# plan act study do logo

# Learning Guide 1.6 Interaction-

# Observations Checklist

## **Objectives**

* The learner will implement sensitive and responsive interactions with children.
* The learner will observe if the change in interactional practices resulted in a change in child outcomes.
* The learner will identify what worked well and what didn’t and plan appropriate changes.

## **How to Use**

## Observe the learner in a real-life classroom setting with young children. This tool is appropriate for observation during everyday activities and routines.

Learner Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Time: \_\_\_\_\_\_\_\_\_\_\_\_

Observer Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Setting: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Practice Characteristics** | **Observation “I observed this…”** | | | | **Evidence** |
| --- | --- | --- | --- | --- | --- |
| Seldom or Never | Sometimes | Often | Frequently |
| **Observe** the children’s participation in activities and attempts to communicate or interact with adults and other children during everyday activities |  |  |  |  |  |
| **Identify** children’s social communication, emotional expressions, gestures, focus of attention or engagement, or other social-emotional behavior that indicates interest or attempts to initiate interactions and communication. |  |  |  |  |  |
| **Interpret** the behavior (e.g., visual attention, smiling, gestures) as an intent to interact or communicate and follow children’s lead for interests and preferences. |  |  |  |  |  |
| **Respond** contingently to children’s behavior (social, communicative, or emotional) to sustain positive interactions and positive affect. |  |  |  |  |  |
| **Engage** children in different types of social play (joint attention, your-turn/my-turn interactions, social games, etc.) and interactive play by imitating nonverbal and verbal behavior. |  |  |  |  |  |
| **Encourage** children to initiate and sustain interactions to encourage child requests, preferences or interests, and to try new things (behavior elaborations) through modeling, expansions, or other types of guided support. |  |  |  |  |  |

## **DEBRIEF AND PROVIDE FEEDBACK**

**Guiding Questions**

**Objective 1:** Did the learner implement sensitive and responsive interactions?

1. What is your current understanding of interactional practices and how has that changed your practice?
2. How are your understandings of interactional practices consistent with what you actually do in the classroom?
3. What else could you have done to make your practice more consistent with the DEC RPs for Interactions?

**Objective 2:** How does the learner know if the change in interactional practices has resulted in an improvement in child outcomes?

1. What happened when you used responsive, sensitive, and contingent interactions?
2. How did children’s engagement match (or was different from) what you expected to happen? Why?

**Objective 3:** What worked well and what didn’t? What changes can the learner make to use more sensitive and responsive interactions with children?

1. What might help you to have even better interactional practices in the future?
2. What types of supports and resources do you need to improve interactional practices?

**Have the learner complete the ACTION PLAN based on observation data, reflections, and feedback.**