

B.A.S.E. Interventions

For individual Children – and occasionally for the whole class

This table of possible interventions is designed to support the Child Study process in schools. Each list represents a digest of potential strategies teachers engaged in Child Study have come up over the past five years. When supporting children who are experiences challenges, we find that it is important to consider all aspects of the child’s development as a whole, as Behavioral challenges are frequently linked to academic, social and emotional difficulties. Moreover, unresolved difficulties are almost always linked to skills that the child has not yet mastered. Therefore, the BASE Table aims to link difficulties directly with learnable skills.

<p style="text-align: center;">Behavioral/Physical</p> <p style="text-align: center;"><i>These interventions help children develop skills in inhibition and cognitive flexibility</i></p>	<p style="text-align: center;">Academic</p> <p style="text-align: center;"><i>These interventions help children develop skills in concentration, working memory, phonemic awareness, number sense, and logic</i></p>
<ul style="list-style-type: none"> ▪ Sensory break- gross motor, fine motor ▪ Yoga ball or cushion seat ▪ Parent feedback sheet/journal ▪ Word or gesture for redirection ▪ Use of a chewing object- jewelry, pencil tip, necklace, bracelet ▪ Carrying a scarf or tactile object ▪ Weighted vest ▪ Assigned table as home base ▪ Notice progress, no matter how slow, and specifically share what you saw ▪ Dance/freeze/pulse/freeze with music ▪ Individual work – yoga mat to use with pose or movement cards ▪ Breathing exercises ▪ Sensory Walks 	<ul style="list-style-type: none"> ▪ Timer ▪ Check in with an adult ▪ Present material to younger child ▪ Repeat the same work throughout the week ▪ Choose work before entering the class or choose work in the afternoon for the next day and leave out with name card ▪ Work buddy ▪ High interested/ motivated specific work ▪ Use blank index cards to record lessons as they are introduced and secure with a ring. Children can reference when choosing work. ▪ Offer a consistent image or key word to aid retention for letter sounds ▪ Daily, quick reviews of sounds, words, numbers, shapes, continents etc. (letter and word rings are especially helpful)
<p style="text-align: center;">Social</p> <p style="text-align: center;"><i>These interventions help children develop skills in empathy, responsibility, and collaboration</i></p>	<p style="text-align: center;">Emotional</p> <p style="text-align: center;"><i>These interventions help children develop skills in self-regulation, trust, and compassion</i></p>
<ul style="list-style-type: none"> ▪ Classroom job ▪ Running an errand ▪ Adult buddy ▪ Grace and Courtesy role playing ▪ Virtue words lessons ▪ Lunch buddy- peer or younger student ▪ Show and Tell/Presentations ▪ Small group lessons to practice taking turns ▪ Singing to the class ▪ Guide children in moving away from situations they don’t like (self-care for child, cognitive flexibility) 	<ul style="list-style-type: none"> ▪ Positive/predictable language ▪ Explicitly teach coping skills ▪ Emotional picture cards ▪ Calm space ▪ Create a book with child as the main character ▪ Zen garden/Peace Table ▪ Labyrinth walk ▪ Humor and fun together ▪ Grace and courtesy that specifically addresses self-regulation and compassion, e.g. how to wait your turn, how to comfort a friend, how to offer an apology