Whole School, Whole Child Advocacy

@characterstrong

Character Strong

Kat Pastor
~ Senior Director of School Supports
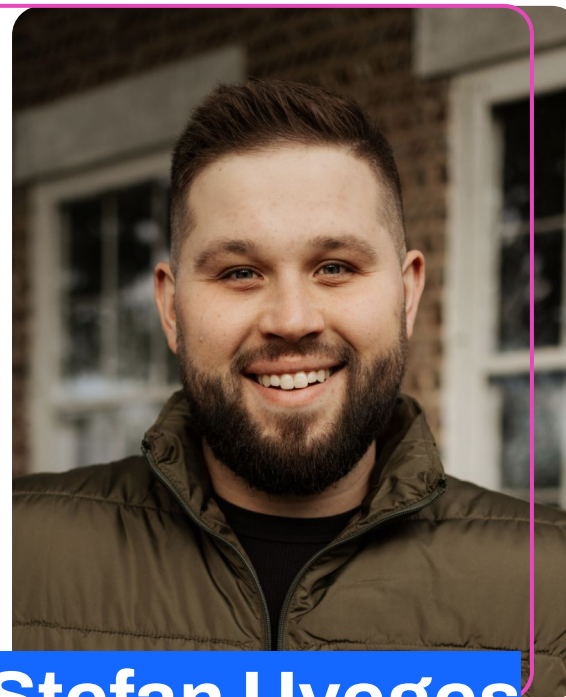
Stefan Uveges
~ Customer Success Manager

Hold up rock, paper, or scissors.

Form a group of 3 with someone holding up rock, paper, and scissors (one of each!)
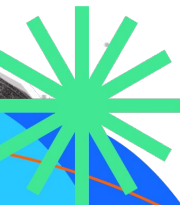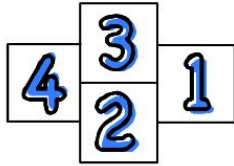
Click for the next instruction!

My Name Isn't
Introduce yourself to your group "My name is _____, but my name isn't _____." (You can choose to elaborate if you would like to!)

Example: My name is Jake. My name isn't Jacob. A lot of people think Jake is just a nickname I go by, but Jake is my name. OR My name is Leah (LAY-ah) not Leah (LEE-ah). Sometimes people pronounce it wrong.

___ Word Check-In
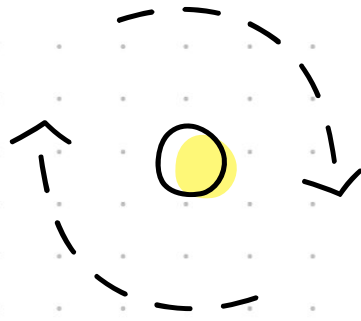
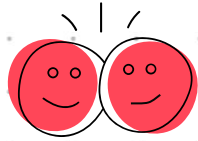In 7 words or less, describe the best, most exciting thing about being your age.
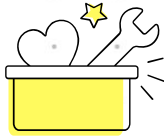
Find Your **Seat**

We need to be **REMINDED** more than we need to be taught.
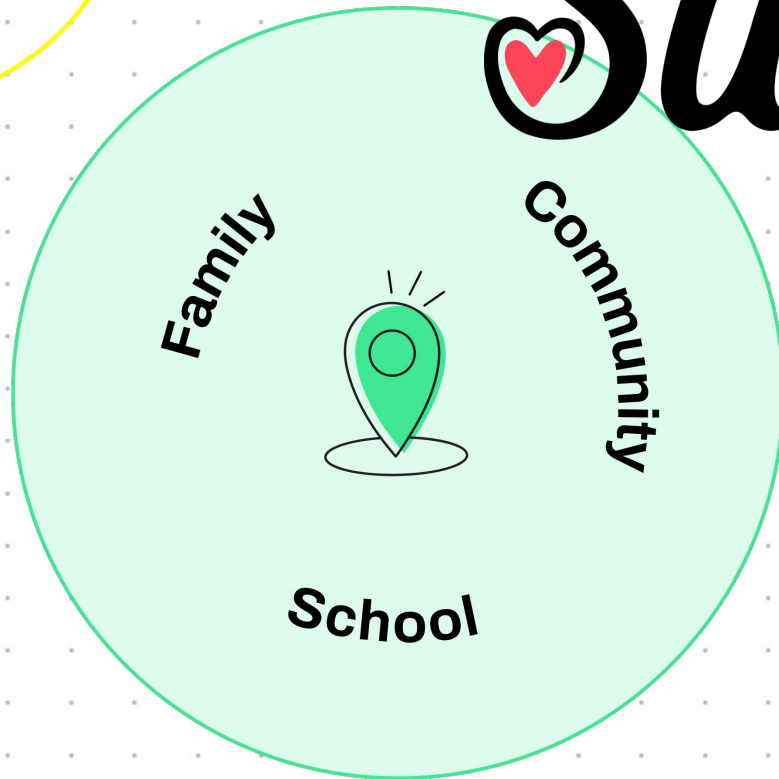
Focus Areas

Whole Child Advocacy

Whole Community Collaboration

Whole School Systemic Change

Whole Child Success

Whole Child Success is the result of *nurturing environments* in which every student accesses what they need.

Multi-Tiered Solutions

Nurturing Environments

Whole Child Success

(Family, Community, School)

Effective School Leadership

Equipped Educators

Ongoing Implementation

Low-burden, high-impact practices that ensure every student accesses the level and type of support they need for whole child success

Students who feel like they belong, are mentally and emotionally well, and engage fully in learning experiences to acquire competencies that result in school and life success

Educators who interface with students receive the supports they need to become competent and confident in implementing multi-tiered solutions.

Leadership that creates a positive culture and climate for educators and puts in place the supports needed to ensure educators feel equipped.

People Don't Know How to Implement Graphics

Tier III
Individualized intensive interventions

Tier II
Targeted small group interventions for at-risk students

Tier I
Whole class research-based core instruction

MTSS Under the Umbrella

Tier I
Tier II
Tier III

School & Community Collaboration
Parental Action
Professional Development
Teamwork
Curriculum Design
Positive Behavior (PBIS)

TIER 3 Incentive Support
TIER 2 Supplemental Support
TIER 1 District Curriculum
Grade level content +/- one grade level
All students experience differentiated lessons
TIER 2 Supplemental Challenge
TIER 3 Incentive Challenge

UNIVERSAL DESIGN FOR LEARNING
Competency Drivers
Leadership Drivers
Academic
Behavioral
TIER 3 Incentive Support
TIER 2
TIER 1 Universal Support
Social Emotional
EQUITABLE ACCESS
Implementation Drivers

