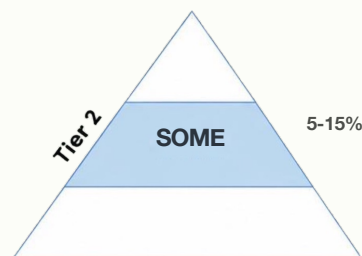


TARGETED Practices for SOME Students at Tier 2



Targeted Support Meaningful Progress.

Evidence-informed practices
designed to support the unique
needs of some students at Tier 2



1

Tier 2: Tier 2 Does Not Necessarily Mean Severe Behaviour

Notice
the
patterns
❤️



Targeted Support for Individual Needs

Not every student needs the same
level of support.

1²3



Different
challenges.
Same potential.
With the right
support, students
can succeed.



A student may be functioning adequately much of the day
but repeatedly struggle in a particular context.



Math
→
shutdown



Writing
→
avoidance



Tests
→
anxiety



Group work
→
conflict



Transitions
→
escalation



Unstructured
periods
→
dysregulation



A Tier 2 lens asks:

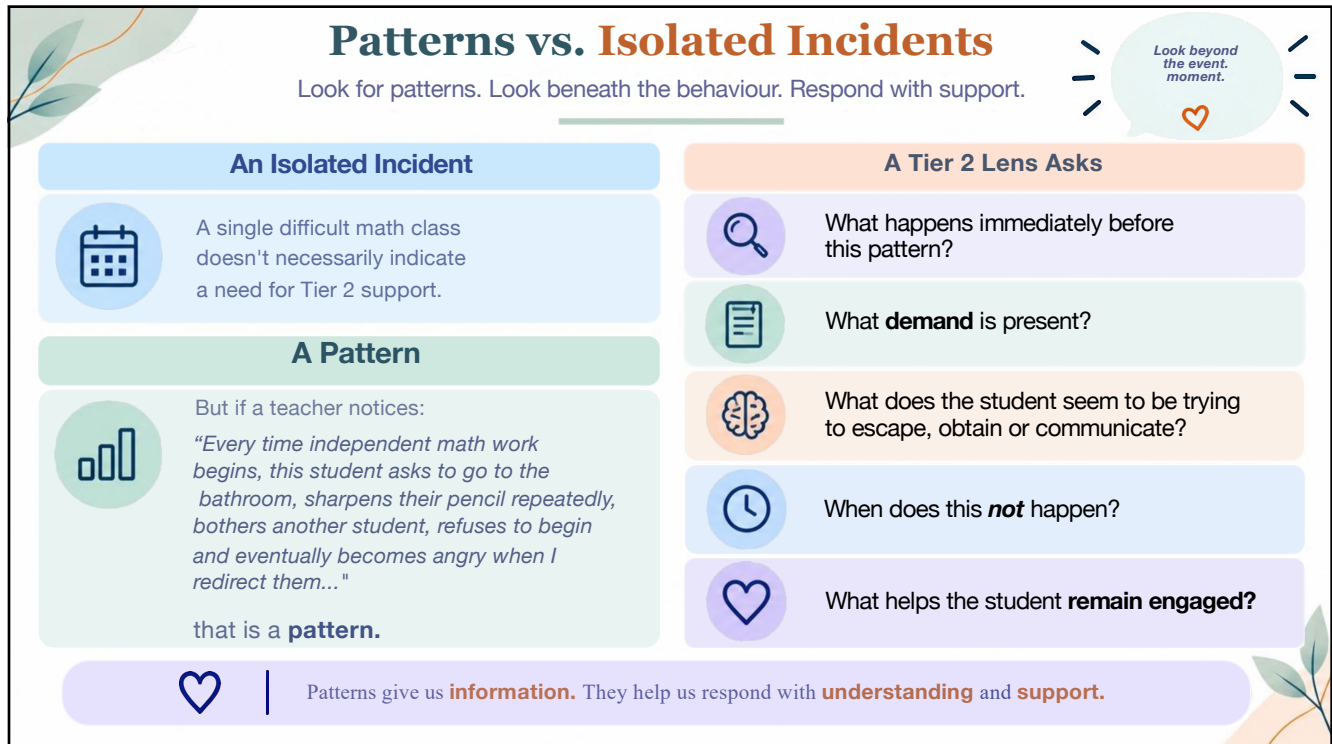
"What predictable situations are exceeding this student's current
capacity, and what additional scaffolding can we put in place
before the student becomes overwhelmed?"



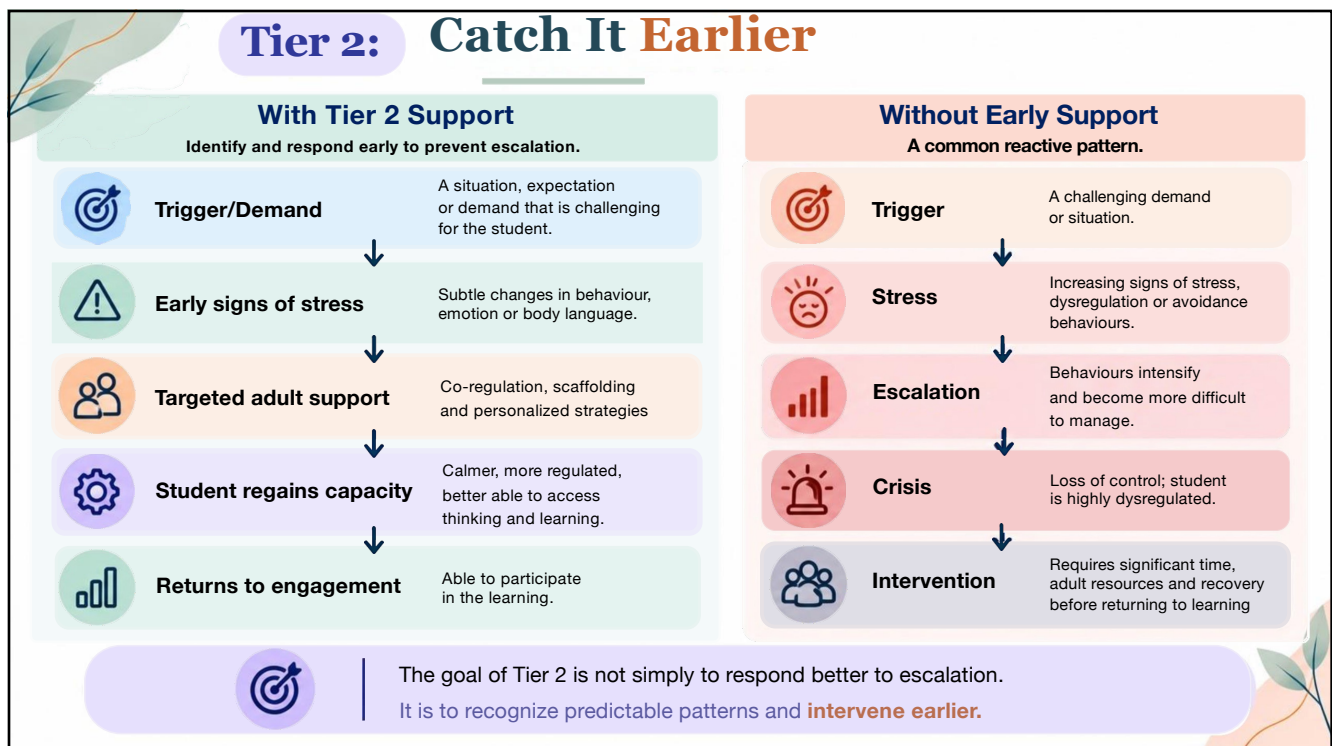
Tier 2 is preventive rather than reactive.

The goal is to recognize patterns early, provide targeted support,
and help the student stay regulated, engaged and successful.

2

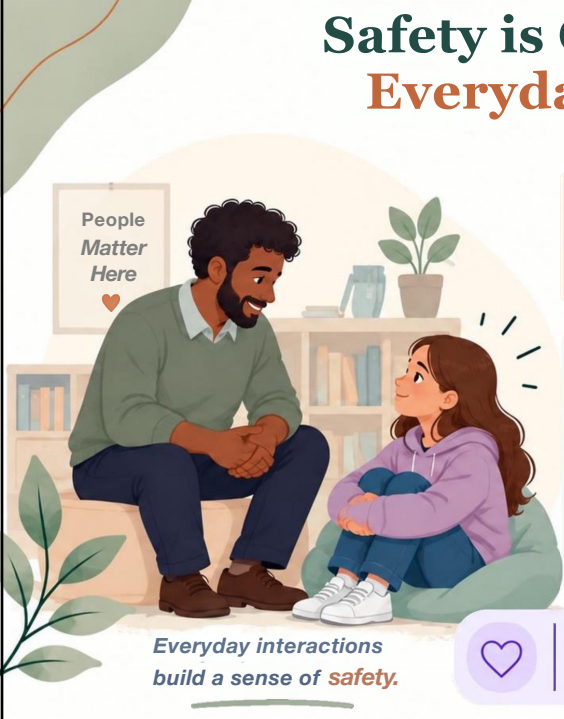


3



4

Safety is Created Through Everyday Experiences.



1  **Safety isn't just for crises.**
One misconception is that safety is created only during crises. In reality, students decide whether school feels safe through hundreds of small, daily interactions.

2 **Examples of everyday experiences that build safety:**

 Predictable routines	 Consistent responses	 Warm greetings	 Humour	 Being remembered
 Respectful correction	 Opportunities for choice	 Emotional availability	 Adults repairing mistakes	 Seeing peers treated with dignity

Everyday interactions build a sense of safety.

These experiences communicate:
"This is a place where I can relax enough to learn."

Safety is therefore not an event.
It is a culture.

5

Resource Teacher involvement at Tier 2

At Tier 2: Collaborator & Problem Solver

Working with teachers and others to provide targeted supports for students who need additional help.

1 Identify patterns

Work with teachers to look at classroom data, observations, and student input to identify patterns and areas of need.

2 Clarify needs

Help the team understand the underlying needs strengths, and barriers so supports can be purposeful and targeted.

3 Develop targeted supports

Collaborate with teachers to plan and select evidence-informed strategies, interventions, and accommodations that match the student's needs.

4 Model strategies

Demonstrate and co-teach targeted strategies, share resources, and support classroom implementation.

5 Check whether supports are helping

Collect and review feedback and data with the team to see what is working, what isn't, and under what conditions.

6 Adjust collaboratively

Make changes based on what is working, continue to refine supports, and plan next steps with the teacher and team.



Focus on targeted support

Build targeted, evidence-informed supports that help students make progress, increase their independence, and experience success in their learning.

6

Proactive MTSS Decisions



Shifting from Reaction to Prevention

Routine screening data allows educators to assign targeted interventions immediately upon identifying risk. Structured team reviews ensure every learner receives appropriate evidence-based support without delay.



Using Screening Data

Identifying students at risk early through routine screening.



Assigning Targeted Supports

Providing appropriate, evidence-based interventions immediately.



Reviewing as a Team

Using structured team reviews to ensure every learner receives the support without delay.

7

Actions to Consider...



Shifting the Professional Language

Referring to "Tier 2 practices" or "Tier 3 measures" instead of calling children "Tier 2 or Tier 3 students." Words shape expectations.



Protecting the Core Instructional Time

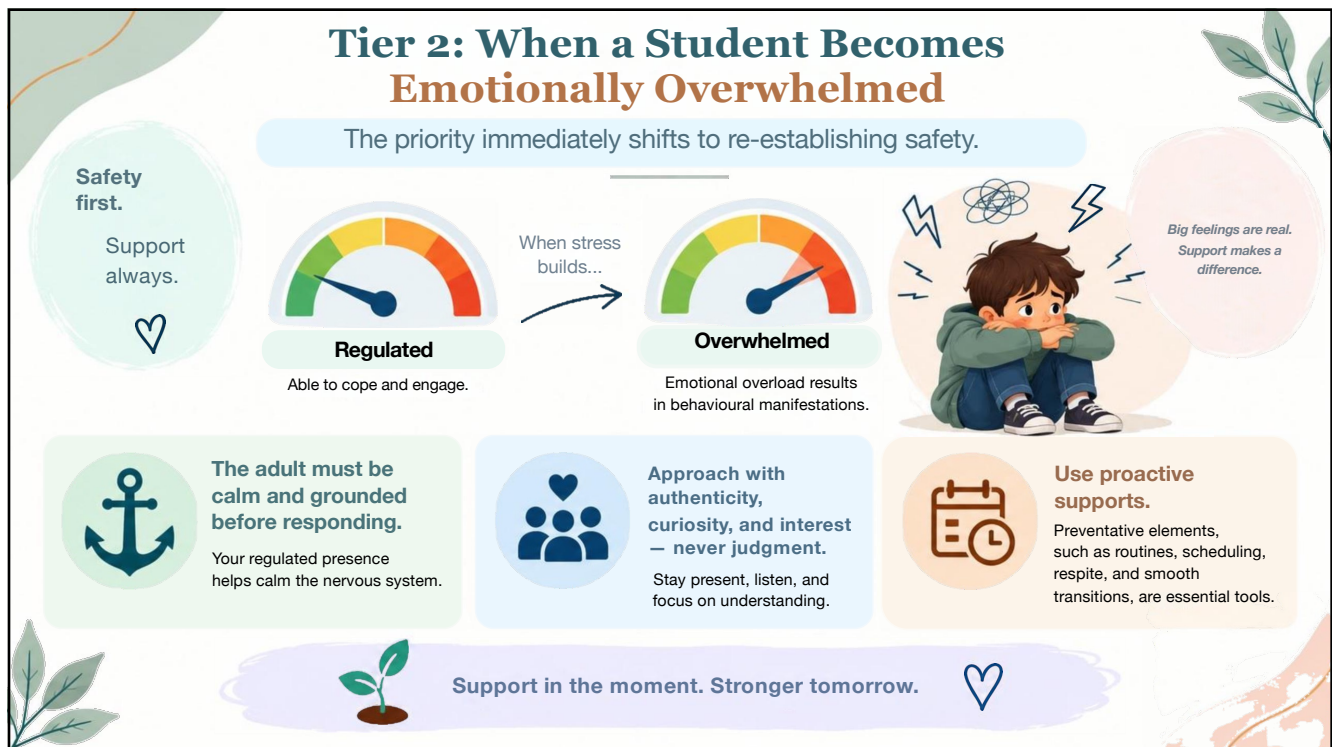
Scheduling intervention blocks (e.g., "What I Need" or WiN time) so that pull-out or small group supports do not replace Tier 1 whole-group core instruction.



