**Greater Shepparton Best Start**

**ECEC Child and Family Vulnerability Guide Tool Kit**

**Vulnerability Guide Training Resources**

 **Kindergarten Practice Scenarios**

**Practice Scenario 1: Kindergarten**

Jack and Jenny are a young couple with one child (Zac, aged 5 years) and moved into the town the previous year.

Zac attended your kindergarten program for the last two terms of the year but in agreement with his parents, he has stayed for a second year due to some concerns about his development. He has difficult behaviors, a lack of social skills and sometimes extreme distress and has also started to display potential for self harm when left at the kinder.

After referral and assessment, a diagnosis of Aspergers is made and a case management plan developed. Jack and Jenny decide that she will go to part-time work to be there for appointments etc. and to support Zac as they really want him to be ready to go to mainstream school the next year.

This seems to work quite well, and Zac settles better with professional support and mum spending blocks of time in the centre with him as needed. Then Dad loses his job...

* What do you think could be some of the circumstances/issues that could be occurring for this child/family?
* What protective factors can you identify for the child/family?
* Where do you consider the child/family fits on the Vulnerability Guide?
* What might you do next?

**Practice Scenario 2: Kindergarten**

A new family enrols their 5 year old daughter (Sasha) in your kindergarten. The parents ask several questions about fees and fee payment options. They say that they moved because they were not happy at their previous kindergarten but do not offer any further information.

Sasha attends regularly for the first four weeks then does not attend for two weeks after fee notices are issued. You contact the family and she returns the next session. It is a cold day and she is wearing summer sandals with no socks, shorts and a t-shirt, and no windcheater for warmth. No fees have been paid. Sasha is very quiet and does not join in group games or play with other children, just watching or engaging in solitary activities.

When Mum picks Sasha up, it is cold and windy with likely rain and she has a toddler in a pusher. She appears to be upset and tells you that she was unable to use their car to pick her up. She also tells you that she has a friend who has moved into town recently and wants to start her child at your kindergarten. They set off on foot and you realise that the address on the enrolment form is quite some distance away...

* *What do you think could be some of the circumstances/issues that could be occurring for this child/family?*
* *Which Vulnerability category (or categories might be applicable to this child/family?*
* *What level of vulnerability do you think is most applicable in this situation?*
* *What protective factors can you identify for the child/family?*
* *How might an early childhood practitioner best support this family?*

**Practice Scenario 3: Kindergarten**

An outgoing, friendly boy (Teddy) has been in your kindergarten since the beginning of the year. He settled well and is from a family who has had another sibling attend a couple of years earlier.

In late July, the family has a new baby and Teddy talks about his new baby sister a lot. He does not attend for a week, so you contact the family and Dad says that they have been busy, and he will be back next week.

Dad drops him off the next week and says that his wife is not very well at the moment, so he will be picking up and dropping off when he can but will arrange for grandparent/s or a friend to do it if he is not able to make it. Teddy is very quiet, clings to Dad and cries when dropped off, and often wears the same clothes for a few days. He also becomes distressed, cries or pushes other children if they try to share his space or join in his solitary activities.....

* *What do you think could be some of the circumstances/issues that could be occurring for this child/family?*
* *Which Vulnerability category (or categories might be applicable to this child/family?*
* *What level of vulnerability do you think is most applicable in this situation?*
* *What protective factors can you identify for the child/family?*
* *How might an early childhood practitioner best support this family?*