Instruction and support at Tier 1 helps all students meet the Florida Standards.

- Behavioral supports are infused with academic instruction.
- Some schools’ Tier 1 will include more time and/or more specific instruction on necessary skills, based on student needs and demographics (readiness, language, economic factors, etc.).
- The core for behavior includes:
  - School-wide social and behavioral expectations, rules, and procedures, and the lesson plans used to teach them.
  - Procedures used to prevent and consistently respond to student behaviors, including rewards and consequences aligned with the expectations.
  - Classroom management practices aligned to the school-wide system.

Instruction and support at Tier 2 is designed to improve students’ performance at Tier 1, and prevent problems from getting worse.

- Supports are provided to some students, in addition to what they already receive in Tier 1.
  - Tier 2 provides more time, and/or a more specific focus than Tier 1.
- Interventions are not the sole responsibility of the classroom teacher, and can be provided by a variety of individuals in a variety of settings.
- Tier 2 is considered effective when at least 70% of students receiving these supports meet or exceed grade level expectations.
- Tier 2 for behavior includes:
  - Practices that are directly linked to school-wide expectations
  - Interventions designed for groups of students with similar behavior problems or behaviors that seem to occur for the same reasons (i.e. attention, escape)
  - Progress monitoring that shows whether students are demonstrating the school-wide expectations.

Continued...
Instruction and support at Tier 3 helps individual students overcome significant barriers to achieving grade-level expectations.

- Tier 3 supports are provided to a FEW students and include the most intensive services a school can provide.
  - Tier 3 provides even more time and a more narrow focus of instruction/intervention than Tier 2.
- Tier 3 interventions require additional expertise, collaboration, and coordination among the school’s staff, community providers, and family members.
- Tier 3 for behavior includes:
  - Instruction and support that reflects Tier 1 expectations, coupled with customized strategies to address specific behaviors of individual students.
  - Interventions designed for very small groups and/or individual students.
  - Procedures for the development, implementation, and monitoring of individualized functional behavior assessment (FBA) and behavior intervention plans (BIPs).

For a detailed description of Tiers 1, 2, and 3, see the MTSS whitepaper developed by Florida’s PS/RtI Project and Florida’s PBIS Project: [http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf](http://www.florida-rti.org/educatorResources/MTSS_Book_ImplComp_012612.pdf)

**Tier 3 supports exist along a continuum:**

- Less intensive, individualized strategies are effective for many students.
- Increasingly intensive, individualized strategies may be required to close the gap between the student’s performance and that of his/her peers.
- The frequency and specificity of progress monitoring should match the intensity of the supports provided.