School Counselor and Response to Intervention (Support for Personalized Learning - SPL)

Activity Description: As stakeholders in the development of the “whole child”, school counselors will provide support in the Response to Intervention (RTI) process, recently referenced as Support for Personalized Learning (SPL). By the very nature of their role, professional school counselors align with the RTI/SPL process with the planning and delivery of a comprehensive school counseling program.

School Counselor Performance Standard 2: Program Delivery: The professional school counselor facilitates delivery of the WV Comprehensive Developmental School Counseling Program for all students.

Function 2E – RESPONSIVE SERVICES: The professional school counselor provides a continuum of interventions in response to student needs.

Indicator(s):
2E1. The professional school counselor maintains a structured process for early identification of at-risk behaviors and student referrals.
2E2. The professional school counselor collaborates with others to provide access to early and ongoing interventions for at-risk students.
2E3. The professional school counselor counsels individual students with identified needs to improve school success.
2E4. The professional school counselor facilitates targeted group interventions for identified groups of students.

GOAL: To define the school counselor’s role in school-wide Response to Intervention/Support for Personalized Learning programming.

Rationale:
Professional school counselors implement a data-driven comprehensive school counseling program that meets the needs of all students and includes the identification of students who are at-risk for not meeting academic and behavioral expectations. Professional school counselors design and implement plans to address the needs of struggling students and collect results data based on the effectiveness of the interventions (ASCA Position Statement, 2008).

Materials:
2. School-based Response to Intervention/Support for Personalized Learning policies and procedures.
3. Resources for classroom, small-group, and individual guidance/counseling to address academic and/or behavioral need (see Web Links below).
4. Academic Motivation Assessment Instrument – for use with individual students or study skills groups (CR 1)
5. Academic Motivation Tracking Form for use with individual students or study skills groups (CR 2)
6. Key Ideas for Motivation – ideas for RTI teams and school counselors (CR 3)
7. Understanding RTI PowerPoint – a basic primer for RTI conceptualization (CR 4)

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8. Role of the Student Assistance Professional in the New Era of RTI PowerPoint – an overview of non-teaching RTI team members’ responsibilities (CR 5)
9. Developing Your Study Skills PowerPoint – for use with student groups (whole-class or study skills groups) (CR 6)
10. Short Assessment to Determine Learning Style – an easy-to-use student assessment (CR 7)
11. School Counselors’ Role in RTI – Bervard Framework - a handy chart to provide quick reference (CR 8)
12. Individual Grade Charting Excel Worksheet (CR 9). This is an easy-to-use powerful tool to help students determine current academic progress and what is needed for academic success to continue.

Procedures:
As a member of the school-based RTI/SPL team, the school counselor will:
• collaborate with school administrators and school leadership teams about RTI/SPL design and implementation
• collaborate with school-based RTI/SPL teams to collect and examine academic and behavioral data to identify struggling students.
• assist in the identification of research-based academic and behavioral intervention strategies that are implemented by school staff.
• assist in assessing academic and behavioral progress after interventions.
• provide suggested revisions to interventions as appropriate to school counseling programming.
• provide leadership in referring to school and community services as appropriate.
• make referrals to SAT and 504 teams as needed
• make referral to community agencies, as needed

Within the three tiers of RTI/SPL, the school counselor will provide these program components, as appropriate to data-driven identified need. As an integral part of the school counseling program design and implementation, the school counselor will ensure that the following procedures are applied:
• provide all students with the West Virginia standards-based guidance curriculum to foster universal academic, career and personal/social development.
• advocate for equitable education and needed for all students and work to remove systemic barriers.

TIER 1:
1. Develop and implement a comprehensive developmental guidance program to all grade levels with components designed to encourage academic and behavioral success. This will apply the universal Tier 1 guidance component of the RTI/SPL concept to all learners.
2. Identify specific content-related guidance lessons/units, in collaboration with classroom teachers/intervention specialists, to assist whole-class Tier 1 efforts (study skills, time management, etc.).

TIER 2:
1. Provide assistance in the delivery of small-group counseling support sessions when data analysis indicates the need for intervention (study skills, self-esteem, time management, organizational skills, dealing with frustration, etc.). This service may be delivered directly by the counselor or in collaboration with the classroom teacher/interventionist or the counselor may organize appropriate leadership from community experts.
2. Monitor academic/behavioral progress and provide assessment support, as needed.
3. Assist in the identification of specific research-based academic and behavioral interventions to be implemented by school staff.
4. Provide consultative support for parents/families to assist with understanding of the RTI/SPL tier process.

TIER 3:
1. Provide intensive small-group and/or individual counseling support services when data analysis indicates the need for more intensive intervention beyond Tier 2 activities.
2. Monitor academic/behavioral progress and provide assessment support, as needed.
3. Assist in the identification of specific research-based academic and behavioral interventions to be implemented by school staff.
4. Provide consultative support for parents/families to assist with understanding of the RTI/SPL tier process.
5. Provide expertise in referral resources within the school and community to support Tier 3 interventions.

Within any tier, the counselor-generated intervention plan will:
- Explicitly define the skills being taught
- Focus on measurable objectives
- Define who will deliver the intervention activities, when and how
- Describe a plan for measuring and monitoring effectiveness
- Reflect resources to be utilized

Limitations:
While the school counselor serves a vital role in supporting RTI/SPL initiatives, it is inappropriate for the school counselor to coordinate/chair the RTI/SPL team. The school counselor shall not be the provider of RTI/SPL services beyond the scope of the school’s counseling and developmental guidance program. Schools counselors are not adequately trained to provide direct academic tutoring/interventions for math, reading, etc. and could do harm

Additional Resources:
Intervention Central Website: http://www.interventioncentral.org/
Indiana Department of Education RTI Resource Website: http://www.doe.in.gov/sservices/RtI/index.html
RTI Model Article: http://www.faaqs.org/periodicals/201102/2266726521.html
Florida School Counselor Association RTI Resource Website: http://www.flaschoolcounselor.org/counselors/rti.htm

Evaluation:
1. School-based assessment data currently utilized to measure RTI/SPL effectiveness (progress monitoring).
2. Counselor-generated assessments (satisfaction surveys, pre/post-intervention inventories, anecdotal observations, etc.).