Using Responsive and Reciprocal Interactions, Interventions, and Instruction

Initial Practice-Based Professional Preparation Standards Early Interventionists/Early Childhood Special Educators

6.2

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.

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.

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.

DEC Recommended Practices: Interaction

"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"

DEC Recommended Practices: Interaction

"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"

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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

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]

Factors Influencing Adult-Child Responsive Interactions

Adult characteristics

- Temperamental match

- Mental health

- Physical health

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

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

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?

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

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

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

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

Supporting Fidelity Practice To Enhance Responsive Adult-Child and Peer Interactions

- [ECTA Child-Child Interaction Checklists and Practice Guides](#)

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 with a child with ASD during this period of supported joint attention

Activity

- [A responsive interaction at preschool](#)

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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.

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)

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

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