

HBM/PBIS Resource Library List Descriptions

Second Step Program Items 1-10

Pre-K – K: Educators and children around the world love the SECOND STEP Pre/K program. This [research-based](#) program feels like play but builds critical social and school-readiness skills that can help young children [achieve more](#) and get along with others.

Elementary: Create the best environment for learning: a respectful, peaceful classroom. The SECOND STEP program for Grades 1–5 can help your students develop strong bonds to school, solve problems without anger, and treat others with compassion. These social skills support [academics](#) and form the foundation for happy, healthy kids who succeed.

Middle School: Middle school: It's the place where adolescents can develop positive coping skills—or risky ones. The [research-based](#) SECOND STEP program helps your students learn the protective skills to make good choices and stay engaged in school despite the pitfalls of substance abuse, bullying, cyber bullying, and peer pressure.

Tiger Woods Action Plan (3 copies) Items 12-13 & one w/o a number

A character-development program, the Action Plan has helped change over five million lives through its focus on character education, volunteer service and career exploration.

Strong Kids Curriculum Items 14-23, 116-121

Social-emotional competence—it's a critical part of every child's school success, and just like any academic subject, children need instruction in it. Developed by a top expert, these proven curricula will help promote the social-emotional competence and resilience of children and adolescents. Pre-K through 12th grade curricula available.

Coping Cat Anxiety Curriculum Items 24-30, 91-95

The Coping Cat program is a cognitive-behavioral therapy intervention that helps children recognize and analyze anxious feelings and develop strategies to cope with anxiety-provoking situations. The program focuses on four related components: (1) recognizing anxious feelings and physical reactions to anxiety; (2) clarifying feelings in anxiety-provoking situations; (3) developing a coping plan (for example, modifying anxious self-talk into coping self-talk, or determining what coping actions might be effective); and (4) evaluating performance and administering self-reinforcement. By incorporating adaptive skills to prevent or reduce feelings of anxiety, the Coping Cat therapist uses a workbook to guide the child through consideration of previous behavior in situations in which the child felt anxious, as well as the development of expectations for future behavior in anxious situations. The Coping Cat workbook is used for children aged 8 to 13 years and the C.A.T. Project workbook is used for children aged 14 to 17 years. The C.A.T. Project differs from Coping Cat only in the use of developmentally appropriate pictures and examples for older ages.

7 Steps for Developing Proactive Schoolwide Discipline Plan (4 copies) Items 31-34

Emphasizing the critical roles that collaboration and teamwork play in achieving success, this powerful resource presents a seven-step process to assist administrators and teachers in working together to develop and implement a practical and proactive schoolwide discipline plan. Based on a five-year federally funded project at the University of Oregon and field-tested in over 60 schools nationwide, this guidebook is filled with practical checklists and user-friendly forms that include explicit instructions to help educators:

- Define the purpose of the plan
- Establish schoolwide behavior expectations
- Teach and sustain behavior expectations
- Correct problem behaviors
- Collect and utilize data
- Maintain the plan over time

Interventions (5 copies) Items 35, 36, 51, 112, 113, 124

This is a comprehensive book to assist staff in developing and implementing practical intervention plans for individual students. Grades K-12

Discipline in the Secondary Classroom (2 copies) Items 37-38

An authoritative guide to classroom management, this book provides teachers with strategies and techniques to prevent misbehavior and increase student motivation in the high school classroom. Grades 9-12

Behavioral Response to Intervention **Item 39**

A unique resource for educators that provides an in-depth look at how to organize a continuum of support to ensure that schools meet the needs of all students on a schoolwide, classroom, and individual level. Grades K-12

Coaching Classroom Management **Item 40, 82-86**

This is a comprehensive guide for administrators and classroom coaches to help them support teachers collaboratively and nonevaluatively. Grades K-12

Owning Up Curriculum **Item 41**

The *Owning Up Curriculum* presents a unique and comprehensive approach to preventing youth violence by targeting the root causes of bullying and other forms of social cruelty. It exposes the cultural expectations that teach young people to humiliate and dehumanize others as the way to achieve power and respect, then challenges them to transform this dynamic. The program also addresses the nuanced ways in which racism, classism, and homophobia are expressed in our culture and affect social cruelty and violence. Grades 6-12

Childhood Depression: School-based Intervention **Item 42**

In this book, Kevin Stark provides a thorough review of the empirical basis for the diagnosis of depression in children, and detailed information on how to make this assessment. He also describes a multi-component treatment program (cognitive-behavioral, family therapy, and school consultation), which has been validated with a large number of children. The main feature of this volume is the step-by-step description of how to implement such a program. A session-by-session outline, case examples, and clinical insights are given, and the author provides an array of treatment-related methods, i.e. the pleasant events schedule, exercises to facilitate cognitive restructuring, and sample behavioral contracts, which further enhance the book's usefulness.

Early Childhood Mental Health Services Module Binder (2 copies) Items 43-44

Materials provided by US Department of Health and Human Services. Includes training modules for promoting mental health in Early Childhood.

Responding to Problem Behaviors in School/BEP Revised (3 copies) & DVD Items 45 – 47, 48

This bestselling book has been used in schools across the country to establish efficient and cost-effective systems of Tier II positive behavior support. The Behavior Education Program (BEP) was developed for the approximately 10–15% of students who fail to meet schoolwide disciplinary expectations but do not yet require intensive, individualized services. Clear, step-by-step guidelines are provided for implementing the approach, which incorporates daily behavioral feedback, positive adult attention, and increased home–school collaboration. In a large-size format with lay-flat binding to facilitate photocopying, the book includes reproducible daily progress reports, handouts, and planning tools. DVD provides CI/CO examples.

Stop Teaching Our Kids to Kill Item 49

The goal of this book is to make people aware of what the prolific use of violence in television, movies, and video games is doing to our children. *Teaching Our Kids to Kill* calls to the table the makers of this violence to address the myriad scientific research on the subject--research that couldn't make it clearer how solid and deadly the link is between this kind of graphic imagery and the escalating incidences of youth violence--and understand and change what they are doing and the dangerous effects their products are having on our children.

Using this book, parents, educators, social service workers, youth advocates, and anyone interested in the welfare of our children will have a solid foundation for effective action. We give you the facts--what's behind the statistics, how to interpret the copious, empirical research that exists on the subject, and the many ways to make a difference in your own home, at school, in your community, in the courts, and in the larger world--so that we all can work together to help end this problem and create a safer environment in which to live. If by doing this we can prevent future Paducahs, Jonesboros, and Littletons, it will be well worth it.

Beyond the Bake Sale (Family/School Partnerships) Item 50

A practical, hands-on primer on helping schools and families work better together to improve children's education.

Countless studies demonstrate that students with parents actively involved in their education at home and school are more likely to earn higher grades and test scores, enroll in higher-level programs, graduate from high school, and go on to post-secondary education. *Beyond the Bake Sale* shows how to form these essential partnerships and how to make them work.

Handbook of Positive Behavior Supports Item 52

The *Handbook of Positive Behavior Support* gathers into one concise volume the many elements of this burgeoning field and organizes them into a powerful, dynamic knowledge base – theory, research, and applications

Transition of Secondary Students with Emotional or Behavioral Disorders Item 53

This newly-revised and expanded edition focuses on successful practices, models, programs, and recommendations for working with adolescents who have emotional or behavioral disorders. Dr. Cheney is joined by 31 nationally recognized contributing authors to provide answers to the hard questions of how to improve the educational, vocational, and community outcomes of youth with EBD.

Prevent, Teach, Reinforce: School-based model of Individual PBS Item 54

Solve serious behavior challenges in K-8 classrooms with the first practical guide to the research proven Prevent Teach Reinforce (PTR) model. Developed by some of the most respected authorities on positive behavior support, this book gives school based teams a five step plan for reducing problems unresolved by typical behavior management strategies. With this thorough blueprint for PTR, education professionals will learn how to prevent behavior problems by adjusting the curriculum and environment, teach proactive communication skills, and reinforce prosocial behavior and academic achievement. This highly successful model is proven effective by research and field testing in real classrooms TR was shown to reduce behavior problems and increase evidence of social skills and academic engagement. Consistent with the popular positive behavior support approach and derived from the principles and many procedures of applied behavior analysis, the strategies are easily adaptable to the needs and goals of each individual student. It is effective for a wide variety of students: typically developing

students and those who have autism, learning disabilities, intellectual disabilities, emotional and behavioral disorders, and other challenges. On the CD ROM are all the printable forms and tools needed to implement PTR, such as Behavior Support Plan templates and a Functional Behavioral Assessment. Education professionals will resolve even the toughest classroom behavior challenges and remove a significant barrier to effective teaching and student achievement.

Positive Behavior Interventions and Supports: A Collection of Articles Item 55

This collection of articles from *TEACHING Exceptional Children* provides current descriptions and examples of practices and systems that form a continuum of positive behavior supports for all students. Schoolwide positive behavior supports, classwide practices, school climate and culture evaluations, and systems approach initiatives expand upon the articles originally published in the TEC July/August 2008 issue. Original topics covered: schoolwide discipline, classroom management and interventions, secondary and tertiary intervention systems, data-based decision making, family engagement and supports, cooperative initiatives, and wraparound support services.

Tourette's Syndrome Materials Item 56-58

Grant funded CD's and DVD on basic information related to Tourette's Syndrome.

Implementing Positive Behavior Supports Systems in EC and Elementary Item 59, 64

This easy-to-read resource presents the Programwide/Schoolwide Positive Behavioral Support (PW/SW-PBS) system, a preventive, research-based approach that helps educators teach classroom behavior skills the same way they teach academic skills. The authors outline the PW/SW-PBS model, describe the core practices, and provide case examples to aid implementation. Key features of this instruction-based system include:

- Differing levels of intervention to meet individual student needs
- Clearly stated behavioral expectations
- Consistent acknowledgment of students' mastery of expectations
- Systematic use of consequences for problem behavior

Columbine Item 60

In this remarkable account of the April 20, 1999, Columbine High School shooting, journalist Cullen not only dispels several of the prevailing myths about the event but tackles the hardest question of all: why did it happen? Drawing on extensive interviews, police reports and his own reporting, Cullen meticulously pieces together what happened when 18-year-old Eric Harris and 17-year-old Dylan Klebold killed 13 people before turning their guns on themselves. Cullen expertly balances the psychological analysis—enhanced by several of the nation's leading experts on psychopathology—with an examination of the shooting's effects on survivors, victims' families and the Columbine community. Readers will come away from Cullen's unflinching account with a deeper understanding of what drove these boys to kill, even if the answers aren't easy to stomach. (*Apr. 6*)

First Step to Success Kit (16 Items) Item 61-62

First Step to Success is an early intervention that helps children who are at risk for developing or who demonstrate anti-social or aggressive behaviors get off to the best possible start in school. First Step to Success incorporates the use of a trained behavior coach who works with each student and his or her class peers, teacher, and parents for approximately 50 to 60 hours over a 3-month period.

SAMHSA "Be a Friend" DVD Item 63

This PSA kit can be used to encourage 18-25 year olds to support friends whom are experiencing mental health problems.

Promoting Positive Behaviors: An Elementary Principals Guide Item 65

This handbook offers valuable lessons from Paul G. Young's experience as a successful elementary school principal and provides practical recommendations that affirm best practices, anticipate potential problems, and achieve a cohesive and cooperative teaching and learning environment. Readers will find procedures for everything from establishing a daily schedule and making announcements to monitoring behaviors for field trips and assemblies. This comprehensive text also includes guidelines for:

- Revitalizing instruction
- Supervising the morning playground
- Communicating expectations to students
- Using student incentives and recognitions
- Building relationships with parents
- Establishing a student council, and more

Preventing Problem Behaviors: Schoolwide Programs/Classroom Practices Item 66

Based on the premise that early response to problems can lead to better outcomes for students, the book's content is framed around four essential areas: foundations, intervention, collaboration, and evaluation. Within these areas, this accessible guide features:

- The latest information on the science and practice of prevention
- Reasons why conflict resolution, peer mediation, and bully-proofing are essential to prevention
- Effective practices for teaching social skills to young children
- Proven techniques for implementing schoolwide positive behavior support
- Tools for using individual behavior plans to prevent problems
- Ideas for home-school and community partnerships and culturally responsible teaching
- Critical strategies for monitoring student progress and evaluating prevention practices
- New, updated chapters, including information on preschool behavior support and RTI

Research and Evaluation Methods in Special Education Item 67

This excellent resource provides an approach to research and evaluation that helps educators better understand and address the needs of students with various disabilities.

