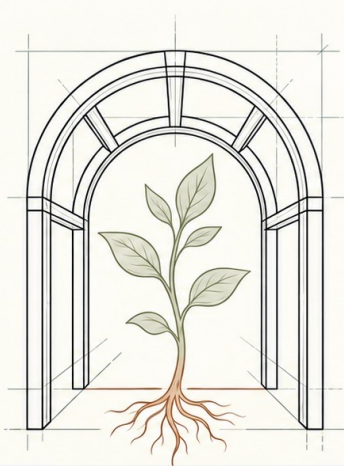


The Hidden Curriculum

A field guide to the neurobiology and practice of adult posture in the classroom.



Stronger Adults. Brighter Futures.

Practical, neurobiology-informed strategies to help all students feel safe, regulated, and ready to learn.

Presented by Catherine Korah, CEBM

1

The Hidden Curriculum: Adult Posture in the Classroom

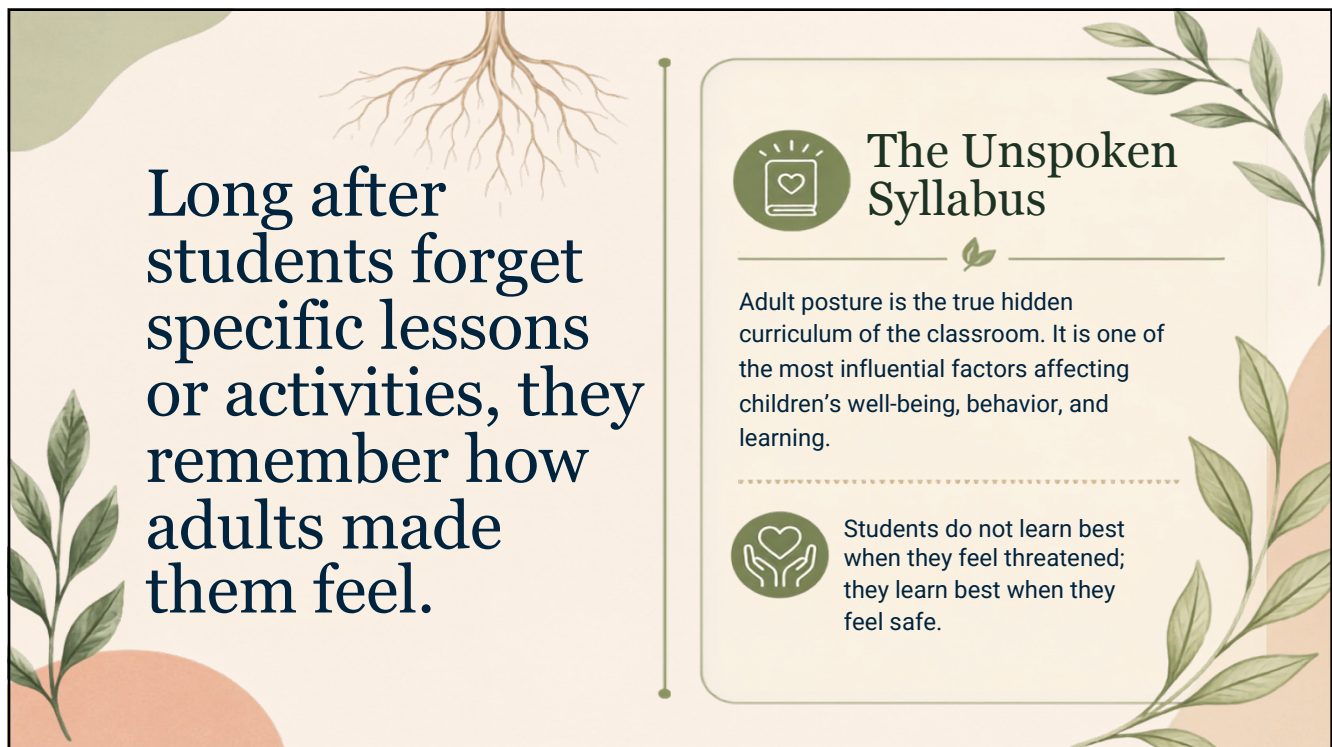
How we show up as adults teaches powerful lessons—beyond the planned curriculum.



- **Part 1:**
Introduction to the Adult Posture
Explore why adult posture matters and the messages students receive, even when we do not realize it.
- **Part 2:**
Universal Practices (for all students at Tier 1)
Everyday ways to build connection, safety, and trust for a positive learning environment.
- **Part 3:**
Targeted Practices (for some students at Tier 2)
Additional strategies to support students who need more structure, guidance, and scaffolding.
- **Part 4:**
Individualized Practices (for few students at Tier 3)
Personalized approaches for students with higher needs, in partnership with families and support teams.

Stronger Together

2



Long after students forget specific lessons or activities, they remember how adults made them feel.

The Unspoken Syllabus

Adult posture is the true hidden curriculum of the classroom. It is one of the most influential factors affecting children's well-being, behavior, and learning.

Students do not learn best when they feel threatened; they learn best when they feel safe.

3



How Students Experience Adults

Students evaluate adults based on their **experiences**, not just our intentions.

Educators often evaluate themselves based on their intentions.

Students evaluate adults based on their experiences.

	Intention	Experience
 Reflective practice therefore requires asking: - How might my behavior feel to this student? - What message is my body communicating? - Does my presence increase safety or threat? - Would I feel regulated if I were interacting with me?	An adult may intend to be: firm but be experienced as frightening.	An adult may intend to be: efficient but be experienced as dismissive.
	An adult may intend to be: consistent but be experienced as rigid.	

This perspective encourages humility and continuous growth.

4

We often begin at the end of the sequence.



We want students to *learn*, so we try to increase their *engagement*.

But when engagement is low, the question may not simply be, “How do I get this student to participate?”



We need to move upstream:

- 1 Is the student sufficiently *regulated* to engage?
- 2 Do they experience enough *safety* to regulate?
- 3 And what is *my posture* contributing to that experience of safety?



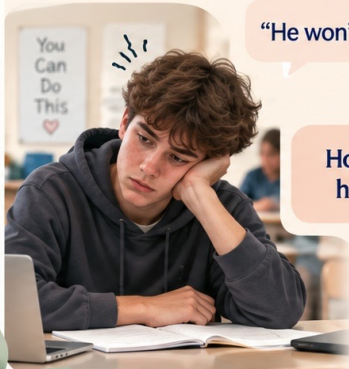
When we understand what comes before engagement and learning, we can respond with more compassion, effectiveness, and impact.

5

A Different Lens Makes a Difference



Instead of...



“He won’t do the work.”

How do I make him comply?



The framework encourages...

“He isn’t engaging.”



And then the teacher considers the *first variable* they can influence immediately:

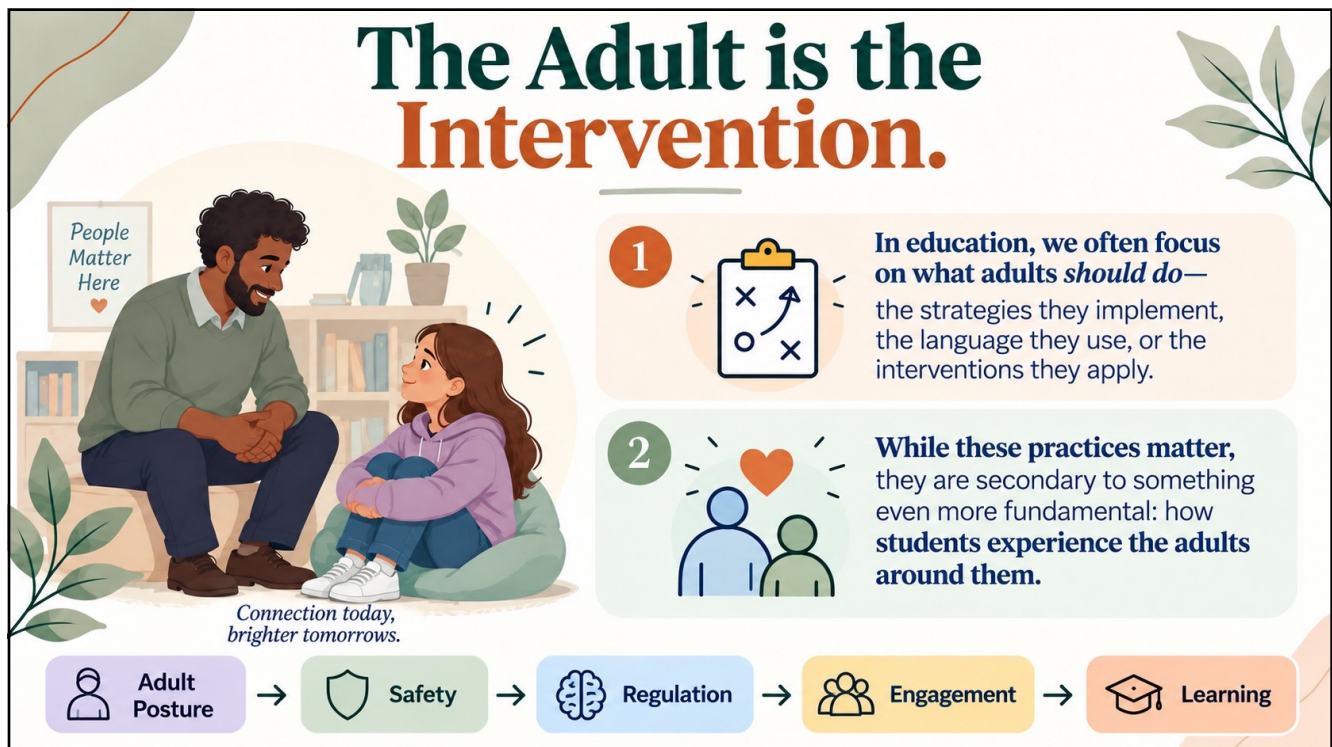
“What does this student need from me right now?”

- Is the task overwhelming?
- Is he frustrated?
- Is he worried about failing?
- Does he need clarification?
- Does he need connection?
- Does he need scaffolding?
- Does he need movement?
- Does he need reassurance?
- Or simply a little more time?

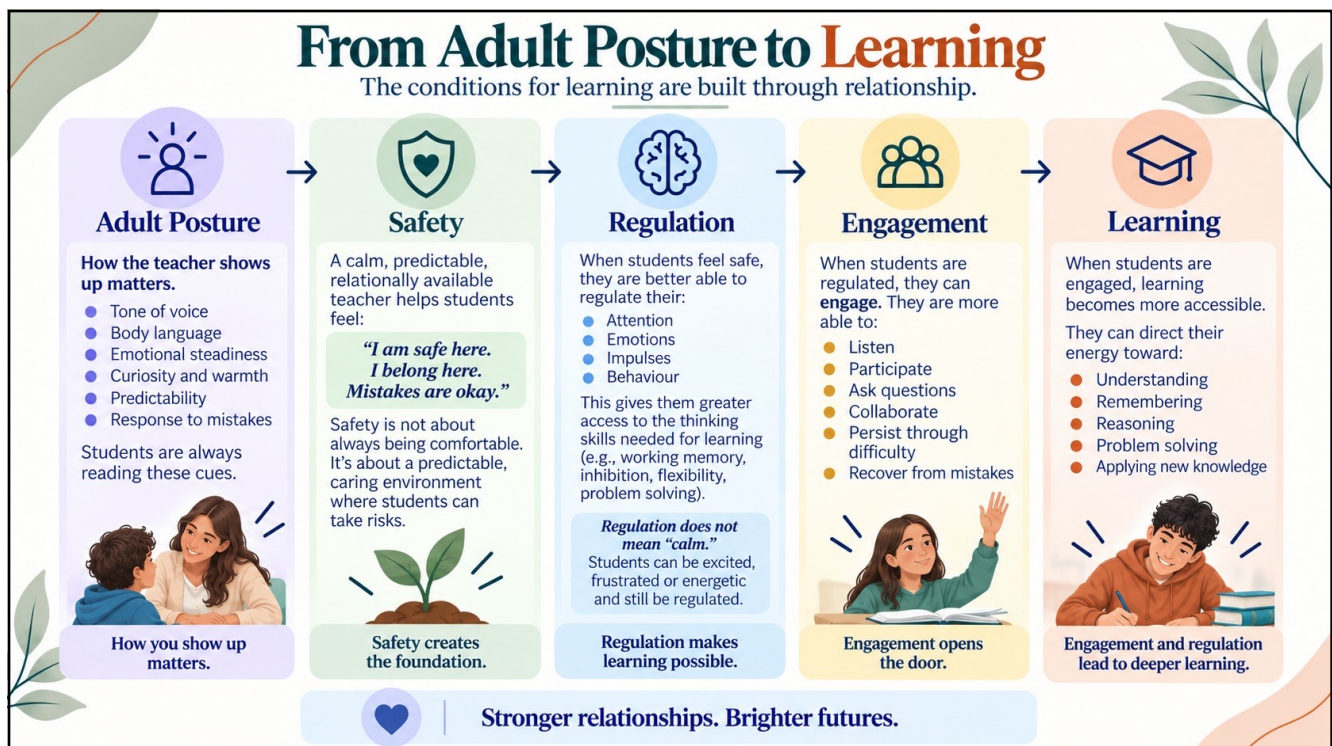


When we shift from compliance to curiosity, we create the conditions for connection, regulation, and learning.

6



7



8

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:

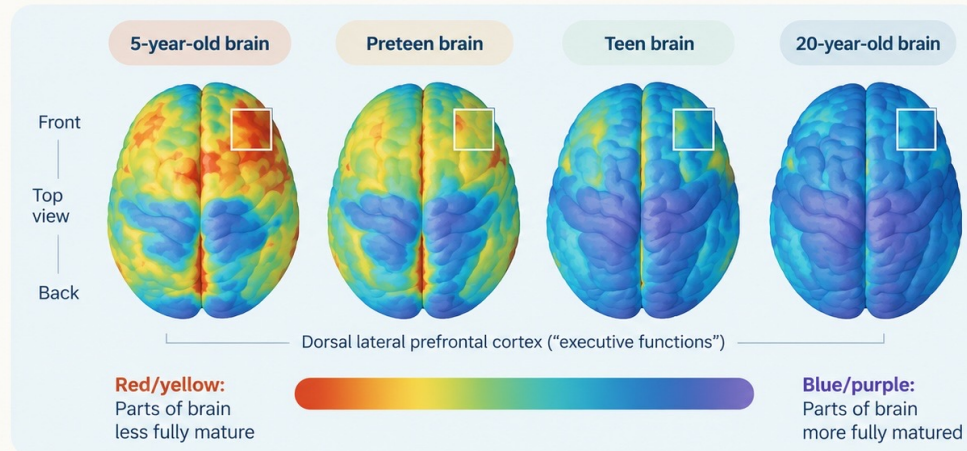


Image from the National Institute of Mental Health, Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging



Development takes time.

The brain's systems for planning, impulse control, and weighing consequences continue to mature through adolescence and into adulthood.

9

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.

10

Why do Students Today Need Co-Regulation More than Ever?

Today's Learners

Growing Up in a Complex World

More Demands.
Fewer Opportunities.
Greater Need for Connection.

*Regulated adults help today's learners **thrive**.*

- 1

A rapidly changing world.

Children and adolescents today are navigating a rapidly changing world that places increasing demands on their nervous systems.
- 2

Fewer natural opportunities.

While children have always needed connection and support to develop self-regulation, many modern conditions have reduced the natural opportunities through which regulation develops:

Play

Creativity

Movement

Connection

Unstructured time

More connection. A calmer future.

11

Elements That Influence Children's Emotional Maturity

FACTORS IN TODAY'S WORLD THAT CAN IMPACT SOCIAL-EMOTIONAL DEVELOPMENT

- 1

Loss of 'true' play

and reduction of time spent outdoors.
- 2

Loss of family time

(meals around a table, board game night).
- 3

Not enough respite

(downtime, rest without stimulation).
- 4

Over exposure

to screens and digital devices.

- Society's tendency**

to avoid discomfort and place value on 'being calm.'

5
- Society's pressure**

to push for independence and self-control prematurely (kids don't feel safe and taken care of).

6
- Culture's lack of understanding**

of the need for emotions to be expressed (kids interpret that emotional expression has repercussions for relationships).

7
- Lack of opportunities**

to face common 'childhood futilities' (e.g. not winning all the time).

8

Emotional maturity develops through relationships, play, emotional expression, and supportive experiences— ***not simply with age.***

12

The 8 Key Executive Functions

The brain's essential command center: core cognitive processes that allow students to organize behavior, manage emotions, and achieve self-regulation.



Planning & Organizing

Setting practical goals, creating sequential steps, and managing active materials.



Working Memory

Holding, updating, and processing multi-step guidelines actively in mind.



Emotional Control

Calmly modulating emotional responses during daily transitions and moments of stress.



Shifting

Transitioning flexibly between mental tasks, unexpected priorities, or rules.



Task Monitoring

Checking ongoing performance during a goal and correcting errors along the way.



Self-Monitoring

Assessing own behaviors dynamically to evaluate the real-time social impact.



Inhibition

Resisting sudden impulses, managing reactions, and thinking before action.



Initiation

Independently starting classwork, chores, or physical tasks without delay.

13

Maturation is Not Inevitable

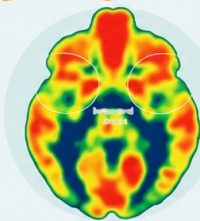
HOW EXPERIENCE SHAPES BRAIN DEVELOPMENT

Only in ideal conditions is a child disposed to maturation. Trauma can stunt brain development.

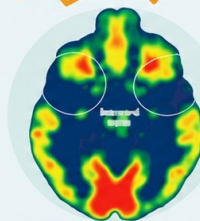
Ideal Conditions

The prefrontal cortex debuts its growth between 5–7 years old, continuing into the 20s and 30s.

Hypersensitive Profile



Safety and predictability



Trauma

For hypersensitive children or those with trauma, this foundational 5–7-year developmental gap is delayed to 7–9 years old.



Experience shapes the brain.

Support, safety, and good relational experiences create the conditions for healthy development.

14

Faulty Neuroception

The brain's tendency to misinterpret safe situations as threatening.



Perceives danger where there is none.



Triggers a stress response even in safe environments.



Can make it hard to access learning, connection and problem solving.

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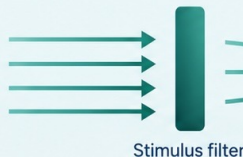
The Filter: Sensory Gating

HOW THE NERVOUS SYSTEM FILTERS INFORMATION

Healthy System

Auditory and visual stimuli are efficiently filtered, preventing sensory overload.

Auditory and visual stimuli



Stimulus filter

Compromised System

The stimulus filter is impaired. Sensory input floods the lower brain (Brainstem/Diencephalon), overwhelming the system before it can reach the thinking Cortex.

Auditory and visual stimuli



Stimulus filter



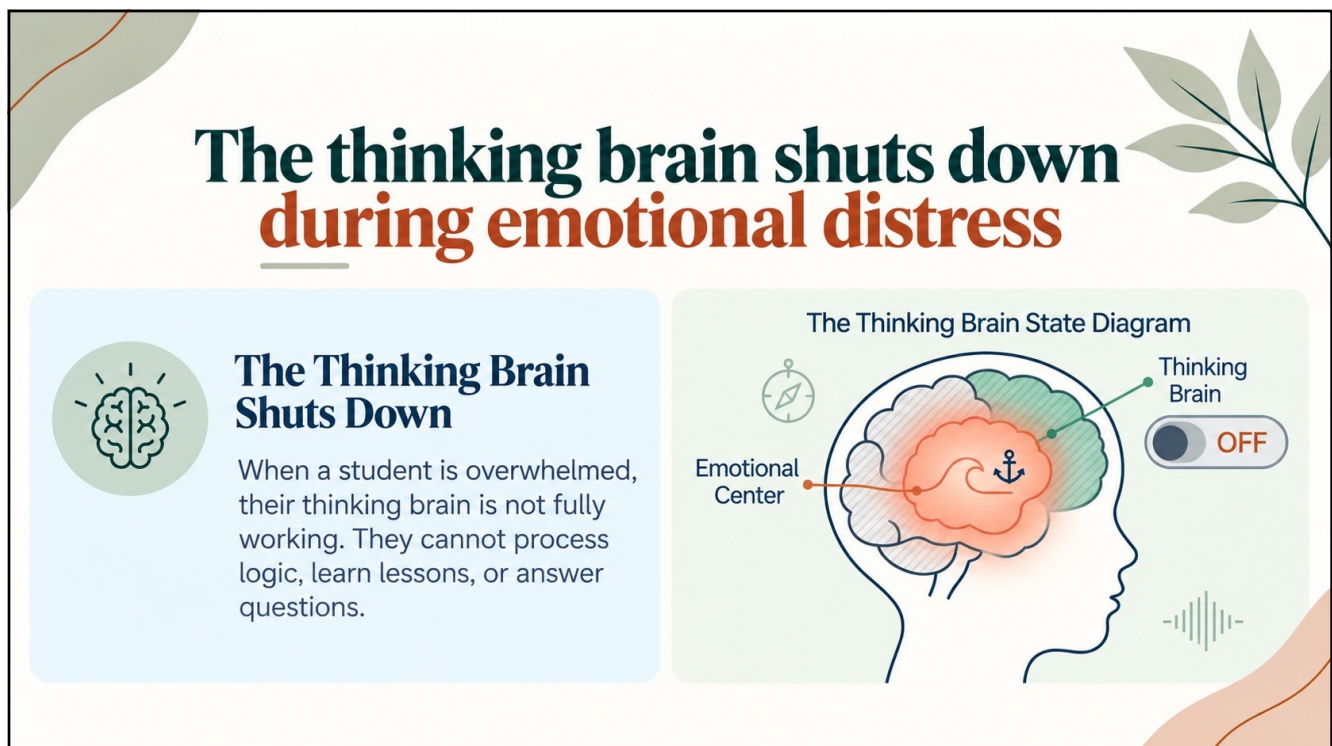
A well-regulated nervous system filters what comes in.

