**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 |
| 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. . . “ |
| 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 |
| 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 Supports  Positive 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 |
| 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 |
| 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 |
| 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 |
| 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 |