Introduction

Changing the Lives of Students With Problems

Current prevention science offers opportunities to address problems effectively with interventions at different levels of intensity and support. If a student is not making adequate progress, decision-making teams should consider whether the interventions were implemented with fidelity. If not, additional support should be provided or intervention plans revised to match better the context of the classroom and the teacher's ability to respond effectively. While these efforts offer great promise, "it is untrue and misleading to claim that we currently have a necessary and sufficient knowledge base to guide the[ir] implementation . . . across all grades, for all academic [and behavior] skills, in all content areas, for all children and youth" (Fuchs & Deshler, 2007, p. 134).

The prevention practices described in our book are based on the premise that early response to problems can lead to better outcomes for students. These efforts should be built into the school's general education program, and they should be accessible to all students. They address four areas: Foundations, Intervention, Collaboration, and Evaluation (see Table 0.1).

Table 0.1 Evidence-Based Prevention Practices		
Area	**Practice**	**Chapter**
Foundations	Preschool Behavior Support	2
	Schoolwide Positive Behavior Support	3
Intervention	Cognitive-Behavior Interventions in School Settings	4
	Social Skills Instruction and Generalization Strategies	5
	Conflict Resolution, Peer Mediation, and Bullying Prevention	6
	Classroom Interventions and Individual Behavior Plans	7
Collaboration	Effective Home-School Partnerships	8
	Community and Interagency Partnerships	9
	Culturally Responsive Teaching	10
Evaluation	Monitoring Student Progress and Evaluating Prevention Practices	11
	Building and Sustaining Effective Prevention Practices	12

Broad, general approaches to prevention are described in two chapters. First, we review why teaching social skills to children in preschool programs is important, describe critical social skills that support the success of young children in school, identify and describe effective practices for teaching social skills to young children, and review examples of evidence-based approaches for teaching social skills to young children. In Chapter 3, we describe effective practices for implementing Schoolwide Positive Behavior Support and review evidence of effectiveness of Schoolwide Positive Behavior Support programs.

We address more specific interventions in four chapters. In Chapter 4, we provide a context for using promising cognitive-behavioral interventions (CBIs) to address problem behaviors in school settings, describe a theoretical framework for CBI, review research studies on selected school-based CBIs designed to prevent or reduce maladaptive behaviors, and discuss the research to practice issues relevant to implementing CBIs successfully in schools. In Chapter 5, we review why small-group social skill instruction is important, describe characteristics of small-group social skill instruction programs, identify and describe effective small-group social skill instruction programs and practices, describe critical features that support the implementation and effective use of small-group social skill instruction, and review evidence of effectiveness of small-group social skill instruction. Chapter 6 illustrates why conflict resolution, peer mediation, and bully-proofing are important in preventive classroom efforts. We describe the characteristics of conflict resolution, peer mediation, and bully-proofing programs; identify and describe effective programs and practices; describe critical features that support implementation and use of such programs; and review evidence of the effectiveness of these programs. In Chapter 7, we review why using individual behavior plans is important, describe characteristics of individual behavior plans, identify and describe critical features that support the implementation and effective use of individual behavior plans, and review evidence of the effectiveness of using individual behavior plans to prevent problem behaviors.

We address collaboration in three chapters. In Chapter 8, we review why home-school partnerships are important, describe characteristics of home-school partnerships, identify and describe effective home-school partnership programs and practices, describe critical features that support implementation and effective use of home-school partnership programs, and review evidence of their effectiveness. In Chapter 9, we focus on why community partnerships are important, describe their characteristics, identify and describe effective community partnership programs and practices, describe critical features that support implementation and effective use of these programs, and review evidence of their effectiveness. In Chapter 10, we review why culturally responsive teaching is important, describe characteristics of culturally responsive teaching, identify and describe effective culturally responsive teaching practices, describe critical features that support the implementation and effective use of culturally responsive teaching, and review the evidence of such programs effectiveness.

In the climate of accountability that drives best practices, continuous evaluation is essential for all efforts to promote interventions designed to prevent problems in school. In Chapter 11, we review why monitoring progress and evaluating prevention programs is important, describe characteristics of progress monitoring practices, identify and describe effective progress monitoring practices, describe critical features of effective evaluations, and review the evidence of effectiveness of progress monitoring and efforts to evaluate prevention practices. After discussing evaluation, we review what is known about building and sustaining programs that prevent problem behaviors in Chapter 12, focusing on summarizing, integrating, and reconsidering critical features of programs and practices for preventing problem behaviors.