Character Strong

Multi-Tiered Systems of Support

MTSS

Academic

Social Emotional

Behavioral

Whole Child

Unwavering Focus on Student Outcomes

Systems that Support Fidelity

Continuum of Supports

Data to Drive Decisions
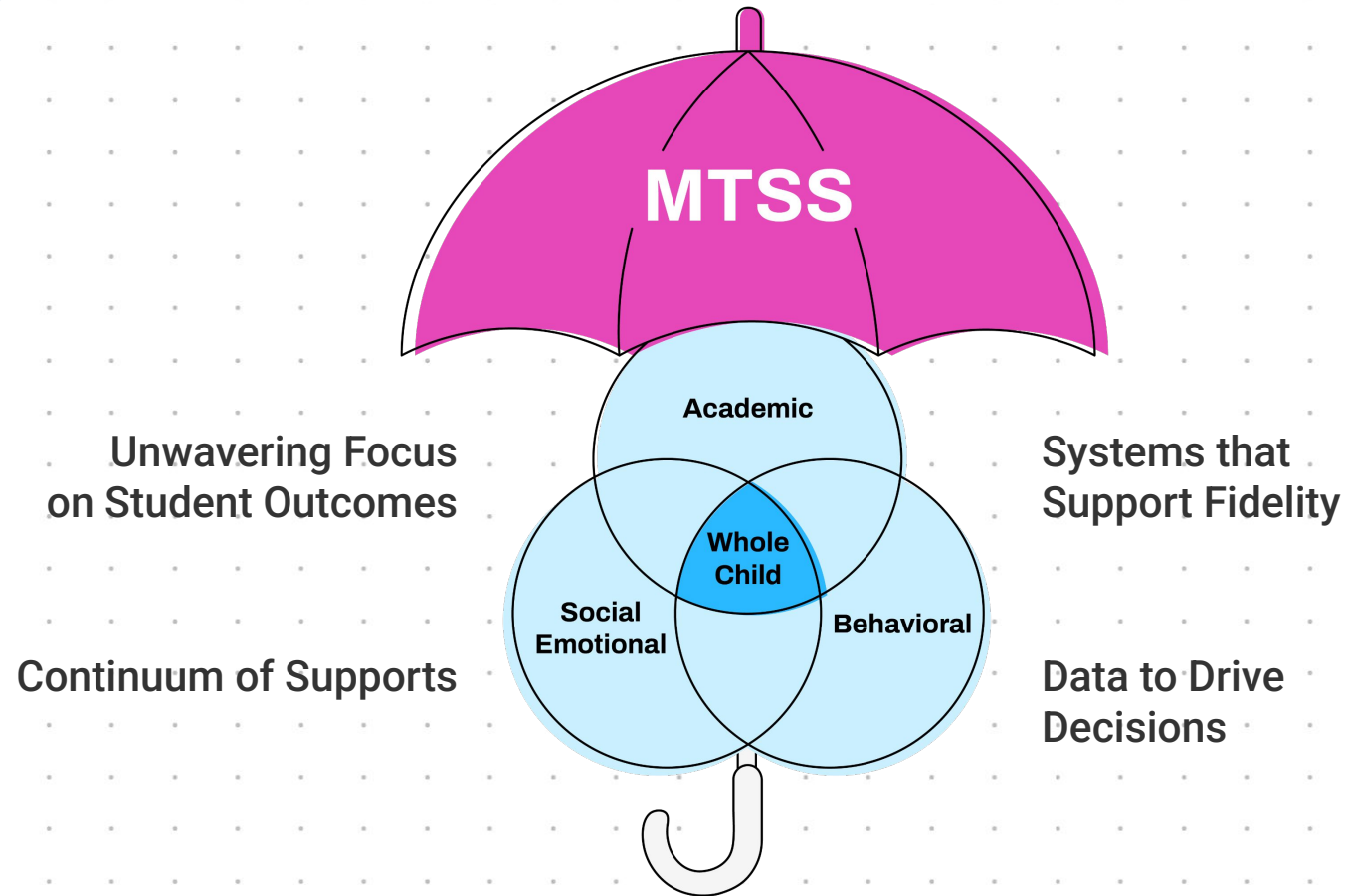
Every Student Getting What They Need to Be Socially, Emotionally, and Academically Well

Purposes of Tier 1

PREVENT

Prevent difficulties or problems from emerging in the first place

PROMOTE

Promote access to experiences that optimize and enhance success-enabling factors

ENABLE

A solid foundation that enables more intensive interventions to work

Purposes of Tier 2

TARGET

Identified as close to the time the need arises and exceeds Tier 1 supports

INTERVENE

Interventions are precisely matched to the underlying root causes for behaviors

MONITOR

Teams monitor, reflect, and adapt plans based on data to support students' needs

Purposes of Tier 3

INTENSE

For a few students that need intensive supports beyond that of Tier 1 & 2
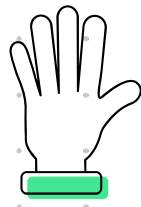
INDIVIDUAL

1:1 support to optimize the development of acquired skills or supportive environments

ASSESS

Measured growth toward mastery of skills or improvements in environments to meet the identified goals
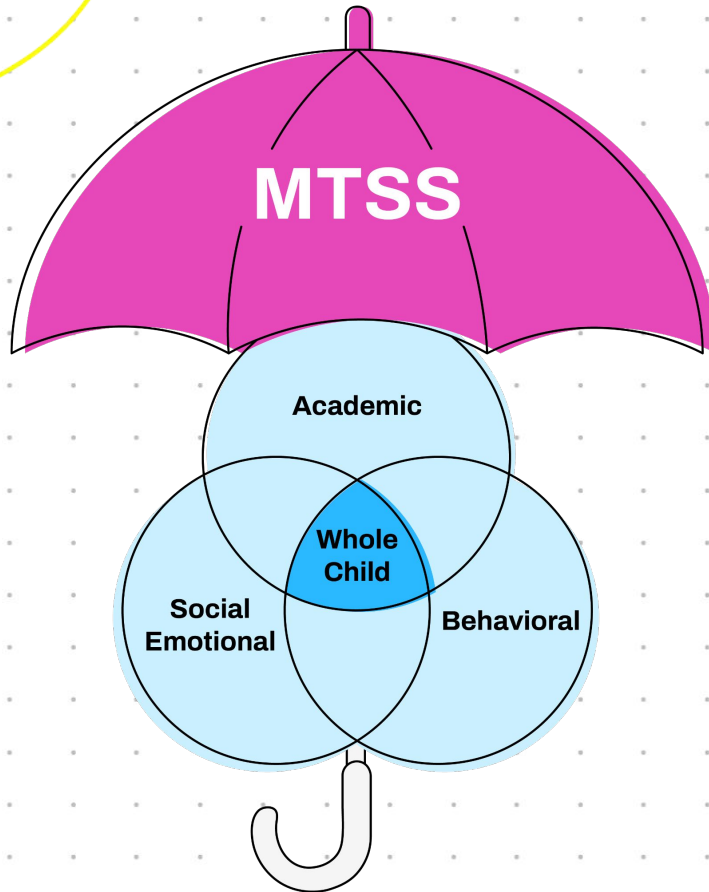
Going from Graphics to Concrete Practices

MTSS

Academic

Whole Child

Social Emotional

Behavioral

=

Concrete practices that describe the specific behaviors educators routinely engage in to increase students access to enriched experiences that results in specific outcomes

Character Strong

1

Whole Child

Advocacy

2

Whole School

Systemic Change

3
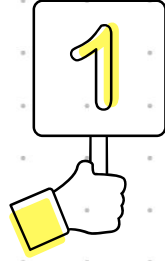
Whole Community
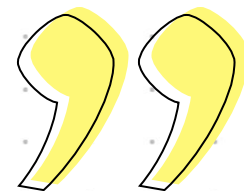
Collaboration

Advocacy

"Advocating for systems, programs, or opportunities that promote all areas of a student's learning and development and against those that hinder these areas of growth.
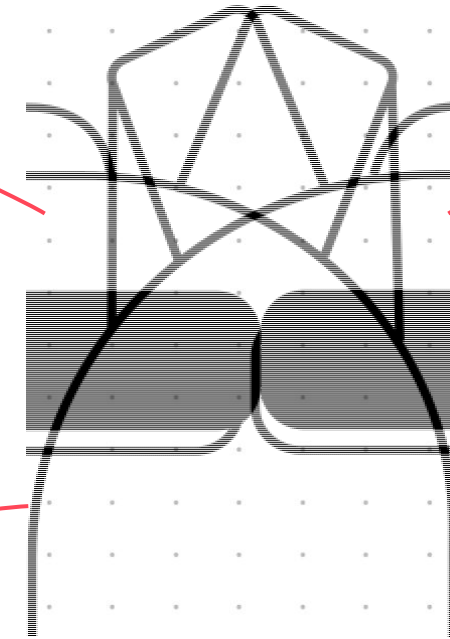
– Advocacy

Multiple Domains of Need

Academic Needs
(Core skills,
Content Knowledge,
Career/College Readiness)

Social-Emotional Needs
(Competencies, Belonging,
Mental Health)

Basic Needs
(Nutrition, Sleep,
Physical Health)

Behavioral Needs
(Attendance,
Expectations,
Engagement)

