Response to Intervention

Dr. Deborah Hardy
Educational Consultant
GuidED, LLC
Guidedbyhardy@gmail.com
(914) 721-3591
Goals of the Workshop

- Mind vs. Heart
- Defining collaboration
- Organizing school counseling curriculum
- Collaboration practice
  - Curriculum Mapping
  - Response to Intervention
  - Whole Child
  - System Support
EMOTIONAL INTELLIGENCE

- Self Awareness
  - Emotions come on their own terms
  - Understand your reactions, body language and facial expressions
  - Listen to your words
  - Who or what pushes the buttons

- Self Management
  - Direct behavior based on self awareness
  - Know self and how to react or not react

- Social Awareness
  - Pick up on emotions in other people
  - Listening, observing and processing
<table>
<thead>
<tr>
<th>Headlines</th>
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<tbody>
<tr>
<td><strong>The New Focus on Children's Mental Health</strong></td>
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<tr>
<td>Most teachers don’t feel equipped to meet their students’ emotional needs, but some programs are working to change that.</td>
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<td>October 17, 2016 – The Atlantic</td>
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<tr>
<td><strong>E Is For Empathy: Sesame Workshop Takes A Crack At Kindness</strong></td>
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<tr>
<td>As part of the survey's release, Sesame Workshop linked to a number of outside resources, for parents and teachers looking for practical ways to help cultivate empathy in kids. October 17, 2016 – NPR</td>
</tr>
</tbody>
</table>

**What role does SEL play in whole child teaching?**  
*School counselor discusses how whole child teaching builds a strong foundation for success.*  
Every day there are countless non-academic lessons occurring in classrooms, hallways, cafeterias and counseling offices, which contribute to those “big picture” outcomes.  
May 26, 2016 – Educational Leadership
Power of Words

Intervention

Merriam-Webster: to come or occur between two times or events. : to become involved in something (such as a conflict) in order to have an influence on what happens.

Prevention

Merriam-Webster: the act or practice of stopping something bad from happening: the act of preventing something

'Cause I went from negative to positive.
Collaboration

**Merriam-Webster:** to work with another person or group in order to achieve or do something

Collaboration in Education:

*In a school counseling PLC, collaboration represents a systematic process in which school counselors, teachers, and administrators work together interdependently in order to impact their practice in ways that will lead to better results for their students, for their team, and for their school.*

(adapted from [http://www.allthingsplc.info/about](http://www.allthingsplc.info/about))
Web of a school system
School Counselor vs. School Counseling Program

https://www.youtube.com/watch?v=F38vcHf5Xfc
Teamwork
The first step, before anyone else in the world believes it, is that you have to believe it.

— WILL SMITH
Response to Collaboration and School Counseling

RTI
Role of the School Counselor

<table>
<thead>
<tr>
<th>CURRENT TREND</th>
<th>DESIRED TREND</th>
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Role of the School Counselor

The Professional School Counselor’s Role
Professional school counselors assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model for School Counseling by:

• Providing all students with a standards-based guidance curriculum to address universal academic, career and personal/social development

• Analyzing academic and behavioral data to identify struggling students

• Identifying and collaborating on research-based intervention strategies that are implemented by school staff

• Evaluating academic and behavioral progress after interventions

• Revising interventions as appropriate

• Referring to school and community services as appropriate

• Collaborating with administrators about RTI design and implementation

• Advocating for equitable education for all students and working to remove systemic barriers

Response to Intervention

- Framework for providing student support at 3 levels
- Team approach to supporting student achievement
- Utilizes data to analyze supports needed
- Problem solving approach to enhance or modify skills learned
Response to Intervention

**Academic Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - High Intensity
  - 1-5%
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%
- **Universal Interventions**
  - All students
  - Preventive, proactive
  - 80-90%

**Behavioral Systems**
- **Intensive, Individual Interventions**
  - Individual Students
  - Assessment-based
  - Intense, durable procedures
  - 1-5%
- **Targeted Group Interventions**
  - Some students (at-risk)
  - High efficiency
  - Rapid response
  - 5-10%
- **Universal Interventions**
  - All students, all settings
  - Preventive, proactive
  - 80-90%
Supporting students takes a team of specialized providers

School counselors, school social workers, school psychologists, school nurses and school attendance officers. Their shared roles include:

- Facilitating Social-Emotional and Physical Well Being: Behavioral, psychological, health, crisis and environmental problems can prevent students from being ready and able to learn.

- Strengthening Family, School and Community Partnerships: Effective services are coordinated across a continuum of care that integrates schools, families, and community providers.

- Increasing Access to Instruction: Students with disabilities or other specialized needs require thoughtful and effective assessment, accommodations and programs.

- Promoting a Positive School Climate: Every child has the right to attend school in a safe, considerate, welcoming, and caring environment. A safe supportive climate helps students to learn.

- Improving Graduation Rates: Early and sustained intervention is integral to the success of students.

- Collaborating and consulting with teachers, administrators, parents, paraprofessionals and others on behalf of students.

Why does every school need a Student Support Team?

Academic success takes more than effective teachers and a rigorous curriculum. Students experience barriers to learning:

- A student repeatedly misses instruction due to frequent visits to the nurse.

- A student often acts out in class and is becoming aggressive.

- A student sits alone at lunch and is the target of bullying.

- A student returns to school following a hospitalization.

- A student enters school due to a change in guardian.

- A student is heard to say, “I wish I were dead.”

- A student is drawing guns and blood on papers.

- A student is not meeting academic standards although receiving academic interventions.

The school community is reacting to the death of a teacher.

Pupil personnel service providers are highly trained specialists:

School Counselors are educators who provide preventative and responsive services for all students in the academic, college/career and social/developmental domains through individual, small group and whole-class interventions, including at the secondary level an annual review of each student's educational progress and career plans.

School Social Workers are educators who are expert in assessment, individual and group counseling, and crisis intervention. Their systems approach provides a pivotal link between school, home and community-based assistance. School social workers are both licensed mental health professionals and certified school social workers. Their license allows billing for service.

School Psychologists are highly trained in both psychology and education. They use varied models and methods of assessment and data collection to identify needs and develop effective services and programs.

School Nurses are Licensed Registered Professional Nurses who utilize a wealth of specialized educational and practice skills that greatly influence the total health status and educational development of all school children.

School Attendance Officers provide focused attention to the issues related to improving student attendance through prevention and intervention via home visits, community outreach and working with outside human service agencies so families understand the link between regular school attendance and academic success.

"Research underlying social and emotional development and learning (SEDL) suggests that a child who is anxious, afraid, preoccupied, depressed, or alienated is a child whose courage or ability to learn is impaired." — SEDL Guidelines

The social and emotional development guidelines (SEDL) adopted by the Board of Regents in July 2011 and our national Race to the Top educational agenda acknowledge the value of strong pupil personnel services and the relationship of those services to academic success. The Student Support Team serves the whole child by utilizing their collaborative efforts and individual areas of expertise.
Experiences

To know where we go, we need to understand the experience. At your groups, identify experiences students have as they go through each grade.
Services

- January: Summer Programs
- February: Summer Programs
- March: Summer Programs
- April: Summer Programs
- May: Summer Programs
- June: Orientation
- July: Orientation
- August: Orientation
- September: Thanksgiving Baskets
- October: Thanksgiving Baskets
- November: Thanksgiving Baskets
- December: Thanksgiving Baskets
Response to Collaboration
Program Services

- Academic
- Social Emotional
- College and Career
Tier 3
- Referral to RTI team
- Individual assessment of learning styles
- Review of Personalized Learning Plans
- Develop individual academic intervention plan

Tier 2
- Small group support with study skills
- Peer tutoring with struggling students
- Advisory/Mentoring Program on academics
- Academic Center academic support
- Content area teacher academic support
- Small group instruction/support

Tier 1
- Classroom guidance lessons on study and organizational skills
- Classroom guidance lessons on test taking strategies
- Learning Styles assessment and interpretation
College/Career

**Tier 3**
- Recommendation Letters
- Questionnaires – Jr. Conference
- Individual College Process

**Tier 2**
- Small group college application
- Small group career presentation
- Lunch bunch application process

**Tier 1**
- Presentation on college process
- Financial Aid and Scholarship
- College process
- Senior Transition program
Social Emotional

**Tier 3**
- Referral to RTI team
- Referral to mental health professional
- Develop a behavior plan
- Individual counseling referral
- Referral to Student Assistance

**Tier 2**
- Small group referral: social skills, loss and grief, friendship, gender, racial or ethnic issues
  - Newcomers Group
  - Peer mediation group

**Tier 1**
- Responsive Classroom
- Bucket Filling
- Suicide and Self-Harm Prevention and Intervention curricula
- Alcohol, Tobacco and Drug prevention and intervention curricula
- Crisis Response/Management training for school staff
**Problems:** Being picked on and friendship

**Process of Intervention:** RTI process would provide the counselor with three levels of addressing the issue. Lessons and groups would be aligned to Mindset and Behavior Standards.

- **Level 3:** Individual meeting with upset student.
- **Level 2:** Include students in a friendship group. Provide mediation support to the students.
- **Level 1:** Classroom presentation on respect and the power of words.
Response to Collaboration and School Counseling

Whole Child
Recognition

Steps for selecting appropriate interventions
Gather information
Name the problem
Identify the intervention
Create a personalized plan
## Self Evaluation

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
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<tbody>
<tr>
<td>I follow directions the first time.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I am respectful of others.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I stay on task and complete my work.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I do my best &amp; have a positive attitude.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>My work is neat and organized.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I demonstrate self control.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I participate in class every day.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I am a good friend to others.</td>
<td>![Smiley Faces]</td>
</tr>
<tr>
<td>I complete my homework.</td>
<td>![Smiley Faces]</td>
</tr>
</tbody>
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https://i.pinimg.com/originals/7b/22/61/7b22614767a3bafec0b55804ce4ee394.jpg
Recognition

Behavior Alert

Name____________________Date____

I have repeatedly not followed some of our class rules today. I will do better next time.

1. Talk Outs
2. Not following directions
3. Not participating
4. Off task
5. Bad attitude
6. Not keeping hands to self
7. Out of my spot
8. Disrespect for others

Student_____________________

Parent_____________________
Recognition

Cognitive Strategy
When using Read-Ask-Paraphrase, the student:

- reads the paragraph
- asks what the main idea is and locates 2 key details
- [ ] paraphrases main idea and 2 details

they identify two key details that support the main idea.

https://www.youtube.com/watch?v=RdhEbh6h1SI
**Class**

*What happens when students don’t know or cannot do?*

*This checklist is intended to guide teachers at the Level 1 intervention process. These include, but are not limited to:*

<table>
<thead>
<tr>
<th>Action</th>
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<tbody>
<tr>
<td>Met with student regarding concerns</td>
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<tr>
<td>Provided extra help to student</td>
</tr>
<tr>
<td>Changed student’s seat</td>
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<tr>
<td>Gave student extra work</td>
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<tr>
<td>Modified work</td>
</tr>
<tr>
<td>Broke down tasks</td>
</tr>
<tr>
<td>Dropped lowest grade</td>
</tr>
<tr>
<td>Requested student make corrections for grade improvement</td>
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<tr>
<td>Provided class notes and study guides</td>
</tr>
<tr>
<td>Redirection/Refocusing</td>
</tr>
<tr>
<td>Communicated with parents</td>
</tr>
<tr>
<td>Extended time on tests/quizzes on an informal basis</td>
</tr>
<tr>
<td>Held conference with parent</td>
</tr>
<tr>
<td>Reviewed student academic data on IC</td>
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<tr>
<td>Referred student to other school personnel: Administrator, Guidance, School Nurse, School Psychologist, Student Assistance Counselor, etc.</td>
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<tr>
<td>Schedule Change</td>
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<tr>
<td>Asked departmental colleagues for strategies</td>
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<tr>
<td>Team Meeting – student, parents, teachers, administrators, and support staff as needed</td>
</tr>
<tr>
<td>Other:</td>
</tr>
</tbody>
</table>

Guiding Questions:
- Is student completing HW?
- Have any difficulties been noticed during exams?
- Does the student participate in class discussions?
- How is the students’ behavior in class?
- If the student is being successful in class, what strategies have you used to engage the student?
- What projects does the student seem to show interest in?
- What is the student interested in as a future career?
- Did the student understand the assignment?
- Has the student remained after school for assistance?
- Is there another student in the class that could assist?
- Are students given different ways to complete the assignment?
- What does the cumulative folder show in terms of teacher comments and student success?
- What patterns does the student’s transcript show?
- Does the student ask to leave the class during certain periods, assignments, or exam dates?
- What is the student’s reading level?
- Are you noticing any comments being made to the student during class by others?
- Does the student seem to be uncomfortable in class? When?
Understanding the Experience

