



Well established [structures and routines](#) at each Tier – **K4-K5**

STRUCTURE

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
❑ Providing universal whole group support through structures and routines during class time ❑ Ensuring the structures and routines are clear, explicit and predictable - Making room for some flexibility and a few options for the children to choose from within the daily routine without disrupting the consistency and predictability ❑ Cueing the adult's expectations around morning arrival, transitions, lining up, clean-up time, snack time, bathroom time, end-of-day departure, etc. ❑ Orchestrating practice sessions (introducing, modeling, scripting) through play, stories, chants, puppets, role-playing, etc. ❑ Narrating, in an engaging and positive way, concrete examples of 'what to do' and 'what not to do' for each adult expectation ❑ Matching a specific song to each routine to build predictability and multi-sensory cueing ❑ Recognizing that K4-K5 children don't do well with multiple transitions, if possible, work around the recess and lunch schedule (e.g. having them stay outside longer outside between the bells to minimize the number of transitions)	❑ Providing targeted accompaniment for some children who require additional support through complementary structures and routines (either in class or in an alternate location during station-based activities, at recess/lunch indoors or outdoors) ❑ Recognizing that children at Tier 2 benefit from small-group activities (2-4 children), which are structured both during class time and while outdoors ❑ Keeping in mind that small-group activities can be setup within the whole group context (e.g. organizing stations during class time, having multiple simultaneous small-group outdoor games) – this will require additional adults to orchestrate (support staff, volunteer parents) ❑ Relying on the structures and routines to have the children follow through with the adult expectations (this will help reduce adult talking/giving directives, which may cause less resistance/opposition) ❑ Understanding that K4-K5 children at Tier 2 may be triggered by being exposed to multiple transitions ❑ Preparing the child for upcoming transitions by naming and cueing desired behavior ❑ Providing a visual sequence of transitions (e.g. visual schedule, First-Then cards)	❑ Providing individualized accompaniment for a child who requires more intensive/personalized support through complementary structures and routines in the classroom and in an alternate location ❑ Keeping in mind that children at Tier 3 benefit from one-to-one activities, structured by a significant adult, and providing breaks away from the group in an alternate location ❑ Ensuring safety at all times; children at Tier 3 require constant supervision due to their high defendedness and intense reactions ❑ Understanding that K4-K5 children at Tier 3 may be triggered by being exposed to multiple transitions ❑ Preparing the child for upcoming transitions by naming and cueing desired behavior ❑ Providing a visual sequence of transitions (e.g. visual schedule, First-Then cards) ❑ Orienting their attention onto the upcoming activity to get them engaged rather than leaving the focus on the ending of the current activity, which may stir up some frustration/resistance ❑ Breaking a larger transition into micro-transitions (e.g. instead of getting dressed – put your shoes on, then your jacket, etc.)



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❑ Giving children advance notice and providing enough time to help them be more successful in transitioning from one activity to another (if they feel rushed, uncomfortable or don't know what is expected of them, behaviors may surface) ❑ Keeping in mind that K4-K5 children have a short attention span and making sure the activities are no longer than 15-20 minutes (breaking down each activity into manageable increments) ❑ Understanding that K4-K5 children need to be active and making sure to include movement (or flexibility to switch positions between sitting, kneeling, standing, etc.) during activities ❑ Recognizing that K4-K5 children don't manage well when there are too many transitions and too many adults (e.g. combining a recess to an outdoor activity to limit an extra transition) - Please note that recess is not mandatory in kindergarten and that there is flexibility in setting up a schedule that would be adapted to the children's needs	❑ Orienting their attention onto the upcoming activity to get them engaged rather than leaving the focus on the ending of the current activity, which may stir up some frustration/resistance ❑ Breaking a larger transition into micro-transitions (e.g. instead of getting dressed – put your shoes on, then your jacket, etc.) ❑ Keeping in mind that children at Tier 2 benefit from having an individual bin to 'reserve' items of interest for a duration of time. These are changed regularly to help the child 'let go' of items and become more at ease to share with others ❑ While outdoors, providing high or low energy level games and activities, depending on the children's ❑ Ensuring safety at all times, as children at Tier 2 require ongoing supervision due to their big emotions, immaturity and lack of impulse control ❑ Supporting the transition back inside following outdoor playtime, ensure the children's readiness to return to the group ❑ Minimizing the number of adults involved, as children of this age do not orient well towards several people at once	❑ Giving constructive feedback to support and guide the child, as well as encourage their efforts ❑ Sharing the weight – no single staff is meant to support a child at Tier 3 on their own on a full-time basis ❑ Giving priority to collaboration, teamwork, as well as ongoing communication amongst all adults working with the child ❑ Building a 'village of support' – the child needs to feel a 'safety net of attachments' with the team of adults involved. Feeling safe is key for the child to be successful ❑ Providing systematic daily one-to-one check-ins and end-of-day recap with a significant adult scheduled multiple times each day. Ensuring that the check-ins are being done consistently by the same adult and that the child is indeed benefiting ❑ If needed, previewing tasks/activities that are triggering for the child (e.g. use of Play-Doh, glue, finger painting, scissors, etc.) with one-to-one practice in an alternate location outside of the whole group context ❑ Providing time to play with items in their individual bin in an alternate location with a projected timeline of returning the items to the classroom for group use



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❑ Notifying the children, when possible, of any changes in routine, such as special activities, guests, and staff absences - Ensuring the notification of the staff absence is done shortly prior to the actual date to not create too much anticipatory stress - Understanding the importance of having the children face these types of life realities in order to adapt to them and build resilience ❑ Referring to the document on the 4-year-old versus the 5-year-old for more details	❑ Ensuring good communication amongst all adults involved (including the parents) is key, acting as a ‘baton-relay’ team ❑ Setting up systematic check-ins with a significant adult (beyond teacher greeting) at scheduled times ❑ In addition to notifying the children of any changes in routine (special events, guests, staff absences), preparing for the arrival of a substitute staff, matchmake if possible ❑ If needed, setting up an alternate classroom entrance-exit time (e.g. 5 min before or after the bell) to help with transitions ❑ If needed, providing a visual schedule, which is easily accessible to the child ❑ Referring to the document Supporting Transitions in K4-K5 for more ideas	❑ Having an adapted schedule with blocs of time outside the classroom. By providing an adapted schedule, they will gradually acclimate to the context and be able to better manage their emotions ❑ Providing a personalized visual schedule, which is easily accessible to the child ❑ If needed, having the child go to an alternate location with a significant adult when there’s a substitute teacher ❑ If needed, setting up a part-time schedule for those who require it. Some children struggle with the amount of stimulation within the classroom. Ensuring to follow up with the child and ‘bridging’ the distance when away from school ❑ Referring to the document Supporting Transitions in K4-K5 for more ideas