# Amplifying Tier 1 Universal Practices
## For Tier 2 In-Class Supports

This guidance document helps schools reflect on their Tier 1 practices to ensure best practice is happening in the classroom. As these Tier 1 thresholds become routine, it creates a culture in which many Tier 2 needs can be met efficiently and effectively by simply amplifying these actions within the classroom for specific students. Most practices can also be very useful within the academic intervention time to accelerate progress.

| Tier 1 Universal Practice | No? Do This 1st | Yes? Try: | Amplified Tier 2 In-Class Support |
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| **Social Emotional Learning** | | | |
| Social emotional curriculum is: | | | For students needing T2 support: |
| Adopted and materials are available | | | SEL lessons are being referred to daily using the "pre-correct, remind, reinforce" sequence |
| Allotted a specific time in the schedule | | | |
| Embedded throughout the week | | | |
| Being taught with fidelity | | | |
| **Norms _OR_ Expectations** | | | |
| Norms, Expectations or Rules are: | | | For students needing T2 supports, they are |
| Stated positively | | | Referred to daily using the visual reference and the "pre-correct, remind, reinforce" sequence |
| Visible and accessible | | | |
| Explicitly taught | | | |
| Reviewed regularly | | | |
| Measurable, observable, and applicable | | | |
| **Systemic Positive Relationships** | | | |
| Caring and safe relationships are fostered between adults and students by: | | | Caring and safe relationships for students needing T2 supports are fostered by: |
| developing warmth in the classroom (kind eyes, prosodic voice, attuned & responsive) Examples: through greeting students at the door, when offering feedback, during class discussions, etc. | | | teachers setting aside 2 minutes per day to visit with the student about student-friendly topics (e.g. recent movies, how are things at home, sports played, etc.).  This is called the 2X10 strategy = 2 minutes/day @ 10 days. |
| being supportive through listening with interest to student's conversations and extending those conversations | | | |
| validating the emotions of the students and providing them with labels for those emotions when needed | | | teachers check with the student during independent practice or cooperative learning to make sure student is comfortable and prepared for the task |
| **Feedback Continuum: Behavior Specific Praise, Effective Feedback, Relational Growth-Promoting Feedback** | | | |
| Teachers engage more frequently during on-track vs off-track behavior using feedback that: | | | Positive feedback for students needing T2 support: |
| is provided in a ratio of 3:1, 4:1 or 5:1 positive to corrective | | | is given at an increased ratio of: 5:1, 6:1 or 8:1 positive to corrective |
| considers the strength of the student-teacher relationship | | | Works to strengthen student-teacher relationship and meet functional need |

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| Matches the student's / class' developmental readiness for intrinsic or extrinsic focus | | | Matches student's functional need for intrinsic or extrinsic focus |
| **Classroom Environments** | | | |
| Classroom environments are designed to: | | | For students needing T2 support, the classroom: |
| provide safe experiences for all students | | | environment is individualized to the student's needs (e.g. priority seating) |
| develop clear routines for activities and transitions | | | |
| organize the layout of the classroom for ease and access | | | offers visual supports |
| provide brain breaks and movement | | | offers a 'peace corner'/options for breaks |
| Classroom activities are organized to: | | | For students needing T2 supports, activities are: |
| foster cooperative learning | | | offered with visual supports to reinforce verbal instructions |
| encourage class discussions | | | |
| engage students in self-reflection and self-assessment | | | prompted using the pre-correct, remind, reinforce sequence |
| **Opportunities to Respond** | | | |
| Opportunities to Respond are: | | | For students needing T2 supports, OTRs are: |
| occurring 3 per minute during whole group instruction | | | individualized to student response preference (e.g. non-verbal versus verbal, with proximity versus across the room). |
| immediate feedback given to students. | | | |
| occurring more than 3 per minute in small group instruction. | | | |
| quick 1-3 word phrases with only one right answer. | | | simple responses the student can answer to build behavior momentum |
| used as whole group responses (e.g. choral responses) more than individual student responses (e.g. one student raising hand to answer). | | | followed by immediate individual feedback along the continuum that best matches student needs (see Feedback Continuum section) |
| either verbal or non-verbal responses that the whole class can do | | | |
| increasing the pace and active engagement of the classroom | | | |
| increasing student talk and decreasing teacher talk | | | |
| **Active Supervision** | | | |
| Active supervision is: | | | For students needing T2 support, AS is: |
| occurring regularly during both guided and independent practice | | | used to increase individualized, positive interactions with proximity for the student with Tier 2 supports |
| leveraging established routines and procedures | | | |
| happening by moving, scanning, and interacting positively with proximity to students during guided and independent practice | | | used to offer equitable, student-selected, and easily accessible instructional choices with proximity to student |

| also occurring in non-classroom settings such as hallway, cafeteria, arrival and dismissal, etc. | | | used to proactively greet, acknowledge, or relate to student needing T2 support in unstructured areas / settings |
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| **Choice-Making** | | | |
| Choice Making is designed to: | | For students needing T2 support: | |
| Elicit awareness of what draw student's attention or curiosity; what excites, energizes or interests the student | | | pre-identify a menu of choices relevant to the student and which can be used across classrooms and projects |
| Connect to what the student values, as well as to their short- and long-term goals | | | Choices are designed to meet a goal, increase engagement, and diffuse behavior |
| Limit alternatives to prevent overwhelm or dissatisfaction | | | Limit to 2 or 3 choices to prevent overwhelm and to promote fluency |
| Provide choice related to content, product, or process | | | Pre-identify some choices for brain breaks the student can use to diffuse fight-flight-freeze responses and invite self-regulation |
| Engage in feedback that evokes reflection and awareness of one's choice and agency | | | |
| **Teacher Clarity** | | | |
| Teacher Clarity helps students plan, predict and set goals: | | For students needing T2 supports: | |
| Learning intentions answer "where am I going?" | | | Precorrect, remind, and reinforce student to refer back to learning intentions, success criteria, and/or learning progressions to revisit background knowledge, increase engagement and decrease distractibility |
| Success criteria that answers "how am I doing?" | | | |
| Learning progressions that answer "what to do next?" | | | |
| Clear explanations, demonstrations, and examples / non-examples along with guided practice for the skills, knowledge or applications to be learned | | | Graphic organizers, self-monitoring tools, check-in-check-out process may assist the student in tracking and making progress |
| | | | Scaffold explanations and demonstrations with concrete examples, illustrations, or videos to increase student focus and understanding. |