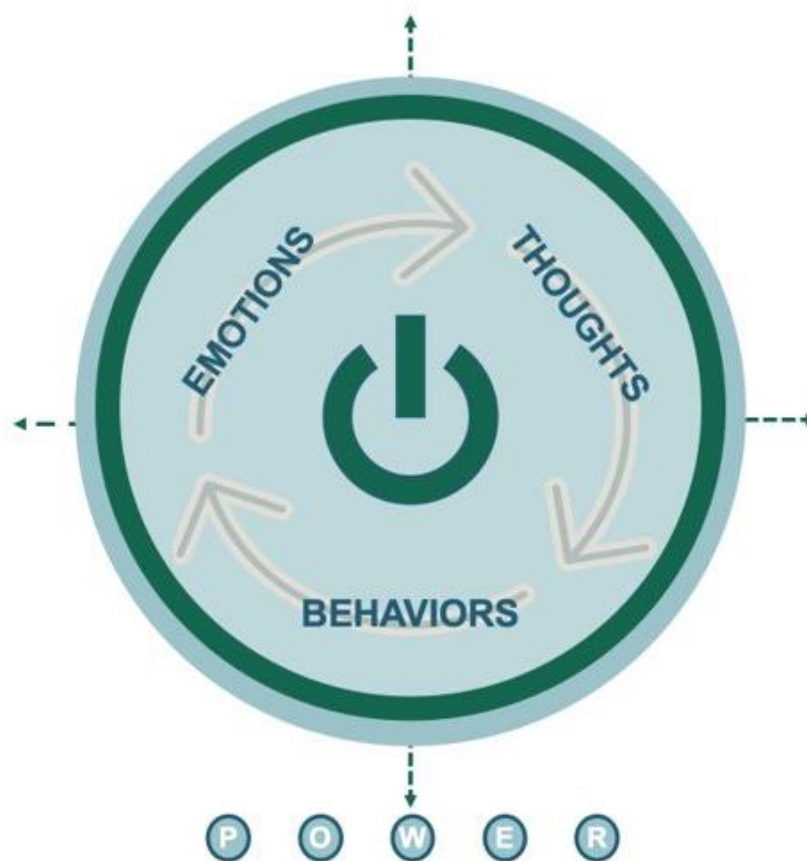




The POWER Program

Positive Outcomes With Emotion Regulation



Data-Based Decision-Making Guide

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Data-Based Decision-Making Within the POWER Program

For the POWER Program to be effective, it must be implemented alongside data-based decision-making.

That is, data should be used to:

- Identify students to participate in the POWER Program
- Ensure high-fidelity implementation of the POWER Program
- Monitor students' progress throughout the POWER Program
- Evaluate students' outcomes following participation in the POWER Program
- Decide whether continued and/or more intensive interventions are needed to support students who have graduated from the POWER Program

This resource was developed to guide school-based professionals in using data to make decisions related to the POWER Program and its stakeholders. It is intended to be used by the multidisciplinary team tasked with overseeing Tier 2 mental and behavioral health interventions within a multi-tiered systems of support (MTSS) framework.

The sections that follow provide specific guidance regarding each of the five decision-making points identified above.

Example data procedures, sources, and instruments are offered to guide school-based professionals in developing, maintaining, and enhancing data systems. Lists of procedures, sources, and instruments are not meant to be comprehensive and may unintentionally exclude other options accessible within school systems. School-based professionals are advised to first examine the resources already available to them prior to adopting any new methods or measures referenced in this guide.



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Identifying Students to Participate in the POWER Program



The POWER Program is designed to be implemented with students who show or report difficulties with regulating emotions in relation to internalizing or externalizing mental health problems and/or challenging life experiences that place them at risk for mental health needs. It is not a good fit for students with intellectual and developmental disabilities, severe signs of internalizing concerns that may only be addressed through more individualized supports, and/or violent or extremely aggressive behaviors.

Examine school data sources to identify candidates for the POWER Program. Consider all the data your school already collects (e.g., attendance, grades, office discipline referrals, incident reports) and identify what types of data might be helpful in identifying students for the program.

Nominations or referrals by school-based professionals, parents/guardians, and even students themselves may be a helpful way to identify students who would be a good fit for this intervention. Yet, research tells us that relying on nominations/referrals allows schools to overlook students who are at risk for mental and behavioral health needs.

By contrast, universal (school-wide) screenings of social, emotional, and behavioral (SEB) risk enable schools to systematically consider students' presentations and more accurately detect needs to be addressed through Tier 2 supports. Universal screenings of SEB risk do not include assessments that screen for symptoms of a specific diagnosis or are developed for diagnostic purposes; rather, they are brief, easy-to-administer measures that assess general risk for mental and behavioral health conditions by examining SEB problems, competencies, or both problems and competencies. These screenings can be completed by school-based professionals, parents/guardians, or students themselves. Research suggests that secondary students' self-reports of SEB risk may be the most accurate method of detection. Universally screening for SEB risk enables schools to efficiently identify students who would benefit from an additional layer of support (e.g., a Tier 2 intervention), not identify students who would meet diagnostic criteria for one or more disorders.

Universal screening systems should be planned, coordinated, and evaluated by school-based MTSS teams. An important consideration for MTSS teams is choosing among available universal screening tools. The table on the next page summarizes example universal screening tools that may be useful in identifying students to participate in the POWER Program as well as other Tier 2 mental and behavioral health interventions.



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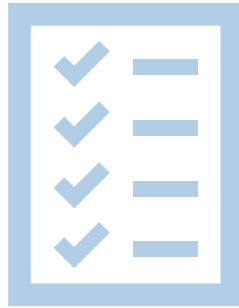
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Screening Tool	Scales & Subscales	Population	Form(s) & Respondent(s)	Where to Access
Behavior Assessment System for Children 3 rd Edition Behavioral and Emotional Screening System (BASC-3 BESS)	<ul style="list-style-type: none"> ▪ Behavioral and Emotional Risk index ▪ Subindices on adult informant forms: <ul style="list-style-type: none"> ○ Externalizing Risk ○ Internalizing Risk ○ Adaptive Skills Risk ▪ Subindices on the Self-Report Form: <ul style="list-style-type: none"> ○ Internalizing Risk ○ Self-Regulation Risk ○ Personal Adjustment Risk 	Ages 3–25	<ul style="list-style-type: none"> ▪ Teacher Form (Preschool: ages 3–5; Child/Adolescent: grades K–12) ▪ Parent Form (Preschool: ages 3–5; Child/Adolescent: grades K–12) ▪ Self-Report Form (Student: grades 3–12; College Student: ages 18–25) 	Link to purchase
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS)	<ul style="list-style-type: none"> ▪ Total Behavior Risk ▪ Domains: <ul style="list-style-type: none"> ○ Social Behavior Risk ○ Academic Behavior Risk ○ Emotional Behavior Risk 	Grades K–12	<ul style="list-style-type: none"> ▪ SAEBRS: Teacher form (grades K–12) ▪ mySAEBRS: Student self-report form (grades 2–12) 	Link to purchase
Strengths and Difficulties Questionnaire	<ul style="list-style-type: none"> ▪ Total Difficulties Score ▪ Scales <ul style="list-style-type: none"> ○ Emotional Symptoms ○ Conduct Problems ○ Hyperactivity/Inattention ○ Peer Relationship Problems 	Ages 3–16	<ul style="list-style-type: none"> ▪ Teacher/Professional Form ▪ Self-Report Form (ages 11–16) 	Link to access questionnaire (free)
Student Risk Screening Scale – Internalizing and Externalizing (SRSS-IE)	<ul style="list-style-type: none"> ▪ Internalizing & Externalizing Behavior Risk ▪ Scales <ul style="list-style-type: none"> ○ Internalizing Behavior Risk ○ Externalizing Behavior Risk 	Grades K–12	Completed by teachers	Link to access scale (free)
Systematic Screening of Behavior Disorders, 2 nd Edition (SSBD-2)	<ul style="list-style-type: none"> ▪ Externalizing Behavioral Problems ▪ Internalizing Behavioral Problems 	Grades PreK–9	Completed by teachers <ul style="list-style-type: none"> ▪ Grades PreK–K Form ▪ Grades 1–9 Form 	Link to purchase



Ensuring High-Fidelity Implementation of the POWER Program



The POWER Program incorporates various empirically supported techniques that are strategically grouped and sequenced to promote student outcomes. When these techniques are not implemented or not implemented as intended, the POWER Program may be less effective or not effective at all.

The **POWER Program adherence checklists** can be used to monitor and evaluate intervention implementation. These checklists can be completed by POWER Program group meeting facilitators as a self-assessment tool or by other school-based professionals as an observation tool. When adherence checklists reveal low adherence to group meeting protocols, group meeting facilitators may choose to repeat group meeting plans and/or seek consultative support in implementing the POWER Program. The POWER Program adherence checklists are available on the pages that follow.

In addition to adhering to the POWER Program group meeting procedures, group facilitators must ensure that students are (a) attending group meetings and (b) meaningfully engaging in group meetings. Missing a group meeting could leave a student without important knowledge or skills to benefit from future group meetings. Lack of engagement in group meetings could mean the same thing. Attendance and/or engagement issues can lead to a *dosage* limitation when it comes to POWER Program implementation.

- When students are absent on group meeting days, group facilitators meet with students individually to review content and complete learning activities with them prior to the next scheduled group meeting.
- When students are not meaningfully engaging in group meetings, group facilitators meet with students individually to discuss barriers and preferences regarding participation in the POWER Program as well as to review important topics and strategies covered in prior group meetings.



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Group Meeting 1 Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Welcome			
1. Distributed Student Book, notecard, and writing utensil to students			
2. Welcomed students to group			
Opening Activity: Two Truths and a Lie			
3. Led Two Truths and a Lie activity			
Group Purpose, Expectations, and Norms			
4. Defined “emotion regulation”			
5. Described the purpose and format of group meetings			
6. Introduced the group meeting agenda			
7. Introduced the Student Book			
8. Led discussion of group expectations and norms			
9. Defined expectations for confidentiality			
Group Cohesion Activity			
10. Led one group cohesion activity			
Exploring Motivation to Change			
11. Played video clip or read vignette about Alex			
12. Led discussion on Alex’s story			
13. Supervised students in completing the Student Book reflection			
This Week’s Challenge and Wrap-Up			
14. Collected Student Books			
15. Introduced the concept of the Weekly Challenge			
16. Explained this week’s Challenge			
17. Assessed students’ comprehension of the Weekly Challenge			
18. Summarized group meeting content			
19. Reminded students of the Weekly Challenge			
20. Distributed Week 1 Challenge Form			



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Group Meeting 2 Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Facilitated student-led review of group expectations			
3. Reviewed group meeting agenda			
Last Week’s Challenge			
4. Led discussion/sharing of last week’s challenge			
The Dimensional Emotion Model			
5. Introduced the dimensional emotion model			
6. Guided students in identifying emotion quadrants for at least four scenarios			
7. Directed students to complete the goal-setting activity in the Student Book			
Emotion Detective			
8. Introduced the topic of emotion clues through <u>either</u> the music video or game			
9. Defined external and internal clues			
10. Directed students to complete the clues activity in the Student Book			
This Week’s Challenge and Wrap-Up			
11. Collected Student Books			
12. Explained this week’s Challenge			
13. Assessed students’ comprehension of the Weekly Challenge			
14. Summarized group meeting content			
15. Reminded students of the Weekly Challenge			
16. Distributed Week 2 Challenge Form			



