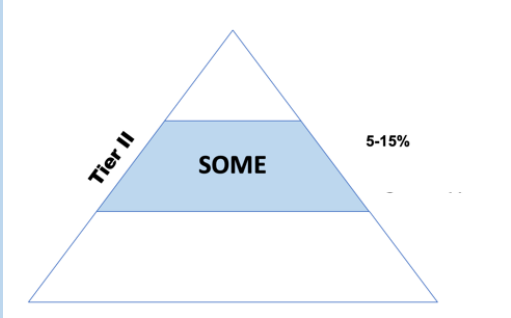




PART 3:
TARGETED Practices
for SOME students at Tier 2

1



Examples of a *Strong Adult Posture* at Tier 2

Tier 2 Targeted Practices

Intentional, responsive strategies for students who need some extra support to feel safe, regulated and successful.



- 1 Re-establishing a **sense of safety** when there's emotional overwhelm.
- 2 Relying on the **structures and routines** to effect change.
- 3 Being careful with **applying pressure**.
- 4 Being **calm and grounded** before responding.
- 5 Being mindful in displaying a **neutral/gentle** posture.
- 6 Waiting until a **more appropriate time** when addressing a situation.
- 7 **Conveying to other students** that you are handling the situation.
- 8 Understanding **Tier 2** students may require **co-regulation support**.
- 9 **Making the relationship** (not the behaviour) the bottom line.
- 10 **Reassuring the student** that you are there for them.

A Strong Adult Posture is grounded in ...
connection, consistency and compassion.
It's not about perfect responses, but about a purposeful presence.

SAFETY **RELATIONSHIP** **STRUCTURE** **CO-REGULATION**

2

Tier 2: When a student becomes emotionally overwhelmed, the priority immediately shifts to re-establishing safety.



Emotional overload results in behavioral manifestations.



The adult must be calm and grounded before responding.

Approach with authenticity, curiosity, and interest—never judgment.

Preventative elements, such as routines, scheduling, and respite, transition from proactive tools to essential supports.

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3

Co-Regulation Is Not the Same as Permissiveness



Supporting children through emotions does not mean allowing all behaviours. An effective adult posture combines empathy with leadership.

For example:

"I can see that you're angry because it's time to stop playing. It's okay to be angry. I won't let you hit."



The adult accepts the emotion while maintaining the boundary.



Children need both:

- Acceptance of their feelings
- Guidance around their actions



This balance helps children learn that all emotions are acceptable, even when some behaviours are not.



4

The Self-Regulation Fallacy

Children are born with the ability to manage frustration and control impulses. Meltdowns are a choice or a manipulation.



The brain systems responsible for emotional regulation and impulse control are still under construction. Dysregulation is not a choice; it is an experience of a system overload.



Children are not choosing to be dysregulated; they are experiencing dysregulation.

NotebookLM

5

The Brain Learns Best in a State of Safety

Research in neuroscience has shown that children's brains are designed to prioritize **safety before learning**.

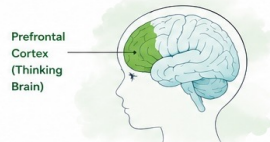
When children feel **emotionally safe**, the parts of the brain responsible for thinking, problem-solving, creativity, and learning are more accessible.

When children feel **threatened, overwhelmed, or disconnected**, the brain shifts into **survival mode**.

In a state of stress, children are more likely to:

-  Become reactive or impulsive
-  Have difficulty concentrating
-  Struggle to follow directions
-  Experience emotional outbursts
-  Withdraw from participation
-  Have difficulty retaining new information

**SAFE & CONNECTED
LEARNING MODE**



Calm. Curious. Open.
Ready to learn.

**THREATENED & STRESSED
SURVIVAL MODE**



Alert. Defensive. Overwhelmed.
Focused on staying safe.



This means that before children can fully engage in learning, they must first experience a sense of **emotional security**.



A child who **feels safe** is far more available for learning than a child who is focused on managing anxiety, uncertainty, or fear.



6

Educator's Field Guide

You Cannot Reason with an Overwhelmed Brain

The Biological Reality

In moments of stress, frustration, or conflict, a child's "thinking brain" becomes less accessible. They are operating entirely from emotional overwhelm.



