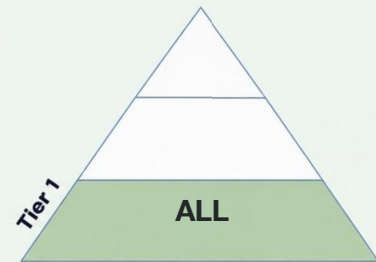


UNIVERSAL Practices for ALL Students at Tier 1



A Foundation for Every Learner

Proactive, consistent practices that create safety, belonging, and the conditions for learning for all students at Tier 1.



1

Resource Teacher involvement at Tier 1

At Tier 1: Consultant & Capacity Builder

Supporting strong, inclusive classroom environments for all students.



Observe classroom conditions

Look at how the learning environment, routines, instruction and student interactions are working for all students



Model practices

Demonstrate and share high-impact, inclusive teaching practices that support engagement, regulation, and learning for all students.



Support differentiation

Collaborate on flexible instruction, choice assessment, and supports to meet diverse learning needs.



Help strengthen routines, transitions and instructional accessibility

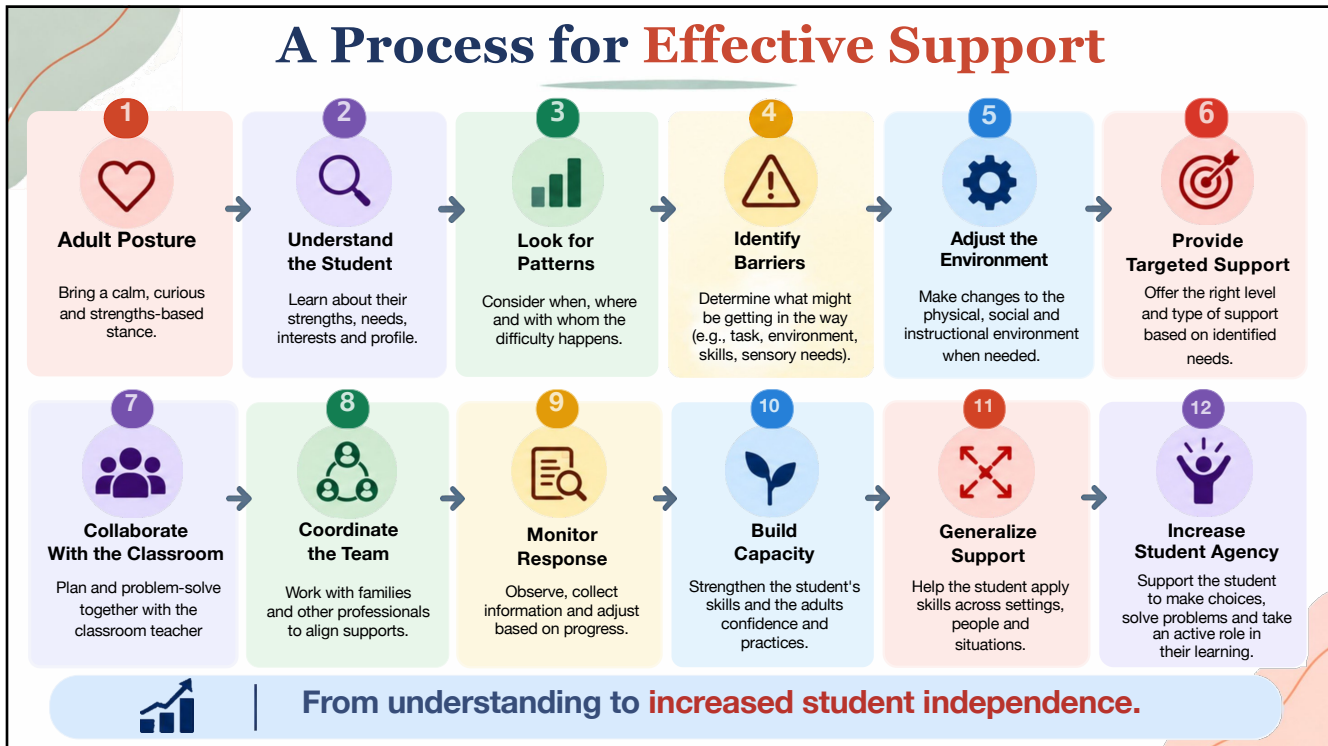
Work with teachers to create predictable routines, smooth transitions, and accessible learning environments so all students can participate and succeed.



