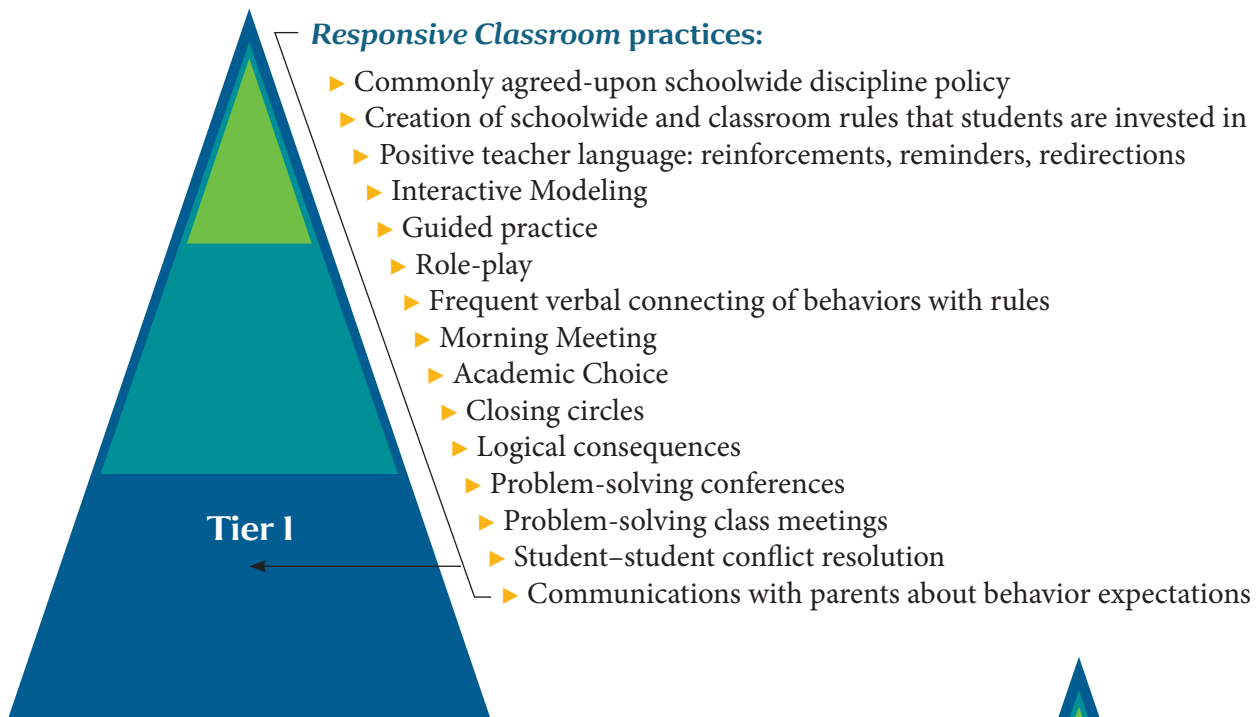


# Three Tiers of Support Using the *Responsive Classroom*® Approach

Schools adhering to MTSS and PBIS guidelines utilize research- and evidence-based practices to support students at three tier levels. Here are the *Responsive Classroom* research- and evidence-based practices that align with each tier.

## Tier 1

**Classroom and schoolwide practices that support all students in all situations.**

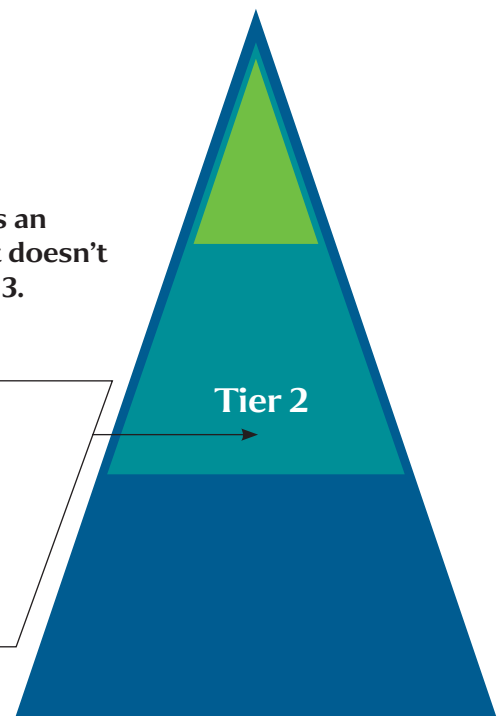


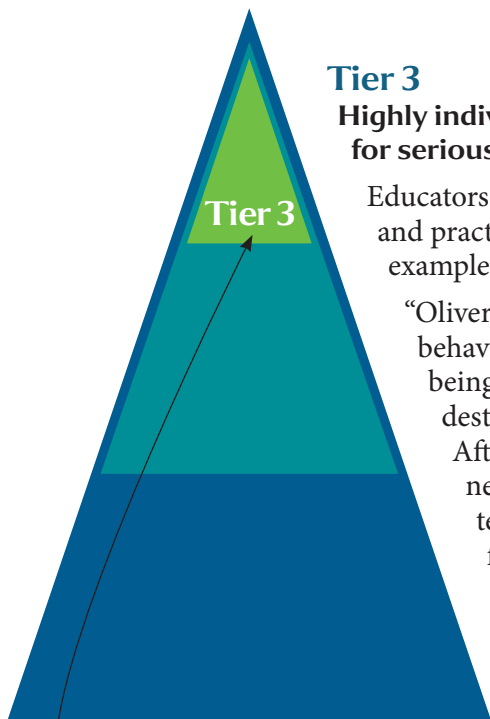
## Tier 2

**Additional supports for times when a student needs an extra boost to remember behavior expectations but doesn't need the highly individualized interventions of Tier 3.**

**Responsive Classroom practices:**

- ▶ Additional modeling
- ▶ Additional role-play
- ▶ Buddy teacher time-out
- ▶ Additional collaborative problem-solving
- ▶ Additional student–student conflict resolution
- ▶ Individual written agreements
- ▶ Problem-solving with parents





### Tier 3 Highly individualized interventions for serious problem behaviors.

Educators draw on the range of *Responsive Classroom* principles and practices to craft supports that work for each child. Here is an example from a school in St. Paul, Minnesota:

“Oliver,” a second grader, has a pattern of unsafe and disruptive behavior, including shouting out during small-group work, being physically aggressive during structured play, and destroying his work in a fit of rage during academic times. After determining Oliver’s unmet social and academic needs, the school’s behavior specialist works with Oliver’s teacher to design interventions that use elements of the following *Responsive Classroom* practices:

- ▶ **Interactive Modeling.** To address his shouting during group work, Oliver’s teacher starts using this modeling practice with him, one-on-one, to show him how to raise a hand as a way to get attention. Oliver’s gym and computer teachers agree that he’ll use the same method during their classes.
- ▶ **Problem-Solving Conference.** To reinforce Oliver’s use of a positive behavior he’s learning (such as playing safely during structured play), his teacher begins having brief conversations with him that borrow from this *Responsive Classroom* practice. She names the specific helpful behaviors she noticed and asks him what he noticed. They talk about how he felt when he chose that behavior and how it helped everyone. They then agree on strategies to help him continue that behavior, including the teacher’s giving him a quick reminder before structured play and checking with him afterward to see how things went.
- ▶ **Academic Choice.** To give Oliver a greater sense of control and accomplishment with his academic work, his teacher begins offering him choices in how to complete assignments, such as which specific topic to learn about, what supplies to use, which books or other resources to look at, and how to show what he learned. The teacher also provides closer supervision of his academic work time until he is able to independently manage his behavior.

All the while, the Tier 1 supports that the school provides to all students and the Tier 2 supports it provides to those needing extra help are creating a strong foundation that enables these individualized interventions for Oliver to work at their best.