

CARD 01 | JOINING PLAY

Two children are building a tall tower. Another child comes over and wants to join. What could happen next?

Discuss several defensible responses

CARD 02 | TAKING TURNS

Two children both reach for the same costume. The play has already started. What choices could they make?

Discuss several defensible responses

CARD 03 | HONESTY

At snack time an adult thinks one child spilt the water. The child points towards someone else. What should the group consider?

Discuss several defensible responses

CARD 04 | CARE

A small creature is found in the garden. Some children want to hold it and another wants everyone to move away. What now?

Discuss several defensible responses

CARD 05 | FAIRNESS

A child moves ahead in the line because waiting has become difficult. Other children say the rule must be the same for everyone. What is fair?

Discuss several defensible responses

CARD 06 | COURAGE

The group is preparing a performance. One child does not want to stand on the stage. Is joining in always the brave choice?

Discuss several defensible responses

PROMPTS 02 | TAKING TURNS

- 1 Hear both views. Consider fairness, creativity and belonging. Offer objects, pictures, AAC or time. Do not assume sharing at once is the only good response.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 01 | JOINING PLAY

- 1 What does each child notice or need?
- 2 Which values are in tension?
- 3 How can every child communicate?
- 4 What is a safe action?
- 5 Is any repair needed?

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 04 | CARE

- 1 Consider care, curiosity, safety and consent. Provide a way to observe without touching. Adults keep the welfare boundary and help children explain different views.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 03 | HONESTY

- 1 Separate what was seen from what is guessed. Check communication and fear. Honesty does not remove the adult's duty to be fair, calm and open to being wrong.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 06 | COURAGE

- 1 Courage is context-dependent and must not override consent or safety. Offer other roles and communication routes. Explore choices without shaming refusal.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 05 | FAIRNESS

- 1 Fair does not always mean identical. Check access, regulation and reasonable adjustments. Explain the plan without disclosing private information. Avoid virtue labels.

No hidden correct child. Not an assessment or diagnosis.

CARD 07 | DISAGREEMENT

A group has two different ideas for its pretend shop. Everyone keeps talking at once. How might they continue?

Discuss several defensible responses

CARD 08 | REPAIR

A model is knocked over during play. Nobody is sure whether it was an accident. The builder is upset. What repair is possible?

Discuss several defensible responses

CARD 09 | EMPATHY

A child's comfort object is missing. One peer wants to help search, while another continues playing. What responses are reasonable?

Discuss several defensible responses

CARD 10 | VOICE

During circle time one child speaks quickly and often. Another communicates slowly with AAC. How should the routine change?

Discuss several defensible responses

CARD 11 | RESPONSIBILITY

At tidy-up time a child says the room is too noisy and moves away. The class still needs to put things back. What could adults do?

Discuss several defensible responses

CARD 12 | CONSENT

One child offers help with a coat. The other child says no and tries alone. What does being helpful mean here?

Discuss several defensible responses

PROMPTS 08 | REPAIR

- 1 Start with safety and the upset child's view. Intent and impact are different. Repair may include helping, rebuilding, space, an explanation or a later check-in.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 07 | DISAGREEMENT

- 1 Make each view accessible. Consider listening, leadership, fairness and creativity. Rehearse several routes, such as combining plans, taking turns or choosing a new shared aim.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 10 | VOICE

- 1 Change the access conditions before judging behaviour. Add waiting time, visible turns and more than one response mode. Review whose voice the original routine privileged.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 09 | EMPATHY

- 1 Children show care in different ways. Check what the child wants. Offer participation choices. Do not turn one response into a judgement about empathy.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 12 | CONSENT

- 1 Help includes noticing consent and stepping back. The adult can stay available and maintain safety. Explore kindness, autonomy and patience without forcing gratitude or assistance.

No hidden correct child. Not an assessment or diagnosis.

PROMPTS 11 | RESPONSIBILITY

- 1 Keep the shared purpose and adjust the route. Reduce sensory load, split the task, offer a quieter role or change timing. Responsibility is not proved by tolerating distress.

No hidden correct child. Not an assessment or diagnosis.