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**Supportive Interactions Checklist**

*Use this checklist to evaluate supportive interactions in your program. For each item, place a check in the column that applies. Use “We’ve got this!” for items that are working well. Use “This is a work in progress” for your growth areas. After you complete the checklist, think about how your responses might point you to a place to start your quality improvement work.*

|  |  |  |
| --- | --- | --- |
|  | **We’ve got this!** | **This is a work in progress** |
| **Building Trust** | | |
| Adults greet children with warm smiles and eye contact |  |  |
| Adults greet children by name |  |  |
| Adults talk to children frequently |  |  |
| Adults show interest in children’s independent activities |  |  |
| Adults frequently check in on children’s overall well-being through observation or family conversation |  |  |
| **Observing and Exploring** | | |
| Adults encourage children to ask questions about their environment |  |  |
| Adults ask children questions to build on or extend their observations (*What does that remind you of?*) |  |  |
| Adults ask children open-ended questions (*What are you thinking about?* *What did you notice?*) |  |  |
| Adults give children time to answer questions |  |  |
| Adults watch children’s nonverbal behavior to monitor engagement |  |  |
| **Extending Learning** | | |
| Adults create opportunities for children to try new activities or have new experiences |  |  |
| Adults encourage children to guess and make predictions  *(Why did that happen? How can we find out?)* |  |  |
| Adults praise children’s effort |  |  |
| Adults model problem solving by sharing their own thinking |  |  |
| Adults frequently reflect on the learning experiences they create for children |  |  |