INTERACTIONS WITH CHILDREN

Review your curriculum's guidance about responsive interactions and cultural responsiveness.

Learn about the ways each child is cared for within their family and community.

Interact in ways that are familiar, nurturing, and supportive to each child.

Help children understand your group's expectations and routines. Highlight ways that they are similar and different from expectations and routines at home.

WHAT DOES THIS LOOK LIKE?

Ava's family told Sun, a family child care provider, that Ava is frequently held at home, even while sleeping. Sun uses this knowledge as she interacts with Ava. She holds Ava frequently, including while she sleeps. Sometimes she holds Ava as she reads stories to the toddlers in her group. She finds other ways to engage with Ava and soothe her to sleep when she cannot hold her. Sun will sing a lullaby she learned from Ava's mother as Ava rests in a crib, and Ava has recently fallen asleep without being held.

Gloria's curriculum suggests that children raise their hands before talking in circle time. Some children are reluctant to raise their hands and talk, while others shout out responses. After speaking with families, she recognized that some of the differences are related to their families' cultural expectations about when and how children should talk. Gloria has a special circle time with the children to gather ideas to make sure everyone has a chance to talk. She wants them to be part of problem-solving and establishing classroom rules.

Sara values warm, nurturing relationships with children. She is concerned that Al does not come to her when he is upset, but instead sits quietly and plays with blocks. She asks his parents about this, and they seem puzzled by her concern. They are proud of how Al soothes himself and tell her that they believe Al has a strong relationship with Sara, drawing smiling pictures of her at home. Sara realizes that she is supporting Al by giving him the space he needs when he has strong feelings.