

# 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 1 [Universal Practices](#) during class time for the whole class group

- At Tier 1, the school staff (teacher, resource teacher, support staff, etc.) during class time must give priority to [preventative measures](#) for all students as a whole group.
- 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. Making sure of displaying a [strong adult posture](#).
- 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, in a dignified way within the context of the [classroom by the teacher](#). **No student should be sent to the office for these types of occurrences**, requesting the help of support staff if needed. Students **are not typically referred to the Oasis/NSC at Tier 1**, unless exceptional circumstances. Letting the student know the relationship is intact, by not making the behaviour the bottom line. Repeated minor occurrences may require further investigation and follow-up with the student.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using [de-escalation](#) techniques if needed, [requesting the help of support staff for a check-in \(as a first step, not sending student straight to the office\)](#), and keeping the administration in the loop (consulting the school [safety protocol](#)). Repeated more serious occurrences may require further investigation and follow-up with the student.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, physical violence, possession of a weapon, etc.), [requesting the help of a designated adult for a check-in](#), using [de-escalation](#) techniques if needed, 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 universal practices](#), as well as the [Tier 1 checklist](#) for ideas. Reviewing the [list of considerations at Tier 1](#) to reflect on where you are situated in the trajectory.

## Tier 1 [Universal Practices](#) during transitions (hallway, recess, lunch, daycare)

- At Tier 1, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) during transitions must give priority to [preventative measures](#) for all students.
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, in a dignified way within the context of the [schoolyard by the staff present](#). **No student should be sent to the office for these types of occurrences**, requesting the help of support staff if needed. Repeated minor occurrences may require further investigation and follow-up with the student.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using [de-escalation](#) techniques if needed, [requesting the help of support staff for a check-in \(as a first step, not sending student straight to the office\)](#), and keeping the administration in the loop (consulting the school overall [safety protocol](#)). Important to document and communicate the incident to all staff involved with the student. Repeated more serious occurrences may require further investigation and follow-up with the student.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, physical/sexual violence, possession of a weapon, etc.), [referring the student to a designated adult for a check-in](#), using [de-escalation](#) techniques if needed, 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.





## Tier 1 Universal Practices for the whole group – **ELEMENTARY**

Classroom practices	Examples
Being intentional in the <u>physical and social set-up</u> 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 <u>strong adult posture</u> 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 <u>greeting and engaging</u> students individually and as a group by favouring proximity, building relationships, and creating a positive classroom climate.	Greeting students at the door, special handshake, 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 safety, belonging and inclusion (e.g. class meetings, group projects), cooperative school-home relationships.
Well established <u>structures and routines</u> , that are clear, explicit and predictable, as well as classroom supports for learning. Notifying students, when possible, of any changes in routine, such as special activities and teacher absences.	Morning arrival, homework/assignment turn-in trays with labels, taking turns speaking, independent work time & asking for help, transitions and moving in the classroom, borrowing materials, clean-up, line-up, end-of-day departure, etc.  Examples of classroom supports: shared agenda for the day, shared learning goals for the period, memory aids, visual supports for learning, task management checklists, time management tools, etc.
Explicitly introducing and modeling the <u>classroom expectations</u> , using visuals and play to cue desired behaviors, providing options adapted to the student's needs to help them be more successful.	Through stories, chants, role-playing, games, etc.  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.
<u>Pedagogical flexibility, inclusive practices</u> , 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 <u>cross-curricular development</u> , as well as build <u>emotional</u> and <u>social development</u> 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, children's books and games on emotions, puppets, emotional creative art activities, etc.

