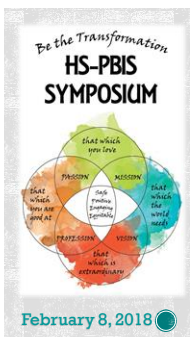


High School PBIS Symposium 2018

### Strategies to Align School Counseling Interventions with Tier 2 Supports

Jacob Olsen  
California State University Long Beach  
<http://bit.ly/2DSGWQ6>



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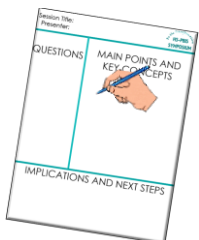
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## Authentic Engagement

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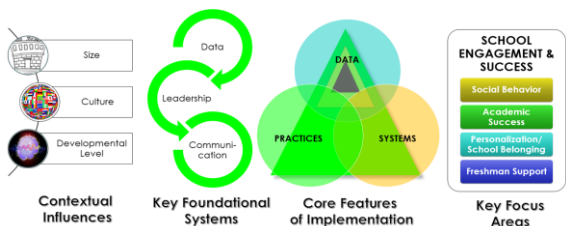
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High School PBIS Implementation Model  
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Flannery and Kato, 2012

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### SESSION GOALS

- 1. Develop clear understanding of background and conceptual framework
- 2. Learn strategies to collect and analyze data to identify students
- 3. Identify evidence-based Tier 2 interventions for your context
- 4. Identify next steps for documenting alignment

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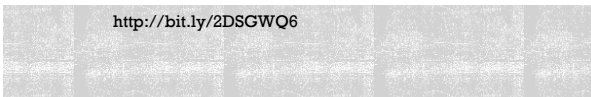
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## BACKGROUND AND CONCEPTUAL FRAMEWORK

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American School Counselor Association (ASCA) National Model



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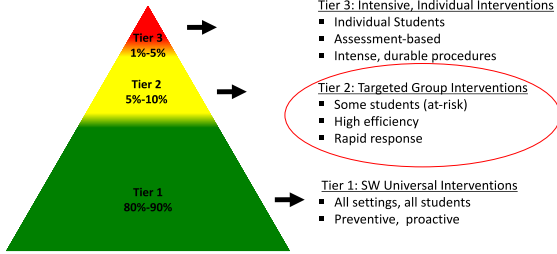
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Positive Behavioral Interventions and Supports (PBIS)




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### ASCA SCHOOL COUNSELOR COMPETENCIES

- School counselors should articulate and demonstrate an understanding of **data-driven decision making**
- An effective school counselor is able to accomplish measurable objectives by
  - **Collecting process, perception, and outcome data** to monitor and improve student behavior and achievement
  - Reviewing and disaggregating achievement, attendance, behavior **data to identify and implement interventions** as needed
  - Using academic and behavioral data to **determine appropriate students for the targeted interventions**

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### ASCA ETHICAL STANDARDS

- To implement a comprehensive data-informed program for students, school counselors
  - Review school and student **data to assess needs**
  - Use data to **determine needed interventions**
  - **Collect process, perception and outcome data** and analyze the data to **determine the progress and effectiveness** of the school counseling program

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## ASCA POSITION STATEMENT (2014)

“professional school counselors are stakeholders in the development and implementation of Multi-Tiered Systems of Support (MTSS)...” and “align their work with MTSS through the implementation of a comprehensive school counseling program...”

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## BENEFITS AND CHALLENGES OF ALIGNMENT

- Enhance role and increase reach
- Leadership
- Our knowledge, skills, resources contribute to PBIS
- PBIS increases our effectiveness
- Use of data to document impact
- Alignment with school-wide efforts
- Organizing systems, practices, personnel
- Sustainability and consistency
- Time

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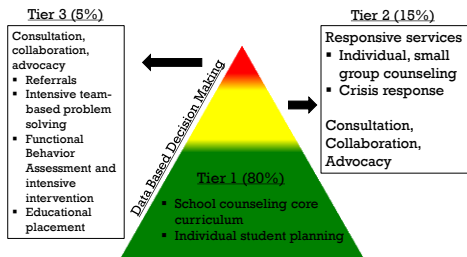
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## CONCEPTUAL FRAMEWORK



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# USING DATA TO IDENTIFY STUDENTS IN NEED OF TIER 2 INTERVENTIONS

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## REVIEW AND COLLECT DATA

- Answers the questions:
  - What process, perception, outcome data currently exists?
  - What data do you need?
- Review School Data for Targeted Interventions (Handout)

