



## Supports and Interventions for the Preschool Classroom

### Tier 1 Classroom-Wide Supports and Interventions

<p><b><u>Classroom Environment</u></b></p>	<p>__ Provide an organized, calm and accessible classroom to children and adults with disabilities (e.g., low noise level/minimal visual stimulation, varied seating options, adjustable furniture, easy to access materials)</p> <p>__ Natural light can be controlled (adjustable blinds or curtains)</p> <p>__ Indoor surfaces are durable and easy to clean and maintain</p> <p>__ Reflect diversity and provide photos/pictures/texts in home language</p> <p>__ Provide a “cozy area” where children can lounge or play quietly (ex. soft rug with several cushions)</p> <p>__ Daily schedule is posted including words and pictures</p>	<p>__ A job chart is posted</p> <p>__ Choice boards for activities, materials and feelings</p> <p>__ Provide learning centers to support exploration, play and engagement and teach children how to navigate centers</p> <p>__ Quiet and noisy play areas are all separated from one another, not just by furniture but by physical space</p> <p>__ Teach expectations on care and use of materials</p> <p>__ Provide materials that encourage social play and books and visuals that support social skills</p> <p>__ Wide selection of books are accessible</p>	<p>__ Sensory materials and fidget toys are available to calm children</p> <p>__ Visuals that support independence and engagement</p> <p>__ Visual schedule and individualized schedules</p> <p>__ Display pictures related to current topic of discussion, seasonal pictures, photos of events children participated in, artwork made by children (three-dimensional and flat), and staff refers to displays to encourage conversation and point out words</p>
<p><b><u>Expectations and Rules</u></b></p>	<p>__ Expectations/rules posted at children’s eye level in classroom along with visuals to help children understand them</p> <p>__ Rules posted that clarify expectations within learning centers</p> <p>__ Use positively stated rules (i.e., what children are supposed to do)</p>	<p>__ Post five or fewer rules/expectations in classroom and for each center</p> <p>__ Use varied instructional approaches like modeling, puppets, role play and songs to teach the rules</p> <p>__ Remind and review rules throughout school day</p>	<p>__ Provide positive descriptive feedback to children who are meeting the expectations</p> <p>__ Provide information to families about the rules and expectations</p>
<p><b><u>Schedules and Routines</u></b></p>	<p>__ Visual schedule needs to be posted at children’s eye level with photos or drawings of each major activity</p> <p>__ Indicate when activities are completed on visual schedule (flip picture over, clip, etc.)</p> <p>__ Review the schedule throughout the day and to prepare children for changes</p>	<p>__ Provide a balance of child-directed and teacher-directed activities</p> <p>__ Plan teacher directed activities to be less than 20 minutes in duration including large group time</p> <p>__ One full hour of gross motor offered daily to children in a full day program and 30 minutes of</p>	<p>gross motor for half day programs</p> <p>__ Two hours of choice time in a full day program</p> <p>__ Use individualized visuals and activity schedules to guide children who need more support to engage in activities and routines</p>

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<p><b><u>Engagement</u></b></p>	<p>___ Limit the amount of time in large group activities</p> <p>___ Provide multiple methods for children to engage(i.e., verbal, visual, motor) across activities</p> <p>___ Use both visual prompts and verbal prompts to engage children in a large group</p> <p>___ Use puppets to engage students and to role play different scenarios</p>	<p>___ Incorporate hands on activities during small group</p> <p>___ Embed children’s preferences into activities</p> <p>___ Adapt expectations and instruction to support individual children’s learning during less preferred activities or activities too difficult for them</p> <p>___ Children not requiring a nap should be offered an opportunity to participate in relaxation or quiet activities</p>	<p>___ Provide choices between and within activities</p> <p>___ Structure classroom so children can independently navigate regular routines</p> <p>___ Use prompting strategies to support children’s engagement when needed</p> <p>___ Provide positive descriptive feedback to children who are engaged</p>
<p><b><u>Transitions</u></b></p>	<p>___ Limit transitions in which all children transition at the same time</p> <p>___ Provide whole class warnings before transitions</p> <p>___ Use visuals, songs, movement activities or timers to help children transition</p> <p>___ Transitions should take less than 3 minutes</p>	<p>___ Use transition helpers or peer buddies to help children transition</p> <p>___ Teach children the steps and expectations during transitions</p> <p>___ Provide children with something to do while they wait during transitions</p>	<p>___ Provide positive descriptive feedback to children that transition appropriately</p> <p>___ Provide individual transition warnings and visual supports to children who need them</p>

