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Why This Initiative Began

- Numerous schools across the province reported feeling **overwhelmed by the externalizing behaviors** of preschoolers.
- A number of staff described **being undertrained and ill-equipped** to support 4- and 5-year-olds effectively.
- It has been observed that in certain places that **knowledge based on a neurodevelopmental approach rooted in play and attachment** is somewhat limited.
- There was a demand to adapt the CEBM pyramid of interventions for **the realities and needs of the preschool context**.

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A 3-year initiative, in counting!

Year 1 2022-23	Year 2 2023-24	Year 3 2024-25
<ul style="list-style-type: none"> Created a committee with key professionals and consultants Surveyed some schools and boards across the province Established a portrait of the realities and needs in the preschool context 	<ul style="list-style-type: none"> Adapted the existing pyramid for K4-K5 Developed annexes to cover certain key elements one step further Translated all the tools and resources into French Designed an online resources center 	<ul style="list-style-type: none"> Collaborated with K4-K5 teachers in working sessions to develop a social-emotional toolkit (the activities were tried and tested in schools with the children) Surveyed additional K4-K5 teachers and other key individuals on the resources developed Created the webpages to house the toolkit with its various social-emotional activities

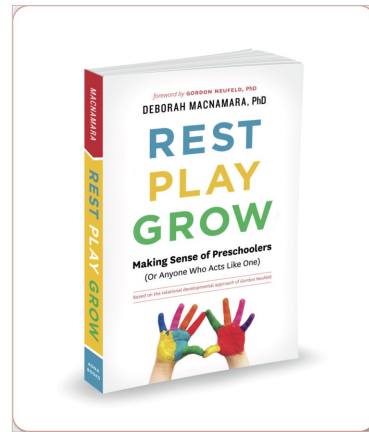
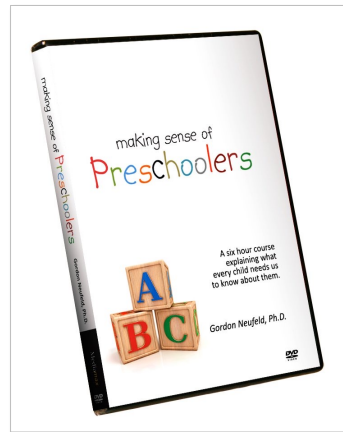
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The objectives of the initiative

- To establish a common framework
- To align expectations
- To offer tiered-based strategies
- To deepen understanding
- To equip with practical tools
- To support through coaching

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A neurodevelopmental approach based on play and attachment

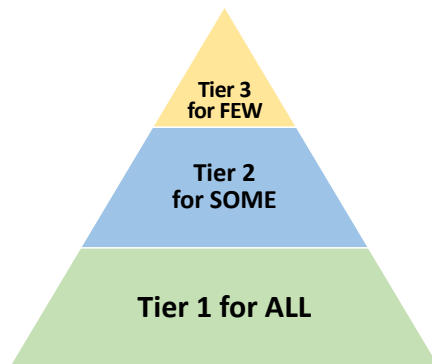


<https://www.institutneufeld.org>

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The initiative has two components

Part 1: The Pyramid of Support

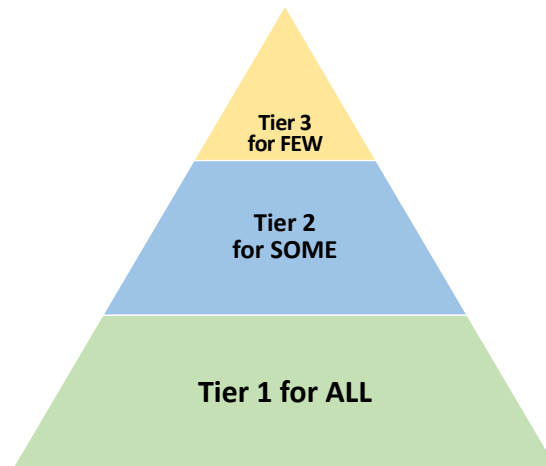


Part 2: The Teacher Toolkit



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Part 1: The Pyramid of Support



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<https://www.cebmmember.ca/k4-k5-practices>

CEBM RESOURCES CENTER
Framework for Student Support

K4-K5 Practices (this webpage is still under construction)

This webpage is dedicated to our 4-5 year olds, as they require a different tier of support, given their developmental level and related needs. The documents, tools and resources presented below have been designed with them in mind, catering to their budding immaturity, and compensating for their challenges, until their maturation unfolds.

CEBM would like to extend a special thank you to all the **key people** who have contributed to the development of this resources page. The following documents, tools and resources could not be possible without their precious help.

