

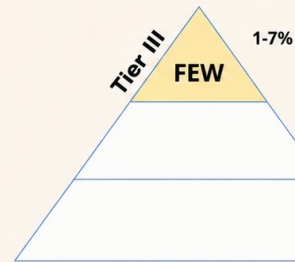
PART 4:

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.



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Tier 3: From Individual Teacher Response to Team Response

More support. A more coordinated approach. A greater impact.

At Tier 1,
the teacher asks:



“What universal conditions help all students learn and regulate?”

Focus on all students

At Tier 2,
the teacher asks:



“What additional targeted support does this student need during predictable moments of difficulty?”

Focus on targeted support

At Tier 3,
the team asks:



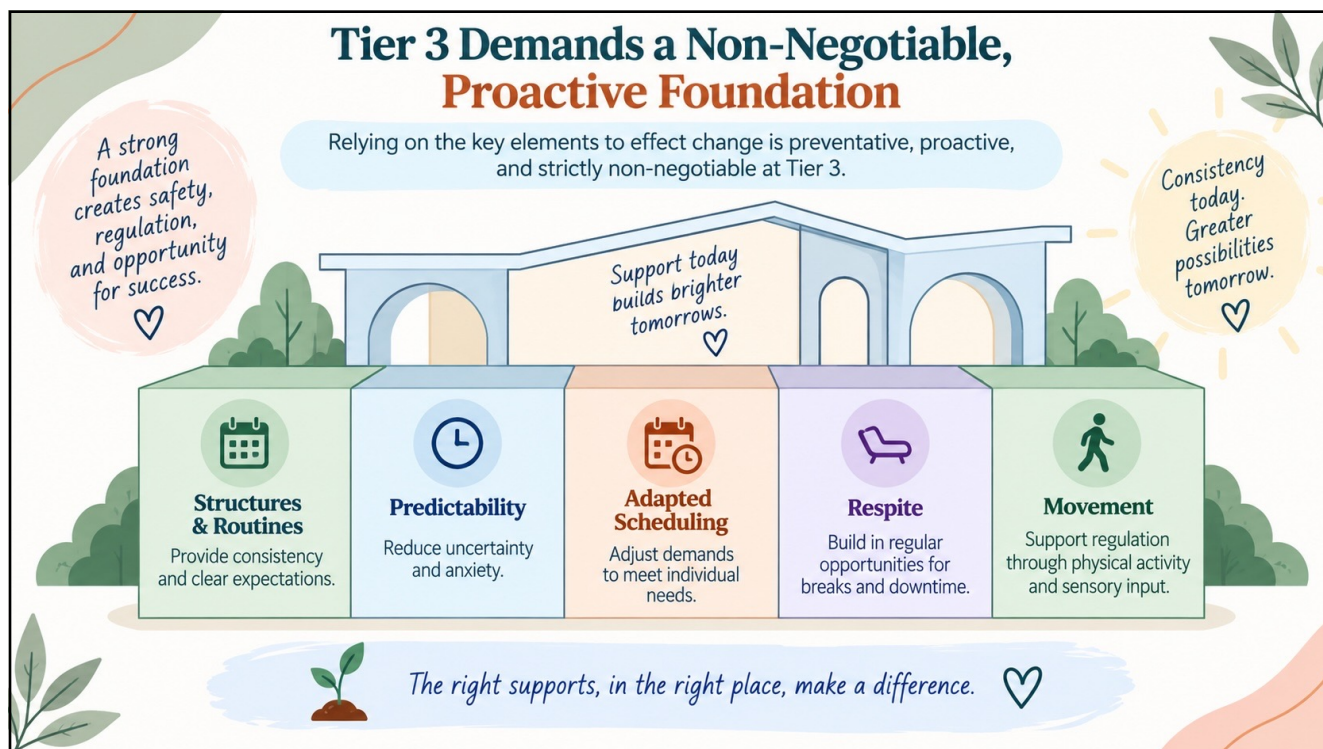
“What does this particular student need, and how do we ensure the adults around the student respond in a coordinated, predictable way?”

Focus on individualized, coordinated support

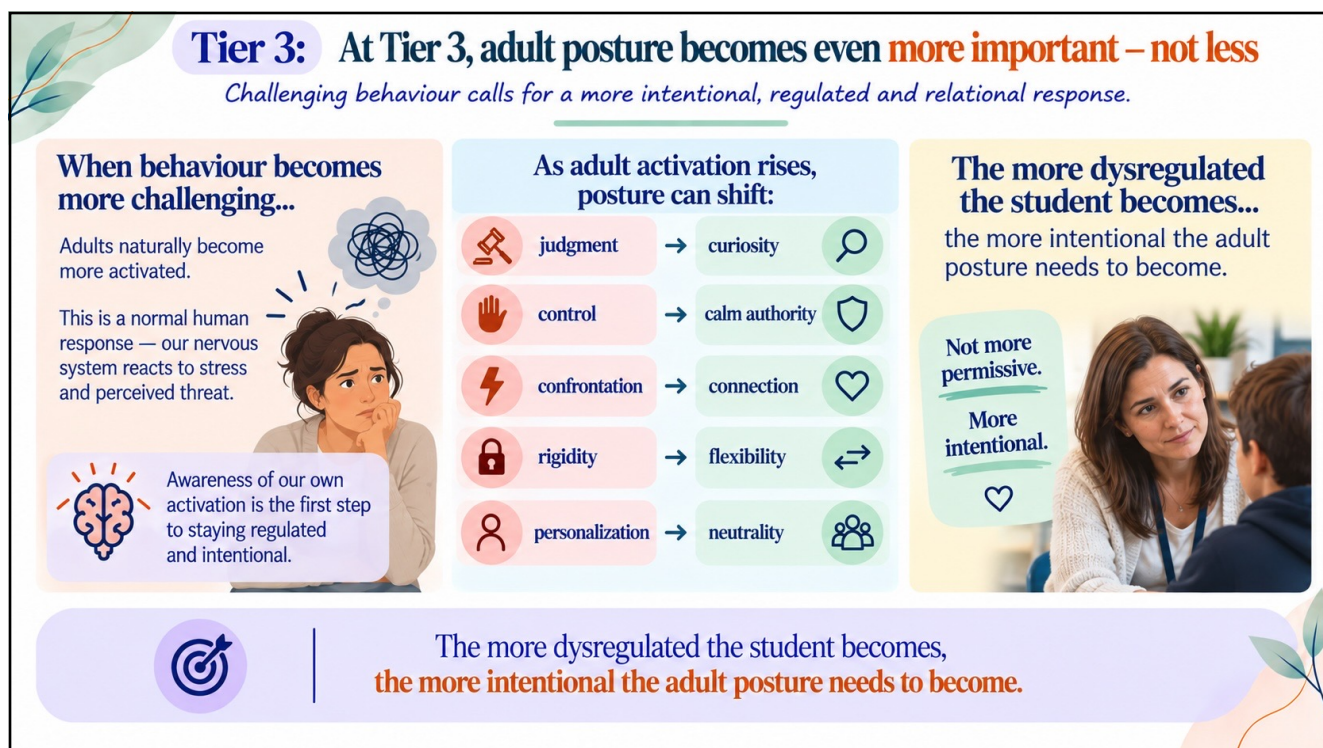


The support needs to exist **across adults, environments and situations.**

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The teacher's role changes at Tier 3
From individual efforts to a coordinated team approach.

