

## Module 2A: Outline & Manual

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

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## Module Description

This session will outline the components of effective, high-quality adult-child interactions and focus on how adults can actively support children’s development and learning at a variety of levels. Participants will learn the benefits of high-quality adult-child interactions, evaluate adult-child interactions, and learn how to facilitate high-quality adult-child interactions that actively involve children and facilitate growth in all developmental areas. Strategies will also be given to aid participants in facilitating high-quality adult-child interactions throughout the day and in routines and activities.

### Pre-Work

- Create notecards for High-Quality Interactions Introduction Activity

### Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
  - *Pre- and Post-Assessment*
  - *Statements for the High-Quality Interactions Introduction Activity*
  - *Essentials at Every Age Video Observations*
  - *CLASS® Serve and Return Alignment Observations*
  - *4 Square Activity*
  - *CLASS® Manuals for Infants, Toddlers, and Preschoolers (Optional)*

## Learning Outcomes

*Candidates who actively participate in this session will be able to...*

- Increase their knowledge of best practices related to supporting high-quality adult-child interactions
- Demonstrate an understanding of the essential components of high-quality adult-child interactions
- Align the essential components of high-quality adult-child interactions to indicators of quality from the Classroom Assessment Scoring System (CLASS®): Infant, Toddler, and Preschool
- Demonstrate knowledge of best practices in implementing CLASS®-aligned adult-child interactions

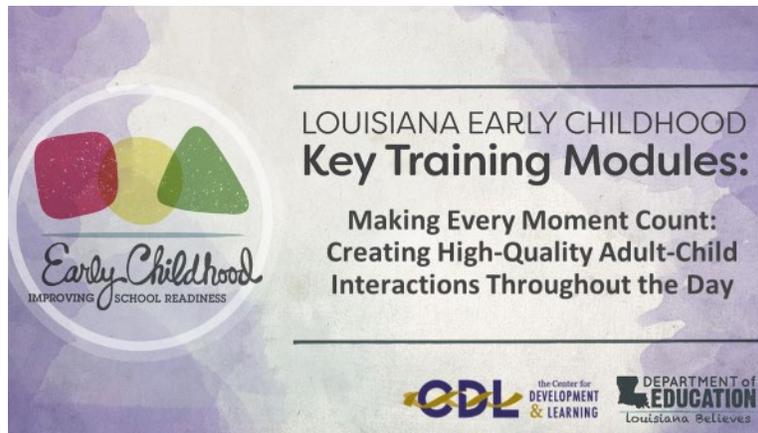
## Training Agenda

Total Content Time: 2.0 hours

Total Session Time: 3.0 hours

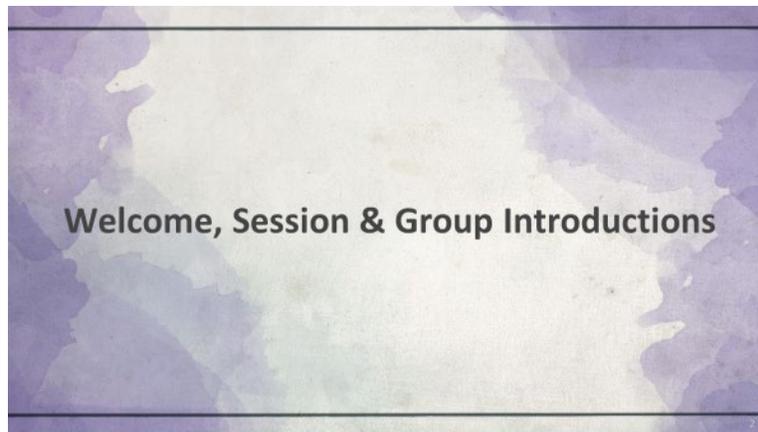
Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start <i>(not included in total course time)</i>
Welcome, Session & Group Introductions	20 minutes
What a High-Quality Adult-Child Interaction Looks Like in Action	45 minutes
A Quick Look at CLASS®	15 minutes
Examining Serve and Return with a CLASS® Lens	45 minutes
Session Closing & Post-Assessment	15 minutes <i>(not included in total course time)</i>
Individualized Q&A	15 minutes following course completion <i>(not included in total course time)</i>

# Training Manual



*Distribute the Pre-Assessment Evaluation as participants enter the training.*

- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*

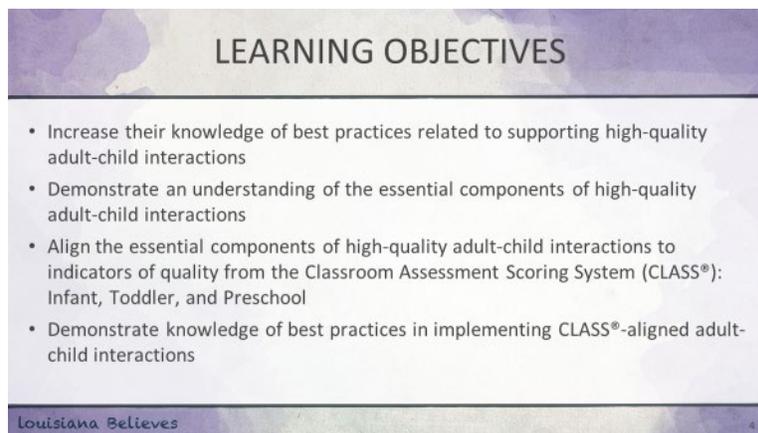
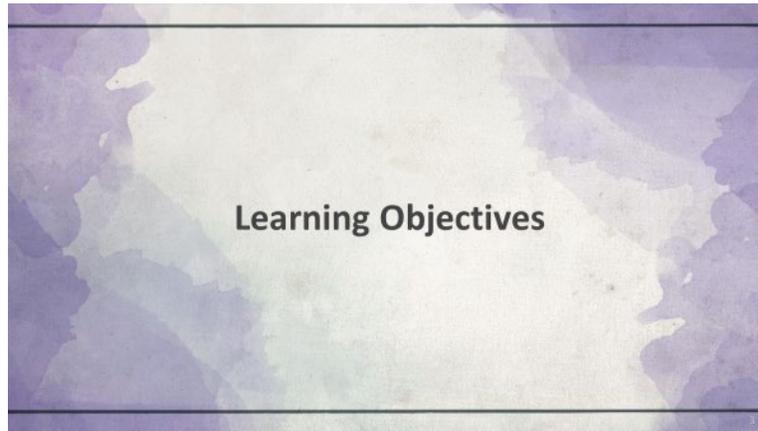


Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

This session is the beginning of a series of trainings focused on high-quality adult-child interactions, which includes a focus on the Classroom Assessment Scoring System (CLASS®) Infant, Toddler, and Pre-K. This series of trainings will help you identify and engage in high-quality interactions within the early care and education setting.



*Read each learning objective aloud.*

- **Increase their knowledge of best practices related to supporting high-quality adult-child interactions**
- **Demonstrate an understanding of the essential components of high-quality adult-child interactions**
- **Align the essential components of high-quality adult-child interactions to indicators of quality from the Classroom Assessment Scoring System (CLASS®): Infant, Toddler, and Preschool**
- **Demonstrate knowledge of best practices in implementing CLASS®-aligned adult-child interactions**

Are there any additional points we should add to our list of objectives for today?

*Record responses on chart paper.*

SUCCESSFUL LEARNING EXPERIENCES

*Successful learning experiences begin by finding out what we currently know and then working to expand and develop our knowledge of what is best.*

Louisiana Believes 5

**Successful learning experiences begin by finding out what we currently know and then working to expand and develop our knowledge of what is best.**

So, as we go through the material today, I encourage you to combine what you know with what you are learning in order to impact your work with children. I will also be using what I learned from your pre-assessments to help guide my presentation of the content today.

PRE-ASSESSMENT RESULTS

WHEN	WHERE	WHAT
WHO	HOW	WHY

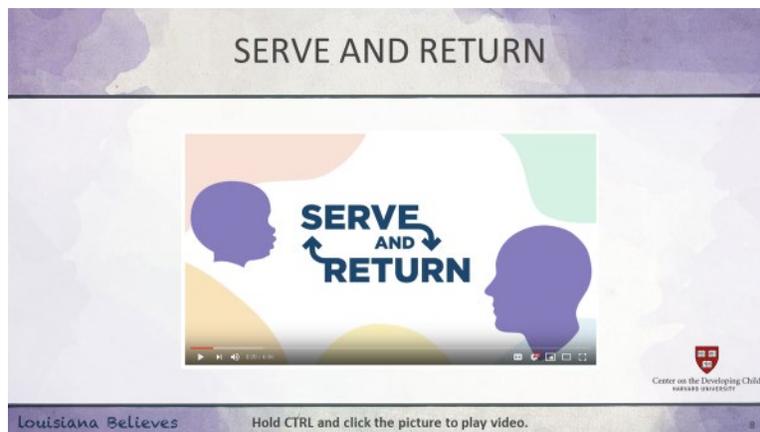
Louisiana Believes 6

*Take a moment to share what you learned from reviewing the pre-assessment data.*

*Trainer Note: For example, you can mention how many participants indicated that they know a lot about high-quality adult-child interactions by saying, "Many of you shared that you know a lot about quality interactions. This training should help you apply that large knowledge base to additional practices in your centers."*

## What a High-Quality Adult-Child Interaction Looks Like: Serve and Return

To begin, we are going to talk about the fundamentals of high-quality adult-child interactions by exploring “serve and return.”



Louisiana Believes

Hold CTRL and click the picture to play video.

Center on the Developing Child  
HARVARD UNIVERSITY

This content comes from the Center on the Developing Child out of Harvard University.

*Play the video linked on the slide. (Duration: 6:06)*

*Video link: [https://www.youtube.com/watch?time\\_continue=12&v=KNrnZag17Ek](https://www.youtube.com/watch?time_continue=12&v=KNrnZag17Ek)*

*Expand the full screen view so all participants can easily view the content.*



We will not break down each of the **Five Steps for Serve and Return** highlighted in the video.

Quickly review the five steps:

- Notice the serve and **share the child's focus**.
- Return the serve by **supporting and encouraging**.
- Give it a **name**.
- **Take turns** and wait – keep the interaction going back and forth.
- **Practice endings and beginnings**.

