

CEBM Trajectory during class time – **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 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, 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 a weapon, bullying, destruction of property, 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 hallway, 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), or if needed, requesting the help of a designated adult at an alternate location (e.g., Nurturing Support Centre, Emotions Room), with the intention of an eventual return to the classroom. 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'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 a 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.

CEBM Pyramid of Interventions in the classroom – **ELEMENTARY LEVEL**

TIER 1 – UNIVERSAL practices that benefit the whole group within the classroom.

- Being intentional in the set-up of the classroom to benefit the students' focus and sensory experience.
- Teacher greeting and engaging their students individually and as a group (in morning, following a transition).
- Well established structures and routines (e.g. morning arrival, independent work time & asking for help, transitions and moving in the classroom, school supplies, seating arrangements, etc.)
- Introduce and model the expected classroom behaviours. Visuals to cue desired behaviors (e.g. poster of classroom rules, visual calendar, pre-determined hand signals for communication, homework/assignment turn-in trays with labels, etc.)
- Differentiated pedagogy (e.g. use of technology), inclusive practices (e.g. honouring neurodiversity), and incorporation of shorter work periods, especially for longer and more complex assignments.
- In-class opportunities to work on cross-competency skills (e.g. stress management, communication, interpersonal skills, conflict management, etc.) and to build emotional literacy by reflecting and modeling them.
- Alternate seating options – different items to sit on or sit in (e.g. yoga ball, wobble stool, Ergo-Ergo seat, desk cycle, stretchy band for feet, disc-o-sit, etc.) – its use needs to be introduced (how it's a supporting tool, not a toy).
- Alternate workstation options – different locations within the classroom for students to work (e.g. standing table, working on the floor with a clipboard, etc.)
- Brain break activities built-in to the students' daily schedule with a variety of high level and low level energy activities to suit all student needs (e.g. desk drumming, fitness drills, breathing & stretching, Just Dance, Go Noodle, etc.)
- Individual "Quiet Time" activities (e.g. fine motor activities, sketching, mandalas/coloring pages, Search'N Find, mazes, connect the dots, find the differences, etc.)
- Emotional release activities with the whole group or with smaller groups, so as to release emotions (e.g. Draw the Music, Frustration Monster, etc.) – this includes an emotional literacy component to help students identify and name emotions.
- Designated area for students to retreat to within the classroom when a break is needed from the group and/or their work – its use needs to be introduced (how it's a supporting tool, not a time for free play).
- Community projects (1-3 per classroom) Puzzles, building game (e.g. Lego, maze building, mural weaving).
- Increased opportunities to be outdoors – structured games, learning times, play.

Staff involved at T1: Teachers, Support Staff, and all staff during school-wide events.

** Parents are informed of measures in place prior to moving on to Tier 2 practices.*

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 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 communication with the student/parents?
- 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 of Interventions in the classroom – **ELEMENTARY LEVEL**

TIER 2 – TARGETED practices for challenging students who struggle in the classroom (situational or for a short period of time – student can handle small-group interventions).

** Benefit from interventions in Tier 1, but require additional measures to be successful in the classroom.*

- Systematic check-ins with a significant adult (beyond teacher greeting) **at scheduled times**.
- **Targeted small-group resource support** to meet specific academic and/or behavioural needs outlined in the Student Behaviour Action Plan.
- Designated area within the classroom **at scheduled times** (e.g. following transitions) – materials included in the designated area need to be tried out and adapted to benefit student needs.
- **Assigned preferential seating, alternate seating, and alternate workstation** – options need to be tried out to verify which one is better suited for the student needs.
- **Scheduled alternate classroom entrance and exit time** (e.g. 5 min before or after the bell) to help with transitions.
- **Targeted movements break stations** in the hallway and/or outside (in addition to classroom brain breaks) – type of movements (high vs low energy level) and frequency to suit the student's needs.
- **Targeted** scheduled time in another pre-determined supervised location:
 - Pre-determined location for a break, for individual work completion or for intervention (e.g. resource room, technician room, designated helper in the school, etc.)
 - Pre-determined times (the student is provided with a visual schedule to know when, where and for how long they will be in another location before returning to class).
 - Pre-determined options of what can be brought and/or done in this location (individual bin with 2 projects and other helpful tools).
- You've Got Mail! – intervention cards to provide movement as the student heads to a predetermined designated adult fulfills the requirements of the card and returns to their classroom.
- **Assigned Foster classroom** – pre-arranged location with a significant adult where the student can take a break from their class group and focus on individual work or quiet activities.
- **Targeted small-group emotion intervention** opportunities led by the teacher and/or the support staff available. To assist students in naming and processing their big emotions (ex. use of emotion cards, children's books on emotions, *Emotions Folder*, *Squawk Box* – emotion accompaniment).
- **Targeted small-group** accompaniment during transition times (e.g. supported recess/lunch).
- Communication amongst all adults working with these students is key.

Staff involved at T2: Teachers, Support Staff, Resource Teacher, and any other school staff involved.

** Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents.*

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

If the student doesn't respond

- ❑ Similarly to the attempts in 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 targeted supports (flexible seating, quiet corner, movement break, etc.) been assigned and/or scheduled?
- ❑ Have supports with other pre-determined adults been put in place (student Check-In)?
- ❑ 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 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

Valuing **emotional expression** through play 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 of Interventions in the classroom – **ELEMENTARY LEVEL**

TIER 3 – INDIVIDUALIZED practices for highly challenging students who struggle to stay within the classroom setting and with the requirements of school (chronic and ongoing – student requires one-to-one support).

** Benefit from interventions in Tiers 1-2, but require extended support to be successful in school.*

- Systematic Daily check-ins and end-of-day recap with a significant adult **scheduled multiple times each day.**
- Personalized one-to-one** resource support to meet specific academic and/or behavioural needs outlined in IEP (e.g. *My IEP Tool Kit*) and/or Student Behaviour Action Plan.
- Personalized one-to-one** movements break stations in the hallway and/or outside – type of movements (high vs low energy level) and frequency to suit the student’s needs.
- Personalized** adapted schedule in another pre-determined supervised location (or a part-time schedule for those who require it):
 - Alternative home-base (e.g. Nurturing Support Centre) during class time and/or transitions, additional Phys. Ed., etc.
 - Visual schedule and individual bin that contains projects as well as materials to work towards student’s IEP goals.
- Personalized one-to-one** emotional interventions with a significant adult to assist in naming and processing their big emotions. Introduce a variety of avenues to help students express their emotions and providing additional outlets for physical release that will also be without consequences.
- Personalized one-to-one** accompaniment during transition times. For example, at the buses, in the hallway, during recess and lunch (supported, extended or sheltered recess/lunch), heading to daycare, etc.
- Collaboration (working as a team to share the weight) and ongoing communication amongst all adults working with these students is necessary.

Staff involved at T3: Teachers, Support Staff, Resource Teacher, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).

** Ongoing communication is taking place with the parents.*

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

- ❑ Similarly to the attempts in Tiers 1-2, have the following been tried :
 - ❑ varying the frequency and intensity?
 - ❑ adjusting the time of the day / day of the week?
 - ❑ adjusting the strategy according to the specific needs of the student?
- ❑ Have individualized supports (personal bin, personal choice board) been assigned and/or scheduled ?
- ❑ 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)