

Tier 2 Targeted Practices for SOME students – **SECONDARY LEVEL**

For the students who need additional support to be successful in a classroom setting

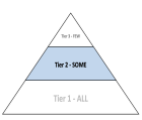
These targeted practices are meant to be applied in addition to Tier 1 interventions for the students to be successful. Please note that 'small-group' (approx. 5:1 ratio) may vary in number of students depending on the activity.

Classroom practices	Examples
Targeted measures for the physical and social set-up of the learning environment.	Assigning preferential seating. Ensuring the student has an adapted workstation (e.g. targeted tools to limit distraction and sensory overwhelm) which helps them feel comfortable in their environment and be available for learning.
Targeted attachment practices to engage students further, collecting rituals to engage attachment instincts prior to 'going to work', allowing the students to feel safe and welcome when needing to depend, etc.	Utilizing attachment practices that enhance and deepen the relationship (e.g. 2x10 relationship building strategy). Displaying genuine connection by taking interest in their life beyond school. Using engaging and non-threatening ways to connect. Highlighting points in common. Engaging them through their interests. Acknowledging the day's successes. If needed, matchmaking through a significant adult in their life. Bridging the relationship by not making the behaviour the bottom line.
Ensuring to display a strong adult posture during challenging circumstances. Making preventive and proactive approaches a priority (not waiting for problems to arise in order to deal with them).	Not taking the student's behaviour personally. Remaining calm and reflective. Being mindful of the impact of the adult's verbal and non-verbal stance. Waiting until a more appropriate time to address the situation. Relying on de-escalation and co-regulation if needed.
Systematic check-ins with a significant adult (beyond teacher greeting) at scheduled times. <i>* Ensuring that the check-ins are being done consistently by the same adult and that the student is indeed benefiting.</i>	This is a time of warm connection meant to welcome the student within the school environment and to get a pulse on how they are feeling and anticipating their day. Inquiring if they ate breakfast, have a lunch. Providing an opportunity for the student to express their emotions, be heard, and feel supported.
Targeted structures and routines to create further consistency and predictability.	Scheduling an alternate classroom entrance and exit time. If needed, providing an individualized visual schedule. Notifying students, when possible, of any changes in routine (special activities, teacher absences, guests).
Targeted small-group academic support in the classroom (re-teaching, remediation, double-guided instruction, resource small-group targeted support, etc.), or in an alternate location, to meet specific academic needs outlined in the student's action plan or IEP.	Providing small-group academic support. Implementing a variety of targeted pedagogical interventions, resources, tools, strategies, and support measures. Adjusting the services and schedule frequency based on needs analysis.
Assigned alternate seating and workstation – options need to be tried out to verify which one is better suited for the student needs and preferences.	Ensuring that the parameters (what-when-where) around the use of these tools has been properly considered. A student may have a few options of seats/workstations available to them based on time of day, type of activity or subject being taught, and task required in order to optimize their attention and ability to complete the task.
Assigned individual bin which can be used in the classroom, at the designated area, or other alternate locations in the school. The selected items must be adapted to the student's needs and preferences.	Offering a variety of sensory tools, books based on interest, paper-crayon activities (journaling, doodling, crossword puzzles, etc.), and individual creative projects. Ensuring that there's a rotation of the selected tools to keep the student engaged and motivated.

Consult [CEBM Tier 2 Checklist](#) for more examples.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/secondary-practices>

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Classroom practices	Examples
Use of the designated area within the classroom at scheduled times with carefully selected materials according to their needs, which are placed in the student's individual bin.	Modeling the proper use of the designated area. Ensuring the materials used in the area are regularly reviewed and updated to make sure they continue to answer a need.
Targeted movement break or a scheduled bloc of time in another pre-determined supervised location to provide breaks, switch gears, or complete individual work.	Examples of movement break: going for a drink of water, bringing an envelope to the office, etc. Examples of alternate locations: Foster Class , Oasis type room, Nurturing Support Centre , or any other alternative space in the building. Providing a visual schedule for the 'when-where-how long'. Giving access to the student's individual bin .
Targeted 'small-group' accompaniment during transition times . Ensuring that these are supervised properly. * <i>Lead by the support staff available.</i>	During breaks and lunch, providing targeted small-group activities (students are pre-selected, matched with an assigned adult, and gather in a pre-determined location). E.g. creative art activities, sports activities, community projects, interest clubs, etc.
Staff involved at T2: Teachers, Support Staff and any other school staff involved. * <i>Administration and Professionals/Consultants involved are kept in the loop. Further communication is taking place with the parents. Please refer to the list of considerations prior to moving on to the next tier of support.</i>	