

Using Responsive and Reciprocal Interactions, Interventions, and Instruction

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

6.3



Early Childhood Personnel Center

www.ecpcta.org

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 6.3

- Candidates engage in ongoing planning and use flexible and embedded instructional and environmental arrangements and appropriate materials to support the use of interactions, interventions, and instruction addressing developmental and academic content domains and are adapted to meet the needs of every child and their family



Objectives

- Describe an ongoing and flexible planning process to support interactions, interventions, and instruction addressing developmental domains designed to meet the needs of each child and family.
- Describe the use of embedded instruction, environmental arrangements, and appropriate materials addressing developmental domains designed to meet the needs of each child and family.



Objectives, continued

- Describe examples of adaptations to use to support interactions, interventions, and instruction addressing developmental domains to meet the needs of each child and their family



Planning for Interaction and Learning for Children With Delays/Disabilities

- Individual child goals and general classroom curriculum are intentionally fused
- What changes are needed in the preschool environment and curriculum to ensure full participation?
- How will progress be meaningfully monitored?



Individualized Planning

Ensures that the child's learning environment and experiences are:

- Safe
- Engaging
- Culturally and linguistically relevant
- Inclusive of a wide range of learning opportunities
- Supported by families



Early Childhood Personnel Center

www.ecpcta.org

Embedded Learning Opportunities

- Short, intentional teaching episodes focused on child objectives and embedded into planned activities and routines in school or with family
- Do not require big changes to classroom
- Take advantage of child interests
- Offers an opportunity to practice new skills across a variety of social contexts



Embedded Learning Opportunities: The Basic Steps

- Operationalize the learning objective
- Gather baseline data
- Create a simple [activity matrix](#) to choose an activity
- Design the instructional interaction and write it on a planning form
- Implement as planned providing clear instructions, **let the child respond**, provide feedback
- Record responses/opportunities



Embedding Instruction in a Preschool Setting

Watch video “[1.16: Routine in a program – reading at circle time](#)” before reflecting on the following questions;

- What outcomes were addressed in this routine?
- Who was engaged in providing models of the targeted behavior?
- What data would you want to record from this teaching episode?
- Was the child with an IEP a fully participating member of his peer group in this example?



Embedding Instruction in a Preschool Setting



<https://connectmodules.dec-sp.ed.org/connect-modules/resources/videos/video-1-16/>



Early Childhood Personnel Center

www.ecpcta.org

Embedding Instruction/Intervention Into Family Routines

<https://www.cde.state.co.us/resultsmatter/blakesstory>

Watch “[Blake’s Story](#)” on the next slide before discussing the following questions;

- Who were the learners in this example?
- What outcomes were embedded into this teaching episode?
- How might data have been collected for this intervention session?
- How might this mother’s engagement and learning influence the dosage of this intervention strategy over time?



Early Childhood Personnel Center

www.ecpcta.org

Video: Blake's Story



<https://www.cde.state.co.us/resultsmatter/blakesstory>



Early Childhood Personnel Center

www.ecpcta.org

Planning: Determining Need for Specific Curriculum Modifications in Early Care Settings

- Environmental supports
- Materials adaptation
- Activity simplification
- Child Preferences
- Assistive technology
- Adult support
- Peer support



Environmental Supports

- “Altering the physical, social, and temporal environment to promote participation, engagement, and learning”

Sandall, S.R., Schwartz, I.S. et al., (2019).

Environmental Supports

Maximize Access to Activities/Materials Based on Individual Needs

- Environmental modifications provide multiple ways for a child to access learning opportunities
- Increased access leads to increased participation
- Participation provides many opportunities to learn in everyday social contexts



Inclusive Learning Environments:

- Increase child's level of independence
- Work because they do not single out a particular child
- Empower the child
- Permit teachers to be more efficient with their time



Strategies for Environmental Support

Physical Adjustments:

- Changing use of space or arranging furniture
- Intentionally managing/adding/rotating materials
- Making boundaries easy to see
- Adding visual cues to limit the need for verbal directions



Strategies for Environmental Support

Social adjustments to increase independence and participation:

- Carefully selecting peer partners, grouping and seating arrangements to promote participation
- Choosing preferred material to motivate shared play
- Designing activities that promote social interaction



Strategies for Environmental Support

Temporal adjustments:

- Adjustments to schedule and time spent on tasks can promote participation of individual children
 - Individualized activity schedule that builds in time for transitions
 - Modifying amount of time expected or allowed for activities (e.g., circle time)



Activity

Watch the video on the following slide then answer these questions;

- Which type of environmental supports did you see used here (physical, social, temporal?)
- Did these strategies support his full participation in the activity?
- How so?



Activity

Supporting full participation during block play



<https://youtu.be/cPofHKsCIBI>



Early Childhood Personnel Center

www.ecpca.org

Planning for the Use of Assistive Technology (AT)

- Planning in the context of all learning environments should include the use of:
 - Ecological assessments
 - AT assessments
 - Family-provided information
- Should address the question, “how can this child participate independently?”



