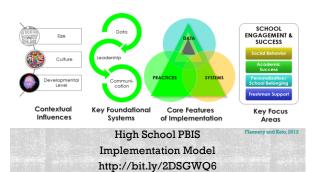
High School PBIS Symposium 2018

Strategies to Align School Counseling Interventions with Tier 2 Supports

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http://bit.ly/2DSGWQ6







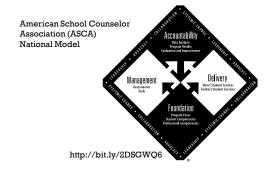
SESSION GOALS

- ${\tt l.} \ \ {\tt Develop\ clear}\ understanding\ of\ background\ and\ conceptual\ framework$
- 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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Positive Behavioral			
Interventions and Supports (PBIS)			
Tier 3: Intensive, Indi ■ Individual Student	s		
Assessment-based 1%-5% Intense, durable p		-	
Tier 2: Targeted Grou Some students (at			
High efficiency Rapid response)		
Tier 1: SW Universal	Interventions		
Tier 1 80%-90% • Ille 1.5 w Officerson • Preventive, proac	dents		
ASCA SCHOOL COUNSELOR COMPETE	NCIES		
 School counselors should articulate and demonstrate understanding of <u>data-driven decision making</u> 	e an		
 An effective school counselor is able to accomplish measurable objectives by 			
 Collecting process, perception, and outcome d monitor and improve student behavior and achiev 	rement		
 Reviewing and disaggregating achievement, atten behavior <u>data to identify and implement interv</u> needed 	entions as		
 Using academic and behavioral data to <u>determin</u> appropriate students for the targeted intervent 	<u>e</u> ions		
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ASCA ETHICAL STANDARDS			
•To implement a comprehensive data-informed p	orogram		
for students, school counselors	-		
 Review school and student <u>data to assess nee</u> Use data to <u>determine needed interventions</u> 			
 Collect process, perception and outcome de analyze the data to determine the progress a 			
effectiveness of the school counseling progra			
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ASCA	NOTTIZOG	STATEMENT	(2014)
noun	TODITION	DIVIPMENT	14017

"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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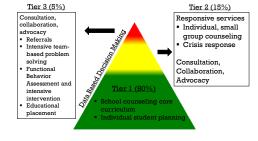
BENEFITS AND CHALLENGES OF ALIGNMENT

- 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

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- Organizing systems, practices, personnel
- Sustainability and consistency
- Time

CONCEPTUAL FRAMEWORK





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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

- -Six 9th 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

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 \bullet 80% of 10^{th} 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 <u>students</u> 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	
OCUOOL-MIDE 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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SCHOOL-WIDE SCREENERS

Student Risk Screening Scale IE (Lane et al., 2016)	Middle-High	Free
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997):	K-12	Free
The Behavior Assessment Scale for Children Two: Behavior and Emotional Screening Scale (BASC-2 BESS; Kamphaus & Reynolds, 2007)	PK-12	\$75 manual, \$29 pack of 25 student forms, \$116 pack of 100 teacher forms, online version \$667.95
Devereux Student Strengths Assessment (DESSA) LeBuffe, Shapiro, & Naglieri, 2009/2014	K-8	\$119 for kit (manual, 25 forms); \$110 for DESSA mini

DATE:				Studen	t Risk S		ng Scale DLE an						RSS-IE)			
TEACHER NAME:			Note. Peer rejection is compute the SRSS-I TOTAL score; summed in the SRSS-E construction and should not be seen and SRSS-I ATOTAL scores. Rejection is only added once to the SRSS-E SCORE. Rejection is only added once to the SRSS-E TOTAL score.														
0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to ritem for each student.	T	L	Steal	Lie, Cheat, Sneak	3e havior Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggres sive Behavior	Emotionally Flat	Shy; Withdrawn	Sad; Depress ed	Anxious	onely	SRSS-E TOTAL	SRSS-ITOTAL	SRSS-IE TOTAL
Student Name	Student ID	Count			_	€			_	_	.,	.,	_	_			
Example: Smith, Sally	11111	0	0	0	3	1	3	3	3	2	2	2	3	0	13	10	22
Example: Lane, Scarlett	112341	0	0	0	3	1	3	3	3	0	0	1	2	0	13	4	- 1
	1	1					1	_	_	1	_	_	_	_	0	0	•

NEEDS ASSESSMENTS

- Allows us to collect perception data from students, staff, parents
- Data can be used to inform what Tier 2 interventions are needed

12TH GRADE - PERSONAL CO	NCERNS	Strongly Disagree	■Disagree ■A	gree ■Strongly Agree
SEXUAL ORIENTATION/GENDER IDENTITY				
SKILLS FOR RESOLVING CONFLICT				
FEELING ANXIOUS				
FEELING STRESSED				
DEALING WITH ANGER				
PARENTAL DIVORCE OR SEPARATION				
GRIEF OVER THE LOSS OF A LOVED ONE				
FEELING SUICIDAL				
12TH GRADE - SCHOOL CONC	CERNS	■ Strongly Disagree	■Disagree ■	Agree Strongly Agree
SELECTING A CAREER CLUSTER OR CONCENTRATION				
UNDERSTANDING GRADUATION REQUIREMENTS				
MAKING RESPONSIBLE DECISIONS				
GETTING ALONG WITH TEACHERS				
EDUCATIONAL OPTIONS WHEN I GRADUATE				
SCHOLARSHIPS AND FINANCIAL AID				
UNDERSTANDING MY LEARNING STYLE TO.				
THE COLLEGE APPLICATION PROCESS				
PLANNING MY OPTIONS AFTER HIGH SCHOOL				



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IDENTIFY EVIDENCE-BASED INTERVENTIONS

- Answers the questions:
- What evidence-based Tier 2 interventions currently exist in our school?
- What Tier 2 interventions do we need?
- Tier 2 Intervention Inventory (Handout)

TIER	9	TNT	FRV	TNT	TON	TNV	TNT	NRY
111111	1.	114 3	1. IV V	1.18 5	3 4 F S W	1 1 4 V	1.19 1	1517 1

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

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/ Fredrickson Center for School Counseling Outcome Resear		
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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DOCUMENTING ALIGNME	NT	
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	. 9	
* now can we angle school counseling interventions with Her supports?	<u>.</u>	
• Tier 2 Team Decision-Making Process (Handout)		
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N	EXT 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	