

FACETS

CONTINUUM OF TEACHING BEHAVIORS

NONDIRECTIVE

MEDIATING

DIRECTIVE

Acknowledge

Model

Facilitate

Support

Scaffold

Co-construct

Demonstrate

Direct

Give attention and positive encouragement to keep a child engaged in an activity.

Display for children a skill or desirable way of behaviors in the classroom through actions only or with cues, prompts, or other forms of coaching.

Offer short-term assistance to help a child achieve the next level of functioning (as an adult does in holding the back of a bicycle while a child pedals).

Provide a fixed form of assistance, such as a bicycle's training wheels, to help a child achieve the next level of functioning.

Set up challenges or assist children to work "on the edge" of their current competence.

Learn or work collaboratively with children on a problem or task, such as building a model or block structure.

Actively display a behavior or engage in an activity while children observe the outcome.

Provide specific directions for children's behavior within narrowly defined dimensions of error.

Bredenkamp, S. & Rosegrant, T. (1995). Reaching potentials through transforming curriculum, assessment, and teaching. In Bredenkamp, S. & Rosegrant, T. (Ed.), Reaching potentials: Vol. 2. Transforming early childhood curriculum and assessment. Washington, DC: The National Association for the Education of Young Children (NAEYC).