# ALIGNING COMPREHENSIVE SCHOOL COUNSELING PROGRAMS AND POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS TO MAXIMIZE SCHOOL COUNSELORS' EFFORTS

*School counselors are tasked with contributing to a safe and preventative school climate serving students' academic, career, and social/emotional needs through comprehensive school counseling program implementation. Positive Behavioral Interventions and Supports (PBIS) prioritizes a positive school climate, is widely implemented in the United States, and has been recommended by influential educational stakeholders. School counselors can assist with PBIS implementation; however, no thorough description exists of the alignment between comprehensive school counseling programs and PBIS. In this article, the authors conceptualize this alignment, aiming to increase school counselors' and stakeholders' understanding of and advocacy for this alignment to maximize school counselors' efforts. The article provides school counseling implications and recommendations.*

"Too many schools are still struggling to create the nurturing, positive, and safe environments that we know are needed to boost student achievement and success. No student or adult should feel unsafe or unable to focus in school, yet this is too often a reality" (U.S. Department of Education, 2014, p. *i*). The U.S. Department of Education (2014) recommends that schools implement evidence-based strategies to promote safe schools, including the use of tiered supports differentiating students' needs and interventions. School-wide Positive Behavioral Interventions and Supports (PBIS) are recommended as a tiered support and school counselors are one school-based staff group that is key in PBIS implementation. Several scholars describe the school counselor's role in PBIS (e.g., Cressey, Whitcomb, McGilvray-Rivet, Morrison, & Shander-Reynolds, 2014; Donohue, 2014; Goodman-Scott, 2014; Shepard, Shahidullah, & Carlson, 2013) and the American School Counselor Association (ASCA) recommends school counselors implement a comprehensive school counseling program in conjunction with PBIS (ASCA, 2014b). However, no clear, practical framework exists that aligns comprehensive school counseling programs, such as the ASCA National Model, with PBIS. In this article, the authors describe PBIS and comprehensive school counseling programs, their alignment, strategies for school counselors to implement PBIS strategies within their comprehensive program, and school counselor implications and recommendations.

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# PBIS

### Description

PBIS is a three-tiered continuum of preventative, culturally responsive, evidence-based, data-driven interventions based on applied behavior analysis principles with the aim of creating a positive school climate, teaching measurable and appropriate behavior to all students and staff, reinforcing desired behaviors, and viewing the school as a system (Technical Assistance Center on Positive Behavioral Interventions and Supports, U.S. Department of Education's Office of Special Education Programs [OSEP Center on PBIS], 2010; PBIS, 2015b; Sugai & Horner, 2006). The three-tiered continuum of support includes primary, secondary, and tertiary levels of prevention, the use of evidence-based practices, and implementation in all school levels to promote a positive school climate and address behaviors such as student discipline and bullying (PBIS, 2015b; Bradshaw, 2013). PBIS is widely implemented in the U.S. in nearly 22,000 schools in all 50 states, and many states have statewide PBIS leadership teams (H. Choi, personal communication, December 15, 2014). PBIS is an explicit part of the Individuals with Disabilities Education Act (PBIS, 2015a), named

used interchangeably in the literature, such as positive behavior supports and school-wide positive behavior support.

### Positive Outcomes

PBIS implementation relates to myriad student and school benefits. Researchers utilized a group randomized controlled effectiveness design in 37 elementary schools (21 treatment and 16 control; $N$ = 12,344 students) over 4 years, comparing schools implementing PBIS to those not (Bradshaw, Waasdorp & Leaf, 2012; Waasdorp, Bradshaw, & Leaf, 2012). Students in the PBIS schools displayed lower levels of aggression and disruption, higher levels of attending, pro-social behavior, and emotional regulation, and were 33% less likely to receive office discipline referrals (ODRs); PBIS implementation positively impacted school climate (e.g., fewer incidences of teacher perceived bullying and peer rejection). Other studies reached similar conclusions: schools implementing PBIS demonstrated decreases in discipline issues such as ODRs and suspensions (Bradshaw, Mitchell, & Leaf, 2010; Curtis, Van Horne, Robertson, & Karvonen, 2010; Lassen, Steele, & Sailor, 2006; Luiselli, Putnam, Handler, & Feinberg, 2005; Sherrod, Getch, & Ziomek-Daigle, 2009; Simonsen et al., 2012), a more positive and safe work environment (Bradshaw, Koth, Bevans, Ialongo, &

and implementing the framework in several schools simultaneously, the existence of the national PBIS organization and corresponding free resources, the preventative focus of the intervention, and a framework that each school could modify" (p. 113). Curtis et al. (2010) reported that due to a 40% to 67% decrease in ODR and suspensions during 4 years of PBIS implementation, the school had an estimated 56% decrease in loss of school-wide instructional time. Thus, PBIS implementation can lead to a more efficient use of school time.

### School Counselors' Role in PBIS

School counselors utilize a range of leadership roles to support PBIS in their schools and districts (ASCA, 2014b; Cressey et al., 2014; Curtis et al., 2010; Goodman-Scott, Doyle, & Brott, 2014; Martens & Andreen, 2013; Sherrod et al., 2009), such as PBIS coach (Donohue, 2014; Goodman-Scott, 2014; Sugai & Horner, 2006). School counselors engage in leading and coordinating PBIS implementation (Cressey et al., 2014; Curtis et al., 2010; Goodman-Scott, 2014). For example, they communicate with stakeholders (Curtis et al., 2010; Goodman-Scott, 2014), use data to determine school needs (Cressey et al., 2014; Curtis et al., 2010; Goodman-Scott, 2014; Martens & Andreen, 2013; Sherrod et al., 2009), create and monitor various PBIS interventions (Cressey et al., 2014; Curtis et al., 2010; Goodman-Scott, 2014; Goodman-Scott et al., 2014; Martens & Andreen, 2013; Sherrod et al., 2009), and engage in systemic change and advocacy (Cressey et al., 2014; Curtis et al., 2010; Goodman-Scott, 2014; Goodman-Scott et al., 2014). School counselors possess both the training and job roles to create school-wide interventions addressing student behaviors (Sherrod et al., 2009); their training and schedule make them ideal staff to collaborate with the PBIS school leadership team to implement individualized student interventions (Martens & Andreen, 2013); and school counseling and PBIS naturally

## THE ALIGNMENT BETWEEN THESE TWO APPROACHES MAY STRENGTHEN THE CREDIBILITY OF SCHOOL COUNSELING AND COMPREHENSIVE PROGRAM IMPLEMENTATION.

in the 2004 amendment as the singular recommended approach to address negative behavior while promoting positive school culture (Sugai & Horner, 2009). The term "multi-tiered systems of support" is often used as an overarching descriptor of PBIS and Response to Intervention, as both include a three-tiered continuum of support (ASCA, 2014b; Sugai & Horner, 2009). The authors use the term PBIS to include similar terms that are often

Leaf, 2008; Horner et al., 2009), and increased student academic performance (Horner et al., 2009; Lassen et al., 2006; Luiselli et al., 2005; Simonsen et al., 2012).

PBIS also increases efficiency. Goodman-Scott (2014) illustrated a case study of an elementary school implementing PBIS, stating, "District leaders described choosing PBIS for the following reasons: cost-effectiveness, ease in training school staff

align because both prioritize utilizing a systemic, data-driven, preventative framework focusing on student success (Goodman-Scott, 2014).
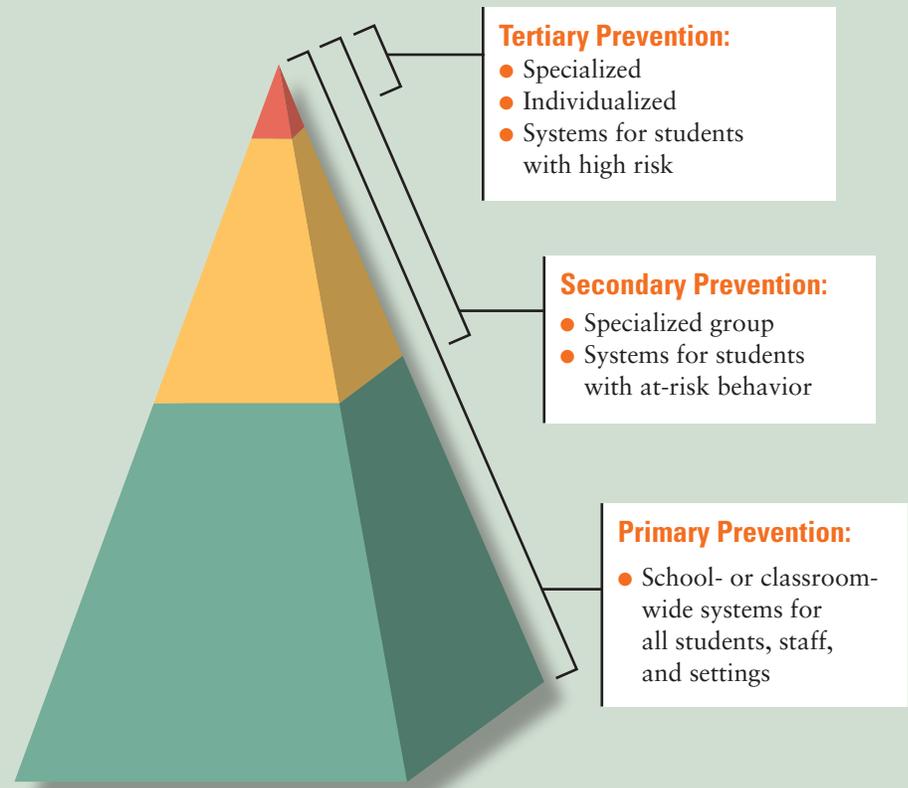
## Comprehensive School Counseling Programs

According to ASCA (2012), school counselors' primary task is to implement a comprehensive school counseling program such as the ASCA National Model. Similar to the PBIS approach, through comprehensive program implementation, school counselors are instrumental in creating a preventative and safe school climate to meet students' academic, career, and social/emotional development and promote healthy behaviors (ASCA, 2012, 2014a, 2014b). Researchers documented myriad benefits associated with implementing a comprehensive school counseling program: higher student achievement, attendance, graduation, and retention rates; positive school climate; and decreased suspension, discipline, and truancy rates (Burkard, Gillen, Martinez, & Skytte, 2012; Carey, Harrington, Martin, & Hoffman, 2012; Carey, Harrington, Martin, & Stevenson, 2012; Sink, Akos, Turnbull, & Mvududu, 2008). Comprehensive school counseling programs are considered a professional best practice; in this article, the term comprehensive programs will include similar terms such as comprehensive developmental school counseling programs.

## ALIGNING THE ASCA NATIONAL MODEL AND PBIS

PBIS is a widely implemented approach and aligns with coordinating a comprehensive program (ASCA, 2014b; Cressey et al., 2014; Donohue, 2014; Goodman-Scott, 2014). However, a lack of literature exists detailing the specific alignment of comprehensive programs and PBIS. A clear framework would help school counselors align the two models in their work.

**Tertiary Prevention:**
- Specialized
- Individualized
- Systems for students with high risk

**Secondary Prevention:**
- Specialized group
- Systems for students with at-risk behavior

**Primary Prevention:**
- School- or classroom-wide systems for all students, staff, and settings

OSEP Technical Assistance Center for Positive Behavioral Interventions and Support. From http://pbis.org, copyright PBIS.org, 2012.

## PBIS IMPLEMENTATION CAN LEAD TO A MORE EFFICIENT USE OF SCHOOL TIME.

The following comprehensive school counseling program description is cited from the ASCA National Model (ASCA's recommended K-12 comprehensive program framework; ASCA, 2012) unless noted otherwise. Also, unless otherwise stated, the following PBIS description is cited from the PBIS Implementation Blueprint, a guide created by the OSEP Center on PBIS to support local and state implementation (OSEP Center on PBIS, 2010). This blueprint describes PBIS in substantial detail, including the tiered continuum of support.

