



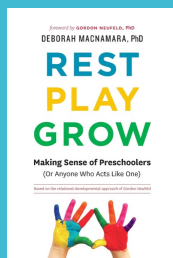
1

Presentation overview

- 1** Adjusting the adults' expectations (making sense of the preschooler through a developmental lens)
- 2** CEBM K4-K5 Pyramid of support
- 3** CEBM Toolkit for Emotional and Social Development
- 4** Working towards enhancing parent engagement
- 5** Ideas in supporting school teams and parents

2

The emotional lives of young children



“As emotional creatures, young children are predictably unpredictable. They have big emotional worlds, which can be intense, loud, messy, chaotic, and most inconveniently timed, with few words to describe them. They are full of emotional energy, but have no way to control it. They pick up on and are affected by the emotions of others, but don’t understand their own. They have good intentions for their behaviour, but these are lost in the intensity of their emotional experience. They have untempered emotional expression that defies reason. Parents of any tantruming or resisting young child will readily attest to their [emotional immaturity](#)”.

Deborah MacNamara PhD (2016) *Rest, Play, Grow: Making Sense of Preschoolers*

3

Judgment last to develop

The area of the brain that controls “executive functions” — including weighing long-term consequences and controlling impulses — is among the last to fully mature. Brain development from childhood to adulthood:

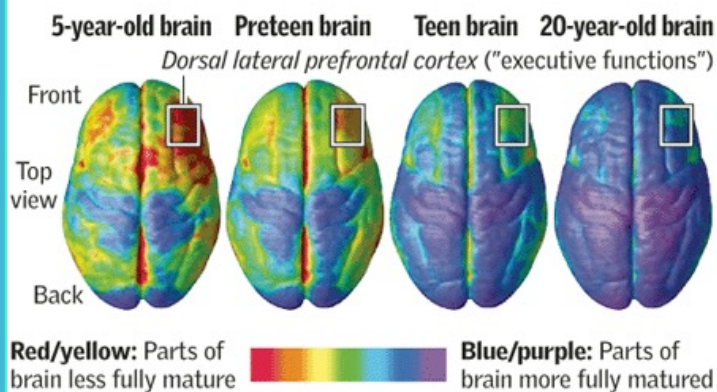
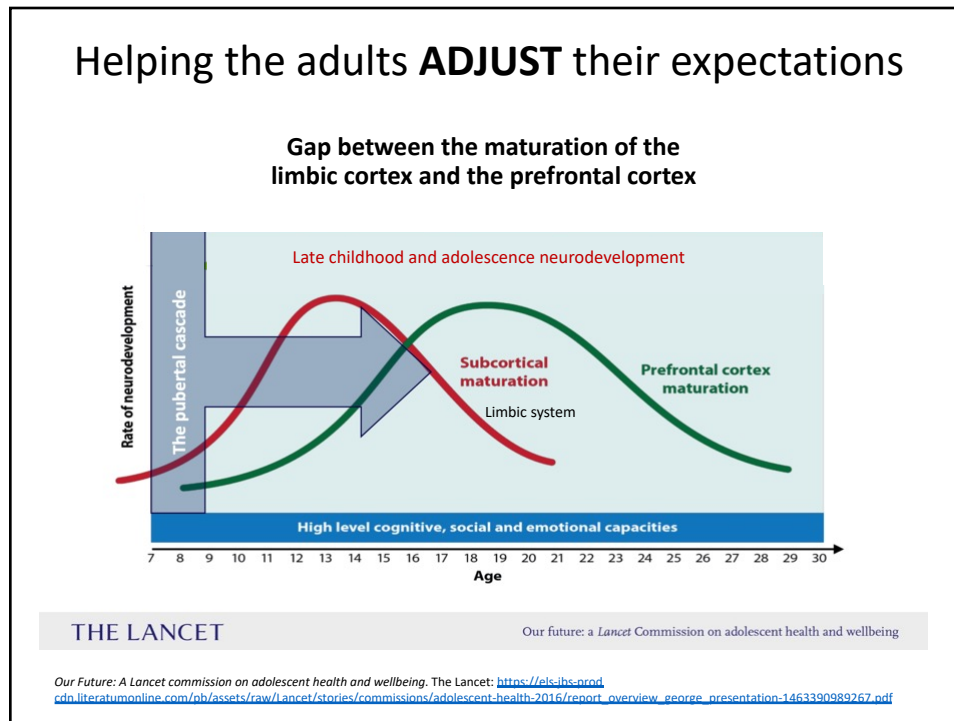
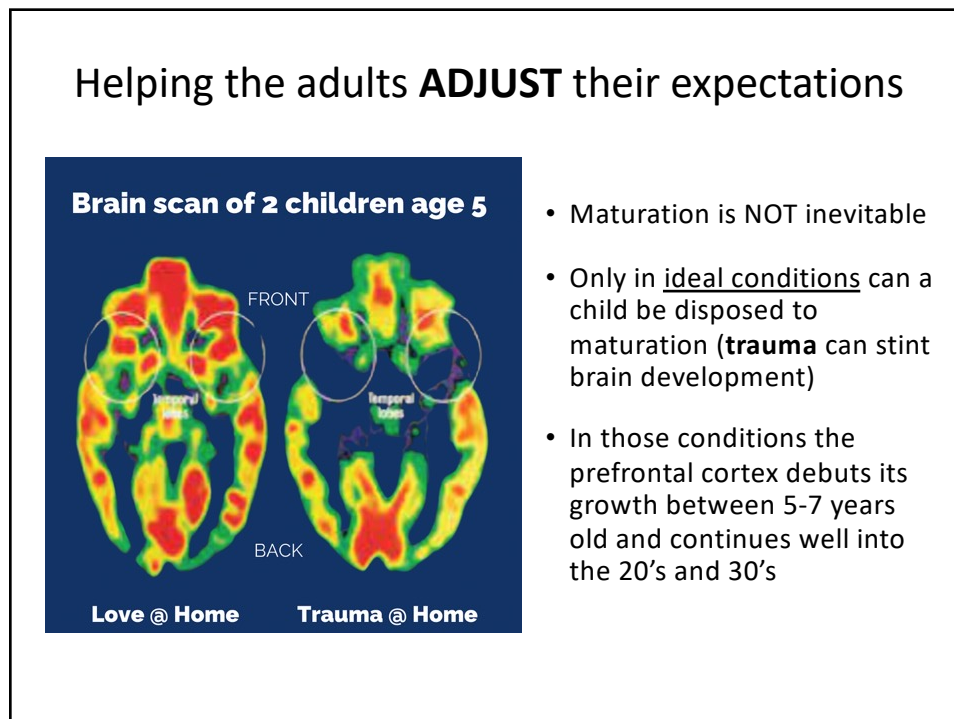


Image from the National Institute of Mental Health; Paul Thompson, Ph.D., UCLA Laboratory of Neuro Imaging

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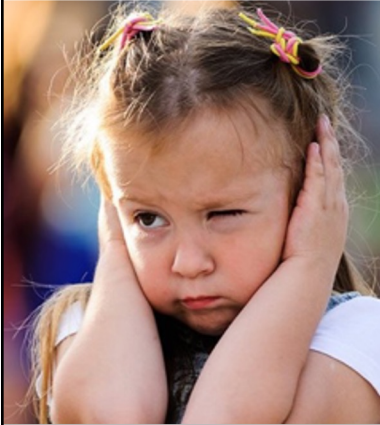


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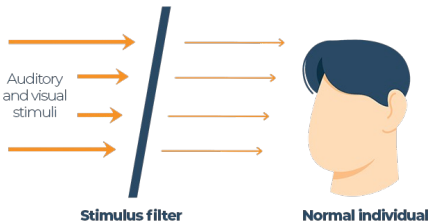
6

Helping the adults **ADJUST** their expectations

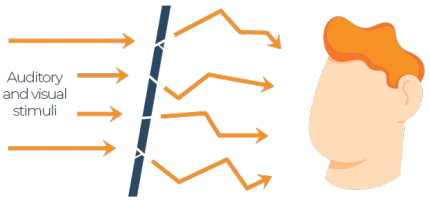


If a child is **hypersensitive** the 5-7 gap of development will rather be at 7-9 years old

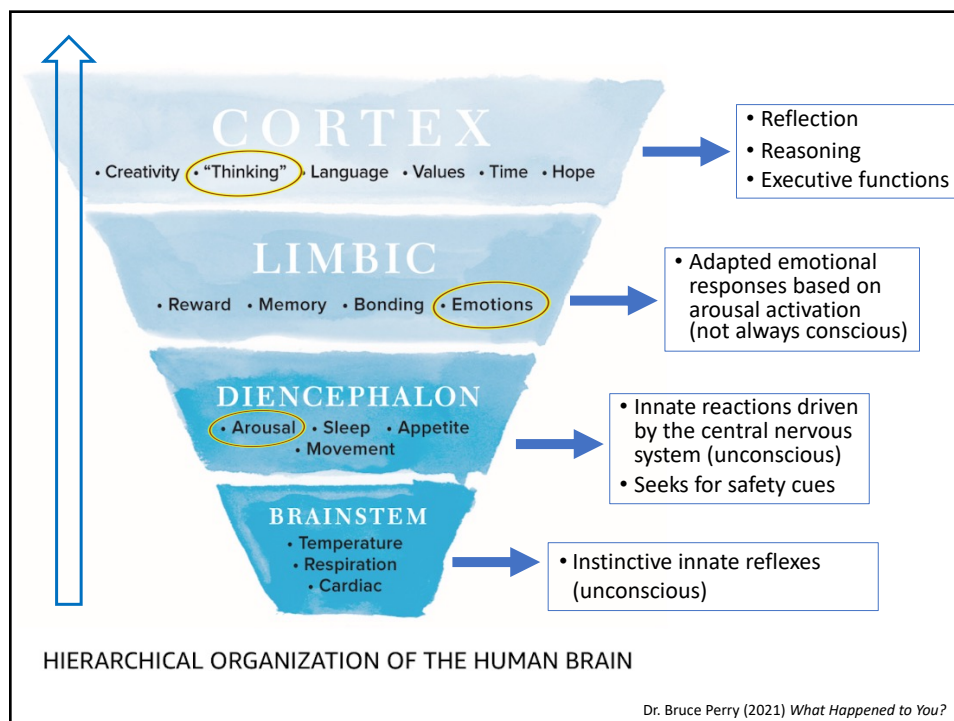
Neurotypical Sensory Gating



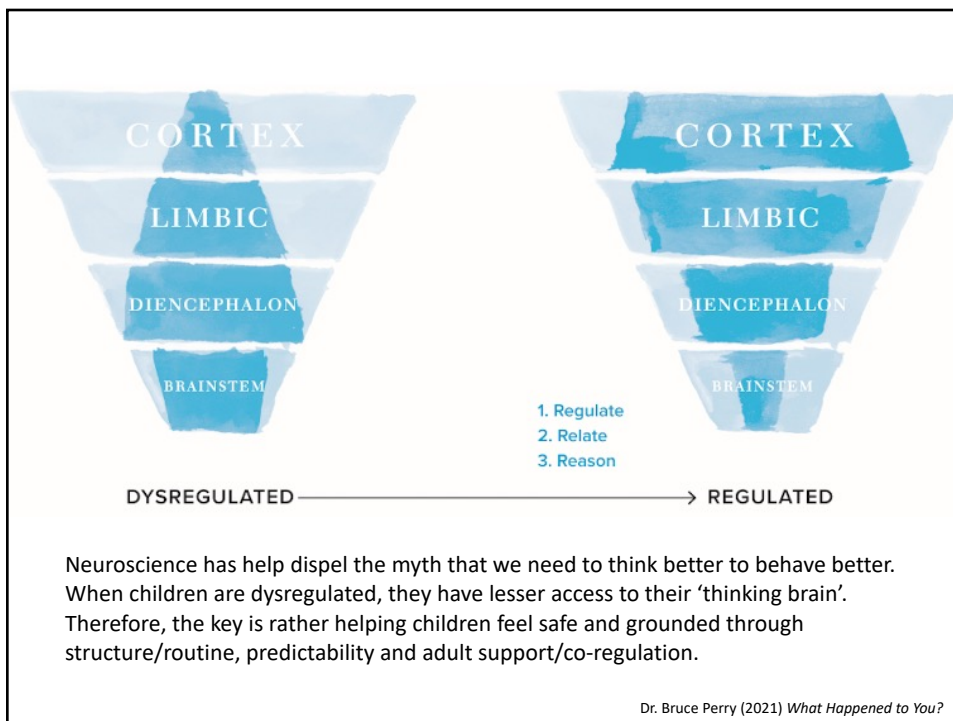
Compromised Sensory Gating



7



8



9

Helping the adults **ADJUST** their expectations

The 4-year-old VS the 5-year-old

At 4 years old	At 5 years old
<ul style="list-style-type: none"> 7) Their prefrontal cortex has not yet started to develop - little or no sign of executive function abilities 8) Doesn't yet have a well-developed relationship with oneself 9) Has big raw emotions (only experience one emotion at a time), unable to regulate emotions, tears are very common, difficulty with verbalizing emotions 10) Doesn't yet learn from their mistakes and struggle to adapt in confronting situations 11) Their increasing imagination gives them the ability to anticipate but through happening to self or others (this triggers many fears but struggles to verbalize them) 12) Reacts on impulse with little or no filter 13) Is egocentric (doesn't yet have the ability to hold two perspectives at once, which impacts their consideration and empathy towards others) 14) Has little or no tolerance for separation (especially in a new environment or with new adults - has not yet developed a good enough ability to hold on when apart) 15) Has a short attention span (approx. 8-12 min - this depends on the activity at hand and the child's interest), needs to move 16) Needs to rest (may still be feeling tired) 17) Mood often shifts when tired and/or hungry 18) Needs to play - their job is to play (may still prefer play) 19) Displays shyness around new adults and struggles with having to respond to several adults at once (they expect themselves towards one adult at a time) 20) Struggles with transitions and unstructured/unexpected contexts - needs to know what comes next for reassurance 	<ul style="list-style-type: none"> 7) Their prefrontal cortex development has begun (beginning stages of executive function abilities (may be easily eclipsed)) 8) Still getting to know themselves (likes, dislikes, preferences, etc.) 9) Also, big raw emotions (only one at a time) - starting to verbalize emotions 10) Still developing the ability for adaptation 11) May have a better ability to play out fears and voice concerns 12) Has impulses with little filter depending on the day and emotion being triggered 13) Is still egocentric, although may observe at times the beginning stages of consideration for others 14) May have some tolerance for separation (this will depend on the child and their ability to attach - when they feel someone they will be missed) 15) May have a slight better attention span that still short - approx. 12-15 min - this depends on the activity at hand and the child's interest, also needs to move 16) Needs some reassurance/love 17) May be able to name when they are tired/hungry or have other needs that require to be fulfilled. Some needs it intuitively and others need for the adults to orchestrate it 18) Needs to play - their job is to play (may have a better ability to play with others) - Learning takes place through play 19) May display some shyness around new adults, may have a better ability to respond to a few adults at a time if they have a relationship with them 20) May do somewhat better with transitions if they are consistent/predictable and are limited in number; still struggles with unstructured/unexpected contexts 21) May have better fine motor and gross motor abilities 22) May have better language development

Please note that the traits listed above are typically observed in children who have been exposed to optimal life conditions (attachment, safety, basic needs met, etc.). Adversity and trauma may have an impact on the development of some of these milestones. Hyperactivity, sensory overload, and internalizing/externalizing emotions may also have an impact on displaying the unfolding of these.

