



## May 2024 - Émile Audet

Date of birth : 2022-01-01

### General

**Portrait date**

May 2024

**Name of the educational childcare service provider**

CPE Tiempo DEV

**Start date of the provision of services**

2023-01-04

**Name of the parent or tutor**

---

**Group**

Coccinelles

**Signature**

Name: \_\_\_\_\_

Date : \_\_\_\_\_

Signature: \_\_\_\_\_

---

### Portrait of the child

**The child's favorite indoor activity :**

Play with trucks and cars.

**The child's favorite outdoor activity :**

Slide into the game module.

**The child's favorite snack or meal :**

Lentil burger.

**Their favorite song :**

He often sings "We are the champions".

**Their favorite story :**

The button soup.

---

**The way they behave around others :**

He helps his friends a lot, he is really helpful to others!

---

**Character trait that the child demonstrates :**

Autonomous, energetic.

---

**What makes the child angry :**

When a friend steals the truck he has in his hands: he then begins to cry with anger.

---

**What makes the child sad :**

When you leave in the morning, but it only lasts a few minutes.

---

**What makes the child happy :**

When we exchange the bin of trucks and cars with another group and he then has new toys.

---

**The time the child made us laugh the most :**

When he said to me: why don't you go and work like mommy?

---

**Other :**

He is very independent and asks for help easily.

---

## Tools that have made it possible to interpret observations

- Le développement de l'enfant au quotidien de 0 à 6 ans, from Francine Ferland
- Pas à pas, from the l'Association québécoise des centres de la petite enfance
- Continuum de développement, from the government of Ontario

## Development areas

### **Physical and motor development**

**What is the child's level of progress in these areas:**

- **Physical development**
- **Body development**
- **Motor development**

1) When Émile plays outside, I noticed that he puts rocks and sand in his mouth quite often. During DIY activities, he tends to bite the ends of felt-tip pens. When he makes modeling clay, he often takes big bites without swallowing it (he spits it out). He has his hands in his mouth very frequently, including the fingers of his gloves. It therefore seems that, regarding his sensory development, textures interest him as well as oral stimulation.

2) During ball games, Émile is very fast, flexible and demonstrates a lot of strength in his movements. Concerning his motor development, he would need to further develop his agility since it is difficult for him to kick the ball towards a specific friend or between two cones.

---

**What educational activities can I implement and what equipment can I provide for them to further the child's physical and motor development?**

1) To stimulate his sensory development, I will offer more crunchy snacks. I will provide him with chewing and oral stimulation objects specially designed for this purpose (such as a chewing collar or bracelet) to check if his needs are being met further.

2) I will provide the children with cones and I will offer to Emile to kick the ball towards me to try to reach me with it. I'll also get him a laundry basket so he can throw the ball inside.

## **Social and emotional development**

**What is the child's level of progress in these areas:**

- **Temperament**
- **Self-concept**
- **Identity**
- **Emotional skills**
- **Social skills**

1) Generally speaking, Émile prefers activities that involve movement (ball games, running, dancing, sliding, etc.) and does not participate for long in calmer activities such as crafts. In terms of his self-concept, he often says that he is not capable of pasting, coloring, cutting and becomes discouraged and finally abandons the activity. However, we rarely hear him say this kind of thing regarding activities that are moving.

2) Concerning his emotional skills, Émile is able to regulate his emotions when he loses at a ball game, when he is passed in line to enter or when a friend pushes him. On the other hand, if a friend takes a truck from his hands, he usually starts screaming and crying very loudly.

---

**What educational activities can I implement and what equipment can I provide for them to further their social and emotional development?**

1) I will use an activity that moves to get Émile to perform fine motor activities such as pinching and put him in a situation of success to be able to show him that he is good and capable of performing actions related to fine motor skills.

2) I will accompany him so that he says things with words rather than with tears and tantrums when a friend steals a toy. I will name his emotions when he is in his red brain.

## Cognitive development

**What is the child's development level relative to:**

- **Attention**
- **Memory**
- **Symbolic function**
- **Categories and concepts**
- **Reasoning**
- **Introduction to mathematic**
- **Introduction to science**

1) When it comes time to put away the toys, Émile easily sorts the types of toys into the right bins. It also helps me sort clean towels, rags and bibs after washing. He is able to tell me what should go in the trash, recycling and compost.

2) When I ask him to count the cars in the bin, he easily goes to 10. After that, he makes up words. He often looks out the window and counts the cars he sees in the parking lot. He counts the friends in the room with me.

---

**What educational activities can I implement and what equipment can I provide for them to further the child's cognitive development?**

1) Add bins and ask him to place the cars by color. Add bins of new material for him to learn other categories.

2) When he counts to 10, I will name the number 11 for him. I will see if he remembers it, and if so, we will go to 12 and so on very slowly. We will write the numbers together in the window with a washable pencil.

## Language development

**What is the child's level of progress in these areas:**

- Prelinguistic language
- Oral language
- Introduction to reading and writing
- Graphic skills development

1) Émile talks a lot to himself during free activities: vroom vroom truck goes fast... enters the street...

2) Émile sticks out his tongue when he pronounces certain words like: towel, please, snake, etc.

**What educational activities can I implement and what equipment can I provide for them to further the child's language development?**

1) I will repeat after him what he has just said, adding the missing words, without asking him to repeat: THE truck is going fast, eh? IT enters THE street...

2) I will make the sss sound stand out more in my pronunciations so that he can hear it clearly, for example when reading a book, singing a song or reciting a nursery rhyme.

## Act early

**Elements of the child's development that will need to be stimulated more, stimulated differently or monitored in order to ensure a better transition to school.**

Until now, Émile does not recognize any color. He names them at random. However, he very often tries to do color differentiation activities, but it seems that it is difficult for him. I will continue the stimulation in this direction until the next observation in 6 months.