The Role of School Counselors within Multi-tiered Systems of Social, Emotional and Behavioral Support

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Acknowledgments

- Dr. Virginia Barry
- Celia Slason, NHSCA President and Conference Chair
- The NHSCA Conference Planning Committee
- School Counselors who have implemented MTSS
Agenda

1. What is the role of a school counselor?
2. What is Multi-tiered Social, Emotional & Behavioral Support?
3. How does MTSS align with role of a school counselor?
4. What roles can school counselors play at each tier?
Big Idea for Today

- Role of School Counselors in building a positive school climate and supporting the social, emotional and behavioral development of students is complex

- Complex Nature & Needs of
  - Society
  - Schools
  - Students
  - Families
  - School Staff
School counselors design and deliver comprehensive school counseling programs that promote student achievement.

A comprehensive school counseling program is an integral component of the school’s academic mission.

A comprehensive school counseling program promotes and enhances the learning process for all students.
• These programs are comprehensive in scope, preventive in design and developmental in nature.
• These programs promote equitable access to a rigorous education for all students
• These programs are delivered to all students in a systematic fashion
School counselors identify the knowledge and skills all students will acquire as a result of the K-12 comprehensive school counseling program
Based on standards in academic, career and personal/social development; and
Driven by student data
Is that why you feel exhausted some days?
"To be successful, you don't have to do extraordinary things. Just do ordinary things extraordinarily well."

- John Rohn
One Simple Evidence-Based Practice to Address Complexity in Life: The World According to Porsche
Gaining Your Perspective
Think, Turn, Talk on Role Complexity

1. Think about the multiple teams and committees you are on that deal with school climate & SEB
2. Turn to the person next to you
3. Talk it Out by sharing 1 or 2 ideas
4. Timeframe: 1 minute Think, 1 each for sharing
5. Report Out: Volunteers
Big Idea for Today

- **Academic achievement and social, emotional and behavioral development are interrelated.**
- **Therefore, in order to improve the academic success of our students, we must also improve their social success.**
- **Academic achievement and a positive school climate are interrelated.**
- **Therefore, in order to improve the academic success of our students, we must improve school climate.**
Big Idea for Today

Effective Schools have a supportive climate that makes all students, as well as adults, feel valued and safe.

“It’s just a positive place. You come into the building and you see people interacting with kids in respectful ways. I feel good about coming to work every day and I think that that resonates throughout the school. A lot of people are proud to be part of this community.”
Effective Schools have a supportive climate that makes all students, as well as adults, feel valued and safe.

1. The culture of the school is caring and supportive.

2. Students feel safe, protected, and secure at school and have trusting relationships with adults.

3. Schools are clear in their behavioral expectations for students and consistent in their response to infractions.

4. The school’s positive climate attracts and retains teachers.
Establishing a Positive Social Culture in Schools
Horner (2007)
Supporting systemic change in a school community is a long-term journey that begins with dreams and ideas.

Which can be embraced by faculty, administration, students, families, and community members.

- initially with **Words**
- which develop into **Actions or Behaviors**
- and then become **Habits through Practice**
- to ultimately form **Climate or Culture**
“Indeed it is encouraging to know there are schools who do care about the whole child, who have standards and understand what’s good for children. Thank you for inspiring us as well!”

Quote from Peter Reynolds following his visit to Sandown North
Marlborough Dukes’ Code of Honor

Honor

Respect

Responsibility

Safety
Littleton High School ROCKS

• Be Respectful
• Take advantage of Opportunity
• Be a good Citizen
• Act with Kindness
• Be Safe
Big Idea for Today

Multi-tiered Social, Emotional & Behavioral Support is a good investment for schools. It works and regardless of the changing terminology, it’s here to stay.

- Building Safe and Responsive Schools
- Positive Behavior Support (PBIS, SWPBIS, PBS)
- Response to Intervention (RTI)
- Multi-tiered Systemic Support (MTSS)
Positive Behavioral Interventions and Supports as Multi-tiered Systemic Support
Muscott & Mann (2012)

- PBIS is a systematic framework for improving valued social, emotional, behavioral and learning outcomes for children in K-12 schools.
- PBIS uses a broad set of evidence-based systemic and individualized strategies to effectively prevent and respond to problem behavior.
- PBIS is a strategic approach in which collaborative teams use effective group processes and data-based decision-making to achieve desired outcomes.
PBIS Support Systems

Supporting Staff Behavior

Supporting Student Behavior

Supporting Decision Making

Outcomes

SYSTEMS

DATA

PRACTICES
Designing School-Wide Systems for Student Success

**Academic Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All students
  - Preventive, proactive

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures

- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response

- **Universal Interventions**
  - All settings, all students
  - Preventive, proactive
A 3-Tier Approach

- Tier 1, primary prevention, is designed to address the whole population (everyone gets it).
- While applied to the entire student body, the emphasis here is on reaching the approximately 80-90% of students who do not have serious behavior problems or mental health needs.
- The purpose of universal strategies is to maximize achievement, deter problem behavior, and increase positive peer and adult interactions.
A 3-Tier Approach

• Tier 2, secondary prevention, is aimed at the roughly 5-10% of students considered at risk for developing behavioral disorders or mental illness.
• These students enter school with significant risk factors and are usually non-responsive to universal prevention strategies alone.
A 3-Tier Approach

- The goal for Tier II is two-fold:
  - To decrease opportunities in which high-risk behaviors might be fostered.
  - To establish effective and efficient prosocial repertoires that would increase their responsiveness to primary interventions.
- Secondary interventions must be structured to meet needs of at-risk youth such as group interventions that target areas of student need and address the function of their behavior.
A 3-Tier Approach

- Tier III, tertiary prevention, targets the 1-5% who display symptoms or behaviors that are chronic and intense and are often, but not always, related to EBD or mental illness.
- The goal of tertiary interventions is to reduce the frequency, intensity and complexity of students’ maladaptive behavior patterns and provide them with suitable, efficient and effective replacement behaviors that will compete with their more maladaptive ones.
- Tertiary interventions are implemented for students with significant needs and are adapted to meet individual needs.
Multi-tiered Systems of Social, Emotional & Behavioral Supports

School-wide and General Education Classroom Systems for Preventative Instructional and Behavior Management Practices
Systematic Screening
Promote Positive Parent Contact

Efficient Systematic Intervention for Students Who Do Not Respond to SW and Classroom Prevention and Response Systems
Teacher Check, Connect Expect

Array of Evidence-Based Group Interventions Addressing Prevalent Functions of Behavior Available for Students Who Don’t Respond to SW and Teacher Check, Connect Expect

Function-Based Support Planning (Functional Assessment and Intervention Planning)
Available for SW and Group non-responders

Intensive Behavior Support Plans and Crisis Intervention

Linkages to Wrap-NH Facilitation

Linkages to Community-based Supports

Linkages to Case Centered Collaboratives

Mann & Muscott (2007)
Why Invest in MTSS for Social, Emotional & Behavioral Support?

1. Improve school climate
2. Improve academic achievement
3. Improve social competence & behavior
4. Increase time for learning
5. Increase attendance rates

1. Decrease problem behaviors (disrespect, inappropriate language, bullying, physical aggression, etc.)
2. Reduce tardy to school
3. Reduce dropping out of
Social, Emotional, & Behavioral Supports Logic Model

Implementing SEBS Systems, Data and Practices with Fidelity

Positive School Culture and Climate
Safe, Orderly, Predictable Learning Environment

Reductions in Problem Behavior/Increases in Prosocial Behavior

Increased Time for Effective Teaching and Learning

Increased Achievement

Improved Faculty and Staff Morale
“Is SWPBS evidence-based practice?”


www.pbis.org
History of PBIS-NH and Related Complementary Behavior Support Initiatives

1. Community Alliance Reform Effort-NH (CARE NH)
2. Rehabilitation and Empowerment for Natural Supports, Education and Work (RENEW)
3. Positive Behavioral Interventions and Supports-NH (PBIS-NH)
4. Achievement in Dropout Prevention and Excellence (APEX)
5. Mental Health and Schools Together-NH (MAST-NH)
6. NH Professional Development for Excellence in Education (NH RESPONDS)
7. Mental Health and Schools Together-Rochester-NH (MAST- ROCHESTER- NH)
PBIS-NH Outcomes

- PBIS has been comprehensively supported in more than 160 public and private preschools and K-12 schools in NH, reaching more than 45,000 children in 25% of NH public schools.
- More than 80% of schools involved in statewide initiatives have implemented PBS with fidelity.
- One cohort resulted in a 28% reduction in major problem behaviors, a 31% reduction in in-school and a 19% reduction in out-of-school suspensions; recovering 864 days for teaching and 1,701 days for learning.
PBIS-NH Outcomes

- One early childhood program reduced incidents of fighting/physical aggression by 85% from 608 to 94, defiance/disrespect by 90% from 326 to 34, and abusive language by 89% from 165 to 17 in two-years.
- Five of the seven high schools (71%) in the project reduced dropout rates while implementing PBIS.
- Students with intense needs provided with individualized supports such as wraparound, mentoring, extended learning opportunities and job coaching have experienced school, home and community success.
Big Idea for Today

Multi-tiered Social, Emotional & Behavioral Support aligns beautifully with the national American School Counselor Association’s framework for delivering comprehensive school counseling programs.
Big Idea for Today

School counselors already play an invaluable and irreplaceable role in building school climate, teaching the core curriculum and supporting the social, emotional & behavioral development of students.
Big Idea for Today

Your leadership is essential to developing school counseling programs that are integrated and aligned with the MTSS framework.
Big Idea for Today

There are important roles for school guidance counselors in MTSS; however, they must be braided with existing roles to avoid overwhelming you.
Braiding School Improvement Initiatives & Counselor Standards

Climate, Culture & Social Emotional Behavioral Development
School Guidance
Safe & Healthy Schools
Positive Behavior Support
Dropout Prevention
Bully Prevention

No Child Left Behind
Individuals with Disabilities Education Act

Professional Standards

Academic Achievement
Response to Intervention
Title 1: Focus, Priority & Reward Schools
Braiding Means

- Aligning New Initiatives such as Multi-tiered social, emotional, and behavioral support (MTSS)
- With Existing Initiatives such as climate, culture, PBIS, RTI
- And the Role of School Counselors

- Considering the core features of an initiative and ask...
- What other current initiatives share these features and may be combined to advance your outcomes?
School counselors participate as members of the educational team and use the skills of leadership, advocacy and collaboration to promote systemic change as appropriate.
Potential Roles for School Counselors in Multi-tiered Systems of Social, Emotional, Behavioral Support

Tier I: Schoolwide Systems

- Member of the Leadership Team
- Member of Grade Level Teams/Professional Learning Communities
Roles of the Leadership Team

1. Lead the initiative
2. Identify key presenting problems
3. Develop/revise the school-wide PBIS program based on on-going data
4. Evaluate new or revised components of the school-wide PBIS program
Roles of the Core Leadership Team

5. Actively communicate with staff members and families regarding the activities of the leadership team
6. Help conduct staff meetings to ensure the implementation and maintenance of the school-wide PBIS program
7. Serve as exemplars for staff and families

Adapted from Nelson & Sugai, 1999
Student Leadership Teams
Main Street Academix & NHCEBIS

• We empower diverse groups of students to form their own leadership teams & to serve as partners with their Universal Teams.
• Small groups of student leaders take turns attending Universal Team meetings.
• Students collect their own data on school climate and respect, set their own improvement goals, and develop action projects.
Arguably, the single most important thing that school counselors can do is to make sure that every student is connected to at least one adult who cares about them and shows it.
Role of School Counselor in Design and Implementation of Positive Preventative Features of Tier I

1. Help Develop Core Values & Cultural Theme
2. Help Define Core Curriculum: Expected Behaviors within Locations or Routines
3. Help Define & Teach the Core Curriculum
4. Help Define & Implement Routine Positive Contact, Acknowledgement and Celebration of Students for Exhibiting Expected Behaviors
Teaching Arrival & Breakfast Routine at Parker Varney Elementary School
Danville Hawkes
Respect & Responsibility = Pride
Assembly Expectations

1. Follow adult directions.
2. Repeat clap to give attention
3. Show hand for zero voice
4. Sit
5. Keep feet and hands close to your body
6. Face the presenter
7. Use a zero voice during presentation
8. Show appreciation/pride by clapping your hands
Southside Spartans
Hallway Expectations

- Use an inside voice
- Stay to the right
- Walk slowly/face forward
- Take the most direct route
- Follow adult directions
- Maintain personal space (two tiles)
Mastricola ES Students Practicing Personal Space in Line
# Playground Expectations

**Amherst Street Elementary School**

<table>
<thead>
<tr>
<th>Playground</th>
<th>Follow adult directions</th>
<th>Follow your Pledge</th>
<th>Use playground equipment properly</th>
</tr>
</thead>
<tbody>
<tr>
<td>◆ Be a good sport</td>
<td>◆ Return everything you borrowed</td>
<td>◆ Report unsafe behavior</td>
<td>◆ Stay in the playground area</td>
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<tr>
<td>◆ Use kind words</td>
<td>◆ Walk quietly into the building</td>
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<tr>
<td>◆ Play fair</td>
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</table>
1. To provide high rates of positive contacts.
2. To recognize students when they exhibit the expected behaviors.
3. To celebrate success.
Ratios of Interactions

The single most important thing that an educator can do to improve the overall behaviors of students in their classroom is to increase the number of positive interactions they have with each student.
Sandown North
STARs
Recognizing Positive Behavior at Thorntons Ferry and South Londonderry Elementary Schools
Antrim Elementary School Eagle Soars Recognition
Celebrations

Throughout the school year we celebrate our successes.
Celebrating Positive Behavior at Mastricola Elementary School
Gaining Your Perspective
Think, Turn, Talk
on Core Curriculum

1. Think about the different curricula or lessons you teach to classes of students
2. Turn to the person next to you
3. Talk it Out by sharing one or two of them
4. Timeframe: 1 minute Think, 1 each in sharing
5. Report Out: Volunteers
The American School Counselor Association
National Model: A Framework for School Counseling Programs: Indirect Student Services

- Indirect services are provided on behalf of students as a result of the school counselors’ interactions with others including referrals for additional assistance, consultation and collaboration with parents, teachers, other educators and community organizations.
Potential Roles for School Counselors in Multi-tiered Systems of Social, Emotional, Behavioral Support (MTSS)

Tier II: Strategic

- Develop and support screening for social, emotional and behavioral concerns.
- Participate on Tier II systems oversight team.
- Coordinate and facilitate group interventions to address social skills, emotional skills, and as appropriate, executive skills.
- Promote culture of using data for decision-making:
  - Evaluate fidelity of implementation and effectiveness.
Roles for School Counselors in MTSS: Support Screening to Identify Students at-risk for Disengagement

- Use a variety of strategies to identify concerns early.
- Internalizers and Externalizers
- Apply efficient strategies for support and interventions that teach new skills.
Quick Screen: Concerns/Need Assessment
Pittsfield, NH

Check a concern(s)/need(s) that apply to this student (no more than 3; no less than 1)

<table>
<thead>
<tr>
<th>CONCERN/ NEED</th>
<th>Date:</th>
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<tbody>
<tr>
<td>Coping with stress/anxiety</td>
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<tr>
<td>Coping with Anger/frustration</td>
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<tr>
<td>Coping with sad feelings</td>
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<tr>
<td>Distractibility</td>
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<tr>
<td>Impulsivity</td>
<td></td>
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<tr>
<td>Energy – need to ‘rev’ up</td>
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<tr>
<td>Energy – need to slow down</td>
<td></td>
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<tr>
<td>Organizational skills</td>
<td></td>
</tr>
<tr>
<td>a. Study skills</td>
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<tr>
<td>b. Time management</td>
<td></td>
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<tr>
<td>c. Task completion</td>
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<tr>
<td>d. Homework completion</td>
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<tr>
<td>Adult attention needs</td>
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<tr>
<td>Peer attention needs</td>
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<tr>
<td>Social avoidance or withdrawal</td>
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<tr>
<td>Making positive social contacts</td>
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<tr>
<td>a. Peers</td>
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<tr>
<td>b. Adults</td>
<td></td>
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<tr>
<td>Sensory needs, such as movement</td>
<td></td>
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<tr>
<td>Other:</td>
<td></td>
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<tr>
<td>Unsure</td>
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</tbody>
</table>
Roles for School Counselors in MTSS: Tier II Systems Team Member

- Tier II Systems Teams oversee efficacy and fidelity of Tier II interventions.
- Design systems that identify at-risk students early and accurately (get the ‘right’ students).
- Ensure that available interventions are matched to prevalent student needs.
- Coordinate the match of student to intervention.
Roles for School Counselors in MTSS:

Coordinate and Facilitate Group Interventions
The 4 E’s of Targeted Group Interventions

- **Efficient** - Similar strategies for a group of students needing similar support.
- **Effective** – Designed to teach specific identified skills.
- **Evidence-Driven** – Data are used to evidence effectiveness.
- **Early** – May prevent need for more intensive and individualized support plans.
Roles for School Counselors in MTSS: Teach Skills

- Social Skills
- Emotional Skills
- Executive Function Skills

*Skill Deficits* help to explain the underlying cause of most concerning behavioral output.
Social Skills

- Determine Aligned Purpose (adult and student)
- Use curriculum that identifies specific skill with a process for instruction, practice/role play, data collection:
  - Skillstreaming: Goldstein and McGinnis
  - Social Skills Training: Guare and Pierce-Jordan
  - Social Detective: Michelle Garcia Winner
- Should be more than lunch group or friendship group without curricular design.
Roles for School Counselors in MTSS: Teach Emotional Skills

- Facilitate groups to teach emotional awareness and management.
- Managing Stress for School Success (Mann)
Do you have... STRESS?
THERE ARE ONLY TWO TIMES I FEEL STRESS:

DAY AND NIGHT.
The Stress Management Equation

Behavioral Output can be seen as the result of:

1. **What** an individual experiences as stressful (stressors are different for everyone).
2. **To what degree** (volume and intensity) the person’s stressors are present.
3. The person’s **Stress Skills**: Skills in stress awareness and stress management.

Presence of Stressors + Stress Skills = Behavioral Output
Stress ‘Skills’

Stress-related skills:

- Awareness of what stresses you (this will be different for you than for others).
- Knowledge of how stress impacts you.
- Awareness that unmanaged stress can lead to goal-defeating behavior.
- Knowledge of reliable strategies that help you manage your stress.
Managing Stress for School Success
Group Curriculum
(Mann, 2012)

Session 1: Everyone Has Stress: What is Stress? Normalizing Problems and Feelings
Session 2: Reacting to Stress: Part 1: 3 Ways People React to Stress
Session 3: Reacting to Stress: Part 2 Thoughts, Feelings and Behavior
Session 4: Self-talk, Positive Thinking & Negative Thinking: Positive Thinking Journal
Session 5: Types of Negative Thinking: Mind-reading Discounting the positive
Session 6: Setting Goals: Why managing stress is important
Session 7 and 8: Using a Stress Test or ‘Think about it’ sheet
Session 9 and 10: Stress Reduction and Stress Management strategies
Session 11: Resilience and Persistence
<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
<th>Thought Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>“I have extra worries or stress today.”</td>
<td></td>
<td>Think about it: What is stressing me? How can I deal with the stress so it doesn’t mess up my school day?</td>
</tr>
<tr>
<td>“I’m angry or frustrated about something (or angry at someone).”</td>
<td></td>
<td>Think about it: What am I angry or frustrated about? Who am I angry with? How can I avoid taking out my anger where it doesn’t belong? How can I deal with it so that I don’t make things worse for myself?</td>
</tr>
<tr>
<td>“Doing school work is frustrating.”</td>
<td>I am having a hard time understanding what I am supposed to do</td>
<td>Think about it: How can I deal with this without getting myself into goal-defeating behavior like giving up?</td>
</tr>
<tr>
<td>“I am not getting my basic needs met.”</td>
<td>I didn’t get enough sleep last night (lately)</td>
<td></td>
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<tr>
<td>“My energy level is:”</td>
<td>too high, too low.</td>
<td>Think about it: I need to slow myself down or get myself energized for school so that I avoid goal-defeating behavior</td>
</tr>
<tr>
<td>“I am doing Negative Thinking or Negative Self-Talk.”</td>
<td>Fixating on One Thing, Mind Reading, Discounting the Positive</td>
<td>Think about it: Think about something positive. Look at my Positive Thinking Journal for ideas.</td>
</tr>
<tr>
<td>“I carried something in today from home or my personal life.”</td>
<td></td>
<td>Think about it: I need to deal with what is going on so that I don’t take my frustrations out on others or give up on my school work</td>
</tr>
<tr>
<td>“I have unfinished business I need to take care of and get off my mind.”</td>
<td></td>
<td>Think about it: I need to make a plan to get caught up on my work, or make the call I’ve been putting off, or get that present for my mother, or…...</td>
</tr>
<tr>
<td>“I don’t think there is anything going on right now that should keep me from doing my work.”</td>
<td></td>
<td>Think about it: Maybe I just need a quick break or a deep breath to get myself back on track</td>
</tr>
</tbody>
</table>
Deal with It...Address the Stress!
Mann (2011)

Stress Awareness:
- Name your feelings
- Name your stressors
- Identify your negative self-talk or negative thinking

Stress Reduction and Stress Management Strategies:
- Take two or three deep Calming Breaths
- Try a visual imagery relaxation strategy
- Take a brief exercise or movement break (safe, but physical)
- Use positive self-talk or positive thinking
  - Look at your positive thinking journal
  - Read something positive, inspirational, or funny
- Write about your stress and feelings
- Draw about your stress and feelings
- Talk about your stress and feelings to a trusted person (friend, teacher, counselor, parent)
- Resolve or deal with the person you are frustrated with, angry with, or concerned about
- Make a plan:
  - Take care of unfinished business (handle the issue that is on your mind)
  - Set an achievable goal and make a step by step plan to achieve it
  - Make an organizational plan to get caught up on your work
Roles for School Counselors in MTSS: Teach Executive Skills

- **Flexibility:** The ability to revise plans in the face of obstacles, setbacks, new information or mistakes. It relates to an adaptability to changing conditions.

- **Sustained Attention:** The capacity to maintain attention to a situation or task in spite of distractibility, fatigue, or boredom.

- **Task Initiation:** The ability to begin projects without undue procrastination, in an efficient or timely fashion.

- **Planning/Prioritization:** The ability to create a roadmap to reach a goal or to complete a task. It also involves being able to make decisions about what’s important to focus on and what’s not important.
Executive Skills: Definitions

- **Organization:** The ability to create and maintain systems to keep track of information or materials.

- **Time Management:** The capacity to estimate how much time one has, how to allocate it, and how to stay within time limits and deadlines. It also involves a sense that time is important.

- **Goal-directed persistence:** The capacity to have a goal, follow through to the completion of the goal and not be put off or distracted by competing interests.

- **Metacognition:** The ability to stand back and take a birds-eye view of oneself in a situation. It is an ability to observe how you problem solve. It also includes self-monitoring and self-evaluative skills (e.g., asking yourself, “How am I doing? or How did I do?”).
Executive Skills Curriculum  
(Mann, 2013)

1. Intro to Exec Skills and Self-Assessments
2. Organization
3. Time Management, Planning and Prioritizing
4. Mental Flexibility, Thoughtful Decision-Making (addresses impulsivity)
5. Task Initiation
6. Sustaining Attention
7. Working Memory
8. Goal-Directed Persistence

Other Resources for Executive Skills:
Dawson & Guare, Executive Skills in Children and Adolescents, Guilford Press.
RUSH Neurobehavioral Center, www.rnbc.org
Goal-Setting

- Important in a future-oriented society.
- Kids are generally poor at goal-setting.
- Lack of emphasis in early grades on strengthening planning, time management, organizational and goal-setting skills.
Help Children Identify and Discover their Values and Goals.

This takes persistence!
<table>
<thead>
<tr>
<th>Item:</th>
<th>Value to me:</th>
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<tbody>
<tr>
<td>Hangout time with parents</td>
<td>High</td>
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<tr>
<td></td>
<td>Medium</td>
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<td></td>
<td>Low</td>
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<tr>
<td>Hangout time with friends</td>
<td>High</td>
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<tr>
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<td>Medium</td>
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<td></td>
<td>Low</td>
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<tr>
<td>Hangout time with siblings</td>
<td>High</td>
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<td></td>
<td>Medium</td>
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<td>Low</td>
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<td>Time alone</td>
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<td></td>
<td>Medium</td>
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<td>Low</td>
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<td>Participation in youth-group activities</td>
<td>High</td>
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<tr>
<td></td>
<td>Medium</td>
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<td></td>
<td>Low</td>
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<tr>
<td>Excelling academically</td>
<td>High</td>
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<td>Medium</td>
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<td>Low</td>
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<tr>
<td>Participating in sports</td>
<td>High</td>
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<td></td>
<td>Medium</td>
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<td></td>
<td>Low</td>
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<td>Participating in spiritual or religious activities</td>
<td>High</td>
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<td>Medium</td>
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<td>Low</td>
</tr>
<tr>
<td>Community Service (volunteering)</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Texting friends</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Listening to music</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Wealth</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Reading books or magazines</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Playing video games/ Gaming</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Talking on the phone to friends</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Spending time online surfing</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Watching TV</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Watching movies</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Learning new things</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Adventure or risk-taking</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Competition</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Creativity (being imaginative, innovative, coming up with ideas)</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Friendship</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
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<td></td>
<td>Low</td>
</tr>
<tr>
<td>Physical health</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Helping others</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Improving the world</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Honesty</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Wisdom, Intelligence or knowledge</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Leisure time (fun or relaxation)</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Power</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Courage</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Freedom</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Fairness or justice</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
<tr>
<td>Humor</td>
<td>High</td>
</tr>
<tr>
<td></td>
<td>Medium</td>
</tr>
<tr>
<td></td>
<td>Low</td>
</tr>
</tbody>
</table>
## Self-Assessment: Goals, Dreams and ‘Bucket List’

*(Mann, 2013)*

<table>
<thead>
<tr>
<th>Circle</th>
<th>Your Goals,</th>
<th>Your Dreams, and</th>
<th>Your Bucket List Items (Thing you want to do someday)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get Better Grades</td>
<td>Graduate High School</td>
<td>Own a House</td>
<td>Be a Professional Musician (A Singer, Guitar player, Piano player, Drummer, etc.)</td>
</tr>
<tr>
<td>Break a World Record (Not necessary, but if you have a specific record you want to break, write it here:___________________________</td>
<td>Graduate College</td>
<td>Be a Parent</td>
<td>Be a Musician as a Hobby</td>
</tr>
<tr>
<td>Probable</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Have a Role in a Movie or TV Show</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Live Independently (Not with parents)</td>
</tr>
<tr>
<td>Probable</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be a ________________ (name a job or occupation that you have as a goal)</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be More Organized</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be More Confident</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be a Better Brother, Sister, or Friend</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be More Focused</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be Physically Stronger</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Be Better Behaved</td>
</tr>
<tr>
<td>Likely</td>
<td>Possible</td>
<td>Unlikely</td>
<td>Other Goals, Dreams or Bucket List Items that are Not Listed Above:___________________________</td>
</tr>
</tbody>
</table>
Potential Roles for School Counselors in Multi-tiered Systems of Social, Emotional, Behavioral Support

Tier III: Intensive

- Participate on Tier III systems oversight team.
- Participate in development of Tier 3 individual support plans.
- Participate in developing and implementing crisis response systems.
- Participate in Facilitated Referrals to Community MH.
- Promote culture of using data for decision-making:
  - Evaluate fidelity of implementation and effectiveness.
Roles for School Counselors in MTSS: Tier III Systems Team Member

1. Tier III Systems Team oversees the T3 nomination & activation process, T3 data systems and supports.
2. Coordinates development of individualized, comprehensive support plans.
3. Members understand and can explain complicated behavior.
4. Members can train & support school staff to implement academic and social-emotional components of support plans.
5. Coordinates crisis response protocols and individual safety plans.
6. Team uses data to:
   1. Guide decisions that inform, refine and sustain Tier III systems and practices.
   2. Monitor fidelity of implementation of plans.
   3. Monitor the effectiveness of interventions.
Types of Support Plans

- FBA/ Function-Based Behavior Support Plan
- RENEW – Youth-Directed Planning
- Wraparound – Family-Directed Planning

Resource RENEW: UNH-IOD:  http://www.ioc.unh.edu/Projects/renew
Roles for School Counselors in MTSS: Develop and Implement Crisis Response Systems, Practices and Data

- Crisis Response Protocols
- CPI
- LSCI
- Effectiveness Data
- Fidelity of Implementation Data
Roles for School Counselors in MTSS: Use a Facilitated Referral Protocol for Community Mental Health Support

- Identify where school-based MH supports begin and end.
- Protocol for internal and community-based referrals for MH support.
- Protocol for facilitating referrals to Community MH.
  - Proactive Problem-Solving.
  - Family Perspective.
  - School Perspective.
  - Student Perspective.
  - FAQ.
PROACTIVE PROBLEM-SOLVING CHECKLIST

The following are items that often impact a family’s ability or desire to connect with the community behavioral health center and may reveal important family needs that must be resolved in order increase the likelihood of a successful referral.
(Check all items that apply and then develop an action plan to improve likelihood of a successful connection with Community Partners):

Student Name: ____________________  Parent Name: ____________________  Date: ________

Practical Issues:
☐ Transportation/ No gas money/ No car
☐ Child care
☐ No telephone or no minutes on cell phone
☐ Language, or other communication concerns (e.g., difficulty speaking, understanding or reading English)
☐ Concerns about taking time off from work
☐ Lengthy waiting list (too long to wait)
☐ One parent agrees/ One doesn’t; or Child doesn’t

Financial Issues:
☐ Concerned about ability to pay (insurance or other issues)
☐ Prior balance with Community Partners (i.e., owes, or may owe, money to CP)

Concerns about counseling/therapy at Community Partners:
☐ Afraid it won’t work
☐ Afraid that addressing needs and concerns will make things worse
☐ Concern about feeling pressured to put child on medication
☐ Problems are occurring in school but not at home; how will this help?
☐ Does not want to get into deep family issues (or issues from the past)
☐ I’ve been to Community Partners before and.....(state why it was not successful) _______________________
☐ Previous bad experiences with a different community support systems or counseling/therapy

Concerns about confidentiality or the stigma of getting help:
☐ Concerns about who will know what about this (Confidentiality concerns: Who will know about medications or diagnoses? Will teachers know?)
☐ Family culture reasons (e.g., concern about sharing family issues with others)
☐ Concern about stigma of receiving mental health supports (e.g., feel it is a sign of weakness or feels friends, neighbors or family members might be critical)
☐ Other ____________________________________________________________
**Family Perspective Form:**

**Identify Your Concerns:** Go through each item below and ask yourself, “Does this describe my child and does it worry me”? If ‘yes’ then check the item:

<table>
<thead>
<tr>
<th>Item</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is sad or tearful</td>
<td>Is tired, low energy or inactive</td>
</tr>
<tr>
<td>Moods are up and down (change quickly)</td>
<td>Is easily agitated, angered or irritated</td>
</tr>
<tr>
<td>Has temper tantrums</td>
<td>Doesn’t concentrate well or is easily distracted</td>
</tr>
<tr>
<td>Has too much energy</td>
<td>Is worried or anxious a lot</td>
</tr>
<tr>
<td>Doesn’t get enough sleep</td>
<td>Gets too much sleep</td>
</tr>
<tr>
<td>Doesn’t eat enough</td>
<td>Eats too much or is overly interested in food</td>
</tr>
<tr>
<td>Repeats behaviors over and over or fixates on things</td>
<td>Doesn’t spend time with, or communicate with peers after school or on weekends</td>
</tr>
<tr>
<td>Doesn’t seem to have any close friends</td>
<td>Bully’s others</td>
</tr>
<tr>
<td>Hurts others (siblings, friends, parents, pets)</td>
<td>Takes dangerous risks</td>
</tr>
<tr>
<td>Is a target of bullying</td>
<td>Is or might be using drugs or alcohol</td>
</tr>
<tr>
<td>Mentioned hearing/seeing things that aren’t there</td>
<td>Talks negatively about himself/herself</td>
</tr>
<tr>
<td>We have daily (or almost daily) struggles about getting homework done</td>
<td>Always disagrees, or says ‘no’ when asked to do something</td>
</tr>
<tr>
<td>Seems unmotivated or disinterested in family activities</td>
<td>Has engaged in self-harm</td>
</tr>
<tr>
<td>Other:_________________________</td>
<td>Has mentioned thoughts about self-harm</td>
</tr>
</tbody>
</table>
Identify Outcomes for a Support Plan:
*Go through each item below and place a check on what you are hoping for as a result of a support plan:*

