**Making the “Magic 8” Work for Each and Every Child and Family[[1]](#footnote-1)**

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**The “Magic 8”**

1. **Reduce time spent in transition.** Time moving from one activity to another is time when children aren’t learning or engaged, which also increases the likelihood of negative behaviors.
2. **Improve level of instruction.** Asking children open-ended, inferential questions and asking them to reflect on what they’ve learned or make predictions based on what they know improves student retention of new material and better prepares them for kindergarten.
3. **Create a positive climate.** Using positive language to reinforce desired behavior rather than disapproving of specific student actions has a positive effect on children’s ability to self-regulate.
4. **Increase time teachers listen to children**. Children whose teachers spent significant time listening to them showed a stronger grasp of math concepts, letters and sight words. Children who spoke more frequently also had stronger self-regulation and vocabulary skills.
5. **Plan sequential activities.** When children participated in activities that followed a logical order, like completing a puzzle or writing a message, they engaged in higher level thinking, which improved their problem-solving skills.
6. **Promote cooperative interactions between children.** Children who worked often with peers were more involved in classroom activities, had better language skills, and were better at self-regulation.
7. **Foster high levels of child involvement.** Children are better at reading comprehension, vocabulary and math when they are actively involved in an activity, like when a teacher asks them to answer questions or make predictions about the book she’s reading.
8. **Provide math opportunities.** Children who take part in multi-part math problems and discuss math concepts are better prepared for kindergarten and early math success, which is a strong predictor of late elementary school achievement.

**“Magic 8” Resources**

Farran, D. C., Meador, D., Christopher, C., Nesbitt, K. T., & Bilbrey, L. E. (2017), Data-driven improvement in prekindergarten classrooms: Report from a partnership in an urban district, *Child Development, 88*(5), 1466-1479. [**http://onlinelibrary.wiley.com/doi/10.1111/cdev.12906/abstract**](http://onlinelibrary.wiley.com/doi/10.1111/cdev.12906/abstract)

Hinton, N. (2017). Vanderbilt researchers develop ‘Magic 8’ practices to create an effective preschool. Early Years blog on *Education Week*, October 27, 2017. [**http://blogs.edweek.org/edweek/early\_years/2017/10/researchers\_develop\_magic\_8\_practices\_to\_create\_an\_effective\_preschool.html**](http://blogs.edweek.org/edweek/early_years/2017/10/researchers_develop_magic_8_practices_to_create_an_effective_preschool.html)

Mongeau, L. (2017). New research finds “Magic 8” preschool classroom practices. *The Hechinger Report*, October 2, 2017. [**http://hechingerreport.org/new-research-finds-magic-8-preschool-classroom-practices/**](http://hechingerreport.org/new-research-finds-magic-8-preschool-classroom-practices/)

Nemeth, K. (2017). The “Magic 8” preschool practices adapted for DLLs. [**http://www.languagecastle.com/2017/10/magic-8-preschool-practices-adapted-dlls/**](http://www.languagecastle.com/2017/10/magic-8-preschool-practices-adapted-dlls/)

