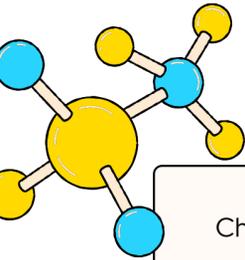


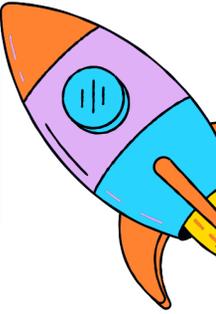
BUILDING BLOCKS TO WORDS: I AM A RESPONSIVE PRACTITIONER

Children learn best when we tune into their interests and listen to what they are communicating. For example, letting the child choose the activity, watching what they are doing, and talking about what they are doing. Use this sheet to help reflect on your interactions.



Child's Name: _____

Date: _____ Child's age: _____



Practice 1

Who chose the activity: Child Practitioner Both

Who started the activity: Child Practitioner Both

What happened first:

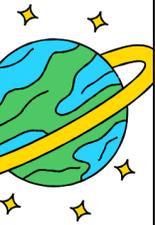
How I responded:

What the child did next:

Did I follow the child's lead: Yes No Sometimes

What I did well:

What I will do differently next time:



Practice 2

Who chose the activity: Child Practitioner Both

Who started the activity: Child Practitioner Both

What happened first:

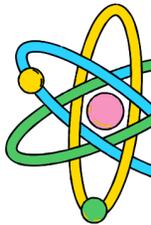
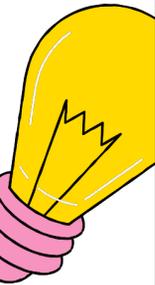
How I responded:

What the child did next:

Did I follow the child's lead: Yes No Sometimes

What I did well:

What I will do differently next time:



BUILDING BLOCKS TO WORDS: I AM A RESPONSIVE PRACTITIONER

Children learn best when we tune into their interests and listen to what they are communicating. For example, letting the child choose the activity, watching what they are doing, and talking about what they are doing. Use the examples below to help.

Child's name:

Tommy

Date:

23/1/22

Child's age:

11 months

Example 1: Playing with blocks

Who chose the activity: Child Practitioner Both

Who started the activity: Child Practitioner Both

What happened first:
started building a tower; gave child a block. The child banged the blocks together

How I responded:
putting blocks on top of each other; saying 'block'

What the child did next:
kept banging blocks

Did I follow the child's lead: Yes No Sometimes

What I did well:
chose an activity the child enjoyed; let the child play with the blocks in their own way

What I will do differently next time:
follow child's lead by copy banging blocks; say 'bang'; offer child choice of activity

Example 2: Reading a book together

Who chose the activity: Child Practitioner Both

Who started the activity: Child Practitioner Both

What happened first:
offered child the choice of books; waited for the child to choose. The child grabbed at the book

How I responded:
held the book out of the baby's reach and read the story

What the child did next:
cried and reached for the book again

Was I following the child's lead: Yes No Sometimes

What I did well: let the child choose the book

What I will do differently next time:
Follow child's lead by letting baby hold the book and talking about pictures