

Tier One Instructional Strategies

Supporting Inclusion in Our Classrooms

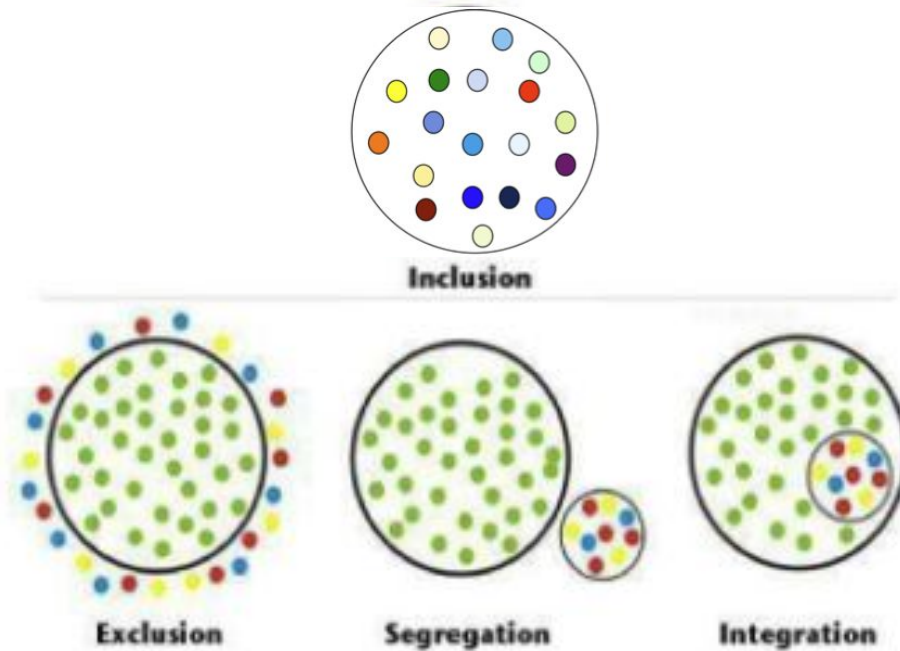
Let's start with Inclusion...

"INCLUSIVE EDUCATION MEANS every student is valued because of their strengths, gifts, and even challenges. As disability is simply... diversity. Everyone benefits from meaningful participation and opportunities to learn grade level content with diverse peers. We must trust that all students come to us as incredible whole people who do not need to be fixed."

[Inclusive Schooling \(2024\)](#)

Drs. Julie Causton & Kristie Pretti-Frontczak

Let's start with Inclusion...



Dr. Shelley Moore

Retrieved from <https://blogsomemoore.com/2016/06/21/one-without-the-other/>

Setting the Stage

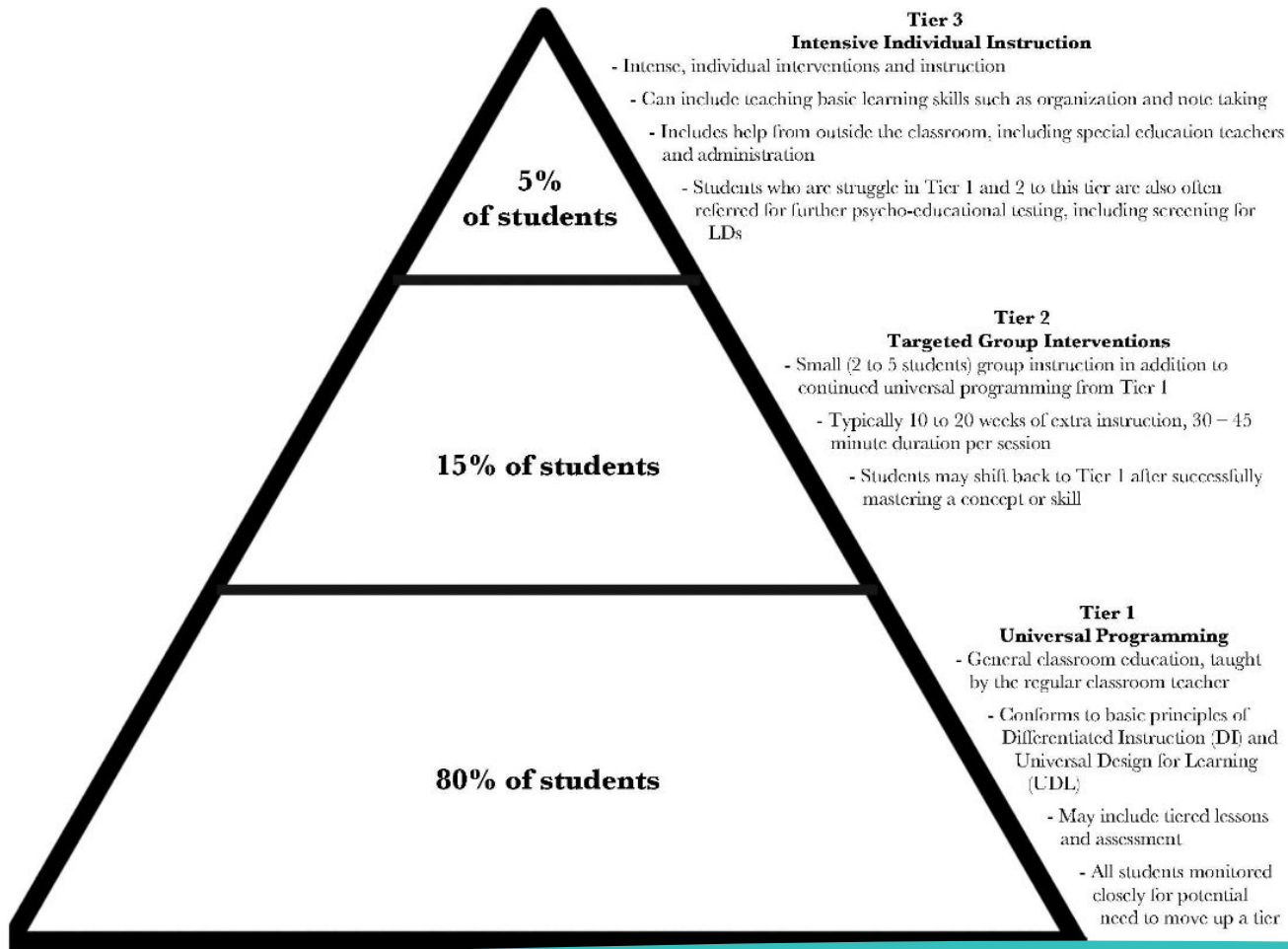
What do we mean by Tier One Strategies?



- Tier 1 (or primary, or first level) strategies are those that **meet the needs of most students** and include curriculum, differentiated instruction, and problem solving to address adaptations.

(2010, [National Center on Response to Intervention](#))

- May include modeling, collaboration, inquiry-based learning, scaffolding, metacognition, technology, projects, games, problem solving, and visual learning (n.d., Gasdova, [Infrastructure](#))



(2014, [LD @ School](#))



What are the skills and environments needed to ensure this can happen?

Know Your Students

Getting to know your students - [Class Review](#) - Dr. Shelly Moore ([Template](#))

[Planning with Students in Mind](#) - Dr. Shelly Moore ([Template](#))

What are they into? What supports do they need? What stretches could you add?

[Check out this CRC Resource](#) that explores this work in detail

Caregiver (Adult/Parent) Communication - Who are the people in their circle of care?

Review PASI

Classroom Rules and Routines

What is expected?

Routines may include getting a drink, washroom, storage of student belongings, accessing classroom materials, equipment, etc.

How do we teach those routines?

Daily schedule

Make a Connection - Build a Relationship

In my early professional years, I was asking the question, How can I treat, or cure, or change this person? Now I would phrase the question in this way: How can I provide a relationship which this person may use for his own personal growth?

Carl R. Rogers (2018, [Stubbe](#))

Make a Connection - Build a Relationship

Researchers have found that "affective teacher-student relationships, characterized by high levels of closeness and low levels of conflict, contribute to students' social-emotional, behavioural, and academic adjustment" and the inverse is also true - that negatively valenced relationships result in lower academic achievement and poor behavioural outcomes later in their school career (2018, Bosman et al., [Journal of School Psychology](#))

Make a Connection - Build a Relationship

Student's subjective well-being based on:

- ✓ Connecting on an emotional level
- ✓ Use diverse and best-practice teaching strategies
- ✓ Acknowledge and boost students' academic success
- ✓ Demonstrate fairness during interactions with students
- ✓ Foster a classroom environment in which questions are encouraged

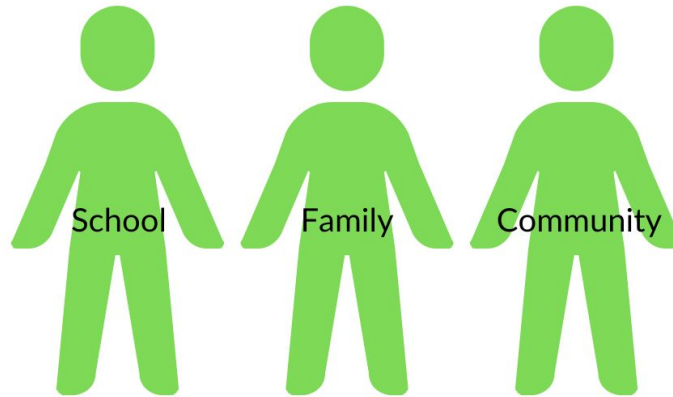
(2019, Suldo et al., [School Psychology Review](#))

Ongoing Conversations with Caregivers

Multiple studies provide evidence that parent/caregiver involvement in school activities result in higher academic achievement (2021, Ates, [Pegem Journal of Education and Instruction](#))

Joyce Epstein - School-Family-Community Partnership model
3 Spheres of Influence

"...the most effective school-family-community partnerships—i.e., those that have the greatest positive influence on a student's social, emotional, cognitive, and educational development and thriving—recognize that the three primary "spheres" of influence do not operate independently of one another, but are mutually reinforcing—or mutually undermining." ~ Epstein

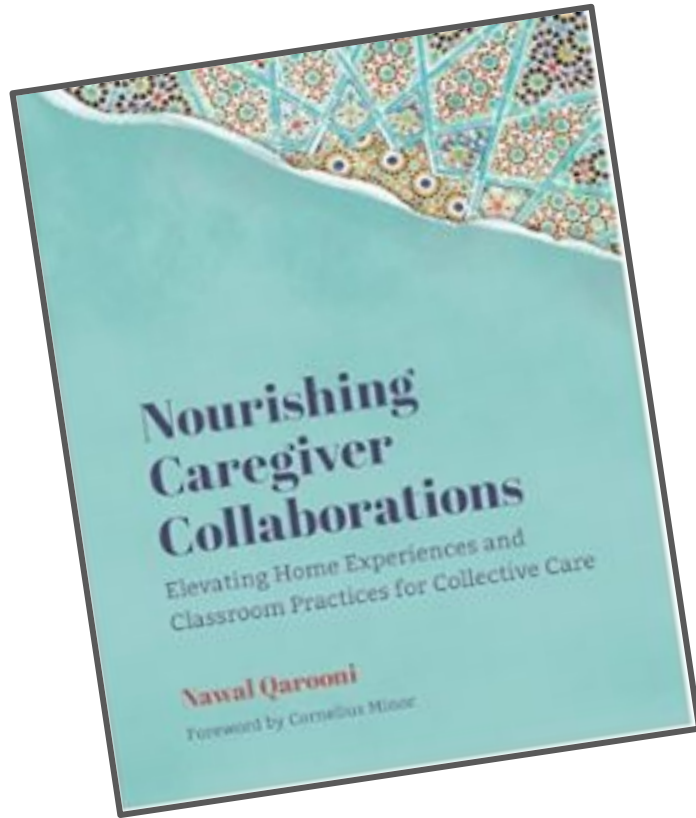


Design effective school-home and home-school communication strategies
- Include parents/caregivers in decision making