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

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-1-universal-practices>

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



## Tier 1 Universal Practices for the whole group – **ELEMENTARY**

Classroom practices	Examples
<p><b><u>Alternate seating and workstation</u></b> options. Some students focus/retain better when switching postures – needs to be introduced and modeled as a supporting tool.</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, bean bags, etc.</p> <p><u>Workstation options</u>: standing table, working on the floor with a clipboard, task clipped to a magnetic wall surface, low table sitting on cushions, etc.</p>
<p><b><u>Individual quiet-time activities</u></b> 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. sketching, mandalas/coloring pages, Search’N Find, mazes, connect the dots, find the differences, puzzle, Rush Hour, Tipover, Hoppers, etc.)</p>
<p><b><u>Classroom designated area</u></b> for students to retreat when a break is needed or to manage emotions – materials included need to be introduced and modeled as a supporting tool.</p>	<p>Quiet corner with a tent or a large cardboard box, including support tools (e.g. noise cancelling headset, breathing aids, sensory tools, calming nature scenes, books, emotion cards, meditation shape finger drawing cards, mazes, etc.)</p>
<p><b><u>Brain break activities</u></b> 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>: desk drumming, fitness drills, <i>Just Dance</i>, <i>Go Noodle</i>, <i>Boks</i> Fitness program, Simon Says game, etc.</p> <p><u>Low-level activities</u>: yoga, stretching &amp; breathing exercises, reading a fun story, telling jokes, riddle challenge, charades, mazes, etc.</p>
<p><b><u>Emotional release activities</u></b> 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.</p>	<p><u><i>Inside Out Handbook</i></u> by Hannah Beach with activities like the ‘Draw the Music’, and the ‘Frustration Monster’, etc.</p>
<p>Involvement in <b><u>community projects and activities</u></b> to help increase students’ engagement and their sense of community and belonging.</p>	<p>Community puzzle, quilt, weaving project, mural, Lego wall, marble maze building, etc.</p> <p>Interest/social clubs, sports teams, extra-curricular activities, volunteering, leadership opportunities, family and community involvement, etc.</p>
<p><b><u>Outdoor opportunities</u></b> to allow students release and reset, to help increase focus and productivity.</p>	<p>Organizing active games, free play, building and creating activities, safe/supervised outdoor risk-taking play. Can also be for fun learning and exploring activities (e.g. reading stories, measuring objects, scavenger hunt, etc.)</p>
<p><b>Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.</b></p> <p>* Parents are informed of measures in place prior to moving on to Tier 2 practices. Please refer to the <a href="#">list of considerations</a> prior to moving on to the next tier of support.</p>	

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

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-1-universal-practices>

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

# ELEMENTARY: 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.

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

Remain at Tier 1

NO

YES

If the student responds

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.

# CEBM Pyramid Trajectory– **ELEMENTARY LEVEL**

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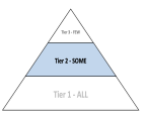
## Tier 2 Targeted Practices during class time for SOME students

- At Tier 2, the school staff (teacher, resource teacher, support staff, etc.) are setting up measures during class time (in addition to Tier 1) for SOME students who require further support and accompaniment – benefit from blocs of time in a small-group setting (could divide the students into stations or multiple small-group projects).
- Providing more targeted attachment practices and setting up check-ins, as well as an adapted adult posture for a Tier 2 student. Compensating for the student's challenges by providing the conditions they need to be successful (breaks, respite, movement, moments in small-group setting, etc.). Coming alongside the student's emotions and acting as a co-regulator.
- 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, with understanding/consideration (not taking it personally), by providing support measures in the classroom or hallway. If needed, requesting the help of support staff (with the intention of a prompt return to the classroom). **No student should be sent to the office for these types of occurrences**. Some students could be referred to the Oasis/NSC, depending on the child and circumstance, but not before having attempted classroom or hallway Tiers 1-2 practices first. Repeated minor occurrences may lead to exploring the need to create a student active prevention plan.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult 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 more serious occurrences may lead to exploring the need to create a student active prevention plan.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, physical/sexual violence, possession of a weapon, etc.), using de-escalation techniques if needed, requesting the help of 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 targeted practices, as well as the Tier 2 checklist for ideas. Reviewing the list of considerations at Tier 2 to reflect on where you are situated in the trajectory.

## Tier 2 Targeted Practices during transitions (hallway, recess, lunch, daycare) for SOME students

- At Tier 2, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) are setting up measures during transitions (in addition to Tier 1) for SOME students who require further support and accompaniment – benefit from an accompanied recess/lunch within a small-group structured games and activities.
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, with understanding/consideration (not taking it personally), by providing support measures in the schoolyard. If needed, requesting the help of support staff. **No student should be sent to the office for these types of occurrences**. Some students could be referred to the Oasis/NSC, depending on the child and circumstance (ideally this would be scheduled preventively). Repeated minor occurrences may lead to exploring the need to create a student active prevention plan.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult 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 more serious occurrences may lead to exploring the need to create a student active prevention plan.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, physical/sexual violence, possession of a weapon, etc.), using de-escalation techniques if needed, requesting the help of 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.





## Tier 2 Targeted Practices for SOME students – **ELEMENTARY LEVEL**

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

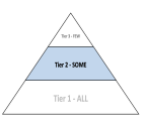
These targeted practices are meant to be applied in addition to Tier 1 interventions for the students to be successful. Please note that ‘[small-group](#)’ support may be 2-3 handpicked students in some situations, as we must ensure the students are connected and attuned to the adults first.

