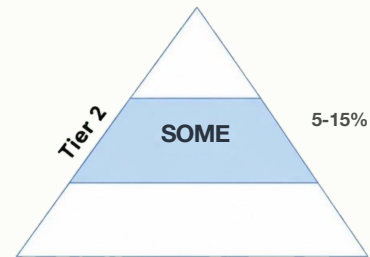


TARGETED Practices for SOME Students at Tier 2



Targeted Support Meaningful Progress.

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



1

Resource Teacher involvement at Tier 2

At Tier 2: Collaborator & Problem Solver

Working with teachers and others to provide targeted supports for students who need additional help.



1 Identify patterns

Work with teachers
to look at classroom
data, observations,
and student input
to identify patterns
and areas of need.



2 Clarify needs

Help the team
understand the
underlying needs,
strengths, and
barriers so supports
can be purposeful
and targeted.



3 Develop targeted supports

Collaborate with
teachers to plan and
select evidence-informed
strategies, interventions,
and accommodations
that match the student's
needs.



4 Model strategies

Demonstrate and
co-teach targeted
strategies, share
resources, and
support classroom
implementation.



5 Check whether supports are helping

Collect and review
feedback and data
with the team to see
what is working,
what isn't, and
under what
conditions.



6 Adjust collaboratively

Make changes based
on what is working,
continue to refine
supports, and plan
next steps with the
teacher and team.



Focus on targeted support

Build targeted, evidence-informed supports that help students make progress,
increase their independence, and experience success in their learning.

2



Different challenges. Same potential. With the right support, students can succeed.

Tier 2: Tier 2 Does Not Necessarily Mean Severe Behaviour

Notice the patterns

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.

3

Patterns vs. Isolated Incidents

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

An Isolated Incident

 A single difficult math class doesn't necessarily indicate a need for Tier 2 support.

A Pattern

 But if a teacher notices:
"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..."
 that is a **pattern**.

A Tier 2 Lens Asks

 What happens immediately before this pattern?

 What **demand** is present?

 What does the student seem to be trying to escape, obtain or communicate?

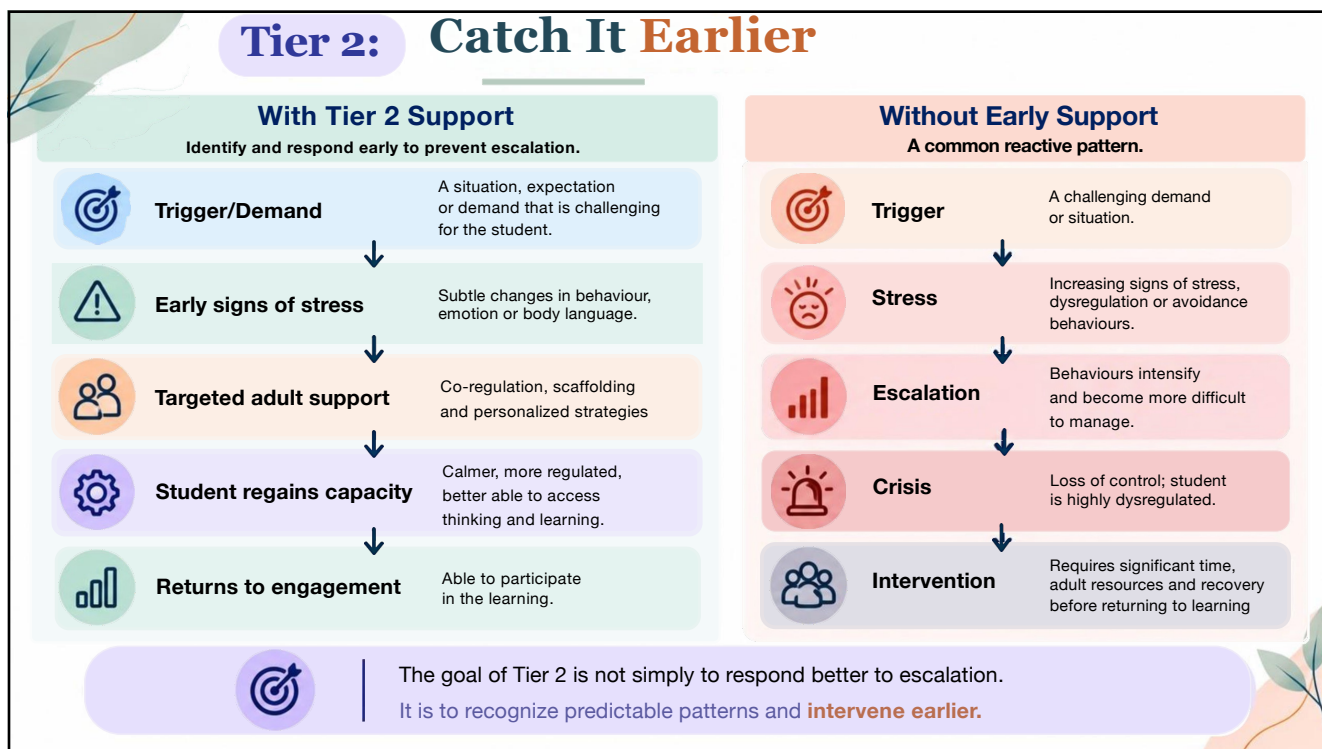
 When does this **not** happen?

