

# CEBM Pyramid of Interventions in the classroom – **ELEMENTARY 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 (in morning, following a transition)
- Well established structures and routines (e.g. morning arrival, independent work time & asking for help, transitions and 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, visual calendar, pre-determined hand signals for communication, homework/assignment turn-in trays with labels, 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.) – its use needs to be introduced (how it's a supporting tool, not a toy)
- 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 built-in to the students' daily schedule with a variety of high level and low level energy activities to suit all student needs (e.g. desk drumming, fitness drills, breathing & stretching, Just Dance, Go Noodle, etc.)
- Individual "Quiet Time" activities (e.g. fine motor activities, sketching, mandalas/coloring pages, Search'N Find, mazes, connect the dots, find the differences, etc.)
- Emotional release activities with the whole group or with smaller groups (e.g. Draw the Music, Frustration Monster, etc.) – this includes an emotional literacy component to help students identify and name emotions
- Designated area for students to retreat to within the classroom when a break is needed from the group and/or their work – its use needs to be introduced (how it's a supporting tool, not a time for free play)
- Community projects (1-3 per classroom) Puzzles, building game (e.g. Lego, maze building, mural weaving)
- Increased opportunities to be outdoors – structured games, learning times, play

**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*