**Trainer Note:** For additional information, you can refer to the following: [https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC\\_ServeReturn\\_for\\_Parents\\_Caregivers\\_2019.pdf](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC_ServeReturn_for_Parents_Caregivers_2019.pdf)



Sharing the focus is just that – focusing on what it is that has drawn the child's attention. Is the child looking at, gesturing towards, or showing other forms of interest related to something within their surroundings?

This is your cue that they are interested and your opportunity to share the focus. These moments are the “serves” in the serve and return interaction.

*Ask for examples of children's serves from participants who work with each of the three primary age groups: infants, toddlers, and preschoolers. Provide or ask for examples of how the focus could be shared in each of the presented scenarios.*

Why do we do this? If you pay attention to the serves, you will learn a lot more about children's interests, abilities, and needs. Paying attention to these and then sharing the focus will strengthen the bond between you and the children in your care.



Acknowledging the children's focus of attention, interest, or actions through words, gestures, or by joining or assisting in the children's actions you are providing support. Adding encouragement is as simple as an additional facial expression, such as smiling to show approval, or gesturing, such as handing them a toy they are intently looking at but cannot get to on their own.

*Ask for examples of how the participants from each age group support and encourage children – infants, toddlers, and preschoolers. Provide additional information as needed based on their comments.*

Why do we do this? Support and encouragement facilitates and rewards children's curiosity and interest, making them eager to explore and learn more. Support and encouragement are one of the many ways you can return the serve. Doing this lets the children know they are heard and understood, and that they are valued.



By using language to return a serve by naming what a child is looking at or seeing, doing, feeling, or possibly thinking – you are making important connections in their brains and building their language.

Children understand far more than they can say, so feel free to name anything and everything. People, objects, actions, feelings, or several things at once. If a child yawns, you can say “oh, you’re so tired,” or, if she points at a toy, you can say “that’s the blue car.”

*Provide some of your own examples and then ask participants to share some of the labeling or “naming” that occurs in their classrooms.*

*Then, switch the focus and ask them why they think naming is a key serve. Follow up their responses by stating that naming things helps children build an understanding of the world around them and helps them understand feelings and know what to expect. Naming also gives them words that they can use and, like other serves, lets them know that you are paying attention and that you care.*



Take turns – children, even those that are non-verbal, should be active participants in adult-child interactions. So, every time you return a serve you should allow time for the children to respond. Taking turns can go on for many turns, or back-and-forth interactions, or it can be a quick one-time exchange.

Either way, remember that as the adult you will need to practice waiting. Children need time to respond and even older children need time to formulate their responses. Waiting is key to keep the turn-taking going.

*Ask the participants how turn-taking looks different at each of the three primary age groups – infant, toddler, and preschooler. What about non-verbal vs. verbal turn-taking? What does it look like? Expand upon their responses as-needed.*

What does turn-taking do as part of a serve and return interaction? It helps children learn and practice the skill of turn-taking and facilitates the development of self-control. Additionally, it helps children build the skills associated with interacting and getting along with others.

*Follow this up with a question. What does waiting do?*

*After expanding on their responses, conclude by stating that waiting provides time for children to develop and share their ideas, and being provided with the ability and time to share helps to build confidence and independence. Waiting also*

helps you to provide a better return, and gives you a chance to understand their ideas, wants, and needs, among other things.

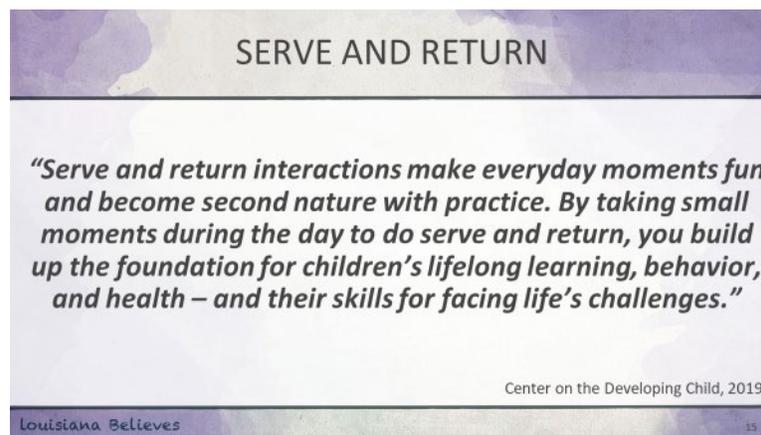


The final step is practice endings and beginnings. If you follow children’s cues or serve, you will see when they are done or ready to move on to another activity.

*Ask the participants what “being done” looks like at various stages of development, expanding on responses as needed. Thank participants for all the sharing they have done throughout the five steps.*

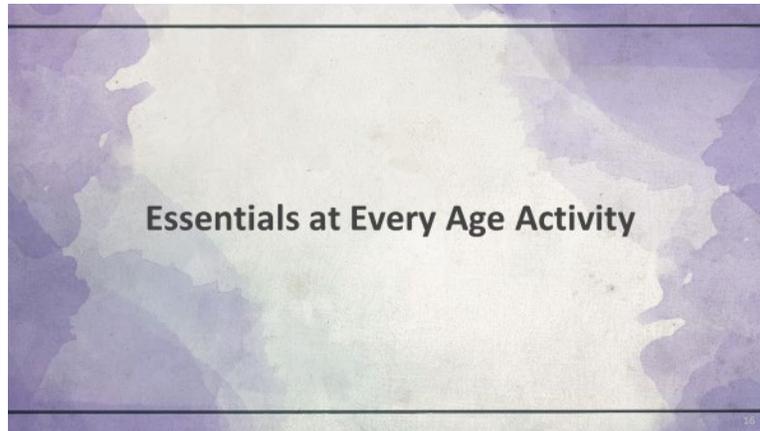
Being responsive using steps one through four, and using step five, practice endings and beginnings, provides children with moments when they are actively involved and in charge of their own development and learning – and times when they know you are there for support.

Letting them take on this role and responding in-kind allows the serve and return interactions to be an ongoing part of the early care and learning environment.



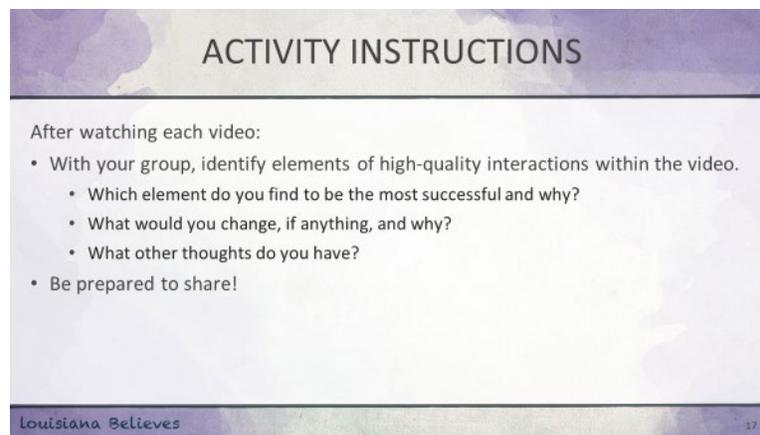
**“Serve and return interactions make everyday moments fun and become second nature with practice. By taking small moments during the day to do serve and return, you build up the foundation for children’s lifelong learning, behavior, and health – and their skills for facing life’s challenges.”**

Use the key elements of this quote to set the stage for the next activity: Essentials at Every Age. Explain that participants will now look for these small moments of serve and return in some video examples of adult-child interactions.



Facilitate the Aligned Group Activity: **Essentials at Every Age**. This activity provides the participants with the opportunity to identify elements of high-quality interactions for the ages of children with which they work.

The following slides will take you through the facilitation of the activity and include the video links and questioning prompts.



Go over the activity instructions listed on the slide with participants.

Follow up by asking if they have any questions before you begin showing the videos.

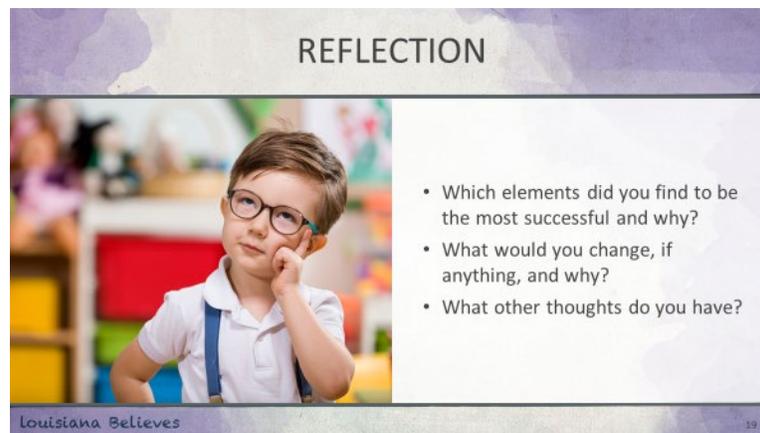


*Play the video linked on the slide. (Duration 0:37)*

*Video link: <https://www.youtube.com/watch?v=aYQSWYzFCaU>*

*Expand to full screen view so all participants can easily view the content.*

*Once you play the video, encourage the participants to work together to answer the questions on the following slide.*



*Encourage participants to answer the questions as a group at their tables. Allow 3-5 minutes for participation.*

*After 3-5 minutes, bring the group back together and ask for volunteers to share their answers.*



*Play 40-60 seconds of the video linked on the slide. (Duration 2:31)*

*Video link: <http://toddlers.ccmd.qc.ca/video/show/An-interesting-toy>*

*Expand to full screen view so all participants can easily view the content.*

*Once you play the video, encourage the participants to work together to answer the questions on the following slide.*

REFLECTION

- Which elements did you find to be the most successful and why?
- What would you change, if anything, and why?
- What other thoughts do you have?

