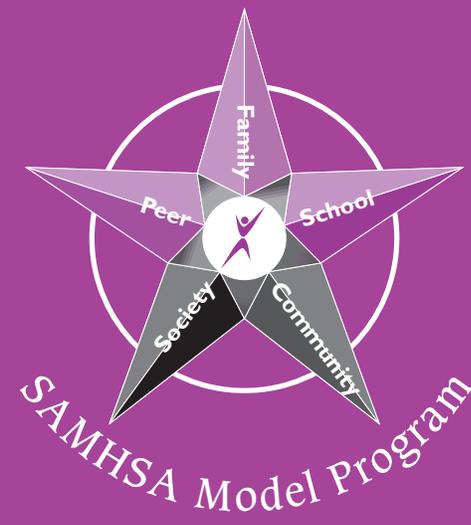




Also available
in Spanish



*Effective Substance Abuse and
Mental Health Programs
for Every Community*

Project ACHIEVE

Project ACHIEVE is an innovative school reform and school effectiveness program developed for use in preschool, elementary, and middle schools (students 3 to 14 years old). It is designed to help schools, communities, and families develop, strengthen, and solidify their youths' resilience, protective factors, and self-management skills. Project ACHIEVE works to improve school and staff effectiveness and places particular emphasis on increasing student performance in the areas of:

- Social skills and social-emotional development
- Conflict resolution and self-management
- Achievement and academic progress
- Positive school climate and safe school practices

Project ACHIEVE implements schoolwide positive behavioral and academic prevention programs that focus on the needs of all students. It also develops and implements strategic intervention programs for at-risk and underachieving students, and it coordinates comprehensive and multifaceted “wrap-around” programs for students with intensive needs.

INTENDED POPULATION

Project ACHIEVE has been replicated at more than 25 sites across the United States. Its target audience is predominantly elementary and middle school children; however, program components also have been used in high schools, alternative schools, psychiatric and juvenile justice facilities, Head Start and after-school programs, and a number of specialized charter schools.

Proven Results*

- Overall discipline referrals to the principal decreased 16%
- Out-of-school suspensions decreased 29%
- Grade retentions decreased 47%
- Special education referrals decreased 61%
- School bus discipline referrals to the office decreased 26%

** Comparison of prior-year data from one of many studied schools with the data averaged after 8 years of program implementation at the same school.*

INTERVENTION

Universal

Selective

Indicated



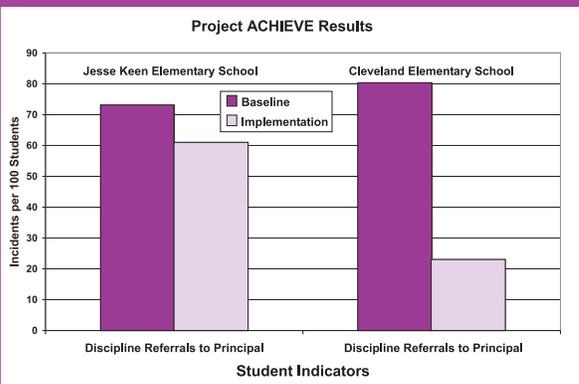
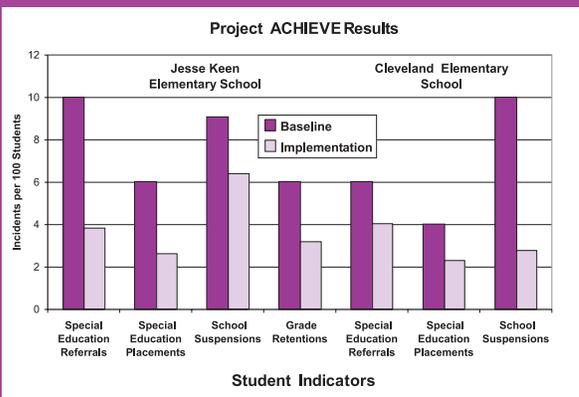
U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES
Substance Abuse and Mental Health Services Administration
Center for Substance Abuse Prevention
www.samhsa.gov

OUTCOMES

In addition to reduced behavioral problems, a comparison of prior-year data with the averages from 8 years of Project ACHIEVE implementation at one of the studied schools showed academic gains on the California Test of Basic Skills (CTBS), including:

- Reading CTBS: 33% of the Full Project Cohort students scored at or above the 50th percentile compared to 29% of the Partial Project Cohort
- Math CTBS: 40% of the Full Project Cohort students scored at or above the 50th percentile compared to 36% of the Partial Project Cohort students
- Language CTBS: 41% of the Full Project Cohort students scored at or above the 50th percentile compared to 36% of the Partial Project Cohort students

Longitudinal outcomes from three schools that have implemented Project ACHIEVE can be reviewed in greater detail at: www.coedu.usf.edu/projectachieve.



Schools included in the program study had students from a wide range of ethnic and cultural backgrounds. Project ACHIEVE also has been implemented in diverse geographic locations throughout the country and in school districts ranging in size from very small to large.

