



CEBM Elementary Checklist – Tier 2 Targeted Practices for some students who need additional support



These practices are meant to be used in addition to Tier 1 Interventions

PLEASE ENSURE THAT THE TIER 1 CHECKLIST HAS BEEN REVIEWED FIRST				
Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
Ensuring safety and ongoing supervision at Tier 2: <i>To help students with their overwhelming emotions and potential lack of impulse control</i>				
Ensuring all the adults involved with the Tier 2 student are working from a shared understanding and a common vision (coherent support)	✓	?	+	☐
Ensuring all the adults involved work together intentionally, being a 'baton-relay' team, to provide a safety net (continuous support) to help secure the student	✓	?	+	☐
Understanding that when the Tier 2 student has emotional overwhelm and triggering behavioural manifestations, the priority of the adults is to re-establish a sense of safety for the student	✓	?	+	☐
Targeted measures for the physical and social set-up: <i>To help students know specifically that they belong and have a chosen space to assist them in being ready to learn</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
Assigning and consistently using preferential seating	✓	?	+	☐
Ensuring the student has an adapted workstation (ex. targeted tools to limit distraction or sensory overwhelm), which helps them feel comfortable in their environment and be available for learning	✓	?	+	☐
Have you considered referring to the 6 CEBM Challenges Placemats for additional suggestions at Tiers 1-2?	✓	?	+	☐
Targeted measures for attachment practices: <i>To help students build attachments with the adults who care for them, they will then be inclined to follow their requests and cues</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
Intentionally connecting daily with a Tier 2 student 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 (e.g. small ratio of max. 5 students for 1 adult, relationship building strategy that includes connecting with each student individually for 2 minutes over 10 consecutive days, etc.)	✓	?	+	☐
Inquiring about their specific interest and bringing these back in future conversations while making links with your interests	✓	?	+	☐
Creating opportunities for short conversations (being side-by-side is less vulnerable)	✓	?	+	☐
Noticing and naming that you see their efforts and appreciate their involvement	✓	?	+	☐
Assigning a task that they can achieve and will bring them additional connection, recognition, and appreciation	✓	?	+	☐
Bridging the relationship by not making the behaviour the bottom line	✓	?	+	☐
Matchmaking with other adults who come into the group	✓	?	+	☐
Targeted measures for the adult posture: <i>In challenging situations when the student is struggling</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
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	✓	?	+	☐
Managing the circumstances and the environment rather than trying to directly control student behaviour	✓	?	+	☐
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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Targeted measures for the adult posture: <i>In challenging situations when the student is struggling</i>				
Acting with kindness when intervening and keeping the students' wellbeing in mind	✓	?	+	<input type="checkbox"/>
Easily adjusting when things don't go as planned	✓	?	+	<input type="checkbox"/>
Discussing with team, planning and adjusting interventions when similar situations are recurring	✓	?	+	<input type="checkbox"/>
Explaining changes and expectations with the student	✓	?	+	<input type="checkbox"/>
Have you considered referring to the 6 CEBM Challenges Placemats for additional suggestions?	✓	?	+	<input type="checkbox"/>
If needed, relying on co-regulation strategies	✓	?	+	<input type="checkbox"/>
If needed, relying on de-escalation techniques	✓	?	+	<input type="checkbox"/>
Scheduled check-ins with a significant adult: <i>To help students who struggle to connect with or trust the adults</i>				
Setting up systematic check-ins with a significant adult (other than the teacher) – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	<input type="checkbox"/>
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	<input type="checkbox"/>
Making sure the check-ins are being done consistently by the same adult, and that the student is benefiting and supported	✓	?	+	<input type="checkbox"/>
Having a 'back-up' adult assigned to do the check-ins if the main person is absent	✓	?	+	<input type="checkbox"/>
Ensuring the timing and frequency of the check-ins meet the needs of the student.	✓	?	+	<input type="checkbox"/>
Enquiring how the student is feeling and anticipating their day – any particular concerns	✓	?	+	<input type="checkbox"/>

Enquiring whether the student has eaten breakfast – has snacks and a lunch	✓	?	+	<input type="checkbox"/>
Engaging the student through their interests	✓	?	+	<input type="checkbox"/>
Entrusting the student with specific responsibilities	✓	?	+	<input type="checkbox"/>
Acknowledging the day's successes	✓	?	+	<input type="checkbox"/>
Ensuring the pertinent information collected during check-ins is being relayed to the other adults working with and supporting the student	✓	?	+	<input type="checkbox"/>
Contacting and informing parents regularly (including positive aspects)	✓	?	+	<input type="checkbox"/>
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>
Targeted structures and routines: <i>To create consistency and predictability</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	<input type="checkbox"/>
Scheduling an alternate classroom entrance and exit time	✓	?	+	<input type="checkbox"/>
Providing a visual schedule, easily accessible for student (e.g. on their desk)	✓	?	+	<input type="checkbox"/>
Notifying students, when possible, of any changes in routine (special activities, teacher absences, guests)	✓	?	+	<input type="checkbox"/>
Preparing for the coming of a substitute teacher – matchmake. Having notes to share with teacher to help them connect with the students (e.g. having a ' Sub Tub ' bin/folder)	✓	?	+	<input type="checkbox"/>
If needed, when a substitute teacher will be present, plan for a time in a Foster Classroom with a teacher the student is comfortable with	✓	?	+	<input type="checkbox"/>
Have you considered referring to the 6 CEBM Challenges Placemats for additional suggestions at Tiers 1-2?	✓	?	+	<input type="checkbox"/>



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Targeted small-group academic support: <i>To help students manage academic expectations in a smaller context which can then be transferred to the classroom</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
Providing small-group (2-4 students) resource support (collaborating with the resource teacher) – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of these support measures	✓	?	+	☐
Ensuring consistent use of the support measures and adaptations put in place	✓	?	+	☐
Ensuring there's ongoing communication between the classroom and resource teachers	✓	?	+	☐
Offering a variety of targeted pedagogical resources and tools	✓	?	+	☐
Offering a variety of sensory tools and supports in class (balls, weighted tools, noise cancelling headset, etc.)	✓	?	+	☐
Offering a variety of seating options and workstations (e.g. ergonomic stools, standing stations, etc.)	✓	?	+	☐
Ensuring that the selected support measures are well adapted to the student's needs and preferences	✓	?	+	☐
If needed, adjusting the flow of services, to provide the best support to help the student be successful	✓	?	+	☐
Have you considered referring to the 6 CEBM Challenges Placemats for additional suggestions at Tiers 1-2?	✓	?	+	☐
Communicating with parents to keep them informed of support measures and to maintain their engagement at home with homework	✓	?	+	☐
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐

Targeted small-group accompaniment for social and emotional development: <i>To help students name and express their emotions in a smaller context, which can then be transferred to the larger group</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
Have you considered, with the help of support staff, providing targeted small-group (2-4 students) emotion intervention? – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Ensuring there's ongoing communication between the teacher and the support staff	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐
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, give access to a personal comforting item, nature scenes, comforting scents from home, etc.)	✓	?	+	☐
Providing a variety of tools and materials to explore and practice a range of social situations (story books, games, puppets, masks, role-playing, etc.)	✓	?	+	☐
Using games, puppets and role play to practice facing challenging/triggering situations, as well as conflict faced, and helping them walk through it.	✓	?	+	☐



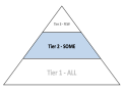
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Targeted small-group accompaniment for social and emotional development: <i>To help students name and express their emotions in a smaller context, which can then be transferred to the larger group</i>				
Scheduling supervised recesses with support staff to provide “hands on” coaching and follow-up with small-group interventions for social and emotional development	✓	?	+	☐
Scheduling sheltered lunch with support staff and other students, to help with social and emotional development.	✓	?	+	☐
Assessing whether the support measure is providing the benefits needed and if adjustments are necessary	✓	?	+	☐
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
Assigned flexible seating and workstation options: <i>To help students channel their energy and increase their capacity to attend to the task at hand</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
Have you considered assigning to the student specific flexible seating and workstation ?	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐
Adapting different workstations based on the type of task to be completed, energy, and capacity to attend at different times of the day	✓	?	+	☐
Ensuring that the selected tools are well adapted to the student's needs and preferences	✓	?	+	☐
Ensuring that the parameters around the use of these tools have been properly considered. Safety is key.	✓	?	+	☐

