



High School PBIS Symposium 2019

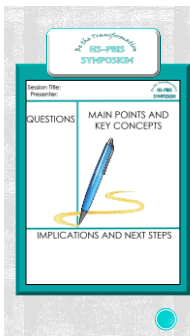
School Counselors and Tier 2 Supports: Establishing a Framework to Deliver Targeted Interventions

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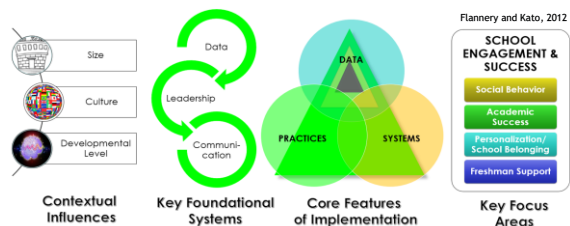


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BEHAVIORAL EXPECTATION Authentic Engagement



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HS-PBIS Implementation Model

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Learning Outcomes

- As a result of participating in this session, you will be able to:
 1. Establish a framework for developing, implementing, and evaluating Tier 2 supports within a Multi-Tiered System of Support (MTSS)
 2. Use data to identify students in need of Tier 2 supports
 3. Identify and evaluate current and needed Tier 2 supports
 4. Align Tier 2 supports with student's needs
 5. Make data-based decisions about Tier 2 supports



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Today's Outline

1. Overview of school counseling program and PBIS alignment
2. Establishing a framework for Tier 2 supports
3. Determine next steps based on current practices and needs



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Why are we here?

- Want to support students who have needs beyond what is offered school-wide for all students
- Seeking a clearer understanding of how to make Tier 2 intervention process systematic, preventative, data-based
- To better understand our role in the Tier 2 intervention process



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Overview of School Counseling Program and PBIS Alignment



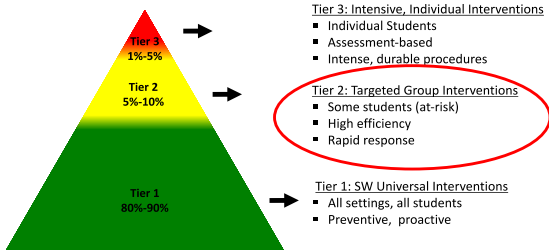
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American School Counselor Association (ASCA) National Model (2012)



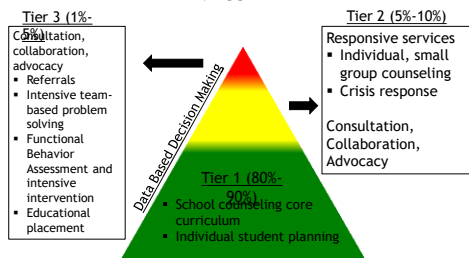
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Multi-Tiered Systems of Support (MTSS)



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School Counseling Program and MTSS



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Establishing a Framework for Tier 2 Supports

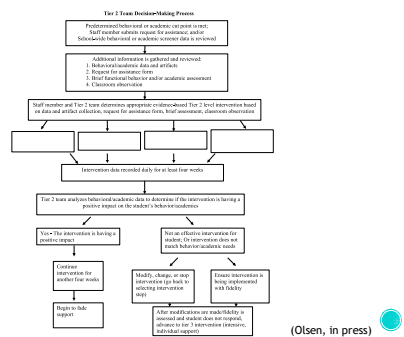
- Use data to identify students in need of tier 2 supports
- Identify and evaluate current and needed tier 2 supports
- Use data-based decision making process to evaluate tier 2 supports

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Use data to identify students in need of tier 2 supports

Align Tier 2 supports with student's needs

Make data-based decisions about Tier 2 supports



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Use Data to Identify Students in Need of Tier 2 Supports



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Data Source #1: Request for Assistance Data

• Purpose is for staff to document a student's problem behavior/academic concern, and provide information about the concern to the Tier 2 team

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Data Source #1: Request for Assistance Data

- Components of a Request for Assistance form:
 1. A **definition** of the problem in specific, observable, and measurable terms
 2. The **perceived function** of the students' behavior
 3. **Interventions** that have already been attempted
 4. The **time and setting** the problem most frequently occurs
 5. **Academic progress and behavioral data**

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Data Source #1: Request for Assistance Data

Next steps based on current practices and needs:

