



**Charles
University**

Adaptation Plan

Kaštánkov Early Childhood Centre

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Goals of the Plan

The aim of the adaptation plan is to ease the transition for children and their parents into the children's group, minimize separation-related stress, and foster a positive relationship between the child and the environment, caregivers, and other children. The adaptation process is based on respectful parenting principles, considers the child's age and individual needs, and unfolds gradually to help the child build a sense of safety and trust.

Principles of Adaptation

Gradual progression – The length of stay in Kaštánkov increases slowly at first, depending on the child's readiness.

Respect for individual needs – The pace of adaptation is guided by the child; they are not forced to stay longer than they can handle.

Parental presence – In the early days, a parent may be present as needed; their presence is gradually reduced.

Positive motivation – We encourage the child's independence and praise every achievement, even small ones.

Consistency of environment and caregivers – The same caregivers support the adaptation process to help the child build trust and feel safe in a familiar setting.

Adaptation Schedule

The duration of the adaptation period is individual and may last from several days to weeks. Before attendance begins, a conversation with the parents and completion of an adaptation questionnaire takes place. Based on this information, a plan is created that best suits the needs of the child and the family.

Role of Parents

Parents play a key role in managing adaptation. Before the first day, we recommend explaining to the child what to expect and speaking positively about the new environment. It helps if the child brings a favorite item (toy, blanket, pacifier) that provides comfort. Parents are encouraged to be consistent, follow the agreed adaptation process, and praise the child for every step forward. They collaborate with caregivers, share information about the child's habits and needs, and work together to find the best ways to support the child's adaptation. It is advisable not to plan other changes in the child's (or family's) routine during the adaptation period. Once the adaptation process has been successfully completed, farewells should be brief and consistent, ideally incorporating a simple goodbye ritual that the parent and child have established together. This helps minimize stress and supports a smooth transition, though individual needs may vary.

Role of Caregivers

Caregivers create a calm, friendly, and safe atmosphere during the adaptation period. They gradually offer longer stays, support the child's independence, and help them cope with separation. They encourage the child, build their self-confidence, and ensure the adaptation aligns with the child's pace. At the same time, they consider the needs of other children in the group, who get to know each

other and are involved in shared activities. Older children can serve as positive role models for newcomers.

Evaluation of Adaptation

The adaptation process is regularly discussed with parents. If needed, the plan can be adjusted according to the child's current needs. After the adaptation period ends, a joint evaluation takes place – we observe how the child handles separation, whether they feel comfortable in the group, and what steps are appropriate for their continued well-being.

Practical Demonstration of Adaptation According to the Berlin Model

Initiation Phase	4th day	Stabilisation phase	Final phase
<p>The parent arrives with the child at the centre (ideally at the same time each day), stays in the classroom for about one hour, and then they leave together.</p> <p>Parent takes a passive role. Does not pressure the child to separate. Accepts that the child seeks closeness and acts as a “safe harbor”. Avoids reading or playing with other children. The child should feel that the parent’s attention is always available.</p> <p>Teacher is cautious and does not push for contact. May offer toys or join the child in play. Observes the parent-child interaction without trying to separate them.</p>	<p>The goal of Day 4 is to make a preliminary decision about the length of the adaptation. A few minutes after entering the classroom, the parent says goodbye and leaves the room but remains nearby.</p> <p>Separation lasts a maximum of 30 minutes. If the child cries but is quickly and consistently comforted by the teacher, the separation may continue. If the child appears distressed, frightened, withdrawn, or inconsolable, the parent should be called back.</p>	<p>Starting from Day 4, the following steps are introduced: The teacher begins to take over care from the parent.</p> <p>Parent increasingly allows the teacher to respond to the child’s signals, helping only if the child hasn’t yet accepted the teacher. If the child was successfully comforted by the teacher on Day 4, the separation time is extended on Day 5.</p> <p>Days 5–6 The parent must remain on-call and be available to return to the classroom if needed. If the child could not be comforted on Day 4, the parent continues to participate in classroom activities on Days 5 and 6. On Day 7, based on the child’s condition, a new separation attempt is made.</p>	<p>The parent no longer stays in the centre but remains reachable in case the child needs exceptional support.</p> <p>Adaptation is considered complete when The child accepts the teacher as a “secure base” and allows themselves to be comforted. For example, if the child protests the parent’s departure but is quickly soothed by the teacher and resumes playing in a good mood.</p>