CEBM Pyramid of Support for K4-K5
Tier 3 Individualized and Intensified Practices for FEW

For the children who require intensified one-to-one support to be successful in a classroom setting

At Tier 3, a child would benefit from having a written Action/Safety Plan with personalized support measures that have been selected according to the needs and challenges presented. These practices are meant to be applied in a preventive and proactive fashion (not waiting for the problems to arise to intervene), as the child at Tier 3 is not available nor receptive when upset. ** Tiers 2 and 3 practices must be built onto a solid Tier 1 foundation.*

Classroom practices	Examples
Ensuring **safety** at all times; children at Tier 3 require constant supervision due to their high defendedness and intense reactions.	Collaboration and teamwork, as well as ongoing communication amongst all adults working with the child is necessary. Sharing the weight – no single staff is meant to support a child at Tier 3 on their own on a full-time basis. 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.
Personalized and intensified **attachment practices**, to help soften the defenses of the child and to help them progressively become slowly oriented towards the adults.	Softening the defenses and deepening the attachment through one-to-one games and fun activities, compensating for the resistance and impulsivity by setting up structures and providing support measures to compensate. The use of humour and playfulness (being careful with sarcasm) will assist adults in sustaining their energy level and engagement in the face of challenging situations. If needed, matchmaking through a significant adult in their life.
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.*	Providing regular check-ins. These are a key ingredient to help children at Tier 3 be successful at school. This is a prime time to connect with the child, establish a sense of safety, evaluate the child's emotional state, and provide an opportunity to release tension if needed.
Ensuring to display a **strong adult posture** when the child is having big emotions, and during highly challenging circumstances. Making preventive and proactive approaches a priority. Relying on structures and routines at Tier 3 to facilitate the taking charge.	Not being alienated by their behaviour and keeping the posture of a nurturing leader, backing away from conventional discipline and ultimatums, relying on de-escalation and co-regulation if needed, bridging by making the relationship (not the behaviour) the bottom line and restoring the connection following any fallouts.
Personalized respite and downtime in the **calm corner** or in an alternate location on a one-to-one basis. Ensuring that these are supervised properly for safety. ** Adult expectations must take into consideration what is developmentally appropriate for a 4 versus 5-year-old, as well as for shy, anxious, and neurodiverse children.*	Setting up an individual bin for the child to use within the calm corner, which includes pre-selected tools that have been carefully selected with the child. ** Content of the bin needs to be changed regularly to maintain interest and engagement. These need to be introduced, modeled, practiced and reviewed by the adult.*
Personalized **gross-motor physical activities** on a one-to-one basis in an alternate location as well as outdoors. Ensuring that these are supervised properly for safety. ** Needs to be done with a significant adult in a location reserved for this purpose.*	Offering an opportunity to change the context and to help switch gears, ensuring the activity is benefiting the child. This is an opportunity to go beyond the quick gross-motor physical activity. Providing opportunities that require big movement (e.g. going up and down the stairs, touring the building, completing an obstacle course outside, etc.)
Personalized **outdoor opportunities** on a one-to-one basis beyond recess and lunch time. Ensuring that these are supervised properly for safety. ** Needs to be done with a significant adult.*	Going outside becomes a key ingredient to allow children at Tier 3 to manage being in class and at school throughout the day. Outdoor activities can be done for multiple purposes: movement, emotional release, social experimentation, etc.



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Classroom practices	Examples
Personalized support measures for the **emotional development** of few children who require intensified one-to-one support with their big emotions. Providing options adapted to their needs and maturity level to help them be more successful. ** Needs to be done with a significant adult in an alternate location.*	Setting up parameters to help them feel safe, by using co-regulation techniques, and by accompanying them to process their overwhelming emotions. Introducing a variety of avenues to help them express their emotions and providing additional outlets for physical release without repercussions. If available, providing access to an alternate safe space (e.g. Emotions Room or outside playground when available) to release intense emotions. Providing the context to help the child 'experience' a comforting and calming feeling through the senses (e.g. play soft music, dim lighting, give access to a personal comforting item, nature scenes, comforting scents from home, etc.) ** Adult expectations must consider what is developmentally appropriate for a 4 versus 5-year-old, as well as for shy, anxious, and neurodiverse children.* ** Check out K4-K5 teacher toolkit for emotional development*
Personalized support measures for the **social development** of few children who require intensified one-to-one support in interacting with others. Providing options adapted to their needs and maturity level to help them be more successful. ** Needs to be done with a significant adult in an alternate location.*	Setting up parameters to help them stay out of trouble (e.g. close supervision when playing with others, scripting and modeling 'what to do' and 'what not to do' in a given situation) and by accompanying them in co-managing a difficult social context (board games, group sports, etc.). Using games, puppets and role play to practice facing challenging/triggering situations and helping them walk through it. ** Adult expectations must consider what is developmentally appropriate for a 4 versus 5-year-old, as well as for shy, anxious, and neurodiverse children.* ** Check out K4-K5 teacher toolkit for social development*
Personalized **accompaniment during transition times** on a one-to-one basis. Ensuring that these are supervised properly for safety. ** Needs to be done with a significant adult in an alternate location.* ** Adult expectations must take into consideration what is developmentally appropriate for a 4 versus 5-year-old, as well as for shy, anxious, and neurodiverse children.*	Managing multiple transitions is really challenging for children at Tier 3. They require the constant accompaniment of an adult: at the buses, in the hallway, during recess and lunch (supported, extended or sheltered recess/lunch), heading to daycare, etc. Preparing the child for upcoming transitions by naming and cueing desired behaviour. Giving constructive feedback to support and guide the child, as well as to encourage their efforts. Breaking a larger transition into micro-transitions. 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.
If needed, setting up a personalized **adapted schedule** in another pre-determined supervised location (or a part-time schedule for those who require it). Some children struggle with the amount of stimulation within the classroom. By providing an adapted schedule, they will gradually acclimate to the context and be able to better manage their emotions.	Setting up an alternate classroom entrance-exit time (e.g. 5 min before or after the bell) to help with transitions. Providing an alternative home-base (e.g. OASIS, Nurturing Support Centre, other types of support spaces) during class time and/or transitions, additional Phys. Ed., etc. If needed and with the collaboration of the parents, setting up a part-time schedule at school to help the child cope with the overwhelm of the day (only in exceptional cases and for specific and temporary purposes).
Daily or bi-weekly communication with parents to keep them informed of support measures and to maintain their engagement in supporting their child's transition to school. ** Please refer to the list of considerations prior to moving on beyond the Tier 3 level of support.*	

** Please consult the MEQ Preschool Cycle Program to find out more about the 3 other areas of development (physical and motor, language, and cognitive).*

*** Adults involved at K4-K5 would benefit from professional development in multiple areas, especially in early childhood development (view CEBM K4-K5 practices for webinars and additional resources).* A special thanks to some of the DEEN PLAY members and other key individuals who have been instrumental in the conception of this document and other related materials and resources (click here for more details).