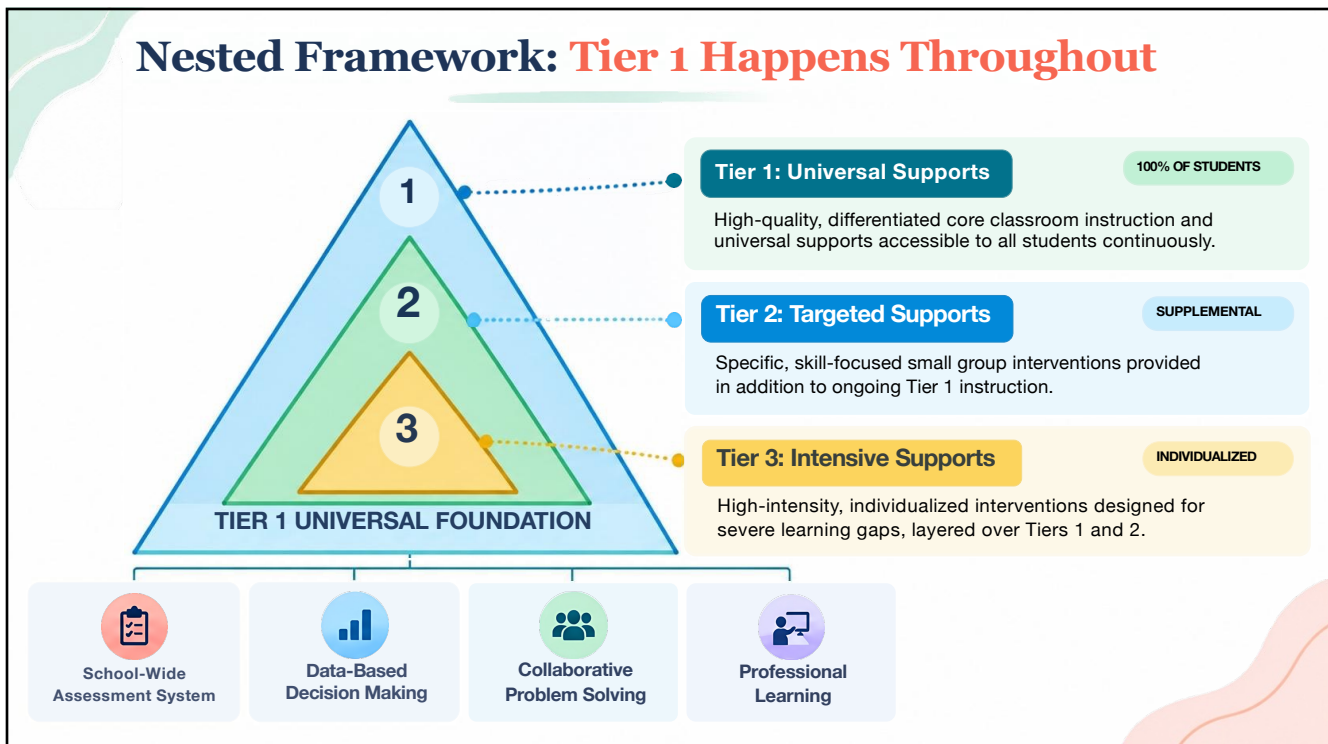
Focus on all students

Build inclusive, supportive classroom environments that promote belonging, engagement, and success for every learner.

2

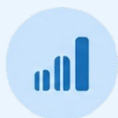


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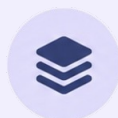
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Why Tier 1 Must **Remain Universal**



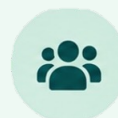
1. Core Instruction Right

Tier 1 represents grade-level academic standards and essential social-emotional learning. Withholding core instruction creates compounding learning debt for students receiving intervention.



