Case

Name

Class

Date

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Case

Brief Case Description

Sarah is a little girl who is just three years old and she has been living with her foster parents. She makes a visit to her parents about three times a week for a short blocks of 3 to 4 hours and she stays overnight with her parents once in a week.

Child Strengths and Area of Emotional/Social Concerns

One of the major strength of Sarah is that she had normal language development. However, she often experienced some emotional and social issues that are required to be addressed by her foster parents. Sarah was often found to be playing alone and she remained quiet and sad throughout the day.

One of the major emotional concern of Sarah was that she had very restless nights and had very small appetite after she made a visit to her parents. She often woke up crying for almost 3 to 4 times at night. When she cried at night, her foster mother laid down with her and she fell asleep again. Most of the times Sarah was found to be playing in her closet or under the tables and it was a clear reflection of her introvert behavior.

Social concerns of Sarah have been clearly reflected in different situations both at foster home and in school. She appeared to be weepy and socially isolated at preschool. During school, she did not communicate with her peers and one of her teacher reported that she was found to be playing under furniture during centers. Moreover, during dismissal and arrival times, Sarah was found to be crying for whole day at school. Sarah faced transition challenging behavior and separation anxiety that caused her to cry all the time.

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Strategies to Build Positive Relationship with Child

In order to develop positive relationship with Sarah and her family, it is important to develop a sense of self Sarah. A child with a good sense of self is considered to be more well-adjusted and happier around others and he/she often shows better performance in school. In order to bring considerable improvement in the sense of self, it is important to start giving responsibilities to Sarah, enabling her to choices appropriate to her age and giving recognition for showing better performance in the foster care and in the classroom.

Sarah was often found to be playing under the tables and in her closet. She also preferred to stay alone, which showed that she is an introverted child who would definitely making efforts to developing positive social relationships with others in future. In order to develop positive interaction with Sarah, it is important to ask her different questions.

Asking frequent questions would help Sarah to talk and express her feelings to others. Moreover, Sarah should also be encouraged to ask questions. It is better to motivate Sarah to ask questions that requires detailed answers and they cannot be answered with simply yes or no (Brain Balance Achievement Centers).

As Sarah did not get sufficient time from her parents, therefore her foster parents should arrange meetings with parents to make them realize about the importance of meeting with their child on frequent basis. Children like Sarah cannot extricate themselves from the emotional anxiety phases on immediate basis. It is therefore required that a proper time and a safe space should be provided to such children. With the passage of time, they will come back to reality and things will start making sense to them.

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In order to help Sarah to get out of emotional troubles, it is important to identify the factors that are making her extremely emotional even on little things. There might be different scenarios and patterns that might put Sarah in a state of emotional trouble. It is important to communicate with Sarah to identify the real causes behind her emotional distress. Moreover, activities performed by Sarah throughout the day should be closely monitored to identify the factors that she might not find comfortable to tell others.

It is important to creatively tackle the emotional and social issues of Sarah. Bringing peace to the mind of Sarah is one of the most effective strategy to help her in coming out of the emotional trauma. In order to achieve this objectives, Sarah should be asked to paint or sketch what is being felt by her. She should also be encouraged to give a hug when she feel emotionally disturbed in the foster place with her foster patents.

In order to improve the relationship with family and the child, therapeutic sessions should be carried out on frequent basis. In case of Sarah, these sessions can be for Sarah as well as for her parents. It would enable Sarah to keep her emotions in check and to cope up with emotional feelings like crying.

Supportive Classroom Environment

In order to provide a supportive classroom environment to Sarah, different strategies have to be taken into consideration. These include, but are not limited to:

- Teachers should rotate materials and activities to increase engagement of Sarah with other children in the classroom and to develop and maintain a high level of motivation for the little girl.

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- It is important for teachers to keep in mind that materials provide learning opportunities and they are developmentally appropriate for emotional and social stability of Sarah in classroom.
- Foster parents should engage Sarah in different entertaining activities to reduce her separation anxiety behavior.
- Teachers should motivate Sarah to talk and use her own words to solve the problems that she faces within the classroom.
- Developmentally appropriate language should be modeled by teachers to assist Sarah in solving the problems and dealing with her own personal conflicts.
- Within a classroom, the needs of all students including Sarah should be purposefully addressed by teachers. Teachers can made use of social scripts or stories for students who might experience difficult time to share materials with their classmates. Visual schedule should individually be used for children who might require support during communication with their peers.
- Teachers should encourage Sarah as well as other children to share their feelings/emotions and express their thoughts about specific situations or events happening within the classroom (Virtual Lab School).
- Teacher should make necessary alternative arrangement of classroom seats. It is considered as one of the effective methods to support students with social and emotional problems. By making alternative seat arrangement, the students will become able to interact with different students on daily basis. In case of Sarah, teacher should determine the individual needs of the little girl and should arrange seat for Sarah near her or around

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a peer. It will provide necessary support and sense of belonging to the little girl named Sarah (kaplanco.com).

Social/Emotional Skill

In order to enhance social skills of Sarah, it is important for teacher to make her learn about the developing and keeping eye contact with other students in the classroom.

Circle Time Activity

The circle time activity will be played within a large group. It is quite a simple circle game that would help Sarah to learn about the emotions and interact with her classmates. It will also help Sarah to express her emotions and develop eye contact with other children. In this game, a facial expression will be chosen by teacher– it is better to take a start with a smiley face to ensure easiness for slow learners.

In the circle, the teacher would smile at the first child. The smile will then be passed on, by smiling at other child sitting next to the first child and in this way the circle of smile will be created. The instructor will then make use of another smile, for instance, a wink or a frown or other faces to continue the momentum of game. At smaller level, teacher will smile and Sarah will be asked to draw the smiley on a paper. It will provide necessary entertainment to Sarah and she will become able to develop positive relationship with teacher.

As Sarah is introvert and she preferred to play alone, therefore, first and foremost strategy is to encourage Sarah to develop eye contact with other peers. This will develop a sense of confidence in Sarah and she will tend to develop strong relationship with peers. The game will be taught through the game and no specific material is required to start the game. In order to ensure the

engagement of Sarah both at large group and small group activities, she will be closely observed by the teacher.

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