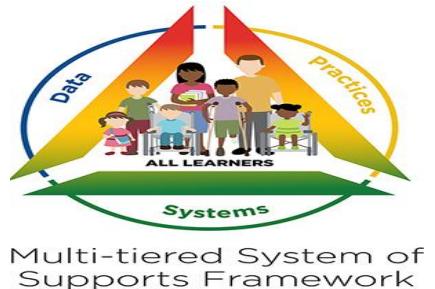


What is MTSS and Why is it Important?

A Multi-Tiered System of Supports (MTSS) is a framework for continuous improvement that is systematic, prevention-focused, and data-informed, providing a coherent continuum of supports responsive to the needs of all students. Like the ASCA National Model, the MTSS framework is a building block and integral piece of the Illinois Counseling Model.



Two specific resources were used in understanding and aligning this framework. First, our model adheres to the [Illinois MTSS framework](#). This framework is based on six essential components that are designed for all educational partners:

- Shared Leadership
- Problem Solving Process
- Curriculum and Instruction
- Progress Monitoring
- Family Community Engagement
- Evaluation of MTSS

The second resource is ASCA's position statement on [The School Counselor and Multi-Tiered System of Supports](#). According to Shepard et al, (2013) as cited by ASCA (2021), using this framework allows for school counselors to enhance the skills (i.e., collaboration, coordination, and leadership) necessary for implementing a comprehensive data-informed school counseling program. When utilizing a MTSS framework, school counselors are able to collaborate with other partners (teachers, administrators, families, etc.) to meet and promote the academic, career, and social/emotional needs of all students. Moreover, based on data collection and analysis, school counselors are able to identify students who may need additional services as well determine the effectiveness of supports put in place to determine possible areas of improvements (ASCA, 2019).

Additional Resource

The Multi-Domain System of Supports (MTMDSS) framework (Hatch, 2017). The framework aligns the ASCA National Model to the spirit and function of MTSS by incorporating the three school counseling domains (academic, college and career, and social/emotional), as well as the three tiers (1=ALL, 2=SOME, 3=FEW). Learn more by [viewing this 3-minute animated video](#).