



Separation Anxiety in Traditional Classroom:



For use with children experiencing significant separation anxiety from parent/guardian that requires intervention.

VALUE- A child who trusts the environment is more open to the message being given. For this reason, we do NOT advise the sneak-out method, which promotes distrust. Instead, we follow this process, which has shown great results when done consistently.

Coordinator or Teacher explain the process to parent/guardian and see which step of the ladder to begin with- starting with the furthest down the ladder the child will tolerate! Parent explain to the child ahead of time what they can expect including that the parent will stay the whole service with them. **It is imperative that the parent follow-through on this- even if the child seems to be doing well.** Skipping rungs may be possible if the child is tolerating well.

Maximum Parental Involvement	1	Parent holding child away from classmates, same room (try to sit in chair if possible)
	2	Parent in chair with class, child on lap (maximum physical connection)
	3	Child in chair, parent sitting in chair next to them (less physical connection, still in sight)
	4	Child in chair, parent sitting behind them with hand on shoulder (minimal connection, out of sight), minimal verbal reassurances
	5	Child in chair, parent behind a foot or so- no contact, minimal talking
	6	Child in chair, parent silent in corner, no talking or engaging, just physically present
	7	Parent drop off at door
Minimal Parental Involvement		

Ladder Steps:

- Parent holding child away from classmates, same room (try to sit in chair if possible)
- Parent in chair with class, child on lap (maximum physical connection)
- Child in chair, parent sitting in chair next to them (less physical connection, still in sight)
- Child in chair, parent sitting behind them with hand on shoulder (minimal connection, out of sight), minimal verbal reassurances
- Child in chair, parent behind a foot or so- no contact, minimal talking
- Child in chair, parent silent in corner, no talking or engaging, just physically present
- Parent drop off at door

*Each of these steps may take a few times. It's fine if a child needs 2-3 classes at a certain level. Trust the process. Ultimately, there will be a child who trusts their parents, trusts their environment, and is able to absorb the benefits of the class.

Debrief with the parent at the end of the service. Encourage parents to review and encourage the child during the week as well, reiterating what will happen the next Sunday (**and stick with what is said**). Consistency is key.