EI/ECSE Standard 6
Component 6.2
Overview & Speaker Notes

Intended Audience:

Overview for Facilitators:
ECPC has developed an anchor presentation for each of the Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE). The components under each standard are presented separately. The materials are designed for an in-service professional development (PD) program but can be used in a pre-service teacher preparation course. This resource will increase professionals' ability to address each of the EI/ECSE standard and components. Additional materials for each standard can be found on the ECPC Website: Curriculum Module | The Early Childhood Personnel Center (ecpcta.org)

Speaker Notes
The speaker notes provide a narrative and activities for each slide. You will see speaker notes for most of the slides within the slide deck. The notes provide additional details about the information on a particular slide, including the context for the information and key points. The notes are a guide, and speakers should feel free to modify these as needed. Please note the following:
- The narrative is a sample script for the presenter. Although you may read it verbatim, speaker notes are intended as a guide for the presenter, and you may modify them as needed.

Materials Required for face to face
1. Share the outline with timelines for the training (build in breaks)
2. Conduct an opening activity (introductions/ice breaker)
3. Computers or tablets with internet access for participants (if possible)
4. Handouts
5. Projector with audio capable for playing video with speakers
6. Presentation slides with speaker notes
7. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Materials Required for virtual
1. Distribute the link to the online platform in advance
2. Share the outline with timelines for the training (build in breaks)
3. Conduct an opening activity (introductions/ice breaker)
4. Determine how participants will receive handouts and materials, on the cloud, using a storage platform (e.g., dropbox, google, etc.)
5. Platform to share presentation (e.g., zoom, teams, etc.) with polling questions prepared in advance and breakout room capability
6. Upload or send handouts in advance or through platform (insert through chat)
7. Download videos ahead of time to prepare for low bandwidth from slide deck

8. Share screen capability (be sure to enable sound for videos)
9. Develop an evaluation tool for all attendees (e.g., continuous improvement activity)

Objectives for Standard 6, Component 6.2:
After participating in this professional learning opportunity, participants will be able to:
- Describe strategies to engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions to support child learning and development.
- Describe strategies to facilitate reciprocal partnerships with families and other professionals to implement interventions and instruction to support child learning and development.

Outline of Session Activities

Topic	Slides	Activity
Introduction/Objectives	1-4	
DEC Recommended Practices: Interaction	5-6	
What Are Responsive Adult-Child Interactions?	7	
Why Are Responsive Interactions Important?	8	
Factors Influencing Adult-Child Responsive Interactions	9-10	
Child Factors Influencing Adult-Child Responsive Interactions	11-12	Activity (Slide 12)
Responsive Intervention Strategies: Scaffolding Joint Attention To Improve Outcomes	13	
Responsive Strategies: Evidence-Based Intervention For Early Learners	14	
Supporting Families and Early Care Providers To Use Responsive Strategies/Interventions	15	
Supporting Early Care Providers To Promote Positive Peer Interactions	16	
Supporting Fidelity Practice To Enhance Responsive Adult-Child and Peer Interactions	17-19	Activity (Slide 18) Video (Slide 19)
References and Resources	20-22	

Speaker Notes with Slides

Slide 1	**Using Responsive and Reciprocal Interactions, Interventions, and Instruction** Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators 6.2 ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 2	**Standard 6** Candidates plan and implement intentional, systematic, evidence-based, responsive interactions, interventions, and instruction to support all children's learning and development across all developmental and content domains in partnership with families and other professionals. Candidates facilitate equitable access and participation for all children and families within natural and inclusive environments through culturally responsive and affirming practices and relationships. Candidates use data-based decision-making to plan for, adapt, and improve interactions, interventions, and instruction to ensure fidelity of implementation. ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 3	**Component 6.2** • Candidates engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions, interventions, and instruction to support child learning and development. ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 4	**Objectives** • Describe strategies to engage in reciprocal partnerships with families and other professionals to facilitate responsive adult-child interactions to support child learning and development. • Describe strategies to facilitate reciprocal partnerships with families and other professionals to implement interventions and instruction to support child learning and development. ECPC Early Childhood Personnel Center www.ecpcta.org	

