PROJECT CBIS
Comprehensive Behavioral and Instructional Support:
An Outreach Model for Diverse Learners

The purpose of this grant is to replicate, implement and evaluate a proven research-based outreach systems change model of behavioral and instructional support (Cole, Sugai, & Kame'enui, 2001; Shinn, 1998; Sugai & Horner, 1999) in urban and rural school districts in Georgia and Alabama serving culturally, economically, socially, and academically diverse student populations. The CBIS-Outreach continuum emphases the use of data and a team based problem solving process to guide the careful adoption of research validated practices and systems. Priority is given in this model to approaches that:

a. Focus on explicit, systematic approaches that promote academic and social success.
b. Can be integrated into an effective academic and behavioral curriculum.
c. Maximize student engagement and achievement.
d. Are acceptable to the school and community.
e. Are sustainable, durable, and demonstrate contextual fit.
f. Are culturally appropriate and respectful of individual differences.

CBIS-Outreach is **not** intended to replace current initiatives that address specific and documented needs and concerns (e.g., safe schools, character education, reading improvement). Instead, the purpose of CBIS-Outreach is to provide a means of prioritizing, organizing, integrating, and operationalizing current school, district, and state initiatives. The goal of CBIS-Outreach is to provide a framework for (a) **practices** that support improvement of student social development and achievement, (b) **systems** that support the adoption and sustained use of empirically validated practices, and (c) **data** structures that support decision-making related to student performance. Specifically:

1. Instructional support systems for: (a) systematically assessing student performance, (b) carefully and thoughtfully planning instructional groups, (c) focus on implementing efficient and effective instructional procedures, (d) systematically collecting progress monitoring data, and (e) basing academic modifications on performance data.

2. School-wide, non-classroom, classroom, and individual student behavioral support systems that will focus on (a) preventing the occurrence of antisocial behaviors and (b) formulate effective responses when occurrences of problem behavior do occur. School-wide system focuses on instructional procedures for teaching and encouraging social behaviors across all students, staff, and settings.