

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 3 [Individualized Practices](#) during class time for FEW students

- At Tier 3, the school staff (teacher, resource teacher, support staff, etc.) are setting up measures during class time (in addition to Tiers 1-2) for FEW students who require [more intensive/individualized support and accompaniment](#) – benefit from blocs of time one-to-one time in an alternate setting (Oasis/[NSC](#)).
- Providing more [personalized attachment practices](#) and intensive check-ins, as well as an [adapted adult posture for a student at Tier 3](#). If not already in place, developing a [student active prevention plan](#), as well as collaborating and 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** (e.g., dress code, being late, no materials, work refusal, disturbing in class, talking back, profanity, etc.), where the student may be dysregulated, by following the recommendations included in the [student active prevention plan](#) or IEP (by the teacher). If needed, requesting the help of a designated adult at an alternate location (Oasis, [NSC](#), other spaces), with the intention of an eventual return to the classroom. **No student should be sent to the office for these types of occurrences.** Making sure to follow up and repair any potential fallouts due to the situation at hand. 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 making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), making sure two adults are present, following the recommendations included in the [student active prevention plan](#) or IEP for [de-escalation](#) (may benefit from having access to an [Emotions Room](#)). Requesting the help of a designated adult, such as a Technician in the [NSC](#), 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](#)). Repeated occurrences require further investigation, data tracking and follow-up with the student/parents. This may also lead to making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- 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, referring the student to a 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 individualized practices](#), as well as the [Tier 3 checklist](#) for ideas. Reviewing the [list of considerations at Tier 3](#) to reflect on where you are situated in the trajectory.

Tier 3 [Individualized Practices](#) during transitions (hallway, recess, lunch, daycare) for FEW students

- At Tier 3, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) are setting up measures during transitions (in addition to Tiers 1-2) for FEW students who require [more intensive/individualized support and accompaniment](#) – benefit from [sheltered recess/lunch](#) in an alternate setting (Oasis, [NSC](#))
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, by following the recommendations included in the student's action plan or IEP (by the teacher). If needed, requesting the help of a designated adult at an alternate location (Oasis, [NSC](#), other spaces). **No student should be sent to the office for these types of occurrences.** Making sure to follow up and repair any potential fallouts due to the situation at hand. 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 making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), making sure two adults are present, following the recommendations included in the [student active prevention plan](#) or IEP for [de-escalation](#) (may benefit from having access to an [Emotions Room](#)). Requesting the help of a designated adult, such as a Technician in the [NSC](#), 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 all staff involved with the student. Repeated occurrences require further investigation, data tracking and follow-up with the student/parents. This may also lead to making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- 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, referring the student to a 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.