K4-K5 PYRAMID OF SUPPORT: preventive practices and alternate measures

Tier 1 universal practices | Tier 2 targeted practices | Tier 3 individualized practices | Considerations

PRESENTATION: MAKING SENSE OF OUR K4-K5 CHILDREN

FR

Paradigm Shift
CEBM Distinctives
COMMON PRACTICES TO AVOID
Pyramid of Interventions
K4-K5 Corner

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CEBM K4-K5 Pyramid of Support

Tier 1 universal practices



Tier 2 targeted practices



Tier 3 individualized practices



K4-K5 considerations



<https://www.cebmmember.ca/k4-k5-practices>

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List of practices by section

Physical and social setup of the space	Attachment rituals	Adult posture	Structures and routines
Inclusive practices	Play based activities	Downtime and respite	Physical movement
Outdoor opportunities	Emotional and social development	Parameters around transitions	Planning and considerations

<https://www.cebmmember.ca/k4-k5-practices>

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Helping the adults **ADJUST** their expectations

The 4-year-old VS the 5-year-old

The differences and similarities between the 4 and 5-year-old	
At 4 years old	At 5 years old
<ul style="list-style-type: none"> 1) Their prefrontal cortex has not yet started to develop - little or no sign of executive function abilities 2) Doesn't yet have a well-developed relationship with oneself 3) Has big raw emotions (only experience one emotion at a time), unable to regulate emotions, tears are very common, difficulty with verbalizing emotions 4) Doesn't yet learn from their mistakes and struggles to adapt in confusing situations 5) Their increasing imagination gives them the ability to experience and struggle (regarding to self or others (this triggers many fears but struggles to verbalize them)) 6) Reacts on impulse with little or no filter 7) Is egocentric (doesn't yet have the ability to hold two perspectives at once, which impacts their consideration and empathy towards others) 8) Has little or no tolerance for separation (especially in a new environment or with new adults) - has not yet developed a good enough ability to hold on when apart 9) Has a short attention span (approx. 8-12 min - this depends on the activity at hand and the child's interest, needs to move (high energy)) 10) Needs to rest (may still be taking naps) 11) Mood often shifts when tired and/or hungry 12) Needs to play - their job is to play (may still parallel play) 13) Displays shyness around new adults and struggles with having to respond to several adults at once (they want themselves towards one adult at a time) 14) Struggles with transitions and unstructured/unsupervised contents - needs to know what comes next for reassurance 	<ul style="list-style-type: none"> 1) Their prefrontal cortex development has barely begun (of the "right" conditions are in place) - beginning stages of executive function abilities (may be easily enticed) (dislikes, preferences, etc.) 2) Still getting to know themselves (likes, dislikes, preferences, etc.) 3) Also, big raw emotions (only one at a time) - starting to verbalize emotions 4) Still developing the ability for adaptation 5) May have a better ability to play out fears and voice concerns 6) Has impulses with little filter depending on the day and emotion being triggered 7) Is still egocentric, although we may observe at times the beginning stages of consideration for others 8) May have some tolerance for separation (this will depend on the child and their ability to attach - when they feel vulnerable this will be altered) 9) May have a slight better attention span (but still short - approx. 12-15 min - this depends on the activity at hand and the child's interest), also needs to move 10) Needs some respite/down time 11) May be able to name when they are tired/hungry or have other needs that require to be fulfilled. Some seek it externally and others need for the adults to orchestrate it 12) Needs to play - their job is to play (may have a better ability to play with others) - Learning takes place through play 13) May display some shyness around new adults, may have a better ability to respond to a few adults at a time if they have a relationship with them 14) May do somewhat better with transitions if they are consistent/predictable and are limited in number: still struggles with unstructured/unsupervised contents 15) May have better fine motor and gross motor abilities 16) May have better language development

Please note that the traits listed above are typically observed in children who have been exposed to optimal life conditions (attachment, safety, basic needs met, etc.). Adversity and trauma may have an impact on the development of some of these milestones. Hyperactivity, sensory overload, and intense/overwhelming emotions may also have an impact on delaying the unfolding of these.

