

TIER 1 – Collaborative Approaches to address behaviour challenges

Having a common understanding of the benefits of certain Tier 1 measures and its consistent practice throughout the school:

- ✓ attachment-friendly practices, such as ‘Collecting’
- ✓ flexible seating and alternate work stations
- ✓ classroom brain breaks
- ✓ designated area within a classroom

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All adults interacting with students contribute to creating a SAFE environment by:

1. Keeping the child-adult relationships strong
2. Providing structure and predictability
3. Offering a variety of intervention options
4. Scaffolding orchestrated by the adults to help the student succeed:
 - ✓ Compensate for the student’s immaturity
 - ✓ Shield the student from overstimulation/overwhelm
 - ✓ Safeguard the student from getting into further trouble
5. Having insights about:
 - ✓ Student behaviour isn’t always what it seems (need to understand what’s happening beneath).
 - ✓ Adult response is impacted by their stress level

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Attachment-friendly practices



Creating a Conscious Invitation into Relationship
by Hannah Beach (Feb 13, 2020)


<https://hannahbeach.ca/creating-a-conscious-invitation-into-relationship/>

<https://www.youtube.com/watch?v=kzvm1m8zq5g>

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Flexible Classroom

Offer alternate seating options and alternate workstations to help students with attention and manage their bodies



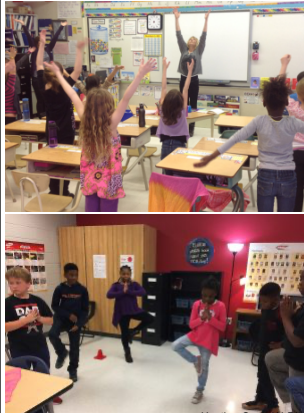
Flexible seating options

Alternate workstation options



<https://www.cebmmember.ca/individual-work-stations>

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Classroom Brain Breaks



Offer breaks for physical movement or for quiet-time activities

<https://www.cebmmember.ca/brain-break-activities>

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Classroom/Hallway Quiet Corner

A quiet corner is a safe place where students can ‘take a break’ within the classroom when they feel overwhelmed, upset or simply need to retreat and have a reprieve from the group.

<https://www.cebmmember.ca/cocoon-area>

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TIER 2 – TARGETED Practices in the Classroom and School

- Interventions for challenging students who struggle in the classroom (situational, for a short period of time)
- Practices lead by the Teachers with the help of Support Staff and Resource Teacher. Scheduled in.
- Targeted adjustments based on student needs, remediation/encadrement, as well as evidence-based practices.
- Student continues to benefit from T1 interventions in addition to supplemental T2 measures

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TIER 2 – Collaborative Approaches to address behaviour challenges

- In-class and out-of-class collaboration between Teachers, Support Staff and Resource Teacher for targeted support of challenging students
- co-teaching partners (remedial/supporting)
 - common prep times, pedagogical days, ad hoc meetings, School Level Committee
- Special Education Technicians/Attendants
 - SET: School level committee
- Shared documents

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TIER 2 – Collaborative Approaches to address behaviour challenges

- Collaboration among key staff involved to create open communication and shared documentation.
 - Administration, parents, professionals/consultants, etc.
 - Create a paper trail re: what the adults are putting into place at Tier 2 and Tier 1
 - Observations for reflection for systematic design-making.

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TIER 2 – Collaborative Approaches to address behaviour challenges

- Collaboration among key staff involved for specific T2 measures and its consistent practice within a school:
 - Attachment-based strategies
 - Teach others
 - ‘Matchmaking’
 - Systematic Check-In
 - Movement Stations in the hallway or another location
 - Mail delivery to a predetermined adult
 - Predetermined breaks in an alternate location: Technician Room, Resource Room, Foster Class, Nurturing Support Centre

Example: Predetermined breaks in alternate locations (Teacher/SET in secondary)

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Classroom or Hallway Movement Station

https://www.cebm.ca/members/physical-outlet-movement-station Heather Scott (ALDI) and Catherine Korah (CEBM) 23

Foster Classroom

- Predetermined classroom for students who require this intervention
- Work station with work tools awaits incoming foster student
- Student is informed of this intervention, location is shown in advance
- Student comes with work from his/her classroom
- Student is informed on how and when he/she will return to class

https://www.cebm.ca/members/parents-outside-the-classroom Heather Scott (ALDI) and Catherine Korah (CEBM) 24

Nurturing Support Centre (NSC) Tier 2 Intervention – Targeted support

- Provide student with passes to visit the NSC, to work, to talk, to have supervised 'alone time'
- Participation in 'interest clubs' with adult supervision during recess and lunchtime
- Sheltered recess and/or sheltered lunch in a predetermined location (small group) – orchestrate the schedule to 'divide & conquer' clusters of students who struggle together



October 21st, 2022 <https://www.cebmmember.ca/intervention-planning-and-mapping> Heather Scott (ALDI) and Catherine Korah (CEBM) 25

TIER 3 – INDIVIDUALIZED Practices within a school

- Interventions for highly challenging students who are unable to function well within the classroom and/or the school
- Collaboration between the school team, the board professionals/consultants, the parents, as well as outside partners if involved
- Interventions based on close observations and reflection- Referral for further investigation on the root of the problem
- Individualized adjustments based on student specific needs, remediation/encadrement, as well as evidence-based practices
- Student continues to benefit from T1 and T2 interventions in addition to supplemental T3 measures

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TIER 3 – Collaborative Approaches to address behaviour challenges

- In-class and out-of-class collaboration among key parties for individualized support of highly challenging students
 - School level committee, staff meetings, school team newsletters
 - Collaboration for student AdHoc and referral for further investigation and additional support
- Common understanding of systemic support and this means that a student may learn and work in areas other than the classroom
 - Shift in thinking
- Collaboration in ongoing communication to discuss what's working and what's not working for the student-suggested Action Plan
 - Action Plan
 - Guiding questions

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TIER 3 – Collaborative Approaches to address behaviour challenges

- Collaboration among key staff involved for specific T3 measures and its consistent practice within a school:
 - Attachment-based strategies such as 'Bridging'
 - Individualized measures for emotional/behavioural support
 - Changes to the student's schedule from certain adaptations (selective times in the classroom) to a reverse integration

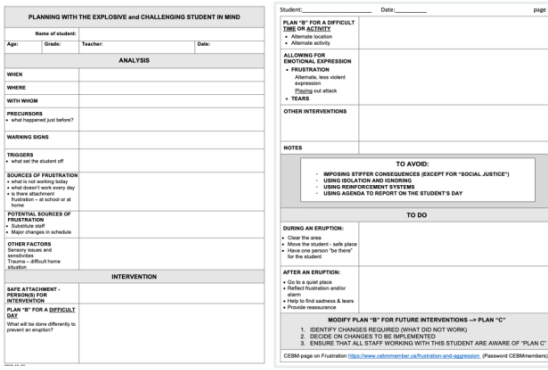
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Instead of a time-out, use TIME AWAY

1. If necessary, use TIME AWAY.
2. Send the student TO SOMEONE or to a Nurturing Support Centre (NSC).
3. Use a dignified way to have the student leave. E.g. Send the student on an 'errand'
4. If no other adult is available create a "safe spot" or "quiet corner". Let the student know you will be there shortly.
5. Let the student know explicitly that the relationship is still intact (i.e. Bridging).
6. It is always up to the adult to restore and maintain the relationship with a student.

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Action Plan with adult-centered goals



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Daily multiple student "Check-Ins" with a significant adult

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Nurturing Support Centre Tier 3 Intervention

Personalized & adapted schedule

Individualized support

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Final Thought...

Situations that build on cooperation and mutual support among stakeholders will enhance the outcomes of the intervention to reach all students. (Direct translation)

"Les situations qui mettent à profit la coopération et l'entraide entre les intervenants seront autant de moyens d'améliorer les résultats de l'intervention tendant à rejoindre tous les élèves." p. 22 Section 2.1.2

http://www.education.gouv.qc.ca/fileadmin/site_web/documents/dpse/adaptation_soy.com/CEBM/Services/19-10-18.pdf

Catherine Korah and Martine Demers
Centre of Excellence for Behaviour Management
www.cebm.ca

Also visit the CEbM Resource Center
<https://www.cebmresource.ca/>

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