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Collaborative Learning and Study Support: Piloting an Integrated Tier 2 Behavior and Academic Intervention in High School

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Learning Objectives

By the end of the session, attendees will be able to:

Describe	Describe how academic and behavior instruction strategies can be integrated within Tier 2 frameworks to support ninth-grade students.
Explain	Explain how coaching and feedback can be conducted to promote student engagement and use of newly taught study and engagement strategies.

Road Map

- Tier 2 Features
- Collaborative Learning and Study Supports
- Implementation
- Closing

Characteristics of High School Drop Out

- Academic failure
- Grade retention
- Disability diagnosis
- Academic failure
- Challenging behavior
- Low attendance

Ninth-Graders & Student Success

- 9th graders are <u>most</u> vulnerable
  - Less engagement with school
  - Fewer adult and peer relationships
  - More disruptive/challenging behavior
  - Lower attendance
  - Lower course performance

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Previous Work Supporting Ninth-Graders

Freshman Success:

- 14 Lessons
  - Behavioral engagement (e.g., prioritize tasks)
  - Cognitive engagement (e.g., graduation requirements)
  - Emotional engagement (e.g., school resources)

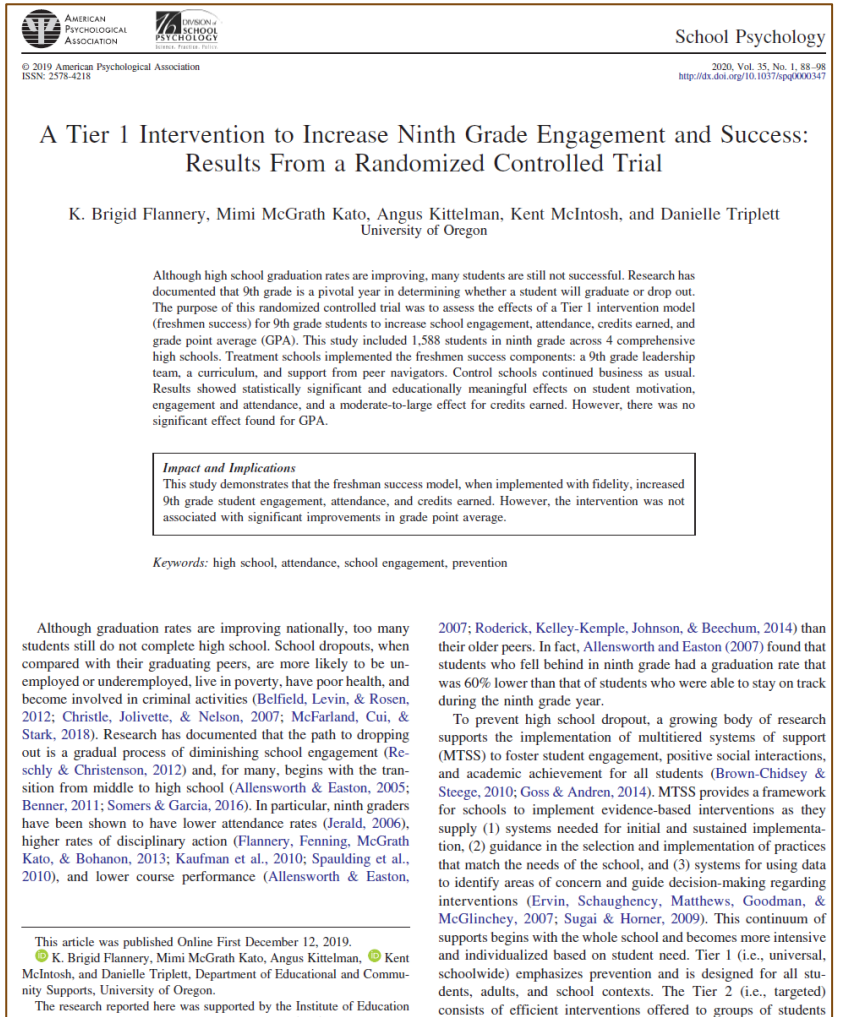
Leadership Team
- ✓ Developed teams
- ✓ Monitored student data
- ✓ Trained teachers to deliver curriculum

+

Curriculum
- ✓ Engagement-focused curriculum
- ✓ Focused on new skills & building fluency

+

Peer Support
- ✓ Co-taught lessons with teachers
- ✓ Provided peer mentoring



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A Tier 1 Intervention to Increase Ninth Grade Engagement and Success: Results From a Randomized Controlled Trial

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University of Oregon

Although high school graduation rates are improving, many students are still not successful. Research has documented that 9th grade is a pivotal year in determining whether a student will graduate or drop out. The purpose of this randomized controlled trial was to assess the effects of a Tier 1 intervention model (freshmen success) for 9th grade students to increase school engagement, attendance, credits earned, and grade point average (GPA). This study included 1,588 students in ninth grade across 4 comprehensive high schools. Treatment schools implemented the freshmen success components: a 9th grade leadership team, a curriculum, and support from peer navigators. Control schools continued business as usual. Results showed statistically significant and educationally meaningful effects on student motivation, engagement and attendance, and a moderate-to-large effect for credits earned. However, there was no significant effect found for GPA.

Impact and Implications
This study demonstrates that the freshman success model, when implemented with fidelity, increased 9th grade student engagement, attendance, and credits earned. However, the intervention was not associated with significant improvements in grade point average.

Keywords: high school, attendance, school engagement, prevention

Although graduation rates are improving nationally, too many students still do not complete high school. School dropouts, when compared with their graduating peers, are more likely to be unemployed or underemployed, live in poverty, have poor health, and become involved in criminal activities (Belfield, Levin, & Rosen, 2012; Christle, Jolivette, & Nelson, 2007; McFarland, Cui, & Stark, 2018). Research has documented that the path to dropping out is a gradual process of diminishing school engagement (Reschly & Christenson, 2012) and, for many, begins with the transition from middle to high school (Allensworth & Easton, 2005; Benner, 2011; Somers & Garcia, 2016). In particular, ninth graders have been shown to have lower attendance rates (Jerald, 2006), higher rates of disciplinary action (Flannery, Fenning, McGrath Kato, & Bohanon, 2013; Kaufman et al., 2010; Spaulding et al., 2010), and lower course performance (Allensworth & Easton, 2007; Roderick, Kelley-Kemple, Johnson, & Beechum, 2014) than their older peers. In fact, Allensworth and Easton (2007) found that students who fell behind in ninth grade had a graduation rate that was 60% lower than that of students who were able to stay on track during the ninth grade year.

To prevent high school dropout, a growing body of research supports the implementation of multitiered systems of support (MTSS) to foster student engagement, positive social interactions, and academic achievement for all students (Brown-Chidsey & Steege, 2010; Goss & Andren, 2014). MTSS provides a framework for schools to implement evidence-based interventions as they supply (1) systems needed for initial and sustained implementation, (2) guidance in the selection and implementation of practices that match the needs of the school, and (3) systems for using data to identify areas of concern and guide decision-making regarding interventions (Ervin, Schaughency, Matthews, Goodman, & McGlinchey, 2007; Sugai & Horner, 2009). This continuum of supports begins with the whole school and becomes more intensive and individualized based on student need. Tier 1 (i.e., universal, schoolwide) emphasizes prevention and is designed for all students, adults, and school contexts. The Tier 2 (i.e., targeted) consists of efficient interventions offered to groups of students

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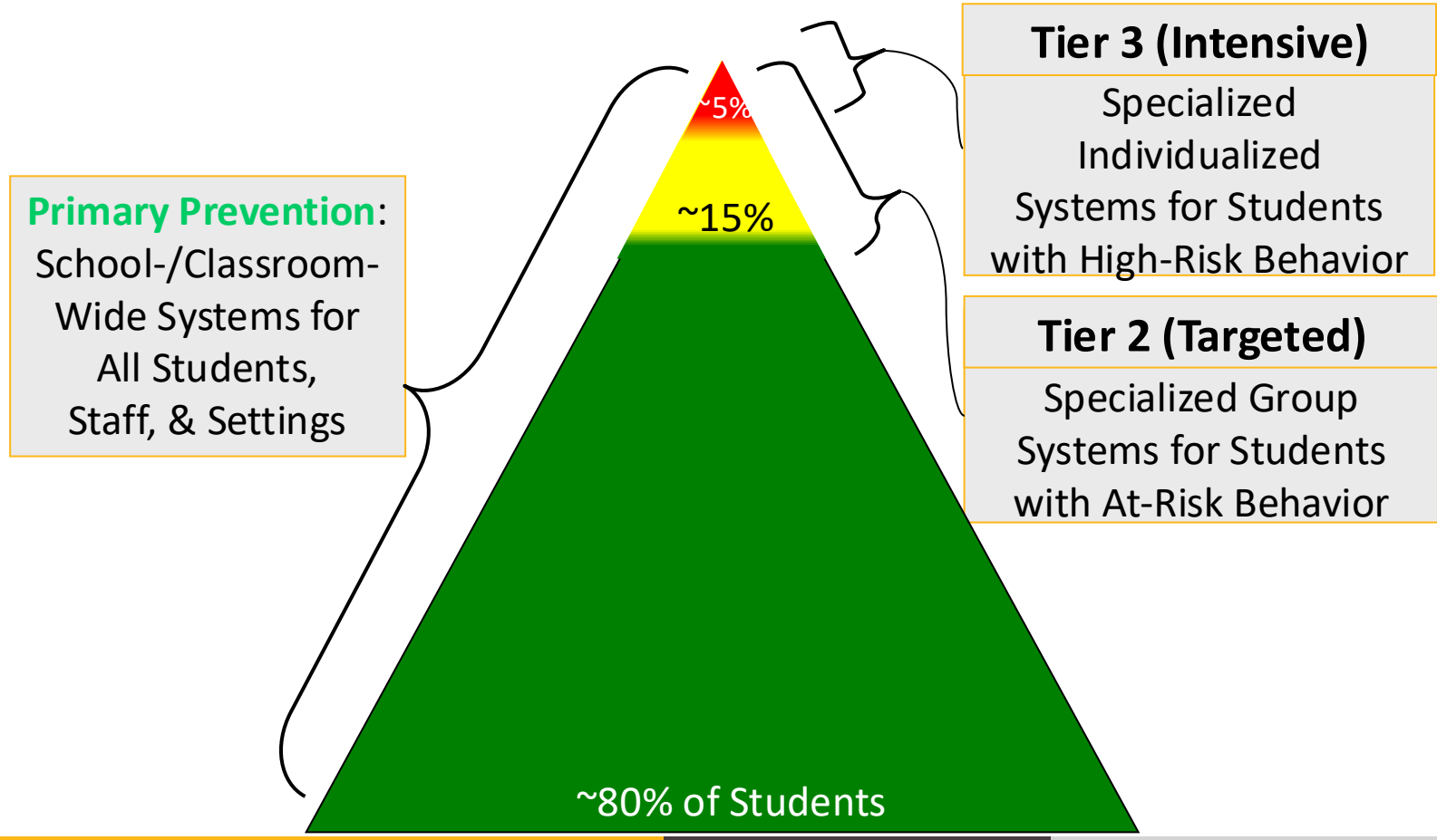
More is Needed…

- Universal interventions (e.g., Freshmen Success) are Tier 1 programs
- Students at risk for school failure need:
  - More structure and support
  - Increased positive adult, peer interactions
  - Organizational/study skill building
    - Academic skills: note-taking, concept mapping, writing strategies
    - Behavioral skills: self-monitoring/regulation, goal setting, planning and organization, prioritizing, relationship building

Tier 2

- Targeted supports that build on Tier 1 systems
- Intensified supports for students not responding to Tier 1
- Designed to reduce risk for serious social, emotional, or behavior needs
- Facilitated by a Tier 2 team

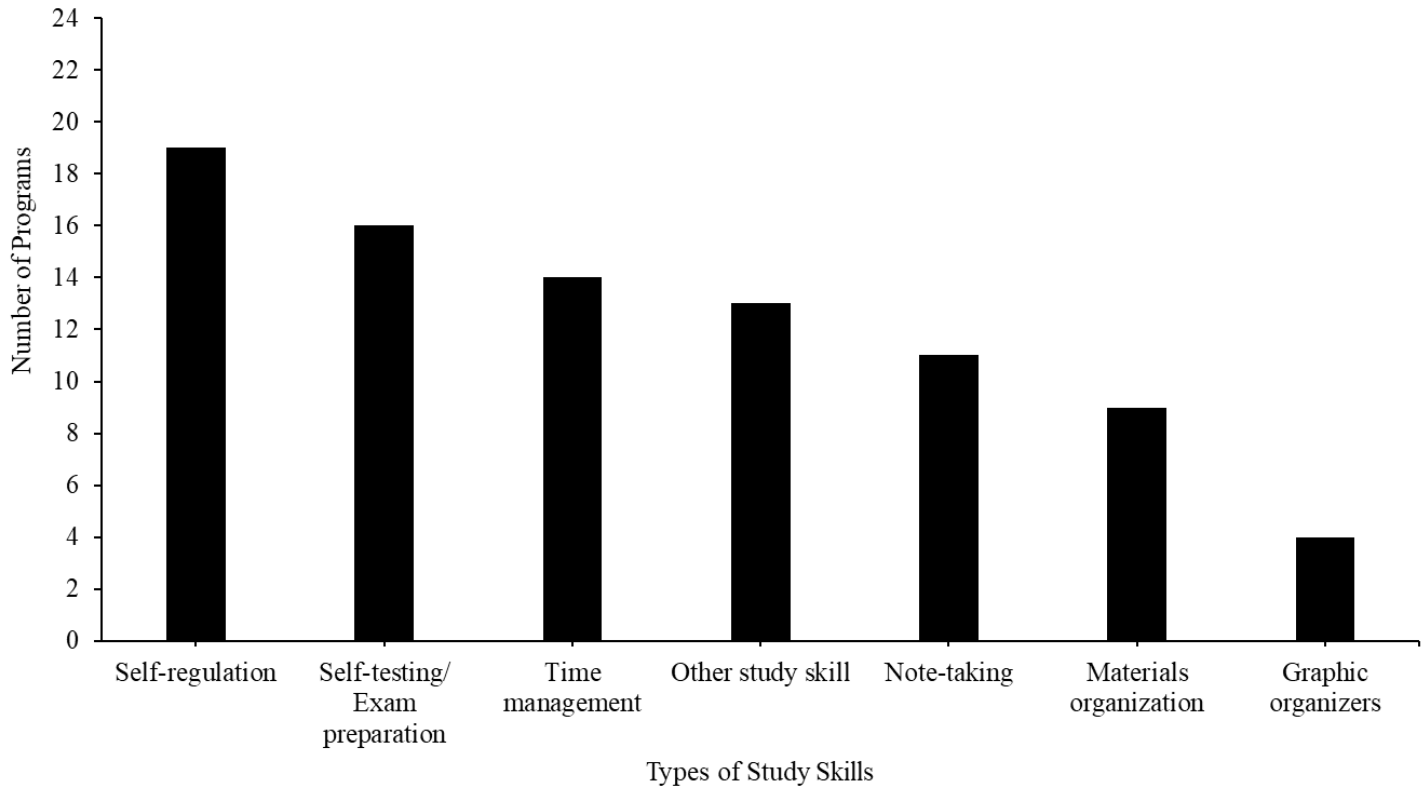


Components of Tier 2 Interventions

- Standardized implementation
- Builds on Tier 1 supports
- Linked to function
- Quickly accessible
- Direct instruction and repeated feedback
- Time limited
- Adaptable

Tier 2 Academic and Behavioral Practices

- Key findings (24 studies)
- Most common study skills:
  - Self-regulation
  - Exam preparation
  - Time management
  - Note-taking
  - Organization
  - Graphic organizers
- **<u>Only four articles were completed in high schools</u>**



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Collaborative Learning and Study Supports (CLASS)

Project CLASS

- Curriculum for teaching academic and behavioral skills
- **Academic skills**: Note-taking, concept mapping, graphic organizers
- **Behavior skills:** Self-monitoring/self-regulation, goal setting, planning and prioritizing
- Adult coordination and support
- Peer coaching and support
- Facilitate peer learning groups

PROJECT
CLASS

COLLABORATIVE LEARNING
AND STUDY SUPPORT

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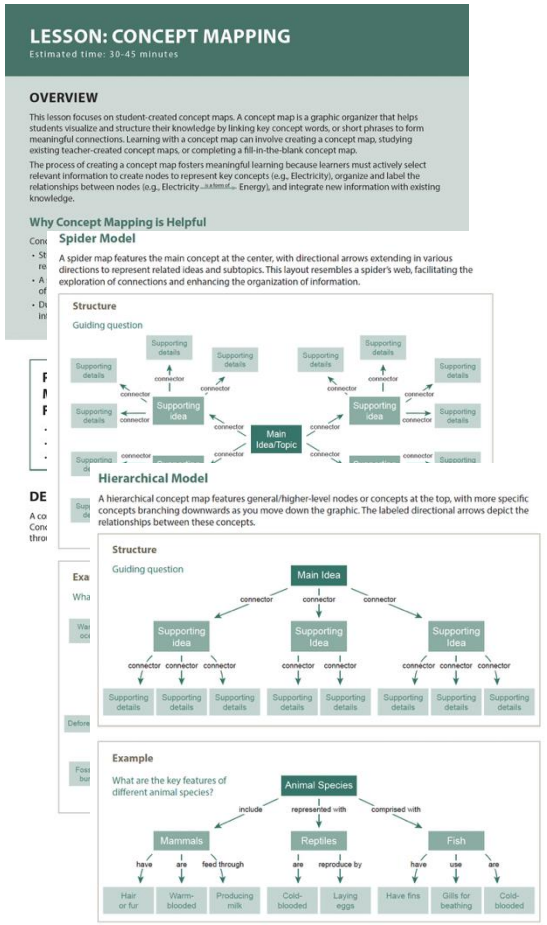
Academic Skills



LESSON: CONCEPT MAPPING

Estimated time: 30-45 minutes

OVERVIEW

This lesson focuses on student-created concept maps. A concept map is a graphic organizer that helps students visualize and structure their knowledge by linking key concept words, or short phrases to form meaningful connections. Learning with a concept map can involve creating a concept map, studying existing teacher-created concept maps, or completing a fill-in-the-blank concept map.

The process of creating a concept map fosters meaningful learning because learners must actively select relevant information to create nodes to represent key concepts (e.g., Electricity), organize and label the relationships between nodes (e.g., Electricity ...transmit... Energy), and integrate new information with existing knowledge.

Why Concept Mapping is Helpful

Spider Model

A spider map features the main concept at the center, with directional arrows extending in various directions to represent related ideas and subtopics. This layout resembles a spider's web, facilitating the exploration of connections and enhancing the organization of information.

Structure

Guiding question

Supporting details

connector

Supporting idea

Main Idea/Topic

Hierarchical Model

A hierarchical concept map features general/higher-level nodes or concepts at the top, with more specific concepts branching downwards as you move down the graphic. The labeled directional arrows depict the relationships between these concepts.

Structure

Guiding question

Main Idea

Supporting idea

Supporting Idea

Supporting details

Example

What are the key features of different animal species?

Animal Species

include

represented with

comprised with

Mammals

Reptiles

Fish

have

are

feed through

are

reproduce by

have

use

are

Hair or fur

Warm-blooded

Producing milk

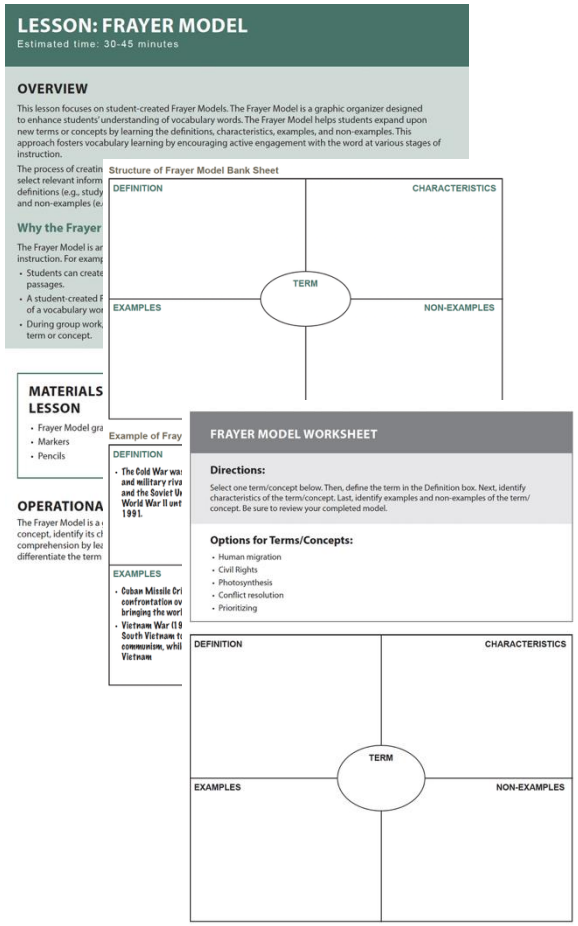
Cold-blooded

Laying eggs

Have fins

Gills for breathing

Cold-blooded



LESSON: FRAYER MODEL

Estimated time: 30-45 minutes

OVERVIEW

This lesson focuses on student-created Frayer Models. The Frayer Model is a graphic organizer designed to enhance students' understanding of vocabulary words. The Frayer Model helps students expand upon new terms or concepts by learning the definitions, characteristics, examples, and non-examples. This approach fosters vocabulary learning by encouraging active engagement with the word at various stages of instruction.

Why the Frayer

MATERIALS

LESSON

- Frayer Model gra
- Markers
- Pencils

OPERATIONA

Structure of Frayer Model Bank Sheet

DEFINITION

CHARACTERISTICS

TERM

EXAMPLES

NON-EXAMPLES

Example of Fray

DEFINITION

- The Cold War wa and military riva and the Soviet U World War II unt 1991.

EXAMPLES

- Cuban Missile Cri confrontation ov bringing the worl
- Vietnam War (1 South Vietnam t communism, whil Vietnam

FRAYER MODEL WORKSHEET

Directions:

Select one term/concept below. Then, define the term in the Definition box. Next, identify characteristics of the term/concept. Last, identify examples and non-examples of the term/concept. Be sure to review your completed model.

Options for Terms/Concepts:

- Human migration
- Civil Rights
- Photosynthesis
- Conflict resolution
- Prioritizing

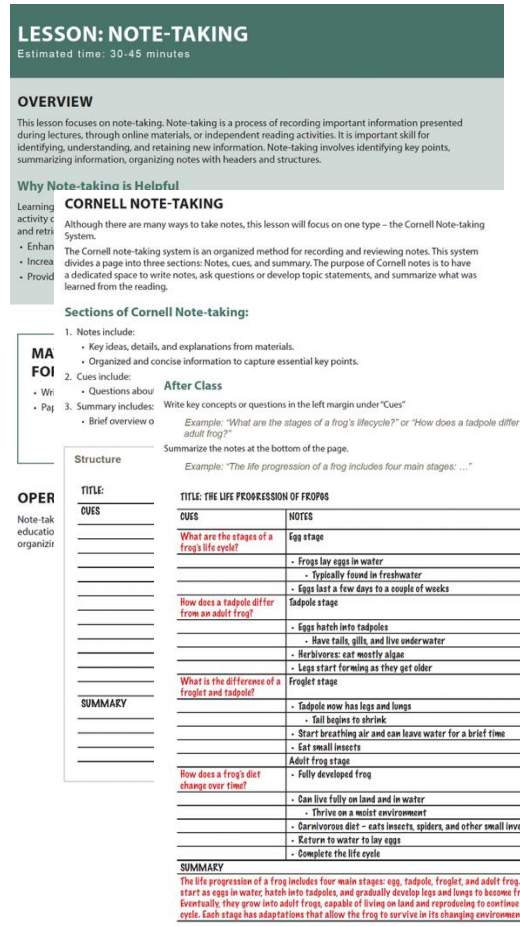
DEFINITION

CHARACTERISTICS

TERM

EXAMPLES

NON-EXAMPLES



LESSON: NOTE-TAKING

Estimated time: 30-45 minutes

OVERVIEW

This lesson focuses on note-taking. Note-taking is a process of recording important information presented during lectures, through online materials, or independent reading activities. It is important skill for identifying, understanding, and retaining new information. Note-taking involves identifying key points, summarizing information, organizing notes with headers and structures.

Why Note-taking is Helpful

CORNELL NOTE-TAKING

Although there are many ways to take notes, this lesson will focus on one type – the Cornell Note-taking System.

The Cornell note-taking system is an organized method for recording and reviewing notes. This system divides a page into three sections: Notes, cues, and summary. The purpose of Cornell notes is to have a dedicated space to write notes, ask questions or develop topic statements, and summarize what was learned from the reading.

Sections of Cornell Note-taking:

1. Notes include:
   - Key ideas, details, and explanations from materials.
   - Organized and concise information to capture essential key points.
2. Cues include:
   - Questions abou
3. Summary includes:
   - Brief overview o

After Class

Write key concepts or questions in the left margin under "Cues"

Example: "What are the stages of a frog's lifecycle?" or "How does a tadpole differ from an adult frog?"

Summarize the notes at the bottom of the page.

Example: "The life progression of a frog includes four main stages: ..."

Structure

TITLE:

CUES

SUMMARY

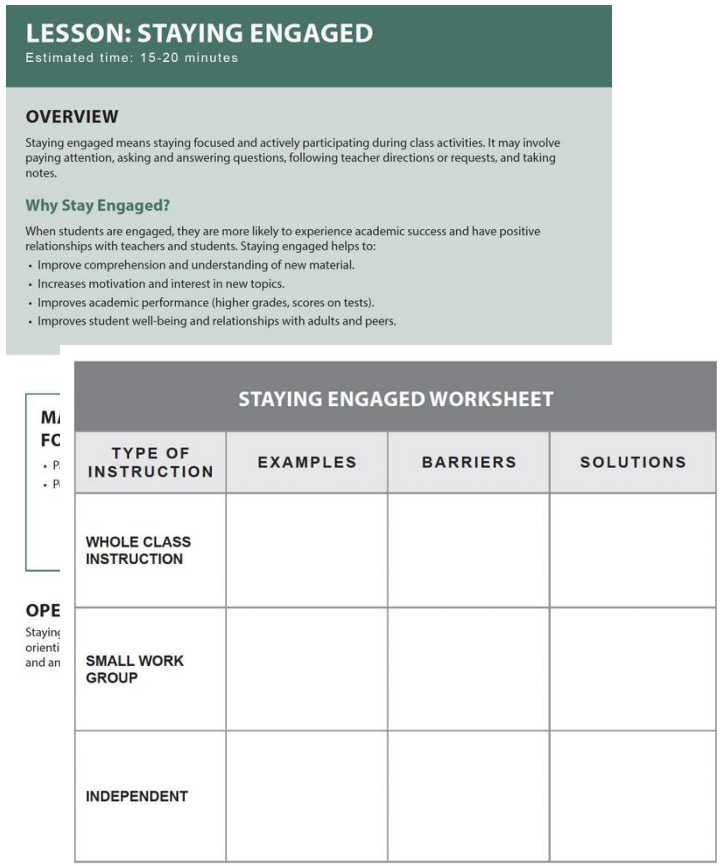
TITLE: THE LIFE PROGRESSION OF FROGS

CUES	NOTES
What are the stages of a frog's life cycle?	Egg stage
	• Frogs lay eggs in water
	• Typically found in freshwater
	• Eggs last a few days to a couple of weeks
How does a tadpole differ from an adult frog?	Tadpole stage
	• Eggs hatch into tadpoles
	• Have tails, gills, and live underwater
	• Herbivores: eat mostly algae
	• Legs start forming as they get older
What is the difference of a froglet and tadpole?	Froglet stage
	• Tadpole now has legs and lungs
	• Tail begins to shrink
	• Start breathing air and can leave water for a brief time
	• Eat small insects
	Adult frog stage
How does a frog's diet change over time?	• Fully developed frog
	• Can live fully on land and in water
	• Thrive on a moist environment
	• Carnivorous diet – eats insects, spiders, and other small invertebrates
	• Return to water to lay eggs
	• Complete the life cycle

SUMMARY

The life progression of a frog includes four main stages: egg, tadpole, froglet, and adult frog. Frogs start as eggs in water, hatch into tadpoles, and gradually develop legs and lungs to become froglets. Eventually, they grow into adult frogs, capable of living on land and reproducing to continue the life cycle. Each stage has adaptations that allow the frog to survive in its changing environment.

Behavior Skills



LESSON: STAYING ENGAGED

Estimated time: 15-20 minutes

OVERVIEW

Staying engaged means staying focused and actively participating during class activities. It may involve paying attention, asking and answering questions, following teacher directions or requests, and taking notes.

Why Stay Engaged?

When students are engaged, they are more likely to experience academic success and have positive relationships with teachers and students. Staying engaged helps to:

- Improve comprehension and understanding of new material.
- Increases motivation and interest in new topics.
- Improves academic performance (higher grades, scores on tests).
- Improves student well-being and relationships with adults and peers.

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- P
- P

OPE
Staying
orienti
and an

STAYING ENGAGED WORKSHEET

TYPE OF INSTRUCTION	EXAMPLES	BARRIERS	SOLUTIONS
WHOLE CLASS INSTRUCTION			
SMALL WORK GROUP			
INDEPENDENT			

LESSON: GOAL SETTING

Estimated time: 15-20 minutes

OVERVIEW

Goal setting is the process of identifying specific, measurable, and time-bound objectives that guide efforts and actions toward achieving desired outcomes. It involves clarifying what one wants to accomplish, setting milestones to track progress, a

When a goal is specific and me

Goal setting helps to:

- Build a roadmap to achieve
- Identify specific goals and t

MATERIALS FOR
- Pencils
- Paper
- Laptop/Chromebook

OPERATIONAL DE
Goal setting is a strategy to id
behavior and performance. Go
motivation, and self-regulatio

Example
For the next three week
Language class.
Non-Example
I will not be tardy in any

DIFFERENT TYPES OF GOALS

There are different types of goals students can create. These include short-term goals (achievable in weeks), mid-range goals (achievable in months), and long-term goals (achievable in years).

Short-Term Goals

Short-term goals are designed to be achievable within a few weeks. These goals provide students with quick feedback on their progress and serve as steppingstones for larger, long-term goals.

Example
For the next six weeks of the semester, I will meet with my Algebra I teacher once a week to confirm that I have completed all homework assignments.
Non-Example
I will improve my grade in my Algebra I class.

Mid-Range Goals

Mid-range goals are designed to be achievable within months. These goals act as steppingstones between short-term goals and long-term goals.

Example
By the end of the semester, I will improve my overall grade in my Algebra I class from a D to a B.
Non-Example
By the end of the semester, I will get an A in my Algebra I class because I will get 95% or better on every quiz and test in the class.

Long-Term Goals

Long-term goals are typically designed to be achieved over a year or longer. These goals are often broad in scope and require sustained effort and dedication over time.

Example
For the end of the school year, I will have passed on my classes with a B or better grade and be on track to graduation.
Non-Example
I will work harder on communicating and building a positive relationship with my Algebra I.

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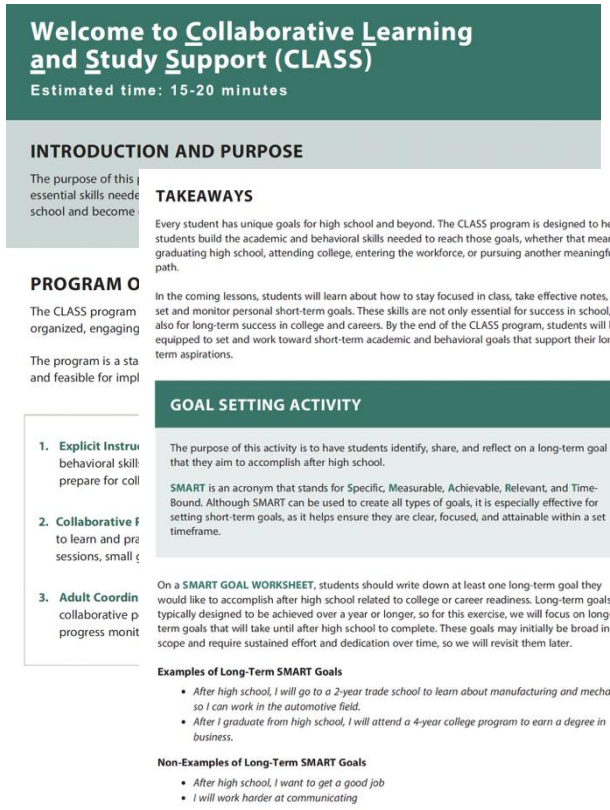
Newer Skills



Welcome to Collaborative Learning and Study Support (CLASS)

Estimated time: 15-20 minutes

INTRODUCTION AND PURPOSE

The purpose of this
essential skills neede
school and become

PROGRAM O

The CLASS program
organized, engaging

The program is a sta
and feasible for impl

1. **Explicit Instru**
behavioral skill
prepare for coll
2. **Collaborative F**
to learn and pra
sessions, small
3. **Adult Coordin**
collaborative p
progress monit

TAKEAWAYS

Every student has unique goals for high school and beyond. The CLASS program is designed to help students build the academic and behavioral skills needed to reach those goals, whether that means graduating high school, attending college, entering the workforce, or pursuing another meaningful path.

In the coming lessons, students will learn about how to stay focused in class, take effective notes, and set and monitor personal short-term goals. These skills are not only essential for success in school, but also for long-term success in college and careers. By the end of the CLASS program, students will be equipped to set and work toward short-term academic and behavioral goals that support their long-term aspirations.

GOAL SETTING ACTIVITY

The purpose of this activity is to have students identify, share, and reflect on a long-term goal that they aim to accomplish after high school.

SMART is an acronym that stands for **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-Bound. Although SMART can be used to create all types of goals, it is especially effective for setting short-term goals, as it helps ensure they are clear, focused, and attainable within a set timeframe.

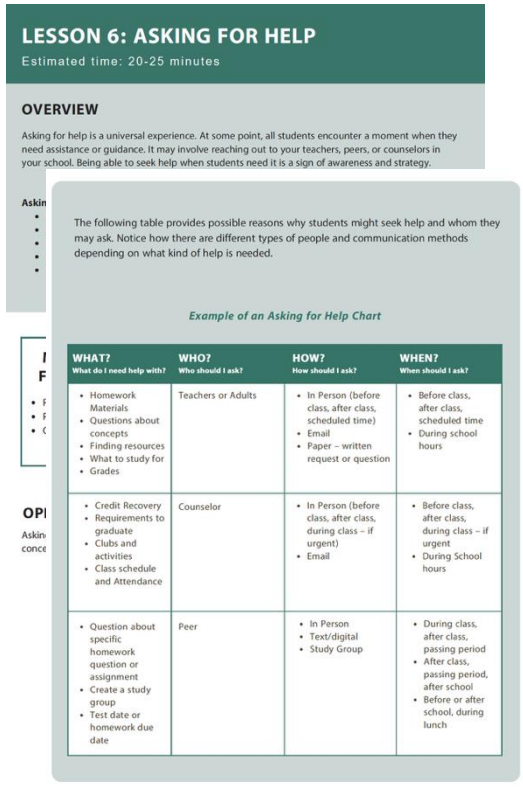
On a **SMART GOAL WORKSHEET**, students should write down at least one long-term goal they would like to accomplish after high school related to college or career readiness. Long-term goals are typically designed to be achieved over a year or longer, so for this exercise, we will focus on long-term goals that will take until after high school to complete. These goals may initially be broad in scope and require sustained effort and dedication over time, so we will revisit them later.

Examples of Long-Term SMART Goals

- *After high school, I will go to a 2-year trade school to learn about manufacturing and mechanics so I can work in the automotive field.*
- *After I graduate from high school, I will attend a 4-year college program to earn a degree in business.*

Non-Examples of Long-Term SMART Goals

- *After high school, I want to get a good job*
- *I will work harder at communicating*



LESSON 6: ASKING FOR HELP

Estimated time: 20-25 minutes

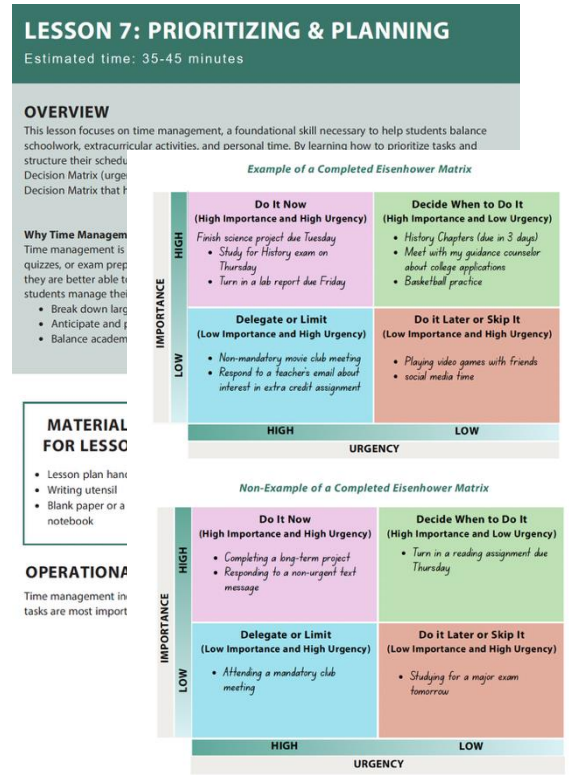
OVERVIEW

Asking for help is a universal experience. At some point, all students encounter a moment when they need assistance or guidance. It may involve reaching out to your teachers, peers, or counselors in your school. Being able to seek help when students need it is a sign of awareness and strategy.

The following table provides possible reasons why students might seek help and whom they may ask. Notice how there are different types of people and communication methods depending on what kind of help is needed.

Example of an Asking for Help Chart

WHAT? What do I need help with?	WHO? Who should I ask?	HOW? How should I ask?	WHEN? When should I ask?
• Homework Materials • Questions about concepts • Finding resources • What to study for • Grades	Teachers or Adults	• In Person (before class, after class, scheduled time) • Email • Paper – written request or question	• Before class, after class, scheduled time • During school hours
• Credit Recovery • Requirements to graduate • Clubs and activities • Class schedule and Attendance	Counselor	• In Person (before class, after class, during class – if urgent) • Email	• Before class, after class, during class – if urgent • During School hours
• Question about specific homework question or assignment • Create a study group • Test date or homework due date	Peer	• In Person • Text/digital • Study Group	• During class, after class, passing period • After class, passing period, after school • Before or after school, during lunch



LESSON 7: PRIORITIZING & PLANNING

Estimated time: 35-45 minutes

OVERVIEW

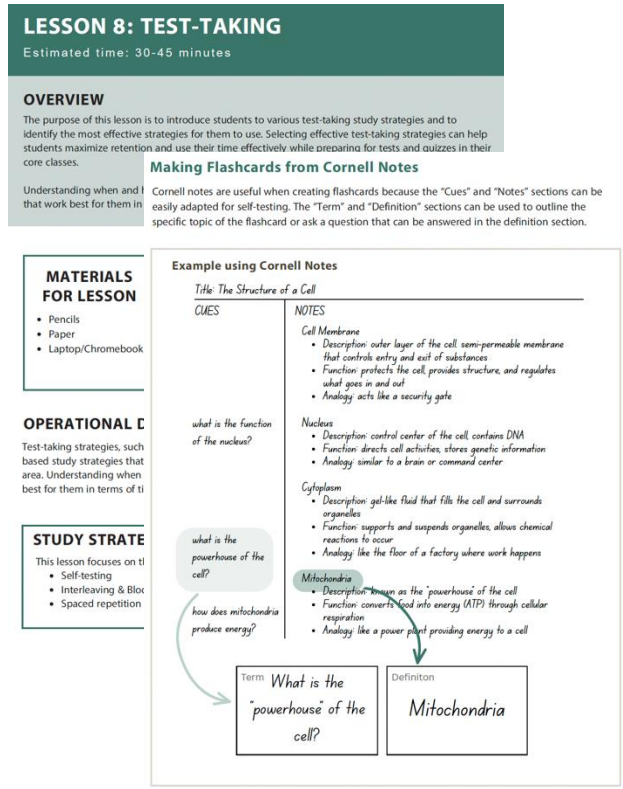
This lesson focuses on time management, a foundational skill necessary to help students balance schoolwork, extracurricular activities, and personal time. By learning how to prioritize tasks and

Example of a Completed Eisenhower Matrix

IMPORTANCE \ URGENCY	HIGH	LOW
HIGH	**Do It Now** (High Importance and High Urgency) *Finish science project due Tuesday* • *Study for History exam on Thursday* • *Turn in a lab report due Friday*	**Decide When to Do It** (High Importance and Low Urgency) • *History Chapters (due in 3 days)* • *Meet with my guidance counselor about college applications* • *Basketball practice*
LOW	**Delegate or Limit** (Low Importance and High Urgency) • *Non-mandatory movie club meeting* • *Respond to a teacher's email about interest in extra credit assignment*	**Do it Later or Skip It** (Low Importance and High Urgency) • *Playing video games with friends* • *social media time*

Non-Example of a Completed Eisenhower Matrix

IMPORTANCE \ URGENCY	HIGH	LOW
HIGH	**Do It Now** (High Importance and High Urgency) • *Completing a long-term project* • *Responding to a non-urgent text message*	**Decide When to Do It** (High Importance and Low Urgency) • *Turn in a reading assignment due Thursday*
LOW	**Delegate or Limit** (Low Importance and High Urgency) • *Attending a mandatory club meeting*	**Do it Later or Skip It** (Low Importance and High Urgency) • *Studying for a major exam tomorrow*



LESSON 8: TEST-TAKING

Estimated time: 30-45 minutes

OVERVIEW

The purpose of this lesson is to introduce students to various test-taking study strategies and to identify the most effective strategies for them to use. Selecting effective test-taking strategies can help students maximize retention and use their time effectively while preparing for tests and quizzes in their core classes.

Understanding when and
that work best for them in

MATERIALS FOR LESSON

- Pencils
- Paper
- Laptop/Chromebook

OPERATIONAL D

Test-taking strategies, such
based study strategies that
area. Understanding when
best for them in terms of ti

STUDY STRATE

This lesson focuses on t
- Self-testing
- Interleaving & Bloc
- Spaced repetition

Making Flashcards from Cornell Notes

Cornell notes are useful when creating flashcards because the "Cues" and "Notes" sections can be easily adapted for self-testing. The "Term" and "Definition" sections can be used to outline the specific topic of the flashcard or ask a question that can be answered in the definition section.

Example using Cornell Notes

Title: The Structure of a Cell

CUES	NOTES
what is the function of the nucleus?	**Cell Membrane** • *Description: outer layer of the cell; semi-permeable membrane that controls entry and exit of substances* • *Function: protects the cell, provides structure, and regulates what goes in and out* • *Analogy: acts like a security gate* **Nucleus** • *Description: control center of the cell, contains DNA* • *Function: directs cell activities, stores genetic information* • *Analogy: similar to a brain or command center*
what is the powerhouse of the cell? how does mitochondria produce energy?	**Cytoplasm** • *Description: gel-like fluid that fills the cell and surrounds organelles* • *Function: supports and suspends organelles, allows chemical reactions to occur* • *Analogy: like the floor of a factory where work happens* **Mitochondria** • *Description: known as the "powerhouse" of the cell* • *Function: converts food into energy (ATP) through cellular respiration* • *Analogy: like a power plant providing energy to a cell*

