



Tier 1 Universal Practices for the whole group – **ELEMENTARY**

Classroom practices	Examples
Being intentional in the <u>physical and social set-up</u> of the learning environment to benefit the students' focus and sensory experience.	Being mindful about lighting and visual decor, clutter-free, storing away nonessential items, well-organized space, clear sections, labeling/colour coding, thought-out seating chart, desk configuration, having clear passageways, etc.
Embodying a <u>strong adult posture</u> as well as a caring leadership, focusing on managing the circumstances that impact the students rather than attempting to control their behaviour.	Conveying a strong/confident yet warm/caring stance and leadership, being careful about befriending, responding to needs and establishing limits/boundaries and helping them feel safe and taken care of.
Actively <u>greeting and engaging</u> students individually and as a group by favouring proximity, building relationships, and creating a positive classroom climate.	Greeting students at the door, special handshake, using their names, taking interest in students' lives, highlighting points in common, circulating in the room, making sure of having students' attention prior to giving instructions, being generous on providing materials when needed, activities that foster a sense of safety, belonging and inclusion (e.g. class meetings, group projects), cooperative school-home relationships.
Well established <u>structures and routines</u> , that are clear, explicit and predictable, as well as classroom supports for learning. Notifying students, when possible, of any changes in routine, such as special activities and teacher absences.	Morning arrival, homework/assignment turn-in trays with labels, taking turns speaking, independent work time & asking for help, transitions and moving in the classroom, borrowing materials, clean-up, line-up, end-of-day departure, etc. Examples of classroom supports: shared agenda for the day, shared learning goals for the period, memory aids, visual supports for learning, task management checklists, time management tools, etc.
Explicitly introducing and modeling the <u>classroom expectations</u> , using visuals and play to cue desired behaviors, providing options adapted to the student's needs to help them be more successful.	Through stories, chants, role-playing, games, etc. Examples of visuals: poster of classroom expectations, visual calendar, hand signals for common requests, etc. Having a community basket of supplies from which students borrow versus borrowing from classmates and disrupting them.
<u>Pedagogical flexibility, inclusive practices</u> , and support measures optimizing focus and engagement in learning tasks. Adapting the activities to suit these varying needs and being flexible in our expectations.	Variety of seating options/work stations, technological aids, variety of pedagogical resources and tools, privacy panels, variety of instructional delivery methods, visual aids, acknowledging neurodiversity.
Opportunities to explore and work on <u>cross-curricular development</u> , as well as build <u>emotional</u> and <u>social development</u> by modeling ways of releasing, expressing, naming, and recognizing emotions.	Activities (done individually, in a dyad, or as a group) to explore and experiment around the concepts of stress management, adopt effective work methods, communication, cooperate with others, problem solving, conflict management, etc. Emotion cards, children's books and games on emotions, puppets, emotional creative art activities, etc.

Consult [CEBM Tier 1 Checklist](#) for more examples.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-1-universal-practices>

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<p><u>Alternate seating and workstation</u> options. Some students focus/retain better when switching postures – needs to be introduced and modeled as a supporting tool.</p>	<p>Providing different items to sit on or sit in, different locations within the classroom for students to work:</p> <p><u>Seating options</u>: yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, bean bags, etc.</p> <p><u>Workstation options</u>: standing table, working on the floor with a clipboard, task clipped to a magnetic wall surface, low table sitting on cushions, etc.</p>
<p><u>Individual quiet-time activities</u> for students to access during transition times, when they have finished work, when they need a break or a reset.</p>	<p>Variety of paper-crayon activities, fine motor activities, and individual quiet 1-person games (e.g. sketching, mandalas/coloring pages, Search’N Find, mazes, connect the dots, find the differences, puzzle, Rush Hour, Tipover, Hoppers, etc.)</p>
<p><u>Classroom designated area</u> for students to retreat when a break is needed or to manage emotions – materials included need to be introduced and modeled as a supporting tool.</p>	<p>Quiet corner with a tent or a large cardboard box, including support tools (e.g. noise cancelling headset, breathing aids, sensory tools, calming nature scenes, books, emotion cards, meditation shape finger drawing cards, mazes, etc.)</p>
<p><u>Brain break activities</u> to help students expend pent-up energy, with a variety of high-level and low-level energy activities to suit all student needs.</p>	<p><u>High-level activities</u>: desk drumming, fitness drills, <i>Just Dance</i>, <i>Go Noodle</i>, <i>Boks</i> Fitness program, Simon Says game, etc.</p> <p><u>Low-level activities</u>: yoga, stretching & breathing exercises, reading a fun story, telling jokes, riddle challenge, charades, mazes, etc.</p>
<p><u>Emotional release activities</u> to be done with the whole group or with smaller groups, when emotion rises in the classroom – this includes an emotional literacy component to help students identify and name emotions.</p>	<p><u><i>Inside Out Handbook</i></u> by Hannah Beach with activities like the ‘Draw the Music’, and the ‘Frustration Monster’, etc.</p>
<p>Involvement in <u>community projects and activities</u> to help increase students’ engagement and their sense of community and belonging.</p>	<p>Community puzzle, quilt, weaving project, mural, Lego wall, marble maze building, etc.</p> <p>Interest/social clubs, sports teams, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.</p>
<p><u>Outdoor opportunities</u> to allow students release and reset, to help increase focus and productivity.</p>	<p>Organizing active games, free play, building and creating activities, safe/supervised outdoor risk-taking play. Can also be for fun learning and exploring activities (e.g. reading stories, measuring objects, scavenger hunt, etc.)</p>
<p>Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.</p> <p>* Parents are informed of measures in place prior to moving on to Tier 2 practices. Please refer to the list of considerations prior to moving on to the next tier of support.</p>	

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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.