

## Module 2A: Session Handouts

### *Making Every Moment Count: Creating High-Quality Adult-Child Interactions Throughout the Day*

#### Contents

Pre- and Post-Assessment.....	2
Statements for the High-Quality Interactions Introduction Activity .....	3
Essentials at Every Age Video Observations .....	5
CLASS® Serve and Return Alignment Observations .....	6
4 Square Activity .....	7

# Pre- and Post-Assessment

Module 2A: *Creating High-Quality Adult-Child Interactions Throughout the Day*

Date: \_\_\_\_\_

Trainer's Name: \_\_\_\_\_ Participant's Name: \_\_\_\_\_

**Job Title:**    Teacher                      Assistant Teacher                      Director                      Other: \_\_\_\_\_  
(circle one)

**Ages you work with:**    infants                      toddler: ones                      toddler: twos                      preschool                      pre-k  
(circle all that apply)      6 weeks to 12 months                      13 to 23 months                      24 to 35 months                      3 to 4 years                      4 to 5 years

**Instructions:** Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
Best practices related to supporting high-quality adult-child interactions												
The essential components of high-quality adult-child interactions												
Aligning the essential components of high-quality adult-child interactions to indicators of quality from CLASS®: Infant, Toddler, and Preschool												
Best practices in implementing CLASS®-aligned adult-child interactions												

# Statements for the High-Quality Interactions Introduction Activity

Create two notecards for each statement. The total number of notecards should equal the total numbers of participants. Participants will find the other person with the same statement or high-quality adult-child interaction.

- An infant rubs her eyes and the caregiver picks her up, asks her if she is tired, and sits in the rocking chair with her.
- A toddler points to a cup on the counter and the caregiver asks if he is thirsty and gives him a drink.
- A two-year-old is turning away and wiggling when the caregiver is reading a book to her. The caregiver asks if she would rather go play and read the book later.
- An infant gives the caregiver a toy and the caregiver says, “Emma, thank you for the blue truck!” when saying thank you.
- While washing hands, the caregiver tells a toddler, “We make the soap bubbles to get your hands clean and wash away germs.”
- At lunch, the caregiver helps a two-year-old count out the number of green beans on his plate, “Uno, Dos, Tres...”
- The caregiver notices an infant gazing at a ball, and rolls it back and forth in front of her while she plays on her tummy.
- A toddler brings a book off the shelf to the caregiver and sits in her lap to read it together.
- A two-year-old finds a ladybug on the playground and the caregiver squats down to look at it and talk with him about it.
- As the caregiver is offering an infant a bottle, he says, “Does it taste good? Is it warm in your tummy? Are you getting full?”
- While getting ready to go outside, the caregiver says to the children, “We are putting on our coats, so we do not get cold.”
- Preparing for lunch, the caregiver says, “Jose, will you help me with the plates? We need 4 plates, 1 for you, 1 for...”
- While getting ready to go home, the caregiver could say, “Your socks came off when you were playing; you are getting ready to go home and I am going to put on your socks.”
- The caregiver tells the child, before picking them up, “I think you need a diaper change. Would you like a clean diaper now?”
- The caregiver says to a toddler, “Maliah, first we will have snack and then we will go outside to play.”
- The caregiver sings a special song to let the older children know that it will be time to clean up in five more minutes.
- During circle time, the caregiver talks with children about what she is going to do by saying, “First we’re going to have circle time, then we’ll wash our hands and have breakfast.”
- The caregiver places two non-mobile infants on a mat with toys next to each other for tummy time and talks with them both.
- The caregiver offers two toddlers some pretend tofu and rice and encourages them to offer a cup or chopsticks to one another.
- The caregiver tells a two-year-old, “I wonder if anyone wants to paint with us, too. Who can we ask to join us at the table?”

- A non-mobile infant is reaching for a toy just out of reach and starts to whine. The caregiver says, “Oh Soo Jin, you really want that! You look frustrated right now.”
- A toddler starts to cry when his dad leaves. The caregiver says, “I know you are sad to see daddy go. Would you like to wave at him out the window?”
- A two-year-old slides down the slide and says, “I did it!” The caregiver says, “You sure did! You must be proud of yourself.”
- An 8-month-old infant saw someone opening the door and the caregiver says, “You look like you are getting excited because Mommy will be coming soon!”
- A feeding situation with a 10-month-old fussing as he spits out food with a new texture: “Oh, Benji, you weren’t expecting those beans, were you? Did that make you feel upset to get something you weren’t expecting? I think you want the apple sauce right now. How about you give these beans a try and we’ll have the apple sauce next.”
- As a child runs for a swing, another child reaches it and gets on. The first child begins to frown. The caregiver approaches her and says, “You look a little disappointed about that swing.”
- The caregiver is holding two children in her lap while they look at a book together. One infant smiles and squeals and the caregiver tells the other infant, “He is excited! He loves this book!”
- A child new to the group clings to his grandmother’s leg when she is dropping him off. The caregiver tells another toddler who is staring at the child, “Do you think Aiden is feeling scared? It is hard to come to a new place with new friends.”
- A two-year-old is playing with a toy lawnmower outside. Another two-year-old pulls it away from her and she yells “NO!” The caregiver squats down next to the two children and says, “Oh, look. Jasmine is mad that you took the lawnmower away from her.”
- “Mikayla looks sad, I wonder if she wants her blankie and cannot find it; Can we see if it is in the crib?”
- An infant falls when cruising while holding onto a shelf. The caregiver picks her up and gives her a hug, saying, “Goodness, Mina, are you okay? You had a big fall, didn’t you?” while other children watch.
- A child lies down on a pillow in the soft are and the caregiver remarks to a toddler nearby, “Elijah looks tired. Would you like to give him this doll and blanket to rest with?”
- A child is crying after being pushed by another child. The caregiver says, “Jackson doesn’t like to be pushed. What can we do to make him feel better?” to the two-year-old that pushed him.
- “Chandra, look at Sierra – she’s very sad. She’s crying. She’s rubbing her arm where you pushed her. Let’s see if she is okay.” This helps children make the connection between the action (shoving) and the reaction (a friend who is sad and crying).

# Essentials at Every Age Video Observations

After watching each video, reflect on the interaction(s) you saw and answer each of the corresponding questions.

## **Video 1: Adult-Infant Interaction**

Which elements of the interaction did you find to be the most successful and why?

What would you change, if anything, and why?

What other thoughts do you have?

## **Video 2: Adult-Toddler Interaction**

Which elements of the interaction did you find to be the most successful and why?

What would you change, if anything, and why?

What other thoughts do you have?

## **Video 3: Adult-Preschooler Interaction**

Which elements of the interaction did you find to be the most successful and why?

What would you change, if anything, and why?

What other thoughts do you have?

# CLASS<sup>®</sup> Serve and Return Alignment Observations

Use this worksheet to record your observations of CLASS<sup>®</sup>-aligned serve and return interactions in the corresponding sections.

CLASS <sup>®</sup> -Quality Interactions	Observed Teacher-Child Serve and Return Interactions
Close proximity	
Matched affect	
Awareness	
Child-focus	
Reciprocal interactions	
Responsiveness & child comfort	
Flexibility and support of independence	
Feedback that promotes learning and understanding and expands children's participation	
Teacher, self- and parallel talk	
Communication support or supporting language use	
Repetition and extension	
Advanced language	
Frequent conversations and higher-order questioning	



# 4 Square Activity
