary interventions.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:

Think Time Efficacy Study

Award # [R324A070183](#) Gregory Benner, University of Washington

In this project, researchers evaluated the impact of the Think Time Strategy, an intervention for children who exhibit disruptive behaviors. Think Time aimed to reduce students' problem behaviors through a collaborative process between two or more teachers. The intervention included four components: teachers used a short verbal statement to encourage the child to exhibit positive social behavior, teachers provided a reflective period to enable the child to gain self-control, teachers checked for self-control and initiated a positive social interaction with the child, and students set behavior goals.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Kids Integrated Data System (KIDS): An Evidence-Based System for Enhancing Educational Proficiency and Social Adjustment

Award # [R305A080309](#) John Fantuzzo, University of Pennsylvania

In this project, researchers explored the relationship between early biological and social risk factors and third graders' school attendance, academic achievement, and behavioral adjustment. For this study, the researchers conducted secondary data analysis on data coming from the Kids Integrated Data System (KIDS), a comprehensive, cross-agency, integrated database which collected information on students in a large, economically distressed urban city. KIDS contained merged administrative data, such as child welfare and physical and mental health service utilization records, with public school education records to provide unique and detailed information concerning students' eventual academic proficiency and social adjustment.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:

A Randomized Controlled Trial of the Combination of Two Preventive Interventions

Award # [R305A080326](#) Nicholas Ialongo, Johns Hopkins University

In this project, researchers evaluated the impact of two combined interventions, the Good Behavior Game (GBG) and Promoting Alternative Thinking Strategies (PATHS) on aggressive and off-task behaviors of students. PATHS sought to reduce aggressive and off-task behaviors via teacher-led instruction aimed at facilitating emotion regulation, self-control, social problem solving, and conflict resolution. The GBG program used a game format to help teachers manage student aggressive and off-task behavior by reinforcing the inhibition of these behaviors. Researchers posited that the GBG would facilitate students' acquisition of the skills they learned in PATHS.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Development of a Social-Emotional Learning Curriculum for Children At Risk for Emotional or Behavioral Disorders

Award # [R324A100020](#) Ann Daunic, University of Florida

In this project, researchers iteratively developed and tested a social-emotional learning curriculum, Social-Emotional Learning Foundations (SELF), to promote emotional and behavioral self-regulation for children in Kindergarten and first grade who were at-risk for emotional and behavioral disorders. The intervention was designed to be implemented during supplementary, small-group reading instruction. SELF lessons focused on age-appropriate critical competencies involved in five areas of social-emotional learning: self-awareness, social awareness, responsible decisionmaking, self-management, and relationship management. Teachers promoted emotional and behavioral self-regulation while simultaneously promoting language development.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



iPrompt to Improve Teaching Students with ASD

Award # [EDIES11C0040](#) Robert Tedesco, HandHold Adaptive, LLC

In this project, researchers iteratively developed and tested iPrompt, a software application (app) for mobile phones and tablet computers to help teachers assist students with autism spectrum disorder (ASD) in their daily activities. The prototype of this app was developed through an earlier IES award ([EDIES10P0109](#)). The app used pictures and other visual stimuli to aid students with ASD in focusing their attention on tasks and learning activity expectations in the classroom.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Student Self-Management System (SSMS): Reducing Problem Behavior in Upper Elementary Classrooms by Transferring Externally Applied Teacher Controls to Internally Applied Student Controls

Award # [R324A110074](#) Brion Marquez, IRIS Media, Inc.

In this project, researchers iteratively developed and tested the Student Self-Management System (SSMS) for students with or at-risk for disabilities who exhibit problem behavior. SSMS was a self-management intervention for students in grades 3-6, and aimed to reduce problem behaviors by providing student learning materials that demonstrated the steps of student self-management, providing an online screening and progress monitoring tool that allowed teachers to identify and monitor students needing additional supports, and providing behavior specialists with professional development training resources and out-of-class supports for use with identified students.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Classroom Environment, Allocation of Attention, and Learning Outcomes in K-4 Students

Award # [R305A110444](#) Anna Fisher, Carnegie Mellon University

In this project, researchers explored the relationship between visual materials in the classroom and off-task behavior of students in kindergarten through fourth grade. The project sought to study the classroom visual environment, a malleable factor with the potential to influence distractibility; off-task behavior; and ultimately student achievement. The project studied the degree to which visual materials that were not directly relevant to the ongoing instruction presented a distraction for young learners, the degree to which off-task behavior related to the classroom visual environment influences learning, and the effects of the classroom environment.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:

ADHD: Population-Based Estimates of Diagnosis, Treatments, and School Outcomes

Award # [R324A120331](#) Paul Morgan, Pennsylvania State University

In this project, researchers explored the relationships between malleable and educationally relevant factors that decrease the impact of attention deficit hyperactivity disorder (ADHD), particularly on student learning. Using data from the Early Childhood Longitudinal Study-Kindergarten Cohort (ECLS-K), this project examined students' age, grade, and timing of ADHD diagnosis; population subgroups of students and their likelihood of receiving a diagnosis and experiencing different patterns of ADHD; students diagnosed with ADHD and their likelihood of receiving treatment for ADHD; and medication, special education, grade retention, therapy, and the relationship of these factors and behavioral, socio-emotional, and academic functioning of students with ADHD.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:

Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse

Award # [R324A070199](#) Linda Mason, Pennsylvania State University

In this project, researchers iteratively developed and tested Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse. The intervention aimed to improve the written expression and writing fluency of middle school students with behavior disorders in general education and alternative settings who struggled with writing. Students who received the writing intervention were taught to set a goal for learning and sign a learning contract, develop self-instructions, self-monitor performance, and self-reinforce performance.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Organizational Skills Interventions for Children with ADHD

Award # [R305A100996](#) Joshua Langberg, Virginia Commonwealth University

In this project, researchers iteratively adapted and tested an existing afterschool program that targeted the organizational difficulties of middle school students with attention deficit hyperactivity disorder (ADHD) to make it feasible for school counselors or psychologists to implement during the school day. The program, called Homework, Organization, and Planning Skills (HOPS), used behavioral principles (e.g., modeling, rehearsal, prompting, shaping, and contingency management) to teach students specific strategies to keep materials organized, manage homework, and use time efficiently and effectively.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Efficacy of an Organizational Skills Intervention for Middle School Students with ADHD

Award # [R305A130011](#) Joshua Langberg, Virginia Commonwealth University

In this project, researchers evaluated the impact of the Homework, Organization, and Planning Skills (HOPS) intervention for middle school students with Attention-Deficit/Hyperactivity Disorder (ADHD). The program used behavioral principles (e.g., modeling, rehearsal, prompting, shaping, and contingency management) to teach students specific strategies to keep materials organized, manage homework, and use time efficiently and effectively.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Electronic Performance Support Systems (EPSS) as Assistive Technologies To Improve Outcomes for Secondary Students

Award # [R324B070176](#) Gail Fitzgerald, University of Missouri, Columbia

In this project, researchers iteratively developed and tested the Strategy Tools Support System (STSS) for secondary students with disabilities in general education settings. The intervention aimed to help secondary students with disabilities improve their ability to learn on their own in the context of general education classes. Researchers designed computerized support tools resembling graphic organizers to provide support to student behavior in the following areas: getting organized, learning new information, demonstrating learning, working on projects, solving personal problems, and planning for the future.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



3. Underlying Cognitive Features and Attitudes

This chapter focuses on projects that promote students' underlying cognitive features and attitudes, including ways to help students learn how they can influence their own learning. In addition, projects focus on interventions to improve students' learning activities such as planning, organizing, strategizing, paying attention to and remembering details, and managing time.

The effects of students' underlying cognitive features and attitudes on their achievement and learning are documented at the elementary (Boekaerts, de Koning, and Vedder 2006; Lau and Nie 2008), middle (Desimone, Smith, and Frisvold 2009; Eccles 2004), high school (Hulleman and Harackiewicz 2009), and postsecondary levels (Robbins, Oh, Le, and Button 2009). This chapter addresses multiple underlying cognitive features and attitudes of interest, including executive function (Meltzer 2007), academic mindset (Dweck 2006), engagement and motivation (Boekaerts, de Koning, and Vedder 2006), and perseverance and grit (Duckworth et al. 2007).

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendices, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project’s focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Training Attention in Preschool: Effects on Neurocognitive Functions and School Performance

Award # [R305B070018](#) Helen Neville, University of Oregon

In this project, researchers iteratively developed and tested an attention training intervention for preschool children that aimed to improve their cognitive and school performance. The intervention was designed to mimic “discovery time”, a time that all Head Start classes include as a part of their daily routine. The attention intervention incorporated a set of systematic games and exercises that emphasized many different aspects of attention including: sustained, selective, divided and alternating attention; self-regulation; and overall body awareness.

Grade Levels:

EC, ES

Focal Populations:

Products

Developed /

Tested:



Increasing the Efficacy of An Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation

Award # [R305A080700](#) Douglas Clements, University of Denver

In this project, researchers evaluated the impact of an intervention that combined a mathematics curriculum with one component of a social behavioral intervention. The two interventions included Building Blocks, an early childhood mathematics curriculum with both classroom-based and computer-based elements, and the Scaffolding Self-Regulation component of Tools of the Mind, an intervention with specific pedagogical strategies to promote children’s self-regulation and metacognitive development (i.e., the development of their awareness of their cognitive processes) and a teacher professional development component, which included instruction on developmental trajectories for children and training in how to use dynamic assessment techniques to guide and tailor instruction.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Experimental Validation of the Tools of the Mind Prekindergarten Curriculum

Award # [R305A090533](#) Dale Farran, Vanderbilt University

In this project, researchers evaluated the impact of the Tools of the Mind prekindergarten curriculum on preschool children. The intervention aimed to promote the basic academic and social skills that prepare children for school success in kindergarten and beyond by developing learning skills that enable children to engage in and benefit from a variety of learning tasks and activities in the classroom. The Tools of the Mind curriculum included activities to promote children's self-regulation and metacognitive development (i.e., the development of their awareness of their cognitive processes) and a teacher professional development component with instruction on developmental trajectories for children and training in how to use dynamic assessment techniques to guide and tailor instruction.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Tools of the Mind: Promoting Self-Regulation and Academic Ability in Kindergarten

Award # [R305A100058](#) Clancy Blair, New York University

In this project, researchers evaluated the impact of an early childhood curriculum, Tools of the Mind, on improving students' self-regulation abilities, academic achievement, and social-emotional development. The full Tools of the Mind intervention integrated activities intended to promote self-regulation (e.g., the ability to control ones' efforts or emotions) and metacognitive development (i.e., the development of their awareness of their cognitive processes) with instructional activities intended to develop skills in literacy, mathematics, and social competence. The intervention also included a professional development component in which teachers were given instruction on developmental trajectories for children and training in how to use dynamic assessment techniques to guide and tailor instruction. The researchers followed children who received Tools of the Mind or business-as-usual in kindergarten through first grade to see whether there were differences in students' emotional or academic growth.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Longitudinal Follow-Up of Successful Parent/Child Intervention in Pre-School Children At-Risk for School Failure

Award # [R305A110397](#) Helen Neville, University of Oregon

In this project, researchers evaluated the impact of the Parents and Children Making Connections-Attention (PCMC-A) intervention for preschool and elementary school children and their parents. Previous research has shown that PCMC-A improved family dynamics, child cognition, and brain function and that these gains lasted at least 18 months. This study followed students for 3 years to determine whether gains persisted from preschool to early elementary school.

Grade Levels:

EC, ES

Focal Populations:

Products

Developed /

Tested:



Training Attention in At-Risk Preschoolers: Expansion of Our Successful Program to a Wider Population Within Head Start

Award # [R305A110398](#) Helen Neville, University of Oregon

In this project, researchers evaluated the impact of the Parents and Children Making Connections-Attention (PCMC-A) intervention on Latino families. The intervention aimed to improve preschool children's literacy skills, receptive language abilities, and nonverbal intelligence. Previous research on this intervention demonstrated promise for improving multiple outcomes but did not include Latino families in the research. In this project, the researchers adapted and implemented the intervention with a sample of Latino children and families in Head Start and reevaluated the intervention using this sample.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Promoting Executive Function to Enhance Learning in Homeless/Highly Mobile Children

Award # [R305A110528](#) Ann Masten, University of Minnesota

In this project, researchers iteratively developed and tested an intervention for impoverished, homeless, and highly mobile preschoolers that aimed to increase children's school readiness, learning, and early school success by targeting their executive function skills. The intervention consisted of three components: individual reflection training, preschool classroom activities, and parent education on promoting executive function in children.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms

Award # [R305H060089](#) Gautam Biswas, Vanderbilt University

In this project, researchers iteratively developed and tested Teachable Agents (TAs), a software intervention for middle school students to develop their metacognition (i.e., their awareness of their cognitive processes) and ability to learn through a learn-by-teaching approach. TAs were interactive computer-based learning environments in which students taught virtual students, called agents, how to understand various concepts. Students used three primary components to teach the agents: teaching an agent using a concept map, querying to see how much the agent understood, and quizzing the agent with a provided test to see how well it did on questions the student may not have considered.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



The Effect of Metacognition on Children's Control of Their Study and of Their Cognitive Processes

Award # [R305H060161](#) Janet Metcalfe, Columbia University

In this project, researchers iteratively developed and tested a series of instructional strategies designed to improve third and fifth graders' ability to assess their own knowledge and to then use those self-assessments to more effectively allocate and organize study time. The team also examined whether the benefits of these strategies varied with the student's grade-level.

Grade Levels:

ES, MS, PA

Focal Populations:

Products

Developed /

Tested:



An Efficacy Study of Two Computer-Based Attention Training Systems in Schools

Award # [R305A090100](#) Naomi Steiner, Tufts University, Medical Center

In this project, researchers evaluated the impact of two computer-based attention training systems with students in grades 2 and 4 diagnosed with Attention-Deficit/Hyperactivity Disorder (ADHD). The interventions aimed to train children with ADHD to focus on a task. One intervention used Electroencephalography biofeedback, and the other intervention used a standard computer format for cognitive retraining.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Catalyzing Comprehension Through Discussion and Debate

Award # [R305F100026](#) Suzanne Donovan, Strategic Education Research Partnership Institute

In this project, a part of the Reading for Understanding Research Initiative, researchers iteratively developed and tested two reading interventions for upper elementary and middle school students, Word Generation and the Strategic Adolescent Reading Intervention (SARI), and their accompanying professional development. Word Generation aimed to expose students to academic vocabulary and motivate their engagement with high-interest text through discussion, debate, and writing. SARI aimed to build middle school students' deep comprehension skills while addressing more basic reading skills by using full-length novels of high interest to students with links to related non-fiction readings. The researchers also developed three new assessments to measure changes in students' perspective taking, complex reasoning, and academic language skills.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



An Exploration of Malleable Social and Cognitive Factors Associated With Early Elementary School Students' Mathematics Achievement

Award # [R305A110682](#) Sian Beilock, University of Chicago

In this project, researchers explored how first and second grade students' mathematics anxiety and attitudes relate to their mathematics achievement. The researchers also explored the relationship between teachers' math anxiety and students' math achievement. The researchers gathered student and teacher data at the beginning and end of the school year and observed teachers who were identified as having low or high math anxiety while they taught their students mathematics and reading. The project also explored associations between different types of teacher practices and students' math and reading anxiety, stereotypes, and performance.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:

Exploring the Malleability of Executive Control

Award # [R305A110932](#) Michelle Ellefson, University of Cambridge

In this project, researchers explored the relationship between executive control and fourth and fifth grade students' school achievement. The study explored the malleability of a set of executive control skills (sustained attention, strategic planning, inhibitory control, working memory, pattern recognition, and visual search) in an experimental training program that incorporated executive control tasks in the process of learning to play chess in an after-school setting. During each session of the program, students completed a variety of engaging executive control activities designed to become more challenging as their abilities improved. The researchers monitored how changes in students' executive control abilities were related to their school achievement.

Grade Levels:

ES

Focal Populations:

Products

**Developed /
Tested:**

PEAT Communication Scheduler for Autism

Award # [EDIES12C0047](#) Richard Levinson, Attention Control Systems, Inc.

In this project, researchers iteratively developed a prototype of Planning and Execution Assistant and Trainer (PEAT), a software application (app) for mobile devices. PEAT was designed to help non-verbal students with autism spectrum disorder achieve greater independence and self-efficacy. Students carried a mobile phone at all times to access the PEAT app, which provided activity cues and support.

Grade Levels:

ES

Focal Populations:

SWD

Products

**Developed /
Tested:**



Improving Metacomprehension and Self-Regulated Learning From Scientific Texts

Award # [R305B070460](#) Keith Thiede, Boise State University

In this project, researchers iteratively developed and tested an intervention for college students and students in seventh grade. The intervention aimed to improve students' reading comprehension and ability to learn effectively from text by improving the effectiveness of self-regulated learning and metacognitive self-monitoring accuracy (i.e., their awareness of their own cognitive processes and the ability to track this awareness). Researchers explored whether indicating the kind of test that would be given to students through explicit instruction or practice tests affected metamemory and metacomprehension accuracy, and explored whether improvements in monitoring accuracy produced better selection of texts for restudy.

Grade Levels:

MS, PA

Focal Populations:

Products

**Developed /
Tested:**



Development of an Intervention to Improve Academic Outcomes for Low-Income Urban Youth through Instruction in Effective Coping Supported by Mentoring Relationships

Award # [R305A080562](#) Kathryn Grant, DePaul University

In this project, researchers iteratively developed and tested a curriculum that supported adolescents' coping skills through mentoring relationships and connections to community partners. The intervention aimed to promote effective coping for engaging and succeeding in school, and managing the severe and chronic stressors in low-income urban areas that impede learning. The intervention consisted of three primary components: training in contextually relevant coping strategies, procedures and infrastructure for supporting mentoring relationships, and protocols for maximizing mentoring-school connections and for sustaining viable school-community agency relationships to support the program.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



A Randomized Trial of Reducing Stereotype Threat Among Minority and Economically Disadvantaged Students

Award # [R305A090162](#) Thomas Dee, National Bureau of Economic Research

In this project, researchers evaluated the impact of a 15-minute, written, in-class exercise for middle school students that aimed to negate stereotype threat. For the purpose of this project, stereotype threat referred to an awareness that minority students may have that they may be viewed through the lens of a negative academic stereotype, especially in highly evaluative settings like tests. The intervention was theorized to reduce this threat by affirming students' self-integrity through their reflection on personally important core values. By doing so, the intervention was to reduce gaps in academic performance between students of different backgrounds (e.g., socioeconomic, gender, race).

Grade Levels:

MS

Focal Populations:

Products

developed/tested:



Mindfulness-Based Academic Achievement Program for Middle School

Award # [R305A090175](#) Alison Parker, Innovation Research and Training, Inc.

In this project, researchers iteratively developed and tested a mindfulness intervention program for use with middle school students. The intervention aimed to teach students mindfulness strategies (i.e., strategies to build an awareness of one's current feelings, thoughts, and physical presence) to help increase student attention, cognitive control, behavior regulation, and social-emotional competence.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



Creating Scalable Interventions for Enhancing Student Learning and Performance

Award # [R305A090324](#) Joshua Aronson, New York University

In this project, researchers iteratively developed and tested two computer-based interventions for eighth and ninth grade students to help them develop theories of intelligence that may help academic performance (e.g., that people get smarter through intellectual effort). The interventions included “engaging fiction”, an illustrated electronic book with a narrative message about the malleability of intelligence, and “interactive media”, a virtual environment that contained the same message. The researchers posited that modifying students’ attitudes about their intelligence will increase students’ engagement and learning.

Grade Levels:

MS, HS

Focal Populations:

Products

Developed /

Tested:



Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12

Award # [R305F100013](#) Sharon Vaughn, University of Texas, Austin

In this project, a part of the Reading for Understanding Research Initiative, researchers explored motivation and engagement for reading, cognitive processing, and reading comprehension with students in grades 7–12 with and without reading comprehension difficulties. The researchers used the results from this work to develop and test a new reading comprehension intervention designed to leverage motivation to help struggling readers.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



An Efficacy Trial of Two Interventions Designed to Reduce Stereotype Threat Vulnerability and Close Academic Performance Gaps

Award # [R305A110136](#) Geoffrey Borman, University of Wisconsin

In this project, researchers evaluated the impact of two stereotype threat-reduction interventions involving student writing exercises, one that focused on affirming a personally important core value identified by the student and one that focused on social belonging. For this project, stereotype threat was defined as the apprehension individuals experience when confronted with a personally relevant stereotype that threatens their social identity or self-esteem. The affirmation intervention aimed to reduce stereotype threat and, thus, gaps in academic performance between students of different backgrounds (e.g., socioeconomic, gender, race) by encouraging affirmation of self-worth. The social-belonging intervention was given to sixth grade students and was meant to help students transition between schools.

Grade Levels:

MS

Focal Populations:

Products

developed/tested:



Mind Wandering During Reading

Award # [R305A110277](#) Jonathan Schooler, University of California

In this project, researchers explored the relationship between mind wandering and middle and high school students' reading comprehension and examined the degree to which this behavior is malleable. Researchers aimed to determine the best methods for studying mind wandering, to determine if students of different ages are equally affected by mind wandering, and to identify the techniques that students can use to overcome it.

Grade Levels:

MS, HS, PA

Focal Populations:

Products

**Developed /
Tested:**

Development of I Control: An Executive Function Based Intervention to Foster Self-Regulation and Improve Social/emotional Outcomes for Middle School Students With Emotional and Behavioral Disorders

Award # [R324A110182](#) Stephen Smith, University of Florida

In this project, researchers iteratively developed and tested I Control, an intervention for middle school students with emotional and behavioral disorders. I Control aimed to strengthen students' executive functioning skills through two units of instruction each devoted to a specific self-regulatory skill. One of the two units focused on self-awareness training (including skills such as inhibiting responses, linking goals with motivation, and learning to recognize emotions), while the other unit focused on reflection (including skills such as metacognitive monitoring, strategy shifting, error correction, and evaluating progress towards specific goals).

Grade Levels:

MS

Focal Populations:

SWD

Products

**Developed /
Tested:**



Exploring the Predictors and Outcomes of Self-Determination for Secondary Students With Disabilities Using NLTS2

Award # [R324A120411](#) Karrie Shogren, University of Kansas

In this project, researchers explored the relationship between self-determination and long-term outcomes of secondary students with disabilities. More specifically, researchers sought to identify individual and ecological factors that predict self-determination using extant data from the National Longitudinal Transition Study-2.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

**Developed /
Tested:**

Written Language Problems in Middle School Students: A Randomized Trial of the Self-Regulated Strategy Development (SRSD) Model Using a Tier 2 Intervention

Award # [R305A120145](#) Stephen Hooper, University of North Carolina, Chapel Hill

In this project, researchers evaluated the impact of the Self-Regulated Strategy Development (SRSD) model, an intervention for sixth grade students, which aimed to improve students' writing. The model was predicated on the idea that students need explicit writing instruction, explicit self-regulation instruction, and assistance in the development of positive self-efficacy about writing. SRSD focused on teaching and honing students' higher-order cognitive functions (e.g., planning).

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



SimSelf: A Simulation Environment Designed to Model and Scaffold Learners' Self-Regulation Skills to Optimize Complex Science Learning

Award # [R305A120186](#) Gautam Biswas, Vanderbilt University

In this project, researchers iteratively developed and tested SimSelf, a computer-based learning environment for seventh and eighth grade students. SimSelf aimed to strengthen students' cognitive, metacognitive, motivational, and self-regulated learning processes to enhance students' ability to solve complex science problems. SimSelf had a suite of adaptive pedagogical agents and supporting services that monitored and provided supports to build student self-regulated learning skills and knowledge of science content necessary to engage in learning tasks or to solve complex science problems.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



Improving Academic Achievement by Teaching Growth Mindsets About Emotion

Award # [R305A120671](#) James Gross, Stanford University

In this project, researchers iteratively developed and tested computer modules designed to teach sixth and seventh graders a growth mindset (i.e., the belief that one can improve his or her intelligence through effort and practice), with the goal of improving students' academic performance. The intervention consisted of modules that teach students that emotions can be regulated and how to effectively regulate emotions.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



SciSkillQuest: A Standards-Based Game to Develop Students' Scientific Skills, Academic Mindsets, and Learning Strategies in Science

Award # [EDIES13C0028](#) Lisa Sorich Blackwell, Mindset Works, LLC

In this project, researchers iteratively developed and tested SciSkillQuest, an intervention for sixth through eighth grade students. SciSkillQuest was a web-based multiplayer game that aimed to teach students key scientific inquiry skills, along with the academic mindsets and learning strategies to facilitate engagement and effective science learning. The game included different paths to a solution, role playing elements, immersive narratives, challenge-based progressions, and peer collaboration to engage players. Embedded in-game characters introduced and reinforced the growth mindset (i.e., the belief that one can improve his or her intelligence through effort and practice) message that ability and skill are developed through effort and learning.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



Project Success: Improving the Educational Outcomes of Youth With Disabilities in Foster Care

Award # [R324S060043](#) Laurie Powers, Portland State University

In this project, researchers evaluated the impact of TAKE CHARGE, an intervention for foster youth with disabilities in high school. TAKE CHARGE aimed to build students' self-determination skills and improve their educational outcomes through instruction and coaching in support of identifying and achieving academic goals. Foster parents and an interagency partnership council worked with the students and professional staff to reinforce students' self-determination skills and address barriers to students' educational success.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Growth Mindset Learning Platform for Educators and Students: Supporting Academic Motivation and Achievement Through an Integrated Online Platform

Award # [EDIES10C0022](#) Lisa Sorich Blackwell, Mindset Works, LLC

In this project, researchers iteratively developed and tested a commercially viable Growth Mindset Learning Platform (GMLP) based on an extant program, called Brainology, and researched its usability, feasibility, and promise. The GMLP was a social-behavioral intervention designed to strengthen students' ability to succeed in school and life by teaching students how the brain learns and changes with effort and how to use effective study skills to increase learning. GMLP professional development applications addressed how to apply instructional supports to develop and sustain a growth mindset (i.e., the belief that one can improve his or her intelligence through effort and practice) in students in secondary school settings.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



Intrapersonal Factors Associated With Academic Success Among High School Students in Advanced Placement and International Baccalaureate (AP-IB) Programs

Award # [R305A100911](#) Shannon Suldo, University of South Florida

In this project, researchers explored how malleable factors such as coping strategies, engagement in learning, and perceptions of school connectedness may act as protective factors for students dealing with the inherent stress of advanced placement and international baccalaureate (AP-IB) programs. The project aimed to provide insights to inform school-based prevention and intervention efforts to mitigate the impact of stress and increase the likelihood that all students can excel in rigorous academic coursework during high school.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:

A Neuroscience-Based Health Curriculum to Promote Academic Success

Award # [R305A120659](#) Leslie Babinski, Duke University

In this project, researchers iteratively developed and tested a health curriculum for ninth grade students, which aimed to promote health behavior changes in students and to support their success in school over time. The curriculum provided explicit instruction about adolescent brain development and functioning and integrated instructional strategies from social cognitive theory (e.g., observational learning, reinforcement) and theories of intelligence.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



The Impact of Theories of Intelligence on Self-Regulated Learning Strategies and Performance Improvement

Award # [R305A130699](#) Joyce Ehrlinger, Washington State University

In this project, researchers explored the relationship between high school students' use of self-regulated learning strategies (e.g., spacing one's study sessions) and their beliefs about whether one can improve one's intelligence. Researchers aimed to see whether students who believe that people can improve their intelligence through effort and practice were more likely to adopt self-regulated learning strategies than students who believe that people cannot improve their intelligence, and they explored the extent to which these beliefs and self-regulated learning strategies relate to students' metacognitive accuracy (i.e., the accuracy with which one assesses his or her skill level) and mathematics achievement.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:

The Influence of Students' Intelligence Beliefs On Attention, Information Processing, and Learning: A Neurophysiological Analysis

Award # [R305H020031](#) Jennifer Mangels, Columbia University

In this project, researchers explored how students with different beliefs about intelligence (e.g., whether people can improve their intelligence through effort and practice or whether intelligence is a fixed trait) attend to and process information in difficult learning tasks. Researchers also explored whether modifying these beliefs supports learning, despite task difficulty and stereotypes about intelligence (e.g., some types of people are inherently smarter than others). The research team explored these questions in the context of mathematics learning and gender.

Grade Levels:

PA

Focal Populations:

Products

Developed /

Tested:

Improving Monitoring Accuracy Improves Learning From Text

Award # [R305H030170](#) Jennifer Wiley, University of Illinois at Chicago

In this project, researchers explored factors that may improve students' ability to accurately monitor their reading comprehension in order to develop instructional techniques to improve students' self-monitoring abilities. Researchers had students try different approaches, such as summarizing texts, to see whether different patterns of self-monitoring and accuracy arose. They also explored whether individual differences in reading proficiency were related to the students' ability to self-monitor their reading comprehension and their responses to the instructional techniques.

Grade Levels:

PA

Focal Populations:

Products

Developed /

Tested:

Lapses In Meta-Cognition During Reading: Understanding Comprehension Failure

Award # [R305H030235](#) Erik Reichle, University of Pittsburgh

In this project, researchers explored a theoretical perspective for investigating “zoning out” during reading, and studied the pedagogical implications of these occurrences on undergraduate students. Researchers aimed to understand whether “zoning out” experiences played a role in reading comprehension and whether any negative consequences of “zoning out” could be addressed by instructional guidance, such as mindful reading techniques or practice in the use of attention.

Grade Levels:

PA

Focal Populations:

Products

Developed /

Tested:

Improving the Assessment Capability of Standardized Tests: How High-Stakes Testing Environments Compromise Performance

Award # [R305H050004](#) Sian Beilock, University of Chicago

In this project, researchers iteratively developed and tested assessment tools that reduce the negative effects of stereotype threat that undermine undergraduate women’s expression of math skills. For the purpose of this project, stereotype threat referred to the phenomenon that, when aware of the stereotype that “women are bad at math,” women do not perform as well on math tests as they do when they complete the same problems in a non-test taking situation. The project aimed to provide new guidance on how standardized assessments can be developed that accurately reflect all students’ abilities and potential.

Grade Levels:

PA

Focal Populations:

Products

Developed /

Tested:



Enhancing Self-Reflection and Mathematics Achievement of At-Risk Students at an Urban Technical College: A Self-Regulated Learning Intervention

Award # [R305H060018](#) Barry Zimmerman, City University of New York (CUNY) Graduate Center

In this project, researchers iteratively developed and tested an intervention for students in remedial and college-level mathematics courses. The intervention aimed to help at-risk students in an urban technical college improve their mathematics performance by improving their self-regulation, with particular attention to self-reflection processes. The intervention included teacher demonstrations of coping techniques and exercises designed to encourage self-efficacy, self-evaluation, and self-reflection processes. Students receiving the intervention were given opportunities to improve their math quiz scores by engaging in a self-regulation revision process that allowed them to correct wrong answers.

Grade Levels:

PA

Focal Populations:

Products

Developed /

Tested:



Center for the Study of Adult Literacy (CSAL): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults**Award # [R305C120001](#)** Daphne Greenberg, Georgia State University

In this project, researchers explored the underlying cognitive and motivational processes that help or hurt struggling adult readers improve their literacy skills, and they used this information to guide the development of a web-based reading intervention for use with adult struggling readers.

The intervention was flexible and tailored to the differing needs of students (e.g., to allow for greater focus on vocabulary or decoding, to build or leverage adults' motivation to read). The intervention included a web-based animated tutor to promote engagement and allow for greater individualization for students. Researchers also explored the appropriateness of assessments commonly used by researchers and educators to evaluate struggling adult readers.

Grade Levels:

PA

Focal Populations:**Products****Developed /****Tested:**

4. School-Based Mental Health Services

The social-emotional health of students directly affects their academic and social success in school (Greenberg et al. 2003). Schools can serve as a key setting for prevention, identification, and intervention related to student social-emotional health (Barrett, Eber, and Weist 2013; Greenberg 2010; Smith et al. 2008). The projects in this chapter highlight research that addresses the ways in which school-based services can prevent mental health challenges, identify social-emotional problems at an early stage, and intervene to support the mental health of students.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to the components in this chapter. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

A Modular CBT for Reducing Anxiety and Improving Educational Outcomes

Award # [R324A120405](#) Golda Ginsburg, Johns Hopkins University

In this project, researchers evaluated the impact of a modular cognitive-behavioral intervention (M-CBT) on students 7 to 17 years of age with primary diagnoses of generalized, social, or separation anxiety disorders. The M-CBT intervention framework was delivered by school mental-health providers and aimed to reduce excessive anxiety and improve student academic, social, and behavioral performance in school. The intervention had seven core modules: psychoeducation, exposure, rewards, cognitive restructuring, problem solving, relaxation skills, and relapse prevention.

