



Parenting Interactions with Children

Checklist of Observations Linked to Outcomes

INSTRUCTIONS: Look closely to see behaviors in a quiet parent. Frequency is more important than complexity, but complexity often includes several examples.

SCORING: 0 "Absent"—no behavior observed
 1 "Barely"—brief, minor, or emerging behavior
 2 "Clearly"—definite, strong, or frequent behavior



RESPONSIVENESS

Responding to child's cues, emotions, words, interests, and behaviors

#	Parent . . .	Observation guidelines	Absent	Barely	Clearly
1	pays attention to what child is doing	Parent looks at and reacts to what child is doing by making comments, showing interest, helping, or otherwise attending to child's actions.	0	1	2
2	changes pace or activity to meet child's interests or needs	Parent tries a new activity or speeds up or slows down an activity in response to where child looks, what child reaches for, what child says, or emotions child shows.	0	1	2
3	is flexible about child's change of activities or interests	Parent accepts a child's choice of a new activity or toy or shows agreeableness about the change or about child playing in unusual ways with or without toys.	0	1	2
4	follows what child is trying to do	Parent both responds to <i>and</i> gets involved with child's activities.	0	1	2
5	responds to child's emotions	Parent reacts to child's positive or negative feelings by showing understanding or acceptance, suggesting a solution, reengaging the child, labeling or describing the feeling, showing a similar feeling, or providing sympathy for negative feelings.	0	1	2
6	looks at child when child talks or makes sounds	When child makes sounds, parent clearly looks at child's face or (if eyes or child's face are not visible) parent's position and head movement face toward child.	0	1	2
7	replies to child's words or sounds	Parent repeats what child says or sounds child makes, talks about what child says or could be saying, or answers child's questions.	0	1	2

COMMENTS:

Responsiveness total: