



Multi-Tiered Systems of Support in School Counseling

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Our Counseling Team

OUR TEAM

- **Anjanae Merida** – School Counselor
- **Brynn Bell** – School Social Worker and Behaviorist
- **Kristine Staples** – School Social Worker
- **Emily Winona** – Behavior Specialist
- **Meredith Harward** – Wellness Center Specialist



Nationwide Crisis in Schools

- Reading scores dropped to the lowest in 30 years
- 40% of 8th graders can't understand basic math concepts (lowest since 1960s)
- Chronic absenteeism across the nation
- 50% increase in mental health crisis services for children

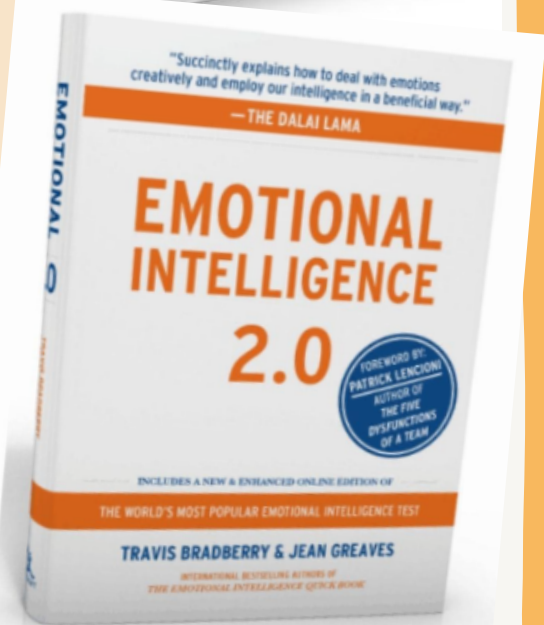
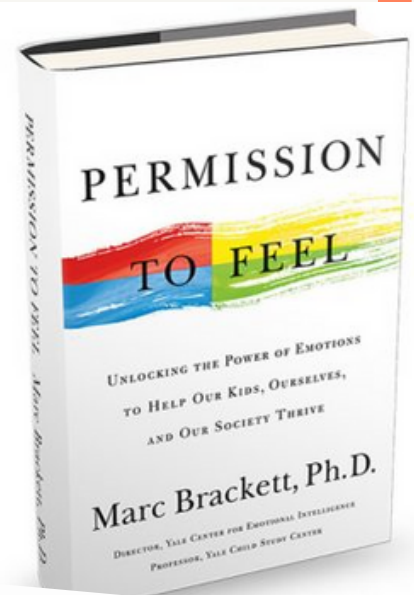
What interventions has your school implemented since COVID?



EQ vs. IQ

Emotional Intelligence = Social Emotional Learning (SEL)

- IQ is fixed, EQ is something we can gain - it's skill-based. You are not born with emotional intelligence.
- Emotional Intelligence impacts success across every aspect of life.
- 20% of employers are now measuring EQ as part of their hiring process.
- 90% of the top performers in the workplace measure high in EQ, not necessarily in IQ.



Reactive vs. Proactive Counseling



“No matter how busy I am, I’m never too busy to stop and complain about how busy I am.”

Reactive Counseling -
only crisis counseling

Proactive Counseling -
preventative counseling

GWA's MTSS in School Counseling

Intervention

Tier 3-

5%

Intervention

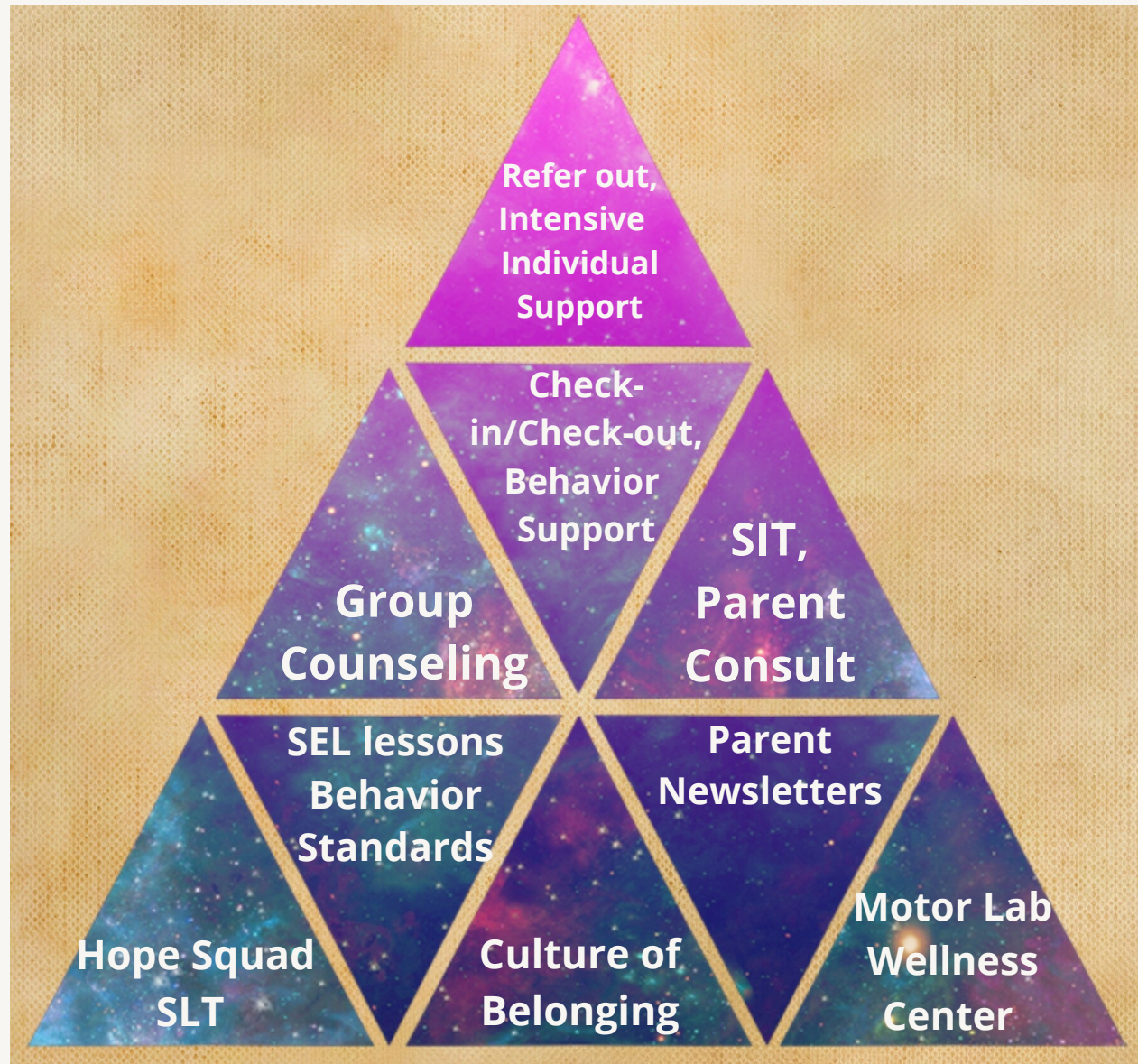
Tier 2-

15%

Prevention

Tier 1-

100%



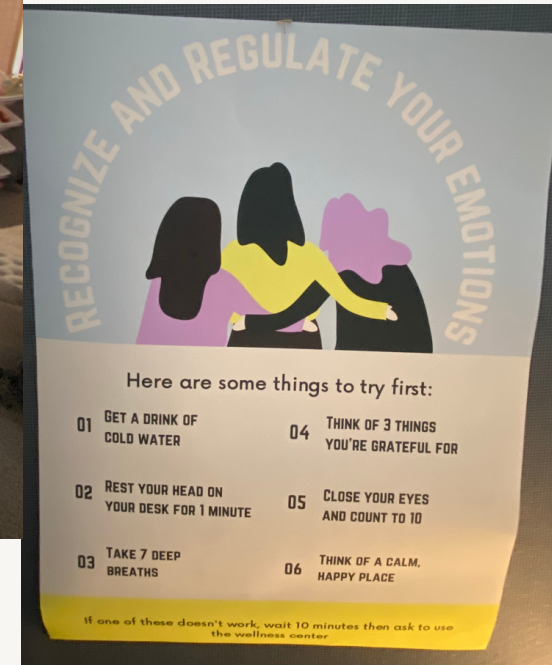
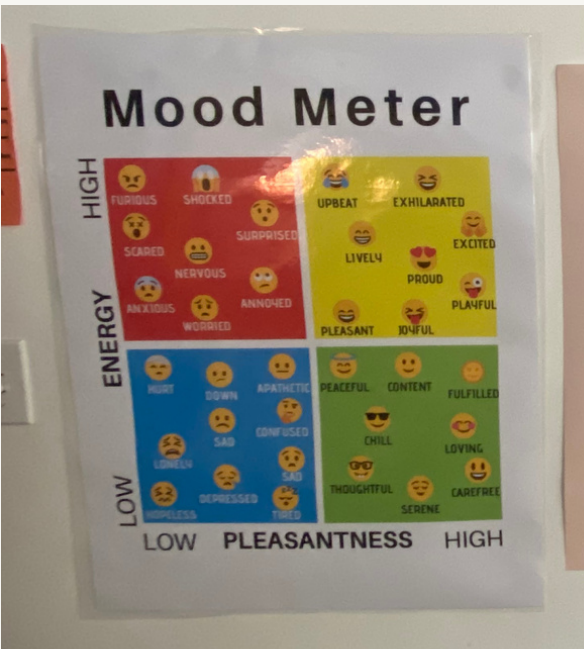
Wellness Center