Catherine Korah and Martine Demers, CEBM - Dec 2024

Developmentally appropriate preschooler traits at each Tier

Developmentally appropriate Preschooler Traits at each Tier - K-5		
Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> 1) Manages well in a whole group context with sufficient universal support measures in place 2) Curious and interested in exploring/learning new things 3) Playful (their job is to play - play is the foundation to learning) 4) Open-minded and easily amazed - has a good ability for imagination and believes in magic 5) Egocentric - still developing the ability to be considerate of others - fairness to them is they get most/all 6) May struggle to share with others at times, especially with an item of interest 7) Spontaneous and impulsive at times (even if they're skilled at verbalizing what they should be doing, sometimes they can't do better) - reacts instinctively 8) Can quickly switch from one emotion to the next (can only feel one emotion at a time) - may get frustrated when things don't work, but has a certain level of ability to verbalize their emotions 9) Potential for emotional outbursts depending on the circumstances, but can be easily regulated with the help of an adult 10) Need for attachment - difficulty with separation from home (Sept. and following time away from school, such as holidays) 	<ul style="list-style-type: none"> 1) Benefits from blocks of time in a small group context with structure, supervision, and targeted support measures in place in addition to the existing universal practices 2) Also displays some of the same traits observed at Tier 1 in terms of curiosity, playfulness, experiencing one emotion at a time, and egocentrism 3) May struggle to share with others (depends on the child and situation) 4) Can get overly excited and impulsive, especially in times of play related to their interests 5) Easily upset/frustrated - can pool for a certain time - may have difficulty with verbalizing emotion 6) Can be triggered emotionally for a longer period of time (depends on the child and situation) 7) Requires support and accompaniment through co-regulation when overwhelmed emotionally 8) Although they have a need for attachment, there may be a lack of trust towards the adult, and it may be difficult to achieve it - not easy with new adults 	<ul style="list-style-type: none"> 1) Benefits from one-to-one intensive and personalized support measures in place in addition to the existing universal and targeted practices 2) Benefits from blocks of time spent outside of the classroom for additional movement or respite (some children at Tier 3 may also benefit from a part time schedule) 3) Also displays some of the same traits observed at Tier 1 in terms of curiosity, playfulness, experiencing one emotion at a time, and egocentrism 4) Struggles to share with others in general 5) Gets overly excited and impulsive on a regular basis - agitated/restless energy that benefits from being discharged via outdoor active games 6) Gets highly reactive when things don't go their way 7) Frustration may be omnipresent with the child - difficult at times to get them out of it 8) Emotional triggering may lead to big outbursts/meltdowns that are difficult to get out of - child may have no ability to recognize or verbalize emotions 9) Requires ongoing support and accompaniment through co-regulation when overwhelmed emotionally 10) Absent or fragile attachment (may challenge the relationships to the adults present)

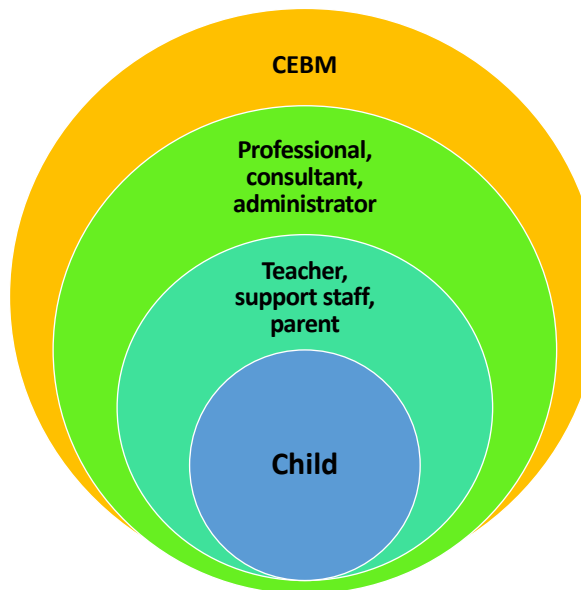
Catherine Korah and Martine Demers, CEBM - Dec 2024

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<https://www.cebmmember.ca/k4-k5-practices>

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Using the CEBM Pyramid of Support



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Part 2: The Teacher Toolkit

Emotional Development



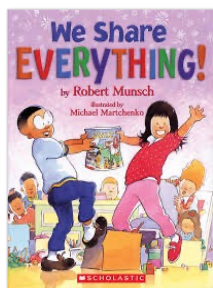
Social Development



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Teacher toolkit to accompany emotional and social development

