

# **Integrating Your Comprehensive School Counseling Program**

## **MTSS Winter Conference 2022**

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# Session Objectives

## Importance of Integrating Comprehensive School Counseling Programs and MTSS

### Alignment of Comprehensive School Counseling and MTSS

- Multi-tiered and multi-domain frameworks with common goals and themes

### Integration of Comprehensive School Counseling and MTSS

- **Sustainable Teaming** - collaboration, teaming practices and school counselor role within an MTSS
- **Data-Driven Decision Making** - using MTSS data to inform counseling efforts
- **Evidence-Based Practices** - aligning Tier 1, Tier 2 and Tier 3 supports across domains
- **Continuous Improvement Cycle** - MTSS and Comprehensive Counseling programs as dynamic and fluid frameworks

# Importance of Integration

- **Maximizes** school counselor's efficiency and effectiveness in **providing supports** to students
- Bolsters school-wide **initiatives** and **priorities**
- Integration of all student support into **one** system and the use of **similar language** across disciplines allows for more **effective communication** and **collaboration**
- **Avoids** duplication of efforts
- Improves ability to **advocate** and **educate** on the value of school counseling programs

# Warm Welcome Frenzy!



Let's be friends!

- Three minutes to meet as many people as you can

**Share**

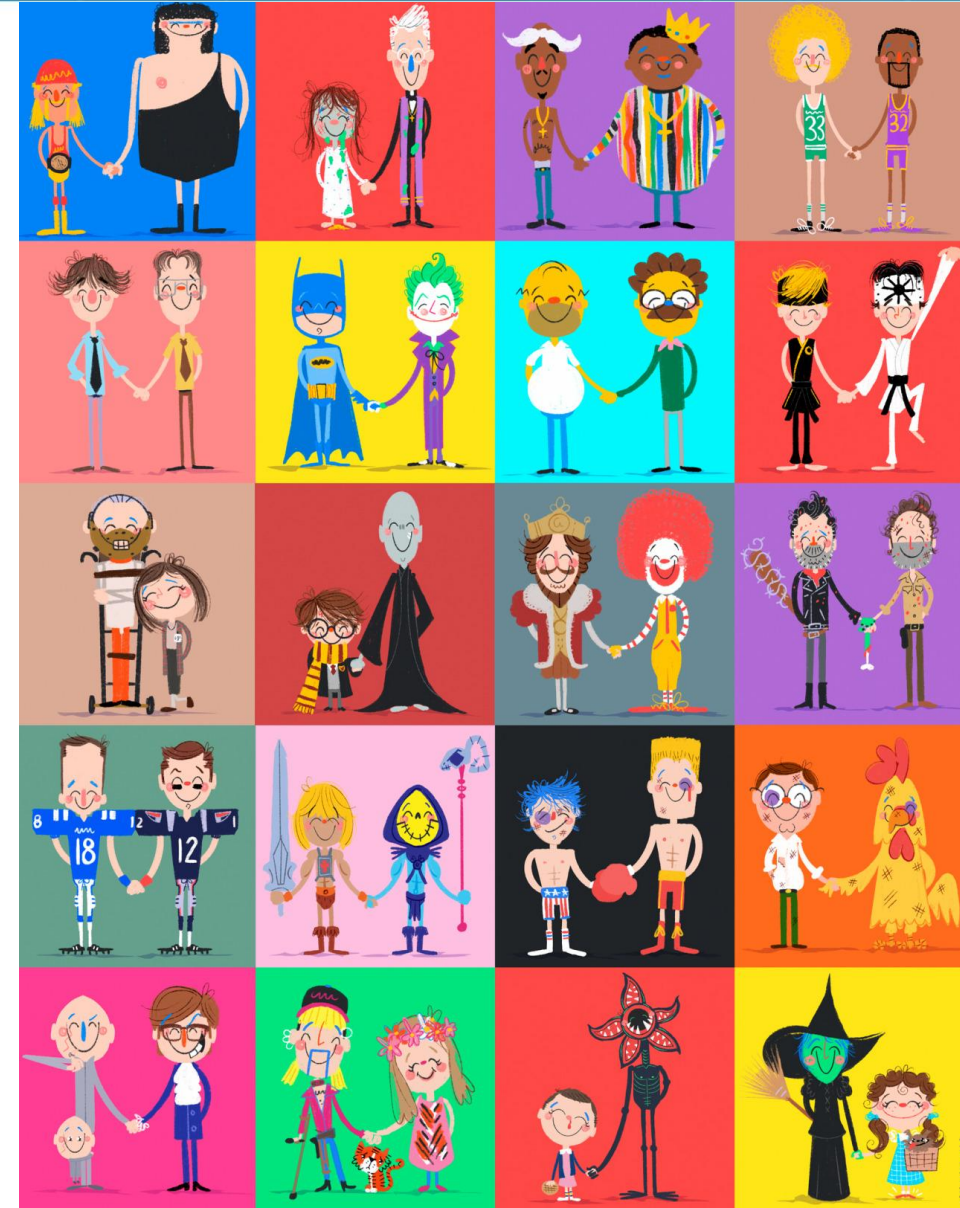
- Name
- District/School
- High Five/Fist Bump
- What you have learned so far at this conference and what you hope to learn during this session



# Warm Welcome Frenzy!



Share Your A-Ha Moments!



# Alignment of Comprehensive School Counseling and MTSS



# MTSS: Focus on the Whole Child

**MTSS** is the school-wide framework that includes a **continuum** of **prevention** and **intervention** supports implemented by **ALL** staff to help students **achieve** successful **academic, behavioral, and mental health outcomes**.

## Oklahoma MTSS

Academic

Behavior

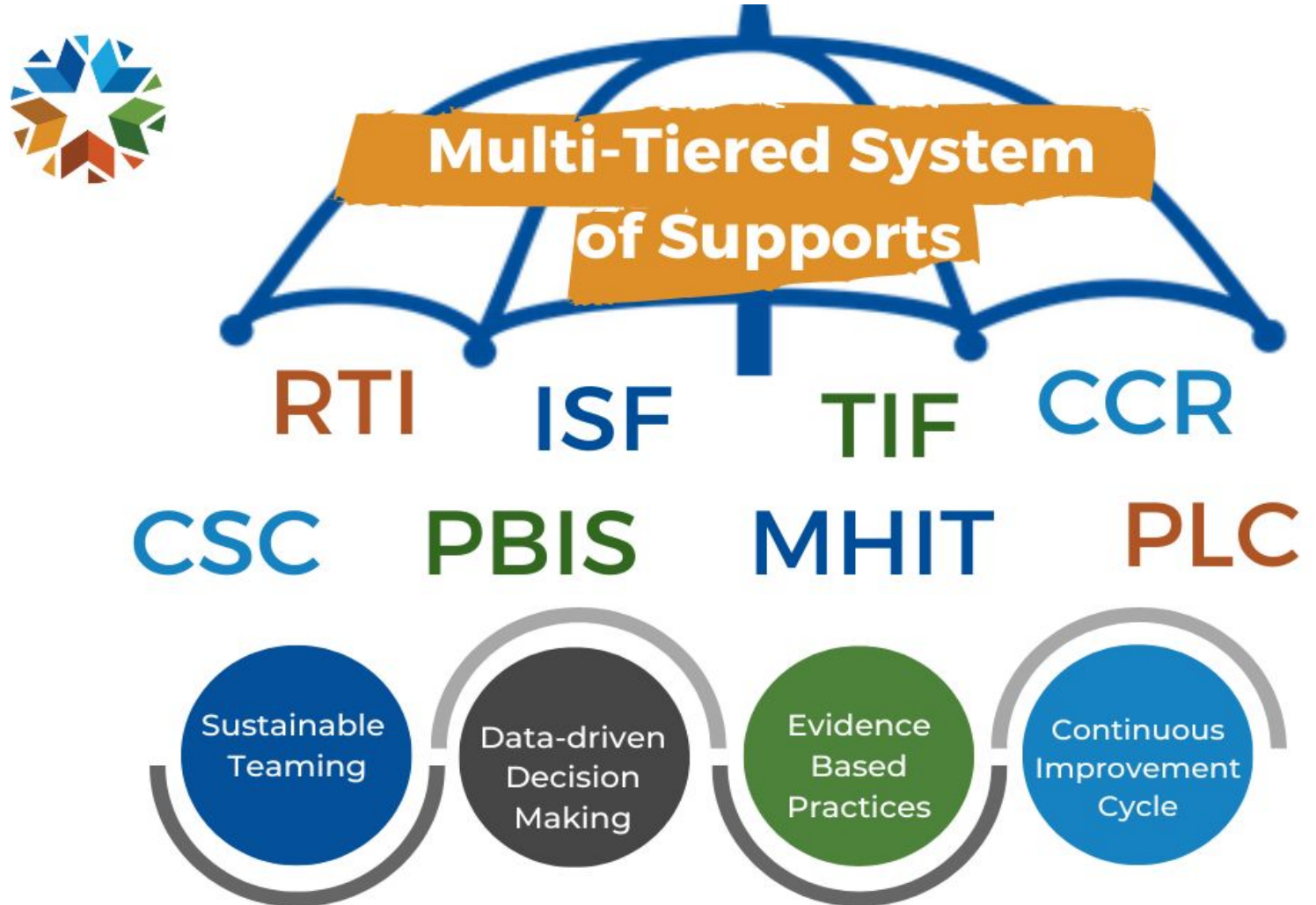
Mental Health



Single System of Support

# MTSS: Integration of Multiple Systems

There are many systems in schools that provide tiered supports. MTSS is the integration of these programs/supports into **ONE SYSTEM.**



# MTSS: Four Components

Sustainable  
Teaming

The  
**SYSTEMS**  
keep the  
practices  
going.