- A place for students to go if *feeling big emotions*, needing a break, needing privacy
- Wellness Center Specialist *available all day* to coach students to use coping skills
- Timed *10 minute visits* with a maximum of 1-2 visits per day

SOCIAL & EMOTIONAL WELLNESS

Video of a student's perspective in the Wellness Center





Wellness Center Rules

Once per day limit

Individual exceptions as needed

Over-users given scheduled breaks

Lunch times need to be established with teacher

10 Minute limit

Sand timer starts upon arrival

Gentle prompt when time is up with the option of a bit more time as needed

Must have pass or teacher permission

Each classroom has a pass

Students sent back if come without pass

Should not come during recess

Must not interact with other students

Individual use of tools/items

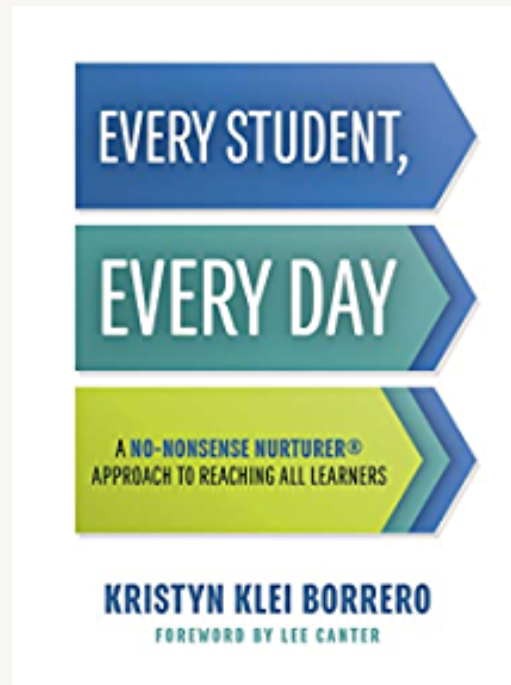
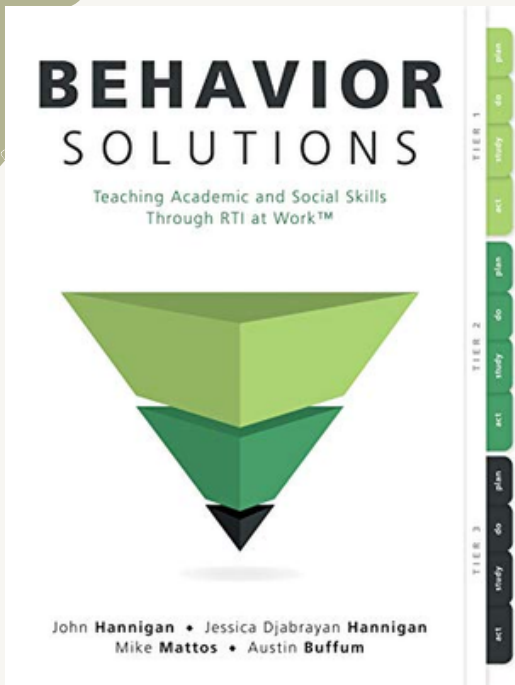
No talking except to aide

