



CEBM suggestions of Emotional Development Practices at each Tier – **Elementary**

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing universal whole group accompaniment for emotional development during class time ❑ Providing opportunities for emotional development, which goes beyond the focus of self-regulation ❑ Allowing for moments of emotional release and expression through different creative art playgrounds, such as music, dance, and dress-up (Inside Out Handbook by Hannah Beach – ex. Which leaf am I?) ❑ Matching the right word to the emotional experience (could use characters and stories to illustrate examples) ❑ Matching the right bodily sensation to the emotional experience ❑ Discovering through co-regulation which tools, materials, and strategies are beneficial (ex. sensory materials) – adult introduces and models the use of these ❑ Being careful with categorizing emotions, which may bring out guilt and/or shame around the expression of some of these emotions – all emotions are important and play a key role ❑ Helping students feel ‘safe enough’ at Tier 1 (ex. through adult greeting/engaging students, adult posture, predictable structures and routines) to connect with and become aware of their emotions (body and mind connection) – we cannot convince someone or make them feel safe, however our tone, invitation, and warmth will help draw them in ❑ Providing universal support measures to allow movement or respite, which helps with emotional support: <ul style="list-style-type: none"> - Flexible seating and workstations - Fine motor and quiet activities - Brain breaks - Designated area in the classroom - Outdoor opportunities 	<ul style="list-style-type: none"> ❑ Providing targeted small-group (2-4 students) accompaniment for emotional development (either in class or in an alternate location during station-based activities, at recess/lunch indoors or outdoors) ❑ Setting up a variety of ways to play out emotions (role playing, masks, puppets, etc.) – this can be done outdoors through games and activities (ex. there are ideas of activities and materials in this CEBM frustration tool guide) ❑ Offering a variety of emotional creative art activities ❑ Providing a variety of tools to illustrate emotions (mirror, emotion cards, children’s books, etc.) ❑ Offering a variety of tools and materials to discover body sensations (body silhouette, sensory box, etc.) ❑ Creating the context to help students ‘experience’ a comforting and calming feeling through the senses (e.g. play soft music, dim lighting, soft comfy textures, sensory materials, calming nature scenes, comforting scents, etc.) ❑ Helping students at Tier 2 feel ‘safe enough’ and have ‘enough softness’ (ex. through check-ins, targeted attachment and adult posture at Tier 2) to connect with and become aware of their emotions (body and mind connection) – The more that we normalize/validate their emotions and convey that we can handle them, the more they will feel safe, understood, and supported ❑ Providing targeted support measures to allow movement or respite, which helps with emotional support: <ul style="list-style-type: none"> - Assigned options for flexible seating and workstations - Scheduled time in the designated area - Individual bin with pre-selected tools - Movement station in the hallway 	<ul style="list-style-type: none"> ❑ Providing intensive and personalized one-to-one accompaniment for emotional development in an alternate location ❑ Providing an alternate space to explore and name emotions (ex. Emotions Corner in the Nurturing Support Center) ❑ Helping students at Tier 3 feel ‘safe enough’ and have ‘enough softness’ (ex. through check-ins and other individualized attachment rituals, adult posture at Tier 3, ensuring the adult is well regulated, etc.) to connect with and become aware of their emotions (body and mind connection) - coherence, consistency (but not rigidity), and predictability are key ❑ Providing individualized support measures to allow movement, respite, or channeling energy, which helps with emotional support: <ul style="list-style-type: none"> - Cocoon area in NSC - Movement station in NSC - Individual bin and personal choice board - Building and creating area in NSC - Sensory corner in NSC - and more... ❑ Giving access to a private space (ex. Emotions Room) to release and express emotions ❑ Making sure the time spent in the Emotions Room is not only when the student is upset (they require emotional rest and connection with the adult to feel safe/comfortable in that space and to explore what works and doesn’t work for them) ❑ Ensuring that the Emotions Room is not being used to ‘calm down’, but for activities such as: <ul style="list-style-type: none"> - Noticing their bodily sensations - Trying out different rhythms - Exploring through their senses what helps them feel safe, comfortable, and calm - Accompanied breathing exercises - Sensory experiences - Movement activities (high and low intensity) - Release exercises by channeling the energy through different outlets - Exploring a variety of emotional playgrounds for expression (with or without words)