Source: [Organizing Engagement](#)

Tier One Strategies

Ongoing Conversations with Caregivers



ARPDC Podcast with Nawal

Rick and Charlie Talk Further about her book in this episode.

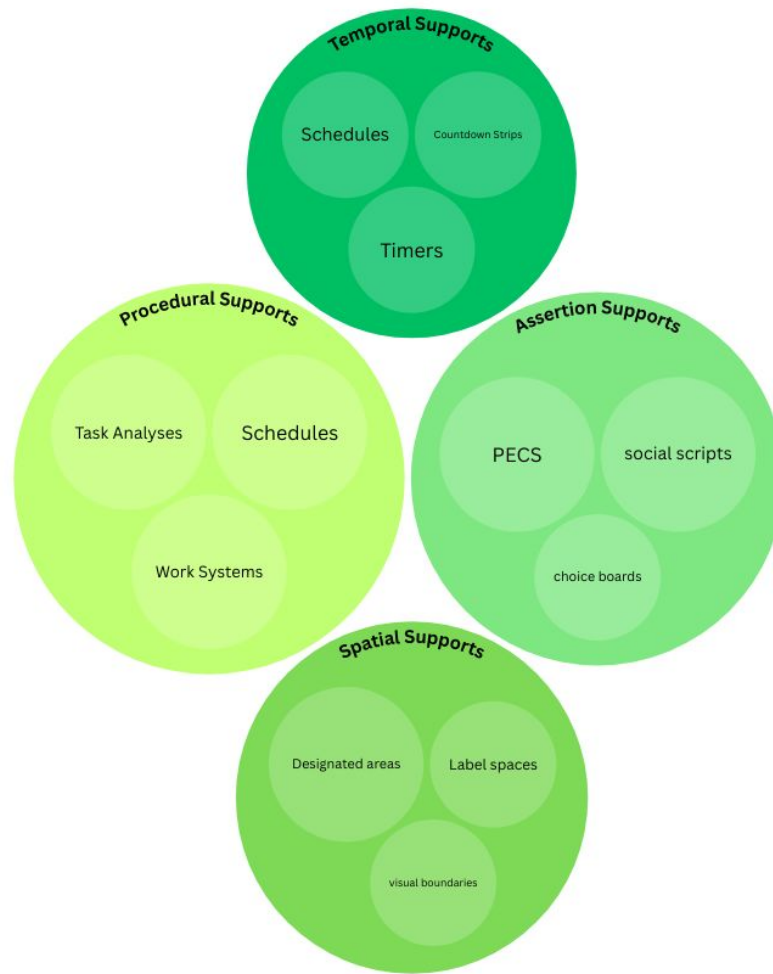
Tier One Strategies

Visual Schedules

Research supports the use of visual information (pictorial or written) to support the operations, functions, and uses in the classroom

Unfortunately, many visuals are designed and determined by the teacher with little to no consultation with students. This can lead to a negative effect of visuals (they become visual noise) ([Rutherford et al.](#))

