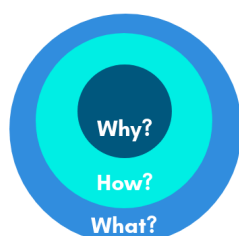
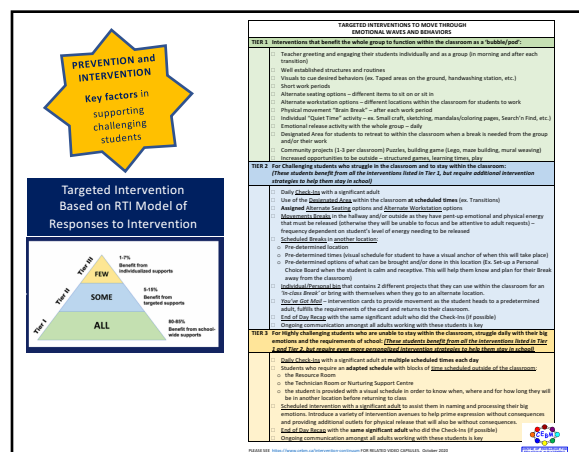


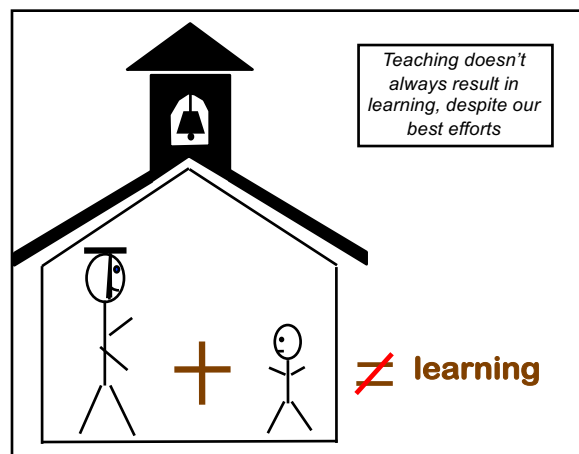
Catherine Korah, Behaviour Consultant, Coordinator CEBM  
September 19<sup>th</sup>, 2022



Simon Sinek - *Golden Circle*

## WHY: purpose


what is your cause? what do you see?




*When adults are resisted, they get more persistent.*




### At a Crossroads



WE WERE WORKING  
HARD BUT GETTING  
NOWHERE



WE WERE LOSING  
OUR STUDENTS



***"We need to start looking at kids through a different set of lenses."***

### Shift in addressing Classroom Management and Problem Behaviour

What we see on the outside is telling us something about what is happening on the inside.



What we see influences what we do.

When we understand what is behind the behaviour we can then:

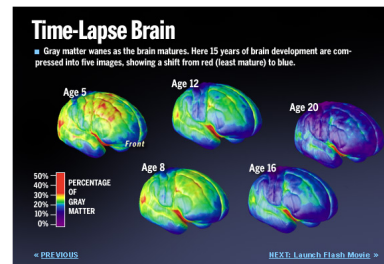
- choose interventions that will make a difference
- avoid interventions that risk making things worse

### SHIFTING YOUR LENS

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. **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.

### Maturation - Principles

1. Natural Process that unfolds according to a plan – it is in our nature to mature.
2. Maturation cannot be rushed



### The IMMATURE child has a hard time:

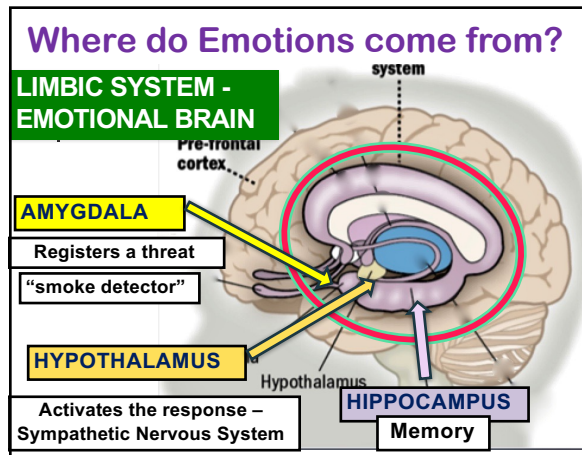
1. **Finding information efficiently** and quickly (under-developed **Cerebellum**)
2. Seeing the **"whole" picture** (under-developed **Corpus Callosum**)
3. **Tempering** their instinctual reactions with conflicting thoughts and feelings. (under-developed **Prefrontal Cortex**)

As a result they often KNOW better but cannot DO better as Emotion overwhelms REASON.  
Behaviour will improve when maturation occurs, but this takes time.

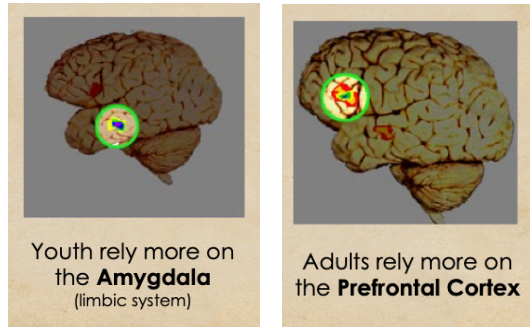
### Emotions - Principles

Emotion has **WORK** to do.

- The ultimate job of emotion is to **GROW THE CHILD UP**.
- The immediate task of emotion is **SURVIVAL**.
- **EMOTIONS** need to be **EXPRESSED** to preserve healthy functioning and well-being.



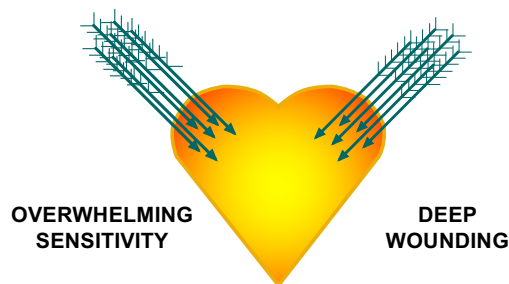
### SELF REGULATION requires Prefrontal cortex development



### Vulnerability Principles

1. Growth requires softness – which means being vulnerable.
2. When the brain senses it is too vulnerable, it protects itself
3. When the brain is **protecting** itself, it cannot be growing.
4. Immaturity is at the root of, and the most likely explanation for, learning and behaviour problems.

### Defenses against Vulnerability



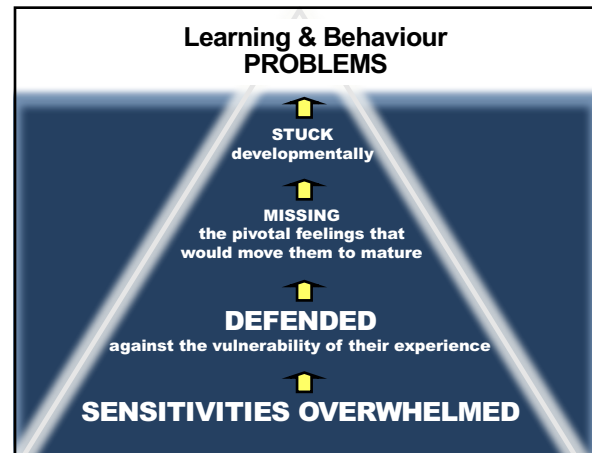
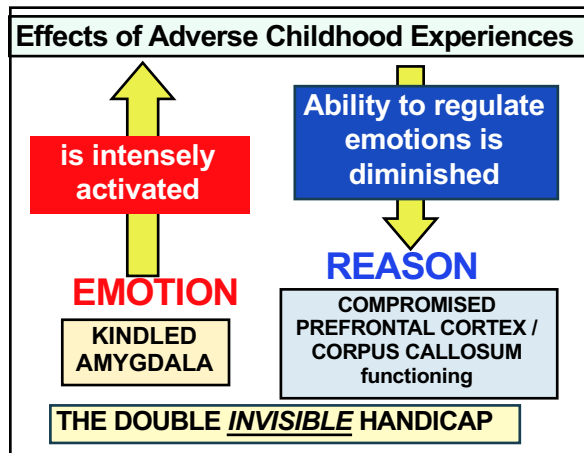
Too much separation  
Too much shame  
Too much alarm


It's not safe to express what I am feeling.

It's not safe to depend or be vulnerable.

The world is overwhelming and there is no one who can keep me safe.


Effects of Adverse Childhood Experiences or too much SENSITIVITY




 **Impact of Defendedness on Learning**

New Learning increases the feelings of **VULNERABILITY**

- These students instinctively **avoid** doing anything that would lead them into **vulnerable territory** – trying new things, asking questions, presenting original ideas, exploring the unknown.
- These students are reluctant to look at their own **mistakes** or to attend to their **failures** as that would make them feel **vulnerable**.
- They find it difficult to **admit to inadequacy or ignorance**, or to confess confusion, as that would open them to feelings of shame.
- They rarely ask for **assistance** from the teacher as that would create **feelings of dependency** and **vulnerability**.
- Since they cannot feel sad about what is not working, their brain is then less able to do “work arounds” – **they get stuck in their learning disabilities**.

 **Impact of defendedness on relationships**



It will be hard to “collect” the student.


- No eye-contact / ignoring
- A scowl when contact is made
- Mumbling or rude comment “under the breath”

**TO REMEMBER** from the student’s point of view:

- Attachment feels vulnerable
- Better to reject than be rejected
- Waiting for the kindness to be turned into a “but”, or critique, or a judgement about all they have done wrong

**Attachment Principles**


- Attachment is the primary need of a developing being. Separation is the greatest fear.
- Growth takes place in the context of a safe Attachment.
- A “safe” Attachment figure both cares about and cares for (takes charge of) the dependent being.
- Being dependent requires the ability to tolerate vulnerability.



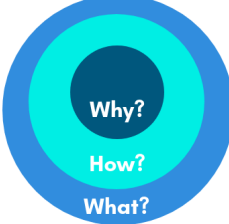




What works
<b>A Quiet Safe Place</b> <ul style="list-style-type: none"> <li>•Calm adults</li> <li>•Calm environment</li> <li>•Lots of predictability and structure</li> </ul>
<b>Compassionate containment</b> <ul style="list-style-type: none"> <li>•Close proximity to a CALM contained adult</li> <li>•Research shows that the brain is soothed by the touch and close proximity of a caring adult. <i>Perry, Coan</i></li> </ul>

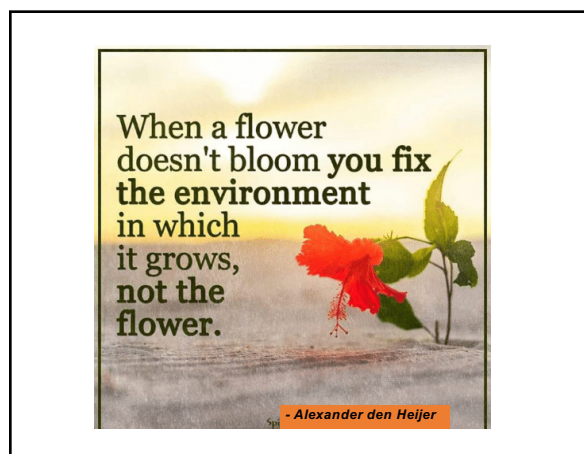
<b>BEHAVIOUR CHANGES WHEN...</b>
<b>Maturation</b> Behaviour changes as the brain matures
<b>Emotions</b> Behaviour changes when emotions are felt
<b>Vulnerability</b> Behaviour changes when vulnerability is protected
<b>Attachment</b> Behaviour changes when students are attached to adults

