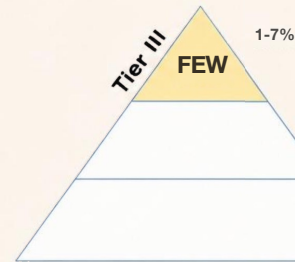


INDIVIDUALIZED Practices for FEW Students at Tier 3



Personalized Support. Meaningful Impact.

Individualized, intensive practices designed to meet the unique and complex needs of a few students at Tier 3.



1

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



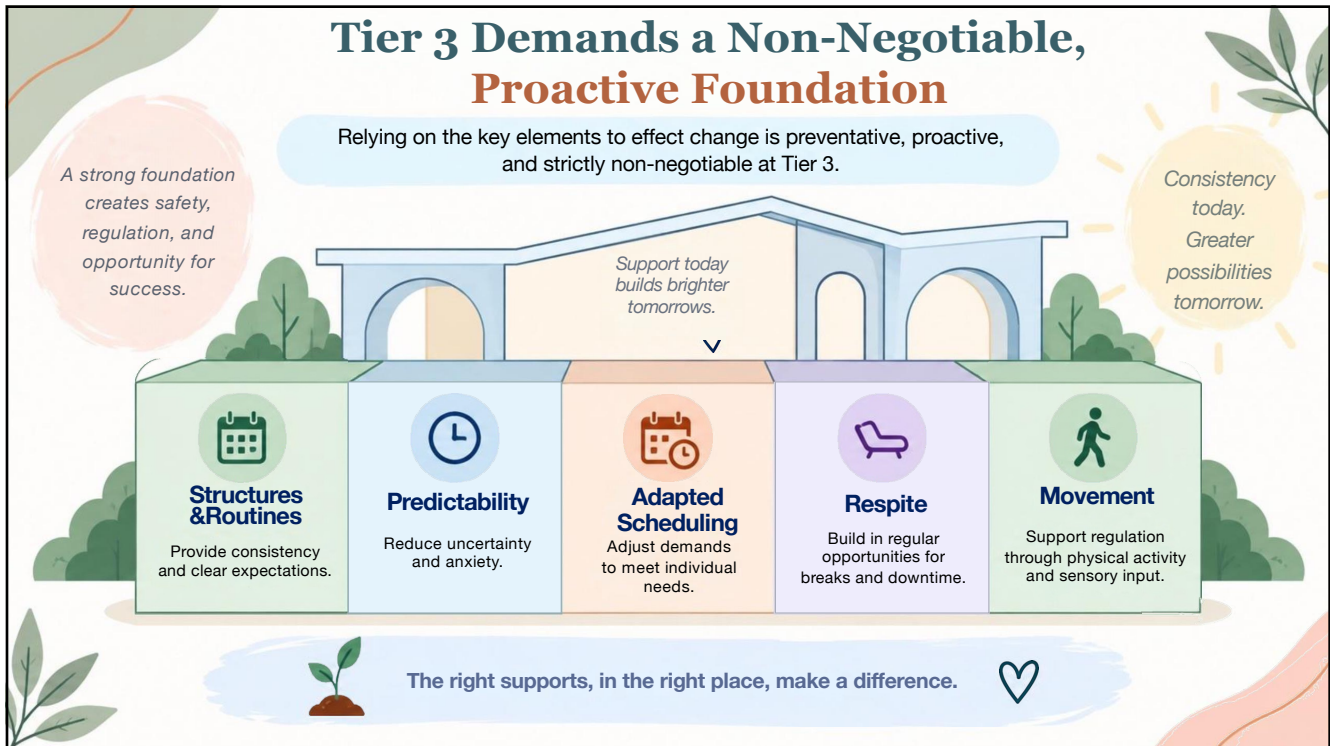
Collect and share observations, progress, and areas of need with the team and family. Use this information to adjust supports, celebrate growth, and plan next steps together.



