RESPONDING TO CHILDREN: FACILITATOR GUIDE

This form contains sample answers for the *Responding to Children* learning activity. If needed, use the answers to inspire participants during this activity. Be sure that responses to this activity reflect an understanding of how to respond to children's needs.

Ms. Izzy is a first-year teacher at Long River Head Start. She is passionate about teaching and is eager to make a difference in the lives of children. Due to her lack of experience, however, she is still gathering resources for her "teaching tool box." She yearns to feel more confident in responding to children when problems arise. She recently requested to be observed and to receive feedback from a mentor coach to improve her ability to respond to children.

For this activity, put yourself in the role of Ms. Izzy's mentor coach. She has given you permission to observe her, and the first two columns of this form are what you have recorded during your observation. In the last column, please offer her some new ways to respond, based on your thoughts of what the child's needs are and what the child may be trying to communicate with his behavior.

Observed child behavior:	Observed response of teacher:	What might this child be communicating with their behavior?	What are some ways Ms. Izzy could respond to and support this child?
Jojo hides under the table before a writing activity.	The teacher sometimes ignores him and sometimes tells Jojo to get up off the floor and begin the activity.	I don't understand this activity. I don't know how to write. I feel scared and embarrassed. I need your help with this activity.	Acknowledge Jojo's feelings. Simplify the activity and provide positive feedback for small successes. Reserve Jojo's favorite toy and allow him access after activity.
Amy hits another child with a block during free choice time.	The teacher reprimands Amy and comforts the child who got hurt.	I feel mad and I don't know how to express it. I forgot how to share. I don't know how to play and I need you to help me.	Acknowledge and comfort both children. Teach Amy what to say when she is mad. Reteach classroom expectations for sharing toys. Teach Amy simple play skills.
Jose sits on the classroom floor and refuses to get on the field trip bus.	The teacher picks up Jose and carries him onto the bus.	I'm scared. I don't know where we are going. I need you to help me know what to expect with this activity.	Acknowledge Jose's feelings. Show him the classroom schedule and when he will be back to school. Allow Jose to bring a favorite item with him on the trip.
Maya avoids the library and puzzle area and plays in only one center during the 60-minute free play time.	The teacher allows Maya to stay where she wants.	I don't know how to look at books. I don't understand the words. The books are not in my language. I need you to help me become excited about reading.	Incorporate books during other times of the day. Model how to look at books. Provide books in Maya's language with pictures of things she enjoys looking at.
Sam plays alone during outside time, rarely engaging with other children.	The teacher often tells Sam, "Go find a friend to play with."	I don't know how to ask someone to play. I need you to teach me how to do this.	Teach whole class how to ask a friend to play. Model it at large group. Show Sam pictures and help him learn each step.

NCQTL

For more Information, contact us at: **NCQTL@UW.EDU** or **877-731-0764**

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

FALL 2012

RESPONDING TO CHILDREN

Use this form to reflect on how best to respond to a student in the moment. Reflect on ways that both acknowledge children's needs and help teach new skills.

Ms. Izzy is a first-year teacher at Long River Head Start. She is passionate about teaching and is eager to make a difference in the lives of children. Due to her lack of experience, however, she is still gathering resources for her "teaching tool box." She yearns to feel more confident in responding to children when problems arise. She recently requested to be observed and to receive feedback from a mentor coach to improve her ability to respond to children.

For this activity, put yourself into the role of Ms. Izzy's mentor coach. She has given you permission to observe her, and the first two columns of this form are what you have recorded during your observation. In the third column, write what the child might be communicating with their behavior and consider their needs. In the last column, suggest new ways for Ms. Izzy to respond based on the child's needs.

Observed child behavior:	Observed response of teacher:	What might this child be communicating with their behavior?	What are some ways Ms. Izzy could respond to and support this child?
Jojo hides under the table before a writing activity.	The teacher sometimes ignores him and sometimes tells Jojo to get up off the floor and begin the activity.		
Amy hits another child with a block during free choice time.	The teacher reprimands Amy and comforts the child who got hurt.		
Jose sits on the classroom floor and refuses to get on the field trip bus.	The teacher picks up Jose and carries him onto the bus.		
Maya avoids the library and puzzle area and plays in only one center during the 60-minute free play time.	The teacher allows Maya to stay where she wants.		
Sam plays alone during outside time, rarely engaging with other children.	The teacher often tells Sam, "Go find a friend to play with."		

This document was prepared under Grant #90HC0002 for the U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start, by the National Center on Quality Teaching and Learning.

FALL 2012