**Tier One Core Components**

**(Otten, 2016)**

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| **Core Component** | **Indicators** |
| Common Purpose and Approach | * Common language
* Consistent agreements, procedures, and routines
* Proactive and preventative philosophy
* Desired behavior directly taught both proactively and ongoing (triage, redirect, and processing) within a positive relationship interaction
* Focus more on positives than negatives
* General consensus about when students leave instruction
* Objective data regularly collected and analyzed
* Focus on team problem solving-no blame and no excuses
* Willingness to be open to the process and constructive feedback
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| Administrative Leadership | * Lead the setting of school expectations and development of procedures and routines
* Build consensus among entire staff
* Lead the team through the decision making and paperwork process
* Delegate responsibilities as appropriate
* Provide accountability
* Allocate resources for implementation
* Promote appropriate staff utilization
* Attend and actively participate in team meetings
* Support ongoing professional development
* Model inclusion and support rather than just evaluation
* Be willing to think outside the box to obtain needed resources
* Be willing to seek outside support when needed
* Model/lead a “we will try” attitude vs. a “have YOU done. . . “
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| Positively Stated Agreements, Procedure and Routines | * 3 to 5 general schoolwide agreements that are all inclusive
* Break down into matrix for each area (classroom, cafeteria, hallway) so there is no confusion or argument
* State POSITIVELY-What do you want them to DO!
* Most visually in multiple places to remind and for easy reference
* Each classroom can have their unique matrix but should use the schoolwide general agreements
* Add to as situations arise that are not clear
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| Explicitly Taught Agreements, Procedures and Routines | * Teach through active student engagement-not just lecture
* Define by breaking into steps
* Describe what it looks and sounds like
* Give a rationale about why it is important
* Model
* Provide guided practice
* Give specific feedback
* Reinforce frequently at the beginning
* Shift reinforcement to random or unpredictable to promote maintenance
* Review, reteach, and practice with booster sessions as needed
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| Environmental Design | Room Arrangement* Easy flow of movement
* All students can be monitored at all times
* Areas for teacher directed group lessons, collaboration, differentiated instruction, independent work, and private cool off space
* Separation between quiet and noisier areas
* Materials stored where can be conveniently accessed near where they will be used

Scheduling* Daily schedule visually posted and easily changed if needed
* Little or no unstructured downtime
* Provides time for large and small group activities, one on one instruction, independent work, and socialization
* Students, paras, volunteers, and peer tutors know exactly what they are to be doing at all times

Visual SupportsPositive Classroom Climate* Energetic feel
* Students engaged in meaningful activity at all times
* Respectful interaction
* Descriptive rather than judgemental language-contribute to atmosphere of shared work and learning
* Nonverbal language calm and matter-of-fact rather than challenging or threatening

Overall * High levels of structure
* Communicates expectations visually
* Organized and aesthetically pleasing
* Minimal clutter
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| Instructional Design | * Students working at appropriate level of difficulty
* Students working on a variety of activities across different learning modalities
* Students are actively engaged and not just passively receiving instruction
* Modeling (I Do), Guided Practice (We Do) and Independent Practice (You Do) scaffolded approach to instruction is used
* Errorless learning is used
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| Frequent Acknowledgment of Positive Behavior | * Engage more frequently with every individual when he/she is engaged in positive behavior than negative behavior at a ratio of about 4:1
* Use behavior specific feedback to provide additional instruction and rationale
* Use of free, frequent and unpredictable “catch them being good systems”
* Use of interdependent and independent group oriented contingencies
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| Consistent Instructional Response for Problem Behavior | * Redirecting staff has positive relationship with the student
* Students understand what behaviors are considered gateway behaviors and why
* Low level redirection is used at first sign of gateway behaviors
* Redirection is calm, brief, respectful and as private as possible
* Student is only removed from instructional environment for behavior that is dangerous, destructive or significantly disruptive
* Significantly disruptive means doesn’t redirect without arguing or escalating
* If student leave the instructional environment they have processed the situation, practiced skills needed, and is under instructional control before returning to their regular learning location
* Overall focus in instructional and not punitive-no one is in “trouble”-what skills need to be learned?
* Reinforcing attention is minimized during this process
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| Ongoing Monitoring and Evaluating Effectiveness Based on Data | * Specifically defined outcomes
* Clear written plan that includes all key components (instruction, prevention, reinforcement, and undesirable consequences) and evidence based practices that all involved parties understand
* Fidelity monitoring procedures to ensure consistent implementation
* Frequent data collection that is graphed
* Regular and structured team meetings to analyze data and make decisions
* Same process schoolwide, classwide or individual
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