



Developmentally appropriate Preschool Traits at each Tier – **K4-K5**



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





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TRAITS

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ May struggle with having too many transitions and interacting with too many different adults ❑ May struggle with trying something new, taking risks, or venturing forth in an unknown situation (requires time, patience, seeing someone else do it first, and reassurance) ❑ Need to talk, to feel listened to ❑ Need for recognition, to be consoled ❑ Can be shy – need to matchmake to introduce new adults ❑ Easily distracted (can only focus on one thing at a time) ❑ Has a short attention span – needs to move (cannot stay seated longer than 15 minutes) – benefits from diverse activities broken down into increments (varying the positions: sitting, kneeling, standing) ❑ Can follow a directive with the help of adult modeling (although they may have the desire at times to accomplish something on their own, this is not considered true autonomy) ❑ Executive functions still in development ❑ Still getting to know themselves ❑ Being mindful of the differences between the 4-year-old and the 5-year-old 	<ul style="list-style-type: none"> ❑ May have difficulty with separation from home over a period of several months (particularly if there are events that affect them) ❑ Transitions and unstructured activities may be difficult for them (depends on the child and context) ❑ May struggle to return to school routine following long breaks (ex. winter holidays, Spring Break) ❑ May see some resistance and opposition from the child (situational to certain contexts/tasks or the way in which the adult has given the instructions) ❑ Needs reminders and support from the adults on occasion – may lack some motivation (depends on the child and the task at hand) ❑ For various reasons, the children at Tier 2 may typically take longer in developing their executive functions and self awareness abilities (depends on the child and context) 	<ul style="list-style-type: none"> ❑ May have a difficulty with separation from home over the course of the school year – may have extreme shyness (selective mutism) ❑ Transitions and unstructured activities are often overwhelming and triggering for them ❑ May struggle to return to school routine following long breaks (ex. winter holidays, Spring Break) ❑ May display risky behaviors, where the security of the child is compromised (e.g. flight stress response) ❑ Shows opposition and/or resistance to a task or to adult instructions on a regular basis ❑ Needs regular reminders and ongoing support from the adults – lacks initiative and motivation (depends on the child and the task at hand) – may be easily bored ❑ The children at Tier 3 often struggle to develop the proper executive functions and other needed abilities in order to adapt well to their environment

