



BEHAVIORAL AND SCHOOL CLIMATE INITIATIVES TO SUPPORT HIGH SCHOOL STUDENTS

Date	February 21, 2012
Request	01110

A state department of education (SDE) that is served by the Southeast Comprehensive Center (SECC) requested information on support for high school students, with a focus on whole-school reform, primarily behavioral and school climate initiatives.

PROCEDURE

A model of academic and behavioral support systems, as well as an at-risk student intervention implementation guide that provided a list of intervention programs, many of which focused on dropout prevention, had previously been developed by the SDE. The purpose of this Information Request was to expand beyond dropout prevention to focus on Tier I secondary level initiatives that targeted whole-school reform in the areas of school climate and behavior. Therefore, the elementary level was excluded from the focus, as were programs that focused on individual students or specific groups, such as students with disabilities, because the desire was to find initiatives that would improve overall school climate and environment for all students.

In response to this request, SECC staff conducted web-based and hand searches using journal hard copies to obtain literature on behavioral and school climate initiatives to support high school students. They searched EBSCO's Academic Search Elite database, the Education Resources Information Center (ERIC), and online search engines (i.e., Bing, Google, Google Scholar, and Yahoo) using a combination of these terms: high school, secondary, whole-school reform, student behavior, climate, intervention, Tier I, universal, and primary level of prevention.

The literature selected by SECC staff includes a variety of peer-reviewed journal articles, research reports, monographs, and study reviews that have been published within the past 10 years (with the exception of three older resources that offer pertinent information). Almost all the resources located were peer-reviewed journal articles (8), which were given preference in terms of evidence of effectiveness, while the remaining resources included several research reports and monographs. The publications include *ASSA Journal of Scholarship & Practice*, *Council of Exceptional Children, Education and Treatment of Children*, *Journal of Positive Behavior Interventions*, *Preventing School Failure*, *School Community Journal*, and *Society for Research on Educational Effectiveness*, among others.

Of the 10 programs or initiatives detailed in this report related to behavioral and school climate, half of the articles reviewed utilized an experimental design (either through randomized controlled trials, quasi-experimental design or meta-analyses or reviews of experimental design studies). These types of study designs are categorized as strong evidence for program effectiveness (according to the Institute for Education Sciences [IES]) in terms of the quality of the research design and generalization to other populations. One initiative/program was evaluated through a single-subject case study while a couple of programs were examined through a qualitative and descriptive design. The remaining two programs were not original research studies, but rather, were reports of best practices based on reviews of various program sources/

reports. These latter resources would be on the lower evidence scale using IES resource standards. Limitations of this report and the results of the search efforts are discussed below.

LIMITATIONS

SECC staff focused on resources that are applicable to the client's request and meet the previously described criteria. Therefore, the summaries featured in this report are not inclusive of all available research on the topic. While priority was given to studies utilizing an experimental design and with a focus on the southeastern states, some studies may have been excluded that did not meet this criteria but may still provide worthwhile breadth to the discussion. Further, although a number of the studies are based on experimental research, which is regarded as strong evidence in terms of replication and effectiveness, the populations sampled were not always completely generalizable.

While the intended population of interest for this Information Request is at the secondary level, some of the student samples in the research designs were outside this scope. A few studies utilized an elementary school sample and/or in addition to a secondary one for those programs that had a K–12 focus, so applicability of these findings at the high school level is not completely clear. Also, some of the research studies had particular student demographics and/or were situated in a geographic location that may have affected the outcomes. For instance, one study had a majority Caucasian student population in a rural location in the southeastern U.S. while another study was located in Florida and Hawaii—both of which had different school demographics around race/ethnicity or poverty levels. Therefore, schools interested in a specific program or initiative should keep these limitations in mind when determining an appropriate intervention.

SECC does not endorse any initiatives or programs featured in this report.

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Note. Open hyperlinks using Adobe Reader. If a hyperlink does not open after it is clicked, copy and paste the entire hyperlink into the Internet browser window to access the resource.

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APPENDIX

Table 1. Resources for Behavioral and School Climate Initiatives To Support High School Students

Ten initiatives or programs targeting improved school climate and student behavior are presented in Table 1. The ordering of the programs reflects the authors' consideration of relevance according to the SDE's request (i.e., focus on high school students), description of participants (i.e., students) that may be similar to those in the southeastern U.S., rigor of research design (i.e., preference given to studies employing an experimental approach), and professional judgment.

Table 1. Resources for Behavioral and School Climate Initiatives To Support High School Students

Initiative/Program	Participants	Description	Research Design	Costs	Outcomes and Findings
<p>1. Active Supervision to Reduce Class Tardiness</p> <p>Study 1: Johnson-Gross, Lyons, & Griffin (2008)</p> <p>Study 2: Tyre, Feuerborn, & Pierce (2011)</p>	<p><u>Study 1</u> A rural high school in the southeastern U.S. with 36 teachers (84% Caucasian, 16% African American; 67% female, 33% male) and 450 students (53% Caucasian, 47% African American; 69% qualified for free or reduced lunch prices).</p> <p><u>Study 2</u> The school was a combined middle and high school with students in grades 7-12 located in western Washington State (98% Native American, and many students identified as multiethnic, with ethnicities including Pacific Islander, Latino, African American, and Caucasian).</p>	<p>Active supervision consisted of six components implemented by school faculty and staff (a) arriving at supervision post on time; (b) remaining in post area throughout the entire transition period; (c) moving towards groups of congregating students; (d) physically escorting students; (e) constantly scanning to see the entire area; and (f) using brief nonverbal gestures to interact with students, such as smiling and prompting.</p> <p>Intervention was targeted on the three instructional periods with the highest number of tardiness. All faculty members received active supervision training. All staff implemented active supervision in the hallways between classes. Office referrals for class tardiness served as the dependent measure.</p> <p>Procedural integrity was also studied to determine if specific components of active supervision were critical for student behavior change. Teachers were given feedback regarding their adherence to the six components of active supervision.</p> <p><u>Study 2</u> START on Time was purchased to guide the school staff through the development of a preventive schoolwide plan to emphasize the development of interventions that include the following (a) active supervision of students in common areas during all transition periods, (b) clear definition and explicit teaching of expectations for behavior during transition periods, (c) immediate and consistent consequences for tardiness, and (d) data-based decision making with respect to intervention planning and monitoring of outcomes.</p> <p>Baseline data consisted of tracking the number</p>	<p><u>Study 1</u> Quasi-experimental design</p> <p><u>Study 2</u> Quasi-experimental design</p>	<p>Unknown</p>	<p>Active supervision decreased the frequency of office discipline referrals (ODRs) for tardiness to class by 20% when compared to ODRs before teacher training in active supervision.</p> <p>When compared to their behaviors before receiving training in active supervision, teachers, on average, were observed to engage in 13% more behaviors related to active supervision after training and oral and written feedback on their display of these behaviors.</p> <p>Analysis of the components of active supervision suggested that those of on time, moving, and scanning may not be as critical for student behavior change. Teachers were more often observed to arrive at and remain on their supervision post during the entire transition period and to engage in more brief, nonverbal interactions with students.</p> <p><u>Study 2</u> After explicit teaching of expectations, active supervision during transition times, and consistent implementation of a progressive series of consequences, rates of tardiness declined and remained at lower levels for 17 months. When compared to baseline levels, average daily tardy rates decreased by 67%.</p>

