

ELEMENTARY: 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 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.

Continue with additional practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Has there been further communication with the student and parents to figure out the roadblocks?
- ❑ 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 at Tier 1

NO

YES

If the student responds

If the student doesn't respond

Move to targeted Tier 2 Interventions

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

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.