



# CLASSROOM COACH

Improving Preschool Classroom Quality

Your Name

# 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> <input data-bbox="65 326 151 402" type="checkbox"/>	<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><b>Scoring note:</b> If no distress is observed, <b>then score this row a 4.</b></p> <p><b>Examples of distress:</b></p> <ul style="list-style-type: none"> <li>○ Separation or reunion with caregivers</li> <li>○ Injuries or illness</li> <li>○ Conflict with other children</li> </ul> <p><b>Examples of acknowledging feelings and comforting children:</b></p> <ul style="list-style-type: none"> <li>○ “I see you are crying. Sometimes people are sad when they say good-bye.”</li> <li>○ “Would you like to stand by the window and wave good-bye to your dad?”</li> <li>○ “These children are just pretending to be zombies; they are not real. Are you feeling afraid of them?”</li> <li>○ “Were you startled by that noise? It is over now.”</li> </ul>	
<p>Row 2</p> <input data-bbox="65 992 151 1068" type="checkbox"/>	<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><b>Scoring note:</b> <b>To score a 4,</b> all adults have to display positive, calm, and respectful interactions, and no adult can display any negative interactions.</p> <p><b>Examples of positive interactions:</b></p> <ul style="list-style-type: none"> <li>○ Greet children when they arrive</li> <li>○ Say good-bye when children leave</li> <li>○ Smile, hug, and/or nod</li> <li>○ Use a calm voice</li> <li>○ Make eye contact</li> <li>○ Get down to the child’s level</li> <li>○ Listen attentively</li> <li>○ Acknowledge children’s ideas</li> </ul>	

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

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; text-align: center; margin: 5px auto;">2</div>	<p>Adults encourage children by providing positive feedback on individual children's efforts.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Examples of positive feedback on effort:</b></p> <ul style="list-style-type: none"> <li>○ "I saw you working hard on that puzzle all by yourself."</li> <li>○ "I see you mixed colors together to make pink. How did you do that?"</li> <li>○ "I noticed you helping Jill clean up all of those blocks. That was very helpful."</li> <li>○ "Cleaning up that mess all by yourself took a lot of work. Thank you."</li> </ul> <p><b>Examples of praise (not positive feedback on effort):</b></p> <ul style="list-style-type: none"> <li>○ Giving high-fives and thumbs-up</li> <li>○ "Good job!"</li> <li>○ "Oh, that's beautiful!"</li> <li>○ "You're so smart!"</li> <li>○ "Everyone did a great job!"</li> </ul>	<p>During WT in the block area, T1: What do we do when we're done cleaning up? C1: We help another friend clean up. T1: Very good, that's kind.</p> <p>During WT in the science area, C1: Oops, that belongs in the house area. C2: moves the cart to house area T2: That was very kind of you to remind her C1: That's a green choice. That's lifting someone up with kindness.</p>

During WT in the house area,  
C1: Look, I made it stay.  
T2: Wow, you snapped it closed all by yourself!  
C1: I did it!

**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 style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">2</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><b>Scoring notes:</b> <b>To score a 4</b>, 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><b>Examples of planning for child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell an adult what they will play with.</li> <li>○ Children point to what they want to play with.</li> <li>○ A child draws a plan.</li> <li>○ A child writes a plan.</li> <li>○ A child plans with another child.</li> <li>○ Children tell what part they will do in a longer project with multiple children.</li> <li>○ Children tell what they will do in the makerspace.</li> <li>○ Children tell their plans for a project-based learning opportunity.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials do you need?”</li> <li>○ Helping children think through each step of their plan.</li> <li>○ Suggesting other children who can help them with their plan.</li> </ul>	<p>During WT in the toy Area, T2: You want to clean up? Where do you want to work? C1: Home area T2: Would you like to go to house area too? Both children clean up and go to the house area.</p> <p>During PT on the rug, T1: Where will you work today? C1: I want to make cookies in the house area. T1: Ok, I can't wait to taste your yummy cookies.</p> <p>During PT on the rug, T2: Do you want to go to the block area again today? C1: Yes, I want to finish my track. T2: I think you were adding the bridge at the end yesterday. What did you use to make it? C1: I used the round blocks. Can I start now?</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 style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">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><b>Scoring notes:</b>  <b>To score a 4</b>, 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><b>Examples of reflecting upon child-initiated activities:</b></p> <ul style="list-style-type: none"> <li>○ Children tell adults what they played with.</li> <li>○ Children point to what they played with.</li> <li>○ Children tell what they would do differently next time they build a tower.</li> <li>○ A child explains what he or she liked or didn’t like about creating a puppet show to another child.</li> <li>○ A child tells about the part he or she played in creating a project and whether he or she would play that part again.</li> </ul> <p><b>Examples of ways to encourage children to expand their plans:</b></p> <ul style="list-style-type: none"> <li>○ Asking children questions about their plans, such as “What materials did you use?”</li> <li>○ Having children tell an adult each step they did to complete their plan.</li> <li>○ Asking children if they played alone or with others and whom they played with and why.</li> </ul>	<p>No evidence of reflecting upon student work was observed.</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">3</div>	<p>Adults support and intentionally scaffold children’s development in <b>subitizing*</b> during child-initiated activities and conversations and/or during adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Subitize</b> — 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><b>Scoring note:</b> 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><b>Example in the context of conversation:</b> 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>During GT on the rug, C1: Danny’s not here today. T1: That’s right, so how many kids were at your table today. C1: Only 3 today.</p> <p>During WT in the toy Area, T1: Wow, you have so many bears! C1: I’m putting them in the tower. T1: How many did you put in there already? C1: Only 2. I need more.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">3</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><b>Scoring note:</b> 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><b>Example in the context of conversation:</b> 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 GT at the rug, T1: How many more days of school do we have this week? C1: 4! T1: Let’s try together. (points to each picture of a school) 1, 2, 3. How many more days of school this week? Class: 3! C1: That’s right, three more days of school this week.</p> <p>During WT in the house area, C1: I’m using these spoons for all the babies. T2: How many do you need? C1: I don’t know.</p>

T2: Let’s see. (points to each baby). 1, 2, 3, 4.  
C1: Ok, I need 4 spoons.

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

SCORE		Levels	Notes:	Evidence:
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">1</div>	<p>Adults support and intentionally scaffold children’s development in <b>cardinality*</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>*Cardinality</b> — refers to the number of cardinal (basic) units in a set.</p> <p><b>Examples of children who understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears and says, “There are three yellow bears.”</li> <li>○ A child points to a swing set and says, “There are two swings.”</li> <li>○ When given six bears and asked to put four in the cup, the child puts four in the cup.</li> </ul> <p><b>Examples of children who do not understand cardinality:</b></p> <ul style="list-style-type: none"> <li>○ A child counts three yellow bears. When asked how many bears, the child points to the third bear counted.</li> <li>○ A child points to a swing set and says, “There are one, two swings.”</li> <li>○ 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.</li> </ul>	<p>1-Rarely or never                  2-Sometimes                  3-Usually                  4-Always</p>	<p><b>Scoring note:</b>                  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><b>Example in the context of conversation:</b>                  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>No adult-initiated activities observed in cardinality.</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; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	<p>Adults support children’s development in using <b>mathematical attributes to compare objects</b> during child-initiated activities and conversations and/or adult-initiated activities (large group, small group, and transitional activities).</p> <p><b>Examples of mathematical attributes used to compare objects:</b>                      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><b>Scoring note:</b>                      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><b>Example in the context of conversation:</b>                      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 WT in the toy Area,                      C1: Oh, you have too many!                      C2: No, I don’t. It’s the same as you.                      T1: Hmm, how could we solve this problem with the big beads?                      C1: Let’s use the scale (referring to the balance).                      T1: That’s a great idea. Can you get the balance from the science area?                      We can figure out whose beads are heavier.                      C1: (brings over the balance, each student puts their beads on)                      C2: They’re the same! Mine isn’t heavier.</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 5</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	<p>Adults support and intentionally scaffold children’s development of <b>naming and describing shapes</b> 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><b>Scoring notes:</b> 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><b>To score a 4,</b> adults must support naming and describing shapes.</p> <p><b>Example in the context of conversation:</b> 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>No evidence of adults supporting and intentionally scaffolding children's development of naming and describing shapes observed.</p>

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">1</div>	<p>Adults ask <b>open-ended questions*</b> about children’s thought processes.</p> <p><b>*Open-ended questions</b> 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><b>Examples of open-ended questions about thought processes:</b></p> <ul style="list-style-type: none"> <li>○ Why do you <i>think</i> the blocks fell down?</li> <li>○ How do you <i>know</i> you have 15 bears on the table?</li> <li>○ Why do you <i>think</i> plants need water to grow?</li> </ul> <p><b>Examples of closed-ended questions:</b></p> <ul style="list-style-type: none"> <li>○ What day is it?</li> <li>○ How many bears are there?</li> <li>○ What color is this circle?</li> </ul>	<p>During WT in the block area T2: What’s the same about them? (showing two dinosaurs) C1: They have tails. T2: Yes, that’s a similarity.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; margin: 5px auto; text-align: center; line-height: 30px;">2</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><b>Scoring note:</b> <b>To score a 4</b>, 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><b>Examples of adults providing support to solve a problem/for children to do things for themselves:</b></p> <ul style="list-style-type: none"> <li>○ When the bulletin board is full, an adult asks the children where they may want to hang their picture.</li> <li>○ When a child spills, the adult waits for the child to wipe the spill or supports the child in wiping the spill.</li> </ul>	<p>During Clean Up Time in the art area, C1: (spills water from painting) T1: Uh oh, what can we do? C1: I’m mad! T1: I understand. Can I help you? C1: Yes, can you bring paper towels? T1: Ok, let’s do it together.</p> <p>During Planning Time at the rug, T1: Where would you like to work? C1: I want to play with Lucy. T1: Ok, let’s think about it. How can we make a plan that includes playing with Lucy. C1: Lucy come to the block area with me. T1: That was a great way to make a plan with Lucy.</p>

