

Moments that Matter:

Shaping Learning and Relationships Through Everyday Interactions

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Objectives

- 1) Examine the key characteristics of peer and staff interactions related to the Pre-K CLASS® and the ITERS-3®.
- 2) Identify interaction practices that support children's engagement, relationships, and learning.
- 3) Reflect on current practices to identify strengths and create actionable steps to enhance interactions among children and adults.

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Training Session Materials

- ITERS-3 & CLASS Pre-K Interactions at-a-Glance
- Tips for Teachers: Being Aware of Children's Needs
- Interaction Message Self-Assessment

Interactions send messages that over time shape children's internal beliefs.

The Impact of Interactions

- You are safe here
- You are capable
- Adults will help you when you struggle
- You belong
- Your voice matters

The image shows a document titled "Interaction Message Skill Assessment" with the subtitle "What Messages Do My Interactions Send?". It is divided into four parts:

- Part 1: Check Understanding**: Includes a "Name:" field and a list of messages: "I am safe here", "I can do it", "I will help you", "I will be there for you", "I will be with you", "I will be on your side", "I will be your friend", "I will be your partner", "I will be your ally", "I will be your support", "I will be your strength", "I will be your voice".
- Part 2: Analyze the Quality of the Interaction**: A table with columns for "Quality of the Interaction" and "Frequency of the Interaction".
- Part 3: Identify the Message**: A section for "Write an example of an interaction that may have sent a message." and "Message of the interaction:".
- Part 4: Make a Commitment**: A section for "Write an example of an interaction that may have sent a message." and "Message of the interaction:".

Interaction Practice	PK CLASS	ITERS-3
Warm tone & affect	Emotional Support- Positive Climate	Interaction- Staff-Child Interaction
Emotional responsiveness	Emotional Support- Teacher Sensitivity	Interaction- Staff-Child Interaction
Open-ended questioning	Instructional Support- Language Modeling	Language & Books- Encouraging Communication
Extending thinking	Instructional Support- Concept Development	Language & Books- Activities
Coaching behavior	Classroom Organization- Behavior Management	Interaction- Guiding children's behavior
Facilitating peer interaction	Emotional Support- Regard for Student Perspectives	Interaction- Supervision, Guiding children's behavior

Why Interactions Matter

High-Quality Interactions

- Build secure relationships
- Strengthen self-regulation
- Increase child engagement
- Promote language & cognitive development
- Improve long-term academic & social outcomes

Why Interactions Matter

**CLASSROOM ASSESSMENT
SCORING SYSTEM:**



**Measuring Effective
Teacher-Child Interactions**

Understanding Interactions

Interactions are categorized in three ways:

- Positive
- Negative
- Neutral

(Harms et al., 2017)

Positive Interactions

Carry messages associated with being happy, content, relaxed, patient, respectful, and interested

Interaction Practice

- Warm tone of voice
- Specific praise
- Eye contact
- Physical affection
- Responsiveness
- Eye Contact
- Validating a child's emotions
- Patience

Impact on Children

- Increased engagement
- Stronger relationships
- Greater risk-taking in learning
- Improved self-regulation

Negative Interactions

Carry messages associated with anger, coldness, impatience, disrespect, and unhappiness

Interaction Practices

- Ignoring children's needs
- Harsh words or tone
- Taking over tasks unnecessarily
- Sarcasm or shaming children

Impact on Children

- Damaged trust
- Reduced risk-taking
- Decreased engagement
- Increased behavior challenges
- Withdrawal or defiance

Neutral Interactions

Carry messages that are not harmful nor supportive; don't give strong messages of any kind

Interaction Practices

- Flat affect
- Occasionally responding to children
- Limited follow-up questions

Impact on Children

- Surface-level participation without deep engagement
- Compliance without understanding
- Limited language expansion

Relationships children have with one another & how well they play & interact together

Peer Interactions

- Positive, structured peer interactions benefit children in each area of development
- Support social development & communication
- Provide opportunities for children to negotiate & work together
- Empower children to participate meaningfully & practice skills that support academic growth

(Gladh et al., 2022) (Jiang et al., 2023)

Supporting Peer Interactions

- Create a calm & relaxed atmosphere
- Offer opportunities for varied play
- Guide positive social interactions
- Acknowledge & reinforce positive peer behaviors
- Facilitate children's interactions with others
- Teach & model turn taking

(Harms et al., 2017)
Pianta, La Paro, & Hamre, 2008)

Peer Interactions



Note the interaction practices observed in the video



Peer Interactions



Note the interaction practices observed in the video



Video Clip Analysis

Which best practices did you observe?



