

RIVERSIDE COUNTY
OFFICE OF EDUCATION
EDWIN GOMEZ, Ed.D.
County Superintendent of Schools

This Amazing
COUNSELOR
is loved and appreciated

MY SCHOOL
COUNSELOR
HELPS ME
SUCCEED!



SCHOOL COUNSELOR
LEADERSHIP NETWORK
RIVERSIDE COUNTY

BE FEARLESS
IN THE PURSUIT
OF WHAT SETS
YOUR SOUL ON

**SCHOOL COUNSELORS:
STRATEGIC INTENTIONAL INFORMED**



Comprehensive Counseling Programs and MTSS

Dr. Denise Ebersole



*SCHOOL
COUNSELORS:
STRATEGIC,
INTENTIONAL,
INFORMED*



**SCHOOL COUNSELOR
LEADERSHIP NETWORK**
REVERSIDE COUNTY

Commit yourself to aligning your
MTSS program with the ASCA
National Model to better support
your students!



Introduction

Dr. Denise Ebersole, LPC, ACS, NCC, NCSC



- Associate Professor of Counseling, Liberty University
- Independent Solution-Focused Career Coach

Former Positions:

- Core Faculty/School Counselor Educator
- High School Counselor (9-12)/Dept. Coordinator (K-12)
- Middle School Counselor (7-8)

Credentials:

Licensed Professional Counselor (LPC)

Approved Clinical Supervisor (ACS)

Nationally Certified Counselor (NCC)

Nationally Certified School Counselor (NCSC)

Certified School Counselor (K-12) & Supervisor of School Guidance Services

Encourage. Empower. Educate.



Objectives

- Understand the **alignment** between the ASCA National Model and MTSS.
- Examine opportunities to have a positive impact on student academic, career, and social/emotional development while **being a stakeholder in MTSS development and implementation.**
- Identify how to **implement a comprehensive and culturally sustaining school counseling program** while supporting all students from a tiered MTSS approach.



Align MTSS and the ASCA National Model

September/October 2021

[Read More](#)



MTSS and the ASCA National Model

SHARE

AUTHOR(S): *Denise Ebersole, Ph.D.*

September 1, 2021

There is no better time to become more intentional about the school counselor's role in a multitiered system of supports (MTSS). With significant increases in student mental health concerns, it is essential for school counselors to understand the alignment between the ASCA National Model and MTSS. Whether your school is heading back to in-person, virtual or a hybrid setting, school counselors are desperately needed to implement evidence-based and culturally sustaining techniques to support all students.

Whether you're an experienced professional or new to the field, it's important to understand how to align your school counseling program with MTSS. School counselors implement programs designed to have a positive impact on student academic, career and social/emotional development while also being a stakeholder in MTSS development and implementation. As members of an MTSS team, school counselors are preferably in the supporter role, where they provide indirect student services such as sharing data or serving as a consultant to the student support team. School counselors could also serve in the intervener role and provide direct service to students through the Deliver component of the ASCA National Model.

[A Helpful Start](#)

[Classroom Instruction: An MTSS Intervention Opportunity](#)

[Innovative Interventions](#)

[A Team Approach](#)

[It Takes Two](#)

[MTSS and the ASCA National Model](#)

[MTSS Team Player](#)

Pre-Test

On a scale of 1-5, how confident do you feel about aligning the ASCA National Model with MTSS?

(1=Not confident at all, 2=Slightly confident, 3=Somewhat confident, 4=Fairly confident, 5=Confident)





Is what you're
doing working?

Use data!



Training



Tools



Roles

Teams



1. Understanding the alignment between the ASCA National Model and MTSS.

Learn How to Align Your Program with MTSS!

- School Counselors (SC) are...
 - Already implementing programs and interventions focused on **Academic, Career, Social/Emotional Development!**
- How to align with MTSS?
 - The same as above **plus** being a stakeholder in MTSS development and implementation.
- As members of an MTSS team:
 - Preferably in the **supporter** role, where you provide indirect student services, such as sharing data or serving as a **consultant** to the team.
 - Or serve in the **intervener** role, providing direct service to students through the **Deliver** component of the ASCA National Model.

