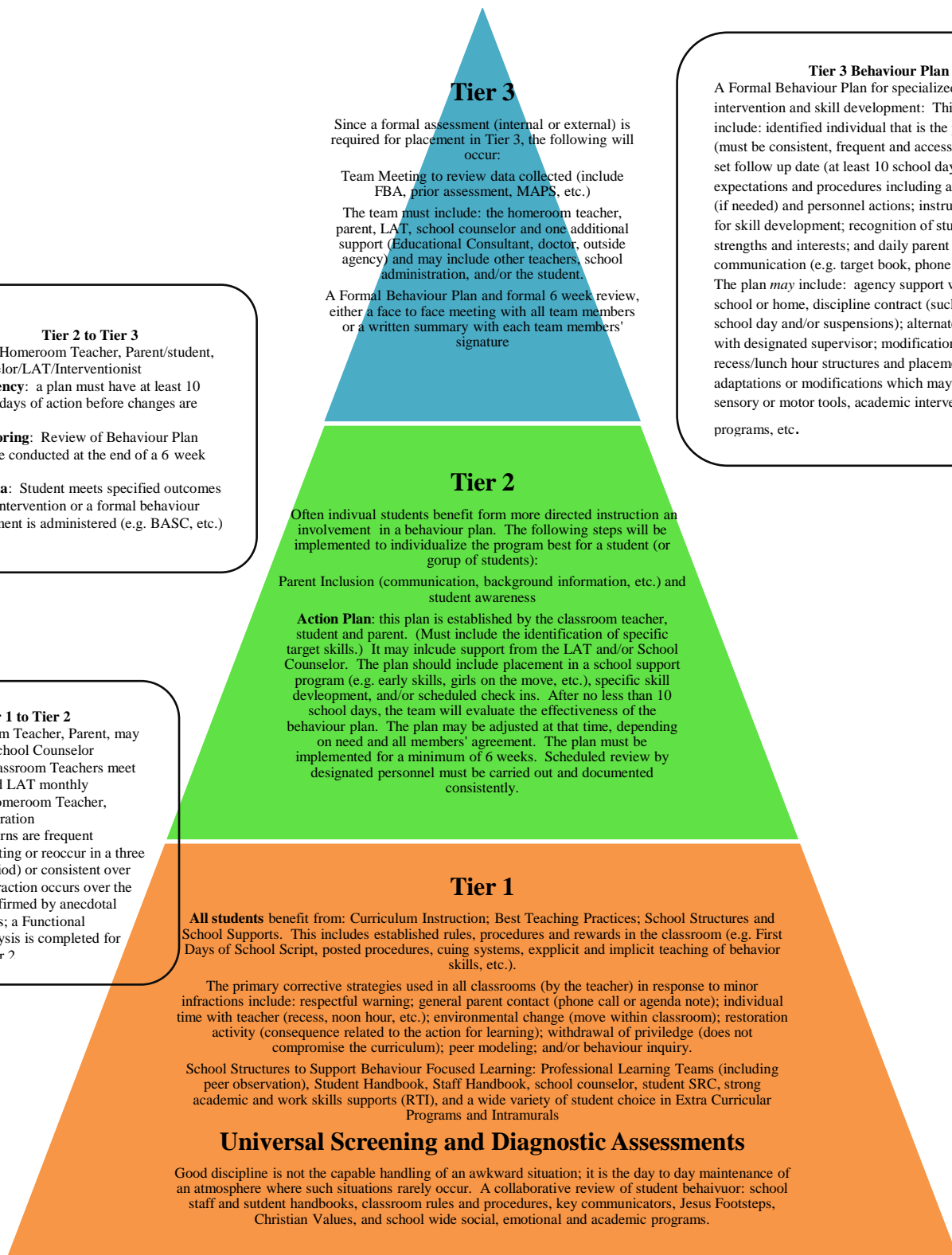


# Response to Intervention: Father Gorman Community School

## Focus: Social, Emotional, Behavioural



**Tier 2 to Tier 3**

**Who:** Homeroom Teacher, Parent/student, Counselor/LAT/Interventionist

**Frequency:** a plan must have at least 10 school days of action before changes are made

**Monitoring:** Review of Behaviour Plan Must be conducted at the end of a 6 week period

**Criteria:** Student meets specified outcomes of the intervention or a formal behaviour assessment is administered (e.g. BASC, etc.)

**Tier 1 to Tier 2**

**Who:** Homeroom Teacher, Parent, may include: LAT/School Counselor

**Frequency:** Classroom Teachers meet with the assigned LAT monthly

**Monitoring:** Homeroom Teacher, School Administration

**Criteria:** Concerns are frequent (repeated, escalating or reoccur in a three to four week period) or consistent over time (similar infraction occurs over the school year) confirmed by anecdotal notes and records; a Functional Behavioral Analysis is completed for placement in Tier 2

**Tier 3 Behaviour Plan**

A Formal Behaviour Plan for specialized individual intervention and skill development: This plan *must* include: identified individual that is the plan monitor (must be consistent, frequent and accessible); have a set follow up date (at least 10 school days); clear expectations and procedures including a time out space (if needed) and personnel actions; instructional time for skill development; recognition of students' strengths and interests; and daily parent communication (e.g. target book, phone calls, charts). The plan *may* include: agency support within the school or home, discipline contract (such as modified school day and/or suspensions); alternate working area with designated supervisor; modifications to recess/lunch hour structures and placement; classroom adaptations or modifications which may include sensory or motor tools, academic interventions or programs, etc.