



## FRONT PORCH SERIES BROADCAST CALLS

### MOVING RIGHT ALONG: PLANNING TRANSITIONS TO PREVENT CHALLENGING BEHAVIOR

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## QUESTIONS FROM THE MAY 19, 2014 FRONT PORCH SERIES BROADCAST CALL

- Q:** A couple people asked this question: the bathroom is located far enough away from the preschool classroom that it necessitates that all children need to go there at one time and transition because of the location. Yet there are offices near the bathroom, so being quiet is important as children move. Any strategies or activities that you can think of, or that you've suggested to others, that will help with that transition—since it does, if you're talking even 15 preschoolers, take a bit of time. Any quieter kinds of ideas that children can engage in with teacher support while they make that transition that might take quite a few minutes?
- A:** Sure, this is Kiersten. I taught in a classroom that was at a high school, so we had that same issue. We brought a basket, a large basket, with books and little finger puppets. And as we put them into the basket, we called it our "waiting basket." We talked about how important it was that these were quiet puppets. And so we practiced with the quiet puppets before we got into the hallway. We practiced how to make them whisper, how to keep them quiet. We had little books, little toys, those kinds of things. So that was one—a waiting basket—and we kept it by the door.
- Any time with transitions, I think *where* materials are located is a really important thing to think about. So the basket had a handle. It was easy to carry. And that was one thing that really helped, was that idea of a waiting basket.
- Q:** How about you, Kathleen? Anything to add about quieter transitions?
- A:** What I was thinking of is, like Kiersten mentioned, having little index cards in your classroom during wait time about different movements kids can make. Having little different ways they could quietly move their bodies while they're waiting, different fun shapes. Look like a star and spread your arms out and your feet out on two squares, or do wall push-ups, or see if you can reach the fifth concrete tile on the wall. Different little body challenges that they could do quietly in their own space, kind of as a group, might be something to think about as those kids are waiting.
- But again, just like Kiersten said with the quiet puppets, it takes practice, and teaching what it means to be quiet, and what it means to be respectful in the hallways or whatever vocabulary you use in your program. And so practicing, and teaching what that means and what that looks like, and what quiet sounds are and loud sounds are, and working with that.
- Q:** I think underscoring the importance of: we need to teach children the expectation. So if you're in situations like that, where children need to be quiet because of the way the schedule works and where things are located, teaching children these are things they can do, but then the expectation of using quiet voices or quiet bodies. So thank you, Kiersten and Kathleen. I really appreciate your sharing your ideas with us.



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