

# 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 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)