Holistic Needs

Indicators of Whole Child Advocacy

Comprehensive School Counseling Program

Culturally Responsive Practices

Student Agency: Voice & Choice

Collective Efficacy & Collaboration

Connections to Health & Wellness

Assess
Program Assessment
School Counselor Assessment and Appraisal

Manage
Program Focus
Program Planning

Deliver
Direct Student Services
Indirect Student Services

Define
Student Standards
Professional Standards
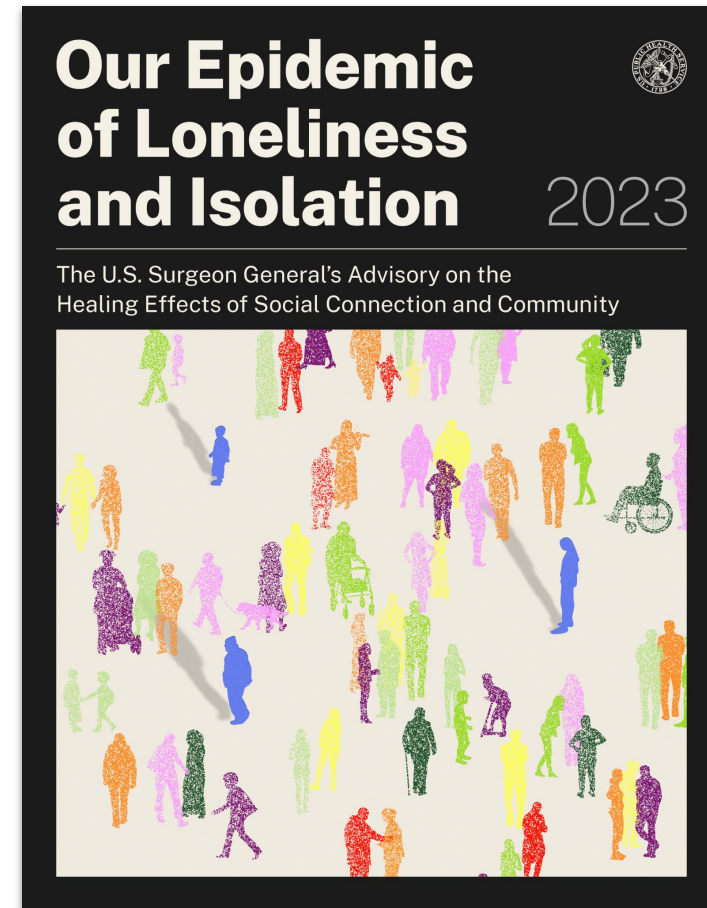
®
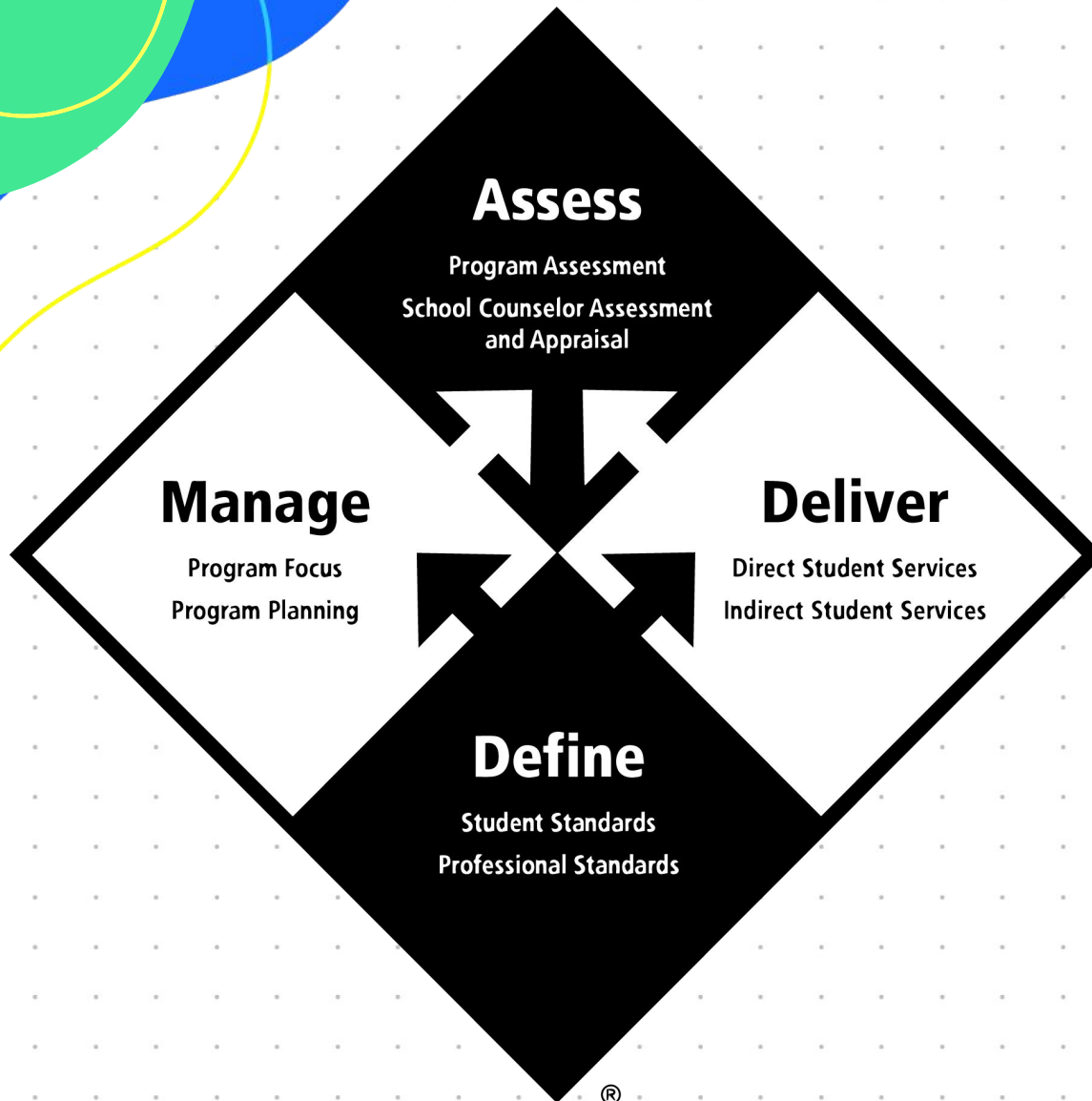
Leadership

Advocacy

Collaboration

Systemic Change

Why This Work Matters

In May 2023, U.S. Surgeon General issued another Advisory titled: Healing Effects of Social Connection and Community

Recommendations for Schools:
- Develop a strategic plan for school connectedness
- Build social connection into health curricula
- Implement socially based education techniques
- Create a supportive school environment

Our Epidemic of Loneliness and Isolation 2023

The U.S. Surgeon General's Advisory on the Healing Effects of Social Connection and Community
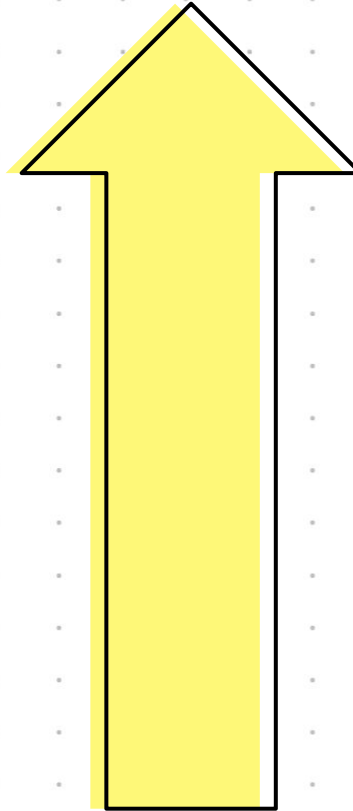
Staff Voice & Input

Staff are more engaged when they feel **HEARD** & are a part of something they helped **CREATE**

When able to **EXPRESS OPINIONS & CONCERNS** to people who listen, 4x more likely to be excited about future in education

Rituals to Acknowledge & Recognize

Educators who feel valued & appreciated for who they are and what they do

Belonging

Engagement

Retention

Rock, Paper, Scissor
Group

Rituals to Acknowledge & Recognize

1. Use Students to Acknowledge and Recognize Staff

2. Use Families to Acknowledge and Recognize Staff

3. Intentional Acts of Kindness

4. Small Notes with Powerful Messages

5. Indirect Compliments through Others

6. Taking Over a Duty to Give Time

7. Getting Some Love from the Whole Crew

8. Weekly Rituals of Recognition Among Staff

Group Chat:
What stood out to you on the Rituals to Acknowledge & Recognize list ?

If There's Time:
Reflect on one change you could implement this school year, share with your group.

00:25

Rituals to Acknowledge & Recognize

1. Use Students to Acknowledge and Recognize Staff

2. Use Families to Acknowledge and Recognize Staff
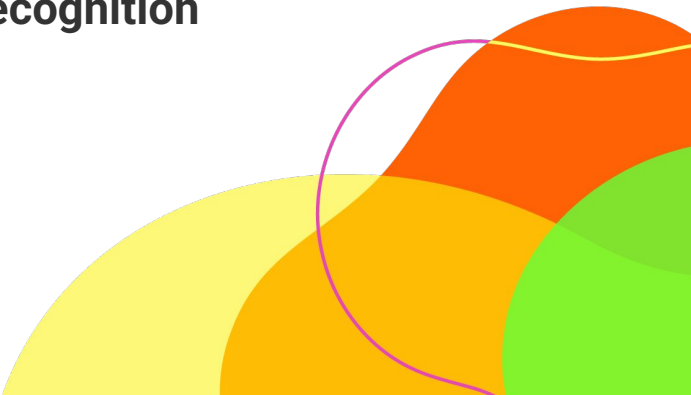
3. Intentional Acts of Kindness

4. Small Notes with Powerful Messages

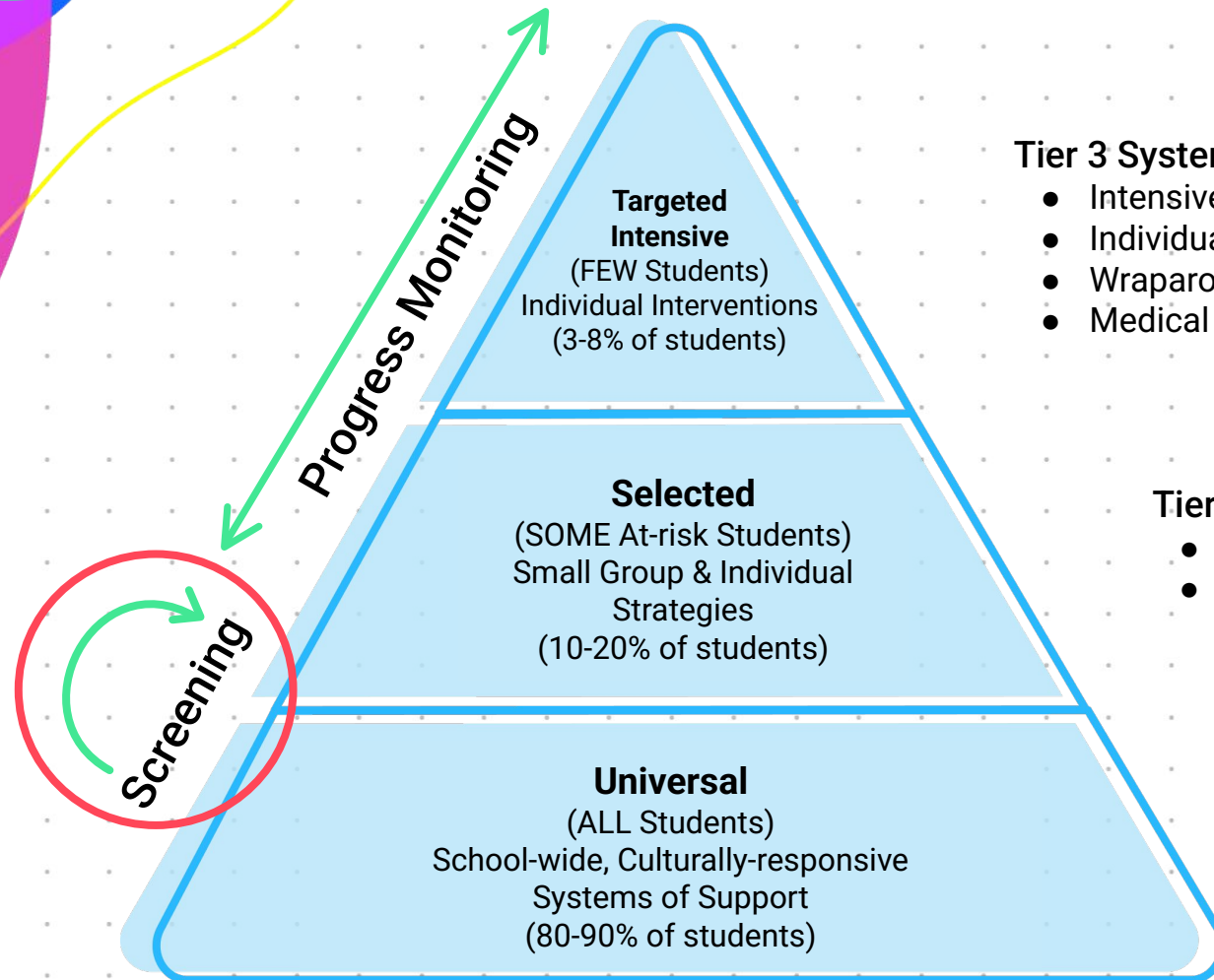5. Indirect Compliments through Others

6. Taking Over a Duty to Give Time

7. Getting Some Love from the Whole Crew

8. Weekly Rituals of Recognition Among Staff

WHY?

Progress Monitoring

Screening

Targeted Intensive
(FEW Students)
Individual Interventions
(3-8% of students)

Selected
(SOME At-risk Students)
Small Group & Individual Strategies
(10-20% of students)

Universal
(ALL Students)
School-wide, Culturally-responsive Systems of Support
(80-90% of students)

Tier 3 System of Support for a FEW:
- Intensive academic interventions
- Individualized behavioral and mental health services
- Wraparound supports
- Medical intervention

Tier 2 System of Support for a SOME:
- Menu of academic interventions (math, literacy)
- Menu of social, emotional and behavioral interventions

Tier 1 System of Support for a ALL:
- Core academic curriculum instruction
- School-wide behavior support
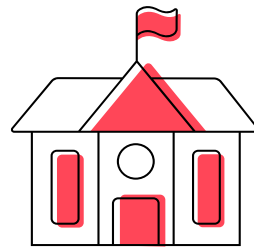- Social-emotional learning curriculum
- Relationship practices

Group Chat:
What concrete strategies can we put into practice to have an advocacy mindset?

Find Your **Seat**

Systemic Change
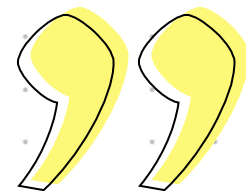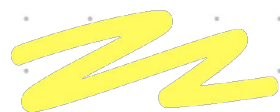
"Intentional system changes made in a school or district within the past 3 years to address the rising behavioral, social-emotional, and academic needs of students."

–Systemic Change

Indicators of Whole School Systemic Change

⭐ Data Informed

🔗 Universal Tier 1 Lessons

✨ School-Wide Systems & Structures

🙌 Collaboration with various stakeholders

🌳 Promoting & Supporting Student Success

Culture & Climate

Culture: *"...goes much deeper than a mission statement... culture is how group members actually behave, repeatedly and habitually."* - James Hunter

Climate: The product of the attention to those behaviors; the school's effects on its people. It is something you can actually feel.

Educator Culture and Climate Scale

Educator Culture & Climate Scale

This scale is designed to gather information from educators in a school building regarding their perceptions and feelings based on their experiences in the school.

1. I feel like I belong at this school.
2. At this school, I feel valued and appreciated for who I am as a person.
3. I feel like people at this school care about me.
4. I feel overwhelmed by my work.
5. I am treated with respect at this school.
6. I feel supported to meet the needs of students.
7. I have positive thoughts and feelings about working at this school.
8. At this school, I feel valued and appreciated for what I do.
9. The support I receive from others makes me feel confident in my ability to achieve meaningful outcomes for students.
10. Educators pay attention to and recognize one another as positive contributing members of the school.
11. I am supported to manage the stress and challenges that come up working at this school.
12. The professional learning I receive boosts my confidence as an educator.
13. The work I do feels overwhelming.
14. I feel stressed at work which makes it hard to focus on new things.
15. I am able to maintain a positive attitude.
16. The work I do makes me feel burned out.
17. In most ways my work is close to my ideal.
18. The conditions of my work are excellent.
19. I am satisfied with how I am treated at work.
20. Educators in this school are able to collaborate to address students' who are struggling socially, emotionally, and behaviorally in school.
21. If a student exhibits behaviors that interfere with learning, educators are confident in their ability to get the behavior on track.
22. Educators feel like they have control over practices that can effectively prevent social, emotional, and behavioral problems.
23. I feel safe enough to admit mistakes or mishaps in front of others without fear of judgment.

