

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 2 Targeted Practices during class time for **SOME** students

- At Tier 2, the school staff (teacher, resource teacher, support staff, etc.) are setting up measures during class time (in addition to Tier 1) for **SOME** students who require further support and accompaniment – benefit from blocs of time in a small-group setting (could divide the students into stations or multiple small-group projects).
- Providing more targeted attachment practices and setting up check-ins, as well as an adapted adult posture for a student at Tier 2. Compensating for the student's challenges by providing the conditions they need to be successful (breaks, respite, movement, moments in small-group setting, etc.). Coming alongside the student's emotions and acting as a co-regulator.
- 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, with understanding/consideration (not taking it personally), by providing support measures in the classroom or hallway. If needed, requesting the help of support staff (with the intention of a prompt return to the classroom). **No student should be sent to the office for these types of occurrences**. Some students could be referred to the Oasis/NSC, depending on the child and circumstance, but not before having attempted classroom or hallway Tiers 1-2 practices first. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation, data tracking and follow-up with the student/parents. This may also lead to exploring the need to create a student active prevention plan.
- 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 or a designated adult for a check-in (as a first step, not sending student straight to the office), and keeping the administration in the loop (consulting the student safety plan). 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, This may also lead to exploring the need to create a student active prevention plan.
- 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.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult for a check-in, 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 targeted practices, as well as the Tier 2 checklist for ideas. Reviewing the list of considerations at Tier 2 to reflect on where you are situated in the trajectory.

Tier 2 Targeted Practices during transitions (hallway, recess, lunch, daycare) for **SOME** students

- At Tier 2, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) are setting up measures during transitions (in addition to Tier 1) for **SOME** students who require further support and accompaniment – benefit from an accompanied recess/lunch within a small-group structured games and activities.
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, with understanding/consideration (not taking it personally), by providing support measures in the schoolyard. If needed, requesting the help of support staff. **No student should be sent to the office for these types of occurrences**. Some students could be referred to the Oasis/NSC, depending on the child and circumstance (ideally this would be scheduled preventively). Repeated occurrences may require further investigation, data tracking and follow-up with the student/parents. This may also lead to exploring the need to create a student active prevention plan.
- 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 or a designated adult for a check-in (as a first step, not sending student straight to the office), and keeping the administration in the loop (consulting the student safety plan). 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. This may also lead to exploring the need to create a student active prevention plan.
- 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.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult for a check-in, 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.