# plan act study do logo

# Learning Guide 1.10 Interaction-

# Performance Feedback Guide

## **How to Use this Guide**

This guide can be used in class when learners are engaged in role-plays or scenario-based activities. Also, this guide can be used when supervising learners in early childhood settings with children.

**Are the learner’s interactions with children — Sensitive and Observant?**

**Performance Indicator:**

Participants will be able to **observe and identify** a child’s nonverbal and verbal cues, interests, abilities, and emotions.

### **Look for:**

* Learner correctly identifies verbal and nonverbal cues and interests of young children.
* Learner takes time to pause and observe and interpret children’s perspectives.
* Learner gives their full attention to the focus child.
* Learner observes child in everyday activities.

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| **IF** | **THEN** |
| Learner incorrectly identifies cues and interests of young children. | Provide more opportunities for guided practice observing young children through videos and field experiences. |
| Learner responds quickly without interpreting child’s cues, interests, abilities, and emotions. | Remind learner to take time to make interactions more intentional. Review “Ask the Expert” on the importance of sensitive, responsive, contingent interactions with young children. |
| Learner is distracted by multiple other children and/or other happenings in the setting. | Provide more opportunities for the learner to spend time in early childhood settings. |
| Learner observes and interacts with child by pulling them out of their natural routines and activities (i.e. therapy room). | Review Module 1, Plan, Lesson 2, “Observing and Identifying Children’s Interests, Abilities, and Emotions” |

**Are the learner’s interactions with children — Responsive and Contingent?**

### **Performance Indicator:**

Participants will be able to appropriately **respond** to a child’s nonverbal and verbal cues, interests, and attempts to interact.

### **Look for:**

* Learner interprets observations and responds to support child engagement, competence, and development.
* Learner responses increase opportunities for learning.
* Learner responds contingently by maintaining positive interactions, following child’s lead, matching the child’s enthusiasm, and responding promptly.
* Learner elaborates and expands on child’s interactions and intent to engage.
* Learner provides natural consequences to child’s behavior.
* Learner encourages child to try new things through modeling, expansion, or other guided support.

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| **IF** | **THEN** |
| Learner’s responses are incongruent to observed interests, strengths, and needs for child. | Return to Module 1, Plan, Lesson 2 “Observing and Identifying Children’s Interests, Abilities, and Emotions” |
| Learner’s responses result in a cessation of interaction. | Remind leaner to respond contingently by maintaining positivity, following child’s lead, matching enthusiasm, and responding promptly. |
| Learner’s responses are brief, inappropriate, or not engaging to the child. | Have the learner observe other teachers engage in sensitive, responsive, and contingent interactions either through continued observation of mentor teachers or exemplar videos. |