

Case study: Summary: 2024 Final

Were you able to follow an individual Wonder Child? Yes ☒ No ☐	If yes, give child's code 37S11
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Note: if you were not able to follow one child consistently, just complete whatever parts of this form you can.

Educator's code Lindsay Stickney	Program Seamless Day	Which facet did you focus on? Building Relationships; friends
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Summary/Conclusions

1. What five words or phrases come to mind when you think about this child today? (please don't restrict these to learning/school)

Determined
Funny
Affectionate
Routine Oriented
Capable

2. What strengths, capacities and/or 'passions' did you discover in your wonder child?

- Notes:
- Include strengths from any domain or aspect, including social-emotional; physical/motor; aesthetics; literacy; passionate interests. Please comment about anything that surprised you.
 - What surprises or new insights did you discover?

- Great gross motor abilities. Due to his shyness at the beginning of the year, I was surprised to see how athletic and coordinated he is. He loves using the monkey bars at recess and really enjoys and excels at the games and sports in P.E. class. - Once my wonder child began making connection with his peers, he was able to show his strength in empathy and compassion. I was astounded to learn how strong his theory of mind capabilities were.
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*3. Changes in SEWB. **Overall**, which of the following best describe how the child’s social and emotional well-being has changed during this project? (Check one)

☐ Little or no change

☐ Some change

☒ Major change

*4. Changes in specific facets

For each facet, indicate (1) whether or not it was a focus for you and (2) if it was a focus, how much change you observed..

Facet	Was this a focus for you?		How much change did you observe in this child?		
	Yes	No	No/little change	Some change	Major change; noticeable
• Sense of identity – “who I am”		X	X		
• Building relationships; friends	X				X
• Kindness and empathy - caring for others		X			X
• Contributing to classroom community	X			X	
• Well-being – sense of joy and happiness		X			X
• Self-regulation - connecting actions/results; taking responsibility	X			X	
• Sense of personal agency - self-efficacy; advocates for self; addresses own needs	X			X	

5. Please list your main conclusions/insights about how your wonder child has changed. At least one should relate to social and emotional well-being. You can include informaton from families or other educators.

At the beginning of the school year, my wonder child was very shy, and would often latch on to adults. He showed no interest in other children and could only complete tasks with prompting and help from the adults in the classroom. Today looks much different for my wonder child. He now has several friends, is passionately potective of them and their feelings, and will jump at the chance to help them if they are struggling. While some tasks still need prompting, the routine ones get accomplished independently, without prompting. While he still is affectionate with the adults and needs some cuddles from time to time, he does not rely on them like he did at the beginning of the year. Due to his sudden integration in social situations and his increasing independence, he is naturally being introduced to conflict, and often needs guidance on how to handle these situations in appropriate ways, but is picking this skill quickly.

(Optional.) Tell about an approach or strategy that was successful.

The approach I took with my wonder child was first to ensure he felt welcome, appreciated, and safe. When he expressed his big feelings, I made sure that I validated those. When he avoided social situations, I involved myself in these situations and encouraged him to come sit close to be so he could observe these situations in a way that felt safe to him. When he came to school, I made sure to show how happy I was he was there, and when it was time to go home, I expressed how appreciative I was of all his hard work and that I looked forward to seeing him tomorrow. Once he felt safe and welcome, I began seeing glimmers of confidence. It was at this point that I began tightening up a bit on the routine and what was expected of him while still offering support and appreciation. Additionally, when he began engaging with his peers, I slowly began removing myself from these situations so he could begin engaging independently, but I stayed close and was prepared to jump in should things take a turn.

6. What are you **still** wondering about your wonder child?

Now that my wonder child can engage with his peers independently, he is showing that he is unsure of what to do when conflict arises with others. I have started giving him the words and tools needed to fix these conflicts in appropriate ways, but he still has a long way to go. Additionally, his current approach can be quite aggressive and unsafe, so while I know acquiring conflict resolution skills takes time, I am wondering if there are some strategies that I could be using to speed up this process to ensure the safety of others while still upholding his dignity and integrity and continuing to make him feel safe and welcome?

7. What advice do you have for teachers, families, or others who will be working with this child in the future? What do *you* want to keep in mind so you can continue to support this child's learning?

My advice for his future teachers would be to make sure you create a solid connection/relationship with him immediately. If he does not feel safe and welcome, I fear he may revert back to being shy and withdrawn from his school/peer environment.

SAMPLE FORM FOR OBSERVATIONS OF SOCIAL AND EMOTIONAL WELL-BEING: CR4YC

Choose ONE facet of Social and Personal Well-being as your focus for the project.

Date and context	Observation (please be specific)	Questions arising from this observation – what do you wonder about?
April 25th 2024	I entered the classroom and was pleasantly surprised to see my wonder child, “H”, was not sitting in his regular spot at his own table. Instead, he was sitting with a girl in his class, “J”. Not only was he holding a conversation with his peer, but he was also completing his worksheet on his own. When H was finished his worksheet, without a prompt from an educator, he walked over to the duotang bins and proceeded to add his worksheet to the correct duotang. He returned to the table with J and waited patiently for her to finish her worksheet, and even attempted to help her with his work. Once J finished, H took J’s hand, and escorted her over to the duotangs and proceeded to find hers. J was elated to have H help her. The two then held hands as they went and picked out a puzzle to work on during free time. I could see how happy he was to be able to help his new friend. This moment had me reflecting on who this child was at the beginning of the year and I was awe to see how far he had come. At the beginning of the year, H was quite shy and would only interact with adults. He also would not attempt school work or participate in any scheduled activities unless prompted by an adult who had made a connection with him. To see him begin to navigate peers and school work independently truly makes what I do as an educator worthwhile!	I wonder why H picked J out of all his peers? I wonder if my strategy of providing a safe and warm environment gave him the confidence needed to venture out and engage with his peers? I wonder if he began interacting with his peers because he now has a sense of belonging? Where to go from here?

