

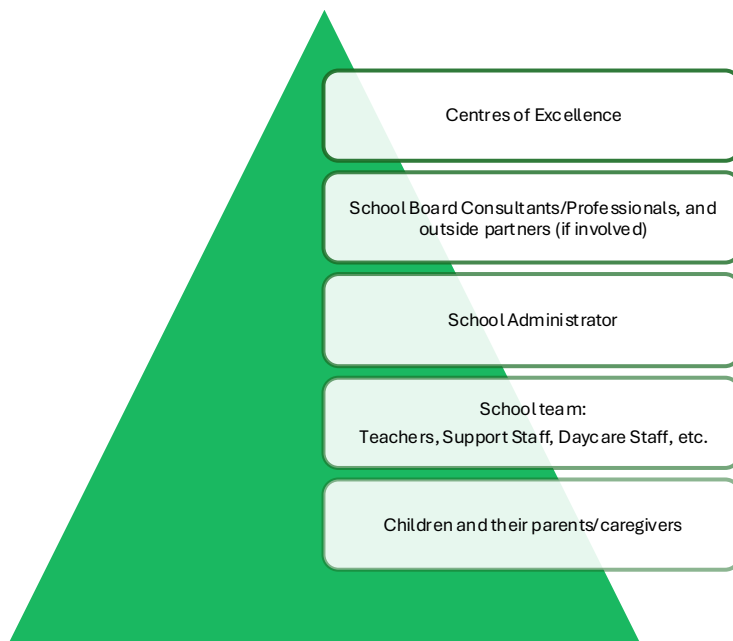


# CEBM Accompaniment Mapping – for K4-K5

The CEBM has an abundance of resources to help school teams make sense of children, identify their challenges and a wide range of intervention strategies, tools and activities. There is so much that it can be a bit overwhelming. Here is a comprehensive itinerary to help you navigate what is on the website.

- Change or improvement can only take place when people feel safe, secure, informed and supported. When working in schools, this means there are layers of cascading support that interplay together, from the school board consultants/professionals, administrators, teachers, support staff and all other adults involved in the children's care.

## Cascading Support



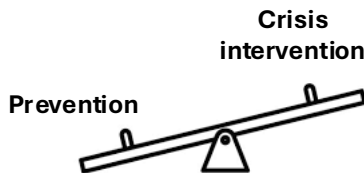
- Although knowledge, information, tools and strategies are key elements to work with, it is crucial that the conditions of the context and the individuals within it are open and receptive for intervention. Good ideas, tools and strategies can quickly be rendered inefficient and useless if the context is unresponsive, defended or closed.
- The degree of receptivity and approach in how all parties involved engage with the situation will all interplay in the successful improvement or ongoing degradation of a situation.

- There is no magic, much concerted effort, good timing, and direct involvement is needed by all players to help change a challenging context into a safe, secure learning environment where children will thrive and adults will be at their best to provide a rich learning experience.
- Well adjusted expectations, as well as sustained and coherent team effort are key, this is not a quick fix. It is concerted, intentional and timely intervention over months. Growth and change will come, but this will not happen with only a few interventions or with minor shifts. Know that all investments of time, energy, tools and strategies will eventually bear fruit if well adapted to the child, and if applied in the right timing with an open heart and mind. Patience will be required.



# Intervention has different facets within a group



All the preparation by teachers, as they get ready for their new group prior to the children’s arrival, is considered Tier 1 intervention. Deciding on structures and routines will enable to guide the children in following the adult’s cues. The way in which the teacher has set the tone helps the children adapt and integrate into the school routine. Children come to school having lived different experiences and are at different levels of readiness (development and maturity). Therefore, it is very important to be compassionate and patient as they enter into this new school journey.



Just like the analogy of the teeter totter, prevention versus crisis intervention can be proportionally related. When strong emphasis is placed on preventive practices this will congruently reduce the likelihood of crises. Utilizing a preventive approach is very powerful to help anticipate and prevent numerous types of behaviors.

Prevention Tier 1	Intervention Tiers 1 & 2	Crisis/chronic challenge
<ul style="list-style-type: none"> <li>Setting the stage with clear structures and routines that are modeled and implemented consistently for the whole group</li> <li>Using a multi-sensory approach to reach all types of learners within the group</li> </ul>	<ul style="list-style-type: none"> <li>Interventions oriented to help work through specific challenges – implemented for a few weeks to help support the needs at the root of the behaviors</li> <li>Having support staff involved to increase the cueing and guiding for children who need this additional support</li> </ul>	<ul style="list-style-type: none"> <li>Focused interventions for the group – specific interventions for the children at Tiers 2 &amp; 3</li> <li>Having support staff involved to increase the cueing and guiding for children who need this additional support</li> <li>Providing additional coaching for specific challenges with children who are struggling</li> </ul>


Key points to take into consideration:



-   Having a keen eye to notice and detect points of friction or frustration, taking punctual action will help manage these incidents before they become bigger and problematic within the group. The adult interventions are more effective at this stage, as the child is more receptive and emotionally available to explore and try out tools and strategies.
-   Using teachable moments to model, cue and support children in their learning will provide easier results as children are open and seeking to follow the adult cues. Modeling intervention in a playful manner, in a multi-sensory approach will reach most children in the group.

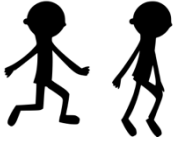



# Intervention has different facets within a group


Key points to take into consideration (cont'd):


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- ❑ Expect big expressions of emotions with young children – they are not yet tempered (this segment of brain development has not yet unfolded). They also don't have a wide vocabulary to express the emotions that rise in them.

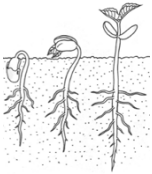
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- ❑ Physical layout and room organization can have a big impact on how children behave within a classroom.
    - ❑ Clear pathways, predictable areas and explicitly taught structures and routines help 'direct traffic' in the room.
    - ❑ Adults need to be 'orchestra conductors' to model and coach desired behaviors – young immature children need constant reminders as their brain can only hold on to one item at a time, until further brain development unfolds.

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- ❑ When specific behaviors are noticed and impact the flow of the group – providing punctual coaching and modeling is often very beneficial. Again, a multi-sensory approach is most helpful. When adults talk, children do not necessarily retain all the information. When they move their body through the motions required, this will help them to retain more information and increase the likelihood that they will be able to repeat the desired behavior. **Remember, even though children may know better, this does not mean that they will be able to do better when the time is needed. This will take time, growth and maturity.**

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- ❑ Although challenges grow over time, support is often requested 'nearly too late' when the challenges are strong, intense and frequent – this is the most difficult time in which to do interventions:
    - ❑ The adults may have become tired and exasperated. There may be a greater risk of the adults tuning out or becoming intolerant towards behaviour.
    - ❑ The children may become habituated in exhibiting this behaviour. Then, it becomes more difficult to redirect and channel these big energies.

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- ❑ Providing warm invitations to be in the adult's presence and care, both in school and in the classroom, are part of the securing foundation we must aim to provide to help children.

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- ❑ Developmental growth will unfold when the right conditions are offered, the child feels safe with the adults who are caring for them, and they are ready and willing to take leaps forward in their play and learning.

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- ❑ **Each child will respond in their own way and at their own rhythm** – patience is required by the adults who surround children. Attempting to rush or pressure growth will only lead to triggering alarm and frustration – growth cannot unfold under these conditions.





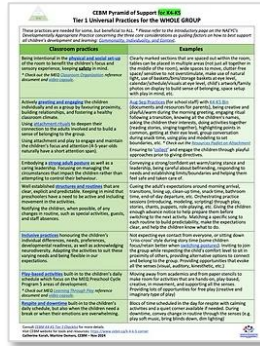
# Accompaniment Mapping – K4 and K5

## #2

In prevention, before reaching the time when needing to request for outside support, it's important to establish a clear portrait of the daily practices established

**For Teachers, Support and Daycare Staff, and any other school staff involved – In prevention or day-to-day interventions (prior to increase or ongoing challenges):**

A. Please read and share with colleagues the document – **Tier 1 Universal Practices** (take note that the list of practices is not exhaustive and that there is no expectation for all of these to be applied)



Notice: which of the practices listed are already in place? Which practices work well with the group? Which practices are more challenging?



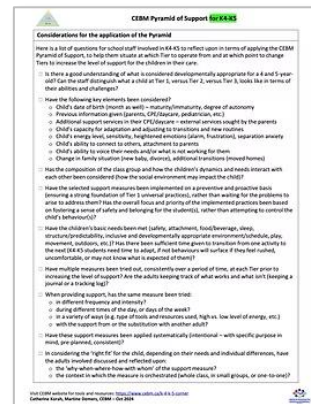
Consider: which of the practices not tried could the group benefit from? It is suggested to try out only one or two new at a time.



