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Guidelines to Completing a Student Support Plan:

Used as a Tier 2 and Tier 3 Response

- Apply to the small number of students who do not respond to Tier 1 interventions
- Moderately intensive and focused interventions formally taught and practiced on a small group and individual basis in a systematic and consistent manner on an ongoing basis
- Consist of more highly intensive interventions and require more support and instruction
- Simple functional behavior assessments may be employed at the Tier 2 level

Require Administrator's support and the opportunity for team members to meet.

Adjunct to an IEP- the Student Support Plan offers specific strategies and responses to be implemented and may be included in the IEP.

Warning Signs, Antecedents and Plans for Defusing: Use data gathered about students' behavior to identify warning signs, antecedents, or contexts in which the problem behaviour is likely to occur. Use the data to create and implement a plan for defusing situations, thereby building confidence to be proactive among staff, enabling them to help students gain insight into their behaviours.

- **Proactive** - What environmental adjustments will be used to make the student's problem behavior unnecessary? Seek to implement positive supports throughout the school year, identifying proactive strategies that need to be taught, practiced, and reinforced, and that are effective for the student - across all school environments.
- **Educative** - What behaviors (skills) will be taught to replace or meet the same function as the student's problem behavior and improve his or her ability to function more effectively? What peers need to know - help peers learn that they can support positive behavior if they understand what they can do to help.
- **Effective** - How will consequences be managed to ensure the student receives reinforcers for positive behavior, not problem behavior? Targeting specific problem behaviours - what are the problems that might be a barrier for the student.

If worker safety becomes a medium to high risk, ensure the District Violence Prevention Program is followed.

During an escalation - To minimize risk:

- Access support from Office
- Keep a safe distance
- Ensure the area is clear of students
- Consider environmental factors that may affect risk (e.g. loose clothing, hanging jewellery, position of furniture, access to exits, miscellaneous objects in proximity of exit routes)

[RT1]Paying attention to environments, surroundings, situations, events, and/or people that act as immediate triggers for escalation of behaviours (internalized or externalized) can help to reduce the likelihood of the behaviours escalating. Transitions, specific activities, changes in routine, and/or specific tasks the student finds troublesome, for example, may be antecedents for behaviours that take away from learning and have the potential to escalate.

Student Support Plan

Date: _____

Student		Team Members
Name:	PEN:	Principal:
DOB:	Grade:	Case Manager:
School:		Teacher:
Support Staff:		Counsellor:

Student Background Information	
Student Strengths:	Family:
Learning Profile:	Referrals & Assessments:
Counselling:	Social-emotional:
Behaviours:	Current Effective Strategies:

Antecedents [RT1]	Warning Signs <small>Observable signs and clues</small>

Situation	Ways to encourage/support expected bhvr