Aligned With
ASCA NATIONAL
MODEL FOURTH
EDITION

Making
MTSS Work

FIRST EDITION

By Emily Goodman-Scott, Ph.D.,
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Jacob Olsen, Ph.D., and
Peg Donohue, Ph.D.

An ASCA National Model Publication

AMERICAN
SCHOOL
COUNSELOR
ASSOCIATION

MAKING MTSS WORK

ASCA WEBINAR SERIES

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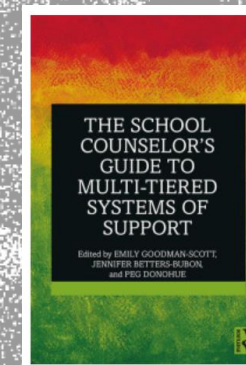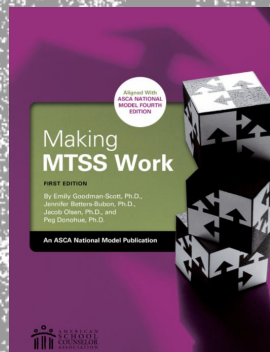**Whitewater**
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INTRODUCTIONS

SchCouns4MTSS

School Counselors
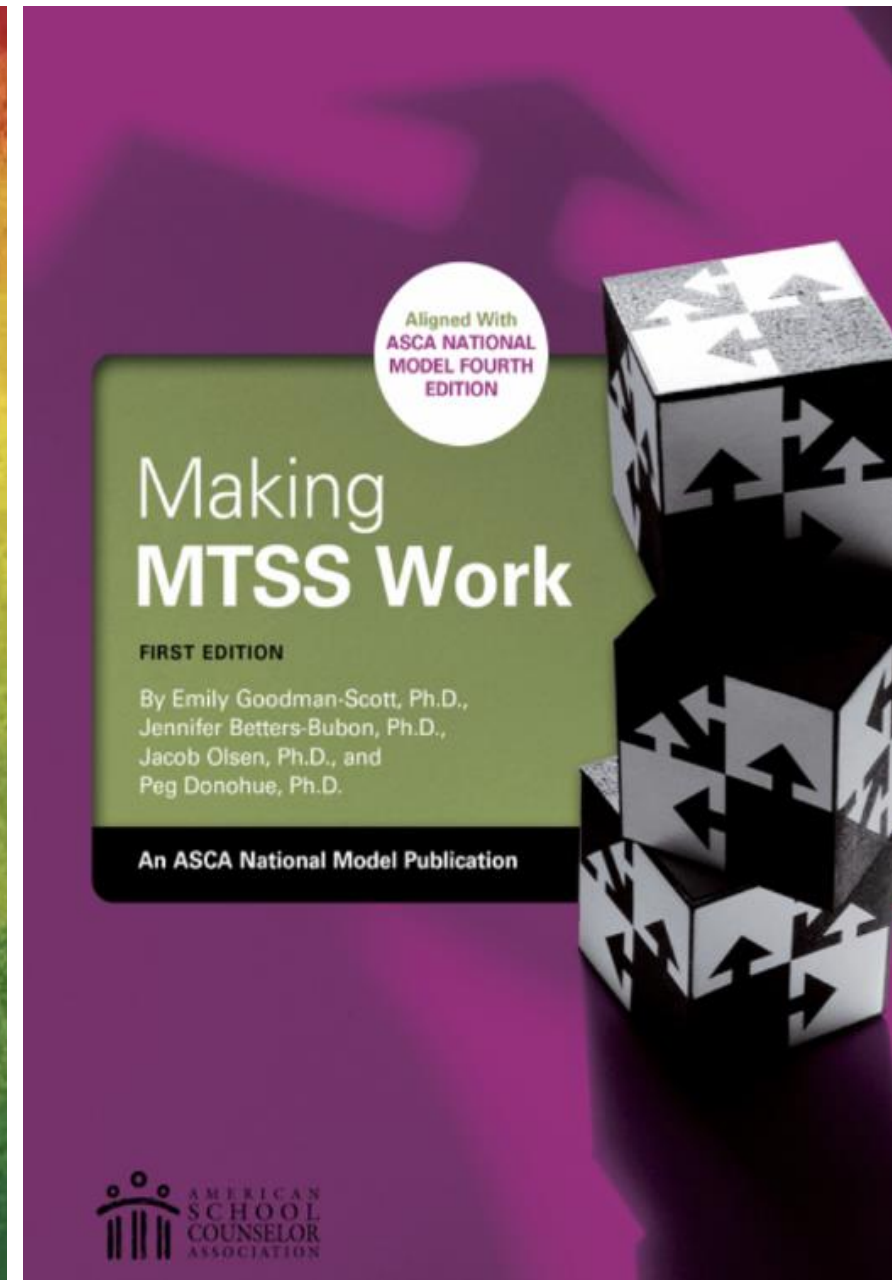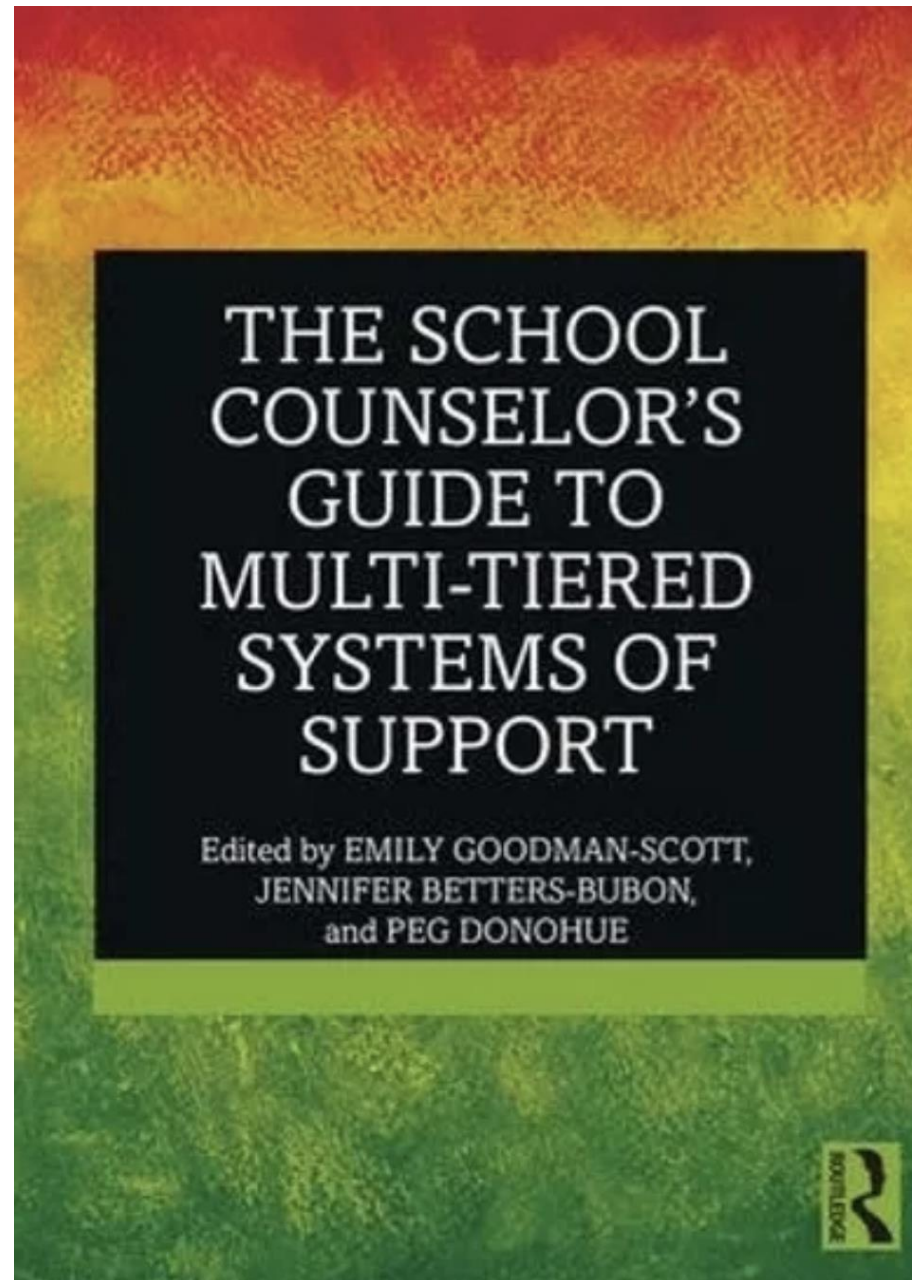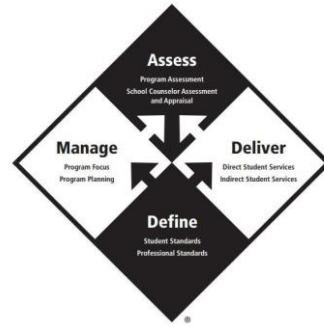for MTSS

YouTube
School Counselors
for MTSS

More info?
Text MTSS to:
202-410-4202

AGENDA

- Our Why

- What is MTSS?

- Systems

- Data:
  - Root Cause Analysis
  - Data Cycle

- Practices

WORK SMARTER NOT HARDER

Let's Make a Difference

I ♥ my students

best job ever.

ANYONE RELATE?

CONTEXT

Multi-Tiered System of Supports
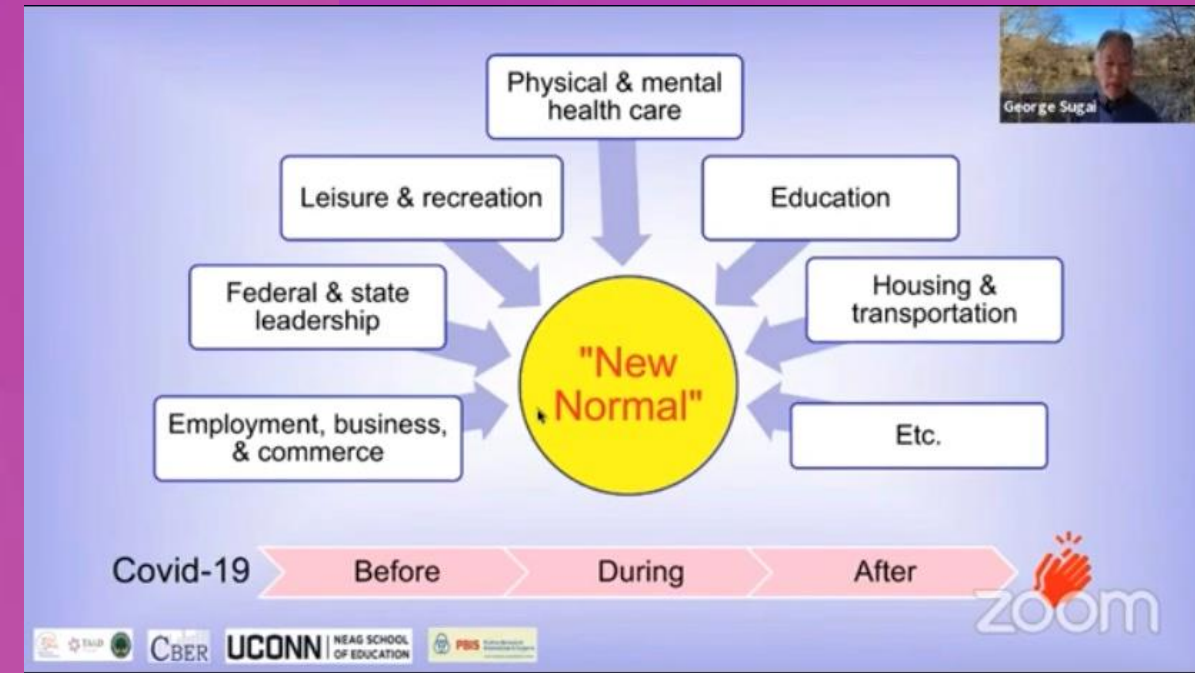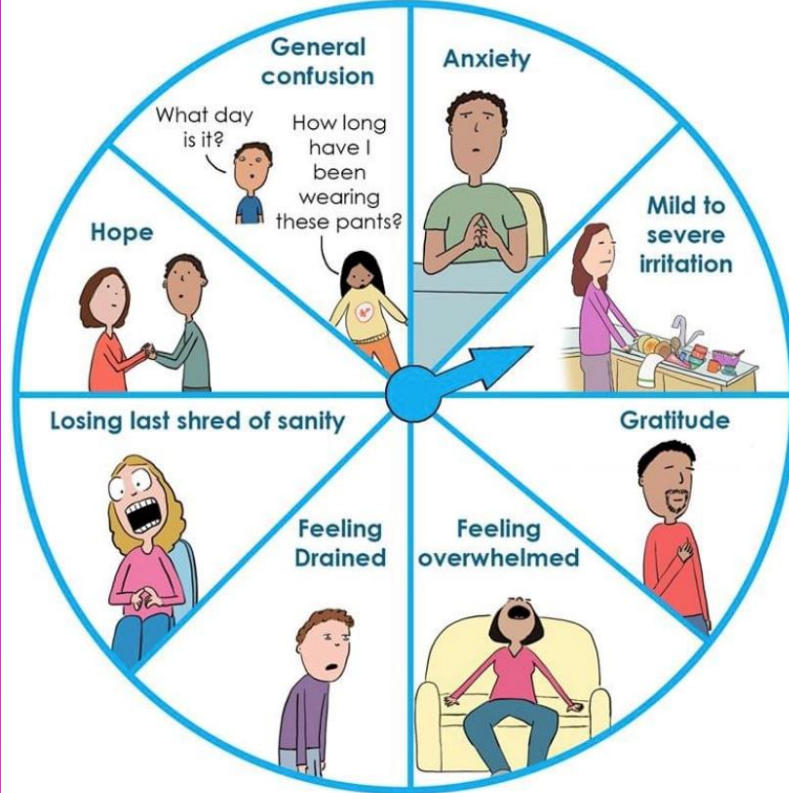
WHAT IS MTSS?

- Overarching term: variety of prevention and intervention frameworks to serve students academically and behaviorally across three tiers

- Often comprised of:
  - Academic Response to Intervention (RTI)
  - Positive Behavioral Intervention and Supports (PBIS)

(Brown-Chidsey & Bickford, 2016; McIntosh & Goodman, 2016)
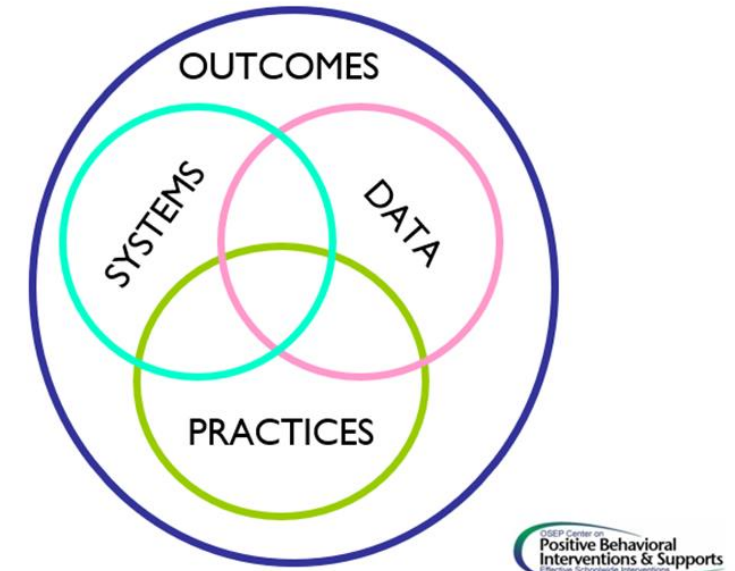
MTSS
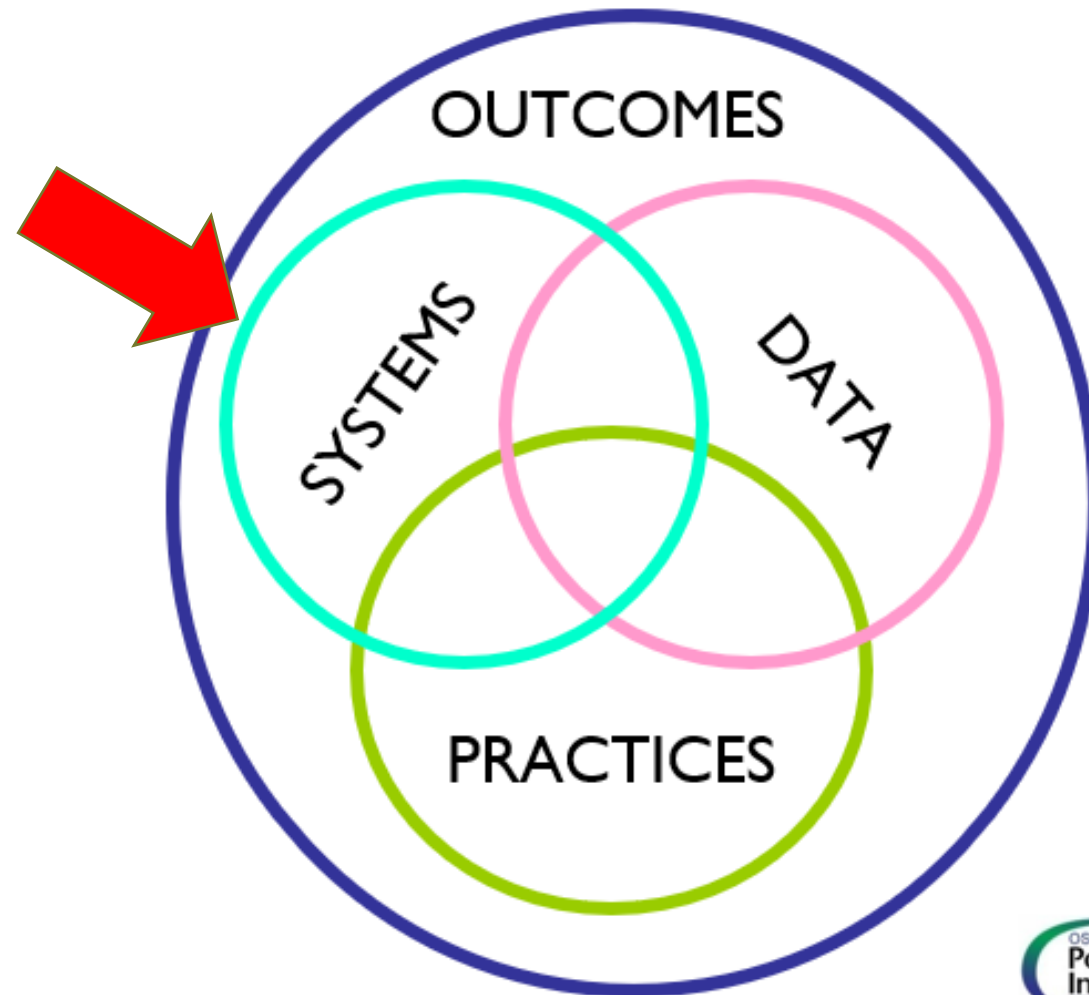
SCHOOLS ARE SYSTEMS

Utah College and Career Readiness School Counseling Program Model, (2nd Edition), 2016

