

Behavioural Pyramid of Intervention

Student: _____

Tier 3

Case Conferences	Modified day	Suspension		
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Starting Date: _____

Tier 2

Interest inventories	Buddy Class	Peer/group problem solving	Problem solving meeting	Big Buddies/ Little Buddies	Go Girls	TRC
SIW	Psych referrals, OT, specialists	Behaviour contract	Warning of suspension, in-school suspension	Restorative justice models	Hangin With the Guys/ Girls' World	
BB/BS Mentoring Program	SD, ESST, referrals	Guidance	Behaviour plan	Targeted small group sessions	Meeting with parents, admin, student, support worker and possibly outside assistance	

ESST Referral / Behaviour Coach Involvement

Tier 1

Reinforcement of positive models	Celebrate Ballots	Guidance referral	"Cool off" walks	Cool down jobs	Rewards/loss of privileges	Detentions - noon, recess	Classroom meeting
Time wasted/time served	Whole class guidance session	Behaviour buddy	Peer helpers	Proximity	Problem solving, peace table	Whole class reward system - incentives	Letter to themselves about how they should behave
Parent meetings/calls	Positive non-contingent reinforcement, praise - verbal	Academic assistance	Seating/ room changes	Discussion between student & teacher/team	Goal setting	Behaviour tracking/data collecting/ABC chart	TRIBES Activity (Targeted)
Time out	Reduced recess/lunch	Practice routines again	Cues for behaviour (red, yellow, green) (prompts)	Rainbows	Verbal warnings	Reteaching behaviours	Classroom expectations determined by students

Language difficulties

- use *Comic Strip Conversations* (Gray, 1994) to teach conversation skills related to specific problems
- teach appropriate opening comments
- teach student to seek assistance when confused
- teach conversational skills in small group settings
- teach rules and cues regarding turn-taking in 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

Social Interaction Impairment

- provide clear expectations and rules for behaviour
- teach (explicitly) the rules of social conduct
- teach the student how to interact through social stories, modelling and role-playing
- educate peers about how to respond to the student's disability in social interaction
- use other children as cues to indicate what to do
- 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 unstructured 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

