



# CEBM Elementary Checklist – Tier 3 Individualized Practices for few students who need intensive support



*These practices are meant to be used in addition to Tiers 1-2 Interventions*

PLEASE ENSURE THAT THE TIERS 1-2 CHECKLISTS HAVE BEEN REVIEWED FIRST				
Classroom Practices	Already in place	To Consider	To Adopt	I'll Need Support
<b>Ensuring <u>safety and ongoing supervision</u> at Tier 3:</b> <i>To help students with their dysregulated emotions and intense reactions</i>				
Have the Tier 2 targeted practices in this section been implemented?	✓	?	+	☐
Ensuring all the adults involved with the Tier 3 student are working from a shared understanding and a common vision (coherent support)	✓	?	+	☐
Ensuring all the adults involved work together intentionally, being a 'baton-relay' team, to provide a safety net (continuous support) to help secure the student	✓	?	+	☐
Understanding that when the Tier 3 student has emotional overwhelm and triggering behavioural manifestations, the priority of the adults is to re-establish a sense of safety for the student	✓	?	+	☐
Making sure that no single staff is supporting a student at Tier 3 on their own on a full-time basis (need to share the role and responsibilities)	✓	?	+	☐
<b>Individualized measures for the <u>physical and social set-up</u> at Tier 3:</b> <i>To help students know specifically that they belong in the group and have a chosen space that meets their needs</i>				
Have the Tiers 1-2 practices in this section been implemented?	✓	?	+	☐
Making sure the measures in this sections are personalized and well adapted to the student's needs and challenges at Tier 3	✓	?	+	☐
Orchestrating the student's physical proximity to join in the group, meanwhile having adult supervision right next to them to facilitate quick intervention if needed	✓	?	+	☐
Designing a ' <u>reserved</u> ' spot for the student at Tier 3 where only the adults have access	✓	?	+	☐
<b>Individualized measures for <u>attachment practices</u> at Tier 3:</b> <i>To help students become oriented towards the adults who care for them</i>				
Have the Tiers 1-2 practices in this section been implemented?	✓	?	+	☐

Making sure the measures in this sections are personalized and well adapted to the student's needs and challenges at Tier 3	✓	?	+	☐
Deepening the attachment through one-to-one games and fun activities	✓	?	+	☐
Having 'walk and talks' in the hallway or during recess (being side-by-side is less vulnerable)	✓	?	+	☐
Noticing and naming that you see their efforts and appreciate their involvement	✓	?	+	☐
Assigning a task that they can achieve and will bring them additional connection, recognition, and appreciation	✓	?	+	☐
Compensating for the resistance and impulsivity by relying on the structures and routines	✓	?	+	☐
Using humour and play in engaging students in the face of challenging situations	✓	?	+	☐
<u>Bridging</u> the relationship by not making the behaviour the bottom line	✓	?	+	☐
<u>Matchmaking</u> with other adults who come into the group	✓	?	+	☐
<b>Individualized measures for the <u>adult posture</u> at Tier 3:</b> <i>In challenging situations when the student is struggling</i>				
Have the Tiers 1-2 practices in this section been implemented?	✓	?	+	☐
Being calm and grounded before responding to an upset student, and not taking the behaviour personally	✓	?	+	☐
Not being alienated by their behaviour and keeping the posture of a nurturing leader	✓	?	+	☐
<u>Managing the circumstances</u> and the environment rather than trying to directly control student behaviour	✓	?	+	☐
Acting with kindness when intervening and keeping the students' wellbeing in mind - backing away from conventional discipline and ultimatums	✓	?	+	☐