SYSTEM PROCEDURES = GUIDE STAFF
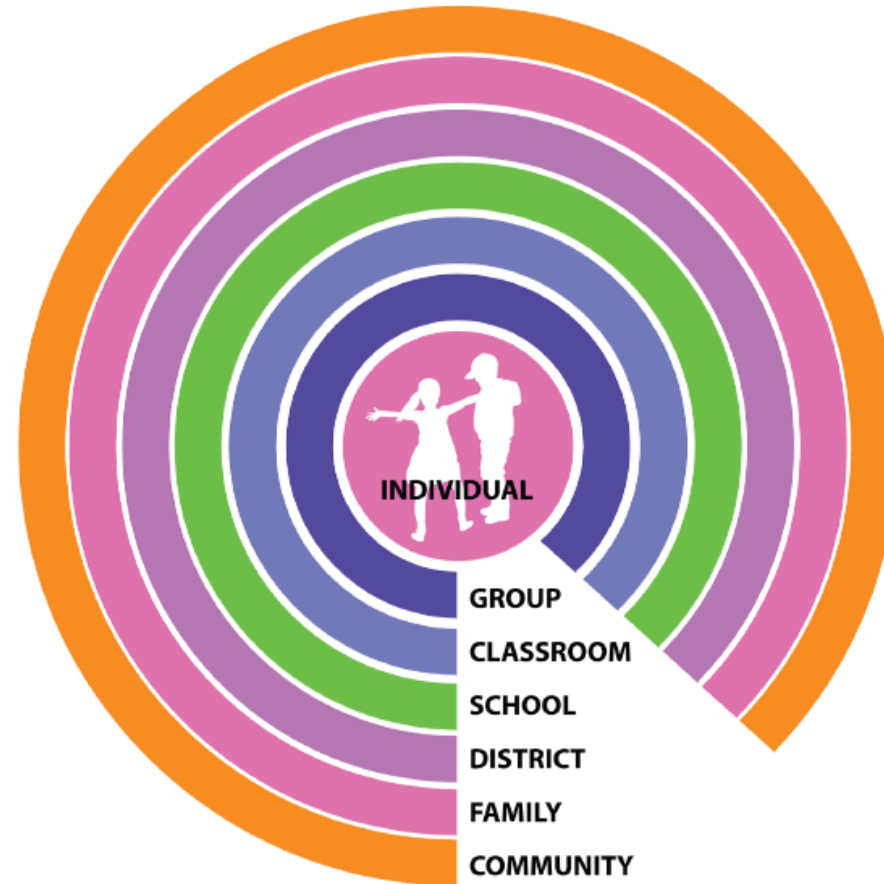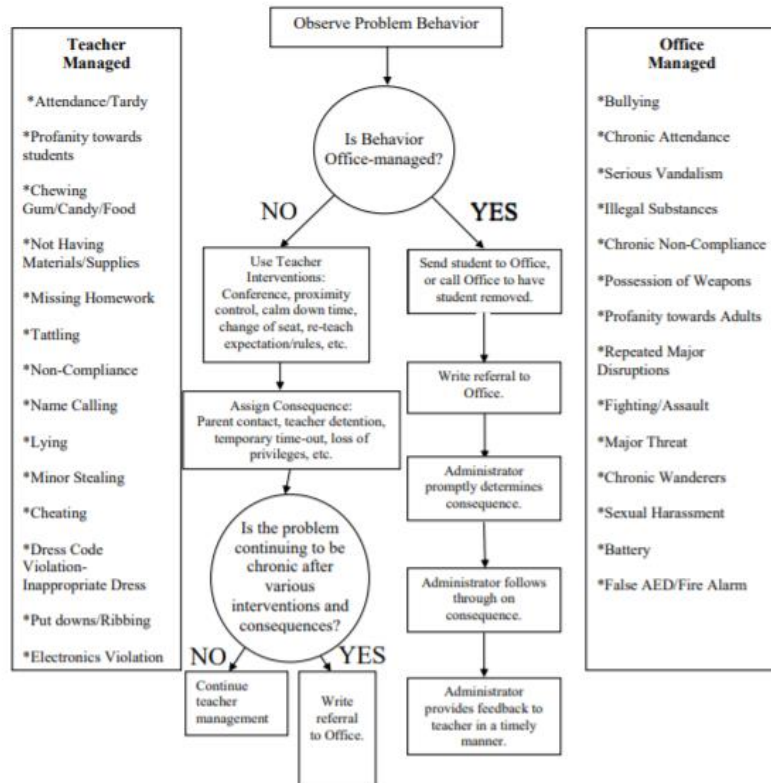
Byron Kilbourn Elementary Student Discipline Process

Observe Problem Behavior

Is Behavior Office-managed?

Teacher Managed

*Attendance/Tardy

*Profanity towards students

*Chewing Gum/Candy/Food

*Not Having Materials/Supplies

*Missing Homework

*Tattling

*Non-Compliance

*Name Calling

*Lying

*Minor Stealing

*Cheating

*Dress Code Violation- Inappropriate Dress

*Put downs/Ribbing

*Electronics Violation

Office Managed

*Bullying

*Chronic Attendance

*Serious Vandalism

*Illegal Substances

*Chronic Non-Compliance

*Possession of Weapons

*Profanity towards Adults

*Repeated Major Disruptions

*Fighting/Assault

*Major Threat

*Chronic Wanderers

*Sexual Harassment

*Battery

*False AED/Fire Alarm

NO — Use Teacher Interventions: Conference, proximity control, calm down time, change of seat, re-teach expectation/rules, etc.

YES — Send student to Office, or call Office to have student removed.

Assign Consequence: Parent contact, teacher detention, temporary time-out, loss of privileges, etc.

Write referral to Office.

Is the problem continuing to be chronic after various interventions and consequences?

Administrator promptly determines consequence.

NO — Continue teacher management

YES — Write referral to Office.

Administrator follows through on consequence.

Administrator provides feedback to teacher in a timely manner.
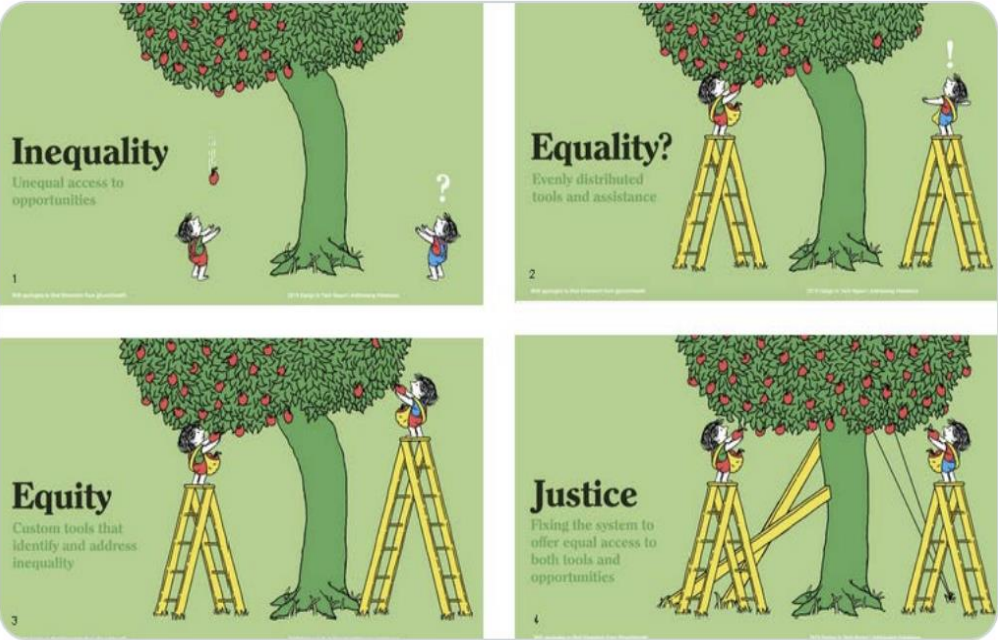
Cypress High School

Be Respectful

Be Professional

Be Safe

Guide Me
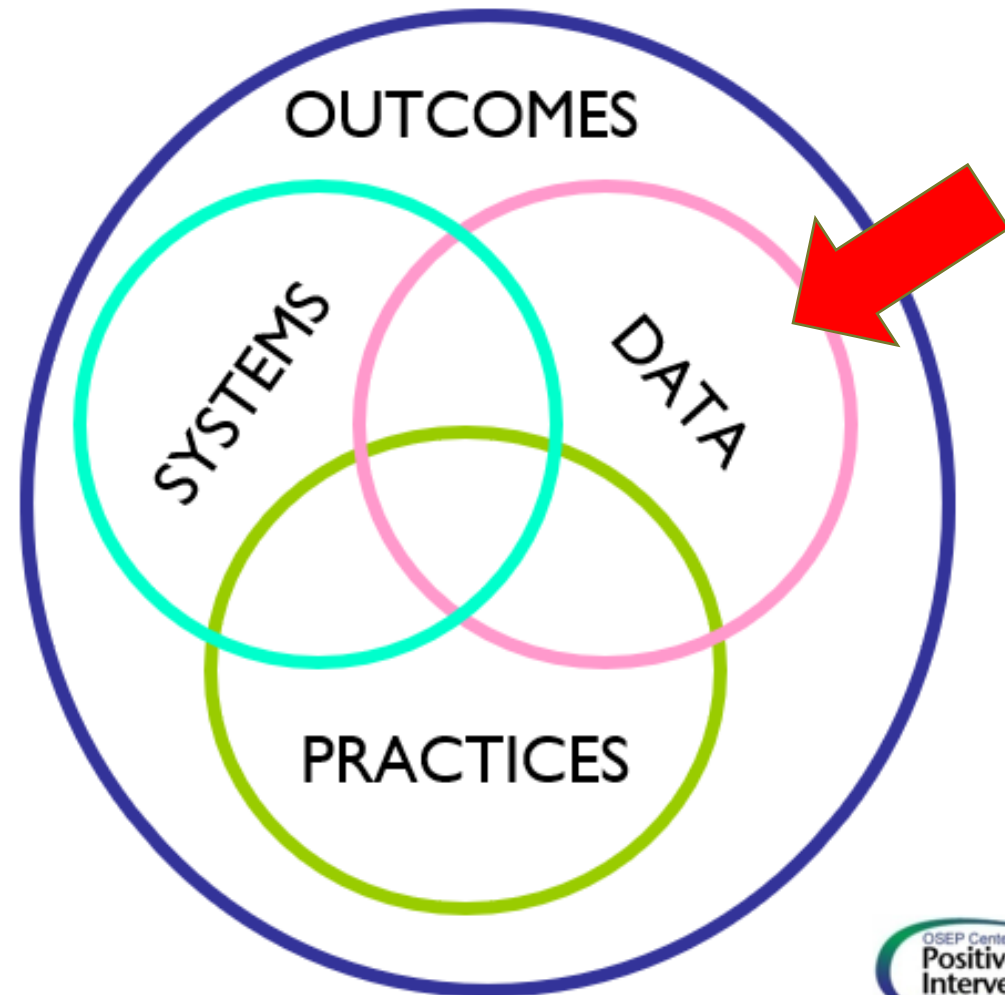
SYSTEMS: CULTURALLY SUSTAINING

CULTURALLY SUSTAINING PEDAGOGIES
Teaching and Learning for Justice in a Changing World
DJANGO PARIS • H. SAMY ALIM
EDITORS

