



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
- 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 RESOURCES

[Elementary Pyramid of Intervention](#)

[Flowchart of Interventions](#)

[Bill 56](#)

Considerations

- 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
- 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