## **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- monitoringClassroom Walkthroughs = Universal Screening | 80% or above implementation at criterion = no need for additional support79% 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- MonitoringRegular Classroom Coaching and Walkthroughs = Progress Monitoring | Demonstration of improvement toward criterion = fading to self-monitoring onlyDemonstration 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- MonitoringWeekly Classroom Walkthroughs = Progress MonitoringCoaching 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)*