

Disruption Planning

Child's Age:	Number of Previous Moves:
Grade:	Diagnoses:
Why is this disruption occurring?	
When is it happening?	

Routines
What does their typical day look like now?
Describe sleep routine (include times, preferred items)
Describe morning routine
Describe after school/child care routine
What supports does this child need to complete these tasks?
Describe typical eating habits/preferences

Regulation

When or in what contexts is this child at his/her best?

How does she usually show that she is upset?

What regulates them?

What helps them transition?

What do they do when they are scared? Does anything help them feel safe?

How can caregivers comfort them?

Are they particular about any sensory experiences (food texture, socks, sounds, water)?

Relationships

Who are the important people in this child's life?

Who are they the closest to at school/childcare? Neighborhood? Faith Community?

Who is most able to comfort the child when he/she is upset?

Are there any other people at school, neighborhood, church, or family that have regular contact with them?

Is this child able to have contact with any of these people after the move? What can that look like?

SAFETY

How do you expect the child will respond to this change?

Describe specific safety concerns (aggression, elopement, SI)

Which professional has been included in safety planning & what does the safety plan entail?

The Plan

Who will tell the child?

Where and When?

How will it be communicated? What will be said?

What supports will the caregiver(s) and child need before, during and after?

Who will the child get to say goodbye to before or after the move?

**How & when will these people be able to say goodbye and/or communicate their care for this child?
Who on the team can help make this happen?**

Of the routine, regulation, and relationship items above, what may not be able to be supported in the new home? How can the team address this?

How will this information be communicated to the new caregiver?

Empowerment/ Follow-Up

Does the child have anyone they want to add to the list? Any requests for how to say goodbye?

What questions does the child have for the team?

When the child misses someone, what can they do?

When the child is sad or scared in their new home, what can they do?

If the child is able to have contact with anyone from this placement (school friend, foster sibling, coach, etc), write out how that contact can occur (letters, text, visits, phone calls) and ensure child has access to this information.