



SCHOOL COUNSELOR LEADERSHIP NETWORK

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RIVERSIDE COUNTY
ON-THE-GO WEBINAR SERIES

Multi Tiered Multi Domain Systems of Support

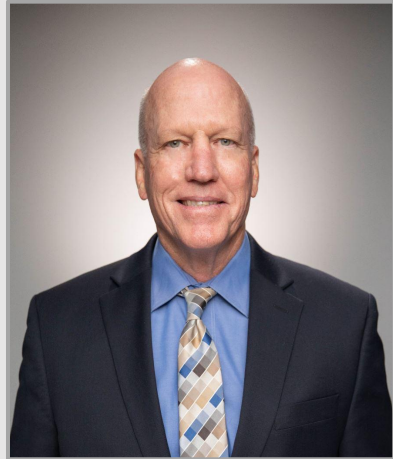
**Riverside County Office of Education
College and Career Readiness
School Counselor On-the-Go Series**

College & Career Readiness Unit

Meet Our Team



Catalina Cifuentes
Executive Director



Gil Compton
Director I



Matt Elder
Director I CalSOAP



Yuridia Nava, Ed.D.
*Coordinator
College Career
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Virtual Meeting Tips

- This meeting is being recorded so that others may listen to it at a later time for reference and will be uploaded to the RCEC YouTube page as well as www.rcec.us once you log in to access the content of the webinar series
 - All connections to this live meeting feature have been accounted for so please do not forward the Zoom link or invite anyone to join because you are taking someone else's spot and Zoom will automatically start kicking off connections randomly
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Multi Tiered, Multi Domain Systems of Support

“Systems thinking is a discipline for seeing wholes. It is a framework for seeing interrelationships rather than things, for seeing patterns of change rather than static snapshots.”

Peter Senge



Dr. Tinisha Parker

Meet Your Presenter

- 20 Years in the field of education
- Teacher, Counselor and Administrator
- Currently serves as the Executive Director of Student Services for Gwinnett County Public Schools in the State of Georgia
- Chair of the Board for the American School Counselor Association (ASCA)
- Past President of the Georgia School Counselor Association





School Counselors &

MULTI-TIERED SYSTEM OF SUPPORTS

*Strategically supporting the whole child and
meeting the needs of all students...*

