

ASD Nest Model Tier 1, Level A Supports ⇔ Danielson Framework Components

Tier 1 Supports Across Domains		Danielson Components
Classroom environment accommodates sensory sensitivities and prevents sensory overload.	2a 2d	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior
Arousing and calming activities are balanced across the period.	2d 3c	<b>2d</b> Classroom environment: managing student behavior <b>3c</b> Instruction: engaging students in learning
Break area is inviting, available for student use, and offers materials for calming.	2d	<b>2d</b> Classroom environment: managing student behavior
Teachers modify voice volume appropriate to individual students and to the size of the group.	2a 3d	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>3d</b> Instruction: using assessment in instruction
Opportunities are created for whole class movement (e.g. movement break or transition between rug/desk).	2d 3c	<b>2d</b> Classroom environment: managing student behavior <b>3c</b> Instruction: engaging students in learning
Relaxation activities are used to develop strategies for self-regulation.	2d 3c	<b>2d</b> Classroom environment: managing student behavior <b>3c</b> Instruction: engaging students in learning
Sensory tools are used by/available to students (e.g. work carrels, headphones, fidgets).	2d	<b>2d</b> Classroom environment: managing student behavior
Classroom is organized to minimize visual distraction.	2d	<b>2d</b> Classroom environment: managing student behavior
Daily class schedule is displayed and referenced as a transition/refocusing support.	2d	<b>2d</b> Classroom environment: managing student behavior
Visual aids and concrete examples are utilized to supplement verbal directions.	1e 2d	<b>1e</b> Planning and preparation: designing coherent instruction <b>2d</b> Classroom environment: managing student behavior
Students are told what <i>to do</i> rather than what <i>not to do</i> .	2a 2d	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior
Clear, concise, concrete language is used to clarify expectations.	1e 2a 2d	<b>1e</b> Planning and preparation: designing coherent instruction <b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior
Teachers “catch students being good,” providing behavior-specific praise.	2a 2d	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior
Appropriate behavior in peers is highlighted.	2a 2d	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior
Classwide reinforcement system with clear, concrete behavioral expectations is used.	2a 2d 3d	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior <b>3d</b> Instruction: using assessment in instruction
Upcoming activities/transitions/expectations are previewed.	2d	<b>2d</b> Classroom environment: managing student behavior
5-Point Scales are created and referenced to concretize abstract concepts (e.g. voice volume, level of control, size of a problem).	1e 2d	<b>1e</b> Planning and preparation: designing coherent instruction <b>2d</b> Classroom environment: managing student behavior
Opportunities are provided for students to make choices.	1e 3c	<b>1e</b> Planning and preparation: designing coherent instruction <b>3c</b> Instruction: engaging students in learning
Nonverbal language is used (e.g. eye gaze, gestures, facial expressions).	2a 2d 3c	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>2d</b> Classroom environment: managing student behavior <b>3c</b> Instruction: engaging students in learning
Strategies and supports that foster a classroom community/team are used (e.g. “we” language, table names, room themes, class pictures).	2a 3c	<b>2a</b> Classroom environment: creating an environment of respect and rapport <b>3c</b> Instruction: engaging students in learning

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Indirect prompts (e.g. declarative statements or gestures) are used.	2a 2d 3b	2a Classroom environment: creating an environment of respect and rapport 2d Classroom environment: managing student behavior 3b Instruction: using questioning and discussion techniques
Students are given extra time to process and respond to language.	3b 3d	3b Instruction: using questioning and discussion techniques 3d Instruction: using assessment in instruction
Experience-sharing language is used (e.g., celebrating, labeling the moment, teamwork).	2a 3c	2a Classroom environment: creating an environment of respect and rapport 3c Instruction: engaging students in learning
Teachers foster social engagement (e.g. building anticipation and excitement, remembering shared experiences).	2a 3c	2a Classroom environment: creating an environment of respect and rapport 3c Instruction: engaging students in learning
Teachers use a variety of co-teaching styles (e.g., one teach-one assist, parallel teaching).	1a 1e 2d 3c	1a Planning and preparation: demonstrating knowledge of content and pedagogy 1e Planning and preparation: designing coherent instruction 2d Classroom environment: managing student behavior 3c Instruction: engaging students in learning
Workshop structure promotes active engagement, assessing mastery, and helping teachers differentiate instruction. Mini-lessons contain clear teaching points, modeling, guided practice, independent practice, and a student share.	1a 1e 3c 3d	1a Planning and preparation: demonstrating knowledge of content and pedagogy 1e Planning and preparation: designing coherent instruction 3c Instruction: engaging students in learning 3d Instruction: using assessment in instruction
Lessons are well-planned and all materials related to the lesson and student work are ready and easily accessible.	1e 3c	1e Planning and preparation: designing coherent instruction 3c Instruction: engaging students in learning
General visuals are used to clarify expectations and academic concepts during lessons and individual/group work/discussion times.	1a 2d 3b	1a Planning and preparation: demonstrating knowledge of content and pedagogy 2d Classroom environment: managing student behavior 3b Instruction: using questioning and discussion techniques
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.	2d 3c	2d Classroom environment: managing student behavior 3c Instruction: engaging students in learning
Pace of the lesson is appropriate for the students in the class.	1e 3c	1e Planning and preparation: designing coherent instruction 3c Instruction: engaging students in learning
The amount of independent work is appropriate for the students' grade and level of academic readiness.	1a 1e 3c	1a Planning and preparation: demonstrating knowledge of content and pedagogy 1e Planning and preparation: designing coherent instruction 3c Instruction: engaging students in learning
Seating is planned strategically to facilitate peer support.	2a 2d 3c	2a Classroom environment: creating an environment of respect and rapport 2d Classroom environment: managing student behavior 3c Instruction: engaging students in learning
Expectations for what students should do when they finish independent work are clear.	2d 3c	2d Classroom environment: managing student behavior 3c Instruction: engaging students in learning
<b>4e Growing and developing professionally:</b> <ul style="list-style-type: none"> <li>Participation in on-site consultation visits</li> <li>Attend ASD Nest program training and ongoing professional development opportunities</li> <li>Collaborate with colleagues at weekly team meetings and case conferencing</li> </ul>		

*Please note that this document is designed to be a guide. It does not reflect all possible ways that Danielson and the ASD Nest program Tier 1, Level A strategies could be aligned.*