Intervention Planning: Moving from Observation, Reflection, to Intervention Suggestions to Implement

Service request: A group that is presenting numerous challenges, making teaching very difficult and behaviors are constantly interrupting the flow of what the adults are trying to do with the students.

Classroom Observation – What Am I Looking For?

Tier 1 Interventions [1,2]	**What I see** (Classroom Observation)	**What is missing** (Reflection)	**What is needed** to help meet the needs of the group _(and be the foundation for Tiers 2 and 3 students who are in this class group)_ (Intervention suggestions to implement)
Teacher greeting and engaging their students individually and as a group (in morning and after each transition) [2,3,4]	Is the teacher consciously greeting students as they arrive in the morning? Is the teacher distracted, getting things ready for the day – the student enters without connecting with teacher? Is this done consistently after each separation/time of transition (recess, lunch, phys. Ed., French, etc.)? Does the teacher have different ways of capturing student's attention? Rhythmic sounds, chants, clapping, singing, calling out? Does the teacher decrease other distractions (ex. Music playing in the background) to help prime attention in their direction? Does the teacher have a 'morning routine' that becomes a mode of priming student's attention?	If greetings are sporadic and/or inconsistent, they will not carry the same weight and value as an intervention Does the teacher understand the importance and value of this intervention? Is the teacher aware that some students are not 'tuned into' what they are saying when they begin to deliver instructions? If yes, what do they do about it, strategies? If not, how can these be supported to prime their attention towards the adult who is speaking?	Provide examples of how this can take place. Encourage that the teachers find their 'personal' way of greeting as this will increase the probability of it being done consistently. Share the link to CEBM website for examples & resources. [3,4] Speak to the importance of having everyone's attention prior to giving instructions as this will prevent numerous repetitions and the students calling out 'I don't know what to do!' 'Call for attention,' pause, 'call' again (if needed), PAUSE, THEN give leading instructions.
Well established structures and routines [2]	Is the teacher in the lead, explicitly – alpha stance, tone, and presence? Is there a daily schedule, well visible for the students? Is this reviewed at the start of each day? Is it referred to during the day to show the progress in time of the day? Is there an explicit 'Morning Routine, 'Returning from Recess/Lunch Routine'? How are transition times handled? How does clean-up take place? Is the room organized, clutter-free? Is it easy to see 'what' goes 'where' when you scan the room? (e.g., Lunch boxes, agendas, games, etc.) If different workstations are available, how are they being accessed? Organized & calm OR Chaotic, loud, rushing to grab a spot? Are the work tools readily accessible, ex. Community Basket', if a student can't quickly find theirs when beginning a task?	Are the students responding to the adult requests? Does the adult's intervention grab the students' attention to have them follow the adults' requests? Are the students aware of what comes next? Are the students able to get ready for the next task independently when 1-2 prompts are given by the adult? What are the 'points of friction?' When things are not going well. Tuning in to the teacher when 'called for attention' Having work tools out & ready to work How easy is it for the students to find what they need? Getting on task Staying on task Disrupting others Staying in one's place and/or area Transitions Clean-up Lining up Preparing for the end of day departure	Encourage reading and viewing: 'How We Lead Matters' Ch.3 (p. 31-39) from _Reclaiming Our Students_ by Hannah Beach and Tamara Strijack. Discussion with the teacher to share observations – prioritize changes where the greatest impact can be profited from first. Then address others sequentially. Having clear, explicit & consistent structures and routines, creates a predictable environment where the students feel safe. This has a direct impact on reducing misbehavior and outbursts which require intervention and derail the focus of the group. Organization of materials - color-coding, labelled, in desks vs in group bins. Encourage the teacher to have 1-2 Community Baskets [5] filled with tools ready to work – it helps to reduce 'getting on task time' and frustrations. Discussion of dependence vs independence (readiness, maturity). Suggest regular 'desk clean-up' as part of the end of week routine – helps to de clutter and remove unnecessary items – ready to start the next week on a good foot!

