

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	X	
Adults greet children by name	X	
Adults talk to children frequently	X	
Adults show interest in children's independent activities		I would like to see increased positive communication between classroom staff and children during non-teaching times in the classroom.
Adults frequently check in on children's overall well-being through observation or family conversation		We do not currently have a way to do this, unless an enrolled child's family raises a concern or shares something with us.
Observing and Exploring		
Adults encourage children to ask questions about their environment		We use Creative Curriculum and that is part of the instruction materials.
Adults ask children questions to build on or extend their observations (<i>What does that remind you of?</i>)	X	
Adults ask children open-ended questions (<i>What are you thinking about? What did you notice?</i>)	X	
Adults give children time to answer questions	X	

Adults watch children's nonverbal behavior to monitor engagement		We would like to increase my staff's monitoring of children's engagement and nonverbal communication.
Extending Learning		
Adults create opportunities for children to try new activities or have new experiences	X	
Adults encourage children to guess and make predictions <i>(Why did that happen? How can we find out?)</i>	X	
Adults praise children's effort		We would like to see more adult communication to praise positive or desired behavior, rather than language used to redirect, instruct, or reprimand behavior that is concerning or challenging.
Adults model problem solving by sharing their own thinking		We would like to see classroom teachers use natural incidents within the teaching day to discuss challenges or problems and teach problem solving skills to children (e.g.: need to transition to snack time but ½ the class is not yet finished with the art activity, so what should they decide to do?).
Adults frequently reflect on the learning experiences they create for children	X	