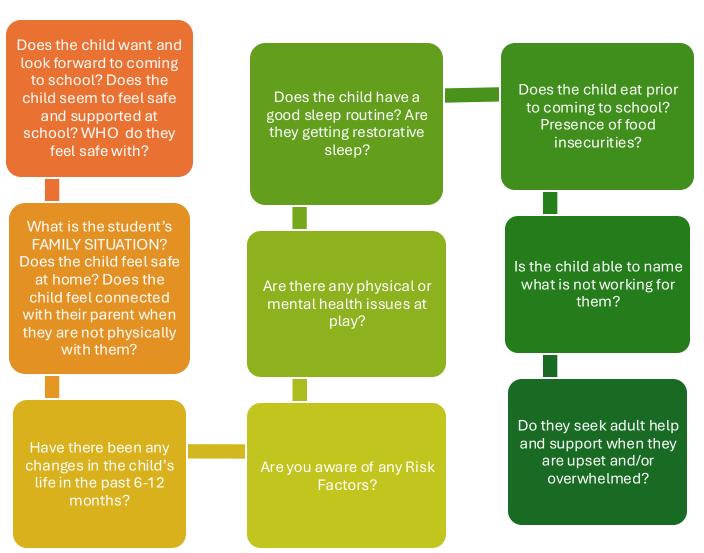


Tier 3 – Individualized Support at K4-K5

Note: These interventions come after consistent interventions with the whole group at Tier 1 and intentional and regular intervention supports at Tier 2. It is important that each stage be given significant time and attention to provide opportunity for growth and adjustment.

** Let's not forget that kindergarten is the start of children's academic career (it's to be expected that there will be an adaptation period).

Questions to Ask - Considerations to Guide Your Choice of Interventions



List of additional considerations for K4-K5



Factors that Interplay on One Another Suggestions for Intervention

- Work at deepening the roots of attachment with adults - both at home and at school
- Ensuring the adult holds a securing posture, especially for a child who has experienced trauma
- Put in place structures and routines that will help the child feel secure at school

Sense of Safety, Depth of Attachment

(How does the child respond to vulnerability)

- Take into consideration the child's birthdate
- Sensitive children may appear more immature
- Sensitive children may take more time to mature
- Provide warm, caring and consistent support

Maturation Level

(There may be a gap

Risk Factors and Protective **Factors**

(What lies beneath the surface)

- Is there food insecurity or poverty
- Is there presence of divorce/separation
- Is there presence of substance use or family violence in the home
- Is there presence of emotional neglect
- Is there presence of physical, emotional or sexual abuse

Emotional Expression and **Behaviors**

(The more immature - the more expansive and loud their expression may be)

- Provide outlets that are safe
- Model safe emotional expressions
- Prepare child prior to new situations so they know what to expect
- Remove the child from contexts that become overwhelming, take a break, return when possible



Tier 3 - Adapted Schedule An example of Interventions within a child's day at school

Note: It is key that all adults working with the child at Tier 3 be aligned and in continuous communication to share progress and challenges.

** Phys. Ed. and music may be highly challenging for some children (perhaps due to the noise level, the transition to a different location, or being exposed to too many adults). May need to have an alternate option in these cases or additional support.

Baton-relay at the start of the day - Check-In with a significant adult (in addition to the teacher)

Support to prepare child for what is upcoming in the classroom. Explicit explanation and modeling of what will unfold and what is expected of them

Providing targeted, individual intervention each day of the week will be key – Be preventive and intentional

Support during Centre Time to help the child manage social situations

Support with transition to recess (getting ready, outside, transitioning back into the classroom)

Small group context with support for the lunch period (eating and play time)

Selected personal area for Quiet Time

Baton-relay at the end of the day – help prepare for transition and make connection to the next adult who will take care of them (e.g. Parent, daycare worker, bus driver)