2. Layered, Not Subtracted

Tier 2 and Tier 3 supports add targeted time and specialized strategies to accelerate growth, but they function as a supplement to, rather than a replacement for, primary core instruction.



3. Inclusive & Fluid

When tiers are viewed as concentric layers of support, students can seamlessly access or step down targeted interventions without losing connection to their classroom peer community.

5

Adult Posture During **Teaching & Learning**

Every interaction matters.



Adult posture is not something we use only when behaviour becomes challenging.

It is present in **every** instructional interaction.



Every lesson contains hundreds of small relational moments.

Students notice how teachers give directions, respond to confusion, wait for answers, correct errors, react to unfinished work, handle disagreement, respond to frustration, and support students who need more time.



In other words, adult posture isn't separate from instruction.

It is the relational context in which learning happens.



Before learning



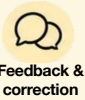
Direct instruction



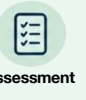
Independent work



Group work



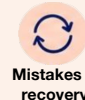
Feedback & correction



Assessment



Transitions



Mistakes & recovery

6

Attunement Versus Technique

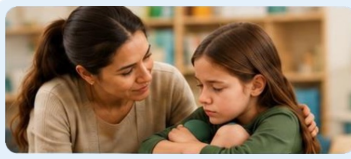
The difference isn't just what we do-it's how we show up.



Attunement means accurately noticing and responding to another person's emotional state while remaining **grounded ourselves**.



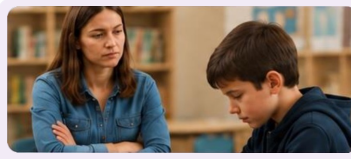
It is different from **simply following a protocol**.



One statement may feel deeply **comforting**.

Two adults may say exactly the same words:

"I can see that you're upset."



The other may feel **dismissive or mechanical**.



notice subtle changes in behaviour



adjust their expectations to the student's current state



remain flexible



communicate genuine curiosity



respond rather than react



Students do not need perfect adults.

They need adults who are emotionally present enough to notice them.



7

Adult Posture During Teaching & Learning

Same learning. A more supportive experience.

