

Education Coordinator and Teacher

Woman 1: What do you see looking at this for your day that you could change?

Woman 2: Well, it seems that they do better or they know the expectations are clear for either "free choice" or stuff that's not so structured, like mealtime. You know, they know that it's time to eat, but they know they can talk about it, and it's kind of a downtime for them to be with—for the interactions with their peers. Same thing with centers. It seems like more when I do my whole group, I'm maybe more focused on the end result of them getting it then—then what's going on—you know what I mean, I should have just probably stopped—

Woman 1: And so we can work together on—you can really figure out what are those individual goals that you have for each child, and we can figure out together a different way. And when we look at our mental health screening, you can see that your kids here that are in the red that were having such a difficulty—a difficult time in the fall—

Woman 2: Yup.

Woman 1: —they're not red—

Woman 2: No.

Woman 1: —anymore.

Woman 2: No, there is—

Woman 1: So because of all of those things that you're changing in your classroom that I can see through the class observation, you can see it in the mental health screening, too.

Woman 2: Right.