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Being a Partner in Play

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Goal

**Be a partner in
authentic play
through
powerful interactions.**

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Objectives

As a result of this training, you will be able to:

- List opportunities for discovery
- Apply a 3 step process to initiate responsive teacher/student interactions
- Employ contributions while being a partner in play

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Opportunities for Discovery

- Physical Environment
- Bonding
- Consistent Expectations

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Opportunities for Discovery

Bonding

- Building a relationship



How is this:

- Bonding
- Respectful

Opportunities for Discovery

Consistent Expectations

- Tell them
- Remind them
- Recognize their efforts

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Opportunities for Discovery Review

Physical Environment

- How does it support children?
- Open-ended resources

Bonding

- How do you offer attention and choice to children?

Consistent Expectations

- How are you supporting a child's trust in you?

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Responsive Teacher/Student Interactions Review

Acknowledge being present

- Breathing
- Pause for perspective

Ready to Respond

- What do you see?

Child Focused

- Where is their wonderment?

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Being a Partner in Play

What was contributed to her play?

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Being a Partner in Play

What can you contribute to play?

- Expand/Mirror Talk
- Challenging questions
- Encouraged Persistence

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Being a Partner in Play

Expand/Mirror Talk

- Repeat/Interpret communication attempts
- Narrate play
- Add comments
- Use complete sentences

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Being a Partner in Play

Challenging Questions

Dive Deeper
Explain Thinking
Integrate New to Known

(Dombro & Jablon & Stetson, 2011)

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Being a Partner in Play

**Open Ended
Questions**

**“What if”
Scenario**

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Being a Partner in Play

Encourage Persistence

- Acknowledge effort
- Offer an additional challenge
- Scaffold as needed

**Being a Partner in Play
Review**

Expand/Mirror Talk

- Repeat, Narrate, Add

Challenging questions

- Dive Deeper
- Explain Thinking
- Integrate New to Known

Encouraged Persistence

- Effort, challenge, scaffold

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