NSC Examples of Intervention Materials

Intervention & Individualized Schedules

Check-Ins: A daily short intervention support that helps assess how a student is feeling in the face of the day or events ahead of them. This support focuses both on emotional/behavioral and academic areas. The Check and Connect can take place near their classroom, in the hallway, in a private area or the NSC.

Scheduled times (individual):
Note: Use of NSC passes are an asset to facilitate communication with staff members and reassure students that they are expected in the NSC.

1. **Social/Behavioral intervention**- Establish individual goals to work on with each student. Providing a warm invitation for expression is key.
2. **Academic support/break from group** –Scheduled strategic breaks from the group can help prevent many outbursts and goes a long way to helping a student see school favorably and maintain their attachments with their teachers and peers.

Personalized Coaching for recess/Sheltered recess

Sheltered lunch: Having a structured routine of time to eat & clean-up is key. Determine which games are available, adult supervision is key to support social interactions and play. Established routines for clean-up and return to class are required.

Lunch clubs/social groups: Helping to find a good match with a lunch activity, for some students is key on how their lunch period will unfold. Being involved and supervised by different adults helps students build attachments with other adults and have a sense of belonging at school.

Intervention Tools

- ✓ *Emotions folders – K-cycle 1*
- ✓ *Squawk Box / Talk Box – cycle 2 & 3*
- ✓ *Academic & Executive Skill Support*
- ✓ *Designated Area Intervention Folder*
- ✓ *Personal Bin*
- ✓ *Personal Choice Board*

Visual Schedules: Helps to provide a sense of predictability, secures students in knowing what is coming up next. Having opportunity for some choices can help students become more inclined to follow the schedule.

Priming Emotional Expression

(Provide a warm invitation for emotional energy to be expressed, named and identified. Normalizing and de-dramatizing is key in helping children take up a relationship with their emotions. Having a range of tools that are at arm's reach in the NSC is key. You'll notice that some children gravitate more to some than others. When students are in right relationships with us, we are able to lead them into vulnerable territory and encourage them to try new tools and activities.

( ) Emotion face cards (not pictograms)
- Matching game
- Emotions bingo
- Emotions charade

( ) Emotions Parking Lot

( ) Sketch books (80-100 pages)

( ) Banner paper – tracing body silhouette

( ) Rolls of paper on a rack – big pieces of paper for drawings

( ) Easel – some are more comfortable standing to draw or paint – provides an opportunity for movement

( ) Paints

( ) Playdough/clay

( ) Pastels

Sensory Materials

Having materials available on hand is key to provide a range of activities from which children can choose. Having samples of the different activities is often helpful. The hope is to entice students to try new things which they may not have considered before. They may not like all the activities, that's not the issue. Having tried, manipulating different materials and sharing their feedback on their experience is the greater objective.

Access to Designated Area to cocoon

Opportunities for movement:
- Slow movements and stretching
- Grounding/Balancing positions
- Yoga
- Animal poses

Use of Flexible Seating to support sensory needs

Sensory Box with different examples (can include, but are not limited to):

( ) Fidgets and sensory tools

( ) Nature scenes

( ) Lava lamps/Sensory bottle

( ) Privacy folder

( ) Soft music

( ) Noise cancelling headphones

( ) Air diffuser

( ) Scented playdoh

Games/Building & Creating

Games can quickly offer a venue of intervention with children experiencing waves of emotion. They have the power to put things in different places and combinations. Their mood can guide their ideas and progressively provide a venue to express their energy without repercussion. Being side-by-side with a child provides support, a listening ear and enables them to take risks in their expression. One must be careful to not take the lead in the game and generously provide support and be a sounding board. In intervention, games are not always played as per the manufacturer's instructions…leaving space for interpretation by a child often provides a window into their thoughts and feelings. Having a wide range of game with which a child can build and create is key. Different emotions inspire to use different games.

Different examples can include, but are not limited to:

Building and Creating
( ) Legos
( ) K'Nex
( ) Clipmates
( ) Marble Race
( ) Plus plus blocks
( ) Squigz
( ) Straws 'n Connectors
( ) Connectagons
( ) GEARS!
( ) Super Acrobat
( ) Octaclip and Makedo kits

Fine-motor Activities

Having materials available on hand is key to provide a range of activities from which children can choose. Having samples of the different activities is often helpful. The hope is to entice students to try new things which they may not have considered before. They may not like all the activities, that's not the issue. Having tried, manipulating different materials and sharing their feedback on their experience is the greater objective.