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Adult-child Interaction

Refers to the way in which staff relate to children

- Ways adults engage with children
- How frequently adults interact with children
- Awareness & responsiveness to children
- Level of warmth and respect offered to children

Supporting Adult-child Interaction

- **Physical Touch**
Holding children, patting a child's back
- **Nonverbal Communication**
Gestures & facial expressions
- **Verbal Communication**
Talking, babbling, crying, etc.



Adult-child Interaction



Note the interaction practices observed in the video



Video Clip Analysis

Which best practices did you observe?



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What are your next steps?



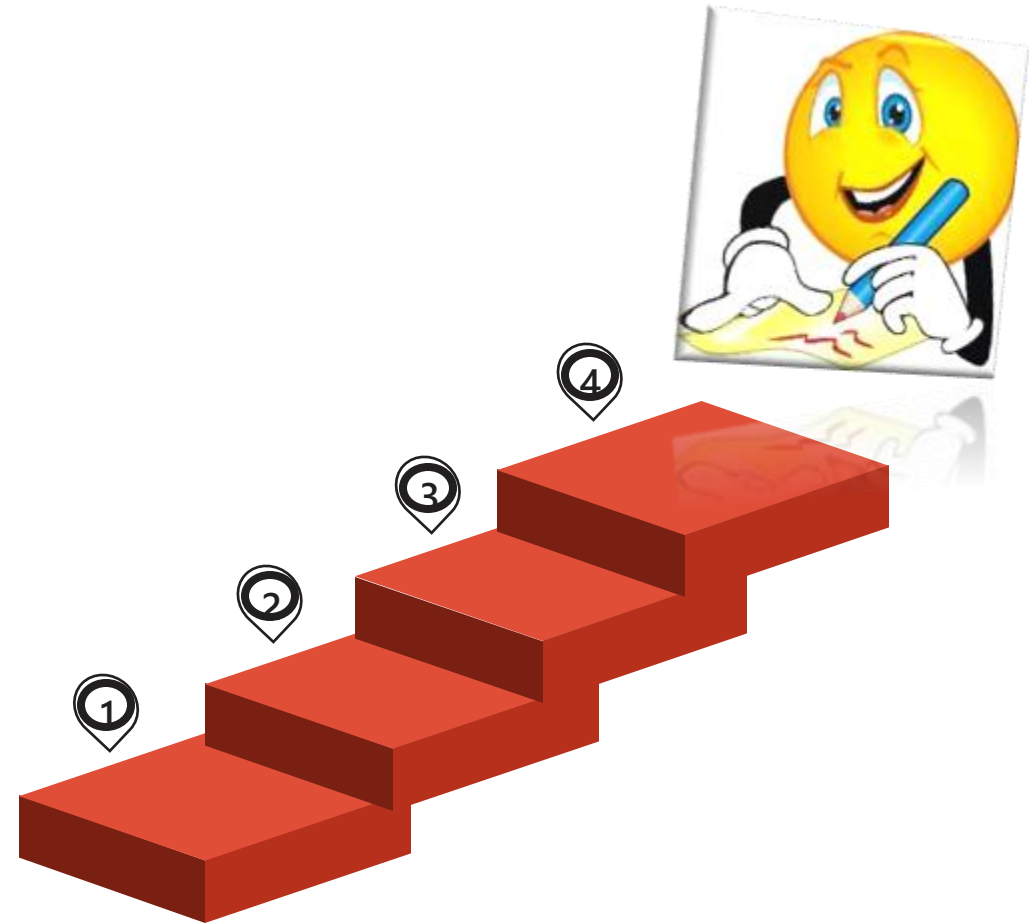
- Reflect on your interaction practices & rate them



- Reframe your current practices



- Choose 2-3 strategies to practice over the next 30 days to enhance interactions in your classroom



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