



CATEGORY 2: TEACHER-CHILD INTERACTIONS

Sample Key Behaviors

Warm and Responsive Style Assessment Measures

Label	Measure Narrative	Key Behaviors
P-WRS-01 (All Ages)	Creates a warm, safe, and nurturing environment	Refrains from using negative or harsh language, behaviors, and discipline; does not make critical or demeaning comments
P-WRS-02 (All Ages)	Uses frequent, positive nonverbal behaviors to increase feelings of acceptance	Smiles, sits at child's level, allows child to sit near or with teacher, uses reassuring touch
P-WRS-03 (All Ages)	Has a patient, relaxed style that helps maintain calmness in the classroom	Uses a positive tone of voice, does not seem rushed, reacts calmly when conflicts arise, or children need support
P-WRS-04 (All Ages)	Notices and attends to children's needs and signals	Recognizes signs of stress in individual children; listens to children's attempts at communication or expression; notices subtle signals from quieter or withdrawn children; responds to children's comments, questions, and vocalizations
P-WRS-05 (All Ages)	Responds promptly and sensitively to children's cognitive and affective signals (acknowledges and expands on children's attempts at communication, play, and expression of needs)	Comforts child, celebrates accomplishments, values children's needs, shows acceptance of feelings, responds with language that is positive in content and tone, wipes up messes without making a child feel bad; calmly asks a child to pick up a toy the child has thrown rather than criticizing; uses distraction to help very young children avoid a meltdown when they are frustrated or cannot get their way
P-WRS-06 (All Ages)	Demonstrates an ability to adjust one's own behavior to meet the needs, interests, and abilities of individuals/groups of children	Does not show preference toward or acceptance of some children and rejection of or lack of acceptance of others; treats all children with fairness and respect; seems to know which children respond well to humor, soft voices, etc.; adjusts response style to match each child's personality and temperament; tolerant of the children's likes and dislikes, mood, and individual differences

Language Facilitation and Support Assessment Measures

Label	Measure Narrative	Key Behaviors
P-LFS-01 (All Ages)	Listens to children attentively and responds appropriately to their language, vocalizations, and nonverbal attempts at communication	Notifies and responds to individual children's gestures, vocalizations, comments, questions; listens patiently while children work to express themselves, offering support if needed
P-LFS-02 (All Ages)	Uses positive verbal responses and encouragement to provide reinforcement or acknowledge positive behavior or accomplishments	Praises and encourages children's attempts at communication; provides frequent descriptive praise to reinforce positive behavior, efforts, interests, and accomplishments; uses descriptive praise to offer more detailed feedback about specific behaviors or ideas to be reinforced
P-LFS-03 (All Ages)	Uses language to add meaning or expand on children's interests or agenda	Comments or asks questions using positive verbal content and tone of voice in connection with something the child is interested or engaged in or in response to something a child has said or vocalized
P-LFS-04 (All Ages)	Communicates with children throughout the day	Provides frequent language stimulation; routinely talks to children and imitates sounds infants and toddlers make throughout the day
P-LFS-05 (All Ages)	Uses descriptive language (specific labels and descriptors)	Uses rich language when responding to and interacting with children; talks to infants throughout care routines using specific language; narrates or thinks aloud about actions
P-LFS-06 (All Ages)	Provides children with frequent opportunities to talk with teachers	Actively encourages children to communicate (i.e., teacher should not be doing all of the talking/vocalizing); uses a variety of questions (open-ended and closed) to encourage critical or creative thought
P-LFS-07 (All Ages)	Allows children time to respond to questions before providing the answer or asking another question	Gives children time to think and respond before moving on; speaks and interacts at a pace comfortable for individual children
P-LFS-08 (All Ages)	Engages individual children in back-and-forth conversations (three-five turns) about a variety of topics; for infants and toddlers, provides commentary and encourages back-and-forth vocalization/gestures	Initiates individual conversations about a child's interests and uses open-ended questions (if age-appropriate) to elicit more elaborate responses; encourages infants to coo or babble back and forth with teacher
P-LFS-09 (All Ages)	Expands on children's understanding or initiation by elaborating on what children say or draw attention to	Uses language that is contingently responsive, for infants or toddlers, provides children with a label or description of something they have pointed to or attempted to talk about
P-LFS-10 (All Ages)	Models back language for children on how to express complete ideas or sentences based on what the child	Recasts or restates what a child has said using correct and complete language to indicate what the child expressed

	has communicated	
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Play-Based Interactions and Guidance Assessment Measures

