

Scenarios

Robbie

Robbie has been in your class for two weeks. Since entering your classroom, his transition has been quite difficult. Although he has never been in group care before, he is having an extra difficult time adjusting to classroom routine. Once his mother leaves, he sits by the door watching the children, but not joining in activities. While he will transition to activities, he is slow to approach activities and rarely gets involved. During free choice time, he will join in at the end, resistant to leave the one activity he starts. Eye contact is minimal and efforts by other children to involve him in play are mostly ignored. When sitting with him one to one, he is engaged with materials and can articulate concepts at age level, but he does not hold eye contact and flinches when touched. When sitting by himself, he is often looking down, picking at his pants or shirt.

Sallie

Sallie enters the classroom each day eagerly, jumping into classroom routine with ease. Her parents tell you that she absolutely loves school, talking about activities every day. She talks to her classmates and teachers all day long, speaking sentences with apparent ease. The difficulty lies in the fact that it is difficult to understand much of what she says. While it appears she has the language, her articulation is very poor. She does become frustrated when talking to others and she isn't understood. Her parents say she is easy to understand and there isn't a problem, yet other children and teachers can't understand her much of the time.

Josie

Josie has just moved to Michigan from Tanzania. She is very affectionate and has a good demeanor, but does not speak any English. She is living with an Aunt and Uncle that do speak English as a first language. During class, she plays with other children, but she doesn't speak at all. Her aunt and uncle claim she is speaking English in the home more, but she is not uttering a word in class. When asked to follow directions, she can do so with no problem.

Scott

Scott is bright and cheery and eagerly anticipates coming to preschool. He is at age level academically, but this is the first time he's been in a group care setting with other peers. Since starting school, however, he has missed more school than he's attended due to his severe asthma. At least two days a week, he suffers an asthma attack so severe that he must be home. Three weeks into school, he has been hospitalized once.

Jonathan

Upon entry into the program, Jonathan's mom informed you that Jonathan has severe ADHD. She stated that he has tried without success three times to get him on medication to treat this disorder. When asked about medical response to this diagnosis, she states that the doctors haven't agreed with this diagnosis yet, but that's only because they haven't gotten to know him yet. One month into school, you note that Jonathan is particularly active and does move from one activity to another fairly frequently, but he does engage in activities and appears to be at age-level in all domains. The mom reminds you nearly weekly that she wants to hear about everything he does that would indicate ADHD.

Malcolm

Malcolm is a very busy boy in the classroom. He plays mostly in the block area during free choice time and is very familiar with classroom routine as he was in a private preschool classroom before entering your class. His parents report no concerns regarding his development. The trouble is that when he is walking down the hallway or running in the gross motor area or outside, he is falling constantly. Some days, he falls then decides to sit the remainder of outside time.

Questions

1. Where did the child fall in the sieve at screening?
2. What has happened in response to the screening?
3. What are you going to do in the classroom to support the child?
4. What are other services to which you might refer this family?