



## **NURTURING SUPPORT CENTRE - ELEMENTARY**

*A Support Centre for students with behavioural and emotional challenges*

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### **BRIEF DESCRIPTION**

Some students require more support in managing their behaviour than what the classroom teacher alone can provide. A Nurturing Support Centre (NSC) is not a segregated class but rather an in-school resource that provides an environment and an intervention plan to meet student needs so they can continue to attend regular classes. It is designed to provide emotional, behavioural and academic support to help students succeed. Its use is guided and supervised by a school support team. Shortened class time, options for dealing with challenging situations, organizational support and adult guidance are provided to those students who have a hard time behaving appropriately in class and also during unstructured and transition time. NSCs are being used successfully in both Elementary and Secondary Schools.

### **THE NURTURING SUPPORT CENTRE (NSC) MODEL**

In the last 15 years, our understanding of the factors that affect student behaviour has improved significantly with the explosion of information from neuroscientific research. Coupled with the theoretical framework provided by the attachment-based developmental paradigm of Dr. Gordon Neufeld, it became apparent that alternative approaches had to be developed for dealing with students who are struggling to behave as they should in a school environment.

What distinguishes the NSC from previous support centres is the overarching principle that deep and caring attachments with significant adults, and intervention plans that emphasize flexible but coherent structure will, in time, provide the conditions for natural emotional development to occur.

The adults in the NSC have a common vision and philosophy. Their intervention strategies are carefully selected and coherent with the guiding principles arising from the concepts of maturation, vulnerability and attachment. The foundation of all interventions is an understanding that without safe and secure attachments, children cannot grow and develop as they should and so creating and maintaining significant attachment with adults is the first priority.

Behaviour is, of course, a significant issue for many of the students, but the frame of reference is different: the behaviour difficulties are recognized as symptoms indicating that the student has significant problems with maturation and vulnerability. Having a hard time managing frustration and/or an inability to manage complex demands appropriately in the classroom and the school, are not seen as a failure to learn proper skills, but rather as part of the immaturity and vulnerability of the individual student and these must be taken into account when creating an intervention plan for the student.

Therefore, the NSC is set up in such a way as to provide support for students as soon as they enter the room and in such a way as to make it easy for them to participate in the interventions that are created.

The NSC is conceived for students identified by the administration and staff as needing regular and consistent intervention to help them to meet the behavioural demands of the educational setting. The NSC is not meant to be a drop-in centre, a disciplinary room, nor is it meant to be a "dumping ground".

Students who are formally identified with a “code” for behavioural problems or for mental health issues are considered for the service. Other students are identified throughout the year because the typical behaviour management and disciplinary practices of the school have failed to resolve their problems.

How the NSC is used with each student is based on their unique needs and circumstances. For example, the constraints of timetables, the impact of negative peer interactions, and the stress of family difficulties, such as parental illness, mental illness and other challenging life events, are all taken into account. The degree of a particular student’s current vulnerabilities, such as anxiety, high sensitivity and/or a diagnosis of a specific syndrome etc., are also important considerations when considering the student’s eligibility for the NSC and in developing a plan for the student.

The challenging behavioural characteristics of students who have experienced adverse childhood experiences (i.e. difficult family circumstances) are now recognized as being a result of the effects of these experiences on brain development. Recent studies have shown, among other effects, less development in the corpus callosum and in certain areas of the pre-frontal cortex across genders. Other studies indicate that some children who experience neglect and abuse, have a kindled amygdala that may cause them to over-react to situations more easily handled by other students. These students usually have behavioural difficulties and would benefit from involvement with the NSC.

Although it is not always easy, it is crucial that the adults remain in charge of the relationship with the students in the NSC. Furthermore, the primary workers and the consultants and administrators must make sure to bridge relationships with other adults, especially the teachers, with whom the student interacts.

It is acknowledged that change is slow, and so the notions of “taking time” and “being patient” are essential to the NSC philosophy. Students are not hurried in and out of the service.

### **SETTING UP AN NSC**

A school that wishes to create a Nurturing Support Centre will have to ensure that certain conditions are met even before the room can be set up.

#### **Understanding of and adherence to a developmental and trauma informed approach:**

The administration, staff and board personnel must be informed by an understanding of the developmental approach and of how adverse childhood experiences affect the overall development and behaviour of children. This adherence to this approach includes an understanding that it takes time for change to happen and that some students may require long-term support. Some familiarity the Neufeld Developmental paradigm is highly encouraged, as well as the work of trauma specialists such as Bruce Perry and Bessel van der Kolk among others.

#### **Principal/Administrative support and Staff support:**

The NSC will require the allocation of school resources, both in terms of staff and extra budget. So, all must be in agreement with the implementation of this project.

#### **School/School Board Professional Involvement:**

Because of the needs of the students involved, extra support from Professionals is essential for proper planning and implementation of interventions.

#### **Creation and Involvement of an NSC Core Team:**

The NSC Core Team would consist of those involved with the functioning of the NSC.

This would include staff who will be in the NSC on a daily basis, the administrator, Resource Teacher and the Professional. Time needs to be allocated so that the members of the NSC Core Team are able to meet regularly to evaluate and plan the interventions for students.



### **Physical Space:**

The best size for the NSC is that of a regulation-sized classroom. This space should be for the sole use of the NSC. If at all possible, there should be access to water (a sink) and also sufficient electrical capacity to support a microwave oven and a small fridge.

### **Staffing:**

Ideally the NSC should have funding for two full-time staff positions so that the NSC can be available to students from early morning, over the lunch hour and to the end of the school day.

### **Budget:**

There should be sufficient funds to allow for equipping the room with furniture, appliances, intervention materials, basic school supplies, food and some on-going funds for day-to-day expenses. Funds should also be available for regular staff training if other Professional Development funds are not available.