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<b>Individualized measures for the <u>adult posture</u> at Tier 3:</b> <i>In challenging situations when the student is struggling</i>				
Easily adjusting when things don't go as planned	✓	?	+	<input type="checkbox"/>
If needed, relying on <u>de-escalation</u> techniques and <u>co-regulation</u>	✓	?	+	<input type="checkbox"/>
Discussing with team, planning and adjusting interventions when similar situations are recurring	✓	?	+	<input type="checkbox"/>
Making sure the student has been informed of any changes in the expectations or the ways in with situations are being handled (predictability helps to feel safe)	✓	?	+	<input type="checkbox"/>
Have you considered referring to the 6 <u>CEBM Challenges Placemats</u> for additional suggestions at Tier 3?	✓	?	+	<input type="checkbox"/>
<b>Systematic daily <u>check-ins and end-of-day recap</u> at Tier 3:</b> <i>To help students who struggle to connect with or trust the adults</i>				
Have the Tier 2 practices in this section been implemented?	✓	?	+	<input type="checkbox"/>
Setting up systematic daily <u>check-ins</u> (multiple times a day at strategic times) and end-of-day recap with a significant adult	✓	?	+	<input type="checkbox"/>
Ensuring that the check-ins are being done consistently by the same adult, and that the student is benefiting and supported	✓	?	+	<input type="checkbox"/>
Having a 'back-up' adult assigned to do the check-ins if the main person is absent	✓	?	+	<input type="checkbox"/>
Ensuring the timing and frequency of the check-ins meet the needs and challenges of the student at Tier 3	✓	?	+	<input type="checkbox"/>
Ensuring the student is benefiting from the content and process of the check-ins (must be beyond focus on emotion regulation)	✓	?	+	<input type="checkbox"/>
To help the student feel welcomed, become anchored, and progressively feel safe at school	✓	?	+	<input type="checkbox"/>

Providing opportunities for <u>co-regulation</u> , as students at Tier 3 need emotional accompaniment	✓	?	+	<input type="checkbox"/>
Ensuring the pertinent information collected during check-ins is being relayed to the other adults working with and supporting the student	✓	?	+	<input type="checkbox"/>
Contacting and informing parents regularly (including positive aspects) – the frequency may vary depending on the needs and evolution of the challenges being supported	✓	?	+	<input type="checkbox"/>
Including this support measure in the <u>student's IEP/action plan</u> along with the purpose (needs being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>
<b>Individualized <u>structures and routines</u> at Tier 3:</b> <i>To create consistency and predictability</i>				
Have the Tiers 1-2 practices in this section been implemented?	✓	?	+	<input type="checkbox"/>
Providing an individualized visual schedule, easily accessible for the student (e.g. on their desk)	✓	?	+	<input type="checkbox"/>
Notifying the student, when possible, of any changes in structures or routine (special activities, teacher absences, guests)	✓	?	+	<input type="checkbox"/>
Preparing for the coming of a substitute teacher – matchmake. Having notes to share with teacher to help them connect with the students (e.g. having a ' <u>Sub Tub</u> ' bin/folder)	✓	?	+	<input type="checkbox"/>
If needed, when a substitute teacher will be present, plan for a time in the Oasis/ <u>Nurturing Support Center</u>	✓	?	+	<input type="checkbox"/>
When there's a substitute, and the student is not yet able to handle this well, an alternate plan will be needed. If there is no <u>NSC</u> and no positive alternative for this student (i.e. time with a significant adult), the best option may be for them to have a day off from school	✓	?	+	<input type="checkbox"/>



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<b>Individualized <a href="#">structures and routines</a> at Tier 3:</b> <i>To create consistency and predictability</i>				
Have you considered referring to the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions at Tier 3?	✓	?	+	<input type="checkbox"/>
<b>Intensive and Individualized <a href="#">academic support</a> at Tier 3:</b> <i>To help students make use of support measures and become successful at school</i>				
Has the student previously received small-group Tier 2 accompaniment for this category of support measures?	✓	?	+	<input type="checkbox"/>
Providing one-to-one support, collaborating with the resource teacher or professional (e.g. SLP), in the areas where needed (ELA, math, executive functioning, etc.)	✓	?	+	<input type="checkbox"/>
Ensuring the selection and implementation of the resources, tools, strategies, adaptations, and other support measures, based on the student's needs analysis	✓	?	+	<input type="checkbox"/>
Ensuring consistent use of the support measures (e.g. <a href="#">sensory tools</a> ) and adaptations by the student during learning and evaluation in all contexts that apply	✓	?	+	<input type="checkbox"/>
Ensuring there's ongoing communication between the classroom and resource teachers	✓	?	+	<input type="checkbox"/>
Ensuring that the selected support measures are well adapted to the student's needs and preferences	✓	?	+	<input type="checkbox"/>
If needed, adjusting the flow of services, to provide the best support to help the student be successful	✓	?	+	<input type="checkbox"/>
Have you considered referring to the 6 <a href="#">CEBM Challenges Placemats</a> for additional suggestions at Tier 3?	✓	?	+	<input type="checkbox"/>
Communicating with parents to keep them informed of support measures and to maintain their engagement at home with homework	✓	?	+	<input type="checkbox"/>
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals,	✓	?	+	<input type="checkbox"/>

details around the what-when-where-for how long-how often				
<b>Personalized one-to-one <a href="#">accompaniment for emotional support</a> at Tier 3:</b> <i>To help students name and express their emotions in a safe manner</i>				
Has the student previously received small-group Tier 2 accompaniment for this support measure?	✓	?	+	<input type="checkbox"/>
Providing personalized one-to-one <a href="#">emotion intervention</a> (collaborating with support staff) on a regular basis using <a href="#">emotion tools</a> – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	<input type="checkbox"/>
Introducing and modeling a variety of avenues to help the student express their emotions and providing additional outlets for physical release without repercussions (in the <a href="#">NSC</a> or other alternate space)	✓	?	+	<input type="checkbox"/>
Providing access to an alternate safe space (e.g. <a href="#">Emotions Room</a> or outside playground when available) to release intense emotions	✓	?	+	<input type="checkbox"/>
Making sure the student has access to these support measures in prevention in order to be open and receptive to explore and determine which tools and materials are beneficial to them	✓	?	+	<input type="checkbox"/>
Accompanying the student to process their overwhelming emotions and using <a href="#">co-regulation</a> techniques with them, and <a href="#">de-escalation</a> strategies if needed	✓	?	+	<input type="checkbox"/>
Assessing whether the support measure is providing the benefits needed and if adjustments are necessary	✓	?	+	<input type="checkbox"/>
Ensuring there's ongoing communication between the teacher and the support staff	✓	?	+	<input type="checkbox"/>
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	<input type="checkbox"/>
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	<input type="checkbox"/>



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<b>Assigned <a href="#">flexible seating and workstation</a> options at Tier 3:</b> <i>To help students use tools in a safe manner and for the adults to recognize which tools are beneficial for them</i>				
Have the Tiers 1-2 practices in this section been implemented?	✓	?	+	☐
Providing opportunities for the student to explore and figure out which <a href="#">support tools</a> are beneficial to them (in the <a href="#">NSC</a> or other alternate space)	✓	?	+	☐
Ensuring that the parameters around the use of these tools has been properly considered. Safety is key.	✓	?	+	☐
Ongoing follow-ups to help the student recognize the pertinence and benefit of the support tools	✓	?	+	☐
Changing tool when it is no longer beneficial for the student	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Assigned <a href="#">individual Bin</a> at Tier 3:</b> <i>For the adults to recognize when the student needs to manipulate chosen items to help them co-regulate and manage being in their environment</i>				
Have the Tier 2 practices in this section been implemented?	✓	?	+	☐
Providing opportunities for the student to explore and figure out which support tools are beneficial to them (in the <a href="#">NSC</a> or other alternate location)	✓	?	+	☐
Ensuring that the parameters around the use of these tools has been properly considered.	✓	?	+	☐
Enabling the student to make use of their <a href="#">individual bin</a> both in the classroom and in alternate locations	✓	?	+	☐
Ongoing follow-ups to help the student recognize the pertinence and benefit of the support tools	✓	?	+	☐

When upset, having the student access their <a href="#">personal choice board</a> for them to choose from pre-selected tools/activities without having to talk about it and to give them a sense of control (some of these items may be housed in their individual bin)	✓	?	+	☐
Ensuring that there's a rotation of the selected tools to keep the student engaged and motivated	✓	?	+	☐
Changing a tool when it is no longer beneficial for the student	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Scheduled respite in the <a href="#">cocooning area</a> in the alternate location (<a href="#">NSC</a>):</b> <i>To offer options to students when they need to retreat or to manage emotions</i>				
Has the student previously been given access to the designated area in the classroom at Tier 2?	✓	?	+	☐
Scheduling several blocks of time throughout the day for respite in the <a href="#">cocooning area</a> (in the <a href="#">NSC</a> or other alternate space) – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Providing opportunities on a prevention basis for the student to open and receptive to explore and figure out which support tools and materials included in the designated area would be beneficial to them	✓	?	+	☐
Ensuring that the student can access the contents of their <a href="#">individual bin</a> while in the designated area	✓	?	+	☐
Regularly modeling the proper use of the cocooning area (not meant to be play time with toys)	✓	?	+	☐
Ongoing follow up to assess whether this support measure is beneficial	✓	?	+	☐



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<b>Scheduled respite in the <a href="#">cocooning area</a> in the alternate location (NSC):</b> <i>To offer options to students when they need to retreat or to manage emotions</i>				
Has the student previously been given access to movement breaks at Tier 2?	✓	?	+	☐
Scheduling several blocks of time throughout the day for respite in the <a href="#">movement station</a> (in the NSC or other alternate space)? – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
<b>Scheduled supervised breaks at a <a href="#">movement station</a> in an alternate location (NSC):</b> <i>To help students expend pent-up energy, release frustration and anxiety in order to be more receptive to adult cues and learning</i>				
Has the student previously been given access to movement breaks at Tier 2?	✓	?	+	☐
Scheduling several blocks of time throughout the day for respite in the <a href="#">movement station</a> (in the NSC or other alternate space)? – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Providing opportunities for the student to explore and figure out which type of movement release activities are beneficial to them (e.g. different stations within an obstacle course)	✓	?	+	☐
Ensuring the student is supervised when using the movement station	✓	?	+	☐
Assessing whether the student would benefit from a high-level or low-level energy activity	✓	?	+	☐
Assessing whether the student would benefit from an indoor or outdoor activity	✓	?	+	☐
Introducing and modeling what needs to happen during these scheduled movement breaks	✓	?	+	☐
Providing activities that are beyond the simple movement station and help switch gears (e.g. going up and down the stairs and touring the	✓	?	+	☐

building, completing an obstacle course outside, etc.)				
Ensuring that there's a rotation of the proposed activities to keep the student engaged and motivated	✓	?	+	☐
Ongoing follow up to assess whether this support measure is beneficial	✓	?	+	☐
Ensuring all the adults involved are informed of the use and timing of this support measure	✓	?	+	☐
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Scheduled blocs of time in an <a href="#">alternate location</a> at Tier 3 (NSC):</b> <i>These practices require collaboration with other key school staff</i>				
Has the student previously been given access to alternate locations at Tier 2?	✓	?	+	☐
Have you considered assigning a job or having the student be a helper, which needs to be done with an adult coaching and modeling, to help them release energy, feel empowered, and receive recognition for completed task (e.g. bringing the class's recycling to the large school bin, helping organize Phys Ed equipment, etc.) – supervision and safety are key	✓	?	+	☐
Referring the student for additional support in the Oasis/ <a href="#">Nurturing Support Center</a> – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Ongoing follow up to assess whether this structure of this support measure is well adapted and beneficial	✓	?	+	☐
Ensuring there's ongoing communication between the teacher and the support staff assigned to the student (e.g. Oasis/ <a href="#">NSC Tech</a> )	✓	?	+	☐
Ensuring all the adults involved are informed of the use and timing of this support measure	✓	?	+	☐



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<b>Scheduled blocs of time in an <a href="#">alternate location</a> at Tier 3 (NSC):</b> <i>These practices require collaboration with other key school staff</i>				
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Personalized one-to-one <a href="#">outdoors opportunities</a> at Tier 3:</b> <i>To help students have individualized outdoor time to move their body safely, and to expend excess energy, which impacts their ability to manage in school</i>				
Has the student previously received small-group Tier 2 accompaniment for this support measure?	✓	?	+	☐
Scheduling time for one-to-one <a href="#">outdoor opportunities</a> – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Introducing and modeling what needs to happen during these outdoor activities	✓	?	+	☐
Ensuring that there's a rotation of the proposed activities to keep the student engaged and motivated	✓	?	+	☐
Ensuring there's ongoing communication between the teacher and the support staff assigned to the student (e.g. Oasis/ <a href="#">NSC Tech</a> )	✓	?	+	☐
Ongoing follow up to assess whether this structure of this support measure is well adapted and beneficial	✓	?	+	☐
Ensuring all the adults involved are informed of the use and timing of this support measure	✓	?	+	☐
Assessing whether the structure in place has included steps to assist the student in transitioning from outside to inside	✓	?	+	☐
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Personalized one-to-one accompaniment <a href="#">during times of transition</a>:</b> <i>Providing 'baton-relay team' accompaniment to help ensure safety and prevent overwhelm during transitions</i>				

Has the student previously received small-group Tier 2 accompaniment for this support measure?	✓	?	+	☐
Scheduling time for accompaniment during times of transitions (either in the Oasis/ <a href="#">NSC</a> , or outdoors) – schedule visibly accessible for the student (need to determine the frequency)	✓	?	+	☐
Considering <a href="#">sheltered</a> transition to recess and to lunch – modeling appropriate behaviours priming interests for discussions and games – both indoor and outdoor.	✓	?	+	☐
Ensuring that the student is accompanied in a low-level energy activity to prime readiness to return to class, following recess and lunch.	✓	?	+	☐
Scheduling frequency and supervision of <a href="#">sheltered recess and/or lunch</a>	✓	?	+	☐
Ongoing follow up to assess whether this structure of this support measure is well adapted and beneficial	✓	?	+	☐
Ensuring all the adults involved are informed of the use, purpose, and timing of this support measure	✓	?	+	☐
Communicating with parents to keep them informed of supports put in place for the student	✓	?	+	☐
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Personalized <a href="#">adapted schedule</a> with individualized support from adults:</b> <i>To help students who cannot cope better manage being in school</i>				
Have you considered having a support staff accompany the student during the more difficult periods (or having them attend part of the period in class and the other at the Oasis/ <a href="#">NSC</a> )?	✓	?	+	☐
Have you considered scheduling additional blocs of time in the subjects that the student enjoys (e.g. Phys. Ed., art, music, etc.)?	✓	?	+	☐



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<b>Personalized <a href="#">adapted schedule</a> with individualized support from adults:</b> <i>To help students who cannot cope better manage being in school</i>				
Have you considered increasing the blocs of time spent in an alternate location (e.g. Oasis/ <a href="#">NSC</a> )?	✓	?	+	☐
Would the student benefit from having a <a href="#">reverse integration schedule</a> (i.e. the Oasis/ <a href="#">NSC</a> being the home base with partial time blocs in the classroom – start with subjects/times where the student is successful)?	✓	?	+	☐
Ongoing follow up to assess whether this structure of this support measure is well adapted and beneficial	✓	?	+	☐
Ensuring all the adults involved are informed of the use and timing of this support measure	✓	?	+	☐
Including this support measure in the <a href="#">student's IEP/action plan</a> along with the purpose (need being answered), goals, details around the what-when-where-for how long-how often	✓	?	+	☐
<b>Tier 3 <a href="#">overall considerations</a>:</b> <i>Additional steps when the selected practices don't seem to be enough to accompany those students who require intensive support</i>				
Have you attempted to implement at least two of the Tier 3 individualized practices suggested in the CEBM Pyramid of Interventions?	✓	?	+	☐
Have Individualized supports (personal bin, personal choice board, etc.) been assigned and/or scheduled? And are they used consistently?	✓	?	+	☐
Has the need/purpose of the selected practices been explained to the students and their parents?	✓	?	+	☐
Is there buy-in from the student to try out these selected practices? Are the parents on-board as well to help encourage and support?	✓	?	+	☐
Have the selected practices been tried in different frequency and intensity?	✓	?	+	☐

Have the selected practices been tried at different times of the day or different days of the week?	✓	?	+	☐
Have the selected practices been tried in a variety of ways (e.g. changing the assigned tool/resource or the scheduled time)?	✓	?	+	☐
Have supports with other pre-determined adults been put in place (student <a href="#">Check-In</a> )? And have these been maintained consistently and by the same adult?	✓	?	+	☐
Have out-of-class blocs of time been implemented (Oasis/ <a href="#">NSC</a> ) for academic, emotional, or behavioural support?	✓	?	+	☐
Have <a href="#">supported/extended</a> recess (outdoor supervised activities), or <a href="#">sheltered recess/lunch</a> (indoor supervised activities) been considered?	✓	?	+	☐
Have you attempted the exercise of implementing new/adjusted practices at least 2-3 times throughout this period (and gone through all the steps mentioned above at each trial)?	✓	?	+	☐
Have the 6 <a href="#">CEBM Student Challenge Placemats</a> at Tier 3 been consulted for additional ideas concerning more specific challenges (e.g. aggression, opposition, etc.)?	✓	?	+	☐
Has there been further communication with the student and parents to figure out the roadblocks?	✓	?	+	☐
Has data been collected in order to analyse patterns, triggers, what doesn't work, etc.?	✓	?	+	☐
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, are the student and parent actively involved in the intervention planning/IEP?	✓	?	+	☐



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<b>Tier 3 overall considerations:</b> <i>Additional steps when the selected practices don't seem to be enough to accompany those students who require intensive support</i>				
If available, referring the student to a regional program (low ratio class), or outside services (e.g. CISSS centres et points de service en jeunesse, community respite centre, child psychiatry day programs)?	✓	?	+	<input type="checkbox"/>
Has the school team considered an adapted schedule (additional phys. Ed., some classes in the <a href="#">NSC</a> ) or a reverse integration model (using the NSC as the student's main 'home base')?	✓	?	+	<input type="checkbox"/>
Has the <a href="#">CEBM Intervention Planning</a> document at Tier 3 been reviewed by a board consultant and/or professional?	✓	?	+	<input type="checkbox"/>
Has the school team requested support from outside services (DYP, CISSS, medical, psychological)?	✓	?	+	<input type="checkbox"/>
If yes, setting up an <a href="#">Individualized and Intersectoral Service Plans</a> (PSII)?	✓	?	+	<input type="checkbox"/>
Has the professional attached to the school requested a consultation with a <a href="#">Center of Excellence</a> ?	✓	?	+	<input type="checkbox"/>
If needed and with consent and support of the parents, has the school team considered a part-time schedule (morning period only, just core classes)?	✓	?	+	<input type="checkbox"/>
For the student who is not succeeding despite support measures in place at Tiers 1-2-3, have you considered looking into services beyond regular school-level interventions?	✓	?	+	<input type="checkbox"/>