



FCCERS-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 FCCERS-3 Quality Indicators	Notes
In what ways am I protecting children from active play when they are in the “cozy area” (a clearly defined space with a substantial amount of softness where children may lounge, daydream, read, or play quietly)?	
How am I pointing out and talking to children about displayed materials?	

Personal Care Routines	
Reflection Questions Based on FCCERS-3 Quality Indicators	Notes
When supervising children during meals/feeding, how am I individualizing and providing equal attention for children of different ages?	
How am I ensuring my interactions with children are contributing to a pleasant atmosphere during meal/feeding times?	
How do I provide positive support and teaching during diapering/toileting routines in a sensitive and pleasant manner?	
In what ways am I explaining to children why they cannot engage in unsafe behaviors?	
How am I giving positive feedback to children during health and safety practices?	

Language and Literacy	
Reflection Questions Based on FCCERS-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, using materials, displays, and experiences to introduce vocabulary and encourage conversation?	
In what ways do I talk playfully with children?	
How am I responding to children’s attempts to communicate?	
In what ways am I encouraging active engagement, individualizing interactions, and making book times attractive for children of different ages?	





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Learning Activities	
Reflection Questions Based on FCCERS-3 -3 Quality Indicators	Notes
How am I supporting and helping children learn to use fine motor materials?	
In what ways am I talking with children during art activities?	
How do I engage children in musical experiences, informally (during routines such as hand washing and feeding) throughout the day?	
How am I encouraging children to use blocks and block accessories each day?	
In what ways am I talking with interested children about their block play?	
How am I adding to children's learning when they are engaging in dramatic play?	
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 helping children learn to use math with hands-on experiences?	
In what ways am I pointing out similarities and differences among people to help children see diversity in a positive way?	
How am I actively involved with children in a positive way while they are using screen time?	

Interaction	
Reflection Questions Based on FCCERS-3 Quality Indicators	Notes
In what ways am I encouraging children's gross motor activity?	
How am I showing interest in and appreciation for what children do during non-gross motor times?	
In what ways am I using warm physical contact with children during learning and play activities?	
How am I responding positively to children's challenging behaviors?	
In what ways am I encouraging and facilitating children's attempts to interact with other children?	

Program Structure	
Reflection Questions Based on FCCERS-3 Quality Indicators	Notes
In what ways am I providing positive interactions with children during free play time?	
How am I ensuring children are actively engaged during group times?	
In what ways am I being responsive and flexible with children who need support during group times?	

