INTRODUCTIONS

Dr. Emily Goodman-Scott
Old Dominion Univ, VA
e_goodmanscott

dr_eggscott@odu.edu

Dr. Jennifer Betters-Bubon
University of Wisconsin-Whitewater
bettersj@uw.edu

bettersj

Dr. Peg Donohue
Central CT State, CT
Peg.Donohue@ccsu.edu

DonohuePeg

Dr. Jake Olsen
California State University
Long Beach
jacob.olsen@csulb.edu

drjakeolsen

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

I love my students

best job ever.

Let's Make a Difference

ANYONE RELATE?
Mental States You May Experience Today
© Adrienne Hedger www.HedgerHumor.com

General confusion
What day is it?
How long have I been wearing these pants?

Anxiety
Mild to severe irritation

Losing last shred of sanity

Hope

Feeling Drained

Feeling overwhelmed

Gratitude

IT'S NOT EASY

Physical & mental health care

Leisure & recreation

Education

Federal & state leadership

Housing & transportation

Employment, business, & commerce

"New Normal"

Covid-19 Before During After

Etc.

CONTEXT
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

Systems

Outcomes

Data

Practices
CULTURALLY SUSTAINING PEDAGOGIES

Teaching and Learning for Justice in a Changing World

DJANGO PARIS • H. SAMY ALIM
EDITORS

THE CULTURAL ICEBERG

SURFACE CULTURE

Deep-Culture

Systems: Culturally Sustaining
**COMMUNITY/FAMILY PARTNERSHIPS: CRUCIAL**

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

<table>
<thead>
<tr>
<th>Element of Culture</th>
<th>My Norms Growing Up</th>
<th>My Norms Now</th>
<th>My School’s Norms</th>
<th>How My Students/Families May Differ</th>
<th>How This Difference Can Create Conflict</th>
</tr>
</thead>
<tbody>
<tr>
<td>Appropriate Language (Example)</td>
<td>Friendly and respectful, especially child to adult</td>
<td>Respect for all, and no need for formal language with adults</td>
<td>Friendly and respectful, children to staff and between students</td>
<td>Less formal language and use of priority to convey extreme emotion</td>
<td>Students and families may be viewed as disrespectful when they have strong feelings</td>
</tr>
<tr>
<td>Space/Proximity</td>
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<tr>
<td>Attitude toward time</td>
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<tr>
<td>Gender roles</td>
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<tr>
<td>Family roles</td>
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<td>Family ties</td>
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</table>
DATA

1. SC Vision

2. Create Program Goals

3. Evidence Based Interventions

4. Monitor Student Progress

5. Evaluate

6. Advocate and Lead

7. Systemic Change

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

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

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

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

Improve MTSS Data, System and Practices

SC Interventions
Culturally Sustaining MTSS Interventions

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

Formative Assessment- Review Progress Reports
Monitor Progress Tiered MTSS Interventions

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.
**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

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
The ASCA National Model diamond is a registered trademark of the American School Counselor Association.


- 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
# Blank Behavior Matrix for Families

<table>
<thead>
<tr>
<th>Cedarhurst School Wide Behavior Matrix</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hallway</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>Respect</td>
</tr>
<tr>
<td>Responsibility</td>
</tr>
<tr>
<td>Safety</td>
</tr>
</tbody>
</table>
# Personal Matrix

<table>
<thead>
<tr>
<th>School-wide Expectation</th>
<th>At SCHOOL It looks like...</th>
<th>At HOME It looks like...</th>
<th>In my NEIGHBORHOOD it looks like...</th>
</tr>
</thead>
</table>
| **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

<table>
<thead>
<tr>
<th></th>
<th>Be Respectful</th>
<th>Be Responsible</th>
<th>Be Safe</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Settings</td>
<td>- Follow directions</td>
<td>- Follow School Rules</td>
<td>- Keep Hands and feet to yourself</td>
</tr>
<tr>
<td></td>
<td>- play fairly</td>
<td>- Keep Campus Clean</td>
<td>- stay in designated area</td>
</tr>
<tr>
<td></td>
<td>- use kind words</td>
<td>- Use Equipment Correctly</td>
<td>- care about others’ safety</td>
</tr>
<tr>
<td></td>
<td>- great others politely</td>
<td>- Set a positive Example</td>
<td></td>
</tr>
</tbody>
</table>

Source: Leal Elementary School, Cerritos, CA
# Nuestra Matriz Familiar

<table>
<thead>
<tr>
<th>Todos los ajustes</th>
<th>Ser respetuoso/a</th>
<th>Ser responsable</th>
<th>Estar seguro/a</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Seguir direcciones</td>
<td>- Ser un buen ejemplo para tus hermanos menores.</td>
<td>- Jugar donde los padres pueden verte</td>
</tr>
<tr>
<td></td>
<td>- Jugar bastante</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Utilice palabras amables</td>
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<tr>
<td></td>
<td>- Saludar a otros cortésmente</td>
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</table>
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 out
13. Enlist Parent Support
14. Restitution
15. Lose Free Time/Recess
16. Take a Break
17. Praise When on Task
18. Restriction
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

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

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
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
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 "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?
Heading Back to School: Trauma Informed MTSS

Going Back to School after COVID-19: Using a MTSS...

Addressing Grief (virtually) With MTSS in Mind

How to Implement Culturally Sustaining MTSS Part 2: A...

What is Culturally Sustaining MTSS? Webinar 1

Addressing Crisis (virtually) with MTSS in Mind

Utilizing MTSS in your Virtual School Counseling Program

https://www.schoolcounselors4mtss.com/webinars
REFERENCES