Tier 1 Interventions [1,2]	**What I see** (Classroom Observation)	**What is missing** (Reflection)	**What is needed** to help meet the needs of the group *(and be the foundation for Tiers 2 and 3 students who are in this class group)* (Intervention suggestions to implement)
Visuals to cue desired behaviors [2]	Physically the class is laid out with clear sections, easy passage from one area to another. Desk organization facilitates the students 'looking AT the teacher'. Areas are labelled. Clean & organized. Work tools are available in each area. Clutter free – low visual distraction. Visual calendar is placed in location easily seen by students. Items on walls are pertinent and timely. Academic tools are placed in a logical location for its use and are large enough to facilitate its use from different areas of the room.	Clear, wide passageways between rows or clusters of desks facilitates movement and helps to reduce frustration and disruptions. When the classroom is disorganized, the students stray to different areas rather than move about with purpose. Clear, predictable set-up enables quick, efficient transitions. The design of the physical layout in a class can either prime attention towards the teacher or prime peer attachment – ensure that the layout meets the needs of students and their maturity level. When the number of students per area is identified, less adult intervention will be needed to have the students respect the classroom parameters. Having work tools at each workstation reduces roaming back-and-forth, disrupting others, and increases on task time. Following the daily schedule helps students know 'where' they are in the day and helps them look forward to the times they enjoy most. When the classroom decorations fill the room, the important pieces of information get lost, and the students no longer refer to the tools that could be a support to them.	Consider adapting the layout of the classroom to widen passage space to reduce friction and frustration. Consider shifting the angle of vision for the students who struggle with paying attention to the teacher. Please refer to the CEBM website – document on Classroom Physical Layout & Priming Attention. [2] Consider moving to a less distracting location the students who struggle to maintain 'on task attention'. Offer suggestions to reduce clutter and visual distractions. Pack-up & put away items that are not being used during this period of the year. Send home artwork that is completed after each short display. Encourage labelling of the different areas in the classroom, adding a visual to identify the number of students who can be in each area at a time. Establish 'helpers' to assist in keeping work tools in workstations 'ready for use'.
Short work periods [2]	How long are students expected to be 'on task'? Are they expected to be at their desk, or can they be in different locations? Are instructions clear of what is expected to be done? Is this reviewed explicitly? How can they get assistance from the adult? Raise hand, call out, walk around? Come to the teacher? What is done for the for the students who struggle with understanding what they need to do? Who struggle to begin the task? Do students know what they can do when they have completed their work? Do they follow through and move on to these possibilities? What is done/coached when the students who have finished, roam and disturb others who are still on task?	Which portion of the group can stay on task for the period requested by the teacher? Is the expected 'on task time' appropriate for this age group? For students who require scaffolding tools to assist them with their tasks, are they available from the start or do they need to ask for them? For students who need support – do they ask? Is there a management strategy in place to help them to have support to begin their task? For Fast Finishers, do they know what is available for them, do they shift to this next task independently or with prompts?	Are the work periods too short, just right or too long? Have this discussion with the teacher. Identify the signs, behaviors observed – particularly when the time is too long, and the students struggle to maintain attention, effort, and energy. Encourage the teacher to break tasks into manageable chunks to increase engagement and motivation to do tasks. Consider providing scaffolding of tasks to support students – Implementation of Executive Functioning Intervention Guidelines and Strategies. [7] Encourage the use of Brain Breaks in between these 'steps' within longer tasks.

