

# CEBM Pyramid of Interventions in the classroom – **ELEMENTARY LEVEL**

## TIER 1 – UNIVERSAL practices that benefit the whole group within the classroom

- Being intentional in the set-up of the classroom to benefit the students' focus and sensory experience
- Teacher greeting and engaging their students individually and as a group (in morning, following a 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.)
- Introduce and model the expected classroom behaviours. Visuals to cue desired behaviors (e.g. poster of classroom rules, visual calendar, pre-determined hand signals for communication, 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
- In-class opportunities to work on cross-competency soft skills (e.g. stress management, communication, interpersonal skills, conflict management, etc.) and to build emotional literacy by reflecting and modeling them
- 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, etc.) – its use needs to be introduced (how it's a supporting tool, not a toy)
- Alternate workstation options – different locations within the classroom for students to work (e.g. standing table, working on the floor with a clipboard, etc.)
- Brain break activities built-in to the students' daily schedule with a variety of high level and low level energy activities to suit all student needs (e.g. desk drumming, fitness drills, breathing & stretching, Just Dance, Go Noodle, etc.)
- Individual "Quiet Time" activities (e.g. fine motor activities, sketching, mandalas/coloring pages, Search'N Find, mazes, connect the dots, find the differences, etc.)
- 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
- Designated area for students to retreat to within the classroom when a break is needed from the group and/or their work – its use needs to be introduced (how it's a supporting tool, not a time for free play)
- Community projects (1-3 per classroom) Puzzles, building game (e.g. Lego, maze building, mural weaving)
- Increased opportunities to be outdoors – structured games, learning times, play

**Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.**

*\* Parents are informed of measures in place prior to moving on to Tier 2 practices*

# Considerations prior to moving from Tier 1 to Tier 2 Interventions

When faced with a student who is struggling in class:

- Have two **universal practices** suggested in the Tier 1 of the **CEBM Pyramid of Interventions** document been implemented?

**NO**

**YES**

If the student responds

Continue with current practices

**If the student doesn't respond**

- Has the student's confidential file been looked at to see whether there are reports with recommendations (is the student coded)?
- Have other staff members, who have worked with the student, been consulted? What has been successful in the past? Possible triggers?
- Has the same strategy been tried in different frequency and intensity?
  - intervention length
  - group size during intervention
  - number of intervention opportunities per week
  - number of weeks implemented (*exception: If an escalation/serious deterioration of behaviour is noted*)
- Has the same strategy been tried at different times of the day or different days of the week?
- Has the same strategy been tried out in a variety of ways (varying the types of brain breaks from high to low intensity, type of flexible seating options, type of tools in the quiet corner, etc.)?
- Has the same strategy been tried out with the support/collaboration of another adult?
- Have other additional strategies been tried (at least 2 universal practices)? Repeat steps above.

**NO**

**YES**

If the student responds

Continue with additional practices

**If the student doesn't respond**

- Has there been communication with the parents?
- Have other staff members in the school been consulted for guidance or ideas/inspiration?
  - Reflecting on the strategies tried
  - Analyzing the data collected (what doesn't work, triggers, patterns, etc.)
  - Reflecting on other possible strategies/supports

**NO**

**YES**

If the student responds

Remain at Tier 1

**If the student doesn't respond**

**Move to targeted Tier 2 Interventions**

Valuing a safe and **strong attachment** to the adult as key to a successful intervention.

Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

These steps are not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

## CEBM Pyramid of Interventions in the classroom – **ELEMENTARY LEVEL**

### **TIER 2 – TARGETED practices for challenging students who struggle in the classroom** (situational or for a short period of time – student can handle small-group interventions)

*\* Benefit from interventions in Tier 1, but require additional measures to be successful in the classroom.*

- Systematic check-ins with a significant adult (beyond teacher greeting) **at scheduled times**
- **Targeted small-group resource support** to meet specific academic and/or behavioural needs outlined in the Student Behaviour Action Plan
- Designated area within the classroom **at scheduled times** (e.g. following transitions) – materials included in the designated area need to be tried out and adapted to benefit student needs
- **Assigned preferential seating, alternate seating, and alternate workstation** – options need to be tried out to verify which one is better suited for the student needs
- **Scheduled alternate classroom entrance and exit time** (e.g. 5 min before or after the bell) to help with transitions
- **Targeted movements break stations** in the hallway and/or outside (in addition to classroom brain breaks) – type of movements (high vs low energy level) and frequency to suit the student's needs
- **Targeted scheduled time in another pre-determined supervised location:**
  - Pre-determined location for a break, for individual work completion or for intervention (e.g. resource room, technician room, designated helper in the school, etc.)
  - Pre-determined times (the student is provided with a visual schedule to know when, where and for how long they will be in another location before returning to class)
  - Pre-determined options of what can be brought and/or done in this location (individual bin with 2 projects and other helpful tools)
- You've Got Mail! – intervention cards to provide movement as the student heads to a predetermined designated adult fulfills the requirements of the card and returns to their classroom.
- **Assigned Foster classroom** – pre-arranged location with a significant adult where the student can take a break from their class group and focus on individual work or quiet activities
- **Targeted small-group emotion intervention** opportunities led by the teacher and/or the support staff available. To assist students in naming and processing their big emotions (ex. use of emotion cards, children's books on emotions, *Emotions Folder*, *Squawk Box* – emotion accompaniment)
- **Targeted small-group accompaniment during transition times** (e.g. supported recess/lunch)
- Communication amongst all adults working with these students is key

