

CATEGORY 2: CAREGIVER-CHILD INTERACTIONS

Sample Key Behaviors

WARM AND RESPONSIVE STYLE ASSESSMENT MEASURES

AGE	MEASURE	KEY BEHAVIORS
All ages	P-WRS-01 <i>Provides physical and emotional security (creates a warm, safe, and nurturing environment.)</i>	Refrains from using negative/harsh language, behaviors, and discipline; does not make critical or demeaning comments
	P-WRS-02 <i>Uses frequent positive nonverbal behaviors to increase feelings of acceptance</i>	Smiles, sits at child's level, allows child to sit near or with teacher, reassuring touch
	P-WRS-03 <i>Has a patient, relaxed style that helps maintain calmness in the classroom</i>	Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise or children need support
	P-WRS-04 <i>Notices and attends to children's needs and signals (i.e., very few missed signals)</i>	Recognizes signs of stress in individual children listens to children's attempts at communication/expression; notices subtle signals from more shy or withdrawn children; responds to children's comments, questions, vocalizations
	P-WRS-05 <i>Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs.)</i>	Comforts child, celebrates accomplishments, values needs, shows acceptance of feelings, etc.; responds with language that is positive in content and tone
	P-WRS-06 <i>Shows flexibility and an ability to adjust one's own behavior to meet the needs, interests, and abilities of individual/groups of children</i>	Caregiver does not show preference/acceptance of some children and rejection/lack of acceptance of others; treats all children with fairness and respect; Seems to know which children respond well to humor, soft voices, etc., adjusts response style to match each child's personality and temperament

LANGUAGE FACILITATION AND SUPPORT ASSESSMENT MEASURES

AGE	MEASURE	KEY BEHAVIORS
All ages	P-LFS-01 <i>Listens to children attentively and responds appropriately to their language, vocalizations, and non-verbal attempts at communication.</i>	Notices and responds to individual children's gestures, vocalizations, comments, questions; listens patiently while children work to express themselves, offering support if needed
	P-LFS-02 <i>Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior/accomplishments</i>	Good job, your drawing looks great, You can do it; Praises and encourages children's attempts at communication; Provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments, descriptive praise offers more detailed feedback about specific behaviors or ideas to be reinforced ("Wow, you write your name! versus "nice job")
	P-LFS-03 <i>Uses language to add meaning/expand on child(ren)'s interests or agenda</i>	Comments or asks questions using positive verbal content and tone of voice in connection with something the child is interested/engaged in or in response to something a child has said/vocalized, talk/explanation about the caregivers own interest/agenda is not considered in this item

AGE	MEASURE	KEY BEHAVIORS
All ages	P-LFS-04 Communicates with children throughout the day (in whole group activities, small groups, mealtimes, outdoor play.)	Teacher/caregiver provides frequent language stimulation; Routinely talks to children and imitates sounds infants and toddlers make throughout the day
	P-LFS-05 Uses specific labels and descriptors throughout the day (“It’s time to drink your bottle” versus “here, take this.” “Hand me the blue marker in that cup,” versus “give me that [points to marker]”)	Uses rich language when responding/interacting with children; talks to infants throughout care routines using specific language; narrating or thinking aloud about actions
	P-LFS-06 Provides children with frequent opportunities to talk with caregivers throughout the day (small group, whole group, outdoor play, mealtimes.	Teacher/caregiver actively encourages children to communicate (i.e., teacher should not be doing all of the talking/vocalizing); uses a variety of questions (open/closed) to encourage critical or creative thought
	P-LFS-07 Allows children time to respond to questions before providing the answer or asking another question.	Gives children time to think and respond before moving on; speaks and interacts at a pace comfortable for individual children
	P-LFS-08 Engages children in conversations (3-5 turns) about a variety of topics (their likes, dislikes, family, books, lessons.); or provides commentary and encourages back and forth vocalization/gestures with infants and toddlers	Initiates conversations about a child’s own interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses; encourages infants to coo or babble back and forth with teacher
	P-LFS-09 Expands on children’s understanding or initiation by elaborating on what children say or draw attention to	Teacher’s language is contingently responsive. child says; “I went to the zoo.” Depending on level of child, teacher adds, “Did you see an elephant or a lion?” or “Can you tell me about some of the animals you saw?”; provides infant or toddler with a label or description of something they have pointed to or attempted to talk about
	P-LFS-10 Extends children’s language and/or models for children how to express complete ideas or sentences (child gestures and says ball” and adult says “you see the red ball.”)	Recasting or restating what a child has said/indicating in a less fragmented/incomplete manner than the child expressed

PLAY-BASED INTERACTIONS AND GUIDANCE ASSESSMENT MEASURES

AGE	MEASURE	KEY BEHAVIORS
All ages	P-PBIG-01 Supports a playful attitude on an ongoing basis by creating opportunities for children to make believe, make choices, and adjust activities to their own interests	Engages children in playful activities throughout the day; Intentionally engages children in songs, books, games, etc.
	P-PBIG-02 Participates and expands on play initiated by children to reinforce language, ideas, and social development	Takes time to follow the agenda of individual children (e.g., joining child in the block center and building/talking about building; following an infant’s gaze toward a toy and demonstrating how the toy works/talking about the toy while infant manipulates the object
	P-PBIG-03 Provides guidance when children are working to complete a task/play rather than using overly directive strategies	Accepts a child’s way of doing things versus requiring a child to do things the caregiver’s way; Models problem-solving skills during play; Uses guidance strategies that help children solve their own problems rather than relying on overly directive approaches (offers choices, encourages communication and problem-solving skills, models appropriate actions.)

SUPPORT FOR CHILDREN'S REGULATION ASSESSMENT MEASURES

AGE	MEASURE	KEY BEHAVIORS
Toddler, preschool, and school age	P-SCR-01 Models and encourages emotional expression (<i>encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions, makes connections between actions and emotional reactions.</i>)	Uses specific and intentional strategies and activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding.)
	P-SCR-02 <i>Providing children with short explanations that help them understand why they are feeling a certain way</i>	Teacher says, "Are you angry because he took your toy away?" I know you are excited about this toy, but you need to let Mary have a turn too."
	P-SCR-03 Explains logical consequences for behaviors rather providing arbitrary consequences	Verbalizes for children logical consequences for behaviors
	P-SCR-04 Encourages self-regulation by consistently implementing program rules and routines	Signals transitions, referring to the sequence and structure of the day, balancing structured and unstructured playing and learning opportunities.
	P-SCR-05 Demonstrates flexibility and tolerance for minor mishaps and misbehaviors	Wipes up messes without making a child feel bad; calmly ask a child to pick up a toy the child has thrown rather than criticizing; with very young children teacher use distraction to help child avoid a meltdown when frustrated or cannot get their way
	P-SCR-06 <i>Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur</i>	None Listed
	P-SCR-07 Assists children when needed in their communications and interactions with peers	Guides them as they resolve conflicts, speak respectfully to each other, initiate and expand on each other's play ideas