THE 8 GUIDELINES FOR GOOD QUALITY INTERACTION

GUIDELINES 1, 2, 3 & 4:

1. SHOW YOUR CHILD YOU LOVE HIM OR HER

2. FOLLOW YOUR CHILD’S LEAD

3. GET A CONVERSATION GOING BY MEANS OF EMOTIONAL EXPRESSIONS, GESTURES AND SOUNDS

4. PRAISE AND APPRECIATE WHAT YOUR CHILD MANAGES TO DO

I need your love
(guideline 1 - how do you show love to your child?)

I like to explore
(guideline 2 - how do you give space to your child’s initiatives?)

I am happy when you show interest in what I do
...(and how do you follow it...)

I discover new things and gain confidence
...(and give positive response to it?)

Come to me, close, so I can express what I feel
(guideline 3 - how do you establish intimate moments with your child?)

with and without words
...(through talking, touch, facial expression, eye contact, body posture, language of the hands, gestures?)

It feels so good when you show that you appreciate me
(guideline 4 - how do you praise? How do you express approval for efforts or achievements?)
GUIDELINES 5, 6 & 7:

5. HELP YOUR CHILD TO FOCUS HIS/HER ATTENTION AND SHARE EXPERIENCES
6. HELP YOUR CHILD TO MAKE SENSE OF HIS/HER WORLD
7. HELP YOUR CHILD TO WIDEN HIS/HER EXPERIENCE

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I enjoy it when you show me things
(guideline 5 - how do you focus your attention with your child's...)

and when we do things together
(...so that you share experiences together?)

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I love finding out about things, what they are
(guideline 6 - how do you describe and give meaning to your child experiences ...)

how they work
(...and how do you talk about things your child is observing, doing or experiencing...)

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Learning is fun
(...and do you show enthusiasm?)

I like it when you tell me how things are connected
(guideline 7 - how do you enrich your child's experiences...)

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and why they are the way they are
(...how do you expand, connect and compare things, events...)

I enjoy it when you tell me stories
(...how do you expand on a subject in a creative way?)
GUIDELINES 8a & 8b:

8a. HELP YOUR CHILD TO LEARN RULES, LIMITS AND VALUES

8b. HELP YOUR CHILD TO PLAN ACTIVITIES STEP BY STEP TO REACH THE SET GOAL

I need you to tell me why some things are not allowed (guideline 8a - how do you set limits in a positive way...)

and others are (...how do you offer alternatives for what is not allowed?)

I can do difficult things (guideline 8b - how do you plan and support your child's activities...)

if only you help me a bit (...without taking over the control from the child...)

to overcome obstacles (...and how do you give helpful hints if s/he gets stuck...)

then I know I could do it (...so that s/he can reach the set goal?)