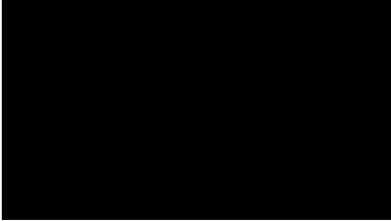|		
Slide 5	**DEC Recommended Practices: Interaction** (McCollum, Santos and Weglarz-Ward, 2018) "Sensitive and responsive interactional practices are the foundation for promoting the development of a child's language and cognitive and emotional competence, and are the basis for fostering all children's learning" ECPC Early Childhood Personnel Center www.ecpcta.org	Read text aloud to the group
Slide 6	**DEC Recommended Practices: Interaction** (McCollum, Santos and Weglarz-Ward, 2018) "For children who have or at risk for developmental delays/disabilities, responsive interactional practices represent a critical set of strategies for fostering children's social-emotional competence, communication, cognitive development, problem-solving, autonomy, and persistence" ECPC Early Childhood Personnel Center www.ecpcta.org	Read text aloud to the group
Slide 7	**What Are Responsive Adult-Child Interactions?** • Awareness of child's behaviors and communicative signals • Accurate interpretation of child's signals • Positive and contingent responses to child's intent • Balanced support for and challenges to child's current and future abilities ECPC Early Childhood Personnel Center www.ecpcta.org	
Slide 8	**Why Are Responsive Interactions Important?** • Provide a critical foundation for optimal child outcomes across abilities and cultures • Foundational brain development is directly impacted by the quality and frequency of early reciprocal interactions ECPC Early Childhood Personnel Center www.ecpcta.org	Facilitator clicks on link to have the group view the video, and asks the group to talk about why early interactions, even when they are with a preverbal/nonverbal child with a disability, are foundationally important to all positive outcomes, no matter what their age. Kong, N.Y., & Carta, J.j. (2013). Responsive interaction interventions for children with or at risk for developmental delays: a research synthesis. Topics in Early Childhood Special Education, 33, 4-17, doi:10.177/0271121411426486

Slide 9	**Factors Influencing Adult-Child Responsive Interactions** Adult characteristics • Temperamental match • Mental health • Physical health E C P C Early Childhood Personnel Center www.ecpcta.org	*Facilitator can support discussion for each bullet:* - How might different temperamental styles impact how a parent/caregiver and child interact with each other? - How might parent/caregiver depression or other mental health conditions influence the quality and frequency of positive reciprocal interactions? - How might the physical health of the parent caregiver affect these interactions?
Slide 10	**Factors Influencing Adult-Child Responsive Interactions** • Cultural patterns and preferences • Parenting style: i.e., responsive or directive • Cultural expectations for young children • Cultural attitudes about disability E C P C Early Childhood Personnel Center www.ecpcta.org	*Facilitator can support discussion around the fact that culture has a lot to do with how parents/caregiver interact with their child – some cultures value a directive teaching style from a very early age, while others are more comfortable with allowing a child to initiate interactions and to choose the objects or activities that they want to focus on.* Discuss that in many cultures around the world, adults are not expected to "play" with children directly. This does not mean they don't interact with them! What kind of interactions may still support rich access to words, meaning, and emerging executive functioning when this is the case? How might a new diagnosis impact how a parent/caregiver interacts with their child? Support discussion about how some families may change their parenting style to become more directive as a way of helping their child "catch up" or to remove the diagnosis altogether – and how this can create a barrier to responsive interactions. Alternatively, at the time of new diagnosis, some parents may withdraw from their

		child, and possibly show signs of depression – how might this influence the way they interact with their child?
Slide 11	**Child Factors Influencing Adult-Child Responsive Interactions** Children with disabilities may: • Use subtle communication cues • Need adaptations and accommodations to ensure eye-level/face-to-face proximity to others • May require assistive technology/augmented and alternative communication to facilitate social interaction **E C P C** Early Childhood Personnel Center www.ecpcta.org	Children with disabilities may use subtle communication cues like eye gaze, head turns, body movements that others don't recognize as bids for inclusion, requests for help, or comments Need adaptations and accommodations to ensure that they are at eye level and in close proximity to parents, caregivers, and peers May require assistive technology/AAC to ensure that adults and peers know what they are thinking about through the use of social communication supports
Slide 12	**Activity: Antonia's Story** • What elements of Antonia's story might influence the quality and frequency of positive interactions? • How did the team support the family to enhance positive interactions? • How might you further support Jennifer to engage Antonia in frequent positive interactions? • How do other members of Antonia's family provide support for interactions? • What adaptations/accommodations will serve to increase Antonia's access to positive interactions? **E C P C** Early Childhood Personnel Center www.ecpcta.org	https://ecpcta.org/wp-content/uploads/sites/2810/2021/01/Case-Study-Antonia-Family.Centered.Practice-1.pdf Support discussion that Antonia's mother has shared that she has been very tired and overwhelmed – and may be experiencing depression. Research tells us that parental depression is directly linked to developmental delays – and in a bidirectional manner, child developmental delay or disability influences parental mental health - especially depression. Positive interactions can be supported by finding out what Antonia's mother and her family need, and supporting her to access those resources in a horizontal and non-directive manner. With open-mindedness and empathy, team members can brainstorm with Antonia's family about how to access the support they need, whether it's access to concrete resources as the family has limited access to resources, access to mental health services, community, and more. We want to understand as much as we can about how

		other members of the family interact with Antonia in a positive way – and value those interactions as well as siblings, cousins, aunts and uncles are all important way that positive interactions occur. By targeting Antonia's ability to fully participate in everyday family routines and activities, not only will Antonia benefit from the increased numbers of words and interactions with her family, but the family members in turn experience an increase in self efficacy and well-being when they are able to engage in higher levels of responsive interactions. (Kong, N.Y., & Carta, J.J. (2013). Responsive interaction interventions for children with or at risk for developmental delays: a research synthesis. Topics in Early Childhood Special Education, 33, 4-17, doi:10.177/0271121411426486) Discuss the different kinds of AT that Antonia might need to stay fully connected in the context of her family's everyday activities
Slide 13	**Responsive Intervention Strategies: Scaffolding Joint Attention To Improve Outcomes** • Social learning begins with face-to-face interactions • Grows through shared focus with others to objects and events (**joint attention**) • Preverbal communication emerges in the context of joint attention • Motivation for verbal language is built as children begin to initiate and respond to bids for joint attention E C P C Early Childhood Personnel Center www.ecpc.org	

Slide 14	**Responsive Strategies: Evidence-Based Intervention For Early Learners** • Following child choice of activity • Maintaining face-to-face proximity • Imitation • Animated interactions • Simple language comments on child chosen focus • Models of functional play ECPC Early Childhood Personnel Center www.ecpcta.org	A robust body of evidence tells us that the use of responsive strategies by parents, caregivers, teachers, and other professionals increase the likelihood that children will engage in joint attention and access rich, language-infused interactions. These strategies permit adults to identify objects and activities that interest the child, and to follow in on their interests to "shower" the child with positive affect, gestures, and words in the context of that interest. By following in on a child's focus, adults create the chance for the child to use communication to initiate shared attention.
Slide 15	**Supporting Families and Early Care Providers To Use Responsive Strategies/Interventions** Integrating the following into everyday routines: • Sensitive observation of child cues • Contingent response to child cues • Supporting balanced interactive exchanges • Displaying high levels of positive affect • Modeling/expanding behaviors that match child interests/development • Refrain from placing frequent demands or redirections ECPC Early Childhood Personnel Center www.ecpcta.org	From the Interaction Recommended Practices (Division for Early Childhood [DEC], 2014)
Slide 16	**Supporting Early Care Providers To Promote Positive Peer Interactions** • Look carefully for initiations directed toward peers • Acknowledge and interpret (mirror, label) facial expressions, emotions, non-verbal body language, and vocalizations toward peers • Support peer responses • Scaffold and extend conversations with peers (nonverbal or verbal) • Foster enjoyment and friendship across activities • Develop play themes based on shared interests ECPC Early Childhood Personnel Center www.ecpcta.org	Young children with disabilities may have trouble developing relationships with their peers, based on barriers to social communication, physical proximity, difficult-to-read cues, and even teacher attitudes or beliefs about what children with disabilities capacities might look like. The following are strategies that caregivers can use to support positive peer interactions: Look carefully for (often subtle) initiations directed toward peers Support responses towards peers

