

Helping Children Make Transitions Between Activities

Numerous times a day young children move from one activity to another in their nursery school classrooms. For example, at one local preschool, children are greeted as they get off the bus. As they emerge from their buses, the children in Ms. Karen's preschool classroom gather around the playground fence and sing songs until all five buses have come and gone. As the 12 preschoolers prepare to walk to their classroom, Ms. Karen reminds the children to use inside voices and to stay along the right side of the hall so other teachers and children can pass by. She also suggests that Cameron and Elizabeth hold hands, knowing from past experience that Cameron will have an easier time moving

down the long hall if he has a buddy close by him.

After the preschoolers round the corner and see their classroom and cubbies, they get busy hanging up coats and backpacks, handing notes from home to Ms. Karen, and selecting books to look at on the carpeted area. One child, Daniel, typically needs a little extra help removing his coat, so a teacher is always nearby to assist Daniel so he won't become frustrated, yet will continue to become more independent. As children begin moving to the large carpeted area with books, the teacher assistant joins them while Ms. Karen stays with the group needing a little extra time and help at their cubbies. The teacher assistant has arranged numerous books



about fire trucks and fire stations on the rug for the children to make a selection.

While the children are looking at books, John, a child with autism, has begun to get restless. The teacher assistant calmly brings him onto her lap, hands him a plastic fire truck, and begins turning the pages of the fire

house book he has selected. Soon Ms. Karen joins the others on the carpet and pulls out the photo schedule to show the children what will happen today. They begin talking about centers that are "open," and the children start making choices

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View Connections on the Web!

Thanks to our friends at Parent to Parent of New York State, *Preschool Connections* can be viewed online at the Parent to Parent Web site. Visit <http://www.parenttoparentnys.org/> Go to "Library" and then "Newsletters"

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About Helping Hands School

Helping Hands School is a private, nonprofit preschool for birth to 5 with special needs. Situated on 60 acres of rolling hills, woods, and fields in Clifton Park (Exit 9 off the Northway), Helping Hands School currently provides special education preschool and early intervention services to children from Saratoga, Rennselaer, Schenectady and Albany counties. A nursery school for typically developing children is also offered.

Services

- A continuum of services for preschool children with disabilities, including various integrated and self-contained special education classroom models.
- Early Intervention home and community-based services for infants and toddlers with developmental delays.
- Intensive program options for children with a diagnosis along the autism spectrum.
- Developmental play groups for toddlers with special needs.
- Special Education Itinerant Teacher services provided in home, nursery school, daycare and community settings.
- Related services, including speech/language, occupational, and physical therapies.
- Comprehensive evaluations for infants, toddlers, and preschoolers suspected of having a developmental delay or disability.
- Family support services available including parent support groups and social work services.
- Parent education workshops and newsletters for families of preschoolers and families of children with special needs, birth to 5.

About the Newsletter

Preschool Connections is a quarterly publication of Helping Hands School. The newsletter provides parents with up-to-date information about issues related to raising children of all abilities. Readers are welcome to copy and share information from this publication, but please credit Helping Hands School and *Preschool Connections*.

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Happenings

Family Events

Frost Faire. Bring your family to the Saratoga National Historical Park on January 26 for the 12th annual winter festival. Enjoy winter fun from past and present including tubing on the “big-hill,” winter games, hot refreshments, campfire, storytelling, and entertainment. *Call 664-9821.*

Sesame Street Live. Favorite characters from Sesame Street sing and dance live on stage at the Glens Falls Civic Center. January 29 at 7:00 pm and January 30 at 10:30 am and 7:00 pm. *Call 798-0202.*

The Egg. Young children may enjoy two productions at the Egg this winter. *The Very Hungry Caterpillar* and other stories by Eric Carle come alive on stage with puppetry, black light, narration and music of the Mermaid Theater of Nova Scotia on March 16. \$12 (adult), \$10 (child). The second show is *Don't Let the Pigeon Drive the Bus*, performed by Big Wooden Horse Theatre, which is based upon the award-winning book of the same name. The show is full of fun, feathers, laughter excitement, original music and lots of audience participation. February 3. \$8 (adult), \$6 (child). Both shows are recommended for children ages 3-7. *Call the box office at 473-1845.*

Go Diego! “Go Diego Go Live! The Great Jaguar Rescue” features Nick Jr.’s action hero, Diego, as he sets out in his brand new show, along with his cousin Dora The Explorer and his sister Alicia. The trio is off on an action packed special mission to get Baby Jaguar’s growl back from the Bobo Brothers. They’ll need audience participation to help navigate through the rainforest and bypass a giant waterfall to get to Baby Jaguar. Children and adults will be impressed by the show’s beautiful sets, innovative puppetry and high-quality production that will be executed by a Broadway level creative team. Glens Falls Civic Center. April 3 and April 6. Tickets are on sale now. *Call 798-0366 ext. 14.*

Maple Weekend. Each year in March, over 100 maple producers state-wide open their sugar houses to the public to allow folks the chance to watch maple syrup being made and maybe even try their hand at one or more parts of the “sugaring” process. Some producers offer horse drawn wagon rides through their sugar bush. This is a fun, free family activity. For more information, visit www.mapleweekend.com or www.nysmaple.com

Best Practices

(...what does that mean?)

Evidence-based practices are those strategies, documented by research, that have been shown to “work” with young children. Research continues to demonstrate new, effective ways to deal with challenging behaviors, support emotional development and teach young children to learn. Practitioners, such as teachers, speech therapists, and physical therapists, are expected to keep abreast with new research and change their strategies accordingly.

Special education jargon can be confusing. If school professionals use words or acronyms you don't understand, speak up immediately. Most people will be happy to slow down and explain anything that is unclear.





Books for Kids

Activity Books

Winter often means more time spent inside. Prevent boredom by using the ideas in these books for indoor play, arts and craft projects and kitchen concoctions.

The Toddler's Busy Book

by Trish Kuffner
(Meadowbrook Press, 1999)
and **The Preschooler's Busy Book** by Trish Kuffner
(Meadowbrook Press, 1998)
In each book, you'll find 365 creative games and activities to keep your young child busy. Activities use things found around the home. An example of a cooking activity in *The Toddler's Busy Book* is "No Bake Banana Cookies:" Place three graham crackers in a Ziploc bag and crush them with a rolling pin. Slice a banana or other fruit into small pieces. Shake a few pieces at a time in the bag to completely coat the fruit. Lay pieces out on a plate and provide a fork.

The Little Hands Big Fun

Craft Book by Judy Press
(Williamson Publishing Co., 1996) This book will show you how to make stocking finger puppets, pie tin wind chimes, apple print book bags and other easy-to-do crafts, designed for children 3 to 7 years of age. "Bottle Bowling Pins" is an example of how simple but fun the activities are: Remove the labels from a few large plastic soda bottles. Use a funnel to fill the bottles one-third full of sand. Then screw tops

back on bottles. Decorate bottles with stickers. And you're ready for a game of bowling of knocking down the pins with a ball. Kids will enjoy making the pins as much as they will knocking them down.

Art Starts for Little

Hands by Judy Press
(Williamson Publishing, 2000) The book presents a variety of art projects and related activities grouped around such themes as animals, nature, transportation, colors and more. Activities are designed for 3- to 7-year-olds. Each activity also has instructions for "simpler artstarts," providing ideas on how to adapt the activity to make it more appropriate for younger children. An example is "Circus Train." Older children can make a train by flattening the spout end of a milk carton. Then trace the side of the carton four times onto construction paper. Cut out and glue to the carton. Glue or stick animal pictures onto the covered carton. Glue toothpicks over the pictures to make cage bars. Let dry. Decorate the circus car with markers.

Younger children can make a circus train bank. Slit the

top of the carton for a coin slot, open the spout to count your change.

The Rainy Day Book

by Jane Bull (Dorling Kindersley Limited, 2003) The projects in this book are fun, but more complicated than those found in the other books that we've cited. Older preschoolers will best appreciate these 50 projects that include weaving, baking, knitting a puppet, creating miniature rooms, making paper-mache, and more. Most activities require a good deal of parent direction and supervision. The "Scrap bags" looks especially fun. Make bean bags out of leftover scrap material, fill with dried beans, and decorate each bag with a different "face," made from buttons, safety pins, felt pieces, and so on. The book offers 16 "bag people," but the ideas for creating your own are endless!



The Creative Process

The creative process of making things is a wonderful way for children to express themselves. But the artistic process also builds a strong foundation in specific developmental areas: motor skills, color and shape recognition, sorting, categorizing and sequencing, listening and dramatic play, social skills and cooperative play.

When playing with your children, encourage lots of conversation as the children work. Keep in mind that the experience of creating is more

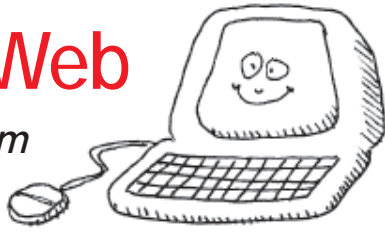
important than the finished product.



Parent Resources

On the Web

Autism Spectrum Disorder (ASD) Video Glossary



Autism Speaks, First Signs, and Florida State University recently launched the first-of-its-kind web-based video glossary to help parents and professionals learn more about the early warning signs of autism spectrum disorders. The glossary, available to the public free of charge, contains more than a hundred video clips that illustrate both typical and atypical development.

The goal of the project is to help parents of children suspected of or recently diagnosed with autism better understand some of the words and terms they might hear used in association with ASD. Video clips are used to show examples of such terms as social reciprocity, joint attention, sensory defensiveness, hand flapping, and echolalia. In many cases, side-by-side video clips show behaviors that are typical in contrast with those that are red flags for ASD. Video clips that give parents short windows into the different types of therapies will be added to the site next year. The glossary will also be a useful resource to healthcare providers and other professionals who may not have experience in diagnosing young children

with ASD. The American Academy of Pediatrics (AAP) will feature the ASD video glossary in its soon-to-be released Autism Toolkit. The glossary offers two entry points – the first is organized around the diagnostic features of ASD and the second is an alphabetical list of terms associated with ASD. Both entry points lead to video clips that illustrate the terms.

The glossary is available at www.autismspeaks.org, www.firstsigns.org, and firstwords.fsu.edu.

Product Recalls

Nearly 100 toys were recalled in 2007 due to excessive levels of lead. Consumers can stay informed of lead-related recalls and other hazards by signing up for email announcements at www.cpsc.gov. Consumers who suspect that their child has been exposed to excessive levels of lead, should immediately contact a physician.

Programs

Albany Chapter of the Autism Society of America

February 1: When My Worries Get Too Big. Kari Dunn Buron will be the speaker at this annual conference, which will provide information and strategies for addressing the needs of individuals with Autism Spectrum Disorders (ASD) who experience high levels of stress and anxiety. Individuals with ASD tend to have high levels of social anxiety as well as rigid and inflexible ways of processing social problems. These information-processing characteristics can lead to explosive behavior. Current cognitive learning theories, as they relate to ASD, can shed some light on the nature of explosive behavior in individuals with ASD. *Call Rena at 355-2191.*

Center for Disability Services, Healthcare & Assistive Technology Center

February 12: Psychiatric Medication for Individuals with Developmental Disabilities. Presenter: Virginia Khoury, MD, Board Certified Psychiatrist.

March 11: High Tech Assistive Communication. Presenter: Ashlye Cheely, MS CCC-SLP.

April 8: Assistive Technology Freeware. Computer accessibility and computer activities for all ages. Presenter: Jim Luther

May 13: Treating ADHD. Presenter: Lynn Van Antwerpen, MD, Board Certified Neurologist

For more information, call Karen Coleman, 944-2107.

Saratoga Springs Public Library

January 31: Is Your Child Ready for Kindergarten? Denise Warren of Warren Early Childhood Consulting Services will discuss kindergarten readiness including tips for determining whether your child is ready, how you can make a smooth transition, and more. 7-9:00 pm.

March 6: Infant/Child CPR. With Robin Dewald, American Red Cross instructor. Participants will become certified to perform CPR on infants through children up to 8 years old. 6:30 pm.

For more information or to register, call 584-1198.

March 26: Sign Language Classes. In conjunction with Helping Hands Preschool, the library will host classes on ten Wednesday evenings from 6:30-8:30 pm, running through June 4. Classes will be taught by Carol Rule from Sign Language Interpreter Services. Registration is limited and preference will be given to those who have a family member with a disability.

For more information about the sign language classes, call Mary Hess at Helping Hands, 664-5066; for information or to register for other library programs, call 584-1198.

What is...

Sleep Apnea?

Children who have sleep apnea have abnormally long pauses in breathing during sleep. The biggest concern is that the child's oxygen supply drops to unhealthy levels. Here are potential warning signs:

- * Distressed snoring, which includes very loud snoring, snoring every night, snoring in every position, thrashing during snoring, and snoring that wakes up your child.

- * New or reactivated bedwetting. This condition can happen with or without snoring, but it raises concern when it has no other explanation. Sleep apnea can actually increase urine production.

- * Sleep shortage. If your child drags around and acts moody and irritable, it might be a sign of interrupted sleep.

- * Attention deficit. A surprising percentage of children diagnosed with attention deficit/hyperactivity disorder (ADHD) actually have sleep apnea (at least 5 percent). Hyper behavior and attention problems may be related to lack of sleep in some of these children.

- * Slowed growth. Sleep apnea can actually slow a child's growth and leave the child shorter than he or she would have been.

Most sleep apnea stems from the lymph nodes in the back of the throat getting too big. The glands on the sides of the throat are tonsils, and the glands just above the roof of the mouth are adenoids. When these nodes get too big, they obstruct breathing when your child sleeps--a problem called obstructive sleep apnea syndrome (OSAS).

Discuss your child's symptoms with your doctor. Surgery to remove tonsils and adenoids is often recommended to treat sleep apnea.

Health and Development

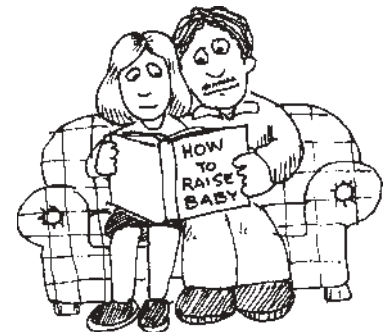
Iron deficiency. As many as 2.4 million children in the US may not get enough iron, a mineral that's necessary for transporting oxygen throughout the body. Lacking sufficient iron, children may experience problems with behavior and a decreased ability to learn and do well in school. A recent study, published in *Pediatrics*, examined 1,600 children between 1 and 3 years of age. At this age, children have used up the store of iron they are born with and face the highest risk of iron deficiency. Researchers discovered that among overweight children, 20 percent were iron deficient, as opposed to only 8 percent of those at risk for being overweight and 7 percent of those of normal weight. Doctors hypothesize that the high prevalence of iron deficiency in overweight children is probably connected with diet. Possible factors include: drinking an excessive amount of milk to the exclusion of more nutritious, iron-rich food; exclusive breastfeeding past the age of 6 months without adding iron-rich cereal to the child's diet; and drinking too much juice or eating too much junk food.

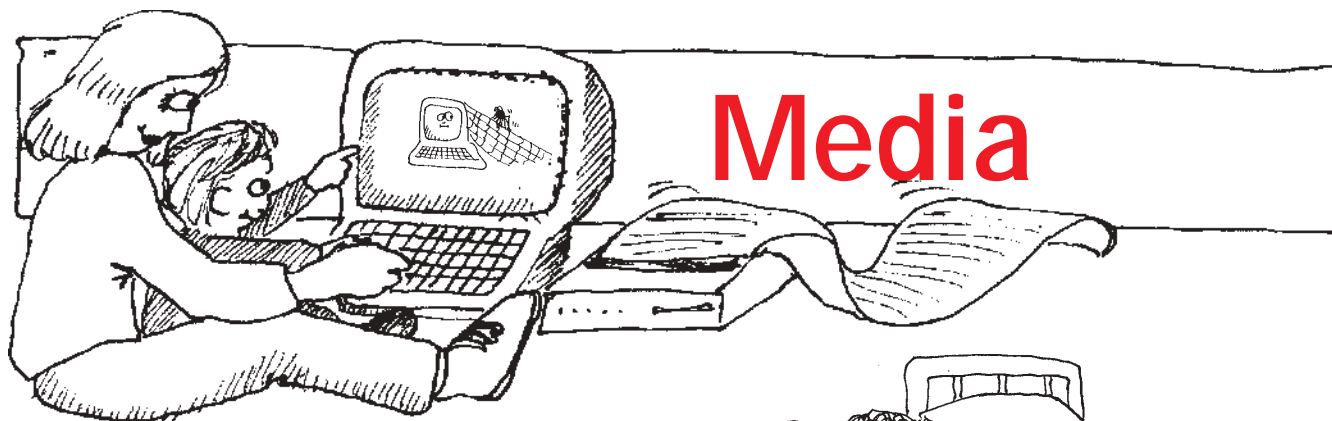
To make sure your child gets enough iron, be sure to offer red meat, poultry, fish, green leafy vegetables, dried fruits, and iron-fortified cereals and breads.

