

**CEBM Pyramid of Interventions:  
Part I - An Introduction**

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1

**Addressing student behaviour  
in a school setting**

- What kind of training do school staff get?
- Are the needs and profile of today's student different from what they once were?
- Are the expectations within the school code of conduct aligned with the realities of today's student?
- Are the conventional discipline practices (i.e. behavioural lens) still relevant in the actual context?
- Nowadays, what is needed to increase student attendance and success at school?

2

“ Our kids are experiencing an emotional crisis. Children are more anxious, aggressive, and shut down than ever. We are seeing clear evidence of this in our schools, our homes, our neighbourhoods and our community spaces. The situation has become so dire that our newspapers are literally writing stories about elementary school-aged children punching, kicking and biting their teachers. The root cause of the emotional crisis and resulting behavioural issues we see in our homes, schools and communities every day is that children are **losing their feelings.**”

Hannah Beach (2020) Kids Need a Safe Space to Feel

3

**Contributing factors**

- Loss of 'true' play, and reduction of time spent outdoors
- Not enough respite (downtime, rest without stimulation)
- Over exposure to screens, digital devices, social media
- School and home divide
- Society's reflex to avoid discomfort and place the emphasis on 'managing' ourselves.
- School's focus on emotions done through a 'skill' based lens, which is not aligned with the nature of emotions, nor with their development.

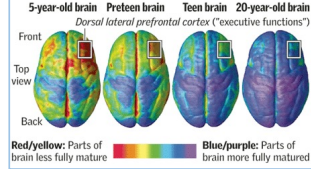
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Young or emotionally stuck immature students

5

**Maturation - Principles**

**Judgment last to develop**  
The area of the brain that controls "executive functions" — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood.



5-year-old brain    Preeteen brain    Teen brain    20-year-old brain

Front  
Top view  
Back

Dorsal lateral prefrontal cortex ("executive functions")

Red/yellow: Parts of brain less fully mature    Blue/purple: Parts of brain more fully mature

- Maturation is NOT inevitable
- Only in ideal conditions can a child be disposed to maturation (trauma can stunt brain development)
- In those conditions the prefrontal cortex debuts its maturation (trauma can stunt brain development) its growth between 5-7 years old and continues well into the 20's and 30's
- If a child is **hypersensitive** the 5-7 gap of development will rather be at 7-9 years old

Image from the National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

6

### Prefrontal cortex development

Youth rely more on the **Amygdala** (limbic system)

Adults rely more on the **Prefrontal Cortex**

7

### 3 maturational processes responsible for growing us up

Gordon Neufeld (2012) *Teachability Factor*

8

Gordon Neufeld (2012) *Teachability Factor*

9

### The IMMATURE child has a hard time:

1. **Finding information efficiently** and quickly (under-developed **Cerebellum**)
2. Seeing the “**whole**” picture (under-developed **Corpus Callosum**)
3. **Tempering** their instinctual reactions with conflicting thoughts and feelings. (under-developed **Prefrontal Cortex**)

As a result, they often **KNOW** better but cannot **DO** better as emotion overwhelms reason.  
Behaviour will improve when maturation occurs, but this process takes time.

10

### WHAT DOESN'T WORK

The problem with focusing on self-regulation prematurely

Gordon Neufeld (2017) *Science of Emotion*

11

### WHAT DOESN'T WORK

The problem with focusing on “right” thinking

- confronting irrationality & impulsivity
- focusing on self-regulation prematurely
- pursuing calmness & tranquility

Gordon Neufeld (2017) *Science of Emotion*

12

**An immature student needs the adults to:**

- Foster a **sense of safety and belonging** (maximizing the attachments)
- **Adjust their expectations** accordingly (developmentally friendly lens)
- **Compensate** for the immaturity (relying on structures and routines)
- **Come alongside** the big emotions (supporting through co-regulation)
- **Manage the circumstances** to increase the student's success, rather than try to control the behaviour (adapting the support measures accordingly)
- Provide opportunities to **feel and express emotions** (through play)

13

**Neurodivergent students**

14

**A Continuum of neurodivergence and sensitivity**

Neurological differences	Issues with executive functioning	Sensory meltdown	Sensitive autonomic stress response
Hypersensitivity	<b>Autism Spectrum Disorder</b>	Hyposensitivity	Highly reactive
Overstimulation		Giftedness	ADHD
Dyscalculia	Sensory processing issues	Attention problems	Dysgraphia
Emotional dysregulation	Dyspraxia	Tourette Syndrome	Aspergers
	Fatal Alcohol Spectrum		Issues related to traumatic brain injury

15

Sensory Gating System

**Healthy Sensory Gating System**

**Compromised Sensory Gating System**

16

Dr. Bruce Perry (2021) *What Happened to You?*

17

**THE THREE QUALITATIVE TASKS OF SENSORY GATING**

- can't differentiate the relevant from irrelevant, the meaningful from the noise

- noise is not filtered out of the attention system

- doesn't gravitate toward attachments and may not be appropriately moved to caution


- may not automatically attend to basic life necessities

- not protected from distressing signals or memories

- flooded with internal feedback from activated emotion that is more difficult to interpret by the 'thinking brain'

Gordon Neufeld (2018) *Hypersensitivity Continuum*

18



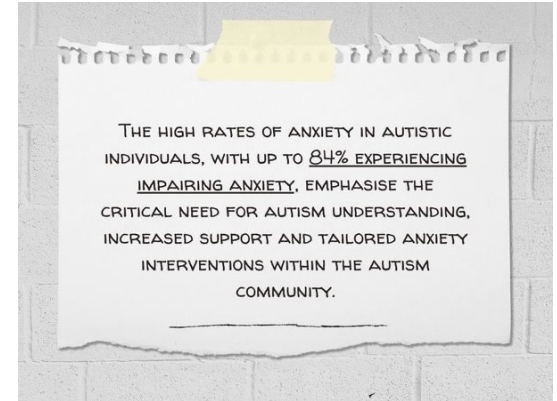
**Emotional hypersensitivity and emotion regulation challenges**

Neurodivergent individuals are:

- More easily affected and moved by their emotions
- More easily overwhelmed by their emotional experience
- More likely to be "stuck" emotionally:
  - Emotional intensity evokes more defenses
  - Intellectualization of experiences (escape of emotions)
  - Loss of tears necessary for adaptation

Adults typically attempt to calm the child in order to avoid emotional eruptions, which doesn't help the situation.

19



THE HIGH RATES OF ANXIETY IN AUTISTIC INDIVIDUALS, WITH UP TO 84% EXPERIENCING IMPAIRING ANXIETY, EMPHASISE THE CRITICAL NEED FOR AUTISM UNDERSTANDING, INCREASED SUPPORT AND TAILORED ANXIETY INTERVENTIONS WITHIN THE AUTISM COMMUNITY.

