

Responsive Caregiving Observation

Date: _____

Site: _____

Staff Name: _____

Observer's Name: _____

	Area	Rating
1.	Nurturing Presence	1. Words face and body language often communicate lack of engagement. 2. Sometimes words, face and body language indicate enjoyment in being with the children. 3. Consistently uses words, face and body language to show children you are happy that you and they are there. Comments:
2.	Emotional Demeanor/ Modeling	1. Responds to children in a detached, unemotional manner (i.e. no facial expression, little talk, holding or touching). 2. Occasionally responds to children in a pleasant manner (i.e. smiles, warm voice, gentle touch). 3. Frequently responds to children in a warm, nurturing manner. Comments:
3.	Visual Connection	1. Does not maintain visual connection with children during activities and routines. 2. Sometimes visually follows children's activities. 3. Frequently visually checks in with children to support development and relationships. Comments:
4.	Activity Level	1. Exerts little energy to meet children's needs. 2. Exerts energy to meet children's needs only when children persistently demand attention (cry, act out, isolate). 3. Uses sufficient energy to meet needs and prevent unnecessary child frustrations. Comments:
5	Physical Responsiveness	1. Has minimal physical contact with children. 2. Occasionally uses proximity (is near child, at the child's level) and touch to interact with children. 3. Frequently uses proximity, appropriate touch and physical presence to support children's development. Comments:

6.	Talking and Vocalizing	<ol style="list-style-type: none"> 1. Rarely talks or sings with children other than giving directions. 2. Occasionally initiates conversations, sings, does rhymes or verbal play with children. 3. Frequently converses with children about their interests and activities or sings, does rhyming or verbal play. <p>Comments:</p>
7.	Follows Child's Lead	<ol style="list-style-type: none"> 1. Controls or dictates activity and pace. 2. Sometimes allows children to determine activity or set pace. 3. Almost always allows children's interests and pacing to determine flow of activity. <p>Comments:</p>
8.	Encourages Empathy	<ol style="list-style-type: none"> 1. Does not show sympathy or empathy (i.e. words, calming touch or tone of voice etc.). 2. Sometimes acknowledges when children are physically or emotionally hurt and comforts child. 3. Acknowledges children's emotions and helps them express those emotions to others through modeling and encouragement. <p>Comments:</p>
9.	Promoting Language	<ol style="list-style-type: none"> 1. Speaks for children, rarely allows children to talk and often overwhelms children with adult language. 2. Sometimes engages children in conversation and encourages children to converse with one another. 3. Frequently asks children open ended questions and often encourages them to converse with their peers and adults. <p>Comments:</p>
10.	Promoting Positive Relationships	<ol style="list-style-type: none"> 1. Directs children's activity without encouraging peer or adult interactions. 2. Sometimes encourages children to discuss feelings and relationships with each other. 3. Plans and conducts activities and interactions that promote peer and adult relationships. <p>Comments:</p>

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