WHAT DOESN'T WORK
<b>Conventional Classroom Management and Problem Behaviour Centered Intervention</b>
 <ul style="list-style-type: none"> <li>• Rewards/Consequences</li> <li>• Behaviour management tracking systems</li> <li>• Being sent to the Principal's office</li> <li>• Detention/Reflection Room</li> <li>• Student behaviour contract</li> <li>• Zero tolerance discipline measures</li> <li>• Suspensions</li> </ul>
<i>It doesn't help change or improve student behaviour and it exacerbates the problem with troubled students</i>

WHAT DOESN'T WORK
<b>Student IEP and Action Plan based on child-centered goals</b>
Making them responsible and accountable for goals they cannot consistently attain on their own is a recipe for disaster: <ul style="list-style-type: none"> <li>• Highly challenging students often KNOW better but cannot DO better as Emotion overwhelms REASON.</li> <li>• These students are reluctant to look at their own mistakes or to attend to their failures as that would make them feel vulnerable.</li> <li>• To be able to regulate emotions it requires emotional growth and tender feelings, which highly challenging students often lack and struggle with. They need us to co-regulate.</li> <li>• Behaviour will improve when maturation occurs, but this takes time. In the meantime, they need our support and accompaniment to compensate for their immaturity.</li> </ul>
<i>It doesn't help change or improve student behaviour and it exacerbates the problem with troubled students</i>


<div style="border: 1px solid black; padding: 10px; text-align: center;"> <b>HOW: process</b>            specific actions taken to realize the why         </div>

<b>CHILDREN GROW AND MATURE WHEN ADULTS CREATE A RELATIONAL GARDEN</b>

We are gardeners, not sculptors. We create the environment and wait patiently for the growth. The consistency that children need is the knowledge that they can count on the adults in their world to provide what they need. We must have faith in the developmental plan. <b>Gordon Neufeld, PhD.</b>



## INTERVENTION PRINCIPLES

1. Respect and compensate for the level of **Immaturity**
2. Come along-side the emotional experience by allowing **Emotional Expression** and encouraging **Play**
3. Protect the **Vulnerability**
4. Preserve and maximize the **Attachment** relationship

Working with behaviour at its roots for lasting change.

### Best PRACTICES to consider

#### Attachment-friendly practices

Attachment-friendly practices allows for the child to:

- feel **CONNECTED** enough (sense of proximity, sense of belonging, sense of significance)
- feel **ACCOMPANIED** and **SUPPORTED** (it's an adult-lead intervention)

\* These conditions set the stage for a child to achieve a state of emotional rest.

#### Emotion & Play-based practices

Emotion & Play-based practices allows for the child to:

- feel **FREE** enough from obligations and distractions to express emotions
- feel **SAFE** enough to try alarming things (not for real)
- feel **INVITED** to express all ranges of emotion and feel **ACCOMPANIED** and **SUPPORTED** (it's an adult-child engaging intervention)

\* These conditions set the stage for a child to get in touch with his playful side and be engaged in learning.

#### Trauma-informed practices

Trauma-informed practices allows for the child to:

- feel **SAFE** enough (by establishing structure, predictability, stability and flexibility) – adults must avoid using punitive measures, which may trigger the child and re-traumatise them
- feel **ACCOMPANIED** and **SUPPORTED** (children exposed to toxic stress and trauma don't have the foundation to self-regulate, therefore adults are responsible for assisting them in co-regulation)

\* These conditions set the stage for a child to get in touch with his emotions and develop healthy emotional practices.

#### Sensory-friendly practices

Sensory-friendly practices allows for the child to:

- feel **SAFE** enough through a pleasant and non-threatening sensory experience that can cue the brain.
- feel **ACCOMPANIED** and **SUPPORTED** by the adults, which prevents the child from getting overwhelmed, causing him to become defensive and withdrawn.

\* These conditions set the stage for a child to be grounded and receptive to learn.

### Learning & Behaviour RESOLUTIONS

Healthy DEVELOPMENT

Emotions can be FELT and MOVE the child

SAFETY reduces the need for EMOTIONAL DEFENSES

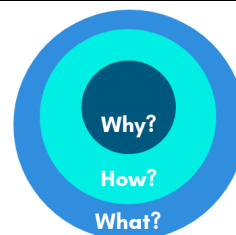
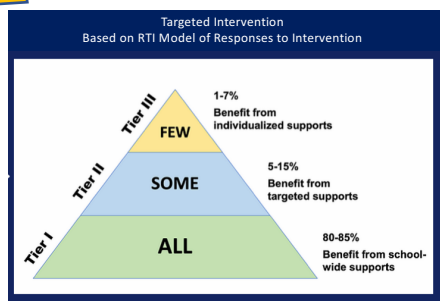
RELATIONAL SUPPORT

