

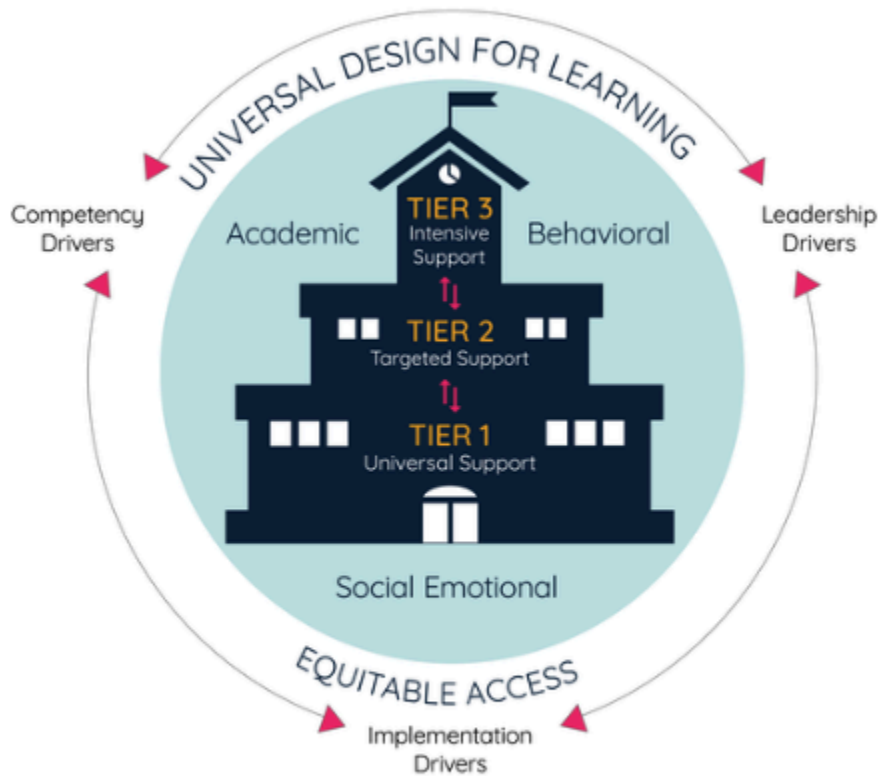


NAUSET REGIONAL SCHOOL DISTRICT

MTSS

A Multi-tiered System of Support for Student Learning and Wellbeing

Written for 2025 - 2026 school year and beyond



MULTI-TIERED
SYSTEM OF SUPPORT

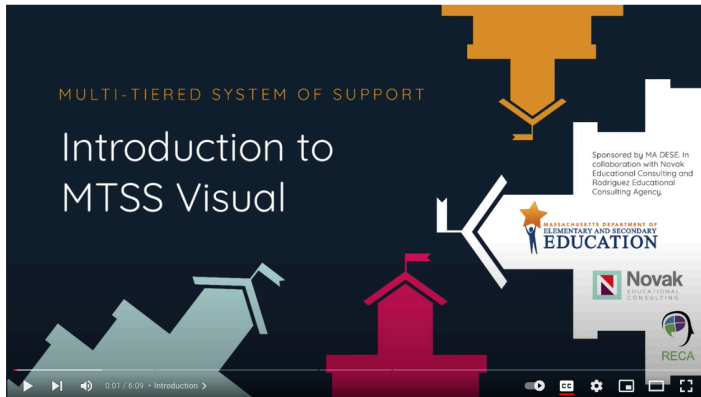
Table of Contents

Overview: Multi-Tiered System of Support	3
Tiered Intervention Overview	5
Purpose of the MTSS Process	7
MTSS TEAM INFORMATION	8
MTSS Process: Overview	9
Data Meeting Process	10
Resources	11
APPENDIX I: Nauset Public Schools – MTSS - Student Support Team Request	12
APPENDIX II: MTSS Team - Response to Instruction Plan	15
APPENDIX III: ESSENTIAL ELEMENTS OF THE Nauset MTSS	16
APPENDIX IV: DISTRICT CURRICULUM ACCOMMODATION PLAN OVERVIEW	19
APPENDIX V: ACCOMMODATIONS AND INSTRUCTIONAL STRATEGIES	21

Overview: Multi-Tiered System of Support¹

*“MTSS is a framework designed to meet the needs of all students by ensuring that schools optimize **data-driven** decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high-quality education for all students.”*

- From DESE’s [Multi-Tiered System of Support Blueprint for MA](#), 2018, p.2



The Department of Elementary and Secondary Education has published a detailed Blueprint (linked above) on all components of MTSS. The [video](#) pictured to the left provides a brief overview.

A quick summary is provided below:

Foundational Framework: Universal Design for Learning (UDL)



Nauset Public Schools believes that Universal Design for Learning (UDL) is the foundation of "just good teaching," ensuring that all students have access to high-quality instruction tailored to their individual needs. This begins with universal screening and the identification of curriculum accommodations, where teachers use assessment data to guide instructional decisions. By implementing a multi-tiered model of instruction and intervention, educators provide differentiated support, ranging from core classroom instruction to more targeted interventions. This flexible system allows students to move

¹ All graphics, quotes, and information in this section (pages 3-5) compiled from DESE’s [Multi-Tiered System of Support Blueprint for MA](#), 2018.

between tiers as needed, ensuring that instructional approaches are responsive and inclusive.

At the heart of effective teaching is the delivery of a high-quality core curriculum aligned with the Massachusetts Curriculum Frameworks. Nauset Public Schools prioritizes research-based instructional strategies and interventions that are proven to enhance student learning. Teachers use data-driven practices to measure student progress, making informed decisions that adapt to learners' needs. Through universal screening, diagnostics, and progress monitoring, educators continuously refine their approach, ensuring that all students receive the appropriate level of support. These best practices extend beyond individual classrooms to school-wide structures that foster collaboration and shared accountability for student success.

Implementation with fidelity is a key aspect of UDL, requiring ongoing professional development, data-driven discussions, and a commitment to continuous improvement. Teachers engage in collaborative problem-solving with colleagues, administrators, and families, creating a strong support system for students. Open communication with families about curriculum expectations, assessments, and intervention plans ensures a shared commitment to student growth. By integrating these principles at the classroom, school, and district levels, Nauset Public Schools fosters an inclusive and effective learning environment where all students can thrive.

Focus: Equitable Access




Questions from *the Blueprint* to drive instructional planning:

- *“Do our schools represent the students and families as they believe themselves to be?”*
- *“What interests and engages our students, staff, families, and community?”*
- *“How do we leverage the skills, capacities, and strengths within our community as we design learning experiences that meet the needs of all students?”*

Working together, the foundational framework and focus of MTSS ensure high-quality learning environments, curriculum design, and pedagogical practices that reach all students.

Tiered Support: Across Academic, Behavioral, and Social Emotional areas

Tiered Intervention Overview

		
<p><u>Tier 1: Core instruction</u></p> <ul style="list-style-type: none">● Provided to all students.● Data from screening and progress monitoring is used to differentiate instruction.● Sufficient for 80-85% of students● For students who need accommodations.	<p><u>Tier 2: Targeted intervention</u></p> <ul style="list-style-type: none">● Students identified based on screening measures● Students who make inadequate progress from regular classroom instruction● Supplemental small group instruction in addition to Tier 1.● 15-20% of students	<p><u>Tier 3: Intensive intervention</u></p> <ul style="list-style-type: none">● Students for whom support in tiers 1 and 2 is insufficient.● Targeted to the challenges impacting the students' progress.● Not synonymous with special education.● In addition to Tiers 1 & 2● 1-5% of students

Tier 1: Universal support -- Standards-based, differentiated, consistent, valid and reliable classroom instruction delivered to all students and formatively assessed

Tier 2: Targeted Support -- small-group targeted intervention, recommended by data, in addition to classroom instruction

Tier 3: Intensive Support -- individual or small-group intervention customized to student needs in addition to classroom instruction.

If more than 20% of the population requires Tier 2, we are required to review Tier 1 and make changes through root cause analysis.

“To ensure equitable access, districts must recognize all students as general education students first, and recognize diversity and inclusion as a necessary good. As a result, the focus of MTSS should be creating strong tier 1 systems and supports that are supplemented, not replaced, by tier 2 and tier 3 supports.”

System Drivers: Needed to support robust and effective MTSS

Leadership Drivers:

- Shared responsibility and collaboration -- active leadership team, effective communication & collaboration structures, established policies & procedures, data-driven planning model
- Resource allocation -- tiered scheduling, common planning time, inclusive & equitable resources
- Student, family, and community engagement -- welcoming environment & relationships, effective communication, engagement in student support

Competency Drivers:

- Staff recruitment, selection, and onboarding -- MTSS core understanding & beliefs, hiring & onboarding around MTSS, staffing designed to implement MTSS
- Professional development and coaching -- high quality PD, adult learning culture, in-house coaching
- Feedback and evaluation -- defined expectations for rigorous and consistent instructional practice, administrative observations leading to constructive, teacher-specific feedback, supports & PD, student & staff feedback focused on implementation, academics, and SEL/behavior.

Implementation Drivers:

- Tiered continuum of evidence-based practices -- available at all three tiers to support academics, SEL and behavior, students with disabilities, and English learners.
- Implementation fidelity -- processes in place to measure fidelity, processes for mid-course corrections & continuous improvement
- Data-based decision-making -- data culture & competency, district & school data systems, assessment maps
- High-quality curriculum and instruction -- universally designed & culturally sustaining, standards incorporated into tiers, high-quality materials

DESE highlights MTSS across the three focus areas of Academic Support, Behavioral Support, and Social Emotional Support.

In Nauset Regional School District we are currently focused on MTSS in the academic areas of reading, math, and writing, as well as in the area of social emotional/mental health, behavior.

Purpose of the MTSS Process

By adopting the *Massachusetts Curriculum Frameworks*, the Department of Elementary and Secondary Education established a goal for education that goes beyond mastery of content knowledge. Rather, it is pronounced that the goal of education should be the mastery of the learning process. The Nauset School System recognizes that our students' success depends on the operative use of research-based practices, instructionally relevant assessments, systematic problem-solving, data-based decision making, effective professional development, supportive leadership, and meaningful family and community partnerships. The purpose of the MTSS process is to strengthen each of these facets in support of student success. This system is designed to:

- Operationalize our belief that all students can learn within a culture of shared responsibility.
- Promote school-wide practices that support student achievement in academic, social, and behavioral pursuits.
- Strengthen teaching and learning by providing a multi-tiered system of support to educators working with diverse learners in core instruction through a problem-solving framework.
- Provide all individuals equal opportunities to learn.
- Establish a consistent, collaborative process for identifying learners' academic, social, and behavioral difficulties and providing them with a level of instruction matched and responsive to their needs.
- Provide guidance to the District and School Improvement processes.

The Nauset MTSS is founded on the belief that all students can learn and that when individualized support and accommodations are provided, students thrive. The Nauset MTSS model integrates a commitment to tiered instruction, district-wide and school-wide accommodations (DCAP) in all general education settings, research-based instructional strategies for ELL (SEI), and the principles of Universal Design for Learning (UDL). All Administrators and educators commit to an educational approach to curriculum and instruction that promotes the use of numerous avenues and resources to eliminate barriers and make the curriculum accessible for all students by providing: multiple ways of acquiring information; alternatives for demonstrating what they have learned; and strategies for engaging diverse learners and motivating them to learn. This framework establishes guidelines that drive the successful implementation of a tiered system of support and promote a culture of high expectations for all learners which is a fundamental goal of the Massachusetts Curriculum Frameworks. It provides the Nauset

School System with consistent practices, common definitions, and a generalized shared understanding of the critical components of a comprehensive system of accommodations and support.

MTSS TEAM INFORMATION

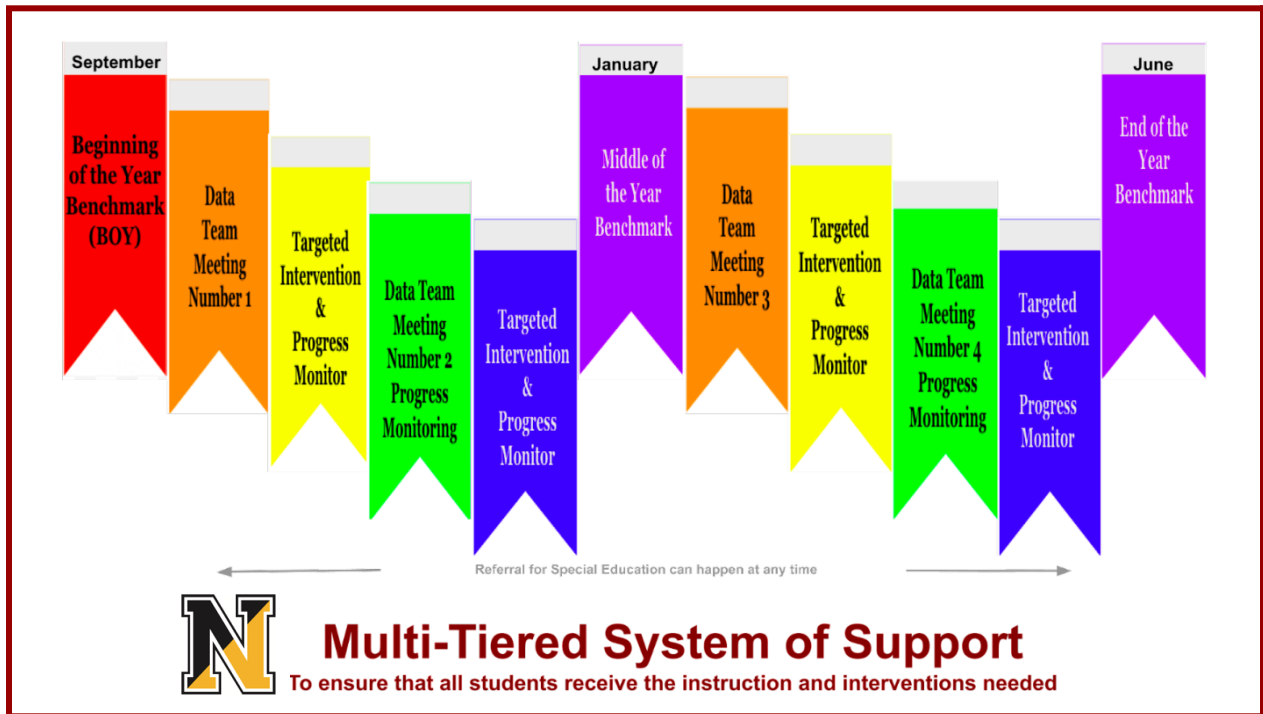
- Each school has a Data Team process. Members of the team may include classroom teachers, specialists, administrators, guidance staff, special educators, school psychologists, and other related educators.
- Formal training and support is provided with all tools used in the MTSS process.
- Recognizing the value of teachers assessing their own students, with full implementation, classroom teachers will have the time, support, and training to collect and analyze this data.
- Training, support, staffing, and time will be provided for more tier 2 and tier 3 interventions to happen in the classroom.
- The District Data Specialist will create and maintain a “data warehouse” for all pertinent data gathered about students, including benchmark assessments, academics, demographics, attendance, etc. The software tool used for this purpose is Panorama. This gives teachers and administrators a “one-stop shop” for data on each student which is easily accessible.
- Administrators and teachers will have leveled access to the data warehouse.
- The Data Specialist will be available to participate with and support data teams at schools as needed.

School Data Analysis Cycle



The data analysis cycle² is a representative model of the decision-making process followed by our data teams. The MTSS process below uses this cyclic process of data collection, analysis, referrals, and progress monitoring to ensure that student needs are identified, adjustments to practice are made, and student outcomes improve over time.

² DESE. *Acceleration Roadmap: Pathway to an Equitable Recovery*. May 2021, www.doe.mass.edu/csdp/roadmap/leader-edition.pdf. Accessed 6 Feb. 2023.

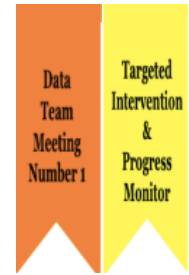


MTSS Process: Overview

1. Benchmark students (*administered by classroom teacher*)
 - a. DIBEL/iReady (early literacy, reading, math)
 - b. Panorama (social emotional, mental health, behavior)
2. Identify students below benchmark
 - a. Green = no intervention
 - b. Blue = watch list
 - c. Yellow = intervention
 - d. Red = urgent intervention
3. Check/Administer other metrics (*may be done by classroom teacher, specialists or paraeducators*) where applicable (typically students in Blue and Yellow ranges)
 - a. Most recent MCAS scores
 - b. Most recent previous DIBEL/iReady Data
 - c. Past and current class grades
 - d. Targeted assessments to further identify areas of strength and concern (i.e. DIBEL/iReady, Full Panorama, etc)

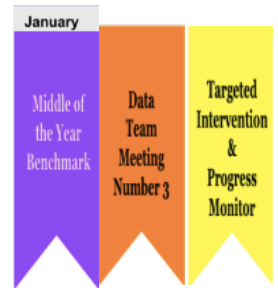


4. Discuss findings at informal 6-week grade level data meetings
 - a. Design targeted intervention plan for newly flagged student
 - b. Note other students for additional monitoring (by classroom teacher) and possible intervention as needed. Data based, teachers need to come to the table with their progress monitoring.



5. Monitor progress of students receiving intervention at 6-8 week intervals
 - Specialists & classroom teachers update on progress.

6. Benchmarks readministered to assess progress
 - a. Design exit plan for students meeting grade level benchmarks
 - b. Design targeted intervention plan for newly flagged student
 - c. Note other students for additional monitoring (by classroom teacher) and possible intervention as needed



7. Monitor progress of students receiving intervention at 6-8 week intervals
 - Specialists & classroom teachers update on progress.

8. Summative Benchmarks readministered to assess progress
 - a. Design exit plan for students meeting grade level benchmarks
 - b. Recommendations made for further intervention next year or over the summer.



Data Meeting Process

We are defining two-week windows for data meetings during which each grade level meets.

First Data Meeting - end of previous school year (DIBELS/i-Ready interventions immediately in the fall with students identified in the last data meeting) with 5 weeks of intervention at the beginning of the year

Second Data Meetings - October 10-21 (11 weeks of intervention)

Third Data Meetings - end January (8 weeks of intervention)

Fourth Data Meetings - March 20 - 31 (9 weeks of intervention)

Final progress monitoring check in - June 5-9

Resources

- Andrea Ricotta. "MTSS Self-Assessment." *Massachusetts Tools for Schools*, 2017, <https://matoolsforschools.com/resources/mtss-selfassessment>. Accessed 2 Mar. 2023.
- Burkins, Jan Miller, and Kari Yates. *Shifting the Balance : 6 Ways to Bring the Science of Reading into the Balanced Literacy Classroom*. Portsmouth, New Hampshire, Stenhouse Publishers, 2021.
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- Renaissance Learning. "Progress Monitoring Toolkit." *Renaissance.widen.net*, 8 Feb. 2022, https://renaissance.widen.net/s/djxfwcvrwy/progressmonitoring_toolkit. Accessed 2 Mar. 2023.

APPENDIX I: Nauset Public Schools – MTSS - Student Support Team Request

Referring

Staff: _____ Date: _____

Student Name: _____ D.O.B. _____

Grade _____

Date Cumulative File Reviewed: _____

Parent/Guardian Contact Prior to NTSS Referral

Date(s) of Contact: _____

____ Phone Call ____ Conference ____ Home Visit

How and when was parent notified of NTSS referral:

Reason for Referral (Primary Concern):

____ Academic Competence ____ Relationships ____ Self-regulation ____
Health/Well Being

Please describe the specific concerns prompting this referral. What makes this student difficult to teach? List any academic, social, emotional or medical factors that negatively impact the student's performance.