Dr. Tinisha Parker - Executive Director,
Department of Student Services, GCPS

Warm Welcome

**What makes you
this happy?**



Agenda and Learning Targets



ASCA National Model

Understand the key components



MTSS & ASCA Crosswalk

Explore alignment

MTSS Framework

Understand key components

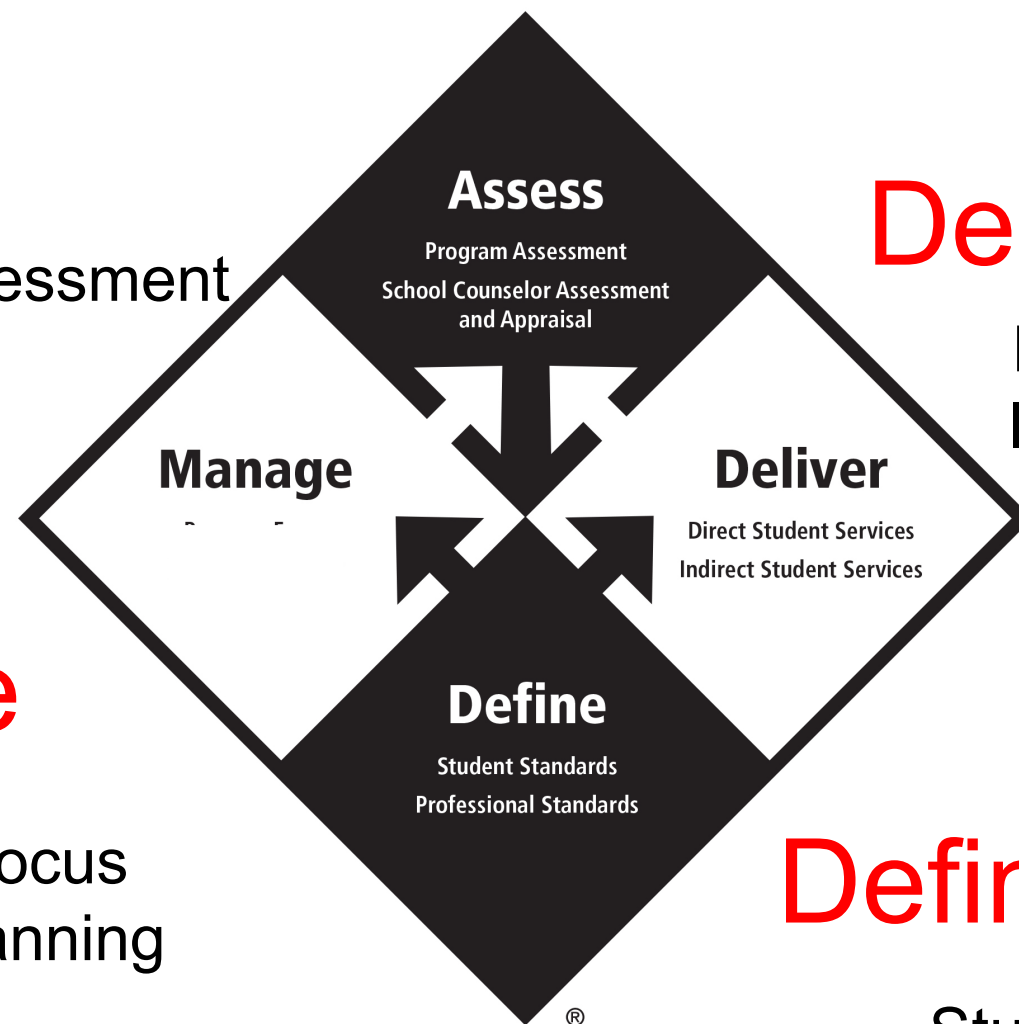
The School Counselor's Role in MTSS

Discuss key areas of expertise and contribution

The ASCA National

Assess

Program Assessment
School Counselor Assessment
and Appraisal



Deliver

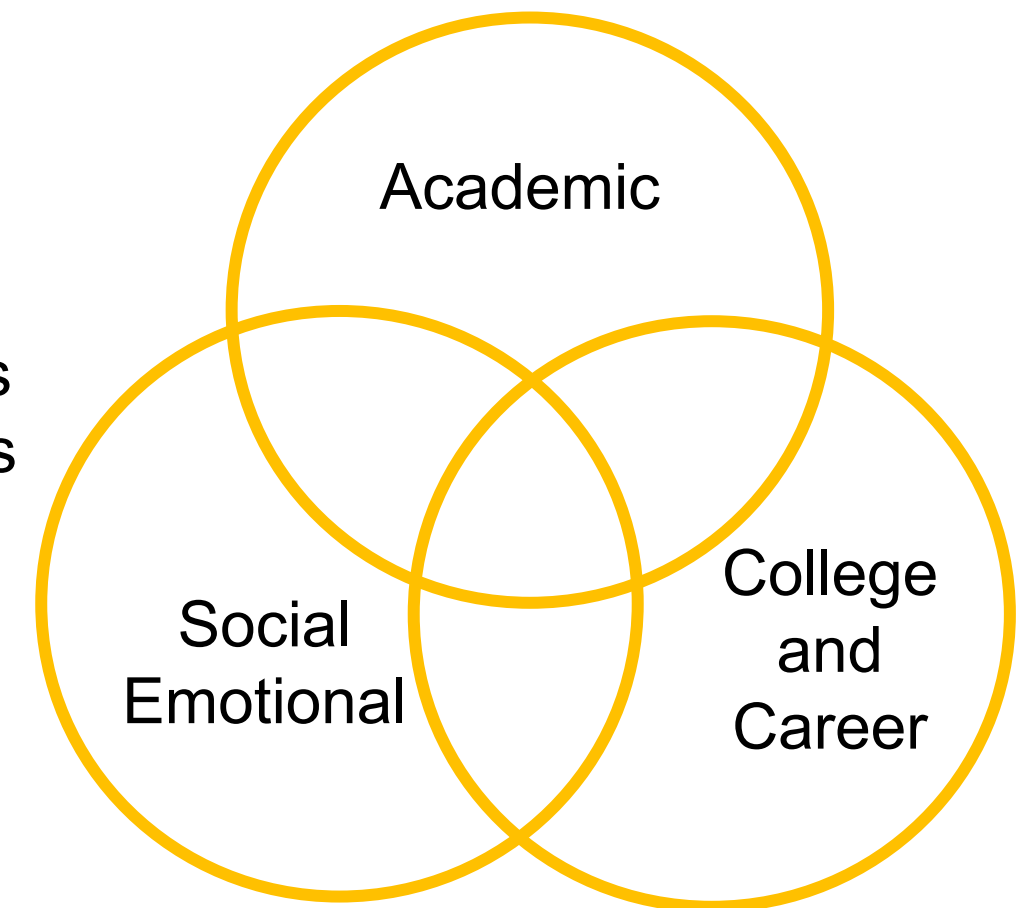
Deliver Student Services
Indirect Student Services

Manage

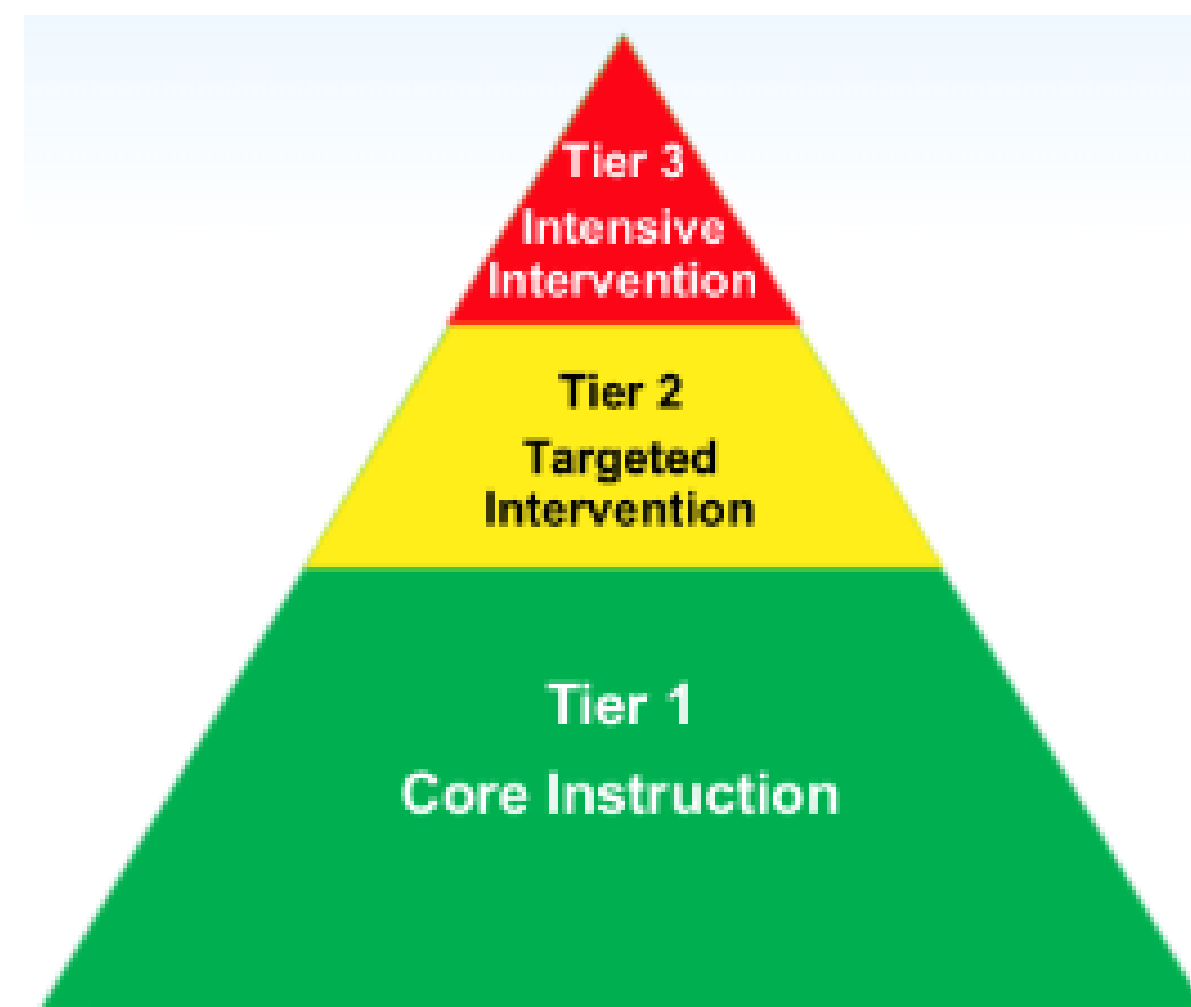
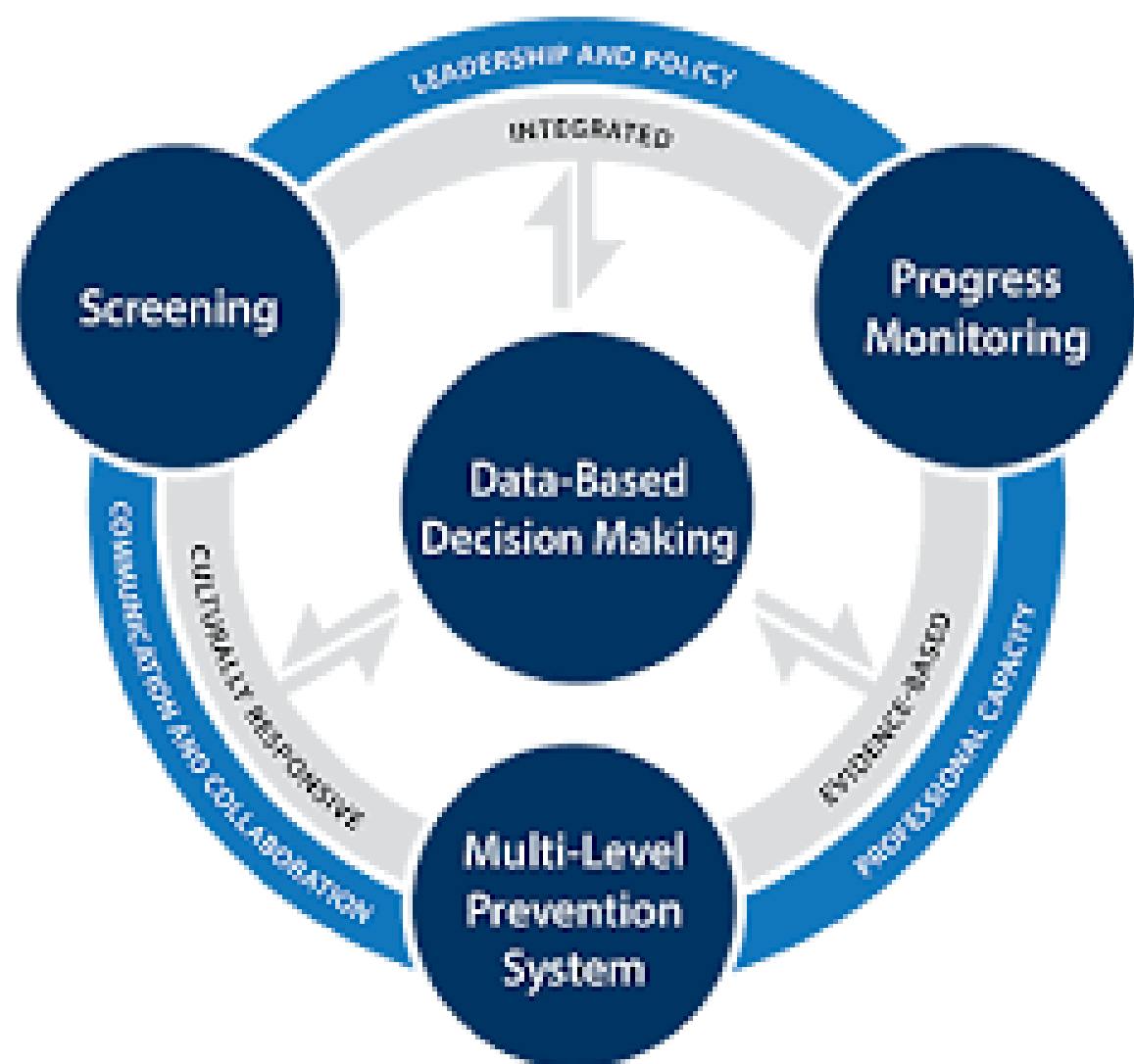
Program Focus
Program Planning


