**Multi Tiered System of Support**

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|  | **Academic Areas of Focus** | **Behavior Areas of Focus** |
| **Tier One Crucial Components** | * Focus on high quality and appropriate core instruction. * Use a variety of formative assessment formats * Provide professional development in important areas of differentiated instruction: classroom climate, knowing the learner, adjustable assignments, curriculum compacting, use of instructional strategies, grouping and regrouping students, student choice, etc. * Connecting new learning to prior knowledge * In depth understanding of zone of proximal development for all students. * Meaningful tasks * Opportunities for collaboration * Specific student feedback * Adhere to a developmentally appropriate and relevant curriculum * Provide a physically and emotionally appropriate classroom climate * Emphasize teacher-student relationship building. * Consider student readiness, interest, learning styles and preferences, etc. * Meaningful scaffolded support strategies | * Plan training on paradigm shift from a reactive/punitive to a proactive/preventative/function based thinking model * Develop matrix for agreements, procedures and routines * Develop plan for frequent and formal direct instruction of agreements, procedures, and routines * Research and decide on school-wide social skills curriculum * Take data on positive/negative ratio and set goals for improvement if needed * Have teachers self-assess tier one components in their classroom possibly as a grade level team * Brainstorm and implement unique ways to acknowledge positive behavior at the school and classroom level (celebrations, “catch them being good” systems, Class DoJo) * Develop consensus on ‘majors” and “minors”-when do student leave instruction? * Develop a common toolbox of low level redirection strategies that are as private as possible * Reflect on use a “safe seat” or other form of “time away” and brainstorm how that be framed so student doesn’t see it as being “in trouble” * Plan and implement team building activities to establish a “no blame and no excuses” culture where everyone is supportive and open to feedback * Develop a school-wide data system and problem solving process to focus on tier one patterns and areas where additional structure and support is needed (e.g. recess, lunch room, certain grade levels or teachers) |
| **Universal Screening (Catch)** | * Create a district/building calendar of activities: Universal Screen, Data Consultation and Sort, Group Students, Plan Interventions and Interventionists, Schedule Progress Monitoring, and Consult PM Data frequently. * Research and select a universal screener * Make decisions about screening assessments, grade levels, and dates * Create a benchmark data consult process * Who sorts the benchmark data? * Compare data across seasons and school years; conduct program evaluation. | * Create a district/building calendar of activities: Universal Screen, Data Consultation and Sort, Group Students, Plan Interventions and Interventionists, Schedule Progress Monitoring, and Consult PM Data frequently. * Research and select a universal screener * Develop a electronic scoring system if one does not exist * Develop data sort process * Create a benchmark data consult process * Who’s on the team? How often do they meet? What is the sorting process and categories? * Compare data across seasons and school years; conduct program evaluation. |
| **Diagnostics, Error Analysis, Function Based Thinking (Match)** | * What formal or informal error analysis process or diagnostic assessments will be used to drill down/match instruction to student need? (literacy, math, writing, etc.) * Plan specific and targeted instruction/ intervention. * Select high quality materials that are appropriately leveled * Will you use an electronic tool or published program to deliver intervention? * Develop guidelines for amount, frequency, and duration of intervention, group size, and an appropriate fidelity check tool. | * Develop or adopt existing function based thinking guiding questions * Use of google form to identify antecedents * Develop multi-tiered interventions * Develop menu of evidence based interventions and how they match function (e.g. Clayton Cook Student Intervention Matcher) * Develop process for providing targeted instructional groups (e.g. organization, emotional regulation, conflict resolution) * Decide on the role of counselors and/or social workers-what does the state allow? * Develop guidelines for amount, frequency, and duration of intervention, group size, and an appropriate fidelity check tool. |
| **Progress Monitoring (Measure)** | * Schedule weekly progress monitoring of all intervention students. * Determine at what point PM should begin. * Develop realistic and ambitious goals * Graph the PM data points to create a trend line of progress that may be compared to a goal line. * Consult data frequently and regularly. | * Develop individual student progress monitoring system (e.g. direct behavior ratings, excel graphing systems) * Develop plan for extinction bursts |
| **Data Based Decision Making (DBDM)** | * Create decision making criteria rules: dismissal criteria, adequate progress criteria, insufficient progress criteria, and progress monitoring level adjustment criteria if appropriate. * When students are chronically non-responsive, develop a list of considerations to acknowledge any causal factors outside the student’s competence. * What is the minimum number of intervention phases a student should receive? * Must interventions be evidence- or research- based and grow more intensive over time? * Will all students be progress monitored on grade level? * Develop a goal setting formula if appropriate. | * Develop individual student problem solving systems * Decide on the when grade level versus problem solving teams will be used. * Who’s on the team? How often do they meet? |
| **Miscellaneous Issues** | * Parent notification procedures * A comprehensive plan for use of student data in SLD Special Education Eligibility Evaluations * Develop a formula to evaluate success of individual small group interventions. * Develop a formula to evaluate groups of student progress: grade levels, literacy and mathematics… (program evaluation) * Develop assessment and intervention fidelity checks. * Develop a *generalization plan* for each student; how will the student learn to apply the new skill/learning in other contexts and environments? | * Parent communication |