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

**FIRST MONTH OF ADAPTATION – WEEKLY**

**CHILD: P.E. – 4 years and 4 months old** (initials, age)

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| **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**   * Refusal to communicate, a little bit agressive, food refual. | * A little bit furious, refusal to communicate with all children, food refusal. | * Communicates in small groups, accepts some food. | * Communicates with new friends, accepts playing, accepts all the food. |
| **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. + (when mother is present) 4. – 5. – | 1. + 2. – 3. + 4. – 5. + | 1. + 2. + (simple games) 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 teacher   1. 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. + (when mother is present) |

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| **TEACHERS OBSERVATIONS, ACTIONS, FEELINGS** | The child has come from a kindergarten with a full-day program, where he was forced to sleep and eat.  E. hardly joined the group and did not accept to stay without his mother.  At first he communicated with his colleagues only nonverbally. Gradually, he relaxed and participated in free games and other activities but only in his mother's presence. |
| **PARENTS ACTIONS, STATEMENTS, FEELINGS** | After I had tried the traditional system, I chose the Waldorf alternative because here, teachers have a natural behaviour with the little ones, here the children are treated with patience, attention, do not pay atention to competitivity but to socializing and knowledge (says the child's mother, who stays permanently beside her son).  I was aware that I had a child who was dependent on me, says the mother. |

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

**SECOND MONTH OF ADAPTATION**

**CHILD: P.E. – 4 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 | E. is a child who is eager to play but cannot succed in accepting to stay alone with the other children and his teacher. I asked for our psychologist's help to advice us. We succeded in convincing him to accept his mother's presence in the hall of the kindergarten, so that we could see his mother while playing. |
| **PARENT** | With much patience, I and his teacher realized that we must find solutions to convince my boy to stay at the kindergarten. |
| **TEACHER** | As a shy boy, he could play only when his mother was nearby.  This child needs permanent sustaining, apreciation and mother's agreement for all that he does. |
| **FINAL OBSERVATIONS** | He is a happy child at kindergarten only when his mother is present (at least in the hall). |

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

**THIRD MONTH OF ADAPTATION**

**CHILD: P.E. – 4 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... | E. and his mother came to the kindergarten. Mother already used to sit in the hall. E. said to me „hello“ and entered into the classroom, then participated happily to the free game with his fellows. After 10 – 15 minutes, he asked for going out to drink water, met his mother and told her she could go to her office. |
| **PARENT**   * Actions, observations, emotions, statements | His mother said to me that she tried many solutions to convince him to stay by himself in the group.  He made the rules and conditions, we did respect them and praised the way the child did everything by himself. |
| **TEACHER**   * Procedures,new methodological approaches,emotions | At this moment E. comes happy to the kindergarten. He behaves normally, he is happy and self-confident (mother waits in the hall for Eddie to come out and say: „Mum, I kiss you. You can go to your work now). |
| **FINAL OBSERVATIONS** | He is a child with a smile that shows happines. |