CEBM Pyramid of Interventions

Applications and Considerations

Catherine Korah

CEBM Coordinator

Heather Scott

ALDI Coordinator

1

1

Housekeeping

- The session will run from 1:00-2:30.
- There will be a question period from 2:30-3:00.
- The session will be recorded in webinar format.
- The slides will be sent to you.
- The Pyramid of Interventions may be handy to have.
- We have not scheduled in a break.
- The chat can be used for questions.

2

2

Goals for our Time Together

- To answer a few FAQs
  - How do we know when to move to the next tier of intervention?
- To introduce the Pyramid of Interventions and the Application and Considerations documents
- To gain a better understanding of students and their behaviour challenges.

3

3

Overview of Topics

- CEBM Tools
- Application of the Pyramid of Interventions
- Application and Considerations document
- FAQ
- Exploration of the CEBM website
- Survey
- Question Period

4

4

CEBM Pyramid of Interventions

K4-K5 (DRAFT) | Elementary | Secondary

Resources for K4-K5 and for secondary are currently being developed.

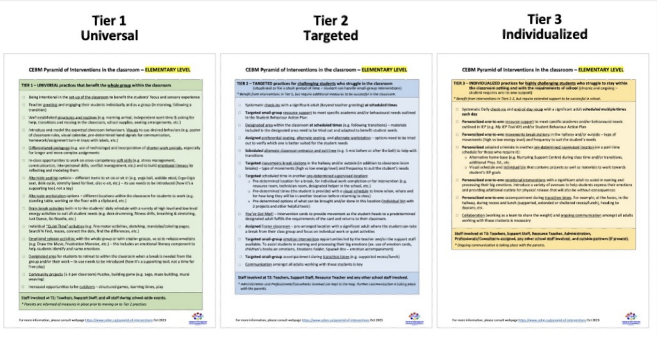
https://www.cebmmember.ca/pyramid-of-interventions

5

5

List of suggested measures by Tier

Tier 1 Universal | Tier 2 Targeted | Tier 3 Individualized



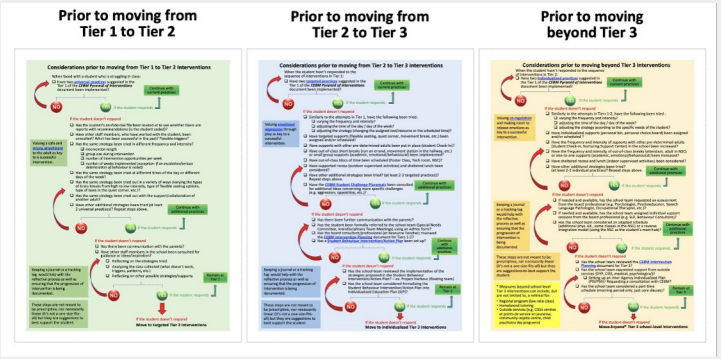
https://www.cebmmember.ca/pyramid-of-interventions

6

6

List of considerations per Tier

Prior to moving from Tier 1 to Tier 2 | Prior to moving from Tier 2 to Tier 3 | Prior to moving beyond Tier 3



https://www.cebmmember.ca/pyramid-of-interventions

7

7

8

8

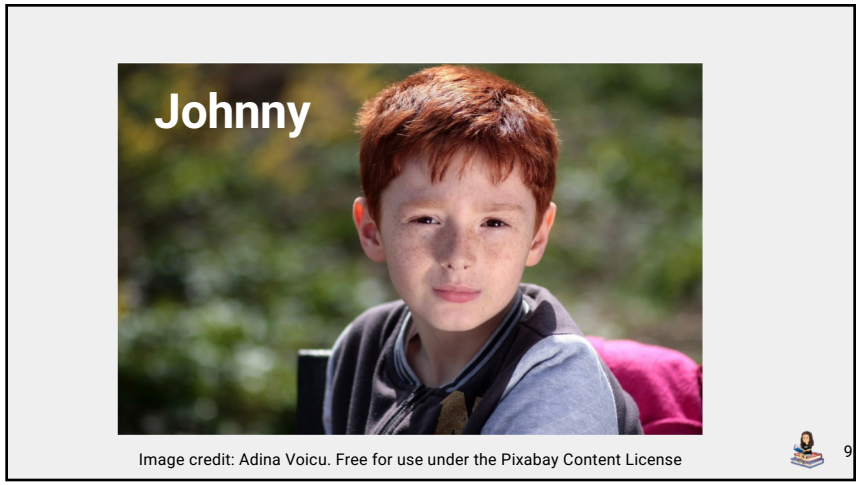
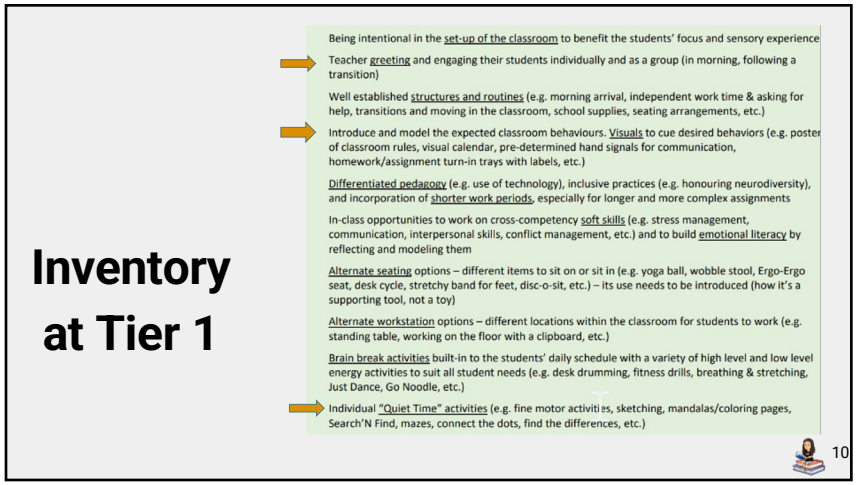
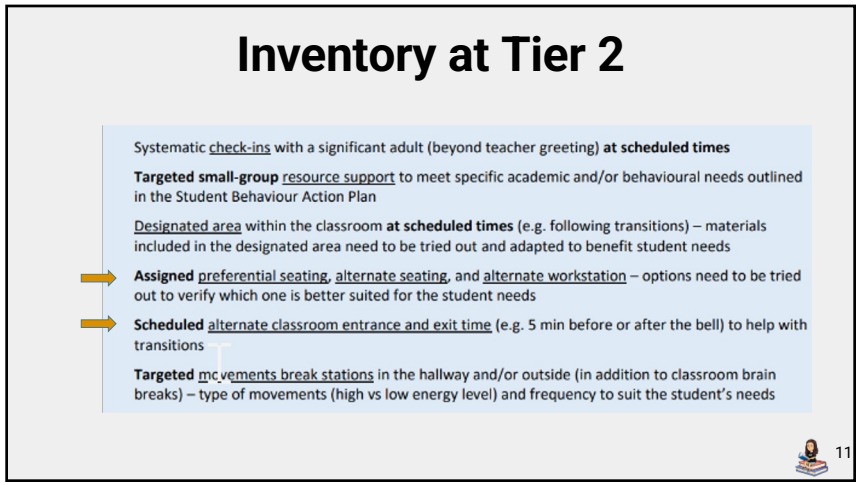


Image credit: Adina Voicu. Free for use under the Pixabay Content License

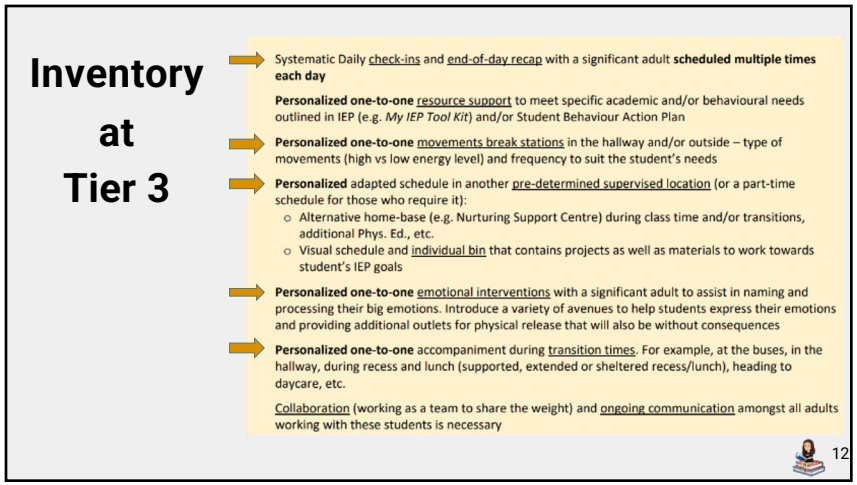
9



10



11



12

Reflection

- What if additional Tier 1 strategies were in place?
- What if Johnny received regular movement breaks with his peers?
- What if a few key Tier 1 practices were agreed upon and adopted by all of Johnny's teachers?

