

## Home Kit

**Folder 9** contains a “Home Kit” of strategies and information the teacher can share with families. Using the “Home Kit” will assist the child in his/her new classroom by providing the teacher with information about the child. Often times, entering a new classroom can cause a child to feel unsure of what to expect and this can trigger the child to use challenging behavior. The kit will also assist the child in going to preschool by helping him/her understand what is expected. The additional tips, information, and materials provided also will help the family as they support their child’s transition to preschool.

## Contents

### File B

The questionnaire, **“My Teacher Wants to Know”**, provides critical information to the teacher about the child’s behavior as well as preferences. This is completed by the child’s caregiver(s) and shared with the teacher. The information gathered will assist the teacher in supporting the child.

### File C

The scripted story, **“I Go to Preschool”**, is intended for use at both home and school. Two versions of the story are provided, one for children who rides the bus to school and one for children who are transported by family. “I Go to Preschool” contains information that is child-friendly and is about what happens during a typical preschool day and what the teacher may expect from the child. This story also validates the child’s fear of the unknown and reassures him/her that someone will always pick him/her up from school or the bus stop. As the child hears the story, he/she will learn what to do when he/she is sad or upset and how the teacher can reassure him/her that preschool is safe and fun.

### File D

The visual mini schedule, **“Getting Ready for School”**, can help parents with getting the child ready for school, the actual transition to school, and how to talk with the child by telling him/her what will happen before school. The “Getting Ready for School” is set up for easy and quick use. Each family can use the grid as a place to order the pictured activities of the morning. The order of the pictures will depend on the individual family’s morning routine. Families may use some or all of the pictures provided. Additional pictures can be added if there is a routine that the family does each morning that is not represented in ready-made pictures.

### File E

**“Use Positive Words”** is a tip sheet for the family on communicating very clear messages to the child. Young children have difficulty with understanding “don’t” and “no” in front of a word; they often respond by doing the very thing they were told not to do. For instance, when a family member says, “don’t run” and then the child then runs. Children respond better when they are told what to do (e.g., “walk, please”), rather than what not to do. The tip sheet will help families think about how to communicate in a way that supports the child’s success.

