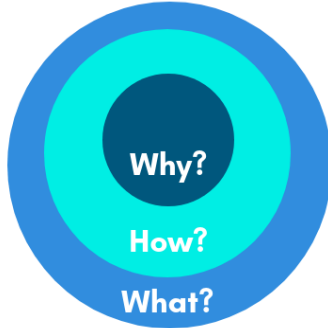


CEBM Pyramid of Interventions: What about Support Staff?

Catherine Korah, CEBM coordinator
Zarina Fernandes, RSB Special Needs Support Technician
October 18, 2024

1

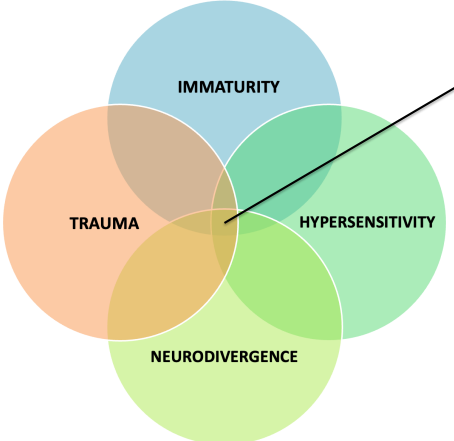
Start with the WHY



- **WHY** = the reasons behind our plan of action (what we 'see' and understand will inform us on where to go from here)
- **HOW** = the process by which we achieve our goals (**considerations**)
- **WHAT** = the concrete **practices** to get the results we are looking for

2

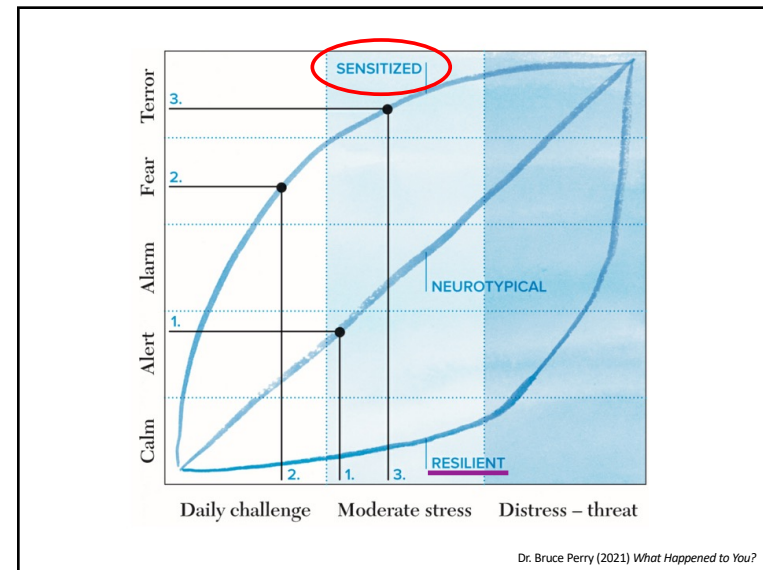
The students who need our support the most



Otherwise, it can lead to:

- A reactive stress response (overwhelm)
- Sensory overload
- Defenses
- Emotional stuckness
- Difficulty adapting
- Difficulty connecting to adults
- Peer orientation

3



4

When it's TOO LATE

When we're expecting dysregulated student to...

- ask for help
- take a break (by themselves)
- go to the calming corner (on their own)
- access and use their coping strategies (independently)

When we're at the point of..

- applying conventional disciplinary strategies (ultimatums, threat, loss of privileges, etc.)
- sending the student out of class / to the office (detention, suspension, expulsion)
- using de-escalation strategies
- resorting to restraints and isolation

5

Brain needs SAFETY to grow

Judgment last to develop

The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:

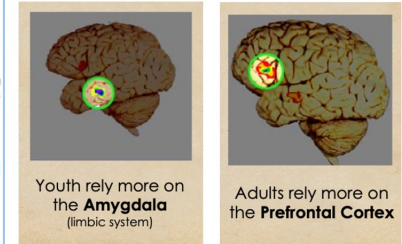
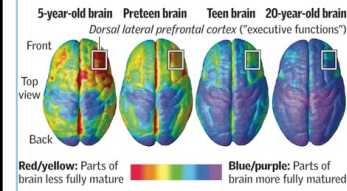


Image from the National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

6

SAFETY is the starting point

What does safety mean? – It's when...

- the brain is at rest and not sensing any 'danger'
- in the presence of a warm and nurturing adult (that can be trusted) – who's not using separation-based discipline
- connected – sense of belonging
- feeling fulfilled when basic needs are met
- feeling supported at their level (developmentally appropriate, well-adapted to individual differences)
- the environment is adapted to their sensory needs (not triggering or overstimulating)
- there's coherence and predictability

7

Neuroception

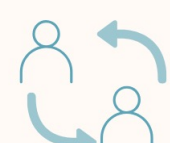
describes the neurobiological mechanisms involved in perceptions of safety, danger or life threat from



Inner World



Outer World



Between Relationships

8

SAFETY is the starting point

- Reaching a sense of safety and emotional well-being doesn't stem from the neo-cortex (thinking brain) nor from the pre-frontal cortex (executive functioning)
- It is rooted in the **primitive brain** (instincts) and in the **limbic system** (emotions)
- Therefore, safety and well-being is achieved through **setting up conditions** (in prevention, rather than in crisis management)

9

CEBM Pyramid of Interventions in prevention (setting up the right conditions)

10

CEBM Pyramid of Interventions

K4-K5

Learning Through Play

Elementary

Secondary

<https://www.cebmmember.ca/pyramid-of-interventions>

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List of suggested measures in the classroom

Tier 1 Universal	Tier 2 Targeted	Tier 3 Individualized
<p>CEBM Pyramid of Interventions in the classroom - ELEMENTARY LEVEL</p> <p>Tier 1 - Universal practices for all students in the classroom</p> <p>Learning Through Play</p> <p>Targeted group interventions</p> <p>Individualized practices</p> <p>Staff involved in Tier 1, Tier 2, and Tier 3 interventions</p>	<p>CEBM Pyramid of Interventions in the classroom - ELEMENTARY LEVEL</p> <p>Tier 2 - Targeted practices for challenging students who struggle in the classroom</p> <p>Targeted group interventions</p> <p>Individualized practices</p> <p>Staff involved in Tier 2, Tier 3, and Tier 4 interventions</p>	<p>CEBM Pyramid of Interventions in the classroom - ELEMENTARY LEVEL</p> <p>Tier 3 - Individualized practices for highly challenging students who struggle in the classroom</p> <p>Individualized practices</p> <p>Staff involved in Tier 3, Tier 4, and Tier 5 interventions</p>

<https://www.cebmmember.ca/pyramid-of-interventions>

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Tier 1 Checklist

Classroom Practices	Already In place	To Consider	To Adopt	I'll Need Support
Physical and social set-up of the learning environment: Being intentional with the setup of the space to benefit the students' focus, engagement, and sensory experience				
Being mindful about lighting and visual clutter	✓	?	+	□
Setting up a clutter-free environment	✓	?	+	□
Storing away nonessential items, limiting access to some materials	✓	?	+	□
Setting up a well-organized space using colour codes and labels to help student find information	✓	?	+	□
Having clear sections in the room	✓	?	+	□
Finding ways to minimize distractions and noise in the room	✓	?	+	□
Having a thought-out furniture/desk configuration	✓	?	+	□
Creating space between furniture to allow for social	✓	?	+	□
Having a thought-out seating chart	✓	?	+	□
Making community work and academic tools easily accessible	✓	?	+	□
Involving a strong adult partner: To help students develop a sense of safety and belonging				
Governing a strong/conflict-free, yet warm/caring, stance and leadership	✓	?	+	□
Being careful about befriending students	✓	?	+	□
Establishing clear limits/boundaries	✓	?	+	□
Managing the circumstances rather than trying to control directly student behaviour	✓	?	+	□
Contact and inform parents regularly	✓	?	+	□
Being open to materials when needed	✓	?	+	□
Ensuring that the adult is calm and grounded before responding to an upset student	✓	?	+	□
Acting with kindness when intervening and keeping the students' wellbeing in mind	✓	?	+	□
Clearly adjusting when things don't go as planned	✓	?	+	□

Actively greeting and engaging students:	✓	?	+	□
<i>By favouring proximity, building relationships, and creating a positive classroom climate</i>				
Putting a welcome sign on the door	✓	?	+	□
Greeting students at the door (special handshake or ritual)	✓	?	+	□
Using students' names	✓	?	+	□
Taking interest in students' lives	✓	?	+	□
Highlighting points in common	✓	?	+	□
Discussing in the room to monitor student progress and provide feedback	✓	?	+	□
Using a variety of ways to capture students' attention (rhythmic sounds, chants, clapping, singing, calling out)	✓	?	+	□
Making sure of having students' attention prior to giving instructions	✓	?	+	□
Having students repeat instructions back to teacher	✓	?	+	□
Recommending consistently with students after each separation/time of transition (break, lunch, play, etc.)	✓	?	+	□
Entrusting students with specific responsibilities	✓	?	+	□
Acknowledging the day's successes	✓	?	+	□
Planning some time for fun outside of the classroom context	✓	?	+	□
Planning time for fun outside of the classroom context	✓	?	+	□
Organizing activities that foster a sense of safety, belonging and inclusion (e.g. class meetings, group projects)	✓	?	+	□
Contact and inform parents regularly	✓	?	+	□
Well established classroom structures and routines: To create consistency and predictability				
Introducing and explaining the classroom structures and routines at the beginning of the school year	✓	?	+	□
Using a daily visual schedule, which is well visible for the students	✓	?	+	□
Having a clear and explicit morning arrival or transition routine	✓	?	+	□

<https://www.cebmmember.ca/tier-1-universal-practices>

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List of suggested measures during transitions

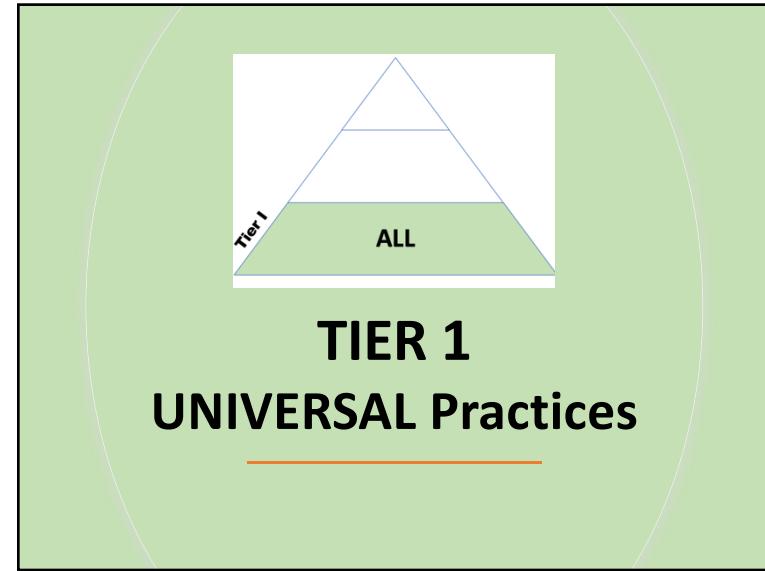
Transitions	1 st level interventions	2 nd level interventions	At the Office
Preventive Strategies for Transition Times (derived at school, across, lunch, end of Day time-off)			
<i>With proper implementation of first and second levels of interventions</i>			
ARRIVAL AT SCHOOL To help students settle in and adjust to the school environment	Preventive strategies • Arrive at school early • Schedule activities in the yard • All classes are welcome at the school and have their own space to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	OUTDOOR Prevention suggestions • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	At the Office • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision
TRANSITION OUT OF CLASSROOM To help students transition out of the classroom	Preventive strategies • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	INDOOR Prevention suggestions • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	At the Office • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision
TRANSITION INTO CLASSROOM To help students transition into the classroom	Preventive strategies • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	INDOOR Prevention suggestions • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	At the Office • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision
END OF DAY TIME OFF To help students transition out of the school	Preventive strategies • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	INDOOR Prevention suggestions • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision	At the Office • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision • Have a designated area for all classes to play with good supervision

<https://www.cebmmember.ca/practices-during-transitions>

14

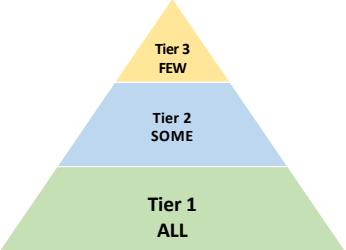
- ### What are the fundamentals?
- Having a **systemic** and **proactive** approach. Not waiting for problems to arise in order to deal with them.
 - Giving priority to **prevention** (when student is open and receptive) and to fulfilling the primary needs of students (safety, belonging, feeling, rest, play).
 - Considering the **adult response** in the equation and making room for **reflective practices**.
 - Making sure the adults are aligned in terms of expectations and share a **common vision**.
 - Relying on the strength of **teamwork**, by supporting each other, sharing the weight and responsibility of challenging students, and empowering one another.
 - Ongoing **communication** with one another so all involved are in the 'know' and on the same page.