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Group Meeting 3 Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
Last Week’s Challenge			
5. Reviewed last week’s topic			
6. Led discussion/sharing of last week’s challenge			
Relaxation Strategy Introduction and Practice			
7. Facilitated discussion of Deep Breathing using visual			
8. Modeled Deep Breathing			
9. Led Deep Breathing guided practice			
10. Facilitated discussion of Muscle Relaxation			
11. Modeled Muscle Relaxation			
12. Led Muscle Relaxation guided practice			
13. Introduced strategy of Taking Time			
14. Facilitated discussion on Taking Time			
Behavioral Activation			
15. Introduced strategy of Behavioral Activation			
16. Guided discussion of Behavioral Activation			
17. Supervised students’ activity completion			
This Week’s Challenge and Wrap-Up			
18. Collected Student Books			
19. Explained this week’s Challenge			
20. Assessed students’ comprehension of the Weekly Challenge			
21. Summarized group meeting content			
22. Reminded students of the Weekly Challenge			
23. Distributed Week 3 Challenge Form			



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Group Meeting 4 Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
Guided Practice: Deep Breathing			
5. Led Deep Breathing guided practice			
Last Week’s Challenge			
6. Reviewed last week’s topic			
7. Led discussion/sharing of last Week’s Challenge			
The Emotions–Thoughts–Behaviors Triangle			
8. Introduced Emotions–Thoughts–Behaviors Triangle with visual and discussion opportunities			
9. Showed video or picture and prompted students to take notes in Student Book			
10. Guided discussion of video/picture			
Observing Thoughts			
11. Introduced concept of Observing Thoughts			
12. Led Observing Thoughts guided practice			
13. Supervised completion of independent practice in Student Book			
This Week’s Challenge and Wrap-Up			
14. Collected Student Books			
15. Explained this week’s Challenge			
16. Assessed students’ comprehension of the Weekly Challenge			
17. Summarized group meeting content			
18. Reminded students of the Weekly Challenge			
19. Distributed Week 4 Challenge Form			



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Group Meeting 5 Checklist

Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
Guided Practice: Muscle Relaxation			
5. Led Muscle Relaxation guided practice			
Last Week's Challenge			
6. Reviewed last week's topic			
7. Led discussion/sharing of last week's challenge			
Introduction to Catch–Check–Choose			
8. Introduced concept of Catch–Check–Choose			
9. Explained the steps to Catch–Check–Choose			
10. Defined adaptive, brave, and calm thoughts			
11. Led guided practice of Catch–Check–Choose using example of Destiny			
12. Led guided practice on choosing adaptive, brave, or calm thoughts			
This Week's Challenge and Wrap-Up			
13. Collected Student Books			
14. Explained this week's Challenge			
15. Assessed students' comprehension of the Weekly Challenge			
16. Summarized group meeting content			
17. Reminded students of the Weekly Challenge			
18. Distributed Week 5 Challenge Form			



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Group Meeting 6 Checklist

Instructions:

- If you are **observing another person's implementation**, follow along in the manual's group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
Guided Practice: Guided Imagery			
5. Led Guided Imagery guided practice			
Last Week's Challenge			
6. Reviewed last week's topic			
7. Led discussion/sharing of last week's challenge			
Catch–Check–Choose Review & Application			
8. Led guided practice of Catch–Check–Choose using the example of Anthony			
9. Led guided practice of Catch–Check–Choose using the example of Tamar			
10. Supervised students in completing activity in Student Books			
This Week's Challenge and Wrap-Up			
11. Collected Student Books			
12. Explained this week's Challenge			
13. Assessed students' comprehension of the Weekly Challenge			
14. Summarized group meeting content			
15. Reminded students of the Weekly Challenge			
16. Distributed Week 6 Challenge Form			



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Group Meeting 7 Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
Guided Practice: Relaxation Strategy Choice			
5. Led guided practice of one relaxation strategy of choice			
Last Week’s Challenge			
6. Reviewed last week’s topic			
7. Facilitated discussion/sharing of last week’s challenge			
Strategy Review Game			
8. Introduced review game			
9. Led demonstration of review game			
10. Facilitated review game			
Guided Practice: Relaxation Strategy Choice			
11. Led guided practice of one relaxation strategy of choice			
Action Planning			
12. Supervised students’ activity completion in Student Books			
This Week’s Challenge and Wrap-Up			
13. Explained this week’s Challenge			
14. Assessed students’ comprehension of the Weekly Challenge			
15. Summarized group meeting content			
16. Reminded students of the Weekly Challenge			
17. Distributed Week 6 Challenge Form			