#### PREVENTION and INTERVENTION

Key factors in supporting challenging students

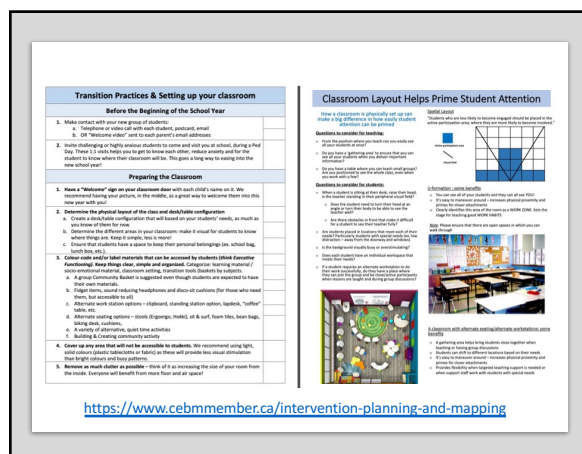
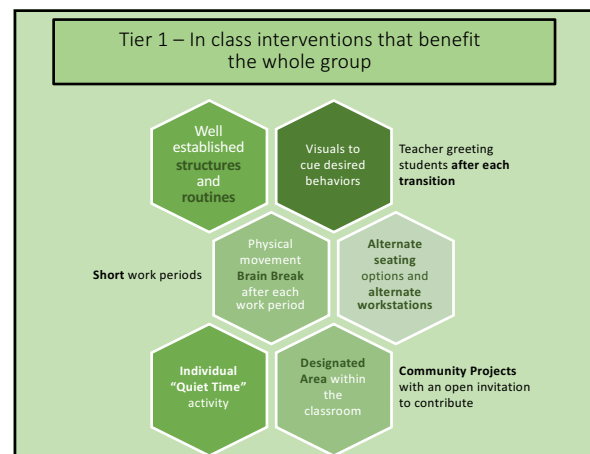
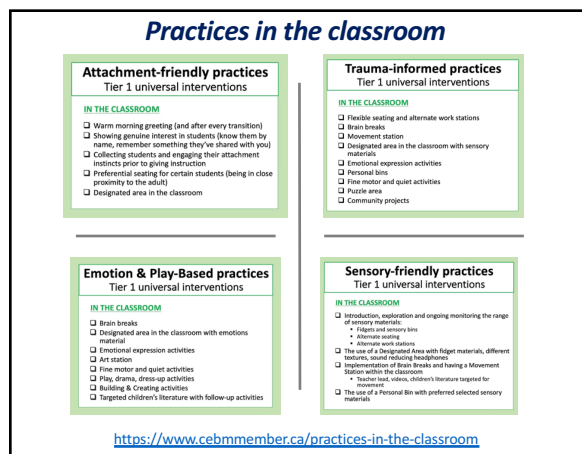
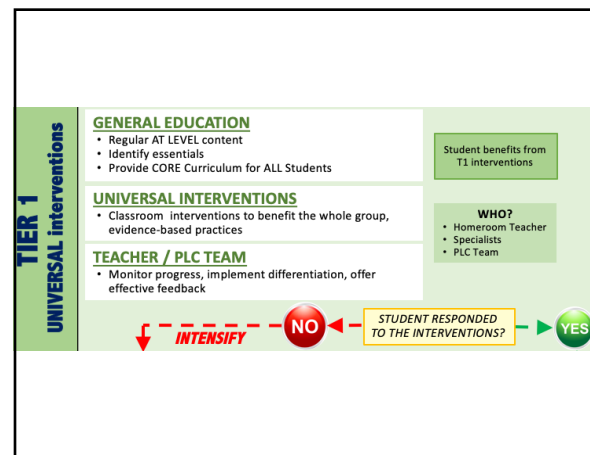
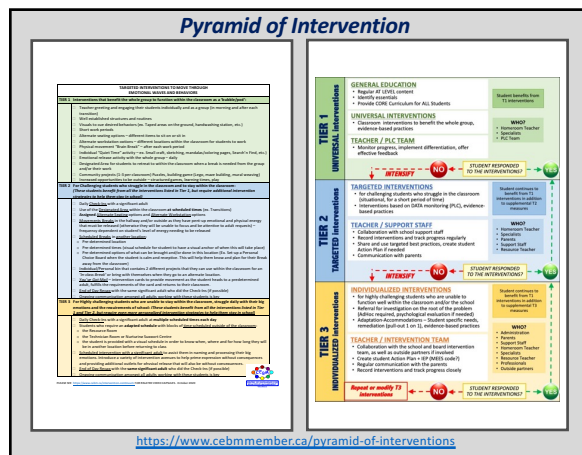
## RTI Model

Targeted Intervention  
Based on RTI Model of Responses to Intervention



## WHAT: result

what do you do to reach the desired outcome?



