

Early Childhood Education Laboratory Preschool

Using Verbal/Nonverbal Cues to Increase Hand Raising in Preschool Children During Whole Group Instruction

Learning to follow classroom rules is an important skill for learning; however many children need repeated prompting to comply with directions (Dhaem, 2012). The context of whole group instruction can be challenging for young children, as the expectation require children to attend to adult instruction. As young children are developing self-regulation, teachers need strategies to help children maintain focus and attention while instruction is delivered (Dhaem, 2012). This study examined the use of verbal/nonverbal cues to teach children to use hand raising to gain attention during whole group instruction. Findings suggest that verbal/nonverbal cues were effective in increasing hand raising. This was a low-cost and low-labor intensive intervention that fit within the naturally occurring routine of the early childhood classroom.