

Quality Interactions and Communication: *Conversational Prompts*

Use your 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, and 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

- How do I use conversational prompts with children in my daily practice? (During what times of the day? With large groups, small groups, individuals? During what activities?)
- How often do I utilize open-ended questions in my daily conversations with children? What are challenges for me (such as a child responds by shrugging her shoulders)?
- How do I respond to children who need extra support to engage in extended conversations (such as a child who shrugs or says “I don’t know”)? You can ask them a closed-ended question, and if they respond, then try another open-ended question or comment.
- What are some ways I can use conversational prompts to support dual language development?
- How might I use conversational prompts with children who are: nonverbal? infants? toddlers?

TRY IT OUT!

Choose one of the following times to practice conversational prompts with **one** child in your program:

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

- Ask questions that are relevant to the child’s experience.
- Try replacing closed-ended questions with open-ended questions and prompts.
- Give the child appropriate time to respond.

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 did you notice when you used a closed-ended question? An open-ended question? What worked and why? What might you try next time and why?

What Next?

Practice again! Try this practice activity with individual children in your program and then with small groups and large groups. Record your observations. Take time to reflect on your practice and share your experience!