13

13

It is important to note that for students with intensive needs, when learning and behaviour challenges co-occur, it is beneficial to address them simultaneously.

(Berry-Kuchle et al., 2015)

14

14

What does walking through the CEBM Pyramid of Interventions process look like?

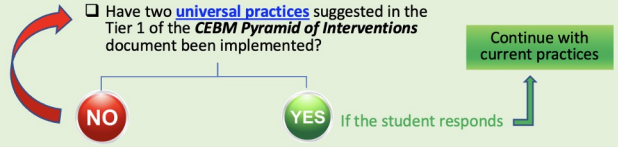
15

15

Considerations prior to moving from Tier 1 to Tier 2 Interventions

When faced with a student who is struggling in class:

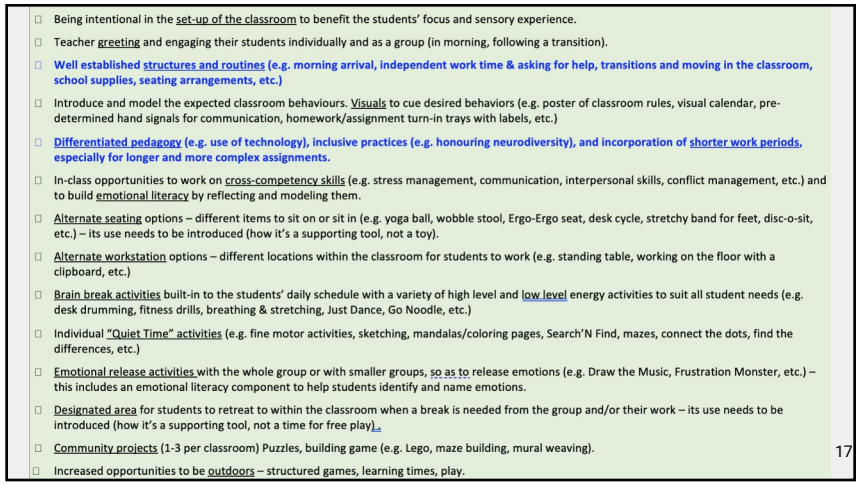
❑ Have two universal practices suggested in the Tier 1 of the ***CEBM Pyramid of Interventions*** document been implemented?



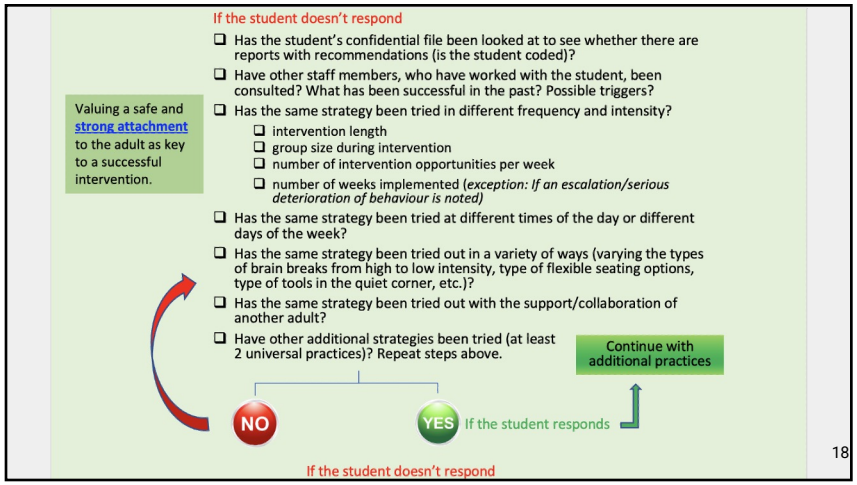
https://www.cebmmember.ca/tier-1-universal-practices

16

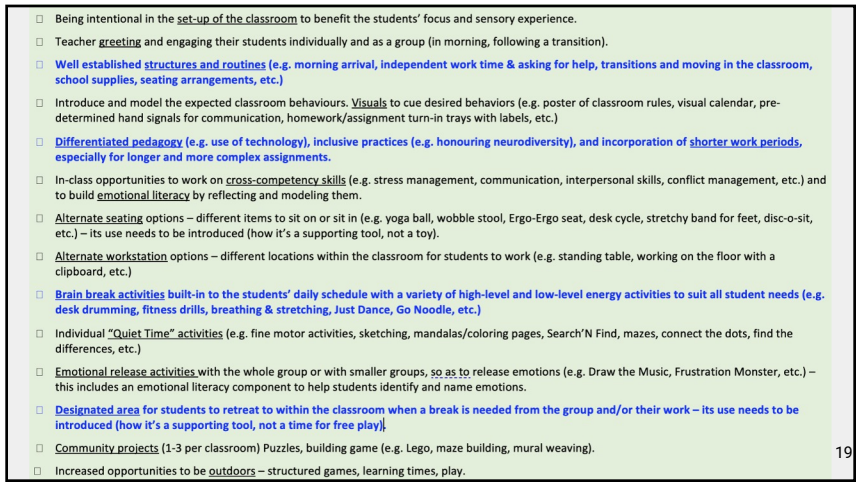
16


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), inclusive practices (e.g. honouring neurodiversity), and incorporation of shorter work periods, especially for longer and more complex assignments.
In-class opportunities to work on cross-competency 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, so as to release emotions (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.
17

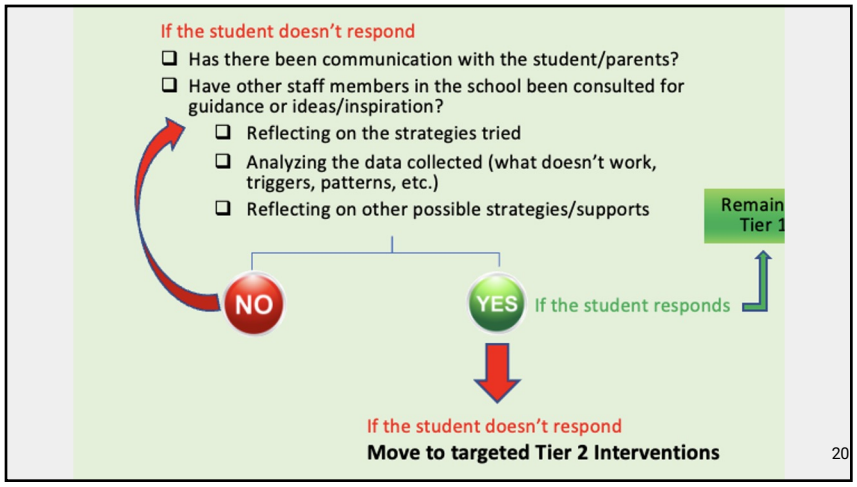
17


If the student doesn't respond
Has the student's confidential file been looked at to see whether there are reports with recommendations (is the student coded)?
Have other staff members, who have worked with the student, been consulted? What has been successful in the past? Possible triggers?
Has the same strategy been tried in different frequency and intensity?
intervention length
group size during intervention
number of intervention opportunities per week
number of weeks implemented (exception: If an escalation/serious deterioration of behaviour is noted)
Has the same strategy been tried at different times of the day or different days of the week?
Has the same strategy been tried out in a variety of ways (varying the types of brain breaks from high to low intensity, type of flexible seating options, type of tools in the quiet corner, etc.)?
Has the same strategy been tried out with the support/collaboration of another adult?
Have other additional strategies been tried (at least 2 universal practices)? Repeat steps above.
Valuing a safe and strong attachment to the adult as key to a successful intervention.
Continue with additional practices
NO
YES
If the student responds
If the student doesn't respond
18

