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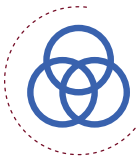
RESEARCH NETWORK

MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) IN THE CLASSROOM:

Guidance for Integrating PBIS and Academic Instruction

CENTER ON POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS &
NATIONAL INTEGRATED MULTI-TIERED SYSTEM OF SUPPORT RESEARCH NETWORK

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Multi-Tiered System of Supports (MTSS) in the Classroom: Guidance for Integrating PBIS and Academic Instruction

Authors Center on Positive Behavioral Interventions and Supports
National Integrated Multi-Tiered System of Support Research Network

Purpose & Audience

This guide is a resource for educators implementing an MTSS framework to support students' academic and social-emotional-behavioral (SEB) skill growth in their classroom. Educators regularly provide a range of supports—universal supports for all students, targeted supports for some students, and individualized supports for a few students. This guide helps educators integrate classroom PBIS practices within their academic instruction to maximize the efficiency and effectiveness of these supports.

This practice guide can help educators align and integrate (a) classroom positive behavioral interventions and supports (PBIS) and (b) academic instruction and intervention within an integrated **multi-tiered system of support (MTSS) framework**. To implement MTSS in the classroom, educators promote, teach, and respond to students' **social-emotional-behavioral (SEB)** and **academic** skill growth, and they use data to guide their implementation decisions. Using this approach, educators can effectively and inclusively support each and every student—including students with disabilities—within their classroom. Because this guide is neither an introduction to supporting all students with classroom PBIS nor a comprehensive overview of academic MTSS, the following resources provide a helpful foundation for the content in this guide.

- Educators new to **classroom PBIS** may want to review [Supporting and Responding to Students' SEB Needs](#)¹ (Center on PBIS, 2025) and [Habits of Effective Classroom Practice](#)² (Center on PBIS, 2021).
- Educators looking to learn more about **supporting students with disabilities** in the classroom may want to review [Supporting Students with Disabilities in the Classroom within a PBIS Framework](#)³ (Center on PBIS, 2020) and
- Educators new to organizing **SEB supports** within an MTSS/PBIS framework may want to review the [Tier 2 School-Level Systems Guide](#)⁵ and [Tier 3 Student-Level Systems Guide](#).⁶
- Educators new to organizing **academic supports** within an MTSS framework may want to review the [MTSS for Reading \(MTSS-R\) Implementation Guide](#).⁷



[Integrating High Leverage Practices for Students with Disabilities within a PBIS/MTSS Framework](#)⁴ (Center on PBIS, 2024).

Introduction

Educators can align and integrate PBIS and academic practices within an MTSS framework to increase the efficiency and effectiveness of classroom supports for each and every student, including students with disabilities (Center on PBIS, 2022). Although this guide focuses on educators' implementation of classroom practices, we strongly recommend that educators' implementation be supported by school and district leadership teams (see [Classroom Systems and Data Guide](#);⁸ Center on PBIS, 2023) within an overall PBIS/MTSS framework (see [PBIS Implementation Blueprint](#);⁹ Center on PBIS, 2023). At the district, school, and classroom levels, educators implement PBIS to create conditions for favorable learning environments (positive, predictable, consistent; Horner et al., 2009).

Within their classroom, each educator implements, differentiates, targets, and intensifies evidence-based and culturally relevant PBIS and academic practices to meet the needs of each and every student (Simonsen & Myers, 2025). In this guide, we discuss how educators can leverage their classroom PBIS practices to inclusively support students during academic instruction by focusing on **four critical components** (see Figure 1):

- **Promote** SEB and academic skill growth by setting students up for success and preventing mistakes,
- **Teach** critical SEB and academic skills,

Figure 1. Four Critical Components of Effective Practice



Note: Promote, teach, respond and decide is similar to other SEB support approaches (e.g., Prevent-Teach-Reinforce; Dunlap et al., 2010).

- **Respond** to SEB and academic skills to increase skill growth and decrease mistakes, and
- **Decide** whether to maintain or adjust (e.g., intensify, adapt, or fade) support based on data.

Using an MTSS framework, educators typically organize these components in three tiers (see Figure 2). The following points briefly introduce each tier, and hyperlinked tables provide key considerations for implementing practices within each tier to meet the needs of each and every learner, including learners with disabilities.

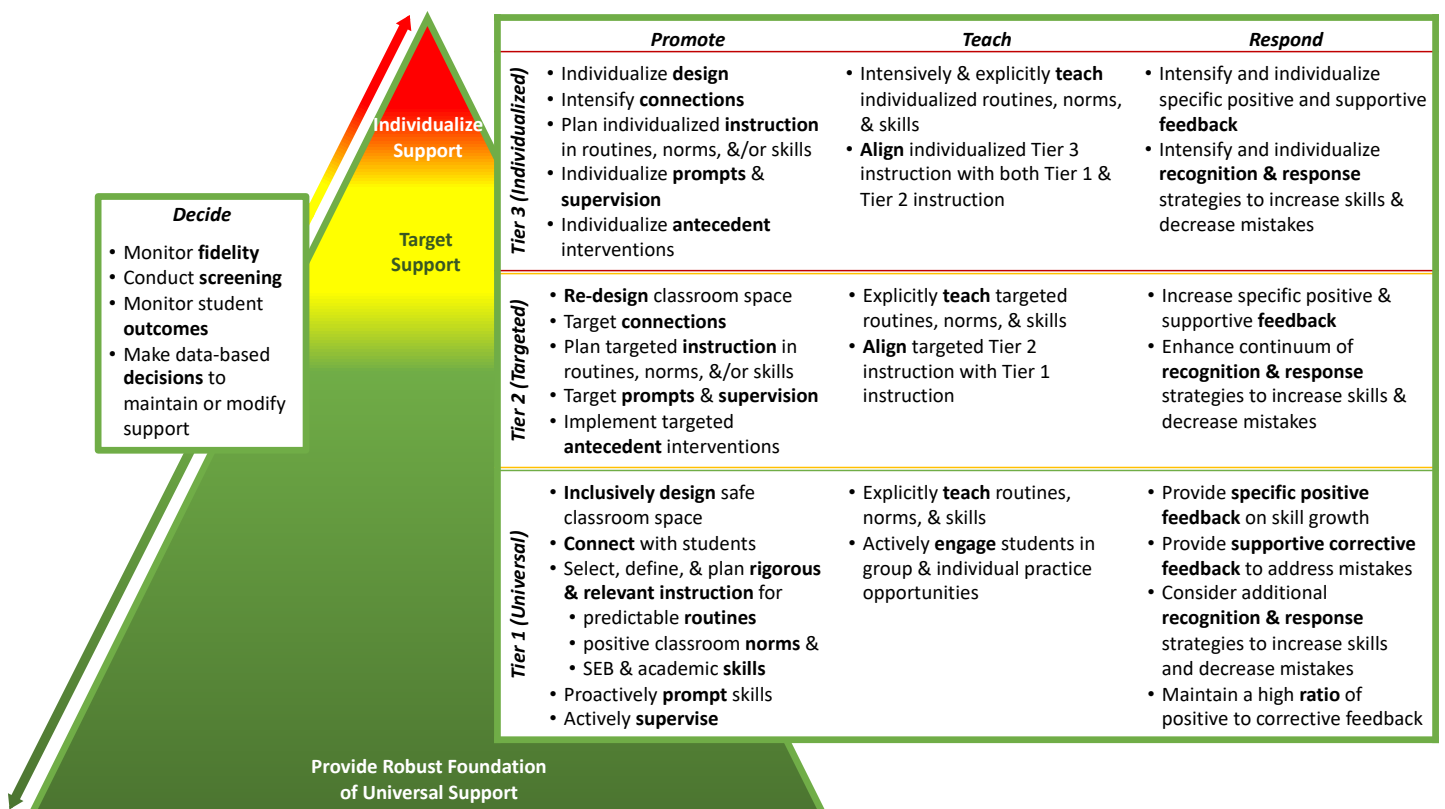
- **Tier 1:** Educators create a **robust and differentiated foundation of universal support** in Tier 1 that celebrates students' identities, builds on students' strengths, removes barriers, and proactively supports need areas. [Table 1](#) presents key considerations for implementing and differentiating each practice in Tier 1.
- **Tier 2:** Educators **target implementation** of each practice to support students who require an additional layer of support. Educators consider targeted and supplemental approaches, like Check-In Check-Out (CICO; Hawken et al., 2021) or

small-group SEB and/or academic skills instruction (e.g., Cho Blair et al., 2020; Coyne et al., 2018; Fein et al., 2021; Kern et al., 2020; Lane et al., 2009), to support common SEB and/or academic support needs. [Table 2](#) presents key considerations for targeting implementation of key practices in the classroom, with additional considerations for CICO and small-group skills instruction.

