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**CHART – MONITORING LOG OF CHILDREN IN THE ADAPTATION PERIOD:**

**FIRST MONTH OF ADAPTATION – WEEKLY**

**CHILD: C.P. – 3 years old** (initials, age)

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Elements of monitoring a child** | 1. **week**
 | 1. **week**
 | **3. week** | **4. week** |
| **Presence of extreme emotions and behavior*** crying, anger, aggression, refusal of communication, disrupting others at play, food refusal.
 | **Name specific indicators*** Crying without tears over a long period of time with tantrums
 | * Crying without tears when he says goodbye to his family or before going to bed.
 | * Crying over short periods of time when he says goodbye to his family.
 | * Short moments of silence when he is coming into the classroom.
 |
| **Involvement during play**: 1. Just observes the game
2. Initializes the game
3. Plays independently
4. Plays parallel games
5. Interaction with others during play
 | **Mark each element with +/-**1. +
2. –
3. +
4. –
5. –
 | 1. +
2. –
3. +
4. +
5. –
 | 1. +
2. –
3. +
4. +
5. +
 | 1. +
2. +
3. +
4. +
5. +
 |
| **Communicates with peers:** 1. Nonverbally
2. Verbally
 | **Mark each element with +/-**1. +
2. –
 | 1. +
2. +
 | 1. +
2. +
 | 1. +
2. +
 |
| **Communicates with teachers:**1. Nonverbally
2. Verbally
 | **Mark each element with +/-**1. +
2. +
 | 1. +
2. +
 | 1. +
2. +
 | 1. +
2. +
 |
| **Communicates with parents:**1. Nonverbally
2. Verbally
 | **Mark each element with +/-**1. +
2. +
 | 1. +
2. +
 | 1. +
2. +
 | 1. +
2. +
 |
| **Independency in every day life activities**:1. Still dependent
2. Becoming independent

with the help of a teacher1. Independent
 | **Mark each element with +/-**1. +
2. –
3. –
 | 1. +
2. –
3. –
 | 1. +
2. +
3. –
 | 1. +
2. +
3. –
 |
| **Follows the rules of the group:**1. Partially
2. Completely
 | **Mark each element with +/-**1. +
2. –
 | 1. +
2. –
 | 1. +
2. –
 | 1. –
2. +
 |

|  |  |
| --- | --- |
| **TEACHERS OBSERVATIONS, ACTIONS, FEELINGS** |  He is a child who is very attached to the members of his family, and he cries because he is afraid not to lose his family. The agresivity generated by the family breakup was very short and easy to calm down. On the first week he refuses to go to bed because he is afraid to sleep in a different place than his own bed. During the next two weeks his sleeping time is very short because he is afraid of not being left in the kindergarden.  On the second week of school the crying periods are shorter and not so violent. Step by step, the boy discovers the pleasure of being close to the other children even if the periods of attention are reduced. The communication with other colleagues is almost non-existant in the beginning, but, day by day he socialised more and more, first with a child and after, with the others. From the first days of school, the communication with the grown ups, was much better, a sign the boy was ususally surrounded by adults. As for his ability to communicate verbally, after the first week, his only words were: ”When is mum coming?”, the boy proved to be communicative with children and grown ups. At the end of the first month of school, the boy hesitates when he’s entering the classroom, but he quickly changes his mood, becoming part of the activities. On the first days of school, we let mum stay a little bit longer with P., in the classroom, so he could see there is no danger, and when his mother was leaving we tried to calm him down by explaining him that his parent would come soon and he would go home as the other kids would do. We always talked to him very calmly, sitting at the level of his height, so he could see us better. I’ve noticed he loves stuffed toys ( their softness gives him the feeling of closeness to his mother) so we've talked to him through stuffed toys.  Noticing his dependence on adults was almost complete, we encouraged him by various methods: medals, applauses, so he began to wash his hands and eat by using less help from the adults. We started games and activities using attractive materials trying to give him different direct tasks, so he would feel useful. We noticed that he was very sensitive to praise so, especially at the beginning, we boasted every gesture of a satisfactory result at all. |
| **PARENTS ACTIONS, STATEMENTS, FEELINGS** |  On the first day of kindergarten P. refused to separate from us, he was stomping his feet, crying, shouting. Even if I stayed with him a little while, he still wasn't silent. At the end of the day, we went to take him from kindergarten and when he saw us, he started to cry loudly. Many mornings began with tears from the moment he woke up and until we got to work, and he remained in the classroom. The fear that the next day we would go to the kindergarten was shown in crying and hugs, hanging from our neck. Although before kindergarten he had slept alone in his own bed, he began to ask us to sleep with mommy and daddy, but we did not give up. I‘ve started to think I was wrong by bringing him at the kindergarten. I talked to the teachers who warned us that his cry was false because it was without tears, and that after the first few weeks, our boy stopped crying and he was doing that only when we separated, so they encouraged us to be consistent and not to give up. Now P. is happy and he often shows his impatience to get faster to the kindergarten. When we have free time and we play kindergarten at his own initiative I've notices he remembers kids and their names. I’ve noticed that since he has attended kindergarten he is more responsible, participating at home in countless activities with his 6 years old cousin. |

