

## REFLECT



How do I support children find a sense of belonging and significance in their classroom community?

How do I alert children of upcoming transitions and provide processing time?

- Verbal warnings
- Visual cues: Rain stick/sand timer, timer, visual schedules

How do I support the children to extend grace and courtesy beyond the classroom, to outdoor play, and most importantly, the home?



How do I foster the foundations of self-determination for children?

- Autonomy: the sense of control over one's life
- Competence: the ability to effectively deal with one's environment
- Relatedness: the ability to establish close relationships with others



The child should love everything that he learns, for his mental and emotional growths are linked. Whatever is presented to him must be made beautiful and clear, striking his imagination. Once this love has been kindled, all problems confronting the educationalist will disappear.

María Montessori, *To Educate the Human Potential*, p. 25



Encouraging children to express themselves in a variety of forms; art, singing, social/informal conversation, dancing, etc.



Modelling, expressing and acknowledging your emotions and emotions of children.

The readiness of children when introducing new concepts or material.



Providing opportunities to resolve conflicts and practice problem-solving skills in the class; peace table, problem-solving cue cards, "I statements", etc.

Creating spaces to support children in practicing self-regulation skills

- Cozy area with soft furnishing
- Reading area for quiet reading
- Individual work stations
- Easel for individual free expression

Possible stressors in the environment;

- Lengthy transitions
- Lack of personal space
- Tasks that are not meeting skill levels
- Difficulty in understanding instructions
- Lack of processing time
- Peer pressure

Behaviour is a form of communication.

- What individual children communicate through their behaviour
- The roots of these behaviours



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