

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

### TIER 1 – UNIVERSAL practices that benefit the whole group within the classroom

- Being intentional in the set-up of the classroom to benefit the students' focus and sensory experience
- Teacher greeting and engaging their students individually and as a group (creating a positive classroom climate)
- Well established structures and routines (e.g. arrival in class, independent work time & asking for help, moving in the classroom, school supplies, seating arrangements, etc.)
- Introduce and model the expected classroom behaviours. Visuals to cue desired behaviors (e.g. poster of classroom rules, pre-determined hand signals for communication, etc.)
- Differentiated pedagogy (e.g. use of technology) and incorporation of shorter work periods, especially for longer and more complex assignments
- In-class opportunities to work on cross-competency soft skills (e.g. stress management, communication, interpersonal skills, conflict management, etc.) and to build emotional literacy by reflecting and modeling them
- Alternate seating options – different items to sit on or sit in (e.g. yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, etc.)
- Alternate workstation options – different locations within the classroom for students to work (e.g. standing table, working on the floor with a clipboard, etc.)
- Brain break activities to suit all student needs (e.g. mindfulness exercises, play music, joke telling, riddles & brain games, fitness drills, breathing & stretching, etc.)
- Individual quiet activities that benefit the student's ability to concentrate (e.g. doodling pad, Sudoku, coloring mandalas)
- Emotional release activities with the whole group or with smaller groups (e.g. drumming, stepping, dance choreography, rapping, slam poetry, improv theatre, etc.) – this includes an emotional literacy component to help students identify and name emotions (e.g. journaling with creative writing prompts)
- Designated area for students when a break is needed or to better concentrate during individual work (e.g. desk in the corner of the class with privacy folder and noise cancelling headphones)
- Community projects (e.g. photography montage, street-art mural, quilting, community puzzles, advanced Lego challenges, etc.)
- Involvement in interest clubs and extra-curricular activities, as well as volunteering and taking part in leadership opportunities, to help increase students' engagement and their sense of community and belonging

**Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.**

*\* Parents are informed of measures in place prior to moving on to Tier 2 practices*