

QUICK BEHAVIOUR LOCATOR

Execution of various gross motor movements

I want to help a child TO ...

- co-ordinate body parts C1-4 - C1-5
- maintain stability C1-4 - C1-5

Execution of various fine motor movements

I want to help a child TO ...

- use tools effectively C1-6 - C1-7
- use materials effectively C1-6 - C1-7

Adjustment of actions to the environment

I want to help a child TO...

- be aware of his/her environment C1-8 - C1-9
- control his/her movements within the environment C1-8 - C1-9

More specifically, I want to help a child WHO ...

- reacts very strongly when someone enters his/her personal boundaries/space, for example, pushes, screams, cries, paces C1-10 - C1-11
- does not seem to be aware of the personal boundaries of others, for example, is often observed leaning on or touching others, speaking too close to someone's face, etc. C1-10 - C1-11
- often engages in repetitive movements or actions; once started, will not stop until someone intervenes. For example: spins objects, rocks, paces, rubs, hand movements, keeps applying the glue even when there is none left, continues to colour despite having gone through the paper. C1-12 - C1-13

Recognition of factors that favour well-being (health and safety)

I want to help a child TO ...

- identify his/her needs C1-14 - C1-15
- adopt and maintain good posture C1-14 - C1-15
- begin to identify and apply relaxation techniques with guidance. C1-14 - C1-15
- respect classroom and school safety rules C1-16 - C1-17

More specifically, I want to help a child WHO ...

- constantly puts inappropriate objects in his/her mouth. C1-16 - C1-17
- sucks fingers, thumb or clothes. C1-16 - C1-17
- throws uncontrollable temper tantrums that could injure self and/or others. C1-18 - C1-19
- engages in activities that could cause bodily harm to self and/or others C1-20 - C1-21
- inflicts injury to others, for example, throws, hits, kicks, uses materials/tools to inflict injury. C1-20 - C1-21

QUICK BEHAVIOUR LOCATOR

Use of appropriate means to meet his/her needs.

I want to help a child TO ...

- use appropriate means to meet his/her needs..... C2-4 - C2-5

More specifically, I want to help a child WHO ...

- frequently appears to be in distress as expressed by screaming, crying, shaking, etc..... C2-6 - C2-7
- despite receiving encouragement to participate or engage in an activity, physically removes him/herself and/or has a tantrum C2-6 - C2-7
- uses physical aggression (does NOT include rough and tumble play) C2-6 - C2-7

Appropriate expression of his/her tastes, interests, ideas, feelings and emotions

I want to help a child TO ...

- express his/her tastes, interests, feeling and emotions appropriately..... C2-8 - C2-9

More specifically, I want to help a child WHO ...

- constantly hugs the other children..... C2-10 - C2-11
- imitates and repeats what others say rather than express own tastes, interests, feelings and emotions..... C2-10 - C2-11
- appears to be in crisis as demonstrated by exaggerated expression of feelings and emotions, for example, screams, cries, hits, throws objects, aggresses C2-10 - C2-11
- does not speak in school C2-12 - C2-13

Demonstrate autonomy in games, activities, projects and everyday life in the class

I want to help a child TO ...

- demonstrate autonomy in games, activities, projects and everyday life in the class..... C2-14 - C2-15

More specifically, I want to help a child WHO ...

- refuses, hides or disappears when it's time to clean up C2-16 - C2-17
- continually asks for reassurance before acting; depends on teacher for direction, answers or reinforcement for every minor issue/decision C2-16 - C2-17
- always selects the same centre, station, activity, seat, book, color etc., and becomes upset when forced to choose something else C2-16 - C2-17

Manifests emotional security in a variety of ways (setting challenges for himself/herself, speak up)

I want to help a child TO ...

- manifest emotional security in a variety of ways (setting challenges for himself/herself, speaking up)..... C2-18 - C2-19

More specifically, I want to help a child WHO ...

- goes into crisis when there is a change in the routine or environment C2-18 - C2-19
- requires constant encouragement or support to participate in activities and/or routines C2-20 - C2-21
- always talks out of turn/interrupts..... C2-20 - C2-21

QUICK BEHAVIOUR LOCATOR

Demonstration of openness to others

I want to help a child TO ...

- demonstrate openness to others C3-4 - C3-5

More specifically, I want to help a child WHO ...

- has heightened interest in others, including strangers, which may give rise to inappropriate social behaviours such as hugging, kissing, wanting to sit on their lap, constant physical contact, etc..... C3-4 - C3-5
- plays apart from others C3-6 - C3-7
- reacts very strongly when someone enters his/her personal space, for example, pushes, screams, cries, paces, etc..... C3-6 - C3-7

Participation in the group

I want to help a child TO ...

- participate in the group C3-8 - C3-9

More specifically, I want to help a child WHO ...

- runs away and hides C3-8 - C3-9
- throws temper tantrums, is physically aggressive, screams, etc..... C3-10 - C3-11
- very often speaks out of turn C3-10 - C3-11
- very often speaks very loudly or out of context. C3-12 - C3-13
- physically withdraws from the group during activities C3-12 - C3-13
- is disengaged from the activity while staying close to the group C3-12 - C3-13
- refuses or reacts very strongly, becoming agitated or angry, when asked to participate. C3-14 - C3-15

Observance of the group's rules of conduct

I want to help a child TO ...

- observe the group's rules of conduct C3-16 - C3-17

More specifically, I want to help a child WHO ...

- is overly fixated on the classroom/school rules and routines; is rigid about their application to self and others C3-16 - C3-17

Application of a conflict resolution process, with help

I want to help a child TO ...

