



Tier 3 Individualized and Intensified Practices for FEW students – **SECONDARY LEVEL**

For the students who require intensified one-to-one support to be successful in a classroom setting	
These practices are meant to be applied in addition to Tiers 1-2 interventions for the student to be successful. Using a preventive and proactive approach is also key (not waiting for the problems to arise to intervene), as the student is not available nor receptive when dysregulated. Students at Tier 3 benefit from being supported by the same significant adult. At Tier 3, a student requires an Action/Safety Plan (or an IEP) with personalized support measures that have been selected according to the needs and challenges presented.	
Classroom practices	Examples
Individualized measures for the physical and social set-up of the learning environment.	Assigning preferential seating. Ensuring the student has an adapted workstation (e.g. personalized tools to limit distraction and sensory overwhelm) which helps them feel comfortable in their environment and be available for learning.
Personalized and intensified attachment practices , to help soften the defenses of the student and help them to become slowly oriented towards the adults.	Deepening the attachment through one-to-one games and fun activities, compensating for the resistance and impulsivity by setting up structures, using ways to break the tension to engage and diffuse students in the face of challenging situations. If needed, matchmaking through a significant adult in their life.
Ensuring to display a strong adult posture during highly challenging circumstances. Making preventive and proactive approaches a priority (not waiting for problems to arise in order to deal with them).	Not being alienated by their behaviour and keeping the posture of a nurturing leader, backing away from conventional discipline and ultimatums, relying on de-escalation and co-regulation if needed, bridging by making the relationship (not the behaviour) the bottom line and restoring the connection following any fallouts.
Systematic daily one-to-one check-ins and end-of-day recap with a significant adult scheduled multiple times each day. <i>* Ensuring that the check-ins are being done consistently by the same adult and that the student is indeed benefiting.</i>	Providing regular check-ins. These are a key ingredient to help students at Tier 3 be successful at school. This is a prime time to connect with the student, establish a sense of safety, evaluate the student's emotional state, and provide an opportunity to release tension if needed.
Individualized 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).
Intensive and individualized academic support in an alternate location, to meet specific academic needs outlined in the student's action plan , safety plan , or IEP .	Providing one-to-one support through intensive interventions, in addition to the resources, tools, strategies, adaptations, and other support measures. Adjusting the services and schedule frequency based on needs analysis.
Scheduled respite and downtime on a one-to-one basis in an alternate location (Nurturing Support Centre). Ensuring that these are supervised properly for safety.	Student has access to a personalized bin, which includes pre-selected tools that have been carefully selected. Content of the bin needs to be changed regularly to maintain interest and engagement.
Personalized movement breaks on a one-to-one basis in an alternate location as well as outdoors. Ensuring that these are supervised properly for safety.	Offering an opportunity to change the context and help switch gears. Providing activities that require big movement (e.g. Nurturing Support Centre , fitness room, going for a walk outside with an assigned adult).

Consult **CEBM Elementary Tier 3 Checklist** for more details.

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

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Classroom practices	Examples
<p>Personalized support measures for the emotional and social support (collaborating with support staff) of few students who require intensified one-to-one support with their big emotions, in an alternate location (Nurturing Support Centre).</p>	<p>Setting up parameters to help them feel safe, by using co-regulation techniques, and by accompanying them to process their overwhelming emotions. Introducing a variety of avenues to help them express their emotions and providing additional outlets for physical release without repercussions. If available, providing access to an alternate safe space (e.g. Emotions Room) to release intense emotions.</p>
<p>Personalized accompaniment during transition times on a one-to-one basis in an alternate location and/or outdoors. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>	<p>During breaks and lunch, including Tier 3 student in a targeted small-group activity (must carefully select the activity and other students to increase the student’s success) or providing one-to-one structured activities with an assigned adult (e.g. board game, cards, creative art project, etc.)</p>
<p>If needed, setting up a personalized adapted schedule in another pre-determined supervised location (or a part-time schedule for those who require it). Some students struggle with the amount of stimulation within the classroom. By providing an adapted schedule, they will gradually acclimate to the context and be able to better manage their emotions.</p> <p><i>* Can be lead by various staff available</i></p>	<p>Alternate classroom entrance-exit time (e.g. 5 min before or after the bell) to help with transitions.</p> <p>Alternative home-base (e.g. Oasis type room, Nurturing Support Centre, or any other alternative space in the building) during class time and/or transitions, additional Phys. Ed., etc.</p>
<p>Staff involved at T3: Teachers, Support Staff, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).</p> <p><i>* Ongoing communication is taking place with the parents. Please refer to the list of considerations prior to moving on beyond the Tier 3 level of support.</i></p>	

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