Ongoing follow up to help the student recognize the pertinence and benefit of the support tools	✓	?	+	☐
Changing the tool when it is no longer beneficial for the student	✓	?	+	☐
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
Assigned individual Bin: <i>To help students have support tools that are beneficial for them at arms' reach</i>				
Have you considered assigning an individual bin to the student?	✓	?	+	☐
Ensuring all the adults involved are informed of the use and timing of this support measure	✓	?	+	☐
Involving the student in the set-up of the individual bin to increase buy-in	✓	?	+	☐
Regularly modeling the proper use of the individual bin (not meant to be play time with toys)	✓	?	+	☐
Offering a variety of paper-crayon activities (doodling, sketching, mandalas, coloring pages, etc.)	✓	?	+	☐
Offering a variety of fine-motor activities (knitting, origami, etc.)	✓	?	+	☐
Offering a variety of quiet 1-person games (cards, puzzle, Rush Hour, etc.)	✓	?	+	☐
Ensuring that the selected tools are well adapted to the student's needs and preferences	✓	?	+	☐
Ensuring that there's a rotation of the selected tools to keep the student engaged and motivated	✓	?	+	☐
Enabling for the student to make use of their bin both in the classroom and in alternate locations	✓	?	+	☐
Ongoing follow up to help the student recognize the purpose and benefit of using the individual bin	✓	?	+	☐
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐



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Scheduled time in the designated area: <i>To offer options to students when they need to retreat or to manage emotions</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	<input type="checkbox"/>
Have you considered scheduling specific strategic times for the designated area (e.g. morning entry, after recess, after lunch)? – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	<input type="checkbox"/>
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	<input type="checkbox"/>
Ensuring the designated area is being introduced and practiced on a prevention basis when the student is open and receptive to exploring and trying out the space and support tools available	✓	?	+	<input type="checkbox"/>
Regularly modeling the proper use of the designated area (not meant to be play time with toys)	✓	?	+	<input type="checkbox"/>
Ensuring that the student can access the contents of their individual bin while in the designated area	✓	?	+	<input type="checkbox"/>
Ensuring that the selected tools are well adapted to the student's needs and preferences	✓	?	+	<input type="checkbox"/>
Ongoing follow up to help the student recognize the purpose and benefit of using the designated area and the tools available	✓	?	+	<input type="checkbox"/>
Assessing whether the student is able to reintegrate the group successfully following the time passed in the designated area	✓	?	+	<input type="checkbox"/>
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>
Scheduled breaks at a movement station: <i>To help students expend excess energy that hinders their capacity to focus and be well engaged within the classroom</i>				

Have the Tier 1 universal practices on brain breaks been implemented?	✓	?	+	<input type="checkbox"/>
Have you considered scheduling breaks for the student at a movement station ?	✓	?	+	<input type="checkbox"/>
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	<input type="checkbox"/>
Providing high-level energy activities (poster with active exercises, fitness drills, obstacle course outside, etc.)	✓	?	+	<input type="checkbox"/>
Providing low-level energy activities (poster with yoga poses or with stretching & breathing exercises, finger tracing designs on the wall, etc.)	✓	?	+	<input type="checkbox"/>
Assessing whether the student would benefit from a high-level or a low-level energy activity	✓	?	+	<input type="checkbox"/>
Assessing whether the student would benefit from an indoor or outdoor movement activity	✓	?	+	<input type="checkbox"/>
Does the student need assistance and/or supervision from support staff when using the movement station	✓	?	+	<input type="checkbox"/>
Introducing and modeling what needs to happen during these scheduled movement breaks	✓	?	+	<input type="checkbox"/>
Ensuring that there's a rotation of the proposed activities to keep the student engaged and motivated	✓	?	+	<input type="checkbox"/>
Assessing whether the student is able to reintegrate the group successfully following the time passed at the movement station	✓	?	+	<input type="checkbox"/>
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>
Scheduled time in an alternate location: <i>These practices require collaboration with other key school staff</i>				
Have you considered whether the student would benefit from scheduled time in an alternate location (beyond the classroom)?	✓	?	+	<input type="checkbox"/>



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Scheduled time in an alternate location: <i>These practices require collaboration with other key school staff</i>				
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐
Have you considered using a You've Got Mail! System ?	✓	?	+	☐
If yes, ensuring the You've Got Mail! System is pre-organized with an assigned adult	✓	?	+	☐
Assessing whether the student is able to reintegrate the group successfully following the time passed with the You've Got Mail! System	✓	?	+	☐
Have you considered assigning a job outside the classroom to help the student release energy, feel empowered, and receive recognition for completed task (e.g. bringing the class's recycling to the large school bin)?	✓	?	+	☐
Have you considered assigning the student to a Foster Class ?	✓	?	+	☐
If yes, ensuring the Foster Class support measure is pre-organized with an assigned adult – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Assessing whether the student is able to reintegrate the group successfully following the time passed in the Foster Class	✓	?	+	☐
Making sure the relevant information gathered when in the Foster Class is relayed to the other adults who are involved with the student	✓	?	+	☐
Including the Foster Class in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
Have you considered having the student take short breaks in the Oasis Room/ Nurturing Support Center ?	✓	?	+	☐

If yes, ensuring these short breaks in the alternate space are pre-organized with an assigned adult – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Ensuring there's ongoing communication between the teacher and the Oasis/ NSC technician	✓	?	+	☐
Ensuring all the adults involved are informed of the use and timing of this support measure	✓	?	+	☐
Communicating with parents to keep them informed of supports put in place for the student	✓	?	+	☐
Assessing whether the student is able to reintegrate the group successfully following the time passed in the alternate location	✓	?	+	☐
Verifying the effective interventions and support tools used in the alternate space are being transferred into the classroom	✓	?	+	☐
Including the Oasis/ NSC in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
Targeted small-group outdoor opportunities: <i>To help students expend excess energy outside that hinders their capacity to focus and manage their body within the classroom</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	☐
Have you considered, with the help of support staff, organizing targeted small-group (2-4 students) outdoor opportunities, in addition to recess and lunch, to expend their surplus of energy?	✓	?	+	☐
If yes, ensuring there's buy-in from the student – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐



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Targeted small-group outdoors opportunities: <i>To help students expend excess energy outside that hinders their capacity to focus and manage their body within the classroom</i>				
Are there sports teams or clubs this student can join to help regularly expend their surplus of energy?	✓	?	+	<input type="checkbox"/>
Assessing whether the student is able to reintegrate the group successfully following the time passed outdoors	✓	?	+	<input type="checkbox"/>
Assessing whether the student is able to reintegrate the group successfully following the time passed outdoors	✓	?	+	<input type="checkbox"/>
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>
Targeted small-group accompaniment during times of transition: <i>To help students navigate transitions and reduce their overwhelm as this often leads to challenging situations</i>				
Have the Tier 1 universal practices in this section been implemented?	✓	?	+	<input type="checkbox"/>
Have you considered, with the help of support staff, organizing targeted small-group (2-4 students) accompaniment during times of transition?	✓	?	+	<input type="checkbox"/>
If yes, ensuring there's buy-in from the student – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	<input type="checkbox"/>
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	<input type="checkbox"/>
Considering supervised transition to recess and to lunch – modeling appropriate behaviours priming interests for discussions and games – both indoor and outdoor.	✓	?	+	<input type="checkbox"/>
Ensuring that the student is accompanied in a low-level energy activity to prime readiness to return to class, following recess and lunch.	✓	?	+	<input type="checkbox"/>
Scheduling frequency and supervision of supervised/extended/sheltered recess and/or lunch	✓	?	+	<input type="checkbox"/>

Having a visual schedule for the student to know 'When-With Whom-Where' these times of support will take place	✓	?	+	<input type="checkbox"/>
Assessing whether the student is able to reintegrate the group successfully following the small-group activity	✓	?	+	<input type="checkbox"/>
Communicating with parents to keep them informed of supports put in place for the student	✓	?	+	<input type="checkbox"/>
Including this support measure in the student's action/safety plan along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>
Targeted and personalized opportunities at Tier 2 (for students in cycle 2-3): <i>To help the student build a sense of belonging, a sense of accomplishment, and to be appreciated by the adults in the building</i>				
Have you considered assigning a job outside the classroom to help the student release energy, feel empowered, and receive recognition for completed task?	✓	?	+	<input type="checkbox"/>
E.g. Giving responsibilities upon arrival to school (distributing attendance cards to teachers)	✓	?	+	<input type="checkbox"/>
E.g. Recycling (from the classroom to the school bin)	✓	?	+	<input type="checkbox"/>
E.g. Shredding into pieces large cardboard boxes for the recycling	✓	?	+	<input type="checkbox"/>
Have you considered this student to be a 'helper' , under the supervision of an adult, if this would be of interest to them?	✓	?	+	<input type="checkbox"/>
E.g. Having the student help out in a younger age group (e.g. grade 5-6 students with K4-K5). They could create games, obstacle courses, and lead the younger students	✓	?	+	<input type="checkbox"/>
E.g. Having the student help out the bus monitor by holding the sign with the bus number	✓	?	+	<input type="checkbox"/>
Tier 2 overall considerations: <i>Additional steps when the selected practices don't seem to be enough to accompany those students who require further support</i>				
Have you previously implemented Tier 1 universal practices as a solid foundation for adding on Tier 2 targeted practices?	✓	?	+	<input type="checkbox"/>



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Tier 2 overall considerations: <i>Additional steps when the selected practices don't seem to be enough to accompany those students who require further support</i>				
Have you attempted to implement at least two of the Tier 2 targeted practices suggested in the CEBM Pyramid of Interventions?	✓	?	+	☐
Have targeted supports (flexible seating, quiet corner, movement break, etc.) been assigned and/or scheduled? And are they used consistently?	✓	?	+	☐
Has the need/purpose of the selected practices been explained to the students and their parents?	✓	?	+	☐
Is there buy-in from the students to try out these selected practices? Are the parents on-board as well to help encourage and support?	✓	?	+	☐
Have the selected practices been tried in different frequency and intensity?	✓	?	+	☐
Have the selected practices been tried at different times of the day or different days of the week?	✓	?	+	☐
Have the selected practices been tried in a variety of ways (e.g. changing the assigned tool/resource or the scheduled time)?	✓	?	+	☐
Have supports with other pre-determined adults been put in place (student Check-In)? And have these been maintained consistently and by the same adult?	✓	?	+	☐
Have out-of-class short breaks (run an errand, movement station in the hallway, etc.) or small group supports (academic, emotional/behavioural) been implemented?	✓	?	+	☐
Have out-of-class blocs of time been scheduled (foster class , Oasis, NSC)?	✓	?	+	☐
Have supported recess (outdoor supervised activities) and sheltered lunch been considered?	✓	?	+	☐
Have you attempted the exercise of implementing new/adjusted practices at least 2-3 times throughout this	✓	?	+	☐

period (and gone through all the steps mentioned above at each trial)?				
Have the 6 CEBM Student Challenge Placemats been consulted for additional ideas concerning more specific challenges (e.g. aggression, opposition, etc.)?	✓	?	+	☐
Has there been further communication with the student and parents to figure out the roadblocks?	✓	?	+	☐
Has data been collected in order to analyse patterns, triggers, what doesn't work, etc.?	✓	?	+	☐
Has the student been formally referred to the school team (Special Needs Committee, Interdisciplinary Team Meetings) using an AdHoc form?	✓	?	+	☐
Does the student have a formalized action/safety plan with clear objectives, along with suggested tools and strategies? Is the plan being used consistently?	✓	?	+	☐
Has the school resource teacher, board consultant/professional, or other key individuals (e.g. Project Harbour) been consulted for further support?	✓	?	+	☐
Has a student action/safety plan been reviewed by a board consultant and/or professional to see the need for changes or adjustments?	✓	?	+	☐
If there has been changes or adjustments made to the student action/safety plan , have those been tried consistently?	✓	?	+	☐
Has the CEBM Intervention Planning document at Tier 2 been reviewed by a board consultant and/or professional?	✓	?	+	☐
Has the school team considered formalizing the student action/safety plan into an Individualized Education Plan (IEP)?	✓	?	+	☐
For those students in the group who require additional support, have you considered increasing the support measures to Tier 3 individualized practices?	✓	?	+	☐