

MTSS Behavior Scenario Worksheet

Front: identify the concern, test a hypothesis, and choose the first support plan.

Participant:	Date:	Student/Group:
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1. Scenario Snapshot

Specific expectation the student is having difficulty meeting:

Where/when does it happen? What pattern matters?

What happened before/after? What did adults or peers do?

2. Working Hypothesis

- ☐ Escape/avoid demand, transition, person, place, or sensory load
☐ Access help, connection, attention, item, activity, control, or choice
☐ Regulate sensory input, emotion, anxiety, frustration, or energy
☐ Communicate a lagging skill or unsolved problem
☐ Other:

Evidence for this hypothesis:

3. Tier Decision and Support Plan

Tier	When this tier fits	Support to try now	Owner / start
Tier 1	Pattern is common, expectation needs teaching, or universal support may be enough.		
Tier 2	Targeted practice, adult check-ins, or short-term support are needed.		
Tier 3	Concern is intensive, persistent, unsafe, individualized, or not improving.		

Initial tier decision and reason: Students move between tiers; they are not placed in a tier.

Extra notes before turning the page:

MTSS Behavior Scenario Worksheet - Back Side

Back: convert the concern into ASUP wording, decide on CPS, and plan follow-up.

4. ASUP Transfer

Skills that may be getting in the way:

Unsolved problem wording: The student is having difficulty... [specific expectation, condition, or situation].

- ☐ Specific and observable ☐ Free of adult theories about motivation ☐ Free of concerning behavior wording
☐ Split rather than clumped ☐ Neutral language that can be introduced to the student

5. Does This Need a Proactive Collaborative Conversation?

- ☐ Yes - student perspective is needed before selecting or revising supports
☐ Yes - Tier 2 or Tier 3 support is being considered for a recurring unsolved problem
☐ Maybe - gather more data or clarify the unsolved problem first
☐ Not yet - Tier 1 support/reteaching is the current first step
☐ Immediate safety/crisis response is needed before a proactive conversation

Notes:

6. CPS Conversation Notes

Step	Capture	Notes
Empathy	Student concern or perspective: what is making it hard?	
Adult concern	Impact on health, safety, learning, belonging, or others.	
Invitation	Mutually satisfactory and realistic solution; when to revisit.	

7. Progress Monitoring and Quick Check

What will we measure? Frequency, duration, intensity, engagement, attendance, work completion, repair, student report, or another indicator.

Review date, decision rule, and data owner:

If the first plan does not work, we will:

- ☐ Safety considered ☐ Student voice included ☐ Family/caregiver context considered ☐ Cultural/language/disability fit checked
☐ Baseline or pattern evidence named ☐ Support is feasible ☐ Review date named ☐ Escalation/de-escalation criteria clear

Team notes / next steps: