

Quality Interactions and Communication: *Circles of Communication*

Use these ideas and questions to build on what you have learned and extend your practice.

THINK ABOUT IT!

- ##### Self-Reflection

Use these questions to think about your own practice.

- ##### Reflect with Others

Supervisors, directors, coaches, teachers can be reflective partners.

- ##### The Power of Practice

Invite a colleague to join you—observe or video each other and share ideas.

REFLECTIVE QUESTIONS

- What are some ways I can actively listen to children? How am I integrating this into my daily practice?
- How comfortable am I in allowing the child to lead the conversation? What concerns might this bring up for me?
- Contingent Responding is one way to engage children in meaningful dialogue. How might this impact a child's self-confidence?
- What are the barriers that keep me from engaging in meaningful conversations with children? How might I overcome these barriers?
- What might contingent responding look like with children who are: nonverbal? infants? toddlers?

TRY IT OUT!

Choose one of the following times to practice active listening and contingent responding with **one** child in your program:

Morning check-in | Reading time
| Snack/Meal time Interest Area
Exploration | Outdoor play

- Spend a few minutes observing a child in his/her setting.
- Use the strategies presented in this pack to engage the child in conversation.

How Did It Go?

Build your reflective muscle! Record your process and practice—review, revise, revisit! After your conversation, record your thoughts. What did you notice? What worked and why? What might you try next time and why?

What Next?

Practice again! Try this practice activity with each child in your program and record your observations. Take time to reflect on your practice and share your experience!