



Name:

Date:

## Interaction & Relationship Self-Assessment

Our daily interactions with children help us build positive relationships and set the stage for growth and learning.

In early childhood programs, a great deal of learning takes place through the conversations we have with children during daily routines, play, and teaching activities. Saying children's individual names and speaking with them in back-and-forth conversations strengthens their communication skills and learning.

Consider the following questions:

**How do I talk with children during daily routines?**

**How do I build my personal relationship with each child?**

**How do I support positive relationships between children?**

**How do I teach and interact with children?**

Use the following self-assessment as a guide to reflect upon your daily interactions with children. Look for personal strengths and areas where you would like to improve. Identify 3 - 4 goals to share with your supervisor.

## Interaction & Relationship Self-Assessment

How I talk with children during daily routines:	Seldom	Sometimes	Almost Always	Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.
I greet each child by name each day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"Good morning, Nina. I see you have on your pink cap today. It looks very soft and cozy."</p> <p>"Emily, It's good to see you back, are you feeling better now?"</p> <p>"Hey, Zachary, looking forward to that soccer game today?"</p>
I greet each parent or family member by name. (respectful of their preference for first or last name or title.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"Good morning, Mrs. Garcia. Did you have time to relax over the weekend?"</p> <p>"Carlos, you seem rushed today. How can I help?"</p> <p>"Susan, you are welcome to stay for a while, if you would like."</p>
I speak respectfully with children and families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"I know Annie misses you and that you miss her. Would you like to call at lunch time to see how she is doing?"</p> <p>"I am so happy to meet Isabella's grandfather. I'm glad you could come see our program."</p>
I talk with and model appropriate conversations at meal times.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"Dario, I can see you like peas! Who else likes green peas?"</p> <p>"Abby, tell us about your new baby brother!"</p> <p>"Max, you just got back from vacation. Becca, ask Max to tell us something fun he did on his trip."</p>
I use snack and meal times as an opportunity to introduce new words and ideas to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"More crackers? One, two. . .two more crackers for Paul."</p> <p>"Oh my, Gabriela, this celery tastes bitter."</p> <p>"Do you know that potatoes are hard before you cook them?"</p> <p>"How do you like them best... a bake potato, French fries, or mashed potatoes?"</p>
I talk, sing, and play games <b>with</b> children (encouraging their participation) while they are waiting to move to another activity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"Baa, baa, black sheep... Let's clap and sing together!"</p> <p>"Jason is a friend of mine, friend of mine, friend of mine..."</p> <p>"Miguel, what do you plan to play outside, today?"</p> <p>"Nico, what is your favorite three letter pet? What is your favorite four letter zoo animal?"</p>
I talk with children during routine times such as handwashing or toileting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>"Vera, let's wash our sticky hands." "Rub your hands together." "The water is cool and drippy."</p> <p>"Lorenzo, how do you think our hands get so dirty? Where do you think germs go when they go down the drain?"</p> <p>"Estella, how far to do you think germs travel when someone coughs across the room?"</p>

<b>How I build my personal relationship with each child:</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>	<b>Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.</b>
I make a time to talk individually with each child every day.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Nala, look at you kicking and smiling!"</i> <i>"Adam, I can hear you laughing. You really like crawling under that table!"</i> <i>"Ricardo, can you tell us what your new puppy likes to do?"</i> <i>"Elena, what do you hope to do on your camping trip?"</i>
I show enthusiasm about children's efforts and interests.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"April, I see you trying hard to stand up!"</i> <i>"Ian, can you point to the puppy you like best in this book?"</i> <i>"Akeem, I see that you are really enjoying rolling clay into a long, stretchy cord. Josie, you are doing something different – rolling clay into round balls."</i> <i>"Aubrey and Millie, It looks like you are putting a lot of thought into making that bird house. Tell me more about your plans. What comes next?"</i>
I show warmth and affection with hugs, gentle pats, and appropriate touch.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Shannon, you look sad. May I give you a hug?"</i> <i>"Zaiika, let's sit together and read a book."</i> <i>"Ruby, I like holding you and dancing around the room!"</i> <i>"Jeffery, how about a high-five?"</i>
I speak calmly and supportively to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Lola, I can see you are sleepy, maybe it would help to lie down."</i> <i>"Kara, you have a lot of energy today! Let's see what you can do to get the wiggles out!"</i> <i>"Diego, waiting for Dad to arrive is hard sometimes. What would you like to play while you wait?"</i>
I model and demonstrate friendship skills such as kindness and empathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Kyle, you seem to be missing mommy. Would you like me to hold you?"</i> <i>"Olivia, you seem lonely today, would you like to read a book with me and Noah?"</i> <i>"Logan, sometimes I shoot a few hoops when I'm feeling like I need to move around. What do you say we get a game going?"</i>
I listen attentively to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Ba, ga, goo...Luca, I can see you trying to talk to me."</i> <i>"Yes, Chris! Doggie, that is a doggie."</i> <i>"Emma, I'd like to hear how you made that work."</i> <i>"Liam, tell me what is on your mind today."</i>
I bend, sit or lower myself to children's level to establish better eye contact.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Ana, let me sit on this pillow, so I can see and hear you better."</i> <i>"Lupe, come sit beside me on this bench so we can talk."</i> <i>"Oni, there is a lot going on here, let's step aside so we can talk."</i>
I respond empathetically to children when they are upset, hurt, or angry.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Adriana, I can see that you are really upset."</i> <i>"How frustrating, Danny, let's see if we can figure this out."</i> <i>"Ouch that must hurt. Mateo, tell me what happened."</i>

