

At a Crossroads

“We need to start looking at kids through a different set of lenses.”

Shift in addressing Classroom Management and Problem Behaviour

What we see on the outside is telling us something about what is happening on the inside.

What we see influences what we do.

When we understand what is behind the behaviour we can then:

- choose interventions that will make a difference
- avoid interventions that risk making things worse

SHIFTING YOUR LENS

1. **Attachment-based developmental paradigm** – Gordon Neufeld, Deborah MacNamara, Hannah Beach & Tamara Strijack, Mona Delahooke, etc.
2. **Research on the human brain (neuroscience) and its impact on emotion** – Jay Giedd, Laurence Steinberg, Steven Porges, Daniel Siegel, etc.
3. **Trauma research** – Bruce Perry, Bessel Van der Kolk, McCrory, Gabor Maté, Reggie Melrose, Edmiston & Jackowski, etc.
4. **Research on play and its benefits for brain development and learning** – Jaak Panksepp, David Elkind, Peter Gray, Iain McGilchrist, Pellis & Pellis, Lillard & Else-Quest, etc.

Maturation - Principles

1. Natural Process that unfolds according to a plan – it is in our nature to mature.
2. Maturation cannot be rushed

The IMMATURE child has a hard time:

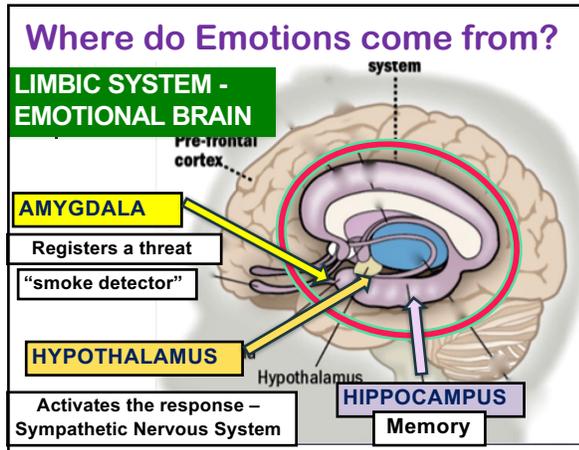
1. **Finding information efficiently** and quickly (under-developed **Cerebellum**)
2. Seeing the **“whole” picture** (under-developed **Corpus Callosum**)
3. **Tempering** their instinctual reactions with conflicting thoughts and feelings. (under-developed **Prefrontal Cortex**)

As a result they often KNOW better but cannot DO better as Emotion overwhelms REASON. Behaviour will improve when maturation occurs, but this takes time.

Emotions - Principles

Emotion has WORK to do.

- The ultimate job of emotion is to GROW THE CHILD UP.
- The immediate task of emotion is SURVIVAL.
- EMOTIONS need to be EXPRESSED to preserve healthy functioning and well-being.



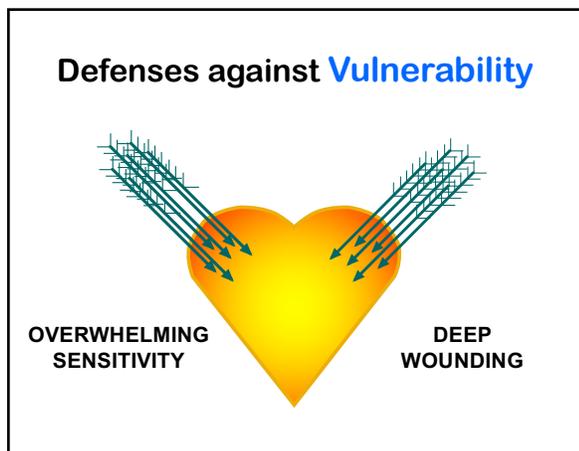
SELF REGULATION requires Prefrontal cortex development

Youth rely more on the **Amygdala** (limbic system)

Adults rely more on the **Prefrontal Cortex**



- ### Vulnerability Principles
1. Growth requires softness – which means being vulnerable.
 2. When the brain senses it is too vulnerable, it protects itself
 3. When the brain is **protecting** itself, it cannot be growing.
 4. Immaturity is at the root of, and the most likely explanation for, learning and behaviour problems.



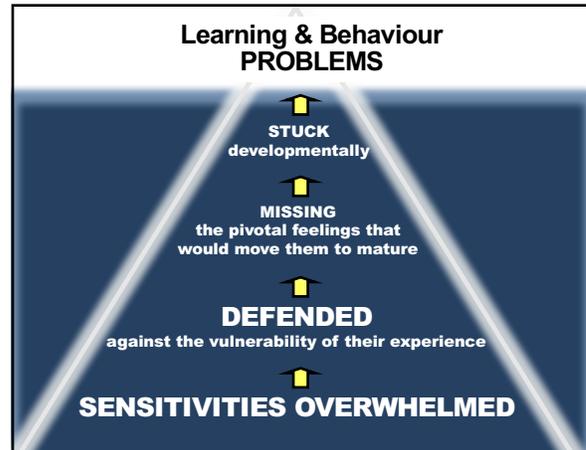
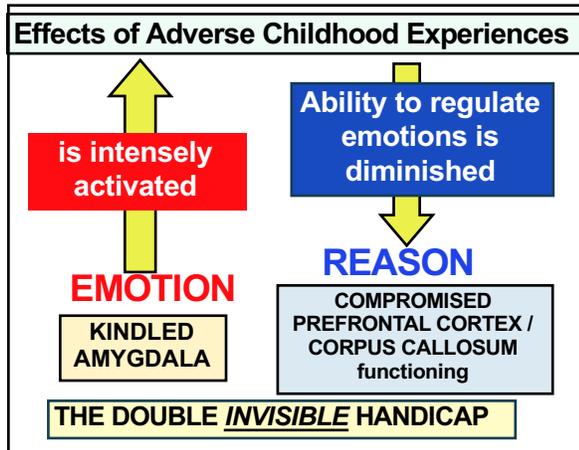
Too much separation
Too much shame
Too much alarm