Keep doing more of what is working...
and see how your interventions align!



THINK
ABOUT
THINGS
DIFFERENTLY



2. Impacting student academic, career, and social/emotional development while being a stakeholder in MTSS development and implementation.

MTSS is a Team Effort!

- Supporting all students across a tiered approach is...
 - A **process**
 - A **team effort** shared by school counselors and other building-level educators.
- MTSS services work best when they are...
 - **Consistent**
 - **Team-oriented** with professional and supportive team members
- MTSS services must include **data** collection systems that are specific and clearly communicated!



Let's do this!

Data, Data, Data!



- School counselors and MTSS team members need to ensure they are using data appropriately and in a culturally sustaining way.
- When decisions are made using data, the data needs to be as equitable as possible.
- Data should come from a variety of sources and be disaggregated to see if there is disproportionality for different student groups.
- We need to ensure that our interventions are respectful and reflect our students and their families, demonstrating a commitment to cultural sustaining ability.

Implementing Tiered Evidence-Based Techniques Across Settings...


- In-Person
- Hybrid
- Virtual

School Counselors for MTSS

VIRTUAL SCHOOL COUNSELING WITH MTSS

COVID-19 RESOURCE

During this time of uncertainty and on-line learning, how do we effectively and systemically support all students?



TIER 1

WHAT ARE WE DOING FOR ALL STUDENTS?

- 1.
- 2.
- 3.

TIER 2

WHAT ARE WE DOING FOR SOME STUDENTS?


- 1.
- 2.
- 3.

TIER 3

WHAT ARE WE DOING FOR A FEW STUDENTS?

- 1.
- 2.
- 3.

HELPFUL RESOURCES:

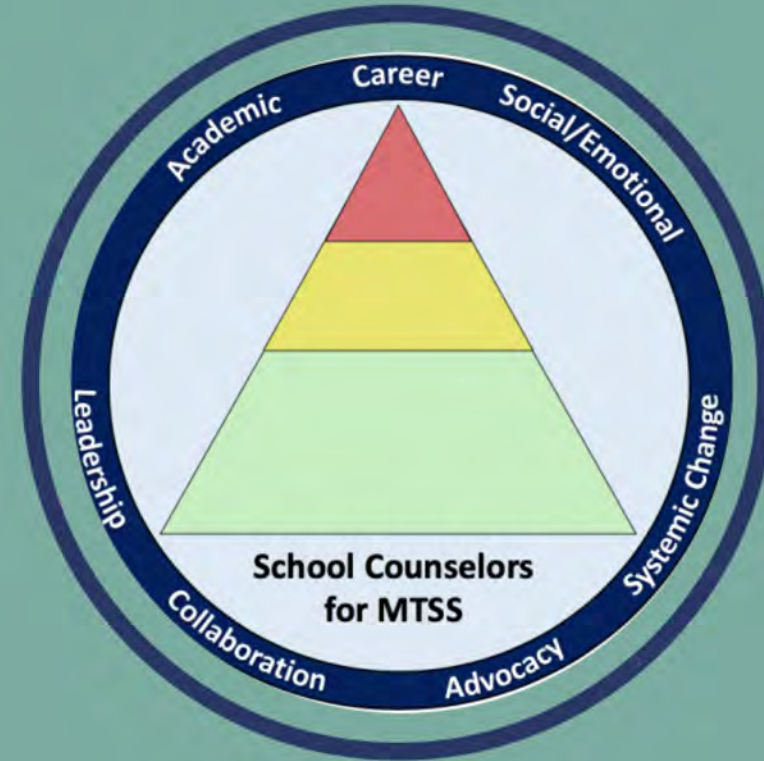


School Counselors for MTSS CRISIS RESPONSE WITH MTSS IN MIND



COVID-19 RESOURCE

During this time of uncertainty
how do we effectively and
systemically support all
students as crises arise?





