The role of the school counselor in RTI and PBIS

Jennifer Betters-Bubon & Lorice Ratas

Plan for Presentation

- Introductions and an online poll
- Overview of PBIS and RTI
- Activity: What are you already doing?
- The specifics:
  - Universal
  - Secondary/Tertiary support
- Concerns? Questions?

Please take out your cell phones...

惇 How familiar are you with the role of the school counselor in the RTI process?
A scenario...

Mr. Jones works as a school counselor at a middle school in a suburban school. Recently the leadership team implemented a 'intervention block'. The idea behind this block is that there is a 20 minute time period each day whereby students can receive academic or behavioral interventions. The school counselor works with the 7th grade team during this block and each week month they meet to determine the needs of students during this block. The students who are not receiving interventions are to have advisory or enrichment.

Due to the pressure that the team feels regarding their lagging reading scores, they often struggle to find time to discuss the social/ emotional needs of youth. In fact, for the past 2 months, the counselor has not been able to bring up behavioral data at all and has found himself assisting with reading/writing groups during the intervention block instead of working with students in other areas.

Designing Culturally Responsive Multi-tier Models for Student Success

Why focus on both academics and behavior?

Research supports a focus on BOTH sides of the triangle:
- Daniel Goleman - Social/Emotional Learning
Behavioral outcomes are linked to academic outcomes

Discipline Gap

Achievement Gap

Culture matters

- Effective RTI/PBIS systems take culture into consideration
- Interventions at all levels must be:
  - Culturally responsive
  - Collaborative
  - Incorporate cultural knowledge into decision and practices

Wisconsin's Vision for Response to Intervention

Effective RtI system = high quality instruction, balanced assessment, and collaboration paired with culturally responsive practices
Why RTI?

RTI is the “new” model for determining qualification for special education

- Early Intervention
- Universal Screening
- Disability Identification
- Success for ALL

Principles for successful implementation of RtI in Wisconsin

- RtI is for ALL children and ALL educators.
- RtI must support and provide value to effective practices.
- Success for RtI lies within the classroom through collaboration.
- RtI applies to both academics and behavior.
- RtI supports and provides value to the use of multiple assessments to inform instructional practices.
- RtI is something you do and not necessarily something you buy.
- RtI emerges from and supports research and evidence based practice.

Three-Tiered Model of School-Wide Discipline Strategies

- Few Individual Interventions for High-Risk Students
- Some Classroom and Small-Group Strategies for At-Risk Students
- All Schoolwide Systems of Support for All Students
Why SWPBIS?

The fundamental purpose of SWPBIS is to make schools more effective learning environments.

Predictable  Positive  Consistent  Safe

What is School-wide Positive Behavior Intervention and Support?

School-wide PBIS is:
• A framework for establishing the social culture and behavioral supports needed for a school to achieve behavioral and academic outcomes for all students.

Evidence-based features of SWPBIS
• Prevention
• Define and teach positive social expectations
• Acknowledge positive behavior
• Arrange consistent consequences for problem behavior
• On-going collection and use of data for decision-making
• Continuum of intensive, individual intervention supports.
• Implementation of the systems that support effective practices

What we know...

• Urban (Netzel & Eber, 2003; Warren et al., 2003) and rural (Kartub et al., 2000) settings
• Statewide initiatives (e.g., Michigan, Illinois, Maryland, Wisconsin)
• For outcomes, such as:
  • Office discipline referrals (Bradshaw, Mitchell, & Leaf, 2010; Curtis, Home, Robertson, & Karvon, 2010)
  • Organizational health/School climate (Bradshaw et al., 2008; Bradshaw, Thoithon, & Leaf, 2009)
  • Feelings of safety (Horner et al., 2005; Metzler et al., 2001)
  • Reading and math achievement (Horner et al., 2009; Lassen, Stakle, & Salter, 2006)
RTI and PBIS

<table>
<thead>
<tr>
<th>Similarities</th>
<th>“Differences”</th>
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<tr>
<td>Multi-tier system of support</td>
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<td>Team collaboration</td>
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<td>Data driven</td>
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<td>Evidenced based</td>
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What we know…

School-wide PBIS is one way to organize your resources to create systems to assist students with social, emotional and behavior needs WITHIN the RTI process.

Multi-tier models of support versus ASCA?
The ASCA National Model for the 21st Century

- The ultimate goal of the school counseling program is to support the school’s academic mission.
- Ensuring academic achievement for every student includes counselor initiated activities designed to meet the needs of under-served, under-performing and under-represented populations.

Elements of a Comprehensive Program

1. Comprehensive in Scope
2. Preventive in Design
3. Developmental in Nature
4. Integral Part of the Total Educational System
5. A Designed Delivery System
6. Implemented by a Credentialed School Counselor
7. Conducted in Collaboration
8. Monitors Student Success
9. Driven by Data
10. Seeks Improvement
11. Shares Successes

Multi-tier models of support can support our work within the ASCA model and vice versa.
We are School Counselors...

And thus, are in a unique position to coordinate building wide efforts surrounding multi-tier systems of support...

Within the counseling model and within our roles

WHAT IS OUR ROLE WITHIN THE TIERS OF SUPPORT?

TRIANGLE ACTIVITY: Applying the Three-Tiered to Your School Counseling Program

Tier 3

Tier 2

Tier 1
Examples of Tier 1/Universal ASCA & RTI approaches

- School Counseling Program:
  - Classroom Lessons
  - New student activities
  - Individual Planning meetings/Conferencing
- PBIS/RTI:
  - Cool Tools
  - Acknowledgements
  - School rules/expectations
  - Intervention blocks
- Other/Both
  - Universal Screening

Universal screening

- The RTI process ‘begins with high-quality instruction and universal screening of children in the general education classroom’ ([www.rtinetwork.org](http://www.rtinetwork.org))
- Research supports the use of screening in the identification of students. Using ODRs alone is not enough to capture both internalizing and externalizing problems!

Choosing a universal screener

- Choose a screener that is:
  - Developmentally and contextually appropriate
  - Easy to use (for you, students, teachers)
  - Easy to interpret
  - A few examples (Handout!)
• PBIS team! Form a team to plan how behavior is taught, reinforced and monitored.
  • Create 3-5 positively stated school expectations.
  • Teaching of these expectations through planned lessons, called “Cool Tools”
  • Create an acknowledgement system
  • Examine data
  • Help to identify students in need of tier 2 and tier 3 social, emotional, behavioral supports

**Tier 2/Tier 3 Intervention Ideas**

- School Counseling Program:
  - Small group support (using data!)
  - Individual counseling
  - Consultation and observation
- PBIS/RTI:
  - Check in/Check Out
  - Social and Academic Instructional groups
- Both
  - Functional Behavior Assessments (FBAs)
  - Wraparound support
  - Coordination with outside agencies
  - Mentoring

**Second Step Group for students with aggressive behavior**

- PS.B1.4 develop effective coping skills for dealing with problems
- PS.A2.6 use effective communications skills
- PS.B1.2 understand consequences of decisions and choices

- Student will know the calming down steps
- Student ability to display self control when upset
- Reduced aggressive behavior
- Safer School Climate
- Decreased disciplinary referrals
Measuring Small Group Success

KNOWLEDGE: What do students know?
- T/F Anger is a feeling that affects everyone differently.

SKILLS: What are students able to do?
- Which of the following is a way to resist violence?
  a. Conflict management
  b. Moving to a safe area
  c. Both a and b
  d. None of the above

ATTITUDES How do students feel about it?
- I believe I can control my anger through taking deep breaths
  a) Strongly agree
  b) Agree
  c) Disagree
  d) Strongly disagree

Data that can be examined...

Within multi-tier models, organizing data can be helpful.
Schoolwide data:
- ODRs
- Detention
- Academic information

Individual/group data:
- ODRs
- Attendance/Tardies
- Screening info
- Academic

Data

Data needs to guide decision making
- Data needs to be shared with:
  - Other staff members
  - Families
  - School board
Revisit your triangle

- What are you doing as a counselor that could be revised?
- How can your role/duties be further organized within a multitier system (e.g., consider how you form small groups, etc.?)

Lessons Learned

- Effective Leadership Matters
  - Start by establishing commitment
  - Lead don’t drive: Use team-based change process

- Invest in prevention first
  - Create a positive social culture
  - Avoid rewarding problem behavior
  - Implement Evidence-based Practices at all three Tiers
    - Universal (all students, all times, all locations)
    - Targeted (efficient interventions for at-risk students)
    - Intensive (individualized interventions for those students with the most intense problem behavior)

Questions?

Contact:
- Jennifer Betters, UWW - Bettersj@uww.edu
- Lorice Ratas, UWW - Ratasm09@uww.edu
Resources

- [http://www.nccrest.org/about.html](http://www.nccrest.org/about.html)
- Guiding questions handout
- Culturally Responsive PBIS handout
- As counselors, we can guide these decisions and remind all to consider the role of culture.

Documents:

- Response to Intervention & PBIS: Brothers from Different Mothers or Sisters with different misters?
  - [http://www.wisconsinpbisnetwork.org/assets/files/resources/1325530138_brothers%20sisters%20pbis%20rti%20article.pdf](http://www.wisconsinpbisnetwork.org/assets/files/resources/1325530138_brothers%20sisters%20pbis%20rti%20article.pdf)

Websites:

- [RtI Resource Center](http://www.wisconsinrticenter.org)
- [PBIS Network](http://www.wisconsinpbisnetwork.org)
- [School-Wide Information System](http://www.swis.org/)
- [Wisconsin Safe & Healthy Schools](http://www.wishschools.org/)
- [Department of Public Instruction](http://www.rti.dpi.wi.gov)

References