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Tiers 2-3 building onto Tier 1



- ALL students benefit from Tier 1 practices, even those who need additional support.
- When action plans require revision, it is necessary to take a step back and reevaluate support measures in places at all 3 tiers.

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Tier 1 universal practices – during class time

<https://www.cebmmember.ca/tier-1-universal-practices>

How **support staff** can get involved at Tier 1 (for the whole class group):

- As a supporting cast to the teacher – being an extra set of eyes to monitor the group - help model the measures to the students
- When needed and relevant, supporting the teacher in:
 - cultivating a sense of belonging (class meetings, class discussions, team building activities, etc.)
 - animating brain breaks or emotional release activities.
 - facilitating activities to build emotional literacy and to model the use of body language/facial expression to convey emotions.

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Classroom examples at Tier 1

- Greeting and bridging to the next time or day (following teacher’s model or your individual model)
- Noticing the small details the teacher missed (providing encouragement, support, and guidance)
- Giving reminders (e.g. raising your hand, taking out supplies) to students (verbal or non-verbal gestures)
- Building rapport (getting to know personal information; family life, hobbies etc.)
- Observing (individual needs and differences, patterns, dislikes, and challenges)
- Provide feedback to teachers (suggestions, observations)


19

Actively greeting and engaging students

Helping students develop a sense of belonging

Some of the key suggestions:

- Using students’ names
- Taking interest in their lives beyond school
- Inquiring about their specific interest and bringing these back in future conversations to show you’ve paid attention
- Highlighting points in common to help build a rapport



<https://www.cebmmember.ca/tier-1-universal-practices>

20

Embodying a strong adult posture

Helping students develop a sense of safety



Some of the key suggestions:

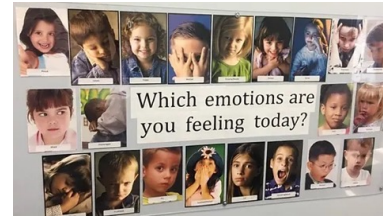
- Providing a strong yet caring leadership
- Not befriending students
- Establishing clear limits/boundaries
- Being calm and grounded before responding
- Adjusting when things don't go as planned
- Managing the circumstances and the environment rather than trying to directly control student behaviour

<https://www.cebmmember.ca/tier-1-universal-practices>

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Emotional development - Elementary

Helping students build the language of the heart



BEING CAREFUL WITH LABELS THAT 'SHAME' EMOTIONS

Offering a variety of ways to accompany emotions:

- Recognize
- Name
- Play out

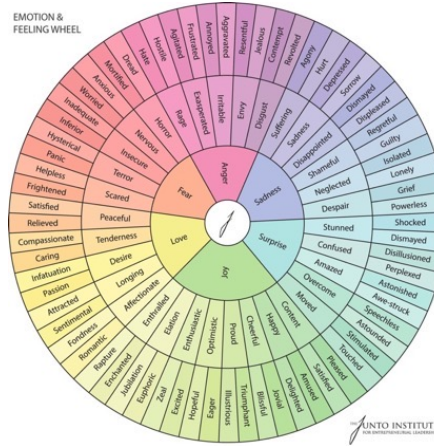
Through pictures, stories, puppets, role playing, creative arts, etc.

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Emotional development - Secondary

Going beyond the focus on self-regulation:

- Emotion awareness (requires a sense of safety to 'feel' our emotions)
- Matching the right word to the emotional experience
- Discovering through co-regulation which tools, materials, and strategies are beneficial



23

Classroom designated area

Providing options to students when they need respi



Some of the key suggestions:

- Introducing and explaining the expectations (when, where, how) around the use of the designated area at the beginning of the school year
- Offering a variety of support materials in the designated area (noise cancelling headset, breathing aids, sensory tools, calming nature scenes, books, emotion cards, etc.)

<https://www.cebmmember.ca/cocoon-area>


24

Brain-break activities

Helping students level-up or level-down energy

Some of the key suggestions:

- Regularly modeling, throughout the school year, what needs to happen during brain-break activities
- Offering a variety of high-level energy brain breaks (desk drumming, fitness drills, Just Dance, Go Noodle, Boks Fitness program)
- Offering a variety of low-level energy brain breaks (yoga, stretching & breathing exercises, telling jokes, riddle challenge, charades)

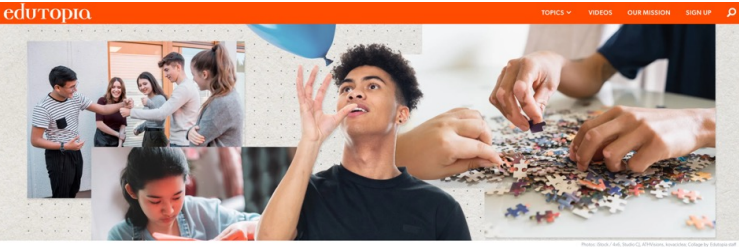


<https://www.cebmmember.ca/brain-break-activities>

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Brain-break activities - Secondary

Helping students level-up or level-down energy



<https://www.edutopia.org/article/17-brain-breaks-tailored-for-high-schoolers>

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Tier 1 universal practices – during transitions


<https://www.cebmmember.ca/practices-during-transitions>

How **support staff** can get involved at Tier 1:

- Getting ready for the transition: Prep time (arriving ahead of time to prepare materials/equipment or discuss with adult)
- Reminders of expectations, time, and what's next.
- Animating structured activities
- Introducing and modeling how to play games
- Supporting conflict resolution
- Taking the opportunity to build rapport (talking, playing, watching & encouraging)

