Kansas MTSS
Core Features of the Integrated Kansas MTSS Model

How is Kansas MTSS defined?

What are the Core Beliefs?
Integrated Kansas MTSS Model

- **Tier 1 (80%)**: Academic
  - Goal: Stellar instruction/prevention
  - School/classroom-wide systems for all students, staff, & settings

- **Tier 2 (15%)**: Behavioral
  - PBIS Framework
  - Validated Curricula

- **Tier 3 (5%)**: Social
  - Goal: Increased supports/remediation
  - Specialized group systems for students at-risk

Additional Notes:
- Goal: Intensive supports/reverse deficits
- Specialized individual systems for students with high-risk
KSDE Vision:
Kansas Leads the World in the Success of Each Student

• Quality Preschool and All-day kindergarten
• Social Emotional Learning and Growth
• Employability & Civic Responsibility
• Individual Plans of Study
• Focus on the end results:
  • Graduation,
  • Completion of a credential or post-secondary education
  • Meeting the demands of the 2020 Kansas workforce
MTSS Beliefs & Professional Ethics

How do those core beliefs of Kansas MTSS and the KSDE Vision fit with your professional ethics and mission?
Counselor ASCA ethics preamble

Professional school counselors are advocates, leaders, collaborators and consultants who create opportunities for equity in access and success in educational opportunities by connecting their programs to the mission of schools.
Why a Prevention Framework is Needed

• Antisocial behavior patterns are most malleable before age 8 (Walker, Ramsey, & Gresham, 2004)

• Students’ academic success is highly dependent on academic enablers (engagement, interpersonal skills, study skills, and motivation) (DiPerna & Elliott, 2002)

• Academic intervention at 3rd or 4th grade takes 4 times longer than if delivered at kindergarten (Lyon, 1998)

• 1 in 6 children not reading proficiently at 3rd grade do not graduate from high school on time (Hernandez, 2011)

• Nationally, 68% of 8th graders and 64% of high school seniors failed to become proficient readers (Deshler, 2004)
What Does The Kansas MTSS Integrated Framework Mean?

Let’s view it in parts,
Looking at the layers individually
High Leverage Roles for Counselors

**Capacity-Building / Coach**
- Systems level thinking, coaching, community partnership facilitation
- Building level coaching, facilitation & consultation

**Interventionist**
- SEL / Behavior via counseling standards & evidence-based curriculum; IPS
- T2 Small Groups
- T3 Personalized plans; smaller groups; wrap-around
A look at key professionals

**School Counselor**
- KSDE credential
- Career, college prep

**Social Worker**
- Licensed by BSRB
- Dx, Treat MH issues

**School Psychologist**
- KSDE credential
- Educational Testing, FBA
Traditional Lens of key professionals

**School Counselor**
- Academic & student development
- Career, college ready
- Social/emotional development

**Social Worker**
- Bio-psycho-social & environment
- Mental Health

**School Psychologist**
- Disability & Eligibility for Services
- IDEA
Key MTSS areas for professional impact

- Family / Parent engagement
- Trauma informed systems
- Community partnership
- Positive behavioral supports
- Social emotional learning
- Universal behavior-social screening
- Progress monitoring & diagnostics
Trauma Overview

• Increase knowledge and awareness of:
  • What is trauma?
  • The pervasiveness of trauma
  • The impact of trauma on academic, social and behavior development
  • Trauma informed Core in MTSS
  • The value of partnerships
Types of Trauma or ACEs

Trauma is so common that 67% of us have experienced one or more of the following:

- physical abuse
- household substance abuse
- parental separation or divorce
- sexual abuse
- household mental illness
- emotional neglect
- mother treated violently
- emotional abuse
- physical neglect
- Incarceration of a household...
Help children feel safe.

- Teach Explicit, Positively Stated Behavior Expectations
  - Post in classroom & other locations
- Include Safety in Expectations
- Give rationale: “to keep everyone safe”
- Acknowledge and recognize use of safe behaviors

MTSS Behavior Expectations + Behavior Recognition System
Build relationships & a caring culture

- Teach social emotional learning systematically
- 4 to 1 ratio of praise to correction
- Recognize and acknowledge demonstration of:
  - Social emotional learning skills
  - Expected behavior
Trauma Informed Core: Emotional Literacy

Value and teach emotional literacy

- Use an Evidence-based Social Emotional Learning curriculum or framework
- Teach emotional vocabulary; link to physiological sensations
- Teach emotion regulation skills
- Attend to:
  - emotional content of stories and novels
  - emotional tone of the classroom
Trauma Informed Core: Your Stress Response

Monitor your own stress response

– What helps you stay ‘energized”? (e.g. relaxed, healthy and productive)
  – Incorporate this systematically into your day.
– What are your triggers?
  – How to minimize them;
  – How to maximize your ‘energizers.’
– Recognize the signs of overwhelm/burnout
  – Seek help or enhance your life balance
Why Community Partnerships?

- Encourages visibility, centrality, value & support
- Demonstrates responsiveness and relevance to community and taxpayers
- Leverages better outcomes
- Embraces adequate continuum of care that enables children's success
- Addresses accreditation standards
- Connects to family engagement
Community Statistics

What are other prevalent community issues?
  • e.g. Suicide Rate is Kansas is Higher than National Average…

How do you gather community information?
  • CTC student survey?
  • Parent Survey?

How can you achieve mutually beneficial goals?
Trauma, Partnerships & Suicide Rates

[Bar graph showing suicide rates per 100,000 population for various states, with a red arrow pointing to Kansas and a blue arrow pointing to the United States.]
Mental Health Resource Coming…

• Comprehensive Mental Health Resource
  • “It takes a village to raise a child,”
  • User-friendly educational and mental health terms,
  • Easily understood concepts and frameworks
• Shared reference point for effective communication and collaboration between educators, parents, and community partners
• Created by TASN Autism Tertiary Behavior Supports (ATBS) Team
Mental Health Resource: Content Sample

Implications of ACEs and toxic stress for education professionals

Framework outlines for supporting student growth

Practice Overviews:

• Interconnected Systems Framework,
• Family-School Partnerships,
• Self-Determination,
• Wraparound,
• Renew

Information on and tips for supporting students with suicide risk factors, mental health disorders
The Individualized Plan of Study:
From T1 to T3 Wrap-Around Plans

- Middle Grades
- High School Grades
- Post-Secondary Options

Identifying Talents, Interests, Strengths and Learning Styles

Career-focused Surveys and Ability Profilers

Related Careers
Example: IPS and Partnerships

Bring the IPS to the table with Community Mental Health, Foster Care, JJA and/or Special Education to create a joint plan that builds on strengths and aspirations for the future. This produces greater progress for those with significant mental health diagnoses or other disabilities.

Identifying Talents, Interests, Strengths and Learning Styles

Career-focused Surveys and Ability Profilers

Related Careers

Aggregated Data to determine strategic business partnerships for: field trips, speakers, shadowing, internships, joint tech ventures, college & career nights

Business-school opportunities for hard-to-engage students or low SES families

Wrap-around; renew
High Leverage Roles for Counselors & Social Workers

• Capacity-Building / Coach
  – Systems level thinking, coaching, community partnership facilitation
  – Building level coaching, facilitation & consultation

Interventionist
  – SEL / Behavior via counseling standards & evidence-based curriculum; IPS
  – T2 Small Groups
  – T3 Personalized plans; smaller groups; wrap-around
MTSS Practice Implications for Counselors

Counselors can serve as key leaders and change agents in an educational system that installs the Kansas Integrated MTSS Framework. The counseling role can help leverage greater results for the entire school system by employing their unique skill set in such a way as to build higher levels of awareness and capacity among all staff. Rather than try to be the “implementers” of everything related to behavior and social-emotional learning, counselors can help staff grow in their ability to enact the essential core practices of the universal tier of the Integrated MTSS framework.

Leadership is an essential component to creating sustainable. When moving to a multi-tier system there are formal structures of leadership that are necessary to ensure consistent information and support to all stakeholders. Leadership teams work to create a shared vision for MTSS, facilitate buy-in and consensus, and ultimately have the responsibility to ensure the knowledge, skills and resources necessary to support the system.

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<thead>
<tr>
<th>General Features of KS Integrated MTSS</th>
<th>Capacity-Building Ideas for Counselors:</th>
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<tbody>
<tr>
<td>• Leadership</td>
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<tr>
<td>• Identified Teams</td>
<td>• Bring in processes that build team trust and effectiveness</td>
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<td>• Buy-In/Consensus</td>
<td>• Help bring community partners and data to the table.</td>
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<td>• Communication</td>
<td>• Professional Development</td>
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<tr>
<td>• Professional Development</td>
<td>• Help provide training / overview of SECD, selected SEL curriculum, and PBIS</td>
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<tr>
<td>• Empowering Culture</td>
<td>• Coach teachers as they implement SEL and PBIS</td>
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<td>• Involving all Staff</td>
<td>• Build a reflective practice community to increase fidelity and fun</td>
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<tr>
<td>• Involving Parents</td>
<td>• Empowering Culture</td>
</tr>
<tr>
<td>• Involving Community</td>
<td>• Advocate for and assist BLT in obtaining the voices of staff, students, parents, and community</td>
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<td>• Informing All</td>
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Kansas MTSS is funded by KSDE SES through IDEA VI-B Federal Funds
MTSS Practice Implications for Counselors

### Assessment:
Technically sound screening, progress monitoring, diagnostic, and outcome data are the basis of instructional decisions.

### Curriculum:
Evidence or research-based curricula is aligned to state standards and carefully sequenced to build critical skills essential to achieving meaningful outcomes for students. The curriculum includes materials that support differentiated core instruction, supplemental materials that support targeted skill instruction, and materials that will support intensive instruction.

### Instruction:
Evidence-based practices include explicit, systematic, and scaffolded instruction, differentiated at all levels.

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<tr>
<td>• Core</td>
<td>– Provide PD and visibility regarding SECD Standards</td>
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<td>• Supplemental</td>
<td>– Connect community &amp; school data to the search for appropriate evidence-based SEL curriculum</td>
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<tr>
<td>• Intensive</td>
<td>– Help identify T2 &amp; T3 interventions</td>
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<tr>
<td><strong>Instruction</strong></td>
<td>• Instruction</td>
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<tr>
<td>• Core</td>
<td>– Coach &amp; provide PD on the huge effect relationships have on learning</td>
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<tr>
<td>• Supplemental</td>
<td>• Assessment</td>
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<tr>
<td>• Intensive</td>
<td>– Work with your BLT to identify validated screeners and diagnostics for social-emotional-behavioral development</td>
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<tr>
<td><strong>Assessment</strong></td>
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MTSS Practice Implications for Counselors

Academics, behavior and social-emotional learning are taught with equal rigor to ensure postsecondary readiness. The Integrated MTSS is set up in a framework of a core curricula and practices for of ALL students (tier 1), layered with additional supports for SOME (tier 2), and intensive intervention for FEW (tier 3).

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<td>• All (Core)</td>
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<tr>
<td>– Core Curriculum</td>
<td>• Coach staff on delivering core SEL</td>
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<tr>
<td>– Core Instruction</td>
<td>curriculum</td>
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<td>– Screening Assessment</td>
<td>• Coach staff on high quality core</td>
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<td>instructional practices, like</td>
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<td>relationship and feedback.</td>
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<tr>
<td>• Some (Supplemental)</td>
<td>• Help organize behavior-social</td>
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<tr>
<td>– Protocol Based Curriculum</td>
<td>screening assessment 3x per year</td>
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<td>– Protocol Based Instruction</td>
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<tr>
<td>– Diagnostic Assessment</td>
<td>Some (Supplemental)</td>
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<tr>
<td>– Progress Monitoring Assessment</td>
<td>• Facilitate small teams delivering</td>
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<td>– Problem Solving Teams</td>
<td>school-wide protocol-based SEL/Behavior</td>
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<td>interventions such as Check-in, Check-</td>
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<td>Out</td>
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<tr>
<td>• Few (Intensive)</td>
<td>• Coach and coordinate progress</td>
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<tr>
<td>– Problem Solving Teams</td>
<td>monitoring and data reviews; share</td>
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<tr>
<td>– Intensive</td>
<td>with BLT</td>
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<td>• Consultation to Problem Solving</td>
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<td>Teams</td>
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<td>• Be a member of Problem Solving Teams</td>
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<td>• Integrate IPS information into the</td>
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<td>process</td>
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<td>• Co-deliver Intensive social-emotional</td>
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<td>and behavior interventions within your</td>
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<td>scope of practice</td>
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