### AIMS Teacher Form: Content Overview

- Expectations for Student Learning
- Standards for Classroom Behavior
- Classroom Routines
- Instructional Orientation
- Instructional Delivery
- Instructional Grouping
- Progress Monitoring
- Review & Reteaching
- Learning Time
- Teacher-Student Interactions
- Incentives & Rewards

### AIMS Teacher Form: Rating Format

- 54 Items Rated on 2 Dimensions
  - **Helpful?** (No-Moderately-Very)
  - **Possible?** (No-Yes with Support-Yes)

### AIMS Student Form: Content Overview

7 Domains (60 items) of Behavior that Contribute to Effective Learning
- Expectations for Learning & Achievement
- Learning Resources
- Maximizing Learning During Instruction
- Time Management and Organization
- Homework and Assignments
- Self-Monitoring and Evaluation
- Rewards and Consequences
AIMS Parent Form: Content Overview

5 Domains of Parenting Practices that Contribute to Effective Learning
- Expectations for Learning & Behavior
- Support for Learning
- Parent-Child Relationship
- Home-School Communications
- Behavior Management

AIMS Intervention Forms: Uses & Practical Characteristics
- Invites teachers, parents, & students to be active participants in planning interventions
- Facilitates communication & documentation
- Broadens the focus of the assessment to the learning environment
- Takes less than 15 minutes to complete
- Requires no summary scoring; item-level communication tools!
- Solution Focused assessment devices

Summary of ACES-AIMS Problem-Solving Process
1. **Identify** academic concerns (ACES)
2. **Analyze** academic concerns within the instructional environment (AIMS)
3. **Plan** for intervention (AIMS)
4. **Implement** intervention & monitor progress (AIMS+GAS)
5. **Evaluate** intervention (ACES+GAS)
Interpreting ACES

I. Review Academic Skills and Academic Enabler Scales
II. Review Academic Skills subscales and Academic Enabler subscales
III. Analyze item level data

Classification Rules for ACES: Teacher

<table>
<thead>
<tr>
<th></th>
<th>Proficiency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td>3,4,5</td>
<td>3</td>
</tr>
<tr>
<td>Performance Problem</td>
<td>2</td>
<td>2,3</td>
</tr>
<tr>
<td>Acquisition Problem</td>
<td>1</td>
<td>2,3</td>
</tr>
</tbody>
</table>

Classification Rules for ACES: Student

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strength</td>
<td>4,5</td>
<td>3</td>
</tr>
<tr>
<td>Performance Problem</td>
<td>3</td>
<td>2,3</td>
</tr>
<tr>
<td>Acquisition Problem</td>
<td>1,2</td>
<td>2,3</td>
</tr>
</tbody>
</table>
AIMS: Analyzing Intervention Strategies

- Helpful
  - Three point scale rated by teacher
- Possible
  - Three point scale rated by teacher

Successful Interventions:

- Focus on observable behaviors
- Are acceptable to teachers
- Involve a method to increase a desired skill or behavior
- Steps are well defined and understood by all
- Applied often
- Objective criteria for evaluating effectiveness

Reasons for Academic Difficulties Witt et al. 1998

- The student doesn’t want to do it.
- The student needs to spend more time doing it.
- The student needs more help
- The students has not had to do it before.
- The task is too hard for the student.
Defining the Behavior to be Changed

- Operational definition
- Objective
- Clear, observable terms
- Measurable

Rules for Designing Interventions (Elliot, DiPerna, Shapiro, 2001)

- Think behavior
- Think positive
- Think solutions
- Think small steps
- Think flexible
- Think future

Common Goals for Interventions

- Teach a new skill or behavior
- Increase quality or frequency of existing behavior
- Maintain a skill or behavior at present quality or frequency
- Increase the use of a skill or behavior in another academic area
Four Factors That Influence Intervention Selection and Use

- Intervention effectiveness
- Intervention acceptability
- Teacher/parent empowerment
- Intervention integrity

Evaluating Effectiveness

- ACES rating
  - RCI
- Goal Attainment Scales
- Direct Observation
- Curriculum Based Measurement

Goal Attainment Scale

- Define levels on the GAS when intervention is designed
- Range from +2 to –2
- Can be evaluated periodically
- Can be plotted
Direct Observation
- Direct systematic observation of discrete behaviors
- Three types of behaviors
  - On-task behavior
  - Off-task behavior
  - Interpersonal behaviors
- Requires person to observe in classroom
- Can compute effect sizes

Curriculum Based Measurement
- Provides measurable way to monitor progress
- Linked to curriculum
- Requires “probes” for testing
Five Step Problem Solving Process

- Identify concern
- Analyze concern
- Plan intervention
- Implement intervention
- Evaluate intervention

Integrated Model