Grade Levels:

ES, MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Students Exposed to Trauma: An Efficacy Study of the Cognitive Behavioral Intervention for Trauma in Schools

Award # [R324A110027](#) William Carl Sumi, SRI International

In this project, researchers evaluated the impact of the Cognitive Behavioral Intervention for Trauma in Schools (CBITS) program on sixth grade students. The CBITS program, which was a structured, symptom-focused therapy, was developed for use with diverse groups of middle school students who experienced significant trauma and suffered from related emotional or behavioral problems. The intervention aimed to remedy children's anxiety, reduce negative thoughts, improve self-concept, increase positive coping strategies, combat anger and impulsivity, and improve relationships with peers and family members through cognitive therapy, social problem solving, and skill-building activities.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Brief Intervention for School Clinicians

Award # [R305A120128](#) Elizabeth McCauley, University of Washington

In this project, researchers iteratively developed and tested a school-based mental health intervention designed for high schools, the Brief Intervention for School Clinicians (BRISC). BRISC consisted of five primary elements: a systematic problem-solving approach to assist mental-health providers with identifying key intervention targets, testing solutions, and supporting positive student development; a modularized approach to delivering specific mental health intervention components common to practice; a tiered structure in which BRISC is implemented prior to more intensive, extended, or expensive treatments; culturally appropriate treatment engagement and motivation strategies; and systematic assessment and monitoring of student behaviors and emotional states including checks of symptoms, mood, academic success, completion of practice activities, and satisfaction with the treatment process.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



5. Screening, Progress Monitoring, and Assessments

This chapter highlights projects that developed or validated measures of social-behavioral constructs at the student level. Assessments help teachers screen students to identify those in need of additional services or intervention (Kilgus et al. 2012), monitor student learning and achievement (Newton et al. 2009; Popham 2008), and monitor behavior and other skills (Gresham 2011). These are important tools for data-based decisionmaking in schools (Newton et al. 2009; Popham 2008). This chapter includes projects designed to create screening tools to identify those who may need additional services or intervention, monitoring tools for teachers and other school staff such as formative assessments, and behavioral assessments for observing and documenting specific student behaviors.

- *Screening.* These projects developed or validated quick, low-cost, repeatable tests of age-appropriate critical skills or behaviors to determine whether the student should receive a program or an intervention.
- *Progress Monitoring.* These projects developed or validated scientifically based practices used to assess student social and academic behaviors and the effectiveness of instruction or behavioral intervention. Progress monitoring can be implemented with individual students or an entire class.
- *Behavioral Assessments.* These projects developed or validated an assessment designed to document changes in behavior, often due to an intervention or program.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to the components in this chapter. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Individual Growth and Development Indicator (IGDI) Comprehensive Assessment Project

Award # [R324A070248](#) Gayle Luze, Iowa State University

In this project, researchers validated an existing set of indicators—the Infant and Toddler Individual Growth and Development Indicators—for use in an integrated battery of assessments and investigated the practical viability of using the tool with infants and toddlers with disabilities. This battery of assessments measure parent-child interaction and children's communication, motor, social, and cognitive skills. The tools monitored children's development and enabled intervention providers to determine if additional or different intervention strategies were needed to promote development.

Grade Levels:

EC

Focal Populations:

SWD

Products**Developed /****Tested:**

Project SEAM: Preventing Behavior Disorders and Improving Social-Emotional Competence for Infants and Toddlers With Disabilities

Award # [R324A070255](#) Jane Squires, University of Oregon

In this project, researchers designed and validated the Social-Emotional Assessment Measure for assessing and monitoring social-emotional and behavioral development in infants and toddlers with disabilities. The instrument aimed to assist early intervention practitioners in the prevention and early identification of social-emotional difficulties, as well as to provide information about optimizing positive parent-child interactions in the first years of life.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Learning-Related Cognitive Self-Regulation School Readiness Measures for Preschool Children: Optimizing Predictive Validity for Achievement

Award # [R305A090079](#) Mark W. Lipsey, Vanderbilt University

In this project, researchers designed and validated a teacher rating measure and a parallel direct child assessment measure of learning-related cognitive self-regulation (LRCSR) for preschool children. LRCSR skills that the measure rated consisted of five major categories: attention focus and concentration, inhibitory control, patience, attention shifting, and organizing skills.

Grade Levels:

EC, ES

Focal Populations:

Products

Developed /

Tested:



Extending the Cultural and Linguistic Validity of the Adjustment Scales for Preschool Intervention (ASPI) for Low-Income, Latino Children

Award # [R305A100233](#) Rebecca Shearer, University of Miami

In this project, researchers designed and validated a Spanish language version of the Adjustment Scales for Preschool Intervention (ASPI) for use with diverse bilingual Spanish-speaking populations. The researchers aimed to produce valid and reliable measures of emotional and behavioral adjustment of low-income Latino preschool children. The ASPI is a teacher report measure of children's emotional and behavioral (e.g., aggression, inattention and hyperactivity, withdrawn and low energy) adjustment in the preschool classroom.

Grade Levels:

EC

Focal Populations:

EL

Products

Developed /

Tested:



Touch Your Toes! Developing a New Measure of Behavioral Regulation

Award # [R305A100566](#) Megan McClelland, Oregon State University

In this project, researchers adapted an existing task—the Head-Toes-Knees-Shoulders (HTKS) task—to be used as a screening measure for children ages 4 to 5 to measure their behavioral regulation skills. The project aimed to create a measure that could be easily administered in school-based settings and was predictive of children’s school outcomes. Researchers used the HTKS task to assess three aspects of executive function (attention, working memory, and inhibitory control) in a game format.

Grade Levels:

EC, ES

Focal Populations:

EL

Products

Developed /

Tested:



Assessment of Natural Play for Instructional Planning

Award # [R324A100100](#) Karin Lifter, Northeastern University

In this project, researchers designed and validated the research version of the Developmental Play Assessment-Research into a user-friendly version for practitioners, Developmental Play Assessment-Practitioners (DPA-P). DPA-P was an assessment for children 8-60 months that aimed to determine a child’s progress in natural play activities. The assessment was based on a 30-minute, video recorded sample of a child playing with four groups of toys, with a familiar adult present. The assessment determined which play behaviors the child had attained, which categories the child was in the process of learning, and which categories appeared to be too difficult at that time.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Validation of the Behavioral and Emotional Screening System for Early Identification for Social-Emotional and Behavioral Problems in Preschoolers

Award # [R324A100104](#) Christine DiStefano, University of South Carolina

In this project, researchers validated the Behavioral and Emotional Screening System (BESS) teacher preschool-aged child rating form. The purpose of the BESS was to allow teachers to easily measure children’s behavioral and emotional strengths and weaknesses so that potential social-emotional and behavioral problems could be detected.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Development of a Computerized Assessment of Executive Function for Preschool-Aged Children

Award # [R324A120033](#) Laura Kuhn, University of North Carolina, Chapel Hill

In this project, researchers designed and validated a computerized assessment of executive function for use with preschool-aged children. The assessment aimed to identify executive function deficits in diverse groups of children. The computer-based assessment displayed text on the screen that described the nature of the task and item that interviewers read to children. Simultaneously, the computer program displayed test stimuli to children on the touch screen monitor; children responded to each item by touching the screen and their response was “captured”.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Student Outcomes Analysis Reporting (SOAR) Server

Award # [ED06PO0917](#) Jason Davidson, Tracen Technologies, Inc.

In this project, researchers iteratively developed a prototype of Student Outcomes Analysis Reporting (SOAR), a web-based data storage and reporting server. SOAR aimed to integrate existing student data in to a program that would both store information and provide template reports to schools for student progress monitoring. SOAR was to provide more accurate trends and patterns regarding students’ academic and behavioral outcomes.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle School

Award # [R324B060005](#) Randy Kamphaus, Georgia State University

In this project, researchers designed and validated a five minute screening assessment to enable teachers to identify elementary and middle school children with behavioral or emotional problems that predispose them to academic failure. The project built upon pilot research to develop a screener from the longer form of the Behavioral Assessment System for Children, second edition (BASC-2), currently used widely in the U.S. and abroad. Researchers developed the screener, assessed the psychometric quality of the screener, and estimated the screener’s long-term predictive validity.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently

Award # [R324B060014](#) Sandra Chafouleas, University of Connecticut

In this project, researchers developed and validated the Direct Behavior Rating (DBR) scales, a progress monitoring tool for measuring the social behavior of children with behavioral or emotional problems. The scales aimed to guide educator decisions regarding behavior management and/or interventions. Researchers focused on behaviors related to externalizing problems (e.g., aggression, hyperactivity, conduct problems) and school problems (e.g., attention problems, learning problems).

Grade Levels:

ES, MS, PA

Focal Populations:

SWD

Products

Developed /

Tested:



Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers

Award # [R305A080337](#) Linda Reddy, Rutgers University

In this project, researchers designed and validated an assessment of teachers' classroom management and instructional practices for both teachers to assess themselves and for school administrators to assess teachers. The scale measures teachers' use of positive instructional strategies and behavior management practices to identify teachers' use of strategies that predict student behavior and academic outcomes.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Development and Validation of Progress Monitoring Tools for Social Behavior

Award # [R324A090098](#) Frank Gresham, Louisiana State University and A&M College

In this project, researchers designed and validated a series of change-sensitive progress-monitoring tools called Brief Behavior Rating Scales (BBRS). The purpose was to develop a tool that was efficient, practical, reliable, and valid. BBRS was designed to be appropriate for classroom educators who need efficient and effective behavior progress-monitoring tools to monitor their students on a continuous and regular basis.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



A Toolkit for Identifying and Assessing Socially Rejected Children

Award # [R305A110143](#) Clark McKown, Rush University, Medical Center

In this project, researchers designed and validated a suite of scientifically sound, usable tools for screening social rejection and assessing social-emotional learning (SEL) in children in kindergarten through third grade. The tools aimed to enable school professionals to identify socially rejected children and to pinpoint SEL deficits that contribute to their rejection for the purpose of individualized intervention planning.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Development and Validation of Online Adaptive Reading Motivation Measures

Award # [R305A110148](#) Michael Hock, University of Kansas

In this project, researchers designed and validated the Adaptive Reading Motivation Measures for use with adolescents in grades 5-12. The project aimed to create a reliable measure of reading motivation that could inform instructional decisions by measuring the multiple constructs that make up reading motivation, such as self-efficacy, intrinsic and extrinsic motivation, social goals, reading avoidance, and reading interests. The assessment was intended for online use and was to have a computer adaptive format.

Grade Levels:

ES, MS, HS

Focal Populations:

Products

Developed /

Tested:



Project VIABLE-II: Unified Validation of Direct Behavior Rating (DBR) in a Problem-Solving Model

Award # [R324A110017](#) Sandra Chafouleas, University of Connecticut

In this project, researchers validated the Direct Behavior Rating (DBR) scales, a behavioral assessment to rate students' academic engagement and respectful and disruptive behaviors. Previous work by this research team led to the development and initial validation of DBR scales as an assessment method that combines the strengths of systematic direct observation and behavior ratings scales. This study validated DBR scales for use in supporting problem-solving models of service delivery for both screening and progress monitoring. Researchers conducted the study in four phases: validating DBR for use in screening, validating for use in progress monitoring, examining foundational psychometric properties, and unifying validation in a problem-solving model.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Development and Validation of the Supports Intensity Scale (SIS) for Children

Award # [R324A120407](#) Carolyn Hughes, City University of New York (CUNY), Queens College

In this project, researchers designed and validated an adapted version of the adult Supports Intensity Scale assessment for use with students ages 5-18 with intellectual or developmental disabilities. The revised assessment aimed to assist teachers and related service providers, with input from parents, in identifying the intensity of support a child with an intellectual disability needed to participate fully in school and the community.

Grade Levels:

ES, MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning: A Researcher-Practitioner Partnership

Award # [R305H130012](#) Roger P. Weissberg, Collaborative for Academic, Social, and Emotional Learning

In this project, researchers designed and validated an assessment of students' social-emotional learning skills in partnership with a school district. The assessment was intended to be integrated into the district's existing risk-focused student monitoring system. Researchers hypothesized that by focusing on both strengths (i.e., social-emotional competencies) and vulnerabilities (e.g., course failures or truancy), the monitoring system could be used to guide intervention at the individual, classroom, and school-level to facilitate learning and reduce the impact of risk factors that impede academic achievement.

Grade Levels:

ES, MS, HS

Focal Populations:

Products

Developed /

Tested:



My Personal Academic Plan

Award # [EDIES10P0106](#) Jennifer Lytle Begonia, ScholarCentric

In this project, researchers iteratively developed and tested a prototype of My Academic Plan, a web-based social-behavioral formative assessment intervention for middle school students. The intervention provided individualized tutorials that students could use during class and included teacher professional development and support.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



6. Comprehensive Interventions

Research has shown improvements in student achievement by providing comprehensive interventions that address multiple social-behavioral competencies (Sterbinsky, Ross, and Redfield 2006). For example, Flay and his colleagues have studied the impact of Positive Action, a comprehensive intervention, in elementary and middle schools (Bavarian et al. 2013; Flay and Allred 2010). Positive Action seeks to improve underlying cognitive features (i.e., positive thoughts and feelings), social skills and behavior (i.e., positive actions) and has shown significant impacts in increasing student pro-social behaviors and academic achievement, while improving negative behaviors. This chapter features projects funded by NCER and NCSEER on comprehensive interventions designed to address multiple social-behavioral outcomes. These approaches all focus on improving multiple student social-behavioral competencies to support academic achievement.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow

the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

LEAP-USA (Using Science-Based Approaches)

Award # [R324E060068](#) Phillip Strain, University of Colorado, Denver, Health Sciences Center

In this project, researchers evaluated the impact of LEAP (Learning Experiences and Alternate Program for Preschoolers and their Parents), an inclusion model for young children ages 3-5 with autism spectrum disorders (ASD). This comprehensive intervention model was developed to decrease symptoms and increase communicative interactions, as well as cognitive, social, behavioral, and language skills for children with ASD by teaching typically developing children how to use facilitative social and communicative initiations with their peers with ASD and by teaching parents to use communication skills with their children with ASD in naturalistic contexts.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Comparison of Two Comprehensive Treatment Models for Preschool-Aged Children With Autism Spectrum Disorders and Their Families

Award # [R324B070219](#) Samuel Odom, University of North Carolina, Chapel Hill

In this project, researchers evaluated the impact of two treatment models for children ages 3-5 with autism spectrum disorder (ASD): Treatment and Education of Autistic and Communication-Handicapped Children (TEACCH) and Learning Experiences and Alternative Program for Preschoolers and Parents (LEAP). The interventions focused on promoting children's self-help skills, nonverbal concepts, executive function abilities, receptive language skills, joint attention and social referencing, communication, and positive social engagement with peers and adults. TEACCH emphasized maximizing the learning environment (i.e., structured teaching setting) while LEAP embedded individualized learning opportunities in the early childhood classroom promoted by teachers and peers and parent participation.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Comprehensive Autism Program Using Strategies for Teaching Based on Autism Research

Award # [R324A090094](#) Helen Young, Portland State University

In this project, researchers evaluated the impact of the Comprehensive Autism Program Using Strategies for Teaching Based on Autism Research, a comprehensive program for preschoolers with autism spectrum disorders (ASD). The program was created to improve language, pre-academic skills, social skills, adaptive behavior, and cognitive skills for children with ASD by using Discrete Trial Training and Pivotal Response Training as teaching strategies for curriculum content. Parents also received training to use naturalistic teaching strategies and applied behavior analysis strategies to support the generalization of the skills their children learn to home and community settings.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



LEAP-USA Follow-up Project

Award # [R324A110246](#) Phillip Strain, University of Colorado, Denver

In this project, researchers evaluated the impact of LEAP, an inclusion model for young children ages 3-5 with autism spectrum disorders (ASD), by following children who participated in a prior randomized controlled trial of LEAP for 3 years after participation. The goal of the project was to determine whether developmental, academic, and social-behavioral gains demonstrated in the previous evaluation continued or were maintained over time, whether positive impacts were found in additional areas (e.g., classroom placement), and whether classroom quality was related to student outcomes.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Promoting School Readiness in Preschool-Age Children With Fetal Alcohol Spectrum Disorders

Award # [R324A120180](#) Blair Paley, University of California, Los Angeles

In this project, researchers iteratively developed and tested Strategies to Enhance Early Developmental Success for School Readiness, an intervention for preschool children with fetal alcohol spectrum disorders, which aimed to promote school readiness and positive school outcomes. The intervention provided center-based, child-focused instruction intended to improve self-regulation, socioemotional competence, and early literacy and numeracy skills. This intervention also provided programs to equip parents with strategies for promoting school readiness skills at home and for collaborating with school personnel.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Evaluation of a Comprehensive Community-based Intervention for Toddlers With ASD

Award # [R324A110353](#) Bonnie McBride, University of Oklahoma, Health Sciences Center

In this project, researchers evaluated the impact of a [comprehensive intervention](#), Project DATA (Developmentally Appropriate Treatment for Autism)-Toddler on children ages 18-30 months with autism spectrum disorders. The intervention aimed to improve toddlers' cognitive functioning, language, social relatedness, and adaptive behavior and also decrease parents' stress through five model components: integrated play group with supports to facilitate interactions, intensive one-to-one instruction, technical and social support for families, collaboration and coordination across services, and support for planning and transition.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Project DATA: A Multisite Evaluation of a School-based Model for Preschoolers With Autism

Award # [R324A120232](#) Bonnie McBride, University of Oklahoma, Health Sciences Center

In this project, researchers evaluated the impact of a preschool intervention, Project DATA (Developmentally Appropriate Treatment for Autism), on child cognition, language, social skills, and behavior. Project DATA aimed to provide effective intervention to young children through an integrated early childhood experience in a natural setting that included teaching children to interact successfully with other children; extended day, intensive instruction; technical and social support for families; collaboration and coordination across services; and a curriculum that focused on students' quality of life, which taught children skills for independence and successful integration across school and community settings.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Social and Character Development Evaluation Contract

Award # [ED01CO00390006](#) Mathematica Policy Research, Inc.

In this project, seven research teams evaluated the impact of social and character interventions as part of the Social and Character Development (SACD) research program. Each research team implemented an intervention and conducted site-specific analysis examining the effects of these interventions on grade 3-5 student outcomes. An independent contractor tested the impact of all of the intervention programs that were included in the SACD study.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Second Step

Award # [R305L030002](#) Gary Gottfredson, University of Maryland, College Park

In this project, researchers evaluated the impact of Second Step, a curriculum designed to support students' social-emotional skills. Second Step was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. The Second Step program included the use of lessons, discussions, role-play exercises, decision-making practice sessions, and behavioral skill rehearsal. Researchers also examined how well the program was implemented (e.g., how often school staff modeled civility or gave rewards to students who showed civility) and examined the reliability of surveys used by students and adults to rate students' social-emotional competence.'

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children

Award # [R305L030003](#) J. Lawrence Aber, New York University

In this project, researchers evaluated the impact of the 4Rs Program (Reading, Writing, Respect, and Resolution) on the social-emotional and academic development of children. The 4Rs Program was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. The 4Rs program was a universal intervention that integrated social and emotional competencies into the language arts curriculum (K to 5) to develop skills for handling anger, listening, assertiveness, cooperation, negotiation, mediation, and building community.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Academic and Behavioral Competencies Model

Award # [R305L030065](#) William Pelham, State University of New York, Buffalo

In this project, researchers evaluated the impact of the Schoolwide Academic and Behavioral Competencies (ABC) Model on third through fifth grade students' social competencies and behavior. The ABC Model was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. The ABC Model included the following strategies: schoolwide discipline rules, social skills training, peer tutoring, peer mediation, and parent training.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Positive Action for Social and Character Development

Award # [R305L030072](#) Brian Flay, Oregon State University

In this project, researchers evaluated the impact of Positive Action on students' social skills, self-concept, and anti-social behavior in urban, high poverty public schools. Positive Action was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. Positive Action was a comprehensive program that included grade-specific curricula, schoolwide climate change, and parental involvement.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Social and Character Development in Rural Youth: The Competence Support Program

Award # [R305L030162](#) Thomas Farmer, University of North Carolina, Chapel Hill

In this project, researchers evaluated the impact of the Competence Support Program (CSP), which provided social skills training and instruction for students in grades 3-5. CSP was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. CSP focused on students' behavioral choices in social situations and included schoolwide training for staff to help them manage student behavior and classroom social dynamics. Through these components, the CPS aimed to reduce students' aggressive behavior and enhance peer relationships, school engagement, and academic achievement.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Promoting Alternative Thinking Strategies

Award # [R305L030165](#) Deborah Johnson, Children's Institute

In this project, researchers evaluated the impact of the Promoting Alternative Thinking Strategies (PATHS) program on students' emotional literacy, positive peer relations, and social problem solving skills in grades 3-5. PATHS was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. PATHS used lessons on self-control, emotional understanding, self-esteem, healthy relationships, and interpersonal problem-solving skills and included training for school staff on social and character development.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Love in a Big World

Award # [R305L030173](#) Leonard Bickman, Vanderbilt University

In this project, researchers evaluated the impact of the Love in a Big World (LBW) instructional program, which aimed to promote children's (grades 3-5) positive relationships with their teachers and peers and enhance the classroom and school environment. LBW was one of seven comprehensive interventions evaluated as part of the SACD research program. Although each SACD intervention had a different focus, all employed activities to promote six social and character goals, as well as behavior management. LBW included a curriculum that used stories to teach students about positive character traits, staff and principal training, a peer recognition program, school assemblies, service projects, and motivational morning announcements and newsletters. Researchers examined how the program affected antisocial and prosocial behavior, and classroom and school climate.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Digitizing the K-8 Portion of the Positive Action Program for Web-Delivery

Award # [ED06PO0910](#) Carol Allred, Positive Action, Inc.

In this project, researchers iteratively developed and tested a functioning prototype of a web-based platform for implementing the Positive Action intervention. Positive Action, a K-12 program, aimed to promote students' character development, academic achievement, and social-emotional skills and to reduce disruptive and problem behavior.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context

Award # [R305A080512](#) Sandra McClowry, New York University

In this project, researchers evaluated the impact of INSIGHTS, a 10-week long intervention for children, teachers, and parents. In the intervention, teachers and parents learned temperament-based strategies intended to reduce behavior problems, support social-behavioral competencies, and enhance self-regulation abilities of children in early elementary school. In one component of INSIGHTS intended to enhance empathy and problem-solving skills, children and their classmates used puppets to act out daily dilemmas.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



SECURE: Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention

Award # [R305A090315](#) Frederick Morrison, University of Michigan

In this project, researchers iteratively developed and tested an intervention program for K-3 teachers and students that combined the Success for All (SFA) Elementary Reading program with a new set of interventions to foster students' social, emotional, and cognitive understanding and regulation (SECURE) skills. The goal of the intervention was to provide specific reading lessons distributed throughout the school year and integrate SECURE skills into broader school activities (e.g., lunch, arrival and dismissal).

Grade Levels:

ES

Focal Populations:

EL

Products

Developed /

Tested:



Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children with ASD

Award # [R324A090091](#) Debra Kamps, University of Kansas

In this project, researchers evaluated the impact of a social-communication and literacy intervention, the Peer Networks Intervention Project, on children entering kindergarten with autism spectrum disorders (ASD). The intervention was created to address children's early social-communication and interaction skills, reading and academic skills, and behavioral and adaptive functional skills. The Peer Networks Intervention consisted of a social component including structured interactions with typical peers and facilitated social communication within less structured small groups and an academic component including instruction in phonemic and decoding skills.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



A Randomized Trial of the SCERTS Curriculum for Students With Autism Spectrum Disorders in Early Elementary School Classrooms

Award # [R324A100174](#) Amy Wetherby, Florida State University

In this project, researchers evaluated the impact of the SCERTS Curriculum, a comprehensive intervention for children in kindergarten through second grade diagnosed with autism spectrum disorders (ASD). The intervention was developed to build children's capacity to engage in social interactions and emotion regulation and use language in a range of natural settings by incorporating behavioral and developmental approaches to address the social communication and emotional regulation deficits in children with autism spectrum disorder.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Efficacy of the WINGS After-School Social and Emotional Learning (SEL) Program

Award # [R305A110703](#) David Grissmer, University of Virginia

In this project, researchers evaluated the impact of WINGS for Kids (WINGS) on students' social skills and academic achievement in kindergarten, first, and second grade. WINGS was a program for children attending low-performing schools in high-risk neighborhoods in South Carolina that focused on improving five social-emotional learning competencies to support academic achievement: self-awareness, self-management, responsible decision-making, social awareness, and relationship skills.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



A Randomized Controlled Trial of Student Success Skills: A Program to Improve Academic Achievement for All Students

Award # [R305A120810](#) Linda Webb, Florida State University

In this project, researchers evaluated the impact of the Student Success Skills (SSS) program on fifth grade students' social, behavioral, and academic outcomes. SSS aimed to improve students' cognitive engagement, behavior, self-efficacy, and ability to perform under pressure through classroom lessons introduced by school counselors and by training teachers in facilitating the use of SSS strategies to help students master the curriculum.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Efficacy of a Comprehensive School-Based Intervention for Children With High-Functioning Autism Spectrum Disorders (HFASDs)

Award # [R324A130216](#) Christopher Lopata, Canisius College

In this project, researchers evaluated the impact of a comprehensive school-based intervention (CSBI) on the outcomes of children with high-functioning autism spectrum disorders (ASD). The CSBI was developed to increase peer interactions and improve social-communicative understanding, social skills, and academic achievement as well as reduce ASD symptoms. The CSBI consisted of five components: social skills groups for students with social impairments; individual daily notes to prompt, practice, and reinforce newly learned skills; interactive software designed to teach recognition of emotions; therapeutic activities to practice social skills; and parent training.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



The Chicago Social and Character Development Trial: Extension to Grade 8

Award # [R305A080253](#) Brian Flay, Oregon State University

In this project, researchers evaluated the impact of Positive Action on social and academic outcomes during the middle grades after the program had been implemented in the participating schools for 6 years. Positive Action aimed to enhance the instructional and emotional climates of the school and classroom, increase parental involvement, and improve students' character, self-concepts, and skills through active learning, positive classroom management, skills development, role-play, a detailed curriculum, schoolwide reinforcement of positive behaviors, and family involvement.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



National Research and Development Center on Serious Behavior Disorders at the Secondary Level

Award # [R324C080006](#) Lee Kern, Lehigh University

In this project, researchers iteratively developed and tested a package of intervention strategies for high school students with behavior disorders. The package aimed to reduce the significant behavioral and academic challenges experienced by these students. It included multiple components to enhance school and teacher capacity to address student academic skills and emotional and behavioral problems, build youth competence through behavioral and academic intervention (e.g., mentoring), and increase family and community supports (e.g., parent support, connections with local resources).

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Center on Secondary Education for Students With Autism Spectrum Disorders (CSESA)**Award #** [R324C120006](#) Samuel Odom, University of North Carolina, Chapel Hill

In this project, researchers iteratively developed and tested the impact of a school- and community-based intervention consisting of a whole-school process to develop goals as well as individualized and targeted interventions for secondary students with autism spectrum disorders (ASD). The intervention was developed to improve cognitive, communicative, academic, social, behavioral, functional, and transition outcomes of secondary students with ASD through the implementation of practices in four domains: academic, social, independence and behavior, and transition and families.

Grade Levels:

HS

Focal Populations:

SWD

Products**Developed /****Tested:**

7. Parent Engagement and School-Home Communications

Because of the potential importance of parents and families in supporting students' academic success (Barnard 2004; Fan and Williams 2010; Howard and Reynolds 2008), researchers have developed and studied social-behavioral interventions for students that include a component to encourage and support family involvement and communication between home and school to improve student outcomes. This chapter highlights programs, interventions, and training focused on creating strong school-home partnerships and engaging parents in the education system to enhance the impact of programs and instructional interventions for students.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to the components in this chapter. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions

and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Building Foundations for Self-Determination in Young Children With Disabilities: Developing a Curriculum for Families

Award # [R324A090267](#) Jean Ann Summers, University of Kansas

In this project, researchers iteratively developed and tested the Foundations Intervention for children ages 3-5 with disabilities. The intervention aimed to develop a tool to enable families and practitioners to help children as they develop self-determination skills by embedding strategies and environmental accommodations to enhance choice-making, engagement, and self-regulation into home, community, and classroom routines.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Academic Achievement Outcomes From a Pre-K Family and School Intervention

Award # [R305A100596](#) Laurie Brotman, New York University, School of Medicine

In this project, researchers evaluated the long-term impact of ParentCorps (PC), a social-behavioral parent and teacher intervention delivered in prekindergarten. PC aimed to promote parent involvement in education and prevent child aggression from prekindergarten through kindergarten by improving parent and teacher behavior management practices and parent-teacher communication. The intervention taught parents to establish structure and routines for children, provide opportunities for positive parent-child interactions, use positive reinforcement, selectively ignore mild misbehaviors, and provide consistent, non-physical consequences for misbehavior (e.g., time out, loss of privileges). The intervention taught teachers to use the same set of behavior management practices as parents, with modifications as needed for use in the classroom.

Grade Levels:

EC, ES

Focal Populations:

Products

Developed /

Tested:



Efficacy of a Parent-Mediated Intervention for One-Year-Olds at Risk for Autism

Award # [R324A100305](#) Linda Watson, University of North Carolina, Chapel Hill

In this project, researchers evaluated the impact of an early intervention program, called Adaptive Responsive Teaching, for 1-year-olds most at-risk for autism spectrum disorders. The intervention aimed to improve developmental outcomes and ameliorate symptom severity by targeting behaviors linked to the later development of more complex functions (pivotal behaviors) in domains of social-communication and sensory-regulatory functions. In this intervention, an interventionist would meet with families to provide them with information, demonstrations, and coaching on the use of responsive teaching strategies to promote targeted pivotal behaviors for their child.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



A Meta-Analysis of Parent Involvement Interventions and Family-School Partnerships' Effects on Student Outcomes

Award # [R305A120144](#) Susan Sheridan, University of Nebraska

In this project, researchers explored the relationships between family-school partnerships, in particular, as well as more general parent involvement, with students' learning, behavior, and social-emotional competencies from preschool to grade 12. The family-school partnership approaches included those where families and professionals cooperated, coordinated, and collaborated to support students across social, emotional, behavioral, and academic domains, whereas parental involvement approaches typically included the participation of significant caregivers (e.g., parents, grandparents, and foster parents) in the education of their children. The researchers explored these factors by conducting a meta-analysis of research published between 1979 and 2011. The analysis took into consideration factors such as socio-economic status, home language, and parental education.

Grade Levels:

EC, ES, MS, HS

Focal Populations:

EL

Products

Developed /

Tested:

Efficacy of the Getting Ready Intervention at Supporting Parental Engagement and Positive Outcomes for Preschool Children at Educational Risk

Award # [R324A120153](#) Susan Sheridan, University of Nebraska, Lincoln

In this project, researchers evaluated the impact of the Getting Ready intervention for preschool children with cognitive, linguistic, or socio-emotional delays. The intervention aimed to improve children's learning outcomes and opportunities by strengthening relationships, creating partnerships, and promoting continuity in educational experiences across home and school. The Getting Ready intervention had two components: triadic collaborative planning, which used strategies aimed to mutually support parent-child and family-school relationships and conjoint behavioral consultation, which involved trained consultants assisting teachers and parents to engage in structured problem solving and intervention planning for students.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Men's Parenting Behaviors in Families of Children with Disabilities: Findings From the ECLS-B

Award # [R324A120174](#) Brent McBride, University of Illinois

In this project, researchers explored the relationship between a father's involvement in parenting and child, mother, and family well-being as well as his child's cognitive and socio-emotional development and school readiness. The study aimed to enhance understanding of how men approach parenting children with disabilities and how their involvement impacts a child's development and academic readiness. Researchers conducted a secondary analysis of data available in the Early Childhood Longitudinal Study-Birth Cohort.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:

Early Intervention for Young Children With ADHD: Developing Strategies to Enhance Parent Engagement

Award # [R324A120284](#) George DuPaul, Lehigh University

In this project, researchers iteratively developed and tested a parent education program for parents with children ages 3-6 with attention deficit hyperactivity disorder (ADHD). The intervention aimed to increase parent engagement with early intervention for their children through targeting areas that are specifically problematic for young children with symptoms of ADHD: poor parent-child interactions, difficulty with pre-academic skills, and a high injury rate. The intervention was first implemented through weekly in-person sessions and then converted to a web-based format that maintained elements of the face-to-face program but enhanced parent engagement through multimedia and interactive activities.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Enhancing Early Learning for Infants With Disabilities: A Responsive Parenting Intervention

Award # [R324A120363](#) Heather Taylor, University of Texas, Houston, Health Science Center

In this project, researchers evaluated the impact of an integrated parent responsiveness and motor support intervention, Playing and Learning Strategies to Enable Children with Motor Difficulties (PALS-Enable) on infants with physical disabilities. The intervention aimed to improve infants' core skills and learning outcomes through targeting their motor, attention, and organization deficits. Coaches provided guidance to parents in four areas linked to promoting school readiness in at-risk children: maintaining versus redirecting children's focus, contingent responsiveness (child sends a signal, the caregiver responds, thereby providing the child a positive outcome), providing rich language input, and behaving in a warm response style.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



A Longitudinal Study of Latino Students' Grade 3 Academic Achievement: The Role of Early Childhood Family and School Characteristics

Award # [R305A130702](#) Esther Calzada, University of Texas, Austin

In this project, researchers explored how family factors and school environments shape the learning trajectories of Latino students from prekindergarten to first grade. Specifically, researchers explored how universal variables of families and preschool and kindergarten programs (e.g., parenting practices, classroom behavior management approaches) and culturally specific variables (e.g., cultural socialization in the home and culturally responsive teaching practices) relate to Latino children's early learning and behavior problems in later grades.

Grade Levels:

EC, ES

Focal Populations:

EL

Products

Developed /

Tested:

Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism

Award # [R324A130350](#) Aubyn Stahmer, University of California, San Diego

In this project, researchers iteratively adapted and tested a parent-implemented program for older students, Teaching Social Communication to Children with Autism. The adaptation revised the existing program so that it could address the needs of infants and toddlers at-risk for autism spectrum disorders. The revised program focused on the needs of early intervention agencies, as well as infants and toddlers and their families (e.g., enhancing provider coaching and support, revising the program manual to be more developmentally appropriate).

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Collaborative School-Home Behavioral Intervention for ADHD

Award # [R324A080041](#) Linda Pfiffner, University of California, San Francisco

In this project, researchers iteratively developed and tested an integrated school-home behavioral intervention for school children with attention deficit hyperactivity disorder (ADHD). The intervention aimed to mitigate ADHD symptoms and to support optimal learning and social outcomes for students by focusing on teacher and parent strategies that reinforce home and school skill development and performance; engaging teaching styles; direct instruction in social, study, and organizational skills; predictable routines; clear directions; and classroom accommodations.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Enhanced First Step to Success: Improving School Readiness for Children With Disruptive Behavior

Award # [R324A090237](#) Andy Frey, University of Louisville

In this project, researchers iteratively developed and tested the Enhanced First Steps to Success (EFS) intervention, which added an intensive family intervention and case management processes to the First Steps to Success (FS), program. This intervention was designed for students in grades 1-3 with severe behavior problems and, similar to the original FS program, aimed to improve student behavior by screening students to identify severe behavior problems and teaching students appropriate social skills and behaviors in the classroom and on the playground. The EFS final version incorporated the Family Check-up program, which aimed to increase parent engagement, promote more consistent use of parent management practices, and increase parent involvement in care giving for their child.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



A Randomized Trial of Conjoint Behavioral Consultation (CBC) in Rural Educational Settings: Efficacy for Elementary Students With Disruptive Behaviors

Award # [R324A100115](#) Susan Sheridan, University of Nebraska, Lincoln

In this project, researchers evaluated the impact of Conjoint Behavioral Consultation (CBC) in rural Nebraska elementary schools. CBC focused on improving student behaviors through structured problem solving and collaborative, consistent implementation of interventions across home and school settings. In CBC, parents and teachers work collaboratively with the guidance and assistance of a consultant to address student behavior problems that interfere with learning.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Efficacy of the Collaborative Life Skills Program

Award # [R324A120358](#) Linda Pfiffner, University of California, San Francisco

In this project, researchers evaluated the impact of the Collaborative Life Skills (CLS) program on behavioral and academic outcomes for students with symptoms of attention deficit hyperactivity disorder (ADHD). CLS aimed to mitigate ADHD symptoms and to support optimal learning and social outcomes for students through a 12-week program that consisted of three empirically supported treatments: teacher consultation and use of daily report cards, parent training, and child social and life skills training.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Parent Connectors: A Parent Support Program to Improve Outcomes for Students Who Have Emotional Disturbances

Award # [R324A090049](#) Albert Duchnowski, University of South Florida

In this project, researchers iteratively developed and tested Parent Connectors, a parent-to-parent support and education program for parents of children who have an emotional disturbance. Parent Connectors aimed to increase the engagement of families in the educational development of their middle school child with an emotional disturbance by promoting the necessary knowledge, skills, and attitudes to allow parents to be effective partners with school personnel to improve their child's outcomes.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Ecological Approach to Family Intervention and Treatment (Eco-FIT) Integrated With PBS: An Effectiveness Trial in Middle School

Award # [R324A090111](#) John Seeley, Oregon Research Institute

In this project, researchers evaluated the impact of a family and school intervention, the Ecological Approach to Family Intervention and Treatment (EcoFIT), under normal conditions in middle schools. The foundation of the EcoFIT model was the parent management and training model, which promotes positive behavior management practices. EcoFIT consisted of three components: a family resource center, housed in schools and staffed by at least one parent consultant (e.g., school counselor, school psychologist, special educator), that provided information on positive behavior management practices and parenting skills; the Family Check-Up, a series of three meetings that target family management and socialization practices to reduce and prevent the onset of student problem behavior and to increase academic success; and further intervention and treatment options (e.g., family management parent groups) determined by the assessment results and the motivation and circumstances of the child and family.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Parent Connectors: An Efficacy Study of Peer-Support for Parents of Middle School Youth With Emotional Disturbance

Award # [R324A130180](#) Kristin Duppong Hurley, University of Nebraska, Lincoln

In this project, researchers evaluated the impact of Parent Connectors, a parent-to-parent intervention that aimed to support the families of middle-school students with emotional disturbance. Parent Connectors provided individualized support to help parents navigate and participate in the school and community-based mental health services for their child. The researchers evaluated the Parent Connector's effects on caregiver strain and self-efficacy, parent and child participation in education, children's mental health outcomes, and children's behavioral and educational outcomes in schools.

Grade Levels:

MS

Focal Populations:

SWD

Products**Developed /****Tested:**

Section II. Professional Development for Teachers and Other School Staff

Teachers play an essential role in students' achievement (Clotfelter, Ladd, and Vigdor 2010; Rivkin, Hanushek, and Kain 2005). Much of the research on student achievement points to teachers as having the most impact on student learning (Clotfelter, Ladd, and Vigdor 2010), student academic motivation and engagement (Deemer 2004; Legault, Green-Demers, and Pelletier 2006), and staying in school, particularly in high school (Deemer 2004). Teachers and other school staff are instrumental in not only developing academic skills but also fostering positive social skills and behaviors in their classrooms.

A number of studies have examined how teachers and other school staff (e.g., guidance counselors, school psychologists) manage student behavior and engage students in learning. The 38 projects in this section reflect this research focus and are grouped into three chapters: classroom management, social-behavioral supports for teachers and other school staff, and implementation support for teachers and other school staff.

Each chapter introduces a research focus and displays relevant projects in table format. The tables provide the project title and award number; the principal investigator and affiliation; a short project description; and tags to indicate the grade level(s) on which the project focused; the project's focal population (i.e., English language learners or students with disabilities); and the types of products developed or tested through the project.

1. Classroom Management

This chapter highlights projects associated with creating a positive classroom climate and promoting effective classroom management. Classroom management skills and disciplinary practices are important because disruptive classroom behavior can adversely affect students' education outcomes (Reglin, AkpoSanni, and Losike-Sedimo 2012). Thus, research that explores, develops, tests, or measures classroom management styles can inform daily practice. For example, research suggests that classroom management practices associated with punishments may be less effective for promoting student learning than those that focus on conflict resolution, guidance, incentives for positive behavior, and student engagement (Catalano et al. 2004; Hagelskamp, Brackett, Rivers, and Salovey 2013; Pianta and Allen 2008). This chapter features projects funded by NCER and NCSEER on classroom management and how different approaches affect student social-behavioral competencies and academic outcomes.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendices, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project

(e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

The Social Shape Up System

Award # [EDIES11C0043](#) Lynn Singletary, Teaching Research Institute, LLC

In this project, researchers iteratively developed and tested Social Shape Up System, a commercially viable product intended to support PK-8 teachers in managing their classrooms and monitoring classroom behaviors. The prototype for this product was developed under an earlier IES award ([EDIES10P0107](#)). Social Shape Up included strategies for teachers to shape student behavior; a web-based database to store, manage, and report student behavior; and a handheld device to facilitate data collection.

Grade Levels:

EC, ES, MS

Focal Populations:

Products

Developed /

Tested:



Supporting Young Children's School Readiness and Reduced Challenging Behaviors: An Online Course to Enhance Toddler Teacher-Child Interactions

Award # [R324A130249](#) Jennifer Locasale-Crouch, University of Virginia

In this project, researchers iteratively developed and tested an online course for teachers of toddlers that aimed to improve the quality of their interactions with children as a mechanism to support children's school readiness and reduce challenging behaviors. The course content focused on children's development of relational, regulatory, and language skills and addressed three major areas: children's development of the focus skills, universal and classroom-wide practices that support development of the skills, and targeted strategies to promote development of the skills to support children displaying challenging classroom behaviors.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Evidence-Based Interventions for Severe Behavior Problems: Classroom Management and Academic Tutoring (CMAT)

Award # [H324P040013](#) Joseph Wehby, Vanderbilt University (University of Minnesota, Virginia Commonwealth University)

In this project, researchers evaluated the impact of an intervention model composed of classroom management strategies, self-evaluation activities, and academic tutoring of high-risk students in grades K-3 with behavior problems. The study also considered the factors that improved or impeded outcomes such as increasing prosocial behaviors and improving academic achievement. The interventions studied were Classroom Management and Academic Tutoring, an intervention to improve teachers' classroom behavior management practices and student academic performance; Horizons Fast Track, an accelerated reading program; Scholastic's Guided Reading program of fluency training; and classroom observation and consultation by project staff to aid with implementation.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



The Virtual STAR Classroom Simulator

Award # [ED06PO0908](#) Christopher Stapleton, Simoysis

In this project, researchers iteratively developed a prototype of Virtual Classroom: STAR Classroom Simulator, a tool designed to help new teachers in urban classrooms improve their classroom management skills. The tool recorded real-world interactions in urban classrooms and translated these behaviors in to virtual training sessions. The training sessions aimed to prepare teachers for the physical, emotional, and social interactions urban instructors typically face.

Grade Levels:

ES, MS, HS

Focal Populations:

Products

Developed /

Tested:



The Efficacy of the Responsive Classroom Approach for Improving Teacher Quality and Children's Academic Performance

Award # [R305A070063](#) Sara Rimm-Kaufman, University of Virginia

In this project, researchers evaluated the impact of the Responsive Classroom approach in third through fifth grade classrooms. The intervention aimed to integrate social and academic learning and create optimal classroom learning environments that enhanced children's ability to learn. Responsive Classroom featured regular structured class meetings; an established approach to handling rules and consequences for behavior; procedures that offered academic choice to children; specific recommendations for teachers that focus children's attention on the process of learning, problem solving, and reflecting on their work; and methods for introducing new academic material to students.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Online Teacher Training: Promoting Student Social Competence to Improve Academic and Behavioral Outcomes in Grades K-3

Award # [R324A080150](#) Brion Marquez, IRIS Media, Inc.

In this project, researchers iteratively developed and tested the Student Social Competence Program, an intervention for elementary school teachers that aimed to provide teachers with instructional approaches for promoting children's social competence and academic outcomes. The intervention was an Internet-based, interactive program that consisted of three modules: an overview of a response to intervention instructional framework for teaching behavior, a how-to guide for implementing a preventive classwide behavior program with the goal of enhancing academic performance, and methods for teaching core social skills to support teacher-student and peer-peer relationships.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Enhancing Effectiveness and Connectedness among Early Career Teachers in Urban Schools

Award # [R305A090085](#) Elisa Shernoff, University of Illinois at Chicago

In this project, researchers iteratively developed and tested a professional development model for early career teachers working in poor urban communities. The professional development aimed to increase teacher effectiveness and connectedness by providing teacher mentors and classroom-based coaching from experienced teachers who provided modeling, demonstration, and feedback on classroom management and student motivational practices; and a professional learning communities program that promoted mutual support and shared leadership to foster connectedness and trust among teachers within a school.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Establishing Positive Behavior Supports in Elementary School Instructional Settings

Award # [R305A090107](#) Brion Marquez, IRIS Media, Inc.

In this project, researchers iteratively developed and tested an online professional development program for elementary school staff to teach them how to apply Positive Behavior Supports in a wide variety of elementary school settings. The program aimed to enhance teachers' effective classroom management through three modules: understanding and using positive behavior support principles and practices, implementing preventive behavioral approaches, and responding effectively to and correcting minor problem behaviors that interfere with instruction.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Effects of Classroom Management Training on Early Learning Skills

Award # [R305A090361](#) Desiree Murray, Duke University

In this project, researchers evaluated the impact of the Incredible Years teacher training (IYTT) program on the academic performance of students to determine the extent to which classroom behavior mediates the relationship between teacher classroom management skills and students' academic performance. IYTT aimed to improve teachers' classroom management practices in early elementary school and enhance children's social competence, emotion regulation skills, and behavior by helping teachers learn to encourage and praise students, motivate students through incentives, proactively prevent problem behaviors, decrease off-task behavior, and build positive relationships with students and parents. Researchers focused on teachers of students in kindergarten through second grade.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Professional Development to Support and Sustain a Classroom Behavior Management Strategy

Award # [R305A090446](#) Jeanne Poduska, American Institutes for Research

In this project, researchers evaluated the impact of two forms of professional development to help teachers learn how to implement the Good Behavior Game (GBG), a program that used a game format to help teachers manage classroom behavior in elementary school classrooms. This evaluation sought to determine what type of professional development teachers need in order to use GBG effectively. Researchers compared two different approaches to training teachers in the GBG: the GBG Basic professional development approach, which provided group-based pre-implementation training to teachers supplemented by a group-based booster session and a more intensive PD model, GBG with Coach, which included individual coaching for teachers in their classrooms in addition to the group-based activities.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Evaluation of a Video-Based Modeling Program to Promote Effective Teacher Classroom Management Practices

Award # [R305A100342](#) Wendy Reinke, University of Missouri

In this project, researchers evaluated the impact of the Incredible Years teacher training (IYTT) program on the academic performance of students and the extent to which classroom behavior mediates the relationship between teacher classroom management skills and students' academic performance. The IYTT program promoted teachers' knowledge and use of good classroom management practices by training teachers to encourage and praise students, motivate students through using incentives, proactively prevent problem behaviors, decrease off-task behavior, and build positive relationships with all students and their parents. Researchers evaluated the program using kindergarten through third grade teachers and their students.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques

Award # [R305A130107](#) Patrick Tolan, University of Virginia

In this project, researchers evaluated the impact of the combination of two teacher training programs, the Good Behavior Game (GBG) and My Teaching Partner (MTP), on new kindergarten through third grade teachers' classroom management practices. GBG and MTP aimed to improve classroom management practices, leading to improved behavior, motivation, and academic achievement for students. My Teaching Partner was a web-based, individualized coaching approach that supported teachers' interactions with students to enhance their engagement, motivation, and on-task behavior in the classroom. The GBG used a game format to help teachers manage classroom behavior.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System

Award # [R305A130375](#) Wendy Reinke, University of Missouri

In this project, researchers iteratively developed and tested a web-based version of the Classroom Check-up (CCU), an established consultation intervention for elementary teachers that aimed to support their use of effective classroom management practices. The CCU delivered personalized feedback, encouraged personal responsibility for decision making, and supported self-efficacy by identifying existing strengths and past successes in order to engage teachers in the change process. The web-based CCU integrated user-friendly videos and interactive training experiences for coaches and teachers in an online environment that was feasible for use in schools.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Identifying Predictors of Program Implementation to Inform a Tailored Teacher Coaching Process

Award # [R305A130701](#) Catherine Bradshaw, University of Virginia

In this project, researchers explored the relationships between teacher, classroom, and school contextual factors and implementation of a social-emotional learning program and a classroom management program to determine what types of coaching might best support elementary school teachers' use of these types of programs. The researchers used existing data from a prior efficacy trial that tested the integration of the Promoting Alternative Thinking Strategies (PATHS) social-emotional learning program and the PAX/Good Behavior Game (PAX/GBG) classroom management program, referred to as "PATHS to PAX". Teachers in intervention schools received program training, onsite support and technical assistance from a coach to increase program implementation. This project examined variation in implementation quality and dosage as a function of teacher, classroom, and school factors and identified aspects of the dynamic coaching process that are associated with high implementation quality and dosage.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:

Evaluation of a Classroom Management Training Program for Middle School Teachers

Award # [R305A130143](#) Keith Herman, University of Missouri

In this project, researchers evaluated the impact of the CHAMPS (Conversation, Help, Activity, Movement, Participation, Success) program on middle school teachers' classroom management skills to determine whether the program improved student engagement, behavior, and academic achievement. The project also examined factors such as teacher burnout and school climate that might influence teachers' implementation of CHAMPS practices. CHAMPS used social learning and behavioral principles to promote positive teacher-student interactions and help teachers structure their classrooms in ways that prompt responsible student behavior.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



2. Social-Behavioral Support

This chapter highlights projects designed to support and help foster the social-behavioral competencies of teachers and other school staff. Research has shown that teachers' beliefs guide their classroom practice and behavior (Maier, Greenfield, and Bulotsky-Shearer 2013) and that this can relate to teacher burnout (Retelsdorf et al. 2010). Teacher attitudes and behaviors can also impact student academic outcomes and career aspirations (Gunderson et al. 2012; Shapiro and Williams 2012). The projects highlighted in this chapter capture research on the development of social-behavioral supports for teachers and other school staff, including interventions designed to promote school personnel's own well-being, cultural competence, and understanding of the developmental needs of their students. Also included in this chapter are projects focusing on how characteristics of teachers and other school staff are associated with social, behavioral, and academic outcomes of students.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendices, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project

(e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Early Childhood Teachers as Socializers of Young Children's Emotional Competence

Award # [R305A110730](#) Susanne Denham, George Mason University

In this project, researchers explored the relationship between preschool children's emotional competence (i.e., expression of useful emotions, regulation of emotional expressiveness when necessary, and knowledge of internal emotions and emotions of others) and preschool teachers' own emotional competence, beliefs about social-emotional learning, and emotion socialization methods. The study aimed to understand how early childhood educators promote children's emotional competence and the role of teachers' own emotional competencies in this process.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:

Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE)

Award # [R305A090179](#) Patricia Jennings, Pennsylvania State University

In this project, researchers iteratively developed and tested the Cultivating Awareness and Resilience in Education (CARE) professional development program to enhance teachers' capacity to provide a supportive and engaging environment for learning. The CARE model focused on teachers' mindfulness (i.e., an awareness of one's current feelings, thoughts, and physical presence), self-regulation skills, and prosocial responding in order to enhance teachers' well-being and reduce their stress. The researchers theorized that such training would improve the learning environment for students by supporting teachers' ability to provide effective emotional, behavioral, and instructional support to their students.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



The Role of Behavioral and Instructional Match in the Prediction of Early Classroom Engagement and Academic Achievement

Award # [R305A110104](#) Patricia Garrett-Peters, University of North Carolina, Chapel Hill

In this project, researchers explored the degree to which teacher instructional practices were matched to children's learning behaviors (e.g., engagement) and whether this degree of match matters to growth in student literacy in order to inform the design of professional development interventions for teachers that promote matching instruction to individual student needs. Researchers used data from the Family Life Project, a representative sample of every baby born to mothers who resided in three poor rural counties in North Carolina over a 1 year period.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:

Double Check: A Cultural Proficiency and Student Engagement Model

Award # [R324A110107](#) Catherine Bradshaw, Johns Hopkins University

In this project, researchers iteratively developed and tested Double Check, an intervention for teachers that aimed to change teachers' discipline practices in order to reduce the overrepresentation of minority students being identified for special education or receiving disciplinary actions that excluded them from the school environment (e.g., suspension or expulsion). The intervention included workshops and coaching for teachers in data-based decisionmaking, cultural proficiency, and culturally sensitive classroom management and student engagement strategies.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial

Award # [R305A120180](#) Patricia Jennings, Pennsylvania State University

In this project, researchers evaluated the impact of a professional development program, Cultivating Awareness and Resilience in Education (CARE), on elementary teachers. The intervention aimed to enhance teachers' social and emotional competence, teaching efficacy, and mindfulness (i.e., an awareness of one's current feelings, thoughts, and physical presence), resulting in better-organized classrooms that provide both instructional and emotional support to students. CARE provided emotion skills instruction, mindfulness and stress reduction practices, and caring and listening practices through group sessions and distance coaching.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Minnesota Partnership for School Connectedness

Award # [R305A100064](#) Michael Resnick, University of Minnesota

In this project, researchers iteratively developed and tested a professional development intervention, the Minnesota Partnership for School Connectedness (MPSC), for middle school teachers. MPSC aimed to enhance middle school teachers' understanding of adolescent development to support their ability to increase students' cognitive, behavioral, affective, and academic engagement in school.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



Using Longitudinal and Momentary Analysis to Study the Impact of Middle School Teachers' Stress on Teacher Effectiveness, Student Behavior and Achievement

Award # [R305A110080](#) Teresa McIntyre, University of Houston

In this project, researchers explored the relationship between job stress in middle school teachers and student behavior and achievement. Researchers aimed to provide empirical evidence to guide future development of interventions to mitigate teacher stress and consequently improve teacher effectiveness and student behavior and learning.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:

I in the IEP

Award # [R324J060033](#) Robert Stodden, University of Hawaii

In this project, researchers iteratively developed and tested two interventions for educators, administrators, and parents that equipped them with tools to support 11th- and 12th-graders with disabilities from indigenous cultures to engage with and benefit from Individualized Education Program (IEP) meetings. The two interventions were the Professional Development Intervention, which consisted of activities for teachers to infuse cultural competence strategies within student self-directed IEP strategies and the Cultural Brokering Intervention, a cultural brokering model that bridged communication and cultural gaps between parents, students, and educators by training people from indigenous cultures to serve as cultural mentors.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Increasing Adolescent Engagement, Motivation, and Achievement: Efficacy of a Web-Based, Teacher Professional Development Model

Award # [R305A100367](#) Joseph Allen, University of Virginia

In this project, researchers evaluated the impact of My Teaching Partner-Secondary (MTP-S) on teacher-student interaction to support student behavioral and achievement outcomes. MTP-S was a web-based system of professional development for high school teachers designed to help teachers understand the developmental needs of adolescent students to change the quality of teacher-student interactions in ways that enhanced student engagement and motivation, reduced problematic behaviors, and increased student achievement.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



3. Implementation Support

To be effective, classroom-based programs and instructional interventions must be implemented with fidelity and integrity by teachers and other school staff, and, for teachers and staff to do so, they may need support (Sawyer and Rimm-Kaufman 2007). This chapter captures research on ways to help teachers implement social-behavioral programs and instructional interventions for students.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendices, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model

Award # [R324A080074](#) Maureen Conroy, Virginia Commonwealth University

In this project, researchers iteratively developed and tested a preventative classroom-based intervention, BEST in CLASS, that targeted problem behaviors exhibited by students ages 3-5. The intervention aimed to address early problem behaviors in a preschool setting by targeting teacher-student interactions and home-school communication as critical features of a successful learning environment for children with emotional and behavioral disorders. The intervention combined behavioral strategies with a coaching model designed to optimize implementation by preschool teachers. The BEST in CLASS coaching model provided comprehensive instructions for coaches to support and enhance teachers' acquisition, implementation, and maintenance of the BEST in CLASS strategies.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Expanding the Reach of Evidence-Based Interventions for Improving Social-Emotional Outcomes for Infants in Child Care

Award # [R324A100041](#) Kathleen Baggett, University of Kansas

In this project, researchers iteratively developed and tested Infant Net for Child Care Teachers (Infant Net-CCT), an intervention for early intervention and early childhood special education teachers. The intervention aimed to increase teachers' ability to have responsive childcare interactions that promote infant social-emotional development. Researchers integrated components of the Play and Language Strategies (PALS) program, a cognitive-behavioral skills based intervention, into a web-based system for childcare teachers. This system aimed to help teachers use PALS and, thus, addressed barriers that hinder teacher access to effective professional development programs.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders

Award # [R324A110173](#) Maureen Conroy, University of Florida

In this project, researchers evaluated the impact of BEST in CLASS, an intervention for preschool students at high risk of developing emotional and behavioral disorders. BEST in CLASS aimed to improve children's social emotional and behavioral functioning and their pre-academic competence by targeting the prevention and amelioration of problem behaviors demonstrated by young children. The intervention combined behavioral strategies with a coaching model designed to optimize implementation by preschool teachers. The BEST in CLASS coaching model provided instructions for coaches to support teachers' acquisition, implementation, and maintenance of the BEST in CLASS strategies.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Using Validated Measures of Children's Engagement With Teachers, Peers, and Tasks to Guide Teachers' Response Toward Children With Emotional and Behavioral Challenges

Award # [R305A120323](#) Jason Downer, University of Virginia

In this project, researchers iteratively developed and tested a set of professional development resources designed to help prekindergarten teachers more easily identify and understand children's engagement in the classroom and to more efficiently choose appropriate strategies to increase children's self-regulation skills. The project team developed a teacher consultation model, Learning to Objectively Observe Kids, intended to improve early childhood teachers' observational skills, increase their understanding of the interdependence between children's behavioral strengths and challenges and the resources available to teachers in the classroom, and help them use the information to meet the needs of young children who display challenging behaviors.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:



Enhancing Individual Education Plans for Children With Attention-Deficit/Hyperactivity Disorder Using a Daily Report Card

Award # [R324J060024](#) Gregory Fabiano, State University of New York, Buffalo

In this project, researchers iteratively developed and tested a daily report card (DRC) intervention to support teachers who work with children who have attention deficit hyperactivity disorder (ADHD). The intervention aimed to improve socio-emotional outcomes for students with ADHD by improving teacher practices. Consultants worked with special education teachers to develop student-specific DRCs that were linked to students' Individualized Education Program (IEP) goals.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Efficacy and Sustainability of the STAR Program

Award # [R324A080195](#) David Mandell, University of Pennsylvania

In this project, researchers evaluated the impact of the Strategies for Teaching based on Autism Research (STAR) program on children with autism spectrum disorders (ASD) in kindergarten through second grade. The intervention aimed to enhance the learning and development of young children with ASD by providing teachers with detailed lesson plans, teaching materials, and forms and instructions for choosing curriculum content and measuring progress. Teachers integrated visual instruction and organization into teaching methods to highlight specific tasks, information, and concepts.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Using an Empirically-Supported Teacher Consultation Model to Facilitate the Implementation of an Integrated Social-Emotional Learning and Literacy Curriculum in Urban Elementary Schools

Award # [R305A100590](#) Jason Downer, University of Virginia

In this project, researchers iteratively developed and tested enhanced implementation supports for delivery of the 4Rs (Reading, Writing, Respect, and Resolution) social-emotional learning and literacy curriculum in third through fifth grade classrooms using the My Teaching Partner (MTP) program. The final product, called 4Rs+MTP, aimed to improve implementation fidelity of the 4Rs curriculum, enhance program effects on students' social-emotional and academic outcomes, and provide a set of efficient, sustainable, and web-based resources to support future, scaled-up implementation of 4Rs.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Project PRIME: Planning Realistic Intervention Implementation and Maintenance by Educators

Award # [R324A100051](#) Lisa Sanetti, University of Connecticut

In this project, researchers iteratively developed and tested Planning Realistic Intervention Implementation and Maintenance by Educators (PRIME), an intervention for elementary and middle school practitioners. The intervention assisted teachers in planning, implementing, and maintaining school-based behavior interventions with a high degree of integrity. The intervention consisted of four components: assessment of a teacher's intention to implement an intervention, implementation of strategies to increase behavioral intention, completion of action planning, and completion of coping planning.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Developing Consultation and Collaboration Skills: ESL and Classroom Teachers Working Together With Students and Families

Award # [R305A120290](#) Leslie Babinski, Duke University

In this project, researchers iteratively developed and tested a professional development program for elementary school teachers. The program aimed to improve English language learners' (ELs) language and literacy skills by building stronger home-school connections, leveraging the expertise of English as a Second Language (ESL) teachers, and increasing elementary school teachers' skills in meeting the instructional needs of ELs. The Developing Consultation and Collaboration Skills program includes training for ESL specialists in how to help teachers improve instruction, training for classroom teachers in how to collaborate with parents, and development of teachers' instructional approaches to increase ELs' acquisition of literacy skills in English.

Grade Levels:

ES

Focal Populations:

EL

Products

Developed /

Tested:



Implementing the Common Core State Standards for Students With Disabilities: Research and Development of Web-Based Supports for IEP Team Decision

Award # [R324A120081](#) James Shriner, University of Illinois

In this project, researchers iteratively developed and tested Individualized Education Program (IEP) Quality-Core (IEPQ-Core), a tutorial program for IEP teams that aimed to assist teachers in writing quality IEPs with measurable annual goals linked to the Common Core State Standards. Teachers accessed IEPQ-Core via a web-based program that provided guidance on writing IEP annual goals in social, emotional, and behavioral areas; related services; and academic content areas. Teachers also viewed modules on how to develop and use formative assessments for measuring student progress on their IEP annual goals.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Systems-Level Analysis of Evidence-Based Intervention Implementation by Problem-Solving Teams

Award # [R324A120212](#) Thomas Kratochwill, University of Wisconsin, Madison

In this project, researchers iteratively developed and tested an intervention protocol for K-5 students with behavior problems and disorders. The intervention aimed to help school problem-solving teams improve practice selection and implementation and, ultimately, address the needs of students with behavior problems or disorders. The protocol included a range of systemic and individualized intervention strategies and assessments that could be customized to individual school needs. These strategies were training problem-solving teams to select practices and interpret data, arranging school resources more appropriately, and improving collaboration among school personnel.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Development Strategies to Increase Teacher Integrity in a Daily Report Card Intervention for Children With or at-risk for ADHD

Award # [R324A120272](#) Julie Owens, Ohio University

In this project, researchers iteratively developed and tested a multi-component consultation professional development program for teachers with students with attention deficit hyperactivity disorder (ADHD). The program aimed to facilitate high implementation integrity of a daily report card intervention and to develop tools for measuring the degree to which teachers competently implemented and adhered to the intervention. Teachers learned about the latest research on and classroom interventions for students with ADHD, implemented the interventions and received feedback, received practice supports for making data-based intervention decisions, and participated in problem-solving discussions to identify and overcome barriers to implementation.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Capitalizing on Social Networking: Social Networking Practices to Increase Adolescent Literacy Engagement and Achievement

Award # [EDIES09C0018](#) Dave Miller, Knowledge Athletes

In this project, researchers iteratively developed and tested a commercially viable social media web application. The application aimed to enable teachers to productively orchestrate online classroom dialogs and student engagement through an integrated set of digital technologies. Researchers gathered feedback from grade 8 and 11 language arts classroom students and teachers to assess how the technology altered students' work, engagement, and self-confidence in literacy and writing. The team also developed an online resource to support teachers using the product.

Grade Levels:

MS, HS

Focal Populations:

Products

Developed /

Tested:



Developing Guidelines for Optimizing Levels of Students' Overt Engagement Activities

Award # [R305A110090](#) Michelene Chi, Arizona State University

In this project, researchers iteratively developed and tested a web-based professional development module for middle school, high school, and community college teachers that aimed to instruct teachers how to modify student activities to optimize their engagement. The intervention explained and demonstrated various active learning behaviors and described to teachers the characteristics of activities associated with different levels of student engagement. The module gave teachers examples of recommended practical procedures that could be adopted to enrich their classroom and homework activities.

Grade Levels:

MS, HS, PA

Focal Populations:

Products

Developed /

Tested:



Section III. Strategies for Addressing Schoolwide or Systems-Level Issues

In this section, 56 projects are grouped into chapters related to schoolwide or systems-level issues and intervention approaches that aim to promote students' social-behavioral competencies and success throughout their education. These include activities to improve school climate and safety; schoolwide multi-tiered systems of support; schoolwide approaches for dropout prevention (Rumberger and Palardy 2005; Stewart 2008), and approaches to help smooth student transitions into, throughout, and out of school.

Schoolwide approaches typically include multiple components (e.g., student curriculum, teacher professional development, classroom activities, materials for non-classroom spaces such as hallways and lunchrooms) that are intended to work together across an entire school to promote positive student behaviors and social and emotional learning for all students. Such approaches include school safety and climate initiatives and schoolwide multi-tiered systems of support, such as schoolwide Positive Behavior Interventions and Supports (PBIS)⁴ (Horner et al. 2009). These types of policies, reforms, and programs aim to address student social and emotional learning and, thereby, ultimately promote student achievement.

Other approaches to promoting social-behavioral competencies focus on how individual students transition across school systems (e.g., prekindergarten to kindergarten; elementary to middle school; etc.) and, for students receiving special education services, the transition into meaningful employment, independent living, and further training and education through the development of behavioral, social, communicative, functional, occupational, and academic skills. Such student-level interventions aim to provide students with skills that may help them to adjust to characteristics of the schools or systems into which they are transitioning with the recognition that successful transitions require attention to the broader context the individual student experiences. While attendance and dropout prevention must ultimately focus on individual students who are disengaged, for example, solutions require consideration of the school system and how it supports students being at school and persevering to graduation.