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| **‘Magic 8’ Practice** | **Considerations for Individual Learners** | **Resources** |
| 1. Reduce **transition** times | ●Prepare children for transitions  ●Support children during transitions  ●Incorporate learning in the transitions | * (2005, Spring). How is the PreK day spent? *Early Developments, 9*(1), 22-27. [**http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/early-developments/FPG\_EarlyDevelopments\_v9n1.pdf**](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/early-developments/FPG_EarlyDevelopments_v9n1.pdf) * Helping Children Make Transitions Between Activities [**http://csefel.vanderbilt.edu/kits/wwbtk4.pdf**](http://csefel.vanderbilt.edu/kits/wwbtk4.pdf) * Inventory of Practices for Promoting Children’s Social Emotional Competence [**http://csefel.vanderbilt.edu/modules/module1/handout4.pdf**](http://csefel.vanderbilt.edu/modules/module1/handout4.pdf) * Routine-Based Support Guide[**http://challengingbehavior.cbcs.usf.edu/TACSEI/do/resources/teaching\_tools/toc/folder1/1e\_routine\_based.pdf**](http://challengingbehavior.cbcs.usf.edu/TACSEI/do/resources/teaching_tools/toc/folder1/1e_routine_based.pdf) * Transition Time: Helping Individuals on the Autism Spectrum Move Successfully from One Activity to Another [**https://www.iidc.indiana.edu/pages/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another**](https://www.iidc.indiana.edu/pages/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another) |
| 1. Increase the **quality of instruction** | ●Be intentional  ●Does it work for a particular child?  ●Does it work for all the other children?  ●Does everyone help create multiple opportunities to practice throughout the day? | * DEC Recommended Practices for Instruction [**http://ectacenter.org/decrp/topic-instruction.asp**](http://ectacenter.org/decrp/topic-instruction.asp) * Intentional Teaching Makes the Biggest Impact on Early Childhood Outcomes [**http://fpg.unc.edu/node/9366**](http://fpg.unc.edu/node/9366) * Resources Supporting Individualization for Children Ages Birth to Five [**https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization**](https://eclkc.ohs.acf.hhs.gov/children-disabilities/article/resources-supporting-individualization) * [Tailored Teaching: The Need for Stronger Evidence About Early Childhood Teachers' Use of Ongoing Assessment to Individualize Instruction](http://www.mathematica-mpr.com/our-publications-and-findings/publications/brief-tailored-teaching-the-need-for-stronger-evidence-about-early-childhood-teachers-use-of-ongoing)   [**http://www.mathematica-mpr.com/our-publications-and-findings/publications/brief-tailored-teaching-the-need-for-stronger-evidence-about-early-childhood-teachers-use-of-ongoing**](http://www.mathematica-mpr.com/our-publications-and-findings/publications/brief-tailored-teaching-the-need-for-stronger-evidence-about-early-childhood-teachers-use-of-ongoing)    Get Out of Their Way[**https://www.youtube.com/watch?v=AIEJjpVlZu0&feature=youtu.be**](https://www.youtube.com/watch?v=AIEJjpVlZu0&feature=youtu.be) |
| 1. Create a more **positive emotional climate** | ●Help each child experience member-ship & belonging  ●Use the interests of children to support engagement  ●Use words, images, & music to bridge program, home, and community | * Culture, Diversity, and Equity Resources [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) * DEC Recommended Practices for Environments [**http://ectacenter.org/decrp/topic-environment.asp**](http://ectacenter.org/decrp/topic-environment.asp) * Equitable Classroom PracticesObservation Checklist **http://laspdg.org/files/Equitable%20Classroom%20Practices%20Observation%20Checklist.pdf** * The Right Stuff (January 2018-Play; February 2018-Children’s Books)[**http://fpg.unc.edu/presentations/right-stuff**](http://fpg.unc.edu/presentations/right-stuff) * Handout 15: Using Choice and Preference to Promote Improved Behavior   [**http://csefel.vanderbilt.edu/briefs/handout15.pdf**](http://csefel.vanderbilt.edu/briefs/handout15.pdf)  Rolling With Friends [**http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12**](http://community.fpg.unc.edu/connect-modules/resources/videos/video-1-12) |
| 1. Teachers **listen more to children** | ●Promote alternatives to the “culture of silence” | * DEC Recommended Practices on Interaction [**http://ectacenter.org/decrp/topic-interaction.asp**](http://ectacenter.org/decrp/topic-interaction.asp) * The One Doing the Talking is the One Learning [**http://fpg.unc.edu/node/8888**](http://fpg.unc.edu/node/8888)     Catch a Bubble [**https://www.youtube.com/watch?v=qIOawWaf-k8**](https://www.youtube.com/watch?v=qIOawWaf-k8) |
| **‘Magic 8’ Practice** | **Considerations for Individual Learners** | **Resources** |
| 1. Provide more **sequential activities** | * Break down the steps; this will support many kinds of learners * Share tools that will help families and professionals to understand sequences | * DEC Recommended Practices for Instruction [**http://ectacenter.org/decrp/topic-instruction.asp**](http://ectacenter.org/decrp/topic-instruction.asp)  Ohio Birth Through Kindergarten Entry - Learning and Development Standards [**http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre\_K-Learning-and-Development-Stand**](http://education.ohio.gov/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand)  * Tips and Ideas for Making Visuals to Support Young Children with Challenging Behavior   [**http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf**](http://csefel.vanderbilt.edu/modules/module3b/handout2.pdf)   * Scripted Stories [**http://csefel.vanderbilt.edu/resources/strategies.html**](http://csefel.vanderbilt.edu/resources/strategies.html) * The Young Dual Language Learner: 20 Short Videos   [**https://www.youtube.com/channel/UCKQ5FgGVIFpdt36\_sv9FL-Q/featured?utm\_content=&utm\_medium=email&utm\_name=&utm\_source=govdelivery&utm\_term**](https://www.youtube.com/channel/UCKQ5FgGVIFpdt36_sv9FL-Q/featured?utm_content=&utm_medium=email&utm_name=&utm_source=govdelivery&utm_term)    Making Butter [**https://www.youtube.com/watch?v=LMEJY6zvY\_w**](https://www.youtube.com/watch?v=LMEJY6zvY_w) |
| 1. Foster **social learning** | * Promote opportunities for children to learn from and with each other * Teach children how to work together | * DEC Recommended Practices on Interaction [**http://ectacenter.org/decrp/topic-interaction.asp**](http://ectacenter.org/decrp/topic-interaction.asp) * Facilitating Membership in the Classroom & Friendship Kit   [**http://headstartinclusion.org/teacher-tools**](http://headstartinclusion.org/teacher-tools)   * Making Friends: Assisting Children’s Early Relationships   [**http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG\_Snapshot55\_2008.pdf**](http://fpg.unc.edu/sites/fpg.unc.edu/files/resources/snapshots/FPG_Snapshot55_2008.pdf)   * Supporting Child Interactions   [**https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/disabilities-newsletter-201705.pdf**](https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/disabilities-newsletter-201705.pdf)   * Supporting Peer Interactions   [**http://hsicc.cmail19.com/t/ViewEmail/j/0648BB5AD98C81C72540EF23F30FEDED/**](http://hsicc.cmail19.com/t/ViewEmail/j/0648BB5AD98C81C72540EF23F30FEDED/)    Children See Difference, Differently [**https://www.youtube.com/watch?v=1MJrRvpjB1I**](https://www.youtube.com/watch?v=1MJrRvpjB1I) |
| 1. Foster **higher levels of child involvement** | * Embrace and practice Universal Design for Learning and assistive technology * Engage family members as allies in learning | * Dinnebeil, L. A., Boat, M. B., & Bae, Y. (2013). Integrating principles of universal design into the early childhood curriculum. *Dimensions of Early Childhood, 41*(1), 3-13.**<http://www.southernearlychildhood.org/upload/pdf/Dimensions_Vol41_1_Dinnebeil.pdf>** * Handout 15: Using Choice and Preference to Promote Improved Behavior [**http://csefel.vanderbilt.edu/briefs/handout15.pdf**](http://csefel.vanderbilt.edu/briefs/handout15.pdf) * Take a Look: Visual Supports for Learning   [**https://www.scribd.com/document/341240933/take-a-look-visual-supports-for-learning**](https://www.scribd.com/document/341240933/take-a-look-visual-supports-for-learning)   * [Family Engagement: From the Early Years to the Early Grades](http://www2.ed.gov/about/inits/ed/earlylearning/families.html)   [**http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf**](http://www2.ed.gov/about/inits/ed/earlylearning/files/policy-statement-on-family-engagement.pdf)   * Family Engagement Brief[**http://www.familieslearning.org/pdf/NCFL\_Family\_Engagement\_Brief\_.pdf**](http://www.familieslearning.org/pdf/NCFL_Family_Engagement_Brief_.pdf)     Grandma-Baby Conversation [**https://www.youtube.com/watch?v=E7IlnTG7wzk**](https://www.youtube.com/watch?v=E7IlnTG7wzk) |

