

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*

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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**
- 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 scheduled time in another pre-determined supervised location:**
 - Pre-determined location for a break, for individual work completion or for intervention
 - Pre-determined times (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)
- Delivery of a closed envelope to another location for the student to take a break, or send the student for a walk or a drink of water
- 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
- Scheduled small group emotion intervention** to assist them in naming and processing their big emotions (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment)
- Communication amongst all adults working with these students is key (including the parents)

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

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

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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.*