**Behavior Management Tier 1 strategies**

Directions: Prior to referring a student to Tier 2 for behavior/attention problems, complete the following checklist to indicate which strategies were employed in the classroom and whether they were effective. Consider having a member of your RTI team (e.g. RTI Facilitator, Administrator, School Psychologist, Professional School Counselor, Social Worker) utilize the "Classroom Observation Tool" to assist with further recommendations.

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| Tier 1 strategy | Successful | Unsuccessful |
| * Acknowledge positive behaviors (ratio of 4:1 positive to negative comments) |  |  |
| * Have established classroom rules and expectations posted in the room. |  |  |
| * Explicitly teach expectations and rules and review regularly. Re-teach when misbehaviors occur. |  |  |
| * When misbehavior occurs, provide opportunities to restore privileges. |  |  |
| * Tell the student what to do, not what not to do |  |  |
| * Redirect negative behaviors (verbally or nonverbally) |  |  |
| * Only give directives you are willing/able to enforce |  |  |
| * Fair, logical, and consistent consequences are enforced |  |  |
| * High rates of opportunities to respond during instruction (response cards, choral responding, and other methods) |  |  |
| * Manage behavior proactively and calmly |  |  |
| * Highly engaging instructional pace and activities |  |  |
| * Have built-in breaks within daily classroom schedule |  |  |
| * Time is used effectively and efficiently |  |  |
| * Respectful, positive student-teacher relationships |  |  |
| * Evidence of celebrating student success |  |  |
| * Use strategic seating plan |  |  |
| * Use proximity control |  |  |
| * Provide home-school communication for both appropriate and inappropriate behaviors (encourage consistency among caregivers and school staff) |  |  |
| * Take into consideration effects of trauma, cultural factors; environmental or economic disadvantage |  |  |