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		<p>of students who were tardy at the start of the school year in September and October. Partial implementation of the schoolwide intervention began in November with full implementation beginning in December.</p> <p>Procedural integrity monitoring was the responsibility of the administrative team during the transition between class periods.</p>			
<p>2. Positive Action</p> <p>What Works Clearinghouse (2007)</p> <p>Web site: http://www.positiveaction.net</p>	<p>Two studies included 56 elementary schools in Florida and Hawaii. Both studies examined results on students' behavior and academic achievement.</p> <p><u>Study 1</u> The first study included 36 elementary schools. About 62% of the students in the intervention group participated in the free or reduced-price lunch program compared with 67% in the comparison group. About half of the students were Caucasian (50.59% in the intervention group and 44.66% in the comparison group). About one-fourth of the students were African American (24.61% in the intervention group and 28.48% in the comparison group). About one-fifth of the students were Hispanic (20.71% in the intervention group and 23.23% in the comparison group). The participating schools were from one</p>	<p>Positive Action, a K–12 program, aims to promote character development, academic achievement, and social-emotional skills and to reduce disruptive and problem behavior. The program is based on the philosophy that you feel good about yourself when you think and do positive actions, and there is always a positive way to do everything.</p> <p>The curriculum includes six units, with some grade levels having a review for a seventh unit. All lessons are scripted and use classroom discussion, role-play, games, songs, and activity sheets or text booklets. Optional components that may or may not be implemented as part of the program are site-wide climate development; drug education for grade 5 and middle school; conflict resolution; counselor, parent, and family classes; and community/coalition components.</p>	<p><u>Study 1</u> Quasi-experimental design</p> <p><u>Study 2</u> Randomized controlled trial</p>	<p>Kinder-garten kits cost \$460; grades 1–8 cost \$360; high school kits I, II, and III cost \$360; and the high school kit IV costs \$460.</p> <p>The cost of the drug education supplemental kits also varies by grade level, ranging from \$250 to \$360.</p> <p>The optional community kit costs \$550, the counselor</p>	<p><u>Study 1</u> Behavior: Episodes of violent behavior and suspension rates among students in the Positive Action group were, on average, 19 percentile points lower than those in the comparison group.</p> <p>Academic Achievement: Students in the Positive Action group achieved scores on the Florida Comprehensive Aptitude Test (FCAT) that were significantly higher than students not receiving the intervention. Positive Action fourth grade students' improvement index on the Florida Reading Test was 40 percentile points higher than students in the comparison group (ES=1.29). No statistically significant impacts on absenteeism were reported.</p> <p><u>Study 2</u> Behavior: Positive Action students' suspension rates, use of alcohol, drunkenness, and use of tobacco and illegal drugs were significantly lower than the comparison group. The study also found statistically significant differences in rates of serious violence among boys, but</p>

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	<p>large southeastern school district.</p> <p><u>Study 2</u> The students in the second study were enrolled in 20 elementary schools that were randomly assigned into conditions. A small percentage of the students were Caucasian (13.40% in the intervention school and 17.94% in the comparison). Among the remaining students, the following ethnic groups were represented: Hawaiian, Filipino, Asian (other), Japanese, Samoan, Hispanic, Chinese, African American, and Portuguese. About 60% of the schools in the sample were Title I schools. The study was conducted in 20 K–5 or K–6 schools in Hawaii. Five pairs of matched participating schools were from Oahu, three pairs were from Maui, and two pairs were from Molokai.</p>			<p>kit \$125, and the family kit \$75.</p> <p>Family classes cost \$360 and parenting classes \$160.</p> <p>Some of the kits are available in Spanish.</p> <p>Combo kits (at reduced prices), refresher kits, and kit parts are available at varying prices.</p>	<p>not girls, who participated in the Positive Action program.</p> <p>Academic Achievement: No significant differences between groups on state standardized test scores in reading and math were found; however, average rates of retention were 1:1000 for students in the Positive Action group versus 6:1000 for the comparison group.</p>
<p>3. School-Based Interventions for Aggressive and Disruptive Behavior: Update of a Meta-Analysis</p> <p>Wilson & Lipsey (2007)</p>	<p><u>General</u> Mix of boys and girls, some all-boy samples (17%) and a few all-girl samples (7%)</p> <p>Minority children well represented with over one-third of the studies having primarily minority</p>	<p>Research about the effectiveness of school-based psychosocial prevention programs for reducing aggressive and disruptive behavior was synthesized using meta-analysis. This work updated previous work by the authors and further investigated which programs and student characteristics were associated with the most positive outcomes. Prevention programs included implementing behavioral strategies,</p>	<p>Meta-analysis of 249 experimental (individual random design, cluster random design) and quasi-</p>	<p>Not applicable</p>	<p>Overall, the school-based programs that have been studied by researchers (and often developed and implemented by them as well) generally produce positive outcomes for students. The most common and most effective approaches are universal programs delivered to all the students in a classroom or</p>

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	<p>youth; preschool through high school; the average age was around 10; range of low-risk students to those with serious behavior problems; range of socioeconomic levels was represented</p> <p><u>Specifics</u> Gender: 17% of a national sample contained schools with a male population of 95% or more; 26% had 60% or more males; 36% had 50-60% males; 10% had less than 5% males</p> <p>Age: 8% of students were in preK and K; 43% ages 6-10; 29% ages 11-13; 20% age 14 and older</p> <p>Ethnicity: 31% Caucasian students; 25% African American; 8% Hispanic; 2% other, 4% mixed ethnicity; 29% ethnicity unidentified</p> <p>Socioeconomic status (SES): 29% low, 13% working/middle class; 11% mix of low to middle; 47% SES not indicated</p> <p>Subject risk level: 39% low; 42% selected risk factors; 19% indicated problem behavior</p>	<p>cognitive-change strategies, social skills training, counseling/therapy, peer mediation, and parent training.</p> <p><u>Program Format</u> 31% universal in-class; 43% pullout; 8% whole school/comprehensive; 17% in special education settings</p> <p><u>Delivery Personnel</u> Teacher 34%; researcher 28%; multiple personnel 18%; 20% various others</p> <p><u>Treatment Format</u> Individual 11%; group 73%; combination 15%</p> <p><u>Structured/Unstructured Treatment</u> Structured 77%; unstructured 23%</p> <p><u>Demonstration/Routine Practice</u> Research programs 50%; Demonstration programs 37%; Routine practice 13%</p> <p><u>Program Duration</u> 1-6 weeks 19%; 7-19 weeks 43%; 20–37 weeks 21%; 38/more weeks 17%</p> <p><u>Service Contact Frequency</u> Less than weekly 11%; 1–2 times/week 54%; 3–4 times/week 9%; daily 24%; not indicated 2%</p>	<p>experimental studies of school-based programs with outcomes representing aggressive and/or disruptive behavior were obtained.</p>		<p>school and targeted programs for selected/indicated children who participate in programs outside of their regular classrooms.</p> <p><u>Universal Programs</u> Younger students appear to benefit more from universal programs than do their older peers. Children from low socioeconomic backgrounds participating in universal programs achieved significantly greater reductions in aggressive and disruptive behavior compared to their middle class peers.</p> <p><u>Targeted Programs</u> Targeted programs for selected/indicated children that were implemented with greater fidelity and programs that were administered individually rather than with a group of students produced the largest effects. Programs using behavioral strategies (e.g., token economies, contingency contracts) produced significantly larger outcomes than other programs (e.g., counseling, peer mediation, social skills training, parent training, or cognitively oriented programs).</p>

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<p>4. A Teacher-Student Relationship Program</p> <p>Murray & Malmgren (2005)</p>	<p>Teacher referral was used to identify study participants from a high school of approximately 1,100 students in a high-poverty, urban environment in the Midwest. One hundred percent of the school student body was African American. Eighty percent of the students were eligible for free and reduced priced meals. Sixty-six students were nominated for the study with 48 students who evidenced emotional and behavioral problems ultimately participating.</p>	<p>Interventions were selected in collaboration with teachers during two after school meetings. Researchers presented concepts related to adult-child relationships and mentoring and the benefits of positive individual student-teacher relationships. After this discussion, teachers generated a research-informed list of ideas related to promoting positive relationships with students.</p> <p>Researchers developed specific strategies based on the teacher-generated list. These strategies were discussed and refined. A standardized manual of intervention materials was developed for each teacher.</p> <p>Eight teachers—3 English, 2 math, 2 science, and 1 social studies teacher—voluntarily participated in the 5-month project. Each teacher was assigned four or five students. The intervention consisted of three components: weekly meetings between the teacher and student to set academic and personal student goals, increased classroom teacher praise of positive student attributes, teacher phone calls one to two times a month. Academic goal sheets, personal goal sheets, and positive praise record sheets were developed and used. Teachers met with their assigned student at least eight times, with 70% of the students meeting with teachers one to two times a week.</p> <p>Pre- and post-intervention measures were completed by teachers: Walker-McConnell Scale of Social Competence and School Adjustment (Walker & McConell, 1996), Achenbach Child Behavior Checklist (Achenbach, 1991), and a classroom engagement teacher rating scale. Academic grades in English, mathematics, social studies, and science were compiled, and the total</p>	<p>Experimental research (randomized controlled trial)</p> <p>Fidelity of the intervention was supported through biweekly meetings between the researcher and each teacher, the collection of records at the end of implementation, and completion of teacher ratings of the fidelity survey.</p>	<p>Unknown (meeting materials, staff time, measurement tools, and data analysis)</p>	<p>After excluding content area grade point averages (GPAs) from teachers involved in implementation of the intervention, the intervention group had significantly higher academic performance as measured by grade point average. Student engagement in school, as measured by teacher ratings, was not significantly impacted by the intervention. The authors caution that, due to the nature of the school environment in which the study was conducted and limitations in funding, they had to make several “methodological concessions” (p.147). The limited effects of the intervention may also have been impacted by the duration and intensity of the intervention as well as the use of measures involving teacher ratings to determine the effects of the intervention.</p>

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		number of unexcused absences was gathered.			
<p>5. Positive Youth Development Programs</p> <p>Catalano, Berglund, Ryan, Lonczak, & Hawkins (2004)</p>	<p>Youths between the ages of 6 and 20</p>	<p>The authors conducted a literature review that revealed that positive youth development programs include the following constructs:</p> <ol style="list-style-type: none"> 1. Promotes bonding 2. Fosters resilience 3. Promotes social competence 4. Promotes emotional competence 5. Promotes cognitive competence 6. Promotes behavioral competence 7. Promotes moral competence 8. Fosters self-determination 9. Fosters spirituality 10. Fosters self-efficacy 11. Fosters clear and positive identity 12. Fosters belief in the future 13. Provides recognition for positive behavior 14. Provides opportunities for prosocial involvement 15. Fosters prosocial norms <p>The authors included evaluation results of several relative programs because they met the criteria for a solid study, including containing the aforementioned criteria as well as the following appropriate evaluation criteria:</p> <ul style="list-style-type: none"> • adequate study design and outcome measures; • adequate description of the research methodologies; • description of the population served; • description of the intervention; • description of implementation; and • effects demonstrated on behavioral outcomes <p>Programs conducted in the school domain:</p>	<p>Review of 25 programs targeting positive youth development; included experimental or quasi-experimental research designs</p>	<p>Not applicable</p>	<p>Other than reporting significant changes in positive or problem behaviors, the authors did not provide data regarding the magnitude of outcomes from the interventions.</p> <p><u>Programs in the School Domain</u></p> <p>Positive youth outcomes that resulted from school-based health- and competence-promotion interventions were better personal health-management attitudes and knowledge (Growing Healthy) and health practices (Know Your Body, Growing Healthy); greater assertiveness, sociability, problem-solving, and frustration tolerance (Children of Divorce); increased acceptance of prosocial norms having to do with substance use (Life Skills Training and Project ALERT); increased interpersonal skills and decision making (Life Skills Training); and higher capacity for managing one’s reactions and behavior in social and emotional situations, greater self-efficacy with creating new solutions to problems, and increased empathy (The PATHS Project). These interventions also had a significant impact on the reduction or prevention of problem behaviors in children. One of the greatest areas of impact for several programs involved successfully changing knowledge, attitudes, and/or behavioral practices toward cigarette</p>