Character Strong
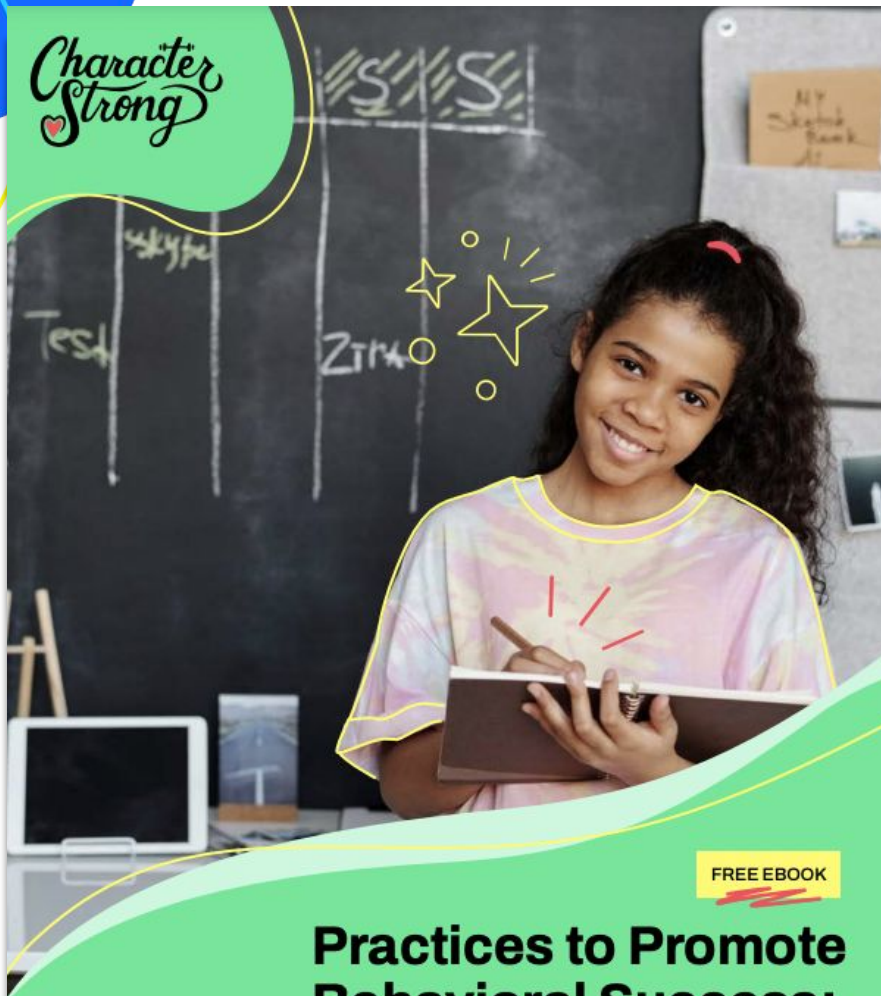
Practices to Promote Behavioral Success:

A Tier 1 Checklist for Educators

FREE EBOOK

Practice	Item	Rating	If rated a 2 or 3, then what visible evidence is there that this practice is present?
Relational Practices			
Banking Time	To what extent do you intentionally connect with each student to deposit into the relationship to cultivate a sense of trust, understanding, and belonging?	• 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent	
Positive greetings at the door	To what extent do you authentically and positively greet, welcome, and provide encouragement to students each day when transitioning into the classroom?	• 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent	
5-to-1 ratio of positive to negative interactions	To what extent do you maintain a ratio of 5 positive interactions to every 1 negative interaction with students, especially those who need it the most?	• 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent	
Indirect compliments through other adults	To what extent do you identify something to compliment about what the student said, did, or achieved in class and relay that compliment through another important adult in the student's life?	• 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent	
Restoring relationship	To what extent do you engage in restorative conversations with students after a negative interaction to repair any harm done to the relationship?	• 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent	
Classroom meetings & community building	To what extent do you hold classroom meetings with the purpose of building classroom community and a sense of ownership over the learning environment?	• 0 = Not at all • 1 = Slight extent • 2 = Moderate extent • 3 = Great extent	

Character Strong

Low-Burden, High-Impact Strategy
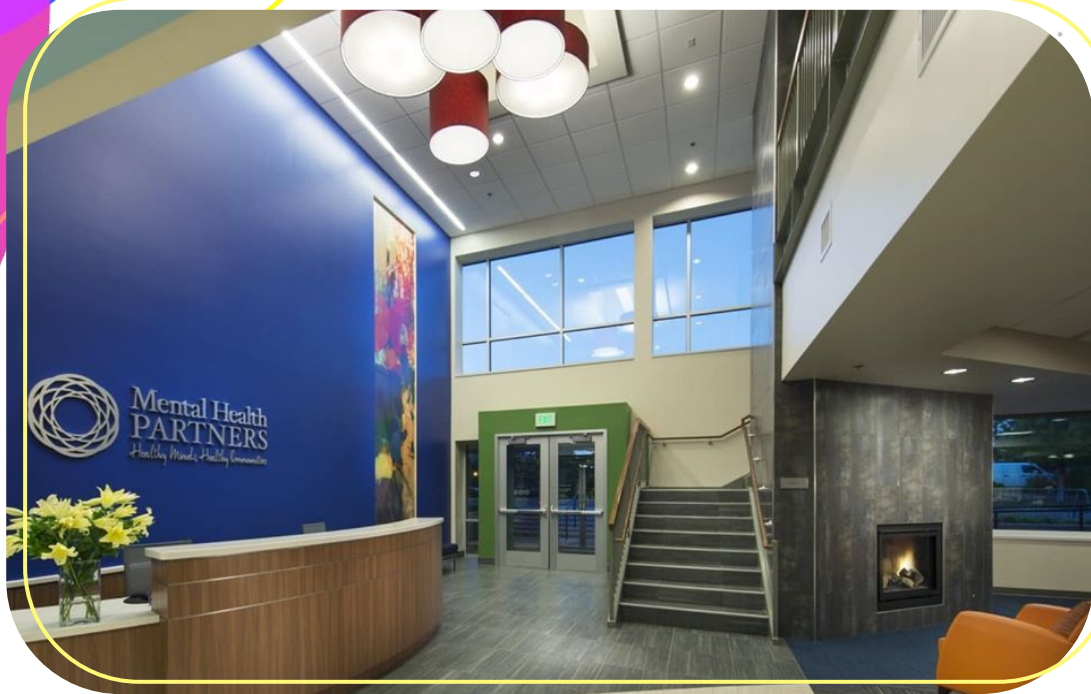
Why: Provide services where children spend the majority of their time.

What: Mental and/or primary health providers sharing space (teleservices) within schools to deliver direct services.

How: Community Partnerships through ongoing advocacy, discussion and shared funding.

Turn & Talk:
What essential
indicator is missing
from your system?
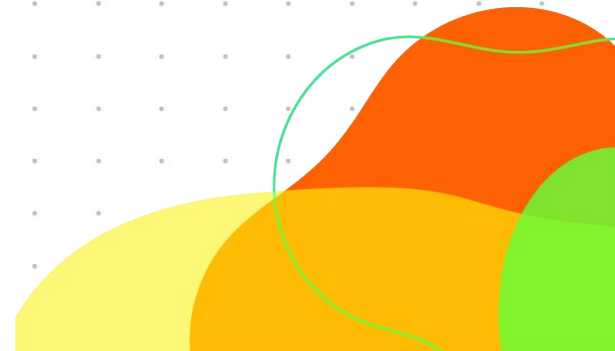
Indicators of Whole School Systemic Change

⭐ Data Informed

🔗 Universal Tier 1 Lessons

✨ School-Wide Systems & Structures

👏 Collaboration with various stakeholders

🌳 Promoting & Supporting Student Success

Collaboration

"Collaborative efforts made between school counselors and other educational stakeholders that support the academic, social-emotional, and/or career development of students.
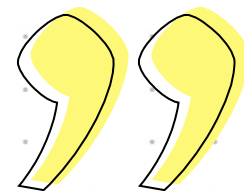
–Collaboration
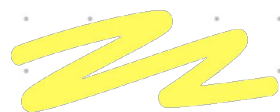
Indicators of Whole Community Collaboration

- Peer-led Programs
- Systems & Structures
- Joint efforts between departments & positions
- Community & Stakeholder Partnerships
- Family & Caregiver Collaboration

Rock, Paper, Scissor
Group

WHY?

Tier **3**

Few Students

Tier **2**

Some Students

Tier **1**

Every Student Receiving Foundational Support
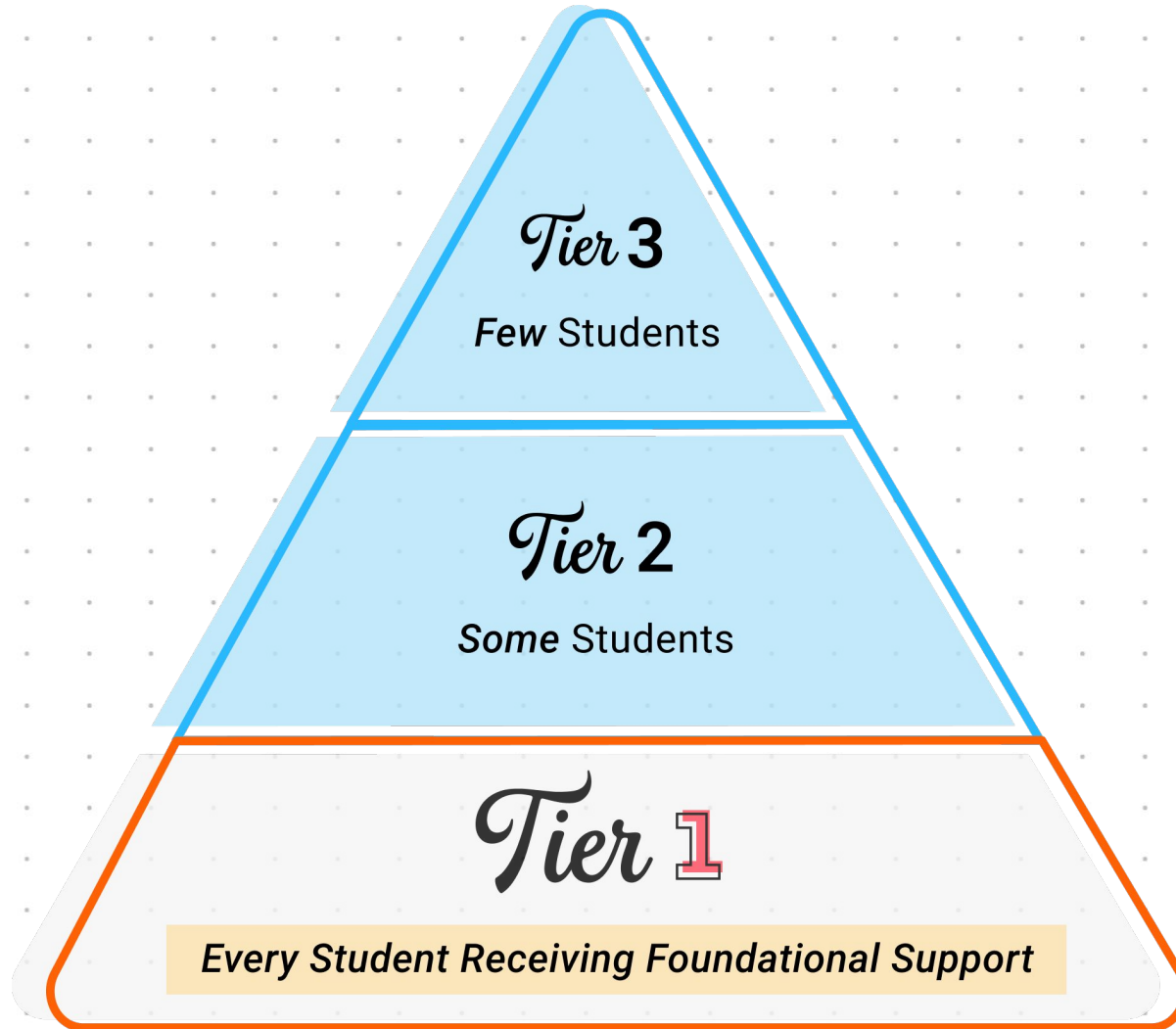
What it IS

Involving all stakeholders to create a positive school climate

Clear expectations that guide daily actions

Evidence-based core instruction

Weekly teaching of social, emotional, and behavior skills alongside academic skills

Using data to drive decisions

What it is NOT

A leader/small team making decisions in isolation

Expectation posters on the wall for Look-fors

Bribing students with rewards

Development of reactive systems

Making decisions without data

Tier 1 Direct & Indirect for EVERY Student

| Academic	College & Career	Social Emotional
Core School Counseling Curriculum	Core School Counseling Curriculum	Core School Counseling Curriculum
Transition Programing	College & Career Fairs	Wellness/Calming Spaces
Academic Individual Plans	College and Career Readiness Plans	Prevention Topics: Suicide, Bullying, Mental & Wellness
Consultation & Collaboration with staff, admin, and partners	Consultation & Collaboration with staff, admin, and partners	Consultation & Collaboration with staff, admin, and partners
Family Trainings & Events	Family Trainings & Events	Family Trainings & Events
Universal Assessments	Interest Inventories	Universal Assessments
Universal Design for Learning	PBL: Passion Projects	Peer Led Modeling Program
Community Building Activities	CTE & Work Based Learning	Culturally Responsive Classroom

Systemic Change   Collaboration   Advocacy
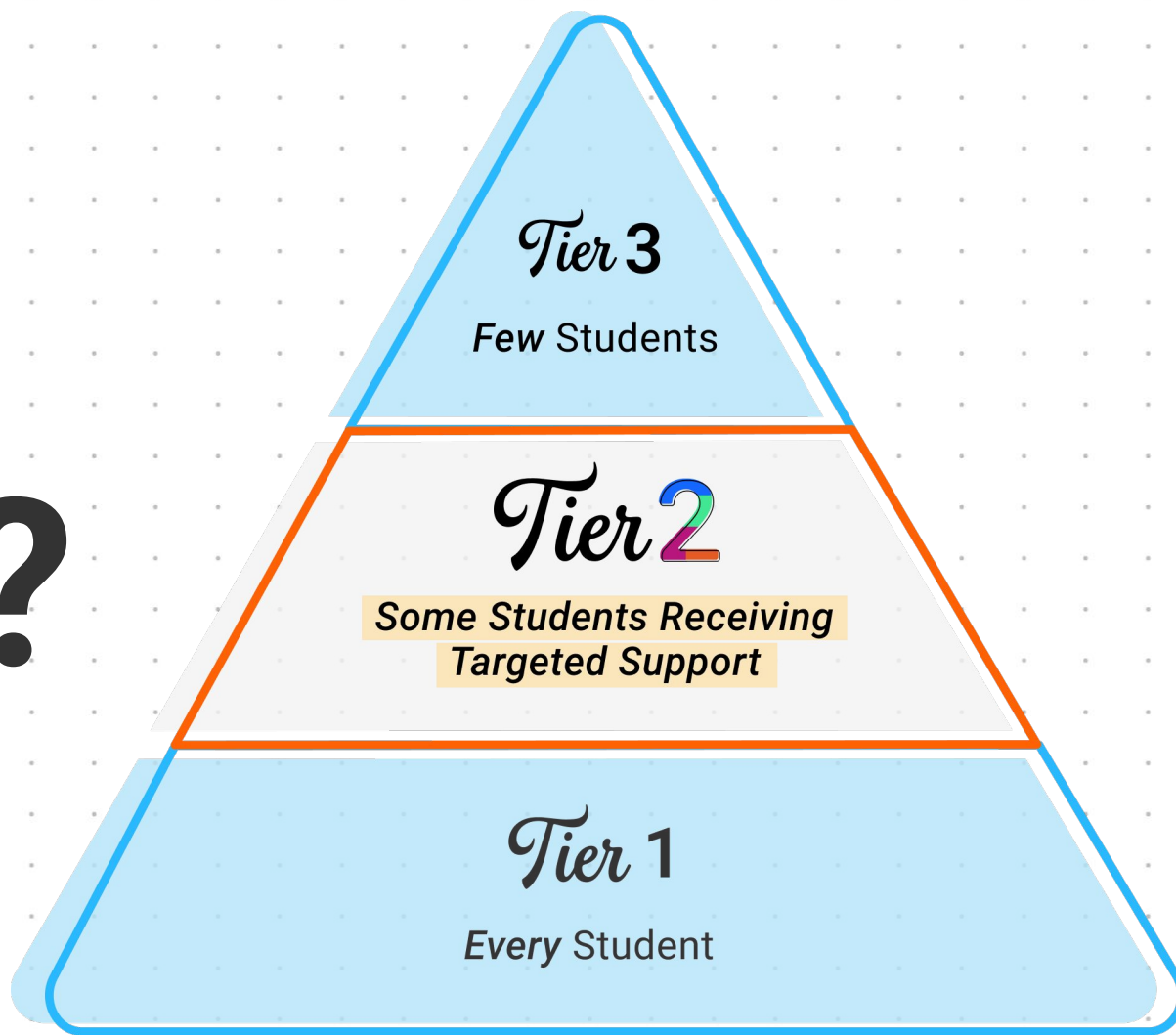
	What it IS		What it is NOT
	A team-based approach		A person
	A problem-solving process for long term supports		Admiring the problem or analysis paralysis
	A menu of supports		Just Check-in/Check-out
	Low burden interventions		Highly specialized supports
	Early intervention		Late intervention
	Short term interventions		Forever interventions

