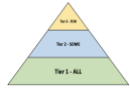


CEBM suggestions of Social Development Practices at each Tier – **K4-K5**

Tier 1 universal practices	Tier 2 targeted practices	Tier 3 individualized practices
<ul style="list-style-type: none"> ❑ Providing universal whole group accompaniment for social development during class time ❑ Providing opportunities for social development, which goes beyond the focus on getting along ❑ Understanding the K4-K5 children are not yet developmentally ready on a social level – they require ongoing structure and supervision to adapt well to their environment and cannot achieve this autonomously ❑ Being mindful of the differences between the 4-year-old and the 5-year-old ❑ Using explicit and playful ways to introduce, model and prompt a response to the adult’s expectations (e.g. sharing, waiting their turn, standing in line, participating in group activities, interacting with others, etc.) <ul style="list-style-type: none"> - through structures and routines, stories, chants, puppets, role-playing, games, etc. - modeling and narrating, in a positive and engaging way, examples of ‘what to do’ and ‘what not to do’ 	<ul style="list-style-type: none"> ❑ Providing targeted small-group (2-4 children) accompaniment for social development, either in class (during station-based activities) or in an alternate location (supported lunch and/or indoor-outdoor play) – may require the help of an additional adult ❑ Using story books, in a small group setting, to accompany the children in exploring a range of social situations. ❑ Using games and activities, in a small group setting, to explore and practice a range of social situations (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – refer to CEBM K4-K5 Teacher Toolkit for more ideas <ul style="list-style-type: none"> - Modeling the expected social interactions and narrating the positive examples ❑ On a one-to-one basis (when the child is regulated and receptive – not immediately following an incident), having the child at Tier 2 replay challenging/triggering situations, as well as conflicts faced, and helping them walk through it (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – this is meant to be a child-lead activity 	<ul style="list-style-type: none"> ❑ Providing intensive and personalized one-to-one accompaniment for social development in an alternate location (sheltered lunch and/or indoor-outdoor play) – lead by Support Staff or another assigned adult ❑ Giving access to an alternate space to explore and discuss a variety of social situations (e.g. Oasis room, sensory room, Nurturing Support Center (NSC), etc.) ❑ Setting up parameters to help them stay out of trouble by: <ul style="list-style-type: none"> - Providing close supervision when playing with others - Accompanying them in co-managing a difficult social context (e.g. board games, group activities/sports, etc.) - Applying de-escalation strategies if needed ❑ Using story books, on a one-to-one basis, to accompany the child in exploring a range of social situations. ❑ Using games and activities, on a one-to-one basis, to explore and practice a range of social situations (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – refer to CEBM K4-K5 Teacher Toolkit for more ideas <ul style="list-style-type: none"> - Modeling and scripting the expected social interactions – narrating the positive examples





CEBM suggestions of [Social 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"> ❑ Using story books to accompany children in exploring a range of social situations (refer to CEBM K4-K5 Teacher Toolkit for more ideas) ❑ Providing the children at Tier 1 the right social and environmental conditions to compensate for their growing social abilities and to help them succeed in their social interactions: <ul style="list-style-type: none"> - Intentional setup of the classroom and schoolyard - Engaging children to increase their sense of safety and belonging - Clear and explicit expectations, which have been introduced and modeled, and are reviewed consistently throughout the school year - Strong adult posture - Predictable and consistent structures and routines 	<ul style="list-style-type: none"> ❑ Providing the children at Tier 2 the right social and environmental conditions for them to succeed in social interactions: <ul style="list-style-type: none"> - Opportunities for small-group activities, which are structured and supervised in the classroom and schoolyard - Targeted small-group opportunities to engage the children further through attachment practices at Tier 2 - Time and place, in a small-group setting, to explore and the practice adult expectations (e.g. board games, group activities/sports, role-playing, etc.) - Strong adult posture at Tier 2 - Targeted structures and routines 	<ul style="list-style-type: none"> ❑ On a one-to-one basis (when the child is regulated and receptive – not immediately following an incident), having the child at Tier 3 replay challenging/triggering situations, as well as conflicts faced, and helping them walk through it (e.g. using LEGO, puppets, figurines/dolls, masks, role-playing, etc.) – this is meant to be a child-lead activity ❑ Providing the child at Tier 3 the right social and environmental conditions for them to succeed in social interactions: <ul style="list-style-type: none"> - Opportunities for individualized activities, which are structured and supervised in alternate locations - Intensive and personalized one-to-one opportunities to soften the defenses and engage the child further through attachment practices at Tier 3 - Time and place, on a one-to-one basis, to explore and practice the adult expectations (e.g. board games, group activities/sports, role-playing, etc.) - Strong adult posture at Tier 3 - Individualized structures and routines (adapted schedule with time spent in alternate locations) - Support to help bridge their return to a small-group in the NSC or within a classroom context
<p>* 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 social development at each Tier of support. The toolkit will propose activities both indoors and outdoors for universal, targeted and individualized practices.</p>		

