

ID # _____ Name: _____ Child's birth date: ____/____/____ Today's date: ____/____/____



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



AFFECTION

Warmth, physical closeness, and positive expressions toward child

#	Parent ...	Observation guidelines	Absent	Barely	Clearly
1	speaks in a warm tone of voice	Parent's voice is positive in tone and may show enthusiasm or tenderness. A parent who speaks little but very warmly should be coded highly.	0	1	2
2	smiles at child	Parent directs smiles toward child, but parent and child do not need to be looking at each other when smile occurs. Includes small smiles.	0	1	2
3	praises child	Parent says something positive about child characteristics or about what child is doing. A "thank you" can be coded as praise.	0	1	2
4	is physically close to child	Parent is within easy arm's reach of child, comfortably able to soothe or help. Consider context: Expect more closeness for book reading than for playing house.	0	1	2
5	uses positive expressions with child	Parent makes a positive verbal statement that is not praise for a specific behavior, e.g., says "I love you" or uses a nickname or an affectionate term like "Sweetheart."	0	1	2
6	is engaged in interacting with child	Parent is actively involved together <i>with</i> child, not just with activities or with another adult.	0	1	2
7	shows emotional warmth	Parent shows enjoyment, fondness, or other positive emotion about child and directed to child. (Note: Includes verbal but emphasis on nonverbal.)	0	1	2

COMMENTS:

Affection total:



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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:



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ENCOURAGEMENT

Active support of exploration, effort, skills, initiative, curiosity, creativity, and play

#	Parent ...	Observation guidelines	Absent	Barely	Clearly
1	waits for child's response after making a suggestion	Parent pauses after saying something the child could do <i>and</i> waits for child to answer or do something, whether child actually responds or not.	0	1	2
2	encourages child to handle toys	Parent offers toys or says positive things when child shows obvious interest in toys. (Does not include preventing children from mouthing toys.)	0	1	2
3	supports child in making choices	Parent allows child to choose activity or toy <i>and</i> gets involved with activity or toy child chooses.	0	1	2
4	supports child in doing things on his or her own	Parent shows enthusiasm for things child tries to do without help, lets child choose how things are done, <i>and</i> lets child try to do things before offering help or suggestions. Parent can be engaged in activities child does "on his/her own."	0	1	2
5	verbally encourages child's efforts	Parent shows verbal enthusiasm, offers positive comments, <i>or</i> makes suggestions about child's activity.	0	1	2
6	offers suggestions to help child	Parent gives hints or makes comments to make things <i>easier</i> for child without interfering with child's play.	0	1	2
7	shows enthusiasm about what child is doing	Parent makes positive statements, claps hands, or shows other clear positive response to what child is <i>doing</i> , including quiet enthusiasm such as patting child, nodding, smiling, or asking child questions about activities.	0	1	2

COMMENTS:

Encouragement total:



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TEACHING

Shared conversation and play, cognitive stimulation, explanations, and questions

#	Parent . . .	Observation guidelines	Absent	Barely	Clearly
1	explains reasons for something to child	Parent says something that could answer a "why" question, whether child asks a question or not.	0	1	2
2	suggests activities to extend what child is doing	Parent says something child could do to add to what child is already doing but does not interrupt child's interests, actions, or play.	0	1	2
3	repeats or expands child's words or sounds	Parent says the same words or makes the same sounds child makes <i>or</i> repeats what child says while adding something that adds to the idea.	0	1	2
4	labels objects or actions for child	Parent names what child is doing, playing with, or looking at.	0	1	2
5	engages in pretend play with child	Parent plays make believe in any way— for example, by "eating" pretend food.	0	1	2
6	does activities in a sequence of steps	Parent demonstrates or describes the order of steps or does an activity in a way that a definite order of steps is clear even if parent does not say exactly what the steps are. Book reading counts <i>only</i> if parent makes the steps explicit by exaggerating or explaining the steps while reading.	0	1	2
7	talks to child about characteristics of objects	Parent uses words or phrases that describe features such as color, shape, texture, movement, function, or other characteristics.	0	1	2
8	asks child for information	Parent asks any kind of question or says, "tell me," "show me," or other command that requires a yes/no response, short answer, or longer answer—whether or not child replies. Does not include questions to direct attention ("See?") or suggest activities ("Wanna open the bag?").	0	1	2

COMMENTS:

Teaching total: