

School Counselors' Role in Multidisciplinary MTSS

NEPBIS May 16, 2019
Peg Donohue

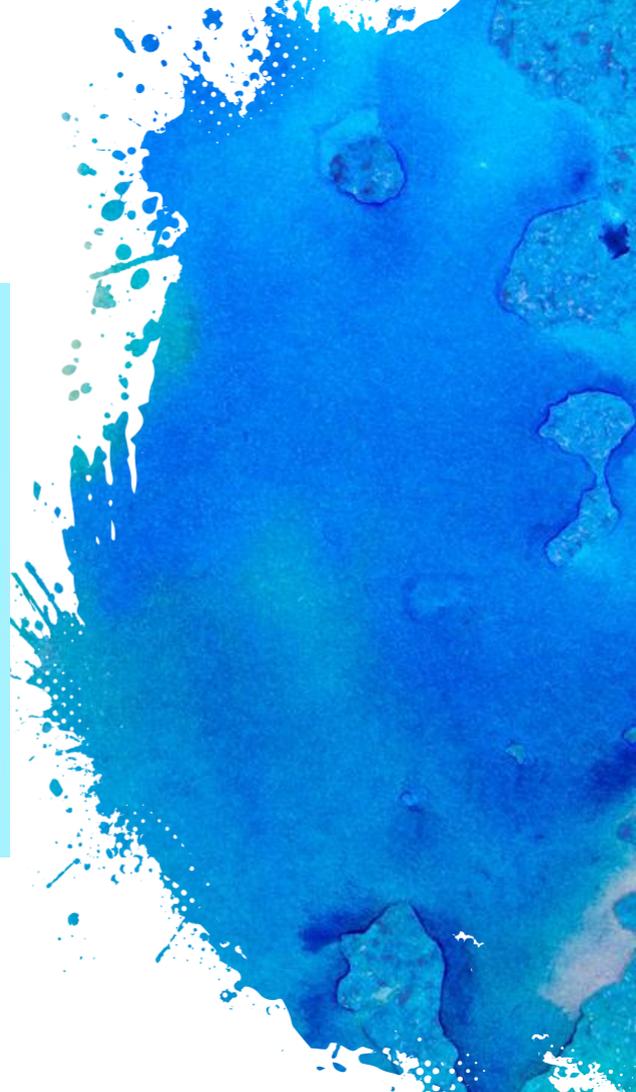


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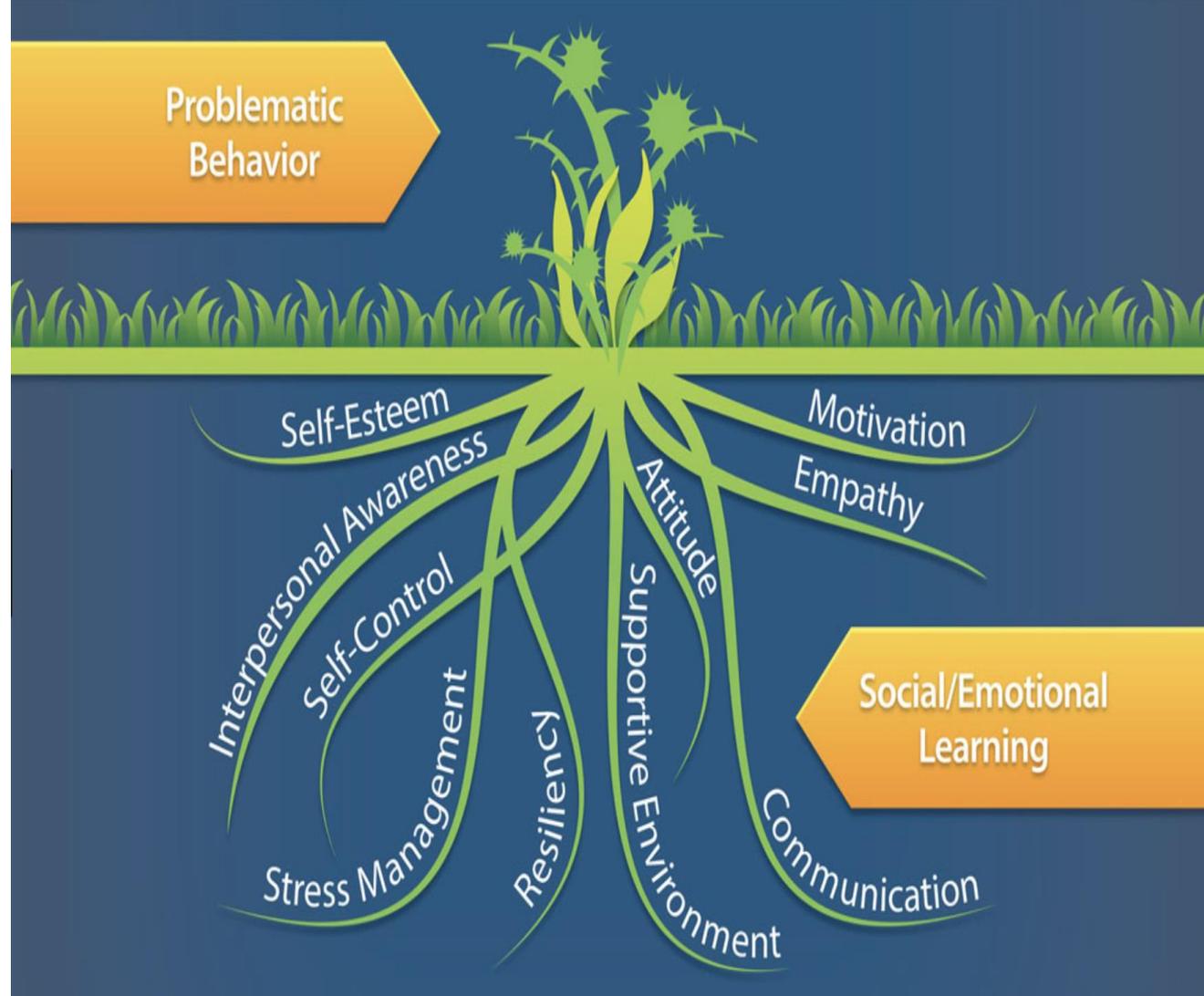
**meet
you.**



The background of the slide is a scenic landscape featuring a range of mountains under a clear blue sky. In the foreground, a calm lake reflects the surrounding environment. The entire scene is framed by a dark, textured border that resembles a rough-edged frame or a natural rock formation. A large, semi-transparent rectangular area with a gradient from orange at the top to blue at the bottom is positioned in the upper half of the slide, serving as a backdrop for the text.