Please provide student data using the following indicator ratings:

- 3** - Student consistently demonstrates this skill
- 2** - Student demonstrates this skill some of the time
- 1** - Student requires intervention to develop this skill

Academic Competence: Does the student?

____ Demonstrate responsibility for materials and belongings

- ___ Demonstrate expected grade level organizational skills
- ___ Complete classroom assignments
- ___ Complete homework assignments

How do this student's academic skills compare to those of an average student in your classroom?

What curriculum accommodations were implemented previously, for how long and what were the results?

Relationships: Does the student?

- ___ Work cooperatively in small group and large group settings
- ___ Interact appropriately with peers in all school settings
- ___ Interact appropriately with adults in all school settings

Self-regulation: Does the student?

- ___ Adjust to changes in plans and routines
- ___ Exercise self-control in structured and unstructured settings

*In what settings/situations does the relationship or self-regulation problem behavior occur **most often**?*

*In what settings/situations does the relationship or self-regulation problem behavior occur **least** often?*

Health/Well Being: Does the student?

___ Have any attendance issues (absent, tardy, dismissed)

___ Show sustained focus and effort for independent work

___ Have any nutritional issues (appear hungry, have a snack, participate in breakfast/lunch program)

What are the student's strengths, talents or specific interests?

1. _____

—

2. _____

—

3. _____

—

Please list the Additional Staff you would like to invite to the Student Support meeting:

APPENDIX II: MTSS Team - Response to Instruction Plan

Student: _____ Date of initial NTSS referral _____
 Initial NTSS meeting date _____

Chairperson: _____ Others: _____
 Recorder: _____
 Teacher: _____

Problem	Intervention	Who is Responsible
		Time Period
		Desired Outcome
		How success of strategy will be measured
Problem	Intervention	Who is Responsible
		Time Period
		Desired Outcome
		How success of strategy will be measured
Problem	Intervention	Who is Responsible
		Time Period
		Desired Outcome
		How success of strategy will be measured

NTSS Follow Up Meeting Date: _____

Parent Notified of NTSS plan: _____ Date Notified: _____ By _____
 Whom: _____

APPENDIX III: ESSENTIAL ELEMENTS OF THE Nauset MTSS

ESSENTIAL ELEMENT	CLASSROOM PRACTICES	BUILDING PRACTICES	DISTRICT PRACTICES
Universal Screening and Identification of Curriculum Accommodations	<ul style="list-style-type: none"> Teachers ensure all students participate in screening assessments. Teachers utilize screening/benchmark data during team meetings to respond instructionally according to student needs. 		
Multi—tiered model of instruction and intervention across flexible tiers	<ul style="list-style-type: none"> Tier 1: Core program delivered in whole and small group settings. A variety of instructional practices and materials are used to support all learners. Interventions and customized accommodations take place in the classroom for all learners. Tier 2: Additional support via research-based interventions and extended accommodations either within or outside of the classroom. Tier 3: More intense and frequent support tailored to specific learning targets or goals. 	<ul style="list-style-type: none"> Eight to ninety percent of students are successful in the research-based core curriculum. Systemic and fluid movement of students between flexible tiers Grade level-content area data meetings are held on an on-going basis Staff meeting include a review and discussion of school wide data 	Resource allocation supports: <ul style="list-style-type: none"> research-based core curriculum research –based interventions professional development vertically/horizontally aligned curriculum data teams to ensure implementation fidelity
Collaborative problem-solving approach			
High quality core curriculum and instruction and school wide behavior/social supports and expectations: Aligned with			

