



Tier 1 Supports

Examples of Support for All Students

Presenting Content:

- State clear objectives prior to teaching lesson/unit
- Instruct students individually and in small groups
- Use auditory, visual, and tactile approaches
- Provide notes, study guides several days before test/ quiz (preferably with a weekend included), and graphic organizers for following along to lectures
- Pre-teach vocabulary
- Model and demonstrate
- Provide visuals, diagrams, captions, and labels with new information
- Relate material to prior knowledge
- Provide written or recorded copies of lectures
- Preview questions / objectives before reading assignments
- Cover all but the problem a student is working on, uncover as they complete
- Brainstorm with curriculum consultants

Modifying Assignments:

- Simplify directions: give in small, distinct steps
- Repeat directions as needed with rephrasing
- Supplement verbal instructions with visual instructions
- Page formatting considers different level learners. Has ease of use.
- Give verbal and visual cues or prompts
- Provide additional student/ teacher interaction during independent work time
- Shorten assignments
- Reduce difficulty level
- Provide alternatives or choices to assignments
- Adjust deadlines, offer extended time
- Adapt worksheets: eliminate choices, have equal choices for matching, separate multiple choice into smaller sections, provide a word bank
- Have students draw or give oral explanation of responses
- Use graph paper for math calculations
- Allow use of calculator / spell check
- Brainstorm with curriculum consultant
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Adapting the Classroom:

- Reduce visual and auditory distractions
- Allow breaks / allow for movement with breaks
- Allow seat changes and student preference

Adapting Assessments:

- Reduce answer choices or the number of questions
- Provide equal choices for matching questions
- Separate multiple choice into smaller sections
- Provide a word bank
- Allow for answers to be given verbally
- Allow testing in a smaller environment (Academic Center)
- Provide extended time
- Have tests read aloud
- Allow alternative assessments, e.g. portfolio, presentation, digital format, illustrations, video recordings
- Use of Advisory for test review/ test retake.
- Brainstorm with curriculum consultants

Motivating and Reinforcing:

- Use positive reinforcement
- Tap students' strengths and interests
- Set clear behavior expectations and consequences
- Send out positive home contact: regular parent updates and progress reports (more frequent for struggling students)
- Provide behavior-specific praise: identify the student, describe the behavior, and use an authentic, warm tone of voice

Encouraging Self-Management and Follow-Through:

- Provide a visual schedule / agenda / goals for the day
- Have student repeat directions
- Break up long assignments with checkpoints and timelines
- Provide visual reminders, e.g. picture of supplies needed or step to remember
- Check often for understanding; review as needed
- Use of timers in class to monitor progress

Providing Support Using Social Interaction:

- Allow opportunities for in-class peer tutoring (creative pairing)
- Allow cooperative learning groups
- Structure activities for social interaction opportunities