## **Multi-Tiered Support Framework for Teachers**

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| **Level of Support** | **Didactic Training Regularly scheduled** | **Coaching provided**  **as needed:** | **Data Used for**  **Decision**  **Making** | **Decision Rule** |
| Universal Level Support | * Define target skill * Model target skill with examples and 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 Walkthroughs = 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 out- come data with “coach”   *Coach*   * Reviews self-monitoring data | Regular Self- Monitoring  Regular Classroom Coaching and Walkthroughs = 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)*