Data-driven  
Decision  
Making

The **DATA**  
ensures **all**  
students' needs  
are being met  
through the  
practices.

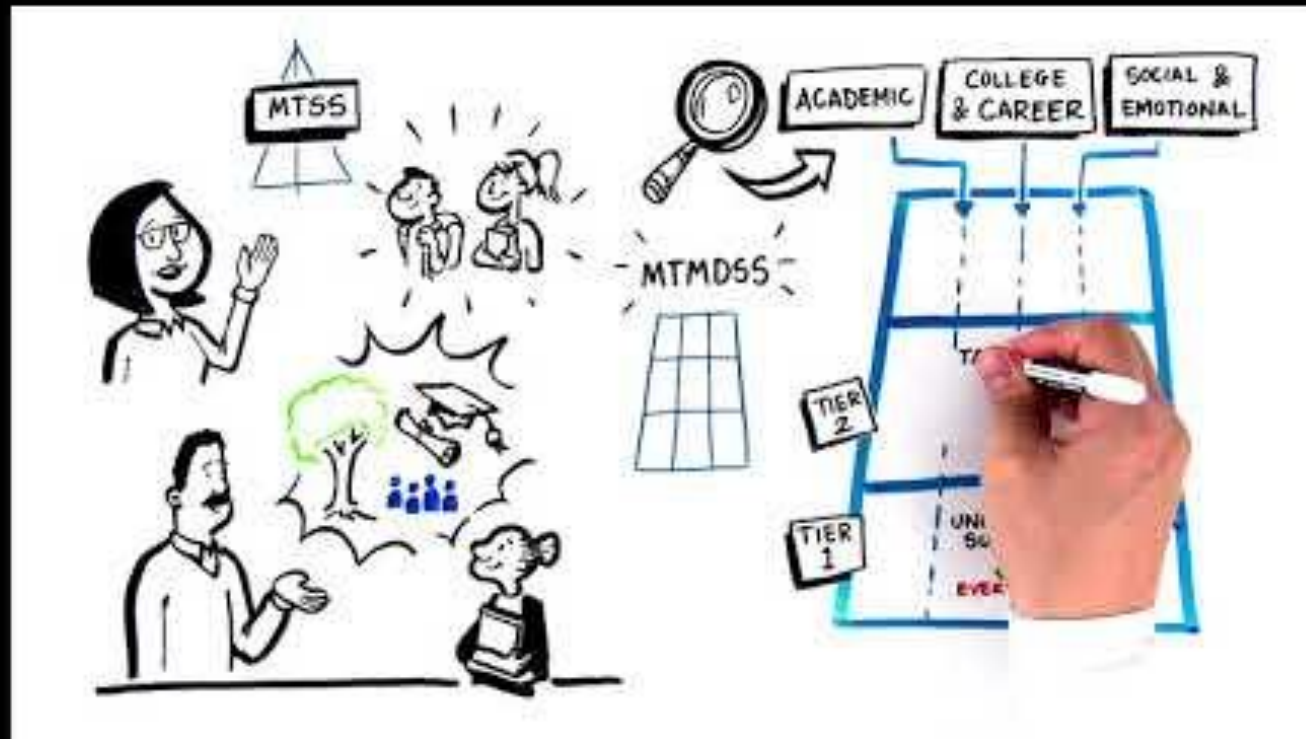
Evidence  
Based  
Practices

The **PRACTICES**  
help schools  
develop  
academic  
achievement  
& positive  
environments for  
their students.

Continuous  
Improvement  
Cycle

The  
**CONTINUOUS  
CYCLE**  
drives the data,  
practices, and  
systems.

# Multi-Tiered, Multi-Domain System of Supports



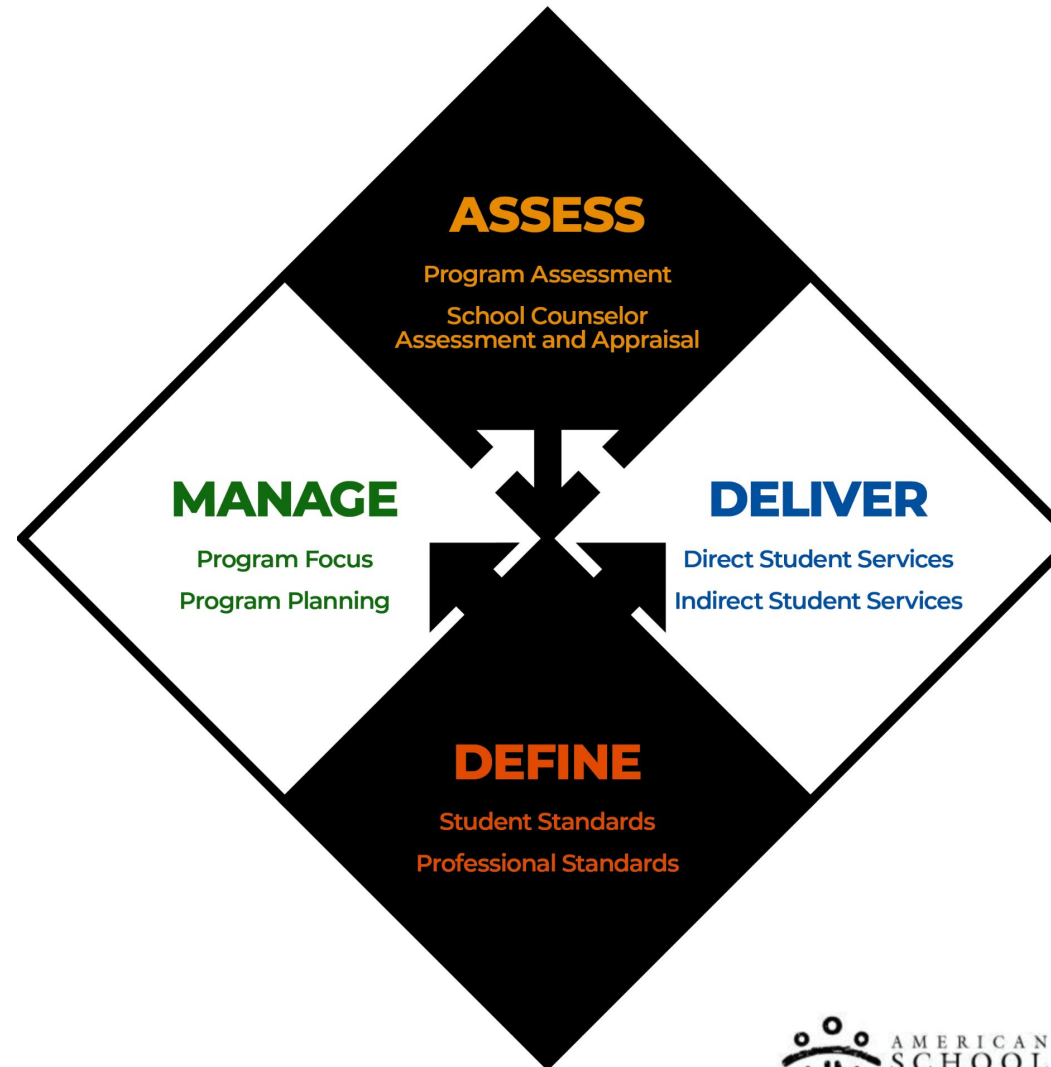
to tier two services or targeted interventions,