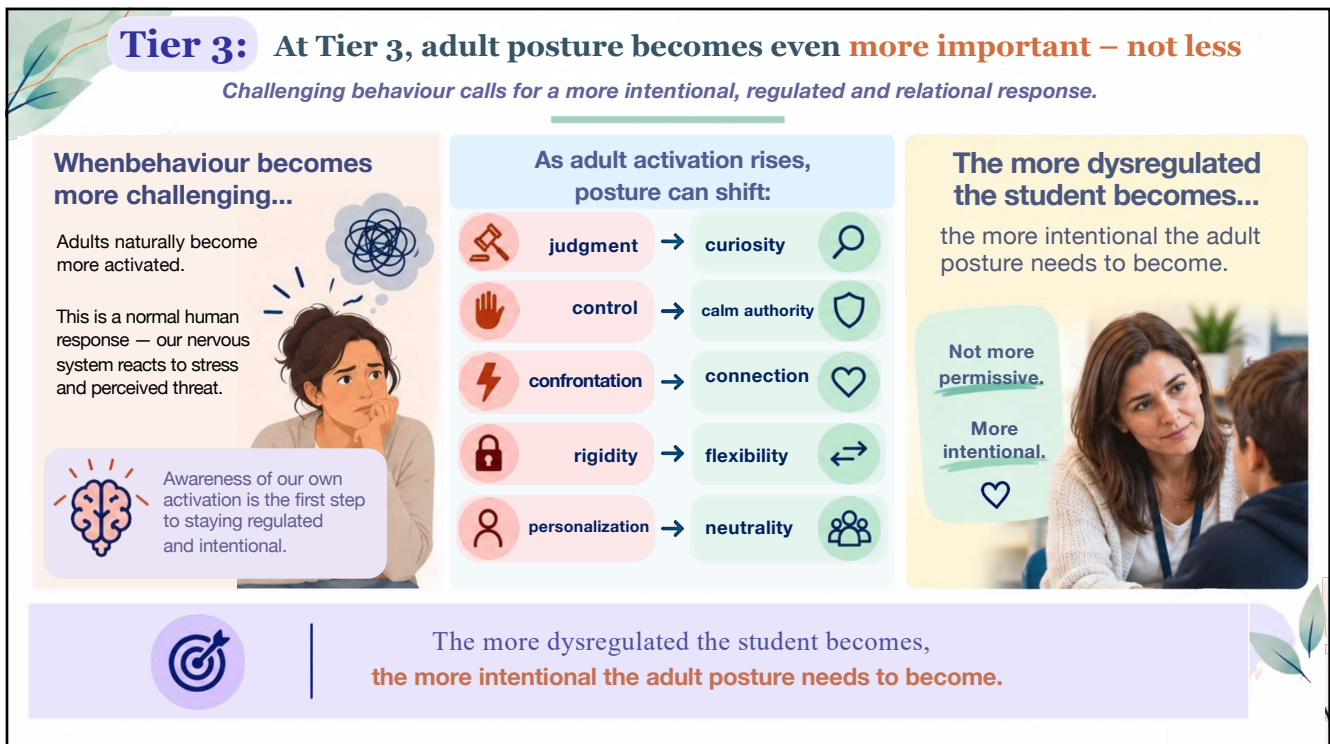
Focus on individualized, coordinated support

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

2



3



4

The teacher's role changes at Tier 3

From individual efForts to a coordinated team approach.

Teacher's role	What this means
Know the student	Understand the student's profile, triggers, early warning signs, strengths, communication patterns and effective supports.
Implement the plan	Consistently use agreed accommodations, prevention strategies, regulation supports and safety procedures.
Observe and communicate	Notice patterns and share useful classroom information with the support team.
Maintain connection	Continue communicating belonging, dignity and relational safety, particularly after difficult incidents.
Collaborate	Work within a coordinated team rather than independently trying to "fix" increasingly complex behaviour.

| A coordinated approach leads to **better support** and **better outcomes**.

5

Tier 3: Know the Student **Before** the Difficult Moment

Preparation leads to better support and safer outcomes.

Before difficulties occur, the teacher should ideally understand:

- What tends to trigger this student?
- What are the earliest signs that regulation is deteriorating?
- What does this student look like when regulated?
- What does increasing activation look like?
- What helps?
- What tends to make things worse?
- Which adult relationships are particularly regulating?
- What sensory/environmental factors matter?
- How does the student communicate distress?
- What is the agreed response when safety becomes a concern?

That is different from simply knowing:

"This student has behaviour problems."

Knowing the whole student leads to more effective support, stronger relationships and better outcomes.

| The more we know about the student, the better we can **anticipate, prevent and support**.

6

Co-Regulation is a **daily practice**



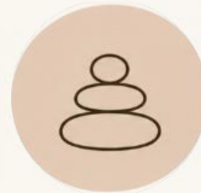
Predictability



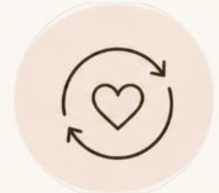
Connection



Attunement



Calm presence



Repair

These aren't crisis strategies.
They're part of the **everyday routine**.

7

We are interacting nervous systems, **not just exchanging words.**



Behavioral Management

FOCUSES ON EXTERNAL BEHAVIOUR

Gives instructions, expectations, and
consequences to guide behaviour.



Co-Regulation

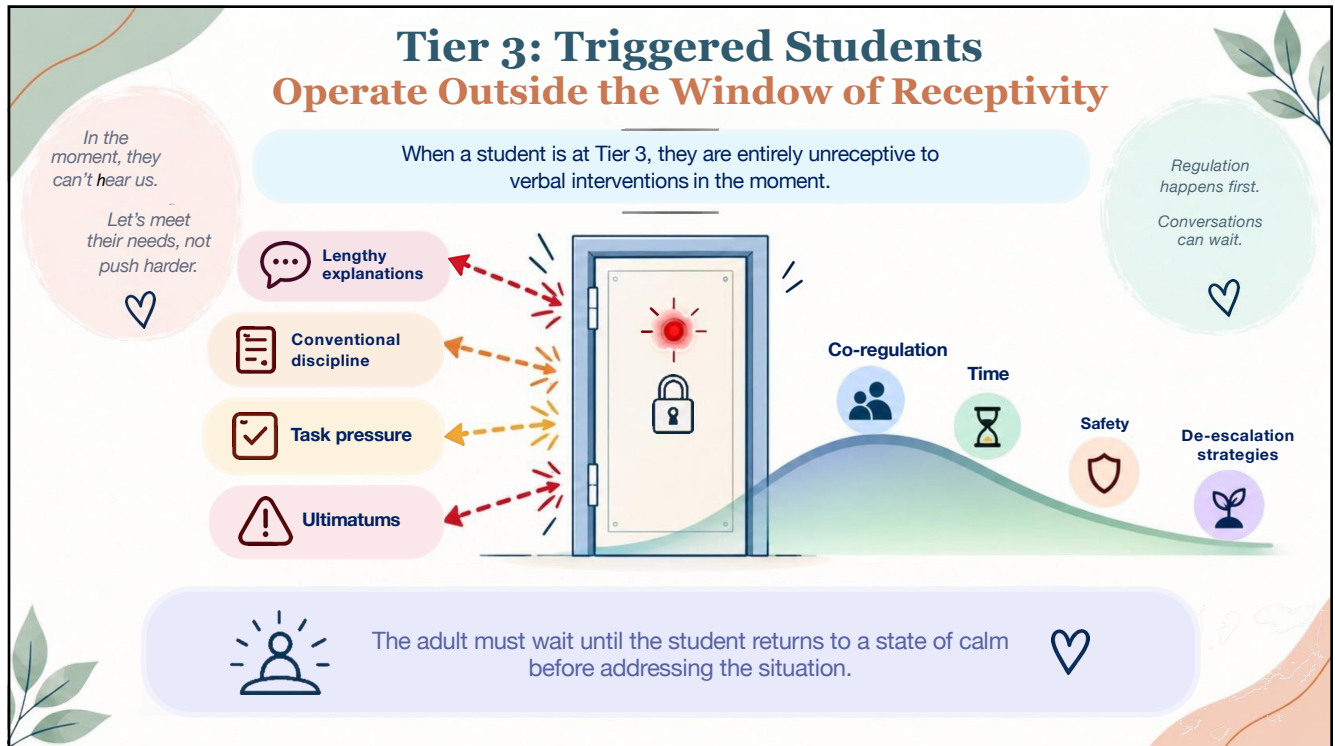
INVOLVES SHARED NERVOUS SYSTEMS

We calm and connect, helping the student's
nervous system find regulation through our
presence, tone, and responsiveness.

