



### Boom and Zoom! Supporting busy preschool boys



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### About Me: Kenneth Sherman

- Early Childhood Educator for over 30 years
- Professional Development Director, HighScope Foundation
- Native Texan
- Love traveling



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### Objectives:

- Describe the unique physical and sensory needs of boys
- Identify and practice strategies to support the needs of the boys
- Understand the importance of Executive Function as skills for life and learning.



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### Goodness of fit oath

I will:

- 1 Avoid stereotyped thinking and keep an open mind.
- 2 Remember that all strategies discussed benefit all children.
- 3 Reflect your own beliefs behaviors in order to create a goodness of fit.



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### My Program

- Think about a boy in your program who needed additional support.
- On a piece of paper, write some of the behaviors you noticed.



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### Typical boy behaviors





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**Research Facts**

- Beginning in infancy, boys on average are naturally more physically active than girls (Campbell & Eaton, 1999).
- They are more likely to kick, punch, and move around, all gross motor skills controlled by the cerebellum.

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**Movement strategies**

- Begin your day with outside time
- Implement whole-body movement
- Make movement a priority during large group time
- Allow boys to stand to do table activities
- Let boys take their work to the floor



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**Think about it:  
risk and hazards**

- It seems instinctive for many teachers(especially female ones)to stop “rough-and-tumble” or “aggressive” play before it starts – before “somebody gets hurt.”
- But this kind of play is natural for preschoolers, especially boys, and it is not unsafe by definition.



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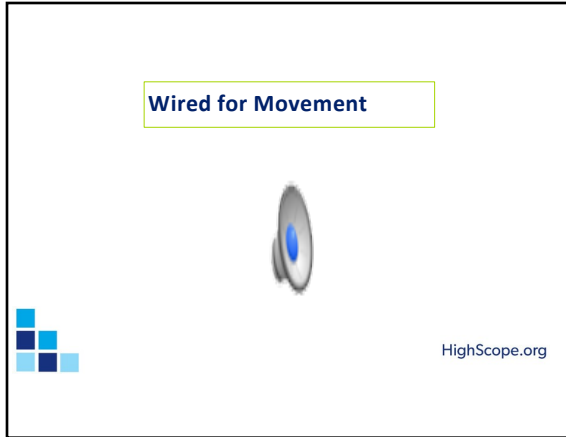
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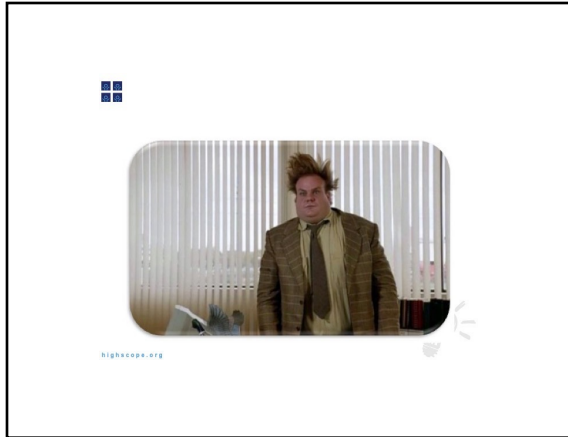
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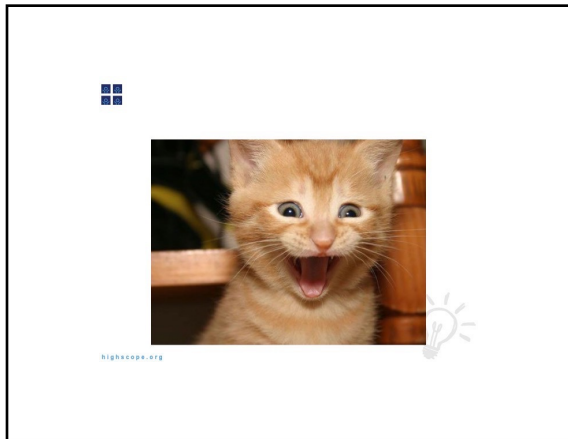
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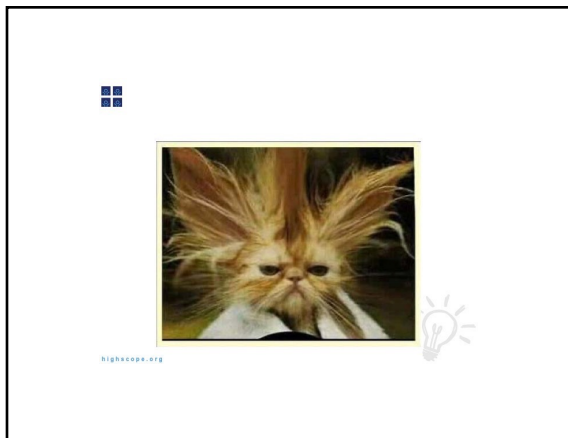
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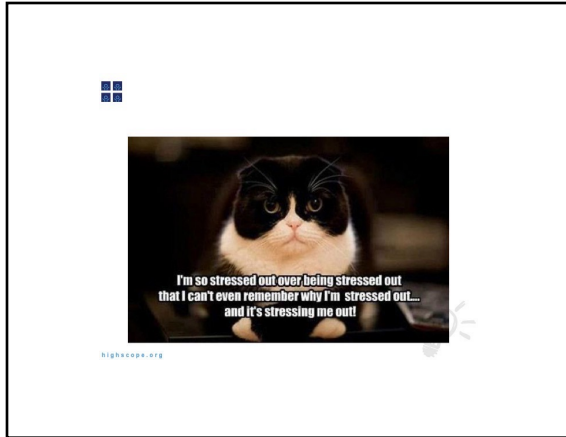
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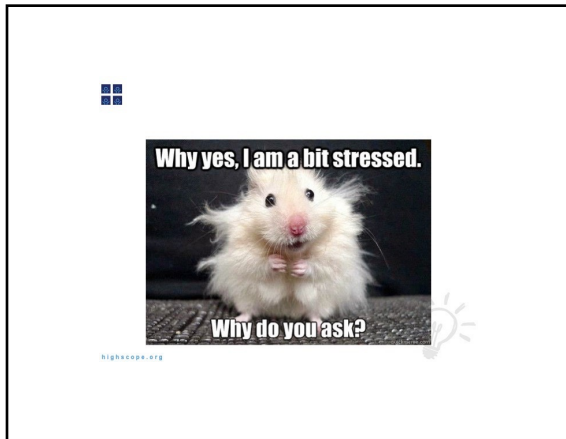
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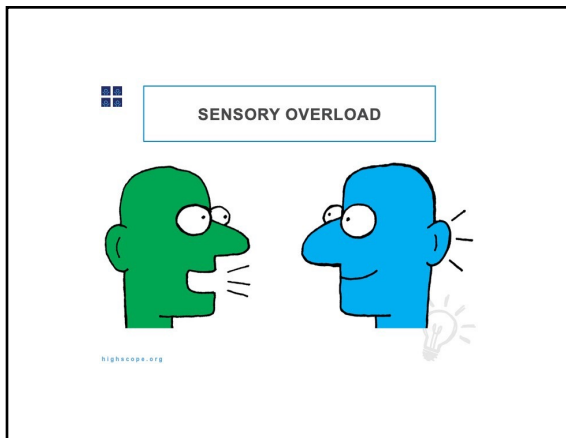
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### VISUOSPATIAL AND AUDITORY PROCESSING

- Visuospatial processing refers to how we see spatial relationships-that is, the positional relationship of two or more objects.
- Auditory processing refers to how our brain interprets the sounds we hear.

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19

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### STRATEGIES TO SUPPORT AUDITORY PROCESSING

- Give one direction at a time
- Turn off the background music in your classroom
- Lower the pitch of your voice
- Speak softly
- Speak slowly
- Help direct children's focus when there are many task to be done

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20

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### STRATEGIES TO SUPPORT VISUOSPATIAL PROCESSING

- Back away from the light switch
- De-clutter your walls
- Organize your environment
- Do not require eye contact when talking with young boys
- Use a daily message board to communicate important happenings for the day
- Present multi-step tasks and expectations in picture form

