

Request for Funding Individuals with Disabilities Education Act – ARRA

Identified Need (must attach any and all data used to determine need):

As part of SRBI, schools are required to utilize universal screeners to identify children with social or behavioral problems that may negatively affect their academic performance. The BESS is an efficient way to not only screen students, but to identify them, assess their needs, implement strategies, and monitor progress within a single grade or entire school. At Fairfield Ludlowe High School, the BESS will be used to identify students who may need further assessment, intervention, or in-depth services for behavioral or emotional difficulties. These services may include classroom interventions, behavior plans, or goal-directed group and individual counseling from the Counseling Center and Counseling Department staff. Students' individual goals will be monitored using the BESS progress monitoring software.

Proposal (must include any and all costs): Total cost: \$1772.00

Program Description:

The BESS is a universal screening tool developed by Randy W. Kamphaus and Cecil R. Reynolds used to identify students who may be struggling with behavioral and emotional issues in school. The BESS is a 30-item, self-rating scale that can be used in the general education classroom with preschool through high school aged students. The BESS assesses a variety of behaviors, including internalizing and externalizing, school problems, and adaptive skills to provide a single, Total Score that can be used to guide decision-making and interventions within the multi-tiered process of SRBI.

Who will be Involved:

FLHS Counseling Center and Counseling Department staff members.

Materials Needed:

- BASC-2 Behavior and Emotional Screening System Manual
- BASC-2 BESS Student Rating Forms (4 packages)
- BASC-2 BESS Assist Software (scoring software)
- BASC-2 Intervention Upgrade (software that provides interventions)
- BASC-2 BESS Header Sheet (for scanning)
- BASC-2 BESS Progress Monitoring Manual
- BASC-2 BESS Progress Monitoring Student Forms (5 packets School/ADHD problems, 5 packets Internalizing problems)
- BASC-2 BESS Progress Monitoring Assist Scoring and Reporting Software (progress monitoring software)

How the BESS will be Implemented:

For the purposes of this pilot study, the freshman class (393 students) at Fairfield Ludlowe High School will be the sole participants in the BESS universal screener during the 2009-2010 academic year. Self-rating forms will be the primary measure administered to students this year for piloting purposes; however, teacher- and parent-rating forms will be administered for students that are unable to complete the self-rating

forms due to significant adaptive functioning problems. The attached list of necessary BESS materials will be ordered pending proposal permission.

During the January, 2010 Professional Development Day, the Fairfield Ludlowe High School school psychologists, social workers, student assistance counselor, and school counselors will meet to discuss the BESS program and implementation. A parent notification letter will be drafted and mailed to all freshman homes explaining the BESS program and its purpose.

During the 2010 spring semester, the Counseling Center and Counseling Department staff will administer the rating scales to all freshmen during English classes. This will ensure that all students are screened and will increase the probability that students accurately complete the rating forms. Students who are absent during the screening process will be identified and screened at a later date by a member of the Counseling Center or Counseling Department.

After all rating forms are collected, staff will input the rating scale data into the BESS scoring program to attain a Total Score and corresponding risk classification for each student. Students who score in the at-risk range or above (T-score > 60) will be referred to the Counseling Department and Counseling Center staff for intervention planning.

For students who are identified as having behavioral or emotional concerns, the Counseling Center and Counseling Department staff will determine suitable interventions in conjunction with the BESS recommendations, as provided by the software. Research-based intervention curriculum focusing on internalizing, school, and adaptive functioning problems will be based on students' individual needs. Initial intervention services may range from student interviews and parent conferences to classroom behavior plans. More intensive services may include short-term group or individual counseling sessions. The intensity and duration of services will follow the SRBI model and will be determined by each student's response to intervention.

Once the students begin receiving services, student progress will be monitored for each intervention that is implemented using weekly rating scales that assess school, ADHD, and internalizing problems. Progress monitoring will track progress and assist in determining the duration of intervention. If a student shows appropriate progress, interventions will continue until the student no longer demonstrates behaviors warranting intervention. If a student no longer requires intervention services, services will be discontinued. By contrast, if a student does not show adequate progress, more intensive interventions will be implemented in conjunction with the BESS intervention guide, such as small-group or individual counseling. The BESS intervention guide will be used in the decision-making process if more intensive research-based interventions become necessary.

Measurable Goal (Must be a SMART goal: Specific, measurable, attainable, realistic, and timely) and must be directly related to improved achievement for children with disabilities:

The goal of implementing the BESS program is to fulfill the SRBI initiative of having all students screened, identified, and provided with appropriate research-based interventions. The BESS program fulfills the social-emotional requirement of the SRBI process by providing appropriate and tiered counseling-based services and interventions to students who are at risk of having academic difficulty due to social-emotional functioning. As explained above, the goal will be measured through weekly progress monitoring using the BESS software, and the data will be used to implement research-based strategies. Through the BESS program, social-emotional changes and progress will be tracked and monitored over an extended period of time, as the program has the capacity to store data on a server-based storage system. Ultimately, the universal screening process will be used each year with each grade level to appropriately screen and identify all students at risk for social-emotional difficulty at FLHS.

What will be used to measure the impact of this initiative on achievement for children with disabilities (please include the method for and frequency of progress monitoring):

The premise of the BESS program is to measure the impact of research-based interventions on students with behavioral and emotional difficulties and/or disabilities. The program will continually monitor how all students' behavioral functioning is affecting their ability to be successful at school and home.

Submitted by: _____ School: _____

Date: _____

Approved by CO for funding under ARRA:

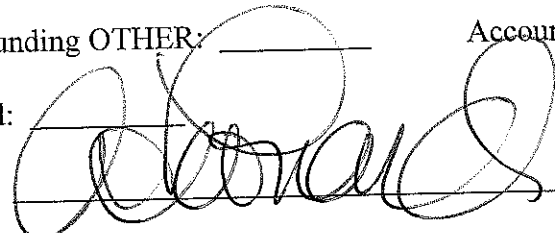
More information Needed:

Approved for funding OTHER: _____

Account #: _____

Request Denied: _____

Authorized by: _____



Date: 4/12/10