

# The School Counselor's Role in Addressing in Student Behavior

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# Presentation Summary

**A post-pandemic increase in externalizing student behavior on school campuses has garnered media attention and community concerns. Learn how school counselors can help address student behavior concerns using a multi-tiered system of support framework. Walk away with concrete strategies and systems to support your students.**

# Objectives

**After viewing this webinar you will be able to:**

- **Analyze your practice of addressing student behavior**
- **Distinguish appropriate and inappropriate school counselor duties related to externalizing student behavior**
- **Identify Tier I, II, & III strategies to support student behavior**
- **Strategize ways to implement a multi-tiered system of support (MTSS) framework for addressing student behavior**



# Hello!

- School counselor for 8 years at the middle school level
- RAMP School of Distinction 2020
- CASC Area Representative
- LPCC

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Access Presentation:  
[bit.ly/ASCAwebinar](https://bit.ly/ASCAwebinar)



# ACKNOWLEDGEMENTS

PCOE

CA PBIS Coalition

PBIS.ORG

ASCA

Trish Hatch, Ph.D

RCSD

# I do not have a magic wand

If you are looking for a way “to fix” your students, this will not be it!

What this presentation will offer is a framework in which to organize support for students, and strategies to use within that framework.

# Agenda

- **Why School Counselors and Student Behavior?**
- **Appropriate vs. Inappropriate School Counselor Duties**
- **MTSS framework for Addressing Student Behavior**
- **School Counselors & Tier 1**
- **School Counselors & Tier 2**
- **School Counselors & Tier 3**
- **School Counselors and Data**
- **School Counselors as Leaders**

# K-W-L Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned



## MentiMeter Poll: K-W-L

- What is one word that comes to mind when you hear “student behavior”?



## MentiMeter Poll: K-W-L

- What is something you want to know or are hoping to learn?





# Why School Counselors & Student Behavior?

School counselors are especially well positioned to be a part of addressing student behavior



# Why School Counselors & Student Behavior?

- Are experts at building relationships with students, staff, and families
- Act as advocate/systems change agent to improve equity and access, achievement and opportunities for all students
- Strive to implement a data-driven comprehensive school counseling program
  - Includes setting annual student outcome goals in the areas of academics, behavior, attendance, & closing the achievement gap
- Aligns with ASCA Mindset & Behaviors

# **ASCA Position Statement: The School Counselor & Discipline**

## **ASCA Position**

School counselors have specialized training and skills in promoting appropriate student behavior and preventing disruptive student behavior. School counselors are not disciplinarians but should be a resource for school personnel in developing individual and schoolwide discipline procedures. School counselors collaborate with school personnel and other stakeholders to establish policies encouraging appropriate behavior and maintaining safe schools where effective teaching and learning can take place.

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# ASCA Position Statement: The School Counselor & Discipline

## ASCA Rationale

Disruptive student behavior is one of the most serious, ongoing problems confronting school systems today (Diliberti, Jackson, & Kemp, 2017). Research suggests such behavior negatively affects classroom learning and school climate (Kremer, Flower, Huang & Vaughn, 2018). To establish and maintain safe and respectful learning environments, school systems must employ adequate mental health personnel and seek effective discipline programs with the commitment and input of all school personnel, including school counselors (Cowan, Vaillancourt, Rossen & Pollitt, 2013). To most effectively promote student achievement and development, school counselors must maintain strength-based relationships with students and, therefore, are not involved in administering discipline. The school counselor should be, by policy, designated as a neutral and resourceful consultant, mediator and student advocate.

# ASCA Position Statement: The School Counselor & Discipline

## ASCA Defined School Counselor Role

School counselors promote positive student behaviors to create a safe, effective learning environment for all students. It is not the school counselor's role to mete out punishment but instead to help create effective behavior change focused on positive, healthy behaviors. Within multitiered systems of support, school counselors:

- Promote wellness and lead prevention efforts to create safe and supportive school environments
- Lead individual and small-group counseling that encourages students to make positive behavior choices and accept responsibility for their actions
- Provide school counselor curriculum and contribute to safe classrooms through appropriate classroom management strategies
- Consult with families, teachers, administrators and other school personnel to understand developmentally appropriate student behavior and promote positive student behavior
- Design and implement positive behavior and intervention support plans for individual students in collaboration with classroom teachers and other school behavior specialists
- Collaborate with school stakeholders to develop, implement and maintain a developmentally appropriate schoolwide discipline program
- Serve as a mediator for student/student, student/teacher and student/family conflicts
- Coordinate and facilitate programs (mentor, peer support, conflict resolution and anger management programs) to assist students in developing pro-social behaviors
- Provide staff development on classroom management, student behavior and discipline strategies such as traumasensitive approaches (Reinbergs & Fefer, 2018), restorative practices (Smith, 2017) and emotional regulation of adults and students (Bowers, Lemberger-Truelove, & Brigman, 2017)
- Keep informed of school, district and state policies related to student discipline
- Advocate for best practices for schoolwide discipline, including ensuring objective and equitable disciplinary practices





# **Appropriate vs. Inappropriate School Counselor Duties: Student Behavior**

# What do you do for student behavior?



Brainstorm: What do you do at your site to address student behavior?

Take a minute and think about it. Then jot down, make a note, talk to your colleague, add it to the chat, etc.

## Appropriate and Inappropriate Activities for School Counselors

Appropriate Activities for School Counselors	Inappropriate Activities for School Counselors
■ advisement and appraisal for academic planning	■ building the master schedule
■ orientation, coordination and academic advising for new students	■ coordinating paperwork and data entry of all new students
■ interpreting cognitive, aptitude and achievement tests	■ coordinating cognitive, aptitude and achievement testing programs
■ providing counseling to students who are tardy or absent	■ signing excuses for students who are tardy or absent
★ ■ providing counseling to students who have disciplinary problems	■ performing disciplinary actions or assigning discipline consequences
★ ■ providing short-term individual and small-group counseling services to students	■ providing long-term counseling in schools to address psychological disorders
■ consulting with teachers to schedule and present school counseling curriculum lessons based on developmental needs and needs identified through data	■ covering classes when teachers are absent or to create teacher planning time
■ interpreting student records	■ maintaining student records
■ analyzing grade-point averages in relationship to achievement	■ computing grade-point averages
★ ■ consulting with teachers about building classroom connections, effective classroom management and the role of noncognitive factors in student success	■ supervising classrooms or common areas
■ protecting student records and information per state and federal regulations	■ keeping clerical records
★ ■ consulting with the school principal to identify and resolve student issues, needs and problems	■ assisting with duties in the principal's office
★ ■ advocating for students at individual education plan meetings and 504 meetings, student study teams and school attendance review boards, as necessary	■ coordinating schoolwide individual education plans, 504 plans, student study teams, response to intervention plans, MTSS and school attendance review boards
★ ■ analyzing disaggregated schoolwide and school counseling program data	■ serving as a data entry clerk

Which activities are related to addressing student behavior?





# Framework for Addressing Student Behavior

How do you structure your approach to student behavior?

# School Counseling Program Framework

## Multi-Tiered, Multi-Domain System of Supports

*“Similar to MTSS and RtI, the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) is a program planning and decision-making framework that utilizes an evidence-based practice approach to school counseling core curriculum and instruction aligned with assessments to address the needs of ALL students in the three domains of school counseling: academic, college and career, and social/emotional.”*

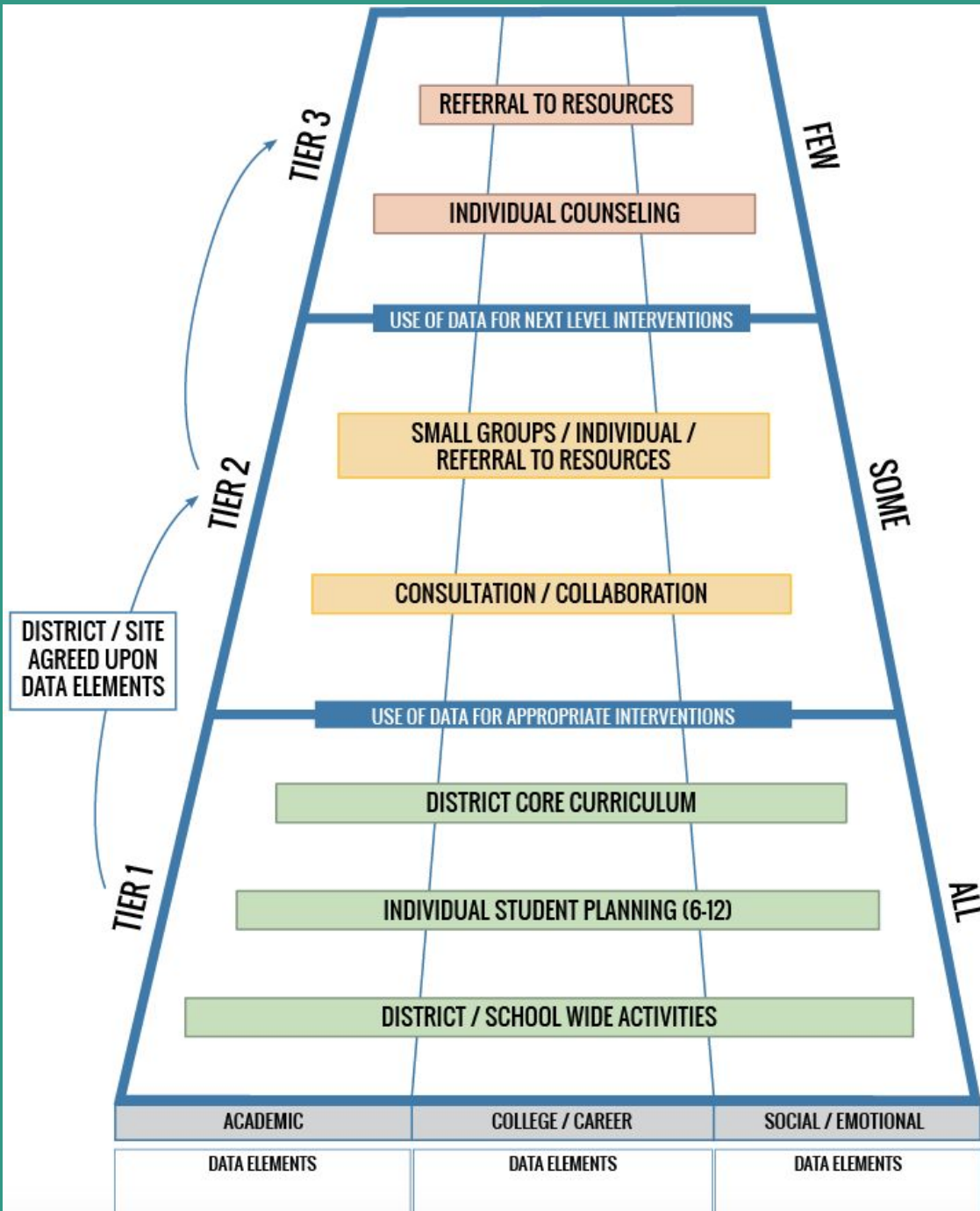
—Trish Hatch

HATCHING RESULTS BLOG

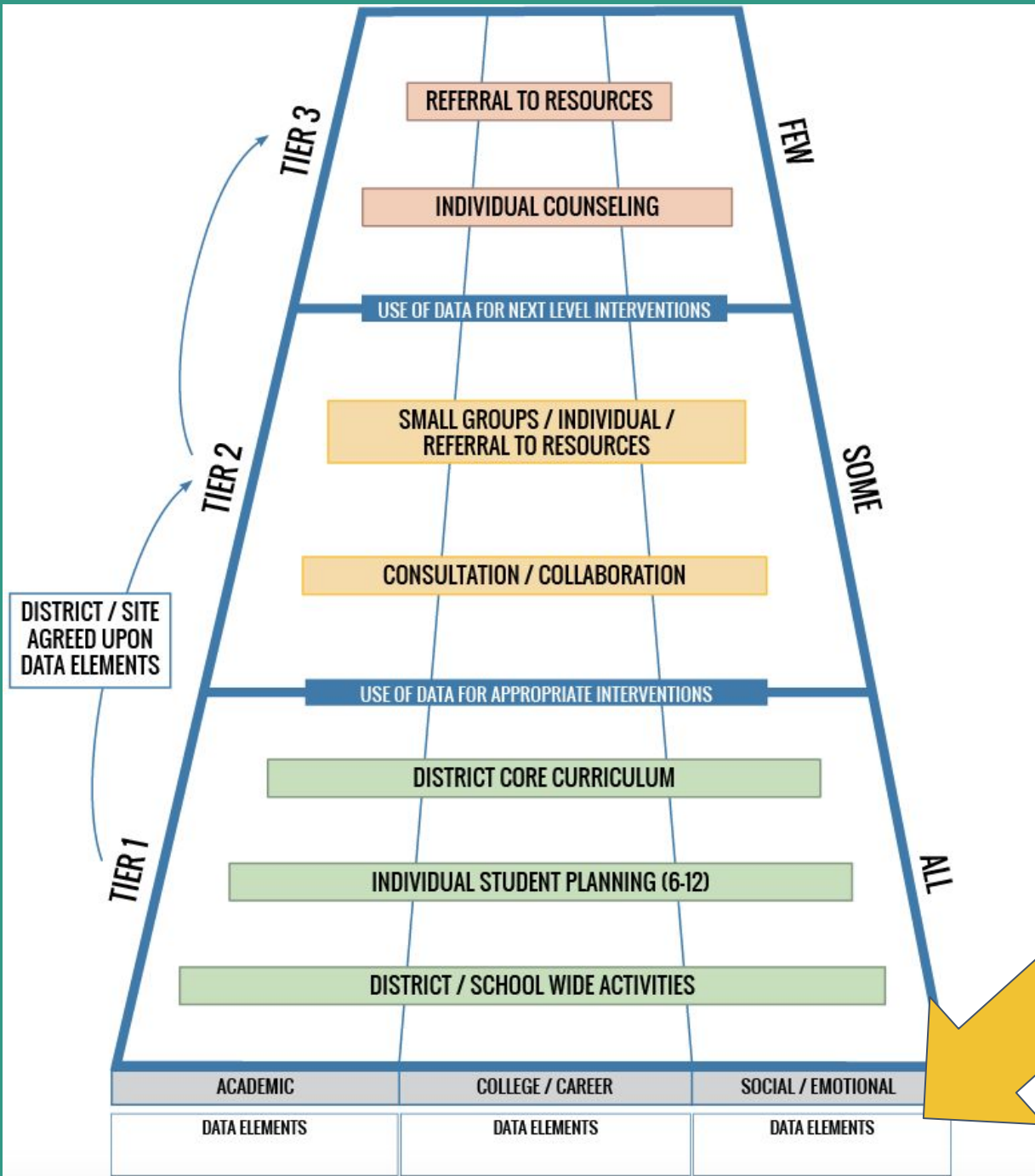
MULTI TIERED, MULTI-DOMAIN SYSTEM OF SUPPORTS

BY TRISH HATCH, PHD

March 08, 2017/ Trish Hatch, PhD



# Where does student behavior fit into the MTMDSS model?





The ASCA Student Standards: Mindsets & Behaviors for Student Success describe the knowledge, attitudes and skills students need to achieve academic success, college and career readiness and social/emotional development. The standards are based on a survey of research and best practices in student achievement from a wide array of educational standards and efforts.

ASCA Student Standards: Mindsets & Behaviors for Student Success  
K-12 College-, Career- and Life-Readiness Standards for Every Student

Each of the following standards can be applied to the academic, career and social/emotional domains.

Category 1: Mindset Standards		
School counselors encourage the following mindsets for all students.		
M 1. Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being		
M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment		
M 3. Positive attitude toward work and learning		
M 4. Self-confidence in ability to succeed		
M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes		
M 6. Understanding that postsecondary education and life-long learning are necessary for long-term success		
Category 2: Behavior Standards		
School counselors provide culturally sustaining instruction, appraisal and advisement, and counseling to help all students demonstrate:		
Learning Strategies	Self-Management Skills	Social Skills
B-LS 1. Critical-thinking skills to make informed decisions	B-SMS 1. Responsibility for self and actions	B-SS 1. Effective oral and written communication skills and listening skills
B-LS 2. Creative approach to learning, tasks and problem solving	B-SMS 2. Self-discipline and self-control	B-SS 2. Positive, respectful and supportive relationships with students who are similar to and different from them
B-LS 3. Time-management, organizational and study skills	B-SMS 3. Independent work	B-SS 3. Positive relationships with adults to support success
B-LS 4. Self-motivation and self-direction for learning	B-SMS 4. Delayed gratification for long-term rewards	B-SS 4. Empathy
B-LS 5. Media and technology skills to enhance learning	B-SMS 5. Perseverance to achieve long- and short-term goals	B-SS 5. Ethical decision-making and social responsibility
B-LS 6. High-quality standards for tasks and activities	B-SMS 6. Ability to identify and overcome barriers	B-SS 6. Effective collaboration and cooperation skills
B-LS 7. Long- and short-term academic, career and social/emotional goals	B-SMS 7. Effective coping skills	B-SS 7. Leadership and teamwork skills to work effectively in diverse groups
B-LS 8. Engagement in challenging coursework	B-SMS 8. Balance of school, home and community activities	B-SS 8. Advocacy skills for self and others and ability to assert self, when necessary
B-LS 9. Decision-making informed by gathering evidence, getting others' perspectives and recognizing personal bias	B-SMS 9. Personal safety skills	B-SS 9. Social maturity and behaviors appropriate to the situation and environment
B-LS 10. Participation in enrichment and extracurricular activities	B-SMS 10. Ability to manage transitions and adapt to change	B-SS 10. Cultural awareness, sensitivity and responsiveness

# Mindsets & Behaviors Targeting Student Behaviors

When thinking about what you know or have experienced about student behavior, what mindset and behavior standards can be applied to supporting student behavior?

# So, why should school counselors use a MTSS model to support student behavior?



- MTSS model provides a framework to help achieve annual student outcome goals
- MTSS framework and school counseling have same goal!
  - To assist students in achieving academic and behavioral success
- Helps streamline and structure services to increase efficiency
  - We all know school counselors never have a free moment to spare and need to maximize our time!
- Student behavior imbeds directly into the MTMDSS framework under the social/emotional domain



# School Counselors & Student Behavior in Action!

## 2019/2020 Behavior Goal



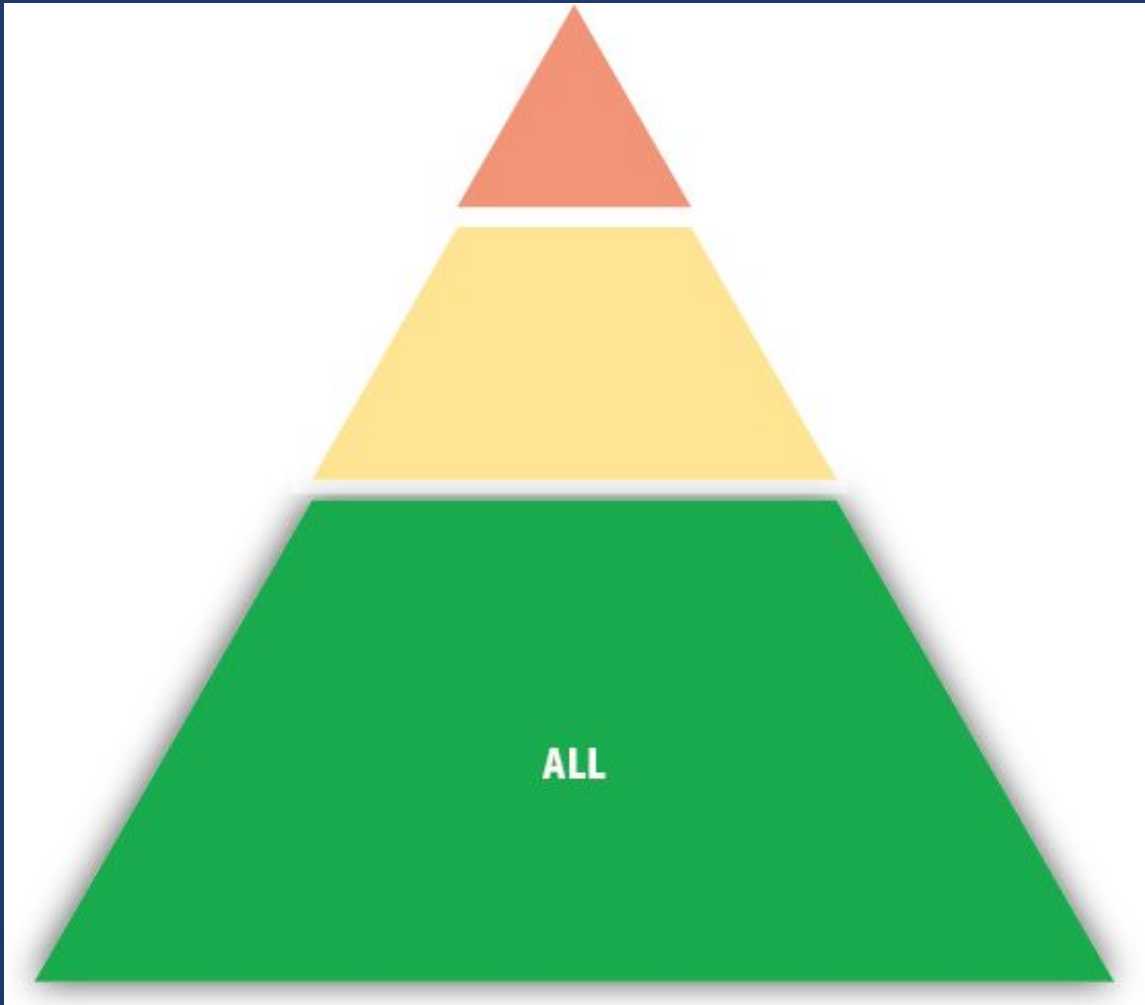
### ■ 2019/20 Suspensions

34 total suspensions

### ■ 2018/19 Suspensions

150 total suspensions

- Goal: By May 28, 2020 the number of in-school and out-of-school suspensions (as calculated by SWIS data) will decrease by 16.6% from 150 suspensions to 125 suspensions.
- Result: 2 in-school suspensions and 32 out-of-school suspensions for a total of 34 suspensions. That is a decrease of 77.33%.



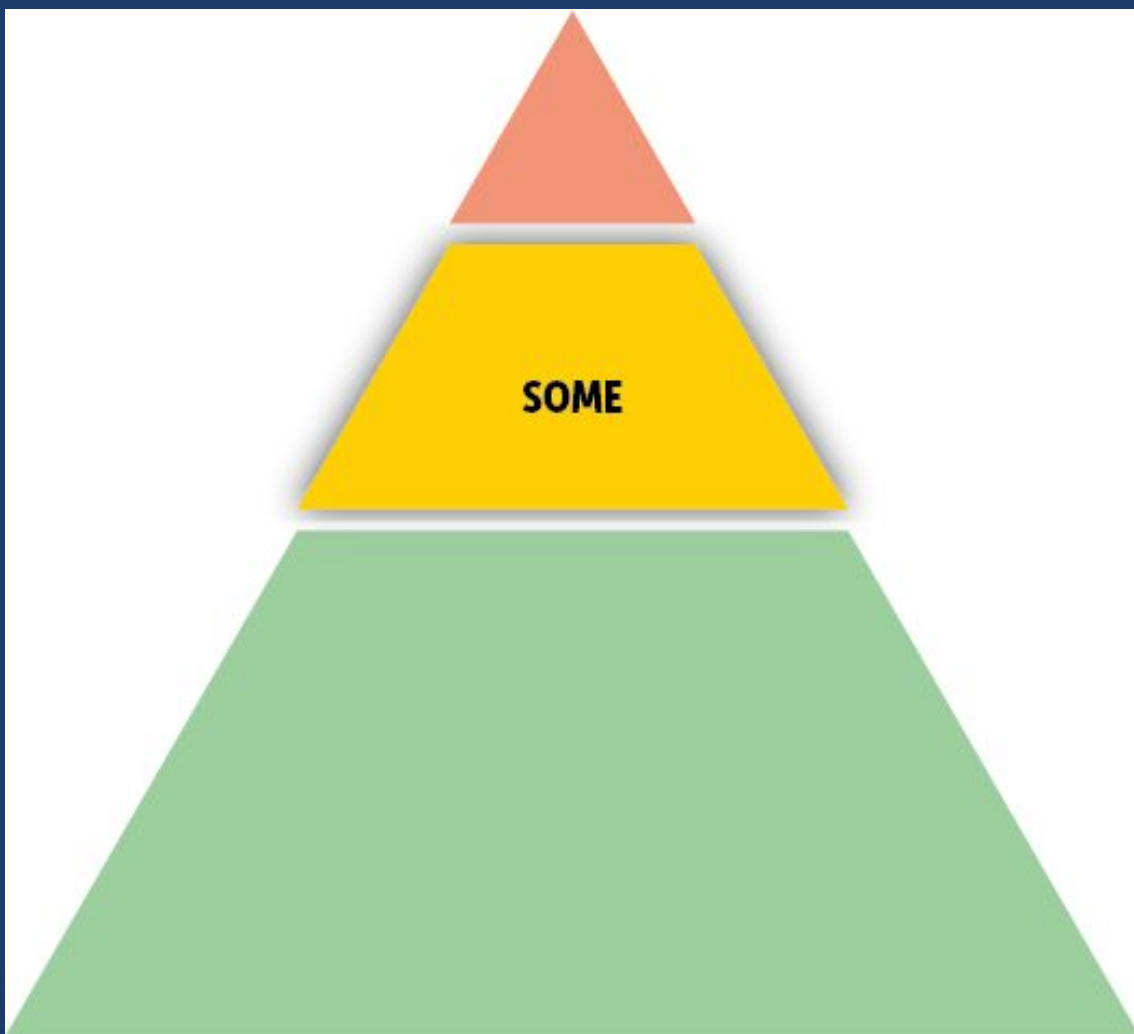
# School Counselors & Tier I

# TIER I ACTIVITIES FOR SCHOOL COUNSELORS

- Consult with and support school staff in implementing school wide prevention activities
  - Second Step or schoolwide SEL education
  - PBIS school wide incentive system
  - PBIS /Teaching School Rules & Expectation lessons
  - Member of Tier 1 PBIS Team
- Deliver classroom lessons
  - Based on student/staff/parent needs assessment or existing outcome data

# TIER I ACTIVITIES FOR SCHOOL COUNSELORS

- Coordinate awareness months/weeks
  - Student Mental Health Week
  - Suicide Prevention Month
  - Bully Prevention Month
  - Attendance Awareness Month
- Provide trainings for staff to build staff capacity to address student behavior, and encourage positive behavior
  - Trauma-informed trainings
  - PBIS strategies to use in the classroom
- Coordinate and conduct parent education
  - Themed parents nights/emails/etc about parenting strategies and resources to use at home



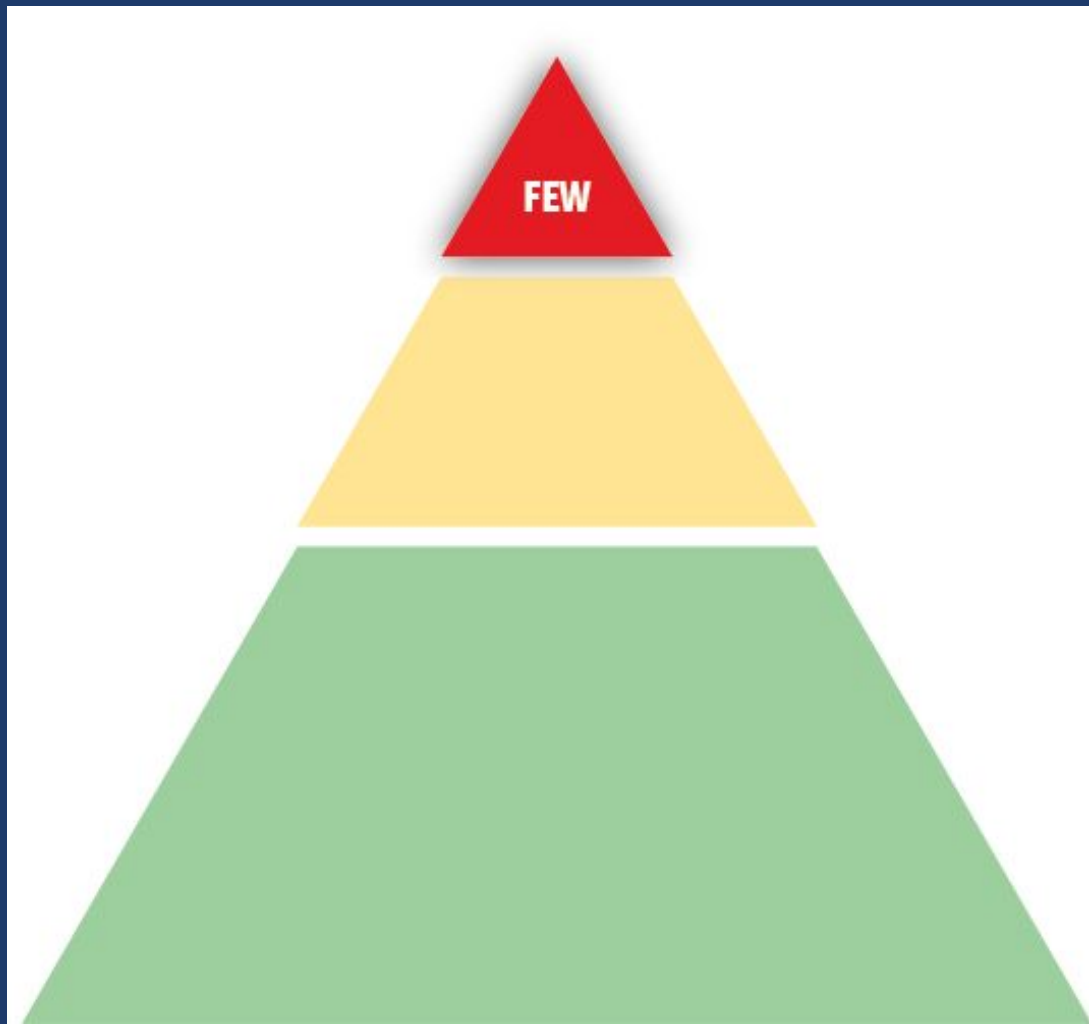
# School Counselors & Tier II

# TIER II ACTIVITIES FOR SCHOOL COUNSELORS

- Help identify students needing additional Tier II supports
  - Member of Tier II PBIS/MTSS/RTI Team
- Facilitate small group interventions
  - Emotional Regulation/Resiliency
    - Zones of Regulation
    - Strong Kids
    - MindUP
    - CBITS
  - Social Skills
    - Building Champions
    - Social Thinking
    - Girls in Real Life
    - Girls Circle
    - Boys Circle

## TIER II ACTIVITIES FOR SCHOOL COUNSELORS

- Organize and maintain CICO program
- Coordinate & manage teacher/student mentoring program



# School Counselors & Tier III



# TIER III ACTIVITIES FOR SCHOOL COUNSELORS

- Use data to identify students needing additional Tier III supports
  - Member of Tier III PBIS/MTSS/RTI Team
- Provide individual, intensive interventions
  - Short-term, goal focused counseling sessions
- Connect families with community resources
  - ROI
- Prevent-Teach-Reinforce (PTR)
- School-based Wraparound
- RENEW

# School Counselors & Data

School counselors focus on three types of data. This data can be used not only inform interventions, but also assess intervention success

**WE  
DATA**



# School Counselors Use Data to Inform and Evaluate Prevention & Intervention Services

## Participation Data

*“Who: how many students are participating, how often they participate and for what length of time” (p.34)*

### Examples

- Number of students participating
- How long they participated
- For what duration

## Mindsets & Behavior Data

*“What: The attitudes, knowledge & skills, as identified by the ASCA Mindsets & Behaviors, taught to students” (p.34)*

### Examples

- Pre/Post student surveys aligned to M&B
- Pre/Post staff feedback surveys aligned to M&B

## Outcome Data

*Why: the impact of instruction, advisement, appraisal and counseling on achievement, attendance, and discipline” (p.34)*

### Examples

- Detentions
- Suspensions
- Referrals/ODRS

# Questions to ask yourself when looking at data results:



- What is the behavior data showing me?
- What types of behavior or what student needs should we to address as a result of what the behavior data is showing?
- Where do we need to “close the gap?” (Aligns with RAMP rubric
  - What discrepancies/inequities are we seeing in the data?
    - Ex: Look at race/ethnicity, SES status, foster youth, housing status, ELD, grade level, etc.
- At what tier do we need to address this?
  - Ex: Tier I Activity, Tier II Activity, or Tier III Activity
- How should we address this information?
  - Ex: Prevent, Teach, Reward, Correct, Extinguish, Safety\*



# School Counselors as Leaders

School counselors are uniquely positioned to lead the conversation in implementing a MTSS model to support student behavior as school counselors supports students at all 3 tiers of support.

