

SE32

All Interest Areas

Objective 1

Regulates own emotions and behaviors

a. Manages feelings

Related Objectives 1b, 2a, 8a, 9a, 10a, 10b, 22b, 23

Planning for Change

What You Do

Materials: none

Background: Some children feel especially worried and anxious when there are changes to their routines. Unfortunately, plans change and routines get disrupted. When this happens, children may show worry, frustration, fear, anger, or maybe all of those feelings at once. Adults can actively talk children through these moments and help them adjust to the new plan.

1. **When you anticipate upcoming changes to the child's typical routine, such as going on a site visit, transitioning to a new class, or an upcoming class celebration, create a plan for how to prepare the child for the change.**
2. **To plan for change, think about ways to best support the child, such as walking him through what the new schedule will be or sharing photos or videos of where you will be going.**

3. **Before the upcoming change, sit closely with the child and talk with him about the plan. Answer any questions or concerns he may have. Invite him to share any ideas for how he would like to get ready.**

"Cedrik, we are going on a site visit to the hardware store this week. Thursday is going to be a very different day. I have created a new picture schedule for you to look at. Let's go through the day together."

"Here are some pictures of the new classroom you will be moving into next month. Look, you are going to have a Library area just like we have in our class. What else do you see in the pictures?"

4. **On the day of the change, review the new routine with the child and remind him about what the day will entail. Offer reassurance as needed.**

"Remember, today is our special day that we will be going to the hardware store. Let's review the picture schedule that we made. Would you like to sit here with me and look at it?"

Multilingual Learners

- Use gestures and facial expressions to emphasize your words as you explain.
- Ask follow-up questions to ensure that all children understand the changes.
- Talk with families of the children who may have a hard time with the change so they can prepare their children as well.

Including All Children

- Create a new visual class schedule for the day that depicts the changes.

Questions to Guide Your Observations

- How did the child respond to the change in routine? (1a)
- How did the child participate in the conversation about the change? (10b)
- In what ways did the child show understanding of the typical daily routines or schedule? (22b)

Teaching Sequence

YELLOW	Offer comfort and support to the child if she is upset or disappointed about the changes in her routine. Encourage her to express her feelings.
GREEN	"Savannah, I can see that you are especially sad. It's okay, stay on your mat with your blanket until you feel better and want to join us again. I'm here if you need a hug."
GREEN	Invite the child to help you plan for the change. Encourage her to express the positive things about the new plan.
BLUE	"Harriet, we need to think of some activities we can do inside today since there is too much snow for us to go outside. I can see you feel really frustrated. Can you help me think of something we can do inside? Yes, beach-ball bowling is really fun! We can do that in the hallway."
PURPLE	