Do not send them with a friend

Wellness Center Data

- **3,791 total visits** from August to May 12th
- **~500 students** used Wellness Center in 2023 (~50%)
- **58 students** visited more than 2x/month (6%)
- Highest rate per grade is **2nd, 3rd, 4th**
- **91%** of students are in the "**green zone**" following the 10 min. break
- Compared to last year, the majority of our "frequent flyers" have **significantly reduced number of visits**
- Only **1.5%** requested a visit with a counselor after their visit to the Wellness Center

Social Emotional Learning



- Schoolwide Behavior Standards
- Teacher buy-in
- Daily/weekly morning meetings with teacher that includes a social, emotional, or behavioral mini-lesson
- Everyone in K-5 receives weekly 45 minutes lessons from our Leader in Me or Character Strong curriculums

Data-Informed Counseling

Behavior Observation Totals

Directions: Count up the total number of intervals you observed the student for, and write that number under the line in each box. Then total each behavior for the target student and write it above the corresponding line. To calculate the percentage, do top number divided by bottom number, and move the decimal two spaces to the right. Total percentages in each column should add up to be 100%.

	Student	Class
On Task (I)	$\frac{2}{90} = 2\%$	$\frac{80}{90} = 89\%$
Talking Out (T)	$\frac{27}{90} = 30\%$	$\frac{3}{90} = 3\%$
Out of Seat (O)	$\frac{50}{90} = 56\%$	$\frac{0}{90} = \emptyset\%$
Inactive (I)	$\frac{0}{90} = \emptyset\%$	$\frac{5}{90} = 6\%$
Noncompliance (N)	$\frac{0}{90} = \emptyset\%$	$\frac{0}{90} = \emptyset\%$
Playing with Object (P)	$\frac{11}{90} = 12\%$	$\frac{2}{90} = 2\%$

Teacher Interaction Totals

of Minutes observed: 15
 # of Positive Interactions: 1
 # of Negative Interactions: 1
 Ratio of Positive to Negative: 1 : 1

Behavior Observation Totals

Directions: Count up the total number of intervals you observed the student for, and write that number under the line in each box. Then total each behavior for the target student and write it above the corresponding line. To calculate the percentage, do top number divided by bottom number, and move the decimal two spaces to the right. Total percentages in each column should add up to be 100%.

	Student	Class
On Task (I)	$\frac{82}{90} = 91\%$	$\frac{88}{90} = 98\%$
Talking Out (T)	$\frac{8}{90} = 9\%$	$\frac{2}{90} = 2\%$
Out of Seat (O)	— = %	— = %
Inactive (I)	— = %	— = %
Noncompliance (N)	— = %	— = %
Playing with Object (P)	— = %	— = %

Teacher Interaction Totals

of Minutes observed: 15
 # of Positive Interactions: 1
 # of Negative Interactions: 0
 Ratio of Positive to Negative: 1 : 0

Establish a Culture of Belonging Through Leadership



Partnering with Parents



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THE HEALTHY PATRIOT

GWA Counseling Newsletter



Thank you to all our GWA families for a wonderful year!

We hope you have a fun and relaxing summer!

Congratulations to our raffle winners who attended our last Parent Night of the year in March!

-Kara Gulbranson, Mary Hull, and Nancy Swan-

A **BIG THANK YOU** to our sponsors and GWA's PTO for their generous donations!



GWA Parent Night

Monday, March 27th
@ 7:00pm at GWA



Helping your child learn advanced social skills to make meaningful friendships

Presenter: Brynn Ball
LCSW, BCBA

Topics will include: reciprocity, rejection, consent, and boundaries. Very helpful information for students of all ages, but especially vital for children with Autism, ADHD, anxiety, or social deficits of any kind.

- Childcare and refreshments will be provided
- All in-person attendees will be entered into a drawing for a family fun prize from one of our sponsors.

WHAT'S INSIDE THIS ISSUE:

Thank you! - 1
Value of the Month - 2
Resources for summer activities - 2
Leader in Me - 3



Motor Lab: Ready Bodies, Learning Minds Athena Oden, PT



ReadyBodies
LearningMinds

Cultivating the
Complete Child



Athena Oden, P.T. | 3rd Edition
For ALL Students of ALL Needs, Preschool to High School
Including a Program for the Ready Bodies Motor Lab™



Tier 1 Classroom Prevention Cycle

- *Welcome Students Daily
- *Clear and Consistent Classroom Expectations
- *Routines and Procedures
- *Efficient Transition Times
- *Active Supervision
- *Precise Directions and Positive Narrations
- *Stay in the Game Conversations
- *Teacher Managed Reinforcement/Correction System
- *Expectations/Consequences for Substitute

Student Support Radio Calls

- *B1 - Walk/Proximity
- *B2 - Cover Class for Teacher to Take Student
- *B3 - Admin Takes the Student

L.E.A.D.

- On-Task
- Respect
- Self-Control
- Achievement

Tier 3

Action 1:

- *Call Admin for Support
- *Report Incident in [Educator's Handbook](#)

Action 2:

- *Administrator Conferences with student and parent/guardian

Action 3:

- *Alternative Discipline
- Consequences will be decided by Administrator and communicated to appropriate parties.

Action 4:

- *Administrator

Tier 1

Intervention 1:

- *[T1 Classroom Response Menu](#)
- *Collaborate with Grade Level Team
- *Contact Parent

Intervention 2:

- *Push in Process
- *[Restorative Conversation Script](#)
- *Contact Parent

Intervention 3:

- *Reteaching/Reflection Opportunities
- *[L.E.A.D. Reflection](#)
- *Contact Parent

Problem Behavior Observed

Decide: Is this Office Managed Behavior?

Teacher Managed (Minor)

- *Innapropriate Language
- *Physical Contact
- *Defiance/Non-Compliance
- *Disrespect
- *Disruption
- *Dress Code
- *Technology Violation
- *Property Misuse

Administrator Managed (Major)

- *Abusive/Sexual Language
- *Fighting
- *Discrimination
- *Physical Aggression
- *Defiance
- *Harassment/Intimidation
- *Inappropriate Display of Affection
- *Vandalism/Property Destruction
- *Lying/Cheating

GWA L.E.A.D. Matrix

L.E.A.D. in all locations	LISTEN like a leader (On-Task)	EXPRESS like a leader (Respect)	ACT like a leader (Self-Control)	DO leadership work (Achievement)
Classroom	<ul style="list-style-type: none"> * Be on time * Follow directions * Listen attentively * Be willing to participate and answer questions 	<ul style="list-style-type: none"> * Treat others the way you want to be treated * Use kind and appropriate words * Help and share with others 	<ul style="list-style-type: none"> * Keep your hands and feet to yourself * Use materials appropriately * Use a quiet voice 	<ul style="list-style-type: none"> * Give your best effort * Be prepared and ready to learn * Do your personal best
Hallway	<ul style="list-style-type: none"> * Listen to adult directions * Be in the right place at the right time 	<ul style="list-style-type: none"> * Use a quiet voice * Keep your hands and feet to yourself * Respect other students and staff 	<ul style="list-style-type: none"> * Be aware of others * Face forward in line * Walk at all times 	<ul style="list-style-type: none"> * Go directly to your destination * Walk with a purpose
Bathroom	<ul style="list-style-type: none"> * Use facilities appropriately (water, soap, paper towel) 	<ul style="list-style-type: none"> * Keep the facilities clean * Wait your turn * Respect others' privacy 	<ul style="list-style-type: none"> * Walk at all times * Keep your hands and feet to yourself * Use a quiet voice * Flush * Wash your hands 	<ul style="list-style-type: none"> * Quickly use the facilities to be able to return to class * Use the bathroom only when necessary
Lunchroom	<ul style="list-style-type: none"> * Eat food carefully * Throw away all trash and disposable trays * Don't share food * Listen to adult directions 	<ul style="list-style-type: none"> * Use inside voice * Keep hands and feet to self * Use kind and appropriate words * Respect other students and staff 	<ul style="list-style-type: none"> * Walk at all times * Stay seated with your feet on the floor * Remain seated until teacher comes to the table. * Stand in line 	<ul style="list-style-type: none"> * Raise your hand for help * Use food and drinks appropriately * Leave your area as clean or cleaner than before
Playground	<ul style="list-style-type: none"> * Follow rules * Face forward in line * Stay in line when walking in and out of building * Listen to adult instruction 	<ul style="list-style-type: none"> * Put trash in the garbage can * Use all equipment properly * Take turns * Report problems to an adult 	<ul style="list-style-type: none"> * Keep your hands and feet to yourself * Be aware of activities around you * Listen for the whistle/bell to stop and line up 	<ul style="list-style-type: none"> * Line up quickly to be able to return to class * Be a good friend * Invite others to join in * Show good sportsmanship
Library	<ul style="list-style-type: none"> * Look at the teacher 	<ul style="list-style-type: none"> * Turn in all books 	<ul style="list-style-type: none"> * Use space safely 	<ul style="list-style-type: none"> * Meet reading goals



LEAD.



At GWA, all students are leaders.

If a student is not showing leadership skills, attending an academy will re-teach leadership standards.



**Listen Like a
Leader
(On-task)**



**Act Like a
Leader
(Self-Control)**



**Express Yourself
Like a Leader
(Respect)**



**Do Leadership
Work
(Achievement)**





Group Counseling

We served over 150 students across 19 counseling groups this past school year



Anxiety



Family Change



Impulse Control



Social Skills



Empowerment



Growth Mindset



Check-in/Check-out



What is it?

- Tier 2
- Mentor-connection program
- Daily morning check in
- Daily afternoon check out



Who is it for?

- Student who is struggling with behaviors, low engagement, emotion regulation, etc.



How does it work?

- Referral
- Parental Permission
- Assessment
- Goals
- Daily points sheet
- Purchase privileges or items
- % score sent weekly to parent and teacher

Check-in/Check-out

CHECK IN CHECK OUT DAILY POINT SHEET

Name: _____ Date _____

I am working for _____ Total points possible _____ Total points earned _____

Weekly goal _____ % Of Points _____

4= Excelled! (Extending) 3= I did it. (Proficient) 2= I am working on it. (Approaching) 1= I will try harder. (Developing)

Goals	Science	Language Arts	Math	CCA/Health	Patriot Time
I will stay awake, alert, and listen to/ follow teachers' instructions.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3
I will complete and turn in assignments in a timely manner.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2
I will refrain from speaking out of turn without permission and will not distract others.	1 2 3 4	1 2 3 4	1 2 3 4	1 2 3 4	1 2
Teacher Signature:					



Teacher Comments _____



S.I.T. Team





Should Include:

- Administration
- Counseling
- Academic
- Specialist
- SpEd



Documents:

- Spreadsheet with individual student tabs
 - Intervention form for specific plan
 - Data wall
- 
- 

George Washington Academy

Student Intervention Team Meeting Summary

Check one:	<input checked="" type="checkbox"/>	Initial SIT	<input type="checkbox"/>	2nd (Follow-up) SIT	<input type="checkbox"/>	3rd (Follow-up) SIT
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I. Student Information						
Today's Date	Student Name	Grade	Teacher	Age	Birthdate	Gender
3/27/23	John Doe	6	Smiley (6th Grade)	11y 10m	2/1/2011	M
Primary Language:			Previous SIT's/Reviews:			
Programs:		<input type="checkbox"/> ELL	<input checked="" type="checkbox"/> Reading Center	<input type="checkbox"/> 504		
		<input checked="" type="checkbox"/> Tutoring	<input type="checkbox"/> Counseling Groups	<input type="checkbox"/> CICO		

II. Parent Input Information:					
What are some of your child's strengths and interests?	Describe any academic concerns you have about your child:	Describe any social concerns you have about your child:	Describe any behavior concerns you have about your child:	Describe any health concerns you have for your child:	Is there any other information the team should know or concerns that you would like to share about your child? (medical history, diagnoses, family history, changes in the home, ...)
Father: Video Games, Gym/weights Mother: Friendly, social, humor	Math, Concentration, Reading, Focus, Critical Thinking, Application of Learned material.	Is overwhelmed easy and shuts down. Doesn't handle challenge/frustration. Gives up easily	Finds everything "boring", no motivation, gives up quickly.	Possible depression and/or anxiety.	Reading/spelling difficulty runs in the family. Family history with anxiety.

III. Area of Concern: Include Academic, behavior, emotional, health, social and home concerns, attendance, Educators Handbook:

Academic
John is still struggling to improve his grades. We have been working with him individually but we want to make sure that he gets the support he needs.