Catherine Korah and Martine Demers, CEBM - Dec 2024

Developmentally appropriate preschooler traits at each Tier

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> 1) Manage well in a whole group context with sufficient universal support measures in place 2) Curious and interested in exploring/learning new things 3) Playful (their job is to play - play is the foundation for learning) 4) Open-minded and easily amazed - has a good ability for imagination and believes in magic 5) Egocentric - still developing the ability to be considerate of others - learned to them is they get most/all 6) May struggle to share with others at times, especially with an item of interest 7) Spontaneous and impulsive at times (even if they're still verbalizing what they 'should' be doing, sometimes they can't do better) - reacts instinctively 8) Can quickly switch from one emotion to the next (can only feel one emotion at a time) - may get frustrated when things don't work, but has a certain level of ability to verbalize their emotions 9) Potential for emotional outbursts depending on the circumstances, but can be easily regulated with the help of an adult 10) Need for attachment - difficulty with separation from home (Sept. and following time away from school, such as holidays) 	<ul style="list-style-type: none"> 1) Benefits from blocks of time in a small-group context with structure, supervision, and targeted support measures in place in addition to the existing universal practices 2) Also displays some of the same traits observed at Tier 1 in terms of curiosity, playfulness, experiencing one emotion at a time, and egocentrism 3) May struggle to share with others (depends on the child and situation) 4) Can get overly excited and impulsive, especially in times of play related to their interests 5) Easily upset/frustrated - can put for a certain time - may have difficulty with verbalizing emotion 6) Can be triggered emotionally for a longer period of time (depends on the child and situation) 7) Requires support and accompaniment through co-regulation when overwhelmed emotionally 8) Although they have a need for attachment, there may be a lack of trust towards the adult, and it may be difficult to achieve it - not easy with new adults 	<ul style="list-style-type: none"> 1) Benefits from one-to-one attention and personalized support measures in place in addition to the existing universal and targeted practices 2) Benefits from blocks of time spent outside of the classroom for additional movement or respite (some children at Tier 3 may also benefit from a part time schedule) 3) Also displays some of the same traits observed at Tier 1 in terms of curiosity, playfulness, experiencing one emotion at a time, and egocentrism 4) Struggles to share with others in general 5) Gets overly excited and impulsive on a regular basis - agitated restless energy that benefits from being discharged via outdoor active games 6) Frustration may be omnipresent with the child - difficult at times to get them out of it 7) Emotional triggering may lead to big outbursts/emotions that are difficult to get out of - child may have no ability to recognize or verbalize emotions 8) Requires ongoing support and accompaniment through co-regulation when overwhelmed emotionally 9) Absent or fragile attachment (may challenge the relationships to the adults present)

Catherine Korah and Martine Demers, CEBM - Dec 2024

<https://www.cebmmember.ca/k4-k5-practices>

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How preschoolers are designed developmentally



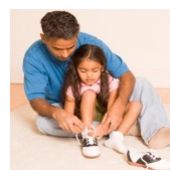
They have BIG emotions!

1 thought – 1 feeling – at a time
very little filter (brain immaturity)



For them fair is they get it ALL!

don't yet have the concept of sharing



"NO! I do it myself, but don't make me!"

don't have the capacity for independence

11

They are not
little adults

Young
Children

and their
UNTEMPERED
nature

They have BIG EMOTIONS!

1 thought – 1 feeling – at a time
very little filter (brain immaturity)

All impulses felt are expressed. They cannot do dissonance. They register only one feeling or impulse at a time. All conflicting impulses and thoughts are momentarily eclipsed.



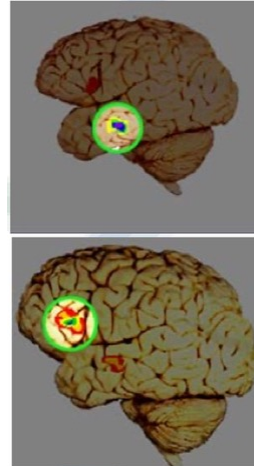
WHY?

This is Nature's way of making it as easy as possible for young children to find their dominant feeling and experience it fully, by removing any confusing elements or complicating signals.

12

Emotional regulation requires Prefrontal cortex development

- Young children don't yet have a fully developed pre-frontal cortex, which means their emotions cannot be well filtered or slowed down.
- They also don't experience much cognitive dissonance or mixed feelings (ONE thought or emotion at a time).
- They have great difficulty with perspective taking and with reflection, especially when upset.





13

Premature emotional prescriptions can result in emotional restriction and undermine emotional health and development.

Be good! Be kind! Be nice!
Come back when you can control yourself!
Be considerate!
CALM DOWN! Settle down!
Get a hold of yourself!
Be positive!
BE HAPPY! DON'T BE UPSET!

Gordon Neufeld (2013) *Science of Emotion*

14



What happens when emotions are SUPPRESSED?


** when emotions are suppressed, they come out in in challenging behaviours*

EMOTIONS NEED TO BE RELEASED AND EXPRESSED

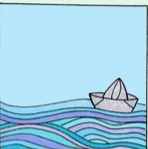
15

Children need ADULTS to grow the capacity to temper their emotions

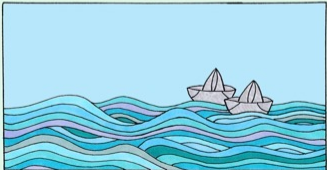
WHEN THEIR STORM



MEETS OUR CALM



CO - REGULATION OCCURS



@swins62

Emotional support and accompaniment must come first and pave the way towards emotional self-control.

16

They are not little adults

Young Children

and their UNDIVIDED attention


They can't always listen to us

Only 1 element can be considered at a time due to brain immaturity

The child's brain needs time to become oriented to the world and who they are.

To do this they are present in the moment with their dominant thought or emotion, and no other thoughts or emotions coming in.

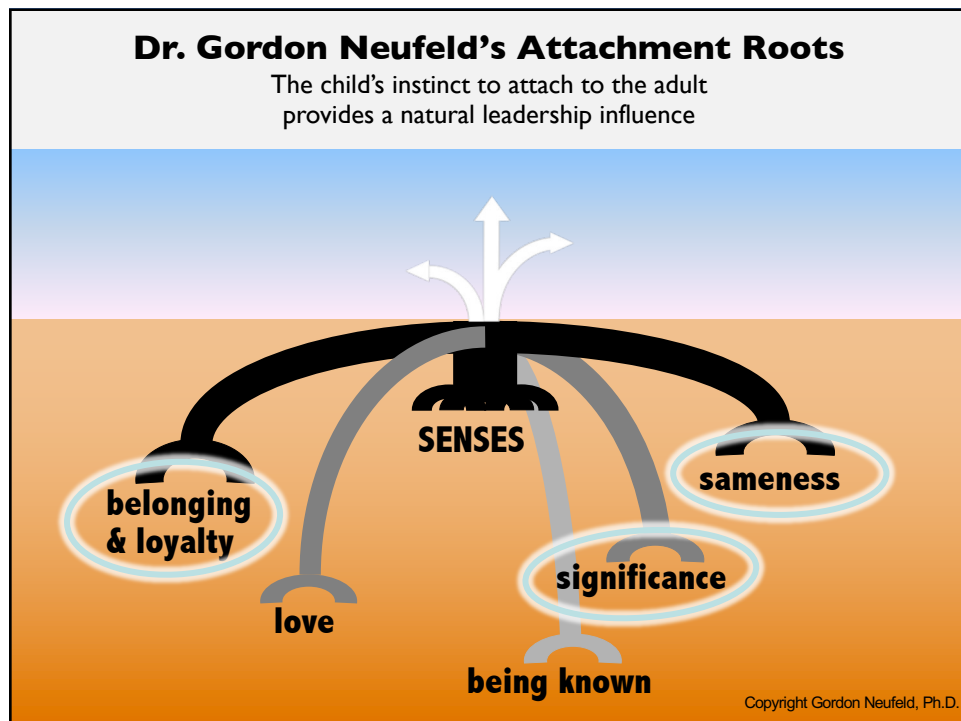
They are lost in examination and cannot see more than they can handle.



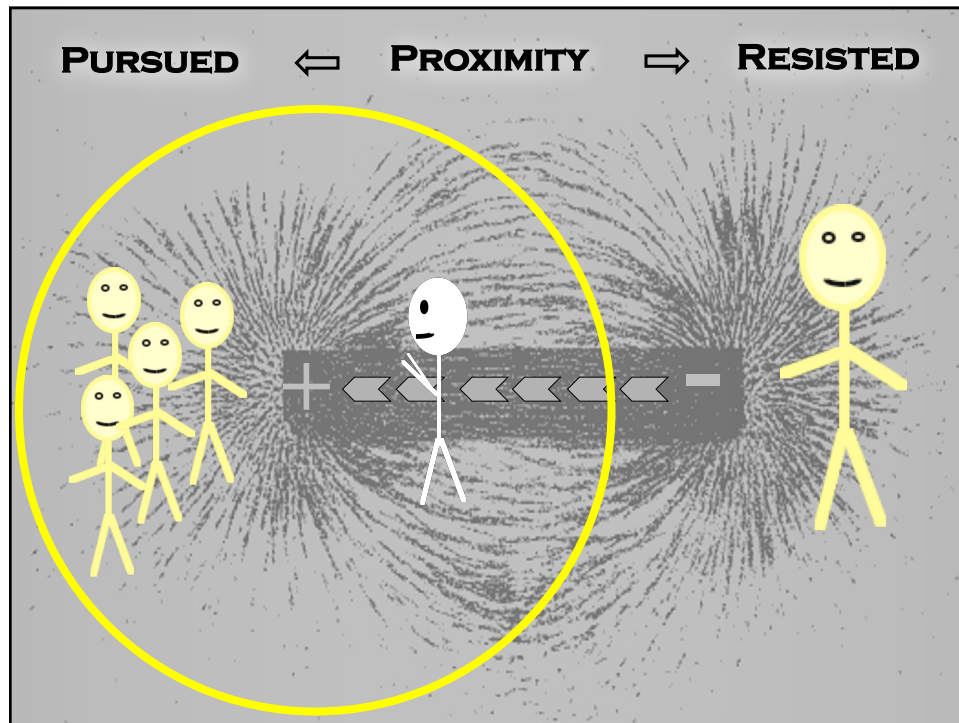
They don't always listen because they can only attend to one thing at a time, and it isn't always us.

Deborah MacNamara

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18



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They are not little adults

Young Children

and their **INCONSIDERATE** relating

For them fair is they get it ALL!
don't yet have the concept of sharing

An innocent **EGOCENTRISM** that renders the whole world about themselves.



A purity of action which leads to a lack of **DIPLOMACY**:
Saying things like "she stinks!" while pinching their nose.

A SINGLE-MINDEDNESS and a take on **UNFAIRNESS** that is definitely **ONE-SIDED** in nature that renders another's reference point irrelevant.

20

Why does the young child by design lack consideration?



This is Nature's way of protecting a child from any social considerations that could overwhelm and undermine the **emergence of a tender new self**.

"They are egocentric because in order to share yourself with another person you first have to have a self to share".

Deborah MacNamara

21

DEVELOPMENTAL MODEL OF EMPATHY

Caring is a natural spontaneous emotion evoked when properly **attached** and **being felt** when hearts are soft

*gives empathy its **ROOTS, HEART & SPIRIT***

CARING + CONSIDERATION = **EMPATHY**

*gives empathy its civilized **FORM***

Consideration is a fruit of **integrative functioning**, which results from healthy development, which requires a soft heart and 'right' relationship

Gordon Neufeld (2023) The Natural Roots of Empathy

22

They are not little adults


Young Children

and their DEVELOPING individuation

Self-awareness and positive self regard is still developing

Around the ages of 5-7, a child develops sense of SELF, as they put up boundaries (what “I” feel, what “I” like, etc.)

After around the age of 7, a child begins to be able to mix with others without fusing and “losing” themselves.



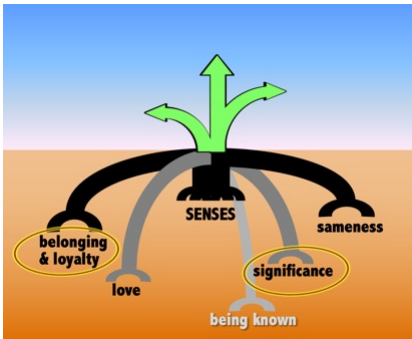
Having a ‘soft heart’ and feeling our emotions is required for this process to unfold.

A child’s confidence and positive self regard starts with a sense of belonging and of mattering.

23

Quest for value through attachment

- Having an accurate self-perception and good self-confidence requires an acceptance of oneself and positive self-worth.
- These fruit stem from a fulfilled sense of **belonging** (feeling welcomed and included) and **significance** (feeling valued and cherished).



24

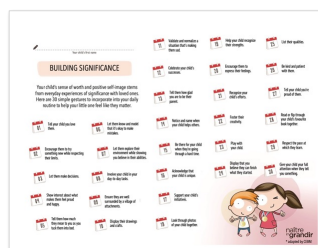
Quest for value through attachment



<https://macnamara.ca/infographics/>



<https://naitreetgrandir.com/documents/pdf/en/cartes-101gestes-en.pdf>



https://www.cebmmember.ca/files/ugd/93165_86889b8234144d93977e5bec47ef4e9c.pdf

25

_____ Your child's first name

BUILDING SIGNIFICANCE

Your child's sense of worth and positive self-image stems from everyday experiences of significance with loved ones. Here are 30 simple gestures to incorporate into your daily routine to help your little one feel like they matter.

- 01 Tell your child you love them.
- 02 Encourage them to try something new while respecting their limits.
- 03 Let them make decisions.
- 04 Show interest about what makes them feel proud and happy.
- 05 Tell them how much they mean to you as you tuck them into bed.
- 06 Let them know and model that it's okay to make mistakes.
- 07 Let them explore their environment while showing you believe in their abilities.
- 08 Involve your child in your day-to-day tasks.
- 09 Ensure they are well surrounded by a village of attachments.
- 10 Display their drawings and crafts.
- 11 Validate and normalize a situation that's making them sad.
- 12 Celebrate your child's successes.
- 13 Tell them how glad you are to be their parent.
- 14 Notice and name when your child helps others.
- 15 Be there for your child when they're going through a hard time.
- 16 Acknowledge that your child is unique.
- 17 Support your child's initiatives.
- 18 Look through photos of your child together.
- 19 Help your child recognize their strengths.
- 20 Encourage them to express their feelings.
- 21 Recognize your child's efforts.
- 22 Foster their creativity.
- 23 Play with your child.
- 24 Display that you believe they can finish what they started.
- 25 List their qualities.
- 26 Be kind and patient with them.
- 27 Tell your child you're proud of them.
- 28 Read or flip through your child's favourite book together.
- 29 Respect the pace at which they learn.
- 30 Give your child your full attention when they tell you something.

naitre et grandir
* adapted by CEBM

26

They are not
little adults

Young
Children

and their
SEPARATION
problems

A **FEAR** OF SEPARATION that can be
overwhelming and crippling.

A **HUNGER** for CONTACT and CONNECTION
that takes precedence over any other need.



WHY?

Their capacity for relationship is not yet sufficiently developed enough to enable them to hold on when apart. For humans, this is such an important development that the first six years of life are primarily devoted to this task.

27



**Nature's solution to not being
able to handle separation**

MORE ATTACHMENT, not less!

