

QUICK BEHAVIOUR LOCATOR

Be involved in the activity or project**I want to help a child TO...**

- become involved in an activity or project..... C6-4 - C6-5

Use of his/her resources in carrying out the activity or project**I want to help a child TO...**

- become involved in a project drawing on his/her resources..... C6-6 - C6-7

Perseverance in carrying out the activity or project**I want to help a child TO...**

- persevere in carrying out an activity or project..... C6-8 - C6-9

More specifically, I want to help a child WHO ...

- requires constant support in order to complete any task..... C6-8 - C6-9

Description of the strategies used in carrying out the activity or project**I want to help a child TO...**

- describe the strategies and the work..... C6-10 - C6-11

More specifically, I want to help a child WHO ...

- cannot describe steps, strategies, etc..... C6-10 - C6-11

Assessment of the learnings acquired and difficulties encountered**I want to help a child TO...**

- assess learning and speak of the difficulties encountered..... C6-12 - C6-13

Expression of satisfaction with the activity or project**I want to help a child TO...**

- express satisfaction..... C6-14 - C6-15

More specifically, I want to help a child WHO ...

- never speaks, is non-verbal..... C6-14 - C6-15

Developmental Profile

Throughout preschool education, children actively participate in their learning. They use their creativity and learnings and set themselves challenges in keeping with their interests. Through the scope and variety of their projects, they learn to mobilize their cognitive, motor, language, emotional and social skills in accordance with their goals. They learn to present their work, explaining the method, strategies and resources they used. (QEP, 64).

Outcomes at the End of Preschool Education

At the end of preschool education, the children complete individual, team or class projects appropriate to their level. When they become involved in an activity or project, they apply their previous learnings in planning it. They anticipate the main steps and are able to describe the method to be used. At the end of the activity or project, they can state the learnings acquired. In this way they develop abilities and skills that will serve as the basis for further learning. (QEP, 65).

This icon indicates that there are targeted related resources you can consult in the corresponding Resource Documents available on line.

This document and all its related resources are available on LEARN at
www.learnquebec.ca/special-needs-in-k

Evaluation Criteria:**Be involved in the activity or project**

In order to encourage the children to become involved in the activity or project.

I need to provide ample opportunity

- to become involved in the project or activity, drawing on his/her resources.
- to show interest.
- to speak of what he/she knows and research information in order to carry out the activity or project.

Kindergarten exit profile

Over the course of the year, the children are invited to participate in many activities and projects. At the beginning of the year, the children are introduced to different types of activities and small class projects. They are first exposed to different materials, then learn steps in carrying out an activity or project, and finally practice and apply learned working methods. Towards the end of the year, the children are given opportunities to design, plan, organize and carry out their own activities and projects.

For instance, by the end of the year, the the children can be observed:

- showing interest in an activity or project
- contributing ideas, information or resources
- speaking of what he/she knows
- asking questions
- suggesting different sources of information

If I want to help a child TO**become involved in an activity or project, for example:**

- showing interest in an activity or project
- contributing: ideas, discoveries, information, resources, points of view.
- speaking of what he/she knows
- asking questions
- suggesting different sources of information

First I would consider...

- Have I provided opportunity to participate in dyads or small groups?
- Have I explicitly modelled how to contribute, how to research, how to share information?
- Did I scaffold situations over the course the year in order to provide a variety of activities and to help the children become involved in small steps?
- Are there too many steps?
- Are the children sufficiently skilled to manage the steps?
- Do I have too many close-ended activities?
- Do I set too many restrictions and controls?
- Are my activities balanced between teacher-initiated and child-initiated?

Then I could try to:

- put the children in situations that provoke questions and curiosity, for example, give them a box filled with simple machines with moving parts (kitchen tools, carpentry tools, scissors , etc.) and watch them explore and talk.
- ensure that the topics, themes, materials and activities are of interest to the children, for example, have children vote on topics of interest.
- when starting a new topic or theme, create opportunities to develop interest and show curiosity. For example, as the children to bring in theme-related objects that they place in a thematic "museum"/area. Observe, listen and ask open-ended questions as the children freely manipulate them.
- ensure the children are active participants in every step and all aspects of an activity. Invite children to decide on the steps, materials to use, preparing the materials required, bring materials from home.
- provide opportunities for children to explore and research, for example to explore questions that children would like to answer, and discuss the different sources of information e.g. videos, music, specialist, books, multimedia, etc.

Evaluation Criteria:**Use of his/her resources in carrying out the activity or project**

In order to encourage the children to use his/her resources in carrying out the activity or project. I need to provide ample opportunity

- to become involved in the project or activity, drawing on his/her resources.
- to show interest.
- to speak of what he/she knows and research information in order to carry out the activity or project.

Kindergarten exit profile

Over the course of the year, the children are given the opportunity to use different resources found in and around their learning environment and to develop strategies they can use.

By the end of the year, the the children can be observed:

- using a plan to organize an activity or project
- referring to visual aids found in the classroom
- selecting and organizing materials needed
- requesting specific materials
- experimenting with new materials
- bringing related materials to school from home
- asking adults or peers for assistance

If I want to help a child TO

become involved in a project drawing on his/her resources, for example:

- use a plan to organize an activity or project
- refer to visual aids found in the classroom
- select and organize materials needed
- request specific materials
- experiment with new materials
- bring related materials to school from home
- ask adults or peers for assistance

First I would consider...

- Do I make resources available in the classroom, model how to use them and encourage children to refer to them when needed?
- Do I encourage children to think about the resources/materials/information sources they will need?
- Am I attentive to the cultural diversity in my class to use it as a resource?
- Do I encourage children to draw on their own life experiences as a resource?
- Do I encourage the children to tap into each other's talents?

Then I could try to:

- ensure the children are active participants in every step and all aspects of an activity. Invite children to decide on the steps, materials to use, preparing the materials required, bringing materials from home, etc
- whenever possible, reorient students to classroom resources or to each other's skills or talents when they need help. For example, name the students who can tie shoelaces as the specialists. When students need help, they can be reminded to go to the specialist. Be creative!
- provide visual organisers to help children plan their activity/presentation, for example, a visual aid to guide a show and tell.
- encourage children to contribute to an "interest center" by bringing resources from home.

Evaluation Criteria:**Perseverance in carrying out the activity or project**

In order to encourage the children to persevere in carrying out the activity or project.

I need to provide ample opportunity

- to show tenacity in carrying out the project or activity.
- to use a variety of strategies.
- to take time and space into account.
- to use creativity.
- to finish the activity or project.

Kindergarten exit profile

Over the course of the year, the children are introduced to different methods, strategies and processes. They are given time to practice and apply these newly learned skills and are encouraged to use them when encountering with challenging tasks.

By the end of the year, the children can be observed:

- following through on a plan of action
- finding solutions to problems encountered
- trying different strategies to attain a given goal
- adapting methods when necessary
- organising working space
- staying on task
- completing the activity and/or project

If I want to help a child TO persevere in carrying out an activity or project, for example:

- follow through on a plan of action
- find solutions to challenges encountered
- use different strategies to attain the goal (observation, exploration, experimentation, trial and error, etc.)
- adapt methods when necessary
- organise work space to carry out a project alone or in a team
- stay on task
- complete the activity or project

First I would consider...

- Do the children have the skills required to carry out the task?
- Have I modeled strategies and given time for the children to practice them?
- Have I provided children with enough time to explore the materials and tools before they need to be used in a structured situation, for example scissors, plasticine?
- Is the activity or project within the proximal zone of development of the child?
- Are they too many steps involved?
- Do I provide enough time for the child to complete the activity?
- Can I be flexible in the chunking of the activity over time to accommodate different needs?

If I want to help a child WHO requires constant support in order to complete any task.

First I would consider...

- Is the activity or project within the proximal zone of development of the child?
- Does the child have the skills to do the activity?

