



Centre of Excellence for Behaviour Management

Commission scolaire **Riverside** School Board

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Enhancing Teacher, Parent and Child Attachment in Kindergarten and Pre-K

Purpose

Schools are becoming more and more concerned about the children with behaviour problems in their Kindergarten classes. These problems often start as soon as the students enter school in the fall. These children will ignore the teacher, refusing to listen and doing just as they wish without regard the adults in the class. While some children may have more significant difficulties that cause them to have behavioural issues, for many children the situation will resolve with a stronger relationship to their classroom teacher.

The procedure described below is designed to **maximize the attachment of children to their Kindergarten teachers** through the **mediation of their primary attachments, their parent(s)**.

Many schools already have a 'staggered entry'. The procedure suggested below uses a staggered entry model but since it will take a few days for the teacher and school staff to meet with all parents, there may be a small delay in when students will be in school full time.

Staggered Entry to maximize attachment to adults:

Procedure: 20 to 30-minute structured interviews with 1, 2 or 3 sets of parents and children.

Depending on the size of the class, this procedure may have to take place over the course of 2 to 3 days (21 students / 3 at a time = 7 meetings = 2 days of meetings)

- During the first week of school, at an appointed time, the child is brought to the school by a parent to be introduced to his/her teacher either alone or with two or three other student and parent pairs.
 - The Principal brings the parent and child to the classroom. S/he introduces the teacher to the parent in the child's presence, and then asks the parent to introduce the child to the teacher.
 - The teacher welcomes the parents and children into the classroom. S/he brings them to a table that they will sit around.
 - Toys and books are provided for the child on a small carpet close to the adult chairs or a chair is provided for the child if the child wishes to sit at the table and listen or draw (crayons and paper are provided).
 - ****The children are NOT encouraged to go and play with each other as the point of this procedure is for the child to get to know the teacher in the company of his/her parent.**
 - **It is very important for the child to see the parent and teacher smiling and enjoying each other's company.**
1. The teacher will offer the children and parents some juice/coffee and cookies.
 2. Teacher will have a set of questions that he/she will ask the parents about their child (see below).
 3. The teacher will then show the children the room set up and explain to the children and parents some of the basic classroom expectations.
 4. The teacher will explain and model some of her class procedures and expectations. The teacher will encourage the children to "practice" the routine.
 5. The teacher will ask each child about any questions and concerns the child has and responds to these to reassure the child that all will go well on the first day.

6. The teacher will show the children the entry routine. With a practice backpack, lunch box and jacket and hat, the teacher will model what she expects, and the children will practice it with him/her.
7. The teacher will then bring the children and parents to the office and reassure the children that she will be looking out for them on the first day that they comes with the class.
8. **The principal or someone, who will also work in the class, will take photos of the teacher, parent and child with a digital camera. A print copy of the photo with parent-teacher-child will be given to the child to take home.**

Suggested interview:

- While the teacher, parents and children are sitting together in the classroom the teacher will be encouraged **to talk primarily to the parents** until he/she senses the child is comfortable with him/her talking to him/her (the child).
- Teacher expresses pleasure at meeting the parent and the child and expresses how happy s/he is to have the child in her class this year.
- Once all are settled with coffee, juice etc. and the children are playing quietly beside their parent(s), the teacher starts the interview:

I am going to be asking you some questions so that I can plan my school year with your children in mind. *Je vais vous poser quelques questions pour être en mesure de planifier mon année en ayant vos enfants en tête.*

What does your child like to do? / *Qu'est-ce que votre enfant aime faire?*

What is your child's favorite: Animal? Color? Game? Activity? / *Quel est l'animal préféré de votre enfant? Sa couleur préférée? Son jeu favori? L'activité qu'il préfère?*

Does your child have a pet or pets? / *Est-ce que votre enfant possède un ou plusieurs animaux à la maison?*

Tell me a bit about your family. / *Parlez-moi un peu de votre famille. Does s/he have brothers and sisters? / Des frères et sœurs? Older or younger? / Plus grand ou plus petit?*

Is there anything else about your family that it would be helpful for me to know? / *Y a-t-il des informations supplémentaires qui seraient aidantes pour moi?*

Is there something you can tell me about your child as a learner? / *Est-ce que vous pouvez me parler de votre enfant en tant qu'étudiant?*

Is there anything that is likely to upset your child? / *Y a-t-il des choses qui peuvent bouleverser votre enfant?*

How will I know that your child is upset? / *Comment est-ce que je vais savoir que votre enfant est bouleversé?*

What is the best way to comfort your child when s/he is upset? / *Quelle est la meilleure façon de consoler votre enfant lorsqu'il a de la peine?*

Do you have any questions for me? / *Est-ce que vous avez des questions?*

On the next page you will find these questions arranged for note-taking about each student.

Student Name: _____

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