THE CULTURAL ICEBERG

SURFACE CULTURE

Food
Flags Festivals
Fashion Holidays Music
Performances Dances Games
Arts & Crafts Literature Language

DEEP CULTURE

Communications Styles and Rules:
Facial Expressions Gestures Eye Contact
Personal Space Touching Body Language
Conversational Patterns in Different Social Situations
Handling and Displaying of Emotion
Tone of Voice

Notions of:
Courtesy and Manners
Friendship Leadership
Cleanliness Modesty
Beauty

Concepts of:
Self Time Past and Future
Fairness and Justice
Roles related to Age, Sex,
Class, Family, etc.

Attitudes toward:
Elders Adolecents Dependents
Rule Expectations Work Authority
Cooperation vs. Competition
Relationships with Animals Age
Sin Death

Approaches to:
Religion Courtship Marriage
Raising Children Decision-Making
Problem Solving

Inequality
Unequal access to opportunities

Equality?
Evenly distributed tools and assistance

Equity
Custom tools that identify and address inequality

Justice
Fixing the system to offer equal access to both tools and opportunities
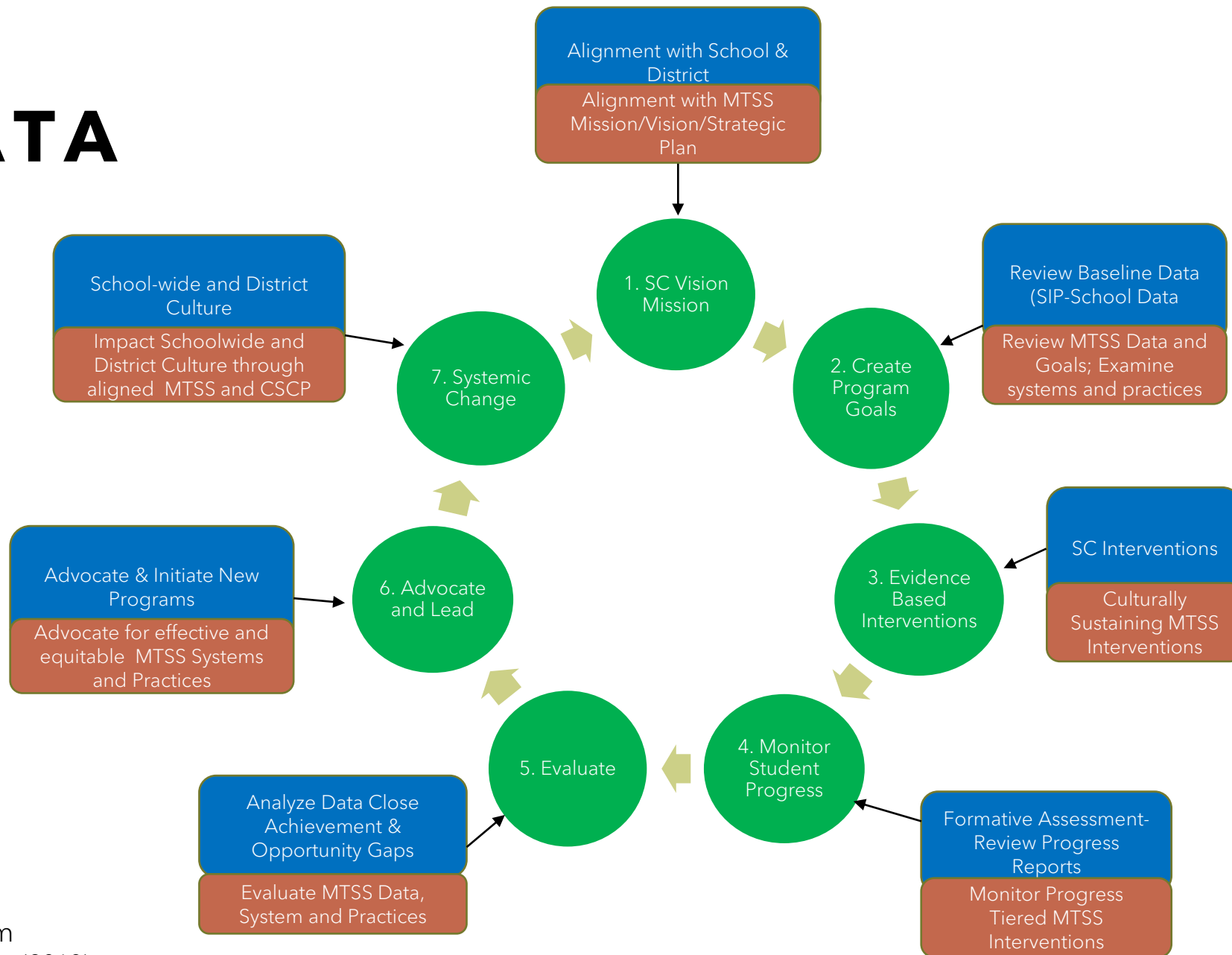
COMMUNITY/FAMILY PARTNERSHIPS: CRUCIAL

Element Of Culture	My Norms Growing Up	My Norms Now	My School's Norms	How My Students/Families May Differ	How This Difference Can Create Conflict
Appropriate Language (Example)	Formal and respectful, especially child to adult	Respect for all, but no need for formal language with adults	Formal and respectful from students to staff and between students	Less formal language and use of profanity to convey extreme emotion	Students and families may be viewed as disrespectful when they have strong feelings
Space/ Proximity					
Attitude toward time					
Gender roles					
Family roles					
Family ties					

PBIS Cultural Responsiveness Field Guide (May 2019)

MTSS

DATA

Alignment with School & District
Alignment with MTSS Mission/Vision/Strategic Plan

Review Baseline Data (SIP-School Data
Review MTSS Data and Goals; Examine systems and practices

SC Interventions
Culturally Sustaining MTSS Interventions

Formative Assessment-Review Progress Reports
Monitor Progress Tiered MTSS Interventions

Analyze Data Close Achievement & Opportunity Gaps
Evaluate MTSS Data, System and Practices

Advocate & Initiate New Programs
Advocate for effective and equitable MTSS Systems and Practices

School-wide and District Culture
Impact Schoolwide and District Culture through aligned MTSS and CSCP

1. SC Vision Mission
2. Create Program Goals
3. Evidence Based Interventions
4. Monitor Student Progress
5. Evaluate
6. Advocate and Lead
7. Systemic Change

Adapted from
Young & Kaffenberger (2018)

WHAT DOES THIS LOOK LIKE?

- School Improvement Goal:
  - All learners will (a) meet 75% of engagement in virtual learning, (b) reduce the percentage of students missing more than 4 days or more in a specific quarter.
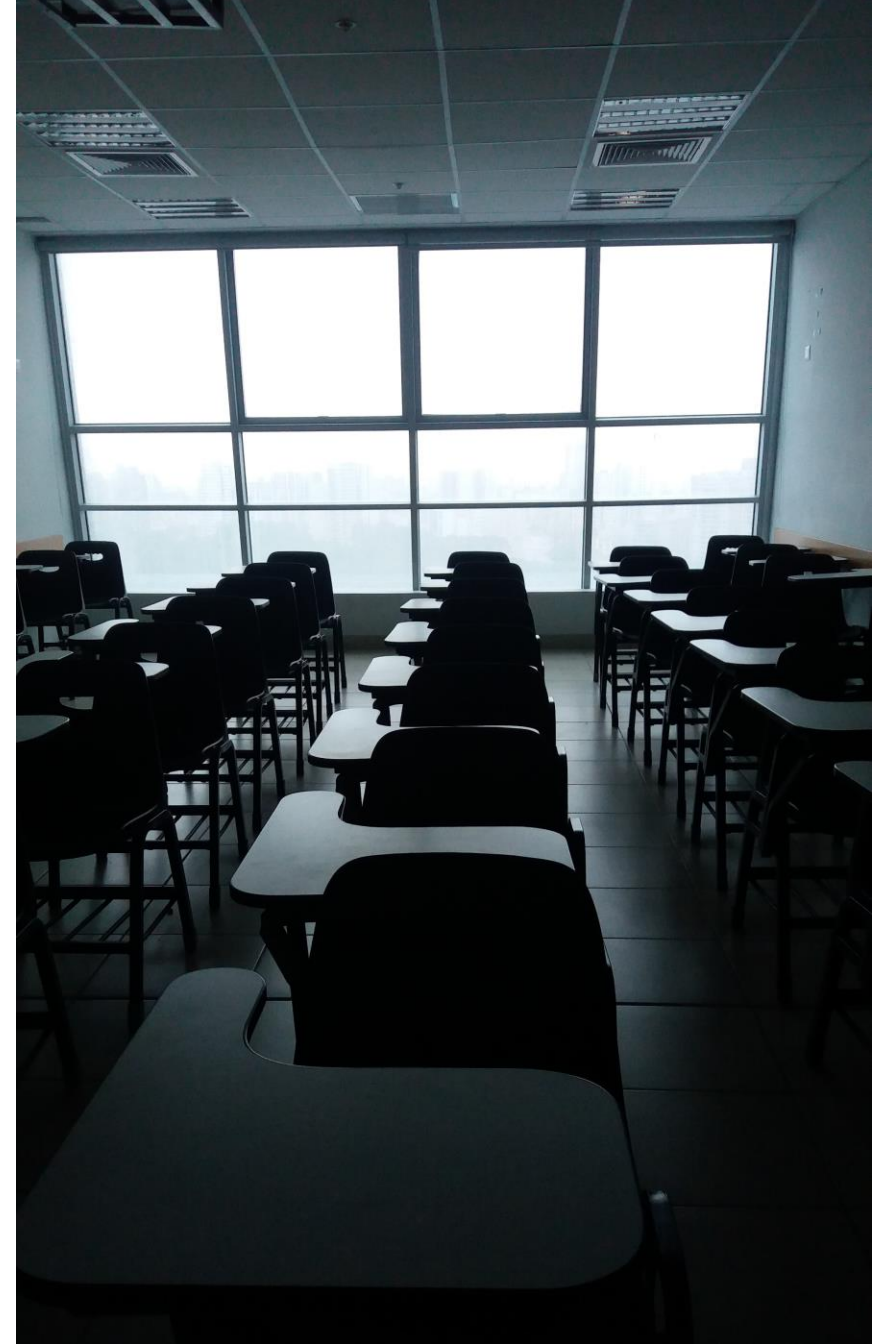
DATA AND INTERVENTION ALIGNMENT

MTSS + SC → Impact engagement
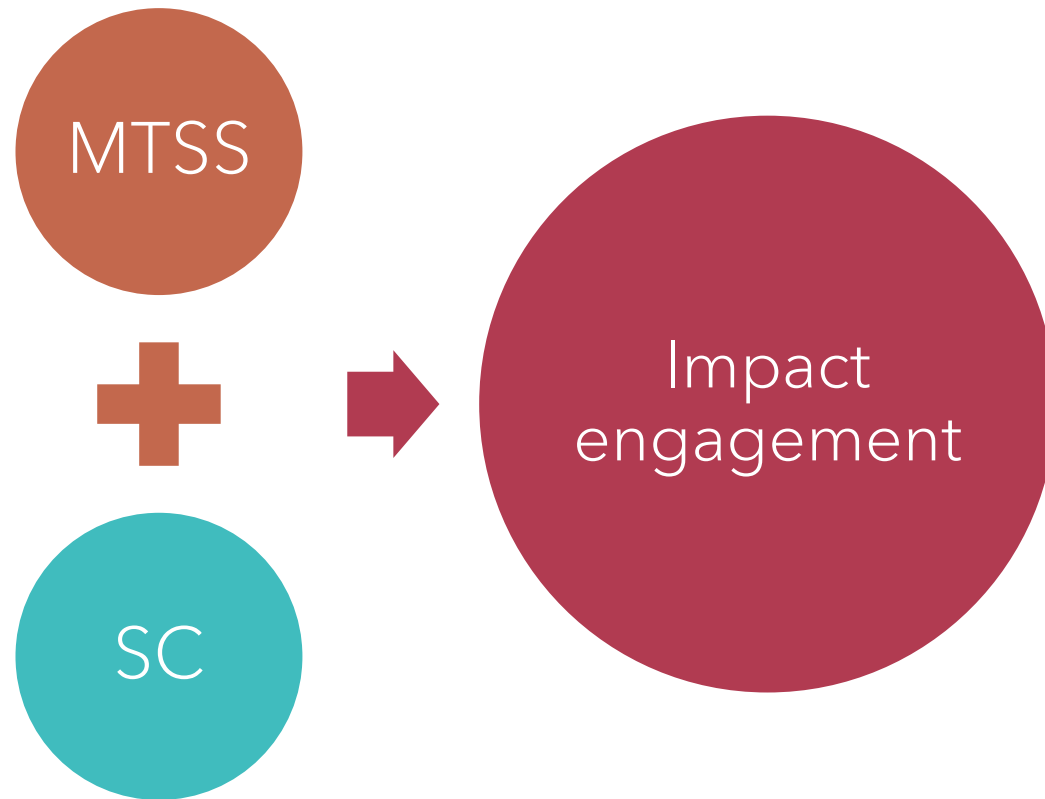
- MTSS:
  - The MTSS team uses the School Behavior SMART Goal to create universal activities to impact attendance.
  - The MTSS team, helps plan lessons to be delivered during virtual advisory on the "*why*" or rationale behind school, relating it to students' future goals.

- SC:
  - Disaggregates the school attendance data
  - 33% (n = 55) of students had 4 or more days absent.
  - They used the ASCA *Annual Student Outcome Goal Plan Template* to create a SC SMART goal related to attendance.
  - She intervenes with virtual counseling small groups, for students with two or more absences

CULTURALLY SUSTAINING = DIGGING DEEP

ROOT CAUSE ANALYSIS

- What might the data tell you about the school? Define the problem

- Look for trends in previous quarters/semesters/years.

- Do Root Cause Analysis. What are potential causes?
  - Look outside of students

- Develop a tiered intervention plan that is focused on data, systems, and practices

Taylor & Burgess (2019): The School Counselor's Guide to MTSS
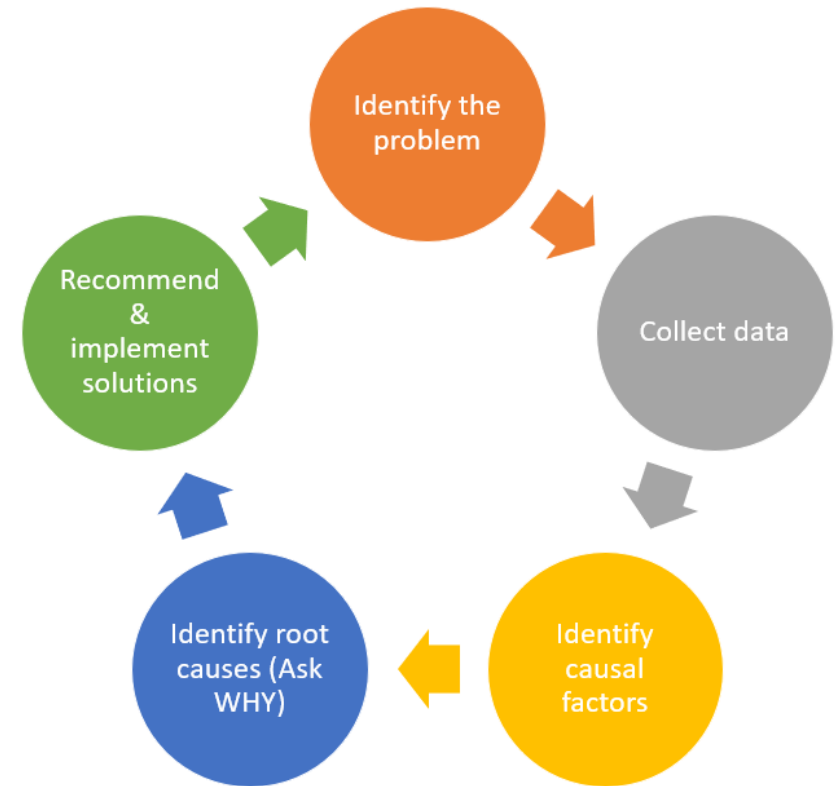
WHAT DOES THIS LOOK LIKE?

All learners will (a) meet 75% of engagement in virtual learning, (b) reduce the percentage of students missing more than 4 days or more in a specific quarter.

Why are students disengaged?

Collect additional data. Talk with families and students

CAUSAL FACTORS: Lack of internet services?

Lack of student supervision?

Mental health needs in family?

RETHINK DATA

- Disaggregate data (always)
  - Ask questions about data– are we collecting data that capture a full picture?

- Data = more than numbers
  - Talk with students, parents, families and staff
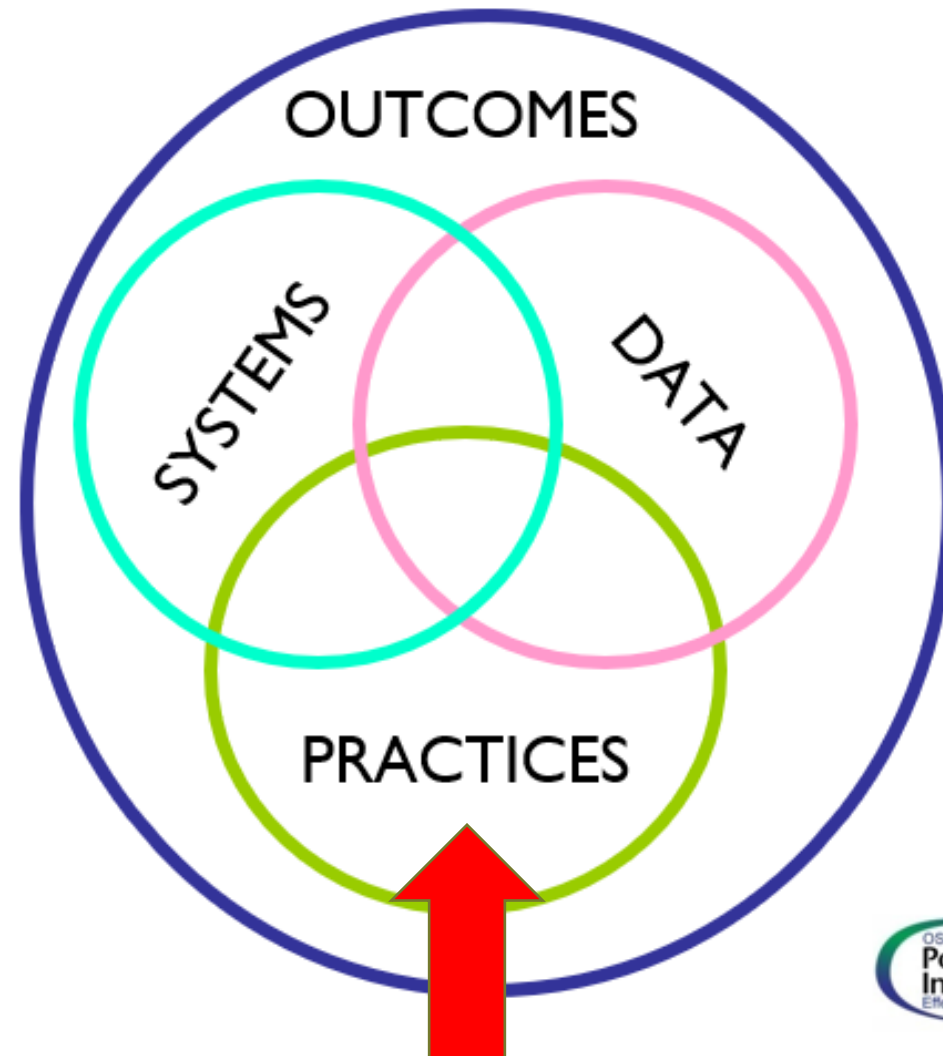
PRACTICES
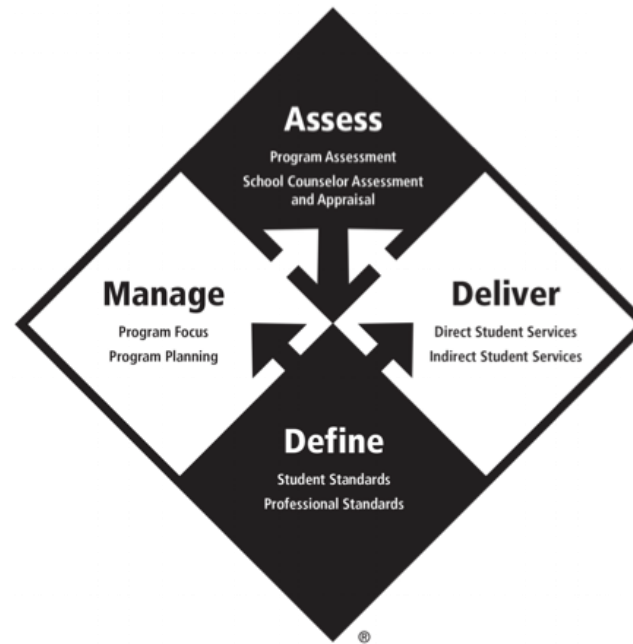
The ASCA National Model diamond is a registered trademark of the American School Counselor Association.

Triangle Activity – Applying MTSS to Your School Counseling Program

Tier 3 Intensive interventions for a **FEW** students

Tier 2 Targeted interventions for **SOME** students

Tier 1 Supports for **ALL** students
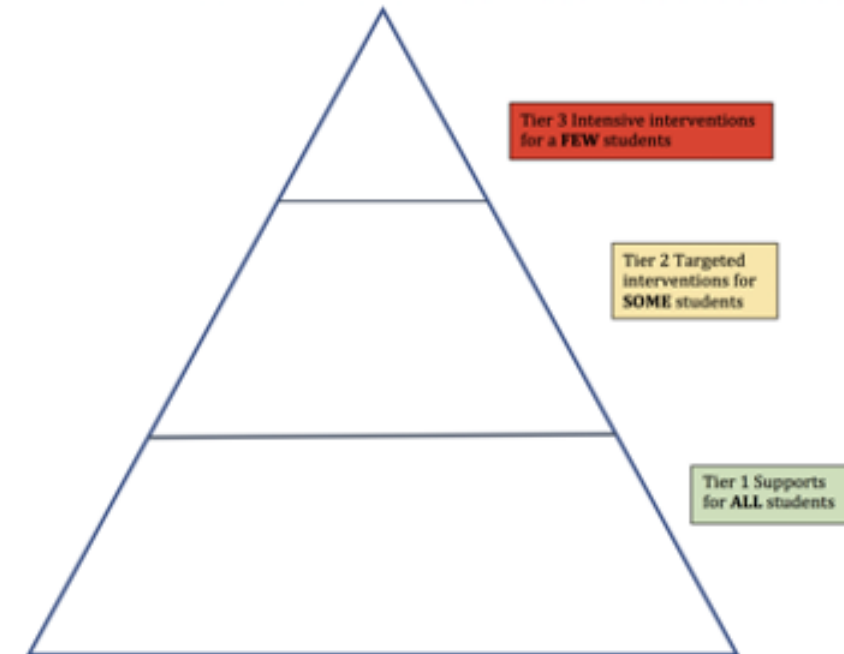
Goodman-Scott & Ockerman (2019): A School Counselor's Guide to MTSS

- What do you do for **ALL** students?

- What do you do for **SOME** students?

- What do you do for a **FEW** students?

2019 ASCA National Model Aligned with MTSS

Across all Tiers, School Counselors:

- **DEFINE** MTSS and SC program:
  - Grounded in *Mindsets & Behaviors* and professional standards

- **MANAGE** MTSS and SC program:
  - Belief, vision, mission, goals
  - Program planning tools
  - Data and action plans

- **DELIVER** prevention and intervention activities that are:
  - Culturally-responsive
  - Evidence-based
  - Focused on **academic, career and social/emotional domains**

- **ASSESS** MTSS and SC programs:
  - Program/SC assessment & appraisal

- Incorporate **ASCA THEMES:**
  - **Collaboration**
  - **Leadership**
  - **Advocacy**
  - **Systemic Change**

Tier 3: Indirect Services

for FEW

Chronic, complex needs;
Consult & collaborate;
Wrap-around support;
Facilitate referrals

Tier 2: Direct & Indirect Services

for SOME

Individual/small group counseling, instruction, appraisal & advisement;

Consult and collaborate with teachers/staff, parents and community providers

Tier 1 Direct & Indirect Prevention for ALL

School counseling classroom instruction (lessons);

Large group/school-wide activities & initiatives;

Student appraisal & advisement;

Staff & family training/workshops;

Community partnerships

Based on:
Goodman-Scott, Betters-Bubon & Donohue (2016)
Professional School Counseling

The ASCA National Model (2019)

CULTURALLY SUSTAINING TIER 1 PRACTICES

- Engage students and families in development of practices

- Students and families culture are reflected, validated

- Students and families share experience with practices; experience drives improvements

Behavior Expectations

Acknowledgements

Discipline Flow Chart

Classroom Instruction
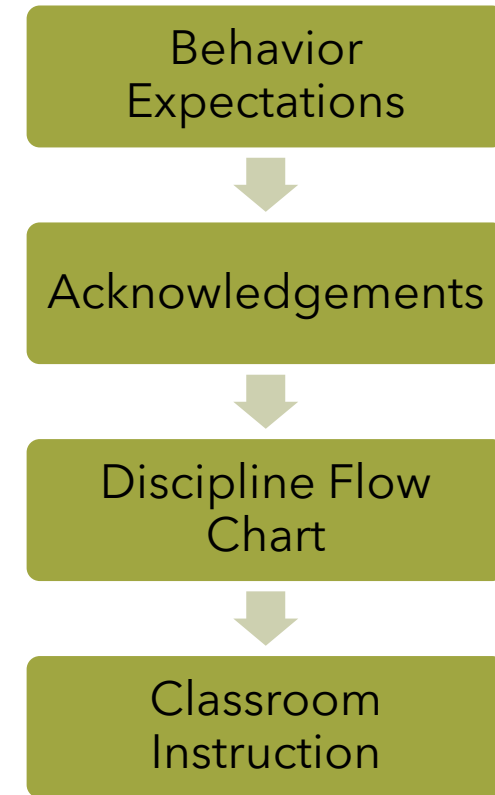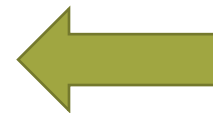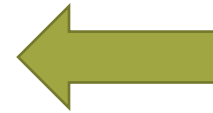
BLANK BEHAVIOR MATRIX FOR FAMILIES

Cedarhurst School Wide Behavior Matrix

	Hallway	Cafeteria	Arrival	Dismissal	Outside	Bathroom	Office	Stairs
Respect								
Responsibility								
Safety								

PERSONAL MATRIX

School-wide Expectation	At SCHOOL It looks like...	At HOME It looks like...	In my NEIGHBORHOOD it looks like...
Be Safe	• Keep hands and feet to self • Tell an adult if there is a problem	• Protect your friends and family • Don't talk back	• Stick up for your friends • Don't back down • Look the other way
Be Respectful	• Treat others how you want to be treated • Include others • Listen to adults	• Do exactly what adults tell you to do • Don't stand out • Don't bring shame	• Text back within 30 seconds • Be nice to friends' parents • Share food
Be Responsible	• Do my own work • Personal best • Follow directions • Clean up messes	• Help your family out first • Own your mistakes • Share credit for successes	• Have each other's backs • Own your mistakes • Check in about what to do

PBIS Cultural Responsiveness Field Guide **(May 2019)**

our FaMILY MaTrix

	Be RESPECTFUL	Be RESPONSIBLE	Be SaFe
ALL SETTINGS	- Follow directions - play fairly - use kind words - great others politely	- Follow School Rules -Keep Campus Clean -Use Equipment Correctly -Set a positive Example	-Keep Hands and feet to yourself -stay in designated area -care about others' safety

Source: Leal Elementary School, Cerritos, CA

Nuestra Matriz Familiar

🏠 🦁	Ser respetuoso/a	Ser responsable	Estar seguro/a
Todos los ajustes	-Seguir direcciones -Jugar bastante -Utilice palabras amables -Saludar a otros cortésmente	-Ser un buen ejemplo para tus hermanos menores.	-Jugar donde los padres pueden verte

Adapted from: Leal Elementary School, Cerritos, CA

Tijeras Creek Elementary School
PBIS Behavior Management Flowchart

Teach, Model, Practice, Reteach

Observe Problem Behavior

Is the behavior minor or major?

CLASSROOM/TEACHER
MINOR BEHAVIOR

- **1st Step:** Give a verbal warning and re-state expectation/rule
- **2nd Step (same behavior):** Try 2-3 interventions
- **3rd Step (same behavior):** Apply different interventions and contact parent
- **4th Step (same behavior):** Send a Parent Notification Form home and when returned, white slip to administration
- **5th Step (same behavior):** Refer to administrator. **For referrals to administration, please include previous interventions tried**

MINOR
Classroom Managed

- Defiance
- Disrespect
- Disruption
- Food Play
- Inappropriate Language
- Inappropriate Location
- Lying/Cheating
- Physical Contact/Rough Play
- Property Misuse-Classroom
- Property Misuse-Playground
- Refusal to do Work
- Tardy
- Teasing
- Technology Misuse
- Theft
- Other

MAJOR
Office Managed

- Bullying (Repeated Harassment)
- Defiance/Non-Compliance
- Disrespect
- Disruption
- Fighting
- Physical Aggression
- Property Damage
- Theft
- Threat (Safety Concern)

OFFICE
MAJOR BEHAVIOR

- **Administration is contacted for office referral**
- **Administration investigates**
- **Administration determines consequences**

Discipline Referral Form (DRF)
- Copy of DRF given to teacher to sign
- Copy retained at school
- Copy sent to parent for signature

Other Consequence
- Document incident
- Contact parent and teacher

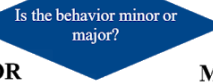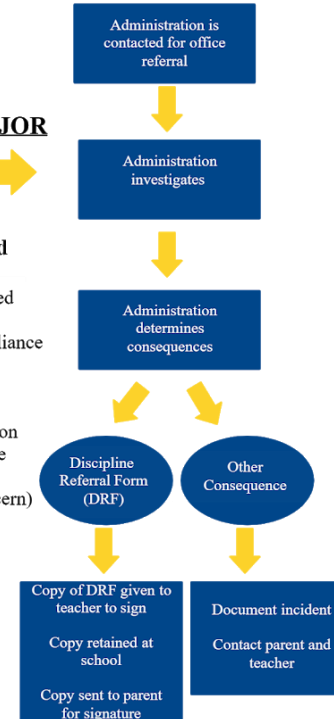## Classroom Interventions for Minor Behaviors

1. Nonverbal Correction
2. Verbal Correction
3. Proximity Correction
4. Humor
5. Frequency Count
6. Family Contact
7. Student Conference
8. Acknowledge Positive Behavior
9. Reset at Student Desk
10. Reset at Designated Timeout Area
11. Reset in Another Classroom
12. Time owed
13. Enlist Parent Support
14. Restitution
15. Lose Free Time/Recess
16. Take a Break
17. Praise When on Task
18. Redirection
19. Individual Work Space
20. Ignore
21. Move to New Location in Class
22. Help Student Start Assignment
23. Frequent Eye Contact
24. Give Choices

If behavior stops, NO further action is needed

IDENTIFYING STUDENTS IN NEED OF INTERVENTION = TIER ONE PRACTICE

Student #	Tier 1 - no support Tier 2 - group support Tier 3 - intensive support			1-No concerns 2- Elevated 3-Highly Elevated	One Two - Four Five or more	One Two - Four Five or more
	Math Tiered Support	Reading Tiered Support	Writing Tiered Support	Universal Screener	Office Disciplinary Reports (ODRs)	Days Absent as of Dec 1
111	1	2	2	1	1	5
222	1	1	3	3	5	4
333	3	3	3	2	5	5
444	1	1	1	1	2	2
555	2	2	2	3	5	7
666	1	3	3	2	1	6
777	3	2	2	2	7	9
888	3	1	1	2	9	5
999	2	3	3	3	11	1
1010	2	3	3	2	3	4

Table 4. Review of middle school students' academic, social/emotional, behavioral, and attendance data

Data to review to identify students with Tier 2/3 needs:

Benchmark assessments
Academic Grades
SEL/resiliency screeners
Attendance
Office Discipline Referrals
UCLA Brief COVID-19 Child/Adol PTSD screener

Donohue (2019): Making MTSS Work; Donohue, Goodman-Scott, Betters-Bubon (2016); Goodman-Scott, Donohue, & Betters-Bubon (2019)

CULTURALLY SUSTAINING TIER 2 PRACTICES

- Collect and use multiple data sources
- Disaggregate data
- Cultural knowledge, awareness, implicit bias

- Students/families are reflected
- Goal setting communicates high expectations
- Collaborate with teachers/families

- Fit (i.e., cultural, needs accurately identified)
- Examine systems and staff practices (e.g., fidelity)
- Students/families perspective/voice
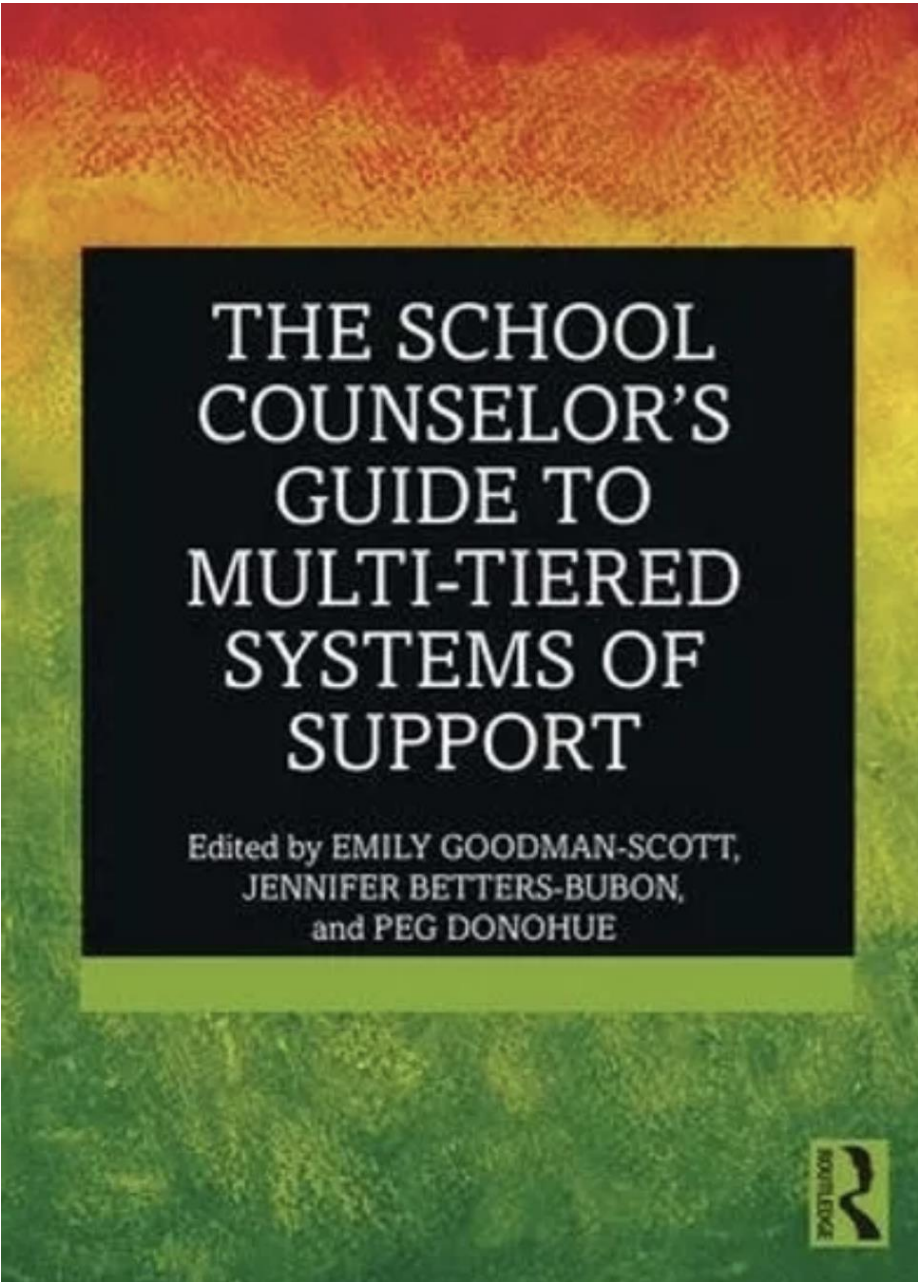
Identify Students for Tier 2 Supports

Evidence-Based and Culturally Sustaining Tier 2 Supports

Monitor Student Progress

CULTURALLY SUSTAINING TIER 3 PRACTICES

- Tier 2/3 coordinators; Applied behavior expertise; Admin; Knowledge of students/families culture, school-wide systems/practices; Diverse cultural perspectives; Referrals

- Includes culturally sustaining FBA
  - Team approach to reduce biases
  - Family culture
  - Anecdotal and archival data
  - Safe atmosphere for family

- Fit (i.e., cultural, needs accurately identified)
- Examine systems and staff practices (e.g., fidelity)
- Students/families perspective/voice

