



## Kentucky School Counseling Multi-Tiered System of Supports Implementation Model

Kentucky Multi-Tiered System of Supports (KyMTSS) is a multi-level prevention system



to support student achievement and social-emotional behavioral competencies through an integration of differentiated core instruction, assessment and intervention. The framework aligns with research that demonstrates the interconnectedness of academic, behavioral and social-emotional skills (Kentucky Department of Education, n.d.). For example, The [American School Counselor Association’s position statement](#) maintains, “School counselors are stakeholders in the development and implementation of multi-tiered system of supports (MTSS), 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.” Kentucky uses a three-tiered delivery model for instruction, assessment, intervention and support. Tier 1 provides universal instruction and support for all students. Tier 2 provides targeted support for students who need additional interventions in addition to Tier 1. Students generally receive Tier 2 support in a small group setting. Tier 3 provides intensive, individualized support for students. Typically, Tier 3 support is a one-on-one session between a counselor and a student or provided by an outside service provider. KyMTSS promotes the integration of systems-level approaches and state/district/school initiatives under one comprehensive framework to use resources while focusing more efficiently on improving outcomes for every student. In this layered delivery model, students receive the instruction and support needed in a timely manner. Allowing for a more effective, efficient, equitable and sustainable use of resources.

Response to Intervention (RTI) and Positive Behavior Interventions and Supports (PBIS) are examples of multi-tiered systems that are integrated under the overarching framework of KyMTSS. Additionally, integrated school-based mental health, social-emotional learning, trauma-informed schools, resiliency practices and bully-free schools are also examples of initiatives that are supported under the KyMTSS comprehensive framework. The framework provides seamless support using integrated teams, data and practices. Utilizing a single, cohesive framework reduces initiative overload. An organized system of support ensures that all students receive high-quality instruction and interventions that are delivered based on need, monitored for progress, and adjustments made based on the effectiveness through data-analysis.

[The Kentucky Framework of Best Practices for School Counselors](#) practice element 1.1, (f), states, “School counselors use the principles of multi-tiered systems of support within the context of a comprehensive school counseling program to provide instruction and interventions matched to student need.” According to Kentucky regulation [KRS 158.4416](#), Section 3 (c) states, “Each school counselor or school-based mental health services provider...shall provide training, guidance and assistance...utilizing interventions and strategies to support the learning needs of students.” The school counselor is an integral member of the MTSS Team serving as a consultant, collaborator and advocate. Additionally, the school counselor facilitates the tiered delivery process of the Comprehensive School Counseling Program within the school and district. Both roles are essential for the success of meeting the academic, social-emotional, behavioral, and college and career readiness for all students.

**KYMTSS 6 Essential Elements, KY School Counselor Practice Elements, and ASCA National Model Components Crosswalk**

6 Essential Elements of KYMTSS	Kentucky Framework of Best Practices for School Counselors Practice Elements	ASCA Comprehensive Model
Equitable Access and Opportunity	<p>1.6 School counselors demonstrate understanding of the impact of cultural, social and environmental influences on student success and opportunities.</p> <p>1.7 School counselors demonstrate advocacy in a comprehensive school counseling program.</p> <p>4.2 School counselors take leadership in promoting a school environment that is inclusive of, responsive to and safe for its diverse members.</p> <p>4.3 School counselors advocate on behalf of all students.</p>	MANAGE AND DELIVER
Tiered Delivery System with a Continuum of Supports	<p>2.3 School counselors provide appraisal and advisement in large group, classroom, small group and individual settings and monitor student performance and progress. (Tier 1, 2 and 3)</p> <p>2.4 School counselors provide short- term counseling in small group and individual settings. (Tier 2)</p> <p>2.5 School counselors make referrals to appropriate school and community resources. (Tier 2 and 3)</p> <p>2.6 School counselors consult and collaborate with families, teachers, administrators, other school staff and education stakeholders for student achievement and success. (Tier 1, 2 and 3)</p> <p>2.8 School Counselors use assessment and testing to deliver effective services to students. (Tier 1, 2 and 3)</p>	DEFINE AND DELIVER
Collaborative Problem-Solving Teams	<p>1.9 School counselors demonstrate professionalism in their field and have a professional responsibility to colleagues, parents, community members and students.</p> <p>3.4 School counselors develop and implement action plans aligned with program goals and student data. (Tier 1, 2 and 3)</p> <p>4.1 School counselors demonstrate leadership through the development and implementation of a comprehensive school counseling program.</p> <p>4.6 School counselors demonstrate leadership through their participation in a professional community.</p>	DELIVER AND ASSESS
Data-Based Decision-Making with Comprehensive Screening & Assessment	<p>3.1 School counselors identify areas for improvement in attendance, discipline, opportunity and resources. (Tier 1, 2 and 3)</p> <p>3.3 School counselors use data to recommend changes and adjustments to the comprehensive school counseling program, specific practices and/or school policies and procedures to foster student success. (Tier 1, 2 and 3)</p> <p>3.4 School counselors develop and implement action plans aligned with program goals and student data. (Tier 1, 2 and 3)</p>	MANAGE AND ASSESS
Evidence-Based Instruction, Intervention and Supports	<p>1.1 School counselors apply developmental, learning, counseling and education theories.</p> <p>2.1 School counselors design and implement instruction aligned to the “Kentucky Framework of Best Practices for School Counselors” in large group, classroom, small group and individual settings for all students.</p>	DEFINE AND DELIVER
Family, School, and Community Partnerships	<p>3.5 School counselors evaluate and report program results to the school community.</p> <p>3.8 School counselors establish and convene an advisory council for the comprehensive school counseling program.</p> <p>4.6 School counselors demonstrate leadership through their participation in a professional community.</p>	MANAGE AND ASSESS

# Comprehensive School Counseling Multi-Tiered System of Supports

## Tier 3 - Intensive, Equity-driven Direct and Indirect Services for FEW (1-5% of students receive services)

- Consult and collaborate with community-based mental health providers, academic agencies, and families for safety plans, back-to-school transition meetings, and tutoring.
- Student-driven, short-term individual counseling
- Threat and Risk Assessments
- Crisis Management
- Consult and collaborate with staff for Brief Functional Behavior Assessments for Individualized Behavior Plans

## Tier 2 - Supplemental Equity-driven Direct and Indirect for some (10-15% of students receive services)

Tier 2 Academic	Tier 2 College and Career Readiness	Tier 2 Social Emotional Learning
<ul style="list-style-type: none"> <li>• Data and Student-driven Small Groups and Individual Counseling (work skills)</li> <li>• Appraisal and Advisement</li> <li>• Credit Recovery</li> <li>• Individual Learning Plan</li> <li>• Consult and collaborate with staff, families and admin.</li> </ul>	<ul style="list-style-type: none"> <li>• Data and student-driven individual counseling and small groups (adapting to new situations, self-awareness)</li> <li>• Collaborate with community and business mentors, staff, families</li> <li>• Appraisal and Advisement</li> <li>• Critical team member/leader problem solving teams (professional learning communities, child study teams, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• Data and Student-driven Small Groups and Individual Counseling (CASEL Domains)</li> <li>• Social and emotional learning (SEL)-Driven and behavioral Interventions</li> <li>• Peer Mediation</li> <li>• Restorative Practices</li> <li>• Appraisal and Advisement</li> </ul>

## Tier 1 - Equity-driven Direct and Indirect Prevention ALL students (75-85% success rate)

Tier 1 Academic	Tier 1 College and Career Readiness	Tier 1 Social Emotional Learning
<ul style="list-style-type: none"> <li>• Large Group Instruction</li> <li>• Family trainings (grade level expectations)</li> <li>• Consult and collaborate with stakeholders (staff and admin)</li> <li>• Schoolwide initiatives positively encouraging academic achievement</li> <li>• Individual Learning Plan</li> <li>• Universal assessments and the use of data</li> <li>• Student appraisal and advisement</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Instruction</li> <li>• Individual Learning Plan</li> <li>• Career Fair</li> <li>• Reality Fair (financial planning)</li> <li>• Transition Between Levels Tour/Collaborate</li> <li>• Family trainings (collaborate with business and post-secondary)</li> <li>• Consult and collaborate with stakeholders (staff and admin)</li> <li>• Universal assessments and the use of data</li> <li>• Student appraisal and advisement</li> </ul>	<ul style="list-style-type: none"> <li>• Large Group Instruction</li> <li>• Wellness Check-In</li> <li>• Calming Spaces</li> <li>• Goal Setting</li> <li>• Student-driven service projects</li> <li>• New Student Activities</li> <li>• Suicide Prevention</li> <li>• Bullying Prevention</li> <li>• Classroom Implementation</li> <li>• Family trainings (safe tech-use, what is true SEL?)</li> <li>• Consult and collaborate with stakeholders (staff and admin)</li> <li>• Universal Screeners</li> </ul>