

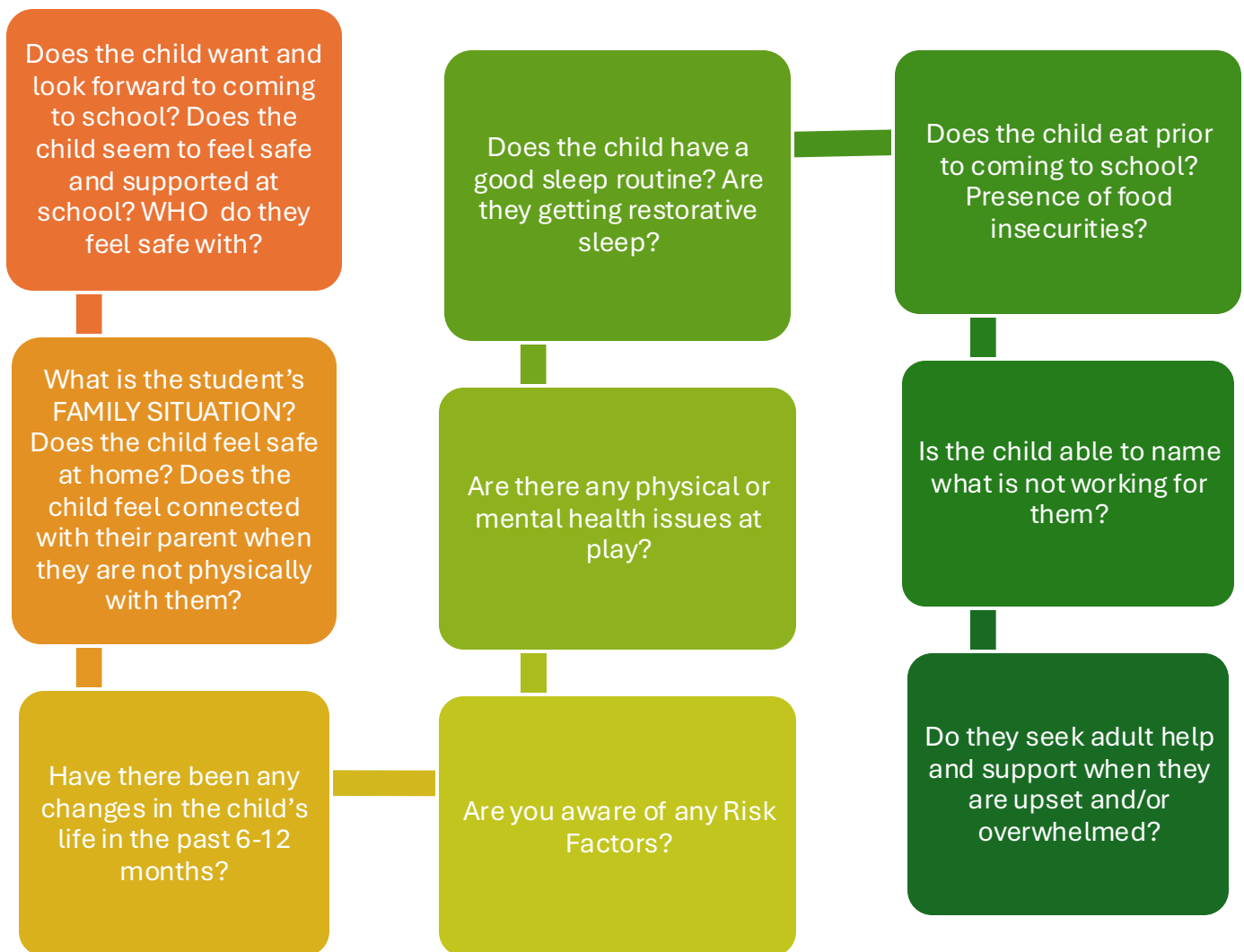


Tier 3 – Individualized Support at K4-K5

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 between chronological age and maturation level)

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.**