IV. Student History

Assessment Data (Most Current)			
Acadience	Lexia	Moby Max	Grades in areas of concern
305 (composite) / Fluency (111wpm) / Accuracy (94%) / Daze (16)	Level 6	N/A - Parents have had access to use this, but haven't. Hasn't had time to use in class because he's been trying to get caught up in math.	Science (D- / 61%) Language Arts (C+ / 79%) Social Studies (D / 64%) Math (C- / 71%) RISE score for math last year was a 1 End of Year Math Test Score went from 33% (BOY) to a 20% (MOY)

V. Prior Interventions:

Intervention	Time Frame	Goal	Outcome
1 Engage student, Touch Base with student, Talk to parent, Assign a buddy or partner, Explain assignment, Explain directions, Teaching organization skills,			

VI. Action Plan:

Case Manager		Cassidy Caseworker		
Intervention/Accomodation		Start Date	Person Responsible	Expected Outcome
1	Classroom Observation	2/28/23	Mrs. Check	formal data
2	Parent phone call scheduled for 3/6/23	2/28/23	Ms. Counselor	more information
3	Reading level assessment	2/28/23	Mr. Reading	Student is reading at an independent level of fourth grade. The problem is he is reading so fast (the speed of a seventh grader) but his accuracy is low because he is omitting words and unable to define some vocabulary. I recommend he come to the Reading Center for a "tune up." He would come during fifth grade interventions.
4	Reading Center, M-TH with 4th grade group, one-on-one intervention.	3.28.2023	Mr. Reading	John exited out of reading center. He is reading on grade level with a significantly high fluency score. Mr. Reading informed sixth grade team.
5	Call to parents to discuss possible CICO and/or Tutoring.	3.28.2023	Ms. Counselor	Parents emailed 3/30/23 to schedule call. Attempted to schedule call again 4/3/23. Parents responded with willingness, but scheduling issues. Will keep trying.

VII. Follow up Information:

Observation/Information		Person Responsible	Date
1	From parent phone call 4/6/23: low tolerance for frustration and challenge, becomes emotional and refuses to continue, "very stubborn" and avoidant, to get him to do anything at home parent has to be right next to him, has always been behind and struggling in school, parents suspect learning disability, low motivation and apathetic about quality of work/scores/grades.	Ms. Counselor	4/6/23
2	Parent request for evaluation. Consent obtained. Eval scheduled end of April.	Ms. SpEd	4/9/2023

VIII. Team Members:

Admin Rep	Mr. Director	
Counselor	Ms. Counselor	
Instructional Coach	Mrs. Academics	
Behavior Specialist	Mrs. BCBA	

Data Wall

Intervention Form

Kindergarten	1st	2nd	3rd	4th
Student Name 11.1.22	Student Name 9.12.22		Student Name 11.7.22	Student Name 8.29.22
Student Name 11.14.21	Student Name 11.7.22			

Tier 2					
Kindergarten	1st	2nd	3rd	4th	
Student Name 9.26.22	Student Name 3.20.23	Student Name 3.3.23	Student Name 1.30.23		Stu
Student Name 1.5.23	Student Name 3.20.23		Student Name 2.6.23		Stu 1
Student Name 9.12.22	Student Name 4.17.23		Student Name 2.13.23		Stu
			Student Name 504 10.3.22		Stu

Tier 3					
Kindergarten	1st	2nd	3rd	4th	
Student Name 1.5.23	Student Name 12.12.22	Student Name 3.22.23	Student Name 9.12.22	Student Name 8.29.22	Stu
Student Name 9.12.22	Student Name 2.6.23	Student Name 11.1.22		Student Name 9.12.22	
	Student Name 11.1.22	Student Name 11.21.11			

GWA SIT Intervention Form

Teacher: Mrs. Smile
 Student: Little One - 3rd
 Date of Implementation: February 22, 2023
 Case Manager: Charlie Case

Previously Implemented Interventions

Speech IEP
 1-1 testing
 Questions read out loud to student
 Reading Center
 Sora training and communication to parents
 Adjusting assignments
 Advocates for self
 Alternate testing location
 Proximity
 Weekly anxiety group

Goals, Outcome and Interventions

Goal 1:
 Actively engage in reading in the classroom.

Outcome:
 Little will engage in reading tasks for 80% of the time within a 30 min. time-frame.

Interventions: 2 weeks for reinforcement interventions, 4-6 for academic interventions.