Book



Activity sheet



Ready to use games and activities

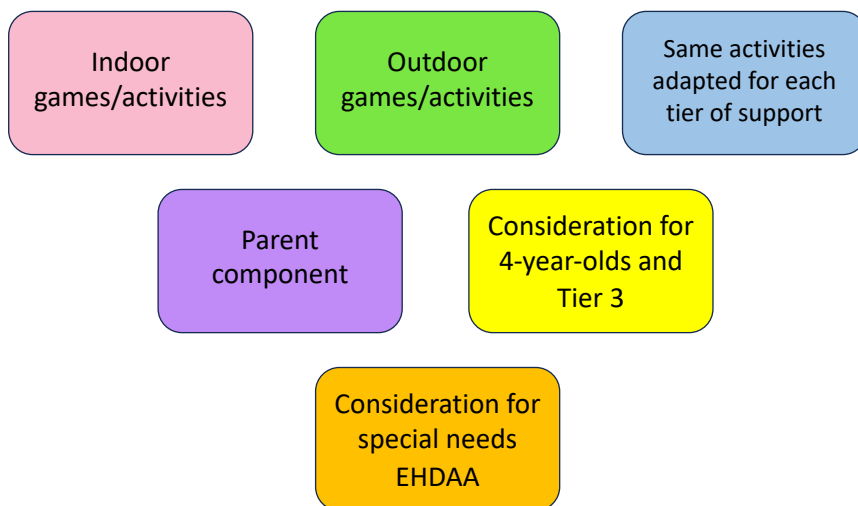
Sorting game 'We
share, we don't
share everything'



* The accompanying sheet offers a variety of games and activities along with ready to use materials (available to download ~~onto~~ **from the** CEBM Resources Centre).

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Teacher toolkit to accompany emotional and social development



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Tier 1 universal Tier 2 targeted Tier 3 individualized

Below the PDF icons is a large table titled "Exemples d'activités à accomplir À L'INTÉRIEUR après la lecture du livre". The table is organized into three columns corresponding to the tiers:

Pallier 1 – Pratiques universelles	Pallier 2 – Pratiques ciblées	Pallier 3 – Pratiques individualisées
<p>DÉVELOPPEMENT SOCIAL</p> <ul style="list-style-type: none"> - Inviter les enfants à échanger leur boîte de crayons de couleur pour un certain temps au cours de la journée. - Encourager les enfants à travailler sur un dessin/bricolage collectif (p.e. une marionnette fabriquée à partir d'un sac en papier) - en indiquant le nom de chaque enfant au dos du dessin/bricolage pour susciter un sentiment de collaboration. - Amener les enfants à expérimenter avec un jeu de Monsieur Patate afin d'élaborer collectivement des personnages amusants. - Introduire et accompagner les enfants lors du jeu de tri « Nous partageons/nous ne partageons pas tout ». - Réaliser un collage/une murale de groupe à l'aide de coupures de revues (ce qui peut être effectué au sol, sur une grande table ou sur un mur). - Suggérer aux enfants d'apporter un jeu de la maison qui peut être partagé. 	<ul style="list-style-type: none"> - Proposer aux enfants du pallier 2, de se réunir pour réaliser une activité de bricolage en groupe, en utilisant un ensemble de marionnettes, une paire de ciseaux et un pot de colle. Le partage du matériel est un thème qui est abordé tout au long de l'activité en petits groupes. - Recourir au jeu de M. Patate ou à tout autre type de jeu consistant à construire un bonhomme, dans un contexte de petits groupes avec les enfants du pallier 2. Ces derniers doivent attendre leur tour et partager les diverses pièces, de manière à concevoir collectivement un personnage. Cette activité peut être répétée pour s'assurer que chaque enfant a la possibilité de partager, ainsi que de faire l'objet d'un partage. - Refaire le jeu de tri de cartes « Nous partageons/nous ne partageons pas tout » dans un contexte de petits groupes avec les enfants du pallier 2. Les enfants peuvent également jouer au jeu de tri en ayant recours à des objets tangibles pour se familiariser avec des exemples de la « vie réelle ». 	<ul style="list-style-type: none"> - Faire en sorte que l'adulte accomplisse une activité de bricolage, sur une base individuelle, avec l'enfant du pallier 3, en recourant à un ensemble de marionnettes, une paire de ciseaux et un pot de colle, qui devront être partagés pour exécuter les différentes étapes de l'activité de bricolage. - Participer au jeu de tri de cartes, sur une base individuelle, avec l'enfant du pallier 3, en utilisant un espace plus grand, de manière à distinguer ce qui est partagé, ce qui ne l'est pas, ou les items personnels qui sont réservés à l'enfant. L'emploi de mouvements kinesthésiques aide à intégrer l'expérience et à favoriser une meilleure assimilation. - Refaire le jeu de tri de cartes individuellement avec un enfant du pallier 3, en se servant d'objets tangibles pour aider l'enfant à découvrir des exemples de la « vie réelle ».

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Examples of children's books on emotional development



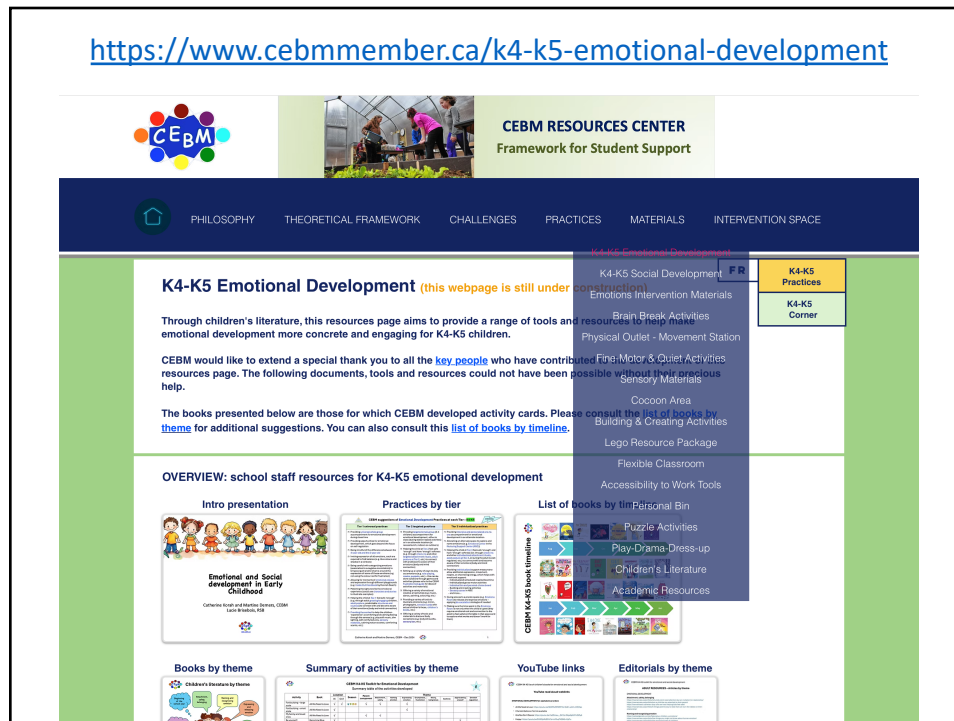
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Themes in Emotional Development

Attachment, belonging	Naming, recognizing emotion	Range and intensity of emotion	Expressing, releasing emotion
Grumpiness, frustration, upset	Fear, worry, being brave	Sadness, loneliness, tears	Emotional safety, comfort
Bodily sensations	Knowing and appreciating oneself	Hypersensitivity, neurodiversity	Emotional co- regulation

<https://www.cebmmember.ca/k4-k5-emotional-development>

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Themes in Social Development

Attachment, togetherness	Similarities and differences	Acceptance, inclusion	Boundaries, personal space
Friendship	Conflict, being sorry	Kindness, helping	Sharing, cooperation
Taking turns, waiting in line	Making mistakes, loosing	Social manners	Listening, following rules

<https://www.cebmmember.ca/k4-k5-social-development>

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<https://www.cebmmember.ca/k4-k5-social-development>

CEBM RESOURCES CENTER
Framework for Student Support

K4-K5 Social Development (this webpage is still under construction)

Through children's literature, this resources page aims to provide a range of tools and resources to make social development more concrete and engaging for K4-K5 children.

CEBM would like to extend a special thank you to all the **key people** who have contributed to this resources page. The following documents, tools and resources could not have been possible without their previous help.

The books presented below are those for which CEBM developed activity cards. Please consult the [list of books by theme](#) for additional suggestions. You can also consult this [list of books by timeline](#).

OVERVIEW: school staff resources for K4-K5 social development

Intro presentation

Practices by tier

List of books by tier

Books by theme

Summary of activities by theme

YouTube links

Editorials by theme

K4-K5 Emotional Development

K4-K5 Social Development

K4-K5 Practices

K4-K5 Corner

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Considerations for special needs (EHDA)



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Examples of children's books on emotional and social development (EHDA)



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Yearly timeline



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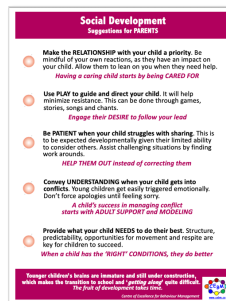
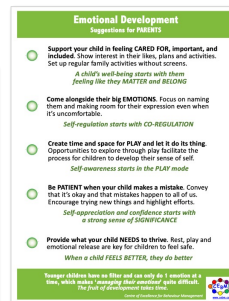
Yearly timeline



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Resources for parent night

Video capsule



<https://www.cebmmember.ca/k4-k5-practices>

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Thank you!



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