

## Tier 2 Targeted Practices for SOME students – **ELEMENTARY LEVEL**

### For the students who need additional support to be successful in a classroom setting

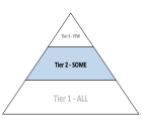
These targeted practices are meant to be applied in addition to Tier 1 interventions for the students to be successful. Please note that ‘[small-group](#)’ support may be 2-3 handpicked students in some situations, as we must ensure the students are connected and attuned to the adults first.

Classroom practices	Examples
Ensuring <b>safety</b> at all times, as students at Tier 2 require ongoing supervision due to their overwhelming emotions and potential lack of impulse control.	Minimizing the number of adults involved. Staff must share a common understanding and approach to allow for consistency and predictability. Communication amongst all adults involved (including the parents) is key, acting as a ‘baton-relay’ team.
Targeted measures for the <b>physical and social set-up</b> of the learning environment.	Assigning preferential seating. Ensuring the student has an adapted workstation (e.g. targeted tools to limit distraction and sensory overwhelm) which helps them feel comfortable in their environment and be available for learning. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.
Targeted <b>attachment practices</b> to engage students further, collecting rituals to engage attachment instincts prior to ‘going to work’, allowing the students to feel safe and welcome when needing to depend, etc.	Utilizing attachment practices that enhance and deepen the relationship (e.g. small 5:1 ratio, <a href="#">2x10 relationship building strategy</a> ). Displaying genuine connection by taking interest in their life beyond school. Using engaging and non threatening ways to connect (games and fun activities). Highlighting points in common. Engaging them through their interests. Acknowledging the day’s successes. Entrusting them with specific responsibilities. If needed, <a href="#">matchmaking</a> through a significant adult in their life. <a href="#">Bridging</a> the relationship by not making the behaviour the bottom line.
Ensuring to display a <b>strong adult posture</b> during challenging circumstances. Making preventive and proactive approaches a priority (not waiting for problems to arise in order to deal with them).	Not taking the student’s behaviour personally. Remaining calm and reflective. Being mindful of the impact of the adult’s verbal and non-verbal stance. Waiting until a more appropriate time to address the situation. Aiming to establish safety and not to do harm. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions. Relying on <a href="#">de-escalation</a> and <a href="#">co-regulation</a> if needed.
Systematic <b>check-ins</b> with a significant adult (beyond teacher greeting) at scheduled times. <i>* Ensuring that the check-ins are being done consistently by the same adult and that the student is indeed benefiting.</i>	This is a time of warm connection meant to welcome the student within the school environment and to get a pulse on how they are feeling and anticipating their day. Inquiring if they ate breakfast, have snacks and a lunch. Providing an opportunity for the student to express their emotions, be heard, and feel supported.
Targeted <b>structures and routines</b> to create further consistency and predictability.	Scheduling an alternate classroom entrance and exit time. If needed, providing an individualized visual schedule. Notifying students, when possible, of any changes in routine (special activities, teacher absences, guests). Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.
Targeted small-group <b>academic support</b> in the classroom (re-teaching, remediation, double-guided instruction, resource small-group targeted support, etc.), or with the collaboration of the resource teacher in an alternate location, to meet specific academic needs outlined in the student’s action plan, safety plan, or IEP.	Providing small-group academic support (2-4 students). Implementing a variety of targeted pedagogical interventions, resources, tools, strategies, and support measures. Adjusting the services and schedule frequency based on needs analysis. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.

Consult [CEBM Tier 2 Checklist](#) for more examples.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-2-targeted-practices>