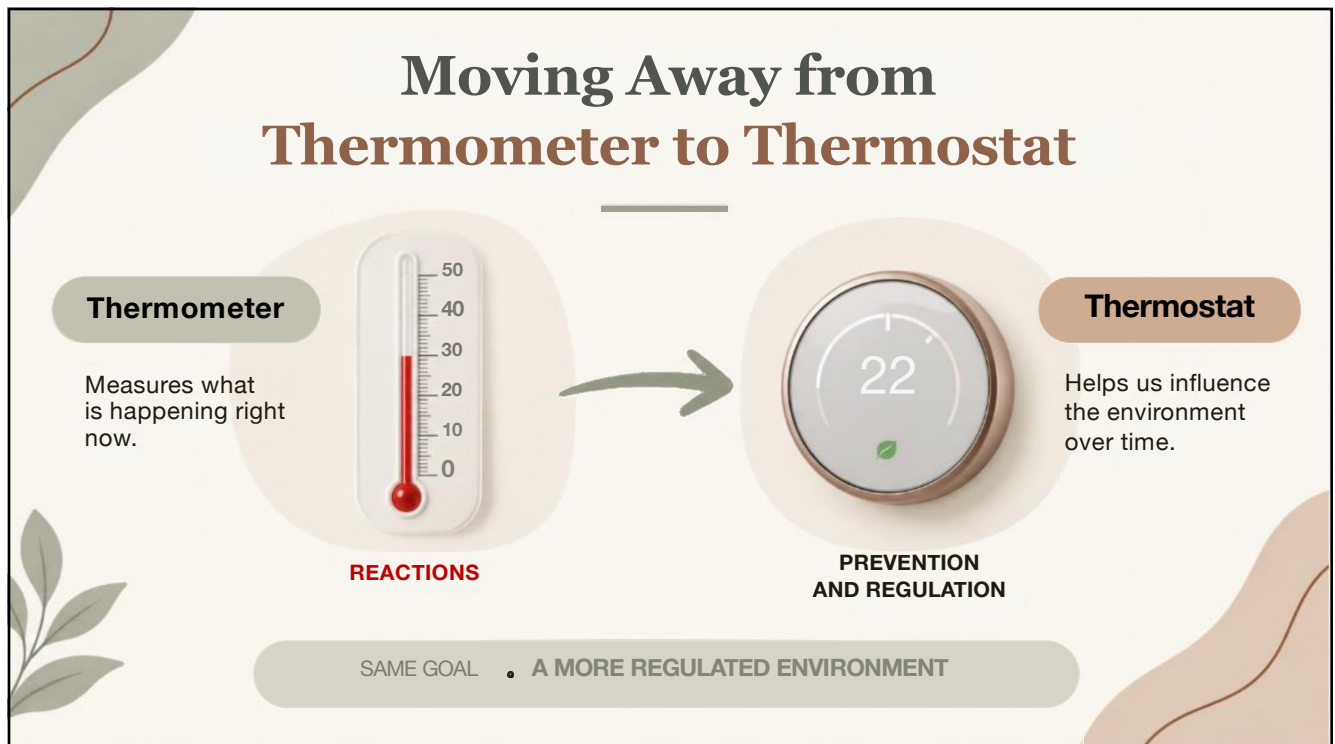


A child's nervous system is fundamentally porous. They do not self-regulate;
they "borrow" the regulatory state of the nearest dominant adult.

