Acknowledgments

Transitions are a lifelong challenge for both adults and children; we all need strategies and support to negotiate transitions successfully. I would like to thank the staff of the High/Scope Foundation for their support during my transition from teacher to teacher-trainer and author. These last 18 years spent in collaboration with foundation staff have been a rich and rewarding journey that has fostered my understanding of active learning and the wants and needs of young children, and helped me to find effective ways to communicate this knowledge to adults. In particular, the inspired work of the late David Weikart and of Mary Hohmann, described with such clarity in *Educating Young Children: Active Learning Practices for Preschool and Child Care Programs* (Hohmann & Weikart, 2002), has been a philosophical and practical foundation for all of us in the field of early childhood education. The thoughtful guidance of Ruth Strubank, my TOT (Training of Trainers) Program trainer, helped me to develop the awareness and courage I needed to stand up before others and clearly articulate myself. And the expert feedback of my editor, Nancy Brickman, continues to support my growth as an author.

I would also like to acknowledge the contributions of the many teachers whom I have been fortunate to meet and observe throughout my time as a trainer. Teachers from Bloomingdale Head Start, Columbia University Head Start, and Union Settlement Association Child Care Centers in New York City; ACE Integration Head Start, Brooklyn, New York; High/Scope Demonstration Preschool in Ypsilanti, Michigan; Joyce Carey Head Start Center in Newburgh, New York; Giving Tree School in Gill, Massachusetts; Little Sprouts Child Enrichment Centers in Andover, Massachusetts; and Montachusett Regional YMCA Preschool, Burbank Child Development Center, and Montachusett Opportunity Council Head Start in Fitchburg, Massachusetts, contributed many ideas and strategies for this book. Ideas and support also came from my colleagues, Julie Austin and Sarah Pirtle, who contributed musical ideas and large-group-time suggestions, and Rachael Underwood, who as always inspires me to keep feelings and playfulness at the forefront as I work with teachers and children.

A special thanks goes to Heather Sky Fulton, who, with her artistic talents, created the illustrations in this book. She was able to bring life and creativity to the sketches and dialogue I gave her, illuminating real people — their feelings and perspectives — with humor and clarity.

And finally, thanks go to the newest member of my family, my first grandchild, exuberant and sensitive Zoe, as well as three other young members of my world family, Stan, Kate, and Ella. These little ones help me continuously reflect on the varied nature of transitions as I participate in the very real and challenging changes in their everyday lives. In the end, it is always the children who teach us.