

<p>During center time in their Head Start classroom, Ms. Smith is assisting children in the art, block, and writing centers while Ms. Jones is assisting in the sand, puzzles, and housekeeping areas. These teachers also watch all the centers in their area, which are open so that every child has something they enjoying doing in centers.</p>	<p>Ms. Smith and Ms. Jones are <b>supervising specific areas</b> of the room rather than groups of children. The everyday activities offered during center time are some of the <b>naturally occurring activities</b> they use for supporting children’s learning.</p>
<p>Ms. Smith knows that several children especially enjoy the block center, so she makes sure blocks are available everyday. Today she notices that Diego and Samantha choose the block area right away. She sees Diego stand short blocks at intervals and then, with Samantha’s help, place long blocks across the short ones.</p>	<p>The teacher provides opportunities for the children to be involved in <b>activities that match their interests and abilities</b>. She <b>pays attention</b> to and focuses on what captures and maintains Diego’s and Samantha’s attention. She lets them <b>take the lead</b> in how they choose to interact with the blocks.</p>
<p>Ms. Smith notices Diego looking over at her excitedly. Ms. Smith responds, “You sure are busy with those blocks!”</p>	<p>Ms. Smith interprets Diego’s looking as an <b>intent to interact</b> with her. She <b>responds promptly and positively</b> to acknowledge their involvement.</p>
<p>Diego exclaims, “Me and Sam are building a bridge!” Ms. Smith comments, “Your bridge is a long one!” Diego and Samantha continue choosing and stacking blocks of different sizes, shapes and colors to build the bridge as Ms. Smith occasionally comments positively on the bridge. She gives them as much time as they need to stack several blocks before she responds.</p>	<p>Ms. Smith <b>matches her response</b> to the tone, volume, and emotional level of the children. By commenting on and acknowledging their construction, Ms. Smith helps the children stay involved longer and <b>maintain what they are doing</b>. She considers their <b>individual styles and characteristics</b> when responding to their initiations in the activity.</p>
<p>As the children continue to build the bridge, Ms. Smith asks, “How will your bridge be used?” Diego and Samantha both agree that cars, trucks, and buses will travel the bridge, and they begin rolling the vehicles over the bridge. Ms. Smith encourages them to imagine where the cars and trucks are going and what they are carrying.</p>	<p>Ms. Smith <b>joins in</b> the children’s play. She <b>responds to their behavior</b> with open-ended questions to encourage them to do new things. Ms. Smith encourages the children to <b>build upon their ongoing behavior</b> with objects and people.</p>
<p>Samantha decides to have a boat go under the bridge but discovers that the bridge is not tall enough. “This bridge needs to be taller,” Samantha says. “No,” says Diego, “it’s too long. I don’t know how your boat can go under it.” Ms. Smith suggests they look at the picture of a swing bridge that is on the bulletin board over the block area and explains how it works. The children decide to make part of the bridge into a swing bridge.</p>	<p>Ms. Smith <b>adds new information</b> to support the children in trying new behaviors. She encourages them to use behaviors that are <b>functional and appropriate</b> (generally accepted) for the situation.</p>
<p>The children can’t figure out how to support their swing bridge. Finally, Ms. Smith suggests using one block to support the bridge block in the middle. She uses her hands to demonstrate how it could swing back and forth. The children immediately choose the two blocks they need and test it swinging back and forth. As the children begin to disassemble a portion of the bridge, Ms. Smith reaches over and steadies a supporting block so they can insert the swinging section.</p>	<p>Ms. Smith <b>shows the children how</b> to expand their behavior. She provides the <b>least assistance necessary</b> to help the children use their new behaviors.</p>
<p>When it is clean-up time, the children ask, “Do we have to tear down our bridge?” “Let’s leave it up for a while,” replies Ms. Smith. “You may want to add more to the bridge or build something new this afternoon.”</p>	<p>Ms. Smith gives the children <b>multiple chances</b> throughout the day to produce and practice new behaviors.</p>

