

ARRIVAL








Arrival sets the tone for the entire day. Children need to feel welcomed, cared for, and secure the moment that they enter your classroom. This is especially true for those who have difficulty separating from their caregiver. *Families* also need to feel welcomed, comfortable, and trusting as they leave their child in your care. Be sure to build this relationship by greeting each family and making time to check in with them.

Each week you will set up a Provocation that children can engage in as they start their day. You will find this in your Weekly Guide. A Provocation is a purposeful set of materials designed for children to explore what is related to the Big Idea and the activities that children will be participating in that week. This helps them to:

- ◆ Feel welcome.
- ◆ Become engaged and transition more easily into the school day.
- ◆ Be prepared for what is happening at school.

Additionally, it gives you the opportunity to observe as children interact with the materials. You will use this information to guide the support that you will provide later in the day.

How to Support the Core Skills During Arrival

Core Skill	Types of Activities/Routines to Include
	<ul style="list-style-type: none"> ◆ Make eye contact (based on child preference) and greet each child by name, making sure to convey warmth and excitement to see them. Encourage children to greet one another through a wave, smile, hug, or verbal greeting. ◆ Be sensitive and responsive to the needs and preferences of <i>each</i> child. For those who arrive feeling very tired or very hungry, for example, be prepared to respond to their needs. ◆ Engage in social conversation about the child's time at home (and your own!).
	<ul style="list-style-type: none"> ◆ Make sure that Arrival time is consistent, predictable, and well-organized. Children will separate from caregivers more easily when they know what to expect (e.g., have the same song playing every morning, and make sure materials are in the same place). ◆ Acknowledge emotions and show empathy if children are having a hard time separating from families. Use calm-down techniques as needed or provide a “comfy spot” to relax. ◆ Hang a consistent visual schedule and introduce it when they arrive to help them transition by previewing what will happen that day.
	<ul style="list-style-type: none"> ◆ Provide an engaging Provocation. Join in and engage children with the materials. If they are uninterested, modify the materials. See the Weekly Guides for Provocations.
	<ul style="list-style-type: none"> ◆ Encourage children to find their cubby and take notice of print (e.g., their name labeled on their cubby or backpack). ◆ Engage in back-and-forth conversation with children about a topic they're interested in (e.g., what they will do in school today, who brought them to school, what they did last night).
	<ul style="list-style-type: none"> ◆ Promote independence and self-help skills by encouraging children to put things away where they belong (e.g., jacket in their cubby).