



Critical Considerations for the Return to School

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Our Discussion

- Considerations for preschool classroom
- Considerations for kindergarten
- Considerations for our support of families

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What We Know

- Family of young children are reporting impacts on the family that result in **negative moods, poor sleep, and uncooperative behavior.** (Gassman-Pines, Ananat, & Henley, 2020)
- National survey published in Pediatrics, **27%** of families report mental health declines and child problem behavior intensified. **Families of young children were most impacted.** (Patrick et al., 2020)



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RAPID-EC

Weekly survey of 2,400 families with young children during the pandemic

- Families of children with disabilities experiencing **greater stress**, caregiver anxiety, caregiver depression, child behavior problems, child anxiety
- Families of children with disabilities and families of color had high rates of **food insecurity** with families who are hungry reporting greater levels of child problem behavior
- Families of children with disabilities reporting significantly **fewer preventive health care visits** (www.uorapidresponse.com)

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Your concerns

Children's Adjustment

- Behavior
- Separation from Caregivers
- Trauma experiences
- Adjusting to COVID restrictions

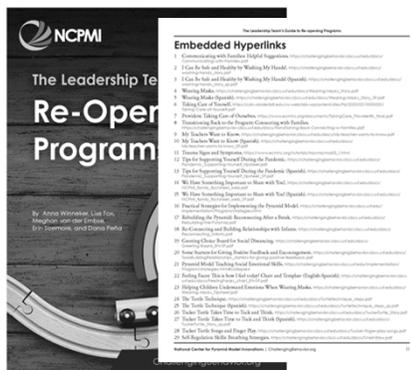
Own Wellness

- Stress and coping
- Worried about COVID exposure
- Personal family stressors

Instruction

- Social, emotional, behavioral challenges
- Support from consultants and coaches
- Pressure to help children "catch up"
- Teaching with COVID restrictions

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Embedded Hyperlinks

1. Communicating with Teachers in a Digital Age
2. Educate, Inhibit, and Enable to Working My Hand
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Pivotal Practices

- Establishing relationships
- Providing predictability
- Teaching social emotional skills
- Strengthening family wellness



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Considerations

- Children may have big emotions about coming back to school. How can we plan for these emotions and create a safe space for children?
- The schedules and routines of the classroom are likely to be quite different than what children have experienced during virtual school. How do we support them to learn the routines?
- Children may not have been around peers during Covid. What does this mean in terms of how we support them to enter a group setting again?

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Establishing Relationships



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Building Positive Relationships by Making Deposits

You are your most powerful tool!

Adult-child relationships may be the most powerful tool when working with young children.



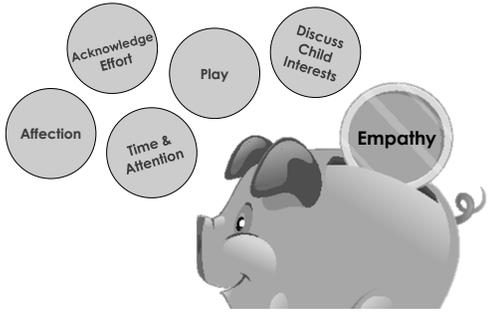
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Responsive Relationship Practices



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Get to and maintain a 5:1 ratio!



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Positive Time and Attention



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Providing Predictability

- Consistency and predictability help children feel safe
- When children know the routines and expectations, they are more likely to be engaged
- When children are returning after time away or when children are new, it will be important to be intentional about (re)teaching:
 - Schedule
 - Routines
 - Classroom expectations

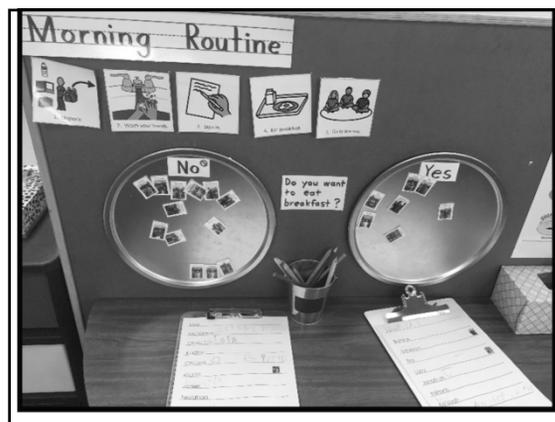
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Visual Schedules

- Provide a predictable structure to the day
- Teach children what is expected of them
- Reminds them what they should be doing.



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Transitions Visual Cards



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Our Preschool Rules



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Supporting Social-Emotional Competence: Why is this Especially Important Now

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Friendship Skills

When I want to play with a friend I can ask them to play in lots of ways.

I can tap my friend on the shoulder.

I can give my friend a toy that I want to share.

I can gently take my friend by the hand.

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Emotional Literacy

Today, I feel...

Emotions shown: Frustrated, Excited, Lonely, Sad, Mad, Nervous, Happy, Loved, Scared, Proud.

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Self-Regulation Skills: Breathing Strategies

Relaxation Thermometer

Mad (at 5)

Take 3 deep breaths 1, 2, 3

Relaxed (at 0)

Take a Deep Breath

Smell the flower

Slow the pinwheel

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Self-Regulation: Tucker Turtle

- Social Story
- Turtle Technique Cards
- Song and Finger Play

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Social Problem Solving

Problem Solving Steps

Step 1: What is my problem?

Step 2: Think, think, think of some solutions.

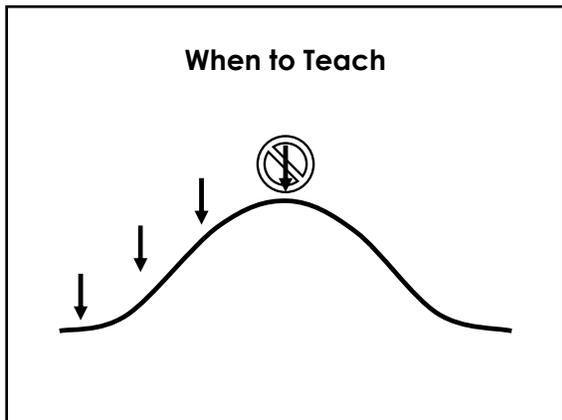
Step 3: What would happen if I tried the best solution?

Step 4: Give it a try!

We Can Be Problem Solvers!

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- ### Considerations
- How will families be welcomed back to the program and classroom?
 - What messages do you want to send from the program to alleviate family stress and address concerns?
 - How will children visually see the connection with home in the classroom?
 - How will you let families know that you are available to address individual concerns?
 - What community building activities are planned to build stronger connections?
 - What supports are in place for families during intermittent absences?
 - What is the plan for partnering with families when there are child concerns?
 - What community partners and services can you leverage to help families who might have more intensive support needs?

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Connecting with Families

With children spending at home, our connections with families are an important help you have and support during these times or at school meetings.

Opening	<ul style="list-style-type: none"> • "Hi, how are you?" • "Welcome! Welcome! It's so nice to see you." • "I hope you had a good week and you're ready to go back to school."
Check in	<ul style="list-style-type: none"> • Ask about child and family progress since your last conversation. • Ask about any concerns or challenges. • Identify if there are any concerns to discuss.
Make a plan	<ul style="list-style-type: none"> • Share information and strategies related to learning at home. • Ask family to share the challenges they are facing in their conversation. • Discuss options for the week that you can provide family with and negotiate.
Problem solve	<ul style="list-style-type: none"> • Respond to any concern or question. • Provide suggestions or make observations.
Review	<ul style="list-style-type: none"> • Review and summarize what you discuss to implement. • Confirm time for your conversation. • Offer to meet before a time tomorrow, the next week.

Tips for your conversation:

- Keep your mood and conversation positive.
- Listen to what the family has to say.
- Keep your focus on the child's needs and goals.
- Be clear and concise.
- Be patient.
- Be respectful.
- Be a good listener.
- Be a good partner.
- Be a good role model.

Translating Back to the Program: Connecting with Families

As you work on re-opening your program, use the online communication and phone script below to help guide your conversations with families.

Using an App to Connect with Families

A helpful tool for teachers and children. We've created one. It's an app that you can use to connect with families. It's a great way to stay connected with families and share information about your program. It's a great way to stay connected with families and share information about your program. It's a great way to stay connected with families and share information about your program.

Sample Phone Script

1. **Great family member by name.**
2. **Let them know who you are and why you are calling.**

Share something positive about the child.

Hi, I'm [Name]. I hope that you and your family are healthy and safe. I have the pleasure of being a teacher at [School Name]. I'm calling to let you know that your child is doing well in school. I hope you are enjoying being back at school. I hope you are enjoying being back at school. I hope you are enjoying being back at school.

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Mis maestros quieren saber

My Teachers Want to Know

1. How have things changed for your child since we last spoke? (Check all that apply)

2. How are you feeling about your child's progress? (Check all that apply)

3. How are you feeling about your child's progress? (Check all that apply)

4. How are you feeling about your child's progress? (Check all that apply)

5. How are you feeling about your child's progress? (Check all that apply)

6. How are you feeling about your child's progress? (Check all that apply)

7. How are you feeling about your child's progress? (Check all that apply)

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9. How are you feeling about your child's progress? (Check all that apply)

10. How are you feeling about your child's progress? (Check all that apply)

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Resources to Assist Families

Calm Down

Let's use what we can... I can...

- Take a break
- Read a book
- Listen to music
- Draw a picture
- Play a game
- Watch a video
- Talk to a friend
- Take a walk
- Listen to music
- Draw a picture
- Play a game
- Watch a video
- Talk to a friend
- Take a walk

Tips for Helping Your Child During the Pandemic

As a teacher, you know that your child is going through a lot. Here are some tips to help you support your child during this time.

- Be patient.
- Be a good listener.
- Be a good role model.

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Program Administrators

- Provide time to plan
- Priority on teaching social and emotional skills
- Staff wellness
- Address staff concerns
- Promote connections with families
- Addressing inevitable gaps in attendance



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Upcoming Webinars,
Recorded Webinars,
Resource Library,
and more...



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Thank You



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