<p>the MA Curriculum Frameworks. High quality refers to the application of rigorous, systematic, and objective, procedures and knowledge.</p> <p>Implement research-based scientifically validated instructional strategies/interventions: The district uses interventions/instructional strategies that have been validated through research as having a significant impact on student achievement.</p>			
<p>Use data to inform instruction: Teachers use relevant data to measure student progress on an on-going basis to inform educational decision-making to improve student achievement.</p>			
<p>Use assessments: Universal Screening, Diagnostics, and Progress Monitoring: Screening is done to assess instructional needs of learners. Students identified for more intensive interventions are then assessed using diagnostics to identify specific needs of students. Progress monitoring informs ongoing decision making.</p>			
<p>Implement with Fidelity</p>	<ul style="list-style-type: none"> ● Teachers participate in professional development relative to research based instructional strategies ● Data driven dialogue occurs on a regular basis during grade level-content area 		

	meetings. Data is used to monitor student progress and inform classroom practices		
Engage in problem-solving with families	<p>Teachers create a partnership with parents and families. They communicate frequently about:</p> <ul style="list-style-type: none"> ● Massachusetts Curriculum Frameworks ● Grade-level expectations ● Assessment strategies: when used, how used, what they mean ● Response to Instruction Plans ● How families can become involved 		

APPENDIX IV: DISTRICT CURRICULUM ACCOMMODATION PLAN OVERVIEW

What is a DCAP?

DCAP stands for “District Curriculum Accommodation Plan.” Districts are required by Massachusetts General Law to have a DCAP and a recent amendment includes the role of school councils in the DCAP. Language directly from the law is below.

Massachusetts General Laws, Chapter 71, Section 38Q1/2

*“A school district shall adopt and implement a curriculum accommodation plan to assist principals in ensuring that all efforts have been made to meet the students’ needs in regular education. **The plan shall be designed to assist the regular classroom teacher in analyzing and accommodating diverse learning styles of all children in the regular classroom and in providing appropriate services and support within the regular education programming, including,** but not limited to, direct and systematic instruction in reading and provision of services to address the needs of children whose behavior may interfere with learning, or who do not qualify for special education services under chapter 71B. The curriculum accommodation plan shall include provisions encouraging teacher mentoring and collaboration and parental involvement.”*

School Councils and District Accommodation Plan, Ch. 71 Section 59C - Amended Language

*“The school council, including the school principal, shall meet regularly and shall assist in the identification of the educational needs of all students attending the school, **shall make recommendations to the principal for the development, implementation and assessment of the Curriculum Accommodation Plan** required pursuant to Section 38Q1/2, shall assist in the review of the annual school budget and in the formulation of a School Improvement Plan.”*

What is the purpose of the DCAP?

- To assist general education teachers in analyzing, assessing, and accommodating diverse learners within the classroom
- To identify services, support, and instructional delivery options available within general education settings
- To document instructional interventions available for learners
- To outline resources available to teaching staff in the areas of student support, teacher mentoring, curriculum differentiation, professional development, and coaching
- To provide a list of accommodations as a resource to meet the needs of a variety of learners

How does the DCAP help teacher instruction and practices, students, and parents?

The DCAP is a great resource to identify techniques/accommodations that can be provided to all students in the general education classroom. No two students are the same; we accommodate and

differentiate our instruction and curriculum to meet students where they are. It is expected that across content areas and grade-levels, students will need various levels of supports. Needing accommodations does not mean a student is at-risk in their learning; all individuals vary in their needs based on content, age, development, social/emotional wellbeing, external factors, and more. The DCAP can be a reference and resource to school staff, as well as a resource for parents to see the wide range of supports that their students can receive within the general education setting, and clarifying the difference between regular accommodations that can be provided to students and those more significant accommodations and modifications that require an IEP or 504 plan.

APPENDIX V: ACCOMMODATIONS AND INSTRUCTIONAL STRATEGIES

District Curriculum Accommodation Plan (DCAP)

Accommodations and Instructional Strategies to Assist Students in Accessing the Core Curriculum

Below is a list of accommodations that support access to the core curriculum. This list is not intended to be exhaustive but rather highlights possibilities. The accommodations on this list go beyond what is “just good teaching for all” and outline steps that specific individual students benefit from.