## **STUDENTS ASSIGNED TO THE NURTURING SUPPORT CENTRE**

The students chosen for the NSC are those who are experiencing significant difficulties with their behaviours and very often with their learning. Most frequently, they are students who experience many frustrations on a daily basis. Some students express these frustrations by acting out and others are more internalized in their expression. Both types of students use the NSC as a safe place in which to express and deal with their emotions so that they can once again reengage with their academic learning.

### **Determining eligible students**

The NSC is meant to provide support to:

- Students who cannot remain for extended periods in the classroom and who require modified timetables. While these students, from time to time, may spend significant parts of their school day in the NSC, the goal is always to reintegrate the student back into the regular classroom as soon as possible.
- Students who need support during a predetermined class period or part of a period in their timetable, such as when a substitute teacher is in the classroom, or during an activity that the student has particular difficulty managing.
- Students who have difficulty with transitions e.g. morning start up; recess and lunch; end of day.
- Students who have been identified as needing help with handling their behaviour in a variety of situations and require help when they become “overwhelmed”.
- Students needing help with managing significant anxiety or stress during specific times of the day, the week, or the school year.
- Students for whom the usual behavioural interventions and standard classroom management strategies have not been sufficient, e.g. parents have been contacted, detentions, suspensions etc.
- Students experiencing significant life events such as placement in a group home, parental illness or death, targets of severe bullying, among others, are also eligible.



### **Referring students to the NSC**

A **referral process** is crucial to the selection of students. Some already have a Ministry “code” that has identified that the student is experiencing significant behavioural and/or mental health difficulties. The NSC team then determines which of these students would benefit from the services offered by the NSC and which services offered by the NSC would best meet their needs.

Other students are referred by their teachers or administrators throughout the school year to the NSC team. The team reviews their needs and determines if the NSC is an appropriate service for them. A plan is created by the NSC Core Team.

Regular consultation involving the school team along with simple but ongoing record keeping allows for the determination of next steps in a student’s evolution.

### **THE NURTURING SUPPORT CENTRE STAFF AND TEAM**

It has been found to be most effective if at least **two adults** are assigned to be in the NSC on a regular basis providing support to students during the entire school day. If at all possible, it would be best if one of these persons were a Resource teacher or a classroom teacher with an understanding of learning difficulties as well as behaviour challenges. Other possibilities include a Behaviour Technician, Special Education Technician and/ or special education Attendant, Aide, Educational Assistant or Childcare Worker.

The School Board **Psycho-educator, Psychologist, Behaviour Specialist or other designated Student Services Professional** is an essential resource for the NSC team and the school team. This person’s role is to help with the development, evaluation and revision of student plans (or IEPs) on a regular basis. Ideally, they are there to provide active supervision to the staff to help them to better understand the emotional and behavioural needs of these students. Another natural role is to collaborate and bridge with parents and outside agencies.

The school **principal and vice principal** are key to the functioning of the NSC. Their support of the guiding principles, their availability to consult with the team and their communication with teachers and with parents are all essential to the successful implementation of this service. The principal will also need to support and enable Professional Development with the school team and additional in-depth professional development with the NSC Core Team.

**Classroom teachers** remain responsible for the academic progress of students assigned to the NSC. They collaborate in the development of the student plan and in its day-to-day application. They ensure that students have meaningful work when in the NSC. They provide on-going feedback to NSC team as to the effectiveness of the plan. And in turn the teachers continue to receive on-going feedback and input from NSC team about how to best meet this student’s academic and behavioural needs.

**Resource teachers**, if not part of the daily staff, should be part of the support services to the NSC Core Team to provide input for academic programming, especially if a student is unable to attend classes. They also provide academic strategies and tools to support students who are struggling with their learning. They help bridge these strategies from the NSC to the classroom.

**Parents** should be introduced to and allowed to visit the NSC. Parents generally agree to their child receiving services from the NSC because the NSC is seen as a support and not a punishment or consequence. Good communication with the staff is encouraged, and parents are asked to attend meetings when significant changes in intervention plans are being made.

**NSC Core Team:** The NSC Core Team consists of those involved with the functioning of the NSC; staff who will be in the NSC on a daily basis, the administrator, Resource Teacher and the Professional. The members of the NSC Core Team meet regularly to evaluate and plan the interventions for students.



### **QUALITIES OF THE STAFF IN THE NSC**

The staff in the NSC need to be knowledgeable about the needs of children with challenging behaviours. Having an understanding of the developmental process, immaturity, vulnerability and the impact of adverse childhood experiences on student behavior is key. They should be relationship oriented, having both a desire to care for children with challenges and yet, be able to take on and maintain an alpha role, which means they are comfortable with being in charge of managing behaviour. They should have a willingness to create a warm, caring and supportive environment for the immature. When managing behavior, the staff in the NSC focus on creating structure and routines and not on the use of consequences.

Children referred to the NSC are not easy to manage and therefore, the staff involved in the NSC need to constantly re-evaluate what works and what does not work. And so, staff must be comfortable with reflecting on their practices. They should not perceive a questioning of their interventions as a personal critique but rather as a path to understanding how to do things better. The analysis of what and how things unfolded, and the dynamics involved in any particular situation is undertaken in order to know where, when and how interventions can be improved to better support students in the NSC.

### **BUILDING A SCHOOL-WIDE CULTURE THAT SUPPORTS THE NSC**

The NSC is one intervention within a continuum of interventions available to students and staff. It is important that the staff becomes informed of the underlying philosophy of the NSC so as to understand its role in supporting students with challenges.