**Staff involved at T2: Teachers, Support Staff, Resource Teacher and any other school staff involved.**

*\* Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents.*

# Considerations prior to moving from Tier 2 to Tier 3 Interventions

When the student hasn't responded to the sequence of interventions in Tier 1:

- ❑ Have two **targeted practices** suggested in the Tier 1 of the **CEBM Pyramid of Interventions** document been implemented?

Continue with current practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Similarly to the attempts in Tier 1, have the following been tried:
  - ❑ varying the frequency and intensity?
  - ❑ adjusting the time of the day / day of the week?
  - ❑ adjusting the strategy (changing the assigned tool/resource or the scheduled time)?
- ❑ Have targeted supports (flexible seating, quiet corner, movement break, etc.) been assigned and/or scheduled?
- ❑ Have supports with other pre-determined adults been put in place (student Check-In)?
- ❑ Have out-of-class short breaks (run an errand, movement station in the hallway, etc.) or small group supports (academic, emotional/behavioural) been implemented?
- ❑ Have out-of-class blocs of time been scheduled (Foster Class, Tech room, NSC)?
- ❑ Have supported recess (outdoor supervised activities) and sheltered lunch been considered?
- ❑ Have other additional strategies been tried? (at least 2-3 targeted practices)? Repeat steps above.
- ❑ Have the **CEBM Student Challenge Placemats** been consulted for additional ideas concerning more specific challenges (e.g. aggression, opposition, etc.)?

Continue with additional practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Has there been further communication with the parents?
- ❑ Has the student been formally referred to the school team (Special Needs Committee, Interdisciplinary Team Meetings) using an AdHoc form?
- ❑ Has the board consultant/professional (or Resource Teacher) reviewed the **CEBM Intervention Planning** document for Tiers 1-2?
- ❑ Has a **Student Behaviour Intervention/Action Plan** been set up?

Continue with additional practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Has the school team reviewed the implementation of the strategies proposed in the Student Behaviour Intervention/Action Plan? – ex. Project Harbour (floating team)
- ❑ Has the school team considered formalizing the Student Behaviour Intervention/Action Plan into Individualized Education Plan (IEP)?

Remain at Tier 2

NO

YES

If the student responds

If the student doesn't respond

Move to individualized Tier 3 Interventions

Valuing **emotional expression** through play as key to a successful intervention.

Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

These steps are not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

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**TIER 3 – INDIVIDUALIZED practices for highly challenging students who struggle to stay within the classroom setting and with the requirements of school** (chronic and ongoing – student requires one-to-one support)

*\* Benefit from interventions in Tiers 1-2, but require extended support to be successful in school.*

- Systematic Daily check-ins and end-of-day recap with a significant adult **scheduled multiple times each day**
- **Personalized one-to-one** resource support to meet specific academic and/or behavioural needs outlined in IEP and/or Student Behaviour Action Plan
- **Personalized one-to-one** movements break stations in the hallway and/or outside – type of movements (high vs low energy level) and frequency to suit the student's needs
- **Personalized** adapted schedule in another pre-determined supervised location (or a part-time schedule for those who require it):
  - Alternative home-base (e.g. Nurturing Support Centre) during class time and/or transitions, additional Phys. Ed., etc.
  - Visual schedule and individual bin that contains projects as well as materials to work towards student's IEP goals
- **Personalized one-to-one** emotional interventions with a significant adult to assist in naming and processing their big emotions. Introduce a variety of avenues to help students express their emotions and providing additional outlets for physical release that will also be without consequences
- **Personalized one-to-one** accompaniment during transition times. For example, at the buses, in the hallway, during recess and lunch (supported, extended or sheltered recess/lunch), heading to daycare, etc.
- Collaboration (working as a team to share the weight) and ongoing communication amongst all adults working with these students is necessary

**Staff involved at T3: Teachers, Support Staff, Resource Teacher, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).**

*\* Ongoing communication is taking place with the parents.*