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		<ul style="list-style-type: none"> • Children of Divorce • Growing Healthy • Know Your Body • Life Skills Training • Project ALERT • The PATHS Project <p>Programs conducted in combined school and community domains:</p> <ul style="list-style-type: none"> • Child Development Project • Fast Track • Metropolitan Area Child Study • Reducing the Risk • Seattle Social Development Project • Social Competence Promotion Program for Young Adolescents • Success for All <p>Programs conducted in combined family, school, and community domains:</p> <ul style="list-style-type: none"> • Across Ages • Adolescent Transitions Project • Midwestern Prevention Project • Project Northland • Responding in Peaceful and Positive Ways • Valued Youth Partnerships • Woodrock Youth Development Project 			<p>smoking (Know Your Body, Growing Healthy, Life Skills Training, and Project ALERT).</p> <p>Two single-domain programs also improved youth attitudes and practices around substance use and abuse (Life Skills Training and Project ALERT). Other favorable changes in youth problem behaviors included changes in aggressive and conflict behavior (The PATHS Project).</p> <p><u>Programs in School and Community Domains</u></p> <p>Each program produced evidence of significant changes in youths' positive or problem behavior. Improvements in positive youth outcomes included greater social acceptance by and collaboration with peers (Child Development Project, Fast Track); improved communication with parents and greater self-efficacy around contraceptive practices (Reducing the Risk); higher achievement and school attachment (Seattle Social Development Project); increased social acceptance by involvement and cooperation with peers and problem-solving and creative solutions (Social Competence Promotion Program for Young Adolescents); improved cognitive competence and academic mastery (Success for All); and improvements in acceptance of authority, classroom atmosphere and focus, and appropriate expression of feelings (Fast Track).</p>

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					<p>School and community programs also had a significant impact on the reduction or prevention of problem behaviors in children, including alcohol (Child Development Project and Seattle Social Development Project) and tobacco use (Child Development Project). Rates or frequency of delinquency or aggressive behavior decreased in students participating in four programs (Fast Track, Metropolitan Area Child Study, Seattle Social Development Project, and Social Competence Promotion Program for Young Adolescents).</p> <p>Youth attitudes and practices around contraception or initiation or prevalence of sexual activity were reduced in two programs (Reducing the Risk and Seattle Social Development Project).</p> <p><u>Programs in Family, School, and Community Domains</u> These programs produced improvements in positive youth outcomes including more positive attitudes about older people and higher levels of community service (Across Ages); higher levels of social skills learning (Adolescent Transitions Project) and school attendance (Across Ages); greater self-efficacy with respect to substance use refusal (Project Northland); higher reading grades and cognitive competence; (Valued Youth Partnerships); and improvements in race relations and</p>

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					<p>perceptions of others from different cultural or ethnic groups (Woodrock Youth Development Project).</p> <p>Programs in the family, school, and community domains also had a significant impact on the reduction or prevention of problem behavior in children. Four programs changed attitudes and practices related to substance use (Across Ages, Midwestern Prevention Project, Project Northland, and Woodrock Youth Development Project).</p> <p>One program successfully changed negative family interaction patterns and reduced levels of family conflict (Adolescent Transitions).</p> <p>Two programs reduced either school suspension or dropout rates (Responding in Peaceful and Positive Ways and Valued Youth Partnerships).</p> <p>Two programs reduced aggressive and violence-related behaviors and/or attitudes (Adolescent Transitions and Responding in Peaceful and Positive Ways).</p> <p>Three programs reduced levels of cigarette, marijuana, and/or alcohol use (Midwestern Prevention Project, Project Northland, and Woodrock Youth Development Project).</p>

