

CEBM Pyramid Trajectory– **ELEMENTARY LEVEL**

CEBM has created this document to guide you in the trajectory of progressive support measures within a school setting. When handling challenging situations, keep in mind the child's developmental level, history, and individual differences. Please consult your board guidelines and policies, as well as your school protocols and safety plans.

Tier 1 [Universal Practices](#) during class time for the whole class group

- At Tier 1, the school staff (teacher, resource teacher, support staff, etc.) during class time must give priority to [preventive measures](#) for all students as a whole group.
- Creating an environment, which is inclusive and developmentally appropriate, that helps students feel safe and supported in their individual needs and differences. [Building a connection](#) with each student and deepening their attachments to increase their engagement and receptivity to the adults in charge. Making sure of displaying a [strong adult posture](#). Relying on structures, routines, and support measures to help students adapt well to their environment.
- Handling **challenging situations** (e.g., dress code, being late, no materials, work refusal, disturbing in class, talking back, profanity, etc.), where the student may be dysregulated, in a dignified way within the context of the [classroom by the teacher](#). **No student should be sent to the office for these types of occurrences**, requesting the help of support staff if needed. Students **are not typically referred to the Oasis/NSC at Tier 1**, unless exceptional circumstances. Letting the student know the relationship is intact, by not making the behaviour the bottom line. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation (e.g., whether school code of conduct is well, understood, adult expectations are explicit enough, and/or preventive measures in place are sufficient/beneficial), data tracking, and follow-up with the student/parents.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using [de-escalation](#) techniques if needed, [requesting the help of support staff for a check-in \(as a first step, not sending student straight to the office\)](#), and keeping the administration in the loop (consulting the school [safety protocol](#)). Important to document and communicate the incident to relevant staff involved with the student, as well as the parents. Repeated occurrences require further investigation, data tracking, and follow-up with the student/parents.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), [requesting the help of a designated adult for a check-in](#), using [de-escalation](#) techniques if needed, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the [list of universal practices](#), as well as the [Tier 1 checklist](#) for ideas. Reviewing the [list of considerations at Tier 1](#) to reflect on where you are situated in the trajectory.

Tier 1 [Universal Practices](#) during transitions (hallway, recess, lunch, daycare)

- At Tier 1, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) during transitions must give priority to [preventative measures](#) for all students.
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, in a dignified way within the context of the [schoolyard by the staff present](#). **No student should be sent to the office for these types of occurrences**, requesting the help of support staff if needed. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation, data tracking and follow-up with the student/parents.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using [de-escalation](#) techniques if needed, [requesting the help of support staff for a check-in \(as a first step, not sending student straight to the office\)](#), and keeping the administration in the loop (consulting the school overall [safety protocol](#)). Important to document and communicate the incident to relevant staff involved with the student, as well as the parents. Repeated occurrences require further investigation, data tracking and follow-up with the student/parents.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), [referring the student to a designated adult for a check-in](#), using [de-escalation](#) techniques if needed, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the [Pyramid of Interventions during transitions](#) for ideas.

