



CEBM Suggested [Attachment Practices](#) at each Tier – **K4-K5**



Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
❑ If applicable, putting a welcome sign on the classroom door ❑ Greeting the children individually and/or as a group (e.g. special greeting at the door, group rituals, etc.) ❑ Being creative and playful/warm during the morning greeting (through a story, specific theme, use of a prop, etc.) ❑ Having a ritual to engage the children following a transition (recess, lunch), such as a song and dance ❑ Doing activities together (reading stories, singing, having a snack together) - being mindful about limiting the use of screens and how they can interfere with relationship building ❑ Knowing all the children's names ❑ Displaying genuine connection by taking interest in their life beyond school ❑ Highlighting points in common (enhancing attachment through sameness) – e.g. common physical traits, mannerisms, likes/dislikes, preferences, wearing a similar color, etc. ❑ Circulating in the room to monitor their progress and provide proximity - getting at their eye level when addressing them ❑ Ensuring to 'collect' and engage the children through playful approaches prior to giving directives ❑ Acknowledging the day's successes - providing positive interactions and encouragement throughout the day to fill the children's emotional bucket, which outweighs the demands ❑ Planning some time for fun outside of the classroom context ❑ Organizing activities that foster a sense of safety, belonging and inclusion (e.g. group games, activities, and projects) ❑ Building a common village of attachment for the children by engaging their parents/families through continuous communication ❑ Being mindful of the differences between the 4-year-old and the 5-year-old	❑ Enhancing the attachment at Tier 2 through scheduled small group practices: - Small ratio of max. 4-5 children for 1 adult, through center-based activities, to foster relationship building - 2x10 strategy (connecting with each child individually for 2 minutes over 10 consecutive days) ❑ Providing one-to-one check-ins where the adult intentionally connects with the child for them to feel that you 'see' them and welcome them in your presence ❑ Inquiring about their specific interests and bringing these back in future conversations to show that you've paid attention ❑ Noticing and naming that you see their efforts and appreciate their involvement ❑ If needed, 'matchmaking' through a significant adult in their life ❑ Ensuring to matchmake these children with the other adults who work with this class ❑ 'Bridging' the relationship by not making the behaviour the bottom line ❑ Contacting and informing parents to engage the family (putting an emphasis on the positive aspects)	❑ Softening the defenses and deepening the attachment at Tier 3 through one-to-one games and fun activities - play can help ease the connection ❑ Providing daily one-to-one check-ins (multiple times a day) and an end-of-day recap to connect with the child, and follow up on their needs and struggles ❑ Having 'walk and talks' in the hallway or during recess (being side-by-side is less vulnerable) ❑ Compensating for the resistance and impulsivity by relying on the structures and routines, rather than responding at the symptom level and triggering the child further ❑ If appropriate, using a humorous (being careful with sarcasm) and playful approach to defuse and engage the child in the face of challenging situations ❑ If needed, 'matchmaking' through a significant adult in their life ❑ Ensuring to matchmake these children with the other adults who work with this class ❑ 'Bridging' the relationship by not making the behaviour the bottom line ❑ Repairing the relationship from any fallouts during incidents ❑ Contacting and informing parents regularly to engage the family (putting an emphasis on the positive aspects)

