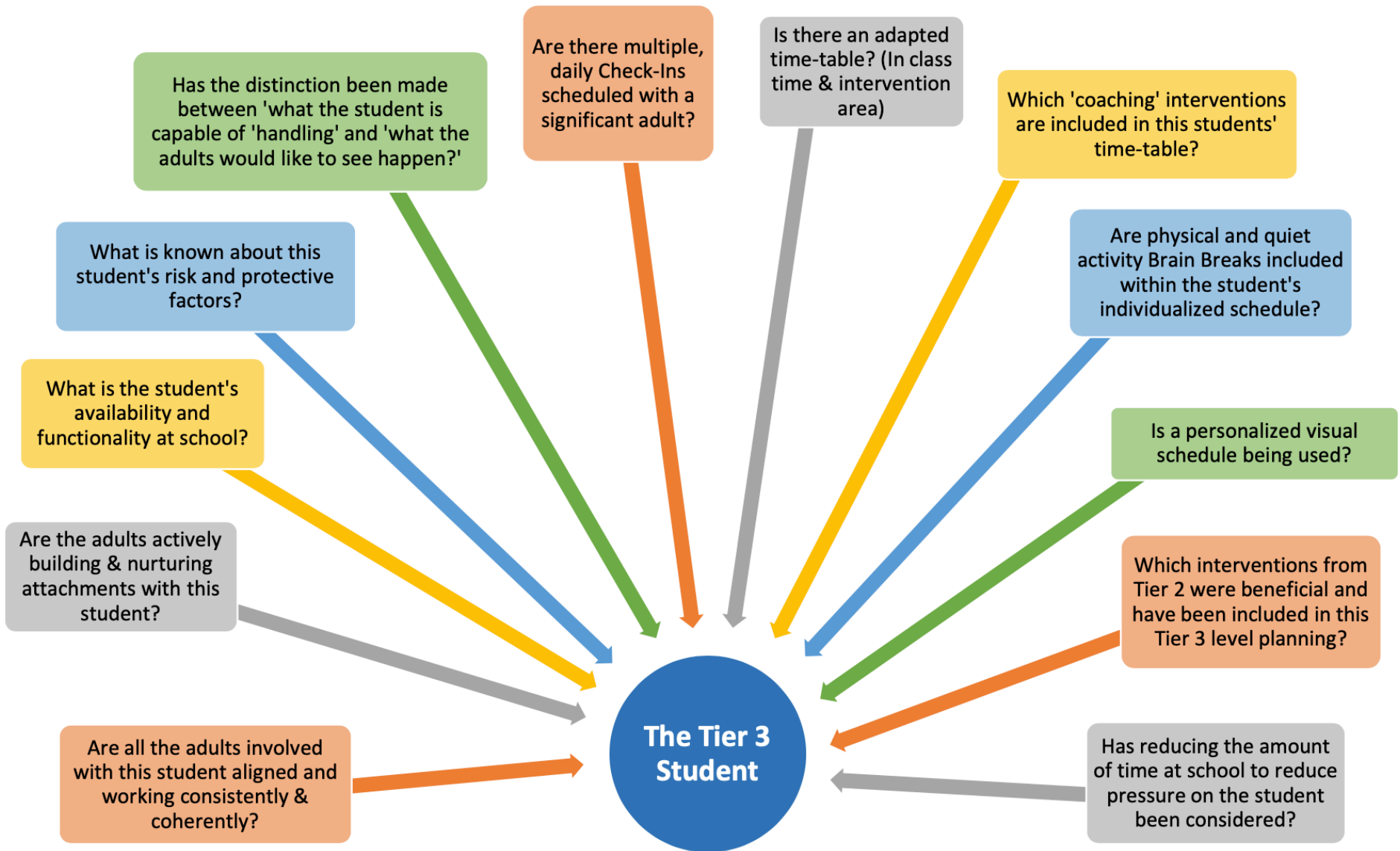




Tier 3 students require the school team to have a wide range of intervention strategies in place to help meet their particular needs. Each child is an individual, with their particular profile, circumstances and needs. For this reason, we recommend that these questions be part of the ongoing team discussions that take place to support these highly challenging students.



When OBVIOUS triggers are not SEEN, it doesn't mean there are none. **Tier 3 students are very complex**, to understand them well we must consider numerous angles, ask pointed questions and consider that each piece of information may directly be interlinked and be contributing factors to the present challenging circumstances and the student's state of distress and being unwell. We must be cautious to not assume or judge. Collecting peripheral information on contributing factors that are impacting the student will guide the creation of a plan to best help and support this student.

Guiding questions to consider  
when collecting information:

**Does the child feel safe at school? At home?** Adults may think that they are 'being safe,' however the child's perception may be different. This directly triggers students, particularly those who have experienced trauma.

**What is the student's FAMILY SITUATION?** Family context plays a key role in a Tier 3 student's life. Are any of the experiences present in their profile? **Risk factors:** Physical abuse, sexual abuse, emotional abuse, emotional neglect, poverty, food insecurities, mental illness, divorce/separation, substance abuse, violence against mother, having a parent on deployment with the military, parent incarcerated, etc. **Protective factors:** generational support, pets, physically active, involved in extra-curricular activities, positive adult role models, accessibility of services, etc.

**What is happening in the student's ATTACHMENT world?** Has the student experienced separations from caregivers in the past, present or future (as the '*anticipation of*' can have the same or higher impact level)?

**How does the student respond to VULNERABILITY?** Are they a sensitive child? Do they have sensory issues? Learning struggles? Is there a diagnosis or a suspected diagnosis of ASD, ADHD, ODD, Anxiety, etc?

**Is the students' MATURATION LEVEL relative to their chronological age?** How does the student respond to something not working for them? Are they able to adapt, find an alternative solution, have their tears for what is not working? (ADAPTATION)

**ATTEMPTS AT CONTROLLING BEHAVIOR** - Are any of the following being used to '*control*' the Tier 3 student's behavior? Counting 1,2,3, ultimatums, reward systems, time outs, praise - these are contributing factors that fuel the student's frustration and defenses. Too much positive can also put unrealistic pressure and expectations on the child.

Which **outside services** are or have been involved in supporting this student, their family or the parents? Aim to have all 'players' informed and involved. Tier 3 students require a 'team approach' to provide a concerted effort at assessing the multiple factors involved, determining the best course of action and moving forward in a meaningful way.

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

### Individualized schedule

- Personalized, frequent Check-Ins in order to nurture the student-adult relationship and to keep an active flow of communication
- In class for specific times and subjects, with homeroom teacher only
- Part-time schedule (ex. at home 2 afternoons/week, 3 afternoons in NSC/Intervention area, 5 ams in the classroom with support)
- Personalized visual schedule during intervention blocks

### Individualized Intervention

- Targeted intervention around emotions, naming, expressing, how to channel energy without getting into trouble
- Use of games, building and creating materials and art materials to provide contextual experiences
- Use of play and drama to help prime expression
- 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

### Additions to consider

- Additional physical education class with support
- Physical education 1:1 with technician or attendant
- Sheltered Recess
- Sheltered Lunch
- Outdoor time may be when other students are in class

### Presence at school alternatives to consider

- Student may be attending full days in school, but will not be in class full-time
- Student may have scheduled blocks of time in the NSC/Intervention area or in Resource Room
- Part-time schedule, may attend only when 1:1 support can be provided
- Part-time schedule, may attend subjects with homeroom teacher only

### Out of school

- Homebound tutoring 5 hours/week - at home, in an alternate location, at school in a separate quiet location
- 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 eclipsed and further struggles will need to be addressed.