

SECONDARY: 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?

Continue with current practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Has the need/purpose of the intervention been explained to the student and parents?
- ❑ Is there buy-in from the student to try out the intervention? Are the parents on-board as well to help encourage and support?
- ❑ 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.

Continue with additional practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Has there been further communication with the student and parents to figure out the roadblocks?
- ❑ 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

Remain at Tier 1

NO

YES

If the student responds

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.

SECONDARY: 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 2 of the **CEBM Pyramid of Interventions** document been implemented?

NO

YES

If the student responds

Continue with current practices

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

If the student doesn't respond

- ❑ Have targeted supports (flexible seating, quiet corner, movement break, etc.) been assigned and/or scheduled? And are they used consistently?
- ❑ Has the need/purpose of the interventions been explained to the student and parents? Is there buy-in?
- ❑ Similarly to 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 supports with other pre-determined adults been put in place (student Check-In)? And have these been maintained consistently and by the same adult?
- ❑ Have out-of-class short breaks (run an errand, etc.) or small group supports (academic, emotional/behavioural) been implemented?
- ❑ Have out-of-class blocs of time been scheduled (Tech room, NSC)?
- ❑ Has support during breaks and lunch been considered?
- ❑ Have other additional strategies been tried? (at least 2-3 targeted practices)? Repeat steps above.
- ❑ Have targeted measures for specific behavioural challenges (e.g. aggression, opposition, etc.) been considered?

NO

YES

If the student responds

Continue with additional practices

If the student doesn't respond

- ❑ Has there been further communication with the student/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 reviewed the **CEBM Intervention Planning** document for Tiers 1-2?
- ❑ Has a **Student Behaviour Intervention/Action Plan** been set up?

NO

YES

If the student responds

Continue with additional practices

If the student doesn't respond

- ❑ Has the school team reviewed the implementation of the strategies proposed in the Student Behaviour Intervention/Action Plan?
- ❑ Has the school team considered formalizing the Student Behaviour Intervention/Action Plan into an Individualized Education Plan (IEP)?

NO

YES

If the student responds

Remain at Tier 2

If the student doesn't respond

Move to individualized Tier 3 Interventions

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.

SECONDARY: Considerations prior to moving beyond Tier 3 Interventions

When the student hasn't responded to the sequence of interventions in Tier 2:

- ❑ Have two **individualized practices** suggested in the Tier 3 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

- ❑ Have individualized supports (personal bin, personal choice board) been assigned and/or scheduled? And are they being used consistently?
- ❑ Has the need/purpose of the interventions been explained to the student and parents? Is there buy-in?
- ❑ Similarly to 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 the frequency and intensity of supports with other pre-determined adults (student Check-In, Nurturing Support Center) in the school been increased?
- ❑ Have the frequency and intensity of out-of-class breaks (attendant, adult in NSC) or one-to-one supports (academic, emotional/behavioural) been increased?
- ❑ Has further support during breaks and lunch been considered?
- ❑ Have other additional strategies been tried? (at least 2-3 individual practices)? Repeat steps above.

NO

YES

If the student responds

Continue with additional practices

If the student doesn't respond

- ❑ If needed and available, has the school team requested an assessment/support from the board professional (e.g. Psychologist, Psychoeducator, Speech Language Pathologist, Occupational Therapist, Behaviour Consultant, etc.)?
- ❑ When applicable, is the student actively involved in their intervention planning/IEP?
- ❑ Has the school team considered an adapted schedule (additional phys. Ed., some classes in the NSC) or a reverse integration model (using the NSC as the student's main hub)?

NO

YES

If the student responds

Continue with additional practices

If the student doesn't respond

- ❑ Has the school team reviewed the **CEBM Intervention Planning** document for Tier 3?
- ❑ Has the school team requested support from outside services (DYP, CISSS, medical, psychological)?
 - ❑ Setting up Individualized and Intersectoral Service Plans (PSII)? Requesting a consultation with CEBM?
- ❑ Has the school team considered a part-time schedule (morning period only, just core classes)?

NO

YES

If the student responds

Remain at Tier 3

If the student doesn't respond

Move **beyond*** Tier 3 school-level interventions

Valuing **co-regulation** and making room to release emotions 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.

* Measures beyond school-level Tier 3 interventions can include, but are not limited to, a referral for:

- Regional program (low ratio class)
- Homebound tutoring
- Outside services (e.g. CISSS centres et points de service en jeunesse, community respite centre, child psychiatry day programs)