Slide 1

CEBM
www.cebm.ca

Let's start the year right!
Applying best classroom universal practices

Catherine Korah, CEBM
August 2024

Slide 2

Start with the WHY
Simon Sinek - *Golden Circle*

Why?
How?
What?

Why = The Purpose
What is your cause? What do you believe?

How = The Process
Specific actions taken to realize Why.

What = The Result
What do you do? The result of Why. Proof

Slide 3

WHY: purpose

What is exactly our 'WHY' in education? Is it for…

- guiding students in their learning?
- teaching them to listen and to follow our lead?
- equipping them for society?
- **supporting their well-being?**
- accompanying their growth?

* What is the fundamental purpose of our role?

Slide 4

SHIFTING YOUR LENS

What we **SEE** influences what we do:

- choosing practices that make a difference
- avoiding interventions that risk making things worse

Safety is the starting point

We CANNOT make someone…

- feel SAFE by telling them the environment is secure

- be at REST by trying to control their behavior or by demanding calmness

- feel their EMOTIONS or be emotionally healthy by building skills (you can teach the words of emotions, but you can't teach how to feel)

- be HAPPY by imposing right/positive thinking

- reach their OPTIMAL FUNCTIONING by teaching or commanding it

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Safety is the starting point

- Reaching 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, optimal functioning is achieved through **setting up conditions**, which allows for the keys to unfold naturally
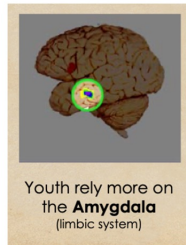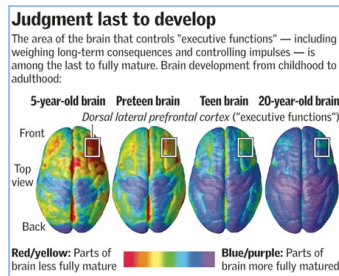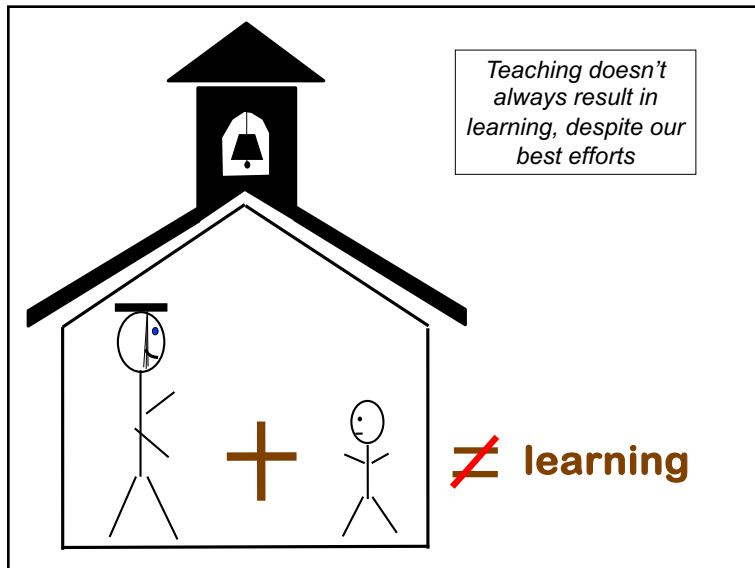
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Brain needs SAFETY to grow

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:

5-year-old brain   Preteen brain   Teen brain   20-year-old brain
Dorsal lateral prefrontal cortex ("executive functions")

Front
Top view
Back

Red/yellow: Parts of brain less fully mature   Blue/purple: Parts of brain more fully matured

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

Youth rely more on the **Amygdala** (limbic system)

Adults rely more on the **Prefrontal Cortex**

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Teaching doesn't always result in learning, despite our best efforts

+ ≠ **learning**

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When it's TOO LATE

When we're expecting the frustrated student to…

- ask for help
- take a break
- go to the calming corner
- use their coping strategies

When we're at the point of..

- De-escalation
- Resorting to restraints and isolation
- Using discipline measures (detention, suspension, expulsion)

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The DRAMA with teaching STUCK students
a tragedy in three acts

ACT I
When students get stuck, adults start pushing.

ACT II
When students feel pushed, they put on the brakes.

ACT III
When adults are resisted, they get more persistent.

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BEHAVIOUR CHANGES WHEN…

Maturation
Behaviour changes as the brain matures

Emotions
Behaviour changes when emotions are felt

Vulnerability
Behaviour changes when vulnerability is protected

Attachment
**Behaviour changes when students
are attached to adults**

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What is needed from the adult

- Creating an **intentional environment** that helps students feel safe and supported

- Fostering a **sense of safety and belonging** (adult in charge and remaining tempered, maximizing attachments)

- **Adjusting expectations** accordingly to needs and differences

- **Compensating** for possible challenges (immaturity, sensory gating system, defendedness, etc.) and **relying on** structures and routines to support

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What is needed from the adult

- **Coming alongside** the stress response or the sensory overload (supporting through co-regulation)

- **Managing the circumstances** to increase the student's success, rather than try to control the behaviour

- Providing opportunities **to feel and to express emotions**

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CEBM Pyramid of Interventions

K4-K5   Elementary   Secondary

Learning Through Play

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

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

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List of considerations per Tier

Prior to moving from
Tier 1 to Tier 2

Prior to moving from
Tier 2 to Tier 3

Prior to moving
beyond Tier 3

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

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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** 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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Tier 1   ALL

TIER 1
UNIVERSAL Practices
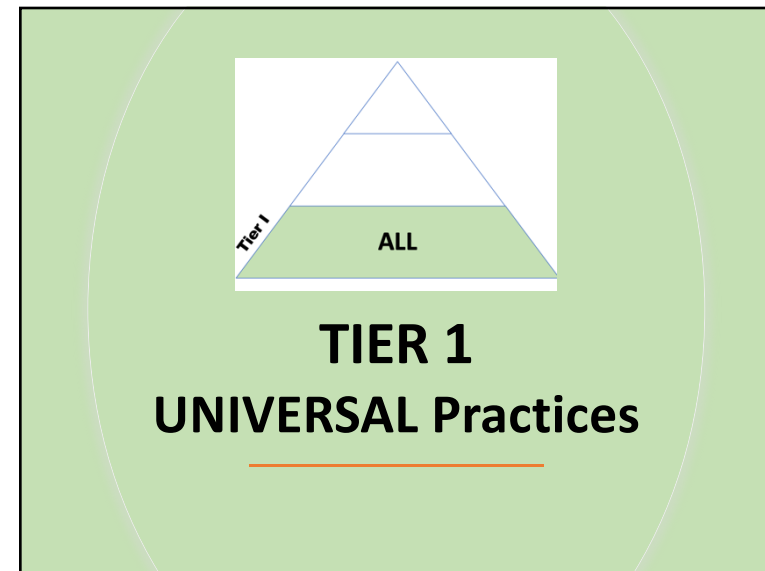
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Tiers 2-3 building onto Tier 1

Tier 3
FEW

Tier 2
SOME
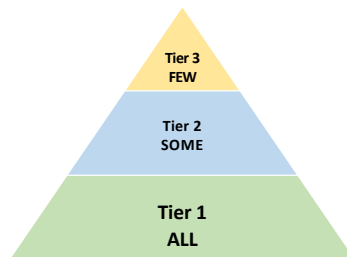
Tier 1
ALL

- 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

- At Tier 1, the practices benefit ALL students:
  - the group as a whole in the classroom
  - the whole student population during transition times

- These are daily practices lead by any adult involved (teacher in the classroom, supervisors at recess/lunch, educators at daycare, etc.)

- The focus is on PREVENTION:
  - ✓ Being intentional in the set up the physical and social environment
  - ✓ Using inclusive practices
  - ✓ Offering an array of tools and resources to answer to a range of needs and differences

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

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TIER 1 – UNIVERSAL Practices
in the Classroom

1. Intentional physical and social set-up of the learning environment
2. Embodying a strong adult posture
3. Actively greeting and engaging students
4. Well established classroom structures and routines
5. Clear and explicit classroom expectations
6. Pedagogical flexibility, inclusive practices, and support measures
7. Opportunities for cross-curricular development and emotional literacy
8. Flexible classroom options
9. Individual quiet-time activities
10. Classroom designated area
11. Brain-break activities
12. Emotional release activities
13. Community projects and activities
14. Outdoor opportunities

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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.

Some of the key suggestions:

- Being mindful about lighting and visual decor
- Setting up a clutter-free environment
- Having a thought-out desk configuration
- Having a thought-out seating chart

https://www.cebmmember.ca/tier-1-universal-practices
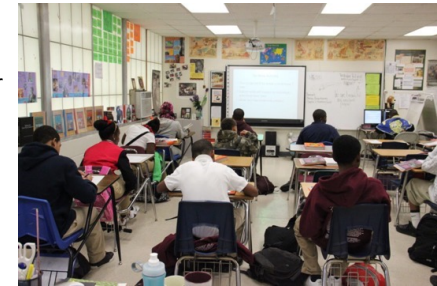
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Physical and social set-up of the learning environment
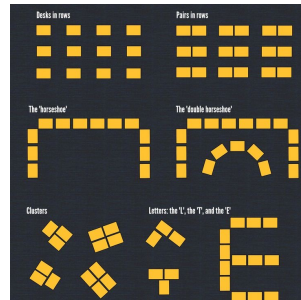
USING PRIVACY CARRELS

ORGANIZING AND LABELING

MODIFYING NEON LIGHTS

SEATING ARRANGEMENT

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Embodying a strong adult posture

To help students develop a sense of safety and belonging.

Some of the key suggestions:

- Providing a strong yet caring leadership
- Not befriending students
- Establishing clear limits/boundaries
- Being calm and grounded before responding

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

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Actively greeting and engaging students

*By favouring proximity, building relationships,
and creating a positive classroom climate.*

Some of the key suggestions:
- Greeting students at the door
- Using students' names
- Circulating in the room to monitor student progress and provide proximity
- Organizing activities that foster a sense of safety, belonging and inclusion (e.g. class meetings, group projects)

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

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Actively greeting and engaging students

ELEMENTARY

SECONDARY

Creating a Conscious Invitation into Relationship
by Hannah Beach (Feb 13, 2020)

https://hannahbeach.ca/creating-a-conscious-invitation-into-relationship/

https://www.youtube.com/watch?v=kzvm1m8zq5g

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Children's Literature & Hands-on Activities
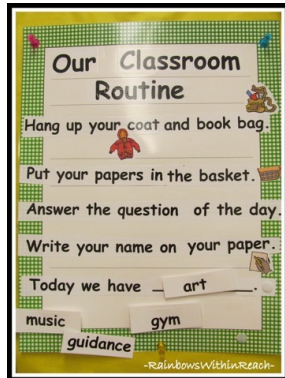Greeting and engaging students – on PADLET

https://padlet.com/ConsultantsISE/1-helping-students-feel-well-connected-with-parents-to-feel--efcf4iw0obfl3lv2

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Well established classroom structures and routines

To create consistency and predictability.

Some of the key suggestions:

- Having a clear and explicit routine around the morning arrival, transition, or end-of-day/period departure
- Offering homework/assignment turn-in trays with labels
- Setting up structure around independent work time & asking for help
- Notifying students, when possible, of any changes in routine (special activities, teacher absences)

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Well established classroom structures and routines

Visual schedule

Pre-organized system for substitute

Homework/assignment turn-in trays

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Clear and explicit classroom expectations

To help clarify with students what a positive learning environment looks like.

Some of the key suggestions:

- Regularly modeling the classroom expectations throughout the school year
- Providing a variety of engaging and playful ways to prompt students (through stories, chants, role-playing, games)
- Offering a variety of visuals to help prompt students (poster of classroom expectations, hand signals for common requests)

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Pedagogical flexibility, inclusive practices, and support measures

To adjust teaching to the diverse abilities, needs and interests of students of different maturity levels, backgrounds, aptitudes and skills, to help them be more successful.

https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/differenciation-pedago-AN.pdf

Some of the key suggestions:

- Ensuring consistent use of IEP and action plan support measures and adaptations by students
- Offering a variety of pedagogical resources and tools
- Offering of a variety of instructional delivery methods
- Offering a variety of sensory tools and supports in class (balls, weighted animal, noise cancelling headset, etc.)

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Supports for executive functioning

| Skill	Tools and strategies
Organization	Agenda, routine charts, graphic organizers, checklists, note-taking supports, labelling and/or color-coding system, monitoring the clutter, etc.
Planning/prioritization	To do list, mind map, planner, progress chart, etc.
Task initiation	Get Ready-Do-Done, visual timer, breaking down the task, tying the task to a personal interest, etc.
Achieving a goal	Action roadmap, making mini goals, using a 'one at a time' strategy, taking breaks, visualizing success, encouraging intention/effort, etc.
Time management	Calendar, time timer, wonder time clock, visual schedule
Focus/concentration	Preferred seating, visual cues, privacy carrel, noise cancelling headset, scheduled breaks, flexible seating, alternate workstation, fidgets, etc.
Working memory	Routines, memory aids, visuals, checklists, chunking information, working memory exercises, etc.
Problem-solving	Mind maps, brainstorming exercises, creative games and activities, First/Then cards, etc.

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Cross-curricular development

To help students develop the abilities necessary to navigate various life situations.

Some of the key suggestions:

- Using a variety of activities to explore and better understand how to manage stress

- Using a variety of activities to practice cooperation with others (group projects)
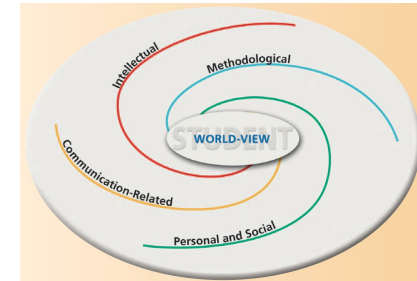
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Cross-curricular development

ELEMENTARY   SECONDARY
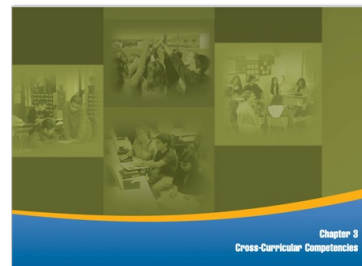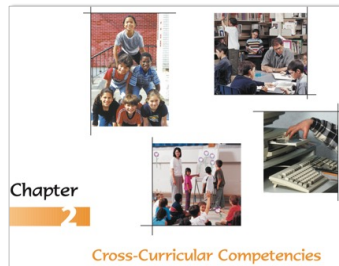
https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/jeunes/pfeq/PFEQ_competences-transversales-primaire_EN.pdf

https://cdn-contenu.quebec.ca/cdn-contenu/education/pfeq/secondaire/PFEQ-secondaire-premier-cycle-AN.pdf

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Emotional literacy

To help students build the language of the heart.

Which emotions are you feeling today?

BEING CAREFUL WITH LABELS THAT 'SHAME' EMOTIONS
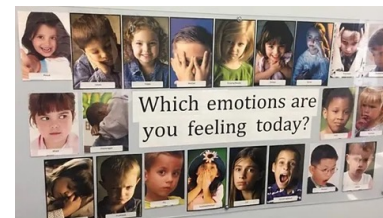
Offering a variety of ways to accompany emotions:

- Recognize

- Name

- Play out

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

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Emotional literacy

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Children's Literature & Hands-on Activities
Emotional literacy

https://www.cebmmember.ca/children-s-literature
https://www.cebmmember.ca/play-drama-dress-up
https://www.cebmmember.ca/emotions-intervention-materials

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Children's Literature & Hands-on Activities
Emotional literacy – on PADLET

Naming Emotions   **Ways to express emotions**

https://padlet.com/ConsultantsISE/2-helping-students-name-their-emotions-providing-rich-materi-lhxwwgeqho7qz3ow

https://padlet.com/ConsultantsISE/3-providing-opportunities-for-emotional-expression-through-c-rtbbhpekuuy3ngv3

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Emotional Expressive Playgrounds

Examples of expressive activities with or without words:

- singing
- storytelling
- journaling
- poetry
- drama
- dancing and movement
- playing a musical instrument
- art: drawing, painting, even freestyle doodling

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

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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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Children's Literature & Hands-on Activities
Body awareness – Sensory experience

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

https://reclaimingourstudents.com/

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Flexible classroom options

To help students optimize their focus and engagement in learning tasks.

