**The list of available support measures is a tool which the team uses when planning pedagogical activities. It is used to specify the support measures the child needs and to assess their effectiveness and adequacy. It is also used to assess the level of support needed in the three-tiered support system.**

**The recorded support measures are assessed regularly. The form will be used when discussing the child’s early childhood/pre-primary education plan with their guardians to agree on support measures and to assess their effectiveness. In private day care centers accepting service vouchers, the form can be used to apply for a service voucher with an increased value.**

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| **Child’s name** |  |

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| **PEDAGOGICAL ARRANGEMENTS** |
| **Learning environments** | **Agreed form of support/other matter, date** | **Follow-up and assessment, date** |
| Areas for hanging clothes, for sitting and for resting are clearly indicated and named/illustrated  |  |  |
| The structure of the day/week is visualized (illustrated schedules for daily, weekly and other activities) and explained to the child |  |  |
| The environment is calm and organized, the child can engage in activities without external disturbances |  |  |
| Attention is paid to lighting and noise  |  |  |
| The child is provided an opportunity to spend time alone and calm down  |  |  |
| Furniture, curtains, screens and rugs are used to separate areas for work and play |  |  |
| The educator modifies the learning environment and encourages the children to help keep everything in order  |  |  |
| The educator provides opportunities for daily physical activity  |  |  |
| There is a clearly marked place for everything |  |  |
| An illustrated play/activity board is used |  |  |
| Easy access to assistive devices (noise cancellation headphones, sensory aids) |  |  |
| The team’s own good practices: |  |  |
| **Communication and interaction** | **Agreed form of support/other matter, date** | **Follow-up and assessment, date** |
| The educator is positive and respectful in their interaction with the child and when giving instructions (tone of voice, gestures, facial expressions) |  |  |
| Support and ample time are offered for any interaction initiated by the child (verbal and nonverbal) |  |  |
| Every effort is made to ensure the child understands what is expected of them  |  |  |
| Sentences and instructions are short and clear |  |  |
| Active use of AAC = augmentative and alternative communication methods (signing, drawing and pictures) |  |  |
| The educator allows the child to express their feelings and helps them to practice self-regulation (educator remains calm and in control)  |  |  |
| The educator gives the child positive, genuine and consistent feedback as well as praise for even the smallest achievements  |  |  |
| The educator supports the child’s interaction with peers and helps the child to play with a group of other children |  |  |
| The educator supports interaction in play and/or models and participates in play |  |  |
| Predictability of changes such as when to start or stop an activity, and other transitions |  |  |
| Breaking an activity or a task into smaller parts, verbalizing and illustrating the task  |  |  |
| Recapping the activity after its completion or later during the day  |  |  |
| The team’s own good practices: |  |  |
| **Group activities** | **Agreed form of support/other matter, date**  | **Follow-up and assessment** |
| The team has clear and consistent rules and procedures in place for the child in question |  |  |
| The child has clear and consistent rules and procedures to follow; these are in visual format so that the child knows what is expected of them |  |  |
| The child’s small group activities are designed to be flexible and pedagogical (small groups/small group work, work in pairs, individualized activities) |  |  |
| Activities and transitions are divided into smaller parts (to eliminate queuing and waiting) |  |  |
| Educators are available during transitions |  |  |
| Activities bring joy and a sense of achievement |  |  |
| Sufficient breaks in activities |  |  |
| Educators act as a model and provide guidance to the child in situations that are challenging for the child/where the child needs support |  |  |
| Making use of the peer group model and support |  |  |
| Using the child's special interests and strengths to motivate the child and keep them engaged |  |  |
| The team’s own good practices: |  |  |

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| **STRUCTURAL ARRANGEMENTS** |
| **Changes in group structure** | **Agreed form of support/other matter, date** | **Follow-up and assessment, date** |
| Reducing the number of children in the group |  |  |
| Solutions related to the number of staff |  |  |
| Solutions related to staff structure |  |  |

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| **CO-OPERATION** |
|  | **Agreed form of support/other matter, date** | **Follow-up and assessment, date** |
| Each member of the team is aware of the child's support measures, and these are regularly evaluated |  |  |
| The staff and guardians have agreed on reporting about daily practices and on the assessment of the effectiveness of support measures (what, when and how) |  |  |
| Co-operation with the special teacher  |  |  |
| Co-operation with the language and cultural teacher |  |  |
| Assessment of the child’s situation by a multiprofessional team (invited partners, e.g., therapists, psychologist, etc.) |  |  |
| Co-operation with the child health clinic  |  |  |
| Consultation with specialists  |  |  |
| The team’s own good practices: |  |  |

**☐** Concern discussed with guardians, date:

**☐** Concern discussed with the special teacher, date:

**☐** Concern discussed with the language and cultural teacher, date:

**☐** Concern discussed with the leader of the early childhood education care unit, date: