

**INTERACTION**

**25. Supervision of play and learning\***

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|--|---|--|--|
| <p>1.1 Insufficient supervision to protect children's safety (Ex. staff often leave children and can not see, hear, or reach them; children unattended in dangerous situation).*</p> | <p>3.1 Children are within sight, hearing, and easy reach of staff with no more than a few momentary lapses (Ex. staff quickly get materials from closet in room; staff call into building from door while supervising children on playground).*</p> <p>3.2 Attention is on caregiving responsibilities, not on other tasks or interests.</p> | <p>5.1 Staff show awareness of the whole group even while working with 1 child or a small group.</p> <p>5.2 Staff react quickly to solve problems in a comforting and supportive way.</p> <p>5.3 Staff play with children and show interest in or appreciation of what they do.*</p> <p>5.4 Staff give children help and encouragement when needed (Ex. help child who is wandering to get involved in play; help baby access toy on shelf).</p> | <p>7.1 Staff watch carefully and usually act to avoid problems before they occur (Ex. bring out duplicate toys; move active play before it disrupts quiet play).</p> <p>7.2 Supervision is individualized (Ex. closer supervision of child with greater needs; infant moved to avoid boredom).</p> <p>7.3 Staff vary supervision to meet differing requirements of activities (Ex. art activities and materials with small pieces closely supervised).</p> |
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**\*Notes for Clarification**

Item 25. For this item consider both indoor and outdoor supervision. To score this item for outdoor supervision where several groups are being supervised together, consider: all teachers supervising gross motor activities; all children of similar age/abilities as those in group you are observing; numbers of adults and children; whether adults are supervising the most hazardous areas/activities adequately. Since supervision of the various personal care routines is handled in the individual items, it is not considered here (see Items 7. Meals/snacks, 8. Nap, and 9. Diapering/toileting).

1.1, 3.1. A "momentary lapse in supervision" means that staff are in the space used by the children but cannot see, hear, or reach children, or are not attending to children for a period of less than 1 minute. No momentary lapse in supervision can occur when the risk of danger is high. If there are only a few momentary lapses in supervision, do not score Indicator 1.1 "Yes." However, if there are many momentary lapses, 1 lapse when the risk is high, or 1 lapse in supervision of over 1 minute, where staff cannot easily see, hear, and reach a child at all, score Indicator 1.1 "Yes."

- 3.1. "Few" means no more than 5 momentary lapses during a 3-hour observation. However, not even 1 momentary lapse in supervision can occur when risk of danger is high, such as while children are on a diapering table, using climbing equipment, or participating in water play.
- 5.3. It must be evident throughout the observation that a significant amount of time is spent in playing with the children and showing interest in and appreciation of children's play. If the vast majority of staff time is taken up in routine care, credit cannot be given, even if staff play with the children for some portion of the observation.

Inadequate  
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Minimal  
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Good  
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Excellent  
7

## 26. Peer interaction

- 1.1 Little or no appropriate peer interaction possible (Ex. children separated in cribs, swings, or highchairs while awake; toddlers crowded into small space with few toys).
- 1.2 Negative peer interaction either ignored or handled harshly.\*
- 3.1 Peer interaction is possible much of the day (Ex. non-mobile infants have supervised play near others; toddlers allowed to form natural groupings).
- 3.2 Staff usually stop negative peer interaction (Ex. stop hitting, biting, grabbing toys).\*
- 5.1 Staff facilitate positive peer interactions among all children (Ex. place infants where they can watch and react to others; help toddlers find duplicate toys; include child with disability in play with others).
- 5.2 Staff model positive social interaction (Ex. warm and affectionate; use gentle touching; polite to children and not "bossy").\*
- 7.1 Staff explain children's actions, intentions, and feelings to other children (Ex. help children recognize facial expressions of sadness or joy; explain that other child did not mean any harm; praise child for getting own duplicate toy).\*
- 7.2 Staff point out and talk about instances of positive social interaction among children or between adults and children (Ex. help children notice comforting; smile and talk to baby who notices other children; praise 2-year-olds for working together to bring chairs to table).\*

### \*Notes for Clarification

- 1.2. If no negative peer interaction is observed, score this indicator "No."
- 3.2. Staff must stop mildly negative peer interactions at least 75% of the time to give credit, and all major problems in which children are being hurt. In addition, the intervention can not ever be harsh to give credit. If no negative peer interaction is observed, score this indicator "Yes."
- 5.2. To give credit, no staff member can be observed modeling negative social skills with the children or with other adults.
- 7.1. At least 2 instances must be observed during the first 3 hours of observation to give credit for this indicator.
- 7.2. At least 1 instance must be observed during the first 3 hours of observation to give credit for this indicator.

Inadequate

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Minimal

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Good

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Excellent

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### 1. Staff-child interaction\*

- 1 Interaction is impersonal or negative (Ex. staff rarely respond to, smile at, talk to, or listen to children).
- 2 Uneven amount of positive attention given to children (Ex. staff have favorite child who gets far more attention than others).
- 3 Physical contact is not warm or responsive, or is harsh.
- 3.1 Occasional smiling, talking, and affection shown to children throughout the day.\*
- 3.2 Staff usually respond sympathetically to help children who are hurt, angry, or upset.\*
- 3.3 No harsh verbal or physical staff-child interaction.
- 3.4 Some warm and responsive physical affection throughout the day in routines or play (Ex. hold child gently while reading a book; cuddle child during bottle feeding).
- 5.1 Frequent positive staff-child interaction throughout the day (Ex. initiate verbal and physical play; respond when child initiates interactions; show delight in child's activity).\*
- 5.2 Staff and children usually relaxed, voices pleasant, frequent smiling.\*
- 5.3 Much holding, patting, and physical warmth shown throughout the day.\*
- 7.1 Interaction is responsive to each child's mood and needs (Ex. soothing with tired child; more active with playful child; reassuring with frightened child).
- 7.2 Staff are usually sensitive about children's feelings and reactions (Ex. avoid abrupt interruptions, warn baby before picking him or her up).\*

### Notes for Clarification

- em 27. While the indicators for quality in this item generally hold true across a diversity of cultures and individuals, the ways in which they are expressed may differ. For example, direct eye contact in some cultures is a sign of respect; in others, a sign of disrespect. Similarly, some individuals are more likely to smile and be demonstrative than others. However, the requirements of the indicators must be met by staff, although there can be some variation in the way this is done.
1. To give credit, the required interactions need not occur frequently, but must occur regularly, during both routines and play, and all children should be recipients of these interactions.
2. Sympathetic response means that staff notice and validate a child's feelings, even if the child is showing emotions that are often considered unacceptable, such as anger or impatience. The feelings should be accepted, although inappropriate behaviors, such as hitting or throwing things, should not be allowed. A sympathetic response should be provided in most, but not necessarily all, cases. If children are able to quickly solve minor problems themselves, then teacher response is not needed. The observer needs to get an overall impression of the response of the staff. If minor problems persist and are ignored or if staff responds in a negative manner, give no credit for this indicator.

- 5.1. To give credit, the required interactions must occur frequently, during both routines and play, and all children should be recipients of these interactions.
- 5.2. "Usually," in this indicator, means most of the time for each child and for each staff member. The overall tone throughout the observation should be pleasant in both routines and play. Any stress or upset should be resolved quickly.
- 5.3. Physical warmth must be used appropriately to give credit. This means the contact is pleasant and not intrusive to the children or likely to result in any problems.
- 7.2. "Usually," in this indicator, means most of the time for each child. Consider both verbal and non-verbal communication when scoring.

Inadequate  
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Minimal  
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Good  
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Excellent  
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## 28. Discipline

1.1 Discipline is *either* so strict that children are punished or restricted often *or* so lax that there is little order or control.

1.2 Children controlled with severe methods such as spanking, shouting, confining children for long periods, or withholding food.

3.1 Staff never use physical punishment or severe discipline.

3.2 Staff *usually* maintain enough control to prevent problems (Ex. children hurting one another or endangering themselves; being destructive).

3.3 Expectations are generally realistic and based on age and ability of children (Ex. sharing is not forced although it may be talked about; children not expected to wait for long periods).

5.1 Program is set up to avoid conflict and promote appropriate interaction (Ex. duplicate toys accessible; child with favorite toy protected from others; children not crowded; staff respond quickly to problems; smooth transitions).

5.2 Positive methods of discipline used effectively (Ex. redirecting child from negative situation to other activity; time-out rarely used, and never with children under 2 years of age).

5.3 Attention frequently given when children are behaving well (Ex. staff watch, smile, or participate while children are playing, being fed, and so forth).\*

5.4 Staff react consistently to children's behavior.

7.1 Staff help children understand the effects of their own actions on others (Ex. call attention to other child's crying face; explain child's anger when her block structure is knocked down).\*

7.2 Staff help children learn to use communication rather than aggression to solve problems (Ex. provide words for non-talkers; encourage verbal children to use words).\*

7.3 Staff seek advice from other professionals concerning behavior problems.

### \*Notes for Clarification

5.3. "Attention" means showing enjoyment or interest in what children do. Praise for good behavior is not required as part of the attention given.

7.1. To give credit, at least 1 example of an explanation of how a child's behavior affected another person must be observed during the 3-hour observation to demonstrate that it is a regular part of discipline practice. If there are no negative effects of children's actions observed, explanation of positive effects are acceptable to give credit.

7.2. To give credit, at least 1 example of staff helping children learn to use communication rather than aggression to solve problems must be observed. If no aggression is observed, give credit if staff help children use either non-verbal or verbal communication skills with one another in other interpersonal interaction.

### Questions

1.1. Do you ever find it necessary to use discipline? Please describe what methods you use.

7.3. What do you do if you have a child whose behavior is extremely difficult to handle? Do you ever ask for help from others? *If yes, ask:* Can you give some examples of who might be asked?