



Child Support Plan - Sample

Date: 1/21/15

Time: 3:00 -4:30

Initial

Follow-up

Who's here? (Lead Teacher, Parent, MH Consultant, Site Supervisor, Disabilities Manager)

Mom, Teacher, Inclusion team, Consultant

Questions? (What's happening in classroom & home? How does a Child Support plan work?)

Home – showing a lot of progress, anger when he doesn't get his way, trying to control his anger and showing improvement, mom uses time outs which help him calm down on his own – this is mom's biggest concern
School – shows anger/hurt sometimes, has a good memory about incidents – can talk about it, is able to recognize how he is feeling and express it accurately

Child's name: Harry

What I love/What are my strengths:

- Cars (transportation), McQueen
- Can identify his feelings/express them
- Participates in small group
- Learning to take risks with sensory tasks
- Art/drawing
- Building – Bridges
- Very verbal
- Curious/persistent

Where I'm growing:

- Social interactions
- Nap time – doesn't sleep, gets bored and becomes very active
- Clean up time – knocking things down
- Sticks to things that he likes and is familiar with – very rigid

What's helping?

- Being given choices
- Reinforcing/narrating what peers say/express
- Facilitating peer interactions

Child Support Plan

Where I'm growing	What we're going to try	Who? When?
<p>Clean up</p> <p>Social interactions</p> <p>Self-regulation</p> <p>Nap time</p> <p>Routines</p>	<ul style="list-style-type: none"> ● Preview <ul style="list-style-type: none"> ○ "you're going to play and then we're going to clean up" ○ Using a clock/timer ○ Being a part of a group (family/class) ● Turn-taking games <ul style="list-style-type: none"> ○ Taking turns ○ Letting another friend go first ○ Sometimes we win, and sometimes we don't ○ Include a social story around this to preview ● How to ask peers, invite them <ul style="list-style-type: none"> ○ Visuals to support ● First/then statements ● Using building visual – what floor are you on, how do we get back to the ground floor? ● Fine motor activities <ul style="list-style-type: none"> ○ Concerns about straining his eyes in the dark ○ Encouraging him to rest his body for 15-20 minutes before offering choices ● Sticker chart, routines-based 	<p>Teachers</p> <p>Teachers</p> <ul style="list-style-type: none"> ● Facilitation <p>Inclusion Specialist</p> <ul style="list-style-type: none"> ● Materials <p>Teachers</p> <ul style="list-style-type: none"> ● Facilitation <p>Inclusion Specialist</p> <ul style="list-style-type: none"> ● Materials <p>Teachers</p> <ul style="list-style-type: none"> ● Facilitation <p>Inclusion Specialist</p> <ul style="list-style-type: none"> ● Materials

How will we check-in: Teachers and Mom – drop off, pick up

When will check-in: In one month