• “We’re all doing the best we can”
Teachers, parents and children are all being asked to make uncomfortable changes. We don’t always have the choices we want but we have the choice to acknowledge this is a “crazy time” and then go about “making the best of it”. By doing so, children “will be ok”.

• “Children look to us as to whether or not they are ok”
Children need adults to model for them strategies we can use during this time and people we can reach out towards for help. Fred Rodgers reminds us that “helpers” are everywhere. We just need to be brave enough to be imperfect and open enough to accepting and giving help.

• “Kindness matters”
Everyone needs an extra dose of kindness right now. We can soothe ourselves and our children with it and this will promote regulation.

What Comes Next: Back to Child Care after Shelter-In-Place

Four Steps for Communicating Challenges with Your Co-parent
https://www.zerotothree.org/resources/3595-four-steps-for-communicating-challenges-with-your-coparent

All that Feels: Helping Young Children Cope with the Return to Child Care

Our Favorite Books for Families Facing Tough Times
https://www.zerotothree.org/resources/3399-our-favorite-books-for-families-facing-tough-times
Communicate Important Information to your Child’s Teacher

Use this form to share current information about your child to help support their transition back to school.

My Teachers Want to Know

We are glad to be open and welcoming you and your child back to our program!

As we return, our teachers want to make the transition as smooth as possible. The pandemic has impacted every family in different ways. We want to make sure we are responsive to your child’s needs and help you and your child feel supported. To the extent that you feel comfortable, we ask if you would please share any information that would be beneficial for your child’s teacher to know. We have provided a few questions below that will help us get a better idea of how things are going and how to support your child. Please feel free to answer only those questions you feel comfortable with.

1. Have there been any changes to your child’s environment at home that might impact their transition back to school that you want us to know about? (check all that apply):
   - □ Moved to new location
   - □ Family member(s) now working from home
   - □ Change in schedule or routines (e.g., working hours of family member changed so child had to be up earlier)
   - □ Family impacted by illness/death
   - □ Change in who is regularly living in the home
   - □ Change in caregiver (e.g., grandparent with your child during the day, sitter was with child while school was closed)
   - □ Other:

2. During the “stay at home” time away from school, my child… (check all that apply):
   - □ missed seeing friends at school.
   - □ enjoyed having more family time.
   - □ had a difficult time with not being able to go places we usually go.
   - □ was okay with changes in our routines.
   - □ was worried about someone who was ill.
   - □ seemed sad or withdrawn.
   - □ was more anxious and nervous.
   - □ was frustrated easily or had more meltdowns.
   - □ was clingy and did not want to leave family members.
   - □ had a change in sleeping patterns.
   - □ had a change in eating patterns.
   - □ Other:

3. We want to effectively support your child at school. What strategies work best when your child experiences challenges or difficulties? (check all that apply):
   - □ Engaging in a calming activity. Please specify:
   - □ Receiving a hug
   - □ Going for a walk
   - □ Reading a book with an adult
   - □ Giving them time to calm down
   - □ Talking with them about their feelings
   - □ Playing a favorite game or a favorite toy. Please specify:
   - □ Using visual supports (e.g., visual schedule, visual choices)
   - □ Other:

4. How can we help you support your child at home? Do you need resources or support to help your child at home with any of the following? (check all that apply):
   - □ Morning routine
   - □ Grooming routine
   - □ Meal-times
   - □ Riding in the car
   - □ Naptime
   - □ Bedtime
   - □ Following directions
   - □ Playing alone
   - □ Playing with others
   - □ Handling frustration or anger
   - □ When a visitor comes to the house
   - □ Transitioning to school
   - □ Transitioning out of school
   - □ Trips within the community

5. We want to be in touch with you and make sure you can share information with us. What is the best way for us to have communication with each other? (check all that apply):
   - □ Email (best email)
   - □ Phone calls (best number)
   - □ Texts (best number)
   - □ Notes from home to school/school to home
   - □ School App

6. If needed, please feel free to share any other information that would be helpful for your child’s teacher to know about your child’s time at home:

Teach Safe New Greetings with a Greetings Board

Greetings | Saludos

- smile
- put hands on your heart
- give an air hug
- give a superhero salute
- give a thumbs up
- do a happy dance
- elbow bump
- wave hello

National Center for Pyramid Model Innovations | ChallengingBehavior.org

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Pub: 07/15/2020
Teach Safe New Ways to Social Distance

https://tinkergarten.com/blog/how-a-lobster-can-help-teach-your-kids-social-distance

*Use Trays, Towels, Tape for Visual Boundaries

Mask Resources

A Parent’s Guide to Helping Your Child Wear a Face Mask

Helping Children Understand Emotions when Wearing Masks
https://challengingbehavior.cbc.usf.edu/resources/index.html

Help your Child Make Friends with Wearing a Mask

Wearing a Mask (multiple languages)

My Staying Healthy Story
https://starautismsupport.com/classroom-tools/Staying-Healthy-Resources

Putting Masks on My Toys
https://www.autismlittlelearners.com/search/label/COVID-19

Hand Washing Resources
- Wash Your Hands - A Guide for Kids and Parents
- Wash Your Hands - A Guide for Kids and Parents (Spanish)

Symptom Checker Visual
https://www.autismlittlelearners.com/2020/07/symptom-checker-visual-support.html
Social Emotional Supports

**Strategies and Tips to Promote Calm** (NCPMI Website: Resources)
https://challengingbehavior.cbcs.usf.edu/resources/index.html

- Help us Calm Down: Strategies for Children (English & Spanish)
- Take a Break: Using a Calm Down Area at Home (English & Spanish)
- Tucker Turtle Takes Time to Tuck and Think at Home (English & Spanish)
- Help Us Stay Calm: Strategies that help you and your child during challenging behavior (English & Spanish)

**Solution Tool for Sibling Conflicts** (NCPMI Website: Resources)
https://challengingbehavior.cbcs.usf.edu/resources/index.html

- Solution Kit: Home Edition (English & Spanish)

**Tips for Managing Children’s Behavior** (Videos)
https://www.childrens-specialized.org/tips-for-managing-challenging-behaviors-of-young-children

**Video 1**: You Did It, Hooray! Encouraging Preferred Behavior
**Video 2**: Why Did You do that? Understanding Behavior
**Video 3**: What’s Next? Managing Transitions for your Child
**Video 4**: The Way Kids Develop: Setting Realistic Expectations
**Video 5**: Please Do What I Ask: Following Directions & Rules
**Video 6**: Good Morning! Let the Day Begin – Tips for Managing Morning Routines of Young Children
**Video 7**: No Don’t Do That! Tips for Reducing Undesirable Behavior of Young Children

https://brookespublishing.com/resource-library/?fwp_screening_and_assessments=seam

- How Parents of Infants can Support Social-Emotional Development
- How Parents of Toddlers can Support Social-Emotional Development
- How Parents of Preschoolers Can Support Social-Emotional Development

**5 Key Principles for Preventing Challenging Behavior**
https://brookespublishing.com/resource-library/5-key-principles-preventing-challenging-behavior-infographic/
Social Emotional Supports

**12 Strategies for Building Emotional Regulation and Empathy in Young Children**


**Help Children to Build Their Self Control**

https://www.kidsintransitiontoschool.org/helping-children-to-build-their-self-control/?mc_cid=5f2c803ff9&mc_eid=98f1411e13

**Families Today Articles:** Questions answered by pediatrician Dr. T Berry Brazelton and psychiatrist Dr. Joshua Sparrow.

https://mi-aimh.org/tools/families-today-articles/

**Topics:**

- Sleep, Sleep, Sleep Dear Sleep
- Feeding a Quiet Child and an Active One
- Community-Building Among Families
- Preschoolers’ Habits: Handle with Care
- Coping with Loss
- Tough Times, Resilient Families
- A Child’s Big Emotions
- A Child who Bangs her Head
- A 3 Year Old & Separation Anxiety
- Potty Training Around the Clock
- Extremely Bossy Three-Year Old
- A 5 Year Old’s Sudden Change of Heart
- Babies’ Infection Risk on Airplanes