



UNIVERSAL SUPPLEMENTAL SUPPORTS AND STRATEGIES

DIVERSITY, PREVENTION & INTERVENTION



MULTI-TIERED SYSTEM OF SUPPORTS

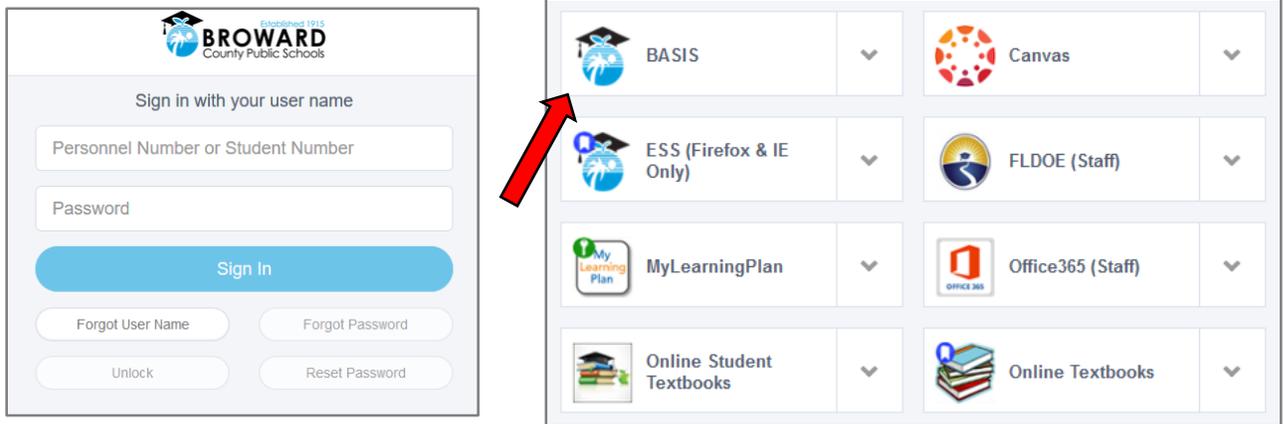


STUDENT SUPPORT INITIATIVES | 1400 NW 14TH COURT FORT LAUDERDALE, FL



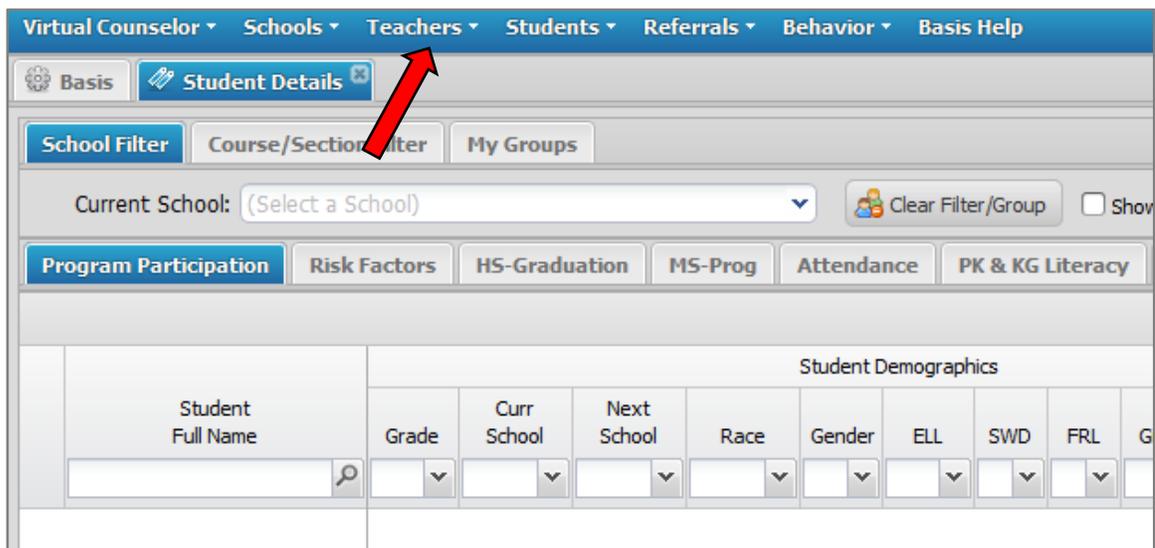
Universal Tier 1 Supplemental Supports and Strategies: Creating a Tier 1 Academic Strategy

Step 1: Sign-on to Single Sign On (SSO) and access BASIS 3.0
 (www.broward.k12.fl.us/dwh/)



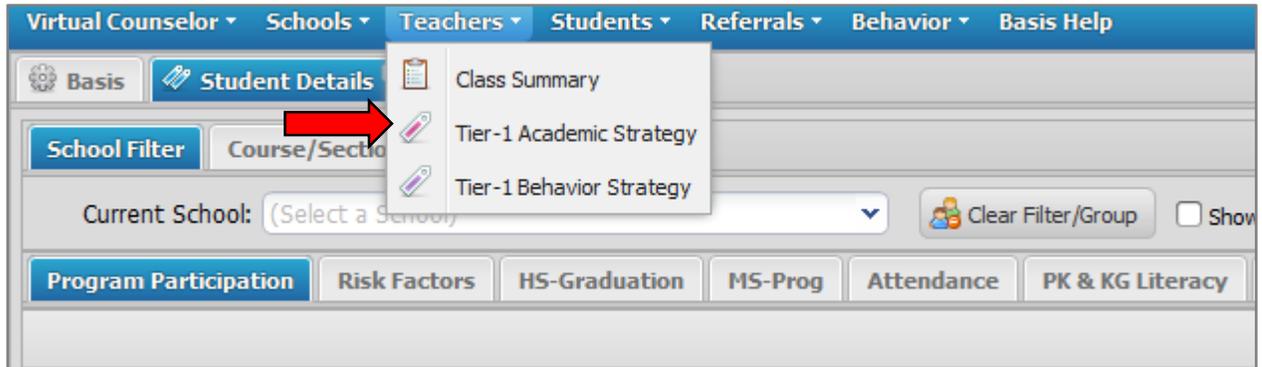
Note: Three (3) separate Universal Tier 1 Supplemental Supports and Strategies must be recorded prior to creating a referral to the Collaborative Problem Solving Team (CPST). Although administrators have discretion and may override this requirement, that should be the exception in specific cases and not the norm. Complete the required sections. **The observations tab and comment boxes are optional.**

Step 2: Click the Teachers tab to uncover Tier 1 Academic/Behavior Strategies.

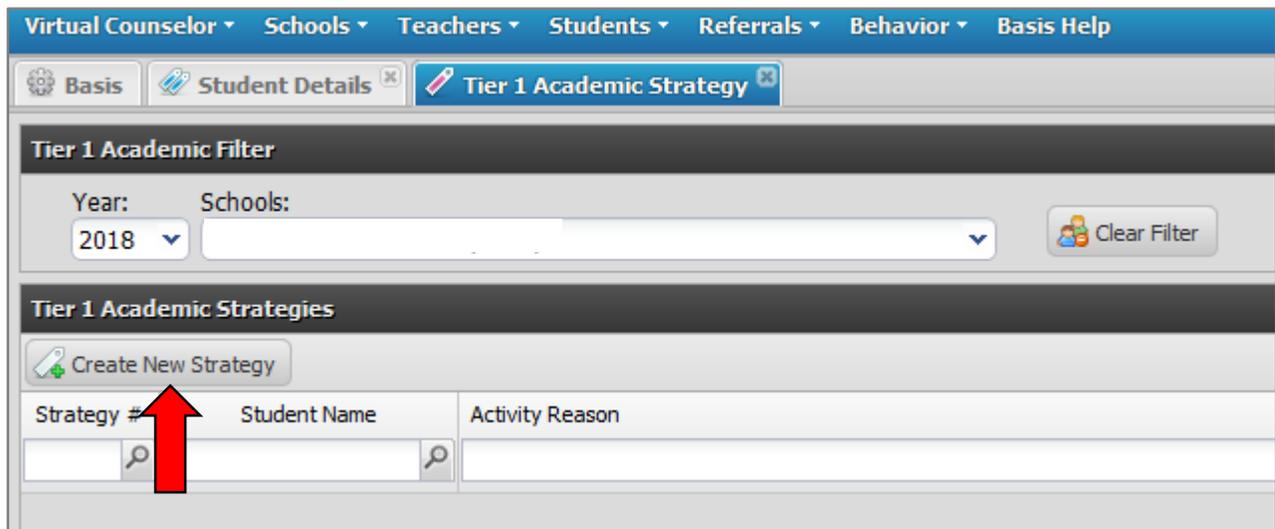




Step 3: Select the drop down tab to access universal Tier 1-Academic Strategy. Select the appropriate strategy you are documenting.



Step 4: After selecting the appropriate academic strategy then the Create New Strategy button will appear. Click this button to begin documenting universal supplemental supports and strategies.





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Step 5: Type student name (search by last name) student demographic information will auto-populate. Depending on the subject area selected (Literacy/ELA or Mathematics), the area of concern and skill concern options will change. Please be advised, you must select a minimum of one option for each category. Once you have completed the Area of Concern tab, proceed to 'Supplemental Supports and Strategies' tab.

Tier 1 Academic Strategy

Student Info

Student Name: Student DOB:

Student Number: Grade Level:

Area of Concern Supplemental Supports and Strategies Communication & Collaboration Observation Supporting I

Core (Tier 1) Strategies should be effective for approximately 80% to 100% of the students. If not, review, make adjustments, and monitor effectiveness.

Select a Subject Area

Literacy/ELA Mathematics

Select a Literacy/ELA Area of Concern (you MUST select one (1) area of concern)

Print Concepts Oral language

Phonemic awareness Phonological awareness

Word decoding and phonics Fluency

Vocabulary (Sight words, high-freq words, higher level) Comprehension

Literacy/ELA Skill Concerns

Difficulty processing Overall skills are significantly lower than grade level (≥ 2 yrs below)

Difficulty with attending to detail (reading/writing) Difficulty presenting knowledge (oral, written)

Phonological awareness Difficulty with speech (articulation, voice, and fluency)

Difficulty recording/representing knowledge Difficulty with language

Difficulty applying problem-solving skills/strategies Difficulty with persistence

Difficulty applying critical thinking skills/strategies Difficulty with engagement

Gaps in foundational skills (Letter confusion, phonemic code, consonant cluster, word families, blending)



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Step 6: This section is required. Form will not save if incomplete. Complete the Supplemental Supports and Strategies section. Select multiple supplemental supports you are implementing to address the area of concern. However, select one (1) supplemental strategy you are deliberately implementing and monitoring to address the area of concern. Once you have completed Supplemental Supports and Strategies proceed to 'Communication & Collaboration' tab.

Tier 1 Academic Strategy

Area of Concern | **Supplemental Supports and Strategies** | Communication & Collaboration | Observation | Supporting Docs

Supplemental Supports
Select multiple supplemental supports you are implementing to support the area of concern. Document in the comment section any additional supports you are implementing.

- Positive relationship and rapport with student
- Consistently reinforced procedures and routines
- Scaffolding strategies
- Previewed/Identified critical content
- Supplemental small group instruction/support
- Value and respect for low expectancy students
- Consistent performance review with student (Reports, work samples, assessments, grades, attendance, and behavior)
- Records review (work products/samples, performance task, projects, reports cards/interims, conference notes, assessments, attendance, discipline, and historical data)
- Reinforced effort and provided recognition
- Differentiated instruction
- Clear learning goals and scales
- Prompts and cues
- Understanding students' interests and backgrounds
- Consistent communication with parent/guardian (Reports, work samples, assessments, grades, attendance, and behavior)

Supplemental Strategies
One (1) supplemental strategy must be selected that you are deliberately implementing and monitoring to address the area of concern. Document in the comment section any additional strategies you are implementing.

- Provided multiple opportunities to practice
- Provided cooperative learning opportunities
- Provided multiple means of representation
- Provided multiple means of expression
- Provided multiple means of engagement
- Provided physical model to represent information
- Provided extended time
- Provided peer support
- Provided one-on-one instruction
- Direct Instruction
- Questioning to check for understanding problem
- Computer assisted instruction/support/feedback
- Summarization and note-taking instruction/support
- Identifying similarities and differences instruction/support
- Study skills instruction/support
- Nonlinguistic representations instruction/support
- Generating and testing hypotheses instruction/support
- Meta-cognition strategies instruction/support

Save & Close | Save | Cancel | Delete | Print



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Step 7: This section is required. Form will not save if incomplete. Document the type of parent/guardian communication and the date you made contact. Document the type of professional collaboration, the staff member, and date of your collaboration. Once you have completed the Parent/Guardian Communications tab, proceed to the 'Observation' tab.

Tier 1 Academic Strategy

Area of Concern | Supplemental Supports and | **Communication & Collaboration** | Observation | Supporting Documents

Parent/Guardian Communication
Document in the comment section any additional communication

Communication Type	Date
<input type="checkbox"/> Parent Notification (letter, phone, email)	<input type="text"/>
<input type="checkbox"/> School Conference	<input type="text"/>
<input type="checkbox"/> Phone Conference	<input type="text"/>
<input type="checkbox"/> Email	<input type="text"/>
<input type="checkbox"/> Progress Report (Daily, weekly)	<input type="text"/>
<input type="checkbox"/> Interim	<input type="text"/>
<input type="checkbox"/> Report card	<input type="text"/>

Professional Collaboration
Document in the comment section any additional collaboration

Collaboration Type	Staff Members	Date
<input type="checkbox"/> Instructional Staff	(Select a staff member)	<input type="text"/>
<input type="checkbox"/> Support Staff	(Select a staff member)	<input type="text"/>
<input type="checkbox"/> School Counselor	(Select a staff member)	<input type="text"/>
<input type="checkbox"/> Social Worker	(Select a staff member)	<input type="text"/>
<input type="checkbox"/> Psychologist	(Select a staff member)	<input type="text"/>
<input type="checkbox"/> Administrator	(Select a staff member)	<input type="text"/>
<input type="checkbox"/> District Staff	(Select a staff member)	<input type="text"/>

Save & Close | Save | Cancel | Delete | Print



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Step 8: If an observation was done, identify the observing staff member and date of observation(s). The teacher can document additional relevant information on this page as well. Proceed to the 'Supporting Documentation' tab to upload the observation document. This section is not mandatory.

Tier 1 Academic Strategy

Student Info

Student Name: Student DOB:

Student Number: Grade Level:

Area of Concern | Supplemental Supports and Strategies | Communication & Collaboration | **Observation** | Supporting Documentation

Student Observation

Observation	Date
Observer: (Select a staff member)	<input type="text"/>
Observer: (Select a staff member)	<input type="text"/>

Comments

Document additional and/or relevant information here. Characters remaining: 250

Comments:

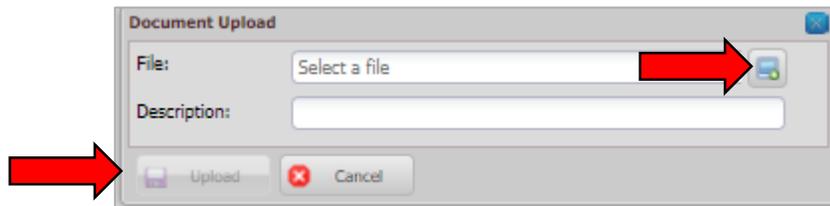
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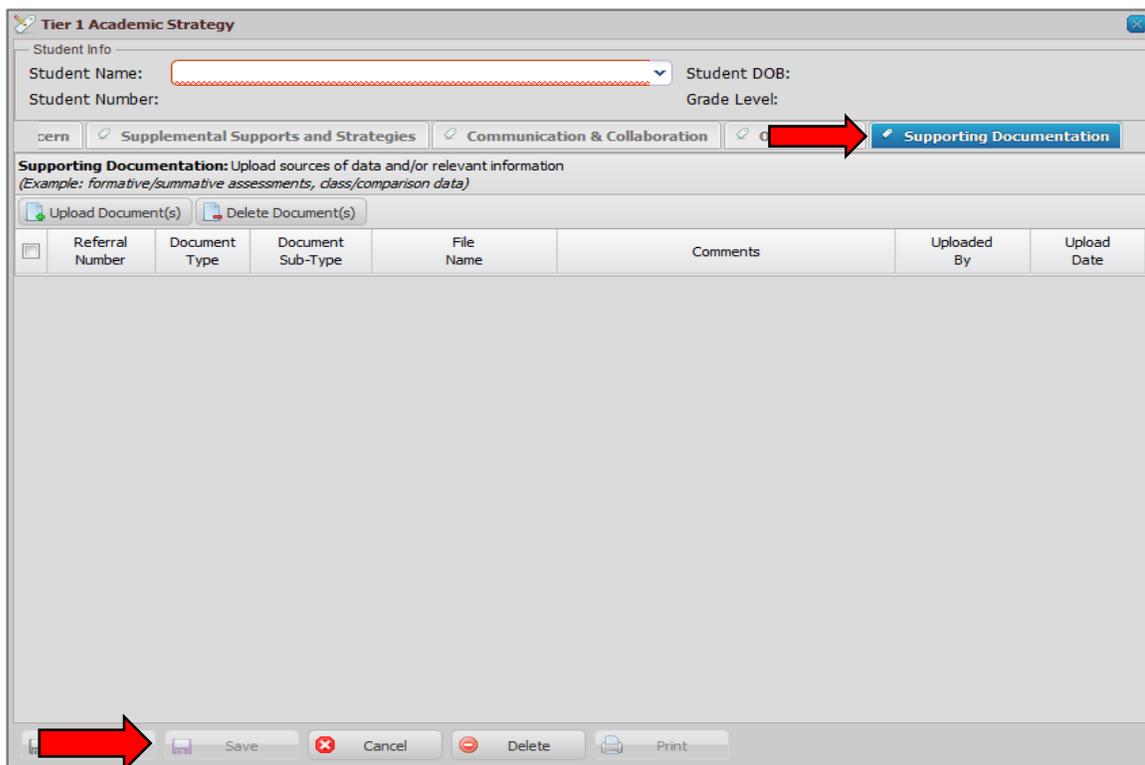
Step 9: Upload multiple sources of data and/or relevant information (e.g. graphs, formative/summative assessments, class/comparison data, work samples, performance tasks, frequency charts, anecdotal records, conference notes and interim reports). Select the 'Upload documents' button. Locate the file on your computer, name the file using the student's first and last name in the description box (John Doe) and click 'upload'.



This is the final tab. If you have completed all required information, the **SAVE** button will become active. If you have not completed all the required sections, the **SAVE** button will NOT become active. Once you click **SAVE**, a pop-up box indicating your information has been saved will appear in the right hand corner.

Note: Three (3) separate Universal Tier 1 Supplemental Supports and Strategies must be recorded prior to creating a referral to the Collaborative Problem Solving Team (CPST). Although administrators have discretion and may override this requirement, that should be the exception in specific cases and not the norm. Complete the required sections. **The observations tab and comment boxes are optional.**

