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| Grouping formats and systematic/ritualized procedures | Academic “work-outs”  | Coaching and practice work-outs/ behavior replacement sessions |
| Meet & greet at the door | Protocols for defusing students who are upset, de-escalating power struggles, and responding to oppositional behaviors | Progress monitoring |
| Personal, academic, and behavior check-ins | Universal academic and behavioral expectations | Academic and behavioral problem-solving and planning conferences |
| Learning and using every student’s name | Re-entry protocol for students suspended or removed from class | Assignment of student support coach, mentor, or advocate (short-term or long-term) |
| Gatherings & closings | Practicing and assessing Learning and Life Competencies (SEL) | Mediation for student-student and student-teacher conflicts |
| Getting and keeping attention; maintaining silence; providing clear instructions | Academic goal setting & progress assessment | Comprehensive student success plans for students with multiple challenges |
| Clear schoolwide rules  | Facilitating interactive learning protocols (turn and talk; cooperative groups; using movement and manipulatives) | First response to low-impact behavior concerns |
| Classroom meeting/circle | Restorative group conferencing for high-impact incidents | Individualized counseling/ crisis case management/ mental health services |
| Hall scan/ hall passes | Hallway presence | School rules and expectations |
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