Adapted from a presentation by Yale Center for Emotional Intelligence
Response to Collaboration
Personalized Learning Plan

- Individual Learner Profile
- Student establishes a goal to achieve
- Student owns the process of achieving the goal
- Meaningful, connected and motivating
## Sample PLP

### Student Information

<table>
<thead>
<tr>
<th>Name:</th>
<th>Grade:</th>
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<table>
<thead>
<tr>
<th>Address:</th>
<th>School:</th>
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<table>
<thead>
<tr>
<th>Parent/Guardian Name:</th>
<th>Counselor:</th>
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<table>
<thead>
<tr>
<th>Phone:</th>
<th>School Phone:</th>
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<table>
<thead>
<tr>
<th>Email:</th>
<th>PLP Meeting Date:</th>
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### Student Learning Profile

#### Success

- Attendance
- Grades
- Decision Making Skills
- Organizational Skills
- Time Management
- Academic Support
- Volunteer Work
- School involvement

#### Challenges

- Attendance
- Grades
- Decision Making Skills
- Organizational Skills
- Time Management
- Academic Support
- Volunteer Work
- School involvement
## Sample PLP

### Academic

<table>
<thead>
<tr>
<th>Date</th>
<th>SMART GOAL</th>
<th>Objective</th>
<th>Action Plan</th>
<th>Assessment</th>
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</thead>
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<td></td>
<td></td>
<td>IP = In Progress</td>
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<td>M = Met</td>
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<td></td>
<td></td>
<td>NM = Not Met</td>
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</table>

### Social Emotional

<table>
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<th>Date</th>
<th>SMART GOAL</th>
<th>Objective</th>
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<th>Assessment</th>
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<td></td>
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<td></td>
<td></td>
<td>NM = Not Met</td>
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</tbody>
</table>

### College and Career

<table>
<thead>
<tr>
<th>Date</th>
<th>SMART GOAL</th>
<th>Objective</th>
<th>Action Plan</th>
<th>Assessment</th>
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<td></td>
<td>NM = Not Met</td>
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</tbody>
</table>
## Sample PLP

### Student Support Strategies

<table>
<thead>
<tr>
<th>Academic</th>
<th>Social Emotional</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance</td>
<td>Individual Counseling</td>
<td>Career Inventory</td>
</tr>
<tr>
<td>Learning Style Inventory</td>
<td>Group Counseling</td>
<td>Career Shadow</td>
</tr>
<tr>
<td>Organizational Skills</td>
<td>Family Support</td>
<td>College Search</td>
</tr>
<tr>
<td>Time Management</td>
<td>Decision Making Skills</td>
<td>College Tour/Visits</td>
</tr>
<tr>
<td>Academic Support</td>
<td>Social Awareness</td>
<td>Testing</td>
</tr>
<tr>
<td>After School Support</td>
<td>Self-Management</td>
<td>Application Process</td>
</tr>
<tr>
<td>Peer Mentoring</td>
<td>Relationship Skills</td>
<td>Essay Writing</td>
</tr>
<tr>
<td>Academic Group</td>
<td>Self-Awareness</td>
<td>Resume Writing</td>
</tr>
</tbody>
</table>

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Student Signature: ___________________________  Date: ________________

LPP Counselor Signature: ___________________________  Date: ________________

Parent/Guardian Signature: ___________________________  Date: ________________
Action Plan

Learning Objectives:
1. What do they already know and think about the topic?
2. What do they want to learn?
3. What do they want to know?

Determine Service Component:
Specific Activity
Domain for collaboration
Level of Response to Collaboration
Team Members involved

Time Frame – Days or weeks:
Initial and end date

Progress Review:
What do you and the student see in the data chart?
What additional questions might you and the student have?
Reflection and Planning

PLP Learning Objective + Intervention Data

- Increase Level of Support
- Achieved
- New Action Plan
- New Learning Objective
- Determine Activity & Level
Collaborative Process

- PLP Development
  - Screening
  - Action Plan
  - Reflection and Planning
  - Progress Review