BENEFITS

This program helps to—

- Maximize student academic achievement
- Create safe and positive school climates
- Increase and sustain effective classroom instruction
- Increase and sustain strong parent-school involvement
- Teach students social skills and self-management behavior

HOW IT WORKS

Project ACHIEVE is implemented by following a series of carefully sequenced steps that generally occur over a 3-year period. The program uses professional development, inservice, and technical assistance to train school personnel at each facility. Successful replication of the Project ACHIEVE model involves seven interdependent components:

- 1) **Strategic Planning and Organizational Analysis and Development** analyzes the facility's operations and recommends specific program objectives and action plans and coordinates meaningful evaluation procedures.
- 2) **Referral Question Consultation Problem-Solving Process (RQC)** uses a systematic, functional, problem-solving process to explain why student problems are occurring and link assessment to interventions that help students progress.
- 3) **Effective Classroom and School Processes/Staff Development** focuses on developing and reinforcing teachers' classroom behaviors and school processes that maximize students' academic engagement and learning.
- 4) **Instructional Consultation and Curriculum-Based Assessment and Intervention** involves the functional assessment of referred students' learning problems. It evaluates their response to and success with the curriculum and coordinates the instruction and interventions needed to teach them to master necessary academic skills.
- 5) **Social Skills, Behavioral Consultation, and Behavioral Interventions** facilitate implementation of effective interventions that address students' curricular and behavioral problems, including "special situation" analyses, crisis prevention and intervention procedures, and team development.

- 6) **Parent Training, Tutoring, and Support** develop ongoing home-school collaboration, including the assessment, coordination, and use of community resources.
- 7) **Research, Data Management, and Accountability** reinforce the collection of formative and summative outcome data (including consumer satisfaction and time- and cost-effectiveness data) to validate various aspects of a schoolwide improvement process.

IMPLEMENTATION ESSENTIALS

The **Stop & Think Social Skills Program** is Project ACHIEVE's curriculum for teaching students appropriate behavior and self-management skills. It includes the *Social Skills* book and support materials that allow teachers to organize and implement a social skills program. The *RQC Workbook*, which describes the problem-solving and strategic intervention approach and provides step-by-step training and examples of how to use it with individually referred students, is also available. Using these materials, Project ACHIEVE is best installed in this sequence:

- **Year 1** activities involve Social Skills training; RQC problem-solving training; and providing teachers with release time for planning, meetings, and technical assistance.
- **Year 2** activities include Social Skills/RQC training and booster sessions, Behavioral Observation and Instructional Environment Assessment training; Curriculum-Based Assessment and Measurement (CBA/CBM) training; and release time for planning, meetings, and technical assistance.
- **Year 3** implementation requires booster sessions in all prior components; parent involvement planning, training, and facilitation; grade-level intervention planning and implementation; and release time for planning, meetings, and technical assistance.

Beyond Year 3, Project ACHIEVE schools provide approximately 1 day per month of release time for teachers to plan and implement the activities identified in their action plans.

Other Project ACHIEVE materials are provided during professional development workshops as different components of the project are implemented. Training and technical assistance are available and supported through public and private funding.

Project ACHIEVE can be implemented with the staff and resources available in most schools, especially when there are a large number of special or Title I students referred to and/or already in an existing program. In addition to current staff, it is recommended that school districts identify one project coordinator for every three to five project buildings during the first 3 years of implementation and for every five to eight buildings thereafter.

PROGRAM BACKGROUND

Project ACHIEVE, developed by Dr. Howard Knoff at the University of South Florida, began as a district-wide training program for school psychologists, guidance counselors, social workers, and elementary-level instructional consultants. It is now a school-based improvement, professional development, and technical consultation program that targets and reinforces critical staff skills and intervention approaches for an entire school. Since 1990, Project ACHIEVE has been implemented in schools and school districts across the country. To date, almost 1,500 schools in more than 40 States have been trained in one or more of its components.

EVALUATION DESIGN

While validated at numerous individual sites, Project ACHIEVE has undergone one published, referred evaluation with a quasi-experimental design at the elementary school level. This 1990 to 1998 evaluation used a matched-comparison design, with one treatment and one control school. In choosing a comparison school, researchers used school demographics, giving the most weight to the percentage of students on the Federal free-lunch program. Project ACHIEVE was implemented over a 3-year period. Data were collected in the treatment school during 4 academic years and during 1 academic year in the comparison school. Additional longitudinal analyses, at three school sites, were completed using a multiple baseline design across numerous variables, with each school used as its own internal control.

The American Institutes for Research also performed an independent analysis of Project ACHIEVE for the U.S. Department of Education using a team of national experts who conducted a 2-day onsite evaluation of two school sites. The predominant methodology for this evaluation entailed a structured interview-based qualitative analysis that collected data from students, parents, staff, school and district administrators, community members, and agency representatives.

PROGRAM DEVELOPER

Howard M. Knoff, Ph.D.

Dr. Knoff is a professor of School Psychology at the University of South Florida (Tampa, FL), and was director of the School Psychology Program there for 12 years. He is currently director of the Institute for School Reform, Integrated Services, and Child Mental Health and Educational Policy. He received his Ph.D. from Syracuse University in 1980, and has worked as a practitioner, consultant, licensed private psychologist, and university professor since 1978. Known for his research and writing on organizational change and school reform, consultation and intervention processes, social skills and behavior management training, personality assessment, and various professional issues, Dr. Knoff has published more than 75 articles and book chapters and delivered over 300 papers and workshops. He was the 21st president of the National Association of School Psychologists.

CONTACT INFORMATION

For materials and information:

Sopris West, Inc.
4093 Specialty Place
Longmont, CO 80504
Phone: (800) 547-6747
Web site: www.sopriswest.com

For information contact:

Howard M. Knoff, Ph.D.
49 Woodberry Road
Little Rock, AR 72212
Phone: (501) 312-1484
Fax: (501) 312-1493
E-mail: knoffprojectachieve@earthlink.net
Web site: www.coedu.usf.edu/projectachieve

RECOGNITION

Model Program—Substance Abuse and Mental Health Services Administration, U.S. Department of Health and Human Services

Exemplary Program—White House Conference on School Safety

Effective School Reform Program—Center for Effective Collaboration and Practice, American Institutes for Research