- **Consider the descriptions of the three contrasting climates for children. In one or two sentences, describe where you think you fall on the continuum and why.**
- **What are your ideas for moving toward a more supportive role or continuing to provide a more supportive role at small-group time?**

I would say most of the time it depends on the activity. Since I am new to learning the High Scope curriculum, I mostly fall between supportive and directive styles. Being in an integrated preschool classroom, I need to make sure I am differentiating small group activities to fit all the needs of my students. I scaffold in many ways to promote a supportive learning environment (modeling, positive reinforcement, verbal prompts/questions, etc.). Sometimes my small groups tend to be directive, but I am working on continuing the High Scope approach and to not promote drill based learning.

Moving forward, I plan to make sure activities are allowing students choice, manipulation, materials, and child though/language to stray away from a more directive approach. I plan to scaffold learning in a way that is engaging students and motivating them to become independent and to make choices based on their interests.