

Tiered “Pyramid of Interventions” Model

Chelsea Elementary School

To support student learning, sense of belonging, the school code of conduct and overall safety in our school, this Tiered Pyramid of Interventions has been created in collaboration with the CEBM (Centre of Excellence for Behaviour Management) to guide staff in the progressive measures within our school setting. In addition to countering students being sent to the school administration for ‘minor occurrences’ related to classroom rules or the school code of conduct, this tiered intervention model serves as a means of supporting students and school staff finding alternative forms of engagement and support. When handling minor and major occurrences, we keep in mind the student’s developmental level, history, and individual differences. This is to be used in conjunction with school protocols and safety plans.

Tier 1 Universal Practices that Benefit the Whole Class Group

At Tier 1, school staff must give priority to preventative measures within the classroom.

- Aim to build a connection with each student and deepening their attachments to increase their engagement and receptivity to the adults in charge.
- Handle **minor occurrences** (e.g. dress code, being late, no materials, work refusal, disturbing in class, talking back, profanity, etc.) in a dignified way within the context of the classroom. Not making the behaviour the bottom line; letting the student know the relationship is intact. Repeated minor occurrences may require further investigation and follow-up with the student.
- In the event of a **major occurrence** which has become a safety issue (e.g., serious verbal threat, physical attack, fight, possession of a weapon, destruction of property, etc.), use de-escalation techniques if needed, referring the student to a support staff for a check-in (NSC), and keeping the administration informed (consult school protocols).
- Consult the list of universal practices below for ideas.
- Review Tier 1 considerations to reflect on where you are situated in the trajectory.

Tier One Intervention Strategies

Teachers and Staff Within the Classroom

- Provision of breaks (scheduled and/or as needed)
- Setting clear and predictable expectations
- Intentional and strategic groupings/pairings

- Being intentional in the set-up of the classroom to benefit the students' focus and sensory experience
- Teachers greeting and engaging their students individually and as a group (in morning, following each transition)
- Well-established structures & routines (e.g. morning arrival, independent work time, transitions, 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 soft skills (e.g. stress management, communication, interpersonal skills, conflict management, etc.) and to build emotional literacy by reflecting and modeling them
- Alternate and flexible seating options – different items to sit on/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, 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, weaving, art mural installation)
- Increased opportunities to be outdoors – structured games, learning times, play

Tier 2 Targeted Practices with Challenging Students

At Tier 2, school staff are setting up measures (in addition to Tier 1) for some students in the group who require further support and accompaniment in the classroom (could be done in small groups).

- Compensate for the student's challenges by providing the conditions they need to be successful (looking at the environment).
- Come alongside the student's emotions and acting as a co-regulator.
- Handle challenging situations, where the student may be dysregulated, with understanding and consideration (not taking it personally), by providing support measures in the classroom or hallway, and if needed, requesting the help of a support staff (with the intention of a prompt return to the classroom). Repeated minor occurrences may lead to exploring the need to create an action plan for the student.
- In the event of a situation which has become a safety issue, using de-escalation techniques if needed, referring the student to a support staff or a designated adult for a check-in (as a first step), and keeping the administration in the loop (consult school protocols).
- Consult the list of targeted practices below for ideas.
- Review Tier 2 considerations to reflect on where you are situated in the trajectory.

Tier Two Intervention Strategies

Situational or for a short period of time – student can handle small-group interventions. Benefit from Tier 1 interventions but require additional measures to succeed in the classroom.

- 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 Intervention Plan (IEP and/or NSC).
- Designated area within the classroom at scheduled times (e.g. following transitions) – materials included in the designated area need to be tried out, taught 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 minutes 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 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)
- Assigned a 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. Assist students in naming and processing their big emotions (ex. use of emotions cards, children's books on emotions, Squawk Box).
- Targeted small-group accompaniment during transition times (e.g. supported recess/lunch options).
- *NOTE: Communication amongst all adults working with these students is key.*

Tier 3 Individualized Practices for Highly Challenging Students

At Tier 3, the school staff are setting up individualized measures (in addition to Tiers 1 & 2) for highly challenging students who struggle to stay within the classroom setting and with the requirements of school.

- Develop an action plan for that students and collaborate/communicate with all adults involved in the case.
- Provide times and spaces for the student to have breaks and/or emotional release
- Handle challenging situations, where the student may be dysregulated, by following the recommendations included in the student's intervention plan or IEP (by the teacher), or if needed, request the help of a designated adult at an alternate location (e.g., Nurturing Support Centre, Office), with the intention of an eventual return to the classroom. Make sure to follow up and repair any potential fallout due to the situation at hand. Repeated minor occurrences may lead to making potential changes to the student's intervention plan and investigating the need for more intensive measures beyond the school.
- In the event of a situation which becomes a safety issue, follow the recommendations included in the student's intervention plan or IEP for de-escalation, referring them to a designated adult (such as a Technician in the NSC) for a check-in (as a first step), and keeping the administration in the loop (consult school protocols).
- Consult the list of individualized practices below for ideas.
- Review Tier 3 considerations to reflect on where you are situated in the trajectory.

Tier Three Intervention Strategies

Chronic and ongoing – student requires one-to-one support.

Benefit from Tiers 1-2 interventions but require extended support to be successful in school.

- Systematic daily check-ins and end-of-day recap with a significant adult scheduled multiple times each day.
- Personalized one-to-one resource support to meet specific academic and/or behavioural needs outlined in IEP and/or Intervention 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 student 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.
- *NOTE: Collaboration (working as a team to share the weight) and ongoing communication amongst all adults working with these students is necessary.*