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## TYPES OF DATA

- Process Data: *What did you do for whom?*
  - Number of students involved
  - Number of times an intervention takes place
  - Evidence that an event occurred

### Examples

- Six 9<sup>th</sup> graders participated in eight 45 minute small group sessions focused on increasing career and college readiness between September and November
- Number of students taking AP classes
- Number of students on track to meet A-G requirements

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## TYPES OF DATA

- Perception Data: *What do students think they know, believe, or can do?*
  - Collected from surveys, needs assessments, school-wide screeners
  - Indicates attainment of competencies, changes in attitudes and beliefs, perceived gains in knowledge

### Example

- 80% of 10<sup>th</sup> graders reported wanting to go to college. Of those students, 60% reported knowing how to apply for financial aid and college

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## TYPES OF DATA

- Outcome Data: *So what?*
  - Shows impact of intervention
  - Reports extent to which interventions had positive impact on students ability to utilize knowledge, attitude, skills to improve academically, with attendance, or behaviorally
- Examples
  - Graduation rates
  - Attendance rates
  - Office discipline referral rates
  - GPA
  - Course enrollment/completion patterns

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## SCHOOL-WIDE SCREENERS

- Gives school staff opportunity to consider the academic, social, behavioral needs of all students
- Data can be used to determine which students may need Tier 2 interventions

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### TIER 2 INTERVENTION INVENTORY

Targeted Intervention	Evidence-based?	Capacity (if of students)	Who coordinates intervention?	Describe students who would be a good fit for intervention (Function of behavior: attention, escape/avoid, need d.R.)	What data is used to evaluate student outcomes?	How many students have been:		Materials, Rationale or Links?
						Referred	Successful	

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### IDENTIFY EVIDENCE-BASED INTERVENTIONS

• A few of the most widely researched, commonly used, relevant for SC's

Targeted Intervention	Description	Outcomes
Social Academic Intervention Groups (SAIGs)	Targeted small group instruction focused on teaching, practicing, and reinforcing social and academic skills	Improvement in academic, social-emotional and behavioral skills
Check in Check Out (CICO)	Student goal setting, frequent feedback, staff connection	Reduces students' problem behaviors; improves social skills; teaches students goal behaviors; increases academic engagement; and improves academic skills

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### IDENTIFY EVIDENCE-BASED INTERVENTIONS

• Additional Tier 2 interventions

Targeted Intervention	Description	Outcomes
Coping Power	Teaching, practicing, and reinforcing social and academic skills	Improvement in academic, social-emotional and behavioral skills
Peer Tutoring	Various models; Adult, college students, parent volunteers as tutors	Improved math and reading scores, connectedness, GPA,
Student Success Skills Small Group	Cognitive, metacognitive, self management, optimism skills	Improved end of year academic assessments
Summer Melt Transition to College Interventions	High school counselor outreach, peer mentor outreach, text based info outreach, high school/university partnerships	Increased contact with counselor, increased enrollment and persistence

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### IDENTIFY EVIDENCE-BASED INTERVENTIONS

- Where to find Tier 2 intervention resources
- What Works Clearing House <https://ies.ed.gov/ncee/wwc/>
- Collaborative for Academic, Social and Emotional Learning [www.casel.org/](http://www.casel.org/)
- Fredrickson Center for School Counseling Outcome Research and Evaluation <http://www.umass.edu/schoolcounseling/resources-for-counselors.php>
- Positive Behavioral Interventions and Supports Technical Assistance Center <http://www.pbis.org/research/tier2supports>

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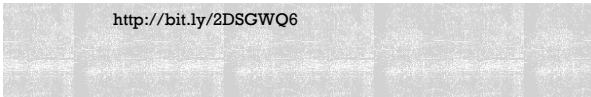
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### DOCUMENTING ALIGNMENT AND NEXT STEPS

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### DOCUMENTING ALIGNMENT

- Answers the questions:
  - What is the process for identifying students in need of Tier 2 supports?
  - Is this process documented?
  - How can we align school counseling interventions with Tier 2 supports?
- Tier 2 Team Decision-Making Process (Handout)

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## NEXT STEPS

1. Review data you have, collect data you need, identify and allocate training as needed
2. Identify Tier 2 interventions you have, interventions you need, identify and allocate training as needed
3. Document your process for Tier 2 interventions, align/incorporate school counseling activities and roles

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