

CEBM SUGGESTED 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
- Visuals to cue desired behaviors (ex. Taped areas on the ground)
- Short work periods
- Alternate seating options – different items to sit on or sit in
- Alternate workstation options – different locations within the classroom for students to work
- Physical movement “Brain Break” – after each work period
- Individual “Quiet Time” activity – ex. Small craft, sketching, mandalas/coloring pages, Search’n Find, etc.)
- Emotional release activity with the whole group – daily
- Designated Area for students to retreat to within the classroom when a break is needed from the group and/or their work
- Community projects (1-3 per classroom) Puzzles, building game (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)*

- Daily Check-Ins with a significant adult
- Use of the Designated Area within the classroom **at scheduled times** (ex. Transitions)
- Assigned** Alternate Seating options and Alternate Workstation options
- Movements Breaks 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 Breaks in another location:
 - Pre-determined location
 - 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.
- 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

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 Tiers 1 and 2, but require even more personalized intervention strategies to help them stay in school)*

- Daily Check-Ins with a significant adult at **multiple scheduled times each day**
- 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
 - 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
- Scheduled intervention with a significant adult to assist them 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