Term	Definiton
What is the "powerhouse" of the cell?	*Mitochondria*

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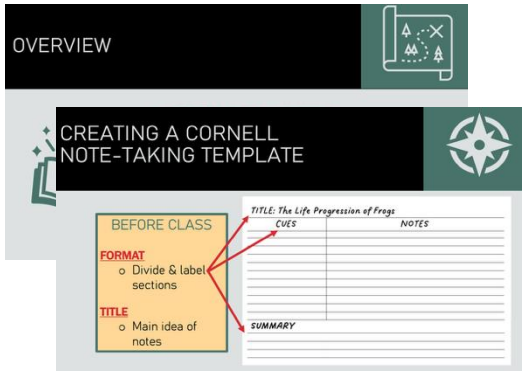
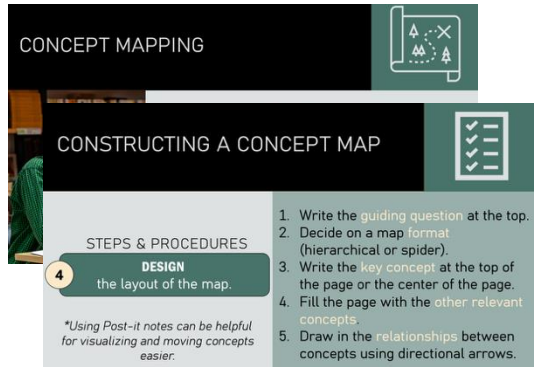
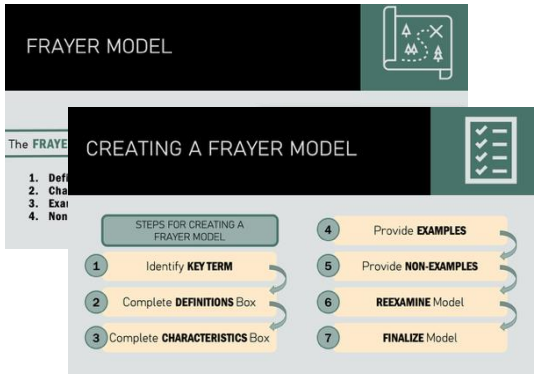
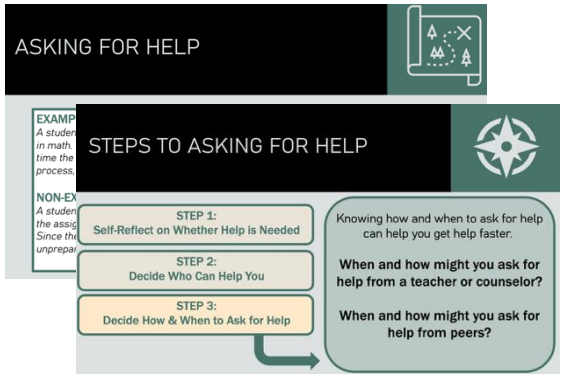
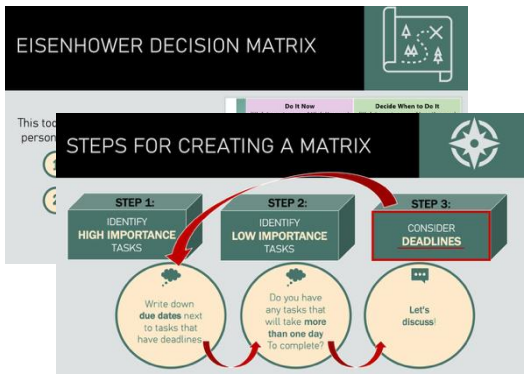
Student Facing Presentations

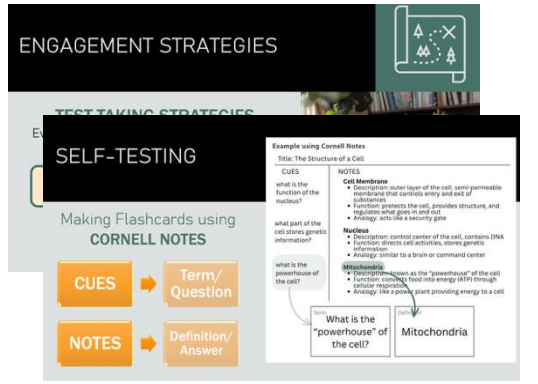












Mizzou

Pilot Study #1

FULTON PUBLIC SCHOOLS

DISTRICT & HIGH SCHOOL DEMOGRAPHICS | 2025-2026

DISTRICT PK–12

2,195
STUDENTS

HIGH SCHOOL 9–12

630
STUDENTS

FREE & REDUCED LUNCH
% OF STUDENTS QUALIFYING

DISTRICT		HIGH SCHOOL	
55.4%		**48.4%**	
FREE	46.1%	FREE	38.9%
REDUCED	9.3%	REDUCED	9.5%

High school FRL rates are likely underreported due to application trends.

ATTENDANCE
90/90 RATE
Students attending 90% or more of school days

DISTRICT	HIGH SCHOOL
80.64%	78.12%

STUDENT MOBILITY RATE
Students entering or exiting during the school year

DISTRICT	HIGH SCHOOL
17.5%	~21%

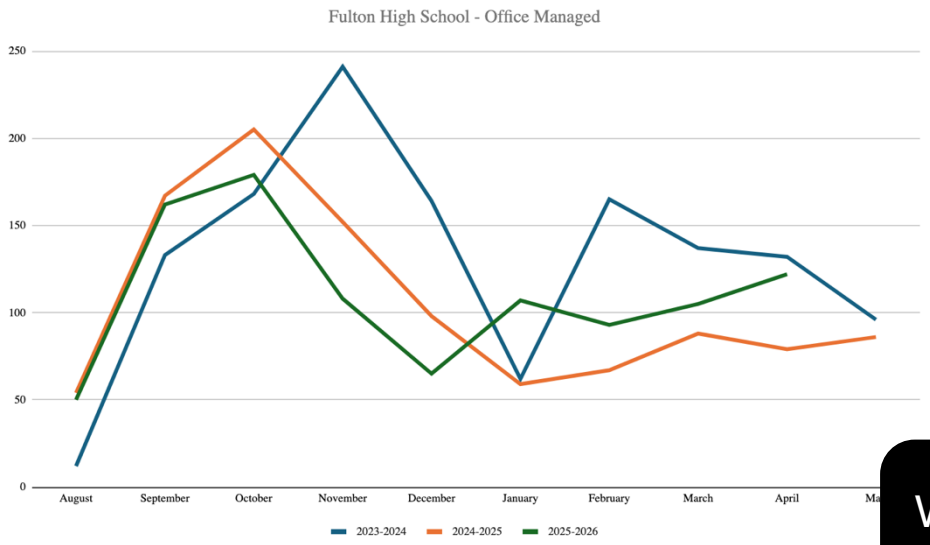
STUDENT DEMOGRAPHICS

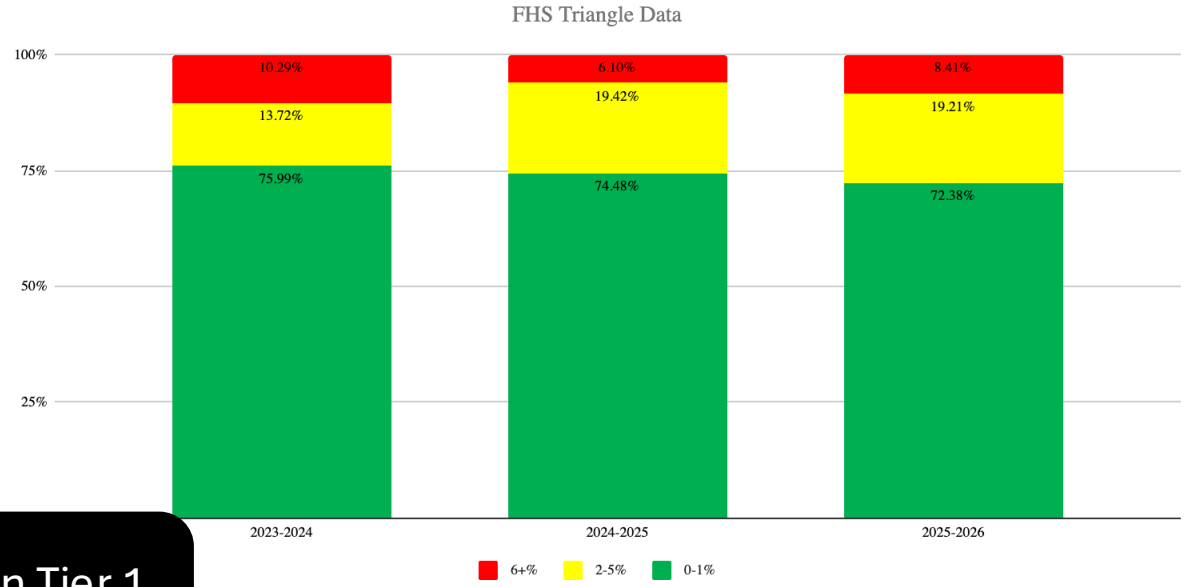
	WHITE	MULTI-RACIAL	BLACK/AFRICAN AMERICAN	HISPANIC/LATINO	ASIAN, AMERICAN INDIAN/ALASKA NATIVE, & PACIFIC ISLANDER
DISTRICT (2,195 STUDENTS)	70.6% (1,549)	12.7% (279)	10.3% (225)	5.8% (127)	0.5% (15)
HIGH SCHOOL (630 STUDENTS)	76.8% (484)	10.3% (65)	8.7% (55)	6.3% (40)	0.0% (0)

Percentages may not add to 100 due to rounding.

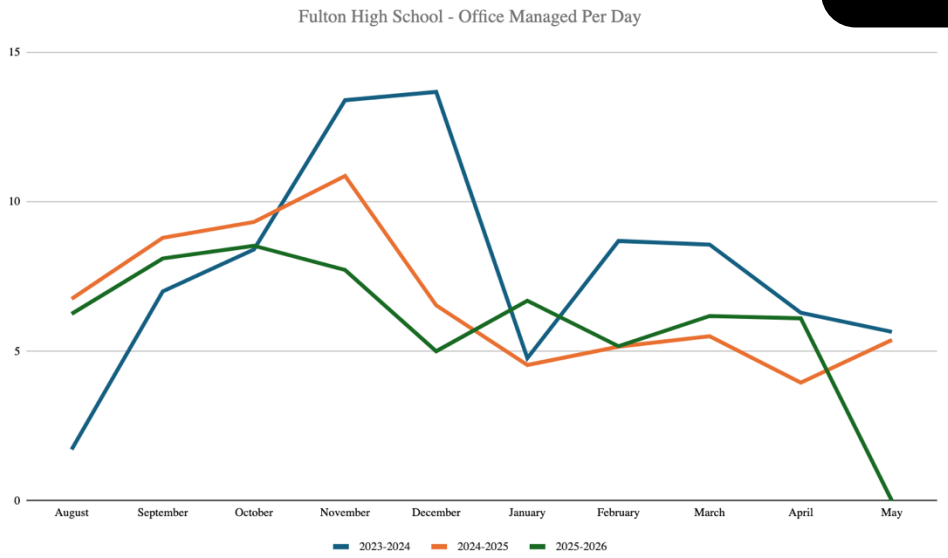
Disclaimer: Yes, this was AI generated; No, the District's Director of Communications was not involved in generating this; Yes, she hates everything about it; Yes, she made us put this on the slide

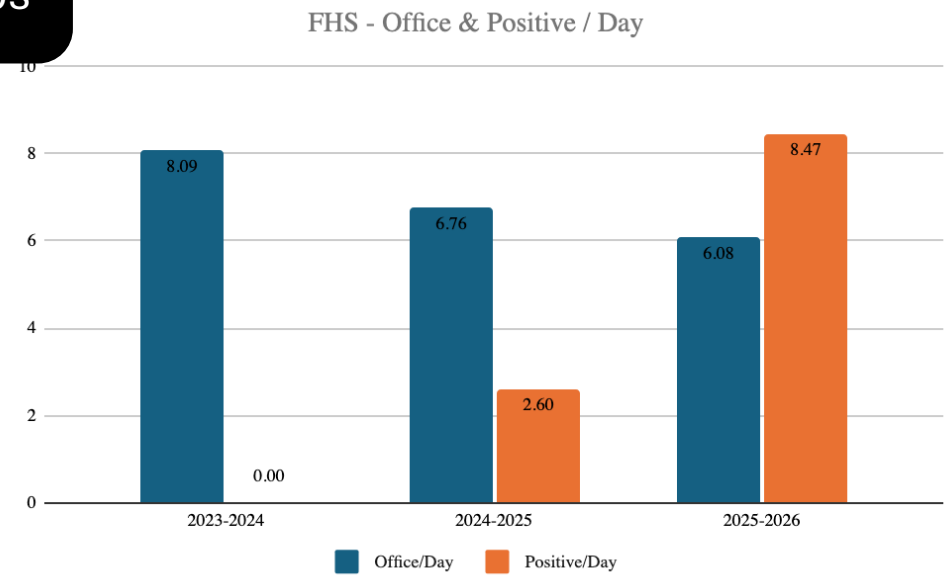
Fulton High School Data





We’re growing in Tier 1, but there are still gaps





Fulton High School Data

Teacher Checklist Building Report

Fulton High | October 2025 | Gender: All | All Grade

Low Risk	Fewer than 15%
Some Risk	Between 15–19%
Needs Attention	20% or more

There are engagement issues, maybe skill issues?

Attention and Academic Issues

Poor organization skills	24.23%
Poor academic performance	21.50%
Easily distracted	41.81%
Does not complete assignments	24.57%
Refuses to persist if a task is hard	21.50%
Has trouble concentrating	35.84%

Student Survey Building Report

Fulton High | October 2025 | Gender: All | All Grade

Never	Students who answered 'Never'
Sometimes	Students who answered 'Sometimes'
Often	Students who answered 'Often'
Always	Students who answered 'Always'

Attention and Academic Issues

31. I have trouble sitting still at school	38.6%	37.2%	14.5%	9.7%
32. I have trouble finishing my work	42.8%	43.4%	11.7%	2.1%
33. I have trouble paying attention	34.5%	42.8%	15.9%	6.9%
34. I DO NOT try hard to get good grades on my work	77.2%	16.6%	5.5%	0.7%
35. I DO NOT complete my school work on time	42.8%	42.8%	13.1%	1.4%

School Disengagement

28. I DO NOT look forward to learning new things at school	35.2%	33.1%	21.4%	10.3%
29. I DO NOT enjoy coming to school	25.5%	33.1%	28.3%	13.1%
30. There is NOT an adult I can talk to at school if I need help	58.6%	24.1%	9.7%	7.6%

Project CLASS for Fulton

- This intervention met a need - feasible, skill-based approach to teaching organization and study skills.
- Gave us an ability to play at a smaller level while exploring a more targeted, schoolwide approach (tier 2 vs tier 1).
- Aligned with what we knew – academics and behavior are intertwined.