20

**WHAT DOESN'T WORK**

*Neurotypical expectations and masking*

'Masking' is when a neurodivergent individual works to **compensate, suppress** or **hide** their natural qualities or differences. Adults need to be careful with:

- Setting up the physical environment without considering neurodiverse sensory needs.
- Expecting the student to manage well during transitions or in unstructured activities.
- Teaching neuro-typical based social skills (e.g. to give eye contact when being addressed, to stand in line in the same way as the other students, etc.)
- Trying to get a student to stop their stimming behaviour.
- Not being supportive of the student's deep interests.

21

**WHAT DOESN'T WORK**

Trying to reason, or talking too much (especially about consequences)

- Talking keeps the student dysregulated and in high arousal (flight or fight mode).
- When the student is in "survival" mode they cannot hear our words, just our tone.
- They can't process language (the words we are using) just keep hearing the TONE
- They can't remember the future (what will happen if they don't stop) – **only feel the intensity of the present moment.**

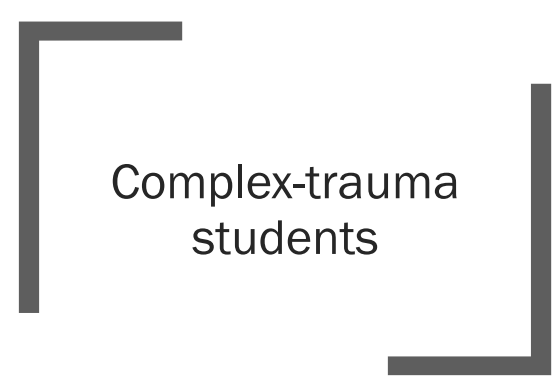
**Waiting to hear: "And I've had it with you."**

22

**A neurodivergent student needs the adults to:**

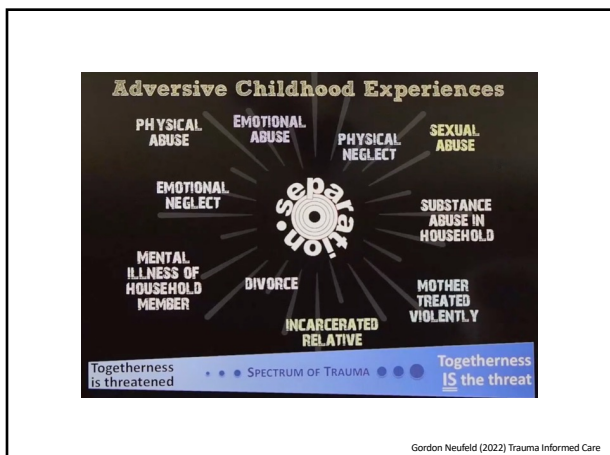
- Create an **inclusive environment**, that helps students feel safe and supported in their individual needs and differences
- **Adjust their expectations** accordingly to safeguard from masking (neurodivergent affirming lens)
- **Compensate** for the sensory gating problems (reduce stimulation where possible)
- **Come alongside** the sensory-overload (acknowledge and validate the sensory differences)
- **Manage the circumstances** to increase the student's success, rather than try to control the behaviour (adapting the support measures accordingly)

23

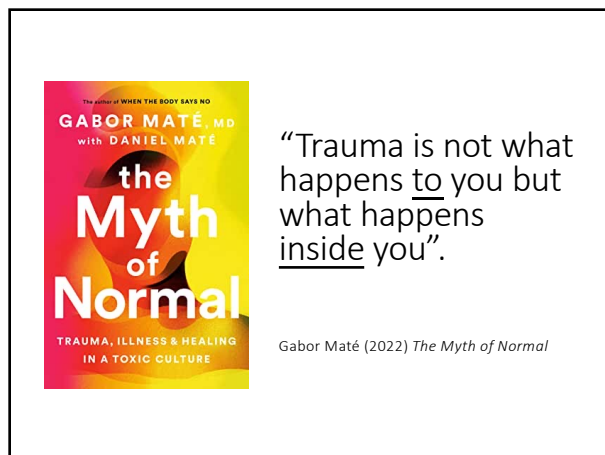


Complex-trauma students

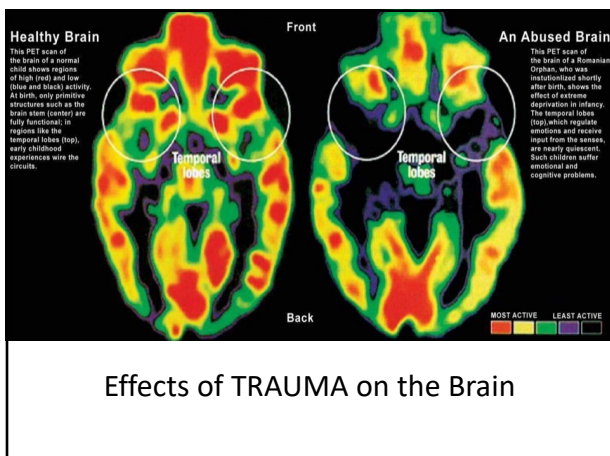
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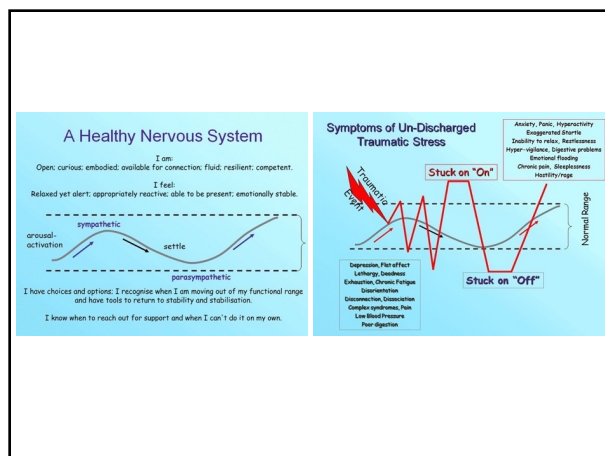
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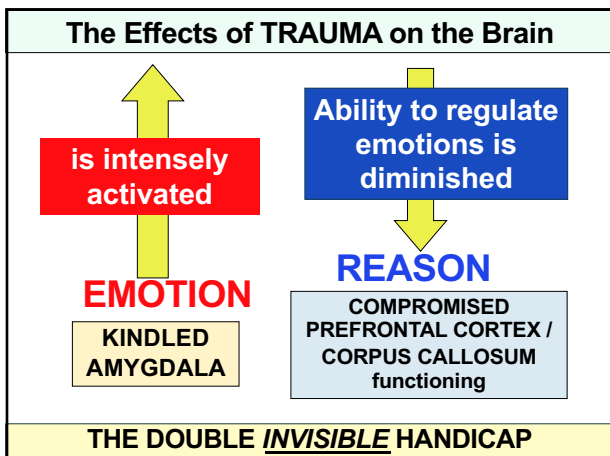
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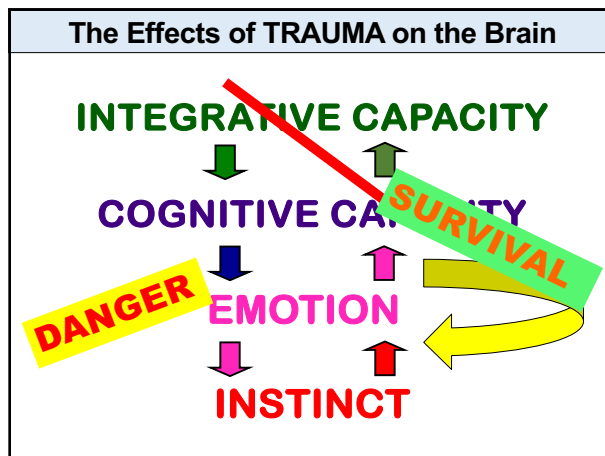
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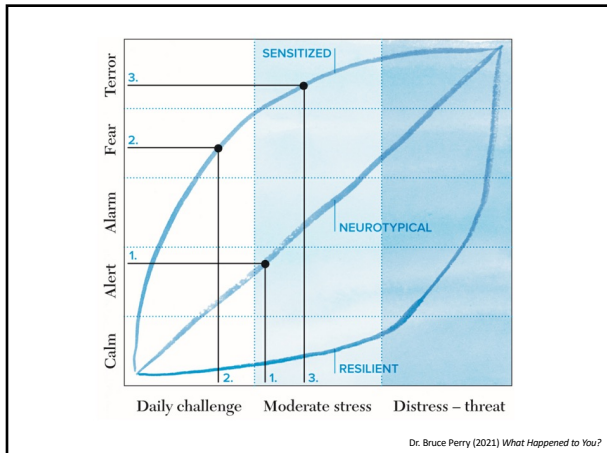


29



30





31

### Impact of trauma and defendedness

Our brain protects us by:

- ✓ **NUMBING OUT** feeling that are too much
- ✓ **TUNING OUT** from seeing things that would be too hard to see
- ✓ **BACKING OUT** of relationships where you might get hurt

32

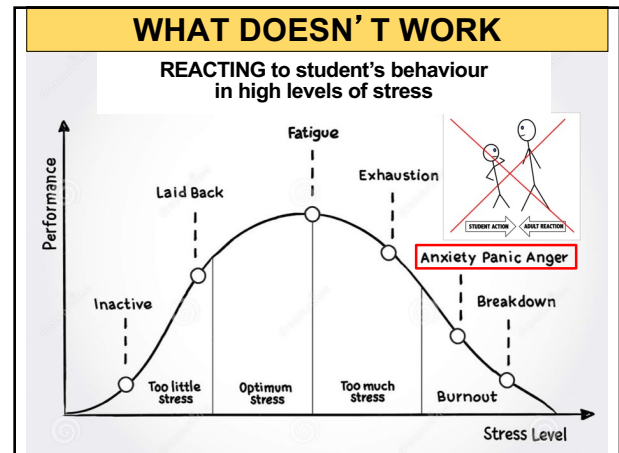
### WHAT DOESN'T WORK

Keeping in mind that some approaches to behaviour don't work for those who need it the most and can exacerbate the situation.

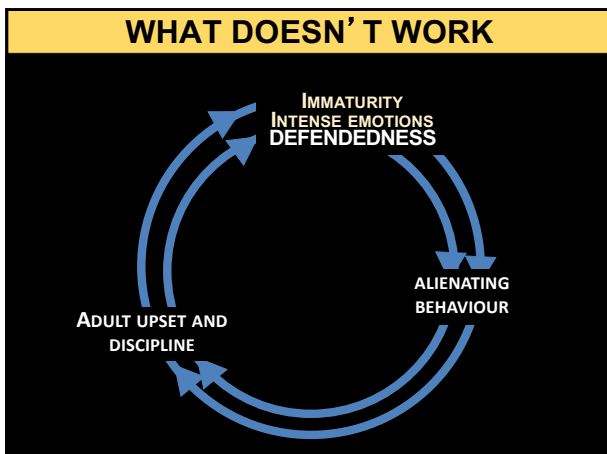
#### Conventional Discipline and Problem Behaviour Centered Interventions

- Rewards/Consequences
- Behaviour management tracking systems
- Being sent regularly to the Principal's office
- Detention/Reflection Room
- Student behaviour contract
- Zero tolerance discipline measures
- Ongoing suspensions

33



34



35

### A student with complex trauma needs the adults to:

- Create a **safe environment**, that helps students regulate and feel supported in their individual needs
- **Adjust their expectations** accordingly (trauma informed lens)
- **Compensate** for the defendedness (relying on structures and routines)
- **Come alongside** the dysregulated stress response (supporting through co-regulation)
- **Manage the circumstances** to increase the student's success, rather than try to control the behaviour (adapting the support measures accordingly)
- Provide opportunities to **feel and express emotions** (through play)

36

**PREVENTION and INTERVENTION**  
Key factors in supporting challenging students

## CEBM Pyramid of Interventions

Inspired by the RTI Model of Responses to Intervention

<https://www.cebmmember.ca/pyramid-of-interventions>

37

## CEBM Pyramid of Interventions

K4-K5      Elementary      Secondary

<https://www.cebmmember.ca/pyramid-of-interventions>

38

## CEBM Trajectory of support

Elementary      Secondary

<https://www.cebmmember.ca/pyramid-of-interventions>

39

## List of suggested measures in the classroom

Tier 1 Universal      Tier 2 Targeted      Tier 3 Individualized

<https://www.cebmmember.ca/pyramid-of-interventions>

40

## List of suggested measures during transitions

<https://www.cebmmember.ca/practices-during-transitions>

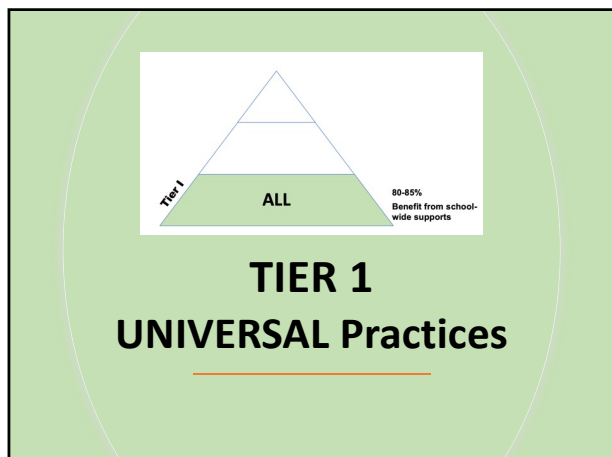
41

## List of considerations per Tier

Prior to moving from Tier 1 to Tier 2      Prior to moving from Tier 2 to Tier 3      Prior to moving beyond Tier 3

<https://www.cebmmember.ca/pyramid-of-interventions>

42



43

### TIER 1 – UNIVERSAL Practices

- At Tier 1, the practices benefit ALL students:
  - the group as a whole in the classroom
  - the whole student population during transition times
- These are daily practices **lead by any adult** involved (teacher in the classroom, supervisors at recess/lunch, educators at daycare, etc.)
- The focus is on **PREVENTION**:
  - ✓ Being intentional in the set up the physical and social environment
  - ✓ Using inclusive practices
  - ✓ Offering an array of tools and resources to answer to a range of needs and differences

<https://www.cebmmember.ca/tier-1-universal-practices>



44

### TIER 1 – UNIVERSAL Practices in the Classroom

- Classroom set-up
- Teacher greeting and engaging students
- Structures and routines
- Introduce/model expected behaviours (visuals, play)
- Differentiated pedagogy and inclusive practices
- Time spent on cross-competency skills and emotional literacy
- Alternate seating and workstation options
- Brain break activities
- Individual “Quiet Time” activities
- Emotional release activities
- Designated area in the classroom
- Community projects
- Outdoor opportunities

45

### Attachment-friendly practices

<https://hannahbeach.ca/creating-a-conscious-invitation-into-relationship/>

<https://www.youtube.com/watch?v=kzvm1m8zq5g>


46

### MINIMIZING SENSORY INPUT

Be aware that your classroom decor may be overstimulating to a neurodivergent student. While the decor may appear fun to you, lots of bright colors with no place for the eyes to rest could be hard on the sensory system of ND students in the classroom.

Consider toning down the decor to include:

- fewer decorations
- less intense colors
- a place (perhaps towards the front of the classroom) where a child can rest his or her eyes





You'll likely find a less stimulating classroom to be beneficial for neurotypical children as well as for ND students.


47

### MINIMIZING SENSORY INPUT

#### PRIVACY CARREL

#### MODIFYING NEON LIGHTS



48



### Classroom setup

#### Transition Practices & Setting up your classroom

**Before the Beginning of the School Year**

1. Make contact with your new group of students.
  - a. Telephone or email with each student, assistant, email
  - b. QR "Welcome card" sent to each parent's email address.
2. Invite all students to arrive at school on the first day, during the day. There is a check-in time for the first week, reduce anxiety and for the student to know where their classroom will be. This goes a long way for setting into the new school year!

**Preparing the Classroom**

1. Have a "Welcome" sign on your classroom door with each child's name on it. We recommend having your picture in the middle, as a great way to welcome them into this new year with you.
2. Determine the physical layout of the class and desk/kitchen configuration.
  - a. Create a desk/kitchen configuration that will based on your students' needs, as much as possible.
  - b. Determine the physical layout of the class and desk/kitchen configuration.
  - c. Make things as clear, simple, and organized as possible. Consider having material/area separated into categories: classroom supplies, transition zone, teacher's table, and a group centering table – separate from the desk/kitchen area.
  - d. Color code and/or label materials that can be accessed by students (think Executive Functioning). Have things clear, simple and organized. Consider having material/area separated into categories: classroom supplies, transition zone, teacher's table, and a group centering table – separate from the desk/kitchen area.
  - e. Finger charts, hand tracking, headphones and desk-off cushions (for those who need them, but accessible to all).
  - f. Alternate seating options – (cushions, standing station option, laptop, "soffle" table, etc.).
  - g. A variety of alternative, quiet time activities.
  - h. Building & creating community activity.
3. Cover up any area that will not be accessible to students. We recommend using felt, and having a sign indicating it is not to be used and providing the visual information. Both signs (colorful and text-based).
4. Maximize as much floor as possible – think of it as increasing the size of your room from the inside. Everyone will benefit from more floor and an open space!

#### Classroom Layout Helps Prime Student Attention

There is a classroom is physically set up can make a big difference in how students behave. Here are some ideas that you can use to help your students stay focused and on task.

**Questions to consider in setting up:**

1. How do you plan to manage your students' behavior?
2. How do you plan to manage your students' behavior?
3. How do you plan to manage your students' behavior?
4. How do you plan to manage your students' behavior?

**Questions to consider for students:**

1. How do you plan to manage your students' behavior?
2. How do you plan to manage your students' behavior?
3. How do you plan to manage your students' behavior?
4. How do you plan to manage your students' behavior?

<https://www.cebmmember.ca/tier-1-universal-practices>

49

## DISCIPLINE - IMPOSING ORDER

Let the environment do the guiding

### KEEPING CHILDREN OUT OF EACH OTHER'S WAY

**LINING UP:**

1. Masking tape
2. Floor decals

**CIRCLE TIME:**

1. Masking tape
2. Chairs
3. Hula hoops
4. Carpet swatches

50

## DISCIPLINE - IMPOSING ORDER

Let the environment do the guiding

**USE PHOTOS TO GUIDE BEHAVIOUR**

**POSTER TO ILLUSTRATE WHAT IS EXPECTED**

**WHERE ITEMS SHOULD GO**

**CARPETS**      **PRACTICE PRACTICE PRACTICE**

51

## Flexible Classroom

Offer alternate seating options and alternate workstations to help students with attention and manage their bodies

<https://www.cebmmember.ca/individual-work-stations>

**Flexible seating options**

**Alternate workstation options**

52

### Classroom Brain Breaks

As movement is incorporated into the daily classroom routine:

- the brain is able to function at higher levels,
- stress and anxiety are reduced

**Improves STAYING ON TASK**

**Increases ATTENTIVENESS**

**Restores ENERGY AND MOTIVATION**

**Be mindful of overly stimulating activities – provide options**

<https://www.cebmmember.ca/brain-break-activities>

53

### Classroom Brain Breaks

**17 Brain Breaks Tailored for High Schoolers**

As high school students navigate more rigorous academic tasks and denser curricular material, the occasional 5 to 6-minute break delivers a wide range of benefits.

<https://www.edutopia.org/article/17-brain-breaks-tailored-for-high-schoolers>

54



**Individual "Quiet Time" activity  
In the Classroom**

<https://www.cebmmember.ca/fine-motor-quiet-activity-area>

55

**Classroom Emotional Release Activities**



<https://www.cebmmember.ca/emotions-intervention-area>

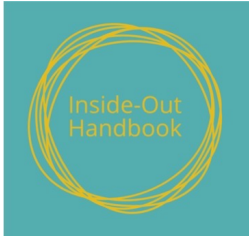
56

**Classroom Emotional Release Activities**

**Examples**

- Draw the music
- Drumming
- Frustration Monster

Check out [Hannah Beach's blog](#) for samples of Emotional Release Activities



You can find numerous ideas in the Inside-Out Handbook which is free when you have a copy of the book: <https://reclaimingourstudents.com/>

57

**Classroom Emotional Release Activities**



<https://www.cebmmember.ca/emotions-intervention-area>

58

**Literature on Emotions**



59

**QUIET CORNER IN THE CLASSROOM**

- A resource available for all students in the group
- Benefits for:
  - the student
  - the group
  - the teacher
- Adapted to the age group/grade level



<https://www.cebmmember.ca/cocoon-area>

60

### Accompanying students with the use of the tools and materials

**Introduce**

Introduce the materials. Explain and model how they are intended to be used. Make sure students understands it's a tool and not a toy.

**Explore**

Have students explore their own needs and preferences.

**Structure**

Set up parameters and clear expectations around the What-When-Where and for how long.

**Set up**

Set up a corner in the classroom where the selected materials can be placed.

**Safety**

Students need to be reminded and coached to ensure safe use of the different tools and taking care of the materials at their disposal.

61




### Outdoor learning through engaging activities and play

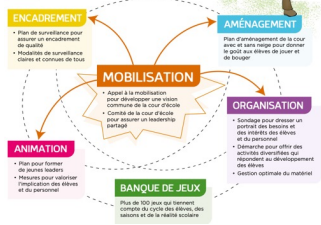



62

### TIER 1 – UNIVERSAL Practices during transitions – outdoor recess (schoolyard)



<https://publications.msss.gouv.qc.ca/msss/document-002040>  
<https://www.cebmmember.ca/practices-during-transitions>



63

### TIER 1 – UNIVERSAL Practices during transitions – outdoor recess (schoolyard)

# 5

PAMPHLET

SCHOOLYARD ACTIVITIES AND LAYOUTS IN ELEMENTARY SCHOOLS

[https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/education/institutions/scolaire\\_services-compl/virage-sante\\_fiche5\\_cour-ecole-primaire\\_AN.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/education/institutions/scolaire_services-compl/virage-sante_fiche5_cour-ecole-primaire_AN.pdf)

# 6



PAMPHLET

SCHOOLYARD ACTIVITIES AND LAYOUT IN SECONDARY SCHOOLS

[https://www.education.gouv.qc.ca/fileadmin/site\\_web/documents/disse/ds/dsstatatun\\_serv\\_compl/virage-sante\\_fiche6\\_cour-ecole-secondaire\\_AN.pdf](https://www.education.gouv.qc.ca/fileadmin/site_web/documents/disse/ds/dsstatatun_serv_compl/virage-sante_fiche6_cour-ecole-secondaire_AN.pdf)

Québec

64

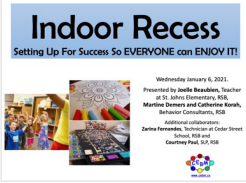



### TIER 1 – UNIVERSAL Practices during transitions – outdoor recess (schoolyard)

- **Where?**—Dividing the yard into clear sections (play/activity areas)
- **With whom?** – Grouping of students
- **What?**—Types of games/activities (must consider the seasons with and without snow)
- **When?**—Schedule
- **How?** – Type of student participation, animation, supervision
- **With what?**—Materials needed

65

### TIER 1 – UNIVERSAL Practices during transitions – indoor recess




<https://www.cebmmember.ca/practices-during-transitions>

Indoor Recess Activities - Kindergarten	Indoor Recess Activities – Cycle 2
<ul style="list-style-type: none"> <li>• Jeux de rôle</li> <li>• Jeux de construction</li> <li>• Jeux de société</li> <li>• Jeux de motricité</li> <li>• Jeux de langage</li> <li>• Jeux de dessin</li> <li>• Jeux de musique</li> <li>• Jeux de lecture</li> <li>• Jeux de mathématiques</li> <li>• Jeux de science</li> <li>• Jeux de sport</li> <li>• Jeux de danse</li> <li>• Jeux de théâtre</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Jeux de rôle</li> <li>• Jeux de construction</li> <li>• Jeux de société</li> <li>• Jeux de motricité</li> <li>• Jeux de langage</li> <li>• Jeux de dessin</li> <li>• Jeux de musique</li> <li>• Jeux de lecture</li> <li>• Jeux de mathématiques</li> <li>• Jeux de science</li> <li>• Jeux de sport</li> <li>• Jeux de danse</li> <li>• Jeux de théâtre</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> </ul>
Indoor Recess Activities – Cycle 1	Indoor Recess Activities – Cycle 3
<ul style="list-style-type: none"> <li>• Jeux de rôle</li> <li>• Jeux de construction</li> <li>• Jeux de société</li> <li>• Jeux de motricité</li> <li>• Jeux de langage</li> <li>• Jeux de dessin</li> <li>• Jeux de musique</li> <li>• Jeux de lecture</li> <li>• Jeux de mathématiques</li> <li>• Jeux de science</li> <li>• Jeux de sport</li> <li>• Jeux de danse</li> <li>• Jeux de théâtre</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> </ul>	<ul style="list-style-type: none"> <li>• Jeux de rôle</li> <li>• Jeux de construction</li> <li>• Jeux de société</li> <li>• Jeux de motricité</li> <li>• Jeux de langage</li> <li>• Jeux de dessin</li> <li>• Jeux de musique</li> <li>• Jeux de lecture</li> <li>• Jeux de mathématiques</li> <li>• Jeux de science</li> <li>• Jeux de sport</li> <li>• Jeux de danse</li> <li>• Jeux de théâtre</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> <li>• Jeux de marionnettes</li> <li>• Jeux de puppets</li> </ul>

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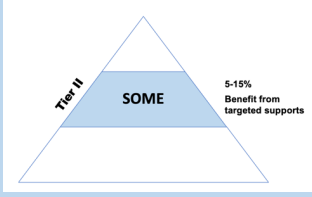
### TIER 1 – UNIVERSAL Practices at Daycare



Being more intentional and reflective in the following:

- Physical set-up of the space
- Structures and routines
- Range of materials and activities available
- Adult-Student relationship
- Adult supervision
- Outdoor opportunities
- Etc.

67



## TIER 2 TARGETED Practices

68

### TIER 2 – TARGETED Practices

- At Tier 2, the practices are meant to be targeted to accompany some students who require additional support. Several of these measures can be offered in small-groups.
- These supports measures and accommodations are meant to be assigned to or scheduled for the student.
- Practices lead by adult in charge (e.g. teacher in the classroom) with the help of Support Staff, if available, or another assigned adult.
- The student continues to benefit from Tier 1 supports in addition to supplemental Tier 2 measures.

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


69

### TIER 2 – TARGETED Practices in the Classroom and School

- Check-ins with a significant adult
- Designated area within the classroom at scheduled times
- Assigned preferential seating, alternate seating/workstation
- Alternate classroom entrance and exit time
- Movements break stations in the hallway (in addition to classroom brain breaks)
- Scheduled time in another pre-determined supervised location (You've Got Mail, Foster classroom)
- Small-group support (academic/behavioural needs)
- Small-group emotion interventions
- Small-group accompaniment during transition times

70


### Student "Check-In" with a designated adult



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

71


### Student Challenges Placemats



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

72

**Flexible Seating and Work Station ASSIGNED to the student**



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

73

**COMPENSATE FOR IMMATURITY**

**PROVIDE EXTRA ORGANIZATION**

- Provide routine and structure – with visual schedule/prompts
- Organize tasks and materials – minimal materials in desk
- Make it easy to access necessary materials – pencils, work folder, paper, scissors etc. – have extra at hand
- Help with time management – break tasks into manageable steps
- When doing groupwork, strategically choose groups
- Provide extra time and help for organizing assignments and studying for tests
- Homework – keep to the essential – identify what must absolutely be done

**Help the student get through their day as successfully as possible.**

74


**COMPENSATE FOR IMMATURITY**

**Short work periods to complete essential tasks may be all this student can handle.**

When the student becomes agitated – provide an alternate activity – Personal Bin or permission to use the Kinesthetic hallway – if other children ask why he gets to “not work” – say, “He completed his work.” This may help the student so that he/she does not disturb the group.

**Better to be busy than in trouble**

75




**Quiet corner SCHEDULED for the student**

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

76


**Quiet corner SCHEDULED for the student In the hallway**



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

77

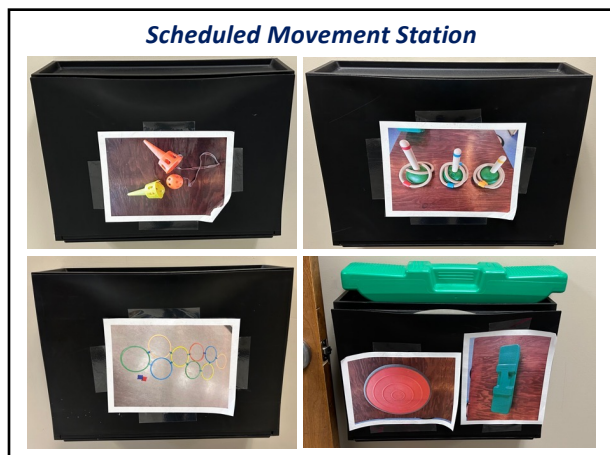
**Scheduled Movement Station**



<https://www.cebmmember.ca/physical-outlet-movement-station>

78





79

**CHANGE THE CIRCUMSTANCES** that control the child

**ANTICIPATE & PREVENT**

- **Recess / Breaks**
  - ✓ With extra supervision
- **Hallways**
  - ✓ Away from other students
- **Bathrooms**
  - ✓ Under supervision
- **Lunch time**
  - ✓ In a quieter space
- **Substitute teacher**
  - ✓ Make introductions or have an alternate "person" the child can be with

**BE a TRAFFIC DIRECTOR** (who directs **away** from trouble) rather than the **POLICE** (who gives a consequence for troubling behaviour)

80

**USE TIME AWAY INSTEAD OF TIME OUT**

**KNOW YOUR LIMITS AND WORK WITHIN THEM**

**If you are starting to "reach your limit" with a student:**

1. Send the student to another place
  - The "Quiet Area" in the classroom
2. Send the student **TO SOMEONE** with a "task"
  - a book or an envelope
    - ✓ Another adult – Counsellor, Support worker, secretary
    - ✓ Nurturing Support Centre
3. Always go to the student and let them know that the **relationship is still intact** and that you will take care of them the next day.

81

**"You've Got Mail"**  
*Transition with a Destination*

"You've Got Mail" letters provide something tangible for a student to hold as they head to a pre-determined destination for a short period of time.

Two types of letters are available:

- Active movement
- Quiet activity

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

82

**Foster Classroom**

- Predetermined classroom for students who require this intervention
- Work station with work tools awaits incoming foster student
- Student is informed of this intervention, location is shown in advance
- Student comes with work from his/her classroom
- Student is informed on how and when he/she will return to class

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

83

**Student Individual Bin**

Contains

- activities to engage the student if they need a moment of respite
- less demanding educational work
- can be easily transported to another location or another room

<https://www.cebmmember.ca/personal-bin>

84

### Small-group emotion interventions (with Support Staff)



Understanding Frustration Build-up

Frustrations are a daily occurrence, here is a range of ideas, games and strategies that adults can use to help children express and manage themselves

Playing with emotions

- Roll play: Emotions Charades
- Matching and games, books, drawing games
- Emotions Slips
- Making games out of clothing
- Charades, drawing & writing
- Emotions Charades - draw, read and act out emotions
- "What are you feeling?" game
- "Emotions" - children and adults take turns acting out emotions

Respecting personal space

- Role playing challenge for other students, some activities which can help
- Role playing different emotions
- Social stories, role games, role play
- Drawing different emotions (happy, sad, mad and shy)
- Role playing, drawing, acting, costumes for role play
- Role playing, who says and who plays
- Role playing, drawing, acting, costumes for role play
- Role playing, who says and who plays
- Role playing, drawing, acting, costumes for role play
- Role playing, who says and who plays

The Way I Feel by James Cain

How Are You Feeling? By S. Fryman & J. Eiders



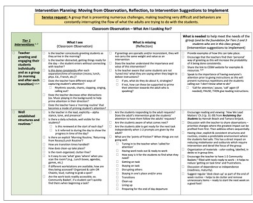
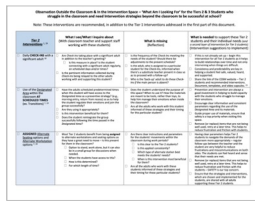
Inside-Out Handbook

You can find numerous ideas in the Inside-Out Handbook which is free when you have a copy of the book: <https://reclaimingourstudents.com/>

[https://www.cebmmember.ca/files/ued/931e65\\_d1068c87c2b4971bde05350d3ac92d2.pdf](https://www.cebmmember.ca/files/ued/931e65_d1068c87c2b4971bde05350d3ac92d2.pdf)

85


### CEBM Intervention Planning Documents

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

86

### TIER 2 – TARGETED Practices during transitions




Structured small-group games and activities accompanied by an adult.

