

Summary of Support Discussion/ Visit

Date of Observation visit: Tuesday July 16 (9:00 - 11:00am)

Child's Name: Laurence Lansdell (Laurie)
D.O.B: 19/05/2019 (5yrs)

Preschool: Launching Place Preschool -- 4yo

Early Childhood Teacher: Elisa Forrest
Early Childhood Co-educator: Kim Trott
Additional Co-educator: Jody Heenan



Parent: Lisa Vickers

Background Information	
Referral initiated by:	Elisa Forrest
Focus of the referral: (background/ reason)	<p>Elisa is seeking PSFO support for Laurie's social play skills; he loves to be a leader in his group play but struggles with peer negotiation, when there is a setback, or his idea doesn't work out. At these times he requires a lot of 1:1 support from his educators' as he tends to lash out at his peers.</p> <ul style="list-style-type: none">• Elisa also shared that his parents have separated, and Laurie sees his dad fortnightly. <p>Laurie's parent, Lisa has shared (through the referral form) that she feels he needs support with emotions and learning to problem solve with his peers and at home. Needs a good solid routine at home and is always asking what day it is and what's on for today.</p> <ul style="list-style-type: none">• Lisa also shared that he can become very emotional and angry at home and kinder. He lashes out a lot at his younger brother. He is usually emotionally exhausted after his weekends with dad. She really struggles at home with calming him down some days.

Launching Place Preschool 4yo: LL

	Laurie attends 4yo preschool three days per week: Tue, Wed and Thursday's (8:30am – 1:30pm)
Services currently involved:	MCH: Referral doesn't indicate whether Laurie has been seen by the MCH Nurse for his 3.5yo KAS developmental check.

Observation visit:

Thank you, Elisa, Kim, and Jody for welcoming me into your program. It was lovely to be part of the session and spend time sharing and observing Laurie's learning and development in the 4yo preschool program.

During my time at the preschool, I had the opportunity to observe Laurie during regular transitions/ routines (inc. Mat/ group time) and participating in the indoor/ outdoor play/ program activities.

I've concentrated my notes and recommendations on the main areas outlined in the referral form and the discussions had with the teaching team during my visit. Additionally, I've included some further recommendations for you to discuss with the family.

Here are some of our discussion points ...

- Elisa has supported Lisa to seek further support through Link HC NDIS ECEI.
- Laurie can come in quite angry; yelling, swearing, kicking and throwing things.
- Laurie needs a lot of predictability and doesn't cope with changes in routine.
- When dysregulated; he responds well to a hug, assistance to move away and a gently voice volume.
 - Elisa feels that his dysregulation had increased since his parent's separation.
 - Elisa shared that she has been giving him a lot of 1:1 support.
- Since the incursion with Black Snake (early T2) reptiles have been an area of interest, for him.
- Laurie loves the bikes and playing outdoors.
- Laurie likes to be a leader; Elisa mentioned that they introduced the 'News Bag' into their group/ mat times to help Laurie learn that everyone can have a turn to show and share.

Here are some of the observations from my visit...

Elisa mentioned that Laurie came in quite calm today (*First session for the term*).

Community: *Laurie is still developing his ability to cooperate with others and negotiate roles and relationships in play episodes and group experiences.*