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Initiative/Program	Participants	Description	Research Design	Costs	Outcomes and Findings
<p>6. Positive Behavior Supports (PBS)</p> <p>(School Years 2001–2002, 2002–2003, 2003–2004)</p> <p>Bohanon et al. (2006)</p>	<p>Urban high school students (36% African American, 36% Hispanic, 16% Asian American, 8% Caucasian, 2% Native American, 2% other; 89% qualified for free or reduced price lunches; 21% were identified as having limited English proficiency; and 20% received special education services)</p>	<p>PBS was implemented in an urban high school that, at the beginning of the study, had an 89% average daily attendance, 19% dropout rate, and 30% mobility rate. Qualitative interviews, observations, and the School-Wide Evaluation Tool (SET) were used to collect data regarding the impact of PBS.</p>	<p>Descriptive and qualitative research elements</p>	<p>\$142.40 per year to operate PBS store</p> <p>Incentive movie tickets were donated by a partnering theater.</p>	<p>Results of this study indicated a reduction in the number of office disciplinary referrals during the implementation years.</p> <p>Implementation of PBS reached an overall rating of 80% of critical variables according to the SET. Office discipline referrals decreased from 1.93 per 100 students per day, per average daily enrollments in 2001–2002 to 1.54 in 2002–2003. This outcome represented an overall reduction of 20%.</p>
<p>7. Juvenile Intervention and Prevention Program (JIPP)</p> <p>Koffman et al. (2009)</p> <p>JIPP website: http://www.jipp-la.org</p> <p>Ripple Effects website: http://rippleeffects.com</p>	<p>Students participating in this study attended Belmont High School, located in the Pico-Union district of Los Angeles. A school of more than 5,700 students, Belmont High operated on a year-round schedule composed of three tracks and had a graduation rate of 56%.</p> <p>Three hundred eighty-seven students who had experienced school failure (a majority with behavioral offenses) participated in the study. Students were identified as being at high risk for dropping out, involved in gang activity, or in the juvenile justice system. Latino students accounted for 91% of the participating students, while African American youth were among the other 9%.</p>	<p>In this study of student outcomes over 2 years of program implementation, three outcome measures were used: psychosocial-emotional (i.e., depression assessed using the Beck Depression Inventory [BDI] [Beck, 1988]); behavioral (i.e., discipline, referrals, suspension rates); and academic (i.e., English and mathematics test scores).</p> <p>JIPP targets four main areas of student need psycho-social-emotional, academic, bio-behavioral, and family support. JIPP is an 18-week whole-child program. Students participate in a three-part intervention/prevention program, while parents participate in an 18-week psychoeducational parenting class. JIPP is implemented by the Los Angeles Police Department.</p> <p>The JIPP student program is divided into three, 6-week modules. The first module is <i>Resistance</i>, a regimented physical training curriculum run by police officers. Officers receive a 3-hour training on working with at-risk youth. The second 6-week module is <i>Empowerment</i>. During this phase, officers</p>	<p>Descriptive research design</p>	<p>\$140 per student fee for registration, staffing, and course materials</p> <p>Access JIPP and Ripple Effects websites for more information.</p>	<p>Data indicate improved outcomes on all measures. Suspension rates at Belmont High decreased significantly; suspension days decreased 50%; incidents of suspension decreased more than 90%; suspension for disruptive or defiant behavior decreased more than 70%.</p> <p>In English, 56% of students showed an improvement; 58% of students showed an improvement in math. Twenty-five percent gained 10% or more on their English test scores; 36% gained 10% or more on their mathematics test scores.</p> <p>After the intervention, the number of students who measured in the normal range on the BDI increased from 35% to 66%.</p> <p>The researchers concluded that positive interaction with police</p>

Table 1. Resources for Behavioral and School Climate Initiatives To Support High School Students

