



Seeing Your Children

“I see you.” I see Devon struggle with his writing, puncturing holes in the paper in frustration. I see Lisa avoid the expected routines in her scramble to make contact with her friends in the morning. I see Ricky test limits. I see Molly waver in her new role as a friend of boys as well as girls. I see Chris “forget” his “have-tos” so he can play games. I see my students enter our room, heads down, neglecting common courtesies.

But primarily I see the efforts, persistence and desire of the children to please. They want to meet the expectations of their teachers, follow the rules correctly, execute each new skill, and succeed in their new class. To sustain that hope, I must focus on their positive energy and accomplishments:

- **“I see that you are remembering how to keep your bodies still.”**
- **“I see that you remember to raise your hands.”**
- **“I notice the way Patty looks at Jamie when he speaks.”**
- **“Jessica and Tim wiped off the paint jars and got the lids nice and tight.”**
- **“Monica, I see you worked hard to make your butterfly sketch so realistic.”**
- **“Thank you for fixing the pencil sharpener.”**
- **“I notice that you are waiting so patiently for your turn to drink, Angie.”**
- **“I notice that you are ready so quickly today for math group.”**
- **“I like the way you included new people in your project.”**
- **“I see that you are really trying to make those letters even. It looks hard.”**
- **“Andy, I see that you’ve helped Laura a lot. I think you need to do your own work now.”**
- **“I notice that a lot of people in this group are interested in the news.”**
- **“I see...”**