Louisiana Believes 21

*Encourage participants to answer the questions as a group at their tables. Allow 3-5 minutes for participation.*

*After 3-5 minutes, bring the group back together and ask for volunteers to share their answers.*

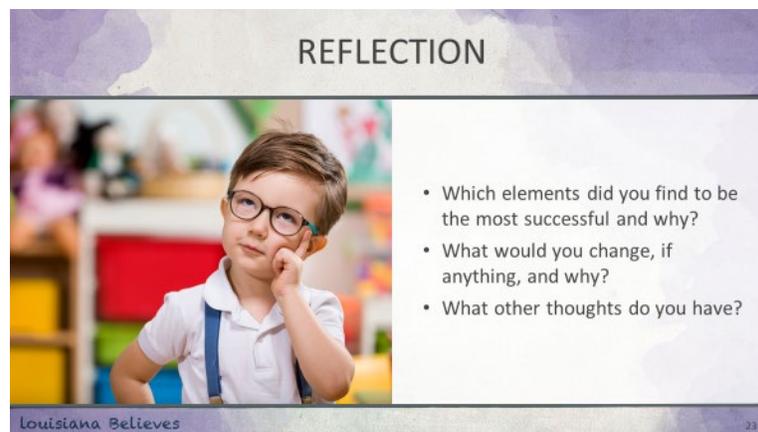


*Play 40-60 seconds of the video linked on the slide. (Duration 1:33)*

*Video link: <https://www.youtube.com/watch?v=yLsgsc2d2zo&feature=youtu.be>*

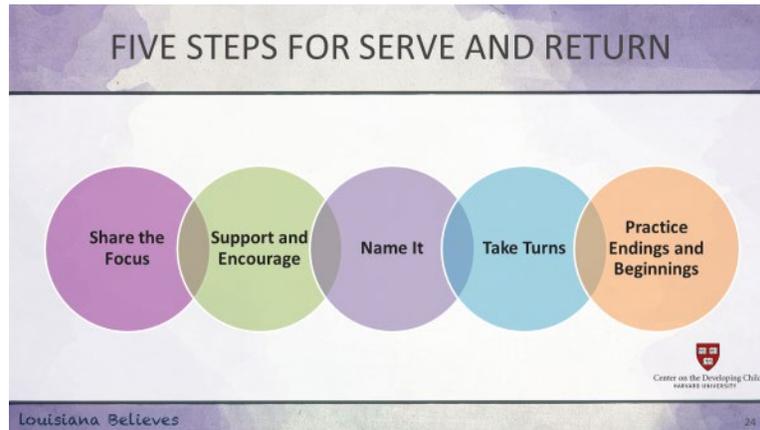
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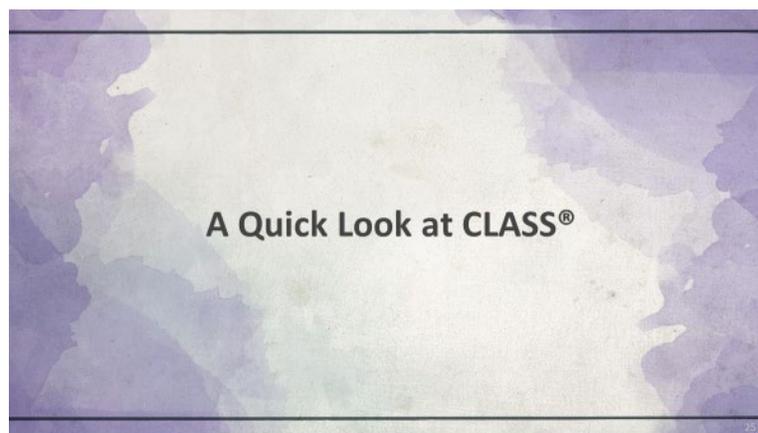
*After 3-5 minutes, bring the group back together and ask for volunteers to share their answers.*



Thank the participants for their feedback and prompt them to share how their interactions with the children in their care align with each of the five steps.

1. *Notice the serve and share the child's focus.* Ask: How do you share the focus with the children in your care?
2. *Return the serve by supporting and encouraging.* Say: Give me an example of how you have returned a child's serve using support and encouragement.
3. *Give it a name.* Ask: Who would like to share some examples of how they have "named" children's actions, feelings, or possible thinking?
4. *Take turns and wait...keep the interaction going back and forth.* Ask: Can anyone share ways that they engage in back and forth interactions? What about wait time? What strategies do you use?
5. *Practice endings and beginnings.* Ask: What do endings and beginnings look like in your classroom(s)? How could we improve these?

**Trainer Note:** For additional information you can refer to the following: [https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC\\_ServeReturn\\_for\\_Parents\\_Caregivers\\_2019.pdf](https://46y5eh11fhgw3ve3ytpwxt9r-wpengine.netdna-ssl.com/wp-content/uploads/2017/06/HCDC_ServeReturn_for_Parents_Caregivers_2019.pdf)



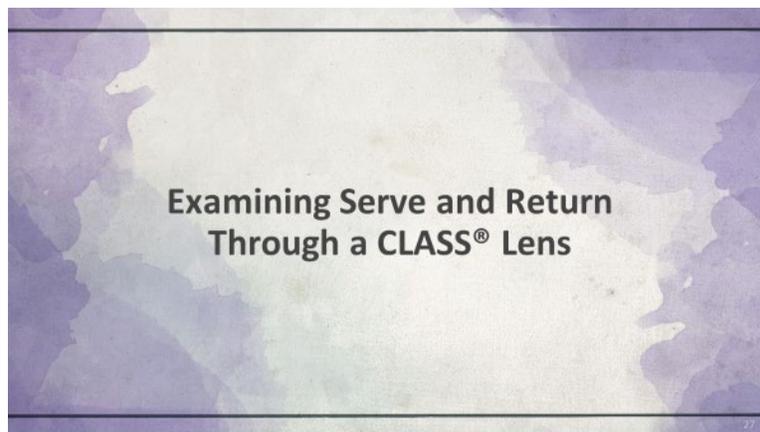
MEASURING CLASSROOM QUALITY			
Louisiana uses the CLASS® rating tool to measure, inform and support improvement on the core elements needed for early childhood classroom quality.			
As a research-based, nationally regarded early childhood quality measure for all young children, CLASS® assesses how well teachers interact with children, including how well they:			
Expectations for the Classroom:	Pre-K Domains	Toddler Domains	Infant Domains
Warm, positive environment with trusting relationships	Emotional Support	Emotional & Behavioral Support	Responsive Caregiving
Daily routines are organized and disruptions are minimal	Classroom Organization		
Children are supported to learn concepts, develop language, and connect ideas through dialogue and play	Instructional Support	Engaged Support for Learning	
Louisiana Believes <span style="float: right;">26</span>			