B. Please read and share with colleagues the document – **Considerations for the application of the Pyramid**

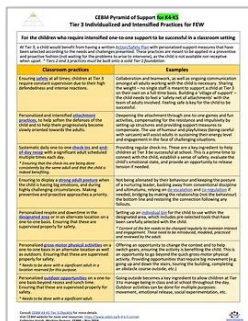
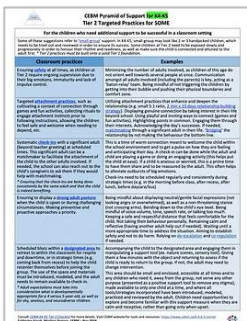
Notice: Is the individual child's profile being taken into consideration? To whom do they have a secure attachment with? Are interventions specific to the child being implemented?

Please consult the attached document for further considerations to help choose which interventions.



C. Repeating the same steps, if necessary:

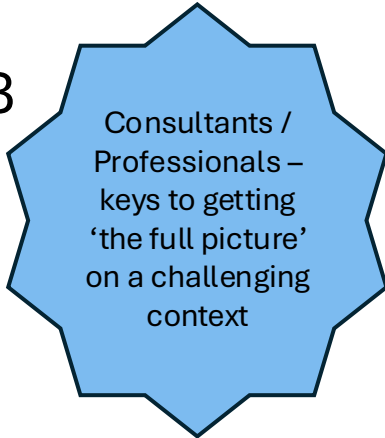
- for **Tier 2 Targeted Practices** (for those children who require additional support and/or would benefit from small-group support measures – consult the attached examples)
- for **Tier 3 Individualized Practices** (for those children who require one-to-one more intensive support) \* *Please note that Tier 3 practices are meant for FEW children, for whom Tiers 1-2 supports have already been consistently in place for a certain while, and for which don't seem to be enough.*





# Accompaniment Mapping – K4 and K5

## #3



### **For Consultants/Professionals – Following an increase or ongoing challenges:**

When requests for support and intervention are made, it is often because numerous problems are unfolding. The situation may be difficult, and people can become frustrated and tired. It is quite important to get a full picture of the context before giving suggestions for intervention. Otherwise, they may be rebuffed, and thus the staff’s frustration will not only increase, but they may also not be open to suggestions (as good as they may be).

### **Collecting the pieces to the puzzle:**

**A. We suggest for you to go and observe within the classroom, as well as during transition times,** to be able to physically see for yourself what is unfolding. Remain with the group to see the transitions with other adults and when the children move to different locations. Attesting to these various settings will help you better understand the dynamics at play.



CEBM has developed a tool to guide classroom observations – we encourage you to review it prior to your observation or to have it on hand with you during your observation – **Intervention Planning: Moving from Observation , Reflection to Intervention Strategies to Implement (for Tiers 1-2, for Tier 3)**

*\* Please note that Tier 3 practices are meant for FEW children, for whom Tiers 1-2 supports have already been consistently in place for a certain while, and for which don’t seem to be enough.*

**B. Create a schedule of the support already in place:** Collect information from the teacher and administrator regarding the amount and timing of support provided in this group. **We recommend taking a Class Timetable and coloring in the areas in order to provide a comprehensive view of where the supports are existent.**



- Who is providing the support (use a different color per individual)?
- How many adults are interacting with the group?

### **C. Assess the support in place:**

- Understanding that young children struggle with transitions and building attachments with numerous adults – is the present situation optimal?
- Are there gaps in support that contribute to the level of difficulty in managing the group?
- Are the supports scheduled at the times where they are most needed?
- Are the individuals who are providing support working with a common vision that is aligned to help children feel safe and secure with each adult interacting with them at school?





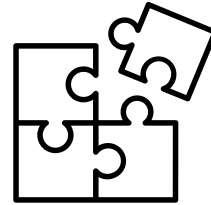


# Accompaniment Mapping – K4 and K5

#5

Resources available to you from CEBM as you work through different interventions to meet the needs of the children in your group

For Teachers, Support Staff and Daycare Staff providing assistance in the K4-K5 groups:



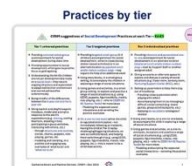
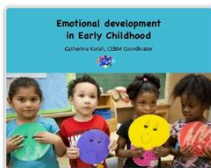
### K4-K5 Practices:

- [Tier 1 universal practices](#)
- [Tier 2 targeted practices – Tier 2 examples](#)
- [Tier 3 individualized practices](#)
- [List of considerations](#)
- <https://www.cebmmember.ca/k4-k5-practices> (check out this general link for all complementary annexes and resources – section for parent tools/resources at the bottom of the webpage)

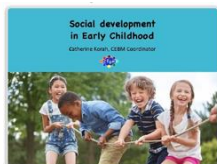


### K4-K5 Emotional and Social Development Toolkit:

- [Emotional Development Practices at each Tier](#)
- <https://www.cebmmember.ca/k4-k5-emotional-development> (check out this link for the list of books and activities related to emotional development)



- [Social Development Practices at each Tier](#)
- <https://www.cebmmember.ca/k4-k5-social-development> (check out this link for the list of books and activities related to social development)





# CEBM Accompaniment Mapping – for K4-K5

*Consultants/Professionals, Teacher and Support Staff - Keys elements for a common understanding – [Resources on the CEBM website](#)*

- [Distinctions between K4 and K5](#)
- [Difference between a Developmental and Behavioral Approach](#)
- Understanding the Preschooler ([part 1](#) & [part 2](#)) – Understanding where the children are and adjusting expectations (webinar on CEBM website by Catherine)

## **Teacher – Starting point: ‘Who’s in your group this year?’**

- Analysis of the group composition
- [Traits at each Tier](#)
- Where do you situate each child? Use a [visual mapping tool](#)
- Take into consideration the following elements:
  - Date of birth
  - Maturity
  - Siblings
  - Home vs Daycare (social exposure)
  - Life situations – separation, divorce, death in the family, recent move

## **Consultants/Professionals – Current situation (present status)**

Before giving strategies for specific situations- for professional to observe in the classroom:

- Which Tier 1 practices are being implemented?
  - What is working?
  - What is not working?
  - Are these done consistently?
- Is there any support staff involved with the group, in addition to the teacher, during class-time, transitions and outdoors? Are these beneficial? Map them out on a class schedule

## **Teacher and Consultant/Professional – Discussion on bringing the pieces together**

- Review mapping, name and explain decisions made regarding why each child is placed in Tier 1, 2 or 3. Make changes in placement if needed.
- Review which strategies at Tier 1 are effective for children, and which children struggle with specific strategies
- Determine specific areas that need to be addressed on a priority level (safety comes first). Priming attachment helps children feel safe at school, they will then be inclined to follow the adults that are taking care of them.
- Are there other practices at Tier 1, not already in place, that could be beneficial for this group? Each group has its own profile and benefits from interventions that are well selected for their particular needs.
- **NOTE:** Although a wide range of interventions are recommended, a teacher is not expected to apply all of them. The key is very much in the art of matching the right interventions for their group.



## Providing Support at K4-K5 for professionals and teachers

Type of Support	Frequency	Location	For Whom	By Whom
Presentation to explain mapping of support	Once (then video recording on CEBM website)	Province-wide online event	ALL	Catherine Korah, CEBM
Presentation to explain mapping of support	A school board could request a presentation for their board	In person per board	Consultants Professionals Administrators (at principal's management meetings)	Catherine Korah, CEBM
Online Q & A Brainstorming and trouble shooting	5x/year + individual meetings upon request	Province-wide online events	Consultants Professionals assigned to provide support to K4-K5 team in each board	Catherine Korah, CEBM
Board wide (or cluster of several schools) support	On demand	Online or in person	Teachers (and support staff if available) Consultants Professionals	Catherine Korah, CEBM + Professional assigned to provide support to K4-K5 team
School cluster groups within a school board	3x/year	Online	Teachers (and support staff if available)	Professional assigned to provide support to K4-K5 team
Cycle Meetings	3x/year	In school	Teachers (and support staff if available) Administrator	Professional assigned to provide support to K4-K5 team
Individual teacher - meeting	When deemed necessary	In school	Teacher and other adults working with the group	Professional assigned to provide support to K4-K5 team Other professionals involved in supporting children in the group
Individual teacher – in class modeling and coaching of interventions	When deemed necessary	In class	Teacher and other adults working with the group	Professional assigned to provide support to K4-K5 team Other professionals involved in supporting children in the group