27

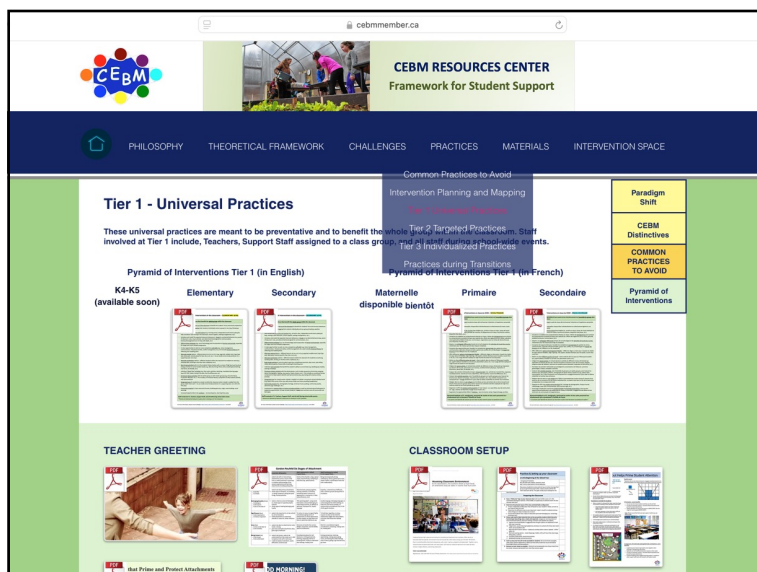
TIER 1 – UNIVERSAL Practices during transitions – indoor recess



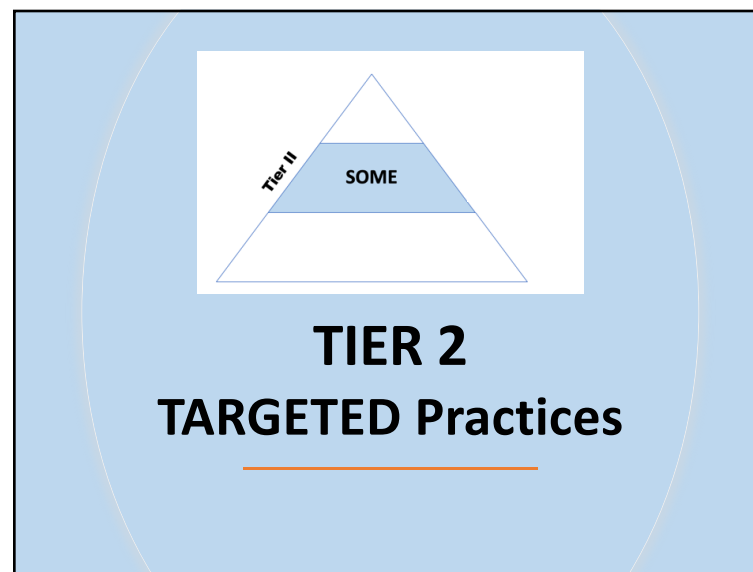
Indoor Recess Activities - Kindergarten		Indoor Recess Activities – Cycle 2	
1. Simon Says	2. Musical Chairs	1. Musical Chairs	2. Simon Says
3. Freeze Dance	4. Red Light, Green Light	3. Freeze Dance	4. Red Light, Green Light
5. Hopscotch	6. Jump Rope	5. Hopscotch	6. Jump Rope
7. Balloon Pop	8. Paper Plate Toss	7. Balloon Pop	8. Paper Plate Toss
9. Beanbag Toss	10. Ring Toss	9. Beanbag Toss	10. Ring Toss
11. Paper Airplane	12. Paper Plane Race	11. Paper Airplane	12. Paper Plane Race
13. Paper Plate Race	14. Paper Plate Toss	13. Paper Plate Race	14. Paper Plate Toss
15. Paper Plate Toss	16. Paper Plate Race	15. Paper Plate Toss	16. Paper Plate Race
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<https://www.cebmmember.ca/practices-during-transitions>


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What does a student at Tier 2 typically look like?

- Tier 2 refers to approx. 10-20% of the student population
- They require further support than Tier 1 universal practices
- They can have emotion overwhelm which results into behavioural manifestations
- They do better in a small-group and in a more structured environment (especially during unstructured times – recess/lunch)
- Their success in the classroom increases when certain targeted support measures are assigned or scheduled for them (ex. flexible seating, designated area, check-ins, etc.)
- They benefit from having breaks outside of the classroom (movement station in the hallway, You’ve Got Mail system, Foster Class, Oasis/NSC)

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Tier 2 targeted practices during class time or transitions

How **support staff** can get involved at Tier 2 (for some students in a small-group set-up or on a one-to-one basis):

- Implementing student **check-ins** upon need.
- Supporting the teacher in introducing and modeling the use of **tools/materials**, which have been assigned to the student.
- Being involved in the scheduling of **breaks** and what happens during those breaks.
- **Animating small groups** during recess/lunch, or that have been pulled out during class time (for social development, emotional development, respite, etc.)
- **Creating materials** (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.

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Examples in the classroom or in alternate locations at Tier 2

- Alternate workstations or areas (hallway, class corner, surf desk)
- Tools (privacy folder with memory aids, timers, alternate seating)
- [IEP kit](#) (bin of tools readily available to them)
- Responsibilities within the classroom
- Foster Class (with significant teacher)
- Scheduled work times with resource teacher or technician in Oasis/ NSC
- Breaks (sensory, quiet, physical outlet)
- Set up transitions for success

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Attachment practices at Tier 2

- Intentionally connecting with students at Tier 2 for them to feel that you 'see' them and welcome them in your presence
- Scheduling time using targeted attachment practices which enhance and deepen the relationship:
 - Small ratio of max. 5 students for 1 adult, relationship building strategy that includes
 - 2x10 strategy (connecting with each student individually for 2 minutes over 10 consecutive days)
- Inquiring about their specific interest and bringing these back in future conversations while making links with your interests
- Noticing and naming that you see their efforts and appreciate their involvement

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Adult posture at Tier 2

- Understanding that when a student at Tier 2 is overwhelmed emotionally, which results in behavioural manifestations, the first step and priority of the adult should be to re-establish a **sense of safety** for the student (whether by managing the circumstances/environment, or by co-regulating with the student)
- Being calm and grounded before responding to an upset student, and not taking the behaviour personally
- Being mindful about displaying neutral/gentle facial expressions, a non-threatening stance, a stable voice volume, tone, speech rate, or talking too much
- When student is upset, waiting until a more appropriate time to address the situation (student has returned to a calm state and is receptive)

