

Directions: Reflect thoughtfully on the demographic details and working relationships within your workspace team environment.

PART TWO

The Daycare Context

A. Self-Reflection Questions

1. What does your group look like in terms of size, grade level, same age vs. mixed-age, individual student need, etc.?

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2. How are you organizing your group in terms of structure, routine, pacing, etc.?

The Daycare Context

A. Self-Reflection Questions (Continued)

3. What does staff collaboration and support look like in the Daycare where I work? Am I comfortable asking colleagues for assistance?

Directions: Identify an environment baseline by exploring structural stressors during transition times.

PART TWO

The Daycare Context

B. Individual Exercise: Auditing the "Chaos"

Think back on an unstructured time with your group which had been particularly chaotic. Instead of focusing on the challenging behaviors, identify which environmental elements may have contributed to the chaos and think about how these could be adapted.

ENVIRONMENTAL CONTRIBUTORS & ADAPTATION IDEAS:

Directions: Form cross-functional teams to process systemic friction points across common transition spaces.

PART TWO

The Daycare Context

C. Group Activities (Part I)

1. Brainstorming the "Invisible Load" Transition

In small groups, discuss the rapid transitions and unstructured moments that cause the most friction in your daycare. Brainstorm ways to provide relational support during these specific times for children who struggle to generate their own play ideas or manage peer conflicts independently.

TEAM TAKEAWAYS & MULTI-STEP STRUCTURAL IDEAS:

Directions: Map out foundational program developments required to protect adult nervous system capacity.

PART TWO

The Daycare Context

C. Group Activities (Part II)

2. Brainstorming Systemic Support

Adult regulation is the prerequisite for student co-regulation; adults cannot pour from an empty vessel. Brainstorm realistic ways your specific daycare environment can better fuel the adults (e.g., creating spaces where educators feel seen, ensuring protected planning time, or improving compassionate communication).

ACTIONABLE AREA	SYSTEMIC CHANGE NEEDED	IMMEDIATE FIRST STEP
Educator Well-being		
Environments / Spaces		
Communication & Time		