How I support positive relationships between children:	Seldom	Sometimes	Almost Always	Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.
I provide many opportunities for children to talk and play alongside each other.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"We have balls for everyone. A yellow one for Thomas, a soft green one for Katie, a big blue one for Carlos."</i></p> <p><i>"Let's work together to set the table."</i></p> <p><i>"Laura can you show Elias your favorite pictures in that book?"</i></p> <p><i>"Mason, can you teach Sophia how to play that card game?"</i></p>
I demonstrate social skills by joining children in play conversations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Oh my, I think Tessa's baby doll is crying. Would you like to pat her tummy?"</i></p> <p><i>"Freddie-- Rosa and I are very thirsty. Would you please pour me some milk? Thank you, this is delicious! Rosa, would you like to ask Freddie for some milk?"</i></p> <p><i>"Tina and Alex, thank you for helping me sort and clean up the puzzle area. You both were a tremendous help."</i></p> <p><i>"Beth, tell us how your new kitten is getting along with your puppy."</i></p>
I teach children how to ask for help, offer help, and work cooperatively on tasks and activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Oh, it looks like Emma needs help washing her hands. Emma how can I help you?"</i></p> <p><i>"Mia, it looks like you need a little help cleaning up the block area. What can we do to help you?"</i></p> <p><i>"This is a big job. How can we break this apart into smaller jobs? Who wants to do what?"</i></p>
I teach or coach children how to ask other children to play.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Petra, say to Lisa, may I rock-a-bye babies with you?" Lisa, ask Petra to hand you that blanket."</i></p> <p><i>"Jared, tap Henry on the shoulder and ask if he wants to ride in the wagon with you."</i></p> <p><i>"Brandon, it looks like Gracie would like to join your table and play cards too. Can you find a way to invite her to join you?"</i></p>
I teach children how to share and take turns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Is there are a way you both can use the wagon?" Could one person pull and another person ride?"</i></p> <p><i>"We have 2 balls and 6 kids, what can we do so that everyone gets to play?"</i></p>
When I see positive behaviors with children, I describe what I see so that children can also notice and learn.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Anna is being a good friend by handing Jason the toy horse."</i></p> <p><i>"Milo you are so helpful when you hand out napkins to everyone."</i></p> <p><i>"Nora, I bet Jamar really appreciates you helping him find his backpack."</i></p>

