

## DESCRIPTIVE CUE SEQUENCE

It's the first day with many new children. The first large group time when everyone comes to sit together on the rug. Instead of directing ("Everyone come and sit on the rug now."), you try the descriptive cue sequence.

1. SIGNAL: you could...
2. Four children come, but many are left so you use a DESCRIPTION by saying...
3. More come but they are not sitting, so you use yourself as a MODEL and say...
4. All sit except Pablo, so you give him a DIRECTION...

## DESCRIPTIVE CUE SEQUENCE

It's a cold day outdoors, so you think it is important for everyone to fasten their coats before going out. Instead of directing ("Fasten your coats everyone.") you try the descriptive cue sequence.

1. SIGNAL...
2. That got most children's coats on, except for Johnny and DeRoy, so you use a DESCRIPTION...
3. Nothing, so you use yourself as a MODEL...
4. Johnny is still being silly, so you try a DIRECTION...
5. Johnny didn't get it, you give him a CONTINGENCY...

## DESCRIPTIVE CUE SEQUENCE

Field trip day aboard a large school bus. Both you and the driver want children to stay seated. But several kids now have a game of changing places.

1. SIGNAL: you could...
2. That doesn't work so you use a DESCRIPTION by saying...
3. That doesn't work either, so you use yourself as a MODEL and say...
4. All sit except Pablo, so you give him a DIRECTION...
5. That has no effect on Pablo, so you give him a CONTINGENCY...

## NARRATION

At the water table today the kids seem bored. They're doing the same things they've done hundreds of times before: fill and dump, fill and dump, with vacant eyes and little enthusiasm.

Germaine notices a hole in one plastic pop bottle and uses the stream it makes to fill a shampoo bottle.

This is new. This needs support. So instead of saying, "Germaine is playing nicely," which is praise, you narrate his actions by saying...

## **NARRATION**

Crystal is brushing her teeth at the sink with Maria. Crystal has often forgot to put her toothbrush back where it belongs, so you're watching today. Maria has just finished and has put her toothbrush away.

Instead of telling Crystal what to do, you narrate what you value by saying...

## **NARRATION**

Six children are in the block area. Only two, Erika and Demarko, are appropriately engaged. They've placed unit blocks on their ends in a row like dominoes. The other four are beginning to tease each other. You foresee wrestling or chasing beginning soon.

You don't want to tell the wild ones to get to work (a direction). Instead you narrate what you value by saying...

## **DESCRIPTION**

Your shyest child at the beginning of the year has not played with anyone yet. Now you see her leaning against a divider, watching two girls take turns sliding unit blocks down a short ramp they have built. You note her interest by how long she looks.

You want to get her involved with them. You think of saying, "Here. Slide this block down the slide, too." A direction, oops. Instead, you try a description and say...

## **DESCRIPTION**

Franklin shows you his marvelous creation of glued wood scraps. It's crazy how complex it is. All neatly glued. You want to say something warm and supportive without praise, so you try a description, saying...

## DESCRIPTION

Crystal left her toothbrush on the sink again. Everyone else seems to remember how to complete the tooth brushing routine, but not Crystal. This is the fourth day in a row she has left it. You feel like telling that space cadet to come back her and do it right, but that is a direction.

But you're cool. You try a description and say...

## SUBJECTIVE-TALK

Stephanie shows you her painting. She mixed her own colors. With small brush strokes she covered the paper with browns, oranges, rusts and reds, with a bit of blue here and there.

It's a lovely painting. It's striking how it reminds you of past autumn scenes from your childhood. Obviously she took time and care. You could say, "That's a beautiful painting," but that is praise. Instead you talk about your experience of her painting and say...

## SUBJECTIVE-TALK

Four children are trying to talk to you at once. It's crazy. You can't hear any of them and they are all so eager you hate to shut them down.

You think, "Stop a minute. Don't all talk at once!" But that is a direction, so you don't.

Instead you try subjective-talk and say what your feelings and desires are by saying ...

## SUBJECTIVE-TALK

There's a mess of cornmeal on the floor at the end of play period. No one stays around to sweep it up. The three kids who were last in that area are now cruising the room.

It's early in the year and many of the children haven't yet learned how to care for their school, so you choose subjective-talk to get sweeping started. So you say...

## **INTRINSICALLY-PHRASED RESPONSE**

Stephanie has just spent 25 minutes painting at the easel. That's the first time she has ever spent more than 2 minutes painting. You join her to help move her last painting to the drying rack. You want to say something rewarding instead of "Your paintings are wonderful." which is praise. You try an intrinsically-phrased response and say...

## **INTRINSICALLY-PHRASED RESPONSE**

All the children have walked across the crosswalk together in pairs rapidly, quietly and without silliness for the first time. You think of saying, "Good job, people!" but don't since you are trying to avoid praise. Instead you highlight their accomplishment with an intrinsically-phrased response and say...

## **INTRINSICALLY-PHRASED RESPONSE**

Laurie walks through the art area, sees a paper towel on the floor, picks it up and drops it in the wastepaper basket. You think, "Good for you, Laurie!" but that is praise. Instead you try an intrinsically-phrased response and say...

## **INTRINSICALLY-PHRASED RESPONSE**

Parker and Pedro have been in conflict over the one tricycle that is their favorite. Today you heard Pedro say to Parker, "When we go outside you can have it first and then I can have a turn, OK?" You start to say, "What a great thing to say!" but that is praise. Instead you try an intrinsically-phrased response and say...