

CEBM Pyramid of Support for K4-K5
Tier 2 Targeted Practices for SOME

For the children who need additional support to be successful in a classroom setting

Some of these suggestions refer to 'small-group' support. In K4-K5, small-group may look like 2 or 3 handpicked children, which needs to be tried out and reviewed in order to ensure its success. Some children at Tier 2 need to be exposed slowly and progressively in order to honour their rhythm and readiness, as well as to make sure the child is connected and attuned to the adult first. ** Tier 2 practices must be built onto a solid Tier 1 foundation.*

Classroom practices	Examples
Ensuring **safety** at all times, as children at Tier 2 require ongoing supervision due to their big emotions, immaturity and lack of impulse control.	Minimizing the number of adults involved, as children of this age do not orient well towards several people at once. Communication amongst all adults involved (including the parents) is key, acting as a 'baton-relay' team. Being mindful of not triggering the children, by getting into their bubble and pushing their physical boundaries and comfort zone.
Targeted **attachment practices**, such as cultivating a context of connection through games and fun activities, collecting rituals to engage attachment instincts prior to following instructions, allowing the children to feel safe and welcome when needing to depend, etc.	Utilizing attachment practices that enhance and deepen the relationship (e.g. small 5:1 ratio, 2 min x 10 days relationship building strategy). Displaying genuine connection by taking interest in their life beyond school. Using playful and inviting ways to connect (games and fun activities). Highlighting points in common. Engaging them through their interests. Acknowledging the day's successes. If needed, matchmaking through a significant adult in their life. 'Bridging' the relationship by not making the behaviour the bottom line.
Systematic **check-ins** with a significant adult (beyond teacher greeting) at scheduled times. This significant adult can be a matchmaker to facilitate the attachment of the child to the other adults involved. If needed, the school can also reach out to the child's caregivers to ask them if they would help with matchmaking. ** Ensuring that the check-ins are being done consistently by the same adult and that the child is indeed benefiting.*	This is a time of warm connection meant to welcome the child within the school environment, and to get a pulse on how they are feeling and anticipating their day. A check-in can be done while the adult and child are playing a game or doing an engaging activity (this helps to put the child at ease). If a child is anxious or worried, this is a prime time to have them share and to be reassured by the adult. This often helps to alleviate outbursts of big emotions. Check-ins need to be scheduled regularly and consistently during strategic times (e.g. in the morning before class, after recess, after lunch, before daycare/bus)
Ensuring to display a **strong adult posture** when the child is upset or during challenging circumstances. Making preventive and proactive approaches a priority. Relying on structures and routines at Tier 2 to facilitate the taking charge.	Being mindful about displaying neutral/gentle facial expressions (not looking angry or overwhelmed), as well as a non-threatening stance (not crossing arms). Bending down to the child's eye level. Being mindful of voice volume, tone, speech rate, or talking too much. Keeping a safe and respectful distance that feels comfortable for the child. Not taking their behaviour personally. Remaining calm and reflective (having another adult lend a hand if needed). Waiting until a more appropriate time to address the situation. Aiming to establish safety and not to do harm. Relying on de-escalation and co-regulation if needed.
Scheduled blocs within a **calm corner** to retreat to within the classroom for respite and downtime, or in strategic times (e.g. coming back from recess) to help the child recenter themselves before joining the group. The use of the space and materials must be introduced, modeled, and the adult needs to remain available to check-in. ** 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.*	Accompanying the child to the calm corner and engaging them in manipulating a support tool (ex. nature scenes, sensory tool). Giving them a few minutes with the object and returning to assess if the child is ready to return to the group. If not, the adult may need to change the chosen intervention. This area should be small and enclosed, accessible at all times, and to any children who need it, away from the group, not serve any other purpose (presented as a positive support tool to remove any stigma), made available to only one child at a time, and where all tools/strategies incorporated have been introduced, modeled, practiced and reviewed by the adult. Children need opportunities to explore and become familiar with this support measure when they are calm and receptive, rather than going only when they're upset.



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Classroom practices	Examples
Targeted access to **gross-motor physical activities** in the classroom, hallway and/or outdoors. Ensuring that these are supervised properly for safety. ** Lead by the teacher and/or support staff available. These activities need to be pre-planned and must have specific goals in mind.*	Selecting the type of movements (high vs low energy level) and frequency to suit the child's needs. • High-level activities: active pathways, fitness drills, etc. • Low-level activities: sensory hallway, finger tracing designs on the wall, activity carpet with roads for toy cars or forest paths for figurines, etc. ** The type of activity needs to be changed periodically to maintain interest and engagement.*
Targeted 'small-group' activities during the scheduled **outdoor opportunities** with the whole group. Ensuring that these are supervised properly for safety. ** Lead by the teacher and/or support staff available. These activities need to be pre-planned and must have specific goals in mind.*	Providing high or low energy level games and activities (will depend on the children's needs and the adult's goal). • High-level activities: obstacle courses with different types of equipment, etc. • Low-level activities: building and creating activities, drawing with chalk, watering plants or mud kitchen (if available), etc. Supporting the transition back inside and ensuring the children's readiness to return to the group.
Targeted 'small-group' support measures for the **emotional development** of some children who require additional support with their big emotions. Providing options adapted to the child's needs and maturity level. ** Lead by the teacher and/or support staff available. These activities need to be pre-planned and must have specific goals in mind.*	E.g. children's books and games on various emotions, emotional creative art activities, dress-up, puppets, role playing around safely expressing and releasing emotion, imaginary play, pictures to explore and help recognize emotions on real children's faces, mirror to look at their own facial expressions, etc. Providing the context to help the children '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*
Targeted 'small-group' support measures for the **social development** of some children who require additional support in interacting with others. ** Lead by the teacher and/or support staff available. These activities need to be pre-planned and must have specific goals in mind.*	Using tools and activities that are adapted to the child's needs and maturity level. E.g. stories on various situations, games, puppets, masks, role-playing, etc. The adults model the expected social interactions and narrate the positive examples. ** 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*
Targeted 'small-group' **accompaniment during transition times** (supported recess/lunch). Ensuring that these are supervised properly for safety. ** Lead by the support staff available. These activities need to be pre-planned and must have specific goals in mind.* ** 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.*	Helping the children have a preview of the upcoming transition with a 'Time Timer' and reminders. Providing a visual sequence of transitions (e.g. visual schedule, First-Then cards). Breaking a larger transition into micro-transitions (e.g. instead of getting dressed, put on your shoes on, then your jacket, etc.) During supported lunch, modeling appropriate behaviour around sitting at a table, eating, and interacting with others. While outdoors, providing high or low energy level games and activities, depending on the children's needs and the adult's goal. Supporting the transition back inside and ensuring the children's readiness to return to the group.
Scheduled communication with parents to keep them informed of support measures and to maintain their engagement to supporting their child's transition to school (avoid behaviour trackers, focus on the positive, anecdotal comments are encouraged). ** Please refer to the list of considerations prior to moving on to the next tier 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).