

Excellence in Prevention – descriptions of the prevention programs and strategies with the greatest evidence of success

Name of Program/Strategy: Project ACHIEVE

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1. Overview and description

Project ACHIEVE is a comprehensive school reform and improvement program for preschool through high school (students ages 3-18 years) that focuses on students' academic, social-emotional/behavioral, and social skills outcomes; school-wide positive behavioral support systems and school safety; positive classroom and school climates; and community and parent outreach and involvement. For students, the aim is to improve resilience, protective factors, and effective self-management skills so youth are better able to resist unhealthy and maladaptive behaviors. The aim for staff is to ensure effective instruction and classroom management as well as supports and services to students not responding with academic and behavioral success. The school aim is to help schools to be successful for all students.

Based on social learning theory and effective approaches to school reform and improvement, this school-wide program uses professional development and ongoing technical consultation to target and reinforce critical staff skills and intervention approaches. The program incorporates a continuum of student services, including prevention, strategic intervention, and crisis management, and consists of seven interdependent components implemented over 3 years:

- Strategic planning and organizational analysis and development
- Problem-solving, response-to-intervention, teaming, and consultation processes

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- Effective school, schooling, and professional development
- Academic instruction linked to academic assessment, intervention, and achievement (i.e., Positive Academic Supports and Services)
- Age-appropriate social skills instruction (i.e., Stop & Think Social Skills Program) linked to behavioral assessment, intervention, and self-management (i.e., Positive Behavioral Support System)
- Parent and community training, support, and outreach
- Data management, evaluation, and accountability

Project ACHIEVE involves the school's entire instructional, administrative, and support staff and, following training, can be implemented with resources available in most schools. Training typically involves in-service training, classroom-based demonstrations, and technical consultation and follow-up.

Project ACHIEVE has been used in public schools, alternative schools, special education centers, psychiatric and juvenile justice facilities, Head Start programs, and specialized charter schools. The research study reviewed for this summary involved kindergarten through grade 6 in public schools.

2. Implementation considerations (if available)

3. Descriptive Information

Areas of Interest	Mental health promotion
Outcomes	1: School staff perceptions of staff interactions and school cohesion 2: School staff perceptions of school discipline and safety 3: Office discipline referrals 4: Administrative actions in response to office discipline referrals 5: Academic achievement
Outcome Categories	Education Environmental change
Ages	6-12 (Childhood) 18-25 (Young adult) 26-55 (Adult)
Genders	Male Female
Races/Ethnicities	Black or African American Hispanic or Latino White

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Settings	Home School
Geographic Locations	Urban Suburban Rural and/or frontier
Implementation History	Since 1990, Project ACHIEVE has been implemented in more than 250 schools, reaching more than 175,000 students, school staff, community agency professionals, and parents. At least 12 studies of the program have been documented in reports or peer-reviewed journals. While Project ACHIEVE materials have been sold outside the United States, predominantly to individuals and organizations in English-speaking countries, it is not known whether any formal implementations of Project ACHIEVE have been conducted internationally.
NIH Funding/CER Studies	Partially/fully funded by National Institutes of Health: No Evaluated in comparative effectiveness research studies: No
Adaptations	Project ACHIEVE has been adapted for implementation in urban, suburban, and rural settings as well as in Shoshone and Arapaho (Wyoming), Chippewa (North Dakota), Apache (Arizona and New Mexico), Navajo (New Mexico), and Kenaitze (Alaska) tribal schools. It also has been adapted for use in State schools with students who have special needs (e.g., deafness, blindness, learning disabilities, behavioral disorders).
Adverse Effects	No adverse effects, concerns, or unintended consequences were identified by the applicant.
IOM Prevention Categories	Universal Selective

4. Outcomes

Outcome 1: School staff perceptions of staff interactions and school cohesion

Description of Measures	<p>Perceptions of staff interactions and school cohesion were measured using the Scale of Staff Interactions and School Cohesion (SSISC), which was administered online. School staff (i.e., instructional, administrative, support staff) rated characteristics of staff in their school along a 5- point scale from 1 (excellent) to 5 (poor). The SSISC consists of 26 items across the following 4 scales:</p> <ul style="list-style-type: none"> • Scale 1: Staff understanding of the mission of the school • Scale 2: Staff interactions contributing to successful
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	<p>organizational outcomes</p> <ul style="list-style-type: none"> • Scale 3: Staff interactions contributing to successful group outcomes • Scale 4: Staff interactions contributing to successful interpersonal processes
Key Findings	<p>In schools that participated in cohort 1 of Project ACHIEVE, staff completed the SSISC prior to implementation and after 1 and 2 years of implementation. From baseline to 1-year follow-up, schools had statistically significant improvement on all four scales of the SSISC ($p < .001$ for Scale 1, $p < .002$ for Scale 2, $p < .05$ for Scales 3 and 4). From 1- to 2-year follow-up, no statistically significant differences were found.</p> <p>In schools that participated in cohort 2 of Project ACHIEVE, staff completed the SSISC prior to implementation and after 1 year of implementation. From baseline to 1-year follow-up, schools had a statistically significant improvement on Scale 1 ($p < .01$), with no significant differences on the three other scales.</p> <p>No data were reported for comparison schools.</p>
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental
Quality of Research Rating	2.1 (0.0-4.0 scale)

Outcome 2: School staff perceptions of school discipline and safety

Description of Measures	<p>Perceptions of school discipline and safety were measured using the Scale of Effective School Discipline and Safety (SESDDS), which was administered online. School staff (i.e., instructional, administrative, support staff) indicated their agreement with statements along a 5-point scale from 1 (strongly agree) to 5 (strongly disagree). The SESDDS consists of 58 items across the following 5 factors:</p> <ul style="list-style-type: none"> • Factor 1: Teachers' effective classroom management skills • Factor 2: Students' positive behavioral interactions and respect • Factor 3: Holding students accountable for their behavior: administration and staff • Factor 4: Teachers' contribution to a positive school climate
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	<ul style="list-style-type: none"> Factor 5: School safety and security: staff, students, and school grounds
Key Findings	<p>In schools that participated in cohort 1 of Project ACHIEVE, staff completed the SESDS prior to implementation and after 1 and 2 years of implementation. From baseline to 1-year follow-up, no statistically significant differences on any of the five factors were found. From baseline to 2-year follow-up, four of five factors showed significant improvement ($p < .05$ for Factors 2 and 4, $p < .001$ for Factor 3, $p < .01$ for Factor 5).</p> <p>In schools that participated in cohort 2 of Project ACHIEVE, staff completed the SESDS prior to implementation and after 1 year of implementation. From baseline to 1-year follow-up, no statistically significant differences on any of the five factors were found.</p> <p>No data were reported for comparison schools.</p>
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental
Quality of Research Rating	2.1 (0.0-4.0 scale)

Outcome 3: Office discipline referrals

Description of Measures	Office discipline referrals, expressed in the number of referrals per 100 students in the school, were measured using data from the Arkansas Department of Education's Arkansas Public School Computer Network (APSCN). Using APSCN, referral data were reported annually, following State regulation and Federal law, by every school principal in the State.
Key Findings	In six Project ACHIEVE schools that demonstrated high implementation fidelity, the average number of annual office discipline referrals per 100 students decreased from 65.50 at baseline to 42.14 after 1 year of implementation and 38.14 after 2 years of implementation. In contrast, the 17 comparison schools, which were demographically matched to intervention schools but did not implement Project ACHIEVE, averaged 43.31 office discipline referrals at baseline, 47.68 at 1-year follow-up, and 37.83 at 2-year follow-up ($p < .01$).
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental

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Quality of Research Rating	2.2 (0.0-4.0 scale)
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Outcome 4: Administrative actions in response to office discipline referrals

Description of Measures	Administrative actions of school principals (e.g., suspension, expulsion) in response to students' office discipline referrals, expressed in the number of administrative actions per 100 students in the school, were measured using data from the Arkansas Department of Education's APSCN. Using APSCN, administrative action data were reported annually, following State regulation and Federal law, by every school principal in the State.
Key Findings	In six Project ACHIEVE schools that demonstrated high implementation fidelity, the administrative actions per 100 students decreased from baseline to 1-year follow-up (mean change score of 83.36). In contrast, the administrative actions for the 17 comparison schools, which were demographically matched to intervention schools but did not implement Project ACHIEVE, increased from baseline to 1-year follow-up (mean change score of 171.93; $p = .043$). From baseline to 2-year follow-up, the number of administrative actions per 100 students decreased in the Project ACHIEVE schools (mean change score of 69.70) and the comparison schools (mean change score of 120.49), with no significant difference in the change between intervention and comparison schools.
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental
Quality of Research Rating	2.2 (0.0-4.0 scale)

Outcome 5: Academic achievement

Description of Measures	Academic achievement was measured using data on the following measures available on the Arkansas Department of Education's Web site: <ul style="list-style-type: none"> Arkansas State Benchmark Tests, given in Literacy and Mathematics. These test data generally are reported as the percentage of students who score at the "below basic," "basic," "proficient," and "advanced" levels using score
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	<p>thresholds established by the State.</p> <ul style="list-style-type: none"> • Iowa Test of Basic Skills (ITBS), given in Reading Comprehension, Math Concepts and Estimation, and Math Problem Solving and Data Interpretation. ITBS data generally are reported as the average national percentile rank earned by students in the school taking the test.
<p>Key Findings</p>	<p>In six Project ACHIEVE schools that demonstrated high implementation fidelity, scores on 2 literacy tests (Arkansas State Benchmark Test and ITBS Reading Comprehension test) were tracked over time for 11 groups of students: 3rd-graders from 5 schools, 4th-graders from 4 schools, and 5th- and 6th-graders from 1 school. With 11 groups of students and 2 tests, there were 22 possible student group-by-test combinations. In 12 of the 22 combinations (55%), students increased their scores from baseline to the 2-year follow-up:</p> <ul style="list-style-type: none"> • On the Arkansas State Benchmark Test, scores improved for 4 groups of the 3rd graders, 3 groups of the 4th graders, and the group of 5th graders. • On the ITBS, scores improved for 2 groups of the 3rd graders and 2 groups of the 4th graders. <p>Eight of these 12 increases reached statistical significance (p values ranging from < .001 to < .05). Further, four groups of students increased their scores on the ITBS from baseline to 2-year follow-up more than their comparison school counterparts (p values < .05).</p> <p>Scores on 3 mathematics tests (Arkansas State Benchmark Test, ITBS Math Concepts and Estimation test, and ITBS Math Problem Solving and Data Interpretation test) were tracked over time with the same 11 groups of students. With 11 groups of students and 3 tests, there were 33 possible student group-by-test combinations. In 26 of the 33 combinations (79%), students increased their scores from baseline to the 2-year follow-up:</p> <ul style="list-style-type: none"> • On the Arkansas State Benchmark Test, scores improved for all 5 groups of 3rd graders, all 4 groups of 4th graders, the group of 5th graders, and the group of 6th graders. • On the ITBS Math Concepts and Estimation test, scores improved for 4 groups of the 3rd graders and 3 groups of the 4th graders.

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	<ul style="list-style-type: none"> On the ITBS Math Problem Solving and Data Interpretation test, scores improved for 4 groups of the 3rd graders, 3 groups of the 4th graders, and the group of 5th graders. <p>Twelve of these 26 increases reached statistical significance (p values ranging from < .001 to < .05). Further, five groups of students increased their average math score on the ITBS from baseline to 2- year follow-up more than their comparison school counterparts (p values < .05).</p>
Studies Measuring Outcome	Study 1
Study Designs	Quasi-experimental
Quality of Research Rating	2.9 (0.0-4.0 scale)

- 5. Cost effectiveness report** (Washington State Institute of Public Policy – if available)
- 6. Washington State results** (from Performance Based Prevention System (PBPS) – if available)
- 7. Where is this program/strategy being used (if available)?**

Washington Counties	Oregon Counties

8. Study Populations

The studies reviewed for this intervention included the following populations, as reported by the study authors.