The entire school team should be offered a presentation that explains the philosophy and the kinds of interventions that will be offered so that staff will understand the intention behind certain interventions. It should become clear to staff that the NSC is an additional source of support to students and teachers.

Once the physical space has been set-up, providing an 'Open House' to visit the NSC will help explain why the room is set-up with individual areas and the interventions which will take place in each of these.

When students come to the NSC, they are involved with different intervention materials, in work stations based on their particular need for support. A wide range of materials are used to elicit interest and involvement with students with a specific purpose in mind, this may sometimes be confusing to some adults. The 'Open House' presents an opportunity to explain how certain interventions and materials are used so as to avoid misunderstanding.

### **PROGRAMME SUPPORT, DEVELOPMENT AND ON-GOING EVALUATION**

In order to best serve the students, there needs to be on-going evaluation of the intervention plans for the students. The NSC requires considerable commitment from the school team in order to provide comprehensive services for students.

#### **NSC Core Team Coordination meetings**

Despite busy schedules and unforeseen events at school, **regular meetings**, at least every four to six weeks, with the Centre staff, an administrator assigned to the service, and the pivotal Student Service Professional(s) should take place. This is the NSC Core Team.

This NSC Core Team is a coordination committee. The members strategize about the logistics of running the program and take a preventative approach. They work as a team to discuss challenges and to find solutions regarding the functioning of the NSC within the context of the school community. They develop means of communication, discuss the allocation of and finding of resources, set schedules and responsibility of the staff and take part in professional development.



During the school year, on pedagogical days and before the start of the student schedule, general operational meetings occur to reinforce the philosophy, set objectives and to resolve practical and logistical issues.

### **HOW THE NSC IS USED:**

#### **Student schedules - who gets adapted schedules and how long do they last?**

In the NSC, each student is an individual. His/her schedule will be adapted to meet their present needs. A wide range of options are considered based on their need for support.

For some, they will be assigned to the NSC during a specific time of day (ex. Calendar time is too long for them to manage successfully in class; after recess – too excited, needs a transition time to calm down and re-center themselves; Monday morning – change in guardianship from one parent to another is emotionally difficult and can't focus in class; substitute teacher in the classroom – no attachment doesn't feel safe or capable of doing what is asked by that adult).

For some they may be removed from their classroom for afternoons, certain days per week. A visual weekly schedule will show the time in class and time in the NSC. When in the NSC, the student will have a personalized individual schedule for him to know what will take place and how the time will unfold.

Regular monitoring of interventions is key to note both progress and to make adjustments with interventions. It is also key that the NSC team and the school team be patient and supportive in order to prime the conditions for desired growth. There is no set timeline when looking at how long a student will have an adapted schedule. It is important to note that with each small step of progress, the gradual return to the regular demands, is supported by adults to ensure that the student feels safe and confident that he/she can manage these steps.

A wide range of academic and emotional/behavioral support materials are available in the NSC. These are available to all the students who come for support and intervention. The NSC team will take care of introducing students to different tools and strategies, attempting to match tools with their needs for support. When tools are found helpful and resourceful, the NSC team will share this information with the student's classroom teachers in order to encourage the use of these tools within the classroom. Materials can be created to support this intervention implementation.

#### **Planning of interventions for students**

The NSC Core Team meetings are the forum in which troubleshooting takes place. At this time students progress and challenges are reviewed in order to make changes and adjustments that will benefit them. New students who appear to require support from the NSC are presented and the team determines if the NSC is the best resource to support them and which type of support will be implemented.

**Planning and Follow-up:** Each student receiving support from the NSC should have a 'Nurturing Support Centre – Intervention Planning' document which outlines their specific interventions. These interventions should be reviewed on a monthly basis. Adjustments to the intervention strategies are made based on progress made or new presenting challenges.

- **APPENDIX A:** *Nurturing Support Centre – Intervention Planning* template

Monthly follow-up is recommended:

- **APPENDIX B:** *'Nurturing Support Centre – Monthly Intervention Follow-up'*



## **Documentation and Record Keeping**

Every effort should be made to keep records in an efficient and flexible way. A daily log of the students and their progress helps with future planning.

- **APPENDIX C:** *Nurturing Support Centre – Running Log* template

**Using a “Pass”:** When the NSC team determines that the use of a “pass” would be beneficial for a student, he/she and their teacher will be given one or more of the following passes so as to facilitate the movement of the student from the classroom to the NSC. Possible passes include: “I need a break”, “I have a scheduled time”, “I need to talk with an adult”, “I need a quiet work space”, “I need to be supervised by an adult”. Other cards can be created to meet different needs.

- **APPENDIX D:** *NSC card* templates

**Check-In:** For those students who have difficulty managing their behaviour throughout the day, a ‘Check-In’ system should be set-up to establish and maintain regular contact with students. This system can be very helpful in providing support and intervention in a preventive manner.

Some students require check-ins on a daily basis at certain times of the day. Others on a weekly basis e.g. on Mondays and/or on Fridays when changing to the home of the other parent. Others may only require this on days when they have a substitute teacher in their classroom.

This support can be provided by any staff member in the school. The key is to identify which students require this support and to assign an adult to provide this regular *Check-In* support. If the assigned adult is absent, a back-up person is required. Preventive, scheduled check-ins can greatly reduce struggles and conflicts within the day.

- **APPENDIX E:** *Check-In* explanatory document,
- **APPENDIX F:** *Daily Check-In* template
- **APPENDIX G:** *Weekly Check-In* template
- **APPENDIX H:** *Substitute Teacher Check-In* template

## **Academic Materials**

Workbaskets for the students are essential so that when students are ready, they can have appropriate activities that keep them engaged in academic learning. Materials need to be provided by their assigned teachers so that class time spent in the Nurturing Support Centre is as close to a regular school day as possible. These baskets also include work that can be done when specific classwork has not been assigned, but which is beneficial to the student’s academic progress. If a student has an IEP, a pouch including tools and strategies which support their IEP goals should also be included in their work baskets.

