

## PIWI Checklist for Parent-Child Interaction

### Location - Date

**Facilitator:**

**Observer:**

Number of families:

Indicator	Observed		Evidence
<b>Greeting</b>			
1. Welcome parent-child dyads as they arrive.	<b>Yes</b>	<b>No</b>	
2. Encourages parents and children to join the group.	<b>Yes</b>	<b>No</b>	
3. Transition between greeting and opening discussion occurs fluidly and without waiting.	<b>Yes</b>	<b>No</b>	
<b>Opening Discussion</b>			
1. Parents know and feel comfortable with what is expected of them within the schedule of the play group. #	<b>Yes</b>	<b>No</b>	
2. Facilitates opening discussions using open-ended questions and key points outlined in the plan.#	<b>Yes</b>	<b>No</b>	
3. Provides structure to direct parent observations of children's play in relation to the developmental observation topic.	<b>Yes</b>	<b>No</b>	
4. Facilitates parent participation in group discussion using strategies such as open-ended questions, comments, and shared observations.	<b>Yes</b>	<b>No</b>	
<b>Parent-Child Observation</b>			
1. Materials/equipment/activities support parent-child interaction and play.	<b>Yes</b>	<b>No</b>	

<b>Parent-Child Observation (con't )</b> 2. Provide a variety of developmentally appropriate activities/materials to engage children around the DOT.  3. Activities support engagement by parent-child dyads in the planned environment.  4. Uses interactive games to facilitate interactions that create positive social ad emotional outcomes.  5. Uses supportive play strategies in own interactions with children.  6. Comments on children's actions/behaviors w/respect to the DOT.  7. Acknowledges parents' strengths & needs in order to provide the appropriate level of support. #  8. Provides structure to direct parent observations of children's play in relation to the DOT.  9. Identifies contributions of children and parents I dyadic interactions.  10. Acknowledges dyadic strategies used by parents to enhance parent-child interactions.  11. Chooses strategies that balance support between the parent and the child.  12. Provides assistance to dyads in maintaining engagement with materials & social partners.	<div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div> <div>Yes No</div>	
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<b>Parent-Child Observation (con't )</b>			
13. Listens and responds to observations or concerns raised by parents in the context of play.	<b>Yes</b>	<b>No</b>	
14. Demonstrates triadic strategies I own interactions with parents.	<b>Yes</b>	<b>No</b>	
15. Interacts with each dyad with regard to developmental observations or in response to parent/child initiatives.	<b>Yes</b>	<b>No</b>	
16. Supports competence, confidence, and mutual enjoyment of all participants.	<b>Yes</b>	<b>No</b>	
<b>Snack LUNCH</b>			
1. Environment supports engagement by parent-child dyads in the planned environment.	<b>Yes</b>	<b>No</b>	
2. Listens and responds to observations or concerns raised by parents in the context of play.	<b>Yes</b>	<b>No</b>	
3. Snack in embedded within PIWI schedule at an appropriate time for the particular group of dyads.	<b>Yes</b>	<b>No</b>	
4. Transitions between activities and snack occur fluidly and without waiting.	<b>Yes</b>	<b>No</b>	
<b>Closing Discussion</b>			
1. Engages parents in conversation about their children's play in relation to the DOT.	<b>Yes</b>	<b>No</b>	
2. Puts a developmental frame on observations as discussion is summarized.	<b>Yes</b>	<b>No</b>	

3. Facilitates parent participation in group discussion using strategies such as open-ended questions, comments, and shared observations.	<b>Yes</b>	<b>No</b>	
4. Directs individual parents' concerns/questions that may be common issues for all parents back to group for discussion.	<b>Yes</b>	<b>No</b>	
5. Draws on own and parents' observations to provide examples of children's topic-related engagement and participation during closing discussion.	<b>Yes</b>	<b>No</b>	
6. Expands closing discussion by providing related activities and observations in other everyday routines and environments.	<b>Yes</b>	<b>No</b>	
7. Listens and responds to observations or concerns raised by parents in the context of play	<b>Yes</b>	<b>No</b>	
<b>Planning</b>			
1. Facilitator roles reflect partnership with parents in planning PIWI group.	<b>Yes</b>	<b>No</b>	
2. Analyzes strengths and limitations in own interactions with parent-child dyads, and sets goals for change.	<b>Yes</b>	<b>No</b>	
3. Uses parents' suggestions and child's preferences to arrange the environment/activities.	<b>Yes</b>	<b>No</b>	
4. Recognizes engagement cues of children and parents and describes appropriate options to maintain/change the environment/activity.	<b>Yes</b>	<b>No</b>	