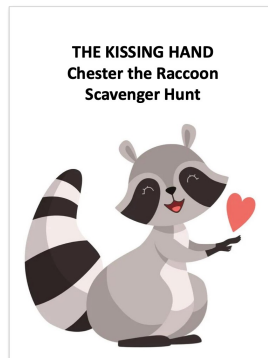
- The more ways a child has of attaching, the less need for contact and closeness and physical proximity.
- Children do not need to learn how to handle separation, instead they need to develop the ability to hold on when apart.

28

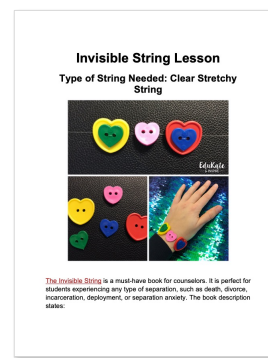
Home-school MATCHMAKING: Building the village of attachment



<https://macnamara.ca/infographics/>



https://www.cebmmember.ca/files/ugd/931e65_1ad369acd5ba4788a8bd8a1bc4fa2095.pdf



<https://confidentcounselors.com/school-counseling-activities-using-string/>

29

Home-school MATCHMAKING: Building the village of attachment



*In your role, how do
you/can you contribute
towards building a
village of attachment?*

30

They are not little adults

Young Children

and their **SEPARATION** problems

"NO! I do it myself, but don't make me!"

don't have the capacity for independence

**THEIR NEED FOR DEPENDENCE
MUST BE FULFILLED FIRST**



The more we push for independence (getting dressed on their own, accomplishing tasks by themselves, etc.), the more they will become concerned with the need to depend.

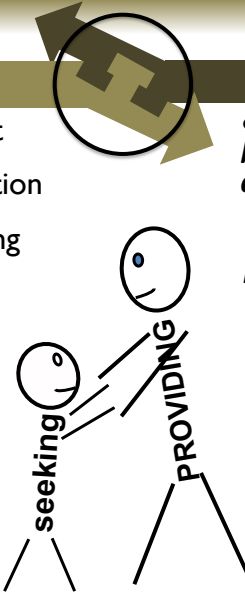
31

SEEKING CARE
dependent instincts

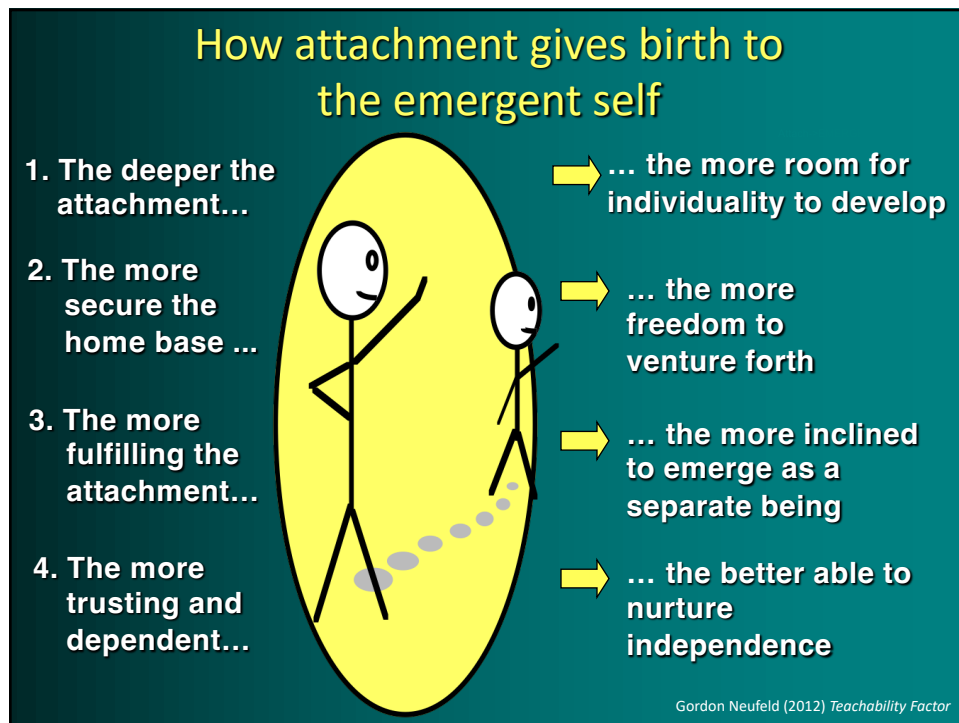
- for an invitation to exist
- for contact and connection
- for sameness & belonging
- for safety and comfort
- to get one's bearings
- for warmth & love
- for recognition
- for significance
- for understanding
- for a relational 'home'
- for a sense of togetherness

PROVIDING CARE
alpha instincts

- **INSPIRE** dependence by taking a strong caring alpha LEAD
- **INVITE** dependence & be worthy of that trust
- make it **SAFE** to depend, never using their relational needs against them
- be **GENEROUS** with one's care, providing more than is pursued
- **DON'T BE FOOLED** by the myriad illusions of independence



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Preschoolers' Fundamental **NEEDS**



To feel a sense of SAFETY
- being taken care of and protected



To feel a sense of CONNECTION
- building relationships and experiencing togetherness



To feel a sense of BELONGING
- deepening relationships and experiencing delight and comfort when part of the group

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Preschoolers' Fundamental NEEDS



They need to **PLAY**

- to practice life in a space free of repercussions



They need to **REST** from attachment work

- from having to seek for and soothe their attachment needs



They need to have their **TEARS**

- the outward manifestation of the adaptive process at work

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Why is **PLAY** important?

- Helps children make sense of their world
- Builds the brain through experiences not lessons
- Allows children to work through their emotions
- When play is interrupted, emotional well-being and brain development are affected



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Answering to preschoolers' fundamental needs



In your role, how do you/can you contribute to each of these needs?

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The Pyramid of Support

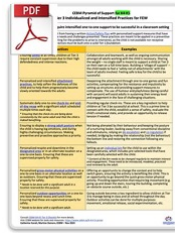
Tier 1 universal practices



Tier 2 targeted practices



Tier 3 individualized practices



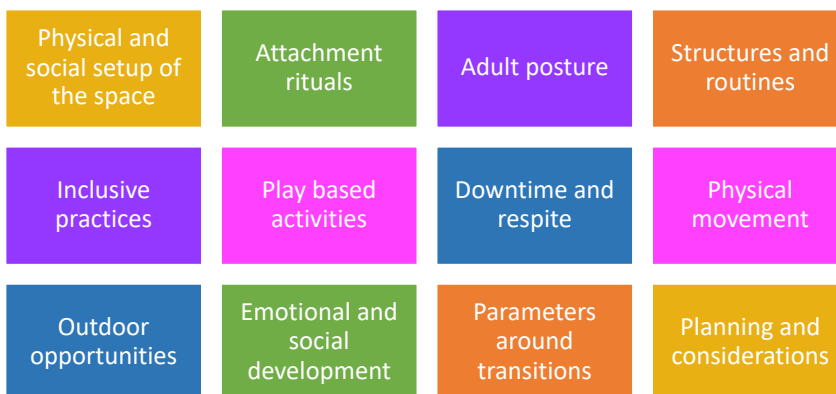
List of considerations



<https://www.cebmmember.ca/k4-k5-practices>

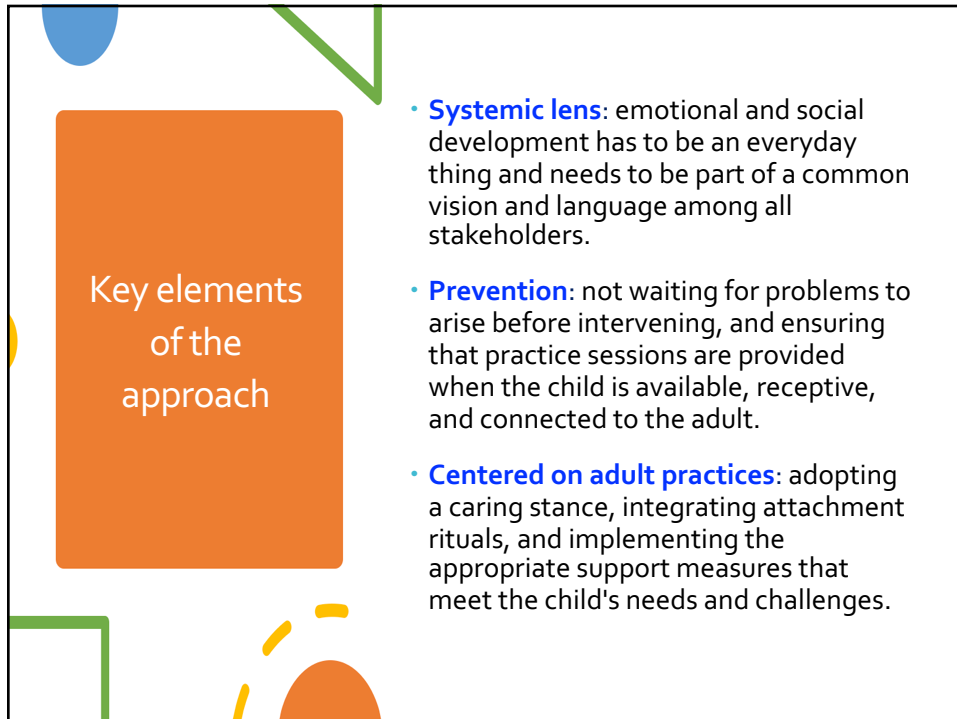
39

List of practices by section



<https://www.cebmmember.ca/k4-k5-practices>

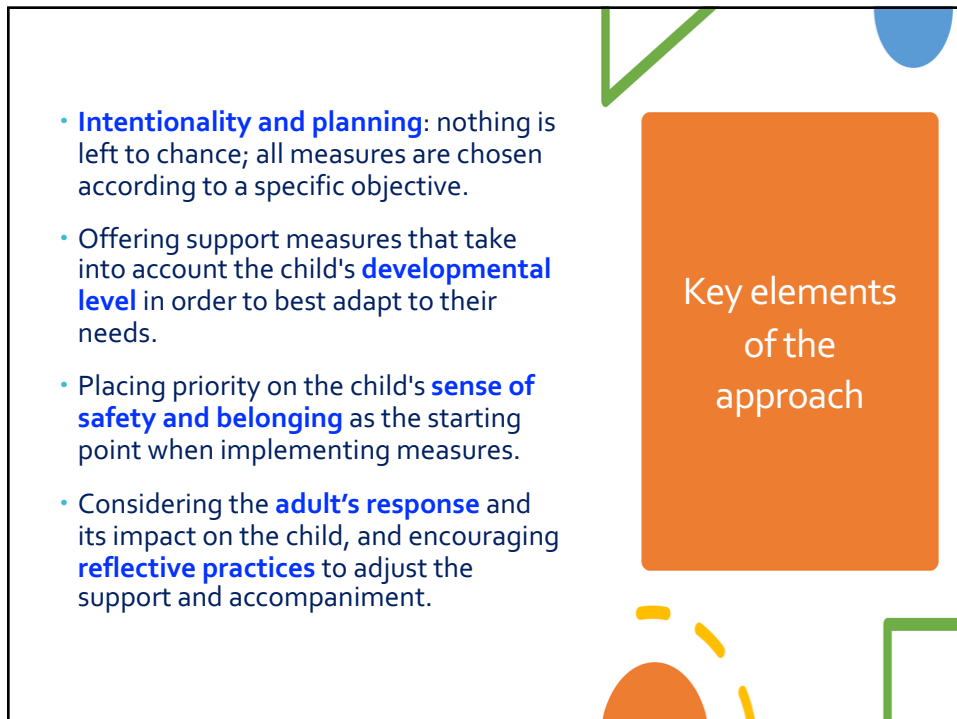
40



Key elements of the approach

- **Systemic lens:** emotional and social development has to be an everyday thing and needs to be part of a common vision and language among all stakeholders.
- **Prevention:** not waiting for problems to arise before intervening, and ensuring that practice sessions are provided when the child is available, receptive, and connected to the adult.
- **Centered on adult practices:** adopting a caring stance, integrating attachment rituals, and implementing the appropriate support measures that meet the child's needs and challenges.

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Key elements of the approach

- **Intentionality and planning:** nothing is left to chance; all measures are chosen according to a specific objective.
- Offering support measures that take into account the child's **developmental level** in order to best adapt to their needs.
- Placing priority on the child's **sense of safety and belonging** as the starting point when implementing measures.
- Considering the **adult's response** and its impact on the child, and encouraging **reflective practices** to adjust the support and accompaniment.

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Key elements of the approach

- Relying on **teamwork** to share the load and responsibilities in order to safeguard both the children and the adults.
- Relying on the **support measures** in place (structures, routines, play, movement, respite, outdoor time, etc.) to help **compensate** for the child's potential challenges related to their immaturity.
- Expecting the adult to **adjust the circumstances and the environment** to facilitate the child's adaptation (or to support them in **co-regulation**), rather than attempting to control their behavior.

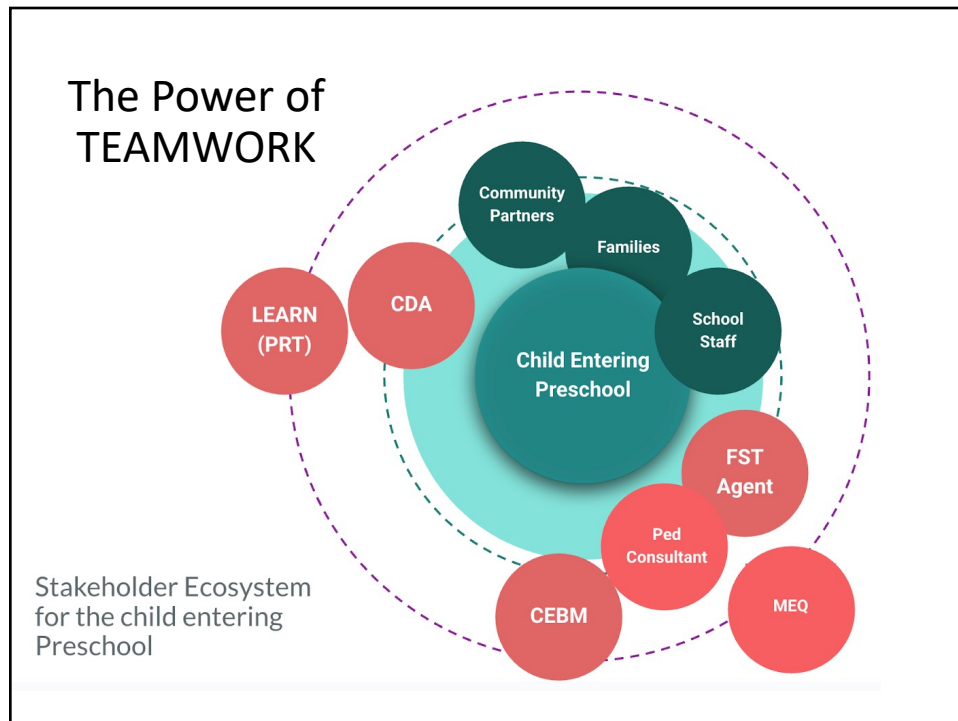
43

The Power of TEAMWORK



In your role, how do you/can you contribute towards enhancing teamwork and collaboration?

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<https://www.cebmmember.ca/k4-k5-practices>

CEBM RESOURCES CENTER
Framework for Student Support

PHILOSOPHY THEORETICAL FRAMEWORK CHALLENGES PRACTICES MATERIALS INTERVENTION SPACE

K4-K5 Practices (this webpage is still under construction)

This webpage is dedicated to our 4-5 year olds, as they require a different tier of support, given their developmental level and related needs. The documents, tools and resources presented below have been designed with them in mind, catering to their budding immaturity, and compensating for their challenges, until their maturation unfolds.

CEBM would like to extend a special thank you to all the **key people** who have contributed to the development of this resources page. The following documents, tools and resources could not be possible without their precious help.

Common Practices to Avoid:

- August Practices
- Tier 1 Universal Practices
- Tier 2 Targeted Practices
- Tier 3 Individualized Practices
- Practices during Transitions

K4-K5 PYRAMID OF SUPPORT: preventive practices and alternate measures

Tier 1 universal practices

Tier 2 targeted practices

Tier 3 individualized practices

Considerations

FR

- Paradigm Shift
- CEBM Distinctives
- COMMON PRACTICES TO AVOID
- Pyramid of Interventions
- K4-K5 Corner

PRESENTATION: MAKING SENSE OF OUR K4-K5 CHILDREN

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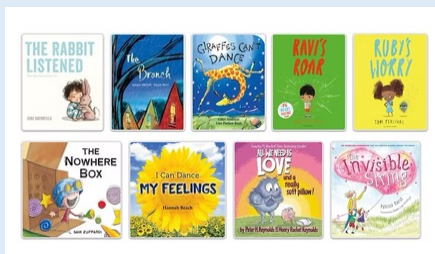
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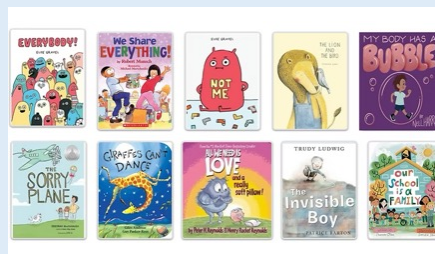
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The Teacher Toolkit

Emotional Development



Social Development



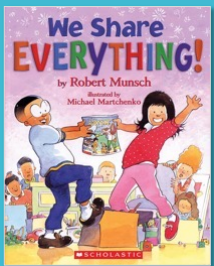
<https://www.cebmmember.ca/k4-k5-emotional-development>

<https://www.cebmmember.ca/k4-k5-social-development>


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Teacher toolkit to accompany emotional and social development


Book



Activity sheet



Ready to use games and activities



+ +

* The accompanying sheet offers a variety of games and activities along with ready to use materials (available to download from the CEBM Resources Centre).

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Teacher toolkit to accompany emotional and social development

Indoor games/activities

Outdoor games/activities

Same activities adapted for each tier of support

Parent component

Consideration for 4-year-olds and Tier 3

Consideration for special needs EHDA

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Defining EMOTION

- **Emotion** means “to be stirred up and to be moved” (happens to us and pushes us around)
- Children’s experience and awareness of emotions will develop as they age **if we provide the right conditions**



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Emotional development

Being emotionally MATURE means to have the ability to “**temper**” one’s emotions. However, before a child can build the capacity for self-regulation, they need to have sustained experiences of emotional co-regulation with a caring adult.



Younger children still need the support of adults around them to develop recognizing, naming, expressing and managing their emotions.

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Emotional development practices

- Setting up the context to **accompany emotional development** by using:
 - ✓ children's books and games on emotions,
 - ✓ photographs (using real faces to help children read actual facial expressions)
 - ✓ emotional creative art activities, dress-up, puppets, role playing, imaginary play, etc.
- Providing opportunities for **emotional release** (Hannah Beach Inside-Out Handbook)
- Offering a variety of tools and materials to discover **body sensations** (body silhouette, sensory box, etc.)

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Suggestions of [Emotional Development](#) Practices at each Tier

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> Providing universal whole group accompaniment for emotional development during class time Providing opportunities for emotional development, which goes beyond the focus on self-regulation Being mindful of the differences between the 4-year-old and the 5-year-old Inviting expression of all emotions, each are required to find balance (e.g. like colours and shades in a rainbow) Being careful with categorizing emotions (association to a negative connotation) to bring out guilt and/or shame around the expression of some of these emotions (e.g. not using the colour red for frustration) Allowing for moments of emotional release and expression through different playgrounds (e.g. Inside Out Handbook by Hannah Beach) Matching the right word to the emotional experience (could use characters and stories to illustrate examples) Helping the child at Tier 1 feel safe 'enough' (e.g. through adult greeting/engaging children, adult posture, predictable structures and routines) to connect with and become aware of their emotions (body and mind connection) Providing the context to help the children 'experience' a comforting and calming feeling through the senses (e.g. play soft music, dim lighting, soft comfy textures, sensory materials, calming nature scenes, comforting scents, etc.) 	<ul style="list-style-type: none"> Providing targeted small-group (2-4 children) accompaniment for emotional development, either in class (during station-based activities) or in an alternate location (at recess/lunch, indoors or outdoors) Helping the child at Tier 2 feel safe 'enough' and have 'enough' softness (e.g. through check-ins and other targeted attachment rituals, adult posture at Tier 2, targeted structures and routines, etc.) to connect with and become aware of their emotions (body and mind connection) Setting up a variety of ways to play out emotions (e.g. role-playing, masks, puppets, etc.) – this can be done outdoors through games and activities (please refer to the CEBM frustration tool guide for ideas of activities and materials) Offering a variety of emotional creative art activities (e.g. music, dance, painting, colouring, etc.) Providing a variety of tools to illustrate emotions (e.g. mirror, photographs, emotion cards with actual children's faces, children's books, etc.) Offering a variety of tools and materials to discover body sensations (e.g. body silhouette, sensory box, etc.) 	<ul style="list-style-type: none"> Providing intensive and personalized one-to-one accompaniment for emotional development in an alternate location Allocating an alternate space to explore and name emotions (e.g. Emotions Corner in the Nurturing Support Center- NSC) Helping the child at Tier 3 feel safe 'enough' and have 'enough' softness (ex. through check-ins, softening defenses and other individualized attachment rituals, adult posture at Tier 3, ensuring the adult is well regulated, individualized structures and routines, etc.) to connect with and become aware of their emotions (body and mind connection) Providing individualized support measures to allow additional expression, movement, respite, or channeling energy, which helps with emotional support: <ul style="list-style-type: none"> - Individualized scheduled respite/downtime - Individualized gross-motor activities - Individual bin and personal tool board - Building and creating activities - Sensory corner in NSC - and more... Offering a variety of emotional creative art activities (e.g. music, dance, painting, colouring, etc.) Providing a variety of tools to illustrate emotions (e.g. mirror, photographs, emotion cards with actual children's faces, children's books, etc.) Giving access to a private space (e.g. Emotions Room) to release and express emotions – applying de-escalation strategies if needed

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Themes in Emotional Development

Attachment, belonging	Naming, recognizing emotion	Range and intensity of emotion	Expressing, releasing emotion
Grumpiness, frustration, upset	Fear, worry, being brave	Sadness, loneliness, tears	Emotional safety, comfort
Bodily sensations	Knowing and appreciating oneself	Hypersensitivity, neurodiversity	Emotional co-regulation

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Examples of children's books on emotional development



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Social development

Being socially MATURE means to have the ability to consider others and “**mix well**” with others, which must begin with development of the SELF



Younger children still need the support of adults to gradually become aware of what is expected depending on the context.

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Social development practices

- Using playful ways to **introduce, model and prompt** adult expectations through cues, stories, chants, role-playing, games, etc.
- Using story books to accompany the children in **exploring** a range of social situations
- Using games and activities to **practice** a range of social situations, by using:
 - ✓ LEGO, puppets, masks, role-playing, etc.
 - ✓ The adults model the expected social interactions and narrate the positive examples

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Familiarize them with social concepts... through PLAY!

- Being in a line-up
- Listening to instructions
- Taking turns




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Suggestions of Social Development Practices at each Tier

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing universal whole group accompaniment for social development during class time ❑ Providing opportunities for social development, which goes beyond the focus on getting along ❑ Understanding the K4-K5 children are not yet developmentally ready on a social level – they require ongoing structure and supervision to adapt well to their environment and cannot achieve this autonomously ❑ Being mindful of the differences between the 4-year-old and the 5-year-old ❑ Using explicit and playful ways to introduce, model and prompt a response to the adult's expectations (e.g. sharing, waiting their turn, standing in line, participating in group activities, interacting with others, etc.) <ul style="list-style-type: none"> - through structures and routines, stories, chants, puppets, role-playing, games, etc. - modeling and narrating, in a positive and engaging way, examples of 'what to do' and 'what not to do' 	<ul style="list-style-type: none"> ❑ Providing targeted small-group (2-4 children) accompaniment for social development, either in class (during station-based activities) or in an alternate location (supported lunch and/or indoor-outdoor play) – may require the help of an additional adult ❑ Using story books, in a small group setting, to accompany the children in exploring a range of social situations. ❑ Using games and activities, in a small group setting, to explore and practice a range of social situations (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – refer to CEBM K4-K5 Teacher Toolkit for more ideas <ul style="list-style-type: none"> - Modeling the expected social interactions and narrating the positive examples ❑ On a one-to-one basis (when the child is regulated and receptive – not immediately following an incident), having the child at Tier 2 replay challenging/triggering situations, as well as conflicts faced, and helping them walk through it (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – this is meant to be a child-lead activity 	<ul style="list-style-type: none"> ❑ Providing intensive and personalized one-to-one accompaniment for social development in an alternate location (sheltered lunch and/or indoor-outdoor play) – lead by Support Staff or another assigned adult ❑ Giving access to an alternate space to explore and discuss a variety of social situations (e.g. Oasis room, sensory room, Nurturing Support Center - NSC, etc.) ❑ Setting up parameters to help them stay out of trouble by: <ul style="list-style-type: none"> - Providing close supervision when playing with others - Accompanying them in co-managing a difficult social context (e.g. board games, group activities/sports, etc.) - Applying de-escalation strategies if needed ❑ Using story books, on a one-to-one basis, to accompany the child in exploring a range of social situations. ❑ Using games and activities, on a one-to-one basis (could invite a friend), to explore and practice a range of social situations (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – refer to CEBM K4-K5 Teacher Toolkit for more ideas <ul style="list-style-type: none"> - Modeling and scripting the expected social interactions – narrating the positive examples

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Themes in Social Development

Attachment, togetherness	Similarities and differences	Acceptance, inclusion	Boundaries, personal space
Friendship	Conflict, being sorry	Kindness, helping	Sharing, cooperation
Taking turns, waiting in line	Making mistakes, loosing	Social manners	Listening, following rules

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Examples of children's books on social development



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Emotional and social development in preschoolers



In your role, how do you see yourself using these resources? In which way?

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Presentation overview

- 1 Adjusting the adults' expectations (making sense of the preschooler through a developmental lens)
- 2 CEBM K4-K5 Pyramid of support
- 3 CEBM Toolkit for Emotional and Social Development
- 4 Working towards enhancing parent engagement
- 5 Ideas in supporting school teams and parents

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General resources for parents


Video capsule



<https://www.cebmmember.ca/k4-k5-practices>

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Dr. Deborah MacNamara




Foreword by GORDON NEUFELD, PhD
DEBORAH MACNAMARA, PhD


**REST
PLAY
GROW**

Making Sense of Preschoolers
(Or Anyone Who Acts Like One)

Based on the relational developmental approach of Gordon Neufeld



YOU ARE YOUR KID'S BEST BET



- Home
- About
- Books
- Counselling
- Speaking

- Courses
- Articles
- Infographics
- Events
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TERMS & CONDITIONS

<https://macnamara.ca>

<https://www.neufeldinstitute.org/books/rest-play-grow>

<https://www.facebook.com/drdeborahmacnamara/>

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Resources for parents on emotional development









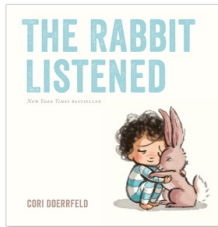




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K4-K5 Toolkit on emotional development Parent component



SOCK PUPPET ROLE PLAYING

Inviting the parents to join their child in the classroom to assist them in making a sock puppet (using socks and different arts and craft supplies).

The sock puppet can then be brought home where the children can use it to act out their feelings. This activity might be more fun and engaging if the adult has their own puppet to join in!

** The teacher can model de role playing in class with the whole group to inspire the parents and children on different ways to use the puppet*

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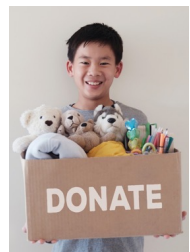
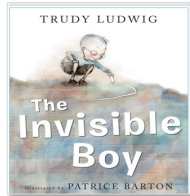
Resources for parents on social development



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K4-K5 Toolkit on social development Parent component



ACTS OF KINDNESS

Parents are invited to assist their child in demonstrating an act of kindness through:

- donating a toy or a book
- participating in a food drive
- volunteering for a cause
- etc.

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Working towards enhancing parent engagement



*In your role, how do
you/can you contribute
towards enhancing
parent engagement?*

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Ideas in supporting school teams and parents



What are some projects, activities and/or practices you are already engaging in to support preschoolers and their families?

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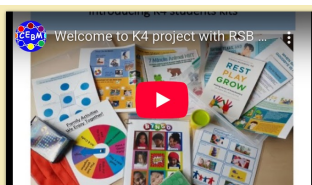
K4-K5 Bin: Welcome to Kindergarten!



<https://www.rsbsupport.com/preparing-for-k4>

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K4-K5 Bin: Welcome to Kindergarten!



Documents for TEACHERS:

- [K4 bin explained](#)
- [How to assemble the K4 bin](#)
- [Labels for the K4 bin](#)
- [Bingo Teacher Cards](#)

Materials included in the bin for STUDENTS

- [Welcome to our school](#)
- [K4 placemat bilingual](#)
- [Emotion BINGO game](#)
- [Emotion poster](#)
- [Emotion yoga poster](#)
- [Animal movement poster](#)
- [Family activity wheel](#)
- [Play-Doh activity card](#)
- [Play-Doh recipes](#)
- [Felt marble maze creation](#)

Materials included in the bin for PARENTS

- [Tips for parents bookmark](#)
- [Preschooler infographic](#)
- [Play infographic](#)
- [Tears and tantrums infographic](#)
- [Saying goodbye is hard infographic](#)

<https://www.rsbsupport.com/preparing-for-k4>

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K4-K5 placemat

<https://www.rsbsupport.com/preparing-for-k4>

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Projects and initiatives for preschoolers (and their families)



- What do you already have/give out?
How does it relate to what you heard today?
- What from here would you like to include? For what purpose? What need (safety, connection, development, etc.) are you addressing? (fundamentals/key elements does it enhance social development, significance, emotional development, attachment (to parents/school/staff))
- Who else could you collaborate with on this kit/bag ? What would their role be?

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Centre of Excellence for Behaviour Management

www.cebmm.ca



Also visit the CEBM Resource Center

<https://www.cebmmember.ca/>

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ShiftEd Podcast #80 In Conversation with Catherine Korah: What Children Really Need to Grow - LEARN Blog - learning from each other and building a community

blogs.learnquebec.ca

<https://blogs.learnquebec.ca/2026/01/shifted-podcast-80-in-conversation-with-catherine-korah-what-children-really-need-to-grow/>

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