It's not safe to express what I am feeling.

It's not safe to depend or be vulnerable.

The world is overwhelming and there is no one who can keep me safe.

Effects of Adverse Childhood Experiences or too much SENSITIVITY



Impact of Defendedness on Learning

New Learning increases the feelings of **VULNERABILITY**

- These students instinctively **avoid** doing anything that would lead them into **vulnerable territory** – trying new things, asking questions, presenting original ideas, exploring the unknown.
- These students are reluctant to look at their own **mistakes** or to attend to their **failures** as that would make them feel **vulnerable**.
- They find it difficult to **admit to inadequacy or ignorance**, or to confess confusion, as that would open them to feelings of shame.
- They rarely ask for **assistance** from the teacher as that would create **feelings of dependency** and **vulnerability**.
- Since they cannot feel sad about what is not working, their brain is then less able to do “work arounds” – **they get stuck in their learning disabilities**.

Impact of defendedness on relationships

It will be hard to “collect” the student.

- No eye-contact / ignoring
- A scowl when contact is made
- Mumbling or rude comment “under the breath”

TO REMEMBER from the student’s point of view:

- Attachment feels vulnerable
- Better to reject than be rejected
- Waiting for the kindness to be turned into a “but”, or critique, or a judgement about **all they have done wrong**

Attachment Principles

1. Attachment is the primary need of a developing being. Separation is the greatest fear.
2. Growth takes place in the context of a safe Attachment.
3. A “safe” Attachment figure both cares about and cares for (takes charge of) the dependent being.
4. Being dependent requires the ability to tolerate vulnerability.

A well-attached child ...

- listens and attends to us
- feels at home with us
- follows us
- likes us
- likes to please us
- seeks to measure up
- doesn't want to have secrets from us
- likes our company
- seeks our help
- looks up to us
- trusts us
- takes our cues

What works

A Quiet Safe Place

- Calm adults
- Calm environment
- Lots of predictability and structure

Compassionate containment

- Close proximity to a CALM contained adult
- Research shows that the brain is soothed by the touch and close proximity of a caring adult. *Perry, Coan*

BEHAVIOUR CHANGES WHEN...

Maturation

Behaviour changes as the brain matures

Emotions

Behaviour changes when emotions are felt

Vulnerability

Behaviour changes when vulnerability is protected

Attachment

Behaviour changes when students are attached to adults

WHAT DOESN' T WORK

Conventional Classroom Management and Problem Behaviour Centered Intervention



- Rewards/Consequences
- Behaviour management tracking systems
- Being sent to the Principal's office
- Detention/Reflection Room
- Student behaviour contract
- Zero tolerance discipline measures
- Suspensions

It doesn't help change or improve student behaviour and it exacerbates the problem with troubled students

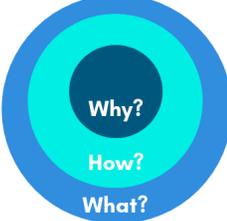
WHAT DOESN' T WORK

Student IEP and Action Plan based on child-centered goals

Making them responsible and accountable for goals they cannot consistently attain on their own is a recipe for disaster:

- Highly challenging students often KNOW better but cannot DO better as Emotion overwhelms REASON.
- These students are reluctant to look at their own mistakes or to attend to their failures as that would make them feel vulnerable.
- To be able to regulate emotions it requires emotional growth and tender feelings, which highly challenging students often lack and struggle with. They need us to co-regulate.
- Behaviour will improve when maturation occurs, but this takes time. In the meantime, they need our support and accompaniment to compensate for their immaturity.

It doesn't help change or improve student behaviour and it exacerbates the problem with troubled students



HOW: process

specific actions taken to realize the why

CHILDREN GROW AND MATURE WHEN ADULTS CREATE A RELATIONAL GARDEN



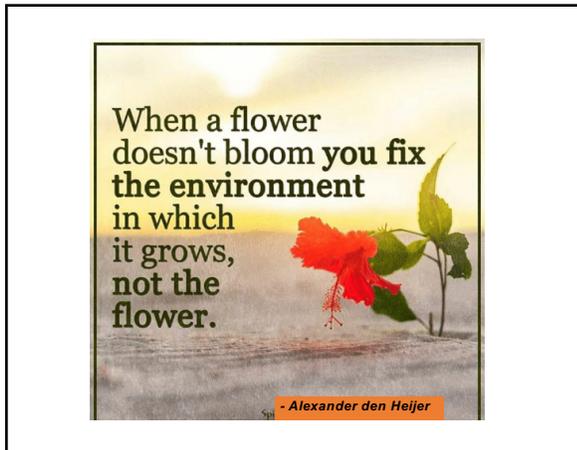
We are gardeners, not sculptors.