## **Before Class Time:**

Some students come to the NSC to help them to prepare for their day by reviewing their daily schedule and ensuring that they have the necessary materials. Staff have a chance at this time to determine a student’s emotional readiness to be in the classroom and may choose to keep the student at the NSC if the student is struggling due to a difficult bus ride, family issues or other circumstances.

## **During Class Time:**

Some students have difficulty during certain parts of their day or during certain subjects. It may be decided by the NSC team in collaboration with the teacher that a student have a scheduled time in the NSC to provide both emotional and academic support at specific times.



This intervention is reviewed periodically. Some students require a calm, quiet environment to be able to attempt and/or complete their work. Being in a space that has less stimulation and distractions can make a marked difference.

If a Resource Teacher is part of the NSC team, students may have scheduled time either individually or in small groups to provide academic teaching and support. The NSC Teacher will work in collaboration with the classroom teacher in order to align the interventions and support provided to the students.

### **During Transition Times:**

Some students become overwhelmed during times of transition, they are unable to manage themselves due to the noise level, density of the population around them and lack of personal space. For some, coming to the NSC a few minutes prior to a school transition (ex. recess, lunch hour) can make the difference between being able to manage themselves and becoming overwhelmed and disorganized. Behavioral outbursts often take place during transitions. This intervention helps students manage themselves successfully and progressively. As they are able to handle some of the challenges of having more people in their personal space, they are gradually reintegrated with their group during transition times.

### **During the Lunch Hour:**

Sheltered lunch is required for students who become overwhelmed on an emotional and/or sensory level during the lunch hour. For some going to the cafeteria can set off the remainder of their day. Being in the NSC provides students with an opportunity to eat with a smaller group of students with less noise and distraction, to play within a calm environment and to be supported by adults in their social interactions with peers. As students are capable of managing themselves more successfully, they are gradually reintegrated with their group during the lunch hour. Some older students also become helpers to younger students during this time block in the NSC.

### **During Recess:**

Some students find the lack of structure and the intense peer interactions difficult to handle. These students are assigned to the NSC at recess time and are usually provided with an opportunity to go outside at another time accompanied by an adult.

### **At the end of the day:**

Some students come at the end of the day to receive help with organizing themselves for doing homework and with planning for the next day.

## **PHYSICAL SET UP OF THE NSC**

An NSC functions best with clearly delineated areas. The room should be large enough to house the areas described below.

- ⊖ An **ENTRANCE** or **COLLECTING AREA** so that students can enter the Centre in a manner that does not disrupt the other students, but so they can be easily seen and welcomed by staff.
- A **TEACHING AREA** that contains tables and/or desks for the students as well as workspaces for the adults. Individual work stations are set-up as these provide privacy and reduce distractions when students require a quiet space in which to complete their schoolwork. Students who are assigned regularly to the NSC have baskets that contain schoolwork and personal tools, strategies and intervention materials.





- An **EATING AREA** where students are gathered at recess and lunchtime to eat together and be involved in discussions with the adults in the room. Snacks and fruit are provided to help meet students' needs. Having a fridge, a microwave and a sink is an asset.
- Two smaller **PRIVATE AREAS** that are accessed through the main area. These areas provide some privacy so that adults can meet with, coach and tutor students without peer interference. These are also used as quiet areas for students who need a break from being over stimulated.
- Two **COCOONING AREAS** which also provide space for anxious and stressed students who need to a quiet place in which to deal with their emotions. Students are provided with tools for quietly expressing their emotions or with tools for helping them to calm themselves.

### **Furnishings and other supplies**

A complete list of items that are suggested to help create a functional and welcoming space are included in

- **APPENDIX I:** *NSC - Suggested Furnishings and Other Supplies*
- **APPENDIX J:** *Children's Literature Recommended in the NSC*

\* For further details with recommended supplies and intervention materials please see 'Guidelines and Suggested Materials When Setting up a Nurturing Support Centre in Your School' (July 2018) on the [www.cebm.ca](http://www.cebm.ca)

### **CRISIS INTERVENTION**

The school must provide protocols that include places and persons to deal with students in crisis so that the NSC remains a psychologically safe environment for the assigned students. Once students have regained some self-control, they may return to the NSC. This re-entry is always based upon consultation with the adults in charge.

Best practices for crises need to be clear in the event that a student's behaviour escalates while in the NSC. Staff needs training, such as is provided by the Crisis Prevention Institute (CPI), in managing incidents so as to do no harm to students.

Time for NSC staff to debrief after a crisis is also essential, especially if a restraint had to be imposed. In some School Boards, such a debrief is mandatory for planning and record keeping purposes.

**Emotions Room:** When space is available within a school, having an Emotions Room can be highly beneficial. The Emotions Room is a safe place, under adult supervision, where a student who is having a melt-down can express their big emotions. This intervention provides students experiencing significant emotions a venue to express themselves without the risk of repercussion. The Emotions Room provides a private context where a child's dignity is preserved. The child is always accompanied by an adult during this time. To learn more about the Emotions Room, please visit the [www.cebm.ca](http://www.cebm.ca)

### **PROFESSIONAL DEVELOPMENT**

On-going Professional Development is essential to maintain the integrity of the NSC programme. Training of staff in the attachment-based developmental paradigm of Dr. Gordon Neufeld, along with a solid understanding of the effect of complex trauma on the developing brain, is considered to be essential.

It is suggested that the NSC team commit to taking courses every year and that the Professional Learning Community (PLC) model be used so that information can be ingested in manageable chunks and discussed thoroughly so that theory can be more effectively applied to practice.



