

INSTRUCTION

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Abstract

In this article we focus on school-wide systems to promote positive behaviors and enhance instruction. Part of the appeal of multi-tiered systems of support is that they facilitate collaboration between teachers by clarifying school-wide goals and the means for achieving them. We begin with an overview of multi-tiered systems of support including: (a) a description of each level of prevention: primary (Tier 1, for all), secondary (Tier 2, for some), and tertiary (Tier 3, for a few); (b) information on academic and behavior screening tools, with an emphasis on analyzing these data in tandem to inform instruction; and (c) the importance of looking at the role of the teacher as a starting point to determine how relatively low-intensity, teacher-directed shifts in instruction and management can influence student performance. Next, we provide an overview of research-based strategies teachers can employ beginning with whole-class strategies and conclude with individualized supports for students requiring more intensive assistance. Finally, we offer recommendations for teachers as they support students with behavior challenges in PreK-12 grades to promote academic and social success for all.

Keywords

three-tiered models of preventions, systematic screening, research-based strategies

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