Each chapter introduces a schoolwide or systems-level issue or approach and displays relevant projects in table format. The tables provide the project title and award number; the principal investigator and affiliation; a short project description; and tags to indicate the grade level(s) on

⁴ A variety of terms may be used to represent the schoolwide application of positive behavior interventions and supports, including, but not limited to, Schoolwide Positive Behavioral Interventions and Supports, Positive Behavior Interventions and Supports, and Schoolwide Positive Behavior Support. For the purpose of this compendium, we use the term schoolwide Positive Behavior Interventions and Supports (PBIS).

which the project focused; the project's focal population (i.e., English language learners or students with disabilities); and the types of products developed or tested through the project.

1. School Climate and School Safety

School climate and school safety touch on a range of issues, including bullying and violence prevention in schools and on campuses. Research indicates that positive school climates are associated with outcomes such as enhanced academic achievement, lower attrition and dropout rates, and improved teacher retention (Cohen et al. 2009, Cornell and Mayer 2010; Rumberger and Palardy 2005; Stewart 2008). This chapter describes projects that address school climate and school safety and includes schoolwide efforts to promote a safe school environment for students and staff.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A:

Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Partner for Prevention (P4P): A Whole School Approach to Peer Aggression and Bullying

Award # [R305A130175](#) Stephen Leff, Children's Hospital of Philadelphia

In this project, researchers iteratively developed and tested the Partner for Prevention (P4P) program, an intervention for students in grades 3-5 that aimed to address peer bullying and aggression at multiple levels (i.e., the individual, peer group, and schoolwide) in under-resourced school districts. P4P consisted of four integrated components: a classroom-based prevention program that taught students problem-solving strategies, sympathy and perspective taking skills, and strategies for bystanders of bullying; playground and lunchroom consultation that addressed behavioral challenges during the lunch-recess period; teacher training and coaching that supported teachers in classroom behavior management and student engagement strategies; and community outreach activities.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Longitudinal Impact of Community Violence

Award # [R305H020035](#) Virginia Delaney-Black, Wayne State University

In this project, researchers explored the associations between multiple levels of family disruption and children's functioning, including exposure to school or community violence and academic achievement. Researchers also examined the associations among violence and working memory, motivation, and anxiety

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:

Turnaround Intervention for Transformation of High-Need Schools

Award # [R305A100358](#) Joan Stamler, Turnaround for Children, Inc.

In this project, researchers iteratively adapted and tested the Turnaround for Children intervention model for students in high-poverty, low-performing, urban middle schools. The intervention aimed to enable these middle schools to become safe and successful centers of teaching, learning, and academic achievement by building a principal and leadership team partnership. These partnerships were to have a common vision and agreed upon practices that correspond to the implementation of the model, supporting systems for high- and moderate-risk students, and offering universal support systems for all students. These supports would include programs and training to address classroom management, social-emotional learning, and instructional efficacy. The adapted model focused on improving the overall model so that it was more systematic and data-driven.

Grade Levels:

MS

Focal Populations:

EL, SWD

Products

Developed /

Tested:



Academic and Behavioral Consequences of Visible Security Measures in Schools

Award # [R305A120181](#) Emily Tanner-Smith, Vanderbilt University

In this project, researchers explored the relationship between visible school security measures (e.g., security cameras, metal detectors, and law enforcement officers) and middle and high school students' perceived school safety and academic and behavioral outcomes using secondary data from the National Center for Education Statistics. This study aimed to identify those school security approaches worth further refinement and suggested future use of school security measures that may be most beneficial to students' academic and behavioral outcomes.

Grade Levels:

MS, HS

Focal Populations:

Products

Developed /

Tested:

2. Multi-tiered Systems of Support

Multi-tiered systems of support (MTSS) is a systematic, continuous improvement framework in which data-based problem-solving and decisionmaking are practiced across all levels of the educational system in order to support students. Response to Intervention (RTI) and schoolwide Positive Behavior Interventions and Supports frameworks (PBIS)⁵ are examples of MTSSs. All of these frameworks encompass multi-tiered interventions. In an MTSS framework focused on social-behavioral outcomes, all students receive primary prevention supports (Tier I), which include setting behavioral expectations, teaching appropriate behavior, and reinforcing positive behavior. For students exhibiting at-risk behavior (Tier II), the school and teachers respond with targeted group interventions. For students with intense needs (Tier III), the school responds with specialized and individualized interventions. Research has shown that successful implementation of schoolwide PBIS for example, can be linked to improved perceptions of school safety and improved academic outcomes among elementary-school students (e.g., Horner et al. 2009). The projects in this chapter focus on the development, implementation, and impacts of various MTSS frameworks in relation to students' social-behavioral outcomes.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

⁵ A variety of terms may be used to represent the application of schoolwide positive behavior interventions and supports, including, but not limited to, Schoolwide Positive Behavioral Interventions and Supports, Positive Behavior Interventions and Supports, and Schoolwide Positive Behavior Support. For the purpose of this compendium, we use the term schoolwide Positive Behavior Interventions and Supports (PBIS).

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Examining the Potential Efficacy of a Classroom Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities

Award # [R324A070212](#) Mary Louise Hemmeter, Vanderbilt University

In this project, researchers iteratively developed and tested the Teaching Pyramid intervention for preschool children, which aimed to promote children's social and emotional development and reduce challenging behavior for all young children, including those with or at-risk for disabilities. The intervention provided educators with a multi-tiered model of universal strategies (classroom preventive practices), secondary strategies (social emotional teaching strategies), and targeted interventions (individualized interventions) focused on promoting young children's social and emotional development and reducing challenging behavior.

Grade Levels:

EC

Focal Populations:

SWD

Products**Developed /****Tested:**

Building Social Competence for School Success through a Continuum of Positive Behavior Supports (CPBS)

Award # [R324A080016](#) Martha Snell, University of Virginia

In this project, researchers iteratively developed and tested Continuum of Positive Behavior Support, an intervention that included universal strategies to be used with children in Head Start classrooms and individualized interventions for children who exhibited problem behaviors that persisted despite treatment. The intervention aimed to prevent and respond to students' problem behavior and teach students social competence and included strategies to help teachers design classroom environments and activities, teach self-regulation skills, promote positive relationships, and encourage appropriate behavior in problem situations.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Examining the Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With or At-risk for Disabilities

Award # [R324A120178](#) Mary Louise Hemmeter, Vanderbilt University

In this project, researchers evaluated the impact of the multi-tiered model, Teaching Pyramid, on preschool children with and without disabilities. The intervention included universal practices for all children, secondary practices for children at risk for behavior problems, and intensive individualized practices for children with the most significant social skills deficits and persistent challenging behavior aimed to promote social skills, reduce challenging behavior, and enhance the school readiness of young children. In the Teaching Pyramid system, teachers created supportive and structured environments, taught students how to express their emotions, promote self-regulation, and handle anger and disappointment.

Grade Levels:

EC

Focal Populations:

SWD

Products

Developed /

Tested:



Testing The Impact of PBIS Plus

Award # [R324A070118](#) Philip Leaf, Johns Hopkins University

In this project, researchers evaluated the impact of schoolwide Positive Behavior Interventions and Supports Plus (PBIS Plus) in schools. PBIS Plus aimed to improve outcomes for students by expanding the standard PBIS model in three ways: training school teams to conduct functional behavioral assessments and to create behavior support plans, creating state-level functional behavioral assessment liaisons and school-based functional behavioral assessment teams, and including staff from special education to devote more time to challenges presented by students not responding to the standard model.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for Functional Behavior Assessment (CW: FIT)

Award # [R324A070181](#) Debra Kamps, University of Kansas

In this project, researchers evaluated the impact of the Class-wide Function-based Intervention Teams (CW: FIT) for students with or at-risk for serious behavior disorders. The behavioral intervention aimed to teach students appropriate behavior skills and reinforce the use of those skills through a game format. The intervention was comprised of two tiers of intervention: a classwide intervention, which included teaching appropriate communicative skills, reducing social reinforcement for problem behavior, strengthening replacement behaviors (e.g., on-task, following instructions), and teaching self-management strategies; and individual intervention procedures for students who were non-responsive to the classwide intervention. These procedures used individualized functional behavior assessment combined with function-based interventions.

Grade Levels:

ES, MS

Focal Populations:

SWD

Products

Developed /

Tested:



Enhancing Data-Based Decision-Making in Schools

Award # [R324A070226](#) Robert Horner, University of Oregon

In this project, researchers iteratively developed and tested a direct observation instrument, the Decision Observation, Recording, and Analysis tool, for assessing the decisionmaking skills of schoolwide Positive Behavior Support teams in schools. The intervention aimed to improve the quality of decisionmaking by school teams. Researchers developed the instrument with collaboration from teams in schools using the behavior support system. The instrument had an accompanying protocol that listed behaviors frequently appearing in published descriptions of decisionmaking and problem-solving models.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Examining Variation in the Impact of Schoolwide Positive Behavioral Interventions and Supports (PBIS)

Award # [R305A090307](#) Catherine Bradshaw, Johns Hopkins University

In this project, researchers explored the relationship between the schoolwide Positive Behavioral Interventions and Supports (PBIS) framework and elementary school students' behavior. The intervention aimed to prevent disruptive problem behavior by providing schools with a mechanism for creating a more positive behavioral environment via systemic changes in school systems and procedures for handling disruptive behaviors. Findings from the study sought to inform the future development of screening tools and targeted preventive interventions for children who do not respond adequately to the universal PBIS model.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:

Team-Initiated Problem Solving for Improved Student Outcome

Award # [R324A120041](#) Robert Horner, University of Oregon

In this project, researchers evaluated the impact of Team-Initiated Problem Solving (TIPS) framework on how school teams using schoolwide Positive Behavior Support identify problems and build solutions, the extent to which the faculty in a school implements those solutions, and the resulting impact on student academic and behavioral outcomes. The intervention aimed to improve elementary school students' behavioral and academic outcomes by teaching school teams to use behavioral and academic progress-monitoring data to define and solve problems.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Identifying Factors Predicting Implementation and Sustainability of Schoolwide Positive Behavioral Interventions and Supports

Award # [R324A120278](#) Kent McIntosh, University of Oregon

In this project, researchers explored the relationship between variables that enhance or inhibit the implementation and sustainability of schoolwide Positive Behavioral Interventions and Supports (PBIS). The project occurred in three phases. Phase I involved validating a model of sustainable implementation of schoolwide interventions as it applies to PBIS. Phase II included secondary data analysis of PBIS fidelity of implementation data. Analyses aimed to identify critical school demographic variables and school team actions that predict initial and sustained implementation. Phase III used a longitudinal design to examine predictors of implementation and sustainability for schools.

Grade Levels:

ES, MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:

A Multi-Site Efficacy Trial of the Class-Wide Function-Related Intervention Teams “CW-FIT”: A Research to Practice Agency for Students With and At Risk for EBD

Award # [R324A120344](#) Howard Wills, University of Kansas

In this project, researchers evaluated the impact of the Class-wide Function-based Intervention Teams (CW-FIT) program on students diagnosed with or at-risk for emotional and behavioral disorders (EBD) in general and special education settings. The intervention was comprised of two tiers of intervention: a classwide intervention, which included teaching appropriate communicative skills, reducing social reinforcement for problem behavior, strengthening replacement behaviors (e.g., on-task, following instructions), and teaching self-management strategies; and individual intervention procedures for students who were non-responsive to the classwide intervention. These procedures used individualized functional behavior assessment combined with function-based interventions. The researchers posited that teaching appropriate communication skills, reducing social reinforcement for problem behavior, using differential reinforcement of alternative behaviors to strengthen replacement behaviors, and teaching self-management strategies would improve on-task behavior and decrease disruptive behaviors of students with or at-risk for EBD.

Grade Levels:

ES

Focal Populations:

SWD

Products

Developed /

Tested:



Promoting Social, Emotional, and Behavioral Competence in Adolescents With Disabilities: A Schoolwide Inclusive Violence Prevention Model

Award # [R324A100160](#) Terri Sullivan, Virginia Commonwealth University

In this project, researchers iteratively developed and tested a comprehensive school-based violence prevention program for middle school students with disabilities. This multi-tiered intervention aimed to promote students' social, emotional, and behavioral competence through combining individual-level skill-building curricula with school-level components (e.g., teacher training on bullying prevention). The student curriculum addressed three broad skill areas: emotion management, communication, and problem solving.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



Systematic Analysis and Model Development for High School Positive Behavior Support

Award # [R324A070157](#) K. Brigid Flannery, University of Oregon

In this project, researchers iteratively developed and tested a framework to guide implementation of schoolwide Positive Behavior Support in high schools. The intervention aimed to improve high school students' academic and behavior outcomes by establishing a committed schoolwide leadership team, conducting a self-assessment of the current discipline system to identify areas of concern and successes, and establishing a way to collect data on a regular basis to evaluate the effectiveness of the action plan.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Implementing Positive Behavior Supports in Juvenile Correction Settings

Award # [R324A100286](#) Jeffrey Sprague, University of Oregon

In this project, researchers iteratively developed and tested a schoolwide Positive Behavior Support program implemented in juvenile justice settings. The intervention aimed to address the educational, behavioral, safety, and security needs of students through five modules: a positive behavior support system, which focused on things such as schoolwide positive reinforcement systems, instructional responses to minor problem behavior, and defusing aggressive or escalating behavior; Response to Intervention problem solving, which used data such as incident report patterns and school attendance to guide decisionmaking; Implementing Check in/Check out self-management and problem solving, which included things such as mentoring focused on self-monitoring and managing behavioral and academic goal achievement; Functional Behavioral Assessment and individualized support plan development; and a fidelity module to help ensure staff were implementing the intervention correctly.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



3. Attendance and Dropout Prevention

For many students, the ultimate goal of education is to attain a diploma or other academic degree that will improve long-term opportunities, such as employability. However, students leave the education system for a multitude of reasons, including failure in key courses such as algebra I (Allensworth and Easton 2007), lack of engagement (Rumberger and Arellano 2007), and low achievement (Balfanz and Legters 2004). Research, particularly in the high school grades, has identified attendance as a key indicator for graduation and academic success (Allensworth and Easton 2007; Balfanz, Herzog, and Mac Iver 2007). The projects highlighted in this chapter feature school policies, school interventions, and school programs for improving school attendance and decreasing truancy and dropping out of school.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A:

Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

Preventing Truancy in Urban Schools Through Provision of School Services by Truancy Officers

Award # [R305A120809](#) Jonathan Guryan, Northwestern University

In this project, researchers evaluated the impact of Check & Connect, as well as a “lighter touch”, a case management program and e-mentoring program, on urban school students in grades 1 to 7. The goal of this project was to learn more about the relative effectiveness of preventing dropout by having truancy officers engage with at-risk children early in their academic careers when truancy first appears. In the Check & Connect program, school-based mentors adapted to the needs of specific at-risk children by engaging with the children as well as their parents, teachers, counselors, and social service providers. The lighter touch mentoring program focused on providing accurate information to students’ parents about their child’s school attendance, to encourage greater parental involvement in the child’s education.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



Early Truancy Prevention Project

Award # [R305A120526](#) Philip Cook, Duke University

In this project, researchers iteratively developed and tested a teacher-based truancy prevention program for elementary school students that aimed to reduce elementary school truancy. The intervention was designed to support a collaborative relationship between parents and teachers, promote a positive teacher-child relationship, provide teachers with timely data about a student’s attendance patterns, and train teachers in individualized interventions based on a particular family’s reasons for truancy. Teachers conducted a home visit for each of their students at the beginning of the school year and monitored attendance patterns throughout the school year. Teachers were taught to identify and target causes of absenteeism. An online attendance information system was created to track teacher’s home visits and truancy intervention efforts.

Grade Levels:

ES

Focal Populations:

Products

Developed /

Tested:



Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior

Award # [R324A110180](#) Kimberly Crosland, University of South Florida

In this project, researchers iteratively developed and tested an intervention that includes a functional assessment process and a menu of assessment-based intervention strategies designed to increase placement stability and improve academic outcomes for youth with disabilities in foster care. The intervention included monitoring behavioral progress and providing support to foster parents, skills coaching, and case management services.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



The Career Passport Program: Development and Refinement

Award # [R305A100094](#) Justin Perry, Cleveland State University

In this project, researchers iteratively developed and tested the Career Passport Program (CPP), an intervention for high school students that used a career education approach to facilitate school engagement and reduce school dropout. This project sought to increase the feasibility of use and relevance of CPP for high school students by creating lessons that increased student engagement. CPP was a school-to-work program that consisted of three components: resume development, a personal career narrative that identified career goals and steps to achieve them, and a written verification of work-readiness skills.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



Assessing the Efficacy of Check & Connect for Improving Outcomes for At-Risk High School Students

Award # [R305A110252](#) Jessica Heppen, American Institutes for Research

In this project, researchers evaluated the impact of Check & Connect, a dropout prevention program with demonstrated effectiveness for students with disabilities, on general education students at-risk for dropping out of high school. Check & Connect aimed to increase student engagement, students' rate of school completion, and their academic outcomes through an individualized approach that paired a trained mentor with each participating student. The mentor closely monitored the students' attendance and progress in school and matched them with appropriate supports.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



Efficacy Study of Check & Connect to Improve Student Outcomes

Award # [R324A110166](#) William Carl Sumi, SRI International

In this project, researchers evaluated the impact of Check & Connect on incoming ninth grade urban students with emotional disturbance and behavioral disorders. The Check & Connect intervention aimed to promote school success and completion for secondary students at high risk for school failure and dropout by providing a mentor. The mentor regularly checked on students' school adjustment, behavior, and educational progress and intervened to reestablish and maintain the student's connection to school and to enhance the student's social and academic competencies. The mentor's relationship-building extended to the student's family and school staff involved with the student.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Getting Students to the Finish Line: An Efficacy Study of a Ninth Grade Early Warning Indicator Intervention

Award # [R305A120677](#) Robert Balfanz, Johns Hopkins University

In this project, researchers evaluated the impact of the Early Warning Intervention (EWI) Team model on absenteeism and other proximal outcomes that are related to high school graduation. EWI aimed to reduce students' absenteeism by training facilitators to work with school teams to intervene with students displaying early warning indicators of not being "on-track" to graduation. An EWI school team composed of teachers, counselors, student support services personnel, and others, meet bi-weekly to set academic and behavioral expectations and policies to keep students on track for graduation.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



4. Transitions

Throughout the educational system, there are multiple transition points that may present academic, social, and behavioral challenges for some students, such as school readiness and the transition from preschool to kindergarten (Daley, Munk, and Carlson 2011; LoCasale-Crouch, Mashburn, Downer, and Pianta 2008), the transition from elementary to secondary grades (Allensworth and Easton 2007; Balfanz, Herzog, and Mac Iver 2007), and transitions into postsecondary education (Alwell and Cobb 2007; Farrington et al. 2012.). For students receiving special education services, particular focus has been placed on the types of services that may facilitate the development of behavioral, social, communicative, functional, occupational, and academic skills that enable young adults with disabilities to transition into meaningful employment, independent living, and further training and education (*IDEA* 2004, see 34 CFR 300.43). This chapter highlights projects related to each of these types of transition. Many of these projects focus on student-level interventions aimed at providing students with skills and strengths that may help them to adjust to characteristics of the schools or systems into which they are transitioning with the recognition that successful transitions require attention to the broader context the individual student experiences.

Readers should keep in mind that many of the projects in this compendium are multifaceted, and some projects may have elements that include secondary foci that are relevant to other chapters in this compendium. Thus, readers should rely not only on the section and chapter organization, which attends to the primary outcome the research focused on, but also on the index and appendixes, which can better capture the overlapping and interconnected nature of social-behavioral research.

Table Key

Grade levels:

EC	Early Childhood	HS	High School
ES	Elementary School	PA	Postsecondary and Adult Education
MS	Middle School		

Focal populations:

EL	English Language Learners
SWD	Students With Disabilities

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether to use an abbreviation or icon with a project description, the authors used both the full online abstract and feedback from the Institute. For more information about a project (e.g., the project's focal population or product) and publications stemming from them, please follow the hyperlinked award number to the online abstract on the IES website. Refer to Appendix A: Compendium Process for a full description of the stylistic conventions for the project descriptions and an explanation of the process used to write the descriptions, code the projects, and categorize the entries for each section and chapter.

A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program for Children With Developmental Disabilities and Behavioral Problems

Award # [R324A080026](#) Katherine Pears, Oregon Social Learning Center

In this project, researchers evaluated the impact of Kids in Transition to School, an intervention for children with co-occurring developmental disabilities and behavior problems to assist with transitioning from preschool to kindergarten. The short-term intensive intervention aimed to improve social-emotional, early literacy, and school readiness skills of children through a highly structured curriculum-based playgroup that targeted social emotional functioning and early literacy. The intervention also included a parent support group designed to increase parent involvement and support positive parenting practices.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Efficacy Trial of Carescapes: Promoting Social Development in Home-Based Child Care

Award # [R324A090044](#) Julie Rusby, Oregon Research Institute

In this project, researchers evaluated the impact of the Promoting Children's Social Competence program on caregiver practices in family childcare and on children's school readiness and subsequent social outcomes in kindergarten. The intervention aimed to improve home-based preschool childcare providers' practices and the quality of the childcare environment and, in turn, facilitate children's social development and prevent the escalation of behavioral difficulties that interfere with learning and the transition to school-based settings. The video-based training program was comprised of three modules: setting up the childcare environment to promote social development, proactive practices for managing children's behavior, and understanding and dealing with challenging behavior.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Specific Aspects of Quality That Support Children’s School Readiness in Community-Based and School-Based Early Childhood Programs

Award # [R305A090065](#) Rachel Gordon, University of Illinois at Chicago

In this project, researchers explored the relationship between preschool quality and children’s social-behavioral, cognitive, and health outcomes in community-based and school-based early care and education programs. Using datasets from three large studies, researchers aimed to identify, construct, and examine measures of preschool quality that could be used to inform the development of specific preschool-based interventions and policies that may support school readiness outcomes.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:

Preschool Program Impacts on School Readiness: Variation by Prior Child Language and Attention Skills, and the Quality of Infant/Toddler Care

Award # [R305A090467](#) George Farkas, University of California, Irvine

In this project, researchers explored the relationships between infant care, preschool, children’s cognitive/language and attention skills, and the economic achievement gap. In particular, the researchers analyzed secondary datasets to understand the association between children’s academic outcomes as a function of preschool experiences (e.g., type, quality, and quantity of preschool), children’s school readiness and social/behavioral skills at preschool entry, and children’s child care experiences in the years before preschool entry. The study aimed to understand whether the achievement gap separating children of low-income and higher income families could be substantially reduced by high-quality preschool care alone or whether preschool participation must be combined with high-quality infant and toddler care to reduce the gap.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:

Exploring the Predictors of School Readiness: Meta-Analysis of Longitudinal Research

Award # [R305A110074](#) Sandra Wilson, Vanderbilt University

In this project, researchers explored the relationships between facets of school readiness and later school performance. Researchers conducted a meta-analysis of longitudinal data sets to understand which measures of children's school readiness (e.g., early academic skills, social skills, and problem behaviors) that arise before the start of formal schooling predict later academic success. The researchers posited that early indicators of academic and social skills could be used to identify the children most in need of remedial services and to guide the design of programs to help improve student outcomes.

Grade Levels:

EC

Focal Populations:

Products

Developed /

Tested:

Successful Transition in the Early School Years for Children With Autism

Award # [R324A110086](#) Jan Blacher, University of California, Riverside

In this project, researchers explored the relationship between the characteristics of prekindergarten, kindergarten, and first-grade children with autism spectrum disorders (ASD) and the quality of student-teacher relationships (STR). Researchers then explored how STR quality, in turn, related to children's academic outcomes and how parent and school factors moderated these relationships. The research team also explored parents' perceptions of their children's transition to school in order to understand challenges faced by children with ASD and identify potentially effective ways to promote successful transition.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:

A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program to Improve the School Readiness of Children in Disadvantaged Communities

Award # [R305A120391](#) Katherine Pears, Oregon Social Learning Center

In this project, researchers evaluated the impact of the Kids in Transition to School (KITS) program for typically developing children transitioning from prekindergarten to kindergarten and their families. A prior study demonstrated that the KITS program was effective at enhancing the school readiness skills of children with developmental disabilities and behavior problems. This study aimed to evaluate KITS with a sample of children at-risk for lower school achievement because of sociodemographic factors. The KITS program sought to improve the early literacy, prosocial, emotional, and behavior regulation skills of typically developing, at-risk children through 24 curriculum-based therapeutic playgroups. These playgroups focused on developing the children's early literacy, social, and self-regulatory skills. Parent workshops focused on parent involvement in early literacy and positive parenting practices.

Grade Levels:

EC, ES

Focal Populations:

Products

Developed /

Tested:



Getting Ready for School: An Integrated Curriculum to Help Teachers and Parents Support Preschool Children's Early Literacy, Math, and Self-Regulation Skills

Award # [R305A120783](#) Helena Duch, Columbia University

In this project, researchers iteratively adapted and tested Getting Ready for School, a school-readiness curriculum for preschoolers. The previous version of Getting Ready for School targeted parents and focused on promoting disadvantaged preschoolers' literacy and math skills. The researchers revised the previous curriculum so that it included a focus on preschool students' self-regulation skills and included a classroom teacher manual, professional development training and support for teachers, and a set of audiovisual materials to provide guidance and support to parents and teachers.

Grade Levels:

EC

Focal Populations:

EL

Products

Developed /

Tested:



Development of a Kindergarten Transitional Program for Preschool Students Identified as Being at High Risk for Behavioral Disorders

Award # [R324A120136](#) Paulo Graziano, Florida International University

In this project, researchers iteratively developed and tested the Kindergarten Transitional Program (KTP), an intervention for preschoolers with at-risk behavior. The intervention aimed to facilitate the transition of preschoolers into the kindergarten setting through three key components: a kindergarten summer readiness class with a behavioral modification program, emergent literacy and numeracy curriculum, and self-regulation training; parenting workshops aimed at helping parents improve their child's transition to kindergarten and behavioral functioning at home and school; and teacher consultation during the kindergarten year, including implementation of a daily report card classroom management system.

Grade Levels:

EC, ES

Focal Populations:

SWD

Products

Developed /

Tested:



Dynamic Narrative Generation Software to Improve Social and Behavioral School Readiness Skills Needed for the Successful Transition to Grade School

Award # [EDIES13C0034](#) Melissa DeRosier, 3-C Institute for Social Development

In this project, researchers iteratively developed and tested a prototype of a web-based intervention for prekindergarten and kindergarten students. The intervention aimed to prepare students for the transition into grade school. The software supported students as they created stories using a step-by-step, scripted, interactive process. The stories focused on skills that were related to school readiness, such as self-regulation, positive behaviors with peers, positive classroom behaviors, and emerging independence.

Grade Levels:

EC, ES

Focal Populations:

Products

Developed /

Tested:



Factors Associated With Positive Outcomes for Children and Youth With Autism: Secondary Analysis of Data from SEELS and NLTS2

Award # [R324A120012](#) Mary Wagner, SRI International

In this project, researchers explored the relationship between interventions schools may offer to help students with autism (e.g., instructional programs, learning supports, supplemental and related services, and accommodations and modifications) and in-school and post-school outcomes for students. Using secondary data, the researchers looked specifically for associations between the intervention services schools provided and students' academic and social-behavioral outcomes (e.g., social skill scales, disciplinary actions), and occupational and independence outcomes (e.g. employment, living independently) to determine which programs could be used to improve school and post-secondary school outcomes of students with autism.

Grade Levels:

ES, MS, HS, PA

Focal Populations:

SWD

Products

Developed /

Tested:

Hall of Heroes: An Interactive Social Tutoring System to Improve and Measure Social Goals for Students In Preparation for Transition to Middle School

Award # [EDIES13C0041](#) Melissa DeRosier, 3-C Institute for Social Development

In this project, researchers iteratively developed and tested Hall of Heroes, a web-based social learning game for fifth graders that aimed to prepare students socially and academically to ensure a successful transition to middle school and foster subsequent academic success. The prototype of the product was developed under an earlier IES award ([EDIES12C0036](#)). In Hall of Heroes, students interacted with animated life-like characters to solve social problems and build social skills to use in challenging situations. Instructional content focused on six core social skill units: cooperation, communication, emotion regulation, empathy, impulse control, and social initiation.

Grade Levels:

ES, MS

Focal Populations:

Products

Developed /

Tested:



On the Way Home: A Family-Centered Academic Reintegration Intervention Model

Award # [R324B070034](#) Mike Epstein, University of Nebraska

In this project, researchers iteratively developed and tested On the Way Home: A Family-Centered Academic Reintegration Intervention Model for adolescents in grades 8-12. This model aimed to support students' transition to home and school settings after out-of-home care for behavior or academic problems. The model consisted of three core components: Check & Connect, Common Sense Parenting, and a self-management homework intervention. The model addressed the primary factors that affect negative long-term academic outcomes of this population: school dropout, poor parental support and home-school communication, and low levels of homework completion.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Supporting Early Adolescent Learning and Social Success - Project SEALS

Award # [R305A120812](#) Thomas Farmer, Virginia Commonwealth University

In this project, researchers evaluated the impact of the Supporting Early Adolescent Learning and Social Success (SEALS) professional development model on improving students' transitions into middle school. The SEALS program was a universal intervention approach that aimed to support student transitions by training teachers in strategies to enhance students' instructional preparation, organization, and engagement skills; productive classroom interpersonal behaviors; and engagement in productive and positive social relationships.

Grade Levels:

MS

Focal Populations:

Products

Developed /

Tested:



Students, Parents, and Teachers on Track: Intervention Development for Youth With Emotional Disturbance

Award # [R324A110370](#) Rohanna Buchanan, Oregon Social Learning Center

In this project, researchers iteratively developed and tested On Track, an intervention for middle school students with emotional disturbance. The intervention aimed to promote successful student transitions from a treatment setting back to their neighborhood middle schools through four core components: behavioral progress monitoring, parent support, skills coaching, and case management.

Grade Levels:

MS

Focal Populations:

SWD

Products

Developed /

Tested:



A Summer Preparatory Program for Middle and High School Students With ADHD

Award # [R324A120169](#) William Pelham, Florida International University

In this project, researchers evaluated the impact of the Summer Preparatory Program (SPP) on incoming sixth and ninth grade students with attention deficit hyperactivity disorder (ADHD). Research has shown that students with ADHD have difficulty transitioning to less structured academic environments (e.g., the transition from elementary school to middle school, and the transition from middle to high school). SPP aimed to address these transition challenges and improve the psychosocial functioning of adolescents with ADHD through an 8-week intensive summer program that built students' organization and academic skills and provided substance use prevention curricula, therapeutic recreational activities, problem-solving training, and a vocational program. Parents received weekly group parent training sessions designed to teach skills in monitoring, contract negotiation, behavior management, and designing a home privilege program to reinforce success.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



On the Way Home: Promoting Transition Outcomes in Youth With EBD or LD - An Efficacy and Replication Study

Award # [R324A120260](#) Alexandra Torkelson-Trout, University of Nebraska, Lincoln

In this project, researchers evaluated the impact of a 12-month program, On the Way Home, on transition outcomes for middle and high school adolescents with emotional and behavioral disorders or learning disabilities. On the Way Home focused on helping students who transitioned into home, school, and community settings following an out-of-home care stay. The intervention was created to improve outcomes of these students including their school and placement stability and academic and behavioral functioning by targeting the settings, supports, and people most influential to the students' reintegration process.

Grade Levels:

MS, HS

Focal Populations:

SWD

Products

Developed /

Tested:



Study of the Efficacy of North Carolina's Learn and Earn Early College High School Model

Award # [R305R060022](#) Julie Edmunds, University of North Carolina, Greensboro

In this project, researchers evaluated the impact of Early College High Schools (ECHS) on students enrolled in grades 9-13. ECHSs featured a program of study leading to an associate's degree or transferrable postsecondary credits, a rigorous curriculum combined with work-based learning experiences, academic supports for students, and professional development for teachers. Researchers aimed to determine whether students in ECHS performed significantly better than students in traditional high schools (e.g., higher attendance and completion rate, more positive attitudes towards themselves and their schools) and whether they were more likely to transition into postsecondary education.

Grade Levels:

HS, PA

Focal Populations:

Products

Developed /

Tested:



Project Summer: Improving Summer Employment and Community Inclusion Outcomes for Transition-Age Youth With Disabilities

Award # [R324S060023](#) Erik Carter, University of Wisconsin, Madison

In this project, researchers iteratively developed and tested Project Summer, an intervention for students in grades 9-12 with emotional behavioral disabilities and/or other significant disabilities. The intervention aimed to improve transition services for these students and to maximize their engagement in summer employment and other transition-related activities. Researchers examined summer employment and community activities of adolescent students with disabilities and obtained input from students with disabilities, parents, and service providers. With this information, they developed a summer program that involved person-centered planning, resource mapping, collaborative involvement, community connections to increase summer employment opportunities, and community integration for this population.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Project: PATHS (Postschool Achievement Through Higher Skills)

Award # [R324B070038](#) Lauren Lindstrom, University of Oregon

In this project, researchers iteratively developed and tested the Postschool Achievement Through Higher Skills (PATHS) curriculum, an intervention for high school girls with disabilities, which aimed to increase their knowledge and skills and improve educational and career outcomes. The curriculum focused on four areas: self-awareness and self-determination, gender role awareness, disability awareness, and career and transition planning. Lessons included a combination of teacher-directed instruction, practice activities, role-playing, and feedback for specific skills.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Determining the Efficacy of the Self-Determined Learning Model of Instruction (SDLMI) To Improve Secondary and Transition Outcomes for Students With Cognitive Disabilities

Award # [R324B070159](#) Michael Wehmeyer, University of Kansas

In this project, researchers iteratively developed and tested the Self-Determined Learning Model of Instruction for secondary students with cognitive disabilities. The model was developed to promote students' self-determination and access to the general education curriculum and to support the unique needs of students with disabilities to achieve academic and transition-related goals, such as obtaining post-school employment. Teachers received professional development to link instruction on student-directed learning strategies to a self-regulated problem-solving process to teach students to set educational goals, determine an action plan to achieve goals, self-monitor and evaluate progress toward goals, and revise the goal or plan as needed.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Project READY: Research on Employability Skills for Adjudicated Youth With Disabilities

Award # [R324A080140](#) Deanne Unruh, University of Oregon

In this project, researchers iteratively adapted and tested an existing employment-related social skills curriculum, WAGES (Working at Gaining Employability Skills), a job related social skills curriculum for adolescents ages 16-21 in the juvenile justice system. The adapted intervention aimed to increase the employment opportunities for adolescents transitioning out of incarceration by providing training in job-related skills.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



A Curriculum Engagement: Micro-Process Interventions in Middle and High School to Improve Attendance, Behavior, Achievement and Grade Promotion for At-Risk Ninth Graders

Award # [R305A080211](#) Nettie Legters, Johns Hopkins University

In this project, researchers iteratively developed and tested an intervention to ease the difficult transition from middle to high school and to reduce the chance of high school drop-out for at-risk 9th graders. The intervention aimed to improve students' attendance, behavior, achievement, and grade promotion through attendance outreach and an incentive program; an academic counseling and support program; and a team-based behavior management program. Each component of the intervention was designed to address a specific point of disengagement that many struggling students experience during the transition into high school and to provide students with the support, skills, incentives, and perspectives they needed to negotiate the transition successfully.

Grade Levels:

HS

Focal Populations:

Products

Developed /

Tested:



Transition Outcomes for Special Education Secondary Students: Project Choices

Award # [R324A090307](#) Dennis Campbell, University of South Alabama

In this project, researchers iteratively developed and tested an online system called Choices, an intervention for 14-17 year-old students with disabilities designed to assist them in developing valid transitional and educational plans to ensure improved adult outcomes. The intervention was a transition planning information system that included a database of student and family information, community supports and services, and curriculum guides. Choices was designed to be flexible so that it could be adapted to new communities with different demographics, opportunities, and resources.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Factors Associated With the High School Preparation and Post-High School Outcomes of Youth With Disabilities: Secondary Analysis of Data From the National Longitudinal Transition Study-2

Award # [R324A100025](#) Lynn Newman, SRI International

In this project, researchers explored the relationship between school-based interventions and academic, social-behavioral, vocational, and functional outcomes that students with disabilities experienced during and after high school. Researchers aimed to identify school-based instructional programs and settings, learning supports, supplemental and related services, and accommodations that could improve the high school and post-high school outcomes (e.g., academic achievement, graduation, postsecondary enrollment, employment) of students with disabilities using data from the National Longitudinal Transition Study-2.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:

My Life: Evaluation of Self-Determination Enhancement for Transitioning Students in Special Education and Foster Care

Award # [R324A100166](#) Sarah Geenen, Portland State University

In this project, researchers evaluated the impact of the My Life program on outcomes for special education students in foster care who were over 16 years old. Because these students often face difficult transitions as they age out of foster care, the My Life program was developed to improve students' self-determination, academic achievement, quality of life, employment, and independent living outcomes. The program included instruction and coaching for students, service training for professionals, workshops and ongoing technical assistance for foster parents, and an interagency partnership council that assisted students in addressing barriers to their educational success.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Modeling Short-Term and Longitudinal Work and Educational Transition Outcomes for Adolescents With High Incidence Disabilities

Award # [R324A100232](#) Jay Rojewski, University of Georgia

In this project, researchers explored the relationship between school-based interventions and academic, social-behavioral, vocational, and functional outcomes experienced by students during and after high school. The study aimed to explore issues related to employment and postsecondary education for students with high-incidence disabilities and to identify school-based interventions that support positive outcomes for students. Researchers conducted secondary analyses of the National Education Longitudinal Study of 1988, the Educational Longitudinal Study of 2002, and the National Longitudinal Transition Study-2 datasets.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:

A Study of the Effects of a Three-Tier Model of Interagency Collaboration on Transition Outcomes for Students With Disabilities

Award # [R324A110018](#) David Test, University of North Carolina, Charlotte

In this project, researchers evaluated the impact of a three-tier model of interagency collaboration on transition outcomes for high school students with disabilities. This model, Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES), was developed to improve transition outcomes for students with disabilities through collaboration among a community-level team that provided administrative leadership for transition services, a school-level team that provided each student with access to representatives from community agencies for post-graduation services, and an individual-level team that wrote the student's Individual Education Plan so that it would include the transition component.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



Factors Associated With High School and Post-High School Outcomes for Deaf and Hard-of-Hearing Students (Secondary Analysis of NLTS2 Data)

Award # [R324A120188](#) Lynn Newman, SRI International

In this project, researchers explored the relationships between school-based interventions and outcomes experienced by deaf or hard-of-hearing students during and after high school. Researchers aimed to identify promising programs, policies, and interventions that could improve transition outcomes (e.g., academic achievement, graduation, postsecondary enrollment, employment) for these students using the National Longitudinal Transition Study-2 dataset.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:

Identifying Mediating and Moderating Mechanisms to Address Outcomes Associated with Poverty for Adolescents with Disabilities: Secondary Analysis of Data from the National Longitudinal Study-2 (NLTS2)

Award # [R324A120408](#) Bonnie Doren, University of Wisconsin

In this project, researchers explored the relationships between poverty and school and post-school outcomes for students with disabilities ages 13-16. Using data from the National Longitudinal Transition Study-2, researchers conducted secondary data analysis to determine whether there were malleable individual, family, and school-based characteristics that acted as risk or protective factors that could alter the effects of poverty on school performance and transition outcomes of students with disabilities.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:

Dynamic E-Learning to Improve Postsecondary Transition Outcomes for Secondary Students With High Functioning Autism

Award # [EDIES13C0026](#) Debra Childress, 3-C Institute for Social Development

In this project, researchers iteratively developed and tested a self-paced, adaptive resilience education software intervention for high school students with high-functioning autism spectrum disorders. The intervention aimed to meet the learning styles and social-emotional needs of students to enable them to pursue educational or employment activities following high school. Through the self-paced online interactive course, students learned about the transition to college and specific resilience strategies for coping with the transition and practiced applying those strategies. The software provided individualized instruction that adjusted to the skill level of the user, personalized feedback on performance, and hints for students who struggled.

Grade Levels:

HS

Focal Populations:

SWD

Products

Developed /

Tested:



A Secondary Analysis of the National Longitudinal Transition Study-2: Examining the Relationships between Expectations, Access and Postsecondary Life Engagement

Award # [R324A100275](#) Mary Morningstar, University of Kansas

In this project, researchers explored the relationships between adult life outcomes and parent and student post-school expectations for students with high-incidence disabilities. Researchers aimed to develop a multi-dimensional model of post-school success and explore how program and student level variables were related to student and parent expectations and successful transition outcomes for these students using the National Longitudinal Transition Study-2 dataset.

Grade Levels:

PA

Focal Populations:

SWD

Products**Developed /****Tested:**

References

- American Educational Research Association (2014). *Standards for Educational and Psychological Testing*. AERA: Washington, DC.
- Allensworth, E. M., and Easton, J. Q. (2007). What Matters for Staying On-Track and Graduating in Chicago Public Schools: A Close Look at Course Grades, Failures, and Attendance in the Freshman Year. Chicago, IL: Consortium on Chicago School Research.
- Alwell, M., and Cobb, B. (2007). Social/Communicative Interventions and Transition Outcomes for Youth with Disabilities: A Systematic Review. *What Works in Transition: Systematic Review Project*. Colorado: Colorado State University.
- Balfanz, R., Herzog, L., and Mac Iver, D. J. (2007). Preventing student disengagement and keeping students on the graduation path in urban middle-grades schools: Early identification and effective interventions. *Educational Psychologist*, 42(4), 223-235.
- Balfanz, R., and Legters, N. (2004). Locating the Dropout Crisis: Which High Schools Produce the Nation's Dropouts? Where Are They Located? Who Attends Them? (Report 70). Baltimore, MD: Johns Hopkins University, Center for Social Organization of Schools.
- Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children and Youth Services Review*, 26 (1): 39-62.
- Barrett, S., Eber, L. and Weist, M. D. (2013). *Advancing Education Effectiveness: Interconnecting School Mental Health and School-wide Positive Behavior Support*. Washington DC: Technical Assistance Center on Positive Behavioral Interventions and Supports, Office of Special Education Programs.
- Barry, C. M. and Wentzel, K. R. (2006). Friend influence on prosocial behavior: The role of motivational factors and friendship characteristics. *Developmental Psychology*, 42 (1): 153-163.
- Baruch, Y., O'Creevy, M. F., Hind, P., and Vigoda-Gadot, E. (2004). Prosocial behavior and job performance: Does the need for control and the need for achievement make a difference? *Social Behavior and Personality*, 32(4), 399-412.
- Bavarian, N., Lewis, K. M., DuBois, D. L., Acock, A., Vuchinich, S., Silverthorn, N., Snyder, F. J., Day, J., Ji, P. and Flay, B. R. (2013). Using social-emotional and character development to improve academic outcomes: A matched-pair, cluster-randomized controlled trial in low-income, urban schools. *Journal of School Health*, 83 (11): 771-779
- Boekaerts, M., de Koning, E. and Vedder, P. (2006). Goal-directed behavior and contextual factors in the classroom: An innovative approach to the study of multiple goals. *Educational Psychologist*, 41 (1): 33-51.
- Casillas, A., Robbins, S., Allen, J., Kuo, Y. L., Ann Hanson, M., and Schmeiser, C. (2012). Predicting early academic failure in high school from prior academic achievement, psychosocial characteristics, and behavior. *Journal of Educational Psychology*, 104(2), 407-420.
- Catalano, R. F., Berglund, L., Ryan, J. A. M., Lonczek, H. S. and Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science*, 591 98-124.

- Clotfelter, C. T., Ladd, H. F., and Vigdor, J. L. (2010). Teacher credentials and student achievement in high school: A cross-subject analysis with student fixed effects. *Journal of Human Resources*, 45(3), 655-681.
- Cohen, J., McCabe, L., Michelli, N. M., and Pickeral, T. (2009). School climate: Research, policy, practice, and teacher education. *The Teachers College Record*, 111(1), 180-213.
- Cornell, D. G., and Mayer, M. J. (2010). Why do school order and safety matter? *Educational Researcher*, 39(1), 7-15.
- Daley, T. C., Munk, T. and Carlson, E. (2010). A national study of kindergarten transition practices for children with disabilities. *Early Childhood Research Quarterly*, 26 (2011): 409-419.
- Deemer, S. (2004). Classroom goal orientation in high school classrooms: Revealing links between teacher beliefs and classroom environments. *Educational Researcher*, 46(1), 73-90.
- Desimone, L. M., Smith, T. M. and Frisvold, D. E. (2009). Survey measures of classroom instruction: Comparing student and teacher reports. *Educational Policy*, 24 (2): 267-329.
- Dubow, E. F., Huesmann, R. L., Boxer, P., Pulkkenen, L. and Kokko, K. (2006). Middle childhood and adolescent contextual and personal predictors of adult educational and occupational outcomes: A mediational model in two countries. *Developmental Psychology*, 42 (5): 937-949.
- Duckworth, A. L., Peterson, C., Matthews, M. D., and Kelly, D. R. (2007). Grit: Perseverance and passion for long-term goals. *Journal of Personality and Social Psychology*, 92(6), 1087-1101.
- Durlak, J. A., Weissberg, R. P., Dymnicki, A. B., Taylor, R. D., and Schellinger, K. B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development*, 82(1), 405-432.
- Dweck, C. S. (2006). *Mindset: The New Psychology of Success*. New York: Random House.
- Eccles, J. S. (2004). *Schools, academic motivation, and stage-environment fit*. In Lerner, R. M. and Steinberg, L. (Eds.), *Handbook of Adolescent Psychology* (pp. 125-153). Hoboken, NJ: Wiley.
- Fan, W. and Williams, C. M. (2010). The effects of parental involvement on students' academic self-efficacy, engagement and intrinsic motivation. *Educational Psychology* 30 (1): 53-74.
- Farrington, C. A., Roderick, M., Allensworth, E., Nagaoka, J., Keyes, T. S., Johnson, D. W. and Beechum, N. O. (2012). *Teaching Adolescents to Become Learners. The Role of Noncognitive Factors in Shaping School Performance: A Critical Literature Review*. Chicago, IL: University of Chicago Consortium on Chicago School Research.
- Flay, B. R. and Allred, C. G. (2010). *The Positive Action Program: Improving academics, behavior and character by teaching comprehensive skills for successful learning and living*. In Lovat, T. and Toomey, R. (Eds.), *International Handbook on Values Education and Student Well-Being* (pp. 471-501). Dordrecht: Springer.
- Greenberg, M. T. (2010). School-based prevention: Current status and future challenges. *Effective Education*, 2 (1): 27-52.
- Greenberg, M. T., Weissberg, R. P., O'Brien, M. U., Zins, J. E., Fredericks, L., Resnick, H. and Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, 58 (6/7): 466-474.
- Gresham, F.M., (2011). Social behavior assessment and intervention: Observations and impressions. *School Psychology Review*, 40 (2), 275-283.

- Gunderson, E., Ramirez, G., Levine, S., and Beilock, S. (2012). New directions for research on the role of parents and teachers in the development of gender-related math attitudes: Response to commentaries. *Sex Roles, 66*(3), 191-196.
- Hagelskamp, C., Brackett, M. A., Rivers, S. E. and Salovey, P. (2013). Improving classroom quality with The RULER approach to social and emotional learning: Proximal and distal outcomes. *American Journal of Community Psychology, 51* (3-4): 530-543.
- Horner, R. H., Sugai, G., Smolkowski, K., Eber, L., Nakasato, J. and Todd, A. W. (2009). A randomized, wait-list controlled effectiveness trial assessing schoolwide positive behavior support in elementary schools. *Journal of Positive Behavior Interventions, 11*(3), 133-144.
- Howard, T. C. and Reynolds, R. (2008). Examining parent involvement in reversing the underachievement of African American students in middle-schools. *Educational Foundations, 22* 79-98.
- Hulleman, C. S., and Harackiewicz, J. M. (2009). Promoting interest and performance in high school science classes. *Science, 326*, 1410-1412.
- Individuals with Disabilities Education Act of 2004*, Pub. L. No. 108-446. 20 U.S.C. §1400 *et seq.*
- Kilgus, S.P., Chafouleas, S.M., Riley-Tillman, T.C., and Welsh, M.E. (2012). Direct Behavior Rating Scales as screeners: A preliminary investigation of diagnostic accuracy in elementary school. *School Psychology Quarterly, 27*, 41–50.
- Lau, S. and Nie, Y. (2008). Interplay between personal goals and classroom goal structures in predicting student outcomes: A multilevel analysis of person-context interactions. *Journal of Educational Psychology, 100* (1): 15-29.
- Lazowski, R. A., and Hulleman, C. S. (2013). *Motivation interventions in education: A meta-analytic review*. Paper presented at the American Educational Research Association, San Francisco, CA.
- Legault, L., Green-Demers, I., and Pelletier, L. (2006). Why do high school students lack motivation in the classroom? Toward an understanding of academic motivation and the role of social support. *Journal of Educational Psychology, 98*(3), 567-582.
- LoCasale-Crouch, J., Mashburn, A. J., Downer, J. T. and Pianta, R. C. (2008). Pre-kindergarten teachers' use of transition practices and children's adjustment to kindergarten. *Early Childhood Quarterly, 23* 124-139.
- Maier, M. F. G., Greenfield, D. B., and Bulotsky-Shearer, R. J. (2013). Development and validation of a preschool teacher's attitudes and beliefs toward science teaching questionnaire. *Early Childhood Research Quarterly, 28*(2), 366-378.
- Meltzer, L. (Ed.). (2007). *Executive Function in Education: From Theory to Practice*. New York, NY: Guilford Press.
- Montroy, J. J., Bowles, R. P., Skibbe, L. E. and Foster, T. D. (2014). Social skills and problem behaviors as mediators of the relationship between behavioral self-regulation and academic achievement. *Early Childhood Research Quarterly, 29* (2014): 298-309.
- Morales, J. R. and Guerra, N. G. (2006). Effects of multiple context and cumulative stress on urban children's adjustment in elementary school. *Child Development, 77* (4): 907-923.
- Najaka, S. S., Gottfredson, D. C., & Wilson, D. B. (2001). A meta-analytic inquiry into the relationship between selected risk factors and problem behavior. *Prevention Science, 2*, 257-271.

- National Research Council (1999). *Improving Student Learning: A Strategic Plan for Education Research and Its Utilization*. Washington DC: The National Academic Press.
- Newton, S.J., Horner, R.H., Algozzine, R.F., Todd, A.W., and Algozzine, K.M. (2009). Using a problem solving model to enhance data-based decision making in education. In Sailor, Dunlap, Sugai and Horner (Eds.) *Handbook of Positive Behavior Support*. New York, Springer. pp. 551–580.
- Pianta, R. C. and Allen, J. P. (2008). Building capacity of positive youth development in secondary school classrooms: Changing teacher interactions with students. *Toward Positive Youth Development, 1* (9): 21-40.
- Popham, W. J. (2008). *Transformative Assessment*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Ray, C. E. and Elliott, S. N. (2006). Social adjustment and academic achievement: A predictive model for students with diverse academic and behavior competencies. *School Psychology Review, 35* (3): 493-501.
- Reglin, G., Akpo-Sanni, J., and Losike-Sedimo, N. (2012). The effects of a professional development classroom management model on at-risk elementary students' misbehaviors. *Education 133*(1), 3-18.
- Retelsdorf, J., Butler, R., Streblov, L., and Schiefele, U. (2010). Teachers' goal orientations for teaching: Associations with instructional practices, interest in teaching, and burnout. *Learning and Instruction, 20*(1), 30-46.
- Rivkin, S. G., Hanushek, E. A., and Kain, J. F. (2005). Teachers, schools, and academic achievement. *Econometrica, 73*(2), 417-458.
- Robbins, S. B., Oh, I. S., Le, H. and Button, C. (2009). Intervention effects on college performance and retention as mediated by motivational, emotional, and social control factors: Integrated meta-analytic path analyses. *Journal of Applied Psychology, 94* (5): 1163-1184.
- Rosen, J. A., Glennie, E. J., Dalton, B. W., Lennon, J. M., and Bozick, R. N. (2010). *Noncognitive Skills in the Classroom: New Perspectives on Educational Research*. RTI Press publication No. BK-0004-1009. Research Triangle Park, NC: RTI International. Retrieved September 17, 2013 from <http://www.rti.org/rtipress>.
- Rumberger, R. W., and Arellano, B. (2007). *Student and School Predictors of High School Graduation in California*. Santa Barbara, CA: California Dropout Research Project, University of California.
- Rumberger, R. W., and Palardy, G. (2005). Test scores, dropout rates, and transfer rates as alternative indicators of school performance. *American Education Research Journal, 42*(1), 3-42.
- Ryan, A. M. and Shim, S. S. (2008). An exploration of young adolescents' social achievement goals and social adjustment in middle school. *Journal of Educational Psychology, 100* (3): 672-687.
- Sawyer, B. E., and Rimm-Kaufman, S. E. (2007). Teacher collaboration in the context of the Responsive Classroom approach. *Teachers and Teaching: Theory and Practice, 13*(3), 211-245.
- Shapiro, J. R., and Williams, A. M. (2012). The role of stereotype threat in undermining girls' and women's performance and interest in STEM fields. *Sex Roles, 66*(3-4), 175-183.
- Smith, B. H., Molina, B. S., Massetti, G. M., Waschbusch, D. A. and Pelham, W. E. (2008). *School-wide interventions--The foundation of a public health approach to school-based mental health*. In Evans, S.,

- Weist, M. and Serpell, Z. (Eds.), *Advanced in School-Based Mental Health Interventions* (pp. 2-19). Kingston, NY: Civic Research Institute.
- Sterbinsky, A., Ross, S. and Redfield, D. (2006). Effects of comprehensive school reform on student achievement and school change: A longitudinal multi-site study. *School Effectiveness and School Improvement*, 17 (3): 367-397.
- Stewart, E. B. (2008). School structural characteristics, student effort, peer associations, and parental involvement the influence of school-and individual-level factors on academic achievement. *Education and Urban Society*, 40(2), 179-204.
- Weissberg, R. P. and Cascarino, J. (2013). Academic learning + social-emotional learning = national priority. *Phi Delta Kappan*, 95 (2): 8-13.
- Yeager, D. S., and Walton, G. M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research*, 81(2), 267-301.
- Zins, J. E., Weissberg, R. P., Wang, M. C. and Walberg, H. J. (2004). *Building Academic Success on Social and Emotional Learning: What Does the Research Say?* New York, NY: Teachers College Press.

Index

2-year/community college setting	R324B070056 8
R305A110090..... 94	R324B070219 55
R305H030170 40	R324C120006 64
4Rs Program (Reading, Writing, Respect, and Resolution)	Adaptive Reading Motivation Measures (ARMM)
R305L030003 58	R305A110148 52
4R-SUCCESS	Adjustment Scales for Preschool Intervention (ASPI)
R305A090386..... 12	R305A100233 48
4-year/university setting	R305A120323 90
R305A110277..... 36	administrator
R305A110444..... 24	R305A080253 63
R305A120172..... 10	R305A080337 51
R305A120186..... 37	R305A080562 34
R305B070460..... 33	R305A090065 112
R305H030170 40	R305A090100 31
R305H050004 41	R305A090107 79
R305H060018 41	R305A090361 79
R324B060014..... 51	R305A100064 86
Academic and Behavioral Competencies Program (ABC)	R305A100094 108
R305A120181..... 98	R305A100358 98
R305L030065 59	R305A110703 62
R324A080150..... 78	R305A120172 10
academic mindsets	R305A120181 98
EDIES13C0028..... 38	R305A120290 92
academic self-concept	R305A120526 107
R305A080253..... 63	R305A120783 114
R305L030072..... 59	R305A130175 97
R324A100020..... 23	R305A130375 81
R324A110027..... 44	R305A130701 82
adaptive behavior	R305C120001 42
R305A100590..... 91	R305L030072..... 59
R305A110397..... 30	R305L030173..... 60
R324A080195..... 91	R324A070157 105
R324A090091..... 61	R324A070226 102
R324A090094..... 56	R324A070248 47
R324A100100..... 49	R324A090049 72
R324A100174..... 62	R324A090111 72
R324A100391..... 16	R324A090237 71
R324A110246..... 56	R324A090307 121
R324A110353..... 57	R324A090322 12
R324A120232..... 57	R324A100041 89
R324A130249..... 76	R324A110018 123
R324A140005..... 11	R324A110074 24

R324A110107.....	85	R305A090162.....	34
R324A110180.....	108	R305A090179.....	84
R324A110370.....	117	R305A090307.....	103
R324A120041.....	103	R305A090438.....	13
R324A120136.....	115	R305A100064.....	86
R324A120212.....	93	R305A100094.....	108
R324A120272.....	94	R305A100358.....	98
R324A120278.....	103	R305A100367.....	87
R324A120330.....	10	R305A100911.....	39
R324B070034.....	116	R305A110252.....	108
R324C120006.....	64	R305A110703.....	62
R324E060068.....	55	R305A120128.....	45
R324J060033.....	86	R305A120180.....	85
advanced placement		R305A120181.....	98
R305A100911.....	39	R305A120391.....	114
R305A120186.....	37	R305A120526.....	107
Advancing Social-Communication and Play (ASAP)		R305A120677.....	109
R324A110256.....	9	R305A120809.....	107
aggression		R305A130107.....	81
R305A080512.....	61	R305R060022.....	118
R305A090065.....	112	R324A070118.....	102
R305A090315.....	61	R324A070157.....	105
R305A090386.....	12	R324A070183.....	22
R305A100233.....	48	R324A080041.....	70
R305A100344.....	14	R324A080071.....	11
R305A100596.....	66	R324A090111.....	72
R305A120181.....	98	R324A100286.....	105
R305A130175.....	97	R324A110027.....	44
R324A090044.....	111	R324A110180.....	108
R324A120136.....	115	R324A120041.....	103
R324A120168.....	15	R324A120136.....	115
R324B060013.....	20	R324A120284.....	69
R324B060014.....	51	R324A120405.....	44
R324B060029.....	21	R324A130180.....	73
anxiety		R324J060033.....	86
R305A100911.....	39	attention	
R305A110682.....	32	R305A070063.....	78
R305H020035.....	97	R305A080326.....	23
R305H050004.....	41	R305A080512.....	61
R324A110027.....	44	R305A090079.....	48
R324A120405.....	44	R305A090100.....	31
anxiety disorder		R305A090175.....	34
R324A120405.....	44	R305A090179.....	84
attendance		R305A090305.....	25
R305A080211.....	121	R305A090361.....	79
R305A080253.....	63	R305A090467.....	112
R305A080309.....	22	R305A100233.....	48
		R305A100358.....	98

R305A100566.....	49	R324B070219	55
R305A110277.....	36	R324J060024.....	91
R305A110397.....	30	R324S060043.....	38
R305A110398.....	30	attention deficit/hyperactivity disorder	
R305A110444.....	24	(ADHD)	
R305A110932.....	33	R305A090305	25
R305A120145.....	37	R324A080041	70
R305A120172.....	10	R324A120003	14
R305A130011.....	26	R324A120169	117
R305A130336.....	11	R324A120272	94
R305A130701.....	82	R324A120284	69
R305B070018.....	28	R324A120331	25
R305F100013.....	35	R324A120358	71
R305H020031	40	R324B060045	21
R305H030235	41	R324J060024.....	91
R305H050036	20	autism spectrum disorders (ASD)	
R305H060018	41	EDIES11C0033	13
R324A070181.....	102	EDIES11C0040	24
R324A070255.....	48	EDIES12C0047	33
R324A080041.....	70	R324A090060	15
R324A090044.....	111	R324A090094	56
R324A100100.....	49	R324A110086	113
R324A100174.....	62	R324A110353	57
R324A100232.....	123	R324A120027	16
R324A110079.....	9	R324A120232	57
R324A110173.....	90	R324A120330	10
R324A110256.....	9	R324A130249	76
R324A120003.....	14	R324A140005	11
R324A120136.....	115	R324B070027	8
R324A120168.....	15	R324B070219	55
R324A120169.....	117	R324C120006	64
R324A120272.....	94	Banking Time	
R324A120278.....	103	R324A100215	18
R324A120284.....	69	behavior assessment	
R324A120330.....	10	R324A070118	102
R324A120331.....	25	R324A080113	8
R324A120344.....	104	R324A100051	92
R324A120358.....	71	R324A100104	49
R324A120363.....	69	R324A100286	105
R324A130216.....	63	R324B060005	50
R324A130249.....	76	R324B060013	20
R324A130350.....	70	behavior problems	
R324A140005.....	11	ED04CO00400001	18
R324B060014.....	51	ED06PO0910	60
R324B060018.....	21	EDIES11C0039	13
R324B060045.....	21	H324P040003	19
R324B070056.....	8	H324P040006	19
R324B070176.....	26	H324P040012	19

H324P040013.....	77	R324A090049	72
R305A070063.....	78	R324A090098	51
R305A080211.....	121	R324A090111	72
R305A080253.....	63	R324A090237	71
R305A080326.....	23	R324A090322	12
R305A080512.....	61	R324A100020	23
R305A090065.....	112	R324A100051	92
R305A090107.....	79	R324A100104	49
R305A090361.....	79	R324A100115	71
R305A090386.....	12	R324A100160	104
R305A090438.....	13	R324A100174	62
R305A090446.....	80	R324A100215	18
R305A090533.....	29	R324A100286	105
R305A100058.....	29	R324A110017	52
R305A100342.....	80	R324A110027	44
R305A100358.....	98	R324A110074	24
R305A100367.....	87	R324A110086	113
R305A100596.....	66	R324A110107	85
R305A110703.....	62	R324A110166	109
R305A120128.....	45	R324A110173	90
R305A120181.....	98	R324A110180	108
R305A120323.....	90	R324A110182	36
R305A120391.....	114	R324A110256	9
R305A120677.....	109	R324A110353	57
R305A120812.....	116	R324A110370	117
R305A130107.....	81	R324A120003	14
R305A130143.....	82	R324A120012	115
R305A130175.....	97	R324A120041	103
R305A130701.....	82	R324A120097	18
R305A130702.....	70	R324A120136	115
R305L030065.....	59	R324A120153	68
R305L030072.....	59	R324A120169	117
R305L030165.....	60	R324A120178	101
R305R060022.....	118	R324A120212	93
R324A070118.....	102	R324A120260	118
R324A070157.....	105	R324A120272	94
R324A070181.....	102	R324A120278	103
R324A070183.....	22	R324A120331	25
R324A070199.....	25	R324A120344	104
R324A070212.....	100	R324A120358	71
R324A070255.....	48	R324A120405	44
R324A080016.....	101	R324A130216	63
R324A080026.....	111	R324A130249	76
R324A080041.....	70	R324B060003	20
R324A080074.....	89	R324B060005	50
R324A080113.....	8	R324B060013	20
R324A080150.....	78	R324B060014	51
R324A090044.....	111	R324B060018	21

R324B060029.....	21	R305L030072.....	59
R324B060045.....	21	R305L030162.....	59
R324J060024.....	91	R305L030165.....	60
Behavioral and Emotional Screening System (BESS)		R305L030173.....	60
H324P040012.....	19	R324A070157.....	105
R305A080562.....	34	R324A090267.....	66
R305A090175.....	34	Check & Connect	
R305A090305.....	25	H324P040012.....	19
R305A110583.....	14	R305A110252.....	108
R305A130011.....	26	R324A110166.....	109
R324A100104.....	49	R324A120260.....	118
R324A110017.....	52	R324B070034.....	116
R324B060005.....	50	Check in/Check out self-management and problem solving	
R324B060014.....	51	R324A100286.....	105
behavioral assessment		Check, Connect, & Expect (CC&E)	
R305A080562.....	34	H324P040012.....	19
R305A090307.....	103	Children's School Success	
R305A100590.....	91	R324A100239.....	9
R324A110017.....	52	Choices (the intervention)	
R324A120097.....	18	R324A090307.....	121
Behavioral Assessment System for Children (BASC)		Classroom Check-up	
R305A080562.....	34	R305A130375.....	81
R305A100590.....	91	R324A110107.....	85
R324A100104.....	49	Classroom Management and Academic Tutoring (CMAT)	
R324B060005.....	50	H324P040013.....	77
BEST in CLASS		Classroom Pivotal Response Teaching (CPRT)	
R324A110173.....	90	R324A140005.....	11
Brainology		Class-wide Function-based Intervention	
EDIES10C0022.....	39	Teams (CW-FIT)	
Brief Behavior Rating Scales (BBRS)		R324A120344.....	104
R324A090098.....	51	Cognitive Behavioral Intervention for Trauma in Schools (CBITS)	
Career Passport Program		R324A110027.....	44
R305A100094.....	108	Communicating Interagency Relationships and Collaborative Linkages for Exceptional Students (CIRCLES)	
Carescapes		R324A110018.....	123
R324A090044.....	111	community based organization	
CHAMPS (Conversation, Help, Activity, Movement, Participation, Success)		R305A090065.....	112
R305A130143.....	82	R324A120180.....	56
character development		R324A120260.....	118
ED01CO00390006.....	57	Competence Support Program	
ED06PO0910.....	60	R305L030162.....	59
R305A080253.....	63	comprehensive programs	
R305A090386.....	12	R305A080253.....	63
R305L030002.....	58		
R305L030003.....	58		
R305L030065.....	59		