Classroom practices	Examples
Ensuring <b>safety</b> at all times, as students at Tier 2 require ongoing supervision due to their overwhelming emotions and potential lack of impulse control.	Minimizing the number of adults involved. Staff must share a common understanding and approach to allow for consistency and predictability. Communication amongst all adults involved (including the parents) is key, acting as a ‘baton-relay’ team.
Targeted measures for the <b>physical and social set-up</b> 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. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.
Targeted <b>attachment practices</b> 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. small 5:1 ratio, <a href="#">2x10 relationship building strategy</a> ). Displaying genuine connection by taking interest in their life beyond school. Using engaging and non threatening ways to connect (games and fun activities). Highlighting points in common. Engaging them through their interests. Acknowledging the day’s successes. Entrusting them with specific responsibilities. If needed, <a href="#">matchmaking</a> through a significant adult in their life. <a href="#">Bridging</a> the relationship by not making the behaviour the bottom line.
Ensuring to display a <b>strong adult posture</b> 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. Aiming to establish safety and not to do harm. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions. Relying on <a href="#">de-escalation</a> and <a href="#">co-regulation</a> if needed.
Systematic <b>check-ins</b> 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 snacks and a lunch. Providing an opportunity for the student to express their emotions, be heard, and feel supported.
Targeted <b>structures and routines</b> 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). Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.
Targeted small-group <b>academic support</b> in the classroom (re-teaching, remediation, double-guided instruction, resource small-group targeted support, etc.), or with the collaboration of the resource teacher in an alternate location, to meet specific academic needs outlined in the student’s action plan, safety plan, or IEP.	Providing small-group academic support (2-4 students). Implementing a variety of targeted pedagogical interventions, resources, tools, strategies, and support measures. Adjusting the services and schedule frequency based on needs analysis. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.

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

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-2-targeted-practices>

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## Tier 2 Targeted Practices for SOME students – **ELEMENTARY LEVEL**

Classroom practices	Examples
Targeted small-group opportunities for <b>emotional</b> and <b>social</b> development (collaborating with support staff).	Assisting students in naming and processing their big emotions (ex. use of emotion cards, children’s books on emotions, <a href="#">Emotions Folder</a> , <a href="#">Squawk Box – emotion accompaniment</a> ).
Assigned <b>alternate seating and workstation</b> – 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 <b>individual bin</b> 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 (doodling, sketching, mandalas, coloring pages, etc.), fine-motor activities (knitting, origami, etc.), quiet 1-person games (cards, puzzle, Rush Hour, etc.), and individual creative projects. Ensuring that there’s a rotation of the selected tools to keep the student engaged and motivated.
Use of the <b>designated area</b> 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.	Regularly 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 <b>movement break stations</b> in the hallway and/or outside (in addition to classroom brain breaks). The type of activity needs to be changed periodically to maintain interest and engagement. <i>* An alternate location in the school may provide this space for a number of students.</i>	The type of movements (high vs low energy level) and frequency must suit the student’s needs. <b>High-level activities:</b> poster with active exercises, fitness drills, obstacle course outside, etc. <b>Low-level activities:</b> poster with yoga poses or with stretching & breathing exercises, finger tracing designs on the wall, etc.
Targeted <b>scheduled time</b> in another pre-determined supervised location to provide breaks, switch gears, or complete individual work. <i>* Can be lead by various staff (support staff, resource teacher, school secretary, etc.)</i>	E.g. <a href="#">You’ve Got Mail!</a> , <a href="#">foster classroom</a> , Oasis type room, <a href="#">Nurturing Support Centre</a> , or any other alternative space in the building. Providing a visual schedule for the ‘when-where-how long’. Giving access to the student’s <a href="#">individual bin</a> .
Targeted ‘small-group’ <b>outdoor opportunities</b> beyond recess and lunch time. Ensuring that these are supervised properly for safety.	Active games (e.g. obstacle courses with different types of equipment), building and creating activities, etc. Seek to expend lots of energy to help the students be able to return to the group in a calmer state.
Targeted ‘small-group’ <b>accompaniment during transition times</b> (supported recess/lunch). Ensuring that these are supervised properly for safety. <i>* Lead by the support staff available.</i>	During <a href="#">supported recess and lunch</a> , modeling appropriate behaviour around sitting at a table, eating, and interacting with others. While outdoors, encouraging high energy games to help the students expend energy. Supporting transition back inside with a low energy/sensory calming activity to ensure readiness of returning within group.
<b>Staff involved at T2: Teachers, Support Staff, Resource Teacher, and any other school staff involved.</b> <i>* Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents. Please refer to the <a href="#">list of considerations</a> prior to moving on to the next tier of support.</i>	

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

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# ELEMENTARY: 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, 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, Tech room, NSC)?
- ❑ Have supported recess (outdoor supervised activities) and sheltered lunch been considered?
- ❑ Have other additional strategies been tried? (at least 2-3 targeted practices)? Repeat steps above.
- ❑ Have the **CEBM Student Challenge Placemats** been consulted for additional ideas concerning more specific challenges (e.g. aggression, opposition, etc.)?

