**Paper 2:** Using Measures to Individualize Classroom-Focused Interventions for Students with Behavioral Difficulties: Links to Learning and BRIDGE in Urban Schools

**Paper authors and affiliations**

Elise Cappella, New York University, Department of Applied Psychology
Marc S. Atkins, University of Illinois at Chicago
Erum Nadeem, New York University
Jennifer W. Neal, Michigan State University

**Abstract**

Recent calls have been made to align mental health services with educational goals, and build feasible and responsive ways to increase effective teaching practices in classrooms and promote student mental health and academic achievement. Toward these aims, a school-based mental health services model (Links to Learning: L2L) and a teacher consultation and coaching model (BRIDGE) were developed for school/community mental health staff to deliver as part of their regular activities in urban low-income elementary schools. Both models use measures at school (teacher social network), classroom (teacher practice), and student (behavior) levels to create acceptable, individualized, and efficient classroom-focused interventions. In this paper, we briefly present the L2L and BRIDGE models and their intent-to-treat effects on students and classrooms. Then, we describe the measures within these interventions that were designed to enhance the implementation and effectiveness of these models in classrooms. Lastly, we introduce emerging work on a classroom-focused measurement feedback system (MFS) to support teachers’ use of practices aimed to enhance the academic and behavioral adjustment of students with behavioral difficulties in urban schools.