<https://www.cebmmember.ca/practices-during-transitions>

87

### Supported Recess




- Identified students are part of this intervention practice
- An adult meets them at a predetermined location (or collects them along the way)
- An area of the playground is **'reserved'** for the Supported Recess group
- Rules are explained, adult coaches, supervises the games and sportsmanship is encouraged

<https://www.cebmmember.ca/practices-during-transitions>

88

### Extended Recess

- Identified students meet the support staff 10-15 minutes prior to recess
- They are given additional recess time as it is deemed that they benefit with more time to expend their pent-up energy and release frustrations
- Prior to going outside, the student is coached with specific cues to help them do their best when playing and interacting with others when they come outside to play.



<https://www.cebmmember.ca/practices-during-transitions>

89

### Supported Lunch

EATING TIME:

- Some students require close supervision when they eat their lunch
- Coaching to stay in their place when eating, cleaning up their area prior to leaving, overall table manners
- Some require a location that is less noisy than a cafeteria, has less people and less smells




OUTDOOR PLAY TIME:

- When it comes to playtime, they're able to join the group

<https://www.cebmmember.ca/practices-during-transitions>

90

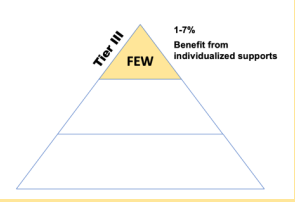
**TIER 2 – TARGETED Practices at Daycare**



Activities and games in small-groups to help accompany students in playing with and releasing emotions

[https://www.cebmmember.ca/files/ued/931te65\\_d1063c87cc2b49f1bde05350d3ec92d2.pdf](https://www.cebmmember.ca/files/ued/931te65_d1063c87cc2b49f1bde05350d3ec92d2.pdf)

91



**TIER 3 INDIVIDUALIZED Practices**

92

**TIER 3 – INDIVIDUALIZED Practices**

- At Tier 3, the practices are meant to be individualized for the few students who require more intensive support and who do better in a one-to-one setting.
- These accommodations and adaptations are tailored to the student's individual needs and interests. The student may require an adapted schedule as well.
- A collaboration is needed between the school team, the board consultants/professionals, the parents, as well as outside partners (if present).
- The student continues to benefit from T1 and T2 supports in addition to supplemental T3 measures.

<https://www.cebmmember.ca/tier-3-individualized-practices>


93

**TIER 3 – INDIVIDUALIZED Practices with the help of Support Staff and/or Professionals**

- Systematic daily check-ins and end-of-day recap
- Individualized support (academic/behavioural needs) – Formal and explicit PLAN
- Personalized adapted schedule in another pre-determined supervised location (Nurturing Support Centre)
- Personalized one-to-one emotional interventions and opportunities for emotional release (Emotions Room)
- Personalized one-to-one accompaniment during transition times (buses, hallway, recess, lunch, daycare)

94

**Systematic daily student "Check-Ins" with a significant adult**



<https://www.cebmmember.ca/tier-3-individualized-practices>

95

**Adapted Schedule – including personalized support measures**

- Personalized schedule used outside the classroom, including:
  - Respite/Reset time
  - Physical movement Breaks
  - Emotional support
  - Etc.
- Includes structure and routine by the adult.
- Includes choices for the student.
- Models routine similar to the classroom.

<https://www.cebmmember.ca/tier-3-individualized-practices>

96

### Individual Bin and Personal Choice Board

<https://www.cebmmember.ca/personal-bin>

97

### Nurturing Support Centre (NSC)

- Provide student with passes to visit the NSC, to work, to talk, to have supervised 'alone time'
- Participation in 'interest clubs' with adult supervision during recess and lunchtime
- Sheltered recess and/or sheltered lunch in a predetermined location (small group) – orchestrate the schedule to 'divide & conquer' clusters of students who struggle together

<https://www.cebm.ca/nurturing-support-centre>

98

### EMOTIONS ROOM

A PLACE TO LET IT OUT  
'calming down' will come naturally once the emotion has been released

**POOL NOODLES**  
**BUBBLE WRAP**  
**FOR THROWING**  
**FOR KICKING**  
**FOR HITTING**  
**FOR RIPPING**

<https://www.cebm.ca/emotions-room>

99

### CEBM Intervention Planning Documents

<https://www.cebmmember.ca/tier-3-individualized-practices>

100

### TIER 3 – INDIVIDUALIZED Practices during transitions

Personalized support measures for:

- Transitions/Hallway
- School yard
- Lunch time
- Daycare
- School bus

<https://www.cebmmember.ca/tier-3-individualized-practices>

101

### Morning Entry – Sheltered Homeroom

- Identified students come to NSC/Intervention Room at the start of the day as they are unable to cope with morning entry routine in the class group - both on a behavioral and emotional level
- Staff help student navigate their day and anticipate struggles ahead
- Provide encouragement and support for the day in manageable pieces.
- Support staff informs teacher of student's emotional state – be allies, support the student together!

<https://www.cebmmember.ca/tier-3-individualized-practices>

102



## Sheltered Recess



<https://www.cebmmember.ca/tier-3-individualized-practices>

- Identified students come to NSC/Intervention Room because they are unable to cope within large groups on a behavioral and emotional level
- Some students require this support a few days/week, while others require this full-time
- Coaching and intervention take place in order to help them learn skills that will help them return to the larger group

103

## Sheltered Lunch



<https://www.cebmmember.ca/tier-3-individualized-practices>

- Identified students come to the NSC/Intervention Room during lunch because they are unable to cope within the larger group on a behavioral and emotional level.
- Provides a safe calm place, where social interactions are emotionally safe.
- Adults supervise and coach appropriate interactions to help children experience, learn and grow.
- It is important that there be a schedule for Sheltered Lunch, some require a 'shelter' a few days/week, others require more.
- The schedule should be posted in a predetermined location for all to see.

104

## Sheltered Lunch

- Students have access to games and intervention materials
- Enquire whether students know how to play the different games or how to build or make creations with the different materials.
- Offer to help, provide a demonstration to help them get started.



