

... "bite size" news from your HSB Regional Behavior Specialists



Tip of the Month:

Welcoming a child into your classroom can be easier when you utilize the "My Teacher Wants to Know" form! Check it out [here](#). Using this form will let parents know you are eager to learn more about their child and it gives you helpful information as to how you can best support the child!

Connect with us!

Check out [Tucker's NC Nest](#) on Pinterest!

Follow OhBehaveTips on [twitter!](#)

Join our new online community by clicking [here!](#) By joining Social-Emotional Connections, you will have the opportunity to network, post questions, and share resources with other early childhood professionals in NC!

Open our latest public resource, a growing library shelf of virtual binders that include archived issues of the HSB newsletter, *Oh Behave!*, a collection of Disaster Response Resources, and a binder of scripted stories for classroom use! Click [here](#).



OH, Behave!



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MOVING ON UP: TRANSITIONING TO THE NEXT EARLY CHILDHOOD CLASSROOM

Although it is exciting for some young children to transition to the next early childhood classroom, there can also be some anxiety for the child, parents and the teachers. It is important to consider the following suggestions for a smoother transition for all:

Consider the temperament of the child or children who are transitioning.

A child with an easy temperament may approach new situations with a positive attitude and may transition easily.

A child with a slow to warm up temperament may need some extra support and may take longer to transition.

A child with a difficult temperament can be characterized by slow adaptability, negative moods, intense reactions, and withdrawal from new settings, If you would like to learn more about temperaments, please contact your local behavior specialist about a training we offer: *Change is Hard, but it doesn't have to hurt!*

Schedule time for the child to visit the classroom they are transitioning to.

Give children with anxiety some jobs to do as an excuse

to see their new teacher – building up a routine helps children feel safe. The new teacher will probably appreciate getting the heads up about them and they will also feel very important!

Allow the child to join circle time or center time in their new classroom. You can have them come to one activity each day leading up to their transition. Allowing the child to be a part of the classroom community -even if it is for only one hour - can help ease the anxiety of both the child and the teacher.

Take a picture of the new teacher.

Allow the child to take the picture home so they can recognize their teacher when they return. Perhaps a photo taken in the new classroom will add that extra bit of reassurance.

Book a time for a comprehensive handover to their new teacher.

Another suggestion is for the child's current teacher to share important information about the child and family to help the new teacher get to know the child's needs, likes, and dislikes. The new teacher should meet with the family to discuss the schedule, routines and expectations in the new

classroom. This will help the family understand the classroom structure and they can talk with the child about it to help ease any worries.

It is very important for the teacher to focus on building a nurturing relationship during the first few weeks with the child who has transitioned into their classroom. Be intentional about spending time getting to know the child.

Teachers can add the job of "special helper" to the job chart. This job consists of a child who is already a member of the classroom to be a buddy to the new child. The special helper can assist the new child with finding his or her cubby, sit with them at lunch, and help the new child transition successfully. By doing this, the children already enrolled in the classroom have a part in helping the new child transition. This is another opportunity for teachers to use the buddy system. For addition idea on how to use the Buddy System you can reference the [March 2021 edition](#) of "OH, Behave".





In each issue you will find a new card to help you build your very own "Calming Choices" Card Set for your classroom.

Question: I have a couple of new preschoolers who will be joining my class that are from Russia. I know that the families have come over here due to the war in Ukraine. How can I help them transition and make the families feel welcome?

Answer: I would see if you could speak with the parents before the children start school to get an idea of what they like and don't like. Maybe even gain an understanding of what their school was like back home. I would also send visuals of your classroom along with the daily picture schedule to each family so the children can have some understanding of the expectations. Another idea is to change the labels on the items in your classroom to show both English and Russian words. Once each family is settled, be sure and reach out to learn some of their customs and traditions and invite them to share with the whole class. Definitely make sure that the parents bring in a picture of their family and assign a "Buddy" to show them around during the first two weeks of school.

When I am upset, I can...

WEAR SUNGLASSES



For durability and repetitive use, print on cardstock paper and laminate.

Keep in mind...



During times of change, children may have behavior regressions, such as with toilet training. A child that was fully potty-trained could begin to have accidents or even resort back to needing a diaper. Delayed reactions or even sudden outbursts may occur. It's all normal. We can reassure them by providing a nurturing, positive relationship, and being patient.

Thoughtful planning is needed so transitions can be positive and enjoyable learning experiences for every child. When planned, transitions provide predictability, help children feel safe and secure and can reduce or prevent behavior problems. Each child is different, and the way any one child reacts to transitions may be influenced by a variety of factors. Planning helps all children.



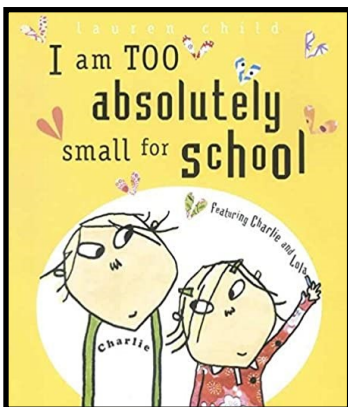
"Growing Ideas." The University of Maine, 2006,
<http://www.ccids.umaine.edu/ec/growingideas/>



Do you have a question you would like to see answered in our column? Feel free to email it to AskTheBehaviorSpecialist@gmail.com. We will keep your identity private. Your question is probably one someone else needs answering, so ask away! Your time is appreciated!



Social/Emotional Book Nook



Poor Lola is not so sure about school. Is she worried about making the transition? Yes! Is this a huge step for her? Most definitely! In fact, Lola is so nervous she begins to make excuses as to why she even needs to go to school! After all, why does one need to know how to count to 100 when one never eats more than 10 biscuits at a time? Once again, her patient big brother Charlie does his best to reassure her that it will be lots of fun and she will make friends. And on her very first day she does indeed make a very special friend—and her invisible friend, Soren Lorensen, is welcome at school, too. The author, Lauren Child, wrote this book to help ease the worry and apprehension children often have about transitioning into something new. Reviews are great for this delightful book! Ideal for children 3 to 7 years of age.



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