Tier 2 Direct & Indirect for SOME Students

Academic	College & Career	Social Emotional
Executive Functioning Small Groups	Small Group Support	Externalizing or Internalizing Small Groups
Adult / Mentor Programs	Individual Counseling	Motivational Interventions like Check-in/Check-out
Ability Grouping (not full time)	First Generation Programing	Peer Mediation
Small Group Study Sessions	Planning Workshops	Restorative Practices
Credit Recovery	Near- Peer Mentorship Programs	Behavior Support Plans
Academic Success Teams	Affinity Groups	Student Study Teams
School-Home Communication	School-Home Communication	School-Home Communication
Peer-2-Peer Tutor Programing	University and Industry (CTSO) Partnerships	Adult / Mentor Programs

Low-Burden, High-Impact Strategy

IDENTIFY and DEFINE
the main area of concern
to target via intervention

↓

Analyze Why Need Exists
Identify the root cause that
explains why the need exists

→

↓   ↓

Acquisition Need   **Performance Need**

Intervention designed to teach
student lagging social, emotional
regulation, or executive skills to
meet demands of
the environment

Intervention designed to support,
prompt, encourage and motivate
the student to use the behavior
or skills the student is capable
of exhibiting

The Why

- Evidence-based paradigm to conduct root cause analysis
- Analysis of why the behavior of concern or need is happening (i.e., root cause)
- Precise intervention selected that targets the hypothesized root cause
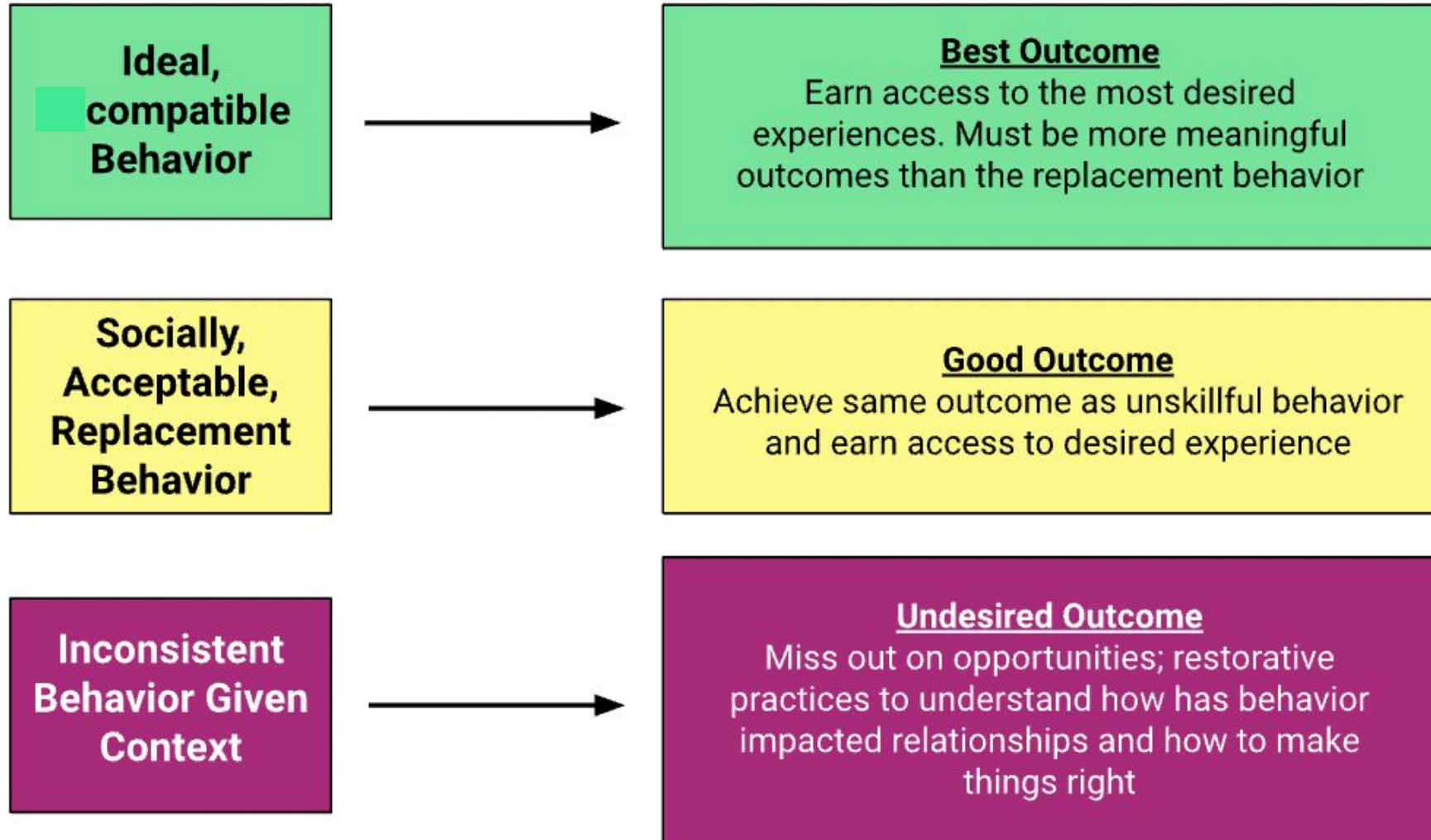
PreCorrection Plan

Precorrection Plan Example

Student Name:		Facilitator:	
Complete the document with the student below:			
When:	Identify the situations (time, activity, setting) in which the students are likely to exhibit incompatible behavior that necessitates a corrective response. These are the situations where you want to frontload the use of precorrection.	Time: Activity: Setting:	
What:	Clearly define the agreed upon behaviors for success during the identified situations where students are likely to exhibit behavior that warrant a corrective response.		
Who Will Give Precorrection:	The person who is the authority figure in charge of the setting in which precorrection is needed.		
How:	-Teach Behavioral Choices -Follow Through with Consistent Precorretions -Recognize and Acknowledge alternate behavior choices		

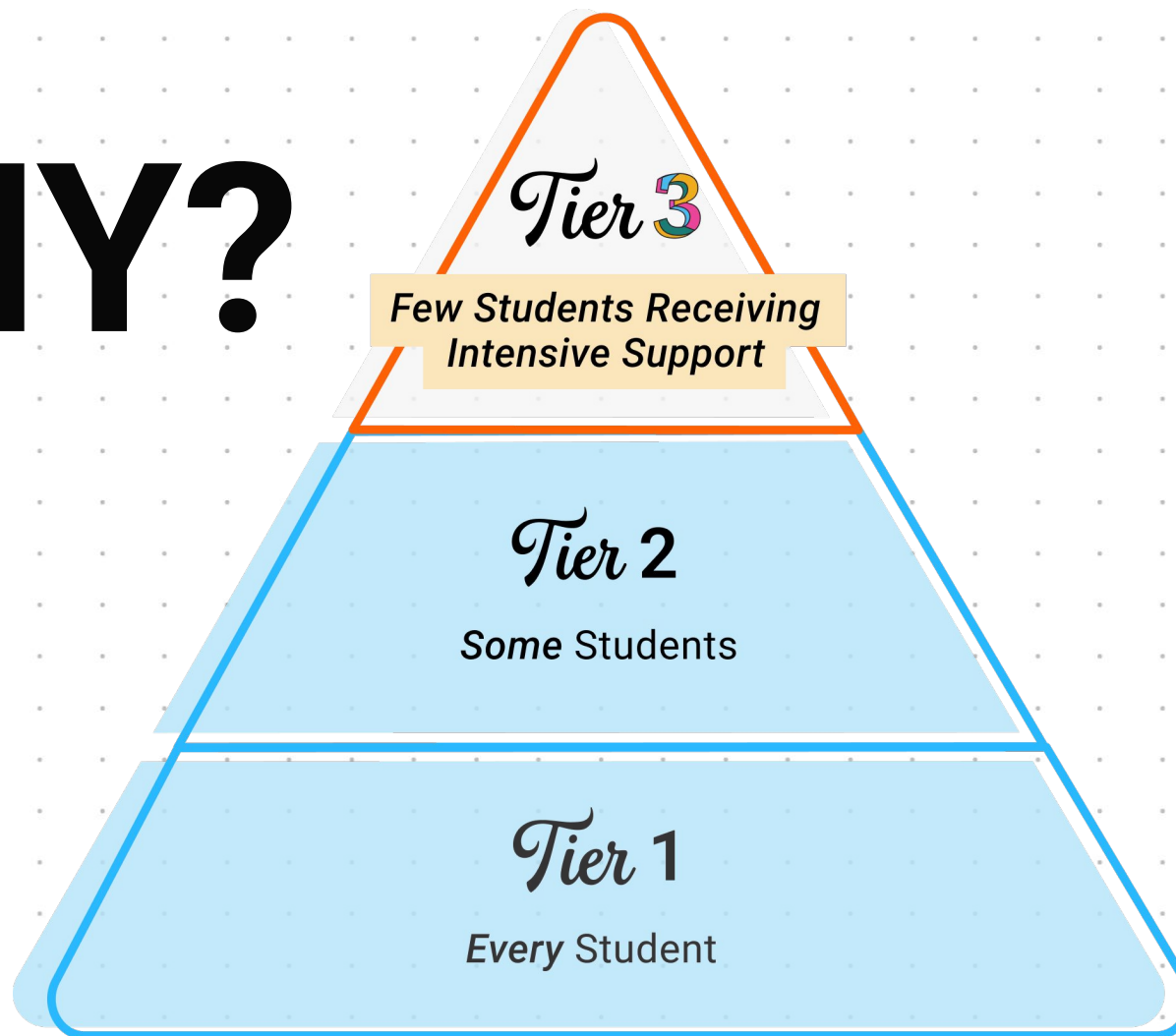**When:** Identify when students might exhibit specific behaviors the require corrective action.