The Classroom Assessment Scoring System (CLASS®) is a tool that assesses how well adults/teachers interact with children.

*Review the expectations for the classroom on this slide, highlighting the corresponding domains in CLASS®.*

*Utilize the CLASS® Manuals to expand on this information based on the responses from the pre-assessments regarding participants' familiarity with the tool.*

*Explain to the participants that you will explore each of these as you complete the remainder of the session.*



This section will examine serve and return interactions with a CLASS® lens. CLASS® elements will be tied to each of the five serve and return steps and video examples will be shown.

We will take time to discuss each video and identify which adult-child interactions are quality interactions.

## CLASS®-Aligned Interactions

### CLASS®: Notice and Share



*“Notice the serve and share  
the child’s focus of attention.”*

We will begin by exploring which CLASS® elements align with noticing the serve and sharing the focus. Several focus on following the children’s lead and making them an active participant in their own learning and development.

### CLASS®: NOTICE AND SHARE

- Indicator: Relational & Positive Climate  
Behavioral marker: **Relationships – Close proximity**
- Indicator: Teacher Sensitivity  
Behavioral marker: **Awareness**
- Indicator: Regard for Child Perspectives  
Behavioral marker: **Child-focused**

Louisiana Believes 30

**CLASS® Relational & Positive Climate** “reflects the emotional connection between the teacher (adult) and students (children)...and the warmth, respect, and enjoyment communicated by verbal and nonverbal interactions.”  
(Hamre, LeParo, and Pianta, 2008, p. 23)

When looking at the relationships indicator, being close to children is key. Teachers (adults) need to be close to children to effectively notice the serve, and to share the focus.

*Share examples of what this looks like in the high-quality environment. If needed, refer to the high-level descriptions in the CLASS® Manuals.*

**CLASS® Teacher Sensitivity** “focuses on the teacher’s (adult’s) awareness and responsiveness to children’s cues, individual needs, emotional functioning, and both social and academic needs.”

(Harme, et al., 2014, p. 22)  
(Hamre, LaParo, and Pianta, 2012, p. 30)  
(Hamre, LaParo, and Pianta, 2003, p. 23)

In high-quality classrooms teacher’s (adult’s) ability to be aware of children and respond appropriately, or notice and share, helps them successfully support children’s development and learning.

*Share examples of what this looks like in the high-quality environment. If needed, refer to the high-level descriptions in the CLASS® Manuals.*

**CLASS® Regard for Child Perspectives** “captures the degree to which the teacher’s (adult’s) interactions with children and classroom activities place an emphasis on children’s interests, motivations, and points of view.”

(Hamre, LaParo, and Pianta, 2012, p. 2)  
(Hamre, LaParo, and Pianta, 2008, p. 28)

Teachers (adults) who are child-focused can more easily follow children’s leads. Additionally, most activities in high-quality classrooms are child-led or directed.

*Share examples of what this looks like in the high-quality environment. If needed, refer to the high-level descriptions in the CLASS® Manuals.*



*Play the video linked to the slide. (Duration 0:37)*

*Video link: <https://www.youtube.com/watch?v=aYQSWYzFCaU>*

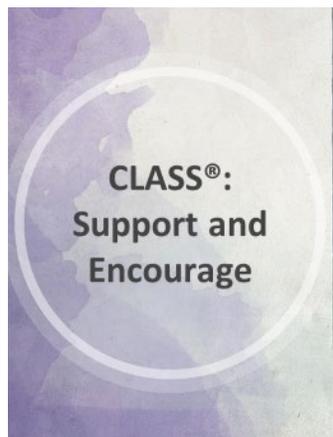
*Expand to full screen view so all participants can easily view the content.*

This is the same infant-adult interaction video that the participants watched earlier. This time you will encourage them to watch is using a CLASS® lens.

For this video, they will be looking for evidence of:

- Relationships (close proximity and matched effect)
- Awareness, and
- Child-focus

Distribute the CLASS® Serve and Return Alignment Observation handout.



“Return the serve by supporting and encouraging.”

Now that we have discussed noticing the serve and sharing the focus, we will look at taking it to the next step by using CLASS®-aligned interactions to support encourage children’s development and learning.

CLASS®: SUPPORT AND ENCOURAGE	
Indicator: Relational & Positive Climate	Behavioral markers: Matched positive affect, Reciprocal interactions
Indicator: Teacher Sensitivity	Behavioral markers: Responsiveness, Child comfort
Indicator: Regard for Child Perspectives	Behavioral markers: Flexibility, Support of independence
Indicator: Quality of Feedback	Behavioral markers: Scaffolding, Providing information, Encouragement and affirmation

Louisiana Believes 22

CLASS® Relational and Positive Climate, Teacher Sensitivity, and Regard for Child Perspectives also provide adult’s with high-quality methods in which adults can return children’s serves in ways that support and encourage development and learning.