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Classroom practices	Examples
Targeted small-group opportunities for <b>emotional</b> and <b>social</b> development (collaborating with support staff).	Assisting students in naming and processing their big emotions (ex. use of emotion cards, children’s books on emotions, <a href="#">Emotions Folder</a> , <a href="#">Squawk Box – emotion accompaniment</a> ).
Assigned <b>alternate seating and workstation</b> – options need to be tried out to verify which one is better suited for the student needs and preferences.	Ensuring that the parameters (what-when-where) around the use of these tools has been properly considered. A student may have a few options of seats/workstations available to them based on time of day, type of activity or subject being taught, and task required in order to optimize their attention and ability to complete the task.
Assigned <b>individual bin</b> which can be used in the classroom, at the designated area, or other alternate locations in the school. The selected items must be adapted to the student’s needs and preferences.	Offering a variety of sensory tools, books based on interest, paper-crayon activities (doodling, sketching, mandalas, coloring pages, etc.), fine-motor activities (knitting, origami, etc.), quiet 1-person games (cards, puzzle, Rush Hour, etc.), and individual creative projects. Ensuring that there’s a rotation of the selected tools to keep the student engaged and motivated.
Use of the <b>designated area</b> within the classroom at scheduled times (e.g. following transitions) with carefully selected materials according to their needs, which are placed in the student’s individual bin.	Regularly modeling the proper use of the designated area. Ensuring the materials used in the area are regularly reviewed and updated to make sure they continue to answer a need.
Targeted <b>movement break stations</b> in the hallway and/or outside (in addition to classroom brain breaks). The type of activity needs to be changed periodically to maintain interest and engagement. <i>* An alternate location in the school may provide this space for a number of students.</i>	The type of movements (high vs low energy level) and frequency must suit the student’s needs. <b>High-level activities:</b> poster with active exercises, fitness drills, obstacle course outside, etc. <b>Low-level activities:</b> poster with yoga poses or with stretching & breathing exercises, finger tracing designs on the wall, etc.
Targeted <b>scheduled time</b> in another pre-determined supervised location to provide breaks, switch gears, or complete individual work. <i>* Can be lead by various staff (support staff, resource teacher, school secretary, etc.)</i>	E.g. <a href="#">You’ve Got Mail!</a> , <a href="#">foster classroom</a> , Oasis type room, <a href="#">Nurturing Support Centre</a> , or any other alternative space in the building. Providing a visual schedule for the ‘when-where-how long’. Giving access to the student’s <a href="#">individual bin</a> .
Targeted ‘small-group’ <b>outdoor opportunities</b> beyond recess and lunch time. Ensuring that these are supervised properly for safety.	Active games (e.g. obstacle courses with different types of equipment), building and creating activities, etc. Seek to expend lots of energy to help the students be able to return to the group in a calmer state.
Targeted ‘small-group’ <b>accompaniment during transition times</b> (supported recess/lunch). Ensuring that these are supervised properly for safety. <i>* Lead by the support staff available.</i>	During <a href="#">supported recess and lunch</a> , modeling appropriate behaviour around sitting at a table, eating, and interacting with others. While outdoors, encouraging high energy games to help the students expend energy. Supporting transition back inside with a low energy/sensory calming activity to ensure readiness of returning within group.
<b>Staff involved at T2: Teachers, Support Staff, Resource Teacher, and any other school staff involved.</b> <i>* Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents. Please refer to the <a href="#">list of considerations</a> prior to moving on to the next tier of support.</i>	

Consult [CEBM Tier 2 Checklist](#) for more examples.

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# ELEMENTARY: 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?

**NO**

**YES**

If the student responds

Continue with current practices

Valuing **emotional expression** through play as key to a successful intervention.

**If the student doesn't respond**

- ❑ Have targeted supports (flexible seating, quiet corner, movement break, etc.) been assigned and/or scheduled? And are they used consistently?
- ❑ Has the need/purpose of the interventions been explained to the student and parents? Is there buy-in?
- ❑ Similarly to 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 supports with other pre-determined adults been put in place (student Check-In)? And have these been maintained consistently and by the same adult?
- ❑ 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.)?

**NO**

**YES**

If the student responds

Continue with additional practices

**If the student doesn't respond**

- ❑ Has there been further communication with the student/parents?
- ❑ Has the student been formally referred to the school team (Special Needs Committee, Interdisciplinary Team Meetings) using an AdHoc form?
- ❑ Has the board consultant/professional (or Resource Teacher) reviewed the **CEBM Intervention Planning** document for Tiers 1-2?
- ❑ Has a **Student Behaviour Intervention/Action Plan** been set up?

**NO**

**YES**

If the student responds

Continue with additional practices

**If the student doesn't respond**

- ❑ Has the school team reviewed the implementation of the strategies proposed in the Student Behaviour Intervention/Action Plan? – ex. Project Harbour (floating team)
- ❑ Has the school team considered formalizing the Student Behaviour Intervention/Action Plan into an Individualized Education Plan (IEP)?

**NO**

**YES**

If the student responds

Remain at Tier 2

**If the student doesn't respond**

**Move to individualized Tier 3 Interventions**

Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

These steps are 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.