

# CEBM Pyramid of Interventions

## Where do we go from here?

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[www.cebmmember.ca](https://www.cebmmember.ca)

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## CEBM Pyramid of Interventions

K4-K5
Elementary
Secondary

**Learning Through Play**

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

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## List of suggested measures in the classroom

### Tier 1 Universal

### Tier 2 Targeted

### Tier 3 Individualized

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

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## Tier 1 Checklist

Classroom Practices	Already in place	To Consider	To Adopt	To Need Support
<b>Physical and social set-up of the learning environment:</b> <i>Being intentional with the set-up of the space to benefit the students' focus, engagement, and sensory experience</i>				
Being mindful about lighting and visual decor	✓	?	+	□
Setting up a clutter-free environment	✓	?	+	□
Storing away nonessential items	✓	?	+	□
Limiting access to some materials	✓	?	+	□
Setting up a well-organized space (using colour codes and labels to help students find information)	✓	?	+	□
Having clear sections in the room	✓	?	+	□
Finding ways to minimize distractions	✓	?	+	□
Having a thought-out furniture/deck configuration	✓	?	+	□
Creating space between furniture to move around	✓	?	+	□
Having a thought-out seating chart	✓	?	+	□
Making community work and academic tools easily accessible	✓	?	+	□
<b>Developing a strong adult presence:</b> <i>To help students develop a sense of safety and belonging</i>				
Conveying a strong/confident, yet approachable, stance and disposition	✓	?	+	□
Being careful about befriending students	✓	?	+	□
Establishing clear limits/boundaries	✓	?	+	□
Managing the circumstances rather than trying to control directly student behaviour	✓	?	+	□
Giving access to materials when needed	✓	?	+	□
Ensuring that the adult is calm and grounded before responding to an upset student	✓	?	+	□
Acting with kindness when intervening and keeping the students' wellbeing in mind	✓	?	+	□
Only adjusting when things don't go as planned	✓	?	+	□

**Actively greeting and engaging students:**  
*By favouring proximity, building relationships, and creating a positive classroom climate*

	✓	?	+	□
Putting a welcome sign on the door	✓	?	+	□
Greeting students at the door (special handshake or ritual)	✓	?	+	□
Using students' names	✓	?	+	□
Taking interest in students' lives	✓	?	+	□
Highlighting points in common	✓	?	+	□
Circulating in the room to monitor student progress and provide proximity	✓	?	+	□
Using a variety of ways to capture students' attention (rhythmic sounds, chants, slogans, singing, calling, etc.)	✓	?	+	□
Making sure of having students' attention prior to giving instructions	✓	?	+	□
Having students repeat instructions back to teacher	✓	?	+	□
Reconnecting consistently with students after each separation/time of transition (breath, touch, etc.)	✓	?	+	□
Establishing students with specific responsibilities	✓	?	+	□
Acknowledging the day's successes	✓	?	+	□
Planning some time for fun outside of the classroom context	✓	?	+	□
Organizing activities that foster a sense of safety, belonging and inclusion (e.g. class meetings, group projects)	✓	?	+	□
Contact and inform parents regularly (including positive aspects)	✓	?	+	□

**Well established classroom structure and routines:**  
*To create consistency and predictability*

	✓	?	+	□
Introducing and explaining the classroom structure and routines at the beginning of the school year	✓	?	+	□
Using a daily visual schedule, which is well visible for the students	✓	?	+	□
Using a clear and explicit morning arrival or transition routine	✓	?	+	□

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

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Presented by

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### 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>

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**TIER 1  
UNIVERSAL Practices**

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### TIER 1 – UNIVERSAL Practices

*When should we refer to the CEBM Pyramid of Intervention?*

- At the beginning of the school year, when looking for ideas to implement Tier 1 universal practices to support the whole class group in a preventative manner.
- When a student struggles in the classroom even though multiple practices have been implemented and adjusted (when looking for new ideas or further considerations).
- When we are seeking for confirmation that we're at the point of progressing from one tier to the next.

*\* Even though the practices suggested have been tried and true, 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).*

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### CONSIDERATIONS FLOWCHART

Tier 1 – Universal practices for the whole group

**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?

**NO** (If the student doesn't respond)

**YES** (If the student responds) → Continue with current practices

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### TIER 1 – UNIVERSAL Practices in the classroom for the whole group

1. Intentional physical and social set-up of the learning environment
2. Embodying a strong adult posture
3. Actively greeting and engaging students
4. Well established classroom structures and routines
5. Clear and explicit classroom expectations
6. Pedagogical flexibility, inclusive practices, and support measures
7. Opportunities for cross-curricular development and emotional literacy
8. Flexible classroom options
9. Individual quiet-time activities
10. Classroom designated area
11. Brain-break activities
12. Emotional release activities
13. Community projects and activities
14. Outdoor opportunities

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

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### TIER 1 – UNIVERSAL Practices

*How is neurodiversity and trauma taken into consideration?*

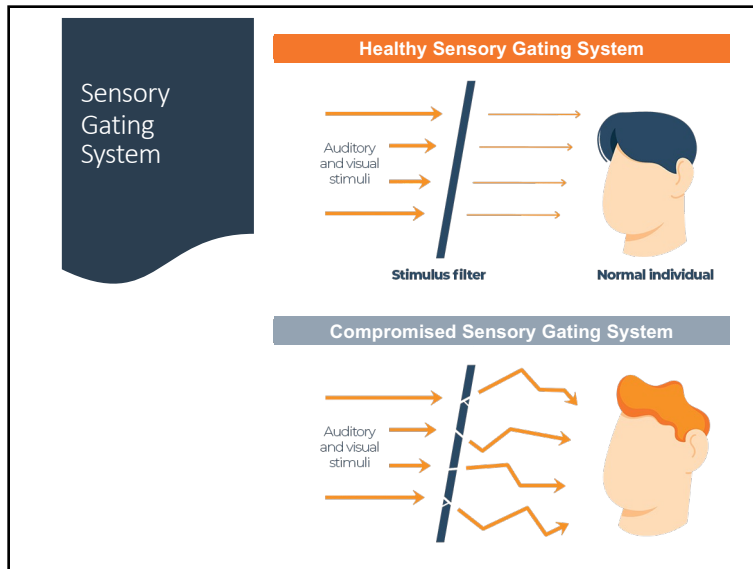
At all tiers of support, CEBM suggested practices strive towards a foundation that is:

- based in neuroscience
- developmentally appropriate
- attachment friendly
- trauma informed
- honours neurodiversity

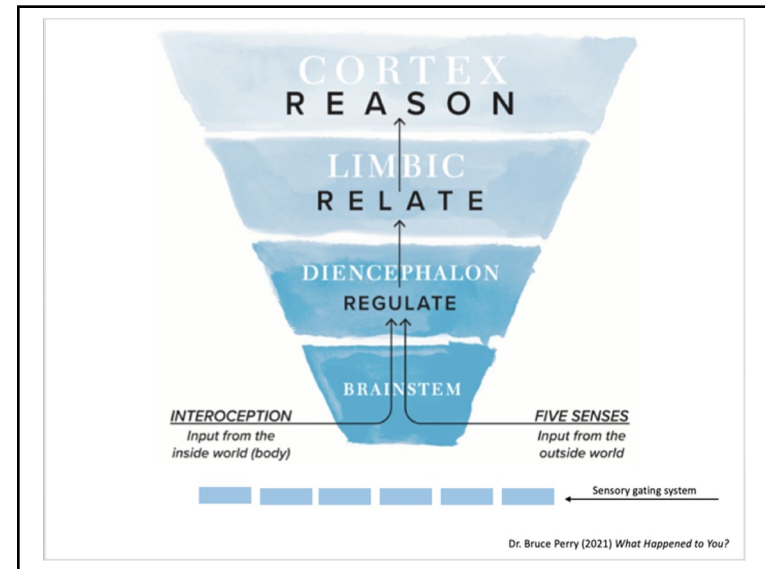
The focus is on the student’s fundamental needs behind the challenges and providing the ‘right’ conditions to answer to those needs.

At Tier 1, the belief is that all students can benefit from the same universal practices, even if some need them more than others.

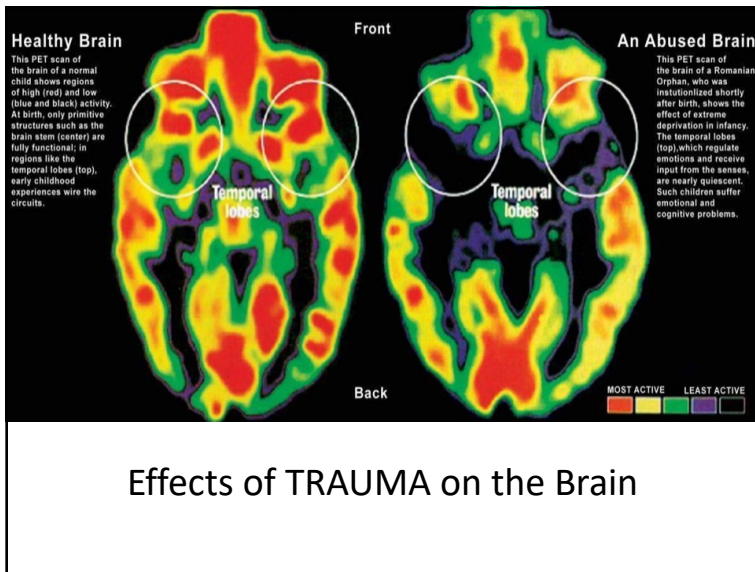
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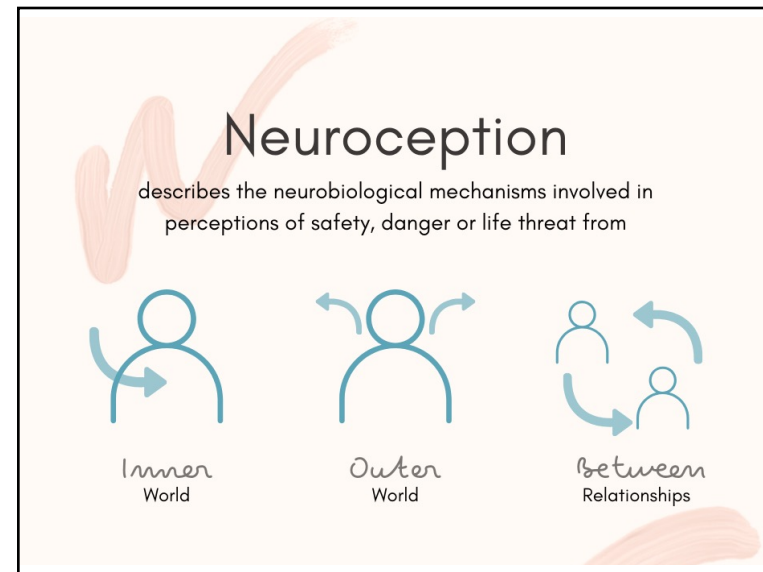
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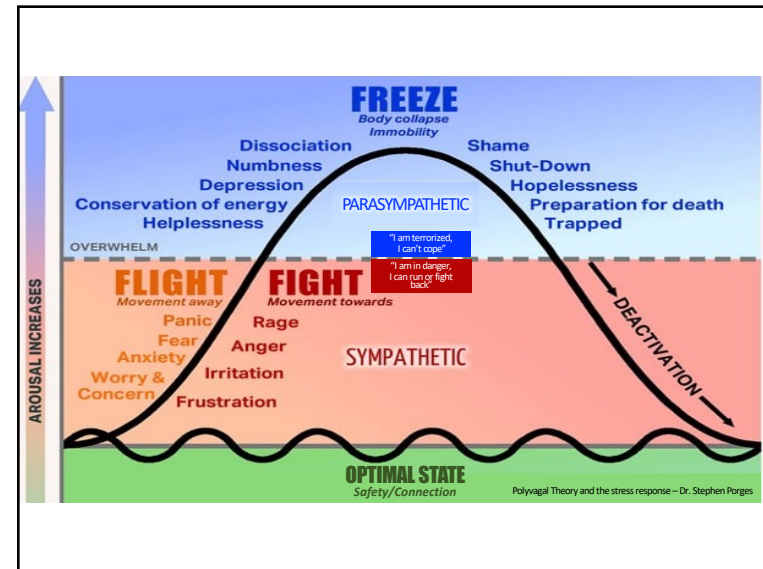


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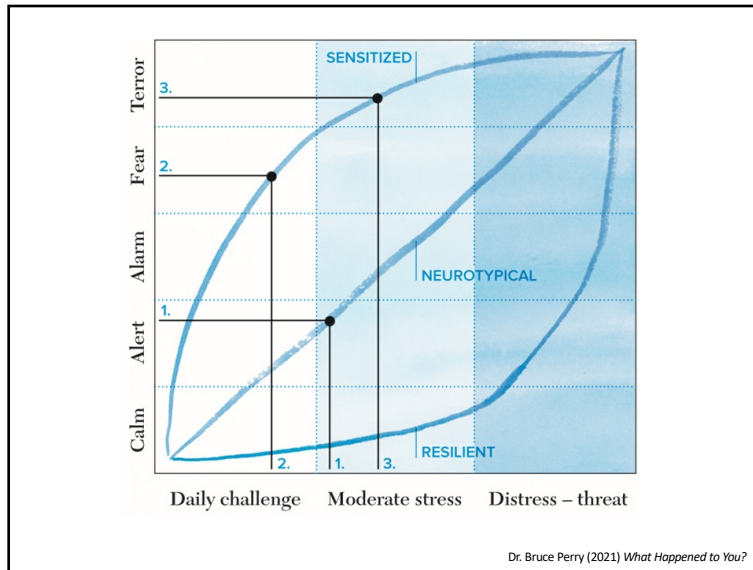
### TRAUMA: Potential Triggers

<p><b>FIVE SENSES</b></p> <ul style="list-style-type: none"> <li><b>Sound:</b> cries, moan, alarm, police siren, specific words or expression, song</li> <li><b>Taste:</b> food, body fluid</li> <li><b>Smell:</b> perfume, alcohol, food, smell related to a place</li> <li><b>Sight:</b> place, person linked to or related to a trauma, image, objects, facial expression, body posture, gaze</li> <li><b>Touch:</b> Physical contact, being touched in some way.</li> </ul>	<p><b>EMOTIONAL</b></p> <ul style="list-style-type: none"> <li>Unpleasant emotions (shame, helplessness, rejection, abandonment, anger, fear)</li> <li>Intense pleasant emotions (excitement, joy, surprise)</li> <li>Feeling of vulnerability</li> <li>Feeling of injustice</li> <li>Feeling of loneliness</li> <li>Stress of novelty and unpredictability</li> </ul>
<p><b>INTEROCEPTION</b></p> <ul style="list-style-type: none"> <li>Feeling of deprivation or unmet basic needs (hunger, thirst, lack of sleep)</li> <li>Physiological sensations related to survival response (increased heartbeat, change in breathing rate)</li> <li>Physical pain or pleasure</li> </ul>	<p><b>RELATIONAL DYNAMIC</b></p> <ul style="list-style-type: none"> <li>Intimacy</li> <li>Exercise of authority</li> <li>Violation of physical or relational boundaries</li> <li>Feeling threatened or attacked</li> <li>Positive attention</li> <li>Feeling ignored</li> <li>Getting teased</li> <li>Being blamed or pressured</li> </ul>

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### Safety is the starting point

- Reaching emotional well-being doesn't stem from the neo-cortex (thinking brain) nor from the pre-frontal cortex (executive functioning)
- It is rooted in the **primitive brain** (instincts) and in the **limbic system** (emotions)
- Therefore, optimal functioning is achieved through **setting up conditions**, which allows for the keys to unfold naturally

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### List of the 'when it's too late' by Ross Greene

When we expect a dysregulated student to...	ask for help
	take a break
	go to the calming corner
	use their coping strategies
When we're at the point of...	trying to de-escalate a situation
	requesting additional support from a colleague
	needing to resort to restraints and isolation
	referring to the reflection room, to the Principal's office (discipline, detention, suspension, etc.)

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### What is needed from the adults

- Creating an **intentional environment** that helps students feel safe and supported
- Fostering a **sense of safety and belonging** (adult in charge and remaining tempered, maximizing attachments)
- **Adjusting expectations** accordingly to needs and differences
- **Compensating** for possible challenges (immaturity, sensory gating system, defendedness, etc.) and **relying on** structures and routines to support
- **Coming alongside** the stress response or the sensory overload (supporting through co-regulation)
- **Managing the circumstances** to increase the student's success, rather than try to control the behaviour
- Providing opportunities **to feel and to express emotions**

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## What are the fundamentals?

- Having a **systemic** and **proactive** approach. Not waiting for problems to arise in order to deal with them.
- Giving priority to **prevention** and to fulfilling the primary needs of students (safety, belonging, feeling, rest, play).
- Considering the **adult response** in the equation and making room for **reflective practices** (taking a step back – bird’s eye view).
- 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 (including the parents).

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## TIER 1 – UNIVERSAL Practices in the classroom for the whole group

1. **Intentional physical and social set-up of the learning environment**
2. Embodying a strong adult posture
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<https://www.cebmmember.ca/tier-1-universal-practices>

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## TIER 1 – UNIVERSAL Practices

*How do we know which practice is 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 important to be mindful of the whole group makeup and student dynamics when selecting support measures. It’s through trial and error that we discover which are more suitable for whom.
- According to Shelley Moore, we can’t support all student needs at once, but over time we can provide support for all. Some support measures (e.g. visuals) may be necessary for some, but beneficial to all (no need to tailor to each student)
- It is suggested to try only a few practices at once (no more than 2 or 3 at a time), as it would be difficult to decipher which one are effective. There is no expectation that all suggested practices need to be implemented throughout the school year.

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## TIER 1 – UNIVERSAL Practices

*What if there are multiple varying needs in the class group?*

Having multiple simultaneous challenges at once in the same class group can become overwhelming and confusing:

- Not addressing all the moving parts at once
- Focusing on both the micro and macro challenges
  - how the individual needs can impact the dynamics with others and the whole group
  - how some support measures can be benefited by all even if some require them more than others
- Needing to figure out by where to start
- Seeing how other staff can help out (sharing the weight and responsibility)
- Giving insight to parents about why the situation is unfolding the way it is and getting them on board to collaborate with us

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### CONSIDERATIONS FLOWCHART

#### Tier 1 – Universal practices for the whole group

Valuing a safe and strong attachment to the adult as key to a successful intervention.

**If the student doesn't respond**

- Has the need/purpose of the intervention been explained to the student and parents?
- Is there buy-in from the student to try out the intervention? Are the parents on-board as well to help encourage and support?
- 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.

**NO**

*If the student doesn't respond*

**YES**

*If the student responds*

**Continue with additional practices**

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### TIER 1 – UNIVERSAL Practices

#### in the classroom for the whole group

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

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### TIER 1 – UNIVERSAL Practices

#### *How do we know when 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

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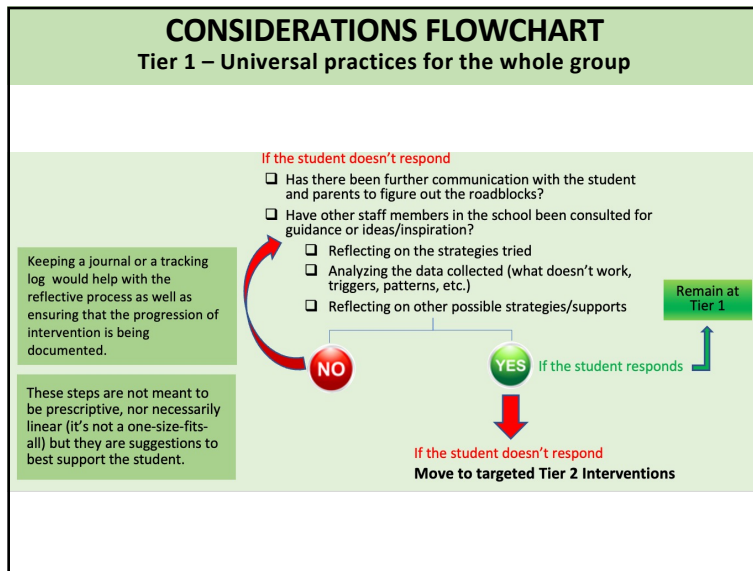
### TIER 1 – UNIVERSAL Practices

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

Here are some reflection questions when implementing classroom expectations:

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

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### TIER 1 – UNIVERSAL Practices

*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)

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### TIER 1 – UNIVERSAL Practices

*How about the support measures outside of class time?*

CEBM has been working on a version of the Pyramid of Interventions for:

- ✓ Transitions (in the hallway)
- ✓ Recess/lunch (in the schoolyard)
- ✓ Daycare

It has been found that the time and effort invested in optimizing the support measures during these blocs of time have a direct impact on how students manage in the classroom.

**Tier 1:** physical layout, animation, supervision, activities, equipment, student involvement, etc.

**Tier 2:** small-group supported and/or extended recess and lunch

**Tier 3:** individualized sheltered recess and lunch, personalized support measures during transitions

<https://www.cebmmember.ca/practices-during-transitions>

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#### TIER 1 – UNIVERSAL Practices

During transitions – outdoor recess (schoolyard)

- **Where?**—Dividing the yard into clear sections (play/activity areas)
- **With whom?** – Grouping of students
- **What?**—Types of games/activities (must consider the seasons with and without snow)
- **When?**—Schedule
- **How?** – Type of student participation, animation, supervision
- **With what?**—Materials needed

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### TIER 1 – UNIVERSAL Practices

*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.

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**TIER 2  
TARGETED Practices**

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### Tiers 2-3 building onto Tier 1

- ALL students benefit from Tier 1 practices, even those who need additional support.
- When action plans require revision, it is necessary to take a step back and reevaluate support measures in places at all 3 tiers.

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### CONSIDERATIONS FLOWCHART

Tier 2 – Targeted practices for **SOME** students

**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**

If the student doesn’t respond

**YES**

If the student responds

**Continue with current practices**

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### TIER 2 – TARGETED Practices in the classroom and other alternate locations

1. Targeted measures for the physical and social set-up of the learning environment
2. Targeted attachment practices to engage those students further
3. **Check-ins with a significant adult**
4. Strong adult posture during challenging circumstances
5. Targeted structures and routines for further consistency and predictability
6. Alternate classroom entrance and exit time
7. **Assigned preferential seating, alternate seating/workstation**
8. **Scheduled time in the designated area (during strategic times – after recess)**
9. Assigned individual bin
10. Scheduled time at the movement break station in the hallway
11. Targeted small-group resource support
12. Targeted small-group emotion intervention opportunities
13. Scheduled time in another pre-determined supervised location (You've Got Mail, Foster classroom)
14. Targeted small-group accompaniment during transition times

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

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### CONSIDERATIONS FLOWCHART Tier 2 – Targeted practices for SOME students

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

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### TIER 2 – TARGETED Practices in the classroom and other alternate locations

1. Targeted measures for the physical and social set-up of the learning environment
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3. **Check-ins with a significant adult**
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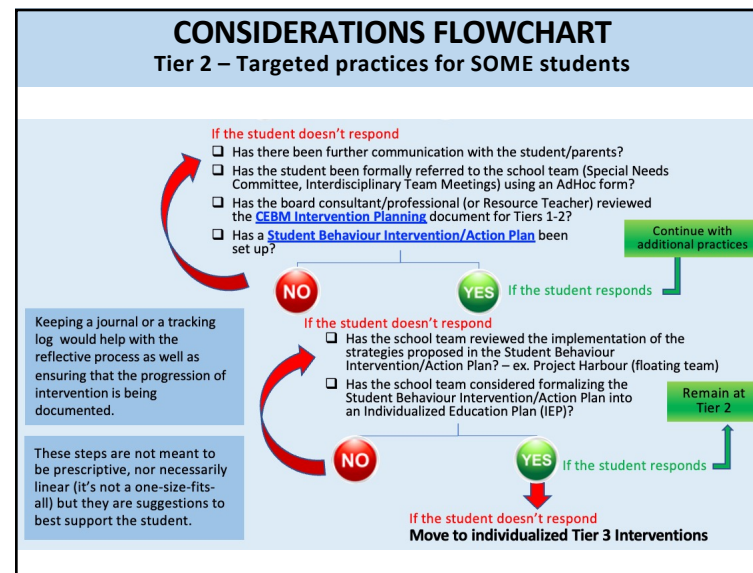
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### TIER 2 – TARGETED Practices *Challenges Placemats*

