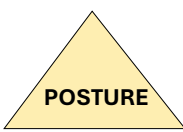


CEBM examples of a [Strong Adult Posture](#) at each Tier – **K4-K5**



Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing an 'Alpha' posture (warm, smiling, confident, taking the lead, grounded, caring, taking responsibility). ❑ Not befriending the children (they need that natural healthy hierarchy to feel safe and taken care of). ❑ Conveying clearly what is expected of them (with the help of visuals if needed) and establishing coherent and concrete limits and boundaries (without getting upset if the child's push back). ❑ Being calm and grounded before responding. ❑ Speaking clearly, giving information and instructions in a concise and clear manner (they get lost in lengthy explanations). ❑ Adjusting when things don't go as planned (making it look like as if it was our plan all along). ❑ Managing the circumstances and the environment rather than trying to directly control the child's behaviour. ❑ Scripting appropriate behaviour instead of expecting social sensitivity towards one another. ❑ Honouring the child's personal space and providing enough time for them to assimilate and complete the task at their own pace. ❑ Being mindful of the differences between the 4-year-old and the 5-year-old 	<ul style="list-style-type: none"> ❑ Understanding that when a child 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 child (whether by managing the circumstances and environment, or by co-regulating with the child). ❑ Being calm and grounded before responding to an upset child, and not taking their behaviour personally. ❑ Being mindful about displaying neutral/gentle facial expressions, a non-threatening stance, and using a stable voice volume, tone, speech rate, or talking too much (simple is better). ❑ When a child is upset, waiting until a more appropriate time to address the situation (when the child has returned to a state of calm, and is open and receptive) – not taking the behaviour personally - Relying on co-regulation, as well as de-escalation strategies, if needed, to defuse the situation. ❑ Reassuring the child that you are there for them and they can always come to you for help. ❑ Being careful with applying pressure towards a task accomplishment, which could be triggering the child. 	<ul style="list-style-type: none"> ❑ Understanding that when a child 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 careful about being alienated by their behaviour and keeping the posture of a nurturing provider. ❑ Being neutral, steady, and grounded when intervening and keeping the child's wellbeing in mind. ❑ Backing away from conventional discipline (using consequences to attempt to control the behaviour, putting the child in time out) and ultimatums, which may trigger the child further. ❑ Relying on co-regulation, as well as de-escalation strategies, if needed, to defuse the situation. Keeping a safe and respectful distance that feels comfortable for the child (being attuned to the child's non verbal shifts in facial expressions and demeanour). ❑ Relying on 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 – working as a 'baton-relay-team'). ❑ 'Bridging' by making the relationship (not the behaviour) the bottom line and restoring the connection following any fallouts. ❑ Reassuring the child that you are there for them and they can always come to you for help. ❑ Being careful with applying pressure towards a task accomplishment, which could be triggering the child.

