

Tier Three Needs: Getting Started

The start to the school year is a pivotal time for getting to know our student's needs. Here are some basic tips and reminders to help with a smooth transition.

Data Collection



- Data collection is essential in getting to know our students and creating inclusive programming.
- [Scatterplot](#): This observational tool allows a support person to track frequency/time of targeted behaviours (as well as interventions).
- [ABC Recording Form](#): This observational tool allows a third-party observer to better understand what the complex behaviour is communicating.
- [Personalized Schedule](#): This individualized tool supports tracking of data related to dysregulation and inform enhancements of the programming supports.

Preference Profiles



- Developing a list of student preferences can facilitate choice-making, transitions, and maintain regulation.
- Take some time to observe and assess the student, as well as interview team/family members in order to generate a comprehensive list of likes (and only strong dislikes, if applicable)
- [Preference profile template](#)

Visual Supports



- Research shows that visual supports increase student engagement, enhance independence, and decrease challenging behaviour for all students (Guardina & Fullerton, 2010).
- Go to www.setbc.org to access pictures for visuals supports/scripts. Enter 'visual schedule' or 'scripts' in the search engine.
- Visuals may also include a visual timer, stop signs, first-then, choice board, etc.

Safety



- [Limit your language](#) as well as increase time and space as student behaviour is escalating.
- Establish a Coordinated Team Response for backup supports (walkie talkie, whats app, etc)
- Provide regulation opportunities in your building such as a cozy corner or breakout space.
- Direct the directable when a student is dysregulated and displaying unsafe behaviours
- Consider the following when supporting students who are likely to [elope](#).



For questions or more information, please contact
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