Down syndrome and obesity. Children with Down syndrome are more likely than their unaffected siblings to have higher levels of a hormone associated with obesity, according to pediatric researchers. The hormone, leptin, may contribute to the known higher risk of obesity among children and adults with Down syndrome. The normal role of leptin is to suppress appetite and regulate body weight. Researchers note that more research needs to be done, but based on a small study of 35 children between the ages of 4 and 10, children with Down syndrome may have a genetic predisposition to more severe leptin resistance.

ADHD and brain maturity. Brain development is affected in children with attention deficit hyperactivity disorder (ADHD), according to a study published in the Proceedings of the National Academy of Sciences. In the study, researchers used a new image analysis technique to examine MRI scans of 223 children with ADHD and 223 children without the disorder. The scans were repeated two, three, or four times at three-year intervals. The children with ADHD had a three-year delay in peak development of the parts of the brain responsible for higher-order functions, such as suppressing inappropriate thoughts and behavior and focusing attention, compared to children without ADHD. The children with ADHD had normal development of the motor cortex, which researchers said might explain restlessness and fidgeting associated with ADHD. The researchers stress that brain imaging is not ready to be used as a tool to diagnose ADHD. But they said their findings should reassure parents that there is a biological basis for ADHD. The findings also could explain why some older children seem to grow out of ADHD, *The Associated Press* reports.

Smoking and infant sleep. In a recent study, researchers found that breast-fed infants spent considerably less time--almost half as much on average---sleeping after a mother smoked than when the mother abstained. The greater the nicotine dose, the less time the infant spent sleeping.





Media

Attention Games

101 fun, easy games that help kids learn to focus

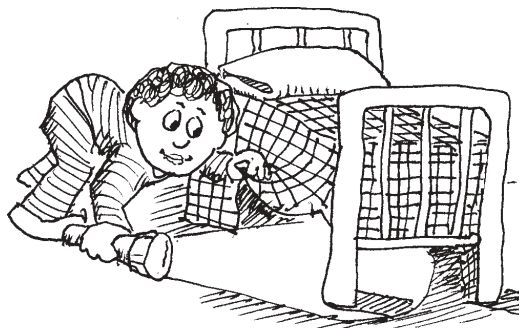
Attention Games by Barbara Sher (*Jossey-Bass, 2006*) The premise of this book is that if you want to focus children's attention, you first have to capture their interest. Drawing on her experience as an occupational therapist, the author offers interesting, child-tested activities that can help children become better at focusing and paying attention. The book includes a section of games for infants, 1- to 3-year-olds, 3- to 6-year-olds, and so on up to teenagers. The games make use of household materials and are easy to play. Each game includes information on "What's Being Learned," providing parents with useful insights into their child's learning and development at that particular age.

Types of attention

As noted by the author, there are two forms of attention. One is open and global; you notice many different aspects of your

surroundings for short periods of time. You hear the doorbell ring while you're watching TV. You talk to your spouse while you're cooking dinner. Open attention gives us a lot of information quickly. The second form of attention is more focused; you concentrate on one thing for long periods. Focused attention requires active filtering of excess information, and you notice details in sequences rather than all at once. This is the kind of attention required to do things like follow instructions, write an article, or do a jigsaw puzzle. "Whereas global attention is like an overhead light, focused attention is like a flashlight with a narrow beam," says the author.

Everyone needs both of these types of attention. Open attention gives us a lot of information quickly and encourages creativity as we notice connections and relationships among things. Focused attention allows us



to get things done. There are times when we need to persevere at a task, one step at a time. To function effectively, we need to shift easily between an open state of awareness and a focused one.

Attention Deficit Disorder (ADD)

Children who are diagnosed with ADD tend to notice everything and filter nothing. These are the children who notice a fly buzzing in the room, a truck going by on the street, the scratchiness of their socks, and how the ceiling fan is blowing the curtain. They often can't resist touching things they see. It's no wonder that this level of distractibility often interferes with learning or completing the task at hand. Yet there is substantial evidence to suggest that children labeled ADD do *not* show distractibility in specific situations. For example, there are children

with ADD who are capable of long periods of concentration when they are watching a favorite video or examining a new interesting toy. Rather than assuming that children with ADD are *always* distractible, Sher suggests that all children, including those with ADD, can learn to develop open and focused attention. The key to expanding their powers of attention is to first find activities that grab their attention. The games and activities in this book are organized into those that encourage open attention, those that encourage focused attention, and those that encourage fluidity in shifting from one type of activity to the other. As noted by the author, "The more we do anything, the better we get. And because enjoyable ways always make learning easier, all the games have one single important element in common--fun!"

The Knocking Game

This activity, designed for 1- to 3-year-olds, is an example of an "attention game." Ask your child to close his eyes and turn his back to you. Then see if he can guess the object you are knocking on with your fist. Start with easy things, such as a table and a window, and work toward sounds that are harder to identify, such as knocking on a book or lamp. What's being learned: Children are learning to listen carefully and pay attention to differences in sounds.

Ask Nancy



A popular educational consultant and training specialist, Nancy Cupolo draws on 27 years of teaching experience in special education, elementary education, and early childhood education, as well as many years as a college-level professor and administrator. Nancy is owner of her own consulting business, Children First. E-mail your questions to Nancy at ncupolo@nycap.rr.com

Developing play skills

“Is it okay for my daughter to play only by herself? At preschool, they say it is important for her to develop friendships, yet sometimes she seems so content just to be alone.”

When we observe our children, we should try to sit down for a moment and see the world “through our children’s eyes.” I recently baby-sat for my 10-month-old niece, Grace, and when her mom dropped her off at my house Grace was asleep in her car seat. She dozed contently for about fifteen minutes. When she woke up she looked with amazement all around my kitchen as if to say, “Wow, I was home one minute and the next minute I fell asleep and I woke up here in a strange kitchen!” I recognized this and began to sing gently to her as I labeled all the things she was viewing in my kitchen before I touched her. I sang her name and my name back and forth before I even tried to move her. She then began to smile as if to say, “It’s OK here, this lady is nice.”



It takes awhile for children to acclimate themselves to their surroundings especially when those surroundings are filled with little people like themselves. There are several levels of play that emerge as young children develop. Children move in and out of these levels of play as they mature. The first stage is solitary play in which the child prefers to play alone. Then comes parallel play. At this stage, the child decides to play alone yet along side another child, often imitating what the other child or adult is doing. Some children, around three years of age, prefer the associative level of play in which they play with one other child, often enacting a play scenario or theme, such as

cooking dinner or putting a baby doll to bed. At four years of age, children enjoy cooperative play in which they engage frequently in play with other children, three or so at time, in cooperative games that they develop on their own.

You can help by allowing your child to “observe” others in play and providing parallel talk by labeling what your child is seeing and the actions of other children who are involved in play activities. In addition, engage your child in play scenarios, such as pretend cooking, and encourage your child to share what she has made with another little friend thus extending the play scenario. Provide real life props to foster ideas for play such as ice cream containers from an ice cream store, scoops, empty chocolate syrup bottles, and so on. Play games such as large lotto, picture dominoes, and go fish card games. Role-play nursery rhymes by providing dress up clothes in a basket; children of this age love to dress and undress!



“The teacher in my son’s preschool program has indicated that he needs to work on ‘fine motor skills.’ How do I help him?”