 What helps the student **remain engaged**?

Look beyond the event. moment.

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

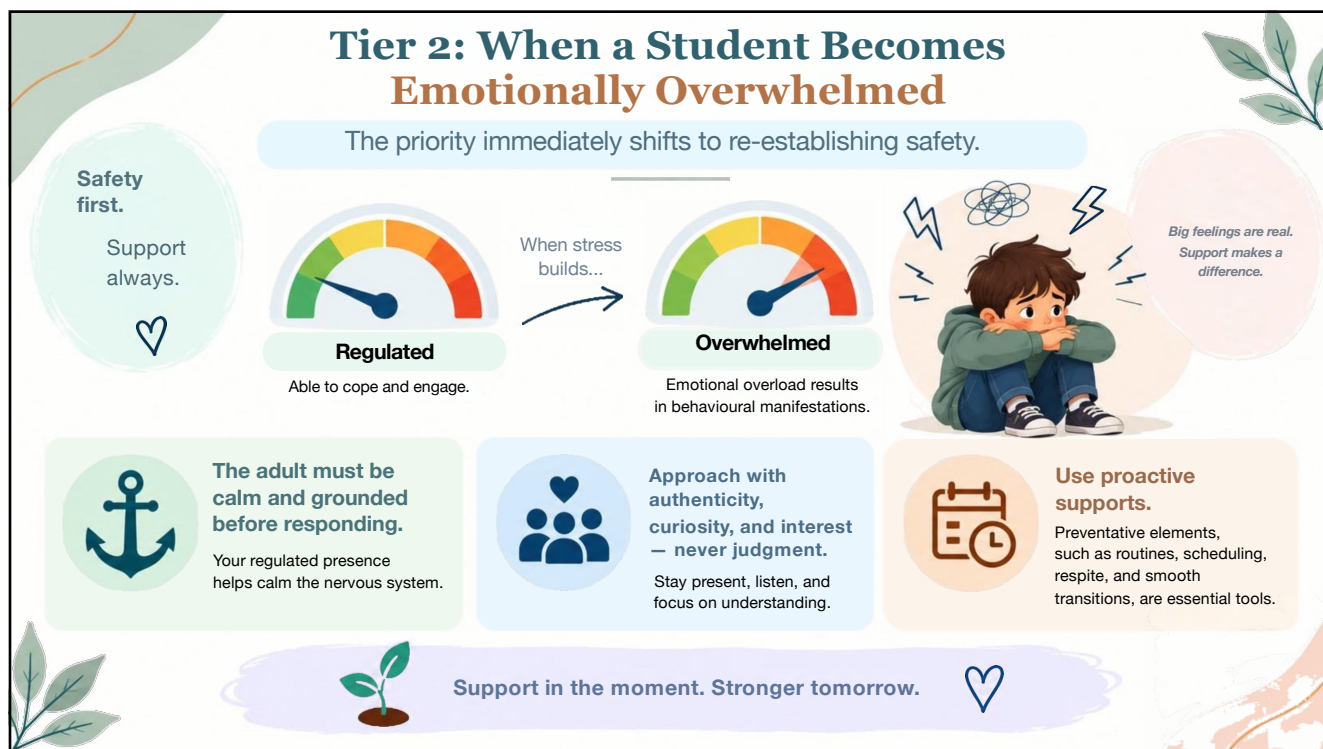
4



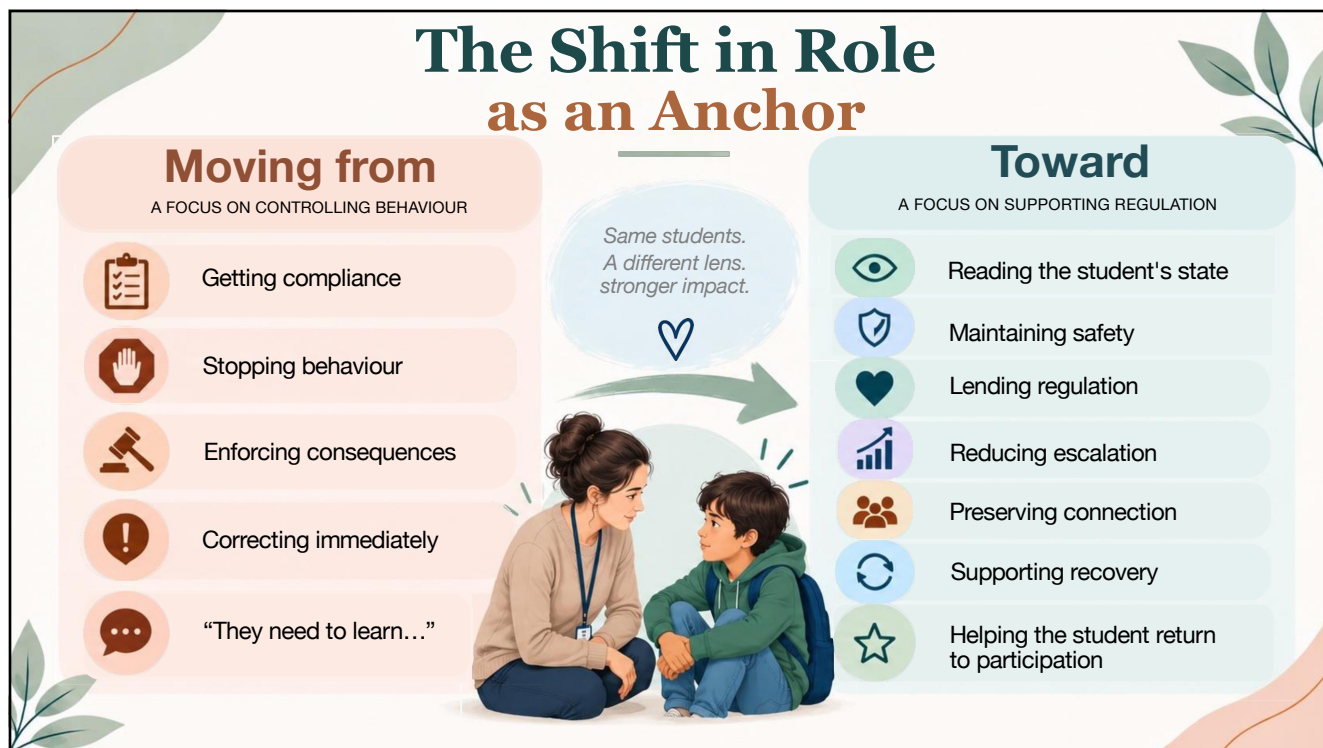
