INCLUSION OBSERVATION/SUPPORT

Date:04/23/2019 Child: Yongyong Center:

Teacher(s): Inclusion Consultant:

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| Schedule | Observation(what consultant observes) | Supports/Adaptations(suggestions for teachers that may help child be part of activities) |
| Snack  Outside Play and free playtime  Arrival | Yongyong is a very picky child.  Yongyong likes running around.  Yongyong refused to enter the classroom, went in and cried, and went out to be fine. | Solution: Use the reinforcement method to solve the picky problem.  Specific implementation: pick the food that parents want their children to eat, such as green vegetables, and put things that children like to eat, such as chicken. Give instructions, let the child eat a bite of vegetables (small bite), and then eat a bite that he likes to eat, so that the child likes to eat as a reinforcement, to solve the problem of picking up the vegetables without eating vegetables, and each dish that you don’t like in the future. You can use this method. In the process of implementation, teachers and parents must insist that if the child does not eat green vegetables, no matter how he cries, how to make trouble, how can he not eat, he can't eat what he wants to eat; the amount of food can be from small to large, step by step.  Solution: What is the reason for the teacher to distinguish the child from running around? It is the self-stimulation of the child's self or the way the child expresses happiness. If you run around, it’s just a way for the child to express happiness. He runs twice and the behavior disappears quickly. It doesn’t affect his life. It doesn’t matter. If it’s the feeling of self, then the teacher’s most important thing is to think about how to give it. The child arranges activities, communicates with him, plays with him, diverts attention, and replaces the child's feelings and stimuli, allowing the child to do meaningful things, because the long-running (minutes) of running is a self-stimulation that affects the child.  Solution: To solve this problem, the teacher must first understand that the purpose of the child's behavior is to escape. The child's crying is to avoid studying in the classroom. The solution to this problem is to consider how to make the child like to stay in the classroom. We can use the following methods, first of all to ensure that you use enough reinforcements, such as praise, rest or other rewards for performance. Here are a few specific ways. For example, first use the action and language to help the child sit down, be careful not to force, if the child sits quietly for 3 minutes, give him a bit of food, and gradually extend the time he needs to sit there before getting reinforcement (this is called "Shaping the law"). In fact, the first reward should be to reward him to come in and sit down. He rewarded him as soon as he sat down (telling him "sitting really well!" and giving him a small cookie or something he likes to eat). He should be praised and rewarded when he is quiet. In addition, it is necessary to consider the difficulty of the content in the class, and to develop the content of the teaching according to the actual situation of the child, and gradually increase the difficulty. In short, remember that the child wants to escape the classroom, then you must show him that sitting in the classroom is not so bad, on the contrary, it is a place where he can be rewarded and successful. Only then will he be willing to go. |