- **APPENDIX K:** *Suggested Professional Development Programme*
- **APPENDIX L:** *Professional Development for the NSC Core Team*

*“The key to any intervention is to ‘read’ the student before us and to match the intervention that will best support the child at that time. This benefits not only the student but also the teacher, the class group and the school as a whole.”*  
**Martine Demers, Behavior Consultant, RSB, CEBM**

*“When dealing with the immature, we need to win their hearts to open their minds to our influence.”* **Gordon Neufeld, PhD**

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## RESOURCE LIST

1. ***Hold on to Your Kids*** Gordon Neufeld & Gabor Maté | Random House / Knopf | 2013  
[www.neufeldinstitute.org](http://www.neufeldinstitute.org)
2. ***Rest Play Grow*** Deborah MacNamara, | Aona Books 2016  
<http://macnamara.ca/>
3. ***Why Students Underachieve*** Dr. Regalena Melrose, | Rowman & Littlefield Educ. 2006  
[www.drmelrose.com](http://www.drmelrose.com)
4. ***Lincoln High School in Walla Walla WA, tries new approach to school discipline — suspensions drop 85%*** Stevens, J. E. (2012a) from:  
<http://acestoohigh.com/2012/04/23/lincoln-high-school-in-walla-walla-wa-tries-new-approach-to-school-discipline-expulsions-drop-85/>
5. ***Adverse Childhood Experiences Study***  
<http://www.cdc.gov/violenceprevention/acestudy/about.html>
6. ***The Boy who was Raised as a Dog*** Bruce D. Perry & Maia Szalavitz |Basic Books| 2006  
[www.childtrauma.org/](http://www.childtrauma.org/)
7. ***The Body Keeps Score: Brain, Mind and Body in the Healing of Trauma*** Bessel van der Kolk |Penguin Books| 2014
8. ***Waking the Tiger: Healing Trauma*** Peter A. Levine |North Atlantic Books| 1997
9. ***Unconditional Teaching*** Alfie Kohn |Educational Leadership| 2005  
<http://www.alfiekohn.org/teaching/uncondtchg.html>
10. ***Educating Oppositional and Defiant Children*** Philip S. Hall and Nancy D. Hall |Association for Supervision and Curriculum Development| 2003
11. ***The Explosive Child*** Ross W. Greene, Ph.D. |Harper Collins Publishers| 2001 (2nd Ed)
12. ***The First Days of School: How to be an Effective Teacher*** Harry K. Wong |Harry K. Wong Publications| 2004  
<http://teachers.net/gazette/wong.html>
13. ***Secrets of Discipline for Parents and Teachers and With All Due Respect – Keys for building effective school discipline*** Ronald G. Morrish These books are available from  
[www.realdiscipline.com](http://www.realdiscipline.com)
14. ***Real Boys*** William S. Pollack |Owl Books| 1999



**APPENDIX A:** ‘Nurturing Support Centre – Intervention Planning’ template

**APPENDIX B:** ‘Nurturing Support Centre – Monthly Intervention Follow-up’

**APPENDIX C:** ‘Nurturing Support Centre – Running Log’

**APPENDIX D:** NSC Card Templates

**APPENDIX E:** CHECK-IN explanatory document

**APPENDIX F:** Daily Check-In template

**APPENDIX G:** Weekly Check-In template

**APPENDIX H:** Substitute Teacher Check-In template

**APPENDIX I:** NSC- Suggested Furnishings and Other Supplies

**APPENDIX J:** Children’s Literature Recommended in the NSC

**APPENDIX K:** Suggested Professional Development Programme

**APPENDIX L:** Professional Development for the NSC Core Team



APPENDIX A: NURTURING SUPPORT CENTRE – INTERVENTION PLANNING

Nurturing Support Centre – Intervention Planning

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

Martine Demers, Behavior Consultant, RSB & CEBM, February 2019.



**APPENDIX B: Nurturing Support Centre – Monthly Intervention Follow-up**

**Nurturing Support Centre - Monthly Intervention Follow-up**

**Month:** \_\_\_\_\_











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

Martine Demers, Behavior Consultant, RSB & CEBM, February 2019.





APPENDIX D: NSC CARDS Template

<p><b>"I need a break" – OASIS pass</b></p>  <p><b>J'ai besoin d'une pause à l'OASIS</b></p>	<p><b>"I need a break" – OASIS pass</b></p>  <p><b>J'ai besoin d'une pause à l'OASIS</b></p>
<p><b>I have a scheduled time in OASIS</b></p> <p><b>J'ai un rendez-vous à l'OASIS</b></p> 	<p><b>I have a scheduled time in OASIS</b></p> <p><b>J'ai un rendez-vous à l'OASIS</b></p> 
<p><b>I need to talk to an adult in OASIS</b></p>  <p><b>J'ai besoin de parler avec un adulte à l'OASIS</b></p>	<p><b>I need to talk to an adult in OASIS</b></p>  <p><b>J'ai besoin de parler avec un adulte à l'OASIS</b></p>
 <p><b>I need to be supervised by an adult</b></p> <p><b>J'ai besoin d'être supervisé par un adulte</b></p>	 <p><b>I need to be supervised by an adult</b></p> <p><b>J'ai besoin d'être supervisé par un adulte</b></p>
<p><b>I need a quiet work space in the OASIS please</b></p>  <p><b>J'ai besoin d'un endroit calme ou travailler à "l'OASIS" svp</b></p>	<p><b>I need a quiet work space in the OASIS please</b></p>  <p><b>J'ai besoin d'un endroit calme ou travailler à "l'OASIS" svp</b></p>



## APPENDIX E: 'CHECK-IN'

**Having a 'Check-In' system set-up to establish and maintain regular contact with students can be very helpful in providing support and intervention in a preventive manner.**

- This support can be provided by any staff member in the school.
- The key is in identifying which students require this support and to assign an adult to provide this regular *Check-In* support.
- Some students require check-ins on a daily basis, at certain times of the day, others on a weekly basis or when they have a substitute teacher in their room.
- If the assigned adult is absent, a back-up person is required. Preventive, scheduled check-ins can greatly reduce struggles and conflicts within the day.

