



Coaching for Interactions that Support Being Responsive to Children's Needs

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Focus of this Video

- Why being responsive to children's needs is important.
- What being responsive to children's needs looks like.
- Developmental cues and needs.
- Coaching strategies for this interaction.



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Why Being Responsive to Children's Needs is Important

- Being responsive is one of the best ways that adults can show they care and build a trusting relationship with children.
- A nurturing and responsive environment fosters positive self-esteem, self-regulation, and a sense of belonging among children.
- Being responsive to children's needs is a cornerstone of helping children to develop socially and emotionally.

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What Being Responsive Looks Like:

It starts with an educator demonstrating through their actions that they understand every child has unique needs.

Being responsive to children's needs includes being responsive to all children, including those children who are meeting behavioral expectations.

Being responsive looks like:

- Noticing when children are having a hard time participating and reaching out with individualized support for that child.
- Adjusting the environment when children have unmet sensory needs.
- Quickly acknowledging children who are seeking your attention, and then providing them with attention as soon as you are able.

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Developmental Cues and Needs of Infants

Infant's Cues and Needs

Wants or needs something: crying, yawning, spitting-up

Is happy and feeling loved: smiling, cooing, laughing, making eye contact



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Developmental Cues and Needs of Toddlers

Toddlers Cues and Needs

Wants or needs something: crying, yelling, biting, hitting, grabbing toys from other children

Is happy and feeling loved: engaged in parallel play, smiling, listening, laughing



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Developmental Cues and Needs of Pre-K

Pre-K Cues and Needs

Wants or needs something: not listening, not participating, fighting, yelling

Is happy and feeling loved: engaged in cooperative play, smiling, following directions



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Coaching an Educator on Being Responsive to Children's Needs

Start with a few good questions:

- How do you feel you're doing with being responsive to all children's needs?
- What makes it challenging to be responsive?
- How quickly do you respond to Infant's cues? Toddlers? Preschoolers?
- What more do you want to know about this teaching practice?

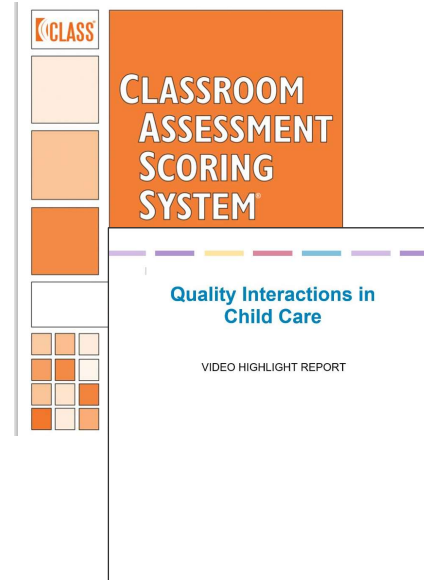


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What Data to Focus On for This Interaction

What to look at:

- “Sensitive to Children’s Needs” data field in the QUIC tool.
- “Teacher Sensitivity to Children” section of the CLASS tools.
- All areas that address individualizing for children.



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What to Look For In A Focused Observation For This Interaction

Some examples of responsive caregiving include talking to babies, explaining what you are doing and why, and adjusting your tone of voice and pace to child’s level.

You can also engage in responsive interactions by reading children’s cues and responding in ways that ensure that the child feels heard and valued.



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Observing An Educator Being Responsive To Children's Needs

- You can observe an educator's practice by doing a focused observation during different times of the day and different activities.
- The focus or measurable component is noticing how and when the educator responds to all children's needs.
- The exemplar videos illustrate an educator engaged in this teaching practice.