

Assess

Plan

Context: In school The Grinch has been getting very angry and frustrated, particularly at playtimes. He has been struggling to play appropriately with others and resorts to violence to get his own way in a game. He has been observed by the Inclusion Manager who feels he would benefit from some work on his emotional literacy.

Parental view:

The Grinch can get angry with his little sisters but he can also be really loving towards them. It can make life at home very stressful as we are on edge all the time waiting for the next blow up. We would like him to be able to explain what is bothering him so that we can help him to calm down. He gets so frustrated.

Name: The Grinch
D. O. B.:
99.88.2011
I am good at....
Being green.

Term: Autumn 1

Area of need:
Communication and
interaction.
Cognition and learning.
Social, emotional and
mental health.
Sensory and/or
physical.

Target: To support The Grinch to identify his emotions with correct vocabulary before and after playtimes.

Using an emotions fan to 'check in' with The Grinch before and after playtimes. Record on his chart – chart in cupboard. Talk through any issues he has before going out. Suggest ways of dealing with his emotions. Staff on duty to use the fan with him outside too.

Time period for review: 4 weeks.

Child view: I find it useful when....
An adult is near by to reassure me.

What worked well:

Ways forward:

Assessments:

Parental view:

Child view:

Teacher to 'check in' with parents at home time to let them know how the day went. Mummy Grinch is happy for this to be a simple thumbs up if the day has gone well.
Ideas for parents at home: Provide The Grinch family with the same emotions fan that we use in school for continuity. As we discussed, this can be used for when he is experiencing positive emotions too.

Review

Do