<https://www.cebmmember.ca/tier-3-individualized-practices>

105

## End of Day – Sheltered Recap

- Students who come to the NSC/Intervention Room require additional support than what their classroom teacher can offer.
- The 'Sheltered Recap' (20 – 30 min, last period of the day) enables the student to leave their group when all is calm in the school
- Review the day, break it down in segments. Help the student find words to express and manage their frustrations.
- Congratulate the day's efforts and solicit their good intentions to continue the next day.

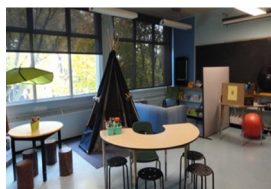


<https://www.cebmmember.ca/tier-3-individualized-practices>

106

### TIER 3 – INDIVIDUALIZED Practices Sheltered Daycare

Progressive transition from classroom to daycare through the Nurturing Support Centre (NSC).



**Schedule example:**

- 2:20-2:25: pick up in classroom
- 2:20-2:30: attendance in NSC
- 2:25-2:35: snack
- 2:35- 2:55: activity
- 2:55-3:05: clean-up & get dressed
- 3:05-3:35: outside with daycare

107

The fundamentals of  
the CEBM Pyramid of  
Interventions

108



Based in research and evidence practices

1. **Attachment-based developmental paradigm** – Gordon Neufeld, Deborah MacNamara, Hannah Beach & Tamara Strijack, Mona Delahooke, etc.
2. **Research on the human brain (neuroscience) and its impact on emotion** – Jay Giedd, Laurence Steinberg, Steven Porges, Daniel Siegel, etc.
3. **Trauma research** – Bruce Perry, Bessel Van der Kolk, McCrory, Gabor Maté, Reggie Melrose, Edmiston & Jackowski, etc.
4. **Neurodiversity-affirming practices in education** – Judy Singer, Devon Price, Alfie Kohn, Mona Delahooke, Amy Laurent & Jacquelyn Fede, Megan Mott, etc.
5. **Research on play and its benefits for brain development and learning** – Jaak Panksepp, David Elkind, Peter Gray, Iain McGilchrist, Pellis & Pellis, Lillard & Else-Quest, etc.

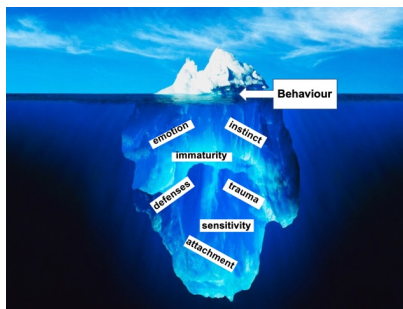
109

It's about giving priority to the **prevention work.**

- Students typically don't respond well in crisis intervention and it is quite difficult to make headway in those circumstances, because they are:
  - ✓ Indisposed and not receptive when under stress
  - ✓ Not accessible when disengaged/disconnected from the adult(s) intervening.
- A student's success depends on:
  - ✓ Sense of safety, building attachment (requires conducive conditions)
  - ✓ Structure, routine and predictability
  - ✓ Introduction to tools/supports, exploration and practice
  - ✓ Growth happens in moments of rest

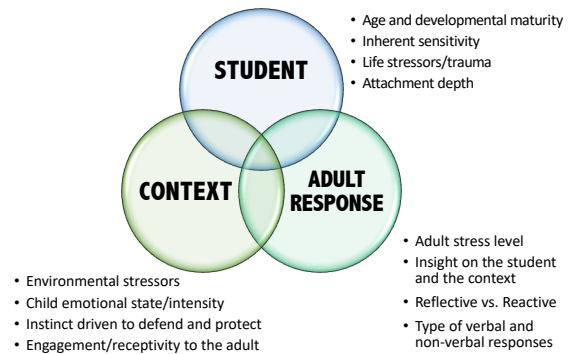
110

It's about **making sense of the behaviour at its root**, rather than staying focused on managing the symptoms.



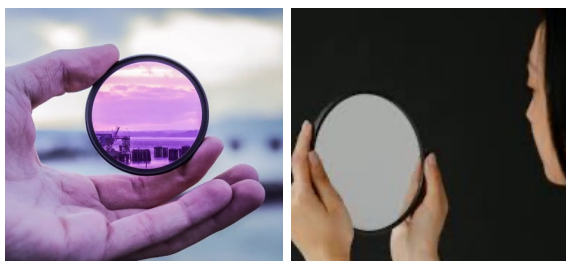
111

It's about **considering all the elements involved.**



112

It's about **having mirrors** in addition to the lenses.



113

It's about **having faith in the developmental process**, rather than trying to 'tug-and-pull' at it.

BEHAVIOUR CHANGES WHEN...

**Sensory - Stress Response**

Behaviour changes when the body/brain is feeling safe

**Attachment**

Behaviour changes when feeling connected to a nurturing adult

**Vulnerability - Emotions**

Behaviour changes when emotions are felt

**Maturation**

Behaviour changes as the brain matures

114

It's about **managing the circumstances**, rather than trying to control the student's behaviour.



115

It's about addressing the **fundamental needs**

**SAFETY/REST:** helping the brain become regulated and receptive

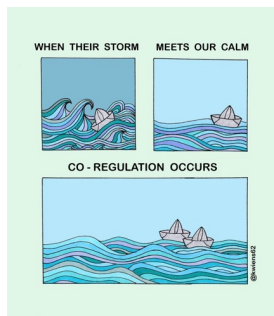
**BELONGING:** providing nurturing and safe relationships

**FEELING EMOTION:** inviting the whole range of emotional expression

**PLAY:** making space for true play

116

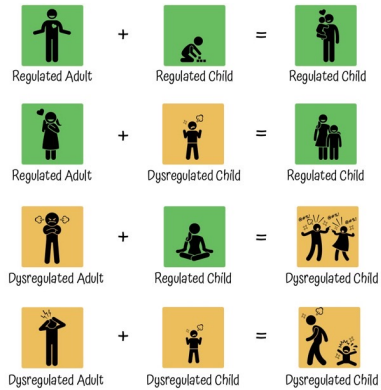
### Children Need Adults for Co-Regulation



*Emotional co-regulation comes first, and this is how emotional self-regulation is developed.*

117

### Importance of CO-REGULATION



118

It's about the **power of teamwork**

- **Sharing the responsibility** of the student and class group (each adult having a complementary role to the other).
- **Sharing the weight** of the challenging students (ex. 'You've Got Mail' intervention, Foster Classrooms, Nurturing Support Centre, etc.)
- **Communicating** with one another so all involved are in the 'know' of certain student profiles and relevant situations that have come up.
- Receiving the **collaboration and support** of school board personnel and outside services.

119

### Centre of Excellence for Behaviour Management

[www.cebm.ca](http://www.cebm.ca)



Also visit the CEBM Resource Center

<https://www.cebmmember.ca/>

120