Study	Age	Gender	Race/Ethnicity
Study 1	6-12 (Childhood) 18-25 (Young adult) 26-55 (Adult)	51% Male 49% Female	55% White 40% Black or African American 5% Hispanic or Latino

9. Quality of Research

The documents below were reviewed for Quality of Research. Other materials may be available. For more information, contact the developer(s).

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Study 1

Harding, M., Knoff, H. M., Glenn, R., Johnson, L., Schrag, H., & Schrag, J. (2008). The Arkansas State Improvement Grant evaluation and outcome report to the U.S. Department of Education's Office of Special Education Programs: Improving student outcomes through the school-wide implementation of Project ACHIEVE's Positive Behavioral Support Systems. Little Rock, AR: Arkansas Department of Education, Special Education.

Supplementary Materials

Arkansas Department of Education. (2006). Arkansas growth model proposal.

Arkansas Department of Education. (n.d.). Consolidated State application accountability plan. As amended April 2003.

Arkansas Department of Education. (n.d.). Consolidated State performance report: Parts I and II for State Formula Grant Programs under the Elementary and Secondary Education Act as amended by the No Child Left Behind Act of 2001. For reporting on school year 2005-2006.

Development and Psychometric Properties of: The Scale of Effective School Discipline and Safety and the Scale of Staff Interactions and School Cohesion

Iowa Tests of Basic Skills (ITBS) Forms, A, B, and C

Kilian, J. M., Fish, M. C., & Maniago, E. B. (2006). Making school safe: A system-wide school intervention to increase student pro-social behaviors and enhance school climate. *Journal of Applied School Psychology*, 23(1), 1-30.

Knoff, H. M. (2005). Project ACHIEVE technical report on longitudinal outcomes from national implementation sites: Results from Florida, Texas, and Maryland. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M., & Batsche, G. M. (1995). Project ACHIEVE: Analyzing a school reform process for at-risk and underachieving students. *School Psychology Review*, 24(4), 579-603.

Quinn, M. M., Osher, D., Hoffman, C. C., & Hanley, T. V. (1998). *Safe, drug-free, and effective schools for ALL students: What Works!* Washington, DC: Center for Effective Collaboration and Practice, American Institutes for Research.

Quality of Research Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the Quality of Research for an intervention's reported results using six criteria:

1. Reliability of measures
2. Validity of measures
3. Intervention fidelity
4. Missing data and attrition

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5. Potential confounding variables

6. Appropriateness of analysis

For more information about these criteria and the meaning of the ratings, see Quality of Research.

Outcome	Reliability of Measures	Validity of Measures	Fidelity	Missing Data/Attrition	Confounding Variables	Data Analysis	Overall Rating
1: School staff perceptions of staff interactions and school cohesion	1.8	2.0	2.0	1.8	2.0	3.0	2.1
2: School staff perceptions of school discipline and safety	1.8	2.0	2.0	1.8	2.0	3.0	2.1
3: Office discipline referrals	1.8	2.0	2.0	2.5	2.0	2.8	2.2
4: Administrative actions in response to office discipline referrals	1.8	2.0	2.0	2.5	2.0	2.8	2.2
5: Academic achievement	4.0	4.0	2.0	2.5	2.0	2.8	2.9

Study Strengths

Standardized instruments with good psychometric properties were used in measuring academic achievement.

Study Weaknesses

Psychometric information was not adequately documented for some measures. The majority of the intervention schools did not implement the program with high fidelity. During the implementation of one intervention component, observations of a "master trainer/consultant" were conducted, but results of these observations were not presented. The researchers did not discuss how they handled missing data associated with the intervention schools. The data analysis did not account for some confounding variables. For example, intervention schools were matched with controls, yet some differences at baseline existed (e.g., on average, intervention schools had 50% more office disciplinary referrals than comparison schools). No analysis of covariance was conducted to examine the impact of other potential confounding variables, such as demographic characteristics.

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10. Readiness for Dissemination

The documents below were reviewed for Readiness for Dissemination. Other materials may be available. For more information, contact the developer(s).

Dissemination Materials

Knoff, H. M. (2001). The Stop & Think Social Skills Program: Grades 2-3 instructional packages. Longmont, CO: Sopris West Educational Services.

Knoff, H. M. (2001). The Stop & Think Social Skills Program: Grades 4-5 instructional packages. Longmont, CO: Sopris West Educational Services.

Knoff, H. M. (2001). The Stop & Think Social Skills Program: Teacher's manual grades preK-1. Longmont, CO: Sopris West Educational Services.

Knoff, H. M. (2001). The Stop & Think Social Skills Program: Teacher's manual grades 2-3. Longmont, CO: Sopris West Educational Services.

Knoff, H. M. (2001). The Stop & Think Social Skills Program: Teacher's manual grades pre 6-8. Longmont, CO: Sopris West Educational Services.

Knoff, H. M. (2005). Teaching children to stop & think at home: A parents' guide to teaching good behavior [DVD]. Little Rock, AR: Project ACHIEVE.

Knoff, H. M. (2005). The Stop & Think parenting book: A guide to children's good behavior. Longmont, CO: Sopris West Educational Services.

Knoff, H. M. (2007). Developing and implementing the behavioral matrix: Establishing school-wide behavioral standards and benchmarks for student accountability. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). Guiding comprehensive school improvement: The step-by-step Project ACHIEVE implementation book of surveys, forms, and questionnaires. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). More Stop & Think social skills and steps: Classroom and building routines and scripts from preschool to high school. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2007). Time-out in the classroom: A step-by-step guide for consistent, educative, and effective implementation. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2008). APPRAISE: Action plan for Project ACHIEVE implementation success and evaluation. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2008). Implementing response-to-intervention at the school, district, and State levels: Functional assessment, data-based problem solving, and evidence-based interventions. Little Rock, AR: Project ACHIEVE Press.

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Knoff, H. M. (2008). Project ACHIEVE end-of-year articulation process. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2008). The Project ACHIEVE implementation integrity self-evaluation (PRAI/ISE). Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2009). Guiding comprehensive school improvement: An overview of e-books, products, documents, and resources to facilitate Project ACHIEVE implementation. Little Rock, AR: Project ACHIEVE Press.

Knoff, H. M. (2009). Implementing effective school-wide discipline and behavior management systems: Increasing academic engagement and achievement, decreasing teasing and bullying, and keeping your school and common areas safe. Little Rock, AR: Project ACHIEVE Press.

Project ACHIEVE. (2003). Building strong schools to strengthen student outcomes: Positive behavioral approaches for schools, staff, students, safety, and success [DVD]. Little Rock, AR: State of Arkansas Department of Education.

Project ACHIEVE. (2007). The Stop & Think songbook [CD]. Charlottesville, VA: Core Knowledge Foundation.

Project ACHIEVE. (n.d.). Core Knowledge Foundation: Early childhood program. Autonomy, social skills and work habits [PowerPoint slides]. Little Rock, AR.

Project ACHIEVE. (n.d.). Core Knowledge preschool posters. Longmont, CO: Sopris West Educational Services. Project ACHIEVE. (n.d.). Discipline Scale--Rating Scale. Little Rock, AR.

Project ACHIEVE. (n.d.). Partners in Literacy: Arkansas Parent Training and Information Network/Arkansas State Improvement Grant [PowerPoint slides]. Little Rock, AR.

Project ACHIEVE. (n.d.). Staff Interactions Scale--Rating Scale. Little Rock, AR.

Project ACHIEVE. (n.d.). Stop & Think parents slides and handouts [PowerPoint slides]. Little Rock, AR.

