

CEBM Pyramid of Interventions in the classroom – **SECONDARY LEVEL**

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, the fitness room and/or outside– type of movements (high vs low energy level) and frequency needs to be determined 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
 - Visual schedule and individual bin with projects and 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 (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment)
- 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, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).

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