



EBM suggestions of Social Development Practices at each Tier – **Elementary**

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing universal whole group accompaniment for social development during class time ❑ Cueing the adult’s expectations around sharing, waiting their turn, standing in line, participating in group activities, connecting with others, etc. ❑ Using playful ways to introduce, model and prompt expectations through cues, stories, chants, role-playing, games, etc. ❑ Using story books to accompany students in exploring a range of social situations ❑ Providing students at Tier 1 the right social and environmental conditions for them to succeed in social interactions: <ul style="list-style-type: none"> - Intentional setup of the classroom and schoolyard - Engaging students to increase their sense of safety and belonging - Clear and explicit expectations, which have been introduced and modeled, and reviewed consistently - Strong adult posture - Predictable and consistent structures and routines 	<ul style="list-style-type: none"> ❑ Providing targeted small-group (2-4 students) accompaniment for social development (either in class or in an alternate location during station-based activities, at recess/lunch indoors or outdoors) – check out the information on the supported and extended recess ❑ Using story books in a small group setting to accompany students in exploring a range of social situations. ❑ Using games and activities to practice a range of social situations (LEGO, puppets, masks, role-playing, etc.). The adults model the expected social interactions and narrate the positive examples ❑ On a one-to-one basis, having the student replay challenging/triggering situations, as well as conflict faced, and helping them walk through it (LEGO, puppets, masks, role-playing, etc.) ❑ Providing students at Tier 2 the right social and environmental conditions for them to succeed in social interactions: <ul style="list-style-type: none"> - Opportunities for small, structured, and supervised activities in the classroom and schoolyard - Targeted small group opportunities to engage students further through attachment practices at Tier 2 - Time and place to explore and practice adult expectations (board games, group activities/sports, role-playing, etc.) - Strong adult posture at Tier 2 - Targeted structures and routines 	<ul style="list-style-type: none"> ❑ Providing intensive and personalized one-to-one accompaniment for social development in an alternate location – check out the information on the sheltered recess and lunch ❑ Giving access to an alternate space to explore and discuss a variety of social situations (ex. in the Nurturing Support Center) ❑ Setting up parameters to help them stay out of trouble by: <ul style="list-style-type: none"> - Providing close supervision when playing with others - Accompanying them in co-managing a difficult social context (board games, group activities/sports, etc.) ❑ Using games, LEGO, puppets and role play to practice facing challenging/triggering situations and helping them walk through it. ❑ Providing students at Tier 3 the right social and environmental conditions for them to succeed in social interactions: <ul style="list-style-type: none"> - Opportunities for individualized, structured, and supervised activities in alternate locations - Intensive and personalized one-to-one opportunities to soften the defenses and engage students further through attachment practices at Tier 3 - Time and place to explore and practice adult expectations (board games, group activities/sports, role-playing, etc.) - Strong adult posture at Tier 3 - Individualized structures and routines (adapted schedule with time spent in alternate locations)