*Small moments.
Big impact.*

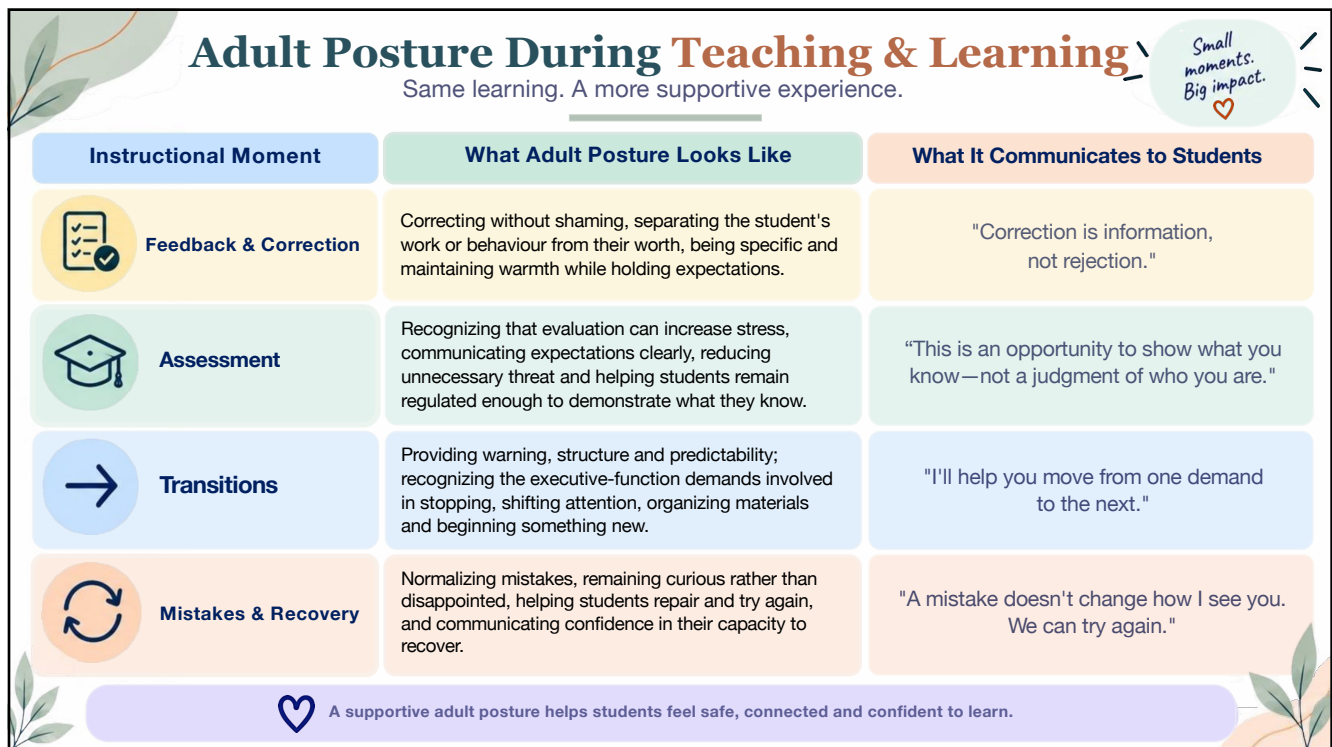


Instructional Moment	What Adult Posture Looks Like	What It Communicates to Students
 Before Learning	Welcoming students, establishing predictable routines, noticing emotional states, communicating expectations calmly and preparing students for what is coming.	"You belong here. You know what to expect."
 Direct Instruction	Using a calm pace and tone, checking understanding without judgment, noticing confusion, allowing processing time and adjusting explanations when needed.	"You don't have to understand immediately. I will help you get there."
 Independent Work	Distinguishing between won't and can't yet, noticing frustration or overload, scaffolding without taking over and allowing appropriate movement, breaks or additional processing time.	"Struggling doesn't mean you can't do this. I'm here if you need support."
 Group Work	Monitoring belonging and participation, supporting students who struggle socially, responding to conflict without humiliation and creating space for different ways of participating.	"Your voice matters here, and you are part of this group."

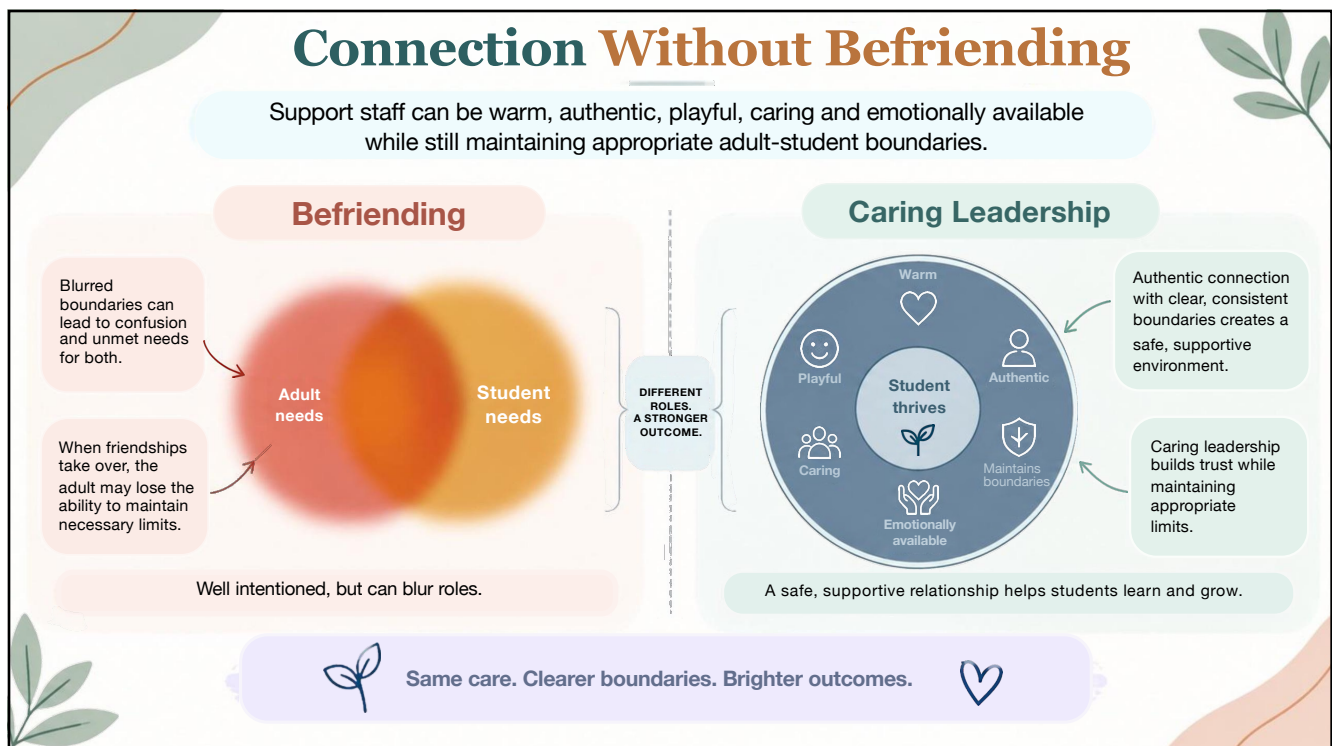


A supportive adult posture helps students feel safe, connected and confident to learn.

