Tiered Support Inventory

OBJECTIVE

Our team can document, assess, and categorize the social, emotional and behavioral (SEB) supports currently being implemented across the three tiers of our Multi-Tiered System of Support (MTSS).

OUTCOME

Our team will have a clear inventory of what supports we have available, who those supports serve, and the current status of those supports to inform decisions and next steps around fidelity, implementation, and initiation of tiered supports.

Parts of this Tool:

+ Part 1: Inventory
+ Part 2: Assessment

› Part 1: Inventory

DIRECTIONS:

1. Brainstorm a list of all the programs, practices, and policies in your school designed to boost students' social, emotional, and behavioral strengths and/or address their needs. *If your team represents an entire district, you may wish to complete this inventory for each school within your district, or only include supports that are district-wide.*

2. Add each support to the chart below, according to the tier at which the support is provided, indicate the population served (e.g., 3rd graders, students needing support developing social skills) and the lead or contact person.

   + Tier 1 (universal supports for the entire student population)

   + Tier 2 (targeted supports)

   + Tier 3 (intensive interventions)

3. Identify what other information you need to do to complete this inventory.

   + Who else will you need to talk with to find out if supports are happening in individual classrooms?

   + Who could rate the implementation of small group or individualized supports?

   + How will you determine district-wide initiatives?

4. Make a plan for compiling a comprehensive list.

Tier	Support	Population	Lead	Status	Comments
Tier 1	*Example: Implementing evidence based SEL curriculum*	*K-5 students*	*Classroom teachers*	*Implemented in grades K-3, next year will add grade 4-5*	*Figure out current frequency and fidelity of implementation*

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

Tier	Support	Population	Lead	Status	Comments
Tier 2	*Example: "Lunch Bunch" - social group during lunch for students needing support with social skills*	*Students identified as needing social skills support*	*Guidance counselors*	*Will start in the Spring*	*Is this happening at all grade levels?* *Track group attendance*

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

Tier	Support	Population	Lead	Status	Comments
Tier 3	*Example: One-on-one sessions with school social worker*	*Students diagnosed with mental health disorder*	*School social worker*	*Only happening for number of students that can fit in schedule*	*Determine how many students currently receive services* *Schedule regular progress updates*

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

› Part 2: Assessment

1. Assess the extent to which your various supports are working and whether they should be continued, modified, or discontinued.

   + In the table below, copy and paste all the supports you listed in the table above.

   + Under the **Implementation** column, indicate if you feel that the support is currently implemented well. Consider, is this support…

        o implemented consistently?

        o delivered as designed/planned?

        o reaching all the students it is designed to reach?

        o offered in a way that is respectful of the various groups in your school community?

2. Under the **Relevance** column, indicate if you feel that the support is still relevant to the context of your school community. For example, at times a particular intervention is brought to the school to address a specific need that, overtime, fades away. Consider, is this support…

   + offered in a way that is relevant to the various groups in your school community?

   + needed by a specific population within our community?

   + aligned with the current needs/context?

3. Under the **Moving Forward** column indicate, based on your two previous answers, if the support should be:

   + Continued: Implement exactly in the same manner it is currently implemented without any changes

   + Modified: Modifications should be made to the way it is implemented to increase the effectiveness of the support, ensure consistency, or to increase the relevancy to the various groups in the community.

   + Discontinued: Do not implement anymore because it is no longer relevant, is not achieving its goals, or is not culturally responsive to the various groups in your school community.

4. Under **Comments/Priorities** record next steps for each support. For example, if you indicated "Modify" in the previous column, indicate how the support will be modified. In addition, indicate to what extent you see the support (including modifications) to be a priority.

Tier	Support	Implementation	Relevance	Moving Forward	Comments/Priorities
Tier 1	*Example: Implementing evidence-based SEL curriculum*	Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	*Need to ensure consistent implementation across grades* *Top priority*
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	

Tier	Support	Implementation	Relevance	Moving Forward	Comments/Priorities
Tier 2	*Example: Implementing evidence-based SEL curriculum*	Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	*Need to ensure consistent implementation across grades* *Top priority*
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	

SOCIAL, EMOTIONAL, & BEHAVIOR ACADEMY

Tier	Support	Implementation	Relevance	Moving Forward	Comments/Priorities
Tier 3	*Example: Implementing evidence-based SEL curriculum*	Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	*Need to ensure consistent implementation across grades* *Top priority*
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	
		Yes Somewhat No	Yes Somewhat No	Continue Modify Discontinue	

Next Steps:

+ Set concrete action steps. Add action steps to your Needs Assessment and Action Planning document.