5. Schedule takes all children, parents, and facilitators into account during each PIWI time segment.	Yes	No	
6. Adapts activities and physical/social environments to accommodate maximum engagement by each child I the PIWI group.	Yes	No	
7. Each parent's goals for his/her child are embedded within the playgroup schedule.	Yes	No	
8. Evaluates engagement cues of children and parents and describe appropriate options for changing the environment and the activities.	Yes	No	
9. Incorporates parents' expectations and goals to modify own interactions with children.	Yes	No	
<b>Environment: Components</b>			
<u>Schedule</u>			
1. Schedule is implemented flexibly in response to children's and parents' changing levels of engagement.	Yes	No	
2. Group events are alternated with individually-directed parent-child play.	Yes	No	
3. Transitions between schedule components are planned to occur fluidly and without waiting.	Yes	No	
4. Play activities (e.g.: object play, singing) are arranged I an appropriate order to ensure optimal engagement and to promote easy transitions.	Yes	No	

<u>Space</u>		
1. Environmental arrangement reflects the focus of each part of the schedule.	<b>Yes</b>	<b>No</b>
2. Room is arranged with clearly identifiable zones.	<b>Yes</b>	<b>No</b>
3. Activity areas, in which materials can meaningfully be used together, are located close together.	<b>Yes</b>	<b>No</b>
4. There are clear pathways between play areas and activities.	<b>Yes</b>	<b>No</b>
<u>Materials/Activities</u>		
1. Materials represent an array of objects that support current and emerging developmental agendas and interests across multiple domains.	<b>Yes</b>	<b>No</b>
2. Materials/activities represent an array of familiar and novel, appropriately challenging objects and contexts.	<b>Yes</b>	<b>No</b>
3. Materials/activities available for play support parents' observations in relation to the developmental observation topics.	<b>Yes</b>	<b>No</b>
4. Materials are safe, appealing and clean.	<b>Yes</b>	<b>No</b>
5. Materials/activities are appropriate to the age and the developmental level of the children.	<b>Yes</b>	<b>No</b>
6. Materials/activities support active engagement by each child.	<b>Yes</b>	<b>No</b>
7. Materials/activities recognize emerging independence of children and promote	<b>Yes</b>	<b>No</b>

independent use by parent-child dyads.		
8. Materials/activities are varied within the session to maintain engagement and interest.	<b>Yes</b>	<b>No</b>
9. Favorite materials/activities of children are included in each session.	<b>Yes</b>	<b>No</b>
<b>Team Approach</b>		
1. Responsibilities for each facilitator are clearly delineated for each component of the PIWI schedule.	<b>Yes</b>	<b>No</b>
2. Facilitators share roles flexibly and fluidly, creating a seamless flow of events.	<b>Yes</b>	<b>No</b>
3. Roles are well defined and regularly rotated among facilitators.	<b>Yes</b>	<b>No</b>
4. Implements strategies to guide team reflection and evaluation with regard to own role as PIWI facilitator.	<b>Yes</b>	<b>No</b>
5. Implements processes to engage in self-reflection with regard to relationships and interactions with other team member and parents.	<b>Yes</b>	<b>No</b>
6. Uses information gathered from parents with regard to their expectations and goals to set goals for change (e.g., in topics emphasized, environment, roles of facilitators).	<b>Yes</b>	<b>No</b>
7. Demonstrates respectful interpersonal communication and interactions with all PIWI participants.	<b>Yes</b>	<b>No</b>

8. Demonstrates effective group processes for team management and decision making during planning and debriefing meetings.	<b>Yes</b>	<b>No</b>	
9. Implements specific strategies for including families in fulfilling team functions.	<b>Yes</b>	<b>No</b>	
<b>General Practice</b>			
1. Schedule provides multiple opportunities for parent-child interaction and play at level appropriate to development of child.	<b>Yes</b>	<b>No</b>	
2. Parents know and feel comfortable with what is expected of them within the schedule of the playgroup.	<b>Yes</b>	<b>No</b>	
3. Supports competence, confidence, and mutual enjoyment of all participants.	<b>Yes</b>	<b>No</b>	
4. Materials/equipment/activities support parent-child interaction and play.	<b>Yes</b>	<b>No</b>	
5. Uses range of triadic strategies from least intrusive to encourage confident and competent support of children's play.	<b>Yes</b>	<b>No</b>	
6. Implements triadic strategies flexibly, responding to engagement cues of children and parents.	<b>Yes</b>	<b>No</b>	
7. Playgroup environment is warm, cheerful, and welcoming.	<b>Yes</b>	<b>No</b>	



<p>8. Multiple activities facilitate parent-child interaction and parents' support of their children's play.</p>	<p><b>Yes</b>    <b>No</b></p>	
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