5



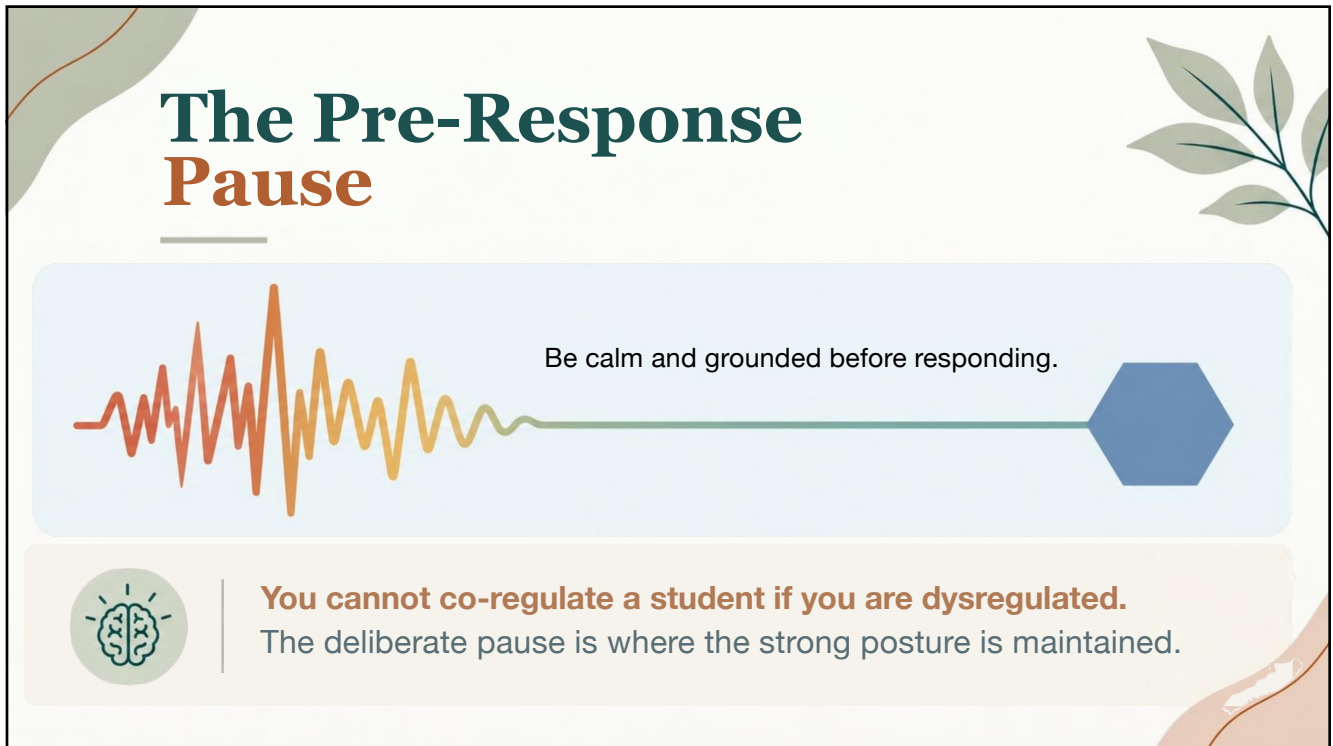
6



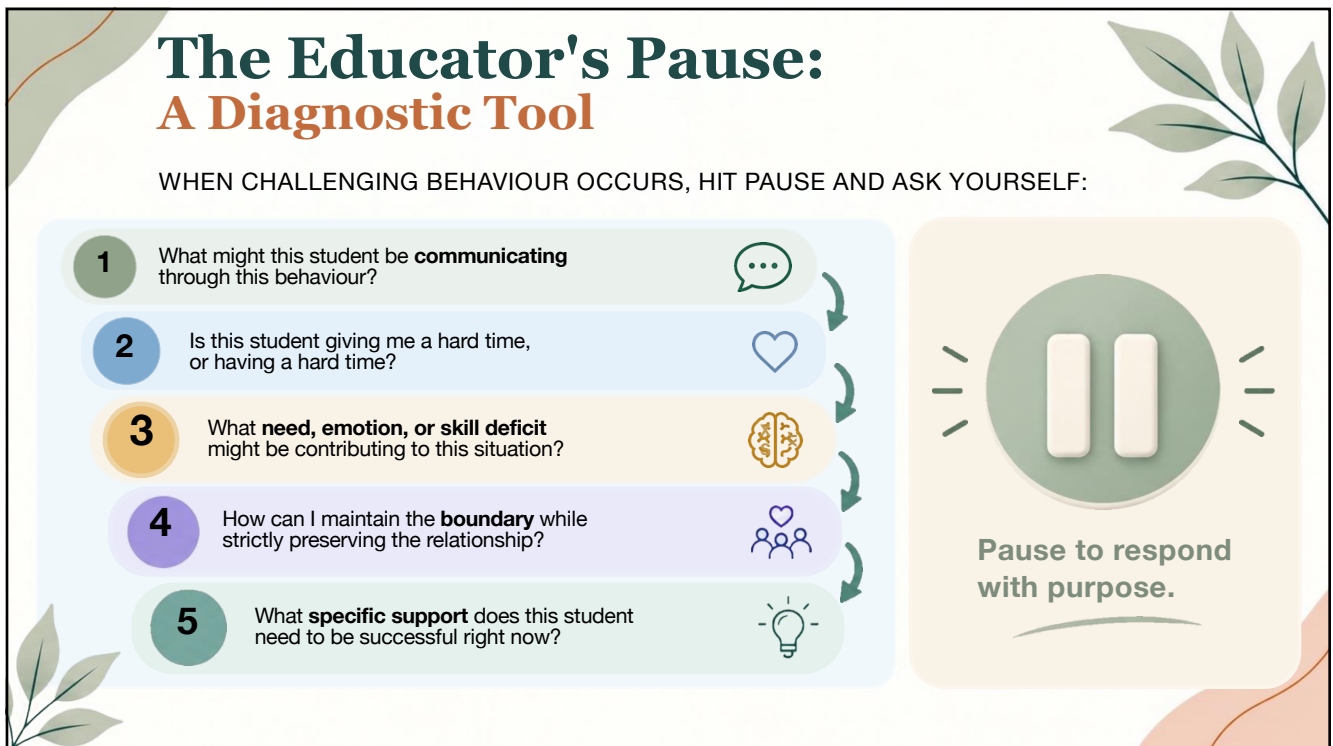
7



8



9

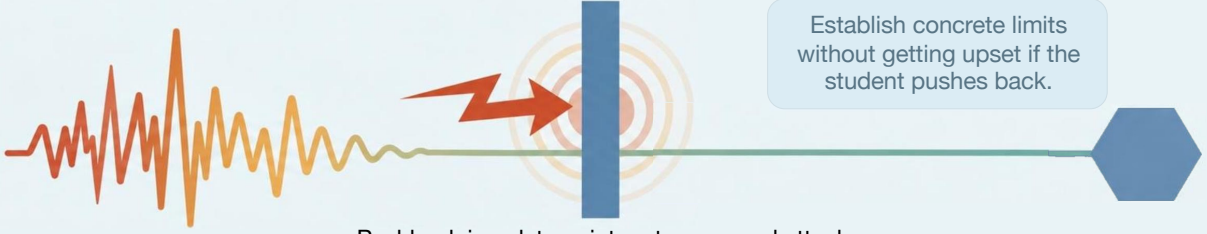


10

Tier 2: What Tier 2 Might Actually Look Like in a Teacher's Classroom Notice the whole picture.		
Different challenges. Deeper understanding. Targeted support.		
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 resol
 Understand the why. Provide the support. Keep the learner engaged.		

11

The Grounded Pushback Response



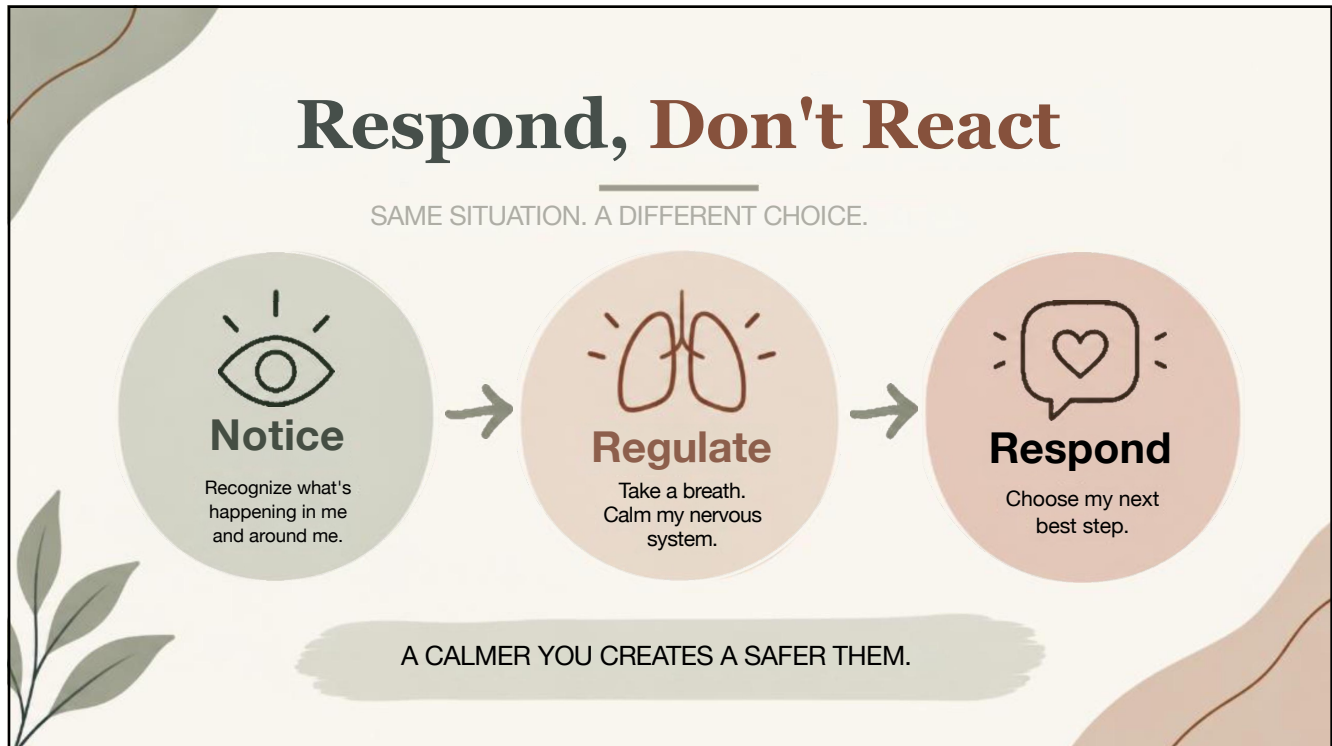
Establish concrete limits without getting upset if the student pushes back.

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

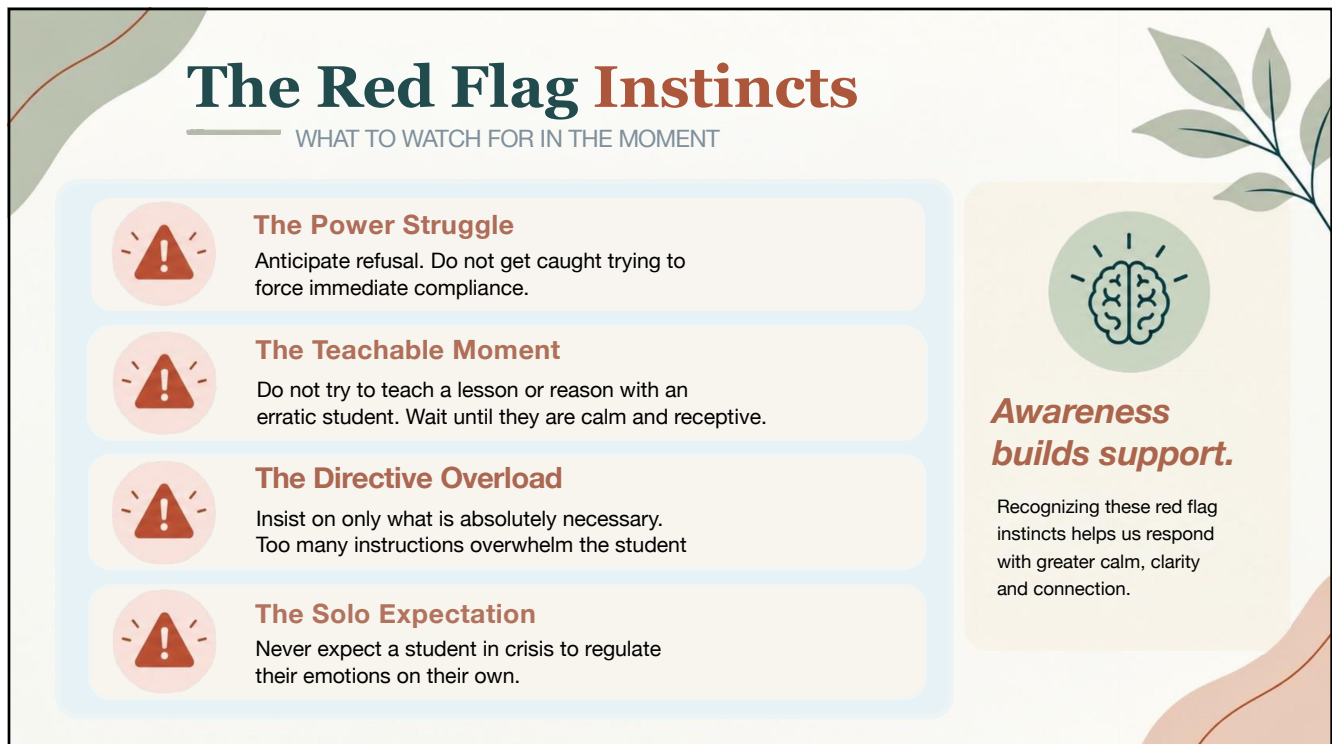


You cannot co-regulate a student if you are dysregulated.
The deliberate pause is where the strong posture is maintained.

12



13



14

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	

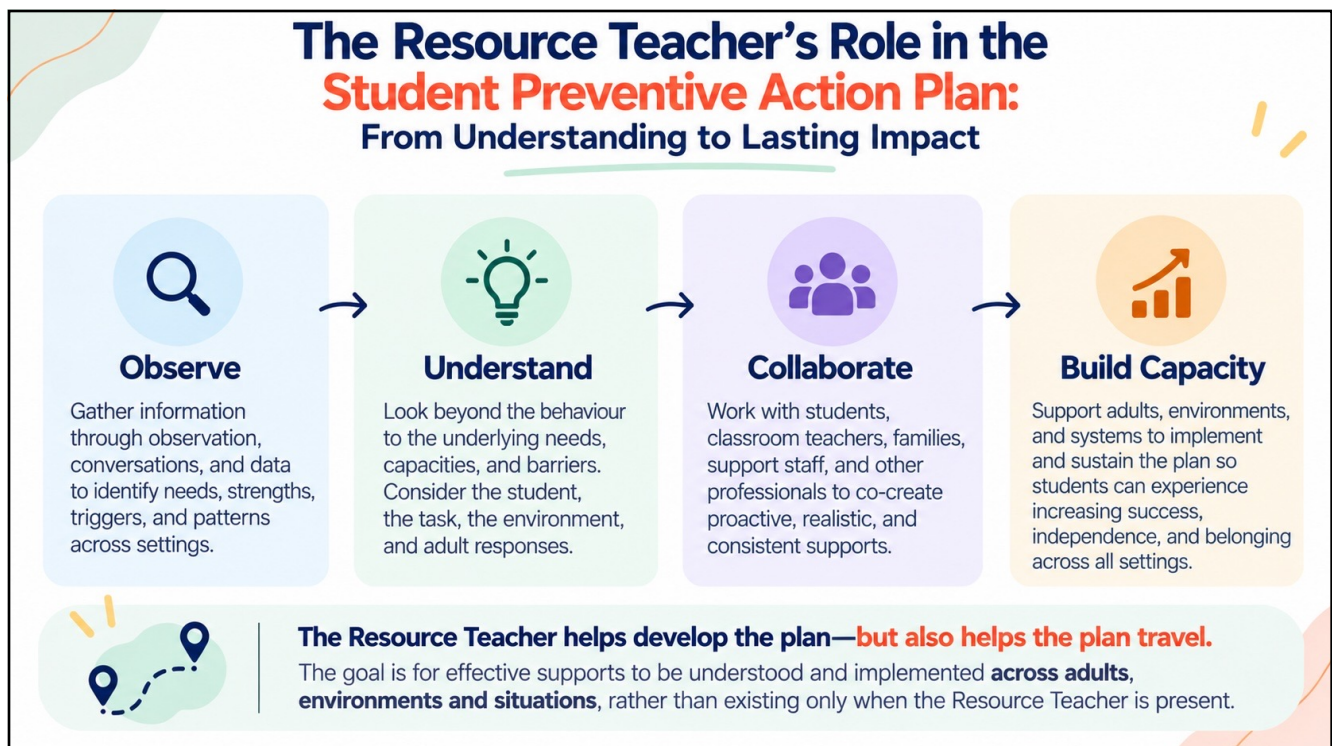
* The objectives are meant to be anchored in the adult posture and the selected support measures to scaffold/compensate for the needs and challenges
** The practices are meant to be preventive/proactive rather than waiting for the problem to arise to intervene. The division of adult roles and responsibilities 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>

15



16