3. Implementing a comprehensive and culturally sustaining school counseling program while supporting all students from a tiered MTSS approach.

How do School Counselors Adapt Interventions for In-Person, Hybrid, or Virtual Settings?

TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

[Learn More](#)

TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

[Learn More](#)

TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

[Learn More](#)



A Tiered Approach

Tier 1: What we do for all students.

Tier 2: What we do for some students.

Tier 3: What we do for a few students.

What Does Tier 1 look like?

TIER 1

Tier 1 practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.

How Do School Counselors Adapt **Tier 1** Interventions ?

An infographic with a teal background. On the left is a large green circle containing the text 'TIER 1'. To the right of the circle is the question 'WHAT ARE WE DOING FOR ALL STUDENTS?' in a light green, sans-serif font. Below the question is a numbered list of four items, also in light green: 1. COLLABORATING WITH CRISIS TEAM, 2. TEACHING HEALTHY COPING STRATEGIES, 3. PROVIDING REGULAR CONTACT WITH CARING ADULTS, and 4. CONDUCTING REGULAR NEEDS ASSESSMENTS TO DRIVE INTERVENTION.

TIER 1

WHAT ARE WE DOING FOR ALL STUDENTS?

1. COLLABORATING WITH CRISIS TEAM
2. TEACHING HEALTHY COPING STRATEGIES
3. PROVIDING REGULAR CONTACT WITH CARING ADULTS
4. CONDUCTING REGULAR NEEDS ASSESSMENTS TO DRIVE INTERVENTION

Additional Evidence-Based **Tier 1** Techniques

- Implement universal screening to obtain data across academics, benchmarks, and other indicators
- School-wide Positive Behavioral Interventions & Supports (PBIS)
- Provide school counseling classroom instruction/curriculum
 - Anxiety, MH, social skills, depression, stress-management, coping, attachment
- Collaborate with school-based and community MH providers and stakeholders
- Provide professional development to faculty/staff
 - Trauma-informed care, increased MH awareness, etc.
 - Conduct mental health screenings
- Social Skills Instruction

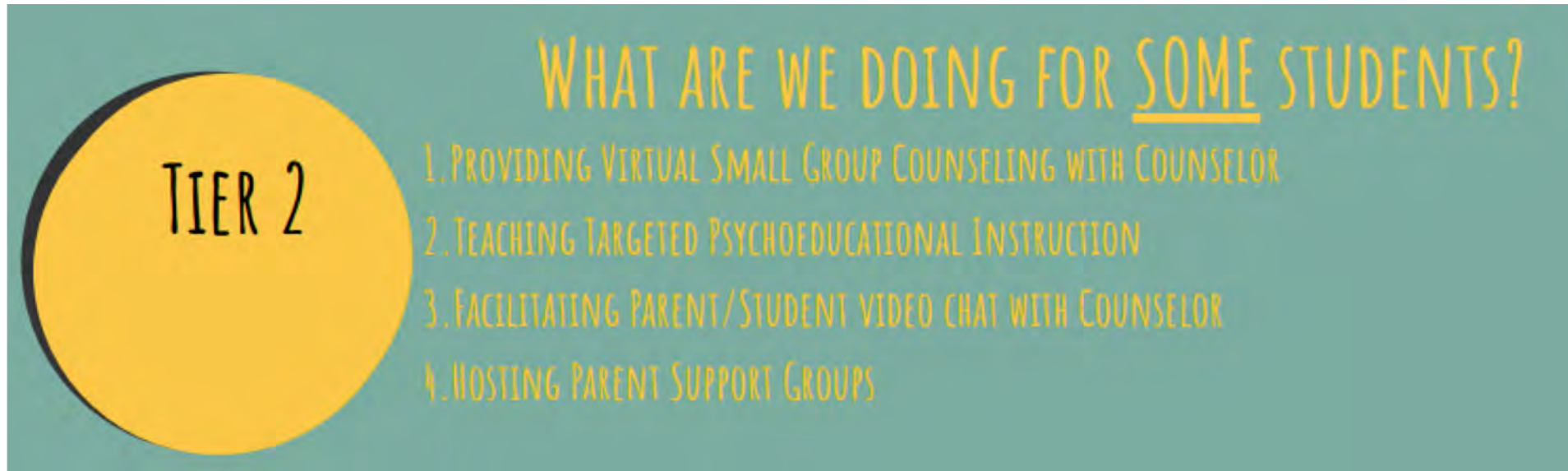


What Does Tier 2 look like?