Key elements for the adults to keep in mind:

- This is a time of warm connection meant to welcome the student within the school environment and to get a pulse on how he/she is feeling and anticipating their day.
- Within the discussion – inquire about how the start-up morning routine went at home, the travel to school, arrival at school. Inquire if they ate breakfast, have snacks and a lunch. This provides an opportunity for the child to express his/her emotions, be heard, feel supported and transition into the classroom.
- Review the child's morning routine and the group's schedule in order to help them follow through on upcoming adult requests. Ensure that the student has the required school materials and intervention tools that he/she needs. If something is missing, please provide generously.
- Provide encouragement and support for the day in manageable pieces. Convey that they can return to see you during the day if needed.
- Let them know the next time you will connect with them.
- Check communication between home and school to be aware of incoming information that may have an impact on how their day will unfold. Relay pertinent information to the adults who are involved with the student.

### Items to prepare your 'Check-In':

1. Speak with your school team members to determine which students would benefit from scheduled '*Check-In*' moments with an adult.
2. Prepare your tracking sheet with the following information
  - a. Students to be visited at the start of the day
  - b. Students to be visited before/after recess
  - c. Students to be visited during lunch time
  - d. Students to be visited after lunch
  - e. Students to be visited during the afternoon
  - f. Students to be visited prior to the end of day
3. Inform the student of 'when' and with 'who' the '*Check-In*' moments will take place.
4. Please ensure that if the staff person assigned to do 'Check-Ins' is absent, that a replacement is decided in advance. It is key that this intervention continue to take place even if a staff member is absent. It is also important to inform the students that if the assigned person is absent, who may be replacing them. Reassure them someone (A or B) will come to 'Check-In' with them.



**APPENDIX F: Daily Check-In Template**

***Daily 'Check-In' Tracking Sheet***

Date: \_\_\_\_\_



	Student name:	Grade	Class #	Start of day	Before/ after recess	During lunch	After lunch	During afternoon	End of day	Notes:
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

Martine Demers, Behavior Consultant, RSB (May 2019)



**APPENDIX G: Weekly Check-In Template**

**WEEKLY 'Check-In' Tracking Sheet**

WEEK OF: \_\_\_\_\_ to \_\_\_\_\_

	Student name: (Teacher's name)	Grade	Class #	Day of the Week					Start of day	Before/ after recess	During lunch	After lunch	During after noon	End of day	Notes:
				Mon	Tues	Wed	Thurs	Fri							
1.															
2.															
3.															
4.															
5.															
6.															
7.															
8.															
9.															
10.															
11.															
12.															
13.															
14.															

Martine Demers, Behavior Consultant, RSB (May 2019)



**APPENDIX H: Substitute Teacher *Check-In* template**

**SUBSTITUTE TEACHER 'Check-In' Tracking Sheet**

Date: \_\_\_\_\_

	Student name:	Grade	Class #	Start of day	Before/ after recess	During lunch	After lunch	During afternoon	End of day	Notes:
1										
2										
3										
4										
5										
6										
7										
8										
9										
10										
11										
12										
13										
14										

Martine Demers, Behavior Consultant, RSB (May 2019)



**APPENDIX I: NSC - Suggested\_FURNISHINGS AND OTHER SUPPLIES**

<p><b>Collecting Area</b></p> <ul style="list-style-type: none"> <li>- Welcome Poster providing a warm invitation to enter Books to look</li> <li>- Weighted Animal</li> <li>- Fidgets to manipulate</li> <li>- Paper, pencils &amp; crayons</li> </ul>	<p><b>Teaching Area</b></p> <ul style="list-style-type: none"> <li>- Kidney table</li> <li>- Individual work stations</li> <li>- Flexible seating options</li> <li>- Flexible work stations</li> <li>- Community basket of supplies needed to do work</li> <li>- Smartboard, computer and projector</li> <li>- Large dry erase board</li> </ul>
<p><b>Private Areas</b></p> <ul style="list-style-type: none"> <li>- Two in different areas of the room</li> <li>- A variety of sensory materials to touch</li> <li>- Drawing and coloring materials are readily available</li> <li>- Space and visual prompts for yoga</li> <li>- Fine-motor activities</li> <li>- Comfortable chairs</li> </ul>	<p><b>Kitchen Area</b></p> <ul style="list-style-type: none"> <li>- Table, chairs</li> <li>- Refrigerator</li> <li>- Microwave</li> <li>- Shelving or cupboard space to store food, utensils and cleaning products</li> <li>- Sink, if at all possible</li> </ul>
<p><b>Staff Area</b></p> <ul style="list-style-type: none"> <li>- A table or desk -In opposite sections of the room. Strategically placed to provide optimal supervision</li> <li>- Individual chair for student by each desk to offer a 'personal conference area'</li> <li>- Intervention tools 'on hand' ready to offer students in need</li> </ul>	<p><b>Individual Work Stations</b></p> <ul style="list-style-type: none"> <li>- Supplies needed to do work at each station</li> <li>- Sensory materials at arms reach to help students manage themselves</li> </ul>
<p><b>Academic tools and strategies</b></p> <ul style="list-style-type: none"> <li>- Privacy folder with Math, ELA or FSL visual supports</li> <li>- Organizational tools to make large tasks manageable</li> <li>- Various options to help bridge written work to other mediums</li> </ul>	<p><b>Community Project Table</b></p> <ul style="list-style-type: none"> <li>- Ongoing Building &amp; Creating - Lego, K'Nex, Plus, plus blocks, etc.</li> <li>- Puzzles</li> <li>- Mural making</li> </ul>
<p><b>Reading Area</b></p> <ul style="list-style-type: none"> <li>- Comfortable chairs or bean bags</li> <li>- Children's literature on emotions, emotional expression and priming attachments</li> </ul>	<p><b>Physical Space</b></p> <ul style="list-style-type: none"> <li>- Book shelves to create areas and provide storage of intervention materials, games and supplies</li> <li>- Baskets to organize and store materials</li> <li>- Lamps to create dim lighting</li> </ul>