**Tier 1 Social Emotional Supports and Interventions**

<p><b><u>Social-Emotional Teaching Practices</u></b></p>	<p>___ Identify classroom-wide social-emotional goals that are clearly defined and measurable</p> <p>___ Identify social-emotional goals for children who need additional support</p> <p>___ Program has adopted a model for social emotional learning, such as the Pyramid Model developed by the Center for Social Emotional Foundations for Early Learning (CSEFEL)</p>	<p>___ Plan for instruction so that social-emotional learning occurs across the day</p> <p>___ Systematically implement instruction to ensure children continue to use target behaviors with a variety of people, settings and with multiple materials</p>	<p>___ Use a variety of instructional formats( e.g., small group activities) and types(e.g., peer-mediated instruction) to teach social-emotional skills</p> <p>___ Monitor children’s progress</p>
<p><b><u>Building Connections with Students</u></b></p>	<p>___ Each child should receive an individual greeting every morning and a farewell at departure time</p> <p>___ Increase positive interactions by using visual supports like greeting choice boards</p> <p>___ Provide positive descriptive feedback on children’s ideas, efforts, engagement, and positive behavior</p>	<p>___ Have conversations with children (get down at child’s level, take time to listen, take turns talking, ask questions and give child time to respond)</p> <p>___ Join children’s play (extend play by offering ideas and connections)</p>	<p>___ Provide responsive interactions (observe children, connect with child before correcting his behavior and seek out reasons for child’s behavior)</p>

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## Tier 1 Academic Supports and Interventions

<p><b><u>Cognitive/Pre-academic</u></b></p>	<p>__ Information is presented in multiple formats (auditory, visual, and kinesthetic learners)</p> <p>__ A mixture of teacher-directed and child-initiated activities</p> <p>__ Explicit and supported instruction (modeling, coaching or prompting)</p> <p>__ Lesson plans connect with IELDS benchmarks, build on child's prior knowledge, include activities aligned to instructional outcomes, do not include worksheets, and designed to meet the individual child's needs</p> <p>__ Content is presented in a culturally relevant manner</p>	<p>__ Multi-sensory experiences (pictures/photos, puppets, objects, acting out)</p> <p>__ Active learning and engagement is promoted through play</p> <p>__ Sits by teacher in group</p> <p>__ Extra one-on-one instruction</p> <p>__ Extra small group instruction</p> <p>__ Repeated instructions (Picture schedule, verbal reminders of the routine and hand over hand assistance, etc.)</p> <p>__ Use peer buddies as models to help children complete an activity</p>	<p>__ Provide more time to complete an activity</p> <p>__ Simplify an activity or break down into smaller parts</p> <p>__ Provide embedded learning opportunities</p> <p>__ Use apps to improve learning experiences</p> <p>__ Books are used to introduce new ideas and expand on the interests of the students</p>
<p><b><u>Interest Centers/Free Play</u></b></p>	<p>__ Program plans purposeful, high interest, developmentally appropriate learning activities that support all domains of development and emphasize language and higher level thinking skills</p> <p>__ Interest areas allow children to carry out their individual plans and choices, to move freely between centers, and to use materials in open-ended and creative ways</p>	<p>__ Three to five choices of different items within each center are present</p> <p>__ Adults are actively involved in interest centers, initiating meaningful interactions, asking open-ended questions to prompt thinking, reinforcing vocabulary and concept development, and promoting positive social interactions among children</p>	