Project ACHIEVE. (n.d.). Stop & Think Social Skills Program order form. Longmont, CO: Sopris West Educational Services. Project ACHIEVE Web site, <http://www.projectachieve.info>

Readiness for Dissemination Ratings by Criteria (0.0-4.0 scale)

External reviewers independently evaluate the intervention's Readiness for Dissemination using three criteria:

1. Availability of implementation materials
2. Availability of training and support resources
3. Availability of quality assurance procedures

For more information about these criteria and the meaning of the ratings, see Readiness for Dissemination.

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Implementation Materials	Training and Support Resources	Quality Assurance Procedures	Overall Rating
3.7	4.0	3.9	3.9

Dissemination Strengths

Implementation materials are comprehensive. "Blueprints," planning worksheets, and checklists facilitate navigation through the many processes required for implementation. The program developer requires new sites to conduct an organizational analysis and needs assessment prior to implementation. The developer offers comprehensive training using multiple training methods and formats. Multiple quality assurance tools, in both paper and electronic formats, are available and are supported by on-site consultation.

Dissemination Weaknesses

The volume of highly detailed and technical materials may be overwhelming to prospective implementers. Electronic versions of the many forms, assessment instruments, and other tools are not readily available.

11. Costs

The information below was provided by the developer and may have changed since the time of review. For detailed information on implementation costs (e.g., staffing, space, equipment, materials shipping and handling), contact the developer.

Item Description	Cost	Required by Program Developer
Implementing Response-to-Intervention at the School, District, and State Levels: Functional Assessment, Data-Based Problem Solving, and Evidence-Based Academic and Behavioral Interventions (book)	\$39.95 each	Yes
Implementing Effective School-Wide Student Discipline and Behavior Management Systems: Increasing Academic Engagement and Achievement, Decreasing Teasing and Bullying, and Keeping Your School and Common Areas Safe (book)	\$29.95 each	Yes
More Stop & Think Social Skills	\$34.95 each	Yes

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and Steps: Classroom and Building Routines and Scripts From Preschool to High School (book)		
Holding Students Responsible for Their School and Classroom Behavior: Developing a School-Wide Accountability System To Encourage Student Self-Management and Staff Consistency (book)	\$34.95 each	Yes
Changing Student Behavior by Linking Office Discipline Referrals to a Strategic Time-Out Process: A Step-by-Step Implementation Guide to the Effective Use of Classroom Consequences (book)	\$29.95 each	Yes
Building Strong Schools To Strengthen Student Outcomes: The Project ACHIEVE Forms Book	\$59.95 each	Yes
Grade-level classroom sets	\$180 each	Yes, at least one per grade level required
Support materials for school	\$250 per school	Yes
The Stop & Think Parent Book: A Guide to Children's Good Behavior (with DVD)	\$59.95 each	Yes
The Stop & Think Social Skills Songbook (CD) with posters	\$75 each	Yes, required for preschool-grade 2
5-12 days of on-site training	\$2,250-\$3,000 per day depending on site location, plus travel expenses	Yes
Off-site training via conference call or Skype	\$250-\$300 per hour	Yes
Project ACHIEVE Technical Assistance Papers	Free	Yes

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Parent Literacy Training PowerPoint	Free	Yes
Parent Home Discipline, Behavior Management, and Stop & Think Social Skills Training PowerPoint	Free	Yes
The Seven Sure Solutions to School-Based Mental Health Services Success: The Necessary Collaboration Between School and Community Providers (book)	Free	Yes
Building Strong Schools To Strengthen Student Outcomes 12-DVD Training Series	Free	Yes
Off-site consultation via conference call or Skype	\$250-\$300 per hour	Yes
On-site consultation	\$2,250-\$3,000 per day depending on site location, plus travel expenses	Yes
Scale of Staff Interactions and School Cohesion	Free	Yes
Scale of Effective School Discipline and Safety	Free	Yes
The PRAIISE--Project ACHIEVE Implementation Integrity and Self-Evaluation	Free	Yes
The APPRAISE--Action Plan for Project ACHIEVE Implementation Success and Evaluation	Free	Yes

12. Contacts

For information on implementation or research:

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Learn More by Visiting: <http://www.projectachieve.info>