

Make Room for Boys!  
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**Objectives:**

1. Describe the unique physical and sensory needs of boys
2. Identify and practice strategies to support the needs of the boys
3. Implement a variety of strategies to meet the needs of the children in their own classrooms

**Movement and space**

- A. Building the perfect space- In order to create a goodness of fit in your classroom, you're going to have to build on what you observe and think flexibly to problem-solve the movement and space issues that will arise.
- B. Arranging the classroom- One significant change that you're likely to make, is to decrease the size of some areas in order to increase the size of others.
- C. Movement strategies- These strategies respect boys need for movement and support the cognitive development of every child.

**Visuospatial and Auditory Processing**

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

**Strategies to support Visuospatial processing**

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

**Strategies to support Auditory processing**

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

### Strategies to Support Fine-Motor Skills

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

### Emotional Literacy

- A. Be a strong role model for the children in your classroom
- B. Use a variety of words to describe the strong emotions children express
- C. Include books that display a wide range of emotions
- D. Taking a problem solving approach to conflicts using the six steps to conflict resolution

### Reasonable Limits

- A. Use “ When....then...” statements
- B. Replace *but* with *and*
- C. Encourage children to think of alternatives to unacceptable behavior.
- D. Help children remember similar experiences they dealt with successfully.
- E. Be specific and say what you mean
- F. At greeting time, address issues that affect the entire classroom
- G. Combining positive limits with limited choices. Positive limit-“it’s time to put the blocks back on the shelf.” Limited Choice-“do you want to put away the big blocks or the small blocks?”

Notes: