



CEBM examples of a Strong Adult Posture at each Tier – Elementary

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing an ‘Alpha’ posture (confident, taking the lead, grounded, caring, taking responsibility) ❑ Not befriending students (they need that natural healthy hierarchy to feel safe and taken care of) ❑ Establishing clear limits and boundaries (without getting upset if students push back) ❑ Being calm and grounded before responding ❑ Adjusting when things don’t go as planned (making it look like as if it was your plan all along) ❑ Managing the circumstances and the environment rather than trying to directly control student behaviour 	<ul style="list-style-type: none"> ❑ Understanding that when a student at Tier 2 is overwhelmed emotionally, which results in behavioural manifestations, the first step and priority of the adult should be to re-establish a sense of safety for the student (whether by managing the circumstances and environment, or by <u>co-regulating</u> with the student) ❑ Being calm and grounded before responding to an upset student, and not taking their behaviour personally ❑ Being mindful about displaying neutral/gentle facial expressions, a non-threatening stance, a stable voice volume, tone, speech rate, or talking too much ❑ When a student is upset, waiting until a more appropriate time to address the situation (when the student has returned to a state of calm and is open and receptive) ❑ Conveying to other children that you are aware the student in question is upset, that you are handling the situation, and they can focus on their own task at hand 	<ul style="list-style-type: none"> ❑ Understanding that when a student at Tier 3 is triggered and dysregulated, they are not receptive to our interventions in the moment (must focus on establishing safety for all first) ❑ Not being alienated by their behaviour and keeping the posture of a nurturing provider ❑ Being neutral, steady, and grounded when intervening and keeping the students’ wellbeing in mind ❑ Backing away from conventional discipline and ultimatums, which may trigger the student further ❑ Relying on co-regulation, as well as <u>de-escalation strategies</u> if needed to defuse the situation ❑ Relying on the key elements to effect change: structures, routines, predictability, adapted scheduling, respite, movement, being preventive/proactive ❑ Relying on the power of teamwork to share the weight and responsibilities (this will help adults keep their posture intact) ❑ Implementing the safety plan when needed. All students need to feel safe and taken care of