Item II-J (Continued) Adults support children's reasoning and problem solving throughout the day.				
SCORE		Levels	Notes:	Evidence:
Row 3 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	Adults encourage children to observe, predict, AND draw conclusions.	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Scoring note:</b>  <b>To score a 4</b>, there must be specific evidence that adults encourage and support children in <b>all</b> three: observing, predicting, and drawing conclusions.</p> <p><b>Additional guidance:</b> 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><b>Examples of encouraging observation, prediction, and drawing conclusions:</b></p> <ul style="list-style-type: none"> <li>○ What do you see happening?</li> <li>○ What might happen next?</li> <li>○ What happens if you mix these colors?</li> <li>○ Why did that happen?</li> </ul>	No evidence of adults encouraging children to observe, predict and draw conclusions was observed.
Row 4 <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	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).	1-Rarely or never 2-Sometimes 3-Usually 4-Always	<p><b>Scoring note:</b></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><b>Examples of scientific words:</b>            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>	During WT, in the science area. T2: That sounds like a metal detector. Have you ever heard of that before? C1: It finds things that are metal! T2: Yes, that's right. It finds things that have metal in them. It sounds like that.

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

SCORE		Levels	Notes:	<i>Evidence:</i>
<p>Row 1</p> <input data-bbox="44 248 128 326" type="checkbox"/>	<p>Adults encourage children to interact with one another and find opportunities to refer children to one another.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Examples of encouraging children to interact with one another:</b></p> <ul style="list-style-type: none"> <li>○ Asking another child to help tie someone’s shoe.</li> <li>○ Encouraging children to ask other children questions.</li> <li>○ Having children turn to one another to talk about stories read or activities completed together.</li> <li>○ Encouraging children to accept and use the languages used by dual language learners (e.g., saying “Hello” in English and in Spanish).</li> </ul>	
<p>Row 2</p> <input data-bbox="44 946 128 1024" type="checkbox"/>	<p>Adults encourage caring, thoughtful, and helpful behaviors between children and support children's spontaneous cooperative efforts.</p>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Example of encouraging caring, thoughtful, and helpful behaviors:</b> An adult says, "Thank you for helping Jill wipe up the paint that spilled on the chair."</p>	

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

SCORE		Levels	Notes:	Evidence:
<p>Row 1</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">4</div>	<p>Adults diffuse conflict situations before moving into problem solving by</p> <ul style="list-style-type: none"> <li>Approaching children calmly and stopping any hurtful actions.</li> <li>Acknowledging children's feelings.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> <b>To score a 4</b>, there must be specific evidence that the adult acknowledges the children's feelings.</p> <p><b>If no conflicts are observed</b>, 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 WT in the block area, T1: I can see you're upset. He took the person you were using. What can you do to work it out with him? C1: I'm so mad. I was using it and he just took it. T1: Ok, how can you tell him? C1: Johnny, I'm so mad you took that person. I was using him to drive the truck. C2: Oh, I don't need it. Here you go.</p> <p>During WT in the house area, T1: You look tired Ann, are you ok? C1: My brother cries all night and I can't sleep. T1: Nap is coming up soon. I hope you can sleep here and rest your body.</p> <p>During Planning Time on the rug, T1: I can see Johnny is trying to tell you something. <del>C1: I'm not doing anything.</del> C2: That hurts my leg. T1: What do you notice about your foot? C1: Fine, I'll move it.</p>
<p>Row 2</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;">1</div>	<p>Adults involve children in identifying the problem by</p> <ul style="list-style-type: none"> <li>Gathering information from the children about what happened or what is upsetting.</li> <li>Restating the problem.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> All children involved in a conflict must be involved in identifying the problem to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult or child restates the problem.</p>	<p>No situation with an adult involving children in identifying a problem was observed.</p>
<p>Row 3</p> <div style="border: 1px solid black; width: 30px; height: 30px; display: flex; align-items: center; justify-content: center; margin: 5px auto;"></div>	<p>Adults involve children in the process of finding and choosing a solution for a problem by</p> <ul style="list-style-type: none"> <li>Asking children for solutions and encouraging them to choose one together.</li> <li>Monitoring children as they act on their decisions and provide support if needed.</li> </ul>	<p>1-Rarely or never 2-Sometimes 3-Usually 4-Always</p>	<p><b>Scoring note:</b> All children involved in a conflict must be involved in choosing and/or discussing solutions to <b>score a level 3 or 4</b>. If only some children are involved, <b>score a level 2</b>.</p> <p><b>To score a 4</b>, there must be specific evidence that the adult monitors the decision and provides support if needed.</p>	<p>No situation with an adult involving children in the process of finding and choosing a solution for a problem was observed.</p>