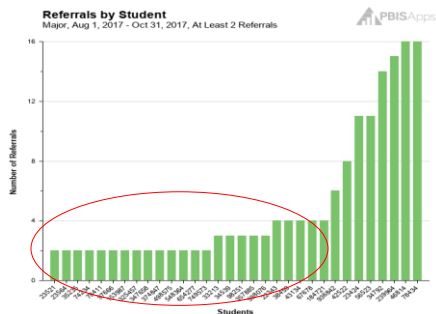
1. With your team, compare the request for assistance template with your schools form
 - What components need to be added to your schools form/process?
 - What components does your schools form/process have that the template doesn't have?
2. Develop a request for assistance form/edit existing form
3. Provide whole staff PD on purpose and how/when to use
4. Consider starting small (one request, one teacher, one student)

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Data Source #2: Office Discipline Referrals (ODRs)

Disaggregate data	By individual student End of October
Analyze data	Look for students with 2-5 ODRs
Identify/Document	Based on analysis, document students to consider for Tier 2 supports
Compare data	Do students with 2-5 ODRs show up on other collected data?

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Data Source #2: Office Discipline Referrals (ODRs)

Next steps based on current practices and needs:

1. Identify current process for collecting and analyzing ODR data
 - Reflect on how ODRs are recorded by staff, who enters ODR data, what program is used to analyze and report ODR data
 - What is working well? What needs to be improved?
2. Continue to do what is working, make a plan to address the area in need of improvement
 - e.g., all staff know behaviors to document ODRs for, all staff document ODRs when behavior occurs, data entered into program with fidelity, data and graphs are easy to access and interpret, etc.)

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Data Source #3: Function of Behavior

• What is the function (purpose) of students behavior?

Obtain/Access	Escape/Avoid
Peer or adult attention	Social interaction or attention
Preferred activity	Task or activity
Object, tangible material	Object, tangible material

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Data Source #3: Function of Behavior

- Functional Assessment Checklist: Teachers and Staff (FACTS)
 - Semi-structured interview
 - Takes 10-20 minutes depending on interviewer/interviewee experience with FACTS, knowledge of interviewee, complexity of student behavior
 - Results in development of hypothesis statement describing function of behavior that can be used when selecting a Tier 2 intervention

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Data Source #3: Function of Behavior

- Functional Assessment Checklist: Teachers and Staff (FACTS)
 - Part A: Interviewee (e.g., teacher) identifies the problem behaviors and analyzes students daily schedule to determine when the problem behavior occurs
 - Part B: Problem behavior identified in Part A is operationally defined; the settings and situations in which the problem behaviors are most likely to occur are determined; the events occurring before (i.e., antecedents) and after (i.e., maintaining consequence or function) are identified



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Data Source #3: Function of Behavior

- Next steps based on current practices and needs:
- Collaborate with someone in your building/district who has training/conducts functional behavior assessments
 - Make a plan for school counselors to receive professional development focused on FACTS
 - Consider starting small (one FACTS, one teacher, one student)
 - Provide PD for all staff on basic concepts of function of behavior



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Data Source #4: Universal Screener Data

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



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Data Source #4: Universal Screener Data

Student Risk Screening Scale (SRSS; Drummond, 1994)	K-5	Free
Student Risk Screening Scale IE (Lane et al., 2016)	Mid-High	Free
Strengths and Difficulties Questionnaire (SDQ; Goodman, 1997)	K-12	Free
Social, Academic, and Emotional Behavior Risk Screener (SAEBRS; Kilgus, Chafouelas, Riley-Tillman, & von der Embse, 2013)	K-12	Free
Devereux Student Strengths Assessment (DESSA) LeBuffe, Shapiro, & Naglieri, 2009/2014	K-8	\$119 for kit (manual, 25 forms); \$110 for DESSA mini
The Behavior Assessment Scale for Children Two: Behavior and Emotional Screening Scale (BASC-2 BESS; Kamphaus & Reynolds, 2007)	PK-12	\$75 manual, \$29 25 student forms, \$116 100 teacher forms, online version \$667.95