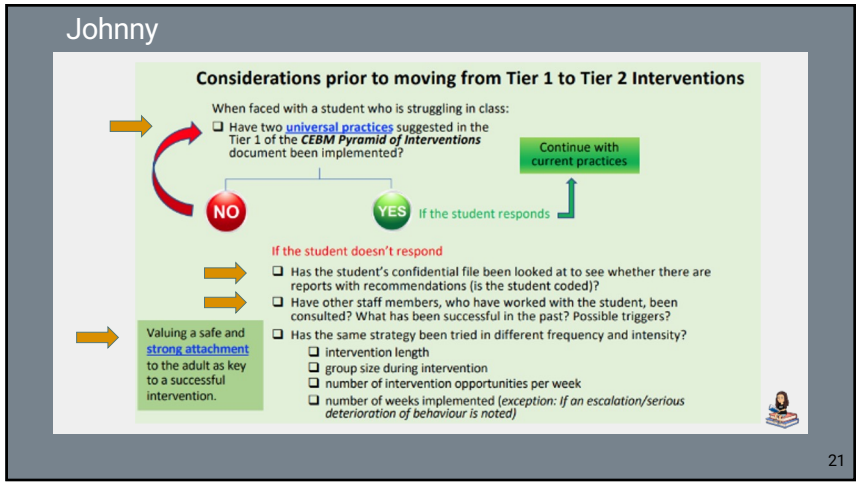
18


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), inclusive practices (e.g. honouring neurodiversity), and incorporation of shorter work periods, especially for longer and more complex assignments.
In-class opportunities to work on cross-competency 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, so as to release emotions (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.
19

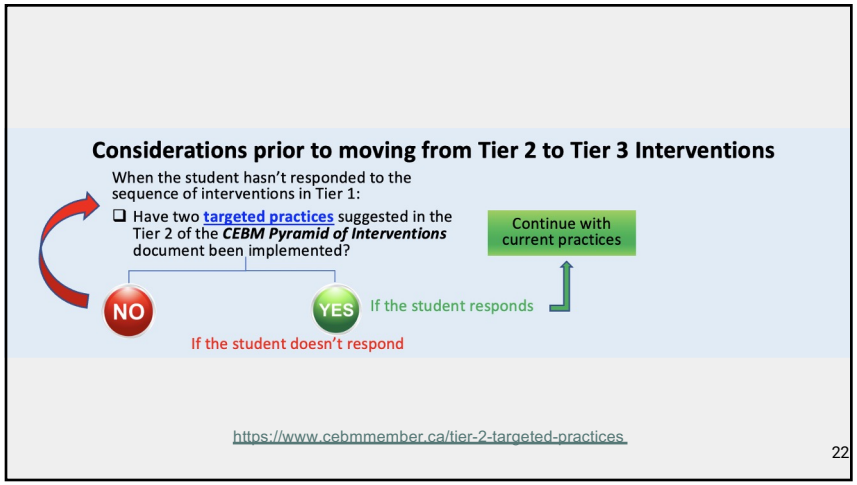
19


If the student doesn't respond
Has there been communication with the student/parents?
Have other staff members in the school been consulted for guidance or ideas/inspiration?
Reflecting on the strategies tried
Analyzing the data collected (what doesn't work, triggers, patterns, etc.)
Reflecting on other possible strategies/supports
Remain Tier 1
NO
YES
If the student responds
If the student doesn't respond
Move to targeted Tier 2 Interventions
20

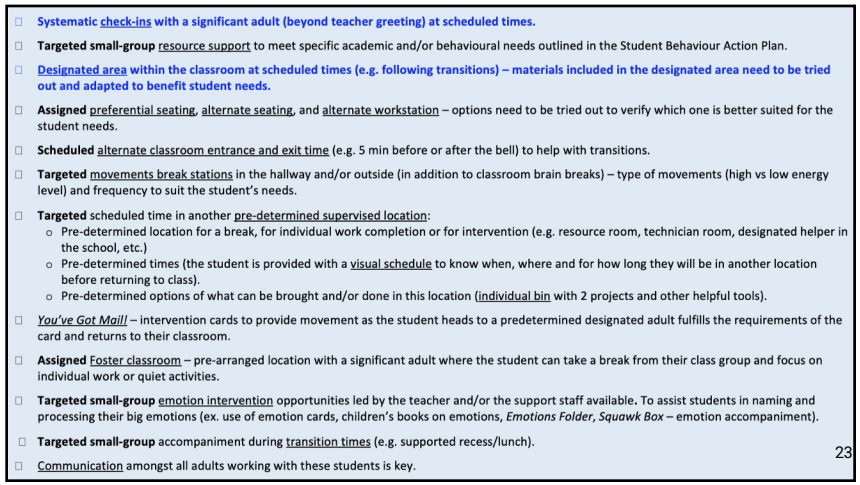
20


Johnny
Considerations prior to moving from Tier 1 to Tier 2 Interventions
When faced with a student who is struggling in class:
Have two universal practices suggested in the Tier 1 of the CEBM Pyramid of Interventions document been implemented?
Continue with current practices
NO
YES
If the student responds
If the student doesn't respond
Has the student's confidential file been looked at to see whether there are reports with recommendations (is the student coded)?
Have other staff members, who have worked with the student, been consulted? What has been successful in the past? Possible triggers?
Has the same strategy been tried in different frequency and intensity?
intervention length
group size during intervention
number of intervention opportunities per week
number of weeks implemented (exception: If an escalation/serious deterioration of behaviour is noted)
Valuing a safe and strong attachment to the adult as key to a successful intervention.
21

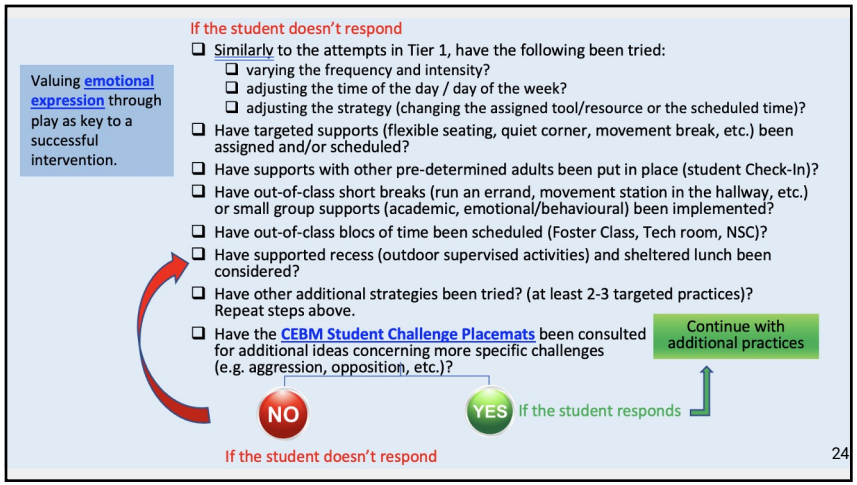
21


Considerations prior to moving from Tier 2 to Tier 3 Interventions
When the student hasn't responded to the sequence of interventions in Tier 1:
Have two targeted practices suggested in the Tier 2 of the CEBM Pyramid of Interventions document been implemented?
Continue with current practices
NO
YES
If the student responds
If the student doesn't respond
https://www.cebmmember.ca/tier-2-targeted-practices
22

22


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 (e.g. following transitions) – materials included in the designated area need to be tried out and adapted to benefit student needs.
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 movements break stations in the hallway and/or outside (in addition to classroom brain breaks) – type of movements (high vs low energy level) and frequency to suit the student's needs.
Targeted scheduled time in another pre-determined supervised location:
Pre-determined location for a break, for individual work completion or for intervention (e.g. resource room, technician room, designated helper in the school, etc.)
Pre-determined times (the student is provided with a 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).
You've Got Mail! – intervention cards to provide movement as the student heads to a predetermined designated adult fulfills the requirements of the card and returns to their classroom.
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.
Targeted small-group emotion intervention opportunities led by the teacher and/or the support staff available. To assist students in naming and processing their big emotions (ex. use of emotion cards, children's books on emotions, Emotions Folder, Squawk Box – emotion accompaniment).
Targeted small-group accompaniment during transition times (e.g. supported recess/lunch).
Communication amongst all adults working with these students is key.
23

23


If the student doesn't respond
Valuing emotional expression through play as key to a successful intervention.
Similarly to the attempts in Tier 1, have the following been tried:
varying the frequency and intensity?
adjusting the time of the day / day of the week?
adjusting the strategy (changing the assigned tool/resource or the scheduled time)?
Have targeted supports (flexible seating, quiet corner, movement break, etc.) been assigned and/or scheduled?
Have supports with other pre-determined adults been put in place (student Check-In)?
Have out-of-class short breaks (run an errand, movement station in the hallway, etc.) or small group supports (academic, emotional/behavioural) been implemented?
Have out-of-class blocs of time been scheduled (Foster Class, Tech room, NSC)?
Have supported recess (outdoor supervised activities) and sheltered lunch been considered?
Have other additional strategies been tried? (at least 2-3 targeted practices)? Repeat steps above.
Have the CEBM Student Challenge Placemats been consulted for additional ideas concerning more specific challenges (e.g. aggression, opposition, etc.)?
Continue with additional practices
NO
YES
If the student responds
If the student doesn't respond
24

24

- **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 (e.g. following transitions) – materials included in the designated area need to be tried out and adapted to benefit student needs.**
- **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 movements break stations in the hallway and/or outside (in addition to classroom brain breaks) – type of movements (high vs low energy level) and frequency to suit the student's needs.**
- **Targeted** scheduled time in another pre-determined supervised location:
  - Pre-determined location for a break, for individual work completion or for intervention (e.g. resource room, technician room, designated helper in the school, etc.)
  - Pre-determined times (the student is provided with a 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).
- ***You've Got Mail!* – intervention cards to provide movement as the student heads to a predetermined designated adult fulfills the requirements of the card and returns to their classroom.**
- **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.
- **Targeted small-group** emotion intervention opportunities led by the teacher and/or the support staff available. To assist students in naming and processing their big emotions (ex. use of emotion cards, children's books on emotions, *Emotions Folder*, *Squawk Box* – emotion accompaniment).
- **Targeted small-group** accompaniment during transition times (e.g. supported recess/lunch).
- Communication amongst all adults working with these students is key.

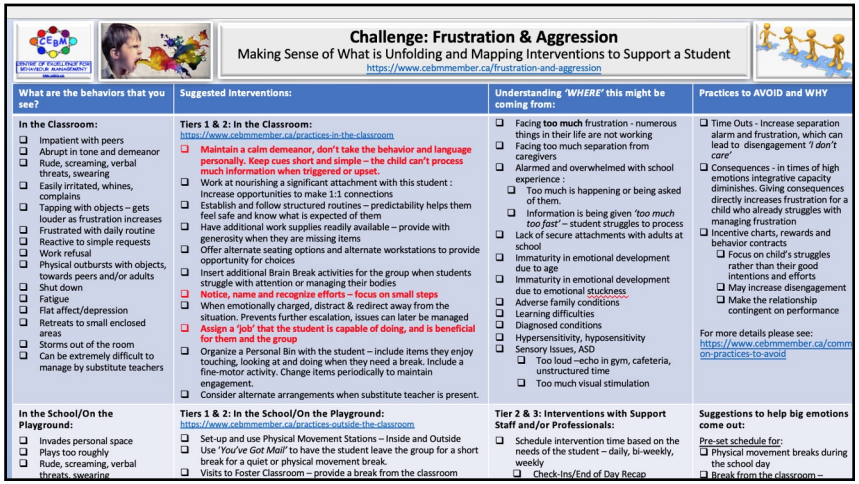
25

CEBM Student Challenges Placemat

https://www.cebmmember.ca/tier-2-targeted-practices

26

26



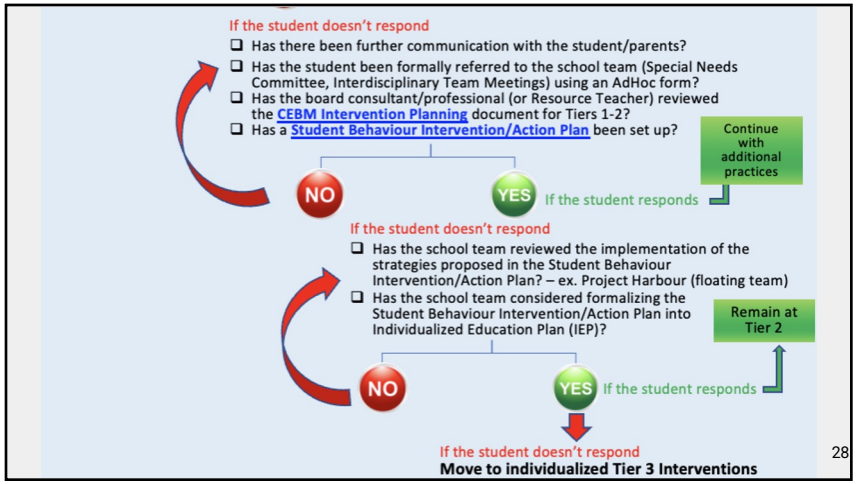
Challenge: Frustration & Aggression

Making Sense of What is Unfolding and Mapping Interventions to Support a Student

https://www.cebmmember.ca/frustration-and-aggression

What are the behaviors that you see?	Suggested Interventions:	Understanding *'WHERE'* this might be coming from:	Practices to AVOID and WHY
In the Classroom: ❑ Impatient with peers ❑ Abrupt in tone and demeanor ❑ Rude, screaming, verbal threats, swearing ❑ Easily irritated, whines, complains ❑ Tapping with objects – gets louder as frustration increases ❑ Frustrated with daily routine ❑ Reactive to simple requests ❑ Work refusal ❑ Physical outbursts with objects, towards peers and/or adults ❑ Shut down ❑ Fatigue ❑ Flat affect/depression ❑ Retreats to small enclosed areas ❑ Storms out of the room ❑ Can be extremely difficult to manage by substitute teachers	**Tiers 1 & 2: In the Classroom:** https://www.cebmmember.ca/practices-in-the-classroom ❑ Maintain a calm demeanor, don't take the behavior and language personally. Keep cues short and simple – the child can't process much information when triggered or upset. ❑ Work at nourishing a significant attachment with this student : Increase opportunities to make 1:1 connections ❑ Establish and follow structured routines – predictability helps them feel safe and know what is expected of them ❑ Have additional work supplies readily available – provide with generosity when they are missing items ❑ Offer alternate seating options and alternate workstations to provide opportunity for choices ❑ Insert additional Brain Break activities for the group when students struggle with attention or managing their bodies ❑ Notice, name and recognize efforts – focus on small steps ❑ When emotionally charged, distract & redirect away from the situation. Prevents further escalation, issues can later be managed ❑ Assign a 'job' that the student is capable of doing, and is beneficial for them and the group ❑ Organize a Personal Bin with the student – include items they enjoy touching, looking at and doing when they need a break. Include a fine-motor activity. Change items periodically to maintain engagement. ❑ Consider alternate arrangements when substitute teacher is present.	❑ Facing **too much** frustration - numerous things in their life are not working ❑ Facing too much separation from caregivers ❑ Alarmed and overwhelmed with school experience : ❑ Too much is happening or being asked of them. ❑ Information is being given *'too much too fast'* – student struggles to process ❑ Lack of secure attachments with adults at school ❑ Immaturity in emotional development due to age ❑ Immaturity in emotional development due to emotional stuckness ❑ Adverse family conditions ❑ Learning difficulties ❑ Diagnosed conditions ❑ Hypersensitivity, hyposensitivity ❑ Sensory Issues, ASD ❑ Too loud –echo in gym, cafeteria, unstructured time ❑ Too much visual stimulation	❑ Time Outs - Increase separation alarm and frustration, which can lead to disengagement *'I don't care'* ❑ Consequences - in times of high emotions integrative capacity diminishes. Giving consequences directly increases frustration for a child who already struggles with managing frustration ❑ Incentive charts, rewards and behavior contracts ❑ Focus on child's struggles rather than their good intentions and efforts ❑ May increase disengagement ❑ Make the relationship contingent on performance For more details please see: https://www.cebmmember.ca/comm on-practices-to-avoid
In the School/On the Playground: ❑ Invades personal space ❑ Plays too roughly ❑ Rude, screaming, verbal threats, swearing	**Tiers 1 & 2: In the School/On the Playground:** https://www.cebmmember.ca/practices-outside-the-classroom ❑ Set-up and use Physical Movement Stations – Inside and Outside ❑ Use *'You've Got Mail'* to have the student leave the group for a short break for a quiet or physical movement break. ❑ Visits to Foster Classroom – provide a break from the classroom	**Tier 2 & 3: Interventions with Support Staff and/or Professionals:** ❑ Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly ❑ Check-Ins/End of Day Recap	**Suggestions to help big emotions come out:** Pre-set schedule for: ❑ Physical movement breaks during the school day ❑ Break from the classroom –

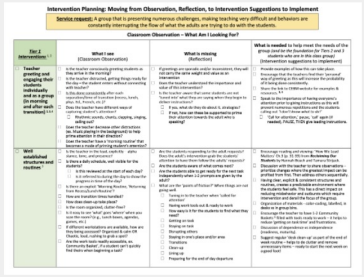
27

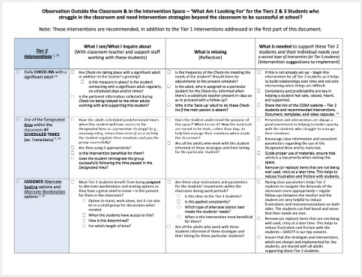


28

28

CEBM Intervention Planning Documents



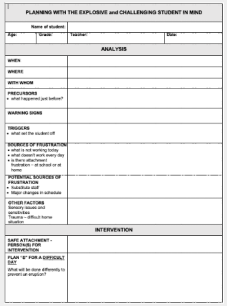


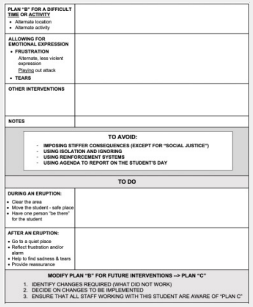
https://www.cebmmember.ca/tier-2-targeted-practices

29

29

CEBM Intervention Planning Documents



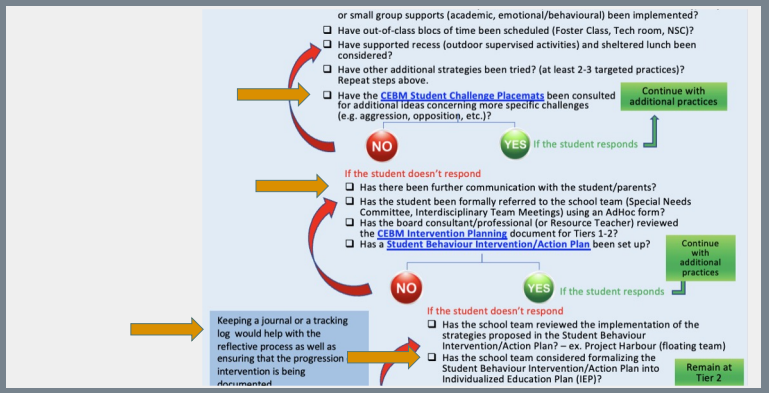


https://www.cebmmember.ca/tier-2-targeted-practices

30

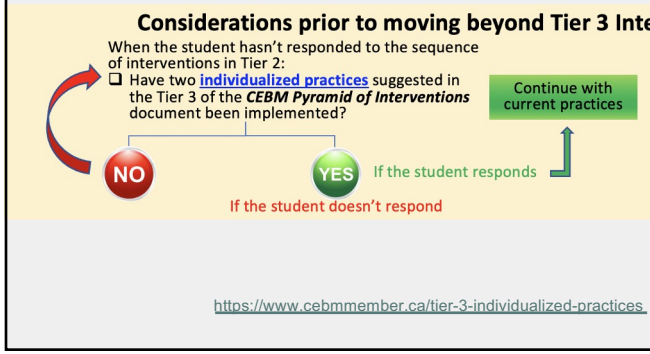
30

Johnny



31

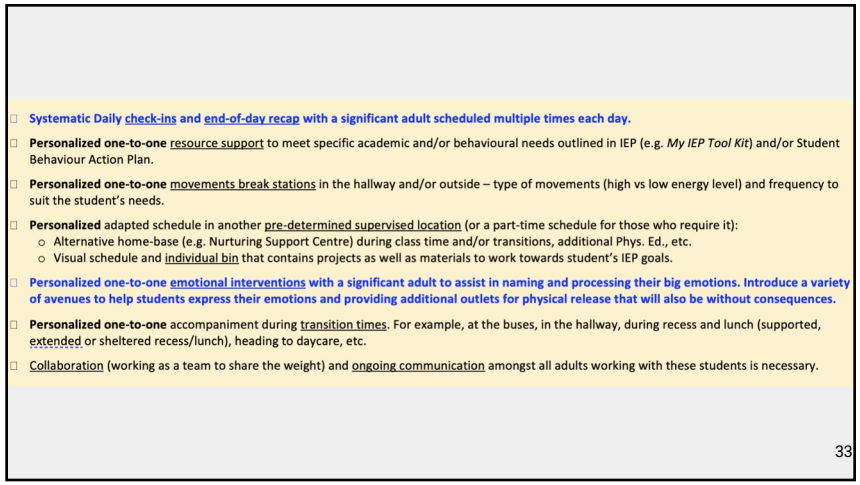
31



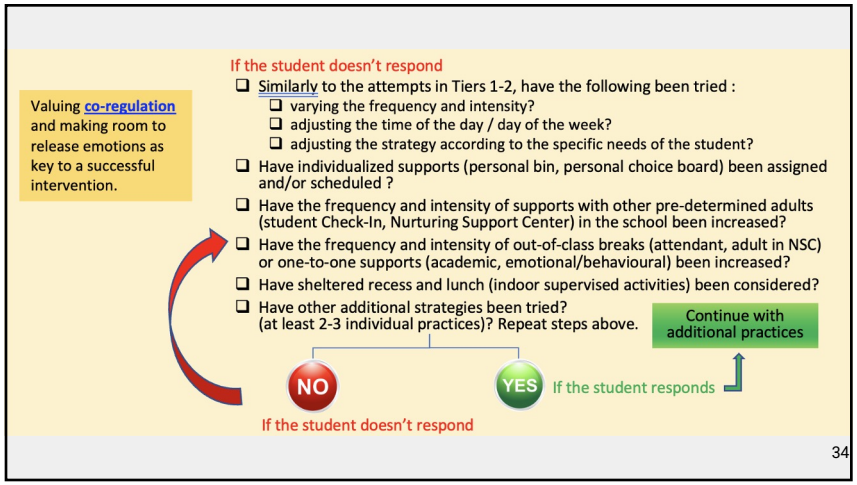
https://www.cebmmember.ca/tier-3-individualized-practices

32

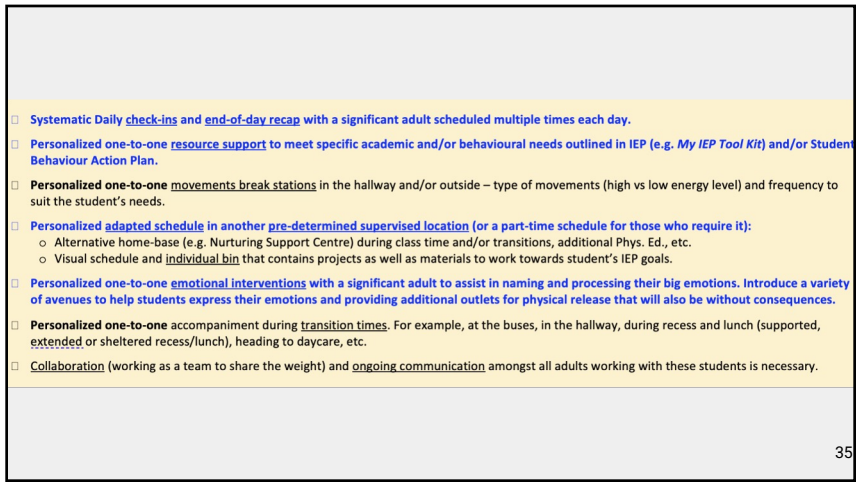
32


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 (e.g. My IEP Tool Kit) and/or Student Behaviour Action Plan.
Personalized one-to-one movements break stations in the hallway and/or outside – type of movements (high vs low energy level) and frequency 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, additional Phys. Ed., etc.
Visual schedule and individual bin that contains projects as well as 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. Introduce a variety of avenues to help students express their emotions and providing additional outlets for physical release that will also be without consequences.
Personalized one-to-one accompaniment during transition times. For example, at the buses, in the hallway, during recess and lunch (supported, extended or sheltered recess/lunch), heading to daycare, etc.
Collaboration (working as a team to share the weight) and ongoing communication amongst all adults working with these students is necessary.
33

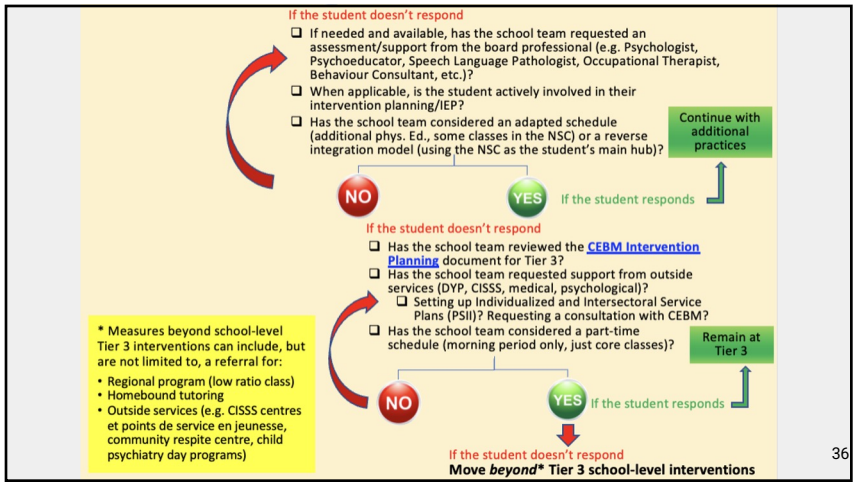
33


If the student doesn't respond
Valuing co-regulation and making room to release emotions as key to a successful intervention.
Similarly to the attempts in Tiers 1-2, have the following been tried :
varying the frequency and intensity?
adjusting the time of the day / day of the week?
adjusting the strategy according to the specific needs of the student?
Have individualized supports (personal bin, personal choice board) been assigned and/or scheduled ?
Have the frequency and intensity of supports with other pre-determined adults (student Check-In, Nurturing Support Center) in the school been increased?
Have the frequency and intensity of out-of-class breaks (attendant, adult in NSC) or one-to-one supports (academic, emotional/behavioural) been increased?
Have sheltered recess and lunch (indoor supervised activities) been considered?
Have other additional strategies been tried? (at least 2-3 individual practices)? Repeat steps above.
Continue with additional practices
NO
YES
If the student responds
If the student doesn't respond
34

34

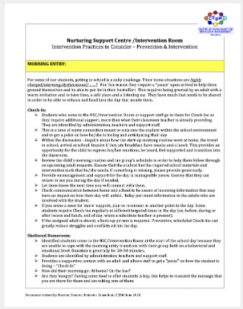

Systematic Daily check-ins and end-of-day recap with a significant adult scheduled multiple times each day.
Personalized one-to-one resource support to meet specific academic and/or behavioural needs outlined in IEP (e.g. My IEP Tool Kit) and/or Student Behaviour Action Plan.
Personalized one-to-one movements break stations in the hallway and/or outside – type of movements (high vs low energy level) and frequency 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, additional Phys. Ed., etc.
Visual schedule and individual bin that contains projects as well as 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. Introduce a variety of avenues to help students express their emotions and providing additional outlets for physical release that will also be without consequences.
Personalized one-to-one accompaniment during transition times. For example, at the buses, in the hallway, during recess and lunch (supported, extended or sheltered recess/lunch), heading to daycare, etc.
Collaboration (working as a team to share the weight) and ongoing communication amongst all adults working with these students is necessary.
35

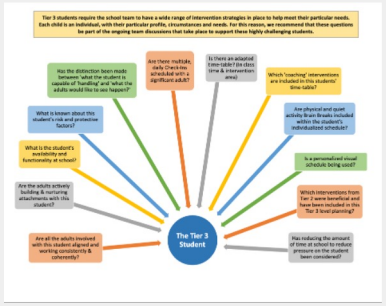
35


If the student doesn't respond
If needed and available, has the school team requested an assessment/support from the board professional (e.g. Psychologist, Psychoeducator, Speech Language Pathologist, Occupational Therapist, Behaviour Consultant, etc.)?
When applicable, is the student actively involved in their intervention planning/IEP?
Has the school team considered an adapted schedule (additional phys. Ed., some classes in the NSC) or a reverse integration model (using the NSC as the student's main hub)?
Continue with additional practices
NO
YES
If the student responds
If the student doesn't respond
Has the school team reviewed the CEBM Intervention Planning document for Tier 3?
Has the school team requested support from outside services (DYP, CISSS, medical, psychological)?
Setting up Individualized and Intersectoral Service Plans (PSII)? Requesting a consultation with CEBM?
Has the school team considered a part-time schedule (morning period only, just core classes)?
Remain at Tier 3
* Measures beyond school-level Tier 3 interventions can include, but are not limited to, a referral for:
• Regional program (low ratio class)
• Homebound tutoring
• Outside services (e.g. CISSS centres et points de service en jeunesse, community respite centre, child psychiatry day programs)
NO
YES
If the student responds
If the student doesn't respond
Move beyond* Tier 3 school-level interventions
36

36

CEBM Intervention Planning Documents



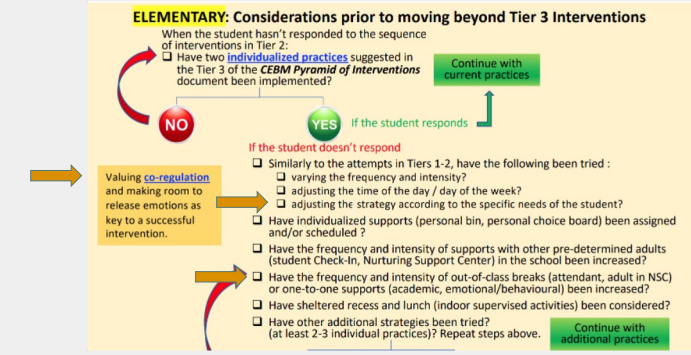


https://www.cebmmember.ca/tier-3-individualized-practices

37

37

Johnny



38

38

Take-Aways

- Team approach to support one another
- Use a problem-solving approach with reflective note-taking
- Prevention
- Communication
- Be intentional
- Reach out for support

Image credit: ha11ok. Free for use under the Pixabay Content License

39

39

FAQ Section

40

40

Are the suggested practices in the CEBM Pyramid of Interventions based in research?

41

41

Are the suggested practices in the CEBM Pyramid of Interventions based in research?