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<b>Challenge: Frustration &amp; Aggression</b> Making Sense of What is Unfolding and Mapping Interventions to Support a Student <a href="https://www.cebmmember.ca/frustration-and-aggression">https://www.cebmmember.ca/frustration-and-aggression</a>			
What are the behaviors that you see?	Suggested Interventions:	Understanding 'WHERE' this might be coming from:	Practices to AVOID and WHY
<b>In the Classroom:</b> <ul style="list-style-type: none"> <li>Impatient with peers</li> <li>Abrupt in tone and demeanor</li> <li>Rude, screaming, verbal threats, swearing</li> <li>Easily irritated, whines, complains</li> <li>Tapping with objects – gets louder as frustration increases</li> <li>Frustrated with daily routine</li> <li>Reactive to simple requests</li> <li>Work refusal</li> <li>Physical outbursts with objects towards peers and/or adults</li> <li>Shut down</li> <li>Fatigue</li> <li>Flat affect/Depression</li> <li>Retreats to small enclosed areas</li> <li>Storms out of the room</li> <li>Can be extremely difficult to manage by substitute teachers</li> </ul>	<b>Tiers 1 &amp; 2: In the Classroom:</b> <a href="https://www.cebmmember.ca/practices-in-the-classroom">https://www.cebmmember.ca/practices-in-the-classroom</a> <ul style="list-style-type: none"> <li>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.</li> <li>Work at nourishing a significant attachment with this student: increase opportunities to make 1:1 connections</li> <li>Establish and follow structured routines – predictability helps them feel safe and know what is expected of them</li> <li>Have additional work supplies readily available – provide with generosity when they are missing items</li> <li>Offer alternate seating options and alternate workstations to provide opportunity for choices</li> <li>Insert additional Brain Break activities for the group when students struggle with attention or managing their bodies</li> <li>Notice, name and recognize efforts – focus on small steps</li> <li>When emotionally charged, distract &amp; redirect away from the situation. Prevents further escalation, issues can later be managed</li> <li>Assign a 'job' that the student is capable of doing, and is beneficial for them and the group</li> <li>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.</li> <li>Consider alternate arrangements when substitute teacher is present.</li> </ul>	Understanding 'WHERE' this might be coming from: <ul style="list-style-type: none"> <li>Facing too much frustration – numerous things in their life are not working</li> <li>Facing too much separation from caregivers</li> <li>Alarmed and overwhelmed with school experience:                             <ul style="list-style-type: none"> <li>Too much is happening or being asked of them.</li> <li>Information is being given 'too much too fast' – student struggles to process</li> </ul> </li> <li>Lack of secure attachments with adults at school</li> <li>Immaturity in emotional development due to age</li> <li>Immaturity in emotional development due to emotional struggles.</li> <li>Adverse family conditions</li> <li>Learning difficulties</li> <li>Diagnosed conditions</li> <li>Hypersensitivity, hyposensitivity</li> <li>Sensory issues, ASD</li> <li>Too loud – echo in gym, cafeteria, unstructured time</li> <li>Too much visual stimulation</li> </ul>	Practices to AVOID and WHY <ul style="list-style-type: none"> <li>Time Outs - Increase separation alarm and frustration, which can lead to disengagement 'I don't care'</li> <li>Consequences - in times of high emotions integrative capacity diminishes. Giving consequences directly increases frustration for a child who already struggles with managing frustration</li> <li>Incentive charts, rewards and behavior contracts                             <ul style="list-style-type: none"> <li>Focus on child's struggles rather than their good intentions and efforts</li> <li>May increase disengagement</li> </ul> </li> <li>Make the relationship contingent on performance</li> </ul> For more details please see: <a href="https://www.cebmmember.ca/comm-on-practices-to-avoid">https://www.cebmmember.ca/comm-on-practices-to-avoid</a>
<b>In the School/On the Playground:</b> <ul style="list-style-type: none"> <li>Involves personal space</li> <li>Plays too roughly</li> <li>Rude, screaming, verbal threats, swearing</li> <li>Physical outbursts with objects</li> <li>Physical outbursts towards peers</li> <li>Physical outbursts towards adults</li> <li>Ignores rules when playing games/creates own rules to win at games</li> <li>Imposes self into games with others</li> <li>Takes or destroy other's possessions or creations</li> <li>Disrupts others' games when not invited to play</li> <li>Difficult to transition back indoors</li> </ul>	<b>Tiers 1 &amp; 2: In the School/On the Playground:</b> <a href="https://www.cebmmember.ca/practices-outside-the-classroom">https://www.cebmmember.ca/practices-outside-the-classroom</a> <ul style="list-style-type: none"> <li>Set-up and use Physical Movement Stations – Inside and Outside</li> <li>Use 'You've Got Mail' to have the student leave the group for a short break for a quiet or physical movement break.</li> <li>Visits to Roster Classroom – provide a break from the classroom</li> <li>It's essential that this be set-up as an intervention prior to its use, that the student and parents are informed of this intervention strategy</li> <li>Provide student with passes to visit the Technician Room, to work, to talk, to have supervised 'alone time'</li> <li>Organized games during recess and lunchtime</li> <li>Participation in 'interest clubs' with adult supervision</li> <li>Orchestrate the schedule to 'divide &amp; conquer' clusters of students who struggle together</li> <li>Sheltered recess and/or sheltered lunch in a predetermined location – small group</li> </ul>	<b>Tier 2 &amp; 3: Interventions with Support Staff and/or Professionals:</b> <ul style="list-style-type: none"> <li>Schedule intervention time based on the needs of the student – daily, bi-weekly, weekly</li> <li>Check-in/End of Day Recap</li> <li>Safe place to express big emotions</li> <li>Emotional expression activities</li> <li>Personalized Project a venue for building, creating, trying things out</li> <li>Additional outdoor time</li> <li>Introduce sensory materials</li> <li>Create a personalized tool kit that will support student's efforts in expressing and managing his/her emotions.</li> <li>Share information with other members of the school team, including daycare team</li> </ul>	Suggestions to help big emotions come out: <ul style="list-style-type: none"> <li>Pre-set schedule for:                             <ul style="list-style-type: none"> <li>Physical movement breaks during the school day</li> <li>Break from the classroom – intervention with support staff</li> <li>Targeted emotional release activities</li> <li>Personalized Project a venue for building, creating, trying things out</li> <li>Additional physical education classes</li> <li>Assign a job within the school – recycling – leaving boxes</li> <li>Bringing chairs down in classroom</li> <li>Mail messenger for secretary</li> <li>Woodwork projects</li> <li>Carrying equipment for outdoor games</li> </ul> </li> </ul>