Support and safety help the brain do its job.

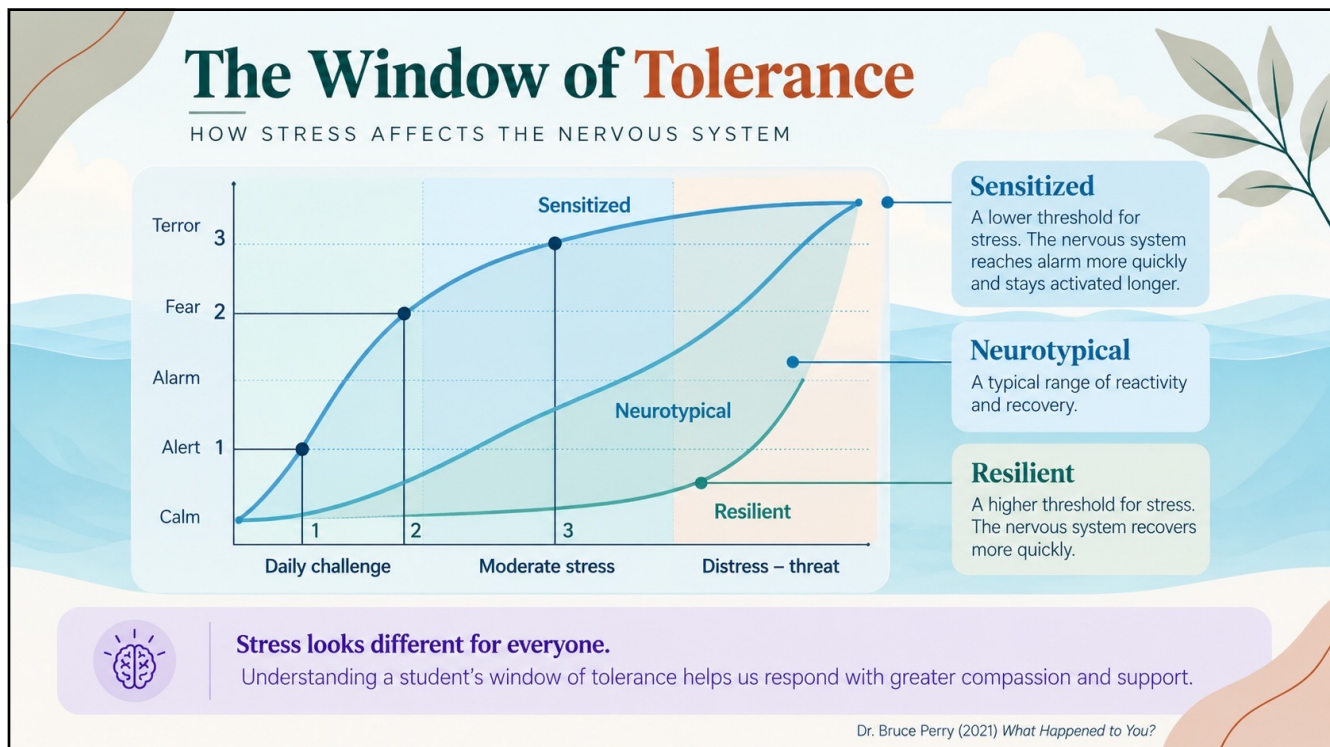
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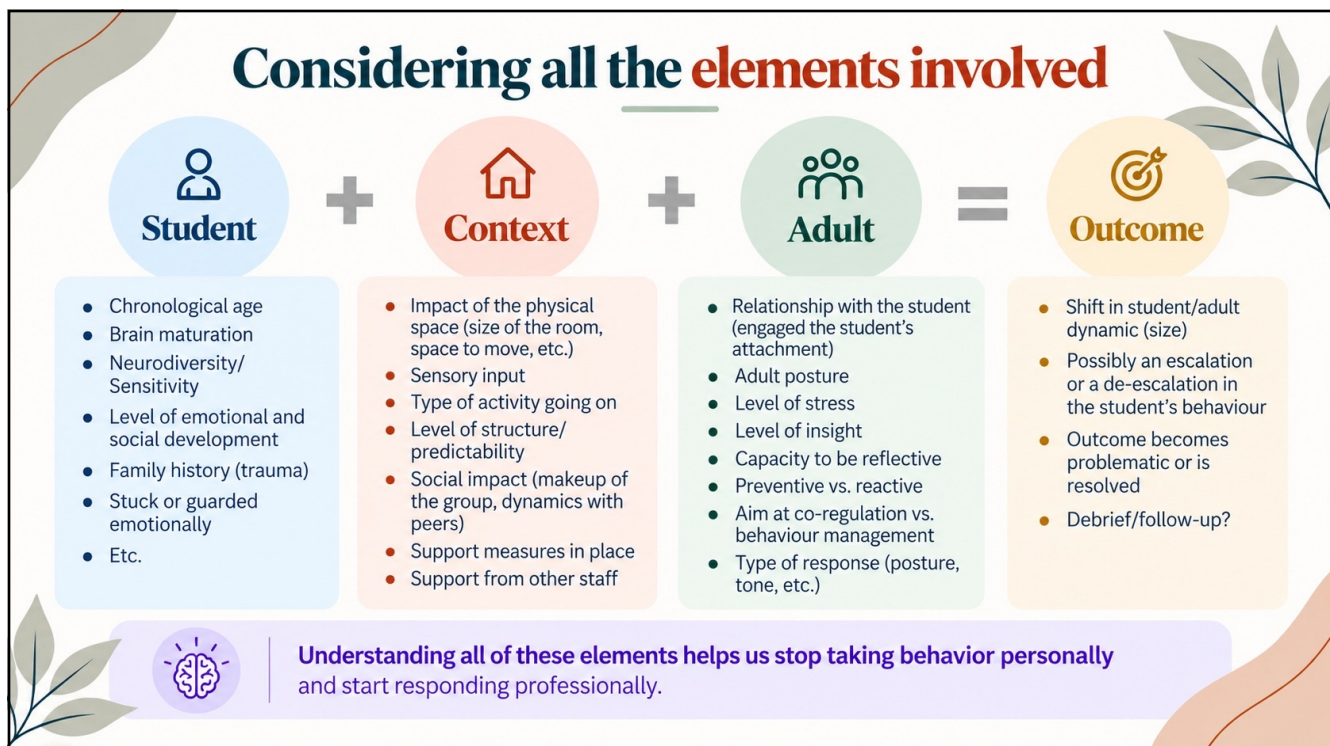
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The Adult Posture Across the Developmental Continuum

The amount of adult support changes over time, but the importance of relationship does not.
Development is the gradual internalization of capacities that were first experienced within supportive relationships.

EARLY CHILDHOOD

Approx. 3–5 years

Young children rely on adults to help regulate their bodies, emotions, attention, and behavior.

Brain Development
Rapid brain growth. Regulatory systems are immature. Emotion drives behavior.

Primary Need
Safety, comfort, connection, and predictable routines.

Adult's Primary Role
Nurturer and protector. Provide external regulation.

Student's Capacity
Limited ability to regulate emotions, attention, and behavior.

What Co-Regulation Looks Like

- Soothing voice and calm presence
- Physical proximity and comfort
- Simple language and repetition
- Sensory and movement supports
- Consistent routines and transitions

Language That Helps

- "I'm here with you."
- "You are safe."
- "Let's take a deep breath together."
- "You can do hard things."

Common Pitfalls

- Expecting independence too soon
- Using too many words during overwhelm
- Inconsistency with routines
- Overstimulation and chaotic environments

The Ultimate Goal
Build a secure foundation of trust and safety so the child can explore and learn.

I REGULATE FOR YOU. → **WE REGULATE TOGETHER.** → **YOU REGULATE INDEPENDENTLY.**
Relationships are the pathway. Skills are the destination.

Connection Changes Lives.

Big feelings. Brighter tomorrows.

The Unchanging Principles

Connection comes before correction.

Safety is the foundation for learning.

Co-regulation today builds self-regulation tomorrow.

Every child needs at least one trusted adult.

Growth happens in relationship, not in isolation.

21

The Adult Posture Across the Developmental Continuum

The amount of adult support changes over time, but the importance of relationship does not.
Development is the gradual internalization of capacities that were first experienced within supportive relationships.

ELEMENTARY

Approx. 6–11 years

Children develop skills with adult guidance, practice, and support. They are learning to regulate.

Brain Development
Prefrontal cortex is developing. Skills are emerging but inconsistent.

Primary Need
Belonging, competence, and guidance.

Adult's Primary Role
Coach and teacher. Scaffold skills and problem-solve together.

Student's Capacity
Developing awareness and skills. Needs support to use tools.

What Co-Regulation Looks Like

- Emotion coaching and naming feelings
- Teaching strategies and coping tools
- Guided practice and modeling
- Visual supports and reminders
- Problem-solving conversations

Language That Helps

- "What are you feeling?"
- "What might help right now?"
- "What could you try next?"
- "Let's figure this out together."

Common Pitfalls

- Assuming skills are mastered
- Over-directing or over-correcting
- Focusing on behavior instead of skill-building
- Ignoring the need for movement

The Ultimate Goal
Develop self-regulation skills through supported practice.

I REGULATE FOR YOU. → **WE REGULATE TOGETHER.** → **YOU REGULATE INDEPENDENTLY.**
Relationships are the pathway. Skills are the destination.

Same foundation. Different stages.

Guidance today. Greater independence tomorrow.

The Unchanging Principles

Connection comes before correction.

Safety is the foundation for learning.

Co-regulation today builds self-regulation tomorrow.

Every child needs at least one trusted adult.

Growth happens in relationship, not in isolation.

22

The Adult Posture Across the Developmental Continuum

The amount of adult support changes over time, but the importance of relationship does not.
Development is the gradual internalization of capacities that were first experienced within supportive relationships.

Relationships build resilient futures.

ADOLESCENCE

Approx. 12–18 years

Teens seek independence while still needing supportive relationships to navigate big emotions and challenges.

Brain Development
 Brain continues maturing into mid-20s. Emotions are intense; impulse control still developing.

Primary Need
 Respect, autonomy, identity, and meaningful connection.

Student's Capacity
 Growing self-awareness and self-control. Needs support for complex situations.

Language That Helps

- "What do you think happened?"
- "How can I support you?"
- "What are your options?"
- "I trust you to make good choices."

The Ultimate Goal
 Foster resilient, self-aware, autonomous young people who can self-regulate.

Support today. Brighter tomorrows.

The Developmental Progression

I REGULATE FOR YOU.

→

WE REGULATE TOGETHER.

→

YOU REGULATE INDEPENDENTLY.

Relationships are the pathway. Skills are the destination.

The Unchanging Principles

Connection comes before correction.

Safety is the foundation for learning.

Co-regulation today builds self-regulation tomorrow.

Every child needs at least one trusted adult.

Growth happens in relationship, not in isolation.

23

The Architecture of Posture: Paradigm Shift

SHIFTING THE POSTURE: CONTROL VS. CONNECTION

	 CONTROL PARADIGM <i>Traditional Control</i>	 CURIOSITY PARADIGM <i>Relational Connection</i>
THE CORE QUESTION	How do I make this student behave?	How do I help this student succeed?
THE FOCUS	Reacting to the visible disruption (The tip of the iceberg).	Uncovering the unmet need driving the action.
PRIMARY GOAL	Gaining compliance, stopping disruptions, enforcing rules.	Understanding the student and addressing the root need.
THE ADULT'S ROLE	Enforcer of rules and authority.	Guide and supporter.
STUDENT'S EXPERIENCE	Feels managed, judged, or threatened.	Feels understood, connected, and safe to cooperate.
THE LIKELY OUTCOME	Power struggles, resistance, or shame.	Maintained expectations combined with the support needed to meet them.

The Big Shift
 It's not just a different strategy—it's a **different mindset.**

Why It Matters
 When we shift our posture, we shift outcomes.
 From controlling behavior to connecting with the student. From managing moments to building trust that lasts.

Students do not need perfect adults.
They need adults who are emotionally present enough to notice them.

24

Part 1: Defining the Adult Posture

OUR POSTURE SHAPES STUDENT EXPERIENCE



Regulated & Connected
Creates safety, builds trust, and supports learning.

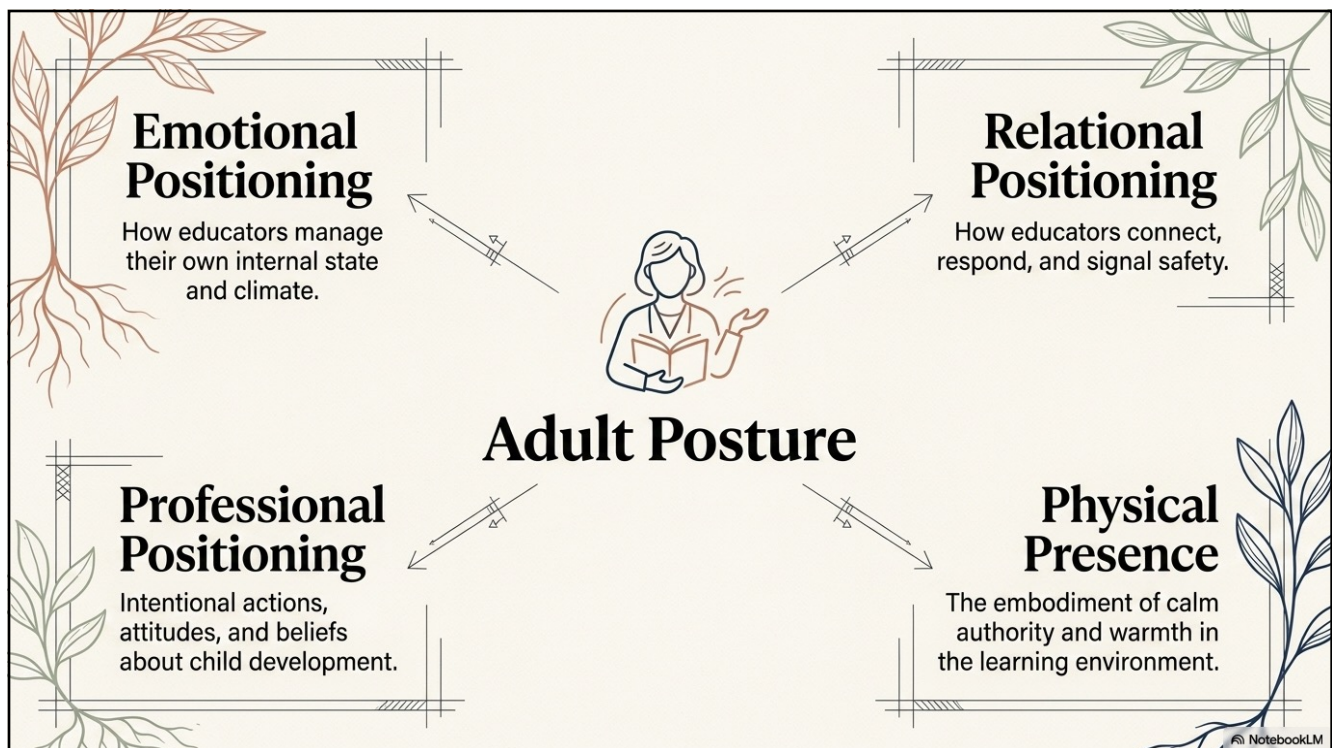


Reactive & Escalating
Increases stress, reduces receptivity, and can shut down learning.

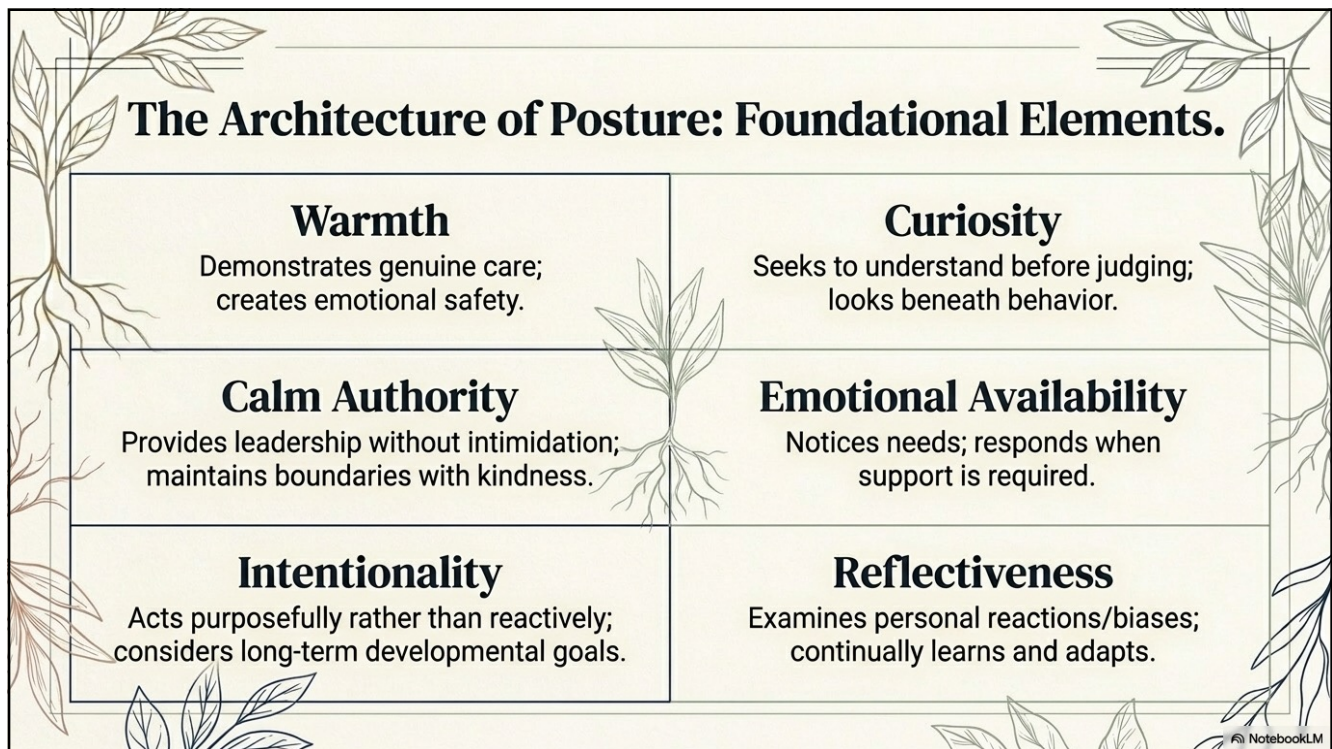
The Core Insight
Students experience our posture before they hear our words. Regulation creates the conditions for learning.

The Takeaway
Your calm, consistent, respectful posture is an active intervention.

