


# CEBM Pyramid of Interventions: Tier 2 explained

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## TIER 2 – TARGETED Practices

**K4-K5**


Learning Through Play



**Elementary**



**Secondary**

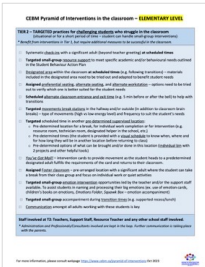


<https://www.cebmmember.ca/pyramid-of-interventions>

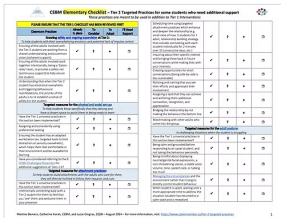
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## TIER 2 – TARGETED Practices

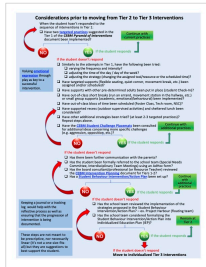
### List of practices



### Checklist



### Considerations



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

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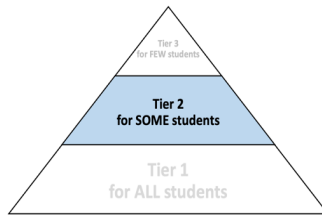
## What is the purpose of a Tier 2 targeted approach?

- To preventively provide targeted supports to students who are at risk for developing more serious challenges, which would overtime require intensive and individualized support if not answered.
- The support provided at Tier 2 may involve small-group interventions where the number of students participating would depend on the grade level and specific student needs.
- Targeted measures can also be provided to students on an individual basis, where supports are strategically assigned and/or scheduled for the student upon their needs, challenges, and individual differences.
- Tier 2 supports can be applied as a short-term plan, on a more intensive basis, in order to answer to a particular objective

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

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## Tier 2 measures are meant to build onto Tier 1 supports



Keep in mind that ALL students benefit from Tier 1 practices, even those who need additional support

Tier 2 supports, these are meant to be complimentary and need to be put into place as an add-on to Tier 1, not as a replacement

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

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## Identifying students for Tier 2 supports

- Tier 2 refers to the practices and systems that enable targeted interventions for some students (**approx. 10-15% of students**).
- Students should be considered for Tier 2 measures if they are not adapting well to their environment with Tier 1 supports alone.
- Another element to consider is whether the student seems to benefit from a small-group setting for certain tasks and activities.
- Before moving to Tier 2, it is important to ensure that Tier 1 practices are being implemented as planned, and that all considerations at that level of support have been reflected upon.

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

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## Key fundamental elements of Tier 2 supports

- Using a **proactive approach** where support measures are assigned and scheduled **preventively** rather than waiting for problems to arise to address them
- Increasing the adult accompaniment, **being intentional** in the setup of the environment, and being mindful of the **adult posture/approach** to match the targeted needs and challenges of the students
- Assigning a **significant adult** (in addition to the homeroom teacher) to support the student through check-ins and other targeted measures

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

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## Key fundamental elements of Tier 2 supports (cont'd)

- Selecting tools and support measures that **match the student's targeted needs**, challenges, and individual differences
- Providing ample **opportunities for practice** in times when the student is **regulated, receptive and engaged** with the adult accompanying them
- Ensuring that the student has reserved blocs of time for **scheduled breaks**
- Engaging the parents/caregivers to **increase collaboration** and improve communication
- Monitoring the student's progress to help inform practice (**relying on data** informed decision making)

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

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### Examples of Tier 2 small-group supports (3-5 students)

In the classroom	In alternate settings	In the schoolyard
<ul style="list-style-type: none"> <li>- Small-group <b>instruction</b> while the whole group is doing <b>activities by stations</b></li> <li>- Peer <b>tutoring</b> in dyads</li> <li>- Small-group projects where there are <b>differentiated assignments</b></li> </ul>	<ul style="list-style-type: none"> <li>- Small-group targeted supports for <b>emotional and social development</b> (e.g. role playing, team building activities, etc.) – during recess, lunch, or class time (lead by Support Staff)</li> <li>- Small-group targeted supports for <b>academics</b> (lead by Resource Teacher)</li> </ul>	<ul style="list-style-type: none"> <li>- Dividing the <b>schoolyard into sections</b> to offer a variety of games and activities that cater to different needs and interests (keeping in mind our Tier 2 students)</li> <li>- Small-group targeted supports for <b>emotional and social development</b> (e.g. structured outdoor games and activities) – during recess, lunch, or class time (lead by Support Staff)</li> </ul>

