

## Classroom Behaviour Pyramid of Interventions – **SECONDARY 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 (creating a positive classroom climate)
- 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 chair, desk cycle, 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 activities that benefit the student's ability to concentrate (e.g. doodling pad, Sudoku, coloring mandalas)
- Brain Breaks built-in to the students' daily schedule (e.g. mindfulness exercises, play music, joke telling, riddles & brain games, fitness drills, breathing & stretching, arm wrestling, etc.)
- Designated Area for students when a break is needed from the group and/or their work (e.g. desk in the corner of the class with privacy folder and noise cancelling headphones)
- Emotional release activities with the whole group or with smaller groups (e.g. drumming, stepping, dance choreography, rapping, slam poetry, improv theatre, etc.) – this includes an emotional literacy component to help students identify and name emotions (e.g. journaling with creative writing prompts)
- Community projects (e.g. photography montage, street-art mural, quilting, community puzzles, advanced Lego challenges, etc.)
- Involvement in interest clubs and extra-curricular activities, as well as volunteering and taking part in leadership opportunities, to help increase students' engagement and their sense of community and belonging

### **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**
- Assigned Alternate Seating options** and Alternate Workstation options
- Movements Break Stations in the hallway, the fitness room and/or outside as they have pent-up emotional and physical energy that must 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
- Individual/Personal bin that contains projects, which can be used within the classroom for an 'In-class Break' or brought to an alternate location
- Delivery of a closed envelope to another location for the student to take a break, or send the student for a walk or a drink of water
- 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** with a significant adult to assist them in naming and processing their big emotions (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment)
- End of Day Recap with the same significant adult who did the Check-Ins (if possible)
- Ongoing communication among all adults working with these students is key (including the 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 support 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**:
  - the Resource Room
  - the Technician Room or Nurturing Support Centre (room considered to be the primary location for reverse integration)
  - 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 (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment)
- End of Day Recap with the **same significant adult** who did the Check-Ins (if possible)
- Ongoing communication among all adults working with these students is key, including parents, school board professionals/consultants and outside partners (if involved)