- On my arrival group/ mat time was in progress; Laurie was showing the group the 'cages' that he'd made over the holidays for his soft toy snakes: '*Elisa mentioned that these had been inspired by their incursion from 'Black Snake' and that one of the cages had been made at preschool*'. Laurie appeared to be enjoying the attention of his peers and having the control of the group. A discussion was had around, what dinosaurs ate, and Laurie told them, "Tomorrow I'm going to bring some meat and your going o see this one eat a dinosaur. As the group started becoming restless, he told them two times (in an authoritative voice tone), "Quiet... quiet".
Elisa said, "Last turn before we go and choose somewhere to play. I'm putting the timer on". As the group began moving off to play, Laurie organised two others to help him carry the cages outside. He said, "It's going to be heavy, good teamwork", as they carried the cages outside to the slide. Here they began pushing the cages down the slide and whilst Laurie was trying to push them back up, he slipped, and his peer laughed. He responded in a cross voice, "Not funny".
- Concert: Laurie had set up the plastic bucket and metal container 'drum set' on the decking and had collected and arranged a row of seats in front of the deck, with his peer's help. Later, I heard Laurie say, "Hey, you guys need to park your bikes over here" and pointed. They did. I approached and asked about their play. Laurie told me, "We tried to have a concert but there were no customers so we're packing up". To his peers, he said, "Can you get the 'cages'".
- Train set: Laurie and one of his peers who was inside playing with the trainset asked, "Can I play with you?" His peer said, "Yes". Kim overheard and provided praise.
Laurie's friend accidentally knocked the track with his foot. His peer noticed and asked, "Who broke it, was it you? as he pointed to the peer who had and then fixed the track. Laurie didn't appear to notice that this had happened and appeared occupied in his activity of pushing his train along the track. Laurie said, "Hey Guys, I went on a real train". His peer responded, "I went on a blue train, a long way away". Laurie didn't appear to hear him.
Laurie and his peer were pushing their trains towards each other. His peer sat back and watched (*appeared unsure what to do?*). His peer said, "I'm going to stop now". Laurie didn't respond. His peer stood up and moved to the other side of the track, watching and then asked, "Are you hungry now? Laurie didn't respond (*I don't think he heard his peer or realised that he was being spoken to*). His peer moved away. Laurie and his friend finished and moved outside.

Identity: *Laurie is still developing his capacity for self-regulation:*

During play/ program activities outside, there were several occurrences when Laurie 'screamed' very loudly, and I noticed that when he did this his mouth was wide open.

- Speaker: When Laurie wanted a turn with the speaker, he approached Elisa and said, "Hey Elisa, at a turn". Elisa provided support. His peer (girl) who had the speaker wasn't willing to give it to him and said in a loud voice tone, "Last time you had it for a long, long, long, long, time". Laurie moved to kick her (*missed*),

and Elisa intervened, "No don't kick her... I've put the timer on, let's move away until it's your turn". Elisa remained with him, and they went to get the bikes out.

- Bikes: Laurie rode to the shed and Jody was here. Jody helped Laurie attach the stroller (as a trailer) to his bike. Jody closed the shed door. Laurie wanted something else from the shed and started kicking the door. Elisa approached with the child whose turn with the speaker had finished, to give this to Laurie. Elisa accompanied Laurie into the shed and he returned with tapping sticks and some drums. Elisa prompted, "Stay on the veranda with the drums". As Laurie began riding away, the hammock (*with a peer inside*) was in his way. Laurie rode into it and in a loud voice said, "Shut up, shut up". Elisa provided support, explaining, "*Child's name* is having a turn, you'll need to ride that way". Laurie rode out into the playground and down to the decking. Kim noticed that he had the drums and was able to negotiate a swap of the drums with plastic buckets and metal tins. Kim reported that she had pointed out that the drum with the torn skin was like that because it had got wet, and then had offered the plastic buckets and metal tins.

Given that the PSFO observations are for a short time and just a snap-shot of Laurie's Day, the following recommendations and strategies are suggestions for consideration:

- Please discuss with the family and highlight strategies/ recommendations for their consideration.
- As a team reflect on strategies/ recommendations and choose one or two things to implement that will be useful and support your program at this time. Embed these into your practice and then consider additional strategies at a pace that works for your group.

	Recommendations and/or strategies discussed for consideration	Resources
To further support Laurie to improve his social play/ communication skills:	<p>Referral notes, discussion and observations highlight that Laurie has innate leadership skills that are at times being inappropriately expressed.</p> <ul style="list-style-type: none"> • You are all doing a really great job of allowing him opportunities to use his skills with educator support and guidance. <ul style="list-style-type: none"> ▪ Continue using the following strategies: timers to support Laurie to know when an activity is coming to an end and/ or when it will be his turn with something that he is wanting, moving him away and/ or offering him an acceptable alternative- You all do this so well! ▪ At home Lisa could try offering choices, as this will give him a sense of control that he may be seeking and to help prevent a power struggle. For example, she could say something like: "You have three choices. You can put that away now, you can put it away in 5 minutes, or I can put it away for you in 5 minutes. You choose." Then walk away calmly 	

	<p>and return in 5 minutes to see what he has decided to do.</p> <p>Elisa, you mentioned that his difficulties seem to have heightened since his parent's separation and that he needs a lot of predictability, prior warnings and struggles with routine changes. Lisa has identified that she thinks he needs a solid routine at home. I wonder whether his behaviour may be telling us that he has a need for more consistent limits & structure or autonomy& responsibility?</p> <p>Predictable routines can provide a sense of security and stability for young children. Consistent daily routines can help them feel more in control of their environment, reducing anxiety and emotional outbursts.</p> <ul style="list-style-type: none"> • Lisa mentioned that she feels that he needs a solid routine at home. I think that having a 'visual' morning and evening routine at home may be a helpful tool for them. She could take photos of both Laurie and his brother doing the steps, then create the visual routines that can be used to support them to check in with. She could then use this show they boys when there is going to be something different happening and/ or a change to the routine. <ul style="list-style-type: none"> ▪ Refer to the AllPlay learn website (In 2021 the AllPlay program became part of Monash Education's School of Educational Psychology and Counselling): In the Early Childhood Section-Parent Resources: They have a set of printable Home Schedule that may be helpful. <p>Lisa mentioned that she feels that he needs support with problem solving at home and at preschool. The Pyramid Models visual problem-solving kit into the program to help teach 'problem solving' skills would be ideal.</p> <ul style="list-style-type: none"> • Refer to the National Center for Pyramid Model Innovations (NCPMI): American website 'Problem Solving Solutions Kit' that includes: <ul style="list-style-type: none"> ▪ Social scripted story: 'We can Be Problem Solvers!' ▪ 'Information sheet for families' and ▪ 'Problem Solving Solution Kit of visuals for use at home'. This could then be used when social situations occur both at preschool and at home. 	<p>Link to AllPlay Learn Parent Resources Early Home Schedule</p> <p>(They also have an example of a Sleep schedule and one that your own photos can be added to.)</p> <p>Link to National Center for Pyramid Model Innovations (NCPMI)website: NCPMI We Can Be Problem Solvers!- Story NCPMI Introducing the Solution Kit- Information sheet for Families NCPMI Problem Solving Solution Kit- visuals for use at Home</p>
--	---	---

	<p>A good idea would be to introduce one problem solving skill at a time e.g. during mat/ group time.</p> <p>Continue to help Laurie (& all children) to develop their social communication skills:</p> <ul style="list-style-type: none"> • Continue to join in the play and maximise the teachable moments to help Laurie (& all children) improve social awareness and communication skills (making eye contact, encourage listening and attending when someone is speaking to them/ gaining the listeners attention before speaking to them, managing disagreements, and seeing other people's points of view) through e.g. notice, coach and offer prompts e.g. Your friend doesn't like it when you... / Why don't you try... <ul style="list-style-type: none"> ▪ Continue to model and teach Laurie (& all children) to find solutions in which everybody gets some of what they want i.e. negotiate & compromise <p>You may find the social scripted story: 'Everybody has ideas' helpful.</p>	<p>Social scripted story: 'Everybody has ideas (emailed with summary report)</p>
<p>To further support Laurie (& all children) to develop their emotional literacy/ regulation skills:</p>	<p>You are implementing the Zones of regulation Social Emotional Learning program into the preschool setting- keep doing this!</p> <ul style="list-style-type: none"> • Continue providing opportunities and program activities that support children's development of emotional literacy. • Continue helping the children learn to recognise and name their own (& their peers) feelings. It is important that they know that it is okay to have feelings and that you are present/ available to help her work them out. <p>Here are some ideas: Keep teaching Laurie (& all children) words to describe their emotions and how they feel in their body.</p> <ul style="list-style-type: none"> • At home Lisa could use the following resource to support Laurie's learning about feelings (this is a great resource to share with all your families): <ul style="list-style-type: none"> ▪ Refer to AllPlay learn website In the Early Childhood Section-Parent Resources: They have a set of printable Emotions Cards which includes Activity ideas for Basic and Complex Emotions and on the back of each 	<p>Link to AllPlay Learn website: Emotions Cards</p>

