



Early Years Direct Support Sharing Michif Traditions

Home/Daycare/Community Report

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

Activity:

- 1,
- 2.
- 3.

Goal 1: Child/Youth will actively participate in tutoring sessions by responding to at least one teacher/tutor question or completing one assigned task in each subject block, and will transition between subjects within 5 minutes using agreed-upon strategies (e.g., visual schedule, timer, or caregiver cue) in 4 out of 5 school days.

What's happening well:

Challenges experienced:

Next Steps:



Scaling:

0 - Child/Youth shows no participation in tutoring sessions, refuses to complete assigned tasks, and does not respond to teacher or tutor prompts. Transitions between subjects are highly challenging or do not occur, even with adult support. The child appears distressed, disengaged, or upset during learning activities and is unable to use agreed-upon strategies to support transitions or engagement.	10: Child/Youth will actively participate in tutoring sessions by responding to at least one teacher/tutor question or completing one assigned task in each subject block, and will transition between subjects within 5 minutes using agreed-upon strategies (e.g., visual schedule, timer, or caregiver cue) in 4 out of 5 school days.

Goal 2: Child/Youth will build greater self-awareness, self-regulation, social skills, and confidence. They will learn and practice strategies to recognize and name their emotions throughout the day and to identify both his strengths and challenges. To support their self-regulation, they will learn and practice calming strategies, such as deep breathing, movement breaks, or quiet time, and will aim to manage transitions within five minutes using agreed-upon routines. Socially, they will strengthen their communication by learning and practicing how to use polite words, listen, and take turns during activities, and they will participate in at least one cooperative activity per week with caregivers or peers. Finally, to promote confidence and independence, Child/Youth will learn and practice setting small daily goals, reviewing their progress at the end of each day, and gradually taking more responsibility for organizing their own materials and belongings.

What’s happening well:

Challenges:

Next Steps:



Scaling:



0 - I cannot recognize or name my feelings, I don't know how to calm myself when upset, I struggle to communicate or take turns, I avoid participating in activities with others, and I need help with everything, including organizing my belongings or completing daily goals.	10: I can recognize and name my feelings, I can choose and use calming strategies like deep breathing, movement breaks, or quiet time, I communicate politely, listen, and take turns, I participate cooperatively in activities with others, I set and complete small daily goals, and I take responsibility for organizing my own materials and belongings.

Goal 3:
What's happening well:
Challenges:
Next Steps:



Scaling:



0 -	10:

Review Date:
Oct 14, 2025

	Date	Signature
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