

Interactions Observation
 (for use by supervising educators)

Program/Provider Name: _____ Program # _____

Address: _____

Educator(s): (list names) _____

of children at time of visit:
 # infants _____ # toddlers _____ # preschoolers _____ # school age _____
 of the above #s how many are children with disabilities _____

Date of observation _____ Length of observation: _____

Proposed Regulation*	Observations (check all that apply during observation)
<p>7.05 (2): Educators must be nurturing and responsive to children by:</p> <p>(a) frequently expressing warmth to individual children through behaviors such as holding babies, social conversations (including response to babies' vocalizations), joint laughter, eye contact, and smiles, and communicating at children's eye level;</p> <p>(b) providing attentive, consistent, comforting, and culturally sensitive care;</p> <p>(c) being consistent and predictable in their physical and emotional care of children, and when implementing program rules and expectations;</p> <p>(d) recognizing signs of stress in children's behavior and responding with appropriate stress-reducing activities.</p> <p style="text-align: center; margin-top: 20px;">(Use space above for comments.)</p>	<p style="margin-left: 20px;">√</p> <p><input type="checkbox"/> Educators talk with individual children as opposed to the whole group most of the time.</p> <p><input type="checkbox"/> Educators are physically at the child's eye level when communicating with him/her.</p> <p><input type="checkbox"/> Educators show affection to children by hugs, back-pats or back rubs.</p> <p><input type="checkbox"/> Educators seem to enjoy the children.</p> <p><input type="checkbox"/> Educators smile and display other facial expressions with infants.</p> <p><input type="checkbox"/> Educators talk to infants while holding, changing diapers, feeding.</p> <p><input type="checkbox"/> Educators mimic/repeat young infant babbling sounds.</p> <p><input type="checkbox"/> Educators hold infants at times other than feeding and changing.</p> <p><input type="checkbox"/> Educators respond quickly to fussing or crying infants.</p> <p><input type="checkbox"/> There is joint laughter and/or smiling between Educators and children.</p> <p><input type="checkbox"/> Educators respond quickly to children who appear angry, sad or upset.</p>

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Proposed Regulation

7.05 (3): Educators must support children in the development of self-esteem, independence and self-regulation by:

- (a) demonstrating courtesy and respect when interacting with children and adults
- (b) encouraging appropriate expression of emotions, both positive (e.g. joy, pleasure, excitement) and negative (e.g. anger, frustration and sadness);
- (c) encouraging children’s efforts, work and accomplishments;
- (d) offering opportunities for children to make choices and decisions.

(Use space above for comments)

Observations

(check all that apply during observation)

- ✓
- Educators are next to child/children when they talk to him/them.
- When talking to individual children, the Educator cannot be heard across the classroom.
- Educators say “please” and “thank you” when making requests of children.
- Educators say “please” and “ thank you” when making requests of other Educators.
- Educators smile and say “Hello, _____” using each child’s name as he/she arrives.
- Educators encourage children to verbalize their feelings.
- Children talk about their feelings.
- Educators praise children for their accomplishments and their efforts.
- Educators are enthusiastic about children’s activities and efforts.
- Educators encourage children to make their own choice of activities.

7.05 (4): Educators must support children in the development of social competence by:

promoting interaction and language use among children and between children and adults by talking to and with children frequently;

- (c) modeling cooperation, problem-solving strategies and responsible behavior for children;
- (d) assisting children in learning social skills such as sharing, taking turns, and working together;

- Children are engaged with materials or each other.
- Children appear to enjoy the program and each other.
- Educators use open-ended questions when talking with children.
- Educators model cooperation by sharing materials with each other and helping one another when needed.
- Educators join in with children in games and activities.

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Proposed Regulation *

7.05 (4) continued

- (e) encouraging children to listen to, help, and support each other;
- (f) providing guidance to assist children in resolving conflicts, finding solutions to problems, and making decisions.

(Use space above for comments)

Observations

(check all that apply during observation)

- ✓
- Children wait patiently for their turn with an activity or for the Educator's attention when necessary.
- Educators encourage children to play/work together.
- Children choose to work together on games or activities.
- Children listen to each other and help one another as they are able.
- Children comfort one another by words or gestures.
- Educators respond promptly to children's requests for assistance.
- Educators help children with problem-solving by suggesting options or asking leading questions.

7.05 (5): Educators must provide guidance to children in a positive and consistent way based on an understanding of the individual needs and development of children by:

- (a) encouraging self-control and using positive child guidance techniques such as recognizing and reinforcing children's appropriate behaviors, having reasonable and positive expectations, setting clear and consistent limits, and redirecting.

(Use space above for comments)

- Educators praise children for positive behavior
- Educators are calm when dealing with misbehavior.
- Educators redirect children's behavior
- Educators offer the child acceptable ways to express their feelings (other than misbehavior).
- Educators handle minor problems before they become serious.
- There are few instances of misbehavior.
- Behavior management does not take significant time away from other activities

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