	<p>Emotion Card- they offer words & suggestions around e.g. Frustrated- What I might think/ What my body might feel/ What I might do</p> <ul style="list-style-type: none"> At home and at preschool, read books and stories that emphasise emotions, empathy, and understanding. Discuss the characters' feelings and ask the children how they would feel in similar situations. <ul style="list-style-type: none"> Here's one that you could consider: A Little SPOT of Frustration by Diane Alber You could try using visual prompts to remind Laurie to think before he acts e.g. Stop, Think, Do <ul style="list-style-type: none"> We discussed teaching Laurie (& all children) the 'Turtle Technique' (use in conjunction with the problem-solving toolkit) Have a look at the Self-Regulation Activity - The Emotions Jar (a plastic jar would be ideal). This practical activity can be done with all children during small group or mat times. It helps 'visually' demonstrate and support their understanding of what is happening inside their heads when they lots of emotions. Each child can make their own "Emotions Jar." <p>Refer to the Raising Children Network information sheet: Helping children calm down: 3-8years that can be shared with all families.</p>	<p>Link to Youtube clips: A Little SPOT of Frustration (7:41mins)</p> <p>Link to Pyramid Model: Social scripted story: Tucker Turtle</p> <p>YouTube vignette (8 mins): Introducing Tucker Turtle to a small group</p> <p>Link to: Self-Regulation Activity- The Emotions Jar</p> <p>Raising Children Network Helping children calm down: 3-8years</p>
<p>Parenting opportunity to discuss with Lisa:</p>	<p>Parenting programs can be helpful to learn new tips & hints and to gain support from other families.</p> <p>Lisa may be interested in Tuning into Kids- a parenting program that helps children learn to understand and regulate emotions. The program teaches parents about how they can help their child.</p> <p>This program is delivered by our Enhanced MCH team, parent educators, Viv and Emma and is available free.</p>	<p>Tuning into Kids parenting program flyer (emailed with summary report)</p>
<p>Referral pathways to discuss with Lisa:</p>	<p>It would be beneficial to consider seeking the support of a Play Therapist and/ or Psychologist to gain tailored and specialist advice.</p> <ul style="list-style-type: none"> A Play Therapist is a professional who through play can help children process what they are feeling or experiencing. A Psychologist can develop behavioural strategies tailored to Laurie's 	

	<p>specific needs.</p> <p>There are a few options to help with the cost of allied health professionals:</p> <p>Public Services:</p> <ul style="list-style-type: none"> Community Health Services offers low-cost services. The wait times can be lengthy. Cost for services is based on income and intake closes in June for children moving onto school the following year. <ul style="list-style-type: none"> Please note: Inspiro Health do not offer psychology support. <p>Private Services:</p> <ul style="list-style-type: none"> The family might be able to get a Medicare rebate. They will need to speak to their GP about getting a care plan to allow partial (or full for bulk billing practices) rebates for up to 5 sessions. <p>With a care plan, 5 visits may be to one type of allied health provider or be spread between several providers, within a calendar year. If your GP agrees that Laurie child needs additional support, the family and the GP can make a plan which can include referrals to specialists such as Speech Pathologists, Occupational Therapists, Physiotherapists, Dietitians, Psychologists, Podiatrists etc. The Medicare rebate will cover some of the costs but there will still be out of pocket expenses at most clinics.</p> If the family have private health insurance, they could check with their insurance provider as they may be able to claim a rebate. 	<p>Link to Inspiro Health: Play Therapy Child & Family Referral Form</p> <p>List of Play Therapist's (emailed with summary report)</p> <p>List of Psychologist's (emailed with summary report)</p>
--	--	--

Follow up: Elisa, please don't hesitate to reach out if you have any questions or would like to discuss further, if needed.

Kind regards,

Wendy Blakis *Preschool Field Officer*

Launching Place Preschool 4yo: LL

w.blakis@yarranges.vic.gov.au
0419 983 691