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

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### TIER 2 – TARGETED Practices during transitions

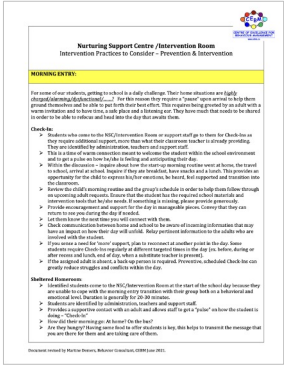


Structured small-group games and activities accompanied by an adult.

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

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### TIER 2 – TARGETED Practices during transitions



Targeted support measures for transitions:

- Targeted small-group activities during class time
- Supported Recess
- Extended Recess
- Support Lunch

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

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### Examples of Tier 2 targeted supports for individual students

- Check-ins with a significant adult
- Designated area within the classroom at scheduled times
- Assigned preferential seating, alternate seating/workstation
- Alternate classroom entrance and exit time
- Movements break stations in the hallway (in addition to classroom brain breaks)
- Scheduled time in another pre-determined supervised location (You've Got Mail, Foster classroom)

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

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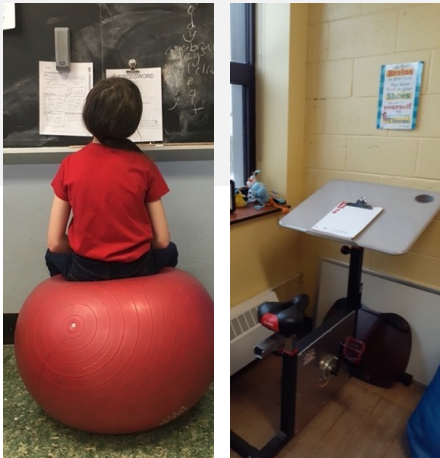
**Student "Check-In"**



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

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**Flexible Seating and Work Station ASSIGNED to the student**



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

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**Scheduled Movement Station**



<https://www.cebmmember.ca/physical-outlet-movement-station>

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**Quiet corner SCHEDULED for the student**



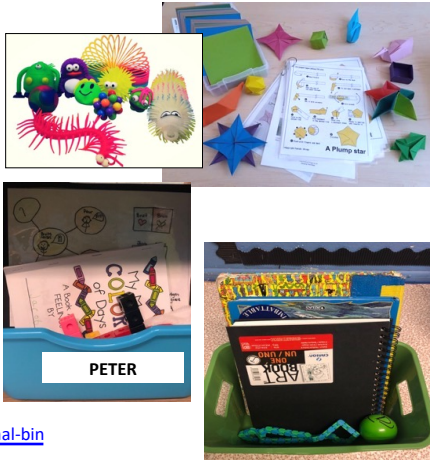
<https://www.cebmmember.ca/tier-2-targeted-practices>

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## INDIVIDUAL BIN

Contains

- activities to engage the student if they need a moment of respite
- less demanding educational work
- can be easily transported to another location or another room



<https://www.cebmmember.ca/personal-bin>

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## The need for individual visual schedules at Tier 2

- At Tier 2, students may require an individual visual schedule, especially if they have reserved blocs of time in their daily schedule for breaks and other targeted supports (e.g. small-group targeted support for emotional and social development, or for academics, in an alternate setting).
- Having a visual schedule can help the adults minimize their talking and rather let the tool provide the structuring, which helps with students who have the instinct to resist and oppose adult directives, prompts and reminders.
- To increase the success of the use of the visual schedule, the adult needs to sit down with the student and explain the purpose of the schedule, how they will use it, where they will put it, etc.

