

Preschool Special Education

Teacher Brianne's Newsletter

March 2025

What we worked on



Coming up...

March 10—Special Ed PTSA Meeting 6:30

March 23 - ~~Special Education PTSA 5K Fundraiser~~—Cancelled

March 31–April 1 - Parent-teacher conferences, No school/Sessions. If your child is NOT in ECEAP in Everett School District, please use [this link](#) to reserve a conference time

April 7–11 - Spring Break, No school/sessions

May 12—Special Ed PTSA Meeting 6:30

May 26 - Memorial Day, No school

Education Spotlight: Play to Develop Executive Function Skills

Executive functioning skills are cognitive processes that begin to emerge and develop in early and middle childhood and affect many aspects of our lives including learning, social skills and relationships, problem solving, etc. There are many skills, but the major ones include inhibitory (impulse) control, mental flexibility, working (short term) memory, sustained attention, task initiation and completion, etc. There are decades of research that demonstrate the positive, empirical effect of play on children's self-regulation skills, which contribute to their emotional regulation. Specifically, experimental studies demonstrated that children who were assigned to a fantasy play intervention made substantial gains in their executive functioning skills versus children in a control group or a non-fantasy play group. Moreover, there are studies that show a positive correlational relationship between the number of minutes young children spend in unstructured play and the greater their ability to engage in self-directed executive function later, even when controlling for age, verbal ability and household income. Around 100 years ago, psychologist and important figure in child development, Lev Vygotsky, wrote about the importance of play in advancing skills. He said, "In play, a child always behaves beyond his average age...as though he were a head taller than himself." This has been proven empirically several times through experiments where young children are asked to do difficult or mundane tasks that require executive function skills such as impulse control. Consistently, the groups asked to pretend to be something else while doing the task outperform their peers in control groups, comparable to the performance of much older children.