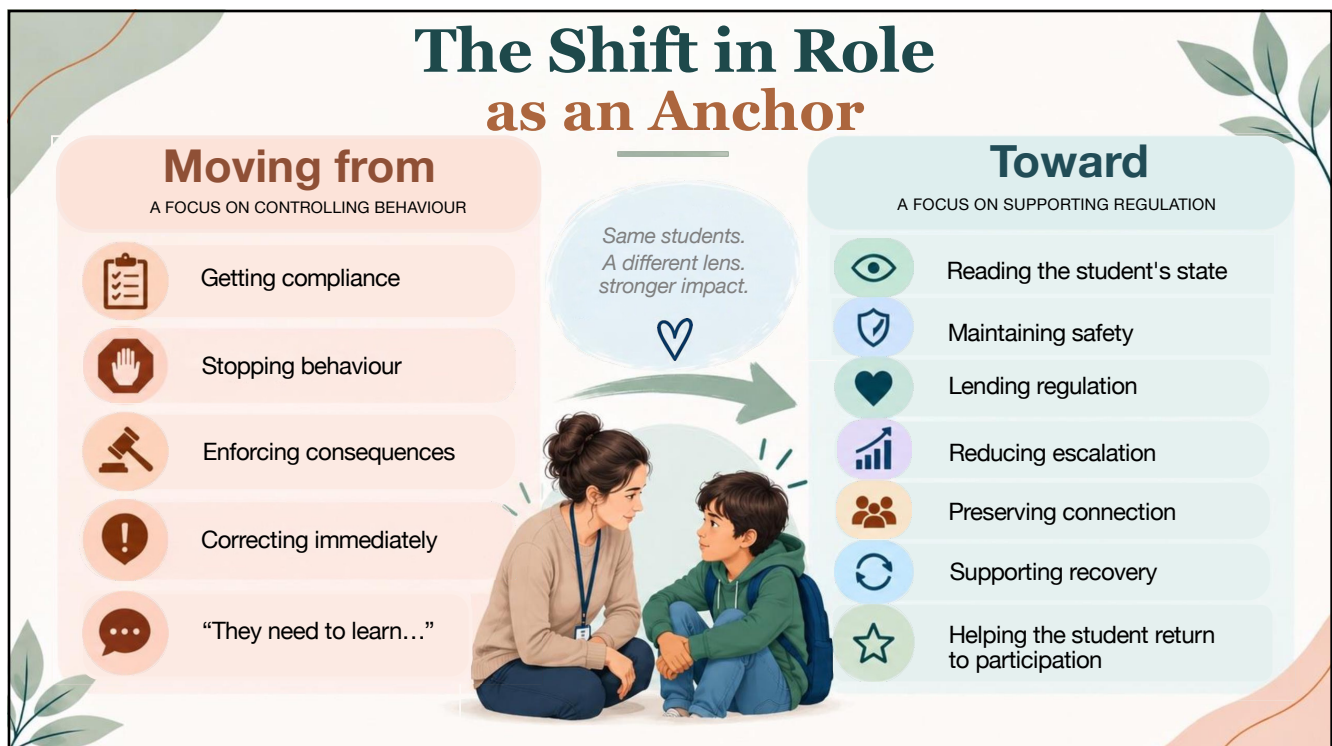
Embracing Flexible Data-Driven Movement

Using frequent progress monitoring to enter and exit targeted supports quickly, keeping tier boundaries fluid and responsive rather than permanent.

