

#### **TIER 4 (1-5%)**

- ✓ **OUTSIDE REFERRAL** (*intensive treatment*)
- ✓ Targeted students are referred to intensive services from government, non profits, and /or private agencies for interventions to address chronic issues that impede learning.
- ✓ Examples: Behavioral Treatment Facilities, Group Homes, Juvenile justice System

#### **PBIS**

- ✓ Intensive academic and behavior support
- ✓ Intensive social skills training Multi agency collaboration
- ✓ Alternatives to suspension and expulsion
- ✓ Individual student assessments

#### **TIER 3 (5-10%)**

##### **SCHOOL COUNSELING PROGRAM INTERVENTION** (*more serious needs – May also by SST Driven*)

- ✓ Targeted students participate in activities that are in addition to Tier 1 and Tier 2, but also include specific short term interventions designed for individual needs.
- ✓ Example: Brief solution focused counseling, crisis intervention or response
- ✓ Referral for specialty designed counseling intervention if needed (social worker, MFT or outside resources)

#### **TIER 2 (1-5%)**

##### **INTENTIONAL GUIDANCE AND COUNSELING** (*1st level intervention – some kids need more*):

- ✓ Targeted students participate in specific counseling intervention activities that address data driven needs in attendance, behavior or achievement.
- ✓ Formalized, systemic process of determining students in need of intervention (e.g. query data quarterly)
- ✓ Responsive services designed to address specific needs (barriers to learning): include brief individual or group counseling, consultation, parent involvement etc.
- ✓ Greater frequency in monitoring of student progress
- ✓ May include brief counseling
- ✓ Academic counseling
- ✓ Positive Behavior Intervention (PBIS)
- ✓ Some students at risk (PBIS)

#### **TIER 1 STANDARDS AND COMPETENCY BASED SCHOOL COUNSELING (80-90%) PROGRAM** (*what do all students receive because?*)

- ✓ Implementation of the School Guidance Curriculum Common- Core curriculum aligned with ASCA National Standards (Academic, Career and Personal/Social Development) and College and Career Ready Performance Index through research-based practices
- ✓ Use differentiation of instruction based on data driven needs (prevention education based on site youth behavior surveys for example)
- ✓ Individual Graduation Plan for every student that includes a Career Pathway
- ✓ Accountability of competency attainment and student progress.

What is the school counselor's role in supporting CCRPI data expectations in academic growth and student behavior?

- ✓ The school counseling curriculum through responsive services to students and parents ensures appropriate and timely responses to academic, career, and personal/social concerns. Prevention and intervention services are delivered in collaboration with teachers, administrators and student support staff.

### **Effective Practices**

- ✓ Performance Data
- ✓ Attendance Data
- ✓ Individual Graduation Plan (IGP)
- ✓ Response to Intervention
- ✓ Positive Behavior Intervention Supports (PBIS)
- ✓ Middle Grades Career Interest Inventory and Career Assessments
- ✓ Course Numbers, Pathways, and Industry Recognized
- ✓ Post-Secondary Requirements: ACT/SAT/COMPASS
- ✓ Safe and Drug Free Survey
- ✓ Elementary Career Cluster Activities

### **Benefits of PBIS/RTI**

- ✓ School climate and current school problems are analyzed
- ✓ Data based decision making
- ✓ Team decision making (builds consensus)
- ✓ Decreases SST referrals
- ✓ All students, including those with IEP's are expected to have positive behavior supports in place
- ✓ Students who need support are more likely to be identified and receive support
- ✓ Students are more likely to access individuals they are familiar with