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# Multi-Tiered, Multi-Domain System of Supports

## A Framework for Tier 1

### INTRODUCTION

This text is designed to guide the school counselor in developing, implementing, and evaluating Tier 1 core curriculum and schoolwide activities. As we begin, it will be helpful to provide an overall contextual framework regarding the Multi-Tiered System of Supports (MTSS) and introduce the new Multi-Tiered, *Multi-Domain* System of Supports (MTMDSS) that aligns with the role of the school counselor at any grade level and the American School Counselor Association (ASCA) National Model (ASCA, 2012).

### AN INTRODUCTION TO MTSS IN EDUCATION

The Multi-Tiered System of Supports (MTSS) is a comprehensive framework that addresses the *academic and behavioral* needs of all students within the educational system (Cowan, Vaillancourt, Rossen, & Pollitt, 2013; Hawken, Vincent, & Schumann, 2008). Research shows that schools benefit from multiple evidence-based interventions of varying intensity to meet the range of behavioral, social-emotional, and academic needs of all students (Anderson & Borgmeier, 2010; Sugai & Horner, 2009). Combining Response to Intervention (RTI) and Positive Behavior Intervention and Supports (PBIS),

MTSS is a tiered systems approach of increasingly intensive interventions. Like RTI, MTSS facilitates effective universal implementation that focuses on core academic and differentiated interventions to support the academic success of all students. Like PBIS, MTSS is a problem-solving model that employs a continuum of positive, proactive, multi-tiered behavioral interventions (Kennelly & Monrad, 2007; Sugai & Horner, 2009). (See Figures 1.1 and 1.2 for illustrations of the RTI, PBIS, and MTSS models.)

Within the MTSS framework utilized in general education programs, MTSS Tier 1 is the foundation for both academic and behavioral systems of support. Tier 1 contains universal support and core instruction that *all* students receive from their classroom teacher. For example, all students receive multiplication tables in the third grade. Similarly, all students participate in universal instruction on appropriate playground behavior delivered throughout the school. Preventative in nature, Tier 1 programs and activities are implemented with the entire student population. Typically, general education teachers proactively differentiate (modify or adapt) their instructional practices to support students' specialized needs, providing a more challenging or more supportive learning environment as necessary. Within the elementary school, counselors typically participate in presenting a curriculum that aligns with and supports the universal instruction regarding behavior.

Tier 2 within MTSS is comprised of supplemental interventions in addition to Tier 1 core instruction for students identified through the use of data identifiers or indicators as needing additional supports, such as small-group practice and skill building. Teachers and others collaborate to determine the data-driven identifiers that will serve as the mechanism for the students to receive a Tier 2-level intervention (for example, scoring less than proficient on a benchmark assessment). Tier 3 addresses the students with the highest level of need, providing supports of a greater intensity specifically tailored to meet the needs of individual students (Illinois State Board of Education, 2010).

**Figure 1.1** Traditional Tiered Educational Models: RTI and PBIS

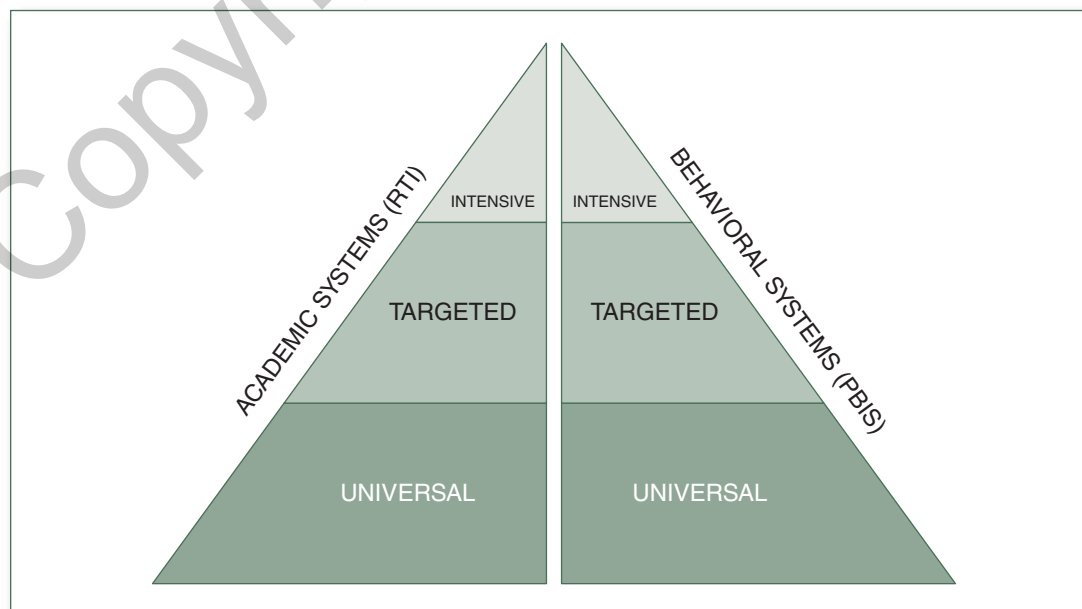
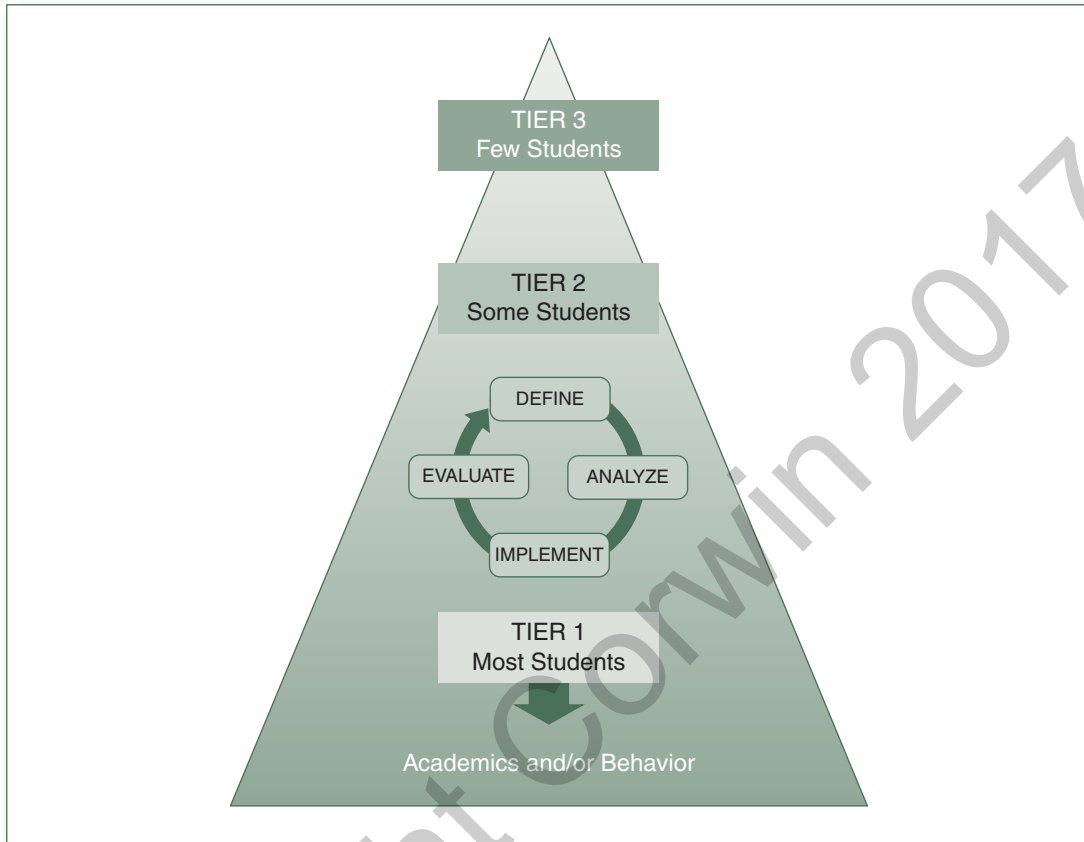


Figure 1.2 Traditional Tiered Educational Models: MTSS



Students who are not responsive to the Tier 1 supports may receive a Tier 2 intervention. These students continue to receive the Tier 1 intervention, but more structure and guidance is provided to assist them in meeting schoolwide expectations. Students receiving Tier 2 supports typically exhibit behavior that is not dangerous to themselves or others, but that is disruptive to their learning or the learning of their peers. Tier 2 interventions are implemented similarly across groups of students who exhibit similar behavior problems and are therefore likely to benefit from the same type of intervention. For example, students who exhibit deficits in social competence (e.g., conflict resolution skills) might participate in a skills group, in which all students in the group receive the same level and intensity of instruction, as well as similar feedback on their behavior. (Anderson & Borgmeier, 2010, pp. 33–34)

## CONNECTING MTSS TO SCHOOL COUNSELING: MTMDSS

ASCA calls on school counselors to 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 students 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 (ASCA, 2008)

While MTSS is focused on two areas (academic and behavioral), school counselors focus on *three* domains: (1) academic, (2) college/career, and (3) social/emotional development. To align with the work of the school counselor, the **Multi-Tiered, Multi-Domain System of Supports (MTMDSS)** (see Figure 1.3) was designed to align with MTSS as a decision-making framework that utilizes evidence-based practices in core instruction and assessments to address the universal and targeted (data-driven) intervention needs of *all* students in *all* school counseling domains (Hatch, 2017). Note that for purposes of this text, from this point forward, we will simply refer to the three school counseling domains of academic, college/career, and social/emotional development as the three domains.

School counseling programs are an integral part of the total educational program for student success. The entire school community is invested in student academic achievement, college and career readiness, and social/emotional well-being. Schoolwide proactive, preventative, and data-driven intervention services and activities belong to the entire school. Therefore, it is recommended that schools *add the third domain* (college and career readiness) to their MTSS program and create a comprehensive, schoolwide *Multi-Tiered, Multi-Domain System of Supports (MTMDSS)*.

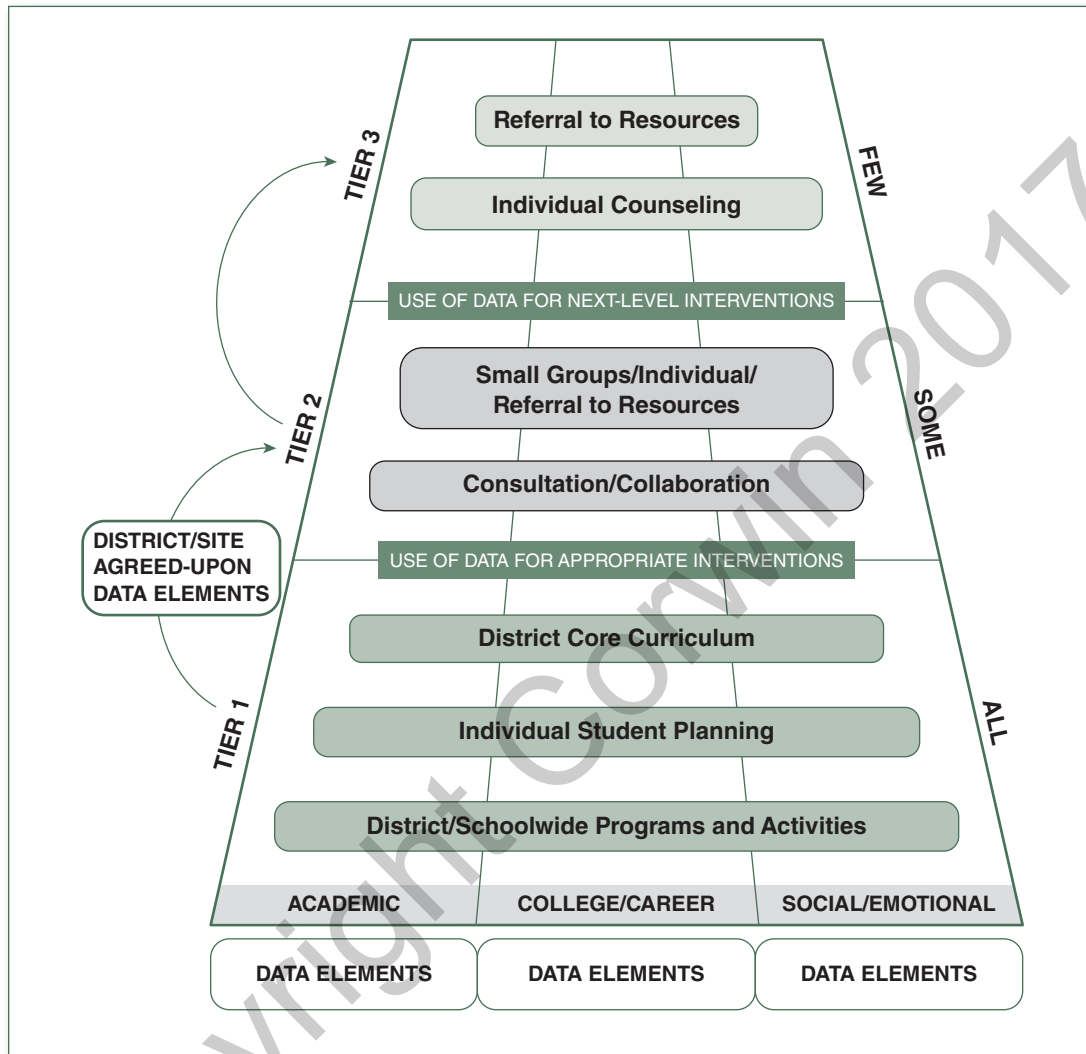
## **MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORTS (MTMDSS)**

The MTMDSS is a framework (see Figure 1.3) designed specifically for school counseling programs to organize a continuum of core activities, instruction, and interventions to meet students' needs with the goals of (1) ensuring that all students receive developmentally appropriate core instruction in all three domains; (2) increasing the academic, social/emotional, and college/career competencies of all students; (3) ensuring guaranteed interventions for students demonstrating a data-driven need; and (4) maximizing student achievement (Hatch, 2017). The MTMDSS model organizes school intervention services into three levels, or tiers.

### **Tier 1: Core Program (Universal Supports) (100%)—For All Students**

The core program is comprised of the delivery of services that *all students* receive (curriculum, individual student planning, and schoolwide events). A standards- and competency-based school counseling *core curriculum* (formerly called "guidance curriculum") is developmental in nature, preventative and proactive in design, and

**Figure 1.3** Multi-Tiered, Multi-Domain System of Supports (MTMDSS)



comprehensive in scope. *Individual student planning* includes 4- and 6-year and college/career planning and career readiness (generally for grades 6–12). *Schoolwide activities* for all students, such as national awareness weeks and celebrations (e.g., Red Ribbon Week, Mix It Up, The Great Kindness Challenge), conflict resolution programs, and parent education programs, are provided to all students and/or parents, align with classroom lesson content and standards, and support the core program.

### **Tier 2: Targeted Interventions (20%)—For Some Students**

Similar to what general education teachers do when designing Tier 2 interventions, targeted data-driven interventions (small-group counseling/instruction, referral to interventions on campus, etc.) are designed for students who are identified by prescheduled and predetermined data-screening elements (Hatch, 2017). At the elementary level, these include, for example, attendance rates, behavior infractions, and work skills/study habits (report card marks). In grades 6 through 12, these might

also include course failures, credit deficiency, data elements related to college and career readiness, and equity and access issues. Tier 2 interventions include *short-term* progress monitoring and collaboration among teachers, parents/guardians, and the school counselor until improvement and/or referral to appropriate services can be identified and implemented. Tier 2 activities are also designed for students who (1) exhibit barriers to learning; (2) are struggling to achieve academic success; and/or (3) are identified as deserving of instruction and/or supports in addition to Tier 1 curriculum activities (foster youth, dual-language learners, etc.).

### **Tier 3: Intensive Interventions (5–10%)—For a Few Students**

Individualized student interventions (e.g., one-on-one counseling) are designed for students to address emergency and crisis-response events. These include short-term, solution-focused counseling sessions to address life-changing events (divorce, death, imprisonment of a parent, etc.) or unresolved challenges unaffected within Tier 1 and Tier 2. Services are provided on a limited basis and, if issues are unresolved, referrals are made to outside resources (Hatch, 2017). This type of intervention includes *short-term* consultation and collaboration among teachers, parents/guardians, and the school counselor until the crisis is resolved and/or referral to appropriate responsive services can be identified and implemented. Figure 1.4 provides an example of a Multi-Tiered, Multi-Domain System of Supports for the elementary school level.

## **MTMDSS ALIGNMENT TO TEXT**

The purpose of this text is to provide thorough instruction on the activities that school counselors provide within Tier 1. Throughout this text, we will dive deeply into planning, implementing, and evaluating Tier 1 activities, those provided to *all* students “because they breathe.” These include school counselor core curriculum classroom lessons at all grade levels, focusing on developmentally appropriate and needs-based topics.

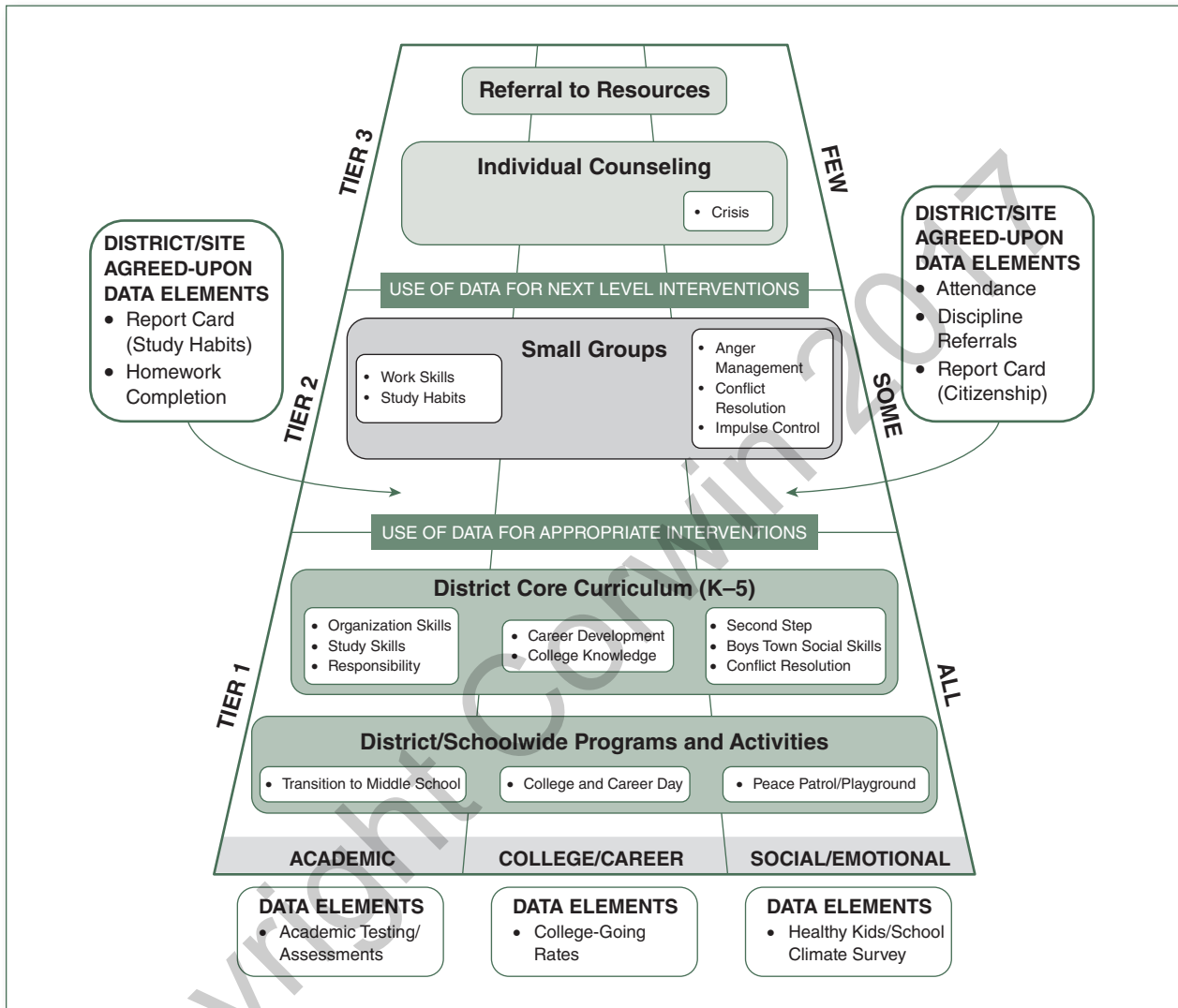
Tier 1 at the elementary level also includes schoolwide activities—those provided and coordinated systemically throughout the entire school. These include, for example, Red Ribbon Week, college and career events, and anti-bullying campaigns, as well as parent education, school transition supports, and conflict resolution programs.

Tier 1 instructional content is developmentally appropriate and standards-based, similar to the curriculum provided by teachers. Rather than conducting “random acts” of Tier 1 lessons and activities, school counselors assess the developmental and data-driven needs of the school and create schoolwide action plans. School counseling activities within the three domains are calendared prior to the start of the year (see Chapter 10). The previous year’s data may be used to identify schoolwide and grade-specific needs. The calendar is then shared with faculty, families, and other stakeholders.

## **ALIGNING MTMDSS WITH THE ASCA NATIONAL MODEL**

Activities in the MTMDSS fall within several components of the ASCA National Model (3rd edition), with a recommendation that 80% of time be spent on direct and indirect student services. Previous versions of the ASCA model suggested

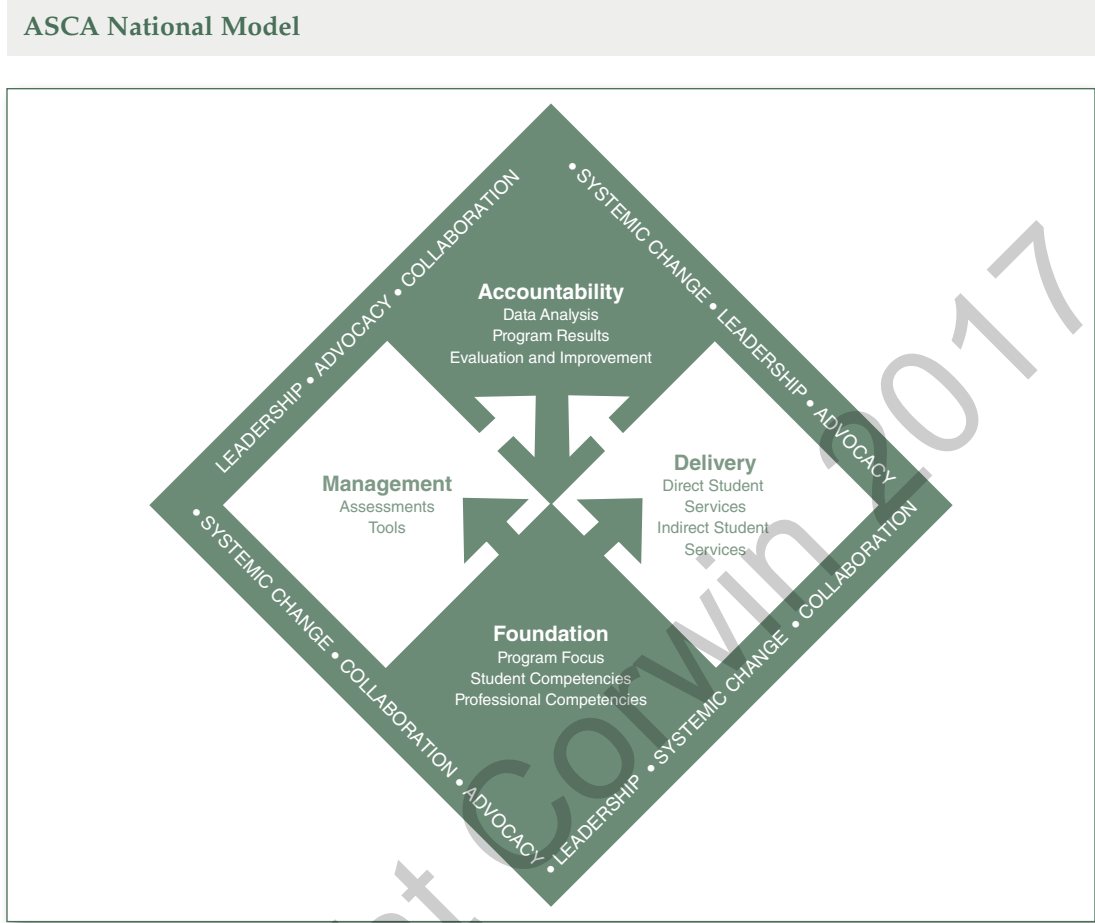
Figure 1.4 Multi-Tiered, Multi-Domain System of Supports (MTMDSS) Example



that school counselors spend between 15% and 45% of their time on guidance curriculum (now called core curriculum classroom lessons), depending on their level. Elementary counselors typically teach more lessons (35–45%), while high school counselors teach fewer (15–25%). Although the newest edition of the ASCA model has removed specific recommendations for time within each direct delivery method (see Figure 1.5), the authors still encourage counselors to consider the 35% to 45% timeframe as a guide when first beginning to design and implement their programs (ASCA, 2012, p. 136), but they do not give this as a prescription.

Providing a strong prevention-oriented framework is key to teaching students foundational and developmentally appropriate skills, such as treating others with respect, learning organizational and study strategies, understanding the college readiness and application process, resolving minor conflicts, and beginning the career exploration process. Devoting significant time to teaching classroom lessons and schoolwide activities within the Tier 1 framework provides a strong foundation of evidence-based





Source: American School Counselor Association (ASCA). (2012). *ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

prevention education programs and services that students need to succeed, which reduces the likelihood of students’ qualifying for Tier 2 and 3 interventions.

**ALIGNING MTMDSS WITH THE ASCA POSITION STATEMENTS**

The *School Counselor and Multitiered System of Supports* position statement was adopted in 2008 and revised in 2014 by the ASCA (see Figure 1.6). It calls on school counselors to be stakeholders in developing and implementing an MTSS that includes but is not limited to RTI and behavioral interventions and supports such as PBIS. According to the position statement, the school counselor’s role is to provide *all* students with a standards-based school counseling core curriculum to address universal academic, college/career, and social/emotional development. As school counselors align their work with MTSS and comprehensive school counseling programs designed to improve student achievement and behavior, the MTMDSS model in this text adds the third domain of college and career readiness to MTSS, which typically addresses only academics and behavior. Ensuring an informed, intentional approach to the student core curriculum in all three domains at the Tier 1 level is important, along with helping students with various challenges by providing Tier 2 and 3 interventions.



Figure 1.5 ASCA National Model Suggested Use of Time

ASCA National Model (third edition) Delivery	K-12	ASCA National Model (second edition) Delivery	Elementary	Middle	Secondary
<b>Direct Services</b> <ul style="list-style-type: none"> <li>■ Counseling Core Curriculum</li> <li>■ Individual Student Planning</li> <li>■ Responsive Services</li> </ul> <b>Indirect Services</b> <ul style="list-style-type: none"> <li>■ Referrals</li> <li>■ Consultation</li> <li>■ Collaboration</li> </ul>	80% or more	<b>Guidance Curriculum</b>	35%-45%	25%-35%	15%-25%
		<b>Individual Student Planning</b>	5%-10%	15%-25%	25%-35%
		<b>Responsive Services</b>	30%-40%	30%-40%	25%-35%
		<b>System Support</b>	10%-15%	10%-15%	15%-20%

Adapted from Gysbers, N.C. & Henderson, P. (2012) *Developing and managing your school counseling program* (5th ed.), Alexandria, VA: American Counseling Association.

**Included in Other Components**

<b>Program Planning and School Support</b> <ul style="list-style-type: none"> <li>■ Program management and operations (management)</li> <li>■ Professional development (foundation and management)</li> <li>■ Data analysis (accountability)</li> <li>■ Fair-share responsibilities (management)</li> </ul>	20% or less
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Source: American School Counselor Association (ASCA). (2012). *ASCA national model: A framework for school counseling programs* (3rd ed.). Alexandria, VA: Author.

MTMDSS aligns with the framework of a comprehensive, data-driven school counseling program to meet the needs of all students and to identify students who are at risk. School counselors collaborate with various stakeholders and collect and analyze data to determine the effectiveness of the learning supports.

The MTSS position statement also aligns the ASCA model components with the tiers of supports. For example, for Tier 1: Universal Core Instructional Interventions for All Students, Preventive and Proactive, the following ASCA model activities are suggested:

1. Standards and competencies (foundation)
2. School counseling core curriculum (delivery)
3. Individual student planning direct student services (delivery)
4. Curriculum action plan (management)
5. Curriculum results report (accountability)
6. School data profile (accountability)

This elementary Tier 1 text will include content for five of the six activities. Individual student planning is typically a secondary activity and therefore is not covered in this book. More information on ASCA position statements can be found here: [https://www.schoolcounselor.org/school-counselors-members/about-asca-\(1\)/position-statements](https://www.schoolcounselor.org/school-counselors-members/about-asca-(1)/position-statements).

## ALIGNING MTMDSS WITH THE ASCA ETHICAL STANDARDS


The purpose of the *ASCA Ethical Standards for School Counselors* (ASCA, 2016) document is to guide the ethical practices of school counselors. Guidelines that align with Tier 1 in the MTMDSS model include the following:

### A.3. Comprehensive Data-Informed Program

School counselors:

- b. Provide students with a comprehensive school counseling program that ensures equitable academic, career and social/emotional development opportunities for all students. (ASCA, 2016, p. 3)

**Figure 1.6** The School Counselor and Multi-Tiered System of Supports (ASCA)



A M E R I C A N  
S C H O O L  
C O U N S E L O R  
A S S O C I A T I O N

### 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

**Figure 1.6 (Continued)**

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

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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Johnson, E., Mellard, D.F., Fuchs, D., & McKnight, M.A. (2006). *Responsiveness to intervention (RTI): How to do it*. Lawrence, KS: National Research Center on Learning Disabilities.

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RTI Action Network. Retrieved June 3, 2008 <http://rtinetwork.org/?gclid=CNati4-J2ZMCFQEQQgodmTvPaA>

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Source: American School Counselor Association (ASCA). The School Counselor and Multitiered System of Supports: [https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS\\_MultitieredSupportSystem.pdf](https://www.schoolcounselor.org/asca/media/asca/PositionStatements/PS_MultitieredSupportSystem.pdf).

**Activity 1.1**

Review the ASCA ethical standards with your administrator. Discuss how a comprehensive school counseling program provides tiered supports to meet the needs of all students.

School counselors:

- d. Provide opportunities for all students to develop the necessary mindsets and behaviors to learn work-related skills, resilience, perseverance, an understanding of lifelong learning as a part of long-term career success, a positive attitude toward learning and a strong work ethic. (ASCA, 2016, p. 3)



The ASCA Ethical Standards document can be found in the online appendix and on the ASCA website: <https://www.schoolcounselor.org/asca/media/asca/Ethics/EthicalStandards2016.pdf>.

The bottom portion of the MTMDSS pyramid (see Figure 1.3) is the largest section and reflects the importance of prevention education. Just as in the Babies in the River story discussed later in this chapter, school counselors can either fill their day with reactive services (i.e., rescuing the babies one after another), or they can get out in front of things and engage in proactive prevention (i.e., teaching the babies how to swim).

**Table 1.1** Myths Versus Facts About School Counselors’ Role in a Multi-Tiered, Multi-Domain System of Supports

Myth	Fact	Learn More
School counselors only provide Tier 2 and 3 supports	School counselors provide <i>all</i> students with a standards-based school counseling <b>core curriculum</b> to address universal academic, college/career, and personal/social/emotional development	ASCA position statement about the school counselor in MTSS: <a href="http://bit.ly/2n3ouaY">http://bit.ly/2n3ouaY</a>
School counselors provide Tier 3 individual counseling to all students	Tier 3 consists of short-term, highly structured interventions and wraparound services defined as “intensive, individual interventions for students at high risk”	ASCA position statement about the school counselor in MTSS: <a href="http://bit.ly/2n3ouaY">http://bit.ly/2n3ouaY</a>
School counselors provide supports in only one domain (i.e., social/emotional or college/career)	Today’s school counselors are vital members of the education team, helping all students in the areas of academic achievement, personal/social development, and college/career development	ASCA executive summary: <a href="http://bit.ly/2fZJNqO">http://bit.ly/2fZJNqO</a>
Most of the school counselor’s time is spent on Tier 2 and 3 supports	The greatest amount of the school counselor’s time should be spent on implementing Tier 1 with a high degree of integrity, which is the most efficient means for serving the greatest number of students	<p>“Integrating RTI With School Counseling Programs: Being a Proactive Professional School Counselor,” by Ockerman, Mason, and Hollenbeck (2012)</p> <p>Researchers indicate that around 75% to 80% of children should be expected to reach successful levels of competency through Tier 1 delivery (Shapiro, n.d.).</p> <p>“Spending 90% of the school counselor’s time with 10% of the students is not the philosophy of intentional guidance.” (Hatch, 2013)</p>

Source: Triplett, W. (2017). *Utilizing a multi-tiered system to implement your school counseling program* [PowerPoint slides]. Created for Chicago Public Schools.

### Babies in the River

"Babies in the River" is a wonderful parable often told to illustrate the difference between prevention and intervention. Author Trish adapted this version from Pat Martin, a dear friend and colleague.

On a spring afternoon, after the students had left at the end of a minimum day, a group of high school counselors walked to a nearby park area next to a river to eat lunch together for the first time all year. Considering that they rarely even ate lunch at all, this was a treasured event. After a few minutes of talking and eating, Mariana (the school counselor with alphabet A–Hi) noticed a baby floating down the river. Alarmed, she jumped up to assess the situation. As she did, she noticed several babies floating. She screamed for her colleagues to help, and for the next 20 minutes, they retrieved dozens of babies out of the river, until finally the babies stopped floating by. Exhausted, Mariana returned to her picnic and realized that Bob (the school counselor with alphabet Mx–Sm) was missing. Where was Bob? He hadn't been helping rescue the babies? Pretty soon Bob was heard whistling down the walkway. The rest of the group inquired, "Where were you? We were busy retrieving babies, and you were nowhere to be found!"

"Well," he commented, "I decided to go up the river to see how they were getting in! Turns out someone, in their wisdom, decided to build a nursery/preschool next to the river! I noticed that the door had a broken lock, so first I fixed that. Then I realized that the babies didn't know how to swim, so I taught them. Then I learned that the teachers had no floaties, so I bought floaties and put them near the exit, so that if any babies fall in again, the teachers can throw floaties in the water in order for the babies to assist themselves. Finally, I filed a complaint with the city to ensure that no one ever builds a nursery or preschool within a mile of a river again!"

Though the prevention approach is almost always the most appealing, it can be difficult for counselors if they think that shifting to prevention education means turning their back on those students currently in need. It is also not always obvious how to work within the system to redesign how it functions—to build it differently, to partner to train those on the front lines and assist them in understanding how to provide first-level interventions and supports. But this is a requirement if school counselors are going to meet the needs of *all* students, because there is not enough time to rescue every drowning student (hypothetically) and far too many in the caseload.

When counselors spend 80% of their day mired in Tier 2 and 3 reactive services, they may feel like they are in an emergency room rather than a school, and they won't have time for teaching prevention education and for designing systems of support to catch students early. Without a strong prevention system in place, the need for responsive services will continue to grow. By implementing a strong Tier 1 program, complete with classroom lessons and schoolwide activities, students will gain the attitudes, knowledge, and skills necessary to prevent them from needing Tier 2 and 3 services, thereby reducing the time spent in these tiers.

Shifting school counselor program activities from being primarily responsive to being proactive takes commitment, planning, time, and cooperation from administration and faculty alike. As school counselors begin to shift the pyramid to focus more on Tier 1, consideration should be given to addressing the potential challenges of finding balance between the time spent in classrooms and the number of reactive services they previously provided. School counselors will benefit from scaffolding the transitions at their school site to a proactive approach by adding lessons to their Tier 1 action plans each year or by beginning with just one grade level and adding a grade level each year. In addition, when collaborating with teachers and administrators to gain support for Tier 1 in class interventions and participating on leadership teams to create necessary systemic



processes, school counselors will improve efficiency and effectiveness as they determine which students are referred for additional Tier 2 and 3 data-driven interventions.

## MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORTS (MTMDSS) ASSESSMENT

### Activity 1.2



Please review the Multi-Tiered, Multi-Domain System of Supports (MTMDSS) diagram (Figure 1.3) regarding school counselor activities within an MTMDSS. Next, complete the blank MTMDSS (see Figure 1.7) by listing your current Tier 1, 2, and 3 activities, lessons, and interventions per each domain: academic, college/career, and social/emotional. Look for strengths and potential areas for growth.

Figure 1.7 Blank MTMDSS Diagram

