

Meet Mr.Arias & Ms.Arleene!



Ms.Arleene
Behavior Support

Mr.Arias,
School Counselor

School
Counselor



Danzante



Father /
husband



MR. ARIAS

Artist

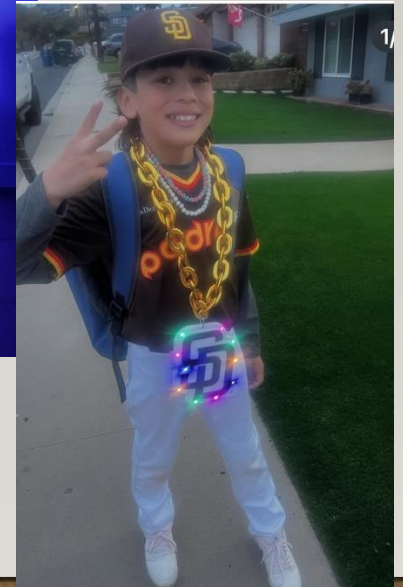
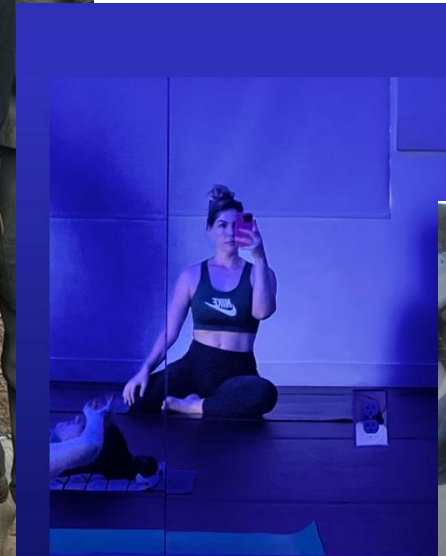


Traveler



MS. ARLEENE

- Military mom!
- Baseball mom!
- Fitness



ROLE OF THE SCHOOL COUNSELOR

- PBIS Tier I: Classroom lessons including emotion regulation, problem solving, bullying prevention
- PBIS Tier II and III: 1:1 and small group counseling support
- Referrals for long-term support (e.g. **Family Resource Center, South Bay Community Services**)
- Peace Patrol Advisor
- Chess Club
- Wellness Club
- Collaboration with families, teachers, administrators, and the community for student success
- Responsive services

The
“Feelings”
teacher!

second step[®]
Not Just Better Students.
Better People

THE
ZONES OF
REGULATION

I am bilingual
in English &
Spanish!

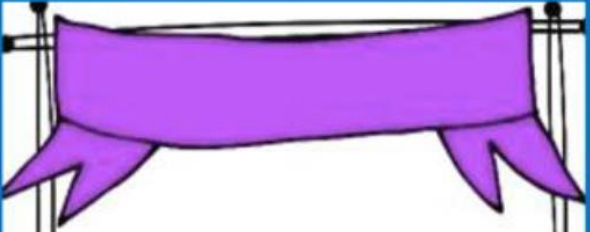
¡Soy bilingüe
en inglés y
español!



DIEGO ARIAS, M.S., P.P.S.

SAN DIEGO STATE UNIVERSITY

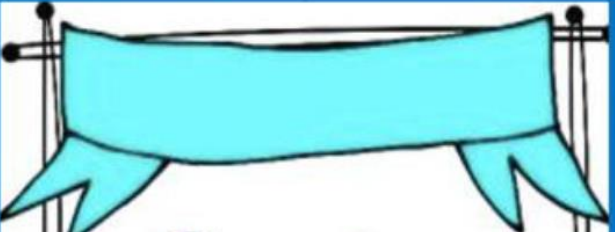
LOMA VERDE WILDCAT RESPONSIBILITIES



Show
Respect



Make
Good
Decisions



Solve
Problems



POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS (PBIS)



Students of the Week earn prizes weekly!

Where?

- ☐ Classroom
- ☐ Cafeteria
- ☐ Hallways
- ☐ Playground
- ☐ After lunch
- ☐ Assemblies

I was seen...

- ☐ Showing Respect
- ☐ Making Good Decisions
- ☐ Solving Problems

LEONARDO WILDCATS

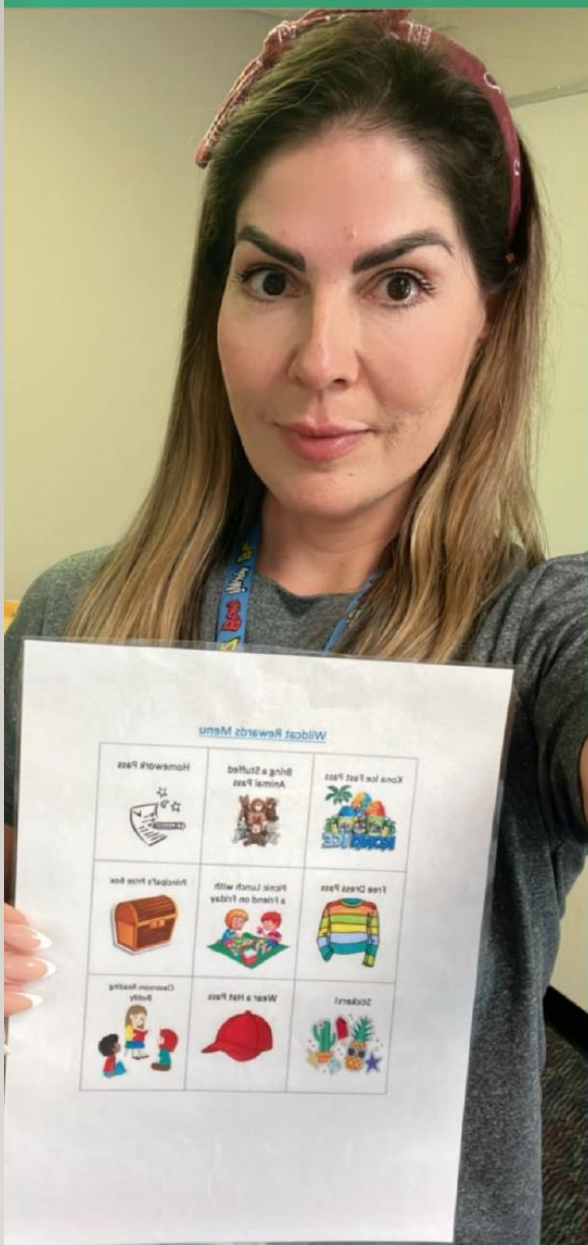
Student's Name: _____

Issued By: _____

Issued Date: _____

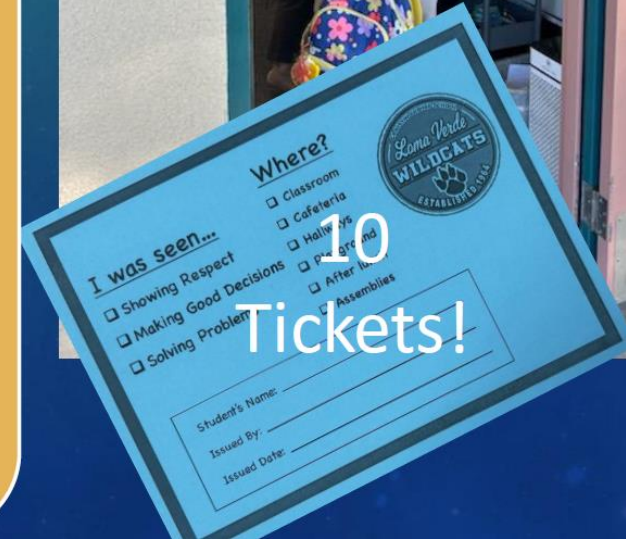
Earn 10 and pick a prize!

Wildcat Rewards Menu		
		
		
		



Wildcat Reward Menu

- After school Monday-Thursday
- Counseling Office 400B
- Wait in line
- Choose a ticket from the prize menu!
- Prizes include: bring a stuffed animal to school, principal's prize box, free dress, picnic lunch with a friend, homework pass, stickers, read a book to another classroom, and more!



PBIS: WHO IS INVOLVED?

- Teachers
- Noon Duty Supervisors
- Office Staff
- Administration
- Counseling
- ...the whole Village!



RESTORATIVE PRACTICES: VALUES & PRINCIPLES



- Relationships are central to building community
- Addresses misbehavior and harm in a way that strengthens relationships
- Focuses on harm done rather than only on rule-breaking (separates the deed from the doer)
- Gives voice to the person harmed
 - Engages in collaborative problem-solving
 - Empowers change and growth
- Enhances responsibility

Amstutz, L. & Mullet, J. The Little Book of Restorative Discipline for Schools. (2005)

RESTORATIVE PRACTICES

Responding to Challenging Behavior	Helping Those Who Were Harmed
What happened?	What did you think when you realize what happened?
What were you thinking of at the time?	What impact has this incident had on you and others?
What have you thought about since?	What has been the hardest thing for you?
Who was affected? In what way?	What do you think needs to happen to make things right?
What do you need to do to make things right?	

