

Tier 1 Interventions

| Interventions | Why should I do it? | When should it do it? | How do i do it? | Appendix |
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| <p>Alternative Modes of Assignment</p> | <p>Students learn in various ways and modes</p> <p>Students respond better when Students are more likely to complete work</p> <p>Students will become more engaged</p> <p>All learners will have better opportunities to understand and correctly complete expectations</p> | <p>Alternative modes of completing assignments should be regularly used in all classes and students given the choice as to which method they will use</p> <p>You may want to suggest or require that certain students use a specific mode of completion if it seems that mode may work best for that student or the student has shown a pattern of learning to support the use of that mode of completion</p> | <p>Verbally giving answers</p> <p>Drawing a picture, graphic, diagram, etc.</p> <p>Using a computer to type out an assignment</p> <p>Putting answers on index cards</p> <p>Have student act out assignment</p> <p>Make a small comic book out of assignment</p> <p>Have student do a demonstration or experiment</p> | |

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| <p>Break down Assignment</p> | <p>Some students get overwhelmed by too much information on a page</p> <p>Students who are dealing with ADD/ADHD tend to have difficulties with breaking up assignments</p> <p>Provides student with small, frequent, attainable goals</p> | <p>When a student shows signs of being overwhelmed</p> <p>When you are aware of an ADHD/ADD diagnosis either by school or outside school</p> <p>When student is reluctant to complete work</p> | <p>Take a blank sheet of paper and cover up every item other than what you want the student to complete. After they complete that, teach them to move the sheet down</p> <p>Determine what might be hardest/easiest for student. Have them do the easy items or the hard items first, whichever they prefer</p> <p>Allow a break after student completes a portion of the work</p> | |
| <p>Headphones</p> | <p>Some students require the need for a reduction outside stimulus to help them maintain focus</p> <p>Some students work better with music or white sound, like rain, water, etc</p> | <p>When a student is easily distracted and is frequently losing focus</p> | <p>See administrator to identify where headphones can be secured</p> <p>Encourage student to wear the headphones during individual work time</p> | |

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| <p>Individual work space</p> | <p>Helps students with poor attention and focus</p> <p>Students with behavior problems can be more easily managed</p> <p>Increases attending behaviors</p> <p>Improves work production and listening</p> <p>Minimizes distractions</p> | <p>When a student is off task, inattentive, or distractible</p> <p>When a student is acting out, disruptive, off task, talking, exhibiting outbursts, etc</p> <p>When students are off task, talking out of turn, making noises, drawing attention to themselves, etc</p> | <p>If you have study carrels or dividers, you may use these to create a work space for a student</p> <p>Consider moving the student's desk near the teacher</p> <p>Setting up books or strategically positioning the student near or around objects in the room can act as natural dividers, like tables, shelves, walls, etc.</p> <p>Students may do well with sound isolating earphones to block out sound in addition to an individual work space</p> | |
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| <p>More structured routine</p> | <p>Provides students with predictability decreasing anxiety, frustration and worry</p> | <p>When a student gets off task easily, is easily frustrated, is anxious about the school day</p> | <p>You can write your schedule on the board daily, crossing off events as they occur.</p> <p>You can provide the student with an individual schedule on their desk daily, having them cross off events as they occur</p> <ul style="list-style-type: none"> • The schedule can include pictures as well as words • You can also add a timer for each topic, providing student with a time frame for each subject | |
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| <p>Non verbal cues</p> | <p>Creates a working relationship with student without calling attention to the student in a negative manner</p> <p>Is discrete and quick</p> <p>Saves class and instruction time</p> <p>Makes students more comfortable and likely to participate and be involved</p> <p>Easy to do and effective</p> <p>Improves and builds student confidence and self-esteem</p> | <p>When a student is losing attention and focus during times of instruction or independent work</p> <p>As a form of redirection from misbehavior, talking, off task behaviors, etc</p> <p>When a student has problems talking in front of the class or does not participate or volunteer</p> <p>When a student does something good, correct, successfully, etc</p> | <p>Meet with student individually to identify with student how you and they should communicate in a special way and have student, as much as possible, pick the sign to use</p> <p>Practice with the student and explain when you notice they might need some re-focus, you will show them the sign</p> <p>Set up a cue with a student for when they would like to participate, volunteer, or when they will be called on to do so or speak or read in front of the class</p> <p>Use cues like smiles, thumbs up, shaking head "yes", etc to praise students for correct behaviors</p> | <p>See attached</p> |
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| <p>Redirection</p> | <p>Easy and fast with good results many times</p> <p>Saves instructional time</p> <p>Minimizes distractions and misbehaviors</p> <p>Improves students' attention and focus</p> <p>Keeps the class on track</p> <p>Provides effective prompts with little effort</p> <p>Brings students back to the task at hand</p> <p>Can be utilized in the middle of instruction, activities, and discussion</p> | <p>When students are off task, inattentive, goofing around, talking out of turn, etc</p> <p>When students are misbehaving</p> <p>When students are not doing an assignment or task correctly</p> <p>When students appear confused or lost</p> | <p>Simply provide a student or students with a quick reminder of what they should be doing, where they should be, what the expectations are, the class rules, routines, etc</p> <p>Do not make your redirection more than one or two sentences.</p> <p>Give your redirection and keep going on with what you were doing</p> <p>Be clear and concise with redirection statements</p> <p>Make your redirection to the point</p> <p>Redirection can also be non-verbal</p> | <p>See attached</p> |
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| <p>Stress ball or fidget</p> | <p>Some students require the need for outside stimulus to help them maintain focus</p> <p>Anxious students can benefit from stress balls and fidgets as a coping mechanism</p> <p>Hyperactive students can benefit from keeping their hands busy and off other students and objects</p> | <p>When a student has difficulty staying in seat, is overly fidgety, hyperactive, always grabbing and playing with objects around them, chewing on pencils and pens a lot, etc</p> <p>When a student is anxious, nervous, etc</p> | <p>Explain to a student in private that they will receive a stress ball or fidget to use when they are unfocused, nervous, anxious, feeling fidgety, hyper, etc</p> <p>Tell the student this will help them to focus better or get through feelings of anxiety or nervousness</p> <p>Tell the student the appropriate and inappropriate uses of the stress ball and fidget</p> <p>You may either allow the student to keep the item in their desk or keep it in a certain spot where they can retrieve it from when needed or as part of a routine, for example, in the morning and afternoon</p> | <p>See attached</p> |
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| <p>Teach conflict resolution skills</p> | <p>Many students lack basic skills necessary for solving and resolving daily conflicts with other students, adults, authority figures, etc</p> <p>Enables and empowers students to be more independent and highly functioning</p> <p>Reduces teacher's time "putting out fires"</p> <p>Increases instructional time</p> <p>Promotes maturity</p> <p>Improves self confidence</p> <p>Reduces tattling, bickering, and disruptions</p> | <p>Conflict resolution skills are good to teach all kids in your classes at the beginning of the year and then again once a month to keep the strategies fresh in kids minds</p> <p>When students bicker, argue, and fight a lot</p> <p>When a student is being suspended a lot due to fighting and conflicts with students and adults</p> <p>When students have trouble compromising, taking turns, sharing, etc</p> | <p>Use role playing to practice the skills</p> <p>When students fail to use the taught skills, have them reflect on how they could have handled the situation or conflict and role play it with them</p> <p>Model proper conflict resolution skills for your kids with any opportunity you get, and point out to the students afterward how you used the skills</p> | <p>See attached</p> |
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| <p>Teach coping skills</p> | <p>Improves kids self-confidence and self-esteem</p> <p>Increases instruction time</p> <p>Improves students' independence</p> <p>Helps students to be more assertive</p> <p>Decreases the time it takes to deal with students' crises, issues, meltdowns, etc</p> <p>Provides students a good life long skills</p> <p>Helps to empower students</p> <p>Improves behaviors</p> <p>Improves student problem solving</p> <p>Helps student empowerment</p> | <p>All students should be taught coping skills and they should regularly be modeled for all students</p> <p>When a student frequently has melt downs, falls apart, cries, experiences anxiety, has issues with friends</p> <p>When students seem to have trouble handling criticism, failure, disappointment, conflict, decision-making, etc</p> <p>When students have trouble appropriately expressing emotions</p> | <p>Depending on the situation, need, and child, there are numerous ways to teach kids coping skills</p> <p>Always try to use active listening skills</p> <p>Use a clam tone</p> <p>Be firm when necessary and set boundaries</p> | <p>See attached</p> |
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| <p>Teach relationship skills</p> | <p>Interpersonal skills are an important part of students' development</p> <p>Improves self-esteem</p> <p>Increases student buy-in</p> <p>Creates a more cohesive class and group</p> <p>Increases instructional time</p> <p>Improves students' moods, affect, and emotional stability</p> <p>Helps students to elicit help from teachers and others</p> <p>Improves the environment of the room/school</p> | <p>With students who seem to be "loners"</p> <p>With students that are frequently involved or starting or taking part in drama</p> <p>With students that say no one likes them or they have no friends</p> <p>With students who have trouble asking for help</p> <p>When students seem socially awkward</p> <p>When other students shun, avoid, or ostracize others</p> | <p>Use any opportunity to model and role play relationship skills, like when a student name calls and others choose not to play with them, when a student shares, when a student helps another, etc</p> <p>Teach lessons on relationships, friendships, getting along with others, tolerance, etc</p> <p>Take students aside to discuss and have them reflect on how their behaviors affect others, what behaviors would make others want to be friends with them, etc</p> <p>Assign work partners and help kids set goals with making friends or getting to know others</p> | <p>See attached</p> |