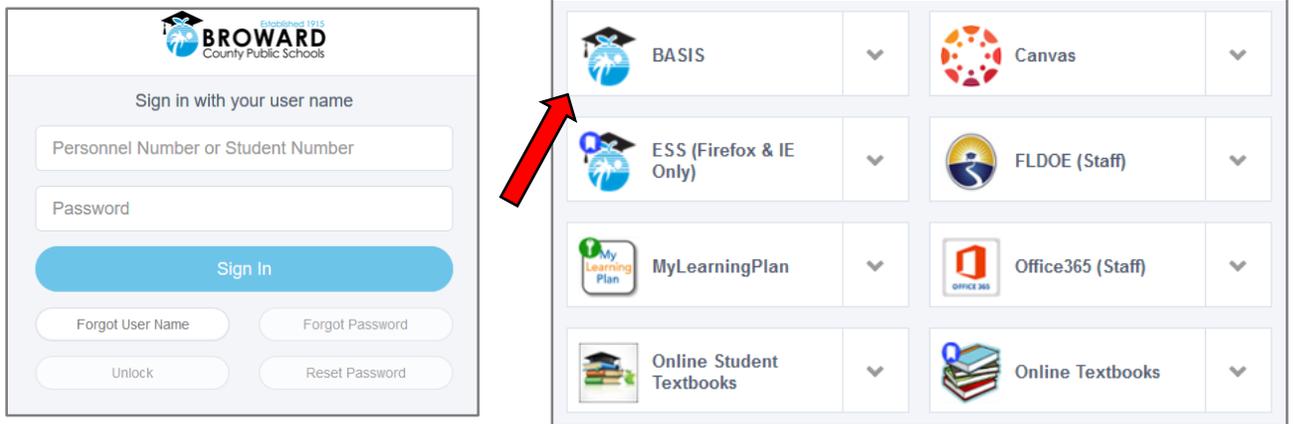
Follow these same steps for submitting additional Tier 1 Strategy/Activity forms for students who are receiving supplemental support within Tier 1.





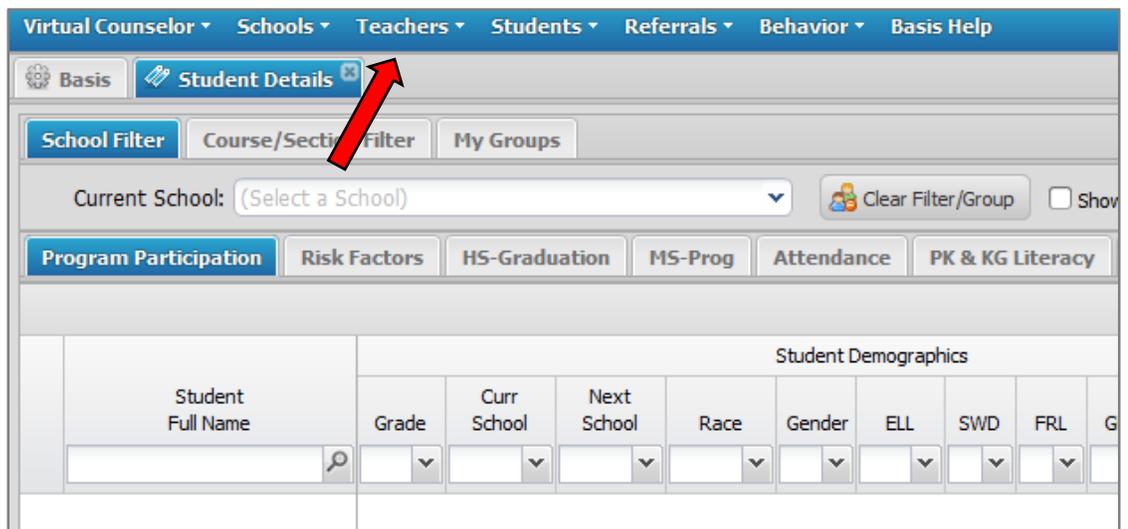
Universal Tier 1 Supplemental Supports and Strategies: Creating a Tier 1 Behavior Strategy

Step 1: Sign-on to Single Sign On (SSO) and access BASIS 3.0
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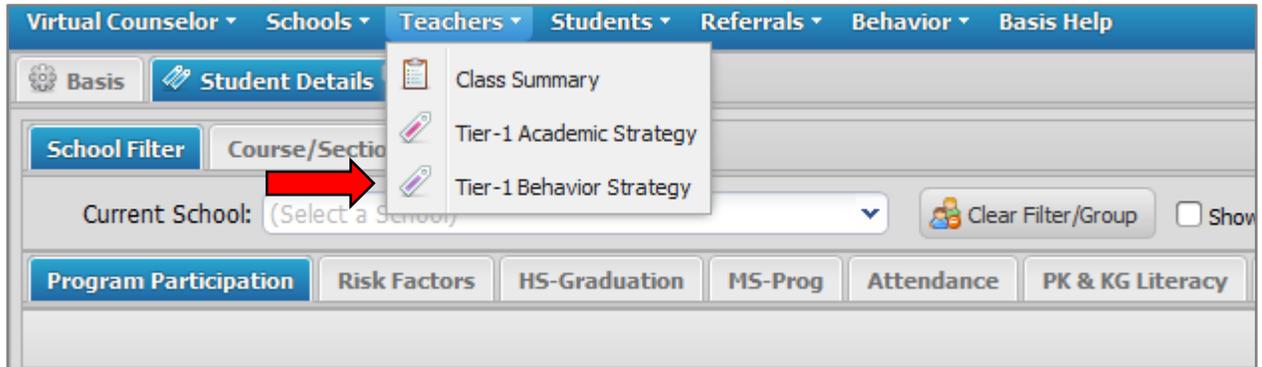
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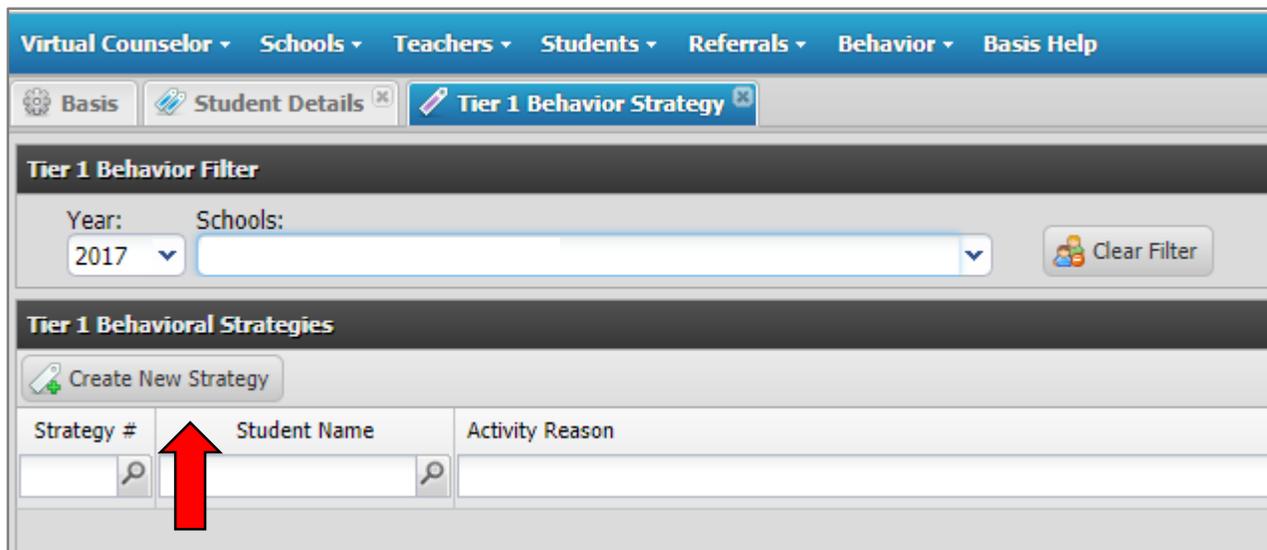




Step 3: Select the drop down tab to access universal Tier 1-Behavior Strategy. Select the appropriate strategy you are documenting.



Step 4: After selecting the appropriate behavior strategy then the Create New Strategy button will appear. Click this button to begin documenting universal supplemental supports and strategies.





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Step 5: Type student name (search by last name) student demographic information will auto-populate. Select one area of concern that you are targeting. Describe where the behavior occurs, how often it occurs, and how long it lasts. Once you have completed the Area of Concern tab, proceed to ‘Supplemental Supports and Strategies’ tab.