Ruby Payne: Framework for Understanding Poverty Materials Items 68-71

(Includes: CDs of Day One and Day Two and three books.)

The first CD, Day One, covers the ideas captured in Dr. Payne's accompanying books, *A Framework for Understanding Poverty* and its partner workbook. These include: how economic class affects behaviors and mindsets, why students from generational poverty often fear being educated, the "hidden rules" within economic classes, interventions that improve behavior, and the eight resources that make a difference in success. The next CD, from Day Two of the workshop, covers content from Dr. Payne's book *Research-Based Strategies*.

Social & Emotional Factors that Enhance Secondary Education Binder Item 72

Materials provided by US Department of Health and Human Services. Overall aim of training packet (Modules 1-4) is to eliminate barriers to learning by understanding and addressing mental health issues in the school environment.

Get Organized Without Losing It Item 73

Kids today have a lot to keep track of—and keep organized. Schoolwork, friends, activities, chores...rooms, backpacks, lockers, desks...and what about fun? Here's friendly, practical, humorous help for kids who want to manage their tasks, their time, and their stuff—without going overboard or being totally obsessed. Tips, techniques, strategies, and examples empower kids to conquer clutter, prioritize tasks, handle homework, prepare for tests, plan projects, stop procrastinating, and start enjoying the benefits of being organized: less stress and more success. Lists and steps make it doable; jokes and cartoons make it enjoyable. Recommended for any kid who's frustrated, overwhelmed, and sick of hearing "Clean your room!" "Where's your homework?" and "You're going to be late AGAIN!"

How to Do Homework Without Throwing Up Item 74

Grade 3-6. Contrary to what children believe, homework is not meant to make them miserable. It is a serious business, however, and one of the great things about it is that "you get to do it at home." This and other homework homilies, along with strategies for getting tasks done, are presented in a humorous, lively format with black-and-white cartoon drawings. Designed to make kids laugh while recognizing the importance of school assignments, this is a great little paperback for parents and educators to share with those who think homework is the bane of childhood.

Parenting Bully-Proof Kids Item 75

Parenting Bully-Proof Kids: Stop School Bullies in Their Tracks is a companion to How to Stop Bullies in Their Tracks. It shows you how to guide your children and teenagers to live a bully-free life.

Bully Busters: A Teachers Manual K-5 Item 76

Emphasizes both control and prevention of bullying behavior. Organized into seven modules * Increasing Awareness of Bullying * Recognizing the Bully * Recognizing the Victim * Taking Charge: Interventions for Bullying Behavior * Assisting Victims: Interventions and Recommendations * The Role of Prevention * Relaxation and Coping Skills. Each module includes a teacher information component and several classroom activities intended to increase student participation in efforts to reduce and prevent bullying, as well as to strengthen the teacher/student relationship.

A Parent's Guide to Understanding and Responding to Bullying Item 77

This unique manual was developed to help parents assist their children in dealing with bullying situations. It can be used independently or serve as the parent involvement component for a Bully Buster's school-based program. The book promotes an understanding of the nature and extent of bullying - the physical, emotional, and educational consequences to children who are targets of bullying, who do the bullying, or who as bystanders are directly affected by witnessing bullying and victimization. Includes case examples based on the experiences of real families.

Bully-Proofing Your School: Elementary & Middle School Resources Items 78-80; 81

The *Bully-Proofing Series* gives you the ability to mobilize the “caring majority”—the 85 percent of students who are neither bullies nor victims—by developing and reinforcing their strong identities. Through their actions and influence, these students dictate the operating environment, giving strength and support to victims and defusing the power of bullies.

