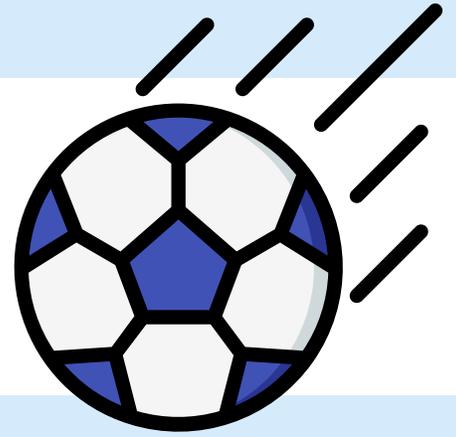


# Custom pictograms

They are a communication tool to practice that adapts to what the child needs. Pictograms can be used by everyone in everyday life.



## They have multiple subjects;

- Prohibited behaviors and social abilities to do instead
- Feelings
- Routines and orders
- Various games
- Various things to do

The important part of the pictogram is to help the child to understand the information you want to give him.



# Activation of the intervention plan

## Collaboration between educators and the parents is essential.

Parents play an active role in Mont Essor center. They are regularly asked to participate either on the board of directors or parent-educator meetings. The Mont Essor center makes every effort to facilitate the participation of parents in the active life of the service.

Thus, Mont Essor center puts everything in place to promote the harmonious development of your children. It is a tool and resource that is available to educators and teachers to enable them to support children in their lessons on a daily basis. Essential educational action is a supportive measure that eliminates barriers to readiness and ensures the child's full potential;

- Help for children with special needs.
- An accompanying document for integrations for children in difficulty learning.
- Clearly identify the problem to be changed.
- Work one thing at a time.
- Apply techniques for at least 21 days.
- Collaborate with parents.
- Communicate with parents and share our actions and operations.



# Difficulty learning

- Children with poor reading skills. The objective is to analyze these difficulties.
- Can not stay in place, restless or hyperactive.
- Agis sans réfléchir.
- Easily distracted, difficulty following an activity.
- Lack of attention
- Difficulty waiting for his turn, like in a game.



**Mont Essor helps the child to learn letters and numbers with the help of various games, for example:**

- Card Games
- Board games
- Imitation games (imitating a fireman, a store manager, etc.)

The sooner we help the child, the higher is the success rate.

# Language issues

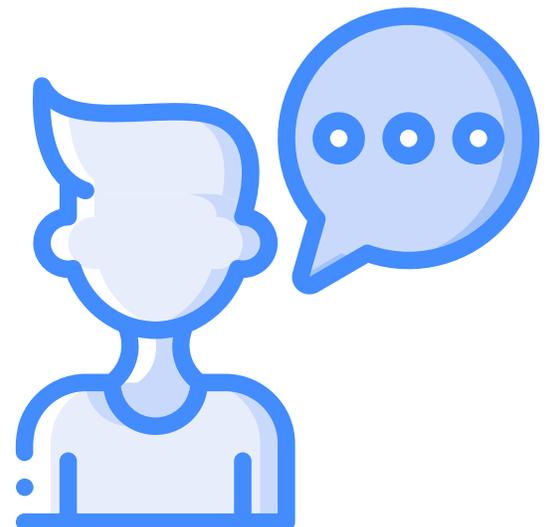
Growing up, children are better at understanding vocabulary when they speak. However, the following signs indicate language difficulties :

- The child does not understand the instructions and does not answer.
- The child does not make a complete sentence and difficulty with small words.
- The child does not talk about the majority of his age, but rather that of younger children.

**The Mont Essor center sets up several techniques to facilitate the learning of the language of your child.**

- Make games that stimulate the language.
- Memory games to stimulate the language.
- Phone games to stimulate his vocabulary.
- To reinforce each child positively in their language learning.  
(Well done, you did very well!) (Wow!)

Sooner the difficulties are taken care of, the sooner your child will have greater confidence in him. By developing many communication skills with his friends, he will be better able to learn.



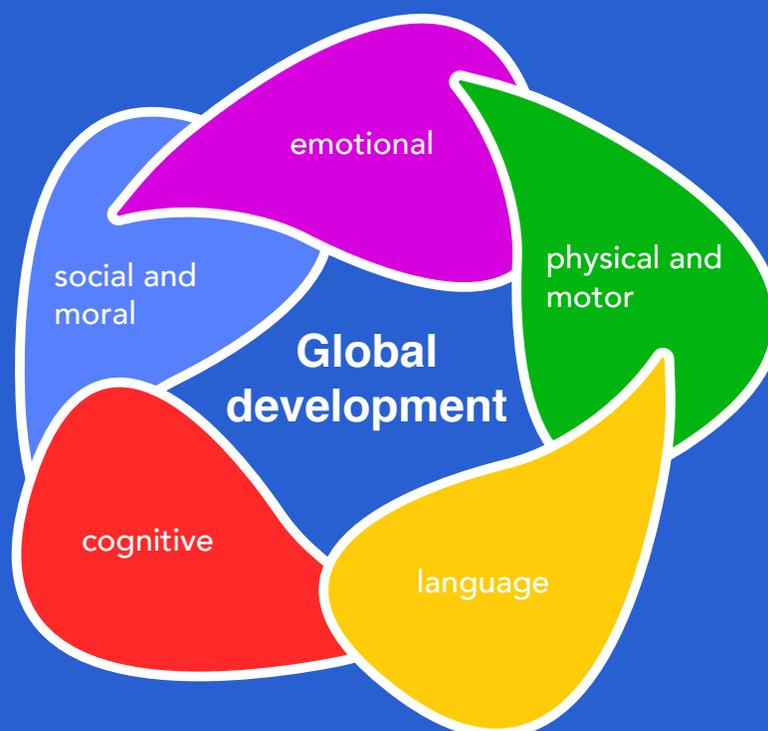
# Global development of the child

They are a practical communication tool that adapts easily to the needs of children. These educational tools can be used by everyone in everyday life.

Pictograms have several subjects;

- Prohibited behaviors and social abilities to do instead
- Emotions
- Routines and instructions
- Games
- Stain

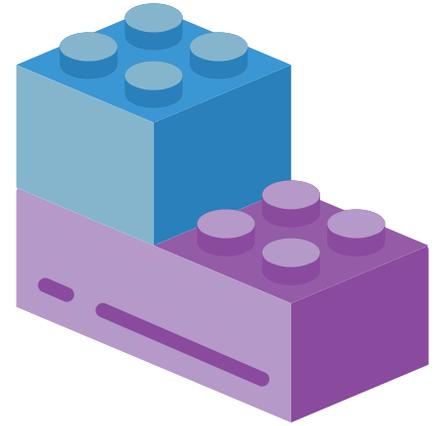
The important thing about the pictogram is to help the child understand the information you want to transmit to him.



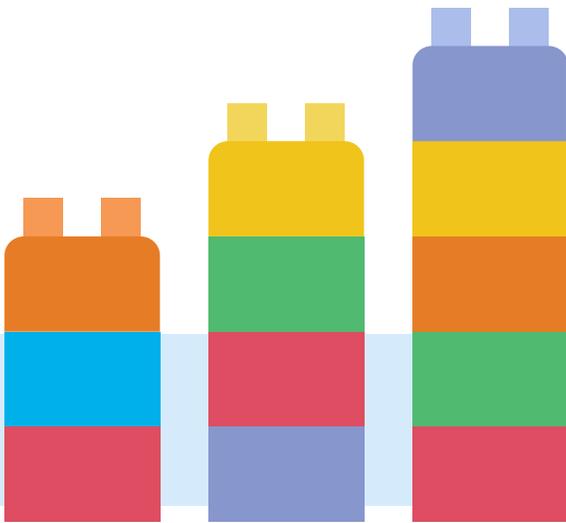
## Fine motor skills

Development begins in the first month of life. On the other hand, at the age of beginning preschool, more precise gestures appear, like certain difficulties such as: to hold well his pencil, to reproduce letters, figures, forms, to cut out a precise form, to use both hands to attach clothes, stringing a string in a button, etc.

Mont Essor offers the chance to help your child overcome his daily difficulties of life with a personalized program for each child as they are all unique.



**Example: Block games to handle small objects, hold a pencil, do-it-yourself, etc.**



# Fine motor skills

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Mont Essor offers small group sessions to develop fine motor skills.

Exp:

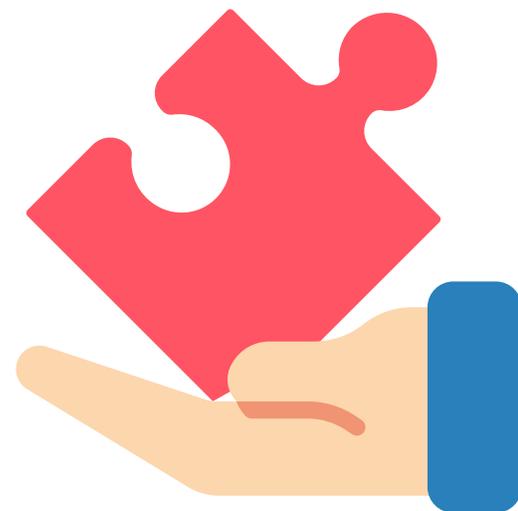
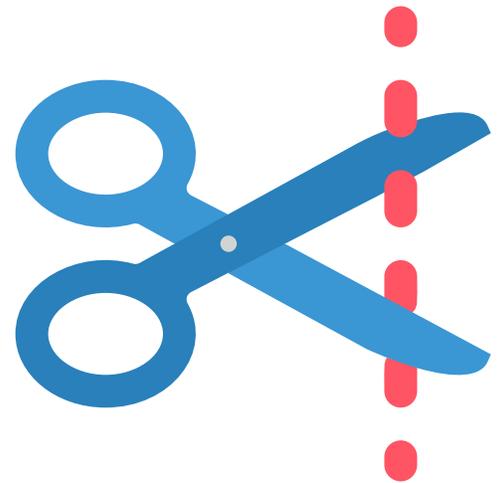
Making plastic art helps to develop their imagination, manipulate their fingers and hands.

Fine motor skills are very important!

- Hold a pencil (trace, write, reproduce)
- Manipulation of scissors (cut out images)
- DIY (draw, paste, paint)
- Manipulate objects (blocks, balloons, etc.)

The goal of our program is to provide manipulative activities that help children become more comfortable when a job or project requires good motor skills.

Our role is to help children who have difficulty through various activities to develop fine motor skills.



# Programme de gestion des émotions

## Identify the problem

The main objective of this “emotion management program” is to promote the externalization of emotions as a human being. To facilitate these discussions, practical activities accompany the child so that he can express his emotions more easily.



## Purpose of the program

Provide children with the ability and vocabulary to name and talk about emotions at different times.

This ability, which is linked to a healthy management of emotions, is linked to the well-being and mental health of children. This goal can be achieved in different ways, either through adult-led activities or classroom discussions.

## Role of the professional

The professional's job is to provide the child with a healthy and balanced holistic development. Through activities facilitated by the professional, the child will learn, in a relaxed way, to identify and talk openly about his emotions.



## Program tools

- Emotion movies (Inside Out, for example)
- Activity or exercise books
- Sheet of a bedside tablet
- Markers
- Puppets

## Understand the problem

Purpose: Take a class tour by asking students to name all the emotions they know. Some main emotions might include:

Happiness, sadness, fear, anger, disgust, nervousness, etc.

During activities on emotions, the educator is invited to participate in the same way as children, an active participation to be a model for the child. In particular, by showing him how to talk about his emotions, it will provide an opportunity to certify that everyone, one day or another, will have to live emotions. Here, we must understand that each person does not react in the same way to an emotion.



## Conclusion

Emotion management is a process specific to everyone. The role of the teacher is to set up personalized strategies for the group or an individual to facilitate the expression and management of one or more emotions. All in order to accentuate the need sharing by using words moving away from words or violent gestures.