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| **‘Magic 8’ Practice** | **Considerations for Individual Learners** | **Resources** |
| 1. Create **more math opportunities** | * Math skills are powerful predictors of long-term success * Engage families in math learning to reinforce concepts in the home and community | * Math in the Early Years: A Strong Predictor for Later School Success [**http://www.ecs.org/clearinghouse/01/09/46/10946.pdf**](http://www.ecs.org/clearinghouse/01/09/46/10946.pdf) * Formula for Success: Engaging Families in Early Math Learning   [**https://globalfrp.org/content/download/83/561/file/Early%20Math%20FINE.pdf**](https://globalfrp.org/content/download/83/561/file/Early%20Math%20FINE.pdf)   * Help! They Still Don’t Understand Counting [**http://files.eric.ed.gov/fulltext/EJ875422.pdf**](http://files.eric.ed.gov/fulltext/EJ875422.pdf) * Math Resources [**http://fpg.unc.edu/presentations/vermont-resource-collections**](http://fpg.unc.edu/presentations/vermont-resource-collections) * Nemeth, K. (2017, November). Make math meaningful for diverse learners. Teaching Young Children. [**https://www.naeyc.org/resources/pubs/tyc/oct2017/make-math-meaningful-diverse-learners**](https://www.naeyc.org/resources/pubs/tyc/oct2017/make-math-meaningful-diverse-learners)   Long Division Rap [**https://www.youtube.com/watch?v=y3F0SItM-os**](https://www.youtube.com/watch?v=y3F0SItM-os) |

**A Creative Adventure**

[**https://eclkc.ohs.acf.hhs.gov/video/creative-adventure**](https://eclkc.ohs.acf.hhs.gov/video/creative-adventure)

[**https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa**](https://eclkc.ohs.acf.hhs.gov/es/video/una-aventura-creativa)

*This 13-minute video encourages classroom staff, teachers, and families to use visual and performing arts techniques to support learning and creative expression. Filmed in classrooms and home-based settings, the video demonstrates activities that allow children to use their imaginations and experience creative adventures.*

***Which of the Magic 8 did you see?***

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| Reduced transition times |  |
| Quality instruction |  |
| Positive environment |  |
| Adults listening to children |  |
| Sequential activities |  |
| Cooperative interactions among children |  |
| High levels of child involvement |  |
| Math opportunities |  |

Commit to providing leadership whenever possible

* Drew Dudley: Everyday Leadership [**https://www.ted.com/talks/drew\_dudley\_everyday\_leadership**](https://www.ted.com/talks/drew_dudley_everyday_leadership)

1. Materials from this presentation are posted at [**https://fpg.unc.edu/presentations/magic8**](https://fpg.unc.edu/presentations/magic8) [↑](#footnote-ref-1)