

WE NEED
TO LEAVE
NOW



*A Guide to Parents
Provided by
Wallingford United Methodist
Childcare and Preschool*

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☆ Dear Star Room Parents, ☆

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☆ The most difficult times ☆
☆ for children and their ☆
☆ families are the transi- ☆
☆ tions into and out of the ☆
☆ center. Saying good -bye ☆
☆ and saying hello takes ☆
☆ practice. ☆

☆ This little booklet is ☆
☆ to assist families with ☆
☆ these transitions. ☆

☆ The Star Room Staff ☆

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Interestingly, the very children who cry and cling and resist the morning separation are the same children who at the end of the day insist that it is not time to go—"Just let me finish," they say. And the request is repealed again and again....

The overriding issue is that children resist change and feel uneasy and unsettled by transitions. Here is an approach to help you if you are experiencing problems at these times. It is called Descriptive Cue Sequence.

Talking Informatively

The Descriptive Cue Sequence

In a quiet time you can explain your concerns about arrivals and departures.

You can convey your wish to not boss anyone around, and that this is an opportunity for them to take initiative and think for themselves.

Signal

Set a timer on your phone or say, "It's time to...", waiting 10-15 seconds, support action.

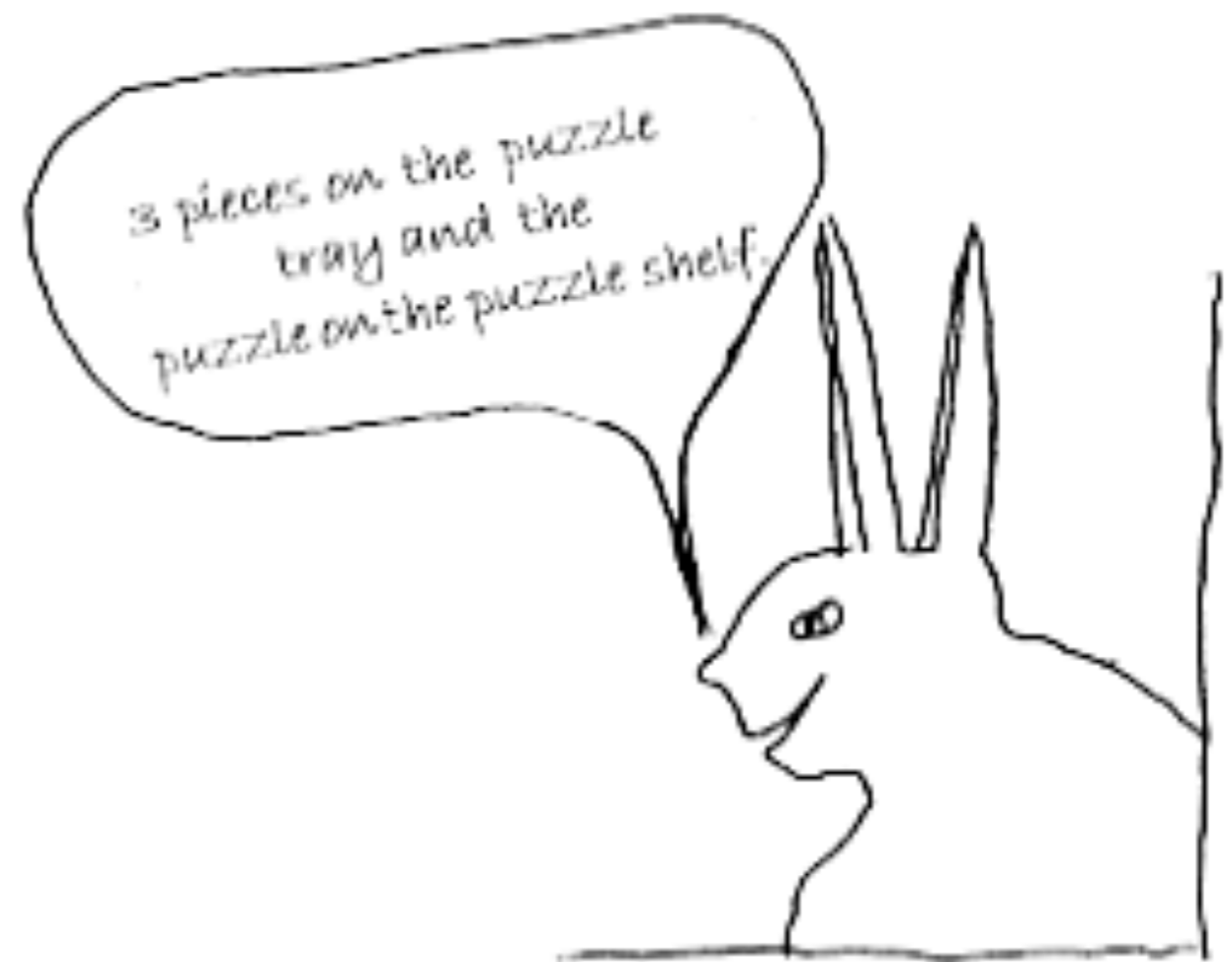


The Signal:



Description

Provide facts: what needs doing, where things are, where they go, etc.



Model

Demonstrate how to do it while talking to yourself out loud about what you are doing and thinking.



Direction

Issue a clear, simple instruction.



Signal

Link the next activity to a specific minimal level of performance.



THE
END