

# RTI – Level Three

## Behavior Supports for A Few (Intensive)

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### **INTENSIVE/IDENTIFIED SUPPORTS**

When Behavioral Excesses or Deficits Continue at Higher-than-Expected Levels Subsequent to Evidence-Based Interventions Implemented with Integrity. (Student is **likely** eligible for ED placement at this level if behavioral excesses or deficits continue at higher-than-expected levels subsequent to “evidence-based” interventions implemented with integrity.)

As with Level 2, some interventions from other levels may be utilized, but at more intensive levels.

Most evidence-based interventions are published and commercially available. They are typically “manualized,” meaning the provider closely follows standardized language (“scripts” if you will) and activities.

*Two samples of well know programs are described below:*

#### **Coping Cat: Moving From a Scared Cat to a Coping Cat 16 Session Cognitive Behavioral Therapy for Anxiety**

- Superior at post-treatment to waiting list controls;
- Gains maintained at one year follow up (n=47; ages 9-13).  
(Kendal1994 & 1997)

#### **Coping Power Program: School-Based Violence Prevention Program**

- Manualized CBT violence prevention program
- For late elementary and middle school students
- Can be readily implemented by school counselors or mental health professionals
- Addresses the faulty social cue encoding difficulties (cognitive processes) in aggressive children: *tend to focus on and encode aggressive acts; tend to attribute hostile intentions to others; have distorted social perceptions; have less competent social problem solving; and expect aggressive solutions to work.*
- Demonstrated preventative effects on delinquency and substance use among at-risk youth (Lochman and Wells, 2002a,b; 2003; 2004)

# Resources for Evidence-Based Interventions

## Level Three

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The School Mental Health web site operated by the University of Maryland publishes an online document of evidence-based interventions according to types of disorders. The web address for this document is printed below. Two intervention programs from this document are described briefly below. For more information on each of the interventions, you must consult the publisher of the program; it is not contained in this document.

- Empirically-Supported Interventions in School Mental Health:  
[http://csmh.umaryland.edu/resources.html/resource\\_packets/download\\_files/empirically\\_supported\\_2002.pdf](http://csmh.umaryland.edu/resources.html/resource_packets/download_files/empirically_supported_2002.pdf)

### Other Web Sites for Evidence-Based Interventions

#### **National Registry of Evidence-based Programs and Practices**

<http://nrepp.samhsa.gov/>

#### **The Center for Health Research**

<http://www.kpchr.org/public/acwd/acwd.html>

#### **Oregon Research Institute**

1715 Franklin Boulevard  
Eugene, OR 97403-1983  
Phone: (541) 484-2123  
Fax: (541) 484-1108  
E-mail: [paulr@ori.org](mailto:paulr@ori.org)  
<http://www.ori.org>

#### **STAR-Center**

Western Psychiatric Institute and Clinic, University of Pittsburgh Medical Center  
University of Pittsburgh School of Medicine  
3811 O'Hara Street  
Pittsburgh, PA 15213  
Phone: (412) 246-5596  
<http://www.starcenter.pitt.edu/DownloadManuals/54/Default.aspx>

### **Dialectical Behavior Therapy (DBT)**

This is a cognitive-behavioral treatment approach with two key characteristics: a behavioral, problem solving focus blended with acceptance-based strategies, and an emphasis on dialectical processes. “Dialectical” refers to the issues involved in treating patients with multiple disorders and to the type of thought processes and behavioral styles used in the treatment strategies. DBT has five components: (1) capability enhancement (skills training); (2) motivational enhancement (individual behavioral treatment plans); (3) generalization (access to therapist outside clinical setting, homework, and inclusion of family in treatment); (4) structuring of the environment (programmatically emphasis on reinforcement of adaptive behaviors); and (5) capability and motivational enhancement of therapists (therapist team consultation group)

<http://www.behavioraltech.org>

<http://www.brtc.psych.washington.edu/>

### **The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14)**

This therapy is a family skills training intervention designed to enhance school success and reduce youth substance use and aggression among 10- to 14-year-olds. The program includes seven 2-hour sessions and four optional booster sessions in which parents and youth meet separately for instruction during the first hour and together for family activities during the second hour.

<http://www.extension.iastate.edu/sfp>