

Observation Outside the Classroom & In the Intervention Space – ‘What Am I Looking For’ for the Tiers 2 & 3 Students who struggle in the classroom and need Intervention strategies beyond the classroom to be successful at school?

Note: These interventions are recommended, in addition to the Tier 1 Interventions addressed in the first part of this document.

<u>Tier 2 Interventions</u> ^{1, 19}	What I see/What I inquire about (With classroom teacher and support staff working with these students)	What is missing (Reflection)	What is needed to support these Tier 2 students and their individual needs <i>(and a second layer of intervention for Tier 3 students)</i> (Intervention suggestions to implement)
<input type="checkbox"/> Daily CHECK-INS with a significant adult ¹⁹	<input type="checkbox"/> Are <i>Check-Ins</i> taking place with a significant adult in addition to the teacher’s greeting? <ul style="list-style-type: none"> <input type="checkbox"/> Is this measure in place? Is the student connecting with a significant adult regularly, on scheduled days and/or times? <input type="checkbox"/> Is the pertinent information collected during <i>Check-Ins</i> being relayed to the other adults working with and supporting this student?	<input type="checkbox"/> Is the frequency of the <i>Check-Ins</i> meeting the needs of the student? Should there be adjustments to the present schedule? <input type="checkbox"/> Is the adult, who is assigned to a particular student for the <i>Check-Ins</i> , informed when there’s a substitute teacher present in class so as to proceed with a follow-up? <input type="checkbox"/> Who is the ‘back-up’ adult to do these <i>Check-Ins</i> if the main person is absent?	<input type="checkbox"/> If this is not already set-up – begin this intervention for all Tier 2 students as it helps to build relationships over time and not only intervening when things are difficult. <input type="checkbox"/> Consistency and predictability are key in helping a student feel safe, valued, heard, and supported. <input type="checkbox"/> Share the link of the CEBM website – Tier 2 students and recommended interventions. Document, templates, and video capsules. ¹⁹
<input type="checkbox"/> Use of the Designated Area within the classroom AT SCHEDULED TIMES (ex. Transitions) ^{7, 19}	<input type="checkbox"/> Have the adults scheduled predetermined times when this student will have access to the <i>Designated Area</i> as a preventive strategy? (e.g., morning entry, return from recess) so as to help the student regulate their emotions and join the group successfully? <input type="checkbox"/> Are they using it appropriately? <input type="checkbox"/> Is this intervention beneficial for them? <input type="checkbox"/> Does the student reintegrate the group successfully following the time passed in the <i>Designated Area</i> ?	<input type="checkbox"/> Does the student understand the purpose of this space? When to use it? How the materials are meant to be tools, rather than toys, to help him manage their emotions when inside the classroom? <input type="checkbox"/> Are all the adults who work with this student informed of these strategies and their timing for this particular student?	<input type="checkbox"/> Prevention and intervention are always a good investment in helping to build capacity with the students who struggle to manage their emotions. <input type="checkbox"/> Encourage clear information and consistent parameters regarding the use of the <i>Designated Area</i> and its materials. <input type="checkbox"/> Guide proper use of materials, ensure that safety is a top priority when visiting this space. <input type="checkbox"/> Remove (or replace) items that are not being well used, retry at a later time. This helps to reduce frustration and friction with students.
<input type="checkbox"/> ASSIGNED Alternate Seating options and Alternate Workstation options ^{7, 19}	<input type="checkbox"/> Most Tier 2 students benefit from being assigned to alternate workstations and seating options as they have a great need to move – Is this present for them in the classroom? <ul style="list-style-type: none"> <input type="checkbox"/> Option to stand, work alone, but it can also be in a small group for discussions when needed. <input type="checkbox"/> When the students have access to this? <input type="checkbox"/> How is this determined? <input type="checkbox"/> For which length of time? 	<input type="checkbox"/> Are there clear instructions and parameters for the students’ movements within the classroom during work periods? <ul style="list-style-type: none"> <input type="checkbox"/> Is this clear to the Tier 2 students? <input type="checkbox"/> Is this applied consistently? <input type="checkbox"/> Which type of alternate station best meets the students’ needs? <input type="checkbox"/> When is this intervention most beneficial for them? <input type="checkbox"/> Are all the adults who work with these students informed of these strategies and their timing for these particular students?	<input type="checkbox"/> Having clear parameters helps Tier 2 students to navigate the demands of the classroom more appropriately – regular follow-ups between the teacher and the student are very helpful to reduce frustrations and miscommunications on both sides. The students can feel heard and sense that their needs are met. <input type="checkbox"/> Remove (or replace) items that are not being well used, retry at a later time. This helps to reduce frustration and friction with the students – SAFETY is our top concern. <input type="checkbox"/> Ensure that the strategies and interventions, which are chosen and implemented for the students, are shared with all adults supporting these Tier 2 students.

<p style="text-align: center;"><u>Tier 2 Interventions</u> ^{1, 19}</p>	<p style="text-align: center;">What I see/What I inquire about (With classroom teacher and support staff working with these students)</p>	<p style="text-align: center;">What is missing (Reflection)</p>	<p style="text-align: center;">What is needed to support these Tier 2 students and their individual needs <i>(and a second layer of intervention for Tier 3 students)</i> (Intervention suggestions to implement)</p>
<p><input type="checkbox"/> 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 the adult requests) – frequency dependent on student’s level of energy needing to be released ^{9, 19}</p>	<p><input type="checkbox"/> Tier 2 students tend to have LOTS of energy to expend. In addition to the <i>Brain Breaks</i> and outdoor times at recess and lunch, they still have energy to move, which needs to be released.</p> <p><input type="checkbox"/> Does the teacher have a <i>Movement Station</i> outside his classroom or within his classroom?</p>	<p><input type="checkbox"/> If the <i>Movement Station</i> is in place, it’s key to monitor and check what the student is doing when they are outside the classroom. If the support of an attendant or a technician is possible, this will be an asset.</p> <p><input type="checkbox"/> When it is set-up, make sure to model appropriate and expected behavior in order to provide clear guidelines and expectations for good physical release and appropriate behaviour when out in the hallway.</p> <p><input type="checkbox"/> Are all the adults who work with this student informed of these strategies and their timing for this particular student?</p>	<p><input type="checkbox"/> Setting up different movement options and changing them regularly can help engagement and motivation. The students can step out, get some energy out and return to the classroom.</p> <p><input type="checkbox"/> Share the link of CEBM <i>Brain Breaks</i> resources – Tier 2 – Outside the Classroom. ⁹</p> <p><input type="checkbox"/> Encourage the creation of Active Hallway stations within the school – movements throughout the school, with an adult, cannot only provide additional movement, but help sustain interest and motivation.</p>
<p><input type="checkbox"/> Scheduled Breaks in another location:</p> <ul style="list-style-type: none"> ○ 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 ²¹ when the student is calm and receptive. This will help them know and plan for their break away from the classroom) ¹⁹ 	<p><input type="checkbox"/> Does the Tier 2 student have a scheduled time in the intervention room or in the NSC with a Technician?</p> <p><input type="checkbox"/> Are the interventions aligned for their targeted needs? Emotions intervention, etc.</p> <p><input type="checkbox"/> Does the student have a <i>Personal Choice Board</i> ²⁰ to assist them when he comes to the intervention room or to the NSC?</p> <p><input type="checkbox"/> Does the Tier 2 student have a scheduled sheltered recess and/or lunch?</p> <p><input type="checkbox"/> Are passes being used to identify that the student is coming for a scheduled time?</p> <ul style="list-style-type: none"> <input type="checkbox"/> ‘I have a scheduled time in the NSC’ <input type="checkbox"/> ‘I need a break’ NSC pass <input type="checkbox"/> ‘I need to be supervised by an adult’ <input type="checkbox"/> ‘I need a quiet workspace in the NSC’ <input type="checkbox"/> ‘I need to talk with an adult’ <input type="checkbox"/> ‘I need a break from my work, I’d like a few minutes to myself’ <input type="checkbox"/> ‘I need a brain break’ 	<p><input type="checkbox"/> Is the student aware and have visual support to know when is their scheduled time?</p> <p><input type="checkbox"/> Is this frequency of the scheduled time meeting their needs?</p> <p><input type="checkbox"/> Are the interventions being transferred into the classroom? Are they being shared with the parents?</p> <p><input type="checkbox"/> Is there a means of communication that enables all the adults (including substitute teachers) to know which students have scheduled time outside the classroom? This helps avoid gaps and frustrations for both the students and the adults.</p>	<p><input type="checkbox"/> Periodic review of interventions scheduled – their impact and whether this is helping to support the student with their individual needs.</p> <p><input type="checkbox"/> Be ready to make changes and adjustments as the year unfolds - growth and challenging events will require adaptations.</p> <p><input type="checkbox"/> If needed, encourage support from Technician to implement activities to help the student express, process and manage their emotions. ¹¹</p>
<p><input type="checkbox"/> Individual/Personal bin that contains 2 different projects that they can use within the classroom for an <i>‘In-class Break’</i> or bring with themselves when they go to an alternate location ^{19, 20}</p>	<p><input type="checkbox"/> Does the student have a <i>Personal Bin</i> to assist them within the classroom and when they come to the intervention room or NSC?</p> <p><input type="checkbox"/> Has this been created and assembled with the student, to explain its purpose, its use and which types of activities will be included in their <i>Personal Bin</i>?</p>	<p><input type="checkbox"/> The use and purpose of the <i>Personal Bin</i> needs to be reviewed with the student periodically to ensure that this intervention is purposeful</p> <p><input type="checkbox"/> If one is present, are items changed regularly to maintain interest and engagement?</p> <p><input type="checkbox"/> Is there a means of communication that enables all the adults (including substitute teachers) to know which students have a <i>Personal Bin</i> and when these can be accessed? This helps avoid gaps and frustrations for both the students and the adults.</p>	<p><input type="checkbox"/> Share the link of CEBM <i>Personal Bin</i> resources – for Tier 2 students. ²⁰</p> <p><input type="checkbox"/> Discuss with the teacher the benefits of having bins that are ‘ready for travel’, as this can greatly facilitate a student leaving the classroom with few disruptions, as he knows he has activities he enjoys in his <i>Personal Bin</i>.</p>

