

Checklist for What to Do When They Wiggle, Talk and Distract



- Have I let them know **WHY** they are there?
- Do they know the rules of respect for everyone?

- Have I introduced myself and my team members?
 - Do they have reason to trust us?
 - Do they see that this is a joy for us or an obligation?

- Have we structured the classroom experience to help the kids keep engaged?

When they walk in, is there

- A specific, practical place for their backpack
- A nametag ready for each child.
- An activity/group for each child to join.

Are the transitions

- Smooth and without delay?
- Are team members ready to move right into their part with materials in hand?
- Are instructions simple, brief and clear?
- Are activities linked with reviewing key teaching or memory verse?

Accountability and Belonging

- Are small groups showing that the kids are valued and belong?
- Do they receive personal attention for questions and encouragement?
- Is someone listening to the child's memory verse?

Closure

- Is dismissal chaotic or organized?
- What are they taking with them?
- Have their questions been answered?

- Are we using the **Buddy System**?

- Are appropriate opportunities for kids to assist utilized?

Seating Arrangement

- Have we analyzed where and how the children are sitting in terms of supporting their attention span?
- Have we made adjustments for the seating issues?

Strategy

- Have we identified strategies with which the child is already familiar in the classroom?
- Can the child identify his need for a strategy for controlling movement and speech?

Still on Campus

- Do all those in GNC remember they are still on the school campus and need to respect school policies?

Make Sure to Notice

- Do we give regular, positive feedback, when the child makes an effort or shows improvement?

Developmental Tips

- Are we expecting kids to be "little adults" with total control?
- Is our GNC a safe place where developmental and emotional needs are taken into account?
- Have we **engineered times for movement, verbalization and interaction** into the lesson?
- Do they **"enter into the story?"**
- Do they get to be involved in answering questions without losing the attention of the class?
- Have we tried creative response opportunities like rhyming words or holding up answer cards or small paper plates with happy/sad faces?
- Have we tested the games before bringing them to class?
- Are the games a part of a "learning experience" that supports the lesson?

Touching and Feeling

- Are the kids provided acceptable opportunities to touch and feel?
- Do the kids feel included in the lesson?
- What items can kids hold to contribute to the lesson?