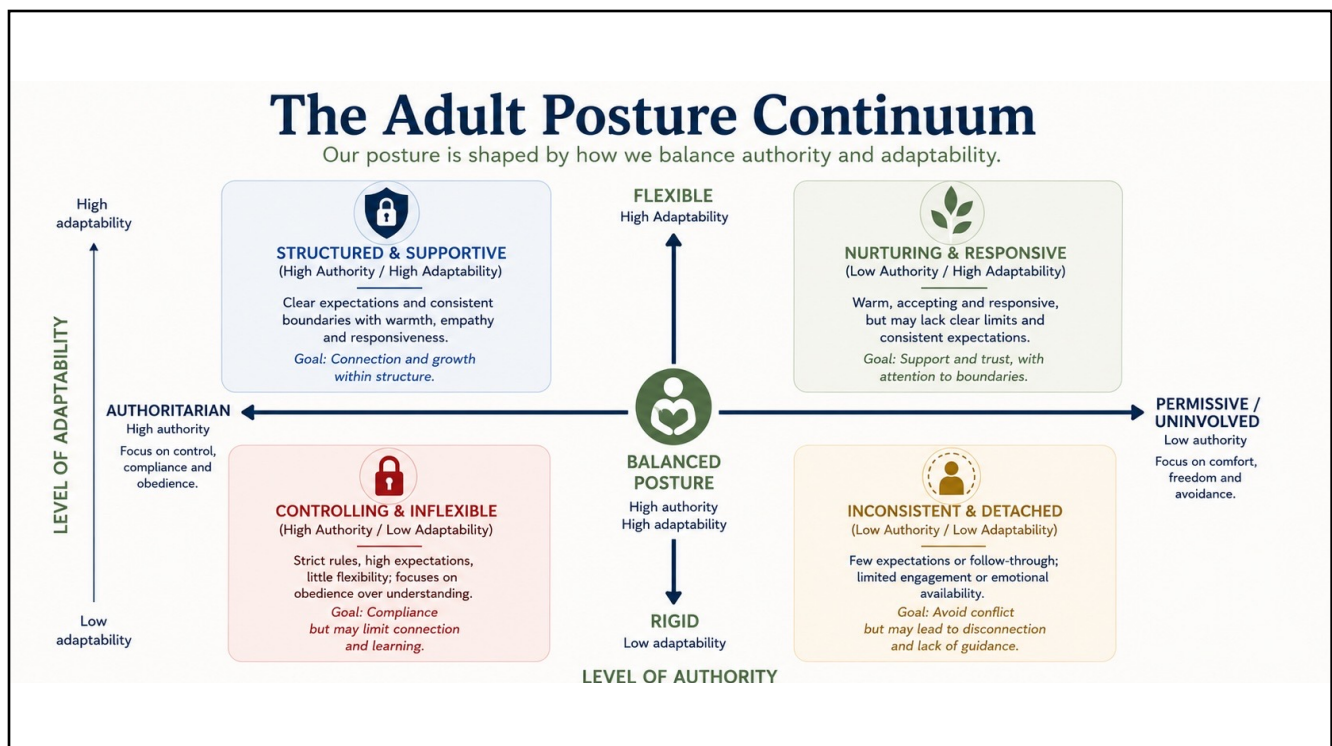
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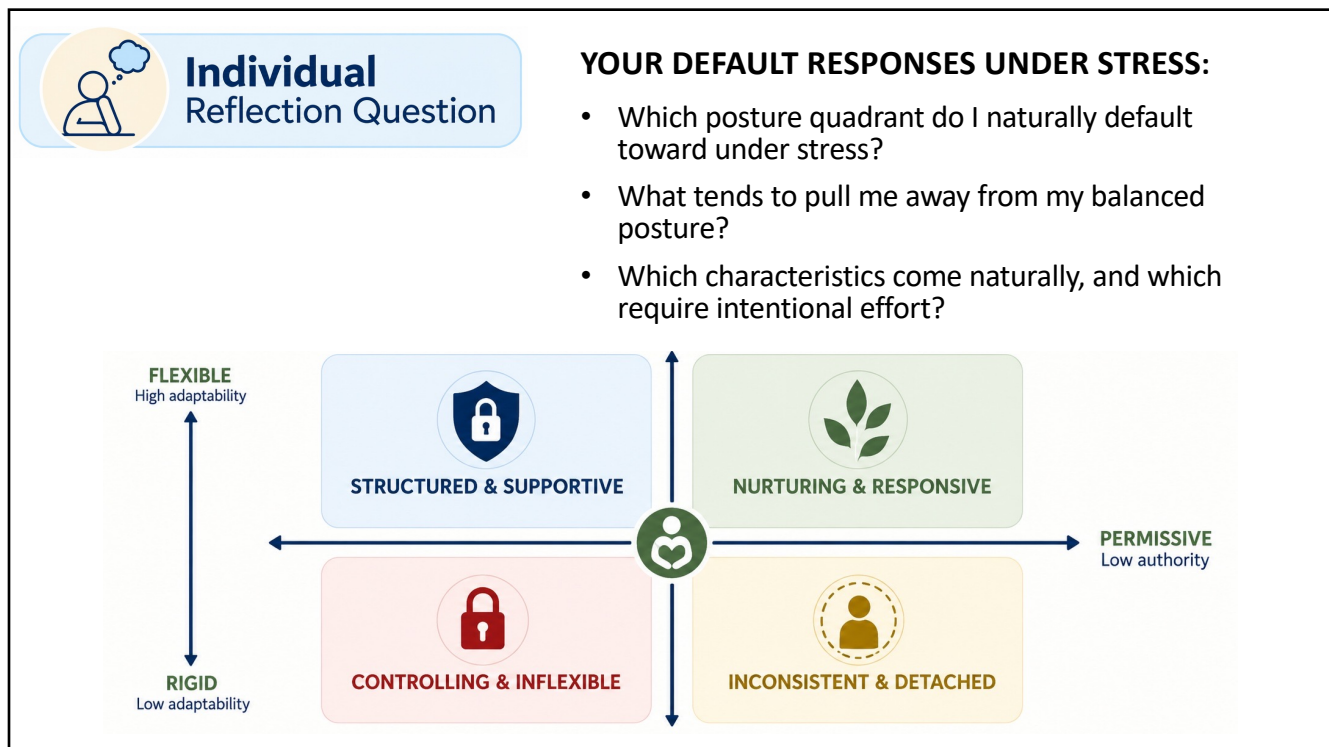
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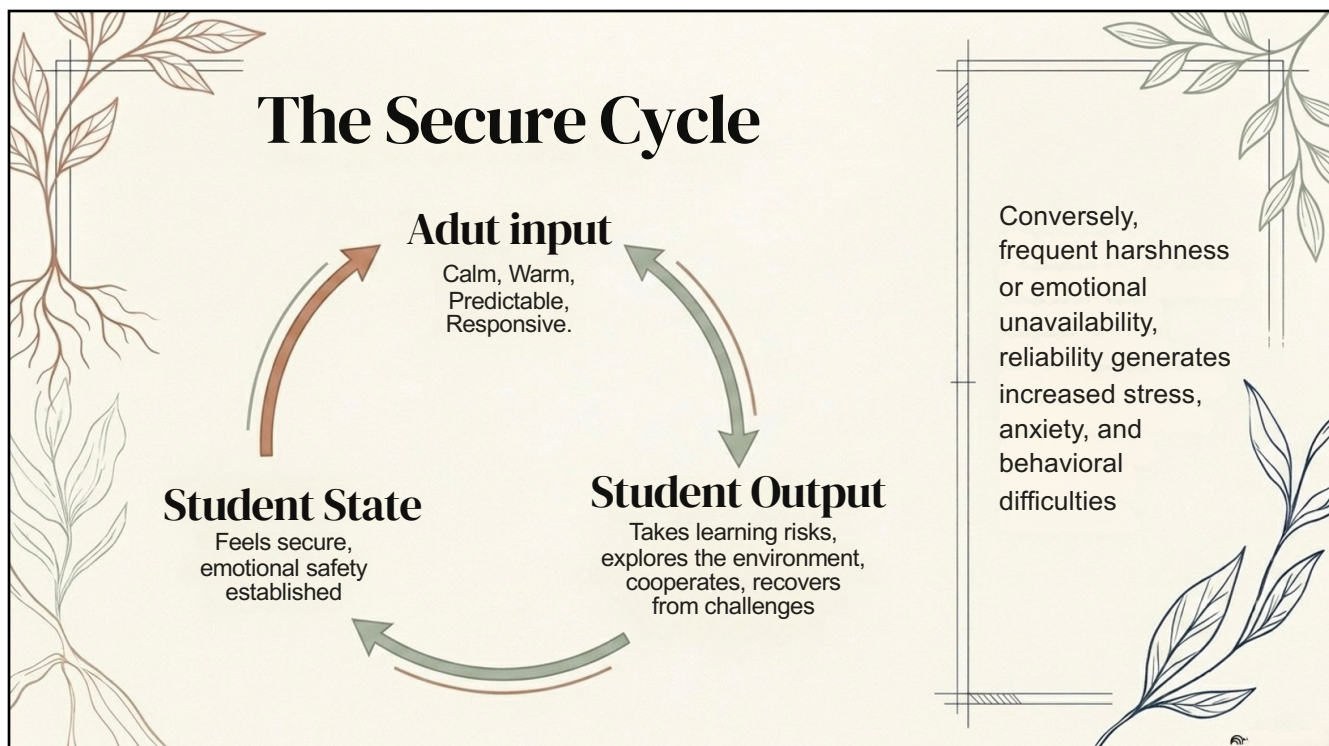
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30

Attunement Versus Technique

The difference isn't just what we do—it's how we show up.



Attunement means accurately noticing and responding to another person's emotional state while remaining **grounded ourselves**.



It is different from **simply following a protocol**.



One statement may feel deeply **comforting**.

Two adults may say exactly the same words:

"I can see that you're upset."



The other may feel **dismissive** or **mechanical**.



notice subtle changes in behaviour



adjust their expectations to the student's current state



remain flexible



communicate genuine curiosity



respond rather than react



Students do not need perfect adults.
They need adults who are emotionally present enough to **notice them**.



31

Adult Authenticity

REAL PEOPLE. REAL IMPACT.



Students quickly recognize **authenticity**.



Students don't need perfect adults. They need real ones. 



They do not expect adults to be **perfect**.

AUTHENTICITY MEANS:



-  acknowledging mistakes
-  apologizing when necessary
-  modelling emotional regulation
-  demonstrating humility
-  showing consistency between words and actions



They expect adults to be **genuine**.



When adults repair relational ruptures, they teach one of the most valuable lessons students can learn:
Relationships can experience difficulty and still remain safe.





This models **resilience** rather than perfection.



32

Relational Trust as a Protective Factor.

TRUST BUILDS BRAINS, BELONGING, AND BRIGHTER FUTURES.

Trust develops through thousands of **predictable interactions** rather than occasional grand gestures.

Students build trust when adults are:

- emotionally consistent
- respectful
- dependable
- fair
- calm during conflict
- available after mistakes

Connection fuels possibility. ♥

When trust is strong:

- students seek help earlier
- they tolerate challenge more effectively
- they recover more quickly from setbacks
- they accept feedback more readily
- they remain engaged despite difficulties

Trust functions as a **protective factor** that buffers stress and supports learning.

33

Relationship as the Foundation for Cooperation.

CONNECTION CREATES COOPERATION

Students are naturally more inclined to cooperate with adults with whom they feel **safe, connected, and valued**. When students experience adults as allies rather than adversaries, they are more likely to:

- Accept guidance
- Follow expectations
- Repair mistakes
- Seek help when needed
- Take responsibility for their actions

The Core Truth

Trust develops through thousands of **predictable interactions** rather than occasional grand gestures.

The Bigger Picture

Relationship creates influence. The strongest source of adult influence is not authority alone but **connection**.

“As developmental psychologist Gordon Neufeld often emphasizes,
“Connection opens the door to cooperation.””

34

Relationship creates influence and unlocks receptivity to guidance.

FRICION VS. FLOW

	Disconnected Adult Posture	Connected Adult Posture
 Limits & Boundaries	→ Experienced as criticism, control, or rejection. 	→ Easily accepted limits; trusts the adult behind the boundary. 
 Mistakes	→ Defensiveness and shame. 	→ Willingness to learn from correction and repair mistakes. 
 Difficult Situations	→ Resistance. 	→ Cooperation and seeking help when needed. 

 Students are more likely to follow the lead of adults they feel **connected to** than adults who simply hold authority over them.

35

The Power of Adult Posture: Leading the Classroom with Confidence

A CALM ADULT CREATES BRIGHTER FUTURES

An adult's calm and confident posture is a powerful tool for creating a safe, regulated, and productive learning environment for students and teachers alike.

Calm adults create possibility.

Impact on Student Growth and Learning	Classroom Management and Educator Well-being
 Optimizes the Brain for Learning Students perform better and show improved executive functioning when they feel regulated and safe.	 Facilitates Faster Co-Regulation Students "borrow" regulation from calm adults, leading to faster de-escalation and fewer power struggles.
 Creates a Foundation of Emotional Safety Communicates "You are safe," which reduces student anxiety and increases engagement.	 Reduces Challenging Behaviors Consistent emotional leadership reduces the need for students to test limits, creating stability.
 Builds Student Resilience and Confidence Confident adults provide support without "rescuing," which increases student persistence and self-efficacy.	 Protects Adult Well-being and Longevity Strong posture helps educators stay grounded, reducing burnout, compassion fatigue, and reactive responses.

 Students are more likely to follow the lead of adults they feel **connected to** than adults who simply hold authority over them.

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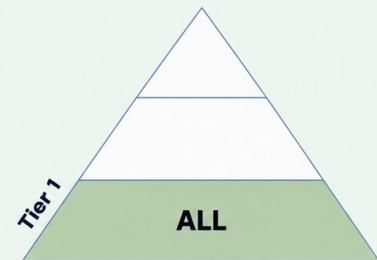
PART 2:

Universal Practices for ALL Students at Tier 1



A Foundation for Every Learner

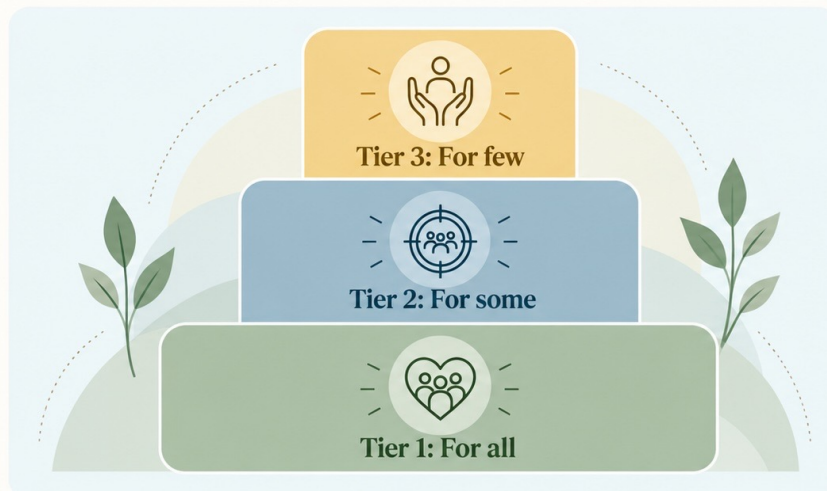
Proactive, consistent practices that create safety, belonging, and the conditions for learning for all students at Tier 1.



37

Support scales with student needs.

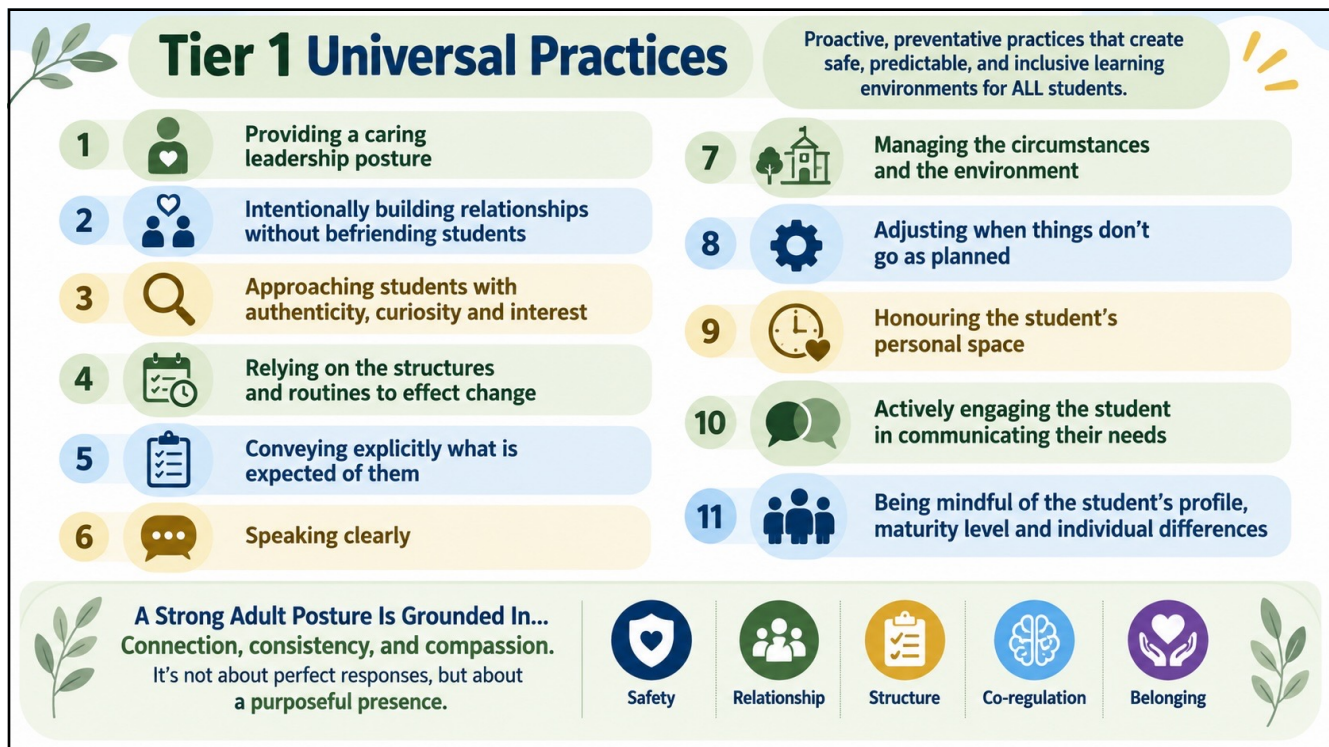
A MULTI-TIERED APPROACH TO ACCOMPANIMENT



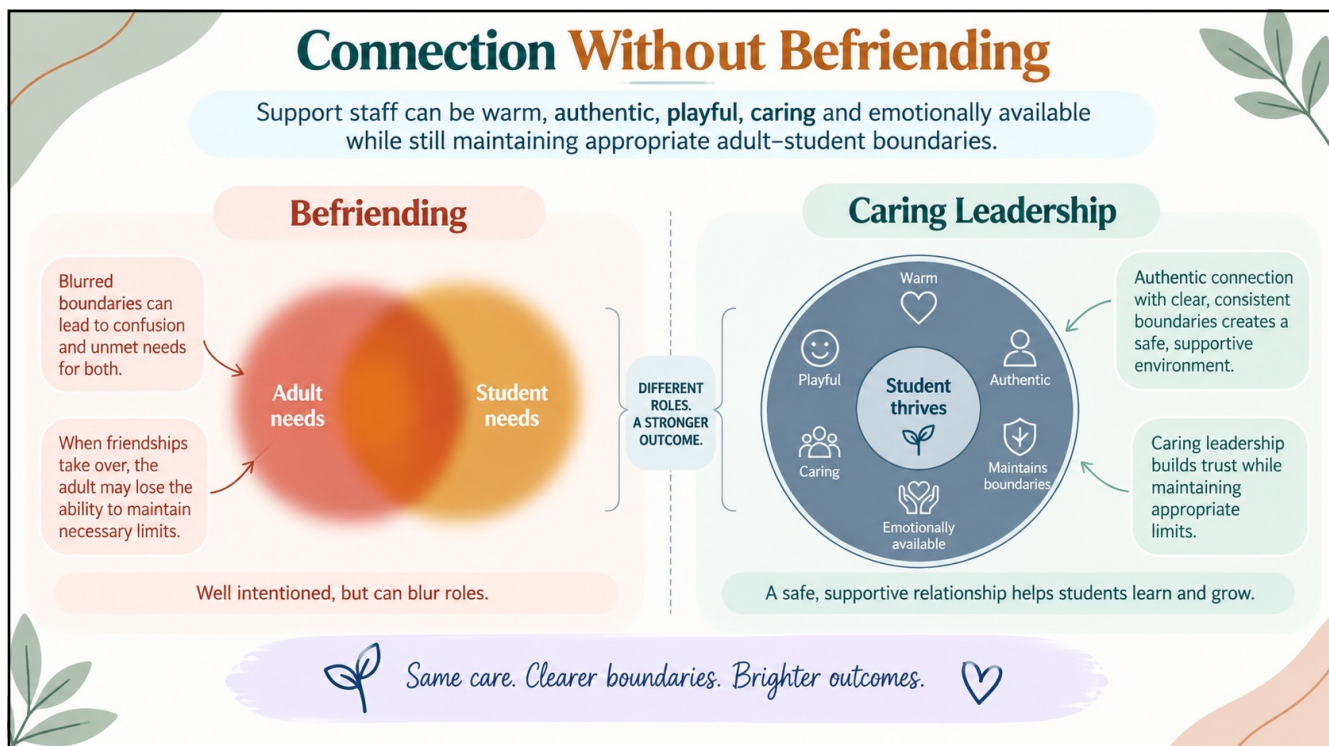
The Bigger Picture

A Multi-Tiered System of Accompaniment relies on a structured escalation of care. We do not wait for problems to arise. Instead, we build a proactive environment where interventions grow more focused and specialized only when foundational practices are insufficient.