Tier 1 Interventions [1,2]	What I see (Classroom Observation)	What is missing (Reflection)	What is needed to help meet the needs of the group (and be the foundation for Tiers 2 and 3 students who are in this class group) (Intervention suggestions to implement)
Alternate seating options – different items to sit on or sit in [2,7]	Scan the room, how many different options are available for the students? Chairs, different types of stools, options on the ground.	Are students sitting in an ergonomic position that meets their needs (height of chair and desk/table)? If their desk and work surface are not properly aligned with the height for their body, this can have a direct link with their struggle to attend, stay on task, sit calmly in their workstation. Hence, increased frustration and behaviors may result.	Discuss with teacher alternate seating options – are they aware of the range, their possibilities, and benefits? Share links to the CEBM website for information, *Maximizing Your Classroom* [7] document, that provides a wide range of options and visuals. Discuss the importance of properly introducing these work TOOLS, how to access an expected behavior while using these tools. SAFETY is of highest importance; this needs to be addressed consistently. Encourage a review of each student's work position – adjusting desk height, change in chair (if needed) as this can make a significant difference in a student's demeanor and availability for learning throughout the school day.
Alternate workstation options – different locations within the classroom for students to work [2,7]	Scan the room, how many different options are available for the students? Are all students sitting at desks? Are some standing at their desk or in different locations throughout the room? Are there places where the students can work on the ground comfortably?	Some students' needs are met with a desk and chair, while others benefit/need alternate working positions to keep their brain engaged and learning. If alternate workstations are not present in the class, does the physical layout facilitate its introduction?	Discuss with teacher alternate workstations – are they aware of the range, their possibilities, and benefits? Share links to CEBM website for information, in particular the *Maximizing Your Classroom* [7] document that provides a wide range of options and visuals. Discuss the importance of properly introducing these workstations, how to access them, the number of people per station and the expected behavior while working there.
Physical movement (high or low energy) "Brain Break" – after each work period [2,8,9]	Are physical (high energy) and quiet (low energy) brain breaks used to separate work periods throughout the day? Is the teacher leading the brain break activity or are they using a video on Smartboard? Which portion of the group is actively participating in the brain break activity?	Brain Breaks are a great time for teachers to be playful and have fun with their students – it is best that THEY be the leader. Do they repeatedly engage in the same activities, or do they mix it up frequently? Do they sometimes have students be the leaders? This could encourage students to participate and engage more readily.	Discuss the benefits of Brain Breaks to help the students to get energy out, shift their brains to something else as this will help them apply themselves for the next upcoming task. Share the CEBM website link for the Brain Break page – a wide range of resources and references that are based on neuroscience and its benefits to growing brains. [8,9] Encourage teachers to share ideas and materials to have a wider range of activities in their repertoire of brain break activities.
Individual "Quiet Time" (low energy) activity – ex. small craft, sketching, mandalas/coloring pages, Search'N Find, etc.) [2,10]	Are there different quiet activities (low energy) readily available for students to access during transition times, when they have finished work or need a break to help manage their emotions? Do they have easy access to these? Does the selection change periodically?	Quiet brain break activities are a good way for students to have activities that are rhythmic and soothing to the brain. Are they aware that this is available for them? Do they know its intended purpose?	Discuss with the teacher the benefits of these quiet activities to help channel emotions, shift attention and have some calming time. Brainstorm with the teachers the types of quiet activities they offer and that they may consider adding to their present selection. It's important to change the variety periodically to maintain interest and engagement. [10]

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Emotional release activity with the whole group – daily [2, 11]	When emotions rise in the group, what are the teacher's interventions? How is this addressed? What is done to help the students channel this energy? Are there lessons, discussions and activities being done with the group around emotions? Naming, expressing, sharing.	Is the choice of intervention helping to reduce the intensity and frequency of these episodes? Is there a pattern to when this unfolds? (Ex. After recess, returning from lunch) What is done on a prevention level? Is the technician providing supportive intervention to assist the students with emotional expression, processing and managing challenging situations?	Share with the teacher information on the _Emotional World of students_ [13] and the benefits of providing opportunities for emotional release on a regular basis. Please refer to the **_Inside-Out Handbook_** that accompanies the **_Reclaiming Our Students_** book by Hannah Beach and Tamara Strijack. Encourage support from Technician to implement activities to help students express, process, and manage their emotions. [11] Encourage the use of targeted children's literature to help prime and build a language of emotions. [14] Providing support on the playground will go a long way to helping them grow into being able to express and manage their emotions productively.
Designated Area for students to retreat to within the classroom when a break is needed from the group and/or their work [2, 14]	Is there a Designated/Quiet Area within the classroom? If yes, are the students able to 'go into & cocoon?' A private area where others cannot see them. Does it have sensory materials: things to touch, fidgets, weighted animal? Does it have visual props to cue breathing techniques? Are there calming items to look at – nature scenes, photos of animals, mazes, search and find books or tracing activities? Is there something comfortable to sit on – foam tiles, bean bag, large pillows? Is the area and its items being used appropriately? Are the students aware and respecting that this intervention area is for 1 student at a time?	Each Designated Area will be different; the key is that there are a range of items that help meet the needs of the students in this particular class. Are the students who are using this intervention area benefiting from this intervention? It's important that things be changed periodically to prime interest and engagement. Although this can be a very good intervention tool within a classroom, it can also be challenging for students to use this space appropriately, safely and consider the materials as tool and not toys. It is important that this be reviewed regularly and that items that are not properly being used be removed for a block of time (or replaced). They can be reintroduced, with explanation, at a later date. Safety is a top priority when visiting and using the Designated Area.	If an area is present, review with teacher how this was introduced with their students. How is it being used? Do they find that it is presently being used well? Is it beneficial to their overall intervention strategies? Consider making changes if there are challenges in this area – it is important that the teacher regularly review how this space is to be used and its purpose within the classroom. Encourage the support of the Technician to assist in coaching students with its proper use. Share the CEBM website link for the _Designated Area_ – video capsule and document to provide additional ideas and understanding. [14]
Community projects (1-3 per classroom) Puzzles, building game (Lego, maze building, mural weaving) [2, 15, 16]	Are there community projects present within the classroom? If yes, are students aware 'when' they can go to these? Is it clear that all students can contribute to its assembly/evolution?	This is a great means to help build group identity and a sense of belonging in a class. It's important that these be age appropriate and of interest to the particular students in this group, otherwise they will not be interested, nor will they engage. It's important that things be changed periodically – involve your student to choose the next projects!	Encourage the teacher to welcome 2-3 ongoing projects within their class, this is a great way for the students to channel energy, create and problem solve. Puzzle [16], ongoing building & creating project, group craft project (ex. mural, large collage, weaving, loom knitting, large mandala coloring). Share the CEBM website link for _Building & Creating_ as this will provide different ideas and suggestions. [15]

Tier 1 Interventions [1,2]	What I see (Classroom Observation)	What is missing (Reflection)	What is needed to help meet the needs of the group (and be the foundation for Tiers 2 and 3 students who are in this class group) (Intervention suggestions to implement)
Increased opportunities to be outside – structured games, learning times, play [2,8]	Does the teacher seize opportunities to bring learning outside? Are the students given additional recess time outdoors when their energy level in the classroom is not productive? For the students who struggle during recess and lunch, is there a plan to help structure their time outdoors to help them engage well and have fun?	Some students really struggle with long blocks of time indoors, what means is put into place to help them manage themselves, so they won't get into trouble?	Share with the teacher the link to the CEBM with the benefits of bringing movement into learning – increased retention. [8] Some students need additional movement to be able to function well within the classroom – seek support from the Technician if this can be beneficial for your students.
Sensory stimulation - Overall physical environment [2,17,18]	How is the natural lighting in the room? Are neon lights being used? Visual decor: Sparse and purposeful? Cluttered and overbearing? Are different sensory tools available for use by the students to help them regulate their emotions and energy? (Ex. Fidgets, sensory area with things to touch/feel, egg chair or covered table as an area to cocoon in)	Are blinds present, are these used strategically as natural lighting changes during the day? Is the 'feel of the room' calm and inviting, or crowded and overwhelming? When the students struggle with their energy level, what do they gravitate towards in the class? Where do they move to?	Share the CEBM website link for Sensory & OT Perspectives [17] and Sensory Materials [18] sections as these will provide different intervention suggestions and greater understanding of their potential benefits.

1. https://www.cebmmember.ca/pyramid-of-interventions
2. https://www.cebmmember.ca/practices-in-the-classroom
3. https://www.cebmmember.ca/attachment-and-right-relationship
4. https://www.cebm.ca/post/creating-a-conscious-invitation-into-relationship
5. https://www.cebmmember.ca/accessibility-to-work-tools
6. https://www.cebmmember.ca/academic-resources
7. https://www.cebmmember.ca/individual-work-stations
8. https://www.cebmmember.ca/brain-break-activities
9. https://www.cebmmember.ca/physical-outlet-movement-station
10. https://www.cebmmember.ca/fine-motor-quiet-activity-area
11. https://www.cebmmember.ca/emotions-intervention-area
12. https://www.cebmmember.ca/emotional-world
13. https://www.cebmmember.ca/children-s-literature
14. https://www.cebmmember.ca/cocoon-area
15. https://www.cebmmember.ca/building-creating-area
16. https://www.cebmmember.ca/puzzle-area
17. https://www.cebmmember.ca/sensory-and-ot-perspective
18. https://www.cebmmember.ca/sensory-materials

Tier 1 interventions are UNIVERSAL interventions that benefit the whole group to function within the classroom

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.

Tier 2 Interventions [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 _(and a second layer of intervention for Tier 3 students)_ (Intervention suggestions to implement)
Daily **CHECK-INS** with a significant adult [19]	Are _Check-Ins_ taking place with a significant adult in addition to the teacher's greeting? Is this measure in place? Is the student connecting with a significant adult regularly, on scheduled days and/or times? Is the pertinent information collected during _Check-Ins_ being relayed to the other adults working with and supporting this student?	Is the frequency of the _Check-Ins_ meeting the needs of the student? Should there be adjustments to the present schedule? Is the adult, who is assigned to a particular student for the _Check-Ins_, informed when there's a substitute teacher present in class so as to proceed with a follow-up? Who is the 'back-up' adult to do these _Check-Ins_ if the main person is absent?	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. Consistency and predictability are key in helping a student feel safe, valued, heard, and supported. Share the link of the CEBM website – Tier 2 students and recommended interventions. Document, templates, and video capsules. [19]
Use of the Designated Area within the classroom **AT SCHEDULED TIMES** (ex. Transitions) [7, 19]	Have the adults scheduled predetermined times when this student will have access to the _Designated Area_ 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? Are they using it appropriately? Is this intervention beneficial for them? Does the student reintegrate the group successfully following the time passed in the _Designated Area_?	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? Are all the adults who work with this student informed of these strategies and their timing for this particular student?	Prevention and intervention are always a good investment in helping to build capacity with the students who struggle to manage their emotions. Encourage clear information and consistent parameters regarding the use of the _Designated Area_ and its materials. Guide proper use of materials, ensure that safety is a top priority when visiting this space. Remove (or replace) items that are not being well used, retry at a later time. This helps to reduce frustration and friction with students.
ASSIGNED Alternate Seating options and Alternate Workstation options [7, 19]	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? Option to stand, work alone, but it can also be in a small group for discussions when needed. When the students have access to this? How is this determined? For which length of time?	Are there clear instructions and parameters for the students' movements within the classroom during work periods? Is this clear to the Tier 2 students? Is this applied consistently? Which type of alternate station best meets the students' needs? When is this intervention most beneficial for them? Are all the adults who work with these students informed of these strategies and their timing for these particular students?	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. 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. Ensure that the strategies and interventions, which are chosen and implemented for the students, are shared with all adults supporting these Tier 2 students.

Tier 2 Interventions [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 *(and a second layer of intervention for Tier 3 students)* (Intervention suggestions to implement)
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]	Tier 2 students tend to have LOTS of energy to expend. In addition to the *Brain Breaks* and outdoor times at recess and lunch, they still have energy to move, which needs to be released. Does the teacher have a *Movement Station* outside his classroom or within his classroom?	If the *Movement Station* 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. 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. Are all the adults who work with this student informed of these strategies and their timing for this particular student?	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. Share the link of CEBM *Brain Breaks* resources – Tier 2 – Outside the Classroom. [9] 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.

Scheduled Breaks in another location:
o Pre-determined location
o Pre-determined times (visual schedule for student to have a visual anchor of when this will take place)
o 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]
	Does the Tier 2 student have a scheduled time in the Intervention room or in the NSC with a Technician?
	Are the interventions aligned for their targeted needs? Emotions intervention, etc.
	Does the student have a *Personal Choice Board* [20] to assist them when he comes to the intervention room or to the NSC?
	Does the Tier 2 student have a scheduled sheltered recess and/or lunch?
	Are passes being used to identify that the student is coming for a scheduled time?
	   'I have a scheduled time in the NSC'
	   'I need a break' NSC pass
	   'I need to be supervised by an adult'
	   'I need a quiet workspace in the NSC'
	   'I need to talk with an adult'
	   'I need a break from my work, I'd like a few minutes to myself'
	   'I need a brain break'
		Is the student aware and have visual support to know when is **their** scheduled time?
		Is this frequency of the scheduled time meeting their needs?
		Are the interventions being transferred into the classroom? Are they being shared with the parents?
		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.
			Periodic review of interventions scheduled – their impact and whether this is helping to support the student with their individual needs.
			Be ready to make changes and adjustments as the year unfolds - growth and challenging events will require adaptations.
			If needed, encourage support from Technician to implement activities to help the student express, process and manage their emotions. [11]