**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 (or Resource Teacher) 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? – ex. Project Harbour (floating team)
- ❑ 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

**If the student doesn't respond**

**Move to individualized Tier 3 Interventions**

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.



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## 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 Tier 3 student](#). 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 minor occurrences may 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 more serious occurrences may 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, physical/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 minor occurrences may 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 more serious occurrences may 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, physical/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.





## Tier 3 Individualized and Intensified Practices for FEW students – **ELEMENTARY 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
Ensuring <b>safety</b> at all times, as students at Tier 3 require constant supervision due to their high defendedness and intense reactions.	Collaboration and teamwork as well as ongoing communication amongst all adults working with the student is necessary. Sharing the weight – no single staff is meant to support a student at Tier 3 on their own on a full time basis. Building a village of support – the student needs to feel a ‘safety net of attachments’ with the team of adults involved. Feeling safe is key for the student to be successful.
Individualized measures for the <b>physical and social set-up</b> 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. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.
Personalized and intensified <b>attachment practices</b> , 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 humour and play in engaging students in the face of challenging situations. If needed, <a href="#">matchmaking</a> through a significant adult in their life.
Ensuring to display a <b>strong adult posture</b> 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 <a href="#">de-escalation</a> and <a href="#">co-regulation</a> if needed, <a href="#">bridging</a> by making the relationship (not the behaviour) the bottom line and restoring the connection following any fallouts.
Systematic daily one-to-one <b>check-ins and end-of-day recap</b> 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 <b>key</b> 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 <b>structures and routines</b> 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). Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.
Intensive and individualized <b>academic support</b> with the collaboration of the resource teacher and/or professionals (e.g. SLP) in an alternate location, to meet specific academic needs outlined in the <a href="#">student’s action plan</a> , <a href="#">safety plan</a> , or <a href="#">IEP</a> .	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. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions at Tier 3.

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

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-3-individualized-practices>

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

Classroom practices	Examples
<p>Personalized support measures for the <a href="#">emotional</a> and <a href="#">social</a> support (collaborating with support staff) of few students who require intensified one-to-one support with their big emotions, in an alternate location and/or outdoors.</p> <p>Providing options adapted to their needs and maturity level to help them be more successful.</p>	<p>Setting up parameters to help them feel safe, by using <a href="#">co-regulation</a> 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 (access to <a href="#">personal bin</a> and <a href="#">personal choice board</a>). If available, providing access to an alternate safe space (e.g. <a href="#">emotions room</a> or outside playground when available) to release intense emotions.</p>
<p>Scheduled <a href="#">respite and downtime</a> on a one-to-one basis in an alternate location. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>	<p>E.g. coming back from recess to help the student recenter themselves before joining the group.</p> <p>Student has access to a <a href="#">personalized bin</a> within the <a href="#">designated area</a>, which includes pre-selected tools that have been carefully selected. Content of the bin needs to be changed regularly to maintain interest and engagement.</p>
<p>Personalized <a href="#">movement breaks</a> on a one-to-one basis in alternate locations as well as outdoors. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>	<p>This is an opportunity to go beyond the quick visit for a movement break. Offering an opportunity to change the context and help switch gears. Providing activities that require big movement. Going up and down the stairs and touring the building. Completing an obstacle course outside.</p>
<p>Personalized <a href="#">outdoor opportunities</a> on a one-to-one basis beyond recess and lunch time. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>	<p>Going outside becomes a key ingredient to allow students at Tier 3 to manage being in class and at school throughout the day. Outdoor activities can be done for multiple purposes: movement, emotional release, experimentation within a social context, etc.</p>
<p>Personalized <a href="#">accompaniment during transition times</a> 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>Managing multiple transitions are really challenging for students at Tier 3. They require constant accompaniment of an adult: at the buses, in the hallway, during recess and lunch (<a href="#">supported, extended or sheltered recess/lunch</a>), heading to daycare, etc.</p> <p>Preparing the student for upcoming transitions by naming and cueing desired behaviour. Giving constructive feedback to support and guide the student, as well as to encourage their efforts.</p>
<p>If needed, setting up a personalized <a href="#">adapted schedule</a> 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, <a href="#">Nurturing Support Centre</a>, or any other alternative space in the building) during class time and/or transitions, additional Phys. Ed., etc.</p>
<p><b>Staff involved at T3: Teachers, Support Staff, Resource Teacher, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).</b></p> <p><i>* Ongoing communication is taking place with the parents. Please refer to the <a href="#">list of considerations</a> prior to moving on beyond the Tier 3 level of support.</i></p>	

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

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-3-individualized-practices>

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# ELEMENTARY: 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?
- ❑ Have sheltered recess and lunch (indoor supervised activities) 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)