- Reinforce the student for attending to a task based on the length of time she can be successful. As the student demonstrates success, gradually increase the length of time required for reinforcement.
- Provide an incentive statement along with a directive (e.g. When you complete this assignment, you may earn a pass to the water fountain)
- Follow a less desirable task with a more desirable task. Make completion of the first necessary to perform the second.
- Provide a visual aid with the student's name and the task to be completed.



Tier 2 Criteria

Entry Criteria

Data Tracking

Exit Criteria

Data-Informed Decisions



Pre-Data (AUG-OCT)

- Self-reporting inventory
- Parent reporting inventory
- Teacher questionnaire
- Auditory Instruction Exercise
- Risk-Taking Inventory
- Delayed-Gratification Inventory
- Climate Survey

Post-Data (APR-MAY)

Would you rather be given *

- \$25 today
- \$75 in 3 days

Would you rather be given *

- 1 hour of video game time today
- 2 hours of video game time tomorrow

Would you rather be given *

- \$30 today
- \$50 tomorrow

3) When I am stressed or anxious, I know what to do to feel better.



Always!



Most of the Time



Sort of...



Rarely



Never!

Data-Informed Decisions



Formal Classroom Observations

2 different days

2 different times of day

2 different observers

Post-Data Observations try to match times, subjects, observers as closely as possible

All observations shared with parents

Directions: Ten-second interval. Observe each student **once**; then record the data. This is a partial interval recording. If possible collect full 15 minutes under teacher directed or independent conditions. If not, put a slash when classroom conditions change.

Classmates observed must be the same sex as the target student.

Target Student																			
Classmate*																			
*Classmate same sex as target student																	1	2	3
Target Student																			
Classmate*																			
*Classmate same sex as target student																	4	5	6
Target Student																			
Classmate*																			
*Classmate same sex as target student																	7	8	9
Target Student																			
Classmate*																			
*Classmate same sex as target student																	10	11	12
Target Student																			
Classmate*																			
*Classmate same sex as target student																	13	14	15

Note: To observe class – begin with the first same sex student in row 1. Record each subsequent same sex student in following intervals. Data reflect an average of classroom behavior. Skip unobservable students.

ON-TASK CODES: = Eye contact with teacher or on-task and performing the requested task.

OFF-TASK CODES:

- T = Talking out/noise: Inappropriate verbalizing or making sounds with object, mouth, or body.
- O = Out of seat: Student fully or partially out of assigned seat without teacher permission.
- I = Inactive: Student not engaged with assigned task and passively waiting, sitting, etc.
- N = Noncompliance: Breaking a classroom rule or not following teacher direction within 15 seconds.
- P = Playing with object: Manipulating objects without teacher permission.

OTHER CODES (to be done in addition to on- and off-task codes):

- + = Positive Teacher Interaction: One-on-one positive comment, smiling, touching, or gesture.
- = Negative Teacher Interaction: One-on-one reprimand, implementing negative consequence or negative gesture.


Comments/Notations:



Data on Suicidal Ideation

- Every year there is a ***reduction*** in the number of students who are ***actively suicidal***.
- Peer-to-peer concerns continue to be reported (***HOPE Squad***) at high rates but we have been able to intervene earlier.
- All students who had a safety contract the previous year, they ***do not*** have one the following year.

Data on Counseling Groups

- Most students who have attended group counseling exhibit *improved behavior* and use of learned tools the next year.
 - This results in the students not needing group counseling again *because they have the tools.*
- 

Important Notes for Intervention in Schools

- We are building *skill repertoires*, not eliminating behavior.
- We use a constructional, *not pathological*, lens with behavior so we teach new skills and explore existing alternatives.
- We won't allow failure*, because we keep changing what we do until we succeed. That makes for messy data, piloting struggles, and the need for flexibility, grace, and vision.
- We are asking students to make change, so we must also *be willing to change ourselves*.



References

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"Behavior Solutions: Teaching Academic and Social Skills Through RTI at Work"

by John E. Hannigan, Jessica Djabrayan Hannigan, Mike William Mattos,
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"The School Counselor's Guide to Multi-Tiered Systems of Support"

by Emily Goodwman-Scott, Jennifer Betters-Bubon, and Peg Donohue (2019)





Thank You



Feel free to reach out to us.

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