- R305A090438..... 13
R324A090094..... 56
concept formation
EDIES13C0028..... 38
R305A120186..... 37
R305H060089 31
Continuum of Positive Behavior Support
R324A080016..... 101
critical thinking
EDIES13C0028..... 38
R305A090533..... 29
R305A100058..... 29
R305A110932..... 33
R305A120186..... 37
R305A130699..... 40
R305F100026 32
R305H020031 40
Cultivating Awareness and Resilience in
Education (CARE)
R305A090179..... 84
Cultural Brokering Intervention
R324J060033 86
deaf-blindness
R324A120408..... 124
deafness
R324A120188..... 123
R324A120408..... 124
Decision Observation, Recording, and
Analysis (DORA)
R324A120041..... 103
Developing Consultation and Collaboration
Skills
R305A120290..... 92
Development Play Assessment-Practitioners
(DPA-P)
R324A100100..... 49
developmental delay
R324A100100..... 49
R324A110173..... 90
R324A120174..... 68
R324A120180..... 56
R324A120407..... 53
R324A120408..... 124
Direct Behavior Rating (DBR)
R324A110017..... 52
R324B060014..... 51
discipline
H324P040006..... 19
R305A070063 78
R305A080253 63
R305A090446 80
R305A100064 86
R305A100342 80
R305A100367 87
R305A110397 30
R305A110398 30
R305A120128 45
R305A120144 67
R305A120391 114
R305A120809 107
R305A130107 81
R305A130143 82
R305A130375 81
R305F100013..... 35
R305L030065..... 59
R324A070118 102
R324A070157 105
R324A070226 102
R324A070248 47
R324A080016 101
R324A090111 72
R324A100286 105
R324A110107 85
R324A110166 109
R324A120041 103
R324A120260 118
R324A120278 103
R324A120344 104
R324A120358 71
R324B060029 21
R324J060024..... 91
disruption
R305A090162 34
R305A130375 81
R324A120344 104
R324B060029 21
Double Check
R324A110107 85
dropout
EDIES13C0026 124
R305A080211 121
R305A120526 107
R305A120677 109
R305A120809 107
R305A130702 70
dropouts

- R305C120001..... 42
- Early Achievements
- R324A120330..... 10
- Early Childhood Longitudinal Study-
Kindergarten (ECLS-K)
- R324A120331..... 25
- Early College High Schools
- R305R060022..... 118
- early education
- R305A120391..... 114
- R324A100239..... 9
- R324A110246..... 56
- R324A110353..... 57
- early interventionist
- R305A090065..... 112
- R305A100233..... 48
- R305A100596..... 66
- R305A120172..... 10
- R305A120783..... 114
- R324A070212..... 100
- R324A070248..... 47
- R324A070255..... 48
- R324A080016..... 101
- R324A080026..... 111
- R324A090044..... 111
- R324A090094..... 56
- R324A100041..... 89
- R324A100100..... 49
- R324A110173..... 90
- R324A120097..... 18
- R324A120174..... 68
- R324A120178..... 101
- R324A120284..... 69
- R324A130249..... 76
- R324A130350..... 70
- R324B070056..... 8
- Early Warning Intervention (EWI) Team
model
- R305A120677..... 109
- economically disadvantaged students
- H324P040013..... 77
- R305A080211..... 121
- R305A080253..... 63
- R305A080309..... 22
- R305A080326..... 23
- R305A080700..... 28
- R305A090065..... 112
- R305A090085..... 79
- R305A090162..... 34
- R305A090315..... 61
- R305A090467..... 112
- R305A090533..... 29
- R305A100058..... 29
- R305A100358..... 98
- R305A100596..... 66
- R305A110136..... 35
- R305A110397..... 30
- R305A110528..... 30
- R305A110932..... 33
- R305A120172..... 10
- R305A120180..... 85
- R305A120323..... 90
- R305A120391..... 114
- R305A120677..... 109
- R305A120783..... 114
- R305A130143..... 82
- R305A130336..... 11
- R305A130702..... 70
- R305L030065..... 59
- R305L030162..... 59
- R324A090044..... 111
- R324A110079..... 9
- R324A120260..... 118
- R324A120408..... 124
- R324A130216..... 63
- Educational Longitudinal Study of 2002 (ELS
2002)
- R324A100232..... 123
- emotional and behavioral disorders
- H324P040013..... 77
- R324A070181..... 102
- R324A080074..... 89
- R324A100020..... 23
- R324A110166..... 109
- R324A110173..... 90
- R324A110182..... 36
- R324A120260..... 118
- R324A120344..... 104
- R324A130180..... 73
- R324B070176..... 26
- R324S060023..... 119
- emotional disturbance
- ED04CO00400001..... 18
- H324P040003..... 19
- H324P040006..... 19
- H324P040012..... 19

H324P040013.....	77	R305A080211	121
R305A080326.....	23	R305A080326	23
R305A110583.....	14	R305A090107	79
R305L030065.....	59	R305A110252	108
R324A070118.....	102	R305A110730	84
R324A070181.....	102	R305A120391	114
R324A070183.....	22	R305A130175	97
R324A070199.....	25	R305L030065.....	59
R324A080026.....	111	R324A070181	102
R324A080074.....	89	R324A070183	22
R324A080113.....	8	R324A070199	25
R324A090049.....	72	R324A070226	102
R324A090111.....	72	R324A070255	48
R324A090237.....	71	R324A080016	101
R324A090322.....	12	R324A080026	111
R324A100020.....	23	R324A080041	70
R324A100025.....	122	R324A080113	8
R324A100104.....	49	R324A080136	12
R324A100115.....	71	R324A080140	120
R324A100215.....	18	R324A090044	111
R324A100286.....	105	R324A090098	51
R324A110074.....	24	R324A090111	72
R324A110107.....	85	R324A090267	66
R324A110166.....	109	R324A100020	23
R324A110173.....	90	R324A100104	49
R324A110182.....	36	R324A100174	62
R324A110370.....	117	R324A100305	67
R324A120097.....	18	R324A110074	24
R324A120136.....	115	R324A110107	85
R324A120178.....	101	R324A110166	109
R324A120212.....	93	R324A110173	90
R324A120260.....	118	R324A110182	36
R324A120344.....	104	R324A110256	9
R324A120405.....	44	R324A110370	117
R324A120408.....	124	R324A120012	115
R324B060003.....	20	R324A120136	115
R324B060005.....	50	R324A120153	68
R324B060013.....	20	R324A120212	93
R324B060018.....	21	R324A120260	118
R324B070034.....	116	R324A120272	94
R324B070176.....	26	R324A120278	103
R324C080006.....	63	R324A120331	25
R324J060024.....	91	R324A120405	44
R324J060033.....	86	R324A130180	73
R324S060023.....	119	R324B060003	20
emotional/behavioral counseling		R324B060013	20
ED04CO00400001	18	R324B060029	21
EDIES13C0026.....	124	R324B060045	21

R324B070219.....	55	R305A120145	37
R324C080006.....	63	R305A120172	10
engagement		R305A120180	85
EDIES09C0018.....	94	R305A120181	98
EDIES10C0022.....	39	R305A120186	37
EDIES10P0106.....	53	R305A120323	90
EDIES13C0028.....	38	R305A120391	114
EDIES13C0034.....	115	R305A120671	37
H324P040003.....	19	R305A120677	109
H324P040006.....	19	R305A120783	114
H324P040012.....	19	R305A120809	107
H324P040013.....	77	R305A120812	116
R305A070063.....	78	R305A130107	81
R305A080211.....	121	R305A130143	82
R305A080326.....	23	R305A130175	97
R305A080337.....	51	R305A130375	81
R305A080512.....	61	R305A130701	82
R305A080562.....	34	R305B070018	28
R305A090065.....	112	R305F100013.....	35
R305A090079.....	48	R305F100026.....	32
R305A090085.....	79	R305H030235.....	41
R305A090107.....	79	R305H060018.....	41
R305A090162.....	34	R305H060089.....	31
R305A090324.....	35	R305L030072.....	59
R305A090361.....	79	R305L030162.....	59
R305A090386.....	12	R305R060022	118
R305A090438.....	13	R324A070212	100
R305A090446.....	80	R324A080026	111
R305A100064.....	86	R324A080150	78
R305A100094.....	108	R324A090049	72
R305A100342.....	80	R324A090111	72
R305A100358.....	98	R324A090237	71
R305A100367.....	87	R324A090267	66
R305A100596.....	66	R324A100025	122
R305A100911.....	39	R324A100041	89
R305A110080.....	86	R324A100115	71
R305A110090.....	94	R324A100174	62
R305A110104.....	85	R324A100239	9
R305A110148.....	52	R324A100275	125
R305A110252.....	108	R324A100391	16
R305A110277.....	36	R324A110017	52
R305A110397.....	30	R324A110027	44
R305A110444.....	24	R324A110079	9
R305A110583.....	14	R324A110086	113
R305A110703.....	62	R324A110107	85
R305A110730.....	84	R324A110166	109
R305A120128.....	45	R324A110173	90
R305A120144.....	67	R324A110256	9

R324A110353.....	57	R305A070063	78
R324A110370.....	117	R305A080512	61
R324A120097.....	18	R305A090065	112
R324A120153.....	68	R305A090079	48
R324A120168.....	15	R305A090100	31
R324A120169.....	117	R305A090175	34
R324A120232.....	57	R305A090179	84
R324A120260.....	118	R305A090305	25
R324A120272.....	94	R305A090315	61
R324A120284.....	69	R305A090324	35
R324A120330.....	10	R305A090533	29
R324A120331.....	25	R305A100058	29
R324A120344.....	104	R305A100342	80
R324A120358.....	71	R305A100566	49
R324A120363.....	69	R305A110074	113
R324A130180.....	73	R305A110148	52
R324A130249.....	76	R305A110277	36
R324A130350.....	70	R305A110397	30
R324A140005.....	11	R305A110398	30
R324B060013.....	20	R305A110528	30
R324B060018.....	21	R305A110703	62
R324B070219.....	55	R305A110932	33
R324J060033.....	86	R305A120145	37
R324S060023.....	119	R305A120172	10
English language arts		R305A120180	85
R305A100596.....	66	R305A120186	37
R305A130702.....	70	R305A120323	90
R305F100013.....	35	R305A120391	114
R305F100026.....	32	R305A120659	39
English language learners		R305A120671	37
H324P040006.....	19	R305A120783	114
R305A070063.....	78	R305A120812	116
R305A090315.....	61	R305A130011	26
R305A100233.....	48	R305A130107	81
R305A100358.....	98	R305A130336	11
R305A100566.....	49	R305A130699	40
R305A120172.....	10	R305B070018	28
R305A120290.....	92	R305B070460	33
R305A120783.....	114	R305C120001	42
R305A130702.....	70	R305F100013.....	35
R305C120001.....	42	R305H030170.....	40
R324A110079.....	9	R305H030235.....	41
Enhanced First Steps to Success (EFS)		R305H060018.....	41
R324A090237.....	71	R305H060089.....	31
executive function/executive control		R305H060161.....	31
EDIES11C0039.....	13	R324A070181	102
EDIES13C0026.....	124	R324A070199	25
EDIES13C0034.....	115	R324A080016	101

R324A080026.....	111	R324A100051	92
R324A090060.....	15	R324A100286	105
R324A090197.....	15	R324A120097	18
R324A090267.....	66	R324B060013	20
R324A100020.....	23	functional skills	
R324A100166.....	122	EDIES13C0026	124
R324A100174.....	62	EDIES13C0034	115
R324A100286.....	105	R305A090386	12
R324A110018.....	123	R324A070181	102
R324A110166.....	109	R324A080041	70
R324A110182.....	36	R324A080113	8
R324A120003.....	14	R324A080136	12
R324A120027.....	16	R324A080195	91
R324A120033.....	50	R324A090091	61
R324A120136.....	115	R324A090094	56
R324A120153.....	68	R324A090111	72
R324A120168.....	15	R324A090322	12
R324A120169.....	117	R324A100100	49
R324A120178.....	101	R324A100232	123
R324A120180.....	56	R324A100275	125
R324A120232.....	57	R324A100391	16
R324A120284.....	69	R324A110018	123
R324A130249.....	76	R324A110353	57
R324B060018.....	21	R324A120012	115
R324B070034.....	116	R324A120027	16
R324B070038.....	119	R324A120033	50
R324B070159.....	120	R324A120188	123
R324B070176.....	26	R324A120363	69
R324B070219.....	55	R324A120407	53
R324C080006.....	63	R324A130216	63
R324J060024.....	91	R324B060013	20
R324S060023.....	119	R324J060024.....	91
fetal alcohol spectrum disorders (FASD)		R324J060033.....	86
R324A120180.....	56	Getting Ready for School	
First Step to Success Program		R305A120783	114
H324P040006.....	19	gifted and talented	
R324A090237.....	71	R305A100911	39
R324B060003.....	20	Good Behavior Game (GBG)	
foster children		H324P040013	77
R324A100166.....	122	R305A080326	23
R324A110180.....	108	R305A090446	80
R324S060043.....	38	R305A130107	81
Foundations Intervention		R305A130701	82
R324A090267.....	66	grit/tenacity	
Functional Behavioral Assessment		R305A090162	34
R305A090307.....	103	R305A090438	13
R324A070118.....	102	R305A130011	26
R324A080113.....	8	R305H060161	31

R324A070181.....	102	R324A120284.....	69
R324A070183.....	22	R324A120358.....	71
R324A070212.....	100	hearing impairment	
R324A080113.....	8	R305A080562.....	34
R324A090237.....	71	R305A090065.....	112
R324A100051.....	92	R305A090175.....	34
R324A110180.....	108	R305A120659.....	39
R324A120136.....	115	R324A120408.....	124
R324A120272.....	94	R324C080006.....	63
R324A120405.....	44	home	
R324B070027.....	8	H324P040003.....	19
Growth Mindset Learning Platform		H324P040006.....	19
EDIES10C0022.....	39	H324P040012.....	19
Hall of Heroes		H324P040013.....	77
EDIES13C0041.....	116	R305A080253.....	63
Head Start		R305A080309.....	22
R305A080700.....	28	R305A090065.....	112
R305A090467.....	112	R305A090175.....	34
R305A100233.....	48	R305A090305.....	25
R305A110397.....	30	R305A090315.....	61
R305A110398.....	30	R305A090438.....	13
R305A110730.....	84	R305A090467.....	112
R305A120323.....	90	R305A100233.....	48
R305A120783.....	114	R305A100590.....	91
R305A130336.....	11	R305A100911.....	39
R305A130702.....	70	R305A110090.....	94
R305B070018.....	28	R305A110143.....	52
R324A080016.....	101	R305A110148.....	52
R324A100104.....	49	R305A110397.....	30
R324A100215.....	18	R305A110398.....	30
R324A130249.....	76	R305A110528.....	30
Head-Toes-Knees-Shoulders		R305A110703.....	62
R305A090315.....	61	R305A120144.....	67
R305A100566.....	49	R305A120172.....	10
R305A120783.....	114	R305A120290.....	92
health behavior		R305A120391.....	114
R305A080562.....	34	R305A120526.....	107
R305A090065.....	112	R305A120783.....	114
R305A090175.....	34	R305A120809.....	107
R305A120128.....	45	R305A130011.....	26
R305A120659.....	39	R305A130375.....	81
R324A120408.....	124	R305L030072.....	59
R324C080006.....	63	R324A070183.....	22
health professional		R324A070212.....	100
R305A100596.....	66	R324A070226.....	102
R305A120128.....	45	R324A070248.....	47
R324A080041.....	70	R324A070255.....	48
R324A090237.....	71	R324A080041.....	70

- R324A080071..... 11
R324A080074..... 89
R324A080195..... 91
R324A090044..... 111
R324A090094..... 56
R324A090098..... 51
R324A090111..... 72
R324A090237..... 71
R324A090267..... 66
R324A100100..... 49
R324A100104..... 49
R324A100305..... 67
R324A110017..... 52
R324A110027..... 44
R324A110173..... 90
R324A110180..... 108
R324A110353..... 57
R324A110370..... 117
R324A120033..... 50
R324A120136..... 115
R324A120153..... 68
R324A120169..... 117
R324A120180..... 56
R324A120260..... 118
R324A120284..... 69
R324A120358..... 71
R324A120363..... 69
R324A130216..... 63
R324A130350..... 70
R324B060003..... 20
R324B060005..... 50
R324B060014..... 51
R324B060045..... 21
R324B070034..... 116
R324B070176..... 26
R324B070219..... 55
R324C080006..... 63
R324J060024..... 91
- home-based intervention
R324A100305..... 67
- homeless students
R305A080309..... 22
R305A110528..... 30
- Homework, Organization, and Planning Skills (HOPS)
R305A130011..... 26
- Horizons Fast Track
H324P040013..... 77
- hyperactivity
R305A090100..... 31
R305A090305..... 25
R305A100233..... 48
R305A120145..... 37
R305A130011..... 26
R305H050036..... 20
R324A070255..... 48
R324A080041..... 70
R324A120003..... 14
R324A120136..... 115
R324A120168..... 15
R324A120169..... 117
R324A120272..... 94
R324A120284..... 69
R324A120331..... 25
R324A120358..... 71
R324B060014..... 51
R324B060045..... 21
R324J060024..... 91
- I Control
R324A110182..... 36
- inattention
R305A100233..... 48
R324A080041..... 70
R324A120003..... 14
R324A120136..... 115
R324A120168..... 15
R324A120169..... 117
R324A120358..... 71
- Incredible Years teacher training (IYTT)
R305A090361..... 79
- indigenous cultures
R324J060033..... 86
- Individualized Education Program (IEP)
R324A070199..... 25
R324A100239..... 9
R324B070034..... 116
R324J060024..... 91
R324J060033..... 86
- Infant and Toddler Individual Growth and Development Indicators (IDGIs)
R324A070248..... 47
- Infant Net for Child Care Teachers (Infant Net-CCT)
R324A100041..... 89
- INSIGHTS
R305A080512..... 61

R305A110277.....	36	R324A080016	101
Instructional Staff PBS		R324A080071	11
R305A090107.....	79	R324A080136	12
intellectual disability		R324A080150	78
EDIES13C0026.....	124	R324A080195	91
R324A100025.....	122	R324A090044	111
R324A110086.....	113	R324A090060	15
R324A120330.....	10	R324A090091	61
R324A120407.....	53	R324A090197	15
R324A120408.....	124	R324A090237	71
R324B070159.....	120	R324A090322	12
R324J060033.....	86	R324A100020	23
R324S060023.....	119	R324A100041	89
international baccalaureate		R324A100100	49
R305A100911.....	39	R324A100174	62
interpersonal relationships		R324A100215	18
EDIES11C0039.....	13	R324A100305	67
EDIES11C0043.....	76	R324A100391	16
EDIES13C0041.....	116	R324A110027	44
H324P040012.....	19	R324A110086	113
R305A080211.....	121	R324A110256	9
R305A080326.....	23	R324A120003	14
R305A080512.....	61	R324A120027	16
R305A090179.....	84	R324A120284	69
R305A090386.....	12	R324A120330	10
R305A100064.....	86	R324A120408	124
R305A100344.....	14	R324A130216	63
R305A100367.....	87	R324A130249	76
R305A100911.....	39	R324B070219	55
R305A110136.....	35	R324C080006	63
R305A110143.....	52	R324C120006	64
R305A110398.....	30	R324J060033.....	86
R305A110703.....	62	iPrompt	
R305A110730.....	84	EDIES11C0040	24
R305A120128.....	45	juvenile justice/youth correctional	
R305A120145.....	37	R324A080140	120
R305A120323.....	90	R324A100286	105
R305A120526.....	107	R324A120260	118
R305A120659.....	39	R324A120278	103
R305A130107.....	81	Kids in Transition to School	
R305A130143.....	82	R305A120391	114
R305A130175.....	97	R324A080026	111
R305A130375.....	81	Kids Integrated Data System (KIDS)	
R305C120001.....	42	R305A080309	22
R305L030002.....	58	kindergarten transitional program	
R305L030165.....	60	R324A120136	115
R305L030173.....	60	Learning Experiences and Alternate Program for Preschoolers and their Parents (LEAP)	
R324A070212.....	100		

- R324A110246..... 56
R324E060068..... 55
Learning to Objectively Observe Kids
(LOOK)
R305A120323..... 90
Literacy Express
R324A110079..... 9
Love in a Big World
R305L030173..... 60
mathematics
R305A070063..... 78
R305A080309..... 22
R305A080700..... 28
R305A090100..... 31
R305A090438..... 13
R305A090467..... 112
R305A090533..... 29
R305A100058..... 29
R305A110074..... 113
R305A110682..... 32
R305A110932..... 33
R305A120323..... 90
R305A120783..... 114
R305A130699..... 40
R305F100026..... 32
R305H050004..... 41
R305H060018..... 41
R324A110027..... 44
R324A110079..... 9
R324A120168..... 15
R324A120180..... 56
R324A120331..... 25
R324J060024..... 91
memory
R305A090324..... 35
R305A100566..... 49
R305A110397..... 30
R305A110398..... 30
R305A110682..... 32
R305A110932..... 33
R305A120145..... 37
R305A120172..... 10
R305A120671..... 37
R305A130336..... 11
R305B070018..... 28
R305B070460..... 33
R305F100013..... 35
R305H020035..... 97
R305H030235..... 41
R305H050004..... 41
R305H060161..... 31
R324A110182..... 36
R324A120168..... 15
mentor
R305A080562..... 34
R305A080700..... 28
R305A090085..... 79
R305A090446..... 80
R305A100367..... 87
R305A110252..... 108
R305A110703..... 62
R305A120809..... 107
R305A130375..... 81
R305A130701..... 82
R305H060089..... 31
R324A070118..... 102
R324A070157..... 105
R324A100215..... 18
R324A100286..... 105
R324A110079..... 9
R324A110166..... 109
R324A110173..... 90
R324A110246..... 56
R324A110256..... 9
R324A120272..... 94
R324A120278..... 103
R324A130180..... 73
R324C080006..... 63
R324E060068..... 55
R324J060033..... 86
metacognition/metacognitive
R305A090533..... 29
R305A110397..... 30
R305A110398..... 30
R305A120186..... 37
R305A130699..... 40
R305B070460..... 33
R305H060089..... 31
R305H060161..... 31
R324A090060..... 15
R324A110182..... 36
migrant/highly mobile
R305A110528..... 30
R305A130702..... 70
mindfulness/mindful
R305A090175..... 34

- R305A090179..... 84
R305A110277..... 36
R305A130701..... 82
R305H030235 41
- mindset
EDIES10C0022..... 39
EDIES13C0028..... 38
R305A090162..... 34
R305A090324..... 35
R305A110136..... 35
R305A110682..... 32
R305A120659..... 39
R305A120671..... 37
R305A130699..... 40
R305H020031 40
R305H050004 41
R305H060018 41
- Minnesota Partnership for School
Connectedness
R305A100064..... 86
- minority students
H324P040006..... 19
H324P040013..... 77
R305A070063..... 78
R305A080211..... 121
R305A080253..... 63
R305A080326..... 23
R305A080512..... 61
R305A080700..... 28
R305A090065..... 112
R305A090162..... 34
R305A090315..... 61
R305A090386..... 12
R305A090467..... 112
R305A090533..... 29
R305A100058..... 29
R305A100094..... 108
R305A100233..... 48
R305A100358..... 98
R305A100596..... 66
R305A110090..... 94
R305A110104..... 85
R305A110136..... 35
R305A110398..... 30
R305A110932..... 33
R305A120180..... 85
R305A120677..... 109
R305A120783..... 114
R305A130143 82
R305A130175 97
R305A130336 11
R305A130702 70
R305H060018..... 41
R305H060089..... 31
R324A100166 122
R324A110027 44
R324A110107 85
R324A120408 124
R324B060029 21
R324J060033..... 86
- monitoring system
R305H130012..... 53
R324A110079 9
- motivation
EDIES10C0022 39
H324P040013 77
R305A080562 34
R305A090085 79
R305A090324 35
R305A090386 12
R305A090438 13
R305A100064 86
R305A100367 87
R305A110148 52
R305A110444 24
R305A120128 45
R305A120180 85
R305A120186 37
R305A120659 39
R305A120677 109
R305A120812 116
R305A130107 81
R305A130375 81
R305A130701 82
R305C120001 42
R305F100013..... 35
R305H020035..... 97
R305H060089..... 31
R305L030173..... 60
R324A080041 70
R324A090111 72
R324A110079 9
R324A110182 36
R324A120169 117
R324B060018 21
- multiple disabilities

R324A080071.....	11	R324A100020	23
R324A120408.....	124	R324A100286	105
R324S060023.....	119	R324A110074	24
My Academic Plan		R324A110107	85
EDIES10P0106	53	R324A110166	109
My Life		R324A110173	90
R324A100166.....	122	R324A120003	14
My Teaching Partner/ My Teaching Partner - Secondary (MTP/MTP-S)		R324A120136	115
R305A100367.....	87	R324A120168	15
R305A100590.....	91	R324A120169	117
R305A130107.....	81	R324A120260	118
National Longitudinal Transition Study 2 (NLST2)		R324A120272	94
R324A100232.....	123	R324A120284	69
R324A100275.....	125	R324A120331	25
R324A120188.....	123	R324A120358	71
R324A120408.....	124	R324A120408	124
R324A120411.....	36	R324B060045	21
off-task behavior		R324J060024.....	91
R305A080326.....	23	paraprofessional personnel	
R305A090361.....	79	H324P040003	19
R305A100342.....	80	R305A090065	112
R305A110444.....	24	R305A090107	79
R305A130107.....	81	R305A120172	10
R305A130143.....	82	R324A110079	9
R305A130375.....	81	R324A110370	117
R305A130701.....	82	R324A120330	10
On the Way Home		R324A130249	76
R324A120260.....	118	parent/ family	
R324B070034.....	116	EDIES11C0039	13
On Track		H324P040003	19
R305A080211.....	121	H324P040006	19
R324A110370.....	117	H324P040012	19
orthopedic impairment		H324P040013	77
R324A120363.....	69	R305A080253	63
R324A120408.....	124	R305A080309	22
other health impairment		R305A080512	61
EDIES13C0026.....	124	R305A080562	34
R305A090100.....	31	R305A090100	31
R305A090305.....	25	R305A090107	79
R305A130011.....	26	R305A090162	34
R305H050036	20	R305A090175	34
R324A070181.....	102	R305A090305	25
R324A080026.....	111	R305A090324	35
R324A080041.....	70	R305A090361	79
R324A090111.....	72	R305A090438	13
R324A090322.....	12	R305A090467	112
		R305A100342	80
		R305A100566	49

R305A100596.....	66	R324A090267	66
R305A100911.....	39	R324A090307	121
R305A110104.....	85	R324A090322	12
R305A110143.....	52	R324A100025	122
R305A110148.....	52	R324A100041	89
R305A110252.....	108	R324A100100	49
R305A110397.....	30	R324A100115	71
R305A110398.....	30	R324A100160	104
R305A110528.....	30	R324A100166	122
R305A110682.....	32	R324A100215	18
R305A110703.....	62	R324A100232	123
R305A110730.....	84	R324A100275	125
R305A110932.....	33	R324A100305	67
R305A120144.....	67	R324A100391	16
R305A120172.....	10	R324A110027	44
R305A120290.....	92	R324A110086	113
R305A120323.....	90	R324A110107	85
R305A120391.....	114	R324A110166	109
R305A120526.....	107	R324A110180	108
R305A120659.....	39	R324A110246	56
R305A120783.....	114	R324A110353	57
R305A120809.....	107	R324A110370	117
R305A130011.....	26	R324A120003	14
R305A130143.....	82	R324A120012	115
R305A130175.....	97	R324A120041	103
R305A130336.....	11	R324A120097	18
R305A130701.....	82	R324A120136	115
R305B070018.....	28	R324A120153	68
R305H050036.....	20	R324A120168	15
R305L030002.....	58	R324A120169	117
R305L030065.....	59	R324A120174	68
R305L030072.....	59	R324A120180	56
R324A070183.....	22	R324A120188	123
R324A070248.....	47	R324A120232	57
R324A070255.....	48	R324A120260	118
R324A080026.....	111	R324A120284	69
R324A080041.....	70	R324A120330	10
R324A080071.....	11	R324A120331	25
R324A080074.....	89	R324A120358	71
R324A080136.....	12	R324A120363	69
R324A080195.....	91	R324A120405	44
R324A090044.....	111	R324A120407	53
R324A090049.....	72	R324A120408	124
R324A090060.....	15	R324A130180	73
R324A090094.....	56	R324A130216	63
R324A090098.....	51	R324A130350	70
R324A090111.....	72	R324A140005	11
R324A090237.....	71	R324B060003	20

R324B060005.....	50	R324S060043	38
R324B060013.....	20	perception	
R324B060018.....	21	R305A080512	61
R324B060045.....	21	R305A090179	84
R324B070034.....	116	R305A100064	86
R324B070176.....	26	R305A100344	14
R324B070219.....	55	R305A100911	39
R324C080006.....	63	R305A110080	86
R324C120006.....	64	R305A120181	98
R324E060068.....	55	R305A120812	116
R324J060024.....	91	R305A130701	82
R324J060033.....	86	R324A080071	11
R324S060023.....	119	R324A090094	56
R324S060043.....	38	R324A090322	12
ParentCorps		R324A100115	71
R305A100596.....	66	R324A110017	52
Partner for Prevention (P4P)		R324A110086	113
R305A130175.....	97	R324A120027	16
PAX/Good Behavior Game (PAX/GBG)		R324A120081	93
R305A130701.....	82	R324A120180	56
Peer Networks Intervention Project		R324A130180	73
R324A090091.....	61	R324B060018	21
peer relationships		R324B070176	26
R305A100566.....	49	Planning and Execution Assistant and Trainer	
R305L030162.....	59	(PEAT)	
R324A080150.....	78	EDIES12C0047	33
R324A100391.....	16	Planning Realistic Intervention	
peers		Implementation and Maintenance by	
R305A080700.....	28	Educators (PRIME)	
R305A090386.....	12	R324A100051	92
R305A100344.....	14	Play and Language Strategies program (PALS)	
R305A120323.....	90	R324A100041	89
R305L030162.....	59	Positive Action (PA)	
R305L030173.....	60	ED06PO0910.....	60
R324A070181.....	102	R305A080253	63
R324A080071.....	11	R305L030072.....	59
R324A090049.....	72	Positive Behavior Interventions and Supports	
R324A090091.....	61	(PBIS)	
R324A090322.....	12	R305A090307	103
R324A100160.....	104	R324A120041	103
R324A100391.....	16	R324A120278	103
R324A110018.....	123	Positive Behavior Interventions and Supports	
R324A110027.....	44	(PBIS)	
R324A110246.....	56	R324A070118	102
R324A120168.....	15	R324A070226	102
R324A120344.....	104	Positive Behavior Interventions and Supports	
R324B070038.....	119	(PBIS)	
R324B070219.....	55	R324A070157	105

Positive Behavior Interventions and Supports (PBIS)	R324A100104	49
R324A100286.....	R324A100215	18
Positive Behavior Interventions and Supports Plus (PBIS Plus)	R324A100239	9
R324A070118.....	R324A110079	9
Positive Behavioral Interventions and Supports (PBIS)	R324A110086	113
R305A100342.....	R324A110173	90
R324A110107.....	R324A110256	9
Postschool Achievement Through Higher Skills (PATHS)	R324A110353	57
R324B070038.....	R324A120033	50
prekindergarten	R324A120097	18
EDIES11C0043.....	R324A120136	115
EDIES13C0034.....	R324A120153	68
R305A080700.....	R324A120174	68
R305A090065.....	R324A120178	101
R305A090079.....	R324A120232	57
R305A090467.....	R324A120284	69
R305A090533.....	R324A120330	10
R305A100233.....	R324A130249	76
R305A100566.....	R324A130350	70
R305A100596.....	R324A140005	11
R305A110074.....	R324B070056	8
R305A110397.....	R324B070219	55
R305A110398.....	R324E060068	55
R305A110528.....	Prevent-Teach-Reinforce/ Prevent-Teach-Reinforce for Young Children	
R305A110730.....	H324P040003	19
R305A120144.....	R324A120097	18
R305A120172.....	problem solving	
R305A120323.....	EDIES11C0039	13
R305A120391.....	EDIES13C0028	38
R305A120783.....	EDIES13C0041	116
R305A130336.....	R305A070063	78
R305A130702.....	R305A080326	23
R305B070018.....	R305A080512	61
R324A070212.....	R305A090315	61
R324A070255.....	R305A110398	30
R324A080016.....	R305A110682	32
R324A080026.....	R305A110932	33
R324A080074.....	R305A120128	45
R324A080113.....	R305A120145	37
R324A090044.....	R305A120186	37
R324A090094.....	R305A130175	97
R324A090267.....	R305A130336	11
R324A100041.....	R305A130699	40
R324A100100.....	R305B070018	28
	R305C120001	42
	R305H020031	40
	R305H060089	31