- Dramatically decrease violence and verbal abuse
- Increase students' sense of safety
- Include all the materials/instruction necessary to create a safe school environment
- Offer step-by-step guidance that can be customized for your school

Interventions for Achievement and Behavior Problems: A 3 Tiered Model Item 87

This third edition of one of NASP’s most popular publications offers educators a practical, cohesive roadmap to implementing a comprehensive and multi-tiered approach to helping all students succeed. It provides state-of-the-art innovations and strategies in assessment, prevention and interventions, and presents them within the context of the three-tiered model, including RTI.

Gain essential guidance on how to align strategies across tiers, link academic, behavior and social factors to improve outcomes, bridge special and general education, train and motivate school staff on new approaches, and close the gap between what we know and how we practice.

Start on Time: Multimedia in-service program to reduce tardiness Item 88, 123

The *START on Time!* program is a multimedia in-service for middle and high school personnel. These materials lead your staff step by step through designing and implementing a unified approach to school-wide hallway management that will:

- Reduce frequency of tardiness by up to 90%
- Increase instructional time lost to tardiness
- Increase hallway safety
- Improve school climate
- Increase interactions between staff and students

START on Time!, a CD-ROM based program, helps middle and high school administrators and staff improve student behavior in hallways.

Instructional Coaching: A partnership approach to improving instruction Item 89-90

The author describes the practical details of instructional coaching and provides all the tools needed to easily implement job-embedded instructional intervention.

Aggression Replacement Training Items 96-99, 104-105

Aggression Replacement Training (ART) is a multimodal intervention design to alter the behavior of chronically aggressive youth. It consists of skillstreaming, designed to teach a broad curriculum of prosocial behavior, anger control training, a method for empowering youth to modify their own anger responsiveness, and moral reasoning training, to help motivate youth to employ the skills learned via the other components. 2 copies each: text & cd

BASC-2 Intervention Guide (2 copies)

100-101

The book presents detail on 60 interventions, including both theoretical and practical information relevant to each intervention. Each chapter includes characteristics of the condition, theoretical framework, and a list of available evidence-based, proven interventions. In addition, the guide gives an overview of each intervention, followed by clear, step-by-step implementation procedures, evidence-for-use information, citations for each intervention, and a description of factors that may enhance or detract from the chosen intervention's effectiveness.

Behavior and emotional categories

- Academic Problems
- Adaptability
- Aggression
- Anxiety
- Attention Problems
- Conduct Problems
- Depression
- Functional Communication
- Hyperactivity
- Leadership/Social Skills

BasC-2 Classroom Intervention Guide for Externalizing & Internalizing 102 & 103

Designed for use by teachers in the classroom, these easy-to-use, soft-cover workbooks are organized by the types of problems a student may be experiencing: the Workbook for Externalizing and School Problems and the Workbook for Internalizing and Adaptive Skill Problems. Each workbook presents a brief description of the problem area, examples of common behaviors associated with the problem, and a brief review of common causes of the problem. For each intervention strategy, a description of the strategy is provided, along with a list of the basic steps used in the strategy, an illustration of how the strategy can be used, and a detailed discussion on how to implement the strategy. Workbook appendices contain aides (worksheets, forms, classroom and small group lessons) for implementing the interventions.

The Power of Peervention: Manual for Trainers & Peervention: Training Peer Facilitators 106 & 107

'PEERVENTION' is a marriage between two concepts: PEER facilitation and preVENTION education. The program is designed to equip students to assist others in both individual and group settings with the prevention of: school disorientation, academic failure, depression and suicide, eating disorders, family distress, alcohol and drug abuse, body assault, sex-related problems, career indecision, and community unrest. PEERVENTION is ideal as a textbook for comprehensive peer helper or service learning programs

Peer Mediation: Student Manual & Program Guide 108 & 109

This program guide shows how to design, implement, and operate a successful peer mediation program with students in grades 6-12, placing particular emphasis on social and cultural diversity. It provides step-by-step instructions for staff orientation and training, student orientation, and the selection and training of mediators. Contains 30 activities which prepare student mediators to conduct most mediation requests. Also discusses the processes of negotiation and group problem solving. Includes numerous reproducible forms.

An Asset Builder's Guide to Training Peer Helpers 110

Young people can make a powerful difference in the lives of their peers. More often than not youth turn to their friends for help, rather than to adults. This new resource prepares teachers, youth workers, and other adults to train young people to make the positive interactions needed in peer helping. Through a comprehensive, fifteen-session curriculum, this guide allows you to lead a peer-helping program full of activities that teach youth powerful relationship skills that help build assets

The Mediators Guidebook 111

Assist your mediators, ages 10 and up, to conduct well-organized sessions with the 21 easy-to-follow steps, common to most mediation procedures, arranged in six developmentally sequenced stages, and provided on flip-pages for easy reference.

SSBD Kit 114, 122

Universal Screener for Behavior. Provides a solution to the problem of under-referral of students who may develop behavior disorders by giving regular classroom teachers uniform behavioral standards for use in reducing the idiosyncratic nature of teacher referrals.

BEST Behavior: Building Positive Behavior Supports in Schools 115

Best Behavior is:

- **Adaptable.** The program can be tailored to fit all schools
- **Sustainable.** The comprehensive staff development system ensures that the program will remain effective and hassle-free
- **Compatible.** *Best Behavior* can be used as a stand-alone program or as a supplement to an existing system

This resource follows the positive behavioral support (PBS) approach developed at the University of Oregon and the national research center on Positive Behavioral Interventions and Supports (PBIS). *Best Behavior* addresses schoolwide, classroom, and individual student interventions, as well as family collaboration. It is one of the few programs that offers support for *all* students in a school. Intervention techniques are based on more than 30 years of rigorous research in school discipline from the fields of education, psychology, and criminology.

Behavior Intervention Planning Users Guide Item 125

Behavior Intervention Planning walks you through the process of developing solid, strategic behavior intervention plans. The six-step process includes determining the function of the problem behavior, selecting a replacement behavior, designing a teaching plan, creating an environment for success, developing consequences, and writing behavior objectives.

- Offers case studies for practice opportunities
- Provides references to other helpful resources

CASE Webinar CD "Practical Team Approach to Behavior Implementing Early Stage Interventions" by Randy Sprick Item 127

Strategies for Academic Success Book #128

This handbook shows you how to identify deficient learning strategies and what to do about them. It presents clear, step-by-step instructional plans, all with examples. These interventions use direct instruction, the teaching model shown to promote the greatest change in student learning. They are "scripted" to insure easy implementation by both novice and experienced teachers.

You'll find strategies for improving study skills; writing and research; reading comprehension; note taking; listening; time management; organization; test-taking skills; test anxiety; attention and concentration; and motivation. Virtually everything you need to improve student performance is within the covers of this book--including supporting materials such as reproducibles, worksheets, sample tests, a daily calendar, and study plans.

This invaluable handbook will help you improve student learning strategies and, in turn, academic performance.

Research shows that for many learners study skills make the difference between success and failure. When academic development slows at fourth or fifth grade, it's usually because students do not know *how* to learn.

This handbook shows you how to identify deficient learning strategies and what to do about them. It presents clear, step-by-step instructional plans, all with examples. These interventions use direct instruction, the teaching model shown to promote the greatest change in student learning. They are "scripted" to insure easy implementation by both novice and experienced teachers.

You'll find strategies for improving study skills; writing and research; reading comprehension; note taking; listening; time management; organization; test-taking skills; test anxiety; attention and concentration; and motivation. Virtually everything you need to improve student performance is within the covers of this book including supporting materials such as reproducibles, worksheets, sample tests, a daily calendar, and study plans.

Building Social Relationships by Scott Bellini

130, 131

This comprehensive five-step model addresses the need for social programming for children and adolescents with autism spectrum disorders by helping children identify the skills they need to form relationships and an intervention plan to help them acquire these skills. Instead of offering a single strategy, this book organizes the myriad social skills strategies and resources currently available to make it easier for parents and educational professionals to teach social skills and design social skills programs for children with ASD.

Guidelines for Responding to Students Threats of Violence

132

A perfect complement to *Safe, Supportive, and Successful Schools*, this book shows school-based teams how to assess and effectively respond to student threats of violence. The goals are twofold: (1) to maintain a safe school environment by preventing acts of violence, and (2) to resolve problems that underlie threatening behavior. Includes guidelines on conducting assessments and implementing interventions, findings of current research, reproducibles, and case examples.