Label	Measure Narrative	Key Behaviors
P-PBIG-01 (All Ages)	Supports a playful attitude on an ongoing basis by creating opportunities for children to make-believe, make choices, and adjust activities to their own interests	Engages children in playful activities (songs, books, games) throughout the day
P-PBIG-02 (All Ages)	Participates and expands on play initiated by children to reinforce language, ideas, and social development	Takes time to follow the agenda of individual children
P-PBIG-03 (All Ages)	Provides guidance when children are working, in order to progressively build skills and knowledge rather than using overly directive strategies	Accepts a child's way of doing things versus requiring a child to do things the teacher's way; models problem-solving skills during play; uses guidance strategies, such as offering choices, encouraging communication and problem-solving skills, and modeling appropriate actions, that help children solve their own problems rather than relying on overly directive approaches
P-PBIG-04 (All Ages)	Provides opportunities for and/or facilitates children's social interaction with their peers	Gives children choices about a variety of social interactions throughout the day; allows children to choose whether to interact with their peers or be alone; helps facilitate how the children interact in their play with others

Support for Children's Regulation Assessment Measures

Label	Measure Narrative	Key Behaviors
P-SCR-01 (Toddler, Preschool, and School-Age)	Models or encourages emotional expression (encourages children to express feelings, labels feelings, thinks aloud to model their own feelings and reactions; makes connections between actions and emotional reactions)	Models or encourages emotional expression; uses specific strategies and intentional activities to model and support emotional development (reads and discusses books about feelings, uses puppets and role play to increase understanding)
P-SCR-02 (Toddler, Preschool, and School-Age)	Provides children with short explanations that help them understand why they are feeling a certain way	Labels and provides explanations of emotions that are positive, simple, and clear
P-SCR-03 (Toddler, Preschool, and School-Age)	Explains logical consequences for behaviors rather than providing arbitrary consequences	Verbalizes logical consequences for children's behavior; gives children logical consequences before problem behaviors occur or tensions rise
P-SCR-04 (Toddler, Preschool, and School-Age)	Encourages self-regulation by consistently implementing program rules and routines (signals transitions, referring to the sequence and structure of the day and balancing structured and unstructured playing and learning opportunities)	Signals transitions; refers to the sequence and structure of the day; balances structured and unstructured playing and learning opportunities
P-SCR-07 (Toddler, Preschool, and School-Age)	Assists children in their communications and interactions with peers	Guides children as they resolve conflicts, speak respectfully to each other, and initiate and expand on each other's play ideas
P-SCR-08 (Toddler, Preschool, and School-Age)	Encourages children to assist with routines and procedures that help build self-help skills	Encourages or supports self-help skills in the classroom; provides consistent routines and procedures that encourage skill building in various contexts

Instructional Formats and Approaches to Learning Measures

Label	Measure Narrative	Key Behaviors
P-IFAL-01 (All Ages)	Intentional instructional activities are balanced	Initiates activities, play, and conversations in balanced ways; is attentive to children's suggestions and input about what they like to do and talk about; takes responsibility for introducing engaging and challenging activities and experiences with support for all children's learning
P-IFAL-02 (All Ages)	The daily schedule demonstrates a balance of both teacher- and child-initiated planned daily activities	Planned activities, play, and conversations in a balanced way; is attentive to children's suggestions and input about what they like to do and talk about; takes responsibility for introducing engaging and challenging activities and experiences with support for all children's learning
P-IFAL-03 (All Ages)	Routine and/or transition times are used as opportunities for incidental learning	Adds incidental learning to routines and transition times throughout the day
P-IFAL-04 (All Ages)	Transition times are planned to avoid frequent disruption of children's activities and long waits between activities	Has materials ready for upcoming activities; uses short, planned transition times to avoid disruptions in activities that may occur when there is a long wait
P-IFAL-05 (All Ages)	Repeated exposure of a new concept is used in different learning contexts across the day	Repeats a concept in various contexts throughout the day
P-IFAL-06 (Infant, Toddler, and Preschool)	Classroom uses child progress monitoring tools to guide their instructional planning for the children in their class	Utilizes informal child progress monitoring to guide instruction, utilizes formal child progress monitoring to guide instruction, system is used to support children's transitions between age groups/classrooms and/or into kindergarten