R305L030002.....	58	Project DATA (Developmentally Appropriate Treatment for Autism)	
R305L030165.....	60	R324A110353	57
R324A070248.....	47	R324A120232	57
R324A080140.....	120	Project Summer	
R324A090060.....	15	R324S060023	119
R324A090197.....	15	Promoting Alternative Thinking Strategies (PATHS)	
R324A090267.....	66	EDIES13C0028	38
R324A100115.....	71	R305A080326	23
R324A100160.....	104	R305A110682	32
R324A100239.....	9	R305A130701	82
R324A100286.....	105	R305L030165.....	60
R324A110166.....	109	R324A120153	68
R324A110182.....	36	R324B070038	119
R324A120003.....	14	reading	
R324A120027.....	16	EDIES09C0018	94
R324A120041.....	103	H324P040013	77
R324A120153.....	68	R305A080309	22
R324A120178.....	101	R305A080512	61
R324A120212.....	93	R305A090100	31
R324B060029.....	21	R305A090162	34
R324B070159.....	120	R305A090315	61
R324B070176.....	26	R305A090361	79
Professional Development Intervention		R305A090386	12
R305A100064.....	86	R305A090438	13
R324J060033	86	R305A090446	80
professional development provider		R305A090467	112
R305A090107.....	79	R305A090533	29
R305A090446.....	80	R305A100058	29
R305A100064.....	86	R305A100590	91
R305A100590.....	91	R305A110074	113
R305A120677.....	109	R305A110104	85
R324A100041.....	89	R305A110136	35
R324A110173.....	90	R305A110148	52
progress monitoring		R305A110277	36
ED06PO0917	50	R305A110682	32
R305A080337.....	51	R305A110932	33
R305A090438.....	13	R305A120145	37
R324A070248.....	47	R305A120172	10
R324A090098.....	51	R305A120290	92
R324A100239.....	9	R305A120391	114
R324A110017.....	52	R305A120526	107
R324A110074.....	24	R305A120783	114
R324A110079.....	9	R305A120809	107
R324A110180.....	108	R305A130107	81
R324A110256.....	9	R305A130336	11
R324A110370.....	117	R305B070018	28
R324B060014.....	51		

R305B070460.....	33	R324A070157	105
R305C120001.....	42	R324A070226	102
R305F100013.....	35	R324A080041	70
R305F100026.....	32	R324A080136	12
R305H030170.....	40	R324A090060	15
R305H030235.....	41	R324A090098	51
R305H050036.....	20	R324A090111	72
R305H060089.....	31	R324A090237	71
R305H060161.....	31	R324A090267	66
R305L030003.....	58	R324A090322	12
R324A070183.....	22	R324A100160	104
R324A070199.....	25	R324A100286	105
R324A070226.....	102	R324A110074	24
R324A080026.....	111	R324A110180	108
R324A080071.....	11	R324A110182	36
R324A090091.....	61	R324A110256	9
R324A100020.....	23	R324A120041	103
R324A100174.....	62	R324A120180	56
R324A110017.....	52	R324A120212	93
R324A110027.....	44	R324A120272	94
R324A110079.....	9	R324A120278	103
R324A110086.....	113	R324A120284	69
R324A120081.....	93	R324A120330	10
R324A120168.....	15	R324A120405	44
R324A120180.....	56	R324A120407	53
R324A120212.....	93	R324A130249	76
R324A120284.....	69	R324B060003	20
R324A120331.....	25	R324B060029	21
R324A130180.....	73	R324B070056	8
R324A130216.....	63	R324C120006	64
R324B060003.....	20	R324S060023	119
R324J060024.....	91	relationships with teachers	
Reading for Understanding Initiative		R305A100344	14
R305F100013.....	35	Response to Intervention (RTI)	
related services personnel/support staff		R324A080150	78
R305A090065.....	112	Responsive Classroom	
R305A090107.....	79	R305A070063	78
R305A090305.....	25	RULER-PS (Recognize, Understand, Label, Express, and Regulate emotions)	
R305A100358.....	98	R305A120172	10
R305A100911.....	39	rural	
R305A110583.....	14	R305A090179	84
R305A120677.....	109	R305A090361	79
R305A120809.....	107	R305A090386	12
R305A130175.....	97	R305A090533	29
R305A130375.....	81	R305A100344	14
R305A130701.....	82	R305A110104	85
R305F100013.....	35	R305A110730	84
R305L030165.....	60		

R305A120145.....	37	R305A130702.....	70
R305A120323.....	90	R305L030002.....	58
R305A120677.....	109	R305L030072.....	59
R305A120812.....	116	R305L030162.....	59
R305A130107.....	81	R305L030173.....	60
R305A130375.....	81	R324A070118.....	102
R305L030162.....	59	R324A070157.....	105
R305L030173.....	60	R324A070212.....	100
R324A090044.....	111	R324A080041.....	70
R324A090111.....	72	R324A090044.....	111
R324A090267.....	66	R324A090111.....	72
R324A090307.....	121	R324A100160.....	104
R324A090322.....	12	R324A110107.....	85
R324A100115.....	71	R324A120168.....	15
R324A120033.....	50	R324A120178.....	101
R324A120153.....	68	R324A120278.....	103
R324A120272.....	94	R324A120408.....	124
R324A120344.....	104	school counselor	
R324A130249.....	76	R305A090305.....	25
R324B060003.....	20	R305A120180.....	85
R324B060018.....	21	R305A130011.....	26
R324B070219.....	55	R305A130375.....	81
R324S060023.....	119	R324A090098.....	51
SCERTS		R324A090111.....	72
R324A100174.....	62	R324A120272.....	94
Scholastic Guided Reading Programs		R324B060029.....	21
H324P040013.....	77	R324C120006.....	64
school climate		school safety	
EDIES11C0043.....	76	H324P040006.....	19
H324P040006.....	19	R305A120181.....	98
R305A070063.....	78	R305A130175.....	97
R305A080253.....	63	R305H020035.....	97
R305A080512.....	61	R324A100160.....	104
R305A090162.....	34	R324A120278.....	103
R305A090175.....	34	science	
R305A090307.....	103	ED01CO00390006.....	57
R305A090533.....	29	EDIES13C0028.....	38
R305A100058.....	29	R305A070063.....	78
R305A100358.....	98	R305A090305.....	25
R305A100911.....	39	R305A090324.....	35
R305A110136.....	35	R305A090438.....	13
R305A110444.....	24	R305A110080.....	86
R305A120145.....	37	R305A110398.....	30
R305A120181.....	98	R305A110528.....	30
R305A130107.....	81	R305A110682.....	32
R305A130143.....	82	R305A110932.....	33
R305A130175.....	97	R305A120186.....	37
R305A130375.....	81	R305A120323.....	90

R305A120526.....	107	R324A090237	71
R305A120659.....	39	R324A100020	23
R305A130011.....	26	R324A100104	49
R305B070018.....	28	R324A100115	71
R305B070460.....	33	R324A100305	67
R305F100013.....	35	R324A110017	52
R305F100026.....	32	R324A110074	24
R305H050004.....	41	R324A110086	113
R305H060018.....	41	R324A110173	90
R305H060089.....	31	R324A120344	104
R305H060161.....	31	R324A120363	69
R324A080071.....	11	R324A130216	63
R324A100025.....	122	R324B060003	20
R324A100232.....	123	R324B060005	50
R324A100239.....	9	R324B060018	21
R324A110017.....	52	Second Step	
R324A110079.....	9	R305A130336	11
R324A110246.....	56	R305L030002.....	58
R324A110353.....	57	Second Step Early Learning (SSEL)	
R324A120168.....	15	R305A130336	11
R324A120188.....	123	self-awareness	
R324A120232.....	57	R305A090179	84
R324A120278.....	103	R305A110703	62
R324A120331.....	25	R305H030235.....	41
R324A120358.....	71	R324A100020	23
R324A120363.....	69	R324A110182	36
R324B060005.....	50	R324B070038	119
R324E060068.....	55	self-concept	
SciSkillQuest		H324P040013	77
EDIES13C0028.....	38	R305A080253	63
Screening		R305L030072.....	59
H324P040006.....	19	R324A110027	44
H324P040012.....	19	Self-Determined Learning Model of	
R305A090307.....	103	Instruction (SDLMI)	
R305A100566.....	49	R324B070159	120
R305A110074.....	113	self-efficacy	
R305A110143.....	52	EDIES09C0018	94
R305A110528.....	30	EDIES10C0022	39
R305A120145.....	37	EDIES13C0026	124
R305A130336.....	11	EDIES13C0034	115
R305B070018.....	28	H324P040013	77
R324A070181.....	102	R305A080253	63
R324A070183.....	22	R305A080700	28
R324A070248.....	47	R305A090107	79
R324A080113.....	8	R305A090324	35
R324A080136.....	12	R305A090446	80
R324A090094.....	56	R305A100058	29
R324A090111.....	72	R305A100358	98

R305A110136.....	35	R324C080006	63
R305A110148.....	52	SimSelf	
R305A110277.....	36	R305A120186	37
R305A120145.....	37	R305H060089	31
R305A120180.....	85	Social and Character Development (SACD)	
R305A120186.....	37	research program	
R305A120290.....	92	ED01CO00390006	57
R305A120659.....	39	social behavior	
R305A120671.....	37	EDIES11C0043	76
R305A130107.....	81	H324P040003	19
R305A130375.....	81	H324P040006	19
R305A130701.....	82	H324P040012	19
R305A130702.....	70	H324P040013	77
R305B070018.....	28	R305A080253	63
R305H060018	41	R305A080326	23
R305H060161	31	R305A080700	28
R305L030072.....	59	R305A090307	103
R305L030173.....	60	R305A100058	29
R324A070199.....	25	R305A100342	80
R324A080074.....	89	R305A100344	14
R324A080140.....	120	R305A110074	113
R324A090049.....	72	R305A110143	52
R324A090267.....	66	R305A110528	30
R324A100020.....	23	R305A120128	45
R324A100166.....	122	R305A120181	98
R324A100286.....	105	R305A120391	114
R324A110074.....	24	R305A130143	82
R324A110107.....	85	R305A130175	97
R324A110173.....	90	R305A130701	82
R324A110182.....	36	R305L030072.....	59
R324A120012.....	115	R305L030173.....	60
R324A120260.....	118	R324A070181	102
R324A120330.....	10	R324A070183	22
R324A120408.....	124	R324A070226	102
R324A130180.....	73	R324A080113	8
R324B060018.....	21	R324A080150	78
R324B070038.....	119	R324A090098	51
R324B070159.....	120	R324A090111	72
R324B070219.....	55	R324A090197	15
R324C080006.....	63	R324A090322	12
R324S060043.....	38	R324A100020	23
Self-Regulated Strategy Development (SRSD)		R324A100115	71
R305A120145.....	37	R324A100160	104
R324B060018.....	21	R324A110353	57
serious behavior disorders		R324A120027	16
R324A070181.....	102	R324A120041	103
R324A080113.....	8	R324A120169	117
R324B060018.....	21	R324A120278	103

R324A120344.....	104	H324P040012.....	19
R324A130249.....	76	R305A080253.....	63
R324B060014.....	51	R305A090065.....	112
R324B060029.....	21	R305A090386.....	12
R324E060068.....	55	R305A090438.....	13
social cognition		R305A090533.....	29
R324A120003.....	14	R305A100342.....	80
social communication skills		R305A100566.....	49
R324A090091.....	61	R305A110143.....	52
social competence		R305A110583.....	14
R305A090065.....	112	R305A110703.....	62
R305A090315.....	61	R305A120172.....	10
R305A090361.....	79	R305A120180.....	85
R305A090386.....	12	R305A120391.....	114
R305A100058.....	29	R305A120783.....	114
R305A100342.....	80	R305A130143.....	82
R305A100566.....	49	R305A130336.....	11
R305A110143.....	52	R305L030065.....	59
R305A120172.....	10	R305L030072.....	59
R305A120783.....	114	R305L030162.....	59
R305A130375.....	81	R324A070157.....	105
R305L030002.....	58	R324A070181.....	102
R324A080016.....	101	R324A070183.....	22
R324A080026.....	111	R324A070212.....	100
R324A080113.....	8	R324A080016.....	101
R324A080150.....	78	R324A080071.....	11
R324A090044.....	111	R324A080113.....	8
R324A090060.....	15	R324A080136.....	12
R324A090197.....	15	R324A080140.....	120
R324A100239.....	9	R324A080150.....	78
R324A100391.....	16	R324A080195.....	91
R324A110074.....	24	R324A090044.....	111
R324A110182.....	36	R324A090060.....	15
R324A120027.....	16	R324A090091.....	61
R324A120178.....	101	R324A090094.....	56
R324A120344.....	104	R324A090098.....	51
R324C120006.....	64	R324A090197.....	15
Social Competence Intervention (SCI-A/ SCI-C/ SCI-S)		R324A090237.....	71
R324A090060.....	15	R324A090322.....	12
R324A120027.....	16	R324A100051.....	92
Social Shape Up System		R324A100239.....	9
EDIES11C0043.....	76	R324A100391.....	16
social skills		R324A110017.....	52
EDIES11C0039.....	13	R324A110027.....	44
EDIES13C0041.....	116	R324A110079.....	9
H324P040003.....	19	R324A110086.....	113
H324P040006.....	19	R324A110166.....	109
		R324A110173.....	90

R324A110246.....	56	R305A110397	30
R324A120003.....	14	R305A120391	114
R324A120027.....	16	R305A120526	107
R324A120097.....	18	R305A130107	81
R324A120168.....	15	R305A130336	11
R324A120178.....	101	R305A130375	81
R324A120232.....	57	R305A130701	82
R324A120358.....	71	R324A070118	102
R324A120408.....	124	R324A070181	102
R324A120411.....	36	R324A070183	22
R324A130180.....	73	R324A070199	25
R324A130216.....	63	R324A070212	100
R324A140005.....	11	R324A070248	47
R324B060018.....	21	R324A080016	101
R324B070027.....	8	R324A080026	111
R324B070176.....	26	R324A080071	11
R324B070219.....	55	R324A080136	12
R324C080006.....	63	R324A080150	78
R324E060068.....	55	R324A080195	91
Social Story Theatre		R324A090044	111
EDIES11C0033.....	13	R324A090049	72
Social Tele-Coaching		R324A090094	56
R324A090322.....	12	R324A090197	15
Social-Emotional Assessment Measure		R324A090237	71
(SEAM)		R324A090267	66
R324A070255.....	48	R324A090307	121
Social-Emotional Learning Foundations		R324A100025	122
(SELF)		R324A100041	89
R324A100020.....	23	R324A100100	49
spatial ability		R324A100104	49
R305A110932.....	33	R324A100160	104
special education		R324A100166	122
ED04CO00400001	18	R324A100215	18
EDIES11C0033.....	13	R324A100239	9
EDIES11C0040.....	24	R324A100275	125
EDIES12C0047.....	33	R324A100305	67
H324P040003.....	19	R324A110074	24
H324P040006.....	19	R324A110079	9
H324P040012.....	19	R324A110107	85
H324P040013.....	77	R324A110166	109
R305A080326.....	23	R324A110180	108
R305A080337.....	51	R324A110182	36
R305A090305.....	25	R324A110246	56
R305A090307.....	103	R324A110256	9
R305A090438.....	13	R324A110353	57
R305A090446.....	80	R324A110370	117
R305A100358.....	98	R324A120012	115
R305A110252.....	108	R324A120033	50

R324A120081.....	93	H324P040013	77
R324A120097.....	18	R305A090305	25
R324A120136.....	115	R305A130375	81
R324A120153.....	68	R305A130701	82
R324A120168.....	15	R324A070199	25
R324A120174.....	68	R324A080071	11
R324A120178.....	101	R324A080136	12
R324A120180.....	56	R324A080195	91
R324A120188.....	123	R324A090049	72
R324A120212.....	93	R324A090094	56
R324A120232.....	57	R324A090197	15
R324A120272.....	94	R324A090237	71
R324A120284.....	69	R324A090267	66
R324A120330.....	10	R324A100100	49
R324A120331.....	25	R324A100166	122
R324A120344.....	104	R324A110180	108
R324A120358.....	71	R324A110182	36
R324A120363.....	69	R324A110246	56
R324A120405.....	44	R324A110370	117
R324A120407.....	53	R324A120081	93
R324A120408.....	124	R324A120153	68
R324A130180.....	73	R324A120168	15
R324A130249.....	76	R324A120212	93
R324A130350.....	70	R324A120330	10
R324A140005.....	11	R324A120344	104
R324B060003.....	20	R324A120358	71
R324B060005.....	50	R324A120407	53
R324B060018.....	21	R324A120408	124
R324B060045.....	21	R324A130180	73
R324B070027.....	8	R324A140005	11
R324B070038.....	119	R324B070056	8
R324B070056.....	8	R324B070159	120
R324B070159.....	120	R324B070176	26
R324B070176.....	26	R324B070219	55
R324B070219.....	55	R324C120006	64
R324C080006.....	63	R324J060024.....	91
R324C120006.....	64	R324J060033.....	86
R324E060068.....	55	Special Friends	
R324J060024.....	91	R324A080071	11
R324J060033.....	86	specials teacher	
R324S060023.....	119	H324P040003	19
R324S060043.....	38	R305A100590	91
Special Education Elementary Longitudinal Study (SEELS)		R305A120290	92
R324A120012.....	115	R305A130701	82
special education teacher		specific learning disability	
ED04CO00400001	18	R324A100025	122
H324P040003.....	19	R324A120260	118
		R324A120408	124

R324A120411.....	36	R324A120272	94
R324B070159.....	120	R324B060003	20
R324B070176.....	26	R324B060018	21
R324J060024.....	91	R324B060045	21
R324J060033.....	86	R324B070219	55
speech or language impairment		R324S060023	119
R324A120408.....	124	Success for All	
R324A120411.....	36	R305A090315	61
stereotype threat		Summer Preparatory Program	
R305A090162.....	34	R324A120169	117
R305A110136.....	35	summer programs	
R305H050004	41	R324A120169	117
Strategies to Enhance Early Developmental Success for School Readiness		Supporting Early Adolescent Learning and Social Success	
R324A120180.....	56	R305A120812	116
Strategy Tools Support System		Supports Intensity Scale	
R324B070176.....	26	R324A120407	53
Student Outcomes Analysis Reporting (SOAR)		symbolic learning	
ED06PO0917	50	R305A110090	94
Student Self-Management System		R324B070056	8
R324A110074.....	24	TAKE CHARGE	
Student Social Competence Program		R324S060043	38
R324A080150.....	78	Teachable Agents (TAs)	
Student Success Skills		R305H060089	31
R305A120180.....	85	Teaching Pyramid	
R305A120810.....	62	R324A070212	100
suburban		R324A120178	101
H324P040012.....	19	Team-Initiated Problem Solving (TIPS)	
R305A090179.....	84	R324A120041	103
R305A110730.....	84	the Strategic Adolescent Reading Intervention (SARI)	
R305A120145.....	37	R305F100026.....	32
R305A120172.....	10	Think Time Strategy	
R305A130011.....	26	R324A070183	22
R305A130107.....	81	Tools for Getting Along (TFGA)	
R305A130375.....	81	R324B060029	21
R305A130699.....	40	Tools of the Mind	
R305L030165.....	60	R305A080700	28
R305L030173.....	60	R305A090533	29
R324A070183.....	22	R305A100058	29
R324A090044.....	111	transitions	
R324A090111.....	72	EDIES13C0026	124
R324A090267.....	66	EDIES13C0034	115
R324A090307.....	121	EDIES13C0041	116
R324A100115.....	71	R305A090065	112
R324A120027.....	16	R305A090467	112
R324A120033.....	50	R305A110074	113
R324A120153.....	68	R305A110136	35

R305A120391.....	114	R305A090179	84
R305A120677.....	109	R305A090307	103
R305A120783.....	114	R305A090315	61
R305A120812.....	116	R305A090386	12
R305R060022.....	118	R305A090533	29
R324A080026.....	111	R305A100094	108
R324A090307.....	121	R305A100233	48
R324A100025.....	122	R305A100342	80
R324A100166.....	122	R305A100344	14
R324A100232.....	123	R305A100358	98
R324A100275.....	125	R305A100367	87
R324A110018.....	123	R305A100590	91
R324A110086.....	113	R305A100596	66
R324A110353.....	57	R305A110080	86
R324A110370.....	117	R305A110090	94
R324A120136.....	115	R305A110444	24
R324A120188.....	123	R305A110528	30
R324A120260.....	118	R305A110583	14
R324A120408.....	124	R305A110682	32
R324B070034.....	116	R305A110730	84
R324B070159.....	120	R305A110932	33
R324C120006.....	64	R305A120128	45
R324S060023.....	119	R305A120145	37
traumatic brain injury (TBI)		R305A120172	10
R324A120408.....	124	R305A120181	98
R324A120411.....	36	R305A120323	90
Treatment and Education of Autistic and Communication-Handicapped Children		R305A120391	114
R324B070219.....	55	R305A120526	107
Turnaround for Children		R305A120677	109
R305A100358.....	98	R305A120783	114
urban		R305A120809	107
ED04CO00400001	18	R305A120812	116
ED06PO0908	77	R305A130011	26
H324P040003.....	19	R305A130107	81
H324P040006.....	19	R305A130143	82
H324P040012.....	19	R305A130175	97
H324P040013.....	77	R305A130375	81
R305A070063.....	78	R305A130699	40
R305A080253.....	63	R305A130701	82
R305A080309.....	22	R305A130702	70
R305A080326.....	23	R305B070460	33
R305A080337.....	51	R305H050004.....	41
R305A080512.....	61	R305H050036.....	20
R305A080562.....	34	R305H060018.....	41
R305A080700.....	28	R305H060161.....	31
R305A090065.....	112	R305L030065.....	59
R305A090085.....	79	R305L030072.....	59
		R305L030165.....	60

R305L030173.....	60	R324B060003	20
R324A070118.....	102	R324B060005	50
R324A070181.....	102	R324B060013	20
R324A070183.....	22	R324B060018	21
R324A070199.....	25	R324B060045	21
R324A070212.....	100	R324B070034	116
R324A080026.....	111	R324B070176	26
R324A080071.....	11	R324B070219	55
R324A080074.....	89	R324C080006	63
R324A080113.....	8	R324J060024.....	91
R324A090044.....	111	R324J060033.....	86
R324A090049.....	72	R324S060023	119
R324A090111.....	72	Virtual Classroom	
R324A090237.....	71	STAR Classroom Simulator	
R324A090267.....	66	ED06PO0908	77
R324A090307.....	121	visual impairment	
R324A090322.....	12	R324A120408	124
R324A100020.....	23	R324A120411	36
R324A100025.....	122	vocational/career technical education	
R324A100104.....	49	R305H060018.....	41
R324A100115.....	71	R324A100025	122
R324A100215.....	18	R324A100232	123
R324A100286.....	105	R324A100275	125
R324A110027.....	44	R324A120012	115
R324A110074.....	24	R324A120169	117
R324A110086.....	113	R324A120188	123
R324A110107.....	85	R324A120411	36
R324A110166.....	109	R324S060023	119
R324A110173.....	90	WAGES Working at Gaining Employability	
R324A110182.....	36	Skills	
R324A110370.....	117	R324A080140	120
R324A120027.....	16	WINGS for Kids	
R324A120033.....	50	R305A110703	62
R324A120097.....	18	withdrawn	
R324A120136.....	115	R305A090386	12
R324A120153.....	68	R305A100233	48
R324A120169.....	117	Word Generation	
R324A120178.....	101	R305F100026.....	32
R324A120212.....	93	writing	
R324A120260.....	118	EDIES09C0018	94
R324A120272.....	94	H324P040013	77
R324A120344.....	104	R305A090162	34
R324A120358.....	71	R305A090315	61
R324A120405.....	44	R305A090324	35
R324A120408.....	124	R305A100590	91
R324A120411.....	36	R305A100911	39
R324A130180.....	73	R305A110136	35
R324A130249.....	76	R305A110148	52

R305A110682.....	32	R324A120081	93
R305A110932.....	33	R324A120169	117
R305A120145.....	37	R324A120405	44
R305A120671.....	37	R324B060018	21
R305A130143.....	82	R324J060024.....	91
R305B070018.....	28	Writing Instruction for Adolescents with Behavior Disorders - Scaffolding Procedural Learning to Extended Discourse	
R305F100026	32	R324A070199	25
R305H020035	97	Zoo U	
R305H050004	41	EDIES11C0039	13
R305L030003.....	58		
R324A070183.....	22		
R324A070199.....	25		
R324A110027.....	44		

Appendix A: Compendium Process

The Institute identified 247 projects, spanning 11 years (2002 – 2013), to be included in the compendium. These projects included NCER and NCSEER research grants, evaluation contracts, and other awards. The compendium process was highly collaborative, with multiple rounds of feedback from the Institute and a content advisor with expertise in social-behavioral research, Dr. Robert Horner. The contractor took the lead on writing the project descriptions and proposing the organizational structure. Dr. Horner and the Institute provided feedback on the proposed structure, and the Institute provided additional feedback on the writing conventions. The Institute also provided all project information, including the full abstracts, a list of publications and products, and other award information.

Project Descriptions

The contractors developed a project description template that included prescriptive guidelines such as tense and verb usage, word length, and sentence frames. For each project, the contractors wrote a short project description using the project abstract provided by the Institute.⁶ To ensure consistency across the project descriptions, the contractors used the past tense and active voice for all projects.

Project descriptions are typically 100 words or fewer and highlight key areas of the project abstract including the following:

- the description of the theory or motivation behind the project;
- the type of research project;
- the population of students/project focus; and
- the level of intervention (student, class, school).

NCER's and NCSEER's funded research falls into four general research types: exploration, development and innovation of interventions (e.g., curricula, policies), evaluation, and development and validation of assessments.⁷ To help orient readers and align project descriptions to these four research types, the contractor developed a set of common verbs and sentence frames associated with each research type.

The text box that follows includes the sentence frames and recurring verbs that indicate the research type of a particular project (exploration, development and innovation, etc.). Contractor and Institute

⁶ Copies of the full abstracts, which served as the source documents for this compendium, are available online at <http://ies.ed.gov/funding/grantsearch>.

⁷ These research types reflect the Research Goals described in NCER's Request for Applications for Education Research and NCSEER's Request for Applications for Special Education Research. These two requests, however, identify five research goals: Exploration, Development and Innovation, Efficacy and Replication, Effectiveness, and Measurement. For the purposes of this compendium, we combine Efficacy and Replication and Effectiveness under the term *evaluation*.

staff worked together to refine the stems and verbs and to ensure consistency. Due to changes in the Institute’s competitions over the years and to various project types (e.g., Research and Development Centers), some projects may have blended sentence stems to indicate that the project is conducting, for example, both exploration and development work.

Research Type	Sentence Stems	Recurring Verbs
Exploration	“In this project, researchers explored the relationship between” “In this project, researchers explored how”	Explored
Development and Innovation of Policies and Practices	“In this project, researchers iteratively developed and tested” “In this project, researchers iteratively adapted and tested”	Developed Adapted Tested
Evaluation	“In this project, researchers evaluated the impact of”	Evaluated
Development and Validation of Assessments	“In this project, researchers designed and validated” “In this project, researchers validated”	Designed Validated

Projects funded through the Institute’s Small Business Innovation Research (SBIR) program all include the development of technology. Thus, each SBIR project would use the verbs associated with development projects. However, some SBIR projects are short by design and lead to the development of only a prototype (Phase 1 projects), whereas others necessarily build off of these prototype awards (Phase 2 projects), and still others combine these two phases into one single award (Fast Track projects). For the purpose of this compendium, the Institute included the SBIR contracts, starting in 2006. All Fast Track projects with a focus on social-behavioral outcomes are included, and their project descriptions contain the same verb stem as typical development projects. All relevant Phase 1 projects for which there was no subsequent Phase 2 project are also included in the compendium, but the project description includes specific reference to development of a prototype (e.g., “In this project, researchers developed a prototype of...”). If a relevant Phase 1 project had a subsequent Phase 2 project, only the Phase 2 project was included in the compendium, and the descriptions for these projects uses the same verb stem as typical development projects but includes a sentence referring back to the Phase 1 award with a hyperlink to the online abstract for that award.

Compendium Categorization

The categorization process included tagging each project for domains such as settings, grade level, focal population, products, and outcomes. Contractors categorized each project into compendium sections and chapters. The contractors developed a categorization scheme in partnership with the Institute and the external content advisor. The categorization scheme, shown in the text boxes that

follow, included section headers (e.g., programs and instructional interventions for students), chapter headers (e.g., social skills), section and chapter descriptions, and key words.

After developing the definitions for and parameters of each section and chapter, the contractors reviewed each project description to determine the section and chapter in which each project would best fit. Per Institute guidance, the contractors categorized each project for this compendium into only one chapter and section; no projects were assigned to multiple chapters or sections. Also, per Institute guidance, the contractors did not conduct additional searches (e.g., Internet searches) or review publications from projects for more information about the project. The Institute recognizes that many projects have multiple areas or outcomes and that the foci of the sections and chapters are often overlapping and interconnected. The nature of social-behavioral research is inherently multifaceted and often leads to studies that include multiple outcomes and numerous constructs. To determine section and chapter placement the contractors, in consultation with IES, identified a core social-behavioral outcome or element that was the focus of the project, and placed the project into what was determined to be the most appropriate chapter assignment based on that focus or element. To assist readers and acknowledge the overlap and interconnectivity, the contractors indexed projects based not only on their primary foci, which aligned with the projects' chapter assignments, but also on their secondary foci.

Institute staff verified all project information presented in this compendium. Two contract staff categorized each of the projects, comparing 100 percent of categorizations. In instances where the two coders did not agree, a third contract staff member was brought in for reconciliation. For any categorizations of project for which the contract staff could not reach agreement based on the abstracts provided by the Institute, Institute staff provided further assistance or documentation to determine the best chapter for each project. Upon completion of all categorization, Institute staff reviewed the categorization(s) of each project to ensure content accuracy and agreement.

In addition to determining which section and chapter a project should be featured in, the contractor also coded projects for the student focal population (i.e., grade level, English learners, and students with or at risk for disabilities) based on the Institute-provided abstract. The grade level reflects the student sample noted in the abstracts, and, when this information was not available in the abstracts, Institute staff provided additional documentation. Any project for which English learners (ELs) were a primary focus population or for which the abstract noted them as a significant component of the sample group or of an analysis received the abbreviation EL. All projects funded through NCSER necessarily had students with or at risk for disabilities as part of their samples and, thus, received the abbreviation SWD to note this. NCER projects in which students with or at risk for disabilities were a noted subgroup in the research plan also received a SWD abbreviation to note their inclusion. The coding process followed was similar to that of the categorization process. Two contract staff coded each project for 100 percent reconciliation. A third contract staff member was brought in if necessary, and for any instance in which contract staff could not reach agreement based on the abstracts provided by the Institute, Institute staff provided further assistance or documentation. Finally, Institute staff verified all codes for grade-level and focal population.

The contractor also identified the types of products that were developed or tested by a project, using the Institute-provided abstract. The book icon was used to denote interventions that inform instructional practices or school programs. In particular, the icon denotes packaged curricula, intervention frameworks (e.g., PBIS), and instructional approaches. The apple icon denotes projects featuring professional development interventions, including those that were packaged and those that were frameworks or approaches. The computer icon denotes education technology, such as online assessment tools, computer-based games, or software programs. The checkmark icon denotes formative and summative assessments as well as observation tools and screeners that teachers or researchers may use to while working with students or teachers.

Products developed or tested:



The book icon denotes **instructional interventions** (i.e., packaged curricula, intervention frameworks, and instructional approaches) developed or tested.



The apple icon denotes **professional development** developed or tested.



The computer icon denotes **educational technology** developed or tested.



The checkmark icon denotes **assessments** developed or validated.

To determine whether a project would receive one or more of these icons, the contractor reviewed the entire Institute-provided abstract. All projects that focused on development or evaluation received at least one icon. All projects that focused on measurement also received at least one icon. Some projects may have received multiple icons. For instance, if a project was developing a classroom intervention and this included a professional development handbook, it would receive both a book (instructional intervention) and an apple (professional development) icon. No exploration project received an icon, even if it was, for example, exploring the relationships among components of an existing curriculum. These icons were used to highlight the development or evaluation of products; thus, exploratory work was not included in the coding. As with the coding for grade level and focal population, two contract staff coded each project in relation to products developed and tested for 100 percent reconciliation. A third contract staff member was brought in if necessary, and for any instance in which contract staff could not reach agreement based on the abstracts provided by the Institute, Institute staff provided further assistance or documentation. After the contractor completed the coding of projects to include these icons, Institute staff reviewed the icons and provided additional documentation, if necessary, to accurately reflect the items developed or tested in a project.

Categorization Scheme for Programs and Instructional Interventions for Students		
Chapter	Definition	Key Words
Social Skills	Skills that facilitate students' interaction and communication with others (peers, teachers, etc.)	Social skills, interpersonal, peers, peer relationships, social competence, social cognition, relationships with teachers, social communication skills
Behavior	Positive and negative behaviors	Aggression, social behavior, disruption, off-task behavior, adaptive behavior, withdrawn, hyperactivity, compliant/noncompliant behavior
Underlying Cognitive Features and Attitudes	Characteristics internal to students	Academic mindsets or growth mindset, motivation, self-efficacy, academic self-concept – global and domain specific, self-awareness, grit/tenacity, conscientiousness, executive function, attention, inattention, stereotype threat
School-Based Mental Health Services	School-based mental health services, in particular those that tend to be implemented by counselors and psychologists	Health behavior, emotional/behavioral counseling, DSM

Categorization Scheme for Programs and Instructional Interventions for Students		
Chapter	Definition	Key Words
Screening, Progress Monitoring, and Assessments	<p>Measurement of social-behavioral constructs at the student-level.</p> <ul style="list-style-type: none"> • Screening: A type of assessment that is characterized by providing quick, low-cost, repeatable testing of age-appropriate critical skills or behaviors to determine whether or not the student should be considered to be at risk for disabilities or poor academic outcomes. • Progress Monitoring: A scientifically based practice that is used to assess students' academic performance and evaluate the effectiveness of instruction. Progress monitoring includes the repeated use of measures over time to track student progress towards a learning goal and can be implemented with individual students or an entire class. • Assessments: "Any systematic method of obtaining information, used to draw inferences about characteristics of people, objects, or programs; a systematic process to measure or evaluate the characteristics or performance of individuals, programs, or other entities, for purposes of drawing inferences; sometimes used synonymously with test" (AERA, 2014). 	Screening, progress monitoring, monitoring system, behavioral assessment, survey, assessments
Comprehensive Interventions	<p>Interventions designed to address multiple student-level social-behavioral outcomes. The intervention must include key components that directly impact the student, but may also include components targeting classroom or school-level components.</p>	Positive action, social and character development grants, comprehensive programs primarily focusing on student-level interventions.
Parent Engagement and School-Home Communications	School-parent relations	Family/school partnership, parent engagement, parent training

Categorization Scheme for Professional Development for Teachers and Other School Staff		
Chapter	Definition	Key Words
Classroom Management	Regulation and management of student behavior and activities in classroom settings	Classroom management, classroom climate
Social-Behavioral Support	Development of teachers' social-behavioral skills (e.g., empathy, self-regulation)	Attitudes, cultural competence, motivation, discipline, mindset
Implementation Support	Development of teachers' ability to implement social-behavioral interventions	Teacher development, professional development

Categorization Scheme for Strategies for Addressing Schoolwide or Systems-Level Issues		
Chapter	Definition	Key Words
School Climate and School Safety	Feelings and attitudes that are elicited by a school's environment (school climate), providing a physically safe environment for learning (school safety), and preventing violent and bullying behavior at the student level	Partner for prevention, school climate, school safety, bullying, violence
Multi-tiered Systems of Support	Decisionmaking framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students	Positive Behavior Interventions and Supports (PBIS), tiered framework, response to intervention
Attendance and Dropout Prevention	School attendance, including staying in school, physically coming to school, having problems coming to school, and truancy; and prevention of students leaving or withdrawing from school permanently before receiving a high school diploma	Attendance, truancy, staying in school, coming to school on-time, tardiness/tardy, dropout

Categorization Scheme for Strategies for Addressing Schoolwide or Systems-Level Issues		
Chapter	Definition	Key Words
Transitions	Transition points in students' educational trajectories, such as preschool to Kindergarten (e.g., school readiness), elementary to middle school, middle to high school, and high school to postsecondary or employment (e.g., college/career readiness), as well as, transitions for students with disabilities to independent living or alternative learning settings	Early transitions, school readiness, transition to independent living, transition to career/work, college transition

Appendix B: Social-Behavioral Projects That Developed or Tested Instructional Interventions

Social Skills

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324B070027	Translating Pivotal Response Training Into Classroom Environments
R324B070056	Social Communication and Symbolic Play Intervention for Preschoolers With Autism
R324A080113	Development of Universal, Selected, and Intensive Social Skills Intervention Programs
R324A100239	Children's School Success Curriculum - Plus (CSS+): Supporting All Children's Progress in the General Curriculum
R324A110079	Testing an Integrated Preschool Curriculum for English Language Learners
R324A110256	Advancing Social-Communication and Play (ASAP): An Intervention Program for Preschoolers with Autism
R305A120172	Improving School Readiness with Emotional Literacy: Developing the RULER Preschool Program
R324A120330	Development of a Social and Communication Intervention for Preschoolers with Autism
R305A130336	Kidsteps II: Promoting School Readiness Through Social-Emotional Skill Building in Preschool
R324A140005	Examining the Efficacy of Classroom Pivotal Response Teaching in Classroom Environments
R324A080071	Establishing the Efficacy of the "Special Friends" Project
R324A080136	Development of an Intervention to Enhance the Social Competencies of Children with Asperger's/High Functioning Autism Spectrum Disorders
R324A090322	Social Tele-Coaching in Classroom Settings
R305A090386	Development of the "4R-SUCCESS" Program Aimed at Improving Elementary School-aged Children's Social and Scholastic Competence
R305A090438	The Social Skills Improvement System-Classwide Intervention Program: Social, Behavioral, and Academic Outcomes in Elementary School
EDIES11C0033	A Computer-based Social Intervention for Students with High Functioning ASD: Using Technology to Improve Special Education
EDIES11C0039	An Interactive Social Tutoring System to Improve and Measure Social Goals for Students Related to Academic and Other School Related Outcomes
R324A090060	Developing a School-based Social Competence Intervention (SCI)
R324A090197	Developing a 3D-based Virtual Learning Environment for Use in Schools to Enhance the Social Competence of Youth with Autism Spectrum Disorder
R324A120027	Evaluating the Efficacy of the School-based Social Competence Intervention for Adolescents (SCI-A) with High Functioning Autism

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A100391	Peer Support and Peer Network Interventions to Improve Peer Relationships and School Engagement

Behavior

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A100215	Examining the Efficacy of Banking Time: A Teacher-Child Early Intervention to Improve Children's Emotional and Behavioral Development
R324A120097	A Randomized Controlled Trial of Prevent-Teach-Reinforce for Young Children
ED04CO00400001	National Behavior Research Coordination Center
H324P040003	Evidence-Based Interventions for Severe Behavior Problems: The Prevent-Teach-Reinforce Model
H324P040006	Early, Evidence Based Intervention for Severe Behavior Problems: First Step to Success
H324P040012	Evidence-Based Interventions for Severe Behavior Problems: Check, Connect, and Expect (CC&E)
R305H050036	A Randomized Trial of Two Promising Interventions for Students with Attention Problems
R324B060003	Early, Evidence-Based Intervention For Externalizing Behavior Problems in School: From Efficacy to Effectiveness of the First Step to Success Program
R324B060013	Concurrent Schedules of Reinforcement and Adjusting Demand Requirements: Effects on Communication, Compliance, and Problem Behavior
R324B060018	The Effects of Strategy and Self-Regulation Instruction on Students' Writing Performance and Behavior: A Preventative Approach (Project WRITE)
R324B060029	Universal Cognitive-Behavioral Intervention for Elementary Students to Reduce Disruptive/Aggressive Behavior
R324A070183	Think Time Efficacy Study
R305A080326	A Randomized Controlled Trial of the Combination of Two Preventive Interventions
R324A100020	Development of a Social-Emotional Learning Curriculum for Children At Risk for Emotional or Behavioral Disorders
R324A110074	Student Self-Management System (SSMS): Reducing Problem Behavior in Upper Elementary Classrooms by Transferring Externally Applied Teacher Controls to Internally Applied Student Controls
R324A070199	Writing Instruction for Adolescents with Behavior Disorders: Scaffolding Procedural Learning to Extended Discourse
R305A100996	Organizational Skills Interventions for Children with ADHD
R305A130011	Efficacy of an Organizational Skills Intervention for Middle School Students with ADHD

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324B070176	Electronic Performance Support Systems (EPSS) as Assistive Technologies To Improve Outcomes for Secondary Students

Underlying Cognitive Features and Attitudes

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R305B070018	Training Attention in Preschool: Effects on Neurocognitive Functions and School Performance
R305A080700	Increasing the Efficacy of An Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation
R305A090533	Experimental Validation of the Tools of the Mind Prekindergarten Curriculum
R305A100058	Tools of the Mind: Promoting Self-Regulation and Academic Ability in Kindergarten
R305A110397	Longitudinal Follow-up of Successful Parent/Child Intervention in Pre-school Children At Risk for School Failure
R305A110398	Training Attention in At-risk Preschoolers: Expansion of our Successful Program to a Wider Population within Head Start
R305A110528	Promoting Executive Function to Enhance Learning in Homeless/Highly Mobile Children
R305H060089	A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms
R305H060161	The Effect of Metacognition on Children's Control of Their Study and of Their Cognitive Processes
R305A090100	An Efficacy Study of Two Computer-Based Attention Training Systems in Schools
R305F100026	Catalyzing Comprehension Through Discussion and Debate
R305B070460	Improving Metacomprehension and Self-Regulated Learning From Scientific Texts
R305A080562	Development of an Intervention to Improve Academic Outcomes for Low-Income Urban Youth through Instruction in Effective Coping Supported by Mentoring Relationships
R305A090162	A Randomized Trial of Reducing Stereotype Threat Among Minority and Economically Disadvantaged Students
R305A090175	Mindfulness-Based Academic Achievement Program for Middle School
R305A090324	Creating Scalable Interventions for Enhancing Student Learning and Performance
R305F100013	Understanding Malleable Cognitive Processes and Integrated Comprehension Interventions for Grades 7-12
R305A110136	An Efficacy Trial of Two Interventions Designed to Reduce Stereotype Threat Vulnerability and Close Academic Performance Gaps
R324A110182	Development of I Control: An Executive Function Based Intervention to Foster Self-Regulation and Improve Social/emotional Outcomes for Middle School Students with Emotional and Behavioral Disorders

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R305A120145	Written Language Problems in Middle School Students: A Randomized Trial of the Self-Regulated Strategy Development (SRSD) Model Using a Tier 2 Intervention
R305A120186	SimSelf: A Simulation Environment Designed to Model and Scaffold Learners' Self-Regulation Skills to Optimize Complex Science Learning
R305A120671	Improving Academic Achievement by Teaching Growth Mindsets about Emotion
EDIES13C0028	SciSkillQuest: A Standards-Based Game to Develop Students' Scientific Skills, Academic Mindsets, and Learning Strategies in Science
R324S060043	Project Success: Improving the Educational Outcomes of Youth with Disabilities in Foster Care
R305A120659	A Neuroscience-Based Health Curriculum to Promote Academic Success
R305H060018	Enhancing Self-Reflection and Mathematics Achievement of At-Risk Students at an Urban Technical College: A Self-Regulated Learning Intervention
R305C120001	Center for the Study of Adult Literacy (CSAL): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults

School-Based Mental Health Services

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A120405	A Modular CBT for Reducing Anxiety and Improving Educational Outcomes
R324A110027	Students Exposed to Trauma: An Efficacy Study of the Cognitive Behavioral Intervention for Trauma in Schools
R305A120128	Brief Intervention for School Clinicians

Screening, Progress Monitoring, and Assessments

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A070255	Project SEAM: Preventing Behavior Disorders and Improving Social-Emotional Competence for Infants and Toddlers with Disabilities
EDIES10P0106	My Personal Academic Plan

Comprehensive Interventions

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324E060068	LEAP-USA (Using Science-Based Approaches)
R324B070219	Comparison of Two Comprehensive Treatment Models for Preschool-Aged Children With Autism Spectrum Disorders and Their Families
R324A090094	Comprehensive Autism Program using Strategies for Teaching based on Autism Research
R324A110246	LEAP-USA Follow-up Project
R324A120180	Promoting School Readiness in Preschool-Age Children with Fetal Alcohol Spectrum Disorders

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A110353	Evaluation of a Comprehensive Community-based Intervention for Toddlers With ASD
R324A120232	Project DATA: A Multisite Evaluation of a School-based Model for Preschoolers with Autism
ED01CO00390006	Social and Character Development Evaluation Contract
R305L030002	Second Step
R305L030003	Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children
R305L030065	Academic and Behavioral Competencies Model
R305L030072	Positive Action for Social and Character Development
R305L030162	Social and Character Development in Rural Youth: The Competence Support Program
R305L030165	Promoting Alternative Thinking Strategies
R305L030173	Love in a Big World
ED06PO0910	Digitizing the K-8 Portion of the Positive Action Program for Web-Delivery
R305A080512	Testing the Efficacy of INSIGHTS in Enhancing the Academic Learning Context
R305A090315	SECURE: Developing an Integrated Social, Emotional, and Cognitive Understanding and Regulation Intervention
R324A090091	Peer Networks Project: Improving Social-Communication, Literacy, and Adaptive Behaviors for Young Children with ASD
R324A100174	A Randomized Trial of the SCERTS Curriculum for Students with Autism Spectrum Disorders in Early Elementary School Classrooms
R305A110703	Efficacy of the WINGS After-School Social and Emotional Learning (SEL) Program
R305A120810	A Randomized Controlled Trial of Student Success Skills: A Program to Improve Academic Achievement for All Students
R324A130216	Efficacy of a Comprehensive School-Based Intervention for Children with High-Functioning Autism Spectrum Disorders (HFASDs)
R305A080253	The Chicago Social and Character Development Trial: Extension to Grade 8
R324C080006	National Research and Development Center on Serious Behavior Disorders at the Secondary Level
R324C120006	Center on Secondary Education for Students with Autism Spectrum Disorders (CESA)

Parent Engagement and School-Home Communications

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A090267	Building Foundations for Self-Determination in Young Children With Disabilities: Developing a Curriculum for Families
R324A100305	Efficacy of a Parent-Mediated Intervention for One-Year-Olds at Risk for Autism

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A120153	Efficacy of the Getting Ready Intervention at Supporting Parental Engagement and Positive Outcomes for Preschool Children at Educational Risk
R324A120284	Early Intervention for Young Children with ADHD: Developing Strategies to Enhance Parent Engagement
R324A120363	Enhancing Early Learning for Infants with Disabilities: A Responsive Parenting Intervention
R324A130350	Adapting an Evidence-Based Program for Infants and Toddlers at High Risk for Autism
R324A080041	Collaborative School-Home Behavioral Intervention for ADHD
R324A090237	Enhanced First Step to Success: Improving School Readiness for Children With Disruptive Behavior
R324A100115	A Randomized Trial of Conjoint Behavioral Consultation (CBC) in Rural Educational Settings: Efficacy for Elementary Students With Disruptive Behaviors
R324A120358	Efficacy of the Collaborative Life Skills Program
R324A090049	Parent Connectors: A Parent Support Program to Improve Outcomes for Students Who Have Emotional Disturbances
R324A090111	Ecological Approach to Family Intervention and Treatment (Eco-FIT) Integrated with PBS: An Effectiveness Trial in Middle School
R324A130180	Parent Connectors: An Efficacy Study of Peer-Support for Parents of Middle School Youth with Emotional Disturbance

Classroom Management

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A130249	Supporting Young Children's School Readiness and Reduced Challenging Behaviors: An Online Course to Enhance Toddler Teacher-Child Interactions
H324P040013	Evidence-Based Interventions for Severe Behavior Problems: Classroom Management and Academic Tutoring (CMAT)
R305A090361	Effects of Classroom Management Training on Early Learning Skills
R305A090446	Professional Development to Support and Sustain a Classroom Behavior Management Strategy
R305A130107	Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques
R305A130375	The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System

Social-Behavioral Support

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A110107	Double Check: A Cultural Proficiency and Student Engagement Model
R324J060033	I in the IEP

Implementation Support

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A080074	Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model
R324A100041	Expanding the Reach of Evidence-Based Interventions for Improving Social-Emotional Outcomes for Infants in Child Care
R324A110173	Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders
R324J060024	Enhancing Individual Education Plans for Children with Attention-Deficit/Hyperactivity Disorder Using a Daily Report Card
R324A080195	Efficacy and Sustainability of the STAR Program
R305A100590	Using an Empirically-supported Teacher Consultation Model to Facilitate the Implementation of an Integrated Social-emotional Learning and Literacy Curriculum in Urban Elementary Schools
R324A100051	Project PRIME: Planning Realistic Intervention Implementation and Maintenance by Educators
R324A120212	Systems-level Analysis of Evidence-based Intervention Implementation by Problem-Solving Teams
R324A120272	Development Strategies to Increase Teacher Integrity in a Daily Report Card Intervention for Children with or at-risk for ADHD

School Climate and School Safety

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R305A130175	Partner for Prevention (P4P): A Whole School Approach to Peer Aggression and Bullying
R305A100358	Turnaround Intervention for Transformation of High-Need Schools

Multi-tiered Systems of Support

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A070212	Examining the Potential Efficacy of a Classroom Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With and Without Disabilities
R324A080016	Building Social Competence for School Success through a Continuum of Positive Behavior Supports (CPBS)
R324A120178	Examining the Efficacy of a Classroom-Wide Model for Promoting Social Emotional Development and Addressing Challenging Behavior in Preschool Children With or At-risk for Disabilities
R324A070118	Testing The Impact of PBIS Plus
R324A070181	Class-wide Function-Based Intervention Teams: A Research to Practice Agenda for Functional Behavior Assessment (CW: FIT)

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A120041	Team-Initiated Problem Solving for Improved Student Outcome
R324A120344	A Multi-Site Efficacy Trial of the Class-Wide Function-Related Intervention Teams “CW-FIT”: A Research to Practice Agency for Students With and At Risk for EBD
R324A100160	Promoting Social, Emotional, and Behavioral Competence in Adolescents With Disabilities: A Schoolwide Inclusive Violence Prevention Model
R324A070157	Systematic Analysis and Model Development for High School Positive Behavior Support
R324A100286	Implementing Positive Behavior Supports in Juvenile Correction Settings

Attendance and Dropout Prevention

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R305A120809	Preventing Truancy in Urban Schools Through Provision of School Services by Truancy Officers
R305A120526	Early Truancy Prevention Project
R324A110180	Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior
R305A100094	The Career Passport Program: Development and Refinement
R305A110252	Assessing the Efficacy of Check & Connect for Improving Outcomes for At-Risk High School Students
R324A110166	Efficacy Study of Check and Connect to Improve Student Outcomes

Transitions

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324A080026	A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program for Children with Developmental Disabilities and Behavioral Problems
R324A090044	Efficacy Trial of Careescapes: Promoting Social Development in Home-Based Child Care
R305A120391	A Randomized Efficacy Trial of the Kids in Transition to School (KITS) Program to Improve the School Readiness of Children in Disadvantaged Communities
R305A120783	Getting Ready for School: An Integrated Curriculum to Help Teachers and Parents Support Preschool Children’s Early Literacy, Math, and Self-Regulation Skills
R324A120136	Development of a Kindergarten Transitional Program for Preschool Students Identified as Being at High Risk for Behavioral Disorders
EDIES13C0034	Dynamic Narrative Generation Software To Improve Social And Behavioral School Readiness Skills Needed For The Successful Transition To Grade School
EDIES13C0041	Hall Of Heroes: An Interactive Social Tutoring System To Improve And Measure Social Goals For Students In Preparation For Transition To Middle School

Award Number	Social-Behavioral Projects That Developed or Tested Instructional Interventions
R324B070034	On the Way Home: A Family-Centered Academic Reintegration Intervention Model Award
R324A110370	Students, Parents, and Teachers on Track: Intervention Development for Youth with Emotional Disturbance
R324A120169	A Summer Preparatory Program for Middle and High School Students With ADHD Award
R324A120260	On the Way Home: Promoting Transition Outcomes in Youth with EBD or LD - An Efficacy and Replication Study
R305R060022	Study of the Efficacy of North Carolina's Learn and Earn Early College High School Model
R324S060023	Project Summer: Improving Summer Employment and Community Inclusion Outcomes for Transition-Age Youth With Disabilities
R324B070038	Project: PATHS (Postschool Achievement Through Higher Skills) Award
R324B070159	Determining the Efficacy of the Self-Determined Learning Model of Instruction (SDLMI) To Improve Secondary and Transition Outcomes for Students With Cognitive Disabilities
R324A080140	Project READY: Research on Employability Skills for Adjudicated Youth With Disabilities
R305A080211	A Curriculum Engagement: Micro-Process Interventions in Middle and High School to Improve Attendance, Behavior, Achievement and Grade Promotion for At-Risk Ninth Graders
R324A090307	Transition Outcomes for Special Education Secondary Students: Project Choices
R324A100166	My Life: Evaluation of Self-Determination Enhancement for Transitioning Students in Special Education and Foster Care
R324A110018	A Study of the Effects of a Three-Tier Model of Interagency Collaboration on Transition Outcomes for Students with Disabilities
EDIES13C0026	Dynamic E-Learning to Improve Postsecondary Transition Outcomes for Secondary Students with High Functioning Autism

Appendix C: Social-Behavioral Projects That Developed or Tested Professional Development

Social Skills

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R305A120172	Improving School Readiness with Emotional Literacy: Developing the RULER Preschool Program
EDIES11C0039	An Interactive Social Tutoring System to Improve and Measure Social Goals for Students Related to Academic and Other School Related Outcomes

Underlying Cognitive Features and Attitudes

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R305A080700	Increasing the Efficacy of An Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation
R305A090533	Experimental Validation of the Tools of the Mind Prekindergarten Curriculum
R305A100058	Tools of the Mind: Promoting Self-Regulation and Academic Ability in Kindergarten
R305F100026	Catalyzing Comprehension Through Discussion and Debate

Comprehensive Interventions

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
ED01CO00390006	Social and Character Development Evaluation Contract
R305L030002	Second Step
R305L030003	Reading, Writing, Respect and Resolution: The Impact of a Social and Character Development and Literacy Program on Teachers and Children
R305L030065	Academic and Behavioral Competencies Model
R305L030072	Positive Action for Social and Character Development
R305L030162	Social and Character Development in Rural Youth: The Competence Support Program
R305L030165	Promoting Alternative Thinking Strategies
R305L030173	Love in a Big World

Parent Engagement and School-Home Communications

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R305A100596	Academic Achievement Outcomes From a Pre-K Family and School Intervention

Classroom Management

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
EDIES11C0043	The Social Shape Up System
R324A130249	Supporting Young Children's School Readiness and Reduced Challenging Behaviors: An Online Course to Enhance Toddler Teacher-Child Interactions
H324P040013	Evidence-Based Interventions for Severe Behavior Problems: Classroom Management and Academic Tutoring (CMAT)
ED06PO0908	The Virtual STAR Classroom Simulator
R305A070063	The Efficacy of the Responsive Classroom Approach for Improving Teacher Quality and Children's Academic Performance
R324A080150	Online Teacher Training: Promoting Student Social Competence to Improve Academic and Behavioral Outcomes in Grades K-3
R305A090085	Enhancing Effectiveness and Connectedness among Early Career Teachers in Urban Schools
R305A090107	Establishing Positive Behavior Supports in Elementary School Instructional Settings
R305A090361	Effects of Classroom Management Training on Early Learning Skills
R305A090446	Professional Development to Support and Sustain a Classroom Behavior Management Strategy
R305A100342	Evaluation of a Video-Based Modeling Program to Promote Effective Teacher Classroom Management Practices
R305A130107	Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques
R305A130375	The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System
R305A130143	Evaluation of a Classroom Management Training Program for Middle School Teachers

Social-Behavioral Support

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R305A090179	Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE)
R305A120180	Improving Classroom Learning Environments by Cultivating Awareness and Resilience in Education (CARE): A Cluster Randomized Controlled Efficacy Trial
R305A100064	Minnesota Partnership for School Connectedness
R324J060033	I in the IEP
R305A100367	Increasing Adolescent Engagement, Motivation, and Achievement: Efficacy of a Web-Based, Teacher Professional Development Model

Implementation Support

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R324A080074	Promoting Social, Emotional, and Behavioral Competence in Young High-Risk Children: A Preventative Classroom-Based Early Intervention Model
R324A110173	Efficacy of the BEST in CLASS Intervention for Young Children at High Risk for Emotional and Behavioral Disorders
R305A120323	Using Validated Measures of Children's Engagement with Teachers, Peers, and Tasks to Guide Teachers' Response Toward Children with Emotional and Behavioral Challenges
R324A080195	Efficacy and Sustainability of the STAR Program
R305A100590	Using an Empirically-supported Teacher Consultation Model to Facilitate the Implementation of an Integrated Social-emotional Learning and Literacy Curriculum in Urban Elementary Schools
R324A100051	Project PRIME: Planning Realistic Intervention Implementation and Maintenance by Educators
R305A120290	Developing Consultation and Collaboration Skills: ESL and Classroom Teachers Working Together with Students and Families
R324A120081	Implementing the Common Core State Standards for Students with Disabilities: Research and Development of Web-based Supports for IEP Team Decision
R324A120272	Development Strategies to Increase Teacher Integrity in a Daily Report Card Intervention for Children with or at-risk for ADHD
R305A110090	Developing Guidelines for Optimizing Levels of Students' Overt Engagement Activities

Attendance and Dropout Prevention

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R305A120677	Getting Students to the Finish Line: An Efficacy Study of a 9th-Grade Early Warning Indicator Intervention

Transitions

Award Number	Social-Behavioral Projects That Developed or Tested Professional Development
R324A090044	Efficacy Trial of Careescapes: Promoting Social Development in Home-Based Child Care
R305A120783	Getting Ready for School: An Integrated Curriculum to Help Teachers and Parents Support Preschool Children's Early Literacy, Math, and Self-Regulation Skills
R305A120812	Supporting Early Adolescent Learning and Social Success - Project SEALS
R324B070159	Determining the Efficacy of the Self-Determined Learning Model of Instruction (SDLMI) To Improve Secondary and Transition Outcomes for Students With Cognitive Disabilities

Appendix D: Social-Behavioral Projects That Developed or Tested Educational Technology

Social Skills

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R324A110079	Testing an Integrated Preschool Curriculum for English Language Learners
R324A080136	Development of an Intervention to Enhance the Social Competencies of Children with Asperger's/High Functioning Autism Spectrum Disorders
R324A090322	Social Tele-Coaching in Classroom Settings
EDIES11C0033	A Computer-based Social Intervention for Students with High Functioning ASD: Using Technology to Improve Special Education
EDIES11C0039	An Interactive Social Tutoring System to Improve and Measure Social Goals for Students Related to Academic and Other School Related Outcomes
R305A110583	Interactive Social Tutoring System for Social Skills Training With Elementary Students Award
R324A090197	Developing a 3D-based Virtual Learning Environment for Use in Schools to Enhance the Social Competence of Youth with Autism Spectrum Disorder

Behavior

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R305H050036	A Randomized Trial of Two Promising Interventions for Students with Attention Problems
EDIES11C0040	iPrompt to Improve Teaching Students with ASD
R324A110074	Student Self-Management System (SSMS): Reducing Problem Behavior in Upper Elementary Classrooms by Transferring Externally Applied Teacher Controls to Internally Applied Student Controls
R324B070176	Electronic Performance Support Systems (EPSS) as Assistive Technologies To Improve Outcomes for Secondary Students

Underlying Cognitive Features and Attitudes

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R305H060089	A Learning by Teaching Approach to Help Students Develop Self-Regulatory Skills in Middle School Science Classrooms
R305A080700	Increasing the Efficacy of An Early Mathematics Curriculum with Scaffolding Designed to Promote Self-Regulation
R305A090100	An Efficacy Study of Two Computer-Based Attention Training Systems in Schools
EDIES12C0047	PEAT Communication Scheduler for Autism

R305A090324	Creating Scalable Interventions for Enhancing Student Learning and Performance
R305A120186	SimSelf: A Simulation Environment Designed to Model and Scaffold Learners' Self-Regulation Skills to Optimize Complex Science Learning
R305A120671	Improving Academic Achievement by Teaching Growth Mindsets about Emotion
EDIES13C0028	SciSkillQuest: A Standards-Based Game to Develop Students' Scientific Skills, Academic Mindsets, and Learning Strategies in Science
EDIES10C0022	Growth Mindset Learning Platform for Educators and Students: Supporting Academic Motivation and Achievement through an Integrated Online Platform
R305C120001	Center for the Study of Adult Literacy (CSAL): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults

Screening, Progress Monitoring, and Assessments

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R324A120033	Development of a Computerized Assessment of Executive Function for Preschool-Aged Children
ED06PO0917	Student Outcomes Analysis Reporting (SOAR) Server Award
R305A110148	Development and Validation of Online Adaptive Reading Motivation Measures
EDIES10P0106	My Personal Academic Plan

Comprehensive Interventions

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
ED06PO0910	Digitizing the K-8 Portion of the Positive Action Program for Web-Delivery

Parent Engagement and School-Home Communications

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R324A120284	Early Intervention for Young Children With ADHD: Developing Strategies to Enhance Parent Engagement

Classroom Management

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
EDIES11C0043	The Social Shape Up System
R324A130249	Supporting Young Children's School Readiness and Reduced Challenging Behaviors: An Online Course to Enhance Toddler Teacher-Child Interactions
ED06PO0908	The Virtual STAR Classroom Simulator
R324A080150	Online Teacher Training: Promoting Student Social Competence to Improve Academic and Behavioral Outcomes in Grades K-3
R305A090107	Establishing Positive Behavior Supports in Elementary School Instructional Settings
R305A130107	Professional Development to Support New Teachers' Use of Effective Classroom Management Techniques

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R305A130375	The Classroom Check-up: Supporting Elementary Teachers in Classroom Management Using a Web-based Coaching System

Social-Behavioral Support

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R305A100367	Increasing Adolescent Engagement, Motivation, and Achievement: Efficacy of a Web-Based, Teacher Professional Development Model

Implementation Support

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R324A100041	Expanding the Reach of Evidence-Based Interventions for Improving Social-Emotional Outcomes for Infants in Child Care
R324A120081	Implementing the Common Core State Standards for Students with Disabilities: Research and Development of Web-based Supports for IEP Team Decision
EDIES09C0018	Capitalizing on Social Networking: Social Networking Practices to Increase Adolescent Literacy Engagement and Achievement
R305A110090	Developing Guidelines for Optimizing Levels of Students' Overt Engagement Activities

Attendance and Dropout Prevention

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
R305A120526	Early Truancy Prevention Project

Transitions

Award Number	Social-Behavioral Projects That Developed or Tested Educational Technology
EDIES13C0034	Dynamic Narrative Generation Software To Improve Social And Behavioral School Readiness Skills Needed For The Successful Transition To Grade School
EDIES13C0041	Hall Of Heroes: An Interactive Social Tutoring System To Improve And Measure Social Goals For Students In Preparation For Transition To Middle School
R324A090307	Transition Outcomes for Special Education Secondary Students: Project Choices
EDIES13C0026	Dynamic E-Learning to Improve Postsecondary Transition Outcomes for Secondary Students with High Functioning Autism

Appendix E: Social-Behavioral Projects That Developed or Validated Assessments

Behavior

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
H324P040006	Early, Evidence Based Intervention for Severe Behavior Problems: First Step to Success

Underlying Cognitive Features and Attitudes

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
R305F100026	Catalyzing Comprehension Through Discussion and Debate
R305H050004	Improving the Assessment Capability of Standardized Tests: How High-Stakes Testing Environments Compromise Performance
R305C120001	Center for the Study of Adult Literacy (CSAL): Developing Instructional Approaches Suited to the Cognitive and Motivational Needs for Struggling Adults

School-Based Mental Health Services

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
R305A120128	Brief Intervention for School Clinicians

Screening, Progress Monitoring, and Assessments

Award Number	Social-Behavioral Projects that Developed or Validated Assessments
R324A070248	Individual Growth and Development Indicator (IGDI) Comprehensive Assessment Project
R324A070255	Project SEAM: Preventing Behavior Disorders and Improving Social-Emotional Competence for Infants and Toddlers with Disabilities
R305A090079	Learning-Related Cognitive Self-Regulation School Readiness Measures for Preschool Children: Optimizing Predictive Validity for Achievement
R305A100233	Extending the Cultural and Linguistic Validity of the Adjustment Scales for Preschool Intervention (ASPI) for Low-Income, Latino Children
R305A100566	Touch Your Toes! Developing a New Measure of Behavioral Regulation
R324A100100	Assessment of Natural Play for Instructional Planning
R324A100104	Validation of the Behavioral and Emotional Screening System for Early Identification for Social-Emotional and Behavioral Problems in Preschoolers
R324A120033	Development of a Computerized Assessment of Executive Function for Preschool-Aged Children

Award Number	Social-Behavioral Projects that Developed or Validated Assessments
R324B060005	Development and Validation of a Screener for Behavioral and Emotional Problems in Elementary and Middle School
R324B060014	Project VIABLE: Validation of Instruments for Assessing Behavior Longitudinally and Efficiently
R305A080337	Development and Validation of a Teacher Progress Monitoring Scale for Elementary School Teachers
R324A090098	Development and Validation of Progress Monitoring Tools for Social Behavior
R305A110143	A Toolkit for Identifying and Assessing Socially Rejected Children
R305A110148	Development and Validation of Online Adaptive Reading Motivation Measures
R324A110017	Project VIABLE-II: Unified Validation of Direct Behavior Rating (DBR) in a Problem-solving Model
R324A120407	Development and Validation of the Supports Intensity Scale (SIS) for Children
R305H130012	Creating a Monitoring System for School Districts to Promote Academic, Social, and Emotional Learning: A Researcher-Practitioner Partnership
EDIES10P0106	My Personal Academic Plan

Comprehensive Interventions

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
R305L030002	Second Step

Classroom Management

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
EDIES11C0043	The Social Shape Up System

Multi-tiered Systems of Support

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
R324A070226	Enhancing Data-based Decision-Making in Schools
R324A070157	Systematic Analysis and Model Development for High School Positive Behavior Support

Attendance and Dropout Prevention

Award Number	Social-Behavioral Projects That Developed or Validated Assessments
R324A110180	Development of an Intervention Model to Improve Educational Outcomes of Youth in Foster Care by Decreasing Runaway Behavior

