

CEBM Pyramid of Support for K4-K5

Considerations for the application of the Pyramid

Here is a list of questions for school staff involved in K4-K5 to reflect upon in terms of applying the CEBM Pyramid of Support, to help them situate at which Tier to operate from and at which point to change Tiers to increase the level of support for the children in their care.

- ☐ Is there a good understanding of what is considered developmentally appropriate for a 4 and 5-year-old? Can the staff distinguish what a child at Tier 1, versus Tier 2, versus Tier 3, looks like in terms of their abilities and challenges?
- ☐ Have the following key elements been considered?
  - Child's date of birth (month as well) – maturity/immaturity, degree of autonomy
  - Previous information given (parents, CPE/daycare, pediatrician, etc.)
  - Additional support services in their CPE/daycare – external services sought by the parents
  - Child's capacity for adaptation and adjusting to transitions and new routines
  - Child's energy level, sensitivity, heightened emotions (alarm, frustration), separation anxiety
  - Child's ability to connect to others, attachment to parents
  - Child's ability to voice their needs and/or what is not working for them
  - Change in family situation (new baby, divorce), additional transitions (moved homes)
- ☐ Has the composition of the class group and how the children's dynamics and needs interact with each other been considered (how the social environment may impact the child)?
- ☐ Have the selected support measures been implemented on a preventive and proactive basis (ensuring a strong foundation of Tier 1 universal practices), rather than waiting for the problems to arise to address them? Has the overall focus and priority of the implemented practices been based on fostering a sense of safety and belonging for the child, rather than attempting to control their behaviour(s)?
- ☐ Have the children's basic needs been met (safety, attachment, food/beverage, sleep, structure/predictability, inclusive and developmentally appropriate environment/schedule, play, movement, outdoors, etc.)? Has there been sufficient time given to transition from one activity to the next (K4-K5 children need time to adapt, if not behaviours will surface if they feel rushed, uncomfortable, or may not know what is expected of them)?
- ☐ Have multiple measures been tried out, consistently over a period of time, at each Tier, prior to increasing the level of support? Are the adults keeping track of what works and what isn't (keeping a journal or a tracking log)?
- ☐ When providing support, has the same measure been tried:
  - in different frequency and intensity?
  - during different times of the day, or days of the week?
  - in a variety of ways (e.g. type of tools and resources used, high vs. low level of energy, etc.)
  - with the support from, or the substitution with, another adult?
- ☐ Have these support measures been applied systematically (intentional – with specific purpose in mind, pre-planned, consistent)?
- ☐ In considering the 'right fit' for the child, depending on their needs and individual differences, have the adults involved discussed and reflected upon:
  - the 'why-when-where-how-with whom' of the support measure?
  - the context in which the measure is orchestrated (whole class, in small groups, or one-to-one)?

Considerations for the application of the Pyramid (cont'd)

- Is there some consideration regarding:
  - the timing of the delivery of a support measure, in terms of the child's autonomic state (whether they're regulated) and their receptivity at that moment?
  - whether to offer a support measure more systematically (assign and/or schedule) for increased predictability and impact?
  - whether to set up pre-determined breaks in terms of schedule (when, for how long) and to alternate locations (where, with whom) for increased prevention and down-time from the group and classroom environment?
  - whether to include support measures during transition times as well, in addition to the classroom?
- Has the measure been discussed with the child's parent? Is there buy-in and support from the parents? Have the staff asked the parents how they see their child's adjustment to school routine, its demands and its environment? What do the parents believe would help their child adapt to challenging situations? Whether there has been some change(s) in their child's behaviour/eating/sleeping patterns at home? What is the morning/evening/bedtime routine at home and how does the child respond to them?
- When a support measure is not working, have the adults involved taken a step back to see the bigger picture and assess the potential reasons behind the roadblocks? Has data been collected in order to analyse patterns, triggers, what doesn't work, etc.?
- If needed:
  - has an Action/Safety Plan been created to offer the child systematic support measures, and for all the adults involved to be on the same page?
  - has support been set up from Complementary Services? Have outside services been provided for the child? For the parents?

In exceptional circumstances, such as a crisis with imminent danger (where the safety of the children is at play), are the adults aware of the detailed steps to take as per their school protocols/guidelines?

** Adults involved at K4-K5 would benefit from professional development on multiple areas, especially on 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 as well as other related materials and resources (click here for more details)