Team-Based Process

↓

Evidence-Based and Culturally Sustaining Tier 3 Supports

↓

Monitor Student Progress
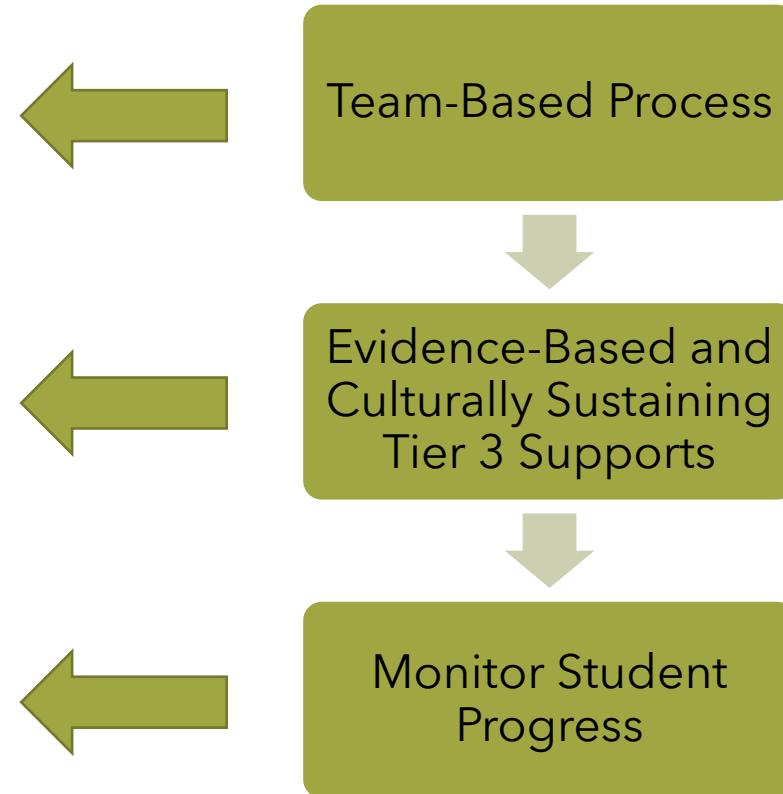
SUMMARY

- Work smarter not harder

- Focus on systems change

- Build culturally sustaining and equitable systems

- Root cause analysis: Asking why

- Aligning CSCP & MTSS

- Tiered-approach: ALL, SOME, FEW

- Culturally sustaining practices

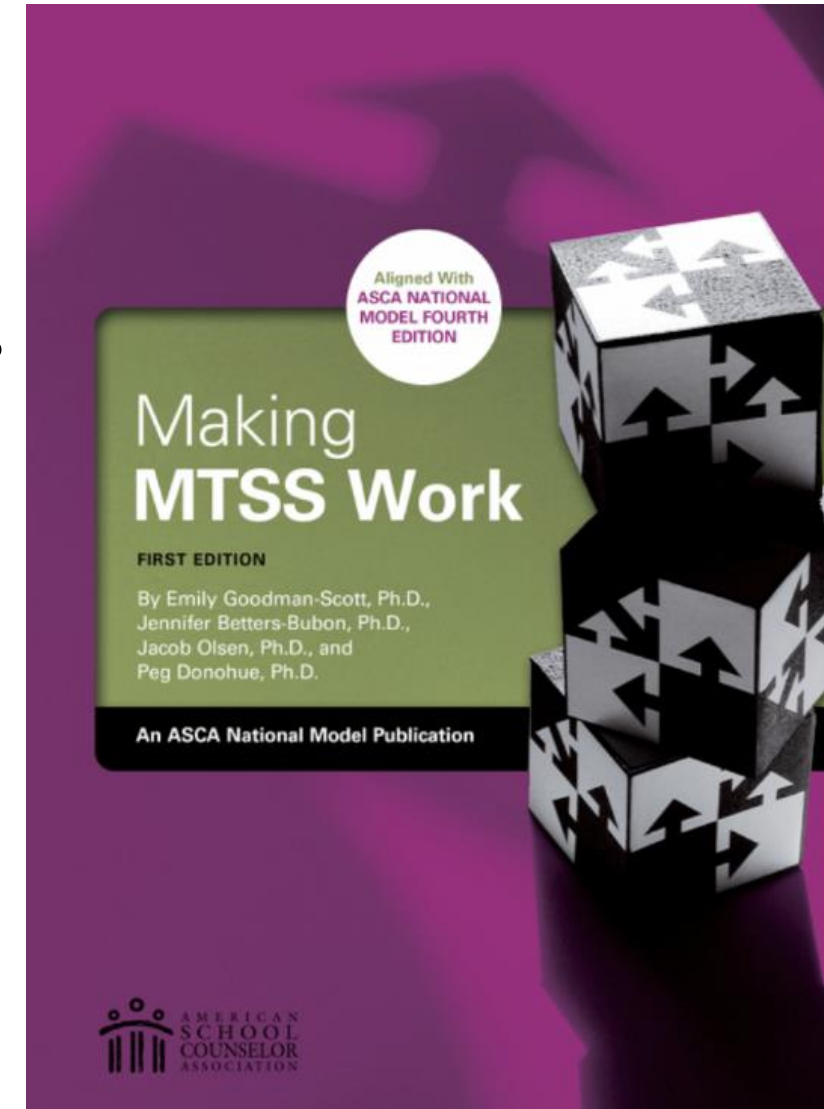# The "WHY" and "WHAT" of MTSS for School Counselors:

- **Why align** MTSS and Comprehensive School Counseling Programs?
- **What is MTSS?**
- How do we serve students with **Tier 1 needs**?
- How do we serve students with **Tier 2/3 needs**?
- How do we **universally screen students** to identify those with more urgent needs?
- What are **evidence-based practices** and programs?
- What role does **collaboration and consultation** have in MTSS?
- How do we **use data to effectively implement MTSS**?
- How do we **implement culturally sustaining MTSS** to ensure greater equity for all students?
- What has the process of aligning MTSS and CSCPs been like for actual school counselors?
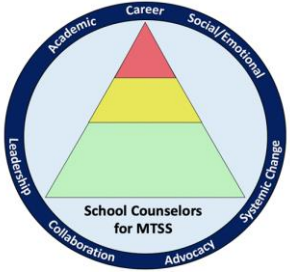- What are the first steps we should take as a team?

THE SCHOOL COUNSELOR'S GUIDE TO MTSS:
AN OVERVIEW

THE SCHOOL COUNSELOR'S GUIDE TO MULTI-TIERED SYSTEMS OF SUPPORT

Edited by EMILY GOODMAN-SCOTT, JENNIFER BETTERS-BUBON, and PEG DONOHUE

The "HOW" of MTSS for School Counselors:

- How do I **align my comprehensive SC program with MTSS**?

- What are **real life examples of Tier 1, 2 and 3 approaches** SCs employ?

- How do we **prioritize our data collection and analysis** as we build MTSS?

- Where do I **find sample forms** others have created to support MTSS?

- What **key resources** should our team access as we implement MTSS?
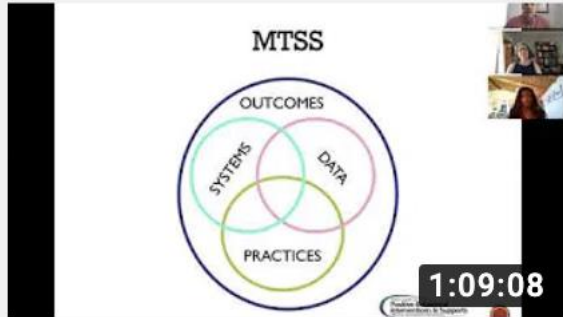
**MAKING MTSS WORK:
AN OVERVIEW**

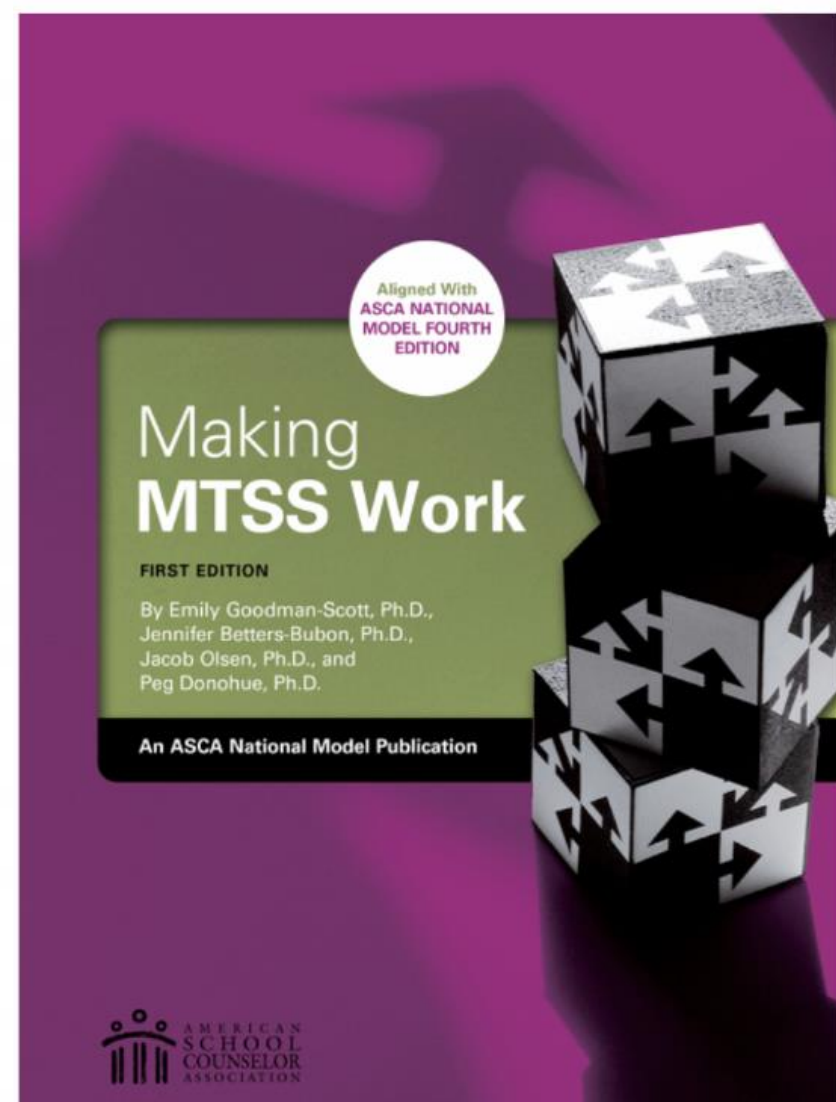https://www.schoolcounselors4mtss.com/webinars

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- Goodman-Scott, E., Donohue, P., & Betters-Bubon, J. (2019, August). Universal mental health screening: Early prevention and intervention in the schools. *Counseling Today, 62* (3), p. 40-45.
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Thank you

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