Participants

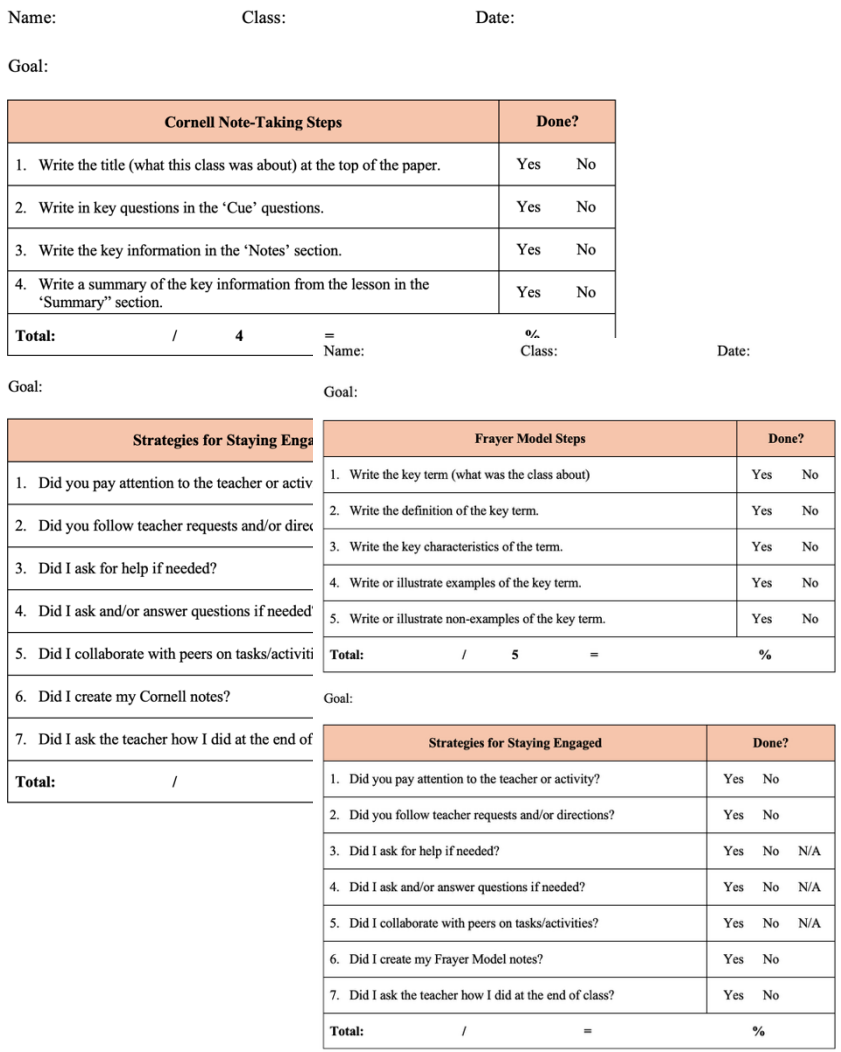
- Four ninth-grade students participated (pseudonyms):
  - Asher (504 accommodation)
  - Kevin (no IEP or 504)
  - Blake (IEP for SLD [reading])
  - Harrison (504 accommodation)

Student Identification

Data Source	Examples	Non-Examples
Types of Behavior	• Unorganized (e.g., forgets to turn in homework or turns in homework late) • Easily distracted/has trouble concentrating (gazing, doing irrelevant task) • Minor disruptions (e.g., talking out distracting others)	• Physical Aggression (e.g., fights) • Property Destruction • Major mental health concerns (e.g., depression, anxiety)
Existing School Data	• Received 2+ minor referrals • Overall attendance 85% or above • Failing no more than 2 classes • Tardy 2-4 times per week • Struggles to complete work/homework on time	• Received 3+ major referrals • Overall attendance less than 85% • Failing more than 2 classes • Tardy 5+ times per week • Completes very little or no work/homework
Classes	• Struggling in science and/or social studies (receiving less than B grade)	• Struggles in algebra, physical education classes.

Materials

- Student binders
  - Goal setting sheet
  - Strategies to stay engaged across environments
    - Individual work
    - Small group
    - Whole-class
  - Self-monitoring/regulation sheet
  - Examples of academic skills



Name: Class: Date:

Goal:

Cornell Note-Taking Steps	Done?
1. Write the title (what this class was about) at the top of the paper.	Yes No
2. Write in key questions in the 'Cue' questions.	Yes No
3. Write the key information in the 'Notes' section.	Yes No
4. Write a summary of the key information from the lesson in the 'Summary" section.	Yes No
Total: / **4**	= %

Name: Class: Date:

Goal:

Strategies for Staying Enga
1. Did you pay attention to the teacher or activ
2. Did you follow teacher requests and/or direc
3. Did I ask for help if needed?
4. Did I ask and/or answer questions if needed
5. Did I collaborate with peers on tasks/activiti
6. Did I create my Cornell notes?
7. Did I ask the teacher how I did at the end of
Total: /

Goal:

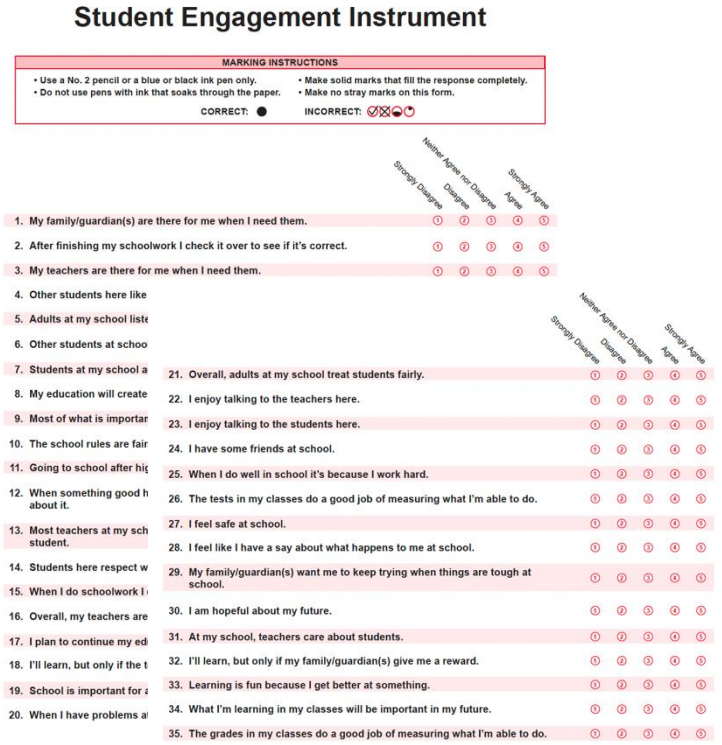
Frayer Model Steps	Done?
1. Write the key term (what was the class about)	Yes No
2. Write the definition of the key term.	Yes No
3. Write the key characteristics of the term.	Yes No
4. Write or illustrate examples of the key term.	Yes No
5. Write or illustrate non-examples of the key term.	Yes No
Total: / **5** =	%

Goal:

Strategies for Staying Engaged	Done?
1. Did you pay attention to the teacher or activity?	Yes No
2. Did you follow teacher requests and/or directions?	Yes No
3. Did I ask for help if needed?	Yes No N/A
4. Did I ask and/or answer questions if needed?	Yes No N/A
5. Did I collaborate with peers on tasks/activities?	Yes No N/A
6. Did I create my Frayer Model notes?	Yes No
7. Did I ask the teacher how I did at the end of class?	Yes No
Total: / =	%

Measures

- Pre-Post:
  - Teacher Engagement Report Form
  - Student Engagement Instrument
- Academic engagement and disruptive behavior
- Student self-reporting
- Social Validity



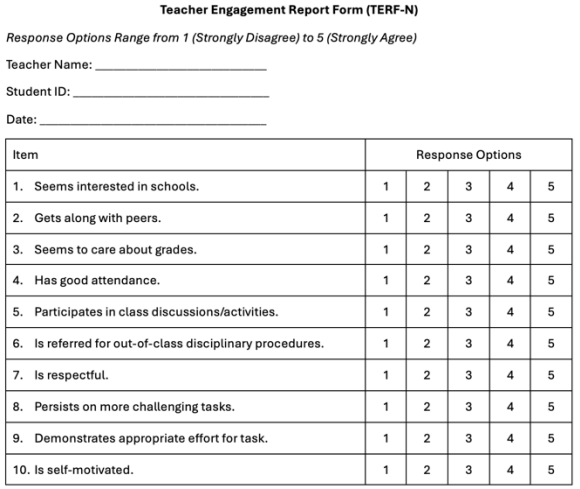
Student Engagement Instrument

MARKING INSTRUCTIONS

- Use a No. 2 pencil or a blue or black ink pen only.
- Do not use pens with ink that soaks through the paper.
- Make solid marks that fill the response completely.
- Make no stray marks on this form.

CORRECT: ● INCORRECT: ✓ ✗ ◒ ◔

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
1. My family/guardian(s) are there for me when I need them.	1	2	3	4	5
2. After finishing my schoolwork I check it over to see if it's correct.	1	2	3	4	5
3. My teachers are there for me when I need them.	1	2	3	4	5
4. Other students here like					
5. Adults at my school liste					
6. Other students at schoo					
7. Students at my school a					
8. My education will create					
9. Most of what is importar					
10. The school rules are fair					
11. Going to school after hig					
12. When something good h about it.					
13. Most teachers at my sch student.					
14. Students here respect w					
15. When I do schoolwork I					
16. Overall, my teachers are					
17. I plan to continue my ed					
18. I'll learn, but only if the t					
19. School is important for a					
20. When I have problems a					
21. Overall, adults at my school treat students fairly.	1	2	3	4	5
22. I enjoy talking to the teachers here.	1	2	3	4	5
23. I enjoy talking to the students here.	1	2	3	4	5
24. I have some friends at school.	1	2	3	4	5
25. When I do well in school it's because I work hard.	1	2	3	4	5
26. The tests in my classes do a good job of measuring what I'm able to do.	1	2	3	4	5
27. I feel safe at school.	1	2	3	4	5
28. I feel like I have a say about what happens to me at school.	1	2	3	4	5
29. My family/guardian(s) want me to keep trying when things are tough at school.	1	2	3	4	5
30. I am hopeful about my future.	1	2	3	4	5
31. At my school, teachers care about students.	1	2	3	4	5
32. I'll learn, but only if my family/guardian(s) give me a reward.	1	2	3	4	5
33. Learning is fun because I get better at something.	1	2	3	4	5
34. What I'm learning in my classes will be important in my future.	1	2	3	4	5
35. The grades in my classes do a good job of measuring what I'm able to do.	1	2	3	4	5



Teacher Engagement Report Form (TERF-N)

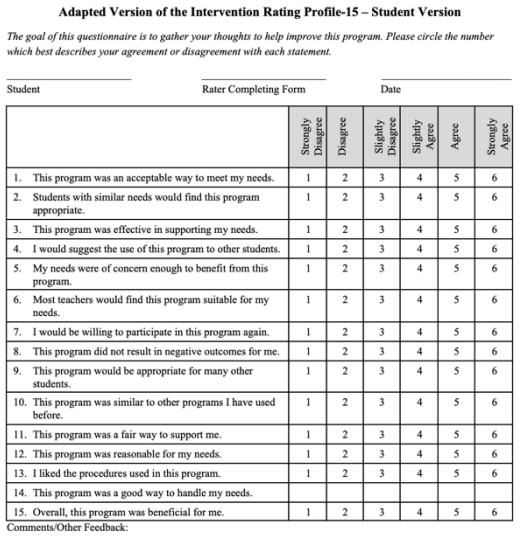
Response Options Range from 1 (Strongly Disagree) to 5 (Strongly Agree)

Teacher Name: _____

Student ID: _____

Date: _____

Item	Response Options				
1. Seems interested in schools.	1	2	3	4	5
2. Gets along with peers.	1	2	3	4	5
3. Seems to care about grades.	1	2	3	4	5
4. Has good attendance.	1	2	3	4	5
5. Participates in class discussions/activities.	1	2	3	4	5
6. Is referred for out-of-class disciplinary procedures.	1	2	3	4	5
7. Is respectful.	1	2	3	4	5
8. Persists on more challenging tasks.	1	2	3	4	5
9. Demonstrates appropriate effort for task.	1	2	3	4	5
10. Is self-motivated.	1	2	3	4	5



Adapted Version of the Intervention Rating Profile-15 – Student Version

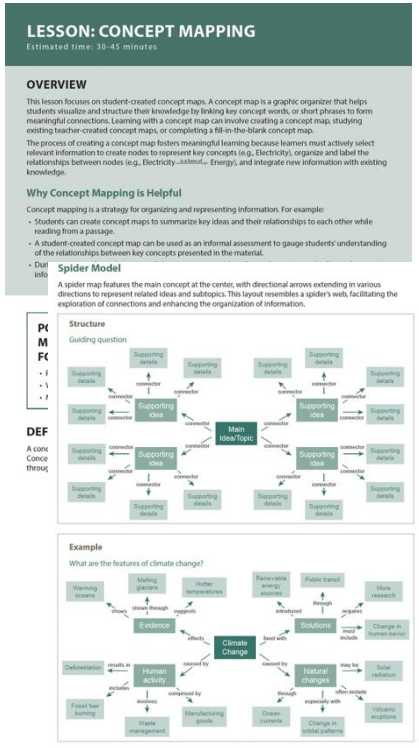
The goal of this questionnaire is to gather your thoughts to help improve this program. Please circle the number which best describes your agreement or disagreement with each statement.

Student _____ Rater Completing Form _____ Date _____

	Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1. This program was an acceptable way to meet my needs.	1	2	3	4	5	6
2. Students with similar needs would find this program appropriate.	1	2	3	4	5	6
3. This program was effective in supporting my needs.	1	2	3	4	5	6
4. I would suggest the use of this program to other students.	1	2	3	4	5	6
5. My needs were of concern enough to benefit from this program.	1	2	3	4	5	6
6. Most teachers would find this program suitable for my needs.	1	2	3	4	5	6
7. I would be willing to participate in this program again.	1	2	3	4	5	6
8. This program did not result in negative outcomes for me.	1	2	3	4	5	6
9. This program would be appropriate for many other students.	1	2	3	4	5	6
10. This program was similar to other programs I have used before.	1	2	3	4	5	6
11. This program was a fair way to support me.	1	2	3	4	5	6
12. This program was reasonable for my needs.	1	2	3	4	5	6
13. I liked the procedures used in this program.	1	2	3	4	5	6
14. This program was a good way to handle my needs.						
15. Overall, this program was beneficial for me.	1	2	3	4	5	6

Comments/Other Feedback:

Procedures



LESSON: CONCEPT MAPPING

Estimated time: 30-45 minutes

OVERVIEW

This lesson focuses on student-created concept maps. A concept map is a graphic organizer that helps students visualize and structure their knowledge by linking key concept words, or short phrases to form meaningful connections. Learning with a concept map can involve creating a concept map, studying existing teacher-created concept maps, or completing a fill-in-the-blank concept map.

The process of creating a concept map fosters meaningful learning because learners must actively select relevant information to create nodes to represent key concepts (e.g., Electricity), organize and label the relationships between nodes (e.g., Electricity ...Energy), and integrate new information with existing knowledge.

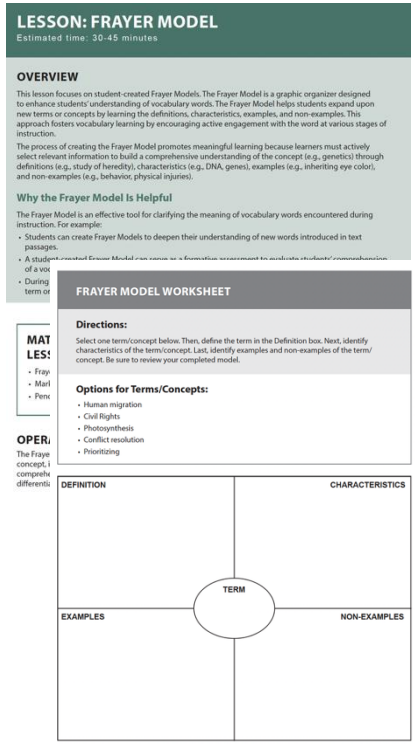
Why Concept Mapping is Helpful

Concept mapping is a strategy for organizing and representing information. For example:

- Students can create concept maps to summarize key ideas and their relationships to each other while reading from a passage.
- A student-created concept map can be used as an informal assessment to gauge students' understanding of the relationships between key concepts presented in the material.

Spider Model

A spider map features the main concept at the center, with directional arrows extending in various directions to represent related ideas and subtopics. This layout resembles a spider's web, facilitating the exploration of connections and enhancing the organization of information.



