Spark
Empowering early educators to inspire children

ECERS-3 Interactions Self-Assessment

The purpose of this self-assessment is to reflect on how you support the learning and development of children in regard to adult-child and child-child interactions during program time.

Space and Furnishings	
Reflection Questions Based on ECERS-3 Quality Indicators	**Notes**
In what ways am I supporting and protecting children from interruptions when they use spaces intended for privacy?	
How am I using displays to extend talk with interested children, individually and in small groups?	

Personal Care Routines	
Reflection Questions Based on ECERS-3 Quality Indicators	**Notes**
When supervising children during meals/snacks, how do I engage children in conversations and encourage conversations between children?	
How am I ensuring my interactions with children are contributing to a pleasant atmosphere during meal/snack times?	
In what ways do I provide appropriate teaching during meals/snacks?	
How do I teach self-help skills (washing hands; using the toilet, etc.) during toileting and diapering routines in a sensitive and pleasant manner?	

Language and Literacy	
Reflection Questions Based on ECERS-3 Quality Indicators	**Notes**
How do I use materials, displays, and experiences to engage with children, while introducing new and interesting vocabulary?	
In what ways do I respond to children's interests and experiences in meaningful ways that will encourage them to use more language?	
How do I encourage children to actively participate in book times (individual, small, and large group)?	
In what ways do I engage with children so they become familiar with and understand the importance of print?	

Spark
Empowering early educators to inspire children

Learning Activities	
Reflection Questions Based on ECERS-3 Quality Indicators	**Notes**
When children are engaging in art activities, how do I introduce and extend conversations with children about what they are doing?	
How do I engage children in singing, musical activities, and experiences, informally (during routines) and formally (small and large group times) throughout the day?	
How am I encouraging children to use blocks and block accessories each day?	
In what ways am I initiating and carrying on conversations with children in the block area/center?	
How am I joining children but not taking over their play in the dramatic play area/center?	
In what ways do I comment on or ask questions to support learning as children play with nature and science materials and the natural world, both indoors and outdoors?	
How am I using interactions (asking questions; responding to children's questions, etc.) to support children's math knowledge and concepts in math and non-math areas and activities (one to one correspondence while setting the table; understanding of patterns when sorting beads/shells, etc.)?	
When, where, and how am I initiating and carrying on conversations with children about diversity and inclusion?	
How am I actively involved with children while they are using technology?	

Interaction	
Reflection Questions Based on ECERS-3 Quality Indicators	**Notes**
In what ways am I initiating vigorous movement and supporting children in developing new skills during gross motor times?	
How am I incorporating individual teaching and learning during free play and small and large group times?	
How am I ensuring that my interactions with children are positive, individualized, supportive, and include appropriate physical contact?	
In what ways am I supporting children to solve peer conflicts in a satisfying way?	
How am I responding positively to children's challenging behaviors?	

Program Structure	
Reflection Questions Based on ECERS-3 Quality Indicators	**Notes**
How am I ensuring children have something engaging to do during transitions?	
In what ways am I being responsive and flexible with children who need support during small and large group times?	

Reference: Harms, Thelma, et al. (2015). Early childhood environment rating scale third edition. Teachers College Press.