



# Utilizing Social Work and Behavior Consultation within a Multi-Tiered PBS Framework

AppleTree Early Learning Public Charter Schools  
*Annual Conference on Advancing School Mental  
Health*  
*November 2019*

# agenda

**01**

SHIFT OVERVIEW

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**02**

CONSULTATION APPROACH

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**03**

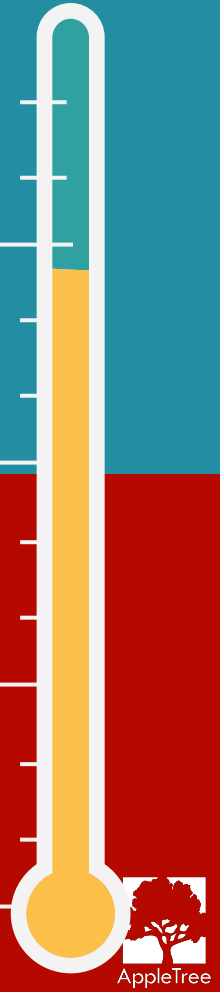
TROUBLESHOOTING

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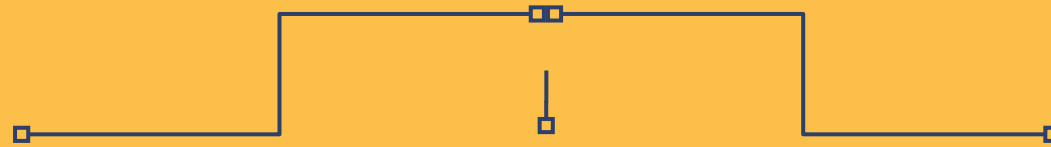
**04**

CASE STUDIES

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# AppleTree Statistics



## PUBLIC CHARTER SCHOOL NETWORK

**47% of DC students attend a charter school**

**3 and 4 year olds only**

## INSTITUTE

**Every Child Ready Curriculum**

**Tiered SEL lessons**

## POPULATION

**11 campuses in 18-19;  
1,300 students**

**~60% “at risk”**

**1:160 social  
worker:students**

# 16-17 NEEDS ASSESSMENT

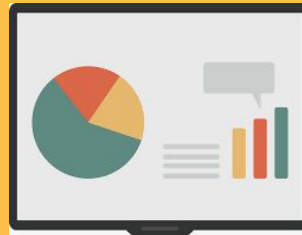
**TIMING**



**MINDSET**



**COLLECTION AND USE OF DATA**



# THEREFORE...

1. Teachers **were not implementing any interventions** in the beginning of the year.

Behaviors were escalating.

2. Or teachers were implementing interventions, but **none were documented** or progress monitored.

3. Teachers reported they did **not feel supported** when behavioral concerns arose.

## goals



1. Students receive proactive behavioral interventions with a quicker response.
2. Create a structure for the documentation of interventions (Tiers 1, 2, and 3)
3. Merge the structure of data-based RtI with the reality of school-based behavioral concerns.

# tenets of behavior consultation



Based on *Consultation Theory and Practice: A Handbook for School Social Workers*

**Goal:** “When an individual student’s behaviors are seen as presenting obstacles to her successful learning, the focus of the consultant’s efforts is on **strengthening the capacity of teachers** to modify the classroom learning environment...and **eliminate any barriers** to other students’ learning”.

## *In Practice:*

- Meeting the teacher where s/he is in regards to mindset, skill, and buy-in
- Interventions and accommodations implemented daily by the teacher and as needed by support staff

## relationships



**Consultant/Consultee:** “The behavioral consultant shares her professional expertise, but this can only be successful if that **expertise is balanced** by the unique knowledge and professional skills that the teachers and administrators have in relation to students and the particular school environment”

### ***In Practice:***

- “Best” intervention may not be the “best” for the teacher
- Teacher makes ultimate choice regarding the interventions
  - Social worker provides suggestions and guidance to fit the teacher and student needs based on a functional hypothesis
- What will be implemented with fidelity > intervention done once



## approach

**Basis in Behavioral Theory:** students “defined by their **objectively** observed behavior rather than subjectively”

Interjection of person-in-environment viewpoint

- Inclusion of home and community influences

### ***In Practice:***

- Use of behavioral data to inform decisions
- Allowance for additional social work interventions (e.g. counseling, attendance meetings, community referrals) as part of a Tier 2 plan

## current process

1. Teacher has a concern about an individual student
2. Teacher requests consultation meeting with the social worker

### During the meeting:

1. Discuss problem behavior
2. Review behavioral data
  - a. Schedule observation if lack of data
3. Collaborate and decide upon interventions TOGETHER

## current process

3. Social worker documents conversation, data, and intervention decision
4. Follow up meeting scheduled for 4-6 weeks to review progress and make adjustments
  - a. Parents informed verbally
  - b. Written consents obtained for pull-out interventions

### *In Practice*

- Often clinician-initiated
- Informal or on-the-fly discussions

behavior consultation interview form

behavior intervention database

TOOLS

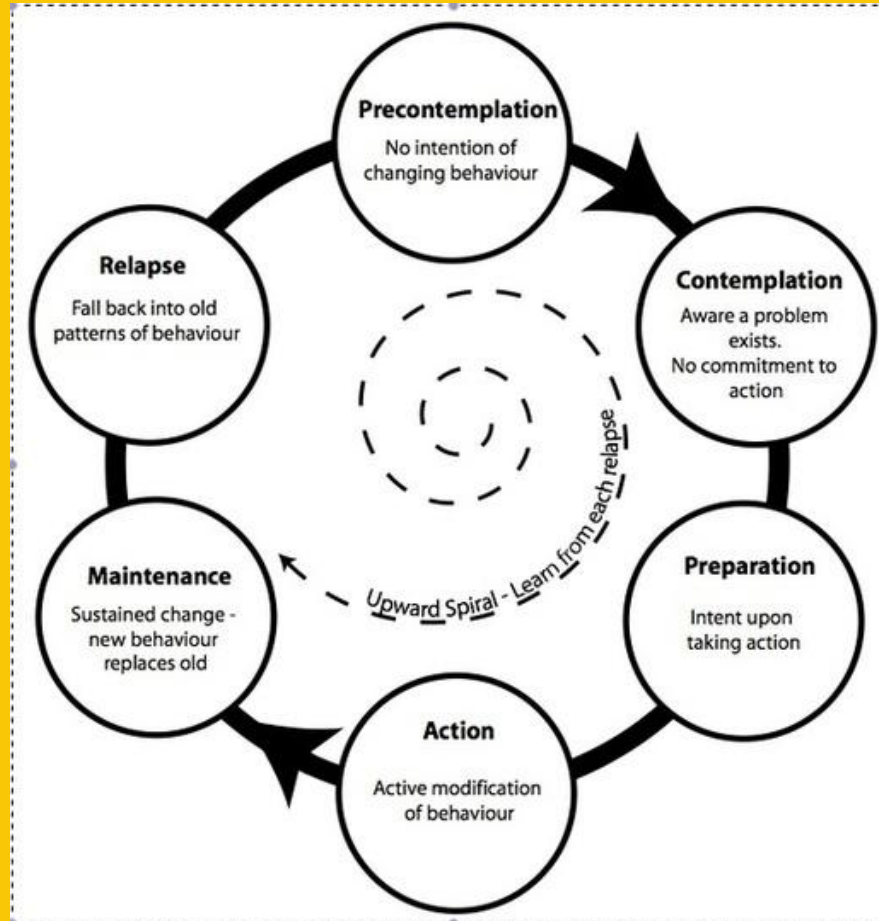


# maximizing teacher buy-in

- **LISTEN:**
  - Use active listening skills
  - Discuss what they are already doing and what is already working
  - Recognize when to emphasize what they are doing and when they really want “to know what to do”
  
- **DO NOT THROW THE KITCHEN SINK AT A STUDENT (AND TEACHER):**
  - Suggest 1-3 key accommodations/interventions
  - If you are not sure what to suggest, gather more data/put your eyes on the student

# maximizing teacher buy-in

- **MATCH YOUR SUGGESTIONS:**
  - With student and teacher needs
  - Recognize your own skills and abilities
- **RECOGNIZE WHEN CONSULTATION IS NOT APPROPRIATE**
  - Consider frequency, duration, intensity and SAFETY
  - Instructional Coaching vs. Consultation



**Don't Forget!**

TEACHERS.  
ARE.  
CLIENTS.

ability to take  
action, to do  
what we need  
to do



### SKILL

The ability to execute the technical elements of a task. Can be the application of knowledge.



### KNOWLEDGE

The theoretical or practical understanding of a subject. Can also be information.



### CAPACITY

The time and resources to do something. Can also be emotional and physical capacity.



### WILL

Desire, intrinsic motivation, passion, or commitment. Usually has an emotional tone.



### CULTURAL COMPETENCE

The ability to understand, appreciate and interact with people from cultures or belief systems different from one's own; the skill to navigate cross-cultural differences.



