Working with Families

Read the following scenario and brainstorm how you would respond. Then, share and discuss your responses with a trainer, coach, or supervisor. When you are finished, compare your answers to the suggested response.

Millie
Millie is a four-year-old in your classroom. Over the past week you have noticed that Millie cries and seems anxious as she walks down the hall with her dad to the classroom. Millie’s dad lingers at first and then lets you know that he is frustrated with Millie’s behavior. Millie’s mom has started calling several times during the day to see how Millie is doing. How do you respond?

You might ask your teaching partner to stay in the classroom while you meet Millie in the hallway. You smile at Millie, bend down to her level, and greet her warmly. You offer your hand so that you and Millie can walk down to the classroom together. Once in the classroom you engage Millie in helping you with a classroom job. You make some anecdotal notes about how this routine works for Millie over the next week. Ask Millie’s parents about things they do at home to deal with separation anxiety. Talk about routines or rituals Millie’s parents can create for drop-off time. Offer to call Millie’s mom mid-day to let her know how these routines are working.