LESSON: FRAYER MODEL

Estimated time: 30-45 minutes

OVERVIEW

This lesson focuses on student-created Frayer Models. The Frayer Model is a graphic organizer designed to enhance students' understanding of vocabulary words. The Frayer Model helps students expand upon new terms or concepts by learning the definitions, characteristics, examples, and non-examples. This approach fosters vocabulary learning by encouraging active engagement with the word at various stages of instruction.

The process of creating the Frayer Model promotes meaningful learning because learners must actively select relevant information to build a comprehensive understanding of the concept (e.g., genetics) through definitions (e.g., study of heredity), characteristics (e.g., DNA, genes), examples (e.g., inheriting eye color), and non-examples (e.g., behavior, physical injuries).

Why the Frayer Model Is Helpful

The Frayer Model is an effective tool for clarifying the meaning of vocabulary words encountered during instruction. For example:

- Students can create Frayer Models to deepen their understanding of new words introduced in text passages.
- A student-created Frayer Model can serve as a formative assessment to evaluate student's comprehension

FRAYER MODEL WORKSHEET

Directions:

Select one term/concept below. Then, define the term in the Definition box. Next, identify characteristics of the term/concept. Last, identify examples and non-examples of the term/concept. Be sure to review your completed model.

Options for Terms/Concepts:

- Human migration
- Civil Rights
- Photosynthesis
- Conflict resolution
- Prioritizing

DEFINITION	CHARACTERISTICS
TERM	
EXAMPLES	NON-EXAMPLES

LESSON: NOTE-TAKING

Estimated time: 30-45 minutes

OVERVIEW

This lesson focuses on note-taking. Note-taking is a process of recording important information presented during lectures, through online materials, or independent reading activities. It is important skill for identifying, understanding, and retaining new information. Note-taking involves identifying key points, summarizing information, organizing notes with headers and structures.

Why Note-taking is Helpful

Learning how taking good notes provides learners with a structured system for recording information. This activity combines comprehension of new information with the production of materials useful for retaining and retrieving the information at a later point. Note-taking helps to:

- Enhance student learning through active listening and engagement.
- Increase comprehension of new information.
- Provide structure for organizing, retaining, and recalling newly learned information.

After Class

Write key concepts or questions in the left margin under "Cues"

Example: "What are the stages of a frog's lifecycle?" or "How does a tadpole differ from an adult frog?"

Summarize the notes at the bottom of the page.

Example: "The life progression of a frog includes four main stages: ...."

TITLE: THE LIFE PROGRESSION OF FROGS

CUES	NOTES
What are the stages of a frog's life cycle?	Egg stage
	- Frogs lay eggs in water
	- Typically found in freshwater
	- Eggs last a few days to a couple of weeks
How does a tadpole differ from an adult frog?	Tadpole stage
	- Eggs hatch into tadpoles
	- Have tails, gills, and live underwater
	- Herbivores: eat mostly algae
	- Legs start forming as they get older
What is the difference of a froglet and tadpole?	Froglet stage
	- Tadpole now has legs and lungs
	- Tail begins to shrink
	- Start breathing air and can leave water for a brief time
	- Eat small insects
	Adult frog stage
How does a frog's diet change over time?	- Fully developed frog
	- Can live fully on land and in water
	- Thrive on a moist environment
	- Carnivorous diet – eats insects, spiders, and other small invertebrates
	- Return to water to lay eggs
	- Complete the life cycle

SUMMARY

The life progression of a frog includes four main stages: egg, tadpole, froglet, and adult frog. Frogs start as eggs in water, hatch into tadpoles, and gradually develop legs and lungs to become froglets. Eventually, they grow into adult frogs, capable of living on land and reproducing to continue the life cycle. Each stage has adaptations that allow the frog to survive in its changing environment.

LESSON: STAYING ENGAGED

Estimated time: 15-20 minutes

OVERVIEW

Staying engaged means staying focused and actively participating during class activities. It may involve paying attention, asking and answering questions, following teacher directions or requests, and taking notes.

Why Stay Engaged?

When students are engaged, they are more likely to experience academic success and have positive relationships with teachers and students. Staying engaged helps to:

- Improve comprehension and understanding of new material.
- Increases motivation and interest in new topics.
- Improves academic performance (higher grades, scores on tests).
- Improves student well-being and relationships with adults and peers.

STAYING ENGAGED WORKSHEET

TYPE OF INSTRUCTION	EXAMPLES	BARRIERS	SOLUTIONS
WHOLE CLASS INSTRUCTION			
SMALL WORK GROUP			
INDEPENDENT			

LESSON: GOAL SETTING

Estimated time: 15-20 minutes

OVERVIEW

Goal setting is the process of identifying specific, measurable, and time-bound objectives that guide efforts and actions toward achieving desired outcomes. It involves clarifying what one wants to accomplish, setting milestones to track progress, and establishing a plan of action.

When a goal is specific and measurable, it is more likely to be achieved.

Goal setting helps to:

- Build a roadmap to achieve long-term goals and prioritize what's important.
- Identify specific goals and track their own progress.

DIFFERENT TYPES OF GOALS

There are different types of goals students can create. These include short-term goals (achievable in weeks), mid-range goals (achievable in months), and long-term goals (achievable in years).

Short-Term Goals

Short-term goals are designed to be achievable within a few weeks. These goals provide students with quick feedback on their progress and serve as steppingstones for larger, long-term goals.

Example

For the next six weeks of the semester, I will meet with my Algebra I teacher once a week to confirm that I have completed all homework assignments.

Non-Example

I will improve my grade in my Algebra I class.

Mid-Range Goals

Mid-range goals are designed to be achievable within months. These goals act as steppingstones between short-term goals and long-term goals.

Example

By the end of the semester, I will improve my overall grade in my Algebra I class from a D to a B.

Non-Example

By the end of the semester, I will get an A in my Algebra I class because I will get 95% or better on every quiz and test in the class.

Long-Term Goals

Long-term goals are typically designed to be achieved over a year or longer. These goals are often broad in scope and require sustained effort and dedication over time.

Example

For the end of the school year, I will have passed on my classes with a B or better grade and be on track to graduation.

Non-Example

I will work harder on communicating and building a positive relationship with my Algebra I.

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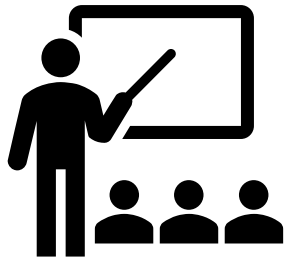
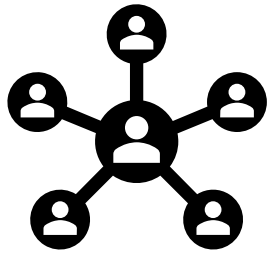
Procedures



Instruction

“I Do”



“We Do”

“You Do”

Checks for Understanding

Apply

Procedures

Name: Class: Date:

Goal:

Cornell Note-Taking Steps	Done?
1. Write the title (what this class was about) at the top of the paper.	Yes No
2. Write in key questions in the 'Cue' questions.	Yes No
3. Write the key information in the 'Notes' section.	Yes No
4. Write a summary of the key information from the lesson in the 'Summary" section.	Yes No
Total: /	

Name: Class: Date:

Goal:

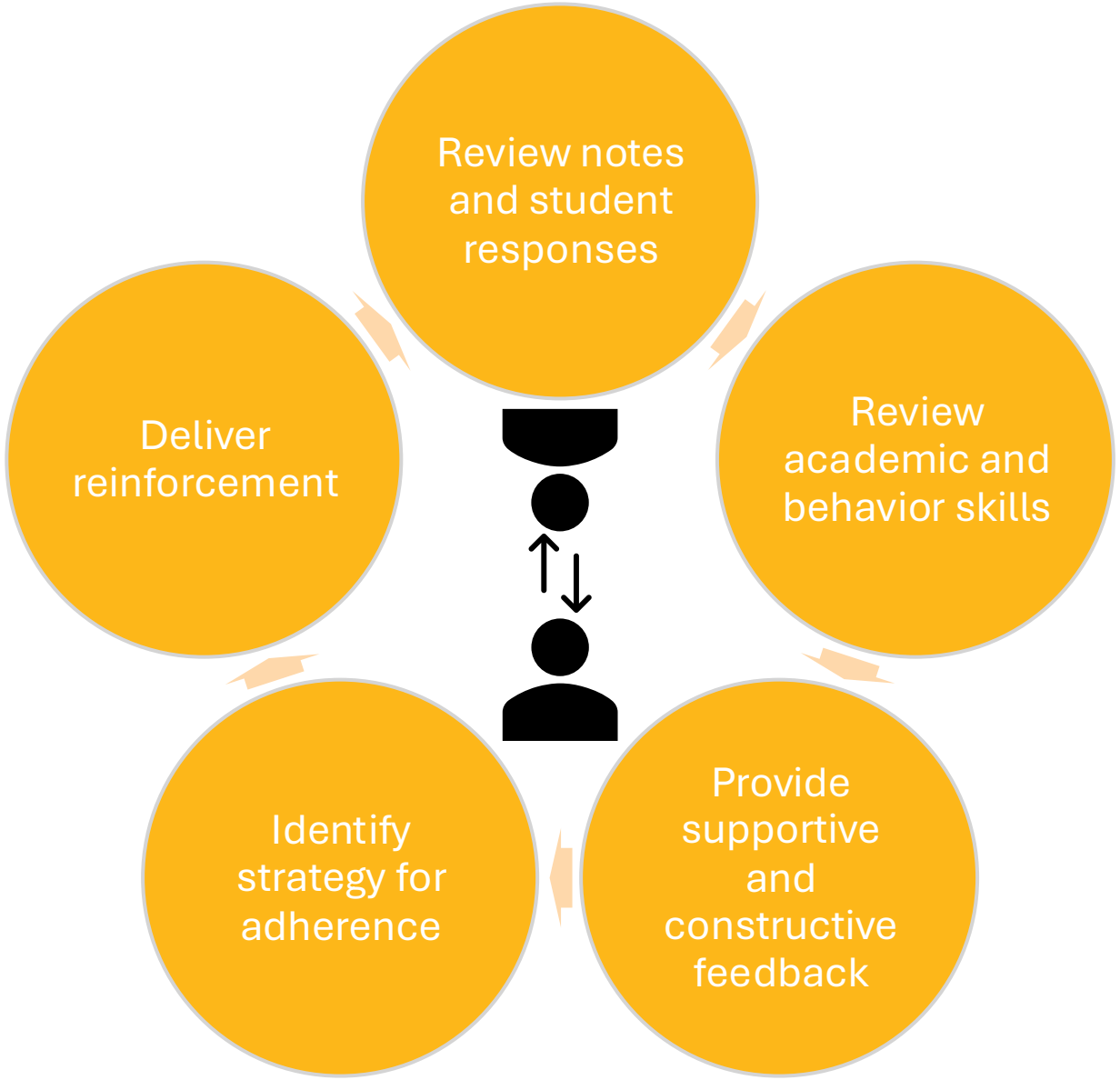
Strategies for
1. Did you pay attention to the t
2. Did you follow teacher reque
3. Did I ask for help if needed?
4. Did I ask and/or answer quest
5. Did I collaborate with peers o
6. Did I create my Cornell notes
7. Did I ask the teacher how I di
Total: /

Goal:

Frayer Model Steps	Done?
1. Write the key term (what was the class about)	Yes No
2. Write the definition of the key term.	Yes No
3. Write the key characteristics of the term.	Yes No
4. Write or illustrate examples of the key term.	Yes No
5. Write or illustrate non-examples of the key term.	Yes No
Total: / **5** = **%**	

Goal:

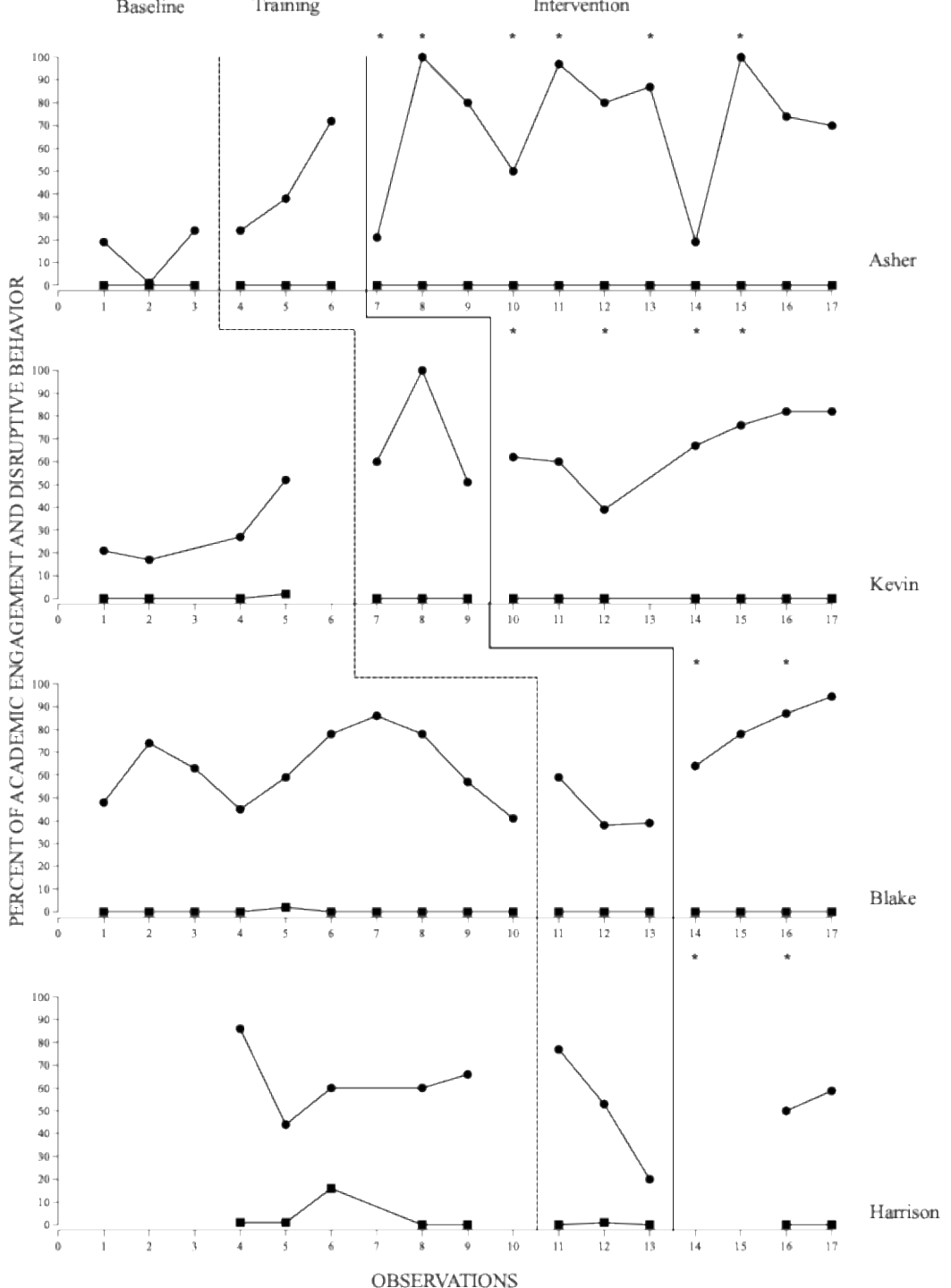
Strategies for Staying Engaged	Done?
1. Did you pay attention to the teacher or activity?	Yes No
2. Did you follow teacher requests and/or directions?	Yes No
3. Did I ask for help if needed?	Yes No N/A
4. Did I ask and/or answer questions if needed?	Yes No N/A
5. Did I collaborate with peers on tasks/activities?	Yes No N/A
6. Did I create my Frayer Model notes?	Yes No
7. Did I ask the teacher how I did at the end of class?	Yes No
Total: / = **%**	



Implementation from Fulton's Perspective

- Coaches (external) observed students in Science or Social Studies classes (5th or 7th hour) and collected student engagement data.
- Coaches, based on observations, taught and reinforced strategies to increase engagement.
  - Coaching session took place during 6th period seminar (Monday, Wednesday, or Friday)
- Coaches gathered follow-up data (progress monitoring)
- Students met one-on-one with coaches to receive individualized feedback and support.

