

## Discussion Structure for Parents and Childcare for a Wellbeing Inspection of a Four-Year-Old Child

### 1. Emotional Development, Social Skills, Interaction and Play

#### At the age of four, the child

- is inquisitive, wants to explore, see and show personal skills and is confident
- despite the feeling of supremacy, is still a "baby" and requires attention
- begins to feel responsibility and guilt
- is afraid of things perceived visually: the dark, strange looking people, snakes, parents leaving
- tries to understand roles of people and imitate them in play, for instance, by imitating the actions of the parent and following the example received from fairy tales and television
- wants to please the parents and adults and tries to adopt social skills
- is quite good at following rules and notices breaches of rules, especially by others
- feels empathy when someone else cries and pleasure when being able to comfort or make other people happy
- has a vivid imagination and may have an imaginary friend
- is unable to distinguish between real and imagined and regards imagined things real
- enjoys interplay with other children, tests and forms friendships
- knows how to negotiate during play and strives for reconciliation
- is learning ways to deal with first arguments and needs support for this from an adult
- expresses difficult emotions by playing, such as fear, helplessness, grief and loneliness.

#### Possible concerns pertaining to the child's development

- frequent difficulties in everyday life, such as refusing to eat or excessive eating, regression in toilet functions (wetting, smudging, procrastinating)
- unusual and unusually intense fears
- hurting him/herself or getting frequently to dangerous situations
- inability to deal with disappointment, aggressive behaviour and inability to express displeasure verbally
- long periods of feeling sad
- refusing frequently from activities that are typical in the current age and significant insecurity regarding personal abilities
- lack of seeking and receiving support and comfort from an adult when sad or experiencing physical pain
- difficulties to understand the functions of other peoples' expressions and gestures
- unsociability and not joining activities or playing with other children
- taking the same role every time in play (e.g. leader, compliant, dog)

Notes:

## **2. Attentiveness, Motivation, Thinking, Memory and Learning**

### At the age of four, the child

- believes what can be seen; perceptions define thinking
- is able to share thoughts
- reflects on things seen yesterday and solves problems
- is capable of finding analogies, categorising and comparing
- 
- begins to remember more, memory capacity is 3–4 units (a unit can be a letter, number, word etc.)
- is able to call back several things to mind
- is able to plan and act according to plans
- understands and obeys rules
- learns from instruction.

### Possible concerns pertaining to the child's development

- inability to learn or learning slowly, e.g. names of familiar people, songs
- not acting according to given instructions (hearing) or hints (vision)
- difficulties to remember recent personally experienced things (e.g. what was for dinner, places the child has visited, things the child has seen or where the child has left toys)
- saying "I can't remember" often as a solution to situations
- completing activities is often difficult
- avoiding demanding tasks and efforts
- outside stimuli constantly distract the child's concentration
- restlessness, inability to sit still, fingering objects
- inability to stop and consider things before acting
- difficulties to wait for his/her turn

Notes:

### 3. Linguistic Development

If the first language of the child is other than Finnish or Swedish, a separate form for monitoring the child's Finnish proficiency can be used for assessing the child's knowledge of Finnish.

#### At the age of four, the child

- understands normal speech
- becomes interested in wordplay and rhyming (linguistic awareness increases)
- forms grammatically correct clauses, including subordinate clauses
- tells stories and fairy tales and is good at telling about things and events to others (reporting speech)
- uses adjectives, is able to describe objects and things
- speaks clearly, although some phonemes may be missing
- is able to discuss and listen to others and asks questions about what he/she has heard
- asks plenty of "why" and "what for" questions and wants thorough explanations

#### Possible concerns pertaining to the child's development

- unusually limited vocabulary
- inability to understand instructions
- frequent mispronunciation
- unclear speech that is difficult to understand
- significant grammatical mistakes in speech
- lack of or little descriptive and reporting speech
- symptoms of stuttering have occurred for at least three months

Notes:

#### 4. Motor Skills and Independence

##### At the age of four, the child

- has basic movement skills (e.g. steady walking, running, jumping) and is able to control his/her balance well
- knows how to hold a pen
- can dress him/herself independently (e.g. zips and buttons)
- knows the parts of his/her own body

##### Possible concerns pertaining to the child's development

- activities requiring dexterity and hand-eye co-ordination are exceptionally challenging (e.g. threading pearls, buttoning, drinking from a mug)
- inability to carry out two motor activities requiring concentration simultaneously (e.g. carrying an object while climbing stairs)
- frequent stumbling and falling
- inability to imitate movement or posture of a model
- inability to jump smoothly

##### Independence

##### At the age of four, the child

- goes to lavatory by him/herself
- washes and dries his/her hands
- dresses and undresses independently (excluding tying of shoe laces)
- uses at least a fork
- gets drinks by him/herself and pours from a jug
- spreads butter on bread.

Notes:

#### 5. Are there any matters or issues in your daily family life that are affecting the growth and development of the child and that you would like to discuss in the day nursery or child health clinic?

Notes:

A template of the data transfer form between childcare and child health clinic in the wellbeing model.

**The parents' and childcare's view of the child (the electronic Effic form is filled out in the early education discussion)**

Follow-up for four-year-olds Name and date of birth of the child: \_\_\_\_\_ Street address: \_\_\_\_\_

Native language \_\_\_\_\_ Start date of childcare and age \_\_\_\_\_

Day nursery/group \_\_\_\_\_ POB \_\_\_\_\_

Name and tel. of the worker \_\_\_\_\_

Name of the child health clinic and public health nurse \_\_\_\_\_ tel. \_\_\_\_\_

With a guardian's permission, this information can be sent from childcare to the child's child health clinic yes \_\_\_\_ no \_\_\_\_

Guardian's signature is requested on the Effic printout \_\_\_\_\_ Date: \_\_\_\_\_

**1. Emotional Development, Social Skills, Interaction and Play**

Strengths/Need for support:

**2. Attentiveness, Motivation, Thinking, Memory and Learning**

Strengths/Need for support:

**3. Linguistic Development**

Strengths/Need for support:

**4. Motor Skills and Independence**

Strengths/Need for support:

**5. Matters brought up by the child, family and childcare**

**Feedback to childcare/Support and monitoring plan**

Physical therapy:		
Family support group:		
Speech therapy:		
Occupational therapy:		
Psychologist:		
Other:		

The parents have given the permission for **childcare** to contact **the child health clinic** \_\_\_\_\_

The parents have given the permission for **the child health clinic** to contact **childcare** \_\_\_\_\_

With a guardian's permission, this information can be sent from the child health clinic to childcare yes \_\_\_\_ no \_\_\_\_

A template of the data transfer form between childcare and child health clinic in the wellbeing model.  
Guardian's signature is requested on the Efficacy printout \_\_\_\_\_ Date: \_\_\_\_\_