

# Tier 1 Interventions

## Breaks

- Break, moving position in class
- Have student take frequent breaks or activity
- Send student on errand
- Snack break
- Take a break

## Consequences

- Avoid power struggles
- Call parent or note home
- Card Flip
- Clear, consistent, and predictable consequences
- Do unfinished work during recess or unstructured time
- Have student say a nice thing to the student they called a name
- Logical consequence
- Natural consequences
- Office referral
- Reflection sheet
- Remove from room
- Speak in calm and neutral tone
- Take away privileges
- Take away unstructured or free time

## Praise

- The Praise Game
- Acknowledging positive behavior
- Praise student frequently
- Praise when cooperative and well behaved
- Praise when good attitude and involvement occur
- Praise when on task

## Rewards

- Rewards, Simple Reward Systems, & Incentives
- Call parent or positive note home
- Allow student to make a list (no more than 10 options) of what is rewarding to them. (Example: Earning time to color, play a game with a friend, talk to an adult, etc./ small treat; crossing a homework problem or two off of their assignment; reading from a joke book to the class or a peer, etc.

## Other

- Alternate Seating In Own Space
- Alternative modes of completing assignments
- Assign a buddy or partner
- Assign a classroom job
- Break down assignment
- Break down directions
- Call on student frequently
- Clear and concise directions
- Color coded folders

- [Count to 10](#)
- [Daily planner](#)
- [Deep breathing](#)
- [Draw a picture or write in a journal](#)
- [Encourage interaction with a more self confident student](#)
- [Engage student](#)
- [Explain assignment](#)
- [Explain directions](#)
- [Frequent eye contact](#)
- [Frequent home contact](#)
- [Give choices](#)
- [Have student repeat directions back](#)
- [Headphones](#)
- [Helping Students With Home Work](#)
- [Help student start assignment](#)

## **Other Cont'd**

- [Ignore](#)
- [Individual work space](#)
- [Listen to music](#)
- [Model appropriate language](#)
- [More structured routine](#)
- [Move to new location in the classroom](#)
- [Non verbal cues](#)
- [Organize materials daily](#)
- [Pause before giving a direction](#)
- [Provide a container for the student's belongings](#)
- [Proximity to students](#)
- [Reassurance](#)
- [Redirection](#)
- [Reduce assignment](#)
- [Reflective listening](#)
- [Review PBIS expectations and rules](#)
- [Speak in calm and neutral tone](#)
- [Speak with student in hallway](#)
- [Stand while working](#)
- [Start Commands](#)
- [Stop, Walk, Talk](#)
- [Stress ball or fidget](#)
- [Talk one on one with student](#)
- [Talk Ticket](#)
- [Talk to parent](#)
- [Teach conflict resolution skills](#)
- [Teach coping skills](#)
- [Teach organizational skills](#)
- [Teach relationship skills](#)
- [Teach relaxation techniques](#)
- [Teach social skills](#)
- [Teach substitute words](#)

- Touch base with student
- Touch student on shoulder
- Turn desk around
- Use calm neutral tone
- Use seating disk
- Use timer
- VELCRO® brand hook and loop fasteners on/under the desk
- Visual schedule