

II. Ripple Effects pre-intervention assessment tools

There is growing consensus that pre-intervention assessment is needed to determine readiness to learn, the best entry point for continued learning, and baselines against which individual and group level progress can be measured. In the case of students with special needs, pre-intervention assessment is required by law.

A variety of tools have been created and are widely used for pre-intervention assessment of academic proficiency. A much narrower set of resources are available to assess social-emotional competencies, but their numbers are growing. Validated psychometric measures of specific social, emotional and behavioral abilities (such as self-efficacy or emotional regulation) are available to those who have the staff to code and score them. They are more often used for research projects than for real world, everyday assessment. In addition, a growing number of group level tools are available to measure school culture, climate and safety. More recently, Functional Behavioral Assessment tools (page 7) have come into use. Several popular behavior assessment tools depend completely upon adult observations of student behavior.

Ripple Effects provides a full set of pre-intervention assessment tools: tools to assess school safety and culture; tools to guide implementers through assessment of school level strengths, constraints, challenges, and readiness to implement; tools to screen for social-emotional strengths in students and staff; tools for observational and functional behavioral assessment, in particular, as part of RTI planning; tools to identify baseline, classroom management skills for teachers; tools for assessment of concept mastery and of performance understanding; tools designed for pre-to-post evaluation in research settings; tools designed only to deepen self-understanding.

Following is a brief description of each.