



## Tier 1 Universal Practices for the whole group – **SECONDARY**

Classroom practices	Examples
Being intentional in the <b>physical and social set-up</b> of the learning environment to benefit the students' focus and sensory experience.	Being mindful about lighting and visual decor, clutter-free, storing away nonessential items, well-organized space, clear sections, labeling/colour coding, thought-out seating chart, desk configuration, having clear passageways, etc.
Embodying a <b>strong adult posture</b> as well as a caring leadership, focusing on managing the circumstances that impact the students rather than attempting to control their behaviour.	Conveying a strong/confident yet warm/caring stance and leadership, being careful about befriending, responding to needs and establishing limits/boundaries and helping them feel safe and taken care of.
Actively <b>greeting and engaging</b> students individually and as a group by favouring proximity, building relationships, and creating a positive classroom climate.	Calling students by name, taking interest in their lives, highlighting points in common, circulating in the room, making sure of having their attention prior to giving instructions, being generous in providing materials when needed, organizing activities that foster a sense of belonging and inclusion (e.g. class meetings, group projects).
Well established <b>structures and routines</b> , that are clear, explicit and predictable, as well as classroom supports for learning. Notifying student, when possible, of any changes in routine, such as special activities and teacher absences.	Arrival in class, independent work time & asking for help, moving in the classroom, school supplies, seating arrangements, etc.  Examples of classroom supports: shared agenda for the day, shared learning goals for the period, memory aids, visual supports for learning, etc.
Explicitly introducing and modeling the <b>classroom expectations</b> , using visuals to cue desired behaviors, providing options adapted to the student's needs to help them be more successful.	Examples of visuals: poster of classroom expectations, visual calendar, hand signals for common requests, etc.  Having a community basket of supplies from which students borrow versus borrowing from classmates and disrupting them.
<b>Pedagogical flexibility</b> , <b>inclusive practices</b> , and support measures optimizing focus and engagement in learning tasks. Adapting the activities to suit these varying needs and being flexible in our expectations.	Variety of seating options/work stations, technological aids, variety of pedagogical resources and tools, privacy panels, variety of instructional delivery methods, visual aids, acknowledging neurodiversity.
Opportunities to explore and work on <b>cross-curricular development</b> , as well as build <b>emotional literacy</b> . <b>Emotional release activities</b> can be a powerful tool to help student experience, recognize and name emotions (e.g. slam poetry, improv theatre, writing lyrics, activities from the <i>Inside Out Handbook</i> by Hannah Beach which can be adapted to the secondary level)	Activities (done individually, in a dyad, or as a group) to explore and experiment around the concepts of stress management, adopt effective work methods, communication, cooperate with others, problem solving, conflict management, etc.  Emotion wheel, stories that highlight emotion, journaling with creative writing prompts, poetry, song lyrics, drama, emotional creative art activities, reflective activities that help identify/recognize emotional inner experiences, etc.

Consult [CEBM Tier 1 Checklist](#) for more examples.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/secondary-practices>

Martine Demers, Catherine Korah, CEBM, and Lucie Gingras, CQSB – Nov 2024



## Tier 1 Universal Practices for the whole group – **SECONDARY**

Classroom practices	Examples
<p><b><u>Alternate seating and workstation</u></b> options – different items to sit on or sit in, different locations within the classroom for students to work.</p>	<p>Providing different items to sit on or sit in, different locations within the classroom for students to work:</p> <p><u>Seating options</u>: yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, etc.</p> <p><u>Workstation options</u>: standing table, working on the floor with a clipboard, etc.</p>
<p><b><u>Individual quiet-time activities</u></b> for students to access during transition times, when they have finished work, when they need a break or a reset.</p>	<p>Variety of paper-crayon activities, fine motor activities, and individual quiet 1-person games (e.g. doodling pad, coloring mandalas, origami, puzzles, etc.)</p>
<p><b><u>Classroom designated area</u></b> for students to work with minimal distractions, or to retreat to within the classroom when a break is needed from the group and/or their work.</p>	<p>Quiet section available with a study carrel, or slightly out of the way, including support tools (e.g. noise cancelling headset, sensory tools, meditation shape finger drawing cards, etc.)</p>
<p><b><u>Brain break activities</u></b> to help students expend pent-up energy, with a variety of high-level and low-level energy activities to suit all student needs.</p>	<p><u>High-level activities</u>: fitness drills, drumming, stepping, dance choreography, etc.</p> <p><u>Low-level activities</u>: yoga, stretching &amp; breathing exercises, play music, telling jokes, riddle &amp; brain games, etc.</p>
<p>Involvement in <b><u>community projects and activities</u></b> to help increase students’ engagement and their sense of community and belonging.</p>	<p>Examples of community projects: community puzzle, quilt, mural, etc.</p> <p>Class council, school journal/newspaper, school blog, interest/social clubs, sports teams, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.</p>
<p><b>Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.</b></p> <p>* Parents are informed of measures in place prior to moving on to Tier 2 practices. Please refer to the <a href="#">list of considerations</a> prior to moving on to the next tier of support.</p>	

Consult [CEBM Tier 1 Checklist](#) for more examples.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/secondary-practices>

Martine Demers, Catherine Korah, CEBM, and Lucie Gingras, CQSB – Nov 2024