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

**FIRST MONTH OF ADAPTATION – WEEKLY**

**CHILD: T.J. – 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*** Anger, fear, rejection
 | * Rebellious behaviour, even violent.
 | * She begins to calm down.
 | * There is a slight relaxation in her behaviour.
 |
| **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. + (only with her sister)
4. –
5. –
 | 1. –
2. + (only with her sister)
3. + (only with her sister)
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** |  The girl has an elder sister in our kindergarden. She often comes into the classroom but only to take her sister home. She didn't speak Romanian, that's why she was insecure and fearful from the beginning. Her behaviour was „wild“, rebellious. She refused to shake hands, she didn't accept anybody else but her sister. When another child tried to play with her, she refused and she became even violent. |
| **PARENTS ACTIONS, STATEMENTS, FEELINGS** |  The girl badly wants to come to kindergarden because her sister is here, too. At home she is very independent , she seldom accepts help from grown-ups. She is an active, cheerful child, and she is very protective with her sister. |

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

**SECOND MONTH OF ADAPTATION**

**CHILD: T.J. – 3 years old** (initials, age)

|  |  |
| --- | --- |
|  | **The present child reactions in the current month according to elements from the first month of adaptation** |
| **CHILD*** According to elements
 |  She begins to cooperate with other children and with grown-ups, too. She plays with pleasure, she trusts teachers. The girl communicates nonverbally because she doesn't know Romanian but she repeats simple words. |
| **PARENT** |  She goes happily to the kindergarden. Her language is more diverse. |
| **TEACHER** |  She cooperates even if she doesn't understand the language. The nonverbal language is very important for her. |
| **FINAL OBSERVATIONS** |  During the first month she observed carefully other children, in the second month she initialized games, played with many children, not only with her sister. |

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

**THIRD MONTH OF ADAPTATION**

**CHILD: T.J. – 3 years old** (initials, age)

|  |  |
| --- | --- |
|  | **The present child reactions in the current month according to elements from the first month of adaptation** |
| **CHILD*** reations, statements...
 |  She is very happy when she comes to kindergarden, she plays gladly with other children. She cries easily when she doesn't get what she wants. She begins to feel safe and comfortable. |
| **PARENT*** Actions, observations, emotions, statements
 |  She talks to her parents about what is happening at the kindergarden. She is more well-behaved at home. |
| **TEACHER*** Procedures,new methodological approaches,emotions
 |  In Waldorf pedagogy the imitation is very important and this thing helps the little girl very much. Because she doesn’t speak Romanian, she mimes gestures, movements , actions together with children and teachers. That is why she feels like beeing part of this goup. |
| **FINAL OBSERVATIONS** |  Her parents are very important in this adaptation period. They always support her, they are next to her in any kindergarden activity. |