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Student check-in



<https://www.cebmember.ca/tier-2-targeted-practices>

Click [HERE](#) to download the CEBM Check-In bookmark

"Check-in" Prevention & Intervention	End of Day "Wrap-Up" Prevention & Intervention
<p>Who does the "Check-in"?</p> <ul style="list-style-type: none"> It is to done by any staff member Staff should be assigned students with whom they will do daily "check-ins" If an assigned adult is absent, a back-up needs to replace in order for the student to continue to receive the intervention support <p>Who receives the "Check-in"?</p> <ul style="list-style-type: none"> Students who require additional support and "Check-ins" more than what their classroom teacher is already providing Students who struggle with meeting school, have challenging family situations and/or experience difficulty managing their emotions <p>What do we mean by a "Check-in"?</p> <ul style="list-style-type: none"> It's a time of warm connection where you want to welcome the student to school and get a pulse on how they are anticipating their day A positive responsive contact with an adult that can help the student manage their day if they are anticipating struggles ahead <p>What do I need to ask?</p> <ul style="list-style-type: none"> How did your morning go at home? On the bus? Have they eaten breakfast? Do they have all their supplies for the day? Do they have their lunch? If something is missing, please help to provide what is needed. <p>How can I help them aim in the right direction to start up their day?</p> <ul style="list-style-type: none"> Have a copy of the student's class schedule Make sure someone which requests in a positive manner by reviewing what is coming up ahead <p>Checking Home-School communication is very important</p> <ul style="list-style-type: none"> The source of necessary information that there have on the student that will benefit Relay pertinent information to the adults who are involved with the student. <p>What's the best way to "wrap-up" our conversation?</p> <ul style="list-style-type: none"> Provide encouragement and support for the day in manageable pieces If you sense a need for "more" support, plan to reconnect at another point in the day After each check-in of the student's emotional state - be affirming, support the student together! <p>Time "Check-in" students on VPE</p> <ul style="list-style-type: none"> Let them know the next time when you will connect with them. 	<p>Who does the "Wrap-Up"?</p> <ul style="list-style-type: none"> Primarily the person who has done the "Check-in" in the morning It can be done by anyone consistently Ensure that information is transferred from the student to the adults working with him/her and vice versa <p>Who receives the "Wrap-Up"?</p> <ul style="list-style-type: none"> Students who require additional support and "Wrap-Ups" more than what their classroom teacher is already providing Students who struggle to organize themselves and become overwhelmed with end of day transitions <p>What do we mean by a "Wrap-Up"?</p> <ul style="list-style-type: none"> A short time to reflect on different aspects of the day Relay name and address issues that occurred Provide support to resolve issues, relay information to adults to work through transitions for what did not work during the day Double check that they have all their required materials for the evening (in: Lunch box, agenda, homework, etc.) <p>What do I need to ask?</p> <ul style="list-style-type: none"> How was your morning, class time, etc? Break down the day in segments. Ask open questions that will encourage them to reflect and share What was the "highlight today"? How did you manage the transitions? Do you need the help of our adult with you? What went well today? What did you enjoy most? What do you need to get done for tomorrow? Do you have the materials you need to complete the task? <p>Important things to keep in mind</p> <ul style="list-style-type: none"> Help students find the words to name their frustrations and/or how they're feeling We are not in "fix-it" mode as an expert. Naming and reporting are key elements in processing challenges. Providing our support helps students believe in themselves and makes them taking risks in their learning and social interactions <p>What's the best way to "wrap-up" conversation "full circle"?</p> <ul style="list-style-type: none"> "Did to hear _____ went well today." "I have your eye with _____" Replay the time that you are not together, putting the focus on your next point of connection. Transition to a new day, look forward to seeing you _____, name when and where _____ Give them a "High-5" or the pump, wish you best, smile, as a point of connection and encouragement!

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Student check-in

- Enquiring how the student is feeling and anticipating their day – any particular concerns:
 - How did their morning go at home? On the bus?
 - Do they have all their supplies for the day?
 - Enquiring whether the student has eaten breakfast – has snacks and a lunch
- Engaging the student through their interests
- Acknowledging the day's successes

** Ensuring the pertinent information collected during check-ins is being relayed to the other adults working with and supporting the student*

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Student Challenges Placemats at Tier 2

<https://www.cebmmember.ca/tier-2-targeted-practices>

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Accompanying students with the use of the tools and materials

Introduce	Introduce the materials. Explain and model how they are intended to be used. Make sure students understands it's a tool and not a toy.
Explore	Have students explore their own needs and preferences.
Structure	Set up parameters and clear expectations around the What-When-Where and for how long.
Set up	Set up a corner in the classroom where the selected materials can be placed.
Safety	Students need to be reminded and coached to ensure safe use of the different tools and taking care of the materials at their disposal.

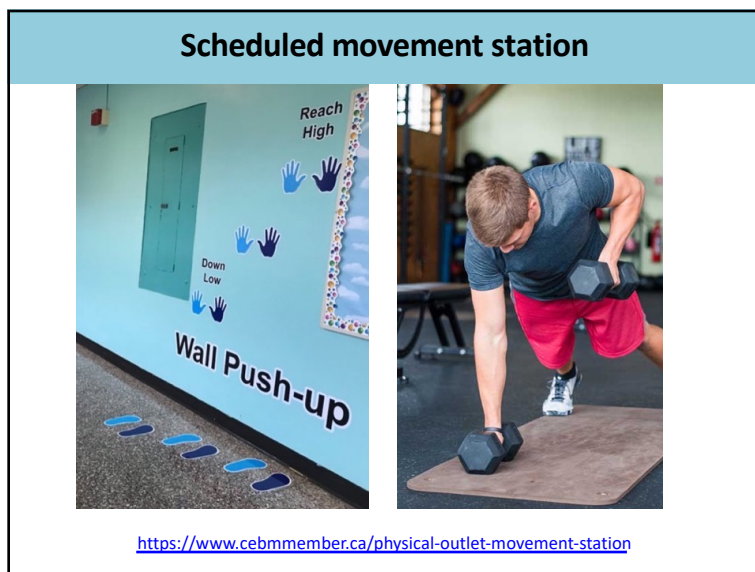
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Tools VS. Toys

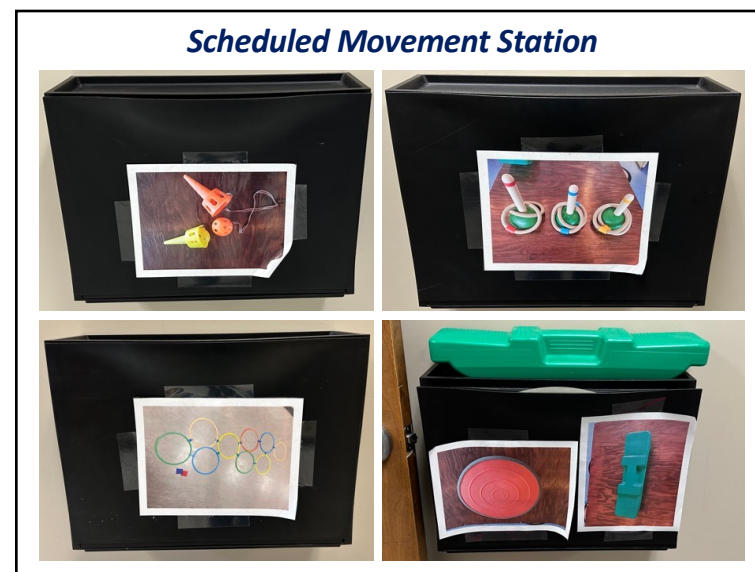
- TOOLS are meant to meet a specific need and to effect change, whereas TOYS are for pleasure and entertainment.
- Needs met include: movement, sensory input, energy level, motivation, focus/concentration, comfort, engagement, stress reliever, emotional release, respite, communication, time management, etc.

[Link to webinar recording](#)

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Emotional development at Tier 2

- Providing targeted small-group (2-4 students) opportunities for emotion development
- Providing a variety of ways to play out emotions (role playing, masks, puppets, etc.)
- Providing a variety of emotional creative art activities
- Providing a variety of tools to illustrate emotions (mirror, emotion cards, children's books, etc.)
- Providing a variety of tools and materials to discover body sensations (body silhouette, sensory box, etc.)
- Providing the context to help students 'experience' a comforting and calming feeling through the senses (e.g. play soft music, dim lighting, soft comfy textures, calming nature scenes, comforting scents, etc.)


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Social development at Tier 2

- Providing targeted small-group (2-4 students) opportunities for social development
- Using story books to accompany students in exploring a range of social situations
- Using games and activities to practice a range of social situations (LEGO, puppets, masks, role-playing, etc.)
- On a one-to-one basis, having the student replay challenging/triggering situations, as well as conflict faced, and helping them walk through it (LEGO, puppets, masks, role-playing, etc.)

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TIER 2 – TARGETED Practices
during transitions




Structured small-group (2-4 students) games and activities accompanied by an adult.

<https://www.cebmmember.ca/practices-during-transitions>

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Supported Recess




- Identified students are part of this intervention practice
- An adult meets them at a predetermined location (or collects them along the way)
- An area of the playground is **'reserved'** for the Supported Recess group
- Rules are explained, adult coaches, supervises the games and sportsmanship is encouraged

<https://www.cebmmember.ca/practices-during-transitions>

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Extended Recess

- Identified students meet the support staff 10-15 minutes prior to recess
- They are given additional recess time as it is deemed that they benefit with more time to expend their pent-up energy and release frustrations
- Prior to going outside, the student is coached with specific cues to help them do their best when playing and interacting with others when they come outside to play.




<https://www.cebmmember.ca/practices-during-transitions>

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Supported Lunch – in OASIS

EATING TIME:

- Some students require close supervision when they eat their lunch
- Coaching to stay in their place when eating, cleaning up their area prior to leaving, overall table manners
- Some require a location that is less noisy than a cafeteria, has less people and less smells



OUTDOOR PLAY TIME:

- When it comes to playtime, they're able to join the group

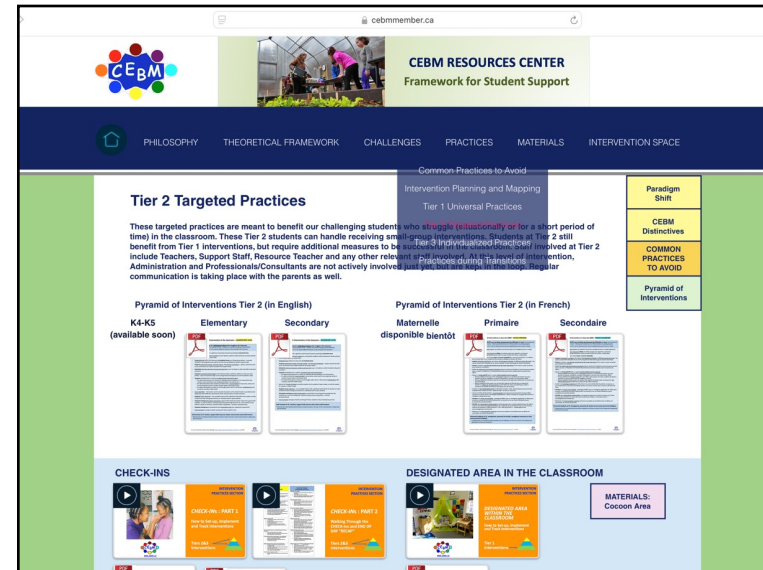
<https://www.cebmmember.ca/practices-during-transitions>

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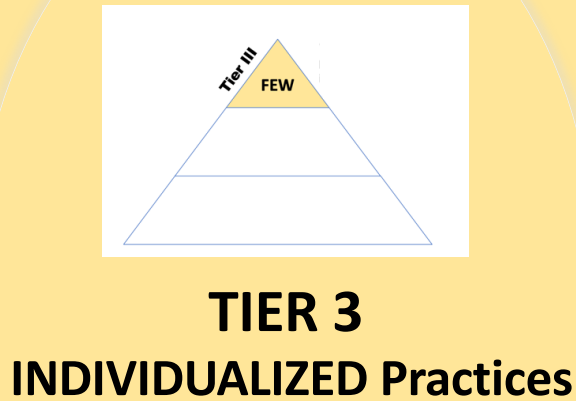
Examples for recess/lunch at Tier 2

- Adult proximity (being nearby for reporting)
- Time with ('walk and talk' side-by-side with adult to discuss conflict rather than time out)
- Monitor competitive games (be the referee or assign one)
- Give positive praise when you notice: sharing, compromising, inclusion, turn taking etc.
- Including a friend to sheltered recess/lunch
- Having a buddy system in place to support the transition

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What does a student at Tier 3 typically look like?

