

5 Instructional Moves for More Inclusive Tier 1 Instruction

When students struggle, look first at the learning environment. What can you clarify, remove, adjust, or respond to before adding another layer of support?

1 Clarify the Learning

Make the destination visible.

Ask:

- Do students know what they are learning and why?
- Do they know what success looks like?
- Can they use success criteria to monitor their own progress?

2 Remove Barriers Before Adding Support

Look at the learning environment, not only the learner.

Ask:

- What might be getting in the student's way?
- Are language, background knowledge, task design, materials, or response format creating unnecessary barriers?
- What could we adjust to increase access?

3 Scaffold Without Lowering Expectations

The support changes. The learning target stays the same.

Ask:

- What specific barrier does this student need help navigating?
- What scaffold could address that barrier?
- Does the support maintain access to grade-level learning and move the student toward greater independence?

Consider: • think-alouds • sentence stems • visuals • exemplars • partner talk
• guided practice • vocabulary previews • chunking

4



Respond to Evidence While Learning Is Happening

Teach ► Check ► Respond ► Check Again ► Adjust

Ask:

- What is the evidence telling us right now?
- Who is ready to move forward?
- Where is additional instruction or support needed?
- What will we try next, and how will we know whether it worked?

5



Solve Instructional Problems Together

Move from identifying students to identifying the next instructional response.

Ask:

- What do we notice in the evidence?
- What patterns are emerging?
- What barriers might be contributing?
- What instructional response should we try next?

Try it Tomorrow

**Choose one move. Identify one lesson. Make one change.
Look for evidence of what happens next.**



The move I'll focus on: _____

The lesson or learning target: _____

One change I'll make: _____

What I'll look for: _____