



CEBM suggestions of [Emotional Development Practices](#) at each Tier – **K4-K5**



Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing universal whole group accompaniment for emotional development during class time ❑ Providing opportunities for emotional development, which goes beyond the focus on self-regulation ❑ Being mindful of the differences between the 4-year-old and the 5-year-old ❑ Inviting expression of all emotions, each are required to find balance (e.g. like colours and shades in a rainbow) ❑ Being careful with categorizing emotions (association to a negative connotation) to bring out guilt and/or shame around the expression of some of these emotions (e.g. not using the colour red for frustration) ❑ Allowing for moments of emotional release and expression through different playgrounds (e.g. Inside Out Handbook by Hannah Beach) ❑ Matching the right word to the emotional experience (could use characters and stories to illustrate examples) ❑ Helping the child at Tier 1 feel safe ‘enough’ (e.g. through adult greeting/engaging children, adult posture, predictable structures and routines) to connect with and become aware of their emotions (body and mind connection) ❑ Providing the context to help the children ‘experience’ a comforting and calming feeling through the senses (e.g. play soft music, dim lighting, soft comfy textures, sensory materials, calming nature scenes, comforting scents, etc.) 	<ul style="list-style-type: none"> ❑ Providing targeted small-group (2-4 children) accompaniment for emotional development, either in class (during station-based activities) or in an alternate location (at recess/lunch, indoors or outdoors) ❑ Helping the child at Tier 2 feel safe ‘enough’ and have ‘enough’ softness (e.g. through check-ins and other targeted attachment rituals, adult posture at Tier 2, etc.) to connect with and become aware of their emotions (body and mind connection) ❑ Setting up a variety of ways to play out emotions (e.g. role-playing, masks, puppets, etc.) – this can be done outdoors through games and activities (please refer to the CEBM frustration tool guide for ideas of activities and materials) ❑ Offering a variety of emotional creative art activities (e.g. music, dance, painting, colouring, etc.) ❑ Providing a variety of tools to illustrate emotions (e.g. mirror, photographs, emotion cards with actual children’s faces, children’s books, etc.) ❑ Offering a variety of tools and materials to discover body sensations (e.g. body silhouette, sensory box, etc.) 	<ul style="list-style-type: none"> ❑ Providing intensive and personalized one-to-one accompaniment for emotional development in an alternate location ❑ Allocating an alternate space to explore and name emotions (e.g. Emotions Corner in the Nurturing Support Center (NSC)) ❑ Helping the child at Tier 3 feel safe ‘enough’ and have ‘enough’ softness (ex. through check-ins and other individualized attachment rituals, adult posture at Tier 3, ensuring the adult is well regulated, etc.) to connect with and become aware of their emotions (body and mind connection) ❑ Providing individualized support measures to allow additional expression, movement, respite, or channeling energy, which helps with emotional support: <ul style="list-style-type: none"> - Individualized scheduled respite/downtime - Individualized gross-motor activities - Individual bin and personal choice board - Building and creating activities - Sensory corner in NSC - and more... ❑ Giving access to a private space (e.g. Emotions Room) to release and express emotions – applying de-escalation strategies if needed ❑ Making sure the time spent in the Emotions Room is not only when the child is upset (they require emotional rest and connection to the adult to feel safe/comfortable in that space and to explore what works and doesn’t work for them)





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Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Offering a variety of tools and materials to discover body sensations (e.g. body silhouette, sensory box, etc.) ❑ Matching the right bodily sensation to the emotional experience ❑ Discovering through co-regulation which tools, materials, and strategies are beneficial (e.g. sensory materials) – adult introduces and models the use of these. The child must be regulated and receptive for this to be well assimilated ❑ Providing universal support measures to allow movement or respite, which helps with emotional support: <ul style="list-style-type: none"> - Fine motor and quiet activities - Gross-motor activities - Respite/downtime - Outdoor opportunities 	<ul style="list-style-type: none"> ❑ Providing the context to help the children ‘experience’ a comforting and calming feeling through the senses (e.g. play soft music, dim lighting, soft comfy textures, sensory materials, calming nature scenes, comforting scents, etc.) ❑ Providing targeted support measures to allow movement or respite, which helps with emotional support: <ul style="list-style-type: none"> - Targeted fine motor and quiet activities - Targeted gross-motor activities - Targeted scheduled respite/downtime - Individual bin with pre-selected tools - Small-group outdoor opportunities 	<ul style="list-style-type: none"> ❑ Ensuring that the Emotions Room is not being used to ‘calm down’, but for activities such as: <ul style="list-style-type: none"> - Noticing their bodily sensations - Trying out different rhythms (e.g. tam-tam drums) - Exploring through their senses what helps them feel safe, comfortable, and calm - Accompanied breathing exercises - Sensory experiences - Movement activities - Release exercises by channeling the energy through different outlets - Exploring a variety of emotional playgrounds for expression
<p>* <i>CEBM is currently working on a teacher toolkit, with the collaboration of K4 and K5 teachers, which will contain hands-on activities, based on children’s books, to accompany children with their emotional development at each Tier of support. The toolkit will propose activities both indoors and outdoors for universal, targeted and individualized practices.</i></p>		