TIER 2

Tier 2 practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.

How Do School Counselors Adapt **Tier 2** Interventions?



TIER 2

WHAT ARE WE DOING FOR SOME STUDENTS?

1. PROVIDING VIRTUAL SMALL GROUP COUNSELING WITH COUNSELOR
2. TEACHING TARGETED PSYCHOEDUCATIONAL INSTRUCTION
3. FACILITATING PARENT/STUDENT VIDEO CHAT WITH COUNSELOR
4. HOSTING PARENT SUPPORT GROUPS

Tier 2

- Common concerns relate to academics, attendance, or discipline.
- Many Tier 2 interventions include goal setting with daily progress reports
 - It's essential to clearly communicate the high expectations and the support that will be provided to help students achieve goals.
- Tier 2 strategies could include:
 - Individual counseling for a limited time for a particular concern
 - Small group counseling to address needs identified by the data
 - Check-in/check-out processes for a group of students



Remember to utilize data throughout!

Additional Evidence-Based **Tier 2** Techniques

- Consultation and collaboration to identify and support students with behavior issues, possibly related to COVID-19 or other stressors
- Individual Counseling
- Small Group Counseling (anxiety, depression, mental health, stress-management, coping)
- Social Skills Groups/Small Groups
- Classroom Strategies
- Behavioral Contracting
- Self-Monitoring
- School-Home Note
- Check-in/Check-Out
- Conflict Resolution
- Mentor-Based Program
- Positive Peer Reporting



What Does Tier 3 look like?

TIER 3

At Tier 3, students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.

How Do School Counselors Adapt **Tier 3** Interventions?

TIER 3

WHAT ARE WE DOING FOR A FEW STUDENTS?

1. PROVIDING 1:1 COUNSELING (WORKING IN PAIRS)
2. KEEPING OUR STUDENT ON THE LINE UNTIL CRISIS IS RESOLVED OR A PLAN IS MADE OR BOTH
3. CHECKING IN ON STUDENT REGULARLY AFTER CRISIS
4. POSTING CRISIS LINE INFORMATION ON WEBSITE

The School Counselor's Role...

- The school counselor's role in Tier 3 interventions is that of a **supporter**.
- What does that look like?
 - The **supporter** role provides referrals for outside supports to mental health agencies, social services, community resources, etc.



Additional Evidence-Based **Tier 3** Techniques

- Assess and refer as needed
 - Mental health agencies, social services, community resources, etc.
 - Counseling/therapy for student
 - Family therapy
 - Wraparound services/agency involvement
 - Crisis response
- Consultation and communication with parents
- Functional Behavior Assessments (FBA)
 - Behavior Intervention Plan based on FBA



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)

For more information
(Routledge, 2019):



@SchCouns4MTSS



©Goodman-Scott, Betters-Bubon & Donohue (2019)



Additional Resources

1. ASCA National Model
2. ASCA Position Statement About MTSS
3. ASCA School Counselor Magazine-MTSS Edition (Sept-Oct 21)
4. ASCA's School Counseling During COVID-19: Online Lessons & Resources
5. School Counselors 4 MTSS

1. The ASCA National Model, fourth edition

The ASCA National Model® reflects a comprehensive approach to the design, implementation and assessment of a school counseling program that improves student success. The publication defines the school counselor's role in implementation of a comprehensive school counseling program and provides step-by-step tools to build each component of the program. This fourth edition has been revised to reflect current education practices, aligned with the ASCA Mindsets & Behaviors for Student Success: K-12 College- and Career-Readiness Standards for Every Student and the ASCA Professional Standards & Competencies and will assist school counselors in developing an exemplary school counseling program. Whether you're a new school counselor just starting out or you've got years of experience, "The ASCA National Model" will help you implement a new data-informed comprehensive school counseling program or fine tune the one you already have. Get the book on school counseling and ramp up your school counseling program.