- Tier 3 refers to approx. 5-9% of the student population
- They require more intensified and personalized support than what Tiers 1-2 practices can provide
- They can have triggering dysregulated emotion which prevents them from being successful full-time in a classroom without individualized support
- They do better on a one-to-one basis, with a significant adult
- They benefit from having an adapted schedule where they spend blocs of time in alternate locations in the school, where they can have moments of respite, as well as opportunities to move and expend energy
- They require adult ongoing supervision during unstructured times (sheltered recess/lunch, progressive transitions)

** It's important to have a clear and explicit action plan or IEP for these students to help monitor their progress and ensure all adults involved have common information and are on the same page.*

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Tier 3 individualized practices
during class time or transitions

How **support staff** can get involved at Tier 3 (for few students on a one-to-one basis):

- Implementing student daily check-ins.
- Being involved in creating the adapted schedule and supporting the student in an alternate location (e.g. NSC) during those blocs of time.
- Introducing and modeling (while in the NSC) the use of tools/materials, which have been assigned to the student.
- Creating materials (visuals, checklists, get-ready-do-done, first-then, etc.) to support students with their executive functioning challenges.
- Supporting and collaborating with the teacher during debriefs (involved in the repair/recovery process)

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Examples in alternate locations at Tier 3

- Adapted or reduced workload
- Modified schedule (half days, blocks in class & out)
- Alternate recess/lunch time (with younger/older)
- Reverse integration (removed from class and visits for periods)
- Integration of specific plans provided by professionals (OT exercises, activities from art therapist, etc.)
- Prolonged morning transition/check-in (breakfast, activity, review of daily schedule)
- Having jobs around the school (carrying things, recycling)
- Working on special projects
- Extra gym class (joining another group)
- Being a helper (cleaning with janitor, reading to younger students)

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Attachment practices at Tier 3

- Deepening the attachment through one-to-one games and fun activities
- Having 'walk and talks' in the hallway or during recess (being side-by-side is less vulnerable)
- Compensating for the resistance and impulsivity by relying on the structures and routines rather than responding at the symptom level and triggering the student further
- If appropriate, using a humorous and playful approach to defuse and engage students in the face of challenging situations
- Bridging the relationship by not making the behaviour the bottom line
- Repairing the relationship from any fallout during incidents

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Adult posture at Tier 3

- Understanding that when a student at Tier 3 is triggered and dysregulated, they are not receptive to our interventions in the moment (must focus on establishing safety for all)
- Not being alienated by their behaviour and keeping the posture of a nurturing provider
- Being neutral, steady, and grounded when intervening and keeping the students' wellbeing in mind
- Backing away from conventional discipline and ultimatums, which may trigger the student further
- Relying on co-regulation, as well as [de-escalation](#) strategies if needed
- Relying on the power of teamwork to share the weight and responsibilities (this will help adults keep their posture intact)

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Examples of de-escalation strategies

- If possible/available, providing a space for them to let off steam.
- Avoiding getting caught in a power struggle, anticipating potential refusal from the student and perceiving their challenging questions/comments as needing to vent.
- Moving away from trying to teach a lesson or reason with the student, especially when their behaviour appears erratic and irrational.
- Setting simple, concise, and realistic limits by offering options/alternatives in a supportive manner; being careful to not overload with too many directives.
- Allowing time for decision making and choosing wisely what is insisted upon.
- Coming alongside the student's frustration, by naming and validating it.
- Sometimes, using a humorous and playful approach, when appropriate, can be helpful to diffuse the situation.
- Not taking it personally; being careful to not overreact (lenses and mirrors).
- Having another adult support or step in if the situation is not defusing.

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Student Action Plan

Student's needs and challenges	Overall goals	Specific practices and strategies	Selected measures, tools and materials

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Daily student check-in at Tier 3



Examples of items to look over at check-in point:

- Genuine touchpoint with the student (connect with them first, talk about their interests for a moment)
- Check their current emotional state - potential triggers (if any)
- Evaluate their capacity to be in class and their readiness to learn (do they have the necessary materials?)
- Remind them of their strengths to help them towards achieving their goals

<https://www.cebmmember.ca/tier-2-targeted-practices>

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SUPPORT AND COMPENSATE

**When?
Where?
With whom?**

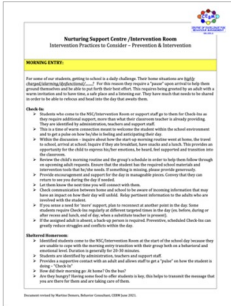
Work with your school team to change the circumstances rather than just trying to control or change the student.

Prevent problematic situations

- **Recess / Breaks**
 - ✓ With extra supervision
 - ✓ Organized activity
- **Hallways**
 - ✓ Away from other students
- **Bathrooms**
 - ✓ Under supervision
- **Lunch time**
 - ✓ In a quieter space
- **Substitute teacher**
 - ✓ Make introductions or
 - ✓ Have an alternate "person" the student can be with

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TIER 3 – INDIVIDUALIZED Practices during transitions



Personalized support measures for:


- Transitions/Hallway
- School yard
- Lunch time
- Daycare
- School bus

<https://www.cebmmember.ca/tier-3-individualized-practices>

61

Morning Entry – Sheltered Homeroom


- Identified students come to NSC/Intervention Room at the start of the day as they are unable to cope with morning entry routine in the class group - both on a behavioral and emotional level
- Staff help student navigate their day and anticipate struggles ahead
- Provide encouragement and support for the day in manageable pieces.
- Support staff informs teacher of student's emotional state – be allies, support the student together!



<https://www.cebmmember.ca/tier-3-individualized-practices>

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Sheltered Recess




- Identified students come to NSC/Intervention Room because they are unable to cope within large groups on a behavioral and emotional level
- Some students require this support a few days/week, while others require this full-time
- Coaching and intervention take place in order to help them learn skills that will help them return to the larger group

<https://www.cebmmember.ca/tier-3-individualized-practices>

63

Sheltered Lunch



- Identified students come to the NSC/Intervention Room during lunch because they are unable to cope within the larger group on a behavioral and emotional level.
- Provides a safe calm place, where social interactions are emotionally safe.
- Adults supervise and coach appropriate interactions to help children experience, learn and grow.
- It is important that there be a schedule for Sheltered Lunch, some require a 'shelter' a few days/week, others require more.
- The schedule should be posted in a predetermined location for all to see.

<https://www.cebmmember.ca/tier-3-individualized-practices>

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End of Day – Sheltered Recap

- Students who come to the NSC/Intervention Room require additional support than what their classroom teacher can offer.
- The 'Sheltered Recap' (20 – 30 min, last period of the day) enables the student to leave their group when all is calm in the school
- Review the day, break it down in segments. Help the student find words to express and manage their frustrations.
- Congratulate the day's efforts and solicit their good intentions to continue the next day.