### Multi-Tiered, Evidence-Based, Data-Driven Frameworks

PBIS is organized into three tiers of prevention (primary, secondary, and tertiary prevention; see Figure 1) and the authors suggest that many school counseling activities within a comprehensive program can also be organized into the PBIS three-tiered model. Figure 2 visually represents the alignment of the two approaches. Further, due to the similarities between comprehensive school counseling programs and PBIS, school counselors can utilize a variety of PBIS interventions and resources within their comprehensive programs to strengthen their programs (see Table 1). For example, both comprehensive programs and PBIS implementation include school-wide prevention for all students (ASCA, 2014b; Goodman-Scott, 2014; Shepard et al., 2013) and more specialized services for students with elevated needs. Through a com-

| Comprehensive School Counseling Programs: The ASCA National Model | PBIS | School Counselors Utilizing PBIS Strategies in a Comprehensive Program |
| --- | --- | --- |
| **School-wide Prevention for all Students** | | |
| **Implementing a comprehensive program for all students:** <br> *Foundation:* <br> • Prevention based on the school counseling belief, vision, and mission statements, and program goals <br> • Address academic, career, and social/ emotional student domains <br> • Implement the ASCA Mindsets and Behaviors and grade-level competencies <br> *Delivery, direct student services:* <br> • School counseling core curriculum: classroom lessons, large group, and school-wide activities <br> • Individual student planning: student goals, future plans, and transitions (e.g., graduation plans); advisement and appraisal <br> *Delivery, indirect student services:* <br> • Consult and collaborate: share resources with stakeholders; discuss school-wide trends; participate on advisory councils and committees; provide and recommend parent workshops and staff development | **Tier 1/Primary Prevention:** <br> • School-wide expectations, including behavioral lessons (e.g., behavioral matrix: table defining appropriate behaviors in varied settings throughout the school) and practicing school routines (e.g., appropriately walking in the school hallway) <br> • Systematic positive reinforcement for desired student and staff behaviors <br> • Proactive and consistent school-wide discipline procedures <br> • Encourage parent involvement | • Partner with the PBIS team to deliver behavioral lessons and practice school routines <br> • Incorporate PBIS-generated school-wide expectations (e.g., be respectful) into school counseling core curriculum <br> • Acknowledge students' successes/positive behaviors individually (e.g., verbal acknowledgements, students earning privileges) and school-wide (e.g., recognizing top five classes with model cafeteria behavior) <br> • Invite a PBIS team member on comprehensive school counseling program advisory committee and to provide feedback on school counseling belief, vision, and mission statements and program goals <br> • Member of PBIS team; offer expertise including background information on students, families, school climate <br> • Assist in developing PBIS behavioral lessons and school routines; suggest alignment with comprehensive program |
| **Targeted Services for Students with Elevated Needs** | | |
| **Implementing a comprehensive program for students at risk:** <br> *Delivery, direct student services:* <br> • Responsive services: evidence-based individual and small group counseling; crisis response <br> *Delivery, indirect student services:* <br> • *Consultation, collaboration,* and *coordination* with school leaders, teams, parents, and families regarding student needs and services <br> • *Coordinate* with and make referrals to external providers as necessary (e.g., medical, mental health, behavioral) <br> • *Advocate* for appropriate student educational placement, services, and systemic support | **Tier 2/Secondary Prevention:** <br> • Social skill instructions (e.g., group or club); behavioral contracts; and Check In, Check Out (CICO): behavior report card based on students' needs; lists students' daily behavioral goals; student receives feedback throughout the day from teachers; meets with mentor at start and end of each day to discuss progress <br> **Tier 3/Tertiary prevention:** <br> • In-depth assessments to determine students' needs (e.g., functional behavioral assessments); corresponding behavior intervention plan to address needs; formal evaluation for special education services; collaboration with parents/caregivers and community members (e.g., wraparound planning and interventions) | • Use PBIS-generated outcome data to inform student selection for and progress during individual and small group counseling <br> • Implement short-term, PBIS-endorsed small group and individual counseling interventions <br> • Create and monitor student behavioral contracts <br> • Collaborate with stakeholders specializing in behavior management: PBIS team members, special education teachers, school psychologists, school social workers <br> • CICO participation as student mentor and school coordinator; consult and collaborate with stakeholders implementing CICO <br> • As member of the PBIS and interdisciplinary school-based leadership teams: discuss student screening, assessment, intervention selection, progress monitoring, data collection and analyses, and educational placement |

| Comprehensive School Counseling Programs: The ASCA National Model | PBIS | School Counselors Utilizing PBIS Strategies in a Comprehensive Program |
|---|---|---|
| **Evidence-based Practices** | | |
| • School counseling interventions (e.g., school counseling core curriculum, individual and small group counseling) should be evidence based | • Evidence-based practices should be used in all three tiers of prevention: from school-wide lessons to small group curricula | • Implement evidence-based. school-wide prevention curricula, and individual and small group counseling as part of comprehensive school counseling program and PBIS<br>• Examples:<br>  ◦ Second Step: Skills for Social and Academic Success<br>  ◦ Olweus Bullying Prevention<br>  ◦ Bully Prevention in Positive Behavior Support<br>  ◦ Student Success Skills<br>  ◦ CICO<br>  ◦ Check & Connect<br>• Collaborate with PBIS team to select, implement, and assess evidence-based practices for the comprehensive program and PBIS |
| **Data-driven Approaches** | | |
| • Data (process, perception, and outcome) are fundamental in comprehensive school counseling programs to determine students' needs, intervention success, systematic program evaluation, and answer the question *how are students different as a result of a comprehensive program?*<br>• Accountability and Management:<br>  ◦ School data profile<br>  ◦ Curriculum, small group, closing the gap action plans and results reports | • PBIS teams continually and systematically collect, organize, and analyze student and school-wide data (e.g., outcome data: ODRs, suspensions, attendance, achievement, safety, behavioral, etc.) and standardized assessments (e.g., the *School-wide Evaluation Tool*) to determine student/school needs and monitor progress | • Use student and school-wide outcome data generated by the PBIS team to complete the school data profile, determine students' needs and create goals (e.g., closing the gap action plans and SMART goals), ensure students' appropriate educational placement, and measure the effectiveness of interventions through tools (e.g., results reports) specific to comprehensive programs<br>• Share comprehensive school counseling program data with PBIS team to inform their practices<br>• Consult with PBIS team regarding data within school counseling program |

