



## **ADAPTION IN PRESTMOSEN FUS KINDERGARTEN – A COLLABORATION BETWEEN HOME AND KONDERGARTEN**

The child's first meeting with Prestmosen FUS kindergarten shall be characterized by care and safe connection. To succeed in this, we depend on good cooperation with the children's guardian. We know that investing in time and good relationships with new children and guardians will have positive ripple effects for the child in relation to learning and development, and for further parental cooperation.

The child will be accustomed to a new everyday life, a new environment, new routines, getting to know new people, and getting used to being separated from their guardians. Studies show that children's adaptation to kindergarten is easier when one of the guardians can be in kindergarten for several days and the adaptation takes place in a flexible and relaxed way, adapted to the child's needs and reactions. This is best served the child when the guardians are involved all the way.

This is also the reason why we want to follow the Lørenskog model for adaptation for the youngest children, where the guardians are in the kindergarten for a minimum of a week and actively participate together with the child in activities and play in the department. The first days for three to four hours, then increase up to six hours.

When the child is allowed to be with the guardians in the kindergarten over several days in the beginning, it will help to keep the child's level of the stress hormone cortisol at a normal level.

However, staff and guardians must plan their adaptation together so that it is adapted to the individual child and the family's needs and opportunities.

### **The objective of the intervention is:**

- children establish a safe relationship with the attachment person, before the guardians leave the child in kindergarten without them
- parents become confident in the adults in kindergarten during the adaptation period
- the staff establishes a good relationship with the child and the guardians. Acquires the necessary information about the child

### **In Prestmosen FUS we will:**

- facilitate a parent-active adaptation that entails guardians taking part in the kindergarten's activities

- create a base for closeness and safe relationships between the attachment person and the child
- provide parents with information about the kindergarten's routines for start-up and adaptation and background for the routines
- invite all children and guardians to visit the kindergarten before starting and arrange home visits if desired.
- have an affiliation person at start-up
- have close dialogue with the children's guardians during the adaptation period
- conduct a start-up conversation with all guardians not long after start-up
- a joint parent meeting is arranged for all new children
- facilitate a safe and good start-up no matter when the child starts and regardless of age

### **Safe and unsafe connection**

Safe attachment is about the child, when sad or frustrated seeking comfort in a confident adult, be it guardians or employees. The second is that it can be comforted. Kindergarten start can be stressful for some children. Unsafe children can loudly express their dissatisfaction. Other unsafe children give few signals that they are not well, they do not protest when the guardians leave but withdraw. They may have an indifferent attitude towards the staff, as if they do not need any kind of help or support.

The absence of play and exploration can be an indication that the child is not safe and needs more time and more care and support. Children have a fundamental need for safety, predictability and stability. The experience of safety for children and guardians in kindergarten is the basis for a positive development. To ensure a safe and good connection, it is important to acknowledge the child's reactions by not diverting the child. Let the child be sad, comfort and put into words that guardians left, that it's sad and that you understand.

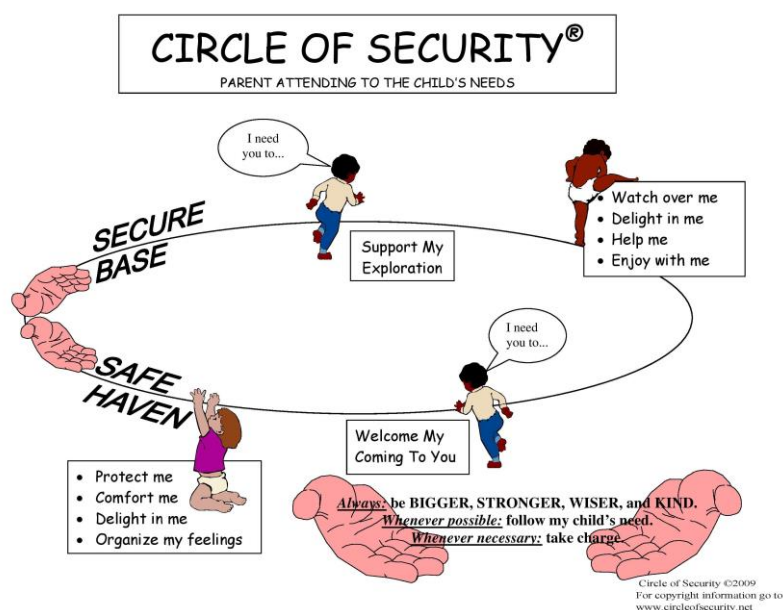
### **Characteristics of safe connection**