The Intervention Failure

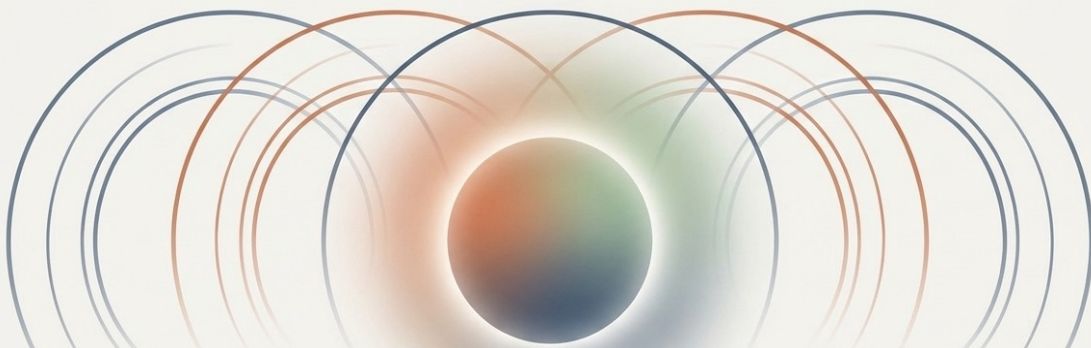
Because the reasoning centers are offline, lectures, consequences, and logical reasoning process as mere noise to the child's nervous system.



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7

The Posture IS the Intervention



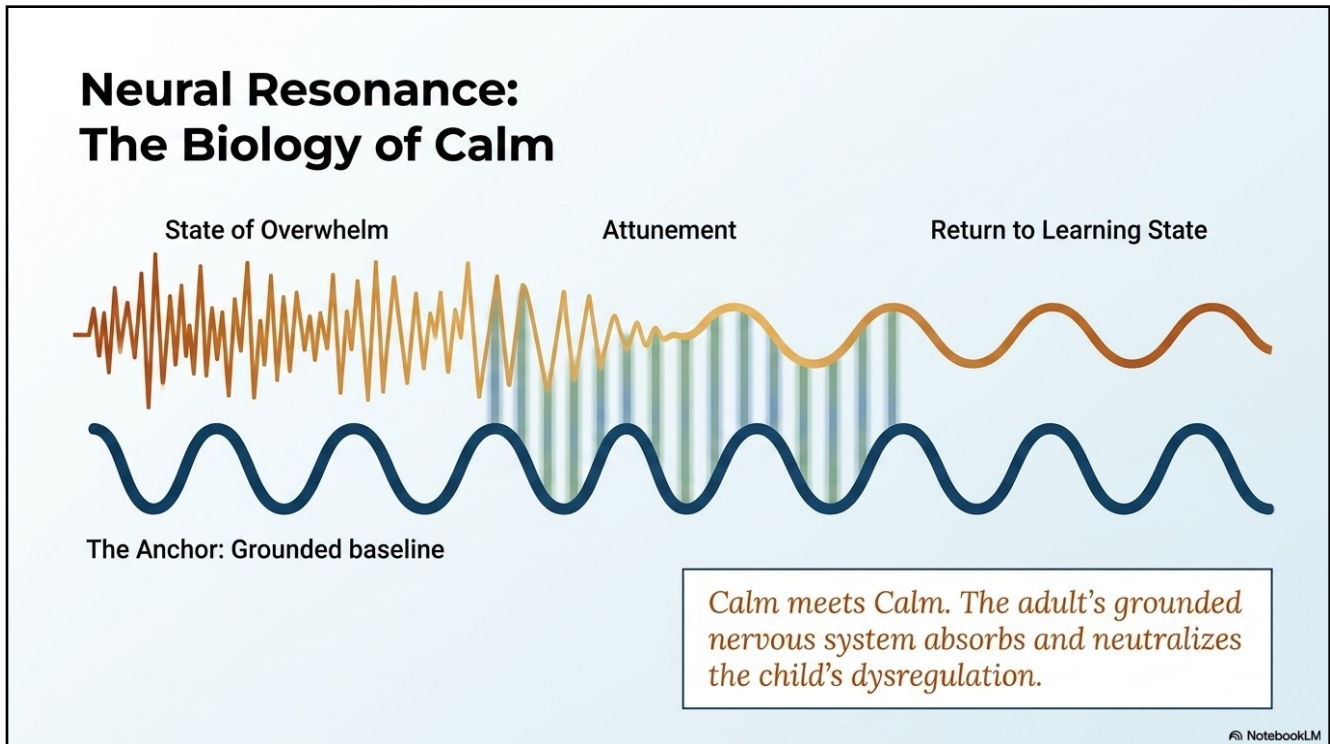
At Tier 2, you cannot talk a student into feeling safe.
Safety is an autonomic experience.

Your **predictability**, your strategic timing, and your unwavering **physical calm** are not merely the prerequisites for an intervention.

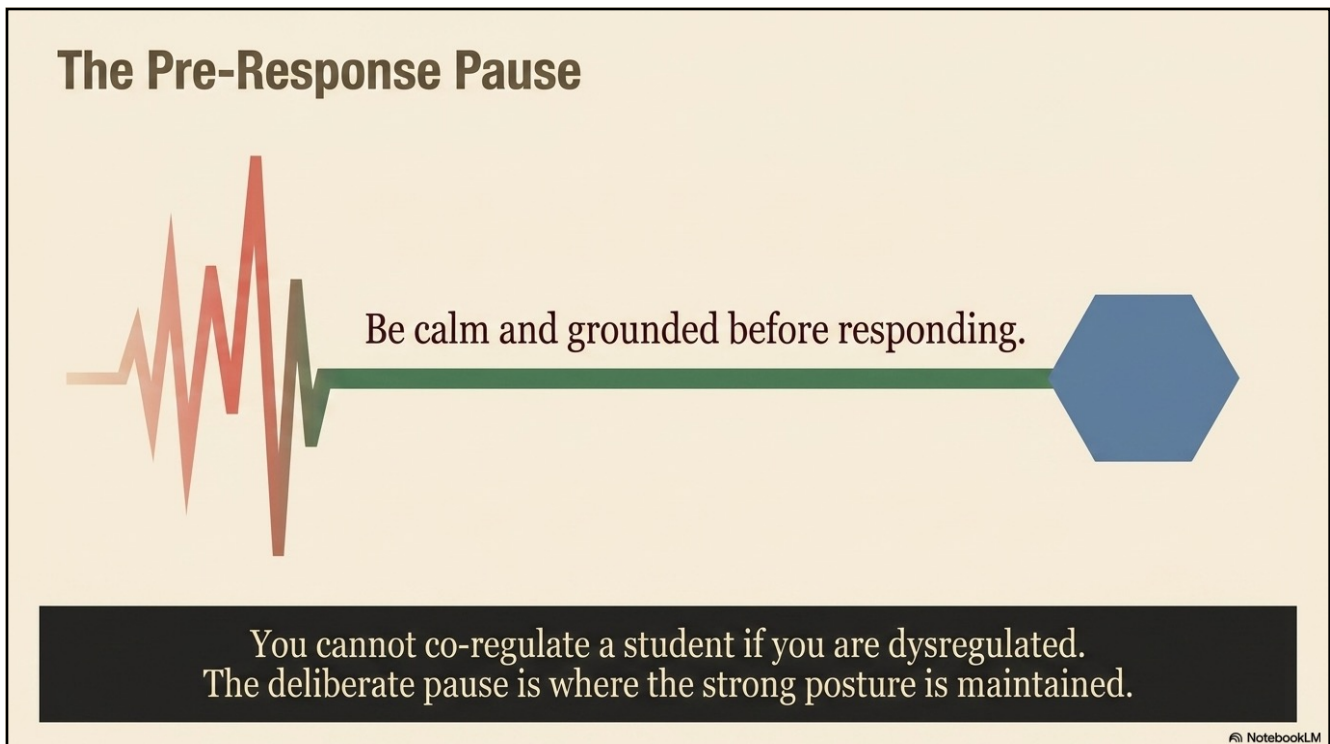
They are the intervention itself.

