A Counselor's Role in Behavioral Interventions

Counseling and Support Services

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Office of Secondary Education

Mississippi Department of Education

VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens

MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

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State Board of Education Goals

1. All Students Proficient and Showing Growth in All Assessed Areas

2. Every Student Graduates from High School and is Ready for College and Career

3. Every Child Has Access to a High-Quality Early Childhood Program

4. Every School Has Effective Teachers and Leaders

5. Every Community Effectively Uses a World-Class Data System to Improve Student Outcomes

6. Every School and District is Rated "C" or Higher

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Today's Big Ideas

Counselors are key stakeholders in integrating and aligning MTSS to the school counseling program.

How can we recognize and best serve students through behavioral intervention?

How can we best support teachers and parents throughout the behavioral process?

Understanding MTSS

What is MTSS?

A framework for effective **team-based** problem solving that is **data-informed**, **evidence-based**, and **flexible** enough to meet the academic and the behavioral needs of all student.

What is MTSS?

IS	IS Not
A framework for effective problem solving to improve academics and behavioral outcomes for ALL students	A single curriculum or program
For ALL students including those who need enrichment	Just for struggling students
Flexible to meet the unique needs of districts and schools	A one size fits all prescription
Data-informed and evidence-based	Based on assumptions or anecdotal info
Collaborative team-based decision making	The responsibility of one person
A framework to make decisions about the need for further services	A pre-referral process

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How to make MTSS work
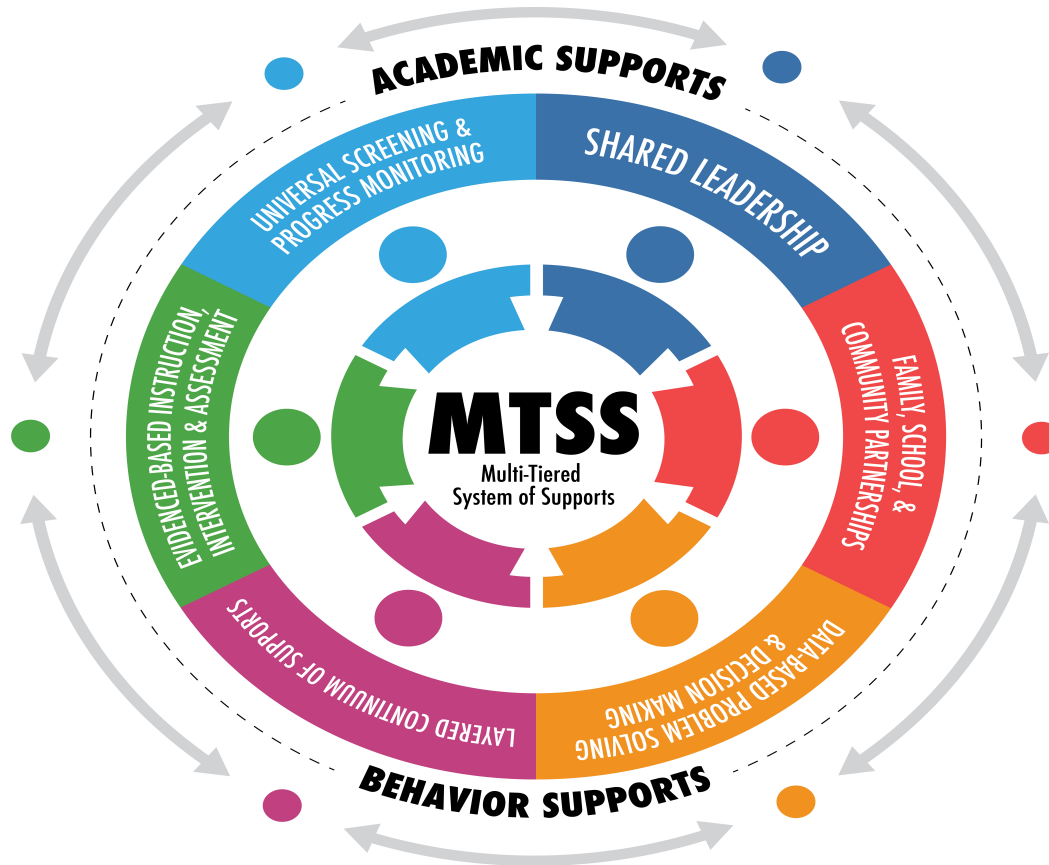
MTSS Components

- A well-designed MTSS will have hierarchical tiers of instruction and supports for **EVERY** student in the school.

- Universal (**every student**) to targeted (**some students**) to intensive (**few students**), in order to support the academic and behavioral needs of **every** student.