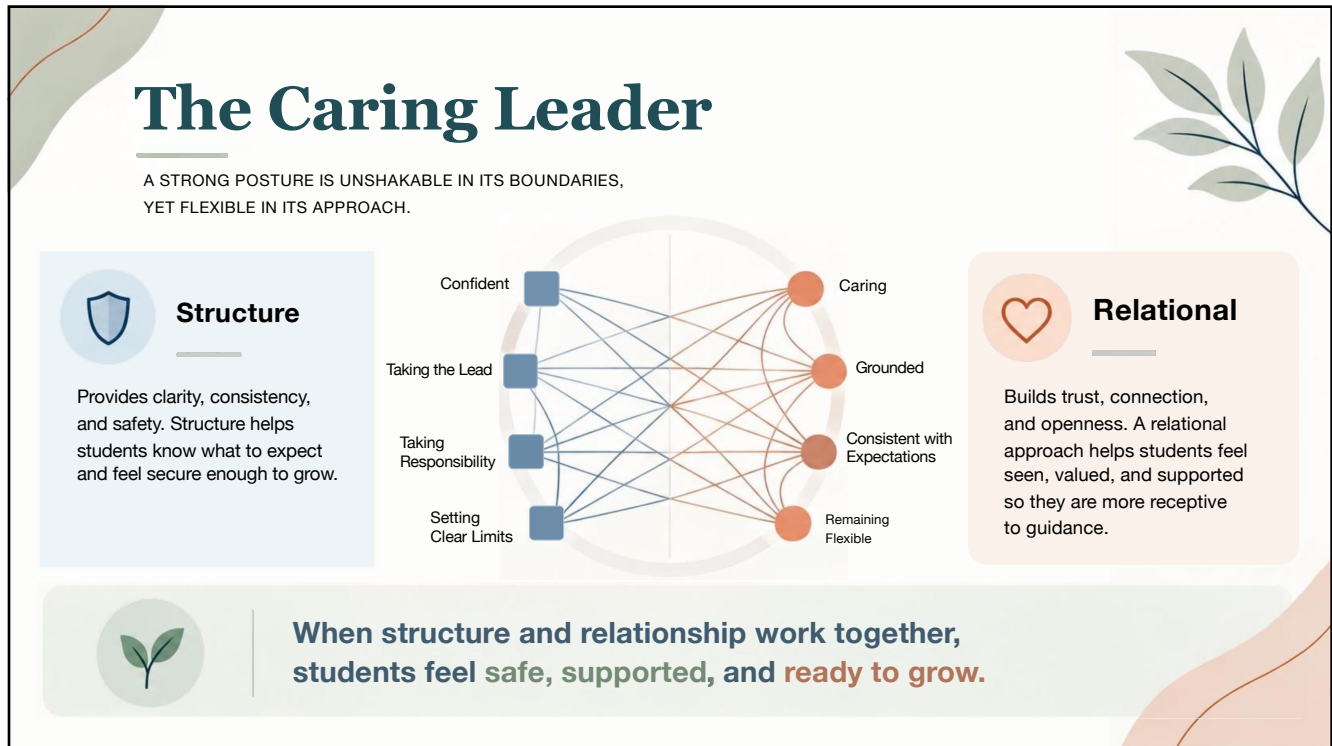
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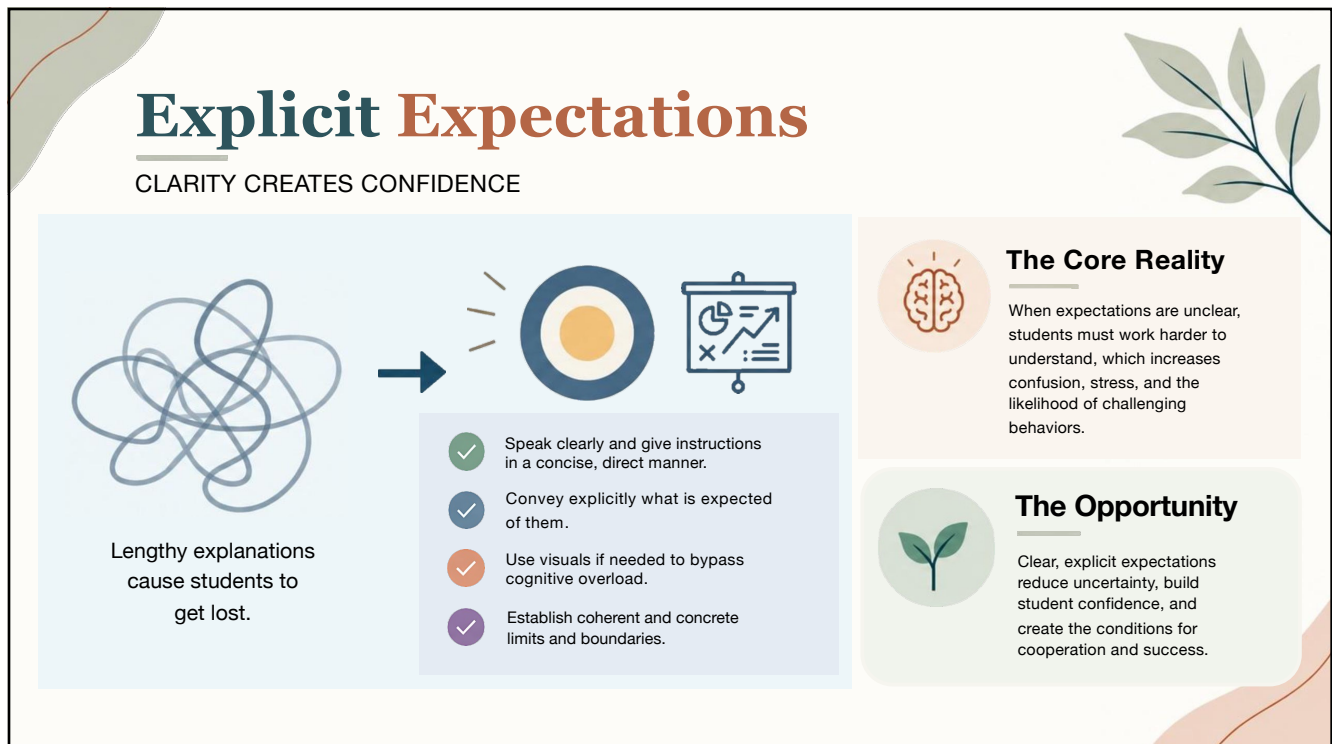
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