

Behaviour Reflection Assessment

Child: Alex

Age: 4

Educator: Audrey

Date: 21/03/25

Behaviour Observation

Alex displayed difficulty transitioning from the outdoor play area to the indoor group activity. When informed that playtime was over, Alex began crying loudly and sat on the ground, refusing to move. He attempted to push away a nearby educator who tried to assist him, saying, "No, I want to stay outside!" Alex remained upset for approximately five minutes despite verbal reassurance and reminders about the upcoming group activity.

What Is The Child's Perspective?

Alex might be feeling anxious or overwhelmed during transitions. Prior to the transition, Alex was observed engaging in a game of catch with two peers and appeared highly engaged and energetic.

What Triggers The Behaviour?

The tantrums seem to occur during times of transition, such as moving from playtime to mealtime or getting ready to leave the room.

What Are The Underlying Causes?

Alex might have difficulty with changes in routine or might struggle with sensory processing, making transitions particularly challenging.

How Does The Environment Influence The Behaviour?

The classroom environment might be too stimulating or chaotic during transition times, contributing to Alex's anxiety and resulting in tantrums.

What Are The Child's Strengths?

Alex is very creative and enjoys hands-on activities. He is also very social and enjoys interacting with his peers.

Strategies To Support The Child

Explore additional visual and sensory tools to assist Alex during transitions. Continue to offer advance warnings and consider implementing a countdown timer for better predictability. Monitor and document any p