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# LOUISIANA EARLY CHILDHOOD Key Training Modules:

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

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# **Welcome, Session & Group Introductions**



# Learning Objectives

# LEARNING OBJECTIVES

- Increase their knowledge of best practices related to facilitating children's development and learning through high-quality adult-child interactions
- Demonstrate an understanding of the essential components of high-quality adult-child interactions that impact children's development and learning
- Increase their knowledge of three dimensions and accompanying indicators within the Classroom Assessment Scoring System (CLASS®): Facilitate Exploration, Facilitation of Learning and Development, and Concept Development
- Demonstrate knowledge of best practices in developing, planning, and implementing high-quality adult-child interactions that facilitate children's development and learning



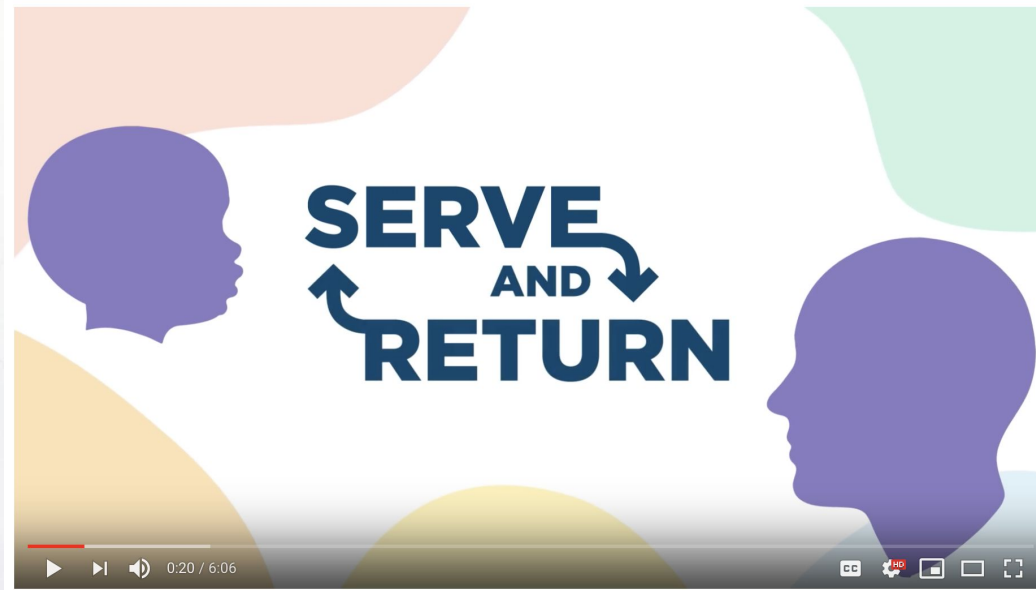
# High-Quality Adult-Child Interactions



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

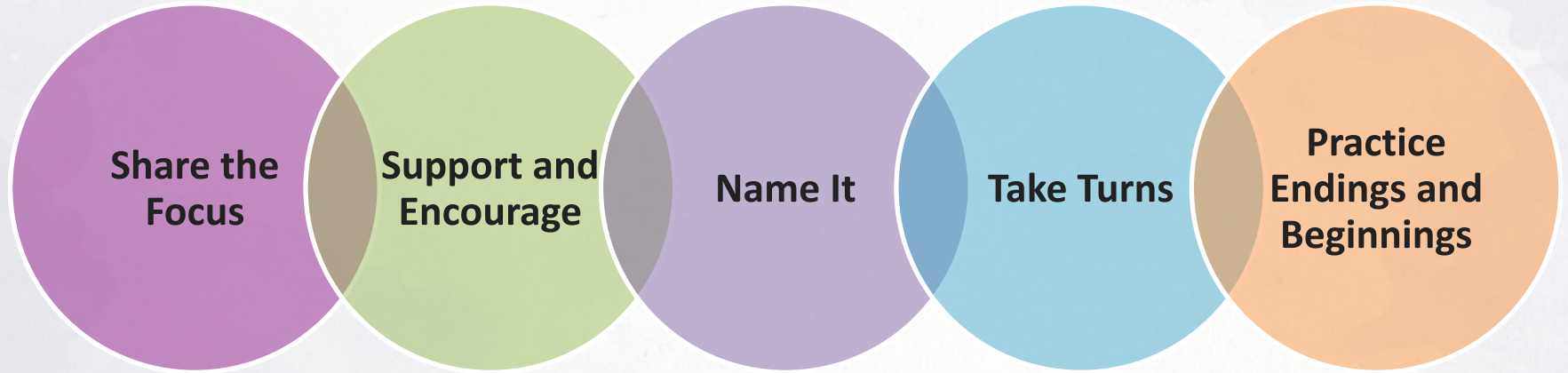


# SERVE AND RETURN



Center on the Developing Child  
HARVARD UNIVERSITY

# FIVE STEPS FOR SERVE AND RETURN



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# Step One: Share the Focus



## Step Two: Support and Encourage



<https://developingchild.harvard.edu/resources/5-steps-for-brain-building-serve-and-return/>



## Step Three: Name It



## Step Four: Take Turns





# Step Five: Practice Endings and Beginnings



# SERVE AND RETURN

***“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.”***

Center on the Developing Child, 2019



# Turn and Talk



# FACILITATING CHILDREN'S DEVELOPMENT AND LEARNING

How can adults intentionally facilitate children's development and learning?

