

CEBM Pyramid of Support for K4-K5
Tier 1 Universal Practices for the WHOLE GROUP

At Tier 1, these practices are needed for some, but beneficial to ALL K4-K5 children. ** Please refer to the introductory page on the NAEYC's Developmentally Appropriate Practice concerning the three core considerations as guiding factors on how to best support all children's development and learning: Commonality, Individuality, and Context.*

Classroom practices	Examples
Being intentional in the **physical and social set-up** of the room to benefit the children's focus and sensory experience, keeping **safety** in mind. ** Check out the MEQ Classroom Organization reference document and video capsule.*	Clearly marked sections that are spaced out within the room, tables can be placed in multiple areas (not just all together in the middle of the room), wide spaces to move, clutter-free space/ sensitive to not overstimulate, make use of natural light, use of baskets/bins/storage baskets at eye level, calendar/schedule/visuals at eye level, child's artwork/family photos on display to build sense of belonging, space setup with play in mind, etc.
Actively **greeting and engaging** the children individually and as a group by favouring proximity, building relationships, and fostering a healthy classroom climate. Using attachment rituals to deepen their connection to the adults involved and to build a sense of belonging to the group. Using attachment and play to engage and maintain the children's focus and attention (4-5-year-olds naturally have a short attention span).	Aug-Sep Practices (for school staff) with K4-K5 Bin (documents and resources for parents), being creative and playful/warm during the morning greeting, engaging ritual following a transition, knowing all the children's names, asking the children their interests, doing activities together (reading stories, singing together), highlighting points in common, getting at their eye level, group conversation during snack time, using play and modeling to set boundaries, etc. ** Check out the Resources Padlet on Attachment* Ensuring to 'collect' and engage the children through playful approaches prior to giving directives.
Embodying a **strong adult posture** as well as a caring leadership. Focusing on managing the circumstances that impact the children rather than attempting to control their behaviour.	Conveying a strong/confident yet warm/caring stance and leadership, being careful about befriending, responding to needs and establishing limits/boundaries and helping them feel safe and taken care of. Following the suggested co-regulation and de-escalation practices if needed.
Well established **structures and routines** that are clear, explicit and predictable. Keeping in mind that preschoolers have a need to be active and including movement in the activities. Notifying the children, when possible, of any changes in routine, such as special activities, guests, and staff absences.	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. Giving the children enough advance notice to help prepare them before switching to the next activity. Matching a specific song to each routine to build predictability, make the expectations clear, and help the children know what to do.
Inclusive practices honouring the children's individual differences, needs, preferences, developmental readiness, as well as acknowledging neurodiversity. Adapting the activities to suit these varying needs and being flexible in our expectations.	Not expecting eye contact from everyone, or sitting down 'criss-cross' style during story time (some children focus/retain better when switching postures). Inviting to join the group while respecting the child's comfort level to sit in proximity of others, providing alternative options to connect and belong to the group. Providing opportunities that evoke all the senses (visual, auditory, kinesthetic, etc.)
Play-based activities built-in to the children's daily schedule which focus on the MEQ Preschool Cycle Program 5 areas of development. ** Check out MEQ Learning Through Play reference document and video capsule.*	Moving away from formally teaching academics (e.g. paper stencils) to make room for activities that are hands-on, play-based, creative, in movement, and supporting all the senses. Providing lots of opportunities for free play (creative and imaginary type of play)



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Respite and downtime built-in to the children's daily schedule, but also when they need a break or when their emotions are overwhelming.	Blocs of time scheduled in the day for respite with calming activities and a quiet corner available if needed. During downtime, convey change in routine through the senses (e.g. play soft music, bring blinds down, dim lighting)
Gross-motor physical activities built-in to the children's daily schedule with a variety of high-level or low-level energy activities to suit all the needs of the children. ** The type of activity needs to be changed periodically to maintain interest and engagement.*	Ensuring the children are not sitting down or standing still for long periods of time (e.g. circle time, lining up, etc.). Offering opportunities for gross-motor physical activities. Providing options for flexible seating, standing stations, floor activities, etc. High-level activities: Simon Says, musical chairs, dancing to music, etc. Low-level activities: yoga, stretching & breathing, reading a fun story, etc.
Outdoor opportunities beyond recess and lunch time. Providing a wide range of materials to support their creative and imaginary play. Ensuring that these are supervised properly for safety.	Organizing active games, free play, building and creating activities, safe/supervised outdoor risk-taking play. Can also be for fun learning and exploring activities (e.g. reading stories, measuring objects, scavenger hunt, etc.) ** Check out this Resources Padlet on Getting Physical and Outside*
Universal support measures for the **emotional development** of the whole group by accompanying the children in expressing their emotions and building their emotional literacy. Offering opportunities for the children to build body awareness and to connect their emotions to their bodily sensations. Providing options adapted to the children's needs and maturity level to help them be more successful.	Providing emotional release activities (Hannah Beach Inside-Out Handbook), children's books and games on emotions, emotion cards (use real faces to help children read actual facial expressions), emotional creative art activities, dress-up, puppets, role-playing, imaginary play. Providing the context for respite and downtime. ** 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*
Universal support measures for the **social development** of the whole group by accompanying the children in unfolding their abilities to interact socially. Providing options adapted to the children's needs and maturity level to help them be more successful.	Cueing the adult's expectations around sharing, waiting their turn, standing in line, participating in group activities, connecting with others, etc. Using playful ways to introduce, model and prompt expectations through cues, stories, chants, role-playing, games, 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 social development*
Adapting the parameters surrounding **transition times** (recess, lunch, Phys Ed, going outdoors) for the whole group. ** 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.*	If possible, working around the recess and lunch schedule (e.g. having them stay longer outside between the bells to minimize the number of transitions). Allotting some time in between activities to help them be more successful in transitioning (if they feel rushed, uncomfortable, or don't know what is expected of them, behaviours may surface).
Regular communication with parents is important to keep home-school engagement. Parents need to be informed of support measures in place for their child prior to moving on to Tier 2 practices. ** 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).