


Nurturing Support Centre: An Asset in any School



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NURTURING SUPPORT CENTRE (NSC)

An alternative environment for students who are not able to function in the regular classroom at certain times of the day.

PROVIDES SUPPORT:

- BEHAVIOURAL
- EMOTIONAL
- ACADEMIC

- not a segregated class
- part of a continuum of interventions
- relationship based – managed by the adults
- quiet, structured and secure environment
- nurturing - supportive
- provides respite for students and teachers



A GREENHOUSE

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LET'S NOT FORGET

We cannot expect classroom teachers alone to provide all the conditions all the time for students with pressing emotional needs.

The role of the classroom teacher, however, must remain significant even when other persons become involved in service plans.

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WHY A NURTURING SUPPORT CENTRE?

MASSEY-VANIER HIGH SCHOOL, ETSB


2008 – LOOKING FOR AN ALTERNATIVE TO TYPICAL INTERVENTIONS:

- Time Out room
- Reflection Room
- Detention
- Out of sight out of mind
- Behaviour Management using rewards and contracts
- Progressive discipline measures
- Suspensions


BECAUSE OF THE “FREQUENT FLYERS”

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At a Crossroads



PLAN A PLAN B



WE WERE GETTING NOWHERE



WE WERE LOSING OUR STUDENTS

We had to start looking at kids through a different set of lenses

Maturation
Vulnerability
Attachment


Emotions

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NSC IMPORTANT FACTORS for SUCCESS

- A committed administration
- A staff invested and dedicated to a developmental approach and committed to making things work for students who are struggling
- Willingness and ability to finance the materials and staff needed for the NSC
- Permanent NSC coordination team headed by the Administrator of the school.
- Regular team meetings (ongoing and often)
- Clear establishment of roles within the school
- On going Professional development for the team
- Ongoing support from a Board professional

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USING AN NSC	
<p>The exact use of the NSC for each student is meant to be determined through the collaboration with:</p>	
	<ul style="list-style-type: none"> ○ NSC team ○ homeroom teacher ○ subject teachers ○ principal, ○ professionals ○ support staff ○ school team ○ parents ○ key adults ○ student

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NSC – TYPICAL STUDENT PROFILE
<ul style="list-style-type: none"> • often get into in trouble in class, in the hallways, at recess, at lunch etc. • continue to experience difficulty despite a variety of interventions • do not seem to learn from typical consequences • have a hard time with classroom expectations • struggle with academics along with other problems • sometimes disrupt the learning of others • therefore, spend time outside of the classroom • are experiencing personal situations that are upsetting to them • have lived challenging family situations • are very anxious

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USING AN NSC KEY INTERVENTIONS
<ul style="list-style-type: none"> • caring adults • quiet environment • structure and predictability • time to speak with an adult • variety of soothing spaces • places and activities to help process emotions • educational support • tools needed to work • communication with teachers to link intervention strategies to the classroom
<p><i>OBJECTIVE: KEEP THE STUDENTS ENGAGED IN THEIR LEARNING</i></p>

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SETTING UP A NSC – STAFF ATTITUDE
<ul style="list-style-type: none"> • relationship oriented • able to take the alpha role • reflective and open in team discussions where interventions are reviewed • understanding of immaturity and the impact of complex trauma on student behaviour • willing and able to create an environment for the immature • managing behaviour by structure not by consequences

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INTERVENTIONS THAT ARE NOT RECOMMENDED
<ul style="list-style-type: none"> • Reward systems • End of day evaluation sent home in the agenda • Tracking systems • Contracts • A <u>system</u> of “consequences”
<p>If a student blatantly violates the school code of conduct, the usual school disciplinary action is imposed.</p>

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USING AN NSC TYPES OF INTERVENTIONS
<p><u>SCHEDULED TIME</u></p>
<ul style="list-style-type: none"> ○ am/pm “Check-In” ○ shorter class time ○ during certain class activities ○ during certain subjects ○ during lunchtime ○ during recess and breaks

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**USING AN NSC
TYPES OF INTERVENTIONS**

UNSCHEDULED
as a **preventative** measure

- with a substitute teacher
- a day with a disrupted schedule
- when the student is “out of sorts”
- when the teacher determines that a break is necessary
- when the student identifies that they need extra support
- when the situation at home is difficult


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**USING AN NSC
TYPES OF INTERVENTIONS**

PROCESSING EMOTIONS

- talking to an adult
- using art activities – drawing, writing
- using designated activities for processing emotions
- sitting quietly
- using an Emotions Room (if available), with adult support



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**USING AN NSC
TYPES OF INTERVENTIONS**

ACADEMICS

- Each student has a “work basket” – with work from his/her teachers
- Students are given help with completing assignments
- Work-stations have supports for helping students to complete assignments independently
- Students are provided with “study strategies”
- Some NSCs have a Resource Teacher who can provide assessment and intervention
- There are alternate activities available of a pedagogical nature

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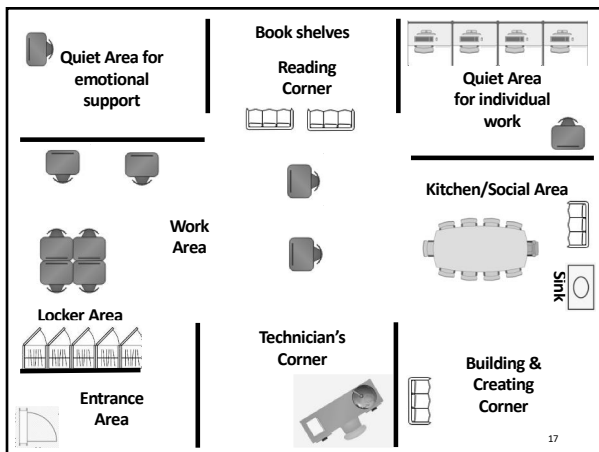
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PHYSICAL SPACE - DESIGNATED AREAS

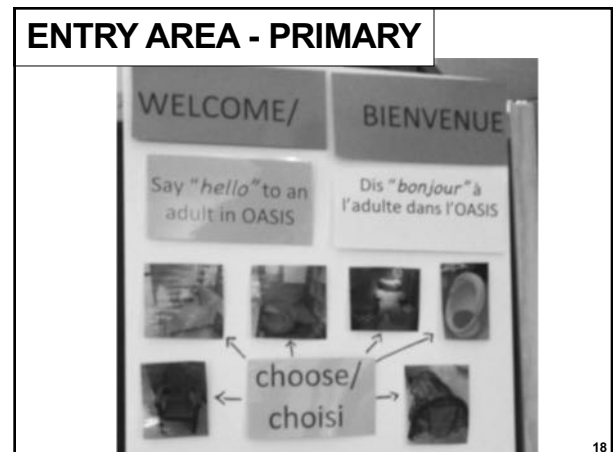
- Entry area
- Kitchen area
- Designated spaces – work and social
- Assigned workspace
- Private area – emotions/quiet
- Private meeting area – working space
- Individual desks
- Social area
- Lockers
- Work baskets
- School supplies for all

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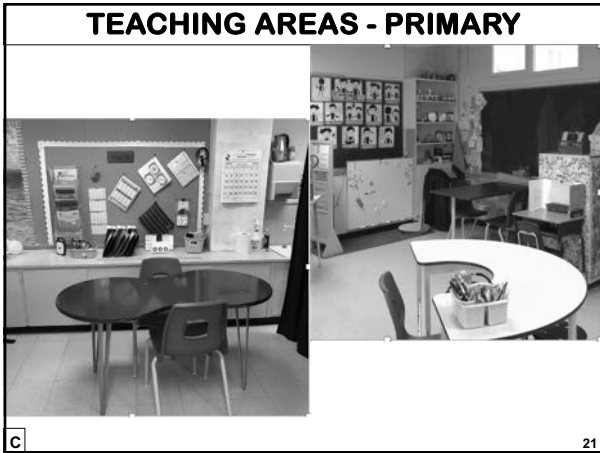
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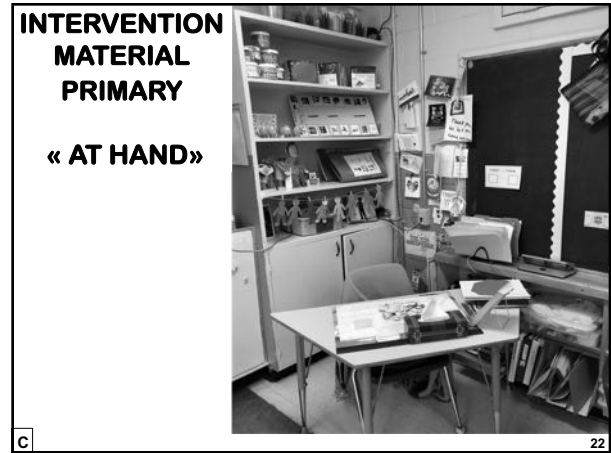
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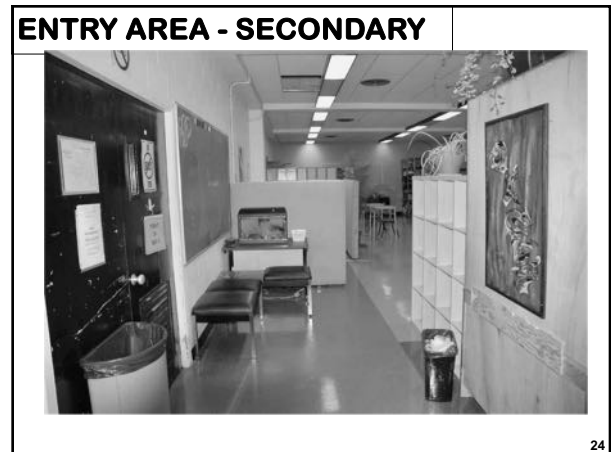
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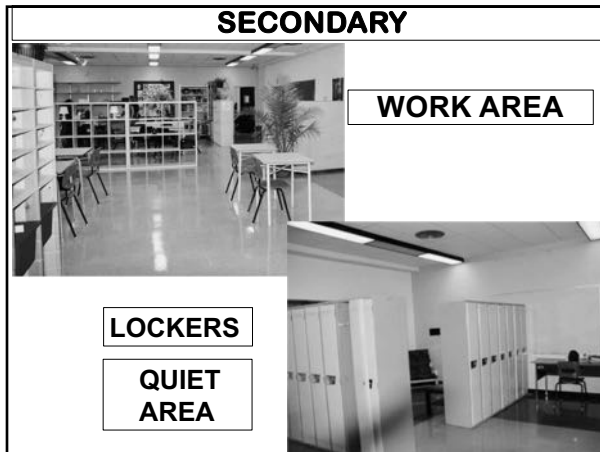
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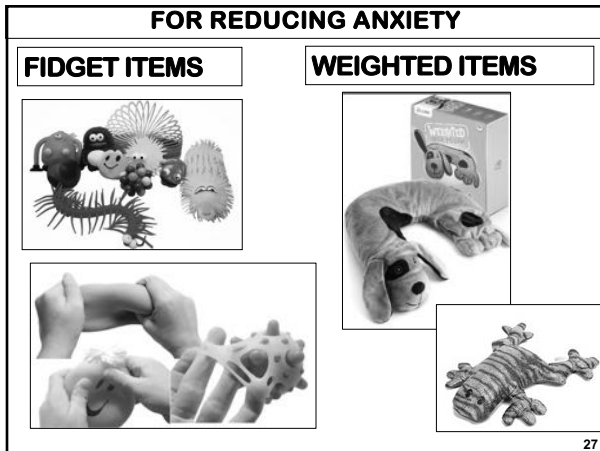
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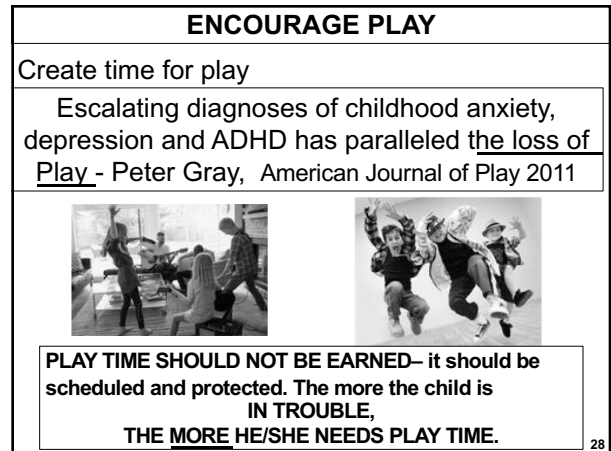
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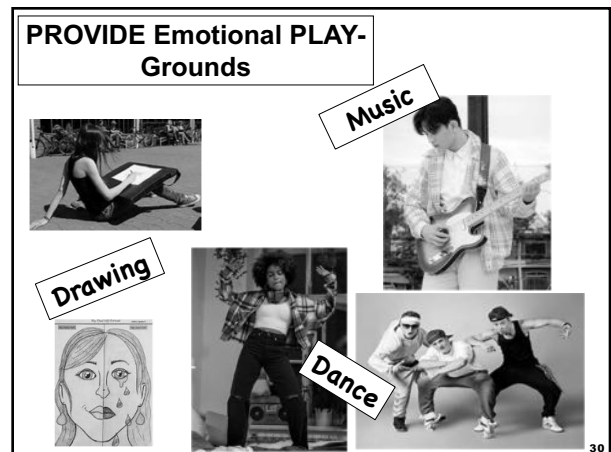
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FREQUENTLY ASKED QUESTIONS

- Does this mean these students are being “labelled”?
- Won't the other students be jealous?
- But isn't he going to miss out on his learning?
- Aren't you rewarding her for acting inappropriately?
- But won't they want to stay all day instead of returning to class?



CARING

LEADING

“When dealing with the immature, we need to win their hearts to open their minds to our influence.”

Gordon Neufeld 31

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HOW BEHAVIOUR CHANGES

Maturation

Behaviour changes as the brain matures

Vulnerability

Behaviour changes when vulnerability is protected

Attachment

Behaviour changes when students are attached to adults

Emotions

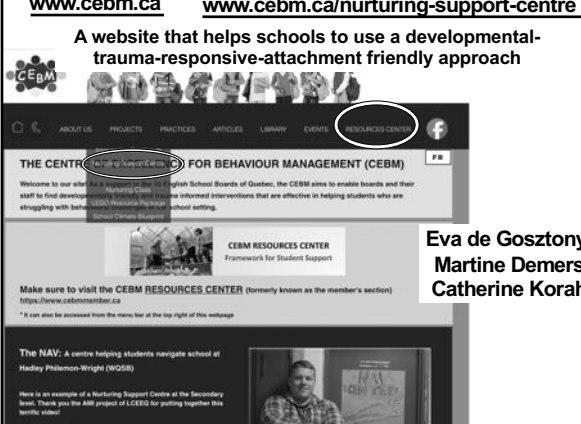
Behaviour changes when emotions are felt

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www.cebm.ca www.cebm.ca/nurturing-support-centre

A website that helps schools to use a developmental-trauma-responsive-attachment friendly approach



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