



CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

Karen Krausmann

Try It Out: Assignment Instructions

Please follow these directions to begin the assignment:

First, save this file to your computer.

To save your work, click on “File” and then select “Save As.” Type your name as the file name (e.g., “Wk2JaneDoe.pdf”). Save the file as a PDF.

You must save your file as a PDF or it will not be accepted.

Next, follow these directions to complete the assignment:

1. Type your name in the box in the lower left corner of the next page.
2. Fill out the assigned items:
 - Type your evidence in the indicated space.
 - Select the row scores by clicking in the appropriate box for each row.
3. Then, save the file again so that you do not lose your work.
4. To upload the finished assignment, click on the Dropbox tab, then click the text that says, “Upload File”. Click “Browse” to select the file from your computer, and then click “Submit”.

Item II-F Adults create a sensitive and responsive learning environment for all children.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="65 326 151 402" style="border: 1px solid black; padding: 2px; display: inline-block;"> 4 ▾ </div>	<p>Adults acknowledge the feelings of all children who are distressed or upset and comfort them.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no distress is observed, then score this row a 4.</p> <p>Examples of distress:</p> <ul style="list-style-type: none"> ○ Separation or reunion with caregivers ○ Injuries or illness ○ Conflict with other children <p>Examples of acknowledging feelings and comforting children:</p> <ul style="list-style-type: none"> ○ "I see you are crying. Sometimes people are sad when they say good-bye." ○ "Would you like to stand by the window and wave good-bye to your dad?" ○ "These children are just pretending to be zombies; they are not real. Are you feeling afraid of them?" ○ "Were you startled by that noise? It is over now." 	<p>Ch 1 transitions in in from the playground and begins to cry. He walks into the classroom and walks to his his cubbie where his feeling visual is located. He moves the arrow to sad and shows it to T1. Teacher says "Oh ch1 I see that you are sad, what's wrong?" Ch 1 says "I miss my family.T1 replies " I can see that you are upset, would you like to sit in the calm down corner?" Ch 1 nods and moves to the calm down corner.</p>
<p>Row 2</p> <div data-bbox="65 992 151 1068" style="border: 1px solid black; padding: 2px; display: inline-block;"> 4 ▾ </div>	<p>Adults interact with all children positively, calmly, and respectfully and clearly explain in a calm, positive way what is expected and what they can do.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions.</p> <p>Examples of positive interactions:</p> <ul style="list-style-type: none"> ○ Greet children when they arrive ○ Say good-bye when children leave ○ Smile, hug, and/or nod ○ Use a calm voice ○ Make eye contact ○ Get down to the child's level ○ Listen attentively ○ Acknowledge children's ideas 	<p>Throughout my observation of large group transition, choice time, recall, playground, and small group time adults were observed to have positive interactions with children. Ch 1 when on playground asks T1 "can we play fox?" T1 says "Sure, you remembered that from yesterday" and they move to a grassy area and play the game.</p> <p>Ch2 to T2 "Look it's a clock" and shows it to T2 and ch 2 begins naming the numbers. T2 replies "Wow you know all of your numbers." Ch 2 smiles.</p> <p>Ch 3 screams T1 walks over and says "Ouch that hurt my ears, let's use a quieter voice inside the classroom. ch 3 says "sorry"</p>

Item II-F (Continued) Adults create a sensitive and responsive learning environment for all children.				
SCORE		Levels	Notes:	Evidence:
Row 3 <div style="border: 1px solid black; padding: 2px; display: inline-block;"> 4 </div>	Adults encourage children by providing positive feedback on individual children's efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p>Examples of positive feedback on effort:</p> <ul style="list-style-type: none"> ○ "I saw you working hard on that puzzle all by yourself." ○ "I see you mixed colors together to make pink. How did you do that?" ○ "I noticed you helping Jill clean up all of those blocks. That was very helpful." ○ "Cleaning up that mess all by yourself took a lot of work. Thank you." <p>Examples of praise (not positive feedback on effort):</p> <ul style="list-style-type: none"> ○ Giving high-fives and thumbs-up ○ "Good job!" ○ "Oh, that's beautiful!" ○ "You're so smart!" ○ "Everyone did a great job!" 	<p>During small group T1 had students make vegetable prints. T1 looks at ch 1's paper and says "Look you made a pattern."</p> <p>T2 during cleanup time in the house area. T2 tells Ch 1,2,and 3 "You guys had a lot of fun playing restaurant in the house area today. Thank you for cleaning it all up. That was team work."</p> <p>During choice time at the playdough table ch1 says" I don't have any carrots." T1 says maybe you can ask ch2 for one?" Ch2 hands ch 1 the carrot. T1 says " That was so kind of you to give that to ch2"</p>

Item II-G Adults encourage and support children to make plans for and reflect upon their work.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="79 354 163 427" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>1</p>  </div>	<p>Adults encourage and support children to make plans for child-initiated activities and intentionally scaffold each child’s planning by encouraging each child to expand upon his or her plans, such as sequencing the events, thinking through each step of the plan, or deciding to play alone or with others.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring notes: To score a 4, there must be specific evidence of adults encouraging children to expand their plans as in the examples below.</p> <p>Adults may encourage and prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable.</p> <p>Examples of planning for child-initiated activities:</p> <ul style="list-style-type: none"> ○ Children tell an adult what they will play with. ○ Children point to what they want to play with. ○ A child draws a plan. ○ A child writes a plan. ○ A child plans with another child. ○ Children tell what part they will do in a longer project with multiple children. ○ Children tell what they will do in the makerspace. ○ Children tell their plans for a project-based learning opportunity. <p>Examples of ways to encourage children to expand their plans:</p> <ul style="list-style-type: none"> ○ Asking children questions about their plans, such as “What materials do you need?” ○ Helping children think through each step of their plan. ○ Suggesting other children who can help them with their plan. 	<p>During choice time at the playdough table, students had small trays with brown playdough. In the center of the table were 2 containers one for small farm animals and another that had small apples and carrots. The children put the farm animals in the playdough and fed them food. Ch 1 said to T1 "I want to cut". T1 asked what do you need to cut?" Ch1 said "scissors" and looked at T1. T1 smiled and nodded and ch 1 got the scissors from the art shelf and used them to cut her playdough. T1 asked "What should we feed the animals?" ch2 says "Horses like apples" T1 aks "what else will your farm animals eat?"</p>

Item II-G (Continued) Adults encourage and support children to make plans and reflect upon their work.

SCORE		Levels	Notes:	Evidence:
<p>Row 2</p> <div data-bbox="65 256 155 321" style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 ▾ </div>	<p>Adults encourage and support children to reflect upon what they did during child-initiated activities and intentionally scaffold each child’s reflections by encouraging each child to expand upon his or her reflections, such as telling the sequence of events, the steps taken to complete the plan, or if the child played alone or played with others.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring notes: To score a 4, there must be specific evidence that adults encourage children to expand upon their reflections such as in the examples below.</p> <p>Adults may prompt children in a variety of ways, and children may not necessarily respond. If this happens, a score of 2–4 is still acceptable.</p> <p>Examples of reflecting upon child-initiated activities:</p> <ul style="list-style-type: none"> ○ Children tell adults what they played with. ○ Children point to what they played with. ○ Children tell what they would do differently next time they build a tower. ○ A child explains what he or she liked or didn’t like about creating a puppet show to another child. ○ A child tells about the part he or she played in creating a project and whether he or she would play that part again. <p>Examples of ways to encourage children to expand their plans:</p> <ul style="list-style-type: none"> ○ Asking children questions about their plans, such as “What materials did you use?” ○ Having children tell an adult each step they did to complete their plan. ○ Asking children if they played alone or with others and whom they played with and why. 	<p>During recall/transition time children one at a time were asked what they played with and who they played with.</p>

