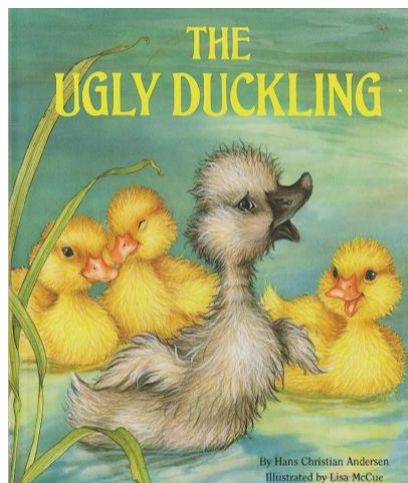


The Ugly Duckling

From hatching to small holding!

What happened when the children at Bowerdean Nursery fell in love with our hatchlings.



Case Study:

T

EHCP - SLCN

- T needs intensive support to develop her focus on activities.
- T needs support to develop communication skills. Her vocabulary is limited to <10 words.
- T needs help to develop positive relationships with her peers and her family.
- T needs help to develop gentle, caring behaviours.
- T needs support to keep her safe from harm.

Over her time at Nursery T has begun to make progress towards developing the skills she needs to succeed. This progress has been achieved through:

- staff implementing clear, consistent behavioural expectations
- access to targeted 1:1 and small group sessions >3 times per week
- participation in a highly inclusive, language rich teacher-led group time
- a wealth of free-flow opportunities to observe and participate in positive social and emotional peer/adult relationships.

However, her active and enthusiastic participation in our duckling project has had the most rapid and profound impact yet on her development.

Her involvement has led to the following significant improvements:

- Previously unseen gentle behaviours towards living creatures, which has driven an improvement in her ability to communicate gently and positively with peers and adults
- Greater involvement in co-operative, shared activities with peers
- Stronger understanding of adult requests and a desire to complete these
- Ability to communicate more freely through words and gestures, rather than negative physical behaviours
- Wider and more flexible vocabulary
- Understanding of routines and a greater willingness to follow them



Observations from her key person:

T loves looking after the ducks. When she comes in for breakfast club, the first thing she does is to go to Mrs Staines' room to see the ducks. She helps Mrs Staines every morning to clean the ducks out. She gives them their food and water.

Often, she will carry them in a basket and walk around with them in the garden. She's very protective about the ducks. Initially she wouldn't let anyone touch them, but then she began to trust the small group of breakfast club children and allowed them to stroke them too. Previously she had always been physically aggressive in situations where she had to share, so we were a bit worried that she might hurt them. But with the ducklings, she has been so wonderfully gentle.

The ducks have helped T develop her language. She's beginning to talk more and she's using her language more widely during the day, when she needs something, rather than crying or hitting an adult. She is now more frequently calling the teachers by their names 'White', 'Parveen', 'Staines' rather than naming all staff 'mummy'.

When the ducks are not at nursery or in the room, T gets upset and worries about the ducks. She will ask the teacher where the ducks are. She uses the words: 'where gone?'.



The ducks have also really helped her develop her PSSED skills. She has a real sense of responsibility and her confidence has grown. They have also helped increase her willingness to follow rules, develop her listening skills and her ability to share resources cooperatively with her friends. She has also developed her own understanding of why the ducks are important and she knows they need gentle care and attention.



Overall, T and all her friends enjoy having the ducks at Nursery - they've really helped all the children with their development and learning.