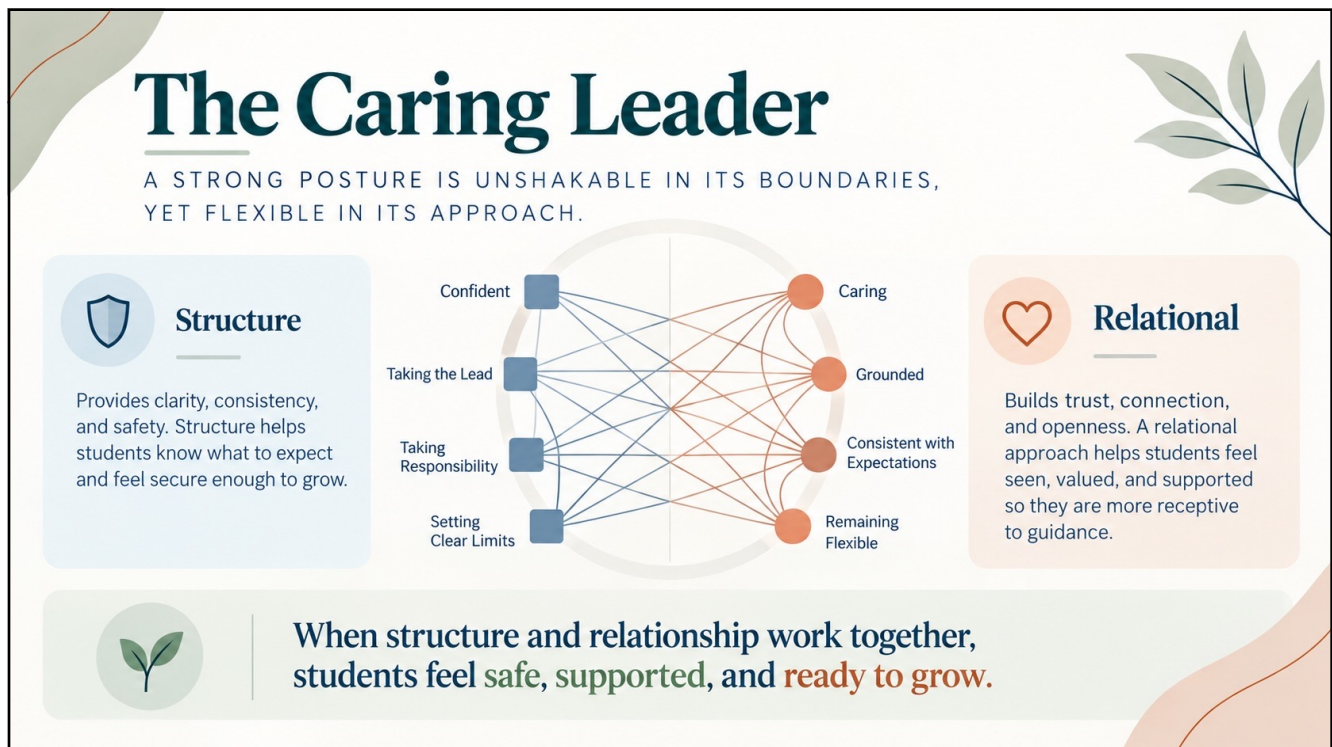
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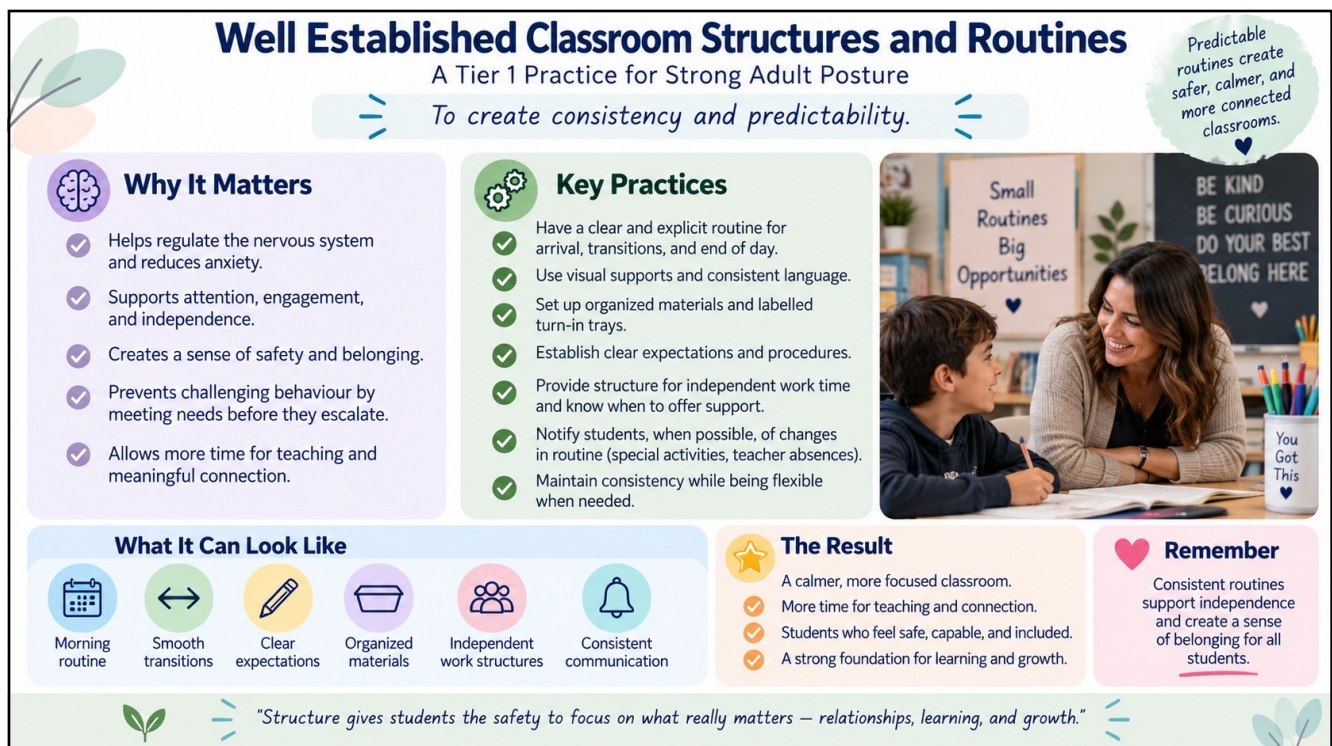
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42

Explicit Expectations

CLARITY CREATES CONFIDENCE



Lengthy explanations cause students to get lost.

- ✓ Speak clearly and give instructions in a concise, direct manner.
- ✓ Convey explicitly what is expected of them.
- ✓ Use visuals if needed to bypass cognitive overload.
- ✓ Establish coherent and concrete limits and boundaries.

The Core Reality

When expectations are unclear, students must work harder to understand, which increases confusion, stress, and the likelihood of challenging behaviors.

The Opportunity

Clear, explicit expectations reduce uncertainty, build student confidence, and create the conditions for cooperation and success.

43

Firm Care

Boundary

"The answer is still no."

- "You can't have the iPad right now."
- "That language is not okay."
- "You need to stay in the classroom."

Regulation

"I'm going to help you through the no."

- "I know it's hard to wait. I'm here with you until it's time."
- "I won't let you use that language. Let's find a calmer way to say it."
- "I see that you don't want to go. I'll walk with you and help you get started."

44

The Art of the Pivot

ADAPT WHEN NEEDED. KEEP STUDENTS MOVING FORWARD.

Plan A

Sometimes things don't go as planned.



Make it look as if it was your plan all along.

Plan B

Adjust flexibly and keep going.



The Core Reality

Plans rarely go exactly as expected. Flexibility helps adults stay regulated and models problem-solving for students.



The Opportunity

Have a backup plan, stay calm, and adjust in a way that maintains momentum and safety for all.

45

Attunement Versus Technique

IT'S THE RELATIONSHIP, NOT THE SCRIPT



Attunement means **accurately noticing** and responding to another person's emotional state while remaining **grounded** ourselves.



It is different from simply following a protocol.



One statement may feel deeply **comforting**.

Two adults may say exactly the same words:

“I can see that you're upset.”



The difference is not the script—it is the **relationship** and the **authenticity** behind it.



The other may feel **dismissive** or **mechanical**.

Attuned adults:



notice subtle changes in behaviour



adjust their expectations to the student's current state



remain flexible



communicate genuine curiosity



respond rather than react



Students do not need perfect adults.

They need adults who are emotionally present enough to notice them.



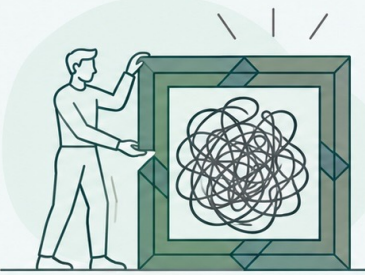
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THE CORE INSIGHT OF A STRONG POSTURE

We cannot directly control student behaviour.
We manage the circumstances and the environment,
relying on co-regulation and de-escalation.



Controlling the Uncontrollable
 Trying to force a specific behavior often leads to more resistance.



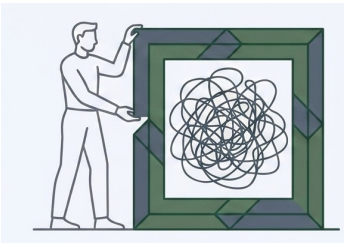
Managing the Environment
 Adjust the circumstances, provide structure, and use co-regulation and de-escalation.

The Core Reality
 We cannot directly control student behaviour. Lasting change comes from managing the environment, not trying to force compliance.

The Opportunity
 Focus on creating the conditions for regulation, connection, and success. A well-prepared environment helps everyone thrive.

47

 **Individual Reflection Question**

A TALE OF TWO CONVERSATIONS:

Attunement is about emotional presence, not just saying the right words. It requires us to check our own internal alignment before engaging.

Reflect on two recent conversations to understand how internal attunement shifts results:

- A conversation with a student that **went well** (What was your emotional state?)
- A conversation that escalated or **went poorly** (What was different about YOU?)

48

Adult Posture During Teaching & Learning

Every interaction matters.



Adult posture is not something we use only when behaviour becomes challenging.
It is present in **every** instructional interaction.



Every lesson contains hundreds of small relational moments.
Students notice **how teachers give directions, respond to confusion, wait for answers, correct errors, react to unfinished work, handle disagreement, respond to frustration, and support students who need more time.**



In other words, adult posture isn't separate from instruction.
It is the relational context in which learning happens.




Before learning


Direct instruction


Independent work


Group work


Feedback & correction


Assessment


Transitions


Mistakes & recovery

49

Adult Posture During Teaching & Learning

Same learning. A more supportive experience.



Small moments.
Big impact.

Instructional Moment	What Adult Posture Looks Like	What It Communicates to Students
 Before Learning	Welcoming students, establishing predictable routines, noticing emotional states, communicating expectations calmly and preparing students for what is coming.	“You belong here. You know what to expect.”
 Direct Instruction	Using a calm pace and tone, checking understanding without judgment, noticing confusion, allowing processing time and adjusting explanations when needed.	“You don’t have to understand immediately. I will help you get there.”
 Independent Work	Distinguishing between won’t and can’t yet, noticing frustration or overload, scaffolding without taking over and allowing appropriate movement, breaks or additional processing time.	“Struggling doesn’t mean you can’t do this. I’m here if you need support.”
 Group Work	Monitoring belonging and participation, supporting students who struggle socially, responding to conflict without humiliation and creating space for different ways of participating.	“Your voice matters here, and you are part of this group.”

 A supportive adult posture helps students feel safe, connected and confident to learn.

50

Support the Learner Without Removing the Learning

Same Expectations. More Support.
Every learner can grow.

I'm not doing this. This is stupid.

Different support. Same opportunity to learn.

Support today.
Greater possibility tomorrow.

- 1** **The student's words**
"I'm not doing this. This is stupid."
 This may be a sign of stress, overwhelm, frustration or fear of failure.
- 2** **Two common interpretations**

Defiance
→ enforce compliance.

Distress
→ remove the task.
- 3** **A co-regulation lens asks**
"What is making access to this task difficult, and what support will help the student remain engaged with the learning?"
- 4** **A supportive teacher response**
"It looks like getting started feels like a lot right now. Let's just look at the first step together."

The academic expectation remains.
What changes is the amount of scaffolding.

51

Adult Posture During Teaching & Learning

Same learning. A more supportive experience.

Small moments. Big impact.

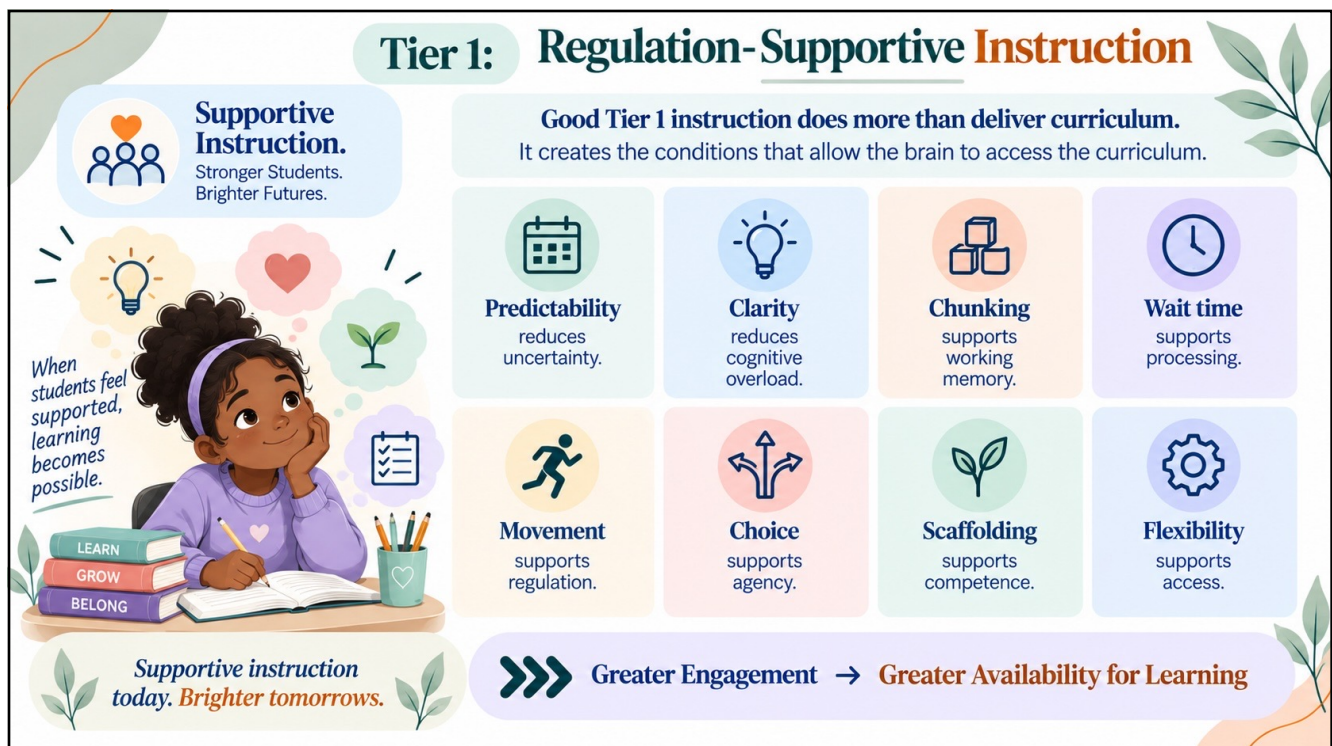
Instructional Moment	What Adult Posture Looks Like	What It Communicates to Students
Feedback & Correction	Correcting without shaming, separating the student's work or behaviour from their worth, being specific and maintaining warmth while holding expectations.	"Correction is information, not rejection."
Assessment	Recognizing that evaluation can increase stress, communicating expectations clearly, reducing unnecessary threat and helping students remain regulated enough to demonstrate what they know.	"This is an opportunity to show what you know—not a judgment of who you are."
Transitions	Providing warning, structure and predictability; recognizing the executive-function demands involved in stopping, shifting attention, organizing materials and beginning something new.	"I'll help you move from one demand to the next."
Mistakes & Recovery	Normalizing mistakes, remaining curious rather than disappointed, helping students repair and try again, and communicating confidence in their capacity to recover.	"A mistake doesn't change how I see you. We can try again."

A supportive adult posture helps students feel safe, connected and confident to learn.

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54

Co-Regulation ≠ Lowering Academic Expectations

Support today, stronger learners tomorrow.

✗ Co-regulation does not mean:

- Removing challenge
- Rescuing students from productive struggle
- Ignoring behaviour
- Eliminating accountability

✓ Co-regulation means:

Providing enough relational and regulatory support for students to remain available for challenge.

We don't remove the challenge.
We provide the support students need to meet it.

55

Tier 1: Designing Instruction for Regulation and Learning

Proactive supports. Greater access. Stronger learning.

Small changes. Big impact.

Tier 1 Practice	What It Might Look Like	Why It Matters for Regulation
Predictable lesson structures	Similar opening routines, agenda visible, clear beginning/middle/end.	Reduces uncertainty and helps students anticipate what comes next.
Instructional clarity	Short directions, modelling, examples, checking understanding.	Reduces confusion before confusion becomes frustration.
Chunking	“Do questions 1–3, then check in with me” rather than presenting the entire task at once.	Reduces working-memory and cognitive demands.
Managing cognitive load	One direction at a time, visual supports, reducing unnecessary information.	Helps students stay cognitively available for learning.

When instruction is well designed, students can stay more regulated, engaged and available for learning.

56

Tier 1: Additional Instructional Practices That Support Regulation and Learning

Everyday strategies. Healthier brains. Brighter learners.

Small changes.
Big impact.

Teacher Practice	What It Might Look Like	Why It Matters for Regulation
Wait time	Giving students processing time before repeating, correcting or prompting.	Prevents adult urgency from becoming student pressure.
Transitions	Previewing transitions, countdowns, clear routines for moving between activities.	Supports shifting and reduces abrupt changes.
Movement & regulation opportunities	Brief movement opportunities, flexible positioning, purposeful pauses.	Helps students regulate activation without having to reach a crisis point.
Pedagogical flexibility	Different ways to access material or demonstrate understanding while maintaining the learning goal.	Separates the essential learning expectation from unnecessary barriers.

When instruction is responsive and regulation-supportive, students are more engaged, confident and ready to learn.

57

Individual Reflection Question

UNIVERSAL Practices
for ALL students at Tier 1

REFLECTION ON TIER 1 PRACTICES:

- Which Tier 1 universal practices (e.g., explicit boundaries, structures, routines, adapted scheduling) **already exist in my classroom?**
- Which would have the biggest impact if **strengthened?**

58

PART 3:

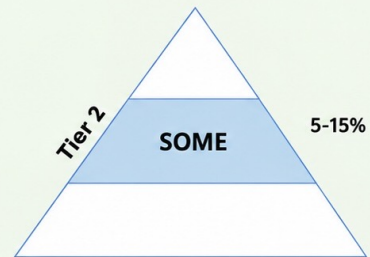
TARGETED Practices

for SOME Students at Tier 2



Targeted Support. Meaningful Progress.

Evidence-informed practices designed to support the unique needs of some students at Tier 2.



59

Tier 2: Tier 2 Does Not Necessarily Mean Severe Behaviour

Notice the pattern.



Targeted Support for Individual Needs
Not every student needs the same level of support.

A student may be functioning adequately much of the day but repeatedly struggle in a particular context.



Math
→ shutdown



Writing
→ avoidance



Tests
→ anxiety



Group work
→ conflict



Transitions
→ escalation



Unstructured periods
→ dysregulation



A Tier 2 lens asks:

"What predictable situations are exceeding this student's current capacity, and what additional scaffolding can we put in place before the student becomes overwhelmed?"



Tier 2 is preventive rather than reactive.

The goal is to recognize patterns early, provide targeted support, and help the student stay regulated, engaged and successful.

60

Patterns vs. Isolated Incidents

Look for patterns. Look beneath the behaviour. Respond with support.

Look
beyond the
moment.
❤️

An Isolated Incident	A Tier 2 Lens Asks
A single difficult math class doesn't necessarily indicate a need for Tier 2 support.	What happens immediately before this pattern?
A Pattern But if a teacher notices: <i>"Every time independent math work begins, this student asks to go to the bathroom, sharpens their pencil repeatedly, bothers another student, refuses to begin and eventually becomes angry when I redirect them..."</i> that is a pattern.	What demand is present?
	What does the student seem to be trying to escape, obtain or communicate ?
	When does this not happen?
	What helps the student remain engaged ?

| Patterns give us **information**. They help us respond with **understanding** and **support**.

61

Tier 2 is not "more consequences"

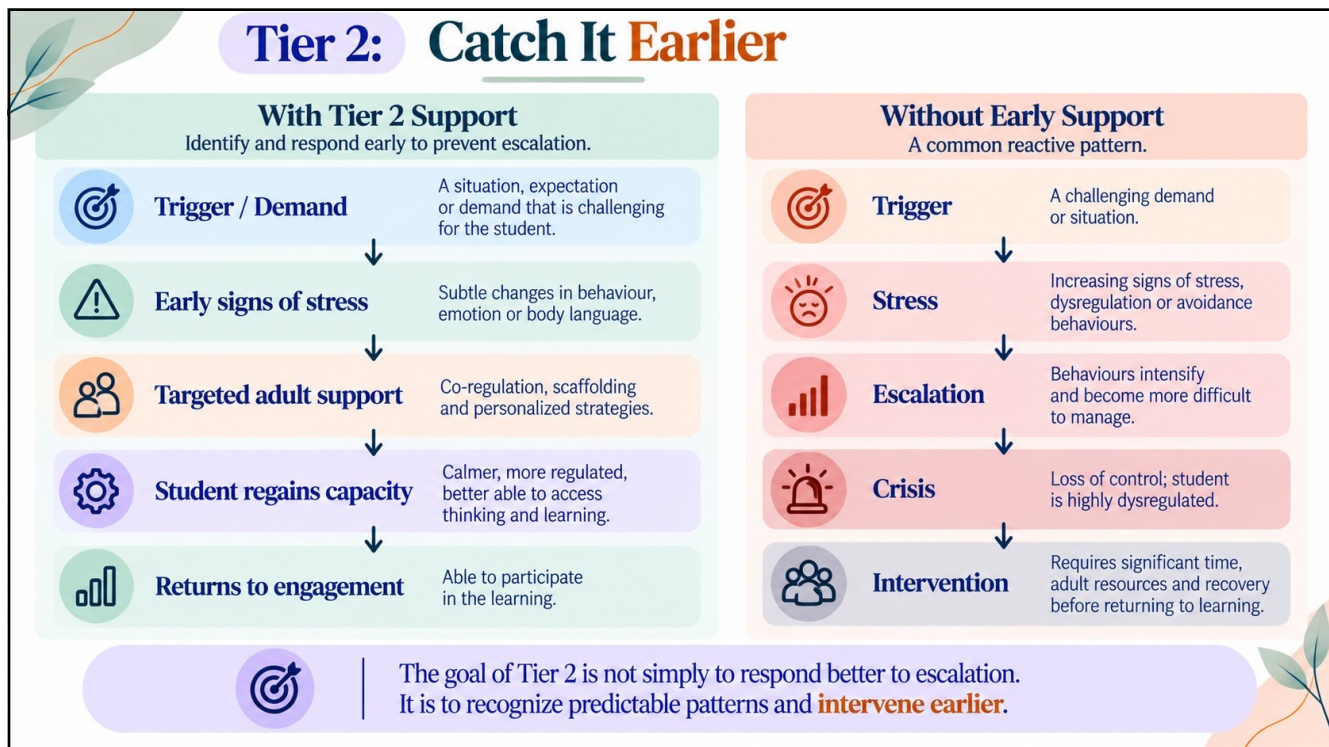
Support instead of more pressure.

Different
support.
Brighter
possibilities.
❤️

When Tier 1 isn't enough...	Instead consider:
Not necessarily:	More predictability
More correction	More scaffolding
More consequences	More connection
More prompting	More individualized preparation
More adult intensity	Earlier intervention
	More opportunities for co-regulation

| Since students at Tier 2 **cannot consistently access** the expected skill under particular conditions, increasing pressure may **increase dysregulation**.

62



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Tier 2: What Tier 2 Might Actually Look Like in a Teacher's Classroom

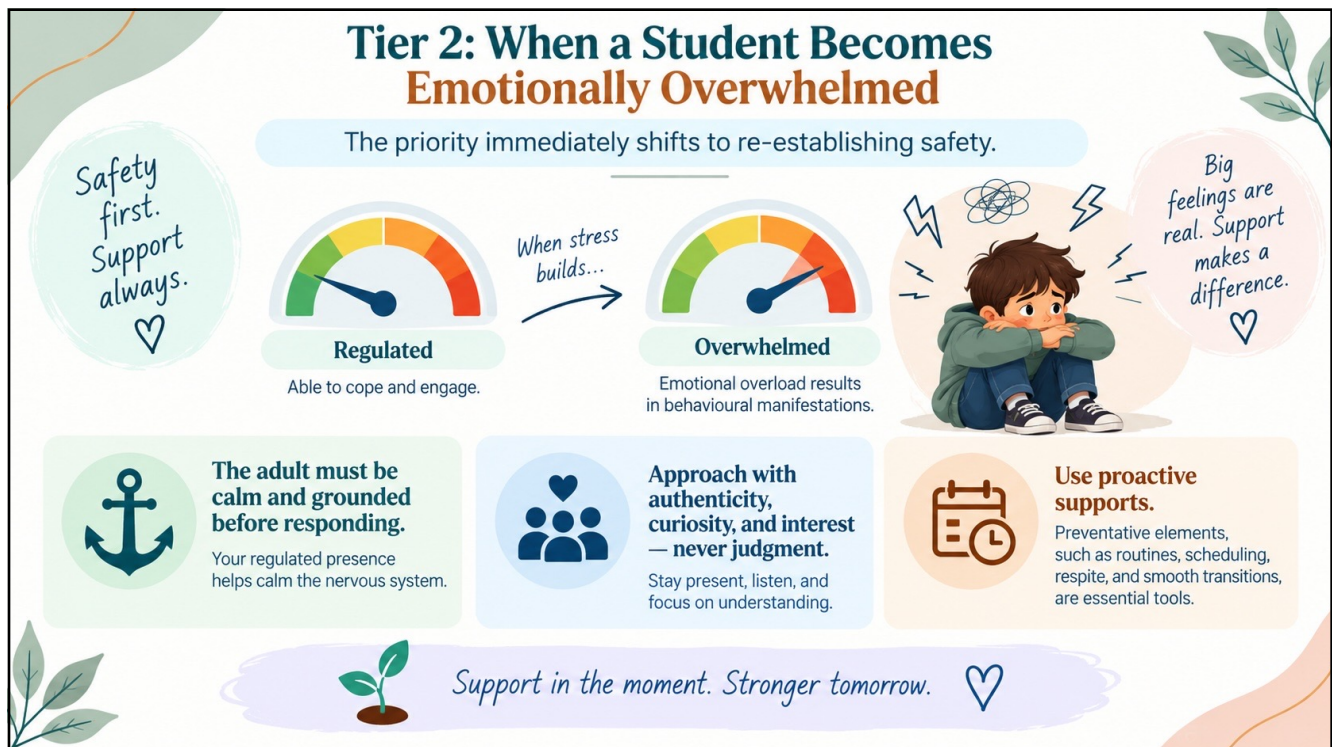
Different challenges. Deeper understanding. Targeted support.

Notice the whole picture.

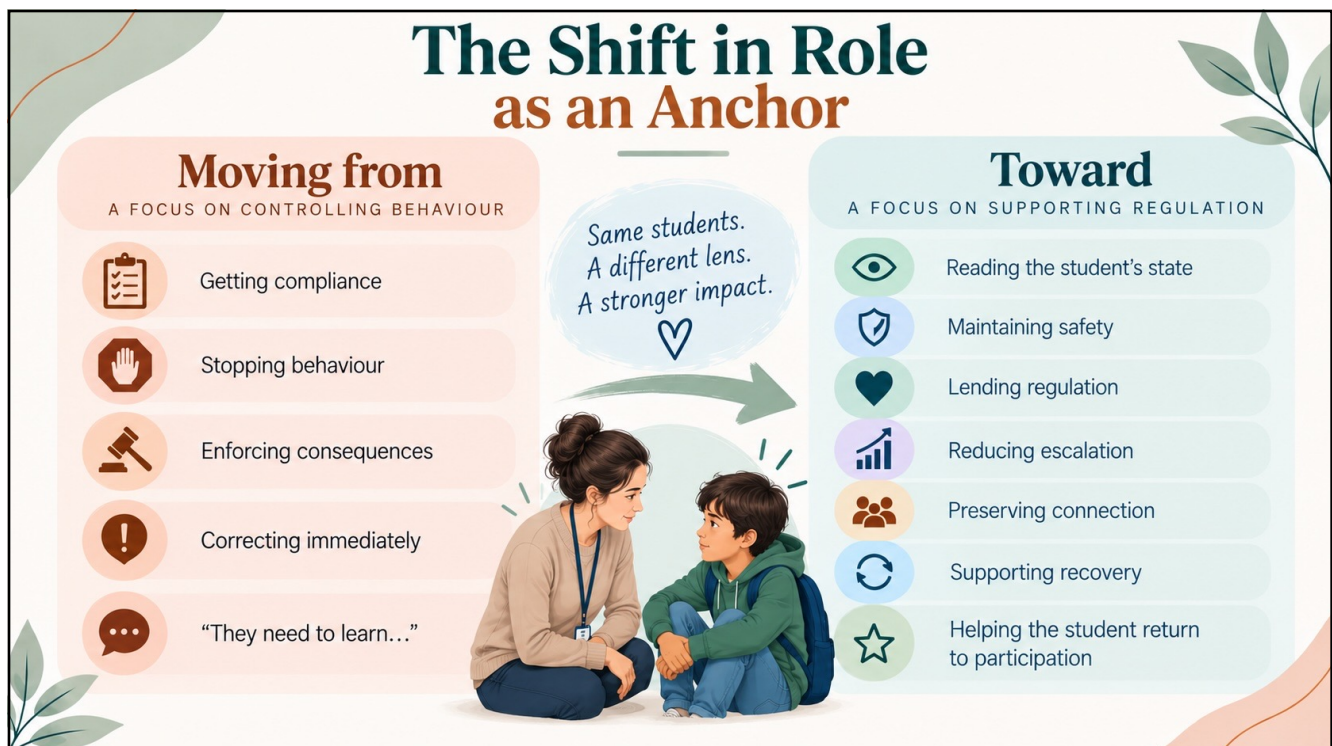
What the teacher sees	What may be happening underneath	Possible Tier 2 response
Task avoidance	Task feels overwhelming; fear of failure; difficulty initiating; working-memory demand.	Preview the task, reduce the visible workload, chunk the first steps, provide a starting prompt, brief teacher check-in.
Escalating frustration during difficult work	Cognitive overload; frustration tolerance exceeded; repeated experience of failure.	Notice early signs, temporarily slow the pace, validate difficulty, scaffold without removing the challenge.
Repeated shutdown	Overwhelm, threat response, inability to access language/problem solving in the moment.	Reduce verbal demands, allow processing time, provide a predictable regulation option, reconnect before problem-solving.
Assessment anxiety	Evaluation is being experienced as threat; fear of failure or embarrassment.	Preview expectations, increase predictability, break assessment into manageable portions, establish a check-in/regulation plan.
Transition difficulties	Difficulty shifting attention or expectations; uncertainty about what comes next.	Individual advance warning, visual cue, transition routine, brief adult connection before the transition.
Peer conflict	Social interpretation difficulties, emotional activation, rejection sensitivity, impulsivity.	Adult proximity, pre-correction, structured peer interaction, co-regulation before conflict resolution.

Understand the **why**. Provide the **support**. Keep the learner engaged.

64



65



66

Regulation Before Expectation

SUPPORT THE NERVOUS SYSTEM BEFORE RAISING THE BAR

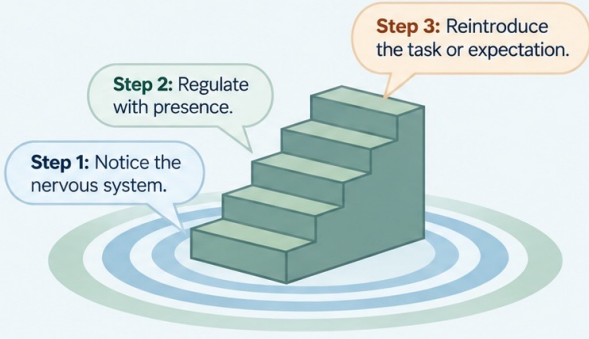
The Trap: Traditional Sequence



```

graph TD
    A[Demand] --> B[Increased Distress]
    B --> C[Escalation]
    C --> D[Consequence]
  
```

The Scaffold: Trauma-Informed Sequence





This isn't permissiveness; it's prioritization.
We are not lowering the bar; we are scaffolding the ladder.

67

Co-Regulation Is Not the Same as Permissiveness






Supporting students 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.





Students need both:

- Acceptance of their feelings
- Guidance around their actions





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

68

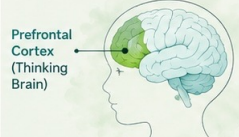
The Brain Learns Best *in a State of Safety*

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**.

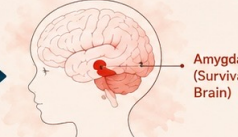
Safe & Connected LEARNING MODE



Prefrontal Cortex (Thinking Brain)

Calm. Curious. Open.
Ready to learn.

Threatened & Stressed SURVIVAL MODE



Amygdala (Survival Brain)

Alert. Defensive. Overwhelmed.
Focused on staying safe.

↔

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



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.

69

EDUCATOR'S FIELD GUIDE

You Cannot Reason with an Overwhelmed Brain

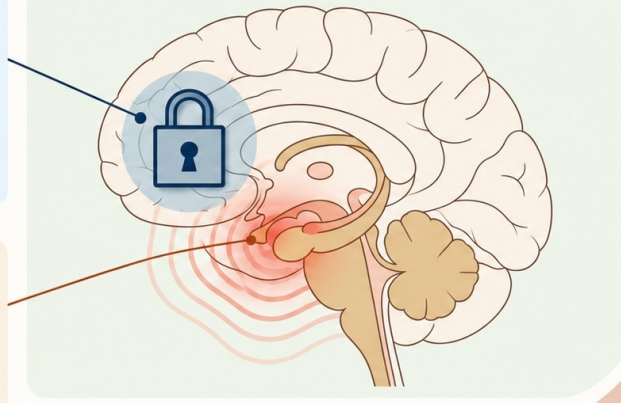
The Biological Reality

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

↓

The Intervention Failure

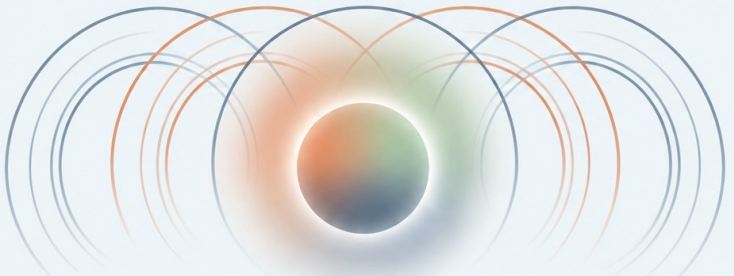
Because the reasoning centers are offline, lectures, consequences, and logical reasoning processes are mere noise to the student's nervous system.



70

The Posture IS the Intervention

SAFETY CREATES THE CONDITIONS FOR LEARNING



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.



Tier 2 Reality
When a student is dysregulated, logic, reasoning, and conversation do not create safety.



Your Role
Your predictability, strategic timing, and physical calm set the conditions for learning.



The Key Takeaway
You cannot make a student feel safe in the moment — safety is an autonomic experience.
Your posture is the intervention.

71

Safety is Created Through Everyday Experiences.



*Everyday interactions build a sense of **safety**.*

1  **Safety isn't just for crises.**
One misconception is that safety is created only during crises. In reality, students decide whether school feels safe through hundreds of small, daily interactions.

2 **Examples of everyday experiences that build safety:**

 Predictable routines	 Consistent responses	 Warm greetings	 Humour	 Being remembered
 Respectful correction	 Opportunities for choice	 Emotional availability	 Adults repairing mistakes	 Seeing peers treated with dignity

These experiences communicate:
"This is a place where I can relax enough to learn."

Safety is therefore not an event.
It is a culture.

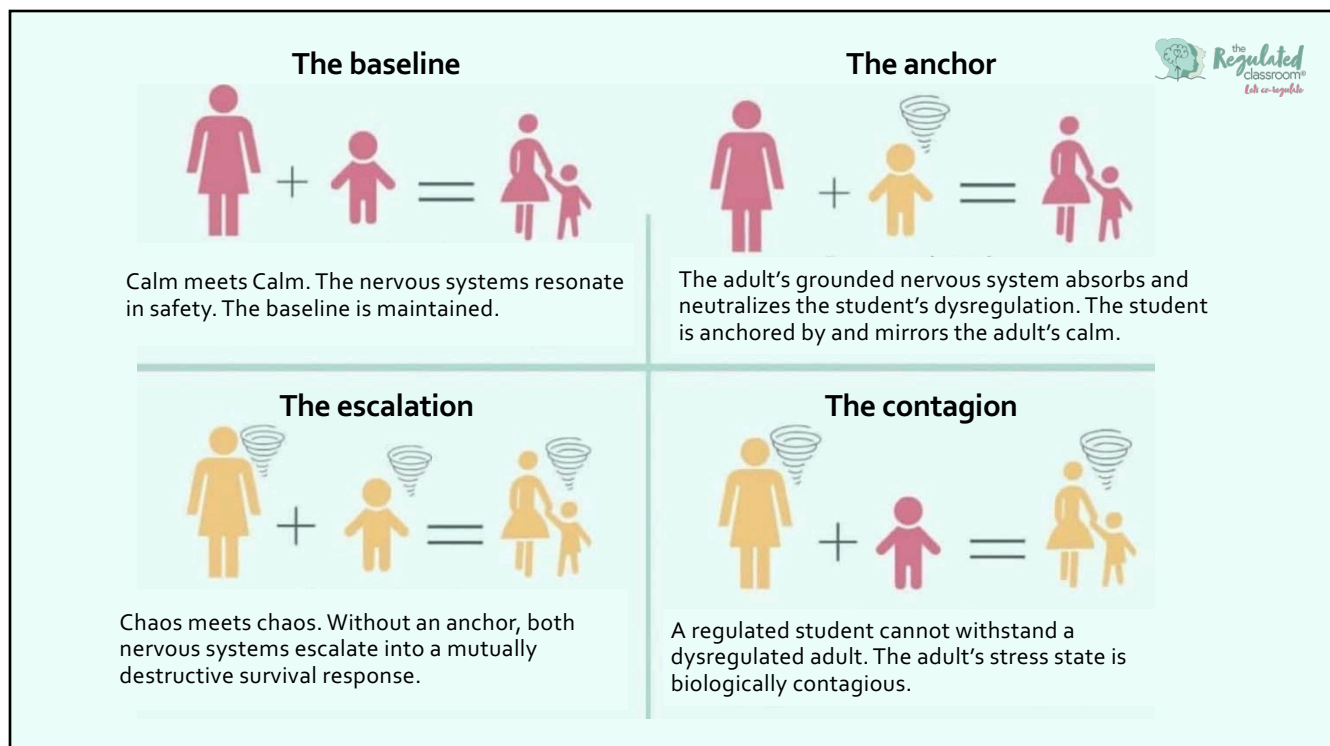
72

The Pre-Response Pause



You cannot co-regulate a student if you are dysregulated.
The deliberate pause is where the strong posture is maintained.

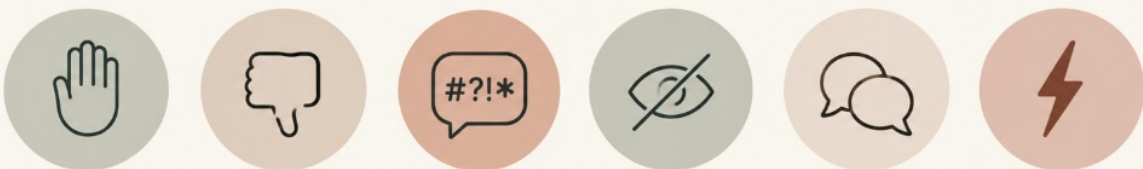
73



74

Know Your Triggers

What student behaviours get under your skin?



Refusal Disrespect Swearing Ignoring Arguing Aggression

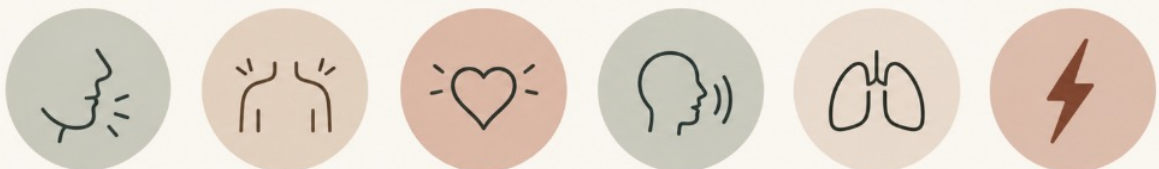
 TAKE A MOMENT TO REFLECT...

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

75

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)

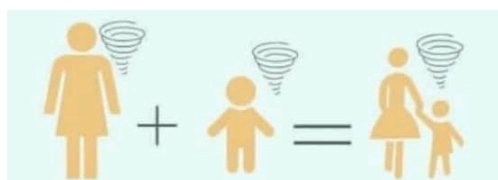
 TAKE A MOMENT TO REFLECT...

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

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Individual Reflection Question



MY REGULATION ROADMAP:

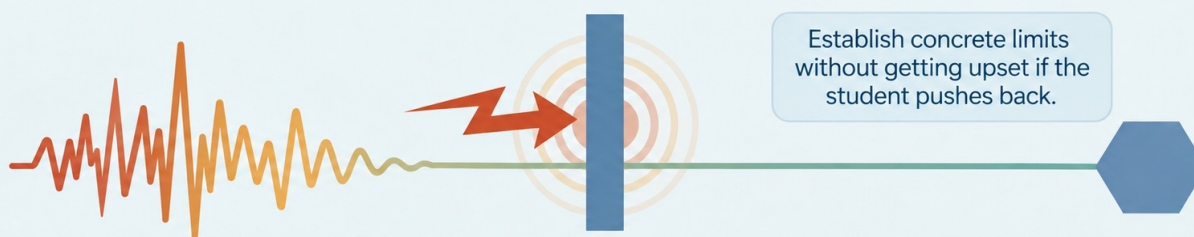
We cannot co-regulate a student unless we are regulated ourselves. Co-regulation starts with self-awareness of our own physiological triggers and our warning signs of activation.

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)

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The Grounded Pushback Response

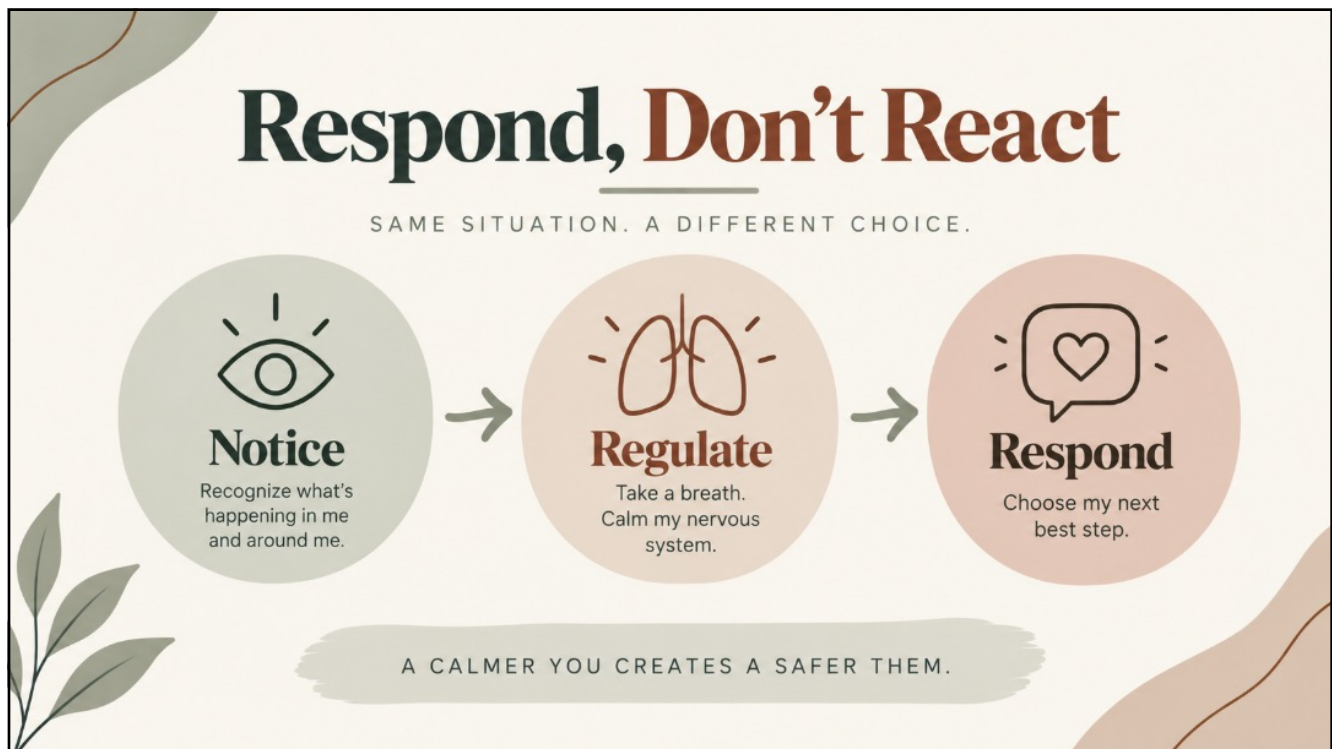


Pushback is a data point, not a personal attack.
Manage the environment through co-regulation rather than emotional reaction.

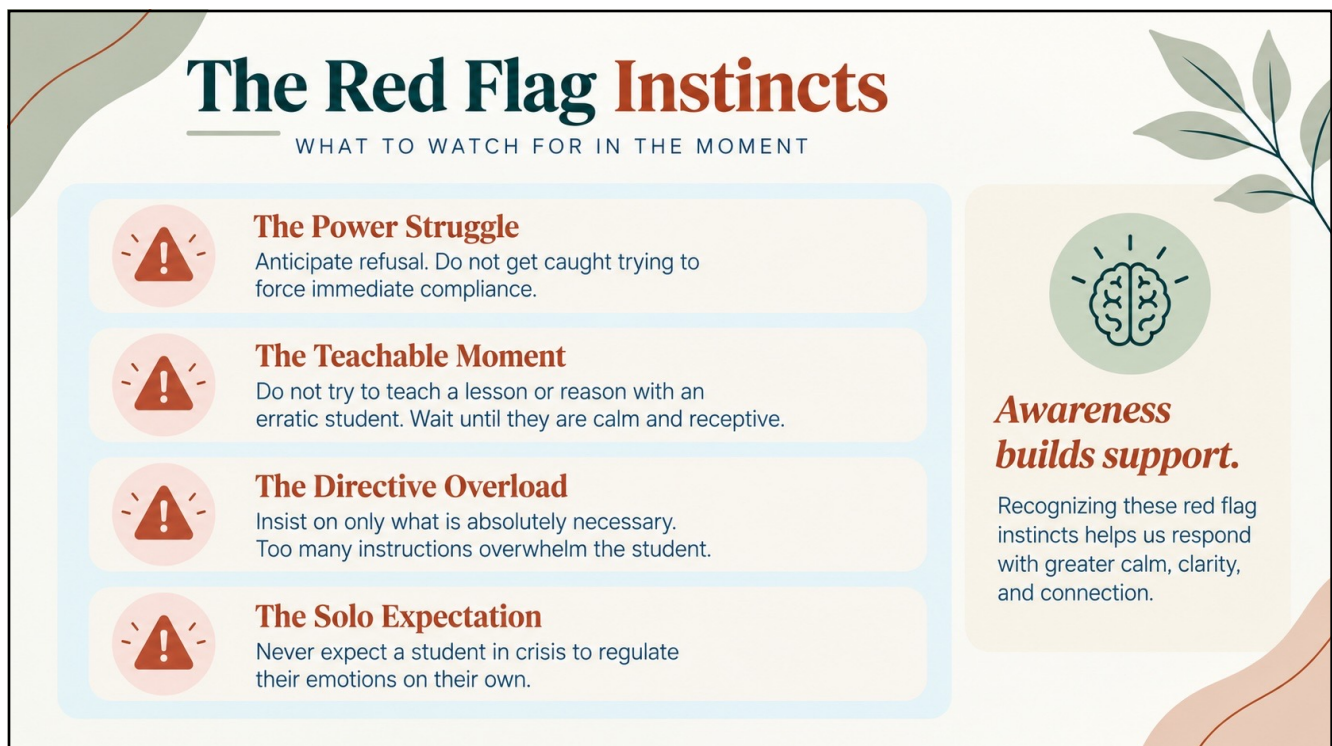


You cannot co-regulate a student if you are dysregulated.
The deliberate pause is where the strong posture is maintained.

78



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The Educator's Pause: A Diagnostic Tool

WHEN CHALLENGING BEHAVIOUR OCCURS, HIT PAUSE AND ASK YOURSELF:

- 1 What might this student be **communicating** through this behaviour? 
- 2 Is this student 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 student need to be successful right now? 

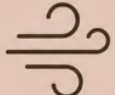

Pause to respond with purpose.

81

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.

82

The Bridge: The Discipline of Timing

KNOW WHEN TO WAIT, AND WHEN TO ACT



LOW 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.



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.

83

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 Student's Experience	Cognitive dissonance and confusion.	Authentic, meaningful learning and deep internalization.



Key Takeaway

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



84

Student Preventive Action Plan

A proactive tool to support student success.

Identify needs
Understand triggers and challenges.

Plan ahead
Use proactive strategies and supports.

Promote success
Build safety, confidence, and independence.

STUDENT ACTIVE PREVENTION/SAFETY PLAN (giving priority to prevention)

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

Prevent challenges.
Build brighter days.
♥

Same template.
Greater possibilities.
♥

Access the template here:
<https://www.cebmmember.ca/tier-2-targeted-practices>

85

Individual Reflection Question

TARGETED Practices
for **SOME** students at Tier 2

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?

86

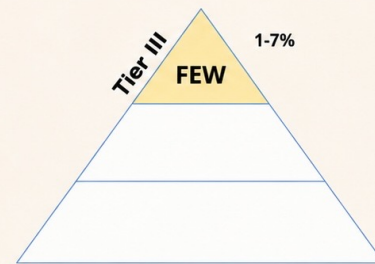
PART 4:

INDIVIDUALIZED Practices for FEW Students at Tier 3



Personalized Support. Meaningful Impact.

Individualized, intensive practices designed to meet the unique and complex needs of a few students at Tier 3.



87

Tier 3: From Individual Teacher Response to Team Response

More support. A more coordinated approach. A greater impact.

At Tier 1,
the teacher asks:



“What universal conditions help all students learn and regulate?”

Focus on all students

At Tier 2,
the teacher asks:



“What additional targeted support does this student need during predictable moments of difficulty?”

Focus on targeted support

At Tier 3,
the team asks:



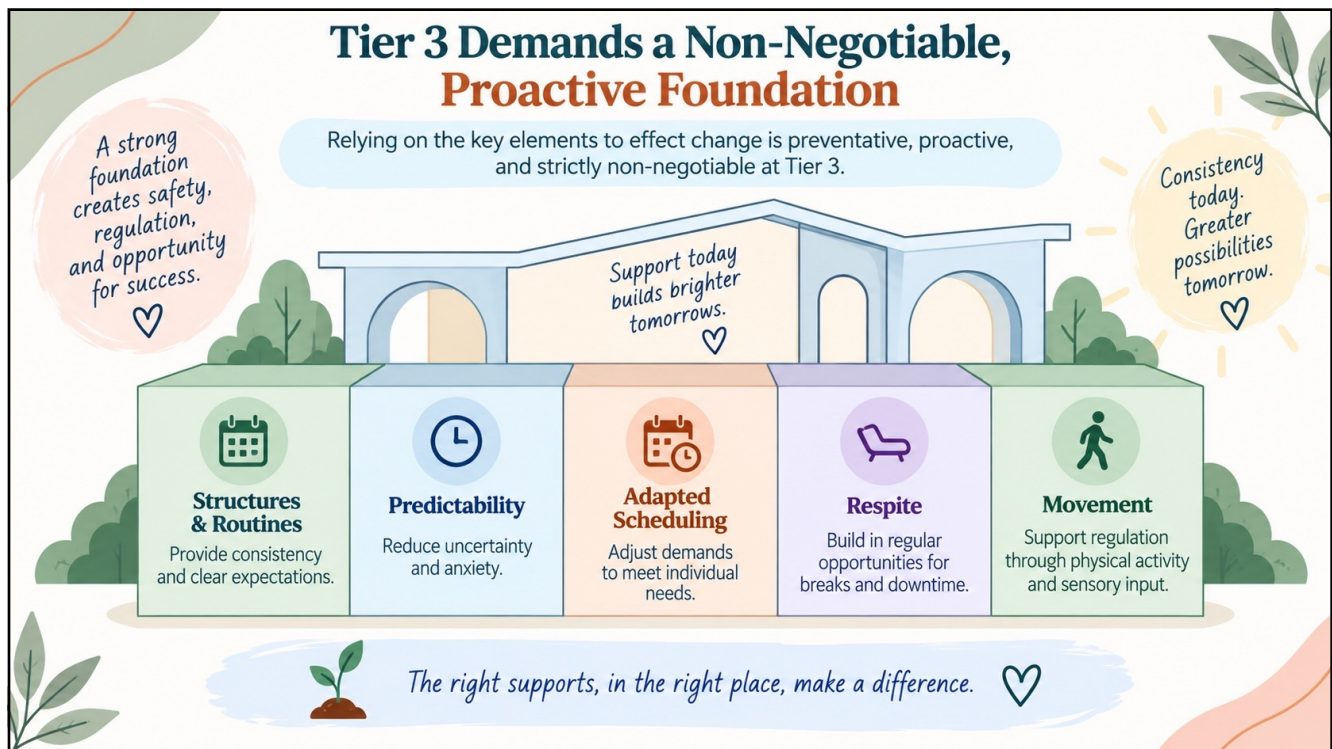
“What does this particular student need, and how do we ensure the adults around the student respond in a coordinated, predictable way?”

Focus on individualized, coordinated support

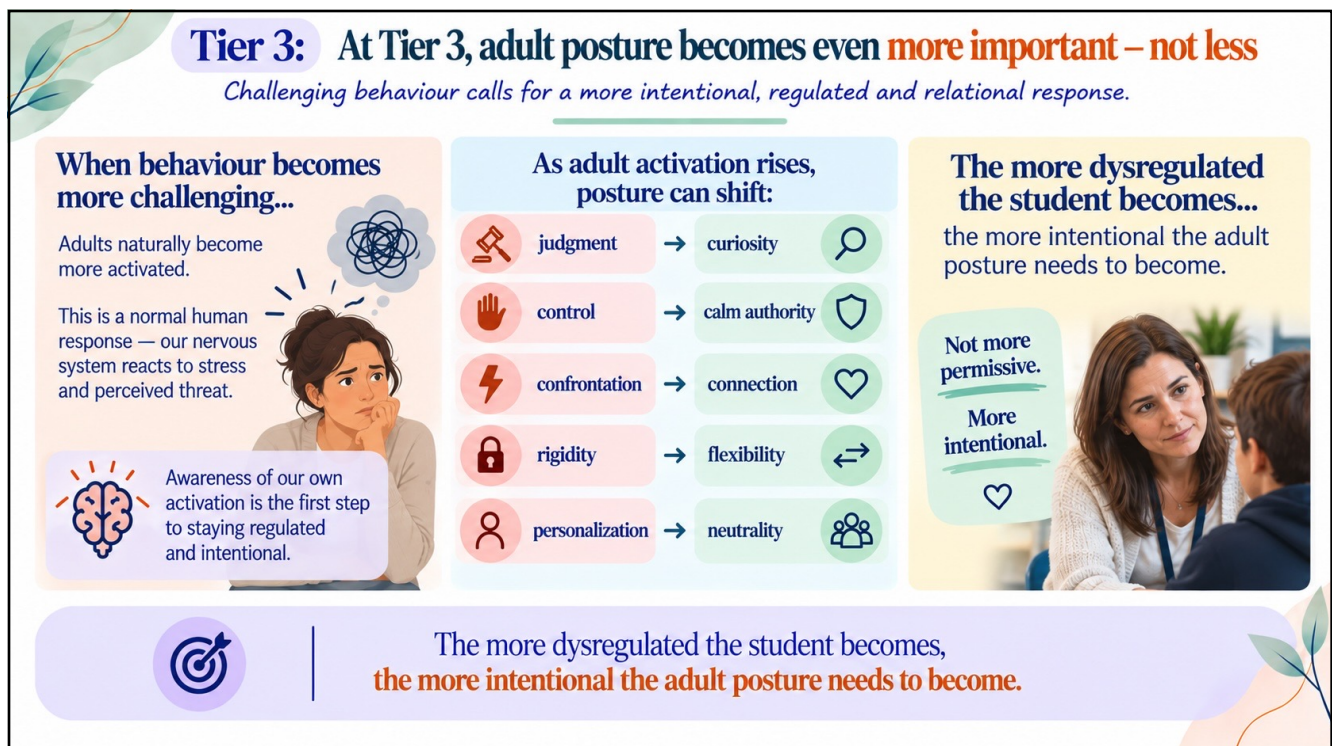


The support needs to exist **across adults, environments and situations.**

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The teacher's role changes at Tier 3
From individual efforts to a coordinated team approach.

Together we make a difference. ❤️

Teacher's role	What this means
 Know the student	Understand the student's profile, triggers, early warning signs, strengths, communication patterns and effective supports.
 Implement the plan	Consistently use agreed accommodations, prevention strategies, regulation supports and safety procedures.
 Observe and communicate	Notice patterns and share useful classroom information with the support team.
 Maintain connection	Continue communicating belonging, dignity and relational safety, particularly after difficult incidents.
 Collaborate	Work within a coordinated team rather than independently trying to "fix" increasingly complex behaviour.

❤️ | A coordinated approach leads to **better support** and **better outcomes**.

91

Tier 3: Know the Student Before the Difficult Moment
Preparation leads to better support and safer outcomes.

Before difficulties occur, the teacher should ideally understand:

-  What tends to trigger this student?
-  What are the earliest signs that regulation is deteriorating?
-  What does this student look like when regulated?
-  What does increasing activation look like?
-  What helps?
-  What tends to make things worse?
-  Which adult relationships are particularly regulating?
-  What sensory/environmental factors matter?
-  How does the student communicate distress?
-  What is the agreed response when safety becomes a concern?

That is different from simply knowing:

"This student has behaviour problems."

Knowing the whole student leads to more effective support, stronger relationships and better outcomes. ❤️

❤️ | The more we know about the student, the better we can **anticipate, prevent and support**.

92

Tier 3: Tier 3 does **not** mean abandoning academic expectations

Support regulation so the student can stay connected to learning.

Sometimes individualized support becomes almost entirely behaviour-focused, and the student gradually becomes disconnected from learning.

The student may spend increasing amounts of time:

- outside the classroom
- taking breaks
- working separately
- being supervised
- recovering from incidents

The goal of Tier 3 is not simply safety and regulation.

It is safety and regulation in service of participation, belonging and learning.

→ → →

Safety Regulation Engagement Learning

The pathway still matters.

But the student may need much more individualized scaffolding to move through it.

Keeping the learner in mind...

- Maintain meaningful academic expectations (adapted as needed).
- Provide individualized scaffolds and supports.
- Find flexible ways for the student to access learning.
- Celebrate progress, no matter how small.

