

Classroom Behaviour Pyramid of Interventions – **ELEMENTARY LEVEL**

TIER 1 - UNIVERSAL interventions that benefit the whole group to function within the classroom:

- Teacher greeting and engaging their students individually and as a group (in morning and after each transition)
- Well established structures and routines (e.g. morning arrival, independent work time & asking for help, transitions and moving in the classroom, school supplies, seating arrangements, etc.)
- Visuals to cue desired behaviors (e.g. poster of classroom rules, visual calendar, poster of hand signals to make requests, homework/assignment turn-in trays with labels, etc.)
- Differentiated pedagogy (e.g. use of technology) and incorporation of shorter work periods, especially for longer and more complex assignments
- Alternate seating options – different items to sit on or sit in (e.g. yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, Bean Bag chair, etc.)
- Alternate workstation options – different locations within the classroom for students to work (e.g. standing table, working on the floor with a clipboard, etc.)
- Allow for individual “Quiet Time” activities (e.g. small craft, sketching, mandalas/coloring pages, Search’N Find, mazes, connect the dots, find the differences, etc.)
- Brain Break built-in to the students’ daily schedule (e.g. desk drumming, fitness drills, breathing & stretching, Just Dance, Go Noodle, Minute-To-Win-It games, etc.)
- Designated Area for students to retreat to within the classroom when a break is needed from the group and/or their work
- Emotional release activities with the whole group or with smaller groups (e.g. Draw the Music, Frustration Monster, etc.) – this includes an emotional literacy component to help students identify and name emotions
- Community projects (1-3 per classroom) Puzzles, building game (e.g. Lego, maze building, mural weaving)
- Increased opportunities to be outside – structured games, learning times, play

TIER 2 - TARGETED interventions for challenging students who struggle in the classroom and to stay within the classroom (*These students benefit from all the interventions listed in Tier 1, but require additional intervention strategies to help them stay in school*)

- Systematic Check-Ins with a significant adult **at scheduled times**
- Use of **small-group** resource intervention and IEP support (if needed)
- Use of the Designated Area within the classroom **at scheduled times** (ex. Following a transitions)
- Assigned** Alternate Seating options and Alternate Workstation options
- Movements Break Stations in the hallway and/or outside as they have pent-up emotional and physical energy that must be released (otherwise they will be unable to focus and be attentive to adult requests) – frequency dependent on student’s level of energy needing to be released
- Scheduled time** in another pre-determined supervised location:
 - Pre-determined location for a break, for individual work completion or for intervention
 - Pre-determined times (visual schedule for student to have a visual anchor of when this will take place)
 - Pre-determined options of what can be brought and/or done in this location (Ex. Set-up a Personal Choice Board when the student is calm and receptive. This will help them know and plan for their Break away from the classroom)
- Individual/Personal bin that contains 2 different projects that they can use within the classroom for an ‘*In-class Break*’ or bring with themselves when they go to an alternate location.
- You’ve Got Mail – intervention cards to provide movement as the student heads to a predetermined adult, fulfills the requirements of the card and returns to their classroom.
- Assigned** Foster Classroom – pre-arranged location where student can take a break from their class group and focus on individual work or quiet activities
- Scheduled** small-group emotion intervention to assist in naming and processing their big emotions (ex. use of emotion cards, children’s books on emotions, Emotions Folder – emotion accompaniment)
- End of Day Recap with the same significant adult who did the Check-Ins (if possible)
- Ongoing communication amongst all adults working with these students is key, including parents

TIER 3 - INDIVIDUALIZED interventions for highly challenging students who are unable to stay within the classroom, struggle daily with their big emotions and the requirements of school (*These students benefit from all the interventions listed in Tier 1 and Tier 2, but require even more personalized intervention strategies to help them stay in school*)

- Systematic Daily Check-Ins with a significant adult **scheduled multiple times each day**
- Use of **individualized one-on-one** resource support to meet specific academic and/or behavioural needs outlined in IEP and/or Student Behaviour Action Plan
- Students who require an adapted schedule with blocks of **time scheduled outside of the classroom**:
 - A Resource Room, Technician Room or Nurturing Support Centre
 - the student is provided with a visual schedule in order to know when, where and for how long they will be in another location before returning to class
- Individual/Personal bin that contains projects as well as materials to work towards student’s IEP goals, which can be used within the classroom for an ‘*In-class Break*’ or brought to an alternate location
- Individualized** emotion intervention with a significant adult to assist in naming and processing their big emotions. Introduce a variety of intervention avenues to help prime expression without consequences and providing additional outlets for physical release that will also be without consequences
- End of Day Recap with the **same significant adult** who did the Check-Ins (if possible)
- Ongoing communication amongst all adults working with these students is key, including parents, school board professionals/consultants, and outside partners (if involved)