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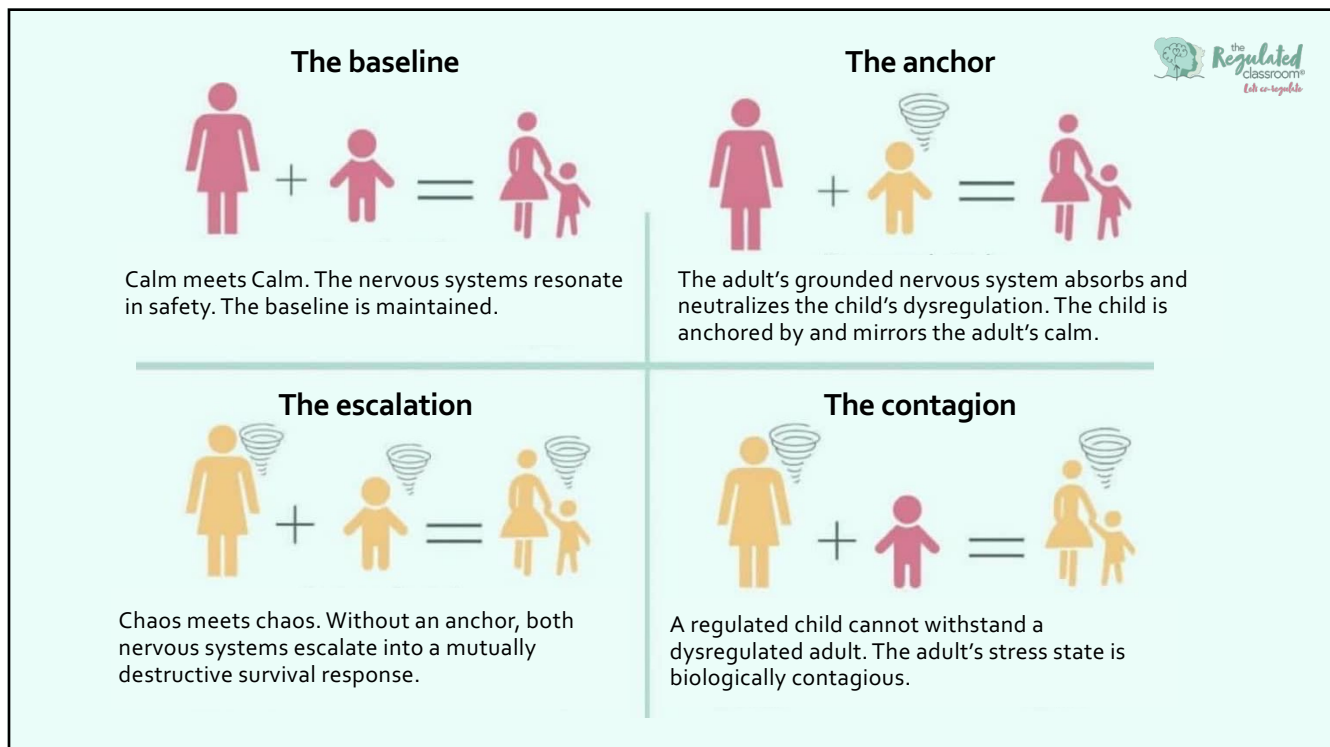
8



9



10



11

Know Your Triggers

What student behaviours get under your skin?

- Refusal
- Disrespect
- Swearing
- Ignoring
- Arguing
- Aggression

TAKE A MOMENT TO REFLECT...

Which behaviours are most challenging for you?
What might be underneath your reaction?

12

What Happens in **YOUR** Body?

What tells you that you're becoming activated?



Jaw
(clenched)



Shoulders
(tight)



Heart rate
(faster)



Voice
(shifts)



Breathing
(shallower)



Urge to react
(stronger)



TAKE A MOMENT TO REFLECT...

What are your early warning signs?
How can you notice them sooner?

13



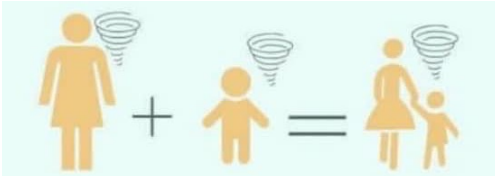
Individual
Reflection Question

MY REGULATION ROADMAP:

We cannot co-regulate a student unless we are regulated ourselves. Co-regulation starts with self-awareness of our own physiological triggers and our warning signs of activation.

Outline your physiological profile below so you can catch your activation early:

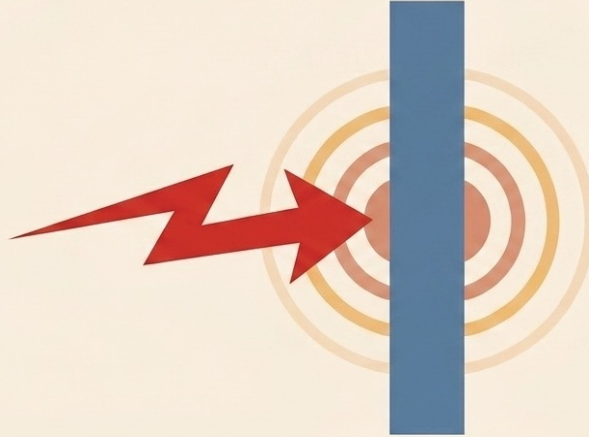
- **My Personal Classroom Triggers** (e.g., screaming, backtalk, eye-rolling)
- **My Warning Signs** (e.g., shallow breath, racing heart, clenching jaw)
- **My In-the-Moment Regulation Strategies** (e.g., deep breath, pausing, physical step back)

14

The Grounded Pushback Response

Establish concrete limits without getting upset if the student pushes back.



Pushback is a data point, not a personal attack.
Manage the environment through co-regulation rather than emotional reaction.

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15

Respond, Don't React

SAME SITUATION. A DIFFERENT CHOICE.



