

# Aligning our efforts to support families in the first school transition

Catherine Korah, CEBM Coordinator  
LEARN – February 2026



1

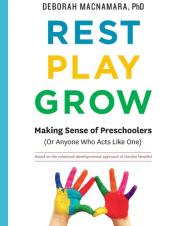
## Presentation overview

- 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

**REST  
PLAY  
GROW**  
Making Sense of Preschoolers (Or Anyone Who Acts Like One)  
Based on the evidence developmental approach of Gordon Neufeld



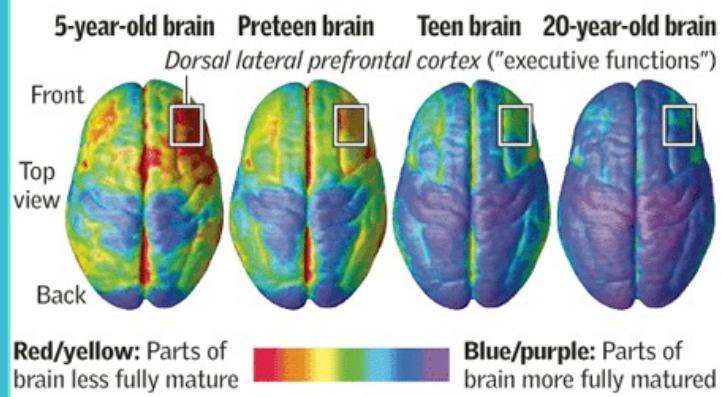
"As emotional creatures, young children are predictably unpredictable. They have big emotional worlds, which can be intense, loud, messy, chaotic, and most inconveniently timed, with few words to describe them. They are full of emotional energy, but have no way to control it. They pick up on and are 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:



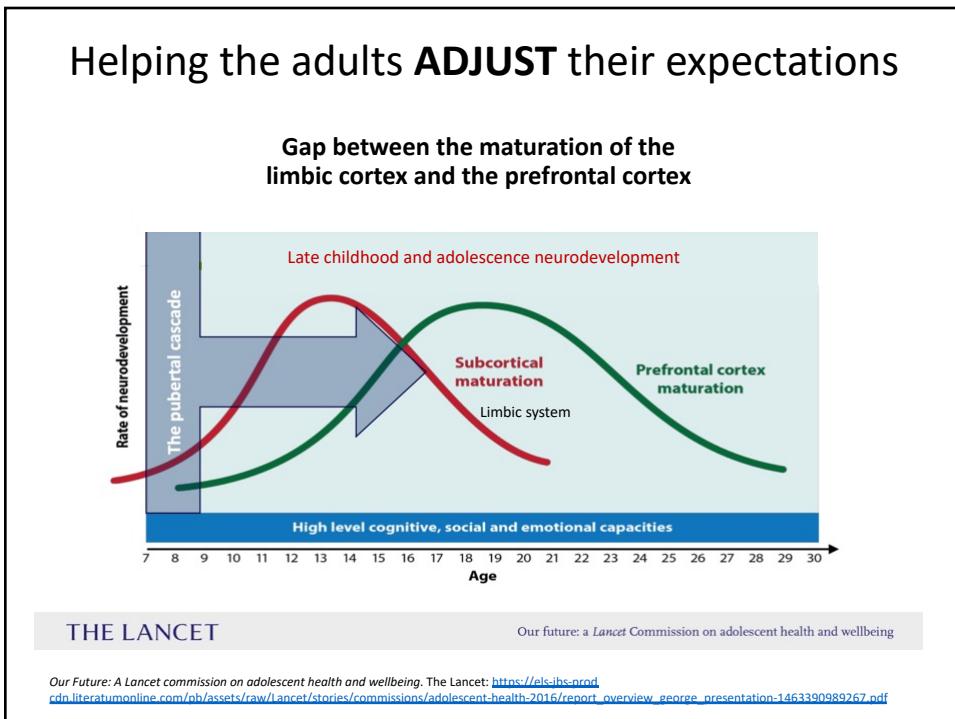
5-year-old brain   Preteen brain   Teen brain   20-year-old brain  
Dorsal lateral prefrontal cortex ("executive functions")

Front   Top view   Back

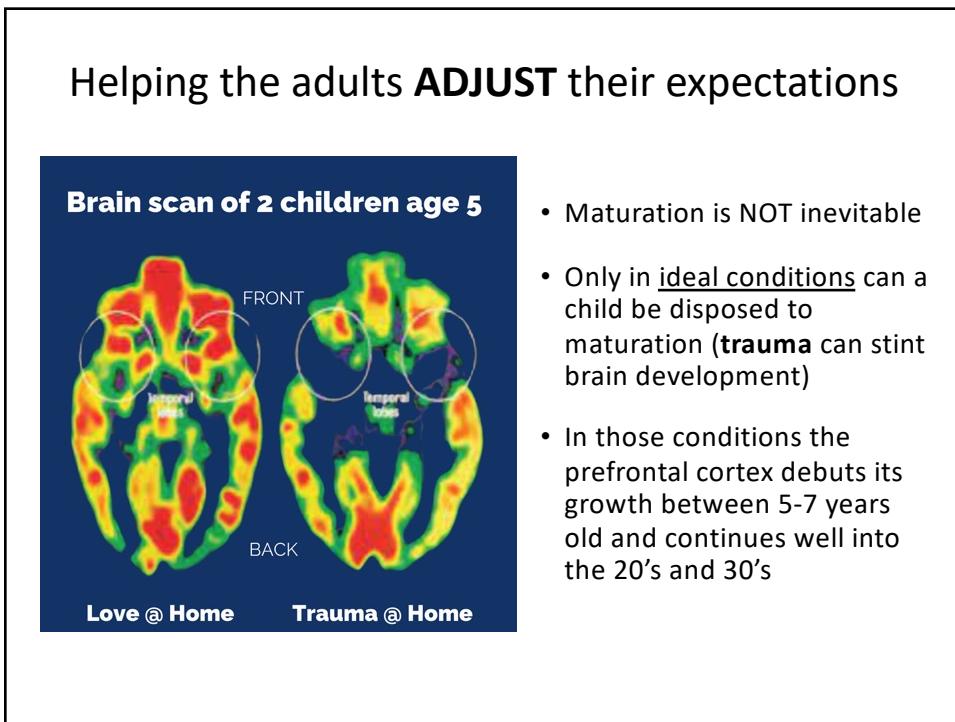
Red/yellow: Parts of brain less fully matured   Blue/purple: Parts of brain more fully matured

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

4



5

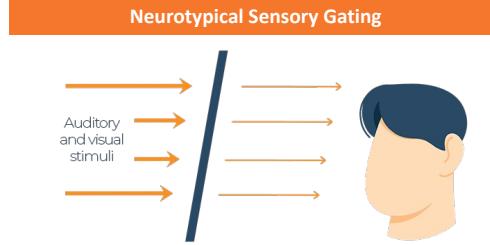


6

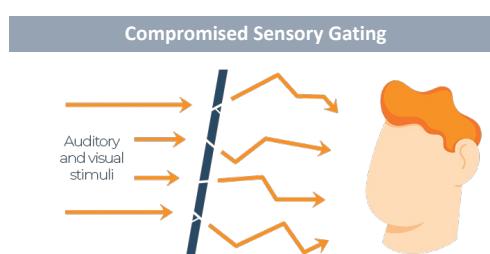
## Helping the adults **ADJUST** their expectations



**Neurotypical Sensory Gating**

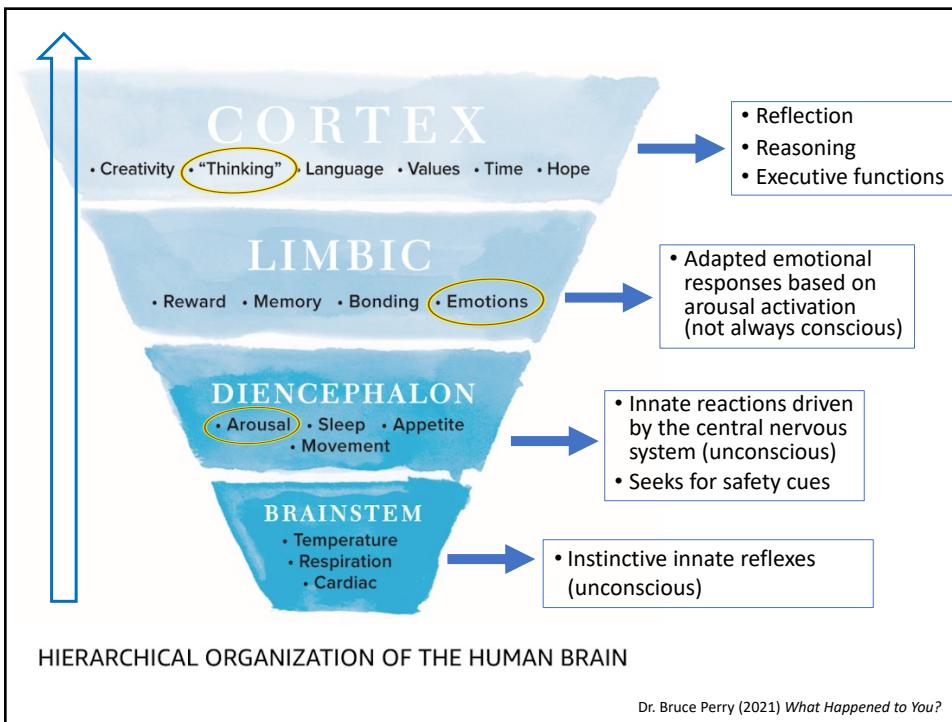


**Compromised Sensory Gating**

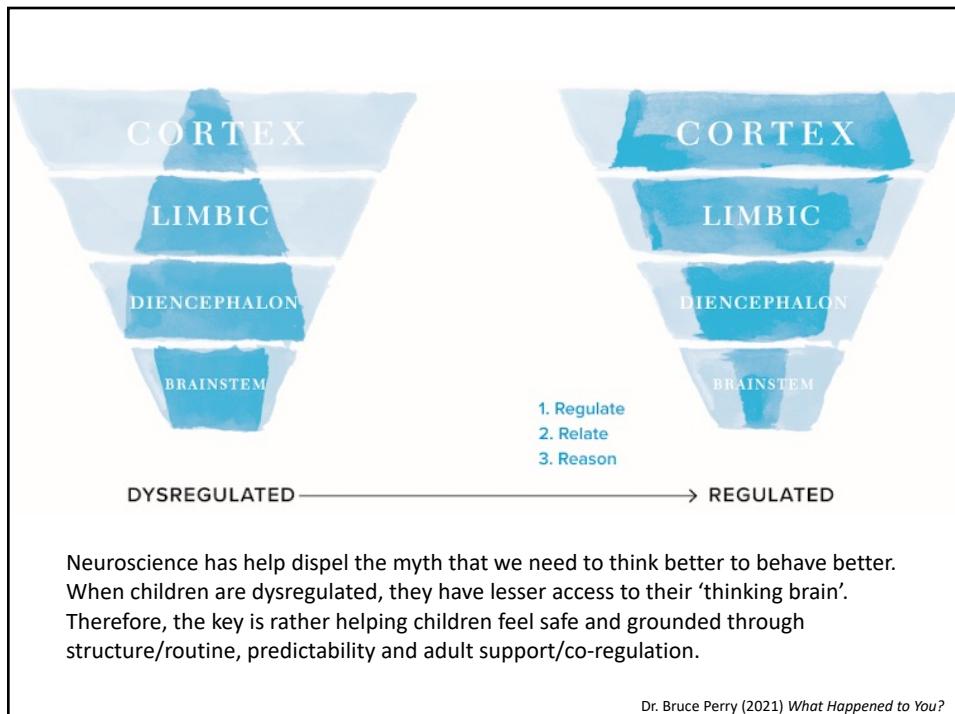


If a child is **hypersensitive** the 5-7 gap of development will rather be at 7-9 years old

7



8



9

## Helping the adults **ADJUST** their expectations

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

The differences and similarities between the 4 and 5-year-old	
<b>4-year-old</b>	<b>5-year-old</b>
<ul style="list-style-type: none"> <li>Their prefrontal cortex has not yet started to develop – little or no sign of executive function</li> <li>Doesn't yet have a well-developed relationship with oneself</li> <li>Has a hard time (only experience one emotion at a time), unable to regulate emotions, especially when angry</li> <li>Has difficulty with verbalizing emotions</li> <li>Doesn't yet learn from their mistakes and instead repeats the same negative behaviours</li> <li>Their increasing imagination gives them the ability to play make believe with others or self or others (this triggers many fears and anxiety)</li> <li>Reacts on impulse with little or no filter</li> <li>Is egocentric (doesn't yet have the ability to hold another's perspective, which impacts their consideration and empathy towards others)</li> <li>Has little or no tolerance for separation (especially in a new environment or with new people), unable to tolerate being away from a good enough adult to hold on when apart)</li> <li>Has a short attention span (approx. 1-12 minutes), difficulty focusing on one task and the child's interests), needs to move (high energy)</li> <li>Needs to rest (may still be taking naps)</li> <li>Mood often shifts when tired and/or hungry</li> <li>Needs an adult – their job is to play (they still parallel play)</li> <li>Displays shyness, but is more curious and interested in having to respond to stimuli adults at once (they orient themselves towards adults)</li> <li>Struggles with transitions and unpredictable changes (they need structure – needs to know what comes next for reassurance)</li> </ul>	<ul style="list-style-type: none"> <li>Their prefrontal cortex development has barely begun (if the 'right' conditions are in place, the prefrontal cortex may be fully functional before the age of 5)</li> <li>Still getting to know themselves (likes, dislikes, fears, etc.) and how they can be altered</li> <li>Also, big raw emotions (only one at a time) – still learning how to regulate them</li> <li>Still developing the ability for adaptation</li> <li>May have a better ability to play out fears and anxiety through play</li> <li>Has impulses with little filter depending on the day and emotions being triggered</li> <li>May have a better ability to self-soothe at times the beginning stages of separation</li> <li>May have some tolerance for separation (this will depend on the child and their ability to self-soothe, and the adult they are separating from will be altered)</li> <li>May have a slight better attention span (but still short - approx. 12-15 min - this depends on the child's interests and their mind's interest), also needs to move</li> <li>Needs some respite/downtime</li> <li>Needs to be more independent (they are tired/hungry or have other needs that require attention, but are able to self-soothe and let others need for the adults to orchestrate it)</li> <li>Needs to play – their job is to play (may have a better ability to self-soothe, but still parallel play)</li> <li>May display some shyness around new people, especially when asked to respond to a few adults at a time if they have a choice)</li> <li>May do somewhat better with transitions if adults are consistent, but still need to be limited in number; still struggles with adults who are unpredictable</li> <li>May have better fine motor and gross motor skills</li> <li>May have better language development</li> </ul>

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 a significant impact on brain development. Children who have experienced abuse, neglect, and intense/overwhelming emotions may also have an impact on delaying the unfolding of these traits.

**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"> <li>Manages well in a whole group context</li> <li>Shows a desire to be involved in individual support measures in place</li> <li>Curious and interested in the world around them</li> <li>Playful and enjoys playing with others</li> <li>Open-minded and easily amazed – has a desire for imagination and believes in magic</li> <li>Egocentric – still developing the ability to consider others' perspectives and feelings</li> <li>May struggle to share with others at times, especially with an item of interest</li> <li>Shows some shyness around new people, especially when asked to respond to a few adults at a time if they have a choice)</li> <li>Can quickly switch from one emotion to another, especially when they don't work, but has a certain level of ability to self-soothe</li> <li>Potential for emotional outbursts depending on the circumstances, but can be easily regulated with the help of an adult</li> </ul>	<ul style="list-style-type: none"> <li>Benefits from lots of time in a group setting, consistent with adults, supervision, and targeted support measures in place in addition to the existing universal practices</li> <li>Also displays some of the same traits as Tier 1 in terms of curiosity, playfulness, and amazement, experiencing one emotion at a time, and egocentrism</li> <li>May struggle to share with others (depends on the child and situation)</li> <li>Can get overly excited and impulsive, especially in times of play related to their interests</li> <li>Can quickly switch from one emotion to another, especially when they don't work, but has a certain level of ability to self-soothe</li> <li>Can be triggered emotionally for a brief moment (depends on the child and situation)</li> <li>Requires support and encouragement through co-regulation when overwhelmed emotionally</li> <li>May have a need for attachment, there may be a lack of trust towards the adult, and it may be hard for them to believe it – not easy with new adults</li> </ul>	<ul style="list-style-type: none"> <li>Benefits from one-to-one intensive and individualized support measures in addition to the existing universal and targeted practices</li> <li>Also displays some of the same traits observed in Tier 1 in terms of curiosity, playfulness, and amazement, experiencing one emotion at a time, and egocentrism</li> <li>Struggles to share with others in general</li> <li>May need more time spent outside of the classroom for additional movement and/or respite (some children in Tier 3 may also benefit from part-time education)</li> <li>Also displays some of the same traits observed in Tier 1 in terms of curiosity, playfulness, and amazement, experiencing one emotion at a time, and egocentrism</li> <li>Struggles to share with others in general</li> <li>May need more time spent outside of the classroom for additional movement and/or respite (some children in Tier 3 may also benefit from part-time education)</li> <li>Gets highly reactive when things don't go their way</li> <li>Frustration may be omnipresent with the child, especially at times to get them out of a difficult situation</li> <li>Emotional triggers may lead to big outbursts/meltdowns that are difficult to get out of – child may have no ability to self-soothe</li> <li>Requires ongoing support and accompaniment through co-regulation when overwhelmed emotionally</li> <li>Adults or fragile attachment (may challenge the relationships to the adults present)</li> </ul>

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

10

## 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.



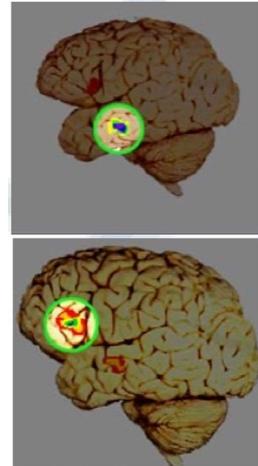
### WHY?

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!  
Be considerate!  
Come back when you  
can control yourself!  
Settle down!  
Calm down!  
Get a hold of yourself!  
Be positive!  
Be happy!  
DON'T BE UPSET!

Gordon Neufeld (2013) *Science of Emotion*

14



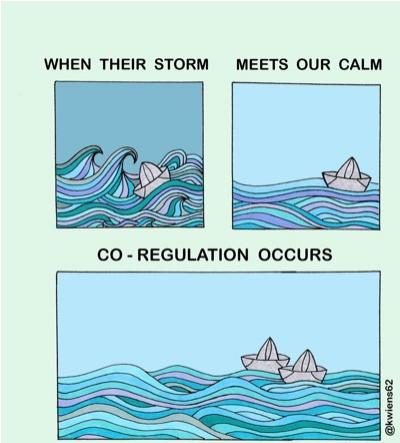
**What happens when emotions are SUPPRESSED?**

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

**EMOTIONS NEED TO BE RELEASED AND EXPRESSED**

15

**Children need ADULTS to grow the capacity to temper their emotions**



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

16

**Young Children**  
and their **UNDIVIDED** attention

**They are not little adults**

**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.

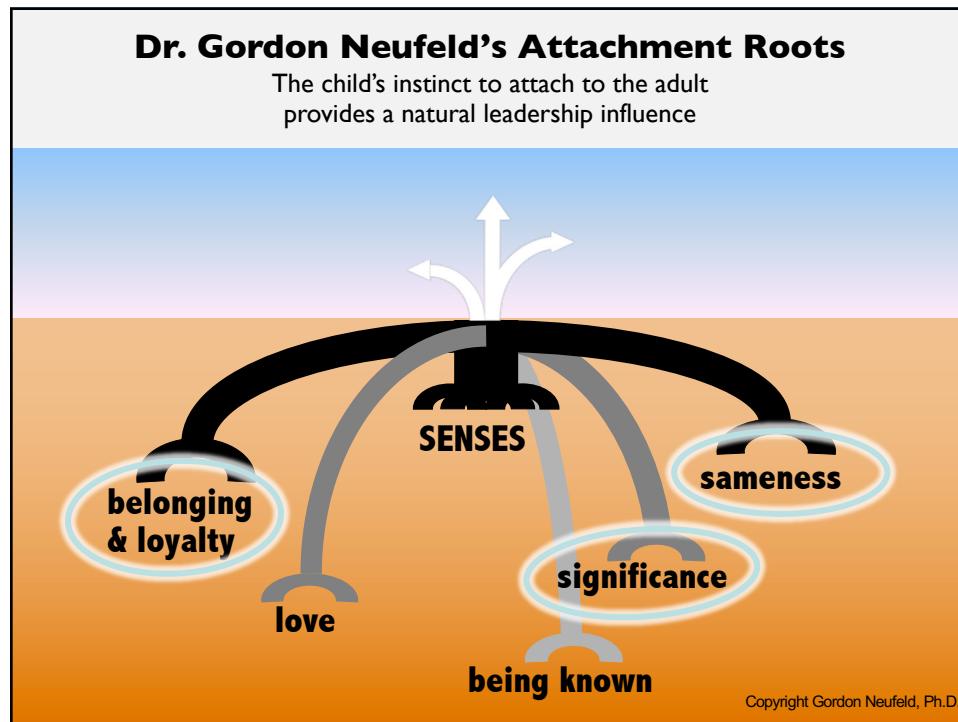
They are lost in examination  
and cannot see more than  
they can handle.

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

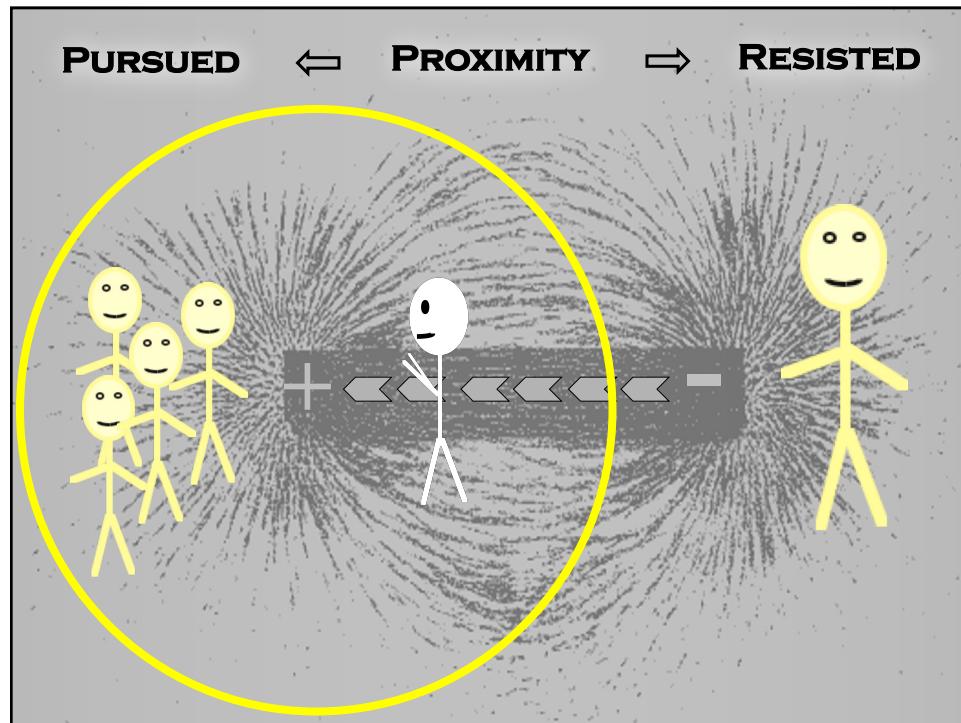
Deborah MacNamara



17



18



19

**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

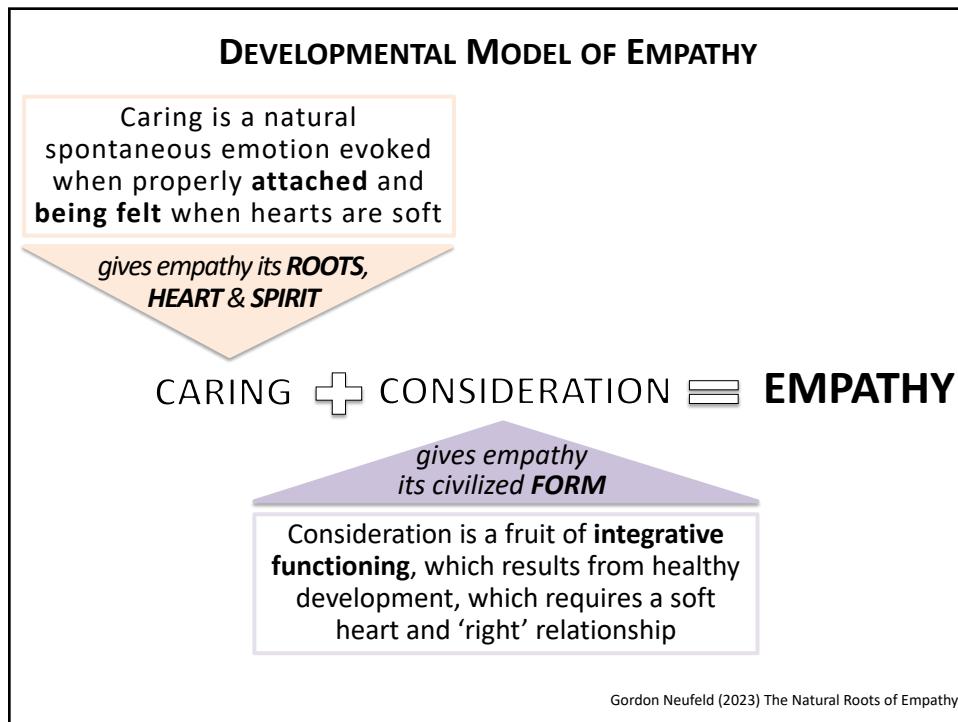
**Why does the young child by design lack consideration?**



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

Deborah MacNamara

21



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.



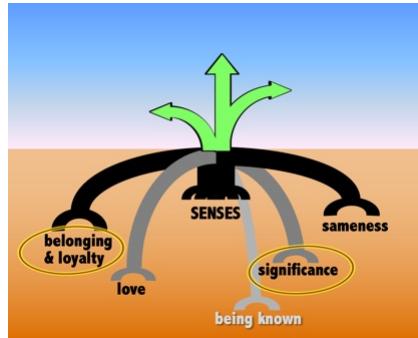
Having a 'soft heart' and feeling our emotions is required for this process to unfold.

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

**20 WAYS TO COLLECT & CULTIVATE CONNECTION**

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

**Today, I will...**

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

**BUILDING SIGNIFICANCE**

[https://www.cebmmember.ca/\\_files/ugd/65\\_86889b8234144d93977e5bec47ef4e9c.pdf](https://www.cebmmember.ca/_files/ugd/65_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.	06 Let them know and model that it's okay to make mistakes.	11 Validate and normalize a situation that's making them sad.	16 Acknowledge that your child is unique.	21 Notice and name when your child helps others.	26 Foster their creativity.	31 Play with your child.	36 Respect the pace at which they learn.
02 Encourage them to try something new while respecting their limits.	07 Let them explore their environment while showing you believe in their abilities.	12 Celebrate your child's successes.	17 Be there for your child when they're going through a hard time.	22 Display that you believe they can finish what they started.	27 Read or flip through your child's favourite book together.	32 Support your child's initiatives.	37 Give your child your full attention when they tell you something.
03 Let them make decisions.	08 Involve your child in your day-to-day tasks.	13 Tell them how glad you are to be their parent.	18 Look through photos of your child together.	23 Acknowledge that your child is unique.	28 Let them know and model that it's okay to make mistakes.	33 Encourage them to express their feelings.	38 Help your child feel good about themselves.
04 Show interest about what makes them feel proud and happy.	09 Ensure they are well surrounded by a village of attachments.	14 Help your child feel good about themselves.	24 Let them know and model that it's okay to make mistakes.	29 Support your child's initiatives.	34 Encourage them to express their feelings.	39 Encourage them to try something new while respecting their limits.	40 Encourage them to try something new while respecting their limits.
05 Tell them how much they mean to you as you tuck them into bed.	10 Display their drawings and crafts.	15 Help your child feel good about themselves.	25 List their qualities.	30 Give your child your full attention when they tell you something.	35 Encourage them to try something new while respecting their limits.	41 Encourage them to try something new while respecting their limits.	42 Encourage them to try something new while respecting their limits.

**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



The challenges with young children is their attachment to their primary caregivers. Children are more highly dependent on their caretakers, and they form a world that is full of separation.

Children only miss the people they are attached to and write the students that have a day garage, either from 10 am and only from 4 pm.

WE NEED TO HELP CHILDREN SEPARATE FROM US BY:

- Making sure they are cared for by someone else
- Drawing attention to the next point of separation
- Giving them something to hold onto
- Establishing routines

20 WAYS TO BRIDGE THE DAYTIME SEPARATION

- 1. Make sure they are cared for by someone else
- 2. Drawing attention to the next point of separation
- 3. Giving them something to hold onto
- 4. Establish routines
- 5. Make sure they are cared for by someone else
- 6. Drawing attention to the next point of separation
- 7. Giving them something to hold onto
- 8. Establish routines
- 9. Make sure they are cared for by someone else
- 10. Drawing attention to the next point of separation
- 11. Giving them something to hold onto
- 12. Establish routines
- 13. Make sure they are cared for by someone else
- 14. Drawing attention to the next point of separation
- 15. Giving them something to hold onto
- 16. Establish routines
- 17. Make sure they are cared for by someone else
- 18. Drawing attention to the next point of separation
- 19. Giving them something to hold onto
- 20. Establish routines

Deborah MacNamara  
Deborah MacNamara  
Deborah MacNamara

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



THE KISSING HAND  
Chester the Raccoon  
Scavenger Hunt

A cartoon raccoon holding a red heart.

[https://www.cebmmember.ca/files/ugd/931e65\\_1ad369acd5ba4788a8bd8a1bc4fa2095.pdf](https://www.cebmmember.ca/files/ugd/931e65_1ad369acd5ba4788a8bd8a1bc4fa2095.pdf)



Invisible String Lesson  
Type of String Needed: Clear Stretchy String

Edukate

The *Invisible String* is a must-have book for counselors. It is perfect for students experiencing any type of separation, such as death, divorce, incarceration, deployment, or separation anxiety. The book description states:

The *Invisible String* is a must-have book for counselors. It is perfect for students experiencing any type of separation, such as death, divorce, incarceration, deployment, or separation anxiety. The book description states:

<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

LEARN - February 2026

15

**They are not little adults**

**Young Children**

**and their SEPARATION problems**

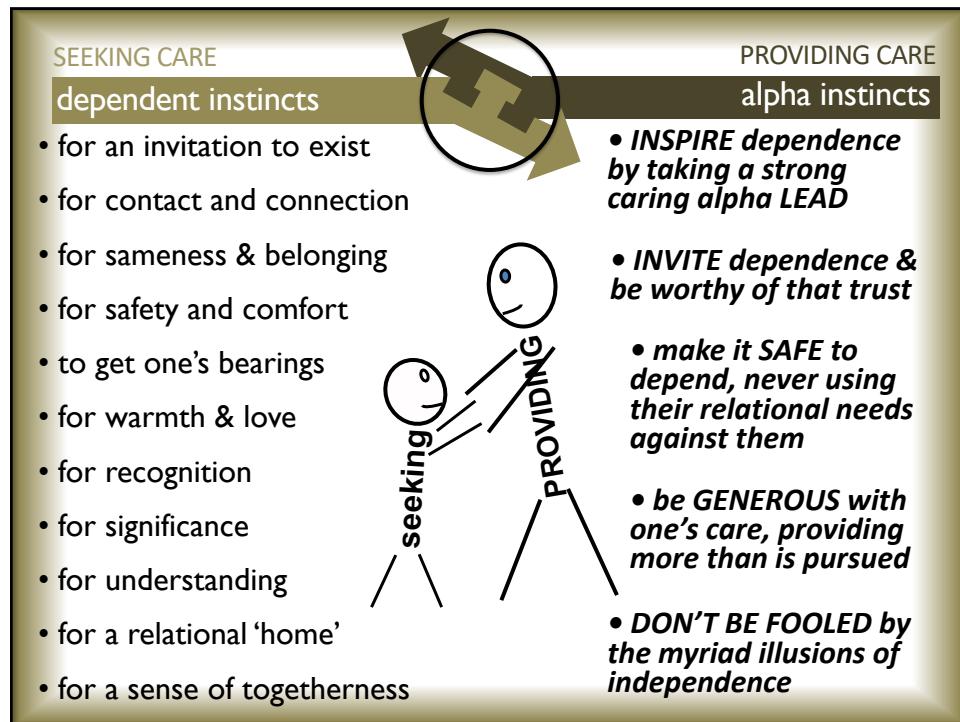
**"NO! I do it myself, but don't make me!"**  
don't have the capacity for independence

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

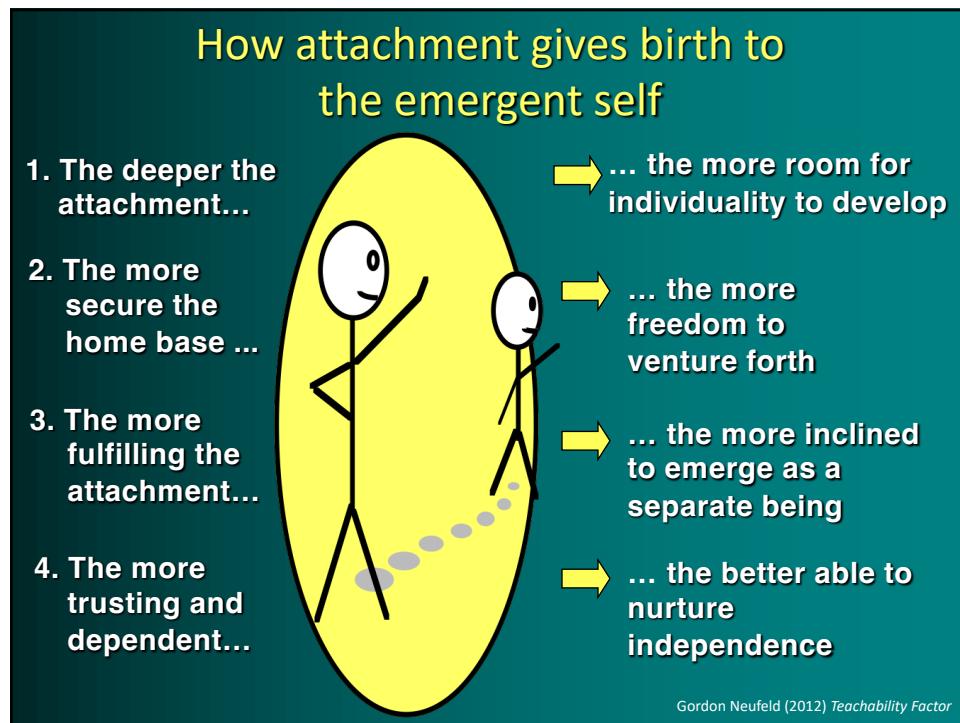


The more we push for independence (getting dressed on their own, accomplishing tasks by themselves, etc.), the more they will become concerned with the need to depend.

31



32



33

### 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

34

## 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

35

## 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



36

## Answering to preschoolers' fundamental needs



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

37

## 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

38

## 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>

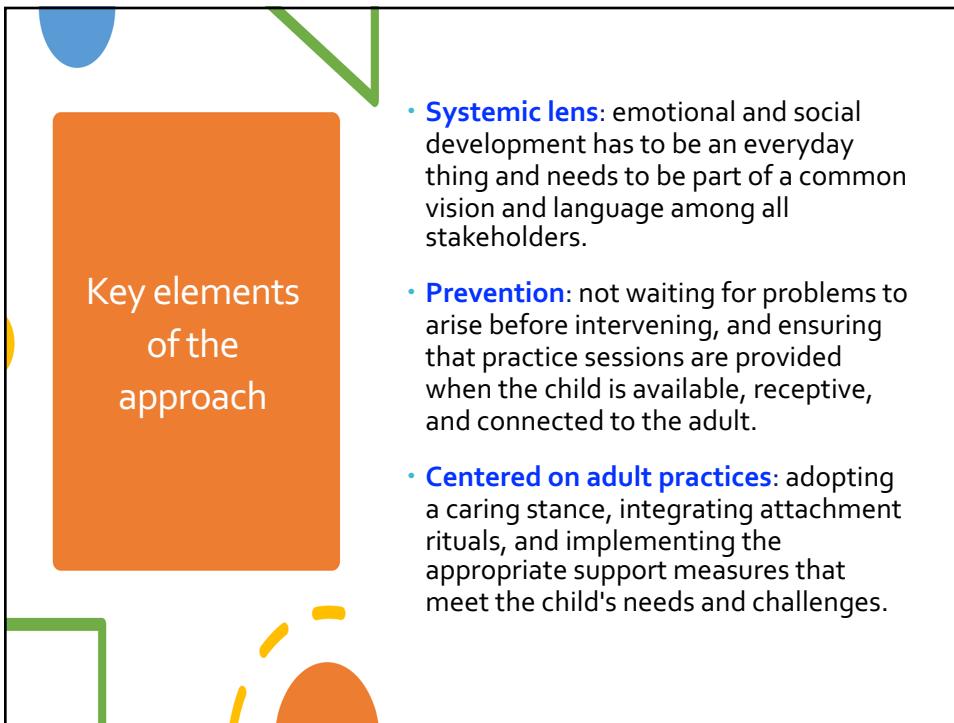
39

## List of practices by section

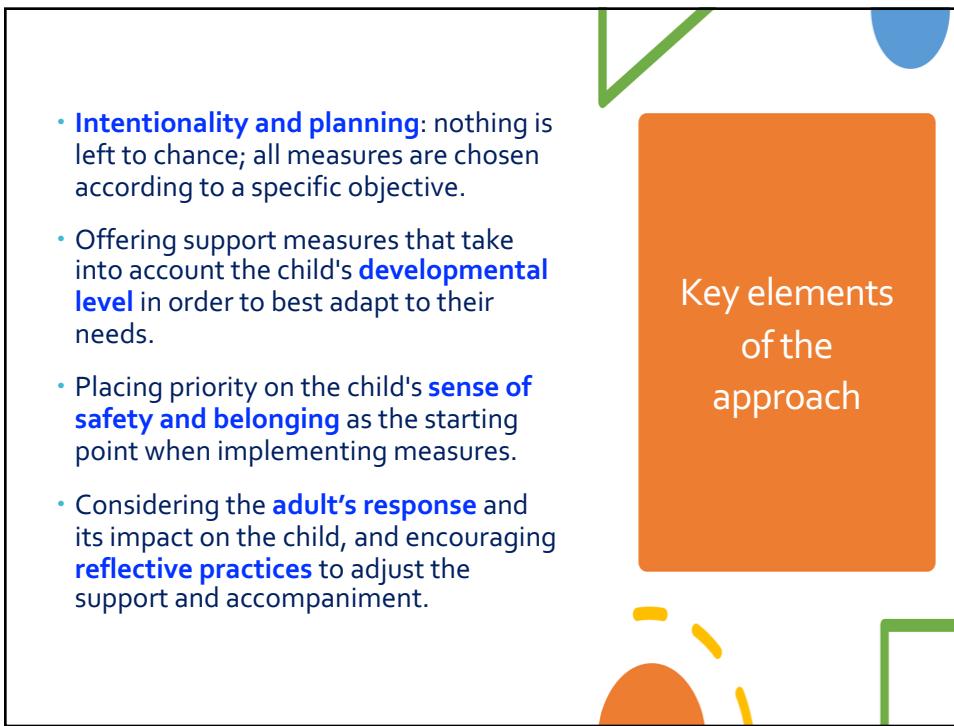
Physical and social setup of the space	Attachment rituals	Adult posture	Structures and routines
Inclusive practices	Play based activities	Downtime and respite	Physical movement
Outdoor opportunities	Emotional and social development	Parameters around transitions	Planning and considerations

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

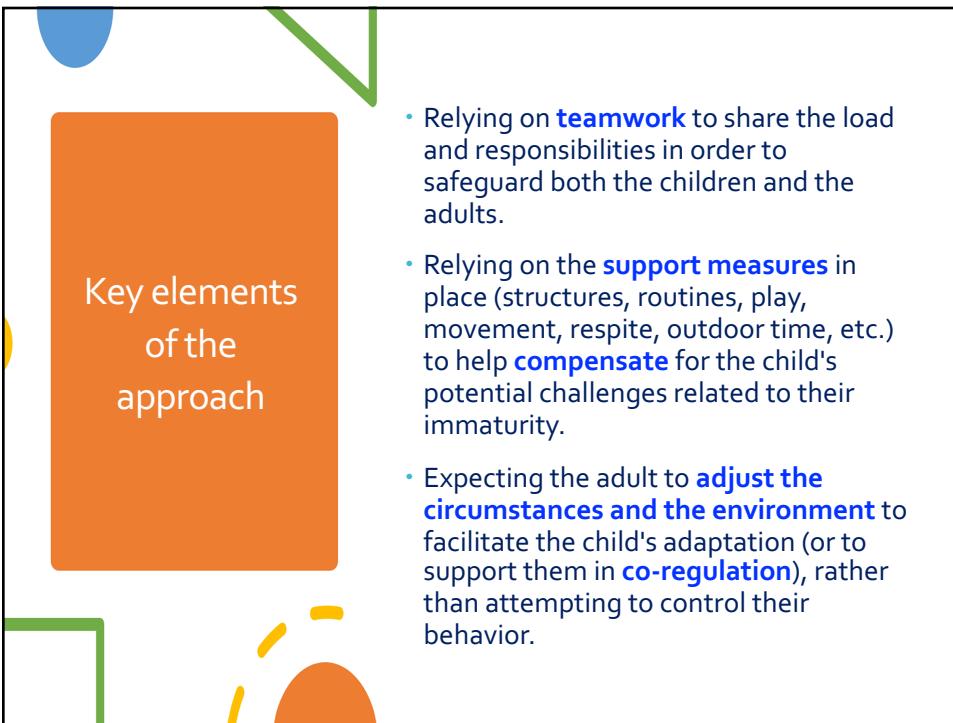
40



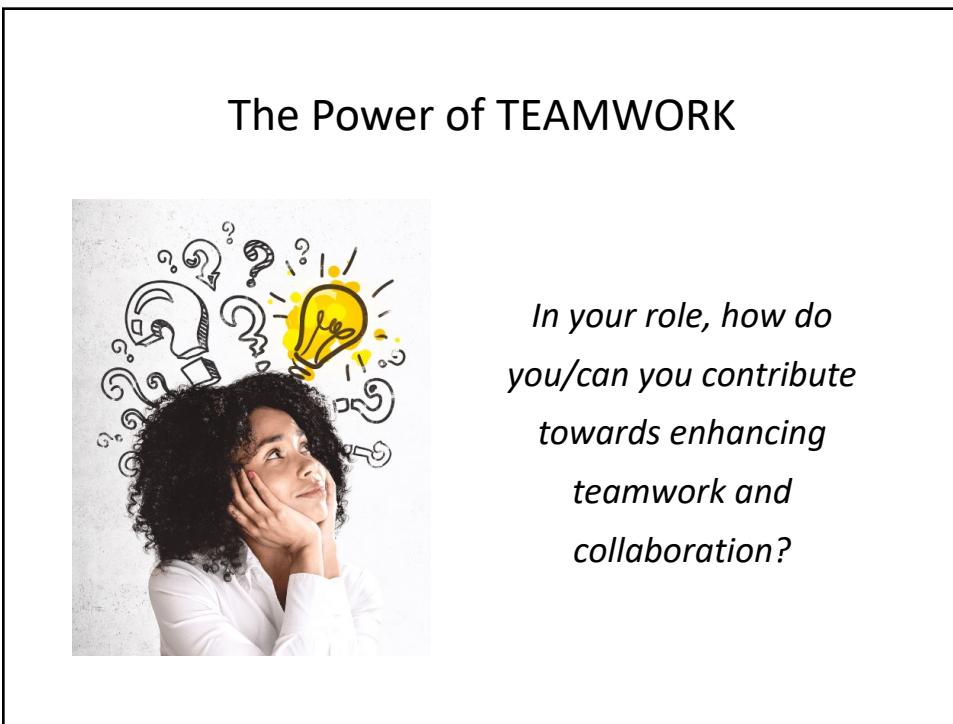
41



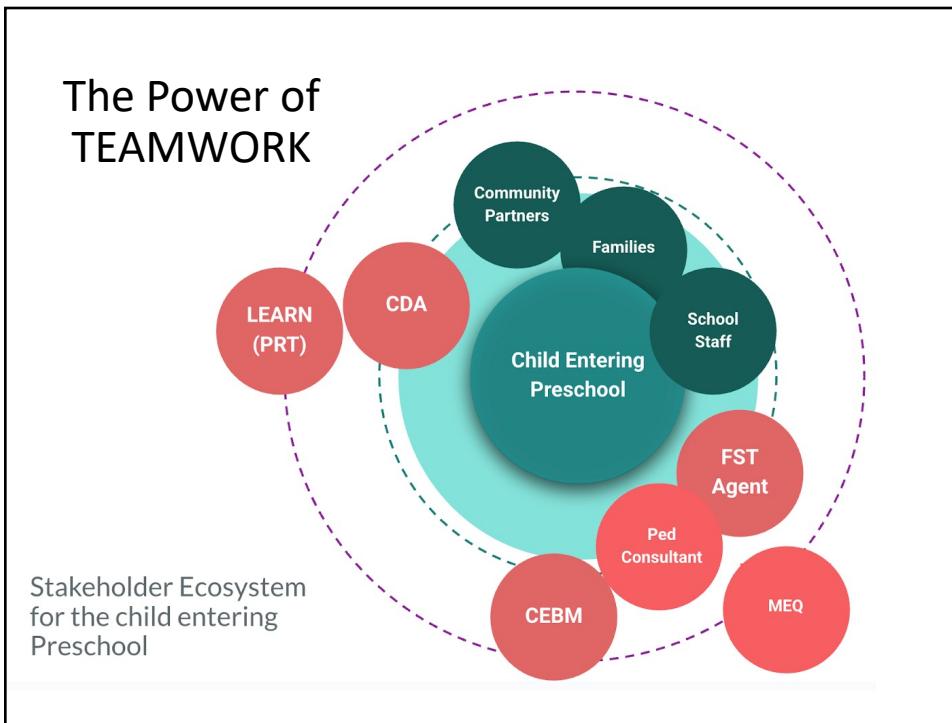
42



43



44



45

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

46

## 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

47

## The Teacher Toolkit

### Emotional Development



### Social Development



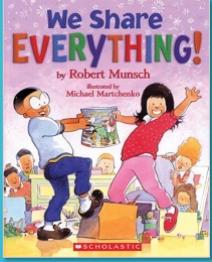
<https://www.cebmmember.ca/k4-k5-emotional-development>

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

48

## Teacher toolkit to accompany emotional and social development

**Book**



**Activity sheet**



**Ready to use games and activities**

**Sorting game 'We share, we don't share everything'**



+ +

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

49

## 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 EHDAA

50

## 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**



51

## 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.**

52

## 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.)

53

## Playing out emotions

Play is like a release valve –it allows the emotions to move through.



54

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"> <li><input type="checkbox"/> Providing <b>universal whole group</b> accompaniment for emotional development during class time</li> <li><input type="checkbox"/> Providing opportunities for emotional development, which goes beyond the focus on self-regulation</li> <li><input type="checkbox"/> Being mindful of the differences between the <b>4-year-old</b> and the <b>5-year-old</b></li> <li><input type="checkbox"/> Inviting expression of all emotions, each are required to find balance (e.g. like colours and shades in a rainbow)</li> <li><input type="checkbox"/> 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)</li> <li><input type="checkbox"/> Allowing for moments of <b>emotional release</b> and expression through different playgrounds (e.g. <i>Inside Out Handbook</i> by Hannah Beach)</li> <li><input type="checkbox"/> Matching the right word to the emotional experience (could use <b>characters and stories</b> to illustrate examples)</li> <li><input type="checkbox"/> Helping the child at <b>Tier 1</b> feel safe 'enough' (e.g. through adult <b>greeting/engaging children, adult posture, predictable structures and routines</b>) to connect with and become aware of their emotions (body and mind connection)</li> <li><input type="checkbox"/> 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, <b>sensory materials</b>, calming nature scenes, comforting scents, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Providing <b>targeted small-group</b> (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)</li> <li><input type="checkbox"/> Helping the child at <b>Tier 2</b> feel safe 'enough' and have 'enough' softness (e.g. through check-ins and other <b>targeted attachment rituals, adult posture</b> at <b>Tier 2</b>, <b>targeted structures and routines</b>, etc.) to connect with and become aware of their emotions (body and mind connection)</li> <li><input type="checkbox"/> Setting up a variety of ways to play out emotions (e.g. <b>role-playing, masks, puppets, etc.</b>) – this can be done outdoors through games and activities (please refer to the CEBM <b>frustration tool guide</b> for ideas of activities and materials)</li> <li><input type="checkbox"/> Offering a variety of emotional creative art activities (e.g. music, dance, painting, colouring, etc.)</li> <li><input type="checkbox"/> Providing a variety of tools to illustrate emotions (e.g. mirror, photographs, <b>emotion cards</b> with actual children's faces, <b>children's books</b>, etc.)</li> <li><input type="checkbox"/> Offering a variety of tools and materials to discover body sensations (e.g. body silhouette, <b>sensory box</b>, etc.)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Providing <b>intensive and personalized one-to-one</b> accompaniment for emotional development in an alternate location</li> <li><input type="checkbox"/> Allocating an alternate space to explore and name emotions (e.g. <b>Emotions Corner</b> in the <b>Nurturing Support Center- NSC</b>)</li> <li><input type="checkbox"/> Helping the child at <b>Tier 3</b> feel safe 'enough' and have 'enough' softness (ex. through check-ins, softening defenses and other <b>individualized attachment rituals, adult posture</b> at <b>Tier 3</b>, ensuring the adult is well regulated, <b>individualized structures and routines</b>, etc.) to connect with and become aware of their emotions (body and mind connection)</li> <li><input type="checkbox"/> Providing <b>individualized</b> support measures to allow additional expression, movement, respite, or channeling energy, which helps with emotional support: <ul style="list-style-type: none"> <li>- Individualized scheduled respite/downtime</li> <li>- Individualized gross-motor activities</li> <li>- <b>Individual bin and personal tool board</b></li> <li>- Building and creating activities</li> <li>- <b>Sensory corner in NSC</b></li> <li>- and more...</li> </ul> </li> <li><input type="checkbox"/> Offering a variety of emotional creative art activities (e.g. music, dance, painting, colouring, etc.)</li> <li><input type="checkbox"/> Providing a variety of tools to illustrate emotions (e.g. mirror, photographs, <b>emotion cards</b> with actual children's faces, <b>children's books</b>, etc.)</li> <li><input type="checkbox"/> Giving access to a private space (e.g. <b>Emotions Room</b>) to release and express emotions applying <b>de-escalation</b> strategies if needed</li> </ul>

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

55

Themes in Emotional Development



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

56

## Examples of children's books on emotional development



57

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

58

## 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.**

59

## 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

60

**Familiarize them with social concepts... through PLAY!!**

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

61

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

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

62

## 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

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

63

## Examples of children's books on social development

The grid displays 10 children's book covers, each with a unique title and illustration:

- EVERYBODY!** by Elise Gravel: A colorful book featuring a diverse group of cartoonish characters.
- We Share EVERYTHING!** by Robert Munsch: An illustration of a group of children sharing a large meal.
- NOT ME** by Elise Gravel: A large red cartoon character with the text "NOT ME" on its chest.
- THE LION AND THE BIRD** by Michael Rosen: An illustration of a lion and a bird standing together.
- MY BODY HAS A BUBBLE** by Nell Harris: An illustration of a child running inside a large purple bubble.
- THE SORRY PLANE** by Debraj Bhattacharya: An illustration of a small airplane with a sad expression.
- GIRAFFES CAN'T DANCE** by Giles Andreae and Guy Parker-Rees: An illustration of a giraffe dancing.
- ALL WE NEED IS LOVE and a really soft pillow!** by Peter H. Reynolds and Henry Rocket Reynolds: An illustration of a large, friendly-looking blue monster.
- The Invisible Boy** by Trudy Ludwig: An illustration of a small boy sitting alone.
- Our School is a FAMILY** by Lauren O'Brien and Debbie Diller: An illustration of a school building with children and trees.

64

## Emotional and social development in preschoolers



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

65

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

The screenshot shows the CEBM Resources Center website for K4-K5 Social Development. The page is currently under construction, as indicated by the text "this webpage is still under construction". It features a sidebar with links to K4-K5 Practices, K4-K5 Corner, Brain Break Activities, and Physical Outlet - Movement Station. The main content area includes sections for Overview, Books by theme, Summary of activities by theme, YouTube links, and Editorials by theme. There are also links to various resources like "List of books by theme", "Personal Bin", "Puzzle Activities", "Play-Drama-Dress-up", "Children's Literature", and "Academic Resources".

66

# 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

67

## General resources for parents

## Video capsule



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

68



**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

- 1. Home
- 2. About
- 3. Books
- 4. Counselling
- 5. Speaking
- 6. Courses
- 7. Articles
- 8. Infographics
- 9. Events
- 10. Contact

[f](#) [o](#) [x](#) [p](#) [in](#)

[PRIVACY POLICY](#)  
[TERMS & CONDITIONS](#)

<https://macnamara.ca>  
<https://www.neufeldinstitute.org/books/rest-play-grow>  
<https://www.facebook.com/drdeborahmacnamara/>

69

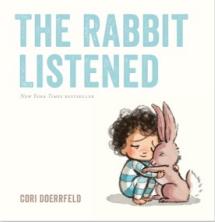
## Resources for parents on emotional development

**Emotional Development**  
Resources for PARENTS

- Support your child in feeling CARE, LOVE, respect, and belonging. Encourage your child to express their feelings. A child who feels secure with their parents is more likely to succeed in school.
- Give alongside love by EMPOWERING. Focus on naming them and making room for their expression even when it's not what you expect.
- Offer opportunities for your child to be the one to initiate. Opportunities to express through play facilitate the growth of self-expression and the development of self-esteem.
- Be PATIENT when your child makes a mistake. Convey that mistakes are opportunities for learning and growth.
- Encourage trying new things and highlight efforts, not outcomes. Encourage your child to take risks.
- Provide opportunities for your child to play and explore. Play is key for children to feel safe.
- When a child FEELS better, they are more likely to succeed.

Source: https://www.quebec.ca/quebec/quebec-1000/quebec-1000-2019/quebec-1000-2019-2020/quebec-1000-2019-2020-2021/quebec-1000-2019-2020-2021-2022/quebec-1000-2019-2020-2021-2022-2023/quebec-1000-2019-2020-2021-2022-2023-2024/quebec-1000-2019-2020-2021-2022-2023-2024-2025/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080/quebec-1000-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-203

## 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*

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

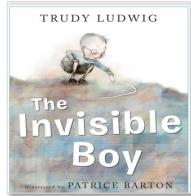
71

## Resources for parents on social development

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

72

## 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.

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

73

## Working towards enhancing parent engagement



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

74

## 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

75

## 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?*

76

## K4-K5 Bin: Welcome to Kindergarten!



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

77

## 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>

78

## K4-K5 placemat

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

79

## 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?

80

Centre of Excellence for Behaviour Management  
[www.cebm.ca](http://www.cebm.ca)



THE CENTRE OF EXCELLENCE FOR BEHAVIOUR MANAGEMENT (CEBM)

As a support to the 10 English School Boards of Quebec, the CEBM aims to help boards and their staff to find effective and developmentally friendly interventions for working with students who experience significant behavioural challenges in the school setting.

Also visit the CEBM Resource Center  
<https://www.cebmmember.ca/>

81



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](http://blogs.learnquebec.ca)

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

82