School Counselors role in Coordinating and Implementing Positive Behavior Intervention and Supports (PBIS)

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School Counselors are in a unique position to coordinate building-wide tiered behavior supports (ASCA and PBIS) AND have the skill set to apply targeted interventions.
Objectives

- Overview of Positive Behavior Interventions and Supports
- Define School Counselors role in implementing PBIS at the various tiers
- Provide practical examples of what PBIS looks like and how School Counselors integrate PBIS into their Comprehensive School Counseling Programs
PBIS Framework

- Positive Behavior Intervention Supports
  - Prevention oriented ways for school personnel to:
    - Organize evidence-based practices
    - Improve their implementation of those practices
    - Maximize academic and social behavior outcomes for ALL students
PBIS Framework

- **Tier I: The Universal Tier**
  - School-wide
  - Preventative in nature
  - For all students, staff, settings
  - Development of
    - School-wide expectations
    - Behavior matrix
    - Reinforcement systems
  - Outcomes, systems, data, and practices are evaluated
PBIS Framework

- Tier II
  - Targeted, group-based interventions
  - For students who have not responded to the universals
  - Considered to be more at risk for severe behavioral problems and/or academic deficits (Lewis & Sugai, 1999, Sugai & Horner, 2002)
PBIS Framework

- Tier III
  - Targeted, individualized, intensive interventions
  - For students who have not responded to Tier I and Tier II interventions
  - Interventions include:
    - Functional Behavior Assessment (Complex)
    - Behavior Intervention Plan (Lewis & Sugai, 1999)
    - School team support and wrap-around services
School-Wide Systems for Student Success: A Response to Intervention (RtI) Model

**Academic Systems**

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<thead>
<tr>
<th>Tier 3/Tertiary Interventions</th>
<th>1-5%</th>
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<td>Individual students</td>
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<th>Tier 1/Universal Interventions</th>
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<td>All students</td>
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**Behavioral Systems**

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<td>Intense, durable procedures</td>
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WE CAN’T AFFORD TO SAVE THIS ONE, BUT DON’T WORRY, SOMEONE WILL CATCH HIM.

ALTERNATIVE SCHOOL

IPS

GANGS

WELFARE SYSTEM

JUDICIAL SYSTEM
Why School Counselors Support PBIS

- It’s about advocacy!

General Education

Special Education

Sea of Ineligibility
What is Tier I School-Wide PBIS?

A systems approach, establishing the social culture and behavioral supports needed for schools to be effective learning environments for all students.
Tier I SWPBIS

- Core evidence-based features of Tier I SWPBIS
  - Prevention
  - Define and teach positive social expectations
  - Acknowledge positive behavior
  - Define consistent consequences for problem behavior
  - Collection and use of data for decision-making
  - Continuum of intensive, individual interventions.
  - Team-based implementation

- How is this similar and different from features of a CSCP?
Why is SWPBIS Essential?

Implementing the Tier I SWPBIS framework leads to improvements in

- Problem disciplinary behavior
- School climate
- Student bullying behavior and peer victimization
- Academic achievement

Punishing problem behavior without a proactive support system is associated with increases in

- Aggression
- Vandalism
- Truancy
- Dropping out

- Bradshaw, Koth, Bevans, Ialongo, & Leaf, 2008; Bradshaw, Koth, Thornton, & Leaf, 2009; Bradshaw, Mitchell, & Leaf, 2010; Bradshaw, Reinke, Brown, Bevans, & Leaf, 2008; Horner et al., 2009; Horner, Sugai, & Anderson, 2010; Luiselli, Putnam, & Sunderland, 2002; Muscott, Mann, & LeBrun, 2008; Nelson et al., 2009; Pas, Bradshaw, & Mitchell, 2011; Sadler & Sugai, 2009; Simonsen et al., 2011; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Waasdorp, Bradshaw, & Leaf, in press).

Implementing Tier I SWPBIS

Form a SWPBIS Team

1. Define school wide expectations
2. Keep data, communicate data, solve problems
3. Develop, post, teach common area expectations
4. Define major and minor problem behavior and procedures for handling problem behavior
5. Establish reinforcement system

Problem solving
Tier I SWPBIS Team Formation

- Requirements:
  - Staff with behavioral experience
  - Administrative support to implement process and be involved with supporting student, discipline systems etc.
  - Representation (grade levels, grade bands, specialists)
Tier I SWPBIS Team Formation

Example Tier I Team:
- Teachers
- Administrators
- School Counselors
- Specialists
- Classified Staff
- Special Ed Representation
Tier I SWPBIS Implementation: SW Expectations

- **Define SW Expectations**
  - Staff meeting/Team time to brainstorm 3-5 clear and positively stated expectations
  - Reflect traits/behaviors that staff value or that define the culture of the school
  - Input from key stakeholders (parent groups, students, community members etc.)
Mrs. Mutner liked to go over a few of her rules on the first day of school.
Tier I SWPBIS Implementation: SW Expectations

- Implement SW Expectations
  - Once defined, communicate school-wide expectations to students, parents, etc.
  - Post expectations in key common areas of school and in every classroom
    - Posted expectations serve as teaching tools and reminders
  - Adults are the model of implementation!
    - Walk the talk...
Cedarhurst Elementary School
Guidelines for Success

Respect
Everyone and Everything

Be Responsible for
Yourself, your actions and your school

Safety
Don’t do anything that hurts you or others
SWPBIS Implementation: SW Expectations

- **Common area expectations**
  - Each area of the building that is not a classroom has expectations
    - Based on school wide expectations, clearly stated
    - Every adult is responsible for teaching, re-teaching and reinforcing expected behavior.
## Behavior Matrices

<table>
<thead>
<tr>
<th>Teaching Matrix</th>
<th>All Settings</th>
<th>Hallways</th>
<th>Playgrounds</th>
<th>Cafeteria</th>
<th>Library/Computer Lab</th>
<th>Assembly</th>
<th>Bus</th>
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</table>
Hallways

Respect
- '0' voice

Responsibility
- Hands, feet, and objects to yourself

Safety
- Walk on the right side

Do you have your pass?
SWPBIS Implementation: Reinforcement

• Reinforcement systems

  ○ After expectations are taught, it is critical that expected behaviors are reinforced

  ○ Reinforcing a behavior increases the chance that the behavior will occur again and become a habit
SWPBIS Implementation: Reinforcement

- Reinforcement systems
  - Tickets, incentives, contests
  - Make them relevant to age and interest!
  - Examples:
    - Paw Pride Reinforcement
    - Paw Pride Ticket
    - Paw prides can be given to individual students or whole classes by any adult in the building

Most of all:
HAVE FUN
SWPBIS Implementation: Reinforcement

- How might a reinforcement system look differently in:
  - Elementary?
  - Middle School?
  - High School?
Monthly Assembly

to Recognize Respectful, Responsible and Safe Behaviors and Academic Achievement
Monthly Gym Bonanza
For Students Awarded at Monthly Assembly For Showing Respect, Responsibility and Safety
Tier I SWPBIS Implementation: Discipline

- School wide agreement on discipline systems and procedures
  - School staff establish and agree on major and minor categories for problem behavior.
  - Staff consistency in responding to problem behavior is key to effective disciplinary intervention and behavior change
  - Tools to define problem behaviors and agreeing on procedures to intervene
    - Discipline flow chart
School Counselors and Discipline Procedures

- Its your first (or 10th, or...) year as a school counselor and your building decides to start implementing SWPBIS:
  - As part of the staff, what might your role be in developing discipline procedures in your school giving your role and expertise as a school counselor?
Tier I SWPBIS Implementation: Data

- The SWPBIS team uses data to measure school climate, communicate successes and target areas in need of improvement.
- Data tells you what is going well and what needs improvement.
- SWPBIS teams use data to drive school goals, interventions, staff PD.
Tier I SWPBIS Implementation: Student Data

- **School Wide Information System (SWIS)**
  - Data entry and reports for:
    - Office Discipline Referrals
      - The BIG 5
    - Tracking Interventions
    - Customizable graphs
    - Suspension/Expulsion data
    - School Ethnicity report
From 2007-2012, an avg. of 60 min. per day per month of instruction time has been recaptured.
Average Referrals Per Day Per Month