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SRSS-IE Example

DATE:			Student Risk Screening Scale - Internalizing and Externalizing (SRSS-IE) MIDDLE AND HIGH SCHOOL USE 2016 - 2017														
TEACHER NAME:			Note: Peer rejection is summed in the SRSS-E and SRSS-I TOTAL scores. Shaded items are summed to compute the SRSS-I TOTAL score; SRSS-IE TOTAL scores are under construction and should not be used for decision making. The item Peer Rejection is only added once to the SRSS-IE TOTAL score.														
PERIOD RATED:			0 = Never 1 = Occasionally 2 = Sometimes 3 = Frequently Use the above scale to rate each item for each student.														
Student Name	Student ID	Count	Shy	Is. Cheat, Break	Beh. Problem	Peer Rejection	Low Academic Achievement	Negative Attitude	Aggressive Behavior	Emotionally Flat	Shy/Withdrawn	Sad, Depressed	Anxious	Lonely	SRSS-E TOTAL	SRSS-I TOTAL	SRSS-IE TOTAL
Example: Smith, Sally	171111	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	10	16
			1												0	0	0

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Data Source #4: Universal Screener Data

- Next steps based on current practices and needs:
 - Do we currently use a behavioral screener? Is it valid and reliable? Is it easy to use? What is working? What needs to be improved?
 - Explore screeners and learn about the process
 - See articles in Google Drive
 - Collaborate/consult with school that has conducted screener
 - Make a plan at district level

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Identify and Evaluate Current and Needed Tier 2 Supports



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Identify and Evaluate Current and Needed Tier 2 Supports

- Identify evidence-based Tier 2 targeted supports
- Organize supports by function of student behavior
- Include supports that address a variety of functions
- Supports should be quickly accessible
- Think quality not quantity

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Identify and Evaluate Current and Needed Tier 2 Supports

Targeted Intervention	Description	Outcomes
Social Academic Instructional 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 and Evaluate Current and Needed Tier 2 Supports

Targeted Intervention	Description	Outcomes
Psychoeducational Group	Teach, practice and reinforce academic or social/emotional skills; Evaluate use of skills in environment where skills are needed (e.g., classroom)	Increased organization, time management, motivation, study behaviors, GPA, social skills; reduced bullying
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

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Identify and Evaluate Current and Needed Tier 2 Supports

Where to find Tier 2 support 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 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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Identify and Evaluate Current and Needed Tier 2 Supports

Tier 2 Intervention	Capacity (# of students)	Who implements intervention?	Function of Behavior	Is intervention Evidence-Based?
			Obtain/Access Peer Attention	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
			Obtain/Access Adult Attention	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
			Obtain/Access Preferred Activity	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
			Obtain/Access Object, Tangible Material	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
			Escape/Avoid Social Interaction/Attention	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
			Escape/Avoid Task or activity	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure
			Escape/Avoid Tangible Material	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure

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Identify and Evaluate Current and Needed Tier 2 Supports

- Next steps based on current practices and needs:
 - Use Tier 2 Intervention Organizing Matrix in Google Drive to take inventory of current Tier 2 supports
 - Evaluate each Tier 2 support for quality and effectiveness
 - Cut out supports that are not working, not meeting needs
 - Identify additional Tier 2 interventions to meet multiple functions of behavior
 - Develop a plan for professional development and or/new intervention implementation

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Use Data-Based Decision Making Process to Evaluate Tier 2 Supports

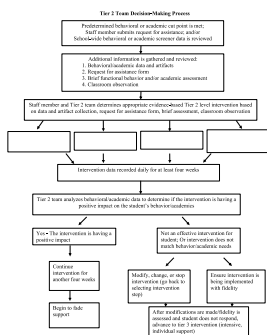


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Use data to identify students in need of Tier 2 supports

Align Tier 2 supports with student's needs

Make data-based decisions about Tier 2 supports



(Olsen, in press)

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Use Data-Based Decision Making Process to Evaluate Tier 2 Supports

- Next steps based on current practices and needs:
 1. Reflect on and discuss your current process for implementing Tier 2 supports
 - Do we have a documented process? How do we use data to identify students in need? Do we consider function of behavior? Do we have multiple Tier 2 supports available? Are they evidence based? Do they work?
 2. Compare your process with the Tier 2 Decision Making Process in Google Drive
 3. Develop/adapt your process as needed

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Review

- Use data to identify students in need of tier 2 supports
- Identify and evaluate current and needed tier 2 supports
- Use data-based decision making process to evaluate tier 2 supports

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