

CEBM Trajectory during class time – **SECONDARY 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 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 fallout 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.



Tier 1 Universal Practices for the whole group – **SECONDARY**

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, having clear passageways, 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.	Calling students by name, taking interest in their lives, highlighting points in common, circulating in the room, making sure of having their attention prior to giving instructions, being generous in providing materials when needed, organizing 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. Notifying student, when possible, of any changes in routine, such as special activities and teacher absences.	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.	Examples of visuals: poster of classroom expectations, visual calendar, hand signals for common requests, etc. Having a community basket of supplies from which students borrow versus borrowing from classmates and disrupting them.
Pedagogical flexibility , inclusive practices , and support measures optimizing focus and engagement in learning tasks. Adapting the activities to suit these varying needs and being flexible in our expectations.	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 . Emotional release activities can be a powerful tool to help student experience, recognize and name emotions (e.g. slam poetry, improv theatre, writing lyrics, activities from the <i>Inside Out Handbook</i> by Hannah Beach which can be adapted to the secondary level)	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 wheel, 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/secondary-practices>

Martine Demers, Catherine Korah, CEBM, and Lucie Gingras, CQSB – Nov 2024



Tier 1 Universal Practices for the whole group – **SECONDARY**

Classroom practices	Examples
<p><u>Alternate seating and workstation</u> options – different items to sit on or sit in, different locations within the classroom for students to work.</p>	<p>Providing different items to sit on or sit in, different locations within the classroom for students to work:</p> <p><u>Seating options</u>: yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, etc.</p> <p><u>Workstation options</u>: standing table, working on the floor with a clipboard, etc.</p>
<p>Individual quiet-time activities for students to access during transition times, when they have finished work, when they need a break or a reset.</p>	<p>Variety of paper-crayon activities, fine motor activities, and individual quiet 1-person games (e.g. doodling pad, coloring mandalas, origami, puzzles, etc.)</p>
<p>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.</p>	<p>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.)</p>
<p>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.</p>	<p><u>High-level activities</u>: fitness drills, drumming, stepping, dance choreography, etc.</p> <p><u>Low-level activities</u>: yoga, stretching & breathing exercises, play music, telling jokes, riddle & brain games, etc.</p>
<p>Involvement in community projects and activities to help increase students’ engagement and their sense of community and belonging.</p>	<p>Examples of community projects: community puzzle, quilt, mural, etc.</p> <p>Class council, school journal/newspaper, school blog, interest/social clubs, sports teams, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.</p>
<p>Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.</p> <p>* Parents are informed of measures in place prior to moving on to Tier 2 practices. Please refer to the list of considerations prior to moving on to the next tier of support.</p>	

Consult [CEBM Tier 1 Checklist](#) for more examples.

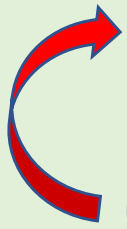
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SECONDARY: Considerations prior to moving from Tier 1 to Tier 2 Interventions

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?



NO

YES

If the student responds

Continue with current practices

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.

NO

YES

If the student responds

Continue with additional practices

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

NO

YES

If the student responds

Remain at Tier 1

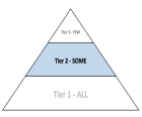
If the student doesn't respond

Move to targeted Tier 2 Interventions

Valuing a safe and **strong attachment** to the adult 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.



Tier 2 Targeted Practices for SOME students – **SECONDARY LEVEL**

For the students who need additional support to be successful in a classroom setting

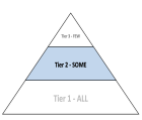
These targeted practices are meant to be applied in addition to Tier 1 interventions for the students to be successful. Please note that 'small-group' (approx. 5:1 ratio) may vary in number of students depending on the activity.

Classroom practices	Examples
Targeted measures for the physical and social set-up of the learning environment.	Assigning preferential seating. Ensuring the student has an adapted workstation (e.g. targeted tools to limit distraction and sensory overwhelm) which helps them feel comfortable in their environment and be available for learning.
Targeted attachment practices to engage students further, collecting rituals to engage attachment instincts prior to 'going to work', allowing the students to feel safe and welcome when needing to depend, etc.	Utilizing attachment practices that enhance and deepen the relationship (e.g. 2x10 relationship building strategy). Displaying genuine connection by taking interest in their life beyond school. Using engaging and non-threatening ways to connect. Highlighting points in common. Engaging them through their interests. Acknowledging the day's successes. If needed, matchmaking through a significant adult in their life. Bridging the relationship by not making the behaviour the bottom line.
Ensuring to display a strong adult posture during challenging circumstances. Making preventive and proactive approaches a priority (not waiting for problems to arise in order to deal with them).	Not taking the student's behaviour personally. Remaining calm and reflective. Being mindful of the impact of the adult's verbal and non-verbal stance. Waiting until a more appropriate time to address the situation. Relying on de-escalation and co-regulation if needed.
Systematic check-ins with a significant adult (beyond teacher greeting) at scheduled times. <i>* Ensuring that the check-ins are being done consistently by the same adult and that the student is indeed benefiting.</i>	This is a time of warm connection meant to welcome the student within the school environment and to get a pulse on how they are feeling and anticipating their day. Inquiring if they ate breakfast, have a lunch. Providing an opportunity for the student to express their emotions, be heard, and feel supported.
Targeted structures and routines to create further consistency and predictability.	Scheduling an alternate classroom entrance and exit time. If needed, providing an individualized visual schedule. Notifying students, when possible, of any changes in routine (special activities, teacher absences, guests).
Targeted small-group academic support in the classroom (re-teaching, remediation, double-guided instruction, resource small-group targeted support, etc.), or in an alternate location, to meet specific academic needs outlined in the student's action plan or IEP.	Providing small-group academic support. Implementing a variety of targeted pedagogical interventions, resources, tools, strategies, and support measures. Adjusting the services and schedule frequency based on needs analysis.
Assigned alternate seating and workstation – options need to be tried out to verify which one is better suited for the student needs and preferences.	Ensuring that the parameters (what-when-where) around the use of these tools has been properly considered. A student may have a few options of seats/workstations available to them based on time of day, type of activity or subject being taught, and task required in order to optimize their attention and ability to complete the task.
Assigned individual bin which can be used in the classroom, at the designated area, or other alternate locations in the school. The selected items must be adapted to the student's needs and preferences.	Offering a variety of sensory tools, books based on interest, paper-crayon activities (journaling, doodling, crossword puzzles, etc.), and individual creative projects. Ensuring that there's a rotation of the selected tools to keep the student engaged and motivated.

Consult [CEBM Tier 2 Checklist](#) for more examples.

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Tier 2 Targeted Practices for SOME students – **SECONDARY LEVEL**

Classroom practices	Examples
Use of the designated area within the classroom at scheduled times with carefully selected materials according to their needs, which are placed in the student's individual bin.	Modeling the proper use of the designated area. Ensuring the materials used in the area are regularly reviewed and updated to make sure they continue to answer a need.
Targeted movement break or a scheduled bloc of time in another pre-determined supervised location to provide breaks, switch gears, or complete individual work.	Examples of movement break: going for a drink of water, bringing an envelope to the office, etc. Examples of alternate locations: Foster Class , Oasis type room, Nurturing Support Centre , or any other alternative space in the building. Providing a visual schedule for the 'when-where-how long'. Giving access to the student's individual bin .
Targeted 'small-group' accompaniment during transition times . Ensuring that these are supervised properly. * <i>Lead by the support staff available.</i>	During breaks and lunch, providing targeted small-group activities (students are pre-selected, matched with an assigned adult, and gather in a pre-determined location). E.g. creative art activities, sports activities, community projects, interest clubs, etc.
Staff involved at T2: Teachers, Support Staff and any other school staff involved. * <i>Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents. Please refer to the list of considerations prior to moving on to the next tier of support.</i>	

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

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

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?

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

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.

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)?

NO

YES

If the student responds

Remain at Tier 2

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.

If the student doesn't respond

Move to individualized Tier 3 Interventions



Tier 3 Individualized and Intensified Practices for FEW students – **SECONDARY LEVEL**

For the students who require intensified one-to-one support to be successful in a classroom setting	
These practices are meant to be applied in addition to Tiers 1-2 interventions for the student to be successful. Using a preventive and proactive approach is also key (not waiting for the problems to arise to intervene), as the student is not available nor receptive when dysregulated. Students at Tier 3 benefit from being supported by the same significant adult. At Tier 3, a student requires an Action/Safety Plan (or an IEP) with personalized support measures that have been selected according to the needs and challenges presented.	
Classroom practices	Examples
Individualized measures for the physical and social set-up of the learning environment.	Assigning preferential seating. Ensuring the student has an adapted workstation (e.g. personalized tools to limit distraction and sensory overwhelm) which helps them feel comfortable in their environment and be available for learning.
Personalized and intensified attachment practices , to help soften the defenses of the student and help them to become slowly oriented towards the adults.	Deepening the attachment through one-to-one games and fun activities, compensating for the resistance and impulsivity by setting up structures, using ways to break the tension to engage and diffuse students in the face of challenging situations. If needed, matchmaking through a significant adult in their life.
Ensuring to display a strong adult posture during highly challenging circumstances. Making preventive and proactive approaches a priority (not waiting for problems to arise in order to deal with them).	Not being alienated by their behaviour and keeping the posture of a nurturing leader, backing away from conventional discipline and ultimatums, relying on de-escalation and co-regulation if needed, bridging by making the relationship (not the behaviour) the bottom line and restoring the connection following any fallouts.
Systematic daily one-to-one check-ins and end-of-day recap with a significant adult scheduled multiple times each day. <i>* Ensuring that the check-ins are being done consistently by the same adult and that the student is indeed benefiting.</i>	Providing regular check-ins. These are a key ingredient to help students at Tier 3 be successful at school. This is a prime time to connect with the student, establish a sense of safety, evaluate the student's emotional state, and provide an opportunity to release tension if needed.
Individualized structures and routines to create further consistency and predictability.	Scheduling an alternate classroom entrance and exit time. If needed, providing an individualized visual schedule. Notifying students, when possible, of any changes in routine (special activities, teacher absences, guests).
Intensive and individualized academic support in an alternate location, to meet specific academic needs outlined in the student's action plan , safety plan , or IEP .	Providing one-to-one support through intensive interventions, in addition to the resources, tools, strategies, adaptations, and other support measures. Adjusting the services and schedule frequency based on needs analysis.
Scheduled respite and downtime on a one-to-one basis in an alternate location (Nurturing Support Centre). Ensuring that these are supervised properly for safety.	Student has access to a personalized bin, which includes pre-selected tools that have been carefully selected. Content of the bin needs to be changed regularly to maintain interest and engagement.
Personalized movement breaks on a one-to-one basis in an alternate location as well as outdoors. Ensuring that these are supervised properly for safety.	Offering an opportunity to change the context and help switch gears. Providing activities that require big movement (e.g. Nurturing Support Centre , fitness room, going for a walk outside with an assigned adult).

Consult **CEBM Elementary Tier 3 Checklist** for more details.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/secondary-practices>

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Tier 3 Individualized and Intensified Practices for FEW students – **SECONDARY LEVEL**

Classroom practices	Examples
<p>Personalized support measures for the emotional and social support (collaborating with support staff) of few students who require intensified one-to-one support with their big emotions, in an alternate location (Nurturing Support Centre).</p>	<p>Setting up parameters to help them feel safe, by using co-regulation techniques, and by accompanying them to process their overwhelming emotions. Introducing a variety of avenues to help them express their emotions and providing additional outlets for physical release without repercussions. If available, providing access to an alternate safe space (e.g. Emotions Room) to release intense emotions.</p>
<p>Personalized accompaniment during transition times on a one-to-one basis in an alternate location and/or outdoors. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>	<p>During breaks and lunch, including Tier 3 student in a targeted small-group activity (must carefully select the activity and other students to increase the student’s success) or providing one-to-one structured activities with an assigned adult (e.g. board game, cards, creative art project, etc.)</p>
<p>If needed, setting up a personalized adapted schedule in another pre-determined supervised location (or a part-time schedule for those who require it). Some students struggle with the amount of stimulation within the classroom. By providing an adapted schedule, they will gradually acclimate to the context and be able to better manage their emotions.</p> <p><i>* Can be lead by various staff available</i></p>	<p>Alternate classroom entrance-exit time (e.g. 5 min before or after the bell) to help with transitions.</p> <p>Alternative home-base (e.g. Oasis type room, Nurturing Support Centre, or any other alternative space in the building) during class time and/or transitions, additional Phys. Ed., etc.</p>
<p>Staff involved at T3: Teachers, Support Staff, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).</p> <p><i>* Ongoing communication is taking place with the parents. Please refer to the list of considerations prior to moving on beyond the Tier 3 level of support.</i></p>	

Consult [CEBM Elementary Tier 3 Checklist](#) for more details.

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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?

NO

YES

If the student responds

Continue with current practices

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.

NO

YES

If the student responds

Continue with additional practices

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)?

NO

YES

If the student responds

Continue with additional practices

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)?

NO

YES

If the student responds

Remain at Tier 3

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)