*Note.* Table citations: ASCA, 2014a; Baker & Ryan, 2014; Campbell, Rodriguez, Anderson, & Barnes, 2013; Cheney et al., 2009; Committee for Children, 2010; Dimmitt, Carey, & Hatch, 2007; Goodman-Scott, 2014; Hatch, 2013; Kaffenberger & Young, 2013; Kallestad & Olweus, 2003; Martens & Andreen, 2013; PBIS, 2015c; Riffel, 2011; Ross, Horner, & Stiller, 2008; Shepard et al., 2013; Simonsen, Myers, & Briere, 2011; Todd, Campbell, Meyer, & Horner, 2008; Villares, Lemberger, Brigman, & Webb, 2011
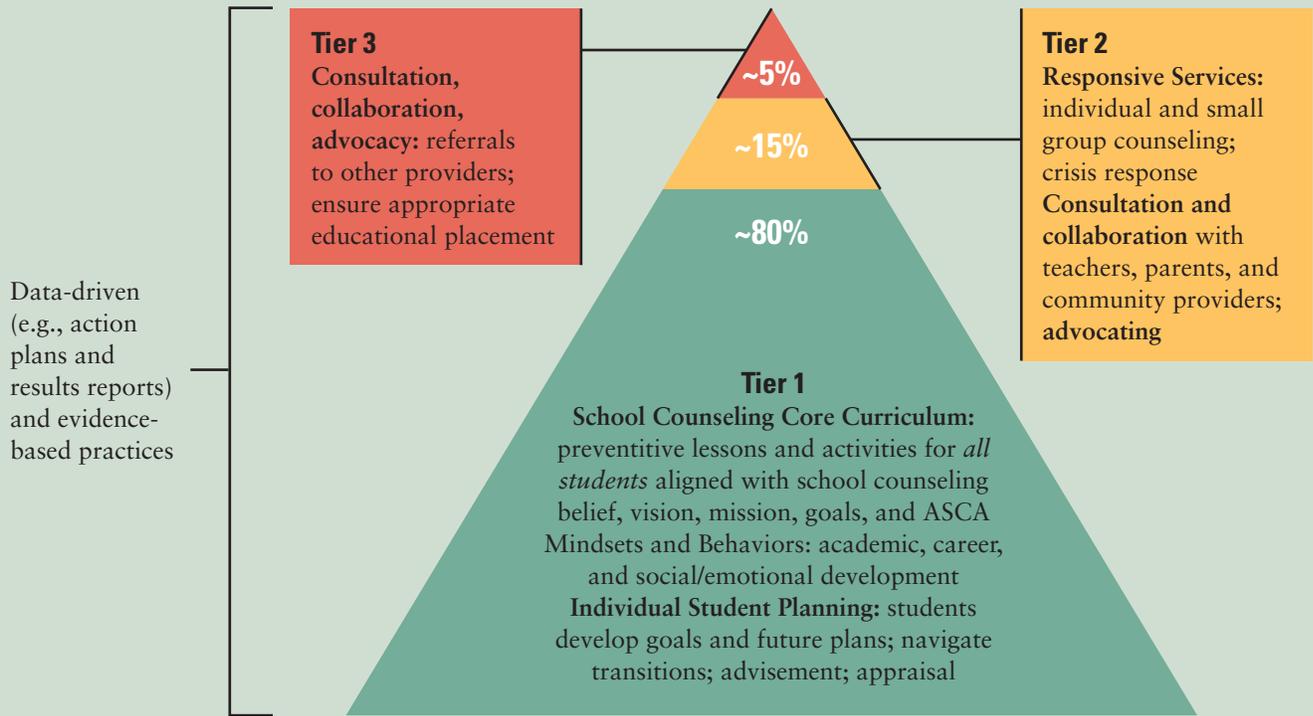
prehensive program, school counselors identify and support students who are at risk for not meeting academic and behavioral expectations (ASCA, 2014), including providing a range of direct and indirect services for students with elevated needs (Shepard et al., 2013). Similarly, the PBIS approach differentiates services based on the premise that approximately 80% of students in a school will be successful while receiving only prevention (e.g., tier 1/ primary prevention); approximately 15% of students are considered "at risk" (e.g., tier 2/secondary prevention) and need specialized, small group and individual, time-limited prevention; while approximately 5% of students

# COMPREHENSIVE PROGRAM/ASCA NATIONAL MODEL ALIGNED WITH PBIS

**Tier 3**
**Consultation, collaboration, advocacy:** referrals to other providers; ensure appropriate educational placement

~5%

~15%

~80%

**Tier 2**
**Responsive Services:** individual and small group counseling; crisis response
**Consultation and collaboration** with teachers, parents, and community providers; **advocating**

Data-driven (e.g., action plans and results reports) and evidence-based practices

**Tier 1**
**School Counseling Core Curriculum:** preventitive lessons and activities for *all students* aligned with school counseling belief, vision, mission, goals, and ASCA Mindsets and Behaviors: academic, career, and social/emotional development
**Individual Student Planning:** students develop goals and future plans; navigate transitions; advisement; appraisal

Aligning Comprehensive School Counseling Programs/the ASCA National Model with School-wide Positive Behavior Support. Goodman-Scott, Betters-Bubon, & Donohue.

are "high risk" and need intensive services (e.g., tier 3/tertiary prevention). Next, both comprehensive programs and PBIS should use evidence-based practices: "interventions, strategies, & techniques that have empirical evidence of their effectiveness, efficiency, relevance, & durability" (OSEP Center on PBIS, 2010, p. 67). Last, comprehensive programs and PBIS are both iterative data-driven frameworks utilizing school and student outcome data to determine decisions, for program evaluation, and to monitor progress. Due to the natural alignment between

## Leadership, Advocacy, Systemic Change, and Collaboration

To further align comprehensive school counseling programs and PBIS, the ASCA National Model themes of leadership, advocacy, systemic change, and collaboration are also hallmarks of PBIS. Training school counselors to be leaders, advocates, systemic change agents, and collaborators also readies them to be essential in PBIS implementation and central to their school's goals and mission. In fact, school counselors who lead school-wide efforts such as

Leadership is crucial in both comprehensive school counseling programs and PBIS. Through implementing a comprehensive program, school counselors are integral school leaders engaged in meeting the school's mission, reducing the achievement gap, and helping all students achieve (ASCA, 2012; Erford, 2015). Similarly, the PBIS leadership team leads and sustains school-wide PBIS implementation, impacting schools' academic, behavioral, and organizational functioning. Serving on the PBIS leadership team enables school counselors to collaborate with other school leaders regarding data-based decision making; behavioral analysis; school-wide, preventative, systemic change; and individual and group behavioral interventions. School counselors serving on their PBIS leadership teams reported that implementing PBIS empowered them to be more proactive and preventative regarding student behavior (Donohue, 2014). As leaders in both comprehensive school counseling program and PBIS implementation, school counselors are woven into the core fabric of the school,

## COMPREHENSIVE PROGRAMS ARE A PROFESSIONAL BEST PRACTICE ASSOCIATED WITH MYRIAD STUDENT AND SCHOOL BENEFITS.

comprehensive programs and PBIS, school counselors can utilize PBIS interventions within their programs to meet student needs, assist in facilitating a comprehensive program, and to maximize their efforts.

PBIS reveal a greater sense of competency, especially in the areas of data analysis, programmatic change, and effectiveness when addressing or preventing problematic student behaviors (Donohue, 2014).

supporting the school's mission.

Many school districts around the country fight disproportionality in school discipline (Skiba, Michael, Nardo, & Peterson, 2002) and academic achievement (Gregory, Skiba, & Noguera, 2010), thus both comprehensive school counseling programs and PBIS implementation should include culturally responsive approaches. School counselors must be multiculturally competent social justice advocates, removing barriers impacting student academic success, and promoting equity and access (ASCA, 2012; Grothaus & Johnson, 2012). In a similar vein, PBIS systems are grounded in culturally responsive practices (Vincent, Randall, Cartledge, Tobin, & Swain-Bradway, 2011); researchers increasingly focus on ensuring PBIS is culturally responsive and based on schools' unique needs (e.g., Bal, Thorius, & Kozleski, 2012). School counselors are responsible for disaggregating school and student data to understand needs, while the PBIS leadership teams should also delineate data (e.g., ODRs), by ethnicity/race and type of referral, and hypothesize reasons for disproportionality.

School counselors have a systemic perspective of the school, viewing the school as a whole with the goal of promoting data-driven systemic change (ASCA, 2012; Lee & Goodnough, 2015). School counselors demonstrate success in creating data-driven systemic changes in numerous capacities, such as implementing universal screening for depression and suicidality (e.g., Erickson & Abel, 2013), making high school advanced placement processes more equitable (e.g., Davis, Davis & Mobley, 2013), implementing a district and school-wide PBIS bully prevention program (e.g., Goodman-Scott et al., 2014), and in the promotion of college access (e.g., Cook, Pérusse, & Rojas, 2012). The PBIS approach also views schools as systems in which interventions are implemented and monitored systemically, or school-wide (Sugai et al., 2000). For example, PBIS data are tracked and used to drive schools' systemic changes, including a focus on school climate, organizational health,

and school safety. Last, the implementation of comprehensive programs and PBIS both require collaborating with and being visible to school stakeholders to analyze data and create student and school-wide systemic change (ASCA, 2012; McKevitt & Braaksma, 2004).

