

INTERACTIVE CARE of children (Descriptive checklist)

The checklist can be filled by the caregiver or by an observer

Phenomena	Never (0)	Seldom (1)	Sometimes (2)	Often (3)
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Joy and fun:

Sharing of joy

Reciprocal smiling

Positive teasing
and laughing

Clowning and
surprising
that releases
laughter

Telling jokes

Dramatising
and imitating
for fun

Dancing

Singing and rhyming

Games that release
laughter

Consoling:

Putting the hand
around the child

Confirming the
child's suffering
by soft talking

Touching in a
consoling way
(wiping out the

tears)

Calming down
the child

Embracing the child
in a consoling way

Talking and explaining
in a consoling way
(Redefining)

**Intimate talking
and sharing:**

Motherese
interpretive
talk

Talking in an
intimate way about
something they
have experienced
together

Talking intimately
while they do
something together

Personal disclosure
of "secrets"

Personal disclosure
of personal feelings

**Direct expressions of
love:**

Kissing the child

Embracing the child

Touching the child
in a loving

Verbal expressions
of love

Confirming:

Positive confirming
eye-contact
with smiles

Sharing of joy and
reciprocal
confirmation

Nodding and signalling
approval

Giving verbal
approval and praise

Confirmative talking

**Being sensitive
to the child's state
and initiatives**

Responding
and tuning in
to the child's
state and initiatives
(with the categories
above)

**A. Sum emotional-
expressive care: : Obtained/possible (%)**

MEDIATION AND ENRICHING THE CHILD'S EXPERIENCE.

Joint attention:

Calling the
child's attention
to a particular
object or aspect

Looking together
at one particular
thing (object)

**Joint attention
with meaning:**

Looking at a thing
and describing
what you see
together

Looking at a thing
and describing with
enthusiasm what you
see

Following the
child's attention
and initiative by
commenting on what
he sees/does

Showing how things
work (functional
meaning)

Asking the child
questions about what
he sees

**Expanding beyond
what they see:**

Giving explanations
about what they see
experience together

Analysing what they
see together

Comparing what they
see with other
experiences the
child knows

Telling about
past (origin) and
future

Asking the child
questions about why
things are as he
sees them

Symbolising

Telling stories
about what they
see/experience
together

Symbolising
through requesting
the child to
retell what
they experienced

Symbolising through
requesting the child
to draw what they
experienced

Symbolising through
dramatisation what
they experienced

Symbolising through
writing about what
they experienced

**B. Sum mediational
care: Obtained/possible (%)**

**Regulation and
control in
relation to
play-projects,**

**chores
or tasks**

**Instructive
guidance**

Demonstrating
how to do it
(modelling)

Demonstrating
and explaining
how to do
the "project"

Demonstrating
explaining
step-by-step

Helping the
child planning

Asking questions
about how to
proceed

**Guiding the
child's initiative**

Supporting the
child's initiative
by preparing the
setting

Supporting
the child's
initiative by
sustaining the
goal of the project

Supporting and
withdrawing,
leaving the control
to the child

Giving the

child challenges

Guiding the child
by asking critical
questions on
procedure

**C. Sum on cognitive
regulation:
Obtained/possible (%)**

**Limit-setting
and altruism**

Stopping the child
without explanations

Distracting the
child giving positive
alternatives

Verbally stopping the
child by explaining
why it is not allowed

Stopping and
giving positive
alternatives

Stopping the
child by pointing
out the
consequences

Stopping the child
by explaining consequences
for other - how the
other child feels

Stopping the child
and let him take the
agreed upon punishment
(consequence)

Promoting moral understanding and altruism

Explaining to the child why rules are necessary

Involving the child in making rules and punishments/rewards

Involving the child in compassionate helping project directed to another child

Preparing the setting for cooperation

Discussing how children who are bullied or suffering feel

Role-playing and dramatising typical moral issue from their everydaylife - playing perpetrator and victim

Giving tasks for which the child is responsible/ accountable

**D. Sum on regulation/ morality:
Obtained/possible (%)**

**E: Total sum of all scores:
Obtained/possible (%)**

By summarising the score on each of the categories above a sum-score for quality of caregiving will be obtained. This can be split into A emotional care (), B. mediational care (), C. regulative cognitive care (), and D. regulative morality care () and E. total care score ()

In a large project these scores will probably constitute important diagnostic categories that may have predictive qualities.