Every student can learn, with the right support.

| Safety and regulation open the door, but **learning gives the purpose.** |

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Co-Regulation Before Crisis

Predictability

Connection

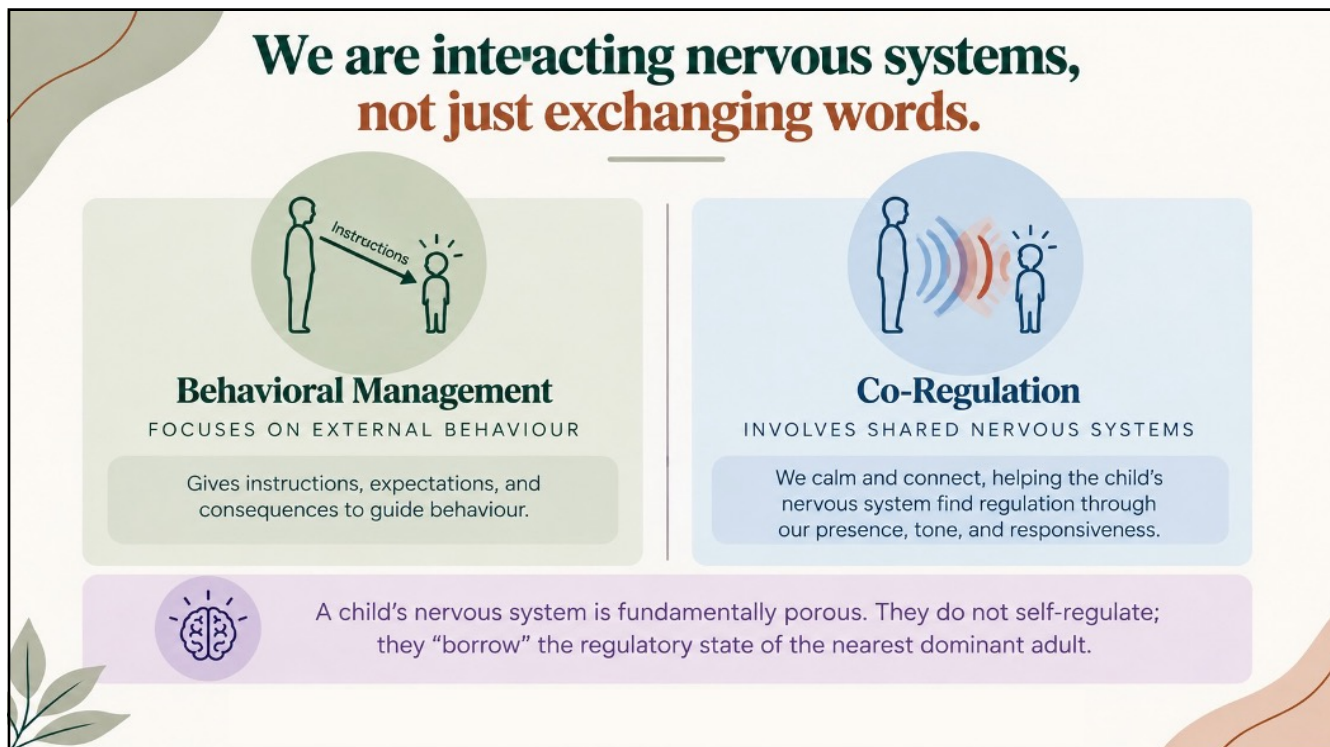
Attunement

Calm presence

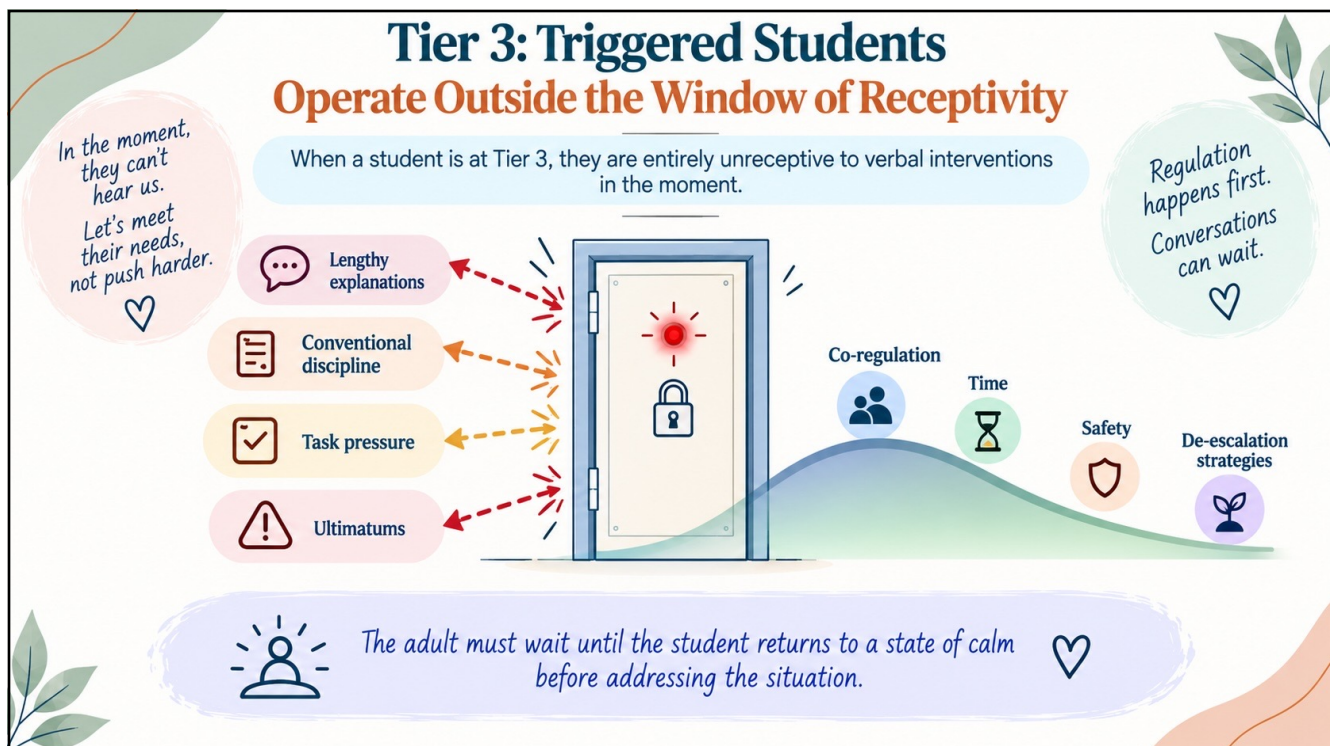
Repair

These aren't crisis strategies.
They're everyday practice.

94



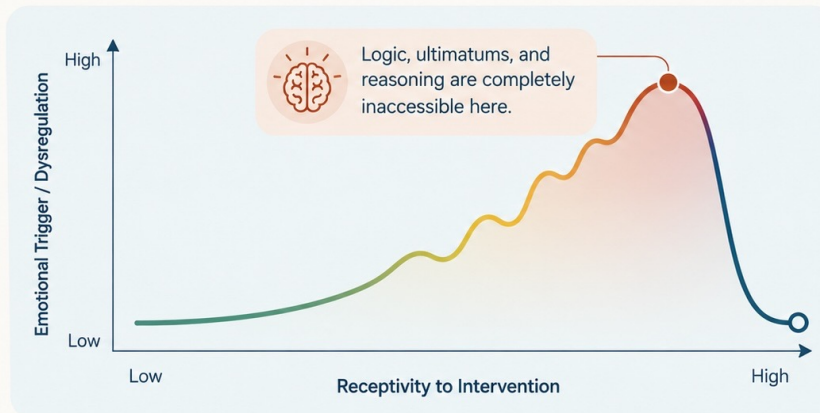
95



96

When dysregulation peaks, cognitive availability plummets.

THE COGNITIVE AVAILABILITY CURVE



The Core Reality

When a student at Tier 3 is triggered and dysregulated, they are not receptive to our interventions in the moment.



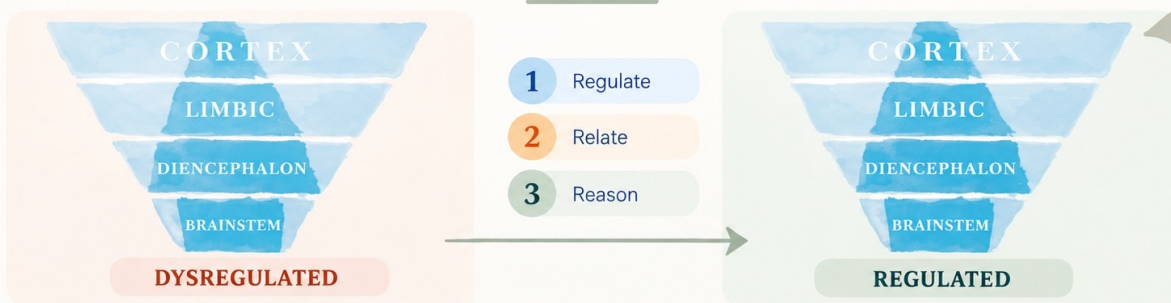
The Only Mandate

Adults must focus on establishing safety for all first.

97

From Dysregulation to Regulation

HOW BRAIN DEVELOPMENT SUPPORTS BETTER BEHAVIOR



Neuroscience has helped dispel the myth that we need to think better to behave better.

When children are dysregulated, they have less access to their "thinking brain." Therefore, the key is rather helping children feel safe and grounded through structure/routine, predictability and adult support/co-regulation.



All levels of the brain work together. A regulated, connected nervous system supports learning, behavior, and well-being.

98

Tier 3: Reduce Language as **Dysregulation Increases**

Less words. More regulation. A calmer, safer connection.

When a student is highly dysregulated, that is generally not the moment for:

- ✗ lecturing
- ✗ reasoning
- ✗ processing consequences
- ✗ asking multiple questions
- ✗ demanding explanations
- ✗ requiring apologies
- ✗ debating what happened

Instead, the teacher's communication becomes:

- shorter
- slower
- calmer
- more concrete
- more predictable

A calm presence speaks louder than a long explanation.

For example:

Instead of:

"We've talked about this before. You know you're not allowed to leave your seat and speak to me that way. Why are you doing this again?"

Move toward:

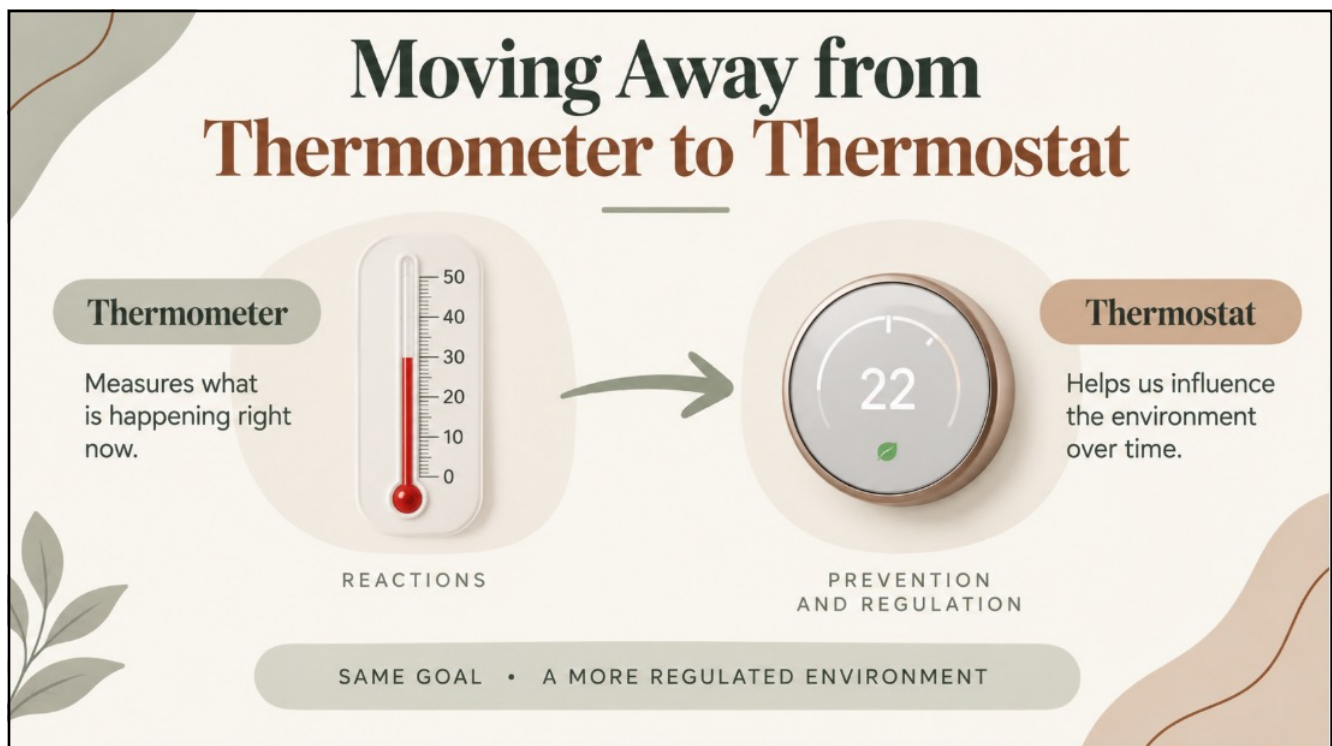
"You're having a hard time right now. I'm here."

or

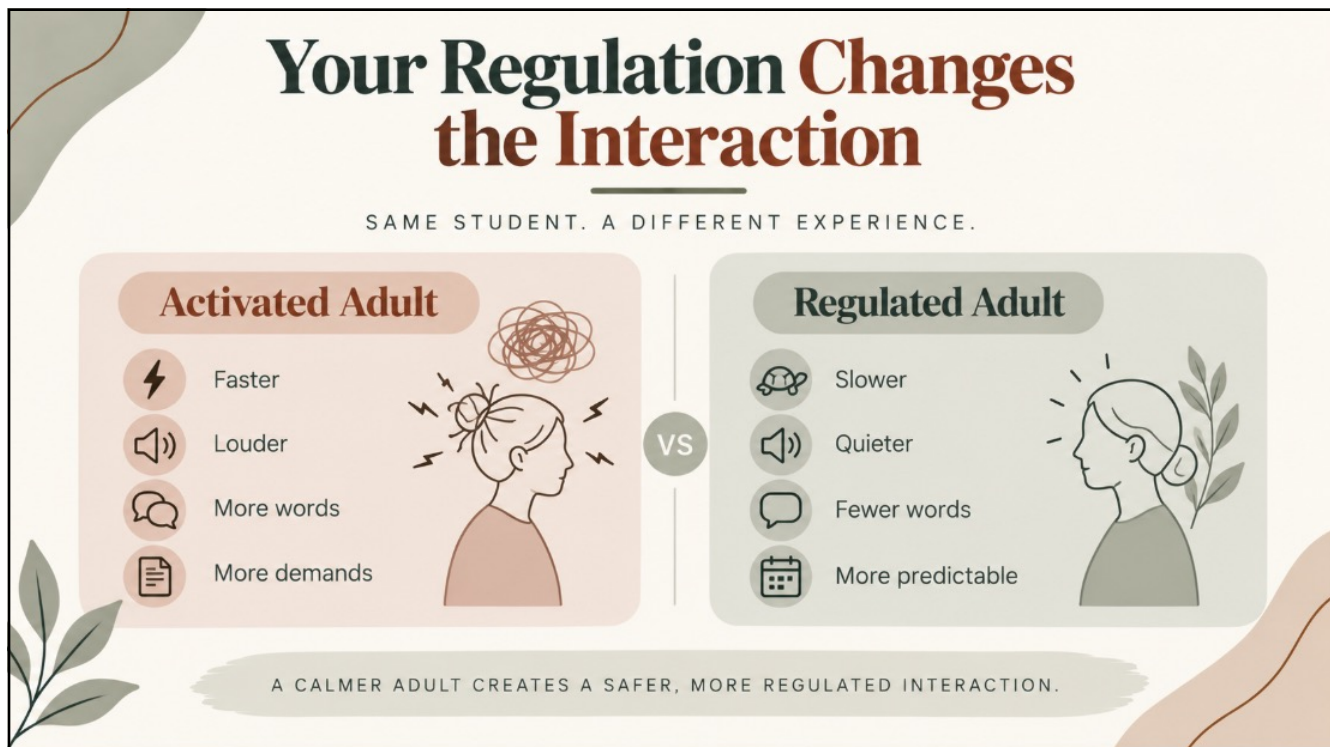
"I'm going to give you some space. We'll talk when you're ready."

The processing comes later, once the student is again available for it.
Support in the moment. Learning for the long term.

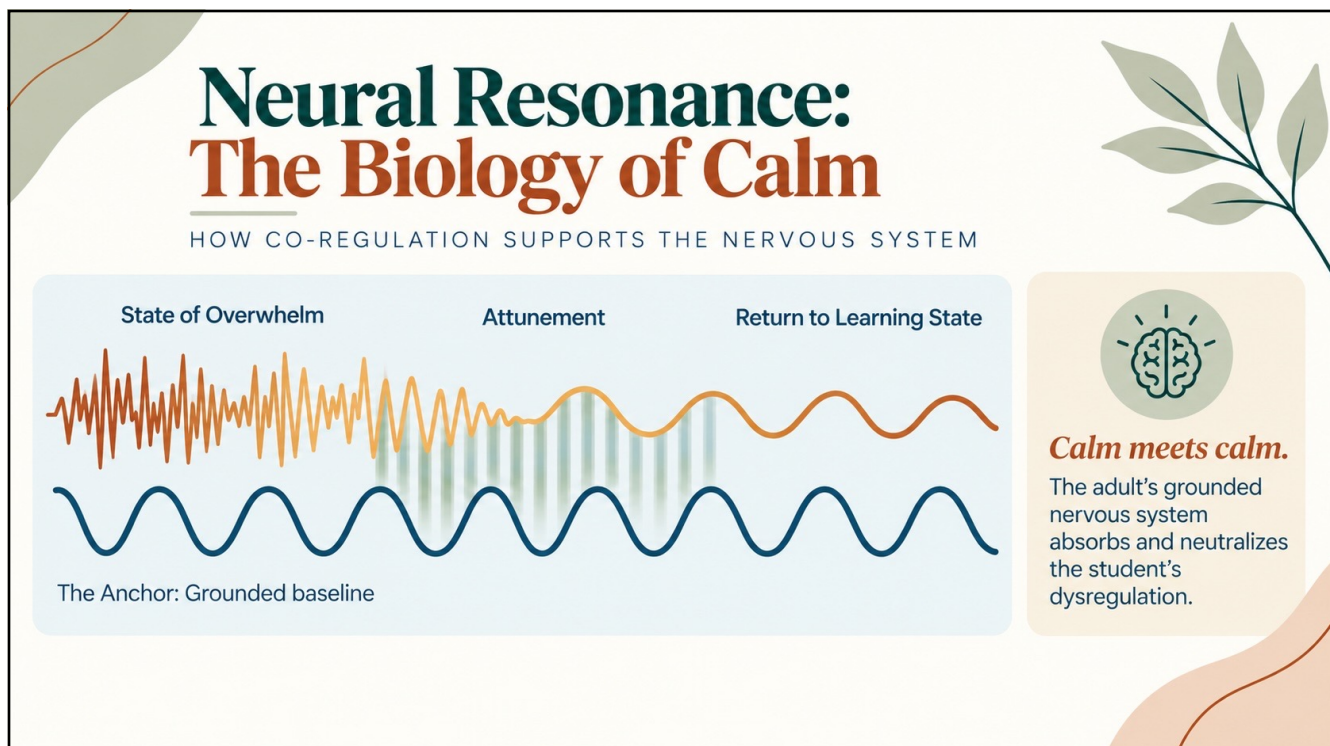
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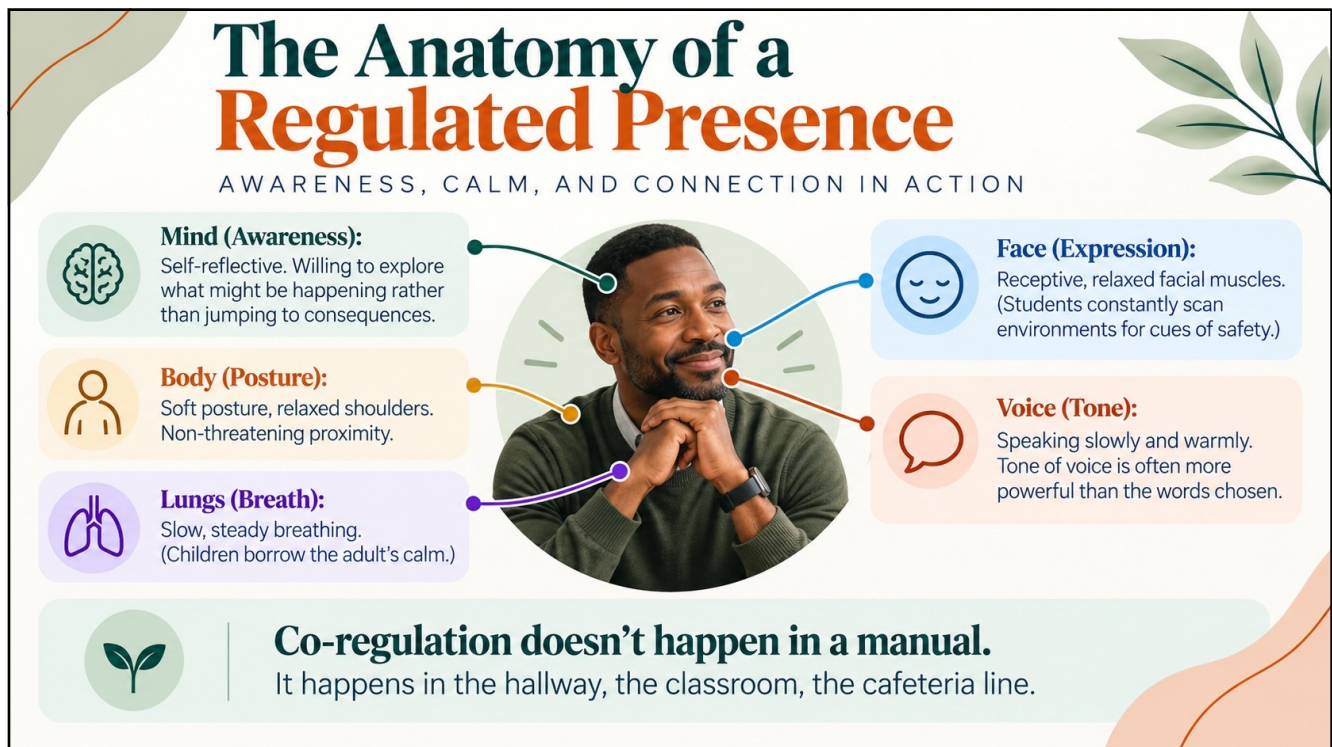
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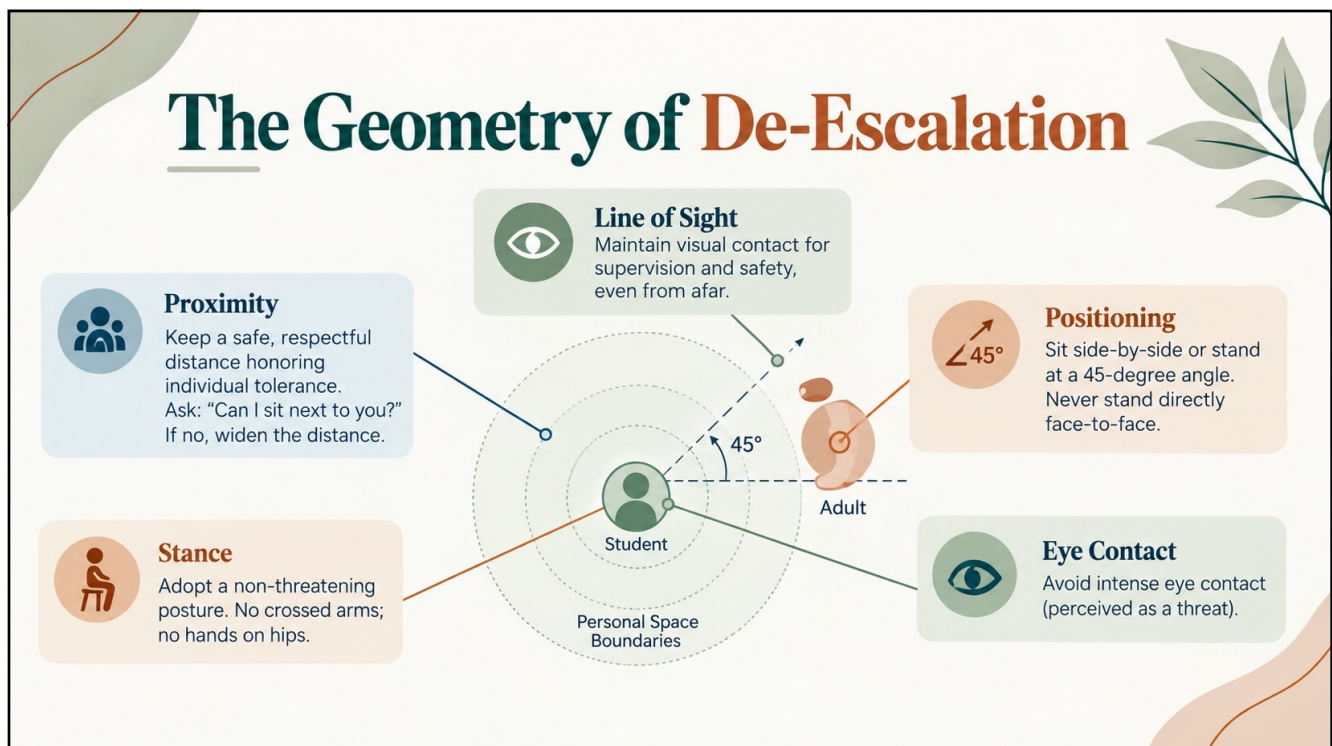
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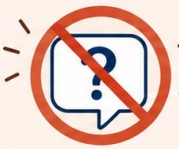


104

Narrate, Don't Interrogate.



*Different words.
A calmer tomorrow.*

- 

During dysregulation, avoid questions that require reflection or explanation.
Questions like "Why did you do that?" can increase pressure and escalate distress.
- 

Instead, try narrating what you observe:

 - "I can see your body is working really hard right now."
 - "Something feels really overwhelming."
- 

Observation reduces pressure while communicating understanding.

105

Validate the Emotion.



All feelings are welcome here.

- 

Validate the Emotion.
Validation tells students: "*Your feelings make sense.*"
Examples include:

 - "That was really disappointing."
 - "I can understand why you're frustrated."
 - "Anyone might feel overwhelmed in that situation."

Validation does not mean approving inappropriate behaviour.
It simply acknowledges the emotional experience before teaching alternative responses.
- 

Help Students Find Words.
Many children experience emotions before they can describe them. Adults can gently help by saying:

 - "It sounds like you felt left out."
 - "I wonder if that felt unfair."
 - "Your body looks frustrated."

 Naming emotions helps organize the nervous system.

106

Offer Grounding Statements.

Simple words can make a big difference.

"I'm here."

"You're safe."

"We'll figure this out together."

"I'm staying with you."

"Take your time."

"We'll solve this when your body is ready."

1



Use simple, calming statements.
During moments of distress, fewer words are often more effective.

2



These brief statements communicate safety more effectively than lengthy explanations.

107

Cultivate the internal posture of a nurturing provider.

Your internal posture is the ultimate intervention tool.



Do not be alienated
Look beyond the behavioral manifestations to the underlying dysregulated nervous system.



Back away from ultimatums
Recognize that rigid demands during a crisis will only trigger the student further.



Hold the center
Keep the student's baseline wellbeing in mind, rather than focusing on immediate compliance.



**Neutral
Steady
Grounded**

108



109



Individual Reflection Question

The Thermometer



The Thermostat



BEING THE THERMOSTAT:

A **thermometer** reflects the room's temperature (it reacts to the student's emotional state).

A **thermostat** sets the temperature (brings a calming presence to defuse stress).

Describe a situation where a student's emotional temperature was high, but you successfully remained the thermostat.

Brief Description:

- What happened?
- How did you keep your posture intact?

110

Modeling repair builds trust more effectively than never getting it wrong.

The Rupture



Ruptures are inevitable. When an adult loses their cool or a student has a melt down, the connection is severed. Regulation isn't about being unshakable; it's about being reachable.

The Repair



Repair is co-regulation applied to relationships. Wait for regulation, revisit without blame, and focus on metacognition over consequences.

Scripting the repair:

"I'm sorry I raised my voice. You didn't do anything wrong. I got frustrated, and that's not your fault. We'll figure it out together."



Connection builds capacity.
Repair teaches that relationships can survive hard moments—and grow stronger because of them.

111

Being a regulating presence doesn't mean being perfect

Regulation doesn't mean we are always calm. It means:

- 

Being self-aware enough to pause, reset, and repair.
- 

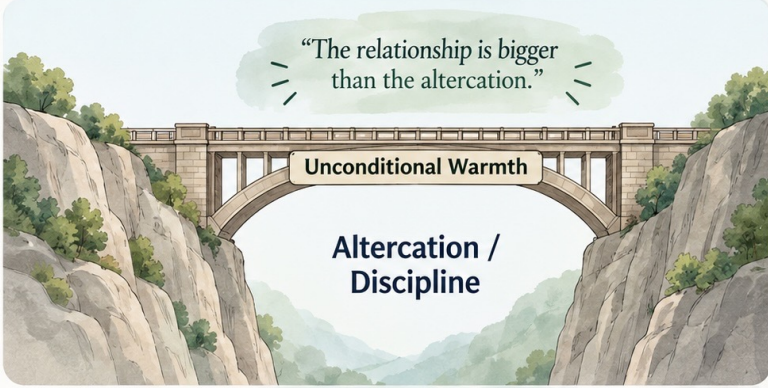
Showing up with intention.
- 

Modeling how to stay connected even when the connection has been strained.

112

The Relationship Bridge

"The relationship is bigger than the altercation."



Unconditional Warmth

Creating an invitation into relationship means letting students know that even when they mess up, you still care.

Bridge the Discipline

Bridge the discipline by empathizing with **where they are**, rather than just telling them where they should be.

When students feel **your care**, they are more open to guidance, more willing to reflect, and more likely to grow.

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The Post-Event Protocol

REFLECT. REALIGN. MOVE FORWARD TOGETHER.



Step 3: Align

Consult the student's safety/action plan. Update notes on proper adult posture, specific practices to avoid at high stress levels, and post-debrief student practices.

Step 1: Debrief

Adults involved must meet to review what happened and discuss whether actions could have been handled differently.

Step 2: Review

Evaluate school guidelines around preventative practices and alternate measures. Ensure practices are adapted to individual differences and specific Tier profiles.

114

Student Safety Plan

A proactive tool to support safety, regulation, and success.

Plan for success
Identify early signs and triggers.

Use proactive strategies
Support regulation before challenges escalate.

Keep it collaborative
Involve the student, family, and school team.

STUDENT ACTIVE PREVENTION/SAFETY PLAN TEMPLATE DOCUMENT

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

Student stress level	Observable signs	Adult posture and practices <i>suggested</i>	Adult posture and practices <i>to avoid</i>
When the student is regulated, engaged, and receptive			
When the student appears to be tense, annoyed, or frustrated			
When the student's stress response or frustration level is activated and beginning to escalate			
When the student's stress response has fully escalated and is disorganized. No longer receptive towards the adult.			
Post-intervention – following an acting-out episode			

Safety today.
Brighter tomorrows. ♥

Support growth at every stage. ♥

Access the template here:
<https://www.cebmmember.ca/tier-3-individualized-practices>

115

Co-Regulation Is a Team Practice

CONSISTENT, COLLABORATIVE ADULTS CREATE GREATER SAFETY, REGULATION, AND SUCCESS.

Different roles. A shared goal. ♥

When we work together, students feel safer, more regulated, and more supported. ♥



Adults need to be on the same page regarding:

What does this student need from us?	What helps?	What escalates the situation?
What language are we using consistently?	When should we step in?	When should we step back?
Who takes the lead?	When should someone "tag out"?	How do we communicate after an incident?

Same understanding. Stronger support. Better outcomes. ♥

116

Tier 3: The Teacher is an **Important Source of Data**

Your observations help build a clearer picture and guide effective support.

Teachers observations are extremely valuable to Tier 3 planning.



You see the student in real time, across different subjects, environments and situations. Your observations help the team identify patterns, strengths, needs and effective supports.

Instead of reporting only:

“He had another meltdown during math.”

teachers can help the team identify patterns:

“I’ve noticed the escalation usually begins during independent multi-step work. He does much better when I preview the assignment and check in after the first two questions.”

This type of information is much more useful than simply documenting:

“Student was defiant.”



Your detailed observations help the team plan more effectively and put the right supports in place.

Before → During → What Helped → Recovery Looking at the whole picture gives us a clearer understanding of what the student needs.



Before
Unexpected schedule change + difficult writing task



During
Increased movement → arguing → refusal → leaving seat



What Helped
Reduced language + familiar adult + physical space



Recovery
Returned after 12 minutes and completed task with scaffolding

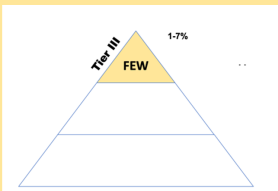


Your observations **make a difference**. Together, we can better understand, support and help this student succeed.

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Individual Reflection Question



INDIVIDUALIZED Practices
for FEW students at Tier 3

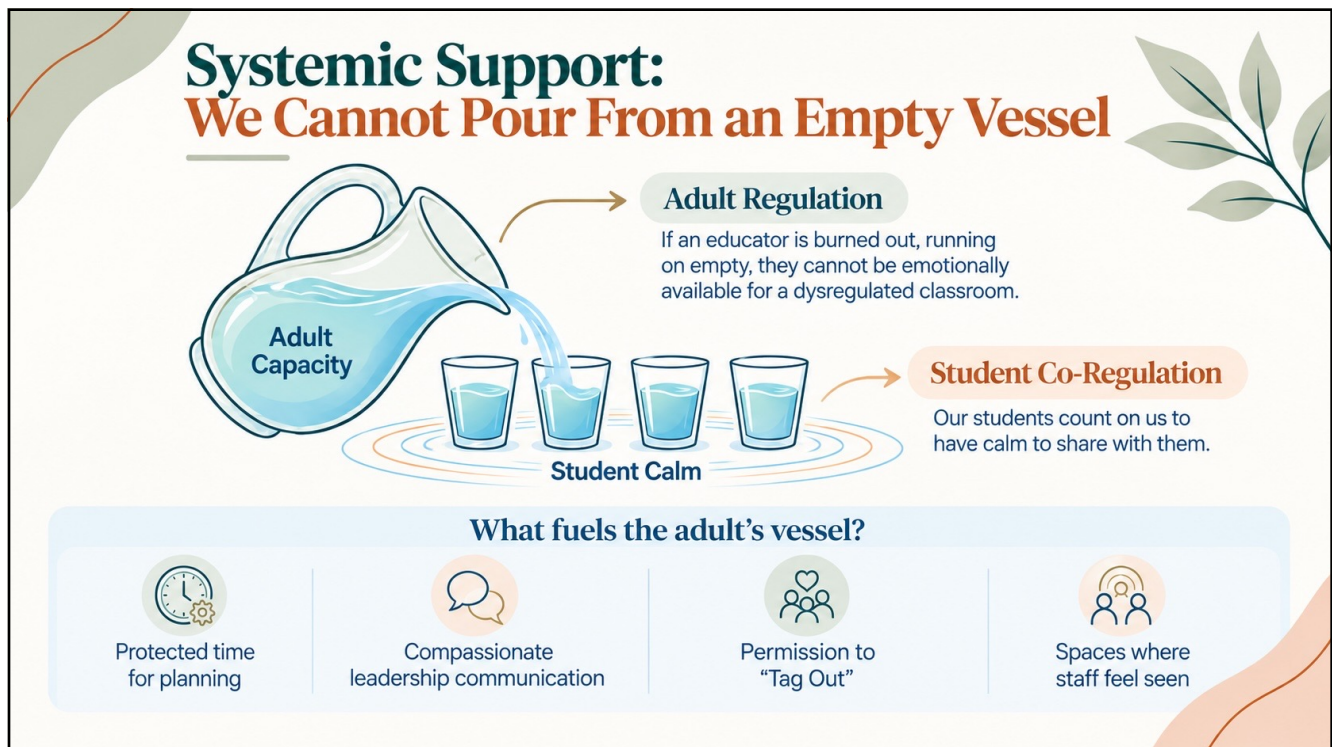
REFLECTION ON TIER 3 PRACTICES:

Some students require highly individualized, intensive support that is tailored to their unique nervous system needs.

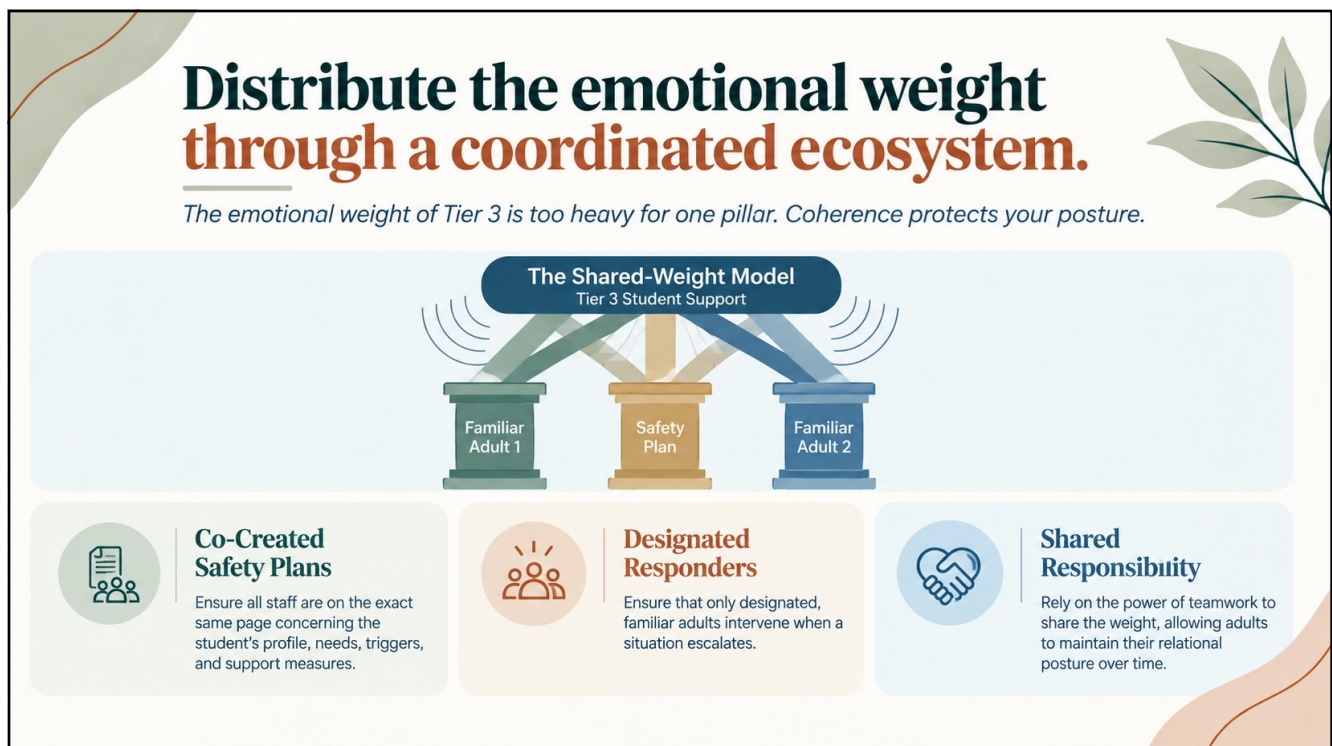
Reflect on a student who may require this level of support.

- Which individualized accommodations, co-regulation strategies, or collaborative supports have been most effective?
- How can you intentionally maintain a calm, consistent and emotionally available posture while implementing these supports?

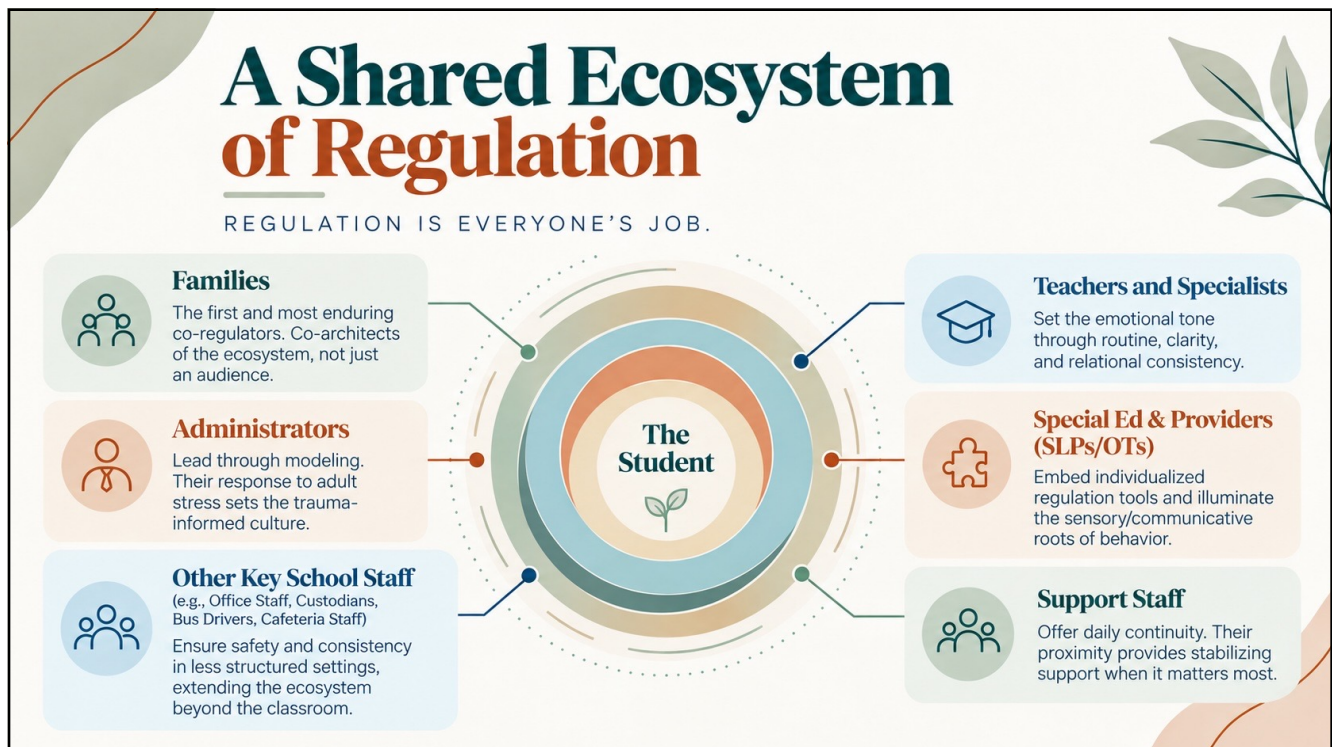
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Centre of Excellence for Behaviour Management

www.cebm.ca

Practical resources for real challenges.

Supporting Quebec's English school boards.

Also visit the CEBM Resource Center
<https://www.cebmmember.ca/>

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