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Booster Group Meeting Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Group Meeting Component	Implemented?		Notes
	Yes	No	
Group Expectations and Agenda			
1. Distributed Student Books			
2. Prompted students to complete their emotion monitoring log			
3. Facilitated student-led review of group expectations			
4. Reviewed group meeting agenda			
Independent Practice: Relaxation Strategy of Choice			
5. Led guided practice of one relaxation strategy of choice			
Follow-Up on Action Plan			
6. Reviewed and discussed goals			
7. Reviewed and discussed clues			
8. Reviewed and discussion relaxation/behavioral activation			
9. Reviewed and discussed Catch–Check–Choose			
10. Led discussion on action plan adjustments			
Connecting with Social Support			
11. Showed video or introduced conversation topics			
12. Guided identification of pros and cons			
13. Led discussion of managing negative aspects of social media			
Wrap-Up			
14. Collected Student Books			
15. Discussed next steps/methods of contact			



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Individual Meeting Checklist

Instructions:

- If you are **observing another person’s implementation**, follow along in the manual’s group meeting plan and mark each checkpoint (whether implemented or not) as you observe the group meeting.
- If you are **evaluating your own group meeting implementation**, mark each checkpoint (whether implemented or not) as you lead the group meeting.

Meeting Component	Implemented?		Notes
	Yes	No	
Emotion Monitoring and Meeting Agenda			
1. Distributed Student Book			
2. Prompted student to complete their emotion monitoring log			
3. Reviewed group meeting agenda			
Relaxation Strategy Practice			
4. Supervised practice of one relaxation strategy			
Action Plan Review			
5. Reviewed POWER program action plan and discussed implementation status			
6. (If not the first booster individual meeting): Reviewed Next Step Challenge and discussed status			
Magic Wand Discussion and Solution Planning			
7. Reviewed emotion goal ratings			
8. Discussed experienced related to emotion goal ratings			
9. Presented “magic wand” question			
10. Guided student in elaborating on response to “magic wand” question			
11. Prompted student to identify factors within and beyond their control			
12. Supported student in identifying manageable steps toward goal			
Next Step Challenge			
13. Identified a Next Step Challenge linked to the “magic wand” question response			
14. Supported student in planning completion of the Next Step Challenge			
15. Identified plan for future meetings/check-ins			
16. Shared contact information/plan			
17. Provided positive encouragement			
18. (If applicable): Shared copy of updated Student Book			



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Monitoring Students' Progress Throughout the POWER Program



All mental and behavioral health intervention programs must be evaluated for their effectiveness. **Progress monitoring** is a type of formative assessment practice in which students' outcomes are routinely, repeatedly measured during intervention implementation. Progress monitoring is used to answer the question "How is the intervention going for this student?" in order to make adjustments or tailor supports to better address the student's needs.

One method of progress monitoring is self-assessment of emotions and symptoms. This method of progress monitoring is built into the POWER Program through emotion monitoring. This assessment practice is implemented in Group Meetings 3–6, the Booster Group Meeting, and the Booster Individual Meeting(s). During these weeks of the POWER Program, students independently self-reflect on the percentage of time, during the last week, they experienced two emotions: One emotion they would like to increase and one emotion they would like to decrease.

Group Meeting	Write today's date.	Mark along the line how much of the past week you felt	Mark along the line how much of the past week you felt
2	_____		
3	_____		
4	_____		
5	_____		
6	_____		
Booster	_____		



Other methods of progress monitoring may be layered atop the practice of weekly emotion monitoring. These methods will vary by school according to existing school structures, intervention systems, and data collection practices. They may even vary somewhat between students according to students' needs and receipt of services.