		(make sure to take data on how the child is initiating and responding to bids for social engagement! Acknowledge all bids, and use the data to gradually shape social communication over time. It is not beneficial to ignore non-verbal bids for social inclusion on a repeated basis – children will be unnecessarily excluded, and learning does not happen when children are isolated from their peers. Shape verbal language through comments and expansions as needed, prompting as needed without having the consequence of the child losing interest in the interaction).
		• Scaffold and extend conversations (nonverbal or verbal) with peers • Foster enjoyment and friendship across activities • Develop play themes based on children's shared interests • Acknowledge and interpret (mirror, label) facial expressions, emotions, no-verbal body language and vocalizations/vocalizations toward peers Meyer, L.E. & Yu, S. (2018). Responsively Supporting Children During Peer Interaction Interventions: Focusing on Friendships, In; Interaction: Enhancing Children's Access to Responsive Interactions
Slide 17	**Supporting Fidelity Practice To Enhance Responsive Adult-Child and Peer Interactions** • ECTA Child-Child Interaction Checklists and Practice Guides E C P C Early Childhood Personnel Center www.ecpcta.org	*Facilitator may want to click on the link and explore the practice tools that support the use of responsive interactions at home and in early care settings* https://ectacenter.org/decrp/topic-interaction.asp#PC_INT4

Slide 18	**Activity** • On the next slide, watch "Responsive Interactions for Pretend Play" and jot down the types of responsive strategies you saw this EI/ECSE provider use during this period of supported joint attention **ECPC** Early Childhood Personnel Center www.ecpcta.org	https://www.youtube.com/watch?v=W34UiOUQWcc Facilitator supports discussion using prompts on next slides' notes.
Slide 19	**Activity** • A responsive interaction at preschool **ECPC** Early Childhood Personnel Center www.ecpcta.org	https://www.youtube.com/watch?v=W34UiOUQWcc *Facilitator: support discussion around the following points:* • Following in on child's focus of interest – did not redirect the child or ask him a lot of questions – frequent redirections/prompts are associated with lower levels of sustained engagement in play for young children and older early learners, especially those with ASD • Stayed close and face to face so that he could see her face and what she was doing – she supported the interaction throughout • Imitation • Animation • Play models and expansions • Positive affect • He did a great job of initiating a bid for shared attention at the end and using both a nice communicative gesture and verbal language to let he know what he was going to do next! • The fact that he initiated the communication and she responded to it in kind made it likely that he will definitely want to do that again – she made space for that to happen.

Slide 20	**References and Resources** • Dunst,C.J.& Dempsey, I.(2007). Family-Professional Partnerships and Parenting Competence, Confidence, and Enjoyment. International Journal of Disability, Development and Education, 54, 305-318. • Kong, N.Y., & Carta, J.J. (2013). Responsive interaction interventions for children with or at risk for developmental delays: a research synthesis. Topics in Early Childhood Special Education, 33, 4-17, doi:10.177/0271121411426486 • McCollum, J.A., Santos, R.M., Weglarz-Ward, J.M. (2018). Interaction: Enhancing Children's Access to Responsive Interactions, DEC Recommended Practices Monograph Series No 5. ECPC Early Childhood Personnel Center www.ecpcta.org	https://journals.sagepub.com/doi/10.1177/0271121411426486 https://www.researchgate.net/publication/233643166_Family-Professional_Partnerships_and_Parenting_Competence_Confidence_and_Enjoyment
Slide 21	**References and Resources** • Meyer, L.E. & Yu, S. (2018). Responsively Supporting Children During Peer Interaction Interventions: Focusing on Friendships, In; Interaction: Enhancing Children's Access to Responsive Interactions • Shire, S.Y., Gulsrud, A. & Kasari, C. Increasing Responsive Parent–Child Interactions and Joint Engagement: Comparing the Influence of Parent-Mediated Intervention and Parent Psychoeducation. J Autism Dev Disord **46,** 1737–1747 (2016) ECPC Early Childhood Personnel Center www.ecpcta.org	https://link.springer.com/article/10.1007%2Fs10803-016-2702-z
Slide 22	**References and Resources** • Center on the Developing Child at Harvard University.(2016, March). Building core capacities for life: the science behind the skills adults need to succeed in parenting and in the workplace. • Division for Early Childhood of the Council of Exceptional Children: DEC Recommended Practices • Early Childhood Personnel Center (ECPC) Cross-Disciplinary Competencies: Case Studies • ECTA Adult-Child Interaction Checklists and Practice Guides ECPC Early Childhood Personnel Center www.ecpcta.org	http://developingchild.harvard.edu/wp-content/uploads/2016/03/Building-Core-Capabilities-for-Life.pdf https://divisionearlychildhood.egnyte.com/dl/7urLPWCt5U/? https://ecpcta.org/wp-content/uploads/sites/2810/2021/02/Case-Study-Maria-Professionalism.pdf https://ectacenter.org/~pdfs/decrp/INT-1_Adult-Child_Interaction_2018.pdf