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## TIER 2 – TARGETED Practices

### When is it time to formalize a Student Action/Safety Plan?

Creating a Student Action/Safety Plan can be helpful to:

- Narrow down the needs and challenges
- Aim for specific goals and track their progress
- Attach concrete strategies to these goals, to clarify the 'why-what-when-where-how-for how long' so the adults can be on the same page
- Give examples of tools and materials that can be used in support of the strategies so the adult understand the purpose of these tools and assess their benefits (see if they are well adapted, or whether they require adjustments/change)
- Have a clear and systematic plan to inform and align the adults (including the parents), and to give them a framework to focus and collaborate on

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## TIER 2 – TARGETED Practices

### Student Action/Safety Plan

<b>PLANNING WITH THE EXPLOSIVE and CHALLENGING STUDENT IN MIND</b>	
Name of student: _____	
Age: _____	Grade: _____
Teacher: _____	Site: _____
ANALYSIS	
WHERE	
WITH WHOM	
PRECURSORS • what happened just before?	
WARNING SIGNS	
TRIGGERS • what set the student off	
SOURCES OF FRUSTRATION • what isn't working today • what doesn't work every day • where/when/where/when/where/when	
PERCEIVED SOURCES OF FRUSTRATION • Student's view • Major changes in schedule	
OTHER FACTORS Sensory issues and Threats – difficult home situation	
INTERVENTION	
PLAN "B" FOR A DIFFICULT TIME OR SITUATION • Alternate location • Alternate activity	
ALLOWING FOR EMOTIONAL EXPRESSION • FRUSTRATION • Alternates, less violent expressions • Tears	
OTHER INTERVENTIONS	
NOTES	
TO AVOID:	
• IMPOSING STIFFER CONSEQUENCES (EXCEPT FOR "SOCIAL JUSTICE") • USING ISOLATION AND EXCLUDING • USING REINFORCEMENT SYSTEMS • USING AGENDA TO REPORT ON THE STUDENT'S DAY	
TO DO	
DURING AN ERUPTION: • Clear the area • Move the student – safe place • Have the parent "be there" for the student	
AFTER AN ERUPTION: • Go to a quiet place • Reflect/Debrief and/or warn • Help to find address & tears • Provide reassurance	
MODIFY PLAN "B" FOR FUTURE INTERVENTIONS – PLAN "C" 1. IDENTIFY CHANGES REQUIRED (WHAT DID NOT WORK) 2. DECIDE ON CHANGES TO BE IMPLEMENTED 3. ENSURE THAT ALL STAFF WORKING WITH THIS STUDENT ARE AWARE OF "PLAN C"	

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

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## TIER 2 – TARGETED Practices

*CEBM Tiers 1 and 2 Intervention Planning Documents*

Tier 2 Intervention	What is the goal?	What is being targeted?	What is needed to help meet the needs of a particular student? (Consider the student's strengths and needs, and the student's response to previous interventions.)
<b>Teacher and student self-regulation</b>	To help the student regulate their emotions and behavior during challenging situations.	Self-regulation skills, including recognizing and naming emotions, and using strategies to manage those emotions.	Teacher modeling and coaching, self-regulation strategies, and opportunities for the student to practice these skills.
<b>Self-regulation strategies</b>	To help the student use self-regulation strategies to manage their emotions and behavior.	Self-regulation strategies, including deep breathing, counting, and using a self-regulation tool.	Teacher modeling and coaching, self-regulation strategies, and opportunities for the student to practice these skills.

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

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## TIER 3 INDIVIDUALIZED Practices

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## CONSIDERATIONS FLOWCHART

Tier 3 – Individualized and intensified practices

**Considerations prior to moving beyond Tier 3 Interventions**

When the student hasn't responded to the sequence of interventions in Tier 2:

Have two **individualized practices** suggested in the Tier 3 of the **CEBM Pyramid of Interventions** document been implemented?

**NO**

If the student doesn't respond

**YES**

If the student responds

**Continue with current practices**

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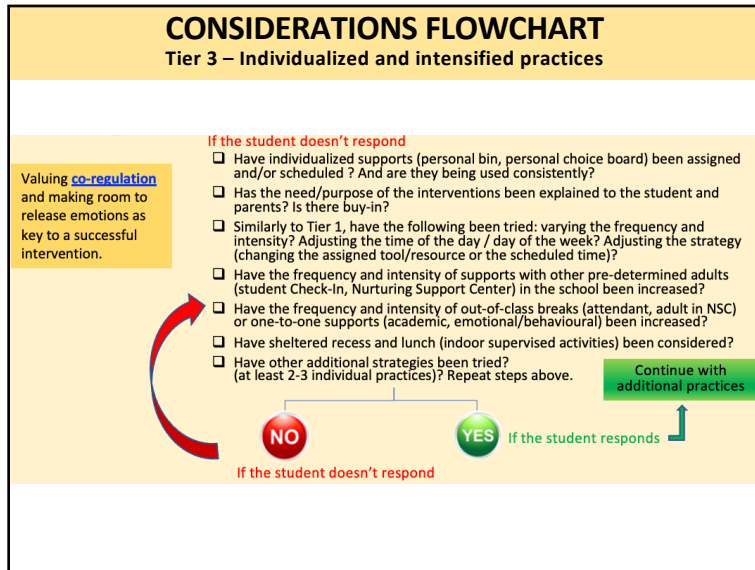
## TIER 3 – INDIVIDUALIZED Practices

