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Short List of Strategies for Preschoolers

Area of concern	Environmental	Individual Child
Not paying attention	<ul style="list-style-type: none"> • Dim Lights • Lower Noise Level • Lower movement level • Reduce number of stations • Increase boundaries for defined areas • Consider alternatives to ring sitting and sitting in chairs such as tummy time • Encourage movement breaks and plan the schedule with movement activities before sedentary to help the children unwind and be alert for learning • Provide visual schedule of activities and stations of the day • Try using songs like “shake the sillies out” before asking children to attend 	<ul style="list-style-type: none"> • Holding object while in seated activities • Defined space for sitting • Cozy/calm area for decompressing • Tactile materials as a station • Direct-one to one contact and verbal interactions • Provide a consistent schedule, transition cues and reminders before transitions to help them move more easily from one activity to another

Small Motor Skills	<ul style="list-style-type: none"> • Make sure table heights and chair ratio are optimal for table top activities • Have a variety of age appropriate tools • Have opportunities in play to develop strength and skill, such as clothes pins, putty, wikki stix. • Consider working at blackboard and easels to promote arm and finger positioning that is optimal • Have a model for constructional projects and create one in front of the children before they start a project 	<ul style="list-style-type: none"> • If needed, provide hand over hand help to encourage proper management of classroom tools • Upright and slanted surfaces can be easier for positioning for coloring • Small/broken pieces of crayon and chalk, as well as toys that require 3 finger pinch will help to train fingers to pinch correctly • Words such as “pinchy fingers” or rest the pinky on the pillow (Elisa will demonstrate) can help remind the reluctant student
Gross Motor Skills	<ul style="list-style-type: none"> • Incorporate movement and short sequences in classroom routines. • Use action and location words to narrate what their bodies are doing 	<ul style="list-style-type: none"> • Preview the motor experience with the reluctant student when the other children are not on the equipment. • Offer one to one and • Encourage the parent to take the child to a variety of playgrounds and expose them to different opportunities to swing and climb

Prepared by Pediatric Potentials of West Essex, LLC.

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