Results


Baseline
Training
Intervention
PERCENT OF ACADEMIC ENGAGEMENT AND DISRUPTIVE BEHAVIOR
OBSERVATIONS
Asher
Kevin
Blake
Harrison

Results

- Teacher Report of Student Engagement (1 [strongly disagree] to 5 [strongly agree]):
  - Asher: 2.2 (Pre) to 3.3 (Post)
  - Kevin: 2.2 to 3.3
  - Blake: Stayed consistent at 3.2
  - Harrison: 2.2 to 2.3
- Student Report of Academic Engagement:
  - Small increase in perceived engagement from all students except Kevin (slight decrease)
- Student & Teacher Reports of Program Satisfaction (1 [strongly disagree] to 6 [strongly agree])
  - Students: M = 4.93 (range: 4.40–5.60)
  - Teachers: M = 5.44 (range: 5.31–5.56)

Conclusions

- Moderate effect on academic engagement
  - Due to low levels of disruptive behavior, we could not evaluate if the intervention was effective
- May be an efficient and effective way to support ninth-grade students
- Tier 2 teams may want to identify students early
- Training and coaching can be delivered within a relatively brief timeframe
- Preliminary support for integrated Tier 2 intervention for students with or without disabilities

Social Validity from Fulton

- Students were highly receptive to the intervention; several expressed interest in continued participation.
- The intervention was easy to implement with the current school schedule (students being pulled from seminar on designated days).
- Student and teacher reports indicated increased engagement and strong overall intervention support.
- Unsure of feasibility of capacity to support individualized coaching at the Tier 2 intervention level.

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Pilot Study #2

Differences from Pilot Study #1 to Pilot Study #2

- Included 4 students (PS1) to 6 students (PS2)
- Taught 2 academic note-taking strategies (PS1) to 3 academic note-taking strategies (PS2)
- Taught/coached in groups of 2 (PS2) students vs 1 student (PS1)
- Taught students to recruit feedback and provided teachers with a strategy to provide feedback (PS2)

Fulton Student Identification

- Gated Identification Process
  - Spring EIS data (8th grade year) – concern areas of attention, organization, academics & teacher recommendations
  - Grades – A/B in Science or Social Studies were excluded
  - Behavioral data – is this an academic skill deficit or a behavioral deficit?
  - Teacher input

Participants

- Six, ninth-grade students (pseudonyms):
  - Nolan (Dyad 1)
  - Jack (Dyad 1)
  - Quinn (Dyad 2)
  - Max (Dyad 2)
  - Mason (Dyad 3)
  - Everett (Dyad 3)

Student Identification

Data Source	Examples	Non-Examples
Types of Behavior	• Unorganized (e.g., forgets to turn in homework or turns in homework late) • Easily distracted/has trouble concentrating (gazing, doing irrelevant task) • Minor disruptions (e.g., talking out distracting others)	• Physical Aggression (e.g., fights) • Property Destruction • Major mental health concerns (e.g., depression, anxiety)
Existing School Data	• Received 2+ minor referrals • Overall attendance 85% or above • Failing no more than 2 classes • Tardy 2-4 times per week • Struggles to complete work/homework on time	• Received 3+ major referrals • Overall attendance less than 85% • Failing more than 2 classes • Tardy 5+ times per week • Completes very little or no work/homework
Classes	• Struggling in science and/or social studies (receiving less than B grade)	• Struggles in algebra, physical education classes.

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Materials

Name: Class: Date:

Goal:

Strategies for Staying Engaged	Student:		Teacher:	
1. Did I stay engaged?	Yes	No	Yes	No
2. Did I use a note-taking strategy?	Yes	No	Yes	No
3. Did I ask the teacher how I did after class?	Yes	No	Yes	No
Teacher rating of student engagement: 1 = Needs work; 5 = Exceptional	1 2 3 4 5			
Teacher Signature:				
Teacher optional feedback:				

Cornell Note-Taking Steps	Done?	
1. Write the title (what this class was about) at the top of the paper.	Yes	No
2. Write in key questions in the 'Cue' questions.	Yes	No
3. Write the key information in the 'Notes' section.	Yes	No
4. Write a summary of the key information from the lesson in the 'Summary" section.	Yes	No
Total: / **4** =	**%**	

Name: Class: Date:

Goal:

Strategies for Staying Engaged	Student:		Teacher:	
1. Did I stay engaged?	Yes	No	Yes	No
2. Did I use a note-taking strategy?	Yes	No	Yes	No
3. Did I ask the teacher how I did after class?	Yes	No	Yes	No
Teacher rating of student engagement: 1 = Needs work; 5 = Exceptional	1 2 3 4 5			
Teacher Signature:				
Teacher optional feedback:				

Goal:

Concept Mapping Steps	Done?	
1. Write the guiding question.	Yes	No
2. Write in the relationships between the key concepts.	Yes	No
3. Write directional arrows between the concepts.	Yes	No
4. Write the relationships between the concepts on the directional arrows.	Yes	No
Total: / **4** =	**%**	

Name: Class: Date:

Goal:

Strategies for Staying Engaged	Student:		Teacher:	
1. Did I stay engaged?	Yes	No	Yes	No
2. Did I use a note-taking strategy?	Yes	No	Yes	No
3. Did I ask the teacher how I did after class?	Yes	No	Yes	No
Teacher rating of student engagement: 1 = Needs work; 5 = Exceptional	1 2 3 4 5			
Teacher Signature:				
Teacher optional feedback:				

Goal:

Frayer Model Steps	Done?	
1. Write the key term (what was the class about)	Yes	No
2. Write the definition of the key term.	Yes	No
3. Write the key characteristics of the term.	Yes	No
4. Write or illustrate examples of the key term.	Yes	No
5. Write or illustrate non-examples of the key term.	Yes	No
Total: / **5** =	**%**	

Procedures

Name: Class: Date:

Goal:

Cornell Note-Taking Steps	Done?
1. Write the title (what this class was about) at the top of the paper.	Yes No
2. Write in key questions in the 'Cue'	
3. Write the key information in the 'N	
4. Write a summary of the key informa 'Summary" section.	
Total: / 4	

Goal:

Strategies for Stayi
1. Did you pay attention to the teacher
2. Did you follow teacher requests and
3. Did I ask for help if needed?
4. Did I ask and/or answer questions if
5. Did I collaborate with peers on task
6. Did I create my Cornell notes?
7. Did I ask the teacher how I did at th
Total: /

Name: Class: Date:

Goal:

Frayer Model Steps	Done?
1. Write the key term (what was the class about)	Yes No
2. Write the definition of the key term.	Yes No
3. Write the key characteristi	
4. Write or illustrate example	
5. Write or illustrate non-exa	
Total: /	

Goal:

Strategies
1. Did you pay attention to th
2. Did you follow teacher req
3. Did I ask for help if neede
4. Did I ask and/or answer qu
5. Did I collaborate with peer
6. Did I create my Frayer Mo
7. Did I ask the teacher how I
Total: /

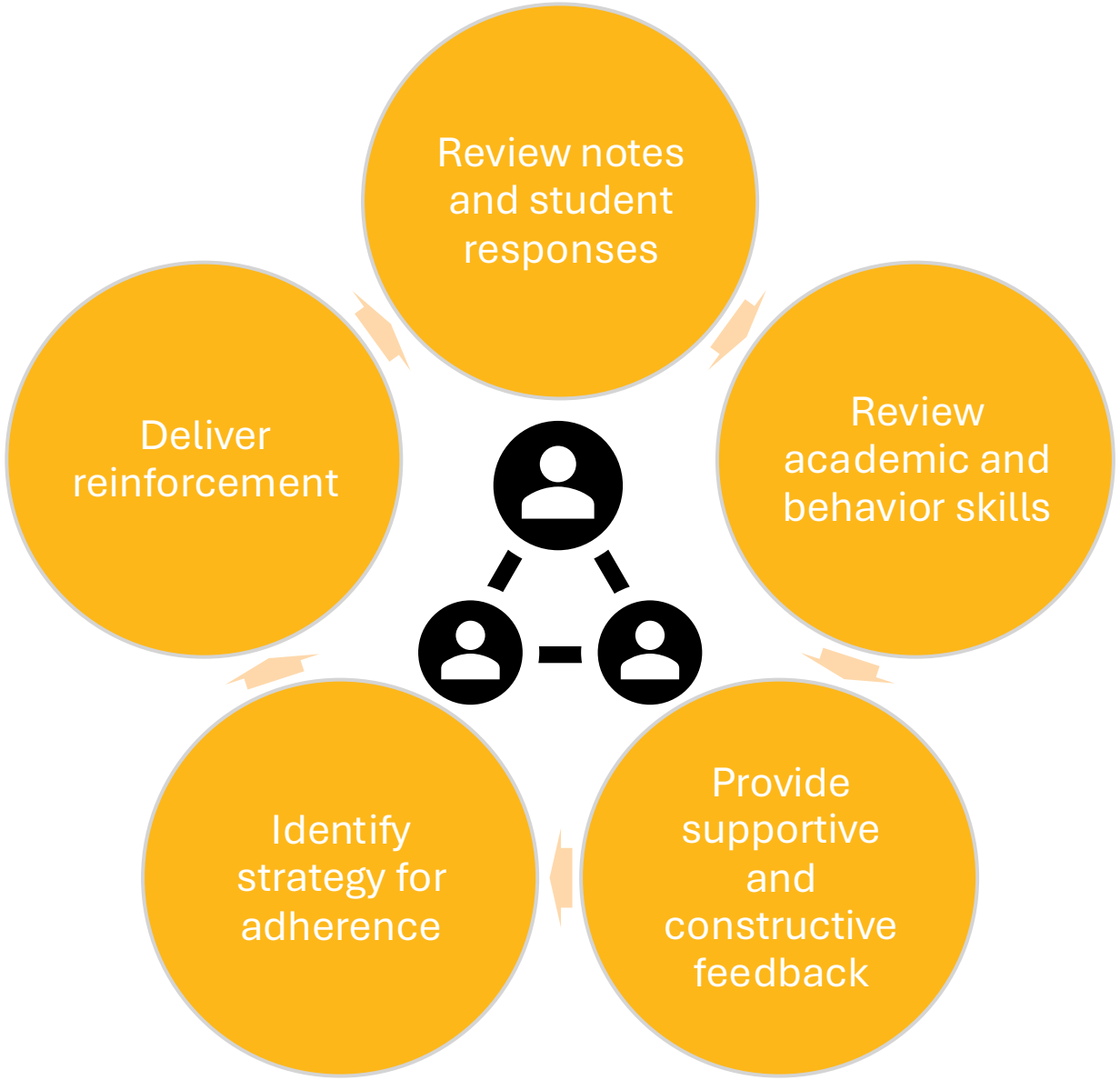
Name: Class: Date:

Goal:

Strategies for Staying Engaged	Student:	Teacher:
1. Did I stay engaged?	Yes No	Yes No
2. Did I use a note-taking strategy?	Yes No	Yes No
3. Did I ask the teacher how I did after class?	Yes No	Yes No
Teacher rating of student engagement: 1 = Needs work; 5 = Exceptional	1 2 3 4 5	
Teacher Signature:		
Teacher optional feedback:		

Goal:

Concept Mapping Steps	Done?
1. Write the guiding question.	Yes No
2. Write in the relationships between the key concepts.	Yes No
3. Write directional arrows between the concepts.	Yes No
4. Write the relationships between the concepts on the directional arrows.	Yes No
Total: / 4 =	%



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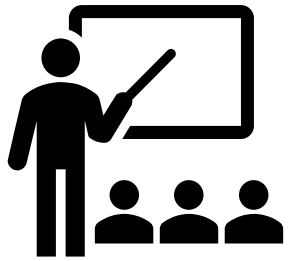
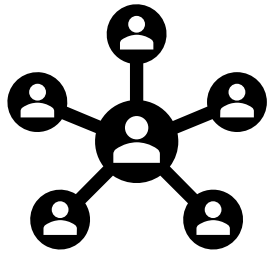
Procedures



Instruction

“I Do”



“We Do”

“You Do”