- Establish relationships and interactions with children that are nurturing and use positive language
- Create and manage effective learning environments – physical space, materials, activities, classroom management
- Consistently deploy productive routines, maintain a schedule, and make transitions brief and productive, all to increase predictability and learning opportunities and to maintain a sense of emotional calm in the learning environment



# FACILITATING CHILDREN'S DEVELOPMENT AND LEARNING

- Use a repertory of instructional and caregiving practices and strategies, including implementing validated curricula, that engage children through nurturing, responsive interactions and facilitate learning and development in all domains in ways that are appropriate for their stage of development
- Set appropriate individualized goals and objectives to advance young children's development and learning
- Use learning trajectories – a deep understanding of the subject, knowledge of the way children think and learn about the subject, and the ability to design and employ instructional tasks, curricula, and activities that effectively promote learning and development within and across domains and subject-matter areas

# FACILITATING CHILDREN'S DEVELOPMENT AND LEARNING

It is important for adults to engage all children through interactions, activities, and experiences that help them:

- Explore
- Develop
- Learn







# Activity

What do these elements look like in your program?

- Exploration
- Development
- Learning

# HIGH-QUALITY INTERACTIONS IN ACTION





# LOOKING THROUGH THE CLASS<sup>®</sup> LENS



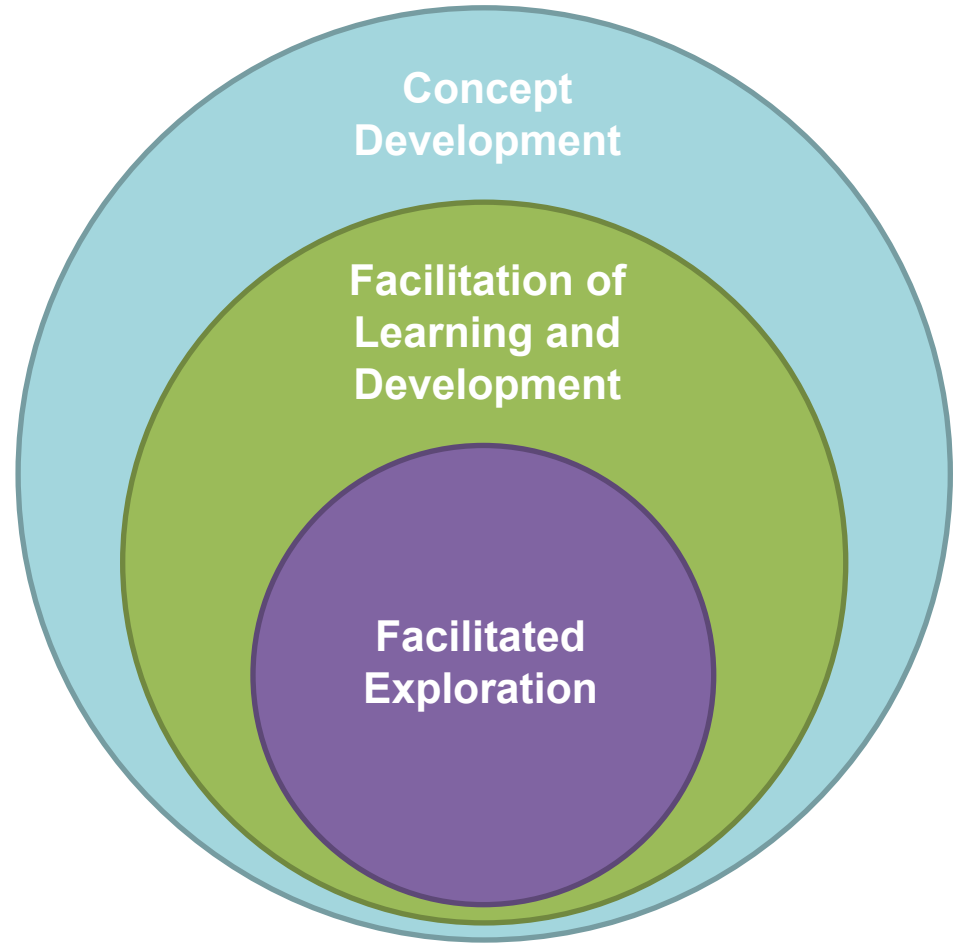
***“You are the decisive element in the classroom. You create the climate. It is your daily mood that makes the weather.”***

**Haim Ginott**

# **CLASS<sup>®</sup> Elements that Focus on Facilitating Children's Development and Learning**



**What CLASS<sup>®</sup>  
Elements Come  
to Mind?**



# A CLOSER LOOK AT CLASS<sup>®</sup>

## FACILITATED EXPLORATION

- Involvement
- Infant focused
- Expansion of infants' experience

## FACILITATION OF LEARNING AND DEVELOPMENT

- Active facilitation
- Expansion of cognition
- Children's active engagement

## CONCEPT DEVELOPMENT

- Analysis and reasoning
- Creating
- Integration
- Connections to the real world



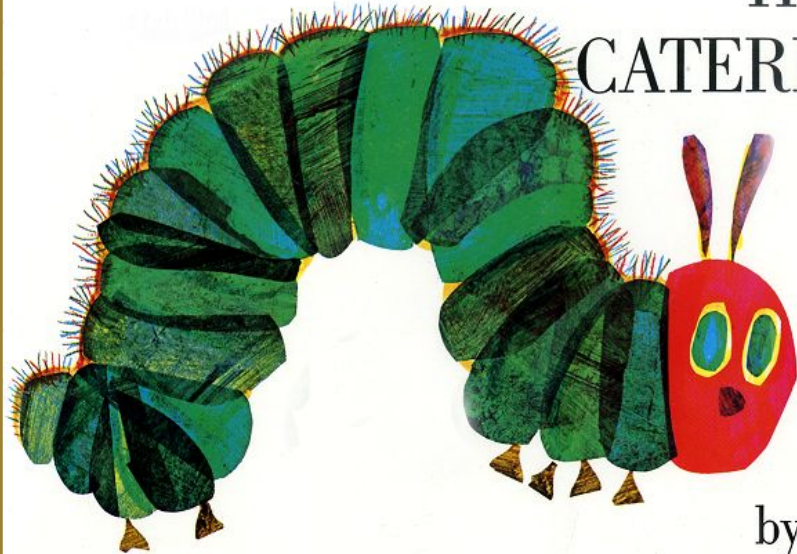
How are you actively engaging the children in activities that help them develop, explore, and learn?



**Concept  
Development  
Activity**



**THE VERY  
HUNGRY  
CATERPILLAR**



by Eric Carle

# GROUP ACTIVITY INSTRUCTIONS

- Find a partner.
- Read each scenario together and determine how to best facilitate learning and development.
- Then, participate in large group discussion.



# INFANTS SCENARIO



Ms. Amelia notices that August is trying to grab a ball that is just out of his reach.

What can Ms. Amelia do to support August's exploration and facilitate his development?

# TODDLERS SCENARIO



Ms. Dawn notices that Margo is pretending to feed a baby doll in the dramatic play center.

What can Ms. Dawn do to support Margo's play and extend her learning?



# PRESCHOOL SCENARIO



Ms. Stephanie notices that Dylan and Bryce are playing with the people and animal figures in the block area.

What can Ms. Stephanie do to support their play and extend their learning?

# Session Review



# REVIEW LEARNING OBJECTIVES

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**Reflections,  
Questions, &  
Comments**





**Please complete the  
Post-Assessment  
Evaluation.**

**Thank you!**

