

Effective Facilitation:

Supporting growth through
intentional interactions



Chelsea Polk
Early Childhood Specialist



AGENDA

- Defining Facilitation
- Intentional Interactions
- The Learning Environment
- Let's Plan and Play!

What is Facilitation?

A method where educators
Guide and Support
children through the learning process
by organizing experiences,
encouraging curiosity and discovery,
and scaffolding children's learning



Why is this important?

Children are born with a sense of
WONDER

It is our job as educators to
Protect and Cultivate
this natural born curiosity.

Through this natural curiosity, we provide guidance
and encouragement to strengthen children's
learning and development



How do we do it?

Be a...

Player

Take on a role in the play and follow the child's lead



Connector

Making connections in play to children's lives

Rubber Band

Stretch and extend the play



Mirror

Describe what the children are doing using rich vocabulary



Steering Wheel

Steer play in a productive, positive direction

Facilitation in the CLASS Tool

INFANT: Facilitated Exploration

Involvement

- Initiate interactions
- Join in experiences
- Mirror behavior

Infant Focused

- Follow infants' leads
- Allow infants choice
- Support Exploration

Expansion of Infants' Experience

- Encourage behavior
- Vary Intonation
- Adjust experience



- Play with and talk to infants throughout the day.
- Imitate infants' actions and then go a step further.
- Watch what infants are doing to see what interests them, then follow up on their interest.
- Provide infants with choices whenever possible.
- Think of ways to stretch infants' experiences, and help them learn how to do things on their own.
- Pay attention to infants' signals so you don't overstimulate them.



Facilitation in the CLASS Tool

TODDLER: Facilitation of Learning and Development

Active Facilitation

- Teacher provides opportunities for exploration and learning
- Teacher guides exploration
- Teacher is involved in children's activities to support learning and development



Facilitation in the CLASS Tool

TODDLER: Facilitation of Learning and Development

Expansion of Cognition

- Teacher provides and embeds information
- Teacher relates information to children's lives and experiences
- Teacher integrates concepts across activities and tasks
- Teacher encourages thinking skills



Facilitation in the CLASS Tool

TODDLER:

Facilitation of Learning and Development

Children's Active Engagement

- Manipulation of materials
- Physical involvement
- Verbal involvement



- Get involved
- Ask questions
- Actively involve children
- Build upon what children are doing
- Apply concepts to the real world
- Make the most of routine times



Intentional Interactions



How can we be intentional in our classrooms?



Be aware of current and upcoming milestones



Plan activities that support these new skills

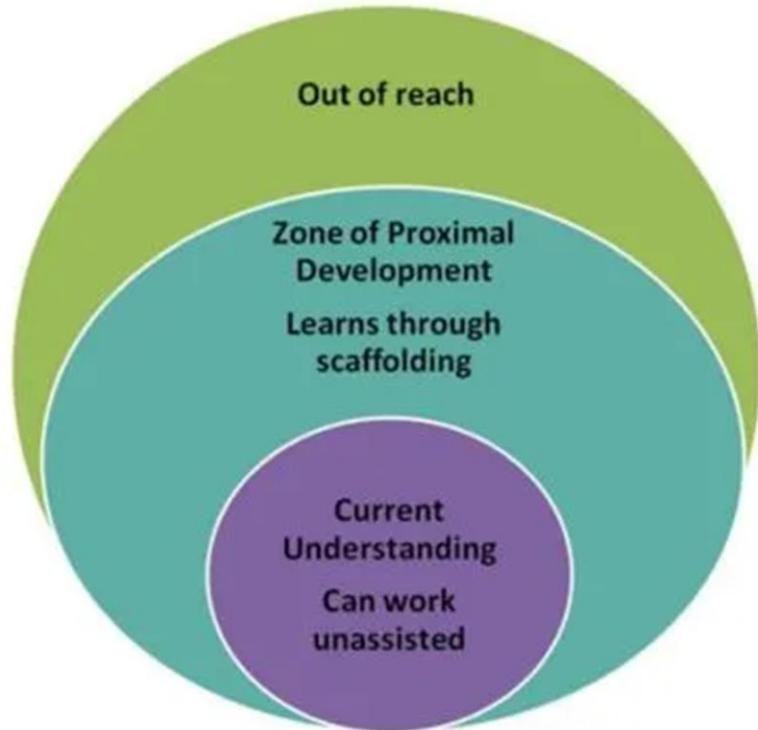


Be present and responsive during activities



Look for opportunities for scaffolding

Zone of Proximal Development



Scaffolding allows children to solve a problem or carry out a task that is beyond their current abilities.

Supporting Learning through Scaffolding

Scaffolding is how adults support children's development and learning by offering just the right help at just the right time in just the right way.

- Verbal Hints
- Physical Assistance
- Prompting thought processes through questions (toddler/prek)

What does this look like?



Example with Young Infants



Ms. Tonya plays peek-a-boo with Anthony, 4 months old. She holds a blanket in front of her face, peeks out over the top of it, and says, "Peek-a-boo!" Anthony laughs. After she does this a few times, she notices that Anthony's attention has waned. The next time she puts the blanket up, she moves it to the side of her face and peeks out from a different place. Anthony looks surprised and laughs, reengaged

Example with Older Infant



Shayla, 11 months old, lets go of the cart she is pushing and stands alone. Her teacher, Mr. Peter, sitting nearby, says, "Hi, Shayla!" He reaches his hand toward her, and she takes one step, then another, then falls down. Shayla's eyes open wide, and Mr. Peter says, "Boom, you fell down, but you're okay. Do you want to try again?" Shayla reaches up her arms and Mr. Peter helps her stand up. He holds her hands while she steadies herself, then gives her two small toys to hold so that she balances on her own. He says, "Okay, Shayla, can you walk to me?" Holding tightly to the two toys, she takes three steps and reaches Mr. Peter right before she falls down. "You did it!" Mr. Peter exclaims.

Example with Toddler



Twenty-two-month-old Aydin has just arrived at Ms. Evelyn's family childcare home. Ms. Evelyn has three other toddlers close to Aydin's age. Recently, she has noticed that Aydin knows the color yellow. She places several yellow objects on a small table, along with a few red objects. Aydin immediately goes to the table and picks up a yellow block, saying, "Lellow!" Ms. Evelyn says, "Yes, that's a yellow block. Can you find something else yellow?" Aydin looks back at the table and picks up a yellow toy car. He brings it to Ms. Evelyn, saying, "Lellow!"

The Learning Environment:

Classroom Set Up



What do you notice about the set up of this room?

How does this set up support facilitation?

The Learning Environment: Materials

- Display materials in ways that invite children to explore
- Less is more- avoid clutter and visual noise
- Provide a variety of materials



Let's Plan and Play!

- Infant Toddler Development Terminology Glossary
- Effective Facilitation Planning Sheets
- Materials

Additional Resources to Support:

- ASQs
- Florida Early Learning and Developmental Standards



Planning your Activity

- What will you do?
- What will you ask?
- What will you tell?

Effective Facilitation	
Milestone(s):	
Activity:	
Materials:	
What will you do?: Model Encourage Exploration Adjust Experience	
What will you ask?: What How Why Where	
What will you tell?: Label Describe Provide Information	



Final takeaways

- Facilitation is about guiding, not leading
- Your presence and responsiveness are key teaching tools
- Small changes in room setup or teacher language can have big developmental impacts

Thank you!

Chelsea Polk
cpolk@elcirmo.org

Effective Facilitation

Milestone(s):

Activity:

Materials:

What will you do?:

Model

Encourage Exploration

Adjust Experience

What will you ask?

What

How

Why

Where

What will you tell?:

Label

Describe

Provide Information

Birth-24 Months Development Glossary

Visual Tracking- ability to follow a moving object with their eyes as visual coordination improves

Cooing- single-vowel sounds, such as "ooh" and "aah,"

Crossing the Midline- reaching across the middle of the body with an arm or leg to complete a task on the other side of the body (shows communication between the two hemispheres of the brain)

Sound Tracking- turning head toward sounds

Grasping- voluntary control of hands to grab objects (develops after involuntary newborn grasping fades)

Mouthing- picking up objects with hands to bring to mouth as a form of tactile exploration (important for sensory integration, oral development, and preparing mouth for solid foods)

Babbling- repetitive consonant-vowel sounds like "ba-ba" or "da-da"

Scooting- pushing backward while laying or pulling forward while laying (be mindful of "butt scooting" as it can cause delays in standing and walking)

Object permanence- understands that people and objects continue to exist even when they can't be seen, heard, or touched

Nesting- placing an object inside of another object

Intonation- melodic patterns in babbling that mimic the rise and fall of adult speech

Bilateral Coordination- the ability to use both sides of the body together in a coordinated way to complete a task (passing an object from one hand to another)

Cruising or "Furniture Walking"- walking while holding onto a stable object

Containment- understanding that objects can stay inside of or fall out of another object

Emotional Intelligence- the ability to recognize own emotions as well as the emotions in others

Posting- putting an object into a container through an opening (shape sorter or coin slot)

Conversational Patterns- turn taking in conversation including vocalizations and non verbal cues such as eye contact and smiling (back-and-forth exchanges)

Pincer Grasp- using the thumb and index finger (pinching) to pick up an object

Parallel Play- children playing independently but in close proximity to others

Imitative Play- copying and repeating sounds, gestures, and actions observed in their environment (first step in pretend play)

Symbolic Play- using objects to represent other objects

Zone of Proximal Development- the range of skills a learner can master with guidance and collaboration (scaffolding)

