

### Guides In Action:

1. Avoid making models in any art medium for the children to copy.
2. Give the child the minimum of help in order that he may have the maximum chance to grow in independence.
3. Make your suggestions effective by reinforcing them when necessary.
4. The timing of a suggestion may be as important as the suggestion itself.
5. When limits (rules) are necessary, they should be clearly defined and consistently maintained.
6. Be alert to the total situation. Use the most strategic positions for supervising. Watch the children so that you will be in a position to forestall possible accidents. If you are engaged in helping one child, stand or sit so that you can see the group, not with your back to the group.
7. The health and safety of the children are a primary concern at all times.
8. Give the child plenty of time. A child often resists if she feels that you are hurrying her. Perhaps she has not had time to park her truck just where she wanted to leave it. We need to respect her plans just as we like to have ours respected.
9. We can respect his purpose without encouraging him to “stall”. If we find him thinking of one thing after another to delay coming in for lunch, for example, we can explain to him, “lunch is ready now. As soon as you put that one car in its garage, you will need to come.” Then when he’s put the car away, quietly take his hand saying something which will make it easier for him to accept the necessity of leaving his play. (i.e. “I wonder if the soup is still hot.”)

Encourage the child all you can to be independent in taking care of herself and in her play. Give her enough time to get into her own coat. Give her only as much help as she really seems to need with her clothes. Let her use a sponge or cloth to wipe up the milk herself if she spills it, even if you have to dry things a bit afterwards.

If you hold the swing, he may be able to climb in himself. If he wants to get on top of a box, you can show him how to make a step with a chair and climb up by himself. When you help him **this** time he is learning how to solve problems and be independent **next** time.

10. Assistance with wraps is given only when the child is unable to take care of her needs.
  - a. By showing him how - “this way please”
  - b. By reminding her - “I think you can do it!”
  - c. By encouraging his efforts – “I can see that you are really trying!”

Adapted from North Harris College Lab Guidelines