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

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## Student Challenges Placemats



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

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## 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
<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> <p><a href="https://www.cebmmember.ca/practices-in-the-classroom">https://www.cebmmember.ca/practices-in-the-classroom</a></p> <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>	<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> </ul> </li> <li>Information is being given 'too much too fast' – student struggles to process</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 stuckness</li> <li>Adverse family conditions</li> <li>Learning difficulties</li> <li>Diagnosed conditions</li> <li>Hypersensitivity, hyposensitivity</li> <li>Sensory issues, ASD                             <ul style="list-style-type: none"> <li>Too loud – echo in gym, cafeteria, unstructured time</li> <li>Too much visual stimulation</li> </ul> </li> </ul>	<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> <li>Make the relationship contingent on performance</li> </ul> </li> </ul> <p>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></p>
<b>In the School/On the Playground:</b> <ul style="list-style-type: none"> <li>Invasive 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 destroys 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> <p><a href="https://www.cebmmember.ca/practices-outside-the-classroom">https://www.cebmmember.ca/practices-outside-the-classroom</a></p> <ul style="list-style-type: none"> <li>Set-up and use Physical Movement Stations – Inside and Outside</li> <li>Use 'You've Got Golf' to have the student leave the group for a short break for a quiet or physical movement break.</li> <li>Visit to Foster Classroom – provide a break from the classroom                             <ul style="list-style-type: none"> <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> </ul> </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                             <ul style="list-style-type: none"> <li>Orchestrate the schedule to 'divide &amp; conquer' clusters of students who struggle together</li> <li>skelbeted recess and/or sheltered lunch in a predetermined location – small group</li> </ul> </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                             <ul style="list-style-type: none"> <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>Introduce sensory materials</li> <li>Create a personalized tool kit that will support student's efforts in expressing and managing his/her emotions</li> </ul> </li> <li>Share information with other members of the school team, including daycare team</li> </ul>	<p>Suggestions to help big emotions come out:</p> <p><b>Pre-set schedule for:</b></p> <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>Additional outdoor time</li> <li>Additional physical education classes</li> <li>Assign a job within the school – recycling – tearing 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>

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### USING TIME AWAY INSTEAD OF TIME OUT

1. Sending the student **TO SOMEONE** with a “task”:
  - a book, an envelope, You’ve Got Mail! system
    - ✓ Another adult – Counsellor, Support worker, secretary
    - ✓ Nurturing Support Centre
2. Sending the student to an alternate location whole preserving their dignity:
  - ✓ Foster Class
  - ✓ Nurturing Support Center (or other Oasis type rooms)
3. Ensuring the student knows that the **relationship is still intact** and follow up with them upon their return.

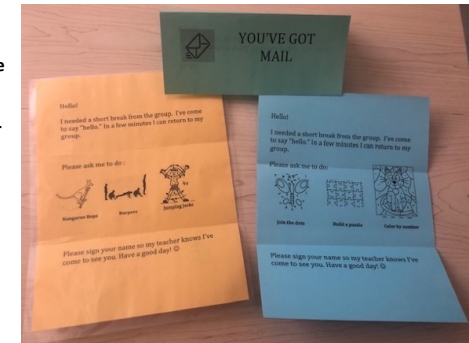
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### “You’ve Got Mail” Transition with a Destination

“You’ve Got Mail” letters provide something tangible for a student to hold as they head to a pre-determined destination for a short period of time.

Two types of letters are available:

- Active movement
- Quiet activity



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

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### Foster Classroom

- Predetermined classroom for students who require this intervention
- Work station with work tools awaits incoming foster student
- Student is informed of this intervention, location is shown in advance
- Student comes with work from his/her classroom
- Student is informed on how and when he/she will return to class



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### Matching the right supports to answer to the student’s needs

- It is important that tools and support measures are matched to the student’s needs, challenges, and individual differences.
- Not all tools are made equal (e.g. type of flexible seating, type of sensory tool, energy level of a movement activity, etc.)
- Scheduled time needs to set up with a specific objective in mind (e.g. check-in, movement break, designated area, break in an alternate location, etc.)
- Matching the right supports required to try a range of tools and support measures and proceed through a trial-and-error process.
- The exploration and experimenting helps the student discover themselves and become more self-aware of their needs, triggers and individual differences.