Some of the key suggestions:

- Regularly modeling the proper use of the flexible options throughout the school year

- Offering a variety of alternate seating options (yoga ball, wobble stool, desk cycle, stretchy band for feet, disc-o-sit)

- Offering a variety of alternate workstation options (standing table, working on the floor with a clipboard)

https://www.cebmmember.ca/flexible-classroom

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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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Individual quiet-time activities

To offer options to students during transition times, when they have finished work, or when they need a break.

Some of the key suggestions:

- Offering a variety of paper-crayon activities (sketching, mandalas/coloring pages, Search'N Find, mazes, connect the dots, find the differences, etc.)
- Offering a variety of fine-motor activities (knitting, origami)
- Offering a variety of quiet 1-person games (cards)

https://www.cebmmember.ca/fine-motor-quiet-activities

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Individual quiet-time activities

Why Doodling Is Good For Students

www.thehomeschoolscientist.com
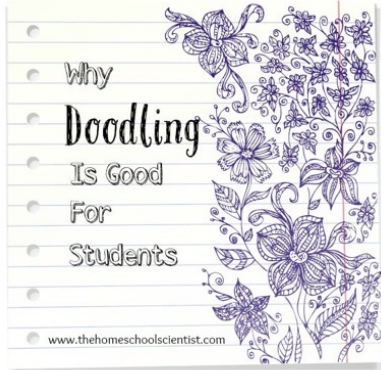
https://thehomeschoolscientist.com/why-doodling-is-good-for-students/

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Classroom designated area

To offer options to students when they need to retreat or to manage emotions.

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

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*If there's no space in the classroom,
the designated area can be set up in the hallway*

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

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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.

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Brain-break activities

To help 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)

Time to move!

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

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Classroom Brain Breaks

As movement is incorporated into the daily classroom routine:
- the brain is able to function at higher levels,
- stress and anxiety are reduced

Improves STAYING ON TASK

Increases ATTENTIVENESS

Restores ENERGY AND MOTIVATION

Be mindful of overly stimulating activities – provide options

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

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Classroom Brain Breaks

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

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Brain-break activities - Secondary

To help students level-up or level-down energy.

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

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Emotional release activities

To help students release, express, identify, and name emotions.

Some of the key suggestions:
- Introducing and explaining the expectations (when, where, how) around emotional release activities at the beginning of the school year
- Offering a variety of high-level energy emotional release activities (Draw the Music, Scribble Time, Which Leaf Am I)
- Offering a variety of low-level energy emotional release activities (Frustration Monster, emotion silhouette)

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

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Classroom Emotional Release Activities

Examples:

- **Scribble Time!**
- **Drawing the music**
- **Be the Conductor, You Are the Music**
- **Which leaf am I?**

Check out Hannah Beach's blog for samples of Emotional Release Activities

Inside-Out Handbook

You can find numerous ideas in the Inside-Out Handbook which is free (password is "**experience**") when you click on this website: https://reclaimingourstudents.com/

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Community projects and activities

To help increase students' sense of community and belonging.

Some of the key suggestions:

- Regularly modeling, throughout the school year, what needs to happen during community project activities
- Offering a variety of community projects (Community puzzle, quilt, weaving project, mural, Lego wall, etc.)
- Promoting organizing a variety of community engagements (interest/social clubs, sports teams, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.)

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Outdoor opportunities

To help students release, express, identify, and name emotions.

Some of the key suggestions:

- Introducing and explaining the expectations (when, where, how) around outdoor opportunities at the beginning of the school year
- Regularly modeling, throughout the school year, what needs to happen during outdoor opportunities
- Offering a variety of outdoor learning opportunities, structured games, and free play

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Outdoor opportunities

https://padlet.com/ConsultantsISE/4-getting-physical-and-outside-gwbsr6o0h5hfmcge

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Documents to download for ELEMENTARY

Suggested practices

Considerations

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

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Documents to download for SECONDARY

Suggested practices — Considerations

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

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CEBM CHECKLIST – Tier 1 Universal Practices for the whole group

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

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

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https://www.cebm.ca/secondary

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Centre of Excellence for Behaviour Management
www.cebm.ca

Also visit the CEBM Resource Center
https://www.cebmmember.ca/

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