How I support positive relationships between children:	Seldom	Sometimes	Almost Always	Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.
I give children simple and clear directions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>Instead of saying "clean up", I say. . . "Put your books back on the shelf." "Drop the balls in the tub." "Lay the doll in her bed."</i> <i>"Flora, when pouring your milk, hold your cup with one hand."</i> <i>"Cleo and Jake, bikes need to stay on the sidewalk."</i>
I have rules and expectations that tell children what <b>to do</b> , rather than what <b>not</b> to do. . . And why.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Ariel, walk to the door." "Come hold my hand."</i> <i>"Amanda, putting marker caps back on the marker keeps them from drying out."</i> <i>"Henry, feet on the ground. You might fall off the fence and be hurt."</i> <i>"Matt, put the puzzle pieces in the box so they don't get lost."</i>
I help children use words to identify problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Jasmine, you are crying. Let me see if I can help you. Oh, your diaper has leaked. You must be cold. I will change you."</i> <i>"Henry, I see a frown on your face, what is puzzling you?"</i> <i>"Keri and Ricky, you both seem very frustrated. Can you tell me what's upsetting you?"</i>
I help children use words to develop social skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Alex, the baby likes it when you touch her gently."</i> <i>"Say to, Rosa: Can you please move over, so I can ride my trike?"</i> <i>"David, say 'excuse me', when you walk in front of someone."</i> <i>"Amal, it's okay to tell Sophia that you want to read alone."</i>
I help children use words to resolve conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Ask Liam if you can use the cart now." "Say, Liam, may I use the cart?"</i> <i>"Tell Brian how it feels to have your coat stepped on."</i> <i>"Paul, it hurts Julian when you push him and hit his arm."</i> <i>"What can we do to make him feel better?"</i> <i>"I bet we can solve this. What can we do work this out?"</i>
I help children recognize feelings and facial expressions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<i>"Jordan it looks like Derek is happy that you gave him the truck. Look he is smiling."</i> <i>"Riley, it looks like Eric is crying. I think he is hurt."</i> <i>"Amy, you look puzzled. How can we help?"</i> <i>"Nyla, Alberto sounds angry. Do you have an idea about what's bothering him?"</i>

I help explain children's actions or intentions to other children during times of conflict or misunderstanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Abby, Katie was reaching to get her bowl and she accidentally knocked over your milk. She didn't mean for that to happen."</i> <i>"Let's help her wipe this up and get you some more milk."</i></p> <p><i>"Eric, it looks like David was so eager to get to get outside, he accidentally knocked your backpack over and your books spilled out."</i> <i>"What can he do to help you sort this out?"</i></p>
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<b>How I teach and interact with children:</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>	<b>Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.</b>
I provide a lot of individual playtime for children to explore and experiment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Maria, would you like to play with your baby doll under the table or come play with blocks beside Dylan?"</i></p> <p><i>"Wow! Ryan, I can see you are very busy with this drawing."</i></p> <p><i>"Charlie, it's okay if you need some time to read by yourself, come join us when you are ready."</i></p> <p><i>"You've got a big project here; I won't interrupt your hard work."</i></p>
I have simple back and forth conversations with children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Sam, I like your smile today. Ba, Ba, Ma? I see you are learning new sounds. I see you laughing. Did I say something funny?"</i></p> <p><i>"Audrey, I see you are stacking those blocks really high. How high will you go? What will happen when it gets that high?"</i></p> <p><i>"Harper, if your dog could tell you what happens at home when you are at school, what do you think he would say?"</i></p> <p><i>"Drew, tell us more about your visit to your grandparent's farm."</i></p>
I regularly introduce and explain new words to children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Lori, we are eating soup today. Warm, soup. It has orange carrots and potatoes."</i></p> <p><i>"Jessica, these leaves are dry and crunchy. This stone is smooth."</i></p> <p><i>"Avery, when your dog barks, is it a Yip, yip or a Woof bark?"</i></p> <p><i>"Let's draw a zig, zag line. Let's slither like a snake!"</i></p> <p><i>"Pine cone scales have a little point or spike called an umbo."</i></p> <p><i>"Pine trees have long, sharp leaves, we call them pine needles."</i></p>
I repeat words and invite children to say words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"That is a blue ball. A big, blue ball. Laura likes to roll that ball around the room. Can you say ball?"</i></p> <p><i>"Delicious is another word for yummy."</i></p> <p><i>"Clouds that are puffy and pillow like are called Cumulus clouds." It's fun to say Cumulus"</i></p>

I repeat or summarize children's ideas or questions out-loud.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Bailey, are you wondering where your blanket is? Let's find it."</i></p> <p><i>"Oh, a beautiful butterfly –wonder where it flew?"</i></p> <p><i>"Spinning in circles... how does your head feel...dizzy?"</i></p> <p><i>"Who is tallest? How can we find out?"</i></p> <p><i>"That's a great question, why does bread get soggy when you pour milk on it? Do carrots get soggy? Why, I wonder?"</i></p>
When I talk with children, I add new information to extend their learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Piper, that's a bird. A red bird that chirps. It says chirp, chirp."</i></p> <p><i>"Play dough is heavy and squishy. Crumpled paper is light."</i></p> <p><i>"Husky dogs are good sled dogs for cold, snowy areas."</i></p>
I help children compare and contrast new words.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Some puppies are big, some puppies are small."</i></p> <p><i>"Lei's cap is soft and fluffy. Sue's bike helmet is hard and shiny."</i></p> <p><i>"Binoculars help us see far away. Microscopes help us see close up."</i></p>

<b>How I teach and interact with children:</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>	<b>Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.</b>
I talk with children about future and past events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Chelsea, tomorrow we will have apples for snack."</i></p> <p><i>"Willa, will you have a warm bath tonight?"</i></p> <p><i>"Archie, did you go with Daddy to the store yesterday?"</i></p> <p><i>"Milo, what will you do with Grandpa this weekend?"</i></p>
I ask what, how, why, where, and when questions that require children to think and offer more than a one-word response.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Catt, where did the ball go?"</i></p> <p><i>"Zoe, where do you think Mommy is going? To work? How will Mommy get to work? A car? Or a bus?"</i></p> <p><i>"Claire, why do you think that block tower stayed up, while the other one fell down?"</i></p> <p><i>"When Selena moves to her new school, what do you think will be different? What do you think will be the same? How do you think she will feel about not being able to see her friends here? What can she look forward to?"</i></p>
I encourage children to share their ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Tell me more."</i></p> <p><i>"What happened next?"</i></p> <p><i>"Why do you think that happened?"</i></p> <p><i>"How could you do it differently?"</i></p> <p><i>"Where could you find out more information?"</i></p>

I help children learn by describing out loud about what I see other children doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>“Seth just poured his dry cereal out on his tray. Look at him pick up each piece and put it in his mouth. He is really learning to use his fingers well!”</i></p> <p><i>“Sonia made the wagon go backward. Show us how you did that!”</i></p> <p><i>“Geraldo made a kite. Tell us what materials you used.”</i></p>
I help children learn by talking out loud about my own actions as I do them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>“Natalie looks like she needs more milk. I think I will pour some more into her cup.”</i></p> <p><i>“Amelia looks like she needs someone tall to tape that picture on the wall. I think I will get a stool, so we can do this safely.”</i></p> <p><i>“Jorge, I’m stumped too. Let’s research this together.”</i></p>
I help children capture their ideas in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>“Gia, let’s write your name on this drawing.”</i></p> <p><i>“Oscar, artists sometimes like to say something about what they have drawn. If you like, I will help you write your name and we can also write something about your drawing.”</i></p> <p><i>“Malia, many people like to record their ideas and thoughts on paper. Would you like to write your ideas on a poster or maybe in a personal journal?”</i></p>

<b>How I teach and interact with children:</b>	<b>Seldom</b>	<b>Sometimes</b>	<b>Almost Always</b>	<b>Examples (in order by age) of what you might say to infants and toddlers, preschoolers, and school-agers.</b>
I help children connect their ideas and play activities to their daily lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>“Maya, you must be thirsty today, you’re drinking a lot of water!”</i></p> <p><i>“Colin, we are eating cheese pizza today, what is your favorite pizza to eat at home?”</i></p> <p><i>“Dylan, how is playing basketball at home different from here?”</i></p>
I invite children to think of new creative ways to adapt activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>“Sasha, can you roll the ball to the door? To the wall?”</i></p> <p><i>“Theo, it looks like the baby doll fell, how can you make it fit more safely in the stroller?”</i></p> <p><i>“Cora, how could you make this obstacle course even harder...?”</i></p>
I am flexible and can shift daily activities to follow children’s lead or interests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>“Eva, tired of “tummy time? Let’s look at a book together.”</i></p> <p><i>“Lucia and Rachel, it looks like you are more interested in going outside to look at leaves than creating leaf prints indoors.”</i></p> <p><i>“Andrea and Nick, what do we need to explore this more? Maybe a magnifying glass? A bucket?”</i></p>



I watch children closely so that I can offer extra support or assistance if needed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Hugh, let me stand close by, so I can help if you need me."</i></p> <p><i>"Louisa, how can I help you? What do you need?"</i></p> <p><i>"Ava and Ginny, can you tell me what your goal or plan is?"</i></p>
I give children additional information or resources to expand their learning and understanding.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p><i>"Leo, a caterpillar! A green, fuzzy caterpillar. Shall we look for other caterpillars?"</i></p> <p><i>"Ashley, I see your block building keeps falling down. Shall we look at pictures of buildings to get some new ideas to try?"</i></p> <p><i>"Silas, what else would you like to know about this? What seems most confusing? Let's think about where we can get more information."</i></p>

**GOALS I would like to try:**

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