with the help of Support Staff and/or Professionals

1. Personalized measures for the physical and social set-up of the learning environment
2. Personalized attachment practices to soften the students' defenses
3. **Systematic daily check-ins and end-of-day recap with a significant adult**
4. Strong adult posture during challenging circumstances
5. Personalized structures and routines for further consistency and predictability
6. **Alternate classroom entrance and exit time**
7. Assigned preferential seating, alternate seating/workstation
8. Formal Student Action Plan with personalized support measures (academic, emotional, and behavioural needs)
9. Personalized one-to-one scheduled time for movement breaks in the NSC
10. Personalized one-to-one resource support
11. Personalized one-to-one emotion interventions and opportunities for emotional release (Emotions Room)
12. Personalized one-to-one adapted schedule in another pre-determined supervised location with an assigned individual bin (NSC)
13. Personalized one-to-one accompaniment during transition times (buses, hallway, recess, lunch, daycare)

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

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- ### TIER 3 – INDIVIDUALIZED Practices
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- <https://www.cebmmember.ca/tier-3-individualized-practices>

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### TIER 3 – INDIVIDUALIZED Practices

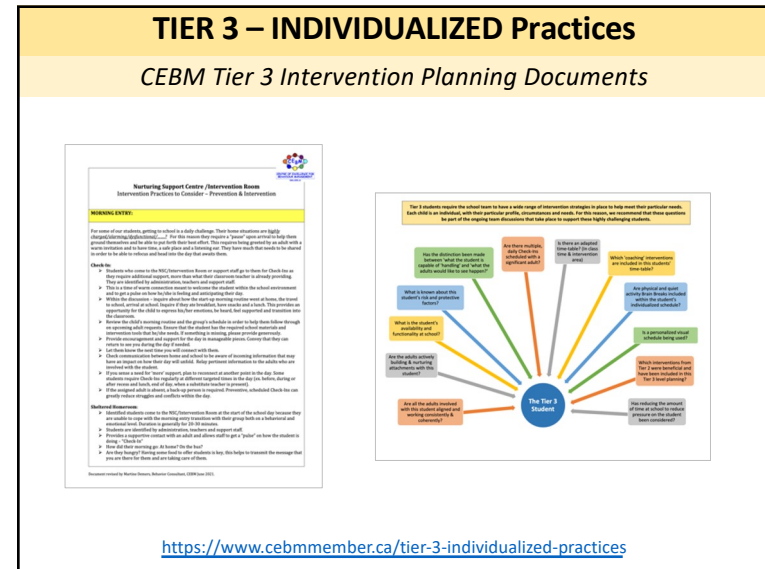
*Are there any specific considerations around the use of alternative spaces (Emotions Room, NSC)?*

CEBM has written detailed documentation on the purpose and use of the Nurturing Support Center (NSC) and Emotions Room.

There are certain fundamentals and requirements that must be considered in order to ensure that these support measures are functioning in the way they were designed.

- Understanding and buy-in of the mandate and philosophy behind these support measures (for administration, staff, and parents)
- How these support measure fit into the bigger picture (Pyramid of Interventions)
- Role, vision, and leadership of the school administrator
- Space, staffing, budget for furniture and materials
- Commitment to professional development and to staff meetings to follow up on space, staff, and student progress
- Etc.

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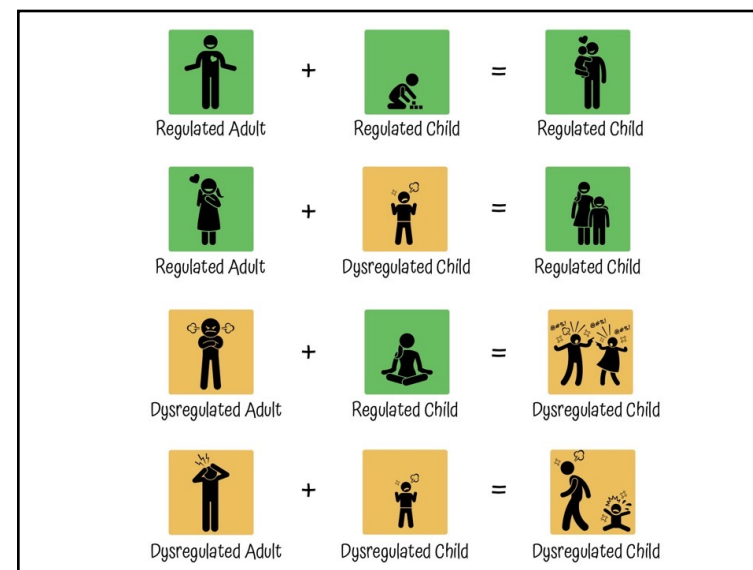
### TIER 3 – INDIVIDUALIZED Practices

*How do the adults intervene when a student is dysregulated ?*

Reminding ourselves that:

- Students are not as receptive when upset (it affects the auditory processing – they cannot attend to what we are saying – hyperfocus on body language and tone)
- Adults don't do their best work in crisis intervention (being mindful of our own stress level)
- Therefore our main objective during these situations is to establish safety and aiming not to do harm – it's not time to make headway in the incidents
- We must work around the incidents, to be more effective, by:
  - ✓ Setting up preventive and proactive support measures (having the student explore and discover what works and doesn't work for them when they're available and connected to us)
  - ✓ Creating or adjusting the student action/safety plan for future events
  - ✓ Collecting data for analysis, establishing patterns, and gathering new insight which might help us adapt the plan to better fit the student's needs and challenges.

