

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

	Proficiency	Importance
Strength	3,4,5	3
Performance Problem	2	2,3
Acquisition Problem	1	2,3

Classification Rules for ACES: Student

	Frequency	Importance
Strength	4,5	3
Performance Problem	3	2,3
Acquisition Problem	1,2	2,3

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 students 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

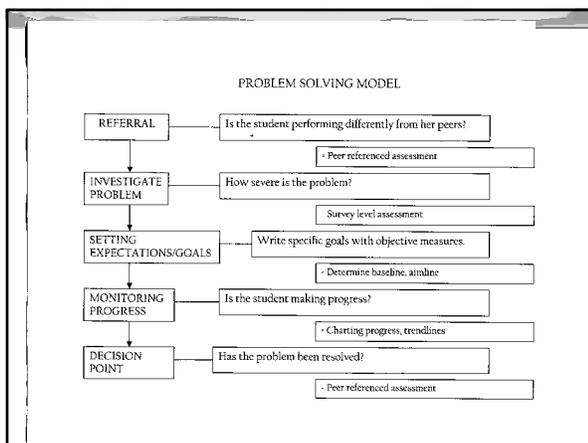
- ⇒ Define levels on the GAS when intervention is designed
- ⇒ Range from +2 to -2
- ⇒ Can be evaluated periodically
- ⇒ Can be plotted

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