Item II-I Adults support children’s mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="107 228 191 298" style="border: 1px solid black; padding: 2px; display: inline-block;"> 2 </div>	<p>Adults support and intentionally scaffold children’s development in subitizing* during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p>Subitize — from the Italian word <i>subito</i> meaning “rapidly.” Children who subitize can, at a glance, tell you how many objects there are in all. It is difficult to subitize more than five objects. Subitizing is fundamental to understanding cardinality.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: Child asks, “How many more minutes until we go home?” The teacher holds up three fingers quickly, and the child moans, “Three more minutes.”</p>	<p>On the playground Ch 1 asks T1 “When can we go in?” T1 holds up 3 fingers and ch 1 says “Oh 3 more minutes” During playground time the students and T1 played Mr Fox. One student was Mr Fox, the other children lined up a distance away from Mr Fox in a line. The children in line asked “What time is it Mr Fox?” Mr Fox would hold up fingers T1 would wait to see if any children knew the number before saying the number. * Question???</p> <p>I observed this happening 3x but it was all on the playground I scored a 2 should it be a 1?</p>
<p>Row 2</p> <div data-bbox="107 709 191 779" style="border: 1px solid black; padding: 2px; display: inline-block;"> 1 </div>	<p>Adults support and intentionally scaffold children’s development in one-to-one correspondence during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: Child asks, “How many animals are there in my zoo? One, two, three, four...” The teacher watches the child miscounting and says, “Let’s count them together.” Both teacher and child say, “One, two, three, four, five, six,” while the teacher touches each corresponding animal when saying a number word.</p>	<p>During playground time chalk was brought outside. Ch 1 drew a line on the ground and asked T2 “How many?” T2 asked “Should we jump?” Ch 1 nodded so they jumped and counted one time. Child 1 drew another line on the ground and asked “How many?” T2 and ch 1 counted the hash marks and jumped 2x. This activity lasted until number 7.</p>

Item II-I (Continued) Adults support children’s mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div data-bbox="113 269 197 347" style="border: 1px solid black; padding: 2px; display: inline-block;"> 2 ▾ </div>	<p>Adults support and intentionally scaffold children’s development in cardinality* during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p>*Cardinality — refers to the number of cardinal (basic) units in a set.</p> <p>Examples of children who understand cardinality:</p> <ul style="list-style-type: none"> ○ A child counts three yellow bears and says, “There are three yellow bears.” ○ A child points to a swing set and says, “There are two swings.” ○ When given six bears and asked to put four in the cup, the child puts four in the cup. <p>Examples of children who do not understand cardinality:</p> <ul style="list-style-type: none"> ○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted. ○ A child points to a swing set and says, “There are one, two swings.” ○ When given six bears and asked to put four in the cup, the child puts none, one, two, three, five, or six bears in the cup. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: A child says, “I am counting the steps on the slide.” The teacher watches the child count seven steps. When done, the teacher asks, “How many steps were there in all?” The child answers, “One, two, three, four, five, six, seven.” The teacher replies, “There are seven steps on the slide.”</p>	<p>While lining up to go to and from the playground T1 tapped on the head of each child and counted how many students were in line. Children counted along with the teacher.</p> <p>During large group time children put their pictures on the section of the board labled at school. T2 asked ch1 to move the pictures of friends who were not there to the at home section of the board. The students and T2 counted how many students were at school and how many students were at home?</p>

Item II-I (Continued) Adults support children’s mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 4</p> <div style="border: 1px solid black; padding: 2px; display: inline-block;">1 ▾</div>	<p>Adults support children’s development in using mathematical attributes to compare objects during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p>Examples of mathematical attributes used to compare objects: Quantity — equal, more, less Length — equal, longer, shorter Weight — equal, heavier, lighter Size — equal, bigger, smaller</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Example in the context of conversation: An adult says, “Your backpack is heavy.” A child says, “Tim’s is heavy too.” The adult holds both backpacks and says, “Yours is heavier than Tim’s.” Then the adult hands the backpacks to the child and says, “Check for yourself.”</p>	<p>During small group vegetable print making activity. T1 asked students to compare the vegetables they were using to make prints by asking which of the vegetables were bigger, smaller or were any the same size?</p>

Item II-1 (Continued) Adults support children’s mathematics development throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 5</p> <div data-bbox="84 276 168 349" style="border: 1px solid black; padding: 2px; display: inline-block;"> <p>4 ▾</p> </div>	<p>Adults support and intentionally scaffold children’s development of naming and describing shapes during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring notes: If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>To score a 4, adults must support naming and describing shapes.</p> <p>Example in the context of conversation: During cleanup time, a child says, “I am putting all of these squares away first.” The adult says, “After you put the squares away, which shape will you put away?” The child points and says, “Those.” The adult says, “Those are circles; the edges are round.” The child says, “I will put the circles away next.”</p>	<p>During choice time at the block table T2 walks over to the student and asks “What are you making?” Ch 1 responds “A farm.” T2 asks “What shape will you use next one that is round or one that has flat sides?” Ch 1 responds “This one.” T2 says “You found a triangle!”</p>

