CLUSTERS

Tier 1 Strategies and Supports for All ASD Nest Cluster Teachers

The Tier 1 Classroom Checklists are used by the ASD Nest consultant to ensure the full implementation of the Tier 1 strategies of the ASD Nest Three-Tier Model. The strategies referred to in this checklist are described in the ASD Nest Classroom Guideposts. The ASD Nest consultant uses this tool to ensure that these strategies are being used consistently to support students. There is no expectation that every strategy will be implemented during all lessons and other activities in every classroom, but rather that these strategies will be used frequently, whenever relevant, before more intensive individualized supports are pursued.

The Tier I strategies and supports listed in this checklist are divided into two levels, A & B, in each of the four domains (Sensory, Behavior, Social, Academic). Cluster teachers are responsible for incorporating these strategies into out-of-classroom experiences and can be used in classrooms.

Level A supports should always be present and readily observable during a 45-50 minute classroom visit.

Level B supports are additional strategies that may be implemented in the classroom.

Directions for using the Tier 1 Classroom Checklist for Cluster Teachers:

1. Fill out class information requested at the top of the form on the next page.
2. Complete the checklist across all four domains as follows: For each item indicate whether the strategy was **Observed** or **Not observed** by checking the appropriate box.
   - ❑ **Observed** (for applicable items, indicate if it was used "*consistently*" or "*on occasion*")
   - ❑ **Not observed** (for applicable items, indicate "**missed opportunity**" and specify further in the Notes column)
3. Circle all Level A strategies that were either **Not observed** or were observed "**on occasion**" to identify the items that need further attention.
4. Meet with the teacher/s to highlight effective supports being used and to review a manageable number of Level A strategies and supports not yet implemented or implemented inconsistently. The ASD school team works with the teachers and the consultant to plan for more consistent use of the targeted Tier I strategies.
5. Follow-up on the implementation of suggested strategies and supports at the next visit.

*Expanded definitions for underlined terms in the Tier I Classroom Checklist can be found in the ASD Nest Classroom Guideposts.

FOR USE ONLY IN ASD NEST SCHOOLS

Classroom: _____   Subject(s)/Activities: _____

Completed by: _____   Date & time: _____

Sensory Functioning & Self-Regulation Supports

LEVEL A: Supports that should *always* be present and observable in each 45-50 minute observation period:

1. Classroom environment accommodates sensory sensitivities and prevents sensory overload.	*Gym groups meet in a quiet corner of the gymnasium for instructions at the start of the period*	☐ Observed ☐ Not observed
2. Arousing and calming activities are balanced across the period.	*Calming stretches follow a high-energy game in dance*	☐ Observed ☐ Not observed
3. Break area* is inviting, available for student use, and offers materials for calming.	*Small area is set off in the back of the gym with break area tools available*	☐ Observed ☐ Not observed
4. Teachers modify voice volume appropriate to individual students and to the size of the group.	*Teachers in art class adjust their volumes based on whether they are giving directions to the whole class or supporting an individual student*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
5. Opportunities are created for whole class movement (e.g. movement break or transition between rug/desk).	*Movement breaks are incorporated during transitions throughout a music period*	☐ Observed ☐ Not observed: ○ Missed opportunity

LEVEL B: *Additional* support strategies that *may* be implemented:

6. Relaxation activities are used to develop strategies for self-regulation.	*Yoga/deep breathing sequences are performed during music*	☐ Observed ☐ Not observed: ○Missed opportunity
7. Sensory tools are used by/available to students (e.g. work carrels, headphones, fidgets).	*There is a sensory toolbox available for students in the back of the science room*	☐ Observed ☐ Not observed: ○ Missed opportunity

Behavioral Supports

LEVEL A: Supports that should *always* be present and observable in each 50-minute observation period:

1. Classroom is organized to minimize visual distraction.	*Extraneous charts and decorations are minimized, especially around the main lesson area*	☐ Observed ☐ Not observed
2. Daily <u>class schedule</u> is displayed and referenced as a transition/refocusing support.	*Flow of activities for the period are displayed in the music room, showing each activity the students will be doing during that period*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
3. <u>Visual aids</u> and concrete examples are utilized to supplement verbal directions.	*Visuals are created to support repeated routines (finding a partner, collecting materials, cleaning up, lining up, etc.)*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
4. Students are told what *to do* rather than what *not to do*.	*Students are told how <u>to</u> get their computers during technology, rather than what <u>not</u> to do*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
5. Clear, concise, concrete language is used to clarify expectations.	*Expectations for how students will return their microscopes are clearly stated and repeated prior to starting the transition to clean up*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
6. Teachers "<u>catch students being good</u>," providing behavior-specific praise.	*Teachers highlight students who clean up the basketballs ("Thanks for putting each of the basketballs back on the equipment shelf!"), rather than just correcting the students who do not*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
7. Appropriate behavior in peers is highlighted.	*Teachers highlight peers who quickly clean up their art space and bring their work to the rug to share*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed
8. <u>Classwide reinforcement system</u> with clear, concrete behavioral expectations is used	*A clear, consistent and visual positive behavior system is used during every prep, and students "earn" at least once each period*	☐ Observed ○ Consistently ○ On occasion ☐ Not observed

Behavioral Supports

9. Upcoming activities/transitions/expectations are previewed.	*Teachers prime students that they are going to practice their dance in the studio today, but that next week they will be in the auditorium (highlighting how this rehearsal will be different from the studio)*	☐ Observed ☐ Not observed
10. <u>5-Point Scales</u> are created and referenced to concretize abstract concepts (e.g. voice volume, level of control, size of a problem).	*A science-themed voice scale is clearly displayed and referenced (Level 1= quiet mouse, 2= chirping bird, 3= barking dog, 4=screaming monkey, 5= roaring lion)*	☐ Observed ☐ Not observed: 　○ Missed opportunity
11. Opportunities are provided for students to make choices.	*In music, students are given the option to sing on the stage or be the announcer for a holiday concert*	☐ Observed ☐ Not observed
LEVEL B: *Additional* support strategies that *may* be implemented:		
12. Visual <u>task sequencing boards</u> are used for routines and activities.	*The four steps for an art project are displayed in words and pictures, reviewed prior to independent work, and posted for each student to reference*	☐ Observed ☐ Not observed: 　○ Missed opportunity
13. Nurturing <u>peer buddies</u> are used to provide support.	*Teachers discuss strategic pairings of students during planning*	☐ Observed ☐ Not observed: 　○Missed opportunity
14. Student strengths & interests are incorporated into learning activities.	*Teachers discuss and share individual student strengths and interests during planning and identify ways these can be incorporated into lessons/activities*	☐ Observed 　○ Consistently 　○ On occasion ☐ Not observed 　○ Missed opportunity
15. <u>Proximity control</u>/<u>signal interference</u> is used as a prevention strategy.	*Teachers sit next to students on the rug who are frustrated with a schedule change in science*	☐ Observed ☐ Not observed: 　○ Missed opportunity
16. "<u>Looking forward to</u>" approach is used to help students anticipate upcoming, preferred activities.	*Teachers highlight for students that this week in art they are using watercolors, but that next week they get to finally use clay*	☐ Observed ☐ Not observed: 　○ Missed opportunity
17. <u>Visual timers</u> are used for classroom transitions and activities to clearly display amount/passage of time.	*Teachers use and reference visual timers to show students how long they will be observing in their science groups before switching to writing about their observations*	☐ Observed ☐ Not observed: 　○Missed opportunity

Social Supports

LEVEL A: Supports that should *always* be present and observable in each 50-minute observation period:

1. <u>Nonverbal language</u> is used (e.g. eye gaze, gestures, facial expressions).	*Teachers indicate the location of materials nonverbally, inviting the students to "check in" and figure out where the teacher is looking, rather than the teacher explaining where the item is in words*	□ Observed ○ Consistently ○ On occasion □ Not observed
2. Strategies and supports that foster a classroom community/team are used (e.g. "we" language, table names, room themes, photos of shared experiences).	*Teachers celebrate the "Class 406 Scientists," highlighting at the end of each lab the great work they all did as a team*	□ Observed ○ Consistently ○ On occasion □ Not observed
3. Indirect prompts (e.g. declarative statements or gestures) are used.	*Teachers use comments to invite student problem solving, rather than telling them what to do in art: "It does look like your palate is getting pretty dry, which may make it hard to blend your colors."*	□ Observed ○ Consistently ○ On occasion □ Not observed
4. Students are given extra time to process and respond to language in social situations (e.g. transitioning, talking to a peer/teacher at desks).	*Teachers give a student time to respond to a question during a science lab before repeating the question or asking another student in the group: "I'm wondering how you're all going to work together on this lab. Derek, I'm going to check in with the rest of your group and then come back to you to see if you have any ideas."*	□ Observed ○ Consistently ○ On occasion □ Not observed
5. <u>Experience-sharing</u> language is used (e.g., <u>celebrating</u>, <u>labeling the moment</u>, teamwork).	*Teachers capture a memorable moment in dance where everyone did the whole routine, "I'm going to remember this 'Perfect Performance' moment!"*	□ Observed □ Not observed
6. Teachers foster social engagement (e.g. building anticipation and excitement, remembering shared experiences).	*Teachers hide the materials a class is going to be using for a science experiment in a box, peeking in occasionally during the explanation to get students curious and excited about what they will be using*	□ Observed □ Not observed

Social Supports

LEVEL B: *Additional* support strategies that *may* be implemented:

7. <u>Declarative language</u> is used to invite experience-sharing.	*Teacher takes time to draw alongside a student, making inviting comments: "I'm going to try to sketch lightly… I tend to press too hard." Or "I think I'll start here with the skyline… I'm just not sure if this is too high…"*	□ Observed □ Not observed: 　○ Missed opportunity
8. <u>Self-talk</u> is used to model Social Thinking® and problem-solving.	*Teachers model, "Ok, so Antoine has one hypothesis, and Laia is thinking something totally different.*	□ Observed □ Not observed: 　○ Missed opportunity
9. Basic Social Thinking® language, *appropriate* for the grade, is used (e.g. <u>flexibility</u>, <u>thinking about me/you</u> ©, <u>listening with your whole body</u>).	*Teachers model, "I really want to use the keyboards today, but I can try to be flexible and use the recorders instead." Or teachers celebrate, "Thank you for being flexible, I know you wanted to test the magnets first, but you let him try first because he went last earlier."*	□ Observed □ Not observed: 　○ Missed opportunity
10. Small group teamwork/problem-solving experiences are facilitated, providing adult support, using developmentally-appropriate Social Thinking® language and strategies.	*Teachers coach, "Hmm, the top of the glue came off and now there's too much glue on your paper. Let's think of some options you have…"*	□ Observed □ Not observed: 　○ Missed opportunity
11. Role-play is used with the whole class/small groups to prepare for a new/difficult situation (e.g. fire drill, working with a partner, playing a math game).	*Teachers role-play and then have students join in on the role-play of things you can do if your team loses during a game at gym*	□ Observed □ Not observed: 　○ Missed opportunity
12. <u>Social Stories</u>™ and <u>Comic Strip Conversations</u> are used.	*Teachers write a whole-class social story about being first/last in an activity*	□ Observed □ Not observed: 　○Missed opportunity

Academic/Curriculum Supports

LEVEL A: Supports that should *always* be present and observable in each 50-minute observation period:

Academic/Curriculum Supports

1. Teachers use variety of <u>co-teaching styles</u> (e.g., one teach-one assist, parallel teaching).	*Teachers station teach different internet research strategies, or team teach an art technique where one teacher explains the technique in words and the other models it in front of the class*	□ Observed □ Not observed
2. Mini-lessons are structured to promote active engagement, to assess mastery, and to help teachers differentiate their instruction. Mini-lessons contain: **a)** clear teaching point, **b)** modeling, **c)** guided student practice, **d)** independent student practice, & **e)** student share.	*Teachers plan together to map out each part of the lesson/activity and discuss who is going to be leading each part and how they want to support the students' transitioning from one part to another*	□ Observed □ Not observed
3. Lessons are well-planned and all materials related to the lesson and student work are ready and easily accessible.	*Teachers plan together what materials both they and the students will need and strategize how all of the materials will be accessed throughout the period (What will teachers hand out, what will students be assessing independently, etc.)*	□ Observed ○ Consistently ○ On occasion □ Not observed
4. General visuals are used to clarify expectations and academic concepts during lessons and individual/group work times.	*Visuals are created for each step of the scientific method and referenced throughout a science period*	□ Observed ○ Consistently ○ On occasion □ Not observed
5. Extra time is provided to students for processing and responding to oral communication.	*One teacher primes a student 1:1 on the rug for a question that the other teacher is going to be asking the class later in the lesson*	□ Observed ○ Consistently ○ On occasion □ Not observed
6. Directions for independent work are clear and concise. The number of steps in directions are limited, considering student age as well as language processing and cognitive levels.	*Multi-step directions in science are limited to 3 steps, are repeated at least twice, and are written on the board for reference.*	□ Observed ○ Consistently ○ On occasion □ Not observed
7. Pace of the lesson is appropriate for the students in the class.	*Teachers discuss during planning the number of new music notations that a class can handle each week*	□ Observed □ Not observed

Academic/Curriculum Supports

8. The amount of independent work is appropriate for the students' grade and level of academic readiness.	*Teachers discuss during planning the amount of writing that the students are able to do after their experiment*	☐ Observed ☐ Not observed
9. Seating is planned strategically to facilitate <u>peer support</u>.	*Teachers discuss during planning where students should sit on the rug and during independent work at their tables*	☐ Observed ☐ Not observed
10. Expectations for what students should do when they are finished independent work are clear.	*There is a clear visual to reference what students can do if they finish their artwork before the independent work timer goes off*	☐ Observed ☐ Not observed
LEVEL B: *Additional* support strategies that *may* be implemented:		
11. Complex academic activities are broken down (<u>task analysis</u>) to clarify and enumerate component steps and sequences.	*A laminated blank 5-step checklist is always displayed at the front of the room so that multi-step activities can be broken down and made visual*	☐ Observed ☐ Not observed: ○ Missed opportunity
12. Manipulatives are used to clarify concepts and increase active engagement.	*Resistance/Therabands are used to show students in gym what contracted/relaxed muscles feel like*	☐ Observed ☐ Not observed: ○ Missed opportunity
13. Presentation of academic activities/tasks is modified to incorporate students' interests, strengths, or learning styles.	*Different movements/action in gym are named for students' favorite characters ("Creeper crawl," "Steve jump," and "Enderman run") or students are taught a song to learn the planets in science*	☐ Observed ☐ Not observed: ○ Missed opportunity
14. Supports for asking for help are used.	*5-point help scale is displayed in the classroom or students have green/yellow/red cards at their desks to show teachers how they are doing with a task*	☐ Observed ☐ Not observed: ○Missed opportunity
15. Graphic organizers are used for organizing, planning, and reflecting.	*Graphic organizers are used to support student writing about the parts of a whole ecosystem*	☐ Observed ☐ Not observed: ○Missed opportunity
16. Flexible small groups are used for differentiating instruction.	*One teacher keeps a select group of students on the rug before sending them off to work on their technology project to review where each student is in their project*	☐ Observed ☐ Not observed: ○Missed opportunity

Academic/Curriculum Supports

17. New, challenging material and/or content is previewed prior to instruction.	*One teacher pulls 2 students aside during the share at the end of an science activity to pre-teach some challenging material that will be covered next week*	❑ Observed ❑ Not observed: 　○Missed opportunity
18. Students are given the opportunity to work in small groups with the necessary supports.	*Students work in groups to create a team flag of shared interests to display in the art room*	❑ Observed ❑ Not observed: 　○Missed opportunity
19. Whole-class response strategies are used in lessons (e.g., slates).	*Teachers use white boards/hand-signals to gauge student understanding of a science concept introduced in a lesson*	❑ Observed ❑ Not observed: 　○Missed opportunity
20. Timers are used for independent work time cuing (by teachers).	*Visual timer is used to show students how long they will have at each movement station in the gym before rotating (and resetting the timer)*	❑ Observed ❑ Not observed: 　○Missed opportunity