

Thinking More about Language and Interactions



FCCERS-R

Purpose: This document addresses many of the requirements found in the Listening and Talking and Interaction subscales. The focus is primarily on indicators at the 3, 5, and 7 level. It is important to review each item entirely to ensure that no indicator at the 1 or “inadequate” level applies to the program. Answering the questions and referring to the FCCERS-R will build familiarity with requirements, while offering a chance to reflect on current practices and situations.

Preparation: Refer to the FCCERS-R (spiral bound edition published in 2007) when completing the questions. To better understand the scale format and structure, review the instructions for scoring on page 8 in the FCCERS-R and the definitions of common terms on pages 9-11. It will also be helpful to refer to a copy of the most current NC Additional Notes (available at ncrlap.org). There are many questions, so completing them all will likely take several reflection/review sessions.

The items included here consider many aspects that relate to promoting children’s development and building relationships. Responsive interactions for all children, including those with disabilities, is key. There is much focus on the provider’s language and interactions with children throughout the day. This includes during various routines, as well as different types of activities, such as those that are social, instructional, planned, and spontaneous. Attention is given to warm and respectful interactions, and promoting social skill development. The important work that family child care providers do to supervise and guide children for safety and teaching purposes is recognized.

Tips:

- If you are confused about a question, look at the item in the FCCERS-R and check any Notes for Clarification or NC Additional Notes to identify the specific indicator and requirement to which it refers.
- Describe the current practices that occur when answering the questions. Remember, this is not about a “right answer” but rather a way to build understanding about what occurs every day. In the reflection section at the end, it can be helpful to add ideas about future plans or changes.
- Using the worksheet on an ongoing basis can help verify that children experience enriching, positive, and age-appropriate language and interactions. Additionally, this process emphasizes how interactions, social communication, and guidance practices contribute to building positive relationships with all children.
- Answering the questions with someone else (an assistant, technical assistance specialist, etc.) promotes sharing of perspectives and may draw attention to different details.

Date(s) completed: _____

Age groups: _____

Worksheet completed by: _____

Item 13 Helping children understand language (p.32)

Does the provider talk to children during both routine care and play activities? **Y / N**

Consider any issues with background noise. Have these been minimized so that children are able to hear language? **Y / N**

Is the tone used with children consistently positive or neutral? **Y / N**

Consider any times when phrases are used that include negative language (“Don’t, uh-uh, no-no”), rather than telling children what they should do (e.g., “Books are to look at” when a toddler mouths a book). How can these phrases be reworded to offer positive guidance about what should be done instead? _____

Consider the provider’s interactions with children. Is the language about things the children are interested in or playing with? **Y / N** Is communication individualized for each child, such as by using simpler language with younger children, or adapting communication for children with disabilities? **Y / N**

Are words used to label and describe many objects, actions, feelings, and experiences? **Y / N**

If **yes**, give some examples:

Do these types of examples occur throughout the day? **Y / N**

Do these types of examples occur during both play and routines? **Y / N**

Are interactions playful or fun (e.g., rhymes, simple songs, back and forth babbling, repetitive words/sounds, etc.)? **Y / N** If **yes**, describe: _____

Item 14 Helping children use language (p.33)

Children communicate verbally and non-verbally in many different ways (e.g., babbling, words, crying, pointing, gestures, nodding, facial expressions). Think about all of the ways children communicate and consider the following questions:

Does the provider usually understand what children are trying to communicate? **Y / N**

Are responses handled in a positive and timely manner? **Y / N**

Do responses usually address the child's need or interest? **Y / N**

What types of responses are typically used? _____

Describe strategies used to limit wait times before meals or nap for children who are hungry or tired, and also for children who are upset/crying: _____

During routine care activities or when playing with children throughout the day, does the provider describe what is occurring and their own actions? List examples: _____

Are the children encouraged to communicate with one another? How does this occur?

