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| Universal Tier One (Hands On)**Promotions and Prevention** | Tier Two (Hands Joined)**Interventions** | Tier Three (Hand Off)**Interventions** |
| Progress monitoringGrouping formats and systematic/ritualized proceduresMeet & greet at the doorPracticing and assessing Learning and Life Competencies (SEL)Universal classroom academic and behavioral expectationsGetting and keeping attention; maintaining silence when required; providing clear instructionsStudent voice and choice (process and product)Academic goal setting & progress assessmentFacilitating interactive learning protocols (turn and talk; cooperative groups; using movement and manipulatives)Gatherings & closingsClassroom meeting/circlePersonal, academic, and behavior check-insLearning and using every student’s nameFirst response to low-impact behavior concernsSchool-wide rules and expectationsHallway presenceHall scan/ hall passes | Progress monitoringAcademic and behavioral problem-solving and planning conferencesAssignment of student support coach, mentor, or advocate (short-term or long-term)Academic “work-outs” (Re-teaching, tutorials, re-dos)Re-entry protocol for students suspended or removed from classMediation for student-student and student-teacher conflictsRestorative group conferencing for high-impact incidentsProtocols for defusing students who are upset, de-escalating power struggles, and responding to oppositional behaviors | Progress monitoringAcademic and behavioral problem-solving and planning conferencesAssignment of student support coach, mentor, or advocate (short-term or long-term)Individualized counseling/ crisis case management/ mental health servicesComprehensive student success plans for students with multiple challengesMediation for student-student and student-teacher conflictsRestorative group conferencing for high-impact incidents |
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