

# CATEGORY 2: TEACHER-CHILD INTERACTIONS

## *Sample Key Behaviors*

### *Warm and Responsive Style Assessment Measures*

AGE	MEASURE	KEY BEHAVIORS	
All Ages	P-WRS-01	Creates a warm, safe, and nurturing environment	Refrains from using negative or harsh language, behaviors, and discipline; does not make critical or demeaning comments
	P-WRS-02	Uses frequent, positive nonverbal behaviors to increase feelings of acceptance	Smiles, sits at child's level, allows child to sit near or with teacher, uses reassuring touch
	P-WRS-03	Has a patient, relaxed style that helps maintain calmness in the classroom	Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise or children need support
	P-WRS-04	Notices and attends to children's needs and signals	Recognizes signs of stress in individual children; listens to children's attempts at communication or expression; notices subtle signals from more shy or withdrawn children; responds to children's comments, questions, and vocalizations
	P-WRS-05	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.)	Comforts child, celebrates accomplishments, values children's needs, shows acceptance of feelings, responds with language that is positive in content and tone
	P-WRS-06	Demonstrates an ability to adjust one's own behavior to meet the needs, interests, and abilities of individuals/groups of children	Teacher does not show preference toward or acceptance of some children and rejection of or 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	Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication	Notifies 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	Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior or accomplishments	Praises and encourages children's attempts at communication; provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments; uses descriptive praise to offer more detailed feedback about specific behaviors or ideas to be reinforced
	P-LFS-03	Uses language to add meaning or expand on children's interests or agenda	Comments or asks questions using positive verbal content and tone of voice in connection with something the child is interested or engaged in or in response to something a child has said or vocalized
	P-LFS-04	Communicates with children throughout the day (in whole group activities, small groups, mealtimes, and outdoor play)	Provides frequent language stimulation; routinely talks to children and imitates sounds infants and toddlers make throughout the day
	P-LFS-05	Uses descriptive language (specific labels and descriptors)	Uses rich language when responding to and interacting with children; talks to infants throughout care routines using specific language; narrates or thinks aloud about actions
	P-LFS-06	Provides children with frequent opportunities to talk with teachers (in small group, whole group, outdoor play, and mealtimes)	Actively encourages children to communicate (i.e., teacher should not be doing all of the talking/vocalizing); uses a variety of questions (open-ended and 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 (three--five turns) about a variety of topics 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	Uses language that is contingently responsive, for infants or toddlers, provides children 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	Recasts or restates what a child has said using correct and complete language to indicate what the child expressed

## ***Play-Based Interactions and Guidance Assessment Measures***

<b>AGE</b>	<b>MEASURE</b>	<b>KEY BEHAVIORS</b>
<b>All Ages</b>	<b>P-PBIG-01</b> 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 (songs, books, games) throughout the day
	<b>P-PBIG-02</b> Participates and expands on play initiated by children to reinforce language, ideas, and social development	Takes time to follow the agenda of individual children
	<b>P-PBIG-03</b> Provides guidance when children are working, in order to progressively build skills and knowledge rather than using overly directive strategies	Accepts a child's way of doing things versus requiring a child to do things the teacher's way; models problem-solving skills during play; uses guidance strategies, such as offering choices, encouraging communication and problem-solving skills, and modeling appropriate actions, that help children solve their own problems rather than relying on overly directive approaches.
	<b>P-BIG-04</b> Provides opportunities for and/or facilitates children's social interaction with their peers	Gives children choices about a variety of social interactions throughout the day; allows children to choose whether to interact with their peers or be alone; helps facilitate how the children interact in their play with others

## Support for Children's Regulation Assessment Measures

AGE	MEASURE	KEY BEHAVIORS	
Toddler, Preschool, and School-Age	P-SCR-01	Models or encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions; makes connections between actions and emotional reactions)	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	Provides children with short explanations that help them understand why they are feeling a certain way	Labels and provides explanations of emotions that are positive, simple, and clear
	P-SCR-03	Explains logical consequences for behaviors rather than 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 and balancing structured and unstructured playing and learning opportunities)	Signals transitions; refers to the sequence and structure of the day; balances 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; uses distraction to help very young children avoid a meltdown when they are frustrated or cannot get their way
	P-SCR-06	Recognizes rising tensions and helps children understand the logical consequences of their actions before problem behaviors occur	Gives children logical consequences before problem behaviors occur or tensions rise
	P-SCR-07	Assists children 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.)	Guides children as they resolve conflicts, speak respectfully to each other, and initiate and expand on each other's play ideas
	P-SCR-08	Encourages children to assist with routines and procedures that help build self-help skills	Encourages or supports self-help skills in the classroom; provides consistent routines and procedures that encourage skill building in various contexts Example behaviors include but are not limited to: <ul style="list-style-type: none"> <li>• Children are encouraged to feed and serve themselves consistent with their developmental levels</li> <li>• Children are encouraged to assist in prep and/or clean up routines/activities</li> <li>• Children are encouraged to take care of their bodies</li> <li>• An orderly process is in place for taking turns and varying tasks</li> </ul>

## Instructional Formats and Approaches to Learning Measures

AGE	MEASURE	KEY BEHAVIORS
All Ages	P-IFAL-01 Intentional instructional activities are balanced	Initiates activities, play, and conversations in balanced ways; is attentive to children's suggestions and input about what they like to do and talk about; takes responsibility for introducing engaging and challenging activities and experiences with support for all children's learning
	P-IFAL-02 The daily schedule demonstrates a balance of both teacher- and child-initiated planned daily activities	Planned activities, play, and conversations in a balanced way; is attentive to children's suggestions and input about what they like to do and talk about; takes responsibility for introducing engaging and challenging activities and experiences with support for all children's learning
	P-IFAL-03 Routine and transition times are used as opportunities for incidental learning	Adds incidental learning to routines and transition times throughout the day
	P-IFAL-04 Transition times are planned to avoid frequent disruption of children's activities and long waits between activities	Has materials ready for upcoming activities; uses short, planned transition times to avoid disruptions in activities that may occur when there is a long wait
	P-IFAL-05 Repeated exposure of a new concept is used in different learning contexts across the day	Repeats a concept in various contexts throughout the day