

Module 3E: Session Handouts

High Quality Adult-Child Interactions that Facilitate Children’s Development and Learning

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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 facilitating children's development and learning through high quality adult-child interactions												
The essential components of high quality adult-child interactions that impact children's development and learning												
The three dimensions and accompanying indicators within CLASS®: Facilitate Exploration, Facilitation of Learning and Development, and Concept Development												
Best practices in developing, planning, and implementing high quality adult-child interactions that facilitate children's development and learning												

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 area 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).