

Promising Practice: Membership TA Support Resource

Key Points: Membership

- Children assume equal roles and responsibilities in the classroom
- Adult actions and interactions prevent bullying and teasing among peers
- Adults use positive and inclusive strategies for responding to children's individual differences
- Adults use resources for promoting acceptance and understanding of individual differences

Best Practices

All adults in the classroom have worked together to create a classroom community in which all children feel they belong in the group, regardless of their individual differences. Adults create a sense of belonging by planning activities and creating social opportunities for children to interact with each other as a way of understanding and accepting individual differences. Adults greet all children and their families with genuine joy and respect. Children of all abilities are represented throughout the classroom in books, puppets, materials, posters and toys. Children's strengths are highlighted and built upon.

Look For.....

- Adults who are highly responsive to children's interests, emotional needs and concerns
- Adults who create equal opportunities for children to assume social roles and responsibilities (e.g., all children assume job roles)
- Adults who encourage and facilitate positive, reciprocal, and sustained social interactions
- Adults who use visual supports, books and other resources to support children's emotional development
- Adults who provide and use materials (e.g., books, visuals, and materials) that reflect individual differences in positive ways
- Adults who respond to children's comment/questions about individual differences in supportive ways
- Adults that promote a sense of belonging and connection by modeling for all children positive responses and inclusive behaviors towards individual differences
- Discussions are present that allow for individual differences

Guiding Questions for Team Discussion

- In what ways do you select materials that positively promote individual differences?
- How do you promote a sense of wellbeing and community in your classrooms?
- How do you prevent vulnerable students from being bullied and/or teased due to their differences?
- How do you consistently embed and reinforce emotional literacy in your program?
- How do you facilitate discussions about individual differences?

Self-Check

- ✓ Do I have a variety of materials throughout my classroom or program that represent individual differences?
- ✓ Do I have specific materials that reflect my current students as well as others?
- ✓ Do I display the artwork of every student in your program/class?
- ✓ Are there opportunities for every student in my program/class to take on a leadership role? If not, what changes can you make to allow for these opportunities to occur?
- ✓ Do I respect and embrace the individual differences of all the children in my program/class?
- ✓ Do I feel comfortable having discussions about individual differences?

Resources to Support

Books/Articles

Book: [Resources within Reason: Using Similarities and differences to support Inclusion](#)

Article: [WI Thinking Guide to Inclusive Education](#)

Article: [Displaying Children's Work](#)

Video Clips/Modules/Webinars

Video [Empathy](#)

Video: [Every Opportunity](#)

Additional Information and Next Steps

- *What areas of strength are present in the current classroom relating to this practice?*
- *What additional support or resources are needed for professional learning and growth with this practice?*
- *What are the goals or next steps that want to be pursued with this practice?*