

Child's Name: _____

Birth Date: _____

1 What are my concerns? What have I observed that has led me to these concerns?

2 Time of Year my observations are made

- Beginning (September to November)
- Middle (December to March)
- End (April to June)

3 In relation to the class, this child is among:

- the youngest
- the average
- the oldest



STOP AND CONSIDER!

Are my expectations realistic at this time of year in light of the **Outcomes at the End of Preschool Education?**

4 What information could the parents provide to shed some light on the situation?

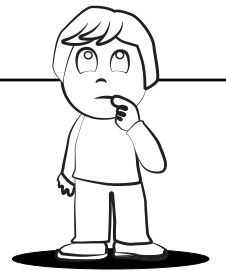
- Does the child have any prior experience in a play-group environment?
- Has there been an event at home that could be affecting the child? (separation, death of a family member or pet, new sibling, planned trip, etc.)
- Has a similar behaviour been observed at home?
- Could there be a home culture that explains the behaviour observed?
- What strategies do the parents use that could be used in class?
- What is the child's position with regards to siblings and might it influence the behaviour?
- Could there be a medical reason that requires further investigation?

5 What have the parents told me?



STOP AND CONSIDER!

In light of the picture I have now, should I wait, support the child as I normally do and re-evaluate later?



Child's Name: _____

Narrow down your concern.



Explore the Quick Behaviour Locator to direct your search and find an observation that best fits the situation.

My observation can be linked to: Competency _____ pages _____

and/or: Competency _____ pages _____

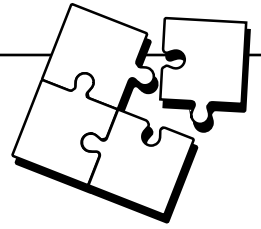


Explore the pairs of pages you have selected

- Identify points you should consider.
 - Identify the related strategies you would like to try.
- Prioritize them to plan your implementation [Next page]

COMPETENCY 1 PERFORMS SENSORIMOTOR ACTIONS EFFECTIVELY IN DIFFERENT CONTEXTS	
QUICK BEHAVIOUR LOCATOR	
Execution of various gross motor movements	
I want to help a child TO...	
• to enhance 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.....	C1-4, C1-7
• use materials effectively.....	C1-4, 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 (e.g. pushes, screams, cries, pain).....	C1-10, C1-11
• does not seem to be aware of the personal boundaries of others (often observed standing or touching others, speaking too close to someone's face).....	C1-10, C1-11
• when engaged in repetitive movements or actions, once started, will not stop until someone intervenes (for example spinning objects, rocking, jacking, rolling, hand movements, keeping applying the glue when there is none left, continues to colour despite having gone through the paper).....	C1-10, C1-11
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
• avoid and maintain good posture.....	C1-14, C1-15
• begin to identify and apply relaxation techniques with gestures.....	C1-14, C1-15
• present classrooms and school safety rules.....	C1-14, C1-15
More specifically, I want to help a child WHO ...	
• consistently puts inappropriate objects in mouth.....	C1-16, C1-17
• puts things, things or objects.....	C1-16, C1-17
• throws unremovable temper tantrums that could injure self and/or others.....	C1-16, C1-17
• engages in activities that could cause bodily harm to self and/or others.....	C1-16, C1-17
• inflicts injury to others, throws, hits, kicks, uses materials/tools to inflict injury.....	C1-20, C1-21

COMPETENCY 1 PERFORMS SENSORIMOTOR ACTIONS EFFECTIVELY IN DIFFERENT CONTEXTS	
<p>Evaluation Criteria: Execution of various gross motor movements</p> <p>In order to encourage the children to execute various gross motor movements, I need to provide ample opportunity</p> <ul style="list-style-type: none"> • to broaden his/her repertoire of actions. • to experiment with gross motor movement. • to pay attention to his/her sensory and bodily reactions. 	<p>Kindergarten exit profile</p> <p>By being given ample opportunities to take part in a variety of activities, the children strengthen their muscles and increase muscle tone, have better core muscle strength, stability, flexibility and good overall coordination and endurance.</p> <p>For instance, by the end of kindergarten children can be observed:</p> <ul style="list-style-type: none"> • running • throwing • catching • crawling • jumping • sliding • swinging • climbing • hopping • balancing • stretching • skipping
<p>If I want to help a child to ... co-ordinate body parts.</p> <p>For example:</p> <ul style="list-style-type: none"> • climb stairs alternating feet on each step • run in a fluid and co-ordinated manner • hop forward and backward on both feet • hop forward and backward on one foot • throw a ball • catch a ball • act out movement while using language (boom, song) • crawl • slide • use a swing on his/her own • skip with a rope 	<p>First I would consider...</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do I know about gross motor development? <input type="checkbox"/> Could there be home life or cultural habits that may be contributing to behaviours I'm observing? <input type="checkbox"/> Am I expecting the children to sit too long? <input type="checkbox"/> Am I creating opportunities for the children to be active participants as opposed to passive listeners?
<p>If I want to help a child TO ... maintain stability.</p> <p>For example:</p> <ul style="list-style-type: none"> • stand on one foot • walk for a distance on a line • walk on a balance beam 	<p>First I would consider...</p> <ul style="list-style-type: none"> <input type="checkbox"/> What do I know about gross motor development? <input type="checkbox"/> Could there be home life or cultural habits that may be contributing to the behaviours I'm observing? <input type="checkbox"/> Are there medical reasons that could be contributing to the behaviour which need further investigation such as inner ear, sight, hearing, other physical conditions? <input type="checkbox"/> Am I expecting the children to sit too long? <input type="checkbox"/> Am I creating opportunities for the children to be active participants as opposed to passive listeners.
<p>Then I could try ...</p> <ul style="list-style-type: none"> • Find out more about gross motor development. • Adjust circle time and/or classroom activities to insure the length is appropriate for the time of year. • Ensure there is a balance of movement to seated listening time during the day. • Provide exercises that strengthen core stabilizing muscles throughout the day such as crab walk, the plank, wheel barrow, bear crawl. • Provide outdoor activities: climbing structures, jungle gym, running, catching. • Play social physical games such as Red Light Green Light, Me Waf, tag, leapfrog, Red Rover, a version of Simon Says that incorporates stability and coordinating movements. • Use action songs with movement. • Play games with a variety of materials: balls, hula-hoops, skipping ropes, elastic, etc. • Encourage children to lie on their stomach while playing, doing puzzles, drawing, etc. • Provide adaptations for children who are experiencing difficulty staying in the same position for any length of time, i.e. sitting in a chair rather than on the floor, using a stability ball, using bean-bag boards, etc. 	<p>Then I could try ...</p> <ul style="list-style-type: none"> • Find out more about gross motor development. • Adjust circle time and/or classroom activities to insure the length is appropriate for the given time of year. • Ensure there is a balance of movement to seated listening time during the day. • Provide exercises that strengthen core stabilizing muscles throughout the day such as crab walk, the plank, wheel barrow, bear crawl. • Provide outdoor activities (climbing structures, jungle gym, running, catching). • Play social physical games such as red light-green light, Me Waf, tag, leapfrog, Red Rover; play Simon Says incorporating stability and coordination movements. • Use action songs with movement. • Play games with a variety of materials: balls, hula-hoops, skipping ropes, elastic, etc. • Encourage children to lie on their stomach while playing (puzzles, drawing, etc.) • Provide adaptations for children who are experiencing difficulty staying in the same position for any length of time, i.e. sitting in a chair rather than on the floor, using a stability ball, bean-bag boards.



Child's Name: _____

1

Strategy(ies) I plan to implement



STOP AND CONSIDER!

- How will I present the strategy(ies) to the child and /or to the class?
• How will I "teach" it?
• Do I need to break it down into smaller steps?
• Should I make changes to my classroom environment/routines?

L

How long will I take to implement and support the strategies?

2

How I will implement and support the chosen strategy(ies)? [Steps]

- whole class
□ small group
□ individual
□ concerns teacher only

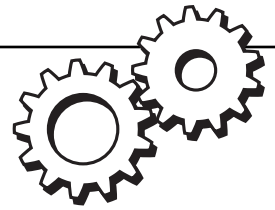
How can I continue or extend support for the child or class over time?



Materials & Resources

3

Assessment: How will I know the child or children have progressed?



Child's Name: _____

Don't be discouraged if your strategy isn't immediately successful. Give it time. Be consistent.

DATE	OBSERVATIONS	ADJUSTMENTS – FOLLOW UP



What happens next?

- The child has progressed.
- I will continue with this strategy, give it more time.
- I need to go back and choose another strategy to implement

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