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21

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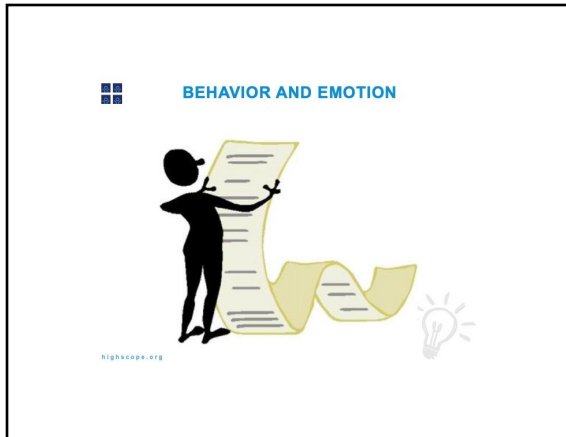
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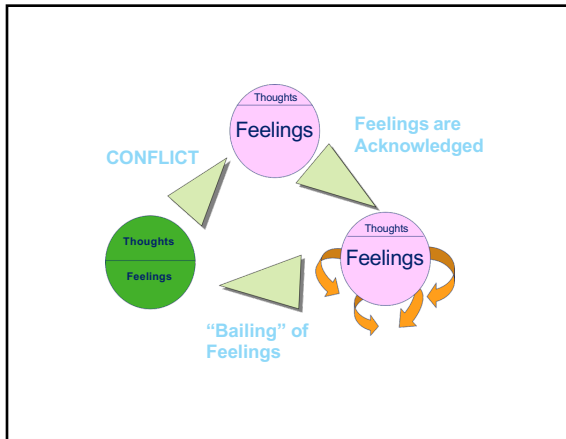
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**HighScope's Six Steps to Conflict**

1. Approach Calmly
2. Acknowledge Feelings
3. Gather information
4. Restate the problem
5. Ask for ideas of solutions to solve problem
6. Give follow up support

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24

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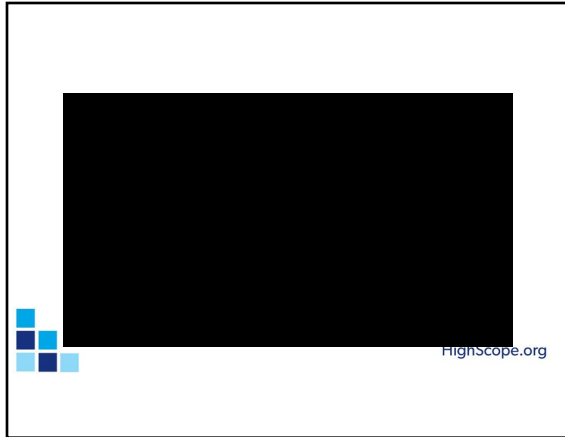
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**Strategies**

- Talk with children about their emotions
- Play as a partner with children
- Be a role model
- Incorporate Social Stories into classroom discussions
- Take a problem-solving approach to conflicts

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26

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**What Is a Social Story?**

A Social Story is a simple description of a situation, concept, or social skill. It is individualized for each child and features the child as the main character. Social stories help explain situations that children find challenging.



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### Strategies

- Allow children to make choices
- Give children time to process directions
- Do yoga and deep breathing exercises with children
- Read books about emotions
- Allow children to draw or write out their emotions



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28

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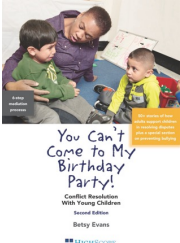
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### Strategies

Use words and phrases that de-escalate

- I wonder if...
- Let's try...
- It seems like...

If conflicts arise, use HighScope's Six steps to conflict resolution



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29

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### Remember to check your own communication

Communication breakdown

- 55% is body language
- 38% is tone of voice
- 7% is the words we use

Keep a calm and relaxed posture. Remember to breathe slowly and remain neutral.



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30

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### Lets Write our Name

- Write your first name in Ancient Egyptian Hieroglyphics
- Using your non-dominant hand



A	H	O	V
B	I	P	W
C	J	Q	X
D	K	R	Y
E	L	S	Z
F	M	T	
G	N	U	

SH = CH = KH

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31

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**ANCIENT EGYPT  
HIEROGLYPHICS**

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

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32

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**FINE MOTOR IN BOYS**

- It's true that boys in preschool often get very good at building with blocks; they have a predisposition toward building tasks; and are routinely drawn back to those tasks at which they are successful.
- All children need the functional use of skills modeled for them and integrated across the daily routine. *"How can I make this serve a real purpose in this child's play, in his day in my room?"*

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STRATEGIES TO SUPPORT FINE-MOTOR SKILLS

- Add a variety of writing tools to the classroom
- Sign up for a turn
- Try a take-apart area
- Allow time for exploration in the art area
- Expect boys to draw pictures of actions
- Use planning and recall time to introduce fine motor opportunities



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My Program

Thinking about the boy in your classroom who needs extra support, what are some strategies you learned today that you would like to implement into your program?



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Contact me!

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