- Supports team-based threat assessments
- Offers a solid game plan for promoting safer, trouble-free schools

No More Meltdowns by Jed Baker, PhD

133

It could happen at the grocery store. At a restaurant. At school. At home. Meltdowns are stressful for both child and adult, but Dr. Baker can help!

Author of the award-winning Social Skills Picture Book series, Dr. Jed Baker offers parents and teachers strategies for preventing and managing meltdowns. His 20+ years of experience working with children on the autism spectrum, combined with his personal experiences raising his own children, have yielded time-tested strategies, and results!

Dr. Baker offers an easy-to-follow, 4-step model that will improve your everyday relationships with the children in your life: 1) Managing your own emotions by adjusting your expectations, 2) Learning strategies to calm a meltdown in the moment, 3) Understanding why a meltdown occurs, and 4) Creating plans to prevent future meltdowns.

The ADD/ADHD Checklist

134

The ADD/ADHD Checklist helps parents and teachers to better understand children and teenagers with attention problems and provide the kind of support and intervention that is crucial to kids' success. Presented in a concise, easy-to-read checklist format, the book is packed with practical advice and information on a wide range of topics, including what we do and don't know about ADHD, probable causes, critical elements for school success, the most commonly prescribed medications, what children with ADHD need at home, effective behavioral strategies, how to help kids stay organized, and advocating for an ADHD child.

Socially ADDept: Teaching Social Skills

135

Decodes the often confusing rules of social behavior for all children Socially ADDept helps educators and parents teach the hidden rules of social behavior to children with limited social skills, notably those with special needs like ADHD, learning disabilities, Asperger's and high-functioning autism, Tourette Syndrome, and nonverbal learning disabilities. The author provides all the information parents and professionals need to know to help kids learn social skills in simple, concise explanations. The book is divided into eight sections that educators can use as teaching units or parents can work through one week (or month) at a time.

- Includes a way for children to see themselves and how their behavior looks to others
- Deciphers the complex rules of nonverbal language into friendly, bite-sized morsels that kids can understand
 - Offers a field-tested collection of suggestions and strategies for parents and professionals who want to enhance a child's social competence

Socially ADDept is presented in a hands-on workbook format, complete with reproducible student worksheets that are also available for free download from the publisher web site.

Building Positive Behavior Support Systems in Schools: FBA 136

This indispensable volume presents an up-to-date conceptual model and practical tools for meeting the challenges of severe problem behavior in elementary and middle-school settings. The focus is on developing and implementing team-based support plans for the 1-5% of students who require intensive, individualized behavioral assessment and intervention. Outlined are field-tested procedures that enable the practitioner to evaluate student needs using functional behavioral assessment; transform assessment results into practical, function-based interventions; develop school-wide systems that support the assessment and intervention process; establish clear roles for leaders and members of behavior support teams; and work collaboratively with administrators, teachers, students, and parents. A much-needed resource and text, the book features illustrative case examples, figures, and charts. Also included are reproducible assessment instruments, parent and teacher forms, sample meeting agendas, and other useful materials.

Developing Schoolwide Programs to Prevent and Manage Problem Behaviors 137

Packed with hands-on tools and grounded in the latest research, this important resource provides guidelines for designing, implementing, and evaluating a schoolwide primary prevention program. The authors' team-based, school-tested approach includes behavioral, academic, and social components that can be tailored to address any school's needs. Each chapter presents real-world examples alongside essential information about how to prevent the development of antisocial behavior in grades K-12. Special features include sample forms and checklists for use in planning, staff training, screening and assessment, positive behavior support, and progress monitoring. The book also offers general guidelines for identifying and supporting students who require more intensive intervention.

Executive Function in the Classroom: Practical Strategies 138

Help K-12 teachers understand and enhance students' executive function skills-the key to long-term school and social success. This practical how-to guide is packed with ready-to-use forms and strategies that improve outcomes across subject areas.

Improving Social Behaviors in the Classroom 139

Improving Social Behaviors in the Classroom When it comes to teaching social skills to young learners, instructors are always looking for a defined curriculum that presents the precise skills to address and how to teach them. A group of highly skilled professionals at the UCLA Early Childhood Partial Hospitalization Program has created a curriculum that provides detailed day-by-day lessons to be incorporated into the regular school day. The intent is to provide teachers with a developmentally appropriate sequence of basic social skills by breaking each skill into its component parts. Each skill is introduced and then built upon throughout the weeks. This is a highly structured, sequenced curriculum that enhances specific social goals that are the stepping stones of building appropriate social behaviors.

There are four categories: Possessive Understanding/Acknowledgement of Others; Basic Initiation Skills; Turn Taking and Simple Social Play; and Cooperation. There are daily lessons that span 25 weeks, making implementation of the curriculum a breeze. Each week contains a listing of the behavioral objective,

how to identify the skill components and a list of lessons and materials for the week. Each skill is targeted to be learned in a week of themed activities that can be taught in short segments and then revisited and generalized in the classroom. There is even a Dear Parents letter to be photocopied and sent home at the beginning of the week so that families can reinforce and generalize the skills being taught that week.

The curriculum is designed for preschool or early elementary special education teachers of students with autism spectrum disorders but can also be used with any students who have developmental or emotional difficulties. The curriculum is highly structured to encourage peer interaction within small groups in the classroom setting.

Social Skills Activities for Special Children 2nd Ed

140

A flexible, ready-to-use program to help special students in grades K-5 learn appropriate ways to behave among others

The revised and updated second edition of this bestselling resource book provides ready-to-use lessons--complete with reproducible worksheets--to help children become aware of acceptable social behavior and develop proficiency in acquiring basic social skills. The book is organized around three core areas crucial to social development in the primary grades: Accepting Rules and Authority at School, Relating to Peers, and Developing Positive Social Skills. Each lesson places a specific skill within the context of real-life situations, giving teachers a means to guide students to think about why the social skill is important. The hands-on activity that accompanies each lesson helps students to work through, think about, discuss, and practice the skill in or outside of the classroom.

Visual Supports

141

The importance of visual supports is undeniable. This book contains step-by-step directions and accompanying pictures to help families and individuals with autism spectrum disorders create visual supports that work across many settings. The companion video demonstrates that effective use of visual supports gives children more control over their environment, resulting in less frustration and demonstration of problem behaviors.

The Incredible 5 Point Scale

142

This must-have resource shows how the use of a simple 5-point scale can help students understand and control their emotional reactions to everyday events. This book shows how to break down a given behavior and, with the student's active participation, develop a scale that identifies the problem and suggests alternative, positive behaviors at each level of the scale.

Autism? There's an app for that!

Actually, there are more than 200 apps for autism, and this book will guide you through them so you can confidently utilize today's technology to maximize your child or student's success!

Speech Language Pathologist Lois Jean Brady wrote this book in order to educate parents, teachers, and other professionals about the breakthrough method she calls "iTherapy"—which is the use of Apple products (iPhone, iPad, iPod Touch) and various apps (computer applications) in meeting students' individual educational goals.

Lois believes that all persons on the spectrum can learn how to use technology in a way that is relevant to them. She shares important tips on how to use apps responsibly and effectively by maintaining a child-centered, team approach to teaching and learning, taking into account the individual's interests, strengths/challenges, vision, motor planning, attention, sensory processing, memory, cognitive ability, environment, and access to tools. Lois also coaches adults on how they can use prompting and reinforcement techniques to help establish and generalize skills learned, until students are able to consistently demonstrate the skills in various environments (home, school, etc.).

For those who are new to the wonderful world of apps, worry not! Lois provides helpful sections on how to get started, including: Choosing an iDevice, Basic iDevice Operations, Opening an Account, How to Download an App from iTunes, and more!

OLYMPUS Digital Voice Recorder

Item: HBM-VR 1 – HBM-VR 6

VN-6200 PC Digital Voice Recorder with case, USB Cable, Instruction Manual (total – 6)

Ultra HD Flip Video Camcorder

Item: HBM-FC-1

Pure Digital Technologies - white & chrome camcorder, 8 GB of memory, records 120 minutes. Includes camcorder, rechargeable battery pack, wrist strap, soft case. Model U2120W

Flip Video TRIPOD

Item: HBM-TRI-1

Pure Digital Technologies – Black Mini Tripod and 5 sets of changeable feet.