## Tier 2 Academic Supports and Interventions

<p><b><u>Tier 2 Specific Cognitive/Pre-academic Interventions</u></b></p>	<p>Downloadable Programs:</p> <p>__ Developing Talkers</p> <p>__ Read It Again Pre-K</p>	<p>Intervention lessons:</p> <p>__ C-PALLS Intervention Activities</p> <p>__ Get Ready to Read Activities</p> <p>__ What Works Clearinghouse</p>	<p>Intervention Strategies:</p> <p>__ Dialogic Reading</p> <p>__ Shared Reading</p> <p>__ Say It and Move It</p> <p>__ Peer Supports</p> <p>__ Modeling</p> <p>__ Response Prompting</p> <p>__ Corrective Feedback</p>
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<u><b>Descriptive Feedback and Praise</b></u>	___ Use positive descriptive feedback with all children ___ Increase positive descriptive feedback with children who have social-emotional learning needs	___ Be positive, sincere and enthusiastic ___ Be intentional and consistent ___ Monitor the use of descriptive feedback and the effect it has on children's behavior	___ Descriptive feedback statements state the appropriate or desirable behavior in specific, observable terms
<u><b>Friendship Practices</b></u>	___ Assess children's friendships through observation ___ Model friendship skills with other adults and children ___ Teach about friendship with books and variety of materials and strategies ___ Provide centers that encourage partner play ___ Plan opportunities for children with shared interests	___ Allow opportunities for children to choose who to sit by ___ Use peer-mediated interventions(e.g., Stay-Play-Talk) ___ Enter play to extend positive peer interactions ___ Provide families with information and strategies to promote friendship skills at home	___ Interact positively with children who play alone and suggest those children move materials to a designated place for privacy when they do want to play alone
<u><b>Teaching Problem Solving Among Peers</b></u>	___ Use posters with visuals ___ Have problem solving steps and solution visuals on a keyring ___ Have a solution suitcase ___ Use explicit instruction to teach problem solving (e.g., prompting procedures, small group, book readings/discussions, scenario cards, and role play)	___ Individualize instruction in problem solving (e.g., systematic prompting, individualized visuals, role play, peer models, reinforcement, first/then charts, mini schedules, and social narratives)	___ Provide families with information about how to guide their children to use problem solving
<u><b>Emotional Literacy</b></u>	___ Decorate the classroom with feeling face posters and pictures ___ Teach children a variety of feeling words ___ Plan games, sing songs and teach finger plays that include feeling words	___ Read books about feelings ___ Label how you are feeling throughout the day and describe how children might be feeling ___ Teach strategies for handling anger and disappointment (e.g., turtle technique)	___ Send information and strategies home to teach feeling words

## Tier 2 Social Emotional Supports and Interventions

<u><b>Tier 2 Specific Behavior Interventions</b></u>	___ Model good behavior ___ Teach and reteach behavior by providing statements of what you want to see (Say "Look at me, smile, say please.") ___ Play with the child by providing 30 to 60 minutes per day of play time	___ Prevent behavior by using your words (Give 3 part directions, give praise effectively and critique effectively) ___ Give 5 positive statements for every corrective one ___ Have a "safe spot" for calming or calm down board ___ Token boards	___ Offer choices/Choice charts ___ Timers ___ First/then board ___ Social narratives ___ Visual schedules ___ Movement breaks ___ Offer rewards like classroom jobs, choosing a story, wearing a badge, performing for class etc.
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## Tier 1 Independent Functioning/Self-Care Supports and Interventions