School Months, 2012-13
Referrals By Location

Number of Referrals

- Common
- Bathrm
- Library
- Bus zn
- Park lot
- Bus
- Special evt
- Unknown
- Office
- Locker rm
- Off-Campus
- Stadium
- Music rm
- Art
- Comp
- Voc Rm
- Café
- Other
- Hall
- Gym
- Plygd
- Class
Tier I SWPBIS Implementation: Student Data

- **Other data sources**
  - School-wide reinforcement systems
  - Attendance
  - School-wide Evaluation Tool (SET)
  - Universal Classroom Elements (UCE) in place
Class Paw Prides and Office Discipline Referrals (ODR's)

- September: 238 # Class Paw Prides, 4 # ODR's
- October: 328 # Class Paw Prides, 23 # ODR's
- November: 361 # Class Paw Prides, 19 # ODR's
- December: 311 # Class Paw Prides, 72 # ODR's
- January: 170 # Class Paw Prides, 15 # ODR's
- February: 336 # Class Paw Prides, 22 # ODR's
- March: 274 # Class Paw Prides, 26 # ODR's
- April: 272 # Class Paw Prides, 11 # ODR's
- May: 120 # Class Paw Prides, 35 # ODR's
- June: 2 weeks

Note: The bar chart indicates the number of Class Paw Prides and Office Discipline Referrals (ODR's) for each month from September to June.
PBIS Tier II

Tier II Targeted Interventions
- Students not responding to school wide supports
- Efficient, rapid response
- Small group
- Some individualizing
- Students with 2-5 Office Discipline Referrals
Key Features of PBIS-Tier II

- Focuses on systems that support students not responding to school-wide and basic classroom behavior systems
- Match intervention to student needs
- All staff know how to refer students for interventions
- All staff know what the interventions are and have skill and training in implementing
  - Flow Chart
Who Needs Tier II Interventions?

Data

- Use data systems to identify students not responding to school-wide supports
  - Office discipline data \((5-10\% \text{ of school and 2-5 Referrals})\)
  - Attendance data
  - Grades
  - Teacher and staff referrals
  - Screeners
Who Needs Tier II Interventions?
Who Needs Tier II Interventions?

- **Screeners**
  - All students in school are screened
  - Prevention
  - Systematic process
  - Examples:
    - Student Risk Screening Scale (SRSS)
    - Student Internalizing Behavior Screener (SIBS)
Who Needs Tier II Interventions?

- Teacher and staff referral system
  - Referral Form (Checklist, Referral Form)
  - Supporting Documents
    - Classroom Checklist
    - Motivation Menu
    - Universal Classroom Elements
Tier II Team Process

- **Team Key Components**
  - Process oriented
  - Have effective Tier II interventions available
  - Data driven
  - Efficient
  - Knowledgeable
Tier II Team Process

Tier II Key Component
Process oriented...

- Set team norms
  - Read and emphasize norms before every meeting for focus

- Use a referral process, meeting template and data tracking systems that guide your team toward effective and efficient work

- **Do not** simply meet in a conference room and “chat” about an individual student and leave the meeting without having looked at data or a clear plan and next steps to support students/teachers
Tier II Team Process

Tier II Key Component
Data...

- Use tools to organize Tier II interventions
- Use tools to “weed out” interventions that are not effective

Examples
- Tier II Intervention Inventory
- Tier II Intervention Tracking Tool
Every Tier II level intervention should be measured for effectiveness.

If we can't measure if the intervention is working, we shouldn't be wasting our time doing the intervention.
Tier II Team Process

Tier II Key Component
Data...

• Ways to measure effectiveness using data:
  o CCE/CICO has SWIS component
  o Daily Progress Report can be adapted for any behavior intervention (DPR, DPR mini)
  o Student or Teacher survey/feedback
  o Observe setting in which problem behavior previously occurred
  o Talk to teachers, parents, students
Human behavior occurs because it has a purpose. It has a value. It has what we call a function. You and I do things for a reason. Our behavior happens because of what we expect to get from the behavior. Students act in a certain way because doing so has a purpose. It has a meaning, it has a function.

Research has shown that the more often a behavior meets it’s function, the more often it will occur.

Spaulding and Kidwell, 2010
Matching Function of Behavior to Intervention

Spaulding and Kidwell, 2010
Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

- **Check, Connect, Expect/Check In Check Out (CCE/CICO)**
  - Daily supervision, monitoring, and coaching via “Check-in” and “Check-out” process is provided by an adult
  - Students are explicitly re-taught and reinforced for meeting school-wide/classroom expectations each morning during “Check-In” as they receive a Daily Progress Report (DPR) and connect with the coach
Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

• Check, Connect, Expect/Check In Check Out (CCE/CICO)
  ○ Daily Progress Report (DPR)
  ○ Progress Monitoring (FB Example)
Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

- Behavior Intervention Group using Skill Streaming
  - Research based
  - Breaks down over 60 learning and behavioral skills into steps
  - Provides lesson plan for teaching skill, practicing skill, and reinforcing skill in class and at home
    - Example
Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

- Behavior Intervention Group using Second Step
  - Learning and Listening Skills
  - Empathy
  - Emotion Management
  - Problem Solving

Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

- Circle of Friends
  - Creates a peer support network for the focus student
  - Provides the student with encouragement and recognition for any achievements and progress
  - Work with the student to identify difficulties and brainstorm practical ideas to help deal with difficulties
  - helping to put these ideas into practice
Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

- Circle of Friends
  - Basic Structure
    1. Check in at beginning of group on how student is doing with goals
      - What has improved/gone well?
      - What are challenges?
    2. Peer feedback about how to support student with goal behaviors
    3. New goal setting or skill practicing
    4. Team building
    5. Communicate goals to teacher and parent
Interventions

Tier II Key Component
Tier II Targeted Interventions Available...

- Specific Learning Skill or Social Skill Instruction
  - Focusing
  - Asking for help
  - Following direction
  - Relational aggression
  - Peer connections

  - Regardless of the skill: Teach, Practice, Reinforce, Measure, Adjust
## Tier III Review of the Framework

<table>
<thead>
<tr>
<th>WEEK 1</th>
<th>WEEK 2</th>
<th>WEEK 2-4</th>
<th>WEEK 3-6</th>
<th>UW Project DATA</th>
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<tbody>
<tr>
<td>Initial Response</td>
<td>FBA</td>
<td>Intervention</td>
<td>Student Intervention Monitoring</td>
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<tr>
<th>Student</th>
<th>Request for Assistance</th>
<th>Universal Classroom Elements</th>
<th>Weekly Team Meeting</th>
<th>Student Intervention Monitoring</th>
<th>Interview (FACTS)</th>
<th>Checklist (PBQ)</th>
<th>Hypothesis</th>
<th>Observation Data (FAOE, ABC)</th>
<th>Confirm Hypothesis</th>
<th>Brainstorming Worksheet</th>
<th>BIP</th>
<th>Intervention Data</th>
<th>Implementation Fidelity Check</th>
<th>Coaching</th>
<th>Data for Decision Making</th>
<th>Parent Consent</th>
<th>SSBS</th>
<th>Teacher Survey (Pre)</th>
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1. Tier III Review of the Framework details the process for addressing student behavior issues across different weeks and stages.
2. WEEK 1 focuses on Initial Response, WEEK 2 on FBA, WEEK 2-4 on Intervention, and WEEK 3-6 on Student Intervention Monitoring.
3. The table includes columns for various data collection and intervention strategies, such as hypothesis confirmation, intervention data, and fidelity checks.
4. The UW Project DATA column likely contains specific metrics or data points relevant to the project's objectives.
5. The table allows for tracking and monitoring of student progress and intervention effectiveness throughout the review process.
Tier II Team and Intervention Toolbox

- Tier II Meeting Notes Template
- SRSS and SIBS Screeners
- Referral Process Flow Chart
- Referral Checklist and Referral Form
- Classroom Checklist
- CCE DPR
- Tier II Intervention Tracking Tool and Inventory
References


Thank you!

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