- **Tier 3:** Educators **individualize and intensify implementation** of key practices for a few

students with significant or persistent SEB and/or academic needs. For each student receiving Tier 3 supports, these individualized practices may be documented in an [Individualized Education Program \(IEP\)](#),¹⁰ [504](#),¹¹ behavior intervention, academic intervention, and/or other individualized comprehensive support plan. [Table 3](#) presents key considerations for individualizing classroom practices and developing a comprehensive support plan.

Figure 2. Promote, Teach, Respond, and Decide within a MTSS Framework



Promote, Teach, Respond, and Decide within an MTSS Framework

As illustrated in Figure 2, educators promote, teach, respond, and decide throughout the continuum.

- In **Tier 1**, educators **promote** skill growth when they inclusively design safe classroom spaces; connect with students; select, define, and plan rigorous and relevant instruction for predictable routines, positive classroom norms and academic and SEB skills, proactively prompt academic and SEB skills, and actively monitor and supervise students (i.e., antecedent strategies). Educators explicitly **teach** predictable routines, positively stated classroom norms, and SEB and academic skills by effectively explaining, modeling, and engaging students in relevant group and individual practice opportunities (i.e., instructional strategies). Educators **respond** when they provide specific positive feedback on skill growth, provide supportive corrective feedback to address mistakes, consider additional recognition and response strategies to increase skill growth and decrease mistakes, and maintain a high ratio of positive to corrective feedback (i.e., consequence strategies).
- In **Tier 2**, educators target (i.e., increase specificity, dosage, focus of) how they **promote** skill growth when they re-design classroom spaces, if needed; target their connections with students and families; plan targeted instruction in routines, norms, and/or specific academic and SEB skills; target prompts and supervision; and implement other targeted antecedent strategies. Educators target how they explicitly **teach** routines, norms, and academic and SEB skills and they align Tier 2 instruction with Tier 1 instruction. Educators target how they **respond** when they increase their specific positive

and supportive corrective feedback and enhance their continuum of recognition and response strategies to increase skill growth and decrease mistakes.

- In **Tier 3**, educators intensify and individualize how they **promote** skill growth when they individualize the design of classroom spaces, if needed; intensify their connections with students and families; plan individualized instruction in routines, norms, and/or specific SEB and academic skills; individualize prompts and supervision; and individualize other antecedent strategies. Educators intensify and explicitly **teach** individualized routines, norms, and SEB and academic skills and they align Tier 3 instruction with Tier 1 and Tier 2 instruction. Educators intensify and individualize how they **respond** when they intensify and individualize their specific positive and supportive corrective feedback and their continuum of recognition and response strategies to increase skill growth and decrease mistakes.
- Throughout the **continuum**—within and across Tiers 1, 2, and 3—educators **decide**. They monitor fidelity, screen, monitor outcomes, and make data-based decisions to maintain or modify support.

Supporting Students with Disabilities in an MTSS Framework

Students with disabilities—students with services documented in an IEP or 504 plan—are supported within and across all MTSS tiers. Students with disabilities are diverse and present with a range of unique needs. One student may receive comprehensive services in an IEP to meet extensive support needs, and another student may receive special health accommodations documented on a 504 plan to access education. All students, including those

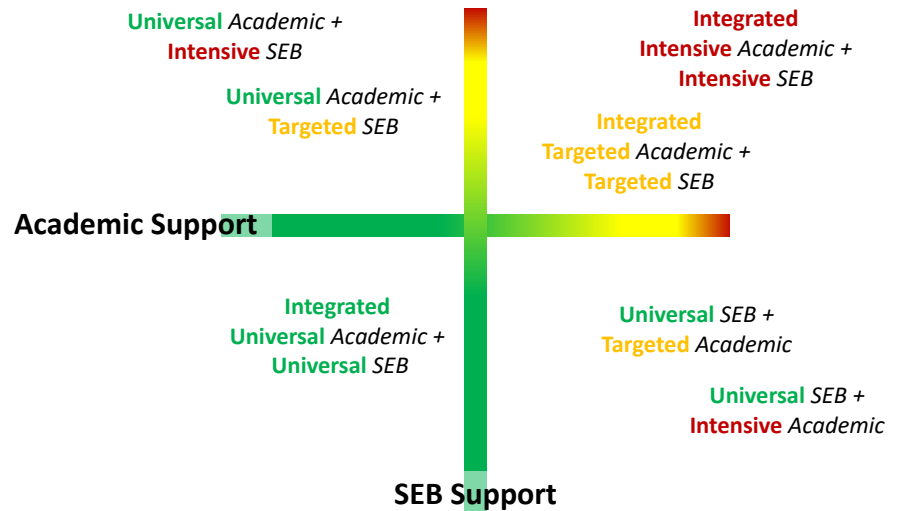
with extensive support needs, should access, engage in, and benefit from all tiers of support. In this guide, we describe how educators can design and implement practices to create inclusive spaces where each and every student can thrive.

A Nuanced Look at Integrated Implementation

Although we use a simple 3-tier organization (presented in Figure 2) in this guide, real world implementation is often more complex. Some students, inclusive of students with and without identified disabilities, will benefit from integrated Tier 1 academic and SEB support. Other students will benefit from Tier 1 academic support and require Tier 2 and/or Tier 3 SEB support. Still other students may benefit from Tier 1 SEB support but may require Tier 2 and/or Tier 3 academic support. Finally, some students will require integrated Tier 2 and/or Tier 3 academic and SEB support (see Figure 3).

Of course, there are more permutations of student strengths and needs than depicted in this graphic, and student strengths and needs may fluctuate over time. Thus, real-world implementation may feel more like a multi-dimensional version of this graphic moving across space and time! Given this complexity, educators can combine and use the information presented in each table to develop and implement a more comprehensive and nuanced approach to MTSS in their classroom, and they can use data to continue

Figure 3. Four Critical Components of Effective Practice



Note. Figure developed by Simonsen (2021) and originally presented by Majeika et al. (2021).

to guide and adapt their implementation to support the strengths and needs of each and every student in their classroom.

Use this Guide to Support MTSS in the Classroom

As described, MTSS is a framework for aligning and integrating evidence-based SEB and academic practices that enable equitable access, engagement, and benefit for each and every student. We encourage educators to review each table with the purpose of evaluating their current classroom practices and the extent to which they are differentiating implementation to effectively support each and every student in their classroom. Educators can use the action plan in Table 4 to guide and monitor their implementation of key practices. Choosing several targeted practices for their own professional learning goals may further enhance use of these practices.

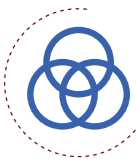


Table 1. Tier 1 Classroom Practices

Focus	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Promote	Inclusively design the classroom space	- Design the classroom environment to facilitate typical instructional activities (e.g., small group, whole group, individual, and/or remote learning) and transitions (e.g., plan movement among parts of room, organize instructional materials). Remove barriers that interfere with students' engagement in SEB and academic instruction (e.g., minimize distractions). - Create purposeful visual prompts and displays to support learning (e.g., reminders of strategies), access to materials (e.g., labeled bins), and independent engagement with academic activities.	- Consider diverse mobility and other physical or mental health needs when designing the classroom environment (e.g., pathways that ensure wheelchair access, quiet or calming spaces). - Consider diverse language, reading, and related abilities when developing visual prompts (e.g., pair pictures with text, add Braille, provide text in multiple languages). - Ensure each learner can see themselves in the visuals presented—consider ability, race/ethnicity, gender, and other demographic characteristics.
	Build connections with and among students	- At the start of each year, plan activities to get to know each student, connect with each family to establish a positive relationship, and deliberately create a welcoming environment. - Use simple strategies, like positive greetings at the door,* to connect with students at the start of each class period. - Throughout the day, provide opportunities for authentic peer connections (e.g., lunch bunch, peer-to-peer connections in academic routines, cooperative group work). - Routinely engage families and students in bi-directional communication; for example, move beyond a newsletter where educators share information by inviting feedback and participation to create an engaged, vibrant classroom community.	- Provide families and students with a variety of opportunities to connect that (a) honor family and student identity, (b) consider a range of strengths and needs (e.g., language, ability, transportation, scheduling), and (c) engage families and students across time (i.e., beyond back-to-school night or open house). Increase the frequency of positive communication and enhance connections with families of students with disabilities to ensure they feel welcome and are engaged members of your classroom community. - When implementing simple connection strategies (e.g., greetings), offer a range of ways for students to engage, ensure communication supports are in place to enable each student to participate, and differentiate content of greeting and communication to meet the needs of each and every student.

*See [Positive Greetings at the Door](#) to learn more about this simple effective practice

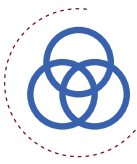


Table 1. Tier 1 Classroom Practices *continued*

Focus	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Promote	Select, define, & plan rigorous & relevant instruction for predictable routines	- Post (e.g., written, visual) and review the schedule for the day or class period. - Define, explicitly teach, prompt, and regularly review procedures for common activities (e.g., arrival, dismissal, turning in homework, working in groups, transitions to/from small group or individual supports) and other keystone behaviors for academic success.*	- Consider breaking common routines or procedures into discrete steps (i.e., develop a task analysis), and teach, prompt, and review simple steps for students who need additional support with the routine. Adjust and reteach routines as needed. Some students will benefit from more frequent review, structure, and opportunities to rehearse routines and/or visual supports (e.g., picture sequence of routine). In addition, consider an individualized schedule for students with unique transitions between settings and supports.
	Select, define, & plan rigorous & relevant instruction for positive classroom norms SEB skills	- Adopt school norms, or expectations, for the classroom (if school has a few positively stated norms). If school norms do not exist, engage students in selecting a few (3-5) positively stated classroom norms (e.g., take care of others, environment, and self). Define classroom norms, or expectations, in the context of classroom routines. Consider using a matrix that specifies norms (row headers), routines (column headers), and examples of SEB skills that are consistent with norms within each routine (in each box of the matrix).†	- Ensure all students can actively engage in selecting and defining classroom norms, or expectations. For example, consider diverse communication and language needs when planning activities to select and define norms. - With students, identify a range of critical SEB skills that are contextually, culturally, and developmentally appropriate for all students to ensure each student can “see” themselves in the norms (representation) and engage in the skills represented in the matrix (access), ensuring the matrix is relevant and doable for all students.
	Identify, adopt, & plan rigorous & relevant instruction for SEB & academic skills	- Use common core or state SEB and academic curriculum standards to identify critical skills to teach. - Adopt an evidence-based curriculum and/or plan instruction using high-quality instructional materials and evidence-based practices (e.g., model-lead-test format) for selected skills. - Use screening and pre-assessment data to identify the “just right” entry point for skill-based instruction. - Hold high expectations and provide high support to maximize rigor for all students. - Select instructional materials that celebrate classroom diversity, so students see their identities reflected in pictures, text, and other aspects of instructional materials; and engage students in designing and adapting instructional content to increase relevance.	- Consider students targeted or individualized strengths, needs, and goals when planning core instruction, and plan for differentiation (e.g., pre-teach difficult skills, increase opportunities for practice). - Maximize use of high-leverage practices,‡ with evidence to support students with disabilities, during instruction. - Consider a range of data sources, including each student’s targeted and/or individualized assessment data, to guide instructional planning. - If adopting an evidence-based curriculum, invite families to review and provide feedback on the developmental, contextual, and cultural relevance of lessons; consider match to student strengths, needs, and goals (e.g., IEP, 504, Tier 2 or 3 plans); and incorporate family feedback and suggestions to enhance relevance.

* See [Integrating a Self-Regulation Intervention Within a Tier-2 Academic Intervention](#) (O'Donnell et al., 2024).

† See [Creating a Classroom Teaching Matrix](#) to learn more about defining and teaching classroom routines and norms

‡ See [Integrating High Leverage Practices for Students with Disabilities within a PBIS/MTSS Framework](#) to learn more about high leverage practices

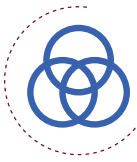


Table 1. Tier 1 Classroom Practices *continued*

Focus	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Promote	Prompt skills	- Provide precorrections regularly before presenting students with the opportunity to perform critical SEB and/or academic skills (e.g., at the start of class, before transitions, prior to starting an activity). - Ensure prompts are specific and describe the expected academic and/or SEB skill.	- Use non-verbal prompts, such as visuals, gestures, and modeling, in addition to verbal prompts, to support the understanding of all students. - Provide visual reminders (e.g., checklist, picture sequence of expected behaviors within routine) to promote independence.
	Actively supervise	- Regularly scan and circulate through entire classroom space (physical or virtual) during all classroom routines - While supervising, check in with individual students and use proximity, precorrections, and specific verbal praise to promote engagement.	- Increase supervision and interactions for students who require additional prompts, praise, and redirection to stay engaged. - Adjust mode of supervision to meet the needs of students in diverse learning contexts (e.g., electronically monitor engagement in virtual environments) and/or with diverse needs (e.g., consider praise notes for students who do not enjoy adult attention)
Teach	Explicitly teach predictable routines	- Explicitly teach predictable classroom routines and other procedures (e.g., checking assignments and grades on the learning management system) to set all students up for success. - Use a model (I do), lead (we do), and test (you do), or gradual release, format to ensure that each student has an opportunity to demonstrate and receive feedback on key routines or procedures.	- Enhance instruction with visuals to prompt and remind students of steps in each key routine or procedure and promote independence. Some students may benefit from an individualized schedule (e.g., picture schedule, access to schedule on tablet). - For difficult or complicated routines and procedures, consider additional self-operated prompts (e.g., recorded audio or video explainer).
	Explicitly teach positive classroom norms	- Explicitly teach classroom norms, as defined in the classroom matrix described in prevent section, using a range of examples (and non-examples) to teach the “general case” of SEB skills that are consistent (and inconsistent) with norms during each routine. - Use a model (I do), lead (we do), and test (you do), or gradual release, format to ensure that each student has an opportunity to demonstrate and receive feedback on engaging in skills that are consistent with classroom norms within each routine.	- Enhance instruction with visuals and social scripts or narratives to ensure norms are clear to all students. Some students may benefit from visuals of norms that they can keep with them for reference. - Engage peers—including students with and without disabilities—in teaching and supporting each other. - Provide extra opportunities for practice and feedback for students who may need it, especially prior to tasks or times that have presented challenges to students in the past.

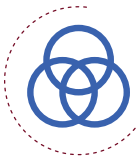


Table 1. Tier 1 Classroom Practices *continued*

Focus	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Teach	Explicitly teach SEB & academic skills	- For each SEB and academic skill selected, use the evidence-based materials (e.g., curricula or teacher-developed lesson plans that employ evidence-based, high-leverage practices) to deliver instruction with high fidelity. - To support access to SEB, academic, and other support, explicitly teach students to ask for help. - Use a model (I do), lead (we do), and test (you do), or gradual release, format to ensure each student can demonstrate and receive feedback on in skills.	- Consider diverse abilities and individual goals when prioritizing SEB and academic skills. - Consider visual (e.g., picture sequence to prompt problem solving) and alternative or augmentative communication strategies that enable all students to engage in social/communication skill. - Provide additional opportunities to review, practice, and receive feedback on SEB skills that are challenging for some students.
	Actively engage students in group & individual practice opportunities	- Engage students in instruction through frequent and various opportunities to respond (OTRs) that include a mixture of individual and choral or unison responding. Vary OTRs to match the activity and provide a range of ways for students to participate across OTRs. Consider response modalities (e.g., verbal, gestural, written, or electronic responses); individual, small-group, or whole class unison responses; or embed polls or chat during virtual instruction.	- Ensure OTRs are presented in a manner that is accessible to all students; offer a range of OTRs and response modalities. - Ensure alternative augmentative communication (AAC) supports are available and programmed to enable participation. Pre-teach and/or adjust OTRs for students who require additional support to respond so that each and every student can successfully engage in OTRs.
Respond	Provide specific positive feedback on skill growth	- Provide specific verbal praise that labels the specific routine, norm, or skill to acknowledge individuals and groups and promote skill growth. - Ask students to complete a survey for preferred praise or acknowledgement strategies to maximize the contextual and cultural relevance for all learners. Match acknowledgement approaches to students' preference, interest, developmental level, etc. to increase the likelihood that praise enhances skills.	- Provide even more specific verbal praise for students who experience frequent error corrections. - Praise effort, improvement, and progress toward key skills for each and every student.

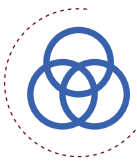
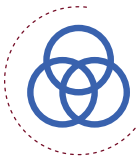


Table 1. Tier 1 Classroom Practices *continued*

Focus	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Respond	Provide supportive corrective feedback to address mistakes	• Correct mistakes in a supportive manner—treating academic and SEB mistakes similarly—by calmly informing the student of the mistake and the appropriate skill for the context (e.g., “Instead of speeding, we agreed to be safe by slowly moving in the classroom;” “This is a multiplication word problem. Read again and look for words that signal you to multiply instead of divide.”). • Ensure corrections (a) are brief, calm, private, and instructionally focused; (b) redirect the student to the contextually appropriate skill, and (c) provide an opportunity for the student to practice the skill correctly followed with praise. • Teach and use strategies to reduce implicit bias when responding to student errors (e.g., identify vulnerable decision points, implement neutralizing routines).*	• Provide visual supports and redirect to previously taught strategies during correction. • Provide additional opportunities to practice the contextually appropriate skill in addition to verbal error correction. • Re-teach skills as necessary to reduce the likelihood of future mistakes. • Adjust how error corrections are provided based on student need and preference (e.g., wait to provide opportunity to practice until the student is calm, pre-teach redirection signal for students who benefit from less verbal input).
	Consider additional recognition & response strategies to increase skills & prevent mistakes	• Consider additional recognition approaches (e.g., group contingency, token economy) to increase opportunities for reinforcement during challenging routines or times of year. • Consider additional low-intensity response approaches (e.g., private conference, reflection sheet, planned ignoring, differential reinforcement) to respond to repeated mistakes.	• Adjust recognition and/or response approaches based on students’ preferences, strengths, needs, and contextual factors (e.g., time of day), ensuring each student can access, engage in, and benefit from the recognition and/or response approaches. • Consider individual students’ targeted or individualized recognition systems (see Tables 2 and 3) and aim to align those systems with Tier 1 recognition.
	Maintain a high ratio of positive to corrective feedback	• For every correction, provide at least 5 praise statements or positive interactions (>5:1 ratio) to promote a positive classroom environment.	• Maintain an even higher praise to correction ratio (e.g., >9:1 ratio) for students with or at-risk for emotional or behavioral disabilities to increase engagement, decrease disruption, and promote a positive environment.

* See [A 5 Point Intervention for Enhancing Equity in School Discipline](#) to learn more about vulnerable decision points, neutralizing routines, and other approaches to improve equitable discipline.



Focus	Tier 1 Practice	Considerations for Implementation of Tier 1	Considerations for Differentiation of Tier 1
Decide	Monitor fidelity	Collect simple fidelity data to self-assess the use of the above practices (e.g., tally positive to corrective statements, count opportunities to respond, rate implementation of an instructional script or lesson plan, use a brief checklist, like the Classroom Management Observation Tool [CMOT]).	If data indicate fidelity of implementation is lower than desired, set a goal to improve (e.g., increase specific praise rate), continue to monitor, seek additional training and coaching support if appropriate, and celebrate implementation efforts and improvements in fidelity.
	Conduct universal screening	Adopt and implement reliable and valid universal screening tools[†] and process (e.g., regular review of multiple attendance, SEB, and academic indicators) that identify SEB and academic strengths and risk to identify students who may need additional support.	Also use reliable and valid universal screening tools and procedures that identify SEB and academic strengths and risk to inform differentiation of and enhancement to Tier 1 support.
	Monitor student outcomes	- Collect simple outcome data on students' skills to (a) guide implementation and differentiation of Tier 1 support for all students and (b) determine who is benefitting and who may need additional support (e.g., on/off-task, target skill demonstration). Use common error patterns to remove barriers and/or adjust instruction. Monitor disaggregated outcomes for all student groups (e.g., by race/ethnicity, gender, language, disability status) to adjust instruction and support and ensure equitable access and benefit.	If data indicate that high-fidelity implementation of Tier 1 support is not meeting the needs of students, collect additional data on (a) students' skills (e.g., SEB, academic, engagement/attendance data) and (b) the context associated with challenges (e.g., specific routines, content, activities, time of day) to more clearly define the concern and identify an action plan to enhance support.
	Make data-based decisions to maintain or modify support	- Use universal screening data (e.g., attendance, SEB, and academic indicators) to identify students who may require additional SEB and/or academic support to meet targeted (Tier 2) or intensive (Tier 3) support needs. - Consider continuous improvement of data accuracy (e.g., clarifying definitions of SEB skills and mistakes to improve accuracy) and use (e.g., ensuring definitions are used similarly across people and contexts). - Use a variety of data sources (fidelity, screening, outcome) to make decisions about (a) increasing or decreasing support to meet the needs of all students (Tier 1) and/or (b) considering additional support for some (Tier 2) or a few (Tier 3) students with more targeted or intensive needs, respectively.	Monitor implementation and outcomes of enhanced Tier 1 support. Consider whether individual students require additional targeted (Tier 2) or intensive (Tier 3) support in one or more areas (e.g., SEB skills, academic skills). Consider whether there is a need to improve alignment among Tier 1, Tier 2, and/or Tier 3 supports for students already receiving targeted and/or intensive support.

* See [Classroom Management Observation Tool](#) (CMOT)

† See [Tools Charts](#) for screening from the National Center on Intensive Intervention (NCII)

Table 2. Tier 2 Classroom Practices

Focus	Tier 2 Practice	Considerations for Implementation of Tier 2	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Small-Group, Targeted Skills Instruction
Promote	Re-design classroom space, (if needed)	Consider strategies to further remove barriers and target accessibility and structure within the classroom environment to support students' success (e.g., seating arrangement, designated space for calming routine, visual prompts for key skills, availability of noise canceling headphones).	- Design a CICO space to support CICO routines (e.g., basket or clipboard to collect paperwork, location for quick checks in/out) and ensure it is accessible to all. - Implement CICO to provide additional structure to student routines at the start (check-in) and end (check-out) of each activity and each day, and ensure routines accommodate different arrival and dismissal routines.	- Select a space for targeted skills instruction that maximizes structure and minimizes distractions (e.g., quiet space in a conference room or office, accessible table in classroom when all students are engaged in small group activities, visible schedule of group routines). - Plan space/prompt for students to check-in with their teacher when they return to classroom to share skills learned in small group. (This enables the teacher to prompt and reinforce skills in class.)
	Target connections with students & their families	- Provide targeted opportunities for peer-to-peer connections (e.g., provide opportunity to work with peers on tasks, peer mentoring, peer-to-peer praise or acknowledgement). - Provide targeted opportunities for student-to-educator connections (e.g., lunch with educator, private conference, 1:1 walk during PE). - Provide targeted opportunities for family connections (e.g., virtual coffee hour, drop-in family time) and increase outreach to families.	- Use CICO to (a) enhance opportunities to connect with students (during check-ins at the start of day, end of each activity, and end of day) and (b) provide another opportunity for students to connect with a family member (during home check in). - Increase home-school communication: Share brief positive comments or other information with family members on a daily progress report (DPR), where teachers and/or students rate student behavior during check-ins, and invite comments from family members on the DPR.	- Intentionally create opportunities for students to practice and generalize skills and connect with each other during and outside of targeted social skills instruction. - Because a range of trained educators (e.g., a school psychologist, general educator, special educator) may facilitate targeted skills instruction, this activity provides an opportunity to further enhance students' connections with the broader school community. Share targeted skills with family and other school staff to increase opportunities to prompt, practice, and receive feedback on skills.