- The child seeks comfort and accepts comfort
- The child rests the body against the adult and becomes calm and rested when the adult takes the child close to h\*m/lifts up the child
- The child gives the adult hugs, will sit on h\*s lap, etc.
- The adult acts as a "charging station" for the child (the child plays, gets tired/bored/frustrated etc. and then needs closeness/cuddle/comfort before it can play on)
- The child knows where the adult is located
- The child asks for help

- The child is happy and satisfied with the adults
- The child usually cooperates with the adults
- The child responds quickly to adequate limit setting from the adults
- The child shows the adult positive reactions in the morning

## Safety Circle / Circle of Security

In the safety circle, the main task of the attachment person is to be a safe base for the child's exploration, play and learning, receive the child when comfort and care is needed. The child should be assured that it will be comforted when it feels discomfort.



The upper part of the circle represents a child's needs as it explores: "take care of me," "rejoice in me," "help me," and "have fun with me." The lower part of the circle represents a child's need when attachment behavior is activated: "protect me," "comfort me," "show goodness to me," and "organize my feelings." Children tell the adult that something is wrong through their emotional reactions and behaviors, but not always in the way the adults intended or expected.

## Adaptation

The main task for the staff in the application for a new child is to ensure that the child has a safe connection with an adult in kindergarten. The staff should set aside time to get to know the new child so that he or she can calm and comfort the child. The child must have the necessary time to get to know the staff so that it can accept the comfort, stay calm and spend their time playing and exploring. However, the intervention phase for the child does not end on the day that the child is a whole day in the kindergarten alone without guardians, but when

the child has settled down and feels safe, even when the guardian is not present. During the adaptation period, the kindergarten shall become familiar with the child and the child's routines and preferences, and adapt to these to the extent that it is practically possible to carry out. The kindergarten's daily rhythm must be adapted to the children's needs, especially during the adaptation period.

### **Association person**

When children start kindergarten, they need to experience safety quickly. Both good and predictable routines and interactions with sensitive and emotionally accessible adults are important. During the first period in kindergarten, the child and parents will therefore have one attachment person to deal with in the department. This is done to create security and establish a connection between the child, the guardians and the kindergarten.

The attachment person helps to create a safe base for the child in the early days that for some may seem stressful. In order for safe attachment to take place, emotional investment, time, interest and continuity between the staff and the child are required. Once this connection is established, it is easier for the child to develop good relations with other staff in the kindergarten. A good start is also about guardians taking care of laying, feeding, etc. in the first few days.

### **Guardians as a resource and partner**

Guardians know all the expressions their child has, what they mean and what their child needs. Because children are so different, it is not always easy for staff to perceive children's different needs and meet them in a good way. A close and good cooperation between the staff and the guardians is therefore an important success factor for a good adaptation and for the child to feel safe in kindergarten. While guardians are experts in their child, the staff in the kindergarten are experts with children in groups.

Good flow of information between staff and the guardians about what adaptation to kindergarten entails for the child and what is expected of you as guardians is important. This contributes to safety and predictability. Be careful to always tell the child when you leave kindergarten. It can be just as painful for you to leave the child as it is for the child, very important to have a good dialogue with the staff about this so that we can help you with what is difficult.

The purpose of the intervention shall be that the transition from home to kindergarten should not be perceived as a violation, but as an extension of opportunities, and that the kindergarten becomes an arena where the child gains new experiences together with children and other adults. Nevertheless, the transition to kindergarten involves life as a detachment process for both children and adults.

**Always be available so that the kindergarten can easily get in touch with you during the adaptation period.**