We create the environment and wait patiently for the growth.

The consistency that children need is the knowledge that they can count on the adults in their world to provide what they need.

We must have faith in the developmental plan.

Gordon Neufeld, PhD.



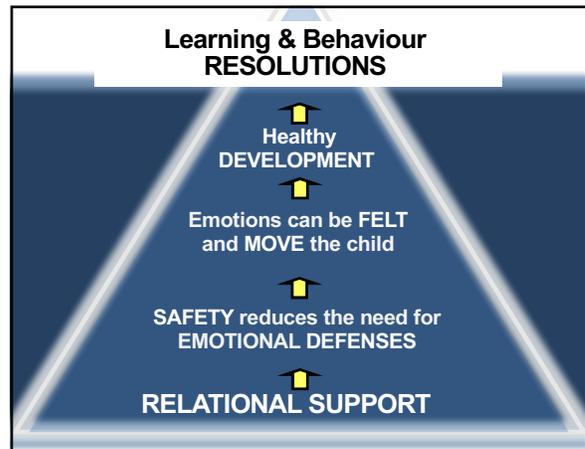
INTERVENTION PRINCIPLES

1. Respect and compensate for the level of **Immaturity**
2. Come along-side the emotional experience by allowing **Emotional Expression** and encouraging **Play**
3. Protect the **Vulnerability**
4. Preserve and maximize the **Attachment** relationship

Working with behaviour at its roots for lasting change.

Best PRACTICES to consider

<p>Attachment-friendly practices</p> <p>Attachment-friendly practices allows for the child to:</p> <ul style="list-style-type: none"> • feel CONNECTED enough (sense of proximity, sense of belonging, sense of significance) • feel ACCOMPANIED and SUPPORTED (it's an adult-lead intervention) <p>* These conditions set the stage for a child to achieve a state of emotional rest.</p>	<p>Trauma-informed practices</p> <p>Trauma-informed practices allows for the child to:</p> <ul style="list-style-type: none"> • feel SAFE enough (by establishing structure, predictability, stability and flexibility) – adults must avoid using punitive measures, which may trigger the child and re-traumatise them • feel ACCOMPANIED and SUPPORTED (children exposed to toxic stress and trauma don't have the foundation to self-regulate, therefore adults are responsible for assisting them in co-regulation) <p>* These conditions set the stage for a child to get in touch with his emotions and develop healthy emotional appraisals.</p>
<p>Emotion & Play-based practices</p> <p>Emotion & Play-based practices allows for the child to:</p> <ul style="list-style-type: none"> • feel FREE enough from obligations and distractions to express emotions • feel SAFE enough to try alarming things (not for real) • feel INVITED to express all ranges of emotion and feel ACCOMPANIED and SUPPORTED (it's an adult-child engaging intervention) <p>* These conditions set the stage for a child to get in touch with his playful side and be engaged in learning.</p>	<p>Sensory-friendly practices</p> <p>Sensory-friendly practices allows for the child to:</p> <ul style="list-style-type: none"> • feel SAFE enough through a pleasant and non-threatening sensory experience that can cue the brain. • feel ACCOMPANIED and SUPPORTED by the adults, which prevents the child from getting overwhelmed, causing him to become defensive and withdrawn. <p>* These conditions set the stage for a child to be grounded and receptive to learn.</p>



PREVENTION and INTERVENTION

Key factors in supporting challenging students

RTI Model

Targeted Intervention
Based on RTI Model of Responses to Intervention

Tier III
FEW
1-7% Benefit from individualized supports

Tier II
SOME
5-15% Benefit from targeted supports

Tier I
ALL
80-85% Benefit from school-wide supports

Why?
How?
What?

WHAT: result

what do you do to reach the desired outcome?

Morning Greeting in the Classroom

<https://www.cebmmember.ca/practices-in-the-classroom>

Flexible Classroom

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

Different Seating Options

Different Work Stations

Classroom "Brain Breaks"

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

Individual "Quiet Time" activity In the Classroom

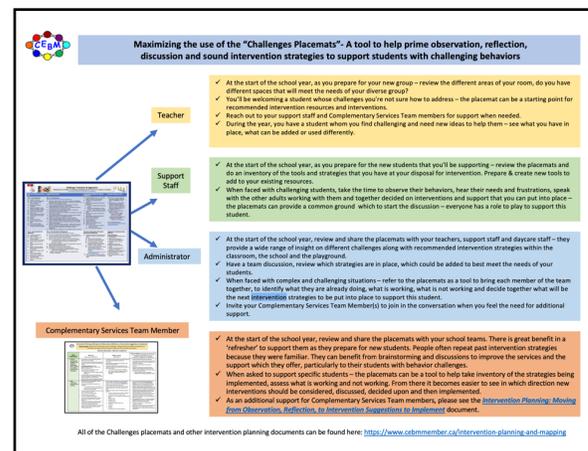
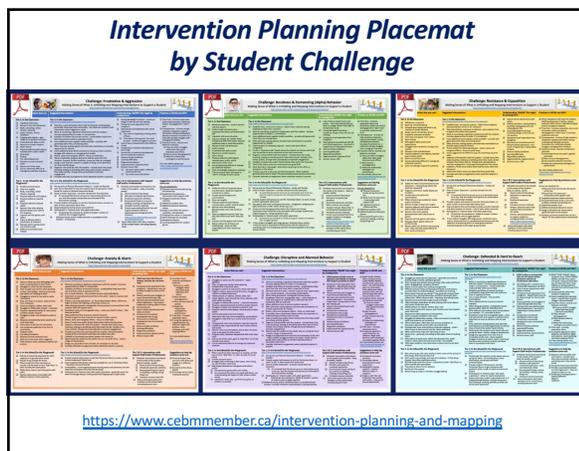
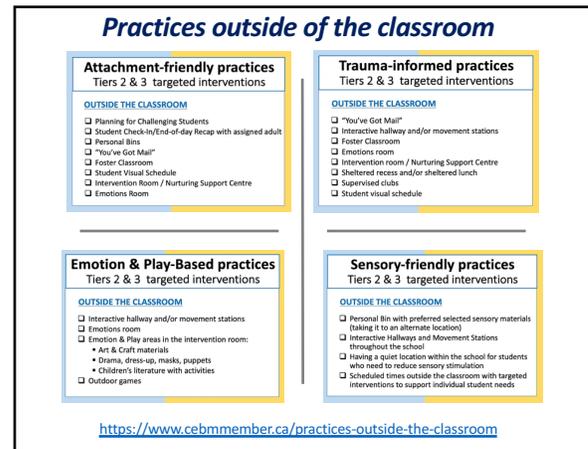
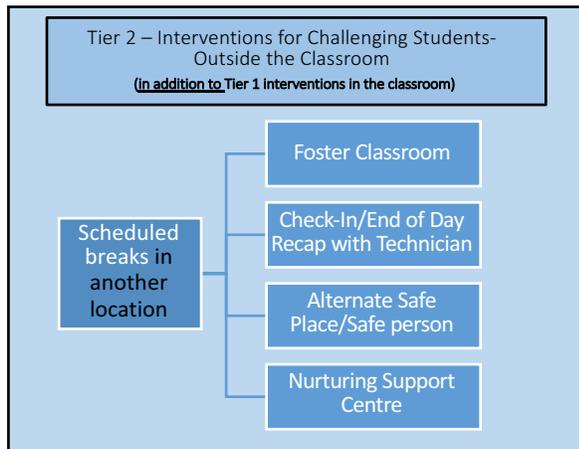
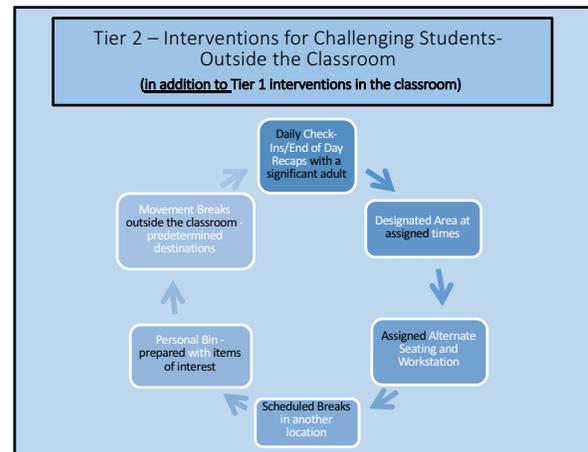
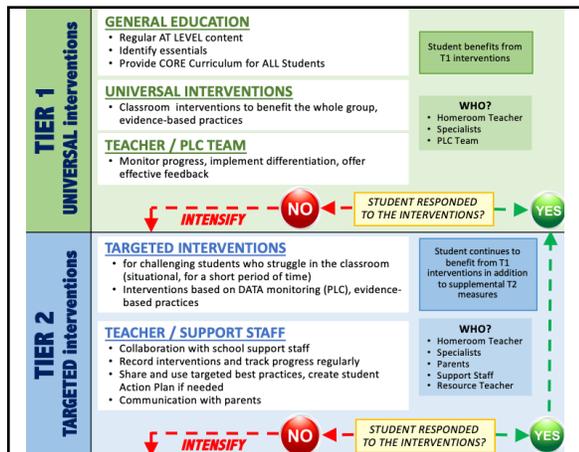
<https://www.cebmmember.ca/fine-motor-quiet-activity-area>

Classroom Emotional Release Activities

<https://www.cebmmember.ca/emotions-intervention-area>

Classroom "Quiet Corner"

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



Student "Check-In"



"Check-In" Prevention & Intervention	End of Day "Check-In" Prevention & Intervention
<p>When does the "Check-In" occur?</p> <ul style="list-style-type: none"> • At the beginning of the school day. • At the beginning of the school day, after the morning routine. • At the beginning of the school day, after the morning routine, but before the first lesson. <p>Who is responsible for the "Check-In"?</p> <ul style="list-style-type: none"> • The teacher. • The student. <p>What are the steps for a "Check-In"?</p> <ol style="list-style-type: none"> 1. The teacher greets the student and asks how they are feeling. 2. The student responds to the teacher's question. 3. The teacher provides support and encouragement. 4. The student expresses their feelings. 5. The teacher provides support and encouragement. <p>When do we have a "Check-In"?</p> <ul style="list-style-type: none"> • At the beginning of the school day. • At the beginning of the school day, after the morning routine. • At the beginning of the school day, after the morning routine, but before the first lesson. <p>What are the steps for a "Check-In"?</p> <ol style="list-style-type: none"> 1. The teacher greets the student and asks how they are feeling. 2. The student responds to the teacher's question. 3. The teacher provides support and encouragement. 4. The student expresses their feelings. 5. The teacher provides support and encouragement. <p>When do we have a "Check-In"?</p> <ul style="list-style-type: none"> • At the beginning of the school day. • At the beginning of the school day, after the morning routine. • At the beginning of the school day, after the morning routine, but before the first lesson. <p>What are the steps for a "Check-In"?</p> <ol style="list-style-type: none"> 1. The teacher greets the student and asks how they are feeling. 2. The student responds to the teacher's question. 3. The teacher provides support and encouragement. 4. The student expresses their feelings. 5. The teacher provides support and encouragement. 	<p>When does the "Check-In" occur?</p> <ul style="list-style-type: none"> • At the end of the school day. • At the end of the school day, after the afternoon routine. • At the end of the school day, after the afternoon routine, but before the first lesson. <p>Who is responsible for the "Check-In"?</p> <ul style="list-style-type: none"> • The teacher. • The student. <p>What are the steps for a "Check-In"?</p> <ol style="list-style-type: none"> 1. The teacher greets the student and asks how they are feeling. 2. The student responds to the teacher's question. 3. The teacher provides support and encouragement. 4. The student expresses their feelings. 5. The teacher provides support and encouragement. <p>When do we have a "Check-In"?</p> <ul style="list-style-type: none"> • At the end of the school day. • At the end of the school day, after the afternoon routine. • At the end of the school day, after the afternoon routine, but before the first lesson. <p>What are the steps for a "Check-In"?</p> <ol style="list-style-type: none"> 1. The teacher greets the student and asks how they are feeling. 2. The student responds to the teacher's question. 3. The teacher provides support and encouragement. 4. The student expresses their feelings. 5. The teacher provides support and encouragement. <p>When do we have a "Check-In"?</p> <ul style="list-style-type: none"> • At the end of the school day. • At the end of the school day, after the afternoon routine. • At the end of the school day, after the afternoon routine, but before the first lesson. <p>What are the steps for a "Check-In"?</p> <ol style="list-style-type: none"> 1. The teacher greets the student and asks how they are feeling. 2. The student responds to the teacher's question. 3. The teacher provides support and encouragement. 4. The student expresses their feelings. 5. The teacher provides support and encouragement.

<https://www.cebmember.ca/practices-outside-the-classroom>

How are you feeling today? Quelle émotion ressens-tu aujourd'hui?



Excited/Excité	Shy/Timide	Surprised/Surpris	Sorry/Désolé	Happy/Heureux
Frustrated/Frustré	Anxious/Inquiet	Grumpy/Grincheux	Silly/Ludique	Disappointed/Déçu
Sad/Triste	Proud/Fier			

Flexible Seating and Work Station ASSIGNED to the student



Scheduled time in the "Quiet Corner"



Materials inside the Designated Area can include an array of the following...

Visuals	Hands on	Other
<ul style="list-style-type: none"> • Breathing techniques • Exercise/yoga pictures (how to) • Emotions/feelings • Search and find bottle • Search and find books • Nature scenes 	<ul style="list-style-type: none"> • Calming basket (range of fidget tools) • Books (picture books, mazes, emotions, etc.) • Tactile bins (rice bin, lentil bin) with small items to find • Different writing utensils (white board and dry-erase markers, paper on a clipboard etc.) • Felt marble maze • Never ending drawing pad 	<ul style="list-style-type: none"> • Calm lighting (flashlight, lava lamp, etc.) • Timers (sand timer, time timer) • Earbuds and music

Scheduled Movement Station



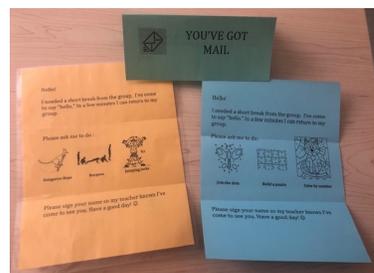

<https://www.cebmember.ca/physical-outlet-movement-station>

"You've Got Mail" Transition with a Destination

"You've Got Mail" letters provide something tangible for a student to hold as they head to a pre-determined destination for a short period of time.

Two types of letters are available:

- Active movement
- Quiet activity



<https://www.cebmember.ca/practices-outside-the-classroom>

Individual Bin and Personal Choice Board



<https://www.cebmember.ca/personal-bin>

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.cebmember.ca/practices-outside-the-classroom>

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



<https://www.cebm.ca/nurturing-support-centre>

NSC – KEY INTERVENTIONS

- Caring adults
- Calm environment
- Structure and predictability
- Opportunity to talk
- Variety of calming spaces
- Variety of activities to help process emotions
- **ACADEMIC SUPPORT**
- Learning tools
- Communication with teachers to link intervention strategies back to the classroom

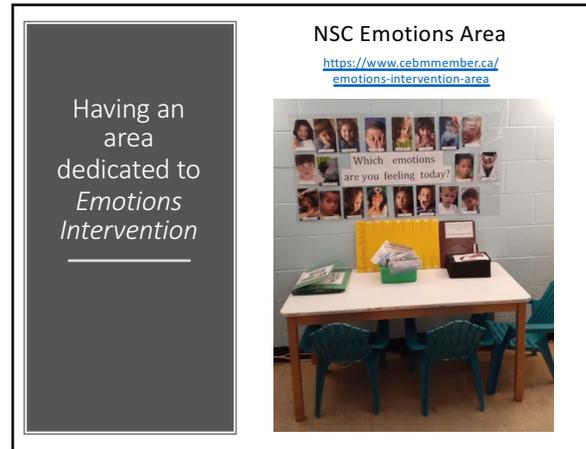
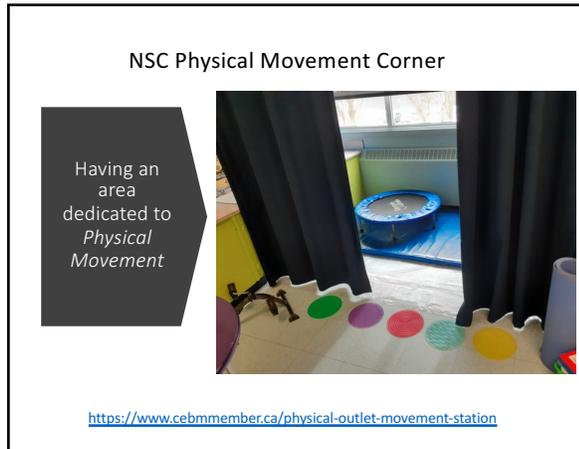
GOAL: TO KEEP THE STUDENT ACADEMICALLY ENGAGED

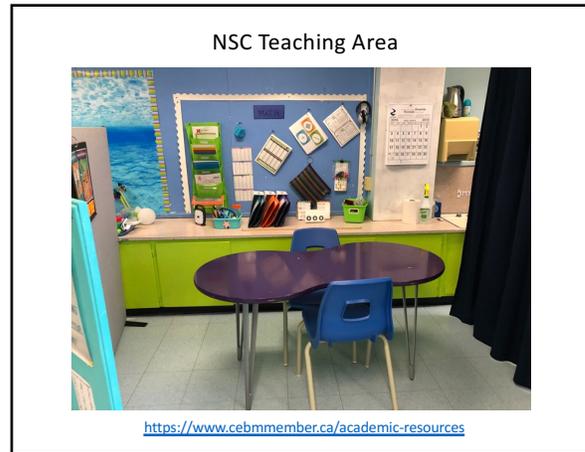
NSC - DESIGNATED AREAS
ELEMENTARY

- ENTRY AREA
- ACTIVITY SPACES
- COCOONING/CALMING SPACES
- WORK SPACE WITH ADULT
- INDIVIDUAL WORK STATIONS
- INTERVENTION MATERIALS AT ARM'S REACH
- WORK BASKETS
- SCHOOL SUPPLIES IN COMMUNITY BASKETS
- KITCHEN AREA

NSC Greeting Area







Support Interventions during RECESS and LUNCH

RECESS Intervention Models

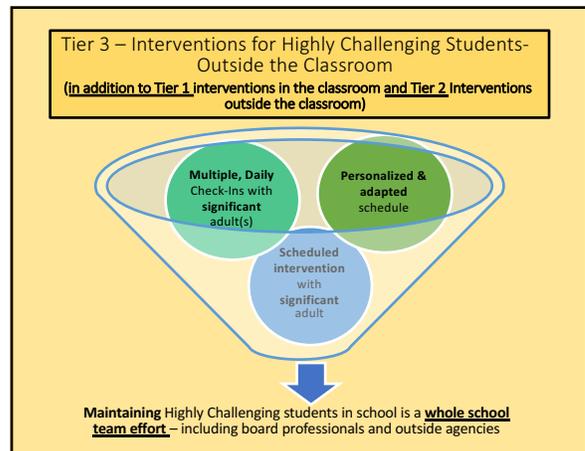
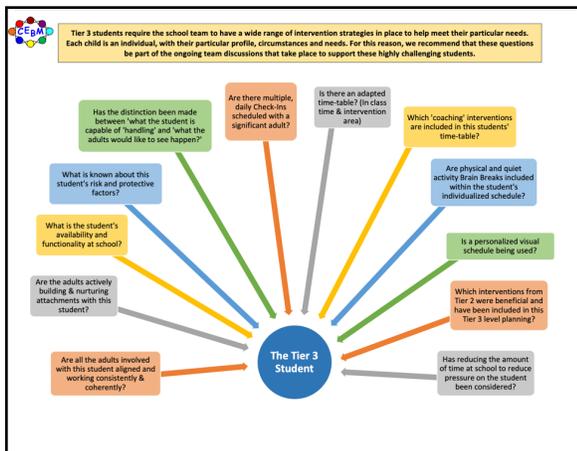
- Supported Recess:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of recess. An area of the playground is reserved for this purpose.
- Extended Recess:** meet the technician 10-15 minutes prior to recess. They are given additional recess time as it is deemed that the physical output is needed for them to be able to manage themselves well later into the day.
- Sheltered Recess:** come to the NSC during recess because they are unable to cope within the larger group on a behavioral and emotional level.

LUNCH Intervention Models

- Supported Lunch – Eating time:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of lunch.
- Supported Lunch – Outdoor play time:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of lunch outdoor play time. An area of the playground is reserved for this purpose.
- Sheltered Lunch:** Identified students come to the NSC during lunch because they are unable to cope within the larger group on a behavioral and emotional level.

<https://www.cebmmember.ca/intervention-planning-and-mapping>

TIER 2 TARGETED interventions	TARGETED INTERVENTIONS <ul style="list-style-type: none"> for challenging students who struggle in the classroom (situational, for a short period of time) Interventions based on DATA monitoring (PLC), evidence-based practices 	Student continues to benefit from T1 interventions in addition to supplemental T2 measures
	TEACHER / SUPPORT STAFF <ul style="list-style-type: none"> Collaboration with school support staff Record interventions and track progress regularly Share and use targeted best practices, create student Action Plan if needed Communication with parents 	WHO? <ul style="list-style-type: none"> Homeroom Teacher Specialists Parents Support Staff Resource Teacher
← NO ← STUDENT RESPONDED TO THE INTERVENTIONS? → YES → ↑ INTENSIFY ↓		
TIER 3 INDIVIDUALIZED interventions	INDIVIDUALIZED INTERVENTIONS <ul style="list-style-type: none"> for highly challenging students who are unable to function well within the classroom and/or the school Referral for investigation on the root of the problem (Adhoc required, psychological evaluation if needed) Adaptation-Accommodations – Student specific needs, remediation (pull-out 1 on 1), evidence-based practices 	Student continues to benefit from T1 interventions in addition to supplemental T3 measures
	TEACHER / INTERVENTION TEAM <ul style="list-style-type: none"> Collaboration with the school and board intervention team, as well as outside partners if involved Create student Action Plan + IEP (IMES code)? Regular communication with the parents Record interventions and track progress closely 	WHO? <ul style="list-style-type: none"> Administration Parents Support Staff Homeroom Teacher Specialists Resource Teacher Professionals Outside partners
← NO ← STUDENT RESPONDED TO THE INTERVENTIONS? → YES → Repeat or modify T3 interventions		



Tier 3 – Interventions for Highly Challenging Students- Outside the Classroom
 (In addition to Tier 1 interventions in the classroom and Tier 2 Interventions outside the classroom)

The objective is to **maintain the child in school** (this does not mean full-time in the classroom)

A Personalized & Adapted Schedule includes:

- Ongoing planning and revision for this student
- Selective time in the classroom – when & where successful
- Scheduled time with technician and professionals for targeted intervention
- Prioritize emotional expression in interventions
- Schedule intervention time focused on physical release of emotions – Emotions Room, outdoor play, additional physical education

Action Plan with adult-centered goals

ANALYSIS	
1. WHEN	
2. WHERE	
3. WITH WHOM	
4. PRECURSORS (WHAT HAPPENED BEFORE)	
5. WARNING SIGNS	
6. TRIGGERS (WHAT SETS THE CHILD OFF)	
7. THE MANY SOURCES OF FRUSTRATION	
a. Attachment frustration at home	
b. Things that "don't work"	
8. POTENTIAL SOURCES OF FRUSTRATION	
a. Substitute staff	
b. Major changes in schedule such as "Fun Days"	
INTERVENTION	
1. IDENTIFY SAFE ATTACHMENT FIGURES FOR INTERVENTION	
2. PLAN "B" FOR A DIFFICULT DAY	

<https://www.cebmmember.ca/intervention-planning-and-mapping>



Individualized Movement Schedule

- Personalized schedule used outside the classroom
- Includes structure and routine by the adult
- Includes choices for the student
- Models routine similar to the classroom

Emotions Room
 Tier 3 Intervention

A safe space to release emotional energy without repercussion

<https://www.cebm.ca/emotions-room>

Nurturing Support Centre
 Tier 3 Intervention

Personalized & adapted schedule

Individualized support

Nurturing Support Centre - Intervention Planning

Name:	NSC Meeting Date:		
Grade:	HEP:	Student code:	People Present:
Teacher:			
Date Support Requested:	Professional report:	Interventions which will be implemented for this student in the NSC	
Presenting challenge/concerns: Key information staff need to be aware of:	Check In Daily - entry, recess, class, lunch, class, end of day Weekly Mon () Tue () Wed () Thu () Fri () Substitute teacher present ()	Sheltered Recess AM: _____	Sheltered Lunch: _____
		Mon () Tue () Wed () Thu () Fri () Sat () Sun ()	Mon () Tue () Wed () Thu () Fri () Sat () Sun ()
Interventions tried thus far:	Foster Classroom Match with Teacher's name: _____ Room #: _____ Quiet Work station at scheduled times: Day/Time: _____ 1. _____ 2. _____ 3. _____ Individual scheduled times: () Behavioral/Emotional Intervention () Academic Support () Scheduled time blocks with the NSC teacher	NSC passes for access to support: () need a break () have a scheduled time () need to talk with an adult () need a quiet work space () need to be supervised by an adult () _____	
		Introduce student to the following intervention tools and strategies: () Flexible seating options () Flexible work stations () Privacy screens () Prime emotional expression (parking lot, books, intervention folder) () Sensory materials & fidget tools () Activities to release (building & creating, puzzles, drawing/cutting options, books) () Multi-ELA/FIL tools available for use () Sand timers and Time timers () Exposure to different fine motor and craft activities	
Strengths/interests:			
Adults with whom the child has good attachments in school:			

<https://www.cebmember.ca/intervention-planning-and-mapping>

Nurturing Support Centre - Monthly Intervention Follow-up

Month: _____

Name:	Teacher:	Grade:	Date NSC Support Began:
What's working - Interventions in place	Ongoing challenges - New interventions to be implemented	New challenges - Interventions that will be implemented	

Nurturing Support Centre - Individual Running Log

Start date of log:	Name:	Grade:	Teacher's name:
Interventions being implemented:			
November			
Check In: Daily - entry, recess, class, lunch, class, end of day Weekly Mon () Tue () Wed () Thu () Fri () Substitute teacher present ()	Monday	Tuesday	Wednesday
Sheltered Recess AM: _____ Sheltered Lunch: _____ Mon () Tue () Wed () Thu () Fri () Sat () Sun ()			
Foster Classroom Match with Teacher's name: _____ Room #: _____ Quiet Work station at scheduled times: Day/Time: _____ 1. _____ 2. _____ 3. _____ Individual scheduled times: () Behavioral/Emotional Intervention () Academic Support () Scheduled time blocks with the NSC teacher			
Notes: • How often scheduled in NSC: • Specific days of the week: • Does not attend school: • Day of the week:			

Tier 3 students require numerous adaptations to be maintained in school

Individualized schedule	<ul style="list-style-type: none"> • Personalized, frequent Check-ins in order to nurture the student-adult relationship and to keep an active flow of communication • In class for specific times and subjects, with homeroom teacher only • Part-time schedule (ex. at home 2 afternoons/week, 3 afternoons in NSC/Intervention area, 5 ams in the classroom with support) • Personalized visual schedule during intervention blocks
Individualized Intervention	<ul style="list-style-type: none"> • Targeted intervention around emotions, naming, expressing, how to channel energy without getting into trouble • Use of games, building and creating materials and art materials to provide contextual experiences • Use of play and drama to help prime expression • Providing a wide range of opportunities for the student to try intervention tools that can become part of a personal tool kit that can later be transferred into the classroom to help them be successful
Additions to consider	<ul style="list-style-type: none"> • Additional physical education class with support • Physical education 1:1 with technician or attendant • Sheltered Recess • Sheltered Lunch • Outdoor time may be when other students are in class
Presence at school alternatives to consider	<ul style="list-style-type: none"> • Student may be attending full days in school, but will not be in class full-time • Student may have scheduled blocks of time in the NSC/Intervention area or in Resource Room • Part-time schedule, may attend only when 1:1 support can be provided • Part-time schedule, may attend subjects with homeroom teacher only
Out of school	<ul style="list-style-type: none"> • Homebound tutoring 5 hours/week - at home, in an alternate location, at school in a separate quiet location • When student begins their return to school it is key to set-up a gradual integration schedule. The increases of time and demands are done very slowly so that they represent the student's capacity to manage more and not the adult's sense of urgency. Otherwise progress made can quickly be eclipsed and further struggles will need to be addressed.

ADAPTED student weekly schedule

2017-2018

HORAIRE DE NICOLAS

	Lundi	Mardi	Mercredi	Jeudi	Vendredi
8:55-9:05 DUTY					
HOMEROOM TIME					
9:15 à 9:30					
9:30 à 9:45					
9:45 à 10:00	MME NANCY	MME NANCY		MME NANCY	MME NANCY
10:00 à 10:15			MS. RAMONA		
10:15 à 10:30				GYM	
10:30 à 10:45					
10:45 à 11:00	Recess	Recess	Recess	Recess	Recess
11:00 à 11:15					
11:15 à 11:30					
11:30 à 11:50	MME NANCY	MME NANCY	MME NANCY	MME NANCY	MME NANCY
11:50 à 12:05					
12:05 à 12:20					
12:20 à 12:35					
12:35 à 13:00		Dîner	Dîner		Dîner
13:00 à 13:15					
13:15 à 13:30		passing time	passing time		passing time
13:30 à 13:50		OASIS	OASIS		OASIS
13:50 à 14:05					
14:05 à 14:20		GYM			GYM
14:20 à 14:35					
14:35 à 14:50		OASIS	GYM		OASIS
14:50 à 15:05					
15:05 à 15:20	AVEC MAMAN OU PAPA		OASIS	AVEC MAMAN OU PAPA	
15:20 à 15:35					

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

ABOUT US PROJECTS ARTICLES RESOURCES CONTACT

THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)

As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.

A website that helps schools to use a Developmental Approach.