QUICK BEHAVIOUR LOCATOR

Demonstration of openness to others

I want to help a child TO ...

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

Participation in the group

I want to help a child TO ...

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

Observance of the group's rules of conduct

I want to help a child TO ...

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

Application of a conflict resolution process, with help

I want to help a child TO ...

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

Personal involvement with others

I want to help a child TO ...

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

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 an encourage others. They appreciate individual differences and take part in group activities. (QEP, 59).

This icon indicates that there are targeted related resources you can consult in the corresponding Resource Documents available on line.

This document and all its related resources are available on LEARN at
www.learnquebec.ca/special-needs-in-k

Evaluation Criteria:
Demonstration of openness to others

In order to encourage the children to demonstrate openness to others, I need to provide ample opportunity to show interest in others:
• to become acquainted with different people.
• to recognize their physical, social, cultural characteristics.
• to recognise his/her differences from and similarities to others.

Kindergarten exit profile

Over the course of the year, the children's social network slowly begins to grow They become more comfortable interacting with larger groups of children as well as collaborating with those peers they may be less familiar with

For instance, by the end of the year, the children can be observed::

• seeking to play with other children
• approaching and/or greeting classroom guests
• interacting with a variety of peers and adults
• collaborating and cooperating in a team project
• sitting next to anyone in the classroom

If I want to help a child TO

demonstrate openness to others,
for example:
• seek to play with other children
• approach and/or greet classroom guests
• interact with a variety of peers and adults
• collaborate and cooperate in a team project
• sit next to anyone in the classroom

First I would consider...

☐ What do I know about social development in young children?
☐ Does the child behave the same way with everyone, peers and adults?
☐ Does this occur in all situations, structured and unstructured?
☐ Is the child simply very shy?

If 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.

First I would consider...

☐ Have I discussed and explored the issue of personal boundaries with the class using a variety of resources and strategies?
☐ In what circumstances do I see this happening?
☐ Can I structure learning situations differently for the student, for example, where he/she sits or stands, who is next to him/her, etc.?

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Then I could try to:

- model social etiquette to demonstrate how to greet and interact with other adults whenever occasions arise such as a visit from a parent or the principal.
- help a child establish a bond with one other child to begin with.
- provide alternate opportunities/times for a child to share in one-on-one situations or very small groups to build up confidence.
- make sure to build a trusting relationship with a child who is very shy.
- forewarn a child about what will be coming next to avoid putting the child on the spot when I call on him/her in large groups.
- allow him/her to respond in a variety of ways (non-verbal, one word, drawing, etc.).

Then I could try to:

- organise an activity to explore/demonstrate personal boundaries and varying comfort zones. Use a hula-hoop, arm's-length apart, or other concrete examples to demonstrate.
- discuss and model strategies the other children could use when their personal space has been invaded such as giving a clear message like "Please back up one step" or "Everybody has a rainbow; step out of my rainbow". Provide actions they can take such as arm's-length apart or step back. Provide opportunities for the children to practice them in variety of playful situations such as puppet play and role play.
- create boundaries to help the child become aware of personal space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- in group situations, find ways to give the child more space by placing him/her at the end of the line, on the outer part of the circle, or next to me, for example.
- with the child, identify the behaviour deemed inappropriate and provide examples of more appropriate social behaviours, for example, "Instead of hugging, say "hi", smile, or give a thumbs up".
- model the appropriate social behaviour and give the child time and opportunities to practice the intended behaviour.
- use pictures or non verbal cues to support the child.
- limit the number of partners for the child. Start with one partner and build up throughout the year.

If I want to help a child WHO

plays apart from others

First I would consider ...

- ☐ Is the child a second-language learner?
- ☐ What are the child's language capabilities? Is the child able to express him/herself verbally?
- ☐ Does he/she engage in parallel play?
- ☐ Does the child exhibit the same behaviour in all situations?
- ☐ Is the child choosing to play apart or is he/she being isolated by the other children?

If I want to help a child WHO

reacts very strongly when someone enters his/her personal space, for example, pushes, screams, cries, paces, etc.

First I would consider ...

- ☐ Have I discussed and explored the issue of personal boundaries with the class using a variety of resources and strategies?
- ☐ Have I discussed and explored different ways to react when a child feels someone has entered his /her personal space?
- ☐ Have I considered structuring the learning situations differently for the student, for example, where he/she sits or stands, who is next to him/her, etc?
- ☐ Does this behaviour happen at specific times in the day, with specific children or in specific situations, for example, whole class activities?
- ☐ What are his/her language capabilities? Is the child able to express him/herself verbally in other contexts?

Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her.
- pair the child with a socially adept child who could compensate in language skills, if that is the issue.
- observe to determine the type of play the child engages in during free play, for example, solitary play, parallel play, cooperative play, etc.
- organize little social games that require cooperation with just one partner to begin with, such as cooperative board games, turn-taking situations, etc. The games should be short. Guide the child through the activity, if necessary. Find what is of interest to the child and use that interest to create a social context for that child to engage with another child chosen strategically.
- provide situations in which the children need to share materials and/or tools, for example, one pair of scissors and one glue stick for the pair.
- establish consistency in the seating arrangement for that child so he/she can develop a relationship with table-mates.
- find what is of interest to the child and use that interest to create a social context for that child to engage with another child chosen strategically.
- contact the parents to determine whether they can shed some light on the situation, for example, has there been a change in the family's situation/home environment that could explain the behaviour?

Then I could try to:

- organise an activity to explore/demonstrate personal boundaries and varying comfort zones. Use a hula-hoop, arm's-length apart, or other concrete examples to demonstrate.
- help the other children in the class understand the personal space needs of that child.
- discuss and model strategies the other children could use when their personal space has been invaded such as giving a clear message like "Please back up one step" or "Everybody has a rainbow; step out of my rainbow". Provide actions they can take such as arm's-length apart or step back. Provide opportunities for the children to practice them in variety of playful situations such as puppet play and role play.
- use pictures or non-verbal cues to support the child.
- create boundaries for the child if needed: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc.
- limit the number of partners or playmates for the child during free play or activity time; start with one partner and build up throughout the year.
- in group situations, find ways to give the child more space by placing him/her at the end of the line, on the outer part of the circle, or next to me, for example.
- introduce coping strategies and support and help the child to apply them when needed.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with a professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

Evaluation Criteria:
Participation in the group

In order to encourage the children to participate in the group, I need to provide ample opportunity
• **to participate in the group.**
• to express his/her ideas.
• to listen to others.

Kindergarten exit profile

Over the course of the year, the children are exposed to a variety of small and large group activities aimed at encouraging them to express themselves, developing their social skills and providing a sense of community.

For instance, by the end of the year, the children can be observed:

• voicing their ideas and making suggestions in group discussions
• contributing information and opinions to their peers
• participating in organizing materials, space and time
• following the classroom routine
• participating in small and large group games and activities
• sharing materials and working space
• listening to others

If I want to help a child TO

participate in a group,
for example:
• voice ideas and make suggestions in group discussions
• contribute information and opinions to peers
• participate in organizing materials, space and time
• follow the classroom routine
• participate in small and large group games and activities
• share materials and working space
• listen to others

First I would consider ...

☐ Does my classroom provide an environment in which communication is valued and promoted?
☐ Do I provide opportunities for children to express themselves in a variety of situations throughout the day: to explain, make predictions, give opinions, make an argument, summarize, etc?
☐ Have I discussed how to be a good communicator?
☐ Is the child a second language learner?

If I want to help a child WHO

runs away and hides

First I would consider ...

☐ What do I know about self-regulation?
☐ Do I know why the child is doing this, i.e. is there a a trigger? Is this a way to deal with stress?
☐ What can I change in my classroom environment to reduce the children's level of stress?

Then I could try to:

- ensure there is always a balance between listening and active, physical participation. Keep directions short so children can quickly become actively involved.
- provide opportunities for the children to share, express themselves, and present ideas in both formal and informal settings.
- provide many and varied opportunities for the children to talk during **informal** situations: snack time, lunch, free play, centers, etc.
- provide many and varied opportunities for the children to talk during **formal** situations: Show and Tell, problem solving, group games, etc.
- ask open-ended questions such as "How do you know that?", "What happened when ...?", "Why do you think...?"
- provide opportunities for the students to practice good communication skills such as looking while speaking and listening.
- acknowledge rather than praise the behaviour that I am trying to encourage when it happens.
- build criteria charts for such things as "A Good Listener" and "A Good Speaker" together with the children.
- provide a second language learner mother-tongue words to bridge the initial understanding gap.

Then I could try to:

- provide the child with a "safe place" to which to retreat in the classroom environment such as a tent, a closed-in nook, etc.
- observe to determine whether there is a trigger. If possible, alleviate the stress from the trigger by providing different coping strategies for the child.
- secure the environment, i.e. make sure my classroom door is always closed and place a sign outside the door indicating that it must always remain closed.
- discuss with the class that they should all look out for each other and stay together.
- establish a plan of action with my principal in case the child runs away from class and another one if he/she runs away outside.
- establish a routine that ensures one-on-one supervision for the child at recess, and other situations outside the classroom.
- pair the child with another whenever possible, for example, when going to the bathroom or to the cubbies.

If I want to help a child WHO

throws temper tantrums, is physically aggressive, screams, etc.

First I would consider ...

- ☐ What do I know about self-regulation?
- ☐ Could this be a learned strategy?
- ☐ Could my expectations, classroom management or time management be a contributing factor?
- ☐ Does this behaviour happen at specific times in the day, with specific children or in specific situations, for example, whole class activities, gym, transitions?
- ☐ What are the child's language capabilities? Is the child able to express him/herself verbally in other contexts?
- ☐ Do I support the child in applying relaxation or calming strategies throughout the day when needed?
- ☐ Do I know why the child is doing this, i.e. is there a trigger/stressor such as loud or high pitched sounds, crowding, bright lights, time of day (before lunch or daycare), etc.
- ☐ Do I have any control over that stressor, i.e. can it be removed or avoided? How can I plan accordingly?

If I want to help a child WHO

very often speaks out of turn

First I would consider ...

- ☐ Could there be a hearing problem?
- ☐ In what contexts do I see this happening? Large group activities? Interactions with peers? Interaction with an adult?

Then I could try to:

- make sure the child is in a secure place to have the tantrum if I suspect tantrums are a learned strategy; let the child have the tantrum but ignore it. Let the child know that when he/she has calmed down, I will talk to him/her. In the end, bring across that the emotion is acceptable but the behaviour is not.
- role play appropriate verbal/non verbal reactions.
- make sure there is an area in the classroom that holds something of interest for the child to where he/she can retreat to manage his/her emotion, for example, a favourite area, toy, book, chair, music, etc.
- to offset the behaviour in situations outside the classroom, consider using a calming object the child can take along, for example, a fidget toy, portable music, etc.
- together with the child, establish a step by step procedure supported by visual aids, to help the child achieve the desired behaviour, for example: "When you are angry you can: 1- Use your words; 2- Go to the cozy corner; 3- Go get a drink of water."
- provide time and opportunity for the child to practice using the procedure.
- be consistent in order for this behaviour to slowly diminish. In the meantime, I would have a plan of action in place to help the other children in the classroom respond to the child's the tantrum such as walk away, tell a teacher. In extreme cases, I would have the children leave the classroom for their safety.
- use the child's interests to my advantage to prevent the onset of a tantrum. Give direction, not choice, for example, "First you finish your snack, then you can [...]."
- observe to determine whether there is a trigger.
- knowing the trigger, I could plan accordingly to reduce its intensity, limit its occurrence or avoid it altogether, for example:
    - avoid using the word "No" in some cases, instead rephrasing my intervention with "I need you to ...". For example, rather than saying "No running" say, "I need you to walk". Always keep it short and direct.
    - modify the environment: change the seating arrangement, remove trigger objects, provide an enclosed space to which the child can retreat, etc.
    - avoid crowd situations such as general assemblies until the child has developed coping strategies like the calming effect of a fidget toy, or until his/her sensitivity threshold has changed.
    - **sounds:** for certain activities, provide the child with "head sets" that muffle sound
    - **touch:** find ways to limit contact with the materials that are problematic such as popsicle sticks when finger painting or tongs when digging objects out of the sand
    - **light:** turn lights down or keep them off
    - **proximity:** create boundaries to give the child space: use a hula-hoop, masking tape to create a square on the floor, a small carpet, arm's-length apart in line, skip a tile when standing in line or in a group, etc. Change seating arrangement.
- take observations (pictures, videos, notes) and email the school board's special education consultant to ask for additional strategies.
- in more extreme cases, I would:
    1. have an evacuation plan to remove the other children if their safety is in question.
    2. call for assistance.
    3. bring my observations and concerns immediately to the principal.
    4. with the principal, establish a plan of action to support the child in question.

Then I could try to:

- play games which require taking turns, starting with pairs to avoid long waits.
- give the children an object that becomes a cue signalling their turn: a talking stick, a ball, a microphone, etc.
- provide opportunities for the students to practice good communication skills: looking while speaking and listening, taking turns, etc.
- build criteria charts for such things as "A Good Listener" and "A Good Speaker" together with the children.
- role play situations or stories to provide structured practice.
- avoid long waiting periods for that child whenever possible.

If I want to help a child WHO
very often speaks very loudly or out of context

First I would consider ...
- ☐ Could there be a hearing problem?
- ☐ In what contexts do I see this happening? Large group activities? Interactions with peers? Interaction with an adult?

If I want to help a child WHO
physically withdraws from the group during activities

First I would consider ...
- ☐ Is the child a second language learner?
- ☐ Is the child simply very shy?
- ☐ How active are the children during the activity? Am I doing most of the talking?
- ☐ Is the activity of interest to the child?
- ☐ What is the child's behaviour while the others are engaged in the activity? Is the child disturbing the class or is he/she observing?
- ☐ Does the child have the necessary skills to carry out the activity?
- ☐ Does the child participate in open ended, unstructured activities such as free play or recess?
- ☐ Does the child react this way in all group activities, large or small?
- ☐ Would the child carry out the activity in a one-on-one setting?

If I want to help a child WHO
is disengaged from the activity while staying close to the group

First I would consider ...
- ☐ Is the child a second language learner?
- ☐ How active are the children during the activity? Am I doing most of the talking?
- ☐ Is the activity of interest to the child?
- ☐ What is the child's behaviour while the others are engaged in the activity? Is the child disturbing the class or is he/she observing?
- ☐ Would the child carry out the activity in a one-on-one setting, i.e. is the problem the activity itself or the presence of others?
- ☐ Does the child communicate (talk) in other circumstances?
- ☐ Does the child participate in open ended, unstructured activities such as free play or recess?

Then I could try to:

- discuss the behaviour with the child and together select a sign that will be used to make the child aware when he/she is speaking loudly.
- practice using the sign in a playful situation.
- play games or songs that encourage children to adjust their voice levels, for example, sing a song in a variety of tones and volumes.
- acknowledge what the child said and then redirect him/her to the topic.

Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her.
- pair this child with one child if shyness or lack of confidence is suspected.
- gently encourage when possible.
- establish the child's comfort levels with regards to number of children and slowly build his/her social tolerance to small groups.
- have the child sit close to me if possible.
- provide visual aids to help the child predict what will be coming next.
- use a reinforcement strategy while scaffolding the expectations in small increments, for example, sitting with the group for a small period of time and then being allowed to do something of interest. Over the course of the year, increase the expected amount of time.
- set clear expectations with consequences understood by the child and be consistent in my follow through if defiance is suspected.

Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her.
- use body language along with short precise instructions and add visuals when dealing with a second language learner. See LEARN Second Language resources for more ideas.
- ensure there is always a balance between listening and active, physical participation. Keep directions short so children can quickly become actively involved.
- have the child sit close to me in large group situations if possible.
- use the child's name during a story or activity to draw his/her attention.
- ask questions I know are of interest to the child and that he/she will be able to answer. Accept non-verbal responses.
- use a subtle touch to draw the child's attention.
- provide the child with a weighted object that may help focus his/her attention.
- acknowledge rather than praise the child's efforts.
- observe the child at recess and during free play to see whether he/she is also disengaged. Discuss with the child why he/she doesn't want to participate.

If I want to help a child WHO

refuses or reacts very strongly, becoming agitated or angry, when asked to participate

First I would consider ...

- ☐ What do I know about self-regulation?
- ☐ Could this be a learned strategy the child uses to get what he/she wants?
- ☐ Is there something about the activity that is provoking the reaction? For example, using scissors, finger painting, etc?
- ☐ Will the child carry out the activity in a one-on-one setting, i.e. is the problem the activity itself or the presence of others?
- ☐ What can I change in my classroom environment to reduce children's stress levels?
- ☐ Does the child participate in open ended, unstructured activities such as free play or recess?
- ☐ Does the child communicate (talk) in other circumstances?

Then I could try to:

- establish what is initially negotiable and not negotiable if I suspect it is a learned strategy, and be consistent with what is not negotiable, for example, the child must clean up after free play but can choose not to do the art activity.
- provide two options for the child to choose from.
- use a "first - then" strategy, for example, "First we do attendance, then you can do a puzzle."
- provide adaptive tools or adapt the activity to respond to the child's specific needs.
- ask the child to do the activity in question when I am alone with him/her if the child won't engage in in it with others around.
- observe the child at recess and during free play to see whether he/she is also disengaged. Discuss with the child why he/she doesn't want to participate.
- forewarn the child about what will be coming next and provide visual aids to help the child anticipate.
- prepare the child in advance by letting him/her know that I am going to be calling on him/her.
- provide alternative ways for the child to participate. For example, rather than responding verbally to a class discussion, he/she could draw a picture, point to the answer or just listen from the cozy area.
- use a reinforcement strategy while scaffolding expectations in small increments. For example, ask the child to stay in the group for a small period of time and then allow him/her to do something of interest. Over the course of the year, I would increase the amount of time he/she is expected to stay with the group.

Evaluation Criteria:
Observance of the group's rules of conduct

In order to encourage the children to observe the group's rules of conduct, I need to provide ample opportunity
- **to participate in the group.**
- to take part in formulating rules of social conduct.
- to take part in decision making and take responsibility.

Kindergarten exit profile

Over the course of the year, children are slowly exposed to more rules and regulations in their learning community. As the rules and regulations are introduced along with their reasons, the children become more aware of why there are rules and regulations in a community. When children are involved in the process of creating the rules and/or regulations, it reinforces their roles as contributing members of the community and empowers them.

For instance, by the end of the year, the children can be observed:

- participating in formulating rules
- respecting the rules established by the group
- applying a learned strategy or process in a social situation such as taking turns or playing different roles in a team
- organising materials, space and time
- contributing to the smooth functioning of classroom life
- accepting responsibility for their actions
- accepting consequences for their actions

If I want to help a child TO

observe the group's rules of conduct, for example:
- participate in formulating the rules
- respect the rules established by the group
- apply a learned strategy or process in a social situation
- organise materials, space and time
- contribute to the smooth functioning of classroom life
- accept responsibility for own actions
- accept consequences for own actions

First I would consider ...

- ☐ Do the children understand the rules?
- ☐ Could there be too many rules for the child to follow?
- ☐ Have I taught the children a process to follow when they encounter a problem situation?
- ☐ Are there contexts that are more problematic than others such as sitting quietly in a circle, and can I provide an adaptation for that child?
- ☐ Are there particular rules that cause more problems?

If I want to help a child WHO

is overly fixated on classroom/school rules and routines; is rigid about their application to self and others

First I would consider ...

- ☐ How can I alleviate the stress the child is feeling and expressing?
- ☐ Have I provided coping strategies for the child?
- ☐ What do I know about self-regulation?
- ☐ What can I change in my classroom environment to reduce children's stress levels?

Then I could try to:

- develop the rules together with the students.
- make sure each rule is clear for the students by providing concrete examples, i.e. what it looks like (what we do), what it sounds like (what we say).
- limit the number of classroom rules.
- prioritize rules and identify non-negotiable ones. Reinforce only those rules.
- use a step by step procedure supported by visual aids to help a child achieve the desired behaviour.
- use visual cues as reminders.
- make consequences clear for a child and follow through.
- provide children who have difficulty with unstructured or transition periods with a job, task or responsibility. More generally, examine problem situations to see how I could engage the children to offset the problem behaviour.

Then I could try to:

- provide an outlet for the child to express what he/she needs to say, for example, a book in which to draw/write what he/she saw that bothered them, a play phone to leave a message about the classroom rule that was not followed, etc.
- forewarn the child in advance, if possible, of any changes in the daily routine.
- give the child coping strategies that can alleviate his/her stress, for example, a place to go and calm down, a fluffy pillow to squeeze, a fidget toy.

Evaluation Criteria:
Application of a conflict resolution process, with help

In order to encourage the children to apply a conflict resolution process, with help, I need to provide ample opportunity
• **to apply a conflict resolution process.**
• to recognise situations of conflict.
• to state the facts.
• to seek a solution and apply the solution chosen.
• to test the solution.

Kindergarten exit profile

Over the course of the year, children are given many opportunities to learn and apply a conflict resolution process. Beginning with simple conflicts to solve, the children are introduced to a process with supporting strategies and given time and opportunity to practice.

For instance, by the end of the year, the children, **with guidance**, can be observed:

• identifying a problem
• stating the facts
• generating possible solutions
• selecting a solution
• applying the solution
• assessing the solution's effectiveness

If I want to help a child TO

apply a conflict resolution process **with guidance, for example:**
• identify a problem
• state the facts
• generate possible solutions
• select a solution
• apply the solution
• assess the solution's effectiveness

First I would consider ...

☐ Have I introduced a conflict resolution process?
☐ Have I provided ample time for the students to practice applying the steps in the process?
☐ Can the children state the problem?
☐ Can the children state possible solutions?
☐ Can the children select a solution?
☐ Can the children put the solution into action?

If I want to help a child WHO

is very often engaged in a social conflict situation

First I would consider ...

☐ Is the child impulsive?
☐ Do I provide opportunities for the child to apply a conflict resolution process when he/she is not part of the problem?

If I want to help a child WHO

does not show remorse after having hurt someone

First I would consider ...

☐ Is this behaviour recurrent?
☐ Is it directed towards one person in particular?

Then I could try to:

- focus on one conflict resolution process to implement. Introduce the steps one at a time and give time to practice each step before introducing the next.
- provide the children with the opportunity to solve social conflicts when they are not part of the problem and not emotionally involved.
- provide role play opportunities and puppet play so that the children can practice social conflict resolution.
- provide a script they can use to help them confront a conflict situation: I want you to stop […] because it makes me feel […].
- use books as a learning context to discuss and practice the process and strategies you have taught: Goldilocks, Three Little Pigs, etc.

Then I could try to:

- acknowledge the emotion the child is feeling, but make clear the behaviour is not acceptable, for example: "It's ok to be angry, but it's not OK to hit someone".
- when the child has calmed down, work with the child to identify alternative strategies, for example, "Instead of hitting what could you have done?"
- provide visual cues for the strategies, for example: "When I am angry, I can: 1-use my words; 2-walk away; 3-go get help."
- name a weekly "Peace Keeper" and rotate the children. Scaffold and support them in their task by providing visual cues.

Then I could try to:

- if the target is always the same child, keep those children separated insofar as possible.
- to develop empathy, use a story to help the child explore a character's feelings by using physical props to help the child concretely put him/herself into the character's situation.
- begin documenting the behaviours if no progress is made, keeping track of my observations and interventions over a period of time. Consider requesting a consultation with a professional. Refer to the school board's policy on "Organisation of Educational Services for At-Risk Students and Students With Handicaps, Social Maladjustments or Learning Difficulties".

Evaluation Criteria:
Personal involvement with others

In order to encourage the children to be personally involved with others, I need to provide ample opportunity
- to cooperate with others.
- to share play, materials, ideas and strategies.
- to offer help and encourage others.
- to identify factors that help or hinder cooperation.
- to cooperate in activities and projects.

Kindergarten exit profile

Over the course of the year, the children are exposed to many social situations that encourage them to engage, interact and cooperate with others. The more experience they gain, the better they become at cooperating, collaborating and managing social conflict.

For instance, by the end of the year, the children can be observed:

- sharing materials, games and toys
- sharing ideas and strategies with one another
- offering to help or assist others
- encouraging others
- taking turns or taking on a role in a group

- collaborating and cooperating with peers
- recognising factors that promoted/ hindered co-operation during an activity
- showing empathy towards others

If I want to help a child TO

cooperate with others,
for example:
- share materials, games and toys
- share ideas and strategies with one another
- offer to help or assist others
- encourage others
- take turns or take on a role during a group activity
- recognise what promotes/hinders co-operation
- show empathy towards others

First I would consider ...

- ☐ Have I introduced cooperative situations over time during the year?
- ☐ Do I model, promote and value a culture of sharing in the class?
- ☐ Have I discussed, modelled with the children what cooperation and working in a team looks like (what we do) and sounds like (what we say)?
- ☐ Have I discussed why we need to share materials, games, space, etc?
- ☐ Have I modelled how to interact in an environment where materials are shared?

If 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.

First I would consider ...

- ☐ Could this be a learned strategy the child uses to get what he/ she wants?
- ☐ Is the child's reaction related to another factor, such as proximity to his/her personal space rather than to sharing?

If I want to help a child WHO

withdraws when others try to engage him/her

First I would consider ...

- ☐ Is the child a second language learner?
- ☐ Is the child simply very shy?
- ☐ Could this be a personality trait?
- ☐ Does the child have the necessary skills to carry out the activity?
- ☐ Does the child interact/play with other children in open-ended, unstructured activities such as free play or recess?
- ☐ Does the child otherwise function well within his/her learning environment?

Then I could try to:

- build a T-chart together with the children to identify what cooperation looks like (what we do) and sounds like (what we say).
- provide opportunities to share materials and resources progressively, for example, at the beginning of the year, offer one glue stick per child, later, one for two.
- provide opportunities for children to work in teams beginning with pairs and slowly building up to teams of 4 over the course of the year.

Then I could try to:

- practice taking turns using verbal cues to support the process until the child is able to do it on his/her own if I suspect it is a learned strategy.
- scaffold sharing situations and keep them simple until the child learns how to deal with them.
- start by sharing with one other child and slowly work up to 2-3 people.

Then I could try to:

- provide a second language learner mother-tongue words to bridge the initial understanding gap and pair the child with a partner who can understand and help him/her.
- pair the child with one other if lack of confidence is suspected.
- foster a relation with one other child over a period of time.
- scaffold certain activities to provide the child with opportunities to be successful.