**Multi-Tiered Support Framework for Teachers**

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| **Level of Didactic Training Coaching provided as Data Used for Decision Rule**  **Support Regularly scheduled needed: Decision Making** | | | | |
| Universal Level Support | * Define target skill * Model target skill with examples & non examples * Provide practice w/ skill * Provide feedback within training context * Demonstrate self-monitoring methods | None | Self-Monitoring for Fluency > Self report to “coach” confirm fidelity of self-monitoring  Classroom Walk- throughs = Universal Screening | 80% or above implementation at criterion = no need for additional support  79% or below = need for targeted interventions |
| Targeted Level Support | All of the above PLUS Goal Setting | Teacher   * Chooses a target skill, * Sets and shares goal(s), * Selects a self-prompting strategy * Self-Monitors * Graphs data * Self-Reflects * Self rewards * Shares instructional data and student outcome data with “coach”   Coach   * Reviews self-monitoring data | Regular Self- Monitoring  Regular Classroom Coaching and Walk- throughs = Progress Monitoring | Demonstration of improvement toward criterion = fading to self-monitoring only  Demonstration of lack of improvement = intensified support |
| Intensive Level Support | All of the above PLUS Action Planning | All of the above PLUS Teacher w/ Coach assistance   * Develops action plan   + Measureable goals for improved performance   + Action steps * Contingencies for meeting/not meeting goals | Daily Self- Monitoring  Weekly Classroom Walkthroughs = Progress Monitoring  Coaching and performance feedback | If goals met choose other skills for focus or implement fading.  If goals not met increase frequency or intensity of feedback or provide in-vivo modeling |

*Adapted Simonsen et al., (2014)*