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### Examples of de-escalation techniques

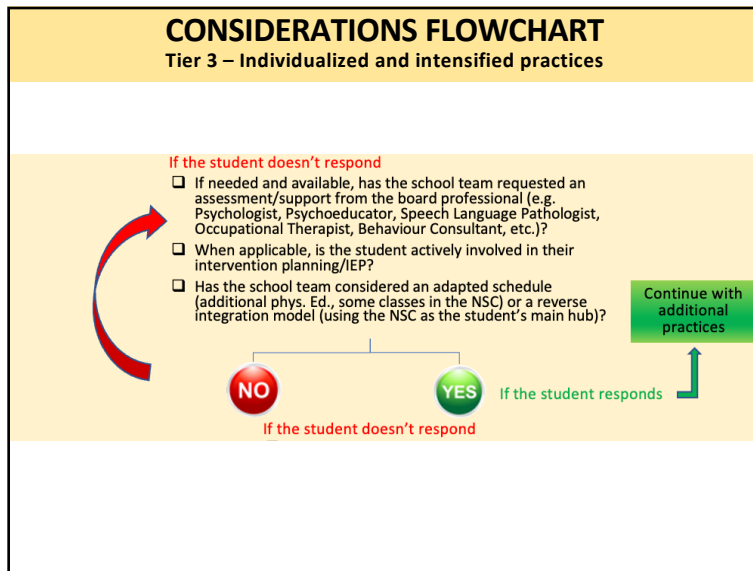
- Removing any audience. If possible, taking the student for a walk or accompanying them to a safe and private space.
- Honouring the student's personal space (needing to consider individual differences in terms of tolerance for physical proximity).
- Being mindful of our verbal, non-verbal and paraverbal cues (e.g., triggering language, tone/volume of voice, speech rate, body positioning, facial expression, sudden gestures, walking fast towards the student, etc.)
- Being aware of our level of stress, affect, emotional intensity, and type/level of energy reflected.
- Avoiding intense eye contact (this can feel quite threatening to some students). Sitting side-by-side or standing at an angle can help with this.
- Demonstrating active listening; reducing the amount of talking and allowing for moments of silence.
- Being empathetic and non-judgmental; focusing on the emotion(s) experienced by the student rather than their behaviour.
- Offering support or a pause; trying to accommodate and reassure the student.

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### Examples of de-escalation techniques

- If possible/available, providing a space for them to let off steam.
- Avoiding getting caught in a power struggle, anticipating potential refusal from the student and perceiving their challenging questions/comments as needing to vent.
- Moving away from trying to teach a lesson or reason with the student, especially when their behaviour appears erratic and irrational.
- Setting simple, concise, and realistic limits by offering options/alternatives in a supportive manner; being careful to not overload with too many directives.
- Allowing time for decision making and choosing wisely what is insisted upon.
- Coming alongside the student's frustration, by naming and validating it.
- Sometimes, using humour, when appropriate, can be helpful to diffuse the situation.
- Not taking it personally; being careful to not overreact (lenses and mirrors).
- Having another adult support or step in if the situation is not defusing.

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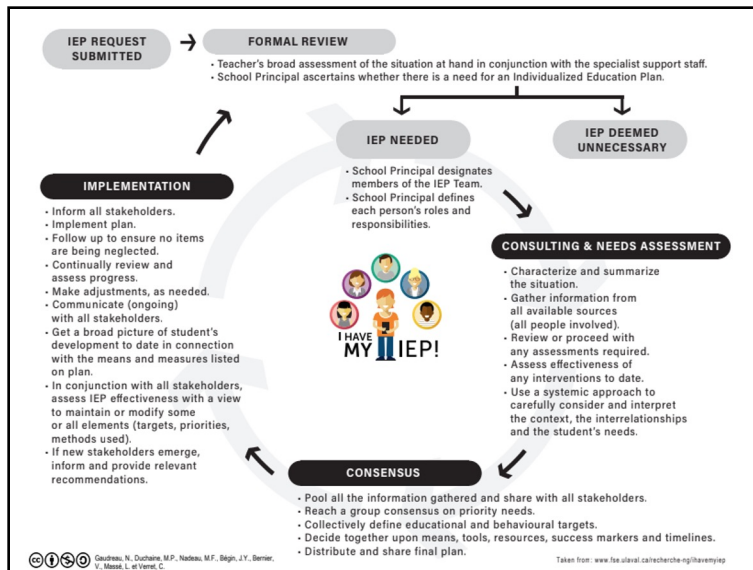
### TIER 3 – INDIVIDUALIZED Practices

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

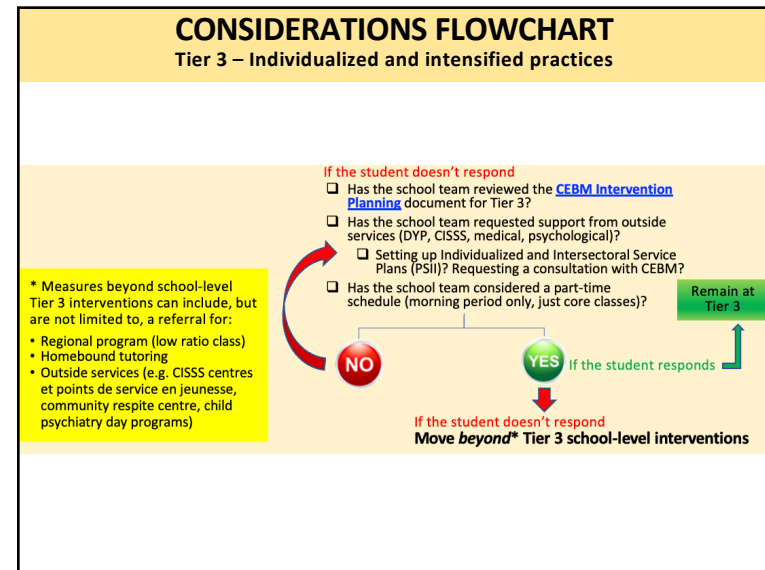
Keep in mind that the answer to this question may vary from case to case:

- 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 to the classroom to:
  - observe the student and see which are strategies in place
  - check if any of the interventions can be further tweaked or changed
  - suggest whether there's a need for possible evaluation(s)
  - 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

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### TIER 3 – INDIVIDUALIZED Practices

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

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.

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