

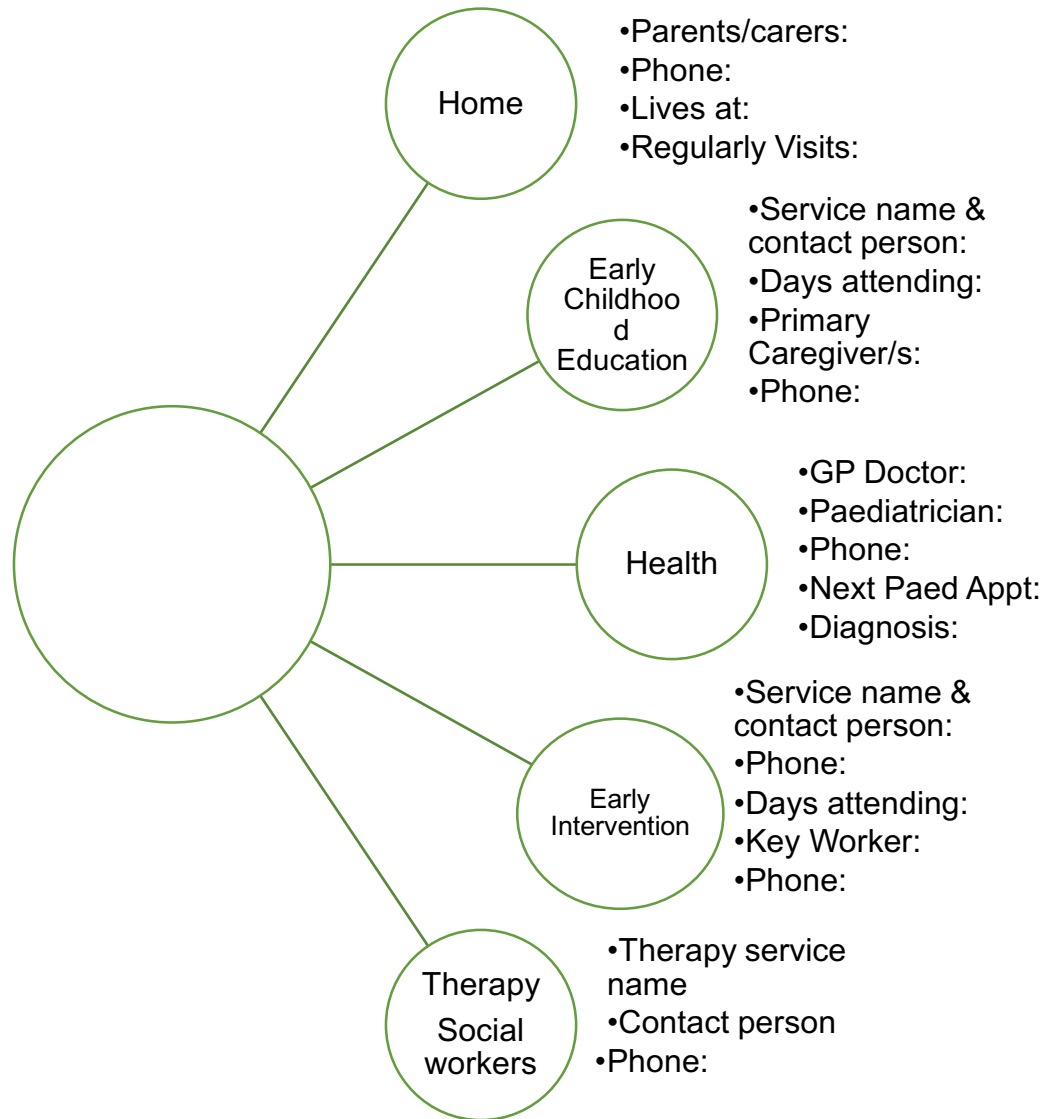


Stone & Sprocket

Inclusion Support Resource

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My Team



Hello, my name is

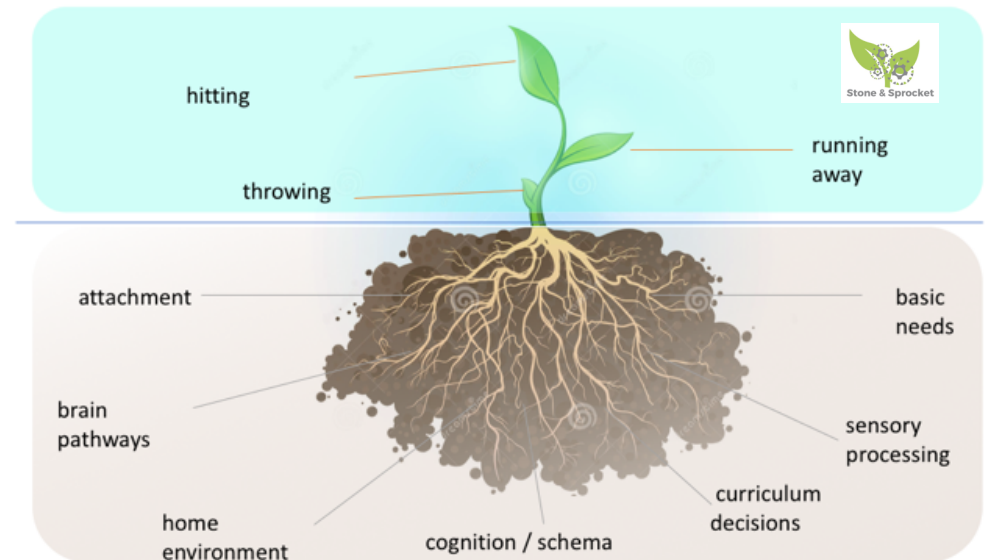
I am years old

All about me (write from strengths based view)

Digging Deeper

- **Basic needs:** check if food, water, clothing, sleep and love have been tended to. Health and well-being can be checked by GP also.
- **Attachment:** 'I see you'. Find out how the child connects and make a respectful and healthy connection based on mutual trust.
- **Brain:** check history of birth and medical, start to life in first 2 years.
- **Home:** find out more about how things are done at home and the level of risk factors involved versus the opportunities for resilience building.
- **Watch:** observe the play patterns to see if repeated actions are in-fact 'schema'. Know about schema.
- **Curriculum Reflection:** is what you are providing in your routine, interactions and physical environment disadvantaging this child in anyway?
- **Sensory processing:** seek advice from Occupational Therapist or observe the need to seek sensation or avoid sensation. Find ways to balance this.

Check all of these things before deciding on how to go about replacing behaviour. Always seek early intervention support if you have concerns about the impact on the child and the room.



Phases of Adjustment

This is a summary of the possible phases of emotional adjustment experienced by families who are informed of their child's disability or developmental delay. It is important to remember that much of the research carried out on this was conducted on limited social and cultural groups. Parents may or may not reach acceptance and can move back and forth through stages at any given time.



Adapted from Anderegg, Ferguson & Smith, 1992, in Cook, Klein & Tessier, 2010 by Rebecca Thompson, 2016.



Families as a system

Children are part of many systems and the family as a functioning system is an important part of the success of their learning and education.

Every family has a varying degree of risk and resilience. How much support from extended family do they have? What resources are available in the form of finances, educational materials, health care and basic needs?

When planning for the inclusion of a child in to an educational setting it is important to take in to account the entire family system. If you have identified a high risk factor here are some things you can do:

- Create a safe space for dialogue e.g. invite parent to talk in office or say hi everyday and wait for parent to approach you.
- Record anything the parent discloses and record child's disclosures and behaviours.
- Pinpoint the risk factor and have your written evidence organised and dated.
- Make a call to a service that specialises in the risk factor.
- Take a lead role in 'driving' the specialist services collaborative planning. Delegate this role to others when it is running smoothly.
- Advocate for the child always.

Observation Tool *Antecedent/Behaviour/Consequence (ABC)* Child's Details:

Antecedent	Behaviour	Consequence	Notes
Function (Possible reason e.g. access, escape/avoidance, attention)			
Maladaptive (What is the behaviour you do not want to see? And what does it impact e.g. social, functional or academic)			
Target (What is the behaviour you would like to see?)			

Guidance Plan (Supporting behaviour)

We believe (detail what you believe the child has a right to be and how you want to practice early childhood)		
We have observed (detail what you have observed from using your observation tools, your evidence in your environment)		
We will (explain what your intentions are to replace the maladaptive behaviour with a target behaviour)		
Behaviour	Response	Notes
Permissions (All parties print name and sign an agree to permission for this information to be shared with the team displayed above)		

Communication Log (Record any communication between stakeholders)

Parties	Communication	Action