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| <p>Teach relaxation techniques</p> | <p>Many students want to be successful but haven't yet developed all the skills, which can lead to anxiety/frustration</p> <p>Provides students a way to manage their own feelings and emotions</p> <p>Increases instructional time when students can calm themselves and utilize coping skills, like relaxation</p> <p>Improves student focus and attention</p> | <p>When you see a student becoming frustrated (banging things, groaning, crying, refusing to do work)</p> <p>When student has a lot of work to do</p> <p>When a student appears, tense, uptight, anxious</p> <p>When a student is having a "bad day"</p> <p>When a student appears uncomfortable</p> <p>When a student has become unfocused and off task</p> | <p>Take time to speak with the individual student alone or teach the entire class the relaxation techniques they will use in class</p> <p>Assure student that everyone gets stressed/frustrated/worried/ overwhelmed</p> <p>Teach the student to know when they are stressed, frustrated, worried, overwhelmed, etc (some common answers are: clench fists, breathe heavily, cry, sweat)</p> <p>Relaxation techniques for students:</p> <ul style="list-style-type: none"> - Deep Breathing - Count to 10 - Write in a journal - Listen to music or nature sounds | <p>See attached</p> |
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| <p>Teach social skills</p> | <p>Many students lack basic social skills</p> <p>Increases instructional time</p> <p>Improves student interactions and productivity</p> <p>Helps students make friends</p> <p>Gives students a common "language"</p> | <p>When students have poor hygiene</p> <p>When students seem out of place, ostracized, or isolated</p> <p>When students exhibit poor social routines, like taking turns, sharing, waiting in line, shaking hands, poor eye contact, etc</p> <p>When students are rude, short, pushy, etc.</p> | <p>Some common areas for social skills instruction include:</p> <ul style="list-style-type: none"> - Hygiene -Manners -Listening -Being polite -Being considerate -Being respectful -Sharing -Taking turns -Appropriate words -Appropriate touch -How to behave in the halls, lunchroom, during instruction, etc | <p>See attached</p> |
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| <p>Visual schedule</p> | <p>Provides students with organization and structure</p> <p>Increases on task behavior</p> <p>Improves productivity</p> <p>Increases students' independence and responsibility</p> <p>Teaches students to use time more efficiently</p> <p>Helps visual learners</p> | <p>With students who have ADD/ADHD</p> <p>With students on the autism spectrum</p> <p>With students who are disorganized</p> <p>With students that have trouble managing time and assignment completion</p> <p>When students are wandering, off task, or lagging behind the rest of the class</p> <p>When students exhibit poor executive and decision making skills</p> | <p>Use pictures, images, and graphics to represent periods of the day, subjects, tasks, transitions, etc.</p> | <p>See attached</p> |
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| <p>Assign Buddy or Partner</p> | <p>Helps teachers with time management</p> <p>Provides modeling behaviors for other students</p> <p>Increases student buy-in responsibility and accountability</p> <p>Helps students to focus and stay on task</p> <p>Decreases challenges to authority</p> <p>Lowers stress, intimidation, and anxiety levels for students</p> <p>Helps students get answers and clarification to directions quickly and more frequently</p> | <p>When a student is easily distracted and is frequently losing focus</p> <p>When a student needs a little extra help or guidance with tasks</p> <p>When a student has trouble with organization, getting things out, putting things away, etc.</p> <p>When a student is overly shy, timid, or non-responsive to adults and teachers</p> <p>When a student is being picked on</p> <p>When a student seems withdrawn or isolated</p> | <p>Chose a buddy or partner that will serve as a good role model</p> <p>Talk in private with the student that will serve as the role model about what you would like them to do and why you are partnering them up</p> <p>Talk in private with the student who needs the partner or buddy, explaining that they will be partnered up with another student and why</p> <p>Speak with the two students together and explain the purpose of putting them together and what your expectations are</p> <p>You may use more than one buddy or partner</p> | <p>See attached</p> |
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| <p>Ignore</p> | <p>Some students misbehave, are disruptive, off task, etc, due to trying to get attention, therefore, addressing these students when they do this is giving them attention, what they want, and reinforcing the undesired behaviors you don't want</p> <p>Reduces misbehaviors, off task students, disruptions, outbursts, etc</p> <p>Teaches kids to seek attention in more appropriate ways</p> <p>Decreases lost instruction time</p> | <p>When a student is acting out, disruptive, off task, talking, exhibiting outbursts, etc</p> <p>When students seek attention in negative ways</p> <p>When are off task, talking out of turn, making noises, drawing attention to themselves, etc</p> | <p>With students that are not posing a danger to others, you simply ignore their behaviors and continue instruction without stopping or giving them any special attention</p> <p>Students may intensify their efforts to get your attention at first when you begin to ignore them, therefore, do not give up too easily with this intervention, rather, outlast the student</p> <p>Make a point to praise other students in the class who are exhibiting on task and correct behaviors, including what they are doing right in the praise, like "nice job sitting up straight in your chair Billy" or "you were very quiet and listened to the directions very well Johnny"</p> | <p>See attached</p> |
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