



# Preparing for return to on-site learning for children with neurodevelopmental disabilities

## Information for families

Prior planning can support positive transitions back to early childhood education and care settings for children with neurodevelopmental disabilities, such as autism, ADHD or anxiety. AllPlay Learn has created home schedules, stories, emotions cards and many other resources to support the return of children to long daycare or kindergarten. To view these resources and other helpful information, visit [allplaylearn.org.au/covid-support](https://allplaylearn.org.au/covid-support)

### Children with neurodevelopmental disabilities and challenges will need time and support to transition back to long daycare or kindergarten

- **Communicate clearly with your child about what to expect.** Your child may feel more confident about returning to long daycare or kindergarten if they know what to expect. Looking at photos of familiar faces and places, alongside information about any new routines may also help with the transition.
- **Consider how you can support your child's psychological well-being.** Create opportunities for your child to talk about their thoughts and feelings about the return. Various types of anxiety, in particular, separation anxiety, may be heightened in some children. Speak to educators to develop a plan for drop-off if you think your child may experience separation anxiety.
- **Access or create resources.** Access or create visual schedules and social stories about the return and any new routines that your child will learn. Use positive language while acknowledging that the transition can be challenging.
- **Practice if possible.** If there are new skills your child may need (e.g. new handwashing rules), practising at home might help reduce anxiety when they return.

### During times of increased anxiety & change, some children with disabilities may experience greater challenges in their learning, behaviours or emotion regulation

- **Check-in with educators.** Let your child's educators know of any changes you've noticed in your child. Talk about what strategies you have found has helped recently. Let your educators know if there are any specific changes that might unsettle your child.
- **Involve your child's specialist in planning for the return.** New strategies and supports may be needed for your child. A collaborative approach with educators, family and specialists will best support your child's transition back.