# OKLAHOMA COMPREHENSIVE SCHOOL COUNSELING FRAMEWORK



# Comprehensive School Counseling Components

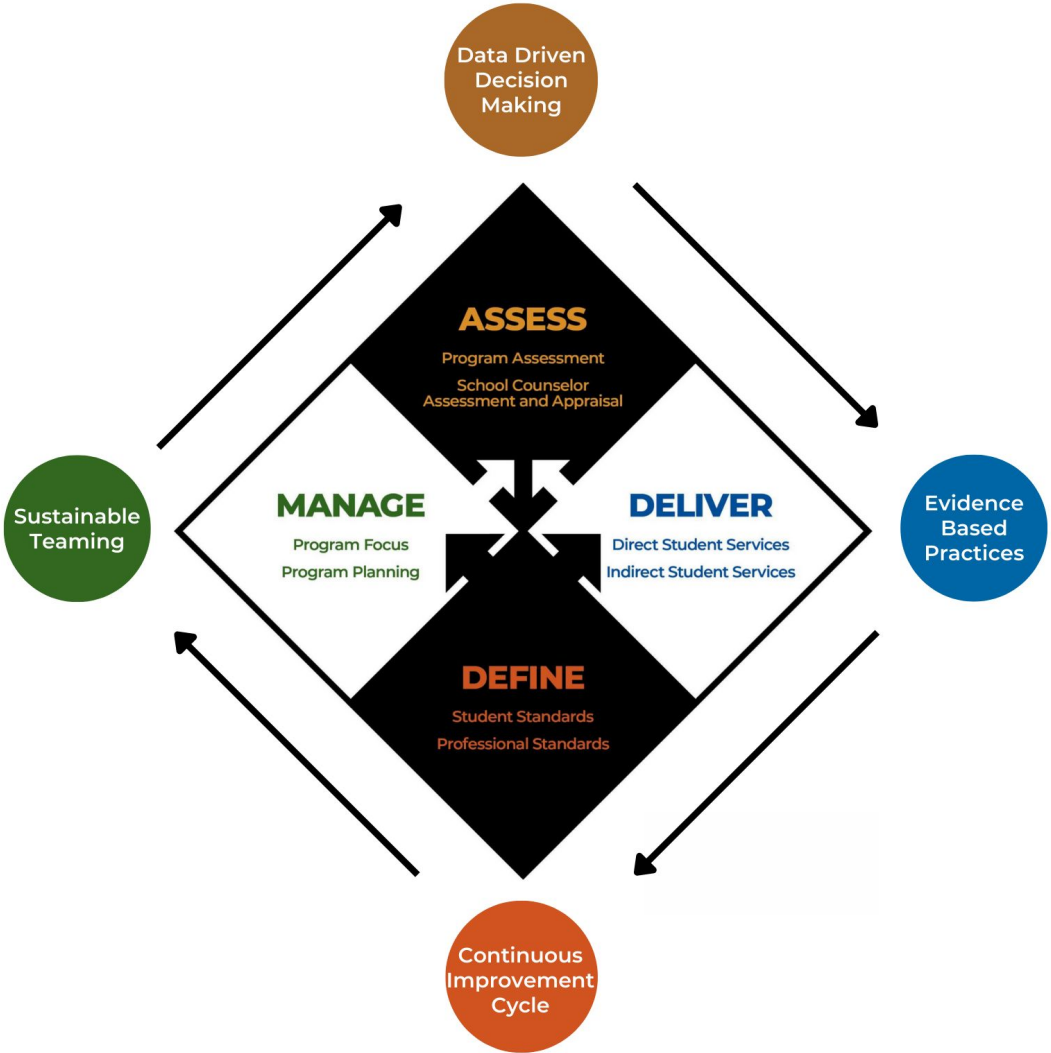


# Comparing School Counseling and MTSS

Comprehensive School Counseling	Multi-Tiered System of Supports
Preventative	Preventative
Data-informed and guided by evidence-based practices	Data-informed and utilizing evidence-based practices
Culturally sustaining	Culturally sustaining
Utilizing a system's approach	Utilizing a system's approach
Serving all students through direct and indirect student services	Serving all students through a tiered continuum of supports
Focusing on students' academic, college and career, and social and emotional development and the interconnectedness of these domains	Integrating academic and behavioral development and the interconnectedness of these domains
School counselors as advocates, collaborators, leaders, and systemic change agents	Schoolwide, collaborative

(Goodman-Scott & Ockerman, 2019)

# Alignment: MTSS & CSCP





# MTSS and School Counseling Alignment

- **MTSS** and **school counseling programs** can be aligned to address **schoolwide** goals and objectives.
- Aligning **school counseling programs** with **MTSS** helps school counselors “**expand their circle of influence, identify systemic barriers in their schools, promote culturally sustaining, safe, and inclusive learning environments, and act as purposeful leaders and change agents**” (Goodman-Scott et

al., 2020, p. 177).

# Integration of Comprehensive School Counseling and MTSS

# School Counseling and MTSS

## **ASCA Position Statement**

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

# Comprehensive Counseling and MTSS: Across all Tiers

**Define:** MTSS and School Counseling program

- Grounded in Student Standards and professional standards

**Manage:** MTSS and counseling program

- Belief, vision, mission, goals
- Program planning tools
- Data and action plans

**Incorporate Themes of Collaboration, Leadership, Advocacy, Systemic Change**

**Deliver:** prevention and intervention activities that are:

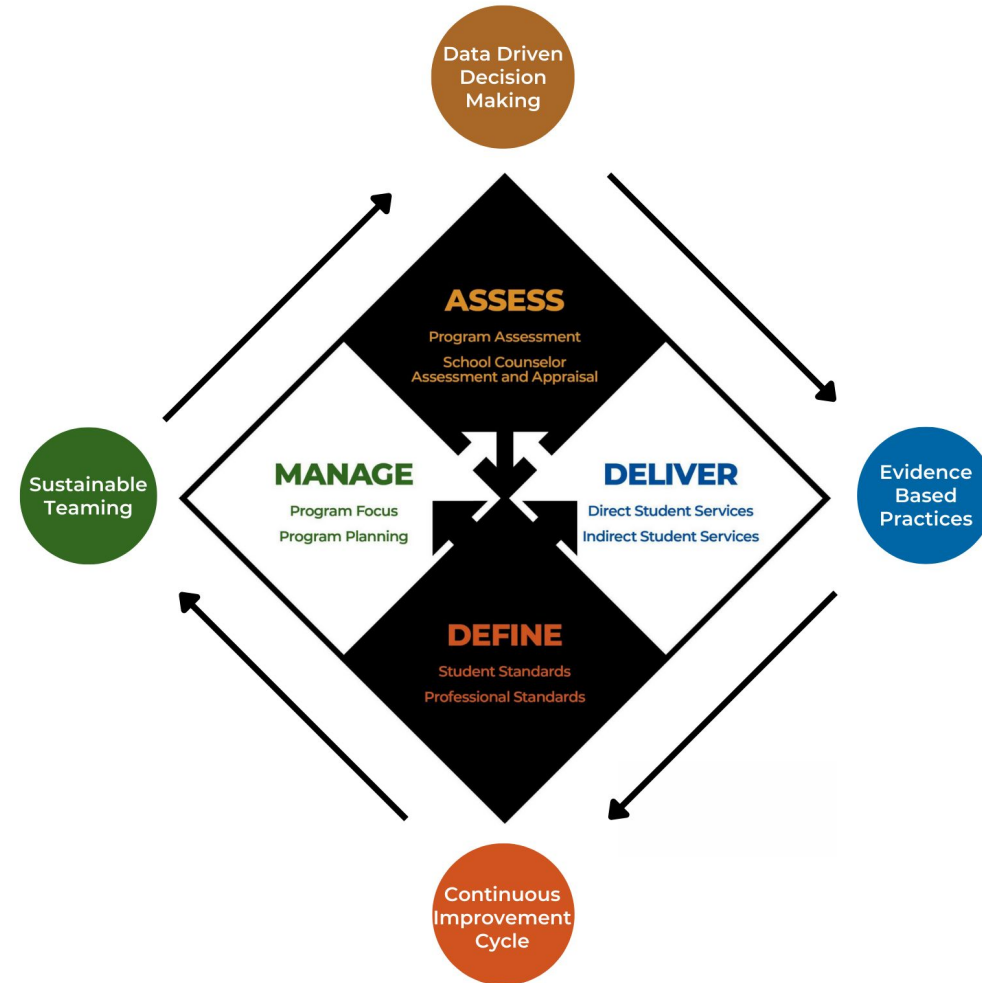
- Culturally sustaining
- Evidence-based
- Focused on academic, career and social/emotional domains

**Assess:** MTSS and counseling program

- Program/school counselor assessment and appraisal

# Sustainable Teaming

**Sustainable teaming** is a structure at all levels of an educational system **consisting** of collaborative members who engage **ALL** stakeholders to **build** and **sustain** capacity to meet the needs of **ALL** students.



# School Counselor's Role within MTSS Teaming

## School Counselors provide valuable contributions as members of multi-disciplinary MTSS Teams

- **Provide** data and knowledge about student needs
- **Expertise** in consultation and group dynamics
- **Individual** student and **whole school** perspective
- Familiar with both **education** and **mental health** practices
- School counselors provide **direct** and **indirect** student support at Tiers 1 and 2 across all domains
- At Tier 3, school counselors should primarily focus on **providing referrals, consultation, and collaboration support**
- Assist in **monitoring** progress of interventions, particularly at Tiers 2 and 3

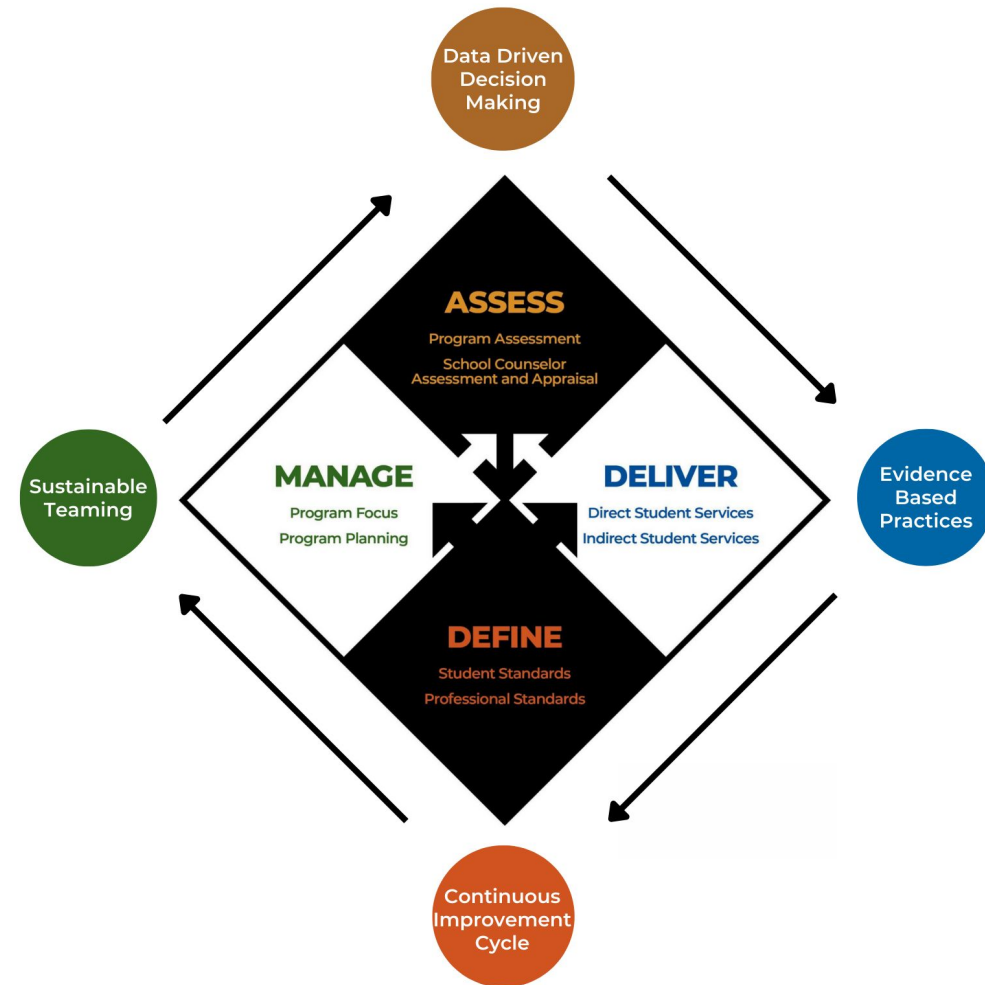
# MTSS Teaming & Comprehensive School Counseling

## Being part of MTSS Teams bolsters Comprehensive School Counseling programs by:

- **Allowing** counselor to **advocate** for student needs and counseling programs when setting school-wide priorities
- Helps to **build relationships** with staff across the school
- Establishes school counselor as **essential** part of **school leadership**
- **Align** school counseling vision/mission with MTSS mission/vision/strategic plan
- Ability to **collaborate** with other disciplines in the development and **implementation** of direct and indirect services of the counseling program
- **Reduces duplication** of efforts when you can see counseling program within the school-wide menu of interventions and supports

# Data-driven Decision Making

**Data-driven Decision Making is an ongoing process at all levels of an educational system to collect and analyze data from multiple sources to identify local needs, determine plan of action, and evaluate practices.**





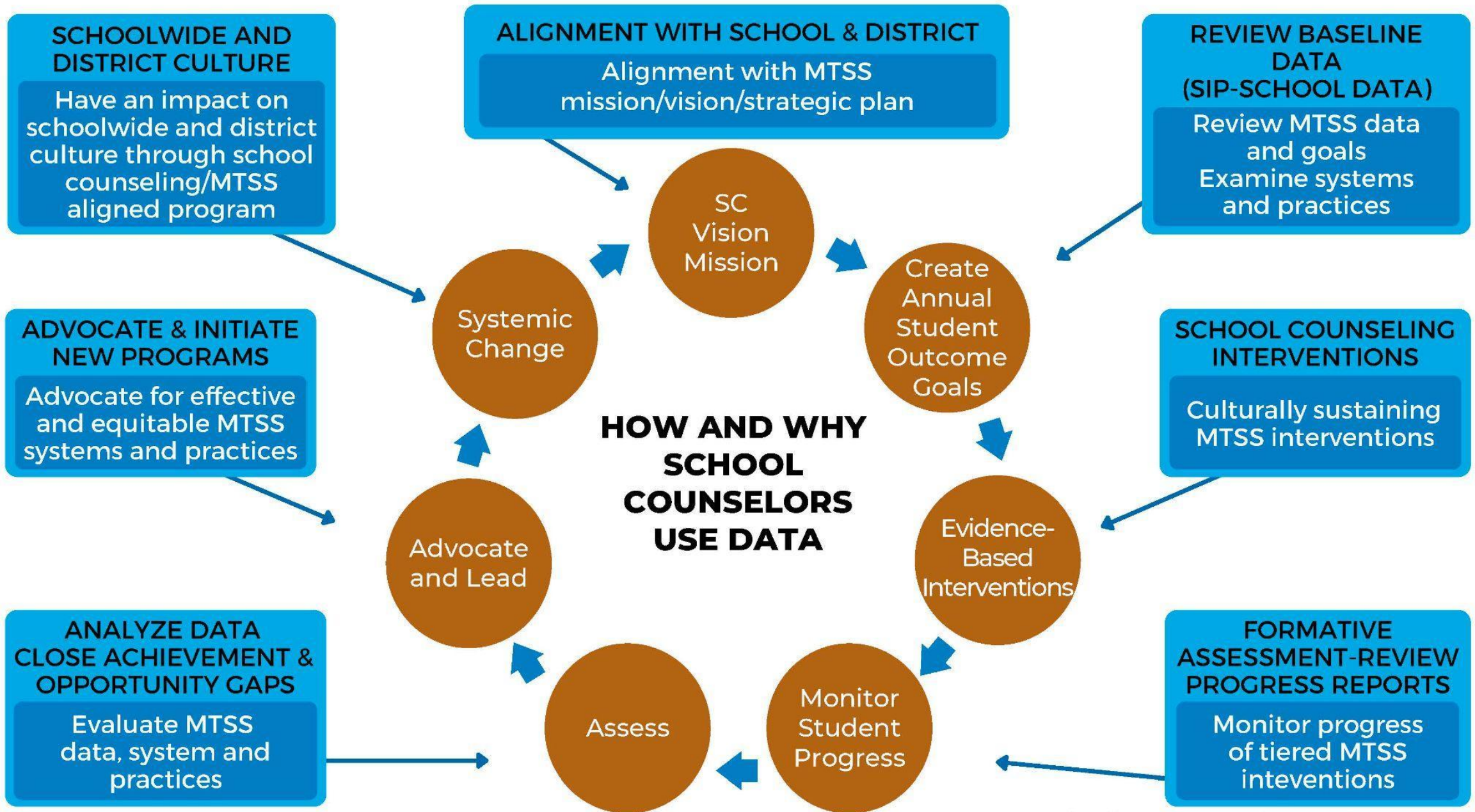
# Types of Data

**Both MTSS and Comprehensive School Counseling Programs collect and use data to make program decisions:**

- **Student Outcome Data:** Achievement, Attendance and Discipline
- **Participation Data:** Who, What, Where, When/How Long
- **Mindsets & Behaviors Data:** Student Skills, Knowledge and Attitudes
- **Supplemental Data:** Universal Screening, School Climate Surveys, Needs Assessments

# Data Collection and Use Across Systems

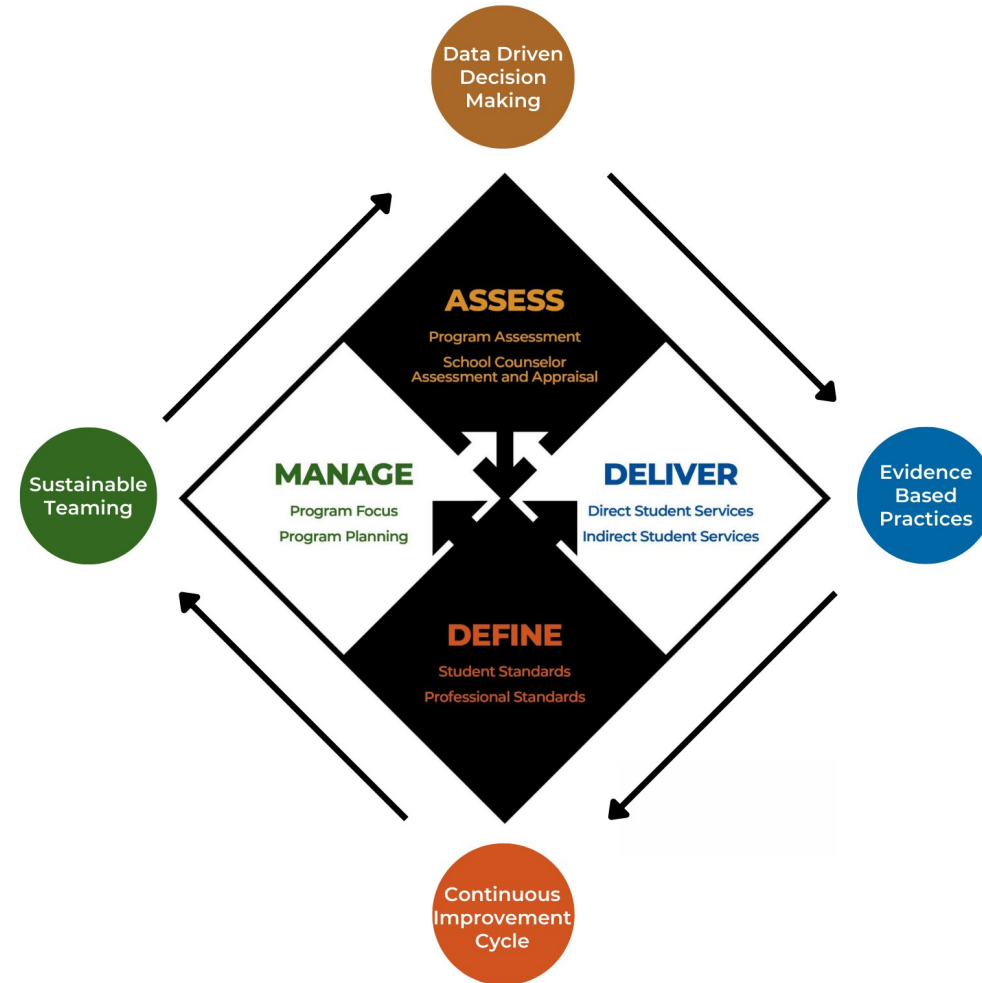
- As a MTSS Team member, school counselors **aid** in the MTSS data-analysis process to **identify needs** and **determine** interventions school-wide
- Counselors can **utilize MTSS Team collected data** in their Counseling Program Planning and Assessment (school data summary, annual student outcome goals, school counseling program assessment )
- **Share** school counseling **specific data** with MTSS team to **coordinate** efforts and **evaluate** effectiveness of supports and interventions



Adapted from Making MTSS Work - Page 72 - Figure 3.3

# Evidence Based Practices

Evidence-based practices are activities, strategies, assessments, instruction, curriculum, and interventions derived from well-designed peer-reviewed studies demonstrating effectiveness.



# School Counseling Supports and Interventions within MTSS

- Within an MTSS, school counselors **deliver** evidence based, developmentally appropriate **direct and indirect student services** at all three tiers across the domains of **academic, college & career, and social/emotional**.
- When counselors **collaborate** with their MTSS team in the development of counseling program **interventions** and **supports** it ensures that they **complement and supplement** existing efforts within the school.
- As part of their MTSS teams, school counselors **help to evaluate existing and new programs** collectively to **ensure** students needs are met across the **multiple domains** and tiers and **eliminate** redundancies to **maximize** the capacity to reach all students.

# Effectiveness of Practices

## Evidence-Based Practices

- Determined effective by the **scientific method** and typically includes multiple peer-reviewed studies

## Research-Based Practices

- Has **elements** that have been proven effective through research, but the specific practice has not yet been studied

## Best Practices

- A **theory-based practice** backed by experts in the field, or it can be a phrase used by someone who **personally experienced success** with the practice

# Resources for Evidence-Based Interventions



**What Works Clearinghouse**

<https://ies.ed.gov/ncee/WWC>



**Attendance Works**

<https://www.attendanceworks.org/>



**OSDE School Climate Best Practices**

<https://sde.ok.gov/school-climate-best-practices>

# Resource for Evidence Based Practices

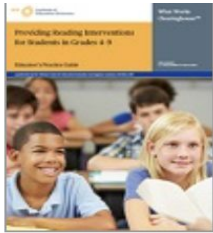
## What Works Clearinghouse

<https://ies.ed.gov/ncee/wwc/>

The What Works Clearinghouse (WWC) reviews the existing research on different programs, products, practices, and policies in education. WWC's goal is to provide educators with the information needed to make evidence-based decisions.



# What Works Clearinghouse



## Providing Reading Interventions for Students in Grades 4–9

**Released:** March 2022



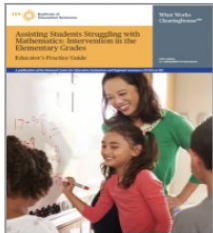
## Effective Advising for Postsecondary Students

**Released:** October 2021



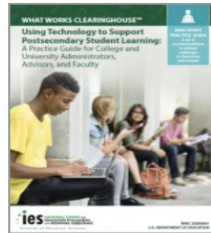
## Designing and Delivering Career Pathways at Community Colleges

**Released:** March 2021



## Assisting Students Struggling with Mathematics: Intervention in the Elementary Grades

**Released:** March 2021



## Using Technology to Support Postsecondary Student Learning

**Released:** May 2019



## Preventing Dropout in Secondary Schools

**Released:** September 2017



## Strategies for Postsecondary Students in Developmental Education—A Practice Guide for College and University Administrators, Advisors, and Faculty



## Teaching Secondary Students to Write Effectively



## Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade

# What Works Clearinghouse - 2



## Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students

**Released:** April 2015  
(Revised January 2019)



## Teaching Academic Content and Literacy to English Learners in Elementary and Middle School

**Released:** April 2014



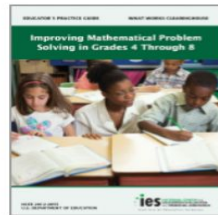
## Teaching Math to Young Children

**Released:** November 2013



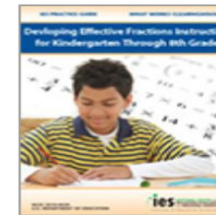
## Teaching Elementary School Students to Be Effective Writers

**Released:** June 2012  
(Revised October 2018)



## Improving Mathematical Problem Solving in Grades 4 Through 8

**Released:** May 2012  
(Revised October 2018)



## Developing Effective Fractions Instruction for Kindergarten Through 8th Grade

**Released:** September 2010



## Improving Reading Comprehension in Kindergarten Through 3rd Grade



## Using Student Achievement Data to Support Instructional Decision Making



## Helping Students Navigate the Path to College: What High Schools Can Do

# What Works Clearinghouse - 3



## Structuring Out-of-School Time to Improve Academic Achievement

**Released:** July 2009



## Assisting Students Struggling with Mathematics: Response to Intervention (RtI) for Elementary and Middle Schools

**Released:** April 2009



## Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades

**Released:** February 2009



## Reducing Behavior Problems in the Elementary School Classroom

**Released:** September 2008



## Improving Adolescent Literacy: Effective Classroom and Intervention Practices

**Released:** August 2008



## Dropout Prevention

**Released:** August 2008



## Turning Around Chronically Low-Performing Schools



## Effective Literacy and English Language Instruction for English Learners in the Elementary Grades



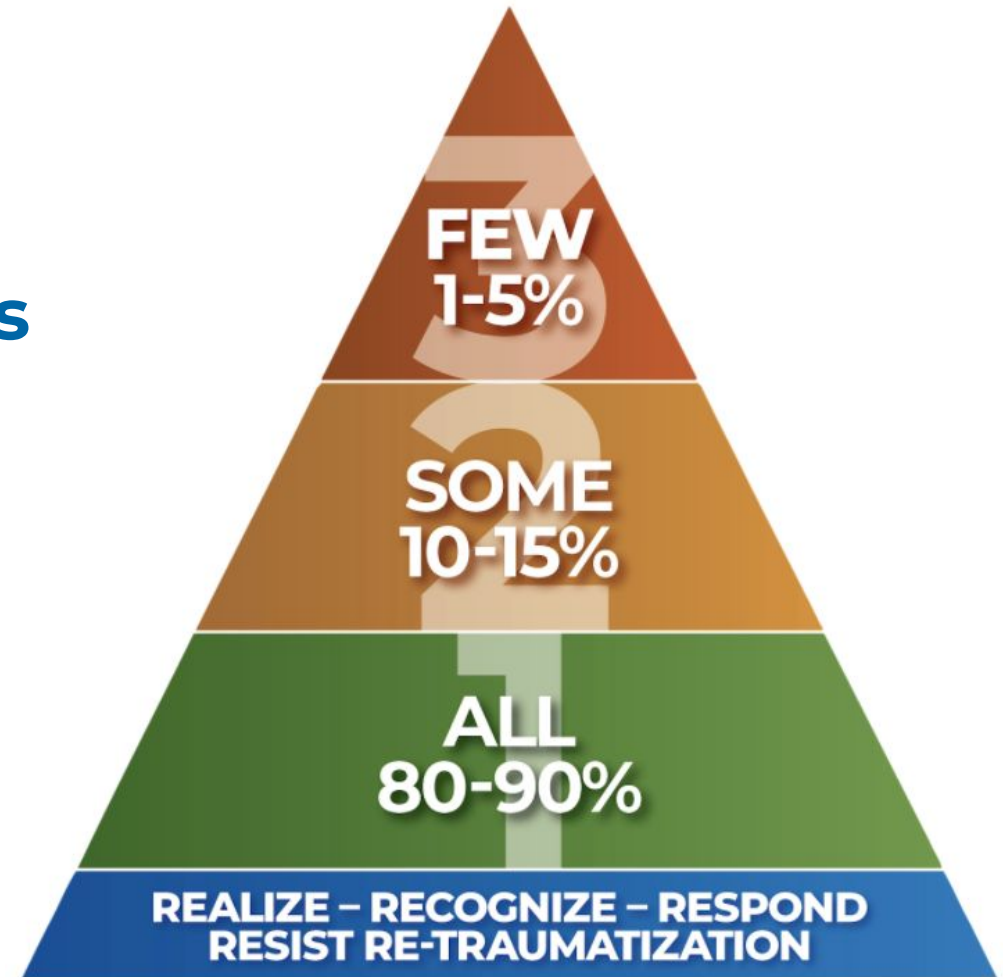
## Organizing Instruction and Study to Improve Student Learning

# MTSS: Tier 1 - Universal Supports

Comprehensive School Counseling Program provides:

## Direct and Indirect Student Services Prevention for all students

- Classroom Instruction
- Schoolwide activities
- Student appraisal and advisement (ICAP)
- Staff and family training and workshops
- Community partnerships

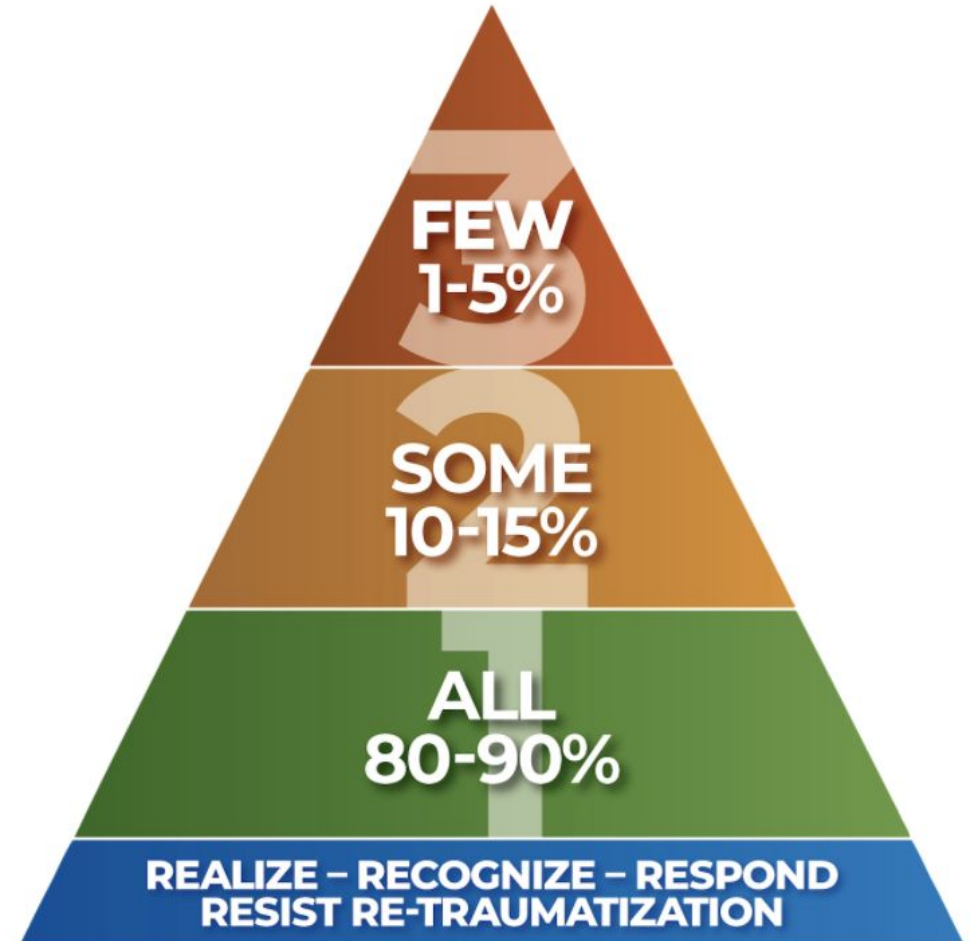


# MTSS: Tier 2 - Targeted Interventions

Comprehensive School Counseling Program provides:

## Direct and Indirect Student Services for some students

- Individual or small group counseling, instruction or appraisal, and advisement
- Consultation and collaboration with teachers/staff, caregivers, and community providers