Then I could try to:

- model different situations and strategies and refer to them when children encounter them.
- whenever children seem “stuck”, avoid providing answers; instead, question and help them come up with their own solutions, for example, they could ask for help, go about the task in a different way, etc.
- use problems or stories to show that there can be many possible solutions or different ways of doing things, for example, different tricks for tying shoelaces.
- to provide children with opportunities to become familiar with materials and tools, put them out during free play to provide opportunity for them to explore and practice several days before they are to be used in a structured activity.
- if the activity is too demanding, consider doing it over a period of several days.

Then I could try to:

- be aware of the child during all activities and scaffold the steps if necessary (break into small steps)
- in any given task, provide one or two strategies and have the child practice them, for example, strategies to put a puzzle together.
- consider using an extrinsic motivator to encourage perseverance to completing of steps, for example, finish cutting the pieces and you can glue them tomorrow.
- provide choices, for example, you can finish cutting now or do it later during free play.
- provide a simpler version of the task or game for which the child might be better equipped at this time.

Evaluation Criteria:**Description of the strategies used in carrying out the activity or project**

In order to encourage the children to describe strategies used in carrying out the activity or project, I need to provide ample opportunity

- to show satisfaction with the project or activity.
- to present his/her project.
- to describe his/her method.
- to explain the strategies and resources used.

Kindergarten exit profile

Over the course of the year, the children are given opportunity to explore and experiment with different strategies, methods and processes. After completing a given activity or project, the children learn to describe the steps taken, strategies used, problems encountered and solutions used when asked.

By the end of the year, the children can be observed:

- describing the steps taken to complete a given activity/project
- describing the strategies, methods or process used
- describing the problem(s) encountered
- explaining the solution(s) used to solve the problem(s)

If I want to help a child TO

describe the strategies and the work, for example:

- describe the steps taken to complete a given activity/project
- describe the strategies, methods or process used
- describe the problem(s) encountered
- explain the solution(s) used to solve the problem(s)

First I would consider...

- Do I use the contexts of my daily routines to give children the experience with designing, planning and implementing step-by-step processes?
- Do I provide time for the children to think about the steps before they do the activity?
- Do I ask the children to talk about a strategy they are using or may have applied?
- Do I encourage children to find their own solutions when they encounter a problem?

If I want to help a child WHO

cannot describe steps, strategies, etc.

First I would consider...

- Is the child capable of understanding the concept of steps and strategies?
- Does the child understand but has difficulty verbalising thoughts?
- Is the child very shy?

Then I could try to:

- invite children to design a step-by-step process of something familiar to them, for example, organising snack, getting dressed for outdoors, organising themselves in the morning, setting up for an art activity, etc.
- at the beginning of the year, provide a visual organiser to help them individually reflect about the steps they used to complete the activity.
- later in the year, provide a visual organiser to help them plan the steps prior to doing the activity.
- while they are carrying out the activity or project, question the children to help them think about their process and verbalize the strategies they are using. For example: What are you trying to do? What do you think you have to do next? What trick did you use to do that? Where did you get the idea to do that?
- have the children use a visual aid (plan) when presenting.
- provide children time to practice their presentation with visual support before presenting. For example, present to a friend.
- whenever children seem "stuck", avoid providing answers but rather question and help them come up with their own solutions, for example, they could ask for help, go about the task in a different way, etc.

Then I could try to:

- prompt and guide the child with specific and simple questions. For example: "First what did you do? Then what did you do?" (no more than 3 steps); for a Show and Tell: "What is it? What colour is it? What does it do? "
- highlight the child's actions or strategies by verbalising them. For example: "Oh! You used the scissors to open the bag."
- allow the child to communicate non-verbally, to draw or to show.
- provide opportunities for sharing in one-on-one contexts.
- in extreme cases, allow the child to be videotaped presenting at home.

Evaluation Criteria:**Assessment of the learnings acquired and difficulties encountered**

In order to encourage the children to assess the learnings acquired and difficulties encountered, I need to provide ample opportunity

- to transmit the results of the project.
- to state his/her assessment.
- to speak of the difficulties involved.
- to explain what he/she learned and how he/she will be able to use these new learnings.

Kindergarten exit profile

Over the course of the year, the children are given many opportunities to reflect on their work and working methods. By being exposed to different ways of assessing themselves as learners, they gradually become more proficient discussing what they found challenging and what they learned throughout the process.

By the end of the year, the children can be observed:

- talking about their work to their peers or to an adult
- explaining how they completed the task
- discussing strategies and methods used
- discussing what they had difficulty with
- explaining what they did to overcome the challenge
- stating what they did not know before that they know now
- stating what they would do differently next time

If I want to help a child TO

assess learning and speak of the difficulties encountered, for example:

- talk about his/her work to a peer or to an adult
- explain what he/she did to complete the task
- discuss the strategies and methods used
- discuss what was difficult
- explain what he/she did to overcome the challenge
- state what he/she learned
- state what he/she would do differently next time

First I would consider...

- Do I provide opportunities for children to reflect in a variety of ways throughout the year?
- Do I provide opportunities for children to reflect based on criteria?
- Do I provide opportunities for children think critically and to make choices?
- Do I ask the children to reflect on a strategy they used or a solution applied?
- Do I encourage children to find their own solutions when they encounter a problem?

Then I could try to:

- at the beginning of the year, encourage children to use non verbal cues such as thumbs-up/side/down to reflect. For example, reflect on their participation in an activity, how they cleaned up, how they're feeling in the morning.
- provide a context in the classroom that encourages the children to build criteria for evaluation. For example: for what makes a good drawing, for example, present two drawings made me (one good and one not so good) and ask children to describe why one is better than the other. To think about their cooperation, ask children what people working well in a team looks like (sharing materials, listening to each other, sitting together); what does it sound like (good job, please and thank you, I can help, I have an idea, that's a good idea). Build the criteria based on their answers.
- have children reflect on their own productions or behaviours based on the criteria they created.
- make new learning evident on an on-going basis by verbalising it as it occurs. For example, "Now you know how to tie your shoes, and you didn't know how yesterday"; "You learned that blue and red make purple".
- use a KWL chart (What I know, Want to know, Learned) to help connect what they learned to the questions they asked. Enrich it as the activity progresses, adding both student questions and the answers/information found.
- make new learning evident by documenting projects (photos), using them to question the children about what they did and then verbalising it back to them.
- whenever children seem "stuck", avoid providing answers but rather question and help them come up with their own solutions, for example, they could ask for help, go about the task in a different way, etc.

Evaluation Criteria:**Expression of satisfaction with the activity or project**

In order to encourage the children to express satisfaction with the activity or project, I need to provide ample opportunity

- to show satisfaction with the project or activity.
- to present his/her project.
- to describe his/her method.
- to explain the strategies and resources used.

Kindergarten exit profile

Over the course of the year, the children are given many opportunities to spontaneously and more formally share their work with their peers in both small and large group presentations.

By the end of the year, the children can be observed:

- showing their work to fellow classmates
- showing their work to the teacher
- presenting their activity/project to the class
- discussing how they feel about their work and why
- explaining what they would do differently

If I want to help a child TO

express satisfaction, for example:

- show work to fellow classmates
- show work to the teacher
- present the activity/project to the class
- state how he/she feels about the work and why
- explains what worked best
- if needed, explain what he/she would change or do differently

First I would consider...

- When children show me their work, do I ask them to talk about their it rather than praising it?

If I want to help a child WHO

never speaks, is non-verbal

First I would consider...

- can the child communicate in another way?

Then I could try to:

- ask the children to tell you about their work, how they feel about it and why.
- when children are not satisfied with their work, question why, what could be done differently next time, or what could be added, removed or changed in order for them to be satisfied.

Then I could try to:

- provide visual cues to allow the child to communicate - happy- medium- sad face/ apple, up- medium-down thumbs.