Define

Student Standards
Professional Standards



MTSS FRAMEWORK



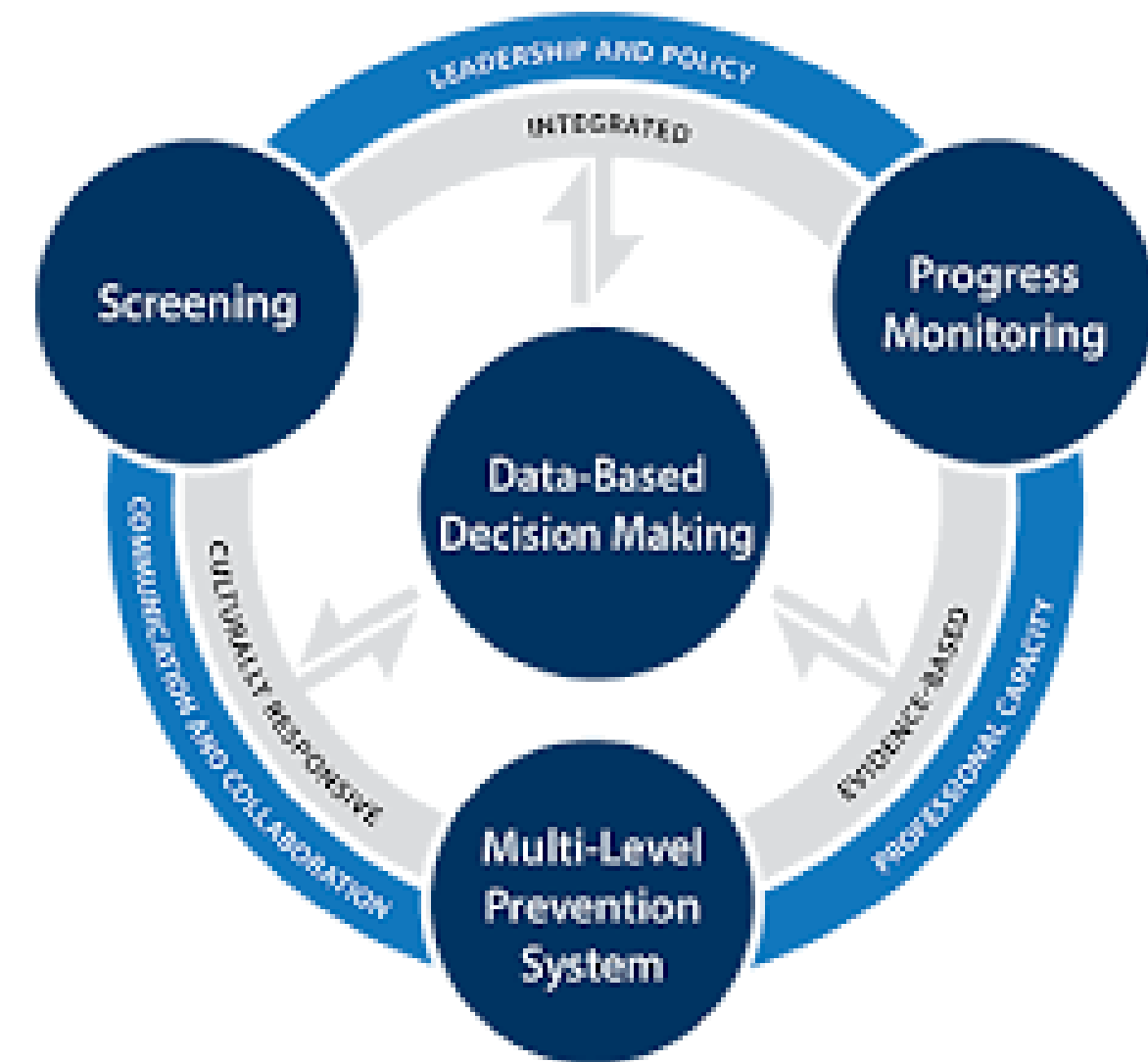
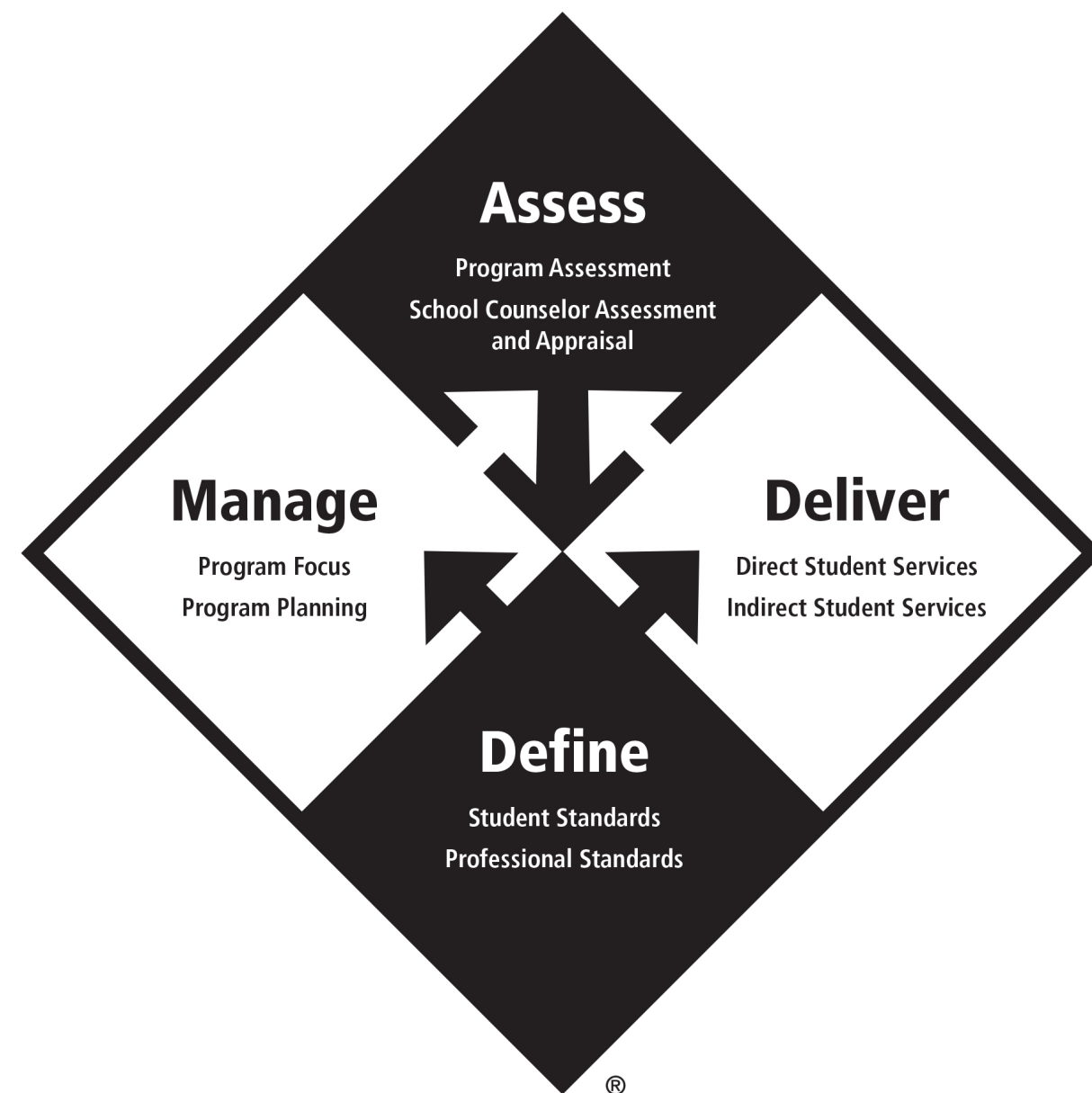