# IMPLICATIONS AND RECOMMENDATIONS

With the growing number of schools implementing PBIS across the country, more and more school counselors are working in schools engaged in PBIS. As such, school counselors may find using the PBIS framework strengthens comprehensive school counseling program implementation. School counselors and counselor educators can use the presented alignment for the advocacy purposes described below. Further, future research can investigate school counselors' experiences with, perceptions of, and roles in PBIS implementation, as well as the impact of PBIS implementation on school counseling such as comprehensive program implementation and school counseling roles.

> MANY SCHOOL COUNSELING ACTIVITIES WITHIN A COMPREHENSIVE PROGRAM CAN ALSO BE ORGANIZED INTO THE PBIS THREE-TIERED MODEL.

## Professional Advocacy

The authors recommend that school counselors describe comprehensive school counseling programs within the three-tiered PBIS framework as one means to professionally advocate for school counseling and comprehensive program implementation. Comprehensive programs are a professional best practice associated with myriad student and school benefits; however, school counselors face numerous professional challenges in implementing such programs. These challenges include high student caseloads (U.S. Department of Education, National Center for Educa-

tion Statistics, 2012), lack of school counseling requirements in many states (ASCA, 2015), and school counselors conducting activities not aligned with comprehensive programs (Burkard et al., 2012; Goodman-Scott, 2015; Gysbers & Henderson, 2012; Rayle & Adams, 2008; Scarborough & Culbreth, 2008), often due to supervision by non-school-counseling administrators assigning non-counseling-related job activities (Clemens, Milsom, & Cashwell, 2009; Culbreth, Scarborough, Banks-Johnson, & Solomon, 2005). In order to combat these challenges, access resources, secure jobs, and ensure the time and support to implement comprehensive programs, school counselors must advocate systemically to stakeholders and decision makers including building, district, state, and national educational administrators and leaders. These stakeholders are likely familiar with PBIS, as this approach is nationally known and widely implemented throughout K-12 education. For instance, PBIS implementation has been supported through grants and funding from the Centers for Disease Control and Prevention, the National Institute of Mental Health, and the Office of Special Education Programs of the U.S.

Department of Education (Bradshaw et al., 2012; OSEP Center on PBIS, 2010). Thus, stakeholders may better understand comprehensive school counseling programs when described within the familiar existing structure of PBIS. The authors are not suggesting that school counselors change their professional roles or identity; rather, the authors believe that comprehensive programs and the school counselor's roles naturally align with PBIS. Educating influential stakeholders on comprehensive programs through the lens of the three-tiered PBIS approach may give stakeholders a better understanding of

school counseling and increase their support of school counselors engaging in job activities aligned with a comprehensive program. It is imperative that school counselors advocate for their profession using language and concepts familiar to stakeholders.

Next, the ASCA National Model (ASCA, 2012) recommends school counselors' vision and mission statements align with the school and district: school counseling should support school and district goals. Demonstrating the alignment between comprehensive school counseling programs and PBIS communicates to stakeholders that school counseling fits within and promotes school priorities and initiatives. As a result, the alignment between these two approaches may strengthen the credibility of school counseling and comprehensive program implementation within the school and with stakeholders. School counseling has often reflected current educational trends (Galassi & Akos, 2012). Similarly, school counselors should advocate for themselves as aligned with and supporting PBIS and thus central to their school's mission.

"It is difficult work to create schools that are safe and free of violence... [and] all students are in class and focused on learning. But it is possible" (U.S. Department of Education, 2014, *iii*). As a result of school counselors' expertise in prevention and student intervention, mental health, counseling, and school-wide coordination, they are poised to play an integral role in PBIS implementation at all three tiers (Shepard et al., 2013). School counselors who design, implement, and continuously evaluate their comprehensive programs are, at the same time, building their professional capacity to work within the three tiers of PBIS. Goodman-Scott (2014) suggested that school counselors maximize their efforts to meet all students' needs through concurrently implementing PBIS and comprehensive programs, using PBIS as a vehicle for program implementation. The PBIS three-tiered continuum of supports is a framework that can be used in comprehensive programs to help school counselors strengthen their program implementation, advocate for their roles and needed resources, and demonstrate their support of PBIS as a school-wide effort, maximizing school counselors' ability to implement a comprehensive program serving *every* student through three tiers of prevention. ∎

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