

CEBM Pyramid Trajectory– **ELEMENTARY LEVEL**

CEBM has created this document to guide you in the trajectory of progressive support measures within a school setting. When handling challenging situations, keep in mind the child's developmental level, history, and individual differences. Please consult your board guidelines and policies, as well as your school protocols and safety plans.

Tier 1 [Universal Practices](#) during class time for the whole class group

- At Tier 1, the school staff (teacher, resource teacher, support staff, etc.) during class time must give priority to [preventive measures](#) for all students as a whole group.
- Creating an environment, which is inclusive and developmentally appropriate, that helps students feel safe and supported in their individual needs and differences. [Building a connection](#) with each student and deepening their attachments to increase their engagement and receptivity to the adults in charge. Making sure of displaying a [strong adult posture](#). Relying on structures, routines, and support measures to help students adapt well to their environment.
- Handling **challenging situations** (e.g., dress code, being late, no materials, work refusal, disturbing in class, talking back, profanity, etc.), where the student may be dysregulated, in a dignified way within the context of the [classroom by the teacher](#). **No student should be sent to the office for these types of occurrences**, requesting the help of support staff if needed. Students **are not typically referred to the Oasis/NSC at Tier 1**, unless exceptional circumstances. Letting the student know the relationship is intact, by not making the behaviour the bottom line. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation (e.g., whether school code of conduct is well, understood, adult expectations are explicit enough, and/or preventive measures in place are sufficient/beneficial), data tracking, and follow-up with the student/parents.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using [de-escalation](#) techniques if needed, [requesting the help of support staff for a check-in \(as a first step, not sending student straight to the office\)](#), and keeping the administration in the loop (consulting the school [safety protocol](#)). Important to document and communicate the incident to relevant staff involved with the student, as well as the parents. Repeated occurrences require further investigation, data tracking, and follow-up with the student/parents.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), [requesting the help of a designated adult for a check-in](#), using [de-escalation](#) techniques if needed, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the [list of universal practices](#), as well as the [Tier 1 checklist](#) for ideas. Reviewing the [list of considerations at Tier 1](#) to reflect on where you are situated in the trajectory.

Tier 1 [Universal Practices](#) during transitions (hallway, recess, lunch, daycare)

- At Tier 1, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) during transitions must give priority to [preventative measures](#) for all students.
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, in a dignified way within the context of the [schoolyard by the staff present](#). **No student should be sent to the office for these types of occurrences**, requesting the help of support staff if needed. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation, data tracking and follow-up with the student/parents.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using [de-escalation](#) techniques if needed, [requesting the help of support staff for a check-in \(as a first step, not sending student straight to the office\)](#), and keeping the administration in the loop (consulting the school overall [safety protocol](#)). Important to document and communicate the incident to relevant staff involved with the student, as well as the parents. Repeated occurrences require further investigation, data tracking and follow-up with the student/parents.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), [referring the student to a designated adult for a check-in](#), using [de-escalation](#) techniques if needed, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the [Pyramid of Interventions during transitions](#) for ideas.



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Tier 2 Targeted Practices during class time for **SOME** students

- At Tier 2, the school staff (teacher, resource teacher, support staff, etc.) are setting up measures during class time (in addition to Tier 1) for **SOME** students who require further support and accompaniment – benefit from blocs of time in a small-group setting (could divide the students into stations or multiple small-group projects).
- Providing more targeted attachment practices and setting up check-ins, as well as an adapted adult posture for a student at Tier 2. Compensating for the student's challenges by providing the conditions they need to be successful (breaks, respite, movement, moments in small-group setting, etc.). Coming alongside the student's emotions and acting as a co-regulator.
- Handling **challenging situations** (e.g., dress code, being late, no materials, work refusal, disturbing in class, talking back, profanity, etc.), where the student may be dysregulated, with understanding/consideration (not taking it personally), by providing support measures in the classroom or hallway. If needed, requesting the help of support staff (with the intention of a prompt return to the classroom). **No student should be sent to the office for these types of occurrences**. Some students could be referred to the Oasis/NSC, depending on the child and circumstance, but not before having attempted classroom or hallway Tiers 1-2 practices first. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation, data tracking and follow-up with the student/parents. This may also lead to exploring the need to create a student active prevention plan.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult for a check-in (as a first step, not sending student straight to the office), and keeping the administration in the loop (consulting the student safety plan). Important to document and communicate the incident to relevant staff involved with the student, as well as the parents. Repeated occurrences require further investigation, data tracking and follow-up with the student/parents, This may also lead to exploring the need to create a student active prevention plan.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult for a check-in, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the list of targeted practices, as well as the Tier 2 checklist for ideas. Reviewing the list of considerations at Tier 2 to reflect on where you are situated in the trajectory.

Tier 2 Targeted Practices during transitions (hallway, recess, lunch, daycare) for **SOME** students

- At Tier 2, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) are setting up measures during transitions (in addition to Tier 1) for **SOME** students who require further support and accompaniment – benefit from an accompanied recess/lunch within a small-group structured games and activities.
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, with understanding/consideration (not taking it personally), by providing support measures in the schoolyard. If needed, requesting the help of support staff. **No student should be sent to the office for these types of occurrences**. Some students could be referred to the Oasis/NSC, depending on the child and circumstance (ideally this would be scheduled preventively). Repeated occurrences may require further investigation, data tracking and follow-up with the student/parents. This may also lead to exploring the need to create a student active prevention plan.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult for a check-in (as a first step, not sending student straight to the office), and keeping the administration in the loop (consulting the student safety plan). Important to document and communicate the incident to relevant staff involved with the student, as well as the parents. Repeated occurrences require further investigation, data tracking and follow-up with the student/parents. This may also lead to exploring the need to create a student active prevention plan.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), using de-escalation techniques if needed, requesting the help of support staff or a designated adult for a check-in, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the Pyramid of Interventions during transitions for ideas.

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Tier 3 [Individualized Practices](#) during class time for FEW students

- At Tier 3, the school staff (teacher, resource teacher, support staff, etc.) are setting up measures during class time (in addition to Tiers 1-2) for FEW students who require [more intensive/individualized support and accompaniment](#) – benefit from blocs of time one-to-one time in an alternate setting (Oasis/[NSC](#)).
- Providing more [personalized attachment practices](#) and intensive check-ins, as well as an [adapted adult posture for a student at Tier 3](#). If not already in place, developing a [student active prevention plan](#), as well as collaborating and communicating with all adults involved. Providing times and spaces for the student to have breaks and/or to release pent-up emotion.
- Handling **challenging situations** (e.g., dress code, being late, no materials, work refusal, disturbing in class, talking back, profanity, etc.), where the student may be dysregulated, by following the recommendations included in the [student active prevention plan](#) or IEP (by the teacher). If needed, requesting the help of a designated adult at an alternate location (Oasis, [NSC](#), other spaces), with the intention of an eventual return to the classroom. **No student should be sent to the office for these types of occurrences.** Making sure to follow up and repair any potential fallouts due to the situation at hand. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation, data tracking and follow-up with the student/parents. This may also lead to making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), making sure two adults are present, following the recommendations included in the [student active prevention plan](#) or IEP for [de-escalation](#) (may benefit from having access to an [Emotions Room](#)). Requesting the help of a designated adult, such as a Technician in the [NSC](#), for a check-in (**as a first step, not sending student straight to the office**), and keeping the administration in the loop (consulting the [student safety plan](#)). Repeated occurrences require further investigation, data tracking and follow-up with the student/parents. This may also lead to making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), using [de-escalation](#) techniques if needed, referring the student to a support staff or a designated adult for a check-in, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the [list of individualized practices](#), as well as the [Tier 3 checklist](#) for ideas. Reviewing the [list of considerations at Tier 3](#) to reflect on where you are situated in the trajectory.

Tier 3 [Individualized Practices](#) during transitions (hallway, recess, lunch, daycare) for FEW students

- At Tier 3, the school staff (lunch monitor, schoolyard supervisor, support staff, daycare educator, etc.) are setting up measures during transitions (in addition to Tiers 1-2) for FEW students who require [more intensive/individualized support and accompaniment](#) – benefit from [sheltered recess/lunch](#) in an alternate setting (Oasis, [NSC](#))
- Handling **challenging situations** (e.g., dress code, disrupting a game/activity, minor conflict, profanity, etc.), where the student may be dysregulated, by following the recommendations included in the student's action plan or IEP (by the teacher). If needed, requesting the help of a designated adult at an alternate location (Oasis, [NSC](#), other spaces). **No student should be sent to the office for these types of occurrences.** Making sure to follow up and repair any potential fallouts due to the situation at hand. Repeated occurrences (depending on type of event, intensity/severity, frequency) may require further investigation, data tracking and follow-up with the student/parents. This may also lead to making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- Handling **more serious issues** (e.g., verbal threat, physical eruption, destruction of property, etc.), making sure two adults are present, following the recommendations included in the [student active prevention plan](#) or IEP for [de-escalation](#) (may benefit from having access to an [Emotions Room](#)). Requesting the help of a designated adult, such as a Technician in the [NSC](#), for a check-in (**as a first step, not sending student straight to the office**), and keeping the administration in the loop (consulting the [student safety plan](#)). Important to document and communicate the incident to all staff involved with the student. Repeated occurrences require further investigation, data tracking and follow-up with the student/parents. This may also lead to making potential changes to the [student active prevention plan](#) and investigating the need for more intensive measures.
- In the event of a **situation which has become a safety issue** related to Bill 56 and/or Bill 9 (e.g., bullying, violence, sexual violence, possession of a weapon, etc.), using [de-escalation](#) techniques if needed, referring the student to a support staff or a designated adult for a check-in, implicating the school administration, and following the steps within the school Anti-Violence-Anti-Bullying Plan. Important to document and communicate the incident, as per the ABAV plan.
- Consulting the [Pyramid of Interventions during transitions](#) for ideas.

