



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: Connection and Belonging

L will continue to build a sense of connection and belonging with classroom educators by seeking comfort, support, or shared interaction with them, so he feels safe, understood, and supported during play, routines, and moments of stress. The direct support worker will intentionally transfer relationship and co-regulation strategies to classroom staff, supporting L to increasingly connect with and rely on classroom educators.

Scaling:

On a scale from 0 to 10 where would you rate L connection and belonging with his classroom educators right now?



0 - L appears unsure or disconnected from classroom educators. He rarely seeks comfort, reassurance, or help from classroom educators, even when upset or overwhelmed. L may resist classroom routines, move away from educators, or attempt to manage big feelings alone. During transitions or challenging moments, L may escalate quickly and is not safely supported by educators. He may not yet show signs he feels safe, understood, or that he belongs within the caregiving environment. L seeks out direct support worker for connection and safety. Direct

10 - L shows a strong sense of connection and belonging with all classroom educators. He confidently approaches trusted adults for comfort, help, or shared interaction. Classroom educators approach L to engage in connection and offer supportive behaviour guidance. When upset, frustrated, or unsure, L accepts co-regulation from all classroom educators. Caregivers are able to identify early signs of dysregulation in L and intervene appropriately. L engages positively in routines, educator led activities, play, and transitions, and appears secure in the presence of



support is primarily responsible for co regulation and behaviour guidance.	caregivers. There is clear evidence that the L feels safe, valued, and that he belongs in the daycare setting.
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

L will use simple strategies (like taking a deep breath, using words, ask an adult for help) 3/5 days, before acting on strong impulses when expressing his emotions, to keep himself and others safe during play and group routines. During moments of dysregulation, classroom educators will recognize his need for support, and offer co regulation.

Scaling:

On a scale from 0 to 10 where would you rate L's ability to use regulation strategies before acting on strong impulses right now?



0 - although L is beginning to problem solve during 1:1 check-in's with direct support worker and classroom educators, L is having significant difficulty managing impulses and responding safely to big emotions in the moment. When feeling frustrated, excited, or overwhelmed, L often reacts with physical behaviors such as hitting, punching, pinching, kicking, or throwing toys at others. These actions can create safety concerns for peers and staff. L rarely pauses or seeks help before acting, even when reminded or supported by adults. Close	10- L demonstrates consistent and age-appropriate regulation skills across routines and settings. He can pause before acting and shows awareness of his emotions and the impact of his behavior on others. L uses calming and help-seeking strategies such as taking deep breaths, asking for help, or using a visual cue when he is beginning to feel upset, excited, or overwhelmed. Educators are able to recognize that he is beginning to feel upset, excited or overwhelmed and offer proximity to L. L can wait calmly for adult support and make safe choices even
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supervision and frequent adult intervention are needed to maintain safety and help the child calm down. Educators are primarily focused on managing incidents as they occur, rather than supporting proactive self-regulation. At this stage, there is little evidence that L can use calming or waiting strategies, even with prompts or visuals.

in challenging moments. Play and social interactions are safe, cooperative, and positive, with minimal support from classroom educators. L takes pride in his ability to stop, wait, and use safe hands, showing confidence and growing emotional awareness

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		