

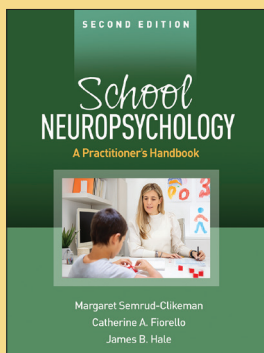
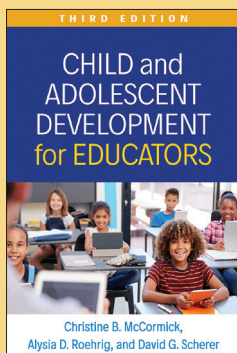
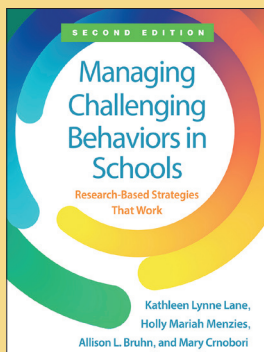
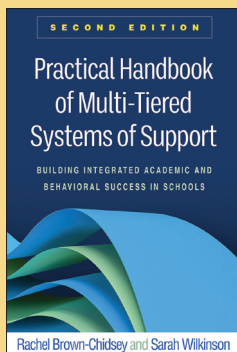
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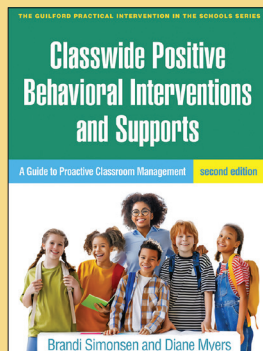
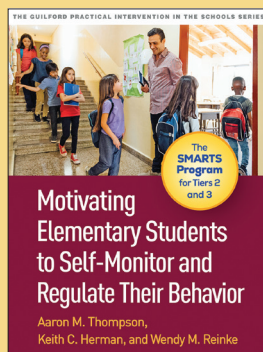
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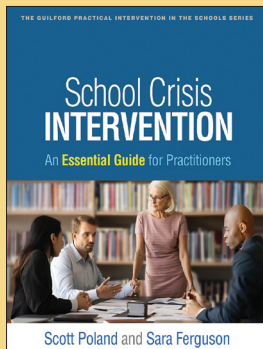
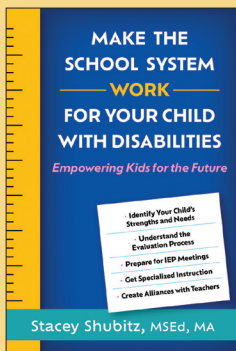
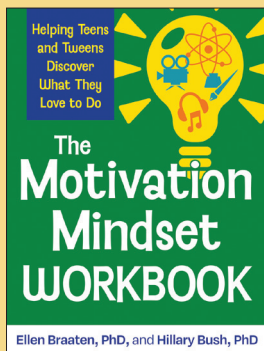
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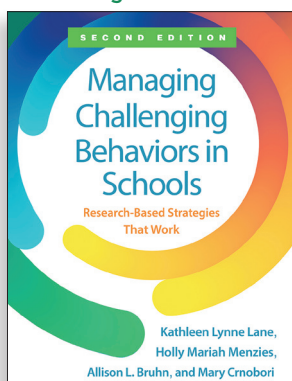


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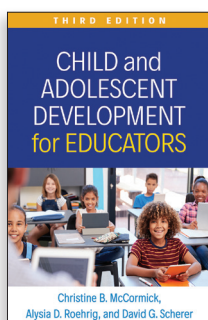
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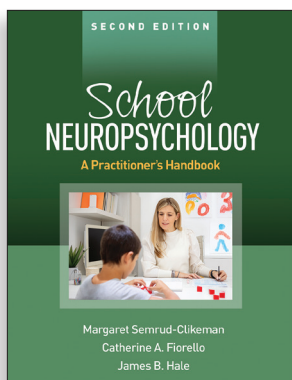
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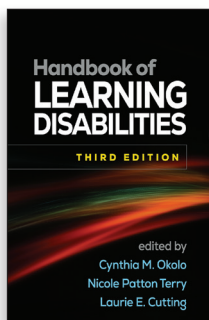
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“Contributors thoughtfully examine the shift toward dimensional models of classification and emphasize the need for equitable access to high-quality instruction as a foundation for fair LD identification.”

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The SMARTS Program for Tiers 2 and 3

Aaron M. Thompson, PhD, MSW, Keith C. Herman, PhD,
and **Wendy M. Reinke, PhD**

—all at University of Missouri–Columbia

Self-monitoring is a key life skill that can be beneficial for everyone—especially children struggling with behavior challenges—to learn and improve. This practical manual presents the Self-Monitoring And Regulation Training Strategy (SMARTS), a motivating and engaging Tier 2 or 3 behavior support program for grades K–5. The authors are prominent experts who explain the conceptual and empirical rationale for SMARTS and provide everything needed for implementation. Unlike traditional interventions that rely solely on teacher assessments, SMARTS actively involves students in their own behavioral improvement process, reinforcing their sense of agency and competence. **The book includes a structured yet flexible curriculum and over 40 reproducible and downloadable tools.**

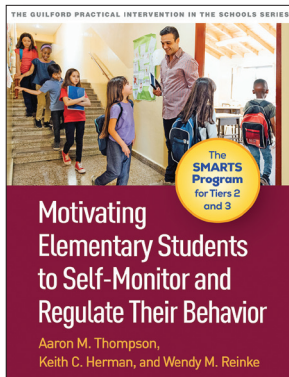
“What separates SMARTS from other Tier 2 and 3 interventions is the focus on teaching students not just to regulate their behavior, but also to process and reflect, which ultimately helps them grow as self-directed learners.”

—Allison L. Bruhn, PhD, University of Iowa

CONTENTS

I. Background and Rationale for SMARTS 1. Is Self-Monitoring Effective? 2. SMARTS Overview 3. SMARTS as an Intervention in a Multi-Tiered System of Support 4. SMARTS: Tapping the Power of Autonomy Support 5. Motivational Interviewing and SMARTS **II. Implementing SMARTS** 6. Tips on Preparing for and Implementing SMARTS 7. SMARTS Phase I: Student Training Lesson Plans 8. SMARTS Phase II: Student Self- and Teacher Monitoring 9. SMARTS Phase III: Processing Self and Teacher Data **III. Next Steps** 10. SMARTS Modifications and Next Steps

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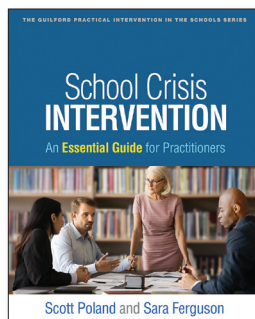
School Crisis Intervention

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Scott Poland, EdD and Sara Ferguson, PsyD

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S. Andrew Garbacz, PhD, Devon R. Minch, PhD, and Mark D. Weist, PhD

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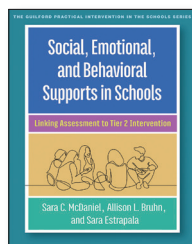
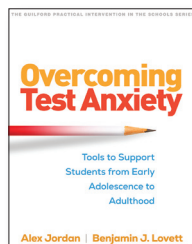
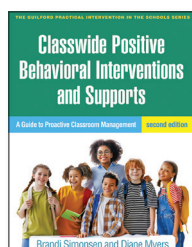
Linking Assessment to Tier 2 Intervention

Sara C. McDaniel, PhD, Allison L. Bruhn, PhD, and Sara Estrapala, PhD

Meeting a critical need, this accessible guide addresses the “whats,” “whys,” and “how-tos” of developing and implementing effective Tier 2 social, emotional, and behavioral supports. The book provides explicit steps for identifying K–12 students who could benefit from Tier 2, matching evidence-based interventions to student needs.

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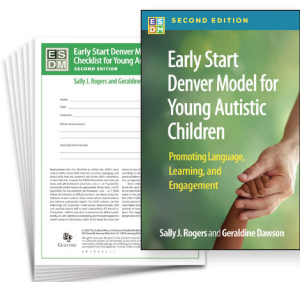
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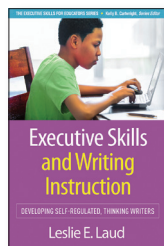
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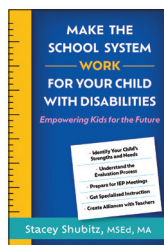
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Stacey Shubitz, MSEd

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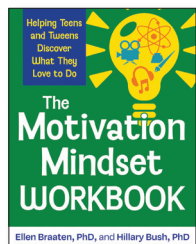
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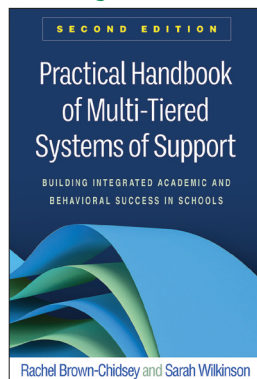
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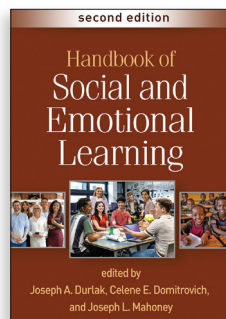
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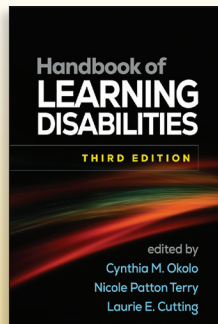
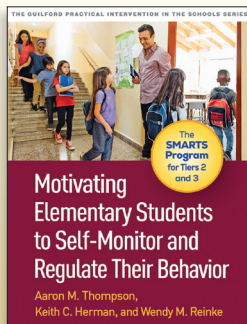
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