



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: Flexibility and Participation in Group Activities

R will increase flexibility and willingness to try new activities by joining group transitions (e.g., walking with the class) at least 2 days per week.

Scaling: On a scale from 0 to 10 where would you rate R's willingness to be flexible and participate in group activities right now?



0 -R refuses or becomes very upset every time he is asked to try a new activity like walking with is class. R tries to find ways to stay with activities he knows like staying at daycare and playing outside.

10: Although R is hesitant to join group transitions or new activities (like walking with the class) he is showing a willingness to try even if he needs support from adults with the activity.

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: R will improve his ability to transition between daily activities with minimal support.

R will move from outdoor play to indoors for lunchtime with less help and fewer difficulties at least 3 days a week.

Strategies:

- Transition R with the first group of children going inside or when R is engaged outside and wants more time, he can transition last (his choice)
- Consultant gave the daycare sensory toys and chewlery to try.
- Daycare staff will monitor R' behavior when Direct support worker is away for 2 weeks.

Scaling: On a scale from 0 to 10 where would you rate R's ability to transition from outdoor play to indoors with minimal difficult right now?



0 – Even with prewarning and encouragement, R struggles to transition from outdoor play to indoors for lunchtime without significant challenges such as refusing to leave, becoming upset, or needing one to one educator support to assist him through the transition.

10: Although R can be hesitant to leave outdoor play, he can transition with minimal support by responding to prewarning, stopping play, and he is willing to transition indoors to lunch time with his peers.

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 3: Rest time and integration of sensory toolbox

Toolbox given by LMO includes:

- Chewlery bracelet, necklaces and X Y shapes.
- Robot stretch toys
- Shape twisters
- Shape fidgets

Scaling:

On a scale from 0 to 10 where would you rate R's ability to use sensory items to help stay calm and regulated during REST time right now?



0 - Although R has the option to use sensory items to help him during REST time at daycare, he is either refusing to use them or misuses causing distraction with his peers and he is unable to stay calm. He requires adult support and reminders of the rules at REST time.

10 - Although R may require some reminders of classroom expectations, he can demonstrate how he can independently select and use sensory tools appropriately to help him remain calm and regulated throughout REST time with little to no adult support.

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:

Case manager:	Date	Signature
Michif Early Years Direct Support		
Michif Supported Child Development Consultant		
Director of Michif Early Years and Childcare		