



Tier 2 – Small-group targeted support with children in K4-K5

These interventions build upon the Tier 1 universal practices implemented for the whole class group

Items to consider when planning and introducing activities for children at Tier 2 (being proactive and intentional)	Targeted measures for a child in the classroom with an additional adult providing the support	Small-group (2-3 children) in an alternate location (NSC, Technician Room, any other alternate spaces in the school)	Targeted measures for a child in the schoolyard
	Targeted support provided by the teacher during Centre Time for a small-group of children at Tier 2		Small-group (2-3 children) structured activities during outdoor time
Mapping out the day – Predictability helps children feel safe - Having a visual calendar that is used and referred to consistently throughout the day. - The predictability of situating where you are throughout the day is reassuring for children at Tier 2. This helps to reduce uncertainty, triggering anxiety or refusal.	- Having consistent verbal and auditory cues when announcing and preparing for upcoming transitions. - Standing in close proximity to children at Tier 2 to help them tune into the cues being used in the classroom. - Having a second adult support the teacher's initial instructions to help the child make the link from what they 'heard' to what they need 'to do'. - Modeling expected behavior, coaching and inviting the children to join in.	- Working at priming a secure attachment with the children, it is recommended that the same adult accompany the children to alternate locations to help them feel safe in school. - Including scheduled breaks for children at Tier 2 as they often become overwhelmed with the amount of sound and visual stimulation within the classroom.	- Providing additional support to accompany children at Tier 2. - The adult should be present to help prepare the children to dress and go outside, name where they will go on the playground, the equipment they will bring and accompany them back to the classroom. - If needed they can have a different re-entry time if coming in with the group is challenging. - Supporting the children with their re-entry to class with the group.
Group activities with tasks to follow - Teacher leads the group, models and explains what is expected of the children. - Providing visual props, clear step-by-step instructions with models the children can refer to. - Allowing the children to touch and manipulate samples. - Providing opportunities for practice when the child is regulated.	- Knowing which tasks in the activity will be challenging for the children at Tier 2. - Breaking down the tasks into manageable steps. - Reassuring the children that you are there to help them - provide hands-on support. <u>Note</u>: when children feel confident that the support is there for them, they will come to leap forward with 'I can do that myself'	- Some children at Tier 2 may benefit from going to an alternate location to do a multi-stepped task. - They may become flustered or frustrated when they see that others are working faster than them. - Providing verbal emotional support that you believe they will accomplish and everyone works at their own pace.	- When preparing outdoor games, children at Tier 2 may benefit from being active participants in setting up the game and having the adult model how the game is played. This is particularly important with new games as they don't know what to expect and this in itself can trigger a wide range of emotions. - Prevention is key to having an enjoyable play time outside.