**CHART – MONITORING LOG OF CHILDREN IN THE ADAPTATION PERION**

**SECOND MONTH OF ADAPTATION**

**CHILD: C.P. – 3 years old** (initials, age)

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| --- | --- |
|  | **The present child reactions in the current month according to elements from the first month of adaptation** |
| **CHILD*** According to elements
 |  First, the child comes to kindergarten without crying, says goodbye to his parents with the feeling that it must be like this. Relations with children are getting better and closer. He starts bonding, especially with the boys. He likes to hear funny stories, laughs with pleasure, participates with the others in the daily activities at the kindergarten. |
| **PARENT** |  The separation is not so hard, but we must promise that we are the first to come pick him up from kindergarten. With delight he tells us what he does at the kindergarten, he likes to dance and he teaches us at home. He started to eat without our help at home, he is not so dainty anymore, he has started eating more things. |
| **TEACHER** |  All activities have a relatively reduced duration, 15 minutes maximum. I combine static activities with the motion. I give them playground breaks, during which children relate directly, and Pavel feels really good. I encourage solving tasks and appreciate positively in each new success. |
| **FINAL OBSERVATIONS** |  There are no moments of anger, he does not cry, he talks to all children and all adults, he hugs us at his own will, expresses content / discontent about some actions / dishes. He is more observant during activities, in solving tasks. Between activities, he prefers musical games and movement games. He likes to tell us what he does with his family at home. He participates with more responsibility to household activities. He almost manages to put on his clothes by himself, but still he needs support to take his clothes off. |

**CHART – MONITORING LOG of CHILDREN IN THE ADAPTATION PERIOD**

**THIRD MONTH OF ADAPTATION**

**CHILD: C.P. – 3 years old** (initials, age)

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| --- | --- |
|  | **The present child reactions in the current month according to elements from the first month of adaptation** |
| **CHILD*** reations, statements...
 |  P. spreads joy when entering the classroom. He likes all activities, especially those where parents are invited. He is attracted to artistic activities and practical activities. He likes to recount, to sing and dance. To the question: „What do you like at the kindergarten?”, he answers: "Children, playing and eating and teachers." |
| **PARENT*** Actions, observations, emotions, statements
 |  We say good bye only with a kiss or a hug, he comes into the classroom with joy and he is received by children with hugs. He asks us to come later to take him from the kindergarten, he is no longer so anxious to see us coming the first, to have more time to play with the kids. Seeing us again at the end of the day is no longer a struggle for him, but an endless story from which we learn everything he has done during the day with the teachers and classmates, what he has eaten, what he has learned. He's much organized at home and he speaks differently to us and to his grandparents. |
| **TEACHER*** Procedures,new methodological approaches,emotions
 |  I continued to give him easy tasks, that would offer him satisfaction: arranging table napkins, cutlery, preparing working materials on colleagues' tables. I noticed his interest in drawing, color and I offered him the opportunity to work, appreciating his achievements. |
| **FINAL OBSERVATIONS** |  He is a kid eager to relate to other children, he finds pleasure from day to day in cooperation during play and other activities His vocabulary enriched, the volume of knowledge increased,he already assimilated a number of work techniques, which made him feel comfortable when receiving a task. Now he puts clothes on without any help and he needs very little support to take his clothes off, he eats by himself and uses the correct cutlery and the napkin. |