

Table 3.3: Tier 1 Prevention Cycle Core Components

Core Component	Questions Teams Can Ask Themselves	Responses and Strategies Suggested for Each Component
Core component one: Tier 1 classroom prevention design	"Have we set up a classroom designed for prevention?"	<ul style="list-style-type: none"> <li>• <b>The four Cs:</b> The Cs include (1) climate, (2) communication, (3) curriculum, and (4) culture. Each of the four Cs (page 72) must be in place with evidence in order for a classroom to support and maintain positive relationships. Similar to first best classroom instruction as the best prevention, the four Cs support teachers as they develop and implement first best behavior prevention in the classroom.</li> <li>• <b>Precise directions:</b> Tell students what to do and how to do it. Precise directions communicate to students the movement, voice level, and participation expected of them. See <i>Every Student, Every Day: A No-Nonsense Nurturer® Approach to Reaching All Learners</i> (Borrero, 2019, p. 59).</li> <li>• <b>Positive narrations:</b> Positive narration gives off-task students an informal warning before they receive consequences. It is a simple, nonjudgmental description of the behavior you observe (providing examples of success for students to follow). See <i>Every Student, Every Day</i> (Borrero, 2019, p. 89).</li> </ul>
Core component two: Tier 1 classroom prevention strategies	"Do we have a menu of teacher-handled responses and classroom-level supports?"	<ul style="list-style-type: none"> <li>• <b>Menu of Tier 1 teacher responses:</b> This is a best-practices list of Tier 1 teacher-handled classroom responses, such as a verbal redirection (see table 3.5, page 105).</li> </ul>
Core component three: Tier 1 classroom reteaching opportunities	"Do we have a process for intentionally reteaching students desired classroom behaviors?"	<ul style="list-style-type: none"> <li>• <b>Stay-in-the-game conversations:</b> These are ten- to thirty-second reminders for students to stay on task. See <i>Every Student, Every Day</i> (Borrero, 2019, p. 112). <ul style="list-style-type: none"> <li>» Restate on- or off-task behaviors</li> <li>» Redirect for desired behavior and restate precise directions.</li> <li>» Encourage the student.</li> <li>» Extend support if needed.</li> </ul> </li> <li>• <b>Restate behavior expectations:</b> Intentionally restate and reteach what is expected during classroom routines and procedures.</li> <li>• <b>Rewrite your narrative:</b> This short prompt facilitates a conversation between student and teacher and allows both to develop agreements and reteaching opportunities to start over the next period or day.</li> </ul>

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Core component four: Restorative or reset to administrator (or designee) to reset	"Do we have restorative opportunities with teacher, student, and the restorative designee?"	<ul style="list-style-type: none"> <li>• <b>Restorative conversations:</b> Lengthier conversations must happen if you remove a student from class. The conversation can help you identify how to help the student succeed in your classroom. See <i>Every Student, Every Day</i> (Borrero, 2019, p. 112).               <ul style="list-style-type: none"> <li>» Restate the on- and off-task behaviors the student exhibited.</li> <li>» Redirect for desired behavior.</li> <li>» Listen to the student's perspective on why he or she is struggling.</li> <li>» Inquire or extend support to student.</li> <li>» Provide encouragement and let the student know he or she is welcome back into your classroom.</li> </ul> </li> <li>• <b>Restorative reflections:</b> Scripted prompts facilitate student reflection on the misbehavior and reset for entry back into the classroom setting.</li> <li>• <b>Restorative contracts:</b> Restore and repair hurt relationships due to misbehavior in a classroom with agreed-on and monitored next steps to improve the relationships (page 158).</li> </ul>

Note: You can use other responses and strategies.

*Borrero, K. K. (2019). Every student, every day: A No-Nonsense Nurturer approach to reaching all learners. Bloomington, IN: Solution Tree Press*