### At Home:

<table>
<thead>
<tr>
<th>☐ Is less mad at me (or at someone; who?_____________)</th>
<th>☐ Is less frustrated or angry or irritated</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Is happy or ‘OK’ more often (less sad or tearful)</td>
<td>☐ Is calm more often (less worried or anxious)</td>
</tr>
<tr>
<td>☐ Talks in more positive ways about himself/ herself</td>
<td>☐ More stable mood (not so hot and cold)</td>
</tr>
<tr>
<td>(or less negative)</td>
<td></td>
</tr>
<tr>
<td>☐ Fewer or shorter tantrums or angry outbursts</td>
<td>☐ Getting along better with family members (specify)</td>
</tr>
<tr>
<td>☐ Says ‘Yes’ or ‘OK’ more often when asked to do</td>
<td>☐ More socially engaged (having more fun with peers; communicating positively with peers)</td>
</tr>
<tr>
<td>something (or just does what is asked)</td>
<td></td>
</tr>
<tr>
<td>☐ Is more agreeable about getting homework or chores</td>
<td>☐ Gets to school with less struggle</td>
</tr>
<tr>
<td>done (fewer struggles)</td>
<td></td>
</tr>
<tr>
<td>☐ Abstains from drugs or alcohol</td>
<td>☐ Less involved in risky or unhealthy behavior</td>
</tr>
<tr>
<td>☐ Eats regularly and more healthily</td>
<td>☐ Sleeping regularly and normally</td>
</tr>
<tr>
<td>☐ Other (please explain):_____________________________</td>
<td></td>
</tr>
</tbody>
</table>

### At School:

<table>
<thead>
<tr>
<th>☐ Improved school attendance</th>
<th>☐ On-time for school</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Fewer reports of problems at school</td>
<td>☐ Improved grades</td>
</tr>
<tr>
<td>☐ More socially engaged (has more fun with peers; more positive communications with peers)</td>
<td>☐ More participation in fun or interesting after school activities</td>
</tr>
<tr>
<td>☐ Less socially isolated</td>
<td>☐ Handles emotions (sad, frustrated, worried, angry) better in school</td>
</tr>
<tr>
<td>☐ Other (please explain):___________</td>
<td></td>
</tr>
</tbody>
</table>
FAQ (Sample Questions)

- **Why are you suggesting that I take my child to Community Partners?**
  There are times when school supports are just not enough to help a child achieve social, behavioral or academic success. When we are concerned that our supports aren’t helping enough, we have found that acting quickly and early can turn things around for some children and families.

- **How can this help my family?**
  Community Partners helps families find solutions to problems. Mental or behavioral health services can improve your child’s ability to handle transitions, improve relationships, increase ability to make and keep friends, better manage feelings and emotions, and improve behavior at home and school.

- **What can I expect when I contact Community Partners?**
  At Community Partners, trained clinicians will meet with you and your child, gather information, make an assessment, and then offer suggestions regarding types of services that may be helpful.

- **Will my child have to go on medication?**
  Community Partners believes every child and family can solve problems and that therapy and supportive services can often help without the use of medication. As a result, many children never go on medication. Medication therapy, when necessary, is an option -- but only after careful and thoughtful consideration of the positives and negatives of using medication. Community Partners employs knowledgeable psychiatrists and therapists who can help families make careful decisions about the use of medication.

- **Who will know our private information?**
  Community Partners respects each family’s right to privacy. As the parent or legal guardian, you have full control over the information contained in your child’s treatment record. Only the parent or legal guardian is able to decide who Community Partners will share information with. Community Partners will not share information with ANYONE unless authorized by you.

- **Will the therapists at Community Partners understand families like mine?**
  Community Partners treats over 1000 children and families each year. Their Youth & Family Department is well trained and highly skilled in all areas of mental and behavioral health for children and families. While each family is unique, Community Partners is committed to understanding every family and providing support that will work for each family’s needs.
“I use the facilitated referral forms religiously and frequently and have had a great deal of success with more families getting input forms back to me and following through with accessing services.”

Raymond Pillsbury
Special Education Counselor,
Spaulding High School
Eat, Learn a Lot, Meet a Colleague or Two, and Enjoy the Rest of the Day!
Acknowledgements

- Virginia Barry
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- Debra Grabill
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