Behavioural Pyramid of Intervention Student: Starting Date: Case Modified Tier 3 Suspension Conferences day Problem Peer/group Buddy Big Buddies/ Interest Go Girls **TRC** solving problem Little Buddies inventories Class meeting solving Psych Warning of Restorative Hangin With Behaviour suspension, referrals, SIW justice the Guys/ in-school OT, contract Girls' World models suspension Tier 2 specialists BB/BS Targeted Meeting with parents, admin, Behaviour SD. ESST. Mentoring small group student, support worker and Guidance plan referrals possibly outside assistance Program sessions ESST Referral / Behaviour Coach Involvement Celebrate Reinforcement "Cool off" Cool down Guidance Rewards/loss Detentions -Classroom of positive Ballots referral of privileges noon, recess meeting walks jobs models Letter to Problem Whole class Whole class Time Behaviour Peer Proximity solving, reward system about how wasted/time guidance buddy helpers incentives they should peace table served session behave Tier 1 Positive non-Behaviour Seating/ Discussion Academic TRIBES Parent Goal tracking/data contingent between Activity room neetings/calls assistance setting collecting/ABC reinforcement, student & (Targeted) changes chart praise - verbal teacher/team Classroom Cues for Practice Reduced Verbal Reteaching expectations Time out behaviour routines Rainbows recess/lunch (red, yellow, green) (prompts) determined warnings behaviours again by students Social Interaction Impairment Language difficulties provide clear expectations and rules for behaviour □use Comic Strip Conversations (Gray, 1994) to □teach (explicitly) the rules of social conduct teach conversation skills related to specific problems ■teach the student how to interact through social stories, teach appropriate opening comments modelling and role-playing teach student to seek assistance when confused □educate peers about how to respond to the student's teach conversational skills in small group settings disability in social interaction teach rules and cues regarding turn-taking in Duse other children as cues to indicate what to do

- conversation and when to reply, interrupt, or change the topic
- use audio-taped and video-taped conversations
- ■explain metaphors and words with double meanings
- encourage the student to ask for an instruction to be repeated, simplified, or written down if he does not understand
- pause between instructions and check for understanding
- limit oral questions to a number the student can manage
- watch videos to identify non-verbal expressions and their meanings

Poor Concentration

- provide frequent teacher feedback and redirection
- break down assignments
- ☐ use visual organizers, semantic mapping, and outlining
- provide timed work sessions
- ☐reduce homework assignments
- ☐seat at the front of the classroom
- ☐use non-verbal cues to get attention

- □encourage co-operative games
- □provide supervision and support for the student at breaks and recess, as required
- use a buddy system to assist the student during nonstructured times
- ☐teach the student how to start, maintain, and end play
- teach flexibility, co-operation, and sharing
- teach the students how to monitor their own behaviour
- □structure social skills groups to provide opportunities for direct instruction on specific skills and to practice actual events
- ■teach relaxation techniques and have a quiet place to go to relax
- model and practice appropriate personal space

Academic Pyramid of Intervention Student:						
Tier 3	Modified Program EA School Psychologomy Consultant Program Consultant Program	al		Starting Date	e:	
Tier 2	Justified Accommodation of Formative Asssessment Tutoring Cone-on-One Support ESST Referral	Support				
Tier 1	Differentiation Chunking Work Peer Suppo	rt	Project Based Learning	Shared Learning	Benchmarking	Proximity
	Strategy Groups Extra Time Learning Targets Essentia Outcome	Teacher Conferencing	Modelling	Data Walls	Home Links	Self- Assessment Activities
	Seating arrangement Reduced nu questions FM System Extra time f	time for project completion	Technology Assisted Learning	Parent Contact	Inquiry Based Learning	Weekly Formative Assessment
	Tutoring/Peer Helper Access to co	ocation for testing	Re-Writes	Formative Assessment	Targeted Intervention	Small Group Support
	Monitor attention (signals) Simplified directions Adjusted expectation for length of assignments Reduced reading level materials Extra time for tests Teacher select key questions on tests Blank visual orgainzer provided with test Manipulatives		Mid Term Reports	Goal Setting	Big Buddy Support	
	Written directions read to student Evaluation	directions read to student Evaluation of special projects only				
Notes:						