**Morning Greeting in the Classroom**

<https://www.cebmmember.ca/practices-in-the-classroom>

**Flexible Classroom**

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

**Classroom "Brain Breaks"**

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

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

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

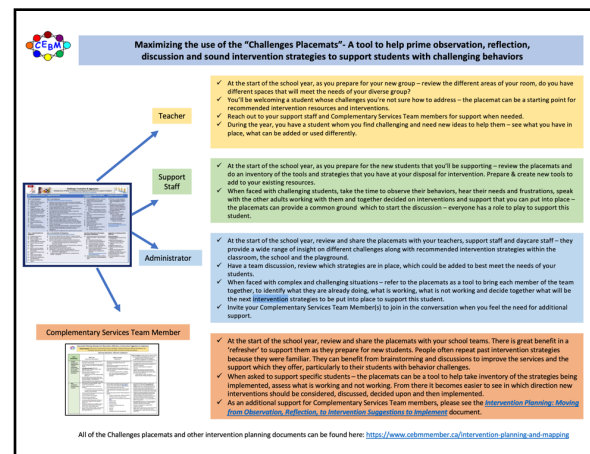
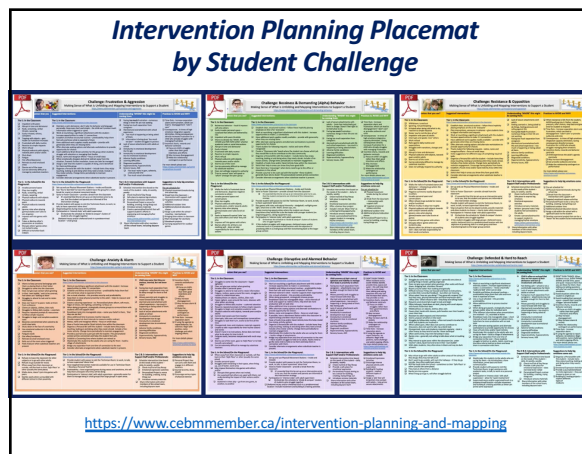
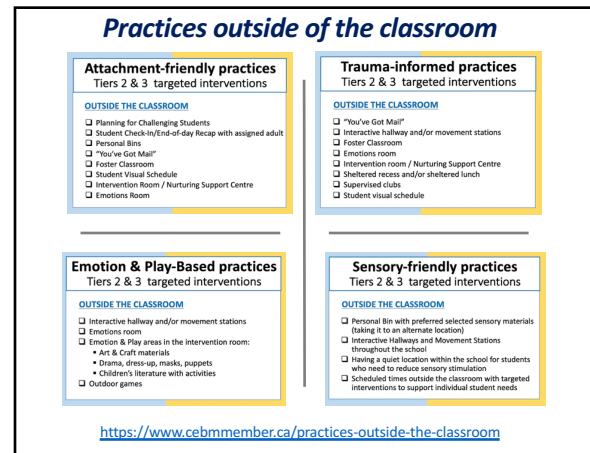
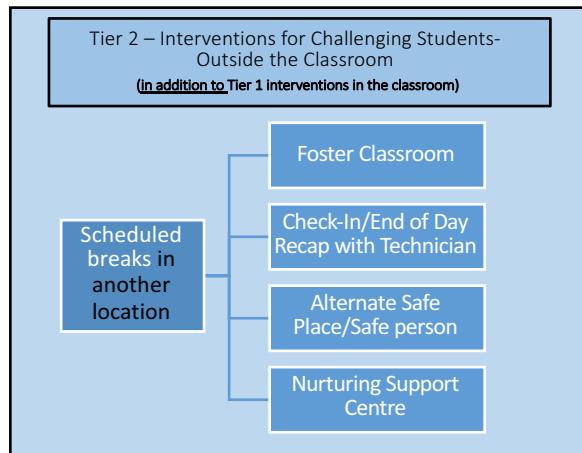
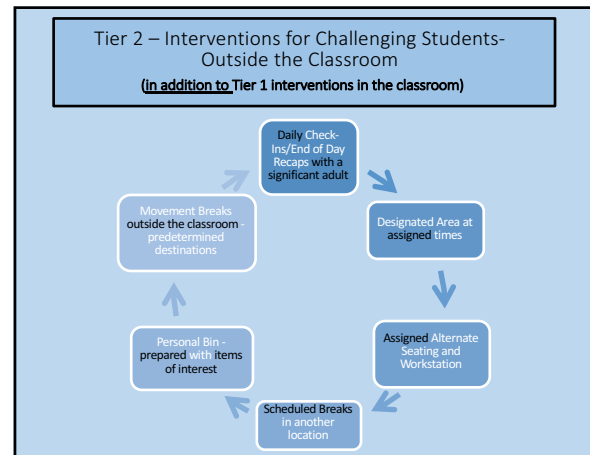
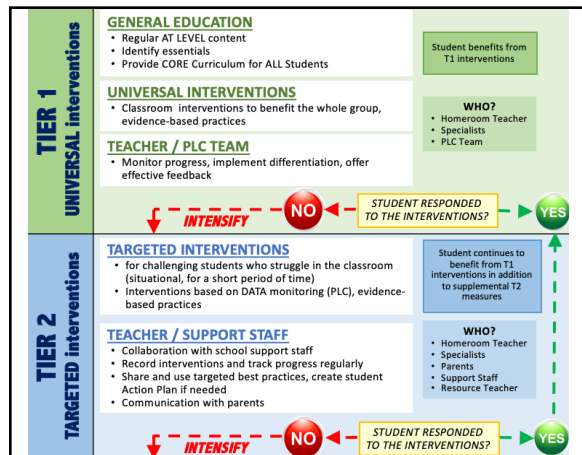
**Classroom Emotional Release Activities**

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

**Classroom "Quiet Corner"**

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








**How are you feeling today?**  
**Quelle émotion ressens-tu aujourd'hui?**

				
Excited/Excité	Shy/Timide	Surprised/Surpris	Sorry/Désolé	Happy/Heureux
				
Frustrated/Frustré	Anxious/Inquiet	Grumpy/Grinchieux	Silly/Ludique	Disappointed/Déçu
				
