



MTSS

Social/Emotional/Behavioral

Tier 1 - Universal Supports

Tier 1 SEB - Expected Universal Supports	
TCIT implementation	Who to Contact for Support
PRIDE, sentence starter, and effective command posters are displayed in the classroom	
1 or fewer instances of Negative Talk, per staff per 30 minutes	
CDI skills are used at a high frequency (each staff uses 15 CDI skills per 5 minutes classwide)	
Class Sit & Watch/Sit & Calm plans are developed and used consistently	
SEL curriculum	Who to Contact for Support
Implementation of digital Second Step curriculum following the pacing guide (1 lesson per week)	
Implementation of daily Second Step practice activities	
Implementation of Tool of the Week lessons weekly	
Integration of Tool of the Week throughout the week, including access to OT-provided toolboxes in each classroom	
Data collection/point sheets	Who to Contact for Support
Individualized and data-based goals on point sheet	
Target behaviors from FBA, defined operationally on point sheet, are tracked daily	
Rubric defining points for each goal (0-3) on point sheet, rubric used to determine points for each period	
Consistent use of point sheets following school model (reference level system presentation)	
Reinforcement systems	Who to Contact for Support
Consistent use of the level system following school model if applicable (reference workshop week presentation)	
Appropriate use of tickets (ASD/EBD classrooms) or token boards (ASD/DCD classrooms)	



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Staff are familiar with and follow students' Proactive Behavior Intervention Plans (PBIPs)	
Minimum of one solely positive parent/guardian communication per month	
Consistent structure and routine	Who to Contact for Support
Consistent start and end times following the daily schedule	
Expectations/rules/norms, created with students, are posted in classroom	
Classwide and individualized break routines are defined, pre-taught and practiced per school-wide Tier 1 Break procedures	
Staff honor student breaks when requested (ie. not contingent on task completion/compliance but can be time-limited)	
Use of staff	Who to Contact for Support
Staff schedules reflect student needs (i.e. breaks)	
Proximity to students (in class, not office; sitting next to students and/or floating the room to support proactively, not sitting away from students)	
Use of prompt hierarchy (ie. physical, verbal, visual, independent)	
Use of visuals throughout classroom/environment	Who to Contact for Support
Schedules posted on walls, desks, lockers (e.g., class, individual, task specific, first/then) and are referenced often	
Other appropriate visuals in use and referenced (e.g., visual timers, duration maps, etc.)	
Consistent use of communication supports for complex communicators (if applicable)	Who to Contact for Support
Coreboard visible	
AAC device or communication tool within arm's reach of student	
Minimum 10 language models that matches every student's communication method (per 30 minutes)	