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Integrating Supports for ALL Students

- Universal (Tier 1)

- Targeted (Tier 2)

- Intensive (Tier 3)

- Specially-Designed Instruction (Special Education)

- Ongoing Data Collection

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Counselor Roles/Responsibilities

- Participate as member of shared leadership team

- Coordinates and facilitates the school's behavior intervention program

- Uses Tier I Behavior Screeners to identify behaviors of students and designs behavior interventions

- Provides group and individual counseling to students

- Promotes equity for ALL students

Recognizing and Helping

Struggling Students

Common Traits

Students who struggle frequently exhibit the follow behaviors:

- Lack of organization

- Frustration, stress, anxiety

- Failure to initiate tasks or complete tasks

- Inability to be flexible

- Poor working memory

- Lack of time management

- Difficulty being persistent toward goals

Learning Supports

When MTSS is aligned with the school counseling program counselors may act as:

- **Supporter**-providing indirect services such as attending TST meetings, reviewing data

- **Intervener**-providing direct, explicit and systematic supports while working collaboratively with classroom teacher, academic interventionist, administrators, and parents

ASCA Examples of Learning Supports

Tiers of Learning Supports	Examples of Learning Supports
Tier 1: Universal Core Instructional Interventions for All Students, Preventive and Proactive	1. Standards and Competencies (Foundation) 2. School Counseling Core Curriculum (Delivery System) 3. Individual Student Planning Direct Student Services (Delivery) 4. Curriculum Action Plan (Management) 5. Curriculum Results Report (Accountability) 6. School Data Profile (Accountability)

Tier 2: Supplemental/Strategic Interventions for Students at Some Risk	1. Standards and Competencies (Foundation)
	2. Individual Student Planning Direct Services (Delivery)
	  a. Small-group action plan
	3. Responsive Services Direct Student Services (Delivery)
	  a. Consultation
	  b. Individual counseling
	  c. Small-group counseling
	4. Closing-the-Gap Action Plan (Management)
	5. Closing-the-Gap Results Report (Accountability)

Tier 3: Intensive, Individual Interventions for Students at High Risk	1. Standards and Competencies (Foundation)
	2. Responsive Services Direct Student Services (Delivery)
	  a. Consultation
	  b. Individual counseling
	  c. Small-group counseling
	  d. Referral to school or community services
	3. Closing-the-Gap Action Plan (Management)
	4. Closing-the-Gap Results Report (Accountability)

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Positive Behavioral Interventions & Supports

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What is PBIS?

PBIS is NOT a PROGRAM.

PBIS is a **multi-tiered behavioral framework (MTBF)** used to improve:

- implementation of behavioral practices,
- data-driven decision making systems,
- professional development opportunities,
- school leadership,
- supportive SEA and LEA policies, and
- evidence-based instructional strategies.

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Tier 1 – Universal Supports

- The core programs and strategies provided to all students within the school

- Agree upon 3-5 broad school-wide behavioral expectations

- Purpose is to maximize achievement and increase positive behavior

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Behavioral expectations for all students, all staff, and all settings:

- rules,

- routines, and

- physical arrangements

Tier 1 – Universal Supports

- Positive school climate fosters academic achievement

- Caring and supportive culture helps students feel safe and secure

Behavior Management

Behavior Management

Any behavior management book/course/webinar/in-service offering "**Sure-Fire**" or "**Quick-Fix**" strategies should be filed under **FICTION**!

Assumptions

Problem behavior is often:

- a form of communication resulting from a lack of basic social skills

- a source of internal pleasure for the individual (self-stimulation)

- something a student does when he or she does not know what else to do

Behavior Management

"If a child does not know how to read, we …"

"If a child does not know how to swim, we ..."

"If a child does not know how to multiply, we ..."

"If a child does not know how to drive, we ..."

"If a child does not know how to behave, we ..."

... teach? ... punish?

Are you able to finish the last sentence as automatically as the others? Why not?

Behavior Management

Guiding Principles of Behavior Management:

- Good Teaching (effective Tier I instruction)

- Active Engagement

- Positive Interactions

Exploring
Functions of Behavior

The "WHY" of the Behavior

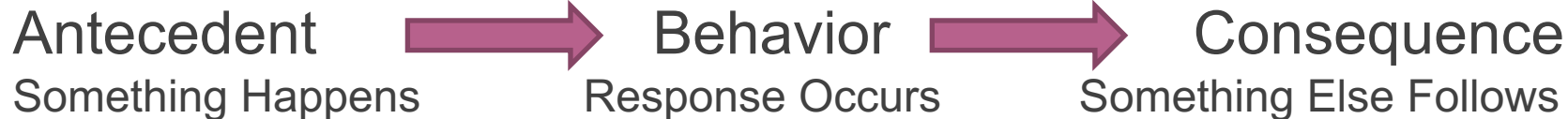| Behavior Form	Behavior Function
You cook food	Eat
You study	Learn (get good grades)
You go shopping	Get new stuff
You drive to class	Come to class
You pay bills	Avoid late fees
You sing a song	Hear yourself sing
You sharpen a pencil	Write
You ask a question	Get an answer
You smile at someone	Get attention
You turn the heat up	Get warm

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Functions of Behavior

FOUR FUNCTIONS OF BEHAVIOR

		WHAT IT DOES FOR ME	WHEN DOES IT HAPPEN
S Sensory		Provides preferred sensory experiences; behavior feels good to do	Anytime, even when alone. Especially if I'm anxious.
E Escape		Removes undesired activities or interactions	When task is too hard, easy, boring, or scary.
A Attention		Provides access to people or interactions	When I want social interaction.
T Tangibles		Provides preferred items or activities	When I want a preferred item or activity.

FROM THE NOUN PROJECT: Brain power by OliM • Log Out by Curve • Megaphone by Gregor Cresnar • Monitor Play by Aybige

The ABCs of Behavior

Antecedent ➡ Behavior ➡ Consequence

Something Happens   Response Occurs   Something Else Follows

Example:

Antecedent	Behavior	Consequence	Possible Function
The teacher asks Billy to answer the question: What is 2 + 2?	Billy throws a book.	The teacher sends Billy to the office.	Escape
The teacher asks Robin to complete a science assignment.	Robin blurts out, "You don't like me."	The teacher pulls Robin aside to talk for a few minutes, ensuring her that she is liked, but not her behavior.	Attention

Consequences of Behavior

- The consequence that follows a behavior will either:
  - Maintain the behavior,
  - Strengthen the behavior,
  - Weaken the behavior, **or**
  - Extinguish the behavior.

- It is important for the teacher or parent to be in control of the consequence that follows a behavior.

- Design the consequence to get or keep the behavior you prefer, not the behavior you want to get rid of.

Tier 2 – Focused Supplemental Supports

- Typically 15-20% of students

- Students who need additional help

- To reduce current incidents of problem behavior for students identified as "at-risk" for engaging in behavior problems

- May consist of a behavior contract or check-in/check-out

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Critical Features of Tier 2 Interventions

- Supplemental, and targeted

- Matched to Student Need(s)

- Explicit Instruction of Skills

- Structured Prompts for Appropriate Behavior

- Opportunities to Practice

- Frequent Feedback to Students

- Fading Supports

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Tier 3 – Intensive Supports

- Targets 1-5% of students

- Intensive programs and strategies for students who need individualized supports

- Complete a Functional Behavioral Assessment (FBA)

- Develop a comprehensive intervention support plan

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Examples of Interventions

Tier 1	Tier 2	Tier 3
• Behavior Screener	• Biweekly Check in-Check out	• Daily Check-in and Check-outs
• Classroom Guidance	• Behavioral Contract	• Intensive Behavior Charts
	• Behavior Chart with incentives	• Small Groups
	• Peer Mentoring	• Student Conferences

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Intervention Guidance

Tier 2	Tier 3
• 3-6 students per group	• 1-3 students per group
• 2-4 sessions per week	• 4-5 sessions per week
• 20-30 minutes per session	• 30-60 minutes per session
• Monitor progress in 2-week intervals at a minimum	• Monitor progress at least weekly

Note: The number of sessions and length of time per session should be based on the model/design of the prescribed intervention. Fidelity to the intervention model will yield the most success.

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Providing Support to Teachers and Students

Support

"…even the best intervention plans will have no impact when implemented in chaotic, unstable, or inconsistent environments."

Communication is KEY

- Parents need to know who you are!
- Involve parents from the beginning
- Communicate school and classroom expectations
- Be honest and open to suggestions
- Parents and teachers can be your best resource
- Listen
- Communicate often

Supporting Teachers

- Allow teachers to help you develop a student's behavioral plan or intervention
- Observe his/her classroom
- Praise teachers
- Provide teachers with resources
- Be empathetic to their concerns
- Work side by side not back to back
- Be consistent

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Supporting Parents

- Send home a chart or note daily
- Encourage parents to follow-up with students at home
- Call them or email a personal message about the student once a week
- Gotchas
- Provide free resources
- Be consistent

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Resources

Helpful Resources

- Family Involvement in Positive Behavior Support www.behaviordoctor.org
- Florida's Positive Behavior Support Project: A Multi-Tiered System Support http://flpbs.fmhi.usf.edu/

- Implementing MTSS: Recommended Practices for School and District Leaders http://flpbs.fmhi.usf.edu/pdfs/RtIB guide 101811_final.pdf

- Michigan's Integrated Behavior and Learning Support Initiative https://miblsi.org

- Missouri Schoolwide Positive Behavior Support http://pbismissouri.org

- National Center on Intensive Intervention www.intensiveintervention.org

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Helpful Resources

- PBIS World www.pbisworld.com

- Positive Behavioral Interventions and Supports (PBIS) National Technical Assistance Center http://www.pbis.org/

- Realizing Excellence for ALL Children in Mississippi (REACH MS) https://www.usm.edu/reachms/about-reach-ms

- Reducing Behavior Problems in the Elementary School Classroom http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/behavior_pg_092308.pdf

- RTI Action Network www.rtinetwork.org

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Sample Universal Screeners for Behavior

- Emotional and Behavioral Screener (EBS)

- Behavioral and Emotional Screening System (BASC-2/BESS)

- Social Skills Improvement System (SSIS)

- Strengths and Difficulties Questionnaire (SDQ)*

- Student Risk Screening Scale (SRSS)*

- Systematic Screening for Behavior Disorders (SSBD)

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