For verbal children, does the provider expand on words and ideas the children say? **Y / N** List examples:

Describe the type of questions the children are asked: _____

Does the provider encourage and/or model back-and-forth conversation with children by responding or repeating sounds and/or words, then waiting for the child to respond? **Y / N**

Is there a good balance between provider language/input and children's language/input? **Y / N**

Are there activities to link older children's talk with written language? How/when does this occur?

ITEM 27 Supervision of play and learning (p. 56)

Consider the following challenges related to supervision. Check any that occur at any time, and think about how supervision practices are adapted to accommodate different situations:

- Areas of the playroom(s) or gross motor space that may be difficult to visually supervise
- Any times the provider leaves the room, for example to complete routine care or access materials or supplies
- Play or routine times when a provider works with one child or a small group of children

Describe plans to make sure all children are properly supervised throughout the day: _____

What happens when a problem, such as a conflict or a minor accident occurs? _____

Think about how the provider participate in play activities with the children and describe some recent interactions that have occurred during play activities: _____

What happens when children are having difficulty becoming engaged or using materials? _____

How is supervision adjusted to meet the different needs of each child in the group? Consider younger children or those that are more active vs. children who are older or more independent. _____

Is there a balance between children's independent play and provider input into their activities? **Y / N**

ITEM 28 Provider-child interaction (p. 57)

Is appropriate physical contact often used to show warmth throughout the day? **Y / N** If **yes**, in what ways does this occur? _____

Consider how the provider interacts and relates to children and check all that apply:

- The provider seems to enjoy spending time with the children.
- There is much smiling and talking throughout the day.
- Most, if not all adult responses are warm and responsive.
- Interactions are sensitive to each child's feelings and reactions.
- Interactions remain positive even in challenging situations.

Recognizing that each child in the group will have a variety of feelings, moods, and needs each day, describe how the provider adjusts responses to be sensitive to each child. _____

ITEM 29 Discipline (p. 58)

When establishing expectations, are children's ages and developmental levels considered, with adjustments made as needed? **Y / N**

If different age groups are enrolled, give examples of how expectations vary for younger vs. older children. Hint: Think about the types and structure of different activities or aspects of the daily schedule.

Describe how the provider addresses challenging or unwanted behaviors: _____

Describe approaches to addressing conflicts between children: _____

Are guidance strategies usually positive? **Y / N**

If guidance strategies are not effective and the behaviors continue, what happens next? _____

Are children's positive behaviors recognized with comments or other positive attention? **Y / N**

Think about how the program is set up (e.g., daily schedule, space and arrangement, types of materials) and how these different aspects can impact behaviors. Consider these questions:

Does the layout of the child care space reduce interruptions and discourage running? **Y / N**

Is there a separation between active and quiet areas to help reduce distraction? **Y / N**

Are transition strategies used to reduce waiting times and keep children engaged? **Y / N**

If **yes**, list some strategies used: _____

Is there a variety of interesting choices in all areas to keep children busy and engaged? **Y / N**

If **no**, list ideas for any areas where additional/different materials could encourage more use of an area or reduce conflict: _____

Are there duplicates of popular materials or a system used to help children with turn-taking? **Y / N**

Does the daily schedule have ample free play time that allows children to have extended, meaningful play experiences? **Y / N**

Is the provider often involved in facilitating children's play (e.g., children are not often alone in play areas or waiting while routine care occurs for others, children are not alone in a swing or bouncy seat for a long time, etc.)? **Y / N**

Is there ample time scheduled for active and energetic play? **Y / N**

Especially for younger children, are routine care needs met in a timely, individualized manner?

Are the effects of children's actions explained to them? (hint: see page 58 for examples) **Y / N**

If **yes**, give examples: _____

Describe how children are supported in using communication when social problems occur: _____

Are there professionals to help if there is a child with very difficult or unusual behaviors? **Y / N**

If **yes**, list options: _____

ITEM 30 Interactions among children (p. 59)

How are the children encouraged to interact with each other? _____