Item II-J Adults support children's reasoning and problem solving throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div data-bbox="111 250 195 321" style="border: 1px solid black; padding: 2px; display: inline-block;">1 ▾</div>	<p>Adults ask open-ended questions* about children's thought processes.</p> <p>*Open-ended questions about thought processes usually include words such as <i>think, know, guess, predict, wonder, and estimate.</i></p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Examples of open-ended questions about thought processes:</p> <ul style="list-style-type: none"> ○ Why do you <i>think</i> the blocks fell down? ○ How do you <i>know</i> you have 15 bears on the table? ○ Why do you <i>think</i> plants need water to grow? <p>Examples of closed-ended questions:</p> <ul style="list-style-type: none"> ○ What day is it? ○ How many bears are there? ○ What color is this circle? 	<p>During small group activity with T1 she asked students to make predictions of which vegetable was lightest or the heaviest. Children that wanted to make predictions were able to use the scale to see if their prediction was correct.</p>
<p>Row 2</p> <div data-bbox="111 769 195 841" style="border: 1px solid black; padding: 2px; display: inline-block;">1 ▾</div>	<p>Adults intentionally scaffold children when they are solving problems with materials and are doing age-appropriate things for themselves even when the effort may lead to creating messes, delays, partial outcomes, or mistakes (from which they learn).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, there must be specific evidence that adults provide support or intentionally scaffold children when solving problems with materials and doing things for themselves rather than adults solving the problem(s) for the children.</p> <p>Examples of adults providing support to solve a problem/for children to do things for themselves:</p> <ul style="list-style-type: none"> ○ When the bulletin board is full, an adult asks the children where they may want to hang their picture. ○ When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill. 	<p>During small group time when T1 was leading the vegetable print making activity she noticed that children were mixing the colors of paint. T1 to ch1 "What happened when you mixed red and blue together?" ch 1 "Purple!"</p>

Item II-J (Continued) Adults support children’s reasoning and problem solving throughout the day.

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div data-bbox="113 315 197 386" style="border: 1px solid black; padding: 2px; display: inline-block;">1 ▾</div>	<p>Adults encourage children to observe, predict, AND draw conclusions.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, there must be specific evidence that adults encourage and support children in all three: observing, predicting, and drawing conclusions.</p> <p>Additional guidance: It doesn’t have to be the same child doing all three and it does not have to be all three processes at the same time.</p> <p>Examples of encouraging observation, prediction, and drawing conclusions:</p> <ul style="list-style-type: none"> ○ What do you see happening? ○ What might happen next? ○ What happens if you mix these colors? ○ Why did that happen? 	<p>During small group time when T1 was leading the vegetable print making activity she noticed that children were mixing the colors of paint. T1 to ch1 " What happened when you mixed red and blue together?" ch 1 "Purple!"</p> <p>During the same activity T1 modeled how you could make a pattern with the vegetable prints. Ch 2 began making a pattern on her paper. T1 asked "What will come next in your pattern?"</p>
<p>Row 4</p> <div data-bbox="113 951 197 1023" style="border: 1px solid black; padding: 2px; display: inline-block;">1 ▾</div>	<p>Adults support and intentionally scaffold children in using scientific words and engage children in thinking scientifically about a variety of scientific concepts during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note:</p> <p>If no adult-initiated activities are observed, score based on support and intentional scaffolding provided during child-initiated activities, conversations, and other teachable moments during the day.</p> <p>Examples of scientific words: Living, nonliving, sunny, cloudy, rainy, warm, cool, sinking, floating, funnel, filter, fill, pour, liquid, solid, mass, melt, evaporate, heavy, light, more, less, push, pull, speed, etc.</p>	<p>During small group activity with T1 she asked students to make predictions of which vegetable was lightest or the heaviest. Children that wanted to make predictions were able to use the scale to see if their prediction was correct.</p>

Item II-K Adults encourage thoughtful social interaction among all children throughout the day.

SCORE		Levels	Notes:	Evidence:
Row 1 1 	Adults encourage children to interact with one another and find opportunities to refer children to one another.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Examples of encouraging children to interact with one another: <ul style="list-style-type: none"> ○ Asking another child to help tie someone’s shoe. ○ Encouraging children to ask other children questions. ○ Having children turn to one another to talk about stories read or activities completed together. ○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying “Hello” in English and in Spanish). 	During work time T2 and 4 children were playing in the house area. Ch1 said "We want to play restaurant." T2 brought out some menus and encouraged the children to get paper. T2 asked "who will take my order?" Ch 2 said "I will" T2 asked ch 1, 3 and 4 "What will you do?" ch 1 said to child 3 "Come on let's cook." Child 4 asked T2 "What do you want to drink?"
Row 2 2 	Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	Example of encouraging caring, thoughtful, and helpful behaviors: An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."	During clean up time T1 asked ch 1 to help cleanup the science area and put the magnifying glasses away. ch 2 walks over and straightens them out. T1 notices and thanks ch2 for helping child 1 with the magnifying glasses. During choice time at the playdough table ch1 says" I don't have any carrots." T1 says maybe you can ask ch2 for one?" Ch2 hands ch 1 the carrot. T1 says " That was so kind of you to give that to ch2"

Item II-L Adults diffuse conflicts and support all children in resolving conflicts.

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> 	<p>Adults diffuse conflict situations before moving into problem solving by</p> <ul style="list-style-type: none"> Approaching children calmly and stopping any hurtful actions. Acknowledging children's feelings. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: To score a 4, there must be specific evidence that the adult acknowledges the children's feelings.</p> <p>If no conflicts are observed, then present the following scenario to the lead adult and base row 1, 2, and 3 scores on the answer provided by the adult: "Imagine that two children are loudly arguing over a car that they both want to use at the same time. Tell me what you would do."</p>	<p>During choice time at the science center where there are 3 sensory bottles. Two children and T2 are playing in the area. Ch1 takes a sensory bottle away from Ch2. Ch 2 frowns. T2 says to ch2 "You look sad"</p>
<p>Row 2</p> 	<p>Adults involve children in identifying the problem by</p> <ul style="list-style-type: none"> Gathering information from the children about what happened or what is upsetting. Restating the problem. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: All children involved in a conflict must be involved in identifying the problem to score a level 3 or 4. If only some children are involved, score a level 2.</p> <p>To score a 4, there must be specific evidence that the adult or child restates the problem.</p>	<p>During choice time at the science center where there are 3 sensory bottles. Two children and T2 are playing in the area. Ch1 takes a sensory bottle away from Ch2. Ch 2 frowns. T2 asks ch2 "Did you like that when ch1 took that away from you?" Ch2 shakes head indicating No." T2 says to ch1 "Look at ch2 he is sad, he did not like it when you took that from him." She asks ch 1 "What could you do?" Ch 1 shrugs his shoulders. T2 says "You can ask him if you can see the sensory bottle?" With the help of T2 Ch 1 asks to see the sensory bottle Ch2 hands Ch1 the sensory bottle and Ch 1 hands it back to ch 2.</p>
<p>Row 3</p> 	<p>Adults involve children in the process of finding and choosing a solution for a problem by</p> <ul style="list-style-type: none"> Asking children for solutions and encouraging them to choose one together. Monitoring children as they act on their decisions and provide support if needed. 	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p>Scoring note: All children involved in a conflict must be involved in choosing and/or discussing solutions to score a level 3 or 4. If only some children are involved, score a level 2.</p> <p>To score a 4, there must be specific evidence that the adult monitors the decision and provides support if needed.</p>	<p>T2 asks ch2 "Did you like that when ch1 took that away from you?" Ch2 shakes head indicating No." T2 says to ch1" Look at ch2 he is sad, he did not like it when you took that from him." She asks ch 1 "What could you do?" Ch 1 shrugs his shoulders. T2 says "You can ask him if you can see the sensory bottle?" With the help of T2 Ch 1 asks to see the sensory bottle Ch2 hands Ch1 the sensory bottle and Ch 1 hands it back to ch 2. T2 leaves the science area but has an eye on the area in the event of a repeat of the behavior.</p>