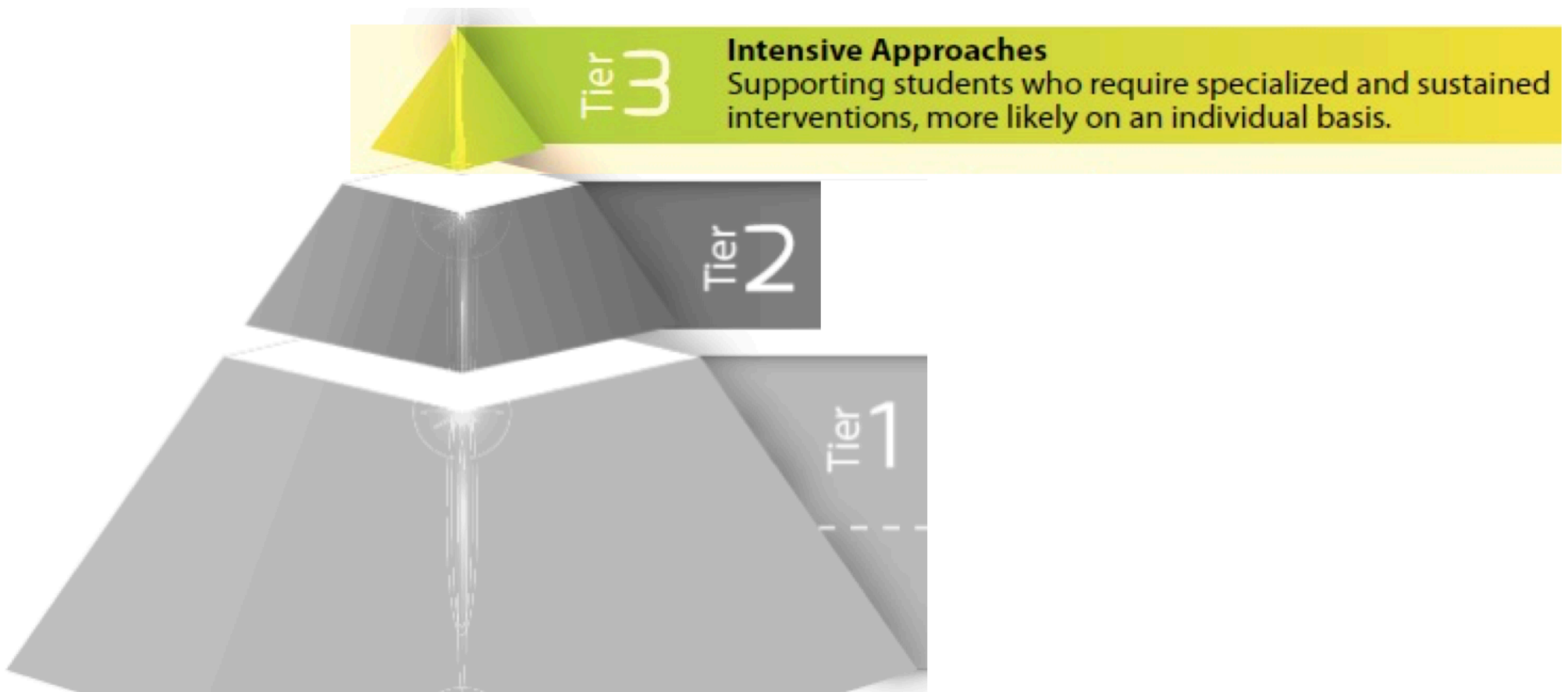




Considerations around Tier 3 interventions

by Justine Dansereau and Catherine Korah





Tier 3 Interventions

These interventions are for highly challenging students who are unable to function well within the classroom and/or the school.

Students continue to benefit from T1 and T2 interventions in addition to supplemental T3 measures

Considerations for Tier 3 interventions

- There can be grey zones that would need to be discussed as a team. This can also lead to debriefing to further look at triggers, support offered and the next steps.
- Students may have been exposed to one or more adverse childhood experiences (trauma) - Every situation is specific to their own experience
- Academics can also remain unaffected, but in the long term, behaviour can impede learning
- Students in the third tier usually do not benefit from small group interventions, but rather personalized individual support
- Success is not quantified by improved behaviour or functionality, but rather observing stability as an indicator with a void of regressions

Considerations for Tier 3 interventions

- It's a continuum and can cycle from tier to tier - Each tier can have its own three tier system.
- The goal isn't necessary to keep the student in class at all cost. Some students require a different environment and potentially an adapted schedule.
- Bill 56 – An Act to prevent and deal with bullying and violence in schools must be considered in order “to provide a healthy and secure learning environment that allows every student to develop his or her full potential, free from any form of bullying or violence”. (Art. - 210.1 Bill 56)
- Give priority to prevention in order to increase the likelihood of success for the particular student as well as impact other stakeholders
- Students in the third tier can require additional services and support. Examples are, but not limited to the following:
 - School Board Professionals / Consultants
 - External partners: DYP, CISSS, medical, psychological, Community Police Officer

Reflection questions that can be discussed as a team

1. How much time do you recommend before determining whether the student is responding to the intervention?
2. How does one know the student has changed tiers?
3. When does one request additional support from School Board professionals or consultants?

School Wide Activity

As a school team, by class group:

- Look at each classroom list of students
- Divide the group into Tiers 1-2-3, making sense of which students require what level of support
- For those students for whom it's unclear, discuss and brainstorm as a team

Complementary documents

- ❑ [Elementary Pyramid of Intervention](#)
- ❑ [Flowchart of Interventions](#)
- ❑ [Bill 56 \(Art. - 210.1 Bill 56\)](#)





Considerations around Tier 3 interventions

ASR-CVI
Agreement on Services Provided
for At-Risk Children, Youth,
and Adults with Disabilities



REFLECTION QUESTIONS

- 1) How much time do you recommend before determining whether the students is responding to the intervention?
- 2) How does one know the student has changed tiers?
- 3) When does one request additional support from school board professionals and or consultants?

SCHOOL WIDE ACTIVITY

- Look at each classroom list of students
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- For those students for whom it's unclear, discuss and brainstorm as a team

COMPLEMENTARY RESOURCES

[Elementary Pyramid of Intervention](#)

[Flowchart of Interventions](#)

[Bill 56](#)

Considerations

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