|  |  |  |  |
| --- | --- | --- | --- |
| **Date:** | **11/2 & 10/11 2011** | **Teacher Names:** | **Rhonda C. & Jill** |
| **Childcare Center:** | **Home Provider**  **Project Help** | **Child:**  **Male 4 years old** |  |

**Consultation Review**

**Teacher Strengths: Rhonda C.**

|  |
| --- |
| Nurturing |
| Creates a homey environment, small setting |
| Structured |
| Tries to follow children’s needs and rhythm of the children in her care |
| Consistent |
| Soft spoken-remains calm in redirecting or helping the child to make better choices. |
| Responds to children’s needs. |
| Teachable and willing to help child. |
| Positive comments to child. |
| Keeps child close without appearing to be in trouble. |

**Teacher Strengths: Jill**

|  |
| --- |
| Experienced! |
| Treats children equal. |
| Teachable |
| Appreciates the team approach. |
| Wants the best for this child. |
| Repetition and consistency |
| Teacher has a lot of tools in her toolbox of teacher tricks and solutions and knows how and when to use them. |
|  |

**Child Strengths:**

|  |
| --- |
| Plays with other children |
| Smiles a lot |
| Affectionate |
| Follows directions |
| Cleans when it is cleaning time. |
| Apologizes and tries to hugs person that he might have hurt |
| Listens well to stories, in small group or large |
| Engages in activities |
| Mannerly |

**Observations:**

|  |
| --- |
| Childs attention span in centers..longest was 4 minutes. Roams from center to center. |
| Might be hard to relax when over stimulated either by people,environment, etc. He seems to have a harder time controlling his body and keeping still and being in non-motion. Seems to do better in small groups, home provider, etc… What does this constant motion do for him? Why is it more prevalent in different situations? |
| Times that child hit another child or bumped into, or grabbed..etc..it looked to me as an attempt to play or connect with the other person, it didn’t appear aggressive in nature. |
| Child when frustrated or a situation of sharing became an issue..he might take what he had or wanted back, and he may hit out of anger, but it seemed to be to ATTAIN something. Usually an object…It doesn’t appear that the child is doing these behavior to ATTAIN attention…but, something. |
| Child tries to please teacher. |
| When he is angry he displays his anger through stomping, facial changes, and sound effects. |
| Child appears to have a NEED to touch..vs. want ..is it controllable ? What is a special need? Ask yourself what is this childs special needs? Does this child have a need for safety? What is a need for safety? |
| Seems to have a hard time with impulse..or he is reactive to situations. |
| Child’s behavior was possible altered by me watching… he knew I was there and watching him. |
|  |
|  |

**Questions:**

|  |
| --- |
|  |
|  |
|  |
|  |
|  |

**Ideas, Suggestions, & Thoughts:**

*\*These are only suggestions and ideas that might be helpful based on the consultants experience and knowledge. These ideas expressed are not required but, only recommended based upon this consultants observation and verbal testimony of the parents, teacher, and child involved.*

|  |
| --- |
| Plan in place as to what happens when child is angry or wants something.  **At all locations.**   1. Help the child PROCESS what just happened. 2. Talking with S and the other child or adult. Giving the victim a voice if needed. 3. Help the children to resolve the conflict without taking the responsibility that is not ours. (WE PROVIDE SAFTETY & SUPPORT IN LEARNING) and give the child the benefit of the doubt that he was attempting something positive vs. negative. 4. Be preventative: Take note of the child’s state..does he need a break…spend that time with him or help him to engage in something that is more calming or in a smaller setting..etc. If you think he is being over stimulated. Teach him how to be calm…use words and phrases like, “I think we might need a change right now to calm you down.. Let’s do….or help…. Or play with …..” 5. If child persists going from one fire to the next..go to step 4. It’s too much for him and our goal is to help him to be successful. 6. Be consistent. |
| Acknowledge anger outbursts, “It looks like that mad you very angry.”, or You look very angry, when I get angry this is what I do..do you think you can do this with me…breathing, sitting..stretching..etc. Dialogue at this time is not usually very productive because, children are not using the cognitive part of the brain at this time…wait for child to be calms for discussions. |
| Keep conversations and talking to a minimum. |
| Child likes the control in play and often tells other children what and how to play..involve yourself in play with him and help him to give other children a turn and help him to look for ways that others are playing and sharing. Point those out. Help him to appreciate other children and what they are doing. |
| Remember positive comments for this child..positive..positive..etc. The impact of negative comments can be hard to reverse. 11 positives for 1 negative..rule of thumb. Children internalize how we make them feel. |
| Work with child on touch: activities that teach hard and soft…helping him to regulate his senses. Use doll, stuffed animals, etc.. |
| When child gets frustrated and angry..if you’ve done your part..be calm and move on he is resilient! Very resilient..and hopefully he will re engage and follow. I wouldn’t ignore tantrum behavior, but if addressed and recognized move to help child to refocus…and wait..if he is not ready..let him come back to you when ready. |
| Activities that promote sharing: books, role play. |
| Activities that help regulate: Freeze tag..to music..music seems to get him to be very active play music and then freeze..like statue freeze..help him gain control of that body. |
| Tell child what he CAN do..versus..negatives..don’t, stop, his name, etc. What can he do…ask his friend..can I hug you? Can you run over there and bump into the padded wall..think of ways for him to accomplish what he wants to do, but appropriately. Be clear on what he is to do and why. |
| Utilize CSFEL cards…problem solving kit..at RC and center if possible?? |
| Help child to be responsible for actions..bathroom, spitting, etc. He cleans up..teacher or parent can help support, but have him take responsibility without blame and punitive tones, yelling, reprimanding, you know better, etc. Let the child work out his need for control. Engage in positive solutions to problems. |
| Activities that involve turn taking: ball toss, run when it is your turn, utilize timers…reflect on the boundaries, for i.e. when the timer…when you catch the ball.. when you are in this spot….etc. be creative. |
| Try at least 2-3 of these things and work on for 3 weeks..Reminder behavior may get worse before it gets better. |
|  |
|  |

**Referrals:**

|  |
| --- |
| Talk about referral to Early Intervention..pros, cons..think about..timing.. |
|  |
|  |
|  |
|  |

**Added Thoughts or Things To Do:**

|  |
| --- |
| Talk about protective factors. Strengthening Families |
| Give parents ADHD assessment |
| Ages and Stages and SE all parties involved.. |
| Meet back in three weeks**.** |