RESTORATIVE PRACTICES

Respondiendo a comportamientos desafiantes	Ayudando a quienes fueron perjudicados
¿Qué pasó?	¿Qué pensaste cuando te diste cuenta de lo que pasó?
¿En qué estabas pensando en ese momento?	¿Qué impacto ha tenido este incidente en usted y en los demás?
¿En qué has pensado desde entonces?	¿Qué ha sido lo más difícil para ti?
¿Quiénes fueron afectados? ¿De qué manera?	¿Qué crees que debe suceder para que las cosas salgan bien?
¿Qué necesitas hacer para arreglar las cosas?	

INTEGRATING RESTORATIVE PRACTICES & PBIS

PBIS Component	Classroom Implementation	Restorative Practice
Define expected behaviors	Display posters with school-wide expectations (e.g. be safe, be responsible, be respectful)	Establish classroom agreements through proactive circles and class meetings
	Develop matrix showing what expectations look like during classroom routines	Establish lines of communication through active listening
Teach what appropriate behaviors look like in all school settings	Teach appropriate behaviors during specific classroom routines (raising hand, getting/putting away materials, waiting your turn)	Teach classroom agreements through proactive circles and class meetings
Reward students who engage in appropriate behaviors	Provide 4 rewards to 1 correction. Rewards can take the form of verbal acknowledgements, tokens, or privileges	Reinforce appropriate behavior through behavior-specific affective praise statements

SCHOOL COUNSELING REFERRAL

1. Complete referral form and print or e-mail to diego.arias@cvesd.org
2. Referrals are provided in 3 ways:
 1. Parent/guardian referral
 2. Teacher/staff referral
 3. Student self-referral (upper grade)
3. Counselor will reach out to the teacher and the parent/guardian to determine level of intervention
4. Resources will be provided to parent and teacher with possible referral to outside support
5. School-based counseling support scheduled with teacher (check-ins, one on one, or small group).

CONFIDENTIAL SCHOOL COUNSELOR/SOCIAL WORKER REFERRAL FORM

Date Received _____

MTSS
Multi-Tiered System of Supports

Student's Name _____ Teacher _____ Grade _____
Parent/Guardian Name _____ Parent/Guardian Phone (____) _____
Student lives with: _____
Have you contacted parent/guardian about your concern? Y/N Date: _____
Outcome of parent contact: _____

Reason(s) for Referral (check all that apply):

☐ Major changes in behavior	☐ Excessive worrying/anxiety
☐ Sadness/Depressive behaviors	☐ Withdrawn
☐ Self-image/confidence	☐ Aggression/fighting
☐ Hyperactivity/Impulsivity	☐ School refusal
☐ Social skills	☐ Family concerns
☐ Other _____	☐ Other _____

How urgent is this concern? ☐ Low ☐ Medium ☐ High

Please provide a brief description of your reason for referral.

What actions have been attempted to support your student with this concern(s)?

Other services the student is receiving:

Additional information:

Name of person completing referral: _____ Date: _____

School-based counseling will take place once/week for 30 minutes during the day, for 6-8 weeks. Scheduled time will be arranged with teacher.

REASONS TO REFER

- School Counselors provide assistance and support to a student or small group of students during times of transition, heightened stress, critical change or other situations impeding student success.
- School counselors do not provide therapy or long-term counseling in schools. However, school counselors are prepared to recognize and respond to student mental health needs and assist students and families seeking resources.
- Other areas of support include (but not limited to):
 - Grief/Loss
 - Parent/Family Separation
 - Mindfulness Skills
 - Bullying
 - Emotion Regulation
 - Suicide Risk & Threat Assessments
 - Impulse Control
 - Restorative Circles/Conflict Resolution

****Parent/guardian signed consent form is required for individual and small group sessions****



RESOURCES

- CVESD Family Resource Centers: www.cvesd.org/community/chula-vista-community-collaborative/family-resource-centers (E-mail me for referral assistance: diego.arias@cvesd.org)
- South Bay Community Services: <https://sbcssandiego.org>
- Elizabeth Hospice – Grief counseling support: www.elizabethhospice.org
- Restorative Practices: www.iirp.edu
- 988 Mobile Crisis Response Team (24/7 support, San Diego County)

THANK YOU! ¡GRACIAS! TLAZOKAMATI



“SCHOOLS ARE NOT BUILDINGS, CURRICULUM TIMETABLES AND MEETINGS. SCHOOLS ARE RELATIONSHIPS AND INTERACTIONS AMONG PEOPLE.” – JOHNSON & JOHNSON, 1994