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When Is a Two a Three?

BY CHRISTINE SNYDER, HIGHSCOPE EARLY CHILDHOOD SPECIALIST

Toddler teachers have the task of determining when their children are ready to move to a preschool classroom. Quite often, this is a difficult decision because there are so many factors to consider, and it can feel challenging to have a nearly-ready child in a toddler classroom. Let's take a look at three children whose teachers are contemplating moving them to a preschool classroom.

Emma is two years and three months old. She is potty trained but needs frequent reminders to use the bathroom. She enjoys coloring with markers, playing with dolls, and dancing to music. Her language is still a bit limited, but she is skilled in expressing herself nonverbally. She's very independent, often seeking solutions on her own without asking for help.

Henry is two years and ten months old. He is not potty trained, nor has he shown signs of interest in potty training. He no longer takes a daily nap. He is articulate in expressing his needs and ideas. He enjoys climbing on things, helping others, using cars, and playing outside.

Norah is two years and six months old. She is completely potty trained but needs help wiping herself and pulling up her underwear when she's done. Each day, she takes a three-hour nap in the afternoon. She is very verbally expressive but stutters a little bit when she is excited or nervous. She enjoys using blocks, looking at books, and playing with the pretend food and dishes in the house area.



Although older toddlers may seem to show characteristics of being ready to move to a more challenging setting, they may benefit most from enhanced support in the toddler classroom.

“Children are often more comfortable with smaller group sizes. Trying out new ideas, acting independently, and expressing thoughts require confidence and familiarity with others around them.”

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Each of these children has some skills, such as self-care or language skills, indicating that he or she is ready for a more challenging setting. Each also shows behaviors suggesting that he or she would benefit from teaching strategies aimed at supporting older toddlers. In this article, we will discuss the teaching strategies that support toddlers and foster their development during their time in a toddler classroom, as well as the ways in which these strategies prepare toddlers to make the shift to a preschool setting.

Small Class Sizes and Low Child-Teacher Ratios

Children may seem ready to move on to a more advanced classroom, but the independence and new abilities they display may have a lot to do with the low child-to-teacher ratios provided in the toddler classroom. Children are often more comfortable with smaller group sizes. Trying out new ideas, acting independently, and expressing thoughts require confidence and familiarity with others around them. Large group sizes and unfamiliar people can cause children to feel shy and be more reluctant to take risks. Emma and Norah may both struggle when trying to communicate with others in a larger group.

Toddlers are just beginning to learn many aspects of social interactions, such as how to enter play and resolve conflicts with peers — skills that are helpful to have in a preschool classroom. Social interactions are also highly dependent on language, for example, playing a verbal role in pretend play or expressing feelings and suggesting ideas during conflict resolution. In toddler classrooms with lower ratios, teachers have more opportunities to provide support for learning as children try out these emerging skills. Before moving to a preschool classroom, children might need ongoing support from a trusted adult as they continue to develop their language skills and confidence with peer interactions.



Toddlers are still learning about entering play and interacting with their peers.

“Mixed-age classrooms benefit both children and teachers. Older children have opportunities to be leaders in the classroom and help other children. Younger children benefit from being able to watch and learn from older children.”

Finally, in a larger classroom with more children vying for the teachers’ attention, it may be more challenging for children to feel comfortable communicating their ideas or needs. Children like Emma may become shy in a larger group and struggle to continue to develop their verbal skills. Children like Norah may become self-conscious about their stutter or may not have the opportunity to get their full idea out while other children are also trying to speak.

Mixed-Age Toddler Classrooms

Henry is in a mixed-age classroom. Mixed-age classrooms benefit both children and teachers and have special advantages for children getting ready for preschool. Older children have opportunities to be leaders in the classroom and help other children. Younger children benefit from being able to watch and learn from older children. In fact, young children are often more motivated to learn from their older peers than they are from an adult. A mixed-age classroom allows teachers to provide assistance to children who require more support, while children who require less assistance can complete tasks on their own or even help other children. Toddlers naturally enjoy being helpful and completing tasks. Henry’s teachers could engage him throughout the day by asking him to assist younger children.

Making Classroom Adaptations in Toddler Classrooms

Because toddlers’ physical capacities are constantly changing and their curiosity is expanding, teachers need to observe how their two-year-olds play and what their interests are. Look around your room and decide whether the areas, furniture, and materials reflect what the children are interested in. For example, Henry enjoys climbing on things, and he may spend a lot of time climbing on the tables and shelves — which can be a safety concern. While this can also be a sign of boredom, it may be a direct indication that there are not enough appropriate items to climb on within the classroom space and throughout the classroom day. Consider



Running, jumping, pushing, carrying — these are all activities that allow toddlers to develop their large muscles.

“Children thrive on a consistent sequence of events that includes time for group activities, free play, and such gross-motor experiences as playing on a playground.”

adding gross-motor equipment to the classroom. If your space does not accommodate things to climb on (as well as a proper fall zone), consider including wagons, push toys, ride-on toys, things to climb inside of, and large balls, all of which can offer children the same kind of satisfaction in using their muscles that climbing does.

For more ideas about making changes to the classroom, see the Classroom Hints article in this issue of *Extensions*.

Consistent but Flexible Toddler Schedules

Along with analyzing your materials, it is important to consider how well your daily routine suits your two-year-olds. Children thrive on a consistent sequence of events that includes time for group activities, free play, and such gross-motor experiences as playing on a playground. While this routine needs to be consistent, it also needs to remain flexible. Two-year-olds are still at a crucial point of growing and establishing regular eating, sleeping, and playing routines. Allowing for flexibility in the start and end of mealtimes and rest times will be essential for supporting children’s healthy growth and development. Norah still needs three hours of sleep at naptime and could struggle to engage and communicate if she doesn’t get the sleep she needs.

Toddler classrooms also have more time built in for bodily care routines, so children can practice self-help skills without feeling rushed. Moreover, with a smaller class and lower adult-child ratios, it is more manageable for one toddler teacher to support a child while the other teacher continues interacting with the rest of the group.



Toddler classrooms have more time built in for bodily care routines, so children can practice self-help skills without feeling rushed.

“Ensuring that children have the necessary self-help skills, motor coordination, or other physical abilities characteristic of older children can prevent them from becoming frustrated or having to deal with the impatience of peers when moving up to preschool.”

In a preschool classroom with many more children, it may not be possible for teachers to provide as much bodily care assistance for each child while continuing to interact with and support the larger group. Norah would require assistance each time she used the bathroom, and Emma’s teachers might not be able to give her reminders as frequently as she was used to receiving in the toddler room. Many preschool classrooms are not set up with a diaper changing space, which would mean that Henry’s teachers would need to take him to another classroom for bodily care routines — essentially limiting or taking away from the time that both Henry and his teacher would engage in the daily routine.

The need for a more relaxed time frame also applies to the many other skills that toddlers are learning. Put simply, it takes toddlers longer to do things than it does preschoolers. Ensuring that children have the necessary self-help skills, motor coordination, or other physical abilities characteristic of older children can prevent them from becoming frustrated or having to deal with the impatience of peers when moving up to preschool.

Introducing Planning and Recall Times

While the routine in a toddler classroom is different from that of a preschool classroom, you can introduce elements that prepare children to make the transition as they begin showing signs that they are ready.

As children become increasingly more intentional with how they use materials, and as they begin to engage in play with materials for longer periods of time, you can also watch for signs that they are developing the ability to form mental images — that is, to remember something that is not visible or happening at that moment. You may notice that they talk about people or objects not present, such as family members. At cleanup time, they may find an object and quickly return it to the place it belongs without assistance or much looking around. Another sign that children are able to hold an image in mind is that they know where to retrieve materials they’ve used before to carry out their ideas.



As children develop the ability to be more intentional in play, to engage in play for longer periods, and to form mental images, adults can encourage them to make plans for choice time and to recall after cleanup time.

“Making plans before they get started can help children focus their play and decide on something that interests them. This can also assist in minimizing wandering.”

As these skills develop in children, it may be time to start encouraging them to make plans for choice time and to recall after cleanup time. Making plans before they get started can help children focus their play and decide on something that interests them. This can also assist in minimizing wandering.

The following planning and recall strategies can be used as children’s mental representation skills emerge:

Classroom tour, train, or snake. Playfully guide the children around the classroom, reminding them of the areas available to work in. As you stop in each area, if children decide to work there, pause briefly to acknowledge their choice and remind them of materials in that area; or, if they quickly select something to use, acknowledge the choice they have made.

Pointers and wands. This strategy can be used with all children but can be particularly helpful for children who are nonverbal. Children can point to or tap something they want to work with; at recall time, they can point to or tap something they have already worked with.

Real objects. For planning time, have children go get something they want to work with and bring it back. At recall time, you can have children go get an object they played with, or you can start by having a collection of materials that children used and have each child identify what he or she used. Support children by talking about what you saw them doing with the materials.

Photographs. For planning time, bring photos of the classroom areas and the materials available in each, and allow children to choose. Support children in finding the material they want to work with. For recall time, use the same pictures for children to point at to show what they worked with. Alternatively, you might use a tablet to take pictures of each child during choice time; then, during recall time, review and discuss the choices children made and how they used the materials.

Remember to adjust your support strategies for each child as you interact with him or her. Some children may articulate their plans verbally — as Henry did — while other children might be less verbal and need to indicate their choices nonverbally by pointing or by physically showing you in some other way what they are interested in. Emma does this when she picks up an object and brings it to you. Also keep in mind that, to start with, children are likely to communicate fewer details — maybe only identifying the area they want to work in or choosing one material. Over time, with practice and support, children will gradually be able to give you more information. You can support

“Continuity of care is a common practice in infant and toddler programs that allows children to stay with one caregiver until they transition into preschool.”

them through this process by identifying the choices they’ve made and narrating details as they develop. For example, if Norah points to the block area for her plan, you might say, “You’re pointing to the block area — let’s go over there together and see which blocks you are going to pick to use.” As she makes her choices and begins to play, you can add the details by saying “Now we’re in the block area, and you’ve picked the unit blocks to build with. You also pulled out the basket of cars. I wonder how you will use those things together.” Narrating children’s choices as they make them helps children to internalize the decisions they have made, while also helping them acquire the language to describe them.

Continuity of Care

Continuity of care is a common practice in infant and toddler programs that allows children to stay with one caregiver until they transition into preschool. This provides children with consistent responses to their needs, strong attachment and relationship development, and predictable interactions and communication styles. It is an important support for children who are learning how to communicate and establish a sense of self. Toddlers often show signs of preschool readiness in the presence of their primary caregiver; young children might still be dependent on their relationship with this caregiver as they continue developing their communication skills and self-help skills. Away from their caregiver, children might not exhibit the same level of independence and ability to communicate. Emma and Norah will both benefit from staying with a familiar caregiver while they continue to develop their communication skills.

Continuity of care also allows children to remain with a familiar peer group for a longer time and to transition with them into the new setting. By the time they are ready for preschool, toddlers have begun to form friendships, especially if they have been with these friends since infancy. Going to a new classroom together with a playmate can ease the sense of loss that comes from saying goodbye to a beloved teacher. As toddler teachers consider when and where to transition children, keeping friends together is an important factor to take into account.

Small-Group Times

Small-group times in toddler classrooms can be used to introduce materials that children will later find in preschool classrooms. Depending on the level of interest observed in the children, toddler teachers can plan to use such materials more often at group times. Particularly if it is not yet safe to leave the materials out for toddlers to use without supervision, introducing these materials at small-group time lets the children get acquainted with what the materials are and how they work. Repeated experiences allow children to gradually develop the skills to handle such materials independently.

“Small-group times in toddler classrooms can be used to introduce materials that children will later find in preschool classrooms.”



When taking toddlers to visit a preschool, teachers can take pictures that children and teachers can later discuss together in small groups back in their own classroom.

Preschool Visits

Any transition is easier when children know what to expect. For a toddler, elements in a preschool classroom that may be overwhelming include room size, group size, access to certain materials, or the unfamiliarity of new teachers and children. Because children are so concrete in their thinking, visits to the preschool classroom with a familiar caregiver and other transitioning classmates allow them to gradually experience and get used to the new setting. Then, when it is time to make the shift, the room, the materials, and especially the people will not seem so strange. In fact, by remembering things they liked in the new classroom that are not available in the old one, children can be excited about moving up.

Ideas include visiting the classroom when the preschool children are not present, so toddlers can freely explore the space without the distraction of many children and the activity level of having the full class present. For example, small-group time can be used to visit just one area of the preschool at a time, so children can explore and try out the materials in that area. You may also be able to schedule a time to visit with the preschool children so your toddlers can meet the teachers and children, and so they can interact with them while a familiar caregiver is by their side. They may also enjoy visiting on the playground or at a mealtime. These visits should be brief so children don't become overwhelmed or overstimulated. Take pictures and talk with children about what they saw and did during these visits, to help them create mental representations of their experiences.

The HighScope COR Advantage tool can help teachers avoid the potential problem of advancing children too rapidly

Assessment

When teachers are using an infant- and toddler-focused assessment, they often discover that children max out or reach the highest level on one or more items of the assessment tool before they move on to the preschool classroom. This might prompt teachers to move children before they are ready in all aspects of their development. The HighScope COR Advantage tool can help teachers avoid the potential problem of advancing children too rapidly. COR Advantage, the latest online version of HighScope's Child Observation Record (COR), assesses children from birth through kindergarten on one continuous spectrum. This allows teachers to continue tracking developmental growth even after children reach the typical toddler level. While children might show higher levels in one area, they may still need time in a low-ratio, mixed-age classroom with a familiar caregiver as they continue developing in other areas. With COR Advantage, teachers can appropriately assess children in all areas, regardless of children's age, developmental level, or ability level. This also means that when children do move up, the preschool teacher can use the same assessment tool to continue measuring their learning and growth; that is, to create a complete and ongoing developmental profile.



Teachers write anecdotes about children's activities and enter them into HighScope's COR Advantage tool, which allows teachers to assess children from birth through kindergarten on one continuous spectrum.



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Summary

Preparing toddlers for the next step in their early education is about recognizing their abilities and needs and making adjustments accordingly. Oftentimes, we have to try many strategies before finding the one that meets the child's current needs and anticipates when and how the child will be ready to move ahead. Remember that, while children might show a sign of readiness in one or two areas, there may be other skills or abilities that are not yet in place. The teaching strategies described above will help children develop all the skills necessary to be ready for a preschool classroom.

References

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Teachers support growing toddlers by recognizing their needs and abilities and making adjustments accordingly.

CLASSROOM HINTS

Adding Materials to the Classroom to Support Two-Year-Olds

BY CHRISTINE SNYDER

Often, it may seem time for a two-year-old to move up to preschool when he or she shows signs of boredom with the toddler space or materials. However, it may be that the child will be better supported in the toddler classroom if we can make the learning environment more engaging. You may have noticed the child wandering around, climbing on furniture, engaging in conflict more frequently, dumping materials and walking away, or throwing materials. While these behaviors are also common for younger toddlers, they may be a sign of boredom or lack of engagement in older toddlers, who may once have used the space and materials more purposefully but now seem to regress. These are all signs that we need to take a look at the environment to determine if the appropriate types of materials are available to children and whether they are presented in ways that are inviting and engaging. Use the suggestions given below to make changes to your environment and engage your two-year-olds.



Match Materials to Interests

The key to engaging children of any age is to be sure that the materials available to them match their individual interests. To find out about their interests, you can observe what they play with at choice time, ask their families about their favorite materials and activities at home, and try out a variety of materials during group times to see what they enjoy using and what they spend the most time with.

Organize Materials Near Related or Complementary Materials

Toddlers enjoy trying out materials in a variety of ways. You may notice them bringing materials from one area to another — for example, bringing dishes from the house area to the sand table or vice versa. You can support children's ideas by moving areas closer together; or, in this case, you could add pans and dishes to the sand



table so children have what they need in the area in which they are working. These are important strategies because they help children to be intentional with the materials and explore their natural curiosities.



Define Areas and Label Materials

Children are most able to make and follow through with plans when the learning environment includes well-defined areas equipped with accessible and clearly labeled materials. These things help children think about where they want to work, what they

want to use, and where the materials they want to use are located. Well-labeled materials support the find-use-return cycle because children are easily able to find what they are interested in using, and they know where materials belong when it's time to clean up. In preschool classrooms, materials for labels can include a variety of words, actual items, drawings, tracings, photographs, clip art, or catalog clippings. In toddler classrooms, it is important to keep labels concrete or very simple by using actual items and photographs, because these types of labels will match the items children are looking for or putting away.

Include Materials for Gross-Motor Play

Older toddlers are still learning by using their whole body, and they need lots of opportunities to try out their emerging gross-motor skills. That is, they need opportunities to jump, climb, run, and move heavy things. Consider ideas for meeting these needs both inside and outside. Although there might not be space for running and climbing



inside the classroom, consider including low, sturdy items that children could jump off of, as well as many items to push and pull around the room. Large carpeted blocks, large foam blocks, large balls, small shopping carts, doll strollers, and ride-on toys are all common examples of materials that engage toddlers in gross-motor experiences.

Introduce Materials During Small-Group Time

In a mixed-age classroom, you may have materials that you feel your two-year-olds are ready for but that the younger children are not ready for. For example, you may want to give your older toddlers experiences with scissors, staplers, or small manipulatives but may be worried that younger toddlers could accidentally hurt themselves. You can still give the older toddlers these experiences and keep younger children safe by planning to introduce and use these materials at small-group time. In the event that you have a younger toddler in your small group, you would be able to support him or her in safely using the material because you will be working with fewer children during small-group time than you would be at choice time.



Create Accessibility While Supporting Safety

How to give older toddlers access to materials while keeping younger children safe is indeed a common concern. For example, in the art area, older toddlers may be ready to use scissors because they have had experiences with them at small-group time. However, younger children may not be ready to have full access to them during choice time. One idea for addressing this situation would be to put the scissors in a clear jar with a twist top. Older children would then be able to open the jar to get a pair of scissors, but younger children would need assistance from an adult — in which case, the adult could open the jar and stay near the younger toddler while he or she tries out the scissors.

Reexamine Your Daily Routine

Sometimes children show signs of boredom that have to do with the routine rather than materials. Ensure that transitions are minimal and that children are not spending a large portion of their day waiting. Observe your children throughout the day to make sure that no part of the routine is either too long or too short. You may notice children becoming restless or “acting out” if they have to sit too long at greeting time or group times. They may struggle to engage with materials and activities if, for example, choice time or group time is

too short for them to fully explore their interests and ideas. Finally, make sure there are many opportunities for motor activities, including a group time each day that focuses on movement and music as well as time outside each morning and each afternoon.

Conclusion

Children communicate a lot of information through their actions and behaviors. It may take some trial and error, but we can best meet children’s needs by being responsive to what they have communicated and by making changes to the environment to accommodate their learning needs. The ideas above can give you a starting point for making adjustments in your classroom. Keep in mind that you might have to try more than one idea or make subtle changes to your materials every few weeks to keep children engaged.



TRAINER-TO-TRAINER

Planning Time With Older Toddlers

BY CHRISTINE SNYDER

Planning is a familiar activity for most adults, but it's a skill that toddlers are just beginning to acquire. This workshop will help participants create strategies for supporting older toddlers who have shown signs that they are ready to make plans for choice time.

What You Will Need:

- Lead article from this issue of *Extensions* — one copy for every participant
- Optional: travel brochures and/or a device with Internet access.



Objectives (5 minutes)

1. Tell participants that, by the end of this workshop, they will be able to
 - Identify when children are ready to make intentional plans for choice time
 - Identify strategies for planning with children based on children's interests and development

Opening activity (30 minutes)

2. Instruct participants to take a few minutes individually to think about how they would get to their ideal vacation spot. After a few minutes, have them consider the following questions: Where are you going to go? What route will you take? Will you need to bring anything with you? Will you be travelling alone or with other people? What will you do once you get there?

Note: Consider offering participants various travel brochures or access to a device with Internet to allow them to explore ideas visually.

3. After about seven or eight minutes, divide participants into small groups of four or five people. Ask participants to take turns sharing their plan for an ideal vacation. Be sure all participants have a chance to share about how they will get to their vacation spot, what they will bring with them, who will be there, and what they will do there.
4. After groups have had a chance to share their ideas, point out the following:
 - Each person's plan is different and contains a different number of details. People may have decided to explain their plan verbally, use gestures, or use visual representations. If you chose to offer brochures or access to the Internet, some people may have even needed to pull up a map to see their route.
 - The experience the participants went through to consider their ideal vacation is the thought process for making a plan — determining where you're going to go, how you'll get there, the materials you'll need, and who else will be there. For children to plan how they are going to play, they have to be developmentally ready to think about details and be able to hold in their mind mental images of places in the classroom they like to go, materials they like to use, and people they like to play with.
 - Just as planning differs from adult to adult, one child's planning will vary from another's in regard to what the plan is about, how it is expressed, and how many details it has.
 - Although adults might need to look at a map to see where they are going, children might need to physically be in the areas of the classroom to see their choices and where they might want to go. Just as adults use gestures to convey ideas, children might also use gestures, such as pointing, to indicate their plan — especially if they are still developing their verbal skills.

Central Ideas and Practice (25 minutes)

5. Divide participants into three groups and assign them one of the children described at the beginning of this issue's lead article, "What To Do With Two's?" — that is, either Henry, Emma, or Norah. Have each group review the descriptions of their assigned toddler.
6. Ask each group to brainstorm a list of what they know about their assigned child's development and interests.
7. Next, ask participants to read the "Introducing Planning and Recall Time" section in the lead article.
8. Ask each group to create two planning strategies for their assigned child. Have each group share with the large group what they know about their assigned child's development and the planning strategies they came up with. For each child, ask the following question of the whole group: "What strategies will you need to keep in mind to support this child in making intentional plans for choice time?"

Application (25 minutes)

9. Divide participants up into their teaching teams and have them think of an older toddler in their classroom. Have participants respond to the following for the child they have in mind:
 - A. What are his or her interests, and what do you know about his or her development?
 - B. How can you use this information to make a plan with this child?
 - C. Consider the following:
 - Is this child ready to make a plan for choice time?
 - What strategy would be most effective based on his or her development?
 - What kind of support might the child need? Might he or she benefit from physical, verbal, or nonverbal support?
10. Have each teaching team share ideas with the whole group.

Implementation (5 minutes)

11. Have each participant identify one planning prop or strategy to try using in his or her classroom at planning time.



ASK US

BY CHRISTINE SNYDER

We have a child in our program who is two-and-a-half years old and won't be going to a preschool room until he is three. We are making adaptations to our classroom to meet his developmental needs and interests, but his parents really want him to go to preschool. They want to know why he isn't moving on to preschool right now, and they are concerned he is going to be bored in the toddler room. How do we help his parents understand what is best for him?

— A Toddler Teacher

Parents naturally advocate for their child's learning and best interests. They want to be sure their child's developmental needs are being met and that their child is enjoying his or her time at school.

Start by thanking the parents for being invested in their child's learning and for coming to you with questions. Let them know that, as their child's teacher, you are equally invested in doing what is best for their child. It is important that parents and teachers feel comfortable discussing topics related to the child's development and experience in group care, and that they act in harmony for the sake of the child.

Next, ask the parents what their goals are for their child and what is important to them for their child to experience in your care. It might even be helpful to ask the parents specifically what it is about preschool that they are most interested in. They might like the idea of their child having a more structured day, having different materials to use, or being able to interact with children on a similar developmental level. Acknowledge the parents' wishes and explain how those goals are being met in the toddler classroom. Talk to the parents about the elements of the toddler daily routine that are preparing children for the preschool room: small-group times with interesting and engaging materials, and intentional planning for choice time.

Finally, be sure to explain your reasons for making changes to the toddler room to meet children's needs and keeping the transition to preschool gradual. Parents might not realize how overwhelming and overstimulating the preschool classroom can be for a two-year-old. Acknowledge the signs that you and the parents see as reasons that their child is nearly ready for preschool, and remind them of the skills and abilities that their child is still working on in the toddler room. In particular it might be hard for parents to see that, while their child communicates regularly and articulately at home, he or she may feel overwhelmed or shy in a classroom with many more children. Also, most parents believe it is important for their children to develop social and emotional skills along with cognitive abilities. Explain that a child negotiates

the transition to preschool better when at least one familiar peer from the toddler classroom moves up with him or her. For that reason, it is often helpful to wait until a few toddlers are ready to make the change and transition them together. Meanwhile, their child, as well as his or her peers, can continue to develop their relationships and expand their respective skills in the toddler setting.

Reassure parents by regularly giving them examples of how their child is continuing to progress and work toward the goals they — and you — have in mind. Also, let them know when children have had opportunities to spend time in the preschool classroom, on the preschool playground, or with the preschool teachers. Provide anecdotes, work samples, and photographs from small-group times in which children have had an opportunity to explore materials and engage in activities more common in preschool classrooms. Share ideas about how parents can further extend these experiences at home.

Parents will feel comforted by your openness to their concern as well as your efforts to support their child's continual growth and development.



NEWS BRIEFS

New Web Clips

In response to viewer demand, more than 35 new Web Clips have been added to HighScope's membership page! Web Clips are short video clips that illustrate the HighScope approach in action and are available to members at highscope.org. **Log in** now to view new scenes of infant-toddler programs and preschool assessment. Many clips include onscreen tips and strategies for creating meaningful interactions and developing authentic relationships with the children in your program.

A limited number of Web Clips can be accessed by nonmembers under the heading "Video Clips" in the Shortcut menu. To view the full collection of Web Clips, you must **log in** to your membership account. Becoming a member of HighScope is free and easy! Register and create your account at highscope.org.

NYC COR Advantage

An authentic assessment is required for Universal Prekindergarten (UPK) programs for preschool throughout New York City. HighScope is thrilled to announce that COR Advantage has been approved in New York City's UPK programs.

COR Advantage provides teachers with meaningful information for monitoring children's progress as well as robust reporting to support decision making and planning. This user-friendly tool assesses children from infancy through kindergarten, covering the following nine content areas: Approaches to Learning; Social and Emotional Development; Physical Development and Health; Language, Literacy, and Communication; Mathematics; Creative Arts; Science and Technology; Social Studies; and (if appropriate) English Language Learning (ELL). COR Advantage is fully aligned with the 2011 New York State Prekindergarten Foundation for the Common Core standards and works with all New York State-approved curricula.

COR Advantage 1.5 Update

HighScope is pleased to announce the launch of COR Advantage 1.5 as of August 1, 2014. We created a new interface and added new features and resources that will enhance family engagement and efficiently organize COR Advantage data to aid instruction.

COR Advantage is HighScope's research-validated child assessment tool for children from birth through kindergarten. It is available in online, mobile, or print formats. Visit coradvantage.org to learn more.



Updates to the online tool include

- An enlarged bank of activities developed by early childhood education specialists at HighScope for creating lesson plans for infant, toddler, and preschool levels
- Improvements to the lesson-planning tools and templates
- A new administrative lesson plan view at the classroom level
- Improvements to the online parent portal (Family Network) that provide opportunities for families to view their child's anecdotes and communicate with their child's teacher
- New activities in the Family Network — ideas for activities families can do at home with their child; includes activities for infant, toddler, preschool, and kindergarten levels.
- New reporting features, including the Alphabetic Knowledge report, available at the child and classroom levels, and the School Readiness report, available at the child, classroom, site, group, and organization levels
- Minor level description modifications and updated state alignments

COR Advantage 1.5 Scoring Guides and COR Advantage 1.5 Desk References are available for purchase, and these reflect the minor level-description modifications.

Online Trainings

HighScope's online courses are interactive, and they require both computer time and practice time with children. Each participant is provided with both one-on-one feedback from the instructor and opportunities to interact with other participants.

Our courses for preschool teachers have been extremely popular, and HighScope is excited to announce the addition of two online courses specifically for trainers: **Making Your Workshops Active and Engaging** and **Presenting and Facilitating Workshops**. These online courses are perfect for experienced trainers who want a refresher, and they are also appropriate for new trainers who want to add to their training skills and techniques. Like all of HighScope's online courses, each section is facilitated by either a HighScope Early Childhood staff member or an experienced HighScope Field Consultant. Visit the [Online Training Schedule](#) to explore when these courses and many more are being offered.