<p><b><u>Independent Functioning/Self-Care</u></b></p>	<p>Eating:</p> <ul style="list-style-type: none"> <li>___ Make mealtime a conversational time (ex: children are put in small groups to eat and staff sits with groups to model pleasant interactions)</li> <li>___ Involve child in preparation and setting the table</li> <li>___ Pass food at table and pour own drinks</li> <li>___ Children learn to use a napkin and spoon and teach 3's to use a fork</li> <li>___ Provide a variety of real utensils in dramatic play for practice</li> </ul>	<p>Dressing:</p> <ul style="list-style-type: none"> <li>___ Do dramatic play with dolls, involving undressing, bathing, diapering , dressing</li> <li>___ Provide costumes in dramatic play like police uniform, cowboy, space gear etc.so the child can practice dressing</li> <li>___ Provide child with physical support but as little assistance as possible in dressing</li> </ul>	<p>Toilet Training:</p> <ul style="list-style-type: none"> <li>___ Use visual schedule</li> <li>___ Follow same routine each time child goes to the bathroom</li> <li>___ Modify physical environment if needed</li> <li>___ Play calming music</li> <li>___ Use a timer to encourage child to sit</li> <li>___ Use a reward chart</li> </ul>
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## Tier 1 Communication Supports and Interventions

<p><b><u>Communication</u></b></p>	<ul style="list-style-type: none"> <li>___ Use good speech that is clear and simple for the child to model</li> <li>___ Repeat what the child says indicating you understand and build and expand on what was said</li> <li>___ Make a scrapbook of favorite or familiar things by cutting out pictures and talk about the pictures</li> <li>___ Help child understand and ask questions</li> <li>___ Ask questions that encourage a choice and longer answers</li> <li>___ Ask open-ended questions</li> </ul>	<ul style="list-style-type: none"> <li>___ Expand vocabulary (Staff uses a wide range of words with students)</li> <li>___ Sing simple songs and recite nursery rhymes</li> <li>___ Acknowledge, encourage, and praise all attempts to speak</li> <li>___ Pause after speaking, so the child has time to respond</li> <li>___ Take advantage of daily activities and have child name objects and describe them</li> </ul>	<ul style="list-style-type: none"> <li>___ Use a Communication Book</li> <li>___ Use visuals to Communicate</li> </ul>
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## Tier 1 Motor Supports and Interventions

<p><b><u>Gross Motor</u></b></p>	<p>___ Provide at least 60 minutes a day for gross motor activity for a full day program and 30 minutes for a half day program (Offer riding toys, balls, beanbags, climbers, balance beams, and obstacle courses. Also, let children pedal, throw, roll, climb, run, skip, dig and jump in a safe space until they are tired.)</p>	<p>___ Provide a balance of planned play and spontaneous/free play          ___ Play games requiring a child to isolate body parts and use them in different ways like Simon Says or Hokey Pokey          ___ Introduce group games requiring turn-taking, with running, throwing, hitting and jumping</p>	<p>___ Sing songs and dance to simulate balancing, jumping, and body rotation          ___ Pretend to be different animals          ___ Adults supervise and participate in gross motor and outdoor play and support children's interactions and skill development</p>
<p><b><u>Fine Motor</u></b></p>	<p>___ For functional grasp, use rock or egg crayons, twist n write pencil, broken crayons, triangle shaped\ crayons, short or broken pencils, attach clothes pen to pencil          ___ For cutting, use small loop scissors, spring scissors and hand over hand scissors          ___ Tape work to easel or binder for a slanted surface in order to develop wrist extension and core and upper extremity strength</p>	<p>___ Lay on stomach to develop core neck and upper extremity strength          ___ For pre-writing stroke progression, use various mediums like playdough, salt or sand tray, paint, sidewalk chalk, shaving cream etc.</p>	<p>___ Containers and accessible storage shelves with labels to encourage self-help that have different fine motor materials like interlocking building materials, blocks, manipulatives, puzzles, and art materials (pencils, scissors etc.)</p>

## Tier 1 Regulation Supports and Interventions

<p><b><u>Regulation</u></b></p>	<p>___ Compression clothing          ___ Compressions          ___ Lap pads          ___ Weighted blankets (No more than 10 percent of body weight)          ___ Vibration</p>	<p>___ Fidget Toys          ___ Chewies          ___ Velcro on desk          ___ Cushions for chairs          ___ Sensory balls          ___ Flexible seating (cushion, stand, kneel)</p>	<p>___ For sensory movement breaks, use GoNoodle and You Tube videos, theraband, animal walks during transitions, and intentional chores/jobs</p>
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