- These suggested practices have been utilized by countless teachers, including experienced master teachers, and they have been shown to effective after years and years of trials.
- These practices are also aligned with the CEBM approach which honours:
  - Neuroscience and a developmental lens
  - Trauma-informed and attachment-friendly practices
  - Neurodiversity affirming practices and play research

42

42

1. **Attachment-based developmental paradigm** – Gordon Neufeld, Deborah MacNamara, Hannah Beach & Tamara Strijack, Mona Delahooke, etc.
2. **Research on the human brain (neuroscience) and its impact on emotion** – Jay Giedd, Laurence Steinberg, Steven Porges, Daniel Siegel, etc.
3. **Trauma research** – Bruce Perry, Bessel Van der Kolk, McCrory, Gabor Maté, Reggie Melrose, Edmiston & Jackowski, etc.
4. **Neurodiversity-affirming practices in education** – Judy Singer, Devon Price, Alfie Kohn, Mona Delahooke, Amy Laurent & Jacquelyn Fede, Megan Mott, etc.
5. **Research on play and its benefits for brain development and learning** – Jaak Panksepp, David Elkind, Peter Gray, Iain McGilchrist, Pellis & Pellis, Lillard & Else-Quest, etc.

43

43

What are the fundamental elements of the CEBM Pyramid of Interventions?

44

44

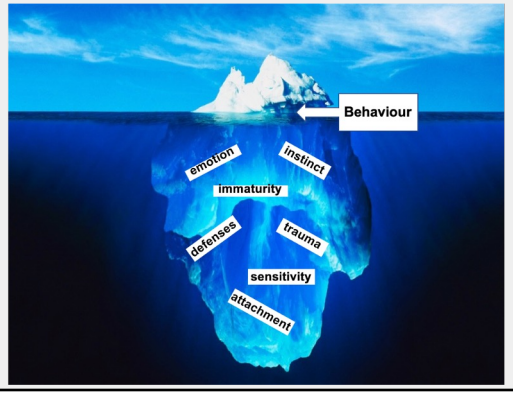
What are the fundamental elements of the CEBM Pyramid of Interventions?

- Giving priority to **prevention** and to fulfilling the fundamental needs of students (safety, belonging, feeling, rest, play).
- Making sure the adults are aligned in terms of expectations and share a **common vision**.
- Relying on the strength of **teamwork**, by supporting each other, sharing the weight and responsibility of challenging students, and empowering one another.
- Ongoing **communication** with one another so all involved are in the 'know' and on the same page.

45

45

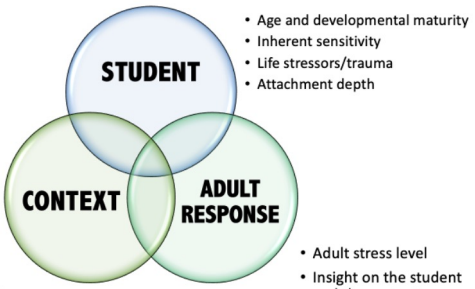
Making sense of the behaviour at its root, rather than staying focused on managing the symptoms.



46

46

Considering all the elements involved



- Age and developmental maturity
- Inherent sensitivity
- Life stressors/trauma
- Attachment depth

- Environmental stressors
- Child emotional state/intensity
- Instinct driven to defend and protect
- Engagement/receptivity to the adult

- Adult stress level
- Insight on the student and the context
- Reflective vs. Reactive
- Type of verbal and non-verbal responses

47

47

Having faith in the developmental process, rather than trying to rush and control it.

BEHAVIOUR CHANGES WHEN…

Sensory - Stress Response
Behaviour changes when the body/brain is feeling safe

Attachment
Behaviour changes when feeling connected to a nurturing adult

Vulnerability - Emotions
Behaviour changes when emotions are felt

Maturation
Behaviour changes as the brain matures

48

48

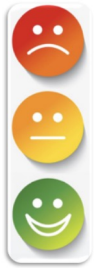
Managing the circumstances and keeping our adult posture, rather than trying to control the student's behaviour.

49

49

Keeping in mind that some approaches to behaviour don't work for those who need it the most and can exacerbate the situation.

Conventional Discipline and Problem Behaviour Centered Interventions



- Rewards/Consequences
- Behaviour management tracking systems
- Being sent regularly to the Principal's office
- Detention/Reflection Room
- Student behaviour contract
- Zero tolerance discipline measures
- Ongoing suspensions

50

50

What happens when my colleagues aren't on board?

51

51

What happens when my colleagues aren't on board?

- When considering integrating the CEBM Pyramid of Interventions to your practice, it would be helpful to have it introduced to the whole school team.
- Tier 1 practices can be set up individually by each teacher and doesn't require a whole school approach.
- However, the success of implementing Tier 2 and Tier 3 practices are dependent on staff buy-in and teamwork.

52

52

What happens when my colleagues aren't on board?

- Teacher collaboration for student success is included in the MEQ's Reference Framework for Professional Competencies for Teachers and the 2020-2023 Provincial Collective Agreement (8-2.01c)
- It has been observed that having a strong admin leadership can facilitate this process, as well as receiving the ongoing support of consultants/professionals at the school board level.
- CEBM has created an online Resources Centre, with documentation, video recordings, and resources, to help support you and your school team on this journey. Here is the link to the website: https://www.cebmmember.ca

53

53

When should we refer to the CEBM Pyramid of Intervention?

54

54

It's suggested to refer to the CEBM Pyramid of Interventions when…

- looking for ideas of universal practices to support the whole class group in a preventative manner.
- a student struggles to manage in the classroom despite the universal practices in place and needs additional targeted support.
- a student is highly challenging and struggles to stay in class despite the targeted practices in place and needs additional individualized support.
- Please keep in mind that the CEBM Pyramid of Interventions is not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

55

55

CEBM Pyramid of Interventions - List of considerations:

- **Universal practices** are beneficial to all students, even those that require additional targeted or individualized practices. It has been observed that classroom that don't have enough (or any) universal practices in place may experience having an increase in student challenges as the school year progresses.
- It has been observed that any practice has a better chance of being impactful when it is utilized in a **preventative manner**. Students are not receptive to explore, try and integrate strategies when they are upset and/or dysregulated (adults also don't perform as well in those high stress contexts).
- Some of the suggested practices in the CEBM Pyramid of Interventions, such as the Nurturing Support Centre and the Emotions Room, can only be successful if they are considered as one part of the **overall sequencing of interventions** rather than becoming the end-all-be-all.

56

56

How do we know which practices are suitable when?

57

57

Which practices are suitable when?

- Not all class groups and individual students benefit from the same universal, targeted and individualized practices. That's why CEBM suggests a range of practices at each Tier, so there can enough variety to choose from. It's through trial and error that we discover which are more suitable for whom.
- However, some strategies may be necessary for some students, but good for all (e.g. visuals).
- According to Shelley Moore, we can't support all student needs at once, but over time we can provide support for all.
- It is suggested to try only a few at once (no more than 2 or 3), as it would be difficult to decipher which ones work and which ones don't. There is no expectation that all of the suggested practices in the CEBM Pyramid of Interventions be put in place throughout the school year.

58

58

When a support measure doesn't work, how do we know it's time to tweak this intervention or use a different one all together?

59

59

How do we know it's time to tweak an intervention or use a different one all together?

Sometimes an intervention doesn't work because of the timing, frequency or delivery. Before discarding the selected strategy, CEBM suggests:

- introducing, modeling, and providing explicit details (perhaps with the help of visuals) about the purpose of the strategy, the structure-rules-procedures, what is expected, what we don't want to see happen, etc.
- practicing the strategy with the student until it becomes part of their routine
- varying the frequency and intensity
- adjusting the time of the day / day of the week
- tweaking the strategy (e.g. switching the type of brain break from high to low intensity, changing the type of flexible seating, substituting the type of tools in the quiet corner, etc.)
- discussion with the student

60

60

How to tweak a support measure if it does not seem to be working (continued).

Here are some reflection questions when implementing classroom expectations:

1. Did you discuss/decide the importance of the expectation with the class?
2. Did you introduce one new expectation at a time?
3. Was the expectation/behaviour explicitly modeled through role-play?
4. Were the expectations modeled and reviewed over three to five sessions?
5. Was a non-desired behaviour modeled and corrected?
6. Are the rules posted in a visible location? Do they include visual supports?
7. Do you refer to the rules and review them daily/regularly?

(Adapted from Kamps et al., 2015; Sutherland et al., 2020; Wills et al., 2018 as cited in Roberts et al., 2023)

61

61

How do we know when to move from one Tier of interventions to the next Tier?

62

62

How do we know when to move from one Tier of interventions to the next Tier?

- The answer to this question may vary from case to case. Sometimes the adult's expectations may not be well aligned with the student's developmental level, availability to learn (stuckness), or capacity to execute certain skills.
- The CEBM Applications and Considerations Tool was designed to walk you through a series of reflective questions to see where the student is situated in the trajectory of interventions.
- Check-in with the student, parents and school team.

63

63

How important is data tracking in this process?

64

64

How important is data tracking?

Data tracking is of the utmost importance, as it helps us:

- to take a step back from the situation at hand and allow ourselves to be more reflective than reactive
- keep track on what we've tried thus far, for how long, and what has worked and not work
- to have all the adults be in the know and be on the same page
- transfer the information from year to year and not have to repeat the process every time
- gather valuable information when needed to refer the student for more specialized services or outside resources
- documentation can assist in noticing patterns and can help anticipate recurrent behaviour problems (Jones et al., 2014)

65

65

When is it time to call in a consultant/professional for help?

66

66

When is it time to call in a consultant/professional for help?

- Please keep in mind that the answer to this question may vary from case to case.
- Typically when a student is still struggling to manage in the classroom despite the ongoing numerous attempts of universal and targeted practices (the trajectory of interventions is well into Tier 2 or at Tier 3).
- The consultant/professional may come in to the classroom to observe the student and see which are strategies in place, to check if any of the interventions can be further tweaked or changed, to suggest a possible evaluation, to suggest whether the student would benefit from being referred to more specialized services or outside resources (as available).
- Invitation to a School Level (special needs) Committee or an Adhoc Meeting
- Before formalizing the strategies into an IEP.

67

67

Where does the IEP process fit into the CEBM Pyramid of Interventions?

68

68

Where does the IEP process fit into the CEBM Pyramid of Interventions?

- The student continues to struggle despite universal practices, targeted interventions and the team has or is looking at increasing individualized behaviour interventions (Tier 2-Tier 3).

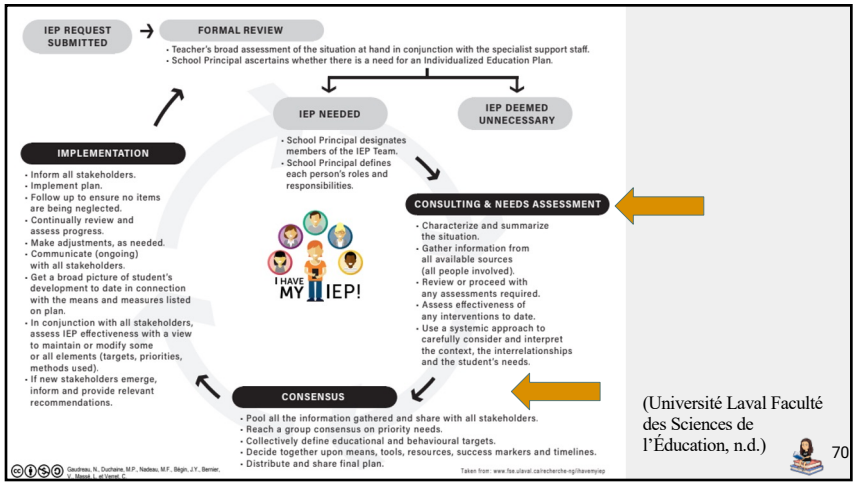
An Individualized Education Plan is:

- **a tool that gears educational services** towards a child's educational or **behavioural needs**
- implemented for a student experiencing difficulty (learning difficulties, attention issues, **behavioural concerns,** etc.)
- **adopted when typical strategies are not working** to reach a child's full potential
- **a collaborative process**
- based on an assesses **abilities and needs**
- designed to propose educational and behavioural **targets/goals** to work towards
- incorporate methods and **strategies for support**

(Adapted from Université Laval Faculté des Sciences de l'Éducation, n.d.)

69

69



(Université Laval Faculté des Sciences de l'Éducation, n.d.)

70

70

When do we know when a student may require services beyond what a regular classroom can provide?

71

71

When do we know when a student may require services beyond what a regular classroom can provide?

- Please keep in mind that the answer to this question may vary from case to case.
- The CEBM Pyramid of Interventions Considerations was designed to assist you in evaluating where the student is situated in the trajectory of interventions.
- Given the varying availability of specialized services (e.g. regional program, closed classrooms) and outside resources (e.g. child psychiatry services, treatment programs, respite services) from region to region across the province, some schools may have access to more options than others.
- A student's success at school cannot be measured solely by the capacity to remain in the classroom all day every day. Targeted and Individualized practices suggested propose a variety of times and spaces where the student can be successful in a school building outside of the classroom setting.

72

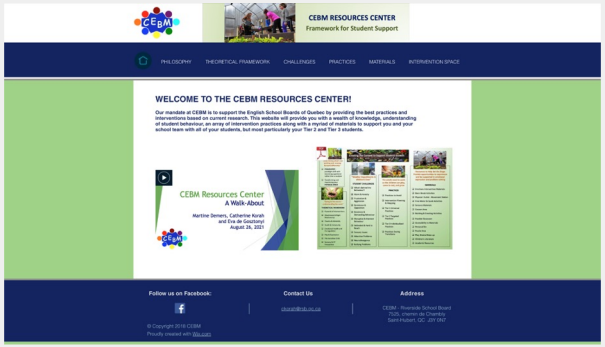
72

Where can we find the supporting documents and resources for the CEBM Pyramid of Interventions?

73

73

CEBM online Resources Centre



https://www.cebmmember.ca/

74

74

Centre of Excellence for Behaviour Management

www.cebm.ca

Also visit the CEBM Resource Center

https://www.cebmmember.ca/

Pyramid of Interventions

CEBM Pyramid of Interventions: application and considerations

Presented by Catherine Korah (CEBM) and Heather Scott (ALDI) - Jan 22, 2024

75

75

Heather Scott
ALDI Coordinator

aldi INITIATIVE

hscott@swlauriersb.qc.ca
https://blogs.learnquebec.ca/aldi/project-description/
Facebook: Inclusive Education Services Quebec

Pyramid of Interventions

CEBM Pyramid of Interventions: application and considerations

Presented by Catherine Korah (CEBM) and Heather Scott (ALDI) - Jan 22, 2024

76

76

Brief Survey

Please provide us with some feedback. Thank you!
https://forms.office.com/r/sByUSF1R9V

77

77

References

Berry Kuchle, L., Zumeta Edmonds, R., Danielson, L. C., Peterson, A., & Riley-Tillman, T. C. (2015). The next big idea: A framework for integrated academic and behavioral intensive intervention. *Learning Disabilities Research & Practice*, *30*(4), 150–158. https://doi.org/10.1111/ldrp.12084

Jones, S. M., Bailey, R., & Jacob, R. (2014). Social-emotional learning is essential to classroom management. *Phi Delta Kappan*, *96*(2), 19–24. https://doi.org/10.1177/0031721714553405

Roberts, G. J., Cote, B., Mehmedovic, S., Lerner, J., McCreadie, K., & Strain, P. (2023). Integrating behavior support into a reading intervention for fourth-grade students with reading difficulties and inattention. *Journal of Behavioral Education*, *32*(2), 277–299. https://doi.org/10.1007/s10864-021-09457-y

Université Laval Faculté des Sciences de l'Éducation. (n.d.). *Formation du personnel éducatif.* https://www.fse.ulaval.ca/recherche-ng/formation-personnel/ihavemyiep/

78

78