What alignment can you
identify between the two?



ASCA National Model and Multi-Tiered System of Support (MTSS)

THE ASCA National & Model MTSS



MTSS - Components



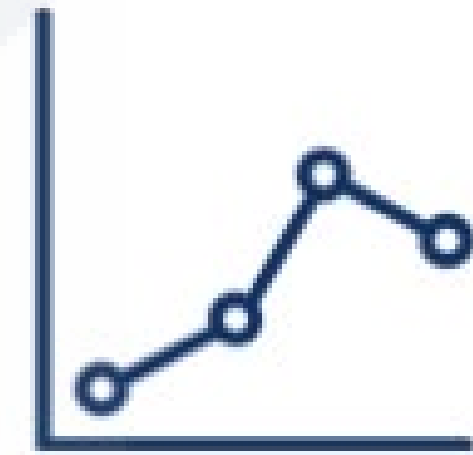
Screening



Data based
Decision
Making



Tiered
Interventions



Progress
Monitoring

What MTSS IS NOT

**Based upon single data
point**

**Pathway to
Special Ed.**

**An Intervention
Program**

**The work of one
person or one
department**

**Only for
students at risk
academically**





Universal Screening

Screening is generally conducted two to three times a year to identify students who may be at risk for poor outcomes and who may need additional academic, social, emotional, or behavioral supports. As well as students in need of enrichment.

Universal screening is a critical first step used as a preventative measure to:

1. Proactively identify students who may be in need of additional supports or services.
2. Helps to inform school programming and personnel needs in order to fully support students needs.



Data Based Decisions

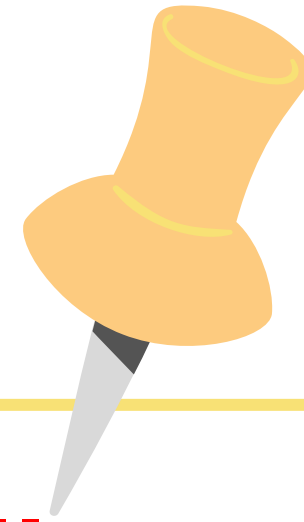
Data-based decision making includes data analysis and problem solving through teaming to make decisions about instruction, intervention, implementation, and disability identification (in accordance to state law).

Supportive Community Data-Based Decision Making

Data-based decision making on the supportive community side is highly individualized and situational. Formal and informal data play equal roles in the decision-making process.

Data Sources

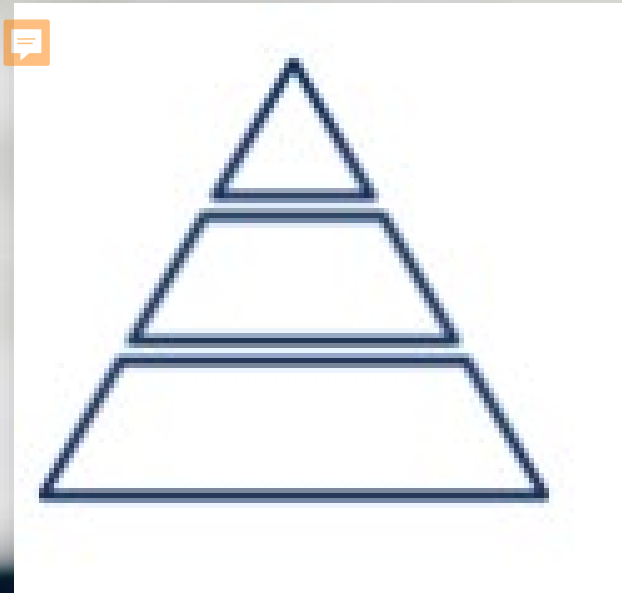
Universal Screening	Attendance Data	Behavior Data	Course Data
Observations	Referrals	Foster Care Status	DFACS
Homeless Status	Case Management Data* (Not Special Ed.)		



How do you strategically review data to support students universally and individually?

Is data reviewed at scheduled intervals

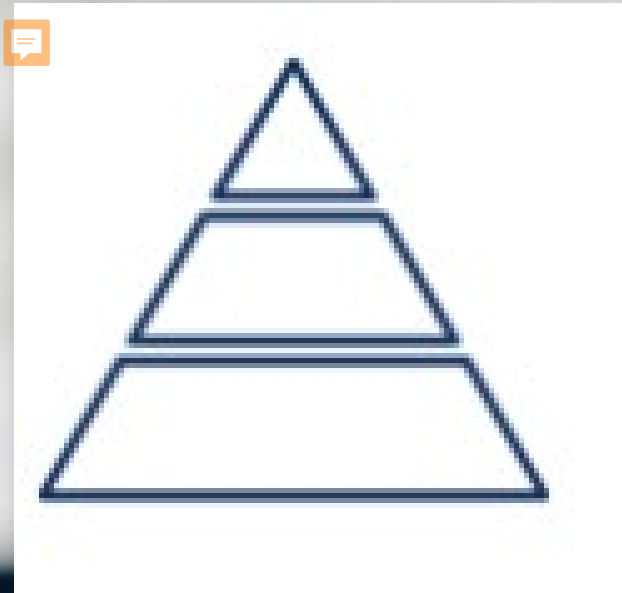
Who attends these meetings?



Tier I - Universal

Tier 1 is focused on prevention and early identification of behavior, attendance and social-emotional concerns. Resources and supports are **universal** (all students have access) and consists of **researched based programing and best practices** to create a welcoming, supportive, inclusive and culturally responsive learning environment.

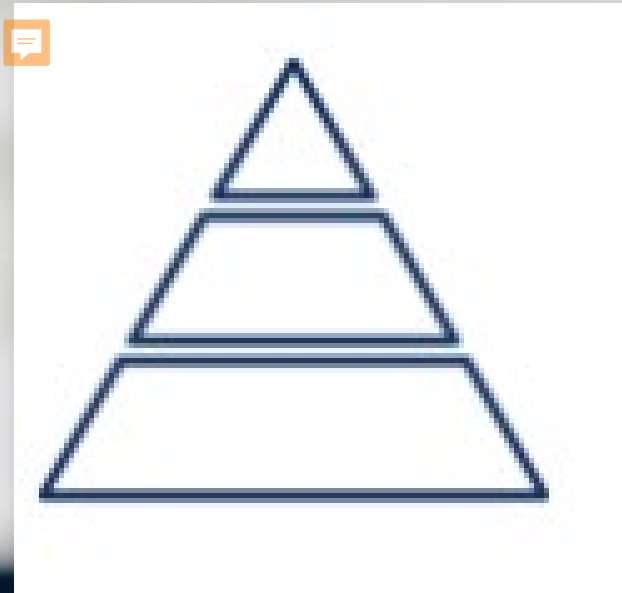
Academic	Attendance	Behavior	Mental Health/SEL
<ul style="list-style-type: none">• Course Advisement• Credit Checks/Reviews• Classroom core Lessons<ul style="list-style-type: none">• Time Management• Study Skills	<ul style="list-style-type: none">• Awareness Campaign<ul style="list-style-type: none">• Attendance Policy• Risks and Benefits• Recognition• Early Outreach (1-4 days and prior year attendance)• -Structured Response to chronic and truant absences• Welcoming and Inclusive School and Classroom Climate	<ul style="list-style-type: none">• Positive Behavior Intervention Supports (PBIS)• School Climate programs (No Place for Hate, Upstanders)• SEL Lessons• Positive Calls Home• Classroom Management Strategies• De-escalation Strategies• Behavior Replacement Strategies	<ul style="list-style-type: none">• Child Lures and Teen Lures• Lifelines Suicide Prevention• SEL Nearpod Lesson Library• SEL Navigate360 Modules for Students, Staff & Parents• SEL eBooks• SEL Signature Practices (Welcome Rituals, Engaging Strategies, Optimistic Closing)



Tier II – Targeted

Tier 2 interventions are targeted to address specific attendance, social-emotional or behavioral concerns. Tier 2 support is necessary when students are not responding to the best practices and strategies occurring in Tier 1.

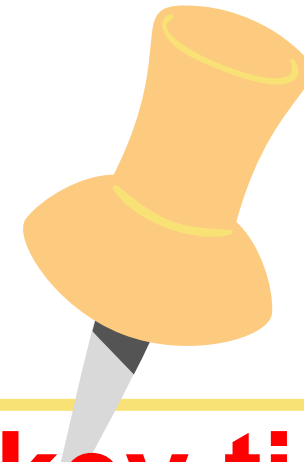
Academic	Attendance	Behavior	Mental Health/SEL
<ul style="list-style-type: none">• Tutoring• Small Group<ul style="list-style-type: none">• Time Management• Study Skills• Student/Parent Conference	<ul style="list-style-type: none">• Truant and chronic absence Review• Home Visits• Attendance Letters• Wrap Around Services• Health Review• Meeting w/Counselor	<ul style="list-style-type: none">• Mentoring Referral• Counselor Meeting• Parent and student conferences• Restorative Circles/Conversations• Small Groups Skill development (executive functioning)• Peer Mediation• SEL Intervention Lessons	<ul style="list-style-type: none">• Check in/ check out• Meeting w/Counselor• Solution-Focused Small Groups (anger management, stress management)• Consultation/Collaboration• Wrap Around Services



Tier III - Intense

Tier 3 interventions are intense supports used to address highly problematic attendance, social-emotional or behavioral concerns. Tier 3 support is necessary when students are not responding to the targeted interventions in Tier 2 and often involve the support of community agencies.

Academic	Attendance	Behavior	Mental Health/SEL
<ul style="list-style-type: none">• Credit recovery support• SST participation	<ul style="list-style-type: none">• Student Attendance Review Committee (SARC)• Intervention Panel (TRIP)• DFCS Referrals	<ul style="list-style-type: none">• Mentoring• Behavior Intervention Plans• Specific SEL lessons/programs• Wraparound Services	<ul style="list-style-type: none">• Safety Plan Support• Outside Counseling• In-school Counseling• Wrap-Around Services• Emergency Response Team



What are some of your key tier 1 climate building supports and services?

What are some of your key tier 2 climate building supports and services?

What are some of your key tier 3 climate building supports and services?



Progress Monitoring

Case management within non-academic progress monitoring is conducted by school counselors and social workers and is governed by district expectations, professional standards and best practices. It **should not be confused with Special Education case management** which is conducted by a Special Education teacher and bound by federal and state regulations.

Non-academic progress monitoring is conducted through effective **case management** and is highly individualized to meet specific student needs in the areas of:

- Wrap-Around Support (vision, food insecurity, homelessness)
- Mental Health (anxiety, depression, anger management, etc.)
- Attendance (chronic and truant absences)
- Academic needs



Progress Monitoring

Non-Academic Case Management

Intake (Initial Meeting)	School counselor or social worker meets with student to discuss the concern and gain student perspective.
Needs Assessment	Review of relevant data (ESS results, grades, attendance, behavior, consults, homeless/foster-care status, student perspective).
Service Coordination	Determine appropriate district or wrap-around services to address identified student need.
Monitoring	Interval meetings and check-ins with school counselor or social worker, informal observations, debrief/consultation with wraparound agencies.

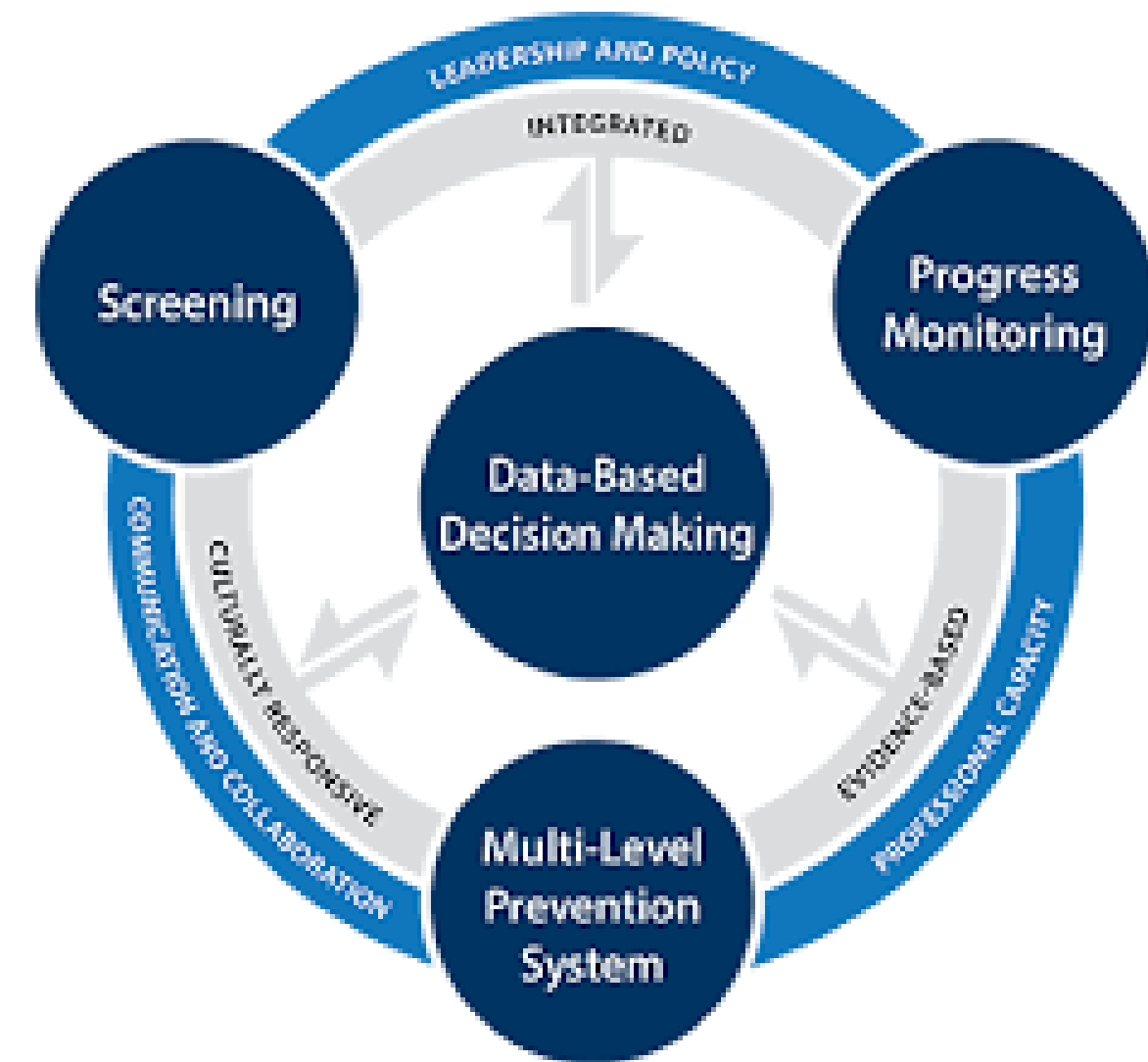
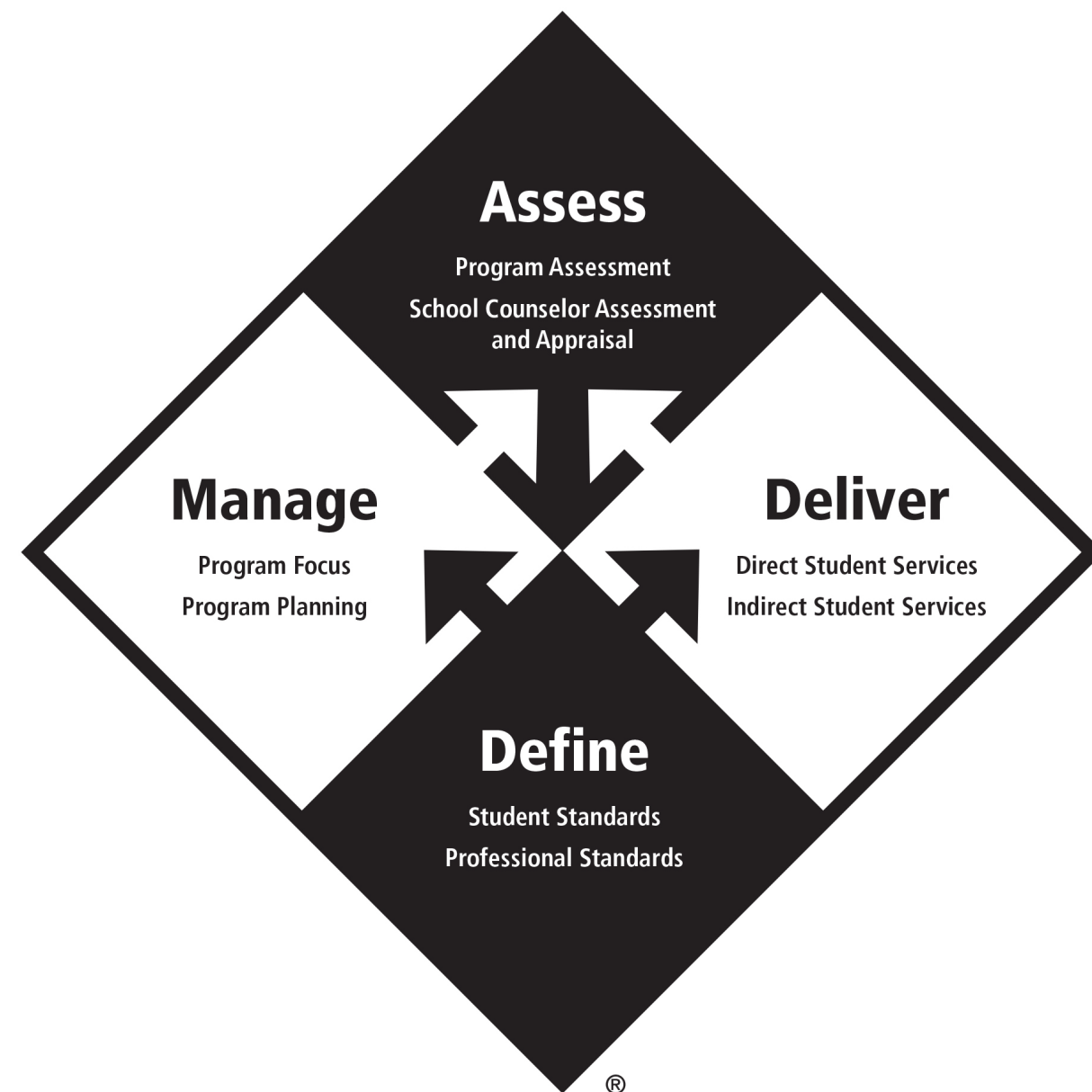


What does progress monitoring look like in your school?

Is progress monitoring structured?

Is the process known to all counselors?

Bringing it all together...



How will you share....

1. Points of alignment of ASCA and MTSS
2. How comprehensive school counseling is a tiered framework specific to school counseling supporting all tiers.
3. Promote understanding of counseling services on the multi-tiered intervention system



Thank You!



Let's Stay in Touch

Tinisha.parker@gcpsk12.org

We are here to support you!

Please reach out to College and Career Readiness with any needs at your school site, professional development topics, or general questions at:

Erika Bennett

ebennett@rcoe.us

thank you!