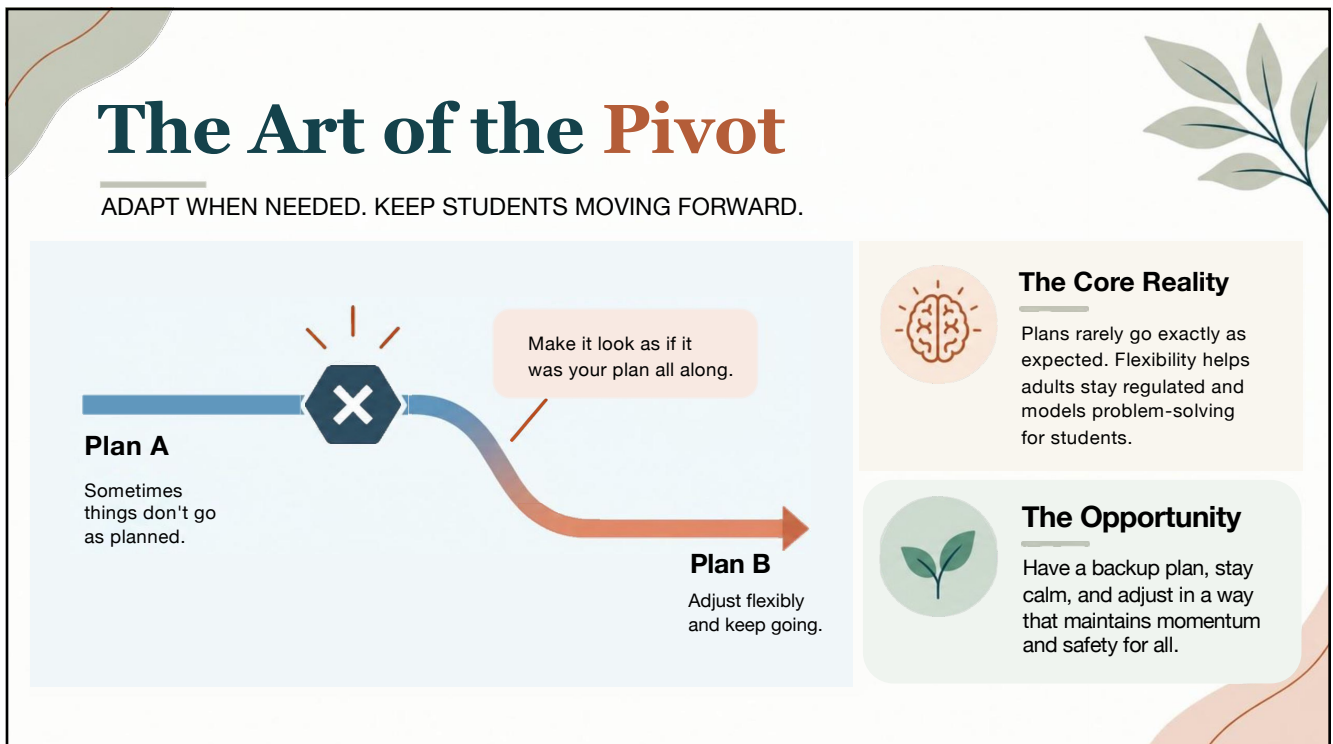
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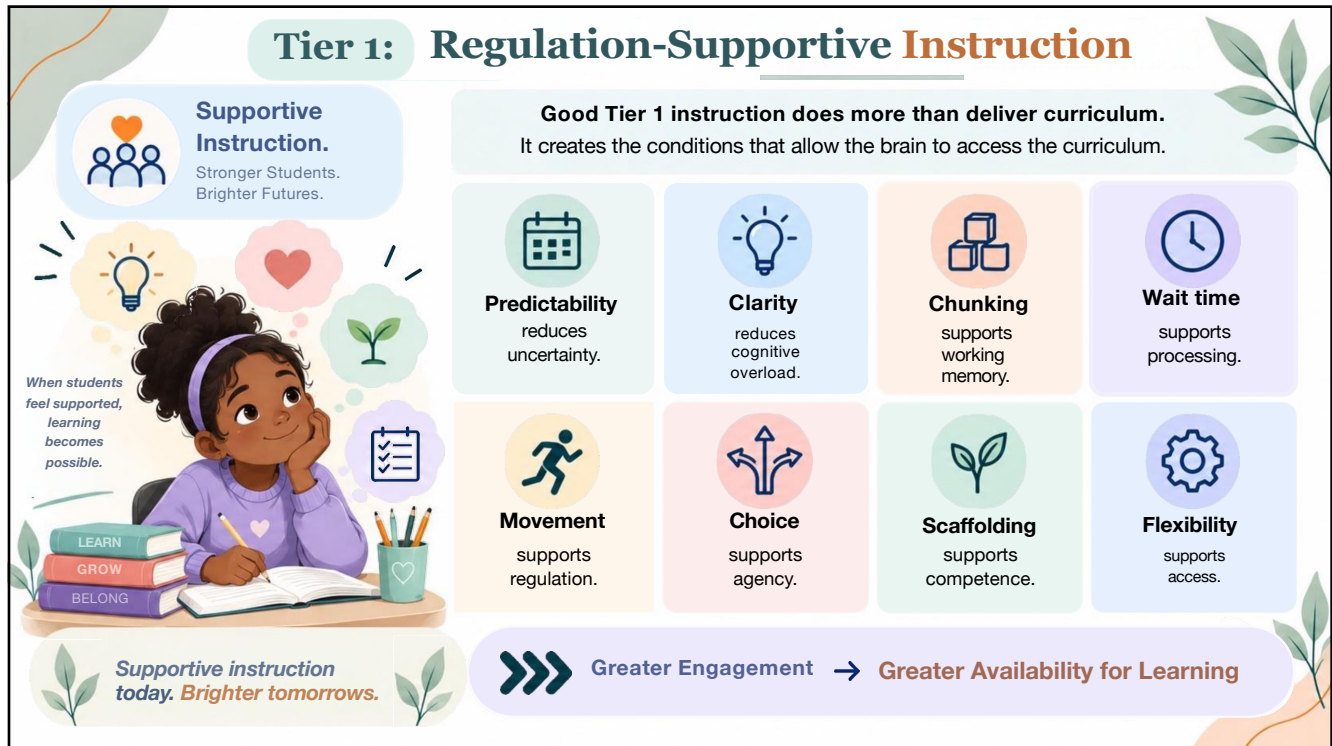
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14



15

Tier 1: Designing Instruction for Regulation and Learning

Proactive supports. Greater access. Stronger learning.

Small changes.
Big impact.

Tier 1 Practice	What It Might Look Like	Why It Matters for Regulation
 Predictable lesson structures	Similar opening routines, agenda visible, clear beginning/middle/end.	Reduces uncertainty and helps students anticipate what comes next.
 Instructional clarity	Short directions, modelling, examples, checking understanding.	Reduces confusion before confusion becomes frustration.
 Chunking	"Do questions 1-3, then check in with me" rather than presenting the entire task at once.	Reduces working-memory and cognitive demands.
 Managing cognitive load	One direction at a time, visual supports, reducing unnecessary information.	Helps students stay cognitively available for learning.

When instruction is well designed, students can stay more regulated, engaged and available for learning.

16

Tier 1:

Designing Instruction for Regulation and Learning

Proactive supports. Greater access. Stronger learning.

Small changes. Big impact.

Tier 1 Practice	What It Might Look Like	Why It Matters for Regulation
Wait time	Giving students processing time before repeating, correcting or prompting.	Prevents adult urgency from becoming student pressure.
Transitions	Previewing transitions, countdowns, clear routines for moving between activities.	Supports shifting and reduces abrupt changes.
Movement & regulation opportunities	Brief movement opportunities, flexible positioning, purposeful pauses.	Helps students regulate activation without having to reach a crisis point.
Pedagogical flexibility	Different ways to access material or demonstrate understanding while maintaining the learning goal.	Separates the essential learning expectation from unnecessary barriers.

When instruction is well designed, students can stay more regulated, engaged and available for learning.