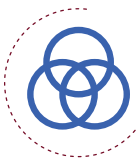


Table 2. Tier 2 Classroom Practices *continued*

Focus	Tier 2 Practice	Considerations for Implementation of Tier 2	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Small-Group, Targeted Skills Instruction
Promote	Plan targeted instruction in routines, norms, & skills	• Increase specificity and predictability in students' routines, including increased opportunities to practice skills, take breaks, and other targeted adjustments to meet the needs of students identified for Tier 2 support. • Use screening and other assessment data to identify specific routines, norms, academic skills, and/or SEB skills for which students would benefit from additional instruction; plan to define, teach, and practice each skill.	• Plan to implement CICO for students who have acquired skills required to navigate classroom routines, norms, and instruction, but need more support to engage during instruction and build fluency with required SEB skills. • When introducing CICO, explicitly teach new CICO routines to students and communicate new routines to families. During this instruction, review or re-teach classroom routines and norms, as appropriate.	• Plan to implement small-group, targeted skills instruction for students who have not acquired the skills required to navigate classroom routines, norms, and instruction. • Establish and teach routines and norms for small-group instruction, including a re-entry routine for students to rejoin their classroom community after instruction. • Use similar evidence-based curricula or approaches to Tier 1 when planning explicit instruction.
	Target prompts & supervision	• Increase visual and verbal prompts for targeted skills. • Use active supervision to increase proximity and support for students' use of targeted SEB and academic skills in context.	• During morning check-in, provide verbal prompts for the day ahead, check to ensure the student has necessary materials, and give the student a blank DPR, if you are the CICO facilitator. • Ensure the DPR includes a written prompt, or reminder, of norms as items to be rated. • At the start of each class period or activity, briefly check-in with each student participating in CICO (and collect their DPR). During this brief check-in, connect positively, prompt key SEB skills (connected to classroom norms & routines), and transition to the first classroom activity.	• Provide an opportunity for students to communicate skills learned during social skills instruction with the educators and peers in their classrooms. • Consider visual prompts (e.g., handout, poster, card) to prompt SEB skills learned during small group in the classroom. • Provide targeted prompts (e.g., verbal reminders, gesture to visual of targeted skills) to encourage targeted academic and SEB skills before and during each classroom activity.

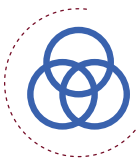


Table 2. Tier 2 Classroom Practices *continued*

Focus	Tier 2 Practice	Considerations for Implementation of Tier 2	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Small-Group, Targeted Skills Instruction
Promote	Implement targeted antecedent interventions	Consider additional targeted adjustments to the classroom context to support students (e.g., increase opportunities for choice, adjust task difficulty, adjust response options).	In addition to the enhanced routines provided by CICO, consider other opportunities to increase choice, prompt other classroom SEB skills during CICO, and remind students of available reinforcers.	In addition to prompting SEB and academic skills taught during targeted skills instruction, consider providing additional opportunities to practice, provide choice, and utilize other relevant antecedent supports.
Teach	Explicitly teach targeted routines, norms, & skills	Re-teach and provide additional opportunities for practice of SEB & academic skills taught in Tier 1 (or missed in prior instruction). - When re-teaching, design lessons to be more explicit, more specific, and/or delivered in smaller groups to support targeted SEB and academic skills. - Build in frequent opportunities for pre-teaching difficult skills and reviewing previously taught skills.	- When teaching CICO routines, re-teach critical SEB skills in the context of classroom and schoolwide norms. - During brief check-ins at the beginning of each day, at the end of each activity, and at the end of each day, provide mini-lessons (or review) of critical SEB skills connected to norms where data indicate re-teaching would be beneficial.	- Ensure educators teach norms for the group that are consistent with school and classroom norms. - With targeted skills instruction, educators often adopt and implement an evidence-based intervention or curriculum that explicitly teaches skills in targeted areas of need. Some curricula may be designed to target a specific need (e.g., managing anxiety, tackling word problems in math). Others may provide options for educators to select specific lessons based on targeted needs.
	Vertically align targeted Tier 2 instruction with Tier 1 instruction	- Ensure targeted skill instruction is aligned with classroom norms and Tier 1 SEB and/or academic curricula so that similar skills are taught, prompted, and reinforced using similar instructional language. - Provide extra doses of instruction using varied examples and multiple opportunities to apply, problem-solve, or demonstrate skills appropriately within the classroom.	Ensure the DPR is based on school and classroom norms (e.g., take care of others, environment, and self), so that written prompts on the DPR, verbal reminders, reteaching, and feedback are all directly connected to Tier 1 norms.	- Explicitly connect skills learned to classroom Tier 1 supports. - Ensure educator delivering small-group instruction is familiar with each student's classroom norms and curricula (if not established schoolwide and if students are grouped across classrooms). - Where there are differences, explicitly teach how each skill is connected to what students are learning in their classrooms.

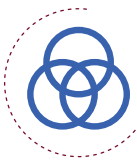


Table 2. Tier 2 Classroom Practices *continued*

Focus	Tier 2 Practice	Considerations for Implementation of Tier 2	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Small-Group, Targeted Skills Instruction
Respond	Increase specific positive & supportive feedback	- Increase frequency of specific praise, and provide praise in a manner consistent with student preference. - Increase specificity of supportive feedback, and increase opportunities to practice targeted skills following a mistake (e.g., contextually inappropriate use of the skill).	- At the end of each class activity or period, (a) provide specific positive or supportive feedback on the students' behavior and (b) rate the students' behavior on the DPR (typically on a 3-point scale reflecting whether the student's behavior did not meet, met, or exceeded expectations). - At the end of the day, the CICO facilitator checks out with the student, reviewing the day, summarizing ratings and feedback, determining if the student met the goal for the day, giving the student a copy of the DPR to bring home, and entering data from the DPR into a CICO database.	- During targeted skills instruction, provide specific positive and supportive feedback on engagement and use of specific skills. - During typical classroom activities (i.e., outside of targeted skills instruction), provide specific positive and supportive feedback to encourage and improve skills, enhance fluency, and promote generalization and adaptation of skills across contexts.
	Enhance continuum of recognition & response strategies to increase skills & decrease mistakes	- Implement a continuum of recognition strategies that vary in form and function (e.g., attention, tangible items, activities, breaks from work, sensory), availability (e.g., continuously available vs. special occasion), and schedule (e.g., frequent vs. infrequent, predictable vs. unpredictable). - Implement a least-to-most continuum of response strategies to address SEB and/or academic mistakes based on student need. For example, consider enhanced implementation of proximity, redirection, and reteaching before using more intensive targeted response strategies (e.g., differential reinforcement, problem-solving conference).	- In addition to providing positive feedback and ratings, consider developing a menu of recognition activities (e.g., lunch with educator and/or peer, homework pass) students can choose from on days they meet their goal. (This could be a token economy, with activities priced at different values and "purchased" with points, or simply a reward available on days students meet goals.) - In addition to providing supportive corrective feedback, consider re-teaching CICO routines if students continue to experience challenges (e.g., accepting feedback). - Also consider response strategies from least-to-most continuum (see second column) to address mistakes.	- In addition to providing positive feedback, consider adopting a recognition system (for entire class or small group of students participating in targeted skills instruction) to recognize and reinforce key skills that each student can demonstrate. - In addition to providing supportive corrective feedback, consider re-teaching targeted skills to address mistakes (e.g., teach student to request help instead of ripping up classwork). - Provide additional targeted skills instruction in natural contexts to facilitate generalization. - Consider additional response strategies from least-to-most continuum (see second column) to address mistakes.

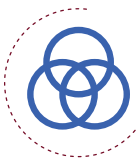


Table 2. Tier 2 Classroom Practices *continued*

Focus	Tier 2 Practice	Considerations for Implementation of Tier 2	Considerations for Implementing Check-In/Check-Out (CICO)	Considerations for Implementing Small-Group, Targeted Skills Instruction
Decide	Monitor fidelity	For each targeted strategy, monitor implementation fidelity to ensure strategies are implemented as intended.	Monitor fidelity of each CICO component (check in and out activities, completion of daily progress report, home check-in).	Monitor fidelity of targeted skills instruction, re-entry routine, and other planned generalization supports.
	Conduct targeted screening	Conduct targeted screening using reliable and valid tools and procedures to further identify students SEB and academic strengths and risk.*	Use targeted screening data to determine how to select and adjust a CICO approach to match students' strengths and needs (e.g., basic CICO, escape-based CICO, academic CICO).	Use targeted screening data to identify common SEB or academic instructional needs and match the identified instructional targets and approach based on data.
	Monitor student outcomes	- Monitor students' skills in an efficient way to examine progress and benefit from targeted supports. - Monitor targeted outcomes for all student groups to ensure equitable access, engagement, and benefit.	Count and summarize each student's DPR ratings (i.e., points) to monitor individual student outcomes, and aggregate data at the school, grade, and/or classroom levels to monitor overall program outcomes.	Monitor students' use of skills during targeted skills instruction and in the natural context (during typical classroom and school routines). Summarize at individual student and group level.
	Make data-based decisions to maintain or modify support	- Based on fidelity, screening, and outcome data, maintain or modify implementation support for educators and/or type of targeted support for students to maximize benefit. - To support and sustain students' skill growth and/or educators' targeted practice implementation, consider self-management strategies for the student and/or educator, respectively, including: - increased self-prompting or self-instruction; self-monitoring key skills or practices (e.g., increased prompts or praise) with a paper and pencil tally, counter, or app on a smart device; self-evaluation of performance relative to a goal; and self-reinforcement to celebrate skill growth and/or implementation successes.	- Based on fidelity and outcome data, maintain or modify implementation support. - For individual students, decide to maintain or modify support. - If a student has made consistent progress, consider fading to self-managed CICO and/or Tier 1 support. - If a student is not benefiting from standard CICO, consider adaptations based on function of behavior (e.g., Breaks are Better, Boyd & Anderson, 2013), specific skill needs (e.g., academic/SEB skill support), or other adaptations). - If a student continues to display chronic or significant SEB challenges, consider Tier 3 (intensive and individualized support).	- Based on fidelity and outcome data, maintain or modify targeted skills instruction groups to better meet the needs of all students in the group. - For individual students, decide to maintain or modify support. - If a student is making consistent progress, consider fading to Tier 1 instruction. - If a student is not benefiting from targeted skills instruction, consider adjusting elements instruction (e.g., schedule, instructor, focus, peers) and/or introducing a different Tier 2 support (e.g., CICO). - If a student continues to display chronic or significant SEB and/or academic challenges, consider Tier 3 (intensive and individualized support).

* See [Tools Charts](#) for screening from the National Center on Intensive Intervention (NCII)

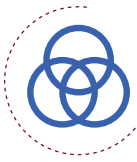


Table 3. Tier 3 Classroom Practices

Focus	Tier 3 Practice	Considerations for Implementation of Tier 3	Considerations for Individualized Comprehensive Support Plan Development
Promote	Individualize design	- Based on student-specific strengths and needs, adapt classroom design, layout, and materials to (a) encourage contextually appropriate SEB and academic skills and (b) minimize mistakes (e.g., design a designated space for students to engage in calming strategies, ensure students have easy access to the space, include accessible visual prompts for calming strategies that have been previously taught, practiced, and reviewed). - Consider other adjustments to physical space to meet the individual needs of students in the classroom (e.g., visible break card, access to private space, available noise canceling headphones, wheelchair accessible furniture and layout). - Implement individualized adaptations, accommodations, or modifications included in each student's comprehensive support plan (see right column).	- Consider student-specific strengths and needs for space (e.g., grouping, seating, visual barriers, access to materials) during classroom routines identified during comprehensive assessment (e.g., whether the student needs additional space, fewer distractions, or other individualized accommodations and/or modifications). - Consider additional individualized adaptations to the sensory environment based on comprehensive assessment (e.g., access to noise canceling headphones, opportunity to increase/ decrease sensory stimulation). - Consider accommodations and/or modifications to the physical environment based on safety (e.g., reduce unsupervised access to sharp objects for student with history of self-harm).
	Intensify connections with students and their families	Engage students and families in the Tier 3 assessment and support planning (as members of the individualized team), and establish frequent multi-directional communication to strengthen individualized supports, improve coordinated implementation, and share other important information (e.g., compliance with and changes to medications, success of components of the plan across settings, mood or behavior ratings). Intensify connections to develop a positive student-teacher relationship and positive peer relationships to increase student benefit (e.g., increase opportunities to discuss high-interest topics and engage with students during preferred activities).	- Consider more intensive or structured approaches to engage families during planning: - Person-Centered Planning (PCP) elevates student and family voice to (a) communicate goals and concerns for the student's future, (b) prioritize quality of life and connection with community, and (c) develop supports specific to identified goals and needs. - Wraparound process incorporates PCP to provide holistic and layered supports that are child and family-centered within a system of care. Wraparound results in a strengths-based, flexible service plan that (a) prioritizes student and family voice and (b) integrates and coordinates comprehensive and individualized supports across multiple agencies (e.g., child welfare, schools, individual agencies) and life domains.

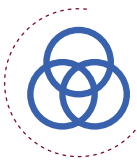


Table 3. Tier 3 Classroom Practices *continued*

Focus	Tier 3 Practice	Considerations for Implementation of Tier 3	Considerations for Individualized Comprehensive Support Plan Development
Promote	Plan individualized instruction in routines, norms, & skills	- Consider an individualized schedule to enhance predictability throughout a student's day. This can be particularly helpful for students who are anxious, have difficulty with transitions, or whose schedules vary from the class schedule (e.g., due to services such as speech and language, counseling, visits to the nurse for medication). - When unanticipated changes to the schedule come up, such as a switch to indoor recess, alert students to the schedule change in advance and provide additional support as needed. - Explicitly teach and rehearse specific classroom routines. Create a task analysis of challenging routines (e.g., break routine into smaller steps) and teach the step-by-step sequence. For example, the routine for completing a task can be defined as: (1) Turn your classwork into the "IN" basket at the front of the room. (2) Return to your desk. (3) Choose to read your book or draw quietly. (4) If you need materials or assistance, raise a silent hand. (5) Wait for the teacher to call on you or check in. - Implement individualized instruction included in each student's comprehensive support plan (see right column).	- Depending on the needs of the student identified through the comprehensive assessment, incorporate planned breaks, non-contingent attention, or other individualized routines into the student's individual schedule to support engagement and minimize contextually inappropriate behavior. - Consider designing an individualized schedule to alternate between easier and more difficult activities (i.e., activities with higher and lower probabilities of success, respectively). - Plan to enhance routines included in Tier 2 supports. For example, if access to attention is identified as a reinforcer that is preferred and/or maintains contextually inappropriate behavior, plan to enhance CICO routines to (a) provide more opportunities for check-ins and non-contingent attention or (b) build in check-ins with additional preferred adults and/or peers. - If a student struggles with schedule changes, plan to proactively define, teach, and practice a routine for copng with schedule change. - If a student engages in escalated or crisis-level behaviors, plan to define, teach, and practice explicit routines for de-escalation.
	Individualize prompts & supervision	Individualize prompts for skills and classroom norms based on individual student need. Consider individualizing prompts embedded in Tier 2 supports. For example, if a student participates in CICO, the school norm of "responsible" may be personalized on the student's DPR to include an individualized SEB skill of asking for a break when frustrated (i.e., a Tier 3 modification). - Intensify monitoring and active supervision during challenging routines. For example, provide increased prompts, proximity, and specific feedback for individual students with intensive needs while actively supervising all students. - Implement individualized strategies included in each student's comprehensive support plan (see right column).	- Plan visual (e.g., writing and/or pictures) and verbal reminders of (a) steps of individualized routines and/or (b) key skills (e.g., high frequency academic skills, SEB skills taught to replace contextually inappropriate behaviors). - As the student becomes fluent with routines and skills, plan to fade prompts to promote independence. - Consider individualized adaptations to active supervision (e.g., minimize attention for contextually inappropriate behaviors that are reinforced by access to attention, ensuring safety during escalation).

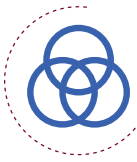


Table 3. Tier 3 Classroom Practices *continued*

Focus	Tier 3 Practice	Considerations for Implementation of Tier 3	Considerations for Individualized Comprehensive Support Plan Development
Promote	Individualize antecedent interventions	- Consider other factors that may be associated with SEB challenges for one or more students (e.g., hunger, activity level, transitions from preferred to less preferred activities), and implement individualized strategies to address these factors (e.g., snack breaks, activity breaks, careful sequencing of activities). - Implement individualized antecedent interventions included in each student's comprehensive support plan (see right column).	Plan additional antecedent interventions to address other factors that predict SEB and/or academic challenges during comprehensive assessment (e.g., provide non-contingent attention on a fixed schedule to prevent periods of time without attention that predict challenges; intersperse sensory breaks for students who engage in contextually inappropriate behaviors to obtain sensory stimulation; schedule breaks for students who engage to escape instruction).
Teach	Intensively & explicitly teach routines, norms, & skills	- Further individualize and intensify explicit instruction (i.e., modeling, practice opportunities, and specific feedback) for key academic and SEB skills, and continue to review and practice until skills meet a predetermined criterion or level of fluency. - For complex skills, perform a task analysis to break a skill, such as "initiate a conversation," into smaller steps (e.g., say peer's name, introduce a topic, ask a question, wait for peer to respond, take turns responding). - Match instruction to the student's instructional level, based on comprehensive assessment. - Increase active engagement (e.g., high rates of response opportunities), and consider varying types of opportunities (e.g., closed vs. open choice, simple vs. complex concepts), numbers of respondents (e.g., choral vs individual), and response modes (e.g., written, oral, gestural, response cards, technology). - Modify other task dimensions during instruction and practice activities (e.g., duration) and intersperse brief, easy tasks with longer, more difficult tasks. - Incorporate choice (e.g., among assignments, materials to work with, where they will work, with whom they work, the order of tasks, and what they can do when finished). - Implement additional individualized instructional strategies included in each student's comprehensive support plan (see right column).	- Use diagnostic academic data and functional behavioral assessment to target specific skills and/or starting place within an evidence-based program to build upon students' strengths and needs. - Use students phase of learning within the instructional hierarchy to effectively match instruction to the students instructional level. - Plan to intensify and individualize explicit instruction on specific skills identified in a student's individualized comprehensive plan that (a) promote academic and SEB success and/or (b) replace contextually inappropriate behaviors (e.g., hitting teacher when presented with difficult task) with functionally equivalent behaviors (e.g., asking for a break from difficult task). - Prioritize evidence-based practices indicated for specific skill/need areas and use data to guide further adjustments to academic support. - Further differentiate and individualize instructional support to help the student meet individualized academic goals (e.g., IEP objectives) and/or address unique needs.

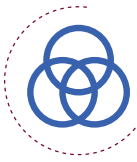


Table 3. Tier 3 Classroom Practices *continued*

Focus	Tier 3 Practice	Considerations for Implementation of Tier 3	Considerations for Individualized Comprehensive Support Plan Development
Teach	Vertically aligned individualized Tier 3 instruction with both Tier 1 & Tier 2 instruction	- Provide more intensive instruction and practice in skills in the context of Tier 1 instruction and classroom norms. For example, if a student has difficulty raising her hand and waiting to be called, initially teach this SEB skill (connected to a classroom norm of “respect” during whole-group instruction) to the entire class (Tier 1). Then, intensify instruction by providing additional practice opportunities that result in high rates of positive and supportive feedback. - During Tier 1 class instruction, make explicit connections to the skills included in individual plans. Consider teaching these skills to all students to enhance supports for all and minimize stigma of students using individualized skills.	- When selecting skills to target in an individualized plan, select skills that are (a) valued by student, family member(s), and educators, (b) related to important SEB and academic outcomes, and (c) functionally relevant (i.e., result in the same maintaining reinforcers as the contextually inappropriate behavior). - Plan to define and teach (a) individualized SEB skills (e.g., ask for a break) in the context of classroom norms (e.g., taking care of self) and (b) individualized academic skills in the context of Tier 1 instruction (i.e., use same sound-spelling cards in Tier 1 and Tier 3 foundational reading instruction).
Respond	Intensify and individualize specific positive & supportive feedback	- Provide specific praise for individualized skills. - Provide specific, calm, respectful, private, and supportive error corrections that include opportunities for re-teaching (e.g., modeling) and practice of contextually appropriate SEB and academic skills. Follow any performance or approximation of the appropriate behavior with specific praise or another form of reinforcement to strengthen the behavior. - Increase positive to corrective feedback ratio to >9:1 (Caldarella et al., 2019). - Implement additional individualized feedback strategies included in each student’s comprehensive support plan (see right column).	- Plan to provide specific feedback (praise and correction) for individualized academic skills. - Plan to provide specific feedback for SEB skills that replace contextually inappropriate behaviors. For example, if a student’s individualized behavior plan involves teaching self-calming strategies such as coloring or deep breathing to replace yelling and property destruction, provide explicit feedback and praise for approximating or effectively using any of the self-calming strategies. - Include a plan to shape replacement skills (e.g., ask for a break to escape task) into more contextually appropriate skills (e.g., begin task and ask peer or adult for help when needed) by reinforcing effort and approximations of contextually appropriate skill (e.g., once student fluently asks for a break, request that the student completes 30 seconds of work before taking a break).

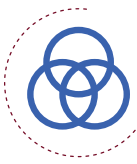


Table 3. Tier 3 Classroom Practices *continued*

Focus	Tier 3 Practice	Considerations for Implementation of Tier 3	Considerations for Individualized Comprehensive Support Plan Development
Respond	Intensify and individualize recognition & response strategies to increase skills & decrease mistakes	- Intensify and individualize the classroom continuum of recognition strategies (e.g., token economy, group contingency) to introduce variety, maintain engagement, and match the value of the reinforcer to the task. Consider preferences and behavioral functions in selecting recognition strategies to ensure that each student, including a student with intensive needs, is recognized in ways they value, prefer, and experience benefit. - Further individualize recognition strategies in the moment by asking the student what they want to earn and/or offering a choice of known preferred items/activities. - To prevent escalation, provide a brief redirection to a contextually relevant skill (e.g., remember to raise your hand, ask for a break if needed). Differentially reinforce contextually relevant SEB and academic skills (e.g., raise hand) and withhold/prevent reinforcement for contextually inappropriate behavior (e.g., talk out). - Implement additional individualized recognition and response strategies included in each student's comprehensive support plan (see right column).	- Plan to provide function-based reinforcement for SEB skills that replace contextually inappropriate behaviors. For example, if a student asks for a break (instead of hitting) to escape, provide immediate access to the break. Assess preferences for additional reinforcers (e.g., reinforcer survey, stimulus preference assessment; DeLeon et al., 2001). Then, organize reinforcers into a hierarchy from most to least potent, and reinforce new or difficult skills with stronger reinforcers (e.g., playing a game with a friend or time with a preferred adult). - Consider an individualized recognition system, such as a token board or individualized DPR for a student engaged in CICO, to provide more frequent and clear feedback across settings (e.g., classroom, music, cafeteria, speech) and to facilitate generalization. Plan to prevent reinforcement of contextually inappropriate behaviors that interfere with learning or safety of the student and others (e.g., withhold attention from contextually inappropriate behaviors that function to obtain attention; redirect student to task to prevent escape). Consider additional functionally relevant approaches, based on differential reinforcement, to prevent reinforcement of contextually inappropriate behaviors while increasing reinforcement for contextually appropriate SEB skills.
	Monitor fidelity	Select a feasible approach for monitoring fidelity of Tier 3 supports across time and settings, including direct observation, intervention/curriculum fidelity tools, self-assessment checklist, and/or permanent products resulting from plan implementation.	Collect data to monitor fidelity of plan implementation, including (a) consistent use of critical features across staff or settings, (b) the quality of delivery of critical features, and/or (c) the frequency of delivery of critical features.
Decide	Conduct intensive screening or diagnostic assessment	Routinely collect classroom data on (a) SEB and academic skill strengths and needs and (b) behavioral function to inform a functional behavioral assessment and/or diagnostic academic assessment to guide individualized instruction and additional SEB supports.	As an individualized student support team, plan, conduct, and use functional behavioral assessment and/or diagnostic academic assessment data to (a) determine which academic and SEB skills need support and (b) guide development of an individualized plan.*

* See [Example Diagnostic Tools](#) from the NCII

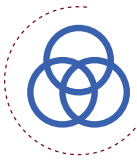


Table 3. Tier 3 Classroom Practices *continued*

Focus	Tier 3 Practice	Considerations for Implementation of Tier 3	Considerations for Individualized Comprehensive Support Plan Development
Decide	Monitor student outcomes	- Regularly monitor student progress (e.g., daily, weekly) to enable timely consideration of student benefit. Organize progress monitoring data and identify overall patterns of strength and need. Consider working with your school team to adopt a system that generates effective graphs to facilitate progress monitoring.* - Monitor Tier 3 outcomes for all student groups (i.e., race/ethnicity, gender, language status, disability status) to ensure equitable access, engagement, and benefit.	- Collaboratively with members of the individualized student support team, develop individualized goals to measure progress related to the students' individualized comprehensive support plan including, for example, performing academic skills, increasing prosocial skills, decreasing contextually inappropriate, and/or use of acceptable alternative behaviors). - Ensure goals (a) clearly identify the SEB or academic skill (e.g., ask for help or independently begin work) and relevant features of the context (e.g., during difficult task that involves writing), (b) specify a criterion for meeting goal (e.g., on 90% of observed opportunities), and (c) conditions (e.g., context or instructional supports). - Write goals in specific, objective, and measurable language.
	Make data-based decisions to maintain or modify support	- Based on fidelity and outcome data, adjust implementation and/or type of individualization of support to maximize benefit. - To support implementation of intensive and individualized practices, again consider self-management strategies including (a) increased prompting; (b) self-monitoring implementation of key practices (e.g., increased prompts or praise) with a paper and pencil tally, counter, or app on a smart device; and (c) celebrating implementation successes (as recommended for Tier 2).	- Summarize and regularly review data with the Tier 3 student support team to inform decisions about maintaining or modifying implementation supports. - For individual students, decide to maintain or modify support. - If a student is making consistent progress, consider fading to supports in Tiers 1 and/or 2. - If a student is not benefiting from Tier 3 support, consider (a) revisiting the comprehensive assessment, (b) making adaptations to prevent, teach, and respond practices, and/or (c) further intensifying supports to meet student need. - If a student continues to display chronic or significant challenges, request support from school, district, or external experts with relevant areas of expertise (e.g., applied behavior analysis, mental health, trauma) to support plan revision and consider/ implement additional supports.

* Examples of progress monitoring systems that generate graphs from [Direct Behavior Ratings](#) and the [Individual Schoolwide Information System \(SWIS\)](#)

Table 4. MTSS in the Classroom: Practice Selection Tool

After reviewing the previous tables, use this template to select practices across tiers to implement, strengthen, and monitor for effective use in your classroom.

Consider the following guiding questions:

- What **Tier 1 practices** are already in place in your classroom? How do you know?
 - Which practices are missing or need to be enhanced?
 - Are you implementing practices that lack supporting evidence and you can stop?
- How are you providing **additional SEB and/or academic support** to students who are not responding to your robust and differentiated Tier 1 support?
- How are you connecting individualized goals, services, and supports for students with **IEPs or 504 plans** to your overall classroom MTSS?
- How will you prioritize **practices** to be added across tiers that are most likely to make the greatest positive impact on your students?
- How will you **align or integrate** practices within each tier (horizontal alignment or integration) and across tiers (vertical alignment or integration) to streamline your implementation?
- In collaboration with your school team(s), what **data** are you gathering to (a) monitor your implementation fidelity and students' outcomes in Tier 1, (b) identify students who need additional tiers of support, and (c) guide effective implementation of Tier 2 or 3 supports?
- What **implementation support** (i.e., guidance documents, worked examples, explicit training, and/or ongoing coaching), do you need to implement effective SEB and academic support practices?

Focus	Key Practice	Tier 1 in the Classroom	Tier 2 in the Classroom	Tier 3 in the Classroom
Promote	Inclusively design space	• •	• •	• •
	Connect with students & families	• •	• •	• •
	Select, define, & plan rigorous & relevant instruction for routines, norms, & skills	• •	• •	• •
	Proactively prompt & actively supervise	• •	• •	• •
Teach	Explicitly teach routines, norms, & skills	• •	• •	• •
	Align Tier 1, 2, & 3 instruction & practice	• •	• •	• •

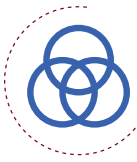


Table 4. MTSS in the Classroom: Practice Selection Tool *continued*

Focus	Key Practice	Tier 1 in the Classroom	Tier 2 in the Classroom	Tier 3 in the Classroom
Respond	Provide specific positive & supportive feedback	• •	• •	• •
	Implement continuum of recognition & response strategies to increase skills & decrease mistakes	• •	• •	• •
	Maintain a high ratio of positive to corrective feedback	• •	• •	• •
Decide	Monitor fidelity	• •	• •	• •
	Conduct screening	• •	• •	• •
	Monitor student outcomes	• •	• •	• •
	Make data-based decisions to maintain or modify support	• •	• •	• •

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Embedded Hyperlinks

1. <https://www.pbis.org/resource/supporting-and-responding-to-behavior-evidence-based-classroom-strategies-for-teachers>
2. <https://www.pbis.org/resource/habits-of-effective-classroom-practice>
3. <https://www.pbis.org/resource/supporting-students-with-disabilities-in-the-classroom-within-a-pbis-framework>
4. <https://www.pbis.org/resource/integrating-high-leverage-practices-for-students-with-disabilities-within-a-pbis-mtss-framework>
5. <https://www.pbis.org/resource/tier-2-school-level-systems-guide>
6. <https://www.pbis.org/resource/tier-3-student-level-systems-guide>
7. <https://www.improvingliteracy.org/mtss-r-implementation-guide>
8. <https://www.pbis.org/resource/supporting-and-responding-to-educators-classroom-pbis-implementation-needs-guide-to-classroom-systems-and-data>
9. <https://www.pbis.org/resource/pbis-implementation-blueprint>
10. <https://iris.peabody.vanderbilt.edu/module/iep01/cresource/q1/p01/>
11. <https://iris.peabody.vanderbilt.edu/module/nur01-personnel/cresource/q1/p03/>

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