

CEBM Trajectory during class time – **SECONDARY 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, cell phone use, 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 drugs/alcohol, possession of a weapon, bullying, destruction of property, graffiti, 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 in an alternate location, 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), and if needed requesting the help of a designated adult at an alternate location (e.g., Nurturing Support Centre), with the intention of an eventual return to the classroom. Making sure to follow up and repair any potential fallout 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 the 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.