



## Tier 3 Individualized and Intensified Practices for FEW students – **ELEMENTARY 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  |
|--|---|
| Ensuring <b>safety</b> at all times, as students at Tier 3 require constant supervision due to their high defendedness and intense reactions.  | Collaboration and teamwork as well as ongoing communication amongst all adults working with the student is necessary. Sharing the weight – no single staff is meant to support a student at Tier 3 on their own on a full time basis. Building a village of support – the student needs to feel a ‘safety net of attachments’ with the team of adults involved. Feeling safe is key for the student to be successful. |
| Individualized measures for the <b>physical and social set-up</b> 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. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.   |
| Personalized and intensified <b>attachment practices</b> , 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 humour and play in engaging students in the face of challenging situations. If needed, <a href="#">matchmaking</a> through a significant adult in their life.   |
| Ensuring to display a <b>strong adult posture</b> 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 <a href="#">de-escalation</a> and <a href="#">co-regulation</a> if needed, <a href="#">bridging</a> by making the relationship (not the behaviour) the bottom line and restoring the connection following any fallouts.                                    |
| Systematic daily one-to-one <b>check-ins and end-of-day recap</b> with a significant adult scheduled multiple times each day.<br><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 <b>key</b> 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 <b>structures and routines</b> 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). Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions.   |
| Intensive and individualized <b>academic support</b> with the collaboration of the resource teacher and/or professionals (e.g. SLP) in an alternate location, to meet specific academic needs outlined in the <a href="#">student’s action plan</a> , <a href="#">safety plan</a> , or <a href="#">IEP</a> . | 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. Consulting the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions at Tier 3.   |

Consult [CEBM Elementary Tier 3 Checklist](#) for more details.

Visit CEBM website for tools and resources: <https://www.cebmmember.ca/tier-3-individualized-practices>

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| Classroom practices   | Examples   |
|---|--|
| <p>Personalized support measures for the <a href="#">emotional</a> and <a href="#">social</a> support (collaborating with support staff) of few students who require intensified one-to-one support with their big emotions, in an alternate location and/or outdoors.</p> <p>Providing options adapted to their needs and maturity level to help them be more successful.</p>  | <p>Setting up parameters to help them feel safe, by using <a href="#">co-regulation</a> 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 (access to <a href="#">personal bin</a> and <a href="#">personal choice board</a>). If available, providing access to an alternate safe space (e.g. <a href="#">emotions room</a> or outside playground when available) to release intense emotions.</p> |
| <p>Scheduled <a href="#">respite and downtime</a> on a one-to-one basis in an alternate location. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>  | <p>E.g. coming back from recess to help the student recenter themselves before joining the group.</p> <p>Student has access to a <a href="#">personalized bin</a> within the <a href="#">designated area</a>, which includes pre-selected tools that have been carefully selected. Content of the bin needs to be changed regularly to maintain interest and engagement.</p>   |
| <p>Personalized <a href="#">movement breaks</a> on a one-to-one basis in alternate locations as well as outdoors. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>  | <p>This is an opportunity to go beyond the quick visit for a movement break. Offering an opportunity to change the context and help switch gears. Providing activities that require big movement. Going up and down the stairs and touring the building. Completing an obstacle course outside.</p>  |
| <p>Personalized <a href="#">outdoor opportunities</a> on a one-to-one basis beyond recess and lunch time. Ensuring that these are supervised properly for safety.</p> <p><i>* Can be lead by various staff available</i></p>  | <p>Going outside becomes a key ingredient to allow students at Tier 3 to manage being in class and at school throughout the day. Outdoor activities can be done for multiple purposes: movement, emotional release, experimentation within a social context, etc.</p>  |
| <p>Personalized <a href="#">accompaniment during transition times</a> 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>Managing multiple transitions are really challenging for students at Tier 3. They require constant accompaniment of an adult: at the buses, in the hallway, during recess and lunch (<a href="#">supported, extended or sheltered recess/lunch</a>), heading to daycare, etc.</p> <p>Preparing the student for upcoming transitions by naming and cueing desired behaviour. Giving constructive feedback to support and guide the student, as well as to encourage their efforts.</p>   |
| <p>If needed, setting up a personalized <a href="#">adapted schedule</a> 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, <a href="#">Nurturing Support Centre</a>, or any other alternative space in the building) during class time and/or transitions, additional Phys. Ed., etc.</p>   |
| <p><b>Staff involved at T3: Teachers, Support Staff, Resource Teacher, Administration, Professionals/Consultants assigned, any other school staff involved, and outside partners (if present).</b></p> <p><i>* Ongoing communication is taking place with the parents. Please refer to the <a href="#">list of considerations</a> prior to moving on beyond the Tier 3 level of support.</i></p>  |  |

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# ELEMENTARY: Considerations prior to moving beyond Tier 3 Interventions

When the student hasn't responded to the sequence of interventions in Tier 2:

- ❑ Have two **individualized practices** suggested in the Tier 3 of the **CEBM Pyramid of Interventions** document been implemented?

Continue with current practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Have individualized supports (personal bin, personal choice board) been assigned and/or scheduled? And are they being used consistently?
- ❑ Has the need/purpose of the interventions been explained to the student and parents? Is there buy-in?
- ❑ Similarly to Tier 1, have the following been tried: varying the frequency and intensity? Adjusting the time of the day / day of the week? Adjusting the strategy (changing the assigned tool/resource or the scheduled time)?
- ❑ Have the frequency and intensity of supports with other pre-determined adults (student Check-In, Nurturing Support Center) in the school been increased?
- ❑ Have the frequency and intensity of out-of-class breaks (attendant, adult in NSC) or one-to-one supports (academic, emotional/behavioural) been increased?
- ❑ Have sheltered recess and lunch (indoor supervised activities) been considered?
- ❑ Have other additional strategies been tried? (at least 2-3 individual practices)? Repeat steps above.

Continue with additional practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ If needed and available, has the school team requested an assessment/support from the board professional (e.g. Psychologist, Psychoeducator, Speech Language Pathologist, Occupational Therapist, Behaviour Consultant, etc.)?
- ❑ When applicable, is the student actively involved in their intervention planning/IEP?
- ❑ Has the school team considered an adapted schedule (additional phys. Ed., some classes in the NSC) or a reverse integration model (using the NSC as the student's main hub)?

Continue with additional practices

NO

YES

If the student responds

If the student doesn't respond

- ❑ Has the school team reviewed the **CEBM Intervention Planning** document for Tier 3?
- ❑ Has the school team requested support from outside services (DYP, CISSS, medical, psychological)?
  - ❑ Setting up Individualized and Intersectoral Service Plans (PSII)? Requesting a consultation with CEBM?
- ❑ Has the school team considered a part-time schedule (morning period only, just core classes)?

Remain at Tier 3

NO

YES

If the student responds

If the student doesn't respond

Move **beyond\*** Tier 3 school-level interventions

Valuing **co-regulation** and making room to release emotions as key to a successful intervention.

Keeping a journal or a tracking log would help with the reflective process as well as ensuring that the progression of intervention is being documented.

These steps are not meant to be prescriptive, nor necessarily linear (it's not a one-size-fits-all) but they are suggestions to best support the student.

\* Measures beyond school-level Tier 3 interventions can include, but are not limited to, a referral for:

- Regional program (low ratio class)
- Homebound tutoring
- Outside services (e.g. CISSS centres et points de service en jeunesse, community respite centre, child psychiatry day programs)