

Nurturing Support Center

5. How does it work?

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At the Organizational Level
(Macro-Level Functioning)

The NSC Does Not Just Support Students — It Strengthens the Adults Around Them



Direct Student Support

- Co-regulation
- Individualized interventions
- Emotional safety
- Skill development



Adult Capacity Building

- Consultation and coaching
- Collaborative problem-solving
- Reflective practices
- Classroom adaptations



System Capacity Building

- Shared procedures
- Coordinated services
- Data-informed decisions
- Sustainable implementation

Key Message: *The long-term success of the NSC depends not only on the support provided to individual students, but also on the capacity developed within the adults and systems surrounding them.*

The Student: Supporting Individual Needs



Promoting **emotional and behavioural regulation.**

Strengthening safety, connection, and belonging.

Supporting readiness to learn and meaningful participation in school.

These are key areas of support *that help students feel safe, connected, and ready to learn and participate fully in school.*

The Adults: Strengthening Professional Practices



Fostering shifts in adult posture and relational approaches.

Promoting collaboration and shared responsibility.

Providing consultation, coaching, and capacity building.

These are key strategies *for strengthening professional practice and creating the conditions for effective, inclusive support.*

The System: Creating Conditions for Sustainable Support



Establishing clear structures and consistent processes.

Ensuring adequate resources and clearly defined roles.

Promoting a collaborative, data-informed culture of continuous improvement.

These are key strategies *for creating the conditions for sustainable, effective, and inclusive support.*

From Doing FOR to Building Capacity WITH

The NSC as a Service

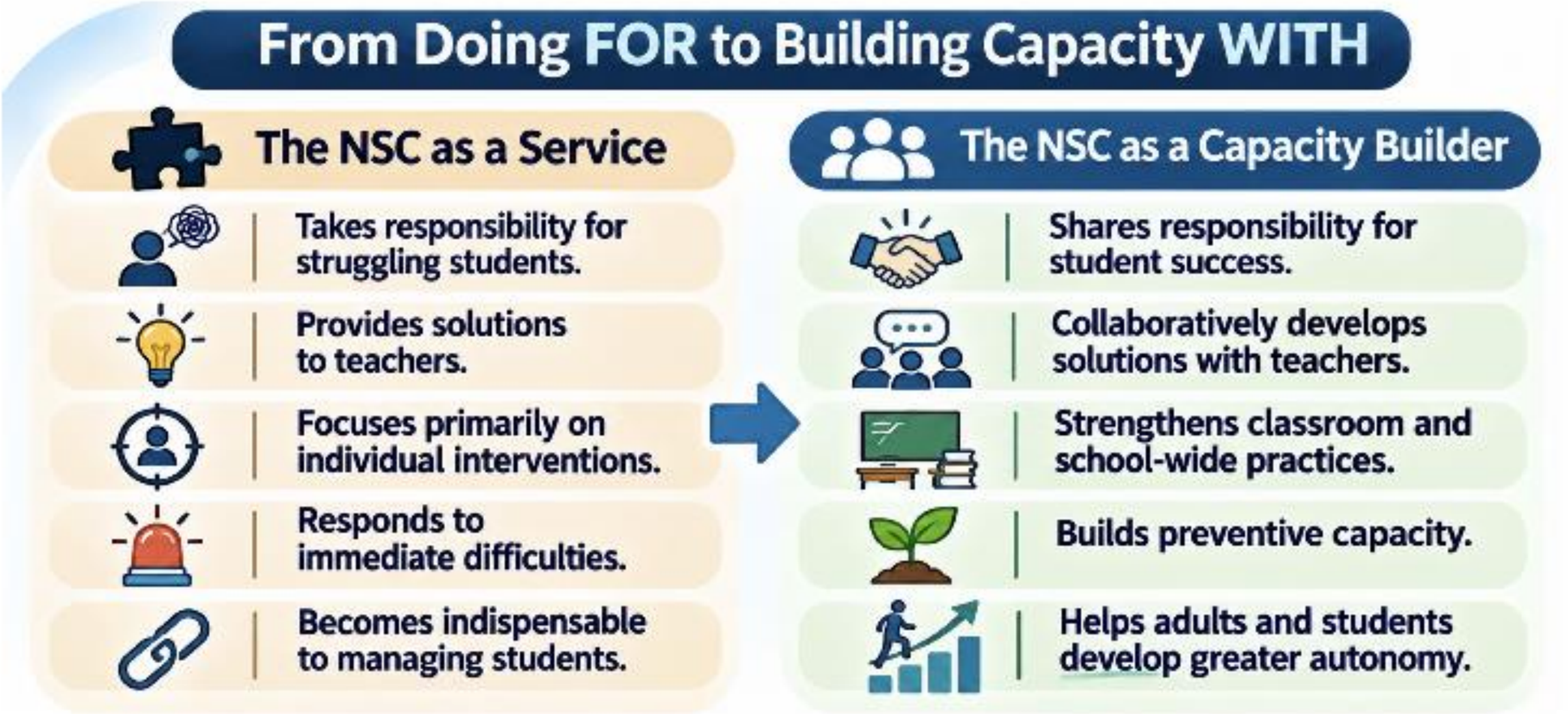
- Takes responsibility for struggling students.
- Provides solutions to teachers.
- Focuses primarily on individual interventions.
- Responds to immediate difficulties.
- Becomes indispensable to managing students.

The NSC as a Capacity Builder

- Shares responsibility for student success.
- Collaboratively develops solutions with teachers.
- Strengthens classroom and school-wide practices.
- Builds preventive capacity.
- Helps adults and students develop greater autonomy.

Key Message: The goal is not to make the school increasingly dependent on the NSC. It is to strengthen the school's collective capacity to respond to student needs.

HOW DOES IT WORK?



SELF-REFLECTION

How does your school's NSC function? Is the primary focus on direct student support or does it rather help build capacity? When a student struggles to function successfully in your school, what typically happens? Are the responses primarily reactive, or do coordinated systems enable you to intervene proactively? Are the interventions more geared towards receiving students who are sent out of class and crisis management, or is there a focus on prevention?

5. How does it work?

At the Operational Level
(Micro-Level Functioning)

What Does NSC Support Actually Look Like?

Support can take different forms, depending on each student's needs.



Preventive check-ins and relationship-building



Individualized co-regulation strategies



Targeted skill development



Adjustments to classroom expectations and environments



Collaborative problem-solving with teachers



Consultation and coaching for school staff



Coordinated planning with families and professionals



Gradual adjustments to the intensity of support



NSC support is not defined solely by the time a student spends in the physical space.

What Should Students Experience Through the NSC?



Students should feel:

Safe	"I have adults I can turn to when things become difficult."
Connected	"I still belong to my classroom and school community."
Understood	"Adults try to understand what I need, not just what I do."
Supported	"I receive the help I need without feeling excluded or singled out."
Capable	"I am developing the skills and confidence to navigate challenges."
Included	"I remain connected to meaningful learning opportunities."

Key Message: **The true measure of an inclusive support system is not only how it operates, but how students experience it.**

Comparison of Intervention Practices in a School Implementing a Nurturing Support Center

	Practices to Prioritize *(aligned with the philosophy of the NSC)*	Practices to Avoid or Transform *(punitive approaches or overly behaviour-focused)*
1 Welcoming and building relationships	• Welcome the student with a calm, caring, and predictable presence. • Observe signs of discomfort (reading the student's cues). • Offer co-regulation immediately (body, posture, tone).	• Welcome the student using a purely cognitive approach (a speech, a fact sheet, an authorization). • Focus on the behaviour or interrogate/confront upon arrival. • Rely on rewards for appropriate behaviour.
2 Understanding behaviour	• Understand behaviour as a manifestation of underlying needs. • Consider the function of behaviour (safety, connection, belonging, etc.). • Adjust the environment rather than trying to change the student.	• Interpret behaviour as a willful choice or something to correct. • Focus solely on observable behaviour. • Rely exclusively on consequences to prevent recurrence.
3 Responding to needs	• Prioritize basic and contextual needs (security, rest, food, movement). • Offer concrete, tailored options (space, time, adult presence). • Create favourable conditions for success and a sense of belonging.	• Respond to needs only after the student has been "calmed down." • Label behaviour as inappropriate. • Minimize the student's underlying needs.
4 Managing emotions	• Actively co-regulate with the student (presence, tone, rhythm, proximity). • Validate and acknowledge the emotions experienced. • Teach and model adaptive emotion regulation strategies. • Recognize the helpful function of emotions (e.g., a protective signal). • Adjust expectations based on the student's state of regulation.	• Expect the student to regulate on their own, without support. • Focus only on verbal control or self-calming techniques during dysregulation. • Interpret emotional expressions as manipulation, a way to gain control, or inappropriate behaviour. • Look for immediate compliance rather than exploring what the student needs.
5 Calming and regulation	• See calming as part of the intervention process. • Intervene on the causes (e.g., fatigue, sensory overload, relationship). • Respect the student's individual regulation pace.	• Expect calmness as a precondition for intervention. • Use only quick "techniques" to make the student calm down. • Rush the student back to class as soon as they appear calm.

Comparison of Intervention Practices in a School Implementing a Nurturing Support Center

	Practices to Prioritize (aligned with the philosophy of the NSC)	Practices to Avoid or Transform (punitive approaches or overly behaviour-focused)
6 Adult-student relationship	• Maintain a stable, predictable, and unconditional relationship. • Adapt one's posture and communication style (tone). • Build a sense of belonging within a supportive school community.	• Base the relationship on threats (consequences, ultimatums). • Use the relationship as a control tool. • Give up or neglect an attentive, caring adult posture.
7 Discipline and supervision	• Use discipline as an educational tool. • Maintain the connection during interventions. • Provide clear, coherent, and restorative interventions.	• Use discipline as the primary form of response. • Isolate the student without support. • Focus solely on compliance.
8 Teaching skills	• Teach in a concrete, meaningful, and relevant way. • Model and practice new skills in real-life contexts. • Adjust the teaching approach based on the student's pace, interests, and motivation. • Consider that the acquisition of a new skill is a gradual process that requires time and repetition.	• Assume that teaching a skill will automatically lead to its use. • Apply the same general approach to all contexts. • Teach a skill once, without providing ongoing support. • Expect immediate mastery, even when the student is in a dysregulated state. • Ignore the importance of repetition and systematic practice in a safe, stable environment.
9 Break times	• Use break time as a safety and regulation tool. • Allow for team consultation time. • Maintain relational and supportive follow-up.	• Use break time as punishment or exclusion. • Leave the student alone, without support. • Seek immediate compliance.

The Student Support Process in the NSC

From Identifying Needs to Strengthening Classroom Participation

1



Identify Needs

Recognize when existing supports are insufficient.

2



Understand the Situation

Explore student needs, strengths, environmental factors, and barriers.

3



Collaboratively Plan

Establish shared goals and coordinated interventions.

4



Provide Support

Implement individualized support across relevant environments.

5



Monitor Progress

Observe changes in regulation, engagement, and participation.

6



Adjust Supports

Modify the intensity, frequency, and nature of interventions.

7



Strengthen Classroom Participation

Promote increasing autonomy, belonging, and participation in learning.



The NSC is not a destination.

It is a coordinated support process designed to strengthen the student's capacity to participate successfully in school.

Nurturing Support Centre – Intervention Planning

Name:				**NSC Meeting Date:**	
Grade:		**IEP:**		**Student code:**	**People Present:**
Teacher:					
Date Support Requested:			**Professional report:**		**Interventions which will be implemented for this student in the NSC**

Presenting challenges/concerns: **Key information staff need to be aware of:**		**Check In** **Daily** – entry, recess, class, lunch, class, end of day **Weekly**- Mon ( )Tue ( ) Wed ( )Thurs ( ) Fri ( ) **Substitute teacher present** ( )	**Sheltered Recess AM:** Mon ( ) Tues ( ) Wed ( ) Thurs ( ) Fri ( )	**Sheltered Lunch:** Mon ( ) Tues ( ) Wed ( ) Thurs ( ) Fri ( )	**Sheltered Recess PM:** Mon ( ) Tues ( ) Wed ( ) Thurs ( ) Fri ( )
Interventions tried thus far: **Name triggers, strategies and/or approaches to avoid:**		**Foster Classroom** **Match with: Teacher's name:**_____ **Room #:**_____ **Quiet Work station at scheduled times:** **Day/Time** **1.** _____ **2.** _____ **3.** _____ **Individual scheduled time:** **( ) Behavioral/Emotional intervention** **( )Academic Support** **( )* Scheduled time blocks with the NSC teacher** _____	**NSC passes for access to support:** ( ) I need a break ( ) I have a scheduled time ( ) I need to talk with an adult ( ) I need a quiet work space ( ) I need to be supervised by an adult ( )_____	
Strengths/interests:		**Introduce student to the following intervention tools and strategies:**			
		( ) Flexible seating options	( )Flexible work stations	( ) Privacy folders	
		( ) Prime emotional expression (parking lot, books, intervention folder)	( ) Sensory materials & fidget tools	( ) Activities to refocus (building & creating, puzzles, drawing/coloring options, books)	
Adults with whom the child has good attachments in school:		( ) Math/ELA/FSL tools available for use	( ) Sandtimers and Time timers	( ) Exposure to different fine-motor and craft activities	

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.

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

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

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.

www.cebm.ca

STUDENT ACTIVE PREVENTION/SAFETY PLAN · TEMPLATE DOCUMENT

Student name: DOB:

School/Board: Grade Level: Homeroom Teacher:

Student stress level	Observable signs	Adult posture and practices suggested	Adult posture and practices to avoid
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

A Clear and Intentional Purpose for Each Visit

Each visit to the NSC should serve a clear and intentional purpose.



Every staff member working within the NSC should be able to answer the following questions:

- ***Why*** is this student attending the NSC?
- What ***underlying needs*** are being addressed?
- What are the ***intended objectives***?
- What ***individualized strategies and supports*** will help the student achieve these objectives?
- Are the student's struggles and challenges being addressed ***preventively***? Are there scheduled blocks of time in the student's weekly calendar, when they're available and receptive, to explore and try out different tools and support measures?