

ELOF EFFECTIVE PRACTICE GUIDE (EPG)/QUALITY OF CAREGIVER-CHILD INTERACTIONS FOR INFANTS AND TODDLERS (Q-CCIIT) CROSSWALK



SOCIAL AND EMOTIONAL DEVELOPMENT					
Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: RELATIONSHIPS WITH ADULTS	EPG: RELATIONSHIPS WITH OTHER CHILDREN	EPG: EMOTIONAL FUNCTIONING	EPG: SENSE OF IDENTITY AND BELONGING
Support for social-emotional development	Responding contingently to social cues	X			
	Responding to emotional cues	X			
	Builds a positive relationship	X			
	Supporting peer interaction/play		X	X	
	Support for social problem-solving among peers*		X	X	
	Responsive routines*				
	Classroom limits and management*				
	Sense of belonging				X
	Responding contingently to distress*	X		X	
Support for cognitive development	Supporting object exploration				
	Scaffolding problem solving				
	Giving choices*				
	Extending pretend play (only mobile children)*				
	Explicit teaching*				
	Supervises or joins in play and activities*				
	Basic concept development**: color; shape; letters; numbers; size; more/less; same/different; sounds (loud, soft, high, low); other sensory for how things feel, smell, or taste; categories (animals, furniture, plants, etc.); feelings (emotions-happy, sad, angry, scared, surprised OR states-tired, hungry, sleepy, shy); on/off; up/down; in/out; other spatial concepts (top/bottom; over/under); other opposites (open/close; fast/slow)				X (feelings [emotions-happy, sad, angry, scared, surprised OR states-tired, hungry, sleepy, shy])

*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.

** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

SOCIAL AND EMOTIONAL DEVELOPMENT

Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: RELATIONSHIPS WITH ADULTS	EPG: RELATIONSHIPS WITH OTHER CHILDREN	EPG: EMOTIONAL FUNCTIONING	EPG: SENSE OF IDENTITY AND BELONGING
Support for language and literacy development	Use of varied vocabulary				
	Use of questions				
	Conversational turn-taking				
	Extending children’s language use				
	Features of talk*: parallel language; descriptive talk; songs/poems; explanations and reasoning; anticipatory talk; decontextualized talk		X (explanations and reasoning)	X (explanations and reasoning)	
	Talk about things not present*				
	Engaging children in books (book sharing)				
	Variety of words (book sharing)				
	Variety and types of sentences (book sharing)				
	Positive attitude toward books*				
Areas of concern*	Physical safety				
	Emotional safety	X		X	
	Inhibition of cognitive development				

*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All “Areas of concern” dimensions are rated across the visit.
 ** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

APPROACHES TO LEARNING

Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	EPG: COGNITIVE SELF-REGULATION	EPG: INITIATIVE AND CURIOSITY	EPG: CREATIVITY
Support for social-emotional development	Responding contingently to social cues				
	Responding to emotional cues	X			
	Builds a positive relationship				
	Supporting peer interaction/play				
	Support for social problem-solving among peers*				
	Responsive routines*	X			
	Classroom limits and management*	X			
	Sense of belonging				
	Responding contingently to distress*	X			
Support for cognitive development	Supporting object exploration		X	X	
	Scaffolding problem solving		X	X	
	Giving choices*		X		
	Extending pretend play (only mobile children)*				X
	Explicit teaching*			X	
	Supervises or joins in play and activities*				X
	Basic concept development**: color; shape; letters; numbers; size; more/less; same/different; sounds (loud, soft, high, low); other sensory for how things feel, smell, or taste; categories (animals, furniture, plants, etc.); feelings (emotions-happy, sad, angry, scared, surprised OR states-tired, hungry, sleepy, shy); on/off; up/down; in/out; other spatial concepts (top/bottom; over/under); other opposites (open/close; fast/slow)				X (all)

*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.

** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

APPROACHES TO LEARNING					
Q-CCIT SCALES	Q-CCIT DIMENSIONS	EPG: EMOTIONAL AND BEHAVIORAL SELF-REGULATION	EPG: COGNITIVE SELF-REGULATION	EPG: INITIATIVE AND CURIOSITY	EPG: CREATIVITY
Support for language and literacy development	Use of varied vocabulary				
	Use of questions				
	Conversational turn-taking				
	Extending children's language use				
	Features of talk*: parallel language; descriptive talk; songs/poems; explanations and reasoning; anticipatory talk; decontextualized talk	X (explanations and reasoning; anticipatory talk)	X (explanations and reasoning; anticipatory talk)	X (all)	X (all)
	Talk about things not present*				
	Engaging children in books (book sharing)				
	Variety of words (book sharing)				
	Variety and types of sentences (book sharing)				
	Positive attitude toward books*				
Areas of concern*	Physical safety				
	Emotional safety	X			
	Inhibition of cognitive development		X		
<p>*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.</p> <p>** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.</p>					

COGNITION						
Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: EXPLORATION AND DISCOVERY	EPG: MEMORY	EPG: REASONING AND PROBLEM-SOLVING	EPG: EMERGENT MATHEMATICAL THINKING	EPG: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
Support for social-emotional development	Responding contingently to social cues					
	Responding to emotional cues					
	Builds a positive relationship					
	Supporting peer interaction/play					X
	Support for social problem-solving among peers*					X
	Responsive routines*					
	Classroom limits and management*					
	Sense of belonging					X
	Responding contingently to distress*					
Support for cognitive development	Supporting object exploration		X	X	X	X
	Scaffolding problem solving		X	X	X	X
	Giving choices*					
	Extending pretend play (only mobile children)*					X
	Explicit teaching*			X	X	
	Supervises or joins in play and activities*					X
	Basic concept development**: color; shape; letters; numbers; size; more/less; same/different; sounds (loud, soft, high, low); other sensory for how things feel, smell, or taste; categories (animals, furniture, plants, etc.); feelings (emotions-happy, sad, angry, scared, surprised OR states-tired, hungry, sleepy, shy); on/off; up/down; in/out; other spatial concepts (top/bottom; over/under); other opposites (open/close; fast/slow)	X (all)	X (all)	X (all)	X (color, shape, numbers, size, more/less, same/different, on/off; up/down; in/out; other spatial concepts (top/bottom; over/under)	X (all)
*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.						
** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.						

COGNITION						
Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: EXPLORATION AND DISCOVERY	EPG: MEMORY	EPG: REASONING AND PROBLEM-SOLVING	EPG: EMERGENT MATHEMATICAL THINKING	EPG: IMITATION AND SYMBOLIC REPRESENTATION AND PLAY
Support for language and literacy development	Use of varied vocabulary	X			X	X
	Use of questions	X	X	X	X	X
	Conversational turn-taking			X	X	X
	Extending children's language use	X		X	X	X
	Features of talk*: parallel language; descriptive talk; songs/poems; explanations and reasoning; anticipatory talk; decontextualized talk	X (all)	X (all)	X (all)	X (all)	X (all)
	Talk about things not present*		X			
	Engaging children in books (book sharing)					
	Variety of words (book sharing)					
	Variety and types of sentences (book sharing)					
	Positive attitude toward books*					
Areas of concern*	Physical safety					
	Emotional safety					
	Inhibition of cognitive development	X				X

*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.

** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: ATTENDING AND UNDERSTANDING	EPG: COMMUNICATING AND SPEAKING	EPG: VOCABULARY	EPG: EMERGENT LITERACY
Support for social-emotional development	Responding contingently to social cues				
	Responding to emotional cues				
	Builds a positive relationship				
	Supporting peer interaction/play				
	Support for social problem-solving among peers*				
	Responsive routines*				
	Classroom limits and management*				
	Sense of belonging				
	Responding contingently to distress*				
Support for cognitive development	Supporting object exploration				
	Scaffolding problem solving				
	Giving choices*				
	Extending pretend play (only mobile children)*				
	Explicit teaching*	X	X	X	X
	Supervises or joins in play and activities*				
	Basic concept development**: color; shape; letters; numbers; size; more/less; same/different; sounds (loud, soft, high, low); other sensory for how things feel, smell, or taste; categories (animals, furniture, plants, etc.); feelings (emotions-happy, sad, angry, scared, surprised OR states-tired, hungry, sleepy, shy); on/off; up/down; in/out; other spatial concepts (top/bottom; over/under); other opposites (open/close; fast/slow)	X (all)	X (all)	X (all)	X (letters)

*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.

** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

LANGUAGE AND LITERACY: LANGUAGE AND COMMUNICATION

Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: ATTENDING AND UNDERSTANDING	EPG: COMMUNICATING AND SPEAKING	EPG: VOCABULARY	EPG: EMERGENT LITERACY
Support for language and literacy development	Use of varied vocabulary	X	X	X	X
	Use of questions	X	X	X	X
	Conversational turn-taking	X	X	X	X
	Extending children’s language use	X	X	X	X
	Features of talk*: parallel language; descriptive talk; songs/poems; explanations and reasoning; anticipatory talk; decontextualized talk	X (all)	X (all)	X (all)	
	Talk about things not present*		X		X
	Engaging children in books (book sharing)				X
	Variety of words (book sharing)				X
	Variety and types of sentences (book sharing)				X
	Positive attitude toward books*				X
Areas of concern*	Physical safety				
	Emotional safety				
	Inhibition of cognitive development				
	Chaotic environment				

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** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT

Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: PERCEPTION	EPG: GROSS MOTOR	EPG: FINE MOTOR	EPG: HEALTH, SAFETY, AND NUTRITION
Support for social-emotional development	Responding contingently to social cues				
	Responding to emotional cues				
	Builds a positive relationship				
	Supporting peer interaction/play				
	Support for social problem-solving among peers*				
	Responsive routines*				X
	Classroom limits and management*				X
	Sense of belonging				
	Responding contingently to distress*				
Support for cognitive development	Supporting object exploration	X		X	
	Scaffolding problem solving	X			
	Giving choices*				X
	Extending pretend play (only mobile children)*			X	
	Explicit teaching*	X			X
	Supervises or joins in play and activities*			X	
	Basic concept development**: color; shape; letters; numbers; size; more/less; same/different; sounds (loud, soft, high, low); other sensory for how things feel, smell, or taste; categories (animals, furniture, plants, etc.); feelings (emotions-happy, sad, angry, scared, surprised OR states-tired, hungry, sleepy, shy); on/off; up/down; in/out; other spatial concepts (top/bottom; over/under); other opposites (open/close; fast/slow)	X (sounds; other sensory for how things feel, smell, or taste; on/off; up/down; in/out; other spatial concepts)			

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** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.

PERCEPTUAL, MOTOR, AND PHYSICAL DEVELOPMENT					
Q-CCIIT SCALES	Q-CCIIT DIMENSIONS	EPG: PERCEPTION	EPG: GROSS MOTOR	EPG: FINE MOTOR	EPG: HEALTH, SAFETY, AND NUTRITION
Support for language and literacy development	Use of varied vocabulary				
	Use of questions				
	Conversational turn-taking				
	Extending children's language use				
	Features of talk*: parallel language; descriptive talk; songs/poems; explanations and reasoning; anticipatory talk; decontextualized talk				
	Talk about things not present*				
	Engaging children in books (book sharing)				
	Variety of words (book sharing)				
	Variety and types of sentences (book sharing)				
	Positive attitude toward books*				
Areas of concern*	Physical safety	X	X	X	X
	Emotional safety				
	Inhibition of cognitive development				
<p>*Dimensions with asterisks are rated across the observation visit. Features of talk are also checked off during each observation cycle in which the feature is used (used once or used more than once). Dimensions with no asterisks are rated during each of six 10-minute observation cycles. All "Areas of concern" dimensions are rated across the visit.</p> <p>** Basic concept development is checked off during each observation cycle in which a concept is presented or discussed.</p>					

Reference.

Atkins-Burnett, Sally, Ashley Kopack Klein, Felicia Hurwitz, Shannon Monahan, Louisa Tarullo, Elizabeth Cavadel, and Lizabeth Malone. *Measuring the Quality of Caregiver-Child Interactions with Infants and Toddlers (Q-CCIIT): User's Guide*. Washington, DC: U. S. Department of Health and Human Services, Administration for Children and Families, Office of Planning, Research, and Evaluation, 2020.

Development of the Q-CCIIT and user's guide was funded by the U.S. Department of Health and Human Services through contract No. HHHSP23320095642WC/HHSP23337016T.

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Spring 2020