What if **all School Counselors**
were trained to be effective
designers and implementers of
multiple tiered systems of
support MTSS?

**How are we
integrating MTSS into
School
Counselor/School
Psychology/Special
Educator
Preparation?**



Agenda

1. Role of School Counselors
2. How school counselors support PBIS design and Implementation
3. Aligning PBIS and Comprehensive School Counseling Programs
4. Scarcity of School Counselors: Impact of Student to SC Ratios

Multi-disciplinary MTSS

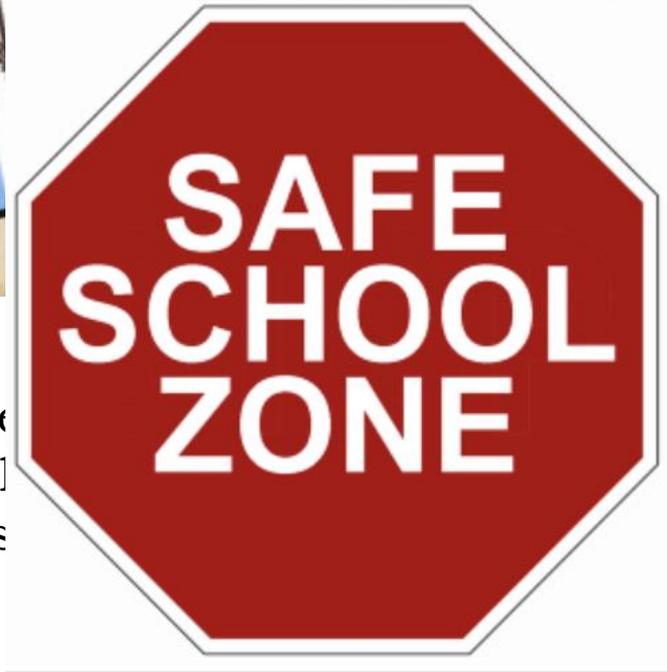


School Counsel

	Tier 1 - no support			1-No concerns	One	One
	Tier 2 - group support			2- Elevated	Two - Four	Two - Four
	Tier 3 - intensive support			3-Highly Elevated	Five or more	Five or more
Student #	Math Tiered Support	Reading Tiered Support	Writing Tiered Support	BASC-2	Office Disciplinary Reports (ODRs)	Days Absent as of Dec 1
111	1	2	2	1	1	5
222	1	1	3	3	5	4



SUMMER SAFETY classroom guidance lesson



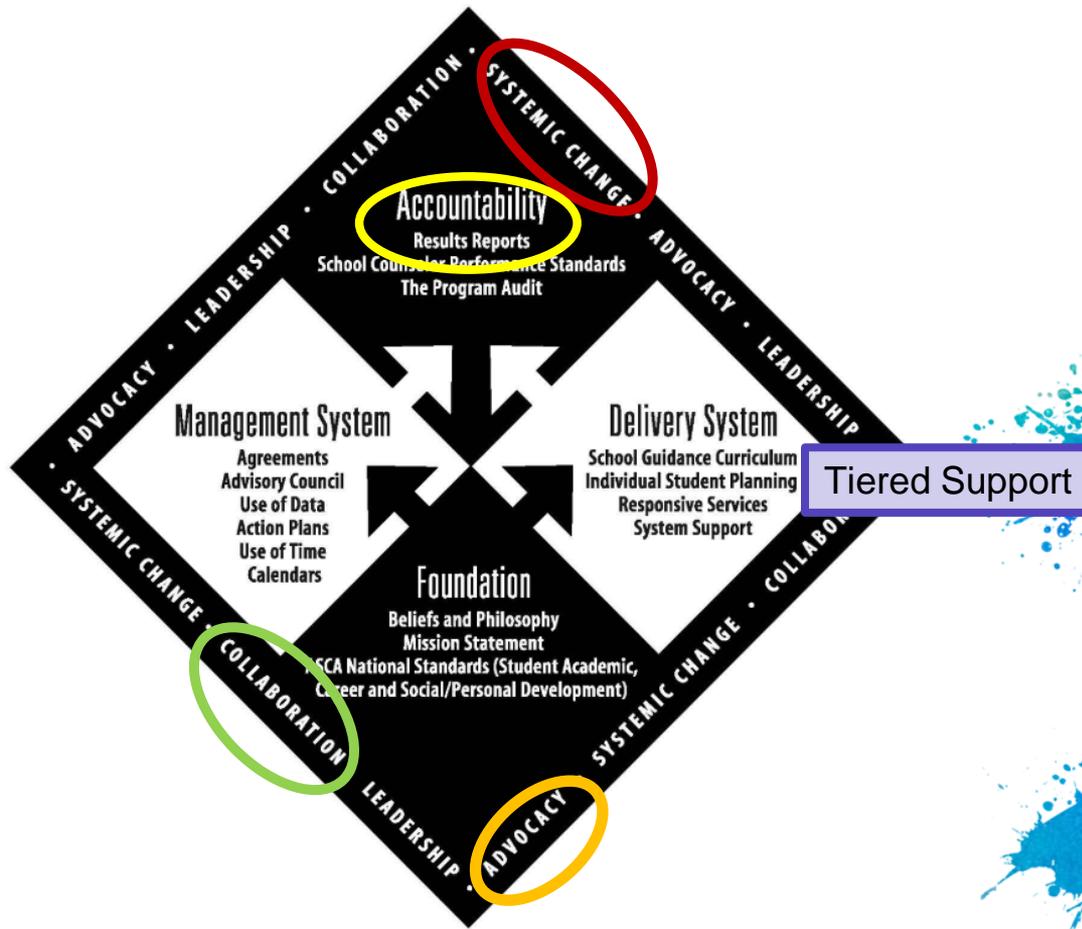
Guidance Counselors vs. School Counselors

Guidance Counselors

1. Reactive to student concerns
2. Putting out fires
3. Paperwork intensive
4. “Other duties as arise”

School Counselors

1. Proactive and Preventative
2. Systems thinkers
3. Integral part of school teams
4. Follow a comprehensive school counseling program based on data



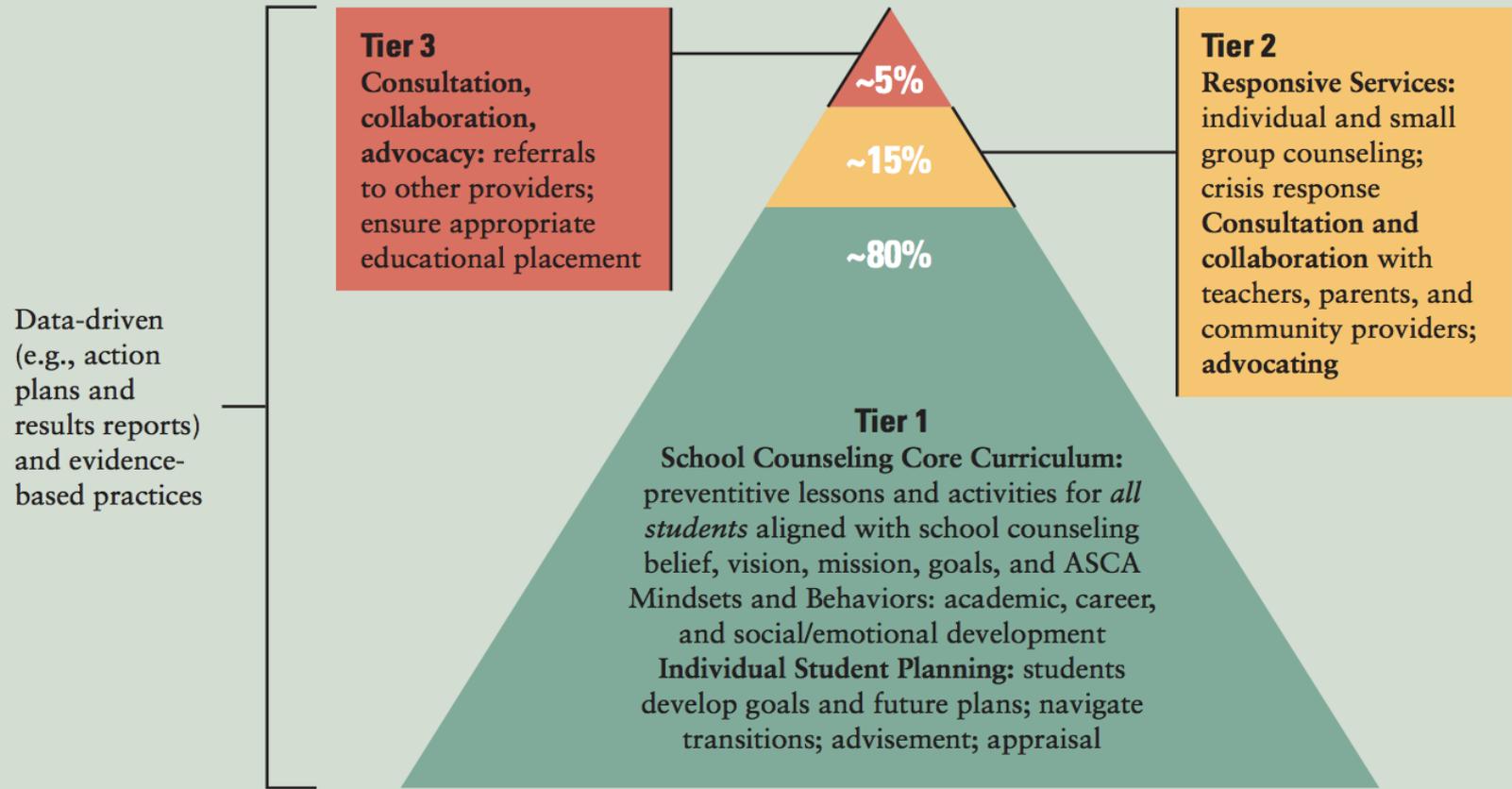
The ASCA National Model = CSCCP

CSCP Implementation

Associated with:

1. **Higher math and reading achievement** scores
2. **Increased college and career readiness**
3. **Lower suspension, discipline, and truancy rates**
4. **Higher attendance, graduation, and retention**

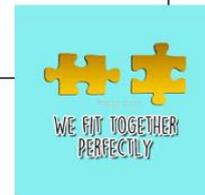
(Burkhard, Gillen, Martinez, & Skytte, 2012; Carey, Harrington, Martin, & Hoffman, 2012; Carey, Harrington, Martin, & Stevenson, 2012)