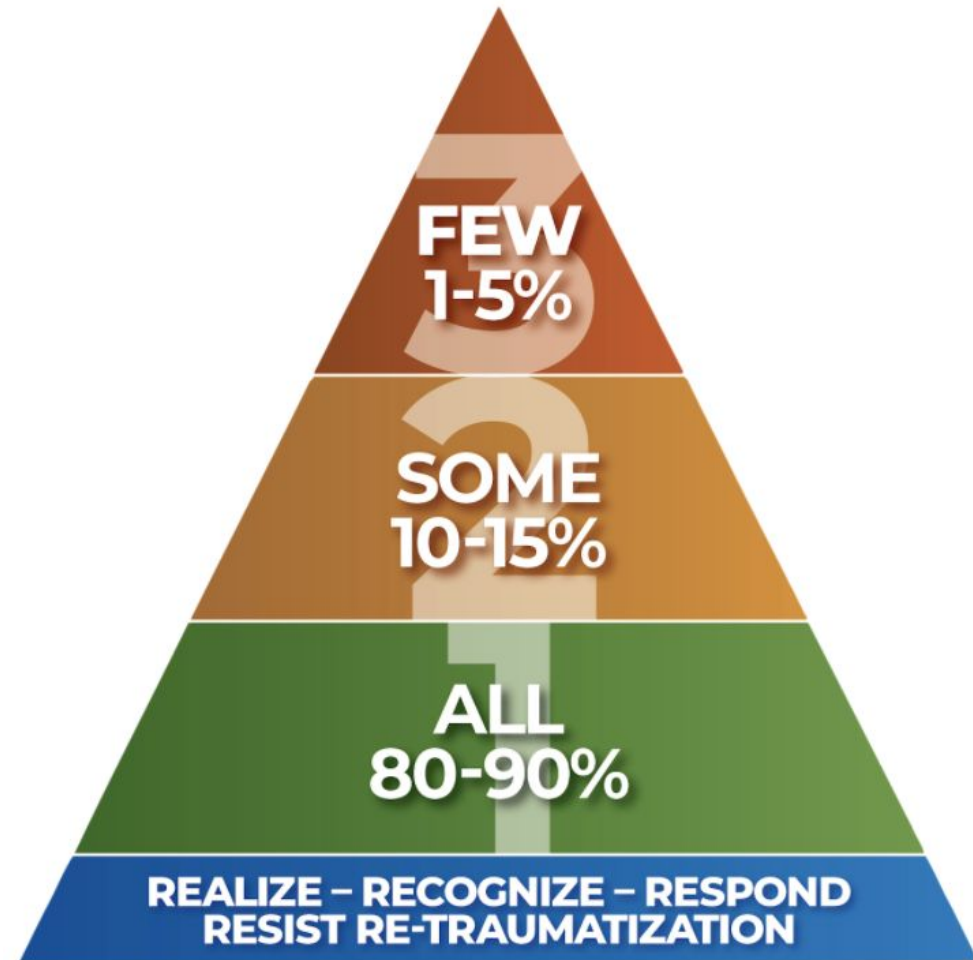


# MTSS: Tier 3 - Individualized Interventions

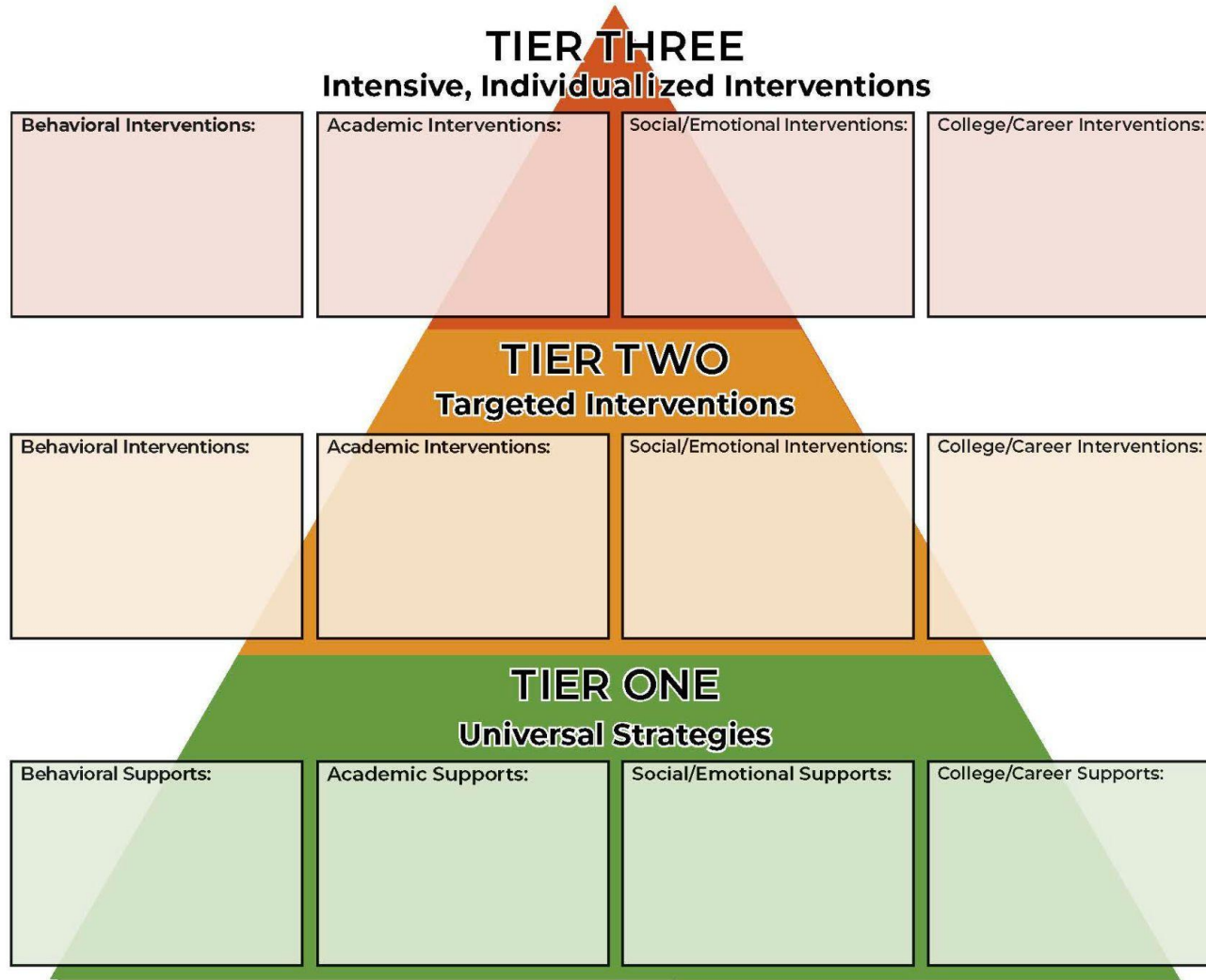
Comprehensive School  
Counseling Program provides:

## Indirect Student Services for few students

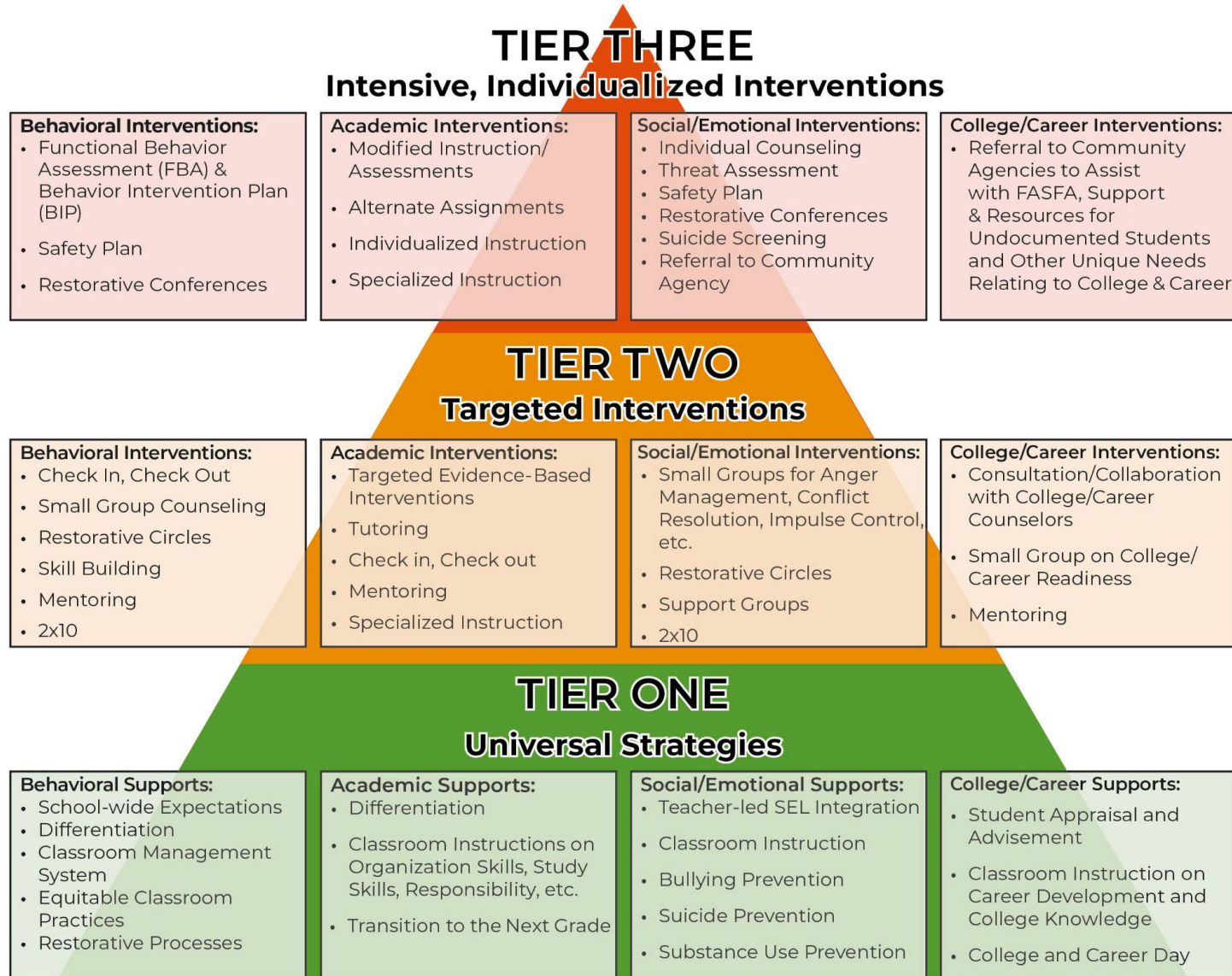
- Intensive, individualized need
- Consult and collaborate
- Wraparound support
- Facilitate referrals



# Tiered Interventions Activity



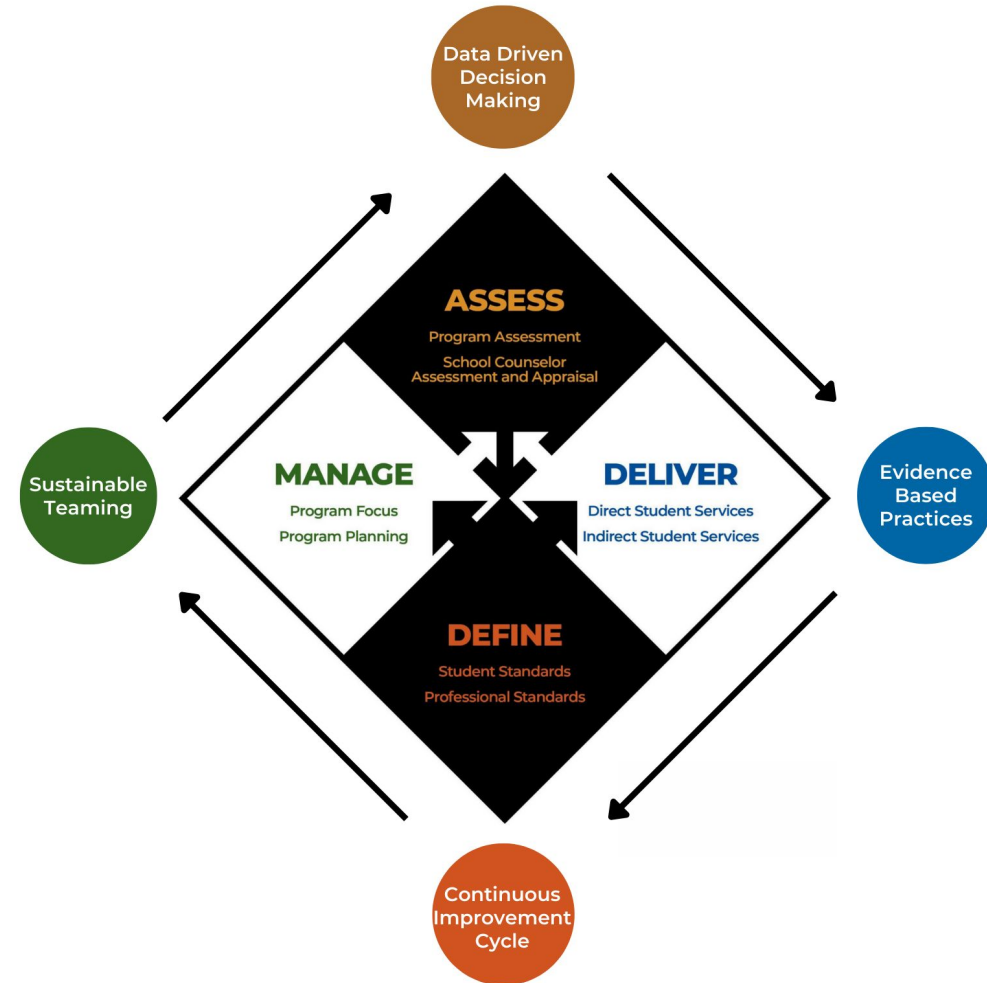
# Tiered Interventions Example





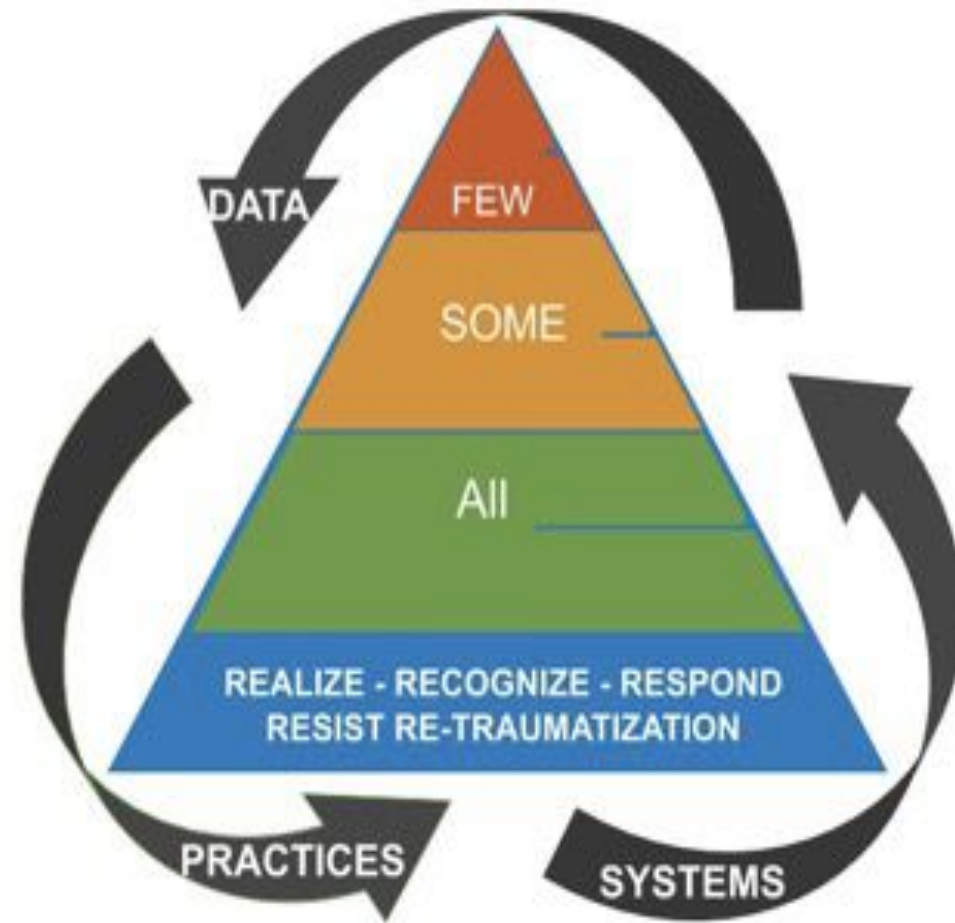
# Continuous Improvement Cycle

A continuous improvement cycle is a cyclical process intended to help teachers, leaders, and systems set goals, identify ways to improve, and evaluate change in a continuous feedback loop.



# Dynamic System

MTSS and Comprehensive Counseling Programs function as continuous improvement cycles that are dynamic and fluid to meet the changing needs of students.



# Key Integration Takeaways

- School Counselors bring a **unique** and **important** perspective to MTSS Teams - be in the room where it happens!!
- Align **Comprehensive Counseling** vision/mission/goals with school-wide **MTSS** vision/mission/goals to more effectively improve student outcomes
- Utilize MTSS team collected **data** within counseling program and **share** your counseling specific data with MTSS team – **worker smarter, not harder**
- Plan and implement interventions and supports that **complement** and **supplement** existing programs to maximize capacity and eliminate redundancies

# Resources

## **Oklahoma Comprehensive School Counseling Framework**

<https://sde.ok.gov/documents/2021-10-06/oklahoma-comprehensive-school-counseling-framework>

## **Oklahoma Comprehensive Counseling Framework Resources**

<https://sde.ok.gov/oklahoma-comprehensive-school-counseling-framework-resources>

## **What Works Clearinghouse**

<https://ies.ed.gov/ncee/wwc/>

# Resources - 2

## Books

- The School Counselor's Guide to Multi-Tiered Systems of Support (Goodman-Scott, Betters-Bubon, Donohue)
- Making MTSS Work (ASCA National Model Publication)
- Making Data Work (ASCA National Model Publication)

# References

Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). *The School Counselor's Guide to multi-tiered systems of support*. Routledge.

Goodman-Scott, E., Betters-Bubon, J., Olsen, J., & Donohue, P. (2020) *Making MTSS Work*. American School Counselor Association.

Young, A., & Kaffenberger, C. (2018) *Making Data Work*. American School Counselor Association.

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