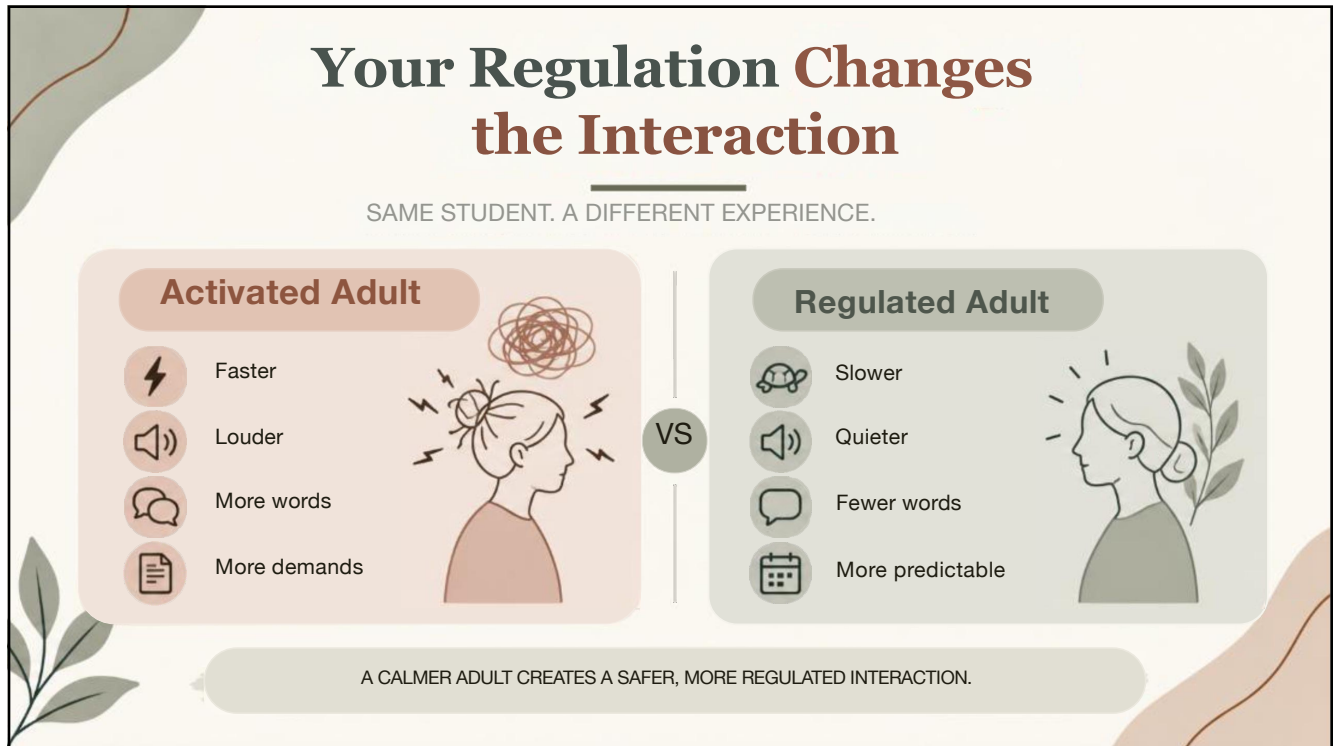
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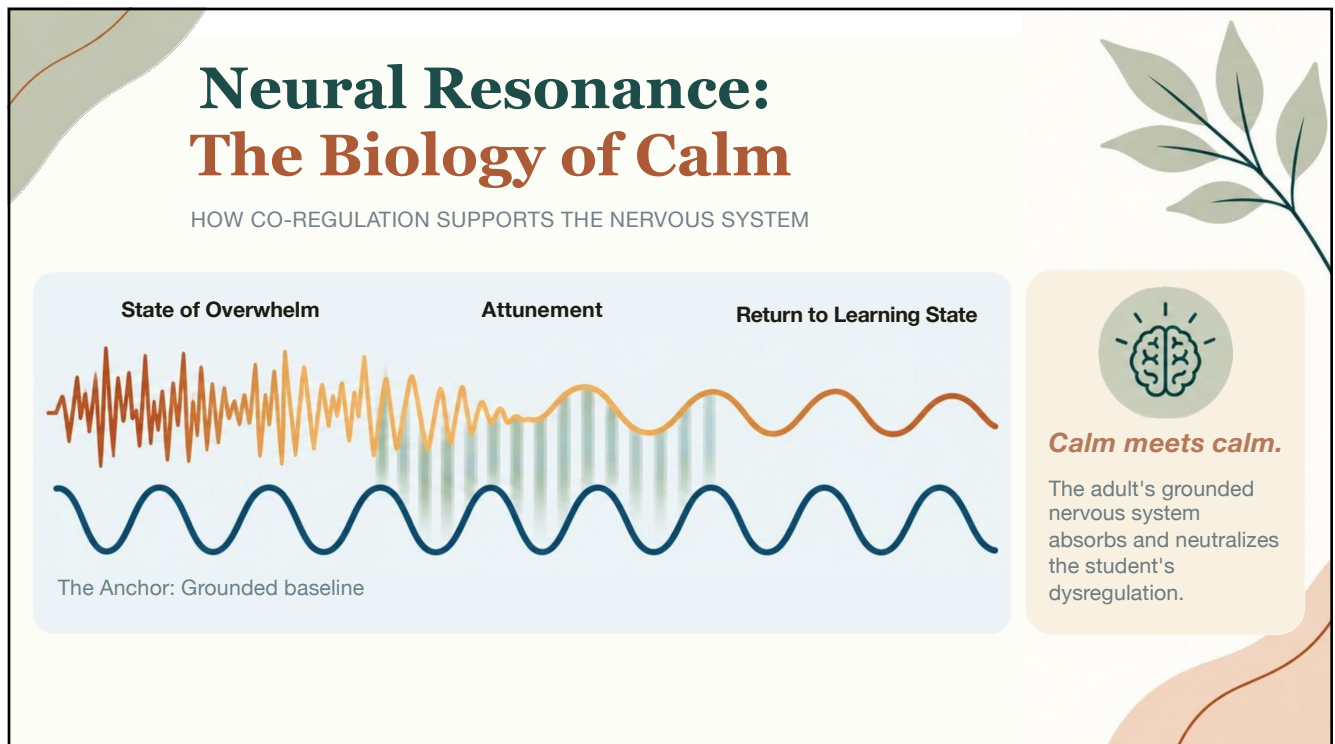
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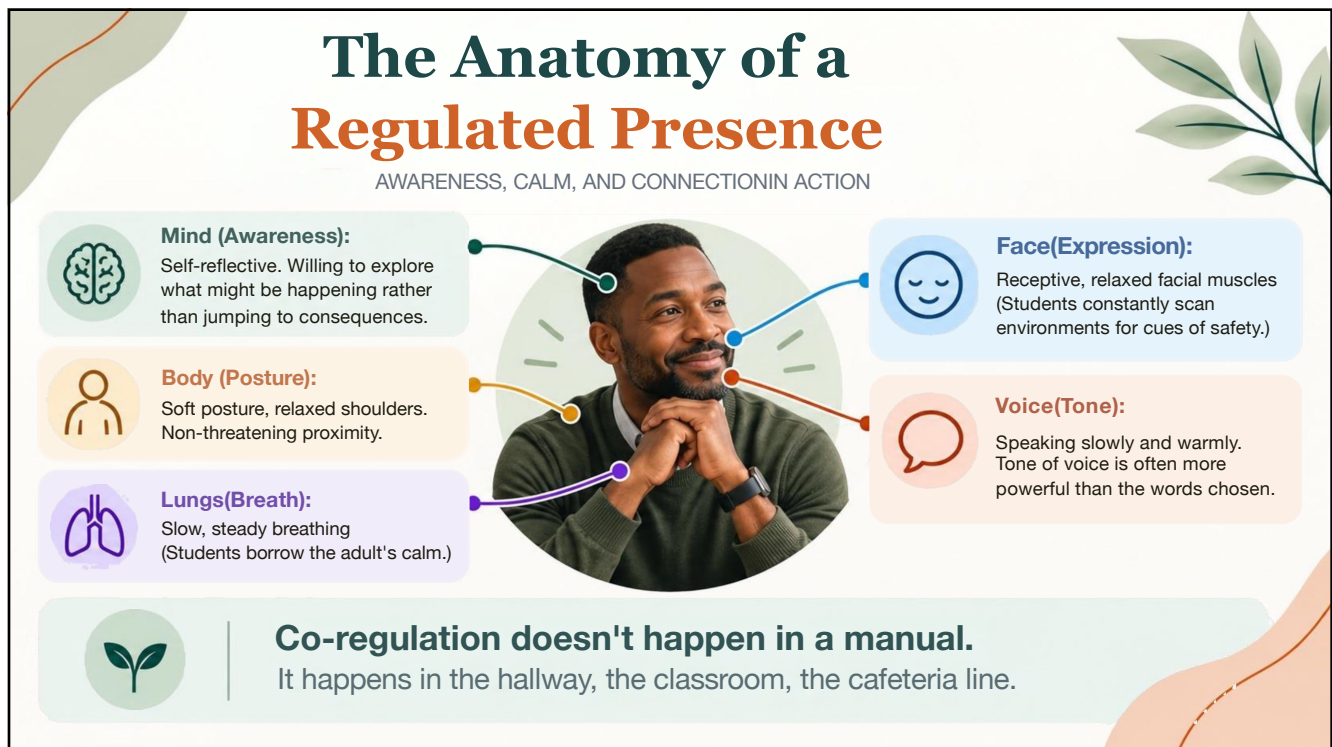
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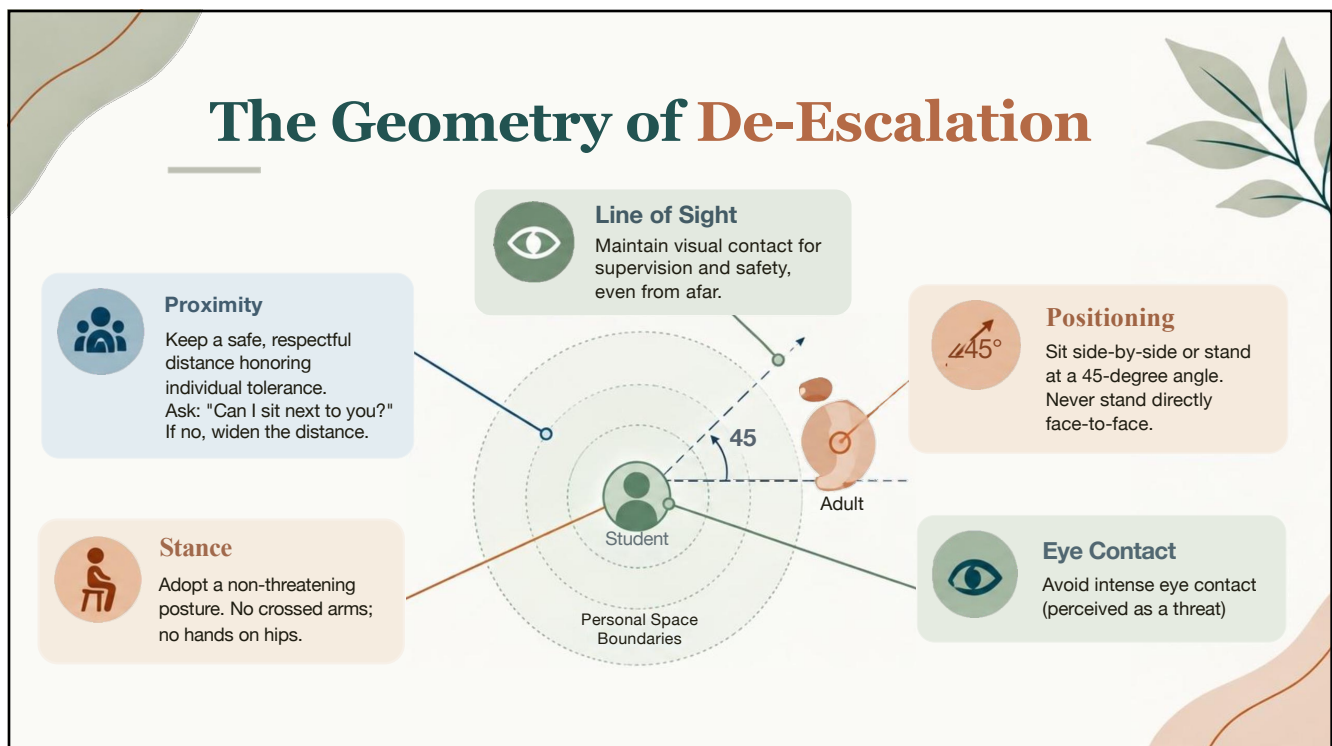
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12



13



14

Tier 3: Reduce Language as Dysregulation Increases

Less words. More regulation. A calmer, safer connection.

When a student is highly dysregulated, that is generally not the moment for:

- ✗ lecturing
- ✗ reasoning
- ✗ processing consequences
- ✗ asking multiple questions
- ✗ demanding explanations
- ✗ requiring apologies
- ✗ debating what happened

Instead, the teacher's communication becomes:

- shorter
- slower
- calmer
- more concrete
- more predictable

For example:

Instead of:

"We've talked about this before. You know you're not allowed to leave your seat and speak to me that way. Why are you doing this again?"

Move toward:

"You're having a hard time right now. I'm here."

or

"I'm going to give you some space. We'll talk when you're ready."

The processing comes later, once the student is again available for it.

Support in the moment. Learning for the long term.

15

Narrate, Don't Interrogate

*Different words.
A calmer tomorrow.*

- 1

During dysregulation, avoid questions that require reflection or explanation.

Questions like "Why did you do that?" can increase pressure and escalate distress.
- 2

Instead, try narrating what you observe:

 - "I can see your body is working really hard right now."
 - "Something feels really overwhelming."
- 3

Observation reduces pre while communicating understanding.

16

Validate the Emotion



A SAFE SPACE FOR ALL FEELINGS

Feelings Make Sense

KINDNESS

CONNECTION

BRIGHTER TOMORROWS

All feelings are welcome here.

- 1 Validate the Emotion.**
Validation tells students: "Your feelings make sense."
Examples include:
 - "That was really disappointing."
 - "I can understand why you're frustrated."
 - "Anyone might feel overwhelmed in that situation."**Validation does not mean approving inappropriate behaviour.**
It simply acknowledges the emotional experience before teaching alternative responses.
- 2 Help Students Find Words.**
Many students experience emotions before they can describe them. Adults can gently help by saying:
 - "It sounds like you felt left out."
 - "I wonder if that felt unfair."
 - "Your body looks frustrated."**Naming emotions helps organize the nervous system.**

17

Offer Grounding Statements



Simple words can make a big difference.

"I'm here."

"You're safe."

"We'll figure this out together."

"I'm staying with you."

"Take your time."

"We'll solve this when your body is ready."

- 1 Use simple, calming statements.**
During moments of distress, fewer words are often more effective.
- 2 These brief statements communicate safety**
more effectively than lengthy explanations.

18

The Small Stuff **Matters**



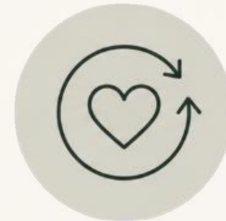
How we give
a direction
matters.



How we
correct
matters.



How we respond
to mistakes
matters.

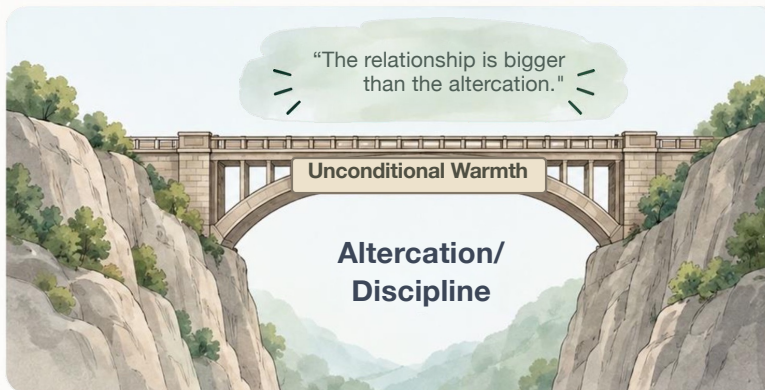


How we
repair
matters.

19

The Relationship Bridge

"The relationship is bigger than the altercation."



Unconditional Warmth

Creating an invitation into relationship means letting students know that even when they mess up, you still care.



Bridge the Discipline

Bridge the discipline by empathizing with **where they are**, rather than just telling them where they should be.



When students feel **your care**, they are more open to guidance, more willing to reflect, and more likely to grow.

20

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.

STUDENT ACTIVE PREVENTION/SAFETY PLAN

Student name: _____ Date: _____
School/Board: _____ Grade Level: _____ Homeroom Teacher: _____

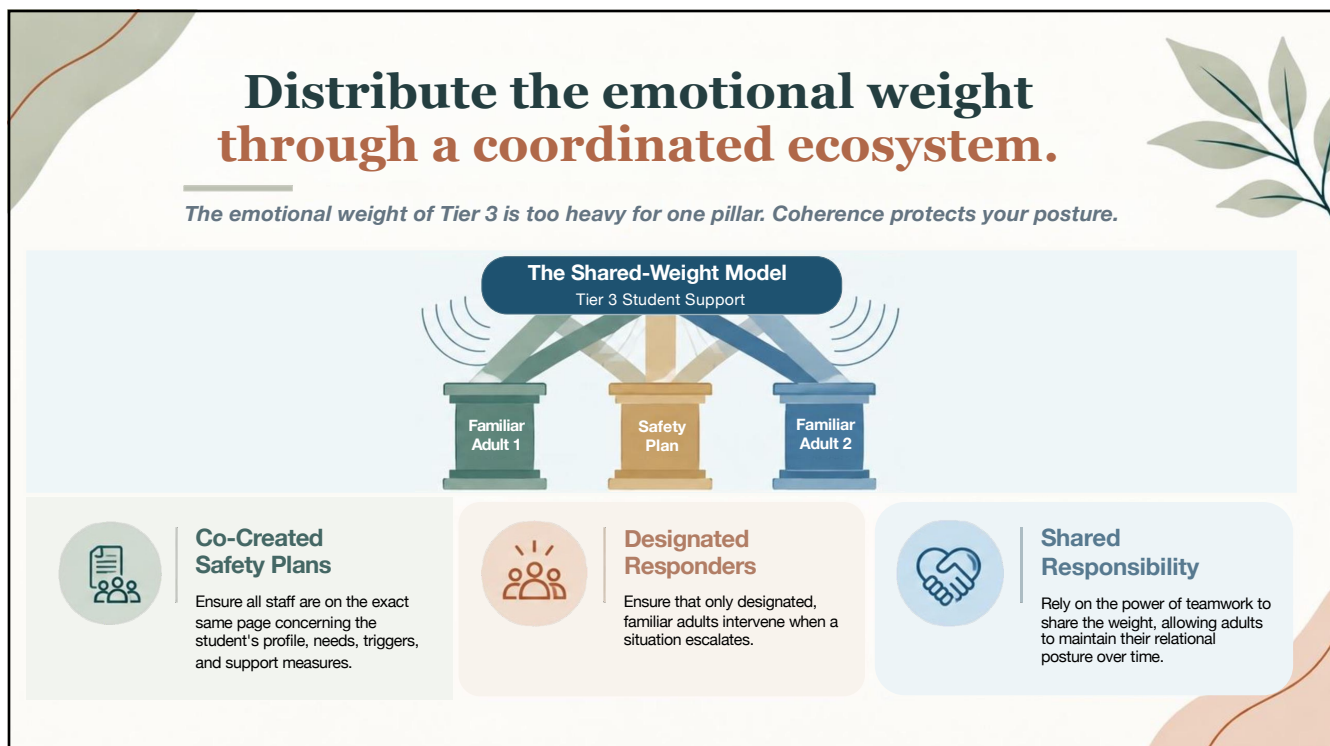
Student stress level	Observable signs	Adult posture and practices suggested	Adult posture and practices to avoid
When the student is regulated, engaged, and receptive			
When the student appears to be tense, annoyed, or frustrated			
When the student's stress response or frustration level is activated 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.

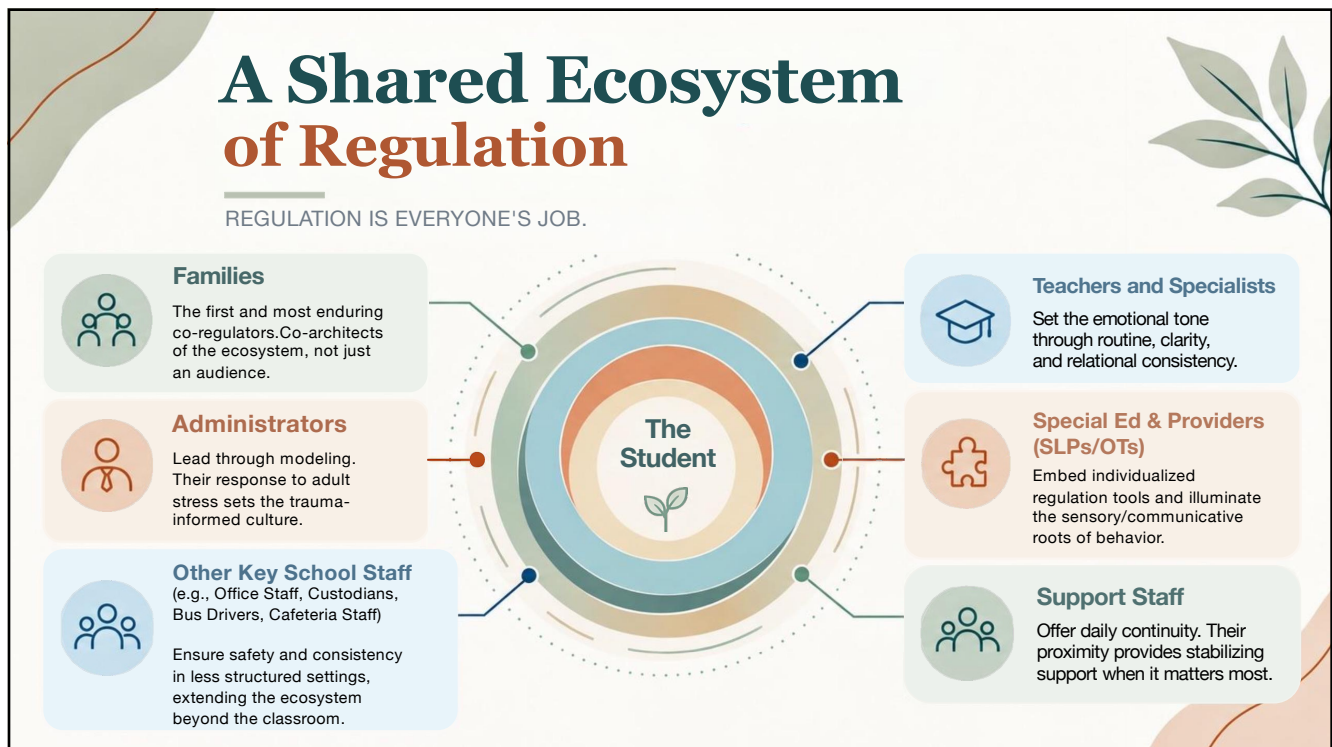
Support that grows at every stage.

Access the template here:
<https://www.cebmmember.ca/tier-3-individualized-practices>

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Centre of Excellence for Behaviour Management

www.cebm.ca

Practical resources for real challenges.

Supporting Quebec's English school boards.

Also visit the CEBM Resource Center
<https://www.cebmresource.ca/>

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