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		<p>remain involved by teaching public speaking and job interviewing classes. Ripple Effects, a commercially available interactive software program, is used. The third module is <i>Leadership</i>. <i>Leadership</i> provides opportunities to mentor and uses the Pillars of Success curriculum, which promotes trustworthiness, respect, responsibility, fairness, caring, and citizenship. A unique dress code is assigned to each phase of JIPP.</p> <p>The 18-week parenting program operates parallel to the student program. The goal is to teach parents proactive parenting skills in an atmosphere of honor, caring, and compassion.</p>			<p>officers in recreation, education, and athletics in partnership with the school and community provides an opportunity for teens to develop positive involvement in their community. These opportunities promote a healthy, positive attitude.</p> <p>JIPP has received recognition by the LAUSD Board of Education President and an award from the California Peace Officers Association. JIPP received an AT&T Aspire grant and a subcontract in the Los Angeles Mayor’s Gang Reduction and Youth Development Program.</p>
<p>8. PBS, APEX, RENEW, MAPS Combination</p> <p>(Fiscal Years 2001–2002, 2002–2003)</p> <p>Bohanon, Flannery, Malloy, & Fenning (2009)</p>	<p>An 18-year-old student attending a New Hampshire high school in a medium-sized city</p> <p>In his fourth year of high school, the student had amassed only 20% of the credit required for graduation.</p>	<p>Achievement for Dropout Prevention and Excellence II (APEX II), combined with PBS and an evidence-based tertiary-level model for students who are at high risk for dropping out of high school, RENEW, concentrates on future planning, career development, and wraparound (whole-child care) to help adolescents to finish high school, obtain employment, and move on to constructive postsecondary activities.</p> <p>External consultants and internal district staff work with staff members in the school who are natural supporters for individual students (e.g., guidance counselors, substance abuse counselors, special educators, among others), using the McGill Action Planning System (MAPS) to guide the personal futures planning process.</p>	<p>Single-subject (student) case study</p>	<p>Unknown</p>	<p>A single-student case study showed that with multiple adult supports in place and regularly held meetings to discuss progress and make plans, one student began experiencing success in reconnecting with his father, attending class regularly without sleeping, completing assignments, earning more acceptable grades, gaining employment, and working on his GED.</p>

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<p>9. School-Wide Proactive Approaches to Working with Students with Challenging Behaviors</p> <p>February 15–16, 2002</p> <p>Bullock & Gable (Eds.) (2003)</p>	<p>Unspecified youth with behavioral disorders or challenges</p>	<p>The resource was a compilation of highlights from a 2002 forum on working with students with behavioral challenges.</p> <p>Ten sources were reviewed/summarized that addressed the following tactics for addressing behavior issues: positive prevention measures rather than reactive, punitive ones; mirroring behavioral corrective measures to those measures used with academic errors; sufficiently engaging students in academics and modifying instruction to meet students' needs as deterrents to inappropriate behavior; tapping students' motivation; implementing alternative assessment and grading; arranging the learning environment in a way conducive for students with behavior issues; utilizing school staff in ways to diffuse behavior issues, such as with mentorship, monitoring, assistance; providing for individual and schoolwide behavior intervention needs; using proactive rather than reactive approaches to address behaviors; using diffusion/disengagement/deescalating tactics rather than confrontational ones to address behavior issues; employing parental/law enforcement partnering tactics; and exploring data to determine how to best address behavioral needs.</p>	<p>No research studies are contained within this monograph.</p> <p>The authors report on practices and models for improving outcomes for students demonstrating challenging behaviors.</p>	<p>Unknown</p>	<p>General success, without delineated particulars, was described for students demonstrating problem behaviors when the various tactics that are described in the description column were utilized.</p>

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<p>10. Competence Enhancement Behavior Management (CEBM)</p> <p>Farmer, Goforth, Hives, Aaron, Jackson, & Sgammato (2006)</p>	<p>Designed for elementary and secondary students</p> <p>The authors reported two pilots of the program, including one involving 5 fourth- and fifth-grade classrooms.</p>	<p>Competence Enhancement Behavior Management is a model developed from well established ecological, behavioral, and psychoeducational best practices for preventing and managing conflict and aggression in the classroom. Its components are general classroom management strategies, such as greeting students, starting class on time, having clear behavioral expectations, using engaging instruction, employing proximity management, using grouping methodologies, communicating with students, using group and individual redirection, embracing and using social dynamics, and providing constructive consequences.</p>	<p>Not a research study</p> <p>The authors provide a description of their framework drawn from the CEBM model and report general outcomes from two studies piloting the program.</p>	<p>Unknown</p>	<p>Intended outcomes, when this approach is applied effectively, should be positive gains in students' behaviors, their relationships, and their attitudes and beliefs. The authors recommend that the five components of the CEBM framework be included in teachers' classroom-management plans due to the interdependence of the components.</p> <p>In one pilot, 1 month post-intervention, positive peer association increased. In another pilot with 5 fourth- and fifth-grade classes, 3 months post-intervention, students were more academically and socially engaged rather than disruptive/aggressive.</p>