

4. Caregivers narrate what is happening to children during routines and activities.

Tip #1: Words match actions, while actions are occurring.

Tip #2: Imagine the assessor can't see you, but can hear you. Make sure your words are describing your actions enough so that he/she knows what is taking place.

Examples of **EFFECTIVE** narration:

Infants → Teacher said, "You are pulling up, you are using your leg muscles."

Infants → Teacher said, "You took your bib off." This was said as the action occurred.

Infants → Teacher said, "Look at Connor drinking all his milk."

Toddlers → Teacher said, "Rub them, rub them" as the children were washing their hands.

Toddlers → A child was playing with her napkin during snack and the teacher said, "You're cleaning your hand with your napkin."

Toddlers → Teacher said, "You're sitting on top of the barn."

2-year-olds → Teacher said, "You're putting hay inside the barn."

2-year-olds → Teacher said, "You made a mess and now you're cleaning it up."

2-year-olds → A child was painting at the easel and the teacher said, "I see you using 2 colors." She said this as the child was using 2 paintbrushes to paint a picture.

Examples of **LESS EFFECTIVE** narration:

Infants → During bottle feeding, the teacher did not talk to the baby about what was occurring.

Toddlers → During diapering, the teacher did not describe what was occurring, she simply moved through the process.

2-year-olds → During play, the teacher failed to describe what the children were doing, missing the opportunities to provide additional language and descriptions.

7. Caregivers help children identify and express their emotions.

Tip #1: Name the emotion and connect the why.

Tip #2: The teacher acknowledges the child's emotions with words and describes the cause of the emotions.

Examples of EFFECTIVE identification of emotions and cause:

Infants → A child is crying, the teacher said, "I know you are frustrated because you can't sit up."

Infants → A child is dancing and smiling, the teacher said, "I see that you're happy because you like the music."

Infants → A child is crying and the teacher said, "You want a bottle to go night, night? Is that why you're grumpy?"

Toddlers → A child was excited when the teacher started singing "Wheels on the Bus." The teacher said, "Oh, you're excited, you like this song."

Toddlers → A little boy got upset because the class was going back inside from the playground. The teacher said, "I know you're sad that we have to go inside."

Toddlers → The children screamed with joy as lunch arrived in the classroom. The teacher said, "I'm glad you're happy because lunch is here."

2-year-olds → A child cried and the teacher said, "She's sad because she spilled her milk."

2-year-olds → The teacher said, "You're sad because Suzie hit you."

2-year-olds → The teacher said, "He's sad because he had to put his stuff up in the cubby."

Examples of LESS EFFECTIVE identification and cause of emotions:

Infants → A child was crying during a diaper change and the teacher missed the opportunity to help the child identify his emotions and the cause.

Toddlers → A child cried during drop off, the teacher comforted the child, but missed the opportunity to help the child identify his emotions and the cause.

2-year-olds → The teacher said to a crying child, "I'm so sad that you're sad." The teacher identified the emotion, but missed the opportunity to connect the cause.

8. Caregivers encourage children to notice when their peers are expressing emotion.

Tip #1: Name the emotion and connect the why + peer-to-peer understanding.

Tip #2: The teacher acknowledges the child's emotions with words and describes the cause of the emotions to peer(s).

Examples of EFFECTIVE identification of emotions and cause to peers:

Infants → Teacher said, “Don't touch his head, it makes him sad.” The teacher identified the emotion and its cause of one child to another child.

Infants → “Sarah gets sad when she doesn't get to eat,” said the teacher. The teacher effectively pointed out the emotion a crying child is feeling and its cause to another child.

Infants → The teacher told an infant, “You see Suzie? She's happy today, she likes being on her tummy.”

Toddlers → The teacher said to another child, “Tommy is excited, he likes throwing those.”

Toddlers → The teacher said, “She's sad because she spilled her milk.”

Toddlers → As a child was crying, the teacher said, “You made him sad because you hit him.”

2-year-olds → A child got upset when another child took one of the balls he was playing with. The teacher said, “You have to share, okay. It makes him sad when you take his toys.”

2-year-olds → A child cried because another child was chasing her around the room. The teacher said, “Don't chase her. She gets scared when you do that.”

2-year-olds → A little boy gave another child one of the trucks he was holding. The child receiving the truck smiled. The teacher said, “Look, you made him happy because you shared the truck with him.”

Examples of LESS EFFECTIVE identification of emotions and cause to peers:

Infants → “Oh no, we don't want to hurt Johnny. He doesn't like to be pulled on his head.” The teacher identified the cause, but not the emotion involved.

Toddlers → A child was upset because another child took his toy and the teacher simply said, “Be nice.” The teacher missed the opportunity to identify the child's emotion and its cause to the other child.

2-year-olds → A child was very excited about blowing bubbles, laughing and giggling. However, the teacher made no comment about his emotions and its cause to other children sitting near.

9. Caregivers model empathy or assist children in showing empathy towards their peers.

Tip #1: Teacher comforts children, physically and/or verbally (i.e. hugs, pats, speaking in soothing voices), in the presence of other children.

Tip #2: Teacher encourages peers to show empathy when another peer is upset, scared, angry, etc.

Examples of **EFFECTIVE** demonstrations of empathy.

Infants → An infant bumped his head and the Teacher said, “Oh, did we bump our head? I know, I know, come here (kisses his head). I’m sorry.” She did all this while holding another infant in her arms.

Infants → A little girl cried and the teacher picked her up, patted her and said, in a soothing voice, “We’re just waiting for your bottle to warm up.”

Infants → A little boy pinched his hand at the clothing chest and the teacher said, “Oh, are you okay?” She went over to him, hugged him, and kissed his hand.

Toddlers → A child was crying and the teacher said, “I’m so sad that you’re sad” and she picked the child up and hugged her.

Toddlers → The teacher asked the child, “You want to help make Suzie feel better? She’s not feeling good; she’s sad today.” The teacher assists the child in this interaction and the child gave Suzie a hug.

Toddlers → A child cried because she hit her finger and the teacher asked, “Are you okay?” Then the teacher picked the child up, kissed her finger, and hugged her in the classroom.

2-year-olds → A child said, “She hit me.” The teacher responded, “It’s okay. Look, look” as she hugged and redirected the child to a book.

2-year-olds → A child cried after getting bitten. The teacher rubbed her arm and picked her up to give her a hug.

2-year-olds → A little girl was upset because she wanted more fish. The teacher acknowledged the cue and empathized with the little girl; then, gave her more fish.

Examples of **LESS EFFECTIVE** demonstrations of empathy.

Infants → A child cried and the teacher replied, “Are you hungry?” There was a missed opportunity to comfort the child.

Toddlers → A teacher turned around and accidentally rammed right into a child and the teacher said, “Uh oh, I didn’t see you there” then turned around and walked away, the child was left crying. There was a missed opportunity to give comfort to the child, either physically or verbally.

2-year-olds → A child cried because his arm was stuck between the shelves. The teacher said, “You’re not really stuck” and then walked over to check, noticing that he really was stuck, she helped him get out. However, no further demonstration of empathy was observed.

11. Caregiver's encourage children to solve their own problems.

Tip #1: The problem could be developmental or social.

Tip #2: Using materials that encourage problem-solving (i.e. manipulatives) can offer opportunities.

Tip #3: Teachers must give opportunities for children to “try” to solve problems; however, they may eventually assist the child to minimize frustrations.

Tip #4: When a problem arises in a 2-year-old class, ensure that children have choices that will enable them to solve their own problems. For example, a classroom is set up for 3 children to play at blocks; a 4th child would like to enter the block area. The teacher asks, “How many children play in the block area?” The child responds, “Three.” The teacher asks, “Where would you like to play while you wait for a spot to open? You can choose any other center.” When redirecting, the teacher would need to give the child choices, as shown in this example.

Examples of **EFFECTIVE** problem-solving.

Infants → An infant was trying to play with toys in a bin and the teacher asked, “Can you get them out of the box? How can we get them all out?” The child went on to take objects out of the bin independently, but the teacher eventually assisted to finish the job.

Infants → A child did not know how to manipulate the busy box. The teacher showed the child how to play with the toy and the child was able to play independently.

Infants → Teacher said, “Are you going to crawl like Danielle, Sarah? Get on your hands and knees. Bop. Keep trying.” The child continues to try and the teacher exclaimed, “Yay” when the child was successful.