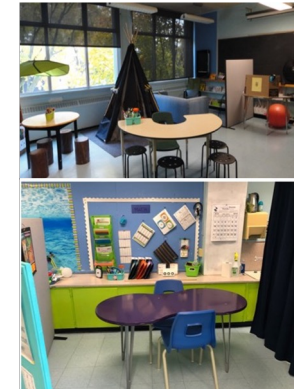


<https://www.cebmmember.ca/tier-3-individualized-practices>

65

Oasis/ Nurturing Support Center

- Provide student with passes to visit the NSC, to work, to talk, to have supervised 'alone time'
- Participation in 'interest clubs' with adult supervision during recess and lunchtime
- Sheltered recess and/or sheltered lunch in a predetermined location (small group) – orchestrate the schedule to 'divide & conquer' clusters of students who struggle together



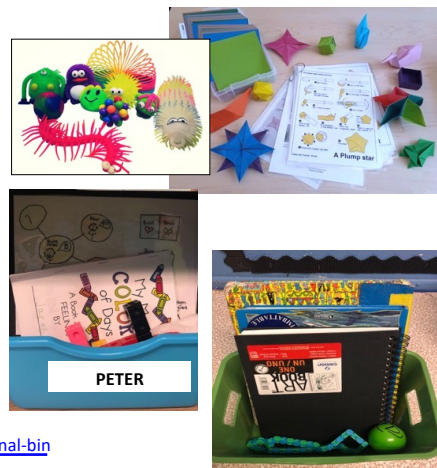
<https://www.cebm.ca/nurturing-support-centre>

66

Student Individual Bin

Contains

- activities to engage the student if they need a moment of respite
- less demanding educational work
- can be easily transported to another location or another room



<https://www.cebmmember.ca/personal-bin>

67

Personal Choice Board



The personal choice board provides clear boundaries and safe options to release energy and/or expression emotions.

<https://www.cebmmember.ca/personal-bin>

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Examples of sensation/emotion playgrounds

- Art – music – journaling (building a sense of safety and emotional expression)
- Sensation treasure box (building sensory awareness through exploration)
- Draw the music activity (discovering rhythm and intensity through exploration)
- Gingerbread person activity - sensation body map (noticing and naming sensations)
- Draw the shape of your feeling – Poem about your feeling (noticing and naming emotions)
- Stories and role-playing (emotional expression one-step-removed, exploration of emotions)

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Children's Literature & Hands-on Activities

Body awareness – Sensory experience



<https://www.cebmmember.ca/children-s-literature>

<https://reclaimingourstudents.com/>

70

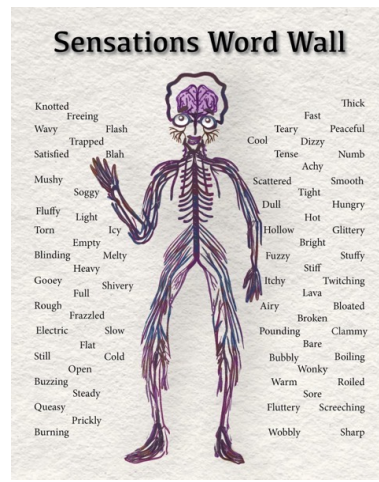
Body awareness – Sensory experiences

When we accompany students in:

- exploring and making sense of their bodies
- building the language of the nervous system

They begin to identify the solutions and see the possibilities.

LABELS KEEPS STUDENTS STUCK AND REACTIVE



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K-Cycle 1 Emotions Folder








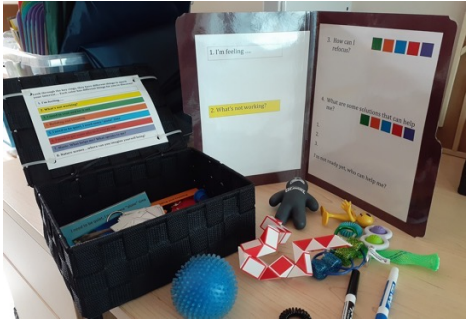
<https://www.cebmmember.ca/emotions-intervention-materials>

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Squawk Box



 Eager	 Grumpy	 Exhausted
 Interested	 Silly	 Disappointed



<https://www.cebmmember.ca/emotions-intervention-materials>

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EMOTIONS ROOM

A PLACE TO LET IT OUT
'calming down' will come naturally once the emotion has been released



POOL NOODLES



BUBBLE WRAP



FOR THROWING



FOR KICKING



FOR HITTING















FOR RIPPING



<https://www.cebm.ca/emotions-room>

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Importance of CO-REGULATION

 Regulated Adult	+	 Regulated Child	=	 Regulated Child
 Regulated Adult	+	 Dysregulated Child	=	 Regulated Child
 Dysregulated Adult	+	 Regulated Child	=	 Dysregulated Child
 Dysregulated Adult	+	 Dysregulated Child	=	 Dysregulated Child

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An Emotions Room can have multi-purposes, not just releasing frustration

Exploratory activities in the prevention mode:

- Noticing our bodies
- Trying out different rhythms
- Accompanied breathing exercises
- Sensory experiences
- Movement activities

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The screenshot shows the CEBM Resources Center website. The header includes the CEBM logo and the text "CEBM RESOURCES CENTER Framework for Student Support". The navigation menu includes: PHILOSOPHY, THEORETICAL FRAMEWORK, CHALLENGES, PRACTICES, MATERIALS, INTERVENTION SPACE. The main content area is titled "Tier 3 Individualized Practices" and includes a description of these practices, a "Pyramid of Interventions Tier 3 (in English)" and "Pyramid of Interventions Tier 3 (in French)", and sections for "CHECK-INS" and "PERSONAL BIN & CHOICE BOARD". A sidebar on the right lists: Common Practices to Avoid, Intervention Planning and Mapping, Tier 1 Universal Practices, Tier 2 Targeted Practices, Tier 3 Individualized Practices, Paradigm Shift, CEBM Distinctives, COMMON PRACTICES TO AVOID, and Pyramid of Interventions.

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The screenshot shows the Centre of Excellence for Behaviour Management website. The header includes the text "Centre of Excellence for Behaviour Management" and the website address "www.cebm.ca". Below the header is a banner image of a group of diverse children. The navigation menu includes: ABOUT US, PROJECTS, ARTICLES, RESOURCES, CONTACT. The main content area is titled "THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)" and includes a description of the center's mission. At the bottom, it says "Also visit the CEBM Resource Center" with the URL "https://www.cebmmember.ca/".

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