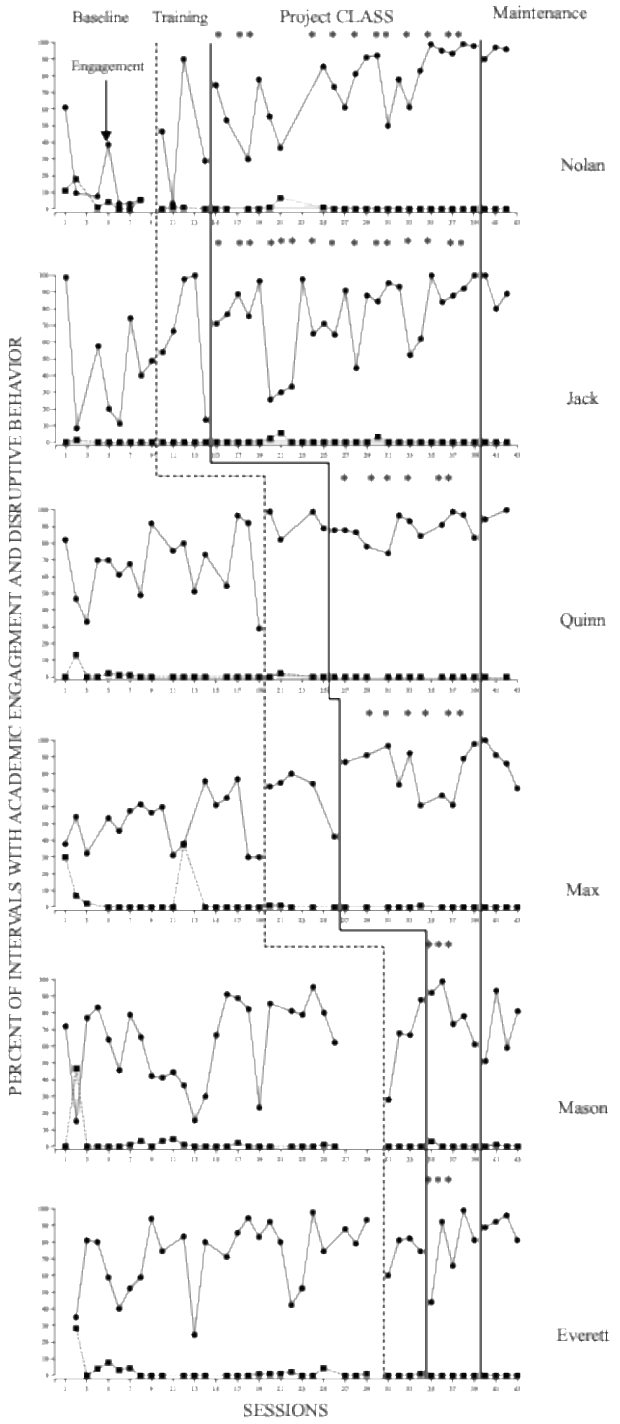
Checks for Understanding

Apply

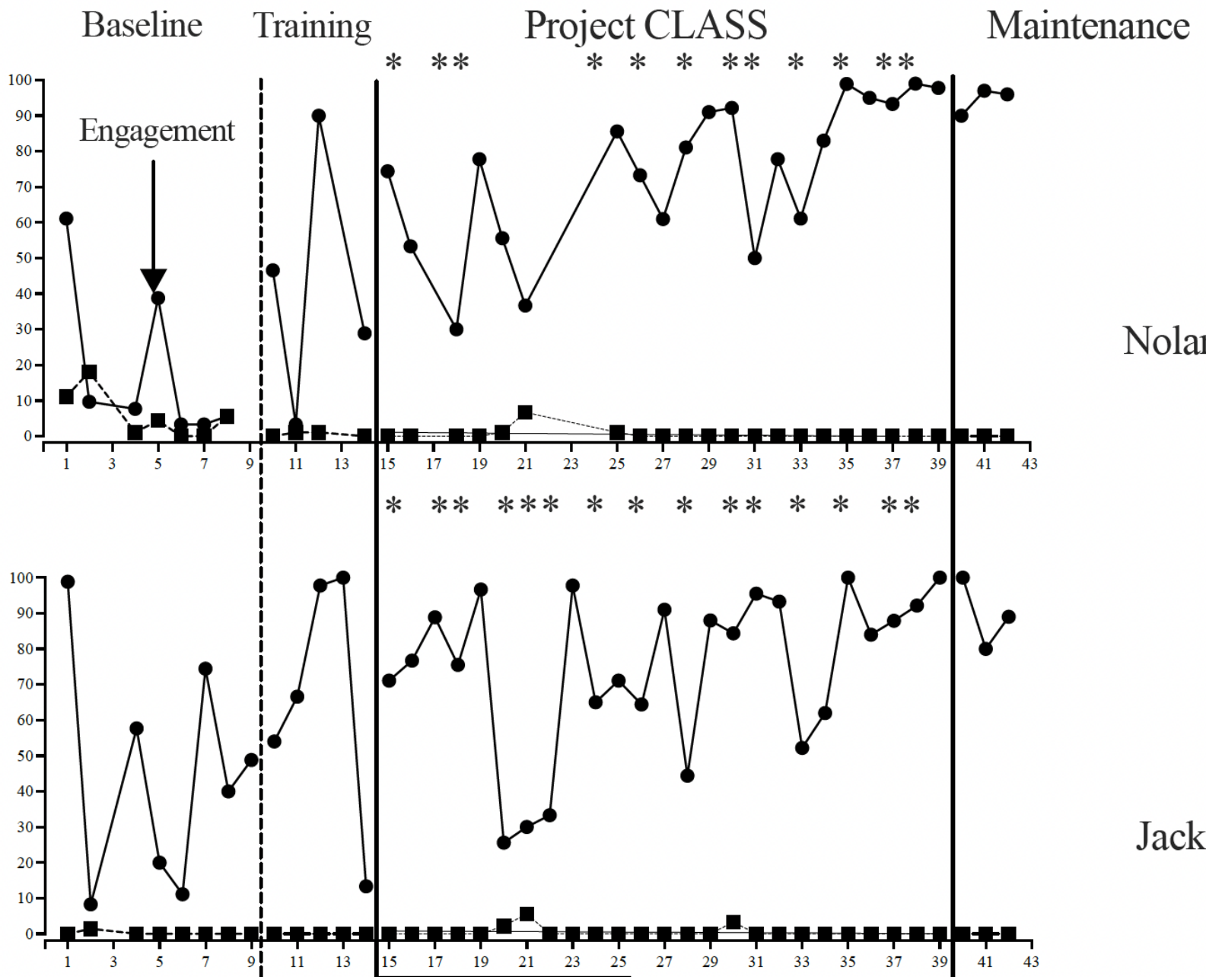
Implementation from Fulton's Perspective

- Very similar to Study 1 (observation, teaching during seminar, follow-up observations); researcher-led.
- Teaching and coaching occurred as a triad (2 students, 1 researcher) instead of one student, one researcher.
- Students were taught to cue feedback; teachers were provided with a strategy to provide feedback.

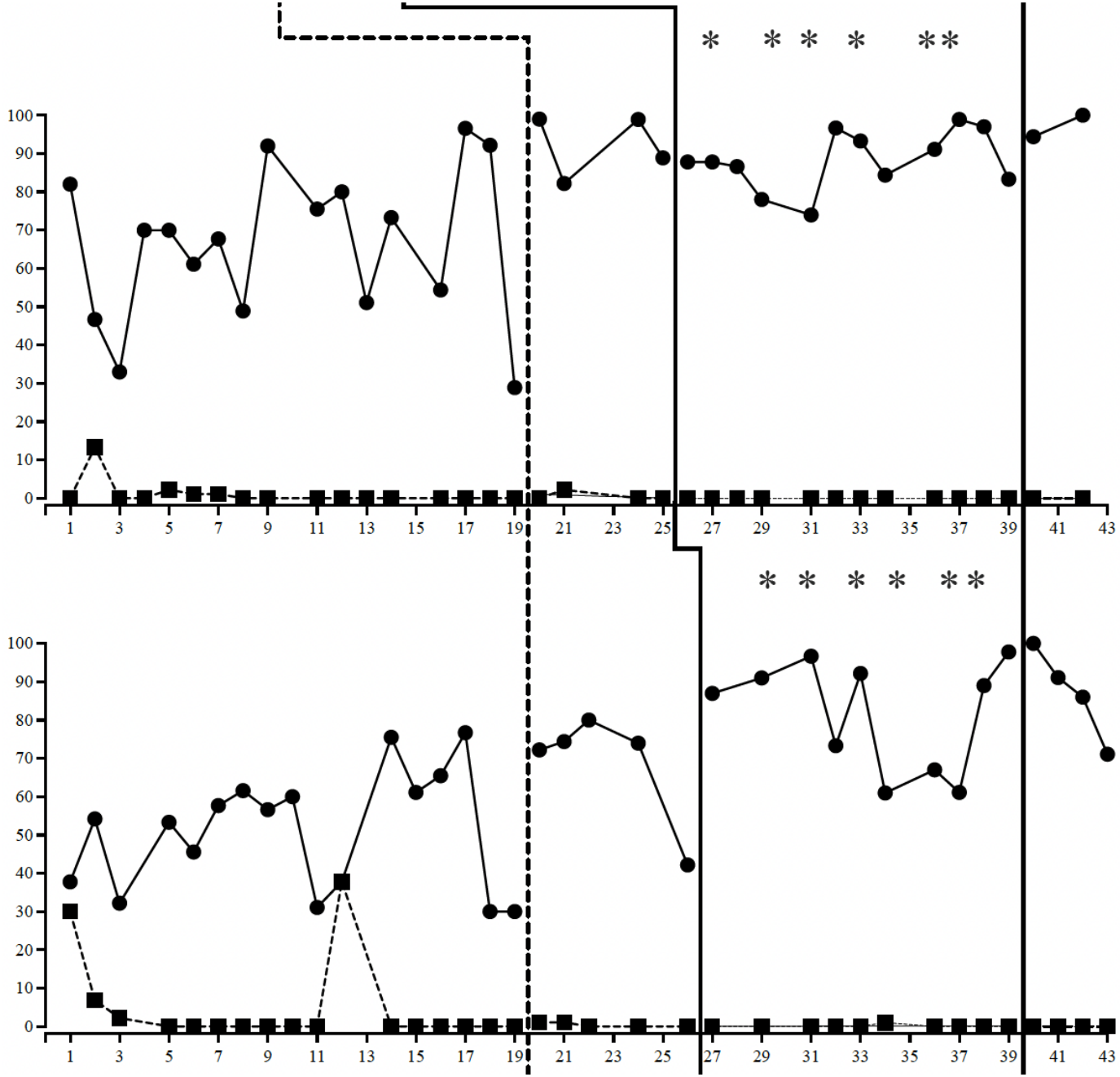
Results


Baseline
Training
Project CLASS
Maintenance
Engagement
Nolan
Jack
Quinn
Max
Mason
Everett
PERCENT OF INTERVALS WITH ACADEMIC ENGAGEMENT AND DISRUPTIVE BEHAVIOR
SESSIONS

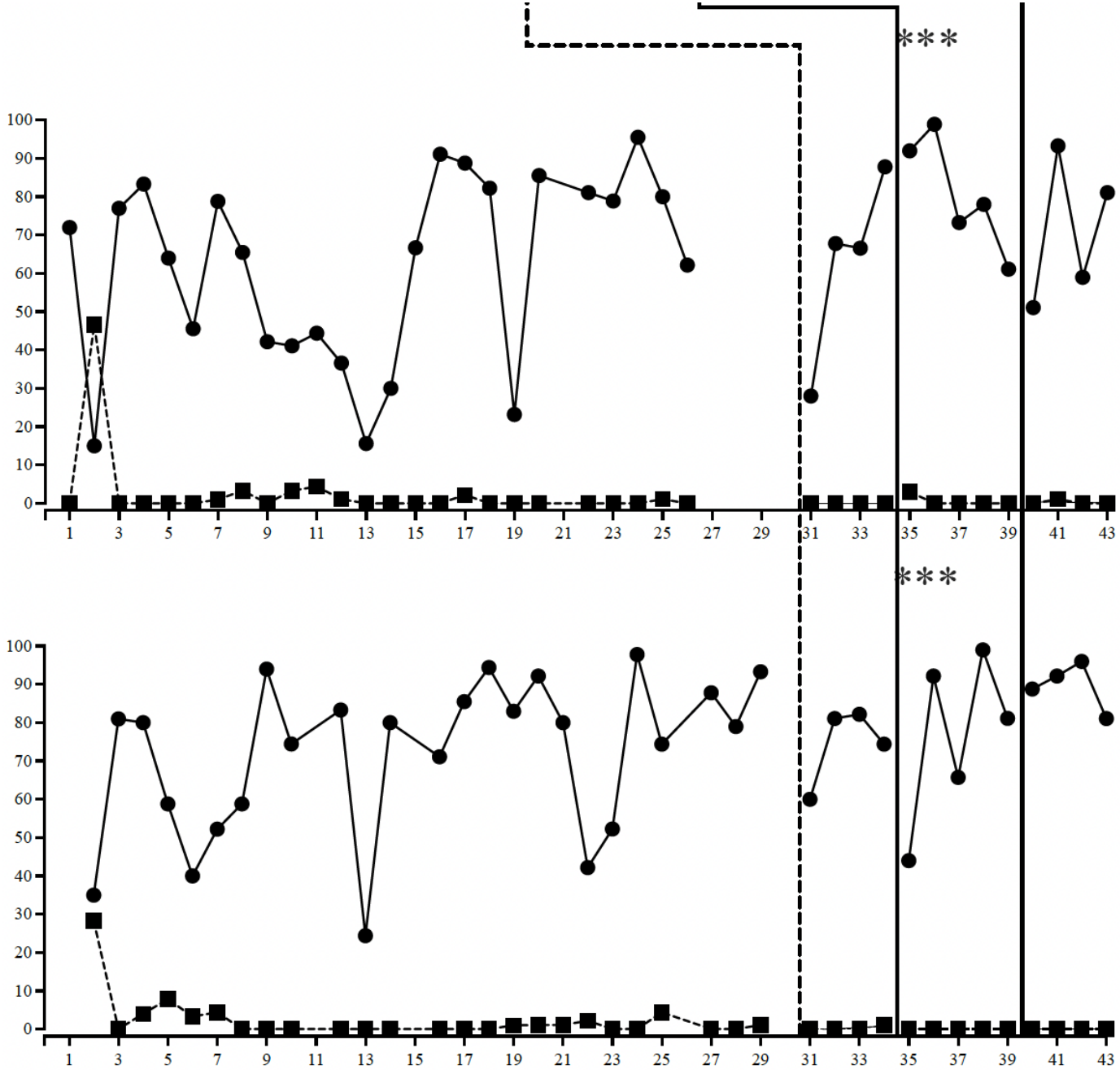
Results – Dyad 1



Results – Dyad 2



Results – Dyad 3



Results

- Teacher Report of Student Academic Engagement (Pre-Post; 1 [strongly disagree] to 5 [strongly agree]):
  - Nolan: 3.40 to 3.60
  - Jack: 4.00 to 3.90
  - Quinn: 3.30 to 4.40
  - Max: 4.00 to 3.80
  - Mason: 3.50 to 4.50
  - Everett: 3.70 to 3.40
- Teacher and Student Satisfaction (1 [strongly disagree] to 6 [strongly agree]):
  - Students: M = 4.60 (range: 3.93–4.93)
  - Teachers: M = 5.02 (range: 4.81–5.38)

Conclusions

- Increased academic engagement across students
  - All students demonstrated higher engagement during intervention compared to baseline
    - Gains ranged from **+5%** to **+56%**
  - More participation in the program resulted in higher levels of academic engagement
- Promising teacher-reported outcomes
- High social validity and acceptability
- Small-group, Tier 2 approach shows promise
  - Coaching and feedback may be critical for improving outcomes

Social Validity from Fulton

- Parents were appreciative of the support for their child's academic needs.
- Students expressed enjoyment at being part of the study and responded positively to the additional support.
- Seminar was very helpful in providing the deployment structure that can be leveraged for full-scale implementation.
- Small group structure allowed for stronger relationships, targeted support, and increased engagement.
- Teacher buy-in was strong. The involved teachers became some of the biggest advocates for the intervention.

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Overall Conclusions

What's Next?

- Implement CLASS as a Tier 2 small-group intervention
  - Embed within existing Tier 2 systems (e.g., 6–8 students)
- Obtain feedback on CLASS content and existing supports
  - Focus groups with students
  - Focus group with ninth-grade educators and administrators
- Refine intervention based on pilot data
  - Strengthen alignment between student skill use and classroom expectations
  - Continue to enhance feedback and engagement supports
- Evaluate scalability and sustainability
  - Examine long-term impact on academic engagement and course performance

Fulton Recommendations

- Start small
- Use existing Tier 2 systems
- Prioritize scheduling early
- Integrate with existing curriculum

Fulton – What's Next?

- Continuing to partner with MU (always)
  - Bridge backward to Tier 1 (Freshman Success)
- As a district – standardizing Tier 2 systems
  - Student Support Teaming Processes
  - Identification Methods
  - Standardized Core Interventions
  - Process for supporting exploration & adoption of additional interventions
- At the high school
  - Expansion
  - Transitioning from external to internal

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Questions?

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