

# Effective Facilitation:

Supporting growth through  
intentional interactions



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# 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!

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# 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)