When returning the serve it is important to use “matched positive affect” which means to mirror your response to the child’s response. So, for example, if a child is excited about something the teacher (adult) shares in that excitement. Matched affect is an effective way to share the focus in addition to reciprocal interactions, which are shared interactions – or interactions by both the child and the teacher (adult) with the same focus.

Similarly, responsiveness and comfort are elements of high-quality teacher-child interactions. “Consistently responding to children’s needs, bids for attention and providing comfort and reassurance” (Hamre, LaParo, and Pianta, 2012, p. 30) are all strategies that facilitate children’s ongoing development, and each are ways in which teachers (adults) can return the serve.

Children whose needs are being responded to in a prompt and effective manner will seek out support and assistance from their teachers and will be comfortable approaching them in almost all situations. This level of comfort on the children’s part comes from having their needs, problems, and concerns consistently resolved.

Being flexible in your interactions with children and responding to them in ways that support the development of their independence align with the second step of returning the serve. In high-quality settings, teachers (adults) should be flexible in planning, within activities, and during teacher (adult) -child interactions – remember, being child-focused is the goal.

In order to be flexible, teachers’ (adults’) return of children’s serves should be adjusted to the pace and individual needs of the children. Additionally, in high-quality classrooms, teachers (adults) help children develop independence and take a leading role in their own development and learning whenever possible. Letting children guide their own development and learning are also appropriate ways to return the serve.

*Share examples of what this looks like in the high-quality environment. If needed, refer to the high-level descriptions in the CLASS® Manuals.*

CLASS® Quality of Feedback is an almost perfect alignment in that it focus on “the degree to which the teacher (adult) provides feedback in response to what children say and/or do that promotes learning and understanding and expands children’s participation.” (Hamre, LaParo, and Pianta, 2012, p. 52). There are several ways in which this is done.

First is through the use of scaffolding. *Provide specific examples of what scaffolding looks like in adult-child interactions.*

Another way to return the serve is by providing information. *Provide specific examples of what scaffolding looks like in adult-child interactions.*

The final indicator is encouragement and affirmation which is when teacher (adult) uses specific positive feedback and recognition of effort and accomplishment to expand children’s involvement and encourage them to persevere or keep trying. *Provide specific examples of what scaffolding looks like in adult-child interactions.*

As you can see, CLASS® is easily assigned to Serve and Return: Step Two – Providing support and encouragement that facilitates and rewards children’s curiosity and interest, making them eager to explore and learn more.



Play 40 to 60 seconds of the video linked to the slide. (Duration 2:31)

Video link: <http://toddlers.ccmd.qc.ca/video/show/An-interesting-toy>

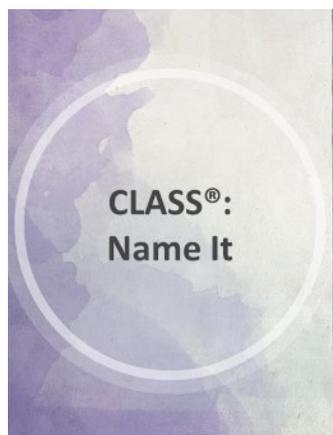
Expand to full screen view so all participants can easily view the content.

This is the same toddler-adult interaction video that the participants watched earlier. This time you will encourage them to watch it using a CLASS® lens.

For this video interaction, participants will be looking for evidence of:

- Matched-effort and reciprocal interactions
- Responsiveness and child comfort
- Flexibility and support of independence
- Quality of feedback – feedback that promotes learning and understanding and expands children’s participation

Participants will use the CLASS® Serve and Return Alignment Observation Handout.



“Give it a name!”

Serve and Return: Step Three align with CLASS® Language Support and Modeling for all age groups.

CLASS®: NAME IT

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Indicator: Early Language Support & Language Modeling

**Behavioral markers:**

- Teacher, self- and parallel talk
- Communication support and supporting language use
- Repetition and extension
- Advance language
- Frequent conversations and higher-order questioning

Louisiana Believes
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Returning the serve can be accomplished in many ways, and often involves using language.

Infant CLASS® Early Language Support includes:

- **Teacher Talk**, which is when “teachers (adults) consistently describe their own infant’s (children’s) actions during activities and routines...regularly comment on events happening in the classroom...and use classroom language that includes descriptive and variable works, spoke in complete sentences.” (Hamre, et al., 2014, p. 30)
- **Self- and Parallel Talk** is a new indicator and is part of both Toddler and PreK CLASS®. This is when “the teacher (adult) consistently describes and narrates his or her own actions and/or the children’s using self- (talking about one’s own actions) or parallel (talking about the children’s actions) talk.” (Hamre, LaParo, and Pianta, 2012, p. 30)

*Provide examples from the CLASS® Manuals or your own experiences.*

- **Communication Support** occurs when “teachers (adults) frequently encourage infants to verbalize by initiation sounds and words with infants or imitating sounds expressed by infants.” (Hamre, et al., 2014, p. 30) This is an excellent way to return a serve in a way that facilitates language development for our youngest children.
- This expands into supporting language use in the toddler classroom and occurs when “the teacher (adult) uses conversations language and provides frequent opportunities for children to use language through conversations and questioning.”