Individual/Personal bin that contains 2 different projects that they can use within the classroom for an *'In-class Break'* or bring with themselves when they go to an alternate location [19, 20]	Does the student have a *Personal Bin* to assist them within the classroom and when they come to the intervention room or NSC? 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 *Personal Bin*?	The use and purpose of the *Personal Bin* needs to be reviewed with the student periodically to ensure that this intervention is purposeful If one is present, are items changed regularly to maintain interest and engagement? Is there a means of communication that enables all the adults (including substitute teachers) to know which students have a *Personal Bin* and when these can be accessed? This helps avoid gaps and frustrations for both the students and the adults.	Share the link of CEBM *Personal Bin* resources – for Tier 2 students. [20] 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 *Personal Bin*.

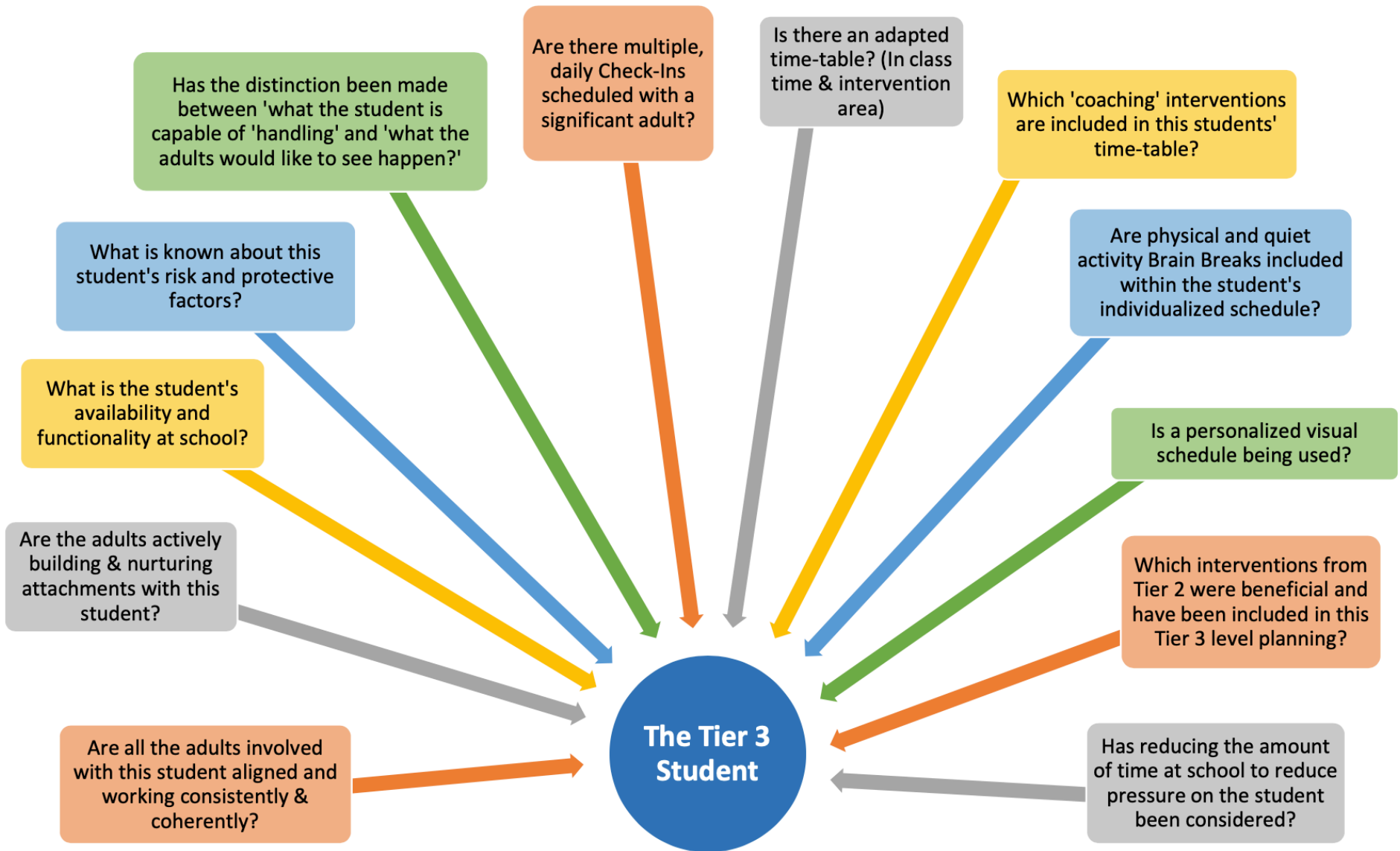| _Tier 2 Interventions_ [1, 19]	**What I see/What I inquire about** (With classroom teacher and support staff working with these students)	**What is missing** (Reflection)	**What is needed** to support these Tier 2 students and their individual needs _(and a second layer of intervention for Tier 3 students)_ (Intervention suggestions to implement)
You've Got Mail – Intervention cards to provide movements as the student heads to a predetermined adult, fulfills the requirements of the card and returns to their classroom [19]	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?	Is the student in need of a 'Mail break' or a pass with an adult who will provide intervention support? 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.	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. 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]
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]	Has the implementation of a _Foster Classroom_ been considered? Is this measure already in place? Does the student regularly attend the designated class on the scheduled days and times? Is the relevant information gathered in the _Foster Classroom_ relayed to the other adults who work with and support this student?	Does the frequency of the visits meet the student's needs? Should changes be made to the existing schedule? 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. Is the adult assigned to the student informed that a substitute is in the classroom to conduct a personalized Check-In?	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. Remember that consistency and predictability are key to making a student feel safe, valued, heard, and supported. Share the link to the CEBM website on the _Foster Classroom_ - for Tier 2 students. You will find document, templates, and video capsules. [19]
Plan small-group **emotional interventions** with a significant adult to help the students name and process their big emotions.[11, 19]	Do the Tier 2 students receive emotion-related interventions? Are such interventions carried out: In small groups of how many students? In the classroom or in another venue (e.g., NSC) At what time of the day (e.g., recess)? With which adult (e.g., classroom teacher, Technician, etc.)? With which resources (e.g., use of emotion cards, emotion books, emotion tools such as _Emotion Folder_ and _Squawk Box_)? Are the interventions tailored to their specific needs? Is the relevant information gathered during these intervention sessions shared to the other adults who work with and support these students?	Does the frequency of these interventions meet the students' needs? Do students who use this measure benefit from it? Are the intervention methods adopted, and the choice of equipment contributing to a decrease in the intensity and frequency of the episodes? Does the Classroom teacher turn to the Technician for additional support? Are all the adults who work with these students aware of these strategies and when they need to be introduced?	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 that intervening only when circumstances are difficult. Share the link of the CEBM website that focuses on emotional interventions for Tier 2 students – such as _Emotion Folder_ and _Squawk Box_ tools. You will find document, templates, and video capsules.[11]

Tier 2 Interventions [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 *(and a second layer of intervention for Tier 3 students)* (Intervention suggestions to implement)
End of Day Recap with the same significant adult who did the Check-Ins (if possible) [19]	Are *End of Day Recaps* scheduled for Tier 2 students who struggle with the preparation to leave at the end of the school day? 　　This can mean support in the classroom 　　This can mean support in the NSC or the Intervention Room Is the pertinent information collected during *End of Day Recaps* being relayed to the other adults working with and supporting this student?	Who is the 'back-up' adult to do the *End of Day Recaps* if the main person is absent? Consistency and predictability are key in helping a student feel safe, valued, heard, and supported.	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 The organization for the *End of Day Recaps* can be scheduled in the same manner as the *Daily Check-Ins* done in the morning Share link of CEBM website – Tier 2 students and recommended interventions. Document, templates, and video capsules [19]
Ongoing communication amongst all adults working with these students is key [21]	Which mechanisms of communication are in place for the adults supporting the Tier 2 students so as to share incoming and outgoing information?	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. 　　Communication with parents 　　Communication with professionals from the school board 　　Communication with professionals from outside resources	Share link of CEBM website for Intervention Planning resources and templates – these will provide examples that can help begin or support this process [21]

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

Tier 3 students require the school team to have a wide range of intervention strategies in place to help meet their particular needs. Each child is an individual, with their particular profile, circumstances and needs. For this reason, we recommend that these questions be part of the ongoing team discussions that take place to support these highly challenging students.

Has the distinction been made between 'what the student is capable of 'handling' and 'what the adults would like to see happen?'

Are there multiple, daily Check-Ins scheduled with a significant adult?

Is there an adapted time-table? (In class time & intervention area)

Which 'coaching' interventions are included in this students' time-table?

What is known about this student's risk and protective factors?

Are physical and quiet activity Brain Breaks included within the student's individualized schedule?

What is the student's availability and functionality at school?

Is a personalized visual schedule being used?

Are the adults actively building & nurturing attachments with this student?

Which interventions from Tier 2 were beneficial and have been included in this Tier 3 level planning?

Are all the adults involved with this student aligned and working consistently & coherently?

The Tier 3 Student

Has reducing the amount of time at school to reduce pressure on the student been considered?

Guiding questions to consider when collecting information:

Does the child feel safe at school? At home? Adults may think that they are 'being safe,' however the child's perception may be different. This directly triggers students, particularly those who have experienced trauma.

What is the student's FAMILY SITUATION? Family context plays a key role in a Tier 3 student's life. Are any of the experiences present in their profile? **Risk factors:** Physical abuse, sexual abuse, emotional abuse, emotional neglect, poverty, food insecurities, mental illness, divorce/separation, substance abuse, violence againtst mother, having a parent on delployment with the military, parent incarcerated, etc. **Protective factors**: generational support, pets, physically active, involved in extra-curricular activities, positive adult role modes, accessibility of services, etc.

What is happening in the student's ATTACHMENT world? Has the student experienced separations from care-givers in the past, present or future (as the *'anticipation of'* can have the same or higher impact level)?

How does the student respond to VULNERABIITY? Are they a sensitive child? Do they have sensory issues? Learning struggles? Is there a diagnosis or a suspected diagnosis of ASD, ADHD, ODD, Anxiety, etc?

Is the students' MATURATION LEVEL relative to their chronological age? How does the student respond to something not working for them? Are they able to adapt, find an alternative solution, have their tears for what is not working ? (ADAPTATION)

ATTEMPTS AT CONTROLLING BEHAVIOR - Are any of the following being used to **'control'** the Tier 3 student's behavior? Counting 1,2,3, ultimatums, reward systems, time outs, praise - these are contributing factors that fuel the student's frustration and defenses. Too much positive can also put unrealistic pressure and expectations on the child.

Which **outside services** are or have been involved in supporting this student, their family or the parents? Aim to have all 'players' informed and involved. Tier 3 students require a 'team approach' to provide a concerted effort at assessing the multiple factors involved, determining the best course of action and moving forward in a meaningful way.

Tier 3 students require numerous adaptations to be maintained in school

Individualized schedule

- ••Personalized, frequent Check-Ins in order to nurture the student-adult relationship and to keep an active flow of communication
- ••In class for specific times and subjects, with homeroom teacher only
- ••Part-time schedule (ex. at home 2 afternoons/week, 3 afternoons in NSC/Intervention area, 5 ams in the classroom with support)
- ••Personalized visual schedule during intervention blocks

Individualized Intervention

- ••Targeted intervention around emotions, naming, expressing, how to channel energy without getting into trouble
- ••Use of games, builiding and creating materials and art materials to provide contextual experiences
- ••Use of play and drama to help prime expression
- ••Providing a wide range of opportunities for the student to try intervention tools that can become part of a personal tool kit that can later be transferred into the classroom to help them be successful

Additions to consider

- •• Additional physcial education class with support
- ••Physical education 1:1 with technician or attendant
- ••Sheltered Recess
- ••Sheltered Lunch
- ••Outdoor time may be when other students are in class

Presence at school alternatives to consider

- ••Student may be attending full days in school, but will not be in class full-time
- ••Student may have scheduled blocks of time in the NSC/Intervention area or in Resource Room
- ••Part-time schedule, may attend only when 1:1 support can be provided
- ••Part-time schedule, may attend subjects with homeroom teacher only

Out of school

- ••Homebound tutoring 5 hours/week - at home, in an alternate location, at school in a separate quiet location
- ••When student begins their return to school it is key to set-up a gradual integration schedule. The increases of time and demands are done very slowly so that they represent the student's capacity to manage more and not the adult's sense of urgency. Otherwise progress made can quickly be eclipsed and further struggles will need to be addressed.