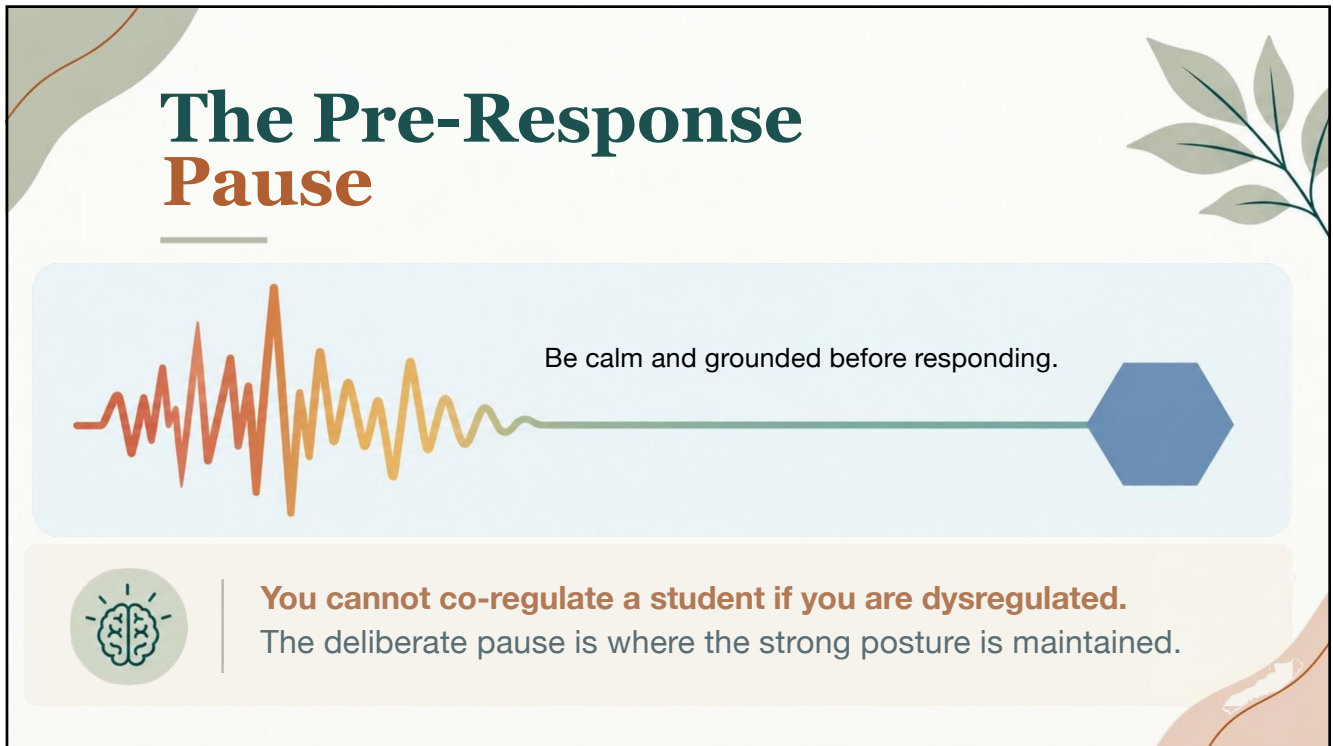
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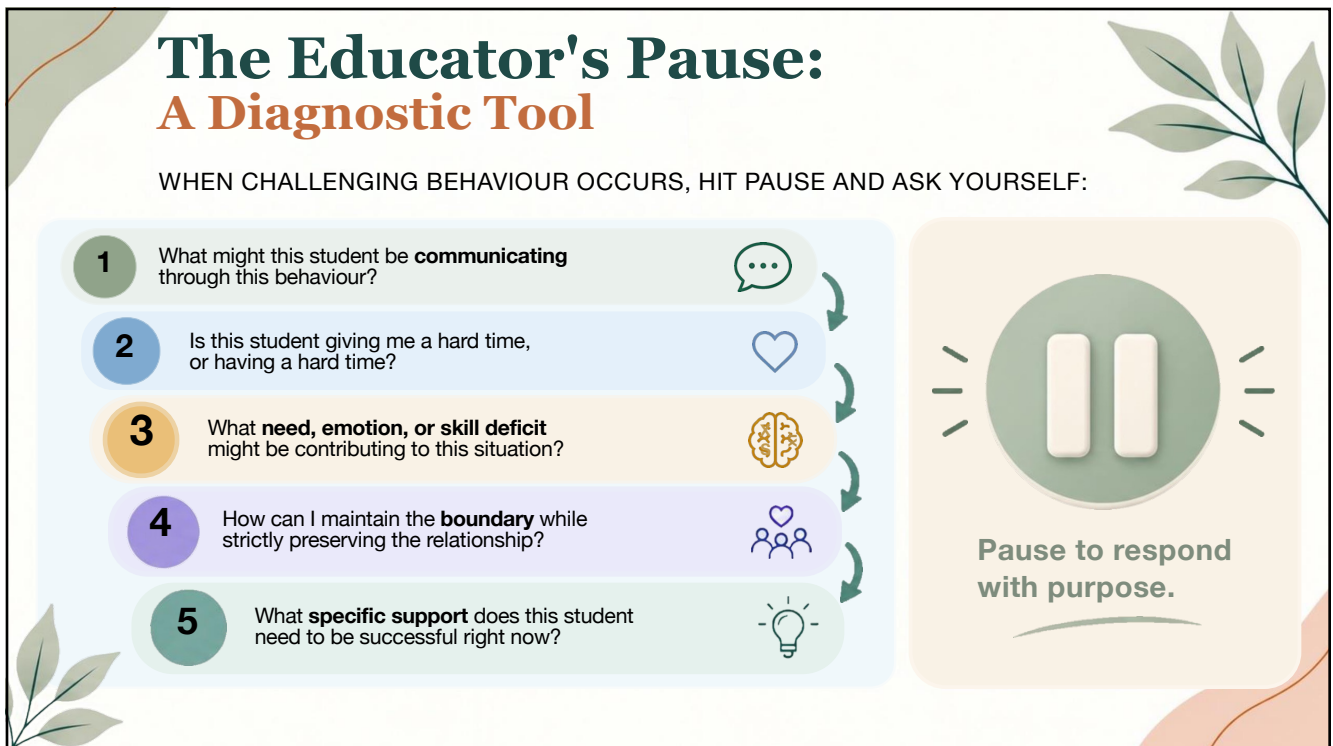
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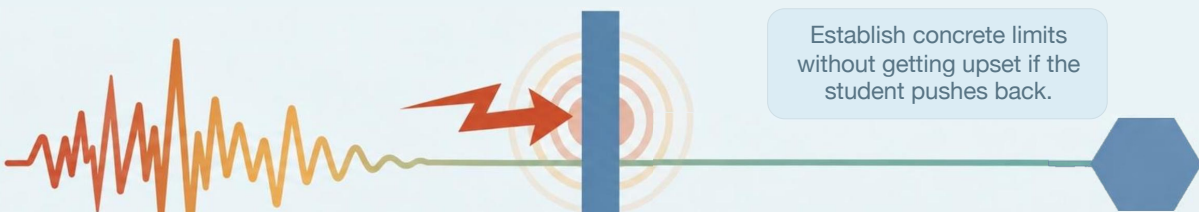


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Tier 2: What Tier 2 Might Actually Look Like in a Teacher's Classroom		
Different challenges. Deeper understanding. Targeted support.		
What the teacher sees	What may be happening underneath	Possible Tier 2 response
 Task avoidance	Task feels overwhelming; fear of failure; difficulty initiating; working-memory demand.	Preview the task, reduce the visible workload, chunk the first steps, provide a starting prompt, brief teacher check-in.
 Escalating frustration during difficult work	Cognitive overload; frustration tolerance exceeded; repeated experience of failure.	Notice early signs, temporarily slow the pace validate difficulty, scaffold without removing the challenge.
 Repeated shutdown	Overwhelm, threat response, inability to access language/problem solving in the moment.	Reduce verbal demands, allow processing time, provide a predictable regulation option, reconnect before problem-solving.
 Assessment anxiety	Evaluation is being experienced as threat fear of failure or embarrassment.	Preview expectations, increase predictability, break assessment into manageable portions, establish a check-in/regulation plan.
 Transition difficulties	Difficulty shifting attention or expectations; uncertainty about what comes next.	Individual advance warning, visual cue, transition routine, brief adult connection before the transition.
 Peer conflict	Social interpretation difficulties, emotional activation, rejection sensitivity, impulsivity.	Adult proximity, pre-correction, structured peer interaction, co-regulation before conflict resol
 Understand the why. Provide the support. Keep the learner engaged.		

13

The Grounded Pushback Response



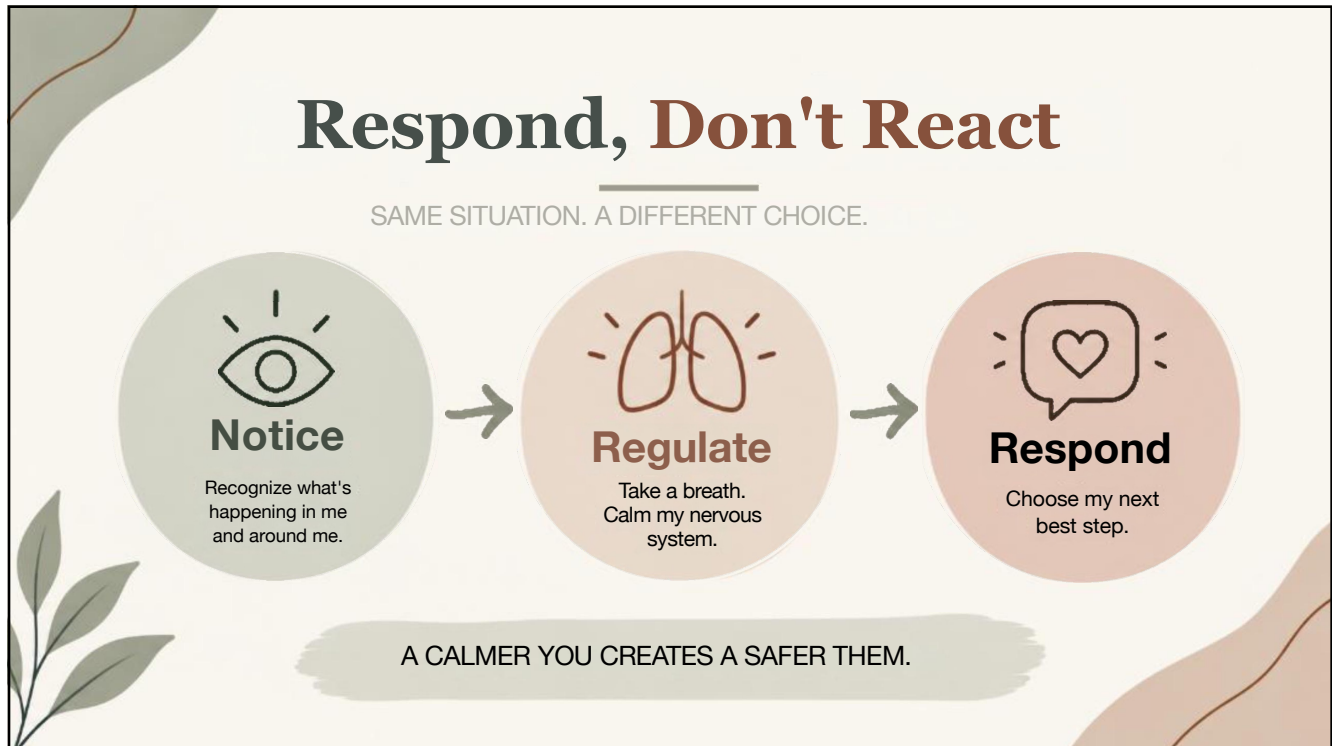
Establish concrete limits without getting upset if the student pushes back.

Pushback is a data point, not a personal attack.
Manage the environment through co-regulation rather than emotional reaction.

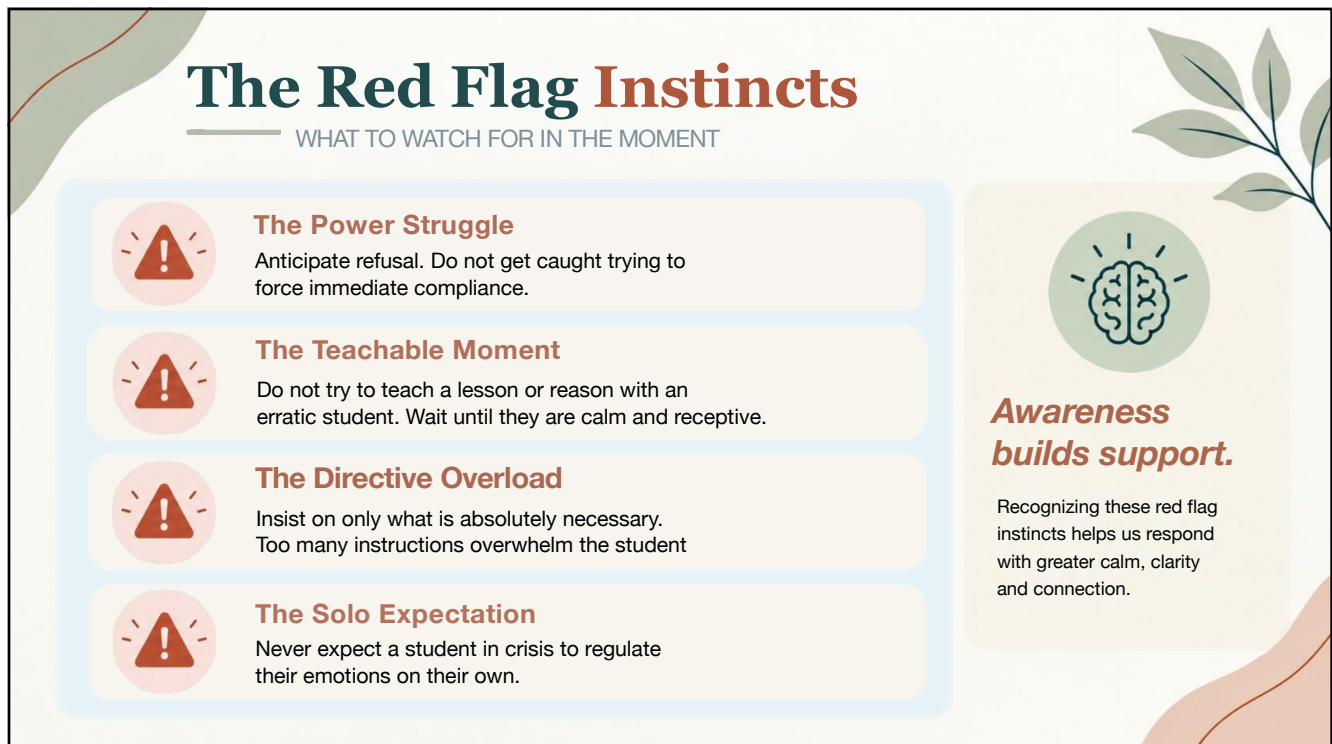


You cannot co-regulate a student if you are dysregulated.
The deliberate pause is where the strong posture is maintained.

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Student Preventive Action Plan

A proactive tool to support student success.

Identify needs
Understand triggers and challenges.

Plan ahead
Use proactive strategies and supports.

Promote success
Build safety, confidence, and independence.

STUDENT ACTIVE PREVENTION/SAFETY PLAN (giving priority to prevention)

Student name: _____ DOB: _____
School/Board: _____ Grade Level: _____ Homeroom Teacher: _____

Student's needs/challenges/triggers	Specific objectives* related to the needs/challenges/triggers	Best practices/approaches* related to the objectives	Selected tools/support measures related to the practices
Plan B for a difficult time or activity		Plan B for a difficult day	

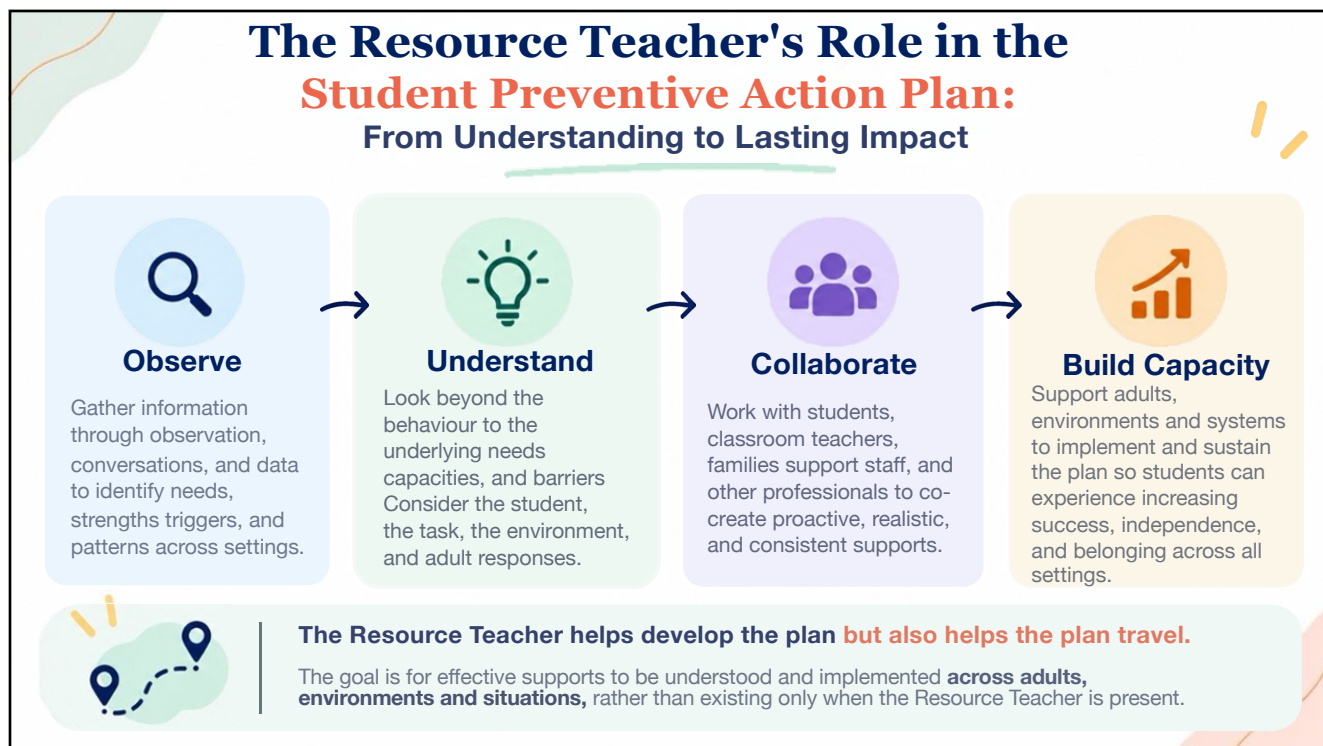
* The objectives are meant to be anchored in the adult posture and the selected support measures to scaffold/compensate for the needs and challenges
** The practices are meant to be preventive/proactive rather than waiting for the problem to arise to intervene. The division of adult roles and responsibilities must be clearly defined

Prevent challenges.
Build brighter days.

Same template.
Greater possibilities.

Access the template here:
<https://www.cebmmember.ca/tier-2-targeted-practices>

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