

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

TIER 2 – TARGETED practices for challenging students who struggle in the classroom (situational or for a short period of time – student can handle small-group interventions)

** Benefit from interventions in Tier 1, but require additional measures to be successful in the classroom.*

- Systematic check-ins with a significant adult (beyond teacher greeting) **at scheduled times**
- **Targeted small-group resource support** to meet specific academic and/or behavioural needs outlined in the Student Behaviour Action Plan
- Designated area within the classroom **at scheduled times** (e.g. following transitions) – materials included in the designated area need to be tried out and adapted to benefit student needs
- **Assigned preferential seating, alternate seating, and alternate workstation** – options need to be tried out to verify which one is better suited for the student needs
- **Scheduled alternate classroom entrance and exit time** (e.g. 5 min before or after the bell) to help with transitions
- **Targeted movements break stations** in the hallway and/or outside (in addition to classroom brain breaks) – type of movements (high vs low energy level) and frequency to suit the student's needs
- **Targeted scheduled time in another pre-determined supervised location:**
 - Pre-determined location for a break, for individual work completion or for intervention (e.g. resource room, technician room, designated helper in the school, etc.)
 - Pre-determined times (the student is provided with a visual schedule to know when, where and for how long they will be in another location before returning to class)
 - Pre-determined options of what can be brought and/or done in this location (individual bin with 2 projects and other helpful tools)
- *You've Got Mail!* – intervention cards to provide movement as the student heads to a predetermined designated adult fulfills the requirements of the card and returns to their classroom.
- **Assigned Foster classroom** – pre-arranged location with a significant adult where the student can take a break from their class group and focus on individual work or quiet activities
- **Targeted small-group emotion intervention** opportunities led by the teacher and/or the support staff available. To assist students in naming and processing their big emotions (ex. use of emotion cards, children's books on emotions, *Emotions Folder*, *Squawk Box* – emotion accompaniment)
- **Targeted small-group accompaniment during transition times** (e.g. supported recess/lunch)
- Communication amongst all adults working with these students is key

Staff involved at T2: Teachers, Support Staff, Resource Teacher and any other school staff involved.

** Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents.*