Organizational Strategies

- Clear homework recording system/teacher check-ins
- Instructions are provided through multiple modalities (visually, verbally, pictorial, etc.)
- Break assignments into small, clear steps
- Number/order steps for task completion
- Provide due dates for separate steps (chunking)
- Accessibility to schedules (visual)
- Support/Guide notebook organization

Instructional Strategies

- Include transition cues
- Record lectures/discussion for replay, access to copies of notes, PowerPoint presentations, etc.
- Provide models and templates
- Preview, repeat or re-teach key concepts
- Build into lesson opportunities for students to process new information (written, peer discussion, etc.)

Assignments and Assessments

- Provide study guides
- Preview test vocabulary/concepts
- Allow for extended time if needed on tests or assignments
- Provide quiet testing environment
- Clarify test directions
- Differentiate assessments and/or provide alternative assessment options (ex: allow for oral assessment)
- Use vocabulary/word banks
- Break tasks into smaller units or chunks
- Minimize assignments requiring copying

- Assign tasks and assignments at appropriate reading level
- Reduce the amount of homework assigned
- Fill-in-the-blank options instead of writing a whole assignment

Literacy

- Individualize spelling/vocabulary lists

Mathematics

- Allow students to use calculator, number lines, multiplication tables, or reference sheets when appropriate
- Access to hands-on manipulatives during classwork and assessments
- Provide sample problems
- Reduce the number of similar problems assigned
- Access to graph paper or lined paper held vertically
- Reduce the amount of language
- Provide vocabulary word and picture

Writing Strategies

- Accessibility of tools, exemplars, and models
- Use of familiar formats/structures and graphic organizers
- Strategy resource list
- Use of technology, computer or iPad
- Fill in the blank paragraph
- Provide a checklist of writing mechanics

Fine Motor/Visual Motor Integration

- Reduce the amount of copying from text and board, provide copies of notes
- Let student type, record, or give answers orally instead of writing
- Use larger-spaced, larger-lined paper
- Increase white space or provide graph paper for math work
- Use of a slant board (can use a binder)
- Pencil Grip
- Scribe

Visual Processing

- Keep written assignments and workspace free from extraneous and/or irrelevant distractions
- Provide students one page to complete at a time rather than a comprehensive packet of papers
- Avoid having student copy from the board

Language Processing

- Give written/pictorial directions to supplement verbal directions
- Pre Teach new vocabulary before beginning the lesson
- Provide text at students' reading level
- Utilize visual aids such as charts, graphics, and graphs
- Utilize manipulative, hands-on activities whenever possible
- Provide choices for student responses rather than open-ended questioning

Social/Emotional

- Prep students prior to calling on them in class
- Approach students with "How can I help?" rather than making assumptions about what they need
- De-escalation check-out (let student cool down, then connect with them after they've had a problem)
- Use token systems for preferred activities or time away from academic tasks
- Pre-teaching social cues and expected social behaviors
- Use of social stories

Behavioral

- Explicitly teach expected behaviors, routines, and procedures of the classroom
- Create a behavior plan/contract with students, collaborate with the student to determine contract requirements, and use positive incentives for completion
- Preferential Seating (close to instruction, away from distraction, etc.)
- Provide incentives (individual or class-wide)
- Provide choices
- Check-in/Check-out with identified staff member
- Incorporate breaks (movement, sensory, task demand, etc.)
- Identifying a familiar adult/space where the child can go to cool down or designate a "cooling off" location within the classroom
- Withhold attention or responses to minor attention-seeking behaviors

- Respect privacy of individual students (speak privately, without an audience of peers to student about inappropriate behavior)

Attention

- Check for understanding
- Access to movement breaks
- Give directions and information verbally, written, and visually
- Make frequent checks for understanding and assignment progress/completion
- Give advance warning of when a transition is going to take place, give students a role/job during transitions
- Prioritize assignments and/or steps to completing the assignment for student
- Break larger assignments into smaller steps with teacher check-ins or intermediate breaks
- Access to fidgets, sensory tools, seat cushions, etc.
- Checklists for task completion
- Use visual timers
- Access to alternative work areas (corral, individual desk away from distractions, etc.)
- Provide copies of completed notes