

Psychology Month, Dufferin-Peel C.D.S.B.

This year for Psychology Month we looked at the way that Psychology services at Dufferin-Peel are aligned with the Catholic Board Learning Plan and the multi-tiered approach described in *Learning for All*.

The foundations for student growth and success depend upon understanding and supporting diverse learning needs, using effective strategies to support high levels of academic achievement, building a safe, caring and inclusive learning environment for students, and collaborative planning to enrich student and professional learning.

A multi-tiered approach, as represented by a “tiered” triangle, provides a useful conceptual framework for understanding how educational interventions and support systems can achieve these goals.

Both academic and mental health supports can be described using this model, and these supports are complimentary and should be integrated. We can think about programs and services on three different levels or **TIERS**.

Psychology Services at Dufferin-Peel are accessible at *each* **TIER**.

TIER 1 - Universal includes approaches, strategies, or interventions for all students, staff, families, and communities.

Typically these approaches or interventions are effective for 80 to 90 percent of the population. In the area of educational programs this tier includes differentiated instruction and assessment for all students in line with the curriculum, as well as programs to promote mental health awareness such as anti-bullying or the Virtue of the Month initiatives. Psychology staff can assist in selection and implementation of evidence based universal programs in order to maximize positive outcomes for all.

TIER 2 – Targeted or Selected interventions are offered to those students not benefiting from universal interventions. Targeted interventions are offered to selected populations such as students determined to be at risk of developing

academic or mental health problems to avoid an increase in severity. In this group, approximately 5 to 10 percent of students with academic challenges will respond positively to educational interventions, such as remedial academic support or increased review and practice with certain aspects of the curriculum. Similarly, in this small group of students who show signs of emerging mental health issues, psychology staff can provide targeted interventions, including programs such as Young Minds at Play, or specialized group programs.

TIER 3 – Intensive or Indicated interventions are highly individualized services offered to those students at risk who have not responded to **TIER 2** services. This

includes approximately 1 to 5 percent of the population who have severe problems and require more intense and regular support. Academic programs at this level would include supports such as alternative curriculum and special class placement. For this limited group of students who present with significant social, emotional, or behavioral challenges, psychology staff can provide comprehensive services such as psychological assessment, diagnosis, and individual or group counselling to enhance growth and well-being.

Psychology Services are an integral part of the continuum of learning and positive behavior supports offered at Dufferin-Peel. During **Psychology Month** we are offering information about the different services available from the Psychology Department using this multi-tiered framework.

For further information contact the psychology staff member at your school or Dr. Debra Lean, Chief Psychologist. You can access this and other articles at: www.dpedsb.org/psychology

