

## The CLASS Framework and IMIL Domain: Emotional Support

Comments from IMIL Training-August 5, 2014

Dimension	IMIL Examples
<p>Positive Climate</p> <ul style="list-style-type: none"> <li>• Relationships</li> <li>• Positive Affect</li> <li>• Positive Communication</li> <li>• Respect</li> </ul>	<ol style="list-style-type: none"> <li>1. "Follow your friend" w/ scarves, team activity, throw, catch, music</li> <li>2. Hello My Friend Song</li> <li>3. Bring play back to the classroom! For teachers as well as for children.</li> <li>4. A morning greeting song. Respect individual space. Traditional music at appropriate times</li> <li>5. Laughter, music, relational space—children share a scarf</li> <li>6. Celebration! Happy music-examples of creating matched affect in songs. Positive communication-feeling successful/acknowledge the successes and efforts! Relationship with self. Being Boss.</li> <li>7. "Build a Bridge". Share the materials</li> </ol>
<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> <li>• Addresses Problems</li> <li>• Student Comfort</li> </ul>	<ol style="list-style-type: none"> <li>1. Varied materials based on skill</li> <li>2. Really listening to their ideas &amp; allowing them to move when &amp; how they want</li> <li>3. Play with intention.</li> <li>4. Allow children to lead &amp; create GM. Be inclusive of all children(disabilities). Encourage alternative physical activities to engage all. Give them needed space.</li> <li>5. Assessment, self/shared space-create a boundary using yarn, change materials based on development&gt;large pompom&gt;soft ball&gt;hard smooth ball.</li> <li>6. Noticing the "performer"-not the performance. Support.</li> <li>7. Problem with children lack of understanding.</li> </ol>
<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> <li>• Flexibility and Student Focus</li> <li>• Support for Autonomy and Leadership</li> </ul>	<ol style="list-style-type: none"> <li>1. Awareness of developmental level for determining materials or allow child to choose</li> <li>2. Allowing children to use materials in their own way. Move like the wind—scarves or move like..... Allow child to direct group. Open ended</li> <li>3. Dancing culturally</li> <li>4. Be flexible to allow a child to partner with another person if needed. Be aware of sensory or texture aversions or likes</li> <li>5. Self/shared space, responsibility-each child demonstrate something to do with yarn.</li> <li>6. Self select props(scarves, yarn balls, etc) Can use any way they desire. Lead others as child follows. "Child being boss of body/muscles.</li> <li>7. Children are empowered, size, who they are, how-3 different ways</li> </ol>

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<p>Teacher Sensitivity</p> <ul style="list-style-type: none"> <li>• Awareness</li> <li>• Responsiveness</li> <li>• Addresses Problems</li> <li>• Student Comfort</li> </ul>	<p>8.</p> <p>9. Observe and assess where children are</p> <p>10. Offer multiple variety of materials for same activity. Observe skills &amp; reflect and praise. Introduce space, various materials.</p> <p>11.</p>
<p>Regard for Student Perspectives</p> <ul style="list-style-type: none"> <li>• Flexibility and Student Focus</li> <li>• Support for Autonomy and Leadership</li> </ul>	<p>8. Allow children to play with the scarf anyway they want to.</p> <p>9. Let child lead "Simon Says" activity.</p> <p>10. Show what you would like to do with..... Follow me activity. Taking lead of activities and material.</p>