

Tier 1 interventions to promote mental health and a better learning environment

1. **Schoolwide PBIS plans** which outline, teach, and reinforce appropriate behaviors, expectations, and routines for key areas in school. Should be reviewed at least twice a year to determine areas for improvement.
2. - For Elementary and Pre-K— **Second Step curriculum** which will teach social skills.
3. **Classroom management that is positive and proactive and training/PD that supports this.**
4. Teach **classroom routines for transitions and where, when, how to de-escalate in the classroom** and have a **"calming corner" or safe space** for students to use.
5. **Greet students warmly and positively by name** every day.
6. **Teach students what "regulation zone" they are in and help them know how that feels for them.** Blue means tired and/or sad. Green means happy and calm. Yellow means excited or stressed. Red means very angry, upset, and not feeling ready to learn. Have students "check in" with that zone either by placing their name on a chart or electronically with a Google Form each day. Follow up with students who are struggling.
7. **Build relationships with students by finding out what they are interested in** (favorite songs, favorite authors, favorite foods, etc).
8. **Create a calming environment with pictures of nature, music, colors, etc.**
9. **Connect with parents or guardians to introduce yourself and ask if there are any concerns you should be aware of.**
10. **Review records and/or contact the previous teacher** to try to determine if the student has any past trauma.
11. **Use Kagan classbuilders and teambuilders** to help promote a climate of positive social interactions.
12. **When correcting student behavior, use a calm voice and body language.** Focus on the behavior you want to see whenever possible. Example: "You are so important to me. I need you to be safe. Please walk in the hallways."
13. Ensure that students have access to PE, music, snacks, breakfast, lunch, and recess.
14. Make sure all students have access to school supplies.
15. Predictable classroom routine and schedule
16. Repetition of key points and material
17. Use active listening
18. De-escalate students first, talk about consequences later
19. Use brain breaks
20. Universal CI3T screener
***Training needed—basic classroom management, NME, Kagan, poverty simulation?, etc...
Practice self care—eat healthy meals and snacks, exercise, practice regular deep breathing, get enough rest

Tier 2 interventions to promote mental health and a better learning environment

1. Ask counselor, social worker, or principal to conduct an observation of student.
2. Ask for feedback/tips on what might be helpful from the observation
3. Note when and where the escalated behavior is occurring.
4. Contact parents and share your concerns.
5. Meet with student and ask if there is something you can do to help them.
6. Schedule small group or individual time with a trusted staffperson at least once per week.
7. Find a calming item, color, or area for child. Work with the child to teach them when and how to access that for self-care.
8. Teach student calming/breathing techniques when child is calm.
9. Collect data on the behavior
10. Give students ways to process emotions—writing, art, music, building, exercise
11. Differentiate Kagan including the possibility of giving students "partial group participation" and/or alternate participation.
12. Possibly refer student to GEI
13. Possibly create student interventions based on data, parent input, student input, and results of universal screener
**Training needed—
Practice Self care--

Tier 3 interventions to promote mental health and a better learning environment

1. Ask principal if they think someone from central office or mental health team should be consulted