

The School Counselor and Multitiered System of Supports

(Adopted 2008, Revised 2014)

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 culturally responsive positive behavioral interventions and supports (CR PBIS). School counselors align their work with MTSS through the implementation of a comprehensive school counseling program designed to improve student achievement and behavior.

The Rationale

An MTSS ensures an informed, intentional approach to help students with various learning challenges. Guided by student-centered data, MTSS teams engaging in data-based problem solving; make decisions about general, compensatory and special education; and assist in the creation of a well-integrated and seamless system of instruction and intervention (Ehren, B, et. al., 2006). Within the framework of a data-driven, comprehensive school counseling program school counselors meet the needs of all students and identify students who are at risk for not meeting academic and behavioral expectations. School counselors collaborate across student service disciplines with teachers, administrators and families to design and implement plans to address struggling students' needs. Data are collected and analyzed to determine the effectiveness of the learning supports for continual improvement efforts over time.

The School Counselor's Role

School counselors assist in the academic and behavioral development of students through the implementation of a comprehensive developmental school counseling program based on the ASCA National Model by:

- Providing all students with a standards-based school counseling core curriculum to address universal academic, career and personal/social development
- Analyzing academic and behavioral data to identify struggling students
- Identifying and collaborating on research-based intervention strategies that are implemented by school staff
- Evaluating academic and behavioral progress after interventions
- Revising interventions as appropriate
- Referring to school and community services as appropriate
- Collaborating with administrators, other school professionals, community agencies and families in the design and implementation of MTSS
- Advocating for equitable education for all students and working to remove systemic barriers

The following chart shows how examples of learning supports on a multitiered continuum are applied to a comprehensive school counseling program:

Tiers of Learning Supports	Examples of Learning Supports
Tier 1: Universal Core Instructional Interventions for All Students, Preventive and Proactive	<ol style="list-style-type: none"> 1. Standards and Competencies (Foundation) 2. School Counseling Core Curriculum (Delivery System) 3. Individual Student Planning Direct Student Services (Delivery) 4. Curriculum Action Plan (Management) 5. Curriculum Results Report (Accountability) 6. School Data Profile (Accountability)
Tier 2: Supplemental/Strategic Interventions for Students at Some Risk	<ol style="list-style-type: none"> 1. Standards and Competencies (Foundation) 2. Individual Student Planning Direct Services (Delivery) <ol style="list-style-type: none"> a. Small-group action plan 3. Responsive Services Direct Student Services (Delivery) <ol style="list-style-type: none"> a. Consultation b. Individual counseling c. Small-group counseling 4. Closing-the-Gap Action Plan (Management) 5. Closing-the-Gap Results Report (Accountability)
Tier 3: Intensive, Individual Interventions for Students at High Risk	<ol style="list-style-type: none"> 1. Standards and Competencies (Foundation) 2. Responsive Services Direct Student Services (Delivery) <ol style="list-style-type: none"> a. Consultation b. Individual counseling c. Small-group counseling d. Referral to school or community services 3. Closing-the-Gap Action Plan (Management) 4. Closing-the-Gap Results Report (Accountability)

Where MTSS interact with school counseling programs, the school counselor can serve in roles of supporter and/or intervener (Ockerman, Mason & Feiker-Hollenbeck, 2012). In the supporting role, the school counselor may provide indirect student service by presenting data or serving as a consultant to a student support team. In intervener role, the school counselor may provide direct student service through the delivery component of the ASCA National Model.

Summary

School counselors implement a comprehensive school counseling program addressing the needs of all students. Through the review of data, school counselors identify struggling students and collaborate with other student services professionals, educators and families to provide appropriate instruction and learning supports within a MTSS. School counselors work collaboratively with other educators to remove systemic barriers for all students and implement specific learning supports that assist in academic and behavioral success.

References

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