Different examples can include, but are not limited to:

( ) Corking

( ) Knitting loom projects

( ) Knitting/Finger knitting

( ) Crocheting

( ) Weaving loom projects

( ) Rainbow Loom bracelets

( ) Origami

( ) Mosaics

( ) Creating mandalas and abstract designs – stencils

( ) Puppet-making

( ) Clay

( ) Felt marble maze

( ) Coloring pages

Children's Literature

Literature is an asset when helping children take up a relationship with their emotions. Having stories read in a context of a warm emotional connection with a caring adult helps children to name what they are feeling and normalizes their challenge when faced with waves of big emotions. Have the books on display in a manner that students will see the covers, the creative artwork and colors will peak their curiosity and intrigue.

Some title recommendations to have on hand in the NSC are:

FOR EMOTIONAL DEVELOPMENT:
- Invisible String
- Lots of Feelings
- I Can Dance my Feelings
- The Rabbit Listened
- Ravi's Roar

FOR SOCIAL DEVELOPMENT:
- We Share Everything
- My Body Has a Bubble
- The Sorry Plane
- Words and Your Heart
- The Lion and the Bird

Note: a French and English version is available.

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Individual/Personalized Schedules within the NSC (when student is removed from class due to ongoing struggles): For some students, school is more than they can manage on a daily basis. There's a combination of high tides of emotions, immaturity, alarm, and stuckness for some. Developmentally they are *'under construction.'* They need more time, and the right conditions for their development to unfold. Adults providing a warm unconditional invitation to exist in their presence and to come to rest in their presence is key. The NSC is the best support that a school can offer these students. This provides an intervention platform that enables the school team to maintain a student in school, even if they are not in with the class group full time. It helps to preserve existing relationships with adults and peers. Most importantly, it helps to preserve a child's dignity and humanizing their struggles. They don't need to be given consequences or sent home because you're having a difficult time in school. 1. **Removal from recess and lunch time** 2. **Removal from the classroom for identified blocks of time** 3. **Removal from the classroom for half-days** 4. **Removal from the classroom** **Movement Station** to help expend physical and emotional energy. ( ) 10-sided exercise dice ( ) Items to throw • Felt target board • Suction balls • Foam balls ( ) Stomping station with bubble wrap ( ) Yoga (individually or in a group) ( ) Stretching (individually or in a group) ( ) Fencing with pool noodles ( ) Skipping rope	( ) Arts & Craft supplies to make puppets, masks ▪ Fabric or felt puppet starters ▪ Foam silhouettes ▪ Standing people silhouettes ▪ Pre-cut masks ▪ Paper plates, paper bags ▪ Picture frame cut-outs ( ) Scrapbooking – having a range of paper sizes & colours, ribbons, colored tape, buttons and other small items that can be glued on to scrapbooking creations ( ) Drama and role-playing - Dress-up clothes, hats, funny glasses ▪ Improvisation ▪ Miming ▪ Charades ( ) Emotions Intervention Folder – K-cycle 1 ( ) Squawk Box – Cycle 2 & 3 – Emotional Expression Kit	( ) Touch & Feel station (fabrics with different textures) ( ) Soft blanket ( ) Sensory bin ( ) Weighted animal on lap or shoulders ( ) Mindful body scan ( ) Breathing exercises	Strategy with increasing challenge ( ) Hoppers ( ) Rush hour ( ) Tip Over ( ) Architek ( ) Numéro ( ) Individual card games Two people and small group games ( ) UNO ( ) Dominoes ( ) Blockus (for 2, for 4) ( ) Chess ( ) Puzzles ( ) Search 'n Find puzzles Woodworking Projects ( )Life size JENGA ( ) Rock the Croc/Tree with Apples (Balancing games) ( ) Threading blocks ( ) Engineer your own Maze ( ) Hockey game	( ) Sketching/Doodling ( ) Scrapbooking ( ) Painting ( ) Beading	