What: Define specific agreed upon behaviors for success.

How: Meet with student and teach specific behaviors and queuing process. Consistently follow through and recognize student when they exhibit desired behavior.

Explicitly Teach

Ideal, compatible Behavior	**Best Outcome** Earn access to the most desired experiences. Must be more meaningful outcomes than the replacement behavior
Socially, Acceptable, Replacement Behavior	**Good Outcome** Achieve same outcome as unskillful behavior and earn access to desired experience
Inconsistent Behavior Given Context	**Undesired Outcome** Miss out on opportunities; restorative practices to understand how has behavior impacted relationships and how to make things right

What it IS

A team-based approach

A problem-solving process for long term supports

A menu of supports

Specialized supports

Support driven by skill needs or Functional Behavior Assessment

What it is NOT

A person (e.g., school counselor)

Admiring the problem or analysis paralysis

Behavior contractors

Only special education

A short track to qualify for special education

Tier 3 Direct & Indirect for FEW Students

Academic	College & Career	Social Emotional
Instructional Coaching	College & Career Resource Centers	Behavior and Classroom Management Coaching
Family Visits	Individualized post-secondary planning	Crisis Management
Family or Caregiver Educational Training	Individualized Test Prep	Wrap Around Models
Structured Breaks Class Pass	Digital Nudging Systems	Solution-Focused Brief Counseling
Individualized executive functioning skill development	Family consultation	Modular-based skill mastery for coping and regulation
	Complex Financial Aid Situations Consultation	Co-Located Supports
	Summer Bridge Programs	Family Skill Development - EcoFIT

Decision Rules

Screening, structured nomination, warning indicator data

Proactive Detection
(Screening, existing data, structured student nomination)

↓

Triage
Decision to determine level of care based on need & resources

Rule-Out
Tier 1 Support or False Positive

Rule-In
Tier 2

Rule-In
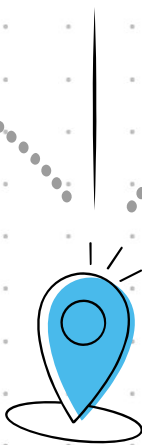Tier 3

Tier 3 Problem-Solving Process

Step 1

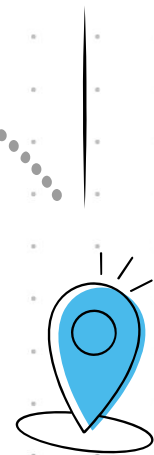Define, Analyze, & Select

Step 2

Develop a Plan

Step 3

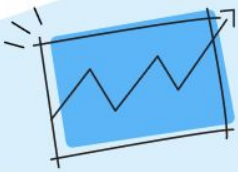Implement & Monitor Progress

Step 4

Review & Decide

Tier 3 Behavior Support

Function-Based Behavior Support Plans that guide adult behavior change to put in place environment supports that prevent and respond to unskillful behavior and teach, encourage, and reinforce replacement behaviors.

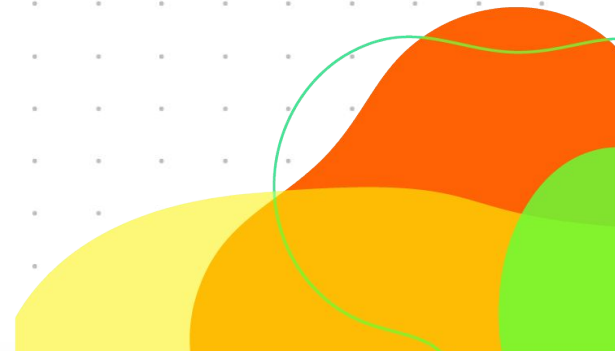**Gather FBA Data** → Use FBA to Develop a Hypothesis → Create a Pathway Chart → Develop a Behavior Support Plan

Turn & Talk:
What concrete practices have you put in place to elevate one of these indicators?

The 1 Thing

1 thing that
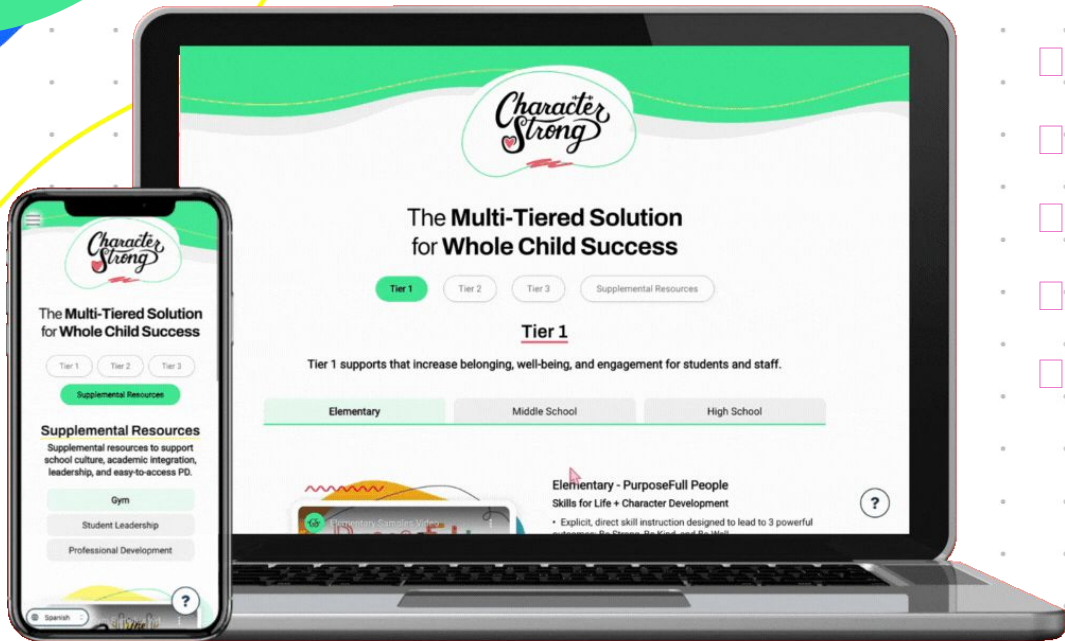I can try…

&

1 thing I am
curious about…

60 Second Feedback

Tier 1 Curriculum

- PreK - 12th Grade Vertically Aligned Curriculum
- Designed by Educators for Educators
- Every lesson is unique and does not repeat
- Research-Based Lessons
- Plug and Play Resources

Scan to Learn More

Tier 2 Solution

Tier 2

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
- Screening and Intervention Matching Tool
- Progress Monitoring and Intervention Fidelity Tools
- Monthly Professional Learning & Coaching Access
- Library of On Demand Training and Resources

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Tier 3 Solution

CharacterStrong

Tier 3

- Elementary, Middle, or High School Level Curricula
- 6 Evidence-Based Interventions
- Screening and Intervention Matching Tool
- Progress Monitoring and Intervention Fidelity Tools
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