

What About the Other Kids? Balancing the Needs of All Children Multitiered Systems of Support

Types of Support:

- Tier 1: low/infrequent support
- Tier 2: moderate/occasional support
- Tier 3: high/frequent support

In Column 1, under each time of day/activity, list the names of children who need support. Column 2 lists ideas for supports in each tier. This is not a comprehensive list; these are just ideas to get you brainstorming.

Time of Day/Activity	Types of Support
Arrival/Departure	
Tier 1	Tier 1: <ul style="list-style-type: none"> • Make children greeters to support other children in tiers 2 and 3 • Pair this child with a child in tier 2 as a greeting buddy • Give this child a visual to show other children who struggle in tiers 1 and 2
Tier 2	Tier 2: <ul style="list-style-type: none"> • Place in child's cubby visuals of what to do at arrival • Create a social story of what to do at this time • Have family put pictures of teachers, school, and favorite activity on keyring. Attach to back pack if child takes bus • Place a calming basket in cubby for child to use as he enters room • Pair child with a child in tier 1 as greeting buddy • Send visuals of arrival steps home to family (no one reads newsletters) • Sing behavior steps as children arrive
Tier 3	Tier 3: <ul style="list-style-type: none"> • Plan to be close to this child for the first 5 minutes after she walks in the room. If children enter at once, have their cubbies near each other so you are in close proximity. If you have more than one adult, divide this responsibility • Leader comes in room for 5–10 minutes at this time to push in support and fade as children gain skills • Have visuals of that specific child during transition, and send those visuals home

Breakfast/Lunch/Snack	
Tier 1	Tier 1: <ul style="list-style-type: none"> • Have child helpers to support other children who struggle in tiers 2 and 3 • Teach this child to help other children as a peer buddy in tier 2 and tier 3 • Give this child a visual to show children who struggle in tiers 1 and 2
Tier 2	Tier 2: <ul style="list-style-type: none"> • Provide visuals of what to do • Offer only positive directives: "Sit down while you eat." Avoid negative words, such as <i>no</i> and <i>don't</i> • Create a social story of what to do • Pair this child with a child in tier 1 as a buddy • Send visuals of steps home to family • Sing steps • Make any wait time active by singing, clapping, or doing fingerplays
Tier 3	Tier 3: <ul style="list-style-type: none"> • Plan to be close to this child/children during breakfast. If you have more than one adult, divide this responsibility • Keep eyes on child/children at all times; instead of turning head, reorient or shift your body so child/children are always in view • Leader comes in room for 5-10 minutes at this time to push in support and fade as children gain skills • Have visuals of that specific child during this time of day, and send those visuals home
Circle Time/Whole-Group Meeting	
Universal strategies for all children:	<ul style="list-style-type: none"> • Circle time should be <u>short</u> at the start of the year and progress as year progresses. Whole-group time should not exceed 15 minutes. • Alternate between sitting and moving. • Shorten circle time if it is a struggle. Add time as the year progresses or as children learn new skills.
Tier 1	Tier 1: <ul style="list-style-type: none"> • Give jobs to support other children that struggle in tiers 2 and 3 • Teach this child to help other children as a peer buddy in tier 2 and tier 3 • Give this child a visual to show children who struggle in tiers 2 and 3
Tier 2	Tier 2: <ul style="list-style-type: none"> • Add child interest to circle activities • Give child a job at circle that never changes • Let child pick order of circle time activities

	<ul style="list-style-type: none"> • If you have more than one adult, divide one large group into two small groups • Have visuals of rules • Pair child with a child in tier 1 as a buddy • Send visuals of circle expectations home to family (no one reads newsletters)
Tier 3	Tier 3: <ul style="list-style-type: none"> • Plan to be close to this child or children. If you have more than one adult, divide this responsibility • Leader comes in room for 5–10 minutes at this time to push in support and fade as children gain skills • Have visuals of that specific child doing circle-time expectations, and send those visuals home • Have several alternate activities available, and let child choose one
Free Play/Outside Play	
Tier 1	Tier 1: <ul style="list-style-type: none"> • Make children “problem solvers of the day” to support other children who struggle in tiers 2 and 3 • Teach this child to help other children as a peer buddy in tier 2 and tier 3 • Give this child a visual to show children who struggle in tiers 1 and 2
Tier 2	Tier 2: <ul style="list-style-type: none"> • Teach personal space with large plastic hoops, fabric, and trays; put items child doesn’t have to share in or on these tools. Work on sharing as the year progresses • Have calming baskets in each area and bring a calming caddy outside • Make sure timers are in each area • Post visuals of expectations In each area • Have sign-up lists when centers are full
Tier 3	Tier 3: <ul style="list-style-type: none"> • Plan to be close to this child or children. If you have more than one adult, divide this responsibility • Have peer buddy support this child • Leader comes in room for 5–10 minutes at this time to push in support and fade as children gain skills • Have visuals of that specific child during free play, and send those visuals home

Nap Time	
Tier 1	Tier 1: <ul style="list-style-type: none"> • Make helpers to support other children who struggle in tiers 2 and 3 • Teach this child to help other children as a peer buddy in tier 2 and tier 3 • Give this child a visual to show children who struggle in tiers 1 and 2
Tier 2	Tier 2: <ul style="list-style-type: none"> • Consider changing the location where child sleeps • Put decals on the ceiling or hang items for children to look up at during nap • Have visuals of what to do at nap • Send visuals of nap-time steps home to family
Tier 3	Tier 3: <ul style="list-style-type: none"> • Consider whether child needs weighted blanket; consult with specialist • Have child who struggles help everyone else get to sleep with “sleepy sprinkles” (empty bottle with label <i>Sleepy Sprinkles</i>) or have child spray “sweet-dream spray” in air (use water and lavender or vanilla extract; be aware of children who may have allergies) • Plan to be close to this child. If you have more than one adult, divide this responsibility • Leader comes in room for 5–10 minutes at this time to push in support and fade as children gain skills • Have visuals of that specific child during nap, and send those visuals home
Other Time of Day:	
Tier 1	Tier 1:
Tier 2	Tier 2:

Tier 3	Tier 3:
Other Time of Day:	
Tier 1	Tier 1:
Tier 2	Tier 2:
Tier 3	Tier 3:
Other Time of Day:	
Tier 1	Tier 1:

Tier 2	Tier 2:
Tier 3	Tier 3: