

Intervention Continuum

In the Classroom	Outside the classroom When previous interventions have been done and behavior continues or increases.	At the Office
<ul style="list-style-type: none"> ✓ Greeting students individually (reconnecting after a time of separation – morning, recess, lunch, class with a specialist) ✓ Eye contact – addressing by name ✓ Collect the group prior to giving instructions – establish and implement listening ritual. Apply consistently. ✓ Verbal cue – reminders, reiterating original request. Ensure time for processing. ✓ Increase physical proximity to students ✓ Provide preferential seating for students who require close proximity to adults to attend fully ✓ Acknowledge behaviors of others to encourage the student to follow through on request ✓ Recognize and acknowledge ‘small steps’ of positive behavior and progress ✓ Encouragement to continue/solicit their good intentions ✓ Talk to the student (individually) – offer choice, e.g. different work station within the classroom, different seating option ✓ Acknowledge and validate the child’s emotions when incidents occur ✓ Provide support for what was not understood by the student ✓ Make use of the Quiet Corner/Designated Area in the classroom to have a break, time to tune in to their emotions, re-center themselves and then return to the group. ✓ Use of ‘Brain Breaks’ - as a group to help provide a ‘pause’ when students struggle to stay focused on task. Can also be done individually, with a basket of selected resources just outside the classroom or with a stationary bicycle or treadmill. ✓ If behavior continues offer choice of going to work in a Foster Classroom (pre-established) or in the Nurturing Support Centre (if one is present in your school). ✓ Use parachute pass to take a 5-min break for a walk, a drink of water or provide an ‘out of class movement break’ with interoffice mail requiring a signature from an adult. 	<ul style="list-style-type: none"> ✓ Check-In – Any staff member can provide this support. Warm time of connection to help a student integrate into their school day. Provides them with an opportunity to express their emotions and have support for potentially challenging moments in their day. ✓ Establish ‘Safe Places’ (destinations) when a student takes flight from the classroom. Emphasize that for safety they need to be supervised at all times. Having a few places in the school is often beneficial. ✓ Kinesthetic Pathway/Movement Breaks – Additional movement opportunity, outside the classroom, in the hallway (in a predetermined section) with supporting materials. Provides students with movement break to help them get energy out and then refocus when they return to class. ✓ <u>Departure from the classroom</u> – <ul style="list-style-type: none"> (1) Move to Foster Class (pre-arranged location) <ul style="list-style-type: none"> ✓ Student is assigned a predetermined place to sit and complete his work (work station). The goal is to provide supervision and that it not be disruptive to the receiving teacher and their group ✓ Parents are informed by teacher that this intervention strategy is prepared for their child and will be used to help them when needed. ✓ Child may be involved in a quiet activity, read a book or attempt their work in this different environment. ✓ When child is calm, the teacher will give the okay to return to his/her group. (2) Move to the Emotions Room (room set-up for safe emotional expression) <ul style="list-style-type: none"> ✓ A safe place where a student can express their big emotions, under adult supervision, without risk of repercussion. ✓ A private context where a child’s dignity is preserved. ✓ When the student is calm he/she may return to class or to the Nurturing Support Centre if more time and intervention are required. (3) Move to the Nurturing Support Centre (if one is present in your school). <ul style="list-style-type: none"> ✓ Provide support and intervention based on the students’ needs – emotional, behavioral and academic challenge presented ✓ <u>Second attempt in class</u> – if behavior resurfaces, the “In the classroom” interventions are worked through again. However, if there is need for a second removal from class the student will not return to class that day. <ul style="list-style-type: none"> ✓ The office is informed – the principal will be asked to support the teacher’s interventions and the student ✓ A decision will be made as to where the student will remain for the remainder of the day. This will be dependent on attitude, behaviors and level of responsiveness to adult interventions. ✓ Parents are informed by the principal (or staff assistant if principal is away) ✓ Tracking when a student is sent to a Foster Class and to the office on a regular basis. ✓ Intervention at the end of the day – solicit their good intentions to demonstrate appropriate behavior and language in class the following day (<i>‘Can I count on you to stay in class, do your work and use your words if you become upset?’</i>) 	<ul style="list-style-type: none"> ○ Tracking of the visit - including notes ○ Meeting with teachers following intervention with a student at the office. Review what unfolded, share interventions implemented, and communication with parents if this was deemed required. ○ The Team Lead referral document is completed to collect data and to inform the MDT team in Complementary Services. Specific services are requested based on individual needs. ○ With the student: <ul style="list-style-type: none"> ○ Time is given to calm down ○ Acknowledge and validate the child’s emotions when incidents occur ○ When calm they are engaged in a conversation to explain what unfolded ○ Consequence (if deemed necessary) is discussed with the teacher, then delivered to the student ○ Solicit their good intentions to demonstrate appropriate behavior and language when they return to class that day or the following day. (<i>‘Can I count on you to stay in class, do your work and use your words if you become upset?’</i>) ○ If a suspension is warranted it will be announced by the principal ○ Principal informs the parents when a suspension is given – phone call with a letter providing a detailed description ○ The student is informed of the content of the letter being sent home ○ Professionals from RSB working with this student and from outside agencies are informed that this student has been suspended for inappropriate behaviors and duration of the suspension. ○ Parent meetings most often follow suspensions to help establish a fresh start with a clear Plan of Action. ○ Check-ups are done following incidents and suspensions in order to monitor progress and challenges. ○ When situations continue to be difficult and challenging - team meetings are held to further discuss and decide interventions based on progress and/or challenges. It is key that all adults working with the student are informed of changes and decisions regarding interventions being implemented. ○ Some very challenging situations (e.g. numerous suspensions, repeated acts of violence, repeated explicit inappropriate language) may warrant meetings at RSB with the MDT team members, parents and professionals from social service agencies. Special individual intervention strategies will be decided upon to help the student re-integrate the school milieu. Following these meetings, the school team will be informed of the plan and how it will be implemented. Daily and weekly follow-up discussions will take place to monitor how the re-integration is unfolding. Further meetings will take place, as needed.