Visual Supports

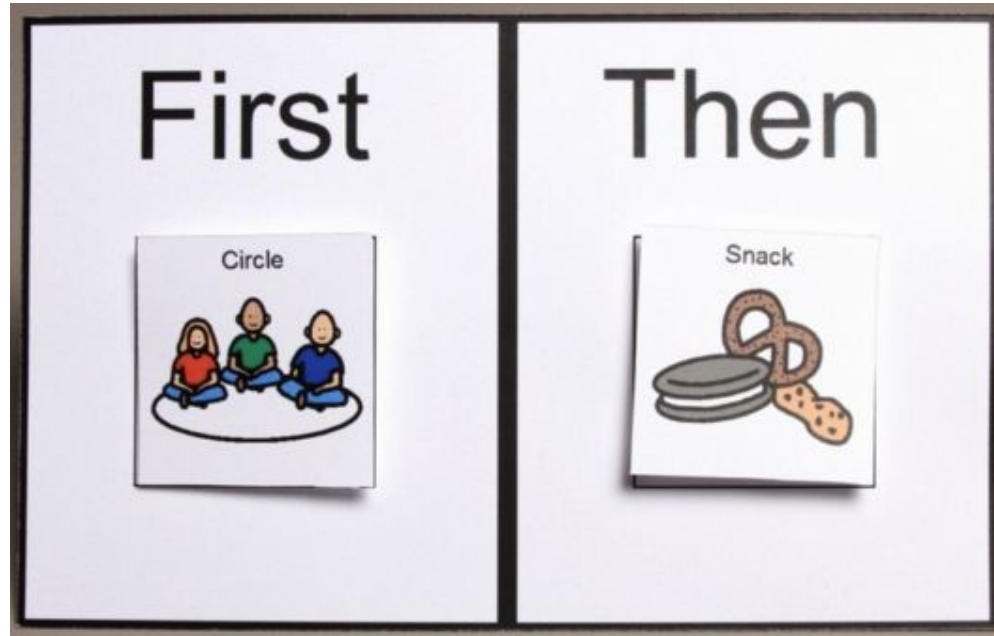


- ✓ Temporal - when something will happen
- ✓ Procedural - what will happen
- ✓ Assertion - how to make things happen
- ✓ Spatial - where things will happen ([Quill, 1995](#))

Source: [Visually Supported Environments](#)

Tier One Strategies

Break it Down - First, Then



Retrieved from <https://www.autismcircuit.net/tool/first-then-card>

Reduce the Clutter - Seriously

In the classroom

- ✓ maximize natural light whenever possible
- ✓ remove clutter by using bins, dividers, or storage closets/spaces
- ✓ keep the 'front' as light as possible
- ✓ rotate important anchor charts rather than displaying all of them
- ✓ turn off the visual display or put on something soothing when not in use

On the page

- ✓ use a piece of paper to cover the parts of the page that aren't needed for the activity or question

Movement Breaks - Energy up or Down?

Tier one movement supports such as medicine ball, weighted wagon, weighted backpack, stairs, exercise bike, scheduled movement breaks. These activities should be planned proactively so students are receiving regular doses of the heavy work or movement they need.

Tier two - OT supported. These may include a compression vest, weighted vest or time in a sensory room.

Flexible Seating and Wiggle Management



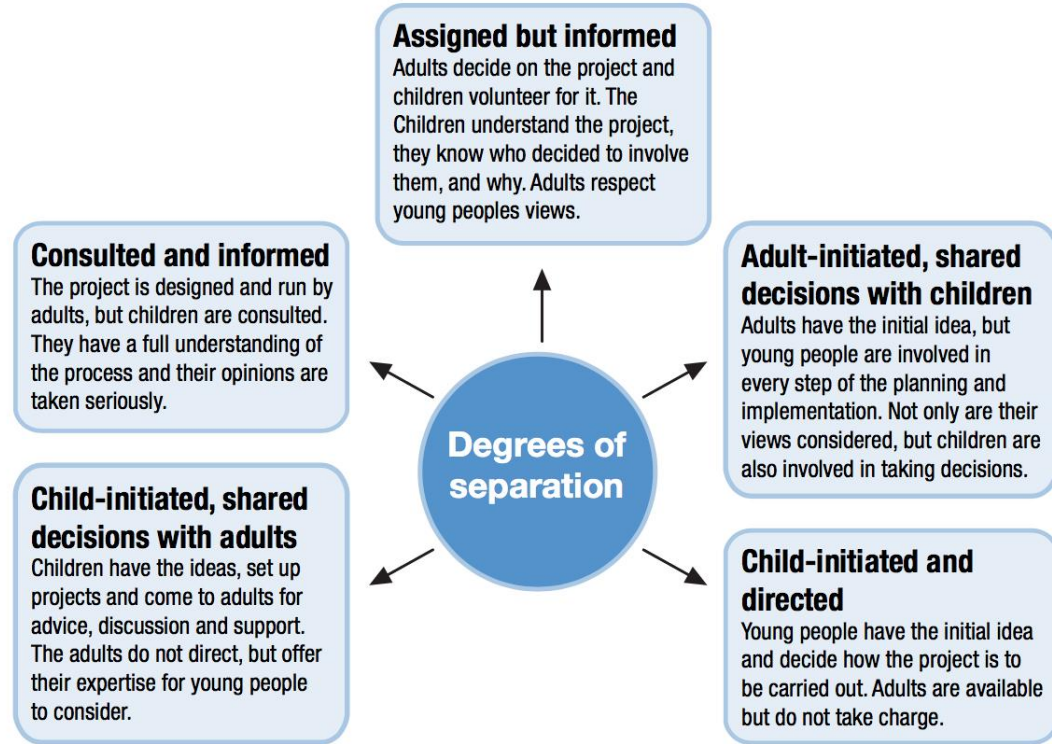
Retrieved from <https://therapyfunzone.net/blog/letting-feet-stay-busy/>

therapy fun zone

Retrieved from <https://www.neareteachers.com/best-flexible-seating-options/>

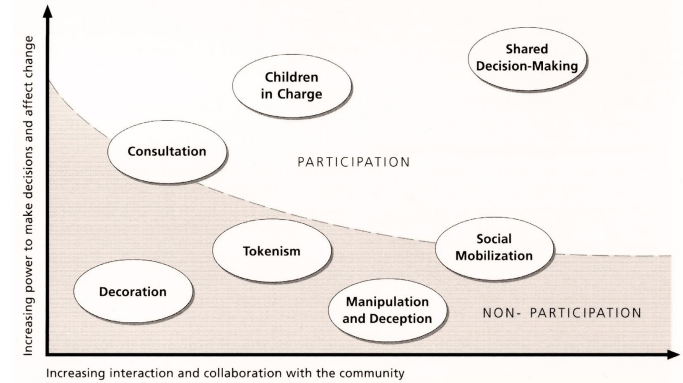
Tier One Strategies

Choice (Or the Illusion of It) - Roger Hart's "Ladder of Children's Participation"



Source: Phil Treseder, 1997

The dimensions of young people's participation



Source: David Driskell, 2001

Small Group Instruction

Use the data to plan your next steps.

Know your curriculum (ie expectations for this grade)

Build a routine for the class to follow while you are working with the small group

Fine Motor Skill Development



Retrieved from <https://www.thedittoolbox.com/fine-motor-skills/>

Tier One Strategies

Leverage Technology

- ✓ Read & Write Google
- ✓ ReWordify
- ✓ Voice Typing
- ✓ Visual Support Tools
 - ✓ Connectability.ca
 - ✓ The Noun Project
 - ✓ AAC Symbols via Government of Spain
 - ✓ Picto-Selector (requires download)
- ✓ Record conversations/ verbal responses

Shhh - Bring the Quiet

Noise Cancelling Headphones

Noise Level Anchor Charts

White Noise

Additional Resources

Bronfenbrenner's Ecological Systems Theory Classroom Application

NeuroRelational Framework Institute - sign up for the starter kit

Seen, Safe, Soothe, Secure - Dr Siegal

Make Visuals with Lesson Pix (paid subscription)

Reducing Visual Clutter (blog)

Decluttering Your Classroom