### EMOTIONAL INTELLIGENCE

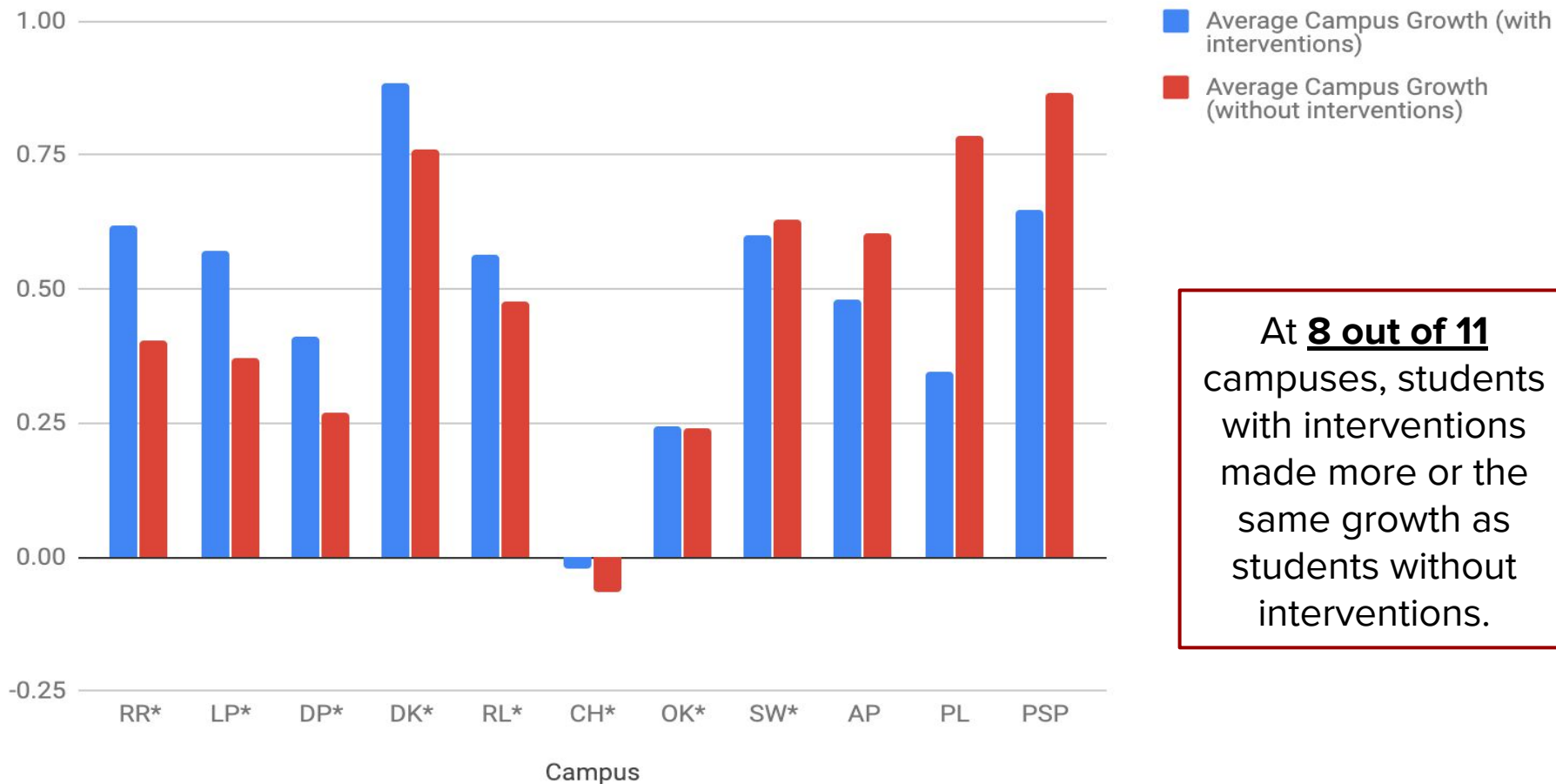
The ability to be aware of, manage, and express one's emotions; the ability to recognize, empathize with, and manage other people's emotions.

## *Mind the Gap: The Key to Working with Adult Learners*

Elena Aguilar



## Average Campus Growth (Students w/ Interventions vs. w/o Interventions)



At **8 out of 11** campuses, students with interventions made more or the same growth as students without interventions.

quarterly  
data checks



## How do we know if we're missing students?

- 3 lowest students in each class on behavioral measure
- Way to leverage a conversation with teachers

## How does this fit into the larger RtI process?

- Bi-weekly/Monthly RtI Core Team meetings
- Behavioral supports included in larger discussions and plan creations

**Clinician Expertise  
and Experience**

**Time Commitment**

**Culture Shift**

**Consistency**

challenges and limitations



*How might you meet the teaching team where they are?*

# CASE STUDIES

Generalizing to other sites... ● ●





**THANK YOU!**

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