Children who engage in antisocial, aggressive behavior in early childhood account for much of adolescent criminal behavior, and the stability of problems with antisocial and aggressive behavior is remarkable (Coie & Dodge, 1998). It is thus not surprising that the issues of adolescent criminal behavior, and the stability of problems with antisocial and aggressive behavior are primary areas of concern among researchers and policymakers (USDHHS, 1999).

Social competency interventions have demonstrated difficulties with magnitude of effects, generalizability, and long-term maintenance (Pepler et al., 2000). These limitations have led some to propose significant modifications to social skills interventions, suggesting the integration of comprehensive behavioral management systems to motivate and maintain behavior change.

In a national survey of school-based practices for of disruptive behavior (Gottfredson & Gottfredson, 2001), regular education teachers reported common use of behavioral interventions. Furthermore, programs that address the needs of several or all students are more desirable as first line intervention, compared to programs targeted for single students, as they are more efficient (Horner et al., 2001) and targeted programs are useful adjuncts to first-line programs (Walker, Ramsey & Gershon, 2000). Regardless of teachers’ typical use of behavioral interventions (Fabiano et al., in preparation), 94% reported using low-intensity behavioral procedures such as praise and reprimands, and 58% reported using higher-intensity procedures (e.g., token economies) at least some of the time. These reports indicate that behavioral programs are frequently used in classroom settings.

Despite their widespread use, however, there are relatively few large-scale randomized trials of universal and targeted behavioral programs in school settings. The present study is a randomized trial of a school-wide intervention (Pelham et al., 2005; Waschbusch, Pateman, & Massetti, 2005) as part of a multisite study funded through the Social and Character Development (SACD) program by the Institute of Education Sciences and the Centers for Disease Control. The intervention covers a 3-year period. This poster presents partial data from the first year of intervention.

## RESEARCH QUESTIONS

### Research Question #1: Examine the impact of teacher-rated, effective, and impact of classroom management procedures, as well as effort involved.

### Research Question #2: Evaluate the impact of the ABC Program on:
- Improvement in adaptive and maladaptive functioning (teacher ratings of improvement in rule following, adult interactions, peer interactions, homework)
- Inattentive/impulsive behavior and Oppositional/aggressive behavior (teacher IOWA Conners Ratings)
- Peer status (liking, disliking-Dishion teacher rating)
- Impairment and need for services (teacher IRS)

## METHODOLOGY

### Targeted/Identified Components

- Individual consultation with behavioral consultants
- Individualized programming, Daily Report Cards (download at ccf.buffalo.edu on the WWU)
- Peer Tutoring for reading
- Peer Assisted Learning Strategies (Fuchs & Fuchs, 2005)
- Peer Mediation program for conflict resolution (Cunningham et al., 1998)

### Randomized Assignment

- 14 Schools (7 Intervention, 7 Comparison)
- 12 Urban, high-risk schools (Pre-Kindergarten to grade 8) and two suburban schools
- 1039 children across first and third grades and 235 teachers from K to 5 in the 14 schools

### Final Sample

<table>
<thead>
<tr>
<th>Grade</th>
<th>All Teachers</th>
<th>Intervention Group</th>
<th>Control Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>33.7</td>
<td>36.2</td>
<td>30.7</td>
</tr>
<tr>
<td>1</td>
<td>33.1</td>
<td>35.6</td>
<td>34.9</td>
</tr>
<tr>
<td>2</td>
<td>33.3</td>
<td>35.7</td>
<td>33.8</td>
</tr>
<tr>
<td>3</td>
<td>33.5</td>
<td>36.1</td>
<td>32.6</td>
</tr>
<tr>
<td>4</td>
<td>33.7</td>
<td>36.2</td>
<td>34.9</td>
</tr>
<tr>
<td>5</td>
<td>33.9</td>
<td>36.3</td>
<td>35.0</td>
</tr>
</tbody>
</table>

**Poster and additional information available at:** ccf.buffalo.edu

**For reprints, references, or more information, please contact:** pelham@buffalo.edu, gmm23@buffalo.edu, or dw35@buffalo.edu

**REFERENCES**

1. Coie, J. D., & Dodge, K. A. (1998). Social competence interventions have demonstrated difficulties with magnitude of effects, generalizability, and long-term maintenance (Pepler et al., 2000). These limitations have led some to propose significant modifications to social skills interventions, suggesting the integration of comprehensive behavioral management systems to motivate and maintain behavior change.

2. Pelham et al., in preparation, 94% reported using low-intensity behavioral procedures such as praise and reprimands, and 58% reported using higher-intensity procedures (e.g., token economies) at least some of the time. These reports indicate that behavioral programs are frequently used in classroom settings.

3. Despite their widespread use, however, there are relatively few large-scale randomized trials of universal and targeted behavioral programs in school settings. The present study is a randomized trial of a school-wide intervention (Pelham et al., 2005; Waschbusch, Pateman, & Massetti, 2005) as part of a multisite study funded through the Social and Character Development (SACD) program by the Institute of Education Sciences and the Centers for Disease Control. The intervention covers a 3-year period. This poster presents partial data from the first year of intervention.