



Development Support Plan

Date:	Total hours spent with child/youth:
Child's name/pronouns:	DOB:
Consultant:	Michif Year Early Years Direct Support:
Location:	
Complicating factors/other information:	

Goal 1: Communication

P will increase his functional communication by using 2-3 clear verbal words, or word approximations, and following simple spoken directions, supported by visuals and gestures, during play and daily routines.

Scaling:

On a scale from 0 to 10 where would you scale P's ability to use functional communication during play and daily routines right now?



0 - P is rarely using functional communication (words or gestures) and relies on behaviour to communicate. He is not able to follow simple spoken directions, even with visual and gestural support. He is frequently frustrated or dysregulated when adults and peers don't understand him. P may escalate quickly and is not safe in the classroom. Direct support and classroom educators are primarily focused on co regulation and behaviour guidance.	10 - P is able to independently use 2-3 clear verbal words functionally across play and daily routines. He is able to make requests using words or phrases and consistently respond to questions using yes or no. P is able to follow directions without needing visual or gestural support. He communicates effectively, with minimal frustration. Direct support and classroom educators are primary focused on engaging P in play and learning opportunities.
What number are you? What brought you here (what's working well and what's been a challenge?) (what are specific behaviours you are seeing?)	

What do you need to see to move higher? (Next Steps)

Goal 2: Social-Emotional Regulation

P will increase his social-emotional regulation in the preschool environment by accepting co regulation strategies (ie. deep pressure, taking a break, accepting help, “being with” P) to stay regulated during play and daily routines, reducing unsafe behaviour (running, hitting, throwing), with adult support as needed.

Scaling:

On a scale from 0 to 10 where would you rate P’s ability to stay regulated and use strategies with adult support right now?



0 - Although adults are providing co regulation strategies through out the day, P is frequently dysregulated and often hits, throws, or runs away. He is having significant difficulty managing impulses and responding safely to big emotions or non preferred activities or directions. These actions can create safety concerns for peers and staff. Close supervision and frequent adult intervention are needed to maintain safety. Educators are primarily focused on managing incidents as they occur, rather than supporting proactive co-regulation.

10- P frequently accepts co regulation from caregivers and is able to remain regulated throughout his day at preschool. Caregivers can identify Ps early signs of dysregulation and can respond accordingly. During moments of stress, he is able to use strategies, with adult support, to respond safely to big emotions or non preferred activities or directions. He is able to participate in play and daily routines safely. Educators are beginning to introduce self regulation strategies and P feels safe, secure, and understood at preschool.

What number are you? What brought you here (what’s working well and what’s been a challenge?) (what are specific behaviours you are seeing?)



What do you need to see to move higher? (Next Steps)

Review Date:

	Date	Signature
Michif Early Years Direct Support		
Michif Supported Child Development Consultant		
Director of Michif Early Years and Child Care		