1. Center equity in classroom PBIS

Prioritize **equity**. MTSS is for all students, families, and educators. All means all; in other words, MTSS supports individuals from all ability, race/ethnicity, gender, LGBTQIA+, social, economic, language, etc. backgrounds.

Make student growth and benefit central to all decisions. **Student outcomes** that reflect equitable learning opportunities must be the ultimate criteria for all decision making.

2. Prioritize meaningful and locally important outcomes

Select and measure progress toward meaningful outcomes that are important to individuals in your local context. This is your “why.” Our why is...

...It works!

3. Support & respond to ALL students’ SEB needs with positive, proactive, evidence-based, & culturally-relevant practices

Emphasize **practices** that address identified needs, have supporting evidence, and match the local culture and context. Integrate, align, and connect practices within domains.

- Create a robust and differentiated foundation (Tier 1) of support

**Steps to Support & Respond to Students’ SEB Needs**

1. Create positive teaching & learning environments
   1.1 Design a Safe Environment
   1.2 Establish Positive Connections
   1.3 Develop Predictable Routines
   1.4 Define & Teach Positive Expectations
   1.5 Plan Relevant Instruction

2. Actively promote SEB growth
   2.1 Engage Students in Relevant Learning
   2.2 Foster Positive Relationships
   2.3 Prompt & Supervise SEB & Academic Skills
   2.4 Provide Specific Feedback (S-R Ratio)
   2.5 Consider Other Response Strategies

3. Monitor fidelity & use data to guide implementation
   3.1 Monitor Educator Implementation
   3.2 Access Training, Coaching, & Feedback
   3.3 If implementation challenges
   3.4 If many students make ongoing SEB errors
   3.5 If few students make ongoing SEB errors

4. Monitor student outcomes & use data to guide response
   4.1 Monitor Student Outcomes
   4.2 Enhance Tier 1 (Steps 1 & 2)
   4.3 Enhance Tier 2
   4.4 Enhance Tier 3
   4.5 Consider Tier 2 & 3
• Plan & implement key practices to support students’ SEB growth
  • Safe environment
  • Predictable routines
  • Positive expectations
  • Explicit instruction in expectations & other SEB skills
  • Engaging and culturally relevant instruction
  • Prompts for desired SEB skills
  • Specific feedback (≥5:1 ratio of positive to corrective feedback)

• Layer on targeted (Tier 2) and individualized (Tier 3) support

4. Invest in systems to support educators & use data to guide decisions

Invest in systems to support high-fidelity implementation across time. Consider efficient and effective means to support educators’ professional learning and wellness.

Use data to inform decisions related to screening, fidelity, progress monitoring, and equitable outcomes.

5. Develop habits of effective practice

To understand habits, we need to understand the building blocks of behavior.