Together we make a difference. ❤️

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**.

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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**.

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Tier 3: Tier 3 does **not** mean abandoning academic expectations

Support regulation so the student can stay connected to learning.

Sometimes individualized support becomes almost entirely behaviour-focused, and the student gradually becomes disconnected from learning.

The student may spend increasing amounts of time:

- outside the classroom
- taking breaks
- working separately
- being supervised
- recovering from incidents

The goal of Tier 3 is not simply safety and regulation.

It is safety and regulation in service of participation, belonging and learning.

→ → →

Safety Regulation Engagement Learning

The pathway still matters.

But the student may need much more individualized scaffolding to move through it.

Keeping the learner in mind...

- Maintain meaningful academic expectations (adapted as needed).
- Provide individualized scaffolds and supports.
- Find flexible ways for the student to access learning.
- Celebrate progress, no matter how small.

Every student can learn, with the right support.

| Safety and regulation open the door, but **learning gives the purpose.** |

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Co-Regulation Before Crisis

Predictability

Connection

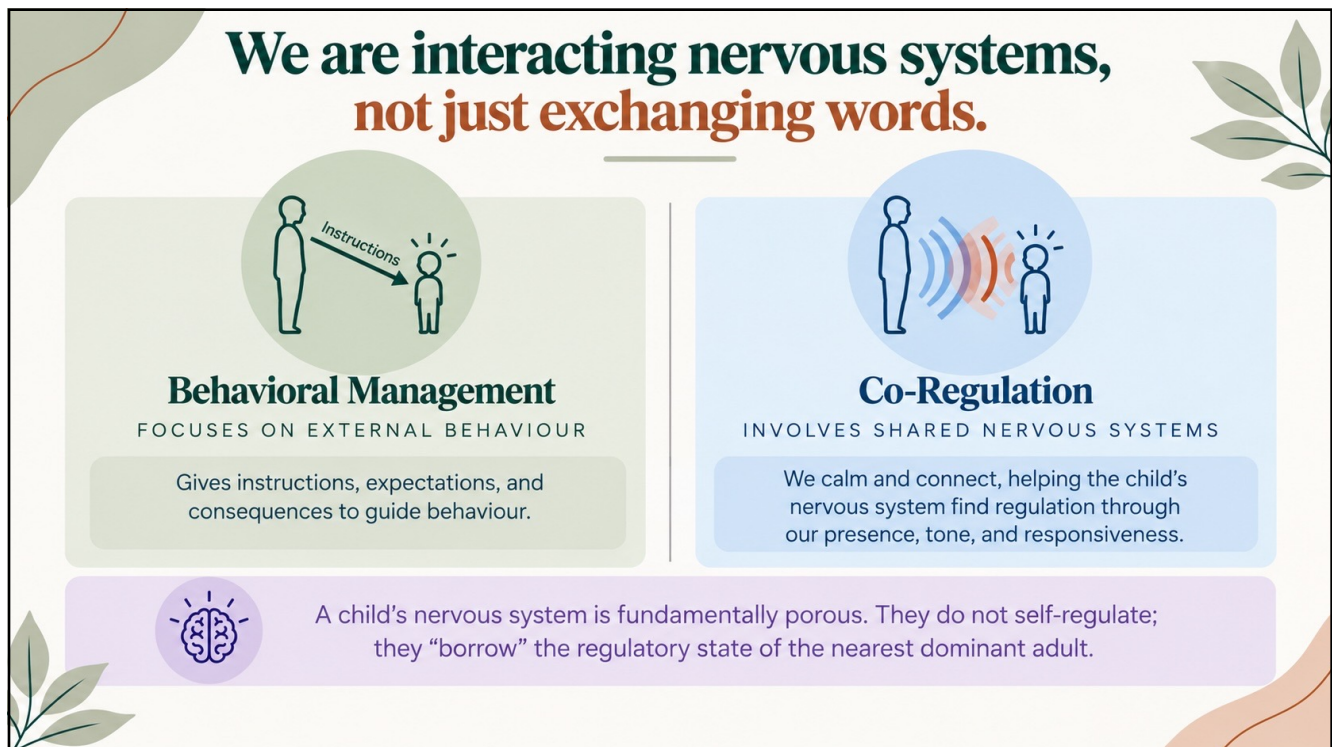
Attunement

Calm presence

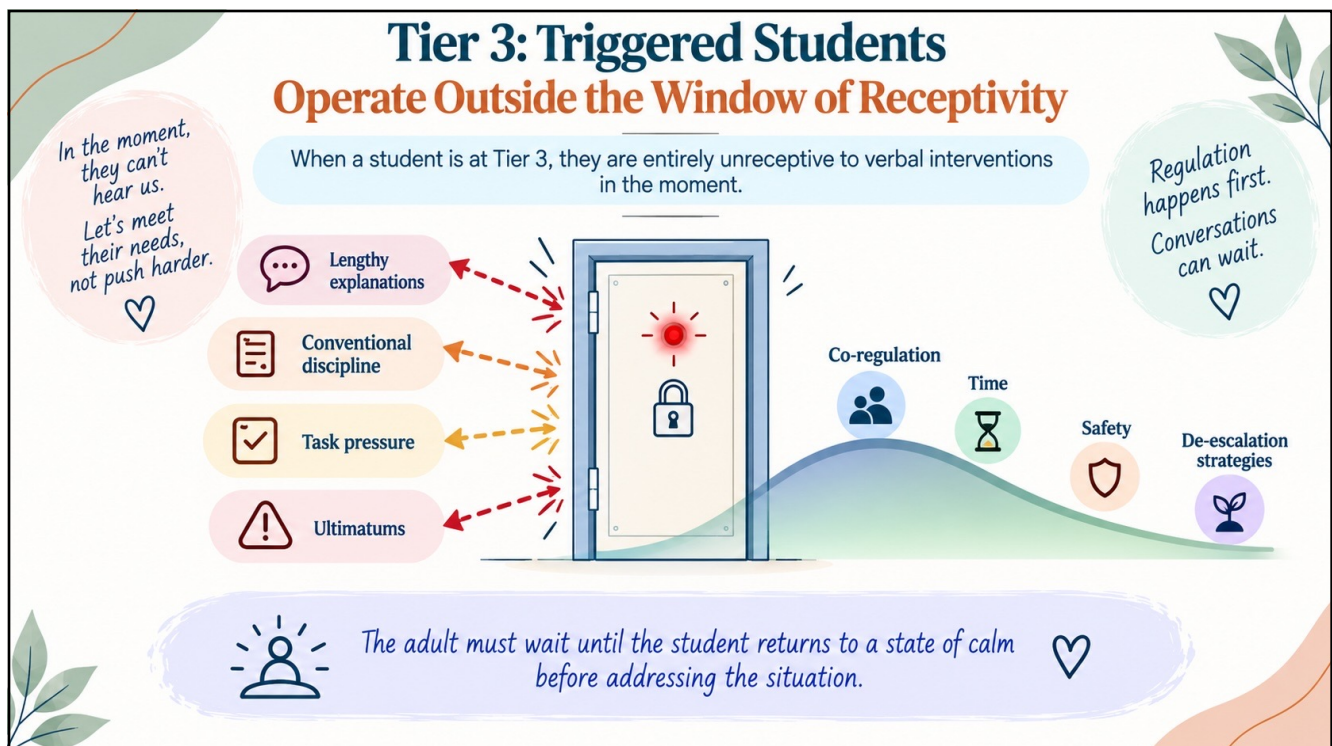
Repair

These aren't crisis strategies.
They're everyday practice.

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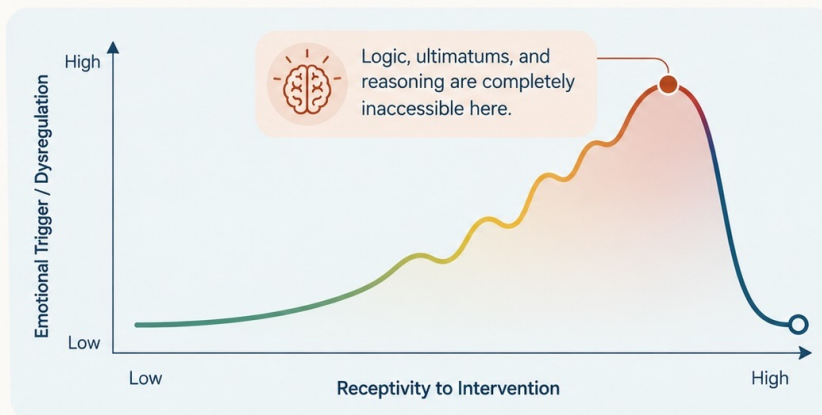
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When dysregulation peaks, cognitive availability plummets.

THE COGNITIVE AVAILABILITY CURVE



The Core Reality

When a student at Tier 3 is triggered and dysregulated, they are not receptive to our interventions in the moment.



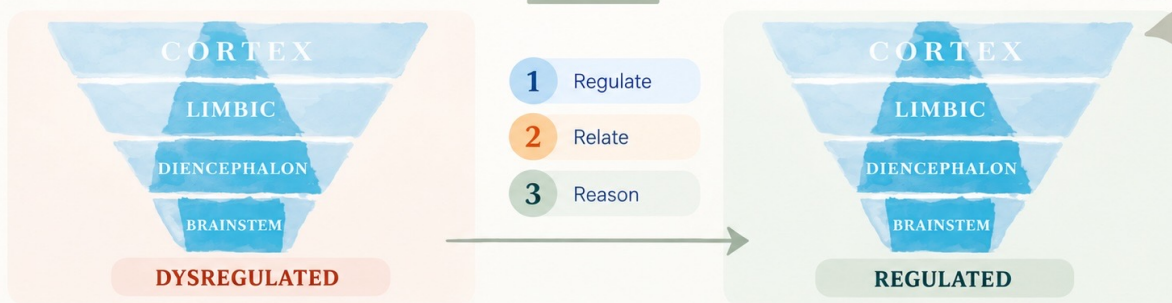
The Only Mandate

Adults must focus on establishing safety for all first.

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From Dysregulation to Regulation

HOW BRAIN DEVELOPMENT SUPPORTS BETTER BEHAVIOR



Neuroscience has helped dispel the myth that we need to think better to behave better.

When children are dysregulated, they have less access to their "thinking brain." Therefore, the key is rather helping children feel safe and grounded through structure/routine, predictability and adult support/co-regulation.



All levels of the brain work together. A regulated, connected nervous system supports learning, behavior, and well-being.

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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

A calm presence speaks louder than a long explanation.

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:

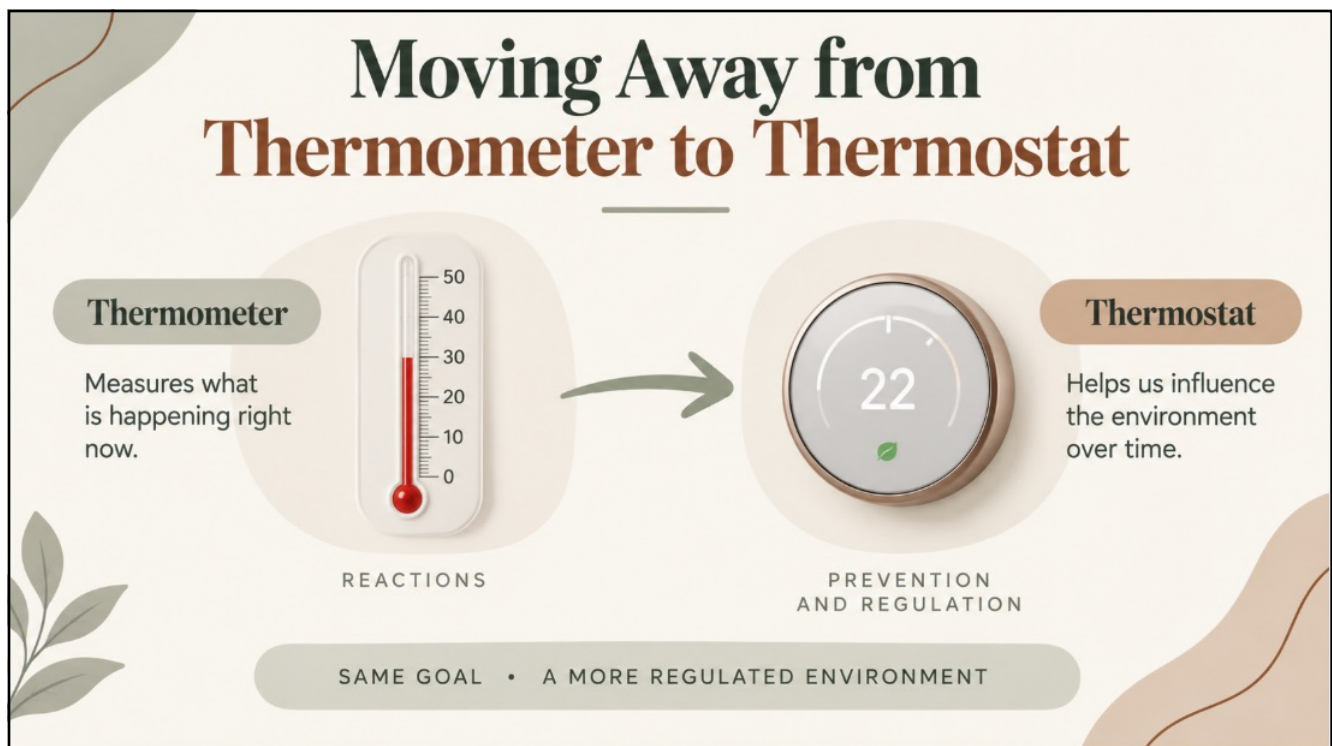
"You're having a hard time right now. I'm here."

or

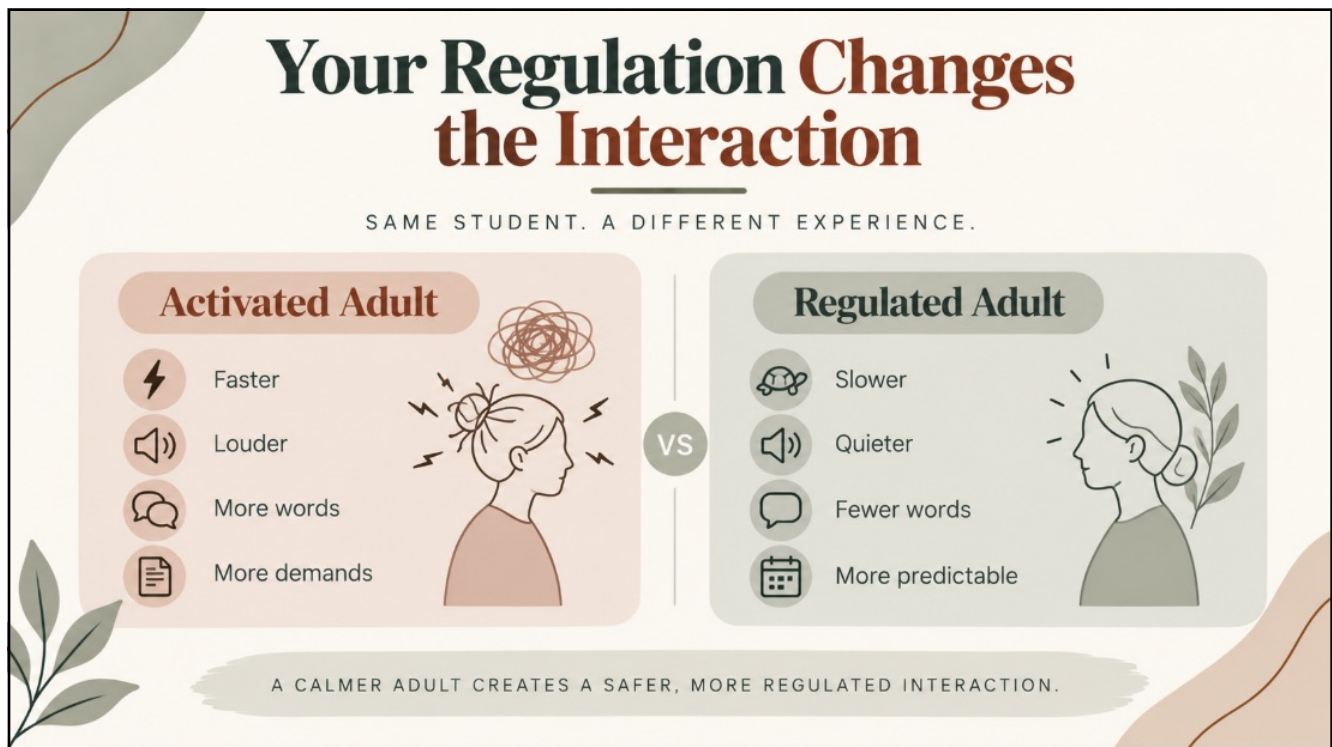
"I'm going to give you some space. We'll talk when you're ready."

The processing comes later, once the student is again available for it.
Support in the moment. Learning for the long term.

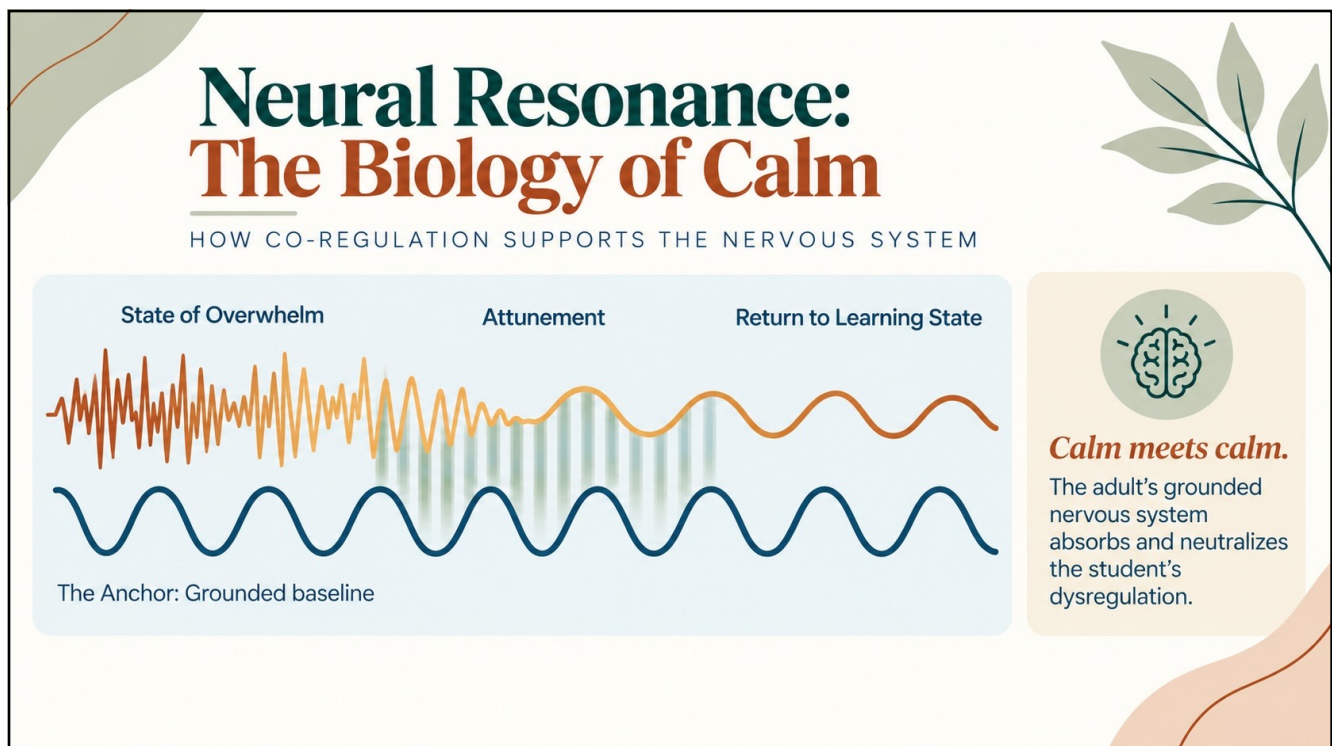
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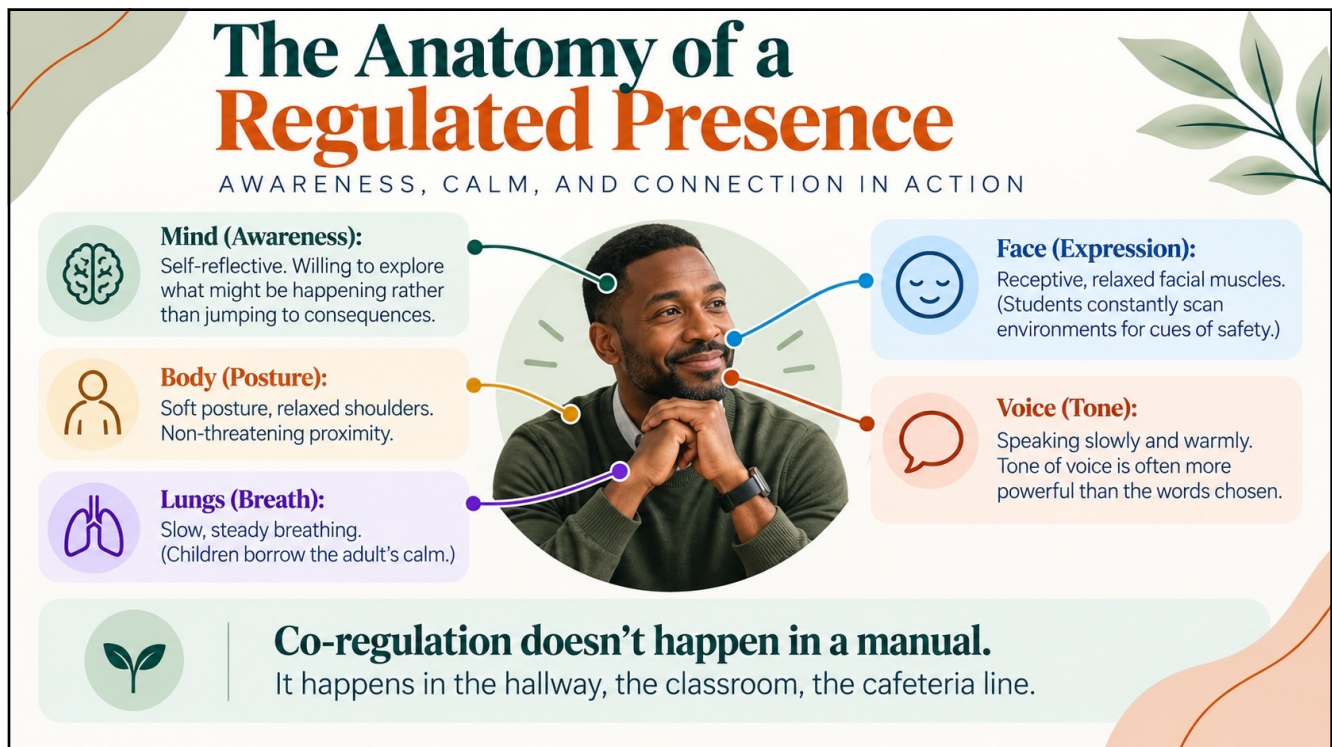
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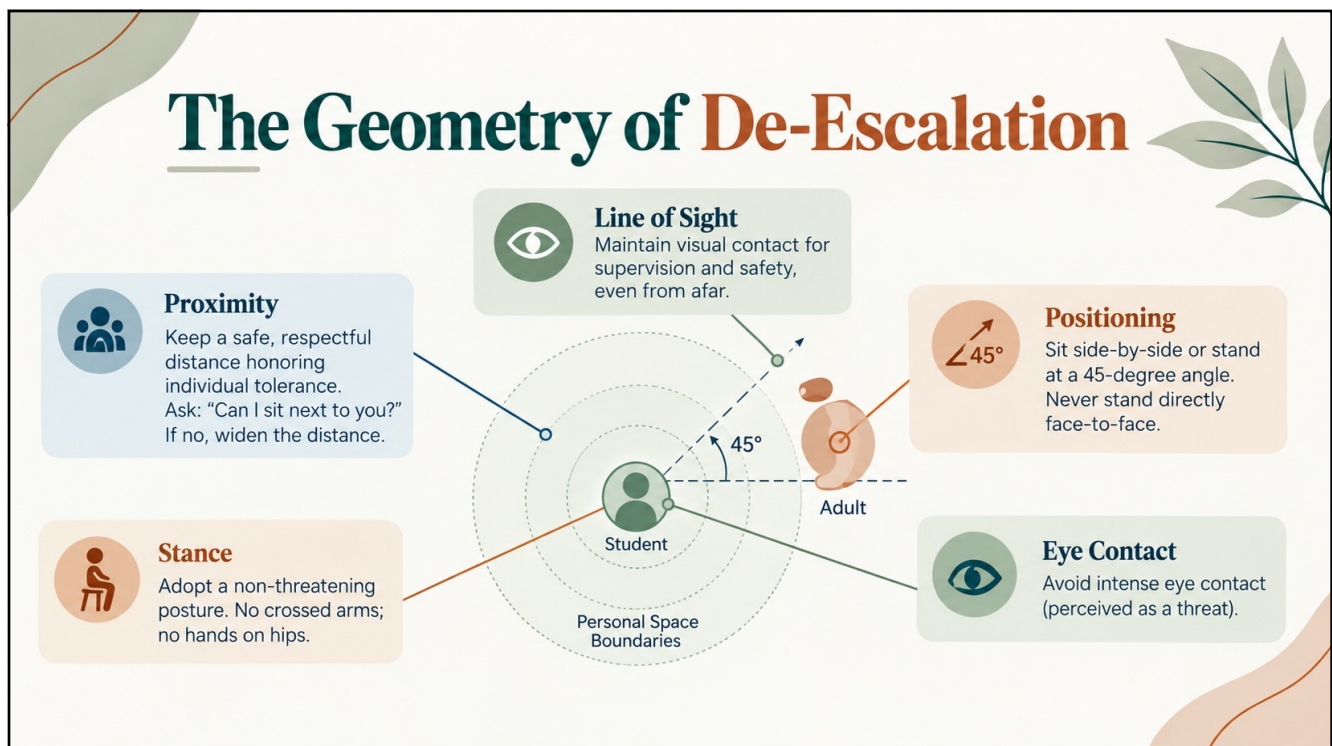
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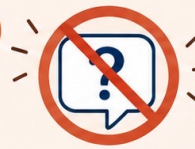


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Narrate, Don't Interrogate.



*Different words.
A calmer tomorrow.*

- 

During dysregulation, avoid questions that require reflection or explanation.
Questions like "Why did you do that?" can increase pressure and escalate distress.
- 

Instead, try narrating what you observe:

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

Observation reduces pressure while communicating understanding.

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Validate the Emotion.



All feelings are welcome here.

- 

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.
- 

Help Students Find Words.
Many children 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.

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Offer Grounding Statements.

Simple words can make a big difference.

- 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.

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Cultivate the internal posture of a nurturing provider.

Your internal posture is the ultimate intervention tool.

- Do not be alienated**

Look beyond the behavioral manifestations to the underlying dysregulated nervous system.
- Back away from ultimatums**

Recognize that rigid demands during a crisis will only trigger the student further.
- Hold the center**

Keep the student's baseline wellbeing in mind, rather than focusing on immediate compliance.

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Individual Reflection Question

The Thermometer



The Thermostat



BEING THE THERMOSTAT:

A **thermometer** reflects the room's temperature (it reacts to the student's emotional state).

A **thermostat** sets the temperature (brings a calming presence to defuse stress).

Describe a situation where a student's emotional temperature was high, but you successfully remained the thermostat.

Brief Description:

- What happened?
- How did you keep your posture intact?

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Modeling repair builds trust more effectively than never getting it wrong.

The Rupture



Ruptures are inevitable. When an adult loses their cool or a student has a melt down, the connection is severed. Regulation isn't about being unshakable; it's about being reachable.

The Repair



Repair is co-regulation applied to relationships. Wait for regulation, revisit without blame, and focus on metacognition over consequences.

Scripting the repair:

"I'm sorry I raised my voice. You didn't do anything wrong. I got frustrated, and that's not your fault. We'll figure it out together."



Connection builds capacity.

Repair teaches that relationships can survive hard moments—and grow stronger because of them.

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Being a regulating presence doesn't mean being perfect

Regulation doesn't mean we are always calm. It means:



Being self-aware enough to pause, reset, and repair.



Showing up with intention.

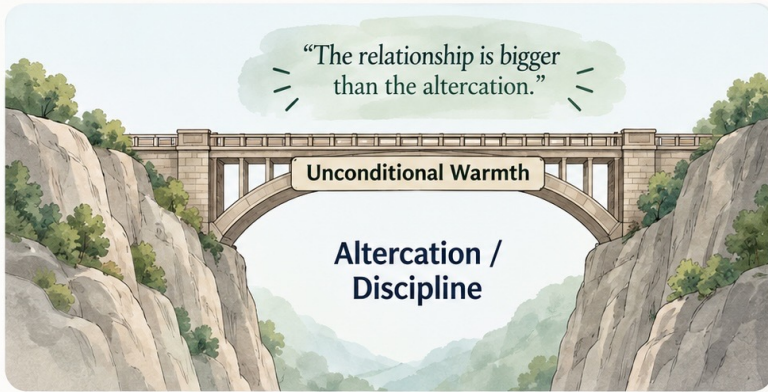


Modeling how to stay connected even when the connection has been strained.

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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.

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The Post-Event Protocol

REFLECT. REALIGN. MOVE FORWARD TOGETHER.



Step 1: Debrief

Adults involved must meet to review what happened and discuss whether actions could have been handled differently.

Step 2: Review

Evaluate school guidelines around preventative practices and alternate measures. Ensure practices are adapted to individual differences and specific Tier profiles.

Step 3: Align

Consult the student's safety/action plan. Update notes on proper adult posture, specific practices to avoid at high stress levels, and post-debrief student practices.

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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 TEMPLATE DOCUMENT

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

Student stress level	Observable signs	Adult posture and practices <i>suggested</i>	Adult posture and practices <i>to avoid</i>
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 growth at every stage. ♥

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

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Co-Regulation Is a Team Practice

CONSISTENT, COLLABORATIVE ADULTS CREATE GREATER SAFETY, REGULATION, AND SUCCESS.

Different roles. A shared goal. ♥

When we work together, students feel safer, more regulated, and more supported. ♥

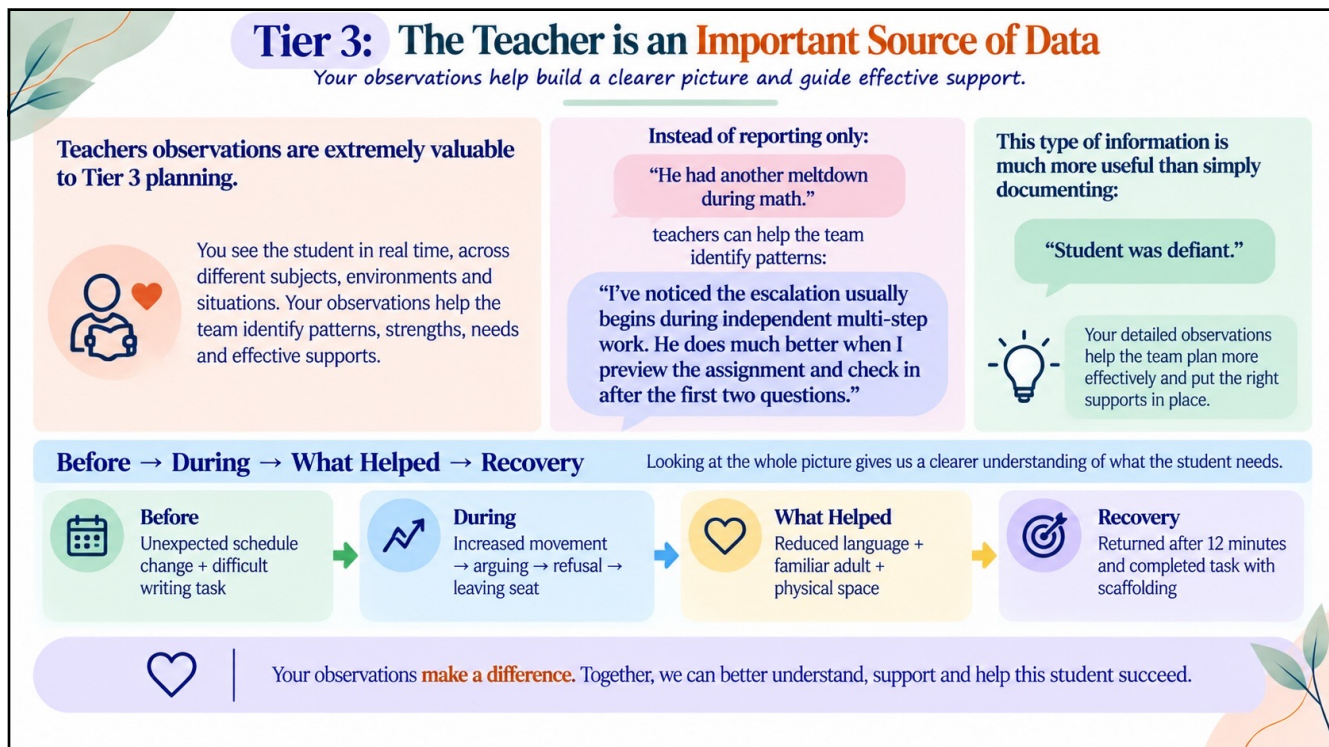


Adults need to be on the same page regarding:

What does this student need from us?	What helps?	What escalates the situation?
What language are we using consistently?	When should we step in?	When should we step back?
Who takes the lead?	When should someone "tag out"?	How do we communicate after an incident?

Same understanding. Stronger support. Better outcomes. ♥

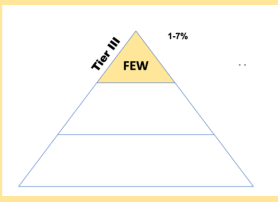
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Individual Reflection Question



INDIVIDUALIZED Practices
for FEW students at Tier 3

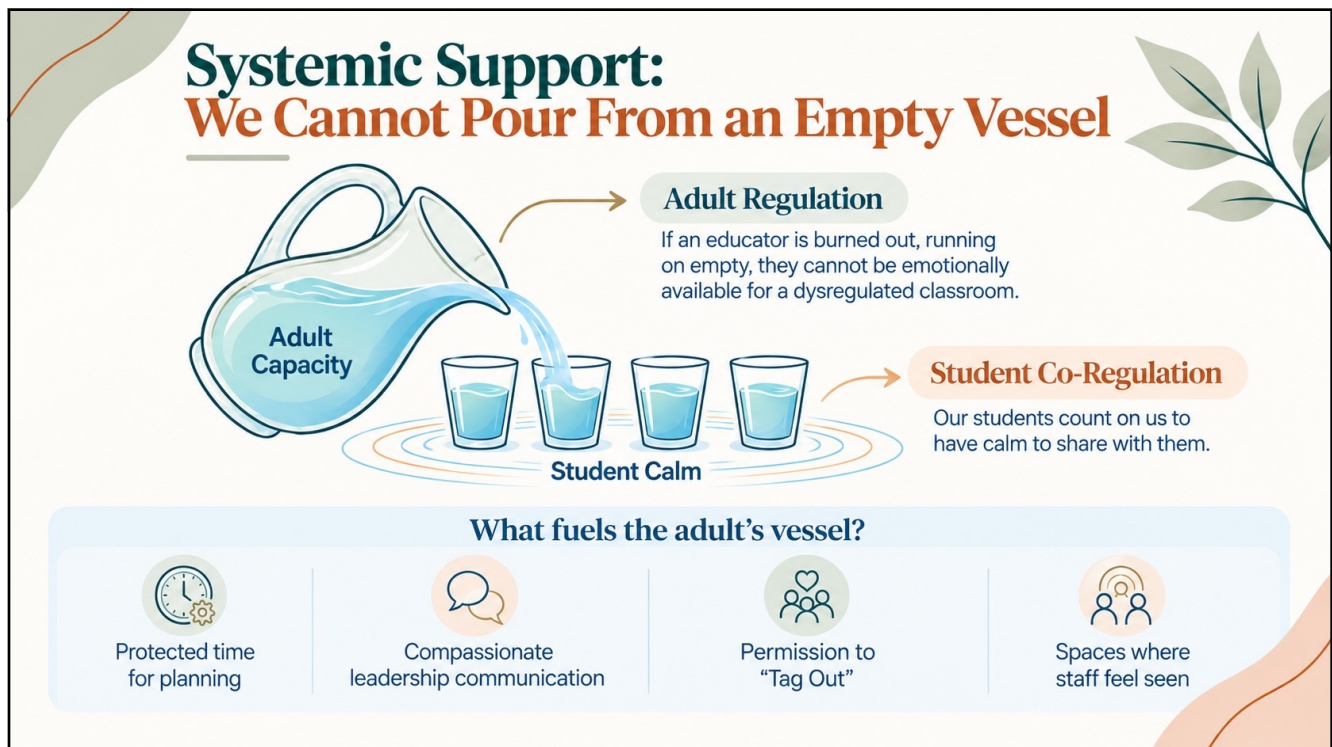
REFLECTION ON TIER 3 PRACTICES:

Some students require highly individualized, intensive support that is tailored to their unique nervous system needs.

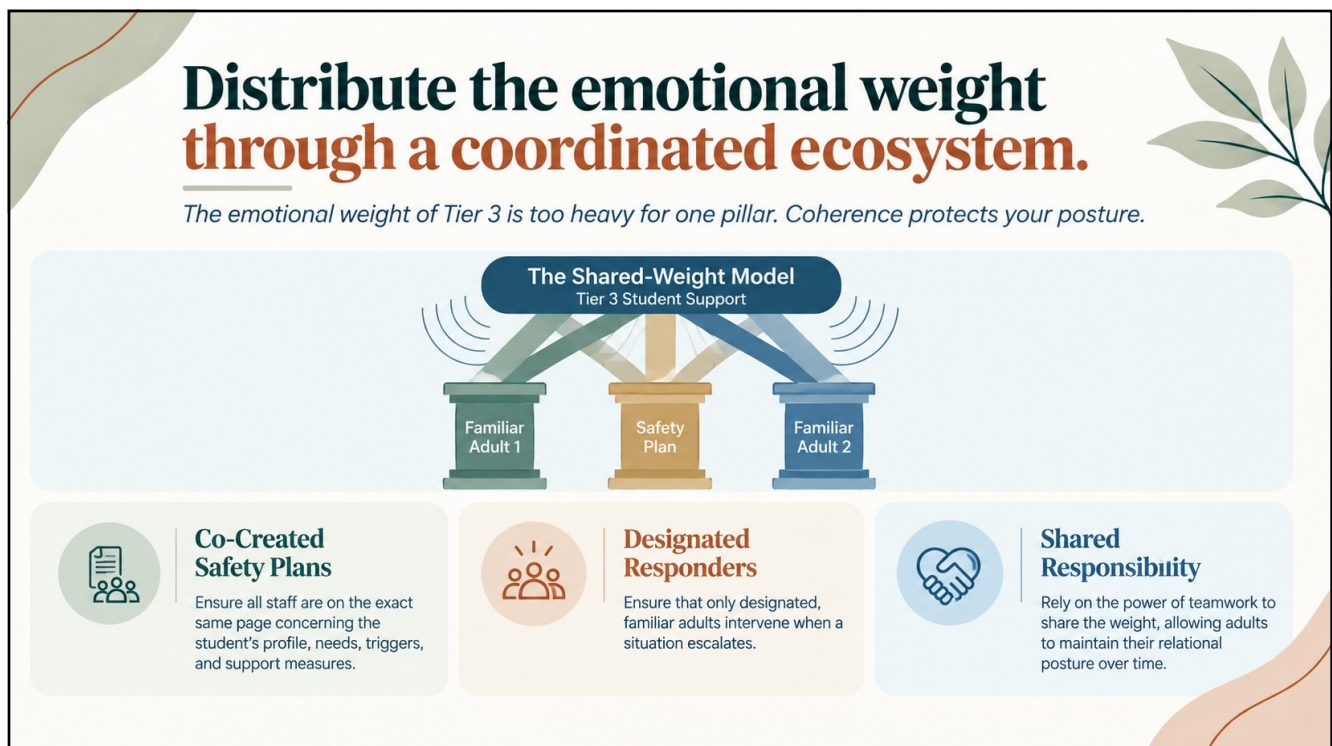
Reflect on a student who may require this level of support.

- Which individualized accommodations, co-regulation strategies, or collaborative supports have been most effective?
- How can you intentionally maintain a calm, consistent and emotionally available posture while implementing these supports?

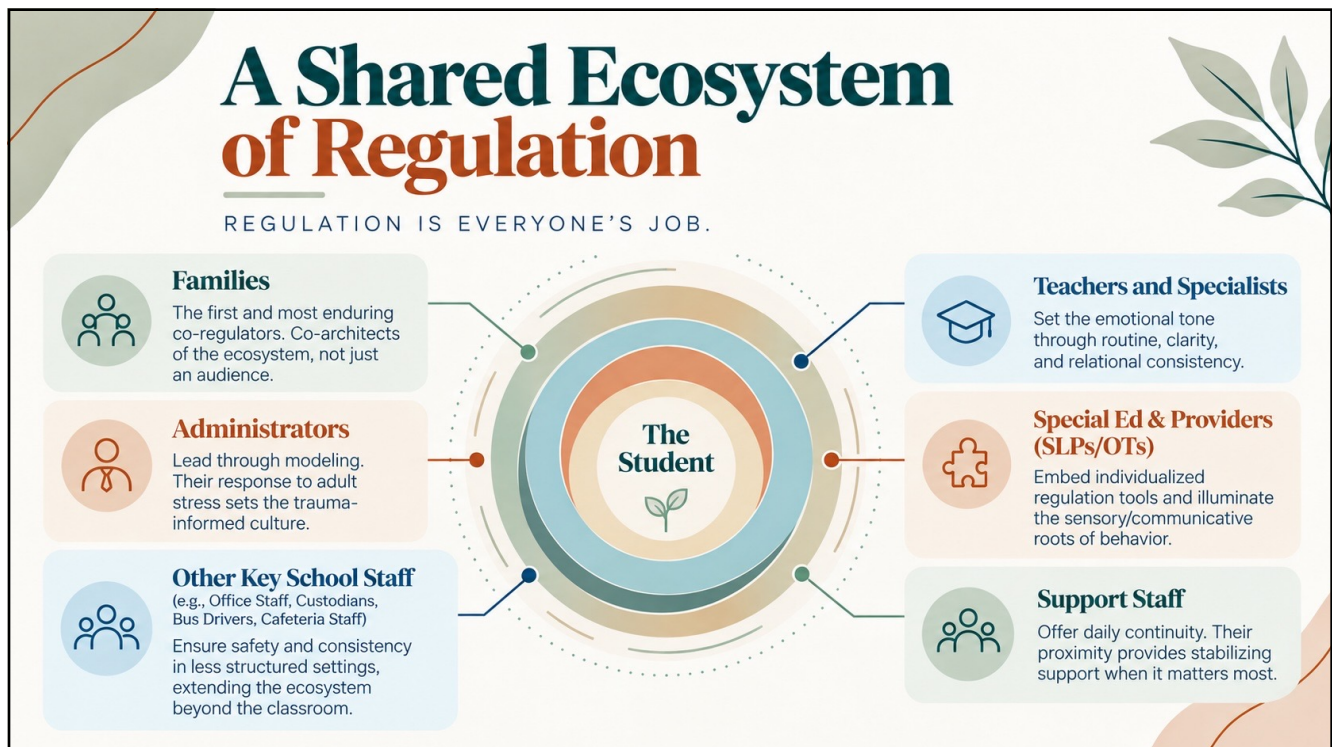
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Centre of Excellence for Behaviour Management

www.cebm.ca

Practical resources for real challenges.

Supporting Quebec's English school boards.

THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)
As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.

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

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