FIGURE 2**COMPREHENSIVE PROGRAM/ASCA NATIONAL MODEL ALIGNED WITH PBIS**

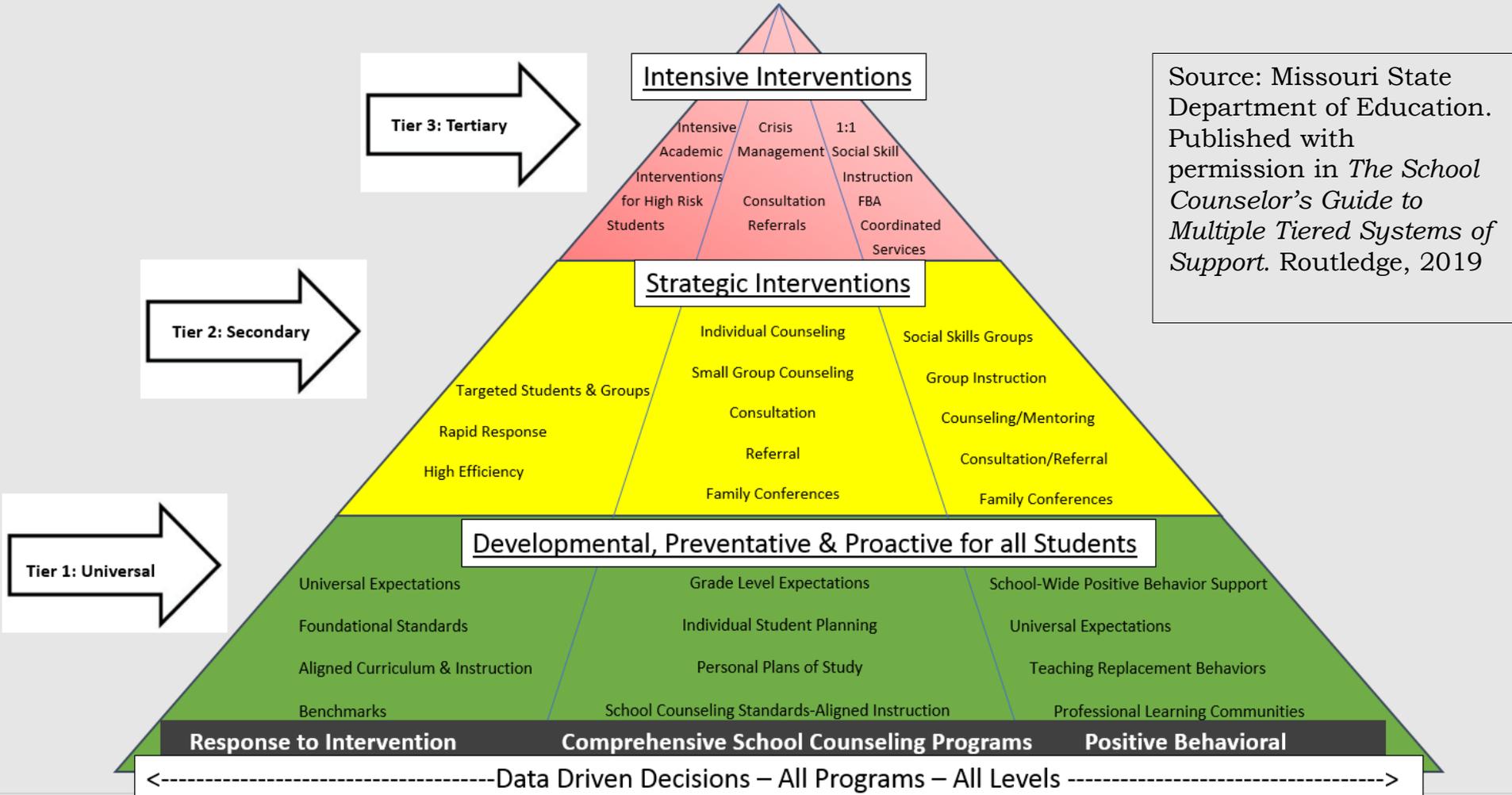
Aligning Comprehensive School Counseling Programs/the ASCA National Model with School-wide Positive Behavior Support. Goodman-Scott, Better-Bubon, & Donohue. (2016)



We described CSCP, such as the ASCA National Model as:	We described MTSS, including RTI and PBIS as:
<ul style="list-style-type: none"> • Preventative, 	<ul style="list-style-type: none"> • Preventative,
<ul style="list-style-type: none"> • Data-driven, 	<ul style="list-style-type: none"> • Data-driven, utilizing evidence-based practices,
<ul style="list-style-type: none"> • Culturally-responsive, 	<ul style="list-style-type: none"> • Culturally responsive,
<ul style="list-style-type: none"> • Utilizing a system's approach, 	<ul style="list-style-type: none"> • Utilizing a systems approach,
<ul style="list-style-type: none"> • Serving all students through direct and indirect services, 	<ul style="list-style-type: none"> • Serving all students through a tiered continuum of supports,
<ul style="list-style-type: none"> • Focusing on students' academic, career, and social/emotional domains, and the interconnectedness of these domains, 	<ul style="list-style-type: none"> • Integrating academic and behavioral student domains, and the interconnectedness of these domains,
<ul style="list-style-type: none"> • Developmentally-appropriate, • School counselor roles as leaders, collaborators, advocates, and systemic change agents 	<ul style="list-style-type: none"> • Collaborative



Integrated School-Wide Systems Promoting Mental Health



Source: Missouri State Department of Education. Published with permission in *The School Counselor's Guide to Multiple Tiered Systems of Support*. Routledge, 2019

Voices from the Field

Behavior:

“We're getting in front of them [negative student behaviors] rather than just reacting to it.”

“You already know the kids had behavior issues last year... We developed some success plans for those students who struggle... We're trying to be proactive because last year didn't work... What can we put in place [this school year]?”

“We know that leading up to winter break, there was a spike in discipline based on the previous year status data, so the PBIS team will plan something in terms of [additional] student incentives.”

Voices from the Field

Prevention:

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Tier 1: Voices from the Field

School Expectations

“Rather than waiting until October to try to bring in the expectations, we start day 1, first day of school.”

“We can’t assume a student will walk into the building and automatically know how we expect them to walk into this classroom, or interact with other students, or walk down the hall... so we teach those expectations.”

“Because you don’t want the first time you walk out for a fire drill to be the fire drill. You walk them out doing that [practice] so they know where to line up.”

School Counselor Lesson Matrix

During School Counseling Lessons We Will...

	Be Safe	Be Respectful	Be Responsible
When the School Counselor is Teaching	Keep all 4 chair legs on floor	Listen carefully without interrupting	Ask questions if I don't understand
When a peer is speaking	Listen without judgement	Listen carefully without interrupting	Keep what they share confidential
When I am working with a peer	Use materials wisely	Listen and speak courteously	Complete our tasks together

Tier 2/3 Strategies:

Aligning PBIS & School Counseling

- Use MTSS generated outcome data to inform individual and small group counseling
- Implement short-term PBIS-endorsed: small group and individual counseling interventions; behavior contracts and interventions
- Coordinate CICO process
- Consult and collaborate with stakeholders implementing CICO
- As member of the MTSS/interdisciplinary school-based leadership teams: discuss student screening, assessment, intervention selection, progress monitoring, data collection and analyses, and educational placement

Voices from the Field

Tier 2/3 Strategies:

Aligning PBIS & School Counseling

- School counselors: “Help out a lot with the tier two and tier three support kids. Check-In, Check-Out mentors... They do small groups all the time.”
- “Sometimes you do acquire some students for small groups based on the data provided by PBIS. ... It [PBIS data] might put [students] on the radar who possibly wasn't”
- “You can to choose an area of data that you want to focus on [in the school counseling program]. For example... [student] GPA, their attendance or their disciplinary records. It's the same data that we're using [for PBIS]”.

DATA

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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

Tier 1 example: SWIS data

SWIS

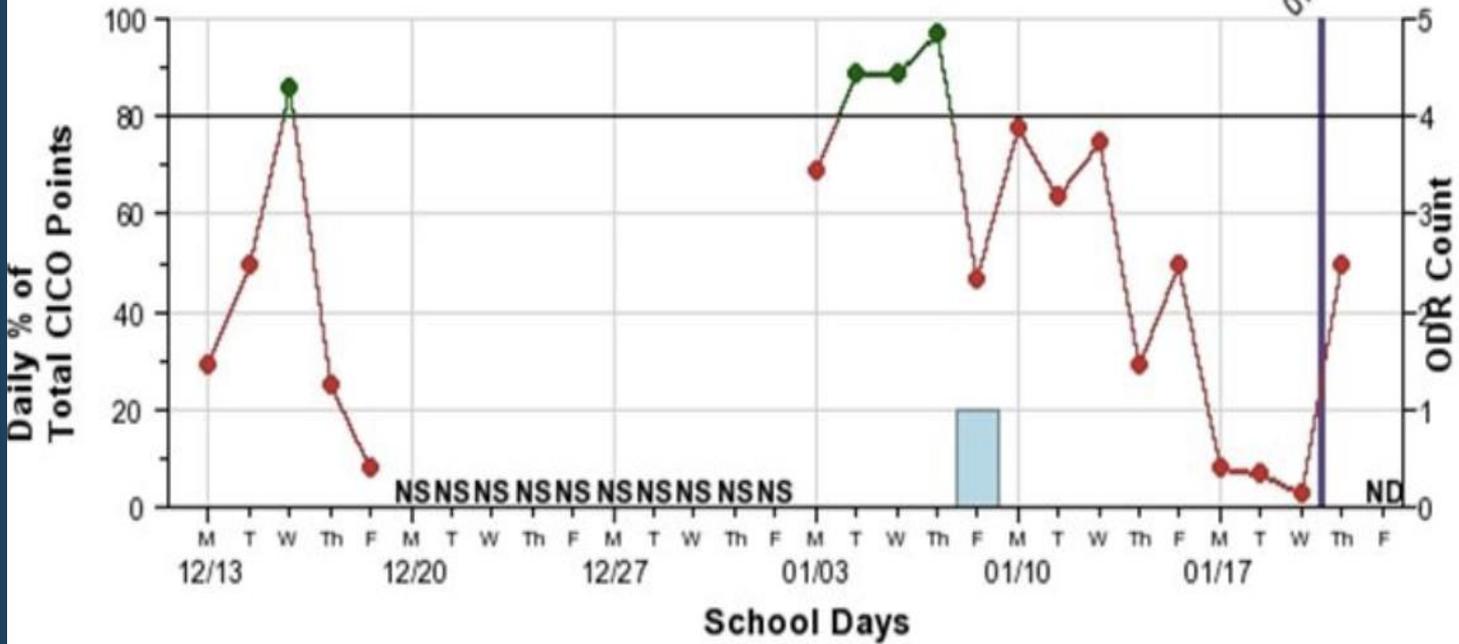
SWIS summary 2010-11 (Majors Only)

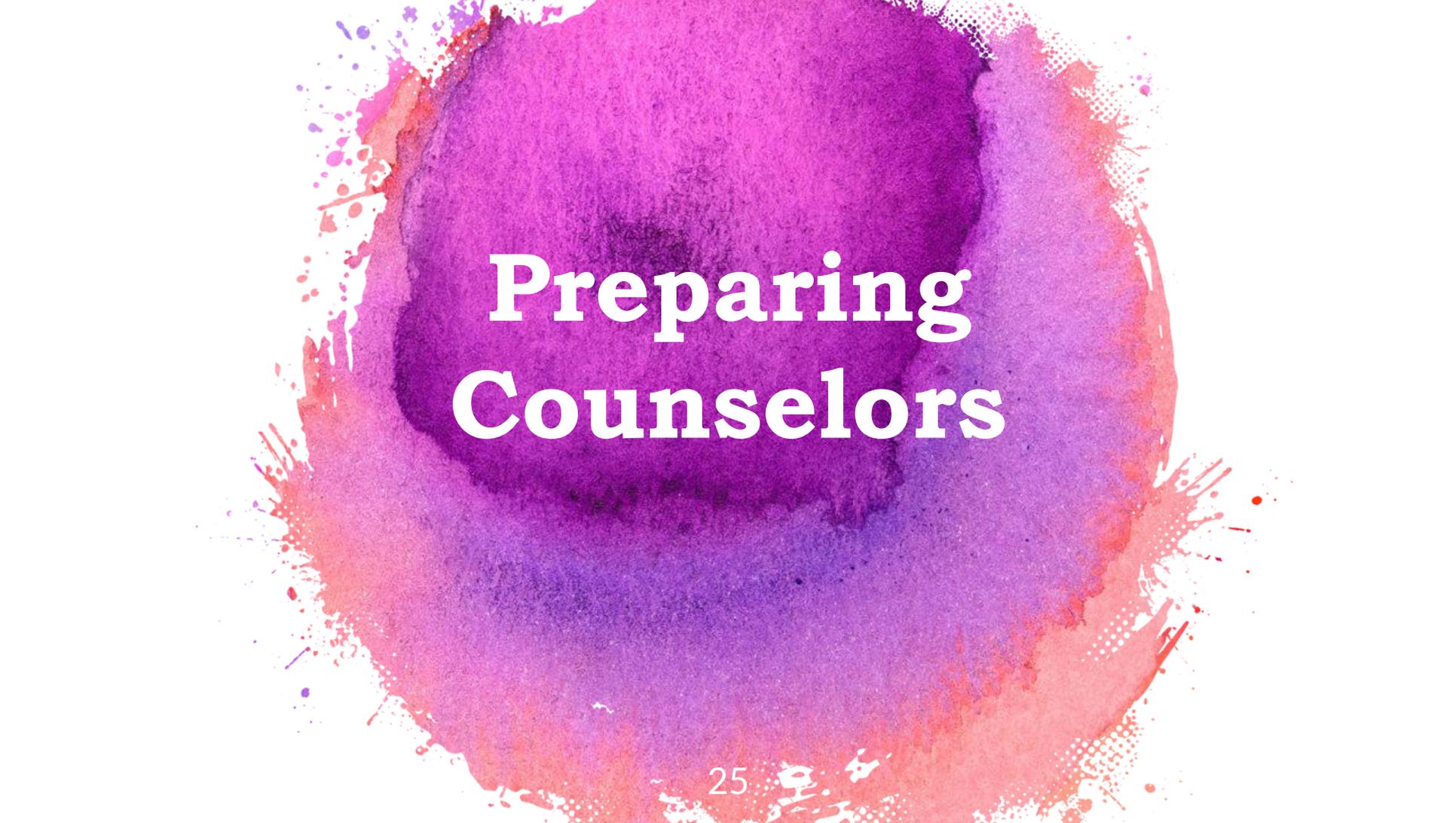
4,634 schools; 2,394,591 students; 1,802,178 ODRs

Grade Range	Number of Schools	Mean Enrollment per school	Mean ODRs per 100 stud/ school day	Median ODRs per 100 per school day	25 th Percentile ODR/100/ school day	75 th Percentile ODR/100/ school day
K-6	2979	456	.32 (.41)	.21	.11	.39
6-9	889	626	.65 (.81)	.46	.25	.79
9-12	390	818	.85 (.86)	.62	.34	1.07
PreK-8	254	438	.49 (.49)	.32	.18	.65
PreK-12	50	455	1.1 (3.0)	.37	.18	.71

Tier 3: individual student report

CICO Individual Student Count Report
December 13, 2010 - January 21, 2011





Preparing Counselors

Voices from the Field: Language

- “The consistent language has an impact, because the things that PBIS are looking to implement, those are the things that we [school counselors] do.”
- “Rarely do we [school counselors] have a conference with parents, students, teachers where [we do not talk] about those [PBIS school-wide expectations], acknowledging how the student is using them, maybe encouraging where they need to improve. The concepts really are... integrated in a lot of our day-to-day roles as counselors. I think it's ever-present in our mind and our actions.”



School Counseling and MTSS Self-Assessment	Self-Rating 5 high.....1 low
1. I am a member and active participant in school-wide <i>MTSS leadership team</i> (Tier 1).	5 4 3 2 1
2. I am a member and active participant in <i>targeted or indicated MTSS teams</i> (Tier 2/3).	5 4 3 2 1
3. My <i>CSCP/counseling practices and systems</i> are aligned with and integrated into MTSS practices and systems.	5 4 3 2 1
4. <i>MTSS practices and systems</i> are aligned with and integrated into my <i>CSCP/counseling practices and systems</i> .	5 4 3 2 1
5. I am active participant in MTSS <i>professional development</i> activities.	5 4 3 2 1
6. I directly <i>train and coach</i> others in becoming fluent users of CSCP and MTSS practices and systems.	5 4 3 2 1
7. I collect and develop descriptions, displays, and <i>demonstrate</i> examples of effective CSCP and MTSS practices and systems.	5 4 3 2 1
8. I align and integrate CSCP and MTSS school-wide <i>funding and policies</i> .	5 4 3 2 1
9. I collect and disseminate CSCP <i>data</i> within MTSS decision making.	5 4 3 2 1
10. I consider MTSS <i>data</i> (e.g., universal screening and progress monitoring) when collecting and analyzing CSCP data.	5 4 3 2 1
11. I regularly assess the <i>implementation fidelity</i> of my counseling practices and systems.	5 4 3 2 1
12. My decision making emphasizes the use of <i>evidenced practices and data-based decision making</i> .	5 4 3 2 1
13. I actively recruit and prepare others on <i>CSCP/counseling practices and systems</i> within MTSS.	5 4 3 2 1



Source: **Multi-Tiered Systems of Support: The What, Why, and How for School Counselors**

George Sugai, Tamika P. La Salle, Susannah Everett, and Adam Feinberg in *The School Counselor's Guide to Multiple Tiered Systems of Support*. Routledge, 2019

Implementation Drivers

- Leadership Training
- Stakeholder Support
- Funding
- Policy and Systems Alignment
- Workforce Capacity
- Training
- Coaching
- Evaluation and Performance Feedback
- Content Expertise

Tier 1 SC Competencies

1. Designing and delivering core school counseling lessons focused on academic, social/emotional and career development
2. Data Analysis
3. Teaching expected behaviors to reinforce PBIS implementation
4. Integrating expected behaviors into core school counseling lessons

Tier 2 SC

Competencies

1. Designing and implementing Tier 2 intervention counseling groups
2. Collaboration to identify and support students with Tier 2 needs
3. Data Analysis
4. Effective and efficient use of Universal Mental Health Screening
5. Check-In-Check-Out / Check-And-Connect
6. Parent Communication

Tier 3 SC Competencies

1. Individual counseling
2. Contributing to Functional Behavioral Assessments
3. Data Analysis
4. Facilitating Wrap Around Services
5. Collaboration with intensive services providers
6. Parent Communication

SCHOOL COUNSELOR RATIO

Engaging school counselors' expertise in effective MTSS will only be possible when School Counselors have manageable caseloads.

School Counselor Ratios

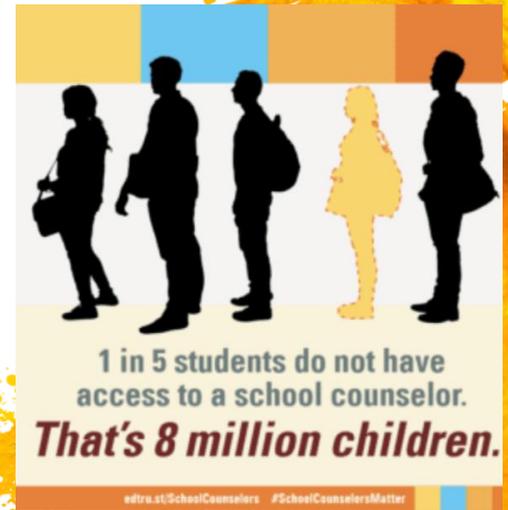
ASCA
Recommends:

1:250

Average ratio in
the US:

1:482

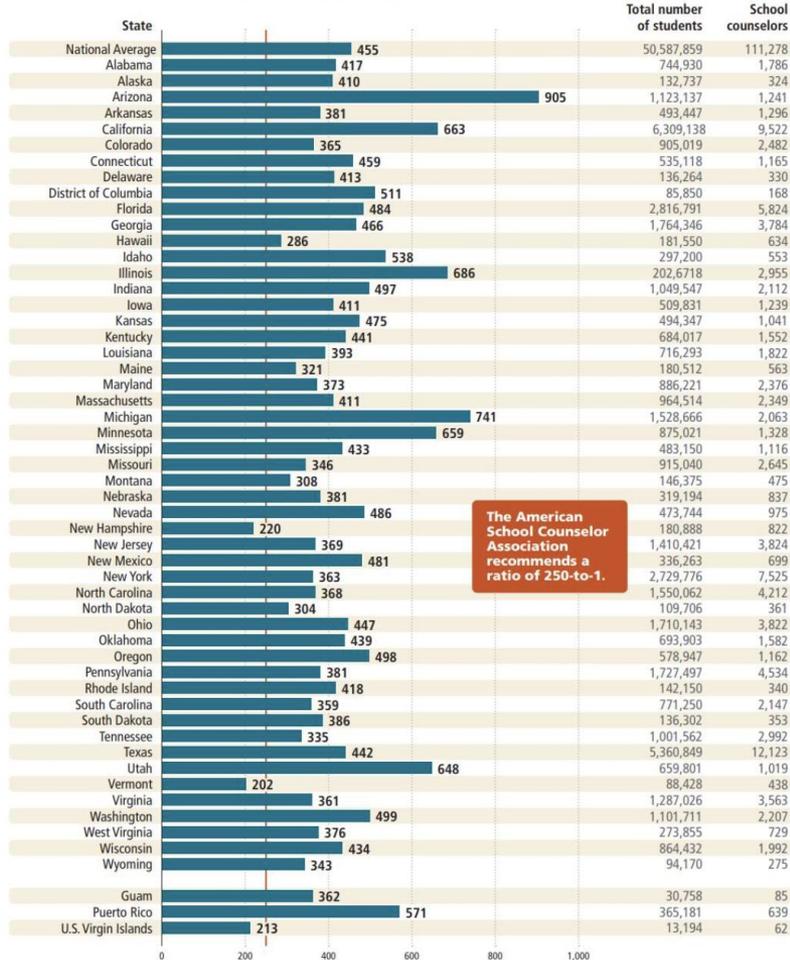
Connecticut Ratio:
Statewide 1:459
Urban MS 1.5:880
Suburban MS 1:210



Schools which have low counselor to student ratios (e.g., 1:180) are able to support an enviable MTSS complete with highly trained interventionists. Thus, a significant and seldom discussed feature of the **achievement gap** is the **access gap**.



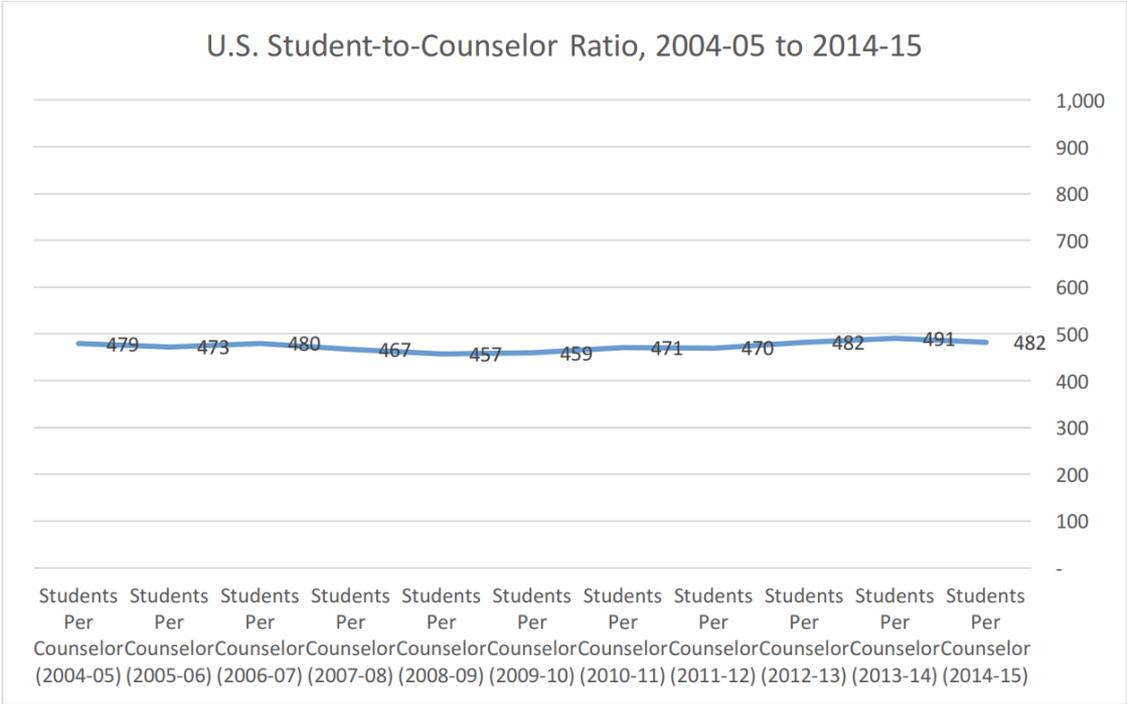
Student-to-School-Counselor Ratio 2016-2017



The American School Counselor Association recommends a ratio of 250-to-1.

Source: NACAC and ASCA State-by-State Student-to-Counselor Ratio Report, 2015

National Student to Counselor Ratio



Percent Change Enrollment: +3%
 Percent Change in Counselors: +2%
 Percent Change in Student-to-Counselor Ratio: +1%

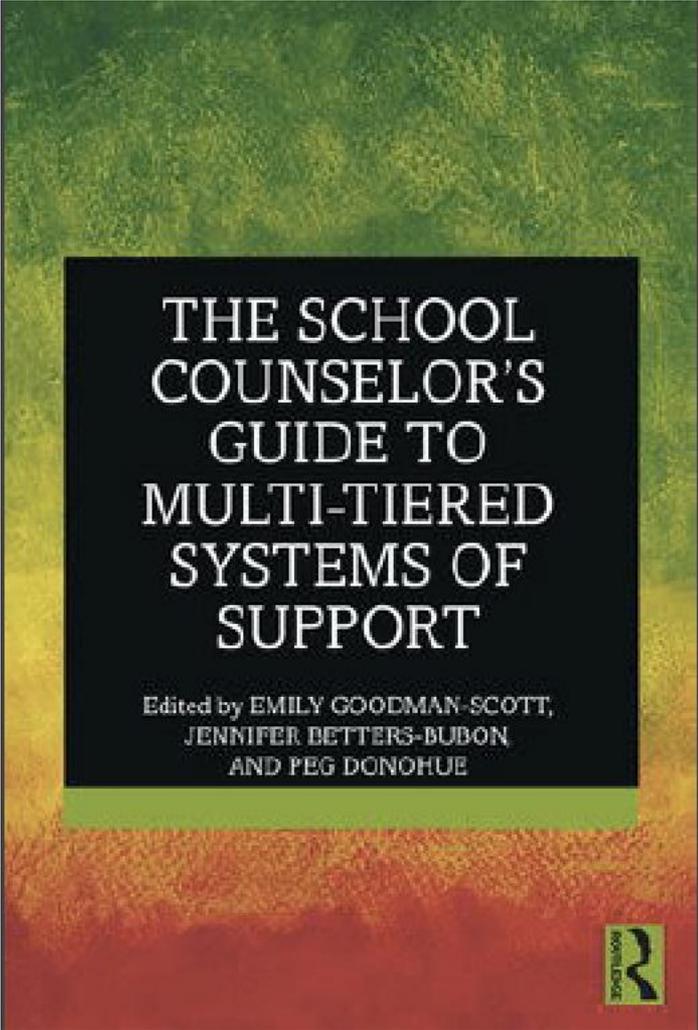
Source: NACAC and ASCA
 State-by-State Student-to-Counselor Ratio Report, 2015

The lack of qualified counselors is **even more pronounced in urban or underserved districts where students' exposure to trauma is highest** (Lapan et al., 2012a).



Big Ideas

1. Professional capacity building
2. Power of common language across school community
3. Breaking down silos to support students



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

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



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Thanks!

Any questions?

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Connected.