2. ASCA Position Statement: The School Counselor & MTSS



The School Counselor and Multitiered System of Supports

(Adopted 2008, revised 2014, 2018)

American School Counselor Association (ASCA) Position

School counselors are stakeholders in the development and implementation of a Multitiered System of Supports (MTSS), including but not limited to response to intervention (RTI) and responsive positive behavioral interventions and supports (PBIS). School counselors align their work with MTSS through the implementation of a school counseling program designed to affect student development in the academic domain (achievement), the career domain (career exploration and development) and the social/emotional domain (behavior).

3. ASCA MTSS Magazine Article

MTSS and the ASCA National Model

SHARE

AUTHOR(S): Denise Ebersole, Ph.D.

September 1, 2021

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A Helpful Start

Classroom Instruction: An MTSS Intervention Opportunity

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A Team Approach

It Takes Two

MTSS and the ASCA National Model

MTSS Team Player

4. ASCA's SC & School Reentry during COVID-19*

School Counseling and School Reentry During COVID-19

(Updated Feb. 16, 2021) Organizations including ASCA, National Association of School Psychologists, CASEL, AASA (School Superintendents Association) and others have released detailed recommendations regarding school reentry. Among the issues addressed are multidisciplinary teams, addressing social emotional learning and academic needs, school safety protocols and equity and access considerations.

Other

- **School-Based Health Alliance COVID-19 Resources** includes links to Listen & Learn Sessions, as well as a webinar series with the Weitzman Institute, "School-Based Health Centers in the Time of COVID-19"
- **School Counselors for MTSS has developed resources for responding to COVID-19 using an MTSS-ASCA Model aigned framework**

(<https://www.schoolcounselors4mtss.com/webinars>)

5. School Counselors 4 MTSS

WEBINARS

We regularly create webinars to help school counselors and other school based mental health staff create equitable and effective systems and programs. Please check our [youtube channel](#) for additional offerings.



*Drs. Goodman-Scott, Betters-Bubon, Olsen & Donohue provided a webinar through the American School Counselor Association on our book: *Making MTSS Work**

July 2020



Drs. Betters-Bubon & Goodman-Scott presented MTSS considerations for re-entering the school year: for the Association for Child and Adolescent Counseling.

July 2020

COVID-19 Webinar Series

To help school counselors during the pandemic, we created a series of webinars on MTSS. We have made these webinars short (around 30 minutes in length) to meet school counselor professional development needs. Webinars linked below focus on MTSS in a virtual setting, crisis planning, grief, trauma informed MTSS and systems planning. All include an infographic that can be downloaded to help with planning.

Utilizing MTSS in your Virtual School Counseling Program
Drs. Jake Olsen & Emily Goodman-Scott

Crisis Planning with MTSS in Mind
Dr. Peg Donohue

Addressing Grief with MTSS in Mind
Dr. Peg Donohue

Heading Back to School: Trauma Informed MTSS
Dr. Jennifer Betters-Bubon

Systems Planning in MTSS
Dr. Emily Goodman-Scott & Jennifer Betters-Bubon

Post-Test

On a scale of 1-5, how confident do you feel about aligning the ASCA National Model with MTSS?

(1=Not confident at all, 2=Slightly confident, 3=Somewhat confident, 4=Fairly confident, 5=Confident)





Q&A

How Can I Help?

Thank you for attending!



Denise Ebersole, PhD, LPC, NCC, NCSC
Associate Professor
Liberty University

I wish you the absolute best as you strive to serve your students!