CEBM Trajectory during class time – <mark>SECONDARY LEVEL</mark>

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 for the whole class group

At Tier 1, the school staff must give priority to preventative measures.

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.

Handling challenging situations (e.g., dress code, being late, no materials, work refusal, cell phone use, 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. Not making the behaviour the bottom line; letting the student know the relationship is intact. Repeated minor occurrences may require further investigation and follow-up with the student.

In the event of a situation which has become a safety issue (e.g., serious verbal threat, physical attack, fight, possession of drugs/alcohol, possession of a weapon, bullying, destruction of property, graffiti, etc.), using de-escalation techniques if needed, referring the student to a support staff for a check-in (as a first step), and keeping the administration in the loop (consult your school protocols).

Consulting the **list of universal practices** for ideas.

Reviewing the **list of considerations at Tier 1** to reflect on where you are situated in the trajectory.

Tier 2 Targeted Practices for the challenging students

At Tier 2, the school staff are setting up measures (in addition to Tier 1) for some students in the group who require further support and accompaniment in the classroom (could be done in small groups).

Compensating for the student's challenges by providing the conditions they need to be successful.

Coming alongside the student's emotions and acting as a co-regulator.

Handling challenging situations, where the student may be dysregulated, with understanding and consideration on the part of the teacher (not taking it personally), by providing support measures in the classroom or in an alternate location, and if needed, requesting the help of a support staff (with the intention of a prompt return to the classroom). Repeated minor occurrences may lead to exploring the need to create an action plan for the student.

In the event of a situation which has become a safety issue, using de-escalation techniques if needed, referring the student to a support staff or a designated adult for a check-in (as a first step), and keeping the administration in the loop (consult your school protocols).

Consulting the **list of targeted practices** for ideas.

Reviewing the **list of considerations at Tier 2** to reflect on where you are situated in the trajectory.

Tier 3 Individualized Practices for the highly challenging students

At Tier 3, the school staff are setting up measures (in addition to Tiers 1-2) for few students in the group who require more intensive/individualized support and accompaniment in the classroom (to be done one-to-one).

Developing an action plan for that student and collaborating/communicating with all adults involved.

Providing times and spaces for the student to have breaks and/or to release pent-up emotion.

Handling challenging situations, where the student may be dysregulated, by following the recommendations included in the student's action plan or IEP (by the teacher), and if needed requesting the help of a designated adult at an alternate location (e.g., Nurturing Support Centre), with the intention of an eventual return to the classroom. Making sure to follow up and repair any potential fallouts due to the situation at hand. Repeated minor occurrences may lead to making potential changes to the student's action plan and investigating the need for more intensive measures.

In the event of a situation which has become a safety issue, following the recommendations included in the student's action plan or IEP for de-escalation, referring them to a designated adult, such as the Technician in the NSC, for a check-in (as a first step), and keeping the administration in the loop (consult your school protocol).

Consulting the **list of individualized practices** for ideas.

Reviewing the **list of considerations at Tier 3** to reflect on where you are situated in the trajectory.

Classroom practices	Examples
Being intentional in the **physical and social set-up** of the learning environment to benefit the students' focus and sensory experience.	Being mindful about lighting and visual decor, clutter-free, storing away nonessential items, well-organized space, clear sections, labeling/colour coding, thought-out seating chart, desk configuration, etc.
Embodying a **strong adult posture** as well as a caring leadership, focusing on managing the circumstances that impact the students rather than attempting to control their behaviour.	Conveying a strong/confident yet warm/caring stance and leadership, being careful about befriending, responding to needs and establishing limits/boundaries and helping them feel safe and taken care of.
Actively **greeting and engaging** students individually and as a group by favouring proximity, building relationships, and creating a positive classroom climate.	Welcome sign at the door, using their names, taking interest in students' lives, highlighting points in common, circulating in the room, making sure of having students' attention prior to giving instructions, being generous on providing materials when needed, activities that foster a sense of belonging and inclusion (e.g. class meetings, group projects).
Well established **structures and routines**, that are clear, explicit and predictable, as well as classroom supports for learning.	Arrival in class, independent work time & asking for help, moving in the classroom, school supplies, seating arrangements, etc. Examples of classroom supports: shared agenda for the day, shared learning goals for the period, memory aids, visual supports for learning, etc.
Explicitly introducing and modeling the **classroom expectations**, using visuals to cue desired behaviors, providing options adapted to the student's needs to help them be more successful.	Through stories, role-playing, etc. Examples of visuals: poster of classroom expectations, visual calendar, hand signals for common requests, etc.
Pedagogical flexibility, **inclusive practices**, and support measures optimizing focus and engagement in learning tasks.	Variety of seating options/work stations, technological aids, variety of pedagogical resources and tools, privacy panels, variety of instructional delivery methods, visual aids, acknowledging neurodiversity.
Opportunities to explore and work on **cross-curricular development**, as well as build **emotional literacy** by modeling ways of releasing, expressing, naming, and recognizing emotions.	Activities (done individually, in a dyad, or as a group) to explore and experiment around the concepts of stress management, adopt effective work methods, communication, cooperate with others, problem solving, conflict management, etc. Emotion cards, stories that highlight emotion, journaling with creative writing prompts, poetry, song lyrics, drama, emotional creative art activities, reflective activities that help identify/recognize emotional inner experiences, etc.

Consult *CEBM Tier 1 Checklist* for more examples.
Visit CEBM website for tools and resources: https://www.cebmmember.ca/tier-1-universal-practices
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Tier 1 Universal Practices for the whole group – SECONDARY

Classroom practices	Examples
Alternate seating and workstation options – different items to sit on or sit in, different locations within the classroom for students to work.	Seating options: yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, etc. Workstation options: standing table, working on the floor with a clipboard, etc.
Individual quiet-time activities for students to access during transition times, when they have finished work, when they need a break or a reset.	Variety of paper-crayon activities, fine motor activities, and individual quiet 1-person games (e.g. doodling pad, coloring mandalas, origami, puzzles, etc.)
Classroom designated area for students to work with minimal distractions, or to retreat to within the classroom when a break is needed from the group and/or their work.	Quiet section available with a study carrel, or slightly out of the way, including support tools (e.g. noise cancelling headset, sensory tools, meditation shape finger drawing cards, etc.)
Brain break activities to help students expend pent-up energy, with a variety of high-level and low-level energy activities to suit all student needs.	High-level activities: fitness drills, drumming, stepping, dance choreography, etc. Low-level activities: yoga, stretching & breathing exercises, play music, telling jokes, riddle & brain games, etc.
Emotional release activities to be done with the whole group or with smaller groups, when emotion rises in the classroom – this includes an emotional literacy component to help students identify and name emotions.	Slam poetry, improv theatre, writing lyrics, activities from the *Inside Out Handbook* by Hannah Beach which can be adapted to the secondary level.
Involvement in **community projects and activities** to help increase students' engagement and their sense of community and belonging.	Examples of community projects: community puzzle, quilt, mural, etc. Class council, school journal/newspaper, school blog, interest/social clubs, sports teams, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.

SECONDARY: Considerations prior to moving from Tier 1 to Tier 2 Interventions

When faced with a student who is struggling in class:

❑ Have two **universal practices** suggested in the Tier 1 of the *CEBM Pyramid of Interventions* document been implemented?

Continue with current practices

NO   **YES** If the student responds

If the student doesn't respond

❑ Has the need/purpose of the intervention been explained to the student and parents?

❑ Is there buy-in from the student to try out the intervention? Are the parents on-board as well to help encourage and support?

❑ Has the student's confidential file been looked at to see whether there are reports with recommendations (is the student coded)?

❑ Have other staff members, who have worked with the student, been consulted? What has been successful in the past? Possible triggers?

❑ Has the same strategy been tried in different frequency and intensity?
   ❑ intervention length
   ❑ group size during intervention
   ❑ number of intervention opportunities per week
   ❑ number of weeks implemented (*exception: If an escalation/serious deterioration of behaviour is noted*)

❑ Has the same strategy been tried at different times of the day or different days of the week?

❑ Has the same strategy been tried out in a variety of ways (varying the types of brain breaks from high to low intensity, type of flexible seating options, type of tools in the quiet corner, etc.)?

❑ Has the same strategy been tried out with the support/collaboration of another adult?

❑ Have other additional strategies been tried (at least 2 universal practices)? Repeat steps above.

Valuing a safe and **strong attachment** to the adult as key to a successful intervention.

Continue with additional practices

NO   **YES** If the student responds

If the student doesn't respond

❑ Has there been further communication with the student and parents to figure out the roadblocks?

❑ Have other staff members in the school been consulted for guidance or ideas/inspiration?
   ❑ Reflecting on the strategies tried
   ❑ Analyzing the data collected (what doesn't work, triggers, patterns, etc.)
   ❑ Reflecting on other possible strategies/supports

Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

These steps are not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

Remain at Tier 1

NO   **YES** If the student responds

If the student doesn't respond

Move to targeted Tier 2 Interventions

TIER 2 – TARGETED practices **for some students who struggle in the classroom** (situational or for a short period of time – student can handle small-group interventions).

* Benefit from interventions in Tier 1, but require additional measures to be successful in the classroom.

Systematic check-ins with a significant adult (beyond teacher greeting) **at scheduled times.** This needs to be done consistently and with the same adult.

Targeted small-group resource support to meet specific academic and/or behavioural needs outlined in the Student Behaviour Action Plan.

Use of the designated area within the classroom **at scheduled times** (e.g. following transitions) with carefully selected materials according to their needs, which are placed in the student's individual bin. The materials used are regularly reviewed and updated to make sure they continue to answer a need.

Assigned preferential seating, alternate seating and workstation – options need to be tried out to verify which one is better suited for the student needs. A student may have a few options of seats/workstations available to them based on time of day, type of activity or subject being taugh, and task required in order to optimize their attention and ability to complete the task.

Scheduled alternate classroom entrance and exit time (e.g. 5 min before or after the bell) to help with transitions.

Targeted scheduled time in another pre-determined supervised location:
- o Pre-determined location for a break, for individual work completion or for intervention.
- o Pre-determined times (visual schedule to know when, where and for how long they will be in another location before returning to class).
- o Pre-determined options of what can be brought and/or done in this location (individual bin with 2 projects and other helpful tools).

Delivery of a closed envelope to another location for the student to take a break, or send the student for a walk or a drink of water.

Assigned Foster classroom – pre-arranged location with a significant adult where the student can take a break from their class group and focus on individual work or quiet activities.

Scheduled small group emotion intervention to assist them in naming and processing their big emotions (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment).

Communication amongst all adults working with these students is key (including the parents).

Staff involved at T2: Teachers, Support Staff, and any other school staff involved.

* Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents.

SECONDARY: Considerations prior to moving from Tier 2 to Tier 3 Interventions

When the student hasn't responded to the sequence of interventions in Tier 1:

❑ Have two **targeted practices** suggested in the Tier 2 of the *CEBM Pyramid of Interventions* document been implemented?

NO

YES If the student responds

> Continue with current practices

If the student doesn't respond

❑ 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 interventions been explained to the student and parents? Is there buy-in?

❑ Similarly to Tier 1, have the following been tried: varying the frequency and intensity? Adjusting the time of the day / day of the week? Adjusting the strategy (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, etc.) or small group supports (academic, emotional/behavioural) been implemented?

❑ Have out-of-class blocs of time been scheduled (Tech room, NSC)?

❑ Has support during breaks and lunch been considered?

❑ Have other additional strategies been tried? (at least 2-3 targeted practices)? Repeat steps above.

❑ Have targeted measures for specific behavioural challenges (e.g. aggression, opposition, etc.) been considered?

> Valuing **emotional expression** through play as key to a successful intervention.

NO

YES If the student responds

> Continue with additional practices

If the student doesn't respond

❑ Has there been further communication with the student/parents?

❑ Has the student been formally referred to the school team (Special Needs Committee, Interdisciplinary Team Meetings) using an AdHoc form?

❑ Has the board consultant/professional reviewed the. **CEBM Intervention Planning** document for Tiers 1-2?

❑ Has a **Student Behaviour Intervention/Action Plan** been set up?

NO

YES If the student responds

> Continue with additional practices

If the student doesn't respond

❑ Has the school team reviewed the implementation of the strategies proposed in the Student Behaviour Intervention/Action Plan?

❑ Has the school team considered formalizing the Student Behaviour Intervention/Action Plan into an Individualized Education Plan (IEP)?

> Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

> These steps are not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

NO

YES If the student responds

> Remain at Tier 2

If the student doesn't respond

Move to individualized Tier 3 Interventions

TIER 3 – INDIVIDUALIZED practices **for few students who struggle to stay within the classroom setting and with the requirements of school** (chronic and ongoing – student requires one-to-one support).

* Benefit from interventions in Tiers 1-2, but require extended support to be successful in school.

Systematic Daily check-ins and end-of-day recap with a significant adult **scheduled multiple times each day.** This needs to be done consistently and with the same adult.

Personalized one-to-one resource support to meet specific academic and/or behavioural needs outlined in IEP (e.g. *My IEP Tool Kit*) and/or Student Behaviour Action Plan.

Personalized one-to-one movements break stations in the hallway, the fitness room and/or outside– type of movements (high vs low energy level) and frequency needs to be determined to suit the student's needs. The type of activity needs to be changed periodically to maintain interest and engagement in the intervention.

Personalized adapted schedule in another pre-determined supervised location (or a part-time schedule for those who require it):
- o Alternative home-base (e.g. Nurturing Support Centre) during class time and/or transitions, additional Phys. Ed., etc.
- o Visual schedule and individual bin that contains projects as well as materials to work towards student's IEP goals.

Personalized one-to-one emotional interventions with a significant adult to assist in naming and processing their big emotions (ex. use of journaling with creative writing prompts, Squawk Box – emotion accompaniment).

Collaboration and teamwork as well as ongoing communication amongst all adults working with these students is necessary.
- o Sharing the weight – no single staff is meant to support a student on their own on a full time basis.
- o Building a village of support – the student needs to feel a 'safetynet of attachments' with the teams of adults involved. Feeling safe is key for the student to be successful.

The use of humour and play will assist adults in sustaining their energy level and engagement in the face of challenging situations.

Staff involved at T3: Teachers, Support Staff, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).

* Ongoing communication is taking place with the parents.

SECONDARY: Considerations prior to moving beyond Tier 3 Interventions

When the student hasn't responded to the sequence of interventions in Tier 2:

❑ Have two **individualized practices** suggested in the Tier 3 of the *CEBM Pyramid of Interventions* document been implemented?

Continue with current practices

NO

YES If the student responds

If the student doesn't respond

❑ Have individualized supports (personal bin, personal choice board) been assigned and/or scheduled ? And are they being used consistently?

❑ Has the need/purpose of the interventions been explained to the student and parents? Is there buy-in?

❑ Similarly to Tier 1, have the following been tried: varying the frequency and intensity? Adjusting the time of the day / day of the week? Adjusting the strategy (changing the assigned tool/resource or the scheduled time)?

❑ Have the frequency and intensity of supports with other pre-determined adults (student Check-In, Nurturing Support Center) in the school been increased?

❑ Have the frequency and intensity of out-of-class breaks (attendant, adult in NSC) or one-to-one supports (academic, emotional/behavioural) been increased?

❑ Has further support during breaks and lunch been considered?

❑ Have other additional strategies been tried? (at least 2-3 individual practices)? Repeat steps above.

Continue with additional practices

NO

YES If the student responds

If the student doesn't respond

❑ If needed and available, has the school team requested an assessment/support from the board professional (e.g. Psychologist, Psychoeducator, Speech Language Pathologist, Occupational Therapist, Behaviour Consultant, etc.)?

❑ When applicable, is the student actively involved in their intervention planning/IEP?

❑ Has the school team considered an adapted schedule (additional phys. Ed., some classes in the NSC) or a reverse integration model (using the NSC as the student's main hub)?

Continue with additional practices

NO

YES If the student responds

If the student doesn't respond

❑ Has the school team reviewed the **CEBM Intervention Planning** document for Tier 3?

❑ Has the school team requested support from outside services (DYP, CISSS, medical, psychological)?

  ❑ Setting up Individualized and Intersectoral Service Plans (PSII)? Requesting a consultation with CEBM?

❑ Has the school team considered a part-time schedule (morning period only, just core classes)?

Remain at Tier 3

NO

YES If the student responds

If the student doesn't respond

Move *beyond** Tier 3 school-level interventions

Valuing **co-regulation** and making room to release emotions as key to a successful intervention.

Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

These steps are not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

* Measures beyond school-level Tier 3 interventions can include, but are not limited to, a referral for:
• Regional program (low ratio class)
• Homebound tutoring
• Outside services (e.g. CISSS centres et points de service en jeunesse, community respite centre, child psychiatry day programs)