Toddlers → The teacher encouraged children to put the shapes in the shape sorter. The teacher said, “Put it in the square spot” as she pointed to the square spot and the children did.

Toddlers → A child did not know how to get on the rocking horse and the teacher explained. He tried to get on independently, but was unable to and the teacher assisted him onto the rocking horse.

Toddlers → A child tried to pick up the book that she was stepping on and the teacher said, “Let’s see if you can figure out how to pick it up.” When the child picked it up, the teacher said, “Very good. You can’t pick it up and stand on it at the same time.”

2-year-olds → Teacher said, “You want to do the puzzle? Okay, you have to take all the pieces out.” The child put a piece on a spot and the teacher said, “Keep looking and twist it.” He was eventually successful after trying a few different spots. Then, the teacher said, “See, you just have to keep looking.”

2-year-olds → The child wanted the purple train from the bin of counting toys. The teacher encouraged him to find it in the bin and she shuffled them around to make it easier for him to find. Ultimately, he found the purple train.

Additional Suggestions and Examples for ITRCC observations – Indicators 4, 7, 8, 9, 11 & 14

2-year-olds → When a boy screamed out at the steering wheel on the climber because he wanted to use the wheel and another child was using it, the teacher said, “You have to wait your turn, John is using it right now. What can you do until he finishes?” The boy waited patiently and when John left the steering wheel, he played on it.

Examples of LESS EFFECTIVE problem-solving:

Infants → When Catherine was looking at the yellow duck in front of her, the teacher gave it to her. The teacher missed the opportunity to encourage her to reach for the toy.

Toddlers → A child was frustrated because he could not put the Lego pieces together, so the teacher put the pieces together for him. She missed the opportunity to coach him through connecting the pieces.

2-year-olds → A child attempted to take another child’s toy and the teacher said, “Don’t do that. Give it back.” The teacher missed the opportunity to encourage the child to work through conflicts with his peer.

Additional Suggestions and Examples for ITRCC observations – Indicators 4, 7, 8, 9, 11 & 14

14. Throughout daily interactions and naturally occurring experiences, caregivers encourage children to explore – developmentally appropriate concepts, such as: Comparing Quantities, One-to-one Correspondence, Volume, Cause & Effect, Object Permanence, Compare and Contrast, and Opposites. (Must observe a min. of 4 different concepts being introduced and the children present should be involved)

Tip #1: Use materials that encourage problem-solving, math skills, along with sand and water.

Examples of **EFFECTIVE** use of concepts:

Infants → While bottle feeding a teacher asks the infant, “Do you want more?” (comparing quantities)

Infants → Teacher plays Peek-A-Boo with an infant. (object permanence)

Infants → Teacher said, “One arm, two arm” as she takes off the sleeves of a child’s coat. (one-to-one correspondence)

Toddlers → The teacher told the toddler, “You’re going up the stairs and down the stairs” during diaper change time. (opposites)

Toddlers → The teacher poured/dumped the sand in the funnel at the sand table and said, “Look, I poured it all out.” (volume)

Toddlers → The teacher read a comparing textures book and said, “Feel the book. This is smooth and this is rough.” (compare & contrast)

2-year-olds → A child said, “My hand is cold.” The teacher replied, “I bet they are cold because you had them in that ice water.” (cause & effect)

2-year-olds → Teacher said, “We’re pouring the water in the funnel.” (volume)

2-year-olds → A child said, “Mommy.” The teacher responded, “You want your Mommy? Where is your Mommy?” The child looked towards the door and the teacher said, “Your Mommy is up front working. She’ll be back soon.” (object permanence)

Examples of **LESS EFFECTIVE** use of concepts:

Infants → A child played with the mirror in the infant room. There was a missed opportunity to discuss object permanence.

Toddlers → A child stacked Lego pieces really high and couldn’t reach the top. The teacher missed the opportunity to talk about high and low or short and tall. She only told him, “Try to stack it on another one (one of the shorter stacks).”

2-year-olds → The children played at the sand table and the teacher said, “Keep the sand in the sand table.” There was a missed opportunity to discuss concepts during sand play, but none were observed.