

Resource Teacher involvement at Tier 3

At Tier 3: Team Partner & Coordinator

Working closely with the student, family, and school team to plan, implement, and monitor individualized support.

1

Contribute to individualized planning



Bring knowledge of the student's strengths, learning profile, and support needs to help develop and refine the IPRC, IEP, Safety Plan, and other individualized plans.

2

Help identify triggers and protective factors



Gather and interpret information from observations, student voice, family input, and team discussions to understand what increases risk and what supports success.

3

Align adult responses



Support a shared understanding of how adults can respond consistently and appropriately across settings, based on the student's needs and plans (e.g., Safety Plan, Behaviour Support Plan).

4

Support implementation across environments



Help ensure supports, strategies, and plans are understood and used across classrooms, support staff, specialists, administrators, and home, with regular communication and team check-ins.

5

Monitor and communicate patterns



Collect and share observations, progress, and areas of need with the team and family. Use this information to adjust supports, celebrate growth, and plan next steps together.



Focus on individualized, coordinated support

Build a collaborative, wraparound approach that meets the unique needs of the student, promotes safety and well-being, and supports progress toward their goals.

The Resource Teacher and the Student Safety Plan

The Resource Teacher plays an important coordinating and interpretive role
in developing the Student Safety Plan.

1



Build the student profile before a crisis occurs.

Work with the student, classroom teacher, support staff, family, and other professionals to identify triggers, vulnerabilities, strengths, protective factors, and situations in which the student is most successful.

2



Identify observable signs across the stress continuum.

Help the team distinguish what the student looks like when regulated and receptive, becoming tense or frustrated, beginning to escalate, fully escalated, and during post-intervention recovery.

3



Translate behaviour into information.

Go beyond describing behaviours to ask: What might this behaviour be communicating? What capacity has been lost at this point? What does the student need from adults now?

4



Match adult responses to the student's level of regulation.

Identify appropriate adult posture, language, proximity, demands, choices, regulation supports, and environmental adjustments for each stage. What works when a student is regulated may not work when they are highly dysregulated.

5



Identify what adults should avoid.

Recognize adult responses that can unintentionally escalate the situation, such as excessive language, repeated directives, arguing, increasing demands, public correction, crowding the student, or attempting problem-solving when the student is not receptive.

6



Create consistency across adults and environments.

Help ensure that teachers, support staff, administrators, specialists, and other adults understand the plan and respond in a predictable and consistent way, regardless of who is present or where the student is.

7



Clarify roles during escalation.

Help determine in advance: Who stays with the student? Who supports the classroom? Who calls for assistance? When should another adult step in? When should adults step back? The Resource Teacher may be part of the response, but should not automatically be the person who manages every incident.

8



Support recovery, repair, and re-entry.

Establish what the student needs after an incident—time, reduced language, reconnection, repair, reflection when ready, and a supported return to learning—rather than treating the end of the crisis as the end of the plan.

9



Review patterns and revise the plan.

After incidents, help the team examine what happened without blame: Were there earlier signs we missed? What helped? What escalated the situation? Did adults follow the plan? What should we change? This turns the Safety Plan into a living preventive tool rather than simply a crisis document.