Tier 1 Behavior Strategy

Student Info

Student Name: Student DOB:

Student Number: Grade Level:

Area of Concern Supplemental Supports and Strategies Communication & Collaboration Observation Supporting D

Area of Concern (Target Behavior)

You must select one (1) area of concern (target behavior) you are deliberately targeting with strategies/support and monitoring to address the area of concern.

Specific Primary Target Behavior:

Describe the Area of Concern (Target Behavior)

Where does it occur?:

How often does it occur?: time(s) per:

How long does it last?: Choose a duration type...



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Step 6: This section is required. Form will not save if incomplete. Complete the Supplemental Supports and Strategies section. Select multiple supplemental supports and strategies that you are implementing to address the area of concern. Once you have completed Supplemental Supports and Strategies proceed to 'Communication & Collaboration' tab.

Tier 1 Behavior Strategy

Student Info

Student Name: Student DOB:

Student Number: Grade Level:

Area of Concern Supplemental Supports and Strategies Communication & Collaboration Observation Support

Supplemental Supports and Strategies

You may select multiple supplemental supports you have implemented but you must select at least one. You may document additional supports and strategies you are implementing in the comment section.

- Reduced assignments
- Used alternative style responses and/or assessments
- Implemented behavior contract (If..... Then.....)
- Created individual visual schedule/daily planner
- Created Individual Student Behavior Support Plan (CHAMPs II)
- Implemented specific reinforcement for increased demonstration of Goal Behavior
- Implemented specific reinforcement for decreased demonstration of Target Behavior
- Included student in small-group Behavior Support Plan (CHAMPs II)
- Initiated individual Daily/Weekly Progress note
- Modeled behavior; provided frequent positive practice opportunities (I do, we do, you do)
- Modified curriculum (beyond class-wide differentiated instruction)
- Ongoing (daily/weekly) student conferencing
- Provided preferential seating
- Provided instruction in student's preferred learning style (visual, verbal, kinesthetic, etc.)
- Provided organizational tools and training
- Provided peer assistance/tutoring
- Provided sensory tools
- Provided structured breaks

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Tier 1 Behavior Strategy

Area of Concern | Supplemental Supports and Strategies | **Communication & Collaboration** | Observation | Supportive Services

Parent/Guardian Communication
Document in the comment section any additional communication

Communication Type	Date
<input type="checkbox"/> Parent Notification (letter, phone, email)	<input type="text"/>
<input type="checkbox"/> School Conference	<input type="text"/>
<input type="checkbox"/> Phone Conference	<input type="text"/>
<input type="checkbox"/> Email	<input type="text"/>
<input type="checkbox"/> Progress Report (Daily, weekly)	<input type="text"/>
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Tier 1 Behavior Strategy

Student Info

Student Name: Student DOB:

Student Number: Grade Level:

Area of Concern Supplemental Supports and Strategies Communication & Collaboration **Observation** Supporting Documentation

Student Observation

Document in the comment section any additional observation details

Observation	Staff Members	Date
<input type="checkbox"/> Observer	<input type="text" value="(Select a staff member)"/>	<input type="text"/>
<input type="checkbox"/> Observer	<input type="text" value="(Select a staff member)"/>	<input type="text"/>

Comments

Document additional and/or relevant information here. Characters remaining: 250

Comments:

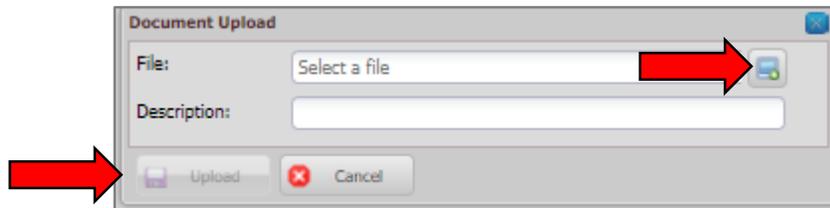
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Follow these same steps for submitting additional Tier 1 Strategy/Activity forms for students who are receiving supplemental support within Tier 1.