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The Educator's Pause: A Diagnostic Tool

When challenging behaviour occurs, hit pause and ask yourself:

1. What might this child be communicating through this behaviour?

2. Is this child giving me a hard time, or having a hard time?

3. What need, emotion, or skill deficit might be contributing to this situation?

4. How can I maintain the boundary while strictly preserving the relationship?

5. What specific support does this child need to be successful right now?

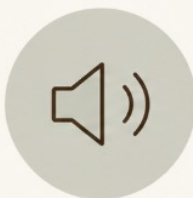


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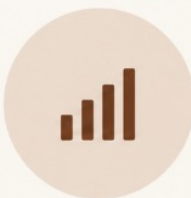
17

Regulate Yourself First

A CALMER YOU SUPPORTS A CALMER THEM.



Slow your voice.



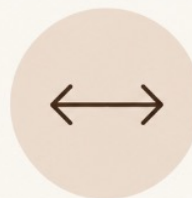
Lower your volume.



Exhale.



Ground your body.



Create space.



Pause before speaking.

YOUR REGULATION CHANGES THE MOMENT.

18

The Power of Consistency

The Alignment Matrix

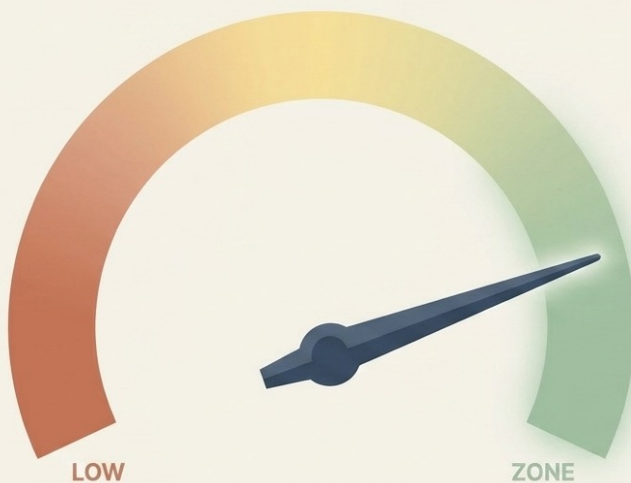
	Inconsistent Modeling	Consistent Modeling
The Scenario	Teaching kindness while speaking harshly. Promoting emotional regulation while reacting impulsively.	Embodying the exact social and emotional skills being taught.
The Child's Experience	Cognitive Dissonance and Confusion.	Authentic, meaningful learning and deep internalization.

Children learn most effectively when the behaviour that adults model is in perfect alignment with the values that they teach.

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The Bridge: The Discipline of Timing



The Waiting Period

When a student is upset, do not attempt to process the event or give corrective feedback immediately.

Strategic Patience

Wait until a more appropriate time to address the situation.

The Green Zone

You may only cross the bridge to address the behavior when the student has fully returned to a state of calm and is neurologically open and receptive.

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Student Preventive Action Plan

 **STUDENT ACTIVE PREVENTION/SAFETY PLAN** (giving priority to prevention) – in Elementary TEMPLATE DOCUMENT

Student name: _____ DOB: _____
 School/Board: _____ Grade Level: _____ Homeroom Teacher: _____

Student's needs/challenges/triggers	Specific objectives* related to the needs/challenges/triggers	Best practices/approaches** related to the objectives	Selected tools/support measures related to the practices
Plan B for a difficult time or activity		Plan B for a difficult day	

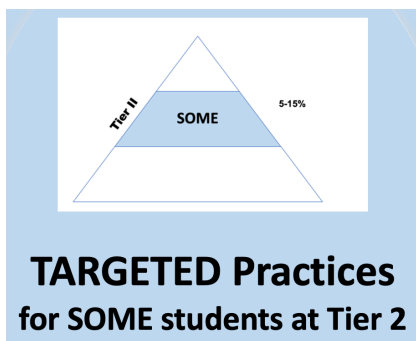
* The objectives are meant to be anchored in the adult posture and the selected support measures to scaffold/compensate for the needs and challenges
 ** The practices are meant to be preventive/proactive rather than waiting for the problem to arise to intervene. The division of adult roles and responsibilities must be clearly defined

<https://www.cebmmember.ca/tier-2-targeted-practices>

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Individual Reflection Question



REFLECTION ON TIER 2 PRACTICES:

- How can I tell if a student needs Tier 2 targeted support?
- How should I adjust my role and posture to meet this student's heightened emotional needs (e.g., adopt a neutral physical stance, display non-threatening expressions and use a calming tone)?
- Do any of my students have some sort of Preventive Action Plan in place with targeted measures?

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