

Sophia's Story

It is important to have a holistic view of children. Sophia's teacher is going on maternity leave. You will be taking over her classroom. This is a summary of the information provided by Sophia's classroom staff:

Sophia is a 4 years and 2 months old girl. She entered the program in September. She lives at home with her mother Donna and younger brother Nathan. Her mother works full time. Lately, Sophia has been having a difficult time at school and by the end of the day she is often in tears. She loves listening to books. If permitted she would sit on the Instructional Partner's lap all day in the book corner. She seems to be very needy. She is very attached to the Instructional Partner and at time clings to her as she moves throughout the classroom. When she is not engaged in an activity Sophia will often retreat to the book area and watch the other children as they play nearby in the manipulative, writing and/or science centers.

Sophia's teacher is concerned that she is not fully participating in the classroom. She often appears disengaged. When she is working on a writing or art project she will often rush or give up easily although she has many skills to draw upon. Sophia's teacher wants to see her become a full participant in the classroom. She especially wants to see Sophia engage in more writing. The teacher believes Sophia can rhyme, but is not completely sure because she often will not answer direct questions in group activities. Sophia is a very passive participant during small or whole group activities. When she will not answer questions, waiting for her to respond has become very distracting to the group.

What more do you want to know about Sophia?

Instructions:

Boston Ready team members will serve as "Documentation" persons. They have access to additional information gathered from Sophia's teacher, parent, or the Instructional Partner. You will have the opportunity to ask specific questions to learn more about her.

- 1. Organize your group and select a recorder**
- 2. Read Sophia's story**
- 3. Go around the group – each person may ask ONE question of the "Documentation" person. You must specify the information source you want to gain information from (teacher, Instructional Partner or parent). If there is sufficient time, you may go around the circle again, asking ONE question.**
- 4. The recorder will document/web the information your group collects about Sophia**

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Documentation Information for Boston Ready Staff

- Boston Ready team members will work with the small groups and respond to questions based on information gathered from the teacher, parent, or Instructional Partner. Information will be shared only if specifically asked.
- Groups will document the information gathered on a child development web.
- At the end of the activity the group will reflect on the multiple sources of information used to get a whole picture of Sophia and the importance of including her family in the assessment process.
- The group can also discuss various ways they might promote her participation

CLASSROOM TEACHER'S NOTES:

Social/Emotional

September 23

- Does not have one particular friend in the group, but interacts with others on occasion. She may be shy?

October:

- Tends to play next to others interacting only around materials. I have not yet observed Sophia engage in social play with her peers.

October 14

- Adjusted easily to classroom routine. Actively participates in clean up and reminds peers of established class rules.

November 12

- Appears to be very concerned when children do not follow the rules; she initiates lots of tattling.

December: 1

- Several times Sophia has corrected peers' behaviors. For example, she ran after a peer stating "You forgot to clean up your papers at the writing table." She followed them into dramatic play, when a child turned to her and said, "You're not the teacher." Sophia then retreated back to the writing area.
- At snack she grabbed food away from Frankie, who had taken a second helping of crackers and cheese, saying "You can not have more - the teacher said 2 crackers and cheese." Frankie covered the crackers with his hand; Sophia then stood up and stormed off to tattle on Frankie to the teacher.

December 20

- Arrived tired again, not sure if she is getting sick or not?

January

- Still concerned that Sophia always seems to be a bystander, on the edge of activities. When called on in circle to participate, she looks down at the floor.

Physical development:

September:

- Sophia entered school being able to write her own name clearly. She is able to zip and button her own clothes. Her fine motor skills appear to on target. Sophia does not appear to enjoy recess. She often keeps to herself or stands near the Instructional Partner. Occasionally, she will use the swings or play in the sand box outdoors.

October

- Sophia participates in “number jump” and seems to smile when a large number is presented to the group. She is able to jump and hop.

November

- Sophia occasionally draws pictures and is able to combine basic shapes to represent people and objects in her environment.

Cognitive Development:

September:

- Sophia can count 5 objects. She recognizes and names basic shapes.
- Sophia does not seem to be able to rhyme.
- Sophia is only able to identify the letters in her name.

October

- Sophia can identify her own name in print and is able to recognize several of her peer’s names as well, especially Sonia and Steven.
- Sophia appears to be listening and paying attention at circle time, however she rarely speaks at group times.

November

- Sophia dictated a story to the Instructional Partner during choice time after drawing a picture about the family’s trip to Grandpa’s house for thanksgiving. Sophia was very animated and excited as she described her visit with family and friends.

December

- Sophia can copy letters, but seems to have a difficult time identifying many of the letters in the alphabet. She can write MOM, NATHAN, and SOPHIA in upper case. She is unable to identify the following letters: B, C, D, E, F, G, J, K, L, Q, R, U, V, W, Y.
- Sophia is able to count quantities to 10 but does not yet recognize numerals.

January

- Sophia used the word card in the writing area to copy words to make a shopping list. When reading back her shopping list with the teacher, it became apparent that she was not able to identify the initial sound of the words on her list. However she was able to identify several letters – **B**/Bag; **G**/Gum, **D**/Donut.

Preferences:

- Sophia appears to be a visual learner. She is able to use many visual prompts such as the alphabet chart, number line, or shape chart posted in the classroom to recall or represent information need to complete a task.
- Sophia prefers to play alone with manipulative, reading books, computer, or writing or drawing.

INFORMATION FROM SOPHIA'S FAMILY

- Last year in June, Sophia father passed away after a long illness with ALS. He died in his sleep.
- Sophia's mother reports that she has been having hard time falling asleep at home since her father's death. Sophia is concerned that she also might die if she falls asleep.
- Sophia was very close to her father and watching him slowly wither away was difficult. During his last months of life, her father spent many hours reading to her.
- Sophia's Mom reports that due to her father's illness, the family has not made many friends in the neighborhood and that Sophia mostly plays with her baby brother at home or watches TV.

INFORMATION FROM THE INSTRUCTIONAL PARTNER

September:

- Sophia's mother and brother walk her to school each day. Sophia and her family warmly exchange goodbyes each morning at drop off. Her mom always gives her a special good-bye wave!

October:

- Sophia's mom reports that Sophia has not been sleeping well at night and that she might be tired today.

November:

- Sophia's mother reports that the family will be going to visit relatives in New Jersey for the Thanksgiving holiday and that Sophia will not be in school on Wednesday.

December:

- Sophia seems sad and doesn't seem to be interacting with her peers much, so when I (the IP) get time I spend extra time with her, reading books. Today during this book reading Sophia came out of her shell and engaged in frequent conversations with me.

January:

- Sophia is tattling on her friend quite frequently. I am finding it hard to engage with other children throughout the day because Sophia always seems to be at my side.

February:

- At lunch, Sophia often sits next to me (the IP). A few weeks ago the class read several Eric Carle books. In the book corner, Sophia enjoys looking at these books and re-telling the story. At lunch, Sophia has started to play a new game with me about what's for lunch today based on *Brown Bear, Brown Bear What Do You See?* I say, "Sophia, Sophia, what do you see? I see a something that rhymes with fleas looking at me." Sophia answered, "Peas!"