- apply a conflict resolution process C3-18 - C3-19

More specifically, I want to help a child WHO ...

- is very often engaged in a social conflict situation C3-18 - C3-19
- does not show remorse after having hurt someone C3-18 - C3-19

Personal involvement with others

I want to help a child TO ...

- be personally involved with others. C3-20 - C3-21

More specifically, I want to help a child WHO ...

- reacts inappropriately (verbally or physically) when asked to share space and/or materials, for example, uses foul language, screams, pushes, hits, throws, runs away, etc. C3-20 - C3-21
- withdraws when others try to engage him/her C3-20 - C3-21

Developmental Profile

In preschool education, children have the opportunity to discover the satisfactions and constraints of community life and develop social skills. They discover their community and other ways of life. They learn to respect others and to pay attention to what they say. They become open to individual differences. They learn the rules of conduct that are necessary for groups to run smoothly. In conflicts, they take actions that promote conflict resolution. They increasingly take their place in the group and recognize that they have rights and responsibilities. (QEP, 58).

Outcomes at the End of Preschool Education

At the end of preschool education, the children are able to live harmoniously with others. They communicate with various people and are able to share, offer help and encourage others. They appreciate individual differences and take part in group activities. (QEP, 59).

When viewing this document on-screen, this icon will take you directly to further resources related to the section you are in.

This document and all its related resources are available on LEARN at www.learnquebec.ca/en/content/curriculum_elem/kinder/specialneeds/index.html

QUICK BEHAVIOUR LOCATOR

Interest in communication**I want to help a child TO ...**

- develop interest in oral communication C4-4 - C4-5
- develop interest in written communication C4-4 - C4-5
- develop interest in communication and information technologies C4-6 - C4-7

More specifically, I want to help a child WHO ...

- often appears to be inattentive in small and/or large group activities/discussions C4-6 - C4-7
- never looks at the speaker when spoken to by an adult and/or peer C4-6 - C4-7
- rarely responds verbally when spoken to by an adult and/or peer C4-8 - C4-9
- often talks over while being spoken to C4-8 - C4-9
- appears to be disengaged during classroom discussions C4-8 - C4-9
- appears to be disengaged during classroom activities C4-10 - C4-11
- shows no interest in exploring print C4-10 - C4-11
- appears to be disengaged during story time C4-10 - C4-11

Demonstration of understanding of the message**I want to help a child TO ...**

- develop an understanding of oral communication C4-12 - C4-13
- develop an understanding of written communication C4-14 - C4-15

More specifically, I want to help a child WHO ...

- does not recognise his/her own name C4-14 - C4-15

Production of messages**I want to help a child TO ...**

- produce oral messages C4-16 - C4-17

More specifically, I want to help a child WHO ...

- rarely expresses himself/herself verbally or engages in conversations C4-18 - C4-19
- chooses not to speak C4-18 - C4-19
- produces incomprehensible words C4-18 - C4-19
- produces incomprehensible sentences C4-20 - C4-21

I want to help a child TO ...

- produce written messages C4-20 - C4-21
- copy/write his/her name C4-20 - C4-21
- discriminate between letters, numbers and shapes C4-22 - C4-23
- identify some letters by their name C4-22 - C4-23
- make letter and sound connections by identifying a few letter sounds C4-22 - C4-23
- identify syllables in a word C4-24 - C4-25
- move from scribbling to using letters or numbers C4-24 - C4-25
- produce multimedia messages C4-24 - C4-25

QUICK BEHAVIOUR LOCATOR

Demonstration of interest, curiosity and a desire to learn**I want to help a child TO ...**

- show interest and curiosity in a variety of subject areas C5-4 - C5-5

More specifically, I want to help a child WHO ...

- appears to be withdrawn in a variety of situations..... C5-4 - C5-5

Experiment with various ways of exercising thinking**I want to help a child TO ...**

- experiment with various ways of exercising thinking C5-6 - C5-7

More specifically, I want to help a child WHO ...

- engages only in unorganised, immature spontaneous play C5-6 - C5-7
- interacts with the same toys or items and always in the same way C5-6 - C5-7

Use pertinent information to learn**I want to help a child TO...**

- organise and represent information..... C5-8 - C5-9

More specifically, I want to help a child WHO ...

- has difficulty organising him/herself in his/her environment..... C5-8 - C5-9

Describe the process and strategies used in learning**I want to help a child TO ...**

- describe the process and strategies he/she used C5-10 - C5-11

QUICK BEHAVIOUR LOCATOR

Be involved in the activity or project**I want to help a child TO...**

- become involved in an activity or project..... C6-4 - C6-5

Use of his/her resources in carrying out the activity or project**I want to help a child TO...**

- become involved in a project drawing on his/her resources..... C6-6 - C6-7

Perseverance in carrying out the activity or project**I want to help a child TO...**

- persevere in carrying out an activity or project..... C6-8 - C6-9

More specifically, I want to help a child WHO ...

- requires constant support in order to complete any task..... C6-8 - C6-9

Description of the strategies used in carrying out the activity or project**I want to help a child TO...**

- describe the strategies and the work..... C6-10 - C6-11

More specifically, I want to help a child WHO ...

- cannot describe steps, strategies, etc..... C6-10 - C6-11

Assessment of the learnings acquired and difficulties encountered**I want to help a child TO...**

- assess learning and speak of the difficulties encountered..... C6-12 - C6-13

Expression of satisfaction with the activity or project**I want to help a child TO...**

- express satisfaction..... C6-14 - C6-15

More specifically, I want to help a child WHO ...

- never speaks, is non-verbal..... C6-14 - C6-15