



Barnstable West Barnstable Elementary School

2463 Main St. West Barnstable, MA 02668

www.barnstable.k12.ma.us/bwb

<https://www.barnstable.k12.ma.us/domain/1071>

Principal's Comments

The full time counselor at Barnstable West Barnstable Elementary School is an integral part of our school community. Our counselor is a reassuring support and resource for our families as well. She offers support to students in need on a daily basis and works to build their lagging social emotional skills through small group interventions. She connects families with outside agencies for added support. Alongside our school psychologist and our SEAD coach, our counselor collaborates to make decisions that best support our students.

School Counseling Program

The Barnstable West Barnstable counseling program provides service to students in grades K-3 to aid in the personal/social, academic and emotional development. Currently there is one school counselor with a total school population of 264 students. The student services department also includes a school psychologist, a social emotional academic coach.

- Katie Beebe, Counselor
- Angela Pidala, School Psychologist
- Kathleen Georgio, SEAD Coach K-3

The team collaborates and meets weekly with other staff including the administration and school nurse. The counselor and the school psychologist work one to one with students daily and weekly and facilitate small groups. This year the school counselor also delivered classroom

lessons from the Child Protection Units of Second Step. The counselor participated in the monthly SEAD Professional Learning Community time with classroom teachers and the SEAD coach to continue to develop curriculum and resources around SEL and PBIS. In accordance with the district wide initiative to educate the whole child, the counselor and school psychologist also attended ongoing trainings on the use of the Collaborative Problem Solving Model (CPS). The purpose of using CPS is to assist teams in identifying lagging social emotional skills and develop interventions to address these difficult behaviors. Five staff members, including the school counselor and school psychologist, have participated in the Tier 2 training and ongoing consultation and three additional staff members have now been trained at the Tier 1 level. The group has done some inservice training with staff and have begun implementing CPS throughout the school. The student services team has assisted in incorporating the Second Step Curriculum across the school settings, as well as, PBIS. The team has developed a link on the school's website where monthly communication is posted to provide families with information and resources. The first annual Family Resource Night was hosted this year, as a way to connect families and community resources. The team has also facilitated the implementation of Check In/Check Out as a Tier 2 intervention for students. A total of 13 students participated in the program this year.

Tiers of Social Emotional Student Support at BWB

- Tier 1 - All students received instruction in the classroom through the use of the Second Step Curriculum and Responsive Classroom. Students were explicitly taught behavioral expectations through the use of the Behavior Matrix. Every two weeks students were chosen as exemplars of different areas of the matrix and received an extra gym class.

- Tier 2 - Small group instruction provided by school counselor and school psychologist reinforcing skills practiced in the classroom. Facilitation of Check In/Check Out. Collaborative Problem Solving meetings with teachers and students.
- Tier 3- One to one or small group targeted explicit instruction to address recurring challenging behaviors. Creation of plans on an as needed basis to support students social emotional skill development.

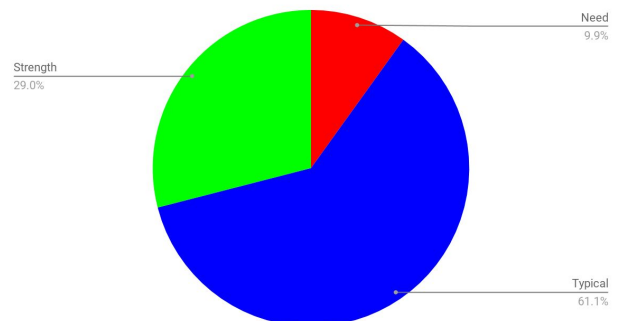
Program Results

The school counseling program is designed to reach students in grades K-3, through providing support and guidance to the academic, social and emotional skill development of all students. In October, classroom teachers assessed all students Social Emotional Skills through the Devereux Student Strengths Assessment (DESSA). The DESSA is a strengths-based behavior rating scale that measures the social emotional skills that help students do well in school, at home, and in the community. The department used the initial results to identify students who need further skill instruction and support through intervention such as small groups, whole class support, and Check In/Check Out. The counselor and school psychologist used Second Step and DESSA curriculum during small groups to target identified lagging skills. Teachers were surveyed again in the spring to assess the progress. At the time of the spring rating 76 students fell within the strengths range and 160 students fell with the typical range. Combined this is 90% of our students, which was a 7% increase from 83% in the fall. In addition, there was a decrease in students falling in the Needs range, from 43 students (17%) to 26 students (10%). The department plans to use this spring data to plan for interventions in the early fall and will use a similar method following the fall DESSA screening in 2019 to target social emotional interventions.

Focus for Improvement

In the 2019 – 2020 school year, the department would like to continue to support the district initiatives around educating the whole child. At BWB, we have begun to weave together the social emotional approaches being used in the district including, Second Step, Collaborative Problem Solving, Responsive Classroom, PBIS and the MTSS framework. We have a problem solving approach that includes elements of Collaborative Problem Solving. We have a discipline referral system that also utilizes elements of MTSS and Collaborative Problem Solving. One goal for next year would be to continue to implement and fine tune the use of these systems to better support the growth of student's lagging skills. This includes continued development of the use of Collaborative Problem Solving throughout the school. We would like to continue to use the Discipline Referral Process as a way to identify students, their lagging skills and potential interventions. Finally, we would like to continue to improve upon the process for promoting good attendance and identifying students who may need support to improve their attendance, The school counseling department looks forward to meeting student needs through programs that recognize student successes, as well as, assisting with developing lagging skills.

DESSA Spring 2019 Ratings



Massachusetts Accountability Report Card – 2018-2019
A Continuous Improvement Document for School Counseling Outcome
MASCA - Massachusetts School Counselors Association

Fall 2018 DESSA to Spring 2019 DESSA Comparison

