The Role of the School Counselor: Strategies & Supports for All

# **School Counselor - Supports for All**

- Crisis Management
- New Region 8 partnership
- Abuse/Neglect Reporter
- PBIS Implementation
- Behavior Tier
- Large Groups
- Small Groups
- Individual Counseling
- Problem Solving/Conflict Resolution
- Attendance
- Food Pantry/ Clothes Closet
- Parent Liaison/ Conferences / MET
- College and Career Planning

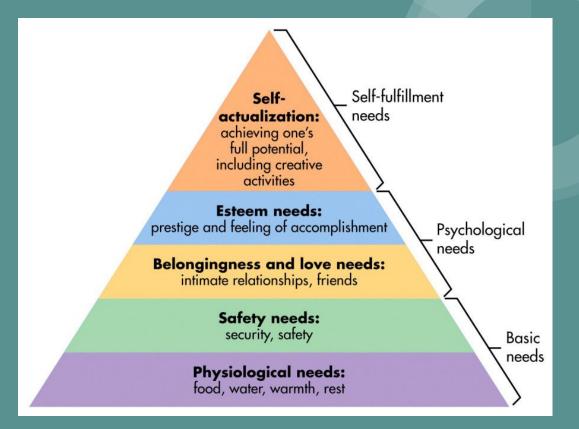
- Character Education Programs
- Student Recognition
- Scholarships
- New Student Liason
- Graduation Requirements/Records
- Scheduling/Pre Registration
- Testing (not coordinator in RCSD)
- AP/Dual Credit
- Sex Education (middle schools)
- Social Media/School Publicity
- Resource (Academics, Mental Health, Medical)
- Bridge Program, Job Corps, MiBest
- Awards / Graduation
- Academic plans/ ISP
- Emails (teachers, students, parents)

# Rankin County School District & Region 8

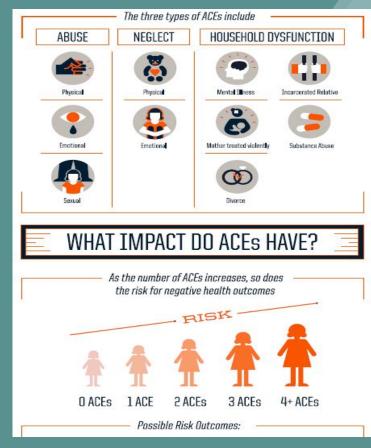
- New partnership
- School based mental health therapists & nurses
- School Safety Act

Region 8 / RCSD partnership - news release

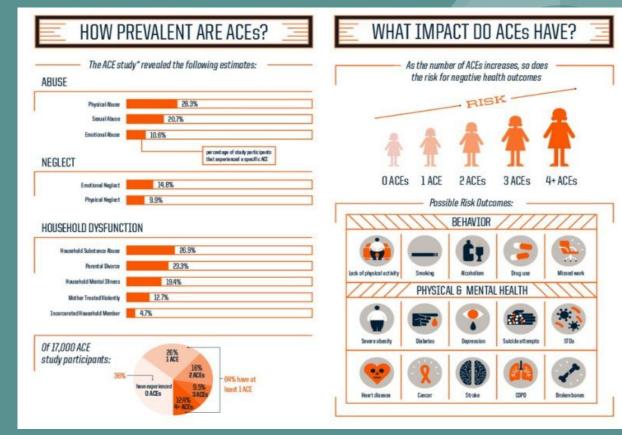
### Maslow's Hierarchy of Needs



### Adverse Childhood Experiences (ACEs)



### ACEs (continued)



# ACEs (continued)

# What can Be Done About ACES?

These wide-ranging health and social consequences underscore the importance of preventing ACEs before they happen. Safe, stable, and nurturing relationships and environments (SSNREs) can have a positive impact on a broad range of health problems and on the development of skills that will help children reach their full potential. Strategies that address the needs of children and their families include:

Voluntary home visiting programs can help families by strengthening maternal parenting practices, the quality of the child's home environment, and children's development. **Example: Nurse-Family Partnership** 



Home visiting to pregnant women and families with newborns

Parenting training programs

Intimate partner violence prevention

Social support for parents

#### Parent support programs for teens and teen pregnancy prevention programs





High guality

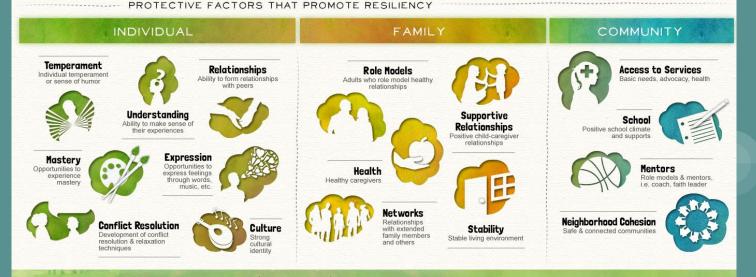


Sufficient Income support for lower income families

### PROMISING FUTURES PROMOTING RESILIENCY among children and youth experiencing domestic violence

Almost 30 million American children will be exposed to family violence by the time they are 17 years old.<sup>[2]</sup> Kids who are exposed to violence are affected in different ways and not all are traumatized or permanently harmed. Protective factors can promote resiliency, help children and youth heal, and support prevention efforts.

Research indicates that the #1 protective factor in helping \_\_\_\_\_\_ children heal from the experience is the presence of a consistent, supportive, and loving adult—most often their mother.<sup>[1]</sup>



Get started at www.PromisingFuturesWithoutViolence.org National Domestic Violence Hotline: 1-800-799-7233 (SAFE) National Dating Abuse Helpline: 1-866-331-9474 or text "loveis" to 77054 Promising Futures: Best Practices for Serving Children, Youth & Parents is a project of Futures Without Violence



Formerly Family Violence Prevention Fund

The development of this indigative kines supported by Grant Number (SEVX001) from the Administration on Children, Youth and Family Services Bureau. U.S. Department of Health and Human Services. (1) Matter, A. S. (2000). Promoting realiance in development Agenced Target in R. ("Invest Vieta"). The Provide present and the family volume to the service service and the family volume to the service service. (1) Matter, A. S. (2000). Promoting realiance in development Agenced Target in R. ("Invest"). The Service Matter and Human Services Services and Human Services Service and Human Services (1) Matter, A. S. (2000). Promoting realiance in development Agenced Target in R. ("Invest"). The Service Matter Service Service and Human Services (1) Matter, A. S. (2000). Promoting realiance in development Agenced Target in R. ("Invest"). The Service Matter Service Service (1) Matter, A. S. (2000). Promoting realiance in development Agenced Target in R. ("Invest"). The Service (1) Matter, A. Service (1) Matter, A

## **Crisis Procedures**

- 1) Defining Procedures for Staff
  - Referral process
  - Never leave student alone
- 2) Student Intervention
- 3) Reporting
- 4) Consultation
- 5) Referral
- 6) Follow up
- 7) Need for Documentation (for the student and protecting yourself)
- 8) Confidentiality

## **Say Something Hotline / App**



# **Mental Health - Monthly Focus Topics**

District wide focus and awareness in schools and on websites & social media.

- August- Stress
- September-Suicide
- October- Bully Prevention
- November-Anxiety
- December- Depression
- January Drug Awareness (assemblies on this topic in all ms/hs)
- February Teen Dating Violence
- March Self Injury Awareness
- April Alcohol Awareness
- May Mental Health Awareness

## **Attendance Committees**

- Partnership with School Attendance Officers quarterly district level meetings
- Each school has an Attendance Plan to address trends in attendance data, chronic absenteeism, and promote the benefits of regular school attendance.
- A district assigned person & the MDE school attendance officer attend monthly attendance committee meetings in the local schools.

This brings an intentional focus to chronic absenteeism and strategies that can be used to improve attendance Goal for 19-20: Student Average Daily Attendance rate for RCSD will increase from 94.35% to 95% during 2019-2020. (School year 17-18 was 93.84%)

New district attendance policy for the 19-20 school year - closing the gaps that unintentionally allow chronic absenteeism and absences.

## **Behavior Tier**

Counselor's role: Provide necessary student supports to foster appropriate and productive classroom behavior

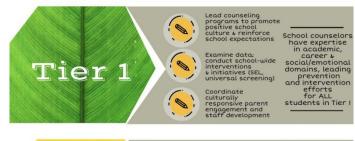
Teacher's role: Implement classroom-oriented interventions provided by the counselor

- Many interventions are teacher-driven
- Counselors see students related to personal/social issues, academics, and college and career plans.
- The number of meetings/the duration of meetings is based on students' needs.

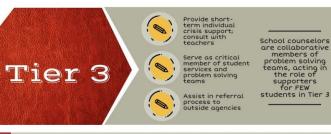
Counselor Referral:	Discipline Referral:
-Sleeping in class	-Profanity
-Sudden change in classroom performance	-Suspected substance issue (drugs, vaping,
-Physical appearance/hygiene	alcohol, tobacco)
-Apathetic toward life, grades, etc.	-Suspected weapon
-Drastic change in personality	-Disrespect
-Poor attendance	-Disrupting classroom environment
-Suspected abuse or self-harm	-Fighting, vandalism, violence
	-Skipping

### The School Counselor's Role in Multi-Tiered Systems of Support

School counselors directly intervene and indirectly support students across all MTSS tiers. They align comprehensive counseling programs within MTSS and are leaders of MTSS teams







### TIER INTERVENTION SUPPORTS PROVIDED

### Progress Monitoring (Observations, tests, and other assessments)

Regular support from classroom teacher TIER I Alternative extra support TIER II Intensive supports determined by TST TIER III



### **Universal Screener For Behavior**

September 2019 BASC-3 BESS Rushing, Julia (1634593)



#### Demographic & Test Administration Information

Student	Rushing, Julia (1634593)
Form	BASC-3 BESS Teacher Child/Adolescent
Test Date	9/10/2019
Age	5 years, 9 months
Gender	Female
Grade	Kindergarten
School	Rouse Elementary
Completed By	Densford, Jennifer
<b>Relationship to Student</b>	Teacher

#### Assessment Results



### Validity Indicators





#### Instructions:

This form contains phrases that describe how children may act. Please read each phrase and select the response that describes how this child has behaved recently (in the last several months).

Select (® if the behavior **never** occurs. Select (§) if the behavior **sometimes** occurs. Select (©) if the behavior **often** occurs. Select (**(**) if the behavior **almost always** occurs.

#### Please mark every item.

If you don't know or are unsure of your response to an item, give your best estimate.

Your Name: Densford lennifer

A "Never" response does not mean that the child "never" engages in a behavior, only that you have not observed the child behaving that way.

Date: 9/10/2019

Densiona, Jennier				. 9/10/2019	
Remember:	N-Never	S-Som	etimes (	D-Often A-A	lmost always
1. Worries.	0 0	0 A	11. Defies teachers.		800A
2. Is well organized.	00	0 a	12. Is easily upset.		N S O A
3. Has poor self-control.	00	(a) (a)	13. Is easily stressed		000A
4. Is sad.	00	(a)	14. Has trouble conc	entrating.	A O O A
5. Is highly motivated to succeed.	NS	0 A	15. Disrupts other ch	ildren's activities.	N S O A
6. Gets into trouble.	0	(a) (a)	16. Completes assign	ments incorrectly because o	
7. Tries to help others to be their best.	0	(a) (a)	following instruction	s.	00000
8. Changes moods quickly.	0	(A) (A)	17. Is good at getting	people to work together.	NGOA
9. Annoys others on purpose.		(A) (A)	18. Disobeys.		800 8
10. Has a short attention span.		0 0	19. Has good study !	abits.	NSOA
ro, nas a short attention span.		<u>w w</u>	20. Appears tense.		() () () () () () () () () () () () () (

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### Review 360: How we track classroom interventions used and their effectiveness

Student Progress Summary Report

8/1/2019 - 9/9/2019

RUSHING, JAIDEN (1267939) 7th Grade, Brandon Middle School

#### Plan Status

Days of Data	Days Scored	Days Absent	
1	1	0	

Strategies		Rated Days	Avg Rating
Guided Instruction		1	*
Positive Reinforcement		1	*
Proximity Control		1	*
Objective	Days	Goal	Score %
Followed rules	1	80%	100.0%
Responded to teacher's instructions	1	80%	100.0%

Targeted - (Tracking Only)	Scored Days	Total Frequency
Doesn't comply with rules	1	9
Forgets teachers instructions	1	9

#### Strategy Effectiveness Key



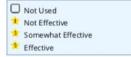
Review360 9/9/2019   Student Support Team Plan Cate: 08/01/2019 RUSHING, JAIDEN (1267939)   The Grade, Brandon Middle School 7th Grade, Brandon Middle School				d Te	each	er: /	Ada	ams,	Ne	lso n 2019	
		Today's Strategies		1	2	3	4	5	6	7	8
Days Absent		Guided Instruction		*	-	_	-	_	_	-	_
0		Positive Reinforcement		*	-	-	-	_	-	-	_
Rated Days	Avg Rating	Proximity Control		*	-	-	-	-	-	-	-
Days	kating	Objective	Periods	Goal		See	re 9	4		Scor	
1						-					
1	*	Followed rules	8	80%		10	0.09	ò		24.	0
1	*	Responded to teacher's instructions	8	80%		10	0.0%	b		24.	0
Days Goal S	core %	Targeted (Tracking Only)				Е.			~		

Targeted - (Tracking Only)	Frequency
Doesn't comply with rules	9
Forgets teachers instructions	9

#### Teacher's Notes

met with her and she is a doll

#### Strategy Effectiveness Key



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## **Student - Teacher - Parent Communication**

### School counselors mediate difficult situations between parents/students and staff.

• Counselors are consistently looking for ways to support the relationship between school staff and parents. Acting as a mediator when one or both parties are upset about a situation is a critical way in which school counselors serve as leaders.

### School counselors empower and inspire.

• School counselors inherently believe in people and work tirelessly to communicate that by being visible and accessible at all times, their calming, caring, and encouraging presence helps support and empower staff in the building. If you have a situation in class where you feel like a parent will be contacting the counselor, it would be wonderful if you as a teacher would communicate with the counselor and give them a "heads up" on what is going on with the student. It is important to keep the teacher "empowered" throughout this process. It is best to stay "ahead" of the game.

### School counselors maintain strong home-school connections.

• Counselors tend to be the liaison for parents when it comes to communicating with the school. This leadership role is especially important when assisting families who are not familiar with the school setting or have issues trusting staff. Many things happen with students that counselors are aware of and may not can share; however, they can give you pointers on how to handle certain students.

# Community Partnerships for students in need

- Backpacks filled with food for students to have over the weekends and holidays
- Clothes Closet clothing, hygiene items, food
- Meet the Need



# **Social Emotional Learning & Teaching**

• Teachers and counselors working together to address students social emotional learning.



## **Character Ed Programs**

### What is it?

- Ways it's implemented across the district:
  - Homeroom
  - Canvas
  - Special Classes (Library, Computer, P.E., & Music)
  - Counseling Classes

### • Student of the Month example rewards (varies throughout district)

- Mazzio's Lunch
- Drawings for gift cards at the end of each month
- District t-shirts
- Student passes to school sporting events

# Chick-Fil-A **Core Essentials**

- Seedlings (PreK)
- Core Essentials (K-6)
- **Re-Connect Middle (7-8)**
- Re-Connect High (9-12)





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### Second Steps Program (K-8)

- Social Emotional Learning
- Required lesson plans on classroom guidance
- Bullying Prevention Unit

### Not Just Better Students, Better People™

Second Step is a program rooted in social-emotional learning (SEL) that helps transform schools into supportive, successful learning environments uniquely equipped to help children thrive.

### **Bullying Prevention**

The research-based Bullying Prevention Unit gives educators and school staff the training and tools needed to effectively address school bullying in Kindergarten through Grade 5.

### **Bullying Prevention**

- Second Steps Curriculum grades K-5 grade
- Annual poster/ poetry contest
- Bully Prevention/Intervention manual RCSD



# **Bully Prevention continued ...**

### **RCSD Bully Prevention & Intervention Manual**

• RCSD homepage - menu- departments- counseling/ student support services - bully prevention & awareness

https://www.rcsd.ms/departments/counseling-student-support-services/bully-prevention-awareness

### **Online Bully Reporting**

• RCSD homepage - Quicklinks - Bully Incident Reporting

https://forms.gle/iGFkkSKut8cEUXpB9





SAVE (Students Against Violence Everywhere) Promise Clubs are a place for young people across the country to show their leadership, creativity and passion for protecting their friends, schools and communities from violence *BEFORE* it happens.

SAVE Promise Clubs are established and led by

students, and are a powerful approach to preventing gun violence (and other forms of violence and victimization) because they recognize the unique role that young people play in making their schools and communities safer.

A SAVE Promise Club can be a stand-alone club or embedded into an existing club, such as SADD, Student Council, FCCLA, or another student leadership, civic or kindness club. Many SAVE Promise Clubs are successful meeting only once or twice a month and organizing 4 activities throughout the year.

In 2017, SAVE and Sandy Hook Promise combined efforts to collectively expand our reach and sustain our work on educating and empowering young people to help prevent gun violence (and other forms of violence and victimization) -BEFORE it happens. There are now thousands of SAVE Promise Clubs across the country. Add your voice to our efforts by forming a SAVE Promise Club at your school or youth organization. Engage, empower, encourage and educate your

friends and peers to Know The Signs and create safer schools and communities.

#### Get Involved!

Learn more about SAVE Promise Clubs and register your school or community group at www.sandyhookpromise.org/savepromiseclub





Safe Schools Week

October 20-26

T #SAVEday

PROM

866-343-7283

## **Communication & Intervention**

- End of year transition meetings between feeder schools focus on relationships & dropout prevention. Intentional focus on students who are "at risk" for any reason in order to meet our strategic plan goal for 19-20 to decrease the percent of dropouts in RCSD to 5% (this would be a 1.5% decrease from 6.5% in 2018).
- Use Early Warning System to create graduation predictors for grades 7-12 (4x yearly)
- Elementary at risk End of Month Reports K-6 (every month)
- DTST
- Review 360 behavior screener

## **Dropout Prevention: Bridge to Success Program**

- Program for students with a hardship/crisis that makes it impossible/hard to attend their home school. Bridge to Success is housed at our Learning Center. Some examples of hardships: pregnancy, medical issues, full time work to help support family.
- Students need to be self motivated and an independent learner. Bridge to Success is a flexible environment & caters to individual needs.
- 21 Credit Opt Out thru the class of 2021 & a minimum of 24 credit traditional diploma for classes 2022 and beyond. All subject area classes are taught by Bridge teachers/all other classes are on Edgenuity.
- Bridge to Success has graduated 55 students in the past two years.

## Team-Up with your School Counselor and have a SUPER year!