<p style="text-align: center;"><u>Tier 2 Interventions</u>^{1, 19}</p>	<p style="text-align: center;">What I see/What I inquire about (With classroom teacher and support staff working with these students)</p>	<p style="text-align: center;">What is missing (Reflection)</p>	<p style="text-align: center;">What is needed to support these Tier 2 students and their individual needs <i>(and a second layer of intervention for Tier 3 students)</i> (Intervention suggestions to implement)</p>
<p><input type="checkbox"/> <u>You've Got Mail</u> – Intervention cards to provide movements as the student heads to a predetermined adult, fulfills the requirements of the card and returns to their classroom¹⁹</p>	<p><input type="checkbox"/> Are different strategies in place that orchestrate a student leaving the classroom for a short break, without this being perceived as negative nor a consequence?</p>	<p><input type="checkbox"/> Is the student in need of a 'Mail break' or a pass with an adult who will provide intervention support?</p> <p><input type="checkbox"/> It is important that this intervention be pre-established with the adults who will be receiving this student, and to ensure that if materials are needed (ex. materials for quiet activities), they will be readily accessible.</p>	<p><input type="checkbox"/> Explain that this intervention is like a 'boomerang' where the student leaves for a short break, with a purpose and then returns within a short period of time.</p> <p><input type="checkbox"/> Share the link of CEBM 'You've Got Mail' templates – 4 different models (2 active physical movements, 2 quiet-calming activities). It is best when they are 'matched' with the student's need for support.¹⁹</p>
<p><input type="checkbox"/> Assign to Foster Classroom - a predetermined pairing with a significant teacher where the student can take a break from their usual environment to focus on individual work or to complete quiet activities.¹⁹</p>	<p><input type="checkbox"/> Has the implementation of a <i>Foster Classroom</i> been considered?</p> <p style="margin-left: 20px;"><input type="checkbox"/> Is this measure already in place? Does the student regularly attend the designated class on the scheduled days and times?</p> <p><input type="checkbox"/> Is the relevant information gathered in the <i>Foster Classroom</i> relayed to the other adults who work with and support this student?</p>	<p><input type="checkbox"/> Does the frequency of the visits meet the student's needs? Should changes be made to the existing schedule?</p> <p><input type="checkbox"/> It is key that this intervention is pre-established with the adults who will be welcoming the student, and to ensure that if materials are required (for example, supplies for individual activities), such items are easily accessible.</p> <p><input type="checkbox"/> Is the adult assigned to the student informed that a substitute is in the classroom to conduct a personalized Check-In?</p>	<p><input type="checkbox"/> Integrate this strategy with all Tier 2 students who could benefit from this intervention. Furthermore, this measure is designed to help develop relationships over time, rather than intervening only when circumstances are challenging.</p> <p><input type="checkbox"/> Remember that consistency and predictability are key to making a student feel safe, valued, heard, and supported.</p> <p><input type="checkbox"/> Share the link to the CEBM website on the <i>Foster Classroom</i> - for Tier 2 students. You will find document, templates, and video capsules.¹⁹</p>
<p><input type="checkbox"/> Plan small-group emotional interventions with a significant adult to help the students name and process their big emotions.^{11, 19}</p>	<p><input type="checkbox"/> Do the Tier 2 students receive emotion-related interventions? Are such interventions carried out:</p> <p style="margin-left: 20px;"><input type="checkbox"/> In small groups of how many students?</p> <p style="margin-left: 20px;"><input type="checkbox"/> In the classroom or in another venue (e.g., NSC)</p> <p style="margin-left: 20px;"><input type="checkbox"/> At what time of the day (e.g., recess)?</p> <p style="margin-left: 20px;"><input type="checkbox"/> With which adult (e.g., classroom teacher, Technician, etc.)?</p> <p style="margin-left: 20px;"><input type="checkbox"/> With which resources (e.g., use of emotion cards, emotion books, emotion tools such as <i>Emotion Folder</i> and <i>Squawk Box</i>)?</p> <p><input type="checkbox"/> Are the interventions tailored to their specific needs?</p> <p><input type="checkbox"/> Is the relevant information gathered during these intervention sessions shared to the other adults who work with and support these students?</p>	<p><input type="checkbox"/> Does the frequency of these interventions meet the students' needs?</p> <p><input type="checkbox"/> Do students who use this measure benefit from it?</p> <p><input type="checkbox"/> Are the intervention methods adopted, and the choice of equipment contributing to a decrease in the intensity and frequency of the episodes?</p> <p><input type="checkbox"/> Does the Classroom teacher turn to the Technician for additional support?</p> <p><input type="checkbox"/> Are all the adults who work with these students aware of these strategies and when they need to be introduced?</p>	<p><input type="checkbox"/> Integrate this strategy with all Tier 2 students who could benefit from this measure. Moreover, it is meant to help build relationships over time, rather than intervening only when circumstances are difficult.</p> <p><input type="checkbox"/> Share the link of the CEBM website that focuses on emotional interventions for Tier 2 students – such as <i>Emotion Folder</i> and <i>Squawk Box</i> tools. You will find document, templates, and video capsules.¹¹</p>

<p style="text-align: center;"><u>Tier 2 Interventions</u> ^{1, 19}</p>	<p style="text-align: center;">What I see/What I inquire about (With classroom teacher and support staff working with these students)</p>	<p style="text-align: center;">What is missing (Reflection)</p>	<p style="text-align: center;">What is needed to support these Tier 2 students and their individual needs <i>(and a second layer of intervention for Tier 3 students)</i> (Intervention suggestions to implement)</p>
<p><input type="checkbox"/> End of Day Recap with the same significant adult who did the Check-Ins (if possible) ¹⁹</p>	<p><input type="checkbox"/> Are <i>End of Day Recaps</i> scheduled for Tier 2 students who struggle with the preparation to leave at the end of the school day?</p> <ul style="list-style-type: none"> <input type="checkbox"/> This can mean support in the classroom <input type="checkbox"/> This can mean support in the NSC or the Intervention Room <p><input type="checkbox"/> Is the pertinent information collected during <i>End of Day Recaps</i> being relayed to the other adults working with and supporting this student?</p>	<p><input type="checkbox"/> Who is the 'back-up' adult to do the <i>End of Day Recaps</i> if the main person is absent?</p> <p><input type="checkbox"/> Consistency and predictability are key in helping a student feel safe, valued, heard, and supported.</p>	<p><input type="checkbox"/> Many students struggle with transitions, especially at the end of the day because they are tired and have lived numerous frustrations throughout the day – providing support at this time can make a significant difference in how they end their day, and subsequently how they perceive and live their school experience</p> <p><input type="checkbox"/> The organization for the <i>End of Day Recaps</i> can be scheduled in the same manner as the <i>Daily Check-Ins</i> done in the morning</p> <p><input type="checkbox"/> Share link of CEBM website – Tier 2 students and recommended interventions. Document, templates, and video capsules ¹⁹</p>
<p><input type="checkbox"/> Ongoing communication amongst all adults working with these students is key ²¹</p>	<p><input type="checkbox"/> Which mechanisms of communication are in place for the adults supporting the Tier 2 students so as to share incoming and outgoing information?</p>	<p><input type="checkbox"/> If this is not readily in place – seek ways to enable that the communication can take place quickly and efficiently as this will help the team to be efficient and consistent in sharing pertinent information.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Communication with parents <input type="checkbox"/> Communication with professionals from the school board <input type="checkbox"/> Communication with professionals from outside resources 	<p><input type="checkbox"/> Share link of CEBM website for Intervention Planning resources and templates – these will provide examples that can help begin or support this process ²¹</p>

1. <https://www.cebmmember.ca/pyramid-of-interventions>
2. <https://www.cebmmember.ca/practices-in-the-classroom>
8. <https://www.cebmmember.ca/individual-work-stations>
10. <https://www.cebmmember.ca/physical-outlet-movement-station>
12. <https://www.cebmmember.ca/emotions-intervention-area>
19. <https://www.cebmmember.ca/practices-outside-the-classroom>
20. <https://www.cebmmember.ca/personal-bin>
21. <https://www.cebmmember.ca/intervention-planning-and-mapping>

Tier 2 interventions are TARGETED interventions that are based on the needs of individual Tier 2 students