

Multi-Tiered Support Framework for Teachers

Level of Support	Didactic Training Regularly scheduled	Coaching provided as needed:	Data Used for Decision Making	Decision Rule
Universal Level Support	<ul style="list-style-type: none"> • 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	<p>Self-Monitoring for Fluency > Self report to “coach” confirm fidelity of self-monitoring</p> <p>Classroom Walkthroughs = Universal Screening</p>	<p>80% or above implementation at criterion = no need for additional support</p> <p>79% or below = need for targeted interventions</p>
Targeted Level Support	All of the above PLUS Goal Setting	<p>Teacher</p> <ul style="list-style-type: none"> • 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” <p>Coach</p> <ul style="list-style-type: none"> • Reviews self-monitoring data 	<p>Regular Self-Monitoring</p> <p>Regular Classroom Coaching and Walkthroughs = Progress Monitoring</p>	<p>Demonstration of improvement toward criterion = fading to self-monitoring only</p> <p>Demonstration of lack of improvement = intensified support</p>
Intensive Level Support	All of the above PLUS Action Planning	<p>All of the above PLUS Teacher w/ Coach assistance</p> <ul style="list-style-type: none"> • Develops action plan <ul style="list-style-type: none"> o Measureable goals for improved performance o Action steps o Contingencies for meeting/not meeting goals 	<p>Daily Self-Monitoring</p> <p>Weekly Classroom Walkthroughs = Progress Monitoring</p> <p>Coaching and performance feedback</p>	<p>If goals met choose other skills for focus or implement fading.</p> <p>If goals not met increase frequency or intensity of feedback or provide in-vivo modeling</p>

Adapted Simonsen et al., (2014) Figure 9.2