**APPENDIX J: Children's Literature Recommended for the NSC**

<b>Title and Comments</b>	<b>Author and ISBN #</b>
<b>The Way I Feel</b> Great resource to help children name different emotions. The illustrations contribute greatly in this book. Children gravitate towards this book.	Janan Cain ISBN: 978-1-884734-71-7
<b>The Invisible String</b> Making concrete the important attachments in a child's life. Great story with separation anxiety, school, move, grief, travel and time away from child.	Patrice Karst ISBN-13: 978-0-87516-734-3
<b>In My Heart: A Book of Feelings</b> Wonderful demonstration of emotions via the text and the images, very engaging and helps children put words to what they are experiencing.	Jo Witek ISBN: 978-1-4197-1310-1
<b>How are you Peeling?</b> Expressing different emotions demonstrated by photos of fruits and vegetables with facial simulations.	Saxton Freymann & Joost Elffers ISBN: 978-0-439-59841-5
<b>Mouse Was MAD</b> Taking up a relationship with feeling mad. What does it look like? Feel like? Sound like? Living and feeling one's emotions helps to move on with the day.	Linda Urban ISBN: 978-0-15-205337
<b>We're Going on a Bear Hunt</b> Beautiful story of a family's adventure and facing what the day may bring. Together they conquer the challenges, find the bear and have a safe return home together.	Michael Rosen ISBN: 978-0-7445-2323-2
<b>Maya was Grumpy</b> Wonderful story of providing space and not getting frazzled by a child's grumpiness. Beautiful illustrations help deliver the message.	Courtney Pippin-Mathur ISBN: 978-1-9362611-3-0
<b>The Chocolate-Covered-Cookie Tantrum</b> Visuals of a crisis unfolding with a child and the parent who holds their child in the face of futility and finding her tears. Confident parent who is able to support their child through an upset.	Deborah Blumenthal ISBN-13: 978-0-395-70028-0
<b>The Kissing Hand</b> Deepening attachment links between children and their parents. Helps to manage separation anxiety meanwhile accompanying the child in other daily times of separation (daycare, school, travel, trips).	Audrey Penn ISBN: 1-933718-00-5
<b>A Kiss Goodbye</b> Moving is never easy, emotions, anxiety, futility, adaptation. The parent accompanies and guides her child through the process.	Audrey Penn ISBN: 978-1-933718-04-0
<b>Mean Soup</b> Child comes home from school frustrated. Parent finds creative way of providing space to express emotions and accompanies down the path of expression.	Betsy Everitt ISBN: 978-0-15-200227-5
<b>Angry Dragon</b> An experiential walk through a crisis from the child and parent's point of view. Frustration growing foul, rising to 'high tides' and subsiding after the tears of futility have been felt. Culmination with child comforted in parents' arms.	Thierry Robberecht ISBN: 978-0-618-47430-1
<b>Alexander and the Terrible, Horrible, No Good, Very Bad Day</b> Alexander is having a terribly frustrating day, anything that could go wrong is going wrong. Good thing that tomorrow is a new day!	Judith Viorst ISBN: 978-0-689-71173-2
<b>Alexander, Who's Not (Do you hear me? I mean it!) Going to Move</b> Alexander is filled with mixed emotions about moving. Parents come alongside to help express and provide space for his emotions.	Judith Viorst ISBN: 0-689-82089-5
<b>Enemy Pie</b> A new comer to the neighborhood is perceived as an 'enemy'. Parent in the lead to help build connections in a creative heartfelt manner. Parent support enables the child to take risks.	Derek Munson ISBN: 978-0-8118-2778-2
<b>In a Blue Room</b> Bedtime routine to help children as they head into the night.	Jim Averbeck ISBN: 978-0-15-2059922-7
<b>The Nowhere Box</b> Creativity, imagination in action. An older sibling finds his way through the emotional maze of having younger siblings who are often frustrating and destroy your things.	Sam Zuppardi ISBN: 978-0-7636-6367-4
<b>The Invisible Boy</b> Some children have quiet personalities, they often go unnoticed. Providing space for expression and appreciating them for who they are.	Patrice Barton ISBN: 978-1-582-46450-3
<b>Lots of Feelings</b> Great visuals of different feelings, photos vs. Pictograms	Shelley Rotner ISBN: 978-0-7613-2377-8

