CLASSROOM Behaviour Intervention Flow Chart



GENERAL EDUCATION

- Regular AT LEVEL content
- · Identify essentials
- Provide CORE Curriculum for ALL Students

Student benefits from T1 interventions

UNIVERSAL INTERVENTIONS

 Classroom interventions to benefit the whole group, evidence-based practices

TEACHER / SCHOOL TEAM

 Monitor progress, implement differentiation, offer effective feedback (meetings done within workload)

WHO?

- Teachers
- Support Staff
- * All staff for schoolwide T1 interventions





STUDENT RESPONDED TO THE INTERVENTIONS?



TARGETED INTERVENTIONS

- · for challenging students who struggle in the classroom (situational, for a short period of time)
- Interventions based on observations and individual/group reflections, evidence-based practices

Student continues to benefit from T1 interventions in addition to supplemental T2 measures

TEACHER / SUPPORT STAFF

- · Collaboration with school support staff (Attendant/Aide, Technician, Readaptation Officer, etc.) and school administration
- Record interventions and track progress regularly
- Share and use targeted best practices, create student Behaviour Action Plan + IEP (if needed)
- Communication with parents

WHO? Teachers

- **Parents**
- Support Staff
- Resource Teacher
- Consultants/Profess ionals - prevention
- Administration



STUDENT RESPONDED TO THE INTERVENTIONS?



INDIVIDUALIZED INTERVENTIONS

- · for highly challenging students who are unable to function well within the classroom and/or the school
- Referral for investigation on the root of the problem (AdHoc required, psychological evaluation if needed)
- · Adjustments based on student specific needs, remediation/encadrement, evidence-based practices

TEACHER / INTERVENTION TEAM

- Collaboration with the school and board intervention team, as well as outside partners if involved
- Create student Behaviour Action Plan + IEP (relevant information, in the student's interest, is to be shared with other staff involved with the student)
- Regular communication with the parents
- Record interventions and track progress closely (by all staff involved with the student)

Student continues to benefit from T1 and T2 interventions in addition to supplemental T3 measures

WHO?

- Administration
- Parents
- Support Staff
- Teachers
- Resource Teacher
- Consultants/Professio nals - intervention
- Outside partners
- * All other staff involved with the student

Repeat or modify T3 interventions



STUDENT RESPONDED TO THE INTERVENTIONS?