Create an “art area” somewhere in your home that can be left out for your son to explore (be sure to provide supervision). Provide markers, crayons, chalk, paint brushes of various sizes and be sure to model for him and with him. Toddlers like to rip materials, so provide art materials and various size papers that he can tear up, a small cup filled with a small amount of glue and a Q-tip. These kinds of activities provide excellent opportunities for finger dexterity to develop. Have fun; these activities can also be very calming for the adult!

(Transitions from page 1)

and moving to the different play areas.

For some young children, moving from one activity to another (e.g., bus to classroom, cubbies to book reading, art time to lunch) results in confusion, frustration, and challenging behaviors.

Ms. Karen's classroom is a good example of how carefully planned transitions can benefit individual children and the classroom as a whole.

Why is it important to address transitions between activities?

Research studies have suggested that transitions take a great deal of time but that caregivers tend not to plan for transition time when they plan their schedules. During transition time, children often spend much time waiting to move to or begin the next activity in preschool classrooms, child care settings, and home settings. For example, all children might be required to wait until everyone has finished snack or lunch before moving to the next activity, or children might be expected to wait for buses quietly for time periods that cause even the most compliant preschooler to become fidgety! Some children have stressful and frustrating experiences making smooth and independent transitions between activities. They might be reprimanded multiple times for touching

things on the wall, poking their peers, talking, or squirming during transitions between activities.

Many preschool teachers and other caregivers consider children's ability to independently make transitions between activities one of the essential skills needed in group contexts such as kindergarten and preschool. Skills such as putting on and taking off a jacket, cleaning up toys, and lining up reduce transition times and lead to more time for children to become engaged in learning activities. As children become more independent and more focused on what they "should be doing," we are less likely to see problem behaviors

What to consider

When thinking about transitions, caregivers might ask themselves questions such as:

*How do I prepare children to move from one activity or setting to another?

*What activities such as singing, playing word or guessing games, reciting rhymes, or doing finger plays can I do with the children in my care so the time passes more quickly as they wait for the bus to come, for other children to finish using the bathroom (e.g., if location requires the entire class to toilet at the same time), etc.?

*How do I meet the individual needs of children who might need more

support or different types of support during transitions (e.g., photos to help them anticipate what activity is next, directions given in sign language, a verbal preset to a child that soon it will be time to clean up and begin a new activity)?

*Do I have too many transitions between activities?

*How do I help children become more independent across the year as they make transitions from one activity to another (e.g., gathering backpacks and putting on boots, picking up toys)?

*Do I provide positive attention to the children following the transitions that go smoothly (e.g., the times that children pick up the toys without prompting)?

Strategies

Strategies that support smooth transitions between activities include verbal cues such as verbal reminders before transitions (e.g., "5 minutes before snack time," "it's almost time to clean up") and positive feedback after transitions (e.g., "Nicholas and Jorge did a great job cleaning up the block area and moving to the carpet."). Nonverbal cues (e.g., showing pictures of the next activity, ringing a bell) are another frequently used strategy to help young children make smooth transitions. Adults also let children move individually from one area to another area when they are ready to avoid making children wait for the entire group to get

ready. For example, as children finish hanging up their backpacks, Ms. Ellie encourages them to go to the carpet and choose a book. Adults also consider activity sequences by planning a gradual increase or decrease in the level of activity (e.g., gross motor activities such as gym or outdoor play followed by snack) and a good balance of active and quiet play (e.g., center or large group time followed by story time). In addition, adults teach peers to help children who have a hard time during transitions. For example, children such as Cameron and Elizabeth may move in pairs from one activity to another, or adults may prompt one child to help another child gather his/her backpack. Caregivers also help children self-monitor so they become more independent at moving between activities. For example, children can be asked to reflect on how quietly or quickly they moved from one activity to another (e.g., "Molly, what did you do when you heard Ms. Karen ring the bell?"). When implementing different approaches to facilitate transitions, it is important that adults praise children after transitions are completed to help children learn expectations.

(Article adapted from What Works Briefs: Helping Children Make Transitions Between Activities; Center on the Social and Emotional Foundations for Early Learning)

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