The following types of data are example options for supplemental progress monitoring measurement:

- Attendance data
- Amount of time spent in classroom/assigned area
- Number of visits to or amount of time spent with a related service provider (e.g., school nurse, social worker, counselor, psychologist)
- Office discipline referrals
- Incident reports
- Data collected on Daily Progress Reports for students participating in Check-In/Check-Out
- Data reviewed routinely by mentors for students participating in Check and Connect
- Self-reported data on emotional symptoms, use of POWER Program strategies, etc.



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Evaluating Students' Outcomes Following Program Participation



In contrast with progress monitoring, **outcome evaluation** is a type of summative assessment practice in which students' outcomes are typically measured only (a) before an intervention has begun and (b) after the intervention has ended. Outcome evaluation is used to answer the question "How did the intervention go for the student?" in order to decide whether the intervention was effective and how to proceed with supporting the student postvention.

No outcome evaluation method is built in to the POWER Program. That is because schools' use of outcome evaluation procedures will likely vary based on the types of data and tools they have available within their system.

Outcome evaluation measures for Tier 2 mental and behavioral health interventions primarily fall into three categories: Existing school data, broad-band rating scales, and narrow-band rating scales. Example measurement options within these categories that are commonly used in school-based applications are listed in the table on the next page.

Note that, as with universal screenings of SEB risk, secondary students are thought to be the most accurate reporters of their own mental and behavioral health risk and competencies (compared to school-based professionals and parents/guardians).



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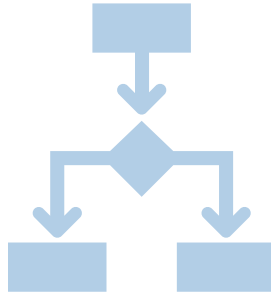
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Category of Measurement	Description	Examples
Existing School Data	<p>Data collected by schools for purposes other than intervention outcome evaluation</p> <p><i>Note: These data sources may also be used for progress monitoring purposes!</i></p>	<ul style="list-style-type: none"> ▪ Attendance records ▪ Grades ▪ Number of visits to or amount of time spent with a related service provider (e.g., school nurse, social worker, counselor, psychologist) ▪ Office discipline referrals ▪ Incident reports
Broad-Band Rating Scales	<p>Assessment instruments that provide global measures of an individual's functioning and performance, including a wide array of areas of need and competence</p>	<ul style="list-style-type: none"> ▪ Achenbach System of Empirically Based Assessment (ASEBA) Child Behavior Checklist ▪ ASEBA Teacher's Report Form ▪ ASEBA Youth Self-Report ▪ Behavior Assessment System for Children, 3rd Edition (BASC-3) Parent Rating Scales ▪ BASC-3 Self-Report of Personality ▪ BASC-3 Teacher Rating Scales ▪ Beck Youth Inventories, 2nd Edition (BYI-2) ▪ Conners, 3rd Edition ▪ Devereux Student Strengths Assessment (DESSA) ▪ Devereux Student Strengths Assessment, High School Edition (DESSA-HSE) ▪ Resiliency Scales for Children and Adolescents ▪ Social Skills Improvement System Social-Emotional Learning System (SSIS SEL)
Narrow-Band Rating Scales	<p>Assessment instruments that assess specific areas of need or competence</p>	<ul style="list-style-type: none"> ▪ BYI-2: Beck Anger Inventory ▪ BYI-2: Beck Anxiety Inventory ▪ BYI-2: Beck Depression Inventory ▪ BYI-2: Beck Disruptive Behavior Inventory ▪ BYI-2: Beck Self-Concept Inventory ▪ Children's Depression Inventory, 2nd Edition (CDI-2) ▪ Columbia Depression Scale ▪ Conduct Disorder Scale ▪ Multidimensional Anxiety Scale for Children, 2nd Edition (MASC-2) ▪ Screen for Child Anxiety and Related Emotional Disorders



Deciding Whether Continued/More Intensive Interventions Are Needed



Students' progress monitoring results should be reviewed on an ongoing basis to ensure the student is demonstrating improvements during POWER Program implementation. This enables schools to provide tailored or intensified supports in a timely manner when needed, rather than waiting for students' symptoms to continue or exacerbate.

Students' outcome evaluation results should be reviewed promptly upon post-assessment to evaluate the effectiveness of the program for each student. Because outcome evaluation measures commonly differ from progress monitoring measures, they may tell a different "story," compared to progress monitoring measures, about how the student responded to the POWER Program. That is, even if progress monitoring suggest the student demonstrated improvements, outcome evaluation measures may indicate that these improvements are not sufficient to place the student out of the "at-risk" category. In other words, outcome evaluation results may suggest the student continues to need more intensive mental and behavioral health supports than what a Tier 1 level of prevention may offer.

When students' progress and/or outcome monitoring results suggest they have not adequately responded to the POWER Program despite high-fidelity implementation, school teams should consider doing one of the following:

- Providing one or more POWER Program booster individual meetings
- Referring the student to receive an alternative or modified Tier 2 intervention
- Referring the student to receive a Tier 3 level of support

As school teams consider next steps for supporting students, they should evaluate potential reasons for non-responsiveness by answering the Tier 2 troubleshooting questions listed on the worksheet on the next page.



Northeast and Caribbean (HHS Region 2)

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POWER Program

Tier 2 Non-Responsiveness Troubleshooting Tips

Instructions: Use this table as a Tier 2 team to systematically consider potential reasons for one student’s or multiple students’ lack of responsiveness to the POWER Program. Then, according to your responses, plan next steps for supporting the student(s).

Question	Potential Next Steps
<p>1. Do data suggest the POWER Program was implemented as intended?</p> <p><i>Data Sources: POWER Program adherence checklists</i></p>	<p>If “No:” Analyze implementation difficulties. Develop a plan to address barriers and promote implementation fidelity. Consider re-implementing elements of the POWER Program to address implementation limitations.</p>
<p>2. Do data suggest the student participated in the POWER Program as intended?</p> <p><i>Data Sources: POWER Program attendance sheets, school information system attendance records, POWER Program facilitator report of engagement</i></p>	<p>If “No:” Analyze attendance/engagement difficulties. Develop a plan to address barriers and promote attendance and engagement. Consider re-implementing elements of the POWER Program to address intervention elements not received by the student.</p>
<p>3. Do data suggest the POWER Program was a good fit for this student’s needs?</p> <p><i>Data Sources: Identification/screening measures</i></p>	<p>If “No:” Review the student’s existing data and needs profile. Identify your school’s existing intervention offerings and resources. Discuss alternative interventions/supports that may be better aligned with the student’s needs.</p>
<p>4. Do data suggest the student could benefit from additional support in learning POWER Program strategies?</p> <p><i>Data Sources: Progress monitoring and outcome evaluation measures</i></p>	<p>If “Yes:” Pinpoint knowledge, skills, or strategies not yet acquired. Consider arranging additional individual meetings between the student and POWER Program facilitator to review (i.e., provide intensified, differentiated instruction) on these topics.</p>
<p>5. Do data suggest the student could benefit from additional support in applying and generalizing POWER Program strategies?</p> <p><i>Data Sources: Progress monitoring and outcome evaluation measures</i></p>	<p>If “Yes:” Consider arranging a series of POWER Program booster individual meetings to further support the student. In addition, plan to communicate/meet with the school-based professionals who serve this student to coordinate generalization supports across settings.</p>
<p>6. Do data suggest the student could benefit from additional instruction and support beyond the POWER Program?</p> <p><i>Data Sources: Progress monitoring and outcome evaluation measures</i></p>	<p>If “Yes:” Review the student’s current data and needs profile. Identify your school’s existing intervention offerings and resources. Decide whether the student may benefit from an additional Tier 2 intervention and/or would be appropriate to refer for Tier 3 support.</p>



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