D3 - Multi-tiered Systems of Support in the Classroom

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Key Words: Classroom, Behavior, Academics

What we’re doing... and why.

• Advance organizer:
  • Introductions
  • Overview of evidence-based classroom practices
  • Implementation of tiered support in classrooms
  • Questions and (hopefully) answers

• Objectives:
  • Learn about structuring differentiated supports in the classroom
  • Examine collecting data and making decisions related to providing differentiated support
  • Examine how other teachers have provided secondary and tertiary level supports in their classrooms

What do we already know about classroom systems?

• Teachers need fluency with and training in evidence-based classroom practices.

• Evidence-based practices need to be implemented with fidelity.

• In any multi-tiered support system (MTSS), increased levels of support are only effective if the foundational level (i.e., Tier I) is robust.

Evidence-based practices in classroom management

• As we consider the core evidence-based practices within a classwide PBIS system, think about how they could apply at the secondary and tertiary levels of support.

• Tier 1 evidence-based practices include:
  • Establishing, defining, and teaching expectations and routines.
  • Actively engaging students.
  • Establishing a continuum of supports for appropriate behavior.
  • Establishing a continuum of supports to decrease inappropriate behavior.
Routines and expectations:
Tier 1 (class-wide level)
• Creating structure:
  • Physical arrangement that allows for easy travel around the room.
  • Physical arrangement designed appropriately for all instructional activities.
  • Physical arrangement minimizes distractions and creates efficiencies.

• Routines (embedded structure):
  • Clearly established from the first day of school.
  • Explicitly defined within the context of classroom expectations.
  • Taught just like academic behaviors.

Routines and expectations:
Tier 2 (targeted/group level)
• What might this look like?

Routines and expectations:
Tier 3 (individual student level)
• What might this look like?

Active engaging students:
Tier 1 (class-wide level)
• Instructional techniques that promote engagement:
  • Opportunities to respond.
  • Offering choice.
  • Employing technology.

• Teacher behaviors that promote engagement:
  • Enthusiasm and delivery.
  • Pace and physical behaviors.
  • Encouragement and feedback.

Active engaging students:
Tier 2 (targeted/group level)
• What might this look like?

Active engaging students:
Tier 3 (individual student level)
• What might this look like?
Reinforcing appropriate behavior:
Tier 1 (class-wide level)
• Behavior-specific praise.
  • What does this look like?
  • Why is it more effective than general praise?
• Classwide token economy or other structured reinforcement system.
  • Can be based on the schoolwide system, if appropriate.
  • Should change as students become fluent with targeted behaviors.
  • Requires data collection for evaluation and improvement.

Reinforcing appropriate behavior:
Tier 2 (targeted/group level)
• What might this look like?

Reinforcing appropriate behavior:
Tier 3 (individual student level)
• What might this look like?

Decreasing inappropriate behavior:
Tier 1 (class-wide level)
• Behavior-specific feedback and error correction.
• Differential reinforcement of alternative behaviors.
• Consistent and instruction-based responses to inappropriate behavior.
• Function-based approach.

Decreasing inappropriate behavior:
Tier 2 (targeted/group level)
• What might this look like?

Decreasing inappropriate behavior:
Tier 3 (individual student level)
• What might this look like?
A few examples from the field

Benefits of tiered supports at the classroom level
• Can be related to classroom support system
• Can be tweaked for individual students
• Works toward goal of self-management
• Can be set up in advance and then used as needed
• More efficient than conducting many FBAs!
• Can relate to academics

Thank you for joining me!

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