Levels of Assistive Technology

Technical Level	Purpose	Examples
LOW	Increase access to materials and activities	Page turners, slant boards, communication boards, visual schedules
MID	Provide choice, offer access to learning and social opportunities	Adapted toys, single/multiple message devices, software, touchscreens
HIGH	Provide vehicle for language through alternative speaking methods	Augmentative and alternative communication systems



Adaptive Equipment and Assistive Technology

- A range of adaptive solutions that optimize a child's access to activities and participation across contexts and routines
- Examples
 - Ramps for wheelchair access to play centers
 - Wagons for transitions with the group when not practicing walking
 - Bolsters and footrests to stabilize children at activity tables
 - Beanbag/cube chairs
 - Adaptive handles and scissors



Materials Adaptation

- **Change placement** to maximize child access
- **Stabilize:** Velcro, tape, nonskid surfaces
- **Modify** to enhance participation (e.g., glue Styrofoam between pages of a book to make it easier to turn)
- **Create** bold and simplified visual materials to attract and engage



Activity Simplification

- Break the activity down into smaller elements (e.g., provide one or several blocks at a time)
- Reduce or change the order of required steps in an activity
- Support children to move through an activity and have them complete the last step alone
 - Gradually fade support throughout earlier steps



Individual Interests

- Identify child preferences to plan activities for the whole group
- Choose activities that include child strength areas
- Include plans for peer support and shared enjoyment
- Plan for predictable access to preferred objects and activities to support self-regulation



Adult Support Strategies

- Join the child in play
- Offer just the right amount of help
- Highlight successes using descriptive praise
- Slow down the pace when needed
- Support peer interaction
- Provide narrative comments
- Provide modeling and expansions of play/social communication



Peer Support

- Children often acquire new skills more effectively from peers than from adults/professionals
- Hard-wired to learn in the context of social interaction with peers



Embedding Peer Interaction Into Every Part of the Day

- Creating a culture in which children support each other creates trusting relationships, friendships, and a caring classroom community



Select Supportive Peers When Planning Instruction/Intervention

- Consider the match between children in terms of complementary strengths and interests
- Does the child want to help?
- Generally, is the child patient, empathic, talkative, flexible, enthusiastic?
- Use a period of observation to make your selection



Peer Partners

Can be planned in advance to:

- Encourage
- Model
- Help when needed
- Share delight
- Children with disabilities who share experiences with peers gain access to group membership, relevant behavior models, and positive learning experiences!



Early Childhood Personnel Center

www.ecpcta.org

Peer Support at Preschool

[Video 1.10: Routine in a program – water play | Connect Modules \(dec-sped.org\)](#)

Watch the video on the next slide before discussing the following questions;

- How did the teacher support the peer?
- Did the child enjoy being invited into this activity?
- As a teacher/provider, might you have done anything differently in this example?



Early Childhood Personnel Center

www.ecpcta.org

Video: Water Play



<https://connectmodules.dec-sped.org/connect-modules/resources/videos/video-1-10/>



Early Childhood Personnel Center

www.ecpcta.org

Sibling Support

[Video 1.13: Routine in the community – playing at a park | Connect Modules \(dec-sped.org\)](#)

Watch the video on the next slide before discussing the following questions;

- How did this sibling enrich her brothers learning during this outing?
- What might you want to hold in mind for a sibling of a child with a disability?

Video: Sibling Support



<https://connectmodules.dec.sped.org/connect-modules/resources/videos/video-1-13/>

Activity

[Video 1.17: Routine in a program – playing red light green light | Connect Modules \(dec-sped.org\)](#)

Watch the video on the next slide before discussing the following questions;

- How did these teachers bring in child preferences, peer support, and use environmental arrangements to support participation and learning?



Early Childhood Personnel Center

www.ecpcta.org

Video: Playing Red Light Green Light



CONNECT

The Center to Mobilize Early Childhood Knowledge



<https://connectmodules.dec-spced.org/connect-modules/resources/videos/video-1-17/>



Early Childhood Personnel Center

www.ecpcta.org

References and Resources

- Sandall, S.R., Schwartz, I.S., Joseph, G.E., Gavreau (2019): Building Blocks for Teaching Preschoolers with Special Needs, 3rd Edition, Brooks
- [Connect Modules and the Division for Early Childhood \(DEC\)](#)
- [The National Center on Quality Teaching and Learning: Highly Individualized Teaching and Learning](#)
- [Activity Matrix for Young Children with Disabilities \(odu.edu\)](#)



Disclaimer

This is a product of the Early Childhood Personnel Center (ECPC) and was made possible by Cooperative Agreement #H325B170008 which is funded by the U.S. Department of Education, Office of Special Education Programs. However, those contents do not necessarily represent the policy of the Department of Education, and you should not assume endorsement by the Federal Government.



Early Childhood Personnel Center

www.ecpcta.org