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

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### Monitoring progress at Tier 2

- Progress monitoring Tier 2 supports should occur frequently and in various aspects of the student’s day (during class time, transitions, etc.).
- At this level of support, a student would benefit from having:
  - ✓ a [student active prevention plan](#)
  - ✓ as well as perhaps a [student safety plan](#), if needed
- In the student active prevention plan, there is also a section reserved for student follow up and progress monitoring.
- These plans would permit the adults involved to be on the same page about the student’s needs, challenges, individual differences, as well as the priorities to consider in terms of supports in place.

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

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### 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

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

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### Student Preventive Action Plan

STUDENT ACTIVE PREVENTION/SAFETY PLAN (giving priority to prevention) – In Elementary TEMPLATE DOCUMENT

Student name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 School/Board: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Student's needs/challenges/triggers	Specific objectives* related to the needs/challenges/triggers	Best practices/approaches** related to the objectives	Selected tools/support measures related to the practices
Plan B for a difficult time or activity		Plan B for a difficult day	

\* The objectives are meant to be anchored in the adult posture and the selected support measures to scaffold/compensate for the needs and challenges.  
 \*\* The practices are meant to be preventive/proactive rather than waiting for the problem to arise to intervene. The division of adult roles and responsibilities must be clearly defined.

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

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### Student Safety Plan

STUDENT ACTIVE PREVENTION/SAFETY PLAN – In Elementary TEMPLATE DOCUMENT

Student name: \_\_\_\_\_ DOB: \_\_\_\_\_  
 School/Board: \_\_\_\_\_ Grade Level: \_\_\_\_\_ Homeroom Teacher: \_\_\_\_\_

Student stress level	Observable signs	Adult posture and practices suggested	Adult posture and practices to avoid
When the student is regulated, engaged, and receptive			
When the student appears to be tense, annoyed, or frustrated			
When the student's stress response or frustration level is activated and beginning to escalate			
When the student's stress response has fully escalated and is disorganized. No longer receptive towards the adult.			
Post-intervention – Following an active out episode			

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

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### Suggestions to ease Tier 2 implementation

Here are some steps to make this actionable within a school setting:

- ✓ Tier 2 measures should be pre-designed, scheduled, and require low effort for teachers or interventionists to support.
- ✓ Schools need to allocate resources (i.e. time, staff, and materials) to targeted interventions at the beginning of the year so there are no surprises.
- ✓ School teams must know how and when to access or apply for targeted supports.

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### Considerations prior to moving on to Tier 3 individualized intensive support

Prior to moving on to Tier 3, CEBM suggests to consult the following documents to make sure all elements have been covered:

- ✓ the CEBM [Tier 2 checklist](#)
- ✓ as well as the [Tier 2 considerations](#)

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

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

**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 → Continue with additional practices  
YES If the student responds → Continue with additional practices

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

**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 → Continue with additional practices  
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 → Remain at Tier 2  
YES If the student responds → Continue with additional practices  
NO If the student doesn't respond → Move to individualized Tier 3 Interventions

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## Conclusion

- Although Tier 1 universal supports should be a standardized practice throughout all schools, Tier 2 targeted measures also need to have their own place in accompanying students, as they are a powerful tool when used correctly and consistently.
- Not only does the presence of Tier 2 measures help minimize the overuse of intensive individualized resources, but also reduce the number of students who fall into exacerbated behaviours due to the lack of well-adapted supports.
- Keep in mind that some of the keys to successful Tier 2 targeted measures are to pre-plan, to be intentional in the selection and implementation, and to follow up to ensure all is going according to the plan.

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

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## Centre of Excellence for Behaviour Management

[www.cebm.ca](http://www.cebm.ca)



THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)

Welcome to our site! As a support to the 10 English School Boards of Quebec, the CEBM aims to enable boards and their staff to find developmentally friendly and trauma informed interventions that are effective in helping students who are struggling with behavioural challenges in the school setting.

**CEBM RESOURCES CENTER**  
Framework for Student Support

Make sure to visit the CEBM **RESOURCES CENTER** (formerly known as the member's section)  
<https://www.cebmmember.ca>

\* It can also be accessed from the menu bar at the top right of this webpage.

Also visit the CEBM Resource Center

<https://www.cebmmember.ca/>

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