**Due to the focus on prevention and intervention services, school counselors are especially positioned to be a leader on campus when it comes to addressing student behavior**

\*but, this doesn't mean the school counselor should be doing ALL the work addressing student behavior

# School Counselors as Leaders in Addressing Student Behavior



- Specifically trained to consult and collaborate with others
- Trained as advocates
- Can provide staff development
  - Trauma & equity informed trainings
  - Relationship building trainings
  - Perceived motivation trainings
  - Accessing MTSS systems
- Are experts in social/emotional, academic, and career development
- Experts in relationship-building

# Conversation to Initiate as a Leader

- How will your site address student behavior within an MTSS model?
- This is a conversation you can bring to your team
  - Ideally, this team consists of students, teachers, administrators, parents, school support staff, school counselors

## Steps to Integrate Student Behavior into a MTSS Model

*Directions: Read each step and answer the leading question to / integrate addressing student behavior into a MTSS model.*

Steps	Leading Question
1. Identify how our site addresses student behavior	What does our school site do to prevent or address student behavior?
2. Organize and plug prevention/intervention strategies into tiers.	At what tier does this prevention/intervention belong? How do we organize that?
3. Identify missed opportunities in service.	Where are we lacking prevention/intervention?
4. Brainstorm ideas that will work at our site with our school culture. Use evidence based practices when possible.	What interventions will work at our school site and with our school culture?
5. Collaborate with invested parties (students, staff, parents, community members).	What invested parties can we collaborate with to maximize resources and success? Who can help?
6. Make an action plan and goal to implement attendance procedures/supports at each tier.	What will our school site do to implement these procedures/supports at each tier?
7. Implement the action plan and collect data.	How will we collect data that supports our action plan and goal?
8. Evaluate tiered system of support and examine the data. Make changes and updates as necessary.	Did we reach our goal using our action plan? Is this tiered system of support successful? What changes do we need to make it more successful?

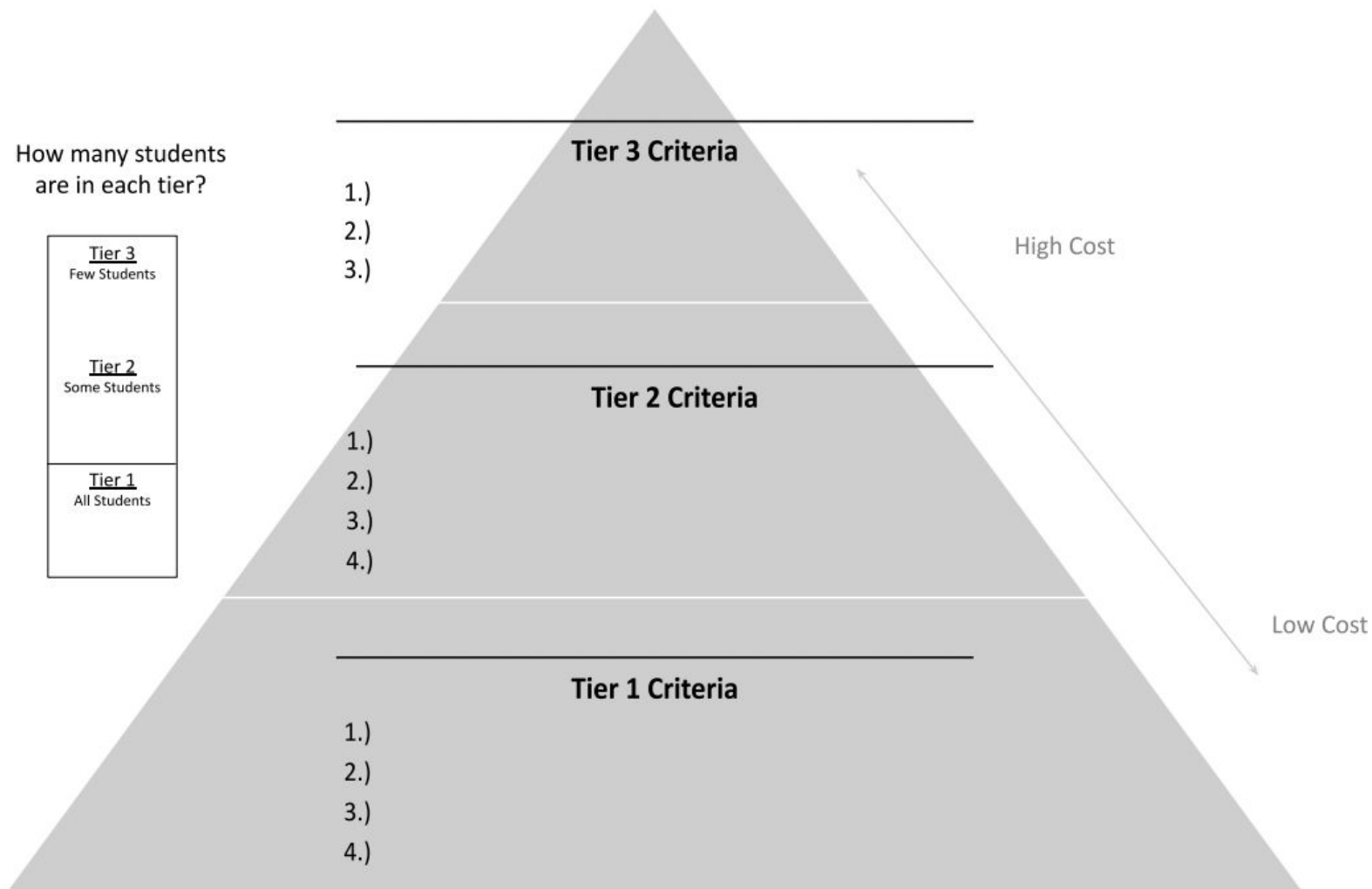


# Advocacy Tool

When someone asks, “How do you address student behavior?”

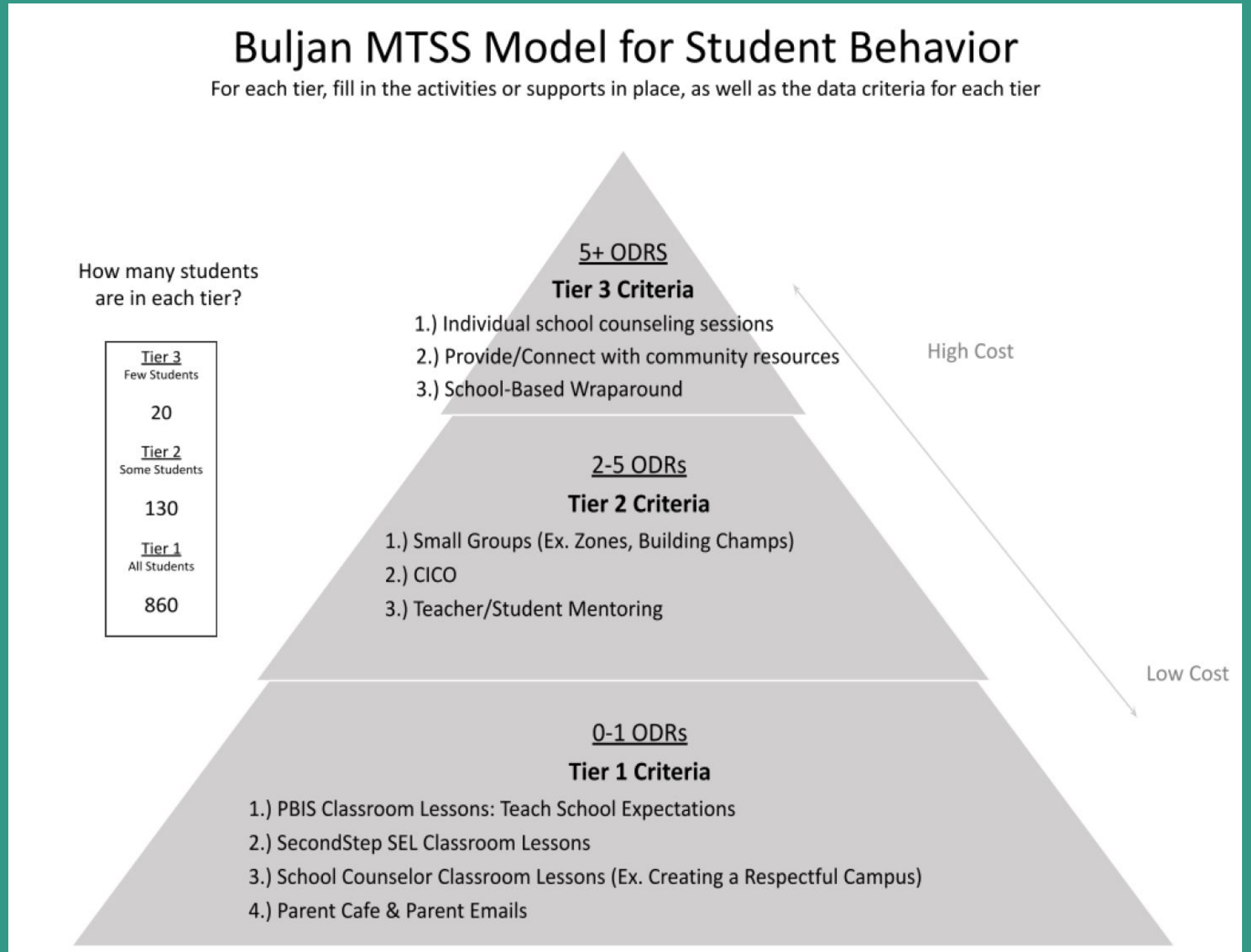
## MTSS Model for Student Behavior

For each tier, fill in the activities or supports in place, as well as the data criteria for each tier



# Advocacy Tool

## Example



# K-W-L Chart

Topic: \_\_\_\_\_

What I <b>K</b> now	What I <b>W</b> ant to Know	What I <b>L</b> earned

# MentiMeter Poll: K-W-L

- What is something you learned today OR what is something you can commit to?
  - Ex: I learned...
  - Ex: I can commit to...



# Questions?

Contact me at [kbuchan@rcsdk8.org](mailto:kbuchan@rcsdk8.org)

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# Thanks!

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