



CEBM Suggested Attachment Practices at each Tier – **Elementary**

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ If applicable, putting a welcome sign on the door ❑ Greeting and engaging students individually and/or as a group (e.g. special greeting at the door, group rituals, etc.) ❑ Using students' names ❑ Taking interest in students' lives beyond school ❑ Highlighting points in common (deepening attachment through sameness) ❑ Sharing some of your interests, hobbies, and adventures ❑ Circulating in the room to monitor student progress and provide proximity ❑ Making sure to have students' attention prior to giving instructions ❑ Acknowledging the day's successes ❑ Planning some time for fun outside of the classroom context ❑ Organizing activities that foster a sense of safety, belonging and inclusion (e.g. class meetings, group projects) 	<ul style="list-style-type: none"> ❑ Enhancing the attachment through scheduled small group practices: <ul style="list-style-type: none"> ○ Relationship building strategies that include a small ratio of max. 5 students for 1 adult ○ 2x10 strategy (connecting with each student individually for 2 minutes over 10 consecutive days) ❑ Providing one-to-one check-ins where the adult intentionally connects with students for them to feel that you 'see' them and welcome them in your presence ❑ Inquiring about their specific interest and bringing these back in future conversations to show you've paid attention ❑ Having 'walk and talks' in the hallway or during recess (being side-by-side is less vulnerable than face to face) ❑ Noticing and naming that you see their efforts and appreciate their involvement 	<ul style="list-style-type: none"> ❑ Matchmaking through the student's other significant adults ❑ Softening the defenses and deepening the attachment through one-to-one games and fun activities ❑ Providing daily one-to-one check-ins (multiple times a day) and an end-of-day recap to connect with the student and follow up on their needs and struggles ❑ Having 'walk and talks' in the hallway or during recess (being side-by-side is less vulnerable than face to face) ❑ Compensating for the resistance and impulsivity by relying on the structures and routines rather than responding at the symptom level and triggering the student further ❑ If appropriate, using a humorous and playful approach to defuse and engage students in the face of challenging situations ❑ Bridging the relationship by not making the behaviour the bottom line ❑ Repairing the relationship from any fallouts during incidents ❑ Contacting and informing parents regularly to engage the family (putting an emphasis on the positive aspects) – the frequency may vary depending on the needs and evolution of the challenges being supported