**APPENDIX K: Suggested PROFESSIONAL DEVELOPMENT programme**

TOPIC	TIME REQ'D	STAFF INVOLVED	COST
1. General Overview of Attachment-based Developmental and Trauma informed Approach	<b>3-5 hour</b> Presentation by Eva de Gosztonyi	ALL – administrators, teachers, aides, attendants, supervisors, and professionals	none
2. Session for setting up the rooms and working out details	<b>½ day</b> schools <b>½ day</b> professionals	a.m. admin, teachers, aides p.m. professionals	none
<b>3. Making Sense of Aggression</b>  Neufeld Institute Course	4 hour NI Continuing Education DVD PLC course with discussion for a total of <b>8 hours</b> over 6 to 8 weeks	Teachers, aides, attendants and the school, and administrators under the supervision of a trained Neufeld Facilitator	\$90* per person includes a DVD set for each individual
<b>4. Heart Matters: The Science of Emotion</b>  Neufeld Institute Course	6 hour NI Continuing Education DVD PLC course with discussion for a total of <b>12 hours</b> over 2 to 3 months	Teachers, aides, attendants and the school, and administrators under the supervision of a trained Neufeld Facilitator	\$125* per person includes a DVD set for each individual
<b>5. Making Sense of Anxiety</b>  Neufeld Institute Course	4-hour NI Continuing Education DVD PLC course with discussion for a total of <b>8 hours</b> over 6 to 8 weeks	Teachers, aides, attendants and the school, and administrators under the supervision of a trained Neufeld Facilitator	\$165* per person includes a DVD set for each individual
<b>Optional Courses</b>			
<b>6. Teachability Factor</b>  Neufeld Institute Course	8-hour NI Continuing Education DVD PLC course with discussion for a total of <b>15 hours</b> over two or three months	Teachers, aides, attendants and the school, and administrators under the supervision of a trained Neufeld Facilitator	\$165* per person includes a DVD set for each individual
<b>7. Level I Intensive: Making Sense of Kids</b>  Neufeld Institute Course	20 hour NI Continuing Education DVD PLC course for a total of <b>40 hours</b> over the course of 10 months	Board professionals and NSC staff facilitated by Neufeld Institute Faculty	\$400* per person: 10 month pass on the Neufeld Virtual Campus and access to support materials
<b>8. Level II Intensive: The Separation Complex</b>  Neufeld Institute Course	15-hour NI Continuing Education DVD PLC course: <b>30 hours</b> over 8 months	Board professionals and NSC staff facilitated by Neufeld Institute Faculty	\$500* per person: 10 month pass on the Neufeld Virtual Campus and access to support materials

\* The fees to the Neufeld Institute cover the costs of DVDs, the copyrighted materials, course development and support materials.



## APPENDIX L: Professional Development for the NSC Core Team

Once the physical set-up has been set-up, it is key to then proceed ahead and address how interventions will take place when students come to the NSC. Each student's needs are assessed to determine which type of support is required to best support them to be successful at school.

<p><b>Day 1</b></p>	<p><b>Setting up a Nurturing Support Centre – Materials and Resources</b></p> <ul style="list-style-type: none"> <li>• Maximizing your physical space</li> <li>• Maximizing Intervention Time and Staff Resources</li> <li>• Accessibility of Materials – ‘At Arms Reach’</li> <li>• Basic School Supplies</li> <li>• Basic Intervention Supplies</li> <li>• Flexible Seating</li> <li>• Flexible Work Stations</li> </ul> <p><b>Academic Support</b> – setting up Math, ELA and FSL station</p> <p><b>Supporting Students with work strategies</b> – READY, DO, DONE!</p>
<p><b>Day 2</b></p>	<p><b>Setting up Intervention Planning, ‘Check-In’ and Foster Classrooms for NSC students</b></p> <ul style="list-style-type: none"> <li>• Introduce and review the different types of intervention provided, include supporting explanatory documents and template models for record keeping. Ex: Check-In, Foster Classrooms, Sheltered Recess, Sheltered Lunch.</li> <li>• Prepare resources for quick and easy record keeping</li> </ul>
<p><b>Day 3</b></p>	<p><b>Priming Emotional Expression</b></p> <ul style="list-style-type: none"> <li>• Review a wide range of materials that help to prime naming of emotions through activities and play</li> <li>• Introduce hands-on materials that promote emotional expression</li> <li>• Ensure that resources apply and appeal to students from K-grade 6 (Emotions Parking Lot, Emotions Folder, Squawk Box, etc.)</li> <li>• Encourage that these be readily available at all times in the NSC</li> </ul> <p><b>Sensory Materials</b></p> <ul style="list-style-type: none"> <li>• Provide a wide overview of sensory materials that can become tools to help children in their emotional expression and managing their emotions. Address all senses, provide variety, have the materials readily available.</li> <li>• Provide opportunities for students to ‘make &amp; create’</li> </ul> <p><b>Academic Support</b> – Word work tools and strategies, Math activities and tools</p>
<p><b>Day 4</b></p>	<p><b>Intervention and Individualized Schedules</b></p> <ul style="list-style-type: none"> <li>• The NSC provides both individual and small group intervention at different times of the day, based on the needs and the types of support deemed most beneficial for each student.</li> <li>• Ensure that a wide range of intervention tools and materials are readily available to support students, on an academic and behavioral/emotional level.</li> <li>• Troubleshooting discussion for challenging cases.</li> </ul> <p><b>Academic Support</b> – Letter work and play, more math activities</p>
<p><b>Day 5</b></p>	<p><b>Fine-motor Activities, Games and Children’s Literature</b></p> <ul style="list-style-type: none"> <li>• Exposing students to a wide range of craft experiences is a wonderful venue of intervention. Trying out new materials and projects can lead to interesting discoveries! Providing a warm invitation and supportive learning context is key to lead children to new experiences that are sometimes vulnerable for them.</li> <li>• The use of games and play is often a great venue to enable children to express their emotions. Having these games available for use when they return is a step directly into intervention.</li> <li>• Children’s literature that provides different examples of emotions, expression, adults supporting children in their struggles are key. Many children gravitate to book as a means of switching gears and refocusing themselves. A list of preferred books is provided.</li> <li>• Troubleshooting discussion for challenging cases.</li> </ul>