Sad/Triste	Proud/Fier	Proud/Fier	Proud/Fier	Proud/Fier

## *Scheduled time in the “Quiet Corner”*



**Materials inside the Designated Area can include an array of the following...**

Visuals	Hands on	Other
<ul style="list-style-type: none"> <li>▪ Breathing techniques</li> <li>▪ Exercise/yoga pictures (how to)</li> <li>▪ Emotions/feelings</li> <li>▪ Search and find bottle</li> <li>▪ Search and find books</li> <li>▪ Nature scenes</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calming basket (range of fidget tools)</li> <li>▪ Books (picture books, mazes, emotions, etc.)</li> <li>▪ Tactile bins (rice bin, lentil bin) with small items to find</li> <li>▪ Different writing utensils (white board and dry-erase markers, paper on a clipboard etc.)</li> <li>▪ Felt marble maze</li> <li>▪ Never ending drawing pad</li> </ul>	<ul style="list-style-type: none"> <li>▪ Calm lighting (flashlight, lava lamp, etc.)</li> <li>▪ Timers (sand timer, time timer)</li> <li>▪ Earbuds and music</li> </ul>

***"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/practices-outside-the-classroom>

**Individual Bin and Personal Choice Board**

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

**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/practices-outside-the-classroom>

**Nurturing Support Centre (NSC)**  
 Tier 2 Intervention – Targeted support


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

**NSC – KEY INTERVENTIONS**

- Caring adults
- Calm environment
- Structure and predictability
- Opportunity to talk
- Variety of calming spaces
- Variety of activities to help process emotions
- **ACADEMIC SUPPORT**
- Learning tools
- Communication with teachers to link intervention strategies back to the classroom

**GOAL: TO KEEP THE STUDENT ACADEMICALLY ENGAGED**

**NSC - DESIGNATED AREAS**  
**ELEMENTARY**

- ENTRY AREA
- ACTIVITY SPACES
- COCOONING/CALMING SPACES
- WORK SPACE WITH ADULT
- INDIVIDUAL WORK STATIONS
- INTERVENTION MATERIALS AT ARM'S REACH
- WORK BASKETS
- SCHOOL SUPPLIES IN COMMUNITY BASKETS
- KITCHEN AREA

**NSC Greeting Area**



## NSC Sensory/Tactile Area



## NSC Cocoon Area

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

## NSC Physical Movement Corner

Having an  
area  
dedicated to  
*Physical  
Movement*



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

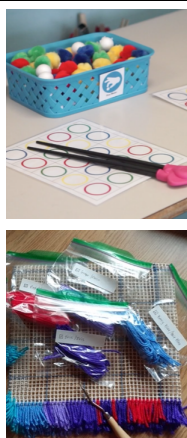
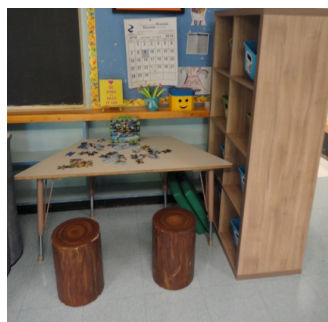
Having an  
area  
dedicated to  
*Emotions  
Intervention*

## NSC Emotions Area

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

NSC Puzzle and  
Fine Motor Area

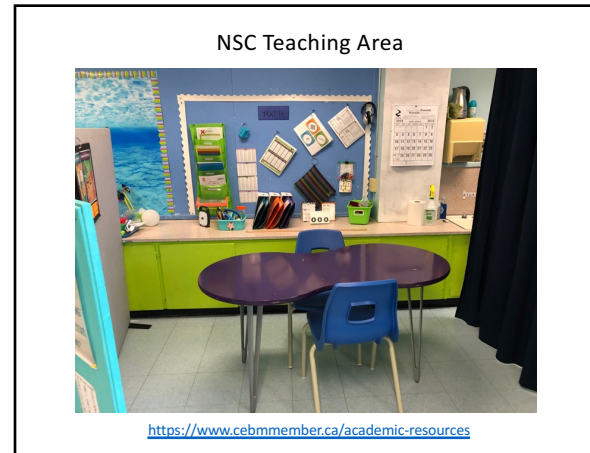
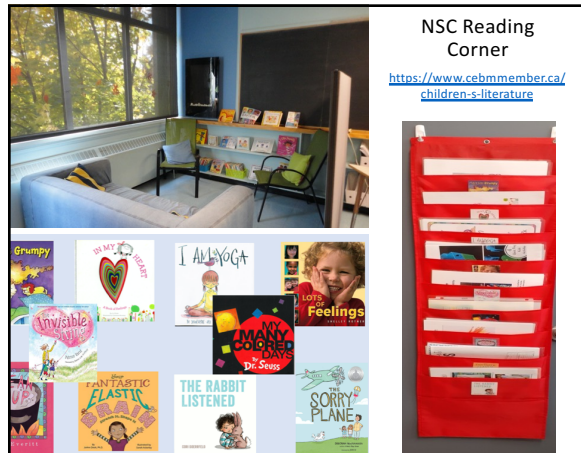
<https://www.cebmmember.ca/puzzle-area>

NSC Building &  
Creating Area

- Building & Creating Area – Set-Up
- Construction Mazes
- Fine-Motor Activities
- Yarn Creations – Playing with textures and colors
- Individual Projects
- Community Projects
- Store bought games –Our recommendations for NSCs

<https://www.cebmmember.ca/building-creating-area>





### Support Interventions during RECESS and LUNCH

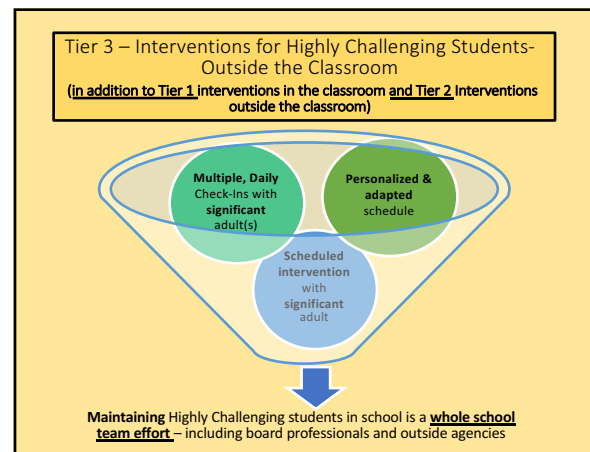
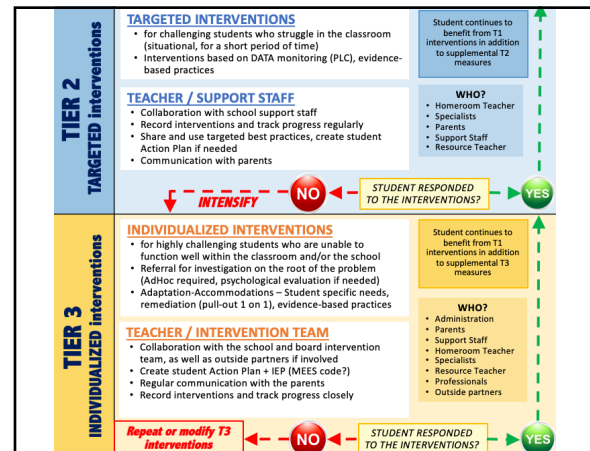
**RECESS Intervention Models**

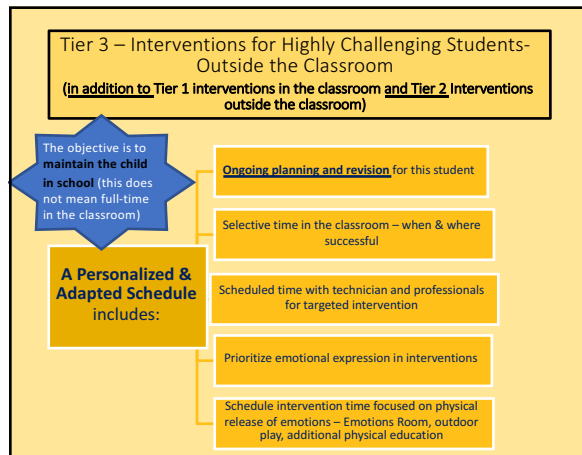
- Supported Recess:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of recess. An area of the playground is reserved for this purpose.
- Extended Recess:** meet the technician 10-15 minutes prior to recess. They are given additional recess time as it is deemed that the physical output is needed for them to be able to manage themselves well later into the day.
- Sheltered Recess:** come to the NSC during recess because they are unable to cope within the larger group on a behavioral and emotional level.

**LUNCH Intervention Models**

- Supported Lunch – Eating time:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of lunch.
- Supported Lunch – Outdoor play time:** meet a designated adult in a predetermined location at the onset or a few minutes prior to the beginning of lunch outdoor play time. An area of the playground is reserved for this purpose.
- Sheltered Lunch:** Identified students come to the NSC during lunch because they are unable to cope within the larger group on a behavioral and emotional level.

<https://www.cebmmember.ca/intervention-planning-and-mapping>





### Action Plan with adult-centered goals

ANALYSIS	
1. WHEN	
2. WHERE	
3. WITH WHOM	
4. PRECURSORS (WHAT HAPPENED BEFORE)	
5. WARNING SIGNS	
6. TRIGGERS (WHAT SETS THE CHILD OFF)	
7. THE MANY SOURCES OF FRUSTRATION	
a. Attachment frustration at home	
b. Things that "don't work"	
8. POTENTIAL SOURCES OF FRUSTRATION	
a. Substitute staff	
b. Major changes in schedule such as "Fun Days"	
INTERVENTION	
1. IDENTIFY SAFE ATTACHMENT FIGURES FOR INTERVENTION	
2. PLAN "B" FOR A DIFFICULT DAY	

<https://www.cebmmember.ca/intervention-planning-and-mapping>

### Daily multiple student "Check-Ins"



### Individualized Movement Schedule



- Personalized schedule used outside the classroom
- Includes structure and routine by the adult
- Includes choices for the student
- Models routine similar to the classroom



### Emotions Room Tier 3 Intervention

A safe space to release emotional energy without repercussion

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



### Nurturing Support Centre Tier 3 Intervention

Personalized & adapted schedule

Individualized support



Nurturing Support Centre – Intervention Planning															
Name:			NSC Meeting Date:												
Grade:	ERP:	Student	People Present:												
Teacher:															
Date Support Requested:		Professional report	Interventions which will be implemented for this student in the NSC												
Presenting challenges/concerns:	<table border="1"> <thead> <tr> <th>Check In</th> <th>Sheltered Recurs AM:</th> <th>Sheltered Recurs PM:</th> <th>Sheltered Recurs PM:</th> </tr> </thead> <tbody> <tr> <td>Weekly - story, rhyme, class, lunch, class, end of day</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Daily - Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )</td> <td>Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )</td> <td>Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )</td> <td>Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )</td> </tr> </tbody> </table>			Check In	Sheltered Recurs AM:	Sheltered Recurs PM:	Sheltered Recurs PM:	Weekly - story, rhyme, class, lunch, class, end of day				Daily - Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )	Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )	Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )	Mon ( ) Tue ( ) Wed ( ) Thurs ( ) Fri ( )
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Key information staff need to be aware of:	Subtitle Teacher present ( ) Foster Classroom NSC access for access to support ( )														
Interventions tried thus far:	Match with Teacher's name: _____ ( ) I need a break Room # _____ ( ) I have a scheduled time														
	Quiet Work station at scheduled times: Day/Time _____ ( ) I need to talk with an adult 1. _____ ( ) I need a quiet work space 2. _____ ( ) I need to be supervised by an adult 3. _____ ( )														
Name triggers, strategies and/or approaches to avoid:	Individualised scheduled time: ( ) Behavioural/Emotional Intervention ( ) Academic Support ( ) Scheduled time blocks with the NSC teacher														
Strengths/Intervents:	Introduce student to the following intervention tools and strategies: <table border="1"> <tbody> <tr> <td>( ) Flexible seating options</td> <td>( ) Flexible work stations</td> <td>( ) Primary holidays</td> </tr> <tr> <td>( ) Positive emotional expression (journaling list, brain intervention binder)</td> <td>( ) Sensory materials &amp; fidget tools</td> <td>( ) Activities to release physical &amp; calming activities</td> </tr> <tr> <td>( ) Hand/Elbow/FPC tools available for use</td> <td>( ) Sandtrays and Tinty items</td> <td>( ) Techniques to different floor surface and craft activities</td> </tr> </tbody> </table>			( ) Flexible seating options	( ) Flexible work stations	( ) Primary holidays	( ) Positive emotional expression (journaling list, brain intervention binder)	( ) Sensory materials & fidget tools	( ) Activities to release physical & calming activities	( ) Hand/Elbow/FPC tools available for use	( ) Sandtrays and Tinty items	( ) Techniques to different floor surface and craft activities			
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Adults with whom the child has good attachments in school:															

<https://www.cebmmember.ca/intervention-planning-and-mapping>

Nurturing Support Centre - Monthly Intervention Follow-up			
Month: _____			
Name:	Teacher:	Grade:	Date NSC Support Began:
What's working - Interventions in place	Ongoing challenges - New interventions to be implemented		New challenges - Interventions that will be implemented

[illegible]

**Tier 3 students require numerous adaptations to be maintained in school**



<b>Individualized schedule</b>	<ul style="list-style-type: none"> <li>•Personalized, frequent Check-Ins in order to nurture the student-adult relationship and to keep an active flow of communication</li> <li>•In class for specific times and subjects, with homework teacher only</li> <li>•Part-time schedule (ex. at home 2 afternoons/week, 3 afternoons in NS/Intervention area, 5 ams in the classroom with support)</li> <li>•Personalized visual schedule during intervention blocks</li> </ul>
<b>Individualized Intervention</b>	<ul style="list-style-type: none"> <li>•Targeted intervention around emotions, naming, expressing, how to channel energy without getting into trouble</li> <li>•Use of games, building and creating materials and art materials to provide contextual experiences</li> <li>•Use of play and drama to help prime expression</li> <li>•Providing a wide range of opportunities for the student to try intervention tools that can become part of a personal tool kit that can later be transferred into the classroom to help them be successful</li> </ul>
<b>Additions to consider</b>	<ul style="list-style-type: none"> <li>•• Additional physical education class with support</li> <li>•Physical education 1:1 with technician or attendant</li> <li>•Sheltered Recess</li> <li>•Sheltered Lunch</li> <li>•Outdoor time may be when other students are in class</li> </ul>
<b>Presence at school alternatives to consider</b>	<ul style="list-style-type: none"> <li>•• Student may be attending full days in school, but will not be in class full-time</li> <li>•• Student may have scheduled blocks of time in the NS/Intervention area or in Resource Room</li> <li>•• Part-time schedule, may attend only when 1:1 support can be provided</li> <li>•• Part-time schedule, may attend subjects with homework teacher only</li> </ul>
<b>Out of school</b>	<ul style="list-style-type: none"> <li>•• Homebound tutoring 5 hours/week - at home, in an alternate location, at school in a separate quiet location</li> <li>•• When student begins their return to school it is key to set-up a gradual integration schedule. The increases of time and demands are done very slowly so that they represent the student's capacity to manage more and not the adult's sense of urgency. Otherwise progress made can quickly be eroded and further struggles will need to be addressed.</li> </ul>

## ADAPTED student weekly schedule

2017-2018

HORAIRE DE NICOLAS

BUS-SHOTS: DUTY

	Lundi	Mardi	Mercredi	Jeudi	Vendredi
<b>HOMEROOM TIME</b>					
8:15 à 8:30					
8:30 à 8:45				MME NANCY	
8:45 à 10:00	MME NANCY	MME NANCY	MS. RAMONA		MME NANCY
10:00 à 10:15				GYM	
10:15 à 10:30					
10:30 à 10:45					
10:45 à 11:00	Recess	Recess	Recess	Recess	Recess
11:00 à 11:15					
11:15 à 11:30					
11:30 à 11:50	MME NANCY	MME NANCY	MME NANCY	MME NANCY	MME NANCY
11:50 à 12:05					
12:05 à 12:20					
12:20 à 12:35					
12:35 à 13:00		Diner	Diner		Diner
13:00 à 13:05		passing time	passing time		passing time
13:05 à 13:50		OASIS	OASIS		OASIS
13:50 à 14:05					GYM
14:05 à 14:20		GYM			GYM
14:20 à 14:35					
14:35 à 14:50					
14:50 à 15:05		OASIS	GYM		OASIS
15:05 à 15:20					
15:20 à 15:30	AVEC MAMAN OU PAPA		OASIS	AVEC MAMAN OU PAPA	

**Catherine Korah and Martine Demers**  
 Centre of Excellence for Behaviour Management  
[www.cebm.ca](http://www.cebm.ca)