

BankingTime Planning Guide



Choosing a Child

1. Look through your roster and consider your relationship with each child in your class.
 - ◆ Do you have concerns about certain relationships? Are there any children that you don't feel connected to yet?
 - Note interactions that are filled with negativity, resistance, or conflict, children that don't seek you out for support, or children who don't seem to be comfortable or happy in the classroom.
2. For those children, consider what other strategies you have tried to strengthen your relationship. For example, have you sat and talked with the child during lunch, played one-on-one during Choice Time, or paid close attention to their interests?
 - ◆ If your connection doesn't improve with the implementation of these less intensive relationship-building techniques, plan to use *Banking Time* sessions with this child.

Preparing for the Session

1. **Take time to reflect:** Consider your perceptions of the child and what you know about them, including their likes, dislikes, abilities, and identity. Get input from the child's family on their background and interests to inform your approach. What does *this* child need from you? What relational theme (or message) do you want to convey to them?
2. **Choose a time and location:** When will you be able to conduct your regular Banking Time sessions with this child? Which days of the week? What time of day? Where can you be distraction-free? If virtual, plan a time with caregivers to meet individually with the child.
3. **Prepare activities and materials:** What does *this* child like to play with or create? Do the materials have a 'right or wrong' way to use them (e.g., book, game)? If so, it's better not to include these materials. Bring a few options so that the child can choose.
4. **Let the child know about the sessions:** For example, you could say, "I'd like to spend more time and get to know you better. We will be spending time with just us and you'll be in charge of choosing what we do. This isn't a reward or a punishment; we will always meet on (specify days) after lunch."

After the Session



Take time to reflect after sessions and think about what you have learned – both about the child and about your own feelings. How might you plan for next time or apply this information to other classroom interactions? It may be helpful to jot down a few notes.