*Provide examples from the CLASS® Manuals or your own experiences.*

- **Repetition and Expansion** is when “the teacher (adult) often repeats and extends children’s communication attempts and language.” (Hamre, LaParo, and Pianta, 2012, p. 30)
- **Advanced language** is when “the teacher (adult) often uses a variety of words and provides words and language for children to use, frequently labels objects and concepts with language, and describes unfamiliar words to children.” (Hamre, LaParo, and Pianta, 2012, p. 30)
- And finally, as children gain more and more language, teachers (adults) should “use conventional language and provide frequent opportunities for children to use language through conversations and questioning.” (Hamre, LaParo, and Pianta, 2008, p. 57)

As you can see, all of these interactions focus on supporting language development, aligning with the overall goal of Serve and Return: Step Three.



*Play 40 to 60 seconds of the video linked to the slide. (Duration 1:33)*

*Video link: <https://www.youtube.com/watch?v=yLsgsc2d2zo&feature=youtu.be>*

*Expand to full screen view so all participants can easily view the content.*

*This is the same toddler-adult interaction video that the participants watched earlier. This time you will encourage them to watch it using a CLASS® lens.*

*For this video interaction, participants will be looking for evidence of:*

- *Teacher, self- and parallel talk*
- *Communication support and supporting language use*
- *Repetition and extension*
- *Advance language*
- *Frequent conversations and higher-order questioning*

*Participants will use the CLASS® Serve and Return Alignment Observation Handout.*



*“Take turns...and wait. Keep the interaction going back and forth.”*

Take turns via a CLASS® lens also looks at keeping those interactions going, or sustainment. The more we actively and purposefully engage all children, the more opportunities are developed from them to grow and learn.

## CLASS®: TAKE TURNS

Descriptors of High-Quality Interactions:

- Frequently
- Consistently
- Often
- Many

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CLASS® looks at how often high-quality adult-child interactions occur. Terminology throughout includes phrases such as “frequent displays are present in which...,” “teachers and children consistently demonstrate...,” “teachers often...,” and “there are many indications that...”

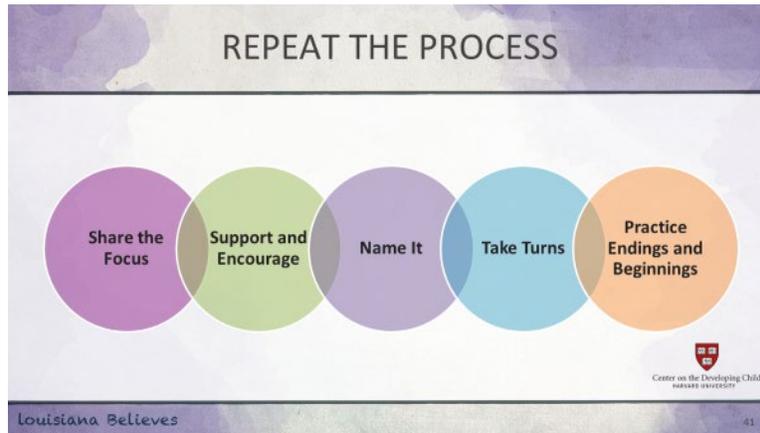
Similarly, Serve and Return: Step Four focuses on keeping the interactions going.

### CLASS®: Practice Endings and Beginnings



“Practice endings and beginnings.”

Step Six focuses on knowing when the children are done or are ready to move onto another activity, and takes adults right back to the beginning – noticing the serve – or the cues that show children are focused on something new – which starts the entire process over again. This also aligns with the frequency and consistency that is required by CLASS®.



Using CLASS®-aligned serve and return interactions provides children with moments when they are actively involved and in charge of their own development and learning, and times when they know you are there for support.

Letting them take on this role and responding in-kind allows the serve and return interactions to be an ongoing part of the early care and learning environment.

## Session Review

- ### REVIEW LEARNING OBJECTIVES
- Increase their knowledge of best practices related to supporting high-quality adult-child interactions
  - Demonstrate an understanding of the essential components of high-quality adult-child interactions
  - Align the essential components of high-quality adult-child interactions to indicators of quality from the Classroom Assessment Scoring System (CLASS®): Infant, Toddler, and Preschool
  - Demonstrate knowledge of best practices in implementing CLASS®-aligned adult-child interactions
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*Review Learning Objectives.*

Explain that for each statement, they will show a “thumbs up” if they think we covered the objective, a “thumbs down” if we did not cover the objective, and a “sideways thumb” if we partially covered the objective.

- Increase their knowledge of best practices related to supporting high-quality adult-child interactions
- Demonstrate an understanding of the essential components of high-quality adult-child interactions
- Align the essential components of high-quality adult-child interactions to indicators of quality from the Classroom Assessment Scoring System (CLASS®): Infant, Toddler, and Preschool
- Demonstrate knowledge of best practices in implementing CLASS®-aligned adult-child interaction



*Open the floor for participants' comments and questions.*



That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

*Distribute the Post-Assessment Evaluation.*

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

*Post-Assessment Evaluation Guidance*

- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*