



WATCH FOR AREAS OF CONCERN

This means keeping an eye out for children who need extra attention. It means asking yourself questions such as: How is this child or these children doing with solving social problems? Do they understand the academic concepts I am teaching? If not, what can I change or modify so that this child or these children understand this lesson better?



NOTICE SMALL SUCCESSES

This means watching for even the smallest gains that children make on their learning goals and celebrating with them. In other words, make sure that children know you see their progress and that their persistence and hard work are appreciated.



ACKNOWLEDGE EMOTIONS

Make this your first step when responding to a child or children in your classroom. Take a moment to pause before reacting, then ask children how they feel about what has just happened. Ask children "How did that make you feel?" or "How are you feeling about this right now?" Acknowledging responses is fundamental in building relationships with children.



BE MINDFUL OF "TEACHABLE MOMENTS"

This means being aware of those times of the day that warrant a mini-lesson or a reteaching of skills. Children need multiple opportunities to practice and re-practice skills such as waiting, asking, responding and behaving according to the expectations of the classroom. When we become aware and are ready for these "teachable moments," we can immediately provide children with the support and assistance they need.