

Case Study Academic Support Plan

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Introduction

A multi-tiered support system (MTSS) is a framework that effectively and efficiently organizes and delivers academic, social, emotional, and behavioral resources and support. MTSS is also known as a prevention framework of evidence-based practice. There are three parts to the MTSS. First, Tier 1 is all students have access to resources. The second part of the tier is for struggling students who need additional support. The third tier is for your students on IEPs and Special Education Services. The school counselor's role in MTSS is to "align and integrate well with the focus on prevention, educating, and supporting all students." (Goodman-Scott, Bubon, and Donohue, P. 20, 2019) Counselors continue evidence-based practice and collaborate with teachers, staff, and administration. In the following paragraph, I will describe a scenario regarding a student named Sam. I will explain how I would help him and which strategies from the MTSS I will implement into Sam's program.

Scenario/Questions

There is a student named Sam. He is struggling academically. He is on the soccer team and has Cs, Ds, and Fs. These grades may keep Sam from playing on the soccer team. This is not like Sam's failing grades. Sam is usually a B-average student. My job as a school counselor is to find out what is happening with Sam. I call him into my office, and Sam shares that he dislikes Chemistry and does not feel motivated in my meeting with him. I asked him some simple questions: 1) Is he still interested in playing soccer? 2) Do you think you need help in chemistry? 3) Is there anything else you would like to share with me? 4) What goals do you think will help you pass your classes? Depending on what Sam shared in this meeting, I would ask a peer for

advice if Sam shared something I needed help with. If some simple interventions could help, I would not reach out to anyone.

Three Strategies

The first Strategy I would use in this case is RTI. Positive behavior intervention. With Sam not feeling motivated, This would help break down steps to figure out why Sam was not motivated. This approach will help because it will provide Sam with motivation opportunities. RTI would qualify in step one of tier one of the MTSS since he will have access to resources. During this time, I would also call Sam's parents to see if they would help support Sam.

The second Strategy would be Direct Instruction. Depending on his situation, Sam may need small groups for several reasons, such as study skills, social and emotional support, and other things. As a counselor under direct instruction, I would sit down with Sam and have him tell me three goals that motivate him and how we can achieve them. I would also reach out to his teachers and have them talk to him about plans that can help Sam. Based on this session, as his counselor, I can create small groups that would benefit Sam's needs.

The third Strategy

If the other strategies I implemented do not work, I would observe Sam in his classes and look for signs of a disability that could lead to a learning disability. In several cases, it is possible that a child has had a disability, and somehow no one noticed. As a school counselor, It is our job to be able to identify the signs in a struggling student. If this were the case, I recommend an SST process depending on which school site I will be at. At my current school, we start with the SST process and then put the student on a 504 plan or an IEP, depending on how severe the disability is. The Strategy supports the third tier in the MTSS process.

Follow up for Sam

As Sam's school counselor, I would check in with Sam two times a week to see how he is progressing after taking action to help him. I would collaborate with his teachers and observe him in his classes. On my campus, we use a program called Infinite Campus. I would use this program to check Sam's grades and attendance and ensure he has followed through on his classes. If I see that he is failing, I will have him return to my office to see where Sam needs improvement. I also would keep in contact with Sam's parents to see how he is doing at home and if they need any assistance with Sam.

Conclusion

After reviewing this case study with Sam, school counselors must understand how to support students under the MTSS. The MTSS is in place to help support the students, schools, and counselors. My goal as a counselor is to ensure no student is left behind. With the MTSS in place, I can help the students on my caseload. After exploring the options under the MTSS, I better understand how the MTSS supports students and staff.

References

Goodman-Scott, E., Betters-Bubon, J., & Donohue, P. (2019). *The School Counselor's Guide to Multi-Tiered System of Support*. Taylor and Francis (Routledge).